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Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 5s.

Number of Members, 38.

## List of Lectures and Meetings :—

October 12th, 1905.—“The Use and Abuse of English.” Dr. McCLURE.

November 9th, 1905.—“The Possibilities of History Teaching in connection  
with our Cathedrals.” Mrs. JOHN HENDERSON.

December 14th, 1905.—“The Supreme Value of Comedy.”

Rev. CONRAD NOEL.

February 8th, 1906.—“A Roman Father.” Dr. W. BLAKE ODGERS.

March 8th, 1906.—“Beauty and Simplicity.” Miss LUCY SHAKESPEARE.

May 10th, 1906.—Members' Debate.

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Annual Subscription, without *Review*, 2s. 6d.

The *Parents' Review* can be obtained from the Central Office, 6s. per annum.

Number of Members, 68.

## List of Lectures and Meetings :—

November 21st, 1905.—“Health Lessons.” Dr. ANDREW WILSON.

December 6th, 1905.—“Domestic Science.” Miss GRACE PATERSON.

February 1st, 1906.—“Andromaque.” Mdlle. DE NYS.

March 2nd, 1906.—“Balance in Education.”  
Mr. SMITH, H.M. Inspector of Schools.

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Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 5s.

Number of Members, 93.

## List of Lectures and Meetings :—

October 17th, 1905.—“Vital Education.” Mrs. CLEMENT PARSONS.

November 16th, 1905.—“The Strong Points in the Educational Systems  
of the United States.” Dr. GREGORY FOSTER.

December 11th, 1905.—“The Psychology of the Child.” Dr. HORTON.

January 31st, 1906.—“The Uses of Beauty in Education.”

Mrs. GILLILAND HUSBAND.

February 26th, 1906.—“The Influence of Beautiful Surroundings.”

HENRY HOLIDAY, Esq.

March 27th, 1906.—“A University Education for Women.”

Mrs. KNOWLES.

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Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 5s.

Number of Members, 46.

## List of Lectures and Meetings :—

October, 1905.—Conversazione.

November, 1905.—“Habit.” Dr. HELEN WEBB.

December, 1905.—“Africa.” Mr. MEIKLEJOHN

January, 1906.—“Phases of Childhood.” Mrs. BENNET.

February, 1906.—“Cultivation of the Voice.” Mrs. CLIFFORD GRANVILLE.

March 31st, 1906.—“The Music Lesson.” Miss CROMPTON.

April, 1906.—“The Hygiene of the Eyes in Infancy and Childhood.”  
Dr. AMY SHEPPARD.

### HASTINGS AND ST. LEONARDS BRANCH.

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#### Branch Representative :

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Annual Subscription (a) with *Review*, 10s. 6d.; (b) without *Review*,  
2s. 6d.

Number of Members, 56.

#### List of Lectures and Meetings :—

February 5th, 1906.—“The Training of the Modern Girl.” Mrs. SIEVEKING.  
March 19th, 1906.—“Diet with regard to Child Life.”

Mrs. CONSTANCE BARKER.

### NATURE STUDY SOCIETY.

Walks, Lectures and Collections.—Walks taken throughout March,  
April, June, July, 1905, under the guidance of Miss Kennedy, Vice-Principal  
of the Hastings and St. Leonards College.

### HYDE PARK AND BAYSWATER BRANCH.

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Mrs. WHITAKER THOMPSON, 24, Argyll Road, W.

Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.

Number of Members, 231.

#### List of Lectures and Meetings :—

October 30th, 1905.—“The Training of Ambition.”

November 23rd, 1905.—“Backward Children.” The Rev. Canon SKRINE.  
January 31st, 1906.—“The Right Basis of a Musical Education.” Dr. SAVAGE.  
Dr. ARTHUR SOMERVELL.

P260 CMC 274

February 19th, 1906.—“Modern Language Teaching.”  
March 12th, 1906.—“Observation-Drawing illustrated by the Art of  
Childhood.” Mr. T. R. ABLETT.

Meetings were held on October 12th, November 13th, December 5th,  
1905; January 24th, February 13th, and March 29th, 1906; when Chapters  
from *Home Education*, *School Education*, and *Parents and Children* were  
read and discussed.

Natural History Excursions, conducted by Miss Beatrice Taylor, were  
arranged for Wednesday afternoons in May, June and July, 1905, and were  
well attended.

### KEW AND RICHMOND BRANCH.

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Branch Representative : Mrs. BLAIR, Matson Lodge, Sheen Road, Richmond.

Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.

Number of Members, 26.

#### List of Lectures and Meetings :—

May 5th, 1905.—“Fairy Tales.” Mrs. DOUGLAS WILSON.  
October 19th, 1905.—“How Plants Live and Work.” Mr. ROWBOTHAM.  
November 9th, 1905.—“The Training of Ambition.” Rev. Canon SKRINE.  
December 13th, 1905.—“Nature and her Servants.”

Rev. THEODORE WOOD.

January 31st, 1906.—“Senses and Morals.”

GEORGE J. MAGUIRE, M.B., B.Ch., B.A.O.

March 6th, 1906.—“Some Physiological Problems in Education.”

Dr. SHUTTLEWORTH.

March 28th, 1906.—“The Simple Life.” Mrs. CREIGHTON.

### LEEDS BRANCH.

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Annual Subscription (a) with *Review*, 8s.; (b) without *Review*, 2s. 6d.

Number of Members, 87.

P260 CMC 274

- List of Lectures and Meetings :—  
 October 16th 1905.—“The Training of Character.”  
 The Right Rev. the LORD BISHOP OF RIPON.  
 November 22nd 1905.—“The Teaching of History.” W. EDWARDS, Esq.  
 December 13th, 1905.—“Mothers and Daughters.” Mrs. STEINTHAL.  
 January 30th, 1906.—“Some Thoughts on Art in connection with  
 Education.” Miss EMILY FORD.  
 February 28th, 1906.—“The Teaching of Poetry to Children.”  
 Mrs. SIMPSON.  
 March 29th, 1906.—“English Education as seen by an American School-  
 man.” Professor EARL BARNES.

A NATURAL HISTORY CLUB,

Conducted by Miss MARY SIMPSON, is a daughter of the P.N.E.U. in Leeds.  
 In connection with this club lectures and excursions are arranged. The  
 club begins work in February and ends in December. There is one lecture  
 each month, followed by two excursions. The club has a membership of  
 about 30 children and 10 adults. The annual subscription is £1 1s.

NORWICH BRANCH.

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Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 3s. 6d.

Number of Members, 29.

- List of Lectures and Meetings :—  
 October 3rd, 1905.—“Habit” and “Talk to Nurses.” Dr. HELEN WEBB.  
 November 10th, 1905.—“The Religious Training of Children.”  
 Rev. FRANCIS PHELPS.  
 December 6th, 1905.—“Some Phases of Childhood.” Mrs. BENNETT.  
 January 5th, 1906.—“Living Books in the Nursery.” Mrs. CRUMP.  
 February 28th, 1906.—“The Two Countries.” LADY BATTERSEA.  
 March 14th, 1906.—“How to Train a Taste for Literature in Young  
 Children.” Miss MACROBEN.  
 March 26th, 1906.—“Nature Study.” Rev. A. THORNLEY.  
 One Nature Ramble took place at Beeston Bog.

NOTTINGHAM BRANCH.

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Mrs. R. EVANS	Miss KIRSOPP
Mr. HALL, H.M.I.	Mr. C. L. ROTHERA (Chairman)
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Hon. Secretary and Treasurer : Rev. A. THORNLEY, The Gables, Hucknall Rd.  
 Annual Subscription (a) with *Review*, 10s. ; (b) without *Review*, 5s.  
 Number of Members, 30.

List of Lectures and Meetings :—

- April 28th, 1905.—“The School according to Ruskin.” J. L. PATON.  
 October 2nd, 1905.—General Meeting for Adoption of Rules and Election  
 of Officers and Committee ; also Paper on “The Education of the  
 Imagination,” read by Rev. J. M. LLOYD THOMAS.  
 November 7th, 1905.—“The Child’s Ethical Instruction.” Princ. RITCHIE.  
 November 21st, 1905.—“The Child’s Leisure.” Dr. SARAH GRAY.  
 December 4th, 1905.—“Education as a Fine Art.” Mr. A. H. CLARKE.  
 February 19th, 1906.—“Fröbel and his Work.” Miss L. E. TURNER.  
 March 27th, 1906.—“The Teaching of Poetry to Children.” Mrs. SIMPSON.  
 Nature Rambles :—  
 June 27th, 1905.—Nature Walk.  
 March 13th, 1906.—Bird Walk.

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 Hon. Librarian : Mr. W. C. LONG, 37 and 39, London Street, Reading.  
 Annual Subscription (a) with *Review*, 7s. 6d. ; (b) without *Review*, 2s. 6d.  
 Number of Members, 91.

- List of Lectures and Meetings:—  
 October 25th, 1905.—“The Educational Views of Michel de Montaigne.”  
 Miss GERALDINE HODGSON.  
 November 21st, 1905.—“Nursery Artists.” Mr. WM. G. COLLINGWOOD, M.A.  
 December 14th, 1905.—“Education in Hungary.”  
 Mr. O. A. SHRUBSOLE, F.G.S.  
 January 19th, 1906.—“The Education of Poor-Law Children.”  
 Miss C. O. STEVENS.  
 February 15th, 1906.—“Fairy Tales and Sagas in the Schoolroom.”  
 Miss DODD.  
 March 13th, 1906.—“Punishments: their use and abuse in Education.”  
 Mr. DRYLAND HASLAM, Jun., F.S.I.  
 April 23rd, 1906.—“Development of Individuality in the Young.”  
 Mr. W. G. DE BURGH, M.A.

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Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.

Number of Members, 55.

- List of Lectures and Meetings:—  
 September, 1905.—“Ancient Greece and Modern Life.”  
 October, 1905.—“The Function of Poetry.” G. W. RUNDALL, Esq., M.A.  
 November, 1905.—“Mistakes in Music Teaching.” Miss WALLAS.  
 February, 1906.—“Moral Education in the Home.” Mrs. SPENCER CURWEN.  
 March, 1906.—Discussion on the question whether “The Methods of  
 Education are being made too Pleasant.” Rev. W. C. COMPTON.  
 Opened by R. S. RAGG, Esq., B.A., etc.

SALISBURY BRANCH.

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Annual Subscription (a) with *Review*, 8s. 6d.; (b) without *Review*, 3s. 6d.

Number of Members, 48.

List of Lectures and Meetings:—

June, 1905.—“Religious Education.”

October, 1905.—“How to bring Children into touch with Nature.”  
 The Rt. Rev. the LORD BISHOP OF RIPON.

November, 1905.—“Health of Young Children.” Dr. H. WEBB.  
 Mrs. FRANKLIN.

December, 1905.—“Children’s Imaginative Faculty.”  
 The Rev. Dr. BATCHELOR.

February, 1906.—“Character Training.”  
 Mrs. E. WILLIAMS and Miss FORTH.

April, 1906.—“Education and National Needs.” The Rev. A. A. DAVID.

SCARBOROUGH BRANCH

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Annual Subscription without *Review*, 3s. 6d.

Number of Members, 78.

The *Parents’ Review* can be obtained by members from the Central Office,  
 6s. per annum, post free.

- List of Lectures and Meetings:—  
 October 27th, 1905.—“Child Life in the Town.”  
 Mrs. PERCY ALDEN, M.D. (London).  
 November 23rd, 1905.—Annual Meeting of the Society. Presidential  
 Address. “What to do with our Children when they leave School.”  
 Mrs. RALPH (Nottingham).  
 December 13th, 1905.—“Pure Milk Depots.” Miss G. HARLOCK.  
 January 31st, 1906.—“How to Teach the Bible to our Children.”  
 The Ven. Archdeacon MACKARNES.  
 February 20th, 1906.—“Industrial Betterment.”  
 Miss M. E. WOOD (York).  
 March 23rd, 1906.—“Betting and Gambling—a National Evil.”  
 J. M. HOGGE, M.A.  
 April, 1906.—“Art in the Citizen's Life.”  
 Mr. ALBERT STRANGE (Head Master of the School of Art).

READING CIRCLES.

These were arranged in connection with the Lectures, and were held in districts, presided over by a Secretary. Time—12 to 1 o'clock.  
 Group A (South Cliff). Secretary, Mrs. CHRIMES, Westbourne Lodge, Cromwell Road.  
 Group B (Falsgrave). Secretary, Mrs. HANDCOCK, 6, Westfield Terrace.

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- |                     |                             |
|---------------------|-----------------------------|
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Hon. Treasurer: M. HEWITT, Esq., Bank House, Sidcup.

Branch Representative: Mrs. PEARCE, Merton Court, Sidcup.

Annual Subscription (a) with Review, 10s.; (b) without Review, 5s.

Number of Members, 40.

List of Lectures and Meetings:—

- October 6th, 1905.—“Wonders of Ant Life”—1st Lecture.  
 Rev. THEODORE WOOD.  
 October 27th, 1905.—“Wonders of Ant Life”—2nd Lecture.  
 Rev. THEODORE WOOD.  
 November 10th, 1905.—“How to Show Children the National Gallery.”  
 Miss ANNIE EVANS, Public Lecturer on Art.

- November 24th, 1905.—“Is Athleticism good for Women?”  
 Dr. G. DAVIS.  
 December 8th, 1905.—“Nature Lore in the Library and Out-of-Doors.”  
 Miss LUCY SHAKSPEARE.  
 January 26th 1906.—“Simplicity.” Mrs. CLEMENT PARSONS.  
 February 16th 1906.—“Life in a Pond.” EDWARD J. E. CREESE F.R.M.S.  
 Four Lectures by Miss LUCY SHAKSPEARE on “Education in the Century:”  
 March 2nd, 1906.—I. “The Vital Principle.” Rousseau and Fröbel.  
 March 9th, 1906.—II. “New Influences in Great Britain.” The Arnolds  
 —State Education—Ruskin and Morris.  
 March 16th, 1906.—III. “Higher Education of Women.” Sketch of  
 the Movement—Its Results affecting the Coming Generation.  
 March 23rd, 1906.—IV. “Present Conditions and Tendencies.” Organ-  
 isation by the State—Work and Influence of the Parents' Union.

SURBITON BRANCH.

President: Mrs. ZIMMERN.

Committee:

- |                   |                      |
|-------------------|----------------------|
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| Miss COOKE        | Miss PROCTER         |
| Mrs. GOODMAN      | Rev. F. J. WOODHOUSE |

Hon. Secretary: Miss WOODHOUSE, Shrewsbury House, Surbiton.

Hon. Treasurer: Miss Bloxam, Ashford, Berrylands Road, Surbiton.

Annual Subscription (a) with Review, 10s.; (b) without Review, 5s.

Number of Members, 57.

List of Lectures and Meetings:—

- November 8th, 1905.—Inaugural Meeting. “Principles and Objects of  
 the P.N.E.U.” Mrs. FRANKLIN.  
 December 7th, 1905.—“Habit.” Miss HELEN WEBB, M.B.  
 January 11th, 1906.—“Dwellers on Sandy Shores.”  
 Miss BEATRICE TAYLOR.  
 February 9th, 1906.—“Simplicity.” Mrs. CLEMENT PARSONS.  
 March 7th, 1906.—“Home Training of the Modern Girl.”  
 Mrs. SIEVEKING.  
 March 27th, 1906.—“Nature Study.” Miss VAN WYSS.

P270cm274

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*Hon. Secretary:*  
Mr. J. W. WALKER

*Hon. Treasurer:* Mrs. STONEHOUSE, West Parade, Wakefield.  
Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.  
Number of Members, 53.

*List of Lectures and Meetings:*—  
October 26th, 1905.—“The Formation of Character.”  
November 16th, 1905.—“The Modern Relationship of Parent to Child.”  
December 14th, 1905.—“Some Roman Views of Education.”  
March 27th, 1906.—Discussion on “Punishments: Theory and Practice.”  
Started by a short paper from Mr. PLEWS.

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*Hon. Treasurer:* Mrs. M. E. SADLER, Eastwood, Weybridge.  
Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.  
Number of Members, 41.

*List of Lectures and Meetings:*—  
October 18th, 1905.—“The Teaching of an English Classic.”  
November 15th, 1905.—Discussion on “Do our ordinary English School Methods tend to stifle Intellectual Interests?”  
December 13th, 1905.—“The Happiness of Work.”  
February 7th, 1906.—“The Spirit of Reverence.”  
March 14th, 1906.—“The Possibilities of Historical Teaching in a Cathedral Town.”  
May 16th, 1906.—“Oddities of the Sea Shore.”

The Rev. THEODORE WOOD.

P271cm274

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Annual Subscription (a) with *Review*, 10s.; without *Review*, 5s.  
Number of Members, 39.

*List of Lectures and Meetings:*—  
October 28th, 1905.—“Oddities of the Sea.” The Rev. T. WOOD.  
December 4th, 1905.—“Heredity and Environment.” Mr. FORT.  
January 13th, 1906.—“The Movement of Plants.” Miss TAYLOR.  
February 14th, 1906.—“The Aim of Music in Education.”  
March 17th, 1906.—“Work Time.”  
Dr. E. T. SWEETING.  
Mr. C. SIMMONS.

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Annual Subscription (a) with *Review*, 10s.; (b) without *Review*, 5s.  
Number of Members, 29.

*List of Lectures and Meetings:*—  
June 15th, 1905.—Garden Party and Address by Mrs. FRANKLIN.  
October 12th, 1905.—“Books and Reading.” Rev. SMYTHE PALMER.  
October 27th and November 17th, 1905.—“History of the Church in England.” Rev. M. R. BETHUNE.  
November 7th, 1905.—“Co-Education.” J. H. BADLEY, Esq.  
Readings are held every Thursday afternoon, for the study of Miss Mason's works.

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Number of Members, 60.

## List of Lectures and Meetings:—

October 14th, 1905.—“Woman’s Education in Japan.”  
Miss MIYAKAWA, of Japan.November 3rd, 1905.—“The Domestic Problem.”  
Mrs. ARMSTRONG, (the Arachne Club.)December 5th, 1905.—“Nursery Management.”  
C. J. HORNER, Esq., L.R.C.P. (London).January 24th, 1906.—“The Centenary of Mrs. Browning.”  
ROWLAND GREY.February 14th, 1906.—“Bread and Butter first and Cake afterwards.”  
Miss LUCY SHAKSPEARE.

March, 1906.—“The new lights on the Bible in relation to the Religious Education of young Children.” Rev. WILFRID RICHMOND, Chaplain of Lincoln’s Inn.

**NATURAL HISTORY CLUB.**

There are 36 members. There have been four meetings since April 1st, 1905. Others were arranged, but had to be postponed, owing to various circumstances.

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Lectures are given in connection with sub-branches.

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Annual Subscription, 2s. 6d.

Number of Members, 20.

## List of Lectures and Meetings:—

May 5th, 1905.—“How Parents may help Teachers.”  
Rev. G. M. LONG, M.A.

June 9th, 1905.—“Education and Home Lessons.” D. SPRINGTHORPE.

August 11th, 1905.—“Extremes in Educational Reform.”  
Mr. D. AVERY, M.Sc.

October 20th, 1905.—“Punishment and Rewards.” Miss RANKIN

P274mc274

**HAWTHORN SUB-BRANCH.**

*President* : J. T. COLLINS, Esq., M.A.

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*Hon. Secretary and Treasurer* : Mrs. GEORGE SWINBURNE.

*Branch Representatives* : Mrs. CLAYTON, Mrs. G. SWINBURNE.

Annual Subscription, 2s. 6d.

Number of Members, 40.

List of Lectures and Meetings :—

- June 1st, 1905.—Drawing-room Meeting. "Old Methods and New in Education." Mrs. TOPP.
- September 12th, 1905.—Drawing-room Meeting. "Children's Reading." Mrs. THORNE, B.A.
- November 3rd, 1905.—"Educational Problems for Parents." F. TATE, Esq., M.A., Director of Education.

**SUBURBS SOUTH OF THE YARRA SUB-BRANCH.**

*President* : DONALD MACKINNON, Esq., M.L.A.

*Committee* :  
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*Hon. Secretary and Treasurer* : Mrs. EMMET DILLON.

*Branch Representatives* : Mrs. E. BAGE, Mrs. D. McALPINE.

Annual Subscription, 2s. 6d.

Number of Members, 46.

List of Lectures and Meetings :—

- April, 1905.—"What Parents should desire in the Education of their Children." Dr. J. W. BARRETT.
- June, 1905.—Drawing-room Meeting. "The Employment of Children's Leisure."
- September, 1905.—"Physical Training." Dr. ATKINSON WOOD.

P275mc274

**THE HOUSE OF EDUCATION,  
AMBLESIDE.**

**"For the Children's Sake."**

*Man cannot propose a higher or holier object for his study than Education.—PLATO.*

**Visitor :**

Mrs. DALLAS YORKE.

**Examiners :**

- The Rev. C. H. PAREZ, M.A., late Chief H.M. Inspector of Schools, Examiner in Practical Teaching, Psychology, and the Theory of Education.
- The Rev. A. THORNLEY, F.L.S., F.E.S., Examiner in Nature Lore.
- The National Health Society examine in Hygiene and Human Physiology.
- The Board of Examinations for Educational Handwork examine in Handicrafts.

**Principal :**

Miss CHARLOTTE M. MASON.

**Vice-Principal :**

Miss F. C. A. WILLIAMS.

**Secretary :**

Miss KITCHING.

**Staff** : Miss C. F. BARNETT, Mdle. MOTTU, Fräulein HAMBURGER (*resident*), Miss M. SUMNER, Miss FIRTH, &c. (*non-resident*).



## HOUSE OF EDUCATION, AMBLESIDE.

The OBJECT of the House of Education is to provide for women a special training in the knowledge and the principles which belong to their peculiar work, namely, *the bringing up of children*. It is needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power; and this work on special lines should be of incalculable service to all who may, in any way, be concerned in education.

Candidates for admission must have received a sound education: these are—

- (a) Ladies (young ladies especially) who undergo training, not with a view to teaching, but solely to enable them to fulfil the more intelligently any natural guardianship of children to which they may be called. The admission of these does not depend on a preliminary examination.
- (b) *Primary Governesses*: that is, ladies who desire to qualify as governesses to young children. These must pass an easy entrance examination as a test of general knowledge.
- (c) *Secondary Governesses*: that is, ladies who wish to qualify as governesses to more advanced pupils. These should, as a rule, hold certificates of attainments, though such certificates are not indispensable, as the entrance examination affords a test. There is but the one course of training; the division into (a) and (b) depends upon the students' previous attainments.

The work of this College is entirely *Training* and not *Teaching*: it may be classed broadly under the following heads:—

- I. Psychology, Ethics, and the History and Philosophy of Education. The aim of Education, as presented to the students, is, To produce a human being, at his best—physically, mentally, morally, and religiously—quicken by the enthusiasms of religion, of goodness, of nature, of knowledge, of art, of literature, and of manual work.
- II. The Practice of Education, under direction and criticism (in the Practising School, which is arranged on the lines of a Home Schoolroom); the work is tested by a lesson given by each student before the Inspector, the marks she receives going towards her Certificate.
- III. The Teaching of Modern Languages (French,\* German and Italian) on the Gouin system. Much attention is paid to this branch of the work on account of its educational value; this lies chiefly in the training it affords in the power of attention, and to the imagination, as well as to the ear and vocal organs in perceiving and producing new vocables.
- IV. Nature-Lore, which includes the acquiring of familiar acquaintance with the natural objects—wild flowers and fruits, trees, bird and insect life—of this beautiful country; field work (in Botany, Natural History, Geography, and Geology) and the keeping and

\* Great pains are taken to secure fluency and a good accent.

- illustrating with brush drawings of a Nature Diary. The NATURE-LORE CERTIFICATE assures a knowledge which should enable the governess to gratify the intelligent curiosity of children, or to introduce her older pupils to the delightful pursuits of the field naturalist. The Nature Study is supplemented by definite scientific teaching in Biology, etc
- V. Art: Modelling in Clay, Drawing in Charcoal and Water-Colour, and Brushwork, on broad artistic lines. The students have also weekly instruction in art, chiefly Italian, at the house of a friend, and the opportunity of seeing reproductions of those pictures and buildings described by Mr. Ruskin: they thus become acquainted, to some extent, with his ethical and artistic teaching, and prepared to guide the taste of their pupils, and to enjoy foreign travel with perceptive minds, and hearts, "more deeply satisfied and more divinely athirst."
  - VI. The teaching of Voice Production, Singing, and the Piano, on *educative* and intelligent methods.
  - VII. Hygiene. The students are examined for the diploma of the National Health Society which guarantees such knowledge of Human Physiology, etc., as will fit the holders to take intelligent care of children in health and to give intelligent help in sickness; and to enable them to teach on the lines on which they themselves have been taught. The art of taking walks, hockey, Ling's Swedish drill, and graceful calisthenic exercises with the ball, skipping-rope, etc., are amongst the means of health and happiness to the use of which the students are trained.
  - VIII. Arts and Crafts. Prominence is given to manual training both for its own sake and as giving a just balance to character, and a variety of interests in life. Among the subjects taught are cardboard Sloyd (Leipsic and Swedish), bookbinding, woodcarving, basket making, bent iron work, leather and brass work, needlework, knitting and netting. Cooking is taught so far as to enable the students to teach their pupils to cook.

The students are trained to carry their pupils through the progressive classes of the *Parents' Review School*, which includes in its programme Latin, Mathematics, Literature, History, Geography, etc., in addition to those subjects indicated above.

Special opportunities for literary culture are afforded.

The training course for certificated teachers occupies Two Years.

Students are not admitted under eighteen.

The year is divided into three terms, Spring, Summer, and Winter: the First from the middle of January to the middle of April; the Second from the middle of April to the middle of July; the Third from the end of September to the middle of December.

There are three vacations, Winter, Easter, and Summer. Part of the Summer vacation is spent by the senior students in Probationary Teaching.

Students enter in January.

P278mc274

Fees, payable in advance, £23 6s. 8d. a term.—Fees for books, stationery, materials for handicrafts, examination fees, fees for outside classes, etc., 15s. a term.

The students pay for their own washing.

Students who enter for a non-professional training may be admitted somewhat under eighteen (e.g. at seventeen and a half), and such students may enter for one year, on the distinct understanding that they do not make professional use of their training.

Fees in such cases are the same as for the other students.

Such students, who do not propose to teach, and are unable to enter for a year, are received for a short course of a single Term. Fee, 30 guineas. These may enter for either of the three terms if there should be a vacancy.

Each student, on completing her training, must pay a fee of £5 to the Parents' National Educational Union. This fee, which entitles a student to the Parents' Review for two years, and to a life membership of the Union, may be paid in instalments, lasting over a year, to the Secretary of the P.N.E.U., at the Office, 26, Victoria Street, London, S.W.

This rule applies to all students excepting those who enter for a three months' course.

The House of Education is carried on in a finely situated building (including, besides sleeping and living rooms, Lecture Room, Work Room, Practising School, etc.), in its own beautiful grounds.

The House of Education Certificate, which is awarded to successful students at the end of their training, upon their Examination in the Theory and Practice of Education, guarantees practical skill in teaching, some knowledge of the principles of Physical, Ethical, Intellectual, and Religious Education; and that the student is instructed to train nerve and muscle, intelligence, will, and conscience in such wise as to work towards the fullest development of children committed to her care. It also certifies a knowledge of methods of teaching and of text-books; and that the student is in touch with the best educational thought. It attests, too, that she is trained to educate the hand by means of useful and delightful Home Arts. This certificate testifies, in a word, to some degree of the "all-round" qualifications necessary to those who take in hand the education of boys up to ten years of age, and of girls up to the age of sixteen or seventeen. At that age a girl should be able to specialise, and the aid of a highly qualified specialist should be called in.

The Certificate will be awarded only when the student shows herself possessed of the—to adapt a phrase—enthusiasm of childhood, which makes all work of teaching and training heart-service done to God.

It is desirable that ladies who employ House of Education governesses should enter their children in the Parents' Review School. Also, that ladies inquiring for such governesses should not be at the same time in correspondence with other governesses seeking posts.

The interest felt in the House of Education is widespread, and it is not possible to supply the demand for governesses. Earnest and well-bred women who are looking out for good work are invited to offer themselves for training. The need of devoted co-workers in their labour of love is grievously felt by mothers, especially by some of those of the upper classes whose engagements press heavily upon them.

Apply to  
The Secretary  
HOUSE OF EDUCATION,  
AMBLESIDE.

P279mc274

HOUSE OF EDUCATION.

INSPECTOR'S REPORT.

CHRISTMAS, 1905.

The object of the House of Education is, as is well known, to give a right inspiration and to direct with wise guidance the efforts of those in whose hands the training of the young people of our English homes is placed. Here, in its happy home nestled among the mountains, rises, it may be said, the pure spring of wholesome educative influence which is now carrying its beneficent waters into all parts of our country. It may be that it will not hereafter be confined to its hitherto accustomed channels, but, by means of the Conferences which are just being set on foot, will overpass these and carry its vivifying influence into the regions of our elementary and secondary schools. "On ne tue pas les idées," one has recently said. Whatever may be the result of these conferences, the ideas at any rate which constitute the principles of the House of Education, will gain in influence and have wider practical issue. With this important movement I have, however, at present no direct concern, but I am called upon once more to record as clearly and faithfully as I can the impressions which have been made upon me, as I have been put in a position by the renewed invitation of my revered friend, the Principal of the "House," to witness how her ideas are being actually carried out there.

Let me begin with the children. I saw them happily at work in their different classes, in accordance with the arrangements of the syllabus. Their exercise books on which they were at the time engaged, and the quarterly examination work, were submitted to me. A properly arranged programme of work is a very necessary thing, and one thing, the importance of which cannot be exaggerated. It demands much care and thought and can only be the issue of these combined with the readings of experience. This is provided here by a minutely drawn up syllabus for each class in which the work in each subject and the successive steps of it are set forth. As is well known, one feature of the syllabus is the aim of inspiring in the children themselves the habit and the love of reading, and of introducing them to real literature. Text books are therefore as much as possible avoided; whole books, and, these the best, are made their chief mental pabulum. Oral instruction, though subordinated to this aim of self-instruction, is given to some extent, and accordingly, the students are in the habit of giving model lessons before the Principal and her staff in order that they may receive the benefits of their criticism and advice. Such lessons were given before myself by the second year students, and, together with the exercises in reading, received marks that had their value in the drawing up of the Class List (see below).

The exercise books of the children pleased me much by their neatness, and by the evidence they gave of the care taken to ensure right methods, and that in every subject; and I was especially struck by the correctness and intelligence of the grammatical analysis—a matter of much importance in mental training. Systematic as the work of the children is, it is nevertheless enjoyed by them. This is due, partly, of course, to the kindly superintendence of the students engaged in teaching, but, primarily, to the system adopted.

The use of interesting reading books tends, of course, greatly to this end, but it is also furthered in other ways as, e.g., by the means used to ensure inter-connection of the various subjects. An abundant store of illustrative books, pictures, etc., is at hand, but these are regarded as auxiliary; individual effort and interest being made the mainspring of advance. Reality, earnestness and living interest are encouraged, and the atmosphere of culture is breathed unconsciously by the children. Hand and brain work together, and many pretty and useful objects, made by the children, were shown me.

I must now, however, leave the children, and describe what was shown me in respect of the main work of the "House" in training the students. It has already incidentally been mentioned, in connection with the teaching of the children, that the students are in the habit of drawing up oral lessons according to their own ideas and ability, and of giving demonstration of them and receiving such hints in respect of them as may be of use. Here it may be noted that they are themselves, under Miss Barnett's direction, taught to be proficient in all the varieties of handwork, knowledge of which they are to impart hereafter to their pupils. A whole armoury of such products—in the room the walls of which carry the inspiration of Mr. Yates' wall painting—was to be seen; carton work, bookbinding, repoussé and besides, of course, needlework and nature study books.

Lessons were given before me by the members of the staff. Miss Barnett took the students of both years for a singing lesson, comprising a combined ear, tune and time test; a sight-singing test; and a lesson on expression in singing, with special regard to diction and cadence;—the students' own perceptiveness in these things being as much as possible drawn out. Miss Barnett has another special *métier*, which she continues to exercise here, adding to superintendence of the singing, instruction in elocution and reading.

Cookery lessons of a high class are given by Miss Firth. I was present during a portion of one of them, one of a course of ten, and can testify to her success by personal experience of the delicacy of flavour of the cooked dishes.

I witnessed some capitally performed exercises in drill, directed by Miss Blandy, who has obtained her diploma at the Bedford Physical Training College.

Miss Sumner—whose knowledge of matters of art is well assured—gave students of both years an interesting lesson on the Perception of Order in Nature, indicating broad simple notions pervading complete masses of form and colour.

Mdlle. Mottu was ready, as usual, to draw her class out of ordinary grooves, and gave a bright lesson, in French of course, on the significance of primitive sounds, onomatopœia, and the like. The lesson was followed easily and with interest, by the students.

Fräulein Hamburger has come with excellent precedents in her favour, and has taken the place vacated by Fräulein Diez, who is now enjoying well-earned retirement; she made her *début* on the occasion by introducing her class to the study of the life and writings of the German poet, Friedrich Rückert. The lesson (*in German*) was given to a class composed of those students who were sufficiently familiar with German, and was interspersed with readings given partly, with much feeling, by Fräulein Hamburger and partly by the students who were thus made to enter into the subject and make it their own.

Social and intellectual instincts are at once satisfied by the evening gatherings usually held at the House on the well-known Tuesdays; and owing to the judicious distribution of the day's tasks and the avoidance of superfluous labour, owing also perhaps to the constant admission of fresh air, day and night, with its health retaining invigoration, these evenings do not overtask strength and are a source of pleasurable enjoyment. A Mendelssohn evening, and a Heine evening, after the fashion of the Tuesdays, were arranged for my benefit; musical illustration entering, of course, into the prospectus of the former, while on the latter, a very good paper prepared and read by one of the students was followed by readings from the original a little French scene was acted for me, followed by *tableaux vivants* in connection with the French history, and the students still did not seem exhausted by their efforts.

A further ordeal, however, awaited the second year students, in the shape of an examination in the three subjects bearing most directly upon the lifework before them; viz., in the History of Education, in Psychology, regarded, *i.e.*, from its bearing on Education and on Methods in Teaching.

#### REPORT ON EXAMINATION.

The papers show that the students have been familiarised with the salient features of that large subject, the History of Education. The meaning of the great epochal changes has been well grasped and understood by them, and the great names that occur are not to them mere names, but are clothed with the flesh of life. They do know what has been said and thought; and the educational character of each era; the origin and nature of the successive modifying influences. The answers to those questions on method which bore on their work were, as might be expected from the care devoted to practice in teaching, very well done, while other questions, set rather with a view of discriminating between one and another of them, received sometimes a good, sometimes a fair, response. A distinct impetus seems to me to have been given in what may be called Educational Psychology, and the answers proved that the students will go to their duty in life, equipped with all the knowledge that can be given for preparing them in the best methods of observing and dealing with those who will be under their charge.

I am venturing to ask Miss Mason to allow the examination questions to be shown here. They may indicate perhaps better than the mere naming of the subjects can do, the sort of study in which the students are engaged. The credit of these good results is to be shared by Miss Mason's alert and zealous coadjutor, Miss Williams.

#### HISTORY.

- (1) Give a brief account of the origin of "public" schools or of those which preceded them, and your opinion of their past and present influence.
- (2) Show that, as a rule, educationally and socially important epochs have coincided. Mention three such epochs and name the most important educationists connected with each.
- (3) What resemblances may be noted in the methods advocated by Comenius and Milton? Mention also any points of contrast.
- (4) Contrast the incentives to earnest study advocated by Locke with those used by other educationists.
- (5) Who were the principal personages among the Port Royalists? Mention some respects in which the *P.R.* methods anticipated modern views.

P283cmc 274

- (6) Give the most important names in the history of education in the 19th century; and point out by what characteristics their methods are generally distinguished from those of the time of the Renaissance.
- (7) What were the reasons for the practical failure and for the permanent influence of Pestalozzi?
- (8) Say—*either*—what was the "Socratic method," and exhibit its abiding value; *or*, say—what you think has been the influence of Ruskin on educational method.

METHOD.

- (1) How can confidence between teacher and pupil be brought about in the incidents of ordinary lessons?
- (2) Give your views as to the respective values of instruction given (a) by direct oral teaching; (b) by means of things; (c) by means of books.
- (3) Show the importance of well-thought-out method in the education of the young from the earliest years.
- (4) It has been said, "There is no such thing as silence in Nature." Comment upon this dictum from an educational point of view.
- (5) In introducing young children to the study of other languages than their own, would you begin with Latin, or with French, or with German? Give reasons, if possible, "pro." and "con."
- (6) By what steps would you initiate your pupils into the study of the Heavens?
- (7) Exhibit the method of procedure you would adopt in introducing *either*, young children to the use of the cipher; *or*, older children to the use of the decimal power.
- (8) What points would you name as being distinctive in the method of teaching employed by Jesus Christ?

PSYCHOLOGY.

- (1) Comment on Professor James' definition of education, as "the organisation of acquired habits of conduct and tendencies to behaviour."
- (2) What psychological inference may be drawn from the phenomenon of the successful reformation of young derelicts?
- (3) Show that every child may rightly be recognised as a separate living organism, and point out how this consideration should enter into educative treatment.
- (4) What ground in the nature of children has the teacher to build upon in endeavouring to induce wholesome interests?
- (5) What reasonable explanation can be given for the greater attention that has been given in recent times to the psychological aspect of education?
- (6) Show that the use of metaphor in language is natural; and cite some passage from a good writer, which may serve well for a lesson upon its power and value.
- (7) How may the modern idea of evolution be usefully taken account of by those who are engaged in education?
- (8) Exhibit the importance of recognising in education the connection between hand and brain.

P283cmc 274

I append the CLASS LIST:—

CLASS I.	CLASS II.	CLASS III.
GLENNY	MAHONY	SMEETON
LOVEDAY	STANTON	HASLAM
{ CLENDINNEN	WILKINSON	
{ JUDD	BEATTY	
MORRIS		
TETLEY		
DIXON		
NEIGAN		
WISEMAN		

Formerly one of H.M. Chief Inspectors of Schools. C. H. PAREZ,

REPORT ON THE NATURE NOTE BOOKS.

I am very pleased with the fourteen Note Books received last December, though there is sufficient difference between the top and bottom of the list, to make two divisions necessary. Yet, as before, this difference is due more to the fact that a few students have been rather niggardly in recording their observations, than to any falling off in the quality of the work.

I meet with the same keen enthusiasm; and, what is extremely interesting to me, with a distinct development of the experimental method. This should be encouraged.

I should like to see more poetry and quotations from old and modern writers; for the study of Nature should help us to a true appreciation of all that is best in literature and art.

I am greatly struck again with the excellent account of the way in which the holidays were spent both at home and abroad, and nothing was of more interest in the note books, than the admirable attempt made by several students to make a comparative study of the different faunas and floras they met with in their ramblings.

There is little to criticise. Some note books betray too much hurry in the writing down of the notes, making the writing difficult to read and leading to careless spelling. In a few books also there were some of those tiresome blanks which I have mentioned in former reports. Some of the drawings attain a high degree of excellence.

Finally it may be said that these books bear witness to a remarkable extent of the power of Nature Study to arouse, enlarge, and educate the observational faculty.

DIVISION I.	DIVISION II.
LOVEDAY, K.	DIXON, G. C.
JUDD, F.	HASLAM, J.
MORRIS, L. H.	
GLENNY, M.	
SMEETON, H.	
TETLEY, E. R.	
WILKINSON, J.	
CLENDINNEN, M. M.	
MAHONY, G.	
BEATTY, L.	
NELIGAN, C. L.	
STANTON, L.	

CRITICISM OF THE NOTE BOOKS.

*Loveday, K.*—This is a very excellent book indeed. The observations are good and the drawings are beautiful. It is one of the best books I have seen. The drawings and studies of the Mosses are delightful. I much regret that illness prevented this enthusiastic student from finishing it.

*Judd, F.*—A capital book with some keen observations. The description of the holiday in France is altogether excellent. The drawings are good; but the lists are a little short.

*Morris, L. H.*—This is really a very good book indeed, the drawings are excellent; and the notes very full and interesting. The lists are complete. A little more care required in naming the families of plants correctly.

*Glenny, M.*—A very nice book. The drawings are particularly good, especially the Fungi. Astronomy is a strong point and is well done.

*Smeeton, H.*—A very nice book, showing deep interest and much perseverance not only in observation, but in experimenting. The poetry and quotations are excellent; and the little research into the meaning of popular and scientific names is pleasing.

*Tetley, E. R.*—This is another very nice book, showing much careful observation. The drawings are very artistic and accurate.

*Wilkinson, J.*—A capital book; the astronomy is particularly good. Writing a little difficult to read.

*Clendinnen, M. M.*—A very good book. Drawings very good indeed. The plant and bird lists want a little revising.

*Mahony, G.*—A nice book; and the drawings a little rough in the colouring, etc., nevertheless show the facies of the plants well.

*Beatty, L.*—A nice and full book. The drawings are good and improve all along. I am glad to see the poetry. The lists are quite a feature of this book, and it was an excellent idea to give the German and French equivalents of the bird names.

*Neligan, C.*—A very good book. The drawings are good.

*Stainton, L.*—An exceedingly nice book. The drawings are very artistic. Some close observations. The bird list wants completing.

*Dixon, G. C.*—The observations in this book are rather short; and some are incomplete. There is however a fine feeling for natural beauty shown in some of the notes. The drawings are fair, and I am sure will improve in the future.

*Haslam, J.*—This book is unfinished. The observations are rather too short, and the drawings are a little unfinished. The flowers drawn should be named. But there are several good things in the notes.

Last July I had the pleasure of again spending a couple of days with Miss Mason and the students at Scale Howe, when I had a most inspiring and delightful walk with the students to Tarn Hawes. In spite of a downfall of rain nearly all the way back home, I was amazed at the keenness and enthusiasm which prevailed, and the vast enjoyment which can be got out of even a wet walk when one has enthusiastic people about one. On the second day I had the pleasure of looking over the students' gardens, where there was a great deal to interest one. But a separate report upon these by the Rev. W. Tuckwell is appended. Great praise is due to the members of the Teaching Staff for the success with which they have called forth and sustained such excellent enthusiasm as that which I observed in the students.

Signed, REV. A. THORNLEY, M.A., F.L.S., F.E.S.

BOTANICAL GARDEN.

A history of the past year's work in the garden has been sent to me by the student who is acting as Head-gardener. Neatly arranged in tabular form, it describes 33 natural orders. The number of plants required to fill these beds according to my scheme is 508. They now contain in all 252, 116 having been put in this year. This means very creditable progress, several students having added each from twelve to eighteen plants. Some of the smaller beds are filled; all contain a fair number of typical plants; but the deficiencies are still very numerous, and I would hope that they may be reduced further in the coming year. The garden is said to be in tidy order, and the soil maintained in good condition.

Pyrford Rough, Woking,  
20th December, 1905.

W. TUCKWELL.

BOARD OF EXAMINATIONS FOR EDUCATIONAL HANDWORK.

Results of Examination held Easter, 1905.

DISTINCTION - - - K. LOVEDAY.

PASSED.

L. BEATTY	J. H. MORRIS
L. A. BELL	C. L. NELIGAN
K. M. CLENDINNEN	J. O. TAYLOR
M. G. GLENNY	E. R. TETLEY
F. JUDD	J. M. WILKINSON

CLASS LIST OF THE EXAMINATION HELD BY THE NATIONAL HEALTH SOCIETY.

At the House of Education, Ambleside, December, 1905.

C. C. MONRO	*MRS. MCKECHNIE
P. C. NEVITT BENNETT	*MRS. LAIDLAW
E. H. SMEETON	L. TAYLOR
M. JENNINGS	M. BEATTY
M. E. DAVIS	H. DYKE
A. EDGAR	D. OLIVER
A. WHITTALL	E. DAYTON

\* Members of the Mothers' Educational Course.

## THE PARENTS' REVIEW SCHOOL.

Conducted by Miss Charlotte M. Mason.

MOTTO :—" I AM, I CAN, I OUGHT, I WILL."

The object of the *Parents' Review* School is to help parents whose children are taught at home, by mother or governess, in the following ways :—

- (a) To secure a common standard of attainment, so that the home-taught child shall be equal to the rest when he goes to school.
- (b) To do this without sacrificing individual development, and the following of the bent of each child's tastes and powers.
- (c) To introduce good methods and good text-books into the home Schoolroom.
- (d) To foster the habits of attention, punctuality, diligence, promptness, and the power of doing given work in a given time.
- (e) To secure the gain of definite work upon a given syllabus, without the danger of "cram," and with some freedom in the choice of subjects.
- (f) To test and encourage the home school from term to term by examinations, testing intelligent knowledge rather than verbal memory.
- (g) To give the home-taught child advantages which the school-taught child possesses.
- (h) In a word, while increasing rather than diminishing the leisure of the home-taught child, to counteract any dawdling, dilatory, procrastinating habits, which put him at a disadvantage as compared with the smarter school-child.

This help is given in the following ways :—

"Preliminary questions" are sent to mothers, framed to ascertain the physical and mental development as well as the attainments of each child. Upon the answers to these the children are classified and a programme of work for a term is sent for the children in each class, together with *Time-tables*, "*Suggestions*" as to method of teaching and books to be used and the "*Rules of the School*." At the end of a term the children's work is tested by an examination. Examination papers are sent at Easter, Christmas and Midsummer. At Easter and Christmas the pupil's work is sent up, and the parents receive a report upon it. For the Midsummer examination the work is not sent up, but the parents send up their report.

FAMILIES : FEES (payable to the Secretary, House of Education, Ambleside) : *One Guinea* a year for a family of one or several children under ten years of age. *Two Guineas* for one child over ten. *Three Guineas* for a family in which one or more children are over ten.

Children are not admitted to the School under six years of age ; they may be admitted at any time except between August 1st and September 15th.

Members of the *Parents' Review* School must belong to the P.N.E.U., Subscriptions, 10s. a year, to include the *Parents' Review*, payable to the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.

## THE PARENTS' REVIEW SCHOOL.

(AS ADAPTED FOR SCHOOLS.)

Conducted by Miss Charlotte M. Mason.

MOTTO : " I AM, I CAN, I OUGHT, I WILL."

The *Parents' Review* School was originally devised to introduce some of the advantages of school-training into home education. It seems, however, that the methods used should be as valuable in schools as they have proved in home teaching. The children in "Lower Schools," the lower classes of Girl's Schools, Preparatory Schools,—scholars, generally, under 14—should profit by :—

- (a) A definite and progressive syllabus of work for each term.
- (b) A definite number of pages set, term by term, in a good many living, and most interesting, books.
- (c) Examination papers at the end of each term.
- (d) Short hours.
- (e) No preparation.
- (f) Few "corrections."
- (g) A carefully-arranged syllabus, term by term, for nature work, handicrafts, art work, etc.

Various helps in the way of suggestions, regulations, time-tables, etc., should be of use to teachers.

The School is worked upon the principle that children should be educated upon Things and Books. Therefore great attention is given to field work, handicrafts, art studies, and to the selection of the best books. Children get the habit of using books and of delighting in them ; they acquire a love of nature, some manual dexterity, some ability to produce what they see with brush or charcoal, and some power to appreciate art.

These few considerations may have weight with the heads of schools :—

1. The cost of the books per scholar for eight years of school life—from six to fourteen—does not average more than £1 a year.
2. Two-and-a-half, for Class I., to three-and-a-half hours a day for Class III., is ample time for the whole of this book education.

3. Much writing is unnecessary, because the scholars have the matter in their books and know where to find it.
4. Classes are able to occupy themselves in study with pleasure and profit.
5. Teachers are relieved of the exhausting drudgery of many corrections.
6. Scholars have the afternoons for handicrafts, nature-work, walks, games, etc.
7. The evenings are free, whether at school or at home, for reading aloud, choral singing, hobbies, etc.

(In Preparatory and other Boys' Schools, where the demands of Latin and Greek are paramount, the usual time for preparation will, no doubt, be required: but the six subjects *necessary* for the P.R.S. (occupying  $3\frac{1}{2}$ - $4\frac{1}{2}$  hours a week) should be got in during morning school).

8. Scholars get many intelligent interests, beget hobbies, and have leisure for them.

9. There is no distressing cramming for the term's examination. The scholars know their work, and find it easy to answer questions set to find out what they know, rather than what they do not know.

10. Children of any age, however taught hitherto, take up this sort of work with avidity.

11. Boys and girls who have been taught in this way take up ordinary school work, preparation for examinations, etc., with intelligence, zeal, and success.

This sort of work, besides making children proficient in the usual studies of the schoolroom, should, and does, result in the power of the scholar:—

- (a) To grasp the sense of a passage of some length at a single reading.
- (b) To spell and express himself in writing with ease and correctness.
- (c) To give an orderly and detailed account of any subject he has studied.
- (d) To describe in writing, or orally, what he has seen, or heard from the newspapers.

Schools are admitted to the *Parents' Review* School upon the following conditions:—

- i. That the programmes of not less than two classes shall be worked out in as many subjects as possible, but at least in six, *including all the historical subjects.*
- ii. That the *amount* of time for each of these subjects shall be *not more nor less* than that stated on the Time-tables.

- iii. That each child in these classes shall have, and read for himself, *his own books* as set in his programme in the subjects chosen.
- iv. That sets of answers, according to the membership fee, shall be submitted for examination at the usual times.

*Fees* (payable, in advance, to the Secretary of the P.N.E.U., 26, Victoria Street, S.W.): *One Guinea a Year* entitles a School to receive all the papers (5 classes) of the P.R.S. from term to term; the answers of *one* pupil in *either* Class Ib. or II. must be sent up to Ambleside (addressed to the Secretary, House of Education, and marked "SCHOOLS" on the wrapper); and all the children in these classes must take the examinations.

*Three Guineas* entitles to papers as above; the examination papers of *one pupil in each of the classes* working in the School *MUST* be sent up, and all must take the examinations.

The papers of Class IV. (pupils from 15-17) are sent to schools; but these are especially intended for girls taught at home.

Either fee secures for pupils the advantages enumerated under *a, b, c, d, e, f, g.*

A fee of £2 2s. 0d. (plus travelling expenses) entitles a school to a visit from one of the *Organising Visitors* of the Union. Such a visit should be of use to the head of a school in arranging Nature Work, Handicrafts, etc.; also in organising work, indicating how such and such subjects are taught in the P.R.S., etc. Apply at the Office.

Examination papers are sent at Christmas, Easter, and Midsummer. At Easter and Christmas the pupils' work is sent up (as directed), and a report is made upon it. For the Midsummer examination the work is not sent up, but the teacher sends a report for which he receives the form.

Children are not admitted to the School under six years of age; schools may be admitted at any time except between August 1st and September 15th. The programmes for the autumn term are issued in the middle of July so that arrangements may be made, books procured, etc., before the summer vacation. A term's notice is requested before withdrawal.

A Register of Schools working on the P.R.S. scheme is kept at the office and a list appears occasionally in the *Parents' Review*. Schools which fail to send in sets of examination papers according to the conditions are erased from this Register. The heads of schools adopting this scheme *must* be members of the P.N.E.U. (subscription, additional, 10s., to include the *Parents' Review*: for particulars write to Secretary). The Committee of the P.N.E.U. take no responsibility with regard to these schools, beyond the assurance that certain classes in each work in the *Parents' Review* School, but prospectuses may be sent to the Secretary and seen at the Office.

A large number of complete sets of examination answers may be seen at the office, and further information can be had from the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.

## REGISTER OF SCHOOLS.

Some classes of which work in the Parent's Review School and are tested by P.R.S. Examiner:—

Principal.	School.	Girls or Boys.	Classes Working in P.R.S.
MISS AITCHISON	Abbeyfield House, Sheffield	Girls	After Easter.
MISS ALLEN and MISS PARISH	Spange House, Ewhurst, Guildford	Girls	Ib., II., III. and IV.
MISS AMBLER	Risca, Reigate	Girls	Ia., Ib., II., III. and IV.
MISS BECK	Fridhem, Heacham, King's Lynn	Girls	Ia., Ib. and III.
MISS BIRTWISTLE	3, Onslow Place, S.W.	Preparatory	
MRS. CLAYE	The Vicarage, Brigg	Boys	Ia., Ib. and II.
MISS COOKE	"Romanoff," Surbiton	Girls	I., II., III., IV.
MISS CRAMPTON	Frenchay Lodge, nr. Bristol	Girls	II. and III.
W. STORRS FOX, ESQ.	St. Anselm's, Bakewell	Boys	II. and III.
MISS GAYFORD	S. Cuthbert's, Twickenham	Girls and small boys	Ia. and II.
C. H. GIBBS, ESQ.	37, Sloane Street, London, S.W.	Boys (preparatory)	Ib. and II.
MISS GOODE	5, Sussex Terrace, Burgess Hill	Girls and boys	Ib. and II.
MISS FIELD HALL	High Cliff School, Scarborough	Girls	I., II., III.
MRS. LAMB	Rijswijk, Epsom	Girls and boys	Ia. and II.
MISS LEVICK	Edgehill, Peak Hill, Sydennam, S.E.	Girls	Ia., Ib., II. and III.
MISS NESBIT	S. Hilda's Prep. School, Purley	Girls and boys	Ia., Ib. and II.
MISS K. H. NODDALL	Moorlands, Bovey Tracey, Devon	Girls	Ia., Ib. and III.
J. W. E. PEARCE, ESQ.	Merton Court School, Sidcup	Boys	Ib. and II.
MISS RICHARDSON	Lindum House, Bexhill-on-Sea	Girls	II. and III.
MISS SWAIN	Frith Park School, Sheffield	Girls	Ia., Ib., II. and III.
J. O. M. THOMAS, ESQ.	14, Chilworth Street, Westbourne Terrace, W.	Boys	Ia., Ib., II. and III.
H. G. UNDERHILL, ESQ.	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WATSON	Alstone Court, Cheltenham	Girls	Ia., Ib. and II.
MISS WHITE	Glencairn, Chippenham	Girls and boys	Ia., Ib. and II.

MUSIC for the "Parents' Review" School (Summer Term) and other Members of the Union, by MRS. HOWARD GLOVER.

In order to complete the scheme of musical education already set forth in the syllabus of the *Parents' Review* School, a list of six pieces is published each term, with which the pupil is to become not only acquainted, but familiar, during the term.

The execution of music, and practice in the technique of the art, is only one side of a musical training. It is also necessary to train the ear to an understanding of the classics, in order that a child may enter into the heritage which genius has bequeathed to him; in order, too, that he should understand and love the literature of music, in the same way that we try to imbue him with an appreciation of all the great masterpieces of writers and painters.

With this end in view, it is suggested that during the coming three months the teacher, parent, or any available friend, should play the following compositions to the children, beginning with one movement if necessary, and gradually extending the *répertoire*, until they become well-known and loved. If no executant is at hand, the services of a pianola need not be disdained, although, of course, it must be regarded as a second best.

A daily musical half-hour of this nature will be found to awaken keen musical enthusiasm in the children, even in those who have shown no aptitude in their music lessons, and the idea of music will be lifted above the drudgery which is inseparable from the practice of technical difficulties.

A clever teacher will further make use of this opportunity for hints on musical form and musical history, as brought out and illustrated in what is being played. The pieces selected this month do not present any great difficulty, and might be studied and performed by the more advanced pupils themselves. They are all published by Augener, 6, New Burlington Street, London, W.

## LIST II.

1. *Beethoven*. Song, "Adelaide," English and German words.  
In B Flat (Germania 84) .. .. . 1/6 net.  
In G (Germania 602) .. .. . 1/6 net.  
The same arranged for Piano by Liszt (No. 8038) .. 1/- net.
2. *Bach*. Prelude and Fugue in C minor, Vol. I., No. 2.  
Vol. I., edited by Ruthardt (No. 2970a) .. .. . 2/2 net.  
Do., edited by Kroll (No. 1a) .. .. . 2/2 net.
3. *Weber*. Grand Polonaise, op. 21. Edited by Liszt  
(No. 10674) .. .. . 1/- net.
4. *Mendelssohn*. Songs without Words, No. 18, Duetto, in  
*Twelve Favourite Lieder Ohne Worte* (No. 6229) .. 1/- net.
5. *Brahms*. Rhapsody, op. 79, No. 2, in Two Rhapsodies,  
Op. 79 .. .. . 4/- net.
6. *Wagner*. "Pilgrims' Chorus" (Tannhäuser).  
Transcribed by Liszt (No. 8469) .. .. . 2/- net.  
Transcribed by Spindler (No. 8443) .. .. . 1/6 net.



## LIST III.

1. *Bach*. Song, "Willst du dein Herz mir Schenken."  
In E Flat (Germania 315) .. .. . 1/- net.  
In C (Germania 316) .. .. . 1/- net.
2. *Mozart*. Fantasia in C Minor, No. 24. Cotta Edn., 10624 6d. net.
3. *Schubert*. Impromptu, op. 142, No. 3. Contained in Augener, No. 8071 .. .. . 3/- net.
4. *Mendelssohn*. Prelude and Fugue in E Minor, op. 35. No. 1 2/- net.
5. *Humperdinck*. "Hansel and Gretel," preferably selected from the score at will, *i.e.*, the Prayer, "Brüderchen komm tanz mit mir." etc.; or Cramer's selection, "Hansel and Gretel" .. 2/6 net.  
Beyer's (easy) ditto .. .. . 2/- net.
6. *Ed. Macdowell*. American Wood Idyls, op. 51, Nos 6 & 7 ("To a Water Lily" and "From Uncle Remus") .. 4/- net.  
(Published by Elkin & Co., 8, Beak Street, Regent Street.)

All the above, with the exception of Macdowell, are published by Augener, 6, New Burlington Street, London, W.

## LIST IV.

1. *Scarlatti*. Pastorale (Tansig) .. .. . 1/3 net.
2. *Beethoven*. Sonata, op. 28 (Pastoral). Edited Buonomici 1/- net.
3. *Schumann*. Song, "The Two Grenadiers." (Germania 141) 1/- net.  
Also in Bass Clef, Bass Songs, No. 20 .. .. . 1/- net.
4. *Chopin*. Second Scherzo, op. 31. Contained in Augener, No. 8071 .. .. . 3/- net.
5. *Brahms*. Op. 118. Intermezzo, No. 2 .. .. . 4/- net.
6. *Grieg*. Lyrische Stücke Heft 6, No. 5. ("Sie tanzt") Peters, 2658 b. .. .. . 1/1 net

All the above are published by Augener, 6, New, Burlington Street, London, W.

REPORTS, EXAMINATION, Easter, 1905. *Parents' Review School.*

The work submitted in this 41st examination generally maintains a very good standard: except in the subject of Botany, in which I regret to note a falling off from the very high standard of some previous examinations. There are a fairly good number of well-drawn illustrations showing close and accurate observation; but there are too many loosely drawn figures that point to very cursory examination of the plants studied.

History, Bible Lessons, Literature in Class IV., and Natural History are again very well done and generally excellent.

There is some improvement in the number of subjects sent up for examination in the higher classes: it is hoped that next examination may show still further advancement.

In Arithmetic there is greater accuracy, especially in Class II. The weak point in Classes III. and IV. is the decimal fractions: the mixed recurring decimals being seldom worked correctly.

Euclid is better done. The propositions generally are clearly stated and set out; but weakness in the proofs is still too manifest. The Practical Geometry is very creditably accurate in drawing.

English Grammar also shows some real if slight improvement. In parsing and analysis, wild guessing is less in evidence; but in the analysis the treatment of the verb "to be" appears to be a difficulty. Only a few recognise the verb to be one of incomplete predication.

Algebra is not well done. In the working of the examples set few show any real mastery of the questions.

The questions set in Geology, Astronomy, Hygiene are answered by a small number and reach a very fair standard.

Physical Geography shows inequality, for whilst there are some very good papers done, there are about an equal number of not much value.

(Signed, J. B.)

French.—Class I.—Peu d'élèves ont pris part à l'examen, bon travail ne peut guère être jugé, vu que l'inspecteur se contente de copier les séries au lieu de figurer les réponses de l'enfant. Class II.—Marques très basses, on qu'il n'a pas été répondu à toutes les questions. Class III.—Resumé de *Jacques l'aveugle* bon, français déplorable, la prononciation anglaise perçe à travers l'orthographe. Class IV.—Resumé de *Louis XI.* bon, français *negre*, un cas excepté grammaire faible.

(Signed, J. M.)

N.B.—The fact that many of the members of the school go to outside classes for French greatly reduces the number of papers sent in for examination.

German.—The work in Class II. is, on a whole, very satisfactory. Classes III. and IV. leave still much to be desired in the way of correct grammar, but sent in very creditable, in some cases very good, translations and retranslations.

(Signed, M. D.)

Drawing.—Drawing of bull in charcoal very good indeed. Many of the animal studies from pictures were understood and rendered. The generally exceedingly low marks are on account of the perfunctory flower and vase painting—nothing being seen in their colours or their forms to give pleasure.

(Signed, M. L. S.)

EXAMINER'S REPORT, EXAMINATION No. 43. *Christmas, 1905.*

On a review of the whole of the papers the most noticeable feature of this examination is the very good general level of merit shown. There are very few papers falling below fair, whilst there are not many exceptionally brilliant efforts.

The average number of subjects sent up again shows some slight advancement on last year's examination, but can scarcely yet be considered quite satisfactory until the average number sent up is yet further increased.

Botany regains some of the excellence of former examinations. Weakness however is shown in the answers to Question 3, Class III. Transpiration and Respiration have not been clearly grasped by many, and the two processes have been strangely confused in too many cases. Osmosis has been more generally understood.

Parsing and analysis in English grammar are very fair on the whole, but the attainments of some of the older children in these subjects is rather elementary and contrasts unfavourably with the standard attained in other subjects. Good methods appear to be adopted in teaching the younger children.

Bible lessons and historical and literary subjects are as usual very well done; and in very many cases really excellent work has been done in these subjects.

P294cm<274

The few who have attempted Algebra have not done well, but there are several papers in Euclid and Practical Geometry very satisfactorily answered. On the whole I consider that a quite satisfactory term's work has been done generally, and the children are deserving of commendation for the steady application that has resulted in securing so creditable a result.

(Signed, J. B.)

French. En général travail satisfaisant. L'examen de la 3<sup>e</sup> Classe prouve que les élèves doivent parler facilement l'exercice sur l'emploi des temps ayant été très correcte. Les règles de grammaire pour la 4<sup>e</sup> Classe demandent plus de sûreté.

(Signed, J. M.)

German.—Die ältern Schülerinnen zeigen, dass sie ziemlich schweres Deutsch ganz gut verstehen. Doch wird es ihnen schwer, einen deutschen Text wiederzugeben oder auch nur einfache Sätze ins Deutsche zu übersetzen.

Es nützt eben wenig, Wörter nur als solche zu lernen, (siehe Programm) und die grammatischen Regeln müssen durch zahlreiche Beispiele veranschaulicht und eingeübt werden, sonst kann der Schüler keinen Gebrauch machen von dem, was er gelernt hat.

Was die II. Klasse eingesandt hat, sieht sehr befriedigend aus. Der Text in *Little German Folk* soll Auegung zu Gesprächen über die Bilder geben, nicht aber anwendig gelernt werden.

(Signed, S. H.)

Drawing.—The original drawings were fair, as to drawing, but interesting and delightful as shewing how the imaginations of the children work on the subjects of History and Literature which they illustrated. The chrysanthemums were not generally well done, though some were good, and the hips were good. The details from Rembrandt's pictures were in some cases especially well done. A child from *Christ blessing little children*, deserves particular praise.

(Signed, C. M. M.)

Some drawings of animals were sent in among the examination work, worked either with the animal in sight, or from memory after observation. This last plan is the best, to look at the model, observe, and draw afterwards. Some of the animal drawings are evidently worked from the flat. This had better never be done, either in class or for examination. Let the child copy pictures if it likes to do so, but not in class. Paul Ravoux' copy books have been used as flat copies, this should not be. If the teacher has it let her learn from it what method will give a good result, and let her show the children her results, and help them in attaining the same. But always look to the living moving animal as the model. No use has been made of the Ravoux method till the forms he uses are seen by the pupil in the living model. To learn up the forms from the book is to no artistic advantage. If pupil and teacher can do better without the book, leave it alone.

At the House of Education the schoolmistresses have been required to learn up an animal from the book, to draw this on the board before the children and then to rub it out, while the children set down what they can. Variations on the attitude are then gone on to at once. The book itself never appears in the schoolroom. That the teacher work on with the children is most important, with the same materials. The work can be shown round as it goes on, with explanations of what has been tried for in the attitude of back and legs, head and tail.

(Signed, M. L. S.)

## MOTHERS' EDUCATIONAL COURSE.

THREE YEARS.

To help Mothers to give their children such teaching as should confirm them in the Christian Religion.

To give the knowledge necessary for the care and development of children in sickness and health.

To teach the principles of Education, and methods based on those principles.

To enable Mothers to awaken their children's interest in, and give them their first ideas of, Nature.

The work for the first year is elementary and not difficult. It fairly covers the principles of, and suggests good methods for, the physical, moral, mental, and religious training of children; and includes the knowledge necessary to give them their first inspiring ideas about the natural world.

Much of the matter is familiar; but it is one thing to read a work carelessly, and quite another to study it definitely with a view to examination.

The year's work may be done by reading at the rate of about 100 pages a week for ten months. The order of this reading is left to the student.

The work of the two succeeding years gradually increases in difficulty but is never very stiff.

The examinations fall twice a year—in the first week in *June* and the first week in *December*; examination papers will then be sent to the students.

The final examination on Human Physiology and Hygiene is for the diploma of the *National Health Society*.

*Fee* for the Course (payable to the Secretary, House of Education, Ambleside), one guinea.

The first half of each of the works set for study in a given year will be taken up in the first examination for that year.

The volumes of the *Home Education Series* have been specially prepared to embody the *distinctive* teaching of the P.N.E.U.; therefore a number of questions will be set upon those volumes in each examination

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of the course. It might be advisable to take the following "P.N.E.U. Reading Course" (free to members) as a preparation for the fuller *Mothers' Educational Course*. "Qualified Members" would find the latter Course greatly simplified.

"The attention of members is called to the New Course of Reading, which is free to all members of the Union. It is confined to the *distinctive teaching* of the Union, and therefore to the volumes of the *Home Education Series*, the contents of which have been specially prepared from time to time for the use of the *Parents' National Educational Union*. The method of these volumes is a progressive amplification of the principles of the Union. It is, therefore, desirable that the books should be studied in numerical order.\* Each volume is furnished with a full table of contents and with numerous questions which should aid the reader in self-examination. On application to the Office a form may be had which runs as follows:—

"I have read the following volumes . . . . . of the *Home Education Series*, and am satisfied of my mastery of the principles advanced in them by my ability to answer fully and exactly the questions appended to each."

(Signed)

"This form should be returned to the Office, and the reader would then be entered on the list of 'qualified members' of the P.N.E.U." (See *Leaflet*).

- \* 1. *Home Education*. 2. *Parents and Children*. 3. *School Education*.
- 4. *Ourselves, Our Souls and Bodies*. 5. *Some Studies in the Formation of Character*. Published by Kegan Paul & Co., price 3s. 6d. each.

Members of the *Mothers' Educational Course* must belong to the P.N.E.U. Subscription, 10s. a year, to include the *Parents' Review*, payable to the Secretary, 28, Victoria Street, London, S.W., to whom also applications re the P.N.E.U. Reading Course should be made.

63