

# The National Spiritualist College.

(Under the auspices of  
The Spiritualists' National Union and The British  
Spiritualists' Lyceum Union).

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## NATIONAL JOINT EDUCATION SCHEME (ASSOCIATE SECTION)

Conducted by the  
**British Spiritualists' Lyceum Union  
Education Committee.**

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# HOW TO PREPARE

for the

# EXAMINATIONS

(ORAL GRADE TO GRADE V).

- Oral Grade (Junior Section), for Lyceumists between  
8 and 10 years;
- Oral Grade (Senior Section), for Lyceumists of 10  
years and over;
- Grade I. (for Lyceumists of 12 years and over);
- Grade II. (for Lyceumists of 13 years and over);
- Grade III. (for Lyceumists of 15 years and over);
- Grade IV. (for Lyceumists of 17 years and over);  
(for Conductors and Group Leaders).
- Grade V. (for Lyceumists of 18 years and over);  
(A.N.S.C. Degree and Graduate Scheme Preliminary.)

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[N.B.—Young candidates, who obtain 90 per cent. or  
more of the total marks in Grades I. to IV., may  
take the next Grade, even if under the minimum  
age for that Grade.]

How  
to  
Prepare

## TO LYCEUM SECRETARIES.

1. The date of the examinations is the second Sunday in May, every year.

2. Full particulars about the books needed, and their prices, are given in the Price List on the back cover of the **Lyceum Banner**.

3. The examinations are held in your own hall; everything necessary, and full instructions, being sent on by post to yourself and to the Supervisor in April.

4. The Lyceum appoints its own Supervisor (**who must be neither a Tutor nor a Candidate**) and he (she) receives everything for the examinations, sits with the Candidates during the examination, and then posts their answer-papers to the Education Secretary.

5. A Tutor can take the examination with the Candidates, if he (she) wishes.

6. Any **changes of regulations or prices**, and further instructions, etc., are given in **the Education Page of the "Lyceum Banner"** each month; so will you please read that page monthly, to keep in touch with the work.

7. Candidates for Grade II. must have passed Grade I., those for Grade III. must have passed Grade II. and so on; and only ONE Grade can be taken at a time.

8. When sending in the list of names of Candidates please **enclose the proper Examination fee for each Candidate**. Also send ~~one shilling~~ **for the various postages incurred, and another shilling for the Official Printed Book of Results**.

(Post the List of Names and fees early in March, but **not** before that month).

### 9. Examination Fees.

	<del>No.</del> Fees.
Oral Grade	<del>...</del> 3d
Grade I. ... ..	6d.
Grade II. ... ..	6d.
Grade III. ... ..	1/-.
Grade IV. ... ..	1/-.
Grade V. ... ..	2/-.

## EXPLANATORY.

The National Education Scheme is the joint concern of the Spiritualists' National Union and the British Spiritualists' Lyceum Union, but each Union has undertaken to finance and administer a given Section.

The B.S.L.U. administers the **Associate Section (Oral Grade to Grade V.)**; and the S.N.U. administers the **Graduate Section (Entrance Examination—**which is identical with Grade V.—**to Final)**.

The names of Final Grade candidates who obtain not less than 75 per cent. marks are forwarded to the **S.N.U. Exponents Committee Secretary**, to whom these students may (if they so desire) apply for the **S.N.U. Diploma of Certificated Exponent**.

In addition, the College awards its Diploma of **Associate (A.N.S.C.)** to Grade V. students who obtain not less than 70 per cent. marks; of **Graduate (G.N.S.C.)**, to Final Grade students who obtain not less than 75 per cent. marks; and of **Diplomate (D.N.S.C.)**, to Graduates who obtain the S.N.U. Diploma of Certificated Exponent.

### FOR INFORMATION ABOUT THE SCHEMES:—

For information about the **Associate Section** (i.e., Oral Grade to Grade V.) apply to the B.S.L.U. Hon. Education Secretary.

For information about the **Graduate Section** (i.e., the Advanced Courses) apply to the S.N.U. Education Secretary.

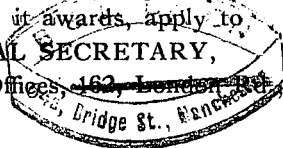
For information about the **National Spiritualist College** apply to the College Secretary.

(For names and addresses of above, see page 24).

For information about the **Exponents Committee** and the Diplomas it awards, apply to

THE GENERAL SECRETARY,

S.N.U. Office, ~~162, London St.~~ Manchester.



## TO ALL TUTORS, CONDUCTORS AND CANDIDATES.

The Education Committee has realised that many, who otherwise would take up the Education Scheme, are unable to do so because of the difficulty of finding Tutors or of arranging mid-week classes: and also that many well-informed and competent Spiritualists would gladly act as tutors if they only knew how to set about the task. To meet these difficulties, the following hints and lesson plans have been drawn up; and it is hoped the result will be a great increase in the number of students—and of candidates sitting at the examinations.

Each Grade has been catered for, from the Oral Grade upwards. The suggested Session Programme will be useful to students in Grades " Oral " to IV., and the programmes for Groups or Mid-week Classes can be used by students who have to do the best they can without a Tutor. The Sections on " How to Set " and " How to Answer " Questions will be of great assistance to both Tutors and Students, and the " solitary student " who strictly follows the instructions in setting and answering his own questions will have no difficulty in answering those set by the examiners.

### THE BOOKS REQUIRED.

All Grades require a **Lyceum Manual** and a copy of the Examination Syllabus.

In addition, the work of the various Grades is covered by Special Handbooks, as follows:—

GRADE.	HANDBOOK.
Oral Grade     ...   ...   ...	<i>Oral Grade Primer.</i> <i>Oral Grade Reader.</i>
Grade I.     ...   ...   ...   ...	<i>No. 1 Handbook.</i>
Grade II., III. and IV. ...	<i>No. 2 Handbook.</i>
Grade V.     ...   ...   ...	<i>No. 3 Handbook and</i> <i>Essays on Reasoning.</i>

Grades I to V. also require *Summaries and Glossaries*, a Note-Book and two Exercise Books.



The Handbooks can be obtained from the B.S.L.U. Offices, ~~99, Todd Lane, Rochdale.~~ Prices shown on back page of the **Lyceum Banner**.

Grade IV. and Grade V. students are also recommended to get a copy of "**Spiritualism: Its Ideas and Ideals**"—1/2 post free, from Mrs. E. Paling, F.N.S.C., "Lucknow," Muriel Road, Beeston, Notts. It will help them with fine examples of how to **discuss** subjects—which really means to show both sides of the question at issue, as well as our own opinions.

Conductors and Tutors will find it particularly helpful.

### **SESSION PROGRAMME (for 11 Lyceum Sessions).**

The following programme arranges for **all** the **Manual** selections for ALL the Grades to be taken in the Lyceum Sessions, at least once each, during a course of eleven weeks.

We would suggest that no item be omitted, even though its particular Grade is not being taken by any candidate. We advise this, as the Lyceumsts will thus become familiar with each selection; and, in working through the Grades later, this familiarity will be helpful.

There will be many weeks left, on completing the programme, before the time of the examinations. It is left to the discretion of Conductors whether they will devote these remaining weeks to working through the programme a second time; or whether, in the remaining sessions, they will specialise on the **Manual** readings set for just the particular Grade or Grades for which their Lyceumists are preparing

Where a Lyceum holds Groups, we would suggest that all students for the **same** Grade be in the **same** Group (irrespective of age); and that the Handbook be studied, as planned out in the time-tables given in this book.

Another suggestion is that the Groups might be organised in accordance with the Education Scheme grading—the number of Groups depending on the size of the Lyceum, as follows :—

Group I. ...	under 8	Group II. ...	8 to 10
Group III. ...	10 to 12	Group IV. ...	12 to 13
Group V. ...	13 to 15	Group VI. ...	15 to 17
(Liberty) Group VII.	17 years old and over.		

If necessary, Groups II. and III. could be combined.

With this Grading the work of the Syllabuses could be made the basis of the Study Programmes for the Groups; and in this way every Lyceumist would actually work through the Scheme, and become a possible candidate for the Examinations.

In the Oral Grade Group, study and memorise the questions and answers set in the **Oral Grade Primer**, and read its companion booklet, "**The Oral Grade Reader.**" Oral Group Leaders are recommended to read the Oral Grade Leaflet (post free from the General Secretary).

## SESSION PROGRAMME (for 11 Lyceum Sessions).

Week	Opening Hymn S.C.R. (optional)	for Grade	M.R. for Grade.	G.C.R. for Grade.	Closing Hymn (optional)	Key to Teaching.
1	... 368 ... 78	,, II.	... 212 ,, III.	148 ,, All ..	363 ...	The Lyceum.
2	... 330 ... 4	,, II.	... 203 ,, II.	136 ,, II. ...	334 ...	Life's Journey.
3	... 357 ... 66	,, I.	... 223 ,, III.	140 ,, III. ...	408 ...	Mediumship.
4	... 373 ... 93	,, I.	... 211 ,, I.	142 ,, II. ...	25 ...	Our Aims.
5	... 62 ... 1	,, III.	... 210 ,, II.	137 ,, II. ...	366 ...	The Divine Order.
6	... 395 ... 51	,, III.	... 236 ,, III.	138 ,, III. ...	351 ...	Builders.
7	... 328 ... 78	,, II.	... 228	108 ,, I. ...	306 ...	The Lyceum.
8	... 341 ... 19	,, Oral	... 208 ,, I.	139 ,, I. ...	340 ...	Children.
9	... 320 ... 100	,, ,,	... 221 ,,	141 ,, III. ...	347 ...	Ministering Spirits.
10	... 398 ... 55	,, ,,	... 218 ,, II.	103 ,, ...	423 ...	Brotherhood.
11	... 307 ... 15	,, ,,	... 212 ,, III.	148 ,, All ...	355 ...	Spirit Guidance.

## HOW TO CONDUCT WEEK-NIGHT CLASSES OR GROUP LESSONS.

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The following Schemes plan out 16 weeks of work for the tutors who are able to hold week-night classes, but could also be used by students to whom such facilities are denied. It is hoped, however, that, whether or not Lyceums adopt the Education Scheme as a policy, every Lyceum Committee will see that no obstacles are placed in the way of individual Lyceumists who wish to study for the examination.

If classes begin in mid-September, at the end of the sixteenth week every Handbook article will have been studied twice in Grades I.—III. and once in Grades IV.—V. ; and there will be plenty of time left for revision. It has been left to each tutor to decide in what subjects the various students are weakest, and to plan out the revision lessons accordingly.

Each student should possess a Manual, the Handbook for the Grade, a Syllabus, "Summaries and Glossaries," a note book and two exercise books. The exercise books should be used on alternate weeks, to answer questions set by the tutor—No. 1 book to be used for the first set, and left with the tutor for correction ; to be returned, with useful hints, when No. 2 book is handed in with the second set of answers. The first half-hour of class work should be devoted to discussing the corrections and hints, and all important points should be entered in the note-books.

It is well understood that many Tutors could not possibly spare the time necessary for the plan recommended above—and for these the following alternatives are suggested :—

One plan would be that Tutors should read through the answers and underline those parts with which they are not quite satisfied, and bring these forward in discussion at the next meeting of the Class.



Another plan would be for students to bring their answers to the Class. Each question would be taken in turn, and each student would read out his or her answer; this being followed by a general discussion of all the answers—a summary of the discussion being recorded by the students in their note-books before the consideration of the next question.

During "Final Revision," the hints and suggestions in the note-books, with the notes and summaries from "Summaries and Glossaries" should be memorised, and both **Manual** and Handbook read and re-read as often as possible.

If the course of study laid down is fully carried out, nothing but nervousness should prevent any student from reaching a high standard in the examinations.

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**N.B.—It should be pointed out to the students that they do not come to the Group or the Mid-week Class to learn their lessons, but to study and discuss the lessons they have learned at home. The Class should only be used for the interchange of knowledge and opinions, under the guidance of the Tutor.**

But this rule, like every other general rule, has exceptions, and these apply to teaching in the Lower Grades. With Grades I. and II. — especially with students at the age minimum—actual teaching in the Group period is often necessary. In that case it is suggested as a good plan to show the students **how to make notes** on the items discussed. A Reading or section could be explained, notes written on it, and then **questions on the Reading or section answered verbally, as preparation for written answers.**

The portion of the S.C.R. or M.R. set for each week should be memorised. The G.C.R. portions should be studied at home and read in the Class, the students being encouraged to ask each other questions. But in all cases the Summaries should be learned, as they deal with each selection as a whole, whilst yet mentioning every important point.

**The Tutor** should see that each student is supplied with a copy of this pamphlet, and that the section on "How to Answer Questions" is thoroughly and carefully studied; insisting that all answers shall be written as there directed. It would not be a bad plan to ask the students to put down, **before** each answer, the **kind of answer** that was required; and as the student will be answering the questions at home, with his pamphlet before him, this will be no hardship—but very good training for the actual test. The Tutor himself should carefully study the section on "How to Set Questions," so as to ensure that only questions helpful to the student will be asked.

Where difficulty is experienced in getting written work done at home, a monthly "Test Night"—in class—is recommended.

No class should be allowed to close until every difficulty of every student has been explained and removed; and **students should get first chance** of removing these difficulties before the Tutor takes any part.

As the examination date approaches, **examination practice** should be given by setting the papers set at previous examinations—under examination conditions.

Sets of these can be obtained (post free, 1½d.) from the General Secretary.

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### GRADE I LESSON PLAN.

WEEK.	MANUAL.	PAGES	IN HANDBOOK No. 1.
1st	S.C. 93 (v. 1-3)	7—11	To end of "FURTHER EXPERIENCES" section.
2nd	do. (v. 4-6)	11—15	To end of "EARLY EVENTS" section.
3rd	do. (all)	15—17	To end of article.
4th	M.R. 211	18—20	„ "JERVIS" section.
5th	do.	20—22	„ „ article.
6th	G.C. 139	44—46	„ bottom of the page.
7th	do.	47—50	„ end of article.

WEEK.	MANUAL.	PAGES IN HANDBOOK NO. 1.
8th	G.C. 148	26—31 ANDREW JACKSON DAVIS.
9th	do.	31—33 To "and entered manhood."
10th	G.C. 108	33—36 ,, end of article.
11th	do.	37—40 ,, ,, "EARTHLY LY- CEUMS" section.
12th	S.C. 66	40—43 ,, ,, article.
13th	do.	50—52. PHYSICAL EXERCISES.
14th	M.R. 208	5—6 PRINCIPLES OF SPIRITUALISM.
15th	do.	7—17 ORIGIN OF MODERN SPIRITUALISM.
16th	M.R. 108	37—43 THE SPIRITUALIST LYCEUM.

The Tutor should point out important points from the Handbook selections. *The Origin of Modern Spiritualism* and *The Spiritualist Lyceum* are the most important articles in the Handbook; but *Children in Spirit Life* and the study of *Alfred Kitson* are also of great importance. Where possible, the articles have been divided into sections, and each of these should be studied—first by itself, and then in relation to the other sections. The tutor should advise the students to learn not only each principle but also the notes, as these will supply material for answering questions on the lessons taught by the Principles. In the "Pioneers" lesson the difference in the kind of pioneer work done by the various mediums and the investigators should be pointed out. For instance, a good exercise would be to "Compare the pioneer work done by Capron Draper, (or Mrs. Tamlin) and Judge Edmonds."

As much writing as possible should be done, as a preparation for the examination.

### GRADE II LESSON PLAN.

WEEK.	MANUAL.	PAGES IN HANDBOOK NO. 2.
1st	... M.R. 218	... 4—5 ... Teachings, pars. 1-4.
2nd	... do.	... 5—6 ... do. 5.
3rd	... S,C, 4	... 6—8 ... do. 6-8.

WEEK.	MANUAL.	PAGES IN HANDBOOK NO. 2.
4th ...	S.C. 4 ... G.C. 148 ...	8—9 ... do. to end.
5th ...	G.C. 136 ...	9—11 ... Principles 1, 2 and 3.
6th ...	do. ...	11—13 ... do. 4, 5 and 6.
7th ...	M.R. 210 ...	14 ... The Aim, par. 1.
8th ...	do. ...	14—15 ... do. 2—3.
9th ...	G.C. 137 ...	15—16 ... do. 4—5.
10th ...	do. ...	16—17 ... do. 6—7.
11th ...	S.C. 78 ...	4—6 ... Teachings, pars. 1-5.
12th ...	do. ...	6—9 ... do. 6—end.
13th ...	M.R. 203 ...	4—9 ... do. (all).
14th ...	do. ...	9—13 ... Principles.
15th ...	G.C. 142 ...	14—15 ... The Aim, pars. 1-3.
16th ...	do. ...	15—17 ... do. 4-7.

Students should be set questions asking them to discuss and express opinions on portions of the **Manual** selections—and all answers should be carefully checked. The summaries should be memorised.

Tutors should note the difference in character between Handbooks Nos. I and II. Handbook No. I supplies all the information that the student will be expected to possess; but No. II. only **suggests** what should be studied. And the Notes only expand the suggestion—they don't supply the information. So the Grade II. Tutor must fill in, and **encourage the students to help him** in filling in, the broad outlines given in the lessons. Grade II. is harder than Grade I., for the student **has to find for himself** the information suggested, instead of having it supplied for him. Grade II. Tutors will have to work at least as hard as any of the students, but the reward is great.

In studying the "Principles," only the words in large type should be memorised—the Notes need only be read.

Paragraph 9 on pages 8—9 should be read and re-read and fully discussed. **It is a summary of the case for Spiritualism.**

### GRADE III LESSON PLAN.

WEEK.	MANUAL.	PAGES	IN HANDBOOK	NO. 2.
1st ...	S.C. 1 ...	17 ...	Comparison,	par. 1.
2nd ...	do. ...	17—18 ...	do.	par. 2.
3rd ...	M.R. 212 ...	18—19 ...	do.	par. 3-4.
4th ...	G.C. 140 ...	20 ...	Mediumship—	
			—Introductory.	
5th ...	do. ...	21 ...	do.	Inspiration,
6th ...	G.C. 141 ...	22—23 ...	do.	Trance and Clairaudience.
7th ...	do. ...	23—24 ...	do.	Clairvoyance.
8th ...	S.C. 51 ...	25—30 ...	Rise & Progress :	
				sec. i-iv.
9th ...	do. ...	30—33 ...	do.	v.-vi.
10th ...	M.R. 236 ...	33—36 ...	do.	vii.-viii.
11th ...	do. ...	36—38 ...	do.	ix.-x.
12th ...	M.R. 223 ...	39—40 ...	do.	xi.
13th ...	do. ...	17—19 ...	Comparison.	
14th ...	G.C. 138 ...	20—24 ...	Mediumship.	
15th ...	do. ...	25—36 ...	Rise & Progress—	
				sec. i-viii.
16th ...	S.C. 51 ...	36—40 ...	do.	ix.-xi.
	M.R. 148 ...			

Students should be asked to write one Connective Reading each week, and also to write short essays discussing or summarising the teaching contained in the **Manual** selections. The Summaries should be memorised.

Par. 4 of " Comparison " should be learned like the other paragraphs. Examples, and verified accounts and explanations, of the various phases of mediumship should, if possible, be brought before the students. Dates are not so important as events in the study of the " Rise and Progress," but the dates of all vital events in the history of the Movement should be memorised. Each section should be taken (1) alone and (2) in conjunction with other sections.

Questions should be set to test the students' grasp of the growth of the Movement and of the points of agreement and disagreement between Spiritualism and

Orthodox Christianity. If examples of mediumship are provided, each student should be asked to write a full account and criticism of what transpires.

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### GRADE IV LESSON PLAN.

WEEK.	MANUAL.	PAGES IN HANDBOOK NO. 2.
1st ...	136 ...	4—9 Teachings of Spiritualism.
2nd ...	136 ...	9—13 Principles of Spiritualism.
3rd ...	210 ...	14—17 Aim of Spiritualism.
4th ...	1 ...	17—19 Comparison of Spiritualism with Orthodox Christianity.
5th ...	141 ...	20—24 Phases of Mediumship.
6th ...	148 ...	25—31 Rise and Progress, I.—V.
7th ...	78 ...	31—36 Do. VI.-VIII.
8th ...	236 ...	36—40 Do. IX.-XI.
9th ...	1 ...	40—42 Science and Philosophy.
10th ...	236 ...	42—44 Truth.
11th ...	210 ...	44—45 Justice.
12th ...	208 ...	45—46 Love.
13th ...	66 ...	46—47 Purity.
14th ...	141 ...	47—48 Beauty.
15th ...	141 ...	48—50 Spirituality.

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The weekly class should last at least an hour and a quarter—divided into two half-hours and a quarter-hour. The first half-hour could be devoted to discussing **the hints** and suggestions made on the previous week's answers (marked by the tutor at home); the second half-hour to discussing and **criticising** the present form of Session programme (as described and explained at the beginning of the **Lyceum Manual**); and the remaining time to setting the following week's questions and home work. This will mean plenty of home work for both tutors and students—but we are taking it for granted that they have laid themselves out to provide the Movement with **efficient Group Leaders and Conductors**.

Each week the student should prepare notes for a 10-minutes' address on the **Manual** selection set for study. He should also

- (1) Draw up a Lyceum Session Programme, showing the connective teaching;
- (2) Write an Invocation (about 150 words) and a Benediction (about 30 to 50 words);
- (3) Answer questions set by the tutor.
- (4) Write a short essay on the Handbook section.

N.B.—The student will find " Summaries and Glossaries " of great assistance when preparing notes for addresses and explanations to various Groups, and is advised to obtain and study the booklet, memorising all the summaries (as an aid to quick thought).

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The following Notes for an address on G.C.R. 136 were submitted by a Grade IV. candidate who passed with Honours:—

This gives us **proof of continued existence** afetr death;

**Death is only an experience** of our immortal existence—therefore according to Divine Law;

The next stage of our existence is a **natural one**, and therefore we have nothing to fear;

**Our status in the next spheres** depends upon the use we have made of our opportunities while in this life;

**We are not to be fettered** by the dogmas or opinions of others—or expect others to be fettered by ours;

**The collection of facts by all** (Science) is necessary, and comparisons must be made without bias in order to gain the truth;

Spiritualism gives **an incentive to find good and do good.**

(We have put each leading thought in black letter, as a guide).

**Grade IV.** Candidates are strongly recommended to obtain the Oral Grade Reader (7d, post free from the General Office), and study carefully the Lessons therein set out—giving special attention to the Introductory Chat about Group Leaders, which deals with the fundamental principles of Class-teaching, and suggests how they might be applied in the Lyceum Groups.

The Education Secretaries also urge the adoption of the Monthly Meeting of Conductors and Leaders suggested in this "Chat," as an aid to raising the general standard of Lyceum work.

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### GRADE V LESSON PLAN.

This will be found, with the new Grade V. Syllabus, in the Grade V. Leaflet, which can be obtained from the General Secretary on application (enclosing a 1½d. stamped envelope).

In addition, we would suggest that the articles in Handbooks I. and II., bearing on subjects akin to those in Grade V. Syllabus, will repay revision and use.

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### HINTS ON HOW TO SET QUESTIONS.

Requests have been made that help be given in the matter of setting questions, to give the students practice in writing answers, such as will be required at the actual Examination in May.

And as this practice in writing answers is a highly important part of the work, and as it is the Tutor's work to set such questions and to correct the answers, we here give the hints on the subject as requested.

#### Hints for Tutors.

(a) First read carefully, and become very familiar with, the chapter, article, or **Manual** selection. Then make notes on the topics with which it deals.

(b) Arrange these now in **Main Divisions**, according to the chief points that are considered. Under each



Main Division (or Heading) put the (c) sub-divisions (or sub-headings) that naturally belong to that topic.

Now you are ready for setting the questions.

### The Setting of Questions.

Questions can be set two ways, viz., to deal with a Main Division—and needing a fairly long and full answer; or to deal with one or more sub-divisions, requiring shorter answers.

(a) **For Junior Students**, ask only questions that deal with actual facts, that can reasonably be expected to be known from the section studied, and that are contained in the text, or in the supplementary notes given by the Tutor.

(b) **For Senior Students**, ask questions that give scope for discussion, or for expressions of opinion (with reasons on which based), or that require the **application of the knowledge** gained from the studies.

### EXAMPLE IN THE APPLICATION OF THESE RULES.

In order to show the application of these rules, we will consider a section that has to be studied by the candidates for **all** the Grades, viz., G.C.R. 148.

A. On analysing this G.C.R. we find that it deals with:—

- (i) Spiritualist Sunday Schools;
- (ii) Their founder.
- (iii) The vision.
- (iv) The first Lyceum on earth.
- (v) Our pledge.

B. Arranging these topics in their **Main Divisions**, we get:—

- (i) Lyceums on earth.
- (ii) Lyceums in the Summerland.

C. The **Sub-Divisions** are:—

under (i), (a) What a Lyceum is.

- (b) The need for Lyceums.
- (c) Their objects.
- (d) Their origin.
- (e) Their Founder.
- (f) How he got his idea.
- (g) The first Lyceum on earth.
- (h) Our debt as Lyceumists.
- (i) Why incurred.
- (j) Our pledge.

- under (ii),
- (a) How we got the information.
  - (b) The members of a Lyceum in the Summerland.
  - (c) Where Lyceums are held.
  - (d) Groups.
  - (e) Colours.
  - (f) Leaders.
  - (g) Lessons.
  - (h) Methods.
  - (i) Other Lyceum activities.

## QUESTIONS ON THE MAIN DIVISIONS.

### (a) For Junior Students.

A question on the **first Main Division** could be:—  
“What have you learned from G.C.R. 148 about Lyceums, as known on earth?”

A full answer would naturally deal with all the points given briefly as the sub-divisions of this main one. But, in the answer, these headings would be amplified, and made into paragraphs.

On the **second Main Division** we might ask:—“Say all you can about Lyceums in the Summerland, as told in G.C.R. 148.”

A full answer would then deal with the headings given as sub-divisions of this main one, but would give the facts in full, expanding each heading into a paragraph.

### (b) For Senior Students.

The answer to the questions set for Senior Students would not only give the actual facts, as stated in the

G.C.R., but would use these facts as a basis for opinions, or for the purposes of deductions or comparison. Also, some application of the knowledge would reasonably be expected.

A question on the **first Main Division** could be:—  
 “How far do our good Lyceums achieve the objects set out for us in G.C.R. 148? Wherein, in your opinion, do they fail, and what is the remedy?”

**or,**

“Justify the claims made in the last Conductor’s part, from what the preceding sections of this G.C.R. teach and suggest.”

On the **second Main Division** might be asked:—  
 “What is done in Lyceums in the Summerland not yet realised in our Lyceums? To what degree of similarity do you consider it possible for us to attain, and by what means?”

### QUESTIONS ON THE SUB-DIVISIONS.

These are useful chiefly as a preliminary course, to prepare the way for answering the bigger and more difficult questions and are of such a nature that the answers could often be given orally.

As a first course it would serve a useful purpose to ask simply the questions actually found in the G.C.R. itself, the students to answer in their own words, or in the words of the Manual.

A second time (after the lapse of some days), the **same** questions might be asked, but **in different** words.

Then the Tutor could ask questions of his own that required the facts of two or three sub-divisions for the complete answer. This would prepare the way to the longer answers needed for the questions on the Main Divisions.

### EXAMPLES.

#### **For Juniors.**

“What is meant by a Lyceum, and why are Lyceums needed?”

“ Why should Lyceumists be grateful to A. J. Davis?

“ How did A. J. Davis obtain his knowledge about Lyceums?”

“ Why are colours of importance in Summerland Lyceums?”

“ How does one Lyceum in the Summerland keep in touch with others?”

“ What faculties are called into play to a great extent in the lessons given in Lyceums in the Summerland?”

### **For Seniors.**

“ If asked by an Orthodox friend why Lyceums are of importance what answer would you give?”

“ What are the special claims of A. J. Davis on our gratitude and remembrance?”

“ What must be the obvious qualifications of Leaders in Summerland Lyceums to enable them to teach in the manner indicated in this G.C.R.?”

Tutors will easily be able to ask other questions on the lines indicated.

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N.B.—When your students have answered a question, in writing, and you have corrected it, time can be profitably spent in going through the answers in class, touching on the general mistakes and omissions, and telling how to avoid similar errors next time. Then look through each individual answer, and point out to its writer **why** marks were deducted, what points of importance were omitted, and what was put in that was unnecessary or not to the point.

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### **HOW TO ANSWER QUESTIONS.**

First, read the question carefully, and find out **exactly what** you are being asked to do. The different

kinds of questions that may be asked are given under in **black letter**, and the type of answer required is given after.

1. (a) If you are asked for **facts and details**, only—

Put down the facts and details as you would tell them to an inquirer who asked you the same question.

(b) If asked for **opinions**, only—

First state your opinion and then state your reasons for holding the opinion. Arrange your answer so that each opinion will arise from the preceding one and lead to the following one. Keep your strongest argument to the last—so as to “clinch” your answer.

(c) If asked for **facts and opinions**—

State first your opinions, showing how these opinions are justified by the facts. **Always** proceed from facts to opinions and reasons.

(d) If asked to **deal generally with a whole subject**—

Give generally known and accepted facts and opinions on the subject—**adding** original facts and opinions of your own.

(e) If asked to **go into details on some particular part of a subject**—

Arrange your details so as to make them interesting, instructive, and convincing; and particularly note for **which** part you are asked.

2. When asked to compare two subjects (such as Spiritualism and Orthodox Christianity), always (a) state **impartially** all that you know for and against both; point out (b) where they agree and (c) where they differ; and (d) then give your own opinions. **Don't** give what you **know** of one and what you **think** of the other, or what you know in favour of one and what you know against the other, as this is not only unfair and misleading but utterly foolish.

3. Never answer **more** than you are asked. Check yourself by reading the question at intervals whilst writing your answer.

4. When Summary-writing is being practised, it should be impressed on all students that a Summary is a **brief** statement, **in the student's own words**, of all the most important points in the given piece; but given in such manner that a reader who did not know the original piece would be able to learn, from the Summary, a fair account of what **the author** had tried to claim or teach.

**Your own opinions** should **not** be stated—you must put down what the author says, **whether you agree with it or not**. (This is not an attempt to make you accept other people's opinions against your better judgment. The idea is to test your power of grasping other people's points of view. Compare G.C.R. 138 with its Summary on pages 7—8 of "Summaries and Glossaries.").

5. But if asked for the **lesson** of a **Manual** selection—then you would give **your opinion** of what it teaches, and whether the teaching is helpful. A good way is to describe how you feel when reading it, and what you think it urges you to do.

6. If asked for a Connective Reading after a given verse—**don't** write a short essay (you are asked for 100 words only). Read the verse until you grasp the general idea of its teaching, then write down **any ideas** that come to you as a result. Study the Connective Readings in the Manual (especially M.R.'s 223, 236 and 238) and you will find that usually they—(a) Give the lesson of the verse; (b) Suggest how we may carry the teachings of the verse into effect; (c) Show how our lives would be the better and happier for putting the teachings into practice; or (d) Link up the teachings of the verses.

N.B.—S.C.R.'s 4, 51 and 93, from which these verses are set, should be committed to memory.

7. If asked for NOTES, **do not write them as you would write an essay**. Make them as brief as possible—omitting every unnecessary word. In good notes, a word or a short phrase will suggest a whole series

of points to be mentioned in an address. The Notes on G.C.R. 136 (given in the Grade IV. Section on page ), are a good example—being brief, but suggestive of the teachings of the Reading.

8. If asked to DISCUSS a statement—**do not limit** your answer to **your own opinions** only. **To discuss is to examine critically.** Both FOR and AGAINST the statement must be given, and your answer should conclude with your summing up or personal opinions (or findings) on the statement. The Examiner, on reading your answer, should have an idea of all that is known or thought on the subject, **as well as what you think about it.**

NOTE.—The examiners can judge your knowledge in only one way—from what you say (or don't say) in your answers. So if you are careless and put in things you **were not** asked for, or leave out things you **were** asked for—or if your facts and opinions and reasons are all jumbled up—the examiner concerned will conclude that you either don't know or don't understand your subject, and will give you few, if any, marks.

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Tutors and students are recommended to read the Education Article in the **Lyceum Banner** each month, as in it appear further hints and information to help them.

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