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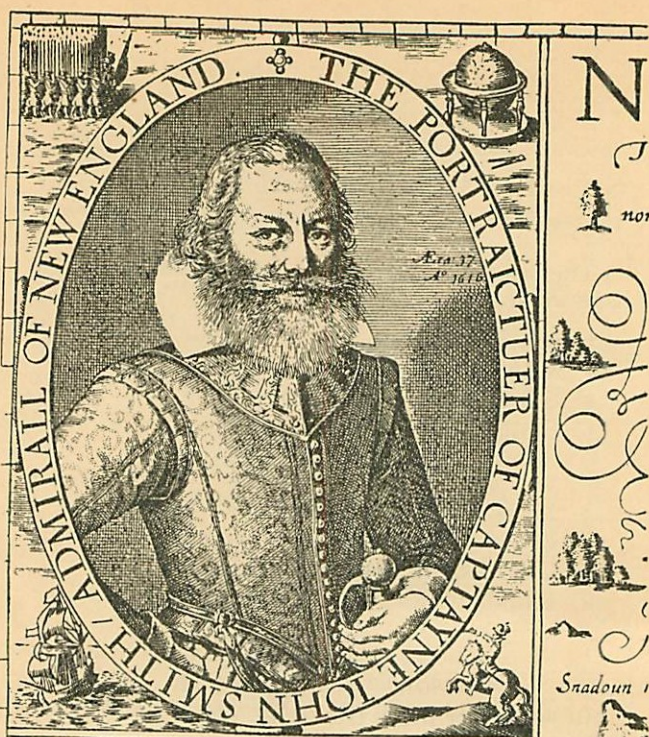
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So, thou art Brasse without, but Golde within.

If so, in Brasse, two soft Smiths Acts to beare,
I fix thy Fame, to make Brasse Steele out weare.

Thine as thou art Virgines,
John Davies. Heref.

South Hampton

JOHN SMITH

From Green's "Short History of the English People," by courtesy of Macmillan & Co., Ltd.]

BOYS AND GIRLS *of* OTHER DAYS

COURSE II
TUDOR AND STUART TIMES

Broadcast *Mondays*
JANUARY 16—MARCH 26, 1928
at 2.30 p.m.

Foreword to the Teacher

THESE new stories dealing with social life in Tudor and Stuart times are intended, as were those of last term's course on "Boys and Girls of the Middle Ages," to form a vivid background to the historical events about which school-children learn from text-books. They should thus be used as a supplement to the ordinary history lesson. It may not always be possible for teachers to arrange that the pupils following the wireless lessons should also be studying the period dealt with in the stories as their ordinary class work in history. But where this can be managed, exceptionally good results may be expected.

By entering into the spirit of the lessons, encouraging the children to attempt some of the exercises suggested, linking the story with the facts in the history book, seeing that each child has a copy of this pamphlet and uses it properly, etc., class teachers will greatly enhance the educational value of this course. Miss Power will again be grateful for any constructive criticisms and suggestions which teachers may care to send to her. She would particularly like to know how the various stories are received by the children.

Essays, drawings and other exercises may, if desired, be sent to Savoy Hill for consideration and commendation at the microphone, but not more than *three* papers may be sent to Savoy Hill from any one school. It may possibly be found advisable to give all the children in turn a chance to send up work, so that the same names are not mentioned every week ; but this is, of course, a matter for the individual teacher to decide.

THE STORIES

- January 16th: At St. Paul's School.
 „ 23rd: A Boy King at Work.
 „ 30th: A Queen who was never Crowned.
 February 6th: The Little Lady of London Bridge.
 „ 13th: A Visit to the Russian Court.
 „ 20th: The Boy Pedlar.
 „ 27th: Stolen for the Stage.
 March 5th: The Red Indian Princess.
 „ 12th: On Board the *Mayflower*.
 „ 19th: Jack the Fenman's Son.
 „ 26th: Two Great Adventures.

ON THE BLACKBOARD

During the lessons reference will be made to the blackboard, on which the following should be written or drawn :—

- | | | |
|---------------|-------|--|
| January 16th. | Story | I.—The names JOHN COLET, WILLIAM LILLY, ERASMUS, THOMAS MORE. |
| „ 23rd. | | II.—Note: Edward VI, son of Henry VIII and Jane Seymour. |
| „ 30th. | | III.—The names AYLMER, ASCHAM. |
| February 6th. | | IV.—Nil. |
| „ 13th. | | V.—Outline map of Europe, marking North Sea, Lofoten Islands, White Sea, North Cape, Vardsö, Moscow. |

- February 20th. Story VI.—The words VAGABOND, STURDY ROGUE.
- „ 27th. VII.—Note: William Shakespeare (b. 1564, d. 1616); Ben Jonson (b. 1573, d. 1637).
- March 5th. VIII.—(a) The names POWHATAN, POCAHONTAS.
(b) An outline map of North America, marking Virginia, Chesapeake Bay and Jamestown.
- „ 12th. IX.—(a) The word PURITAN.
(b) An outline map of North America, marking Virginia, Maryland and Massachusetts.
- „ 19th. X.—(a) The name VERMUYDEN.
(b) An outline map of England, marking the Fen country.
- „ 26th. XI.—Note: The Black Death (1348); the Plague (1664); the Great Fire (1665); Sir Christopher Wren (b. 1632, d. 1723).



The Birchen Twigges be so Sharpe

THE SEAL OF LOUTH GRAMMAR SCHOOL

Story I—January 16th

AT ST. PAUL'S SCHOOL

THIS story introduces us to John, who goes to St. Paul's School shortly after its foundation. As we watch him and his companions at work and play, we hear about the New Learning and get a glimpse of Colet, Erasmus and Thomas More.

Time :—c. 1515.

Who was reigning in England? Henry VIII (1509–1547).

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. Draw a picture to illustrate any point in the story.
3. What do we mean by the term "New Learning"? Was it really new? How did it come to England?
4. Which of Colet's rules do you think were the best? Why?
5. Pretend to be a new boy at St. Paul's School in the reign of Henry VIII, and tell your brothers about your first day.
6. What do you know about (a) Colet; (b) Erasmus; (c) Sir Thomas More; (d) the Boy Bishop?



COLET

*From "The Story of the People of Britain," by Mary Sarson.
(Cambridge University Press.)*

Story II—January 23rd

A BOY KING AT WORK

THIS story tells us how the young King, Edward VI, spent his time. We meet Dr. Chepe, his tutor, and Barnaby Fitzpatrick, his friend. We hear about his Privy Council, his lessons and his games, and read some extracts from his diary.

Time :—c. 1551.

Who was reigning in England? Edward VI (1547–1553).

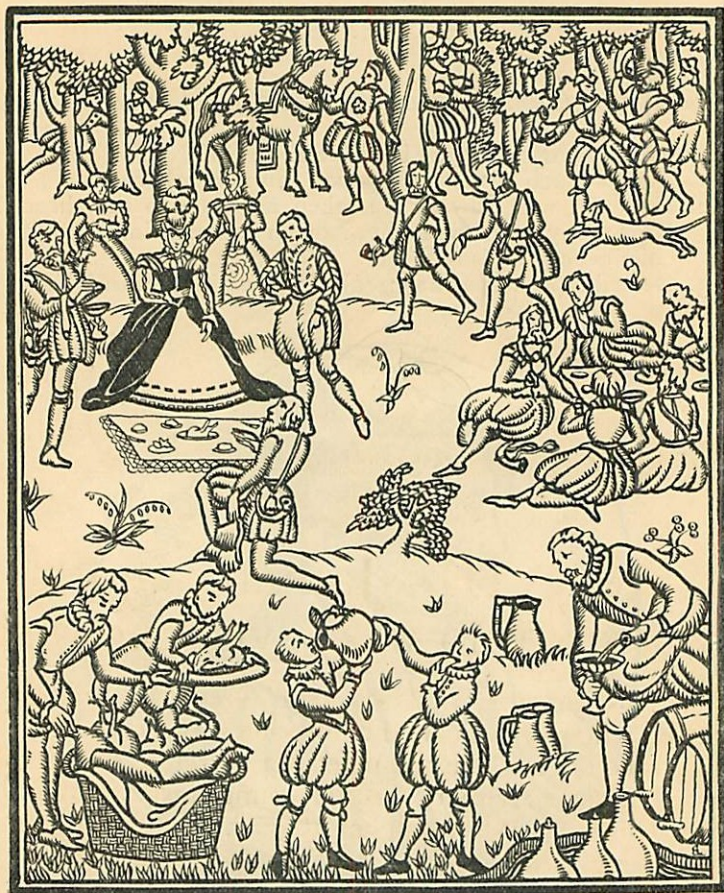
SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. How old was Edward VI when he came to the throne?
How many years did he live? Can you mention any of the chief events of his reign?
3. Describe (a) a busy day; (b) a holiday in Edward's life.



THE SEAL OF EDWARD VI

4. Invent a talk between Barnaby Fitzpatrick and Dr. John Chepe. Barnaby is asking the tutor to give Edward a holiday, and the tutor is explaining why a king must work.
5. Pretend to be Edward VI, and tell (a) how to play your favourite game; (b) why you like geography.
6. What do you know about Edward's uncles?



A PICNIC



PORTRAIT OF LADY JANE GREY

Reproduced by courtesy of the Editor of "The Connoisseur."

Story III—January 30th

A QUEEN WHO WAS NEVER CROWNED

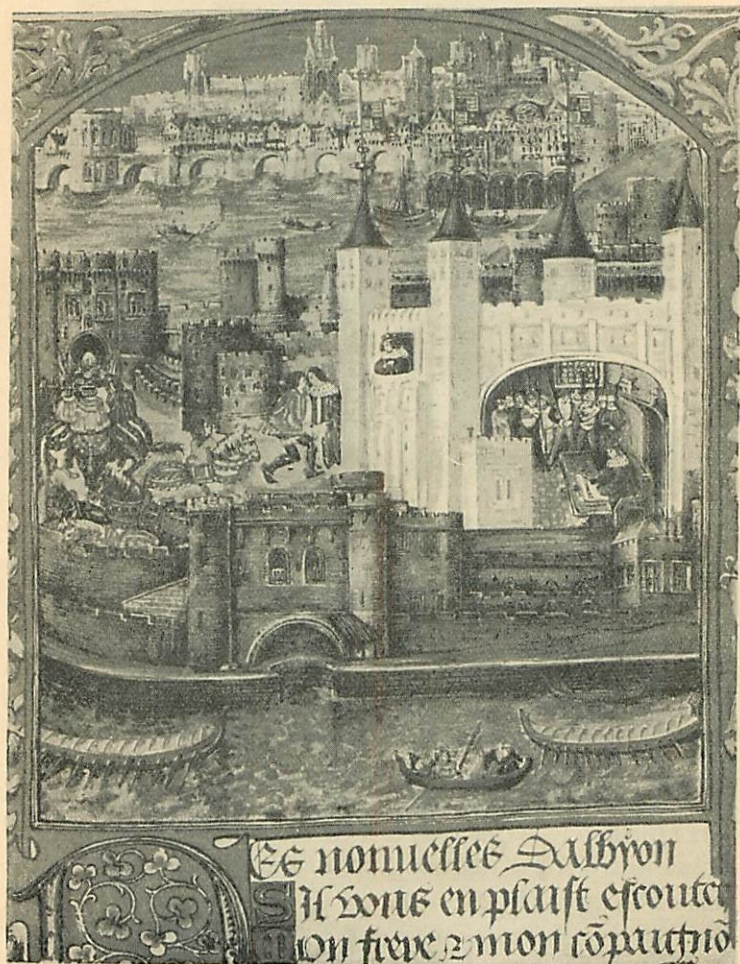
THIS is the story of Lady Jane Grey, the nine-days queen who was beheaded before she was crowned. In this talk on her life we meet her parents, her gentle tutor, Master Aylmer, and her young husband, Guildford Dudley. We watch her at work and at play, read one of her letters and see her on her wedding day.

Time :—1537–1553.

Who was reigning in England? Henry VIII (1509–1547); Edward VI (1547–1553).

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. What was Lady Jane Grey's claim to the throne?
3. Describe (a) a baptism; and (b) a wedding in the days when Lady Jane Grey was alive.
4. Act with one of your friends the meeting between Roger Ascham and Lady Jane Grey.
5. Describe any day in Jane's life.
6. Do you know of any games which were played when Lady Jane Grey was alive?



LONDON—IN SIXTEENTH CENTURY

From Green's "Short History of the English People," by courtesy of Macmillan & Co., Ltd.

Story IV—February 6th

THE LITTLE LADY OF LONDON BRIDGE

ANNE HEWETT lived on London Bridge. One day she was looking out of the window and fell into the river. Her father's apprentice, Edward Osborne, dived in and saved her. Afterwards she married Edward, who became Lord Mayor of London. In this story we learn about the London of the Tudors and the busy life on the river.

Time :—c. 1547.

Who was reigning in England ? Edward VI (1547-1553).



AN APPRENTICE FETCHING WATER

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. Describe a scene on the river in the time of Anne Hewett.
3. What was London Bridge like in the time when Anne Hewett lived there?
4. Do you know any of the old London cries? Draw a picture of one of the criers.
5. Pretend to be Anne's father, and make a speech, thanking Edward Osborne for rescuing your daughter.
6. Draw Edward Osborne in (a) his working; and (b) his holiday clothes.



IVAN THE TERRIBLE

From "The Story of the People of Britain," by courtesy of the Cambridge University Press.

[To illustrate Story V]

Story V—February 13th

A VISIT TO THE RUSSIAN COURT

WILLIAM, acting as page to Richard Chancellor, sails on the *Edward Bonaventure* to seek the North-East Passage. By following his adventures we learn how Sir Hugh Willoughby is lost and how Chancellor reaches the White Sea and visits Ivan the Terrible at Moscow.

Time :—1553-1554.

Who was reigning in England?
Edward VI (1547-1553) and Mary (1553-1558).



ENGLISH GENTLEMAN OF THE
TIME OF EDWARD VI

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. What was meant by the "North-East Passage"? Why did explorers want to find it?
3. Tell the story of Sir Hugh Willoughby.
4. Pretend to be a boy standing on the banks of the Thames, and describe Chancellor's fleet and the crowds who are watching it.
5. If you had been William, what do you think would have been the most exciting part of your journey?
6. What do you know about (a) Ivan the Terrible; (b) the Kremlin? What does the word "boyar" mean?

Story VI—February 20th

THE BOY PEDLAR

NED's father, a pedlar, falls ill, and the boy takes his place. We follow his adventures and learn about Elizabethan country life, the village fairs and all that may be seen on the road.

Time :—c. 1560.

Who was reigning in England? Queen Elizabeth (1558–1603).

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. Describe a village fair. Why was it useful as well as amusing?
3. Pretend you have stolen Ned's pack while he is asleep by the roadside, and describe what you have found inside it.
4. What is a vagabond? Were there many in Elizabeth's age? What happened to them?



THE ALE-HOUSE

5. If you were Ned walking from one village to another, what might you meet on the way, and where might you spend the night?
6. Draw a picture to show two ways of making a journey in the Elizabethan age.
7. Find and learn the song of Autolycus the pedlar, in Shakespeare's *Winter's Tale*.



THE MORRIS DANCE

Story VII—February 27th

STOLEN FOR THE STAGE

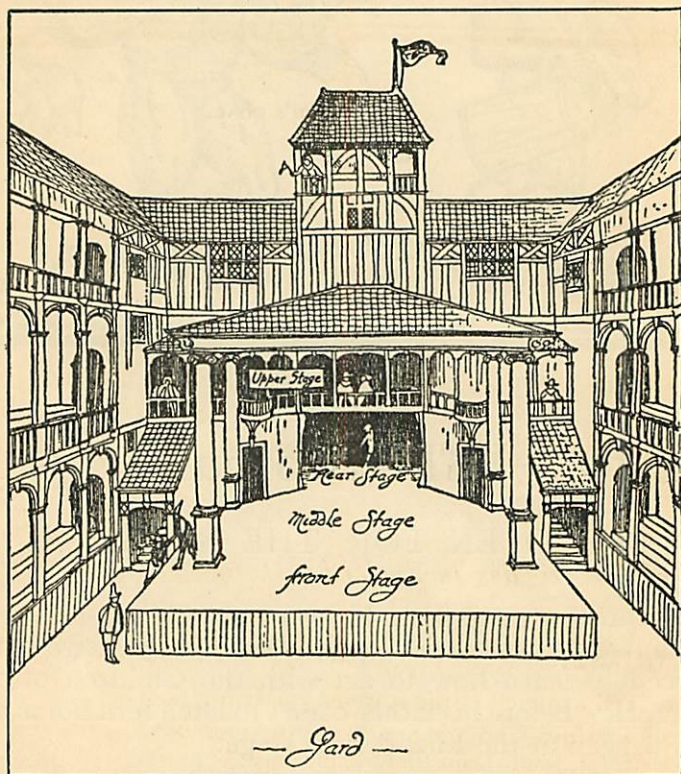
THOMAS CLIFTON, on his way to school, is "im-pounded" and carried off to Blackfriars, where he is forced to learn how to act with the Children of the Chapel. Before his father comes to fetch him home we get a peep at the Elizabethan stage.

Time :—1600.

Who was reigning in England? Queen Elizabeth (1558–1603).

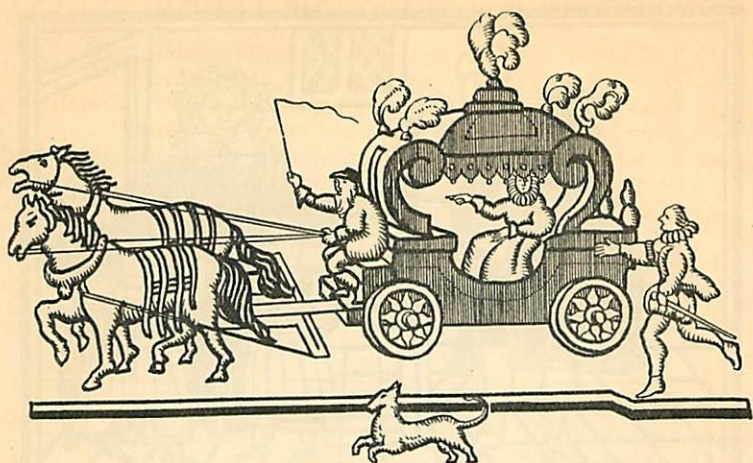
SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. Describe a theatre in the reign of Queen Elizabeth.
3. Who was the greatest dramatist in Queen Elizabeth's reign? Can you mention any others by name?
4. Pretend to be one of the Children of the Chapel, and describe the arrival of Thomas Clifton.
5. Who were the Children of the Chapel? Where and how did they live?
6. Make a model or draw a plan of an Elizabethan theatre.
7. Pretend to be Thomas Clifton's father, and invent a speech demanding the return of your son.



AN ELIZABETHAN THEATRE

From "Boys and Girls of History," by Eileen and Rhoda Power,
by courtesy of the Cambridge University Press.



QUEEN ELIZABETH'S COACH

Story VIII—March 5th

THE RED INDIAN PRINCESS

IN this story we learn how the life of Captain John Smith is saved by Pocahontas, the favourite daughter of the Red Indian chief, Powhatan. We also get a glimpse of the early planters in America.

Time :—1607.

Who was reigning in England? James I (1603–1625).

SUGGESTIONS FOR USING THE LESSON:—

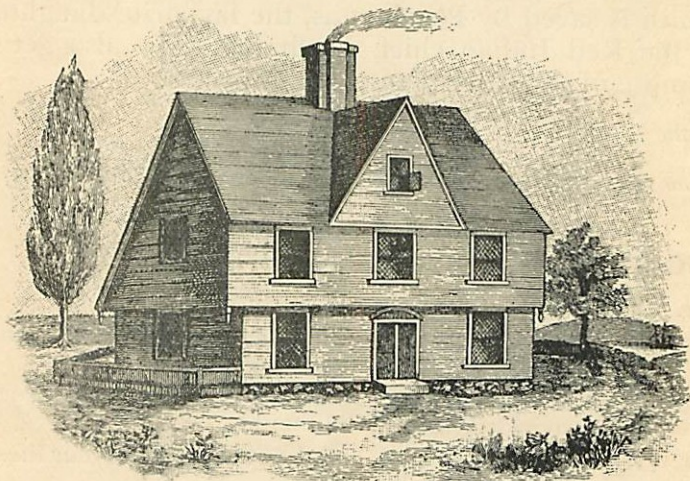
1. Tell as much of the story as you can remember.
2. Why did Captain Smith go to America? Had any other Englishman been there before him?
3. Choose several of your friends and act the story of Pocahontas saving the life of John Smith.
4. Pretend to be Powhatan, and describe a day in your life.



SMOKING TOBACCO

Story IX—March 12th ON BOARD THE *MAYFLOWER*

WE follow the Pilgrim Fathers on their journey to America and watch them building their first city.



THE PILGRIMS' HOUSE

From Green's "Short History of the English People," by courtesy of Macmillan & Co., Ltd.

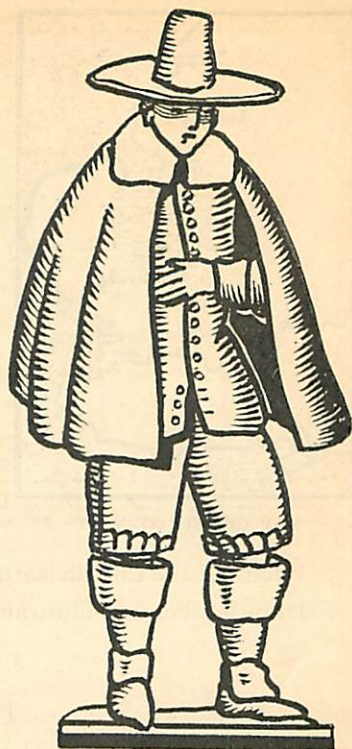
Time :—1620.

Who was reigning in England?

James I (1603–1625).

SUGGESTIONS FOR USING
THE LESSON:—

1. Tell as much of the story as you can remember.
2. Why did the Pilgrim Fathers leave their homes?
3. Describe the journey of the *Mayflower*.
4. Pretend to be a young Puritan, and give an account of your first year in America.
5. How many States are there in the United States of America?
Name as many as you can.
When was the first English settlement made?
6. How did a Puritan man and woman dress? Draw a picture of either.



A PURITAN GENTLEMAN

Story X—March 19th

JACK THE FENMAN'S SON

BY following Jack's adventures we hear how the Fens were drained by Vermuyden, and learn some of the things which the Dutch taught the English.

Time :—Between 1628 and 1652.

Who was reigning in England? Charles I (1625–1649);
Commonwealth (1649–1660).



MAP OF FEN COUNTRY

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. Describe a day in the life of a Fenman.
3. Pretend to be a Dutchman, and tell a friend what happened when you first set to work to drain the English Fens.
4. Invent a talk between a Fenman and a Dutchman. The Fenman must explain why he does not want the Fens to be drained, and the Dutchman must explain the advantages of draining.
5. What did the English learn from the Dutch?
6. Draw a picture to illustrate any point in the story.

Story XI—March 26th

TWO GREAT ADVENTURES

CHARLES and Mary, the children of a London chandler, live through the terrible days of the Plague and the Fire. We watch, through their eyes, the development of each and the efforts made by the authorities to overcome the difficulties.

Time :—1665–1666.

Who was reigning in England? Charles II (1660–1685).

SUGGESTIONS FOR USING THE LESSON:—

1. Tell as much of the story as you can remember.
2. Give a short description of the London of Charles II.
3. Describe a street scene during (a) the Plague and (b) the Great Fire.
4. What efforts were made to stop the spreading of (a) the Plague; (b) the Fire?
5. Draw a picture to illustrate any point in the story.
6. What great architect was largely responsible for designing the new London? Can you mention any of his works?
7. Was it a good thing that the old city was burned? Why?

BOOKS TO READ IN CONNECTION WITH THIS COURSE

For the Teacher

M. St. Clare Byrne: *Elizabethan Life in Town and Country* (Methuen, 7s. 6d.).

Mary Coate: *Social Life in Stuart England* (Methuen, 6s.).

Readings in English Social History from *Contemporary Literature*, Vol. III. 1485–1603, ed. R. B. Morgan, M.Litt. (Cambridge University Press, 4s.).

Marjorie and C. H. B. Quennell: *A History of Everyday Things in England*, Part II (Batsford, 8s. 6d.).



MAN ON STILTS

For the Children.

Mary Sarson: *The Story of the People of Britain* (Cambridge Periodic Histories, Book II, 1485-1688, Cambridge University Press, 2s. 3d.)—for general information

M. G. Jones: *The New World History Series*, Book II (Collins, 2s. 9d.)—for general information.

Eileen and Rhoda Power: *Boys and Girls of History*, Books I and II (Cambridge University Press, 2s. 6d. each)—for stories about St. Paul's School, Edward VI, Lady Jane Grey, the Elizabethan stage, the Plague and the Great Fire, etc.



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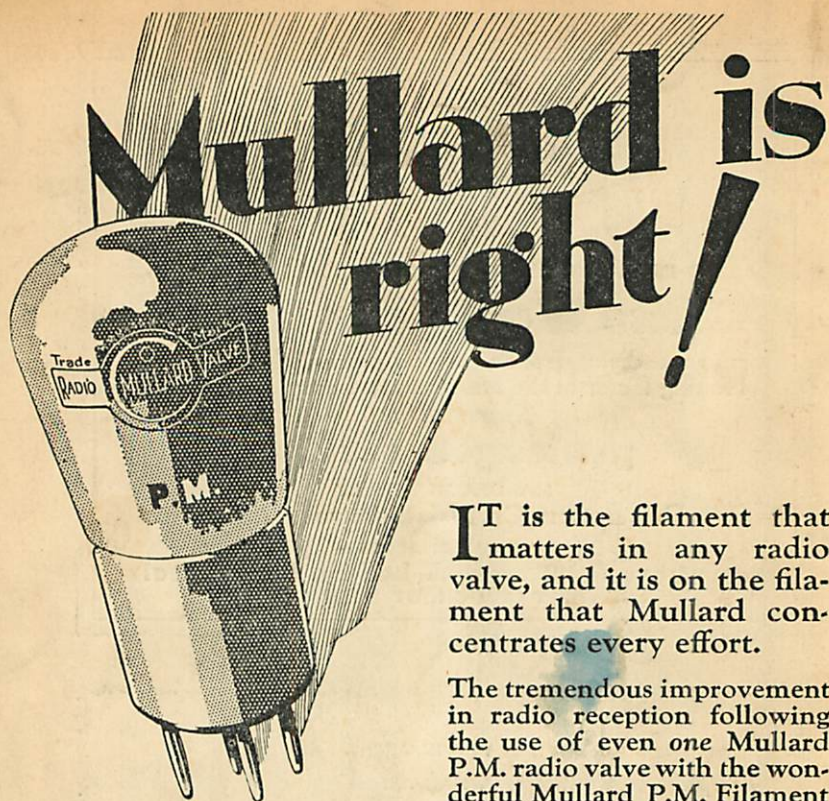
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