



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of correspondents.]

DEAR EDITOR,—Excuse an unknown correspondent addressing you. About the beginning of last month, wanting facts relative to the earliest indication of reason and conscience in children, I addressed a letter to the Editor of the *Schoolmaster*, appealing for information from mistresses of infant schools. A master also replied. The wretched influenza has prevented his sending me "some close observations on his own child." He, however, did me good service by introducing me to the *Parents' Review*, which I had not before seen or heard of. This gentleman suggested my applying to you for information. Would the readers of the *Parents' Review* help me by answering the following queries?

Yours truly,
THOMAS JONES.

QUERIES ON INFANTS' "CONSCIENCE AND REASON."

N.B.—Kindly take these questions as suggestive of any information as to observations on connected points.

1. At what age generally do children recognise a colour so that they will match any ordinary pure-coloured object—say a coloured card?
2. What is the earliest age you have noticed that a child knew any colours?
3. Is one colour more easily recognised apparently than another? If so—which?
4. Do children match a square, triangle, or other *form* before or later than a colour?
5. Can you give any evidence that children *know* a colour, form, or other object, before they are possessed of the name?
6. If a large coloured ball is given to a very young child before it can know its name, does it generally show any terror, fear, or disinclination to touch it?

I learned colours, as such, very readily, but although I also learned names easily, the right name would not adhere to the right colour, and even at seven I was liable to call the sky yellow and the yolk of an egg blue. Further, the berry I first became acquainted with was a large *smooth* goose-berry; the result was I could not think of raspberries, blackberries, &c., as berries.

7. Have you found children have any difficulties similar to mine with colours?

7a. Or a name adhere so to the qualities of the first object it was applied to, that the child showed a disinclination, in any way, to its use for dissimilar objects? Kindly give details.

8. Mr. James Sully says: "I believe that observers will endorse the remark that children regard names as realities mysteriously bound up with things, and in a manner necessary to them. A nameless object is for a child something incomplete, almost uncanny." Kindly compare this statement with your experience.*

9. Do very young children look upon a doll as "living," like themselves, or not? Will you illustrate your reply by examples?

10. How do very young children learn *to fear*? Do they generally cry when a stranger comes near? If so, why?

11. Many young children shrink from a frowning person. Why is this? What is the association?

12. Can you account for children first associating ideas of kindness, temper, &c., with *tones* of the voice before they know words?

13. What is the earliest recognition, apart from "teaching" of any kind, of an "ought" when two "cans" are possible? (In other words, What is the earliest manifestation of conscience you have ever observed, and at what age?)

* * * Replies should be sent to the Editor, with "QUERIES" on the Envelope.

DEAR EDITOR,—The following account of an American School may interest your readers.

Miss Catherine Beecher, elder sister and instructress of Harriet Beecher Stowe, had formed a system of teaching which seems to have been very thorough. Mrs. H. B. Stowe says that she began at Hartford in 1824 with eight scholars; in a few years she numbered her pupils by hundreds. Here is Miss Beecher's own account of what she learned in teaching:

"After two or three years I commenced giving instruction in mental philosophy, and at the same time began a regular course of lectures and instructions from the Bible, and was much occupied with plans for governing my school, and in devising means to lead my pupils to become obedient, amiable, and pious. By degrees, I finally arrived at the following principles in the government of my school:

"*First.* It is indispensable that my scholars should feel that I am sincerely and deeply interested in their best happiness, and the more I can convince them of this the more ready will be their obedience.

"*Second.* The preservation of authority and order depends upon the

* This question, in the two copies first sent out, had the following addendum: I added it, as I thought it possible that some of the mistresses might be puzzled as to the class of facts required, but I afterwards suppressed, as possibly *leading*.

[To make my meaning clear: Before I was twenty months old I found a skeleton hanging upon the cellar-stairs. This became my plaything. I knew no name for it, but I certainly associated nothing repulsive or uncanny with it. I thought it lived, and pitied it because it could not come into the sunshine.]

certainly that unpleasant consequences to themselves will inevitably result from doing wrong.

"*Third.* It is equally necessary to preserve my own influence and their affection, that they should feel that punishment is the natural result of wrongdoing in such a way that they shall regard themselves, instead of me, as the cause of their punishment.

"*Fourth.* It is indispensable that my scholars should see that my requisitions are reasonable. In the majority of cases this can be shown, and in this way such confidence will be the result that they will trust to my judgment and knowledge in cases where no explanation can be given.

"*Fifth.* The more I can make my scholars feel that I am actuated by a spirit of self-denying benevolence, the more confidence they will feel in me, and the more they will be inclined to submit to self-denying duties for the good of others.

"After a while I began to compare my experience with the government of God. I finally got through the whole subject, and drew out the results, and found that all my difficulties were solved and all my darkness dispelled.

This referred to some deep internal struggle of faith that had oppressed her for years as to the false conception of God as a God of revenge, which had been presented to her mind by the sect in which she had been brought up.

Yours truly,
L. S.

DEAR EDITOR,—The question asked by "Fides" in the first number of your new volume sent my memory back to forty years ago.

I was giving the daily Bible lesson to my two dear little girls, aged respectively about six and five years; when the younger suddenly laid her hand on mine, and, looking with intense earnestness into my face, asked, "Mother, how do you know that this is true?" I shall never forget the thrill that this question sent through me. I saw in a moment how much depended on my answer. I was very young, and had been in the habit to a painful degree of mistrusting myself.

I thought, rather than said, a prayer for wisdom to Him Who giveth liberally, and replied, "My darling, I believe it to be true, and therefore I am bound to teach it you."

I should like to know, dear Editor, what you would have said.

This dear child was naturally inclined not to believe. As "Fides" says of her little boy, I know that no one put these ideas into her head, but she went through terrible troubles of mind up to the age of thirteen, when all was made clear to her. When she was twenty-three God took her home.

M. B.

OUR WORK.

THE FÉSOLE CLUB.

SUBJECT FOR APRIL.—*Leafless Branches.* Read No. II. of "The Fésole Club Papers" in last year's volume of *The Parents' Review*, pp. 135-138. Students who cannot conveniently see a tree from a window, or find it too cold for out-of-doors sketching, may draw a bough such as may be picked up in any country walk, blown from a tree, or broken—with permission—from a hedge. The bough should be pretty well set with twigs, and not too much battered to look like a miniature tree when it is planted in the room in a flower pot or in a pile of books. If you happen to find a hazel, and like playing with your work, as most people with imagination do, you might hang a couple of Christmas tree tinsel fruits in the leafless twigs, and illustrate the rhyme "I had a little nut-tree." But, in any case, spread a sheet or a white paper behind the bough, since you cannot possibly follow out the twigs if they come against the furniture, pictures, and wall patterns, which crowd the ordinary dwelling-room.

Drawings to be sent to W. G. Collingwood, Coniston, Lancashire, by the end of April.

Prizes.—The Prize for the Essay on "How to Develop in Children an observant Love of Nature" is divided between Mrs. Somervell and Mrs. Scott.

Mr. T. Mander offers a Prize of *One Guinea* for "The best List of Books for a Teacher's Library." The fifty really best books should stand first in the list. Competitions to be sent to Theodoe Mander, Esq., Wightwick Manor, Wolverhampton, by the last day of April.*

We are indebted to the kindness of Archer Baker, Esq., for the gift of the valuable maps of the Canadian Pacific Railway which appeared in our March issue.

Der Bücherbund, for the study of German Literature: apply to Miss d'Esterre-Keeling, 41 Holland Road, Kensington.

The Parents' Review School.—The second term begins after Easter. Apply to Editor, House of Education, Ambleside.

The House of Education.—Students received after Easter. Apply as above.

Editor's Lectures on the Training of Children.—The Editor will give

* Would the winner of Mrs. Steintal's Prize (Miss Robinson) be good enough to send her address to Wharfemead, Ilkley?

addresses on the following subjects at Hyde Park Court, Albert Gate, S.W. (by the kind permission of the Committee of Management) :—

MONDAY, APRIL 4TH.—What a child brings into the world. "Human Nature." Disposition.

TUESDAY, 5TH.—The Care, Development, and Discipline of the Body. The Sanctity of the Body

WEDNESDAY, 6TH.—The Brain. Conditions of healthy Brain Activity.

FRIDAY, 8TH.—The Physiology of Habit, and the part Habit plays in Education.

At 11.30 a.m. each day.

Apply to the Editor, 30 Upper Montagu Street, W.

The Editor will give addresses on the following subjects at The Polytechnic (309 Regent Street, W.) :—

MONDAY, APRIL 4TH.—The Sanctity of Childhood. The Divine "Code of Education." The Law of Habit.

TUESDAY, 5TH.—How Training may modify Disposition and Temper. The Untruthful Child. The Sulky Child. The Dawdling Child, etc.

WEDNESDAY, 6TH.—The Care, Development, and Discipline of the Body. The Sanctity of the Body.

FRIDAY, 8TH.—The question of "Punishments." The knowledge which is necessary in order to the right bringing-up of children.

At 3 p.m. each day.

For tickets apply to Mrs. Gordon, 61 Prince's Gate, W.; or to the Editor, 30 Upper Montagu Street, W.

P.N.E.U. NOTES.

HAMPSTEAD AND ST. JOHN'S WOOD BRANCH.—On the 25th ult. a crowded and enthusiastic meeting was held by our Branch at "The Hall," Crossfield Road, Belsize Park (by kind permission of the Misses Allen-Omey), when a most interesting and suggestive address was given by our President, Dr. Abbott, on "The use of the Old Testament in teaching children." The chair was taken by the Rev. Joseph Kirkman, M.A., and the meeting, which was attended by many from a distance (some coming from as far as Reigate especially to be present), cannot fail to have strengthened the work of the P.N.E.U. in this district and generally.

On March 9th, on the invitation of Mrs. Tyer, 16 Fitzjohn's Avenue, Hampstead, a meeting was held of members of the P.N.E.U. and friends to hear a paper by Miss Northcroft on the "Education of Girls." About seventy were present at the meeting, which was presided over by Mrs. Bryant, D.Sc. The paper was much enjoyed, and a lively discussion followed.

HAMPSTEAD BRANCH.—On Thursday, March 17th, 1892, a meeting was held at 159 King Henry's Road (by kind permission of the Misses Locket), when a paper was read by Mrs. J. Spencer Curwen on "How shall we make Music interesting to Children." The chair was taken by F. G. Edwards, Esq. (Author of "United Praise," &c.) Syllabus of Lecture :—Nursery and Kindergarten Music; Training the Ear; Action Songs; When and How to begin Notation; Staff or Tonic Sol-fa; How Tonic Sol-fa helps Instrumental Work; Method; Well Begun is Half Done; The Child's Voyage of Discovery; Common Difficulties and How to Avoid Them; Music a Science and an Art; "Polishing;" The Little Artist; Character. Hon. Sec., Miss Playne.

BRADFORD BRANCH.—A lecture was given on Wednesday, March 16th, 1892, in the Grammar School, by Miss J. Toler Kingsley. Subject: "Art and Education." Hon. Sec., Mrs. F. Steinthal.

LEEDS, March 16th.—A meeting was held at the High School for Girls, by invitation of the Committee of the Yorkshire Ladies' Council of Education, at which the Hon. Sec. of the P.N.E.U. gave some account of the movement.

GLOUCESTER BRANCH, March 24th.—A meeting, addressed by the Hon. Sec. of the Society on "Some Difficulties in the Early Training of Children." The Rev. Canon Parkes in the chair. Hon. Sec., Miss Woodward.

BRISTOL, March 25th.—A meeting was held at University College, Bristol, Professor Lloyd Morgan in the chair. Subject of Address: "The Bringing up of Children in view of some Present-day Problems." Speaker, the Hon. Sec. of the Society.

READING BRANCH, February 25th.—A well-attended and interesting meeting, at which Miss Helen Webb, M.B., read an address on "The Formation of Habit." The Rev. Canon Payne in the chair. This was the inaugural meeting of the Reading Branch, which has made a good start. Hon. Sec., Miss Haigh. March 26th.—A drawing-room meeting, by the kind invitation of Mrs. G. W. Palmer, was addressed by the Hon. Sec. of the Society. The President of the Reading Branch, the Right Rev. the Bishop of Reading, in the chair.

ANNUAL MEETING.—We have pleasure in announcing that the Annual Meeting is fixed for June 17th, at London House, by the kind permission of the Bishop of London. The President of the Society, Lady Aberdeen, will address the meeting. Further particulars as to tickets, &c., will be given later.

THE PARENTS' REVIEW

A MONTHLY MAGAZINE
OF HOME-TRAINING AND CULTURE.

"Education is an atmosphere, a discipline, a life."

The Law of the Child

DISCIPLINE.

BY THE REV. CANON PARKER.

(Principal of the Theological College, Gloucester.)

THE word discipline may have a restricted or a more extended meaning. Strictly speaking, I take it, the word has a significance wide and comprehensive. Discipline means learning—the learning of anything and everything, the learning of anything that is unknown and can be known, and that can be taught and can be learned. And when it is used of men and women it refers to the learning of anything and everything that it is useful to men and women to know, and useful especially to them in their several positions, occupations, and duties of life.

But it was in my mind when I chose this subject for our consideration to somewhat narrow and limit the meaning of the word, both as being more to the convenience of my treatment and your discussion, and also as more in accordance with the modern and accepted use of the word.

I propose, therefore to narrow the word to the learning of one particular thing—the learning to obey, the learning to submit, the learning to recognise the supremacy of *law*, the learning to yield unquestioning and implicit obedience to law, as being altogether right and good,

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