

14CMC7

**HOUSE OF EDUCATION,**  
**AMBLESIDE.**

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1899.



14 p 1 cm 7

Battle of Trafalgar - March 18 - 98  
Min. for -

good to begin by finding out what the  
knew -

Chris knew a lot of things very good  
good to work out preparation for war.

Nelson - when he was born -

good to say - I think it with such  
N. bright & bright -

president they were going off to W. Ind.

Chris that he had had maps of Central Ind.

good to find out why Villars went  
to Spain

good to show picture of ships -

ill - good - stories good -

good to insist that George

Winnic salvery badly

good to make girls realise sent -

allowed girls to mutter -

made all the points clear -

In middle lesson slowed -



Would have been well to write Redoubtable —  
 I don't think his <sup>feels</sup> very striking —  
 Napoleon always short —  
 but here we  
 seem foot. we have been to G. but  
 not quite sustained —

The first part of the letter excellent —  
 His language brief & well chosen  
 manner bright & encouraging  
 accent & enunciation good  
 points well worked out —  
 Chr. allowed to mount &  
 to sit badly —

Did not use the B/B for short  
 summaries — for first summary —  
 His manner gave the







limit enough - I don't think

make a mark. from two points -

Such a lesson shd afford  
 opportunity for free business  
 in numbers + accuracy in  
 language - + accuracy +  
 certainty in work. -

N. held herself in loose limbo  
 way - N. never required us to  
 N. rather <sup>judgment</sup> ~~ask~~ <sup>or what we get</sup> ~~ask~~  
 many silences - plucky  
 to pin each lesson -

"I want - you to do" -

A fair lesson -

Stretch to 7

"a little more I think  
 Nellie certainly went to work less  
 .chances at the end -



Min 7. Amintage <sup>March 17 - 98</sup> <sup>14P5CH67</sup> ~~11~~

Miss Blye

got to ascertain that gets new hand legs  
fits all -

got to begin with breathing exercises  
I was to ask you -

got to preserve - with K by hand & 2

Min 7. Amintage dropped a little  
in standing - "Drowned" said it -

Chr. did not produce clear notes  
W. showed longer & better teaching

was it not?

comes in between J & S - not intelligible

"a piece with those - -  
"I don't mean" - for a time at least but  
from W who had learned W. S.C.

head to wrong by hands & little

in the key of - what is felt? not why?  
W. S.C.

W. S.C. - great disads. in the mindless



what - kah - - to forget with

Alma - Comb. cleave showed -

his hesitations, trying -

Too many points came in evidence

What's that note you're singing? his } w

He helped too much with the singing

He helped girls over each difficulty,

by singing herself

Don't clear up notes down -

He read word nicely.

A first lesson - well thought out

& well worked out. - thoroughly

juicy & tasty - but have been

very good if the manner had been

a little more brisk & out going

No BB work during lesson -



Miss Annette - C - I.V. - Latin  
Nov-16-98

1/2 - told 2<sup>nd</sup> - Dec.  
told meaning of ~~quorum~~ within  
derivations

1/2 a little hesitating as to what in  
wh. verb. shd be parsed -  
pupil allowed to speak in Latin  
first to mod. <sup>2<sup>nd</sup></sup> - for literature  
in attitude good - expectant  
attention kept - N. going -  
good to notice that in N. we knew 2  
memorable - another word - exactly the same  
1/2 shd have shown how we get 2 words alike  
1/2 allowed herself to feel duller  
now + then by pupil's monotonous  
voice - permanent - det. good -  
worked very intelligently with persistence  
worked out - after hard - might  
easily have got fields  
vital a good example of the use  
of morph teaching - pupil had power to



Recall -

Did not work derivations well: might  
have got more out of them -

Working on BB rapid + few workmen etc.

Y<sup>s</sup> did not bring out diff<sup>t</sup> points in  
diff<sup>t</sup> sentences was give pupil  
idea of consecutive passages

Eng word exactly like Tandem well  
explained - "I mean 2<sup>nd</sup> Conj." Y<sup>s</sup>

did not ask why -

What part of v. do you Eng. verbs generally  
derive from - v. found to get videt - les  
from pupil. - "Sometimes when  
you're telling a tale. Past pres - found -

one of the most diff. things in  
teaching to remember vivacity &  
exp. att. in a passing lesson and  
as this - a good choice of subject - an  
everyday lesson coming in the course of  
work -

the manner - voice - style - & - a good lesson



Scripture lesson - 4T Miss Winget

Don did not know what David meant.

Samuel -

He told the child story very nicely  
I brightly - not much horn - but  
have been explained -

"little David"?

not to have picture of anomy of  
David -

no mention of present coronations

not nearly enough questioning of T -

"much rather" story -

not have mentioned David's music

weep - Bible help - not to show

picture of hair,

Saunders - 'got him ready' - 3

not note -

"little boy" - nice manners - good

enjoyment - "joy in to be unhappy

not -



" would it have liked him so much  
would he? -

why? -

Jesse - might have noticed - not spots  
name.

Dora did not know story - because

Y. had gone on narrating without  
judging whether child knew -

Whisket - Dora disappointing - did  
not even know David's name -

Stories good - Y's memories very bright

& pleasant - points of story well

chosen - but - lessons not - just

till taken - Y. did not pin

Ch. went to bed so her brain went

to sleep -

Fairly good lessons



from lesson - in Reed Cl. III.

GA presented tableau with various  
 whose known that honeyuckle &  
 rose. did not grow on ground nor  
strawberry - pfücken?  
 did not succeed in making G. speak

<sup>up</sup>  
 M. spoke with insistence & brightness

girls' fixed attention -  
 G - had most diff. sentence - last  
 sentence best well taught  
 G. to make all girls say last sentence  
 to appeal to G. first -

Girls learned verbs very quickly  
 Strawberry? - erd beer well expd.  
 nach instead of nach - broad a

G. to give G. praise -

V. f. to get G. to say hers all through -  
 deserved more praise than she got.  
 Win. looked at M. - G. did not -  
 G. that all girls say sentence  
 G. to let M. finish sentence



Detail of Abt. girls will be compared -  
 Acc - well discovered -  
 A v-f. from lesson -  
 Cant have planned to live food -  
 His manners bright & consistent  
 His attention & effort unflagging -  
 Lesson well chosen & learned -  
Each girl made to do her share  
 of work -  
 Grammar exercises v. g -  
 A very good lesson - 9.7



Miss Amble - Ch. 1

Sunrise & Sunset

His questions not very pertinent - children  
answers dull -

Good to feel Ch. to shut eyes &  
real sunset - - might have got  
more out of Ch. & sunrise

Good to feel Ch. to "imagine beams  
in clouds -

"behind the hills" - good to have  
picture of sunset - -

Rises in East - rather upset -

Ch. knew when sun rose & set

It good to make - Ch. turn by  
themselves - but not quite successful

Curious how slow the Ch. were to  
lets in the idea

Should have mastered on pinball  
me -



"Walt. toward that gas - (but - a friend's

idea -

idea - depended too much on position

of notes -

"put the work here. ym cu -

T: very patient in working out his points

had to ask wh. well at it came to front

Wedge had to look at lines for protection over

"nearest lat where name ym down -

- ladies' helped chr - chr. a little confused

to the end as to points -

A fair presentation - but T: had not

an adequate idea of all the clips

exercises nec. to get across an

idea into the class's mind -

manner bright & interesting -



Cutting out - Ch. III -  
 his stubs

" my manuscript T & G, very badly  
 Ch. allowed to crumple the  
 paper without any & as to how  
 to gold it -

his degree much too small -

Doctors for holding court after he

holding -

his drawing on B. - abnormally

climber & irreg. longest part -

\* found to ask for shoulder - but

failed to feel it -

Ch. allowed to matter -

my statements accepted as

right "neck" "yes - shoulder?"

his curves very pale -

"afraid mine is not even" -



~~H F B~~

His manner's heartening - her voice  
undisturbed - her words uncertain  
improved a little as lesson went  
on - became slightly more determined.  
Chas. goldsmith much delay and  
much uncertainty -

"So as to make neck even right"

The work of golding & marking  
done however - Chas. did not  
have need to end when he  
punched diagram -

no beam on shoulder - Chas. did not  
find out for themselves had to avoid  
 $\frac{2}{3}$  of it in - good to put in -

An hour's lesson - poor -  
unpractised because badly managed -



Miss Williams . Cl. 1st -

Y. began very brightly - made ch's  
work quickly - well. Had to ask

ch's how they know the 4 + 4 = 8 -  
first did the work -

Got to ask ch's re units & tens -  
What other way -

Ch's did not follow 2<sup>nd</sup> step -  $4 \times 3 = 12$  -  
wanted illustrations - T. should have

used ball game - & made the value  
of no's plain .

T. said tables instead of telling

Ch's say them

Y. entered into value of tables

i. e. short calculations -

but - attempted results too soon -  
without used objects - At - Carl S #12



rich + counted up how

good to ask 3 why -

good to ask f. why - + good to say quite right - -

f. might state quite well - said

to say "12 + 4 = 16 -

f. composed 2<sup>nd</sup> time -

Y. very nice not to say wrong - but

try her -

Y. very encouraging + judicious

mastered

f. seemed want of BBO linking

in BBO work - "What's 2!"

good to have various coloured

very encouraging in ask D. to write whole

whole - took for granted that she would like to

Y's help always well timed - & never too much.



Miss Williams

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lost to keep G's attention to go work

V. showed G. when 4 ch. to - Ch. C. -  
easily have found out -

V. covered 5 to be unphased -

V's manner admirable. thoroughly sympathetic  
yet authoritative. Lesson well planned  
& correctly thought out - Ch's attentions  
well preserved. Set nicely answered  
well & naturally -

Lesson wd have been very good - except  
that V. did not work the 2<sup>nd</sup> step of  
her sketches -

Good -



In MacKenzie Ch III

See annex —

4. introduced subject well — by  
allowing girls to tell what they knew  
might have had more letters with  
book. parts — a little work for  
imagination — before we went into  
structure.

Drawing not good —

4. addressed anxiety too much to  
Winnie — "Crawls" along —

Both sides pass into a new annex —

very gradually find another ~~work~~

good to have drawings & attempt

padding —

Have you any idea how many!

4. told her facts in too matter of fact  
a way —

Simply a lesson of information



with very little educational work -

for measurements - measuring power -

still lessons and its purpose of

interesting girls all that is found in

See this.

Ben - a sucker. - I'd have had a sucker

as this: -

instructions for taking anemones very  
careful --

found to tell girls that anemones did not  
need always to live in water -

found to describe methods of keeping  
anemones -

found to have pictures of anemones -

had a word of glorious colours -

note of the beauty of rock pools -

his experiments answered surprisingly

Fairly good



Mrs. Kallinen - Ch. 1. young of the <sup>24p22cm27</sup>

to draw out - 'English' very well -

good to get - 'despair' from Ch. 1 -

good to get 'big man' from Ch. 1 -

French girl - good -

Amblest - village ?

good to get 'Forest' from Ch. 1 -

pine - v. much - like fir -

good also to get the various trees from Ch. 1 -

good to get name out - incidentally -

not love to read & write

Shepherds & sheep not enough emphasized -

good to ask that 'all' the people over looking of - might have talked of the young

men of the village gone for soldiers -

'delivers' well explained

Bible dreams happily brought in



Did not - make nearly enough of reasons  
& delays.

The King - what King?

The King - ?

Steel armour well described

Chr. might have given name of hammer.

- black hair -

Chr. not - quite clear as to King's strength

not - as to soldiers

- besieging - walls of Orleans left out,

no idea of 4<sup>th</sup> soldiers.

Cruel. Some more towns Eng. had got -

" little bird is a prisoner -

burnt her to death - nicely told -

no emphasis on horrors -

Story told very nicely & completely.

Might have given a hint that every good

little girl can do something for King

Recap. food & Morryh & showed that Chr.

had taken in lesson -



Lesson well conceived & well given -  
Ch. Morning attention - weak point  
Blk. Drill.  
V. good lesson -

Miss McGill - Apr. 28

Clay modelling - Cl. III.

Good to point out what Ch. know abt  
modelling - good to find reason for  
slow process - good to have work  
done with thumbs - girls faces  
showed the joy of working in material  
Th. Kept her eye on what was going on  
one girl used 2 thumbs - Th. did not perceive  
or blame -

Working of clay tedious but necessary.

Th. did not make fully clear to girls why  
the 'building up' need to so thorough

- Th. told girls shape of banana  
rather than the girl -



his voice indistinct - a little languid -

cold? Working in briskness -

Woman allowed to speak, understanding

but the girls' voices hardly heard

At a second time addressed herself to one girl -

Lesson not methodical - girls had no notion of right prop<sup>n</sup> to object.

Girl complains that hers is too full -

V. replies - "keep it exactly the same -

"you see there isn't a hollow there" "No?"

V. inaudible - girls muttered -

"a fog" -

V. failed to maintain the briskness essential to all handwork lessons -

V. succeeded in getting the feeling of the b. into girls

Girls kept mouth in one position - saw no side with key spread

Girls never required to suggest remedy  
or corrections



Y<sup>h</sup> said take off her spot - on her - girls  
ascertained nothing -

"Run y: fingers over this & see how it pres-  
sures -

Have you turned your round W - the  
girl kind of turning to her head -

Y<sup>h</sup> did succeed in getting into  
girls some perception of delicacy of her  
regt -

a little letter by her hand at all - byed  
requiring girls to point out every  
gradations of pressure not have fully  
facilitated lesson -

Fairly good - not well arranged  
but - well conceived -

Girls got some idea of B - & were  
deeply interested & showing  
perceptions -



Winn Jones - Wheel Street  
i-

2 cmc7  
14p27cmc7

'Dog daisies' -  $\frac{1}{2}$  began well by  
describing yield of wheel frequently  
Ch<sup>r</sup> to see it -

"bad to show men - sprinkling seed"

"rather more blue - a foot note -

tr. did not make a great deal - that  
there was no see in spring -

"round in the field -

good to show sickle -

"you mean" -

Suppose the well done -

not a sufficiently vivid picture  
of ~~the~~ harvest -

Child said meal - meant flour

$\frac{1}{2}$  did not make enough of the  
sheath -

$\frac{1}{2}$  ~~put~~ to let ch<sup>r</sup> grind grain -

she had let ch<sup>r</sup> grind circles rather

ch<sup>r</sup> enjoyed making flour -







Miss Hughes goes - Ch. 111 - Sent

Analysis of Sent.

idea of sentence not clear -

"Who lived down the lane" well put -  
Commas in pairs.

clause - depends on sentence?

V. Best to rush into cuts of sentences  
without ascertaining whether girls

knew any -

Miss speaks in rather a fast tone -

The child which was - the child who - good

Why do they not to cry -

girls jumped to one or more clauses  
without any examples -

what do you explain it by?

got to have put - adp. instead of clause -  
said to give friends first -

adv. clause - not verb?

V. rapid - + energetic - but not clear  
was always correct - expected girls to

more than they do  
arrangement of clauses. good -



Writing on SB - rapid & fast

Abounds it - Est = ?

A very fair lesson - not-taken.  
Frequently incorrect -



Trin. Remembrance. Cl 1b -

i4p31cm7

1st. Remembrance Lesson

Yr. mt. lessons well - by means  
of gesture - & sound -  
might have got words from chr. if  
chr had persevered a little longer -  
Shd have got many words from chr  
Yr talked too much - did not  
give chr a chance - Shd have  
got from chr the fact that  
Savage people cannot use words -  
never hear the word talk at all -

left off - -

Yr talked well - but - chr did not get  
a grip of a single point -  
or heard - -

good to correct - shape of palm -

'trees' not - fruit-trees.

An illus. odd talk -



good idea to have sentences written  
on slips -

worked out - idea of sense + nonsense

well - - Did not let ch's repeat word

as nonsense -

7.5 used ellipses -

"What is the word? a sentence" -

What's a sentence -

Midge's had very encouraging

a - c - a - ch - u - r - i - e - s all young -

a triumph to get - the day is fine -

What we agree to talk all - making my

"Sh" - also a gleam of intelligence

Digg: in intelligence shown in

change the subject -

"agree" very bad - "own ideas" -

Mady look in writing her ideas.

all - spent



Something else to talk abt good

What's that up there good -

It's worked out ideas of good & unpleasant

The lamp is two bad - Ch. down

Lamps into two -

Ch. right to say ways of talking -

Ch. recognized that we talk with words -

Sentence means?

It's very bright & energetic

Ch. got some ideas

A good lesson - definition

in exercise



Miss Mackenzie - firm. Cl. 14

Ms. shd have secured greater promptness  
in putting words -

Pluto - very casual -

"No heathen" very vague -

Ms. depress -

A good deal of inactivity? mastery -

Certainly Nellie worked -

Buts. shd not h. have prepared ~~to~~ <sup>to</sup> say -

No attempt to bring out general rules

in declining -

German writing hat -

She - German's explained - us

don't - explain fr.

What are the parts of the verb - geschlept

"Nunter verbs of motion - not explained  
or asked abt -

"Don't know" - Nellie's constant waterword -  
very discouraging to her -

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Nellie not ready for lesson of the nation

Jan exam -

Exam - not thorough enough -

A Very Fair Lesson -



Min Revis - Water Skates d. 1.

It's voice a little too loud & excited -  
What's it like? bad -

might have got 'Skates' from the

"Take yr. arms off - unnecessary -  
good to make Chr. find out - at they can -  
from creature -

Story of W.S. - much told -

What do boys do - good - but T.S. did  
not wait for ans.

Swallow?

V. - he'd mind come Chr. - could not

See - it -

hesit Skates on -  
when was April - good to wait for

Parish -

Chr. more int. in U.S. than in lesson -

"water skates - as they grow?"



- 'People' -

What do you do all day?

'Beautiful games' -

- 'Leap frog' -

His manner very inspiring - but a little

too exciting - lesson just a little

noisy - Ch. greatly interested -

V. Sympathetic both with Ch. & with

Subject - - Ch. will certainly hold

we in states does -

A very good lesson -

2



i4p38cm07

Min. Wilkerson Cl. 14.

Learn other mat:

74 began well by getting from the  
file what they knew re. the  
modifications of leaves -

went rapidly & well -

found to get her list of modified  
leaves from girls -

75 - worked very

single - compound!! -

76 - worked out - greatest success -

77 - might have got from girls -

78 - could have got some points

wh. she missed -

- water bitter cup, well treated -

V. ... no instance of elliptical question

79 - manner, brightly expectant -

- an aspiring scale - 79 -



Kilde with you look - Always your  
unperturbed - bright + encouraging -

O. They were scales - triumph

lilac v. f -

What how bracts are like -

Are bracts generally the same colour?

A most excellent collection of  
~~exam~~ illustrations

A very thoughtful well developed  
lesson -

His manner always encouraging

(Don't know why that is - good)

interesting quiet + good -

Language very well chosen

+ voice well modulated

An excellent lesson -

but - enough black to work -

but what there was - U.S.



girls allowed to murmur by name  
one other that you know Bellis

What is drought - pond -

pond to hold pitches - plant at distance

pitches plant - a great section

Not a pond 2