



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

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leaving each *word* separate, and then "play" with the words as one does with a letter-box, forming sentences, playing grab, &c., till each word is instantly known. Endless varieties of games may be made as the store of words increases, such as taking the words in turn out of a box, and seeing who can say them first. We find it is very definite knowledge gained in an amusing way, with the power of adding to it to any extent, by cutting up advertisements or such like.

X. Y. Z.

DEAR EDITOR,—I think "Botany," by Mrs. Youmans (2s. 6d.), might suit J. P. I have been searching for such a book for some time.

Yours truly,
C. S.

DEAR EDITOR,—Please don't think that you have found any one who will prove clever or useful in me. I assure you such is not the case. As a young mother I felt the terrible responsibility of having three lives in my hands, and earnestly went to Him who promised those who lacked wisdom to give liberally and upbraid not, and so bit by bit I sought Him, and bit by bit I got from Him. In myself I am not clever, nor have I any very defined lines to lay down. My great struggle was to live, not to talk, and to rule by love, not fear. God has more than blessed any effort on my part, and I am a very happy mother with the full confidence of my children now. I believe the great thing for a mother to be is *absolutely* unselfish; from this springs all good ideas.

I remain, sincerely yours,

T. A. S.

OUR WORK.

HOUSE OF EDUCATION.

DEAR MADAM,—Your description of "Tante" appears to be exactly what I am longing for for my children, but I should like to hear one or two more particulars about the arrangements necessary for Tante's comfort and to make all go smoothly.

Would she have meals (that is, would it be best for me to arrange that she should?) with us and the elder children, or in nursery with the children, or with one of them in turns? in which case, perhaps, the nursemaid should have hers in the kitchen. By meals I mean those to which the children come, not I should imagine to late dinner or supper, as the case may be, except by invitation, and then would she have supper with the nursemaid in the nursery or in a room down stairs, which we shall probably use for lessons? About all this I really ask for advice, as I do not know *how* to arrange. Then, as I should engage Tante as a governess, how should I arrange about holidays? would that mean that she would go away for them? This would not quite suit me, as I should have no one to help me when I most needed it. I generally let my servants have a change of some sort once a year; would this plan do for Tante or not?

Then, about what would be the salary asked? and what arrangement would be liked about leisure? I quite know the necessity of this, but should like to know something more definite about what would be expected. Of course, the evenings, as the children go to bed early, would be pretty free; but I thought it would be nice sometimes when my husband was out to ask Tante to sit with me. Is it likely that you could supply me with some one who had really been *with* little children, for theory and practice in managing children are rather different things.

I daresay you will think that all these arrangements could be made *with* Tante when I see her, but I much want to have some definite views of the sort of plans I should have to make, because of arranging the work of the nursemaid; also of others in the house.

Would Tante mind having the little girl in her room at night? and would she usually sit in the day nursery in the evenings, or in the lesson room down stairs? If she did the former, should I try and arrange for the housemaid to be with the other servants? But then there would be baby, so this might be awkward. And would Tante help me and the nursemaid with needlework for the children?

I must apologise for my long list of questions and for giving you so much trouble in answering them, but I do want, if I am fortunate enough to find a

Tante to suit me, to arrange all that it may be quite comfortable and smooth. I do hope that my application will not be one of those to "fall through."

Please excuse all this about my plans, but I feel sure you will enter into my difficulties and wish to do the best for my children.—G. B. C.

[This letter touches on so many points of interest, that we print both the letter and our reply for the benefit of our readers.]

We thank our kind correspondent for her hearty desire to adapt her household arrangements to the needs of "Tante." Matters will be much simplified by remembering that Tante is a lady, with the same social status as a "superior governess;" therefore in all matters of meals, rooms and society she should be treated as a governess is treated by nice people. On the other hand, when Tante undertakes a nursery, and not a schoolroom, her first care is to accommodate herself to the needs and habits of the children. Whatever is for their good is for her pleasure.

With regard to meals, it is infinitely better for the children, as regards both health and training and happiness, that all, except the babies, should share breakfast and lunch (the nursery dinner), at any rate, with their parents. This is not possible in great houses, where there are many visitors, but where it is possible it should be done. Tante would, of course, come down with the children, and enjoy the change of thought and talk, and be all the fitter for her work after it. In the meantime the nursemaid takes charge of baby, who should be trained to enjoy his mid-day sleep during the family dinner. The kitchen dinner will probably be before or after the family meal; so there need be no difficulty about the nursemaid.

"Late dinner or supper" is a real difficulty. The heads of the house naturally prefer to be alone for the evening meal, when they have no children sufficiently grown up to share it. On the other hand, Tante needs the refreshment of some social intercourse, which she will hardly find in the society of the nursery-maid. And again, baby's claims are paramount. There will probably be a compromise: an hour or so in the drawing-room now and then for reading or music, and the rest of the evening in the day-nursery (a charming room, for the children's sake), within ear-shot of the children. She will, probably, like to have talks with the nursemaid—now and then, anyway—for the sake of getting her into her own ways.

Holidays.—Tante, for health's sake, should have a month in the summer and a fortnight at Christmas; but this we hope to arrange for without any inconvenience to the Mothers. While Tante is away, we shall be very glad to send a student in training to take her place and follow her methods with the least possible friction. The experience will be as valuable to the latter as the holiday to the former, and the only additional expense to the mother would be the travelling expenses of the holiday Tante.

Leisure.—Tante should have an hour to herself to read and rest some time in the day. When this can be managed she will be all the brighter and more efficient. But, of course, none of these matters are laws of the Medes and Persians.

Tante would enjoy having "the little girl" in her room at night, and sewing for the children is quite within her province—one of the duties for which she is trained; but there should not be too much of it, or the children go to the wall. Of course Tante must have practical experience before she is fit to take charge of children—we do not say very long experience, but a few weeks' experience in *right* management is worth years of experience in *wrong* management. Tante will have shown herself capable of managing a nursery by *managing* it.

Tante for the nursery should receive £30, with the prospect of increase of salary; that is, if she holds her diplomas from the House of Education. Some students may leave us as probationers at lower salaries, but parents who recognise the importance of the early training of their children will not be unwilling to pay the necessary sum. For governesses, the salaries vary according to the qualifications of the ladies before they enter on training.

In great houses, where it is difficult to make provision for any social intercourse for Tante, we should like our students to go out in pairs, a nursery Tante and a Governess; they would then be able to read, botanise, play together in their intervals of leisure.

"*Summer Congress of Parents.*"—We receive letters every now and then asking if we have any plans for the summer. We cannot do any great things this busy year, but the Mistress of House B,* House of Education, Ambleside, is prepared to receive a few of our friends as boarders during the summer holidays, and no doubt, if a little party should collect, some arrangements for field-work and educational addresses might be made.

THE FÉSOLE CLUB.

The new year began in March; subscription for the year one guinea; half-year, half a guinea; to be sent to W. G. Collingwood, Lanehead, Coniston, Lancashire. The club is open only to subscribers to the *Parents' Review*, or their families.

The *subject for June* is set in paper No. IV. (*Parents' Review* for June 1891), "Through the Window," of which read pages 306 and 307. Note especially what is said about not taking too large a subject. It is no use trying, for this lesson, to paint an extended view, or a distant landscape, or a busy street-scene, or a whole garden full of shrubs. One door, one window, one chimney, or one bush, with its immediate surroundings or background, on a small piece of drawing paper, not rough, about the size of this page. If that subject does not fill up the paper, leave the margin blank, either with

* Address, Mrs Parker, Springfield, Ambleside.

the edges of your painting in the rough, like a vignette, or neatly ruled round like a mounted drawing. And, secondly, do not scorn the advice to finish the outline attentively; dwell upon it with—I don't say *patience*, for it ought to need no "patience," if you care at all about your work; but with the time at your disposal and freedom of mind, just as if you had met a friend and found an opportunity for quiet and questioning conversation about all that had happened since last meeting. Get quite comfortable and attentive; forget about being clever; sit and look, and give it time; and the house-door opposite, or the chimney stack out of your bedroom window, or the rose-bush in the back-garden, "which you have passed a hundred times, nor cared to see," will begin to tell you all about itself. And its history will be something like a tale out of Andersen; and while it talks, you will make the illustration to the story, to show the rest of us in the portfolio for June.

P.N.E.U. NOTES.

HAMPSTEAD BRANCH.—On May 5 a drawing-room meeting was held at 87 Finchley Road (by permission of Mr. James), to meet Mrs. Francis Steinthal, who had very kindly come up from Ilkley to read a paper on "Art in the Nursery." The various points which she enforced as to the right decoration of a nursery, and the artistic qualities to be sought in toys and picture-books; her plea that art should not even be excluded from lesson books, and the hints she gave as to early training in drawing, modelling, bent ironwork, and other crafts, were much appreciated by the audience, which included several artists, one of whom, Mr. Henry Holiday, presided, and joined his testimony to that of the lecturer. The discussion was opened by Mr. J. T. Taylor, of the British Museum—who showed an interesting copy of an Egyptian papyrus illustrating a game of draughts—followed by Miss Franks and others. An exhibition of articles of children's work, including a wonderful basket-work cradle, made by a boy of seven, closed a meeting which formed a most enjoyable termination to the season's work. Next session will begin in October with a lecture by Sir J. Crichton Browne, F.R.S.

PRIZES.

Mrs. Wentworth divides her Prize for the best Essay on "Concentration of Purpose" between

Mr. GEORGE RADFORD and Mrs. THOMAS.

Mr. Theodore Mander has received no Competitions for a Prize he offered for the best List of Books for a School-master's Library.

THE
PARENTS' REVIEW

A MONTHLY MAGAZINE
OF HOME-TRAINING AND CULTURE.

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

MOTHERS AND SONS.

THE RELIGIOUS DIFFICULTY.

MANY a mother retains the confidence of her schoolboy son on serious subjects long after he has assumed an attitude of reserve towards all the rest of his elders and betters.

Happy mothers! Happier sons! In dealing with sons it is, as a rule, only mothers who combine love and judgment; and

"They that have love and judgment too
See more than any other doo."

Of such mothers there are some who are from time to time startled by the remarks to which these confidences give rise, when conversation turns upon the leading points of domestic religious instruction. Ideas which are passed over by fathers with busy indifference, or are suppressed with indignant combativeness, may often be better dealt with by a mother's wise and sympathetic thoughtfulness. It is easy to mistake youth and to suppose that it is heedless and frivolous, and merely wishful to cast the old aside in order "to sin the oldest sins the newest kind of way." Youth, on the contrary, is apt to be in earnest—too much so for some older people. Unquestionably the foundation of faith for youth in these days is seriously