

- I. QUALIFIED FOR LIFE
 - II. HIGH SCHOOLERS AS PERSONS
 - III. A FULL LIFE
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The following quotes are taken from Charlotte Mason's 6-volume *Original Homeschooling Series*

1. We wish to place before the child open doors to many avenues of instruction and delight, in each one of which he should find quickening thoughts. We cannot expect a school to be manned by a dozen master-minds, and even if it were, and the scholar were taught by each in turn, it would be much to his disadvantage. What he wants of his teacher is moral and mental discipline, sympathy and direction; and it is better, on the whole, that the training of the pupil should be undertaken by one wise teacher than that he should be passed from hand to hand for this subject and that. 3.170
2. But the people themselves begin to understand and to clamour for an education which shall qualify their children for *life* rather than for earning a living. As a matter of fact, it is the man who has read and thought on many subjects who is, with the necessary training, the most capable whether in handling tools, drawing plans, or keeping books. The more of a person we succeed in making a child, the better will he both fulfil his own life and serve society. 6 intro p. 3
3. ...delightful companions because they have large interests and worthy thoughts; they have much to talk about and such casual talk benefits society. The fine sense, like an atmosphere, of things worth knowing and worth living for, this it is which produces magnanimous citizens, and we feel that Milton was right in claiming magnanimity as the proper outcome of education. 6.267
4. This is the way to make great men and not by petty efforts to form character in this direction or in that. Let us take it to ourselves that great character comes out of great thoughts, and that great thought must be initiated by great thinkers; then we shall have a definite aim in education. Thinking and not doing is the source of character. 6.278
5. ...that education should make our boys and girls rich towards God (we remember the fool of the parable who failed because he was not "rich towards God"), rich towards society and rich towards themselves. 6.281
6. That they are so because character and conduct, intelligence and initiative, are the outcome of a humanistic education in which the knowledge of God is put first. 6.287
7. We want an education which shall nourish the mind while not neglecting either physical or vocational training; in short, we want a working philosophy of education. I think that we of the P.N.E.U. have arrived at such a body of theory, tested and corrected by some thirty years of successful practice with thousands of children. This theory has already been set forth in volumes [The Home Education Series] published at intervals during the last thirty-five years; so I shall indicate here only a few salient points which seem to me to differ from general theory and practice,— 6.7

8. Here we get the mind forces which must act continuously in education,—attention, assimilation, narration, retention, reproduction. But what of reason, judgment, imagination, discrimination, all the corps of 'faculties' in whose behalf the teacher has hitherto laboured? These take care of themselves and play as naturally and involuntarily upon the knowledge we receive with attention and fix by narration as do the digestive organs upon duly masticated food-stuff for the body. We must feed the mind as the body fitly and freely; and the less we meddle with the digestive processes in the one as in the other the more healthy the life we shall sustain. It is an infinitely great thing, that mind of man, present in completeness and power in even the dullest of our pupils; 6.259
9. ...the verbiage of a lecturer is not assimilated. There is no education but self-education and only as the young student works with his own mind is anything effected. 6.289
10. In urging a method of self-education for children in lieu of the vicarious education which prevails, I should like to dwell on the enormous relief to teachers, a self-sacrificing and greatly overburdened class; the difference is just that between driving a horse that is light and a horse that is heavy in hand; the former covers the ground of his own gay will and the driver goes merrily. The teacher who allows his scholars the freedom of the city of books is at liberty to be their guide, philosopher and friend; and is no longer the mere instrument of forcible intellectual feeding. – 6.27
11. If you regard the Charlotte Mason method as a bag of tricks of which you can select one or two for adoption, leaving the rest, you will have nothing but disappointment. It is the outcome of a philosophy of education, and you must take all or none. You cannot use her methods and books for teaching literature and developing Composition, and use other methods and other books for teaching, say, History and Geography. You cannot encourage the boy to get knowledge from the book for himself in one lesson, and insist on pumping textbook stuff into him the next; you cannot rely upon interest, a single reading, concentration and narration to-day, and upon slow wearisome preparation of dry facts followed by questions and detention to-morrow. The programme hangs together as a whole. – H.W. Household –A Short Exhibition of Miss Mason's Teaching Methods



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