

READING CHECKLIST FOR *HOME EDUCATION* BY CHARLOTTE MASON

PREFACE TO THE 'HOME EDUCATION' SERIES

PREFACE TO THE FOURTH EDITION

PART I

Some Preliminary Considerations

- ☐ Children are a public trust ☐ Mothers owe a 'thinking love' to their children ☐ Training is 'dreadfully defective'
- ☐ How parents usually proceed

I. A METHOD OF EDUCATION

- ☐ Traditional Methods of Education ☐ Method a Way to an End ☐ A System easier than a Method

II. THE CHILD'S ESTATE

- ☐ The Child in the Midst ☐ Code of Education in the Gospels

III. OFFENDING THE CHILDREN

- ☐ Offenses ☐ Children are born Law-abiding ☐ They must perceive that their Governors are Law-compelled
- ☐ Parents may Offend their Children by disregarding the Laws of Health ☐ And of the Intellectual Life ☐ And of the Moral Life

IV. DESPISING THE CHILDREN

- ☐ Children should have the best of their Mothers ☐ 'Nurse' ☐ Children's Faults are Serious

V. HINDERING THE CHILDREN

- ☐ A Child's Relationship with Almighty God ☐ Nursery Theology

VI. CONDITIONS OF HEALTHY BRAIN ACTIVITY

- ☐ All Mind Labor Mean Wear of Brain ☐ Exercise ☐ Rest ☐ Rest After Meals ☐ Change of Occupation
- ☐ Nourishment ☐ Certain Causes affect the Quality of Blood ☐ Concerning Meals ☐ Talk at Meals ☐ Variety in Meals ☐ Air as important as food ☐ The Children walk everyday ☐ Oxygen has its Limitations ☐ Unchanged Air
- ☐ 'I Feed Alice on Beef Tea' ☐ Wordsworth's *Lucy* ☐ Indoor Airings ☐ Ventilation ☐ Night Air Wholesome
- ☐ Sunshine ☐ Free Perspiration ☐ Insensible Perspiration ☐ Daily Bath and Porous Garments

VII. 'THE REIGN OF LAW' IN EDUCATION

- ☐ Common Sense and Good Intentions ☐ Law-abiding Lives often more blameless than Pious lives ☐ 'Mind' and 'Matter' equally governed by Law ☐ Antagonism to Law shown by some Religious Persons ☐ Parents must acquaint themselves with the Principles of Physiology and Moral Science

PART II – OUT-OF-DOOR LIFE FOR THE CHILDREN

I. A GROWING TIME

- ☐ Meals out of Doors ☐ For Dwellers in Towns and Suburbs ☐ Possibilities of a Day in the Open ☐ No Storybooks

II. 'SIGHTSEEING'

- ☐ How to See ☐ Educational Uses of 'Sight-seeing' ☐ Discriminating Observation

III. 'PICTURE-PAINTING'

- ☐ Method of ☐ Strain on the Attention ☐ Seeing Fully and in Detail ☐ A Means of After-Solace and Refreshment

IV. FLOWERS AND TREES

- ☐ Children should know Field-crops ☐ Field Flowers and the Life-History of Plants ☐ The Study of Trees ☐ The Seasons should be followed ☐ Leigh Hunt on Flowers ☐ Calendars ☐ Nature Diaries ☐ 'I Can't Stop Thinking'

V. 'LIVING CREATURES'

- ☐ A Field of Interest and Delight ☐ Children should be encouraged to Watch ☐ The Force of Public Opinion in the Home ☐ What Town Children can Do ☐ Nature Knowledge the most important for Young Children
- ☐ Mental Training of a Child Naturalist ☐ Nature Work especially valuable for Girls

VI. FIELD-LORE AND NATURALISTS' BOOKS

- ☐ Reverence for Life ☐ Rough Classification at First Hand ☐ Uses of "Naturalists'" Books ☐ Mothers and Teachers should know about Nature

VII. THE CHILD GETS KNOWLEDGE BY MEANS OF HIS SENSES

- ☐ Nature's Teaching ☐ Overpressure ☐ Object Lessons ☐ A Child learns from 'Things' ☐ The Sense of Beauty comes from Early Contact with Nature ☐ Most Grown Men lose the Habit of Observation

VIII. THE CHILD SHOULD BE MADE FAMILIAR WITH NATURAL OBJECTS

- ☐ An Observant Child should be put in the way of Things worth Observing ☐ Every Natural Object a Member of a Series ☐ Power will pass, more and more, into the hands of Scientific Men ☐ Intimacy with Nature makes for Personal Well-being

☐ IX. OUT-OF-DOOR GEOGRAPHY

- ☐ Small Things may teach Great ☐ Pictorial Geography ☐ The Position of the Sun ☐ Clouds, Rain, Snow, and Hail ☐ Distance ☐ Direction ☐ East and West ☐ Practice in Finding Direction ☐ Compass Drill ☐ Boundaries ☐ Plans ☐ Local Geography

X. THE CHILD AND MOTHER-NATURE

- ☐ The Mother must refrain from too much Talk ☐ Making a New Acquaintance ☐ Two Things permissible to the Mother

XI. OUT-OF-DOOR GAMES ETC

- ☐ The French Lesson ☐ Noisy Games ☐ 'Rondes' ☐ Skipping Rope and Shuttlecock ☐ Climbing ☐ Clothing

XII. WALKS IN BAD WEATHER

- ☐ Winter Walks as necessary as Summer Walks ☐ Pleasures connected with Frost and Snow ☐ Winter Observations ☐ Habit of Attention ☐ Wet Weather Tramps ☐ Outer Garments for ☐ Precautions

XIII. 'RED INDIAN' LIFE

- ☐ Scouting ☐ Bird-stalking

XIV. THE CHILDREN REQUIRE COUNTRY AIR

- ☐ The Essential Proportion of Oxygen ☐ Excess of Carbonic Acid Gas ☐ Unvitiated, Unimpooverished Air ☐ Solar Light ☐ A Physical Ideal for a Child

PART III - 'HABIT IS TEN NATURES'

I. EDUCATION BASED UPON NATURAL LAW

- ☐ A Healthy Brain ☐ Out-of-door Life ☐ Habit the Instrument by which Parents Work

II. THE CHILDREN HAVE NO SELF-COMPELLING POWER

- ☐ An Educational Cul-de-sac ☐ Love, Law, and Religion as Educational Forces ☐ Why Children are incapable of Steady Effort ☐ Children should be saved the Effort of Decision

III. WHAT IS 'NATURE'?

- ☐ All Persons born with the same Primary Desires ☐ And Affection ☐ Content of the most Elemental Notion of Human Nature ☐ Nature plus Heredity ☐ Plus Physical Conditions ☐ Human Nature the Sum of certain Attributes ☐ The Child must not be left to his Human Nature ☐ Problem before the Educator ☐ Divine Grace works on the Lines of Human Effort ☐ The Trust of Parents must not be Supine

IV. HABIT MAY SUPPLANT NATURE

- ☐ Habit runs on the Lines of Nature ☐ But Habit may be a Lever ☐ A Mother forms her Children's Habits involuntarily ☐ Habit forces Nature into New Channels ☐ Parents and Teachers must lay down Lines of Habit

V. THE LAYING DOWN OF LINES OF HABIT

- ☐ 'Begin it, and the thing will be completed!' ☐ We Think, as we are accustomed to Think ☐ Direction of Lines of Habit ☐ Habit and Free-will ☐ Habit rules ninety-nine in a hundred of our Thoughts and Acts ☐ Habit powerful even where the Will decides

VI. THE PHYSIOLOGY OF HABIT

- ☐ Growing Tissues form themselves to Modes of Action ☐ Therefore Children should learn Dancing, Swimming, etc at an Early Age ☐ Moral and Mental Habits make their Mark upon Physical Tissues ☐ Persistent Trains of Thought ☐ Incessant Regeneration of Brain Tissue ☐ Artificial Reflex Actions may be Acquired ☐ Intellectual and Moral Education ☐ Character affected by Acquired Modification of Brain Tissue ☐ Outside Influence

VII. THE FORMING OF A HABIT - 'SHUT THE DOOR AFTER YOU'

- ☐ "Do ye next thing" ☐ Habit a Delight in itself ☐ Tact, Watchfulness, and Persistence ☐ Stages in the Formation of a Habit ☐ The Dangerous Stage

VIII. INFANT 'HABITS'

- ☐ Some Branches of Infant Education ☐ A Sensitive Nose ☐ The Baby is Ubiquitous ☐ Personal Cleanliness as an Early Habit ☐ Modesty and Purity ☐ The Habit of Obedience and the Sense of Honour ☐ Order Essential ☐ The Child of Two should put away his Playthings ☐ Neatness Akin to Order ☐ Regularity ☐ Habits of Time and Place

IX. PHYSICAL EXERCISES

- ☐ Importance of Daily ☐ Drill of Good Manners ☐ Training of the Ear and Voice ☐ The Habit of Music ☐ Let Children Alone

PART IV – SOME HABITS OF MIND & SOME MORAL HABITS

- ☐ A Science of Education ☐ Education in Habit favors an Easy Life ☐ Training in Habits becomes a Habit ☐ Habits inspired in the Home Atmosphere

I. THE HABIT OF ATTENTION

- ☐ A Mind at the Mercy of Associations ☐ Wandering Attention ☐ The Habit of Attention to be Cultivated in the Infant ☐ Attention to 'Things'; Words a Weariness ☐ Lessons Attractive ☐ Time Table; Definite Work in a Given Time ☐ A Natural Reward ☐ Emulation ☐ Affection as a Motive ☐ Attractiveness of Knowledge ☐ What is Attention? ☐ Self-compelled ☐ The Secret of Overpressure ☐ The Schoolboy's Home Work ☐ Wholesome Home Treatment for Mooning ☐ Rewards and Punishments should be relative Consequences of Conduct ☐ Natural and Educative Consequences

II. THE HABITS OF APPLICATION ETC.

- ☐ Rapid Mental Effort ☐ Zeal must be stimulated

III. THE HABIT OF THINKING

- ☐ 'A Lion' Operations included in Thinking

IV. THE HABIT OF IMAGINING

- ☐ The Sense of the Incongruous ☐ Commonplace Tales; Tales of Imagination ☐ Imagination and Great Conceptions ☐ Imagination Grows ☐ Thinking comes by Practice

V. THE HABIT OF REMEMBERING

- ☐ Remembering and Recollecting ☐ A 'Spurious' Memory ☐ Memory a record in the Brain Substance ☐ Made under what Conditions ☐ Recollection and the Law of Association ☐ Every Lesson must recall the Last ☐ No Limit to the Recording Power of the Brain ☐ But Links of Association a Condition of Recollection

VI. THE HABIT OF PERFECT EXECUTION

- ☐ The Habit of turning out Imperfect Work ☐ A Child should Execute Perfectly

VII. SOME MORAL HABITS – OBEDIENCE

- ☐ The Whole Duty of a Child ☐ Obedience no Accidental Duty ☐ Children must have the Desire to Obey ☐ Expect Obedience ☐ Law ensures Liberty

VIII. TRUTHFULNESS

- ☐ Three Causes of Lying – All Vicious ☐ Only One Kind visited on Children ☐ Accuracy of Statement ☐ Exaggeration and Ludicrous Embellishments ☐ Reverence, etc. ☐ Temper – Born in a Child ☐ Not Temper, but Tendency ☐ Parents must correct Tendency by New Habit of Temper ☐ Change the Child's Thoughts

PART V – LESSONS AS INSTRUMENTS OF EDUCATION

I. THE MATTER AND METHOD OF LESSONS

- ☐ Parents must reflect on the Subject-matter of Instruction ☐ Home the best Growing-ground for Young Children ☐ Three Questions for the Mother ☐ Children learn, to Grow ☐ Doctoring the Material of Knowledge ☐ Children learn, to get Ideas ☐ Ideas Grow and Produce after their Kind ☐ Scott and Stephenson worked with Ideas ☐ Value of Dominant Ideas ☐ Lessons must furnish Ideas ☐ Children Learn to get Knowledge ☐ Diluted Knowledge ☐ Dr Arnold's Knowledge as a Child ☐ Literature Proper for Children ☐ Four Tests which should be applied to Children's Lessons ☐ Résumé of Six Points already considered

II. THE KINDERGARTEN AS A PLACE OF EDUCATION

- ☐ The Mother the best Kindergärtnerin ☐ The Nursery need not therefore be a Kindergarten ☐ Field of Knowledge too circumscribed ☐ Training of a Just Eye and Faithful Hand ☐ 'Sweetness and Light' in the Kindergarten

III. FURTHER CONSIDERATION OF THE KINDERGARTEN

- The Childhood of Tolstoy □ “The Story of a Child” □ What we Owe to Froebel □ Requirements of a Person
- Nature as an Educator □ Danger of undervaluing Children’s Intelligence □ We all like to be Humoured
- Teachers mediate too much □ Danger of Personal Magnetism □ ‘Kindergarten’ a False Analogy □ Mother-
- games too strenuous for a Child □ The Society of his Equals too stimulating for a Child □ Danger of supplanting
- Nature □ Importance of Personal Initiative □ Parents and Teachers must sow Opportunities □ ‘Only’ Children
- The Child should be allowed some Ordering of his Life □ Helen Keller □ Miss Sullivan on Systems of
- Education □ The Kindergarten in the United States □ Mr Thistleton Mark on the Kindergarten □ Dr Stanley Hall
- on the Kindergarten

IV. READING

- Time of Teaching to Read, an Open Question □ Mrs Wesley’s Plan □ The Alphabet □ Word-making □ Word-
- making with Long Vowels etc □ Early Spelling □ Reading at Sight □ The Reading of Prose □ Careful
- Pronunciation □ A Year’s Work □ Ordinary Method

V. THE FIRST READING LESSON

VI. READING BY SIGHT AND SOUND

- Learning to read is Hard Work □ Knowledge of Arbitrary Symbols □ These Symbols should be Interesting
- Tommy’s First Lesson □ Steps □ Reading Sentences □ Tommy’s Second Lesson □ Unknown Words □ Like
- Combinations have Different Sounds □ Moral Training in Reading Lessons

VII. RECITATION

- ‘*The Children’s Art*’ □ Memorizing

VIII. READING FOR OLDER CHILDREN

- The Habit of Reading □ Reading Aloud □ Limitation □ Reading to Children □ Questions on the Subject-
- matter □ Lesson-Books □ Slipshod Habits; Inattention □ Careless Enunciation

IX. THE ART OF NARRATING

- Children Narrate by Nature □ This Power should be used in their Education □ Method of Lesson

X. WRITING

- Perfect Accomplishment □ Printing □ Steps in Teaching □ Text-hand □ A ‘New Handwriting’ □ How to Use

XI. TRANSCRIPTION

- Value of Transcription □ Children should Transcribe favourite Passages □ Small Text-hand – Double-ruled
- Lines □ Position in Writing □ Desks □ Children’s Table

XII. SPELLING AND DICTATION

- A Fertile Cause of Bad Spelling □ The Rationale of Spelling □ Steps of a Dictation Lesson

XIII. COMPOSITION

- George Osborne’s Essay □ An Educational Futility □ Lessons in Composition □ Such Teaching a Public
- Danger □ ‘Composition’ comes by Nature

XIV. BIBLE LESSONS

- Children enjoy the Bible □ Should know the Bible text □ Essential and Accidental Truth □ Method of Bible
- Lessons □ Picture Illustrations □ Bible Recitations

XV. ARITHMETIC

- Educative Value of Arithmetic □ Problems within the Child’s Grasp □ Demonstrate □ Problems □ Notation
- Weighing and Measuring □ Arithmetic a Means of Training □ The A B C Arithmetic □ Preparation for
- Mathematics

XVI. NATURAL PHILOSOPHY

- A Basis of Facts □ Eyes and No-eyes □ Principles □ To Be Comprehended by Children □ As taught in a
- Village School

XVII. GEOGRAPHY

- Educational value of □ As commonly Taught □ Geography should be Interesting □ How to Begin □ What
- next? □ Maps □ What General Knowledge a Child of Nine should have □ Particular Knowledge □ Definitions
- Fundamental Ideas □ Meaning of a Map

XVIII. HISTORY

☐ A Storehouse of Ideas ☐ ‘Outlines’ Mischievous ☐ So are most History Books written for Children ☐ Early History of a Nation best fitted for Children ☐ Some old Chronicles ☐ Age of Myths ☐ Plutarch’s ‘Lives’ ☐ History Books ☐ Dates ☐ Illustrations by the Children ☐ ‘Playing at’ History

XIX. GRAMMAR

☐ Grammar a Difficult Study ☐ Latin Grammar ☐ English Grammar a Logical Study

XX. FRENCH

☐ M. Gouin’s Method ☐ The ‘Series’ ☐ How does the Child Learn?

XXI. PICTORIAL ART

☐ Study of Pictures ☐ Should be Regular ☐ Picture Talk ☐ Original Illustrations ☐ Drawing Lessons ☐ Children have ‘Art’ in them ☐ Clay-modelling ☐ The Piano and Singing ☐ Handicrafts and Drills

PART VI – THE WILL, THE CONSCIENCE, THE DIVINE LIFE IN THE CHILD

I. THE WILL

☐ Government of Mansoul ☐ Executive Power vested in the Will ☐ What is the Will? ☐ Persons may go through life without deliberate act of Will ☐ Character the Result of Conduct regulated by Will ☐ Three Functions of the Will ☐ A Limitation of the Will disregarded by some Novelists ☐ Parents fall into this Metaphysical Blunder ☐ Willfulness indicates want of Will Power ☐ What is Willfulness? ☐ The Will has Superior and Inferior Functions ☐ The Will not a Moral Faculty ☐ A Disciplined Will necessary to Heroic Christian Character ☐ The sole Practical Faculty of Man ☐ How the Will operates ☐ The Way of the Will – Incentives ☐ Diversion ☐ Change of Thought ☐ The Way of the Will should be taught to Children ☐ Power of Will implies Power of Attention ☐ Habit may Frustrate the Will ☐ Reasonable Use of so effective an Instrument ☐ How to Strengthen the Will ☐ Habit of Self-management ☐ Education of the Will more important than that of the Intellect

II. THE CONSCIENCE

☐ Conscience is Judge and Lawgiver ☐ ‘I am, I ought, I can, I will’ ☐ Inertness of Parents not supplemented by Divine Grace ☐ Conscience not an Infallible Guide ☐ But a real Power ☐ That Spiritual Sense whereby we know Good and Evil ☐ A Child’s Conscience an Undeveloped Capability rather than a Supreme Authority ☐ The Uninstructed Conscience ☐ The Processes implied in a ‘Conscientious’ Decision ☐ The Instructed Conscience nearly always right ☐ The Good Conscience of a Child ☐ Children play with Moral Questions ☐ The Bible the Chief Source of Moral Ideas ☐ Tales fix attention upon Conduct ☐ Ignorance of a Child’s Conscience ☐ Instructing the Conscience – Kindness ☐ The Conscience made effective by Discipline

III. THE DIVINE LIFE IN THE CHILD

☐ “The very Pulse of the Machine” ☐ Parents have some Power to Enthroned the King ☐ The Functions and Life of the Soul ☐ What is the Life of the Soul? ☐ The Parent must present the Idea of God to the Soul of the Child ☐ Must not make Blundering Efforts ☐ God presented to Children as an Exactor and a Punisher ☐ Parents must select Inspiring Ideas ☐ We must Teach only what we know ☐ Fitting and vital Ideas ☐ The Knowledge of God distinct from Morality ☐ The Times and the Manner of Religious Instruction ☐ The Reading of the Bible ☐ Father and Giver ☐ The Essence of Christianity is Loyalty to a Person ☐ The Indwelling of Christ