

Mason's Program for Bible Lessons

Art Middlekauff CharlotteMasonPoetry.org

Sketch by Andrea Cunningham

The Purpose of Education

"... the culmination of all education ... is that personal knowledge of and intimacy with the Supreme, in which our being finds its fullest perfection "

" Everything that need be taught to a youth is no doubt explicit or implicit in the Christian religion... "

School Education, p. 95 Formation of Character, p. 387 Charlotte Mason Poetry.org

The Place of Scripture Study

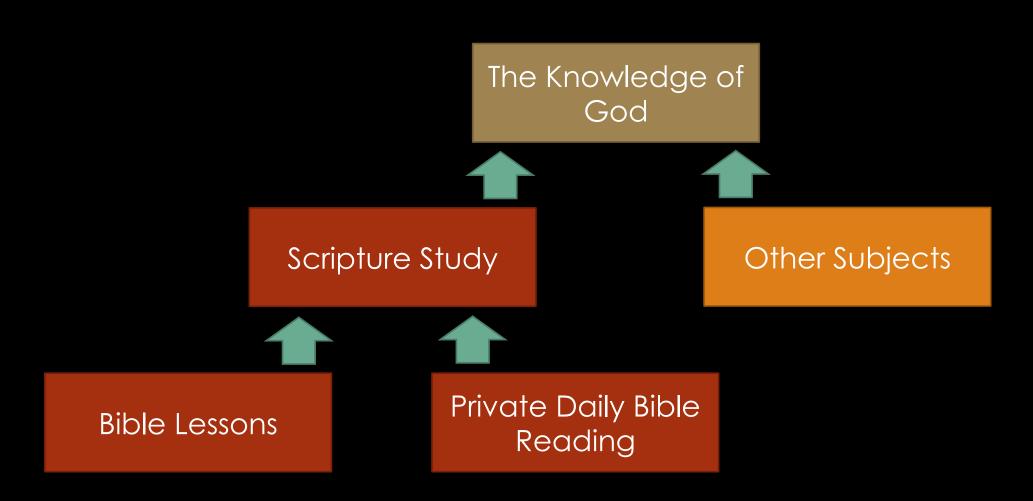
"To begin with, Scripture with us is not an isolated subject the only 'public recognition of God' in the school curriculum.

We believe that in that painting in Florence, which Miss Mason ventures to describe as the Great Recognition, is shewn the true educational gospel—that all knowledge is part of Holy Wisdom and the gift of God's spirit.

So we try to inculcate a spirit of reverence and wonder in all studies, while putting first things first and beginning every morning with a scripture lesson in the place of honour."

R.A. Pennethorne, PR32 p. 156 Charlotte Mason Poetry.org

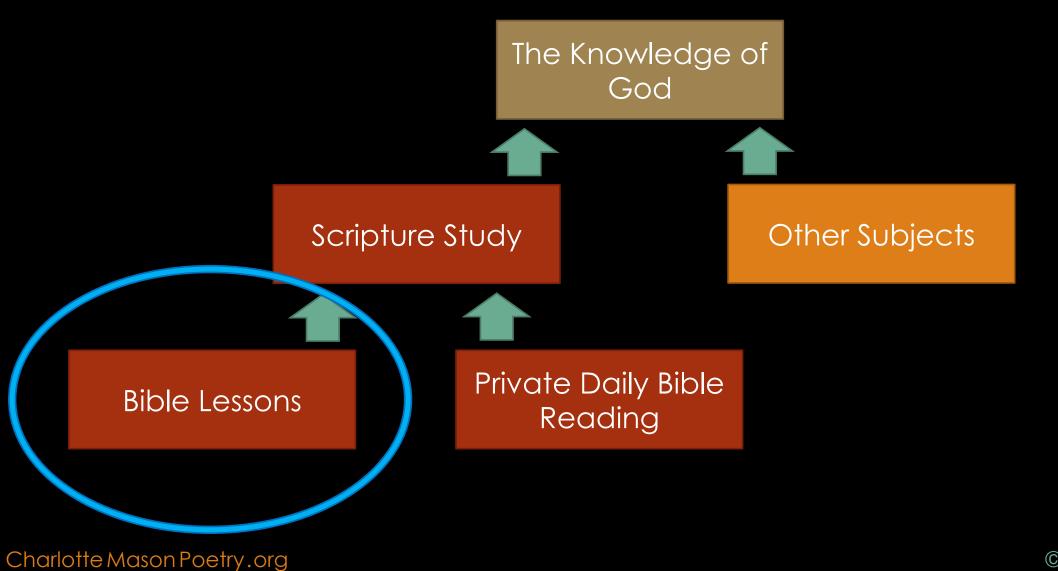
Scripture Study in the Program



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	Private Daily Bible Reading	Bible Lessons	
Purpose	The knowledge of God	The knowledge of God	
Status	Required	Required	
Source	Specified in the Programme	Specified in the Programme	
Participants	Student	Student and Teacher	
Sequence	Christian Year	Comprehensive Bible Curriculum	

Scripture Study in the Program



The Purpose of Bible Lessons

"The Knowledge of God. These simple yet profound words... might stand perhaps with arresting effect at the head of any Bible lesson. They give at once, the essential reason for such a lesson; and who, seeing them, would let the manifold literary but lesser claims of the Bible outweigh its first and greatest, as a revelation of the Divine?

... to bring through knowledge the hearts of the children in love and loyalty towards their Maker, is thus the first duty in Scripture teaching, and it is through the establishment of this **personal relationship** that they are led to what a saint of old so beautifully described as 'the practise of the presence of God.' "

Eleanor M. Frost, PR24, p. 514 Charlotte Mason Poetry.org

The Design Principle

" To repeat what I have already insisted upon to weariness, we must teach children a definite, ordered philosophy of life. It is all in the Bible?

Yes, but our teaching of the Bible is no longer of the full, exhaustive, progressive kind that should issue in a balanced character. "

The Relevance of the Programmes

"Throughout Miss Mason took the keenest possible interest in all the work, checking, revising and giving the final word before printing. This she kept up to the very last and during the closing days of her life some of the work was held up till she felt well enough to give her word of approval."

"The trilogy of theology, philosophy and practice orchestrated Charlotte's realised pedagogy, solidifying an epigenetic core of ideals and beliefs which were to withstand the general onslaught of taxonomic drift from 1886 until 1949. "

Frederic Middleton, PUS Diamond Jubilee, p. 19 Jack Beckman, Lessons to Learn - Charlotte Mason's House of Education And Resistance to Taxonomic Drift, p. 147 Charlotte Mason Poetry.org

" full, exhaustive, progressive "

	Old Testament	New Testament	
Forms I-II Grades 1-6	Genesis Moses and the Exodus Joshua and Judges Prophets and Kings J. Patterson Smyth	St. Matthew's Gospel St. Mark and the Acts J. Patterson Smyth St. Luke's Gospel Walsham How	
Forms III-IV Grades 7-9	Forms III-IV Old Testament History		The Gospel History &
Forms V-VI Grades 10-12	Wisdom books Prophets Post-Exilic history	Epistles Revelation	The Saviour of the World

Forms I-II

Bible Lessons.

A & B The Bible for the Young, by Dr. Paterson Smyth (P.N.E.U. Office, 1/6): (a) Genesis, Lessons 17-24, (b) St. Luke's Gospel, chapters 16-24. (S.P.C.K. Commentary, 9d.). Teacher to prepare beforehand: in teaching, read the Bible passages once and get the children to narrate; add such comments (see Paterson Smyth) as will bring the passages home to the children.

Forms I-II

The Bible for the Young	Suitable Stories From	Terms
Genesis	Genesis	3
Moses and the Exodus Genesis, Exodus, Numbers, Deuteronomy		3
Joshua and Judges	Joshua, Judges,1 Samuel	3
Prophets and Kings	1 & 2 Samuel, 1 & 2 Kings, Jonah	2-4
St. Matthew's Gospel	Matthew	3
St. Mark and the Acts Mark, Acts 1-8		3
St. Luke's Gospel*	St. Luke's Gospel*	

* Not In The Bible for the Young

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Forms III-IV

Bible Lessons.

In all cases the Bible text must be read and narrated first. IV. & III. Old Testament History,* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol, V., pp. 195-238. The Work of the Prophets, by R. Selfe (Longmans, 2(6), chapters 7, 9, 11, 12, 13. (a) S.P.C.K. Bible Atlas* (1/-). (b) Historical Geography of the Holy Land, by S. R. Macphail (Clark, 1/-). (c) The Universal Bible Dictionary (R.T.S., 7/6), may be used for all names of persons and places. (d) The Saviour of the World, Vol. IV. (P.N.E.U. Office, 3/-), pp. 120-193.

Forms III-IV: Old Testament

Term	Old Testament History
1	1:1-100
2	I:100-188
3	II:3-79
4	II:79-213
5	III:1-83
6	III:83-176
7	IV:3-79
8	IV:79-154
9	V:3-96
10	V:97-165
11	V:166-238

"Old Testament Studies in the Higher Forms" Charlotte Mason Poetry.org

Forms III-IV: New Testament (Track 1)

Term	Scriptures
1	John 1-7
2	John 8-14
3	John 15-21
4	Acts 1-4
5	Acts 5-9
6	Acts 10-13
7	Acts 14-17
8	Acts 18-22
9	Acts 23-28

"New Testament Studies in the Higher Forms" Charlotte Mason Poetry.org

Forms V-VI

Scripture.

- VI. & V. The One Volume Bible Commentary, by J. R. Dummelow (Macmillan, 10/-), (a) Introduction, pp. xxiv.-xl.; cxiii-cxxii.; (b) Isaiah. chapters 24-66, pp. 433-453; (c), Hebrews, pp. 1012-1030.
 - *The Gospel according to S. Mark, with introduction and commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6), chapters 1-6. The Saviour of the World, Vol. II. (P.N.E.U. Office, 3/-), pp. 1-54, with Bible text (see Index) and notes from "Dummelow." Use The New Testament in the Revised Version (Cambridge Press, 2/-). Palestine in Picture, by Canon Raven (Heffer, 10/6), may be used.

Forms V-VI: Old Testament

Term	Scriptures		
1	Job		
2	Psalms 1-41, 1 Samuel		
3	Psalms 42-89, 2 Samuel		
4	Psalms 90-150, 1 Kings		
5	Amos, Hosea		
6	Micah, Isaiah 1-23		
7	Isaiah 24-66		
8	Ezekiel 1-24		
9	Ezekiel 33-38		
10	Ezra, Haggai		
11	Nehemiah, Malachi		

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Forms V-VI: New Testament (Track 1)

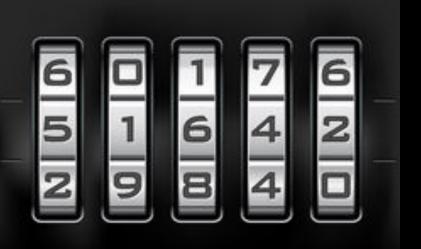
Term	Scriptures
1	Romans 1-8
2	Romans 9-16
3	Galatians
4	Ephesians
5	Philippians
6	Colossians
7	James
8	Hebrews
9	1-3 John, Jude

"New Testament Studies in the Higher Forms" Charlotte Mason Poetry.org

Forms III-VI: New Testament (Track 2)

Term	Saviour of the World	Term	Saviour of the World
1	Volume 1, pp. 1-52	10	Volume 4, pp. 1-65
2	Volume 1, pp. 55-104	11	Volume 4, pp. 66-133
3	Volume 1, pp. 107-159	12	Volume 4, pp. 134-193
4	Volume 2, pp. 1-54	13	Volume 5, pp. 1-63
5	Volume 2, pp. 57-122	14	Volume 5, pp. 67-128
6	Volume 2, pp. 123-174	15	Volume 5, pp. 129-192
7	Volume 3, pp. 1-65	16	Volume 6, pp. 1-55
8	Volume 3, pp. 66-126	17	Volume 6, pp. 59-124
9	Volume 3, pp. 129-187	18	Volume 6, pp. 125-185

"New Testament Studies in the Higher Forms" Charlotte Mason Poetry.org



Rotations

No coordination between tracks

Students may join and leave at any point in the rotation

One grand rotation of Saviour of the World shared by Forms III-VI

What if some Bible books are missed?

" Lastly, in Class IV., the teacher's work is not so much to teach as to direct; the pupils must search and strive for themselves; her office is to stimulate their thought, quicken their conscience and show them the way of personal study,

that when the actual supervision of school days is over they may know how to continue Bible Study for themselves."

Commentaries

	Forms I-II	Forms III-IV	Forms V-VI
For	Teacher	Teacher & Student	Student
Old Testament	Matthew, Mark: J. Patterson Smyth	H. Costley-White	J. Dummelow
New Testament	Luke: W. How	John: W. How Acts: E. Knox	J. DUITIMEIUW

Commentaries – My Experience

	Forms I-II	Forms III-IV	Forms V-VI
For	Teacher	Teacher & Student	Student
Old Testament	J. Patterson Smyth	H. Costley-White	J. Dummelow
New Testament	Walsham How	John: W. How ? Acts: E. Knox	J. Dommelow

Time Tables

	Monday	Tuesday	Thursday	Friday
	Old Testament	New Testament	Old Testament	New Testament
Forms I-II	20 min	20 min	20 min	20 min
Forms III-IV	20 min	20 min (Track 1)	20 min	20 min. (Track 2)
Forms V-VI	30 min	30 min (Track 1)	30 min	30 min (Track 2)

"Parents' Union School Time Tables"

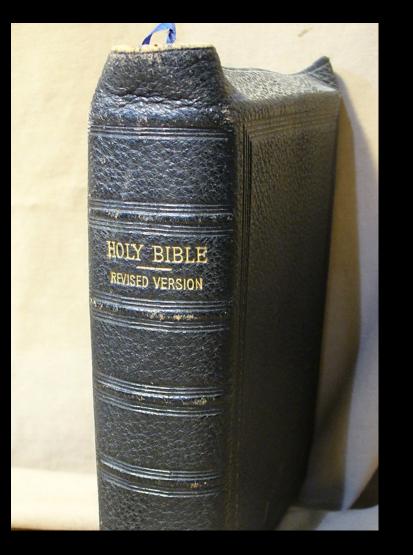
Bible Translation

- The programmes rarely specify an English translation, but when they do, it is the English Revised Version (ERV)
- Mason evidently used the ERV as it was her text in the 1898 Meditations
- Mason's The Saviour of the World is based on the ERV
- Mason and PR writers occasionally point out differences between the ERV and the AV (KJV)

Charlotte Mason on John 2:11

"The Revised Version gives us 'signs' instead of 'miracles,' and the change is significant. A miracle is a portent, a marvel. The beholders wonder at it and their thoughts go no further. A sign, on the other hand, arrests the attention, directs thought beyond itself to the thing signified; and the thing signified in this case was the glory of Christ which he manifested forth that day."

English Revised Version (ERV)



Completed in 1885

The first and only officially authorized revision of the AV in Britain

Mason using the ERV in 1898 is like someone using the ESV in 2014

How a Lesson is Conducted

- 1. The lesson is connected with the previous one
- 2. The Bible passage is read
- 3. The Bible passage is narrated
- 4. Discussion follows

The Lesson is Connected

"Every Lesson must recall the Last... let each new lesson be so interlaced with the last that the one must recall the other; that, again, recalls the one before it, and so on to the beginning."

"First of all the previous lesson is recapitulated by the children, and then the teacher connects it with the present lesson."

Home Education, p. 158 Miss Bruce-Low, PR30, p. 129 Charlotte Mason Poetry.org

Discussion

" Discussion follows and explanation, the pupils being led to do as much as possible of this themselves."

"The last part of the lesson is devoted to discussion this is a very important part, as here lies the opportunity for bringing home any special teaching the story may afford and of clearing up any difficulties raised by the children."

Eleanor M. Frost, PR24, p. 520 E.C. Plumptre, PR40, pp. 368-369 Charlotte Mason Poetry.org "So we encourage them to ask questions, and with a little help they often can answer them themselves.

For example, suppose we have just read the parables of the Finding of the Pearl and the discovery of the Hidden Treasure. The teacher may say that she thinks these two parables are very much alike, but supposes they must teach different lessons, or they would not both be there side by side.

The children will probably look at the verses again, and pretty certainly one of them will exclaim, 'Oh, yes, I see, they are quite different, the merchant was hunting everywhere for the pearl, he was willing to give up everything he had for it, but the other man just came across the treasure by chance.'

From this point it is easy to lead the children to think of characters in the Bible who have found either the Pearl or the Treasure, and then again of people they have read of in history. "

H.E. Wix, PR26, p. 593

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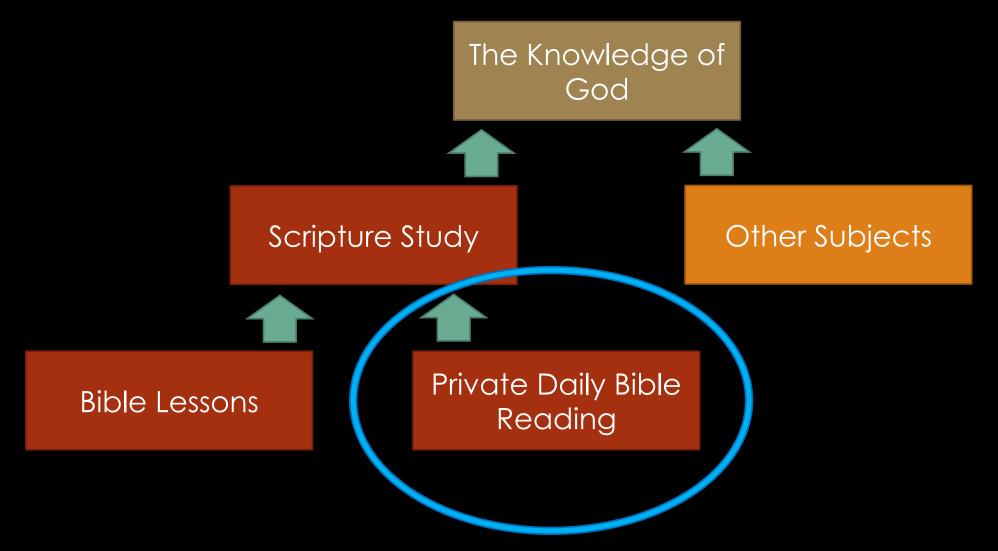
"We do not ever believe, in the P.U.S., in working into or at our pupils, they have often so much more wisdom than we, but in Class IV this is especially the case.

The teacher is certainly older than her pupil, and has, we may suppose, a little more experience, and has, of course, prepared the lesson beforehand, and all this gives her a just and right advantage, and so she aims at being guide, counsellor and friend to the girl to the best of her ability. "

H.E. Wix, PR26, p. 594 Charlotte Mason Poetry.org

- 1. The lesson is connected with the previous one
- 2. The Bible passage is read in the The Gospel History
- 3. The Bible passage is narrated
- 4. The individual Gospel accounts are compared (Forms 5-6)
- 5. Discussion follows
- 6. The poem is read
- 7. The poem is narrated

Scripture Study in the Program



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Private Daily Bible Reading

" In the first place, 'every word of God' is the food of the spiritual life; and these words come to us most freely in the moments we set apart in which to recollect ourselves, read, say our prayers. Such moments in the lives of young people are apt to be furtive and hurried;

it is well to secure for them the necessary leisure—a quiet twenty minutes, say—and that, early in the evening; for the fag end of the day is not the best time for its most serious affairs.

I have known happy results where it is the habit of the young people to retire for a little while, when their wits are fresh, and before the work or play of the evening has begun."

Formation of Character, p. 209 Charlotte Mason Poetry.org

Forms II+ (Age 10+)

For private daily Bible reading, children may use Lectiones for Older Children (Spottiswoode, 1d. each). (e) A Boy's Book of Prayer, by A. Devine (Methuen, 2/-).



Charlotte Mason Poetry.org

Lectiones by Spottiswoode

Assigned for Forms II-IV in every programme from 1921-1933 with the exception of 1922 (92% of terms)
Iec•tion \'lek-shən\ noun : a liturgical reading for a particular day

Not a commentary or a devotional



"Lectiones for Inspection" Charlotte Mason Poetry.org

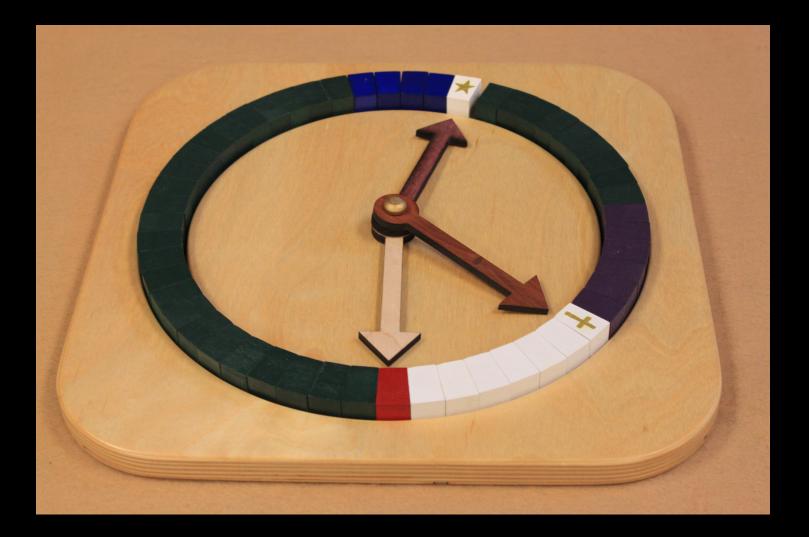
Lectiones by Spottiswoode

"Therefore short passages called Lectiones have been selected by a committee composed mostly of schoolmasters; just ten or twelve verses are grouped round the festivals of the church; and are so selected that a boy does not say simply, 'that's over,' and get into bed, but he really thinks, 'now that has meant something, there is a definite thought running through that, something that applies to my life and can be used in my life.' ...

[The Lectiones... can be purchased from Messrs. Spottiswoode, Eton College.] "

H. T. Bowlby, PR18, pp. 456-457 Charlotte Mason Poetry.org

The Festivals of the Church



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Experiencing the Scriptures

By Book	By the Chronological Life of Christ	By the Liturgical Season
Bible Lessons OT & NT Track 1	Bible Lessons NT Track 2	Private Daily Bible Reading
With the Form	With Forms III-VI	With the Church

Three Vantage Points All Corporate

Towards a Philosophy of Education, pp. 337-338 Charlotte Mason Poetry.org

By Book

"How delightful it would be that each birthday should bring with it a gift of a new book of the Bible, progressing in difficulty from year to year, beautifully bound and illustrated, and printed in clear, inviting type and on good paper.

One can imagine the Christian child collecting his library of sacred books with great joy and interest, and making a diligent and delighted study of the volume for the year in its appointed time. "

By the Chronological Life of Christ

"Let us observe, notebook in hand, the orderly and progressive sequence, the penetrating quality, the irresistible appeal, the unique content of the Divine teaching; (for this purpose it might be well to use some one of the approximately chronological arrangements of the Gospel History in the words of the text).

Let us read, not for our profiting, though that will come, but for love of that knowledge which is better than thousands of gold and silver. By and by we perceive that this knowledge is the chief thing in life; the meaning of Christ's saying, 'Behold, I make all things new,' dawns upon us; we get new ideas as to the relative worth of things; new vigour, new joy, new hope are ours. "

Towards a Philosophy of Education, pp. 337-338 Charlotte Mason Poetry.org

By the Liturgical Season

"Even those who do not belong to the Church of England would find her Sunday Collects, Epistles, and Gospels helpful, as giving the young people something definite to think about, week by week. We can hardly hope in this life to grow up to all there is in those weekly portions, but the youngest Christian finds enough to go on with, and has the reposing sense of being led, step by step, in his heavenward progress.

I am not suggesting this as a substitute for wider reading of the Bible, only as a definite thought, purpose, and prayer for every week as it comes, in addition to whatever other prayers general or special needs may call for. "

Formation of Character, p. 210 Charlotte Mason Poetry.org

Forms V-VI

Programmes	Years	Private Daily Bible Reading
90-114	1921-1929	Not in the digital collection
115-122	1929-1932	Nothing specified
123-127	1932-1933	Daily Readings & Notes

Daily Readings & Notes

Che Fellowship of St. IRatthew Daily Bible Readings.

Having read the Acts, we will this month consider two Epistles written by men who come prominantly before us in the book we have just finished.

I. The General Epistle of St. James.

Date. This Spisile is one of the earliest books of N.T : probably written before A.D. 50.

Author. James the brother of our Lord. His high character and elese relationship to our Lord, combined to give him his unique position in the Charch: as "fitchop" of jerusalem his words, addressed in this Epistic to jewish Christians, wunid carry great weight. Here is a lifelike pertrait of James, as he appeared to the man of his day :--

"New James was holy from his mother's womb. He drash no wine or arong drash. He ste so animal feed. No taxor ever want on his head. He wort no wool but lines noty and he was such a man of prayer that when they came to cothe him, his knews were as hard and as still to bend as the aness of a camel. On account of the sternness of his character he was called James the just and james the bulwask of the people."

Character. Essentially Juwish : there are momorous references to the Oid Testament; but also we find everywhere the isaching of Christ reproduced, often almost the actual words of the Master. This Epistle occurses somewhat the same position in regard to the other Epistles as the teaching of Si. John Espisit does in the Gospels. It is a call to repeataous, and reality in religion : and the size denomined are those to which Jews were specially prove. But they are also just the those to which

Originated in 1922 Published by The Fellowship of St. Matthew A new monthly leaflet was devised which provided Bible passages for daily reading with brief explanatory notes "

Daily Readings & Notes

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The Fellowship of St. Matthew became The Bible Reading Fellowship (BRF)

My Hypothesis

Form V-VI students have always been expected to do private daily Bible Reading

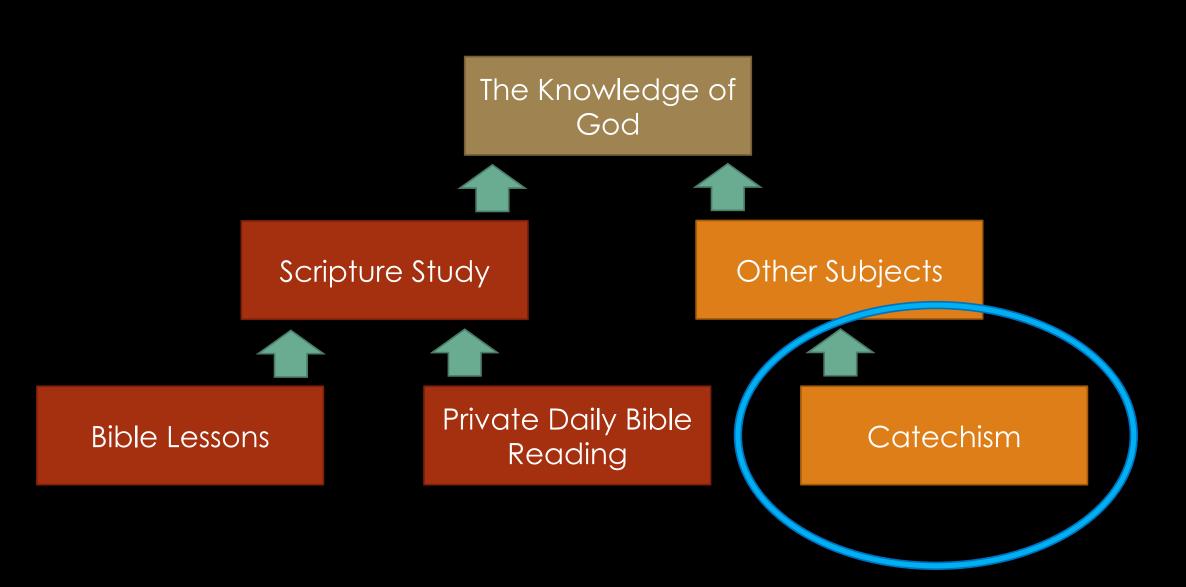
The readings should be lectionary-driven and not left to the student to select

The Revised Common Lectionary (RCL)

			and the second s
Lont		and the second se	
nd Sunday in Lent		Third Sunday in Lent	
ation for Sunday			
	CATURRAN	preparation for Sunday	
DAY	SATURDAY Comparin 16 7 4 5	preparation	
15:1-6, 12-18	Genesis 16:7-15	THURSDAY	SATURDAY
enants with Abraham	An angel comforts Hagar at a spring of maker Mark 8:27-30	Exodus 19:1-9a	Exodus 19:16-25
s 3:21-31	Peter's confession		Preparation for the giving of Mark 9:2-8
usness through faith	reler's conjession		Moses with Elijah and Jesu
	DAILY	1 Peter 2.4-10 You are God's own people	incoses with Engan and Jesu
16:1-6	Psalm 22:23-31		DAILY
born to Abram and Hagar	All the earth shall turn to God	FRIDAY Exodus 19:9b-15	Psalm 19
s 4:1-12	God	perparation for the giving of the community	The commandments give lig
n counted righteous by God for his faith		Acts 7:30-40 God spoke to Moses at Mount Sinai	
cond Sunday in Lent	and the second second	Third Sunday in Lent	
		Inite Sunday	
mesis 17:1-7, 15-16		Exodus 20:1-17	
d blesses Abraham and Sarah alm 22:23-31		The commandments given at Sinai	
the earth shall turn to God		Psalm 19	
mans 4:13-25	and the second	The commandments give light to the eyes 1 Corinthians 1:18-25	
e promise to those of Abraham's faith		Christ crucified, the wisdom of God	
ar 0:31-38	Mark 9:2-9	John 2:13-22	
e passion prediction	Christ revealed as God's beloved Son	The cleansing of the temple	
^{tion} on Sunday			
and Sunday		Reflection on Sunday	
AY		MONDAY	WEDNESDAY
s 21:1.7	WEDNESDAY	1 Kings 6:1-4, 21-22	Ezra 6:1-16
vs Abraham and Sarah a son vs 1:8-12	Jeremiah 30:12-22	Solomon builds the temple	King Darius orders the t
Whose war	God will restore Israel	Corinthians 3:10-23	Mark 11:15-19
whose years will never end	John 12:36-43	You are God's temple	Jesus cleanses the temple
AY	The unbelief of the people	TUESDAY	DAILY
\$ 22:1-19	DAILY	2 Chronicles 20:1 11 16 10	Dealm 84
s Abraham to sacrifice Isaac	Psalm 105:1-11, 37-45		How lovely is God's dwe
vs 11:1-3, 13-19	God promises life to Abraham		
Abraham obeyed God		Christ as priest and once-for-all sacrifice	
R.R. Comment		THE FREE REF.	
			a free and the second

 Prepared by an ecumenical committee of Catholic, Anglican, Lutheran, Presbyterian, and Methodist scholars

- Follows the liturgical calendar
- Coordinates with the Sunday reading of many churches
- Generally 20-30 verses per day



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Catechism

"The Catechism, Prayer-book, and Church History are treated with suitable text-books much in the same manner and give opportunities for such summing-up of Christian teaching as is included in the so-called dogmas of the Church. We find that Sundays together with the time given to preparation for Confirmation afford sufficient opportunities for this teaching." " But what we have no right to do, is to pass these opinions on to our children. We all know that nothing is easier than to make vehement partisans of young people, in any cause heartily adopted by their elders.

But a reaction comes, and the swinging of the pendulum is apt to carry them to a point of thought painfully remote from our own.

The mother of the Newmans was a devoted Evangelical, and in their early years passed her opinions over to her sons, ready-made; believing, perhaps, that the line of thought they received from her was what they had come to by their own thinking.

But when they are released from the domination of their mother's opinions, one seeks anchorage in the Church of Rome and another will have no restriction as to his freedom of thought and will, and chooses to shape for himself his own creed or negation of a creed.

Perhaps this pious mother would have been saved some anguish if she had given her children the living principles of the Christian faith, which are not matters of opinion, and allowed them to accept her particular practice in their youth without requiring them to take their stand on Evangelical opinions as offering practically the one way of salvation. "

School Education, pp. 42-43

Charlotte Mason Poetry.org

9 Catechist.

Reherse the Articles of thy belief.

¶ Answer.

I believe in God the Father Almighty, Maker of heaven and earth, And in Iesus Christ his only son our Lord, Who was conceived by the holy Ghost, Born of the Virgin Mary, Suffered vnder Pontius Pilate, Was crucified, dead and buried, He descended into Hell, The third day he rose again from the dead, He ascended into heaven, and sitteth at the right hand of God the Father Almighty: From thence he shall come to iudge the quick and the dead. I believe in the holy Ghost, the holy Catholick Church, The Comunion of Saints, The forgiveness of Sins, The resurrection of the body, and the life everlasting. Amen.



The Passive and Active Principle

"Here Goethe unfolds for us a principle of education which those who desire their children to possess the passive as well as the active principle of religion would do well to consider;

for it is probably true that the teaching of the New Testament, not duly grounded upon that of the Old, fails to result in such thought of God—wide, all-embracing, allpermeating—as David, for example, gives constant expression to in the Psalms. "

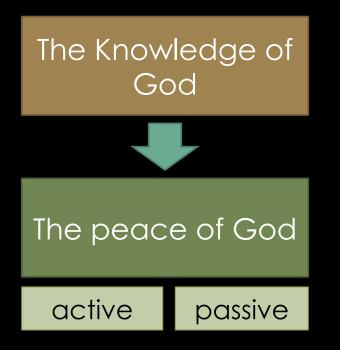
The Passive and Active Principle

" Is it that, like Goethe, they are aware of themselves only as 'sheep of His pasture,' and for the rest, take life as it comes? This peace comes to all simple, natural persons who have faith in God...

'My peace shall flow like a river' has been said; and this is what we forget, that the peace of God is an active principle, ever-flowing, ever-going, ever-nourishing, everfertilising,—and not a passive state, a quiet creek, where we may stagnate at our ease.

'My peace I leave unto you' conveys a legacy to children as well as to their elders. "

Formation of Character, p. 416 Charlotte Mason Poetry.org



Charlotte Mason Poetry.org



Thank You

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