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## Box 13, Folder 03 - Notebook (EMS) n.d.

Edwin Mortimer Standing

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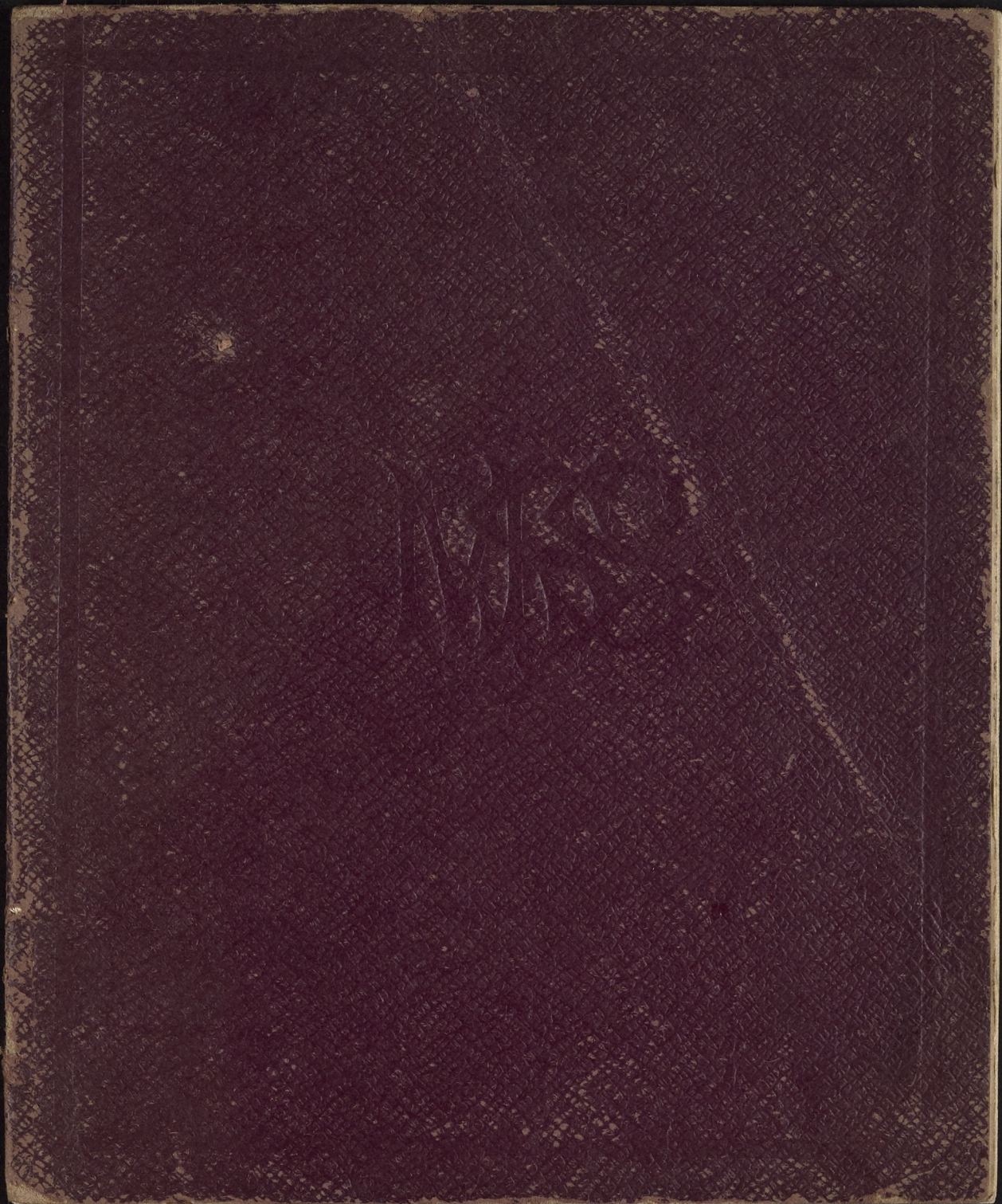
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3

May 8<sup>th</sup>

These things must always remind you  
that they do not represent all the most  
complete things that can be used for  
this purpose.

Colours

Each child to imagine certain colours  
sensations. Eg To give the idea of colours  
one might imagine a mat<sup>l</sup> most complete  
for this purpose.

Our purpose is not as it might be  
in exact psych to find most complete  
mat. for showing colours, but find those  
limits adapted to capacity of child.  
Therefore the value must always be  
considered in relation to psych of little  
child: because effect of material  
is to attract child's interest & attention  
& strongly.

The big interest is Dr. [unclear]  
but which is in proper proportion to child

① Recognizing 2 things wh. are alike.  
Is the surest thing that can be  
d. asserted. ab opt of departures  
All things are alike or not alike.  
∴ To be sure of something precise -  
let us look for those things wh. are  
precise. e.g. two alike.

But 3 prs are different.  
And then in having pairs we must  
also find pairs strongly contrasted  
so that char contrast.

Thus these 2 things opp. must be  
united. ① likeness in pairs

② Contrast.

We present (3 yrs) two 3 pairs.  
3 columns 2 of each - strongly  
contrasted. We ourselves do it  
- first. - 2 blues  
2 yellows  
2 reds

## Detail

But also teaches child not touch  
colour - held by the wood.

In preparing this - study given to size  
equality. (bright shiny) This  
shiny colour makes it more apparent  
What we found best - covered w. silk.  
As soon see child recognizes pair. we  
add other pairs - less contrasted  
As soon as he has understood. - need  
not explain - simply add pairs. &  
he carries on.

Interesting to note - even tho he is to  
have proper dimension, strong contrasts  
- first child is not able to do  
the exercise. This external prep  
technique - does not suffice.  
Up to a certain age. we are unable  
to prepare all this: Between  
recognition of colours as a whole

as a whole & this - is a long stage

If you try to give this to child of 2 1/2 years of age - (bright & strong) it will not be exercised. Thus parents must wait to wait until see him coming to this stage when he is ready for this letter.

Till he gets to this stage, example of parent is in vain. Thus there is the moment when comes ~~making~~ between the apparatus & the mental activity of child. In this principle I always find this same principle repeated.

All that preparation we can bring in way of preparing to attract child's attention - is a part in itself but it cannot bring the progress of child. We have to wait until the moment comes when

child corresponds.

This must have the ~~element~~ of  
to be connected w. the exercise.

This exercise given to children  
between 3½ & 4 yrs of age will  
cause the phenomena of interest - to  
repeat exercise.

This game or exercise of contrast  
is painting is first colour exercise.

Is quite diff't to recognizing

Gradation of same colour.

Because in it is said to we have  
taken a step ahead & recognizing  
fine differences. & it is this  
"step" of Exerc. Come to see  
this gradations.

To exercise in this recogn must repeat  
it; It is in looking & comparing  
they acquire capacity of distinguishing  
even finer differences.



This capacity of recognition is a  
fundamental one. All things one looks  
at he must pass thro this path.

Either looks without order of guidance  
for within order he is able to  
see the diffa between things. + the  
refines wh. comes fr capacity wh.  
increases in see finer differences.

Eg we all easily recog diffa between  
Jap + European. — later to recognize  
one Jap fr another one European.  
Then we find anthropologist able to  
recognize the v. fund differences: +  
so much more is it true in a  
simple matter as colour grades.

It is begins of path in  
educn to distinguish these things —  
so when we lead him along this  
path — is a normal path of  
development. We are almost given

him by to his perfection

Quite diff. for a special task  
or liking for colours. Choosing  
of one colour or other depends on  
individ: artist not simply sees  
fine diffus - but special taste to choose  
1 or other - that's indiv.

Other is just technique of detail. &  
the more technique is perfected & more  
detail has exer. in this diff. the  
more his individ artistic choice will  
be developed.

(As long as our teaching does not  
make him dwell on 1 or not another  
That. must be exact in her presence  
not influencing choice in what  
concerns his choice. In fact  
his spont. choice must serve as  
our guide in knowing him.

We judge 7 or 8 gradations 8 or 9  
columns. Evid. could be many more  
columns & much finer gradations.

Instead of 8 or 9 columns 50: but the  
thing in this app. is to always  
remember proportion between quant.  
of mat. & mental capacity of child.  
— as there is the corr. between age  
& cap. to respond: thus also a  
corresp. between age & quantity  
sufficient.

This apparent excess of quantity  
dispenses attention. We are accustomed  
to think if a thing is good to  
augment quantity is to aug. value.  
Not so: quantity of value = are  
certain limits within which attention  
must be restricted, outside of  
which it dispenses itself more &  
more

The infant is an idea for us  
but not related to an actuality.

Idea of infant comes even  
to little children. Ask "How  
many colours more or less than  
this. Is an idea - this limitation  
expresses the idea root of infants

[Infants - where we get it to

<sup>wh. is most real</sup>  
but when a question of action.

action must be contained in the

certain limits - thus of chess  
is to repeat ex. v. obj. must  
be able to recognise all & so he  
can do it

Little children will repeat  
ex. a v. patient task - taking out  
& pulling away. This is not  
work of eye. of complete adult  
child; character takes part  
- balance of precision

Not simply visual contemplation - but  
of actuality - most of muscle & <sup>we mean</sup>  
mould of  
Character - patience, exactness  
& quality of not confusing one  
thing with another. Also the  
fatigue this work brings: - can not  
say simple chromatic exercise  
complex activity of whole personality  
this is of fundamental importance.

For this reason we give a gymn  
app. for inner life - has inner activities  
Colour in this case - is the motor  
force which stimulates this activity  
That's really purpose, more than  
to distinguish colours.

Therefore teachers who are anxious  
he does no visual colours, has a  
false preoccupation - a thing  
of no importance. Those who  
say what shall we do, cheer

has made a mistake. Haven't we up  
to the present left them alone without  
telling to colours. Why worry  
now?

What is import that the child has  
found gymnastic app for the mind  
& we can know he is on right path  
when works in an orderly way  
because the order is a guarantee  
that child is doing an exercise  
rather himself.

[But also building?

[If just play to put anyhow — key  
diff — no goal no aim no  
finality — Brings no develop  
In outside world he sees inf. no  
of colours. Imp. he shd be an  
orderly exercise. can recog. &  
distinctive & recog. graduation

Do be this alone important, but is  
of imp't to us in ordinary way &  
have patience to put them together  
When we see child in this orderly  
form of work: then we should be  
satisfied. If makes mistake in  
position he will correct himself  
If has this order & patience in  
work, he will surely perfect himself  
If we were to intervene imprudently  
we might put out one colour &  
if his interest wd stop.

Must show way & give him  
freedom to advance.

Will this mat. have simply  
prepared the way, & shows him the  
way of going. Our mission rests  
him: rest belongs to child's  
Sport. activity. The longer he  
will remain on this path & the value

This is quite diff. to simply teach  
to recogn. diff. columns. We may  
say chies in two columns and  
learn without any exercise +  
for that reason no purpose  
in giving him a copy.

What's import to remain at  
ex. for as long as possible this  
at end does recog. columns. — yes  
but also want something of much  
great importance.

You can expect this when you  
work. always rememb. you have  
a mat. for that young age; but

this palant exercise you may repeat.  
shows what a diff. can be  
between (a) to recogn. diff. columns  
looking at them (b) And this the  
part — to put formatted part  
in the exercise



In the formal part do not present  
the knowledge of colour: not  
looking down on fact of being  
- no - we include it & straight  
We will see ch. neg. colour at a  
" previous age; acquire a cap  
of distinction between v. faint shades  
of colour. Thus the being of things  
will come as a consequence & it  
will come so much more perf.  
as the fact has of being has been  
joined to the whole person

Means of Being

If we take being as a  
means instead of end - being  
better. If being of things is such  
a means - does not mean will  
be less - more. - In fact we  
might say to have well & deeply  
we must <sup>put</sup> have us

Second place - a man  
for whole humanity



