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Box 13, Folder 04 - Notebook (EMS) n.d. (Volume 2 (?))

Edwin Mortimer Standing

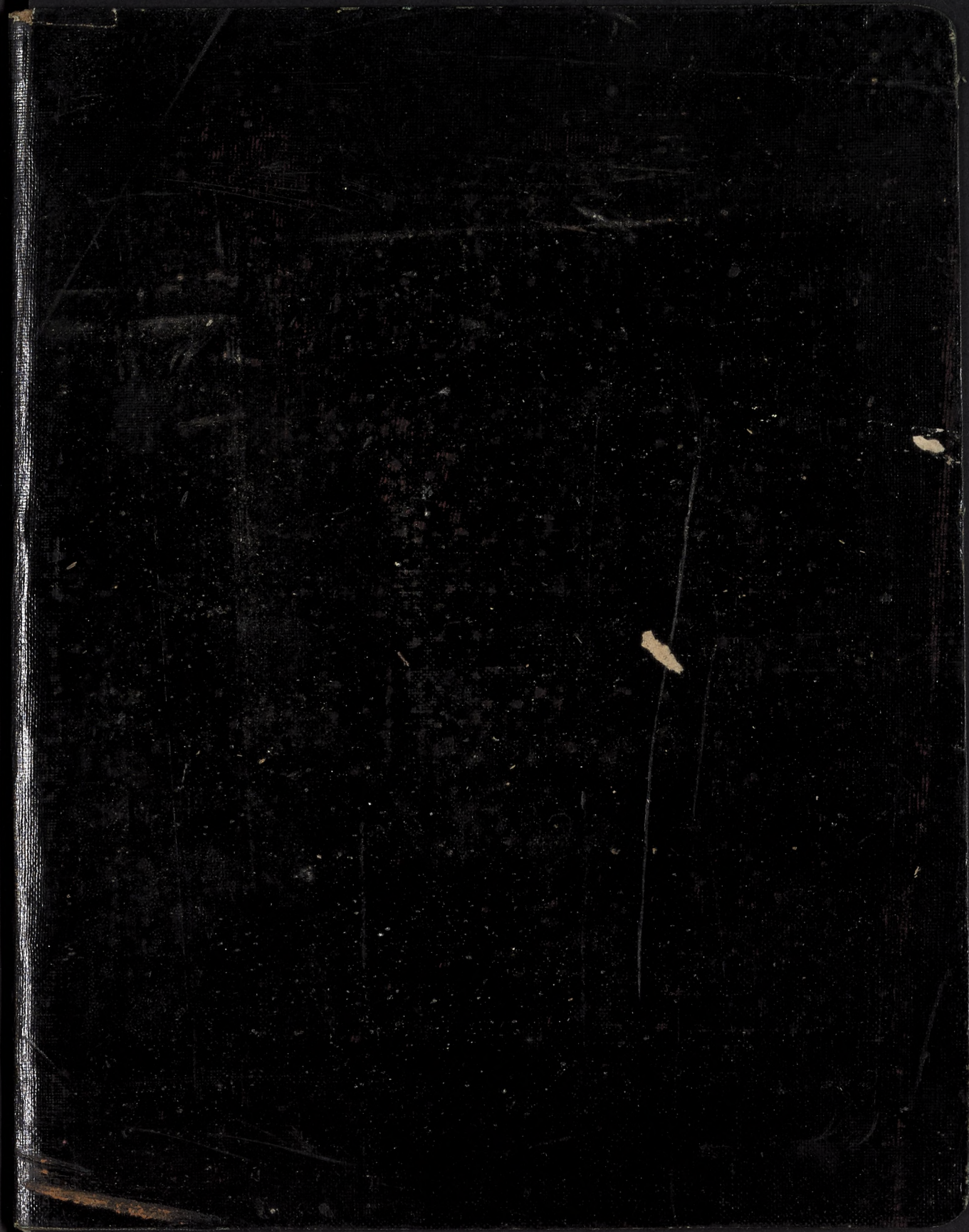
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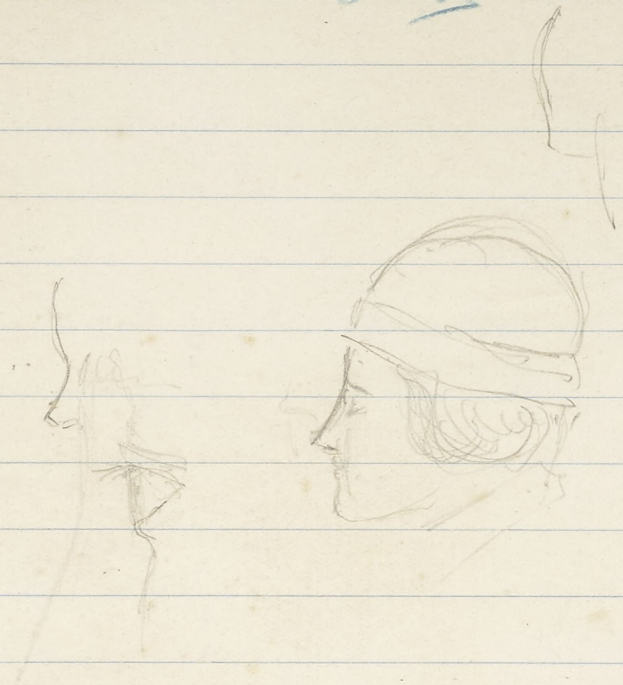
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Vol II



The little child is a master who teaches
skill by little & with great sweetness.

The Method of Education does not consist in
learning something but in transforming
ourselves.

Not simply a preaching of a high & transcendent
ideal - but feel you are entering into
something simple. - simple smooth
path. Ask you to be not exalted but
humiliated -

Lead by that peaceful feeling that
comes in the silence. Why have I
come to hear such simple things.

How can we feel inspired if
not kept to a path - bound.

Path is simple, few words, & humble
actions.

No one may think great part is
work of the teacher.

Must learn the simplicity of the hidden life
then you may become great teacher.

Teacher is mucked to rest while the
harvest reaps as the harvest waits
in sunshine.

{ Austr. Canad Hall. ~~As~~ Now India }
{ Italy America. }

Lecture II

Our work ~~the~~ consists in discovering the fundamental impulse to activity & corresponding to it.

The very first stage is the simplest to interpret; but up to the present this age has escaped educators & even the most family of educationalists.

However I cannot imagine a real preparation of teachers in ~~the~~ method unless have followed child to birth

Therefore some examples of manifestation & response. A baby of $3\frac{1}{2}$ mos is looking at its hand, as its arms are so short it looks crossed to see its hand. A mother might be afraid child's eyes in danger: but if child makes such an effort (even crossed) means it has a v strong inner impulse

A secondary law that wt. is most important is this inner force. And as it is this force which interests us & hard to believe that nature wd go wrong - allow child its liberty.

The harmful intervention wd be if mother took the little hands & held them in hers.

At abt 4 mos. child tries to grasp obj. - almost all that child is attracted by obj. Look carefully not so. One finds child makes repeated exercise w. hands as though trying to find where sometimes trying ^{can} to reach & sometimes not.

How do you know? Mark sequel. About 5 mos age this same baby held rattle w. lull: let it fall. In general she let all such objects fall. & if one on picks up objects one will see action repeated many times.

Seems as if interested in opening hand
object falls + seems that repeat this
sufficient no of times to give a
certain experience.

After chud soon in many times - began
to open one finger at a time to
see just when obj. fell. Then one
it see an emotion change. in
interest in fact. After being repeated
A many times: then it dropped the
object. ^{to see} Evident it was ~~indeed~~
boldly. itself. + the mother in writing
note: Today my baby has discovered
something of the falling of bodies.

If mother simply noticed chud just
let them fall + not given them back
ed not have had the exp^e (not
pick it up self.) Me by picking up
obj. were responding to impulse
it manifested.

And chud by being
able to respond. was able to show

unless not in obj. but movement.

Her Mathis also be considered
a good mother if she attracted attention
so as not to fall.

whereas in this way we see
a logical demonstration.

- (1) Obvious hands.
- (2) Expts to see why can reach some
& not others
- (3). Then expts to see why sometimes
obj. remains why falls
- (4) When observes separate fingers
moving analyzing what makes
it fall

This form of study of inner sensibility
is possible w. exercise. We will
see this body repeats the exercise +
w. repetition. develops something
wh. is within it. And when we
find ourselves face to face w.
a baby in this condition & respond
see the intelligent expression +

its emotion.

When furnished as expee (fungus) then laughs when object drops. If it is really attacked no cry. This expr of joy is of fundamental importance for us. The child who is satisfied by an extended impulse is joyous & happy. And whereas we have generally been guided by cry, we can be guided psych. & by joy laughter. etc

At 8 mos. was observing pictures in a book. When found pictures of a baby or child w. thought himself on bk of his. the book. Never kissed other obj. flowers houses etc. When saw pictures of flowers wd smell them. People were surprised by these actions but only noted fact - I kissed or smelled certain. And then people began to amuse themselves to give picture of cushion etc to smell or kiss diff kinds of obj

The World Within

9

Thus the child lost this primitive capacity
of touch habit of touching or smelling
anything. Groos began to form in
mind.

Because that distinction was the
primitive manifestⁿ of intelligence
Power to distinguish is basis of intelligence
Not only dist. baby to flowers; but
the diff. reactions. - w object & reaction
even perceptions of object. : came before
development of language & many others.

As we did not prevent action
child did not cry rebel or act but
remained indifferent in this inferior
stage. As tho' the foundation of
a construction had been wiped out.

If the child is construed to mean
of his intelligence by these efforts
is as tho' a thread in tissue had
been broken. - as compared to
knitting - a stitch dropped

And the more threads broken or stretched too
the weaker will be his intelligence - his
psycho life.

The expression of brightness & vitality
of body who is researching diminishes.
And children who are unable to carry
out these researches, sleep a long time.

The person who cares for them
caresses them wipes away good impres^{ions}
& puts them to sleep.

Child who is develop. naturally
has brighter expression & sleeps less time

? We see a form of sleep wh. is
restorative & the sleep of the spirit.

One sees the intelligent actually
develop at v. early stage. At 7 mos
given something to eat. ^{crust} takes spoon
& use it. Find ourselves at the
beginning of an rept. Every rept to give
good results must have good condition
well prepared. In this case the
possibility of study the child will
beginning of phys. side is well
cared for. i. e. first necessarily

rationaly fed: good conditions: not
hungry, or too much, in perfect
condⁿ hygienically.

A child refuses to feed itself &
as soon as able will try & protect itself
- get help. Yet does not succeed at
first - empty & painful on dress.
messing to have not napkin but
plate. However occasionally succeeds
in getting it in. When tired of this
work, not only allow himself to be
helped but is glad of help. And so
we sh^d have 2 plates of purpose
one for psych. one physical. !!

But first wishes to satisfy
inner need - then hunger.

This work of exerc. in trying to
eat. (w. occasional success) is of gr^t value
in develop^t. It is v. interesting to
note after it can expt. it begins
to choose in its eating.

Simultaneously its expe. begins to
measure the quantity it needs

And if exper continues to feed
if there is something it shd not eat on
plate will of its own accord push it
away. Of course we shd not take
to try: if gave him harmful nourish-
wd refuse that not adapted.

Thus tho this devel of inner sensibility
becomes able to direct regards himself
w/in choice. The child in these
? conditions eats less than commonly.
so a physical hunger + a hunger
made w/ eat. wh. comes fr habit. A hunger
wh. almost covers a force void.
It is almost neging of that hunger, wh.
if it goes on the hunger of one who
eats not for nourishment

The fact of being able to
develop this inner sensibility ^{grows, depends} limits
nourishment for what is necessary
to prop. develop

One sees him v. happy in this
cond. & almost happy to receive
something play. than play. Yet
cannot speak this partly understood

Very apparently glad today. Clean
 your hands. Does so happily. Wipe
 your mouth. Get enthusiasm. Thus
 see this higher part is the one he
 feels most keenly

I found myself one w a child
 1 yr old walked unshakably. & was
 in country. walking down a hill
 rough path stones & pebbles. First-
 inst: to keep child w hand. However
 I wanted to help him in another way.
 If he developed power of will: must
 be glad to correspond to my command
 Said walk slowly. Careful of the
 ditch. the stone. Now put yr other
 foot ahead. Desired to get attention
 watched his feet: passed all obstacles
 alone.

Fact he does this: shows he feels
 need of making an effort. It is
 almost as tho' his inner voice speaks
 to us of his needs & we must know
 how to respond.

Not what seems good to us: but
what corresponds to his inner
needs. C

After 8 mos child can manifest v. fine
particulars of his inner sensibility.

Libus consider his sustenance of pain
Baby brought up in the way allowed
to feel. when felt pain wd say
a certain word wh. mean pain,
as tho' she asked for consolation
Word was "pupa" Eg. if hurt finger
wd say "pupa" & expect those to
care for her. When comfort was
satisfied as tho' pain disappeared.

Not only for finger pain any
other unpleasant sensation - eg. a
scratch or too cold or too hot. she
wd use same word & wanted same sympathy.

As we always wd ready to care
& kiss - as soon as satisfied
wd say "enough". If really hurt
much wd allow us to care for
longer time. Then tho' time wd come
& see No. Times up. Pain finished

If only slight - wd say Papa no - all over

Then one begins to see a certain propⁿ between our response. The Aunt guides us in this. Because child not only possess power of meaning own sensation: but want of help necess^y for this.

What he really needs - he leaves us no doubt. In general when a child complains because it hurts - we say "It is nothing". In answering this we put chaos: he feels something if we let him nothing: Confusion starts.

This is so true if we never say nothing - always gives his consolation: he begins to ask of us "Is it painful or not?"

It is not that the child directly asks of us: he complains of all sorts of things - rough smooth - no longer a complaint - he is developing his fine sensibility: he is.

This inner voice expressing doubt
 lous & we give our response.

If an adult or another could hunt
 hunter before the child: he wishes to
 give same consolⁿ he has received.
 That^{er} adult who sees this gets as
 many chances as possible. If fails
 has given sufficient consolation - says
 "Repa non" Enough.

Therefore no longer have the impulsive
 reaction of cry or scream in suffering. but
 between pain & reaction this inner work.

We might say the power of resistance
 (?) - endurance is beginning to develop
 (how if always consolation). Crying
 less than the expression of need.
 Crying is expression of child unable
 to express in actuality.

Also a bit sensitive to
 external things - mainly: sp^y light &
 darkness. In this sensibility.

we see dwell- of a v. little power of dealing
 For example the joy of seeing bright-
 light is quite apparent. If it is out & begins
 to get dark - is afraid of darkness. But
 not so. When knows house: not afraid.
 It is the mysterious darkness of unknown
 frightens us. There are v. little children who
 get out of bed before rest - all dark -
 enjoy extra of finding way thro' dark
 rooms.

If a person see sun some way in dark field
 & not let child get up. - and not see this
 intelligent manifestⁿ. In this he
 makes a study between dark & light.
 Whereas adult has not seen differ.
 Children will do so. - interest in Sun

A little girl 2½ watch sun rise in
 morning: one day said. The sun has come
 but it isn't the moon yet. The light
 of the sun. but round disc was not yet
 to be seen.

One day little boy 1-1½ saw a
 window sun. Sun gone - again.

Then we see intell. Develops spontaneously
 under our very eyes. One sees in child
 mind an order forms itself spontaneously.
 Eg little child 1 1/2 know red blue etc
 mean colour. (How not for) as a
 first group of things.

They know the word 1 2 3 - 8 - 10
 represent no. (another group).

No do - re - me . . . musical notes.

That is more ext. & small children
 hear languages. know which
 language. (How not know language).

Eg. Days of week. - If Monday in Ital
 if Mon If hear speaking in English
 will answer "yes" alright. Shows if
 we let them have no prece order
 will develop in mind of itself.

One more example.

Certain things in child almost uncorrectible
 mistake for caprice.

One day lady had a cape over
 arm: child cried. violent Put cape
 on shawl. Slight of caprice

Other may similar facts interpret.

The proper place for cape was on shoulder not arm. For that reason of goggles. on table must be put on nose. If sitting on certain ^{accuse} chair. They don't get up without permission.

This shows almost need of a certain repose in environment. must remain long enough to fix in his memory. Evidently w. his obscurer studies not & classifies it in his mind. All those objects mentioned, or now in an orderly way have been seeing him without our noticing it -

These adults continually means abt. No ho. represent an obstacle & this due to prevent these people abt. him shd. keep a certain order for his needs.

Many of the apt unconceal his capture his desperate expression due to disorderly moat of adults.

These men imagine adults to respond to his need must change their life.

to become student to the laws of Childs
 formation. Thus far the most remains
 something of a byrant & but is interesting one
 At Our response to their needs is first
 further & just step haden takes who
 works to be a good teacher in
 his method

When we receive child who has reached
3 yrs must receive us as an emot wh.
permits his actualy

This emot surpasses; but does not
exclude - (includes) previous things necess⁴
precautly.

All we know as to cleanliness, fresh
air, - well known - granted. ∴ not describe.

We men try to attenuate this - is of
secondary impotce vs. higenia side

For this reason many things we
neglect the part of modern pedagogy (phys.
health etc). Also the modern idea
of out of doors included. In fact those
who have seen pictures realise are v. much
in open air. —

But again insist. these things good &
messary are considered inferior secondary.
Because ^{the} primary importance is the develop^t
of inner life of child. That wh. we speak
of as liberation or salvation of soul of
child.

The soul can be lost or saved out of doors or in.
 Saved a lot eating hygienically or not.

The good phys. conditions help save &
 normal devl of whole pers. ^{but} — not cause

Not only not the cause, but are held
 under by other conditions: because you
 has what is necessary for inner growth
 can even overcome many obstacles to
 his physical.

This seen in v. simple expe.
 Child who is happy no. do matter
 can be without good physc.
 conditions.

And on cont^{ly} these child. caused for
 only physc. an often suby. to all kinds
 of illness.

But not necessary on the pt: Today
 has gone fr pedagogy to medical. Today
 best child specialist fell course of
 impoort of psych. & its strong influence
 on physical. Modern child specialist
 must become psycholagist today.

He finds many of illness of children

often physical a digestion influenced by
psychic condition of child.

Thus we turn directly to that fundamental
all important inner psychic life.

We have already said that what complex
life - activity. Thus we try to explain
an act, to explain? fully his activity.
Not simply what when child can
move freely. This questⁿ of free movement
wh. has been studied in relation of physical
hygiene is not our study. It is not that
child shd move fully in gym. but
can explain all his activity. his deepest
inner needs. When child unfolds or reveals
his inner activity he is moving; but this
movement is nat. consequence of an inner
activity. That is not end is consequence.
And as child, expressing himself fully,
his freedom. is happy contented; then
also physical life is satisfied. But
purpose is not to satisfy phys. life - is
a consequence.

When we touch to central pt. of a life

to make life - whole life functions normally. Wb. reminds us of sutra "Seek ye first K. of H."

Means rest not excluded - all must follow. Thus we must have actually get. in view. We must always have this central pt. in view: but have envt ready for the secondary pts.

Importance of envt in Edⁿ has always be thought of: not as we consider it. In Edⁿ envt has been thought of as something to direct the life. One has spoken of the morally same healthy envt to maneuver the child. as of hygienic envt. Our concept of envt is not to lead, direct or form by example. We will leave this idea of a directing envt. To those things wh. are necessary for develop^t. As far as far. envt includes to direct w. envt. that in this envt respect child to usual not only his needs & laws of his develop^t: & the direction his nature is taking. Thus our concept diff. fr. others. Idea of envt - not maneuvered but reveals

obedience

?

This most spoken theory sounds mysterious, is really simple. We prepare social unit similar to adult, except adapted to child, & give it over to him so that he is master of it. & can live there freely.

We know by experi. it is in living freely & forlifying himself, that the child prepares himself to be adult. Not prepare by imitating & obeying - but by living: more able to live freely & obey himself - stronger adult he will become.

One of the most important things in prep of unit, we prepare all necessary for social life - in proportion to size & strength. This shld be also in family. Then we come to question of preparing a road for child.

All know young married couple when get on in choosing furniture: feel that their leg will live freely as master of house: this happiness not only for possession of necessary things, but will be free to use them

Some have prepared similarly to secure
also Fr & Martin and not give same
freedom. So if we think of child need of
these obj. not only for him but to
be master in it.

I believe it will be easier to see
to whole surface of world made attractive
until people can get idea of his
being master.

I believe this prejudice we have
that child can do nothing good without
an immediate supervision will
not be easy prejudice to remove.

We believe that having prepared
enough for child obituary how he
master in it: we find this child
surprising & revealing to us the
natural laws of growth.

He does not reveal his real charact
because in continual state of reaction
get abnormal conditions. And these
unfavorable conditions - being reactions
almost making child abnormal

caused (a) Not materials necessary
(2) Interfering adult.

To return to former example. The young
brides character wd be quite diff of
an old & secure person near her
advising & deciding her in every action
In this case the young woman's charac
wd seem irritable. instead of contradictory
everything even if given for own good.
might even end w. nervous troubles
insomnia, hysteria. — might little by
little be propped physiological troubles.

Then one might begin to lecture the person
say respect don't answer; or give her
medicine. — trying eternally means
to remedy this abnormal condition.

Similar case in normal life of child.
We are accustomed to see irritable, capricious,
mendacious, ill (no reason) also hard
to find remedy — whereas fundamental
remedy is one — permit him to live
freely. In this case, we see a new
light of child come forth.

become

Calm, gentle, industrious, cares
for objects he handles, — develops spontaneously
those virtues we cannot teach other
type. Nervousness disappears.

V. Extreme case of agitation excitement,
insomnia, night terrors, appetite &
a general disturbance in digestion; many
cases even stuttering. These results came
with no other treatment than sleep &
be allowed to be mastered in it.

To furnish an example. There are
children who cannot be together without
quarrelling. If one has an object other
wants it & for love of peace one never
gives one without to all. Then both
want both. Neither needs the other object:
but as soon as touch it. — These children
in a house where nothing is prepared
— cannot sit — but an enormous
quantity of keys. — Toys have cupboard
all in disorder. Just as a doctor called
in extreme case we order first of all
small table & chairs mats for floor

most ~~boys~~ removed. - few kept on order -
all in order. Then these children must
be given something to satisfy their
intelligence.

First gave them insets & colored pencils.
but to prevent inevitable quarrels, also
got some cheap crayons -

Children immediately felt at their
ease & were very happy w. change.
Maida ched begins to draw w. pleasure;
as soon as begins drawing. "Have you
given paper & pencils to little one too"
She said: No No he must have
the new pencils. Give him mine
She said "I came into the room to
draw." Without any need to calm
or teach unselfishness generosity
came spontaneously. We must
say 2 types of action. in soul.

- (1) One is unsatisfied or dissatisfied
child stupidly attached to external
objects
- (2) Other of the satisfied child satisfied
to inner needs & immediately

detaches itself from the external
thing

This is one of many examples. In
order to break child of excessive
attachment to things we cannot
goe shut to it: we must develop
attacht to higher things. - the
detachment will come spontaneously.

(Profound principle)

although is nothing absolute. Can
picture ideal building.

Espe laugh no little children do not
like large edifices (even divided) where
large nos come together

This brings confusion to child. in
its orientation. Like small houses
- if possible small isolated.

These small houses shd contain one
large hall (working) rather small
rooms.

This big room hall is the one of

partic^l interest. - corresp. to classroom.

Those who have possibly of lived up
(Vienna Holland) shd have certain principles
in mind. At least one side shd have
windows - low enough for child (3 yrs
age in small chair) can easily see out.
If possible not on a st. creeknut - but
outside built for them - little garden,
terrace or verandah etc.

If possible to have outside door
no windows to see - (cd be windows
high up. for ventilation). Because this
high wall helps in concentration
has a calming effect.

The windows at children's disposal
shd. have many light curtains (v.
light material - diff^t colours) yellow,
blue, red. These curtains shd be
placed so can be singly or together
(ie light for combined colours). Then
some thick - v. dark, wh. can be
draw. This black curtain is charact-
of evnt. It allows us to have darkness

at certain moments for immobility (to
 make room dark) should be easily managed
 by children themselves. Have shown themselves
 v. sensitive to diff^t degrees of light & this
 represents need of response for us. possibility
 of regulating colour & degree of light is evnt.
 Other smaller rooms can be adapted for
 diff^t rooms e.g. one kitchen, one
 a dressing room cloak-room: but we
 must have one or 2 small rooms in
 connection w. large rooms where can
 go to be alone. A small garden is absolutely
 a part of evnt. small garden in preference
 to a large park. If we were to
 imagine a v. wealthy family w. large park.
 wd. advise them to build small ~~park~~
 house & little gardens. Because the
 fundamental thing in evnt is the study
 of limitations in relation to child's capacities.

When we only consider hygienic part
 only need is sufficient space for air.

For for lungs the larger the better: but
 fr. spiritual side, it must be sufficiently
 limited.

Thus does not mean child must be imprisoned
 in restricted limits: ^{we.} child's whole life
 is not kept to these limits (can go
 for a walk in large park of lakes). These
 children as others can go out into the
 unlimited spaces abt them; but besides
 these unlimited spaces will have oppost of
 finding places limited to his needs & capacities.

We are ^{all} able to go walk in country - we
 are much happier if we have home
 as well limited to our needs. And it does
 not mean that our happiness depends
 on a large palace; but happiness depends
 on certain determined limits.

It is even more necessary for
 child spirit as for us to have these limits

It suffices to think of fact that the
 child's memory of places & where things
 are is limited & child can only possess
 his envt if it is within those limits.

To possess his envt mentally must have
 certain limits.

A class where the children can dwell.
 normally can have no children

A class of 10 with functions less will than a class of 40. Suppose we have class of 20 functions must be adapted to them. Little tables & chairs. Suppose we placed them as benches in rows one behind the other - if placed so then this will shd have about double the space for tables & chairs.

Supposing this transformed with all the people to m.s. first place all have to be separated each w. a table. With this addition - again double this.

This to give appropriate idea of space. However does not mean you shd arrange in rows & rest empty. Because this space does not correspond to space necessary to breath (cube feet) but corresponds to the space necessary in order for child to develop activity. - ^{ie.} move & accomplish his actions. The tables & chairs - like the rest of furniture - shd be extremely simple. If you have opportunity of exp. - a child will choose simple clear furniture to ornate (char simple lines)

Thus all the rest shd be v simple. One who studies int. is studying psych of child. Little cupboards shd be made in simplest form possible. Eg a little curtain instead of doors in front wd be very suitable. provided all sufficient other places for child to have opp^y of opening & shutting doors. Little cup doors - low - to be open & shut - and locked - v important: of furniture w little drawers for child to open & shut.

It is necessary to have cupb. for the objects of study: but besides these shd be many little shelves to place objects.

One thing must never be lacking - a washstand if simple & easy of children who come a v. clean: even if in next room are perfect barriers w hot & cold, even if nurses attendants to look out for washing, even if this is case - must always be a washstand in the classroom because all the things have not only material reason, - but for psych. & intellect.

Therefore let us picture room with the

Tables, chairs, drawers, washstand - Tables & chairs are not individual. Need not all be alike in form & size: better to be diff forms. Some round, oval, rect, square. & in same way chairs, not necessary all alike, chairs, armchairs, stools. We shd not be preoccupied to give certain definite position, must worry to always be in same place. In fact must be made so light child can easily carry & move themselves. Need not have determined place: child shd always be able to change round, square, near wall window or diff days: if one wishes to work in corner can carry table & put it there. If 4 or 5 wishes to group round one table can do so. If one wishes to isolate can do so.

Knowing this we probably prepare to meet an mob of noisy children: picture 40 children carrying chairs. For this reason must not follow this picture because of me stop looking we will begin to self-suggest. need not move at all. For this reason children say may do this but not necessarily,

Supposing comes a time the children do not change. Each goes to same place, while they do it. Because we say they may change or not, move or not. Thus becomes interesting to see what happens if we give not. freedom to move in it. If we see v. soon try to keep same place, then we find experimentally man likes order.

Many suggest we shd put rubber on legs & chairs: this terror comes fr our small faith. This noise wh. bothers us also bothers the children. Besides we wld see after first advice given with & envelope great care in moving things quietly.

We try to make chairs to fall over easily. result not that chairs fall, but result children take special care nr. a chair not to knock it over. So this capacity of falling brings grtr care to children. Besides these fundamentals ~~not think of ornaments~~
 1. Pictures on walls, small vases of flowers plants, little statues; also pretty ornaments houses figures. These things are fragile terra-cotta, glass or plastic, china

Because the children love these obj. v. much
 & desperate for destroyed. Because of this
 sorrow at breaking each thing to be v.
 carefully. Will handle them to clean them;
 eg changing water for flowers, dry & dust,
 v. soon see children becoming v. active in
 cleaning mob: \therefore all objects must be malleable
 to be cleaned. Eg. pictures low enough for
 children to clean them. The fact they must
 thus have to clean things & keep clean must
 call forth response of giving a v. light
 colour to furniture. (light denounces s/seat)
 & attracts activity of child to clean. These
 light colours give bright & luminous
 aspect to room. And besides these shd be
 many little rugs - more than curtains - of
 v. varied colours. Each of one only, each
 differ fr the others: not very large so that a
 4 yr old can roll up & carry. These carpets
 blue yellow brown green. may be put on
 floor in any place. Children are absolute
 directors of the rugs. In starting must be
 rolled up & placed separately in part of
 room. And any child can so set her

column to any place + spread out. To do on the
 work or study: Can also stretch out +
 contemplate out. When finished using it
 must know how to clean it, + are little
 brushes w. wh. cloth can clean. Then
 rolls up of pub pads. Supposing it is this
 appears to him he will do it with all
 the things... if wishes may do so. We
 must not be tempted by this + must not
 think he will do nothing else for rest of his life.
 Will satisfy + pass on.

Little animals should be part. Is difficult
 to have directly w animals: animals do
 live fishes, rats-insects, but not
 advise animals ^{wh} had have to be impensored.
 We be much desired if birds came, but
 no cage. In garden at try + have animals
 to come. Doves + birds food places.

Then when this mol is prepared so easy
 sailed - opposite of what we wd think -
 all we have to do is allow cloth to
 penetrate in + show - he actually there

The first activity of ch. reveals itself in certain actions. - exercise of pract. life. So evident that children want to do these pract. actions, shows they must corresp. to some distinct need.

These ex. consist in actions w. def. dist^t purpose put into in order, clean object or themselves To place obj. in a certⁿ def^d posⁿ wth he to put into in order.

Such actions as washing of cups or dusting or sweeping floor bring up form real work - a work of a conservative order. It isn't a work wh. produces new; it keeps what is in good condⁿ.

We can imagine 20 child. working so: no other result but into in good order. And one who wished to show work ed only show children & this must thus be done.

This form of activity exercise like this wh. act at children of 3 to 4 are he is quite mature for such. These ex. are complete when has accomplished the purpose he had. Eg. suppose to remove dust is purpose: if dust removed work is completed. Eg. If child wishes to remove spot to floor. when done so by soap etc. - work is completed

Supposing to take frames in a cup. - then action completed. Supposing hands dirty. - when done all actions etc. - action is completed.

If changes his dirt boots puts on little shoes - bright colour for us there - accomplished.

In short in all these activities we see there is quite clear purpose wh. child mind has grasped & can easily understand. He has purpose in his grasp & can do it. If we observe a smaller child we see he does not accomplish them in this way. However we will see he is passionately interested in doing actions wh. resemble these even if he is in earlier age child does not have a definite purpose: does not apply actually to a useful practical end: not undertaken actually for an external end. Eg we will see v. little child take a little obj. ^{purposefully} removing cover & replacing it without definite purpose or intrinsic interest. Or see a v. little child. take one obj. of a collection. carry it to some place at a distance. without diminishing intrinsic interest will carry them to this place. What purpose has he: in putting them there not here. Then he takes them.

all back again each time with the same intense interest. Often follow exactly same ~~form~~ line. When he has brought back will begin the performance again. In same way little child will take sit-interest in place one (of 3) plates on each other then back again. & so on & often.

P | One of the v. primordial exercises to practice one detail of an act. wh. intelligence will use after in a larger complete action.

The little child does something when carries out actions in case of his body. e.g. If v. little children brushing teeth go on for 20 minutes (rubber) & if v. little child will continue indefinitely washing hands (wets floor self) & being some more time for doing some detail later used as a part of a whole.

It is not necessary to analyse how many factors in these actions - unless also unusual interest in recogn. Similar forms & so on.

That wh. interests us is the main pt.

|| The child repeats the same action v. long time with out any useful purpose.

On the other hand child of 3 yrs limits his activity to useful purpose. Thus see this child has reached a more adv. stage. has in his mind a synthetic picture - parts of a whole w. a unified purpose.

Thus we might say child at 3 yrs of age has already reached. has passed thru a stage in wh. might have been educated.

However even if 3 - not educ. by response to these needs he has felt - he is nevertheless mature for the superior kind of exercise.

We will see he is intensely interested in these exercises & succeeds v. well in them. Of course that he may act, & not must contain the necessary objects; & shd he those persons present to give necessary guidance in use of them. But if we children educ'd in this way w'd n't even need the direction in these matters. Then we w'd see 3 yr old child can come into room & do their work & understand as little housewives. But in reality we gen'l receive children not only not received thus: but already degenerated.

P

e

me

But the fact that we put these spoils in
cont^{ct} with these activities (wh they have
| R been seeking for) immediately puts them
in a state of equilibrium.

Little by little these children at first
undisciplined will become orderly by these
exercises.

In order to render these exercises must-
also be attractive objects in environment.

- a seasonal call to activity. Objects of small
dimensions attract qualities only one
quality ^{an} ~~the~~ ^{an} (diff^{er}) not related to senses
but intelligence. - This ~~is~~ show how action
must be done the exact way. This addition
of ing exactness & precision raises &
enables it - tho' still simple. Adds also
to interest - not only doing a useful
but precise act. If my purpose is to
pour water to bowl have allow end.
If besides the purpose must not let any water
fall outside, not touch pitcher to bowl,
hold in a special way - much more
interest. - A difficulty to overcome - an
action to be perfected.

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We must see w. the children. every one of
these actions wh. require an effort
to perfect them are always of interest
to them. Thus when we teach exact
way we are encouraging child to repeat
it many times i.e. we are helping
sport activity to increase & develop.

To put plates is one on another. But
if my purpose is to do it without noise
& not throwing them. - it is a diff thing
to do them in this exact way : this interest
is added to that first interest : & child
actually has a path picked out on which
it can perfect itself. Same to be said
of way of putting cover on. At first
anyhow. - afterwards carefully in one
direction only. Same time of washing
hands. Will soon learn to do it more
often. We must teach to do it perfectly
not his clothes or floor - each detail
perfectly - give an extra impulse to his
first.

Some actions v. difficult for little child

folding of napkin: yet v. much
interested. Do it in an exaggeratedly
exact. Even of boys find difficult.
To facilitate this we shd arrange material
so will facilitate its perfect doing. Way things
are washed & ironed must be looked into.
Adult must take more than ord^y care of
these things. Thus are some tactics made
a special pt. learned to ^{iron} ribbons in d^r
certain ways - not st. - w. little folds in
them. linen starched so that folds easily
seen. For some of the more diff^c we
have prepared objects wh. analyze these.

As these obj. rep^t possibility of useful details
the children intensely interest - in these things
(button frames). namely in way of
solving problem they cd not do.

Child has best into to do & understand
encountered continually these problems
he cannot solve - buttons, buckles etc
In these materials find possibility of
solution.

This confusion of parts took buttons
ribbons - here all separately analyzed

Child seems really thankful to find them.

He's not simply trying words: but does it in best way. says help because he wants to be grateful.

If besides these analytical objects we also teaching exact way of doing it - exact way of putting button - he seems grateful repeats many times.

You must consider this as a help - almost a charity to child. He is anxious, almost hungry to possess these details which allow him to perfect himself.

Then we will see a child deeply interested taking frame to one corner. Then we see same thing repeated here for child's growth as we saw the tiny child (4 years) putting on lid of teapot or moving things -

i.e. doing & undoing same thing as an inner rather than external purpose.

This shows child has in his own nature the impulse to perfect his actions. Thus we might say a period of perfectionment & development & another of utilisation of the action learnt

Q
P

Thus before can do perfectly or carry
out a useful action. has gone
thro a long stage of repeated Exercise
to perfect

Teacher must offer help =

(1) by Exmt. (2).

Must be ready to hear w. patience the protest
of the child repeating an opportunity
useless thing.

Patience to lead every action w. exact
itude. This fact of pulling child in
precise contact w. an object - we
call the Indication.

Teacher's mission is to indicate
or start the action by showing him
in this precise way. but when T
has indicated child's mission
in this field has come to an end.
B. cause after this the child must
Exercise himself - apt to teacher
just as long as his nature need
give it as a form of charity

to the Spirit not for (keeping water on fire)
 or keeping quiet in order for years or years
 but teach him the exactness to give
 child opportunity to perfect himself.
 Extra leaders as the is path
 we cheer them to follow

Organised work

Must prepare room so children can
ex. activity.

Show to prepare these things & what they
will do with them.

We can make a list of the pract exercise
not complete. vary according to place.

12 real List

1. Dress ourselves
2. Wash their hands
3. Arrange hair before mirror
4. Hang clothes on pegs - brush clothes
5. Wash fingers & nails & manicure

6 Event

1. Sweep floor - whole room
2. Dust & wash tables
3. Wash windows (if adaptable)
4. Polish metals - door knobs etc
5. Arrange flowers in vases
6. Change the water for fishes
7. Wash cups & glasses

8. Also simple washing napkins
9. Arrange objects on shelves drawers
10. Roll up & spread out to wash rugs
 Can be added according to place, time
 circumstance.

Table

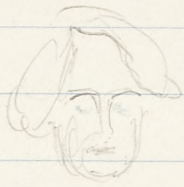
These are ones wh. attract child for 3-5 yrs.
 Even during this age can do more complete
 ones

Setting of table 4-5

to set perfectly

Eat decorously

Serve table - so can learn



to be well mannered gentleman & perfect
 servants at same time

Then put every thing back in place

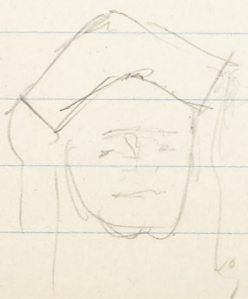
Brush table

Wash dry - have in perfect cond.

This picture to be kept before mind
 eyes.

Prepare all objects necessary
 for these.

Prepare herself to teach
 these. Not insist upon
 them



2 Things Diff. Render possible or
Impose it.

We sh^d consider these exercises as possibility.

Picture the teacher preparing all these things - will pick out small attractive objects. Eg box of fine dainty brushes & combs, small mirror, (knee height)

Pick out little brooms, paint handles diff colours - even flowers on handle.

Try to find attractive dust pans (flowers)

To little brushes a child can hold comfortably -

Preparing herself to "seduce" the child
We know a little clothes brush just to fit will attract the little hand.

Oh how well I can brush with this!

A little boy (rich home) sat on one of the chairs. How comfortable is a chair feet touch the floor.

Thus we may be sure we are preparing a very attractive place.

Imagine in a corner little low hangers

capboard dainty plabs. bright & shiny.
almost like house of a bride for new
child.

We must do it as tho' to fascinate, but
not as masters.

We must be confident 2 principles
wh will compel child to work. are
outside us

(1) Beauty & Proportion of Obj

(2) Impulse given by Nature to this
activity

(3) After we have prepared envt we
will only show it & see — go ahead
that's other part (1) Prepare. & (2) then
put in contact & teach (3) then leave
him alone.

If after all this prefor & precision in
leading — if then children do nothing
we have done our part. Not say
"I've done this — go ahead!" No it
must be the things themselves wh invite
the child. These pretty obj. — wh
the voice of Beauty — will invite them
to use them

B 1844

Mr. Edwin M. Standing.

In itself not strange enough without inner activity as well.

Let us consider what happens between insects & flowers.

All know that beauty etc attract insects & in nature this seasonal part which attracts insect (the Catholic Church) → when the insect is attracted to some particular flower it finds the wonderful proportion between insect & flower.

One of the wonderful things in Nature is this relationship - proportion etc Partic. flowers & partic. insects.

In nature propⁿ. between beauty & him who chooses the necessary to him: yet is a deeper instinct than beauty. This mysterious impulse leads bee to go to that particular flower. So in our schools it is true we do prepare proportions to beauty: this in itself not enough of not this (impulse inner).

As the nature simply prepares & gives power of motion - leaves free so we too

X-

Must never see will power of teacher
or need of envt. Only inner force or
impulse.

In fact - of course we wd not utilize
Energies of child to do work of servant
Not him set table to make us less trouble
nor even wish to oblige child to do
it even for educational purpose.

Eg. Suppos: child dropped broken obj
or spilt water we shd say you've
done it i. put it right - but not
even in this case.

All of this conception of utility
for educt fit of view must leave.

Must prepare envt for joy & activity
and not more.

We know by exper that joy & activity
of child count in the work wh
seems hard work to us, serious
utilization of all his energies & force

" Then we must wait: wait, observing
In all probability we will find
the children will go to seek out
diff forms of work

This work will be carried on v. peacefully
& naturally so. one will express
himself in one place one way another
in another place.

A social life establishes itself
almost at once - quite spontaneously
when is Division of labour.

What is Divⁿ of labour in society
is diff. but also is a special form
of it here.

Here you see single indiv. doing
diff. forms of work. -

When adults divide work is diff
idea. Adults plan it out first - one
group apporportioned 1 form. - to perfect
themselves in that or this & these
together make whole.

Thus this work in adult society
is divided intelligently & with utilitarian
social utility - less in organisms
Division utilitarian purpose. Eg.
diff organs - Old Roman fable - Heart
beat, eyes see, stomach digest - that

all may live: but in this soully - none
of these utilitarian concepts. Nor should
ever consider possibility of utilizing this
division of work.

Trainer should never say. these 2 sweep
2 kid. 2 dust - soon on order. One
who commands in the Soc. 7 must be
hidden in mystery: this myst. commander
has purpose must not preoccupy us.
We must leave inner forces free to
follow as they will. Each child without
making - will do what he is led to do.
We will become contemplators of this
spontaneous activity.

We know by expe to child to develop
strong character requires certain exercise
requiring effort. Each one must
exercise himself according to impulses

As each not same impulse at
same moment - we see spont indiv.
work.

Little children - v early - have tendency
to salable themselves on work

If observe family (on these lines) they show
desire to do it themselves. First actions of
Defense act - helping adult.

If children cont. on these lines; as interests
develops. + they wish to do by themselves
soon begin to measure own faculty

"Please help me to do - doers myself alone"

(e. After they try to depend ab-olutely, can't
do it: please give me the little bit
necessary; so I can do it almost
all by myself. This is sign of

impulse: 3-5. desire to do

things by self. This characteristic
of doing things alone, which enables
him to be support for self we call
it independence. We speak of

as a child acquiring independence step
by step - So the r. l. children come to
feel they can really eat, dress etc by
themselves. This independence is based

upon instinct to isolate - do by
themselves. The most important point in
all this (of course) - that he can

exercise himself in doing by himself as long as he likes. When we prepare objects in school we are preparing psychic nourishment (of food) The one & only purpose we shd have is character & mind of child shd develop & strengthen.

Thus I repeat - The activity
Suppression in a school & you see the articles drawings as it shd (you have prepared it) Supposing you see it (assuming you have art) - if you see only certain obj. were used by children - if some never used. you also put them into touch with these - or get he does not choose these - one shd pay gr attention not only to children but objects - These obj. wh. are never found worthy by children - even if one is only eyes - as pictures never look at - these obj. must disappear or smother - They are that superfluous wh. remembers & unconsciously impedes activity - All those not

used are foreign to him, & must be removed. All that in must shd be used. — Even obj. must take part in this active work. All that does not take part — remove. Organs not used disappear. !!!

This idea of learning objects in envt. to those chosen & used by children is a fundamental idea.

As in hygiene envt. (must keep envt clean) thus when we think of envt for inner life must take away all that is superfluous.



