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Box 15, Folder 13 - "The Child in the Church' Second Edition: Suggested Contents" (E.M.S.)

Edwin Mortimer Standing

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THE CHILD IN THE CHURCH

Second edition : suggested contents .

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CHAPTERS

EDITORIAL PREFACE

- I. MARIA MONTESSORI AS A CATHOLIC
- II .LITTLE CHILDREN LIVING IN THE CHURCH
(Bambini Viventi nella Chiesa)
- III THE MONTESSORI METHOD FUNDAMENTAL PRINCIPLES .
- IV. GENERAL PRINCIPLES OF RELIGIOUS TEACHING
- V. SENSITIVE PERIODS AND THE TEACHING OF RELIGION
- VI. MONTESSORI PRINCIPLES IN THE LIGHT OF CATHOLIC
PHILOSOPHY.
- VII THE ATRIUM . DESCRIPTION AND FUNCTION
- VIII. THE TEACHING OF THE MASS .(Stage I --0-~~6~~ years)
- IX . THE TEACHING OF THE MASS (Stage II 7-12 years)
- X. DOCTRINE AND CATECHISM . (Part I)
- XI. DOCTRINE AND CATECHISM (Part II)
- XII THE ADOLESCENT AND THE TEACHING OF RELIGION
- XIII THE LITURGICAL YEAR .
- XIV WORLD-HISTORY AND THE INCARNATION
- XV. BIBLICAL GEOGRAPHY;NATURAL HISTORY, SYMBOLISM,ETC.
- XVI THE CHILDREN S MISSAL .
- XVII THE SPIRITUAL TRAINING OF THE TEACHER .
- XVIII THE CHURCH AS THE MIRROR OF THE WORLD .

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Chapter 1

THE CHILD IN THE CHURCH

by

MONTESSORI

and her followers.

Edited by E. M. Standing.

Editor's Preface.

Introduction.

Principles of the M. Method.

I MARIA MONTESSORI AS A CATHOLIC

Chapters

II Little children living in the Church.

III The Atrium.

3. A Comparison. (Between Psychological Method of The Church
and Montessori)

4. The Mass 1 - Pre-Reason 0 - 7.

5. Mass (contd.) 7 - 12. Mass explained,

Mass ends.

6. The Liturgical Year.

7. Doctrine and Catechism.

by Rw. M. Isobel.

8. Doctrine and Catechism ~~Circle - a question.~~ Rw Sister
John or Genestus.

9. The Adolescent.

10. Il Specchio del Mondo - The Church as the Mirror of the
World. by Montessori.

PREFACE.

New preface necessary to bring book up to date.

It will include as quotations, the best points in Fr. Roche's original preface.

Some Main Points.

25 years since first edition.

Great Changes in Infant Education.

Fr. Drunkwater's work for Montessori.

Part of System criticised.

No certainty as to substitute.

Montessori holds the answer.

Montessori Principles and Montessori Movement, stronger than ever, ^{to-day} ~~the~~

Has stood test of 40 years.

Essentially Catholic in Psychology (See Ch. 3)

The Need for Vital Religious Teaching - greater than ever - to Prevent Leakage.

"The Two Dependancies", (Child needs adult, adults need the Children)

CHAPTER I

MARIA MONTESSORI AS A CATHOLIC

Not a Biography as such - Emphasis on Montessori as a Catholic.

Based on 40 years personal acquaintance, ^{with Dolores}

Editor's First Impressions in 1921. ^{he} (was not then a Catholic)

"Montessori" Converts in every continent.

(i.e. people converted first to Montessori Principles, and later to Catholicism.)

Examples from - America, England, France, Holland, India, etc.)

Montessori System Essentially Catholic in outlook and psychology.

Early Influences.

Mystical element in her character "Sora Liturgica".

Sense of Vocation.

Montessori's Special Devotions -

St. Mary Magdala.

Blessed Contado Ferrante.

Religious origin of Montessori Movement.

Montessori's "Conversion".

CHARACTERISTICS OF DR M.

Balance and Proportion.

Latin sense of form -

Sound Common Sense.

Tolerance.

Sincerity.

Bravery

Strength combined with tenderness.

Sense of Humour.

HER ORIGINAL APPROACH TO RELIGION.

Montessori on The ~~F~~unction of Religious Orders. —

On Evolution —

On - Christ as the Hero, as well as Victim.

several

on The Church as "The Mirror of the World". (See Chapter XVIII)

HER CATHOLIC FRIENDS.

She knew Three Popes.

Life long friendship for Rev. Mother X (Italy)

Padre Pio.

Fr. Tacchi Venturi etc.

HER IDEAS ON THE TEACHING OF RELIGION AND COMPARISON WITH

FRÖBEL
PIAGET AND DEWEY

Her influence in Catholic Countries, still growing (cf. Ireland)

Her Last Message - to Catholic Montessori Guild.

CHAPTER (11)

"LITTLE CHILDREN LIVING IN THE CHURCH"

This chapter is of historic interest. It was Montessori's first essay in this sphere. Should be printed entire as it appeared then. Is the foundation of all which developed later.

CHAPTER (111)

MONTESSORI METHOD - FUNDAMENTAL PRINCIPLES.

This chapter would remain the same as in the First Edition - (chapter IX) but brought up to date by reference to Montessori's later researches on - "The Absorbent Mind" of children.

CHAPTER (IV).

GENERAL PRINCIPLES OF RELIGIOUS TEACHING.

This chapter will be based on Lectures given by Dr. M. (a) at The Assumption Convent, Kensington Square, and (b) at a Cambridge Summer School.

55

CHAPTER V

"SENSITIVE PERIODS" AND THE TEACHING OF RELIGION.

This chapter will be made up of :-

(a) *Cared in to Church. Chapt. VII*

(a) Quotations from Montessori's own lectures - with -

(b) Further Elaboration of the subject, into more practical details by Rev. Mother Isabel Eugenie, Principal Maria Assumpta Training College, W.S.

CHAPTER VI

MONTESSORI PRINCIPLES IN THE LIGHT OF CATHOLIC PHILOSOPHY.

Introductory reference to a - Conversation between Dr. Montessori and Fr. Vincent Mc Nabb.

For further details - See Article in Irish Rosary. The Chapter will be along the ^{same} lines but dealing with more aspects of the subject.

CHAPTER VII

THE ATRIUM.

Based on (a) The Conversation in Chapter 11 (original edition) with addition of further matter given out later. (It will not be in the form of a Conversation) (b) *The Teaching of Religion etc*

CHAPTER VIII

Marchesa Cavalletti

THE TEACHING OF MASS first stage (0 - 7 yrs)

This chapter will be composed - largely from (a) Lectures by Montessori ^{& followers} ~~self~~. (b) A description of the Religious Materials, and a description, (with photos) of their use.

CHAPTER IX.

The Teaching of the Mass. (Second Stage) 7-12 yrs .

This chapter will comprise :-

- (a) An account of Montessori 'Mass Cards' (See letter of Recommendation ~~xxx~~ from the late Cardinal Griffin)
- (b) Description - with photos - of this and other materials now in use in various Montessori Schools. *+ to Scuola Montessori by Marchesa Cavalletto.*

CHAPTER X.

DOCTRINE AND CATECHISM. Part I.

This will include: -

- (a) General Principles - by Montessori.
- (b) The Subjects further elaborated - with examples - by Rev. Mother Isabel Eugenie (one of the chief switers in "Our Lady's")

CHAPTER XI

DOCTRINE AND CATECHISM. Part II.

This chapter will comprise :-

- (a) Quotations from Dr. Montessori.
- (b) An account of work done, on Montessori lines by Rev. Sister John, Marist Convent Fulham - on -:)
- (a) Doctrine,
- (b) Life of Christ as a Hero".
(The Fight with the Pharisees)

XIII

THE ADOLESCENT - AND THE TEACHING OF RELIGION.

Based on Dr. Montessori's ideas of -

- (a) The Psychology of the Adolescent.
- (b) How we should respond to the particular religious needs and aspirations of this stage and development.

CHAPTER XIII

THE LITURGICAL YEAR.

This will include:-

1. A reference to Dr. M.'s book on an account of the Ecclesiastical Year (Vita in Aristo)
2. Practical Research work - describing (with photos) children at work at specially devised Materials (see illustration)

CHAPTER XIV

World History and the Incarnation.

The importance of History to Catholics.

Montessori Method of Teaching History.

The Time - Line Explained.

A further account of:- (a) O. T. History (B.C.)

(b) The Life and Times of Christ (1-33 a.d.)

(c) The History of the Church.

(d) Lives of the Saints, in their historical perspective.

This chapter illustrated by children at work with the materials.

(See book)

CHAPTER XV

Biblical Geography, Natural History and Religious Symbolism.

Montessori Methods for Geography in general.

- (a) Jig-Saw ^{Maps} ~~Maps~~ - Palestine etc.
- (b) The Learning of names of Towns, Rivers, Mountains etc.
- (c) Palestine and the Life of J. C.
- (d) St. Pauls Missionary Journeys.
- (e) Missionary Activity at the present time.
- (f) Geography and the Lives of Saints.
 - (a) Shrines of B.V.M.
 - (b) Saints and places

(see photos)

B.

BIBLICAL ANIMALS

Materials made to show the various stories of animals in the Bible - Eg. The Donkey.

- 1. Eg. ~~Balaam and the Donkey~~ ^{Balaam and the Donkey}
- 2. Palm Sunday and the Donkey (Poem by G.K.C.)
- 3. Flight into Egypt. etc.

LIONS

- Samson
- David
- Daniel

"The Lion of the Tribe of Juda."

"The Cushims to the lions!"

(c) Sheep

The Shepherd in O.T.

David.

Psalm 23 (?) (22)

Parables of Sheep

The Good Shepherd

~~The Ark. (Ecclesiastical)~~

Paschal Lamb etc.

(These are only a few examples taken at random)

C.

Biblical Symbolism.

Eg. The Dove

Lamb

Scree-goat

The Ark

Peter's

Peter's Boat

The Serpent.

~~Note the Description of a special demand material for Teaching
through activity and individual worth.~~

XVI

THE CHILDREN'S MISSAL

Description of a most wonderful and ingenious Missal del
Bambini devised by M. It has never yet been printed in any
county. ~~It is by this means to arouse sufficient in-~~
~~terest to get it on to~~

CHAPTER XVII

Spiritual Training of the Teacher

Much the same as the original book. (chapter III)

CHAPTER XVIII

THE CHURCH AS THE MIRROR OF THE WORLD

Unpublished conversations with M. in her 80th year -
the subject ^{*being*} ~~the~~ the Catholic Church as the Mirror of the World -
Society to Come - as ^{*her*} principles penetrate more and more into
national and international society.

APPENDIX

From Child in the Church File

TRUTH consists in the conformity between the thing and the intellect .

Truth in the mind is measured by things (?)

Knowledge by authority

A thing may become evident not because of itself , or by itself because of its intrinsic qualities , but from outside reasons .

Kind of Certainty

We ~~an~~ can have : Supernatural certainty - and --
Natural certainty

Parrot Knowledge

We may know a truth materially without yet knowing it formally. e.g I 2 3 4 5 6 7 9 x 5 equals

555555555555555 etc .

The Influence of the Will in seeing Truth

Certainty may be :

a) necessary i.e. inasmuch as as soon as the mind sees it it must accept it . e.g. geometric theorems .

b) free . In this case the mind is not forced to accept it . The reasons for accepting it are not so co-ercive as to force the mind to do so . The will comes into the matter and inclines the mind to take one side or the other with regard to the proposition . It may be urged to the wrong side by the influence of the passions .

(Prejudice)

LOGICAL TRUTH

(2)

It is not enough to have a proposition in the mind - i.e. just known materially but we must recognise it as truth at the same time. We must realise this conformity between the thing outside the mind with our knowledge inside the mind : i.i. we must know the judgement to be a true one .

The application to education is obvious . It is not enough for a truth to be put before a child and accepted materially : it must be known by the child formally. That means that the truth must shine on the mind from the inside : and in that inner illumination the child not only knows the particular truth , but he knows that he knows .

E.G The little boy who came up to me in a class with the long rod and announced with the gravity of an oracle " This is seven " . Similarly with Montessori Explosions in general . These are moments when a new truth shines in the mind suddenly with its own light and the child joyfully announces it to all and sundry . It is the similar ^a experience when we say Ah now I see it for myself , clearly . On the supernatural plane the same thing happened to the Samaritans who had first accepted the divinity of Christ on the evidence of the Woman at the well . Afterwards they said they knew in a different way - by their own immediate experience .

Here we see the value and purpose of the Montessori materials and the activity of body and mind that goes with them as they lead to the first hand knowledge - formal knowledge not just materials . especially important in Arithmetic and Mathematics generally .

Aristotle on How do we know things

" We know things in the mind , composing and dividing.

The bearing of this on the Montessor principle of Analysis of Difficulties (see later) and also of materials which - in themselves and their relations lend to the dividing up and re-composing of certain elements of truth . e.g. the number rods , geometric aspect of numbers , grammatical ananylisis . etc .

The Naming Lessons and The Nature of Logical Judgements

What is a judgement ? It s precisely seeing this conformity - this logical connexion - between the subject and the predicate , and affirming it . "You know nothing about a thing until you have made a judgement upon it "

It is quite clear from all this how truly in line with the inner nature of thought are Doctor Montessori 's well-known Q "naming Lessons "

This is red This is blue

This is large , this is small

See the description of this in Vol II (with Hollis and Carter) The idea ceases to be inchoate and vague in the child's mind and becomes a clear , definite , logical judgement : and sets the mind going in that direction and therefore these lessons become the precursor of many similar judgements - spontaneous ly made) (Look the sky is blue)