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Box 13, Folder 05 - Notebook ("4") (E.M.S.) ca. 1939 + Exercise Book

Edwin Mortimer Standing

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EXERCISE BOOK ::

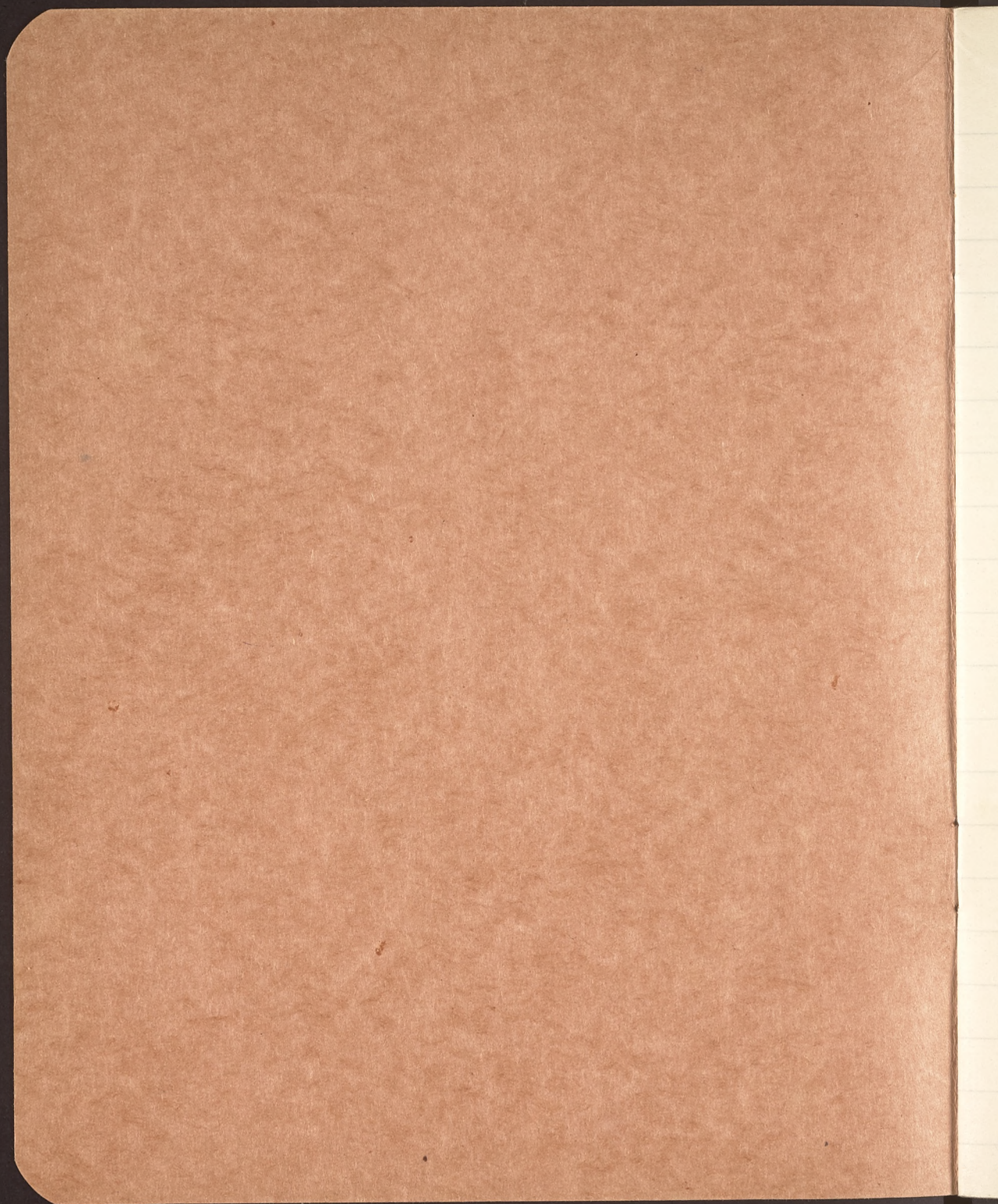
Name _____

Address _____

Subject _____

Class _____

BRITISH MADE



This is an affirmation of the Rights of
the Individual - but in an Egotistical
Sense - as an isolated Being

It is ~~and~~ always with the
idea of the individual advantage
- my rights ; my claims -
what is due to me.

This sense of justice is not bound
up with inner values but external
things.

It is an idea of justice arising
from the distribution of External things
and
not from the Soul of Man

So we do not consider this second
idea of justice - the Inner Justice
founded on inner spiritual values.

97

This Period (7-12) Great Intellectual
Development

and so we have

1. a Physical Craving Three Points

- 1). Wishes to go out beyond School
and make wider contacts
- 2) Great Demand in abstract, intell-
ectual sphere
- 3) S. P. for Moral Elaboration

So then. Outside the narrow limits of School
there should be

Social Experiences - which permit
to form - thro' social expres-
to form moral stimulus.

And attached to this all the Development
of Culture (?)

Spiritual Education

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A Parallel Bet. Sta I and II

One can find a correspondence to all the things on the first plane

Thus: -

I Ex. of P. Life In the first stage these formed an effort to go beyond what

- (a) we call the limits of the child's capacity.

They are exercises of co-ordinated movement which bring about a

- (b) singular unresisted refinement of movement

And these Two Things (a) and (b) lead to Independence - to the child who becomes bigger than himself

This is the great importance of these exercises of Exactness and Patience

Now in Stage II we cannot have a simple continuation of this

Why not? Because in all these exercises which he made - with all this practice - he is now independent.

This co-ordination of movements already escorts.

Just think what it would be if we tried to continue developing these things! Thus children more & more perfect in laying the table (waiter) - or manners to the extent of being cankers; or walking in a line till they become tight-rope walkers.

Now - if on the other hand - we suppose that this Courtesy - which was an esclurnal thing (eg passing in front of a person with an apology) has been transmuted - lifted up into a higher plane and now becomes

100

the value of helping to weak; doing
good to others (BScout again)
to sufferers.

This is also a rapport between
persons but it is no longer a
question of good manners

So now in Part II Comes an Awakening
of Moral Sentiments ^{too} ~~higher level~~
a higher level than Part I

So - Per esempio -

Part I We pass by a person without
disturbing - or hurting them

Part II Becomes - Acting so
as not to offend them

Part I is External Part II Internal.

So Another Example

In Part I I was a "disgrazia"

101

to break something - letting it fall - catch
to thus caught to help + console ~~him~~
to unfortunate one —

50 - hue

Import II they should understand that
should understand that a child has
done something good or bad in
himself + to he should feel the sentiment
of having done wrong. + they shd. also
understand it.

So you see hue

as in the Boy Scouts a Reunion Together
of Children with Moral Principles

Children Called Together with a Moral
End or Purpose . 29

- (a) To defend the weak
- (b) Or to call to Conscience that
Certain actions must not be done
in this Soc^y —

These things bring a Sentiment of
Moral Responsibility — and
a Sense of Dignity.

This is the way to attract Children of this Age

This then is our Point of Departure —

— To do some actions which on
account of the effort it needs are
considered above - beyond this age.

A Call to Development

To go marching.

And original A Harder Life.

So then — To make an effort towards
a tougher harder life.

where as in Part I the Children
seek "malloggia della vita" — salt &
leaden — but this age is for harder
things

Elkhead Excursions

So as in Esc of P.L. to Stimulate
these efforts
 we must have an aim
 and introduce into it
 a Motive of Perfection

Some see the Difference between a Teacher who
 takes his class a walk ~~and~~ Carrying
 this Teacher does take them Outside
 to School Envt. - Eg To see the Zoo
 This is to walk with ones feet
 and see something Seasonally
 This does not bring any degree
of Valorization of P^y -

Keeps the Child in the same narrow
 circle of the Class

And suppose in this narrow circle
 there is nothing to correspond to these
 deep needs - then you cd. multiply
 these walks, yet nothing wd. change.

But if on the other hand these Boys go out of the school having been given an occupation for their conscience it is a different matter.

If they go simply at the order of the Teacher; they are simply people who must follow him & this brings a passive condition & this mere walking does not bring a moral elevation

A Moral Union

But if it is a union of Boys who have a right. They have consented to form part of a Society which has a moral aim

e.g. To defend the weak.

To keep on a certain moral level

Now the Boy is free to promise or not

The Teacher Does not Oblige himself to this

No but you must keep this promise
to form part of this Society

So there is a Moral Assent.

Corresponds to Moral Debt.

And this fact of being together with
persons of the same moral principles brings
about a limit (?)

Limit composed of morals - moral limit
not by the walls of the Class

Here in the Class the Society is formed }
Here especially in this room ; but
this other limit is made by those
who have made the same promises
ie. a moral limit (of Church
and Orders).

So these limits may become very
excluded because they do not
 depend on the size of a building. — it is
 not a question of a larger building
but of augmenting the number of
those who have made the promise. †
who adhere together morally

So this is not the same thing as to go for
 a walk in the streets and meet anyone
 but a reunion of people distinguished
 by the same moral principles.

It is an "ensemble" different from
 that with an exterior sign.

Also is not only to keep these principles
 but practically to live a harder life
 — beyond what is usually thought possible
 marches, camps, carry own
 belongings etc

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To make genuine efforts - yes - but
the interest comes from the moral
principles - free and freely chosen.

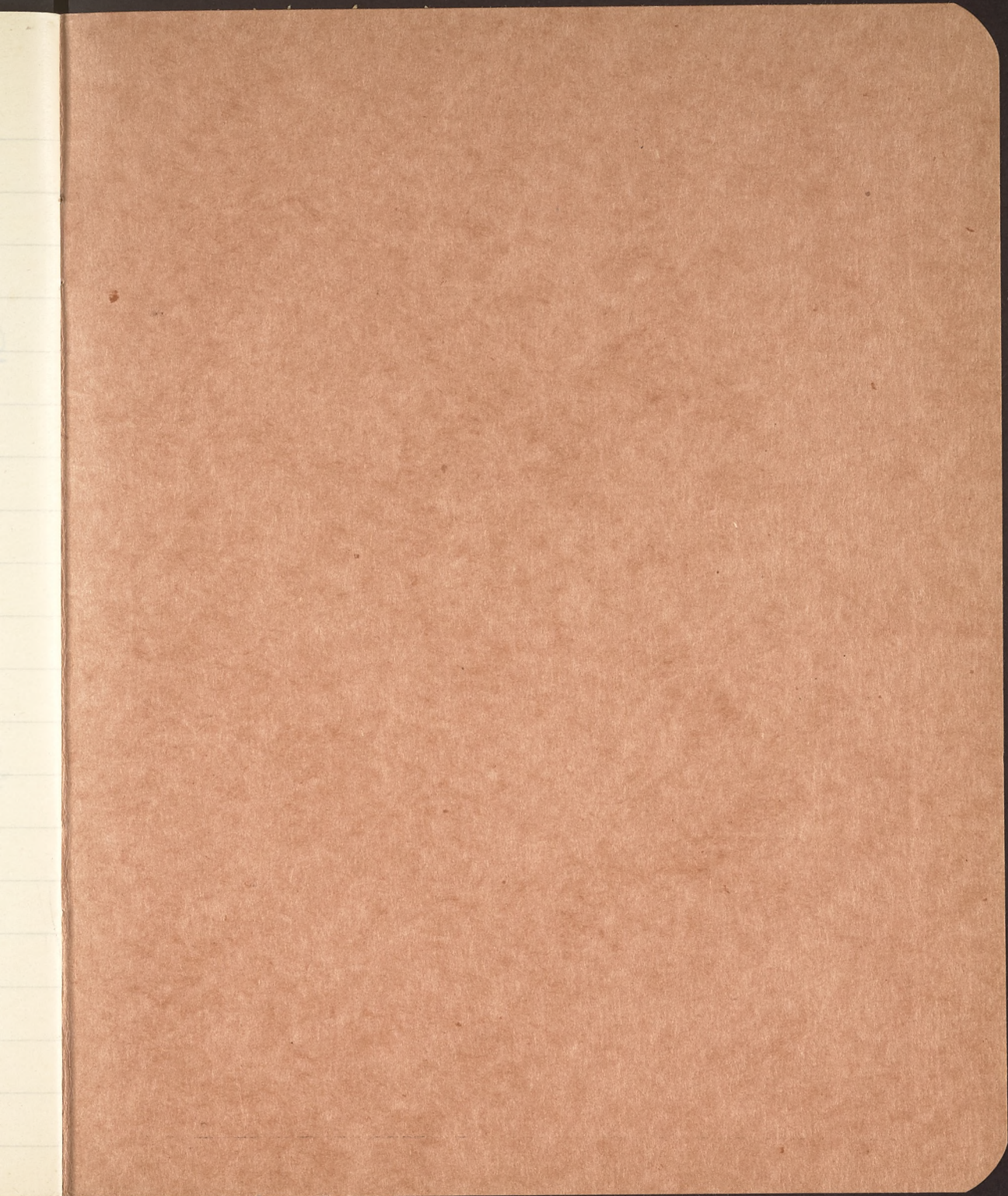
Another Parallel I + II The Consent

So then there is this adhesion of the individual
to a Society & it is of great importance.

In Part I to C. Egmont his consent to the
lesson before it is given and can
choose his work. But here there is
choice & consent but not to anything
personal but in an abstract sphere.

So to conclude finish (but not conclude) let us
say there should be in this period the
possibility of making superior efforts -
greater than we thought possible -

And these possibilities are not
bound up with the command of the Adult
but the Personal Conscience of the Indiv.
(Eg Scouts put "On their Honours"]



DANGER DONT'S



1. Don't run across the road without first looking both ways !
2. Don't pass in front of or behind a standing vehicle without first looking both ways !
3. Don't play at being "last across" on any road or street !
4. Don't follow a rolling ball into the road or street while there is traffic about !
5. Don't hang on to a vehicle nor climb on to it !
6. Don't forget to walk on the foot-path, if there is one !

SAFETY FIRST !

BRITISH MADE

S

4

May 14 — 25

1939

BK IV

I } Plane I
Social Contacts etc
II }
see Grey Book

49-75 Bk 4.

III Kingsway Hall Forms of Independence Adolesc Edⁿ 46

Aims of Edⁿ - 50-51. Adolescent Reformato

Character of Adolescent (needs sanitation) -

Change in Edⁿ follows Change in Life (54). The New Environment.

Earth. Chⁿ. : Individual Independence. Economic Independence

Example in U.S.A. Work \approx Rest - What is Work?

Renaissance of Work. - Three Forms of Work for Boy.

Law: Shape of Youth: Habit. Culture - New + Old

Methods - Valourⁿ of Psy. & Fatigue -

Hand & Brain - Simile of 2 Legs. Effect on Family

IV Metamorphosis. 76 Planes of Edⁿ

Growth not uniform. S.P. + Metamorph. -

The Stages Defined Both - 7-12 & 7-12

Subdivisions. Defⁿ of Edⁿ (78) Result

Planes of Edⁿ Transitions -

Charat of Period 7-12 - Strong Stage. Culture

Social Expe. Developments. : Organizing of Youth

Characteristic Development - Michigan. Boy Scout.

Stage of Abstract. - Change in Moral Sphere

S.P. for Morals. Justice. Parallels with Plane I

Social Sentiments - Moral Sentiment - Resonance

with Moral Scope - Limits of Group.

The Plane of Edⁿ 1st

Plane of Social Contacts

1) May 5th Copied into Grey Book
page 36 —
Plane of Social Contacts
good names. album etc

2) May 16th Same Plane Cont
Cred Centr of Famz. —
Relig Edⁿ etc Grey Book
p 55

Red see previous
page

5
May 1st

my aim is to give you possibly
a picture of the plans of Edm. ~~where~~
his first period of life. the
small child.

Considerate this plan as a
plan of social escapes. - (last
lecture). Yes a person can ~~listen~~ ^{listen to}
people who ^{listen} ~~listen~~ ^{to} ~~listen~~ ^{to}
understand. Unless if you had this
propensity. -

I'm not here to teach you the
things you know - but by means
of what you know I wish to
draw out a plan - of life

And for this I address myself to
something you insist on your
imagination. with to hope
you will ^{create or} ~~create~~ stabilize
this picture. which surely
is schematic. -

But which - should ^{serve} ~~serve~~
you to orientate ^{consider} ~~consider~~

This Piano Infantile

a "luogo chiuso" - dove si vive
for several years 3 or 4 di seguito.

Aim

1)

2)

Not simply appendice -
but Social life

Last lecture. ~~Social~~ Exp. L. and
The moral order

Other pts of Social Contact

chiamato ed stabilito
~~chiamato ed stabilito.~~

3

Go

Questo piano per l'infanzia
is a "luogo chiuso" (Casa de B.)
Donc si vive fr' 3 o 4 years

3 ore una di seguito +

Vuol dire che un is to do

2 main things

- 1) Si ^{rende} ~~rende~~ delle ~~Amber~~ ^{int. esperienze}
- 2) Si ~~sviluppi~~ ^{sviluppi} ~~int. esperienze~~ ^{int. esperienze}

Last lecture

We spoke of use of P.L. with reference
on moral order

This life is not simply
apprendere - but ^{also} to make own
esperienza of life for
ext. of several years

I wish to speak tonight of
Some other points especially social
as well as Philo (humanity)

I wish them to be found ^{because in}
in a forum superior ^{we shall}
find them in another form
find

Latin Social Express Roots in Plenums

Good Manners

Principles Fare bene tutto le cose

Con regole

Liberty?

Can't do it directly

"Be Gentle."

must be 1) Rules

2) P. Ent

3) Liberty.

Roots in the First Plane

But these ~~first plane~~ ^{they all} ~~things~~ ^{me,} have their roots of all who comes later in this first plane
A ~~period~~ ^{period} of life. Prep'n for ~~success~~ ^{successful} ~~business~~ ^{business}
heroes

Good manners (Buona maniere)

ie. Fare bene tutte le cose.

ie. con regole

This means ^{we must} fare le regole
Non e ^{that we must teach an abstract} principio, a moderator

eg. "Be gentile" — no we must
give rules

Si insegna questo, ^{perche} ~~che~~ dopo tutto
queste maniere sono perche de
questa. Supernaturalia

Because men

(^{simple} ^{vicino} ~~Uomini~~) who live socially — not
like apartments shops — live in
of quantities (not just ^{and} beats
^{vicine} ~~beats~~.) have certain ^{various} techniques
of the vices (qualche volta)
but necessary

Many Forms of Social Contact

For this 4-7.

Good manners 1 mpt.

Comes - like Reading

Bit - by Bit.

Rules for Immediate Social Contacts

Plane of Escluna Points

Sensory

Motor. (movement)

Immediate Pres. Contacts

Examples

Salutator

Proximal

but they are this
but there.

Ora hisagna ^{hensare} ^{theal} ^{per} ^{that} ^{contact}
sociali are many forms; But,
for small children, it is good manners
(forms) that matter ^{admission of justice to}
~~many forms.~~ ~~but for that time~~
~~are certain def. on gms just here~~
~~part - in line espce of several~~
~~years.~~

Just as ^{c.} learn to read, but by
let, i. - more + more to ^{more escape} ^{engage to}

So in this -
first ^{regime} certain rules.

There are to do with

Contact. immediata Cont. personal

we are speaking

Diagnos ^{points} ^{through} ^{into} ^{mental} ^{when} ^{esclonal} ^{esclonal}

1) Senses

2) Intellect

Eg We must ^{mut} a person - salute

S. offre - hospitality

Gentlemen's Actions

Someone drops a book

Passing scissors

—— by anatho Person

Relations of Social Contact

To Eat Properly.

The Principle Reflection

Life, Movement, Practice. — brings
Perfection of

1) Movement

2) Observation

a chain, flower...

Si impone coni saluta

hu esemp co. again 29 something ^{probs}

Qualeche atta gubila ~~probs~~

something you pick it up

we offer it in a certain way ^{or}
or to help ^{someone} down steps - present ^{or carry a}

All these things in social relations

of social contact

again

To eat in Proper way is not necessary

necessary to live to live social relations

But it forms part of social relations

All these are actions, what

is re actions is re relations

to live time at time

with great exactness

We make to Ch. the them out

all this bring a perfect

of movement

Observation

& is valid for these relations and
is valid for these not change

Not enough To know what

but must have

a) Preparation

2) Perfectionist thro' motor. action

Personal appearance

well groomed etc

not for self-

for others

"fatto sociale"

Dressing according to Occasion

Simply enough to know what to do

but must ^{preparation}

- 1) - have a ~~purpose~~ ^{purpose}
- 2) protection ^{mental} individual ^{thing} freedom

by a renewment of Self.

Personal appearance

Clothes, clean, well-groomed etc
And this you must remember with
a ~~person~~ ^{person}

Does hair well
Clothes.

nails etc

not for himself - but for others
Have ~~many~~ ^{many} mirrors to see for
himself - but - so this is also
a fatto sociale

Salute as to end is laught

Terre si salute. Different an
amico or teacher etc so this is

a different way of doing ^{according} ~~accus~~
to occasion or purpose - it is
or una preoccupazione.

We localize this Propⁿ
to the Plane

C. special sus admirers

C.'s Pleasure in People Well-Dressed.

Examples

not to possess

to admire!

Certainly important

This is certainly important -

Ma & Paunt is here that
the localizations in this paper

John

There is

Much to say on this job.

for children in this age, have a great
desire to act with things as the
Sunshiners to ~~make~~ ^{make} a picture of
him.

So we must take into consideration
in these Social Experiences

Remember we must say that -

non si take into consider

with small children being dressed well

1) ^{their} ~~that~~ pleasure in being dressed well
also their pleasure

2) ~~or~~ ^{the} pleasure in seeing

others well dressed

I noted in Dattinessas Experiences

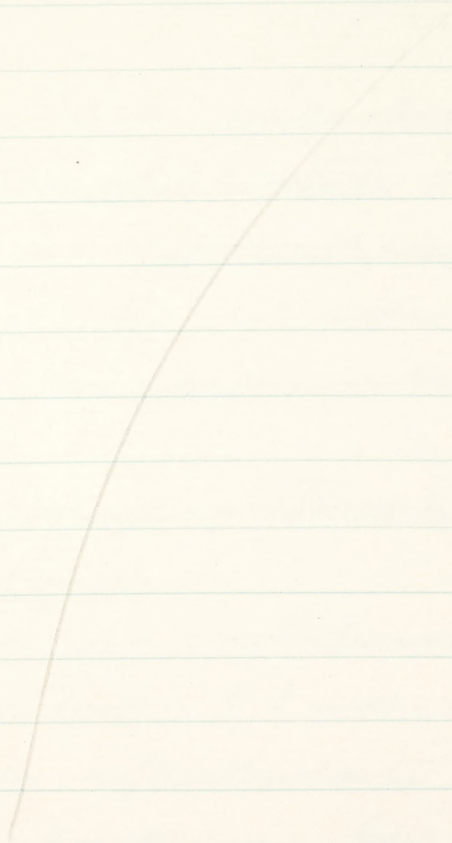
~~because~~ The first time in foot

C. de P. ⑧ we gave them approval

but ^{that} ~~last~~ ~~made~~. There did not

cause ^{any} ~~enthusiasm~~; ~~enthusiasm~~

enthusiasm -



Marlboro's Experience

Result. Teacher must be
well-dressed

"For others - not for me"

But then when people)

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but when ~~people~~ ^{who were} began to come,
people very well-dressed - steady
lady with elegant dress +
jewels. Creola was enthusiastic

That impressed me was -
They did not wish to possess -
but showed admiration & were
enchanted

This began to be understood by these
people & dressed in v. good
clothes - as if for a long visit
to give joy to Creola +
to feel to admiration

So in things also Teacher shd
dress v. elegantly.

To make an impression
I've noticed this. + I will tell a
fact. ^{to} An affectionate mother (said
- "I don't think you love me
when you go out in ~~very~~ ^{evening} ~~just~~ ^{your} ~~out~~
in v. good clothes ^{but} - that for
me

The Wise Mother

Aesthetic Sensibility.

to make understood

And so more Capri & used used
to dress for to live
and live

I saw there this many times.

That to know ^{all} disappointed when
~~the~~ gives away when disappointed
up, we saw the same

So knowing of being it for the

For this is to use
for admission
usually

I know a mother passed & play
to piano - just for her. 21 years
all done for her

This could

pieno di ammirazione
and generally to things in Amber
of being - 29

florus it to the aesthetic
susceptibility
This susceptibility to aesthetic
at this age

Cause of Vanity

Suppressed longings

The Principle in Porches - An

Instinct to Beauty

at this age

Satisfied by

1) Environment

2) Pleasures in it

So let us save them during this age in their 2

~~Let us save during this period
but not.~~

I know you think. We shall
teach children to be vain - But
But all to come people of today
^{never}
never had that treatment when
~~was~~ children

but rather they were stunted
because ~~by~~ being stunted
during that age + now later
by + salvo themselves (Ersatz.)

Do you. Analyzed say: -

So there is a need in a certⁿ
age & unsatisfied then this
need remains + is satisfied
later in in life

So there is a unful pt. more
to come with ^{instinct} ~~inst~~ to being
+ this inst. to B. in his young
age finds salvo
in. inst. - + persons
in it.

Contact with Nature Nature Study

with Animals & Plants

Its Characteristics of the C →

(No need to teach him to be
kind --)

Enough To →

Details of Biology
Augment this Love

Aquarium.

Interest a form of love

"Same word in Hebrew:")

~~Calloro~~

Contatto con la natura

~~20~~

with animals and plants
B. has a tendency to admire all
these things & praise them.

May do this - not be cruel to
 not use plants

As tho a discoid in a piece of music

^{But} ~~Seg~~ I has to check who can learn
 grow up.

Dabbiamo l'asciutto in ambiente
to possib^{ility} of expressing his nature

E tutto quello ne tratta to
details of biology. These tend to
show to Ch. certain details &

augment love

And so when with equanimity
 in see the living of these things
 to ^{augment} ~~augment~~ interest -

What is interest . is a form
 of love.

Thalman / others

It is also in school } some
 thing

Eg To know this is a monovalent
- a higher interest

Function of Insects

The more this interest - the less
the possessive instinct

Some must help him to
the Contact with Nature

Comprehension

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Non Comprehension is a complex
part of interest.

To know that this is monocular etc
+ these di-calculation (6 only) -
then brings a higher interest.

È così se si vede function of intellect
con si vede this arguments
interest.

And all this being aq. then is
questo curare. - that showing further
all this arguments to interest

Se non c'è questo interesse is around
this ^{being} interest. to less will
to to interest of professor
& (refinement intellectual)

Also then comes a raffinement intellectus
l'ordine rispetto di uomini

So we must keep this

Contatto with nature

- needed in the first place
by caring & observing

This Plane of Subsurfaceal Contacts

with

1) Persons

2) Nature.

This Plane - 1st Stage

Prepare Bases

For what comes later

On a higher plane

"Spiral Education"

yet.

It is something complete

in itself -

with no need for any further

development.

The Satisfaction of living

a full life -

Goes to C. It feeling

"I know everything"

Curly - Corlati Sacrificed
with

persons. and
with nature

In a late stage. I repeat for
each of these pts - these legs
come again
under diff. form

But the has been
the just plain
Preparato something which
comes later
The Basis is this

It is something complete in
itself —
not need for our father

and
Salvage of things - vito
piero - feeling of C. this
to know these things

Obedience

Obedience to another P.

not a fact of nature
but super-nature

What is obedience? Analysed of obed

- 1) One thinks of a thing
- 2) another has to do it

Not a legume naturale

Obedce. compared with

Self-initiated action

Eg ring a bell

Obedience of

16

Vorrei far vedere che Obbedire all'^{is - so to speak - to}
un' altra persona ~~data~~ contra Natura

ma

è qualche cosa

della Natura

Let us.)

Look what it means ^{to obey} ~~the~~ another
^{one person}

1) I think of a thing

2) another has to do it.

Non c'è legge naturale - ^{me} ~~between~~
as when ~~so~~ I think of a thing ~~from~~

I speak it
^{hear with the}
or ~~Believe~~ Ear.

^{of I thought}
I resist ^{to} ~~me~~ a hell. I see it:
^{ring}
I go to ~~me~~ it; I think. of
^{command}
~~command~~ myself.

If on the other hand the other
~~sees~~ ~~me~~ ~~the~~ ~~other~~ ~~person~~ ~~sees~~ ~~to~~
Bell ~~is~~ ~~so~~ ~~I~~ ~~must~~ ~~go~~ - ~~this~~ ~~thing~~
is not ⁱⁿ fatto naturale

So you can see
How difficult for Children

Shouting at Deaf^d Children

No rational connexion /
musics & no letters

The Struggle

un passaggio ^{un} contatto from
a person to person.

a Great Social relⁿ.
not in nature

Allora se ^{capire} ~~patibile~~ ~~in natura~~
the great pract. diff. ^{of this} - Children
are disoriented

So if disorder ^{there is} to Adult
Command ^{with} & piu forza
to ^{palare} ~~palare~~ at Brindisi
very loud as if was "surdo"
but that ~~does not~~
make this contact

So ^{being} there ~~being~~ no rational communication
~~does not~~ ^{over} ~~or~~ ^{over} ~~with~~ difficultly

So the question is more who
in a letto - struggle
between C & A.

not an end

Example

Tell a girl to ren

"manca sviluppo

① Induces regimes an inner
formation

a Direct of the ind in himself

② Rapport between A & B.

Example

If you take a ^{small child} s. ch ~~to run~~
(^{months} 9 mo) to run
ed. not abt for my

reunns -

"manca a scrupolo"

And this all understood that
you must wait till C is
developed. - hope can ^{be} ~~def in~~ ^{by a} ~~con~~ ^{command}

Ma l'altro parte pin detector
is not so easy ^{it is} ~~same~~
but ~~same~~ is really the same

Take a die ^{the} for obedience

occur in formation
oppose

a scrupolo individ^s in see (?)

and/or

a rapporto between he who makes
the ~~command~~ commands

& he who

obeys them

Seen as a whole Obedience

- is 1) Something creative
- 2) Social
- 3) Individual

So Require:

- 1) Indiv. creates something in himself
- 2). A Social Environment where the relations bet. Persons has to be created

Hegel's State

In C. die B. Child obeys with
his own will
desires to obey

"whose service is perfect freedom"

Do not Confuse Submission with Obedience
(of Consc.)

The lesser evil!

If you see the thing as a

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See the whole & you see
something
with creature

Social

Individual

① necessary that the individual creates
It is very ind. ~~creates~~ ~~not~~
something in himself
~~or self~~ and

② - in Social Entⁿ Relatⁿ between
Persons be created

How we see in C. & B. to
Ch. ^{only} who with to desire
to play.

This sense to play you must not
confuse with the subjective
and - a man to ^{potentially} ~~be~~ ~~and~~
It is more passive to play
It is ^{inherent} prevalent in the
heart of 2 ends

C. med

1) disability as soon as he can

or

2) So ~~resigned~~ does not
only run if he can.

- like a

dog!

So Needs

1) Preparation

2) Development

3) Superior relationships

Examples of Preparation Needed

1) Ministers - Domestic

2) The Soldier -

And in this case he will describe
as soon as he can

As soon as can will be described

Opportunity or

he has become so resigned that
he does not describe. even if can -

take a
day!

But this ^{family} fault is one of Subordination
+ demands a-

1. Prep'n.
2. Envelope or envelope
3. superior relations

for individuals

Preparation Needed

Let us look at Order in certain
instances in

- 1) Minority
- 2) Soldiers

Both very

Both most helpful - one

is fully since military law

is not real

So

So with C.

Obedience is a Great Conquest
my ability may be so great
as to make me do not
what I think. but what
another thinks.

To Obey I must-

- 1) Be able to Interpret
- 2) To carry out (a capacity
of which I am proud
"It is an odd" Kepler says

Obedience on All Planes of life

Each level a new kind
of Obedience

Bambus. must do
something similar

A ^{quantity} quantity of ^{gratitude} gratitude
means to ^{arrive} arrive at the
pt of obedience

for L. Obed. ^{is} is a ^{gratitude} gratitude ^{as to} as to
of ^{my} my abilities may be so
great ^{as to} as to enable me
to do

not what I think
but what
an able thinks.

^{must} must
I must be able to

- 1) interpret
- 2) ^{carry} carry out
a capacity of which I
am ^{pride} proud

Obedience in All Plans of life
too so in all plans of life
in higher forms

Obedience is
a Long Journey (Lungu Camina)

Obedience is a Great Conquest

But

To Be Saltomessa. is not a
conquest

Must distinguish these things
from the Beginning in Edⁿ.

Nazi-dom

So another absolute --

National Significance

Submit

or

Obeij.

diff level of life
In each ~~diff level of life~~
we find a different kind
of ~~diff level of~~
Obedience

So Obedience is
A King's Commune. (long march)
but this is what we
mean by as to
Obedience of little C.

Obedience is a great concept, but
To ensure submission is
not a concept.
and it begins by being able to
and begin submit to
these things
equally
in 20th

National Significance
We must make a
people ready to submit.
or
submit to the Obey

Submit or Obey

Enormous Importance of this
in the Future

This First Stage is

Immediate Contact as in all
things

The Point Seasonal
material.

This First K. of Ob. is

A direct command

How it Does not Come about

By the Teacher

giving 1 order in day

2 next

3 next & so on

2 Very Different Things

If we look to future

we see enormous importance of ~~to~~
~~enormous importance of~~

Development of

of these diff kinds of Obedience

(in this first stage Obedience)

It is something to immediate

as in all

these things of this stage

where everything is ~~with~~ always
 One entire sentence

parts ~~into~~ ~~subordinate~~ ~~seasonal~~
 "mature" mature material

• This First Kind of Obedience

This matter tells me a

long ~~more~~ + I to it - it's

an ~~plain~~

plain direct contact

Survival matter,

This Kind of Devt in Obedience does not

Develop this does not come

→

This is to remain on
a plane always under the
individuality of another -
becoming more & more
docile.

Not - obedience to his own will
but that of another

Beigne is the capacity to obey
This means

Sc pro obediens

Ex of P. L. & obedience

These exercises lead to obedience
for

First of all Control over self

come by the Teacher
 giving orders
 on day 3 things to do
 day 6 hours
 - 9 -

This must be a ~~human~~ ^{plan} where
 one ~~is not~~ ^{is not} Sulla ~~scripture~~ ^{scripture} set
~~in~~ ⁱⁿ ~~scripture~~ ^{scripture} ~~and~~ ^{and} another
 full of ~~another~~ another

One ~~is not~~ ^{more} ~~not~~ ^{not}.
 in ~~scripture~~ ^{scripture} to his
own will
 but to that of
 another

Besagnai dare this capacity
 Begun ~~is~~ ^{is} ~~the~~ ^{the} ~~capacity~~
 of ~~the~~ ^{the} ~~to~~ ^{to} ~~alter~~
 This ~~is~~ ^{means} that
se pro obedire - it is
 a ~~deulom~~ ^{deulom} ~~obedire~~ ^{obedire} ~~obedire~~

All these are which portions

Inner Wealth

To live a command one self - this is
a form of inner wealth. ~~How~~ To
be able to walk on the line, carry a glass
of water, cup + saucer etc - all
this requires a control of the will

Brings little by

a Perfectionment of Self.

Can exclude

eg Puts the knife in this place
not that.

He has learned how and
is proud of it.

all obedience

Primo de tutto -

9

Control de Se stesso

To live & command self.

This is a form of inner wealth
Non sapere regere touch
Mus, carpenter, on line, cut &
dances, etc - all this requires
a control of mind.

And poco poco to more in this
my all this is a
purification of self

Can

l'esaltazione

When C. puts exactly hand
in this that place.

This is obedience

he has idea he has been
on ground of it

Eg again Science Lesson

Control all his ~~best~~ muscles

Bingo an Accusation of Pison

Resveglio centu: si stesso

Is aware that he is

Padrone di: si stesso

Example

If Maesta. had said

"Lay to Table". - cd. not have

done so

but

at the exercises

adesso

io posso

so come

So tomorrow of b.T. are me I am

prand because I can do it.

When lesson of school -
has to attend all runs

It is a privilege contra si stesso
a osservare stoma carosissimi

An ascension of Pius 9. This
ability to render
padroni di se stesso

Peron of the master and

1. Lay to Table. Iron plates
avrei parlato.

But was for all these
excuses of carrying and
then exact mounts.

~~Must have~~

Adesso 10 peso di
parche + I know have

~~God of Thomas~~ it is to T
also also - I am
proud.

I can obey. I can do

or if you

Touch lightly etc

It is all a construction ①
a perfectionment of Self ②

③ Rapport possible between
C & the person who commands
The Way of obedience

Thus T. "who commands me to
go along that path which
gives me the chance of acting
perfectly - which fascinates
me.

~~The T.~~
of Padre Pico.

So I understand that this master
is helping me to make still
for the conquests

[How Profound - when raised to
a moral sphere !!]
Feb. 1940

And of M. says Faust. lighter
 signum signum the rays
 surface - all assured
 I am proud & glad to say
 I have acquired this
 Capacity

Tutto una condensation.
de per se de si

&
 a rapporto possibile between
 that other person who
 commands

ha quale who commands me
to go along that via which
gives me choice of action
per se in se
 me

I intended that
 So the master is helping
 me to make further commands

He is like a Mother leading me
by the hand
before I can
walk.

So Shedden is a Primitive Preper
for something.

Done in long years
when the child is
closed in this P. Enut

This First Stage

C is all one. Home & School

Sum up This First Plane

Ambiente Chiuso bello

Ex of Pl. -

so important

Good manners

well dressed

Direct Contact with Nature (Contatto sensoriale)

Special " with Adults

(obedience)

The Family in This First Stage

Thus arise

"The Child" - There is a "type"

as well as The Individual

Type is a guide

my
April 16th

Boy Scouts

29

I wish to continue to some
thing on this ~~part~~ ~~sub~~ plan

You must imagine ^{tutto}
an ensemble - especially of the
with ^{concerns} ~~concerns~~ soul of C
Preliminary

Just so far - -

ambiente Chiesa - Pella

Ex of Vito P. -

tanto conseguenza

Buone maniere

well resulted to allegria

E. these

Contatto Seasonal with

Name -

E. Special Contact with

Adult - which

Sarabba Oudunelge

It ^{is} ~~is~~ ^{the} ~~the~~
Now Family in this Unit

This unit -

We talk of The Club - as
an ^{at} ~~at~~ ^{about} ~~about~~

Ch. lives in

- 1) Luago Chuo
- 2) Fanni

7.5 Greatest importance for
essential fundamental for
Equilibrium + mental help

(Not modern - for today. It is all under Doyah. -

I know this - + must that if I do not talk of it. I do - but it does not give to us an of book. . .

If you want to know but the must consider each of these

40 mill. cond. ie. 40 mill all different -

~~That is indeed~~
~~if you speak of Ind.~~

But let us show the Type
This is above all a guide for us

H. B. live in the Luogo Churo and in the family

the core in products is the
in the family for B

All may things but 1 is most important, essential, fundamental for equilibrium or mental help of B

mental

Something sets nowhere else

This.

That the Child in the family has
the sentiment of being the greatest center
focus of the greatest interest & love of
the family - especially of the mother.

"I am necessary to my mother
who loves me above all - my
mother & my father - & thus corner of
the world is mine. I am the center
of this love -

This brings -

tranquility - and a
feeling of "appagaa" (satisfaction) for the ^{spirit} spirit

Sense of Security

This love for the C. also gives us the
feeling it will be protected.

Something no other else. —

È questo

che il B in famiglia a il
sentimento di essere l'amore,
il miglior più grande di tutti
o per il di madre

Io sono nessuno alla mia
madre che anni me abitate
meo madre & meo p.c. in ho
all' amore & la donna di il mondo
is more. I am center of the
love

So every B has this
tranquillity

and the feeling of
l'appoggio of the spirit

È anche per questo amore che
B. will be protected. I ho sentimento
non è fast confuso con la madre
particolare e con il mondo
di in famiglia

Wrong Nations It is not necessary
in order to conserve this feeling for the
mother to shower rain and lotions of
affection, to crowd it with caresses.
We must not confuse this great
feeling with the sense of attachment
of the C. who is too much loved — so
that he can't do anything alone
— dress, go to bed. etc without the
mother being there. ←

To in the Home as in the School the C
must become Independent

This Wrong Attachment (Deveation)

Comes as a consequence of
non-activity — C. is attached to the M.
because she does everything for it
— acts for it

Not Does it mean to M. must always be
deceit & that it is terrible if the M.
scolds.

La m. in course this sentence
 need not show varied
 tokens of affection - to cover with
 care.

Must not confuse this great feeling
 with the sense of attachment -
 of C. who is too much loved -
 can't do anything alone. Does,
 go to bed etc in must be there
 No. This is not same thing

Queen in to case as in school C
 must shd become independ^t
 at home as in school. B shd
 be helped to do by himself
 as this

attachment comes
 as consequence of non-
activity. Attach to m.
 because she does everything - acts
 ahead of C

For so I mean by this that
 M. must always be alone &
 is hindered by M - school C.

The Mather need not be always in a
tension - afraid of doing anything
to upset this sentiment

Not 'wiser' as
as to what she might do - what
consequences her action will have on
her.

Dr. Mather may be a 'Brontalome'
(a great scolder) and worse. No matter
to C. cues a bit but is still
happy because he knows he is still
the center of the Mather's love.

This is the point

The Center

One not my loved but the

"Center of this love"

"There is somebody in the world - near me
to whom I am the focus of his greatest
love.

The child who has not this love - even if
treated well + with patience

Lacks a support for his vita moral
- as much as if he missed the ground
to walk on.

Ho M. and he elaps in a letter
 a part of drug - hanging into
 palace as far as can. ???

Need not be scrupulous -
 what shall I do - what consequence
 in character of C

Am B. ~~C. makes my~~
 said 'Bromalone' + worse +
 C. cries a bit - but is happy
 because knows he is still to
 center of her love.

Questo is to find
 to some "U Centro"
 not my land - to Center of
 her love.

È qualcuno in mente viene
 a me to whom I am to equal
 love.

che non a questo amore car-
ificato nulli nulli palme
mande

in appoggia. mande
problema moral
come la terra sul quel cammino

~~Like to E~~

He needs something certain to walk on
— like to Earth —

Evidence of Psycho-Analysis

great confusion

Does not mean to C. to be thrown
gas an objective being — something to
be kept "shining & clear"

Colonists Children

Children left in perfect care. (parents abroad)
but grow up with psych. anomalies
maladies etc —

Something is "speszato" (broken)
in their spirit —

Why think I love you could my
mother have left me — how ed. she
possibly have an interest greater
than in me —

Excuse is made of necessity to father
but this is no cure

Home

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The case to earth - walks in something
certain

Case this is shared by Poyen - A to
reunite

On this job is much confused
Sunder. d. B. is that of gas in
Poyen. bag - not kept clean
during periods.

Poyen. A have seen this - but in
case when Ch. is sep. to Chiron
Calamity - often grow up with
Poyen. molecules. anomalies
but are left with few perfect
one - but

something is shared with in low spots into
Poyen

Come man

Madre has left me
promise to have a bigger
what than myself

Some other subject is greater
Other day.

Must go with Padre (meaning)
But that is no cure

Also to family askeloso - is to
enjoy of the tiny individual. It is to
know of the child "It is mine I
possess it!"

The New Baby Arrives

often times about discouragement
trouble. -

I therefore should interest to child in it
before it is born. -

Best time is to be "one of the reception
committee!"

Religious Sentiments for Small C

No reason for problems

Child is in a state to take things easily
from the parent.

The Religious mother knows how to
transmit it.

The Irreligious mother

The Child who knew better

(Story - not to slouch)

È anche la fanglia affettuosa.

is Amb of India

Ho This is the present of the
I possess it. — mine

E. au smilnes palli che vengono
dopo. who has about a
scoraggiamento trouble in sand
of B. Per cui si crea che il
B. già si immerge in B. before
it is born. And che poi le
Cure al nuovo B. is l'altro part
in this recurrenti & care

Anche nella fanglia ci sono
altri sintomi che il B. può
produrre. Per es. Sintomi
Ruggine.

Su questo fatto ci sono
dei caratteri duesi.

Ci sono dei problemi in rapporto
a questo.

These problems have no reason
for essence because those C. are in
a state in which they take things
with ease full in front.

Se un made a un sentiment
religios she knows how to handle.

I will tell you an ^{non aveva} ^{nessuna} ^{nessun} ^{sentimento} ^{immortale}
che non aveva ^{nessun} ^{sentimento}
~~sentimento~~ relig. + era as follows

kept any all idea of Dio (simple)
La verità si trova dove al B.

So if B. could know C. comes
into being

Meow said It is to M. che
prima di lui

As to M. was going to have a C.
said - Soon will be another
^{said} "I will have it.

to who from it - "

The time passed years ago
by. Now B. is per se

sz agru Cunu s. sunao
B. - Te l'ho sunu detto.
~~That~~ ^{But that} you said when I was
small,

traco I am long a con
understand - shd
mancaava

Memencia qualche cose alla loggia
dell Bambino.

B. e' loggia - favola
E per lui it was a favola
that ^{which is} M. was taught

int ^{loggia} la cu g. C. la o m. "Then
you should eat tax!"

3 Richi alla ^{ico} loggia del B non
sfugge questo fatto non
è la madre che ^{solamente} fornisce
questo - non è ^{solamente}
Cue ^{solamente} it.

is grd
who did it.

The End of Syllogism — God

Because in fact the explanation of
many things in Nature — is this — God

C. Reasons like Pascal

4

3 Praxius

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① O. Dio

② Bruno

③ Chubb's find in a / planet

But to cosa impossibile era
la verità

Parole de fatti c'è la spiegazione
of my things in Nat. - logically
must come to this conclusion

This C. reasoned smartly
like Pascal

who understood all the things
dealing with Intellect & Reason were
of first these things not sufficient
& must

be a

Grade Intelligence

an energy which ~~death~~ ^{agreed}
definitely from us

Ecco agreed in an modo
diverso ^{as} diverso from us, that understood
Pascal

Oppone. Questa was to
logica of 73
logica of 6 Chubb

C's Religion must appeal To the Same
fundamental

ie C. must let Center of Something

Take important Someone must have
created everything -- but that comes
later - the important thing at
this stage.

C. is to Center made me

So yes God is good to me - but
important thing is he thinks about
and cares for me

God thinks & looks at me
my health.
my family

So Child Prayers are typical
for me. Father & Mother
family
brothers & sisters
Uncles aunts
dog cat!

But there is for lack of. If you
give this idea to C. must
appear to some fundamental
principle of C.

This is the Point

The C. must be the C. of
Smith

Yes. Someone must have created
engine - that was not
D.C. is

to create
So if God - ma + god
Impot. things

That has God there
abt C. must

It is his idea across
the

I am to C.

S. occupia populo di mi
me de salutis
e della sua famiglia

Not for his school companions
but no
his circle

This is of Child's Limit
"His world" - basta

So Prizes (brev. of CMO)
Lynnal

Il B. che prega Dio to
occuparsi di lui
volentieri —
his mother
Padre
Sorelli-Santels
+ the Dog

Non Preghere per his school
Companions

but for this Cereus of ^{home} ~~state~~
unrest whom he has

This is the Ch. of CMO —
non import. if it can

Questo e il lunato del B
who has embrace his suo suo
mondo — has to do with
Social Cont — to family

The Guardian Angel

at this time

"all for me"

If the about helms - good -
but is specially good for the C
Esse it Centro.

Man needs in all stages

This done through

this person who has need
of me personally.

the other figure

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C'è per l'altro ~~figura~~ ^{certains} ~~figura~~ ^{quasi}
is only adapted to Cur

Per esempio

particular
in angle occupied in ^{modo} ~~modo~~
nature ^{really} ~~really~~ ^{for me}

This angle has no other
Just angle no other occupation

Always near, domini mar

quasi ~~domini~~

sneglio

valore — all for me

Adesso s. adulto tem — good

but this is specially character

of C.

Esse il centro

sono proprio

Questo una figura quasi

is veramente man has need

in all stages — curto all

non need 1 person who has

need of me presume

cannot without do without

but this is been because

When one grows up one also
feels the need — does not throw
away this belief — but
goes beyond it.

But is the Exclusive Need of the C?
but not the exclusive need of
one who is older

This brings Peace
Peace necessary for Ex^{ce} of Ind.

then on some days
not

but the na. center
and some
good beyond - it

I believe need of C - but
not believe need of one who
has given

So you can conclude that
the man has in his affection
good - need to be better
has need of feeling
realization

Poor thing - wants to do alone
Center + need of Protection
knows cannot do all by self
with the other part -

As this is Peace - a peace
meeting for assistance of mind

Extensive social
In School cc some other social

Farmer School

In the school there are ~~social~~ social experiences
There are continuous + have need of
practice - but this a the experience
- (this sense of being the Center) of the
family is different. It is sufficient
to know it exists - that "I am
the center". It does not need
experiences to bring this home. It
is the background of his life & gives
him peace + balance - a sure ground
ground to walk on.

The child who goes to school
needs this background

This Background to his life

There are continuas + humil
need of excuse -

but
need this other Expc
in fact is different

It is Supp to know ^{to do} Expc
that I am curid

am invaluable eschewes

Do not need exc. to understand this

~~It is a form of equilibrium~~

Each B has ^{part} his part in
invaluable + love + on acct of his
a beautiful + equilibrium

^{Smile}
~~Part~~ of feet who walk on
earth

So allow

social

to Ch who goes to Sch. to Socia

Ex. needs its feet

to

Spiritualite needs its

^{enough}
~~Sustenance~~. the peak posome

It is Barta ^{it} ~~and~~ piedi fu

^{Caminae}
Caminu. Krocosh + has equilibrium

to go there in this
gives then

So the child goes to the large class
& has there his social experiences
Continuously & this is a

which develops inwardly
The C. keeps himself with the
exercises & develops his intelligence
In this house - so happy - &
So he goes on for years.

As his intellect is clear he learns
things beyond his age & can do
things we wd. have thought impossible

This child who works

who seeks exactness

~~He~~ who never tires of
Repeating the same thing Work of C

we must not forget this
little by little he will get away
from this & become the man
who makes to do everything in
a hurry with least effort
& in short time

Only the child repeats Susan
Scopo -

Luogo chiuso

there

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~~Luogo chiuso~~ + has the

social sciences ~~containing~~

This is a lower certainty
which suggests indeed a

Purple mixed with the

ex. + Demos ^{no} Intelligence

Parma e quarta casa

So happy

felusom

ava avanti nella vita

1/2 anni

in their function

^{learns} this intell. is clear. + the
less they beyond the fact!

and no fare case ^{core} in the
the impossible

Quero B.

che la cosa esalisse

che ^{circa} circa esalisse

fare ^{non} ^{ga} non se stucco non de
fun skese ^{core} (must ^{neur} over

(right the fact)

non si trovano mai fuori

Repetition

Work of C + A.



It is a real work - thro' acting
develops his personality

This way of Acting Seems Illogical

Illogical -

of Self

This Child

In P. Unit.

Developes his faculties

Becomes obedient

Happys to obey

Seeks Science

Concentration

Ever more prone to absence

This Characteristics of the C who is
on the path of life in accordance
with his psych. needs.

is much.

The chess club filled with
all these psych elements ^{element}
all these means well
the C.

Graves capable of doing many things
Cap of dug my
Tribunals - in
E. Svalpno has ^{mente} no ^{abile} - Cap of
^{gamy} dug all things fino all ^{re} ~~Whit~~
fina il punto of song ©
~~happy to stay~~ ^{happy to stay}

B. ^{can't} ~~gnose~~ or culture things we
can't understand - but human

Suchs silmce ^{has} the ^{patru} de
B. one a ~~the~~ ^{patru} de
concentration, ^{concentration} -

Thus surma ^{patru} esteo -
patru de ossemare

All these charab. of the
C. who is in ^{horor} of life which
is acc'd to his ^{psych} ~~mind~~

Thus Social Life Necessary

Could not be without this
Soc. Life

Sermon of the Nest

Thus Casa de B. a Sort of Nest

pero a little Society

Each forming his own ind^d
work, work, work. - for years

how long?

and

- then -

Comes another type
other needs

(cf Wordsworth.

The sleep + gloom rocks

..... no need of a remade charm
(thought supplied)

So we Come to Phases of

- 1) Observation
- 2) Melancholism
- 3) Phases of Ed.

and come under questo sviluppo e

47

~~È così anche lo sviluppo e~~
notte

if there was not a vita sociale

This we must understand -

Indiv. does not exist.

Objection How can child exist

Social if not Social Existence

- has there.

allora

After his P & B is a sort of nest

where there is few a little

sort of C. busy forming his own
Each being forming his own

Individuals

larva, larvino, larvo. for years

- then another type comes

Vengono alla Bisagnini

~~Vengono~~ alla Bisagnini

For which we must consider

to Places of B & D, ^{one after the other} + after the

without ^{wanting to exist} wanting to exist

what is absolute in 1 to

absolute

Metamorphoses

The Next Plane does not
destroy the one below

The mind who develops - develops
not only for the moment

but also prepares another
stage to follow —

as if they were successive
births or metamorphoses

To arrive at the next phase
we must go thro' the previous
one completely

Si supra non si desinere
 quod prae

But this

C. who ~~desire~~ - ~~desire~~ not
 my ^{moment} for ~~moment~~

but ~~supra~~ ~~ante~~ C
 to follow

and ~~are~~ ~~successive~~ ~~books~~
 or ~~electronic~~

To go to next page must
 do ~~how~~ before ~~ending~~.

Adolescent Edⁿ - The Great Problem of
Today

Many attempts at Reform

This is more

suggested by H. Ch. Themselves

'I see it --

Is a question more than of Edⁿ
is Social Importance
for humans

History forces us to Change

School not in accordance with
great Social Edⁿ of our Times

More or less Unchanged
Since 50 years ago

May 17/5

Lecture in Kingsway Hall

The principal argument of the evening
is this question of the
It is a long study
of all these attempts in the reform
of the system. - almost there may
be more which is suggested
by the historians themselves -

One of the most interesting questions is
as a question more than educational
importance social -
humanity.

It is a historical fact. - that it is
likely that we must
change it

The school as today - is
not in accord with the general soci
evolution of our days

Part of the reason is in
the intention of the system
to school at 5 years old

Aim of Edⁿ at Present

To give a social position -
This aim - so direct + so individual
(confined to the individual) is outside
our real needs.

What we need is not so much
many persons technically prepared
(for an aim) as men of a
different kind.

To Prepare for a Career is not at
present sufficient - for the career itself
is very uncertain.

There are then great movements
in Soc. + no longer a real correspond-
ence with them. There are so many
changes also in Social work +
intellectual appreciation that there is
not any more a proper preparation
in schools

Scope. is to have a post 1st speech
(+ Unversit.) - to-day.

Ora this finalis so
Orchestra

So individual
is fuori della nostra lezione
Because we have not so
much may be usual but
to an end, as much as
men who are different kind.

Questo oggi non è a question
simple perfect to prepare a
career - for to career itself to
U. V. curriculum

There is a great movement in Soc^y
it no longer connects. to this
arm. Also there are so
many changes in the form of great
work & intellect application now
a few while great paper

Σ, lesson like prepare person
with a great from faculty

Aim To Prepare Pupils with a
Greater Power of Adaptability
to the circumstances which may
change any day

Adaptability. — to first of an
Individuality which is strong
and courageous

Not enough to Prepare to C. for some
one precise work — but Edⁿ must
be a Preparation for being able
to orient himself to this complicated
environment.

So we keep in Consideration

2 Things

- 1) Individuality — aim is to
keep it
- 2) To obtain these things necessary
for the Social End

to circ. which my child
I have bet ability - early - but
more capabilities.

Thus - the ' ' adakalules. - the
is consequence of an individual
forza. etc coraggiose

Quali Prep^o per a lavoro perso
non basta because this must
be a prep^o to understand in this
ambiente così complesso +
interesting -

Dunque prendere in Consider 2 this

- 1) Individualy - with aim to
help it -
- 2) To possession of themselves
regard by Soc. Inst

The Pursuit of It adds stress must
be considered

Now this has been carried
but more by doctors + people

The Personality of the Adolescent

He is into mostly doctors + scientists

Neonate

A man who is born into Social Life but is not yet prepared to take part in it.

And we must use this S.P. for an inner activity?

Physical Metamorphosis

V. great change

Becomes a weakling

more liable to maladies than
of first period of life

needs a sanatorium more

than a school

and a special care
like the newly-born

but not to the new E.D. reform

Pres^y of adal. menta much consid^d
to. may pro of new.

So possible continue - questo.

As a Neonato

a man who nasce alla vita
Sociale. but is not prepared
to take part in it.

E da questo S.P. ~~a smorza~~
to me per futuro man ^{to be} inner
action

Sono dubbio in me se ho in
me pure the greatest melamorph

Dr. parla de vostro fusco
he has become a marking.

Può d'oposto alla malattia
in bisogno di cure - like
a child in the first period
of life. - needs more a sanatorium
household. a similar care
to a normal child

Growth does not mean getting
stronger & stronger
crises

Also tends to Regress in Intelligence
also

Sentiments Change

Eg Resents things he did
+ not resent before - as things
they touched him fundamentally

Becomes self conscious in
a different way

Cannot stand observations
from. he was indifferent before

Generally that human being gets
stronger & stronger

But for statistical evidence are
curves which show this tendency
to deballizza ferreth.

A. de

point de vista pratica a vez
unde espre bus show A...
in kind of progression - tends to
negress in intelligence.

Anche sentimenti sono cambiate

Una tendenza speciale a
ressentire come qualche cosa
che tocca fundamentalmente l'uomo
much did not more la pre
This is memory
because

Si vede il ragazzino legato to
be come deeply conscious. of
himself difficult

Però. This is difficult to know
to stand occasional which
was independent before

Edⁿ must change correspondingly

If there is a change so profound it is obvious that you cannot go on with his Edⁿ in just a continuation of giving him culture as before - without responding to these new phenomena.

So instead of just taking into consideration the continuation of his studies (prepⁿ for his career) as chief aim, aim centre of Interest should be the Personality itself and its needs

Thus if there is a radical change in life itself there should be a radical change in the mode of Edⁿ

First of all we must find the way along which this individ. so interested (ing) socially can have the best benefit

not only physically but above all from the other point of view

If there is a commitment, deep
It is obvious you cannot go on
to be the educator ~~as~~ ~~to~~ just as
a continuation of going culture
with responding to these needs

So instead of just taking into consid-
eration. to content of studies as
being arms (for a study program)
where you must show the *Primo*
himself into needs.

} Allen if there is a commitment
radical di vita. should be a
radical ch. in my eyes

Primo di tutto is the ^{10/10} thing if there
historical so interesting surely
can be in best my
not my

Physically

But overall for this
also for growth

To Find His Mission in Life

In this period of adolescence — this social man who is born to-day in his society (although he can't respond to it yet) ~~he has~~ the mission of finding his true mission in life

He must discern his vocation which is in formation

so that —

he develops to potential greatness in him.

Practically this means

We must experiment with adolescents to find a New Environment — different from the one so far to give him hospitality

Leave his "Home" Environment

He must remove himself — distance himself — from that envt which is no longer suited for him because the people in it no longer

To get away fr. his family & in its envt

In this period of adolst - who is
born to be to his future - last
mission of finding his
future mission of life

Decum has vocation - wh
is in formation

As that he develops his set
political goals in him
— this is the greatest - must
to be

Practicaly

To fare sperimentare all adals
an ambiente nuova - differ
p. one so far. Give him hope

To allontanaci to that smut
which is no longer suitable
we. people in it no longer
cannot understand him

To allontanare della famiglia -
ambiente

Earth-Children

to an Environment Specially made for him
just for him &

Specially made so has to "subtract"
him from the immense confusion of the
great cities (cities) to ~~an environment~~
a calmer environment where his inner vocation
can develop itself in peace

[Back to the land]

This is not a new idea. - As old as
Aristotle

apparently made for me
& apparently to subtract
him from the great confusion of
great ^{centres} ~~centres~~ to a calm point
calm where his inner vocator
can prevail.

Some troops landed on the
shore. I am sure of some
as those who took the me
So and - Horstale men -

When Alexander ^{said} ~~of~~ Philip to Macedonia
was ^{was} ~~was~~ interested in his his to ^{there}
when ^{west} ~~west~~ ^{preparation} ~~preparation~~

Sent to Horstale (of all times)

who
said

"If you ^{want} ~~want~~ ^{to} ~~to~~ ^{return} ~~return~~
him to ^{reign} ~~reign~~ you must
take him away from ^{the} ~~the~~ ^{court} ~~court~~

And so Alex was ^{and} ~~and~~ ⁱⁿ ~~in~~ ^{the} ~~the~~ ^{country} ~~country~~

in

^{the} ~~the~~ ^{country} ~~country~~ : yet at 18 m

had ^{overcome} ~~overcome~~ his father

It was A. who ^{reigned} ~~reigned~~ to his

place of his father

due to his
to

in

was ^{his} ~~his~~ ^{greatness} ~~greatness~~ was
he able realize his great

Strong

Individuality and Independence

For, for an indiv. to be strong it must
have the possibility of being independent
from those powers on every side around
him which are too great & overwhelming

Important Things is: -

- 1) Indiv^l should become independent -
- 2) Be placed in the right conditions for it to be able to develop.

Partly understood in many states (ie
away fr. family. in quiet inst.).

English Public School System

True. away fr. family
to the city

But the idea is that the children can study
best under these conditions - in this inst. :

best personal conditions

best methods for

f study

But

This Error Too Simple
to respond to needs

"The Idea which drives me on (sponge) is to form a project. -

It's not enough that the young should simply live away from home - that is to suppose a solution -

He would not acquire independence simply by living away from his family

what he requires is a

new form of independence

He should be

set on the path on which he can acquire economic independence.

That means 1) to be in the ^{country} locality of the
2) Study in peace

So he has need of a new kind of activity
by which

He acquires a new kind of indep^c

Ora questo fatto ambientale
è troppo semplice da essere ridotto
a uno studio.

La idea che mi spinge a fare
un progetto

Il governo non deve sempre
lanciare ogni cosa. - Questo è
troppo semplice - Should not agree
unless first by laws and by
funding

but a

new kind of Indepe

Set on to path to achieve

economic independence

Not in early simple for
Colum. studies

but for

an activity

Also it is a new form of Indepe

This Indep Economic non ha

no scope malacca but

duecento.

What is this Economic Independence?

First. It has not a practical aim
[cf. Experiences of Practical life - not
a Practical Aim]

What it aims at developing is -

a) an internal sense of dignity
and consciousness

and Besides these :-

Lead to

Many Activities in addition to Studies
[again cf. Ex. of P. Life]

These extra activities have not the
aim of "far more to make" (devel. hands)
but to develop a certain sense of dignity.

To make it Am Clear The ^{young} boy at this
age feels a certain sense of slavery
in having to depend too much
on his parents. It is the sentiment
the feeling of being unable, incapable
of sustaining, supporting
themselves.

What we are talking about will not
be satisfied by a vision of what they will
be able to do one day No. It is a
need of the moment

Il senso umano. Di dignità
 e coscienza. These are important
 Cues behind these

lead to

may also address broader
 Studies

These non human scope de
 fa nature le même - but to develop
 a certain sense of dignity.

This question for essence Speedwell
 impressions into. : but its
 aim must be made clear

It functions of the age feel
a certain slavery to in degrading
too much on low points

It is submitted to essence
 unable - incapable of
 sustaining themselves

It is not a reason of being but
 on by. - no
 a need of H moment

An Example J. U.S.A

The Millionaire's Children.

Found in a Jazzy Band Hotel

"We made 8 dollars altogether!"

This is 4 Sentiment

"To feel themselves capable of doing something".

[" of Captains Courageous]

more Examples from U.S.A

Self-Help Students

40 years old movement.

The Restrooms (character)

Better character

Sense of value

[I once saw a film

American College.

The girl who went as
a manikin for a firm]

Shows has Educational Value

Principle

The Important Point here

is to have an activity in something
which are elements in social
life

So we say

- 1) Along with Studies
should be
- 2) An organization of Social life
by which to ~~participate~~ give or buy
acquires successive social
experiences.

[In fact how could one have this
Prepⁿ for Social life without
experiences]

those who do best work

Principia - 2 non solo

A diffa chumalis

Some sentono jupms valore

A chumali more developed

show
 Allere this escap that this fact
 my name Eduard. value.

If we reflect on this we
 must see this is a social escape
 } interesting thing is to have
 } an attitude in something which
 } are elements of social life

So can we get that ^{insane} preserve
 with studies and be
an original social
~~inst point~~ by which C
acquire sacrosanct sexual
experience

Infants how could one ^{make} to
 have paper to social ^{make} ~~social~~ ^{social} ~~social~~
 social life

At The Present Day

Youths leave school and go straight into Society without Preparation.

And how can they later part with energy & clear consciousness without too Prepⁿ?

Culture not Energy

To plunge into Social Life without previous exposure as a help & prepⁿ involves a great loss of Energy & is

dangerous

But - if these Social Experiences are organized successive

prepared

then, controlled by the 'School' all is different.

Controlled i.e. not abandoned to his own attempts but guided with wisdom thro' a Series of experiences

Today pupils leave school
go to into Soc. in the
Pup & have an try take
your money part with
energy + conc. in what
before

Culture is not sufficient - must
^{experiences} do experiences in the field
that
too few energy
+ dangerous

B.d if we then Exp Soc.
we successive
prepared
continued
school - is diff

Not abundant in a sea
Attempts but guided with
Sahungor the a series
of eschre

These experiences to be:—

pleasant & easy

Simple

Easy

Graded

When To be Done to

These Experiences Social could
take the place of

a) famous sport

b) equally famous rest
time from studies

To Work Pleasantly is to Rest

as in Casa de Bambino. have

a) Studies b) Ex of P. Life.

(Culture) and these children do not
need rest for

Variation of occupation brings repose

What is Work? We should con-
sider the whole question of work
from this point of view

pleasant
Simple
easy

and persons must be put into
work of various sort but also
various rest fr. studies

To work pleasantly is rest

Work should be given which
helps this aim

just as Curran de B.

do work culture +
and

Labor de Vita Practica

Soan Curran

continued rest. - for

vacation go occupon long upon
work

On the ~~case~~ this question ~~it~~

should admit to necessity of
considering work as a definite
part of rest

What is Work

A Special Work -

The Work of Youth

We need a new experience to see work from this new point of view.

To-day we think of work as something hard, and in doing it man approximates to a machine; whereas man must renounce his highest aspirations.

A Renaissance of Work

All occupations of to-day are without soul, and we may think of bringing out a Renaissance of Work.

Work which is spontaneous

Comes from the genius of man which brings in itself either inspirations of art or a passion for the work itself.

Work and Individuality

We admire the simple works of the Past because they are imprinted with the stamp of Individuality.

Un lavoro spunto - lavoro of
 youth.

Non abbiamo bisogno ^{estremo} ~~di~~
 to see of him work for a diff
 of new h. boy

Foro - have done a man
 approach of a machine
 the man must remain
 his inspirations più alti

Tutte le occupazioni di - are senza
 anima. Si potrebbe passare
alla rinascente di vita

Work which is spirit^s

comes to genius of Ind.
 which lives in itself with
^{inspiration}
~~extrinsic~~ of life or a
 person for whom life

It is not true we admire work in
 itself simply only - impurità
 della indigenza

Work Individually (Contd)

These things now remain largely in our museums.

No adult would have the time to-day to re-establish this kind of work. —

but —

La Gioventù (Youth) could do it —
could have other applications

Three Forms of Work Specially Suited

1) Work on Earth & Land. This to-day allows of a great application of intellect —

Per Esempio Even small children (as at Laren) are able to carry out biological discoveries — of the time & best conditions for producing flowers & vegetables

At same time is an application of Skill. — They suggested getting a Carne bella (a beachful coat + taking the things to market. There is the enthusiasm of youth) (cf Decorating the multiplication Tables)

What remains are body almost
objects in museums

No adult not have time
today to re establish the kind
of man
ma

l'agencement pour l'homme

Berkeley

~~And~~ this idea to renaissance of to
spirit. work - to be
of the application

3 Forms Especially Adaptable

1) Work of the Earth - which
today allows get a portion of
intellectual application

Example Some small children
who are able to carry out
broader disc. of things - produce
from or vegetables in best conditions
This is at same time a portion of
study.

One said - "We must do
more of things beautiful"

(2) (Form of Work) The Shop of Youth

Battega de Governegai

What a Shop Should be

We have lost the memory of what a shop used to be in the Middle Ages. -

First of all it was a place where something precious were collected together - fruits of the soul of man and his work.

Then it was a place of social intercourse
A Social Centre ^{place of}

Often indeed a Religious Reunion too.

Often had Religious Atmosphere

with Images. [You will see in Italy in the shops a shrine with the Madonna & a light always burning]

A Place of Greetings & Conversations

The Public of such a place has been forgotten.

This should be Reborn - this idea - essentially so to Youth.

+ one said one said - we
 was just a very heavily cart
 + go + sell thru

Carro bello - of the giornata
 bella which does something with
 enthusiasm

Cuidate a Venderle le cose - thru
 makes us buy of

Battesa dell giornata
 we have lost the name of
 nut was shop in M H
 La Battesa in M H was
 full of all called something
 precious - fruit of soul of
 man. his work

And was de pin a special
 curlic

And open a Religious Reunion
 After had Religious H in on
 in images -

Greetings
 Talks

This Shop of Youth then an Organ
of the Social Life

which

Serves to purpose of Education
I think of these shops not as
Economic concerns

but rather as

Exemplars (Camprons) of Social Activities

Sample of the Aquarium: Just as
an aquarium is not the Sea with its
complete life of the fishes in it
- but a sample

What I mean then is that these shops
should be Educational Means

and in this way A means to
Understand the Elements of Social Life

by 1) Experience

2) Study

Perez historian has been
infallible.

Cio a Sociale rinvocato - & un altro
to quote

Allora E uno Agor di Vita
Sociale -

che serve per a scopo of
Etn +

io punto of these nat
as Economic common but
but

as Campione of Social
Acly.

Just as an organism is
not to sea + life of forms
- a sample.

Face a due mezzo Educativo
tall this within a mezzo ed.

where in practice my
Studies } limits of
Each } social life

Wide-Kinders Work & Culture

This would not mean a Diminution of Studies.

Indeed -

Montessori & Culture -

- our aim in all ages of the child is to intensify culture

Variation of Activities what we see in all our experience is that the child can study more when he has these activities with a different scope

Indeed this varied activities and the sense of dignity which comes with it helps to capture to study

Some have ^{actually} a new aim for study and an added interest

This work of course should be organized

To intensify Culture it is necessary for the individual to take it actively

Wd not mean a diminution
of Studies.

Just as idea of all am ED
in all ages is to intensify
Culture

what we see in am Esch is
all am Exp. Can show
more than to have athus
Scops for esumps
practical mus intimus

Can improve this rapid attor
app of ally reun of devel
which helps capax of
study-

Some can have come
more scops for study devel
we can agree this work

to intend to culture is meaning to
let and bake it.

Sendo moderna have am
to help C to assemble to culture

Contrasting Methods & Cultures

A. Old Type Tries to help the child
to assimilate everything -
They try to teach him everything
but -

B. Our way is to
To give a certain foundation
very clear -
Very sure -

and then give the child to
material by which - by means of
his own activity he can deepen
& widen his culture.

Thus everything becomes easier -
Even Maths - the most abstract matters can
become easier & fascinating.

Because it is evident that the child
must have an interest - and what
could be richer in interest than the
Development of Science - rich in things
interesting almost uncountable.

This must be given to youth in all
its fullness & beauty & wonder of
achievement. [If Youth But Knew!]

Master in Auschad goes
 culture books

V. Choro

V. Sine

and the goes C material by miss
 yon (by atty) can be put
 under culture.

All books cases. - Works
 & most abstract. Can be one case
 & a passage.

Because evidence must have
 an interest. A good deal of the
 action in terms of than deal of
 Science. - Rich in interesting &
 even marvelous.

Must give ground in letters
 to richness & ground all this
 wonderful achievements

If you're books do and into
 and by great intellect. will
 one to go deeper.

If youth is interested in something great - its intellect will delve deeper.

Valorization of IQ and Fatigue

So its Practical applications etc. correspond to Culture - So in all this

It is necessary that the Personality of the Adolescent must feel its valorization.

Valorization

or -

An Interest which brings him to work without fatigue

(of Psycho Analysis) It is a thing which seems incredible - that

the mind can work so long without repose

If Stim is forced and and then fatigue intervenes. With this other

kind of work C. comes back strengthened

For we must remember the multiplicity of functions

If all functions are in activity this comes fatigue.

Practical appon and connect
to Culture

So in all this
meaning. that

Pay of A. must feel in all
things the valuation. and
when things him to work with
fatigue

and this is a thing after miracle
that he can work without repose

In view of study is paid + and
- the condition are true.

If one may study the fatigue
but by a the kind of work
gives back strength.

So a multiplication of functions
must be taken into account

If all functions are in action
? the cause fatigue. - two
causes fatigue.

Hand and Brain The Balance

So if one side of the Brain has too much & the other too little it represents an anomaly.

A man who works only with the Intellect is like a semi-paralysed man. As to the man who works only with his hands seems to have no mental faults.

So Cereelli senza mani }
mani senza cereelli. }

Some of The Two Legs

But people say if you put more work we can't get on. - we have enough problems to do as it is. We are tired enough already walking on one foot - if you give more we shall have double the difficulty. Whereas it is easier to walk on two legs than on one

Actually, that would be less fatigue & this would touch the Central Problem of the Report of Secondary Education.

Or if we side too much with
 not. (a) represents an anomaly
 A man who ends up with
 Inbelle - like a purged man
 So to men who run with
 hands off - seem to have not much
 face. not even say a head
 So crullis senza mani
 mani - crullis

^{sent}
 It's even that if you give the
 life not to leave early time
 as if Henry got into of
 walking on 1 leg.
 We are already so hard on 1 foot
 So my problems -
 have now double

If someone saw no. - less
 large. given
 Humno tank
 Circle of Repro
 of the 20

III Kind of Work The Hotel

Or a better term a Place of Hospitality
A place where hospitality is
practised - and many problems of
Domestic economy arise

ie. a new form of Manual

A place where the generous sentiments
can find expression -

but at the same time

are very exact rules to be kept

and therefore

a means to development }

The home of the boys girls is this
allure and if their parents come
for the week-end they must be
the guests of the children

Hall

Remains of a large &c
hospital.

One hospital is present &
may be called of Donner's room
in the line.

(Malicious)

This is something ^{actual} away to Eschew
not a good hall.

Part - to hall has
? some fruits & } hospital
religions.

where all the ^{generous} generous sentiments
can find an expression &
at some time are
in fact rules to be kept
a means to depr

The name of these by rs. is a
hall. if to part come
for week-end. - this is the
hall

What a Difference!

Instead of Being children "who must
go to bed at 8 o'clock -

they are

The Owners of the Hotel -
with responsibility - & ability to carry
it out

Could have a Shop in the hotel
and many other connections

This Would Urge not Break up the Family

By this means I think you would sort of
not break up the family.

For this boy who grows up with capacity
and ability not become the companion
of the Parents - understanding &
being understood [of Captain's
Courageous:]-

It is the continuous Submission
enforced to the family - this it is
which breaks up the family.

What a happy life - in hand
 of long legs go to sea ...
 at 5. - but

to some of hand.

This response +
 his ability.

Fam. Battega Hotel.

also

my other parts
 articles

Spezzano la Fungue

for

I believe a means of solving the
 family.

for this boy who has no sons
 in caring in other + to
 understand the family -
 becomes a companion

This kind of submission -
 almost to be in family

Look at these Rich Families

What has always struck me is that in v. good families - rich people & every care of the children, sacrifices made - yet as soon as they can the children go away fr. the family.

This comes from the impossibility of staying on in an Environment become more monotonous -

Comes an irresistible desire to get away - anywhere even without an aim
Enough Give me money & I will
go away (Prodigal Son!)
The Parents become sad. - & thus we see the necessity of a variation in the Environment.

an occupation -
It is a vital necessity
i.e. a necessity of life

This is that what breaks up
a family.

What has ever struck me - it
is good family. Not rich
any. Care, sacrifice. at
as soon as children can
to go any to church

This ^{stands in} company of sky in an
entirely innocent, which has
never changed for what life

As result inevitable some to get
any ever in the arm-
environment. -

Bartholomew seems to go
away

Parents are sad. & this is
a big reason makes us understand
that many of vander in Ent
& in occupations - a
whole man

I think the mud help to
stop this... discussion

How do you help to address
of 15 or 16.

Questo e la maniera

Just as to C. de B. for a
Seminar (doctors) for these
letters.

Stages in Metamorphoses

Divisions according to Ages. generally done
School time divided
Museum School.

Elementary

Secondary etc

The False Analogy

Many think of this Increase (Advance) in
Edⁿ as a uniform growth - the same
sort of thing as just going from the simple
to the more complex. ; fr. the easy to the difficult.
But we think differently - of "these passages"

These are periods of age in which the average
child has dispositions, characteristics which
differ from other periods of his life

Plan of Edⁿ Shd. Correspond to S.P.

On these differing characteristics we should
construct our Plan of Edⁿ to correspond.

You will say - oh this is common -
but our idea is that these periods or stages
are in a way comparable to metamorphoses
as we find, per. ex. in the insect world.

Stages in Metamorphosis

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May 22nd

- Amongst the most important things in our Edⁿ is the Diversification according to Ages

Tutto hanno più o meno considerato
in fact school based, Nussloch:
Eber³ See: etc. Però in Edⁿ common
this is considered the aumento of Edⁿ
as a uniform crescimento - same
thing fr. simple to complex. - easy to
diffc.

I need our way of thinking - fr. expec-
tations diffc. this passage - not
just "è different"

Cio è sono punti in età in which
to arrange curriculum has dispositions +
characteristics diffc. fr. other period of life
Su questo carattere diversi non
dobbiamo costruire a plan of Edⁿ
in rapporto of these

Molti hanno considerato this but
our concern is that in these diffc.
etc in a way comparable to
metamorphoses of insect-metamorphosis

Simile of Metamorphoses

The Caterpillar stage when the insect comes out of the egg into a caterpillar it begins to grow. But it remains a Caterpillar - same shape, colour form - for a certain period. It is a berry which grows

But then comes

A Transformation

Turns into a chrysalis. And then while in the cocoon it undergoes a transformation but it is still a chrysalis. -

Then another Transformation

So

In a similar manner - but less visible - the child has periods of growth - on a plane and then transformations.

The Child's Stages

First Stage Birth - to 7 Years.

In this stage there are certainly many revolutions - subdivisions - which we must consider.

Per Esempio when larva comes to 2nd stage
is v. small - calupulka - diff. characters
but to same inst. (size calamith change)
It is an error chi case.

But also comes another transformatus.
Chrysalis -

This Chry. - while in cocoon - undergoes
transform. but still a Chrysalis.
In un modo meno vistoso but parallel.
pero analogous.

I

Cosc 11 B. dalla nasc. - at 7. (area)
one plan stage

In this p. ch. certainly goes thro
many revolutions - the most
consider (Sotto divisione).

Per S. 1+2 year

3-4-5 Anthesis

6-7. last period

} Subdivision

First Stage. Birth to - 7

- a) 1-2 years
- b) 3, 4, 5 years
- c) 6-7 years

Second Stage 7 - 12 years

This comes before Adolescence
Has subdivisions - but taking it all
together has certain characteristics
which form one stage

Third Stage 12 - 18 years

(In this also are subdivisions)

Thus we have

First Stage - The child who grows
Second Stage - The older child who grows
Third Stage - The adolescent who grows.

In these subdivisions that plan I
think of can be applied

B 7 - 12 years

cio prima dell'adolescenza
This can have
Subdivisions - but little increase
has certain characteristics which form
one stage.

This First Period

is like a cressenza: but the
second is a metamorphosis
Same time can say of

C Adolescence 12 - 18 years

Don't have a same subdivisions
pero in
First Stage = Bambina ^{ch} case
Second Stage = Bambino ^{piu} grande
Third Stage = Adult who grows

These subdivisions may seem v. artificial

Seem Artificial

These subdivisions may seem artificial for in reality it is the same being who grows to be a man.

Therefore we need

Observation and } in order to see
Analyses } + distinguish

These Distinctions of Great Practical Importance

What are Your Principles of Education?

We say we don't have Principles for all Edⁿ - ie not the same -

But Principles for Each Plane

Thus there are principles which correspond to the First Plane; and are applicable to all that belong to this plane. But - it does not follow that the same principles will apply when we go to the next plane

So

Our Principle. This is the Practical Part of Edⁿ. - we must orient our help not according to previously accepted principles but according to the character evoked of each stage of life

for in Reality you see some
being who grows to man

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Therefore observation & analysis
is necessary to all education.

These differ from impulses of great practical value

General hope of

What are the principles of Education?

But not for all - we must
consider principles of / plan

So the principles which correspond to
First P.

All that belongs to this age is applicable
with a qualified period.

Ma

when you are in another plane

Non e detto che will be the same principles

E' qui e la parte pratica in Ed

You a due you must orient and
help not according to principles
but to each age of life

From This Result Planes of Education

The Transition from One Stage to The Next - Metamorphosis or Re-birth

The transition from one stage to the next is not instantaneous nor absolute (as with the insect). All the same many

Educationalists have used this simile

Tho' I had used a different simile and had spoken of Successive Rebirths (Pace in Teosofi!) - a less biological simile.

In point of fact these transitions take a long time. The passage starts in the last year of one and goes on into the first year of the succeeding one. (i.e. about 2 years)

For example when the little child begins to get teeth it is a clear indication of the end of the first stage is coming - But it passes harmlessly to the next. So too when the tooth becomes wobbly it easily comes out - (with a silk thread)

From the results Plures of B

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The passage p. 1 to another stage is not absolute & instantaneous (as we used)

Per for assurance that this is not a strange idea. many 2d have understood this & agree with this - ~~At~~ ~~the~~ ~~most~~ ~~not~~ ~~idea~~ ~~this~~ ~~the~~ ~~with~~ ~~melam~~ ~~of~~ ~~weeds~~. I had spoken in diff way. Rinascimento. meno biologico

Quasi passages in fact durano molti tempo. C'è un primo

Passage is long starts in last year of 1 ends in to first year of next (circ. 2 years)

~~to send~~ Per es. when to Wto B begins to ^{end of first look} ~~get~~ both. is a cause

first stage - passes tranquilly. when to both weeds too weakly.

when pull it out keeps it aside & recov.

This little ceremony is the first step
in this metamorphosis. It will be
a long time before all the teeth come
out. — until the child has all new
teeth. They don't get too loose until
it is time.

So here is something stable
and forte. — fixed.

Characteristics of Second Period 7-12
Transition from First Childhood to Second

Not only question of Teeth — but

Other signs too — come little by
little & make a vero transformation

So that if we load back at the
picture of the 4 year old he is not
there any more — No! he is now a
7 year old.

Not so sweet, pink, round

chubby —

Thinner, browner,

more difficult to
put up with

His psychology less favorable —

He is straighter —

Teeth larger

Hygienically a stronger + more robust Period
less malleable

This little ceremony is to put sleep
in the melanops. Long time
before all the teeth come out.

from the B has all new teeth.

Don't get loose until too late

Something from - & if by good luck
has kept rid of me - not with
a felt or seta

So me is something stable & forte.

One of the signs which come gradually
at this age. - All these phys. signs
of psy. occur poco a poco - in
very transformation.

So if look at picture of 7 year old
not there any more - no he is
that one 7 years old. not sweet. pink ^{round}

Pis magro, pis bruno, pis ^{substantially}
brutta psych? associ mens
ham stronger teeth larger

{ et in alio facto hygien
this age 7-8 is an. eld pri
forte. least mortality.

Diagram of Statistics of Mortality

So 7-12 A Strong Stage

So developing man passes through a strong stage - This is the time when childhood is strongest & resists disease best 7-12.

Also very Intelligent

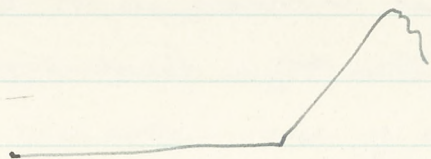
Capable of an enormous amount of intellectual work -

So

A Period adapted to the Intusification of Culture.

It is only a question of method in order that the child can go very much further along the road of culture during this period - including a great part of what is done in Secondary Education

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Period of infancy shortest of all
Stagesheadly. —



Some men pass a stage very strong.
Allora if you wish to do what is
Influence for the strong resisting
material — its value 7-12.
Observation ours is that 7-12
v. by intelligent.

Cap. of enormous amount of int work
a period adapts all influences of
of Culture

Is only a question of method
Can in this age be carried out
a way make matter prior things
A great part of Culture in See Edⁿ
cannot be put into this stage

And if you think that to child after
is stronger just because older

Growth not a Regular Augmentation of Strength

So if you think the child is stronger just because it is older it is a great mistake. Thus you get great muscularity up to 4 or 5 yrs. This it seems strong & you think it will get steadily stronger.

But this is not true. For when Adair says since we get a period of great muscularity which is parallel to the first age of life and in connection with this is a falling off in the activity of the intelligence.

So there is a retreating back both physically and intellectually & this is of great importance in Edⁿ. The great mistake is that because we think a child gets correspondingly stronger with age we give it increasingly difficult work

Rather we ought to see a clear vision of these Plans of Education - & see a period of great strength followed by one

In this Period we should have Intensification of Culture

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So you find great nodality ~~is~~ up to
4-5. Then seems strong - & older
will get stronger.

Now even for when Ad.^u begins
begins an attack of great weakness
which means a battle to first ages
in life

Now also a period so different is a
special path^u - of Adalson & in ~~the~~
in connection with this fall into
weakness i.e. another a minute
cellular of intelligence

All in a vitomane in direct phys^o &
weak. This has a ^{unilateral} set. ^{unilateral}
in field of ⁹

The great mistake If we think child
gets stronger with age we
give an increasingly diff. work

If instead we have the clear vision
of plan of ⁹ we must see
a kind of great strength

In this Period 7-12 we can go on
courageously + see how much work the
Ch. will do.

But when Adolescence begins we
must realize that there is an arrest
in psychic development

There comes a period of a sort of weakness
which requires special care

Culture to Be Shifted to Period 7-12

From this it follows that a great deal
more culture shd be given in this period -
a great deal of what usually is given
in Secondary Schools - and

Culture should be lessened at the
first beginning of the Adolescent Stage

Similarly too with regard to Hygiene
& Health - this first ~~of~~ Adolescence
requires special care. - though from
7-12 they are "tough guys" and
don't need so much.

when you can go corruption
 & see how far to B can work
 In this kind of injustice
 & can profit by this kind of
injustice.

But when Communist Addresser
 we must realize is an arrest in
 progress. & was sort of dechallenge
 props which requires special care
 From this comes ^{that it is} important that
 a great deal of W. / Ginn in July 7-12
 p.d. should be given at earliest
stage & Cultural work should be
~~restarted~~ resumed in the first beginning
of 1st stage.

ambiguities: also
 And when we talk of hygiene ^{we} should
 not take it in some regular
stage ^{ambiguities} ~~ambiguities~~ ^{care} From 7-12
 he needs less. So if we think that
 p 7-12 can go on without care ~~without care~~
 must not think it is going on
 at all, like this

So there is a New Birth - That is why
we can't go on steadily with the same
principles & methods. in all ages.

For we must always keep in mind
the Function of EDⁿ which is
To serve life in its needs & according
to its periods

Stunt to cause all our again

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So there is un nasuta nuova. For
this reason we can't take ⁷⁻¹² Principles
+ apply to all ages.

So

Prin. If take question of Culture
you can't say "our general P." is to
Intend Culture — No not in general
any in that review. 7-12.

Prinche sempre we must keep in mind
the function of E^r i.e.
i.e. To serve life - in its needs
in diff. periods.

Gra dunque let us think of Two Senses of Puro

What I say of this can be applied
to whole - use imagination. to
visualize - abstractly.

Allora si ^{dico} dico delle cose nh. represent
nh. represent characte general
glass piano

Further Characteristics of Period 7-12

- (a) Physical. (see above)
- (b) Physical (" ")
- (c) Social and Development of Character
This part which we call Social Experiences and the Development of Character which comes from them.

The Bambino \Rightarrow 3-7. is adapted to the Luago Chuso.

This place has its Social Experiences of a kind as we have seen. (Bk. p)

The Principle In every Period it is necessary to know under the limit of its Social Environment.
(to set the limit under)

So in this Period (7-12) he should go beyond this Closed Env't. This means that for him fullness of life cannot come if you leave him exclusively to the Luago Chuso

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He has need of other contacts

- social contacts with an Environment
richer than the school as it is to-day
— which does not correspond to
his age.

Proof of this By Develutions

Principle Whenever there is something which is missing from the plane of devel. then all the development is retarded

Then there come manifestations of character which present abnormalities — Reactions
to an environment which is not
sufficient.

How and Why we may Miss These

The fact of the insufficiency of the environment may evade an observer — for this reason — very simple — Because the C. all along has to do what the adult commands and the adult makes him stick there on the spot — i.e. the Child is not acting freely. & revealing himself.

Develutions in the form of Bad Actions appear etc. A. seeks to correct them — & thus the child becomes obscured from a behavior

Sociale with ~~Ant~~ ~~Sociale~~ ~~privata~~
 So to school as to eg. - due not
concordant to this age.

When there is something which manca
 to the plane of dual. the tutto dual
 is related

Members of characters have
 a certain kind of abnormalities. They
 are Reactors to an ambiente non
 sufficiente.

Ora qualche fatto in un affetto
 amb^a può ^{may evade observation} non essere osservato
 (con ^{grain} the given to material). Because

You don't see it for this Reason.

^{Very simple} ~~Simple~~ to C. ^{always} must do what

Ad ego. & Ad. knows he must
be there stuck in the dust

Pero si trova that B. has cattivo
^{characteristics} ~~characters.~~ ^{ci} ~~ci~~ ^{cera} ~~ci~~ ^{congruente} ~~congruente~~

& remains the fact - ^{this} need - is
 obscured

Examples of these Reactions

Playing Truant

Birds nesting

Fishing for Tadpoles etc

Playing together in the Streets

"Lost or Runaway Children"

So - we - need . at this age

An Organization of Government.

To contact a wider life

Beyond the School Environment.

And if we don't respond to this need

there will be a Void

a Void

which must be filled

[of Stage I "things must be touched
around"]

So this Problem - is not simply
a Method of Teaching - it is a
Problem of Life and its Needs

malnutrition

Da si hanno malnutrioni di ^{questo} tipo
per 25. Il Ch. at this age has ^{tendency} tendency
to subvert himself to out of school
Not want to go to school.

Tendency to scapegoat.

May examples. Custom going
kids nesting, fishing for frogs.

Who play together in streets

One of the interesting Researches
on this Sp. anti B. anti B. -

when found it was to children who
wanted to run away - hide etc

Probi. banal. but show a need
at this age.

Dunque Dunque organizzazione di Gioventù
In this era needs an organize to
Gioventù - to have a life more
vast + which gets C. beyond
School. enat.

È c'è un vuoto in ED ^{re} $\frac{1}{2}$ anni
consider it.

Un vuoto which must be
filled

We must distinguish in Edⁿ:

- a) Teaching certain things (stuffing into the head)
- b) Giving an Aid to life as a whole

Character and the Integral Personality

and when it is a question of developing character we must take into account the satisfaction of all the needs of life

- If nat. -

then we are reduced to correcting bad characteristics

If we force the child to use its will to suppress a vital need it must lead to some abnormality

[Psycho-Analysis]

The Success of B. Boy Scout
Ment

So here at once is a problem - Teaching
not simply a quest of method of teaching
asked under this - but a Vital Problem
of life.

Allora si capisce la deffe

- 1) Teach certain things ^{to} ahead
- 2) Really an adjecta all vita

↳ when to Ed of Character is in question
this is in relation to the satisfaction
of all the needs of life.

And if not we are reduced to
correcting collusive character.

Oppose to springing to bambino with
to force of its will to supervise
a certain need

↳ which must come
abnormally abnormal

Boy Scout Movement

For this have been much
impressed by Boy Scouts

Boy Scout Movement

What has it done?

- 1) Called children beyond the walls of the school
- 2) Organized them.

If children had been content where they were it would not have grown so surprisingly. But its success shows it answers to a need.

Granted B. Scout Mt. has many defects and is not properly scientifically correspondent to parish needs —

Then — these defects themselves taken together with the success (i.e. in spite of them) show much more cogently the need of our thesis.

So we see here there is a Complex Problem

The School Environment is not enough but at this age 7-12 is the need of an organization with social contacts beyond it.

(Religion)

This last one ?

Called ^{Children} ~~Childe~~ and Yochall
a regiment them

If children were content ^{where} ~~where~~
be where they were it
nd. not have grown

But its success shows it ^{answers} ~~is~~
to a need

Now suppression has Agit ^{organization}
has my defects -

not centrally adapted to
psych. needs -

all the defects themselves
the and the success (in spite

of it) shows how great qual
is the proof.

All the so far subito vide the ^{them}
are problem complex

Sound as such is not enough

but found at this age 7-12 under

need of organ of something under
outside it

Passage from S. Mater to 7-12

This passage from first to second stage
one might call it a

Passage from a Material to An Abstract Plane

There is a change from

The Sensual - } to Intellectual.
 } } Abstract
 } } - Moral

A Contrast

In Plane I the important thing was the
rapport between objects that is
essential order

The Collecting, gathering in the world
by means of the Senses

The world as it is

On Plane II

Here there is a parallel - only something diff't.

Here the Principle of Orientation:

The Beginning of Orientation is to Moral Sphere

This has cause manifestation

B. begins to make things more
noticed before - To see if his actions
are well done or shd. be done in some
other way - So causes the
Great Problem of Good & Evil

May 28th

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This passage - as whole
idea - 1st to 3rd

So probable due the
abstract passes from an
natural plane to abstract no

So there is a Cambrian of
Sensual) to intellectual
moral) abstract
moral

And while in plan I to important
they was to find

Rapports tra objets
i.e. order

+ to recollect in mind
by means of senses as it is

In 2nd Plan

is some of public interest
but remains diverse

So probable due the

Principle of Orientation is

S.P.

A Special Sensibility of the Inner Consciousness

This orientation is ~~at~~ bound up with
a special Sensibility of the Inner Cons.

Begins to judge actions

So

This is the period of Great Importance for
Moral Education

Calls for Delicate Treatment in the Adult

Beings of
in the ~~question~~ ^{ion} ⁱⁿ 92
moral field. begin to judge
actions

Le rapporti ha diverse manifestazioni
To observe how the B. begins
to value things ~~new~~
valued before. - or to see if his
actions are good well done or
shd be done in any other way
Get problem cases
of Buona e male

Questo ponte mette è allacciata
a specifically interests
of conscience

As a cosa naturale
Do not mi voglio trattenere in
this problem, but wish to say
that this period for 9 to 7-12
is of great importance for moral
ev^{ce}

It is curious as if ^{ev^{ce}} to say
Saul

Calls for Special Treatment by Adult

There is in the Child at this time a
great "moral elaboration"
Because ^{as in this period} ~~these~~ first ~~stages~~ require
a great ideational knowledge as to
when to intervene - in the Sensor-
motor activities -

So now

In Period I there is something - in this
early moral activity of the C. - which requires
as delicate a treatment by the T.

This is the Problem of the Age

Must Not Miss the S-P for Morals

Some think the moral quest. comes later
- or never comes. It never comes if the

S.P. is past and has ~~not~~ not been used

We must aid this Development

It is a Vera Causazione

of child was a st elaboration
muscle & needs adult in form
treatment & knowledge to guide

Because in first grades

was a great need of deliberately
of training them to intervene
in activities.

his great attraction was principally
sexual - motivic.

In this P 2 is something which
 corresponds to the deliberateness of Teacher
 should be in the inner moral
acting

This is the Problem of the Age

Since then the moral quest comes
late - or never.

Non venne mai because to S.P
is past. has been negation
non si agito the deu to

Una vera Construction
from Deus calu m.

Example The Question of Justice

The sentiment of justice is born in the C. at this epoch: it is bound up with the sentiment which leads it to understand the actions and needs of others.

This sense of justice is rooted in humanity; and we can study it by following its development in the C.

Suppose we do not give this in practice then a different idea of justice arises. —

The justice which we practice in the family and school is a distributive justice — that all things should be alike for all. The Good Things in one class should be divided equally. And that the bad punishment should be the same for all (?). Therefore

what seems unjust is different treatment and this comes The Rights of the Individual. All have the right to be treated in the same way.

So. are social adaption etc. in relation
to inthant.

Prud.

Prudens as esempio justice -
Il concetto della giustizia proprio nasce
in B. at this epoch & is collegato
with sentiment - che portano a
Comprehendere le azioni + needs of
others. This sense of justice is
rooted in human. & we can
study it by following ^{course} just of C.

Suppose ~~not~~ ^{date} then in practice
a diff. idea of justice arises.

Just. which re practice in school
system is a distributed justice
that all things shd be alike for
all. Le Bene in what one class shd
be divided equally.

Each male castigo shd be
same for all. What seems unjust
is different treatment. And this
points from the idea of Right of
Indiv. All have right to be
treated in same way

Sforza effellwe

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Sforza effellwe - si - but the
interest comes from moral principles
- free & free chosen.

A Question of Consent

Allow there is to admission of Ind. at
to Society is of grt importance
+ corresponds to

Part I Child gives his consent
upon giving him a lesson.

The B. does consent to & has
a scollia (Part I); but here chooses
no longer sensibly but in
an absolute field

Allow to finish (won't be
concluded) let us say c'è deve
essere in this sense to
possibility of doing superior
efforts - ^{leading} to possibilities better
than what we have thought
possible

And this person is not
legato a un comando. of
Adell's but to personal conscience
of Ind.

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This is an affirmation of Ind^y
but in an egotistic sense - of
isolation. I sense the vulgarity
of Ind^y. This is not related
to inner things but external things

2 Diff Things

- ① Justicia distributiva among
external things +
- ② For ^{the} Soul of man

We don't consider this 2nd form - the inner
justice.

St. Isidore due that with emphasis of
distrib^{ut} justice & esch^{ing} things
+ by this means dem^{ol}ish^{es} this
inner sense of justice

I malto scuro because a track
appears to external rules instead
of inner ^{sentiments} ^{the} rules. So all external
rules do not correspond to
inner feelings.
For this

But here the limits are those
 who have made some promises
 moral limits

Allen these limits may be
 come v. great. because not
 a great or of lower ^{building} building.
 But my to agreement no
 no adherence morally.

This now is come to walk in shells
 who + not anyone - but
 a reunion of people distinct
 by same moral principles
 a club. - a gang.

Scute an insame distinct
 rest. - (with an other person)

- to am -

This is not my scope, to keep
 these principles but practically to
live a harder life - beyond
what was possible.

much, camps, carry out
 trees, be independent.

Come può questo grande intelletto
intelligibile in un campo astratto
E con due parti parati - parati

- 1) "Uscire" wishes to go out / school
- 2) Campo astratto intellettuale
- 3) Sensibilità morale

E dunque fuori del campo stretto
che ha social espres. which allows
chiuso to Expre - of form moral
sensibilità

Attacco a due all due di
of Culture

Basic Frame

Some Particulars on this Basis Frame

So può trovare a corrispondenza
to do the things in Plane I

① Box of P Life - were una sforzo
to summarize what we call

to limits of genius capacità

As esp. of ex of moment which
provision to a referring was singular
+ unstructured

part of a Society, which has

1) a moral aim

2) to depend to such

Keep a certain ^{moral} level

Now B is free to nominate

is not (Gives effectiveness grade!)

No Teacher obliges this

And you must keep these ^{to} points
to form part of this Society

||| Some consent -

corresponds to a moral side

And this fact of being together
with ^{persons} of some principle
forms a limited domain
by moral limits

not

by will of class

This Society in Class is composed
of those who are in that

now

And then 2 things for Pans: a
 Independence

Child who becomes bigger
 her himself - independent

This is the important thing.

This gives impetus to ^{exercise} exercise
 & practice

Comparing: -

we no longer find in Plan 2 the simple
 continuation of this. Because
 in all the ex. which he made
 on himself - he is now
 independent.

Prussians This co-ordⁿ motion exists now

Prussians if we want to
 describe this thing ^{still more} - eg. Cursive
 more & more perfect in layout
 tables, or ^{their} manners to the extent of
walking counters. Or walking on the
 to line. ^{like they} light-rope walkers!

Or a piece we suppose that
this counter, which was
 a thing esclinal. ^{eg} passing
in front or behind. Social

This is like to 101

Or to see H Zoo, Commerce
with feet & see something
~~summer~~ ^{seasonally}.

This does not preserve ^{at any} ~~at any~~
dignity.

Keeps Chud in some narrow
circle of ^{the} class
circle of class.

And suppose ^{there was in} the O is nothing
concern - to the deep need -
you could multiply these needs
& yet nothing summer change
be in need. These B. go out
of school ^{having} ~~gaining~~ ^{as the}
^{accept} ^{consensus} ^{the'}
accepting consensus - as to
say I wish to

Go out at order of Tevet - as
People who must follow him

8+ Say. Go to this is that

This brings a cond's passage
& this more action - does
not bring moral element

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But if there is a summer
of B. who have a right
they have consented to be

eg Sic parata a un altro campo -
to helping the weak; doing good
to another; to the sufferers.

This is also a rapport between
persons, but not simply a
matter of good manners
(something minor - unmerklich)

And this should have a strength of
to moral sense to sentiments
higher than Part I - eg in
passing without looking ^{hardly}
how it is
not attending them

Compassion Could

So in Part I, was a disgrace to
break someone, ^{by calling it} falling. & all
sought to help & console to
unpleasant - so -

here - should understand that
Could has understood good &
bad - but does wrong - in
himself - Sentiments de averre
fatto male

This is a punto di partenza
 - to do some action more
 much, on a ^{the} effort video
 are considered higher than
this age. This is to Call the Devil!
Di fare marcia & in
general a vita dura.

Allora it is like fare un saggio
verso a vita dura.
 mentre il B. sub to mollizza
gentile - se to & under - The rest
is to go & find hard two

Per dare ^{effort} questi sprozi; to
organize them - this must
be a scopo
motive of perfective

The differ between School games
mantra who takes class for a
walk & this

① Team certainly lets them
go out of envy

And this is to show the smallest
 allura ment I said is needed of n. regard

Bry Scouts reunion

|| ce una reunion insieme dei

Bambini mit more principles

This attracts to B

B. called together, insieme
 with a scopo morale

to defend to debate

Or to call with conse. that certain
 actions must not be done:
 all in this Soc. do not do
 it -

This brings a sentiment
 of moral responsibility &
 sense of duty

Deiamo that this is the modo
 di good attract Ch of the age

The work will continue
 the approach to the
 leaving of the things,
 design them, P

Montessori Principles
Applied to Religious
Teaching Edn

Dr M. has worked out a
scheme for Religious Edn of
Children. Like all her work
it is based on her unswerving
faith of striving to understand +
recognize its needs + capacities
^{in the lives of her pupils}
at various ages. Much of
this work has never been
published - & all of it is
strikingly original.

Of particular interest is
her method of Teaching Children
for Preparing Children for the
ages of 2½ - 7 by the
preparation of a special
Environment - To attract them in
which before the age of Reason
to awaken the two instincts
which awaken to Religious Sentiment

6

