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July 2022

Box 06, Folder 12 - "Montessori not Primarily a Method of Education"/ "The Incarnation of Language"/ "Mental Development in Infancy" (E.M.S.)

Edwin Mortimer Standing

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Recommended Citation

Standing, Edwin Mortimer, "Box 06, Folder 12 - "Montessori not Primarily a Method of Education"/ "The Incarnation of Language"/ "Mental Development in Infancy" (E.M.S.)" (2022). *Lecture Outlines, 1962-ca.1963; n.d., Edwin Mortimer Standing, ca.1963; n.d.* 8.
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MONTESSORI NOT PRIMARILY A METHOD OF EDUCATION

It is the DISCOVERY OF THE REAL CHILD

She saw him - because he was spontaneous
(not transfixed like butterfly)

So we get the TRAITS OF NORMALITY.

(First) Mind is always working

That is what makes a Montessori School go

élan vital

and of course you see this trait also outside a
Montessori School - when children are spontaneous
Mind always comparing - by its very nature.

Aristotle "Composing and Recomposing" and comparing enables.

E L A M P L E S

- ✓ (a) Out to lunch - Jam tart.
Mummy "Must I use the fork - or may I hold it by the wood
- ✓ (b) Here Mr. Standing is your tea for your pipe
- ✓ (c) In the Hall of a big Game Hunders 'house'
"Mummy may we go next door ?"
"Whatever for ?"
✓ "I want to see the rest of the stag."
-
- (d) A sort of Remorseless L
Mummy "How often have I told you that those Tombersons are
bad boys to play with ?
Johnie " Yes, but I'm a good boy for them to play with

MONTESSORI NOT PRIMARILY A METHOD OF EDUCATION
CONTINUED.

- (d1) "Daddy does the tide come in on Sundays."
- (e) "Come and kiss Aunty " Mother
"Why ! what have I done ?" Son
-
- (f) SUNDAY SCHOOL Teacher tells story of Adam and Eve, with
pictures and diagrams.
"Now what is the moral of all this " . Teacher
"Eat less fruit " . Child.
-

Negations - or being Positive.

- (g) "What did you learn to-day "
"That 5 and 4 don't make 7.
-
- (h) "John be a good boy "
"What musn't I do " ?
- (i) Mother- " Go upstairs and see what Tom is doing
and tell him not to ! "

EVEN THEIR MISTAKES ARE SIGNIFICANT - LOGICAL IN A WAY.

- (j) Twins in a pram.
"Mummy , why can't we have a baby with a head at
each end ? " .
- (k) To Policeman (Lost child at flower show).
"Please have you seen 2 ladies going about without
me " ? .
-

WORK AND FATIGUE

- (1) "Can I get up Mummy ! its so tiring resting."
(St. Augustine - Love is at rest until it is a
work " (The whole story of the
Redemption of in that
sentence).

LOVE OF REPETITION

(m) Montessori at a Lecture.

Teapot and cups !

Milking a cow.

"Now put it back and do it again ! "

(n) GEOMETRY LESSON

"Now Mary what have I drawn ? "

"I don't know Miss Browne but it looks like our Bathroom window ! "

(o) ACCURATE PRESENTATION

Not Abandonment .

Mother " Go and wash" .

Child " Where shall I wash ? "

Mother " In the bathroom of course " .

Child " Yes , but where on me " .

(p) LIBERTY.

You cannot choose until you know.

Very Modern School.

(q) /Do I always have to do exactly as I want to " ?

Effort is essential .
Loves difficulties.

GRAMMAR.

Montessori "Even if no practical use etc. -
But it can of practical use IRIS

Irish Magistrate.

Mc Clusky Witness.

S Stölea pig etc.

What do you do with a noun - decline it.
What do you do with a very - congratulate it ! .

RELIGION.

(r) God bless Daddy & Mummy and dog and cat:

(r) our new telephone No. is Wooley 3651.

DEPTHS OF THEOLOGY.

- (s) a) The Ant and Sur
"Not with the Got part of him".
b) Now I will tell you something (egg spoon) ----
It is easier for a camel
(All of Vis)
-

XXXXXXXX. WORDSORTH

Mighty Prophet.
S Blessed
Thou on whom those truths do rest.
Which we are taking all our lives to find
In darkness lost -
In darkness of

THE INCARNATION OF LANGUAGE

THE SENSITIVE PERIOD FOR LANGUAGE

Last time discussed SENSITIVE PERIODS IN GENERAL

THE DISTINCTIVE FEATURES OF A S.P.

- a) a phenomenon of development
- b) Has to do with the environment - a special focus or search light on some particular aspect of the Env't.
- c) It fixes a faculty or a disposition
- d) it is an evanescent phenomenon.

SP. for Order

Not just like a House wife ... "I like order in my home"

It is a separate need of life

the very ground we need for walking on

How you feel in an Earthquake .

It affects the child's whole being with distress

It is the basis of all that follows

builds up on it -- like the Geographer map maker .

NOW THE SENSITIVE PERIOD FOR LANGUAGE

The further we go back the more mysterious it becomes

Wordsworth

Our birth is but a sleep and a forgetting

Our life's star the star that rises with us
as had elsewhere its setting

And cometh from afar ...

Not in entire forgetfulness and not in utter nakedness

Do we come

But trailing clouds of glory

From God who is our Home.

The mystery of birth -- and so of death

Sunset and evening star

And may there be no moaning of the bar

When I put out to sea

But such a tide as moving seems asleep

Too full for sound and foam

When that which drew from out the boundless deep

Comparison with the Incarnation

There is something mystical in the idea that the tiniest baby has a mental life in it. It might lead us to contemplate

the newborn infant in the same spirit as that in which in religion we contemplate the Child Jesus

AS THE INCARNATION OF A GOD TRULY PRESENT IN THE TINY BODY .
SO WE MIGHT IMAGINE IS A HUMAN SOUL HIDDEN IN THE
TENDER HELPLESS BODY OF THE BABY - a soul already developed and
sensible , albeit dumb .

Now comes the surprise which at once shows us

a) the brilliance of Montessori's scientific observation --
and

b- the depth and clarity of her theological knowledge through faith .

IN THE GOSPEL OF JOHN -- like a magnificent Prelude --
we in the beginning was the Word -- the Logos --

The Word was with God and the Word was God

All things were made by him etc....

AND THE WORD BECAME FLESH AND DWELT AMONGST US .

THE INCARNATION OF THE WORD.

IT IS NOT IN THE LEAST NECESSARY FOR YOU TO BELIEVE IN THIS TO
APPRECIATE WHAT MONTESSORI IS TRYING TO MAKE CLEAR .

This Word the Logos ,,, was utterly complete

infinite knowledge ... perfect -- the Second person of the
Holy Trinity -- could not develop and unfold its potentialities
it was always infinitely complete and infinitely perfect ...

NOW IN A SENSE IT IS QUITE TRUE TO SAY THAT IN A CHILD
THE WORD BECOMES FLESH but in a quite different meaning
if the word we mean LANGUAGE ... THE POWER TO SPEAK AND EXPRESS
ONES THOUGHTS .

COMPARISON BETWEEN LANGUAGE OF MEN AND ANIMALS

We go to PERSIA

a) Ourselves, b) the Bay and c) the kitten .

The kitten still miaows does not change its language

if a dog would bark (not in Persian (or Chinese)

(Sorry of the Man in the Restaurant

What is this meat ? Moo . 'Click cluck Baa baa

no Bow wowo !)

WE CAN LEARN IT A LITTLE)) BUT WITH A GREAT EFFORT

THE CHILD AT THE END OF TWO YEARS WILL SPEAK PERSIAN

OR CHINESE OR ITALIAN OR FRENCH .

This is a very strange thing (if we look into it .

LANGUAGE IS LIKE A WALL - shuts in the group

keeps out the others .

BUT IT IS ABSORBED AT THIS AGE SIMPLY BY LIVING

MONTESSORI'S GREAT BOOK THE ABSORBENT MIND .

THE ANIMAL HAS ALSO THE MOVEMENT OF THE SPECIES

COMPLETE)) THE CHICKEN ? THE COLT ? CALF ETC

But the child how different

THE CHILD IS BORN INCOMPLETE ... AND HOW ?

ABSORBENT MIND PAGE 109

IT HAS TO CREATE ITS OWN INSTRUMENT OF EXPRESSION

MORE THAN THAT ITS OWN EGO

THE SOUL PERMEATES INFUSES ITSELF INTO THE FLESH

TO MAKE IT THE INSTRUMENT OF FREE HUMAN BEING

THE LANGUAGE TOO IS NOT A MATTER OF INSTINCT

BUT ADAPTATION TO A SOCIAL WORLD

why the Baby's head os so bog !

(diagram)

Before it can move it has to cons truct itself to a large degree ----- Takes in the world around it subconsciously .

To come back to Langau ge

SECRET OF CHILDHOOD P.34

"What exists is a predispostion

34.....a d 35

To 39 , 40 to 41 (ne third)

then 45 .

QUOTE FROM ABSORBENT MIND ...

THIS WONDERFUL MUSIC P 174

NATURE THE MOST WONDERFUL TEACHER

1) the sounds a fixed in the subconscious

cannot see it sounds like letters gugu

Baby Langau e tu tu

2) The syllables

3) then words

the baby fixes the sounds then the syllables

(even before that wordless movements)

4) Names come first

Adjectives

conjunctions and adverbs

verbs in the infintive

conjugattion of verbs

declension of nouns

prefixes suffixes

syntax and exceptions .

MENTAL DEVELOPMENT IN INFANCY

Great improvement in Infant Hygiene ----

it is wide spread and generally known .

BUT there is a big field of development still
unknown and uncared for . ---Mental development from Birth .

UP TILL NOW the child as a little animal (needs)
or a plant (Kindergarten)

BUT HE IS AN INTELLIGENT BEING from the start .

Consider the SOUL for a few moments.

(not from a theological point of view ³ psychological)

SOUL IS AN IMMATERIAL THING . -- a spiritual thing .

Spirit -- and matter .("What is mind ? etc !!)

Matter extends , occupies space , has weight and other
properties . can be divided -can disintegrate ,
and corrupt .

SPIRIT has no extension , does not occupy space , is
immaterial , has not parts , is indestructible .

SEE THE DIAGRAM Special position of MAN in the UNIVERSE.

Two-fold nature .(Remember the Exercises of Practical Life

The Progressive incarnation of man)

THE SOUL IS THERE FROM THE START . (Potential)

ARISTOTLE MAN A RATIONAL ANIMAL

THE GREAT POWER OF REASON .

SHAKESPEARE ...THE BEAST THAT LACKS DISCOURSE OF

What a piece of work is man 'How noble in reason ,
in apprehension how like a god ? the paragon of animals .

Reason and the spiritual soul go together .

Why ? and How ?

THE POWER TO MAKE ABSTRACT IDEAS - Universals ,
the difference eg. a cup .

1- the cup , 2) the ~~image~~ sensation , 3) the image ----
and finally the IDEA all cups . The basis of the syllogism

The syllogism .

Major premiss All birds have feathers

The archaeopterix has feathers

ergo The Archaeopterix is a bird .

Abstract ideas all , bird feathers etc .

The child

THE CHILD IS BORN WITHOUT ANY IDEAS

(in spite of Plato -- innate ideas - knowledhe is a remem-bering)

THE CHILD HAS TO BUILD UP HIS IDEAS .

AT FIRST A BIG BOOMING BUZZING CHAOS CONFUSTION .

HOW DOES IT BUILD UP ITS IDEAS . . .

By the power of abstraction which is has from its birth .

WHEN DOES IT BEGIN ? ANSWER RIGHT FROM ITS BIRTH .

From these generalities to something definite and concrete

READ THE EXTRACTS AT THIS POINT (~~PXXXXXX~~ p47-48)
(the other daddy)

Very remarkable ---

Let us condsider it from different angles .

1) Remarkable in itself as a sign of mental activity in so young a child .

2) Yes + but -- Power of Observation -- to see - see deeply

3) Patience to help the child -- 20 times -- time and patience and interest and sympathy .

4) The last phrase

" laboriously catalogued out of CHAOS.

THE GREEKS AND CHAOS .

Warring elements

Bible " without form and void "

The two creations s MACROCOSM AND MICROCOSM .

So it is with each individual

A new creation ---a new world --

in fact two new worlds --- within and without .

We can trace a certain similarity in the process

THE CHILD'S ENORMOUS TASK

Prof James ... " a big buzzing boeing confusion "

To sort things out ---

An enormous jig saw puzzlemake the parts fit .

A work of the intelligence

When does it begin ?

Right from the start (see extract)

When does it finish ? Never ! still going on !

HOW DO WE KNOW IT IS GOING ON ?

Incidents and remarks give us " a peep into the works "

This sorting and cataloguing things out .

Indicate the mind is always working .

Examples 1) The other daddy ?

2) Here is the tea for your pipe .

3) Do I hold it by the wood .?

4) I want to go next door ? (whatever for etc.)

5) "Mummy , why can't we have a baby with a head at
each end ?

6) Very well , have it your own way IT IS A HEN !

NEW IDEAS Secret of Childhood

p 125

THE PARTS OF THIS JIG SAW PUZZLE

SPACE "Have it "

Tony come into my garden.'

SELF AND NOT SELF

--- not know that I am I

-3- Grips his toe -- his own body
The study of the hand (read) 16

Like a dog or chimpanzee --- comes gradually
quote Tennyson p. 95.

TIME very vague ideas. ...have we had dinner ?

Tony ... Yesterday and tomorrow

When did Grandpa go away ?

When are you going to see the circus ?

Macbeth "and all our yesterdays di light the way fo
dusty deat .

A VERY INTERESTING POINT THE ROUGH DIVISIONS FIRST .
AS WITH THE MACROCOSM ...

Examples Number How many cakes ?
Colour What colour is that rug ?

Insignificant -- the genius sees it ...
Shows Spontaneous rough classification

As in the beginning of the world .

Light and Darkness : Sea and sky ? Land and water

The the finer details --- animals and plants .

DREAMS AND REALITY Even we say Did I dream that ?

A child very confusing ? and frightening

Mummy mummy I dreamt I swallowed myself --- have I ?

Imagination and Reality

We should be careful not to make it more difficult .

Stories of elves , and dragons , witches and ghosts

Has to unlearn what he really believes

Read from Montessori's MS

p.3 , 4, and 5

QUOTATIONS TO BEED WITH

p II bottom