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July 2022

## Box 15, Folder 18 - "Characteristics of Normalized Child"; "Psychology of the Child;" [+Exercise Book "Numbers"] (E.M.S.)

Edwin Mortimer Standing

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### Recommended Citation

Standing, Edwin Mortimer, "Box 15, Folder 18 - "Characteristics of Normalized Child"; "Psychology of the Child;" [+Exercise Book "Numbers"] (E.M.S.)" (2022). *Notes, ca. 1929-1948*. 9.  
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## Characteristics of the Normalized Child

- Possesses
- 1) Capabilities for work & energies superior to Duwato C.
  - 2) Quenched Intelligence
  - 3) More receptive mind
  - 4) greater creative ability
  - 5) more mentally alert
  - 6) Keen to gather knowledge from his environment
  - 7) Acquires in this way so much culture is said to be precocious
  - 8) Can work long hours without fatigue
  - 9) Works with joy "Some sign of psychic health"
  - 10) Self-Reliant  
Independent  
Certain ease of action

## Morally

- 1) loses possessive instinct
- 2) gives up desire to dominate
- 3) life of activity
- 4) Love which goes out to all things.

Monday

Chool

those who from their youth up feel that the experience and wisdom of the ages are theirs and theirs the authority that goes therewith. Such an outlook is necessarily accompanied by a very limited, not to say feeble, intelligence. Of them also we can say that they have never grown up. Some obscure error of their early upbringing has instilled into their minds that they are born to direct and command, and that they have all the qualities necessary for such a task. Such people often become successful business men since in "business" for some

mysterious reason it is confidence rather than intelligence that counts. Yet they are essentially children, drilling (but with great and solemn authority) their army of lead soldiers. They may quite easily crash very badly but they may on the other hand carry their bluff through to the end—for, after all, life is very short. Sensible people who have a different scale of values assess them at their true worth and do not bother about them. The rest of the world—well, *mundus vult decipi* . . . .

FR. ALPHONSUS BONNAR, O.F.M.

## Normality and Deviation

### THE NEW PSYCHOLOGY

SINCE Dr. Montessori began her work, and wrote the first accounts of her method, there has been a great and unexpected development in psychology. The researches of Freud, Young, Adler and many others have opened up new paths and shed a fresh light upon the inner workings of the mind. In fact we might almost say they have brought about a new way of regarding and describing the phenomena of psychology. The old "static" terms, such as percepts, concepts, apperception masses and the like have gone out of fashion, giving place to a more fluid and dynamic phraseology. Repressions, complexes, hormones, sublimations, these and many other new terms are now in constant use. Collectively they indicate a view of the human psyche which tends to regard it as made up of various streams of energy, many of which are intimately bound up with those instincts which we have in common with the higher animals. These streams of mental energy are unceasing in their interplay, and—like other forms of energy—are indestructible.

In the light of this new and dynamic psychology Dr. Montessori has reviewed the results of her long experience and that of her countless followers, and has developed her interesting doctrine of *Deviation in Childhood and Normalisation through Work*.

### THE TWO STREAMS OF ENERGY

We may say that in the child there are two streams of energy: one physical, related directly to the body; the other mental, related to the psyche or the soul. And the path of normal development, the one we are seeking for, the child, is the one where these two streams of energy are brought together in an ever-increasing harmony. Conversely, any factor in the child's environment which tends to lessen this unity—to separate or disassociate these two streams of energy, physical and mental—tends as surely to some form of arrested development, some deviation from the normal.

These many forms of arrested development are called "deviations," because these disassociated streams of energy

which should be working in harmony creatively are not destroyed—since energy cannot be destroyed—but only deviated from their true channels, thus bringing about many forms of disorder, physical and mental.

#### FACTORS WHICH CAUSE "DEVIATIONS"

What are the chief factors in daily life which tend to bring about this "divided Personality," this separation of the two streams of energy? We may group them under two heads.

- (1) *When the child has the will to act but his movements are inhibited.*
- (2) *The unnecessary substitution of the adult will for that of the child.*

To take number (1) first. The inhibition of the child's movements is often caused by the direct intervention of the adult. "Run upstairs and see what Tommy is doing and *tell him not to*—" (*Punch.*) "Don't touch that, Tommy!" "If you do that again I'll smack you." "Don't meddle with them things," etc., etc. This is what he often gets at home; while at school he is often forced into long periods of immobility by having to sit quiet at his desk.

Then again the child is often cheated out of his right to activity by the well-intentioned adult who insists on doing for the child what it wants to do for itself—as for instance crawling upstairs, brushing its hair, doing up its own clothes, and a hundred other such things. The adult is generally too impatient and quite unable to bring herself down to the slower "rhythm" of the child's life. The child defends its own independence against the adult in a life-and-death struggle: and whereas the adult often puts it down to stubbornness or caprice it is really the voice of Nature in the child urging it to keep on the path of

self-development, the path which leads to more perfect unity of soul and body.

Very often again the child cannot find this path, *which brings together these two streams of energy*, mental and physical, for the simple reason that he cannot find in his environment sufficient stimulus to such reasonable activities. He wishes to act with his whole personality but he does not know where to begin. How often one hears from the little ones the pathetic lament—when their elders tell them "to do something and be quiet" . . . "But I don't know what to do!" As Dr. Montessori well puts it, "The child feels a sense of 'mal essere' (the opposite of well being) conscious of an impulse driving him he knows not where, and it must ease itself he knows not how." This explains the great sense of joy and well-being which comes over the children when they find themselves set free in the Prepared Environment. For the whole aim of the Prepared Environment is to provide the child with an infinite number of interesting things to do, activities specially designed to occupy both *mind and body in unison*.

The Second of the main causes of Deviations brought about by the influence of adults is what we have called the "Substitution of the Personality of the Adult for that of the Child." Here the child often has activity enough—but in a sense it is not his own activity; for his bodily energies are not under the direction of his own will, carrying out what he has chosen himself, but under the direction of the will of the adult. So again there arises a disassociation between his mental energies and his physical. Here once more we see clearly the importance of Montessori's principle of giving the child Liberty of Choice, to choose his occupations, without which he does not act with his entire personality.

Two children may be doing the same sums in Arithmetic, one at the direct command of the Teacher, perhaps under threat of punishment, the other by his own choice. Outwardly the casual observer might not see any difference, but inwardly there is a great contrast.

#### FORMS OF DEVIATION IN CHILDHOOD

The forms of "deviation" due to arrested development in children are legion. It is much easier to enumerate the characteristics of the normal child. "It is much easier," says Dr. Montessori, "to describe a jug, than all the different pieces it may break into when it falls." Many of these deviations are unpleasant traits often found in children, such as untidiness, disobedience, possessiveness, gluttony, quarrelsomeness, lying, fears, shyness, disorderly and destructive movements.

But there are other traits common in childhood, and often looked upon with favour by adults as making children more attractive, which nevertheless Montessori regards as deviations from the normal. Among such we may mention a great development of the faculty of imaginative make-belief, an insatiable delight in listening to stories, extreme attachment to certain persons combined with an extreme dependence upon them. No doubt many readers will think that this is going too far, and that these are not only pleasant but normal characteristics of children, and therefore to be encouraged. They will think Dr. Montessori is still more exaggerated when she says that love of imitation, curiosity, and instability of attention, are also "deviations" and are not characteristic of the normal child.

None-the-less Montessori affirms that these are all forms of deviation, and affirms

it with confidence. And for a very simple reason, viz., that when the child is placed in a suitable environment and given freedom within it all these characteristics slough themselves off giving place to the *characteristics of the normal child*. These may be summed up as follows:—

- Love of order.
- Love of work (as compared with play).
- Profound spontaneous concentration.
- Attachment to Reality (in preference to make-belief).
- Love of silence and of working alone (this does not mean in solitude, but psychologically isolated by its own concentration).
- Detachment from the love of possession—the motto being "To use and not to possess."
- Power of acting from real choice and not from mere curiosity.
- Spontaneous Self-Discipline.
- A serene docility. That is a willing obedience which, however, is combined with—
- Independence and Initiative.

It is beyond the scope of this chapter to describe in detail the various forms of deviations to be found in children. Nor indeed is it necessary. Those who are interested should follow up the subject in Dr. Montessori's own brilliant analysis in her *Secret of Childhood*\* (pp. 185-225). There she deals, with characteristic penetration, with such topics as Psychic Fugues (escapes); The Dependent Child; The Possessive Child; the Power Craving; the Inferiority Complex; Psychic Barriers (the most difficult of all for the teacher to overcome); Timidity, Lying; and the repercussion of such psychic deviations on physical health. What concerns us most in this chapter is not so much the particular forms of deviation as the fundamental cause from which they spring—and their cure.

\* Longmans.

### THE CURE FOR THE DEVIATED CHILD

According to Montessori there is one sovereign cure for all the forms of deviation mentioned above, and that is *Normalisation through Work*. The term "work" however requires some explanation. A profound difference distinguishes the work of the child from that of the adult. The work of the adult is primarily an activity directed to some external end—such as the construction of a house or a bridge, for example; whereas the end to be achieved by the child's work is primarily internal, being directed (albeit unconsciously) to the creation of his own personality. It is work in this latter sense which has the effect of unifying the deviated personality of the child and restoring it to normality. For work in this sense means the activity of the *entire personality, expressing itself as a united whole*, in a favourable environment. The child's play can never have the same effect; for play satisfies only a part of one's personality. Work is concerned with Reality: and this normalisation can only be brought about by the child's concentration on some activity carried out with a definite purpose in a real world.

After all, this is only what one would expect after what we said above with regard to the cause of deviation. If deviation is the result of a separation or disassociation of the two streams of energy—psychical and physical—it would seem quite reasonable that they should be brought together again by an intelligently directed bodily activity, i.e., by some line of action voluntarily chosen and carried through to the end, the whole personality participating.

### A NEW ORIENTATION OF THE ELEMENTS OF PERSONALITY

From the moment the deviated child begins to concentrate spontaneously on

some form of "work" his character begins to change. Internal order begins to take the place of disorder. Something seems to happen in the depths of his personality, and he comes out of the experience a changed being. It is as though this concentration on his work has set going a fresh orientation of the elements of his personality, as a magnetic current will set in order a confused mass of iron filings. I have heard teachers say it is as though the child had worked a poison out of his system.

### "SUDDEN CONVERSIONS"

Sometimes this change for the good takes place with surprising suddenness, so much so that Montessori has compared it with the "sudden conversions" which may happen in the religious life. It does not in the least matter what the particular work is the child undertakes: in one case it might be the cylinders; in another, the sound boxes; or with a third the washing of tables; or it might be the composing of numbers with the beads, or the making of words with the movable type. The important thing is that the child, who up to that time has just "messed around" the schoolroom taking up everything by fits and starts and nothing long, suddenly (God knows why!) begins to concentrate on some piece of work steadily and for a considerable time, shutting himself up in it, as it were, isolated from the rest of the world. That is the beginning of his salvation.

### NORMALISATION THE FIRST STEP IN EDUCATION

When one hears experienced Montessori directresses discussing their children with each other, particularly those children who have recently joined their class one does not hear them saying "Has Tommy

begun arithmetic yet," or "Does Freddy know his letters?" Rather, you will hear them say "Is he normalised yet?" For until this "conversion" takes place nothing very satisfactory in the way of education can be done with Tommy or Freddy, or any other child. The first duty of the directress is to help the new child to normalise itself. Until the child is "normal" says Dr. Montessori we should not bother about making him read or write. In fact she says: "Our schools are in the first place a sanatorium!" Fond parents may not like this way of putting it and be shocked at the suggestion that their precious offspring are not normal. But this is because many forms of deviations are so common that they are not recognised as such.

#### DEVIATIONS CANNOT BE CURED DIRECTLY

We cannot cure the child of his deviations by a direct frontal attack. It is no good telling the timid child not to be timid; it will only draw his attention to his defect and make him worse. The timid child will work better if we take no notice of it. The child with the disorderly movements will not become orderly by continued admonition but only by becoming "changed" (as the Oxford Groupers say!) by work. "This does not mean, of course," says Montessori, "that the adult should not intervene and give moral admonishment when necessary, nor that she should not give intellectual education by explaining and presenting the uses of the objects in his environment. But it means that we cannot force this normalisation from without." As the child's deviations were probably caused in the first place by wrong relations with his environment and adults so its normalisation will only come about when right relations in these respects have been re-established. Some

children take much longer to slough off their deviations than others: those that have "mental barriers" against certain subjects—formed by wrong teaching in a previous school—are among the most difficult. But time, tact and patience, and the Prepared Environment will conquer in the end; and the child's real self will appear in due course.

The Deviated child, when he comes to school first, is veritably a thorn in the flesh to the Montessori Directress. He is a trouble to himself and to everyone else with whom he comes in contact. He will potter round, now trying this piece of apparatus and now that, out of curiosity and not real choice. He will go, if he is not stopped, from table to table disturbing the others who are working. In short, he behaves as a "naughty boy," for he has not yet learned obedience—for that, too, will come when he is normalised. But if the Directress continues to treat him with a mixture of firmness and respect; if she is tireless in presenting him with new interests (however bored he may seem to be); if she encourages him without forcing him; if he is allowed to go round and watch the others at work (so long as he does not disturb them) sooner or later there will come "Der Tag"—the great day. That is the day on which he shows the first spontaneous concentration on a piece of work. It is indeed, a great day for him, for it is the beginning of his salvation. He now commences a new phase of his life, almost a new life. His feet are set once more upon the path which leads to Normality, for his deviated energies are restored to their true function—the building up of his personality.

#### NORMALITY AND THE COSMIC ORDER

The chief characteristic of the normalised child is Order. Order within and



without. It shows itself in his bodily movements, in his mental activities, in his relation to, and care of, the objects in his environment; in his reactions to his companions and to his Teacher. The harmony which now envelops his whole being (restored to a psycho-physical unity) is one with the harmony of Nature, and has the same source. Mathew Arnold writes somewhere:

“One lesson Nature let me learn of thee,  
Of toil unsevered from tranquility.”

No words could better describe the joyful serenity which characterises the spontaneous work of a group of normalised children. Their toil—surprising toil to those who have never witnessed it before—indeed, it never ceases to astonish—resembles the tranquil and unhurried effectiveness of growth. Which indeed, is exactly what it is. For Dr. Montessori the scientist, setting aside pre-conceived notions, patiently and humbly sat at the feet of Nature, seeking, year after year, those “inner directives” or laws of growth, with their corresponding “Sensitive Periods,” which could only be revealed by the liberated child—liberated that is from the undue pressure of adult interference. And having found them, with exacting patience and humility she has revealed them: and the result has been that she has vindicated once again the truth of the ancient maxim that “Order is the first Law.”

Order which now enfolds the child, showing itself in its every action, is that Cosmic Order which governs the planets in their orbits, governs the Seasons, shapes the growth of the seed, germinates the seed. These inner directives which govern the child—these inner directives which make him wash his face again when it is already

clean, which cause those sudden illuminations in the sphere of the intellect to flash up in the child's mind (“Montessori Explosions”); which show themselves in those mysterious and transient interests which light up now this and now that part of the environment as with a search light (Sensitive Periods)—all these are in their nature to be compared with those inner directives which arrange the molecules in the chemical substance, the chromosomes in the germ plasm, urge the bird to build its nest, or the embryo eel to swim a thousand miles across the ocean to the Sargossa Sea.

#### THE JOY OF CREATION

And here we find, too, not only the secret of the child's love of work, but of the joy that goes with it—that innocent and indescribable joy that arises like a perfume in a well-run Montessori School-room, and makes it as much like a Heaven on Earth as can be found anywhere on this troubled planet. For it is a part of that joy which springs perennially from the Fount of all Being. It is one with that joy of which the poet speaks when he says:

“With joy the stars perform their shining,  
And the sea its long moon-silvered roll.”

It is the joy which always accompanies creation, of which the author of the book of Job speaks, when he tells us that in the beginning of Creation “The morning stars shouted for joy.”

The joy which radiates from all those little faces in the Montessori School is indeed the joy of creation. For the work of the child, as we have pointed out before, has primarily an inner aim, the construction of personality—the Creation of Man.

MORTIMER STANDING.

## Psychology of the Child.

It is an error in the treatment of the child, this substitution of the adult's will for that of the child. Deviations from normality in early life are causes of sufferings later. The child has not been able to follow the inner guidance, there has been a void, between adult, and child.

1. There is the weak child, subdued, and inert who has not much energy, and is apt to yield to the stronger will.

2. There is the active child, strong etc., in whom we see, visibly, intelligence, and activity. The intelligence is developing of its own accord. Imagination without guidance goes astray. The adult rejoices at

imagination, and think such children are richly endowed, and most intelligent.

The adult thinks differently of the child of disorderly movements. He tries to repress the child's will, he threatens, commands, or flatters. It matters not what means the adult employs in order to get the child to do his bidding.

This conception of the child is so deeply enrooted in us, that when we speak of liberty, it has been thought of in connection with the wayward one, it has been thought we wanted to do away with imagination.

The adult ever wars against the child, — the child's will has to be broken — his individuality broken up, and so goes on this striving, this warfare between adult, and child. The active strong child is ever in discord with the

adult.

The Subdued Type. (A candle lights quite brightly — if we breathe on it, it goes out). This is the child without imagination, he is suffering, nothing pleases him, nothing satisfies him, nothing gives him pleasure. He attaches himself to all those about him, can't get on without them. He can't play alone, does not want to be alone. We call this weariness of life. The child may be bored with life.

The child can be bored with life, and often feels ill with boredom. Nothing satisfies him. The adult tries to assist. The submission of this child is admired, his seeking after company is thought well of. These obedient children are in a depressed state of weariness. This weak child is used to the substitution of the

will of the adult. This fear, submission to the will etc -- the vitality of this child is gone, he no longer wishes to do anything he becomes altogether inactive. This weariness goes with them even to the soul. Laziness etc. ensues.

Lying of the child exists in both types, (The Weak, and Active Child).

Lying takes the form of story-telling, invention contrary to the truth in the imaginative type.

Ex: A teacher was explaining the value of vitamins to her children. One child came to her, and interested her much by telling her that a visitor came to her home, for whom her mother had to procure all kinds of vitamins. The teacher was told by the mother that such was never the case.

The child invents, and recounts all details. The adult considers it amusing, encourages and laughs at it. But psychologists do

not. This grows up with the child. They do it because they love ~~a~~ have a psychic need of doing so. Pure invention - it is nothing else. It causes confusion, complications etc. Patients do it.

The child will say what he has never heard, and things which never happen. It develops into a psychic deviation.

In the Weak child we will find lies of self defence, this child is illogical in his lies, so they are found out, and the child gets admonished by the adult for his lies. These weak ones are further crushed, by adults remarks.

The adult has his own particular type of lying, belonging to neither.

In some cases a child is not strong enough to undergo the consequences and so lies. Then the adult further represses vitality, and the child will not

be cured. Furthermore this deviates the progress of many hidden characteristics.

### Deviated Children of Different Types

At early stages of life these children could not develop naturally because of the substitution of the adults will.

Love of Possession: This has no actual value, the thing sought to be possessed may be worthless but it is the feeling of possession that matters. This comes about in one who does not value himself, so he gets attached to other things, and defends the possession of these things with violence. Adults suffer this also. The active child defends his possession.

Then there are those who hoard, and defend hoardings of valueless articles. These latter put together things which are no use. Such hoardings are very common in Reformatories where there

is little else for the inmates to collect.

The adults who possess riches, defend them. The former type (valueless hoardings) may be compared to the miser.

The Feeling of Power: The vices of the adult are based on these two things

(1) mania for money, (2) desire for Power. The child seeks for the power which the adult has over him.

Love of environment is usurped by this love of valueless possessions, and desire for power. For these possessions, this power, the child exploits the adult, and the adult generally gives in.

● The child goes, with pleadings, tears, (or whatever means succeed) and he will use them once he knows the adult who will give in. These the adult calls caprices.

The child does not recognize his



vital needs. The adult gives in to him when it is a case of deviation, and will not when it is a real need such as washing himself, or helping in some ways.

At some stage the adult arrives at the conclusion - he has spoiled the child, and then he strives to be strict, and tries to overcome this vice. These caprices are the reason of a deeper deviation. The adult has caused the deviation.

The Mother sometimes does not understand her child, as in this case: -

A teacher visited a parent, the parent asked the child to fetch the sugar basin, the child would not do so, and was very distressed. The Mother thought this stubbornness, and boldness in the child + would have insisted only for the teacher. After the teacher's departure the child fetched eagerly the sugar

basin. It was because the child feared that the teacher would ~~be~~ be gone on her return that the child refused at first.

There arises in the child a sudden interest which makes him industrious. He has joy because he finds himself a victor, inwardly he is set ago — His actions become orderly. This is where real education begins. Take care that normal relations between child, adult, and environment exist.

Fear in the child. Fear is not characteristic of a child. Darkness, and sudden noises are more the cause of fear, than the more real things. Weak children have ~~linked~~ <sup>about</sup> up with them an atmosphere linked up with lack of self assurance — Terror. The strong children don't know this fear — we

have to watch them lest they fall out of windows.

The Montessori Child has no fear, and even possesses prudence.

The reckless strong child suffers from a kind of fear which cannot be explained. It is invincible, and invirible. (He will think the cat is there, and won't believe it is not.)

### Children's Toys

As the child's nervous system differs so do children's taste as regards toys. The strong type of child will like mechanical noisy toys. The complying child likes animals, and adores, and loves stuffed woolly toys, and makes of them companions. Then there is the question whether dolls ought to be kept for boys or girls. The answer is - for both.

But if given environment, +

suitable material, they will get interest and detach themselves from dolls and toys.

This is most important. We experienced all this in our schools. We had dolls, and toys, but as they look to work, they could not be brought back to the child, nor to the toys.

Children do not care for prizes and rewards. They turned from toys to things which they found more attractive and followed a more vital, and deeper path. They strove to free themselves from bondage of sweets, and toys.

**Freedom:** People think that children want to eat, and that they have a tendency to overeat. Yet, there are children who cannot eat.

It is a psychic fact that if a child was forcibly fed with a spoon in its

earliest days, this produces, not wanting to eat.

We cannot cure by words, and all cannot be cured at once. We must treat the child as a patient, with careful, watchful observing nursing. If proper vital necessary requirements are given these difficulties will be overcome, and when removed there will be the flowering of characteristics which were not forced. We work for the hidden treasures of the child; the adult often admires deviations, and values what is useless.

This will be realized when: —

1. There are normal relations between child, and environment,
2. Between child, and adult.

The child must get over his difficulties and then education will triumph.

Parents will think us very impertinent if we tell them that their children are not normal.

Nevertheless such is the case, and if they realized it, half the battle would be over.

"If an affliction is shared, it is almost a cause for rejoicing."

We are out to discover normal men, and on this we build up education.

### Formation of Barriers:

The child seems as if he cannot receive certain things, can't learn some subjects, as if there was no intelligence for certain branches. The only thing to

do is to leave them quiet until that state of unrest has passed, and then will one material let him with ease go through the different stages. slowly and at his own choice, not giving help, except when asked for. This will be recovery, + cure.

All these discoveries are based on observation, + real experiments.

| If deviations continue they lead to a permanent state of deformation, because these are deformations.

Love, attention, and concentration on work, are the normal state for the child.

Sensitive periods were first discovered in Biology. Roses grow with Thorns, these are organs of defence. Roses have been produced in ideal conditions, all obstacles removed, and the result is the American Beauty. They have grown without thorns. The thorns are merely organs of defence, and when better conditions are provided the organs of defence do not grow, and the flower is more beautiful. So with the child, if brought up in suitable conditions, the means of defence (Lying etc), will not develop, and the virtues, the good qualities will be more perfect, more beautiful.

Given the best possibilities of life, the organs of defence, if they should be there, will disappear.

The same happens in our schools with



our children. These children are better developed, more intelligent etc. These defences (lying etc) are developed in beings who find in their environment obstacles.

We prepare an environment which has no obstacles for the child, and a teacher with a certain attitude which will call forth the hidden characteristics and which will not call forth the means of defence.

Bees are industrious, yet they have a sting. Snakes (poison)  
These defences do not constitute the most beautiful manifestations in nature. We serve the child by not calling forth elements of defence. We call forth a more beautiful better thing in nature.

and when normalized allow his manifestations  
help themselves unfold. Watch them  
becoming normal. Place the individual  
in an environment where it has calm,  
and serene scope for activity. Calling  
attention to faults does not do away  
with the evil, it augments it. If you  
say to a timid child "Get over  
your timidity", the child will become worse.  
Don't discourage defects, in right environment  
they will overcome them. The liar will  
lie no more. The timid will not be  
so.

The recovery is a wonderful happening,  
he is no longer timid, he is joyous,  
and like a machine, going. I do not  
say that the adult should not intervene  
in the moral education, but before doing  
so, normalize the individual. On the  
normalized, education works marvels

## Lecture XIII

Procuring the right conditions is the only way to remedy deviations in children. The will of man can be very erroneous. We appreciate what are only the outcome of strong deviations. Try to give children right conditions to live in, adopt the right attitude towards them, and when they get normalized, they will come flowering forth.

The Educator welcomes fear, because he thinks it will serve him for certain ends, that the child will be easily influenced. This goes on until there is a degradation in the forces, complete lack of will power -- inertia etc.

The child must work, and have self reliance. A questioning child does not listen to the answers. The adult thinks that questions show intelligence.

Cure deviations in their totality

11a) Next morning, we spent visiting Sister's school at Anua. It was opened just a year ago ..... It is marvellous what has been done there in a year. There are about a hundred children in the school, of whom 32 are boarders. The children were doing really good work, on the Montessori system of course, and the school is in the charge of two young women, Sister visiting it once a month  
.....

Calabar.

The more we see, the more we are amazed at what Sister M. has accomplished single handed. The school is in a flourishing condition. It is the only Montessori School in the whole region. Sister was almost in despair about being able to teach the natives anything: no system that she tried seemed to produce anythin results, so at last she decided to send for the books and see what she could make of the Montessori Method. She had never seen it in operation, and has just taught herself, and the results are wonderful. We spent yesterday morning in the school. It was raining heavily so the attendance was not good, but there were 109 in the Infant Dept. which was the one that we were in. The children were working very well and quietly, entirely under the control of native teachers, all of whom have been trained by Sister herself. She has one fully certificated teacher, three or four who have had some experience, and the rest are student teachers. There are 15 in all, and one learns that less than 7 years ago everyone of them was a pagan, one realises something of what Sister has done. She can go away to her other school at Anua for ten days or so and leave this, knowing that everything will go on in perfect order. And when one hears what the native is like in his primitive state one understands still more clearly the marvels that have been wrought. The Montessori Method seems to suit these children admirably. What they need is to do things for themselves. Their early years are almost completely silent; the mother carries the child on her back and never speaks to it; there are no children's toys: when taken down from the back they sit staring stolidly in front of them, with apparently

Next motning we spent visiting Sister's school at Anuam

no interest in anything, and therefore with their minds ~~are~~ utterly unawakened. They do just the same when they first come to school, and it is usually many weeks before they will move from their places at all. Yet the children we saw in the class just above the Infants were working away by themselves quite happily, and quite young children were working in two languages, English and Efik. And the work was very neat and tidy, a virtue not at all natural to the native. School begins at 7.30 a.m. and continues till 12.15 with half an hour's break at 10. At 12.15 they have dinner which is their principal meal, and at 8 o'clock they all go for an hour's siesta. At 2.30 they do needle work or laundry work while Sister takes the teachers for their lessons. At 4 o'clock they have biscuits and fruit, and then go and work in the garden of the new convent by way of getting exercise. At six they have recreation, at seven, supper, after which the little ones go to bed, and the older ones do quiet work, reading or sewing, and they go to bed at eight. In addition to their school work they do all the work of the house. That is another point in which Sister is far and away beyond any other school out here. Most, if not all refuse to let the girls do any manual work at all.

.....

Calabar.

At present, there are in our school 62 boarders (including Monitresses whom Sister has trained to great reliability), and about 240 day pupils. The children do all the work of the house ..... cleaning, cooking and laundry.... in turns. They have been marvellously trained by Sister. In the midst of their games, they stop at the first sound of the bell, talk and move so quietly (of course bare feet are a help) and there is never a sound between 8 p.m. and 8 a.m. This is the more striking when one considers the lack of self control in the Pagan native, and many of these children are still unbaptised.

.....Their habit of carrying everything on their heads gives them an erect carriage and an easy swinging gait.. ..

II & Anua. The school at Anua has been started only a year, and  
it is wonderful to see the transformation, in that short ~~time~~,  
in the ~~the~~ little children of the bush ~~and~~ who had never even  
had a garment on before. We found them working away in perfect  
order under the care of native teachers whom Sister Has trained

III  
*for contrast.* In the Essene school, my heart ached at the sight of a very  
large class of young children packed like sardines on low  
bamboo benches without backs and a poor teacher trying in  
vain to teach them all while the next ~~class~~ were shouting the  
catechism.

Re. Anua. I hope that we may later on get the education of  
        
the little boys. They are such dear little fellows, and the  
native masters who teach ~~tem~~ are very rough with them. You should  
see how quiet and gentle our Monitresses are with the children ' .

Extracts re Montessori. from Rev. Mr. General's letters.



Adlon Wills School Feb. 25<sup>th</sup>

Children of all sorts - often for only a few weeks.

"And where do you live" - what is your address - ?

"Steam roller Minnewa Rd.  
What?"

Steam roller Minnewa Rd

What a funny name. Why do you call it a <sup>3<sup>rd</sup></sup> steam roller

Because it is one - My daddy owns the steam roller.

"It must be a nice road"

Yes. it is nice making it!

---

They lived - a family of 6 children in a little hut attached to the steam roller... Very neat & make very careful.

## Re Toys

After Xmas we allow the children to bring their toys. ~~on Fridays~~ always. They like to bring them to show them, but they do not play with them.

I don't want to play, I want to work

Often to work with the toys on their desks

---

When Parents come. the children very often point out various pieces of apparatus to them as they go.

"That's what I'd like Daddy". And the children love to have pieces of apparatus that they can use at home, or something similar - e.g. a box of letters, or a multiplication board

---

One parent - whose daughter had  
been at school 6 weeks. & was a  
very quick child. Could look home  
to work books at end of 6 weeks  
time. 3 of them full of notes.  
"Maths trialbed" I am a rate-payer  
& I think its awful that children  
should be allowed to waste paper in this  
way. ~~Master~~ Teacher behind me aff.

---

## Normality & Deviations

Energies of life ~~undestructible~~ indestructible

Mental Normality not so easy to recognize

Revel<sup>n</sup> of the Normalized Child.

Characteristics. -

Causes of Deviations

Source of Brahm Jug.

Two Streams of Energy - divided or united.

Two Main Causes of Deviations.

Faults

Disordered Mot.

Faults. - a flight.

Disordered Mot's

(Deviations are Defects)

Dependent Child

Possessiveness

Power-Craving

Positive Barriers

10

Characteristics of Normal Child

Love of Order

Love of work. (more than play) pp.

Profound spontaneous concentration

Detachment from Possessions

Power of Choice. (curiosity)

Obedience combined with Independence

Spontaneous Discipline

Sum up

(Love of work + order.) Read pp

Characteristics of Deceased Child - Legson

Smile of Brahmā cup

A. Bad Traits - Disagreeable Traits

Untidiness

Disobedience

Grudiness

Selfishness

Enviousness

Caprice.

Lying

fear

B. Pleasant Traits

So-called "Creative Imagination"

Unsatiable delight in stories

Dependent attachment to persons

Submissiveness

Love of Play. [pp. 151

C. Definite Psych Characteristics

Imitation

curiosity.

instability of attention

How Deviations are Caused

A Break in the Personalist

A disconnection between creative urges  
and true outlets.

Energy Indestructible. -

goes underground

Subconscious

Defiance is something intimately bound up  
with the life-F itself. Life is always something  
greater than the Indiv. conscience goes forth  
with an impulse stronger than ourselves -  
and driven by this impulse advances  
& fights past obstacles

Life can be suffocated but not without  
a struggle.

How to Meet Struggles. In the end arises a  
confusion. He would like to do something & will  
understand it but remains confused & cannot do it.  
He feels a sense of mal essere - conscious  
of an impulse driving him he knows  
not whether it must ease itself he  
knows not how - just as  
adult hood - yawns -  
Thus also a form of defiance

Gaethe and "Unwissende Tätigkeit"

A Conflicts connected with Emot  
a Inhibition of Movement.

"Don't touch". "Keep your hands off or I'll smack you."

p 66

Cancellation of S.P for order + others

Shubert Bar. p.

struggle for independence

S.P. for Incarnation

P. T. O  
→

B Conflicts with Adult

Substitution of will of adult.

The attitude of the Creator.

Summit of Chrysalis.

Cannot touch these transformations without destroying something.

Defences of Life

examples in Nature.

So Psychic Defences.



S. P. for Incarnation

Need for ordered activity  
freely chosen

Defends his Independence

clings on to his spade or bucket

"Zig-saw paragon

"You've spilt it all"

"Help me to help myself"

↙  
Back again

Defenses

A Psychic Barriers

8

"It is impossible to constrain a revealed  
intelligence to ~~direct~~ <sup>find</sup> labour without  
encountering a provoking defence, a  
psychological phenomenon.

(Christiansen)

Wholly outside domain of will

Subconscious impediment to reception  
of ideas

A kind of curtain falls on the child's mind

Read page 194 (bottom -

194-5 <sup>195</sup>

Fugues Escapes

The Dependent Child.

p 199

## Possessiveness

7

p 201

### Inferior Complex

Contempt for powers of child.  
Adult in home

Shows his superiority -

Avarice - "the glass"

perhaps a rich man

p 202

### In Sequence of Things

Not my touch work.

Build up on orderly sequence

Great importance

Adult Sequence of action. become  
automatic -

Child must lay the foundation

Cannot make a plan of action  
& carry it out consecutively

Time for a walk.

Filling a Bucket w. Stones

visions

p 209. ~~2~~

p 210.

Fear ~~p 212~~ ~~213~~ p 213

Repercussions on Physical Life

Psyche Derailments bringing physical disorders

Greediness. voracious hunger.

"loss of qualitative sensibilities."

~~p 216. -17.~~

Refusal to Eat ~~217~~

Defense agst. attempts to feed

or too quickly

(-My Thom)

5

Pale Child - want eat

"overshadowed by some adult to  
which he is extremely attached -  
exercises a repressive influence."

§ 218. Gluttony in Morals

Lying

all sorts of lies -

usual sudden defence

"A lie is an abomination unto  
the Lord: but a precious help in time of  
trouble"

~~Disappear~~ - by miracle.

How To Cure Deceptions

Normalization by work

4

## Monism Teachers

Not does he do Arth<sup>o</sup>.

Writing etc

Is he normalized.

## The First Essential —

Phenomenon of "Convulsion"

surprising & sudden

Always the same cause

'Concentration on Work'

## What is this work?

It is not making this or that  
this subject or that

It is something interior

~~bird song, the music~~

A song of the bird - "in eagles wing  
and insect eye"

Chc

3

It is a Return to Nature. —  
to the Divine Laws in Nature

A return to that Order — which  
we see in ~~to part~~ cycle of the  
seasons; the growth of the flower, of  
the eagles wing & insects eye: in  
the path of the stars & the moments of  
the cross. in the element.

The order which comes spontaneously in  
the M.S. is one with this Cosmic  
Order — is indeed a part of it —

So we get as in Nature —

"Tail resumed from tranquility":

"One lesson Nature let me learn of Thee  
of Tail resumed vs. Tranquillity"

Hence to the Jay that preaches to



will run most. School.

It is a joy that springs surreally  
from the fount of all Being. The  
joy of these children, nothing accords  
to the laws of the nature - creating  
themselves. is one with that  
of ~~the Poet~~ which the poet  
~~under~~ puts of which the poet  
speaks when he says

"With joy the stars perform their  
shining

And the sea its long monotonous roll"  
- of which the sacred writer speaks  
when he says that at the  
creation of the world "The morning  
stars should for joy"

The ~~normalized~~ <sup>Deceived</sup> mind thus is  
numb the work

This work is the creation of Man  
to adult.

It is our business to remove  
obstacles - including ourselves -  
~~from the path~~ so that this great  
work can be carried out  
according to its own inner laws  
& its own special rhythm.

For as to

~~Ward~~ <sup>child</sup> ~~the man~~ said a ~~my~~  
impaired ~~adult~~ man when  
he wrote  
The

For truly as to Part has well said  
"The Child is Father of the Man"

---

Study of Numbers

10

Number Tables. —

10

Table of Pythagoras

Multiplication Patterns.

Factors, Prime Numbers.

Fascination of Counting. — 1000 Chain

PC.

Its uses. —

10: 1000 Chain. II. —

Squares & Cubes. —

many other studies.

The Four Rules in Concrete.

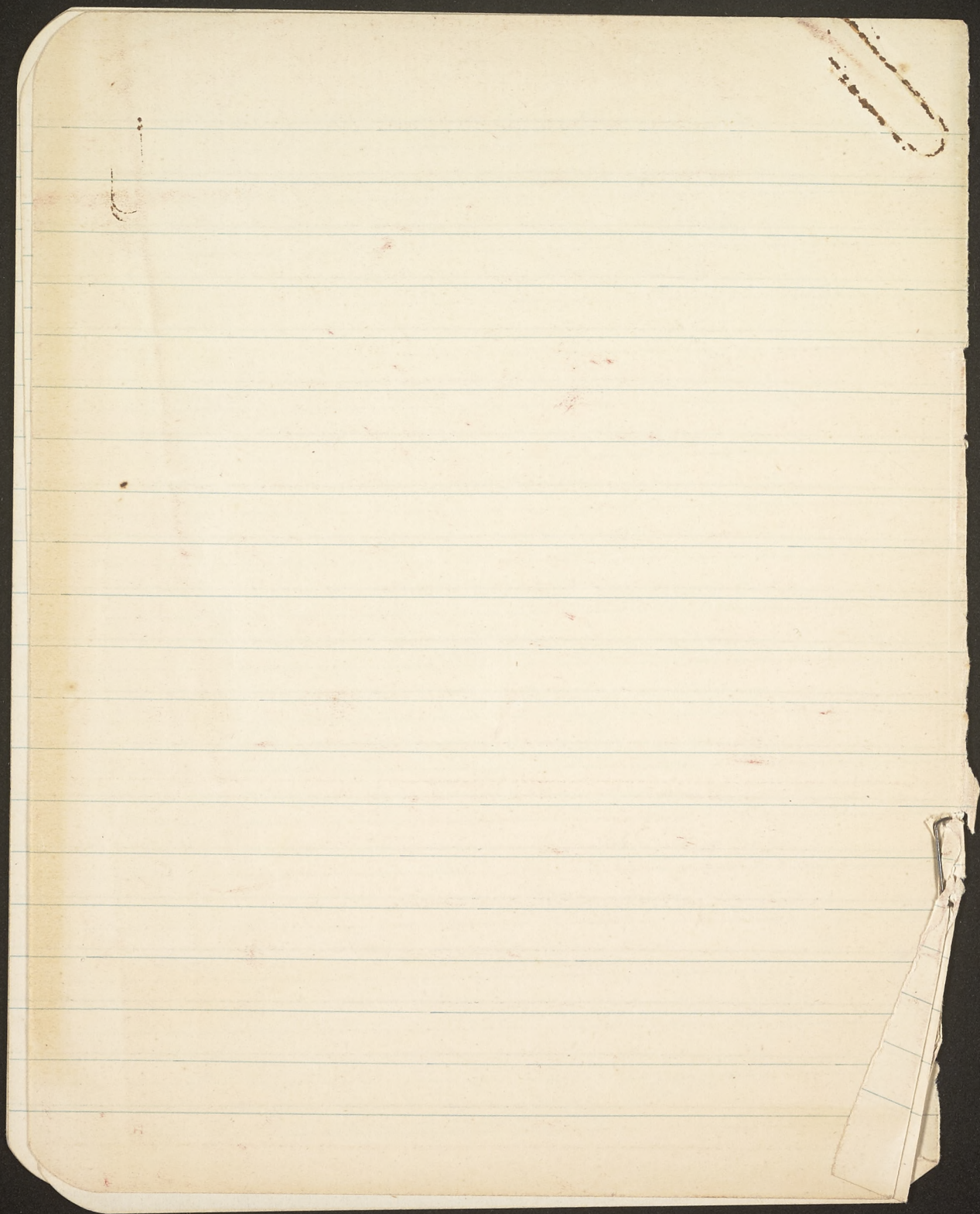
Addition..

Subtraction

Multiplication —

By 3.  
10  
12

Division By 3  
12.



## Ballard & The Miracle of Montessori

The Child we know The Damaged Child

Easy to describe the Normal.

Smile a cup <sup>whole</sup> or broken in pieces

### Characteristics of Dementia

(A) 1. Unkindness, desabedness. Greediness  
Selfishness. Guarding. "naughty"  
capricious.

(B) "Creative Imagination  
Insatiable delight in stories  
Dependent attachment to Puer  
submissiveness  
play.

(C) Even "psychological" Characteristics  
"imitation"  
Curious  
in stability of attention. (James)  
in constancy

3. 1<sup>o</sup> for order. Canceled.

Boys in the Bed.

Root Error. Substitution of Adult will

The attitude of the Creator.

Canal to S.P. errors.

Transformations are the work of life  
we cannot touch without despoiling

eg Chrysalis. -

Defenses

Life greater than the individual p 18  
value

Good life always demands  
greater than individual.

True Ends

Barriers. - Examples

Escapes, Fuges

The Dependent Child

Possessions

Power

## How Caused

a break, a disharmony in Personality  
A dis-connection between Form & Matter  
Form & Matter Emerges  
Creative outlet.

## Energy never destroyed -

Demanded - to Unconscious. - to  
abnormal actions - to disorder  
instead of order. - chaos. not creation.  
"Unwissende Tätigkeit": (Gautier)

## Two main Causes <sup>Knives</sup> - Enot

### 1) Stopping Movement:

Don't Touch: sit still.

Do that I'll smack you

Energy remains - makes in a  
void -

Mass without finding

~~to 18~~ The cause becomes a confusion  
18 (Water).

## Norm. + Deviation

What is Growth.

"Materials fr. envt. - assimilated. put in  
order - organized - by invisible directive energies"  
acorn. amphioxus.

Summary Mental Growth

Develop Emerges - Glances in S.P.

Each mind an Indiv. Growth - Septic system  
(and nothing else)

Immense Energies of Childhood for an  
Immense Work - Man

physically: mentally: spiritually:

Must be rt. Conditions for Growth

Wrong Conditions + <sup>Deviation</sup> ~~Abnormalities~~  
of Plant-life. - distortions

unequalities.

disharmonies.

Parasitism

of 2<sup>nd</sup> Deviation



So we see in Nature - Life Force

So with Child.

2

"Is the Intelligence of Man a force opposed  
to Intelligence of Life?"

The Inner Guide - Direction.

Choice from his Instinct.

Grows at Expense of Instinct - Instinct by the Teacher

~~Root Error~~ Conflicts with Instinct

(A) Eg. Disorder - vs IP for Order  
The sick baby in Big Bed.

(B) Lack of app<sup>n</sup> of Movement  
Don't Touch. Sit Still.

"If you do that I'll smack you."

The Root Error.

Substitution of Personality.

Causes Error + Suffering.

A. Prior Why not same order?

"One lesson Nature let me learn  
of Thee - of laid . . . ."

The Great Discov. - The Normal Child  
The New Child.

Some characteristics

- 1) Love of Order
- 2) Love of work (not play)
- 3) Profound & cont. Spont. Concentration
- 4) Attachment to Reality  
(Make-Belief)
- 5) Love of Silence
- 6) To use - not possess
- 7) An <sup>Prom. of chance</sup> ~~inner~~ Guide. (not Curiosity)
- 8) Spontaneous Discipline.

A New Child

Deviazione : Also Work = Environment

### The Life - Energy into Channels X 3.

This force for activity which must find expansion. If the environment does not present proper channels for this vital force it is not - cannot be - lost. It becomes only deviated. Thus the mother does not succeed in making the small child sit still & laugh nothing. In spite of prohibitions the child continues to move & laugh things - only now without a definite external aim.

If however the child finds an external activity corresponding to its needs this activity, which does not find an ordered outlet in other outlets, becomes canalized to the end which it finds in the environment.

Thus we discover The Work

### Deviations

#### The comparison of the Second Dentition

If the second teeth cannot find outlet (the first not having gone) the energy of growth is not stopped but the teeth pass on & grow abnormally.

So.

The child should develop certain activities & if the environment does not give scope for these, the energies are deviated - not lost. You cannot destroy these activities - they develop how they can - struggling - or being about abnormalities or diseases.

## Normality & Deviation

The cure is not to give the child everything it wants - but to educate them - as one wd. educate a paralysed arm -

Give them opportunities of choice so that they can become normal

## Defences of the Child.

When the child finds himself confronted by obstacles of the adult who doesn't understand he defends himself

But just because he isn't evaluated enough to judge properly the defence is not so much agst the obstruction. He defends himself by closing himself up like a flower.

So instead of that impulse wh. would have taken him out to conquest we have the Timid Child

Whereas he might have done many things - acting according to his own rhythm - he does nothing without rhythm. He can't get his ideas clear - he becomes confused in mind - nebulous.

He doesn't realize the cause of his suffering; he can't analyse it; so he cries - becomes miserable - suffers *nesomica* & all the maladies of the Repressed Child

## Subconscious Defences

He does not see this injustice -  
A Life Act

Defence is something intimately bound up with the life force itself. Life always something greater than the individual conscience. ; goes forth with an impulse stronger than ourselves, + driven by the impulse advances fights against obstacles.

Life can be suffocated; but not without a struggle.

But the struggle of the child is not ours & here is the great difference & danger

### How the Child Struggles

The child does not struggle commanding or panicking us, or trying to retaliate.

These reactions studied in pathology. not school.

In the child there comes a confusion; he wants to do something & cannot understand it but remains confused & cannot do it.

He feels only a sense of mal-essence, conscious of an impulse driving him he knows not where, & it must ease itself he knows not how - but however it can. -

just as -

when we adults are very bored with someone who talks too much - we yawn.

This too is a defence. appresses the heart  
+ yawn helps to circulation.

Caprice

A form of defence. - not necessary - do not come in our schools

The child goes forward growing & forming his powers more & more consciously - his intelligence & will. -

Comes this struggle unconscious to him & adult.

but defends himself more & more consciously agt. to adult. Becomes intelligent & purposeful & uses his intelligence and above all to defend himself fr. to adult. -

All these defensive energies should have been directed to - should have been to <sup>natural</sup> divined appointed means to construct around these impulses to normal development. -

Thus these two. go for struggling - to one. - pretending to do his duty & being on his dignity, to another showing to find his road in the world, always oppressed & calumniated, & oppressed by what he does not understand (Johnny).

The Cure - Sublimation

Love is the cure. Charity.

This illuminated love we call charity - which is superior to us & can descend in our souls & defend them from evil

Charity

Has no eyes for the defects of others, no tongue to denounce them, no memory to hold things agt them; nor will to judge them

The matter named of - ah what is the outcome of my child? But strange this is St Paul's advice for adults who are much worse

Beginning of the Struggle

<sup>Adult</sup>  
~~The one~~ who impedes this activity - this  
taking - this chance - & prevents growth.

Adult impedes. No functioning of the will

Effect on Child

When so obstructed the will of the child begins  
to become uncertain dissatisfied as if no  
had said "Oh what a lovely thing" + someone  
says "No it's ugly" - We draw into ourselves

[ Cf. Maill & Animal Psychology  
Taylor & Rufus Jones

"the peasant instead  
of peasant."

How Adult Can Help

As in this movement moment he cannot  
distinguish clearly, it is just then that the  
adult can turn or lend or thwart - to development.

The Opening Tentacles of the Mind

Later on the child does arrive at a point  
where he knows clearly what he wants. Then  
he will. By this pt. he is able to fight  
but by that time he has developed body

When the teacher takes of the will of the child. it  
is already the will of a child who has  
developed body. - at war with the adult

Sleeping at this Point

Suggestibility of the mind.  
"No - drug!" etc

of Fraebel + Advice to Mothers Excellent

of Mental Decept of Child.

Case of True - to Obolinate

The Figure

The Struggle

Describes it as normal.

page

Needs Spatial Experiments

Child who asks for the moon has not had enough experience & experiments - he has not learnt you can't take this; but you can, that.



## Latin On - The Timid Child.

When he has gained strength & greater intelligence & will he still does not go against the individual who thwarts him - but he constructs better defences :-

subterfuges, deceptions

also

Imaginations - constructs  
imaginary defences, because he has  
not come into contact with Reality.

Selfishness arises too - trying  
to gather to himself all he can

## The Child Coming to School at 3 or 4

has already taken on the burden of these defences  
These defences are abnormal, though many  
think they are the normal character of the child

---

Each full as far

Mutual Aid

a he can

hull - 7-27

It is v. possible to put a wrong emphasis on Mutual Aid at this stage especially.

Some think it must be taught in "preparation" for Adult life.

Example Wrong Kind

Teacher sees Tommy carrying something heavy with difficulty. says "Go help Tommy" - but Tommy does not want help. + will depend himself agst it energetically.

Best motto

[Story]

"Help me to help myself" - "Teach me how to do things myself" "Never do for me what I can do for myself" [Last Rev. Story]

"To perform his own act + for as long as he makes"

Mutual Aid however Does Come Naturally

These children are not egoists. How often do they carry out work which helps others!

eg Laying table, washing up.

"Our conscience can be satisfied with this!"

Out to Clean up the whole World!

One smooth + another raps

Children have no meddling idea of Justice

Room is untidy: people gone away: no matter we will clean up. T. says X.Y. should clean up. - but our sense of justice is not touched in this respect

Child will go on "as if he had an instinct to repair all the evils in the world without asking who did them"

## Mutual Aid [Conto]

See Lecture (Italian) on Group Organization

cf. Adults in Case of Gt Disaster

Ex if a cup of milk spilt: others all want to help. or give word of comfort.

Example Child with Green Cards all spread out: wants to join to music & thus help.

"They develop a delicate sense of the needs of others, a sense wh. we have not" knowing when to help & when to leave you just alone!

The King of Heaven

This Collection spirit of

of Harmonious Co-hesion.

of our Church

Crusades

Lecture I Teacher & Parent

Adult the Encourager

2

## Kingdom of Heaven

Matter. External world -  
is a means to end - to perfection

with Christ & the Spiritual Man

No one can do the work for another

Must take up your own cross  
work out your own salvation

No ~~not~~ saving by proxy.

The Spiritual man, works alone (no  
co-operatives) separate to the world

Christ is to work Spiritual - & can be  
our master in many things

The Christ amongst Them

The Christ is always in the midst of us  
& repushes our life - long amongst us its  
spiritual existence

The better Solitary

Must have cert. of peace for its  
solitary work.

Use not possess  
Common Property.

No compulsion

For or for all  
(Pangloss)

Adm. Science for Science  
Growth

Usefulness.

Deputy

The New Society. V. 2

"We must be converted & become as  
little children"



Kingdom of Heaven

Not struggle for existence

Not the fight around the material

" Kingdom of Heaven "

To Use Nat Posses

See Shingle IX 3.

# EXERCISE BOOK

Name \_\_\_\_\_  
\_\_\_\_\_



## Number

Indirect Preparation. - Principles of "The Book".

The Relation between quantities -

The Long Stair - and the Unit -

Experience first - with Movement.

[ "Circle and Periphery" -

Two Stages in Learning anything ]

Especially the Sure Foundation.

Analysis of Difficulties. -

Counting. - Three The Three Elements.

The Number Rods. Six advantages.

The Three Stages of Seguin's Presentation

The Interesting Complication.

The Splindles. - compared with N. Rods

Zero - The zero game

An Elementary Number Game

Odds and Evens - a stage further.

The written number.

End of the First Stage.

## Birds Eye View of Decimal System

Imaginary difficulties.

~~Composition and Decomposition~~

The Hierarchy of Numbers.

~~The Refrain repeated with variations~~

The Crisis at "9".

Composition + Decomposition of Numbers

Geometric Disposition of Numbers.

~~The Filling in the Interstices~~

~~10 - 20.~~

The Short Bead Stair - First uses.

Filling in the Interstices

Numbers 10 - 20.

"

20 - 100.

} a) Board Frame  
b) with cards.

The "Crisis" again

Multiplication Tables.

A Multiplication Game

First step in Division.

The Snake Game

---

## Liberty in Education

Liberty - a cloak for license

Mme Roland "O Liberty."

Smash without fire.

Card Newman -

what liberty is not.

Some Definitions -

~~Relation between Freedom and Intellectual  
Law and Liberty.~~

Some Definitions. -

Definition of True Liberty. Five Points

Application of these in Schoolroom

Liberty & Chance - A Qualation.

Law and Liberty. - Practical Examples

Freedom and "The Closed Circle of Authority"

Liberty and <sup>Personal</sup> Independence -

Substitution of Personality

Liberty and "Inner Sensibility"

Liberty and P. Ernst.



Study + Revelation of the Normal Child

→ see The Early Work

- Physical Health.

Self Discipline

- Imagination.

- Social Life

- Character.

- Problem of Peace -

Imagination. Our book pp - 120 pp.

a misunderstanding.

Relation between Imagination + Reality

The Poets - "Love, Imagination + 10 Part.

Escape.

Creative Imagination

Creative Imagination based on Reality  
Sensory Education

The Poets -

~~Great~~ Imagination as an escape from Reality

Imagination a good servant but a bad master

The Prepared Child - Qualitative

The Arts -

Music - Appl. the' activity -

Chlorous Comants.

<sup>Penne</sup>  
Drawing. - insets : free : -

Composition. (quotation)

The highest Creation - Penning

The - art - A of things

---

Includ + Ath - Child must find ex - when  
call forth a mass of intelligences

Arche a liberal study.

We must prevent nos in such a way that  
all the mental energy, goes st' into  
spont research - nothing organized - only  
so that the mind be capable of the  
liberal studies.

This not necessary for artificial problems  
or shops

Problems come of their own accord

If this character exists in regard to  
no. - Problems come of their own accord  
In life we can't meet things diff' to  
pass a dog with us  
Children Invent Problems

As long as we give problems - he'll not  
solve own own

Y will France  
add  
sum  
omit

# ARITHMETICAL TABLES.

<p style="text-align: center;"><b>NUMERATION TABLE.</b></p> <p>Units ..... 1 Tens ..... 12 Hundreds ..... 128 Thousands ..... 1,234 Tens of Thousands ..... 12,345 Hundreds of Thousands ..... 123,456 Millions ..... 1,234,567 Tens of Millions ..... 12,345,678 Hundreds of Millions ..... 123,456,789</p>	<p style="text-align: center;"><b>AVOIRDUPOIS WEIGHT.</b></p> <p><i>For all Goods except Gold, Silver and Jewels.</i></p> <p>16 Drams ..... 1 Ounce ..... <i>oz.</i> 16 Ounces ..... 1 Pound ..... <i>lb.</i> 14 Pounds ..... 1 Stone ..... <i>st.</i> 28 Pounds ..... 1 Quarter ..... <i>qr.</i> 4 Quarters ..... 1 Hundredweight <i>cwt.</i> 20 Cwt. .... 1 Ton ..... <i>tn.</i></p>	<p style="text-align: center;"><b>IMPERIAL DRY MEASURE</b></p> <p><i>Avoird. of Water.</i></p> <p>2 Glasses ..... 1 Noggin ..... <i>6 6</i> 4 Noggins ..... 1 Pint ..... <i>1 4</i> 2 Pints ..... 1 Quart ..... <i>2 8</i> 4 Quarts ..... 1 Gallon ..... <i>10 0</i> 2 Gallons ..... 1 Peck ..... <i>20 0</i> 4 Pecks ..... 1 Bushel ..... <i>30 0</i> 8 Bushels ..... 1 Quarter ..... <i>640 0</i></p>
<p style="text-align: center;"><b>STERLING MONEY TABLE.</b></p> <p>4 Farthings ..... 1 Penny <i>d.</i> 12 Pence ..... 1 Shilling <i>s.</i> 2 Shillings ..... 1 Florin 2 Shillings &amp; Sixpence 1 Half Cr' <i>vn</i> 6 Shillings ..... 1 Crown <i>cr.</i> 10 Shillings ..... 1 Half-Sov. 20 Shillings, 1 Sov. or 1 Pound &amp; 21 Shillings ..... 1 Guinea.</p>	<p style="text-align: center;"><b>HAY AND STRAW WEIGHT.</b></p> <p>36 lb. Straw ..... 1 Truss. 56 lb. Old Hay ..... 1 Truss. 60 lb. New Hay ..... 1 Truss. 36 Trusses ..... 1 Load.</p>	<p style="text-align: center;"><b>SQUARE MEASURE.</b></p> <p>144 Square Inches ..... 1 Square Foot. 9 Square Feet ..... 1 Square Yard. 304 Square Yards ..... 1 Square Pole. 40 Square Poles ..... 1 Rood. 4 Roods ..... 1 Acre.</p>
<p style="text-align: center;"><b>ARITHMETICAL SIGNS.</b></p> <p>+ Plus: Sign of Addition. - Minus: Sign of Subtraction. × Sign of Multiplication. ÷ Sign of Division. = Sign of Equality. ∝ Sign of Proportion. √ Sign of the Square Root. ∛ Sign of the Cube Root. ° Degree, ' Minute " Second. ∴ Therefore.</p>	<p style="text-align: center;"><b>LONG OR LINEAL MEASURE.</b></p> <p>12 Lines ..... 1 Inch ..... <i>in.</i> 12 Inches ..... 1 Foot ..... <i>ft.</i> 3 Feet ..... 1 Yard ..... <i>yd.</i> 2 Yards ..... 1 Fathom ..... <i>f.</i> 5½ Yards ..... 1 Pole; 40 Poles ..... 1 Furlong <i>fur.</i> 8 Furlongs or 1,760 Yards, 1 Mile.</p>	<p style="text-align: center;"><b>TABLE OF MOTION.</b></p> <p>60 Seconds ..... 1 Minute 60 Minutes ..... 1 Degree 30 Degrees ..... 1 Sign 12 Signs, or 360° ..... the Circle of the Earth.</p>
<p style="text-align: center;"><b>TROY WEIGHT.</b></p> <p><i>For Gold, Silver and Jewels.</i></p> <p>24 Grains ..... 1 Pennyweight <i>dwt.</i> 20 Pennyweights 1 Ounce ..... <i>oz.</i> 12 Ounces ..... 1 Pound ..... <i>lb.</i></p>	<p style="text-align: center;"><b>SOLID OR CUBIC MEASURE.</b></p> <p>1,728 Cubic Inches = 1 Cubic Foot. 27 Cubic Feet = 1 Cubic Yard. 24½ Cubic Feet = 1 Solid Perch mason's work 12½ Cubic Feet = 1 Solid Perch Brickwork.</p>	<p style="text-align: center;"><b>TABLE OF TIME.</b></p> <p>60 Seconds ..... 1 Minute 60 Minutes ..... 1 Hour 24 Hours ..... 1 Day 7 Days ..... 1 Week 4 Weeks ..... 1 Month 365 Days ..... 1 Year 366 Days ..... 1 Leap Year 52 Weeks ..... 1 Year 12 Calendar or 13 Lunar Months, 1 Year.</p>
<p style="text-align: center;"><b>APOTHECARIES WEIGHT.</b></p> <p><i>For Mixing Medicines.</i></p> <p>20 Grains ..... 1 Scruple ..... <i>scr.</i> 3 Scruples ..... 1 Dram ..... <i>dr.</i> 8 Drams ..... 1 Ounce ..... <i>oz.</i> 12 Ounces ..... 1 Pound ..... <i>lb.</i></p>	<p style="text-align: center;"><b>IMPERIAL HEAPED MEASURE.</b></p> <p><i>Lbs Avoird of Water.</i></p> <p>8 Gallons ..... 1 Bushel ..... <i>80</i> 3 Bushels ..... 1 Sack ..... <i>240</i> 12 Sacks ..... 1 Chaldron = 2880</p>	<p style="text-align: center;"><b>DAYS IN THE MONTH.</b></p> <p>Thirty Days hath September, April, June, and November; All the rest have thirty-one, Excepting February alone, Which has but twenty eight days clear And twenty-nine in each Leap Year.</p>

## MULTIPLICATION TABLE.

	2	3	4	5	6	7	8	9	10	11	12
<b>TIMES</b>											
1 are 2	2-4	3-6	4-8	5-10	6-12	7-14	8-16	9-18	10-20	11-22	12-24
2 are 4	4-8	6-12	8-16	10-20	12-24	14-28	16-32	18-36	20-40	22-44	24-48
3 are 6	6-12	9-18	12-24	15-30	18-36	21-42	24-48	27-54	30-60	33-66	36-72
4 are 8	8-16	12-24	16-32	20-40	24-48	28-56	32-64	36-72	40-80	44-88	48-96
5 are 10	10-20	15-30	20-40	25-50	30-60	35-70	40-80	45-90	50-100	55-110	60-120
6 are 12	12-24	18-36	24-48	30-60	36-72	42-84	48-96	54-108	60-120	66-132	72-144
7 are 14	14-28	21-42	28-56	35-70	42-84	49-98	56-112	63-126	70-140	77-154	84-168
8 are 16	16-32	24-48	32-64	40-80	48-96	56-112	64-128	72-144	80-160	88-176	96-192
9 are 18	18-36	27-54	36-72	45-90	54-108	63-126	72-144	81-162	90-180	99-198	108-216
10 are 20	20-40	30-60	40-80	50-100	60-120	70-140	80-160	90-180	100-200	110-220	120-240
11 are 22	22-44	33-66	44-88	55-110	66-132	77-154	88-176	99-198	110-220	121-242	132-264
12 are 24	24-48	36-72	48-96	60-120	72-144	84-168	96-192	108-216	120-240	132-264	144-288

Includ + Adv - Child must find ex when  
call forth a mass of intelligence

## Another a Liberal Study.

We must present nos in such a way that  
all the mental energy goes st<sup>o</sup> into  
spont research - nothing organized - only  
so that the mind be capable of the  
liberal values.

Then not necessary for artificial problems  
or shops

## Problems come of their own accord

If the chances exist in regard to  
no. - Problems come of their own accord  
In life we can't meet things diff<sup>r</sup> to  
pass a dog without

Children must Problems

As long as we give problems - child not  
value own own

Yule's Frame  
add  
sub  
mult

# ARITHMETICAL TABLES.

<p><b>NUMERATION TABLE.</b></p> <p>.....1                  .....12                  .....123                  .....1,234                  .....12,345                  .....123,456                  .....1,234,567                  .....12,345,678                  .....123,456,789</p>	<p><b>AVOIRDUPOIS WEIGHT.</b>  <i>For all Goods except Gold, Silver and Jewels.</i></p> <p>16 Drams....1 Ounce.....<i>oz.</i>                  16 Ounces...1 Pound.....<i>lb.</i>                  14 Pounds...1 Stone.....<i>st.</i>                  28 Pounds...1 Quarter.....<i>qr.</i>                  4 Quarters..1 Hundredweight                  20 Cwt....1 Ton.....<i>in.</i></p>	<p><b>IMPERIAL DRY MEASURE</b>  <i>Avoird. of Water.</i></p> <p>2 Glasses...1 Noggin...<i>6 6</i>                  4 Noggins...1 Pint.....<i>1 4</i>                  2 Pints.....1 Quart.....<i>2 8</i>                  4 Quarts...1 Gallon...<i>10 0</i>                  2 Gallons...1 Peck...<i>20 0</i>                  4 Pecks....1 Bushel...<i>20 0</i>                  8 Bushels...1 Quarter...<i>640 0</i></p>	
<p><b>STERLING MONEY TABLE.</b></p> <p>Things.....1 Penny <i>d.</i>                  Pence.....1 Shilling <i>s.</i>                  Shillings.....1 Florin                  Shillings &amp; Sixpence 1 Half Cr'wn                  Shillings.....1 Crown <i>cr.</i>                  Shillings.....1 Half-Sov.                  Shillings, 1 Sov. or 1 Pound &amp;                  Shillings.....1 Guinea.</p>	<p><b>HAY AND STRAW WEIGHT.</b></p> <p>36 lb. Straw.....1 Truss.                  56 lb. Old Hay.....1 Truss.                  60 lb. New Hay.....1 Truss.                  36 Trusses.....1 Load.</p>	<p><b>SQUARE MEASURE.</b></p> <p>144 Square Inches...1 Square Foot.                  9 Square Feet...1 Square Yard.                  30<math>\frac{1}{2}</math> Square Yards...1 Square Pole.                  40 Square Poles...1 Acre.                  4 Rods.....1 Acre.</p>	
<p><b>ARITHMETICAL SIGNS.</b></p> <p>+ Sign of Addition.                  - Sign of Subtraction.                  x Sign of Multiplication.                  : Sign of Division.                  = Sign of Equality.                  :n Sign of Proportion.                  √ Sign of the Square Root.                  ∛ Sign of the Cube Root.                  ' Minute .. Second.                  &amp;c.</p>	<p><b>LONG OR LINEAL MEASURE.</b></p> <p>12 Lines.....1 Inch.....<i>in.</i>                  12 Inches.....1 Foot.....<i>ft.</i>                  3 Feet.....1 Yard.....<i>yd.</i>                  2 Yards.....1 Fathom.....<i>f.</i>                  5<math>\frac{1}{2}</math> Yards.....1 Pole;                  40 Poles.....1 Furlong <i>fur.</i>                  8 Furlongs or 1,760 Yards, 1 Mile.</p>	<p><b>TABLE OF MOTION.</b></p> <p>60 Seconds.....1 Minute.                  60 Minutes.....1 Degree.                  30 Degrees.....1 Sign.                  12 Signs, or 360° ....the Circle of                  the Earth.</p>	
<p><b>TROY WEIGHT.</b>  <i>Gold, Silver and Jewels.</i></p> <p>.....1 Pennyweight <i>dwt.</i>                  .....1 Ounce.....<i>oz.</i>                  .....1 Pound.....<i>lb.</i></p>	<p><b>CLOTH MEASURE.</b></p> <p>2<math>\frac{1}{2}</math> Inches.....1 Nail.                  4 Nails.....1 Quarter of a Yard.                  4 Quarters...1 Yard.</p>	<p><b>TABLE OF TIME.</b></p> <p>60 Seconds.....1 Minute.                  60 Minutes.....1 Hour.                  24 Hours.....1 Day.                  7 Days.....1 Week.                  4 Weeks.....1 Month.                  365 Days.....1 Year.                  366 Days.....1 Leap Year.                  52 Weeks.....1 Year.                  12 Calendar or                  13 Lunar Months, 1 Year.</p>	
<p><b>APOTHECARIES WEIGHT.</b>  <i>of Mixing Medicines.</i></p> <p>.....1 Scruple.....<i>scr.</i>                  .....1 Dram.....<i>dr.</i>                  .....1 Ounce.....<i>oz.</i>                  .....1 Pound.....<i>lb.</i></p>	<p><b>SOLID OR CUBIC MEASURE.</b></p> <p>1,728 Cubic Inches=1 Cubic Foot.                  27 Cubic Feet.=1 Cubic Yard.                  24<math>\frac{1}{2}</math> Cubic Feet=1 Solid Perch                  mason's work                  12<math>\frac{1}{2}</math> Cubic Feet=1 Solid Perch                  Brickwork.</p>	<p><b>DAYS IN THE MONTH.</b></p> <p>Thirty Days hath September,                  April, June, and November;                  All the rest have thirty-one,                  Excepting February alone,                  Which has but twenty eight days clear                  And twenty-nine in each Leap Year.</p>	
<p><b>IMPERIAL HEAPED MEASURE.</b>                  Lbs Avoird of Water.</p> <p>8 Gallons....1 Bushel.... 80                  3 Bushels...1 Sack.... 240                  12 Sacks.....1 Chaldron = 2880</p>			

## MULTIPLICATION TABLE.

	3	4	5	6	7	8	9	10	11	12
<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>	<b>TIMES</b>
1 are 3	1 are 4	1 are 5	1 are 6	1 are 7	1 are 8	1 are 9	1 are 10	1 are 11	1 are 12	1 are 12
2-6	2-8	2-10	2-12	2-14	2-16	2-18	2-20	2-22	2-24	2-24
3-9	3-12	3-15	3-18	3-21	3-24	3-27	3-30	3-33	3-36	3-36
4-12	4-16	4-20	4-24	4-28	4-32	4-36	4-40	4-44	4-48	4-48
5-15	5-20	5-25	5-30	5-35	5-40	5-45	5-50	5-55	5-60	5-60
6-18	6-24	6-30	6-36	6-42	6-48	6-54	6-60	6-66	6-72	6-72
7-21	7-28	7-35	7-42	7-49	7-56	7-63	7-70	7-77	7-84	7-84
8-24	8-32	8-40	8-48	8-56	8-64	8-72	8-80	8-88	8-96	8-96
9-27	9-36	9-45	9-54	9-63	9-72	9-81	9-90	9-99	9-108	9-108
10-30	10-40	10-50	10-60	10-70	10-80	10-90	10-100	10-110	10-120	10-120
11-33	11-44	11-55	11-66	11-77	11-88	11-99	11-110	11-121	11-132	11-144
12-36	12-48	12-60	12-72	12-84	12-96	12-108	12-120	12-132	12-144	12-144

# YOU SHOULD NOT

1. Run across the road without first looking both ways!
2. Pass in front of or behind a standing vehicle without first looking both ways!
3. Play at being "last across" on any road or street!
4. Follow a rolling ball into the road or street while there is traffic about!
5. Hang on to a vehicle nor climb on to it!
6. Forget to walk on the footpath if there is one!

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**SAFETY FIRST.**

BRITISH MANUFACTURE.