

Seattle University

ScholarWorks @ SeattleU

---

Notes, ca. 1929-1948

Series II: Literary Productions, ca. 1919-1979;  
n.d.

---

July 2022

## Box 15, Folder 20 - "End of the stage one" (E.M.S.)

Edwin Mortimer Standing

Follow this and additional works at: <https://scholarworks.seattleu.edu/standing-notes>

---

### Recommended Citation

Standing, Edwin Mortimer, "Box 15, Folder 20 - "End of the stage one" (E.M.S.)" (2022). *Notes, ca. 1929-1948*. 11.

<https://scholarworks.seattleu.edu/standing-notes/11>

This Article is brought to you for free and open access by the Series II: Literary Productions, ca. 1919-1979; n.d. at ScholarWorks @ SeattleU. It has been accepted for inclusion in Notes, ca. 1929-1948 by an authorized administrator of ScholarWorks @ SeattleU.

## End of the Stage One

This child who has gone as far as 10,  
who has the full interest in 16 words & has  
composed & read it - has come to the  
limit of preparation

He has developed within himself & is ready  
for many applications & ready to enter a  
new field of ~~use~~ utilization of culture & learning

The Education of the Little Child has Come to an End

What follows is on a superior plane.

Gradual Transition

Paths of Culture

There is no sudden outward break. By this we do  
not mean that the child must get here at the  
end of the scholastic year, even less that I  
would leave the building for infants and  
go to a higher standard. Nor must I now  
leave the Froebel or Montessori & go to a higher  
kind of teacher.

It may be the child will finish this  
preparatory stage on Jan 10 & next Monday ~~will~~  
morning will go on into the next without  
changing its place. B

But the Teacher knows he is going into  
another period (of 16 Angels & 16)

So it might happen that next by next

who knew quite well they were red . The timid , nervous child , doubtful as to whether it would be right or wrong to answer murmured "I will ask my teacher " .

(Advance Montessori Method . Part I p. 185 )

The general rule which the Montessori Teacher has to bear in mind is that all the spontaneous actions of the children which are useful and creative are to be encouraged - that is of course so long as they fit into and do not disturb the social life of the Montessori community . This is very far from allowing ( as some mistaken people do ) the children to " do anything they like " ; for the Dottoressa says - just as emphatically "You should never be afraid to destroy what is evil ; it is only the good that you must be afraid to destroy " But it requires training , and observation and experience to be able to distinguish in the spontaneous actions of the child those which will grow into weeds from those which will bear good fruit ; just as it is only the distinguished experienced gardener who can make this distinction in very young plants. .

Social Habits  
& Freedom

Lecture

nat

Talkings

32

Will. Submission

Trichinosis of Deshamoz

" ought to come

in Social Dist

Chapter

page 33

## The Work of the Child

### A. New Vocabulary.

Old words with a new meaning.

Explain by comparison + contrast.

[Aristotle - How do we know?]

"In the mind composing + dividing"]

### Work of Child and Adult Compared.

Example. a) Man with Sand-cast

b) Child with Sand-bucket.

Same thing apparently.

Suppose I intervene.

Another example. Jig-Saw Puzzle

"You've spoilt it all".

### What then is the Difference?

Man works for an external aim  
to accomplish some change in reality.

Child not the external aim.

Will re-fill the bucket.

Example a) Story of the garters

b) Washing the Table.

Hands.

c) Cylinders

d) 1000 Bead Chain

e) Enormous Sums  
(Statistics)

(Of course  
in part)

The Child's Aim is Internal. Unconscious

It is for Development.

for Growth.

to create the "Man that is to be"

Truly.

Woodsworth. "The Child is Father of the Man"

Go Deeper in This Contrast - Laws pertaining to work

① adult ~~Man~~. produce something external.

Bridge, house, business, cake, dress.

To transform the fruit.

Create a civilization.

② Division of Labour -

join with others to achieve it

"many hands make light work"

Even by "proxy".

others work for us.

Not so with work of child

No one can do it for him.

Great mistake to try.

"Every useless aid arrests development"

(Every useless aid - i.e. every substitution of the activity of the adult for that of the child - arrests the development)

Must work or Deviate

Upon the possibility of being able to carry out this great work depends the child's Normality.

his harmonious development  
the balanced personality.

② Law of Maximum Result + Minimum Effort.

Adults work on this principle

"Labour saving devices" - Machinery.

Saving Time.

Time is money. etc.

Not so with work of Child.

"We cannot get away from this law in our adult life. Yet we must make the effort if we are to understand the child.

It is just here that he differs most from us."

His work does not cease with the achievement of the external end.

This Cycle of Work

"Springs from an internal fount of energy which has no quantitative relation to the external end."



Examples. "Counting the 1000. Chann  
Cylinders again."

(4)

## Repetition in Childhood.

This is the explanation of that  
mysterious trait. — Sandpaper letter

"Do it again"

Story 25 times

"G.K. p 129.

So then The Law of Minimum Expend. of  
Energy does not work.

This work is not for him a boredom. It

pa-pa-pa-pa is a necessary expenditure of effort.

[Less energy +  
do more]

We adults often do not understand it  
because we have forgotten the memory of this  
stage. — This state of minor creation.

We think only of the willed, voluntary  
work at the environment which must  
be done eg washing up —

This work is for the child "A Form of life"

## Part of Artist.

"Mystic power such as lurks

In some wild part when he works

Without a conscience or an aim \*

Corollaries

① Respect the Independence of the Child

His longing to "do things himself"

It is the urge of life.

It is the Law of Life

Steps to Independence

- (a) Birth
- (b) Teething
- (c) Speech
- (d) Walking.

Examples in Home

- (a) Up stairs - crying.  
of The Climber at the Pyramids

② Respect the Rhythm of Child's Life

The Inner Tempo.

Example "Carrying rods one by one"  
"Time for dressing + undressing"

"We grow to nail of hurry."  
Thinking of the External Ends  
of Tempo of the Litings

So in Work

"Multiplication Board . . . . ."

Decimal System -

Example p. Dallalissa

"Number Boards"  
Please let me do it like this .

### ③ Freedom to work

To choose work according to need  
Freedom to continue it.

- repetition - as long as required  
Incidentally - How to recognize it.

"It is not the work in itself wh. impresses  
us so much as the way it is carried out.

- that expression of seriousness, concentration,  
combined with the ~~express~~ manifestation  
of serenity and joy. These represent the  
Satisfaction of a profound need of life"

### ④ A. World to Work In Security

Childs work is not "productive"

Is a "Disturber of the Peace"

Exhaustion

Religed to place apart. "Nursery"

Do not realize the importance of this  
work.

A Place to work in with calmness

+ serenity <sup>above all</sup> "Secure from adult interference"

### ⑤ Prepared Environment

To answer his needs - 1) body

2) mind

3) spirit

Including Teacher

It is by activity that the child's mind grows; and this activity must also manifest itself in some form in the external world.

So the child exercises itself, moves itself here & there, seeks its own experience, organizes it in its mind, co-ordinates its movements. goes about seizing (actively apprehending) ideas from the external world.

It goes ~~about~~ along learning to speak, to crawl, to stand upright, to walk, to run -

Seeking ever to give a precise form to this intelligence - ever new forms as it grows - so that we can say at this point. "These are the characteristics of the intelligence of a child of 6, of 8, of 10 - and as a consequence - These are the studies suited to this age or that."

So by its activity it goes along creating the man - step by step - reaching ever a new form of perfection.

⑥ Must be able to work Alone

"Individual work"

Work of building the individual

Does not mean

"in a desert without aid"

" This work of the child then is an unconscious work - but still a real work of creation - in the biblical sense of the word. - like the creation of the world - creative as it is forming a living creature -

It is as though the living spirit almost creates itself from nothing - from what was not there before: almost as if we felt the divine spirit coming little by little to animate it & make it a superior being.

" All the capabilities of the adult come from the child having been able to work well.

This interior work is also an activity. Because the child who creates the man does not do so by meditation, nor by standing still but by activity, exercise, practice

Who can help another to grow  
If this involves an effort - no one  
else can do it.

But the effort is not a bore. To obey  
the Divine laws is a joy. Happiness is the  
child who has the joy of living, of  
self creation. -

Happiness is the child who has the  
joy of obeying in a manner exact  
and unconscious those divine laws  
which are in him which form him

An Immense Force Review

This spontaneously arising intellect.

We neglect it in school  
and Education

Stifle this spirit of Exploration

- How (a) Immobility
- (b) Inaction
- (c) Passive instead of Active
- (c) To take instead of get
- (d) Space of adventure is taken away.

A New School

Prepare environment

Prepare to "explore in"

Examples -

Arch

1. Space
2. ~~eg~~ cylinders  
 Park Tower  
 Broad Stair  
 Long Stair  
 Number Road

## Discipline & Character Training

A New Vocabulary

The Word Discipline

Advt. "Discipline essential"

Can't keep discipline.

Defn A sort of tension

A potential disorder

A lid kept down

Article on Disc. & group spirit

Analyse article & quote

Something depending on Teacher

Imposed from without

Meaning of Discipline - same word: diff. -

Based on Freedom

An Inner Achievement -

A New Relationship: Indep<sup>n</sup> of T.

Submission → v. Obedience

An impossible ideal? Far from it.

An Observed Fact. -

Description.

How brought about.

Freedom. - only to Begin with

Discipline & Work. -

From & Dev<sup>n</sup>.

Conversion. -

Contribution to Core. see T.S.

Special kind of Work.

Discipline = Growth - an Achievement

Commands useless

Confusion of Good & Quiet.

Discipline a Path -

A Permanent Crede



Dehus on Obedience

Obedience no Value?

Requires inner dualist.

Preparation Needed.

Worship. - Salden.

Not a Substitution of Pq.

O. and an own will

The Will must be in it -

Description of Will.

Objections - to Freedom

Must break to will.

Analyse of some examples.

Ess of P. Life.

Three Things in Obedience

1) Prep'n

2) Dualist.

3) Social rapport

Perfectionist of Self.

Rapport

Far.

Dualist of Will -

Characteristics of.

Action & Unconscious.

Transformation by Action.

Description & Valuation of Pq.

## Discipline + Incredulity

One M. Ditcher with 20 years of experience told me that people visitors cannot bring themselves to believe that this discipline is really self-discipline & comes from within. They think there must be some form "Some Students observe" Tell us - in confidence - how do you manage to get the children to work like that?

Another a Teacher said "I know you can't keep the children at work, especially with visitors in the room, without some form of punishment. I keep a cane. Where is your cane? Do you keep it hidden."

"I haven't got a cane - you can ask the children - ask them."

Push - it would be no use. If you don't want to tell me (huffily) you needn't - went off in high dudgeon.

## The Diocesan Inspector

was not a Teacher - a Mr. T. anyhow  
Asking to Montyson Babes:

"Here little me - you with the curly head - mind you answer properly. You know what Rev M. will do if you don't when I am gone if you make a mistake. -

Children mystified. "She will give you a good smack." A child picked up "I've been at this school 3 years and no one has ever done anything like that to me. The only time - except one time I was put to sit in that corner (pointing to it) because I hit another child with a metal insect (this she had done as a new child - ) Inspector I think this Mother - that you don't give them a cane. Quite true. "Them, the children are spoiled with these modern methods."

### Misconceptions "Correction of Error"

I was giving a lesson & a visitor came up & interrupted me by saying: "This is a very wonderful Method. I've been watching it at work & something very interesting has happened. A little girl has made a mistake. I suppose you don't correct mistakes". A little girl had been copying down the names of the triangles on the B. Board & had spelled 'Isosceles' wrong. I put her off with a polite but evasive answer & returned to my lesson. After it was over this same little child came up to me & took me by the hand "Mother will you come & see my work." The D. gave her the steps with the names on & said to check <sup>checked</sup> correct them. "One was wrong she said later. "It was that awful isosceles & with the 30 in it. I'm always getting it wrong"

### Affraid to Teach

One day a visitor to my class who had been watching for a long time came up to me and said "I'm so disappointed that none of the children are doing Geometry. I would so much like to have seen it"

That's my easy, remedial "save the D.. I will <sup>ask</sup> get some of the C to work with the M. & I will give a group lesson to some others on Geometry.

To this obliging offer the visitor snapped out ~~the following reply~~ "What! you call yourself a Montessori and yet you don't want for these little creatures to evolve the need for Geom. out of their inner consciousness. You actually propose to call them arbitrarily & give them a lesson on Geometry. Please do no such thing: I wouldn't hear of it. I remarked queer " I don't see how the

can evaluate Geometry to need for Gram. and  
of the depths of their inner consciousness. Any  
young ch. who know how to use the Gram.  
material would be very pleased - out of  
courtesy - to show you how they used it.

"No, no!", replied the visitor in honor. "I thought  
at first that this was a Marlinton School  
but now I see that it is no such thing: You  
do not understand the most principles in the least.  
Seeing which she left me fanning myself  
on a chair and wondering how much geometry  
her children had evaluated in a year."

### Discipline: Correction of Error

A boy of six in an elementary school, had discovered  
that upon hitting a sort of metal box like a safe  
it emitted a resonant sound. He had therefore  
placed all the cubes from the Pink Tower  
on a chair and was engaged in hurling  
them one after the other at the hollow metal box.  
When the Director, gratefully, told him  
to stop doing so a visitor who was present  
was very much upset & remarked "No no  
you shouldn't stop him - he has discovered  
a new use for the wooden cubes."

She had not realized remembered that even  
now that the D. must stop disorders  
like that at once " & "if necessary with  
great firmness"

Vocalism 22. 23

Adolescent initiations

## Religion

### Calcium Game

The Negro Visitor. - or

"The Visitor from Mars."

ask children.

Eg. I saw a lot of houses with chimneys &  
some with tall spires & things

"Chimneys - Church spires"

Who lives there? God also one

Who is God...?

Sin. Kills my soul.

But you said my soul can't be killed

pause

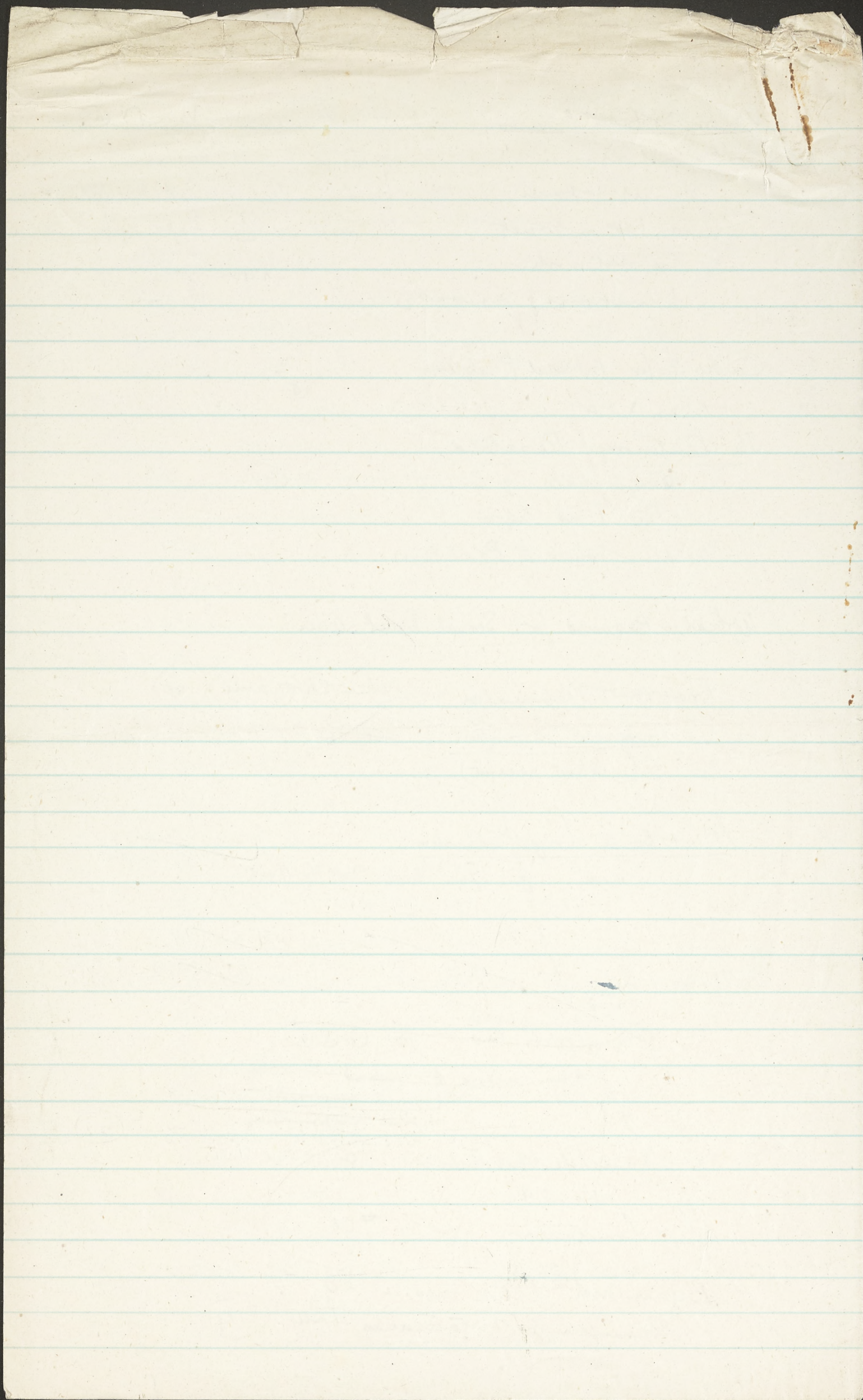
Ah but your ~~the~~ soul has two lives -

Life of Grace.

Social Development

- 1) At one time left to Society. 17.
- 2) Peasant age.
- 3) Too complicated - 17. 38-41
- 4) Great failure in Ed. 40 bottom.
  - Too individualistic. (5) (5) (5)
  - Educate for Grad - Strength/Ex. (78)
- 5) Should be Defn. (red) (40, 40)
- 6) Too Sperryato
  - Scientific - Immunities (5)
- 7) 3000 odd Murders - Something Obviously Wrong
  - Psychic Health rarely. 65
  - Unsatisfied Needs. 65
  - Struggle - w - A. 68
  - Effects. 66
  - Increase in Psychic Disorders 67
  - Gap in Science. ✓
  - Science Diminution ✓
  - Not. ✓
  - Not whole Personality ✓
  - Imm. Laws. - New Science. ✓
  - The Vital Question - Social Question (78)
  - Integrate C + A. S. questions.
  - School (and Home) must help.
  - Ed. One-Side. -
  - Culture only. - Knowledge - Science - Work (78)
  - But can we add more to curriculum? (4)
  - The Discoveries.
  - Adult Pressure Removed. - (44)
  - What happened
  - Freedom of Work - Intellect. Valor
  - New Social life comes into Being
  - (D spent from home)
  - Both aspects then. - Intellect & Social
  - No Com. habit con.
  - Best Conditions for Intellect. 3

- Valor<sup>n</sup> Intellect Progress. 3 V. of P. (a)
- It is not my... (3)
- Ignorance of power 3 Int. cannot be done
- with let in Society 3 (19) had 2 full
- "Cannot work..." hat in prison
- In exchange of sympathy. ad 20
- Conditions for Intellect Progress (5)
- 1. 2. 3. 4.
- The Antinomy Resolved - (4)
- Being whole of Being
- The Two legs
- Culture solved to Problems.
- What is Required for Social Development
- Two fold Preparation - Repeat short. aim (40)
- Intellect Formation 16-17.
- (Short account)
- Must Be a Long Preparation -
- Quote p (17) Long Prep for Bank (18) Culture
- and 44 + 45
- No good "declaring a code" (19)
- also 78 not as a cog - 78 (20) (21)
- Urgent Reform needed
- Principles too p (4) (5) (6)
- Aim above the mind
- Cosmic mission 6-8
- moral responsibility.
- 22.23 Vocational 7 trust 78 (22)
- Social life involves 38 Tot. States
- 1. 2. 3. 4.
- Limitations. # 38
- Began with little ones - 24
- Example of Totalitarian States. (24)





11  
many children would enter this new period.

### An Interior Fact of the School

Then this passage becomes an Interior Fact of the school.

### A Fact of Growth

Children grow - no one says "they must grow up to this size by the month of July."

So - just as a child may gain a tooth during the scholastic year so it may arrive at this inner growth of the intelligence.

### Inner life not Enforced

We must not give any value to the external environment in these passages; which must take place gently

without any interruption.

as all the facts of life

---

## Transition fr. Class to Class

As the child passes from one stage of his life to another unsciously - so it is in our schools -

### Different fr. Ordinary Schools

In other schools have:

• Kindergarten

Elementary class

and a sharp transition.

but in ours "The child passes imperceptibly from one thing to the next

e.g. Arithmetic what is  $10 + 3 =$  rods

That has been her mission

To reveal to humankind to make of the 8 of the C

~~Decision + Knowledge~~

First description - A New Creed

Its. enacts. — belong - (pres)

An Undeniable Fact

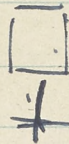
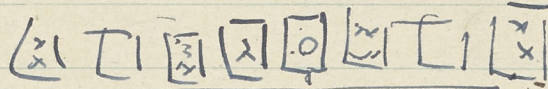
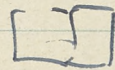
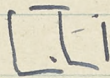
Will I stop there.

~~A~~

A New order

A Sound Board on which.

A Higher Form of Commerce.



Creed as Our Book.

Two Demos.

A New Home

A New day — That is we I say

.. Semper, semper..

Quisquam Seymunt

	Officer	Canon	Communion
1 +		① Te igtur + ++	① Patu
2 Pa 41	2	②  +	②
3 Confiter. a.	③	③	③  Patu
4 " b.	4	4	④  muffs
5 Absolutum	⑤	5	⑤
6 Ascend.	⑥	6	⑥ Patu
7 8 knee	⑦	7	⑦
8 9 gloria	⑧	8	⑧
9 " collect knee sparte	⑨	9	⑨
10 1 Epistle	⑩ Secret.	10	⑩
11 12 Gradual	⑪ Preface ΔΔΔ 8	11	⑪ Dm. ΔΔΔ
12 13 Munda Cor Meum		12	⑫
13 14 Gospel		13	⑬
14 15 Creed.		14	⑭ Comm.
		15	⑮ Patu
		16	⑯
		17	⑰
			⑱
			⑲
			⑳

What is that Kingdom?

~~How can I put into a few words.~~

I cannot in a few words tell you what that K. is. — but I can in a few words tell you what it is in "Saul & Cured".

15.  
11  
17  
18  

---

61

From Mrs D in welcome

~~Congrat. Mrs D~~ on behalf.

Congratulate Mrs D

and her in having Mrs D

I congratulate you - on being here.

I go back 25 years.

I put myself in your place.

You are working -

Scientific work, energy, eschew.

other studies.

It is I made right choice

then I was disappointed.

from post office.

Prophecy -

You will get what you expected

Arithmetic etc more than that.

You will learn certain details of Texas

Culam Truths. -

Not seem v. much.

Just a few Bean Stalks

They will grow.