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July 2022

Box 15, Folder 26 - "The Explorer"[scope of materials; keys to the universe" (E.M.S.)

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Recommended Citation

Standing, Edwin Mortimer, "Box 15, Folder 26 - "The Explorer"[scope of materials; keys to the universe" (E.M.S.)" (2022). *Notes, ca. 1929-1948*. 17.

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Materials Scope of

The Explorer

Our idea is (which developed & came) is to intervene beneficially in the middle of the spontaneous efforts of the Child Explorer.

Isolation of Stimulus

We have then some character - some quality - which comes to be exposed - stand out - & stand out in an other gradation series.

Interest in the Research

To give at once an interest in this research we add an end to be reached, immediate & determined.

Thus to Pecking of Calamus, Sands, Toys etc.

and Grading.

Not Dogmatic in Materials

Eg Discussion on 10 Bills. - might find a better one. all to same have
then good points

XIX 4-5

A Good Phrase

" Material Exploration "

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Sensonal "Keys to Universe"

Walk on a right side till come to
open space then make

a circle

square

rhombus

trapezium !

Keys to the Universe

We do not give much - but something serious & profound. & the construction of the inner "universe" the child does himself.

Some people say we give too few things. whereas they should be given more.

No we give nothing - only a guide. The whole world is at their disposition: they live in a world full of images: We give them the means to see them better - nothing more

This is the method of the Key to the Universe - & you must not confuse it with the Universe itself!

For there is always this nation that the child must know just as many things as the teacher tells him. Whereas we - we teach very little - do not teach in fact - we give an elevated material - elevated in correspondence to the mind which grows & is elevated: and if we give the material which is necessary (material for factoring) we give an ent. placed at the child's disposition so that it can be used easily.

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Preparing the Manual

Sensor + Cultural

Feeding the Flame of Discovery

" In fact everything wh. is given to the child should revivify this flame of exploration - as new air revivifies the flame in the lamp

Preparing the Materials

The Method Details

Details are secondary. - but we must keep to the main principle - The keep must be given with much prudence - & to minimum

We must not look to pre-established methods but to the suggestions which the child itself gives to us

The child gives many suggestions - revelations - to us by showing us how he develops - which is a new thing to us & hence a revelation.

The Rock Under Our Feet

Our actions may vary somewhat - but we have a formula wh. will give us absolute security like a rock under our feet. I repeat it & repeat it although it may seem so simple.

We must give the Essential only - to the less of the minimum

and We must give it in a manner

Beautiful, attractive

Vivacious - full of life

We must Observe and Wait

"My experience is nothing else but ~~that~~ the things the children have shown to me"

My mist. - if it is any - lies in having recognized my mistakes - when pointed out by the children

In the Home

The Explorer. Sense of Touch

The infant is an explorer, developing itself. -
Child of 6-8 mos. delights in touching surfaces
with great pleasure. - loves to refer them

Example English Nurse. was same days
child always touched it - if it did not mean
it child end

Example ii The woman, child bag (salt) rather
walking to the Tram in Rome.

Example iii The splendid Roman officer
with the tram, Rome, with his sword.

True descendant of that Scipio Africanus
who bought salt tax to the children of
the Carthaginian prisoners.

Caresses of Discovery, not Affection

i. Custom of the touch shake things to. Discover
not affection

- and Not Bad Manners

eg. touching a lady's dress.
"malibucato"

This Misunderstanding A Cause of The Struggle

In the Home (Contd.)

The Sense of Touch

Roots in the Small Child

We cannot doubt that fr. touch of 3½
 this fact of touching is a necessity. Some might
 think it a vice; but that one cd. not say
 of the child of 8 mo.

Now this child of ^{3½} ~~8~~ mo reveals something
 which has its profound root in the ~~of~~ very first
 period of its life - as indeed we find in the
 small child from the very first the roots of
everything we see at a later age.

In the home

Examples

Feeding the Spirit first -

Many times the child will cry if the Adult does not let it own itself the first time.

It may have some it body. - then to be done again - but no matter. The child is satisfied in its own nature + permits the Adult to do it over again. -

Spontaneous Feeding itself

After it has satisfied its need of action (or moved its face etc!) it will allow itself to be fed by the Nurse - for man does not live by bread alone!

This desire has a deep root in its nature

The Adult who understands this has gone a long way to helping the child to be conscious of true independence - in the control of its personality.

The Little Scientist

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Effect of Didactic material

Grammar Cards, Commands

eg Adjective. + Classification

" So (Order + Classification)

So the mind gets accustomed to grouping things. A fact of very great importance
The child has been trained to observe the qualities ~~to~~ ^{and} distinguish qualities.

Now it brings this power he has acquired to bear on the field of words. In the grammar exercises he has learned to distinguish.

In Natural Science

Two things to be done

1) Distinguish

2) Classify. So this distinguishing

and classifying is already a scientific attitude of mind. The man of science studies things + groups them according to their qualities.

This does not mean that the child becomes at once a scientist but it develops the mental attitude necessary to make the man of science.

Power, strength of mind, not knowledge.
So that the child may prepare himself to be the man of science.

Keys to the Universe

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The Explorer. - The Observer

Effect of Sensory Material

E.g. Colours. is to refine the sensibilities so that he recognizes the most refined shades.

The Child becomes an Observer of the most minute things in the world when he has acquired this visual refinement

We have Created a Type. The Observer

We are astonished to find the child observes things without our telling him

The sky is blue.

The lady's dress is red

The plate is a circle

The table is a rectangle & so on

These refinements of the Senses are like search-light rays in the vague obscurity of the higgledy-piggledy world, which seek out order

O Brave New World

Ch. has a fresh new world in a world all fresh now. We have other interests, but child is specially interested in things sensual

Sensual Sensitive Period 3-5 yrs

This lady's dress same shade - as the flower in other room "No it is a shade darker"

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The Discoverer Again Orients Himself

What is necessary is that this big explorer
should get his bearings in the environment -
should orient himself.

When we prepare to enter, in wh. he can
get his bearings thro' the material to which
will develop quickly.

Thus the child will be no longer "lost" "at sea"
vaguely wondering. He recognizes certain fixed
land marks + definite undertones - eg redness,
length, "rectangles" "circles" "rangeriness"
smoothness". Thus he can find his way
mentally about this earth with a sure +
calm movement - like one in a country or
village where he is at home

[Look this on To Sensitive Period for
Order]

Science Beginnings

(a) Come out of Grammar
Quality of Things

(b) Come out of Ex of P. r life.

This little exercise are a preparation not only for observation but for more delicate handling - continuous muscular development - & also on way to scientific research.

In this way we direct the child to certain special properties of things to complete the scheme of qualities.

This is Introduction to Scientific Study

we must never lose sight of the interest given by ~~new things~~
by

- 1) New things
- 2) New difficulties to be overcome.

These little manipulations interest the child immensely & you know how the child likes this exactness of movement.