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W. Z. B.

To strive towards a perfection.
by doing external actions

Not Play. co-ord ⁿ . : Arms. : To be taught	a
"Unawakened precepts choice.	
Poor children richer	
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~~the~~ ~~even~~ ~~to~~ ~~lose~~ ~~of~~ ~~raw~~ ~~even~~ ~~to~~ ~~natural~~ ~~stores~~
of raw materials without wanting to
possess them. To use and not possess - that
could very well be one of the maxims of that new
a stable civilization which is being born
~~manhood~~ ~~likes~~ ~~to~~ ~~build~~, ~~after~~ ~~that~~ ~~which~~
is ~~based~~ ~~on~~ ~~free~~ ~~possession~~ has ~~captured~~
under ~~its~~ ~~own~~ we are hoping to establish
~~after~~ ~~the~~ ~~present~~ ~~war~~ ~~is~~ ~~over~~. & Members of
such a civilization would not be less attached
to their ~~civilization~~ ~~to~~ ~~natural~~ ~~things~~ ~~of~~ ~~their~~
environment; but not in a possessive
way. They would look upon these things -
as the children ~~&~~ look upon the ~~deductive~~ ~~materials~~.
- as means to an inner development
which - through these same means - is open
to all. ~~And~~ This does not mean a lack
of individual independence: rather the significant
thing is that it is ^{just} the ~~normalized~~ ~~child~~ -
~~to~~ ~~child~~ who has acquired independence - that
loses this last for possession, which Dr
Montessori definitely puts down as a "deviation"
(see chapt. p/p).

This is perhaps somewhat of a digression.
To return to our theme - which is the various
forms of independence to be acquired which the
individual must acquire as he grows older -
and which education should have as its
first aim to help him acquire. In this
first school period - ~~what~~ ~~is~~ ~~usually~~
known as ~~The~~ ~~Montessori~~ ~~School~~ - ~~ages~~ ~~5~~ - ~~7~~ -
we have seen - what Dr. M. calls the Stage
of The ~~Makub~~-Kinder - we have seen that

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This question of not rushing to possess the things in this world is, says W. M., of the greatest importance. For this child grown to man's estate, will - in common with the best of adult humanity ~~possess~~ come into relationship with the wide environment of the world - all that it inherents. Thus the man, the adult who ~~will eventually~~ ~~and~~ the great danger is that the adult will think, as so many do, that his happiness will depend on his being able to possess things materially. Whereas this is a devaluation of personality and the child who is ~~now~~ has been brought up to know the ~~in the matter~~ on the principle that his happiness depends upon inner growth + not possession. Here again says W. M. the child has revealed to us the relation between Normality & Right use of the environment.

The development of this attitude to material things of the world (ie to use + not possess) is a matter not only of individual but collective importance. If ~~a whole~~ a whole generation were brought up on this principle it would vastly minimize the risk of war. For war springs from the wish to have and possess rather than use. Just as the children in a Montessori ~~Self~~ Class are quite content to use the Didactic materials, and let others equally share their use, without feeling any sense of loss or any less satisfaction, so could ^{whole} nations thus brought use the good things of the world, - means of transport, means for collective security

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Thus we see ⁱⁿ each stage there is being prepared ^{to} means necessary for the individual to acquire a higher form of ~~individual~~ Independence in the next.

True Independence of Possessive Instinct

One of the characteristics of the free child in the Prep Inst. is an intense love towards that environment. [~~A holiday such as Empire Day or Corpus Christi is no~~
I remember when I had a Mont School being struck again & again with the fact that extra holidays such as Empire Day, or Corpus Christi, were no boon to the children. Even the Xmas holidays to many of them seemed in the nature of an interruption!

^{in this connection} But here we must emphasize a vital point regarded by W.M. of the utmost social significance. Though the children love this Prepared Inst. which gives them so much joy, it is not in a possessive way. Their motto may be said to be "Usare non Possidere" - To use but not to possess. They do not wish to possess these things but are ~~to~~ content simply by means of them to function as a human being. The joy these occupations bring them is ~~not the joy of possession~~ but does not lie in possessing them (so like the early Christians they have all things in common) - No the joy comes from fact that using these things they develop & grow, become ever more persons. It is the joy of Self creation through activity - of Self-Possession - not possessing external & material things.

a 0

Ex. of P. Life

- 1) They are not play
- 2) They stand for Co-ordination in movement -
not like just running in a park.
- 3) For Unity of Personality.

③ Must Be Taught First.

Knowledge precedes choice.

In voluntarily doing a thing we must first know what the thing is.

A Great Principle this - to be repeated for every spontaneous action - for every action, that is having a spontaneous choice. We cannot choose any action without knowing first.

Mathus & Poor Children

b 2

Poor children richer in this respect.
We all know this instinct of
imitation - children imitate their
mathus working at home

We mean more - To learn a lesson
and be able to carry it out.

Of Learning to Speak

The child speaks after having
heard. Therefore we say the child
speaks by imitation: it is not true
It is true the child could not speak
if there were no speech in the world:
but

The child speaks from an inner
impulse.

So in Ex of P.L. Child must-

1) know

2) Means adapted to his size

and then choose spontaneously.

C 3

The Presentation of Ex. of P. L.

of Teaching Words.

Slowly - distinctly -

" pi - co - lu - no . "

" lu - o - n - a . se - ra "

As for words so for actions

The Two Kinds of Nurses

1) One learns to carry out all
the actions very slowly.

and working with patience
for the child to follow

Becomes a "maestra di attività"

≠ a Teacher of Actions

2) Thinks out objects in the Nursery
the child can use

Not a Nursery with high cupboards
for the Nurse to put things in out of

the way. But in this new
type of nursery low cupboards
so that the child can use them.

The Principle. The child has
tanto desiderio di fare da se'

When To Teach

"Insegna insegnando — non
Insegna corrigendo"

You must not teach at a time
when the child is doing the action.
but at other times.

If you try to help him
then - it comes at the wrong moment
this reaction is naturally
defensive - eg feeding himself.
To be done at other times

Useless Aid Harmful Aid

- 1) Done with Violence - not to the soul
- 2) Brings about a state of Helpless attachment to mother, or nurse, or elder sister.
more & more dependent
- 3) Far-reaching Consequences
When parent & nurse are away are left stranded - inter-feres
fears arise

Until arrives at "Independence"
Psychic Development cannot go on.

Hence Importance of Ex of
Practical Life

f (6)

Ex of P.h & Independence (cont.)

So we must have all possible
means of helping them

yes

but

helping them to help themselves.

Ex of P.h & Moral Significance

This acquisition of functions has an
importance too for the child

as a moral being for it
puts

Value in Personality

The Teaching of Ex of P Life

9 ⑨

Two Points

- a) Must show the details of the action unit.
- b) The action must be carried out
as part of a vita che si svolge.

[Here is the point of issue
against 1) Play activities
2) Mere hand work
occupations]

So we have therefore

- a) A Detailed Teaching
- b) An application of them.

Example The Orphans from Messina
became.

calm, cheerful, joy childish 10%

The Active life is of a
necessary kind - that is -
springs from the necessary
exigencies of life.

Eg. carrying tables, laying
 them, chairs, flowers,
 waiting + good manners,
 clearing away
 washing up.
 drying. putting away
all by themselves

They do these things colla responsibilitate
Real responsible work, knowing
what they are doing.

Thus Looking Glasses

a) high 2) low
 for faces + shoes

Looking Glasses

Not important that they should
do their hair or brush shoes
except as part of a ritual
or ritual

So then

The adult must place in the
Environment. -

- 1) motives
- 2) actions.

So study the motives of activities
suited to a certain age
and ^{red}prepare such actions
in this environment.

VI

Childs Natural Love of Balancing

We get to Central Act of Maturity. & must
something to assist it.

Our science is greater than the child so
we have to think of a means.

Perfect Equilibrium

Disharmony of man.

Represents a conquest.

Principle.

We seek to establish the natural facts in
the development - (Grace supersedes nature -
or rather is imposed on nature!))

Exact position first - then comes ex in
Practical life.

is Good Example -

Children walk along a line along the
street.

A Comparison - Games + M. Exercises

- 1) Necessary to prepare a precise object and environment.
- 2) Precise movements in these exercises.

So the Teacher must know the objects & their uses.
This leads to Analysis of Movements. - for
this analysis united to the objects leads to
precision & grace of movement

- 3) Certain Exercises only Preparatory to the Main
E.g. skipping to Boxers - simply prepare
the organism for the fundamental agility.

We can think of these exercises as a form
of indirect training for more direct use.

Just so there are special exercises wh. will render
the child able to do - later - other exercises which
perfect him.

These exercises interest the child much, even
though they have no evident utility. - but are
evidently necessary to answer some fundamental
need. In all countries. -

Spontaneous Preparations for School Games

In all countries certain games invented
spontaneously draw our attention to fundamental needs
E.g. Children keeping still to Outsiders to others.

Contest to keep eyes open longest without blinking

They become like statues - as though this form
of defying was a need. One will hide & remain
absolutely silent & still. Are pleased if not found
at once, as they enjoy this form of checking of movements.
Blind-foldd blind run between furniture. Walking in the Dark

Spontaneous Impulse to Balancing Ex.

In all countries children walk on a raised board.

Or on the edge of pavement - or the top of a narrow ridge - balancing themselves. Therefore no doubt the feel the need of these exercises - tho' unconsciously - as a preparation for the future.

If we respond to this natural impulse by giving objects wh. ^{cor} respond - the child will enter into them with zest.

Thus These 2 Fundamental Ex. Immutability & Balance.

Silence Game.

Aim To teach the child perfect immutability. To prepare the environment we use dark curtains. We draw the curtains - 50. 30" & in this semi-obscurity we teach immutability.

Silence is the Result of Perfect Immutability. If you remain motionless for a few minutes you will hear the silence. But if you move your head, foot, or turn over a page - it is gone.

Even with 2000 people together one can realize this silence - by immutability - which is interesting even for adults.

If in addition to this we have a semi-darkened room "casting a dim mysterious light" - this silence in the gloom satisfies something within us [Church!] - a mysterious need. Our little humanity feels this need without realizing it - we cannot satisfy it in the street. These moments have

power to make our noisy years as moments
in "The Being of the Internal Science" (Wordsworth).

Many adults grow up without this profound
need even being satisfied - without our spirit
find those moments of repose wh. satisfy
it.

The Call

We complete ~~these~~ this ex. by calling
the child by name. - We call in a voice which
is like a whisper - a diaphragmatic voice -
prattled, attenuated, like a voice calling fr.
another sphere or world - like the voice of a
spirit. The voice begins insensibly &
ends insensibly.

"As when upon a summer night those father-ruled
nights, ~~reminders of~~ ~~night~~ roads. dream & dream on...
So came that voice and went"

[It goes without saying that this Science must
be a Collective Science.]

Listening to the Voice Brings Effort of Attention

This light diaphragmatic voice is not heard
without an effort of attention. All the will power
is put into inhibition & to being alert for
this voice - will controls all impulse to action. but
keeps attention alert to listen to the smallest sounds

The Voice Behind

In order to fix the attention solely on
the sound the caller should stand behind out of
sight - if possible in an adjacent room.

This voice must enter unperannounced (not by
 presiding a bell as in other schools). &
 must call on them without their knowing.
 They don't even know when the voice is
 going to begin. First there is silence:
and then the voice. Thus you will find
 their minds tense & ant reaching for the
 voice to come from the silence which they
have missed.

A Great Deal of Feeling

Every child must be called: for
 in this game there is a great deal of feeling
 and it is only just that each should be called
 after making so long an effort.

The 45 or 28th has to wait a long time &
 it would be a great lack, if he was not called.
 There is great patience in waiting & if there is a
 chance of not being called this patience would
 diminish.

The Reward

The call is the reward - something wh.
 satisfies an inner need. - one not otherwise
 satisfied. So great that it has been observed if
 you give a sweet it is not even noticed

Each child, as called, will rise without
 a word ego along silently - like Agag-
 walking delicately. between the tables &
 chairs. - making a series of efforts. These efforts
 have no apparent utility.

Balancing Exercises

Another ex. corresponds to Balance Games.

walking on a line on the floor

(If it was a raised bar the older children would like it too).

But for small children - enough the line on the floor. This new effort to walk in a new way interests the children.

The greatest difficulty in Balance is in keeping one foot in front of the other. The tight rope walk is the highest form of this.

To be sure of keeping the equilibrium put the toe to the heel. Children of 3 1/2 to 4.

Their attention is concentrated on watching the line as they walk at first.

- 1) Walk on floor.
- 2) One flag - attention divided to flag + floor
- 3) Glass with liquid
- 4) Flowers
- 5) Objects one on top of other
- 6) Basket etc

Ex. of P. Life

The Aim.

The aim is not to perform certain exercises or actions - It is true he does them, they may even be useful - but the real aim is to help the child's development

9

Balance Ex (April 25th Lond.)

Man only erect animal -

An acquisition -

When balance is perfect the rest will follow, as nothing else gives such grace.

Steps close together - feet - not far apart -
one close to another.

Anim. (a) Because he has not yet to ordination

(b) Weight of Body in proportion to legs
is heavier than ours.

Hags, glass of water etc. P. Tower Bills

Could have an Analogous Ex. on Staircase

Science Game

meaning + mystery of Science

It is a key a piece of knowledge. -

Immaturity, implying Science

This game is to Consummation -

Makelers - without falling asleep
Hence -

The Call

Voice without a sound.

Breath but not speaking

" a certain emphasis as if we called
from a long distance away . The certain Call

Ex. of Pract Life

aim So that he may have possibilities of doing what he cd. not find for himself.

Comparison with the Home

The mother does the Ex. in earned school stands aside. Here it is the contrary - the children carry out the serious activity & the Teacher stands aside.

Ex of P Life Changing water in vases; washing cups & glasses etc. washing away stains; -

More complicated. brushing carpets, cleaning boots; brushing table; cleaning away; folding clothes etc

Covering Person Over - hair, nails, washing - dressing undressing, hooks eyes, buttons.

Beginnings of Cooking peeling potatoes, shelling peas, cutting bread etc -

- Teacher must
- (a) Teach to uses
 - (b) Have a definite idea of gradations

Objects Must be Attractive in Themselves

How to Present actions

Action must be completed before the child
* Speak for self "One dust", not exaggerated
Must be done individually
as the occasion arises
naturally

It is not necessary for all the children to be doing the same thing at the same time.

"Our task is to show how it is done & desiring the possibility of imitating (as the future is at stake)

How to Present Actions (Conto.)

It's Imitation Dangerous. Why?

Because the Teacher does not act as the Child
Teacher indicates a certain action but
the Child must do it in his own way.

It's Our War

That mysterious mystic power moves him
I don't see it is finished - not him.
Dusts again, fraud, murder, robbery -
It's our fight for ours

Supposing we had been too much
in evidence it would have created an
obstacle to a vital need. These mysterious, hidden
motives etc. do not exist in us.

It's leaving off has no relation to
the exterior work

We do not say. You like dressing, here is
something to dust - what matters is that
this mysterious force should rise up in the child.
So we should be guided by his inner need
& not the present object.

Everything Must Be Read

"Custom, usage, precedent" (of Newman)
Everything must be read in its place. - must
not have to hunt for dusts. - The psych.
moment and pass & the inner energy
wants to be squared

Comparison Adults + "I must write to
So So" - Pen ink, Paper read.

April 23rd

12

Ex. of Pract Life

These are not absolute - vary with
the country, nation & customs.

Acts of Courtesy

We introduce these actions which take
place daily in his life. We show him the
use of these things - the most refined & delicate uses

Teachen to give lessons & How

We point out these uses to the child
but leave him free to do them or not - so
that when the teacher has made the presentation
the exercise enters as part of the child's life.

Social Life Actions

E.g. Salutations according to degree.

Station & intimacy -

Pardon for Unconscious or Small Offences

E.g. passing in front of a person

There is no action we do not try to teach

so as to approach perfection.

This manner of seating, walking, rising
going up & down stairs, opening door -
teach the most perfect way.

Now all this cannot be done at once, must
keep them in mind ready for the occasions - So
keep the child's consciousness directed toward
this sort of thing & keeps up his interest. So that
those who begin ^{in my} begin vaguely & unconsciously now
do so with a lively idea of what they must do

How & when (Conto)

13

Does not mean the Teacher must follow the child's presents him in his action. But it is necessary to give the child. It means to be master of his own actions

Example

If a person of importance visits the school they will know how to greet him if they like & if they remember.

There is a distinction. Teacher does not say: "An import person is coming - you must greet him. It is of no importance in school. But it is important that the child should not be abandoned - he must have a guide - he must not be rude & unshackled - but his individuality must be awakened.

The important thing is that they should know how to perform these greetings to - parents, relations, friend, stranger.

But it is on his own mind that this reflexion has to take place

Example

A child may leave the school without greeting the teacher: no matter: the important thing is that he should know how to do it, if he wants. Must not be reprimanded for not doing so.

Order Again

So then the child has to acquire knowledge & the sense of distinctions - arranged in an order may within him - & can draw on them at his need.

[if Inspector - greet him chair!]

Distinctions Domestic!

Drying Things

- a) { Cup - dry it all over - inside & out
Vase outside only
Basin inside only
 A little thing to us - but a distinction
- b) Duster - a) wring it out
 b) hang up to dry
- c) Brush - not squeeze water out - no hang up.

To a mind that has only just come into the world these distinctions are important & interesting -

Europe finds interesting the things which correspond to his own mentality. or "little things" phrase little minds

Cup and Saucer

A simple thing - a cup & saucer. What sort of a lesson is this!

Sally! sally. no noise. Almost my ear guides me in carrying it out. A new interest I have in my ear guiding me

A Motive for Perfection - stunt of reputation

[cf Golf. Tennis Games

A means of Perfection coming from within

This Motive of Perfection

Provides a new impulse interest
when the first impulse is satisfied.

Folding a Cloth

Fold into exactly 2 parts

This is more difficult as is no control like to sand to cup. -

Perhaps is too hard for to chud!

How & when to Present Again

One thing we may remember it is never a danger to teach. "Zue ask" Am I to teach him or not.?"

Do Teach him! Teach him!

The Problem is not in the act of teaching; but in to chud's learning. Maybe he has understood maybe not. - no matter: if he does it wrong. Do not correct him - so he retires into his shell.

We must not insist if he makes mistakes. We have taught. it has failed - leave it at that and turn to someone else

We can make a line across the middle of the cloth to help him - yes. [I have like to Dallissa! Who else named never thought - sure less labor to trouble to do so!]

Chud reacts. "Ah this is easy - fascinating - che gioia! I'll go & find all the cloths I can. So a light dawns of the possibility of repeating this action again again. It is at once a conquest over to nold over myself.

Complex Actions of P. life

Carrying a Tray with 3 cups & Saucers
to Prepare the Table

This Teacher - The teacher does not allow the smallest sound to pass unnoticed. When is the Teacher who reprimands a child for such a little noise. It is irreplaceable, priceless - passes over no help. I must be v. careful. I have learnt something myself - no teacher has told me. I have learnt by myself how to do it.

Notes the intense attention on the child's face as if I realized it was something important. We have said the motor instrument has to be brought into harmony w. the will & intellect. (Puts down the tray)

"I have made an immense effort. But I am satisfied" My joy is so great that I run & skip before coming to next part of the work.

You often see children having a skip & a jump between two such efforts

Other Complex Actions

washing hands, pouring away water
rinsing basin, sand towel etc

Brush hair, clean teeth, etc (Jahann!))

Pulling Out a Drawer

© Must be at the same level - perhaps thought it had made - but my movement was wrong.

© Not only on same level but all the way out.

Intellectual Body

I have analysed a movement - I have had to be attentive, to reason, to direct my movements according to Reason

This interests me more than if I had learnt a new thing. I feel as if I had discovered a new word (Lagos)

Thus our movements require a certain order, a certain grace - as it were a spiritual perfection

Silence

"Silence implying Sound" - Browning

Comes under. 1) Ex of P. Life
2) Sounds + Music.

How to get Silence

To have no sounds one thing is necessary
- one only thing - to have no movement. -

You cannot make silence. -

Absolute silence is impossible - (heart!)

Grades of Silence - as grades of noise

"When the wind has gathered the last leaf
and silence has gathered to mind."

The end aimed at. - is the maximum silence
possible in a class - Each becomes motionless
+ - like a calm that falls on a little lake.
Each name disappears. + silence descends -

"Keats." "Not so much life as on a summer day..."

Silence becomes to more profound according to
to power of obedience in the members. -

Silence game to end of a training

I have already had education in movement
+ control of limbs - in Ex. of R Life - this is
the "allino passo"

Children have done long exercises in
learning to move well. - for arriving at
this species of triumph of the voluntary inhibition
which comes & represents all voluntary motion.

Degrees of Silence Microphone
"Silence implying Sound"

The noises of the children disappear. -
at first seems silence - and - then ---

Other Sounds appear

When the big sounds are finished the little sounds
come out - like mice! -

If we abate this - - there are

Other Sounds still - more subtle

These are the distant sound - or near.
The ^{squeaking} moving of a chair - (in the room) a hen
cackling, a bird singing, - the sound of the
clock beating - even the flying insects.

Discovery of Silence

So Silence becomes a discovery. - of all these
little sounds - as though a microscope had been
lent to the ear - to magnify the sounds. -

Children are fascinated & even at 2 yrs
will keep still to discover the little sounds
that make up a silence.

[of keeping in the Jungle]

Silence to Saul

Children love to silence in itself. But ~~one~~ something more is added to it. Silence, this motionless being, predisposes to Saul to something. All to silence you are not as you were before.

It is not certainly a matter of culture - it is an external state which acts on the interior state. All the thinkers & mystics have sought silence. Because it predisposes to an interior attitude. - like a beautiful robe, n. lights, perfumes etc. It can bring about an interior inspiration.

Especially silence is something which gives us the surprise of discovering ~~we~~ to we possess within us something we did not think we had. It is this interior life - which can arise in the child. And to child becomes aware of this inner life - of the Annals "The Buried Life" so deep in us.

The same tends to something in to Silence.

The Call in to Silence

The satisfaction wh. we give to this state of mind is that of calling to name of each working deed + making them come to us one by one. The sense, move, arise, come, seeking not to break the spell of to silence. To him themselves call to respond fulfils the cycle of satisfaction - & they walk up the not to make a sound

The Call must be for Each

The teacher must call each child not (neglecting one). - because you must not put the little sand into such a lesson of expectation of being called & then. The one who has waited until the last has the greatest satisfaction. -

Criticise those teachers who don't call all the children - doing the game for show. -

The Voice of the Teacher -

must not resemble the silence. Long silences, ~~more~~ like a voice of a spirit - a voice without sound - ~~but~~ distinct. -

Looks like a miracle - for the children - to see the children one after the other. - They hear nothing but the waiting child hears his own name.

Teacher must not be Visible

Not depend on seeing lips move.

Can

Adapt Game to Religion

Like the voice of The Madonna or Bambino Jesus - and each child as it comes

- a) kisses the Madonna
- b) or Bambino Jesus
- c) places a flower at the foot of the Statue.

Thus Discipline Exercise leads to a Discipline made of Calmness + inferior attitude

Balancing

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Ex of Practical Life

The General Principle

(See Assisting Nature
Ex. of P. Life)

Balancing Exercise

Series of Gradated Exercises

Begin with - aged - 4.

Principle again

Better Carpet - into bare feet

- 1) Feet occupy attention
- 2) Body + Head after
- (3)

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Ex of P Life

Demonstration.

Child screws at tea

Child pours tea back & pours
it out again!

Exercise of Practical Life

Are not for the sake of merit.

But for the need of the mind

in fact are not practical

Washing hands -

See what I have done!

If hands of soap wd disappear!

Exercises of Practical life

Vary with country & civilization -
of India - no tables -

but main thing: -

"Each group of adults will present to the child an envt. adapted to it - but the main thing is that the child - at this age - must fulfil certain determinate actions."

Presentation of Action

Rather than teach (instruct) or point it out (indicate) "We say" How can we present this action and at the same time disturb as little as possible the creative impulse of the child.

Hence the principle of "Control of Error"

Control of Error (Defn)

"As far as possible we attach to the objects themselves the possibility of controlling the errors of the child."

Principle of Perfection

"And we confide to this control of the envt. the successive perfectionment of the acts of the child."

"Child has not only an instinct to act but also to act ever more perfectly."

This to co-ordinate muscles to become
a man

Principle of Perfectionment (Contd)

External scope is to means to giving this possibility to perfect himself by repetition - again & again.

The Piceala Guida to Perfection

So in this action must not only point out the use of the object, but must show the way to perfection by pointing out a "piceala guida" by which the child obtains this perfection.

This little guide is

The Analysis of Movements

The child is to act towards a certain aim, & we teach him the analysis of this movement by which he reaches that end.

Fundamental + Secondary Aims

We fascinate the child by multiplying his minute ends - a series of secondary actions - which are all related to the fundamental purpose. In any different actions around the principal one.

Analysis of Movement also an Act of Intelligence

As this analysis of Mts is also a work of Intelligence the whole becomes a complex exercise involving mind as well as body.

Example

1. Thus we teach the child to move a chair
 Then we say "now without making any noise"
 How interesting! - Have added a new purpose.
 At first each time you carried a chair seemed
 to be the same thing. - now we have introduced
 the motive of perfectionment.

of Cup and Saucer.

2. Thus principle -

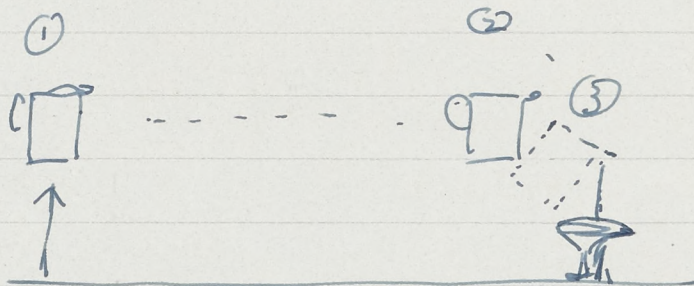
K. of H.

To perfect oneself & reach an interior aim this
 is an essential human feature. So in letters
 always seeking a means which represent
 in themselves a progress to perfection

- ③ Example again Pouring out Water

- ② without spilling a drop.

Further analysis with secondary aims.
 Position of jug.

Creating Young Marionettes

Criticism. "You say: you must not teach
 anything - then here you are creating the very
 acts in order - turning the children into marionettes
 to pour a glass full of water without spilling
 a drop."

Answer.

The child is less of a "reasoner" than we.
 At this stage there is no harm.

Child sees in this a guide a need, a revelation.

Cf with language. Child learns to words
 easily, smoothly, as one sound in spite of the
 many syllables. That's the adult who
 is learning a foreign language.

Other examples. (a) How to remove the
 cover of a little box

- (b) Open & shut doors & cupboards
- (c) And with key
- (d) Buttons - frame

"The force of reasoning & attraction
 of a demonstration which is for the child
more interesting than a fairy-tale"
 (See picture)