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July 2022

Box 14, Folder 05 - "How to Discover" / "Experience of 20 Years" (E.M.S.)

Edwin Mortimer Standing

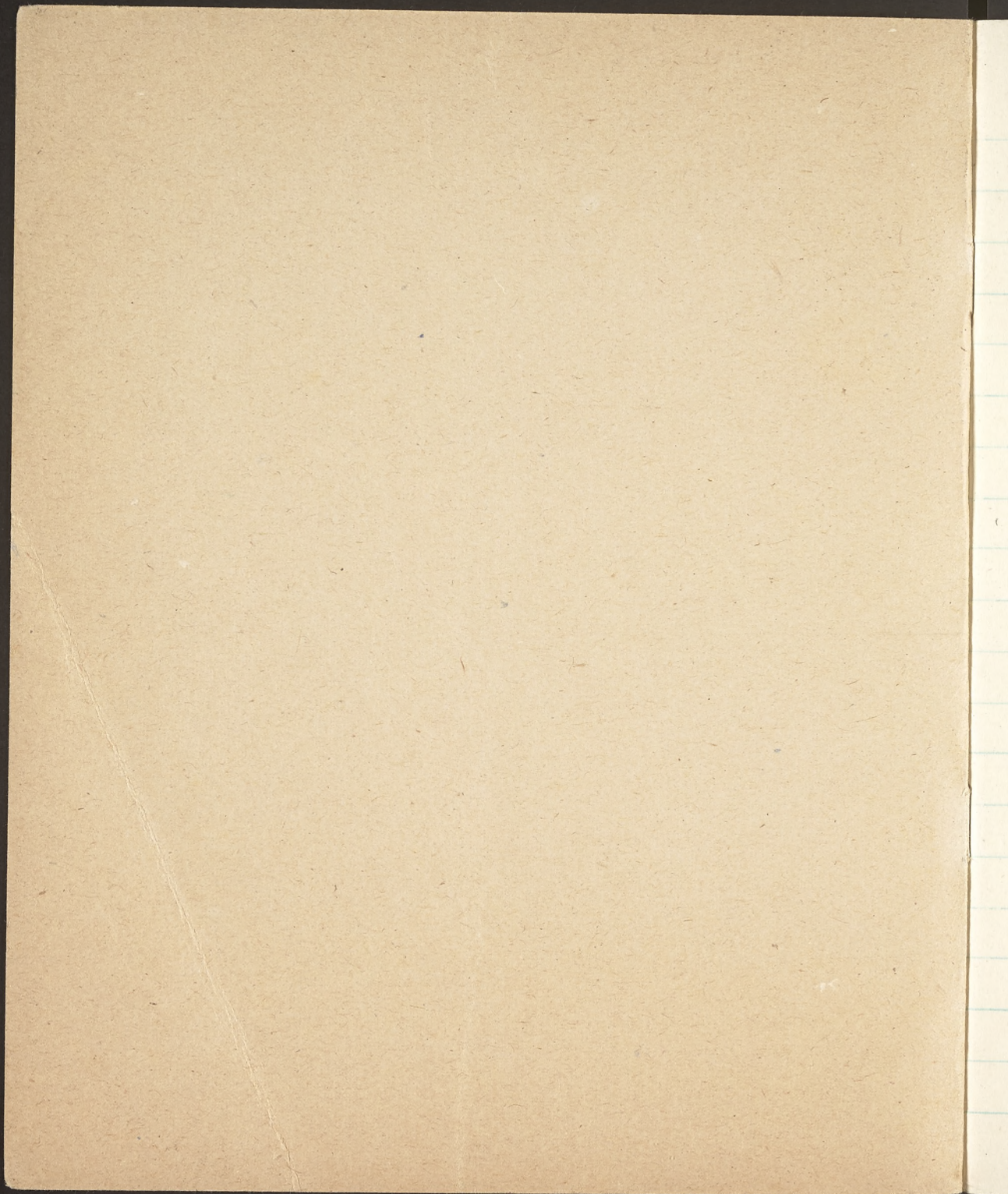
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Standing, Edwin Mortimer, "Box 14, Folder 05 - "How to Discover" / "Experience of 20 Years" (E.M.S.)" (2022). *Notebooks, ca. 1929-1940; n.d. [E.M.S.]*. 20.
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5-0
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20.

Very hard to condense - with Descriptions

Hard to discover

Experience of 20 Years.

Going deeper.

Even - reading signature

Last section

First interested in Kindergarten
Frachel.

Complex organic unrelated Principles

of Organism

One involves rest.

of eye

Based on Life - Vital - Growing

Many Approaches



Quilt from Pamphlet

Mr. Varian's Stages

- ① Fraebel - Kindergarten -
sort of glorified kind.
"many similarities"
- ② M. based on Training of the Senses
- ③ M. based on new environment -
furniture
- ④ M. based on Individual Work
- ⑤ M. based on Liberty
- ⑥ New form of Play - School

Not any of these.

Take a Glimpse

Transformation.

- 1.) appearance.
- 2.) Individual work
- 3.) Concentration
- 4.) Free choice
- 5.) Mutual help.
- 6.) No extraneous motive for work.
- 7.) Love - zum & Teacher
- 8.) Achtung, Agne, agne, agne.

Astonishing Scene. -

The History in Rome.

Byron - famous.

Must be seen to be believed.

Miss Hutchinson of L. C. C.

"Gentlemen this is not"

Chedden Conquered

The wonder held - holds

"I came : I saw : I was conquered"

In Every Country. The New Children

Characteristics of:

Concentration

Love of work

Love of order

Love of science

Calmness: serenity

Generousness.

Mutual helpfulness

Loss of "deceptions" - "possessions"

Respect for others

Self-discipline

Obedience.

Undeniable Peking to Peru.

London to Los Angeles.

The Essential Thing. Discovery of the Normalized Child

Millions of Teachers - Is he Normalized?

What made it Possible?

Envy? materials; indiv. work:

Personality of T. Devotion & Sacrifice -

No?

~~Freedom in a Prepared Environment~~

~~Environment Recreated.~~

A New Relationship C + A.

The Fundamental Problem in Ed.ⁿ

A Social Problem

2 Elements of Power.

Universal Oppression.

- 1) At home
- 2) in Social

A Source of Infinite Evil in Society. — Wrong
Economic structure
Peace.

The Last Revolution.

Child and His Rights.

Frachel Saw P Land "Cultivational Inflation...."
M. Entend it.

Environmen + Freedom Reveals
of Fabre

So Monlsson: Saw the child as he
is.

No substitution of Pens and

Fallowing Nature all the Time

- ① Independence
- ② Incarnation
- ③ Sensitive Periods.
- ④ Transformations "Planes of Edⁿ"
- ⑤ Spontaneity of Humane Intellect
- ⑥ Nature of Development of H. Intellect

Spontaneity of Humane Intellect

Ballard's "Description"

"Miracle of Montessori"

Can think impossible to entrust the equusⁿ
of Culture to the sport urge of Intellect.

Two Ways

1). See a good Montessori School

2). Consider years 1-3.

The Neonate's World

He comes from a calm space . . .

A world new & strange - So new & so strange
recognizes nothing - himself!

Big Buzz. B. Compr.

No Ideas . Time, Space, Sound; Causality -
No memory, imagination; -
No ideas of any kind.

An Immense Jig-Saw Puzzle

Impressions pouring in

At One Reason Begins.

Example 4 weeks

5 y Childhood

Unceasing Adult Research Exploration

Even at 2 or 3 years + more. Mystery.

Examples Space "Have it"
Causality "I squeezed ..."
Time. Toy "Yesterday. Tomorrow"
Dreams
Imagination
Self-Causation.

Problem sol. Invention
Speech

Explorer Watch our Child. -

Teaching. Handling. arranging re-arranging
feeling, -

Everything of Interest -

road. water. paper. pencil. shell
clothes peg basket

Every passage ---

Every day --- S. Sea Exploration

Every Pram ride Columbus

" Brave New World "

By Age of Three. wonderful Progress
of Ancient Maps.

Still a Heavy Chaos.

Explains Comes to Infant School

Old Type Stopped

① Immutability - Freedom.

② Parsimony -

Can't explore.

③ Movement: Body + Mind.

Montessori Keeps the Spirit of Exploration

Assists Nature.
Development.

Stage I

End of P. Life.

§ Elementary Materials

Ann Duulapt

Def of a School

? End of First Year

Desillus. and Inspector

quate.

Mind Goes on ... Does not Stop there.

Examples

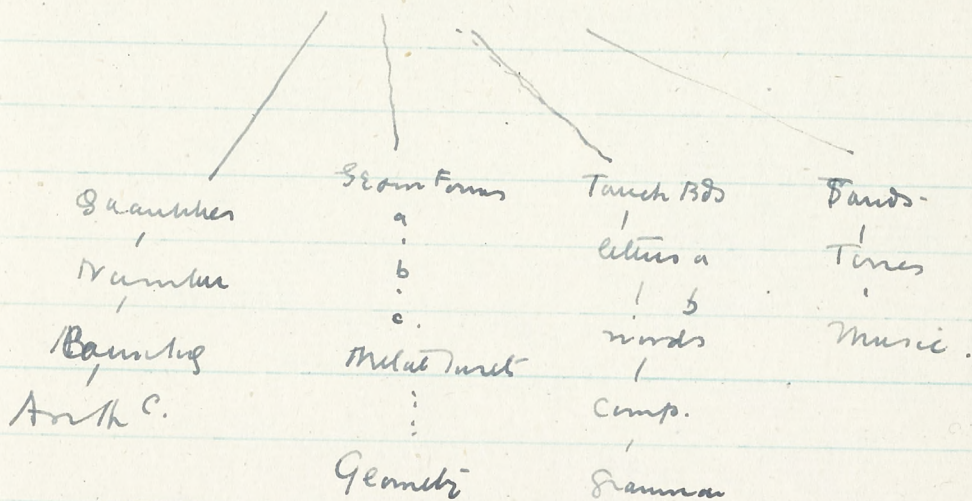
Direction From Sensual
to Reason.

The San Foundation

Minimum Help

The Teacher - (next time)

The Prepared Paths



Wonderful Laws of Psychology

Creating Materials

Using Them.

Nat. a Thyoz - a Teshid Fad.

Here 20 years

Government Recognition. Holland

Acton

Quote from D. S. Smart

Exc of P. Life

Description. If you visit.

Dusting; laying table; plants; peeling potatoes...

Very Important.

Not Practical — Servant Problem.

For Development.

Queuing up for the Brasses

of Table. Chairman

Repetition.

Dance is with Internal Arts

Co-ordination

of Man & Animals

Impure Co-ordinated

Spirit willing Flesh is weak

The Flesh. - Impressed Soul

The Instrument of Eschewance - Unity
of Body & Soul -

Hence Ex of P. Life.

Movement Directed by Mind.

Classification of Ex of P. Life.

Ⓐ Person.

Ⓑ Environment.

and Lesson of Grace & Courtesy. p. 15

Ⓐ

How To Present

p 16

"Our task is to show how it is done &
destroy the possibility of imitation" 16-17

Substitution of Personnel:



Cup + cover.

• drop

Part of a Vita che si Svalge

esamples

of Grace + Curley

p 18-19

Comparison with Speaking

Easy to make a child Do a Thing after you
Diffe spent.

Teach Teaching not Curleying

Teach him! Teach him!

p 21

Mature for Perfection

Coming from within

22-23

cup + sai

Bingo - (A) Perfection

(B) Independence

Logical Analysis of Words

25

Complex action.

"door"

box; draw; jersey; shoes etc

p 26

Teacher Must Prepare in Mind (Graded)

Nothing Absolute.

Different Countries.

Balancing Exercises

Nature scene

Description.

flap

water.

basket

Pk Tower

Scene Game

Falling Water.

sit slide

out stairs

Immobility brings Silence

6. 30

2000

Gradus of Silence

"Like milk"

Sounds of Silence

Silence & Sound

32

Call of the Silence

— 33

The Voice of the Silence.

34.

The Reward

Liberty in the Schoolroom

Description yesterday - Freedom in the Schoolroom
Choosing occupation.

Let us imagine a Teacher.

You can choose your occupation
They would.

Tommy pull marbles hair
Jimmy + Dick fight.
etc.

Immense Confusion - Chaos.

So Liberty in Schoolroom not

"Come just what you like"

Miscellaneous

"Liberty 'all'

"I don't want my class

Schools Free above all things to be
used & directed

Liberty of Action is not then same
just as

Liberty of Thought . . . is not the same . . .

"Truth makes you free." - not error.

Not Easy to define - again.

Dog in the house.

You must read books.

or ~~from~~ Scholar . . .

Relation to Capacity. Knowledge - Ends

Free to Point a Pistol

Drive a Car. . . .

Again Liberty is not without Rule

Free to go anywhere.

but keep to law of the road

Indepudce & Seluz

and

Again. - Is it a curtailment of liberty?

Presume.

Child - Bad Boat.

~~Passant~~ Bad Water.

Freedom. Liberty. Independence - Meaning.

at Present Day.

Dangerous Tree

Free Thought; Free Love; Free Press.

Freedom in the Schoolroom

Awful.

Of Liberty & human crimes...

So Freedom is not ~~just~~ what he likes

nor ~~abandoning.~~

~~without law.~~

neither

what is it

a Guide

Read Eschact

Come back to Schoolroom

1) Leter is choice of means...

No ③ Choice. preeded by Judgement

~~Read Montessori says: "The child..~~

Example Tommy - It unlu frame Yes

Tenet do . . . No

Again Dick

Philip..

Because he doesn't know use - end desired

"Leter is the faculty of choosing means fitted
to the end desired" - Dewey.

Read Choice + Curiosity p 409.

50.) Change of means.

Preceded by an act of judgement.

Lichner: Law
Our text says:—

Rules for Materials

e.g. Mats—

Calam Tablets

Green Forms.—

"I used"

Examples Again—

"Puff-puff

Stably hose

Calam Tablets ---

Freedom not Abandonment

"To be at liberty does not mean to be at
large in space.

You cannot find liberty just in space
+ men in parks + deserts men can
be slaves.

"You must not imagine freedom is
something without law"

This Prison makes something like an
enclosure said to child who is James W. G.

"Anything he can do in any place! -
but here we give him a help in the
very limitation wh. he cannot
find elsewhere..

We enclose him in a circle
wh. is necessary for his need.

" of Pt of Contact

Contrast with Fichte's
"alles aus alles machen"

One who acts through a Power Outside
himself is a slave

Consider the office (a)
(b)

Substitution of Personals.

This is the great danger in Deut.

This New Relationship -

Freedom + Prepared Deut-

is a relationship -
messy

But not mechanical

Could he also Choo

Piehaw Enut - Let 'em loose

was done in Boneloma.

Amazing scenes.

hours to mount in it

Sudder came Odu.

no one knew

how or where!

Came with Knowledge - Chance.

Some Fruits of Freedom in P. Ent.

Monlison Never be afraid to destroy
what is evil.

Vincent de Paul -

Never fear a method, Lib^{ry} which carries
to roads in h.T. month & makes to
children walk on a line on h floor -

Some Fruits of Liberty.

Love of Work - Ballard

"In course of time the miracle of the
steadiness - the miracle of making it possible
for thousands to take place in an infant
school, of making it possible for a no. of
little children to work independently in the
same room at the same time, & without
any driving power beyond the impelling
force that comes to the work itself. This
seems to me an amazing achievement -

and in this alone - even if she had done
nothing else. D. N. has made an immense
contribution to the cause of Ed."

Dr. Channing School

Freedom and Strong Personal Will

Freedom for Repetition

$6 \times 4 =$

$6 \times 9 =$

$6 \times 6 =$

$6 \times 1 =$

$6 \times 8 =$

$6 \times 3 =$

$6 \times 10 =$

$6 \times 5 =$

$6 \times 2 =$

$6 \times 7 =$

Freedom & Cycle of Work.

Liberty & Individuality.

Japanese flowers.

"The medium."

Freedom and Inner Security.

Verbal Visions

Sacred Flame

Freedom for Health & Body Grace

Freedom and Normality.

Freedom & Self-Discipline

Freedom for Sound Life & Dignity

Freedom to Help & Teach Each other

Liberty & Problems of Peace

The Prepared Environment

The Third Factor.

Prepared Environments in Nature

Definition — For Develop.

"A Prep Env. where the C. can live according to the laws of its develop. free from adult interference"

Adult Environment not Suited

- 1) Physically — sizes.
- 2) Mentally — noise: rhythm: objects.

General Description.

6-7-8

Effect on Soul of Child

Release 107
of Adult from Camp

No False Analogies - Repose and Action

not mimesis to slath

Quoti

The child is ~~development~~ page 10.

Psychic Needs Take Precedence

rich heavy tables

Control of Errors

light colour - tables, di. dresses.

"Reflect back imputations"

"Benevolent Obstacles"

Enot must liberate to Spirit

Hygiene not enough

"Nothing is done if we do not
liberate the spirit" of plant animal

Rapport between C & E

must bear answer to Voice of
to Enot

"The whole art of Teaching is for the Teacher not to let herself be felt — so that the child may feel its own powers in an environment which is passive, and which he can dominate.

An event which reveals to him his own feelings & calls upon his most delicate instincts. . . . ("There is a Don")

Only when the C. is left to himself in this event can this relationship be established. He will then feel the call of the event. "as a poet might go into the wood and wait for an inspiration."

"It is in this harmonious calm that the child feels born within himself the need for perfection."

Comes slowly. —

"Other the still calm waves never before so beautiful, sank in my soul & held me like a dream"

Order in the Environment

Things left out.

all has significance

" for ~~development~~

" has order.

Env't "Simplified set in order"

- a) General arrangement
- b) order in S⁷ materials
- c) Order in - Numbers
- Words
- Forms.

1c. "The Prepared Paths.

Teacher into the Prepared Env't.

She is the Link - ^{no chemical} _{reaction}

Teacher to-morrow

Some Practical Maxims

Limits of P. Ernst

① One Those things for Duet.

② Limits in Size.

S. P for Order - Photographic Impression

Quote " He must be able to know
+ recognize everything in it, able to find
them always, & thus he can only do
if it is always present within him - in
his spirit "

③ Also The Childrens Garden.

All parts present in his
mind [under T's eyes
danger]

④ Number of Children in Class

" lost in a crowd "

Limit in Time:

Simile of Chrysalis.

Formation of faculties.

Individualistic.

Explorer Goes out in the world

"The chrysalis cracks & the butterfly emerges
The P-Ent is done with - it has served its
purpose. The Formative Child is finished
to Earth-Child is born".

Significance of Mvt in Education

Montessori School - Visit - Activities.

All Activity - Movement...

coming game basket.

Too much?

Movement is Spontaneous & chosen.

Diff. drawing: or

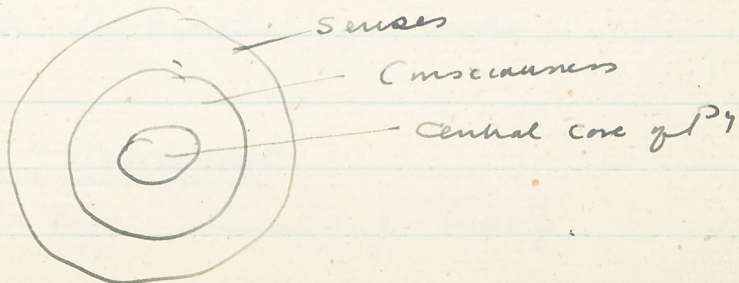
Senses & Movement Combined

Aristotle Sense

Montessori

Muscles

(Muscular sense).



Simile of Master & Servant

St James with Minor.

Principle

Never give more to the eyes or ears than to the muscles.

Interest Defined

Simile of the Two Ladies

Makes & Movement

"Let us call interest this union between the C & the object - this union wh. brings about an active, prolonged & repeated"

Tardy Recognition & Why.

like an abdication of teacher

Normalcy & Movement

The Two Streams of Energy.

Movement & Constⁿ of Character

Ideal of Thought & Action

balance

"The child who is constructing himself must always be moving. Not only in those large movements wh. have an ex. aim (Ex P.L.) but also when he merely sees, or thinks, or reasons, or when he understands something in relation to these thoughts & sensations. Always he must be moving" (hands)

Movement a Key & Guide

"I would ask you to entertain this idea as a key, a guide

Key - Secrets of Develt

Guide - Our own Path

Seeing & Hearing not enough

"Give no more to eye or ear than to hand"

Example - Colour

Seems far removed.

Yet movement.

So Rest.

M. Method Based on Movement

There is the fundamental technique in Edⁿ. - that
to C. should be always be active, & allowed
to choose his occupations, and give
form to his actions.

This principle of movt. shd be carried
right thro' Edⁿ. so that in all the child's
manifestations there shd be this union
between the ego + its acts."

The organⁿ of movement is not simply
the completion of the psych construction: it
is the foundation. It is the key to the
existⁿ of the human personality."

Movement & mental construction go together
for in mental construction movement
occupies the first place. The matter
actually - when we give it a special aim -
calls forth the mental activity.

Synthetic Movement

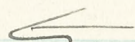
Must make a distinction

Not movement - per se - as such
not any movement

"To speak of movement in general is to be
too vague, and wd. have no direct bearing
on educ. object. The mind unless inhibited
is always moving, but most of these
movements have no impulsive force".

"There are people who think that the
important thing is that children should
have ample space to run about freely

Exemple



- (a) Disorder moment
"Unmögliche Tagzeit"
- (b) Washing a Table

"like cat's paws". But such likes
has little to do with the intelligence, & its
develop.

The educational value of ^a movement
depends on ~~the~~ ^{the} finality (or end) of that
movement; and must be such that
it helps in perfecting something in the
child himself.

Either it perfects the voluntary muscular
system (the flesh) or some mental capacity, or
both. Ed' actions must always be
an actions wh. builds up & fortifies the
P's, giving him a new power, & not
leaving him where he was."

"In this creative constructive movement
the intelligence is fixed on the end (purpose)
of the movement, not on the sensual
stimulus which is the cause of the attention.
Movement is only creative, then, when it
enables the c. to keep united his
motor forces & his psychic life."

Movement must be Spontaneous

not enough -

end definite.

understood

Must be Chosen

"act of the whole person"

Movement of the Dancer of A. Invention

Two Ways

① Reversion

more
subtle

② Substituting his will for that
of the Chord

of Ex P Lye - Presentation of

"Destroy Imulation"

"It is easy to substitute one will for that

(+) Revelations

Dependency

Love of Possession

Obsessive

Tantrums.

Lying.

Timidity

Ir. of fear

Bed-wetting

Stammering

Inability to Concentrate

Living in a world of Fantasy

Inferior Complex

Neuropathy

of the Child by suggestion or ^{coercion} ~~coercion~~; but when
we have done this we have robbed the C of his
greatest right - to construct his personality.

If the C is constantly acting at the command
of the P., or at her suggestion, his psychic activity
may take away, disappear under the shadow
will of the adult. - become incapable of true
development. The organs of activity obey the
will of another: the personality becomes
broken up & repressed; & abnormal developments
ensue. (X) Deplete as this matter is & not
easy to grasp in its full significance it is
nevertheless the most fundamental danger in
Edⁿ. (7)

For all the psychic fulminations of the C an individual
depends on whether, as a C, he has been
able to develop keeping united his
motor forces & his psychic life.

No Time for the Doctrine of
Circle & Pentagon

In two words

Point of Contact

Supposing this concentric etc. - does
not come into being. - no interest, no concern
no work :-

" In practice you may also see this
fact - that to T. has prep. to Enact &
put a lot of things in it, but to C. do
not pay any ~~strict~~ attention, are not
interested, but act in a disorderly manner.
What is the matter. Is it the method, to Enact
to Children or Teachers.

Mr. Wilson answers clear & precise

What is missing is the Pt of Cont. which
may be described as a porch-like bridge
which puts the soul of to C. in contact
with some definite limited piece of reality

Example from Music

The Pt of Contact here -

Essence of Pt of Contact Analysis

In Music

Before

① Movements many varied directions

After

②

Exclude

Limitation

Pressure

} movement

③

Mental Limitation

Movement

Pressure

"A piccolo Ragionamento"

Narrow the Gate. - To Larger life

Look at any of the apparatus

Eg Geometric Insects

Limitation

Precision.

Action.

Keys of the Universe

To Sum Up

Movement. — not Sense of
Synthetic Mot.

~~Spont~~ Definite Aim.

Real Aim.

Center } Together
Periphery }

Point of Contact

Limitation.

Precision

Expansion.

Introduction

Last Session

Thank you -

Rev. Mother Sup.

Isabel

Students

Mr Kirk & Mr Jarman.

This Course only a Link

Self Activity:

Study.

Books

Study Clubs.

Training Centre

Parents too.

Ever Widening Horizon

Deep Significance

Civilization Crushing Aained as

Analyse Cause

Built on wrong foundation

Not Christian Values

Tried and found wanting

Foundation - Natural - Wanting

Quite apart from Supernatural Values

Insufficient foundation.

The New order

a new type of Man

a Superman.

Stronger Personality.

New World for a New Man

New Order.

This is the New Order.

Working for liberation of Human Spirit
a stronger & better humanity
better foundation for Grace.

New World for a New Man.

