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Box 15, Folder 31 - "Grammar"; "Language Names" (E.M.S.)

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Grammar

As with Reading ~~old~~ ~~so~~ must it
be with the other subjects which form
the basis of culture or culture itself. If
we wish to combine spontaneity in to part
of the mind with the acquisition of culture
we must ever hold before us this vital
precept — that we must present to
the mind the living essence of the subject
we wish to teach, and in an elevated
way, worthy of the awakened soul.

Take the Teaching of Grammar as another
example. It is ~~not~~ ^{not} ~~probable~~ ^{probable} that
the average reader — on looking back to
his childhood days — does not recall
his first Grammar lessons with any
sense of wonder or gladness. It is hard
when they fueled him with a thrilling
sense of excitement & discovery. If he
remembered at all in connexion with it it
was probably only to wonder in a discom-

feel sure you, what it was all about.

If he felt any longing to discover it was to discover what on earth was the use in wasting time on a subject so ~~and~~ useless.

Yet, strange tho' it may seem, in the Montison School; with children from ~~to~~ 5-8 years, Grammar is one of the most popular subjects in a place where all are popular; and the children make rapid & astonishing progress in it.

Here as always everything depends upon the time & manner in which the subject is presented. As this book sets out to deal with M. Principles in general & not their systematic application to any subject we cannot attempt even a brief survey of various means & stages by which the subject is approached & mastered.

In one of her lectures on the Teaching of Grammar M. re-iterates the principle

ph. we have sketched all through this chapter. "The great thing is that this knowledge (which both teacher and pupil possess) should be given to the child in a vivifying manner, a manner which corresponds to the child in the child's soul for elevated things".

¶ The Reader on looking back to his school days ~~may well very like fail to~~ ~~remember~~ will not probably have any recollection ^{that} ~~that~~ - to put it mildly - he was ever possessed by any "third Grammar" - or that he then (or at any time!) considered it in the category of "elevated things". And to suggest that the ~~normal~~ average child entertains this idea must seem to him nothing less than an exaggeration. But here again truth is stranger than fiction. Mr. Suggs goes so far as to say that even if there were no practical use in teaching Grammar (which of course there is)

we should nevertheless be obliged to present this subject to the child at a certain stage, "as a mental necessity", as a vital response to a need of his developing mind.

We have above that the child passes thro' a period when a child is interested in "words, words words" (not sentences). At this stage he delights to analyse the component sounds in a word & by finding the corresponding letters compares the word in to mat. He is interested in the separate letters of the alphabet and their relationship to form words. ~~It is~~ This belongs to the first S.P. for words - which is still at a sensual-motor stage.

At a later age (6-8 yrs) the child enters into a new S.P. for words - this time on a higher more intellectual level. His interest now lies not in how the separate letters sounds ~~units~~ are related to form

words but rather how the words themselves
can be related to other words to form
phrases, ~~the~~ compound words, and sentences.
In a word he has become interested in the
construction of language. "It is as though
his intelligence wishes to see this great
gift of language, to which his soul has
such a deep affinity, spread out, externalized,
made visible in all its inter-related parts.
This is wh. M. calls the Second S.P. for
language.

We wish we had space to linger
a while on this subject, and to show
in detail the many ^{various} ~~ways~~ ^{methods} by
which the mind is led - always by means
of an activity - to make a study of
the different kinds of words and their
various functions. In the Advanced M.M.
(p. 1-160) the student will find
an account of M. earlier work on this

space, but ~~that nothing like the fulness &~~
~~variety~~ that was only a beginning. In her
many Courses since to book was published
she has ~~not~~, in this subject as in all
others, added a wealth & variety of detail
which taken together would form a volume
in itself.

Indeed M. has worked out what one
might call a philosophy of language,
(including Grammar) which lifts the
whole subject out of the ~~flat~~ ^{as a whole} mechanical
~~and breathes~~ dry & dusty bones &
breathes into them the breath of life (see
M.). But that is not all &

Along with this new spirit which gives
to ^{multiple} stimulus & interest she has, as always,
prepared

~~Here is a quotation taken at~~
~~random~~ We can spare space for but
one quotation, taken at random. It

comes from a belief in the Noun & Verb. " Words
are ^{at once} a reflexion of our inner world and of
existing things outside of us. The intelligence
has gathered together an immense number of
impressions; and, in creating language
man has followed the same direction as
that which has been covered by the march
of his intellect. So therefore words in
their organization reflect in their way the
very nature of the external world. So
w. Thus in language we have two
main divisions. — The Noun which can
be compared to Matter in the physical world;
and the Verb which can be compared
to Energy. The Noun corresponds then
to this Matter which remains tangible,
stable, something we can take our stand on.
The Verb corresponds to Energy — which
is always moving. We can go
further & subdivide Energy into

On the two fold foundation of the various
& Verbs. D. M. works out in a most
fascinating ~~scheme and practical manner~~
scheme of grammar, in which
the various P of S are seen to group
themselves quite naturally around these
two main poles.

A further & equally fascinating
development of recent years - based
on the above scheme - has been the
invention of the Coloured Grammar Symbols

a) Static Energy - which corresponds to
Hahaus die verbs - in which some
of the energy always remains as it were
embedded in matter. He runs.
and -

b) Dynamical Energy - an energy which
runs or passes from one place to
another. To ~~the~~ correspond to this
we get the transitive verbs. "

On this ^{Nouns: Verbs}
~~from~~ there ^{2 face} ~~two~~ poles ^{positive} / as a foundation ^{of} ~~or~~
M. ~~built~~ up a wonderful work out in
a most fascinating way the functions
of the various parts of speech which
tend naturally to group themselves
round these two poles

By means of these two orders of Parsing
has been transmuted into an
occupation which is at once aesthetically
attractive, for it forms a pretty

calanus pattern, and in its more
advanced stages leads up to a ^{change} ~~most~~
original ^{method} ~~form~~ of ^{making a} critical appraisal
of an authors style. (See fig)

Yet, though M. Saars has not
the realm of grammatical philosophy to
philosophy of Grammar, she never
loses her bearings, nor passes out
of touch with the practical. Indeed
we hardly know which to admire
most, the daring original flights of
grammatical theory; or that minute
attention to the smallest ^{part} detail in
the ^{gramma} material which may assist the
child. It is as though along with
this wide intellect ^{that aims to help} there went an
infinite ^{extra step} material salience for this
undeveloped being whose mental growth
we are trying to assist. There is an

example - also taken at random. In describing
his material for the Teaching of Analysis
of Sentences she says: "I have written
the verb in red & separated the phrases by
a black dot - a black dot for each
red verb - so that the mental energy
will not be dispersed but can fix itself
on the discrimination of these so as to
recognize them."

I thank your Grace for your ~~kind~~ letter.
I was interested in your reference
to the Adult Schools in Denmark. Before I
became a Cath^o I had considerable experience
with Adult School work among the Quakers
to which sect I then belonged.

That was the ~~the~~ lines to C. P. into two
lines to P. Curtis. — to P. — his
sures. They address; outward charm & softness
— to Curtis a mysterious inner focus of
light — where the intellect creates itself.
by its own safety. Our human is to
lead to Reality — but to see. It lives
in the freedom of a P. Curtis.

Memorandum

Grammar

Out of fashion

Cur Bone.

Boz - (No object in it!) / age 12 +!

Necessary not as Grammar

but Aid to Development.

p. 16. Grammar a Mental Necessity.
and to psychic life

When

S. P. for Language.

Two Periods (2)

(1) 6-8 years.

p. 57 forming lang. step by step
accomplish natural growth.

const'n of language

your school days

How Give

it of 6. (52)

No good giving definition

Method

(1) Re Teacher.

activity

(2)

Child

Teach.

formation.

with enthusiasm.

Philosif
of W. D.

eg

Names

Two Main Parts

- ① Words in themselves
- ② Relation in Function of Words

Aim to Give Order -
of columns

Many words - see them in new light.

- 1) Subjunctive Particles
- 2) masc. femm
- 3) Singular Plurals.
- 4) Adj. Games.
- 5) Nouns & Verbs.

~~Always with adjectives~~

② Functional Relationship

Parts of Speech

Always with adjectives

Eg Adverb. could "Walked"

Grammar Boxes

- 1) & Interest.
- 2) Work
- 3) Reading
- 4) Change order (same)

Commands Action.

Eg. Adverbs.

most of them

Grammatical Symbols

(3)

Verb.

adv.

Noun.

Adj.

Pronoun

Conj. Prep

!

And so to work.

Examples.

Just a glimpse. —

A real study

To make things clear - Order.

Ⓟ

Ⓢ

Things already there - new order.

E.g. Sumerian & Phoenician

Ⓟ

Teacher. - writing manner
Philosophy of word.

T

E.g. Noun

1) Permanence of word.

Noun³

2) Every new thing. - a name

Babylonian. - Peli
Samsi.

4

Indian names.

Book of Words

Book of Words

Derivations. - 5-6

Quasi. p. 6a. all these have names

S.P. for language.

7.

S.P.

in agreement.

Stem interest. 8.

Two Senses in Period

a. (b) 6-8

Ⓢ

"Intelligence of this self should not"

Ⓢ

" Same order - also p. 1

Order

✓

Assessment in 2 Ways

Classification of Wrd.

Classify

1) Prefixes Suffixes &

(a)

Defn || || exercise

(2) Parts of Speech. (good) (in function) (b)

12 +2. Make exercises
13 14

Grammar a Mental Necessity

16 Dev.

(good)
fix this part

17. Inner construction:



Extra language cases

Paraphrases

18

Action
Expce
Discrim to subf.

Method

Defn

good

New or exact words 19

Rules

20

Method

Classification (of seasonal level) Classify

order again. 22

Noun & Verb. 22 Chars 22 b

Tenses of Verbs

Teuse

e^c

What is Present Tense

23

Present Cont.
Perfect

Example

Abolished Book

27

Action Verbs effects

Action Part

accuracy - gradualism

31

Grammar Boxes

33

Boxes

good description

Adj

Adj. Example

Function Δ^s

Adj + Name same

good

Principle

35

Melhor

tranquil etc.

Nouns

Nouns

Lesson m. In Babatist
Baly.

Principle

Order - Class

Order

Sing & Plurals

Command

Orders

Command

Commands (and) 39-40 d

Noun -

Bring me! - - -

Names

40

Perichaluf Meaning

41

Meaning

Rigic
elastic
malleable

Degree of Comparison

Comparison

Order of Words

Boxes

Change in 9 Boxes

Tease again

Continuos.

43 Tease

Numeral Adj.

45

Adverb School

46

Pronouns -

Pronouns

Present

48

Definitum.

Present

1 2 3
Catalan Fund

1) Words in Phrases

2) Relations

① Suffices

Suffixes

Plurals

Definitives

Parts of Speech. ^{ca} 3

②

~~8000~~

Whentologym . 50-57

58

When

S.P

(52)

Not to teach grammar
help development.

Deult

Boxes 52

Boxes

Teach Vivacious . 55

hunk

T ✓

absolving 15 to school 56

A 87

Principle again 58

Principle

Boxes 60

Rita Smith

Lutzall Typ. & Co.

75-6 Fetter Lane

Gamalls

W Adg head

Language. Names

xxxix

Ex. of Reading in Objects

unnecessary -

except as a form of Grammar

The Importance of Names

This "Universe in words" (This wants in 3200!))

Everything exists for us outside us +
inside us in words. ... Man has given the
names to these across the centuries.

The names remain as generations come
and go. - This richness increases with
each generation. For man does not have
an idea, or invention, or discovery, or a new
sentiment without giving it a name.

We must present this Treasure to the Child
this internal external Universe - to this child
who at this stage is so eager & interested
in words language & classification

Child already knows many things so -
the again - a part of the introduction to
instruction is nothing but to make clear,
classify in a clear manner things already
existing in the mind of the child

This a little thing enough to set it
going " Singulars & Plurals

The Teacher Teaches — How.

But the teacher knows a lot because she is an adult. & has vast store of ideas.

If the adult has this excess of knowledge over the child it should give it — otherwise what would be the good of being a Teacher!

But this great thing — this ^{high} knowledge — must be given to the child in a vivifying manner, in a manner which corresponds to the thirst of the child's soul for elevated things

In all these exercises in Grammar there is a great part for the master to play who must as it were give the spirit to the word & a philosophy to the teaching of the word — as a revelation of something great & powerful in language

A Meagre Definition — "the name of a person or thing — is quite insufficient"

So Then —

- (a) Permanent Power Element of the word
- (b) Every New Thing has a name
— of a Baby!

Thus The Word in Baptism

Birk says a thing finished + and out -
The name must be added

Grandfather's name Peter

My Grandfather Peter

Peter 10 Apostle - Founder of Church

How Many Names!

Names in 10 Calendar of Saints. -

"A whole Paradise of Saints.

Capt them! capt them!

More feminine than Masc. - ? ?

Are women more saintly?

Feminized names - Giornanna.

So from this Baby's name see what
comes out! all these names, these saints,
this history, this human sentiment -

Millions of people taking & taking these
names - which will remain & do
not die.

Jewish Names

Mahommedan

Names

Persian

etc

Indian

etc

Italian

Francis violin

Geography

Permanence of Names

Remain in spite of vicissitudes

Geography + History

Rome - Romulus

America Columbus Amerigo Vesputti
Columbia

Saints Names San Diego, Los Angeles

S. Barbara, S. Catalina, S. Clemente

S. Luis Obispo (Vescovo) -

etc. Protestant race. English speaking

but Cath names remain

Franciscans discovered California

Have not changed to names? Why?

"A mysterious fact. - these words have
an energy, a life in themselves & no one
can remove them -

As whole people departs but to word
remain.

Indian Names

Mississippi Ohio Michigan -

Child likes these - goes searching through
names at this period. is glad to find
them - words wh. don't mean
anything!

Spanish Names

al. cazar - Al cala.

Guad al quiver.

Book of Words

Means to make little Bks of words

Contents

Philosophical Explanations

Derivations.

Strange facts

History Geography

Word - Power of
marriage

Baptism

In Fact Sacraments

Bapt. marriage: Penance etc. Eucharist -
Word of God. -

in act

"Let there be light"

Heaven & earth shall pass away but
my words etc

Verbum Incarnatus Est

libro by

Derivation of Word Book

Part of Plant - part of lesson of plant

lesson of codes of the

(Papyrus. (papyrus)

↳ Bibles

∴ Bible -

Moorsk Names

Spanish made every shingle to no
span of moors, despoiled scored the
great mass of air of moors but kept
the names. -

Names stronger than will of man -
strong as stone, eternal as the waterfalls +
rivers. which run to the sea with is
~~the~~^{the} impulsive force. by which man
names everything. - something eternal
+ immortal.

Again Skiffs

mushin or cambrie
Mussal. Cambray.

New Scientific Names

microscope, microphone, telephone
photograph. magnetism. electricity.
aeroplane. -

Common Words

Casa. Cueva
Gardino
If Adam & Eve were called in G of Eden
what shall be made? House - no
Cave (casa) caverna
Gardino chuso.

Late Pergamos - animal skin
Pergamens
Parchment

The Parchment Roll - Book

" I have had to get this done in a school. - a long roll. parchment Book instead of pages & to do in an all it spread it out winding, like the loom Chair. - gives them an idea of the amount of material in a book.

[Idea a Book which comes undone]

33/12

Conclusion - Qualitative

" In this multitude names correspond to the multitude of ideas wh. human nature can perceive. All the things have names - men, countries, objects made, objects of creation, as sky plants animals wh. man has known: All have names.

When man learns to navigate, every part of the ship has a name, lightning, winds, wild animals - terror of the lion.

Lens of microscope telescope . . .
If man becomes stronger, more complex - new sentiments - all have a name.

Generations live & die - but the names remain & accumulate.

Sensitive Period for Language

I Adult finds it v. difficult, impossible to learn a foreign language like a native.

A child of 6-8 will learn the construction to the minutest difficulty.

A child of 3 will learn perfectly accent & all.

Not a Question of Intelligence

This should show us that our grade in assisting the child is not in the development of the Intelligence in this matter -

- but is - a

Sensitive Period.

Nature has given at this age the possibility of developing & assimilating a language

"We ^{we} the child assimilates and does not know why; the words penetrate in us as if drawn by a secret magnetism, an attraction; they come, they fix themselves; they remain; they put themselves in order & all seems so simple & clear & ~~all~~ happens in such a way that the mind does not work at all.

of just what the other dev. pds are not - not a chem. reaction.

It seems like a reaction between this nature that must conquer this instrument of possession of the development of the intellect - so grand & characteristic of man - between this and the fact of the envt. which offers us language - with its modifications of fitness - in a manner which seems miraculous

Hence The Interest in Words

Now it may well be that if there is this epoch, in which there comes this creative fact, this interchange between the individual + the environment, it may well be, I say, that this individual should feel a special ^{interest} interest towards this thing which is going on ~~on~~ him, ~~(as this thing which is made for him)~~.

A Sample of Flower & Insect

He is born & grows to this stage to take hold of this language; and this language itself has been developed to come to him, - as the flower grows up to serve the insect which comes to take the honey; & the insect is made to help the flower. All develops itself with simplicity & perfection.

Must Catch The Tide of the S.P.

Now as always - when we find ourselves confronted with a natural phenomenon - we must act it at the appropriate moment. -

- for -

If we offer our help when at the time when the great work has been spontaneously carried out by the child - in which language is already fixed - then the study would and, difficult, & perhaps even crowned with success, - rather the same as when an adult begins to study a new language.

The Two Sensitive Periods

- ① Small Child 4 - 4½ shows a great interest for the letters of the alphabet which correspond to the single sounds composing the words. This phenomenon of an intense interest in the learning of the words - supervenes on a seasonal fact - It corresponds to the epoch in which the child is fixing the accents of the words, - not the construction of language.

In this epoch happens a very simple, almost mechanical fact, a seasonal one, which consists of making a correspondence between the signs & the single sounds composing the words; it is the possibility of projecting the single sounds on the letters of the alphabet - of being able to see something which corresponds to the sounds themselves, & of manipulating them & being able to put them together to form a word.

It is in this epoch - when the sounds of words are being fixed - that the child exhibits such a keen interest for the letters & composition of words.

This is a seasonal fact.

- ② Construction of words & Language 6-8 yrs
Now there comes a higher & more elevated stage - the study of these words to see & find out how they are composed, how these words should be placed next to those & in short it is

projection of language in its construction which interests.

It is a superior fact an intellectual one (wh. a parrot could not do!). Its intelligence wishes to see this gift of nature spread out before it in its true composition - visible, esplanated.

To Give Order To These Words

In our language - even in common use - there is a great quantity of words.

These words - while we possess their meaning in themselves - exist in our ~~in~~ child's mind as it were all jumbled together like pebbles in a sack, without being distinguished one from another. All on the same level. -
The same thing again

[To master our knowledge we must use above it. Three dimensional knowledge. Really to sort out the ^{figures} objects on a plane one must have to get into the third dimension.

△ □ ○ etc. I

So then we must give assistance to the child in this great field of words - and we can do it in two ways.

Classification of Words

① According to Relationships

Can examine words to see their construction - especially how they are derived one from the other. As Parallel Exercises

Exercise to group the words according to their families - each family having a head (capo)

This is interesting to the child at this stage; but might not be afterwards

This study of the composition of words is not neither a preamble nor a closing (chiusura) to the study of the composition of language; but something wh. accompanies the analytical study of language & therefore really represents a series of exercises, which go along all the development of language.

un do
un te etc.
un cover.

② Parts of Speech

Classification according to gram.^e functions.

This division & classificⁿ is interesting - as - at sensual level - was classification of qualities of material bodies

Mind Busy at Classification

Notes on Parts of Speech

xxxiv. 4-6. Stoun compared to matter in its physical word. Verb to energy

Everything wh. exists comes from this.

Matter remains, tangible - something we can take our stand upon.

Energy - moves always

a) Static energy - Intransitive Verbs something wh. remains + are also always embedded in matter.

b) Dynamic energy - an energy which runs from one place to another - Transitive Vb.

In Creation - Everything begins with Energy

Grammar Reflects Reality

Begin here

The word is the reflexion of our inner world + of existing things. The intelligence has gathered together impressions; and in creating language man has followed the same direction as he has marched with his intelligence. So the words in their organization reflect in a way the nature of external world.

Macrocosmos	Matter	Energy
Microcosmos	Names	Verbs

Other Parts of Speech

Grouped around these ^{great} centres

Article: goes with the Noun - even in some languages (Latin) is absent.

Is not a thing 'in se'.

Adjectives

Is a part of the noun; that is, represents a quality of the noun, but can be confused with it.

ragazzo = small man
casaccia = small house.

So these two are something wh. can go together with the noun; but the N. remains the central thing. - these complements.

Pronoun

This Noun cannot be everywhere & has so much to do - cannot respond to all the calls on it, so it makes a representative - a substitute. - who is not a new person.

So all comes back to the Noun.

Adverbs

Similarly verbs have something wh. makes their significations more precise.

Something wh. a further chiselling out of the verb, as 'body' does to the Noun

Prepositions

Traditionally these parts must take up positions w. respect to each other - as these before those - etc. & thus the Prepositions do.

Conjunctions joins them.

But there are only servants, which we have importance in so far as the verb + noun must be placed in certain relations the building of a complex construction.

Interjections p 6. xxxiii

Parallel Exercises

Eg. 1) Sensual Exercises

2) Deural Sophis

3) Formation of words
Grammar.

Grammar a Mental Necessity

This classification is a great aid - is not strictly necessary for writing or speaking well. - but without doubt to think rationally of language is a help.

If you had to think of all the parts of sp etc as you spoke you wd. become dumb. -

Lat of great writers ignorant of Grammar Dante. Boccaccio (?)

Also Practical Aid

But a man of average intelligence can be really assisted by a certain amt. of grammar. - if this knowledge is given in the period in wh. the structure of language tends to fix itself.

But even if there was no practical ^{help} necessity advantage of this kind is not more than useful necessity to teach grammar

Life & Logic

Man not sum of his parts: but life was not made by man according to his intelligence.

Our logic is in fact not the guide of life. -

Must give Grammar because the child has not yet to aid its primitive life

This child who is surrounded by man takes from them his language wh. is complicated by thousands of years of civilization - takes it in passion.

And this little individual who is doing this

wonderful work has great pleasure in being able to touch the language & learn the words + regroup or classify them - to understand and to love them.

So for this reason then we must give grammar: for this reason we must make a work of selection to assist the child in its researches.

Work. for all this period when the child penetrates itself into the finer constructions of language.

Extra Languages Bi-lingual

Children learn 2 or 3 languages at this period. And if haven't an extra one - invent one.

They have a mania for producing strange words wh. others do not understand. because those words they hear are not enough; because they feel a need for all kinds of words clear + obscure, known + unknown.

When children create a sort of foreign language for themselves it is a response to frustration

So then with Native Language - should give also another one.

Examples of language learnt in infancy + forgotten being set in Subconscious. Becomes so fixed nothing can take it away.

Principles for Young Grammar

We must give aids to the child not with theoretic-explanatory lessons; but seeking to bring into play the activity of the child itself. (some can study by himself) - and

not only activity for the growth of muscles, by moving objects, but in such a manner that, by the active activity of his reasoning powers, he may discover for himself the definitions, rules, - the functions of the various parts of speech,

Must give these aids so that the child can do this active work in determining the construction of language.

Here Follow Practical Descriptions

① Related Words

Prefixes: Suffixes etc

Ca s		a	
-		ona	
-		acca	etc

② Classification by Function

Grammar Boxes

of Zoological Cabinet - Pigeon-holes for classification

③ Giving New Exact word

New words - with extraordinary precise meaning. E.g. convex, concave

This fact of giving new words lights up - enriches - the life of language & is of great importance

[cf in all. Round : spherical]

At this period we should give it the greatest number of new words possible. I would say to enrich the child's language with exact words is of more importance than the classification of words - words which it already knows in everyday speech.

The Child's Dictionary

I think one of the first books to be given to a child wd. be a Dictionary. - with elevated phrases too.

This richness of language wd. lead to writing & speaking in an elevated manner. + express the ideas in the soul

People may be full of ideas lacking in words using always the same words for diff. purposes "but more words than a parrot"

Rules. Use of -

Is to give a sort of endosome-like
a Point Land laid out in order - to this
quantity of words.

It is the sense of shuffling them in or
leaving them but rather that they can
grow growing infinitely in number
without losing this order.

Thus To Summarise

- 1) Give Exactness + an intention of
the laws according to which words are
formed
- 2) A clear classification - to find
out by action & intention definitions
& functions.
- 3) Enrich language by new
accents & words

Also 1. @ This is "long" - "The Word"

Intellect & Classification

As at Sensual level classified to
qualities of objects

So at Intellectual level

Classification of words in kinds

xxxvii GrammarVerb and Noun Compared

on Baller Frame.

Noun ticket remains - as long as we
like.

Verb. ticket disappears put on a
disappearing thing - an action.
a spiritello.

Order Again from Chaos

For a child this is important.

Diffusing things after turn up but remain
chaotic & confused together - but a little
thing of this sort puts the matter in order +
makes one think it a big matter

So the noun remains

the verb passes + nothing remains of it
a first step on the road to Philosophy

Transitive Intransitive Verbs

penso.. I think - action is as it were
hidden in me. - static

I throw a ball - Dynamic

Run behind this verb, this kind of spirit,
which is + is not, + which one can't
catch.

Conjugation of Verbs

Tenses of Verbs

What is this Present Tense. -

Philosophically an abstraction

Grammatically is

"the time in wh. the action moves"

Two Presents

Present Continuous

Present Perfect

So with all the Tenses

"Pairing the Tenses"

Many Ideas for Learning Grammar

P.S. "A proposito, chi sono io?
 This "tu" eli

Pronouns - Vice-regenti

Again - It is I speaking - my word -
 which brings up into prominence this 'tu'
 those other people

The verb is the word + gram word = your
 verb.

In the beginning was the verb, the word

not the action

Here follow many valuable practical
hints.

On Persons 1^o 2^o + 3^o

On Moods

Indicative
Subjunctive
Imperative.

On The Importance of the First Person

It is I who creates the "I" &
the "Thou" & the "They."

Reading a Book ? what is it

The "I" is the book

"th" is the Reader

He. is the hero.

[This is a good idea
when actually teaching
Grammar in a class]

Logical Analysis

Page I Verb. most important. - in red.

Page II The Book The writer - obscure - hidden 1st Pers
Reader to "tu"

Analysis Cards

Ask the Question.

[page 4. amusing]

[First were Grammatical acts.

Now are clauses

This Dialogue between the Reader & the Writer

Tommy came to tea
Who came?

Tommy of course.
Where? To tea etc

Complex Sentences

Analysis of Difficulties

I have written 16 rules in red +
separated 16 phrases by a black dot - a
black dot for every red rule - so that the
mental energy can fix itself on the
discrimination of things so as to recognize
them

Grammatical Interest

7 These first conversations give a special interest
to reading, the grammatical interest which
can come from the fact of thus verifying grammar
with material & mental actions, so that - p. 2

They are inherent nature in the sense
content of the reading but also in the
② disposition of things, + the judgements
we can make on them. So all these
leads to being the basis of discourse
from a scientific pt of view

Grammar with Practical Means

I have the Grammar, & the little readings which you have seen, which are given as exercise mixed with the Grammar (including readings) & the logical analysis of Grammar — we do all this with little means — now the separate letters of the alphabet, now little cards simple to interpret, or the cards which require a refinement of interpretation — with a mimic interpretation to bring out the differences — as rhythmic movement brings out the details of the music.

This Comedy of Questions

This little comedy which is a part of that dramatic representation of things written — this little ^{intimate} comedy of the work of the enquiring mind, which brings about quite an advanced kind of work — is a sort of little game the children can do together —

All this is done without Books

It as Montessori Abolished the Book ?

Reading Books, grammars have disappeared - you could have a little Theatre of Grammar - like those for rhythmic dances - for their interpretations which follow the rhythm of language in its most intimate construction.

This study of the rhythm of ^{the} language wh. the child possesses goes perfecting itself in small details - as tho' it were a microscope, which makes things visible & interesting

This work which is substitute for books is a Prelude for Books.

We can regard all this "ensemble" of exercises as a prelude, - a part of Study which does not require a book

Reasons for This (What to Abolish Books)

Our method insists above all on: -

- 1) Absolute Clearness
- 2) Elevation

This Clearness is one of the most important consequences of our Method. When we do not use books for teaching to read or analyse speech - because this could lead to a great confusion if the book was an end we make of it a means this could come a great confusion in the mind of the child

and thus a lack of sympathy for the Books presented to them.

~~These immense forces which have impeded the activity~~ Action vivifies the Efforts

These immense efforts which have been unified, the activity of the child become oppressive & we should run the risk of rendering the children enemies of books - which is the greatest friend of man, the salve to his spirit, the immortal monument to the intelligence of men.

Preparatory Teaching
Elements Masked Separately
Separation of Difficulties

1) Do not teach the mass during or in the mass but outside, before, separately and with activity

2) of The Book
we all that is necessary for the leading to reading books + penetrating deep into the spirit must be taught apart from the book itself.

Not because we are not going toward the Book but precisely because we must get the child to come to the book with that freshness of sentiment & enthusiasm which it really deserves

Not Books to Learn to ReadLearn to Read for Books

These our energies are used to penetrate into the world of the words, of those words - written - which are essential to always in books - the select chosen work - immortal - which represents the continuity of intelligence, the deposit of the spirit, the 'incancellabile' deposit of genius.

We prepare the child happily & cheerfully to be introduced into the world of words just as rhythm introduces the child into the world of music.

The aim is not a book to learn reading but to read in order to come to the book - this action penetrating the written word which brings about a dynamism towards reading
Guarding the Flame of Enthusiasm

This is the scope and goal of all this; every enthusiasm which stirs up the energies should be not only be stirred up but nourished & continued - so that when we find ourselves confronted with this enthusiasm for the word it must be kept up & carried on to the end - It must never be weakened by boredom given through wrong teaching or by the obligatory study of a book; because I read a book for pleasure.

We are in a stage an age in which everyone

Interest.

Children love above all those things of which they have need.

seeks differences between people to
 please them & then by rd. give to book -
 whereas to book which pleases me books
 you (& vice versa) & you give it me because
 it has fascinated you -
 - whereas -

to mind should be free to go & seek
 the book, when it has concentrated in itself
 all the serious enthusiasm of mind -

free above all in to book, because
 if we see the small child of 3 should be
 free to choose the sensual material - the
 one which fascinates it & of which it
 has need ^{even if} ~~in its still undeveloped spirit~~ &
 its undeveloped spirit is still undeveloped & its
 mind advanced only to a certain pt - how much
 more should he keep to this concept of liberty
 in the presence of to book.

We must prepare to child so that it
 shall be able to choose to book.

Enthusiasm to Choose to Book

Now this penetration thro' individual
 activity has aroused in the individual a
 further enthusiasm which makes it
 choose to book. And if these explosive events
 are always coming - all the more so in this
 illuminated sphere - an instruction should be
 given to him so that he can choose to book.

So preparing for this explosion we must
 have ready the Childrens library

The Explosive Library

Must be ready for the Explosion into Books
Selection necessary

It is true we cannot give everything -
because - as the Volant chooses the plants
best suited to the free study of the students -
so the wise person, who knows all the treasures
of humanity left in books, will choose
the best of these so that the child may
have a select library.

The Free Book for the Free Child +
the free library chosen within the limits

of the school

" Il libro libero per il libero bambino "

Grammar Exercises

a Singulars & Plurals.

b Adjectives & Nouns Concordance of
The usual thingsc Grammatical ClassificationWrite a short word
Cancel a short wordRaise the hand
Lower the handd. Exercises in Word Meaningsappria above, getta, lanca ...e Synonyms & Contrasting Wordsbarcollare, dandolare -
responare, soponare, esponare, uspirare

With these exercises the children become accustomed to having a great obedience to the signification of words - & understand that each word has a sole signification. to which one must attend w. great precision."

f Prepositions

(9) Gradations of Prepositions

(10) Adverbs

Examples made up for Children

Make as if you were two old men talking together quietly. +sady. - tone says "It's very sad that our Pancreas is dead." the other replies "Tomorrow we shall have to put on mourning" - Then go off walking silently.

Geometrical Marching

Walk all in single file until you get to an open place; then form a circle, then a rhombus, then a square finally a trapezium"

This Article is brown
Adj. light brown.

This resemblance of colours shows a relationship between to P. of Speech.

The article is a little part of the noun.

Adj. inherent in the noun.

Example

Eg. The Prismatic box

The Cylindrical box.

"I may not know what an article
or an adjective is but the fact is I will only
find them in their proper compartments & I
begin at once to get the idea of division."

When I compose the second I wish to
economical, so the same article & noun will
do. Only the adjective must change -

I have not given a new sentence phrase
but the change is clear. This one word makes
the difference.

So the adjectives which distinguish the
different kinds of objects called by the same name

Eg. The clear water

The coloured water.

So by multiplying examples we arrive
at understanding what an adjective is
without any explanation of the fact
being given.

Function of the Adjective

The act of quality specializes, distinguishes -

The ^{common} noun stands for a great no. variety of objects that distinguish between them.

Example on The Triangles

I have a card full of diff. kinds.

I have only 16 words triangle in my vocabulary.

I have one special one in mind - I can let you know by pointing at it - But ~~supposing~~ I have adjectives can pt with them

Little by little through words ^{as} I can reveal to you my thought.

Thus first "caloured" - excludes 16 words

"Curvilinear" - st lined ones go

Critical stage "large"

Critical stage "red"

So caloured, curvilinear, large-red. Δ.

Similarly with books etc.

Effect on Mind

Gets accustomed to grasping things

see

"Scientific Training"

Grammar Ex. Adjectives

Adjectives Cards + Nouns

Ex I Take Nouns and just as they
 come - get some strange things?
 green child!
 rectangular mother!

Ex II Logical Sequence

must not only be grammatical but also
logical sequence.

We see some cannot go together

Ex III

Several adjectives to one noun

- a) We find some nouns can have a lot. Others few adj.
- b) Cannot have contradictory adjectives
 eg ugly, beautiful doll!

Thus with adj I find I can more or less define
 my noun.

Thus this begins a certain mental work about
the matter : and thus doing many exercises
the mind can penetrate little by little into
the spirit of his own language.

This is a mental path, not thro' the
 Teacher, but thro' the exercises which lead him
 individually to discovery.

By tranquil exercises it comes on this
 path to an intuition - & this is very different
from learning something from the Teacher

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Common

June 29th

① 36

Grammar.

NOUNS

Classify

① According to Derivation

② " " Function

NAMES

Nothing which has ^{not} a direct or indirect name proper to itself or its group

Common Nouns.

When certain things are so numerous that they cannot all have names - eg. the seeds on the sea-shore.

But the impressive thing is that everything has a name:

Speak of this as you please to the child.

Examples

Each child has a name.

If a baby is coming prepare a) clothes
b) names.

Clothes will change, but the high stable attribute the name will remain

This solemn fact that the name is so closely bound up with the thing

Examples from the Bible

- 1) His name shall be called "Jesus"
- 2) John the Baptist.
- 3) Names are written in the book of life
- 4) name-sake.
- 4) Story of No-man in Odyssey.

When a person is named the name exists for that person.

Curious fact - We give the child a name before he can respond to it. Why?

Because the name forms a part of his very existence. Cannot conceive of a thing without a name. Name remains after the person

2 Re-call one another by their name (Summoning spirits).

Family Names - Are many more persons than names. So a kind of hierarchy like the Dec System: to express many diff. combinations.

Surnames

Mano, Ferdinando - not sufficient in themselves (two in a class)

John a) Son of Philip Philipson. de Gregora

b) Virtues Esoranni Gentile.

Fideli.

Quant Meanings. casa : cave

garden - an enclosed space

volume : roll

libre . . . bank of a tree.

Geographical Names

Historical Significance.

California - Catholic Paradise. - San Francisco

San Diego, Vera Cruz, Sacramento. a Spanish

Paradise at that.

But - English are not Catholics. yet names remained.

as tho by some mysterious reverence. as if

unnatch hand up in to land. St Pancras

Old Indian Names . Palomae, Ohio, Michigan,
Dacota, Missouri, -

Sometimes change to name with a great
Revaluation. - eg Leningrad - but seldom

I say a name is almost stronger than an
Empire

Teacher must Verify like to Sun

[See The Montessori Teacher]

Must first be the Stimulus for the Teacher

Then The Material - we give ~~you~~ these
words clasped in groups - not to prevent the
teacher from using her own erudition but
to save her trouble.

Not
Dogmatic

Masculine & Feminine

Boy girl
duke duchess

Can have models of like

S. The

Order Again

The child has heard all these names
before & seen them & known them. but
here they are grouped together

lion lioness

actor actress - & might not

have realized the rule. They say "I have never
noticed it before." So "the things known ~~by~~ by
chance at home are seen now in an order ..

Singular & Plurals

1 shell 3 shells
1 button 10 buttons.

Do I will to have objects - Yes at the Beginning
Because it is plural of 2 or 2,000,000.
This gives an exercise of the intelligence -
so that he may not stop at the word-ends
but go on to grasp the philosophical idea
of ~~the~~ what is singular & plural

Every language we have its own cards.

Command Exercises

We have utilized a certain fact. What?
The child who can read a command likes to
carry out the action. It might not have happened
But the child does like it. So we use this feature

Obedience

We often hear it said that the child is disobedient.
How easy if the child were obedient! We simply
tell him what to do & he does it. And
this fact that we have verified is a very
important one. We do not say "You must do
this" Child simply reads it & does it!

We have found a connection between an
ill of the child. The child obeys this mysterious
piece of paper which does not command in
ordinary speech. It is a piece of paper in his

hands on at a person who says "Do this",
It speaks to him in the name part of
his intelligence. + so takes possession of
him that he does it.

And we take advantage of this important
fact to initiate the child into a knowledge
of the functions of the Parts of Speech

So we write down what we call a
Command so it acts like a command.

Grammar Commands

Example Nouns

Tommy bring me a chair

Jane a cube

John + quickly 'quickly!'

[If I don't tell him the name
how can he know?]

Again "Come, come, do come!"

But who? -

"Ah Adile. Of course. I had forgotten
the name"

Again. Maria come!

Jimmy come.

Zess Oh pretty one - come - come

No one comes! for the name
is not there.

Grammar Contd

June 18th

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Qualities of Objects Contd. -

To penetrate further than the senses show.

Give Trial Ex. first
of "This is red."

- ① Teach the thing with its name
- ② Give the command.

Example I @ Regis - brilliant ball

A (B) Elastic - rubber ball

(C) malleable - clay ball.

B. The Command.

"Look in the school for objects to which
you can place these 3 cards - rigid, elastic, malleable"

Example II

A. insoluble, soluble, effervescent.

[not qualities visible to the senses]

So we are going deeper into the qualities.

Example III

A Water, oil, alcohol.

This expt brings:-

A New Idea of Weight. - not now in relation
to the quantity of a subst. but a quality inherent
in the thing itself. There is more oil than water
yet it floats.

B. Command. Take a tube put in

lead, cork, water, oil in any order

see what happens.

Example IV A Convex Concave

B. Tube. pour in drop by drop till surface
is convex.

Degrees of Comparison

Ex. in qualities & also in objects having
same quality in different degrees.

Eg. The Water, Wine, Alcohol
heaviest; lightest, lighter.

Thus we not only have names to qualify
objects; but ^{for the} classifying the adjectives
themselves

Commands

Cubes

- "Take a large cube - not the largest"
- "Take a cube wh. is less than that"
- "Take a cube which is larger than this"
- "Now take the largest & the smallest etc."
- "Now mix them up & take away always
the largest first."

Knowledge

Diffs
Levels

[we must not do it like this the first
time: or we should be giving a lesson
on comp. of adv. & not sense exercise.]

Calours

- "Now take the calours next lightest"
- "Now one lighter than this"
- "Now one darker than this."
- "Now the darkest"
- "Now choose always the lightest."

Prisms

Draw a very fat prism
a very thin one

June 30th

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Grammar. Cont'd

Verb

v. + IV. Force + matter - existing things +
to moving of them.

Verbs. on Red Cards

Little packets of infinitives

Nouns. to put on to objects.

Exercises on Order of Words

Not only thought word, but the right word
in the right place.

Each word on a separate card -

To make up a sentence

Comparison

Composing words with movable alphabets

man o nat mona, etc

T. changes a word. changes meaning or
destroys it altogether.

There are certain sounds to make a word but must
be in the right order, so too in the sentence. If words
are not in the right order the sense does not come right.
So we have to study on Shifting the words.

Studies on Differences or Shades of Meaning

Just as grading of calams -

- 1) touch to stuff - 2) feel 3) press , 4) stroke lightly
1) put down ^{with} 2) throw down , 3) hurl it down.

From a gentle action to an impetuous one - but

remain constant factors glove + hand .

or hand sculler etc

Children Make Their Own Commands

Other children carry them out. - sometimes result is disappointing → a form of Control of Error

Transitive & Passive

The object will not move unless I or some one moves it.

Tenses of Verb

Principle It is necessary to trace out a clear way in this labyrinth. - as always the best way to make matters clear is to go to the bottom of it & try to see the relation of the different parts to the whole & each other.

The Present Tense

What is the Present? . We can act in the Pres. Past or Future. . What are these. For as I speak Time passes. What is the Present? It is the instant which passes. If so it is gone before I can seize it.

We must then find limits to this Present - In fact we say the Present Tense of the Verb. There is a definition, a limitation.

The Present Tense is that Time during which an action takes place. I say:-

"I am taking out all these insects - You know how many: it may take me 10 or 15 minutes - It will be a long present. - but until I have finished the Present lasts. If I say "I lay down these gloves" - the Present ends soon. So the Present can be long or short according to the duration of the action [of the duration of Present of the needs!]

Again "I am giving a lesson" - my Present lasts an hour. In that hour how many things have fallen into the past. (How many people have been longing for it to be over!). So we must have a pt. of repose - something clear..

Pres. is that time during wh. the action is taking place"

Tense Perfect or Continuous

The Present Perfect or P. Cont. I can say "I am laying the table" (while I am doing it)
Or the moment I have finished

"I have laid the table" Just at the moment when the action drops into the Past.

It is present in the sense that the table is there & just laid. The action is present - laid.

All the same considered in itself it is Past - or Approximate Past. So we have

- a) Action - in acting b) Action in effect

When I say "Yesterday I laid the table" - I am no longer laying the table or near it. - In fact if we had no language where would all these actions disappear to

Language a Preservative of Actions

History is Patted Action - patted sealed up & preserved in - Language.

So to with Future Actions there is the Perfect continuous.

"I shall have received my Diploma"
I shall be receiving my Diploma.

This fact of doing an action & having done it is not only in Pres. but Past & Future.

Person of the Verb

Act it again: -

I walk

you walk

He - Tommy - walks etc

"Much could be worked out in this way."

[Also Direct & Indirect Speech]

Conditional

We also have desires which are not realized.

"I would go away if I could but I cannot"

"If I had money, I should buy a motor."

The action does not exist either in Pres. Past or Future. So in one Mood. - we have Existence in the other Contingency. - Possibility of Existence

June 21st

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Adjectives (Contd.)

Adjectives of Quantity

1) Facts have studied + measured the quantities
now come back to

2) Words

Numeral (Definite)

I can distinguish between this group +
that - by use of numbers - six, or ten.

Numeral (Indefinite)

few : or many : some.

Quantity - some, half -

Ordinal First, third etc

"These words must be given to be used little
by little. We distinguish the same objects but
even more finely, usually.

Besides explaining we also give the commands
referring to these classifications. Must make them
realize numbers are part of the obj. group.

Thus "Take one of the long rods + find one
half the size + one double."

"Find a ball in the third drawer fr. the taps"

Possessive Adjectives

Possession is a distinction between things.

3 watches - mine, yours, his.

Commands e.g. "We will go to their places,
+ they will come to ours places"

The Active School

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The Grammar Commands

1) Children are all working quietly. 2) Read these cards silently. Then get up & 3) there is a certain movement in the room. -

So in the midst of this quietly working class begins a kind of disorder - but the disorder of those who are searching.

As it is an active school we shall generally see when there is a new study we shall see people running about. They are doing more than just paying attention. You see the difference between ^① paying attention & understanding a thing - & ^② putting it into action in a scene.

So that when the Teacher sees "ordered movement" she should be ~~too~~ satisfied - Just the contrary to an ordinary school - when the Teacher is most content when she sees them all hanging on her lips. In this case this "disorder" & independence fr. teacher is the cause for satisfaction.

The child after goes back for the same command after a time has elapsed. - just as a child who is well on in arithmetic may suddenly take it into his head to go back to the (Grammar card!)

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June 20th '23

It is not easy to speak of the study of a language one does not know. — so limits to Method. not content.

Definitions You say it is forbidden to teach them? I do not say it is a heresy. — but our M. works in the opposite way. — by giving things first. — examples.

Principle of Presentation . Instead ^{we give} of giving things themselves in great quantities, and in order the things give the classification

So ~~we~~ we believe in giving

- 1) Real Things
- 2) In Proper Order

It is of fundamental importance to know in an orderly manner.

The Definition is quite secondary

Sometimes the Defⁿ comes of its own accord out of clear knowledge: but the precise defⁿ is not forbidden — as the Method develops it goes on continually to greater precision. But we are more on the plane of experiment + working with real things — not starting with an idea — we are following a path of science — of observation of things — and — not a philosophical reasoning about things.

Therefore when we want to lead the child to the study of language we must:—

- 1) Make a Great Collection of Words and How they are formed. This
- 2) Part starts concerns the words themselves
- 2) A Second Part is the most exact use of words to express an idea

So we have:-

- 1) A Study of Words in themselves
- 2) of Words which make up a whole -

Part One

Some make a study of 1) Words 2) Their Relations as in ordinary Grammar. And these 2 studies - words & relations - Continue for a long time, especially in a language like English where there is greater difficulty in forming words. This concerns especially Spelling of words.

- also Prefixes : Suffixes : Compound Words etc
- [must do more of this word-study]
- and Gender : Plurals etc
- Words with same sound
- Diphthongs
- Adverbs in ly
- Irregular Plurals etc

Part Two Relations

The second Part has to do with relations of words in sentences. - Grammar.

NOUNS and VERBS

Some words which have greater importance than others. Nouns & Verbs. - the Fundamentals Things which exist & forces energies.

As to Energy - one can think of:-

- 1) A Force that moves something Trans Dynamic
- 2) " " " " in itself Intrans. Static

The Whole of Language is contained in these fundamental primitive Classifications.

Force in itself is an abstraction (Pred)
Must be something that moves (Subj)

Grammar Two Feet

3

So Language consists in Nouns which are making verbs! These are the two principal feet on which Grammar moves.

All the rest are secondary

Article is something near to N. could be left out - is left out in certain languages (Latin)

All Adjectives are greater determination of Nouns. - Of in themselves unnecessary meanings. Make a determination of the Noun

Note If Nouns were more precise we should not need the adjective -

Find practical way of showing this:

Example A triangle is a Noun; in brief it represents a definition - a plane figure with three sides.

So we get: A Plane figure with 3 sides =
A Plane figure with 4 sides =

Eg there is a particular word in Italian for top-hat - hat
If it didn't exist we wd have to say

high, shiny, silk, cylindrical hat!

In Arabic Language are a great many more nouns which include the adjective - ∴ a great many more nouns to learn.

Adverb is something which determines the Verb.

Then there are other Pronouns, Prep. Conj. etc which grow up round these two.

Grammar at this Stage Then we ask ourselves whether it is not useful for the C. to learn these things at this stage when he is forming his language step by step - along side of his natural development

So Not just a Study of Language

It's not the study of language as such
 It's rather a study (of Grammar) which would
 accompany the natural growth of language

We must

therefore Present it in a different way

We must give it in the most real & objective
 way as possible - both to words & classification
 & way of putting together -

in such a way - that -

The Study of Grammar is an Early Study one
of the very early ones

Age to Begin We can imagine it beginning
 as early as 5½ years. This in itself shows that
we couldn't begin with definition. We must
 find another way simpler & more attractive. Not
because we are enemies of Definition.

Nouns as to words which lend themselves to the
 first handling, as they are amongst the first words
 they speak "Mama" - and "milk!" etc

What we do is to present the nouns in a different
 form, at that age when it is most interested in words
 on cards of different colours.

Nouns & Articles But some on black slips on
 a box & near them Articles & put them
 out together - Put them out

the

 |

book

 etc It is an interesting

materialization of things - tangible & interesting

These same words would on to larger cards
 all found separated. Mix articles together & names
 together - & find how they go together

3 Infinitive (no subject)

4 Conditional.

If there is a Doubt we enter into another mood. In this doubtful mood there is a species of condition - a question asked in relation to a condition. Eg. A Boy sees a suit.

"If I could pay for this I would give it you
The condition would belong to -

5 The Salynctive Mood. -

One demands in the other like a question & a response. "Will I thirsty you would give me a drink"
There are two moods to Conditional & the Salynctive
Thus there is an Affirmative mood, Doubtful,
& Commanding / Imperal mood.

"The action does not exist in Pres. Past Future
it is a Contingent Existence.

So in one mood we have Existence
in another Contingency - Possibility of Existence

General Principles

So 1) Know the Contexts.

2) Then - to Gradations.

3) ~~Ab~~ Above all - with an actor

Thus comes an Interest in different modes of Expression & when this is matured sufficiently - comes an interest in Moods.

Then

We pass to the next ex. - which is the different Tenses - Ways of Express

So we give them as Modes of Expression first instead of Conjugations to be learned by heart

Ann In putting them together you not only realize they go together but that they are of different sorts. And we put labels Noun. Article.

Knowledge without Explanation

We give labels without explanation
Just as we ~~learn~~ gave Δ + hydrogen
without explanation.

Our purpose is to give positive things in themselves but without a doubt when his interest comes (Lulu?) he is familiar with it.

This may seem like a heresy: but it is so in learning of all things. If we only knew those things we could explain we would find the compo (field) of an life very limited & thin: If we took to child only to see those things he could define we would have to put him in a dark room - he could not, for example, look at stars.

Thus we will penetrate into ~~those~~ Haeckel's mind with positive things as much as we can. Nevertheless we shall give to explanation as soon as possible.

The essential point is to show in a vivacious way the function wh. defines a thing

Examples Vivacious Way

Come here quick!

Kitty come here.

Bring me

The C. sees say obj. has its name. It seems almost as if these things cd. move they wd rise & come out to name.

Names to be Placed

Box of names to be placed on things
chalk, desk, table, pencil, book.

One child said "My house is full of names"
— a deep impression

Group Lesson

Grammar Comments These form to actual part
of Grammar. This part into the of interest to a
group — perhaps all of them are ready. In this
part the T has quite an important part. It is in
fact one of those occasions when the T. should become
an attractive + vigorous person. And if possible
for his part goes over a long period to pronounce
words to best of possible. One purpose is not
to teach Grammar but to help to Duet of C

Grammar Boxes This work is the quiet
independent work. The more you interest C in
words by commands to longer & better he will
work with the boxes

Box II Adjective

What my words could to forms sentences but
if possible carries out exercises. —

The long rod

short

Function of the

Example a lot of triangles Adjective ~~is~~

By adjectives you can find just to me
you want

- 1) Show me a Δ
- 2) Show me a large Δ
- 3) Show me a large Coloured Δ
- 4) Show me a large colored green Δ

I am as sure as if I had given it a name (as
the Arabians probably would have done)

Active Grammar Games

The more a teacher can interest such games in a vivacious & attractive way, the more will the objective rise in the C's estimation.

All depends upon her, as in every other moment; in knowing how to touch that inner motor with interest in active interest

When we have succeeded in giving the Child an interest in the objective to battle with

All the rest will be facilitated by the interest aroused, and it suffices for us to have the necessity of material ready to develop spontaneously

But if we cannot arouse this interest we shall probably see the C moving the cards with a bored way & morose expression

Connecting Link. Intervention

The T. is the connecting link between the external object & the inner interest of the Child. In this way she must remember she is a necessary being. She must bear in mind she must put herself on one side only when the C's inner interest leads him a long way to push

After that the T. will surely be

The Way Presented of New Material

The T. takes an obj. & presents it to the child's mind.

If the T. gives it without this interest then it drags & defeat is arrested

Adjective Couid

ABSORBING the ADJECTIVE

Beautiful Simile

a) $3+2+4 : 9 :: \text{first day} : \text{Sunday}$

Thus


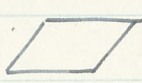
the Adjective is Absorbed into the Noun - &

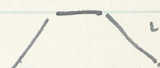
b) a new name is given

c) In Spain - all two words for

a) Fish b) Fish in the water

d) Geometric Figures Quadrilaterals

 = four sided &  parall. side

 unequal.

Name has absorbed the adjective

Another Simile

Singulars & Plurals

$a+b+c$ = la femme belge

$3(a+b+c)$ = les femmes belges

Various Exercises

- ① Box Names & Verbs for contrast
- ② Article & Noun
- ③ Nouns & Adj - find logical pairs
- ④ " " many adj few nouns
- ⑤ Box II Adj
- ⑥ Writing Ex
 - ⊗ Give noun find as many adj

Scientific Adjectives

Certain adj seem to distinguish certain objects or groups -

Thus if you take word Man you can

⊗ Eg - A Litany of Adj to one word - Mother of Punish Picture

find many adj Common to all men

old young etc. but

Others Black, White, Brown, which
form distinctions

So with Flowers, animals, boats.

"fourfeels, feathers, - make distinctions
and so we enter into science. - Thus "To
exercise on the choice of adjectives is like
starting on a branch of science

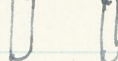
Or Again To Teach New Adjectives

not known, or not known with precision

eg Heavy or light. - oil, water, alcohol.

Transparent, opaque, translucent

with objects

Convex. Concave. 

Permeable. impermeable.

A Method of giving new ideas by exapt
To find everything he knows is connected
with words. Do not need a great lot of
expts - a few examples - to give the idea
that there are many adjectives not in common use.

KINDS OF ADJECTIVES

What we must emphasize is that
and adj always serves to show one
determination in an object - limits

① Quality

Two Books. - big, bound, red, etc

② Demonstratives - I refer to book near me

This book! That book

Now we no longer refer to a quality in the
object itself to its greater or less vicinity to me.

Some say "which book do you want?"

This book or that book. Because it suffices to determine our choice although we do not trust in the qualities

Numeral Ordinal

Thus if I had an object hidden in a drawer with ~~red~~ ^{shelves} one blue in another, etc. I could say give me ^{fr} a red one, or I could say give me one from a blue one. But I cd avoid this by saying The Second drawer etc

So with Cardinal

I could specify a quantity of objects - First Singular or Plural up to now that has sufficed "I want a ball" I want balls.

But that is not precise enough

I could say 10, or 20 balls.

or Quantity

Some balls; many balls few balls or double triple. quadruple

Thus a Study in Qualities - first the apparent qualities and second the scientific qualities.

It is all a work of knowledge, of the exercise of the intelligence, as the growth of the mind goes on pari passu with the development of language. We can accompany the mental development with the devel^t of language

We express this in a poor way by saying we are having an a clue

possible
a real - grammar



NOUNS + VERBS again

Although all the various Parts of Sp come into language we divide them into 2 groups -

Nouns parallel to Matter
Verbs " " Energy

Some P. of Speech are as we have seen almost included into Nouns (see Aristotle's A di).

Nouns represent the Things in themselves (Ding an Sich)

Verbs " " movement, action, force

Force can be: TRANSITIVE + INTRANSITIVE

a) Static (Intransitive)

b) Dynamic (Transitive)

We can enter into the more scientific domain of Force. - kinds of force. (Naturally we do not explain these things to the C.: but the T keeps them in mind as a guide)

We must try to render the concept clear in an intuitive way. At this stage C. can read, write and obey.

We cannot choose the Infinitive of Verb & give a list to read in the inf. - Or we could relate actions to the C. in d. act to verb.

Thus Transitive Take, dust, put in order, replace, hit, lift, place.

In Contrast to these which call for external action across or to something else. :- Think, remember, hope, sleep, wait, reason,

This must be a first presentation and no form part of the first exercises (commands) putting into action something which makes the word stand out clearly & attracts attention to its significance

Lessons in Contrasts Open scatter
Shut collect
Shades of Meaning place, throw, toss, hurl, discard.

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Commands Again

All the command serve to give an intention of the affix of the word, —
to lead him on to a more precise knowledge of the word.

Group Lessons It is evident that these lessons generally become Collective because most of the Command generally require more than one person. These are different from the ones to be done with the Boxes which are individual ones.

Grammar Boxes p 164 B.B 33

The difficulty lies in knowing when the cards are to be found. In this case the colour helps to make the indirect grammatical analysis.

On "Changing the order" 165-166 ibid

Conjugation of Verbs

Ex. consists in giving separate Cards which have to be placed together. As in changes of Trans so for Conjugation of Verbs. (As a rule Conjⁿ of verbs is taught entirely by memory).

Principle Instead of learning the moods & Tenses by memory let us think of learning them as we did gradations of colours or sounds — Exercises which to be clear & interesting must be preceded by others.

First must come a knowledge of those things which differ. (Contrasting forms) as we first taught the contrasting colours

Then — the gradations of the same colours.

So we apply the same principle →

So instead of learning the whole of one tense conjugated (i.e. gradations of same!) we will take them altogether & see how they differ.

(The Whole - and then to Parts again). That, should have a clear simple concept of this herself. We will try to show the difference in a synthetic manner.

KINDS of PRESENT ACTION (Complete/Incomplete) (A) IN PRESENT

- 1) I tear } Both are Present. (Does it)
- 2) I have torn }

In the first I was in the act of tearing. - an actual present

In the second I have finished - a present with a past!

- 1) I am setting the table } Both in the present.
- 2) I have set the table }

In (1) I am doing it in (2) it is finished.

Thus the Bride at the altar kneeling could say

- 1) I am (being) married
- 2) I am married (just finished)

In (1) she is in the act of being married in (2) the ceremony is completed

(B) In the PAST - Same thing

- 1) I was tearing the paper
- 2) I had torn the paper

(C) In the FUTURE

- 1) I shall set the table
- 2) I shall have set the table

Thus in Past Present & Future there are 2 Subdivisions in Each. Continuous & Perfect.

Moods Do it in the same way.

- ① Indicative. Positive. Affirmative
- ② Imperative.