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July 2022

### Box 06, Folder 26 - "The Montessori Method of Education Syllabus of Lectures" (E.M.S.)

Edwin Mortimer Standing

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**The Montessori Method**

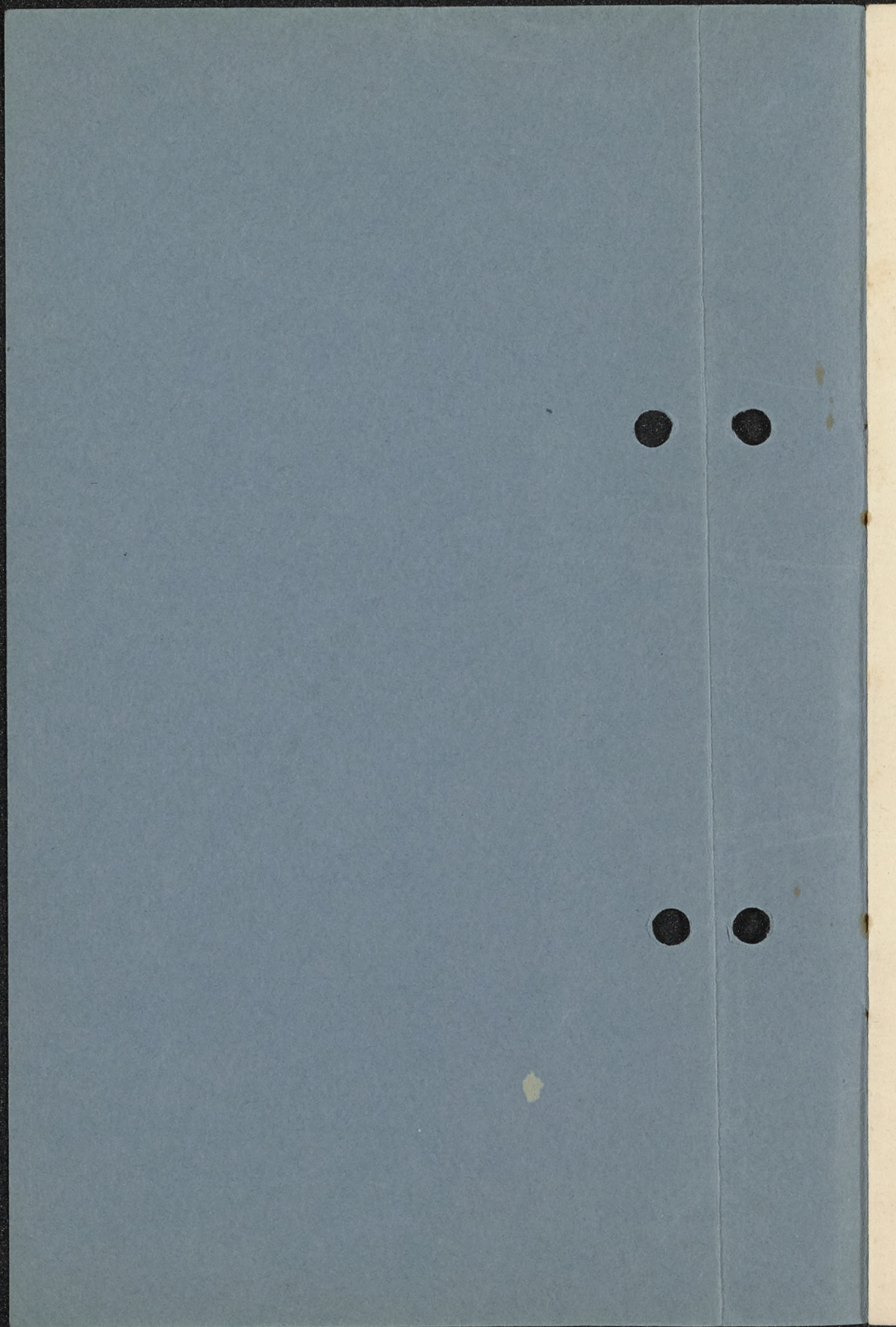
**of**

**Education**

**SYLLABUS OF LECTURES**

BY

E. MORTIMER STANDING, B.Sc., Dip. Ed. (Cantab.),  
Montessori Dip.



**The Montessori Method of Education**

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“ The child is father of the man.”

WORDSWORTH.

“ In the children lies the seed corn of the future.”

FROEBEL.

“ Who touches the child touches the most sensitive point of a whole which has roots in the most distant past and climbs towards the infinite future.

“ Who touches the child touches the delicate and vital point where all can yet be decided, where all can be renewed, where all is pulsating with life, where the secrets of the soul lie hid.

“ To work consciously for the child and to go deep down, with the tremendous intention of understanding him, would be to conquer the secret of mankind, just as so many secrets of Nature have been conquered in the world about us.

“ The activity of the child has always been looked upon as an expression of his vitality. But his activity is really the work he performs in building up the man : it is the incarnating of the spirit.”

MONTESORI.

*(Times Educational Supplement.)*

“ But Jesus said, Suffer little children, and forbid them not, to come unto me ; for of such is the kingdom of heaven.”

*Matt. xix, 14.*

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MARIA MONTESSORI



E. MORTIMER STANDING

**The Montessori Method**

**of**

**Education**

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BY

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A scientific preparation, an unusual power of observation, a long and varied experience as a teacher, a quick and sympathetic understanding have all combined to give him a profound insight into the mind of the child.

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# SYLLABUS OF LECTURES



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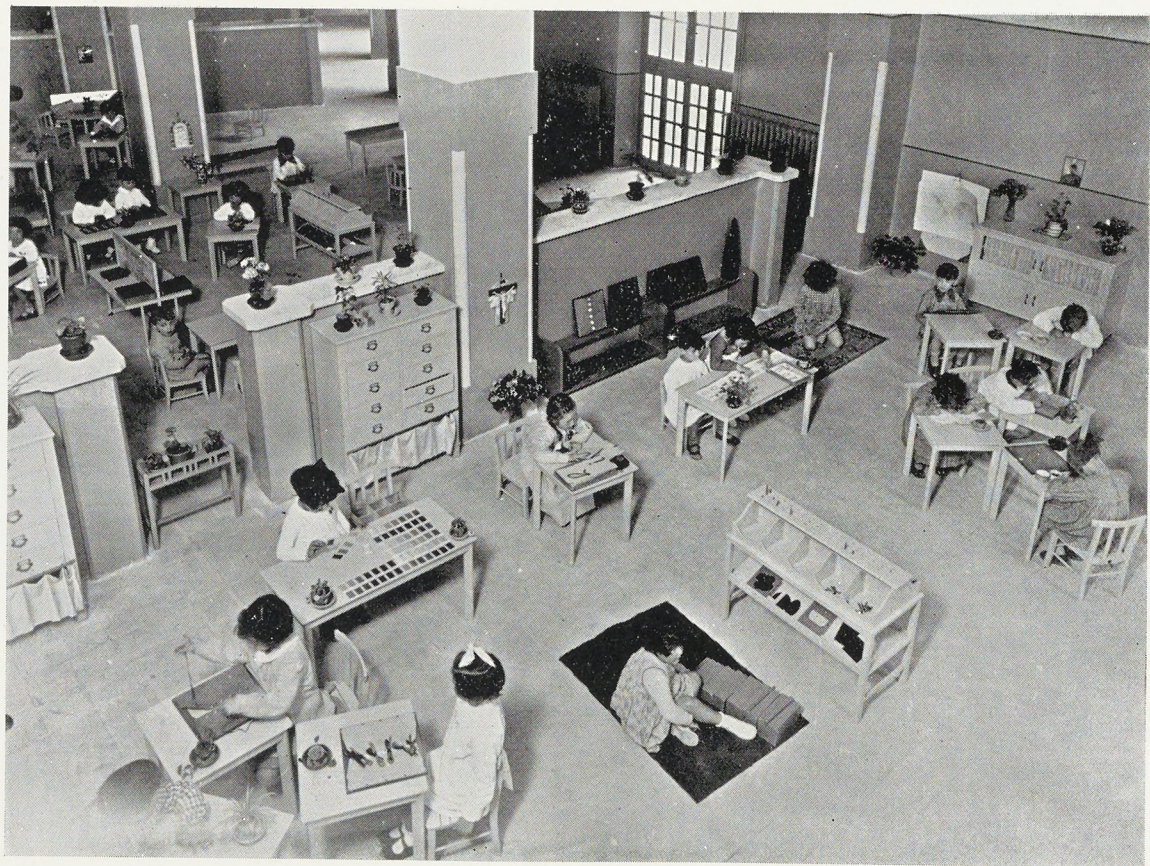
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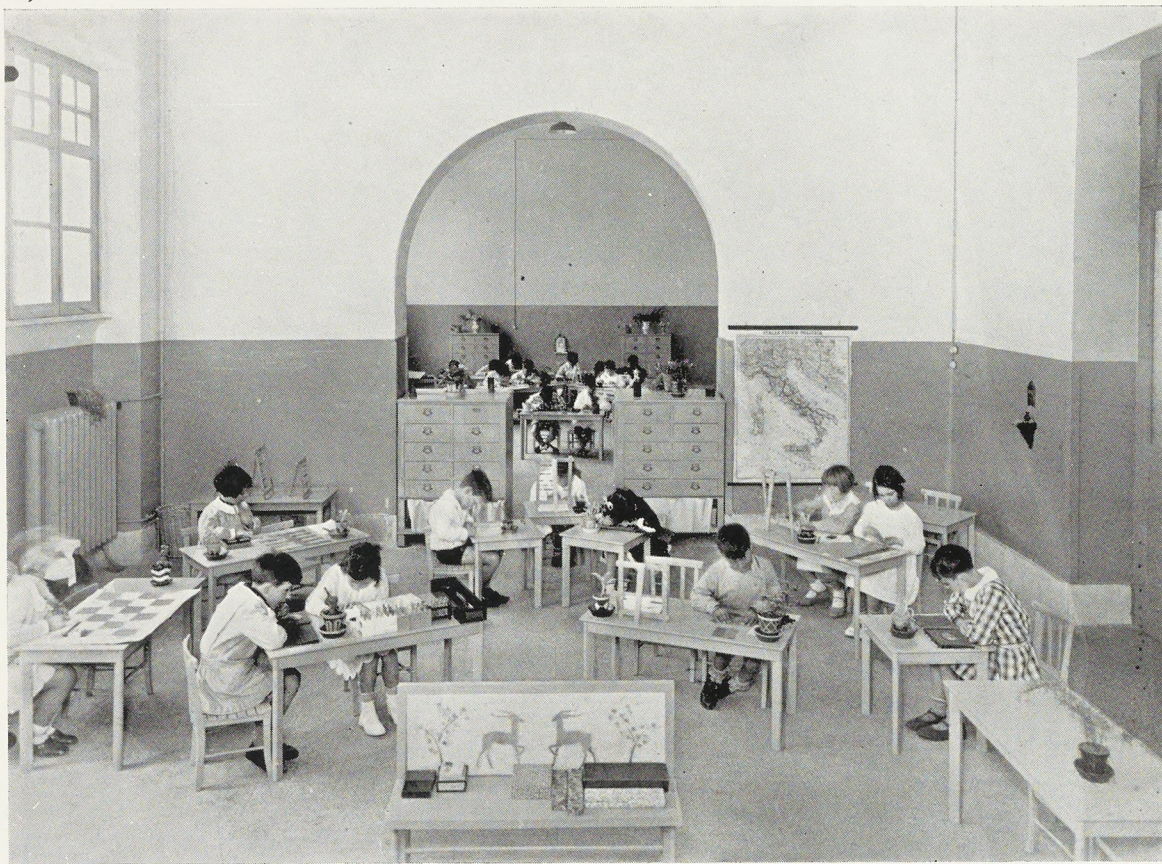
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MODEL MONTESSORI SCHOOL, ROME, ADVANCED CLASS (THIRD YEAR)

## THE IMPORTANCE OF THE MONTESSORI METHOD TO-DAY

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*The Montessori Method* came into the world as a new and vital principle. More important than any particular application is the germinal idea which lies behind it.

Every new idea—whatever the sphere of thought in which it operates—takes time to develop, to unfold the possibilities latent within it. The greater the depth, power and originality of an idea, the wider is the field over which—as the years pass—it makes its influence felt.

It is now nearly a generation ago since the Montessori idea swept like a dazzling comet across the sphere of education, as the astonished world read of the almost incredible doings of those small children in the first “*Casa dei Bambini*” in Rome. Yet we find the Montessori Principle as powerful in the world to-day as ever it was. Indeed more powerful: for it is still growing, still developing, still making new conquests; and, what is most significant of all, still true to its original definitions. Every year students come at great expense and inconvenience from every part of the globe to study those principles at the fountain-head in Dr. Montessori’s well-known “*International Training Courses*.”

For a quarter of a century the Montessori idea has been confronting the opposing forces of prejudice, ignorance and established custom; and in that time has wrought, or is working out a revolution in infant education in every civilized country. Its influence is felt far beyond the circle of Dr. Montessori’s orthodox followers, and can be traced as a vital factor in the Nursery School Movement, the Individual Work System, the Dalton Plan, and in many other developments.

The original impetus of the movement is not spent. Every year it continues to expand like a living thing, revealing new aspects, unsuspected affinities, fresh applications—like a leaven which is slowly and surely leavening the whole lump of education (which is still “lumpy” enough in parts!).

Six years ago Sir Percy Nunn of the University of London wrote : " It argues no ingratitude to the great name of Froebel and his thousands of devoted followers to connect the new impulse which is everywhere at work in our schools more directly with the doctrine and labours of Maria Montessori than with any other single source." And Dr. Ballard—for thirty years Inspector under the L.C.C.—states that the impulse of the Montessori Principles revolutionized the Infant Schools in London within a dozen years. And what is happening in England is happening to a greater or lesser degree in all the other countries of Europe, and even beyond the borders of European civilization.

To many persons the name Montessori still merely stands for a new way of teaching small children—for a sort of modified Kindergarten. They do not realize that behind this movement there is the irresistible strength of a new and vital principle, which must in the long run inevitably affect our whole way of regarding the problem of how to deal with the rising generation, from earliest infancy to adolescence.

It is not yet realized in many educational circles to what a considerable extent Dr. Montessori has herself worked out the application of her principles beyond the Kindergarten age, on the one hand ; and on the other, for the very small child of pre-school age in the home.

What are these Montessori Principles, and how can they be applied in the Home, the Kindergarten and the School-room ?

That is just the subject matter of the present lectures. Suffice it to say, here, that they are *living* principles, because they are based on the humble and patient observation of Life itself. This is why Prof. Godefroy—Lecturer in Psychology in the University of Amsterdam—remarks that : " Those who are not favourable to the Montessori Method ask, sceptically, what will become of the Method after a number of years, meaning to imply that before long a new system will have taken its place. It is not difficult to explain to such that the Montessori Method is founded on general characteristics of life proper to all organisms, and that it will last as long as life itself lasts. It is not possible to imagine that such a principle, having once been introduced into Pedagogy, could ever be abandoned."

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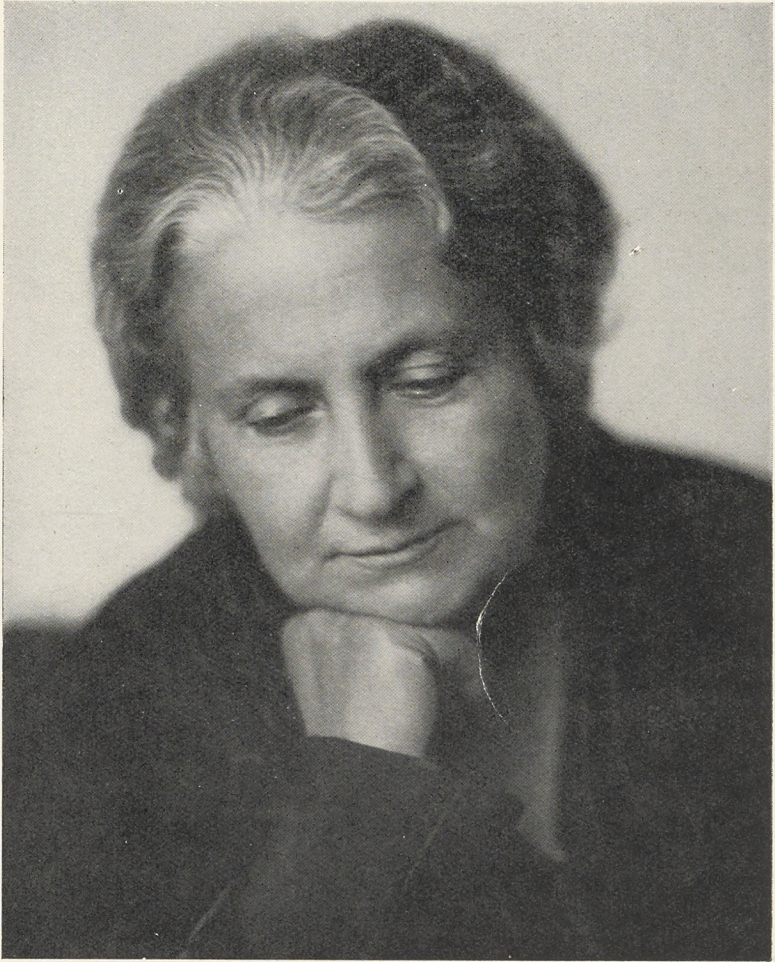
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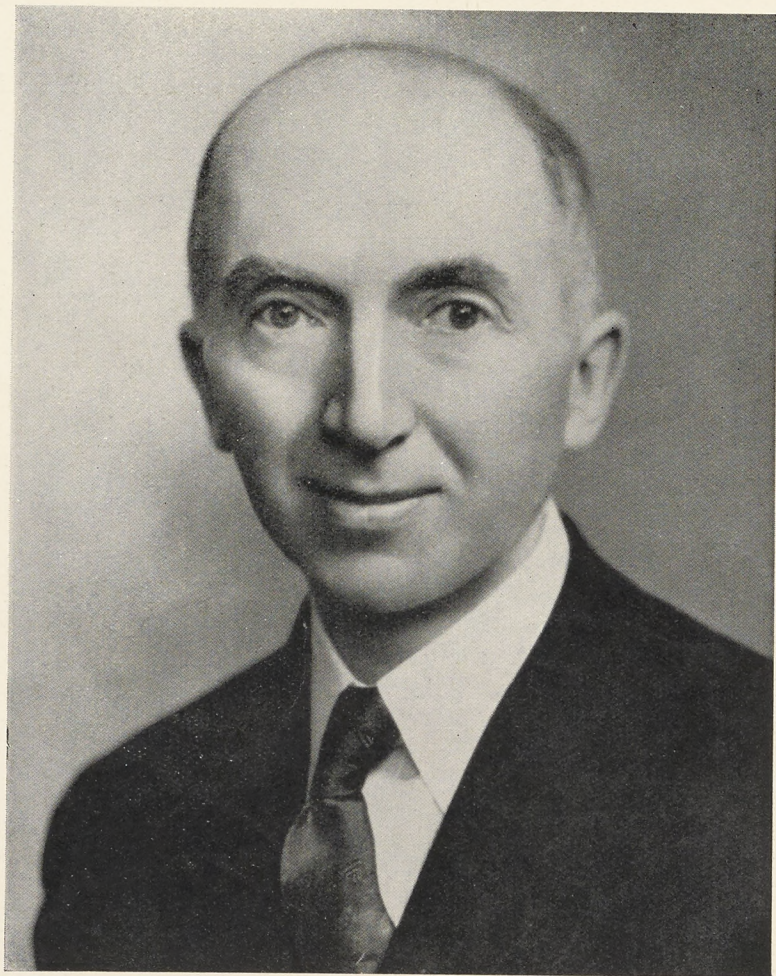
I just turned up this  
pamphlet - a fossil  
embedded in the rocks  
of time some 30 yrs  
ago. You might like  
the pictures - (tho' I do  
not resemble the person  
then under my name any  
longer!)

There is a curious history  
connected with it - but  
as Kipling wd say "That  
is another story."



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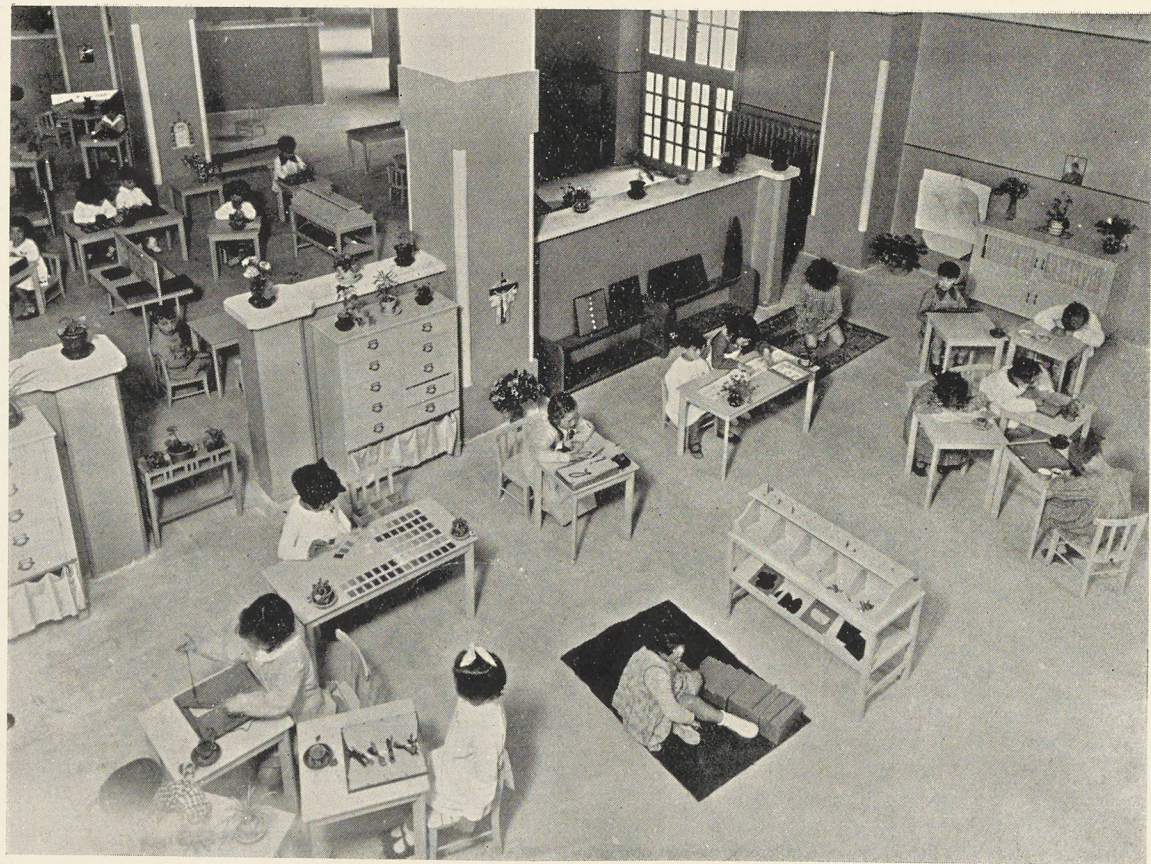
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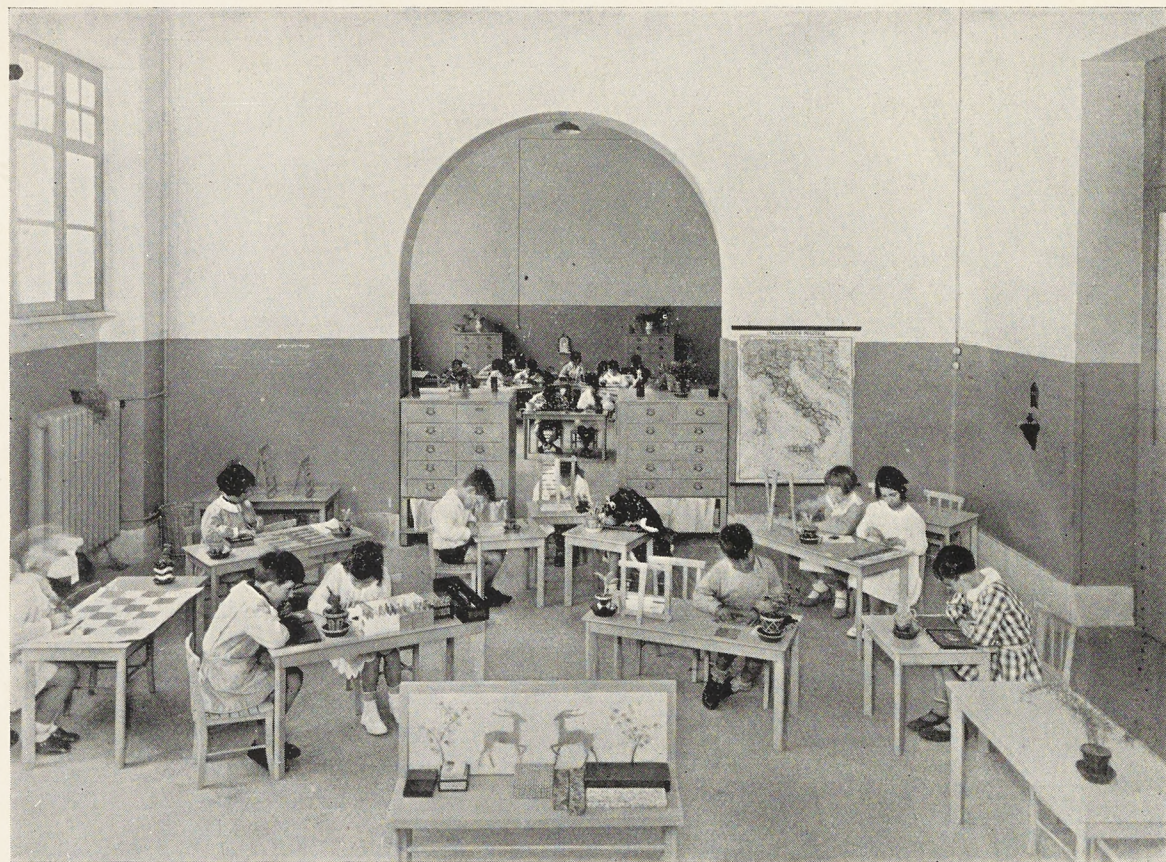
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SMART, Johnson Ewart, O.B.E., M.C., Croix de Guerre, Belge., Benemerita della Cultura, Italy., M.A. Oxon., B.Sc., Vict., Ph.D., Lond., F.L.G.A.

Born. Nov. 4th 1890; Educated Stubshaw Cross National School; Ashton-in-Makerfield Grammar School. (Foundation Scholar); Wigan Technical College.; St. Helen's Gamble Inst.; Teacher's Certificate with distinction in English (in English Language, Literature and Composition.) 1911. University of Manchester. B.Sc. 1915; Wadham College, Oxford\* (B.A. 2nd Class Hons. 1920 after 3 terms of study. M.A., 1925; London School of Economics, 1926-1930, Ph.D. (Economics) 1930. Fellow of the Local Government Association., 1924. Awarded O.B.E., 1949. Diploma of Gold, Benemerita-della-Cultura (Italy) 1955.

#### War Service.

Manchester University Officers' Training Corps. 1914-1916. Senior Cadet. Gazetted to 8th Manchesters, (Ardwicks) T.F., 22-7-16. Served overseas with 1/5th Loyal North Lancs, 18th, 16th and 5th Manchesters, in Belgium and France 1916-1918; wounded twice; awarded M.C., and Croix-de-Guerre, Belge, promoted to Tempy Lieut as from March 1917, and retired with rank of Captain, having held that rank in Kitchener's Army and in the T.F. overseas; 1941-43 commanded 1/5th and 1/8th Bns. M/x. Regt. H.G. and retired 1946 with rank of Lieut Colonel. From April 4th 1952, commanded 1/6th and 1/10th Bns. H.G. M/x Regt to 26-4-56, with rank of Lieut Colonel.

#### Membership of Committees.

Member of the Executive and Advisory Committees of the Association of Education Committees. 1926-1944, elected annually.

Founder Member of the National Association for Mental Health, its Executive Committee and Council and Chairman of its Training and Education Committee having previously been a member of its predecessor the Central Association for Mental Welfare. Council and Executive Committee.

A former Governor of the British Film Institute including membership of its Council and Education Committees and Chairman of various of its Sub-Committees.

Former member of the B.B.C. Central Council for School Broadcasting and the Central Committee for Group Listening.

Former Member of the Executive Committee and President of the Association of Directors and Secretaries of Education (now divided into Association of Chief Education Officers and Association of Education Officers) and as a result elected Honorary Member of both Associations.

Vice President of the Royal Society for the Prevention of Accidents on retirement, after holding offices as Chairman of the National Executive Committee, one year, after previous service as Vice-Chairman, Chairman of the National Safety Education Committee and its Sub-Committees, 25 years, member of its Management and Finance Committee and Publicity Committee, chairman of its Constitution Committee, member of its House Committee and from time to time Chairman of its special sub-committees.

Member of the Ministry of Transport's National Safety Committee. 15 years

#### Montessori Organisation.

President and Ex-Chairman of the Montessori Society of England.

President of the Association Montessori Internationale, 1952- <sup>to date</sup> as PRESIDENT. A.M.I. nominated by Dr. Montessori to succeed her on her demise.

Chairman of the Board of Directors of the Maria Montessori Training Organisation.

#### Council for Education in World Citizenship.

Former member of the League of Nations Union Education Committee which was taken over by the C.E.W.C in 9-12-40 of which I was a founder member and first Treasurer until 6-5-61.

Elected a Vice-President.

#### National Association of Divisional Executives for Education.

Founder Member 1946 and First Treasurer until 1955.

City and Guilds of London.

Member of Examinations' Board 6-2-31 --- & at present.  
 Chairman of National Redistribution Advisory Committee 30-10-51 to 30-1-62.  
 Member of Advisory Committees on Teacher's Certificate in Handicraft and Electrical Installations.  
 Honorary Member of City Guilds 1959 Elected.

Teaching Experience.

Student Teacher. 1908 Elementary School. St. Luke's C.of.E  
 Uncertificate Teacher. British School. Ashton-in-Makerfield. 1909-1911.  
 Certificate Teacher, Untrained. Bryn Gates Council School 1911-1913  
 Research Student and Demonstrator, University of Manchester, Techn 1919.

Evening Classes.

Wallsend Secy and Technical School 1921-1923. Maths.  
 Rutherford College, 1922-1923. Maths. Newcastle-upon-Tyne.  
 Atkinson Road Junior Tech School. Subjects for London Matriculation.  
 Other schools, Subjects for Civil Service Examinations. Intelligence Testing, Physics.  
 Walker Evening Class Institute. Tempy Superintendent. Class in English.

Administration.

Senior Clerical Assistant. Newcastle-upon-Tyne L.E.A., 1920-1922.  
 Chief Assistant, equivalent to Deputy Director. 1922-23.  
 Secretary for Education, Acton, 1923-8.  
 Director of Education, Acton. 1928-44.  
 Borough Education Officer, 1944-3-11-55. Middlesex County Council.

Publications.

Memoranda:- On the licensing of 'Theatrical Children', On retarded children.  
 Evidence prepared for submission to :- (a) the Consultative Committee on Secondary Schools, Primary Schools, Nursery and Infants Schools, (b) to other Committees on Examining Unions; On the Children's Cinema; On Safety on the Roads.  
 (c) Ro.S.P.A., Conferences and Publications.

Various pamphlets and addresses on the Montessori System, including articles in an Indian Magazine and other Montessori publications. Short Stories, 23000 sold, (2) books. Articles in Educational Papers and Weeklies. Special Correspondent of Schoolmaster. Articles in Teachers' World, School Government Chronicle and Education. Occasionally reviewed Books for Journal of Education and Teachers' World  
 Chairman of Editorial Committee of Ro.S.P.A., which produced Children's Highway Codes and other Safety Books.

British Legion

Joined, evidence showing 1-3-35, but a letter from Mayor of Acton dated 1929 showing work for local Branch. (15-11-1929).  
 President of Western District 1956.  
 President of North West County 1957-----  
 President of Acton Branch  
 Vice-President, Metropolitan Area.  
 Life Membership, Meritorious Service. 3-5-58.  
 Gold Badge. 23-9-62  
 Met Area Certificate. 31-12-59.  
 Certificate of Appreciation. 29-3-66.

Other Clubs.

Former member of National Committee of Association of Girls' and Mixed Clubs.  
 Former member of National Committee of Association of Boys' Clubs