Box 14, Folder 07 - "Juniors" (E.M.S.)

Edwin Mortimer Standing

Juniors

(Term I Year I.)

also MSS Primary Sch
B of E.

11/3

That Way or This

Education Psych— will do in other Course

Different Ages.

Should begin at the beginning.

Different faculties or
Sensibilities in Evidence

Eg. Infants and Senses.

Eg. ~~Rock Tower~~ Cylinders?

Dealing with ϕ— 11

Certain Principles to Bear in Mind

2

A Collective Lesson

The Points of the Compass (First Way)

Keep your eye (of mind) not only on subject but method —

(Exaggerate of course)

So

If go to Scotland?

N.

Brighton? S

Ireland? W.

Continent? East

Draw Diagram

How do you find N. S. E & W. ?

Compass. ?

Describe it — Draw it ?

Any other ways —

Sun — by day

Pole-Star by night.

Other Directions

N-E

S. W. etc.

Other Way

• Show you something.

Eager & expectant faces.

Describe and Do

~~Rub needle.~~

~~Water~~ ,

1) Rub needle 2) Put on paper

3) Heat on water.

What Happens?

If small class. —

If large ni turns

But others make drawing

write description

Why does it do it?

Bring Magnet to needle

~~And~~ The Two Poles

North Pole
South Pole.

Something to do with magnet?

Its influence —

(?) Mysterious power.

Can we find out more about it?

Experiment II

Put diagram on Board.

N. Pole. and. S. Pole

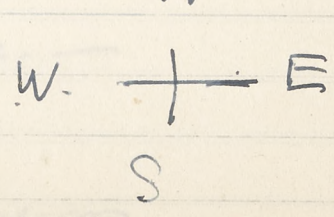
All the little Bits paint N. & S.

So The Earth

So we get a Compass

So Get others.

Draw on Board



[You can do the exerc. yourself
labor ?

Now something else.

Give out the Papers

Fold & Make N. & S

— — E & W.

Put large letters. N. S. E. W.

Fold again.

W.E. S.E. N.W. S.W.

~~N.E~~ ~~N.E~~ ~~N.E~~

The Ship Game

Bring out one. —

Have 2
Boys can give directions

The Difference

~~Give divisions~~

1). Reality – first hand –
not words
not just show –

2). Action – more interest
a happening –

3) A Mystery – sense of wonder.
unseen power

4) Exploring – detective interest
around
The Hidden Factor

5) Reason comes into play
(Age 3½ "A Little Fairy)
must be a cause. (Axiom)

6) Scientific Research

7) Imagination helps.
forward.

8) Bodily activity keeps interest
Also imagination

Radial Lines of Interest

1) How is the "contagion" passed on?

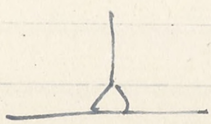
2) Why does the paper float.

(Skin on water — greased needle)

3) How was Earth magnetised
Who did it?

4) Get a mariners Compass

(Knitting needle)



5) ~~Objects + magnets~~ 5) Objects + magnet

6 Mariners Compass. —
+ Interference

~~4~~ 7) The Railways.

Great Western
L. N. E
Southern Ry
G. Western

Eastern Tel. Comp.

8) ~~Wth~~ Globe

Sail to W. & you will find E
Columbus.

9) Go a Walk – in wood
find way.

Trade Winds & Anti Winds

(4) Do this because :—

A) General Principles.

1) Reality — (not picture)

2) A Happening

3) A Mystery

4) Exploration — Research

5) Reason.

6) Imagination

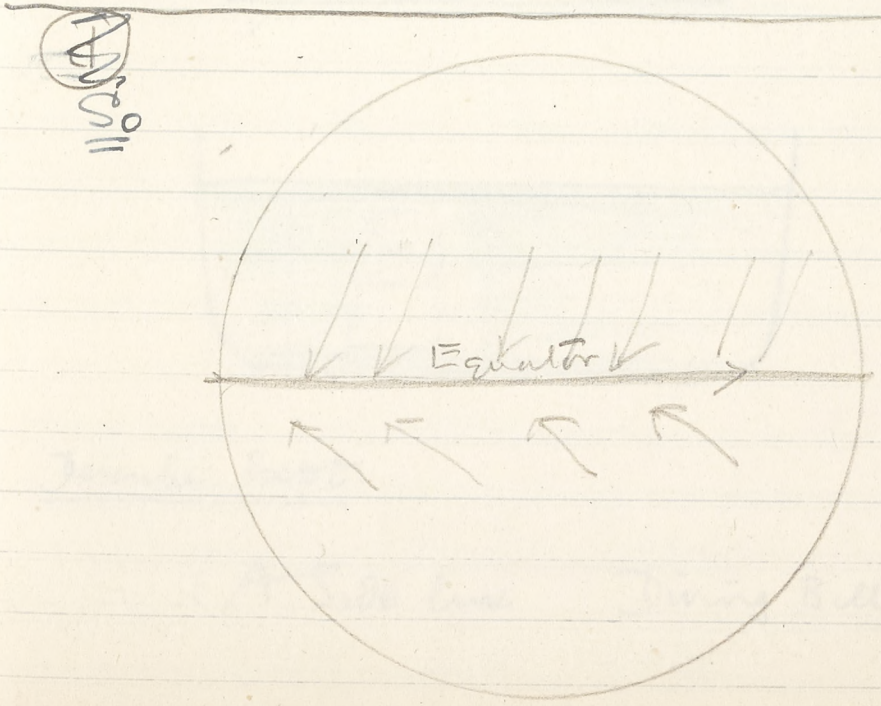
7) Bodily Activity

(B) Junior Science

Good examples - do it more systematically
Good to refer to

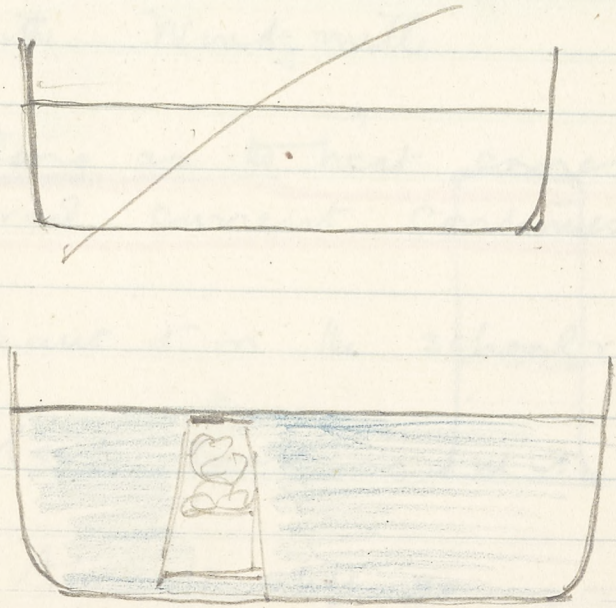
(C) A Sort of Project Method

Not unbiasedly chosen
In the nature of things



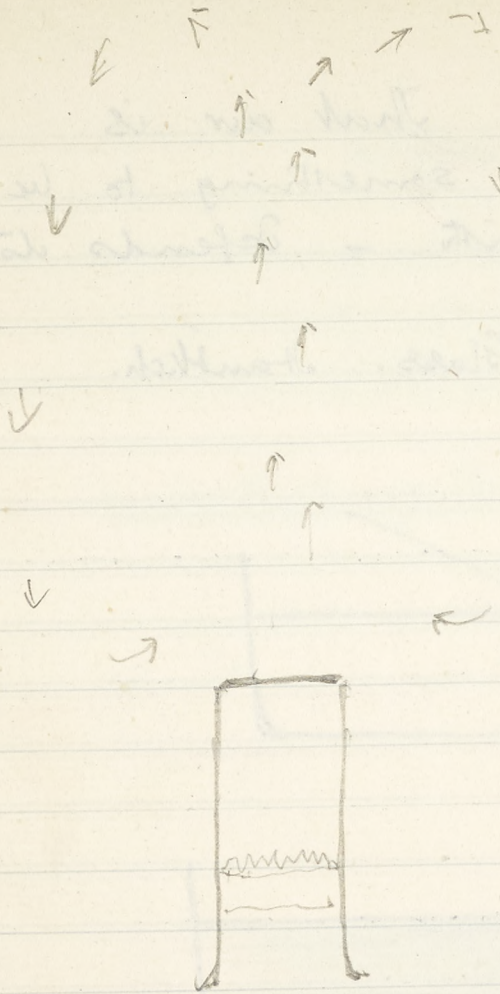
Experiment I That air is somewhat — something to be reckoned with — defends its rights!

Basin of Water. Glass. Handkch.



Describe Expt.

(A Side line Diving Bell)



Experiment II

To show that hot air rises

1) Stove, feathers, wool., seeds.

2) With Wind-mill

As long as the heat comes the upward current continues

Leave it in the schoolroom.

Keep looking at it.

"Ah it's still going — Good!"

Expt III

Why Does Hot Air Rise?

Expt with bottle

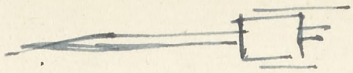


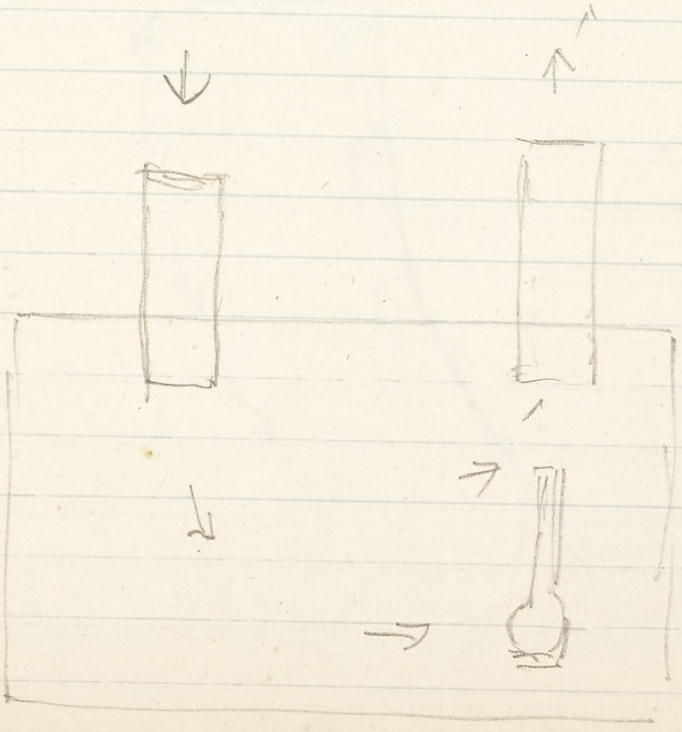
Diagram of Same.

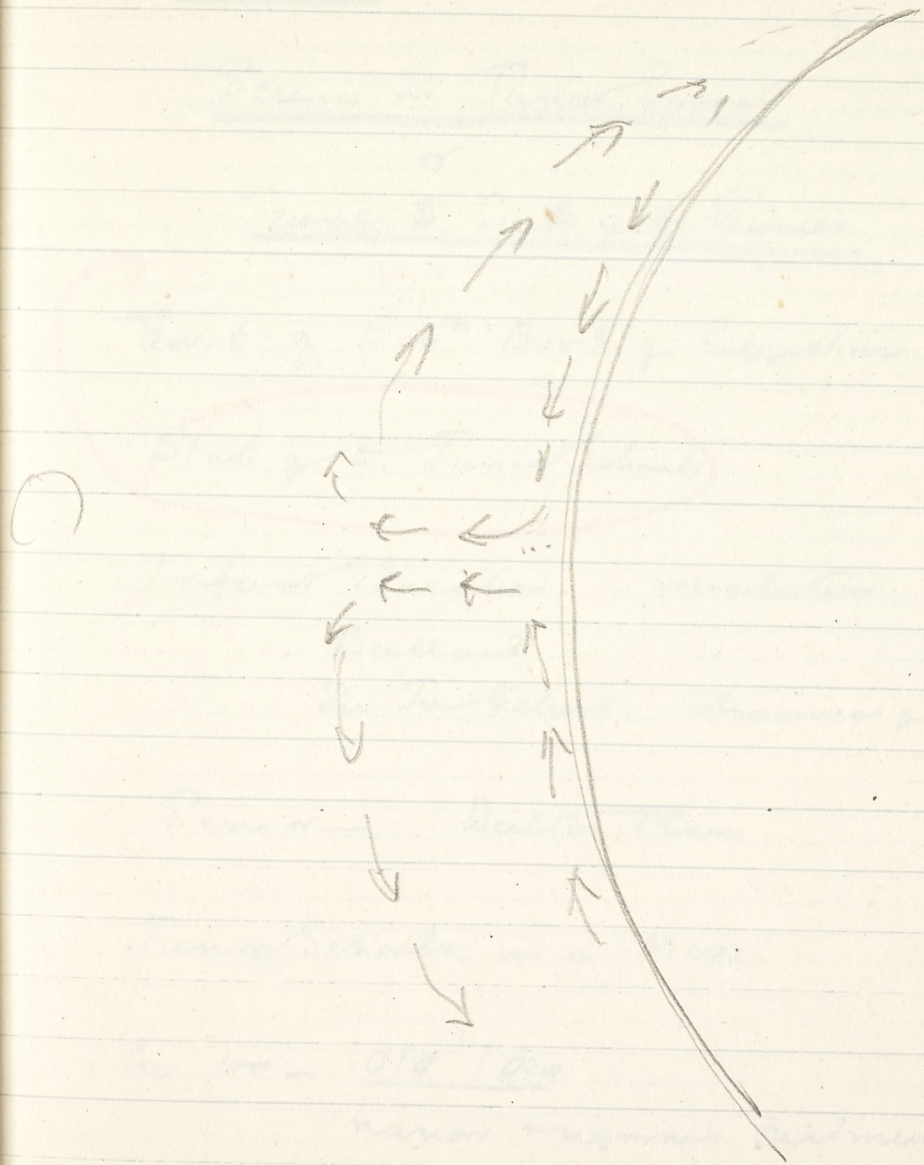
[Also Contraction]

~~From~~

Cold Air Comes in To Take its Place

Expt IV (The Queen Elizabeth!)





Lecture III

Science in Junior School

or

Seeing to Seeds of the Sciences

Govt of Edn Book of Suggestions

State of the Junior Schools

Infant Education - revolution

Ballard.

Sir Jn Gilbert. Chairman of L.C.C.

Senior.— Dalton Plan.

Junior Schools in a Mess!

Page 100 — Old Idea

"narrow programme treatment

of "3 Rs"

Analysis

Danger — mind - a passive instrument

Quote from Prof Whitehead. 101

Clued to Centre

Find Natural Interests

Aim immediate interest and Permanent Value } continuation
(Springs at 4)

Read p 101-2

So aims in terms of nature of pupils
not just
subjects to be taught

Read to 103

Characteristics of Junior age 7 – 11 or 12

Will do this more fully – later

Some Points.:

1) Reason,
2) Imagination. – ~~Co~~
3) Exploring the world outside

Boy Scouts – E.g.

~~So we must~~ Mention

"A plan for instruction of ch. 7 – 12 should be one which stirs – nurtures the imagination. – as well as the reason. But this ~~imaginative~~ action of the imagination must be based on – & represent a reality. It must appeal to the creative reason logic. – ~~logic~~ + imagination – +

Begin

Land + water

Globe

~~nothing is~~ Science is most adapted to this task. For science resembles a sort of magic!

So then our aim is to impress the imagination with a sense of mystery ——— greatness.

General Principle.

Teach

1) The Whole.

2) The Separate Details

Show all things related

"Inner Connexions" Fractal

The World as the Project

E.g. Magnet.

(b) Winds.

(c) (Show them)

Circulation of Waters

Leads to Mists.

(d) Climate

Deserts.

etc etc.

Sowing the Seeds of the Sciences

We cannot & must not try to give each science as an exact system. This will come after (Senior) But at this time the seeds of the Sciences should be shown. It is necessary that the child should have had some impression of them, some ideas about them - about that he should have had his interest

Show it — if not answered no matter
try again

But not put off too long ←

round. Because of this interest has been awakened he will be able to study these subjects more rapidly & with greater ease at a later stage

Principle

Analyse according to:

1) S. P

not

2) ~~Logical~~ of subject.

So then We must arouse

1). arouse interest

2) with exactitude

(Law of nature
except. depends on.
certain conditions)

(3) See something happen.

(E.g. must be air-light)

~~The Study of Boy & the River~~

~~Lo One Day~~

See A as Part of a Whole

a whole which we can't
see with our eyes but with
help of the imagination. But
we need this
Starting point sensorial
real.
with escalade
The Interest is aroused
with desire to learn more details

Radial lines of Interest

"Budding Points"

Story of the Bay & River

Boy 7. enlivens in Rhine
Teaches a map.
Put in Inhabitants.

Relative Lengths

Gave rise to a long work.

Squared paper.
Worked for 2 ½ months

Mathematics.
Its private project.

Read p. 155 Lang. & Ment. D. in Ch.
Watts.

So instead of a River
a Island from

Physics – (a) magnet.
Compass

(b) hot air

(c) Currents of Sea Trade-winds

Biology – Coral. (Hydra)
Coral islands

Chemistry. – Solution

Ex Physiography — Erosion.
Delta
bars - cliffs

Zoology } mus Ch.
Botany

Wallis — ~~Brooklin~~ Scotch Watch

Keys to the Universe

Not just a game —
a passing interest
a radiating interest
a line of research

leading to a new
light on the World

Keys
Eg. Hat - an — trade mark

Eg. "Rough & Smooth"
Plate is a circle

It is enough to present an
interesting idea —
brings desire to know more

"Interest is the growing point of the mind"

Lift the subj. — by imagination to
something great — grand or —
majestic
wonderful

The Psalm of Nature

Brings a new sentiment

In a new sense

The Heavens declare the glory of God
the firmament showeth forth
his handiwork. —

Line of Research

You might think of it -

a great apparatus.

Example

1) Contours.

2) Bays + Cliffs.

To Finish off

Trade-Winds

Buys - Ballots law

2. Land + Sea Breezes

Kettle + Parker.

Monsoons

Circulation of ~~Air~~ Water

Evaporation.
Water-Vapour
Condensation.
Kettle
Iced-drink.

~~A Manual~~

Manuals for Refreshers

more than visual aids

Show you next time.

Consultative Report. Prim. School

"The years between 7 + 11 have been less fully studied than have some of the earlier + later phases in the growth of children" XVI

J. School is young - its traditions are still in the making...

Junior Art^c

A Few General Remarks on Junior Ed^n

A genral Feling of Dissatisfaction

Infant Methods vastly improved
Result of Montessori.
Nursery Schools

Senior. less of a problem

Junior School - a Great Field for Research

B of Ed^n Certain Broad Principles

Page 101. Standbook.

Standd I – IV

Read. narrow & rigorous treadmat
of 3 Rs.
Rule - memory

Mind. Tool to be sharpened
for later serious work

Danger. passive instruments in hands of Teacher.
Prof Whitehead "Mind is never passive"

~~Immediate Interest~~
~~Permanent Value~~ }

Immediate Interest
Permanent Value } Key Ideas

Study of Concerns - Spontaneous reaction.

Handbook p 103.
Not external Standards
but
Full life

Read. "There is any reason why I am of the T. School. ..... ~~Wrong in Time~~

to (individual) .. Wrong in T. School

Activity + Experience

Report of Primary School - Consultative Committee sums up: —

"Curriculum is to be thought of in terms of activity + experience" rather than "knowledge to be acquired + facts to be stored" P.S. page 93 (75)

Facts are Simple

At the age when they attend the Primary School Children are

active
inquisitive
delighting in movement,
In small tasks that they can perform with deftness + skill
Visible + tangible accomplishment
(10 min. mind + body)

Interested in
Shape, form, colour use

Susan Isaacs

The Children We Teach

p 73–4

Character of purpose of objects around them.

Absorbed in creating their own miniature world
of imagn + emotion.
Keen observers
Pleasure in reproducing observations in
speech action

Still engaged in making a different language
(unconscious) — as a means of communication . . . .

Their beliefs are not aimless.
but
form the process by which children grow

Susan Isaacs p 73

Multiplication Long.

Eg.

```
  6347
   246
-------
5269400
1053880
  5269
-------
1592680
```

Rule of Thumb

Rule of Thumb.
No activity - with manual.
No real understanding of anatomy of Sum

Analyse Difficulties

1) Memorizing Tables

2) Series of Difficulties of Reasoning.
All round one point

Can be analysed separately

No I. Done with.

Difficulty I State algebraically

We must be quite clear how we can multiply by sum of two things

E.g. $(9 + 4)\,3$

I have repeated both these 3 times + multiplied all of each by 3.

Too Easy! Why dwell on Abracam

Yet this is antic, cruck, knack of all x^n

Algebraically $a(x+y) = ax + ay$.

Another Example

1. 2 1 3 × 3 (Bronze Beads)

(☐ ☐☐ ⋮ ...) taken 3 times

" Algebraical X" complicated by D.S"

So we get Rule I

Analysis of multiplicand.

Step Further

1. 4 1 2 taken 3 times

Then I get 1200. Just the law of the D.S.
So I arrange
1000. × 2 hundred

So Rule II (Repeat Rule I

Group results of x^n according to D.S

So. 1) analyse no
2) x each part
3) Group accord^g to D.S.

A Stage Beyond Concrete

It is position that matters

Notice no writing or v. little

"The Fatigue & Weariness p 38 Prin S

The young ch. is composing free fr... mental fatigue up to age of 11. Often what is assumed to be fat is only boredom ...

... The lessons in wh. fatigue will become most quickly manifest are

arith°. silent read reading & writing.

fine muscles of hand & eye overstrained. ...

.... fresh. p. 38

Each geog. fresh air & unnatural sedentary position

Natalium Cloth (and Bronze Beads.)

3654
4

Three Stages – Nato Difference

(a) a) Put out the nos so many times
b) Organize (a)
c) Organize again.

(b) a) (turned out)
b) Organize
c) " again

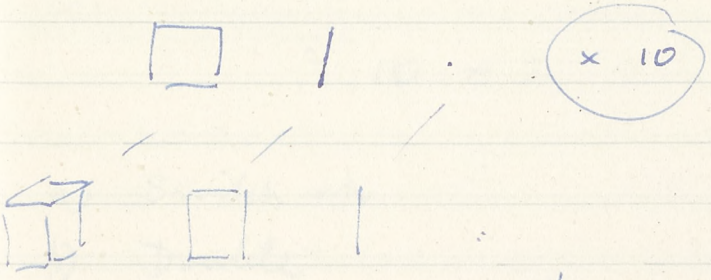
(c) a
b
c Last stage only

(d) On paper only.

X by 10

This is vastly important
Bridge to Long Multipn

By Discovery Bronze



Discover the Law
Add 0.

And so on

Then × 20
× 30

etc.

Discover law a) by 10
b) by 2, 3, 4 or what it is

Cards

Back To Notation Club

Just up one.

2867×10

2867×20

$= 10 \times 2$

a) Switch up
b) Double.

Chequer Board

b_2 unit
b_2 ten

b_2 3 tens

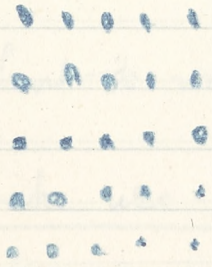
b_2 3 hundreds

Square Root

Resumé $(a+b) = a^2 + 2ab + b^2$

Squares & numbers.

Three Finalities



① X^n

② $\div$

③ Square Root

Exercise

Given no's _ to find square root

So up to 169

How much further

Go Back. — a Comparison

The Division Board

short.

$24 \div 3$

~~$345 \div 3$~~ $46 \div 2$

$345 \div 3$

What do we do?

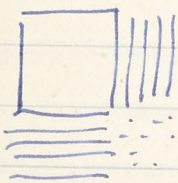
Make use of the Decimal System

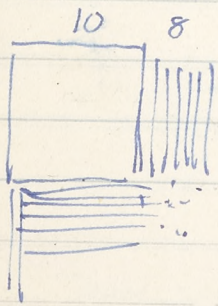
Come back to 13^2

use our knowledge

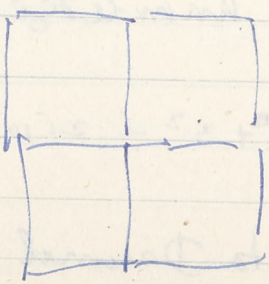
So $10^2 + 3^2 + 2(10 \times 3)$.

Transfer to Decimal System (Bronze





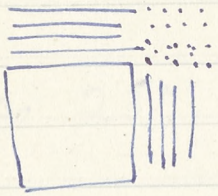
up to



Crisis

A New Path Opens up?

Let's go along it



$14^2 = 10^2 + 4^2 + 2(10 \times 40$

$= 100 + 16 + 80$

$100 + 16 + 80 = 196$

$15^2 = 100 + 25 + 100 = 225$

$16^2 = 100 + 36 + 120 = 256$

$17^2 = 100 + 49 + 140 = 289$

$18^2 = 100 + 64 + 160 = 324$

$19^2 = 100 + 81 + 180 = 361$

$20^2 = 100 + 100 + 2(10 \times 10)$

$100 + 100 + 200 = 400$

Crisis

Our Formula. — Next Diagram

$$(t+u)^2 = t^2 + u^2 + 2(tu)$$

Be Brave – Ever Onwards

$21^2 = 2t^2 + 1^2 + 2(1\times 1)$

$20^2 + 1^2 + 2(20\times 1)$

So $23^2 =$

$2q^2$

$(20+3)^2 = 20^2 + 10^2 + 2(20\times 10)$

$= 400 + 100 + 400.$

$= 900.$

Simplification.

Work examples given.

529

1156

2116

Teaching Practice is approaching

4 lessons

– Extra one. –

So much to say

so little Time.

voluntary.

Longer Practical aspect

I want your suggestions

problems. (later)

difficulties

Theory + Practice.

Eternal Struggle

Tendency to sink into Routine

Mechanism

Why? less effort.

Give her one term to lose all she learnt....

Reason The Slates

Before 1870

Reading

(Bible)

Not writing — above the Slates.

After 1870

The Three Rs

Payment By results

Since 1918

Wider views.

P xviii

Back to page 31

Susan Isaacs

Activity

Same applies to T. School

Page 75.

~~Theo~~ Summing Up

Life as a whole p 31

Based on interests

Reacting

St Then

Acting — Individ + Social

Theory of Examiners

Practice of Particular Schools

Cath Schools otherwise

Mahaney
Allerton
Marmion..
McKie
Mc Berry.
J Moore
Lodge

Sister Marie

History
Geography.

Handwork.

P. T.

Examples

Counting to ten 1 1 1

not beyond 40

Why?

not done to 4 times table

Hands on up-head.

Hold up or chalk.

Regimentation

Problems of T. Practice

Collective. Eg

"Story Telling

Dramatisation ?

(Any suggestions: wishes?)

P.T.O

History
Geography.
Projects
Handbook
(Suggestions ?)

P. T.

(X) Recommend Eschewments.

Tool Subjects

Reading: Writing - Arith

Curric. of P School — Page 105

These are the main Problems (?)
I think

Big Classes
Enormous Differences

Grades 2. 3. & 4. stages

That is the Problem.

Old Style

"Give them one term
— to forget all they learned
at the College.

'A Vital Question

A Moral Question

Education of Children
(also
Your own soul)

Methods to Be Taken

Language

a) Alphabet
Making words
Reading —
Phonetic.
Words.
Commands.
R. Books. (Grades)

b) Number
1 — 10.
Counting
Rods
Sums
Games.

Our Infant Room

The Environment

Cupboards. Overstairs — up

Wash

+

Wash & Table.

(1) Passe partout

Questions for Discussion —
arising. Chapt I
Activities in School

(1)

(1) Is it due to over-emphasis
on technique of learning?

(2) The Old Scholasticism. (see
hand — p

Page I — II

Working Energies as Teaching.

Force to learning process
Hand
can implanting technique

Versus an assimilation

and.

Widening of ecumene

Questions

Force & moves -

v.

1) Free Indwd Chance

2) Length of work.

3) Assimilation — Yes -

but of

what?

Elements of culture

4) Is it a question of

Wide Extra

vr

app for to Age

and les esclaves

This is a lack of Reality

Is the X^n table a Reality?

Reading?

Working a reality.

This World Outside page 2

Little Relationships

Classroom

+

Busy world outside

Number is a Relationship.

It is possible for a youngster to spend an hour a day in the technique of No. & never realize what relationship it has to real practical purposes.

But Number has an interest in itself of within materials

Again. Spend hours —
Spelling
Recitation
Grammat. analysis
formal definition

no time conversational freedom of language.

Reading. Words Words Words

Essential Root of Reading
that words stand for Things

?

No Reading is a
mystery.—
a silent language.

Could you know the Things, then
is not much sense in knowing
the words for the Things.

Well Keep to Reading
to the Things
by Krishnamurti

Interest in Developing Function
thro action

Stage I — Individualist

Happy in that ex. of faculties

Environment

Let the Envt condition curriculum of the school

Adolescent Yes

But what of the envt—
good or bad.

Motives Primary + Secondary

1) Real Purpose (Project

2) Curiosity.

(1) Give to child Real Purposes

(2) let him learn the direct experience

What about Instructive P.

The dynamic inner development

Development First + all along

The active energizing

Stimulating mind. —

Thes Event — of the
Sordid.
Limited
Pageant.
immersed in the Zeit-Geist:

The Essential Drama + adventure

The Destman?

Cinema usherette

Film