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Box 16, Folder 01 - "Independence & Character/Independence & Individuality into struggle for Independence/Speech Impromptu/Independence Freedom & Personality Book I/Freedom & Personality" (E.M.S.)

Edwin Mortimer Standing

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Independence & Character

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Adolescent

The Great Factor in Education

"The great moral factor in Education
that of character.

The desire to help the development
of a strong and independent character

Erde-Kinder & Petty Tyrannies

to liberate the adolescent from the "petty
tyrannies & overwhelming influence of
home & school -

To lead a natural, simple life,
near to Nature, not abandoned to nature,
but setting him in close contact with it.

Secondary Edⁿ

also Demerit³⁹
+ Normalcy

Seeking the Path of Normality

Here we have a difficulty which we could not get over without the helps of the child - the -

difficulty of distinguishing what is normal from what is not normal

It would be impossible for us to tell which characteristics are favorable to humanity and which are unfavorable - those that belong to normality & those that do not - if the child himself did not reveal this to us, by abandoning certain characteristics and taking on others.

(e.g. monkeys shut up in a box.)

Ambiente Relativo its importance.

Our Principle

"We take our stand upon this phenomenon, that certain characteristics disappear and that others appear, and that the presence of those characteristics which supplant the others is the mark of a personality superior to that usual called normal

The Fuller life - Adolescent

Meaning of Work

Within man an instinctive need for work
 If he satisfies it
 becomes normal

If he cannot satisfy it
 Shows certain deviations
 (maria)

The whole of man's life is based on work

Christ has Revealed

Right kind of work goes with the unfolding
 of inherent personality

Key to Social Problem of Work

Depends upon man's attitude to it

We need a Society -
where

work will be the foundation of life

as in the case of the normalized child.

(Leaf)

Independence & Individuality (and

Struggle for Independence

From the first struggles to act alone
without help.

Depends himself from help

So Stage I

We see this Individuality who
wishes to act alone

If not

cannot develop

remains

a child who needs others to
think & act for it.

(Arrested Development)

Independence

BIRTH AND RE-BIRTH

Birth is a phenomenon in Nature
which repeats itself.

1. Born Physically

Come to exist as a self organism
amongst others.

Function for itself - ~~not~~ takes on
new functions - breathing,
seeing,

digesting etc

2. Both Two Personality - The Individual Personality begins to function independently This is in Mahat-Kundalini stage

EXISTENCE + INDEPENDENCE

What is Existence?

A Being who exists - If not
an individual who moves

② is free

③ functions in obedience to
an inner guidance

INDEPENDENCE + INDIVIDUALITY

This Indepⁿ is essential to Individuality
Otherwise - its functions are attached
to other beings - will,
action, choice
decision, etc

Independence

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First Stage Independence is the "most fundamental thing of all that happens -"

To BE or Not To BE

This fact of Indep^c is so important that it merits further reflection.

"The Indep^c Child is

"A spirit which is born"

It is a question of -

Existence or not existence

Re-Born

The child who is independent is born or better still

re-born

Compare Physical Birth

He is born once as a body

What is this but detachment from to adult

Before, another functioned for him
breathes for him

digests for him

after breathes + digests for himself

He does not exist until he is
detached

is not Born.

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Independence

1. And Social Relations

with acquisition of independence comes
new & corresponding social relationships.

Birth - Source of his Mother

Walking - New relationship to
others

School -

Reading Skill under

Independence, Individ^y & Society

No contradiction between
Being

An Independent Individual

and

Member of a Society



Individuality is at once
independent +
Social

Give means for acquistⁿ of Independence
and this is born at the same time
Vivid social spirit

Stages in Development

Development from Infancy to Puberty.

First Period

From the point of view of Pedagogy
Construction of Individuality

The Individual must learn to function

Individual is the Centre

Energies directed to the acquisition of functions

Achievements of Independence at this stage is the reverse side of successive acquisitions of function.

eg Birth, Weaning, Walking, Language, etc.

data. Senses. -

Reason. -

Individuality & Society go together

Social Bond in First Epoch is Love

social union of love

pan excellence of the mother

and of Child

Need of Security (Freud's motto)

Need of Valuation

Love finds everything good

encourages

praises.

First Stages

Could

Two things - Love & Individuality

A Centre which calls attention to itself.

Religious EDⁿ in this First Epoch

Should be directed towards making the child feel that God loves his creatures watches over them

never abandons them. ^{of Julian & the little} ^{ones. "I don't} ^{like this story" !!}

Religious Idea of Nature

must speak of the Individual
of the single animal
Nature as conscious.

Everything quite clear
distinct.
"speggato".

No crowd - parents - persons -
animals -

God occupied with Single separate Beings

No World Broken up into Single creatures

Manuscript -

Psycho-Analysis

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Psyche ~~of~~ healthy man - a rarity
(as formally
a healthy one had it)

"The unsatisfied needs of the child
leave their mark on the adult
in whom they come out as
inhibitions preventing
intellectual development
deviations of moral character

innumerable psychic anomalies
of a
weak & uncertain personality.

Child has not learned
to act alone

direct his own actions

govern his own will

So has to lean on others.

The Struggle

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Characteristic Expression

in home in school
└──────────┘
in

Education

Effect on Child

Child has to withdraw in himself

dissimulate his powers

why?

To adapt himself to
the adult who lords it over him

The Child

1) Hides its real self

2) Forgets it

3) Buries in its Subconscious
a wealth of expanding
life.

Aspirations frustrated

Then Bearing this "Hidden Burden"
encounters

to Errors in the World

"Confusion made confounded"

Social Betterment

The Aim

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To produce a better type of man

a man endowed with superior
characteristics

belonging to a New Race

The Superman

pace a Nietzsche

Is it Possible to Improve Human Nature

A Possible achievement

Given to Right Environment

Aim

To Substitute Normal Conditions

for

Deviations enforced in growth

The Struggle

"A Blind Struggle"

between

Strong and
Weak

Effect

An Inefficient man
weakened
enslaved
stunted growth.

The Normalized Child

- Possesses
- 1) capacity for work or energies far superior.
 - 2) Quicker Intelligence
 - 3) More receptive mind
 - 4) Greater creative ability
 - 5) Alert
 - 6) Keen together knowledge for Ernst.
 - 7) Acquires in this way so much Culture as thought Precocious
 - 8) Can work for hours without fatigue -
 - 9) runs with joy - "sure sign of psychic health"
 - 10) Self-Reliant
 - 11) Independent.
 - 12) Certain ease of action

Spiritually Superior Too

- 1) Abandons possessions
- 2) Gives up desire to dominate
- 3) Life of action
- 4) Broad love which goes out to all things
This love gives deeper penetration

Child does this with ease - not like the adult with a great sacrifice.

Key Always to Same

- 1) a certain type of work
- 2) interests child keenly
- 3) Focussing energies of whole Being

Deviation + Normality

Possessive Instinct

- a) Possess things
- b) Overeat.

Adler considers a fundamental instinct.

Two Kinds of Possessiveness

- 1) To Possess Things
- 2) Tyranny over people - i.e. to possess the will of another.
"Will to Power!"

These Defects Common to Adults

Two things necessary to Normalise

- 1) Environment inviting to "work"
- 2) Liberalised from adult.

Apparently good Characteristics - Deviations

e.g.

- Excessive affection
- Curiosity
- Imitation

Speech Imromptu

There were two things at the Beginning.

- 1) The Method Spread - spread in widening rings
as a stone in a pond sends ripples.
2. Then there was this Other Thing - which is now
almost as unknown as if it had never been.

Revelation of the Child.

Yet this other thing has remained all this time
10. + 10 + 10 = 30 years deep in my heart
as a thing not cancelled

["Deep in my heart that tender secret dwells
hardly lost to light for evermore ...]

It remains now more deep than ever.
In fact it is still & has always been the Center of my Work
This is the inspiration which has kept me talking
for 30 years - Il Bambino.

This Revelation in the Soul of the Child. - This manifesta-
tion - freschi, mirabili, surprising, consoling.

The Widening Circles were lost

And when these widening circles faded & faded away
and became lost - people said it was due to
a form of optimism all this fuss. It must have
been but a trifle that started it. - something
optimistic & exaggerated. Then came certain
apparent contradictions ^{to what was actually} seen in schools.

As these widening circles spread the movement
became vaguer, fainter - so these characteristics
of the children disappeared too.

Soon "it was just a new method - just
like so many others.

But I possessing the Reality hearing myself spoken
of as an optimist & sentimentalist was discouraged.
And also when they spoke of my exaggerations
I was discouraged.

I was discouraged between the contrast between what I had seen and certain schools. So when (the movement) arrived at the auto circle. This was a slilyness? spirit - nothing was there. So people looked upon my method & compared it with other attempts. Saw a fellowship of ideas with others e.g. A question of studying more with less effort. A sort of relief to systems of studying children

But now I wish to return energetically to that beginning to that phenomenon of immense importance - This Revelation in the Saul of the Child.

This Precious thing which to-day we call the Independence of the Child.

- 1) The important thing is Child Independence
- 2) To foster it in all successive stages

Two Different Paths

A. So we would at one time speak of Elementary and Secondary School Stages with special emphasis. This moral dict. of no particular importance. The child grew up without knowledge of his mission - his duties. The important thing was the Personality of the Teacher. But the Saul of the Liberalized Child has a special characteristic of correspondence to the Self-forgetfulness of Teacher.

We must go back & retrace the path - we do not forget culture - we can give more & more profoundly - but the important thing is to see ^{how} step by step the Child conceives the Independence of his soul

This is what matters in the development of man. It is the fundamental part the construction of moral progress. The young liberal develops his sentiments & his greatness. So

New Terminology

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We don't say any more This is the
Elementary, Secondary or University stage - we
shall say:-

These ^{are} the characteristics of man at
such, and such epochs of development-

Life a Succession of Independences FORMS OF LIFE

So we must give the opportunity to arrive at each stage
At every step in life he must acquire a certain form of indep^o

These

Forms of Independence = Forms of Life -

They are linked with life itself.

So instead of saying Nursery School Age - we say what is
form of independence required from zero to 2 years.

We must thus to show that this indep^o begins from Birth.

It is a form of living and Development of T^y

1-2; 2-12; 12 -

What is the form of indep^o of a young man of Univ^y Age?

How should the young man develop at Univ^y.

It is not a form of study, which interests us - but the Type of Man.

This is the Road. - we must find how all these forms can
be presented - a duty to next generation

The Study of Stages - must be scientific, exact,

measured - we must all share in it.

We must be guided in this by Conscience. "Personality,
is not an Intelligence which has studied this or
that subject."

We mean what we have observed from the beginning -

A Revelation of a Secret in the Soul of Man.

The greatness of a Man we do not yet know

We must go and seek the greatness of man as people
searched in gold mines.

In man we feel there are riches we have need of
Capacities in man unknown like ^{clear} electric lights?
Exist in the soul of man forces we do not know

This is the important thing - what man reveals, not that he should reveal
what we have always taught

This is the anxiety of the true teacher - to forget himself and
also the things he teaches - He himself is seeking things
not yet found.

What we need is not a Psychological Laboratory but
the Discovery of the Soul of Man - a universe in which we
find forces which can serve for our salvation - forces
revealing the unity & greatness of Personality. It is
not a question of knowing enough? psychology
It is not a question to study and enrich psych.

Così c'è un'altra - the scientific curiosity -
It is not to study with psychology but because
we feel the responsibility to aid mankind.

To liberate that Personality which is needed
in these days

We must set man on the same level as the Supernatural
he has created - find an equilibrium between man and god.

The Child's Interpretation

We have interpreted the hidden sufferings of the mind
which is trying to develop. Sufferings as of a god
hidden in the child

Happiness

There is something Pis in lat which when this is achieved
brings salvation - ∴ that man should be strong - strong
man is happiest. We must not think his happiness
causative in his personal well being. A man who thinks only
of personal well being is in danger - but in defence of all
humanity. Strong man who receives his mission - a
man to move forward. - he who can realize indeed a human
strong & conscious of its strength

He must be a fighter dello spirito. for the greatness of humanity
This is the end of Ed. - The Child who has revealed & captured
is together

1909

Independence Freedom and Personality

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Book I

Open Door

The profoundest problem in Modern Education is the problem of Freedom in Relation to Person^y.

This word Liberty is really a word whose meaning is not very clear - whether for the child or adult.

And if there is not anything clear and definite how is it possible to build up.

And when you speak of the Development of Person^y - you use high-sounding words; but what do they mean? We live in an epoch when it is very important to have things clear and defined.

We think of Liberty as something negative - to be able to do what we want without general guide or restrictions.

Wrong
Mean

Liberty. Or we think that the Development of Person^y should come from exercise - acting freely in the world.

This is dangerous in practice. So we have tried to give a more clear definition. And it is the child himself who has made it possible for us to see this - especially in reference to Individuality in Development.

Biological Defn not Philosophical

If instead of giving an abstract definition to Liberty - philosophically - we study it in life as we see - then by going thus to the facts, nearer to the origin of life, we are able to determine what Independence really is.

Independence and Freedom

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Independence is something different from Freedom, but it constitutes the basis for Freedom - it is the first step towards it.

Definition of Independence

Ind^{ce}, from a vital point of view means to be able to live without the immediate help of others

Independence Comes Gradually

It is evident that the possibility of realizing this independence, depends on it coming gradually.

Acquisition of Degrees of Independence

So that only slowly can one acquire independence - more and more by degrees - more and more complete.

Acquisition of Independence in Degrees according to Phases of Life

These degrees of Independence must correspond to the various phases of life.

To Become More Practical

What is Birth? - a becoming free. man becomes independent of his mother.

Not a vague thing - a fact

So much so that to live would not exist without it.

So the first fact of ~~exact~~ independence comes from the Existence itself

Independence Allied with Effort

This fact of Independence brings with it the necessity of making a series of efforts -

Eg. The Child has to breathe, feed.

Independence of The Neotato Limited

Is not completely independent.

Depends on mother for aliment

+ much else

As yet no Intelligence, no words, does not think for itself etc

A Year Passes.

He acquires a new form of Independence - this is felt by the adult who has to put a limit in his actions - The Baby Pen!

Conquest of Function Liberates Personality

So we see this conquest of function which liberates Personality (and conversely defect of function hinders development of hearing & speech).

First Stage of Independence is symbolized byPhysiological

But now

Comes a Development of Independence in the Psychic Field - more and more mental - even in actions.

How does the Child seek Freedom, Independence?

In a surprising way.

He wishes to be rendered free from all useless help from the adult

To Act By Himself. "Keep me Keep Myself"

Independence and Valorization of Person^y 4 52

The valorization of his own Person^y begins when he does a thing by himself.

To do something independently from his mother ^{for} which formerly he was dependent on an adult.

Liberty from this Point of View - means to liberty of doing a thing by yourself and brings to necessity of freedom.

This liberty is no longer purely physiological but is acquired on the same lines - that is doing for myself what others have done for you and doing this by an Expenditure of Effort

Importance of Effort

For what except effort can develop to Potentiality.

and this conquest of further capacities gives more value to the Person^y. (Valorization of Person^y)

So then the Child has taught us that the Meaning of Freedom - is that the first stages obtained by the conquest of function which enables the Child to act by itself and not from another.

The more independent he becomes of others, the more he is himself.

The more he feels his own value,

and thus little by little he constructs the form of his psyche.

So then -

Our First Help to the Child

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is to give him the possibility of acting by himself. —

not in play

but seriously —

with intelligent (intellectual) functions

This liberalized the Independent Child reveals different qualities from the Dependent One

One of these is the development of the Intellect.

A Practical Problem Arises

If the child has to be independent of adult help comes this practical problem. How can he be active in a social life: for as he becomes free of the adult who ~~does~~^{did} things for him he becomes active in a society — an active society.

So we need an Environment where there can be activity in a "vita sociale che si svolge" (in a social life which develops by itself). By this exchange of activity and doing serious things in this vita sociale his personality acquires greater value.

Independence and Social Life

and so the Child has given us a further revelation on this question of freedom. It is when the Individuality develops alone, by its own independent activity that Social life is born. So now Social life begins and there is a rapport between the Development of Personality and Social Life

This Social life arising from the interaction between children who have acquired this independence from the adult

All Social life should ~~be~~ come into being by the bringing together of People of Independent and valorized Personality. (That is why we often substitute the word Independence instead of Freedom)

The Problem of Education This is to arrange things so that the help of the Adult becomes always less and less. i.e. we must help the individual to the valorization of his own Personality through successive acquisitions made by his own effort - not ours.

These Independent children can accomplish much more - they are more developed. Hence am saying "Every useless and arrests development"

How Does the Adult Help?

By creating the right conditions - for these successive conquests - these successive acquisitions of new forms of Independence.

The Impression of a High Religious Personage on being told this theory of Dewey & Co. he remarked. "This is a principle which is fundamental in the life of the spirit. What do we do when we pray? We ask God to help us to do things by ourselves -

~~we~~ Help is given but also (from God)

The maximum effort - (necessary from us.)

The Same Principle on Higher Grades

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"Let help me to help myself"

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1) As a Child - Biologically, physiologically
then act alone.

The Senses develop through Practice
etc

2) Higher Stage Intellectual Work

About 7. to new stage begins. Physical
changes take place. (see other lectures. Boy
less chubby, long & "stringy", bigger teeth,
hair diff. expression manners.

Different Mentally, too.

Example The Fishes dead in the Aquarium one
morning. The tiny ones run round to everyone
saying - big eyes "Do you know the fishes are dead?"
But the big & broad puffers by the aquarium
pondering "What has caused them to die"

Interested in the Reasons of Things

So leave Kindergarten & come to "Elementary" School

But same principle

What we want the Boy to achieve is Independence
in the Mental Field -

How to do it?

Must have as basal principle - "The child
must think, work, understand as far
as possible by himself"

Always "help me to help myself"

So the Child will develop through his own
mental energy.

So practically we must give the Materials
which enable to have the possibility of

a) Developing by itself

b) Studying by itself

End of the Mabel-Kinder Stage 8-12
Boy Scout Stage.

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Speaking historically in current times
~~Stage~~ Teaching was

- 1) Purely by memory
- 2) Then (Comenius) The World in Pictures
"Orbis Pictus"
- 3) Then instead of Pictures - Object lesson
- 4) Then School Museum
- 5) Then made alone - The Acquaintance
- 6) The last step should be - ~~for the child~~
instead of ~~to~~ ~~be~~ brought to the school: the
child should go out into the world

The Next Stage

The "Camera Chiusa" - the closed room of the
Mont School which serves the little ones is not
enough for the boy of 9-12.

He wants to go out and explore

The Independence of the C who can go out alone

He is no longer "the little hermit" meditating
but the explorer.

This Independence includes a Vast Social Life

The Boy Scout Stage

This new valorization of Personality must
like all the others be a successive conquest of
Independence - (a transverse stroke) by means
of effort.

Must have a harder & more exacting life
with new rules

Wider social contacts

[The 'Gang' Stage]

[See Special lecture on Boy Scout
Movement]

Age of Puberty

At this stage marked physical & psychical changes
 Important thing at this epoch
 Birth of the Social Sentiment
 ("Memento sociale")

His Experience should be made directly in a
 Society of which he forms a part.

What is the New Form of Indep^e to Be Acquired

Where does he feel the limits

- 1). It is not enough, as former to be able to dress himself alone. (3 years)
- 2). It is not enough, somewhat later, to be able to think for thy himself - as he did working with the material (5-8 years)
- 3). It is not enough to go out alone - in the Boy Scout Group - to Camp life - Picnic life - the explorer

Now a New Chain must Be Broken

He needs to achieve Economic Independence
 He must not feel he depends wholly on his father economically for money.

This is a vital step

Either he stops developing or
 acquires some sort of economic independence

This Does Not Mean the Boy of 12-15 must go out & earn his own living in the world

But the Adult must help the Boy in some form or other to make this social experience and place it in conditions where it

Can feel its own dignity by economic independence through work

This is a great Educational Problem
The Problem of the Secondary School
up to 18 years.

By that time he will have acquired an understanding of the meaning of Society by successive experiences of life - social life of different forms.

Freedom and Personality

The profoundest problem in modern Edⁿ. - is the problem of Freedom in relation to Personality:

Liberty is a word whose meaning is not clear either for the Child or the Adult.

And if there is nothing clear & defined how is it possible to build up on it

And when you speak of the Devel^t of Personality - what does it mean? (high-sounding enough)

Negative Definition We think of Liberty as something negative - i.e. to do what we want without restrictions. - as though the Devel^t of P^y would come simply by acting freely in the world!

This is dangerous in practice and needs definition. We have two to do this.

It is the Child himself who has made it possible especially with regard to Individual & Devel^t.

If instead of giving it an abstract ^{perhaps} definition we study life - It is this study of life - ~~gives~~ facts going more to the origin of life - that has helped us to determine what is Liberty - independence

Independence and Freedom

Independence is something different from Freedom: but it constitutes the basis of freedom, is the first step towards it.

Independence - from a vlat pt. of view - means to be able to live without immediate help of others

Comes gradually It is evident that the possibility of realizing this indep^{ce} comes gradually.

So one can slowly acquire more & more degrees of Independence; an independence more & more complete

Degrees of Ind^c and Phases of Life

These degrees of indep^{ce} correspond to the various phases of life.

To Come to Practical Details

Whence Birth - a becoming in a free & indep^{ce} of the mother. So not a thing vague or philosophic - is a fact so much that without it the mind simply would not exist.

So Independence & Existence

So the first fact of independence corresponds with Existence itself.

Independence and Effort

This fact of independence brings with it the necessity of making a series of efforts

Neonate is still not completely independent - depends on the adult (mother) for aliment, has no intelligence & no words as yet

Year Passes learns to walk - acquires a new form of indep^{ce}. - fed by the adult who puts a limit on his actions.

Nature brings a new indep^{ce} & a new effort.

So there is a Conquest of Function which liberates the Individuality. So far Physiological

Now we can think of -

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Individual in the Psychic Field - in the sphere of mind
and mental action

Child's Instinctive Urge to Act Alone

The child seeks freedom in a surprising way. - to
be rendered free from the useless help of the adult.

To act by himself. "help me help myself"

Valorization of P^y + Independence

Valorization of Personality - begins when to be felt
when you can do a thing by yourself

To do something by ourselves, ^{for} which we were
formerly dependent on another - eg independence in
[the child's mathematics class]

Learning

Freedom - from this point of view means: to learn
to do a thing by oneself - which brings the
means of freedom

So Psychologically it is the same thing - not now on
the physiological plane but independence acquired along the
same lines is to do a thing by oneself for which
one was formerly dependent on another.

and do it

by expenditure of effort.

Effort Brings out Potentialities:

What indeed except effort can bring out the
potentialities?

This conquest of further Capacities valorizes the
Personality.

So the child has learned us the meaning of freedom.

First Stages are done by the conquest of functions which
enables the child to act by itself and not
through another.

Value of P^y & Independence

The more he can act independently of others

the more he is himself

" " he feels his own value

" " he constructs little by little his own Psyche

Independence in Work not Play

Our first help is to give him the possibility of acting seriously by himself not in play

but with Intelligence functioning.

Effect of Ind^t Work acting thus he develops different qualities from the dependent child.

One of them is development of the Intelligence

Independence and Vita Sociale

When the C. is independent of the direct help of the adult - then comes this practical problem. How to be active in a social life - must be in a social way -

Now as he becomes free from the adult who acts for him he comes active in a social way

Some have 1) Environment for ~~him~~ ~~himself~~.

2) A social life which is 'social'.

By doing this exchange of activity - serious things - the person acquires great value.

So the Child again Shows us Further Development

When the whole individual develops sola. (alone)

by acting - then social life also begins -

There is a rapport between the Development of P^y and

Social Life

This Interaction between Children who have acquired independence from the adult -

Social life and Free Individuals

Social life must be found by bringing together of Independent People - Valuable Personalities that is why we have almost substituted to mind Independence for Freedom.

How Adults Help

The Child must acquire little by little all that is possible and as much as : so the problem of ED is to render always less to help of the Adult.

Valuable Effort

Valuable Effort consists in these successive acquisitions by effort

Therefore the Indpt-child can accomplish much more - it is more developed - "Every useless help."

How Adults Can Help

By creating conditions.

A Religious Principle Prayer.

This is a phrase which is a fundamental of the spiritual life - said by a high Religious Passage

What else do we do when we pray? We ask to be helped to do things by ourselves

we 1) ask for help

2) make the maximum effort

The Same Principle all through Different Grades

"Help me to help myself."

Higher Stage . Intellectual Work

Changes at 7. — Physical

The Story of the Dead Fishes in the Aquarium

The 2 ages.

At this stage we must give L'œuvre Mentale

The New Kind of Independence

He must now achieve independence in
the mental world

How to be Done in Elementary School

We must put this as a Basis: — "The
child must think, work, understand by
himself as far as possible"

always:

"Help me to help myself"

The child must develop its own mental powers
by its own mental energy.

How to Be Done:

1) By giving it materials —
which

2) Give it the possibility to develop
by itself by studying alone

The Other Pedagogical Bases

- 1) Oral memory
- 2) Artistic Pictures
- 3) Object lessons a few.
- 4) Museum
- 5) Aquarium
- 6) Going out into the world.

Going Out Principles

not like a meditation

Independence. includes a vast social life

eg Boy Scouts

Valour of Personality and Successive
Conquests of Individuality

Successive conquests achieved
by and through efforts

Social Organisation and a Harder Kind of Life

Age of Puberty new ways of feeling & thinking
reconstituted Social.

This experience of Society should be made direct
with the Society where he lives

When does he feel that limits? is when does
he long for new independence - for
doing things by himself:

- 1) It is not enough for him to let himself
dress himself alone
- 2) It is not sufficient to let him think
for himself with the material
- 3) It is not enough for him to be prepared
and go exploring and the
Camping. Social life

No He needs Economic Independence

He still depends on his father economically
This economic dependence prevents
further development

He must either stop developing
or acquire economic independence

Here again we must - help him to help
himself. How?

It's an Educational Problem

"He cannot go out into the world and earn his own living yet"

So the Adult must help the child to make this independence thro' social experience.

We must put it in conditions where
 || he may feel his own dignity by economic independence

This is the Problem of Independence in the Second School
 which will accompany him up to 18 years

So By this time he will have acquired by successive experiences of social life the meaning & structure of Power

By working the land

By Production

By Selling.

The Shape of Youth

So "help me to become a real man, who knows his choice & realizes himself."

The formation of man across successive stages which lead to the development of individuality
