July 2022

Box 16, Folder 03 - "Intellectual Principles/The Miscellaneous" [Transition to Paths of Culline(?); How Material Helps] (E.M.S.)

Edwin Mortimer Standing

The More Perfect the Development the Better it Can be Utilized

If one goes more profoundly into the question one finds the whole secret lies in Development even for Utilization.

This Logical.! Look at Nature!
First we see the Develop't. then the utilization. It is evident for the child to be able to utilize the power of walking - it must first develope that power.

The same principle always. Rising above our Knowledge - Jumping to a Higher Plane. Third Dimensional Knowledge. Ever higher & higher flights of the Intellect — and Self-Expression!

Before the child can utilize language to express its feelings & ideas it must have first developed the Capacity to speak ~~& write~~..
Sensory with Writing.

Preparing for the Reasoning Stage

This primitive activity, this irresistible activity is given by the impulse to Development. Then little by little.

— as he develops his reasoning power — he utilizes these Capacities.

Here again we see Reason is the Queen and the rest are attendants preparing & accompanying.

Lmom 1923 June 10th

Development Versus Utility

In Normal Psychic Devlpt. distinguish 2 Periods

1. A Primitive (Instinctive) Period

In This Prim. Period the childs creative nature manifests itself

Examples @ Walking. Even to very little child - long before it can walk. - makes efforts in order to walk. - as though driven by an irresistable urge We could not keep back the child who is learning to walk - except by violence

(b) Speaking

The child begins to speak because his Development leads him to do so

not

because he has a conscious wish to make use of this faculty

He does not say:-

Because I wish to walk from X - to Y I shall develope this faculty of walking.

nor does he say

Because I wish to be able to announce the fact that I am hungry I shall develope this faculty of speech.

So we have this Order

(1) The Development Itself - spontaneously

(2) The Individual utilizes the results of this Development.

Thus, when he has developed the power of walking, he walks when he pleases; when he can talk he says what he likes

So in this Primitive Period – he does exercises with no apparent purpose.

Ex. which require great effort – such as learning to [illegible] stages of walking, or to babble before speech.

An Important Principle for All Education

We must consider this principle not only in connexion with these first exercises but during the whole life of the child.

An Error in Ordinary Methods

The mistake in ordinary methods ~~to~~ is only to think of the utility in the actions of the developing child. Thus it would seem useless to develope writing before the child can use it

Whereas with us –

We place this principle of Development itself as the fundamental basis

ie. We must let the child do actions which correspond to its "present development" & not be worried about whether it can use them or not.

But Exams! – Culture!

Then the difficulty is raised as to whether the would be able to make the social application. If you just think of Dewey how will you pass Exams?

As though the Principles of Develpt & Utilization were separate & that it is necessary to make a choice between the two!

Culture & Technique

Now the facts of culture must be acquired through a certain technique —

eg Reading, Writing, Arith Operations;
Musical technique etc. —

Example If older children of 7 or 8 yrs are to write compositions it is essential they should know the technique of writing. This is an necessary technique.

Even in ordinary Methods the necessity of learning this technique is recognised but there is

A Contrast in Method

But in Older Methods the advance - the path of progress was considered - logically - in relation to the elements of the subject matter rather than with regard to the child.

Thus the child was put thro' the Pat Hacks etc as the logical preparation for writing.

It seemed to them it was sufficient to have gradation of the subject matter - regarded in itself -

But in Our Method we consider first the Development of the Child Itself - not the

Stages of culture but

the stages of the Childs Development

And doing this,

we find ourselves facing a very profound Change in our conception of Education.

(although externally the grading of the materials may not appear so noticeably different in many ways)

Not a Great Difference Externally - Perhaps
to see teach the same things: Arith° Reading
Writing. etc. So it might seem the same as
any other method.

But.

We use these things simply as
means for the development of the child &
not to teach certain things -

The difference - in practice - lies in the
depth, variety of interest, and in variety revealed
by the child. (Faculties working) And also
the facility and precision with which he learns
To follow the develop^t of the child we try to find
the impulses of the child, & try to cultivate and
give expression to these inner energies.

For this reason instead of logically ~~teaching~~ teaching
& dividing these Subject matters we put the
child in the environment & let him choose.

Respect for :-

1) Individual Personality

2) And also for This conquest of Races - Readings.

If we force the mind unwillingly to read we not only offend the self but - rendering it an enemy of reading - offend against this Conquest of the race itself

of Beware not to offend against.

Latin. Lebenslust

Greek "

The Transition to the Paths of Culture

of Also Bells.

Paul's ~~Sensation~~ Sensory. to
Pairing & Grading of the Bells.

But —

slides —

imperceptibly —

into Real Music & musical
relation —

of Touch, — counting
Color — Grammar
Length — Arithmetic.
Sound — Music
Forms — Geometry &

The Two Stages

1). Preparatory -

Inward Preparation. - "Incarnation in Itself" - Discipline of Movement. Growth of Pneumatic Will. - Refinement of Movement + Observation. -
Sensory/Motor. - Non-productive
Our Assistance consists in helping & Spontaneous Discovery of Talents in the Environment. Senses

2) Stage of Culture

This is "Incarnation in the Race". The acquisition of the cultural achievements of Humanity
Our Assistance consists in presenting the Materials of this culture in a high, dignified, grandious, elevated manner.
Intellect

1-2 The Transition

Between is a gradual transition from one to the other - the spreading out from the Sensory along the various Paths of Culture. Gathering also sensorial + muscular + more + more intellectual.

The End of the First Stage

Geom. the last + most advanced Sensorial Material.

Up to now Interior Exercises

The hand of the child which has worked so long + patiently making these figures ~~on the~~ hand of a child who has finished a period - for the geom.[1] are the last of the sensorial exercises, and

it now enters a period of culture in which it can apply all this formation of interior exercises - because up to now the child in our school has produced nothing - a defect between our school + others - e.g. Kindergarten.

The Disillusioned Inspector

The children in our schools cannot show any work, designs, manual work. All the things in the court are as they were - they have been taken from their places + returned - + are as they were - not showing + saying anything external what has happened to the younger them.

It would seem that all this patience, this exactness, - shall we say this heroism - has led to nothing..

Note. If parents took. to see what the child has made - find nothing.

Result. Parents disillusioned - Teachers mortified. The teacher has had to stand aside while the children have their concerts on actions & activities wh. have produced nothing -

Imagine the mortification of the Teacher when the Inspectors come & ask. "Show me some tangible results achieved by this method" & these children have ~~done~~ made nothing -

and know nothing & not even if you ask them to define a square.

Why? This School? This Labour, Exercises

Look well at the Child Herself

"Look well on Parents! Look well!" Tagore Book

It is a child different from others - it is a child who has made a work of inner preparation has made internal & external adjustments which other children have not made,

This inner formation manifests itself in the Character of the Child - for the children here are calm, smiling, obedient, joyous, exact and careful in their movements.

It is this New Child - this Strengthened Personality which is the Product of Our School - and he who does not see that these children are different from others can't see anything at all!

(to page 9

Cause of Misunderstanding of M. School

This is a frequent cause of ~~our~~ misunderstanding because it needs knowledge to see this inward perfection. – which goes at the same time with not being able to recite a poem, or show some manual work.

One must be able to see the diffce between this child so calm & disciplined – tho' the teacher does nothing to enforce it. This discipline so effective, though the children are not even seated but walk about & work.

The teacher must be prepared to begin with a struggle (in adults too!). Who wishes to provide a bring of perfection, to give aid to the construction of character must suffer – because she must stand aside inert, not defending herself. But her faith will carry her on.

Teacher needs Patience & Resignation at first but a little more – for these are the last exercises that do not bear as well fruit.

When the fruit does begin to come there is a marvellously abundant harvest – so that the amazed onlookers will say "Are you not ashamed to give such heavy work to a small child" – such miracles & prodigies of labour. Like the Japanese gentleman who said "Doesn't it seem to you these children are too calm!"

But these are normal children working spontaneously!.

The Translation — Abstraction

Geometry.

(a) Tracing the contour in 2 such different ways + getting the same result - "almost an abstraction" the unrecognisable image

(b). Solid. + Socket
Card I
II
III

Translation from Greek to Egyptian

The End of the First Stage

Child of 4 or 4½. Been in school from 2½.

Has lived in an envt. of such. to promote characteristics as Order.

1) Renders Independent of the Adult

This child, finding itself in an envt perfectly adapted to it & proportionate to its dimensions, has become independent of the Adult – Has learned to move, act, dress himself, eat, be table, & to find its way more perfectly. Thus has established a certain independence of the adult.

2). Concentration in Work.

With the conquest of independence – has been able to go further & concentrate on work. And this concentration leads to Mental Development. – & this ~~makes the~~ personality organizes the personality. which now possesses the keys of the Universe. – power of observation, & order & constant activity

3) Building up a Mental System

Inner order, tranquility, power of ordered activity, of repose, – has fulfilled an inner work.

(b) 8

The First Stage

What has to child now done?—

Exercises of Practical Life — in the midst of movable objects — perfection of movements, recalling the continued conscious attention of the child upon them (these objects).

Analysis of Movements

which brings to these actions a new aim — opportunity of perfection.

Equilibrium of Person —

walking in line etc. has brought a dignity & grace of movement to the gait, & to the separate members.

Movements of the Hand

many actions accomplished with hand prepare the hand to fine movements

Sensorial Material

Pink Cylinders 3.
Pink Tower, Broad Stair, Long St.
Colour Tablets
Stuffs.
Brown Tablets
Bells.

The First Stage

The New Child

It is a child with all its energies revelled on a continuous active expansion towards progress, towards further conquests

"O Brave New World"
That has such things in it!

With these new mind paleontologies - search lights to see a new world.-
For as we are so we see

This child who has constructed himself, his personality by work, has analysed the elements of the world - of the external world. So now is a child we a changed personality into one who sees a new world-

The Two Stages

(a) Work in his spirit - produced nothing -
The product of his work is himself
But he is a child "ready for the Road"
"Let us take to Road"
Up to now has incarnate Himself

(b) Now will go forth to incarnate himself in the Race - to become the products of Civilization - Culture - work of his ancestors work of successive Civilizations. -
- Whether the people or race -

p.t.o.

INDEX

Economy + direction of Mental Energy - 11 (2)

Examples - (of Loose Beads or Rod
The Types)

Energy liberated for the highest Interest
(Moral Education)

The Principle of the Hook 13

Examples - Hand or Contains
Prepn for Real Geometry

Unconscious Preparation 14

Empirically + formally - Knowing

Principle of the Hook (quote)

Ex Decimal System
Cylinders 10.
Metric System

~~Ex~~ Pre-Knowledge
The Subsoil

15

More Examples from Sensorial Matᵉ
because.....

"Every Minute of Present ---- 16

Knowledge in Different Kinds 17

Example - The Polygons.
Knowledge of Number an Obstacle.
"Incarnation"
" Or he becomes lazy

Example fr. Algebra + Geometry 18
of Priest at the Confessional

Causes Tragedy. Examples

Long Start in Different Ways. 19
Theological Reflexions.

Knowledge in Diff^t Ways Could 20

⇒ Visual
Stereognostic

"as if image in W arm"

Two Ways — both.

but

Higher Knowledge a Hindrance 21

Pink Tower Ex ⊙ Sensuals. 22

2) Words 3) Grammar.

"Embodied in W mystery of words

Old Friends Again 22a

Examples.

I II III IIII (rectangles!) 23

Before Intellect Dawns 25

Distinguishing by 1) Sensation 2) by Reason

Example.

Getting Down to Child's Level —

(not holding W C. down — also mid.) 26

Draped Stretches (and 28)

'Festina Lente' — H Sabbath again 27

Sabbath Will Study Better — later.

"without a conscience and an aim!"

Interest and Fatigue 30

Interest in Environ. — roots of creative living —

Delight of living. — awaken life

More Principles on Interest 31

Interest ⇒ Similar Things (Ex) 33.

Interest ⇒ auto-education

Interest ⇒ fatigue — 35

Rhythm of Interest ⇒ Work 36

See also Introduction to Geometry Interest

(4)

Parallel Exercises 37

Definition / quarto
Examples & analyses. 38 & 39

Abstraction (and Aquinas) 46

Teaching it contains twice.
Sensual & formal knowledge
Examples from life (good! quarto!)
The Fundamental Epoch (quarto)
Subsist. Definition. — 42
Nat logic - sensual - matter (calculus) 43
Choosing Images (good simile Statue). 44

Intellect from its Beginning 45
of Reason in Event of Childhood
Immune State of Images
Abstraction & Keys of Immune 46
Is Remedy in Error.

The Explorer "Beyond the bathos of all the Western Seas..."
"Lighter than the lightest. Smaller than the smallest..."
Gradation and — its Beyond
Polygons — circle limit 47
Size of circle to a dot!
Tied down to the Manual?! 49

Seguin on Pneumatic -
Rules. a discipline 50
Seguin's Three Periods analysed

Spontaneity of the Intellect
— and Sensuous Periods
Stage I. Inner Preparation
Explorer and his "Inner Compass"
Explorer and Limited Event.
"His intent anywhere!" —

~~The Subject~~ Principles for Giving Culture

~~The First Step~~ 1) Elimination irrelevant & Inert.
2) Minimum Aid

Limitation – + clearness (quanto)
Straight road.
no waste of time
Analysis of Difficulties

Give the Discovery, Invention – as Such 54
A Landmark in Quiet.
Race + Indiv.
Reception to First wonder!
Examples 55

Spontaneous Growth V. ir and. Culture
Not exclusive paths. 56
Can continue them
"Be not over-anxious (Faith

The Mind of Exalted Pt of View
a noble being whom we must serve 57

Living in the Present 58

The Best for the Tiniest (Examples) 60
Abandono grandioso 59

Principle for Giving Culture (good) 61
Give the "for free"
the substance of the discovery
Simile of Organizing an Exhibition 62
Example. Writing
Give the Minimum – 63

In short something that is missing
on both these arguments
say.

~~But on Adult Values~~
Child left out?

Absence -
Yet it is him

Child - as a passage
- a thing to be.
of no consequence
Each second
doesn't count
no work
"on a child"

Gods Page I

Analysis L' Idea Montessori.

The Present

Recognising the S. P. we come [with] impelling necessity of making use of the present which is the only time usable by life.

S.P. Our Guide

S. P are the psychological guide of the new education: because they indicate the age adapted to that work which, par excellence, represents the exercise which does not fatigue but on the contrary develops the energies of life

[Theme of Biological Importance of Interest]

Culture & Logical Analysis

This question is not so easy to settle as would seem at first glance. Because up to now we have followed a plan of grouping the materials for teaching, or better still, the facts of culture in reference to the S. P it will be asked — at what age will you teach reading, writing arith°, music. These are not elements, but groupings of things. They are complexes which have a completely different aspect from what they might what one might call psychic ~~tendencies~~ facts, natural tendencies

Do it possible that the human being is so organised that in order that it should develope healthily it needs lessons in the "four operations" or rules of Grammar? Is Culture perhaps something so complicated and artificial that it can have no direct correspondence with the natural phenomena of life in their Development?

Analysis & Facts of Culture

The pedagogical question then which confronts us in all this "artificial Complexes", which are

facts of culture is to "decompose them into their elements" — what we call in our Method. — Analysis — a word which we must enlarge upon.

Definition of Analysis

Analysis is a decomposition into elements which refer not so much to the material of culture as to the "person" who is cultivating himself; and who in order to acquire this culture must make various kinds of efforts.

It is thus an analysis which starts from the physiological + psychological point of view.

This analysis is not however a theoretical study of these various elements. In fact it only comes into existence in order to take us into the sphere of the practice of Gd Dn.

Each element must be organized in a complete exercise, complete, independent + interesting; in such a manner that it forms something which can stand on its own; + not as something incomplete as would be the part of a whole

In this analysis it is the physiological element which is taken into consideration more than the fact of culture. And this physiological element should develope a part (ie. on its own) under whatever form because it is the physiological attitude which is most necessary to prepare

"Escape into Writing"

This makes us think of Chemical Syntheses. Hydrogen Oxygen are found. The elements of water but are not water. : not even a drop of water.

There are 2 chem. elements independent of each other, independent of water, which can exist + subsist themselves molecularly by themselves — but

under legths - when comes an electric spark + to the form water.

These three Elements Belong to Different Ages

The most interesting thing is that these 3 elements of writing are absolute to different ages of life. Whilst the designs begin to interest children about at 3 + continue as long as he develops a sense of design, the act of touching the letters is one interesting to children of 2 or 2½ - this interest is much less than that of designing but more than enough to fix the exact movement necessary for tracing designs. The other fact - the composition of words, is absolutely inaccessible to children of 3 yrs begins at 4½ + goes on (with designing) beyond 5 - + accompanies for some time actual writing of the explosion. Thus the different elements are not only different but "wedge themselves into different periods of life: but each lasts a natural but different space of time - ie. Each element requires a great or less amount of exercises to stabilise itself properly.

Same for all Elements of Culture

If we admit that what Must has been done for writing can be repeated for all the facts of culture we see there result practical consequences of great interest + importance

How Difficulties Arise

Difficulties in learning are for the most part due to the fact that other these elements act as obstacles one against the other.

Analysing the elements we often find that

the greatest difficulty is actually due to more inferior obstacles. Indeed one might say that the principle cause of fatigue and boredom which children often show at the lessons ~~of~~ results from inferior but indispensible elements which were not ~~originally~~ developed first.

So the individual has to support the fatigue of turning back to an infantile epoch, and of preparing out of due time the indispensable element necessary to enable the reasoning & creative intelligence to advance — which moved in fact ~~from to path~~ from rapidly & without obstacles along the superior plane to which it is related purely by its natural development.

.... There is something in the mental energy which moved run towards higher limits but the mind is constrained to make the effort to remain below to carry out slowly slowly an and preparation.

Analysis Clears Away Difficulties

With an criterion of analysis we can touch a similar difficulty, stumbling block, in advanced studies. It is always a practical progress to separate one from the other the component elements, when they are of various grades. For the child to verify that he is lacking in some simple thing which he should have to succeed in a higher intellectual labour is a most important Conquest. It appears as a liberation of the intelligence, which sees - glimpses that - when the obstacle is become by itself apart - all will proceed triumphantly without fatigue.

The opposite case, in which one puts before the mind a work too elevated is very rare and quasi trascurabile nella fatica. (~~intelligenza cannot re~~) In fact the immature intelligence cannot reach to a matter which is beyond his limits & soon practice eliminates it. The contrary can remain & remain without limit, consuming the best energies of the intelligence, because it can make an appeal to voluntary effort & exertion & thus ~~re~~ keep back to summon energies upon a less elevated plane

Material Aquinas XIV 6

Following Values

Material helps to do well

What would be done somehow - anyhow

Ever child grows up with a certain amt of knowledge even without school — picks it up.

Experience of the Child of Three

Child of Three has already had a long experience this mentality has formed a quantity of constructions — not the most interfering adult has been able to stop him taking in images for the external world, of accumulating them + abstracting from the attributes of objects the single qualities

The child of 3 has seen many objects + remembers them well; has learned to distinguish by himself the qualities, the colours, forms, degree of temperature etc. — many abstractions already made.

Thus by the natural growth of the mind the child has made a classification of these objects, a certain order amongst these images — which has come thro' the intellect working on the stimuli of the environment. i.e. the ordinary usual adult environment.

So then we must note that the help we offer to the child is not to offer it an object already known but to assist it in this abstraction + Synthesis which it must do, towards this order..

We thereby can help everything did not have the same but in a defective (partial) manner. + the child would remain less strong + less disciplined (for the battle of life) "aggiunto"

A Leaf fr Nature's Book

Blind man's Buff.
Touching Outlines (Station. Ford)
Walking on a Line

The Principle

When we see some unusual bird or hear some work without any aid, left to chance, making use of anything that comes, — we should interpret these needs, finding them explaining ourselves at the time; remember so that this mysterious force does not get wasted, or remain in the memory only as a strangeness a ( ) of our own infancy — but should be for man instead a real conquest made during a period of development in which these examples represent a necessity.

Helping Development.

First we must find the Mode of Being

Then we must assist it accordingly.

Every time we give an assistance to the Child's Development, we do it in such a way that what wants have been formed Child will now comes to be formed in an orderly manner.

Every child will grow up somehow – even if he is dragged up!

The Spontaneous Advent of Int. is there always but we help it

1) By removing Obstacles
2) Giving it an orderly Env't.

Nature is the foundation -

of -

1). Right intellectual Expansion

2) Basis on which Grace can act.

Following Nature's Hints

Eg Instinct is to walk upright
so we give Ex. in Balance

Children walk along a line spontaneously
we give it to them more perfectly

Child is urged by Instinct To take Things
Object of that.
So we start from; but give
to child's instinct direction

We Connect up these Instincts with
a Higher & Intelligent life

E.g Analysis of Movement - which clothes
the action with Intelligence. -
brings his attention on the different parts
in a word -
distinguishes where
all was vague & confused.

Assisting Nature — Ex of P Life XI 5

Another Principle

When we find the child doing & repeating actions adapted to his inner nature – repeating lng and text. aim – we intervene – not to stop

but

(a) to encourage, assist.

(b) to insert a new nature of perfection.

Examples (b) Ex. of Pract. Life. – putting cup on saucer without sound

(a) (c). Walking on the Line

Assist nature with Science.
Grace includes [illegible] up what is Natural.

Another Principle

Gradation – not too difficult or lose interest. [illegible] Beam gives way to line for Balancing Exercises

Following Nature

Silence Game

There are certain spont. games in all countries wh. indicate certain fundamental needs of children. We must realize these & use them - provide for them.
E.g. Outstanding to others.

Keep eyes open longest without winking

Hiding & remaining immobile

Blind-fold & arrested locomotion

Walking in the Dark.

Balancing Exercises

Walking on a raised board.
Edge of a pavement.
Top of a narrow ridge.

If we respond to this natural impulse & bring objects wh. correspond to child will enter into them with zest.

Helping Natures Way

Intellect

The Word - Lesson.

Child already has this natural tendency to classify groups of objects.

Colours

Nuts

Languages. etc.

at 1½ to 2 yrs.

Following Nature

Touch Exercises

"We help him with to natural to acquire more rapidly what he would naturally tend to acquire"

also with more order

Separation of Difficulties

Principles for the Presentation of the Materials of Culture Contact

Example – Waking

(1) We must give a "fascinating whole" an insieme affascinante . . i.e. Something complete calm in itself. not a dead piece cut off . a thing vital, absorbing, fascinating in itself.

(2) If the subject presents many difficulties we must: 1) analyse these difficulties

2) Divide them. –

(3) No, this is not a dry anatomical dissection for

We must must work out these elements & present them in such a manner that it has a fascination in itself – as if it was in itself an and in and itself (una cosa compiuta)?

Separating the Difficulties

Teaching the Elements first & by Action

to preserve the freshness & enthusiasm

Examples

1) The Mass

2) The Book
(Lecture 39.
p 8–10

Analysis of Difficulties

Red Verbs & Black Dots in Complex Sentences

"I have written the verbs in red & separated the phrases by a black dot – one black dot for each red verb – so that the mind's energy can fix itself on discrimination of things to recognize them

39.6

Separation of Difficulties

Also for 10a Numbers 1–10

Principle of the Economy of Mental Energy

Example Compare Rods & Spindles

With the divided units there is need for an added mental work – (to see what is not there) – a work which with the rods is done by the material itself

Do we wish to Economise Mental Energy

No 1. It is a question of using the mental energy for a higher purpose – deflecting it all into the desired channel – not deadening, dividing or confusing it. It is to save the child from unnecessary work – to save the energy for something more useful.

In this case – the child's energy is not dissipated into the business of counting out – and holding together in the mind as one the separate units forming the various numbers..

The mental energy here – for it exists – is thrown into another channel. The energy is there but it is limited in amount. Attention, energy, interest are all there but are centred in the quantity relations – in the comparison of diff objects and not on dividing the pile of units into separate groups.

For To divide objects into groups is a dry & and exercise – tiresome – not "nourishing"

Ordinary Teachers try to make it interesting by varying the units – oranges, marbles, sweets. If these are lacking phantasy comes in "I imagine these are sweets—

Interest & Intelligence

For the child cannot find interest in an exercise which does not call forth the work of the intelligence.

But if we find an exercise which elicits a study of the relations of quantity the child will take interest in the numbers without need of other stimulus

And note. This interest in the relations of these quantities is in fact a mathematical affair - of numbers & their relations

Note Thus Energy is liberated for the Highest Kind of Interest - ie the purely Intellectual - the philosophical - for the Thing Itself - for a Liberal Development.

[See Liberal Education]

Hook

a
12

Geom. Material + Dr Hook

This fine work of the hand in tracing the outlines so carefully. - This memorandum of a muscular sensation is a preparation for writing.

For what is writing if not tracing a certain contour with the hand.

Preparation for Real Geometry

Why all these exact & interrelated series of geom figures?

"I can conceive it better observing the children, observing of the future which they are preparing. -

The child is in a sensitive period & has therefore the possibility of acquiring these cognitions in an unusual manner, thus committing them with abandonment to the senses.

We do not say "observe this Δ has 3 sides, this square is equal". for the child may not even be able to count. - Shall here do we call attention to the no. of sides in a heptagon etc. - But the child abandons himself to the sensorial appreciation & recognition of them - because it is in a sensorial sensitive period. & not in the period of reason: is not in fact in the least interested in reasoning about these figures

Some say "If child cannot understand the reasonable nature of these geom. figures why bother to have to do with them.

The Book. b

Unconscious Preparation.

Knowing Sapiently + Formally

Our life presents an infinity of examples of things which we know without knowing the reason (ragione). We look at the stars in heaven without knowing what they are. And the child, too, can not look at the heavens without knowing Astronomy.

And so we too (in the Pensieri) if can see the relationships between two dimensions, working them out empirically, without calculating them logically..

We however have learnt to do these calculations in an abstract manner — but the child when he comes to calculate them will have had already a great experience of them already. - made when he was little - in an age when he had a great sensibility to collecting sensual images.

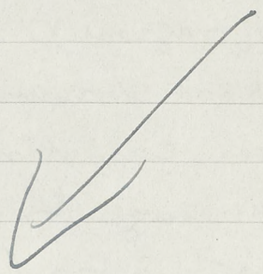
Metric System Empirically.

Thus we give the Metric System for the Beginning. Smallest cube $\frac{1}{1000}$ of large.; $\frac{1}{100}$ " sms. $\frac{1}{10}$ rods.

But it is not necessary for the child to know these. Nevertheless when he comes to the moment of calculation will he not have a greater interest of - from his infancy. the reality the substance of these calculations have become a part of his life-experience.

And will it be difficult to give this calculation at an early period because one has been this preparation.

p. to



So we have not only helped to development of to moment, but at to same time we have facilitated to road for to future.

The Cubes smallest 1.cc.
largest 1000 litre.
Gram. 1cc at 4°.

These cubes are given to to child – just put before him equally as a sensorial fact in to still tender age without reference to Science or commerce – but comming events cast their shadows before

a

Principle of the Book -
Indirect Preparations

We always try to insert into these exercises something which - while not destroying the work - sows a seed to ripen in the future. We do this because we admire the child as a being more elevated than we had supposed. & treat him with corresponding respect.

We study our child so as not to fail in our duty of helping. If the number 10 is there it is for some special reason.

← ←

Eg The Number 10 in the Cylinders etc

The child, be it noted, cannot count - or can say - "Why this number?" "To count" means to say something which will become more conscious in the near future - but we can well understand how all these cognitions can be given in an experimental manner - even if we are not able consciously to realize their significance

The Subsoil

Do you think that always doing these exercises 10 times ~~that there~~ does not leave some trace in the motor system of the child?

Knowledge Empowers

One can have notions of number, of form, of contrast in a profound & fundamental manner - which exist - I wd. say - in the body, in its movement, in that subconscious which is action undetermined - before intelligence comes and recognizes it to determine it exactly -

Prisms Long Stair Etc

Here too is the no 10.

These 3 repeat the same principles as the cylinders - differing in length - (one double the other, treble etc.-

It is evident that these exercises lead to movement & observation. The objects are large & the child must move his entire person & to arrange them.

The Smallest Stair is Also a Unit

Here we ~~are~~ have also the no. 10: but with this difference - the Shortest is 10 cm & must of the Sens. . It requires a certain exercise of hand to realize it. Thus a sensorial ability can develope itself which has 1000 motives of interest wh. can be discovered by the children themselves (also relation between the various groups).

So we must only give the objects, & go on doing so until we see this interest around in these determined facts & relationships.

The Hook

16

Clarity, Gradation, and
16
Possibility of Spontaneous Progress

See Numbers 1–10 1923

Why all this fuss of details?

Because in our minute of to present we are preparing for the future.

So this material must seem as steps along which the child may progress with his spontaneous forces

Knowledge of Two Different Kinds

Example The Polygons

Recognition of

The more sides the more space the figure occupies. – Circle is the limit with Infinite No. of Size.

But Child cannot not know this

Knowledge of Number is an Obstacle

For if you counted the sides it would not be recognition.

And if one counted the sides – and used that kind of Knowledge – you could never perfect yourself in the first kind of Knowledge.

An adult could only perfect himself in the sensorial recognition by deliberately refusing to use the higher kind of Knowledge

So Our Lord – learnt obedience thro the things He suffered. –

He too had to learn to perfect Himself in his human knowledge & unfolding of his faculties.

Three Stages
(a) Knowledge Number
(b) Visual By Sight
(c) By Touch – the Stereognostic Sense.

So These Exercises must come before the learning of Numbers, or he becomes lazy

Knowledge of Different Kinds

Examples from Geometry & Algebra

One can prove a Prop often more easily by using some later Prop^n. But must do it without that knowledge

Similarly in Algebra – if one knows a formula.

a Priest & a Confessional

Knows as a Man
as a Priest

Judge. Knows as a man. father
as a Judge

The Conflict of Knowledges causes the Tragedy

Eg. Priest & Brother God as Father
Judge & Father. as Judge.
Lover & Catholic

Even in less things is tantalising –

Christ as God & man
as Victim.
as Purely perfect & as a member of the lost human family: to shame of it. Eg. Tommy [illegible] bad.

19

Knowing in a Different Way

Eg. 1) ~~At~~ Long Stan.
by eyes & touch
2) Stereognostic Sense
3) The Numbers
4) The Metric System.
5 Even by musical sounds!

Eg. Image & Son.
Father & J.C. — in God's Knowledge.

Question Is. ~~as G.~~ being G. knew everything wh. was going on in Our Lord's mind as man.–
But did not know it as man for He was the Eternal Father.

Knowing the Sensible Object in Two Ways at Once

Example Geometric Inset

1) Visual
2) Stereognostic.

Thus Memory in the muscles — as if we had an image in the arm

Thus double memory redoubles the clarity of the knowledge.

The Intellectus Agens. has two different sense impressions leading to the same abstraction. The line of the figure becomes almost an abstraction.

Of The figures formed by drawing ① round the metal inset and

2) Round the inside of the socket and both giving the same result though so different in appearance

Higher Knowledge a Hindrance

If the child began to reason about the cylinders, it would lose the good from them.

For the important things is to to do the movement

and to acquire a new capacity in doing so.

Knowledge Diff. Levels

Eg. 1) Doing Pink Tower
Sense Ex

2). Comp^on of Hierarchies

"Pick out always the largest first. Smallest last"

Nov Thus gradation of qualities is accompanied by words - not as it was first push a sensory exercise.

"Embodied in the nursery of words"

Old Friends Again

① Qualities of things - Experiments involve
a) pouring water without spilling
etc.
In short Our old Ex. of Practical Life

② Re-appear also
in the Church

a) moving chairs
b) walking softly
c) not ringing bell
d) carrying lighted candle etc.

③ In general.
Doing all the Senses Ex. again
but "embodying them in the mystic of
words" — i.e. with adjectives of comparison
The largest cake
the next smallest — etc —

Old Friends Again

Counting to Ten Bead Bars

| || ||| |||| etc

We get the visual impression of a rectangle which widens + widens till it becomes a square

Geometric Cards (put in with abstraction)

Psychological Gradation

a). The Solid Insets. & Sockets
Solid. com ful.
and Control of Error - certain

b ~~2)~~ Cards
~~(2)~~ Picture only - there is required a more intellectual attention, as there is less control of error & cd. put a hexagon over a nonagon & it won't cry out!
① Cards with figures filled in

② Thick outlines - comparable to outline hand with the 2 fingers - more difficult than b. ①
③ Most difficult - The Outline only.
Like a Mental Test of the geom. capacity of a child of four

Consist of finding
ⓐ Things similar or equal
ⓑ The tracing w. fingers & the consequent refinement of the hand &
Preparation for writing.

Before the Intellect Dawns

Apropos of Geometry Sensorial

We must understand the difference between
a) Distinguishing by Sensation
and
b) Distinguishing by Reason

You must in (a) distinguish by "touching"
If it goes beyond a certain no of sides one must begin to count

The Adult is unable to recognise by sense as we have learned to help ourselves by other means.

Our knowledge is superior + includes intellectual knowledge of the figures.

The Aim of Sens. Geometry

Is not to attain the external aim
not to put the figures on the cards
but To help the Child's Development
through the figures.

Our Purpose is to Eliminate those other + higher powers which would diminish the developmental effect.

Our Aim is Not to Arrive Rapidly at a given end

Abstraction

Not Holding Child Down

But it would be absurd to prevent a child from beginning to count in order to obtain the sensorial impression

But there is an age when neither the angle or the number of sides interests him; but he loves to distinguish forms sensorially. 4½ years.

We cannot understand this — for we are separated from the capacities of the child by certain prejudices: he may be accessible to Geometric figures but not in our way.

If we unite these Geom. figures to our own ways of thinking we would believe the child not capable of recognizing them. But if we can bring ourselves within the limits of the child's mental life — instead of trying to bring him up to ours — then we find he is capable of a whole world of knowledge of which we did not think him capable.

For hitherto it was the way and not the thing itself was not accessible to the child.

Dropped Stitches

On the other hand he who has passed beyond this age has lost the opportunity of perfecting himself. Cannot go back: will always apply himself to it by the shortest way that is by reason.

Festinē Lente

Other Methods

Aim is to get the Child to Learn certain things as rapidly as possible -

as though

Our purpose was to abbreviate the time necessary for an intellectual acquisition which may have a practical use.

Our purpose is not to learn so quickly. In fact we try to eliminate some of the helps which might lead to the end more quickly so that the inner forces may have more time to develope

This Same Principle in Various Forms

We are not interested in the External Purpose And yet our children are considered precocious.

Polygons To recognize polygons at 2½ in figure or outline represents an effort which would seem to be out of harmony w. our aims. But we do it without any words as to angles & sides. & qualities..

But as soon as the child is interested in the angle as an angle - e.g. a right angle. he has gone beyond the sensorial stage

Because

We all tend to follow the line of least resistance, of minimum effort

~~Without a conscience an aim~~

Dropped Stitches (Contd)

Thus a fundamental basis for Intelligence has been lost. For

When we have passed to a higher stage we are no longer able to take what was accessible in a lower

Therefore we will find in us a Void - Something lacking as we go on to the next stages.
On the other hand the child who has at this stage had the fullest possible Development possess a more perfect foundation for the Intellect-

[Aquinas . This is very important - shows up the psych. principle at the bottom of this Sense Training. Gives the phantasm a good start

How Better ?

He has acquired an impulse towards these higher studies wh. will lead him on. At a later stage. - intellectual stage - he will have a more deeply prepared interest. for the fundamental part has become an acquisition

His Progress will be more rapid, because at the Sense stage it was more slow more thorough. + repeated exercises many times

One does not arrive soonest by Same more Quickly; the Person not in a hurry - who was willing to wait at this stage. will arrive there first.

The Secret of this Precocious work - Because they work slowly, calmly, without trying to understand ; without a conscious aim.

Interest and Fatigue

Interest Environment

This fact that the child can feel so profound an interest in arranging materials, in an event, for a long time gives us an idea of what we mean by interest.

The children are evidently interested but this interest took hold on me right up of the roots of its creative being. For we must make an effort to comprehend this unconscious nucleus of personality of the child, from which, little by little must develope infinite activities to construct the personality.

What a fatiguing business - like a real creation - this personality.

[of Bergson. It is a continuous effort to be a person = how much more to create one I

This delight in living - we can call by a new name - interest. Our chief aim as educators is to help the children until they respond with these unmistakeable manifestations - sincere & resplendent. Our aim then to awaken this life, this interior development by experiment first until the way is scientifically established

Also to awaken ourselves

Interest

Interim Report and Interest

See Numbers 1-10 London 1923
pages 5.

Decimal System - Old funds

Added Computation of Interest

Not two diff. or two ears.

Biological ~~Meaning~~ of.

Auto-Education & Preparation

Interest

The small neonate has most interest
when child begins to understand — from an
~~has~~ way of thinking — it has less

See Child in Home. VII 7.

Interest

Interest in a thing gives an interest to similar things in the Envt.

Eg example

Some one gives me a pearl-necklace. So I look around to see what other people are wearing pearls

Or I have a book with splendid binding, & so I look in the shops for other books with splendid bindings.

These pearls in my hand give an added worth to those I see in the Envt.; & the fact that I have this beautifully bound book gives me a new interest to seek, look & compare.

Also handling these things gives me an added Intelligence to what I see

See Intelligence

Interest

1) Present mat. – the elements change
2) Work develops itself freely
3) Exploration

But must be the interest

Can not be Auto-Education without Interest

Thus is

The Problem of Problems

Fatigue & Material

The Child would get tired without the material. (Anth^e^)

It helps him to see more clearly

&

Gives the possibility of Repetition

The Rhythmic Life of Intellect

The inspiration

The study & Word & then the Keys of the Universe.

Exhaustion will come. for all mans life could not be sustained by this inspiration.

When Ideal is ready for other interests

we shall have them ready.

Some Spiritual Life

Some have an inspiration - which carries us on for a while - until the inspiration is exhausted.

Also. - Daily Communion
Sundays
Feasts & Holydays.

43/5

37

Parallel Exercises

Not one fact behind another
— begun on Tuesday - gone on
Friday — a bit more on Saturday —
not one thing after another

— but —

In our schools when activity is aroused, they don't do one thing after another, but one parallel with another. The things learnt comes as aid and complement to another. In short everything together comes to form itself into a complex fact.

Eg. Addition
Multiplication
Subtraction
Division

Parallel Exercises

Intellectual Expansion

Slow Pahen Laban

Learning Two Stages

~~See~~

See Lecture XX VIII

Decimal System

Parallel Exercises

Rods 1–10

2 + 1 = 3

6 + 4 = 10.

One enters here into enumeration and counting at the same time

It is not the linear way of doing things.

It is a gymnastic of the mind at a certain level — at all parts of that level. - Also.

Afterwards will come

a) The jump
b) The drawing out of certain special elements
c) Counting & Jump
d) organization of the material
e) The 3rd Dimensional grasp

Grom

XX. 2-3

Also Transition

40

Abstraction. Aquinas

Touching the Contains.

It is v. important that fact that: touching the contain of these 2 objects wh. are so diverse one for both — a wheel & a socket — & yet/are touching something identical in both — you subject to same time in both — and if this is done with the eyes closed with the muscular sense, one can concentrate better on the pure movement — the finer lines contact of the fingers. With eyes closed one has the impression of doing the same thing: the muscular sense can perceive exactly the same movement is common to these two objects — because the mind can often recognise better by touch than by sight. —

So doing this again & again there comes out of the exercise almost an abstraction — Something which exist except in the hand that has traced the common element in the 2 objects — i.e. the pure outline

Universal from Individuals

Order in the Grom. Manual

The figures are accurately determined in their measurements, with reciprocal relationships. (Examples of XX·4). & this renders possible the interesting comparison of the series one with another & various members of each series.

It is in fact a Mental Gymnasium

Superficial & Formal Knowledge

Apropos of naming the Polygons.

This is the sensitive period for names - wh. enter & stick. The name is accepted by the child with much enthusiasm, & it seems to the onlooker a precocious child who knows these figures.

Different kind of Knowledge

But if you say "~~Give me~~ Tell me how many sides has a pentagon?" it will not know so much as what a side is. It remains nodding at ~~the~~ you. Such a question is for the future

For the present the child is happy in taking in the figures sensorially

And why should we not use this S. P.?

In life we are always using words without knowing their origin, etymology etc; & see many things we cannot analyse. We are like this: & it is the specialists wh. go into formal analyses.

Most of the things wh. make us happy in this life we enjoy them superficially, without knowing their origin or construction or why they are named so and so. It would be cruel if before we cd. possess a house, or garden, or bread we should have to learn the prehistory & etymology of these words

So we must divest ourselves of many prejudices & preconceptions to put into action these infallible revelations

~~But~~. We do it for —

"In our experience — as revealed by the children — that there exists an epoch of fundamental importance for mental culture in which many cognitions can penetrate through the senses & through movement in a most efficacious manner; & they can be stored in the memory in a marvellous manner ~~in~~ so that they remain there to a later stage — and when the moment comes for reasoning on these figures they already form a part of its mental storage — almost as if they were innate ideas.

Sure Sensorial Basis for Abstraction

Thus these images penetrate into the mind in this sensitive period for images, ~~penetrate~~ & the result of this penetration is that the mind of the child — when grown older — possesses these images already & has a vital interest in them, as part of itself, & this brings about a greater clearness of comprehension later as to their abstract nature.

Material a Mental Gymnasium

Child has a need of this long, laborious exacting musculo-sensorial work — A gymnasium in which it can exercise its profound energies of construction, revealing his needs — so that these exercises are not a foolish tyranny but an obedience to an infantile necessity

Abstractions Again

From the Cylinders

Now the fact of placing in the hands of a very small child, when he is such an intense observer, three series of this kind – so differentiated that when they are mixed we do not know which belongs to which. + thus he finishes by recognising them certainly – as a result of this fact – he finishes by having a clarity of ideas, experience in these abstract differences – which differences however have been made concrete for him in a prepared envt, in an age when he was ready & supple for making such acquisitions.

Not An Appeal to Logic

True you could not speak to a child of three about the dimensions – and we who are accustomed to teach like this, applying ourselves to the logical powers of the mind, – not being able to do so at this age – in this case – would have done nothing and would have left the children to construct their abstractions & syntheses any old way they could.

At the same time these exercises, because they lead to concentration, to attention, to repeated movements, serve also for the general development of the child.

Enot

XVI

Psychology 1 Aquinas

44

Materials in Enot

We offer to the children objects which represent the possibility of taking in (apprendre) more clearly + more easily than by mere observation.

Child, Environment, + Images

We repeat: the child knows how to take in images from the environment + we help to choose these for him.

He chooses these images. It is not as though they flung themselves against his mind — as we might through things at a statue — but the child with his senses goes choosing them — as one takes things with the hand — He goes exploring the Enot + voluntarily collecting images, not only this — choosing them. —

Child in doing this his spontaneous work is forming a mental order + constructing abstractions

Intellectus Agens

Thomistic Psychology

Sense limited by Nature

Development of Senses in profundity & seeing more details within those limits

Only by means of the Intellect can we get beyond these limits (octaves)

Intelligence. that great characteristic of man we see to exist ~~even~~ to manifest itself even from very first moments

"Cera molle" 1 – 12 mos.

These first 6 mos. (without instinct!) sees seeing ~~[illegible]~~ images – building up foundation. This a time not to influence.

This Immense Store of Images

at very early age. "immagazzinato" – of which "inner treasure" it can as yet express nothing!

Abstraction

Keys of the Universe

Apropos of Geometry Sensorial

These ex. have an effect constantly produced

They make the child pick out the Geom. forms in the Environment.

They pass from the contemplation of the single object to the abstract idea

They discover many rectangles in Envt. - tables, mirrors, pictures, room. bboard etc

The Rectangle represents an Abstraction of all these similar Circles - moon, plate, clock, lampshade —

The Circle is the Abstract of these.

Similarly for other forms.

For this Reason. people say little children should be interested in Geom. forms about them and not abstract forms. But. if we give them these forms - without analytical study - we have given them the forms in the abstract. But these abstractions represented by tangible enlivening objects: so interesting the child will study them a long time. We give first the abstract idea (or the foundation for it) and the child comes spontaneously to note objects in his environment.

Child comes to Discover Geometry in his Envt

All man's work has Geometric significance

Keys go beyond Limits of Material

of Colours. "What colours are lighter than the lightest" — "darker than the darkest shade"
Cubes "smaller than the smallest"

The Childs' mind begins to go beyond the limits of the Gradation of the Material

for the Graded Objects not only stand comparison amongst themselves but goes on to gradations beyond the limits of the material

Thus in Geom. figures - polygons - The Circle is the limit.
Sizes of Circles from a Dot to infinity

Abshaction

apropos.

Rods, Spindles. Discs etc

Abshaction

Definition

conditions favorable to.

See Rods, Spindle Discs (June 8 1923)

Tied down to the Material

No dogmatic rules.

E.g. Masc. + Femmes

Can use little models boy. girl.
duke. duchess etc.
but is not necessary.

If the child does not want them it will put them aside

Prevision Seguin

Working on Rugs on the Floor.

When material is large & takes up a lot of room we use the floor. – which presents a large space at our disposal.

This work on the floor is one of the characteristics of our schools.

We always leave the child free to work on floor of he likes – is not obliged to do so When it is a matter of large things this is necessary. For this reason we have rugs (different colours) to spread out. So these exercises are preceded by an Exercise of Practical Life

Exercise of Prevision or Foresight

This is a Classical expression used by Seguin (largely in connexion with Deficients) –

Prevision implies that is in Doing of one thing we are already preparing another, without the first being in close connexion with that wh. is to follow –

Thus the spreading of the carpet has nothing essentially to do with these exercises – but is a question of foresight, so that the objects do not get out of

This is a Discipline. The child of three (or the Deficient child) who has a piece of work to hand wanted later to go & begin it at once: but no! he must stop to think & go and prepare something quite different. Seguin attributes great importance to this in education.

The Lesson of Three Periods

To give the idea in itself - clear, simple, luminous, without useless words.-

Stage I Presentation

The first number. "I call a child & place myself on the left as a servant. & I place the objects as say.

"This is 1, This is 2" 1, 2, 2, 1, 2

Lesson Name the objects without ~~Stage II~~ anything superfluous.- not 2 chairs, 2 shoes etc

Stage II The Real Lesson. Recognition

"Give me 1; give me 2 & now give me 1 now give me 1.-

The idea has settled in the mind

Stage III The Test

The ~~proof~~ test on the part of the teacher if the child can remember the words taught

"What is this?" & the child replies clearly. And the teacher asks several times to be sure the word is properly pronounced.

Here is the chance to correct & pronunciation is false any defects of language

p. T. O

1) First Stage Collecting presenting ideas to child.

2) Second Stage Recognition of ideas

3) Third Stage Reproduction.

This is all. Very simple. One one idea has been planned in the mind of the child, just that you want the child to learn in that moment - nothing more. And this has been given with a certain solemnity - not with exaggeration but clearly. Child only says one word or must-ay it clearly. —

Spontaneity of Intellect and S.P.

"The child comes out with enthusiasm and active interest all that corresponds to his sensitive periods."

Child is not Pure Intellect.

It is Reason Incarnated — and incarnating

The S. Periods ~~are~~ and the Reason React.

First Period ① Similarity & Difference in Images.

External objects in Envt.

② Reason and Body Action.

The Reasonable End to be attained in Action

Logical Analysis of Movements.

③ From qualities to —

Numbers &

Geometric Forms.

Paving the Way

In Stage one. An initial inner Preparation in all the Cultures — which is ~~in~~ to the child as a self-perfection — and does not make a show. This is a great part of the First Stage. A child full of promise — in Arithc.; in Geome. in Grammar; in Religion; in Social adjustments &c. in.

The Young Explorer and His Compass

Interest crowned with activity in a Subject — ~~act~~ forms an inner Centre — which acts like a Compass for further discoveries. Eg Geometric Forms; Nomenclature; Grammar.

The Young Explorer and the Periphery

Tend to Periphery — not abandon to an over-complicated world. — a world restricted to his needs.

Principles for Giving Material of Culture.

We must give only the Maximum Aid.
for "ever excites and arrests development".
Everything superfluous - not absolutely necessary & essential - leads to confusion & to a superposition - a confusing of outlines - of the essences or ideas, which retards the development.

So from the Presentation we must eliminate everything other element - as we eliminate from the environment everything which is not of use to the child

Environment

Instruction and Limits

When we are in the field of culture, we must limit our actions, as we limit our practical intervention in the actions of the child.

When we think of the way to instruct - here too limitation should be our fundamental guide

The limitation of aim helps bring about at the same time the maximum clearness, because giving few understandable things we give a straight even road, natural & rapid; there is neither waste of time, nor energy and so the initial enthusiasm in the child accumulates itself

//

And Analysis of Difficulties

Principle of Presentn of Culture

XXIII a.

If we have a discovery, a product of the civilization of the race to offer to the child, we must offer it in its simplicity, in itself in its importance

Before working out the mode of teaching it we must remember the fact. — to take this object this invention, this product of our civilization. to take it as it is, ingrave it as such to the child. in its essence & purity

If this is a key to us it will also be a key for the child

This is the first thing — to recognize the essence, the important thing, the vital achievement. the manner of presenting it is a secondary thing matter

E.g. Writing.
Reading
Decimal System
Music
Religion
Geometry
History
Geography.
Literature
Grammar.
Foreign Languages

XXX 2-3

5·5

War of Discover in Culture

Eg. The Discover of Subtraction

The basket of apples in the Schoolroom
How many taken?
Discover how to find out. - would have remained obscure mysterious without this possibility.
There were 53 beautiful apples - we do not know how many were eaten - how can we make up those that were lost.
"But how can we! if we have forgotten how many we ate."

Spontaneous Growth & Culture

There are two things distinct –

a) Growth – which is Spontaneous
   i.e. Intellectual mental growth
b) The Acquisition of Culture.

Distinct but not Contradictory

It is common supposed that we must
a) either let the child live – "go wild" – or
b) Give him culture by direct means. –
almost as if there was a contradiction between these two things..

But we say: These things are distinct, but not contradictory. By giving in the right way the proper nourishment to satisfy the needs of this personality we end by giving him Culture.

So without being over anxious as to the morrow we give what is necessary to satisfy the needs of the Personality..

If the child reveals to us something of this secret in him – all the better – we are anxious to gather observations

Be not over anxious –

Exalted Nature

We must consider the child fr. a very exalted pt of view & put before him the best things we can. i.e. we must not treat him fr the ordinary pt of view; but think of him as a noble being whom we must serve — & serve not only with the sentiments of the heart but with our whole mind — with the best means at our disposal — but always within the limits adapted to the child.

58

Living in the Present

Example.

When the child learns to speak & says a sentence - a thought. We cannot conclude this argument with the principal pre-occupation when grown up.

So we must not think of the actions completed & purposeful as something to be utilized for the future. Thus regarding we must get rid of & remain always in the Present. & understand that of the child fulfils his works & is keen on them & acquires abilities theoretically useful for the adult - it is not for this reason we are to regard them as definite conquests for a future state.

We must be simple., not dreamers of prophets, because if it is difficult to understand the present wh. is before us how much more difficult to understand the future - as we know its sand is full of surprises.

We must observe the development, unfolding, progression, fixing of any ability in the work of the child only in the present

& The Best for the Tiniest-

Elevalid for the Elevalid

34:/1

Must always have in front of us the picture of the elevalid (grandiosa) child.. because the child is more intelligent than we have ~~thought it is~~ imagined it is, because we have always known it in a passive, receptive state – dead in its intelligence – like a spirit asleep. If you go to speak with a spirit fallen asleep – even to make it understand a little thing – you must use a great effort – for to hear clearly you must be awake

Must speak to the child's spirit which is sensitive to this or that-

(in this case to words language 34/c)

Must not give inferior excuses or I will put the child to sleep

[Vinely "Por – us" "Poor – us"]

The Best for the Highest?

The Best for the Lowliest.

Examples – House.
Garden.
Ornt. of room
furniture –
Materials –
Teachers –
Dresses as for a lover.
Music.
Elocution.
Literature
Manner of Presenting Culture.
Courtesy + Politeness
Respect.

XXII 1-2---

61

(a)

Principles for the Presentation of the Materials of Culture

In the Second Stage we pass to another field (not just harassing spontaneous discourses in the Event) we wish to instruct the child, after him as a conquest – that which the race has achieved – his ancestors.. We must give him the fruits of of culture which we have inherited . and we must give it

in a grandiose, synthetic, high & dignified manner

We must not dwell on the smallness of the child who learns, but of how we can gather together these treasures & the manner of presenting them making clear, & in a dignified way, but also if possible so that the child can understand them at once

We must give the four fore – the essence of essence – the quintessence of things – and if we are dealing for instance with a discovery we must give the very substance of this discovery: that which is most exhilarating for us & for him who will receive it – so that he will become enthusiastic about it.

(B)
62

Similes of the Organizer of an Exhibition.

The child must learn this culture because he is of an civilization, to continue our race. he must acquire the things which are the elaboration of the intelligence of his forefathers.

In presenting this culture we must be like persons who are organizing a national exhibition and we must endeavour to present all these intellectual conquests in the most most attractive light; thinking not only of the smallness of the child but of the greatness of his future.

First Acquisition to be Learnt - Writing -

The special language created by man as opposed to speech the natural possession.

Here too we must transmit it to the child in a grandiose manner, brilliant + calling forth its enthusiastic response

We seek to give the least-not Most.

This methods study to give the minimum possible is at once the characterisement of our system.

Most try to give to the child as much as possible, we, the least possible. for we try to ~~be~~ make free the path for the child himself, & the less we give ~~them~~ him the more is he able to develope his own activity

But we must give at least the Minimum. – If we forgot a single detail of ~~the exact accuracy~~ exactness, or a single means without which it cannot walk alone we ~~leave open~~ expose the child to the possibility of discouragement and failure.

So in Conclusion :-

1) Must give things beautiful, grandiose,
2) Satisfying in themselves. – so that
3) An element in prep^{n} should be ~~one~~
   a) An art in itself
   b) Or the means of developing this art.
4) i.e. Given to ~~pass~~ unstud. to use

XXII . II