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Box 14, Folder 14 - "Preparation" and "To Help the Child" (E.M.S.)

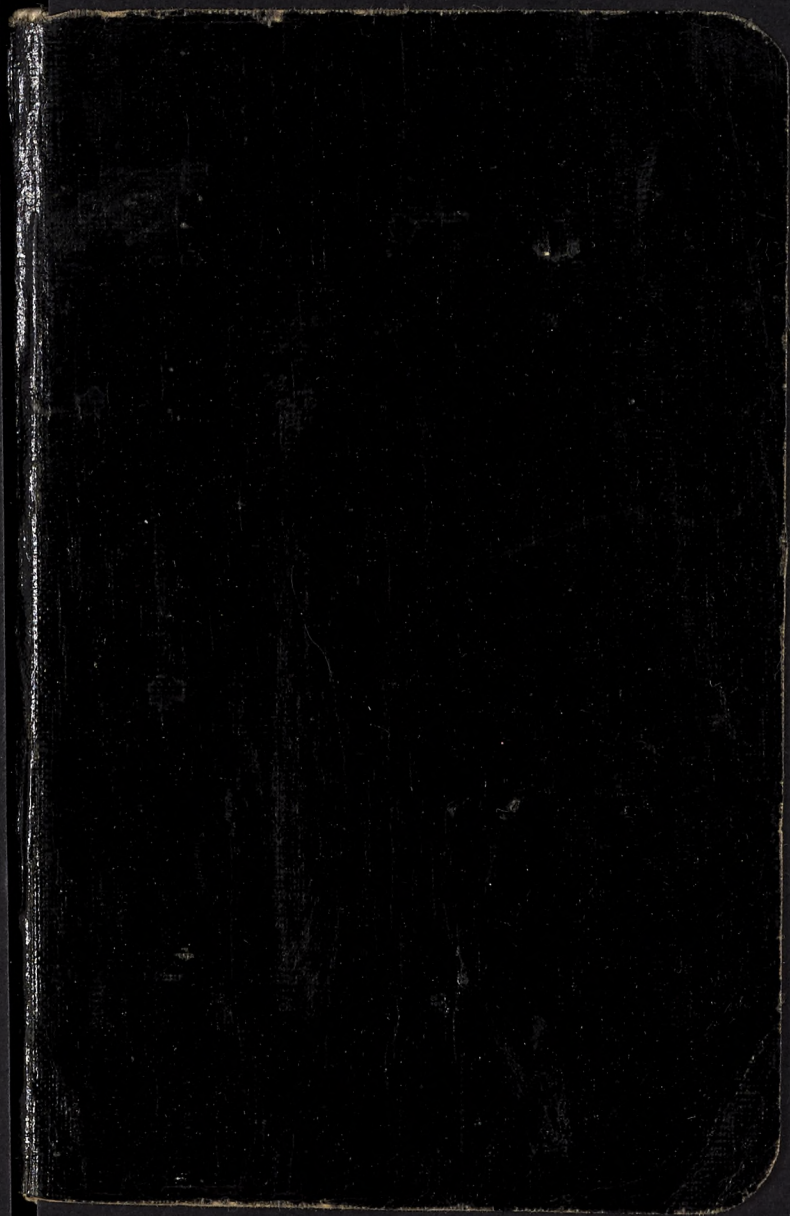
Edwin Mortimer Standing

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Preparation

Neurology

We

Can employ the use of effort
to get rid of the imperfections

Use the instinct of Child
by walking along a
plank. —

Done as a Personal
reference to our Lord
Our Lady & the Saints

Helping 16 Unstable
Fines.

Psyche Death in
an Environment

Psyche — images to

Em

Physical:

Co-acting

movements

To Help the Child

Keep ~~psychical~~ as by
physical - ~~those~~
innate forces by
which he is to grow.

This is a diff^t thing from
what is generally called
education. -

Educate, instruct, guide,
Order child on his way.

We start for the ~~part~~ of a ~~psychic~~
~~and~~ ~~instinct~~ to be carried
on the 1st to environment.

Images which child
~~needs~~ to sense; coordina-
tion of his movements

Psych. & Physic. D.

are
Parallel

The Beginning

Esence Senses

+

Movement

Not a Question of
Reasoning.

Psych & Phys. devel. wh
are th: allied one with
another, because as young
child has not full
physical devel. so his
nervous devel. not complete.

In way to organize this
developt - of ~~the mind~~ - is
|| Begin^{ning} of his devel. is to
exercise senses & movement

Common way of thinking is
that we have to make the
child understand & reason
into him like we understand
not our way.

In his mental devel
we have not
achieve not by reasoning

No Choice (Wrong)

1) Impose will.

or

2) Reason

No it is: —

3) Child acting for
his own primitive
instincts—

This is

↳ foundations

↳ a) Movement

↳ Senses.

make
to make to be understood
or make to be understood will
move?

many
Many people think they have
understood it - think
instead of imposing own
will: we have to reason
with him to make him
understand: this is not
the difference

We consider that the fund-
amental form of activity
is to be understood acting for his
own for primitive instincts
in most sense

When we speak of
instinct we mean the

Depth of Instinct →

More & More Conscious

Here

Exercise — of

- | | |
|--------------|---------|
| a) Senses | } Sens. |
| b) movements | |

The Hidden Guide

He gains Eschewes

wh. serve us

Hidden Guide

Delicate Stage of Development

Calm Emot Nervous

force & energy which
direct his development.

And ched becomes more
& more consc. of his actions
by ex. of a seasonal kind
to moments

Ched gains experience.
& these experiences serve him
as a secret hidden guide.

There is no ordinary stages
of life: it is a delicate
stage of death wh. deserves
all our respect.

As it is w. all things in
process of death. or
has need of calm
surroundings

Again Two Ideas

1) We prepare Senses
Exp. to stimulate
intelligence

2) We must act on
his Senses

The Child is an Energy

The Child is in itself
which derives images
thru. the senses as
the child stretches
out to grasp.

1st idea to mention another
thing to make clear. 2 conceptions.

Starting for the fact - that the
child needs to sensational
experiences we prepare for him
sensations which stimulate
his intelligence?

Other idea is we have to act
on his senses.

But on contrary, our idea of
is that the child is in itself
in energy which sends
images thro his senses as
the child stretches out
his arm

The Child an Energy

not a passive recipient

This Energy

This Grasp

This Search light

Child is always an energy
re-givers.

This an energy re is
all his own he proceeds
outwards.

Not a passive recipient of
sensations around him
or provided by the teacher
He is an active agent
not a passive recipient
Capable of comprehension
- like a hand.

Compare to a search light
can be turned in any direction
or not: where the beam
of light falls the
things on which it

No Chance comes
from within

not random
Capricious

a directing ^{of} develop^{ment}

facts become visible.

The choice ~~has~~ of the ~~best~~
~~given~~ comes which
guides to acts of future or
comes from within.

Is not a random, ^{capricious} capricious
choice comes to wandering
capture of mind. It is a
Ordering of development.

It is one of the many marvellous
activities which we see
in living things.

Taking from Without

Order is disengaged
from within

Now another

It is not only an approach
ending - by labing from
what is within the
organism is formed.

It is not only the
choice wh- has creative
force.

Willian is a wonderful
engine at work. Inner
order by which we
distinguish outer things is
internal.

In observing young child
run in the street
between diff- groups
of things

The First Groups
Distinguished

(came from within)

Not only chooses situations
but places them
in order in the mind

Orientation in the World

— a marvel

Disregard numbers
forgets

: Calais for form

It means he not only
chose sensations but
places them in order
in his mind.

This explains what
we don't want suffer
at the way he does get
his things in the world.

The fact that he did
Does not confuse books
stars or shows
a power of his own
these things clear

Thanks

It is not necessary

for us to disentangle

things

A Downing Order

as his issues develop

so to make order

of his mind

If we observe child
carefully we see he met
only makes much few
differences.

∴ It is not necessary
for us to do too much
him distinguishing things

He has not in his mind
a chaos - but a developing
order

As his tissues develop so
the inner order of his
psyche being.

When we say the child
has a developing intellect
a developing intellect-

Developl of Int

is

Distinguishing Things

A Special Stage
for Her

2-3 $\frac{1}{2}$

we mean he is learning to
do longish work things.

These activities ^{rather} more ^{marked}
in certain ages than
in others.

Just as in physical age
stage or a child who
do not at a certain age.

This fundamental activity
for separate & doing. is
found in child for 2 - 3½

S.P. for Order

external

reflects

internal order

This Power to Find
Order is there. —

but

Exist may be too
complicated

Language. To see things
in their right places
in order. The need for
finding the same things in
the same places. is
character of the mind of
2 years of age

This fact finds his
parallel in the order found
in the mind.

This power of creating an
inner order is manifestly
found in nature: but
the extent to which the
child finds himself
may be ~~to~~ complicated

Hermon Nature to
Same

Ernst more + more
Comprehended

So we furnish our
aid

We with increasingly
complicated needs make
it more so

Human nature does
not change. The end
becomes more & more
complex. So at last
child's mind cannot
make this side completely.

So that the bias of child
may be not just obscure.
be in front

It is to the difficulty -
that we have to furnish
an aid to the child.

After memory the next
fundamental activity in
this direction.

Practical —

but needs effort

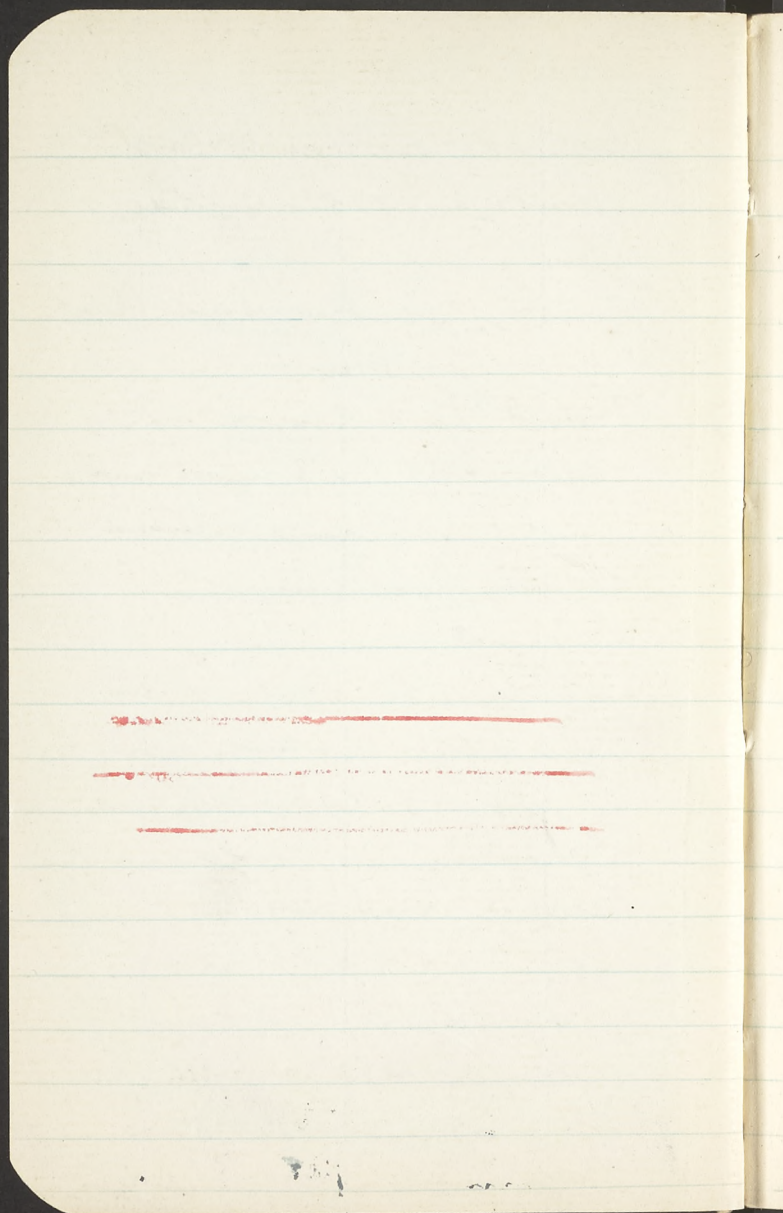
Thus need of clear distinct
+ needs a light language
terms

Disregarding Legend & Deak
The Dawn

From the fact that it is
natural we must not
think it can take
place without an
effort

An effort which may
be more or less difficult-
according as environment
helps it or not

∴ in the latter case
groups are - although
readmit he has
the advantage. he has



a false my work before
him. - to figure things
out -

Like a person who
opens his eyes on a
new world. is light - yes -
but still takes time
to sort things out

Chud is an observer
of what is continually
sorting out experience.

Stand by the fact - how
are we to help him

In these schools where fact
is recognized, chud is an
observer people by

Not Object lessons

Not for us to

Choose to objects

of his observation

to keep him by describing
His objects.

We are obstructed a different
kind of development that
it is ridiculous for us
to choose his objects
of development.

" Conscious effort to keep
attention concentrated
induces fatigue more
readily than when such
effort is not necessary.

Work done under compulsion
as from a sense of duty
results in fatigue more
readily than when interest
is driving motive."
Anatomy & Physiology.

Kumler & Gray.

p. 131. Macmillan 7th Edition

Another reason why
it is so important that
the child should be free
to move about is
that his muscular
system is incompletely
co-ordinated. The new
born child is to use
the striking phrase
"incompletely incarnate".
By this she means that
the small child though
an intelligent being has
as yet no true means
of expressing itself. It has
indeed to make its own
instrument of expression.
~~In the first 5000 years~~
~~of the child's life there~~
~~is~~

In the first 5 or 6 years
of the child's life there
takes place an ever-increasing
adjustment or interrelation
between mind & body,
the mind as it were
~~coming itself ever more~~
~~completely into~~ as it
now goes ahead &
strives ever more to bring
the body into its
uncoordinated movements
under its purposeful
control.

Since the importance
of the mind here ^{lies} lies
to carry out its purposeful
activities; hence too
the impelling need
which the

chest has of learning
to a motor accompaniment.

Another reason why it is so important that the young child should be free to move about is that his muscular system is incompletely co-ordinated.

The new-born child is to use Dr. M. striking phrase "incompletely incarnated".

By this she means that we have in it a being whose intelligence is far more alert than we imagine but ~~she~~ fail to realize it because it has as yet no instrument of expression.

The small child has in fact to forge his own instrument of expression

takes an intense delight
in occupations which
lead to the end.

The need for this closer
adjustment between the
body & the mind is a real
one ~~during~~ ^{in the first six} ~~the first six~~
years ^{years} the child is constantly
strung ^{instinctually} to bring
the body into its ^{unhappy} ~~state~~.

uncoordinated movements
less more & more under
the firmness control &
then to importance of
allowing the child freedom
to carry out these motor
activities. This is
probably one of the reasons
why the ^{young} child learns
best to a motor
accompaniment of
some sort.

The old system which
kept the ^{unbroken} little ones fixed
for long periods at their
desks was considered to
run too much along
on the "whale man
in use to write your
body"

One

Play
Noble Books
Lie Low
Man Cards.

Addresses etc

Type-

Write Cole.

Ex

Vaquet

Pack Care of Malnuts

Hardmann

16 Clarence Rd

New Glasgow

Richmond

Sunny

Gibson Hill Tauxy Cal.

Bankfield.

Bingley.

Oxford High School

G P D S T.

21 Bannockburn Rd.

Franklin

Asheville College

Ky do

W enders

7-11.

Woo ch

①

①

unin
wer
wreck

rose
stone
bank

load
geat
celat

ellus



Nottingham U.^y
assistant Lect Ed Psych.

Registrar.

Nottingham College

leg ✓
doe

9930
40
56

1120

reads
can
mult

concrete form

10 + 1

10 + 2

10 + 1

10 + 2

(2)

concrete form

~~concrete~~ form

man

top

box

Wily for patches

steal

seat

down

patches

have

sheep

Dee Emlen

County

1 - d
houses + cars

281

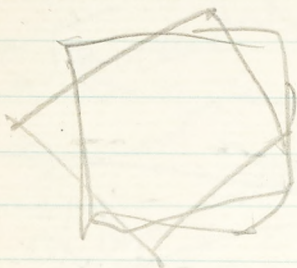
282

283

284

adding

Design



Calculus

$$\begin{array}{r} 48 \\ - 11 \\ \hline \end{array} \qquad \begin{array}{r} 58 \\ - 27 \\ \hline \end{array} \quad \text{—}$$

$$\begin{array}{r} 15 \\ - 37 \\ \hline \end{array} \quad \text{+}$$

Aug 6-78

30 + (2)
3
15

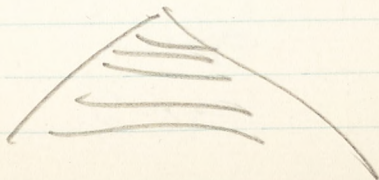
5 + 5 + 5 + 5

Chairis

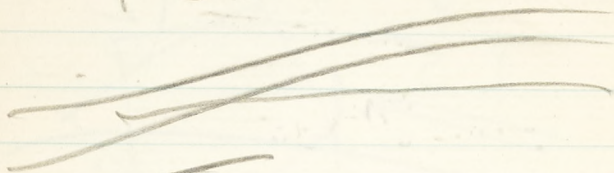
4 + 4 + 4 =

Squads

file of
squares



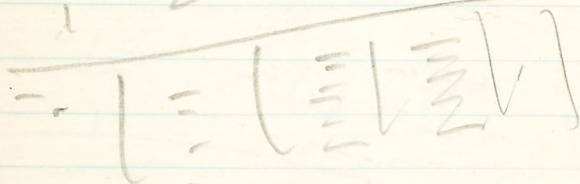
weer - Ambus
tear



9 tens



1 2 3 4



9x1
9x2
9x3

game here
~~Gang hand~~

rocking
shocking

45
46—
36

money sums

Threaded
a deans
n. mod

Comhand

5

W. 5

In the first 50 years
of the child's life there
takes place an ever
increasing adjustment
interrelation between
the mind & the body, the
mind as it were living
itself ever more completely
into the body it inhabits.
Hence the importance ^{purposeful} of physical
activities in the child's life,
a need ~~of~~ ~~fact~~ a great
~~and~~ impelling that
the child can only learn
anything properly to a
moder accomplish of some
sort or other.

Ready Book

was there 6

Books. 12

~~Manus~~

paper notes

20 hats with
flood

The Bears

to Pears

Wanted:

Geopon

rabbit

elephant

Armoan

Balms 30 m Room 4-1

①

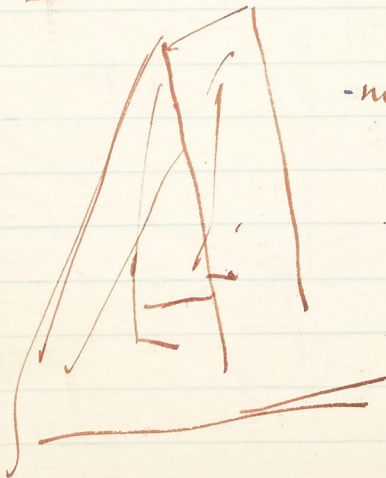
Hammus nubs. ③ Hammus
2 boys



did it fairly well.

②

Spring



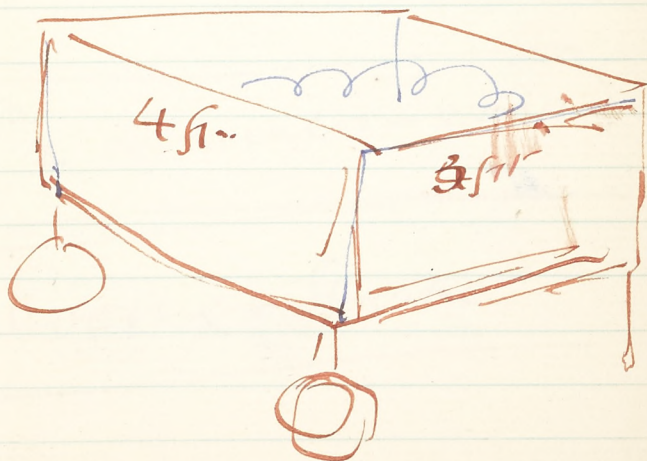
- in tunnel

(in out.)

One on left motor
can - back &
forth - 2 meters

Rocking horse
(danger)

Sand bag on
wheels.



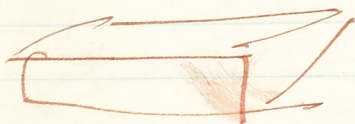
Neosporin

leg brushes

Painting Six of
them

- at 2 tables

4 at table



(2 on motor-cars)

Rocking-Store.

Concentratu



Rolling pins
& platen



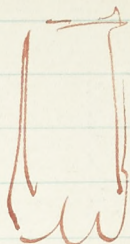
wood knife

Dalls Plam.

Dall in it
with cloth over it

Pantū

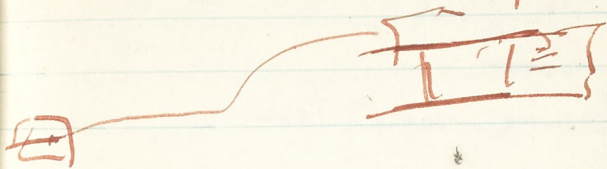
B. y. v. m.



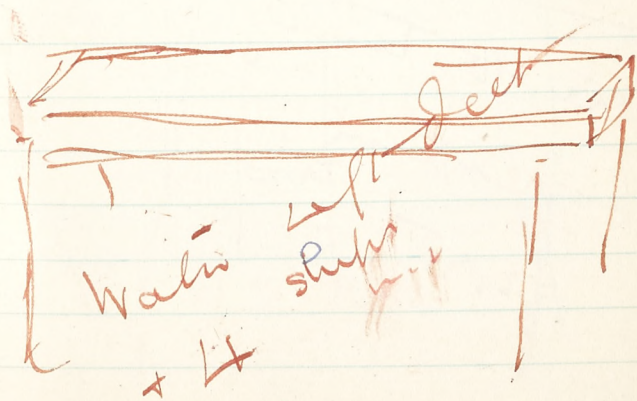
5 p. l. o. o. n. s. of column
on
neo. l. o. o. n.

2 d. a. l. l. s. p. r. a. n. s.
= 3 d. o. e. s. i. n. a. n. e.

With Rohe }
}



tying on - at
one bag
other end helping him
him - are brakes



The House in
Corner

little girl

~~was~~

bring out tea

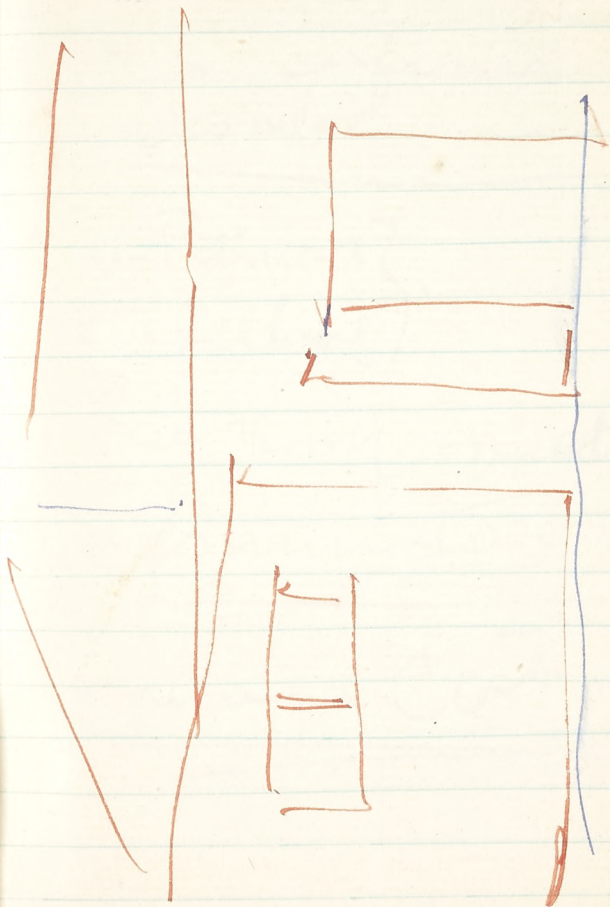
in cups -
wait

Dolls in bed
in corner

all 16 time

16 feet long

row.



Ceephed

Tags.

cell in conference
→ dinner.

The Pains }
Modeling }

are they quiet
or concentrated ones

American Cloth

again to

The Baly to Bath

Cementation

Carrying wood

of water. soak desk

Try to bath to
daily.

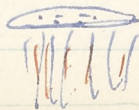
Very rubbing
it with soap.

Cellulose & all

Water through Porcelain

①

Water Time with



hals



Screw
on
off.

Fully ink

Funnel.



Threaded Bead.
(Concentric)



Muscle

square

Reading Books

Screw on

Concubine

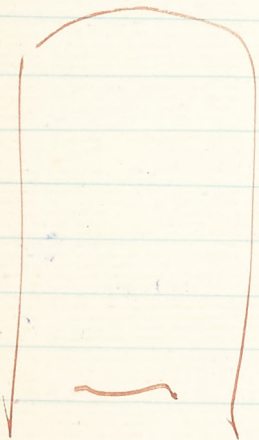
was my 10

Baby

II

Hande

Big Bud
naef



Rem to wood - some
hammer

Sam - hat a

Saw



Sawing
(girl)

Tea Table

Washing Dishes



Concubines

(suts)

(call)

□□□□□□

House

Plains

ms

Knocking Door

~~not for long~~

Saw Trail

Killing a comb
with a hammer

III

5 years

Bakant
25 miles

000
000
000

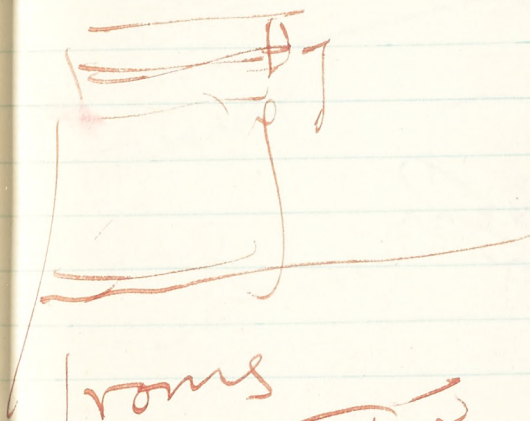
Shore
Knute

Parables: 6

Little Mangle

Washing +

little mangle



Ironing

Concentration

III

Drugs on Blackboard

draw

~~Prescriptions~~



~~Money~~
~~Antiques~~

2 of them

Waking on

line

~~good~~

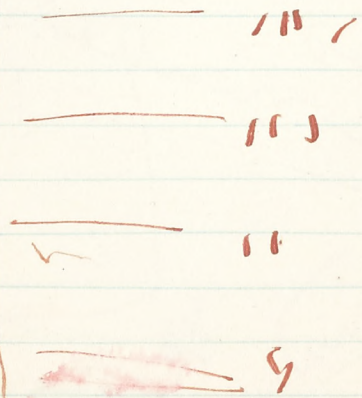
Waking

good

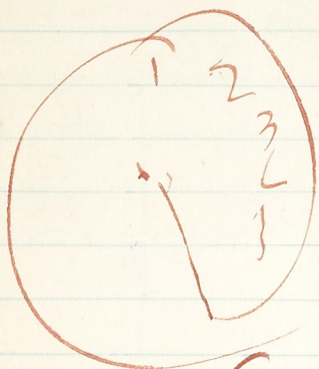
conenbater

12345

16



IV



counts
same hubbub.
showing!

2 Pauly Orange Box

Orange Box

blue

Toys

look

s t

m

Build a

Tower on

Table with

~~boards~~

That like to

Try look at to
for my Jewz
~~Get one out~~

○ ○ ○ ○ ○

○ ○ ○ ○ ○

W

5 2

6

7

6 years

5-5

6-14

7-13

When you

have done

numbers with

You may go

back to playing

Dance on 3 Tables

$$8 + 2 = 10$$

scratch of path

noise shall

beginning churs

41 42 43 44

etc
no ice

Confusing ~~summary~~
chair boxes

4 ones -
Just now
for
no beams

Albert Tomkins

Stephen Till

Fredy Low

~~dog~~

The Dams 4.

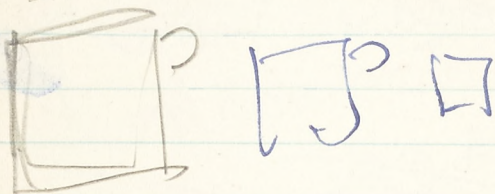
Briggles

Trains

On Cars

Laten 5-6

Inda Werk



Gallen pond.

Nov 7th Smallwood

washing - good

irons -

sweeping -

bottles -

Knights in Armour

Pictures

Central of Error

repeating }
creating. } ?

that is how
to learn.

growth - just
by failing. -

too simple all
together

All a question of
what to ~~do~~
focus on
Exit

Wz Rd

1) Obstructor

2) Fear - lack of
personal self-conf.

3) Ignorance

Integrator

which breeds

creative solutions

Vague

Creative Eschewer

or

Knowledge

What we mean
by Standard

no good can
come of books
these
no intended value

Equipment +
factors of
growth

Personnel?

Professional Exp.?

1) Person pulled to
appearance studies
by Johnson
one end of
study -

2) Insight into
comes from the
insight

3) Teller to observe
describe
— to
perceive
~~perceive~~
guide
impression of
Swish.

The good man

Nature Tables

s t
t m
o l

man

~~like~~

Soon he
fell fast
asleep

6

yes

you

Tuesday

Friday

Sunday

