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Box 14, Folder 16 - "Reading" / "Grammar" (E.M.S.)

Edwin Mortimer Standing

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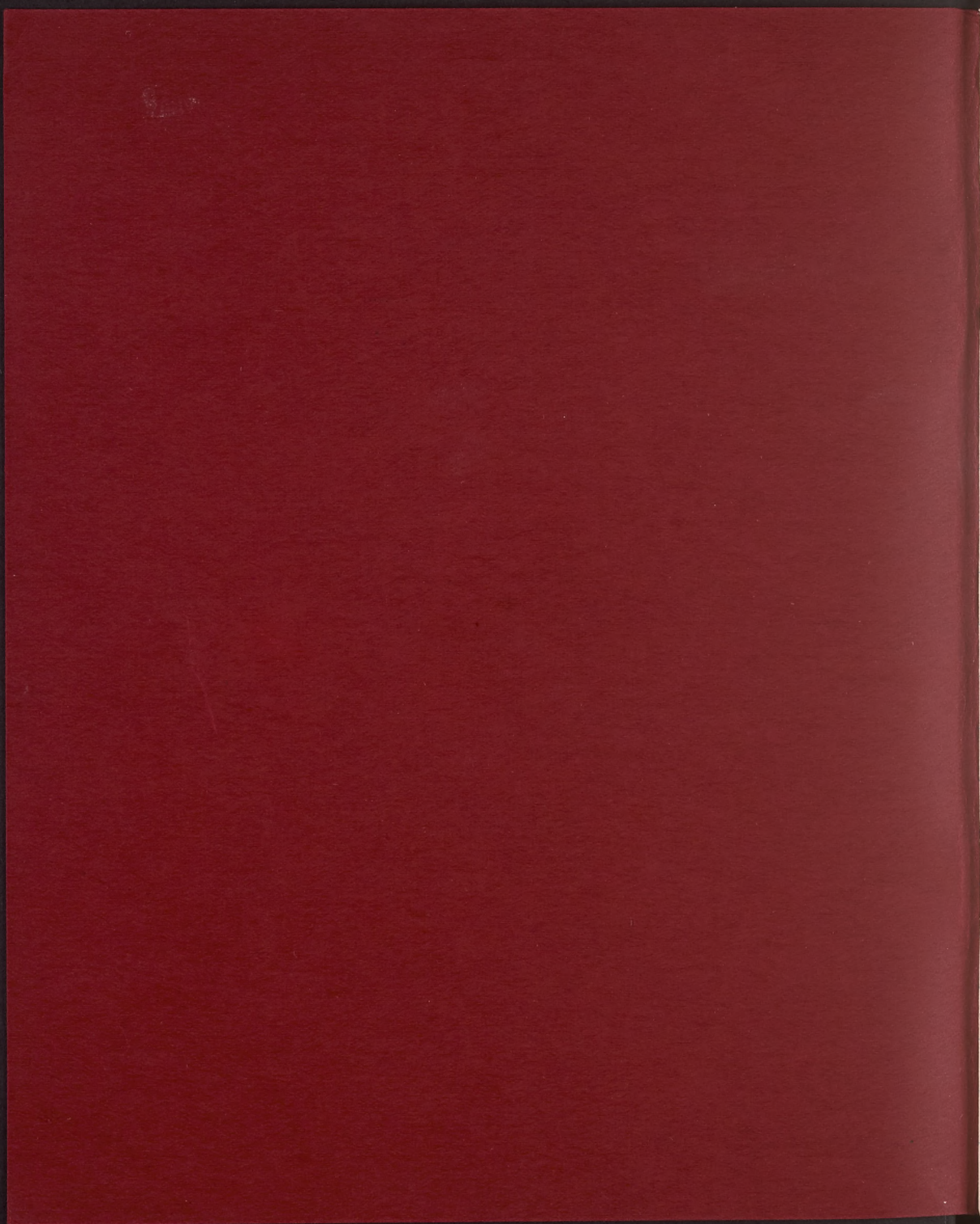
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Century

NOTE BOOK

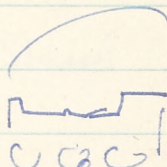
~~Writing~~
and
Reading



Preliminary Observations

Necessary. — Cross Purposes.

The Background
Circumstances.



Smell "As if you ~~was~~ were describing how
a railway engine worked — described everything
but forgot to mention the lines."

It's not just a question of Teaching
this or that subject.

Working or Reading.

It is part of a life.

"Definition of a Ment. Sch." "A Prepared
Environment which should enable
his own life, according to the ~~sub~~ laws
of his development^{on} unimpeded by
adult interference."

A Different Back ground - Whole Selling

- a) Teaching Unit is Ind. Unit - not a Group
Differ bet. Fraebel + Montessori
Home. "Learning + Tg in the Inf. School"

Test of a Method is - Can it be used by
a free individual - independent of T.

of Sentiment Method - absolutely dependent.

Thursday ^{or}
Wednesday

Selbst Taktikzeit

b

- b) Free Choice

Child makes his own time-table

(or really

Nature - does it for him)

No coercion

Spontaneous

Writing is quickly learnt because
we begin to teach it only to those who
show a desire for it

either by spontaneous attention to
lessons given by the directors to other
children

or by watching the exercises in
which others are occupied

Some individuals learn without

—over—

Those who think of the Cruelty of Mathemat
Ch. work at $4\frac{1}{2}$ - 5
Inst. Mus.

© We are not afraid to Teach the Child
Play-way

"It must be borne in mind - says

that the freedom of the ch. shd not
be interfered with in order to teach
him something" !!!

Such abnormal confusion.

The child must be free to choose
a lesson

or

not

Consent of the child.

A form of co-ercion not to give him the
choice of work!

even having received any lessons
solely by listening to lessons
given to others

Coercion.?

We ~~do~~ not ~~any~~ do not force a
child but we do not even
nudge him, or in any way
coax him to do what he does
not wish to do."

Back to
previous
page)

Teach him! Teach him!

Mentison. how different.

~~"You ask me am I to teach both or
not. I say Teach him Teach him!"~~

"One thing we may remember it is never a
danger to teach. You ask am I to teach
him or not. I say "Teach him Teach him!"

The problem is not in the act of teaching but in
the child's learning. Maybe he has
understood - maybe not. - no matter
if he does it wrong - - -

leave it to ~~the~~ child laugh it has failed
leave it at that - turn to someone
else"

How can he choose to work or anything
unless he knows

Knowledge precedes choice

Knowledge. ?

Choice is not Curiosity
or
Instinct. }

"Curiosity ceases when he knows
+ then he chooses
because he knows"

Teach. according to S.P. document

Geometry.

Quarto Seruio q' enclonao

page 43-44



(d) When to Teach him and What?

It is not ~~immediately~~ a question of To
Just of assessing Development.

The Answer is in Sensitive Period
Short Description.

Subject to be analysed
psychologically
not logically.

Sensitive Periods — a whole series of periods

(a) Sensitive Period for Language

0 — 5 years

Very wonderful

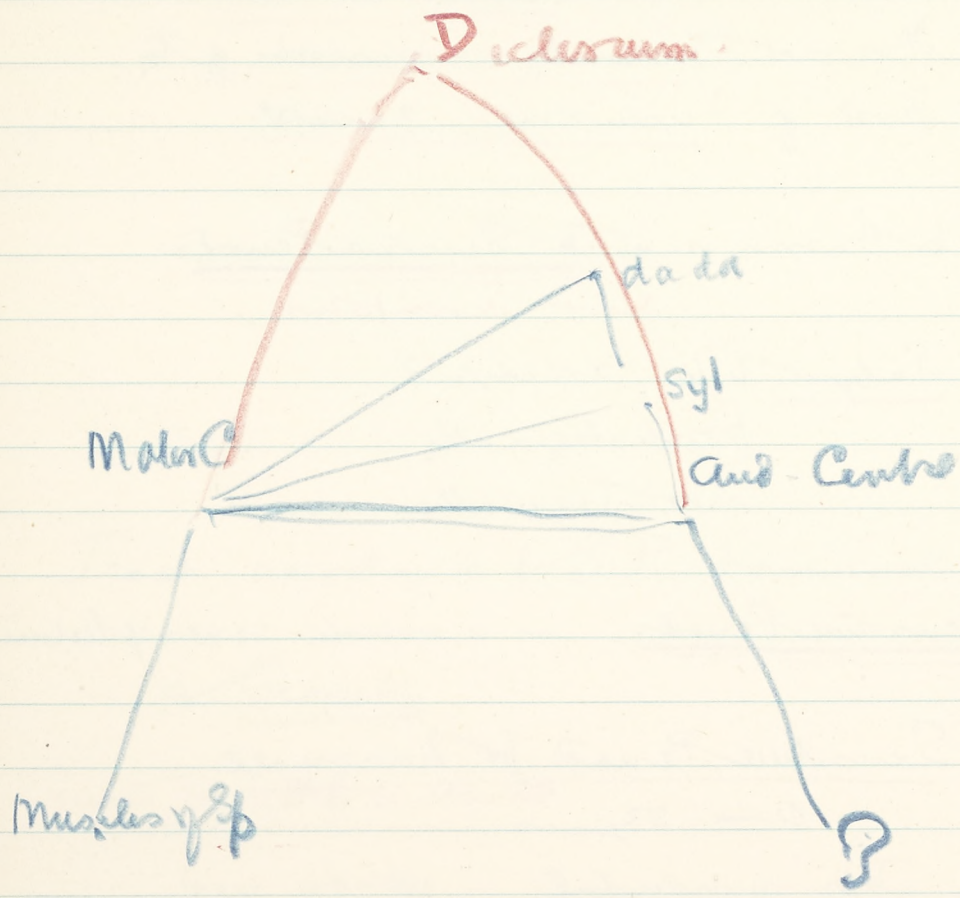
"A Divine Command."

(b) S.P. for fixing Psycho-motor activities

Eg. Language.

Natures Preparation for Speech.

Mechanism First



Lesson for Nature.

Suppose —

We all go to China!

A. Priori — You would expect Interest
in this thing —

In fact + experience it is high
0 — 5 yrs. great interest.

Writing Considered as :—

- 1) Expression of thoughts — sentences,
ideas —
- 2) as a Psycho-Physiological
Mechanism.
a lower plane

Natures Indirect Preparations

So We See in Nature

Walking

- 1) Indirect Preparation — mechanical
on a lower level
- 2) An Intelligence that matures &
matters use of it

Lesson Five Notes

MS. P. 6-7

Great Confusion

Because we confuse these two different stages, aspects we think of writing as an extension of ideas & therefore difficult.

It is a Sensual Fact not logical

Stage for which in shapes, sounds, surfaces, gradations & so on.

The Sensor-Motor Aspect of Writing
Mechanical

~~of Writing~~ Now something similar
in Writing - Start with -
the spoken language - Hereditary

Return to it - Make use of it?

~~Prop~~ So - Writing

a) lower sensory - Motor level
Mechanical.

preparation

b) Higher Intellectual level

assumptions

Composition

(a) Composition of words - Seasonal.

(b) - Comes from to Motor - Eso

- ideas - originality.

Composition

Expression of ideas

Do a more easy than adults

We read an experience back
into the life of children

⁹⁶
~~You~~ must take it them

so Miss B's

Theresa Tide in the affairs.

So - on this plane -

If children learn to write at five

it is not precocious -

(could not do it on a higher)

Confusing - a mechanical actives
with.

a high form of expression.

Do it on

Analysis of Difficulties on lower Plane.

Eg to write on a paper learn

1) The Sounds of the letters
shape.

How to make them + say them

2) Maintain a Writing Instrument

3) Spelling of Words

The Principle

1) (always) with actives

An Intelligent Sound

Aristotle

The letter is an indivisible sound of a particular kind: one that may become a factor in an intelligible sound.

Indivisible sounds are uttered also by the brutes but no one of these is a letter in our sense of the word.

Man - Son of Man.

2) A interest in itself

an occupation in itself

3) Itself.

The Letter of Alphabet

Object have no interest 2

Reason why?

1) Too old

2) Only visual

3) mixed with others

4) Not separate

5) Movable.

So back to
page 4
no corner

"Have you 't'?"

I want "t" and "l" & "s"

① Berlin story

② Burns story

Interest Preparation for Writing

These prepared hands

Feeling containers

Touch boards —

Stuffs

"ranger (chain) smooth

The Designs with Metal Insets

Describe

Axis

Effect

As much as like before writing.

This limitation helps

If just scribbling — soon true

Control of Error

Show Examples

3) Movable Alphabet

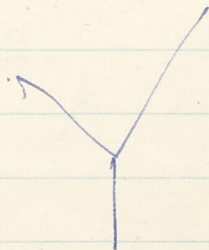
Analysis of Word

nat

Writing

nat

Reading



To make peace -

I need

p. or. v. t. - i. co.

Starts from the whole
& merely breaks up.

Sensual Fact - not large
Intelligence

Wonderful achievements

Darmstadt

Sakalava.

Abracadabra.

How they do it? — repeat &
repeat.

Phonetic Language

Make the basis.

Can work by themselves Independent
give pictures

The Explosion into Writing

First time

p.

Hauschen. MS.

Various forms

(New Command for albus

On Board

The sun is shining

I am happy.

Tomorrow I will be six years old

Stones.

Bud

What do you do little and in to morning? asked the little chud.

The little and replied first I clean my feathers + then I go off + get something for my little ones to eat -
(6½)

Once there was a snail walking in a meadow + in the meadow was a little chud. The

~~Q~~

chud said to the snail "Why do you walk so slowly?" The snail replied "Because I carry my house on my back!"

Poor snail how he pushed!"

"Our aim is not to use the book in
order to read

but

learn to read
in order to read the book"

Composition.

Just words Mechanical accomplishment

Then "Mater-Ego" enters

Composer

Flows of it

Examples

Self-expression

One ~~Last~~ Point

19

Visitors of Lin Shueh by
Absence of Reading Primers.

"Marlsson has a prejudice agst books
thas tried to abolish them"

On the contrary just to opposite

"The book is the great friend of man, the
solace of his spirit, the immortal
monument to his intelligence"

Overcome difficulties separately
tho action -
apart from books

Another is prejudice because we wish to
enjoy to come to the book with
that freshness of sentiment it
deserves

If recognize word patterns is bases
that is there.

~~and used~~

E.g

Eg Base of animals

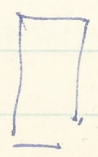
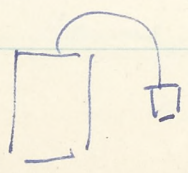
pig, dog, cow, horse, elephant

Easy. - Next time
uses word pattern too
as we all do
afterwards

Isolation & Difficulties

Each language has own difficulties

Phonograms



The Mechanism is ready

The single words are ready

Await the maturity of minds

Sentences

Difficulties of Spelling

You say "all right for Haban
Germann

But not for us

Quite Wrong.

Insci The Strong Tide of Interest
flows from within
enthusiasm

READING

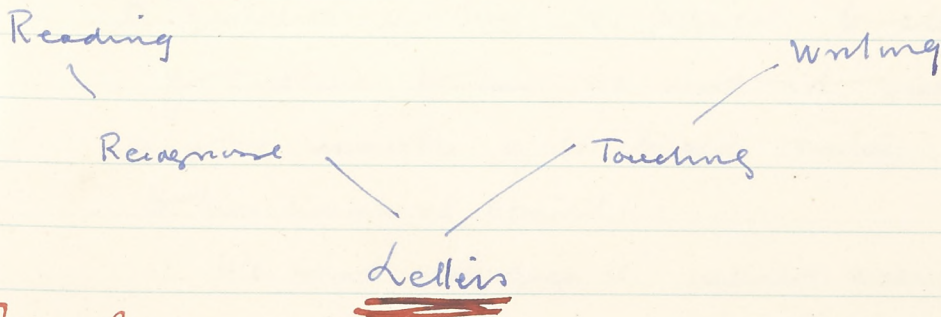
Not separated from Writing.

Branches off. The Method a Feature

Life • us Potentialities

So with Knowledge.

E.g. Arith & Geometry. Algebra



These days

Reading as a "Tool Subject"

An instrument

They say

2

"Interest comes when the Need comes

Interest supported by the need
outside itself

Tool Instrument

Ditto Number. (Shop)

Montessori has none of this -

The child is an elevated being - "this awakened child"
& it is of the utmost importance that in considering
the question of how to present the elements
of culture ~~to this~~ we must not give
anything unworthy of its elevated nature
to this awakened spirit."

We must not give it interior exercises
which will only put it to sleep. - for
it is sensitive to higher things.

This culture, the fruits of which
we are to give the child is a wonderful

things. It represents the lofty achievements
 the brilliant conquest of the sea - the culminating
 of centuries of human endeavor & discovery.

We must see to it then that we must
 present these achievements in a manner worthy
 of their significance.

We must not dwell on the smallness of the
 crew who listens but of how we can best
 gather together these lofty treasures & present
 them. ^{to him} We must do this so that we
 give the crew their sunshine - the
 fleur de force (ie the flower of the flowers)

We must act like persons who are
^{national}
organising an exhibition & put these
 intellectual conquests in the most
 attractive light.

Zau may say. Yes, that's all right in
 theory - but how is it going to
 keep me with my Reading at

10. am. next Monday morning!

What we want is Bress Tacks!

T

We will come to them all night - but not
brass - pure gold!

To us grown ups in 20th Century

Reading seems a humdrum
affair

But to those for all ancestors what a
thrill - this

Art of communicating with another
without a voice -

at a distance -

space & time

What a thrill! what a triumph!

We must Re-Capture that Thrill

(See how this
intellect always distinguishes!

same with cylinders
stuff
class

on this higher plane')

5

to thrill of wonder, mystery, power!

To Do this We must distinguish

1) Reading as a means of acquiring
knowledge at a cultural level

as The Bible

Shelley

Scientific Treatise

and

~~(Tool.)~~

2) The ~~Fact~~ Simple Fact of Reading
in its Essence

i.e. Between a means (A Tool ~~Subject~~)
to something outside itself

and

A thrilling experience lived through
with a sense of joy, awe, surprise,
wonder. ~~Doing~~ ~~an~~ ~~Such~~

"We do not want him to learn to read
like a dull machine - a Robot - doing
something judgmently, like a slave
condemned to an uninteresting task"

What is the Essence of Reading then?

It's something mysterious

The elucidation of a mystery
a secret.

"Here we have a scrap of paper, or a
stone tablet, with some signs written
thereon.

We look at those signs intently.

They begin as if were to become
alive

They become alive - to put themselves
together in an organic union.

And they presto!

Suddenly to our souls there
springs up a word or a graph
image.

It's as though this piece

Warden to beginning of
Philosophy.

of paper had a tongue & could give
forth utterance.

The essence then of written language is
lies in the possibility of communicating
with others without spoken words
indeed
with no fusion near!

The practical problem then is how to present
this wonderful fact of Reading, to the
eyes in such a way that - in his
own individual life he can re-capture
something of the thrill of wonder -
and mystery which his ancestors
experienced at this great discovery.

The Sacred Flame

"Always - in anything we must strive
to keep burning in the heart of this flame
explains this flame of discovery. - This

Some explore who explores the world about
him with such personal enthusiasm."

"If we have no around the flame in
the heart of the child we may know that
we have made a mistake in our manner
of presenting to cultural consciousness of
humanity"

The Consulting Oracle

I shall never forget — though it is more than
 28 yrs ago — the first time I witnessed the
 M. solution to this problem in the
 possible way — in action. (

I was observing in a London C.C. Infant
 School — I think at Hornsey Rd (111
 Stalchinson). There were some 40 +
 children in the class all watching fully
 & intently. (I continue from
 notes made at the time) Two little girls
 Anne & Barbara — ages between 5 & 6 —

are sitting together at a small table near
me. Between them on the table is a small
packet of red cards - each card about $1\frac{1}{2}$ long.
The word is written on each card. As
usually happens in this spontaneous conversation
one of the partners is the leading partner. In
this case it is ^{the} Annie. She takes one
under the cloth & takes the top card from
the pile & places it on the table between
them. The two little heads bend over it
solemnly, in a tense silence.

"What does IT say" whispers
Barbara in quiet tones. There is another
short pause in which Barbaras
lips move visibly & both ^{little} faces
look tense with expectation. To

Two old professors of oriental
languages ^{came over.}
~~languages striving to meet the secret~~
from ^{persons} some new Cuneiform inscription
could not shudge the stubborn

in order

symbols with great eagerness to
 make ^{them} ~~it~~ ~~give~~ ~~up~~ ~~its~~ ~~use~~ - long secret
 than these 2 curly headed mules bending
 over them - to them - equally mysterious
 letters on that red slip of paper.

Suddenly a light gleams in Anne's
 eyes. She turns her head solemnly to
 Barbara & announces ^{with great gravity} ~~grants~~.

"It says - "Bulton" "

~~At last~~ ~~to~~ ~~Orade~~ had spoken - there
 was nothing else to do but obey -
 "I'll go and get the Bulton Frame" says
 Anne rising. And off she went toward
 the cupboards. to return shortly with a
 bulton-frame under her arms.

Whilst she ^{is} ~~was~~ away ~~to~~ the Junior
 partner took the red slip from the
 lap of the pole & looked at it
 intently, but in vain. "I can't
 make it out what it says" she

11
conferred to Anne on her arrival with
the frame. Anne takes ~~the~~ sets down
takes to card. There is the same breathless
silence - ~~the~~ same tense concentration
then - in the same unimportant but respectful tone

It - says - "DUST" says

Anne ~~unimportantly~~. "I'll go & fetch
^{she continued}
a dustier for while you do the buttons!"

And so it went on. -

That is the Essence of Reading -
a mystery
a revelation.

The interest is in the Thing itself - not
as an instrument of knowledge
but ~~an~~ present experience

plus - as always -
an Activity

But we have skipped a step.

12

Those with experience know that

you can say

d - o - g must be cows

It is not

come home - and

the secret is not revealed

(like the Turing Machine in our Company!)

Let us go back to the Movable alphabet

- composing words.

not Writing

- but equally & more so

not Reading

You might think that if etc. ---

but it is not so

In fact - far from it -

Can't read to read he himself has made

why not?

Reading is a

A Different Approach - Rhythm. - Level

First Stage. Comprehension of letters

a) Begin with the whole

↳ No secret

Mere Analysis.

No mystery

Mechanical - Senseless

Entirely Auditory

Always connected with sound.

Sound + Symbol

No meaning necessary

("Darmstadt")

b) Reading a Second Stage Heugner

Meaning + Mystery

Not yet by "piling up first stages"

Qualitatively different

Meaning necessary

This is a period of interpretation of words
their meaning, - the center of the word
separates itself from the auditory center

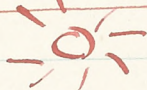
Before he ~~has~~ read to read because he heard
some one pronounce it. - now without
any one pronounce it.

It's a new thing

It is a leap of the mind from certain signs
 that were meant nothing

Here comes in to Higher Intellectual Centre

The Intellect



The Sun - which lights up - so that we
see - as in to dawn - what was there before but
we did not see it.

Full First Stage Passage. The word heard came
 in & went up to the centre + was translated to symbols.
 But now. is to come when

The Major-Ego starts its operation

An interest arising from within

It's a new thing -

not get by going up from lower floor

It is to meta-ego which will choose

We must not choose for it (as we did on the first stage)

An enthusiasm

An intense interest which will throw itself on words

Becomes insatiable for words

With Objects

History. Again

History.

Began with Objects on Table

Trays to play with

Go to table & get them

Asked

"Is our journey really necessary?"

Just read words

So gave infants of words

Stamlet "Words, words, words!"

The motor ego at work

16

They chose, hunted -

Word Baskets or Boxes.

Dependence on the Tide of Enthusiasm

Eg.

bat, bit

(1)

brat hand ch

(2)

multon..

bulton dolly.

Shit not Sentences

The Passing to Next Stage

Birth of Reading Commands

Wally on board

Do you love me?

If you can read this come to me.

Three days - no result -

Then Yes I do - (Kissed him)

Eccome - Mine I am

The Secret was out

Began all sorts of Commands

Great Communion - Excitement

Madness with Method in it

Used hinceforth -

Reading
and Grammar.

(Common
in all
schools)

Keeps to Mystery

other methods

Serious etc. subtlest-

Total subject

Extrinsic interest

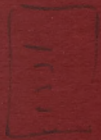
Spouts it

Spouts it - Like a Novel

gives one bits out to plat-

100 square.

8^2 .



ARITHMETICAL TABLES

<p style="text-align: center;">NUMERATION TABLE</p> <p>Units 1 Tens 10 Hundreds 100 Thousands 1,000 Tens of Thousands 10,000 C. of Thousands 100,000 Millions 1,000,000 Tens of Millions 10,000,000 C. of Millions 100,000,000</p> <p style="text-align: center;">STERLING MONEY TABLE</p> <p>4 Farthings 1 Penny (d.) 12 Pence 1 Shilling (s.) 2 Shillings 1 Florin 2 Shillings & 6 pence 1 Half Crown 5 Shillings 1 Crown 10 Shillings 1 Half Sov. 20 Shillings 1 Sov. or 1 Pound (£) 21 Shillings 1 Guinea</p> <p style="text-align: center;">ARITHMETICAL SIGNS</p> <p>+ Plus: Sign of Addition - Minus: Sign of Subtraction × Sign of Multiplication ÷ Sign of Division = Sign of Equality ∝ Signs of Proportion √ Sign of the Square Root ∛ Sign of the Cube Root ° Degree, ' Minute, " Second ∴ Therefore</p> <p style="text-align: center;">TROY WEIGHT—For Gold & Silver</p> <p>24 Grains 1 Pennyweight (dwt.) 20 Pennyweights 1 Ounce (oz.)</p> <p style="text-align: center;">Precious Stones are weighed in Carats (1 Metric Carat=200 Milligrammes)</p> <p style="text-align: center;">APOTHECARIES' WEIGHT For Mixing Medicines</p> <p>20 Grains 1 Scruple (scr.) 3 Scruples 1 Drachm (dr.) 8 Drachms 1 Ounce (oz.)</p>	<p style="text-align: center;">AVOIRDUPOIS WEIGHT For all Goods, except Gold, Silver and Jewels</p> <p>16 Drams 1 Ounce (oz.) 16 Ounces 1 Pound (lb.) 14 Pounds 1 Stone (st.) 28 Pounds 1 Quarter (qr.) 4 Quarters 1 Hundredweight (cwt.) 20 Cwt. 1 Ton</p> <p style="text-align: center;">HAY AND STRAW WEIGHT</p> <p>36 lbs. Straw 1 Truss 56 lbs. Old Hay 1 Truss 60 lbs. New Hay 1 Truss 36 Trusses 1 Load</p> <p style="text-align: center;">LONG OR LINEAR MEASURE</p> <p>12 Lines 1 Inch (in.) 12 Inches 1 Foot (ft.) 3 Feet 1 Yard (yd.) 6 Feet 1 Fathom (f.) 5½ Yards 1 Pole (pl.) 40 Poles 1 Furlong (fur.) 8 Furlongs or 1760 Yards, 1 Mile</p> <p style="text-align: center;">CLOTH MEASURE</p> <p>2½ Inches 1 Nail 4 Nails 1 Quarter of a Yard 4 Quarters 1 Yard</p> <p style="text-align: center;">SOLID OR CUBIC MEASURE</p> <p>1728 Cubic Inches 1 Cubic Foot 27 Cubic Feet 1 Cubic Yard 1¼ Cubic Yards or 306 Cubic Feet 1 Rod of brickwork</p> <p style="text-align: center;">IMPERIAL HEAPED MEASURE Avoird. of Water lbs.</p> <p>8 Gallons 1 Bushel = 80 3 Bushels 1 Sack = 240 12 Sacks 1 Chaldron = 2880</p>	<p style="text-align: center;">IMPERIAL DRY MEASURE Avoird. of Water lb. oz.</p> <p>2 Gallons 1 Gill = 0 5 4 Gills 1 Pint = 1 4 2 Pints 1 Quart = 2 8 4 Quarts 1 Gallon = 10 0 2 Gallons 1 Peck = 20 0 4 Pecks 1 Bushel = 80 0 8 Bushels 1 Quarter = 640 0</p> <p style="text-align: center;">SQUARE MEASURE</p> <p>144 Square Inches 1 Square Foot 9 Square Feet 1 Square Yard 30¼ Square Yards 1 Square Pole 40 Square Poles 1 Rood 4 Roods 1 Acre 640 Acres 1 Square Mile</p> <p style="text-align: center;">TABLE OF MOTION</p> <p>60" Seconds 1 Minute 60' Minutes 1 Degree 30" Degrees 1 Sign 12" Signs or 360" the circle of the earth</p> <p style="text-align: center;">TABLE OF TIME</p> <p>60 Seconds 1 Minute 60 Minutes 1 Hour 24 Hours 1 Day 7 Days 1 Week 4 Weeks 1 Lunar Month 365 Days 1 Year 366 Days 1 Leap Year 52 Weeks 1 Year 12 Calendar or 13 Lunar Months 1 Year</p> <p style="text-align: center;">Days in the Months</p> <p>Thirty days have September April, June and November All the rest have thirty-one, Excepting February alone, Which has but twenty-eight days clear, And twenty-nine in each leap year.</p>
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MULTIPLICATION TABLES

2	3	4	5	6	7	8	9	10	11	12
TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES
1 are 2	1 are 3	1 are 4	1 are 5	1 are 6	1 are 7	1 are 8	1 are 9	1 are 10	1 are 11	1 are 12
2—4	2—6	2—8	2—10	2—12	2—14	2—16	2—18	2—20	2—22	2—24
3—6	3—9	3—12	3—15	3—18	3—21	3—24	3—27	3—30	3—33	3—36
4—8	4—12	4—16	4—20	4—24	4—28	4—32	4—36	4—40	4—44	4—48
5—10	5—15	5—20	5—25	5—30	5—35	5—40	5—45	5—50	5—55	5—60
6—12	6—18	6—24	6—30	6—36	6—42	6—48	6—54	6—60	6—66	6—72
7—14	7—21	7—28	7—35	7—42	7—49	7—56	7—63	7—70	7—77	7—84
8—16	8—24	8—32	8—40	8—48	8—56	8—64	8—72	8—80	8—88	8—96
9—18	9—27	9—36	9—45	9—54	9—63	9—72	9—81	9—90	9—99	9—108
10—20	10—30	10—40	10—50	10—60	10—70	10—80	10—90	10—100	10—110	10—120
11—22	11—33	11—44	11—55	11—66	11—77	11—88	11—99	11—110	11—121	11—132
12—24	12—36	12—48	12—60	12—72	12—84	12—96	12—108	12—120	12—132	12—144

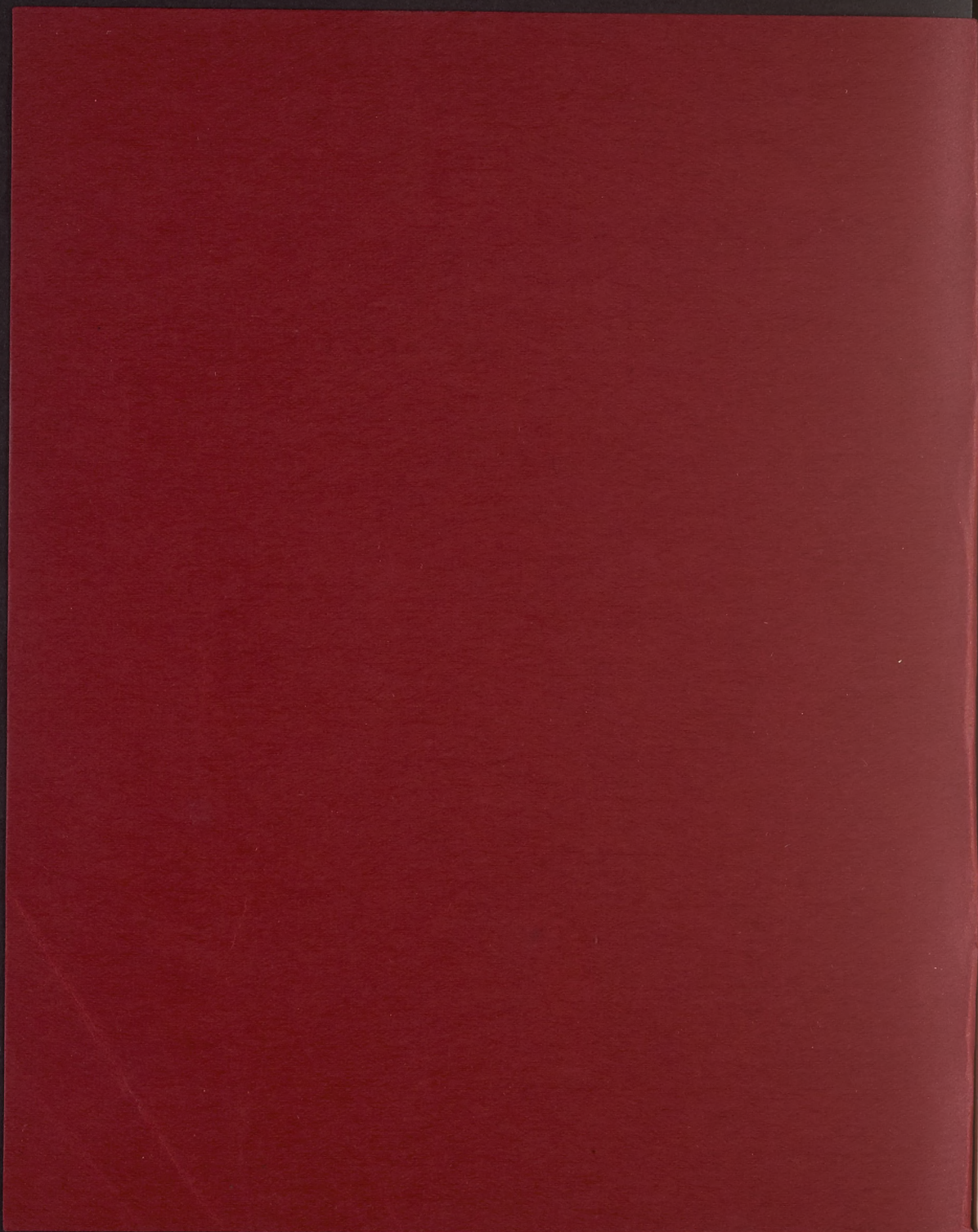
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Century

NOTE BOOK

Grammar

9



Grammar as an Aid to Development

There was a Schoolboy - sentence

The hunter shot a rabbit.

"I see no object in it!"

Some say some for Grammar as a whole

Cui Bono?

If it must be taught then certainly not
in the Elementary School (Infant)

Wait till child is 12 yrs at least.

Manderson quite a different idea.

With her always Development comes
first.

"Seek ye First the Kingdom and

So Culture will be added unto you.

"We must give to Ch. Grammar because he has a need for it in his developmental mental life"

"Our purpose is not to teach G. but help to development of the child"

When to Teach it?

When the child needs it most.

When is that?

Child has a Sensitive Period for language.

Assimilates words he knows not why.

The words function as if drawn by a secret magnet. They come; they

fix themselves; they remain; they put

themselves in order & of all senses so

simple & clear & happiness in such

a way that the mind does not

seem to work at all.

It seems like a reaction between the
enrichment of expression of the developing intellect
and the child

Interest in Words.

Now it may well be that if there is
in this epoch - in n.b. there is this
creative fact - this interchange bet. the
Indiv. & this thing in the environment -
that he did feel a special & profound
interest towards this thing which is
made for him & he said (as
the butterfly said flower the flower
said butterfly:)

Now as always when we find ourselves
confronted with a natural phenomenon
we must add it at the critical
moment.

For

If we offer our help at the time when
this sort of work has already been carried
out by itself. — at a period that is when
language is already fixed — then to study
is different. — perhaps not crowned
with success — rather as when an
adult begins to study a new language.

Two Sensitive Periods for Language 2 Divisions

① Small child 4-4½

Sensory:

Sounds.

Composition

Corresponds to epoch ch. is fixing
accents of words

nat-

Construction of language

(b) Construction of Words + Language

A higher & more elevated stage -
Students need find out how
compared, & how related to each other

A Projection of Language in its
Construction

It's a superior fact - this intelligence
wishes to see the gift of nature
spread out before it.

Our Aim to Give Order (as always)

Its Intellectual Principles of Order:

Confusion chaos at start

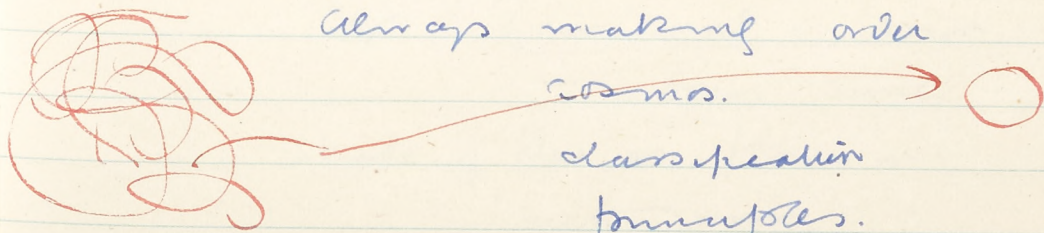
always making order

comes.

classification

formulates.

relation.



[Spearman - "relations between things!"]

We help a Natural Movement

Eg Comparism with Colours

But there are far more colours in nature

Am is not to track more colours
but order

comparism
classification

It is

The child who . . .

says "Tom coat is brown
— over some
shade of blue as flower in
next room

Berlin "S"

29

7

First Stage of Language S.P

Father says

"Have you been ~~g~~ buono.?"

Ch said b-u-o-n-o !!

So the child has already a great number of words.

Am To see what we know
in a new.

begin way
related.

Pract-

For Example

Nouns + Verbs (cards)

Singular

+ Plurals

(cards)

Adjectives + Nouns

(cards)

filling together

How to Present the Study

Certainly not by starting with a definition. eg

- " A Noun is the name of anything
- " An adj. qualifies a noun. etc.

Always there's an Activity

(Never give more to the eye than to the hand)

"We must give aids to the Ch. not with themselves explanatory lessons but seeking to bring into play the activity of the child itself."

and not only activity for the sake of use of muscles - but in such a manner that -
by the activity of his reasoning powers he may discover for himself

The definitions rules functions
of different parts of speech

Pract

[Example Adverb Cards give out!]

"What do these cards tell?"

→ How.

Method—

- (a) The Teacher's Part
- (b) The Child's.

The Teacher is Essential.

The T. knows a lot because she is
an adult has a vast store of ideas
if she has this excess of knowl. on
beh. she must give it — otherwise
what is the good of being a T?

But

This great thing
high knowledge
must be given to the Ch in
a verifying manner, corresponding to
the ~~same~~ trust in the C's soul.

In all these exercises in G. there is a great
part for the T. to play - who must give
and will

The Spirit to the Word - and
a foundation of the word. - as a
revelation of something great
powerful or awful.

She herself must be an enthusiast
+ in love with the subject

"Wonder is the beginning of Philosophy"

Eg.

Albion Mag. "All depends on
her, as in every other moment, on
her knowing how to teach that

inner motor-act with whose intent.

Who she has succeeded in arousing
an intent in to IV. or A or V. (as to
case my W.) to walk is non.

All to act will be facilitated by to
intent aroused, & it suffices

for us

to have the necessary materials to
hand. ready to develop the intent
spontaneously

The T. is becoming link between to
ext. object & to inner intent of to C.

In this r. she must remember she is
a necessary link - & bear in mind

She must put herself ^{on} one
side

me only

when to C.'s inner intent is leading
him along one of the prepared paths.

Thomas Ch. is dull + bored +
dumb. is arrested

An Example

Name

(Not complete -
 but suggesting lines.)

Tommy bring me a chair.

James - - cables

John - - pencil

May. - - "quickly" quickly.

Francis - - one here

Jimmy - - -

my soul smells ch come! do come!

Or Again Name

"Every New Thing has a Name"

Angel

His name shall be called Jesus

John to Baptist - Angel.

"His name is John!"

Names written in Identity Card

Names in to Boat of Life

Story of No-man

The Baby is coming.

• Creator
"Birth hard concluded with a name

(of creator Adam)

Name of the Grandfather - - Peter

At the Peter to a prole

Rest of to a proles

How many names..!

Santo Calendar

"A whole paradise of Santos"

Cator them! Cator them!

More feminine than masculine

Are names more Santos. !??

So from the Baby's name just see what

has come out..!

Permanence of Names

Map of America.

San Francisco.

Los Angeles.

Stanley Catholics.

Protestant country

Names stay.

San Diego

Sacramento

St Paul ?Indian Names

Ohio

Indiana

Missouri

Palomac.

New Inventions

aeroplane

jet plane

Mackintosh

Wellington

Two Main Divisions of Grammar

- 1) Study of Words in Themselves
- 2) Study of the Relationships of Words to each other.

Function in sentence
Parts of Speech
Analysis.

① Study of Words Themselves

(always through Action)

Singular & Plurals

Regular.

Different Irregular ones

Masculines & Feminines

Suffixes & Prefixes

(2 columned alphabets)

Adj. Game

Nouns + Verbs.

(Materials Ready)

What we know - in new order.

"I never noticed it before"

Things we heard at home - by chance -
now seen in a new order.

② Parts of Speech

1) Illustrative vivacious lessons

e.g. that "adverb. game"

Grammar Boxes

Each P of Speech a different
colour

Take in order -

always adding on a
new P. of Sp.

New colour.

Always 1) An actus of hands
2) Of Body too also

Eg Adjective **Pract.**

The long ~~was~~ rod
short "

Show how we do it. (Bay in Rome!)

Changing to other Game.
Teachers interference!

Note No definition
but
Same kind of word
in same box
— colour

slow tranquil work
seeps into the mind.

Own pace also Reading

Symbolic Grammar

Philosophy of Grammar

Language reflects our Experience
of outside world

Outside world we have

Matter - house, station, lake and stand on.

Energy - moves.

Some Grammar we have

2 main elements

Verb Nouns	- Matter	}
Verb	Energy.	

Energy is (1) Static - sun shines - Intransitive

(2) Dynamic - runs from me thing to
another - water runs

Transitive

Grammar Reflects Reality

The words of reflexion of our inner world
 of experiencing things. The intelligence has
 gathered together impressions; it
in creating language

man has followed to same direction

Sounds in their organization reflect in a
way to nature of the external world

Macrocosmos . - Matter Energy
Microcosmos . Nouns Verbs!

There are the Two Poles - the 2 legs
that Grammar walks on.

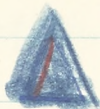
Everything gathered round these
 2 centres.

NOUN

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Symbol Noun. Static, permanent.

fixed



matter

Verb

Red, round, energy.

Pronoun

This name cannot be everywhere
has so much to do. -

cannot respond to all the calls
made on him.

So his resemblance

is absolute.

Same shape

only

thinner

less important

Article

is really a part of noun

eg article absorbed in Latin

Verb



Always qualifies a Noun
limits his scope

Could be done without
more nouns.

Cumulus was

- Top hat - Cylinder

△ a plane figure with 3 st- lines
as sides. Triangle

Quadrilateral = A four sided plane figure.

Span a fish.
a fish in water

Adverbs

Keep to chisel out to Verb

Same shape

Smaller

Examples

Prepositions } Servants to
Conjunctions } others

or Connective Tissue.

Exclamatory Mark is not really
 a word.
 a sound. !

So Parsing is a New War

Show Examples

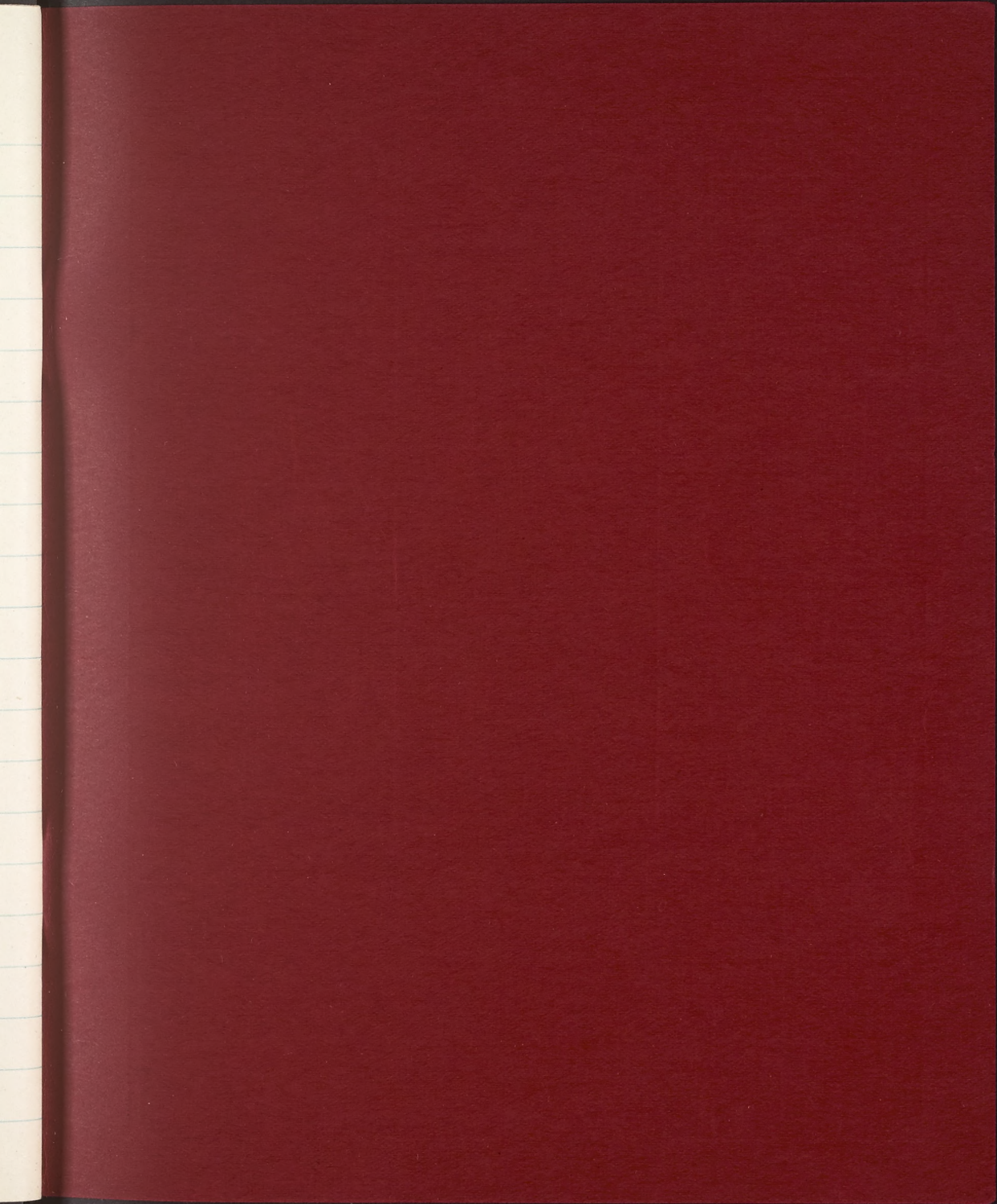
Analytical Principle of Method

|| Spread out your knowledge
 Rise above it
 & make

New Discoveries
 a new field

Enter into the Realm of Style

Examples.



ARITHMETICAL TABLES

<p style="text-align: center;">NUMERATION TABLE</p> <p>Units.....1 Tens.....1 2 Hundreds.....1 2 3 Thousands.....1, 2 3 4 Tens of Thousands.....1 2, 3 4 5 C. of Thousands.....1 2 3, 4 5 6 Millions.....1, 2 3 4, 5 6 7 Tens of Millions.....1 2, 3 4 5, 6 7 8 C. of Millions.....1 2 3, 4 5 6, 7 8 9</p> <p style="text-align: center;">STERLING MONEY TABLE</p> <p>4 Farthings.....1 Penny (<i>d.</i>) 12 Pence.....1 Shilling (<i>s.</i>) 2 Shillings.....1 Florin 2 Shillings & 6 pence.....1 Half Crown 5 Shillings.....1 Crown 10 Shillings.....1 Half Sov. 20 Shillings.....1 Sov. or 1 Pound (<i>£</i>) 21 Shillings.....1 Guinea</p> <p style="text-align: center;">ARITHMETICAL SIGNS</p> <p>+ Plus: Sign of Addition - Minus: Sign of Subtraction × Sign of Multiplication ÷ Sign of Division = Sign of Equality ∝ Signs of Proportion √ Sign of the Square Root ∛ Sign of the Cube Root ° Degree, ' Minute, " Second ∴ Therefore</p> <p style="text-align: center;">TROY WEIGHT—For Gold & Silver</p> <p>24 Grains.....1 Pennyweight (<i>dwt.</i>) 20 Pennyweights.....1 Ounce (<i>oz.</i>)</p> <p>Precious Stones are weighed in Carats (1 Metric Carat=200 Milligrammes)</p> <p style="text-align: center;">APOTHECARIES' WEIGHT For Mixing Medicines</p> <p>20 Grains.....1 Scruple (<i>scr.</i>) 3 Scruples.....1 Drachm (<i>dr.</i>) 8 Drachms.....1 Ounce (<i>oz.</i>)</p>	<p style="text-align: center;">AVOIRDUPOIS WEIGHT For all Goods, except Gold, Silver and Jewels</p> <p>16 Drams.....1 Ounce (<i>oz.</i>) 16 Ounces.....1 Pound (<i>lb.</i>) 14 Pounds.....1 Stone (<i>st.</i>) 28 Pounds.....1 Quarter (<i>qr.</i>) 4 Quarters.....1 Hundredweight (<i>cwt.</i>) 20 <i>cwt.</i>.....1 Ton</p> <p style="text-align: center;">HAY AND STRAW WEIGHT</p> <p>36 lbs. Straw.....1 Truss 56 lbs. Old Hay.....1 Truss 60 lbs. New Hay.....1 Truss 36 Trusses.....1 Load</p> <p style="text-align: center;">LONG OR LINEAR MEASURE</p> <p>12 Lines.....1 Inch (<i>in.</i>) 12 Inches.....1 Foot (<i>ft.</i>) 3 Feet.....1 Yard (<i>yd.</i>) 6 Feet.....1 Fathom (<i>f.</i>) 5½ Yards.....1 Pole (<i>pl.</i>) 40 Poles.....1 Furlong (<i>fur.</i>) 8 Furlongs or 1760 Yards.....1 Mile</p> <p style="text-align: center;">CLOTH MEASURE</p> <p>2½ Inches.....1 Nail 4 Nails.....1 Quarter of a Yard 4 Quarters.....1 Yard</p> <p style="text-align: center;">SOLID OR CUBIC MEASURE</p> <p>1728 Cubic Inches.....1 Cubic Foot 27 Cubic Feet.....1 Cubic Yard 1¼ Cubic Yards or 306 Cubic Feet.....1 Rod of brickwork</p> <p style="text-align: center;">IMPERIAL HEAPED MEASURE Avoird. of Water lbs.</p> <p>8 Gallons.....1 Bushel = 80 3 Bushels.....1 Sack = 240 12 Sacks.....1 Chaldron=2880</p>	<p style="text-align: center;">IMPERIAL DRY MEASURE Avoird. of Water lb. oz.</p> <p>2 Glasses.....1 Gill = 0 5 4 Gills.....1 Pint = 1 4 2 Pints.....1 Quart = 2 8 4 Quarts.....1 Gallon = 10 0 2 Gallons.....1 Peck = 20 0 4 Pecks.....1 Bushel = 80 0 8 Bushels.....1 Quarter=640 0</p> <p style="text-align: center;">SQUARE MEASURE</p> <p>144 Square Inches.....1 Square Foot 9 Square Feet.....1 Square Yard 30¼ Square Yards.....1 Square Pole 40 Square Poles.....1 Rood 4 Roods.....1 Acre 640 Acres.....1 Square Mile</p> <p style="text-align: center;">TABLE OF MOTION</p> <p>60" Seconds.....1 Minute 60' Minutes.....1 Degree 30" Degrees.....1 Sign 12a Signs or 360".....the circle of the earth</p> <p style="text-align: center;">TABLE OF TIME</p> <p>60 Seconds.....1 Minute 60 Minutes.....1 Hour 24 Hours.....1 Day 7 Days.....1 Week 4 Weeks.....1 Lunar Month 365 Days.....1 Year 366 Days.....1 Leap Year 52 Weeks.....1 Year 12 Calendar or 13 Lunar Months.....1 Year</p> <p style="text-align: center;">Days in the Months</p> <p>Thirty days have September April, June and November All the rest have thirty-one, Excepting February alone, Which has but twenty-eight days clear, And twenty-nine in each leap year.</p>
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MULTIPLICATION TABLES

2	3	4	5	6	7	8	9	10	11	12
TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES
1 are 2	1 are 3	1 are 4	1 are 5	1 are 6	1 are 7	1 are 8	1 are 9	1 are 10	1 are 11	1 are 12
2—4	2—6	2—8	2—10	2—12	2—14	2—16	2—18	2—20	2—22	2—24
3—6	3—9	3—12	3—15	3—18	3—21	3—24	3—27	3—30	3—33	3—36
4—8	4—12	4—16	4—20	4—24	4—28	4—32	4—36	4—40	4—44	4—48
5—10	5—15	5—20	5—25	5—30	5—35	5—40	5—45	5—50	5—55	5—60
6—12	6—18	6—24	6—30	6—36	6—42	6—48	6—54	6—60	6—66	6—72
7—14	7—21	7—28	7—35	7—42	7—49	7—56	7—63	7—70	7—77	7—84
8—16	8—24	8—32	8—40	8—48	8—56	8—64	8—72	8—80	8—88	8—96
9—18	9—27	9—36	9—45	9—54	9—63	9—72	9—81	9—90	9—99	9—108
10—20	10—30	10—40	10—50	10—60	10—70	10—80	10—90	10—100	10—110	10—120
11—22	11—33	11—44	11—55	11—66	11—77	11—88	11—99	11—110	11—121	11—132
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