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## Box 16, Folder 10 - "M. in the Home" / "Good Housekeeping and Notes" / "Neotato" (E.M.S.)

Edwin Mortimer Standing

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# The Small Child.

## Inner Psychic life Before language

Anecdotes to show that the small child - under two - has within it a keen psychic life which we have not recognized.

### Has not the Power of Expression.

So we must help

a) To understand it

b) Give it a means of expression -

It tends to expression, anyhow,

though not always in the form of language.

tends to express itself in all possible ways.

## a) Strong Powers of Observation

a) "Jesus" - "asleep". was showing a child a book, with beautiful illustrations - one of St. speaking to little children. When the adult thought pictures sufficiently explained turned over to next page. Child says "asleep" "asleep".

At first A. took no attention - but the child could. exclaim - "asleep" "asleep". A. turns back & sees the pic of J. looking down w. eyes apparently closed. So during all our explanation the child's attention had been given to this fact.

b) Jacobi ladder another time showing J. ladder brightly illuminated w. angels & did not mention Jacob. Turned over to page & child said "a child sleeping". It ~~was~~ put his finger on v. small figure in the dark part of picture

c) Little Black Sambo.

One day describing story of little B.S. - at end  
 of story the boys who take L.B.S.'s clothes <sup>eat</sup> each  
 other up & the family end happily. Child looked  
 at end said "he is crying". At first A. thought  
 the remark had nothing to do with the story -  
 but the child showed by "crying" the desire to  
 express something. Looking at book again  
 find on the last page the first picture was  
reproduced again - of L.B.S. crying.

d) Eg Tony the Fish

In the garden with a pond. Saw a  
 fish in the air. Certain of it - yes - there  
 in air. pt. up amongst the trees. Thought it  
 a capricious or a mistake. Sure enough later  
 on saw a weather cock in the form of a fish  
 in the air on the top of a cabbage near by.

Spontaneous Association of Ideas

a) "The Rabbit". Shows a picture of Traustegard  
 of Xt. Result was child remarked "rabbit".  
 As he said it pointed to a little coral rabbit  
 on a chain round his neck. Turned on to next  
 page - child keeps on saying excitedly "rabbit".  
 Turn back & find in the corner a picture of a  
 child holding a rabbit - in one little corner.

b) Musician came to house - and handkerchief -  
 Next day finds handkerchief & looks &  
 says "music"

c) "Granny" ~~Granny~~

d) The forgotten name . One 2y child walking in pine-wood finds pine-cones . Seeing the pine cones said the name of a Nurse she had had 7 mos . before - who used to take the child to woods & open spaces.

e). Memory of Place Child used to go to a bookshelf & take an illustrated book of birds . One day A. made script. - put another book in its place w. no pictures . Ch. immediately took the book & said "yes the birds are in the book"

### Must have the Same Environmental Setting

It is a strange fact that the child will like to look at the same book, in the same place & on the same chair, and even the same people present.

### Very Precise Memory in the Very Young

Story told to some children - v. little child present who cd. not speak (no one noticed him) later - when cd. spk. began to say words wh. showed he had understood the story before he could speak. He wanted the same story again.

### Association by Spatial Contiguity

Picture shown of the Nativity - child said "Wah" "nah" - next picture was of the Baptism

### Expression thru Action

Child looking at a picture by himself

and began dancing. The Picture had a tiny picture on top of the page w. people jumping. Suddenly left book began clanking. "Man climbs stairs" - Picture of man going upstairs. "Man gets on horse" - goes to armchair.

Thus we see the Inner Working in the child expresses self as well as he can in movement if not words - also tries to express what he sees in the past

Child has keen Power of Observation but different from ours.

Corollary

- It is not we who should explain things to the child - but we should give him
- a) Opportunity to observe
  - b) Help him to express himself

Inner Rhythm and Stable Environment

There is a form of movement in cycles, which the child must follow to satisfy his inner needs.

Now it is necessary for the child to carry out these rhythmic movements, to be in an established environment. The child has these cycles of actions + the environment must correspond to them.

So - to see the child - we must lend ourselves to help to bring about the necessary conditions.

Ex. Even the Brown-ups must be in their Places  
Child carrying objects from one part of the room  
to another. |

Thus  
safa

To the person on the sofa "Zun  
must stay here To other person  
say "Zun must sit on  
chair A not B. Thus  
B "Status quo" continues  
until the cycle of adjustments

A  
Completes.

Handkerchief & Table Cloth.

Sensitive Period for Order.

Other the little child reveals this characteristic  
as a need of keeping order in its external  
environment.

Thus all the children were marching in the  
line & this little one 2 1/2 noticed if any little thing  
was out of its place. - a glass, or a chair - or  
a statue placed crookedly -

In San Francisco a little girl of 2 yrs  
almost had the capacity of keeping the whole  
schoolroom in order:

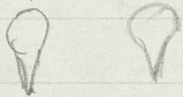
The child has this formative need at this  
stage - to get the idea where everything is -  
so as to find its way.

- 2) To achieve Concentration

The Music Teacher & the Cloak

Sat down to play. Two year old would not let  
her play. - no coat that must be here - to hall.  
& even then must be not on a chair - but  
on the rack.





## "Mother in the Armchair"

Complex emotion. Mother sitting in chair. was suffering. Child noticed M. suffering went to comfort her affectionately. This continued some time M. lay on bed. Child went after M. was really sorry abt M. suffering. as she stood there was complaining sath to herself "Mother in the Armchair" - as tho' torn between M. suffering + tho' M. ought to be in arm chair.

## Wealth of Inner Working of Poverty of Expression

Child eating grapes. Took seed in hand + said "balloon". No one noticed. Child became more agitated because it doesn't suffice for him to express himself - but others must respond to it

Again took seed + said "Balloon" "Sky" threw it up in air. Child noticed the correspondence.

## The "Egg" - Inset

A little child was lamenting anxiously, as though calling someone to understand. - in vain. Finally it was understood he was saying "Egg". But there were no eggs near the writing-table. The day before some children had been doing oral forms with the oral insets. So they asked "Does he want this?" Went & got it. No! not that - then the frame. No? Then they drew the oval + filled it with colours - & he laughed with joy at having finally been understood.



Geolhe & Oken



Thus Our Mission to small child  
includes a calling for:

- a) Thus inner working of mind
- b) Association of Ideas
- c) Thus need of expression

How? By helping him to Develop

By offering him adequate means to construct his contents - but respecting his activity - giving him:

- a) opportunity to complete his cycles of action
- b) Carry out the rhythm of his inner life
- c) Environment corresponding.
- d) Respond to him with all our power

First By trying to understand what he is trying to express; because an effort to help understand him helps his inner life

Second For he needs not only to construct his inner self but to communicate it to others - even before he can properly speak - in language which is the real instrument of his expression

In short -

By lending ourselves to help to construction of his soul, which is forming itself, - but without the fear that the expression of the child will remain to expression of his will

14  
Do not be afraid of being a  
Slave to this Passion for Order

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We must not be afraid to sense this sense of order. - fearing that we will become slaves to child a tyrant. We must believe in these powers. & not be afraid the order will enslave us.

We must present to Present Needs of the child without too much pre-occupation for the future.

It is not by trying to lead the child to adult characteristics but by helping him in to needs of his present stage -

Eg. Milk at the Milk Stage to become a good adult & meat eater!

The mother does not worry by saying "My child takes nothing but milk" - nor fear that its teeth will never come.

By tending to present needs we best help forward the development of the other faculties.  
& higher ones

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Also see Religion

Serving the Child

Ordinary teacher thinks not of serving child but  
instructing him

Meaning: Serve the Child

Does not mean what we usually think  
of as serving the small child what it cannot do for  
itself. Not - serving the weakness of the child  
- but in a more vast, complete total manner  
so that the child becomes more strong & the service  
(of weakness) becomes increasingly reduced

Serving the Child means - serving the organismic  
energies of the infantile life - that creative  
force which is in the child, invisible. & which  
all are busy trying to serve the visible bodily  
needs & weaknesses of the child, it is really  
necessary to serve that energy which is to transform  
the child into the man - that energy which in  
the first days is almost invisible but which little  
by little organizes itself, becomes more visible  
as the child passes from the care of nurse to  
master.

So we must serve the child following  
it, Compassion aiding it, in its fundamental  
needs. We must travel the way of discovering &  
understanding these: 1) these mysterious needs  
2) these seeds 3) these vague nebulous  
needs - 4) finally clear needs - which  
collecting one from the work the child must  
do in its development

18.2  
10

## Serving the Child Cont'd

### Comparison of Servant

A servant - not a nurse -

E.g. On the walk - servant goes patiently where master wishes. - does not help him to walk.

Her Toilet - prepares everything - brush, comb etc. - but does not say "Do you hair at once!"

Prepares what is necessary - and retires  
Setting the Table -

Same principle. Sets food ready - but does not say "Eat this, or that!"

Does not say when & how must act

### Personal Familiarities

Doesn't slap his master on back or say "Take a seat old fellow!" - but accepts homage offered by the master.

Leaves this clapping & mauling - Respect for C

We must literally respect the child in the sense of not touching it, or caressing, kissing, pushing & pulling here & there  
Little things but v. important

How many people say "Sit down" & accompany it with a push or pressure.

Nothing is more offensive to a person's dignity than a maternal confidence neither permitted nor desired.

E.g. "Kiss the lady" ! why should not child's dignity be respected as much as the adult's.

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## Serving to Child (Cont'd (c))

### Personal Familiarities (cont'd)

As in case of a servant. The first move is to come from the child.

"Each ~~one~~ time the child shows tenderness & affection, approaching the adult, the adult must respond in effusiveness, without resisting — because of this "blessed adult" becomes enthusiastic it becomes distasteful & goes beyond bounds (of pretentious servant)

### Respect for the High Dignity of the Child

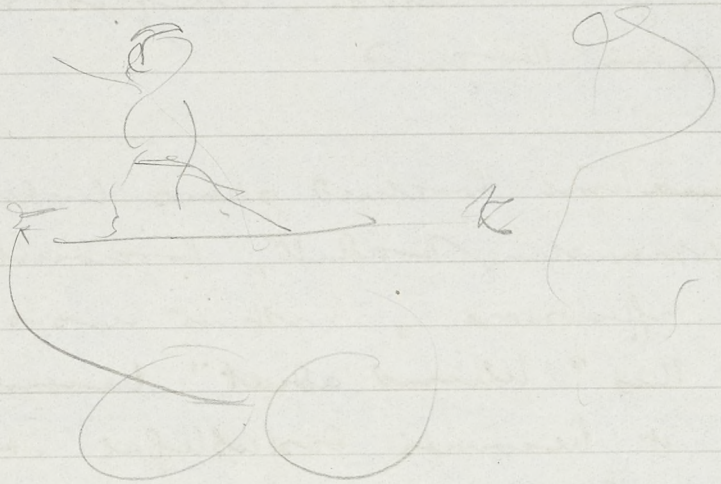
adult must respect the child — mean forgetting distance — in a mystical sense, as to a spirit which is forming itself with great effort, even in the material sense (?). In all respects we must respect it.

#### ① First Rule Then

To count how many times you find yourself touching the children.

Eg. when saying "It's over here!"





## Servant to Child (cont) c

### Second Rule

Never to intervene or interrupt when the child is acting.

If he sees the good servant. "Doesn't it 'you've done this wrong' - 'Draw this line to return to the house'".

Not correct even when there is a mistake because child often acts slowly, slowly, & then without any useful aim (externally useful)

### Another Comparison Servant to Child

#### The Small Child in the Pram or Arms

##### of The Servant to the Paralytic man

The servant takes the helpless man where the latter wants - follows his wishes -

"We will go here" - "Stop here" - Now we return etc. How informative is the mastery of the servant decided all these things!

Quote "tremendo servitute".

#### Must Servant Observe Master's Wishes

Must observe child find out his needs & desires and follow them. -

Examples -

Following Small Child's Needs - Examples

Suppose Child likes a certain street - to see a certain panorama, to look at a certain place - all give a certain IQ. Adult must take to child when these intellectual desires are gratified. - This wd. be to see the energies of the child. -

Spiritual not Material Help

Close to hand because of the sun & the child goes to sleep but by the lack of stimulus. "as the to sleep more life - habits exist" - Nurse thinks good: fresh air & sleep.

How can these creative psychic energies be developed - of passionate observation - if we always put him to sleep & cut him off from stimuli - how can it develop sleeping!

In the Home

See Ernst. a New World VI a

New Furniture

Has been new furniture constructed not only for scholastic but for general life.

Prepare a Corner of the House for the Child

a place for him, furniture, adult. life, - spirit

The English Nursery

The Nursery is quite another thing. - It is <sup>①</sup> a palace of relaxation for the "Disturbance of the Adult Peace"

(2) Also an expression of the need of physical hygiene - the child is trusted to someone who looks after his physical needs. (John Pignatelli + the Whitehead)

Little tables & chairs - yes - but all the furniture devoted to the practical necessities of existence on an adult scale - for the Nurse to use - lest the child should get tired of them!

A cupboard for food, a dressing table, a chest of drawers, a clothes bureau. all about size - for the nurse.

The child's physical needs are met. but his spirit is suppressed. - more so than if he were wandering thro' the many rooms of the house, though repressed tonight. left.

Goodwill of Nurse + Adult

The nurse, parents have all good will; but do not understand ("An Unwissende Taligheit")

But they ignore that the child has a spirit: supposing him to be just a vegetable. - not that they are dealing with the dignity of human personality. - a soul which needs expansion + will.

Child has need to live not vegetate

Comparison with half-day - a part of the house, food, dress, washed, cared for, air + exercise all do hygiene. "Is the servant a day!" -

Is there no difference?

Man made in the image of God

It is just this intelligence, this superior act, which distinguishes him from the animals.

So in this world for the child. - we must understand that we must see his spirit giving him the possibility of expanding his soul. - this is our guide.

Spirit  
First

Spirit of the Queen + the Courtier

The queen is the soul: hygiene a courtier, a servant; in the second place.

Things must be placed in the right order in the hierarchy. Soul first. - + then even hygiene will be presented in a different manner.

These hygiene practices will be modified in their manner, when put in their right place following + secondary to the expansion of the soul

Not hygiene of body first - then hygiene of soul built on top - like another story

## Spirit First

When the body is put in the second place & comes behind, it becomes more natural. & all the former things are that through with a <sup>new</sup> glow of light - not their own. Get to center right & to circumstances personal things will take the proper place & a better higher place.

## To Liberate the Spirit

Nothing is done for the child if his spirit is not liberated. In fact all the things we add, all the content which we construct - this external world is for this purpose - so that he can live

## This Brave New World

Every form of civilization has its external objects, manifestations. It constructs monuments, etc. So there will be (& are) constructed monuments, as little houses, chimneys, theatres, Squares, special gardens -

Objects in the shops to buy.  
furniture, carpets, vessels, -

In short it is the  
Epoch of the Rights of the Child

## Declaration of Rights

Montessori in the Home

This preparation in the moral sphere relating to the rapport between adult and child extends beyond that of the teacher - to all adults who wish to help the child - teachers, parents, nurse, priest.

The Work of the Small Child

The great worker, par excellence, is the small child - the neonate. This small & mysterious entity we feel to be so far from our way of thinking that we look upon him almost as a vegetable creature, neglecting to man in him. Then little by little as he grows we begin to understand him & say: "The child is beginning to understand; now we can teach it something, raise it up to our level in some things" & we begin to treat it with dignity because it begins to come into our environment. But now is just beginning the time when the child has less interest - as he has nearly finished his work - his own work.

So this small child - with interesting psych. & equal surroundings - becomes an limit, goal, our beginning -

landmark of our interest  
beginning of our effective work - our  
conscious, clearly known work in this new  
mission opening up before us



## The Two Paths

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As our work has progressed there have opened up two paths going in opposite directions:-

1) On the one side there has been the evolution within its environment of the child who grows. - the work of helping the child in its instruction - hence of the various classes - for the tiny tots, the elementary classes, the secondary school - all this to do with what we might call the pedagogy. This work always of less interest from a psychological point of view; less interesting to those who feel have touched on its mystery revealed in the very small child; & who feel that there is nothing new to learn from about the child grown up. On this side then the pedagogic development

2) On the other side there is the psychological element, which travels with our increasing interest towards the child ever smaller, & mysterious to our knowledge - this small child so full of <sup>spiritual</sup> revelations, who has become our teacher. This is the other path of our study.

The first path - of instruction - leads towards the child who is disappearing, who little by little ceases to exist. - our interest goes towards the new born infant.

Monkton in the Home

Also in the family it is important that there be one room. To which the child has free access in which everything remains in the same place. These things become localized in its mind.

Principle Take able to localize the objects in its environment - this is one of the facts which leads to calmness & repose of spirit.

Intellectual Expansion }

Order.

Cannot construct in the spirit without first this order - must walk, act, etc within an ordered framework or phase

See VIII 3 - 4 [Environment also]

Order again bringing order to spirit.

VII 8

Mr B Home

We inclined to think of his needs  
as essential -

but his desires remain unsatisfied  
He has in a word illusions -  
& feels obstacles he cannot overcome  
to his development.

Mathus Nurses etc Don't give  
useless aid!