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Box 06, Folder 38 - "Reading, Spelling, and Composition" (E.M.S - ED-437 folder)

Edwin Mortimer Standing

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READING SPELLING AND COMPOSITION

WRITING COMES FIRST)Z----- Why ?

On a sensorial level .

The Essence of Reading - the fiori di fiore

You can communicate with another without the
spoken word .

READING COMMANDS

HOW IT STARTED .

If you can read this come to me .

a) little commands ; one word

run - jump , skip ,

b) longer

go to the window and look out .

go to the door : open it and then shut it again
get a glass and drink some cold water .

Series of commands - graded - in little boxes .

c) Names and objects . (or pictures)

look out for them anywhere and cut them out .

1) easy 2) more difficult.

d) Sentences and pictures

(see Charlese and son examples)

e) Word Baskets . (show examples)

"Words words words !) Hamlet .

The little action of unfolding the paper -
a little mystery .

f) Composing with movable alphabet

1) words - (pictures if expedient)

2) little story.

(don't fuss too much at the start about spelling

two reasons 1) the outwards rhythm

2) this " idyll etc.

*undo
here*

Read some more compositions - show book

Spelling Difficulties

First get going the motor-ego .

a) Phonograms for composition

(make some good ones for the class)

b) The Chelsea Phonograms .

(By the way forgot to say about the

pictures and the alphabet and letters)

d) Have your own dictionary .

(make it at home - or school)

e) The Little Reading Primers

Advantages -1) Graded read sample Series I

2) A complete book - an accomplishment

3) Each has a spelling difficulty (Cassells)

f) Other Exercises

What am I ? series -- make others .

Nursery Rhymes .

Poetry Books

(they have already learnt by heart - or know very well)

g) Grammar and Reading slips

Religion and Reading

Geography and Reading

History Stories
and Time Line .

h) Interpretive Reading

Whilst the patient lay stretched on the floor
the doctor felt his pulse ; and said "He will soon
be all right again . Give him a drink of water .

I) Simplified novels

Robinson Crusoe
David Copperfield
Visit to Lillipu.

READ COMPOSITIONS OF CHILDREN

①

READING WORD STUDY AND COMPOSITION (CONTD)

BRIEFLY REVIEW THE VARIOUS EXERCISES IN WRD STUDY

AS YET NO BOOK

un do un faced

An immense variety with one common thread -- activity .

HOW AM I TO DO IT WITH A CLASS ND CLASS TEACHING ?

Each child does not use more than one at a once

E.G. THE PHONOGRAMS ... a whole class at a time
(same with the books hereafter mentioned .)

Could combine with arithmetical materials .

half the class could do Arith . half reading etc .

The Nursery Rhymes useful because the child more or less knows them .

The Same with Poems . "at evening when the lamps is lit"
Acting

THE POETRY PERIOD

Again with activity .

Get up on a chair and say their piece .

Sometimes a little talk on History .

' The invasion of the Romans)

The Boy - 4yrs who could not speak - and the
collective courtesy .

THE WHAT AM I ? CARDS

Read a couple . . .

The children make them up themselves

AT LAST THE BOOK

Read next two pages
MS and back

Advantages

sense of achievement .
short - don't get too weary
(like our text book ")
Perfectly graded .
A triumph of simplification

Show examples of each grade

the Cassel Series and the phonograms

(2) (2)

All these various activities in which the mind, body and hand take part, deserve to bring into consciousness the various differences and peculiarities of language. Thus through action we prepare the child happily and cheerfully to be introduced to this new world of books $\frac{1}{2} \frac{1}{2} \frac{1}{2}$

In this way all that is necessary for him to penetrate deep in their spirit is taught apart from the book itself. And this we do because we wish the child to come to the book with that freshness of sentiment and enthusiasm which it deserves. In all these preliminary exercises the child's energies have been used to penetrate into this world of words - these words which it will soon find in books which represent the continuity of human ~~experience~~ intelligence, the ineffacable deposit of man's spirit.

To sum up we can say that our aim is not to use the book in order to learn to read but to learn to read in order to use the book. Our aim in this sphere - as always - is to see to it that every enthusiasm which stirs the child's energies should be nourished, cherished and directed. Thus when we find ourselves confronted by this enthusiasm for the word and language we must see to it that it is kept up and carried further. It must never be weakened through a boredom brought about by wrong teaching or the obligatory study of a book.

The book which pleases me bores you and vice versa. You give it to me because it has fascinated you, but really the mind of the child - which has concentrated in itself all this enthusiasm for words should be free to choose its own book.

We must prepare for this by having prepared a Children's library which will be waiting for this new explosion when it comes. Using our discretion and wisdom we shall choose from the treasures of humanity what we think the most suitable

CLASS ROSTER -- ED 487

Allen, Georgia Ruth
 Bailey, Nellie Jane
 Bancroft, Sr. Dominic FCSP
 Bebb, Benevere
 Bomber, Sr. Katherine Jean SNJM
 Boos, Sr. M. Virginia OSF
 Botch, Elizabeth Ann
 Bunes, Hattie L.
 Campbell, Aino
 Campbell, Sr. Joanne FCSP
 Chesterfield, Chad
 Cromie, Marjorie (audit)
 Cromie, Susan Bernadette
 Davies, Carolyn Ruth
 Dodd, Sr. M. Francena CSJ
 Emanuel, Patricia
 Fennell, Sr. Bernadette FCSP
 Fisco, Sr. Giovanna SSND
 Fletcher, Sr. M. Therese SSND
 Bilbert, Elin
 Goyke, Sr. M. Reginald OP (audit)
 Greer, Margaret
 Harvey, Sr. M. Grace OSF
 Henrickson, Myrtle Bernice (addit)
 Hibler, Isabel H.
 Hruska, Joyce G.
 Hurley, Sr. M. Malacy OSB
 James, Dixie S.
 Jenco, Delia G.
 Jorgens, Olive V.
 Joyce, Sr. Macrina FCSP
 Justus, Madeleine
 Kantner, Karla
 Kennedy, Sr. Mary Agnes OP (audit)
 Laing, Brigid
 Lawseth, Irene
 Lee, Sally F.
 Low, Rose Marie
 Lopez, Carmen
 McKee, Sheila
 Maltman, Mary
 Matiri, Sr. M. Annette CSJ
 Mink, Lynn
 Noethen, Sr. M. Frances Catherine OSB
 O'Connell, Marjorie
 Pugh, Easter
 Quirk, Sr. Mary de Ricci BVM
 Redcay, Mary Jane
 Rouze, Freda H.
 Ruth, Mary Nora
 Stanley, John M. (Rt. Rev.)
 Stevens, Marietta
 Stevens, Mary Lord

Sullivan, Catherine M.
 Thompson, Agnes
 Wilson, Betty Lou

(3) (3)

and this have ready Il libero libro per il libero bambino
THE FREE BOOK FOR THE FREE CHILD .

An IMPORTANT TRANSITION

What marks the change between Pre-History and History .

It is the discovery of written language - by which the actions of humanity are recorded. *History Begins*

And so it is with the acquisition of Writing and Reading and Composition that the child enters a new period

It marks the transition from the stage of the Infants Class to that of the Elementary school . Reading Writing and Number are the elements without which no true culture can develop.

It does not mean that there is any outward break ... just as in the case of primitive man it did not mean they all migrated to another country !

We do not say he must reach this by such and such a date ----- or ----- pass into another room

No the transition is a fact of inner development
The child who can count to ten and has the awakened interest in the word and can read has come to the limit of his preparation . What follows is of necessity on a higher plane but it is an interior fact - a fact of growth ,

He will come next day to the same seat in the same room with the same teacher -- one this week, one next, "like butterflies that come out of their chrysalis in different moments and pass up to a higher form of life .

What is important is that we should arrange the child's environment and general manner of life so that these transitions can take place freely and gently without interruption like as with all the other facts of developing life "

back to p I Cassell

in a year, as the
and the

There is a...

with a...

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4

WITH BOOKS A NEW ERA OPENS UP

THE LIBRARY CORNER .

The names of some of the series

HISTORY The Highway Histories

The Great Explorers

GEOGRAPHY AND SCIENCE

(Valois's Picture . !!)

LITERATURE Robinson Crusoe
Gullivers travels
Dickens etc
Ali Baba and the Forty Thieves
' about forty)

BIBLE STORIES LIVES OF THE SAINTS

HISTORY TIME LINES ALSO READING EXERCISES

~~Write~~ Write to Phyllis Wallbank -

or better still -

Your write.

- a) Thank for plans
- b) List of Books
found useful in
Cinema library
History - Geog. Science
etc.
with publications

READING AND COMPOSITION CONTINUED

OBJECTION

BUT how can you teach on this principle - through activity (either in Arithmetic -- e.g. 1000 chain --- with thirty or more children . What an immense amount of material you will need .

They forget that it is not collective teaching
Activity - yes - but not all doing the same thing at the same time . If A. wants the material B. is using he just has to wait - and it does him no harm : there is plenty of other work for him to do . It is a social training $\frac{1}{2}$

SO with all this reading material -don't have to have as many readers as there are children . Each child goes along the prepared path to culture at his own time and pace. and there is room for all .

TO COME BACK TO READING AND COMPOSITION

The main thing is to get going the MOTOR EGO - so that there is a movement of choice from within . I choose it because I like it . I go and see Mr So and so because I like him and want to be with him

S^U - a quick run through yesterday's matter
and go on page 2 at arrow $\frac{1}{2}$

But see later