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Edwin Mortimer Standing

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The BULLETIN



QUARTERLY BULLETIN

of the

MONTESSORI SOCIETY

AUTUMN

1961

Published by the:

Montessori Society,
1, Park Crescent, London, W.1.

THE MONTESSORI SOCIETY

THE OBJECTS STATED In the Articles of Association of the Montessori Society include:-

1. The spreading and maintenance of the educational methods created by Dr. Maria Montessori, aiming at developing the self-reliance and the personality of the child by the use of realistic individual work and thus to further the interest which society has in young people; the creation of an atmosphere and an opportunity for the normal development of young people, so that youth and adults may work together in harmony for a higher and more peaceful civilisation.
2. The spreading of knowledge concerning the physical intellectual, moral, social and mental development of the child at home as well as at school and in society.
3. The co-operation with other bodies and organisations which fight for Human Rights.

-O-O-O-O-O-O-O-O-O-O-

Our cover design is taken from the work of a pupil in the Montessori Department of St. Christopher School, Letchworth, and is reproduced by kind permission of the Headmaster.

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Articles and news of interest to our readers will be very welcome, and should be sent to:-

The Bulletin Editor,
Arunwood,
Letchworth Lane,
LETCHEWORTH, Herts.

-O-O-O-O-O-O-O-O-O-O-

THE MONTESSORI SOCIETY IN ENGLAND

1, Park Crescent, W. 1.

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Revised July, 1960.

Previous information cancelled.

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The Bulletin, the official publication of the Montessori Society, is issued quarterly to Members, free of charge and post free. It is available to non-Members at a charge of one shilling per copy (plus postage) or five shillings per annum (post free).

-o-o-o-o-

A Literature Catalogue may be obtained from the Honorary Literature Secretary, 1, Park Crescent, W.1., on receipt of a stamped (2d) and addressed foolscap envelope. It contains a brief description of each publication.

-o-o-o-o-

THE BULLETIN

Editorial

One of the aspects of the child's work which often seems to be neglected is the need for maturation.

The normal sequence of events is first experiences, then living with them and building them into the very fabric of one's being, abstracting the ~~abstracting the~~ essence from them and relating this to previous experiences, then comes the ability to use and apply this knowledge.

With the small child this is all too clear - we cannot make the mistake of rushing the child; he won't be rushed! If for instance he still needs to work with the Golden Bead material, we may be able to force him to work abstractly, but we shall find that the moment that the pressure ceases so does his work. If we want him to work spontaneously and with inner satisfaction and happiness it is very clear that we must first allow him to complete his cycle of activity with, and absorption from, the decimal material.

With the older child it is much less clear because we can much more easily get him to produce work immediately; also because we may have been dealing with abstractions: the lesson may have been a presentation on the effects of volcanoes on civilizations and it is so easy to expect an immediate flurry of activity following up this presentation; this may happen if the subject happens to be a familiar one, our lesson with spark off material which was previously inflammable but it may equally well be followed by a long period of apparent inactivity along this suggested line. I remember giving such a lesson and a few days later feeling that something serious must have been amiss because nothing seemed to be happening - no questions, no work, nothing. However, I was able to leave the children free on this particular matter and several weeks later to my surprise and great joy someone said "You remember that lesson on that you gave us? How shall I start work?" and then followed a spate of interest and work.

We all know how our own state of mind influences what we notice; if we acquire an Austin 7 we suddenly notice the

number of them on the road; if we buy a pair of gloves we notice everyone else's gloves and so on. Having a new possession which affords us joy, we not only notice other people's similar possessions, also we "make friends" with our own - we get to know all we can about it, examine it minutely, read about it perhaps; in fact we experience a "sensitive period" towards it. It is only after we have gained all the experiences that we can, have digested and assimilated them that we can be really intelligent about it, can give out anything of value and even ask perspicacious questions.

A new possession may be an object like a car or it may be an intellectual concept. It will take at least as long to become acquainted with an idea as with a thing. And yet we, who have become familiar with an idea, so familiar indeed that through long acquaintance it has become an established part of ourselves, a thing that we would as soon question as we would our right hand, we present such an idea to children and expect them straight away to produce work about it. This is the difficulty - they can in fact do so but it will be work based on previous work rather than intelligent work founded on real understanding; true they will ask questions, but such as they could answer themselves using a reference book, they are not the penetrative questions of the mind that has thought calmly and reflectively in unhurried peace. This leads us to perhaps the greatest difficulty of all.

We have to live in and adapt to a world of haste, of quick reactions, we need the ability to read and write quickly, to figure fast, to make snap decisions yet we all have to live in and with timeless realities which cannot be dealt with in this trivial manner by and from the stand point of what has been called the Lower Mind. We can only use or allow to function the Higher Mind and Intuition in calmness. One of my fields of activity has been choir training and one of the things which I noticed early on in this game⁴ebb and flow, of give and take between choir and trainer (and one that I still find difficult to apply!) is that while it may be necessary to be sharp or even fierce with an offender against the discipline of the group, for a choir like a games team depends above all on the utmost awareness and co-operation between its members,

it is absolutely essential that the fierceness is confined to the offender and the offence, that it is a mask donned for a moment and then dropped. So I believe it must be with school: that we take up the need for the quick reasoning and immediate answers (the mental arithmetic style) and when we have finished our quota of this we drop it and let calm thoughtful work proceed. Thus we shall enable our children to plumb the depths of their resources.

STUDY CONFERENCE ON MUSIC AND LANGUAGE 1961

This year's study conference which I was fortunate enough to be able to attend was held at Bergamo, Italy; where we were palatially housed and our needs most pleasantly attended to by the nuns of the Convent of the Sacred Heart of Jesu.

Mr. Montessori was the principal lecturer on language. He directed a very clear and interesting exposition covering the theory and psychological approach and the various techniques from learning the symbols for the sounds to the study of style; from the function of words to sentence analysis.

Miss Pini (Headmistress of a Montessori school in Rome) gave us a most satisfying series of lectures ranging from the sensorial use of the bells to the collection by the child of tunes that he has written down; from the beginning of singing to the end product of Walking on the Line: free improvisation.

Besides work we were well entertained, Countess ^{AM} ~~of~~ ^{of} ~~Mardini~~, President of the local Montessori Association received us at her gracious country home; the Mayor of Bergamo welcomed us and shewed us their very interesting council chamber; we saw Mrs. Honegger's Montessori School in Bergamo, and the excellent work of her pupils, we were taken to see buildings of historical and architectural interest in Bergamo Old City, and perhaps the most enjoyable excursion was a coast trip to the mountains for a picnic among most wonderful scenery. This was followed by a drive down thrilling passes to the beautiful lake far below for a very enjoyable swim.

pleasant

Robin Keefe.

Reprint from Montessori Notes - May 1933 -

INTRODUCTION TO "PSYCHO-GEOMETRYby MARIA MONTESSORI

It is with the IMPARTING OF INFORMATION that education has hitherto busied itself. It is therefore with considerations of a purely psychological character that the child mind has been approached.

No heed was given to any knowledge a child might already possess... he was supposed to arrive at school with his mind empty. Now it is, of course, true that empirical knowledge, such as may be acquired in a casual and unmethodical way, has not much real value in the formation of a cultured...that is of a logically cultured mind. This holds good in all forms of culture. We well know, for instance, that a piano teacher will think it a great pity that a pupil should have started playing untaught, so that his first lessons consist in getting rid of faults. After that he will proceed in a logical way, starting with the notes and so on.

The same thing takes place in a different sphere, such as geometry or arithmetic. Teachers will begin with lines or angles in the one case, with numbers in the other. And they ask THEMSELVES first, which is the easiest thing to understand?..... for it is with that their teaching will start. I remember the discussions of certain eminent professors in a congress of mathematics who were trying to decide whether the easier thing was to count numbers as they came ...cardinal ...or in their reciprocal relationship ... ordinal.

When these teachers had arrived through logical discussion at the right way of proceeding in the imparting of knowledge... why! only the actual teaching remained; they had to get the easiest thing understood ... stringing on to it in succession the rest in order of difficulty ... passing from the known to the unknown.

Later discussion relates specially to the teaching of geometry and arithmetic, where we have to do abstractions.

The mind has, here, to start with real things, and then continue in a purely logical field. Very good. But lines and number.... the initial difficulties... are themselves abstract and symbolical. This being a difficulty for the child's comprehension, we have had recourse in the first elementary classes to such material representations as may offer to the senses:-

Quantities in their relation to numbers;
and Complete forms in their relation to geometry.

The chief concern of teachers is, of course, this: to get the child's mind to pass on rapidly to abstractions; otherwise the whole point of teaching would have been missed...which is, above all, the leading of the mind of the learner up into the realms of abstract thought.

The path to be followed rests entirely with the teacher. He is the arbitrator as to what is easy, what difficulty, and what is to be taught, and how. And when he has passed from the easy and concrete, to abstract combinations of numbers and signs, he is persuaded that he has penetrated the child's intelligence and made himself its guide.

But how often the teacher deceives himself, for it is the rarest of things that HE should be able to enter into the mind of the CHILD. What happens most frequently is that the efforts of the teacher are rendered futile by the fact of his not managing to enlist the interest of the learner.

The abstraction the child is supposed to have achieved is nearly always the forced response of a purely mnemonic faculty, elicited by torture. "Difficulty" "obstacle" "stumbling block"... these words really testify to a most pitiable failure occurring upon the very first steps of the ascent of culture... the teaching of elementary mathematics. It is by no such study of difficulties in their logical succession that the aggregate of problems which present themselves to educators are capable of solution. The act of learning depends upon one condition.. and it is an essential one... the learner's desire to learn and his attention... in short, his interest. The indispensable condition for success is that his mind should be at work; all that bores, discourages, interrupts this psychic activity

and builds a barrier that no mere logical perfection of the teaching art can ever surmount.

It is the ascertaining what are the necessary conditions for the development of the learner's spontaneous activities that we must aim at; the art of awakening enthusiasm, of evoking joy in work. The real psychological key here is just interest..... interest the impeller to spontaneous activity.

To illustrate the fact that comprehension...even the clearest possible understanding...may exist without any practical result ensuing. I will tell a story told me by a child. A foreigner who was but slightly acquainted with the language of the country was accosted by a beggar. The foreigner who was rich but miserly, listened to the beggar's efforts to make himself understood, and it was a long time before he could grasp his meaning. When he did he was silent awhile, and then said: "I understand, I understand, but I give nothing."

The efforts made by the petitioner had had no practical result; in spite of the admirable clearness and persistence of his exposition he had failed. In the matter between teacher and taught we have something similar. Ineffective and fleeting is all that the child merely UNDERSTANDS. He may understand a quantity of things; his head may be stuffed to bursting with a chaotic mass of things he has understood; and yet, and yet! nothing may have happened to stir his active ego into life, nothing been done to set free the constructive energies of interest and enthusiasm. Nothing can be assimilated without effort, we grant; but at the heart of effort, effort, bearing its fruit in work, in study, in learning lies interest. To the discussions so often called forth about interest and effort, I will not here recur; they have been classed as contradictory aspects of the same thing, and many have said that in education we have to choose between the two. In their view INTEREST refers to what we like doing, and EFFORT to what we dislike. But effort is the bringing into action of the individual's entire energy, and this happens only where interest is felt. Man is no machine... he acts inspired by interests... generosity... enthusiasm; and he will then throw himself with all his life, strength, and activity into this effort... even if it is irksome.

AN EDUCATOR WHO SUCCEEDS IN EVOKING INTEREST... INTEREST LEADING TO CHOICE OF SOME ACTION, AND THE CARRYING OUT OF IT WITH THE WHOLE ENERGY OF THE CHOOSER, ALL HIS CONSTRUCTIVE ENTHUSIASM... SUCH AN EDUCATOR HAS AWAKENED A MAN TO LIFE. HE HAS COME INTO CONTACT WITH THAT "BREATH OF LIFE" OF WHICH THE BIBLE SPEAKS... THE TRANSFORMING BREATH WHICH MAKES A LIVING MAN OUT OF A THING OF CLAY.

Undreamt of forces reveal themselves very often in one whose interest has been evoked. The child spurred on by interest will display powers latent till then, or never guessed at.

It is this new aspect of childhood as affected by interest which is perforce making a change in the old psychology: a far more living sphere of action is being laid open to educational methods.

Not that the old ideas are fallacious; they were quite consistent with the preconceived ideas of the adult. But new principles are bound to arise in education when the child comes to be considered as the axis round which all has to turn, and when it is his choice which is to guide us, rather than processes of reasoning logically pursued by professors.

-o-o-o-o-o-o-o-o-o-o-o-o-o-

ADVERTISEMENTS IN "THE BULLETIN"

All advertisements have now appeared rather more times than arranged in the original contract and are due for revision.

will ~~also~~ Miss Goodall, The Dell School, Woking, be pleased to receive details from intending advertisers as soon as possible.

-O-O-O-O-O-O-O-O-O-O-

The Editor wishes to apologise for the paucity of this issue: he has not only had a very busy term but has had very few articles submitted. He also wants to take this opportunity of pointing out that he finds it very much easier to use articles (or correspondence) already written than to follow up and act on other people's grand ideas - he finds no difficulty in dreaming up plenty of his own!

We wish you a Merry Christmas and a Happy New Year.

-O-O-O-O-O-O-O-O-O-O-



Drawing by Mary-Jane Shepherd — aged 4 yrs.



Issued by
The Montessori Society

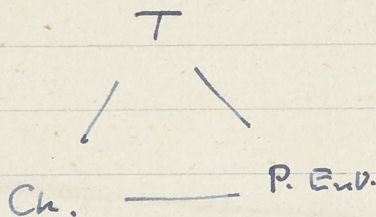
The Prepart Emot

①

Old kind of Tg
2 Factors

T
|
Ch.

New Kind.



Ann in Ed. Assist Develop.

Preh. Emot^s in Nature

Nest.

Beehive.

Revealing Emot

Fabre. Homes of insects

Introduction of E.

Es. Silk worm. —

Beaver —

Exist + Patentability

(2)

Same exist for all living things?

of Plants.

Animal. - dog : monkey.

Man.

Exist. must correspond to patentability.

not a cow, plant no not

----- a dog no books!

or names.

Exist has..

Physical.

Mental

Social

Spiritual

} must correspond

to

as these.

Plant absorbs. —

Exist The Absorbent Mind

have seen. space, time, form, colour.

number: sense: family: sound:

member: language: morals

3 1/2 yrs

Definition

A P. Ent. (School)

3

is a place where the child -
children - can live according to the
laws of their own develop. free from
undue adult interference"

Principles of the Ent.

- 1) care for develop.
- 2) Exclude other things
- 3) making surroundings

Proportional to Child

① Physically

Casa dei Bambini

Furniture. - tables

chairs

sofas

cloak rooms, lavatories

Windows -

Cupboards -

door handles - all kinds

window catches

Stairs

Garden

4
Eg. coloured bright
open on to verandah.
Colours.

⑤ Mentally - come to that in
a minute.

⑥ Spiritually
Socially.

Start for Action

Ex of P. Life - Above. Kitchen
everything

Psychic Needs Take Precedence

Beautiful - of course.

But ^{if} a conflict -

Eg. Those Tables at Barcelona

In favour of development

P.

Control of Error.

Benign Obstacles

Brings a Respite of Spirit

not of body

like us in our armchairs

Activities brings rest to a child.

- thought kind

~~Good~~ Free from Adult Domination

why?

Quote page 14

"The whole art of teaching is for
the T. not to let himself be felt so that the
child may feel his own freedom in an
environment which is pressure, in which he
can dominate. An environment which
reverts to him his own feelings
& calls upon his most delicate
instincts by which he is urged to
reform himself done"

This Rapport

"Only when he is left free in this
environment its relationships are
established. He will become
sensitive to the Call of the Sub

— as a fact we get so into a mood
in silence & rest for inspiration.

It is in this harmonious calm that a
crisis feels born within himself
to reach for perfection"

(cf. Acheson Methods)

Comes about Gradually

a Growth

a Conquest

The Uree to Perfection p. 15-16.

Prepared Emot. Provides an Escape
of Energy in Work
p. 16.

Order in the Emot. is Essential

Why Mind is the Principle of Order

So we eliminate confusion

Everything is ordered —^a) in itself

b) in gradation

From that order to order students
in to mind.

7

Indirect Teaching.

In fact we have Prepared Paths
all over
Each Subject what is it?

History. Grammar. Arithmetic: etc

St Augustine

Serua ordinem et ordo servabit te

Rules for Exams

p 22

Number Rads. Large 1

small 2 3

[-]

1

Number

To Study of a
Talented

4

Definitely intellectual. Human Mind

~~is~~ Sign of Presence of Intelligence. \approx mathematics

Even in Senses Mat- Intelligence is working

Questions Asked.

Number
Comes by itself
(Graffiti)

What is beyond to smallest

largest

.....
largest

Human Mind must work.

Works of itself.

This is the Foundation of the Method.-

Spontaneous energy of the Intellect.

The Power which makes it so.

The Difference in Defective Children

Our own energy.

Every child a genius -

Two Things Essential for Number

- 1) Absolute Clarity in the Concrete
- 2) A certain maturity of mind.

The Nature of Abstraction

Idea of two

Defective C. one + one + one.

Certain Tricks.

No animal has idea of number.

Don't forget - Sensor Basis - yes - nothing more

Previous Preparation - The Transition Red Rods

The Number Rods - Seguin - wonderful atop.

More in them than you wd. think.

The Old Discussion -

Cardinal or Ordinal first

Various Ways

(a) 6

(b) Each new number eclipses the old.

(c)

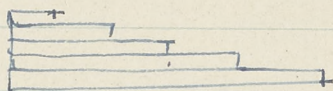
Objection (1) Mind has to hold them together

See them in a graph

~~Energy lost.~~

(2) Run about - easily dispersed

Advantages



Ordinal
as well
(5mg)

a) Remain to same number. - can be moved about.

b) Ordinal as well as Cardinal

c) Size Counts -

Imitations. (later)

Solid, lasting, improving - "the whole body"

"This is seven"

d) Something definite Clear

"When we are setting out on a New Path
Something solid under our feet.

Presentation

3

2 or 3 at a time Sequin

older children know numbers

The Figures - Written Numbers

Sequin (2)

Feel figures may cannot name.

Putting Out Cards to Numbers

(a) in order

(b) any how.

~~Number Cards~~ (no ~~Blocks~~ (no ~~Blocks~~))

Leads itself to Activity

Is an opening road

An invitation. E

Eg

$$9 + 1 = 10$$

$$8 + 2 = 10 \quad \text{etc.}$$

$$5 + 5 = 10.$$

Addition - before you know what you are
doing. Composition of 10

Subtraction To $10 - 1 = 9.$

So Composing $9 = 8 + 1$
 $= 7 + 2$

Write on a Slate

Adding others $6 + 3$.

Goes Beyond $10 - 8 + 7 = 15$

Can count it.
How do you note it?

"Always want to go a little further"

"To follow knowledge"

Like a sinking star beyond the utmost bounds
of human thought.

10 - 19 How to use them

Parallel Exercises

Demonstrate. $10 + 2$. etc

Comparison with Long Stars.

Barcelona Incident

The Late Discovery.

$$1 + 2 + \dots + n = \frac{n^2 + n}{2} = \frac{n(n+1)}{2}$$

Demonstrate

Barcelona Incident

Spindle Boxes

A complementary ex.

A Number is made up of separate ^{units} ~~units~~

Box I.

Jump Three Times

two

"

0 times

So put in Spindles

Number Game

Paper in basket.

Choose one.

Get so many spindles

" 0 " spindles.

Odds & Evens

less control - Put uppus in order.

Discs.

Crocodile.

One over.

Odds & Evens.

Decimal System (Decem = 10)

5

End of First Stage

A great Divergence

Originality

The Usual Way

inclined plane

1-10 - 10-20 - 20-30 on

Different

Hierarchy of Numbers (eg Church - Army)

Wonderful Invention

Various Ways of Counting.

Hands - Feet (Quatre-vingt) -

Roman Numerals.

Cumbersome

236 x 47

Caesar's Accounts!

Arabic Invention

M. Ages

Business only.

So He knows 1-10.

Introduce Hundreds & Thousands - at once

Different Kinds of Knowledge

Do you know a persons anatomy

The Stars.

Damler - Messerschmitt

(of Polygons)

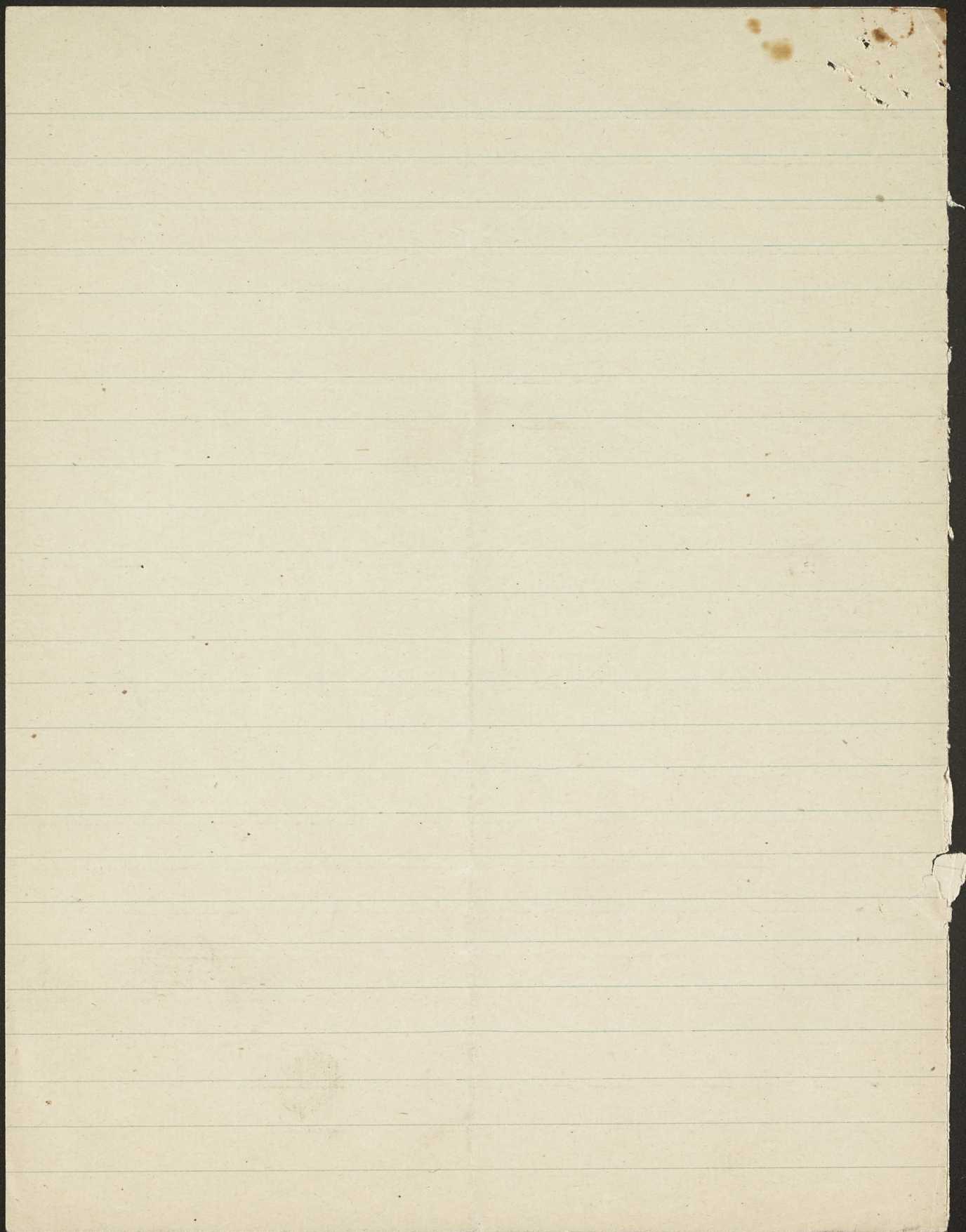
So we see

- 1) Always the same figures 1-9
- 2) At 9 something happens - a Crisis
- 3) Function of 0 Zeros.
The Lord Mayor & his attendants
(“Nobodies!”)

Just as easy to count

3 hundreds as 3 dolls.
easier than 3 units

The Difficulty is in ourselves.



→ See Back

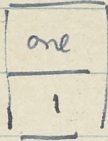
Montessori
Calculations

When to Give Written Ciphers.

17

Zero Game. - Idea of Nothing.

22



etc.

alphabet

Counting

24

Why This Passion for Counting

25

Interest. - Enthusiasm - Patience

A Form of Love

"I know his name yet."

Geometric Form of Numbers

28

Counting & Analysis

29

Thousand Chari

A Different Mental Plane

Multiplication Board

Study of Numbers

3 Stages

p 131

Ⓒ First Period. 1-10.

Ⓒ Study of Nos.

131-132-133

Ⓒ Utters Knowledge

Multiplication Board

p 139.

The Point of Contact

Revision. Last time Celia & Penelope

Two aspects of C.: Person

a) Penelope - Senses, movement, choice.
behaviour

b) To Celia. - Invisible creature - "secret"

Our Business to Feed to Penelope

Set games that Internal Creature Activity.

Our Method - "don't give lessons"

So

Problem How to keep a class going

+ Teach many things

Without giving lessons.

[Of course 3 Periods - Segues

These chats to small children]

What often happens - alas!

T. heard Ent.

Put a lot of things in it

Children pay no attention to them

Children disordered - inattention -

No sign of this wonderful creative work
at the Center.

What is the Matter?

Is Method? Environment? T.? Children?

Something gone wrong -

Or not yet right?

D.M. answer is clear - unequivocal

What is missing is the Pt. of Contact

Definition To Explain By An Analogy

From Music

Children learn to appreciate music
this action. (like anything else)

So we have

- ① T. Plays. Instrument
- ② Ch. ^{who} ~~more~~

But - nevertheless.

We'd have a T who plays to what
desires - moving to swing - even with
 a jazz band. removes more
about all over to place - but
no results

What is needed to bring about musical Edⁿ?

||| It is necessary that the muscles wh. move must
 move in a musical rhythm. -

and when there is

a) the music b) This rhythm

the muscles move as if were across
 a premade bridge - so there must
 be this Pt of Contact.

by at a certain moment

beh. understands the fact - that there
 is a connection between the movements
 to music. This is the understand

thing + when he feels it he begins to
 move in relation to it

So that changing the music to ch. becomes if
ever you -

+ moves accordingly. -

+ music itself perfects himself.

Thus to T. playing - has an influence
on to Ch. (indirect) +

helps them to perfect themselves. -

+ now they can advance + develop.

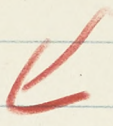
If to T. plays + to Ch. do not respond +
improve it is because they have not
understood the connection

So we have This Pt of Contact which is
like a psychic bridge + puts
the soul of the child in contact with
something external - an external Reality.

This is a sort of Symbol for the
Point of Contact in the Mental Plane

"Now in the mental sphere there is
or should be for the mind (not muscles)

Something analogous



This is
My Credo

[More than analogous ! I believe it is ~~absolutely~~ ~~the~~ even to same ! absolutely the same !]

C R E D O

"I believe that for mental development to take place it is necessary to have first this Pt of Contact (with an external reality thru movement) & only then can development come."

Even to our Religious Edⁿ

You can teach em. hundreds of things (and notes) but they will be quite useless unless the same thing happens.

If it doesn't - then yr teaching is not what.

Then must come here too a moment when a point of contact is made between the Spirit & the Religious fact - then the Spirit begins to develop

All this shows that Man develops by
putting himself in contact with
an external Reality. — by
continuous exercise in this External
Reality.

This Reality can be | —

- a) External + material or
- b) Spiritual — but the
 important thing is that the soul
 shd be brought in contact with
 it by this psychic bridge

The Point of Contact Elaborated

Going back to Music

Before to P. of Contact to chd cd

do an infinity of movements

Caricatures jump skipping but

not in touch to coming to P of C.

- comes ||
- a) Limitation of Movements
 - b) Exactitude & Precision. |||

Last Time - Centre + P.

Two aswato.

We find to Pentonry

Tree - also suppose

a) Enul b) Chubon.

No result

No creature delus. confus

What's Wrong

The Pt. of Contact not there

In Mental Space - Analogues

Before the est. of Pt of C.

The mind wanders here & there
turning now to this & now to that

"Does anything by itself & starts making long"

movements many, restless, uncontrolled

Manding But with Pt of C. in mental field

Comes a similar limitation

Concentration on a definite piece of Reality

A mental movement precise & exact

It Pt of C. sets going "

"a movement in consciousness

which can be described as to creation of

something clear & precise where before all
was vague & without outline. It

is related to construction of consciousness

"because in the last analysis consciousness

is that part which is - conscious - T

differs fr. to Subc. process in the fact that

there is limitation of process. - only +
construction

The Pt of Contact is not to T.

Noble it is to muscle which brings order
to the muscles - it can very come the
to again of the ~~muscle~~ muscle - not by
T's voice or electrical massage
There is no other way save to
Pt of Contact.

For to T. it is her Triumph - to most
important thing - her home of success
lies in the Child who has established
to Pt. of Contact with 'an eschmal Reality

So We get with Pt. of Contact.

Simulation

Precision - of movement (muscles)

and Mind. Il Piccolo Ragimento

The Small act of Reasoning

Both Together.

This Rhythmic Interactⁿ C & P.

Example Division Boards

~~is X Board~~

This Limitation Brings a New Kind
of Freedom

Ex. Musical Before. — free to run, jump,
skip somewhat —

hygienically good.

Some now call it Freedom!

But with the music. + the

limitation which comes with
the Pⁱ of Contact.

||| This limitation to play the music
brings a new & higher kind of freedom.

(Cats + dogs)

Example Xⁿ Board

Show again.

Do Xⁿ as Division

Actual Movements - e.g.
Dolls House. Playmg School
Play at fishing. aeroplane

- 1) Chosen. - free as long
- 2) Actual of body hand (pencil)
- 3) Mind (centre)
- 4) Body actual. - definite,
limited, precise

lines:-

- 5) II Piccolo Ragamento. - actual of mind
definite limited precise
- 6) Rhythmic actual - revealed again
- 7) Goes at own pace - like a
man walking to the rhythm of his own heart
- 8) Shreading his knowledge out -
Seeing new relationships
- 9) Contact with a reality.
(Xⁿ of numbers)

- 10) Real - not make-belief
- 11) Work isolates him - individual
- 12) This "actus" is on a path
before - - - and - after
- 13) Puts him on the way of new discoveries
- 14) It is not a tool subject.
- 15) Something is coming from without
in
"making to Outo inner"
- 16) It is a "material" not a person.

"Right from the beginning this phenomenon
of concentration has been an guide
in building up to method. Our essence
has found beyond a doubt that consciousness
comes then ch. as occupied with a
material - always with the material -
ness without the material."

This Limitation leads to With Horizons

All to Materials Right use

Yes

Limitation

Pt of Contact

brings limitation of
movement +
attention

Eg Calam Tablets (But) leads to

New Discoveries

Keys to the Universe

"The sky is blue"

So with Taught

"Rough + smooth"

So with Numbers

Grammar

Strait is the way that leads to into

Life — yes —

but not to life itself

Establishing to

Pl- of Contact

Reas

This movement

of the
muscle

lines

of the knee

of Body

and

Muscle

The Centre of Perkinery

Last time Importance of Movement.

Edⁿ begins in Novel - Sx of Phys.

and goes on with it for years.

Nothing comes out so well as

Doctrine of Centre of Perkinery

— Pl. of Control.

1. Centre of Perkinery

In other methods approach direct to
to Child's intellect.

Psychology of the learning process

Assimilation - perception, construction.

Appropriation, association by contrast etc.

Great stress on "Preparation of lessons"

The Sherburnian Steps.

"Preparation, presentⁿ, development, application.

Generalisation etc

Not so with us?

Not that there aren't laws of mental assimilation

More wonderful than formerly - "Growth"

But it is not necessary to pry into them

"The Secret"

"What goes on in this myst. Centre
of the child's creative intelligence is his secret -
to we must respect that secret"

To state it more clearly.

The child as an individual presents 2 aspects

1) The Centre This is the innermost centre
of personality from which action proceeds.

Insists on this point

Centre not merely a mirror

reflex actions

It is the place from which things start

At this centre the child exercises his
mental powers by seeking out sensations

and movements - which take
place at the second pole of his
Personality

3

② No Personality

This is W Vischke's exclusion point.

In contact with External World

Senses

Movements

This Chances

Continuous Interaction

Through to continuous interaction of these
two factors. - C & P.. the mind of the

child develops

unfolds

exchanges

creates itself in a unity

Sensations are taken in from the outside
and from the Centre comes an unfolding

that corresponds.

It is important to realize that what 4
enters to Centre ~~does not do so~~ automatically
mechanically nilly-nilly.

" No, we grasp our sensations: we choose.
we act: we are active beings, expressive,
this applies no less to the infant in arms
as to the adult.

V. Small Children take in images through
Senses + movement,

Expression of choice -

- 1) Unconscious
- 2) W. activity

Perception is that part of the Pres. Y accessible to us

↳ On this Mark Bressler method.

It is impossible to see what is going on
in the Centre invisible - -

It is easy to see what is going on in the P
externally if
allow free choice

Teacher's Task

a) Take an observer of the Personality
its manifestations
Its commerce with the Centre is
through the Personality
Its business is

b) Feed the Personality. — and
only indirectly
with the Centre

Eschewance — will show how best
to feed the Personality —

which is — of course — like
the Centre to which it is related

an Individual Unique Thing.

How often we have said — Feed of P2 — these 2 elements

The Two-Fold Rhythm of Growth

"We are convinced thro long expe that
the child grows by welding together
of these two elements of his
personality.

at one & the same time

6

- a) Constructing his own mind
- b) expressing himself.

When the C is working actively at the
Perceiving with material things at one
& the same time

- a) he gathers in sensory experience.
- b) his intelligence notes upon it
& constructs itself
- c) It is a form of self-expression.

We would go so far as to say that when
focused notes in a manner corresponding
to his needs (as above) of his nature
his work is his self-expression ^{Froebel}
Modern Method
Expression

This Interaction a Constant Rhythmic Process

This interaction bet. C & P goes on

uncessary. "It is like to rhythm⁷
of the waves that never cease, to
healing of a heart that never stops

It is not necessary for the Diadems to
know what is going on at the Center
so long as

the right kind of activity is going
on at the Periphery.

Comforting Doctrine! Remember

Searchless
Poles D.

Center is one of Nature's Secrets

one of the secret, creative laboratories
of life.

Services to Personality

It follows from this view of the
Personality how it grows — it is by
a constant, influential interaction of these
2 poles of the personality — comes

A new form of Teaching

2

The Center does not act alone

- in isolation -

but always with other things
acting at the Periphery

So -

Users board form of Direct Teaching
Other methods be lost at the C. direct
but no vital success

because it does not take into account
the Two-Sided operation

(just like Ex of P. Life -

but on a human mental plane)

Old Teaching - does not touch the dynamic
force. - therefore

Strives to make things easy

+ simple [1-5 first 1/2 lesson
5-10 second!!]

They imagine the immature mind
incapable of a great effort.

It is assumed that a child can
only be interested in understanding
a thing - if - spoon fed
from another person.

Feeding to Perfection - does not mean
simply presenting to rewards
A much more deliberate means
The opportunity of Free Choice
to Anti Choices.

Such teachers are not aware (since they have
never given to children to chance to reward)
of that irresistible motor-force -
comes from to Centre outward
which drives to need to seize (atomism)
things - spontaneously for himself.
through movement -
thus develops his mind +
concluding his personality. (Matur-Ego)

Our business is tied to Penetration

10

So our natural tendencies

a) To be an explorer

b) To seize or "abstract" from
objects their qualities

- Isolation of Stimulus -

(c) To present the materials

(d) To allow free choice

Teaching Materials

Assume immense importance

Criteria, stimulate, keep some to
personal activity

Not any materials

Scientifically Tested -

unsuccessful ones eliminated

Each contains in it - as it were
hidden certain ideas - ~~to~~ with
help of space.

time

activity

concentration

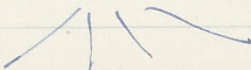
11
Zues up This secret -

a reality - not a make-belief
idea comes off from it
as an exhalation
purpose.

The Successful Directors

Read page 6-7

A New Kind of T. Training

- 1) A new conception of to direct
+ under of the human persons
into spirit. powers.
 - 2) Leads to a New Relationship
 - 3) Along a patient study of the
Materials - Ex of PL
Seasonal
Prep Paths
- 

42 Can and Desatone

It is a long patient rather
tedious work - but

you are going away to
mission bars -

to liberate the children

and then you will be yours.

The clouds now must be allowed
to come full circle. This means that
he should not be interrupted in the
full tide of his actions. Such man
desires a "Cycle" and must be allowed to
go on till the cycle of work is ~~complete~~^{to unburden & express}
~~the~~ Such work ~~follows~~^{to unburden completely} an impulse
from within to Cloud ("No Center") and carries
him along with it. It is a total impulse
and cannot be halved - ie part of
it done at one time & then to rest
completed at another. It may be compared
to action of a person who makes a
jump. It is a total impulse - it cannot
be danded = he cannot stop half way.
it must be all or nothing

- ② The cloud has shown us that he
needs this special form of work - which
begins with it the ~~great concentration~~
- ③ He needs such work only once and
for an instant - a special kind of intense
interest ~~now~~ leading to the choice of
some action, and to carrying out of it
with the whole energy of the chooser, with

Cycle of Work and Moral Education

Many defects of Children , have their origin in this growing age through the laws of life, and a great many of these defects disappear when we allow them to follow these laws.

And then -

In this cycle of Work we can find the beginning of moral and religious education, in this sense; -

That it prepares the individual to receive them

It puts him in order with regard to the fundamental needs of his life which could not be corrected by other means.

all his constructive enthusiasm.

Nothing is done unless we set forth
certain energies of which enthusiasm.

It is true nothing can be achieved without
effort, effort leaves fruit in work,
study leaves - but at the heart of such
effort lies interest.

The successful educator is to care
the ~~secret~~ in evoking such interest.

This is interest which leads to to choose
some action, to carrying out of it
with whole energy of the chooser, with
all his constructive enthusiasm.

Such an educator has created a man
to life. He has come in contact
with that "Breath of life" of which the
Bible speaks - that transform
breath which makes a living man
out of a lump of clay.

Work and Activity

That work may be restful may surprise us; but we should not wonder at it.

We see in Nature animals that are always active.

The Law

Everybody rests when he is working according to the Law of his nature.

Laws of Work and Fatigue

As we are created to work inactivity is tiring. What is tiring is the work done outside the laws of nature.

Inactivity is just as far from giving us rest as the wrong kind of work.

Inactivity tires most of all Prisoners.

Why this Kind of Work is Restful.

(1) This Cycle must be complete without Interruption - This is very evident

It is an impulse which curves along and we cannot halve it - Simile of Jump

The person who makes an impulse to jump makes a definite total impulse. It must be all or nothing - You cannot stop half way.

(2) The Child reveals that he needs a special form of work with this great concentration of attention.

(3) He needs some great interest and to concentrate his energies around it.

This is what informs and rests us at the same time.

Culture and Spontaneity

So what we need is not a New Programme, a New Curriculum, scheme of studies but letting them find that interest in which they can,

1) Concentrate

2) After Meditate.

This Meditation Stage Contd.

Many defects are taken away - because many of the defects in Children represent defects of life. Almost call them a diseases as the child does not follow the psych laws of health.

Work and Activity

That work may be restful may surprise us; but we should not wonder at it.

~~We see~~ ^{we find many} In Nature animals that are always active, and yet they are not tired because of it.

~~The Law~~

In fact Everybody rests when he is working according to the Law of his nature. It reminds one of St Augustine's phrase "Love is never at rest until it is at work"

Laws of Work and Fatigue

As we are created ^{for} work, inactivity is tiring. What is tiring is ~~the~~ work done outside the laws of nature.

Inactivity is just as far from giving us rest as the wrong kind of work.

Inactivity ^{can in fact} tires most of all Prisoners, ^{the} can be the most tiring of all. — like the little girl who said "Mummy must I rest - it makes me so tired!"

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Many defects are taken away - because many of the defects in Children represent defects of life. Almost call them a diseases as the child does not follow the psych laws of health.

There are certain laws that relate to
the satisfactory carrying on of work —
the work which ~~concerns~~ is an expression
of our nature. These laws are in the
Hemlock class when to deal is in order
spontaneously these laws must be respected.

(1) The case

Cycle of Work and Moral Education

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It puts him in order with regard to the fundamental needs of his life which could not be corrected by other means.

Lecture General Principles

Sept 10th '36. 22 Heddon Rd.

Principles & Practice of M. Method

Difficulty -
Sketchy

Dr Montessori -

Outline of Career.

Her Defectives.

The San Lorenzo Experiment

Astonishment of the world

Five Trio Things.

(a) Spontaneity

(b) Prepared Environment.

Environment Reveals.

Fabre. in Biology.

Love of Work - of order - of Discipline
Kod. Rad. Writ. Copy. Draw.

No marks, no punishment, no reward

1) Spanish Ambassador

2) The Cardinal to Biscuits

3) Card. Bourne

Is it So Exhausting

(2)

The Young Explorer

Neonate. - Big buzzing booming confusion

No ideas of time, space, form, colour
Cause & effect

No ideas at all
Why?

No imagination

No memory!

A bewildering chaos of impressions
pouring in.

5 avenues of the Senses.

Dreams & Reality

Reality & Imagination

No language

A stranger in a strange world

Some great Factor - smile

To Build a Cosmos from the Chaos. (3)

"An Infant crying in the Night
for the light
And with no language but a cry.

The word a huge Jig-Saw Puzzle
Tremendous Work by Three Not a million members together!
Infantile Intelligence

Example. "Two Daddies"
Age 2 "Other Daddy"

The Falling Rattle - Grand

"Look out you'll fall up to Chimney"
Into Cup.
Pausation - clutch
snuggle.

The Rule for Parents

Respect to Child's Intelligent Activities
Understand + help them

Examples { "Sallying"
"Dirty Child" "Rough + Smooth"
(my face!)

4

Rame Tram.

1) The Mother of Bay

2) The Officer.

"The mind is a protosystem before it can talk
an Explorer before

Every Mind is a Columbus

Ship five sails
Captain intellect.

"his business everything has intellect
everywhere"

"A mind for ever voyaging thro'
strange seas of thought alone"

God's Spas

Tasting. feeling, handling
comparing, testing, opening.
skimming, comparing, tasting
and

classifying

The Intellect is the Principle
of Order

5

"Zam Tea" for the Pipe ^{moon}
(The Garden) ^{Spouse}
~~For~~ Natural Classifications ^{Tear cup.}

Creating a word within

of Biblical Account.

Classifications. - "Last Night"
Calamus.
Zam Tea.
12345-16.

Sensitive Period for Order

Examples. - Curly hair crooked
Hat on sofa
Barked me!
Redness horse

What does it mean?

Profound Significance

The Traveller in a Strange Land

6

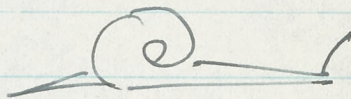
Paul's of Reference
maulam

Following Nature
How we can help to Child

3 ½ To School.

Comes
To
School

A Change
Shakespeare



Smiling face remains.

Hurries to School

Berlin ex/pe. Child & lies in the Air.

Something Wrong with Schools

" Spirit of Discover is taken away "

How

1) Physically tied down
& tongue-tied

2) Mentally -
Given by the Teacher

Change in Proportions of Actus.

- A) Teacher active Child passive
- B) Reversed. Rousseau, Pestalozzi, Froebel.

~~Understanding why?~~ What has happened to dull the Explorer.

Whole Personality of the Child

The need for Independence.

of Function.

The Stages.

- a) Birth.
- b) weaning
- c) dentition
- d) speech
- e) walking
- ...
- senses ..
- intellect ...

Education by Discovery
Self-Acting

Available. Two ways. Teaching
Finding out

If energies are suppressed.

~~7a~~
7a

Repressions & Deviations of
Personality

Energy not lost

Defences of his Independence

of Child & Sand Backet

1) Naughty Nines

• Fears

Stammering

All sorts of nervous ailments
Disorders

~~Disorders~~

Normalising the Child

The Fast Thing.

arguing discipline

peace

serenity

His work

What is a Montessori School?

Prepared Environment to continue the same process

This Longing for Order, System - an inner Cosmos. Jig-saw Puzzle together

Child of Three Still "A Heavy Chord"

~~First~~ Prepared Environment Facilitates This Inner Development

1. Giving order to Impressions

(10 People!)

Cylinders.

Cubes.

not new

(Music)

Rods.

1 impressions

(Flower)

Calendars

Same used for

Sounds.

all of us

Bells.

2 16 animals too

(Biscuits) &

Rome Puzzle

piece a cube.

Granite Forms

Differ in the

3 mud which

sees

Not new but order

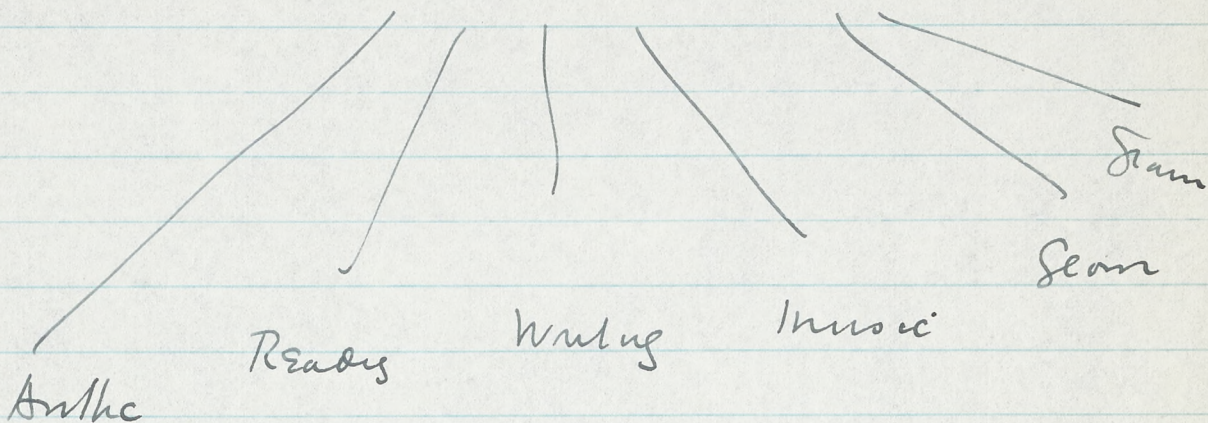
Keys of Universe

Sense Basis

9

Aristotle.

Sensory Manual



The Path of Number (An Example)

Subconscious Preference
The Hook

Up to Number Rods.

So Reading Writing, etc.

~~To A.~~ Sans paper alphabets.

The Function of the Teacher

Directors. —

To direct activities.

Is a Guide

Information Bureau

A Sun.

Stands by

Guardian Angel

Link Between Child & World.

A Help in Time of Need.

A Teacher's Vocation

1) Self-Actual. Independence

"Ever makes aid arrests Developer"

2) Freedom of Choice (Real Freedom
not choice)

3) Freedom to move about rationally
(esp. in. led up!)

4) Band on to Concrete

5) Endless Repetition

6) Training of Will

7) Helping is no crime.

8) Each has own pace

9) No Competition & Strain

10) Whole Personality!

Other Sensitive Periods

11) Practical Results Too

1. Questions
2. Exhibition of Material
- 3) of Photos
- 4) The New Benedictine School
Spirit of St Benedict
- 5) Three Lectures to be Given
- 6) Pamphlets for Sale

Introduction

Schools here
Headmaster

Montessori Method

Waller

3" M - 1" S

Brief Sketch -

at least "not a chess or a wine"

Biographical Note

1870

Ancona

Rome

Original - Engineer - Doctor

"Anything but Teacher"

Hamlet "Rangro-hoo"

First Lady Doctor

Inspector of Deficients

Orthopedic School
Examination

Its Chance

Tenement Houses

Fairy Tale

14 Mecca

Hawker

Halmes

Mrs Kulcherson

Ballard " Miracle "

Spand everywhere -

Glance. Visit to Lilliput

Spand world.

Proportions

(1) Body

(2) mind

Different - No desks,
no benches
no marks
no time-table
no punishment
no Teacher!

Differences

- a) Free to move about
- b) Each works on his own
- c) All with things

Discipline

The Secret of it

New Method.

" Poor us "

Examples.

Grass & Poor Rabbit

Method Finding Human Nature
Young Human Nature

God - Angels - Men - Animals - Matter

Body & Rational Soul

Relation Between Soul & Body

New Born Child } compare
——— Cat }

Instincts animal

Human Intellect
& its knowledge of Sense

Word a Jig-Saw Puzzle

Time, Space, People, Itself,
calam. senses
Memory
Ideas

Intellect Sets to work

Baby & Rattle.

Time @ We look before & after
@ Since the that made us
of animals

Time

4

Tom. For last Night

Cause & Effect Fall up chimney

Space to Rods & Tom ^{moon}

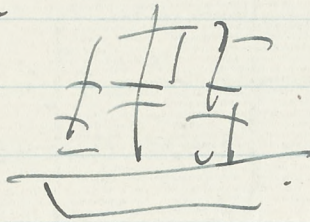
The Young Columbus

O brave new world . . .

Newton "Hundred from vagabond

Ship.

5 Sense
intelled

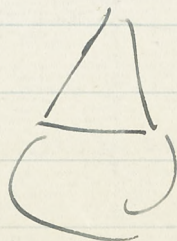


- So Touching
Feeling
Tasting
Medaling
Pulling to Pieces
Companing

" As of the new Sorts Spaces

Science "floating"
(shaving water)

Example



woman (1)

Officer (2)

Adjustable

5-

" Nothing etc

Ideas -

Size.

weight

relation

shape

colour

number

sound

space.

speech.

A wonderful world

"Do it again"

"The Rabbit in the Hat"

① The Senses

② S.P. for Order

3½ Great work

Still Chaos

No one has taught them

The same spirit of wonder

+ Discovery

Chance to employ it

/how

Prepaid Enunciator

Sand.

Music

Colour

Touch

Size

Gradations

Examples

Raw material

~~Cylinders~~

Shakers & Sizes

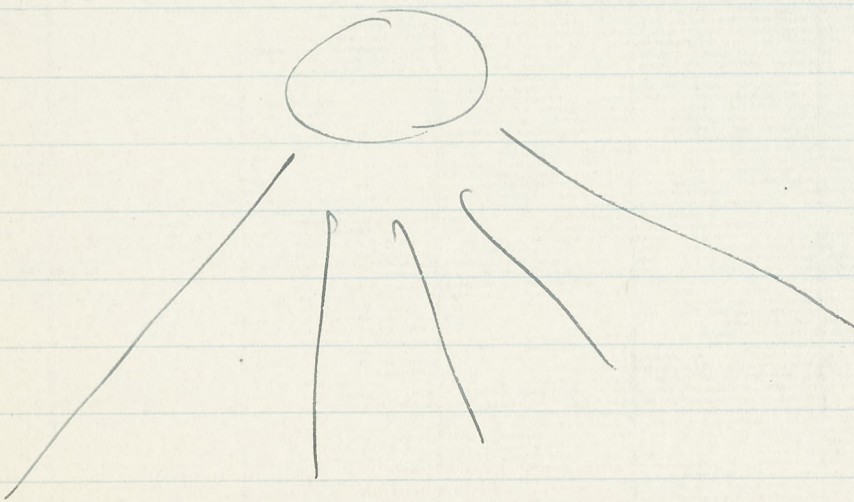
1) Cylinders

2) Long Slats

3) Number Rods

Intellect getting stronger

So to Path of Number



Eg Touch

— Range & Smooth
Saw Paper letters

Writing

7

Analysis of Difficulties

1. Insects. - ~~letters~~ 2. Sand paper

② alphabet.

Explosion into Writing

4 1/2 - 5

S.P. for Teaching

Writing Before Reading

Reading Comprehension

Grammar

of Muscle 1) ~~Bells~~ Mammals

2) Bells

3)

So with

Geometry

Esperanto

History

Religion

Two Parents

8

Freedom True & False

gives Concentration

Free for Repetition

for Discover

for Helping others

for Good Behaviour
helping others

Discipline

Teacher

1) New kind

2) Directors

3) " Ear Wishes and answers Devil.

4) Link Between C. & That

5) Bureau of Inform

6) Guardian Angel

7) Sun

8) Servant

Nat "as to Gentiles"

Special Training

(a) Moral

(b) Technical

Vocational - Nursing School
& Manualism.

How Far? to 12 years of age

Questions

Answers

General Principles

Difficult to Define -

A method of Edⁿ thro' the senses

Edⁿ thro' activity -

- thro' interests etc.

Main Problem in Education

Not a question of Edⁿ Method

This System is that

This method of Instruction is that

Deeper. - not even of Pedagogy so-called.

A Social Question

Concerns relationship betⁿ Two Strata of Society

The Adult & the Child.

Both in School, Home & State.

This Relationship is Wrong

An Unconscious Oppression.

Everywhere & in all lands & ages.

A Class of Society without its rights

Il Citadino dimenticato

Revolutions in History -

Slave rebellions.

French Revolution.

Such a Revⁿ impossible in this case.

Must be carried out by the oppressors.

A genuine suppression. Tyranny

Even Tyranny by those who love

Love not enough

Love guided by knowledge.

So This Relationship is the Fundamental P

without it no real advance.

New attitude of Adult to the Child.

The Century of the Child.

Never so important

The New Psychology. Psycho-Therapy.

Importance of these early years

Repressions, Inferiority Complex etc.

Applied in Home. State & School

School. The New attitude

more humble - not creators.

Old Teaching. Childs mind Surface & Hook

New Teaching. - an aid to life forces.

Old. T. Teach. C. Passive.

T. taught C. listened

In the Training of T. Knowledge of facts

Class management.

Sugar pill with interest

or punishment

Rousseau.

Comenius - Pestalozzi

Froebel. - especially. F

Self-Activity

Study of the Child

In Theory. Better than Practice

Pestalozzi - Glimpses

Quote.

Montessori's experience with Deficients

The San Lorenzo School.

Her astonishment

Revelation. - Mecca

The New Child

Game Freedom.

Characteristics of the N. Child.

Game Revelation came by

Taking away Adult Dominance

Last Revelation

The Struggle

until can walk.

Then trouble begins.

This Child is everywhere

Touching everything

"Don't Touch"

Leave that alone

Keep your hands off"

Nature Does this on

Opening, shutting -

Taking to pieces

Punch. "Run upstairs

~~Unconscious Tyrant~~

Disturbance - Relieved to Nursery

Estates Agents "Families - but no children"

Unconscious Tyrant

The Stairs -

Zig-zag puzzle -

Dressing & undressing -

Defences v. Child

The Cat -

The Pen. -

The High Chair

Numberless Tyrannies

The adult world not for him.

The Nursemaid -

Wishes to soil her piece of pleasure
(of the elephants)

The Child doesn't Count

A Passage of the mind page 3. again

Two main tracks

① Baby + Mind. - Action

② ————— Knowledge

A Restored Relationship.

A New Value on the Child

A New Importance

Not just a mere passage of the Individual
through a Stage.

One of the Poles of Humanity.

A Vital Part of Society

with its own Important Work for Race

e.g. Carrying of Language

Child Needs us : We need Him
Each has own Work

Work of Child - Adult Compared

Example Filling Cart with Sand.

"You've spilt it all"

"Let me do it."

Struggle for Independence

Rebellion in Childhood.

Its meaning

Inner Growth -

Contrast - Laws of Work

1) External & Internal Aim

2) Division of Labour.

"C. is Father of the Man"

A Real work

A Vital work.

He alone can do it

Wants to do it

Nature owes him to it.

Not on us depends - Inner Directives

Biology. Examples of Prepared Emot
For Development
Bee, Ant, Bird, etc

A Place to Work in

an Oasis for his Soul
World is made for Adults.
Every man his workshop.
But not the child.

His work is not externally useful.
Productive

Is a Disturbance

Extra-Social -

Relinquished to Nursery or School until -

The School. is The Prepared Emot

a place where he can develop according
-ing to his laws within him
undisturbed & adult intervention

Environment Reveals

False

Only the Free Child can reveal itself

Montessori Method Training in Reveals itself to

1. Characteristics of the Free Child.

Psychological Laws.

Thus: - (1) Meaning of Activity in Childhood

(a) Esc. of Pract. Life (b) Didactic Material

(c) Manner of life in classroom

(2) Spontaneous Working & Develop of Faculties

(a) Senses

(b) Intellect.

- ③ Sensitive Periods.
- ④ The Growth of Inner Order
- ⑤ The Laws governing Abstraction
(Incidentally Thomistic Philosophy reviewed)

The Prepared Environment

- 1. General arrangement & functions
- 2) The Details - # Didactic Material
The Book: Central Error: Councils & also have
The Prepared Paths. etc.

The Training of the Teacher

For the New Point of View
Spiritual Training.

Geometry (apalusiol)

As a Subject - Plato.

History of Subject -

Origin. Geos-metron

The Practical Egyptian

Pythagoras

His recollection

Plato.

"You Greeks are like Children"

Three Stages

1. Sensual
2. Experimental - Intermediate
3. Pure Geometry. (old school)

A Sensual

Origin.

Towards an abstract figure

"Keys of the Universe"

Names

(S. P. for words.)

B Metat Insets

Show one.

(a) Drawing to Shapes.

Their properties

Rule & Compass

The Folios

"One last fall....."

Decorative Definitions.

Diameter.

Diagonal.

Old Geometry Bks

② The Method of Study

Conditions for Intell. Advances
- Discoveries.

Quiet manipulation

Equal Figures (Identical)

Similar Figures

Equivalent Figures

Example of a Research.

③ Matho Isahel's Story.

④



Right up to Pythagoras

~~The Prepared Table~~

The Prepared Table
resumptio -

Also Fractions

Measurement of Angles

Decimals & Fractions

C Pure Geometry

Cubus of Inwood

(Flatland)

Ey A What is Proof

The Triangles - cut out

The Aoxalis Deabali

Going Back - and Back

and Back

Plato. again.