Box 17, Folder 03 - Misc. III [Civilization & Child; Multiplication;Discoveries, Grammar, Fundamental Principles of Montessori; Teaching Anything; Seasonal Materials; Impossible Tasks] (E.M.S.)

Edwin Mortimer Standing

EPILOGUE

CIVILISATION AND THE CHILD

pp. 371 - 394.

Four views of Dr. Montessori's work .

Montessori's greatest achievement .

The Revelation of the New Child .

Previous glimpses of " liberated " children :

Pestallozzi and Tolstoy .

The Century of the Child .

Harbingers of Social Changes (quotation from Newman)

Montessori the " representative " of a great movement in human society .

Difficulties in expressing a new vision .

Humanity at the cross-roads .

The Child as a social factor (il "cittadino dimenticato" - the " forgotten citizen")

The Two Poles of Humanity : the child and the adult .

Illustrations from Biology , Sacred History ,and Revelation.

"Of such is the Kingdom of Heaven "

A parallel.

The Two Dependencies .

Destruction and Reconstruction .

The Child in the Midst . - The Way of Peace.

-:-:-:-:-:-:-:-:-:-:-:-:-:-:-:-:

Multiplication Cont'd

[The Disc. means 7 taken 3 times.]

Adding & Counting.

Table of Pythagoras

Who was Pythagoras?

Greek Colony S. Italy 500 B.C.

Gt Philosopher. and Mathematician

Theory of Metempsychosis.

[Shakespeare - Shylock: Malvolio]

Pythagoras Theorem in Geom.

Cosmic Theory of Numbers.

The Octave. — Days: colours: notes

7 ages of man: Periodicity of At^c weights.

etc.]

To return to X^n Tables.

(a) Find an extra set of tables (colour some in)

(b) Note Diagonal.

(c) How to use Them.

(d) The Simplified Tables. ($\frac{1}{2}$)

} Make up Strips

(e) Summary of Tables.

Age 5-5½

Multiplication Patterns | X^n games.

p. T.O

$3 \times 8 = 8 \times 3.$

peg-board

~~The Dot Game~~

Going Back to Go Forward

Geom^c Dis^n of Nos

8 × 3 Eight threes or Three Eights.

The result is the same but the path of arrival is different.

X = addition in equal quantities

N-oper^ns Facts of Life. to Rice.

Geometric Disposition of Numbers

(1) Pt – line – square – cube

Thousand Chain

Comparison more vivid in line.

Compare (a) 10 and 100. 1) so 2) linear

(b) Cube and Hundred.

Put it out. 1) Big Cards. (Old Friends)

100 Chain — and □

On — on.

Recapitulate

10 hundreds = 1000.

Movement Opens a New Horizon

The Jewellers Shop

Multiply Again — with Short Beads
Come to a square
We could go on indefinitely
Limit it to cube
Analogous to D.S.
Geometric Limit to Counting in Groups
"Skip counting"

Comparisons - of the Series

Put them out
1) Units — Long St
2) Squares - Broad St (Diagonal)
3) Cubes. -- Pink Tower

Skip Count.
"The Length of the Squares" — Stair Sharge!

This is to say to make Discoveries

9 times

3 × 8 =

6 × 4 = 4 × 6.

Table of Pythagoras

Who was Pythagoras

Greek Colony

700 B.C.

Cosmos. + Number

"7" + "3"

Octave Examples.

So I — Make up series

(2) — Discover

(3) ~~Cut off Diagonal~~ Diagonal Squares

(4) Control of Error.

Multipn Cards

4 × 6 =	5 × ? = 40

Simplification of Table

Multiplication Patterns

a) See Desks with Boards

(b) Shewally written out

(5) Rectangle Game

Sq. Paper

4 × 3

one three
2 ..
3 ..
4 ..

} cut out or colour

(6) Flash Card Game

Do it with Students

(7) Game

4 cows how many horns
hoofs

6 flies .. .. legs
wings

etc.

6 girls — noses!

Division

Same Thing.

Sharing

(1) with Cuisenaire

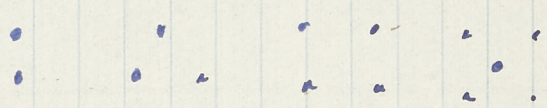
(2) with counters or match sticks

÷ start with ~~one~~ big no don't know small

× start with ~~Small~~ small don't . . . big.

Division By Patterns

Dressers or Matches



Take a Number – in Twos.
(Odds + Evens again)
in Threes
in Fours

Division –
& Remainder

So we see we are led on
to new things

Factors

Systematic Research

1 – 50

Prime Numbers

So a Path of Discovery
a
Real Path

Something Solid under your feet

Apparatus

Boards
Discs
Paper $\times^n$
$\div$

Flash Cards
$\times^n$ Games
Sq. Paper – Pythagras.
– Rectangles
Diagrams (Folio)

matches

Grammar

1

S. P. C for languages

1. Sensorial — Writing
phonetic

pg. 9. Isolated elements

2 Construction of Words. Language

"words. words. words!"

10. To Give Order to these Words
always same principle
colours, sizes etc

These Dimensional Knowledge
above it.

△ ⊏⊐ — plane living

Give this Order in
2 Ways

[N.B. Before lessons on words
short
long

11. 1) According to Relationships

with colored reversible chalks

un do
un tie
un cover.

R T. O

② Parts of Speech

Nouns have classifying objective ends

16 G. Necessary as M. Gymnasi

Extra Languages

How to Give Grammar

p 18. Author. a) back
b) reason

Singular Plurals —

masc. — fem.

Examples

Cas { a
ona
accia

1) Spread out
2) Illumination

Classification by Function

Eg. Nouns + Tickets
Verbs.

The Distinction Comes.

The Teachers Part.
a Variation.

Page 2 Example
Nouns

~~Knows much~~
page I " Everything exists for us outside us & in us as words."

Pg 2 Names again (bottom page 2)

A meagre Definition

1) Permanence of words – page 4
Geography –
~~Romantic.~~

2) Our New Thing.
Aeroplane
Radio.
The Baby! / clothes
crude
Name!

This Solemn fact of the Name bound up
with Each thing –
"~~His name~~ Adam – Creation
This name shall be called –
John the Baptist
Caphas.
Names written in the Bk of Life
No-man (Ulysses)

Parts of Speech

Ideas — Nouns. — Stuff matter
Verbs. — Sum energy

page 12

Words Reflect outside world.

13. Article.
Adjective.

Adj - Same

Pronoun.

adverb.

Prep

Grammar Boxes

Pigeon holes
Colons.

Explain how

GRAMMAR

Should we teach Grammar anyhow ?

Is it really necessary ?

Canty one speak properly without knowing all about parts of Speech and syntax ?

With Montessori it is a psychological - developmental necessity .

At a certain sensitve period the child needs it , wants , it is essential for his mental development . S.P. for language. a necessary gymnastic of the mind .

But it is such a boring subject !

it need not be - depends on the tracher and the method

The teacher must be a vivifier .

Everything exists for us outside and inside as words .

So - fisr t the teacher must know her stuff , and its wonder , the wonder of language and make it alive

And then - as always with Montesori - with an activity

To TAKE AS AN EXAMPLE NOUNS

We have already had The naming lessons

A GREAT DEAL OF WORDS STUDY IN Reading

So Nounrs - not a meagre definition "A noun is the name of a thing .

Everything has a name . how necessary

The Noun Game .

Bring me a pencil

Bring me a chair .

Bring me - quickly - at once

quick bring it ne ⊥ want it so badly

etc etc .

no, not that or that ... I want chalk .

The Name completes Creation

Adam and the ani mals .

New inventions - radio , motor , T.V.

------ AND THE BABY .'

The Permanence of Words

The Indians have gone but the names

remain ... Missouri ,Susquehanna , Mississippi .

cf. San Francisco ,Los Angeles ,

IMPORTANCE OF THE Name

John the Baptist.....111

The whole story - so dramitic - and
"HIS NAME IS JOHN " and that is that .

The Annunciation

His name shall be called Jesus for he will deliver etc.

Simon and the new name Peter the Rock .

Names written in the book of life ,

The story of Polyphemus and Ulsysses

"Nomand " has done this to me

SIMILARLY THE PRONOUN

Tell a story . -- without pronouns

Once there were two boys called Johnny and Tom . One day Johny and Tom went to Johnny and Toms mother and said May Johnny and Tom go out for a row in the boat in the lake if Johnny and Tom first bale of the water . Johnny and Toms mother said Johnny and Tom can go out in the boat if johnny and Tom put on Johnny and Toms swetater .Also Johnny and Toms mother said Johnny and Tom must be back by 1 o' clock because Jonny and Toms mother is bakingca cooking a joint and the joint will be cooked by the time Jonny and Tom come back from Johnny and Toms row int the boat etc etc

DITTO WITH ADVERBS

With an activity .

The verb is to walk

the cards are iven out with adverbs on them

quickly , slowly , sideways , lamely ,

backwards , etc

The wordis to speak

loudly , softely , angrily , stutterinly ,

quickly , slowly etc

PREPOSITIONS

Show the relationship betqeen two things

e.g. the rubber and the book

above the book , under the book , across the book ,

next to the book ;in the book ;

ADJECTIVES AND NOUNS

Nounts and corresponding adjectives

They are put out together .

And then - as in a game - changed (make a set)

OREXXXXEXX

TO SHOW THE ADJECTIVE LINITS

THE DIFFERENT BRANDS OF TRIANGLES .

the small , red , scalene triangle .

THE GRAMMAR SYMBOLS

Perhaps the most original and fascinating .

Making order - as sual out of what was confused .

Do you remember "Parsing " at schook - how boring it could be.

Each Part of Speech has a symbol .

The activity consists in putting ot over the word .

Thus A Noun is a black equilateral triangle

A Verb is a cred circle .

Both sme height and scale .

DEMONSTRATION I

Birds Fly : Dogs bark :rain falls : water wets etc

Do it with the symbols

REFLECTIONS Language reflects the universe outside us which is made of MATTER AND ENERGY .

Grammar reflects speech and so the world outside

THUS WE GET

Matter --- the noun , stable , static - solid base

Energy -- the verb move ment - red circle (activity)

THE TWO MAIN FFAMILIES

NOUN and Pronoun stands instead of

same shape but thinner (isocltriangel)
not so important ; could get on without it
(little children often do '!. Tony wants
an apple too ")

VERB - adverbs
of time , place and causation etc

ONLY THREE LEFT

Preposition

Conjunction

Interjection -- hardly a word at all (If you tread on the cats tail it will give web to an interjecion .' - a dog's bark .'

Multiplication

Analysing the Difficulties

Two main

A) Memorizing the Tables

B). ~~Sp~~ Series of Difficulties in Reasoning

A Memorization – A Summary.

1) Composing tables by discovery.
   "Its own collection or Book.
2) X^n Pattern games
   a) Prepared paper. b) discs on Board.
3) Making Table of Pythagoras with Cheque.
4) Practice with Slip-Cards (Central T. of Pythagoras).
   a) 3 x 6 = b) 4 x ? =
5) Rectangle game
6) Grouping Factors – diff patterns
7) Flash Cards
   a) alone b) two. c) groups
8) Discovering Factors – Prime Numbers

B Difficulties of Reasoning

Analysed these we get

1). Difficulty I "We must be quite clear how to multiply the sum of two numbers."

Eg $9+4$ to be $\times$. by 3.

Repeat it 3 times

$(9+4)$ $27 + 12 = 39$

$(9+4)$ $13 \times 3 = 39$

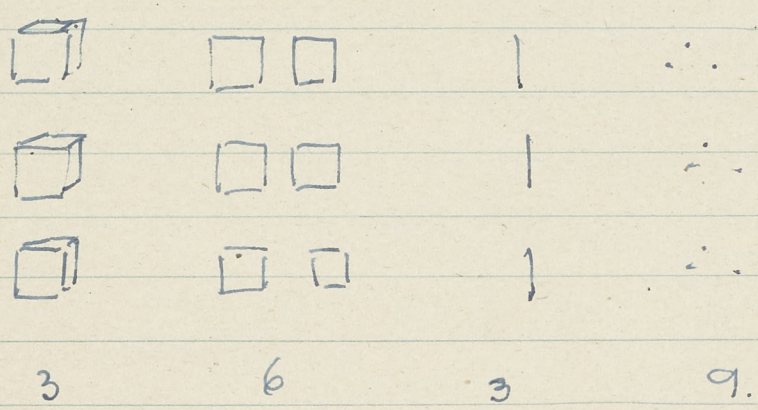
$(9+4)$

This is so clear & obvious, why dwell on it?

Because here is the centre, the nut, the crux of X.

$(a+b)c = ac + bc.$

Let me put other graphs instead of these



So if 1213 is to be $\times$. by 3. — it means:—

1000 × 3 So we get . Rule I

200 × 3 "The Analysis of the Multiplicand"

10 × 3

3 × 3

A Step Further Difficulty 2

1412 × 3.

1000 × 3	3000
400 × 3	~~3~~ twelve 00
10 × 3	30
2 × 3	6.

In this case in multip' ~~nos~~ the hundreds I get twelve hundred. — and this cannot be according to the rules of the D.S.

So I must arrange it as

1000 and 200.

10 of the hundreds become a Cube & are promoted as a thousand . 2 ~~00~~ squares remain.

So Rule II (The old one) If we go beyond ~~10~~ 9 there is always a moving up

So Summarising

we get. in Multipn.

a) Multiplying each group in the M.-and which have been analyzed out

b) Grouping- or Organizing the results according to the D.S.

This is nothing new. "We have repeated this more than 9 times!"

So we get:

1) Analyses multiple and
2) Multiply each part
3) Group results according to D.S.

"So the fact of memorizing remains the same on each level. as easy on one as the other"

The Really Important Thing is to Remember with which group I am dealing — to which part of the hierarchy of nos. I am working with

<u>Number Frame</u>

Here comes in the value of the N. Frame "I have only to know the position on this frame + × becomes easy. — Equally easy on any level.

It is always the same thing – only in a different position.

The Result is read in succession in all these numbers. We can put them all together. For all numbers are numbers + all numbers are additions.

2352 × 3.

2000 × 3
300 × 3
50 × 3
2 × 3

The only important thing is to know the line to start on. 3 × 5. = 15. This we know by heart. But in which line must I put it. – 15 Tens.

"Here the algebraical × gets confounded by the D.S. –

So These are the Two Factors – Warp + Woof. of ×
a) Algebraical Taking of Quantities so many times
b) Organization accord^g to D.S.

The D.S. gives rise to the formation of nos – but does not change the fundamental basis – always. one group so many Times
another ..
a third ..

Nor does it matter where you begin!

So Summarising:-

1) Structure of D.S — overcome
2) Memorising "
3) Special Difficulties.
   a) Analysis to groups
   b) × each group separately + keeping to right hierarchy
   c) Organisn accordg to D.S.

Long Multiplication

Again Separate Difficulties

1) Multiplying by 10

234 × 6 first

234 × 10

The Discovery. A Vind of Promotion all round. Each is raised in degree So "without fatigue I promote them all to a higher grade — Like the Birth of a Prince!

Multiplying by Twenty

First. move them all up one place
Second Take result two times:

So I promote them all one degree. & then I doubled them

234 × 20

200 × 10	= 2000	} 2	= 4 000
30 × 10	300		600
4 × 10	40		80.
			4680

So in Long Mult^n the New thing is to analyse also the Multiplying Number.

If I × by 20. I must change hierarchy + double.

If by 300 – change hierarchy twice + × by 3.

So we always have the same × tables (4×6 etc but the real problem is to know on what line we are working.

Eg 234 × 356.

234 × 356

200 30 4 } 6	200 30 4 } 6	1200 180 24
200 30 4 } 50	2000 300 40 } 5	10,000 1500 200
200 30 4 } 300	20,000 3000 400 } 3.	60,000 9000 1200

By these analyses I overcome or am prepared for the difficulties. The important thing is to pay attention to the line. The 'revolution' is the fault or merit of D.S. — not of analyses or ×.

Thus × is done with things — from which you pass on little by little — & all these operations are re-assumed in a brief & concise way

Working with the Multiplicand all these little sums disappear & become one thing

p. t.o

22,364,253 × 345,234,611

772,091,484,766,583

Fundamental Principles of M. M.

Difficulty -

An "insieme" - a holding together -

a system

an organism

Eg. Body. - the heart? the brain? - cd. sq?

Liberty.
P. Inv.
Matinas

Relationship Between Teacher & Taught

~~3 Factors a) Teacher b) Children c) P. Invt.~~

Three poles. Old Times.

Teacher - to give knowledge - to teach

Child to receive

T. Active

C. Passive.

Rousseau. Comenius

Training of Teachers - Matter of Learning.

(Class management.)

Rousseau. Comenius
Pestalozzi
Froebel. —
Study of Child
Necessity of Self-Activity

Thus especially by Froebel - in Theory.

Tried in Practice. - to give this S. activity.

Never Succeeded - - Why not?

Never Freed from Domination of the Teacher

Montessori gave Freedom.
Others taught

The Prepared Environment
Thus Third Factor. equally important

The P.E. the Shield of the Child's Freedom
the foundation.

The Event Revealed the New Child.
Examples from Biology (Fabre)

The Teacher Link between Environ & Child

This new child —

1) Love of work.
2) serene
3) obedient
4) helpful for others
5) Use not possession
6) ~~[illegible]~~. Concentration.

In fact: —

Normalizing Demonstration

Revealed More Than This
— Sensitive Periods

Definition. The Caterpillar.
Tracks Intuition
"(Culture Epochs)"

Examples of S. P.

a). Language Pronunciation
b) 2½ S.P for Order.
c) 3½ Colour.
" Manners.
e) 4½-5 Writing.
Numbers.
"Words" grammar.

Importance of S. P

1) Each is a guide & opportunity
2) Immense liberation of energy.
   for creation
3). Help for Freedom -
   (Practical Proposition).
   Drapery Stitches

Age of "Incarnation" (quickly)

God. Angels Men Animals Matter.

Interaction of Soul & Body

Soul. does not grow: no parts:

of Young Animals - Instinct

Examples. - young cat: caterpillar. - chicken
Animals Instinct
Man Intellect.

Animal Incarnates on Instinct
Man " Intelligence

Intelligence directs species this instinct
Man is given Intelligence.

Animal Perfect. – limited
Man Imperfect – potentially free

This imperfection the sign of ultimate superiority

Intellect & Body. – Incarnation
Same.

(a) Co-ordination of Movement Int helping Body
Small cured Packs instrument of Expression
Infinite soul } Wordsworth.
Small body }

Must Create Instrument of Expression (Piano)
Inform, govern, control, unify.
Hence. incessant urge to action
doing, moving, arranging, balancing,

Corollary (a) Freedom of Movement Biologically
"Look on this picture & on that"
(b) Exercises of P. Life
With Logical Analysis of Mov't.
Ex. Poise: Emot: Balancing: Silence
(c) All Teaching with "Personal Activity"

"Doctrine of Centre & Periphery"

Body Helping Intellect.

Comparison w. angels

"Infused Ideas"

"No more ideas than a cat"

Where do they come from.

Ideas of length, line, column, number, grammar,

Through the Senses first.

Aristotle

St Thomas.

"Intellectus Agens"

Diffce Between Animals & US

Both same senses.

"cat never go beyond.

why?

Intellect & Principle of Order.

The Young Explorer.

Neonato." 2.g. Saw Puzzle.

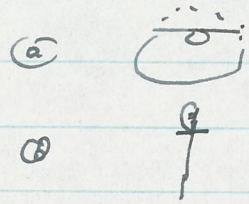
Prof James.

Order from Chaos

Immense work done
1–3 years.

[~~Helping in the Home~~]
Examples. Time. "Last Night"
Space moon. stars.

[Helping in the Home]
Examples – Room. Train.



S. P. for Order.
Examples. Hat on Peg.
Cloak on Sofa.
Shutting the gate.

Its – Significance

Creation of an Inner World
The Summer & the Mine!
A Stable Environment
Order for the Day

The Montessori Environment

1). Assists - eases - desire for order.

2) Provides means for Further Devel[illegible]

Creation of World

a) Rough Outlines

b) Details.

Montessori Didactic Material

1) Further Discovery

2) Further Order.

More Cosmos from Chaos.

"The Child of Three of The Heavy Chaos"

The Sensorial Material

Examples.

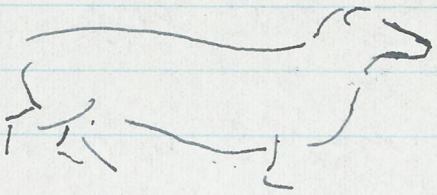
"Classification of qualities of Things.

Order, Gradation, System, Regularity.

Aim Not New Sensations

To Create Order in the Muddle

Keys to the Universe



Examples.

Geometry + window · Card + Bounds
architecture

Colour Tablets

Pink Tower 1 – 10
do. ro. mo.

Sensory but Intellect Shining Through

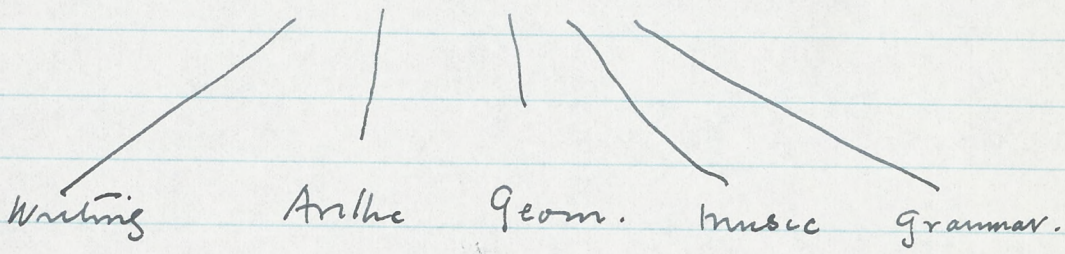
Trust to Spontaneous Organising Power of Human Intellect

Does not...

Can not sleep.

The Prepared Paths

Sensory Mat.



Example. The Path of Numbers

The Path of Number.

1. Indirect Preparations
2. Comparison of Quantities
3. Detailed Order
4. 10 this 10 that
5. Transition. Long Stair to Number Rods

So on The Great High Road

Path of Writing

Begins with Touch
Sand paper letters.

Illustrate Psychological Principles.

a). Separation of Difficulties.

b) Parallel Exercises

c) The Hook.

d.) Conditions of Intellectual Expansion

Each Subject a Lecture or Series

Teacher a Link
(return to this idea).

Two Stages in Learning Anything.
(Visitors at Rome School)

1) Knowing
2) Enjoying

This Repetition.
Example. Cylinders
Frames. etc.

The Work of Child + Adult Compared

Not External aim.
e.g. Sand Cart simile

Dallorsa - Child - Number. Frame Stage

1). Law of Minimum Effort + Max. Result
2). No Division of Labour.

Work is to make man

Independence of Childhood.

The Great maxim:
"Every useless and ancestor Dead.

Importance of Freedom

Morrison: Freedom
Def. " ~~means~~ Liberty is the faculty of choosing means to end desired.

Not licence
Not curiosity

Preceded by Act of Judgement

Freedom to Do Right

Its Limits. 1) Moral wrong
2) Imperfection

" Do not fear a Method of L. ....

Result is Discipline -

Practical Proposition

Extension of Method

Time - Space.

P. of Pudding Article -

Property or Not at all

All hangs together.

Not half do it.

Eg. 1) Freedom without Event

2) Event without Freedom

3) Scraps of Apparatus.

4) ~~The Hook.~~ Early Ages.

The Hook.

Prepared Paths.

5) Substitution of Personality.

Training of Teacher

1). Moral or Ethical Change towards ~~to~~ Child

2). Technical Problems

a) Prepared Paths

b) How when to Present

3) Observation of classes.

<u>Teacher</u>. Read Extract.

Teaching. Anything

Subject. To Whom. How.

The Liturgy. 10 min. 5

(I) The Child

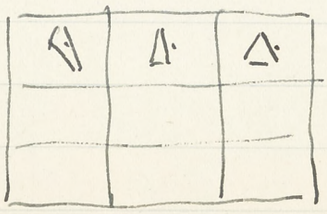
Difference Between C & Adult.

And Child at Different Ages.

Must have Interest.
How to get it?

Examples Triangles Age 4½
I say "A Δ is a plane figure bounded by 3 straight lines"

Goes over its head. — No interest.
No Ideas triangle, plane, figure, boundary —
No Ideas
where do they come from.?
Make them — Abstract thin Angels!
Supposing I make a Drawing
No Interest?
Supposing. I present



Interest Comes ?

Why. – Visible –
more – Action
Starts off.

Not Highest Knowledge
But Real as far as it goes.

All there is for any of us.
So we See:–
1) A little teaching
2) Things.
3) Action – with Control of Error
4) Self-Teaching

Then further: [A] [A] [A]

Example II

If you have a series of objects which vary in length by equal gradations so that...

Show Rods ⓐ. and ⓑ.

Same with Letters

[a] [e] [S.]

So Some principles.

1). Strive to say less rather than more
2). Use a material which arouses an activity.
3) This activity meets attention
4) " " is creative -- ie it brings knowledge by repetition by Self-Activity not a multitude of words.
5) How should he to make C. active T. passive.
6) What I take remains.
7) Help C. to help itself

How To Do this ?

The Problem - is how to teach so that the C. is takes is self-active

Dr M. has solved it. ~~fo~~ He is Director of a Mont School

How is it done.
Secret
Third Factor. The Prepared Envi

Innumerable Creative Occupations
Prepared Parts
Arith: Geog: Read: Writing
Grammar - Geometry —

Must Be Prepared

So for Religion

Church Spare Room.
Gymnastics
Music. Science.

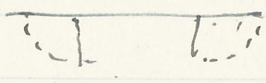
The Anti-Camera of Church
Baralma The Discovery Slides
The Motor-Training for Church
Sign of Cross.
Genuflection
Silence
Processions.
Carrying things.
Read page 6 – 7

Slides
Set I

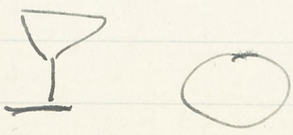
Not instruction in the ~~Mass~~ Church

First Stage of the Mass

~~The Table~~ Aims "The altar in the Church corresponds to the table of the Lord's Supper in the First Mass."



A Table.
Stools.
Vestments
Laying of Table.
Silent moment



Bread.

So ~~A~~ simple description.
Jesus stain.
~~Paint~~ + mustard
2 Candles.
3 Table Cloths.
Flaps down
St Peter.
Ecce an altar

So for Liturgical Year
Liturgical Colours.
Table n. Flower.

Second Stage
More explanation
Objects of Holy mass
① Names
Vestments names

② Cut out Pattern + Names.
in little book
Activity again.

Later Stage

Sensorial Materials

General .. The Aim.

To assist inner creation

Not new sensations but Order

The Young Exploreer.

Qualations. Ir Lecture

More & more Details of Discovery.

Senses & Intellect

Aristotle

Building up Ideas

Qualities of Things.

Size, Colour; Shape; weight: surfaces etc.

First Three. To Do with Quantity Dimension

1 Cylinders.

Isolation of Stimulus

Action & interest

By Sight - not Touch

The Presentation

The Work

The Pairing ||||||...

The Scientific Accuracy.

The Various Sets

The Control of Error

Set 1. 2. 3. 4.

Then Together

Then Stereognostic.

The Three fingers.

The Next Three

Pink Tower. Presentation
Isolation of stimulus.
Doing it.

The Broad Stair

The Long Stair
Do it. Size important
Relation of smallest to series

Long Stair Prepares for No.
The idea of a Unit.

Stereognostic

Relations Between the Series

Colours
Contrast & Identity.
To bring order again
Details of Presentation
Names afterwards.
Gradations.
(a) & (b)
The Colour game. - matching

Touch Boards
Tactile. Pressure Stereognostic.
Touch. its meaning to children
more than the eye
Do well what it does anyhow
A lesson. Rough & Smooth.

Butterfly Frames etc

Presentation

Sample Boxes

Insects

Basic Tables

Stuffs

Geometrical Insets

A word with Regard to Practice

must be done oneself.

1

Audience of Parents
M. is not for school only
For home. – second ... three yr.

41

Not forming a Method
Confusion of Ideas

Verdict of History.
Revelation of something New in C.
This is the Century of the C.
2000 years ago.
Strange idea –

Higher Possibilities
Potentialities

The Wonder of the Past C. der B.
The Normalized Child.
Characteristics.
Concentration –
Love of work –
Love of order
To use not to possess
Obedience.
Respect for rights of others
Self-discipline
Deviations –

How came this Revelation
Long Story in History
One great Principle
A New Relationship. C + A.

Unusual Oppression of C.
Unconscious.
By those that love it.

A submerged Class
Source of numberless social Evils

How Escaped..
(a) By repressing activity
'll Disturbatore
Punch "Run upstairs ....
Keep still.
Don't Touch. etc.
Schoolroom
Activity essential.
Incarnation of Soul. + Body

(b) By Doing things for the Child.
Eg. Mend + Bucket.
Going upstairs
Eating.
Eg "You've spoilt it all.
(c). Crushing the Psychic life
Child + Exploiter
Eg. Rough + Smooth.
Deviations + Reactions Examples see Notes
Last Revolution
Rights of the Child
'll Cittadino Dimenticato

1) Right to Activity
2) —— Independence
3 —— Discovery.

Montessori Method + Freedom
"This Freedom"

Freedom not abandonment
Freedom to Be
to work. Ex of P.L.
The Child's work ← Cyl.
as important as man's

Freedom. Liberty. Independence.
Help. Help me to ..
The Counterpart of Freedom
The Prepared Environment

Can't give it without this.
for
It is freedom to live according to
the laws of its own nature

Longs to create itself.
S.P.

Prepared Protective Envt in Nature
Protect growth
Bees coming out.

Are we to do less than animals

Parents don't Realize the
Value of Envt
Work it Entails
The Expense

When they do they help.

The Sensitive Periods

Sensor-motor Period.
action.
senses.

Age of Reason Comes

New interests.

[Anecdote of Dead Fish in aquarium]

Presenting the Subject
eg Geography.
Show
Parents cannot help.

Also by following these Principles at home.

See how the School Gives them
their Rights

1) Dignity of C
2) Respect its Pers & Indce
3) Its right to action
4) to discovery
5) to Independence

This is the Beginning of a New Epoch

Deviations

from normal

growth goes on.

energy indestructible

disobedience

disorderly movements

love of possession

excessive imagination

timidity

lying.

fears of dark

even stammering

Modern Psycho-Therapy

Child's Work

Examples - Ex of P. Late

- Cylinders

Diff for Adult

Exterior aim

Interior aim.

Stages of Independence

Birth.

Weaning

Teeth

Language

Walking

Dressing

Thinking Functions

~~Social~~ Independence of Function

Social Independence

S. Pennds

For Order

Escamples Cloat

Horse.

Address of Parents
M. not for school only
Home – to Unknown
Not primary

Introduction.

Montessori a Vital Principle. 30 yrs old

Learner. Sir P. Nunn

Quotation

Whence its Vitality.

From life itself - Observation

Method of Fabre + Mont. compared

Not a Theory - Scientifically verifiable fact

Eg Oxygen + Hydrogen.

Verified in every country

Given conditions - result sure.

Has come to stay.

Prof Godefroy

Quote

The Two Paths.

Began with babys -

← and →

The Neonato

Chaos. - No order

"Big Buzzing Booming Confusion"

From the pre-natal security - all peace, security - everything done for it - ever eating breathing passes suddenly.

to use of functions

Shock of sensations

Has no knowledge -

no names, no usages; no forms colours. Dimension - time - duration. do not exist.

No ideas (cat)

No memory

Recognizes nothing (not even self)

cannot make its wants known

"An infant crying in the night

for the light

And with no language but a cry."

Same Unknowe Confronts the New-born
Animal ?
How different the reactions
Eg. Young chick!

Man helpless but infinite potentialities.
Animal incarnates Instinct
Man " Reason. Intellect.

<u>Intellect is a Principle of Order</u>
Latent from first.
"Thou whose exclusive semblance. etc"
~~The~~ Piecing the <u>Jig-Saw Puzzle of Universe</u>
Infinite no of parts
We are still at it!
Sets to work <u>spontaneously</u>.
Senses must work
Eyes " see
Intellect " order reclassify
its nature

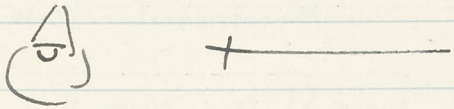
Examples. The Two Fathers

Other Daddy.

"Tea" for your pipe

<u>Helping to Explorer even at Home</u>

Examples



Child a philosopher before he can. ~~walk~~ Talk

An explorer before he can walk

<u>The Little Columbus</u>

Ship 5 sails

Capt. Intellect

"his business everything his interest everywhere"

"Strange seas of thought alone"

The Pram

Gods Spies – Lear & Cordelia

"Take upon us the mystery o' things as if we were <u>Gods spies</u>."

The mystery of things

Every day is a S. Sea Voyage of Disc."

<u>Some examples</u>

<u>Spatial Relationships</u>

1) moon : other objects

Some near others far

2) Perspective!

3) Comparative sizes of things

Fitting in

Preyer & the Stappers

4) Tony & the Garden

5) Bert and his cups!

(Cylinders etc)

<u>Time & Duration</u>

A human element.

① The Main Problem
Adult – Child

②

② Environment.
Specially Prepared
A place to live in.
According to Laws
Without adult interference

The Environmnt. Laws of Read

This Environmt Reveals
New Conception.
Observation of Child –
The Free Child Reveals Itself.
The Laws of Its Development
A group Taken Together
Sensitive Periods

"He that made us with such large
discourse of reason - looking
before & after —
("We look before & after
And pine for what is not ...

Animals live in a continual present.
This knowledge a conquest.
Part of Jig-Saw Puzzle
Tony "Last Night: Tomorrow"

<u>Cause & Effect</u> —
Falling up the chimney
I sneezed & the clock struck.

<u>Reality: Imagination: Dreams</u>
a puzzle.
needs help
Peter Pan. Cinderella
Goldilocks.
C.K. The Dragon ~~Dragon~~

<u>The Conjuror</u>

So touching, feeling, moving, arranging
sorting, banging, opening & shutting.
putting in & taking out –
infinitely active.
opening tentacles of the mind.
Putting the Jig-Saw Puzzle together.

<u>Microcosm & Macrocosm.</u>

a world within
a world without.

<u>Story of Genesis</u>

1) Rough Divisions
2) Finer Details.

The Intellect is the Principle of Order

Eg 1) last night to morrow
2) Colours
3) 1 2 3 4 5 6.
4) Yam Tea (Bacey
5) "Gat Iliro Tony" (Christ has risen)

Resumé. 0 - 3½

Just think what has been done

Yet

Still comes a Heavy Chaos

Explorer Comes To School

Same child

Same faculties sense + intellect

How to help him?

1) Liberty to be - Independence

to function + strengthen

functions

2) Prepared Environment

Prepared Environment

How prepared?

Ordered - Set in order

For Ordered Activity.

Prepared for the sense to expand in

the intellect to explore

the will to become strong

to Push up to become strong,
unified, harmonious. —
Above all to continue the
Jig-Saw Puzzle.

So These Three abide (like F. N. & Chaos!)
Child. ~~Teacher~~ Environment. Guide

First and foremost a place of Helping
"Agire: agire: agire!"
An explorer must be active!
Whoever heard of an explorer
1) Led by being
2) Going where someone else
wants him to go!

Montessori Material
How it helps.
Helps the same process of
putting in order

Not new sensations —

Ordered sensations

Examples ~~The Ro~~ The Cylinders

has seen all these lengths

Not in order

The farmer ||||.....

Even then not activity.

Learn by activity & not instruction

Again ~~Cubes~~ Colours

Notes

Geometric Forms

"Keys to Universe"

a) Farm house is the same colour

b) Cardinal & biscuits

Julian △

c) House in Rome

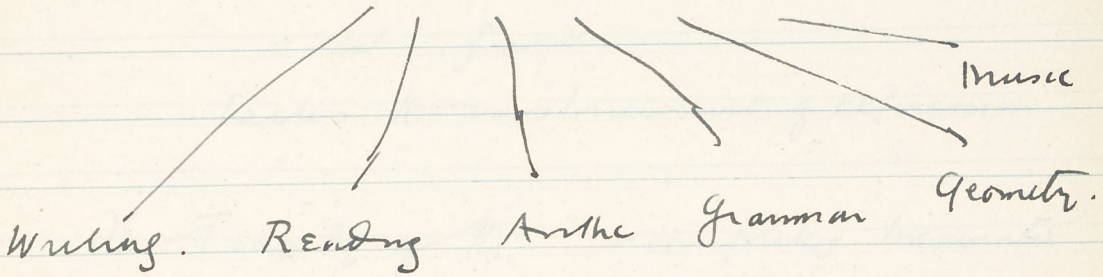
d) Butter + rectangle

Relation of Sensation to Intellect
(Aristotle)

(Also activity)
The Transition to next Stage

The Prepared Paths

Sensorial Material



Relation of Soul & Body

You say an Over emphasis on Intellect. —

Yes — as I have said it only half the story.

Man is a <u>Rational</u> Animal

Immortal soul - spirit and Body
The difference between man + animals
Animals act by instinct
never by pure reason.
Man is free. - Because of his intellect.
But
- at first -
lacks the instrument of expression

The Tragedy of the "Incompletely Incarnate"
A sort of paralysis.
Carnal express ds self.
more: speak!
Must become at home in his body
Mind must inform the body.
control it in every part
True unity of the two elements
A Problem. animals don't
know

Hence The <u>Exercises of Practical Life</u>

This is the side which counter balances.

What they are.

Their nature., Kinds.

Exact function will speak later.

Melanophrosis.

S. P. in Education

A lesson from Biology

M. M. and Biology. – close affinity

Phenomenon of Metamorphosis

Eg. Butterfly Frog.

Common Crab. p 165

Child goes thro Metamorphoses.

Think of him as a Thing changing

The Adult has reached the norm of Species

Child a) Bodily. (Barcelona Baby)

b) Mind.

How Revealed. ?

True Conditions of Growth.

1) Freedom (-Adult Domination removed)

2) Rt Environment.

These Mental Stages more difficult to see

Called <u>Sensitive Periods</u>. (Akin to meta.)

Example de Vries Caterpillar. Bee.

Definition by Da. (~~Crisis Chapter~~ p. 39 '41. 42. ~~Sp E. p 39~~

1) S. P. for Language

Capacity for Language

Mother tongue – accents.

Foreign languages. –

Adult cannot – do it. –

Bilingualism –

Correct pronunciation –

Tony and "anondham".

(It says "anondham)

S. P for Urdu

Example: 1) Child + Cloak

2) "mans slippers"

3). Visitor + umbrella

4) Rulers horse.

Anything out of Urdu

Child of 2. – Sees it.

p 59—66

(2) Barfed me

Enclose examples

Great Practical Value.

Love of Order. M. School possible

Use for Ex of P. Life

Social Behaviour

Carried on into details from. – Arith^c.
Concrete Basis.

S.P. for Sensorial Refinement

Colours

Touch.

Tone.

Deportment.

~~Concrete~~

Appreciation in Writing.

Analysis of Difficulties

a) b) c).

S.P for Study of 'Words Words Words'

1) Composing. (alphabet)

2) Reading Commands

(Origin)

The Objects + cards

3) Word Baskets.

4) Relation of Words

4 Compound words mannikin
sm-ship et lambkin.
hardship.

5 Singulars & Plurals a b c d
Masc. & Fem
Articles def & indef

6. Opposites
Synonyms.
Verbs. - Present Future etc.

7 Relations in Sentences Parts of Speech
function of diff. kinds of words
a) Nouns & Verbs
b) Pronouns.
c) Prepositions.
d) Adverbs.

S.P. in Religious Development

2-7. God as a Loving Father -
Protection. Individual Interest.
The Crib: Guardian Angel: Care of
Individuals animals birds flowers.
~~Cross~~ Inner mystic - By Stones to
Consummated in First H. Communion
age 7. ~~Sto~~

7-12 Sense of Right and Wrong
Conscience duty
Moral decisions
Life a moral struggle
A Battle
Leads to Confirmation

12+. God as the Guider of Human Destiny
All History -
The fate of Nations
The Chosen People.
The great religious movements
Love of Symbol + Liturgy.

S. P for Acquisition of Forms of Independence

Life as a growth in Indep.

Birth, dentition, speech, walking.

Independence of Function. 1 – 12

Puberty.

Acquisition of Independence as an

Individual, Society.

S.P. for Social contacts

Malformations & Deviations

Inferiority Complex.

The Child's Envt Function & Limits

Three Factors – not two.

Child. Teacher. — and — Environment.

[Environment in Development.

Theories of Evolution. —]

Environment draws out Potentialities

Does not Create.

Must correspond to Potentialities.

Vegetable. air, light, moisture. soil

animal ditto + movement

man (natural) ditto + ditto + intellectual food

man (super-n.) " " + " + Religious Envt.

In Nature & P.O. Envt for Training.

Bees, ants, fishes, Birds, etc etc.

Definition of a School. (3-5)

"A Prep. Envt. where the child can live according to the laws of its development free from adult suggestion."

Characteristics of Child's Environ — Proportion.

(The world is an adult environ. — home too.)

— of Barcelona steps for children —

a) Physical ~~Needs~~ Proportionate

Furniture. Building. garden. tables.

Building — New style of Architecture

Even doors windows etc

Aesthetically Beautiful

Colour. "come & use me"

"The Best for the Lowest"

of Reform in Children's Clothes

light : washable : hygienic : free : washable

Psychic Needs Take Precedence

Expression at Barcelona. The Tables.

of Adult Environ and Ease & Comfort

(of after the Trenches)

No — time for Action.

"Agere : agere : agere : Ver-nate

"A place for determined actions — self-chosen — with an intelligent purpose"

Action not Sloth. or Comfort

"The creed is this indefatigable being who mounts continuously from step to step the spirit finds support on these stairs (great ornaments) when he finds these objects which permit him to exercise himself with those energies within him -- and thus to ascend continuously to become the Adept.

Joy

"When he has these winds he is filled with joy: greater than we know -because his enjoyment is the joy of life itself- indescribable incomparable"

For Use and not for Possession

The Devotee Creed. + possession

These are Communists.

Like in Religious Orders

"Own all"

Control of Error

Light : washable : breakable
(The Picture in Punch!)

Beneficent Obstacles " It is a question of an individual tending to perfection thro' Benif. Obstacles — because the child can dominate such, overcome them by perfecting himself — which cannot be done by an effort of will directly on the part of the child at the suggestion of the Teacher "

E.g. Walk more carefully
Carry this straight etc.

Effect of Error

Must come abt an Understanding Smile of the Part in the Wood p 13

"Oh Kim the still calm waters sank into my soul & held me like a dream"

First a Sense of Repose

Church Hymn

Repose of Spirit - not of Body

"In this harmonious calm the child feels born in himself a need for perfection"

But not immediately

must answer

Voice of Event - not the Teacher

"The Whole Art of Teaching is not to let herself be felt so that the child may feel its own powers in an event which is passive, and which he can dominate. An evt. wh. reveals to him his own feelings, and calls upon his most delicate instincts by which he is urged to repair the harm done.

Evt. - proportionate

Educative.

Passive

Effect of Emot "They enter: are left alone. Slowly they take off their coats & hats: they make a little walk here & there in silence: then they pause: thinks a while: look at this companion & that; do little things without any special reason: each in his own way. It's a sort of gathering together of their forces — almost like a little meditation. Almost as if they said "Now I am composing myself: when I am inwardly in good order I will set to work. And then they set to work with joy.

Emot & Chem. — not a Chemical Reaction —
Equal & opposite
So an escape of Energy — thro Emot.

p 27

4p 3x 5'

Limits of Event

What is left out as unfort.....

Only this what answers his needs

Size of Event in Relat to S.P. for Order

This Photographic Impression

localized memory.

Event. Limited. Visible. No Danger.

"This shows the no of little scholars

should be limited (not my objects) to

allow of the perfection of this organization of work

when the stage of development comes. The Child

who have contact with all the objects of Event

so that he can remember them all, &

know remember his companions. So

there should be as many as he can

hold in his heart at once & no more. If

there are too many it would come out.

That he finds himself an underaccom

amongst a crowd - distant from his

Sentiments - & therefore a cause of disturbance

in his spirit"

Garden & unknotted too. All its points - his plants walks must all be able to be contained in his memory at once

He must be able to know & recognize everything. and able to find them always must be always present to his spirit. There must be then a certain rapport between the memory capacity of the child & the environment which surrounds him.

If we love an environment. we must feel at home in it - be familiar with the smallest detail of it - This is what gives repose of spirit.

Thus everything must be in the same place - also at home!

Contrast Things in Places & Things Moving.

Things always in their places & ~~they~~ yet moving

The children must see the movement of 035

Something (Great) which remains always itself

It's a case of temporary movement. It's the fundament which remains always the same - a sort of fixed framework - a base. and this, ~~[illegible]~~ the movement within this frame of the child - who uses things moves them, takes them from their places - but always within this order - for you can never construct within the spirit without this order as a base "

Personal Influences

The third factor - The Teacher

The Child newly arrived -

A Look

Sample of a) Hostess & Guests

b) Museum Guide

The whole art of Teaching ....

"Mähel - Kinder" 3½ — 12

maturity. -

The Contrast - Things in Places & Moving

Substitution of Pusmatez

Danger of
Example "Cubes & Balls"
"To show how to do an action and
desire to possibility of imitation"
We may become serious obstacles
arrest the Development

May not Recognize S. P.
Greatest danger
Divert Energies - Creative Energies -
from their God-appointed Channels
Energies for Order - Growth

Result. Disorder
Deviation
Abnormality.

"Every useless and arrest Direct."

Twelve Practical Rules p. 49

What the T must do in a Positive way

1. Scrupulous care of the Environ. — keep it clean. shining. orderly.
2. Paint again, new again, etc when necessary. — embellish the house. Never mannered
3. Teach the use of objects: show the way to perform Ex of P. life
4. This must be done gently & exactly (so that all the children will be able to do the same)
5. She is a chief in putting the children in touch with the Environ — this achieved becomes passive
6. Hasten when called for
7. Listen to & respond to the child appeals — love
8. Respect & not interrupt the worker
9. Teach teaching: not Teach, correcting

9 Respect one who is resting and watching the other at work ~~so long as he is~~ without disturbing him or obliging him to work

10 But she must be tireless in offering objects again to those who have already refused them, and in teaching those who have not learnt properly & make mistakes.
~~By her care and intent silence~~ She must animate the environment, by her watchful silence, and gentle speech - by her very presence as one who loves
[Machine of "Guardian Angel + Inform^n Bureau."]

11 She must make her presence felt to those who are seeking: and hide it from those who have already found

12. She must be invisible to those who have finished their work - "work carried out by him over efforts - which they offer up in the silence of their soul .. as a spiritual thing.

Danum. Mrs
~~Holgate~~. 3 Prudential Chambers.

Mullins –

(Miss) C. Lewis,
5, Harewood Rd,
Doncaster. 5/- pd. by A Sister of the Dom. G.M.S.
Send my copy of the Handbk.

A Scottish Montessori School.

B. M. D'Anson.
Ryecroft Cel Sch:
Rawmarsh
Nr Rotherham. pd.

a Scottish Montessori School.

Miss Stephens
Moorends Cel. Infts Sch. No 2.
order Scottish Montessori Sch. pd.

Sold Secret of Childhood. 7/6.
another " " " 7/6.

Impossible task anyhow.

The Environment Evolving Principle

Liberty in a Prepared Environment.

Environment Biological Expression

Environment Reveals. Monkey

Fabre & his wisdom.

New Environment Reveals New Need.

What is Right Environment:-

Viewing garden?

Intellectual & Moral Need

Revealed a New Child.

Concentration. James
Instability of Attention

Thus Environment: Proportions
1) Sage. 2) Saint
Repose. —
Of Spirit

Action. —

Limits
1 Not Pannier aesthetic.
Limitation - number
Kind of activities

Exercise of Practical Life

Means
Incompletely Incarnate.

No Charwoman . . . . .

Anatomo Pillar Principle

Transformation

B

Work of Child & Adult compared.

External Internal

Outer world results. inner Self

Cannot hurry etc (Bullying

Cannot substitute e.g. | the Sand cart
Sand bucket

No Division of Labour

This is a Master Key to Child Soul.
explain.

Spontaneous Repetition.

Examples cylinders

Inner Rhythm. of C. Life

of Lehrzeit

Different from Kants

"The ~~Compass~~ world - Grants"

Example carry rod

fingers to catch a train

Explains

(5)

Laying for Independence
Help me help myself
(Examples)

Principle of Non-Intervention of Teacher
Every Waters help
Co-operate with Forces of Life
Necessity of Observation.
Unique genius.
Declaration of Independence / Biological not political! moral

(C) Sensitive Periods
De Vries
Description. Term in Biology
(examples)
Sensitive for writing. reading.
grammar: geometric forms
etc.

Sensitive Period for Order
Description
Examples (both) a. b. c — n.
Practical Results.

Explanation

(MS.)

The Little Columbus
way of exploration — not realized
Awkward of - charged
The charted unchanted parts
of world

grammy.

The Little Experience.
Conjuror
G.K. at the Door.
"Last Night" -
two show - nice

rabbit

Interest in (who has wonderful)

D

Spontaneous Action of Intellect

Scholastic Proof of Existence of a fault.
Remove hindrances
Chesterton is Inventor of Fault.

Colossal Labour of Intellect

Whole work of Intellect
Create Order

"Big buzzing booming Confusion

Intellect in Angels & Men

Relation to Sense
+ Imagination

~~Age~~ Auxiliate.
Content.

(F) The Intellect founded on Sense

Importance of Sense Training – Exper.

Tables
Corrector
of Errors

The Montessori Under Burn
Sense Mat. Predominates

Sp. Adj. cannot form ad.
admit enumerat

Leaves for Evaluat

Augustine
"Servo ordinem et ordo servabit te"

The Young Brute!

To use not possess

Intellect

The Sensory Apparatus

E.g. Colour Tables
Cylinders
Geometric forms

Why all this Sensory Material

To Create Order

Transition from Infants to School

Intellect: expands –
sense rudes –
[importance of knowing when
to present]

Sense

Function of Teacher

Example Arithmetic.
Writing.

Spontaneous Ascent of Intellect

Montessori Explosion

Examples:—

q. q. —

This is Seen

Emerson. The letter for him.

Necessity of Freedom

The grasping of the mind

Its own rhythm

Emers. "Every mind is its own system"

[of Newman]

This Freedom

How many crimes are committed in the name! (schoolroom)

Corruptio optimi pessima.

Definitor Leo XIII

Examples

Periphery & Centre

How far extended

of Newmann Universe

A few more Principles

Action.

Separable Diff.

Each attractive whole

Future of M. Method.

Prof. Dulchmann.

Oligochöns

~~Cryptogeba~~

Fundamental P. of the Montessori Method

①

Teaching. Two aspects. a) Teacher. b) Child.

Old Times. 1) Teacher & Knowledge.
2) Child Passive.

Rousseau. Comenius. Pestalozzi. Froebel
Profound Intuitions –
Self-Activity

In Theory not in Practice

Never free from ~~Tyranny~~ Domination
of the Teachers Personality.

Montessori gave Freedom (talked)

Freedom with Prepared Environment

Astonishing Revelations

The "New Child"

Loves Work – spontaneously. – hours, days....
docile, serene, orderly, helpful, obedient
and loves work. Upon doing this work depends Normality.

Shakespeare –

Doctrine of Sensitive Periods.

Froebel had an inkling of this.

The ~~Butter~~ Caterpillar at the Light.

E.g. Language. Pronunciation.
2½ S.P. for Order.
3½. For colour,
Manners } Senses
4½-5 Learning to Write
Number + Decimal System
Words, words - words
Grammar. } Intellect
In short up to age of 9 or 10.
+ all subjects. Each is a guide for us.
cannot neglect opportunity
Return to This

Short Excursion into Philosophy

a. angels } Intellect
b. men
c. animals. } Body

~~Intellect. Not confused ideas like angels~~

Intellect ~~and~~ belongs Body

Caterpillar Example above — instinct. - not intelligence
"To animals instinct to man Intelligence"
Animal incarnates an instinct
" an intellectual soul.

Vast Difference - ~~A~~
Comparison At Birth Animal Perfect
Man Imperfect

Movement a) directly } instinct
b " } intellect

The Incarnation of Man

The Small child.
an intellectual being — Wordsworth
Cannot Express.

Must Create this Instrument of Expression

Lacks Co-ordination.

Will must inform, govern, unify
Control.

Incessant Urge To Action

always doing, moving etc.

~~Exercises of Prochant Life~~

Therefore 1) Movement a Biological Essential
Freedom — see 2 pictures

2) Ex of P. Life.
Logical Analysis of Movements
Examples

3 All Teaching with Personal Activity

(2) Body Helping Intellect

Comparison with Angels
No Infused Ideas
"No more ideas than a cat"
where do they come from?
Through the Senses.?

Aristotle — St Thomas (Blackfriars)
Intellectus Agens

The Young Explorer

Pre-school

Order p. Chaos

Prof James.

Time – "Last Night"

Space " shues"

Touch.

S. P. For Order Examples.

Its significance.

To Create an Inner World.

The Montessori Environment

Permits & assists this Discovery

So as certain as Law of Gravity.

Stage A.

Sensorial Material

Cylinders, Calams, Rods, stuffs

Geometry.

Aim: To Create an Inner Order

Keys of the Universe

The Cardinal & Brocants

~~Ref~~ Transition

Simon - Prepared Paths

Read. Number Music Writing Grammar.

The Book → Ex. Number

Separation of Difficulties. (a) (b) (c)
Writing

This Freedom

What it is not

not Curiosity

Respect Ends.

Developes will, initiative,

self-discipline.

Proof of the Pudding

Scientific mind has no choice

1) Practical. Better Results

2) Duty. Conforming to God's Laws

Natural test - Preparation for Natural

Ready Eye for the Sacraments

Paganism. "Think - Out Thoughts Words