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Box 06, Folder 44 - "The Snake Game" (E.M.S - ED-437 folder)

Edwin Mortimer Standing

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THE SNAKE GAME

The IMPORTANCE OF MEMORIZING THE ADDITION OF NUMBER GROUPS

The Aeroplane Game

Explained it

- a) At leisure for as long as you like
- b) Timing ones self .
- c) Trying to beat one's own record .

Control of Error

- a) Addition Table
- b) The Short bead Stair .
- c) Every space is filled up

THE SNAKE GAME

What you need .

- a) Plenty of Short Bead Stairs
- b) The Black and White (Magpie) Beads .
- c) A Box of Tens
- c) A little bridge-card. (first time)
- d) A good sized mat .

THE AIM To practice adding in groups - a real beginning of
of additionthe addition of two or more groups around the
number ten (adosso di dieci)

It is really not more difficult a job than adding
with the number rods;;;but the idea is to bring the
child to repeating and repeating and repeating these
additions with the unit groups which go above 10 .

DEMONSTRATE THE GAME ON THE TABLE

We are going to check it , so we must remember to do the
necessary preliminaries

a box or lid to put in the " eaten " beads .

THE CONTROL OF ERROR is in the making of tens with
what is over

N.BPut plenty of small beads in at the start .

SNAKE GAME CONT.

It seems to be more difficult and to accomplish more than it really does .

It is on a lower plane really ---because ---

" all those tens - that mental luggage " - is carried by the golden snake .

Thus 75 I⁶ would be quite a difficult feat

but the tens of the seventy do not come into the picture . They have been put in the van - or they are going as it were "Luggage in advance " (better in the van)

We get back our luggage again , from the tens when the snake is finished and we count up the tens by themselves --

to add on the unit that remains.

Thus the difficulties are dealt with separately ,

Thus the mind habituates itself to counting always with synthetic reference to I⁶, as though everything is referred to this sole thing .

AN ARID DISCIPLINE

TWO KINDS OF MONTESSORIANIANS

A) The SENTIMENTAL

THEY ARE ALWAYS SPEAKING - not to say "gushing " with regard to the CHILD and his wonders .

They make a sort of religion out of him . They think that through the child - and the child alone humanity is to be saved .

Many of them deny the doctrine of Original sin and forget that - even the "normalised child" - so much better than his previous disordered self is still a member of a fallen race .

Montessori herself was clear about this

Read quote

Then there are

- B) THE TECHNICIANS They are just interested in the materials from a psychological point of view . Many of them are materialists . - Conditionists - behaviourists - who put the child and his materials and experience with them on the same level as and his rats or their guinea pigs .

THE SNAKE GAME

AIM

The IMPORTANCE OF MEMORIZING THE ADDITION OF NUMBER GROUPS

Revision

The Aeroplane Game

Explained it

- a) At leisure for as long as you like
- b) Timing ones self .
- c) Trying to beat one's own record . (the student!)

Control of Error

- a) Addition Table
- b) The Short bead Stair .
- c) Every space is filled up

THE SNAKE GAME

What you need .

- a) Plenty of Short Bead Stairs
- b) The Black and White (Magpie) Beads .
- c) A Box of Tens
- c) A little bridge-card. (first time)
- d) A good sized mat .

THE AIM To practice adding in groups - a real beginning of
of additionthe addition of two or more groups around the
number ten (adesso di dieci)

" It is really not more difficult a job than adding
with the number rods; ; ; ; but the idea is to bring the
child to repeating and repeating and repeating these
additions with the unit groups which go above 10 .

DEMONSTRATE THE GAME ON THE TABLE

We are going to check it , so we must remember to do the
necessary preliminaries

a box or lid to put in the " eaten " beads .

THE CONTROL OF ERROR ? *will see* is in the making of tens with
what is over

N.B Put plenty of small beads in at the start .

SNAKE GAME CONT.

It seems to be more difficult and to accomplish more than it really does .

It is on a lower plane really ---because ---

" all those tens - that mental luggage " - is carried by the golden snake .

Thus $75 + 166$ would be quite a difficult feat

but the tens of the seventy do not come into the picture . They have been put in the van - or they are going as if they were "Luggage in advance" (better in the van)

We get back our luggage again , from the tens when the snake is finished and we count up the tens by themselves --

to add on the unit that remains.

Thus the difficulties are dealt with separately ,

Thus the mind habituates itself to counting always with synthetic reference to 10, as though everything is referred to this sole thing .

AN ARID DISCIPLINE

→ The Cardinal Wiseman!

A Mediation on

TWO KINDS OF MONTESSORIANIANS

A) The SENTIMENTAL

THEY ARE ALWAYS SPEAKING - not to say "gushing" with regard to the CHILD and his wonders .

They make a sort of religion out of him .

They think that through the child - and the child alone humanity is to be saved .

Many of them deny the doctrine of Original sin and forget that - even the "normalised child" - so much better than his previous disordered self is still a member of a fallen race .

Montessori herself was clear about this

Read quote

Then there are

- B) THE TECHNICIANS They are just interested in the materials from a psychological point of view . Many of them are materialists . - Conditionists - behaviourists - who put the child and his materials and experience with them on the same level as and his rats or their guinea pigs -

*all is mechanical — no soul
no spirit*

Then there are the Matter - of Fact Behaviourists -
~~xxxxxxx~~ who are often materialists - who
simply think of the child and his experiences as though they
were on the same level as Pavlov and his salivating Dogs
or rats or guinea pigs.

Then there are the pure psychologists and the theoretical
educationists - who simply regard Montessori as another
Method to be classed along with Decroly, Dewey, The
Activity School Movement. For them Montessori is primarily *just*
another Method of education.

SM I got a letter yesterday from a lady who wants to
write her master's thesis on Montessori and she was told by
the State Faculty that the Montessori psychology could not
hold up to research. !!

Then there are the teachers who study Montessori
and say they will take what they find useful for their own
not a sin! classes. Most of these people - as Montessori used to say -
do not think of the child as a whole || they break him up into
pieces, some considering this aspect and some that. *Spurgeon*

What is wrong with the Sentimentalists is that they
feel a certain attraction to the Movement and its possibilities:
they will even *lecture* enthusiastically about it.
But they have no intention of going through any severe discipline
on behalf of it. They will not bother to read deeply into its
principles; nor will they go through the long patient
study of the materials for teaching each of the subjects -
each of the Prepared Paths to Learning - which is what Montessori
herself described once as "a long and arid discipline"

Yet it is only through the long and patient study of
the materials, their graded relationships to each other,

their minute details - which seem at first sight so unnecessary
 - it is only thus - through this work that we can give the children
true discipline and freedom at the same time $\frac{1}{2}$

Then there are others who may have learnt about the materials, but their interest is more in the materials themselves than the children for whom they have been made.

And many others Business out of it. . .

Indeed the seed of Montessori - as in the parable in the gospel - falls into many different kinds of soil. To many it is just something which comes into their lives and a lively interest springs up but ~~the~~ many and varied circumstances in their lives limit its full development, and it becomes incorporated into their ideas as one of many on an equal level. But for some - a few - it is different. For them there is something so attractive, so alluring, so mysterious about the movement - as though it was almost a spiritual thing that it takes ever deeper roots in their life: and instead of Montessori being just an idea they have incorporated into their experience amongst other ideas on the same level - for these other it is almost as if the Montessori Idea had incorporated them into it - into its own mysterious current leading they know not where.

*Pearl of St. Paul. Field - sell all!
 Treasure in a (Frog mud?)*

But to leave these generalities and come down
again to brass tacks - to that arid detail, that drill
 which is the means by which these children are to be freed from the many obstacles (including ourselves the adults) which in the ordinary way impede their FULL DEVELOPMENT.

So back again to the Teaching Of Numbers.

THE FOUR OPERATIONS

First - this long study of the Decimal system

composing numbers

filling in the scaffolding .

the Bank Game

The 1000 lead chanin etc $\frac{1}{2}$

(where is it?)

It seems to be staying on the same plane

whereas in other schools they go on doing little

sums -----

NOW ALL THIS STUDY OF NUMBERS BRINGS IN A RICH HARVEST .

We have seen :-

The importance of the hierarchy of numbers

The crisi which comes at 9

the passage from one hierarchy to another .

Just the nine numbers and the noughts - no

more 123456789 ----that is all

Simile of the Canal Lock

the rising waters -- and --

The new level of operation

So let us take

ADDITION .