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## Box 17, Folder 08 - "Movement" (E.M.S.)

Edwin Mortimer Standing

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Movt in Ed<sup>n</sup>.

1

- ✓ The Basis. - Aristotle
- ✓ Forbidden why.
- ✓ Obedience + Movt
- ✓ Immaturity + Ad<sup>n</sup> Egalsim
- ✓ Movt + Repudiat Teacher.
- ✓ Movt + Normaliz<sup>n</sup>
- ✓ Movt + Deepen Senses

Spiritual Interhel<sup>n</sup> of Movement

2

- will. ego. eye. senses movt.
- ✓ Thought + Action
- ✓ How Adult Interferes
  - a) Repression b) commands.
- Montessori Meth + Movt. Four Points
- ✓ 1) inst. 2) ~~spont~~ spontaneous 3) perfect. 4) comb. w/ intellect.
- Basis Action:

Thought without Movement etc

3

- ✓ fatigue
- ✓ Simile of Person walking.
- ✓ Sport -
- ✓ Eurythmics
- Manual work

Movement Carried Rt. Through.

4

- ✓ Fundamental Technique.
- ✓ Movement Chanc. More Complex life
- ✓ Not a Question of Technique - of Rights
  - Either - or. (to spk revolutionarily)

Modern Steps Towards Liberty.

5

Boy Scouts. Pankov do. sign of times

b

Movement and Intellect<sup>e</sup> Develop<sup>t</sup>.

5

Not movement as such. "Cubi chazudo"

Education value of M. depends on:-

✓ Intellect

Intelligence fixed on to End not to movt.

Thus - cause of attention

✓ Senses + Movement Combined



✓ Simile of Servant + Master -

of Minor (St James)

Mental Construction + Movement

6

Control of Error + Movement

without help of T.

Movement a gauge of Psych Devt

(with control of error)

Takes attempts.

Movement + Concentration

7

↳ Motor Act + Mental Work

M. Adult's calls forth mental work.

Colours labels. e.g.

Movement + Regulation

8

↳ Movement + Acquisition of Culture

e.g. Writing (defuncts) - The Master of House.

Touch + movt. to all - close eyes.

Movement awakens Inner Power.

✓ Not trying to see as we see

9

✓ Movement to Foundation

✓ Organis<sup>n</sup> of Mat. - Ver to Caus<sup>m</sup> Hum Psy

✓ If Neglected of sight

✓ No substitute for Mat.

as had as repressing sign.

10

Movement + Fatigue

✓ Inner Unity. "Inner + Outer"

✓ Eurythmics.

Movement + Intelligent-Choice + Decision

The Vital Factor.

or

Synthetic Movement (Defn.)

Movement + Hand

11

Value of manual work. (Synthetic)

Movement and Life of

to ever expression of life.

Movement + Unity of Person

Not "useful" indispensable.

Every successive Step. - Intel + Inst-

Movement + Environment

12

First Practical Unit.

1) values of action. 2) free choice.

Values of behavior, Treaties Separately (a+b)

Control of Error + Movement

Not "Present" of Ex of P. Life

13

Collective Ex. - a) imitation

b) choice within limits.

Movement + Revelation

not so simple "seeing, seeing!"

Movement + Substitution of P<sup>4</sup>

14

(to be synthetic!)

He not we salt wax.

Imitation + Choice

importance of Presentation

Difficult to --- easy to .....

Substitution of P<sup>9</sup> (contd)

15

- ✓ Fundamental danger...  
Movement & Strong Personalities  
depends on...  
Movement Freedom S.P.s
- ✓ Cancel their effect.  
Deformation of Life

Movement & the Different Rhythms

16

- Rebellion.  
Slow or hasty
- ✓ "When he acts hastily it is because... (Kerry).  
Our Impatience due to..."

Control of Error & Movement

hand work - yes - needs control      walk, line 21  
 Examples - Calam Tablets, Glides, Germ. Insects  
 function., arch<sup>c</sup> manual.

- ✓ Aim To liberate C. p. intervention of A } 19
- Definition } 20
- Control of Error Exact manual } 22
- - - Non-Intervention
- Examples } 22
- "      hatched glass
- || Because -- 22 a to unit comes to indep<sup>ce</sup>
- real actly cannot so on...

Movement + Present<sup>n</sup> of Culture

e

Centre + Periphery, lecture

23

of Other methods - "fundamental pre-occup<sup>n</sup>"

Law of Psych<sup>y</sup>

(a) The Centre of Activity - *culos secret*

(b) The Periphery

24

Senses

Movement -

Chance - Self-expression

The Rhythm of Mental Growth

get material: gather: express.:

[Self-expression starts!]

So, Mental work is :-

continuous

a) Gathering impressions      b) Expressing himself.

Simple of to

Rhythm of a Wave - a Heart

we see only to Periphery.

Materials are all Peripheral

25

Other methods try get to to Centre

2ay - spoon-fed not realizing

"invisible material force....."

Do not give to Idea Directly

objects

Spread out over a vast surface.

[Three dimensional knowledge!]

"To know we must get above:

26

Our Psychol<sup>y</sup> Method to Preparation

a) True Concept of Human Psy

b) An vivid description

Not studying Books

Preparatory + manipulative objects

Simplification of the Sample.

To teach Sensations -

a Series of graded stimuli

To teach Pythagoras.

25 little squares.

Fundamental Idea.

"Everything must be spread out"

Can work - without great effort  
a long time.

Centre + Periphery, Again London

28

Training of Teachers "I must give to a work of patience"  
(an and discipline)

Other Methods

Psych laws - how C. understands. - forms  
associations etc. apprehensions etc. - in short  
"what goes on in the mind of the C."

The Child's Secret -

Our effort - our gospel. "respect to C. Secret"

Do not deny Mental Work. - indeed higher.

But

a) Centre - from which proceeds action.  
(not a reflex)

b) Periphery.

c) The whole makes + unfolds as a Unit

How It Works. page

2a

How it works  
The Periphery

9

Sensations received for without.

29

Unfolding to Centre -

Sharp. choose - actual images.

Chooses because he wills

Had not be anxious.

This Periphery -

Especially if left Free choice

This Rhythm of Unfolding Decent  
On Tab.

Obvious need to Periphery

Periphery Movement

Rt at beginning we must consider...

30

movements + sense

Periphery manifests - 1, 2, 3.

At the Centre

Child increases his mental powers by  
Seeking sensations + motifs. In this complex  
action of the mind unfolds, Decent, creates itself

This Rhythm - Continuous

to sense.

Serves the Periphery - How

Sets images - give him means to

facilitate Escamples

31

What Show at a Distance

Senses + muscles.

1 We give him .....

When we see him .....

Inner growth .....



Movement + Concentration.

32

- 1) free choice
- 2) always with material - never without  
not a person.

Activity + Biological Development

37

Lamarck. Darwin -

Always activity + dev't go together

So conclusions for Ed<sup>n</sup>.

38

✓ "Cannot be passive."

- 39

"These reflexes ...

Thus to grow ...

Devices.

Inner Energies must have Opportunity

42

So Environment.

"This Activity" (suggestions)

44

Interest. Concentration: Better observation:

Clear Images: Better abstraction:

Indep<sup>c</sup>. + Pause: Peace in School: Unit-of<sup>1</sup>

Materials + Movement Concentration

45

Eg Calam Tablets.

To eye. To hand

||| Must not offer to eye more than  
to hand.

Movement + Spontaneous Observation

46

Thought + Action

47

Strong man.

Thought & Action

Agree. Agree agree - The strong man.

Movement & Self-Construction

also Sees & Thinks & Reasons . . . .

always more

Not merely romping! (Nun looking on!)

48

more in our occasion.

Helps to Action -

49

Examples - Cylinders. -

Palestra for mind.

cylinders, columns, sounds, movements . . .

Goes Constructing this monument of expression . . . . .

Movement & Intellect - Logical Analysis . . .

50

||| directs <sup>sup.</sup> intelligently - so

||| will finds expression -

So Superior Pasmatis. - formed.

So his own individ<sup>y</sup> is acting

Next and Concentration Effects of . . .

1) equilibrium. 2) Observation 3) generalis<sup>n</sup>. 4) Kinder 51

Concentration & Self-Perfection

Putting in to New Matter.

Intense. not to stop. - went new matter. . . .

52

Movement Gate to New Words . . .

Eg 2+3 = 5 rods.

Ship. varage. strange seas of the - alone . . .

Metal units, geometry. Grammar etc

Movement and Definite Aims.

54

|| Effort. - how attained . . .

aim. : not too far . . .

Central error.

Actual and Incarnation. 55 J  
Aristotle - yes - but "muscular sense" 56  
Learning Distinctions of Movement. 57  
S. P. and Movement.

This Rhythm of the Periphery & Centre 58  
Diff. between Knowing and Growing etc

Sense Perception & Movement. 59  
Learning of Self-Expression . . . . . Constant Defiance . . .

Interest & Movement  
|| old method. (extrinsic) ① manual ② mot. 60  
"a complete total mechanism!"

Old method. ① Percept<sup>n</sup> ② apprehension. (recognition) 61  
"We want something more . . . . ."

Smile of Introducing the Two Ladies and  
recognition not enough . . . . . 62  
This union . . . . .

M. Manual Concentration — Centre 63  
Defn: The manual must be an . . . . . Eg Gladius.

Movement & Skill not necessary . . . . . 64

Movement and Freedom. A Intention 65  
Total Personal. Synthetic Action. . . . . copy . . . .  
- Will and Personality.  
Definition of Work

Ex of P. h. a Gymnastic 66  
"what do you mean in movement!" In no gym . . . .  
Play or Gymnastics - not "totalitarian"

Incarnation + Mort

Intellect formed first so that it may direct . . . . 67

Body + Soul together.

Daily Imitation or Teaching

68.

Logic life. —

"nd grow into another animal!".

69

Enut overcomes Obstacles for Free Mort

70

Movement and Prepared Enut

Start by school<sup>n</sup>. Threats, prizes, exhortation. —

but by exercise of its powers.

Movement + Repetition . . .

70.

Copy . . . . a lamp lit up. —

Object same: individual grows. . . .

Satisfaction

How long this repetition?

Comparison with Eating + Breathing.

Prepared Enut

71

C. searches in vain for the thing to

concentrate on.

Actual cycle of Work

(A) Inner needs (B) concentr<sup>n</sup>. (C) raised up for a time  
+ relaxed

## The Point of Contact

T. doesn't give lessons. (Segue 3 1/2 for smaller) 1

Method music's Fore -

Prepared Environment - no interest

Example Music -

Principle. Understand M. by means of action 2

We have a) instrument b) children moving

Necessary. 1) muscles musical rhythms 3

2) posture bridge - a Point of Contact

c. understands conex. - most music.

Can now develop. 4

Point of Contact (def) which puts the soul of the C.

in contact with something external:

so changes the music etc.

Point of Contact on Mental Plane.

This is my Credo 5

1) this contact 2) this dwell.

Even Rehearsal Ed. -

Direct External Reality - 6

↳ Continuous Exercises on the Ext R.

a) External or Material - or

b) Spiritual -

Exact. Precise. with an Action. 7

hope of success.

Cosmic Mission. Transition to world. 8

Reality attached to it.

Mental Movement. Limited Precision

Before. nature of movement -

now a) limitation. b) exactitude 9

Not by a Teacher - by an External Reality.

Point of Contact

This constructs consciousness

"that it is conscious!"

why? because order. precision.

Small Reasoning. with a movement

10

The Picture of the Mind. —

called to a small work, limited ...

not jumping, *bonnes sautés etc.*

This imitation has Frederic  
a new kind.

Not Fantasy - vague, indefinite

11

Suddenly called to -

Something appearing without interest

presence: exact.

Movement Non-Intervention

11

This previous moment

The Teacher's "Silent Movement"

12

Not "Imitation".

13

How to Start. anywhere?

14

Example. — so casual

to chair! —

15

So Ex of P. life

16

3 months.

This Movement with Mind

16

Then comes

Talent Development

17

The Pt. of Contact-Movement in Education p 12

Importance much greater than has been thought

is to Basis of the Devel. of Personalities

Has Influence over intellectual development

of The Senses long recognized. Aristotle. St Thomas

"Vital in intellectual etc. - source of most not realized

Movement Forbidden - Why?

Because it was disturbing to adult

Hearing - listening did not disturb

Obedience & Movement

Ad. then conceived the idea of obedience - i.e. to regulation of the child's movements according to A's wishes - respect for adult - in movements.

C's Immaturity Result of A's Egoism

Tho' unconscious. "You owe me respect: it is for your good I require it" (Cambridge) Evil conceals the appearance of good.

13

Movement and Repentance of Teacher

She again to T. must be converted and strip herself of many conscious & unconscious errors.

Movement & Normality

When to C. is unable to move it cannot develop in a normal way.

Movement & Recognition of letters in deficient children recognize not by sight - by movement

Movement a Deeper Sensibility

## Spiritual Interpretation of Movement

The will is the synthesis of Pass<sup>4</sup>

The Ego manifests itself in action

The eye is a torch.

The Senses are orientation to find our bearings  
but

Movement is what is manifested by our  
inner life

## Thought and Action

We do not think it valid to combine "Thought +  
Sight" or "Thought + hearing" — but "Thought + action".

We consider the important thing is the unity of personality  
which is produced when the ego can command its  
movements

## Adult interference with Free Movement

- a) By repression    b) By commands  
Child deprived of his great possessions

## Montessori Method & Movement

1) We attribute a fundamental impulse to use of movement

2) The movements are spontaneous

3) Objects we give serve to perfect movements

We insist that —

4) Intellectual work + movement shall always  
be combined

Basis of our Method is Activity



Thought without Mot. Movement without Thought.

movement not ground in to part  
Children fatigued with work. "because not  
allowed to move: So gymnasies to interrupt  
the immobility - and negat  
movement without thought:

So

One fatigue added to another

14

Smile of Person walking on One foot

One happening on right foot might rest by  
happening on the left foot -  
but the condemnation does not produce fatigue  
as seen in our schools

Sport

A more intelligent alternative than gymnasies  
Movement with a definite aim - a synthesis  
Sport given better results.  
improvement of moraliz. + character  
and intelligence

Sports inadequate for life.

In sports walks all right  
But in real life (when he is not at games)  
he walks on one foot. - badly  
[cf How true Bootham Days Footer]

Dalcroze Eurhythmics

Analysis of movet. in rhythmic gymnastics  
Done a lot of good.

Manual Work Too

done a lot of good  
but . . .

Principle of Movement must be Carried Right Through  
In all child's manifestations should be  
thus

union between { ego  
and  
acts

It is the FUNDAMENTAL TECHNIQUE in EDUC<sup>n</sup>

ie. the child should always be active and  
allowed to choose his occupations and to  
give form to his actions +  
orient his position (?)

Choice and a More Complex Life

1) child<sup>n</sup> are allowed to choose their occupations  
but  
must have a more complex life than he has to given.

Social world must be thrown open to him

Child's Rights not a Question of Technique

It is not a question of technique in teaching  
but more fundamental.

A question of —

1) either shut in; limited to certain conditions ✓  
(in home or school) a narrow life  
or — to speak revolutionarily —

2) allowed its rights (not mere technical  
facilities)

They must be given a participation-in-life  
un Vita ou si s'valge

[ Movement means: discovery; senses;  
social intercourse; mind & culture.  
a total life ]

Modern States Toward the Liberty

Towns parks games - tho' still slave of adult -  
Still a step forward.

Childrens Newspaper, Theatre, Library

Childrens Republics

Exchange of Children

Boy Scouts - Ballala et -

This a "historic note" of the time

Movement and Intellectual Development

That Movement in General

To speak of just Movement in general is too  
vague and has no direct connexion with Ed<sup>n</sup>  
or Direct of Presumably.

Cats & Lizards !!

Some think a question of "ample space"  
ditto Cats & lizards! need it. but  
this -

has nothing to do with Intelligence

The Child moves always but there have no  
importance for Ed<sup>n</sup>.

Educational Value of Movement

depends on

the finality of the movement

so that the end

helps in perfecting the movement

Intelligence Fixed on the End not the Movement Itself

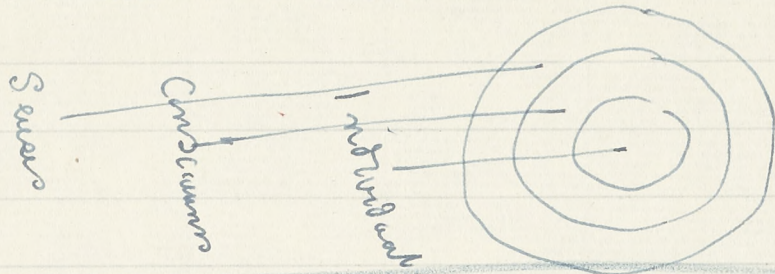
The intelligence is fixed not upon the movement but (18)  
the finality of the action.

It is the movement (as a whole :) not the sensual  
stimulus which is the real cause of the attention

Senses. Movement. Consciousness

The sensual stimulus touches consciousness  
regarding

Consciousness as something between the  
Individual and the Outside World



But movement penetrates into the depths  
of the individuality

Simile of House Servant Master

Servant penetrates into the <sup>inner room</sup> interior of house  
and when she goes away nothing remains  
Thus light & sound enter consciousness.

But movement is the master of the house  
and comes in and out in his own house

Simile (St James) The Man, Mirror, Profile

The Senses are like the man who looks in  
the mirror sees his profile & then forgets

Mental Construction & Movement.

In mental construction Movement occupies the <sup>first</sup> ~~first~~ place

Eg. Pouring out a glass of water - vague, inexact

but without spilling a drop. real activity begins

"I tried at first without success. I tried & succeeded"

Ⓐ hand & brain united

Ⓑ Control of error.

Control of Error v. input for Movement

without help of teacher.

Control of error and Freedom.

If unbreakable emul It's remarks have no effect

Button Frames not to teach buttoning etc but a means of devel - guiding activity.

Movement & guess of Project Devel

Eg. Cylinders. We don't know what goes on inside - but when there is no external manipulation

Cylinders control of error. ✓

Taorm's unsuccessful attempts to make older children concentrate on size, mountains etc.

Sensory contemplation.

Movement and Concentration

Taorm did not know that Movement alone can succeed in concentrating a child's attention

If we want to fix the child's attention on sensory objects we must connect them with movement.

converse

Motor activity and Mental work

Motor activity calls forth mental work when we give it a special aim. Eg. Colour Tablets ✓

## Movement, Mental Work, Finality (contd)

8

E.g. Colour Tablets The attention is concentrated on the colour tablets because the work has been made more interesting by the accompanying movement.

## Movement & Revelation

(Colour Tablets contd) Movement reveals that C. has a v. gt. sensitiveness.

"keeps in his psychic memory a vision of the colours" & can match in the next room.

This movement is the key of this Revelation

## Movement and Acquisition of Culture

Contribution of movt. for acqu<sup>n</sup> of Culture v. important

Writing. Learn by touching & tracing the letters

This goes deeper. E.g. Deficients can't learn to letter by looking -

So Movement is the Master of the House. He does as he pleases; enters eyes into the recesses, where sight and intellect cannot penetrate.

Touch and Movement do all. I instructed a child. closes his eyes to increase his attention.

## Movement and Early Progress

Children of 3½ - 4 learn equal to 6 or 7 in some things; but in a different way.

E.g. Analyses words. "f" is in conference  
"f" is not in course

## So Movement Awakens Inner Power

So movement not only means of ~~awaken~~ acquiring culture but of awakening of inner power, which otherwise would remain hidden

## Not Forcing to See as we see

If we do not give these aids through movement we force the child to see as we see & then we repress and extinguish what might flower ✓

## Two Alternatives on Education

- a) a means for making the child learn
- b) a question of helping or repressing psychic life.

## Movement to Foundation

Organiz<sup>n</sup> of Movement not to completion of the psychological construction but to foundation

## Organiz<sup>n</sup> of Movement is the key to the Construction of the Human Person

The intelligence in building itself needs motor activity

## Generally admitted the Deafness Deafness Blindness

is a retardation to intellect development ✓

but we do not so readily admit

that Neglect of the Organ of Activity i.e. (Thought realized in Action) arrests intellect too. ✓

The man who has developed without practical activity in life is in a worse condition than he who has been deprived of one of his senses ✓

No Substitute for Movement. The man who has been deprived of one sense may be remedied to a large extent through ~~and~~ others. - but in Movement there is no substitute on the same plane

This Necessary Movement is even Repressed

in infant schools.

Is as bad as inhibiting sight or hearing

|| Movement causes disturbance ||  
|| Hearing does not ||

Gymnastics etc. Why should one fatigue oneself another

Fatigue Cause of-

Fatigue arises from the fact that mental activities and motor activities which form a unit are forced to act separately.

If the individual does not succeed in becoming a whole, so that his mind works in unison with movement then every effort is resented as a fatigue.

[The Will - not movement - the wish.]  
European gymnastics cannot be restful.

Eurythmics. a complete activity created by music which exercises itself in an exact obedience to the motor organs.

No longer contemplative listening to music active: disciplined.

! Synthetic analysis of interior + exterior activities  
Moral transformation.

The Volitional Factor

The choosing and directing of his own activities

Synthetic Movement

When the intelligence sees the end and it is reached through movement



## Movement and Hand

### Educative Manual Work. (Sweden)

all through it is my to hand that moves the movement is synthetic where the intelligence sees the finality reaching it through movement

Psychological effect good

(cf Froebel.)

## Movement and Life

Regeneration of Personality through movement.

Movement must extend to every expression of life and not used only in special moments -

### Especially to Infant Period

Above all co-ordination of movement necessary for mental & moral dev't. - especially in the infant period ✓

- e. when the Personality is developing.

## Movement and Unity of Personality

Mov't is important because it leads to the functional unity between the action of mind and body.

- unity & action. Froebel. - it is unity of Person ✓

## Movement not "Useful" - Indispensable

In order that the character & moral sense may develop normally, it is necessary at first to help the organization of the motor instruments so that on every successive step movement accompanies intelligence ✓

## Movement and Environment

This functional unity cannot be realized except by the synthetic activity of the individual itself - as a whole

Since the child must have to possibilities of acting in the environment in which he lives.

The first practical lesson for the educator is that to preparation of an envt for the child (1) rich in motives of activities, and

(2) leaving him free choice of his actions

This is the "first indispensable foundation of a free, spontaneous education"

This involves :-

1). An envt adapted to life must be prepared.

2). Motives of activities treated separately  
~~How~~ Why

Because the same difficulties from 10 pt. of view

a). Of to Environment

b) Of to Individualities

Thus a) Exercise of P life. Present them (envt)  
Dressing washing cleaning envt

b) Formalities. Analyses of Movement (Indiv)

Exactitude: Control of Error: Motive of Perfection

eg not spill water:

not make noise:

not leave signs of the finished work except to work itself

but things back in place

not bump agst objects.

Teacher + Present<sup>n</sup> of Ex of P life

1) Indicate all to ~~ex~~ actions

2) allow the child to go alone

and find in experience its own perfection

## Collective Ex. in Control of Movement

These are not related to Practical life

not done with spontaneous execution

Collective Exercises with no relation to life

These demand immediate intervention of Teacher

In these:

### Collective Exercises

- a). Period of Imitation Exact Teaching
- b). Period of Free choice.

within the limits of Collective Exercise

Each individual finds his own adaptation amongst other individuals moving contemporarily.

Eg walking on a line: silence

## The Small Child's Revelation (Psychic) by Movement

The key to our comprehension of the child's activities is given us by the fact that the child tries to express by movements the thing he has understood

Usual idea. First as if a ray of light strikes the light. Second Recognizes it & moves to by + seize the object. —

But not so simple.

- 1) Sees many things 2) Distinguishes them.
- 3) Satisfies or enjoys them 4) tries with movements to show he has understood. —

as if it were the child's nature to accompany his mental work with movement

Eg 5 mos kissed the flowers

saw pictures of grapes. tried to eat things in the wrong place

## Adult Interference with "Incarnation" by

14

1) Suppression of Mot

2) Movement & Substitution of Will page 35

### Not Instinct but Saul

It is not just instincts which must animate this flesh, but to Saul - a vaster power - "which must animate movements of our human creatures".

Substitution of will obliges C. to move as adult wills

[cf. Problem of Obedience!]

### Movement & Soft Wax Idea & Subst of P<sup>y</sup>

He not we must mould the soft wax.

Here it is not the will of the A. but "the new attitude" which helps

### Examples of Substitution of P<sup>y</sup>

page 35 (Blair)

### Teaching with Over Exactitude - impedes action 35

Imitate

without using his own impulse

Examples cylinder "straight": on the line

Movement and Choice - see above

### Imitation of Choice

It is not defunct to get the C. to carry out a determined movement. The diff' thing is to draw out the movement so as not to influence the spontaneity.

It is v. easy to substitute our own will for that of the C. (of God) through suggestion: and when we have done this we have robbed the child of his greatest right - a construct his own P<sup>y</sup>.

Substitution of P<sup>y</sup> (Contd)

The psychic act<sup>n</sup> of the C. may fade away & utterly disappear under the strong will of the A.  
Then psych. indiv. of C. not only isolated & but incapable of developing - The organs of actuality & another will. Pers<sup>y</sup> is broken up & repressed

Fundamental Dangers in Ed<sup>n</sup>

This fact represents an abnormality in devel<sup>t</sup> & delicate as the matter is, it is the most fundamental danger in Ed<sup>n</sup>.

Movement & Strong Pers<sup>y</sup> Unity of P<sup>y</sup>

All the psychic future of the indiv. depends upon whether the C. has been able to develop & keep united his motor forces and psychico life

Freedom of Mot<sup>r</sup> & Sensitive Periods

Thus Freedom of Movement to Co-operate with S.P. - Inner Directives

If the adult imposes his will on the C. he may cancel the effect of the S.P.

just as

he has already cancelled traces in Cera mella.

A. the Deformer of Life

The fundamental matter is that the adult who substitutes himself for the wise guidance of nature is taking the place of the creative forces & becomes the deformer of life. -

No longer God creating Man  
but man " "

Movement - Free - at his Own Rhythm

Blau's 59

Diff. rhythm in the hearts. Here reversed.

Movements of the C. are slow because they are constructive movements of the Puss<sup>y</sup>. This is not for lack of ability, but he is most accurate in the execution of his moves even when he repeats & repeats.

He is always slow & calm, he has the attitude of the mystic who is always calm & slow, but not incapable.

When he acts hastily

it is because -

The external aim has no connexion with his development

The Adults Impatience - due because

he always sees the aim of the action &

wants to have it finished -

with least possible effort.

Educational Activity

Penetrate to "word"

musée

etc.

# Control of Error

17

The mind named - does not  
build up a system by itself  
but

we  
need "Control of Error"

Does not Spontaneous Talking



Control of Error

also in 16 Colours. - Tablets.

Control of Error

- Cylinders.
- furniture.
- abstraction fo. Concrete.

Reason. To liberate the child from the intervention of the teacher.

Aquinas

# Principle

20

## Control of Error

Start the child acting on the environment with his own energies & now give it Control of Error a clear control in the environment itself.

In order that  
~~In so far~~ as there be the possibility of continuing this free action without mistakes we have placed a control of error in the environment itself, a control so clear that it is sufficient to have placed the child in right rapport with the environment - because now this activity proceeds & continues but ~~not~~ not only that but without error - Hence this activity leads to perfectionment of the individuality. -

Thus Present the lesson & leave child free.

Control of Error

Tables

Charts.

Cyinders.

Drop of water  
in 2 ml

Manual paper  
Concave.

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## Control of Error

### Geometric Insets

to fit in their right places  
exactly.

### Control of Error - Less mechanical tasks

- a) of Long Stairs & Cylinders
- b) Geom. insets in wooden sockets  
and in 10 cards.  
When 10 cards decrease their assortment  
into 3 series
- c) The Stairs, Cubes, Prisms
- d) Cup or canner. - Sound  
~~Frame~~
- e) Fragible substances (Punch pictures)
- f) Tables & furniture
- g) Vases of flowers.

# Control of Error

Teacher must not intervene if ch. makes mistakes. -

She must not be anxious abt mistakes

But material must be exact

For the material (Envt) bears on itself to

## Control of Error.

Children control to child's work. better than a teacher.

## Examples

- 1) The Cup & Saucer
- 2) Long Stair
- 3) Spindles
- 4) Concrete Basis - controls error in Abstractions of Intellect-
- 5) White furniture
- 6) Park Tower
- 7) Frangible Objects.
- 8)

## Control of Errors

Looking Glasses in the  
School room.

a) high. faces

b) low shoes



## Independence

So essential that "Until  
he arrives at Independence his  
real psychic development  
cannot go on."

of Breathing through another  
person.

The child - until it is independent  
cannot function as an individual  
for

The independent individual  
must function alone

(This is reason of Ex in  
D. life)

## Other Methods and Child Psychology

In other method - especially modern ones - there is one fundamental pre-occupation viz. "To study the characteristics of the infantile mind & in general the laws of psychology - which should guide the educator in (giving) teaching subjects according to these laws."

But we - it is not our aim to know or divine these thoughts.

Without doubt the Intelligence with its laws is a mysterious thing, a great thing, difficult to penetrate & a great power is necessary to penetrate into it.

This Centre of Activity - we are convinced is something mysterious - But admitted this - we go a step further still. Not only we say it is difficult to penetrate into it but also that we must divest ourselves of the desire to understand it - and that what goes on in this mysterious Centre is the child's secret & we must respect it.

Ecco il principio del nostro metodo.

"It means a mysterious thing"

The Centre is the part of the individual that belongs to himself: we need not pre-occupy ourselves with the things that go on there..

## The Periphery

Is the part of the personality with which the individual comes in contact with the external world - the Senses & movement.

The individual takes in his the senses, acts, - this is the periphery: this is the part accessible to us, for we see it. We see the child ~~choosing~~ making his choices & expressing himself in his actions - in relation to the external world.

Thus we see upon this we base our method

We address ourselves to the Periphery - and tho' this to the Centre - for we are convinced fr. experience that this is the way that the child grows, constructing his mind, & making complete in one sole unit the various elements of his personality.

## The Rhythm of Mental Growth

The child - whilst he works materially - gathers at the one & the same time his senses of experience & expresses himself.

Even we need say. The manner of doing his mental work is for the child that of a

- 1) gathering in impressions
- 2) Expressing himself continually

It is like the Rhythm of a Wave that never ceases:  
as the beating of the heart never ceases.

Of this ~~to~~ (spontaneous) learning - which is one indivisible (inseparable) we see only the peripheral part - which <sup>the</sup> is able to understand something of this inner work - by its manifestation (with presence of the inner work)

## All these Objects are Peripheral

All these objects wh. the teacher must learn to use  
of are to be used peripherally.-

Other methods try and penetrate directly to the Centre  
to try and make child understand directly -

and therefore - make things very simple for the child  
the immature mind can only make a little effort -

and they assume that the child is interested in  
understanding a thing when it is "spoon fed" from  
another person -

From the nat. realizing - that.

Centre The child has an irresistible major force to  
outward take, himself, seize things for himself and  
thus develop his mind.

## We do not give the Idea Directly.

These objects given to the child assume a great  
importance - because - instead of giving an idea  
& making the child understand something directly.  
we give the idea to be realized - In a manner  
of speaking we spread it out over a vast surface  
so that that child can brood over it  
and work over it.

## Three Dimensional Knowledge

To know we must ascend - rise  
above our knowledge.

## Psychology of Method Compared w. Others

Our Psychology is a consequence of our method of work. - a new psychology -

Our Preparation - consists of -

a) New concept of the Human Personality of the Child  
a social concept.

b) A rational and discipline

Something exact, simple, which teaches us to withdraw our personalities.

We have learned to manipulate many objects: this too is a difference

### Compared with Others

Do not read books & books - thoughts of great men, philosophers, educators.

With us . we almost dispensed with lessons

Certain principles have been given True ~~that~~ it was given <sup>from</sup> writing, but this writing was not given.

You have been hours & hours Preparing to manipulate objects -

Little objects - used by children at an early age and very simple - (not complicated scientific instruments) but simple objects for simple minds, made with a great care. In fact a simplification of the simple

And some of you have even wished to go on after the examinations.

Examples

② Persuasion Thus to teach something who refers to persuasion we give a series of graded stimuli.

③ Theorem of Pythagoras give a series of painted geom forms (Decanonic) & then translated into numbers in a manner so that the <sup>mind</sup> itself makes & finds it out.

The little squares  $25 = 9 + 16$ .

We must Our Fundamental Idea

We must explain - spread everything out - making things clear & vast so that the child can work a long time over them

See also Teacher

London May 13<sup>th</sup> 5

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## Centre and Periphery

In Training for Teachers observes much of it  
is a dull drill in the use of materials.  
"I mix you to a work of patience"

### Difference fr. Ordinary Pedagogy

Ped.<sup>y</sup> is concerned with psych laws - how to child  
understand, forms associations, presentation,  
development, application and so on. -  
in short what goes on in the mind of the person  
instructed.

### The Child's Secret

Underlying pt of view that "the mind of the  
learner is something mysterious & difficult to  
understand. Further that wh. happens in the  
child's mind is his secret - and we must  
respect that secret

All our efforts - our gospel - are just this -  
respect for the child's secret.

### We do not deny this fact of Mental Work

Rather assert it - & maintain it is far  
superior to any conception hitherto held.

### The Basis - The Individual - think of him as

- a) Centre from which proceeds action (not reflex!)
- b) Periphery
- c) The whole - works and unfolds as a unity

[Center + Periphery (Contd)] London (p. 2)

The sensations are received from the outside  
\* then there comes the unfolding from the  
center wh. responds reacts to them

We grasp what is given by the sensations;  
we choose; we act; we are active beings  
express we.

The child ~~who~~ chooses something thro'  
his sensations because he wills; and we  
need not be anxious about the reason  
why.

Periphery

This active taking of things through  
the senses, this active expression of a choice,  
this manipulation + movement, we speak  
of as the Periphery.

We can easily reach this periphery. —  
Especially if we leave the child free choice  
and free actions can we see what takes  
place at the Periphery

His actions show The Rhythm of this  
unfolding + Development

The Observation of the tangible manifestations of  
the Periphery is the important thing. This is the  
utmost we can do in the path of Reality + Truth.

Experience shows us what is needed for this  
Periphery



## Periphery and Movement

Right at the beginning we have to consider  
 ① the movements ② the help of the senses

Periphery then manifests :-

- |                       |     |
|-----------------------|-----|
| a) Movements          | } ⊗ |
| b) Help of the Senses |     |
| c) Chance for within  |     |

[Even the grown-ups are more or less like this:]  
 of Bergson "moving & putting things back"

### At Centre

- ⊗ Child increases his mental powers by seeking out sensations & movements. In this complex activity, the mind of the child unfolds, grows, develops, creates itself

### Mental Activity Continuous

[except in sleep!]

In the mind of the child there is always a continuous work going on. This mind which is always working - what does it do? The child's secret. Don't worry about it! Certainly it is the child grows by the acquisition of knowledge, experience & culture

Serving to Penponey

We meet to check need for Sensorial impressions  
for to check goes seeking Sensorial images  
from the outside world anyhow  
and we

offer him such objects as facilitate  
this search

(a) Differences Between Bodies

Cylinders, Pink T., Prisms, Long Stairs

(b) Colours - in an orderly way

(c) Differences of Surfaces

(d) weight

(e) muscular sense.

We give him 15 objects

not show them at a distance

we sense his senses and muscles

We give him these objects so that he  
may act according to those laws we have  
seen in him, i.e. that he may ~~make~~ move them.  
For each object is connected with a  
movement.

When we see him concentrated + his little  
hands + fingers busy placing + replacing  
objects. then we know this inner work  
is going on.

We find him capable of an inner  
growth wh. we wd. not have thought possible

## Concentration

Shown by a child who has just chosen his occupation.

### Key to the Method

This phenomenon of concentration has its beginning in the grade in the construction of this method.

~~This~~

### This Condition of Concentration - a Material

This concentration comes when the children are occupying themselves with a material - always  
with a material - never without a material

So the First Thing is -  
a Material - not a Person.

Here in the Principles follow

(a) Montessori and Fraebel

(b) The Incarnation

(c) Contrast with Adult

(d) Can't create in a Moral Person

## Importance of Earliest Years

In things undeveloped there is the maximum  
weakness & the greatest need of assistance

(Eg. Early Church with "Gift of Tongues" etc)

of Also. Psycho-Analysis

of Comparison The Tender Plant -  
The Embryo

Montessori & Biology

The Embryonic Stage

Life in its earlier forms has undifferentiated potentialities

e.g.

① Multiplication. Division. Direction. Factors etc. all in.

One simple exercise with Beads on Multiplication Board

② Reading - Writing - Drawing

③ Sense Exercises to Intellectual

④ Balancing. Dancing. Singing.

So in Earlier Forms of life

e.g. Protozoa - all the functions

Respon. Rep'n. Digestion, motor, Sensing in one cell

See "Embryonic Stage"

(Multiplication Board June 1923)

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M Biology

In things which are undeveloped we  
find the maximum weakness &  
greatest need of practice &  
assistance

Sensory Periods

Adult. Harder

Child. easier

to Present with

present needs

See Struggles

IX 6.

V. of Heaven

Child no harder  
law to  
Present

Adult

• takes thought for  
tomorrow

See. Struggle

IX 6



M. & Bialazy III 2

Struggle for Existence - common to all living things. The material is limited, the envt. is not equally favorable - so comes a struggle for conquest & defence.

With man struggle becomes intelligent (v. animals instinctive) man has free & creative will.

But man can sublimate or overcome or sublimates his instinct - (a state of grace or what you will).

Guad. comes fr. having too much & going beyond the biological necessity of preserving his species.

BiologyBiology

A theory seems to be v. fundamental  
Evolution Theory  
Darwin a continuation of Lamark.

Lamark

On the use or non-use of organs.

"The function creates the organism"

Hence

The organs, their manner of use, nature of existence,  
their physiology - are consequences of the adaptation  
to the environment.

Darwin.

Evolution - "Survival of the fittest consequent  
on the selection due to the struggle for existence based  
on spontaneous variations"

Significance of these TheoriesLamark

Beneath them all we see this: - the  
conviction that activity is somehow intimately  
& deeply connected with the development of life -  
to a degree - almost that it is obvious -  
that it is activity which creates life, its  
form, & hence the organs etc

It is true that the function does not create  
the organism. [How could a thing be active if it  
wasn't created!] yet nevertheless for an organ  
yet nevertheless for an organ to live it must function,  
& it is the function which maintains its life and  
perfects it.

Darwin's Also to Theory --

ii Adaptation to Environment - -

considered in this manner - contains the idea of activity - for it is activity towards the environment - to adapt itself - which brings about the transformations.

So there are Dynamic Principles dynamic conception of life.

|| To function means to exist [I think therefore I am] and to live means to be active

The Animal & Plant:

Animals is *per se* excellence to act - which mores [also plants!]

III Struggle for Existence

This is also an idea of activity

[See also Scholastic idea of a living thing - which mores *per se*.]

Criticism

These theories rather superficial - take only a detail of life & do not in fact explain the evolution of life.

## Conclusions for Education

These reflections suffice to make us realize & reflect that if to live is to live is to grow it cannot be passive - ...

... that

.. it is not possible to imagine a being which simply grows by its inherent force. It is not enough: it must act - it must function; u-act etc.

Thus to grow is to have a vital inner impulse, - even tho it has its own laws which determine its subsequent successive transformations - not enough by itself. This fact stands out. The individual to reach its norm must act always, act continuously.

## Theory of DeVries.

Put a letter balance on things.

"The change from species to species comes as a result of its own force & not by adaptation."

Thus it life which creates & gives the successive forms. -

But this does not destroy the other principle that the individual acts always

## Mutual Aid (Kropotkin)

Still later comes the idea that the new species don't come as a result of the struggle for existence but is bound up with the fact of the providential protection & care for the things in process of formation

## Mutual Aid (Contd)

This is reasonable - for to struggle successfully one must be already strong -

So how can we explain the development of life as due to the struggle for existence or the adaptation to environment. - if the individual is not strong enough to do it.

Strength success comes through this long and protracted individual growth - which prepares the individual for

- 1) Adaptation to environment.
- 2) The Struggle for Existence.

So we have Two Aspects of the Problem.

(A)

(a) To do with Adults - the completed individual - their struggle for existence, adaptation to environment etc

(B)

Regarding Development of Individual from Egg to Adult. Being not formed, not able to adapt to environment or struggle with beings already developed!

In other words (A) The Adult (B) Infancy

Thus life <sup>prevents itself</sup> has Two Modes - quite different

(A) the manner or mode of the Being in a state on its path of formation to be able to maintain itself with external environment until it has reached completed its development & reached the adult state

— and —

(a) The mode or evidence of numerous <sup>adultly</sup> individuals who  
 1) Can struggle with one another  
 2) Make a struggle with conquest of the environment.

Of these two (b) is the more important as it is the problem of the very existence of life - for that depends on the life of the being as yet not so complete.

### Instinct of Maternal Affection

By this one explains the survival of the species. -  
 Considered of great importance in Biology. -

The higher the animal the longer the infancy & the more necessary the maternal love. -

Various expressions [frogs, fishes, spiders, insects]  
 Do not always see this instinct expressed in a direct & individual connexion of affection - but -

~~It always exists~~ This fact is constant that  
the individual parent seeks for its offspring  
the environment <sup>most</sup> adapted. -

And if it cannot find it,

Creates it.

Thus for the Adult is the Adaptation to the Environment  
 for the Embryo is the Problem of finding the most adapted environment

The Inner Energies must 42

The Reason for This: - Have opportunity

Because the Embryo has all its powers within  
- innate - these vital mysterious energies in its  
Eggs - which, little by little must externalize  
themselves in forming the new individual

This activity then must not be against the End  
for there is activity - but this activity is all  
for the development of the individual -  
not - for adapting individ. to End.  
- Still less for transforming it.

### Examples from Biology

#### The Caterpillar

From the world of Insects - innumerable. -

E.g. Cabbage white.

This Caterpillar - child has horror of it - kill it.

But the fly - admires it -

Same creature!

(O Johnny! - poor Johnny!)

Life Magic

See Imitation



Biology TM

Methods

Action etc. Seneca  
Darwin + Lamarck.

Metamorphosis

Evolution + Growth

Prepared mind for young.

Observation

of Fabre.

Life + Logic.

Sensory Periods

Each Stage for next  
line and with itself.

Agree - Agree - Agree

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Learning thro Action

Dutton's article on Morrison

The fetish of immobility -

Reason - "easy to keep discipline -  
would all run away!"

Fractal. & hand work.

The greatest teachers

Aristotle, Plato,

Master of Masters,

## This Activity

- 1) Brings concentration + Interest.
- 2) Better Observation
  - 1) Interest
  - 2) Concentration
  - 3) Better Observation
  - 4) Clearer Images -
  - 5) Better Abstraction
  - 6) Whole Personality - Power of Change.
  - 7) Independence + Power.
- ⑧ Brings Knowledge for Exercise
- ⑨ Peace in School
- ⑩ And Secret of All

Helps towards that "Incarnation"  
 Interpenetration of Body + Soul which  
 is the foundation of the Normal + Harmonious  
 Human Personality.

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# Activity

45

## Colour Tablets & Movement

[ Making natural, cannot use sun or flowers  
because they are not ordered

Our Teaching w. C. tablets - consists in placing  
them in order - this is a fundamental point -

for

The ~~child~~ child in order that the child be  
able to persist for a long time in a long  
- ordered observation it must always move  
itself. - must fulfil movements, because  
it is through this activity that the child can  
fix for a long time its attention.

So the C-Tablets are presented 1 -

1) to the eye 2) and to the hand.

so that it can move, mix, place & replace,  
choose & put together. etc.

Must not appear to the eye more than once  
appear to the hand.

# Activity

45

## Colour Tablets & Movement

[ Making natural, cannot use sun or flowers  
because they are not ordered

Our Teaching w. C. tablets - consists in placing  
them in order - this is a fundamental point -

for

The ~~child~~ child in order that the child be  
able to persist for a long time in as long  
- ordered observation it must always move  
itself. - must fulfil movements, because  
it is through this activity that the child can  
fix for a long time its attention.

So the C-Tablets are presented :-

1) to the eye 2) and to the hand.

so that it can move, mix, place & replace,  
choose & put together. etc.

Must not appear to the eye more than we  
appear to the hand.

## Movement & Spont. Observation

But does not the child abuse spont  
-activity in ~~bordering~~ envt. ? Yes certainly.

But in this adult envt. with these major  
occupations it abuses much longer +  
much more intensely.

Sale

Bread. ✓

Meat. ✓

Butter ✓

Biscuits

Fruit. (unsd)

Jam

Marmalade.

Onions.

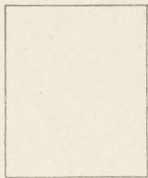
Potatoes.

Worms.

Seeds

# POST CARD

THE ADDRESS TO BE WRITTEN ON THIS SIDE





Again "Thought & Action"

This idea is put forward as an ideal for man - because we most of us are conscious of a scism between thought & action, - the ideal is its attainment - & this union must be true in the strong man.

And in this sense we mean action, doing - not in the way of hygiene of the body but the action of a function perfectly & intimately united to its inner life, of a wonderfully complex instrument of expression hidden beneath the beauty of the body, which gives lines of to the beauty of human being. Something in fact which is more than a servant - for this instrument should be one <sup>thing</sup> completely united in a unity with the individual of the man

Resulting Principle in Education  
Agree! agree! agree!

"Keep on Moving!"

In constructing to man (self-construction) we get from this a principle of fundamental importance - a guide in everything - in every situation in which we act as educators -

that the child must therefore always be moving, - not only when he runs about, or in any of those large movements that have an external aim, but also when the child merely sees, or thinks, or reasons - or must understand something in relation to these thoughts, sensations, - always he must move himself.

Action - Always Action Conto.

I would ask you to entertain this idea as a guide, and also as a key for the explanation of many things which you see:

- to (1) understand the way in which the child develops + also
- (2) the path we must follow in helping him to construct this precious instrument which he alone must do

This Action not merely . . . . .

Children running + jumping + romping together in the garden -> a good but stupid Nun looking on, saying her prayers!

Helps must lead to Action

If we wish to give the child a means of development we must always give it in a manner that the child can + must move.

In making his internal world of mental construction, the child must move, not only perceive, not only see the things which we wish to point out to him; not only hear the things we wish to point out to him - that is not enough. What thus will he learn or develop normally. It is necessary that it should move on every occasion -

This is our Starting Point.

## Principle of Action Applied to Materials

### eg Cylinders

First material for the child - who comes to school at 3 or 3½ years.

### Material for Psychic Development

It is a material for reasoning - fixing mind attention on certain sensible facts. - But we give it as a gymnasium. "Palestra d. sviluppo psichico"

But to exert by means of which the child presents in his attention, gathers exact images, + makes his intimate conclusion in that "central" part inaccessible to us - that he must move.

Similarly if it were a matter of Colours, (which seems a long way fr. movement) which which the child must note we should give it at the same time movement. If it were sounds - the same thing: if music - to penetrate into its soul - we should make it penetrate in all these by way of movement with rhythmic marches + dances etc.

So then here he goes always constructing his instrument of expression - to personality - + this union (unit), and with that his character, with that his moral force, the joy of living, the possibility of being disciplined, the possibility causing to rise in his mind superior sentiments. - all these things reunited thus - resulting fr. under the opposition that the child succeeds in constructing a personality all fused together into one unit.

## Intelligence & Instinct

Childs Instinct is to Handle & Touch Things  
and more them

1) Movement - Ex. of P. life

We Analyse the movements &  
so bring the Intelligence to bear on the  
different parts of the action -  
Doing usings.

2) Touch Handle . Sensory Material

### Intelligence and Muscl. System

In analysing the movements he brings his  
attention on the different parts of the action  
in a logical manner - clothes them  
with reason.

So he directs himself intelligently in  
the external world. so that his will  
finds expression.

The Childs Superior Personality informs his  
motor activity. This is the purpose of everything  
in the world.

That it is his own individuality which  
is acting

## Concentration Contd

### Effect of this Concentration

- 1) Becomes calmer. — as though the Equilibrium of characters being formed
- 2) Increase Power of Observation of Fact.
- 3) Thus increases his power of generalization and abstraction, as a consequence of 2
- 4) Kind to others.

### Concentration is Active

This Concentration comes when the object which attracts binds itself to a major activity on part of the mind.

E.g. Calculus — arrange x. arrange  
Tones Up & down.

### Concentration & Self-Perfection

In short he perfects something in himself — the power to distinguish more clearly the gradations.

Putting in the New Motive

When we find to find some & repeating actions adapted to their various needs - repeating beyond to external aim - we intervene - not to stop

but

to insert a new motive

a

motive towards perfection.

Thus new motives.

- 1) augment to pleasure &
- 2) augment to motives.

And things about that pleasure recall interest. - an effort of ~~serious~~ a serious effort - in short

work

Thus in Exercises of Practical life we want to motives of

Perfectionment by Analysis of Motives

For introducing the new motive a motive - always necessary

of The New Motives by Phauloy

The letter taken to Mr Smith -

is a despatch-order (see C. Miller)

# Movement

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## The Gate to New Worlds

Eg.  $2 + 1 = 3$  in words

This opens up a new world of relations to the discoverer & gives the key to open them.

It is the ship that takes the mind voyaging all strange seas of thought alone

of Metal Insects

Grammar Advanced

Birds Eye View of Decimal System

Grammar

Reading

English

Movement & Interest

Movement & Incarnation

Movement & Self Control

Movement & Ex of P life

Movement & Science

Action in Biology

Educational Activities (C.C.)

a) Must be building up a new power  
& not leave him as he was  
of Newman "He is not what he was"

Must be  
b) Effort - to do something definite.  
worse than you did  
before!

How is effort attained :-

- 1) Must always be an aim; something to be achieved. - no aim, no effort.
- 2) Aim must not be too far away too difficult. or too near
- 3) Within a measurable distance. - just out of reach; but within reach by a bit of stretching of the mind - wh. stretching is the mental effort

The Teacher must know how to create these aims. -

c) Control of Error - Shows that the aim has been reached.



# In carnation

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## Training of the Will & Muscles

In Physiography this Musc System is called  
the Voluntary Muscular System - because it is  
under the direction of the Will.

Int.  
Distinguishes

Some have a) Will which guides  
b) Muscles which obey.

The Will by itself is not sufficient  
must be co-ordinated Musc. System

### Example of Driver & Engine

Motor may frustrate or facilitate the  
intentions of driver - must be in perfect order.

## Intellect - Movement

Aristotle's maxim - yes - but must  
not forget to include in 10 Senses  
10 Muscular Sense -

This is perhaps more important  
than all the others

## Sensitive Periods & Movement

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We are helping the child to become a man by passing thro' these different periods -

Child is passing thro' successive degrees or stages of development in each of which <sup>has its</sup> ~~has~~ own needs.

Pass Each stage has its own movements & activities -

Learns to distinguish things by Movement

If you see an interest developing in the child it is always connected with movement.

To understand & distinguish things he has to exercise with them

So in life generally.

It is by actions that we learn to distinguish characters & events

"I'll teach you differences"  
They hear.

Rhythm & Life

Doctrine of Currier & Perincher. respects  
to Inner Rhythm of the unfolding  
& developing life

Also In It Home respect the different  
rhythms.

See also Work of Adult & Ch. compared

The Inner Tension of any <sup>conscious</sup> Being in Action.

of The Living.

So in the interestingly played a stimulus  
is given to a function which acts & continues  
to act. The need of life is stimulated & this  
leads to an action. It is the rhythm of the  
inner life, taking things - being interested in  
them, moving them about.

You see the difference between knowing a  
thing & becoming greater & growing through  
that knowledge of a thing.

## Sense & Movement

In all these exercises we have:—

- a) Sensual Percept
- b) Combined with Movement

Quote James on Motor aspect of the Mind

Thus cylinders - put back

columns - arrange

bricks - ditto.

Because the Mind has shown that everything  
learned within him expresses itself by some  
movement. Thus all he takes as sensually has  
to correspond <sup>ing</sup> ~~with~~ motor actions.

In fact the Constancy of the Mind depends  
on the fact that it can accompany its  
sensual impressions with an activity

# Interest (1)

In Ordinary Methods -

Teacher suggests to fill. with a story or an extra interest (exclusiv)

But in our method

- 1) Present a material
- 2) Show a certain movement with it

E.g Geometric Figures

Interest is aroused by moving vessels and finding them doubled

Also putting them back again

All this displacing, replacing, taking out and putting back represents an interest.

This Instance of Touching Round to Figures

Perhaps to beginning is laborious but in the end to child becomes fascinated and this refined movement gives a new interest - thus the exercise will last much longer than it would have done with just to placing & replacing.

We have around us Interest set motions  
a mechanism - a complete total  
mechanism

A Complete + Total Mechanism <sup>2</sup>of Old Tradition1) An Act of Perception -

Then later on see the same thing again  
and make

2) An Apperception -

ie it is a Recognition  
What do you want more?

We want something more: we want the  
whole psychic personality to act, and by this  
action to grow

It is not of such great importance that  
he should recognize this or that. What  
matters is that there should be this deep  
inner activity, which leads to growth.

When this form of interest has  
arisen there is no need for the Teacher to  
push or urge. - must then leave the  
interest (and intellect) free to develop.

Example of Introducing the Two Ladies

Suppose I wished A & B to live together

1) Introduce them (Perception act)

2) After 2 or 3 times recognize each other  
(Apperception)

I go away delighted thinking the business is  
accomplished & that they will live together!

But To know & to recognize is not enough

## Interest (3)

(The Two Ladies)

To know & to recognize is not enough:  
There must be sympathy, affection, interest.  
and then they will live together.

And then I can go away

This third stage is something different  
Let us call Interest this union between  
the mind & the object - this union which  
brings about an actual, prolonged  
and repeated.

of Something Biological. It  
arouses to the deep, unconscious need  
of life - the need to grow & develop.



# The Material & Concentration

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## Concentration

↳ Intellect

Must Have a Material not a Person

For how could the child concentrate on a moving person.

## Condition of Concentration

The Material must be an object, which does not interest in an abstract manner, but interests because it lends itself to a certain activity, to a movement, to a replacing, to a repetition of exercises which are such that the child is led to begin again for the beginning the same movement which has an intellectual aim or purpose.

## E.g. Cylinders

Around these cylinders there is the possibility of doing an Interior work (Center) which this interior work is not material in any way: it is the child's secret & the problems are real for it & solve for it. That is enough for us - so long as we do not intervene.

# Discipline & Silence in

64

## The Montessori Class

Silence not necessary - because  
of the value of the child's concentration.

The child can concentrate on its  
material - to solution point - without  
sound or darkness - (not like the  
Religious meditating on Pure Ideas  
with eyes " dim religious light etc )

Sufficient child is guarded from  
Adult Interference

This is a very practical point to  
consider in running & judging a  
Montessori School.

## Disastrous Result of A. Interference

This Unity of Body & Soul can only come by the act of the Total Personality.

A chance of the whole Being - the Instrument - that is set in action from within by the Intelligence & Will - a free act.

But

- in the usual conditions - adult envt.

↳ There is not chance of this free action

The Child acts according to the command of the Adult - within the limits of the Adult's will - and so

his ego is crushed

## The Will & Personality

When ch. is placed in prepared envt he begins to act in a normal way.

When he washes the table, changes flowers, dusts - it is because he wishes to do so, his will, his ego is acting; the whole personality is acting as a unity; and this action follows his own private rhythm -

### WORK. DEFINITION

When the entire personality is acting in a suitable & favorable envt. - we call this work

In the Casa de B. we offer this work according to the known laws

## Ex of P.L. a Gymnastic

Doing all these kind of work means a great deal of movement - sweeping, mopping, dusting, washing, carrying chairs & tables. If we consider that throughout day the child is in motion. we are giving him a sort of gymnasium.

In no gymnasium would he have such a number of co-ordinated movements.

So Ex of P.L. not only work, but gymnastic ex.

The need for special gym. exercises exists in both schools just because there are not these manifold opportunities for motion.

Children who have sat in schools all day or gone for dull walks (School walks!) have not the opportunity for these motions.

## [ School Walks versus Games ]

A question of the whole Personality.

Thus Play & gymnastics have been integrated  
in that whole wh. we call work

The Entire Pers. of the Child enters.

In Carnation & Intellect Def. of Work

This spont. work (muscular Ex of P. L. etc) represents the bringing together of his intelligence with that complicated muscular system.

This complicated musc. system requires unnumerable delicate co-ordinations.

This musc. system must little by little be set in action by exercise.

But it is only the intelligence, the inner urge of the individual wh. can set this inner musc. activity going.

The Child is intelligent before it can move. It must co-ordinate its instrument before it can use it.

We have to look up in contact to Soul & Muscular system...

These two can only develop together

The Intellect is formed first that it may direct the instrument

Some have to bring to Soul in Harmony with the Body.

This Mus. Sys. must become the Instrument under a Commander

## Imitation

It is not by imitation that it grows up & develops  
nor yet by Teaching.

## Life and Logic

It is what happens is a fact of life which  
acts according to its mysterious laws. -

Acts so as to upset our comprehension & Logic

It is not logic which creates life but  
life which creates logic. Our logic is a  
product of life like the calamities of the  
hullaby.

Logic is not the guide for the existence of things

## Criticism

Animals cannot use logic - have no  
reason. In us logic supersedes Intellect or  
at least complicates <sup>the question</sup> & limits its action.

## Nature & Indirect Ways

Nature often takes ways so indirect that things  
seem absurd to us - and if we did not see  
these things ourselves with our own eyes. - we wd.  
say "It is not possible" because not logical

But

Life knows no impossibilities.

Very often the individual grows up along a  
road diametrically opposite to that of the adult.

## Imitation

True to matter kind flies & calls on the young to imitate. And to begin the form of life you get more teaching & imitation - but nevertheless there remains always this fundamental principle established. It is not imitation which transforms it - for if another animal became to man - by imitation it could grow into another animal!

So it is not possible for it to grow in another manner than by functioning according to its own laws of interior development.

So - arguing for animal kingdom - we must

- 1) give an envt favorable
- 2) which has had the obstacles removed.

The young has not the strength to overcome the ~~obstacles~~ external obstacles - has enough internal ones -

Making regard for all offences (but animal or man)

we see

the child cannot <sup>develop</sup> grow up thro' imitation or by exhortation, scolding, threats, prizes

Developes - grows up - through exercise of its own powers - develops thru activity.

## Repetition - the Lamp

### Expansion of Mind

This phenomenon we see repeating itself  
 over many times. A conquest or a future orientation  
of the mind, a light in the mind, a <sup>new</sup> fervid  
intuition, comes very often from an exercise  
repeated again & again without logical  
limit.

With this repeating & repeating <sup>this</sup> comes in  
 the end - as it were a sudden flash - a lamp lit  
up - something which takes fire with great  
possibilities. We must not forget this, because  
this is one of the most impressive facts - that  
while the object of the exercise remains the  
same for a long time the individual grows  
at the same time. This progress comes from  
the minimal work of the individual which remains  
at this work for a long time - so that here  
we are dealing with

## Saetation - A Leap Up

This child who composes words - is like  
 one who is taking a run at a jump, +  
 suddenly runs to a higher level - in this  
 case the child jumps suddenly to the  
 level where it can read:-

All we have done is to give the alphabet



## Repetition & Growth

It is only when it satisfies a need of growth that the child keeps to the exercise

### Comparison with Adult

Eating, breathing

Helping ourselves with something from the environment. -

Child will search endlessly in the environment for something to fix his attention.

Searches in vain in Adult Environment

But if finds such as stronger for it.

Thus the Cycle includes - -

- a) Deep inner Needs
- b) Capacity of Concentration
- c) Raised up & relaxed

### of Comparison of Eating

Suppose someone couldn't understand this eating. - How strange these people gung on making & making. - And instead of being tired - are less so

As if this were not enough ~~the~~ ~~begin~~ on a few hours "they are at it again"

of Repetition & Vitality - G.H. Chesterton

of The Mass Every Day -

of those who kiss each other:

Edison & Anglin. Darling! darling!

# Labert Edouard

The Significance of Movement in Development

+ Edouard

Movement in Edouard

(1)

Recall impressions of the "Visit" -

work, action, mot - "a long time"

Not very total movements - but small ones

with material - always in material

Note the Movement is Free & Spontaneous


not like drilling; or "mat-making".... self-chosen.

Method based on the Senses? - more Movement:

Available - "muscular sense"

Senses & Muscles Compared

Similar to master of the house. p. 6

Sense most Consciousness: 

Old method - Suppression. Recognition etc.

Page 62. The Similarity of the 2 ladies.

So this is a Novelty - a New Thing?

Unwanted. - Why

Forbidden. -

Obedience. -

Egoism of Ad.

Easier. - Trans of T. Repentance

Yet so Fundamental - Normality depends on it.

See chap 1.

2 streams of energy -

must be kept united.

Thought and Action - Unit of P<sup>y</sup>

Nature of Man.

Chapter on Incarnation

Recall Simile of Embryonic Heart.

Strong man p. 47  
agree agree agree 48  
49.

(2)

Most Self Exp<sup>n</sup>.

Intell than just. 67.

Movement - Adult Interference.

~~Ego crushed. p 65~~

2 Ways of Interfering.

(a)

(b)

Ego crushed. p 65

Substitution of Personality. 69

68

Movement in M. Method

(a) fundamental (b) spirit. (c) objects part<sup>n</sup>

↳ most on intell - most length. ✓

Biological Paresis. p 37 + ...

But Movement in Schools (3)

I taught what most.

most what I know. 10

The 2 Fatigues

Games. Exercises. Man Work.

p 66 Simile of Puerile walking

& Exercises Ex of P. life.

Movement to be carried R<sup>t</sup> Through.

more than Teaching

life develop.

Q<sup>n</sup> of Parents.

9

Move to Foundation to Key

Organisation of Movt.

9

If neglected

no substitute

Synthetic Movement

not calc. & logic

"man looking on"

65

Ed<sup>n</sup> value of most depends on . . . .

The mind & the matter 52

Intelligence fixed on end.

5

Constructive Movement 54

Movement and choice.

Makes for most

Movement & Prepared Environment

Can't find matter in A end

is suppressed

Event an arena of matter for activity.

So Exc of P hiker -

endless of most.

(Teaching without imitation)

materials.

Movement & Control of Error.

page 21

and / examples.

Master Tatás Movement

Dangers of Imitation.

Isolation of Personages.

S.P. and Movement 57.

~~Movement & Control~~ - Same mat

leading to Decline of

Center Periphery

Other Methods

23 In occupation with laws of psych

28 how ch understood.

associations etc.

in short---

Our diff.

Do not deny mental act - hgnm.

this secret. -

1 Centre. Child secret 24

C. fr. which preceds action. 28

not a reflex.

30 at to centre to child ... -

In this complex actus ... -

2 The Periphery

24 Sense. most. chance.

29 need not be anxious ...

3) This Rhythm

p 24.

p 29.

p 30

recall simile of embryonic heart. p. ...

Feeding to Periphery

Context in Methods.

25. not given directly.

31 not show at distance

Simple

Feed to Periphery - mammals obj. mat.

Spread out 26.

Fading to Purpose Could

~~The~~ materials

activity

Contrast in Method

Percept. Recognition ...

Not enough

Summe The Two Modes

Conce The Point of Contact

What if fed P<sup>4</sup> + does not eat!

Example. music

Positive Bridge

Pt of Contact

4

The Extreme Reality

Movement - Preise Limited

6

excludes.

7

not teacher.

material.

Constructs consciousness

9

This limit<sup>n</sup> large freedom.

The Little Reasoning.

Concentration - condition 60.32

63

45

Effects of C.

51 46.

So a New Form of Preparation for Teacher

1) New Concept<sup>n</sup> of Personalities p 26.

2) An end description

"I invite you to a work of patience  
at to save him the liberation of the human spirit"

~~The second group But it is not in the~~

~~The second group in which the P. g. c.~~

But all the children are not busy with the P. h. or  
walking on a line; others are busy working with the  
materials. And here we find the same principle  
has been put into operation. Watch the child working  
with the long lines, or Pink Tower, or Geometric.

Insects, or the cylinders, or the Drummer Rods &  
you will see how quickly they realize themselves  
- without anyone telling them - if they have made  
a mistake. Take the cylinders for instance. If a  
child puts them in the wrong sockets when it comes to  
the end I will find there is one some which cannot  
fit in at all. So the child realizes there is something  
wrong and they all come again to the ex. &  
start to escape. Similarly in the Pink  
Tower. It looks wrong at once: if you put  
a cube in the wrong place in the series. ~~The~~  
The chief central is the result of the scientific  
accuracy of the material - the regular grading.

In the earliest stages the central of Error in the  
material is more definite & "inevitable" - as in  
the cylinders: but as the mind develops the central  
becomes more & more the result of some element  
in the material plus the mind's attention.

Take for instance the Geometric insets. In the <sup>re</sup> plan of the  
wooden insets in their sockets the central is  
absent. Either you are right or you can't get it  
in at all: where as in putting out the Geom. insets  
on boards the central is less mechanical &  
more more given over to the judgment of the mind  
working with the material.