

Seattle University

ScholarWorks @ SeattleU

Lecture Outlines, 1962-ca.1963; n.d., Edwin
Mortimer Standing, ca.1963; n.d.

Series II: Literary Productions, ca. 1919-1979;
n.d.

July 2022

Box 06, Folder 52 - "Writing" (E.M.S - ED-437 folder)

Edwin Mortimer Standing

Follow this and additional works at: <https://scholarworks.seattleu.edu/standing-lecture-outlines>

Recommended Citation

Standing, Edwin Mortimer, "Box 06, Folder 52 - "Writing" (E.M.S - ED-437 folder)" (2022). *Lecture Outlines, 1962-ca.1963; n.d., Edwin Mortimer Standing, ca.1963; n.d.* 48.
<https://scholarworks.seattleu.edu/standing-lecture-outlines/48>

This Article is brought to you for free and open access by the Series II: Literary Productions, ca. 1919-1979; n.d. at ScholarWorks @ SeattleU. It has been accepted for inclusion in Lecture Outlines, 1962-ca.1963; n.d., Edwin Mortimer Standing, ca.1963; n.d. by an authorized administrator of ScholarWorks @ SeattleU.

warm water }
toned }
basin }

Sew P letters
Touch Board

Metal Insets

~~Crayons~~
colored pencils
paper.

pad underneath

Movable letter-box
The special rug

11-12:30

11-30 - 1-00

WRITING

Writing is a spoken language translated into symbols

ISOLATION OF DIFFICULTIES

In writing a word or a sentence there are various difficulties to be overcome

1) Learning the Letters

- 1) recognise them by sight (or touch or both)
- 2) Learn how to make them - their shape
- 3) Learn the sounds they stand for .

(Most languages are PHONETIC - and in any case a phonetic basis is necessary . The Sentence Method absurd !

(Have even know teachers proud of the fact that their children do not know the sounds of the letters .. We shall deal with phonetic difficulties later - special material)

2) The manipulation of the writing instrument - pen or pencil or chalk etc .

3) How the letters should go together to make words and sentences .

Montessori's Principle of THE ISOLATION OF DIFFICULTIES

Separate the difficulties and deal with each in a separate activity which is interesting in itself

THE LETTERS

At an early period $3\frac{1}{2}$ to $4\frac{1}{2}$

Sensitive Period for Touch

for sensorial impressions
- sounds and shapes -

The Technique of Touching

Touch not pressure - very light , not pressing down .

Demonstrate the Massage of Fingers

Warm water - towel - touch boards (a) and (b)

Rough smooth

(also material for pairing by touch) (chin!)

Letter can be grouped in sets according to similarities

e.g. m, n, u,

m n u

a e o d b

Must learn the sounds they stand for

Seguin again

This is m (feel it) (again !)

This is o fell it .

.....

Give me etc.

.....

What is this ?

If already call letters by different names --

say This is eff and it says f

this is Tee --- it says tuh ... and so on

THE KIND OF LETTERS ?

Cursive ---- or script .

Engladn use script a great deal --- but no reason why not begin with cursive ---- did so in Rome .

Then add in amother and another etc - like the no. rods

OTHER GAMES

1) A group of children round the table . letters spread out .

Take turns Tommy give me l
Mary give me f etc

What is this [9] 2

3) Letter on a table a few y ards away

Go and find me s - or littæ c
or big k .

REAL LETTERS ARE ENTITIES

Have you got r?
they swap round .

Letter Games cont.

④ Try and recognise the letter with ~~eyes~~ shut - just by touch .

⑤ The beginning of words "It begins with ---"

① e,g The childrens names

Now Tommy what letter does your name start with - emphasis the T-ommy yours Sally Sally etc

Then the names of objects

"H" at ,Ham . Hold

⑥ I can see something beginning with BB
..... wand so on
two

⑦ Can even put three sand-paper letter together to make a word
e.g I ...N

beginning with the word first
then
and analysing it . Ind. Prep. Feeling Geom^a
Forms with two fingers .

② Manipulating MANIPULATING THE WRITING INSTRUMENT

Indirect Preparation the Knobs on the Cylinders
and
the more delicate Ex of Prac Life
buttoning , bows . lacing etc

HTE METAL INSETS

Demonstrate the use of .

The two lines - double

Filling in whole form - lines parallel
not going over edge .

Children are very fond of this work.

Let them do it as much as they like - before
they can write . After tha could be limited to the
afternoons - if you see they are neglecting other paths .

WRITING IMMINENT . Teachers some times say - Judging by the
quality of the coloring This child will soon be starting
to write . Also a good exercise in colour blending - a form
of art .

(METAL INSETS CONTS)

Mixing together various insets and making all sorts of patterns .

So.....

Two difficulties have been tacklednow

3

THE COMPOSITION OF WORDS AND SENTENCES

Note

The child has not yet learned to write - only individual letters .

They are interesting because

a) a sensorial fact - not a study of words , how they are made , still less their meaning .

But a curious thing

"Like a musical box" ... show a person an "S" and hey presto he makes a noise like a soda syphon at work . or an "O" and he opens his mouth . etc.

NOW ANALYSIS OF WORDS INTO COMPONENT SOUNDS

Can dictate the words directly --- if time and opportunity .

ov(2) If not give picture of phonetic words (see picture)

e.g. dog , sofa , hat .

3 Let child attempt

even long words panama ...minim manifest .

NEVER MIND IF THE CHILD MAKES A MISTAKE AND

MAKES UP THE WORD PHOENETICALLY RIGHT BUT WRONGLY

~~Does not matter~~

SPELT .) NOT AT THIS JUNCTURE . He will not get into a

bad habit .

Why ?

Because -f a very surpring thing

VERY OFTEN HE CANNOT READ) FIFTEEN MINUTES AFTERWARDS

THE WORD WHICH HE HIMSELF HAS MADE UP . HIS WHO RYHTM N OF WORK IS FROM WITH OUTWARDS .

The story of Montessoris GYMNASIIS 1

W R I T I N G

Writing is a spoken language translated into symbols

ISOLATION OF DIFFICULTIES

In writing a word or a sentence there are various difficulties to be overcome

I) Learning the Letters

- 1) recognise them by sight (or touch or both)
- 2) Learn how to make them - their shape
- 3) Learn the sounds they stand for .

(Most languages are PHONETIC - and in any case a phonetic basis is necessary . The Sentence Method absurd !

(Have even know teachers proud of the fact that their children do not know the sounds of the letters .. We shall deal with phonetic difficulties later - special material)

- 2) The manipulation of the writing instrument - pen or pencil or chalk etc .
- 3) How the letters should go together to make words and sentences .

Montessori's Principle of THE ISOLATION OF DIFFICULTIES

Separate the difficulties and deal with each in a separate activity which is interesting in itself

THE LETTERS

At an early period $3\frac{1}{2}$ to $4\frac{1}{2}$

Sensitive Period for Touch

for sensorial impressions
- sounds and shapes -

The Technique of Touching

Touch not pressure - very light , not pressing down .

Demonstrate the Massage of Fingers

Warm water - towel - touch boards (a) and (b)

Rough smooth

{ also material for packing by touch)

Letter can be grouped in sets according to similarities

e.g. m, n, u,

Must learn the sounds they stand for

Seguin again

This is m (feel it) (again !)

This is o fell it .

.....

Give me etc.

.....

What is this ?

If already call letters by different names --

say This is eff and it says f

this is Tee --- it says tuh ... and so on

THE KIND OF LETTERS

Cursive ---- or script .

England use script a great deal --- but no reason why not begin with cursive ---- did so in Rome .

Then add in another and another etc - like the no. rods

OTHER GAMES

1) A group of children round the table .
letters spread out .
Take turns Tommy give me l
Mary give me f etc

2) Letter on a table a few yards away
Go and find me s - or little c
big k .

REAL

LETTERS ARE REAL ENTITIES you go r?
they awaop round .

Letter Games cont.

Try and recognise the letter with eyes shut - just by touch .

The beginning of words

e.g The childrens names

Now Tommy what letter does your name start with - emphasis the T-ommy yours Sally SS ally etc

Then the names of objects

"H" at ,Ham . Hold

I can see something beginning with B
..... wand so on

two
Can even put three sand-paper letter together to make a word

e.g I ...N
beginning with the word first

and analysing it . Ind. Prep. Feeling Geom
Forms with two fingers .

2) Manipulating MANIPULATING THE WRITING INSTRUMENT

Indirect Preparation the Knobs on the Cylinders
and
the more delicate Ex of Prac Life
buttoning , bows , lacing etc

HTE METAL INSETS

Demonstrate the use of .

The two lines - double

Fillingin whole form - lines parallel
not going over edge .

Children are very fond of this work.

Let them do it as much as they like - beofre they can write . After tha could be limited to the

afternoons - if you see they are neglecting other paths .

WRITING IMMINENT . Teachers some times say - Judging by the

qua;ity of the coloring This child will soon be starting

to write . Also a good exercise in colour blending - a form of art .

(METAL INSETS CONTS)

Mixing together various insets and making all sorts of patterns .

So.....

Two difficulties have been tacklednow

THE COMPOSITION OF WORDS AND SENTENCES

The child has not yet learned to write - only individual letters ,

They are interesting because

a) a sensorial fact - not a study of words , how they are made , still less their meaning .

But a curious thing

"Like a musical box " ... sho a person an "S" and hey presto he makes a noise like a soda syphon at work . or an "O" and he opnes his mouth . etc.

NOW ANALYSIS OF WORDS INTO COMPONENT SOUNDS

Can dictate the words directly --- if time and opportunity .

If not give picture of phonetic words (see picture)

e.g. dog , sofa , hat .

even long words panama ...mimim manifest .

NEVER MIND IF THE CHILD MAKES A MISTAKE AND

MAKES UP THE WORD PHOENETICALLY RIGHT BUT WRONGLY

SPELT .) NOT AT THIS JUNCTURE . He will not get into a bad habit .

Why ?

Because -f a very surpring thing

VERY OFTEN HE CANNOT READ) FIFTEEN MINUTES AFTERWARDS THE WORD WHICH HE HIMSELF HAS MADE UP . HIS WHO RYHTM N OF WORK IS ROM WIN OUTWARDS .

The story of Montessoris GYMNASIIS 1.

The Explosion into Writing

Still goes on

The story of little Hanschen in the Austrian alps.

Miss Hardmaann I dreamt last night that I could write.

"It was a lovely dream Hans , and it is going to come true .

The next day in their walk he traced letters in the snow . The day after he got some of the sand paper letters and then suddenly began to write them on the black board . He was terribly excited and went round to everyone saying "I can write adding immediately but nobody taught me ! "

As the years passed the thing became a bit more systematised - but in essence it remains the same .

Next time ?

THE ANALYSIS OF DIFFICULTIES

The Principle $\frac{1}{2}$ Analyse the difficulties and tackle one difficulty at a time - with an activity which is interesting in itself . The three skills :

- 1) The Letters 1) shape
- 2) sound
- 3) stereognostic memory of it .