

on November 6, 1951

Address delivered at the Annual Conference held at Whitby, Ontario, of the Women Teachers Association of Southern Ontario.

Meeting your inner self

About a year ago, speaking at the Home and School group, where I am living, I stumbled onto the subject of child psychology. It was a kind of obvious brief for any person born in Vienna, just a ^{short} ~~brief~~ comparative and analytical appraisal of Freud, Adler and Young, with a hint at the deviations of Horney, Fromm and so on. ^{which} ~~Inhuman~~ ~~this may~~ seems a tall order. But I had five minutes to do it in, and which ^{was} ~~is~~ a great help, because I was forced to dramatize ~~structure~~ ~~concrete~~ ~~device~~ ~~of~~ ~~my~~ ~~in~~ ~~order~~ ~~to~~ ~~be~~ ~~able~~ ~~to~~ ~~say~~ ~~anything~~ ~~at~~ ~~all~~.

~~So I thought up the figure of an old fashioned~~ ~~parent~~ ~~as you all know, such a person~~ ~~doesn't exist anymore~~ ~~arguing what is called~~ ~~against our~~ ~~modern~~ ~~learning~~ ~~methods,~~ ~~and~~ ~~believe~~ ~~it~~ ~~or~~ ~~not,~~ ~~this~~ ~~old~~ ~~fashioned~~ ~~common~~ ~~sense~~ ~~can~~ ~~make~~ ~~the~~ ~~whole~~ ~~case~~ ~~for~~ ~~child~~ ~~psychology~~ ~~look~~ ~~very~~ ~~queer~~. He said: ~~MANIFESTATIONS OF PSYCHOLOGICAL DISORDER~~ My child ~~Since~~ ~~we~~ ~~do~~ ~~we~~ ~~need~~ ~~a~~ ~~special~~ ~~introduction~~ ~~to~~ ~~our~~ ~~children?~~ ~~psychology~~ ~~in~~ ~~the~~ ~~good~~ ~~old~~ ~~Victorian~~ ~~times~~ ~~Stanley~~ ~~treking~~ ~~down~~ ~~Dr.~~ ~~Livingstone~~ ~~in~~ ~~Central~~ ~~Africa~~ ~~has~~ ~~to~~ ~~get~~ ~~formally~~ ~~introduced~~ ~~to~~ ~~him~~.

~~all~~ ~~You~~ ~~know~~ ~~the~~ ~~story,~~ ~~how~~ ~~he~~ ~~addressed~~ ~~him~~ ~~with~~ ~~'Doctor~~ ~~Livingstone,~~ ~~I~~ ~~presume?'~~ ~~After~~ ~~all,~~ ~~I~~ ~~have~~ ~~been~~ ~~a~~ ~~child~~ ~~myself,~~ ~~and~~ ~~so~~ ~~have~~ ~~we~~ ~~all,~~ ~~of~~ ~~which~~ ~~certainly,~~ ~~all~~ ~~sounds~~ ~~very~~ ~~reasonable~~. So I dramatized the challenge of ~~After all we have all been children ourselves'.~~ ~~How~~ ~~far~~ ~~does~~ ~~that~~ ~~take~~ ~~you?~~ ~~I~~ ~~asked.~~ ~~Say,~~ ~~a~~ ~~little~~ ~~boy~~ ~~(or~~ ~~girl~~ ~~of~~ ~~three,~~ ~~or~~ ~~six,~~ ~~or~~ ~~even~~ ~~even~~ ~~eleven~~ ~~walked~~ ~~into~~ ~~this~~ ~~room,~~ ~~a~~ ~~complete~~ ~~stranger~~ ~~-~~ ~~a~~ ~~child~~ ~~you~~ ~~are~~ ~~sure~~ ~~never~~ ~~to~~ ~~have~~ ~~seen,~~ ~~well~~ ~~you~~ ~~would~~ ~~know~~ ~~very~~ ~~little~~ ~~about~~ ~~that~~ ~~child,~~ ~~even~~ ~~if~~ ~~you~~ ~~spoke~~ ~~to~~ ~~it.~~ ~~And~~ ~~it~~ ~~would~~ ~~make~~ ~~no~~ ~~difference~~ ~~whatsoever,~~ ~~if~~ ~~you~~ ~~were~~ ~~told~~ ~~that~~ ~~that~~ ~~child~~ ~~was~~ ~~you~~ ~~yourself,~~ ~~miraculously~~ ~~restored~~ ~~from~~ ~~the~~ ~~past,~~ ~~as~~ ~~you~~ ~~were~~ ~~at~~ ~~three,~~ ~~or~~ ~~six,~~ ~~or~~ ~~even~~ ~~at~~ ~~eleven.~~ ~~I~~ ~~went~~ ~~on~~ ~~to~~ ~~say~~ ~~that~~ ~~we~~ ~~adults~~ ~~here~~ ~~present,~~ ~~different~~ ~~as~~ ~~we~~ ~~are,~~ ~~understood~~ ~~one~~ ~~another~~ ~~better~~ ~~than~~ ~~you~~ ~~would~~ ~~understand~~ ~~that~~ ~~child.~~ ~~Far~~ ~~from~~ ~~feeling~~ ~~'Here~~ ~~goes~~ ~~myself'~~ ~~you~~ ~~would~~ ~~need~~ ~~an~~ ~~interpreter~~ ~~to~~ ~~understand~~ ~~him~~ ~~(or~~ ~~her),~~ ~~and~~ ~~even~~ ~~more~~ ~~so,~~ ~~in~~ ~~making~~ ~~yourself~~ ~~understood~~ ~~by~~ ~~him~~ ~~(or~~ ~~her)~~ ~~-~~ ~~a~~ ~~kind~~ ~~of~~ ~~child~~ ~~psychologist,~~ ~~in~~ ~~fact,~~ ~~introducing~~ ~~Big~~ ~~Bill~~ ~~to~~ ~~Little~~ ~~Bill~~ ~~and~~ ~~Little~~ ~~Bill~~ ~~to~~ ~~Big~~ ~~Bill~~ ~~in~~ ~~a~~ ~~manner~~ ~~which~~ ~~would~~ ~~make~~ ~~Doctor~~ ~~Livingstone,~~ ~~I~~ ~~presume~~ ~~appear~~ ~~as~~ ~~a~~ ~~piece~~ ~~of~~ ~~rough~~ ~~informality~~ ~~...~~ ~~(not~~ ~~to~~ ~~mention~~ ~~the~~ ~~five~~ ~~dollar~~ ~~fee~~ ~~each~~ ~~time).~~

Handwritten notes and corrections in various colors (red, blue, green) are scattered throughout the typed text, often underlining or crossing out words and phrases.

1950 - 1066

stages a

come back!

But the old fashioned parent ~~was~~ ^{was} common on sense ~~and~~ ^{and} ready, which ~~should~~ ^{might}

cut some ice. ^{Buck} Why ~~was~~ ^{was} ^{WORRY} about the psyche of Little Bill? ^{anyway}

Our parents knew as little about our insides as we know ~~according to~~ ^{according to} about our little children's insides; and our ^{grand} ~~parents~~ ^{parents} were ignorant of our parents' psyches and yet our parents grew up, ^{now} ~~and~~ ^{and} there is ^{points in slating the} no reason to start worrying in 1950 over problems that somehow or other got resolved in 1925 and in 1900, and ~~year~~ ^{year} ever since 1066.

I don't have, I said, the OP about 1900

Now ~~this parent~~, ~~was~~ ^{was} mistaken. ^{Time} The world of our grandparents, for all I know, may have not been essentially different from 1066 and all that, but I vouch for this - that

1950 is essentially different from 1900 or even of 1925. ^{As in 1066} ~~In those good old times~~ children could still think of a road ^{permanently} ~~as the~~ ^{as the} ~~shared~~ ^{shared} with a cow, and not ~~with a~~ ^{with a} ~~cow~~ ^{cow} ~~or~~ ^{or} ~~the~~ ^{the} ~~quick~~ ^{quick} or the dead. ~~The~~ ^{The} nervous system of a child in a modern machine civilization ~~is~~ ^{is} in innumerable ways ~~react~~ ^{react} differently from that of a child living in the rural areas in the horse and buggy days.

a smelly flash of lightning striking out the speculators into contraction from coal, leaving nothing behind it but either the quick or the dead.

(Incidentally, we still have ^{buggies} ~~horses~~ ^{and} ~~buggies~~ occasionally with us, which makes matters so much more complicated). We need ~~in~~ ⁱⁿ children with quicker - very much quicker - reactions, and at the same time of less specialized ~~reactions~~ ^{reactions} than that of the ~~modern~~ ^{modern} ~~hunter~~ ^{hunter} and lumber man. This kind of person is still to be born, and if you watch carefully the mad audacity of our children (which makes us shiver) and then the extreme caution of the

same children at other occasions, then you see before your very eyes ^{that} ~~new~~ ^{new} mixture of attitudes, that ^{they need for} ~~they need for~~ ~~bare~~ ^{bare} survival in an ~~atomic~~ ^{atomic} age.

This brings me to
The meaning of modern technical school psychology
Freedom + authority

Now what I now said may look like ~~very~~ ^{very} saying: Let the child do; leave it alone ^{alone} ~~innocent~~ ^{innocent} trust his spontaneity; he'll find his way better ^{alone} ~~than~~ ^{than} we can advise him.

Margaret Mead takes that line

Now I am ~~not~~ ^{not} saying that. I think that is absurd. Also it is impracticable, and lastly, it's irresponsible. For a child needs a ^a ~~lead~~ ^{lead}, ~~he requires some~~ ^{he requires some} ~~lead~~ ^{lead}, and without ~~it~~ ^{it} he feels ~~in~~ ⁱⁿ insecure for he justly feels that no one knows what is right, reasonable and decent. ^{Now Well,}

quite often
h
we do ~~not~~ ^{not} know in this new world what is or what is not. But as far as the child is ~~is~~ ^{is} concerned we must make up our minds, and take the ~~very~~ ^{very} risks. After all, there are a ~~number~~ ^{number}

a matter of things of which we can be fairly sure- the basic features of human life do not alter, and its requirements do not alter either. The real difficulty is to decide what ^{what} ~~is~~ ^{must be adapted to changing times and} cannot and need not be adapted?

Life: the new tool

I submit that these new methods of teaching are an expression of that need. ~~Man~~ ^{Man} does not grow in ~~different~~ ^{an} directions, each for ~~the~~ ^{an} other-but all at the same time. Alongside of the new technology, there was, ^{also} ~~the~~ ^{and also} the new psychology, the new pedagogy. ~~The~~ ^{The} ~~new~~ ^{new} ~~methods~~ ^{methods} didn't wait for the other. First the legs grown, then the arms, then the head, ~~the~~ ^{no} growth happens all round, all at the same time. Change comes from common roots. These teaching is one of the expressions of the new technology and the new forms of life that go with it. It is not for us to judge what comes first- for the Almighty ~~is~~ it is all in a days work.

But what is this new need, one of the expressions of which is the new methods of teaching? The answer is that these methods are designed to teach without starting the child's ability to perceive for himself; without weakening his native spontaneity; without damping his awareness; the independent use of his faculties.

Now, if you think on these things well, you may find that ~~human~~ ^{child} psychology is nothing else but an attempt to explain the background of this attitude in terms of the professional teacher.

Teaching and Education

This ~~of course being~~ ^{of course being} teaching and education ~~is not~~ ^{is not} ~~in~~ ⁱⁿ ~~two~~ ^{two} ~~different~~ ^{different} ~~natural~~ ^{natural} ~~compartments.~~ ^{compartments.} The way you teach is ~~not~~ ^{not} ~~part~~ ^{part} of the education of a child. ~~But~~ ^{But} ~~what~~ ^{what} ~~is~~ ^{is} ~~the~~ ^{the} ~~mind~~ ^{mind} of a child is ~~not~~ ^{not} ~~a~~ ^a ~~blank~~ ^{blank} on which the teacher can write ~~at will~~ ^{at will} ~~in~~ ⁱⁿ ~~invisible~~ ^{invisible} ~~at will~~ ^{at will} because that kind of knowledge which is ~~not~~ ^{not} ~~imparted~~ ^{imparted} from outside is ~~not~~ ^{not} ~~of~~ ^{of} ~~low~~ ^{low} ~~quality~~ ^{quality} knowledge: it has not been ~~assimilated~~ ^{assimilated} by the child ~~because~~ ^{because} ~~he~~ ^{he} ~~has~~ ^{has} ~~not~~ ^{not} ~~participated~~ ^{participated} in ~~the~~ ^{the} ~~acquiring~~ ^{acquiring} of that knowledge. On the other hand, a child's mind cannot ~~be~~ ^{be} ~~produced~~ ^{produced} without expert leadership. The knowledge which it needs is left to itself it is just ~~idle~~ ^{idle} and to ~~idle~~ ^{idle} it just ~~idles~~ ^{idles} and ~~it~~ ^{it} ~~is~~ ^{is} ~~left~~ ^{left} to itself. It is a contradiction in terms just as an education which does precisely ~~to~~ ^{to} ~~the~~ ^{the} ~~opposite~~ ^{opposite} of what it believes or idealizes ~~is~~ ^{is} ~~not~~ ^{not} ~~an~~ ^{an} ~~education~~ ^{education} at all. It can use fear for purpose of education, and yet employ ~~the~~ ^{the} ~~absence~~ ^{absence} of fear for purpose ~~of~~ ^{of} ~~education~~ ^{education}.

I've no bee in my bonnet on ^{the matter of} strapping, (Y)
that is, so I refuse to idealize it ^{into} an
absolute of character forming ^{but} I also
refuse to ~~make~~ ^{pronounce} it anathema
~~means of tuition to as to a~~
teacher. ~~It~~ ^{we} are in an age of
transition and therefore of compromise.
But ~~to~~ ^{keep} the score clear, if we
~~are~~ ^{want} to get anywhere we must
~~first~~ ^{know} where we want to ~~get~~ to?
~~now~~ ^{now} ~~consequently~~, it is of the ~~part~~
I say, let us keep the score clear. I
think that ~~we~~ ^{we} ~~should~~ ^{should}
there is ^{just} a lack of sincerely held views,
and ^{seems} ~~at~~ ^{the} ~~same~~ ^{time} also
some ~~round~~ ^{round} ~~the~~ ^{the} ~~idealization~~
of necessities which are not ideal
^{at all but} ^{merely} ^{practical}
^{ones.}

numbers of
circumstances

I say,
(1)

necessities

(2) ~~anyway~~, necessities ^{anyway}. The ^{ones.}
letters belong to overcrowded classes,
the absolute requirements of
discipline if you are to teach at
all, especially in such a class,
the poor condition of many
children. Now this ~~is~~ ^{is} ~~making~~ ^{making}
~~obscuring~~ ^{obscuring} ~~one~~ ^{one} ~~uses~~ ^{uses} ~~the~~ ^{the} ~~self~~ ^{self}
protection of the teacher and
the requirements of discipline
into an ~~offer~~ ^{offer} as an absolute;
~~It~~ ^{It} ~~is~~ ^{is} ~~one~~ ^{one} ~~human~~ ^{human} ~~that~~
the teacher ~~is~~ ^{is} ~~acting~~ ^{acting} ~~for~~ ^{for} ~~the~~ ^{the} ~~benefit~~ ^{benefit} ~~of~~ ^{of} ~~the~~ ^{the} ~~child~~ ^{child},
when he is actually ^{protecting} ~~protecting~~ ^{himself} ~~himself~~

story 1/5

~~his own skin.~~

from the weather. This is 50% of the
against ~~the~~ the weather. other ~~ways~~ ~~ways~~
of but, of course, there is an ~~under~~ ~~under~~ ~~under~~
50% ~~of~~ ~~of~~ ~~of~~ and that is the
sincere held view had ~~to~~ ~~to~~ ~~to~~
that ~~the~~ ~~the~~ ~~the~~ punishment is an
occasional essential or sound character
even with a normal child. Against ~~this~~ ~~this~~ ~~this~~ view
I will not argue here. I'll say in all

seriously) that the foundation's ~~of~~ ~~of~~ ~~of~~
modern teaching methods are
not fear but freedom from
fear. If we must have
compromise, let us have it;
but don't let us idealise compromise
into a principle, lest it
blocks our way to future
improvement. After all, what if our

children suddenly took an angel, turn, and interested
on staying little I am afraid I've been too
angels, I am sure ~~you~~ ~~you~~ ~~you~~ insist on that
serious after all. Believe me, I've
never ~~been~~ ~~been~~ ~~been~~ from getting old. ~~Believe~~ ~~Believe~~ ~~Believe~~
I've ~~been~~ ~~been~~ ~~been~~ 50 years of
teaching ~~firmly~~ ~~firmly~~ ~~firmly~~
all my life - and believe me there's nothing
to compare with it to keep you
young - I am finding ~~that~~ ~~that~~ ~~that~~ 50
years ~~that~~ ~~that~~ ~~that~~ not quite
as young as I was, so I'll ask
to be excused. Thank you

Alice Psychology

Why child psychology? I hear people asking themselves... Have we not our school been child ever if it was long ago? And do we have that sense of an arm, when we know more intimately, ~~that~~ have any child psychology say know them? No some people believe that child psychology is nonsense for ~~two~~ ~~reasons~~ because they have been child does themselves (a) because they have children themselves.

at least two good

Now, I have sometimes ~~thought~~ ~~in~~ ~~that~~ ~~idea~~ ~~of~~ ~~meeting~~ ~~him~~ ~~if~~ ~~I~~ ~~met~~ ~~him~~ ~~in~~ ~~the~~ ~~street~~ ~~of~~ ~~London~~ ~~and~~ ~~I~~ ~~knowing~~ ~~that~~ ~~that~~ ~~little~~ ~~boy~~ ~~was~~ ~~myself~~ ~~at~~ ~~that~~ ~~age~~. He would be a complete stranger to me.

By [initials]

And so (he would) be to you, if
 he was you & self. None of
 us have ~~the faintest~~ ^{any} idea
 what we were really like when
 we were children. It is easier
 for any one of us present here,
 even complete strangers,
 to understand one another
 other than it is for ~~any~~
 any of us to understand ~~a child~~
 at the age of 3 or 6 or 9. ourselves as
we were

But what about our having
 children of our own, while
 the child psychologist
 for ~~all~~ all we know, ~~always~~
 be a confirmed la chelod?
 Well, I know how parents
 tend to imagine that they
 know all about their
 own children. But do they?

A child is as secretive
 as a plant, the roots
 of which are hidden deep
 in the ground. And nothing

can be done about it. ~~It would~~
~~be~~ It would not help to dig up the
 little plant, the roots of which are hard
 in the ground ~~yet~~ — that's tearing
 up the ^{seedlings} ~~plants~~ in the morning to
 see whether they ^{seeds} are coming
 on all right. They would not last
 long — ^{educational}

But why have new ^{methods}
 at ~~the~~ all? Children are not a
 new invention and we ^{good}
 enough for our fathers is good
 enough for our selves. — This
 would be true enough if our
 fathers and ourselves had
 left the world ~~as we found~~
 well alone. ~~it ourselves.~~ But ~~they~~ did
 not, ~~at~~ and we did not
 either. Some of us are occupied

most of the day in changing
 the world at top rate. Let
 is we adults who are not
 satisfied to leave the world
 as we found it. But ^{if everything is} ~~what~~
 should education alone re-
 main unchanged? Why

changing
 (why

4

Should an education made for
a world of Kerenski and pedestrianism,
leave a television, radio and
express bus ~~sets~~ ^{may} everyday life?
Our children need more and
quicker adjustments, a capacity
for quick judgment, and
~~an inherentiveness~~ steadiness
under complex conditions
that our grandfathers needed
in a life time. Some, they
pick it up mostly as they go,
alone, and no school is
able to teach good judgment,
quick adjustments, coolness
under strain and pressure.
But let us be frank. Does ~~it~~
this not knock sky high the
argument that what the
school which was good enough
for our grandfathers is good
enough for our grandchildren?
The opposite seems today true
to me: that no country can
be better than its schools. If
you want to improve your
country, improve your school.

p
in a week's
time

And if you want to improve the chances of your children in life, improve their chances of going to a good school. (5)

Now this takes us back to child psychology. The best and simplest way for the parent to ~~help~~ improve the school's educational work is to help the school to understand his child and to accept the help of the school to understand his own child better.

Our children are exposed day by day to a much more complicated environment than we were ourselves, as children.

The world around them is complicated, fast and dangerous. There is expert knowledge everywhere: (1) machinery of all kinds, the ~~technical~~ ^{mechanical} machinery of an average boy of 12 is probably greater than that of the director of the school, of 60. (2) the number of ^{personal} contacts, especially in urban com-

minutes, ^{may be} ~~is~~ ^{in a year} ~~greater~~ than
 his grandfather's ^{was} ~~were~~ ^{within} ten
 years. (3) the impressions which
 reach him through ^{the} ~~the~~ ^{movies,}
 the comics, his ^{whether one likes it or not,} ~~comrades,~~ are
 more vivid, stimulating and
 dis confusing than on grand-
 mother may have experienced
 through a life time.

That's why, I suppose, schools
 in advanced and wealthy countries
 such as Scandinavia, or England,
 or the U.S. ^{Holland,}
 have ^{been} experimenting these last
 twenty years with new
educational methods & hobbies
co teamwork, practical knowledge,
- and especially developing
the child's inventiveness,
clever use of his hands,
independence of judgment,
sense of responsibility. ^{of course,}
 it needs money, because
 it needs smaller classes
 and attractive pay for the
 teachers - but believe me,
 there is nothing as ^{valuable} ~~valuable~~ ^{as} ~~as~~ ^{me} ~~me~~

I don't wish the club down!

~~Preventing history from repeating itself.~~

~~I have chosen this title because it seems to
sum up in ^{the} ~~simple~~ terms ~~what we wish~~
~~that~~ how we will work history to believe~~

(1) { ^{ambivalence}
The ~~psychology~~ of psychology; the delamination
~~nature~~ character of the situation. i.e.
that which is not psychological.

(2) { ~~Case~~
The effect of the situation; ~~emergency or~~
also ~~ambivalence~~ ~~are~~
(a) normally: rationalization
(b) emergency: irrationalization

(3) The resolution will depend upon
the latent structure of consciousness

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History is unimpeded change.