

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 <sup>short</sup> ~~brief~~ comparative and analytical appraisal of Freud, Adler and Young, with a hint at the deviations of Horney, Fromm and so on. <sup>which</sup> ~~Inhuman~~ ~~this~~ ~~may~~ seems a tall order, But I had five minutes to do it in, <sup>was</sup> ~~and~~ which ~~is~~ a great help, because I was forced to dramatize ~~the~~ ~~matter~~ in order to be able to say anything ~~at~~ ~~all~~.

So I thought up the figure of an old fashioned ~~parent~~ - ~~pure~~ ~~as~~ you all know, such a person ~~doesn't~~ ~~exist~~ anymore - arguing what is called a ~~figure~~ of the imagination, ~~for~~ ~~such~~ ~~things~~ doesn't exist anymore - arguing what is called ~~against~~ ~~our~~ ~~against~~ ~~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 LIFE IN CHILDREN~~ My child

Since when do we need a special introduction to ~~non~~ children? ~~psychology~~ ~~in~~ ~~the~~ ~~good~~ ~~old~~ ~~Victorian~~ ~~times~~ Stanley

treking down ~~Dr.~~ ~~Livingstone~~ in Central Africa <sup>has</sup> ~~to~~ get formally introduced to him.

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, <sup>(which</sup> ~~is~~ ~~it~~ ~~must~~ ~~be~~ ~~admitted,~~ ~~very~~ ~~reasonable).~~ So I dramatized <sup>the</sup> ~~challenge~~ of <sup>"</sup> ~~After all we have all been children our-~~ ~~selves~~ <sup>"</sup> ~~our-~~

selves'. "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 - ~~and~~ - a child you are <sup>sure</sup> ~~never~~ to have seen <sup>before, I said!</sup>, well you would know very little about ~~that~~ ~~child~~, <sup>and</sup> ~~if~~ you were <sup>9</sup> ~~told~~ ~~that~~ ~~that~~ ~~child~~ ~~was~~ ~~you~~ ~~yourself~~, miraculously <sup>restored</sup> ~~resuscitated~~ from the past, as you were at three, or six, or even at eleven. I went on to say that we adults ~~are~~ ~~present~~, <sup>strangers to be an other,</sup>

different <sup>as</sup> ~~though~~ we are, understood one another better than you would understand that child. Far from feeling 'Here goes myself' you would need an <sup>piece</sup> ~~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 <sup>"</sup> ~~Doctor Livingstone, I presume~~ <sup>"</sup> ~~appear~~ <sup>a piece of</sup> ~~as~~ ~~rugged~~ ~~informalit-~~ ~~ty~~... (not to mention the five dollar fee <sup>charged</sup> ~~each~~ ~~time~~).





I've no bee in my bonnet on <sup>the matter of</sup> strapping, <sup>Y</sup>  
 that is, so I refuse to idealize it <sup>into</sup> an  
 absolute of character forming, <sup>but</sup> I also  
 refuse to ~~make~~ <sup>pronounce</sup> it anathema as  
~~means of tuition to go to a~~  
 teacher. ~~It~~ <sup>we</sup> are in an age of  
 transition and therefore of compromise.  
 But ~~to keep the score clear~~, if we  
~~ever want to get anywhere we must~~  
~~first know where we want to get to?~~  
~~now~~ <sup>now</sup> ~~consequently~~, it is of the greatest

number of  
 circumstances

I say,

Let us keep the score clear. I  
 think that ~~we~~ ~~should~~ ~~not~~  
 there is <sup>just</sup> a clash of sincerely held views,  
 and <sup>seems</sup> ~~at the same time~~ also  
 some ~~undeniable~~ rationalization  
 of necessities which are not ideal  
 at all but <sup>practical</sup> ~~practical~~ ones.

necessities

(2) ~~anyway~~, necessities <sup>are</sup> ~~anyway~~. The  
 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~~ <sup>is</sup> ~~making~~ <sup>makes</sup>  
~~obscuring~~ <sup>one</sup> ~~uses~~ <sup>the</sup> ~~self~~  
 protection of the teacher and  
 the requirements of discipline  
 into an ~~offer~~ <sup>offer</sup> as an absolute;  
~~it is~~ <sup>and</sup> ~~the~~ <sup>word</sup> ~~thing~~ <sup>is</sup>  
 that it is one human that  
 the teacher ~~is~~ <sup>is</sup> ~~imagining~~ <sup>imagines</sup>  
 he is acting <sup>merely</sup> ~~for~~ <sup>for</sup> the benefit of the  
 child, when he is actually <sup>protecting</sup> ~~protecting~~ <sup>himself</sup>



Alice Psychology

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

at least two good

Now, I have sometimes ~~thought~~ <sup>pondered</sup> Alice in ~~that~~ <sup>her</sup> ~~ideas~~ <sup>ideas</sup>. I ~~can imagine~~ <sup>can imagine</sup> myself meeting ~~her~~ <sup>her</sup> a little boy in the street, - three years old, or six, or even nine - and I <sup>knowing</sup> ~~knowing~~ that that little boy <sup>is</sup> ~~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~~ <sup>any</sup> 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 scholar?  
 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 ~~at~~ — that's tearing  
 up the <sup>seedlings</sup> ~~plants~~ in the morning to  
 see whether they <sup>seeds</sup> are coming  
 on all right. They would not last  
 long — <sup>educational</sup>

But why have new <sup>methods</sup>  
 at ~~the~~ all? Children are not a  
 new invention and we <sup>good</sup>  
 enough for our fathers is <sup>good</sup>  
 enough for our selves. — This  
 fathers and ourselves had  
 left the world ~~as we found~~  
 well alone. ~~it ourselves.~~ But <sup>they</sup> did  
 not <sup>at</sup> and <sup>we</sup> 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 <sup>if everything is</sup>  
 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~~ <sup>may</sup> everyday life?  
Our children need more and  
quicker adjustments, a capacity  
for quick judgment, and  
~~an inherent wisdom~~ 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~~ <sup>mechanical</sup> machinery of an average boy of 12 is probably greater than that of the director of the school, of 60. (2) the number of <sup>personal</sup> contacts, especially in urban com-

minutes, <sup>may be</sup> ~~is~~ <sup>in a year</sup> ~~greater~~ than  
 his grandfather's <sup>was</sup> ~~were~~ <sup>within</sup> ten  
 years. (3) the impressions which  
 reach him through <sup>the</sup> ~~the~~ movies,  
 the comics, his <sup>whether one likes it or not</sup> ~~comrades~~ are  
 more vivid, stimulating and  
 disconcerting 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. <sup>Holland</sup>  
 have <sup>been</sup> 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. <sup>of course,</sup>  
 it needs money, because  
 it needs smaller classes  
 and attractive pay for the  
 teachers - but believe me,  
 there is nothing as <sup>valuable</sup> ~~valuable~~ <sup>as</sup> ~~as~~ <sup>me</sup> ~~me~~

Least with the club down!

~~Preventing history from repeating itself.~~

~~I have chosen this title because it seems to  
sum up in <sup>the</sup> ~~simple~~ terms ~~what we wish~~  
~~that~~ how we will work history to behave~~

(1) { <sup>ambivalence</sup>  
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.