

"How can we educate children for peace?"

Your Kindle Notes For: Living at the Boundary Laura (Lore) Perls and Joe Wysong

Wednesday January 17, 2018

Location: 420	the conditions and possibilities which this task presents. Perhaps we also shall have to destroy some delusions, which many people suffer from because they put their own wishes before facts.
Location: 422	the fact that the demand for peace is in strict opposition to one of the most vital instincts of every living being, namely aggression. By "aggression" most people understand the wish to attack, to destroy and to kill. Therefore they condemn it wholeheartedly, and the general trend in our civilization for many centuries goes towards the more or less complete suppression of this apparently most dangerous instinct.
Location: 425	the small child is a little savage, an untamed animal, whose behavior is directed primarily by the pleasure principle and with little thought to the demands of reality.
Location: 427	the average family reacts in the following way: Every overt sign of aggression in the child (crying, kicking, biting, breaking things, etc.) is met by the grown ups with disapproval.
Location: 428	is directed at the child's impatience and bad moods.
Location: 429	outbreaks
Location: 429	often lead to severe punishment.
Location: 430	The child is told to be good natured, obedient, respectful.
Location: 430	usually achieved either by appealing to the child's fear of trouble and punishment or to his desire to be loved.
Location: 433	for hundreds of generations people have been brought up in this way, we must admit that the results are rather disappointing.
Location: 437	scrutinize the common conception of "aggression."
Location: 438	child's aggression causes grown ups a lot of inconvenience and annoyance. Therefore
Location: 438	it as undesirable and try to break the child's will.
Location: 440	also of suppressing his curiosity and his inquisitiveness.
Location: 442	curiosity and inquisitiveness are indispensable conditions for the child's intellectual development,
Location: 444	complete suppression of aggressiveness causes
Location: 444	intellectual inhibition
Location: 444	leads to the impossibility of critical thinking.

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Location: 445	parents' demand for respect implies that the child should not question the grown ups, that one should do as one is told, that one should believe what one is taught,
Location: 446	should be accepting and not critical.
Location: 447	a lot is forced down a child's throat, without permission to bite or to chew or to digest.
Location: 448	the possibility to bite, to chew, to digest and to assimilate physical food
Location: 448	the power to think, to criticize, to understand
Location: 449	are only differentiations of the same aggressive instinct.
Location: 467	an instinct cannot be repressed, only its expressions.
Location: 467	aggressive energies remain the same and have to find an outlet. In some cases they may become invested in the resistance against aggression,
Location: 469	Frequently the repressed aggressive energies come out in two most undesirable phenomena: neurosis and delinquency.
Location: 482	we revise our conception of "aggression." Aggression is not only a destructive energy, but the force which is behind all our activities, without which we could not do anything.
Location: 483	not only makes us attack, it also makes us tackle things:
Location: 483	does not only destroy, it also builds up:
Location: 484	not only makes us steal and rob, it also lies behind our endeavors to take hold and to master what we have a right to.
Location: 485	false question whether to repress or not to repress aggression. Since aggression is an indispensable ingredient of human makeup, we have to use it, to develop it into a valuable instrument for the management of our lives.
Location: 495	Children should be allowed to find things out, even if that occasionally would mean breaking a doll and finding out what is inside. Children's questions should be answered as honestly as possible.
Location: 497	curiosity and his inquisitiveness are his major means by which he can gain knowledge and experience.
Location: 499	The child is concerned with the present and keeps his earliest reactions to his environment as a pattern for his future life.

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Location: 503	a child who has not repressed his aggression, who has learned to make use of it, to manage it, will later be able to take an intelligent part in social and political life.
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