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## Box 17, Folder 24 - "Science & Ed." (E.M.S.)

Edwin Mortimer Standing

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At one time left to Society 17

~~Pleasant, Normal, Pastoral, ready~~

~~To~~

~~The East of development~~

~~3.000.000.000~~ (65)

~~No~~ (65)

~~Why~~ (65)

Something Wrong? thin. definition. (40) 40

Analysing of ~~...~~ Lack of B. Equilibrium. 72

Estimation of Self & Society.

~~Intelligence~~

Valuation of Personality. (3)(3)(3)(3)

Motivation in our Ed. 40 bottom.

~~To~~

Scientific determinism (5)

Great freedom in Ed.

Amorality & Individualism (5) (78)

Valuation of Personality. (43)

Contributions of -

Independence.

Lack of ~~...~~ Remission

Struggle with adult 68

Effects 66

Increase in ~~...~~ demands

Gap in ~~...~~ Secret. 72

Law of Normality. (Machines) inner laws. - New Science. Knows Therself

Scientific determinism

Why?

Not ~~...~~ Personality.

Vital Question 78

Language. Culture as ~~...~~ knowledge occurs not.

Add ~~...~~ to ~~...~~ curriculum

M. Board in a Discor.

B. Problems resolved themselves on a higher plane

Let us look at ~~...~~ Facts - Revolution ✓

~~what happened.~~ ✓

Freedom to work. - brought ✓

Intellectual valuation - ✓

but much more ✓

liberation from adult. same Val of P.Y. (44)

A social life developed. - comes into being ✓

Different from home (see later)

Two fold devel. - Intell. & Social. ✓

No contradiction ✓

Even Best conditions for Intell. (3) ✓

Valuation of P. Intell. (3)

It is not my.... dignity & power... (3)

Work best in social.... cannot work.... (3)

Influence of sympathy. (3)

Conditions for Intell. Progress. 1.2.3.4. (4)

The Continuity of Resolves & life (4)

Whole of Being. (4)

Sense of the Intellig. ✓

Children's attitude to Problem. ✓

On that plane.

Repeat Short Term.

Noting from Individual. Pt. of View. but

Lifting Society. higher form.

Too individualistic (5) and 78

A wider view. 6.8.

Child as One Part of Socy.

Value of ~~...~~ ~~...~~

Talented as ~~...~~ next idea in coming way. (24)

No good just ~~...~~ dictating a Code. (19)

Long Paths ~~...~~ ~~...~~

Invaluable Two fold Transf. (16) (21)

1) Inner (21) 2) External. (17)

Long Transf. 2 (17)

A New orientation - N. side (23)

Reasonable animals man before 1000

From Beginn. like Total. State

But not in manner

Sober & slaves, common times

Social life developed P. Y. ✓

Defin 43 and (44)

Devel of Social life (44)

Social life of Free Indiv. (45)

So

Social Devel. based up on Intellig. ✓

Effort (52) We see that ~~...~~ ✓

Both ~~...~~ ~~...~~ ~~...~~ ~~...~~ (6)

No Contrast between Individual & Society (62) ✓

The Practical Problem ✓ 53

How Adults can help. (53) ↓ Striving. ✓

Continued (59)

Right Conditions. (45)

of Release (54) Effort (47)

The Different Stages of Devel

According to -

See chart -

Just Function of Home

Minimalism. at Home.

Something that is just.

function, centre, up to date.

Not Social life.

School as well. Social Bond love 63-64

Stage I Camera Chorus.

Stage II Bay Scout 42

Stage III Adolescent. Adults needed a.h.c

Bonds of Society: - at each Stage

love: morality: spirit.

Summary

It will do for the individual

Needs must - Profoundly.

And Society?

Will need a higher stage

Wrong ideas of work & Property. 10-13

Is a protractor? Social Work (not industry) 40

No -

The first stage.

Quite "Higher Immersion" 80-85

Create a Better Race

Solve naturally on a higher plane

"On which there tries to set a

which we are looking all our lives to find -"

Nasir-e-Banjan 40 (last bk)

a) Man's Social Disquiet (6) Adm. & Reading & numbers

b) almost pure of sympathy & children

+ See Gay Books "Plan of Social Contacts" 36

The Home Gay Book 55 + ...

Gay Scout p (40) 40 - 48

Conditions of Social Expt. ~~...~~ a. b. include

a) Under Settle

b) possibilities of greater effort.

Lucas Chorus p 40. was sufficient

na a high school

Exploration - Adventure

New Unit. 7-12

Running Army. Technical, explicit - not escape discipline

Accounts Doubtful - examples social 41

Effort, discipline, new independence

Explains life & abstract. with morals religion

Value of Social life at the Stage

a) Delach for ties b) grow up with life

c) Know their humanity

d) content/late unknown qualities

Simulation of Present world

1) only some children 2) appeal for Ed. ✓

No need - to embody principles in Ed. ✓

Social Expt. for better life 47

Ed. under 56

Description No longer "little human" ~~...~~ ✓

Explanation. rather social life.

New Valuation. New Rules (56)

Adolescent Stage p 43 Book

no longer as before... - masses of gent.

Unusual sentiment - nation - world.

general welfare. Shifts in abstract

Need to about

1) Form. 2) Mechanism of Power.

(Inner Growth)

New K. of Independence - Economic.

Freedom depends on Money

Money & Morals - 44

a. b. c

Essential Condition a) money earned - Val of work

b) Studies. Practical Problems

Elements of Soc. life

Social Expt. Superior. The Great S.P. Needs

Ed. under 47

not enough ... either or 47

Ed. Problem Adults must help. 48

The Problem of Second School -

Successive steps of Social life & structure of Power.

Power does not mean 80 in 100

Then Back to small



The Ideal Question (78)

Goal must help - Some

Education One-Sided

Culture -  
Knowledge -  
Exams.  
For Work.

Not Their First - Discovery

Adult Pressure Remind  
Freedom of Work - movement  
A New Social life Area

no Aspects - Intellectual Dist  
Social Dist

Conditions for Best Intell Work.

Valoring + Intell Progress  
Degrees Power.

all page (Valoring P) I  
Molt P 44

Objection answered.

Comm. Mission 6.7

Social Work (not individuals)

Impolam for Social Too

15-16.

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Jan 5<sup>th</sup> 1938 . Please keep the usual route Brampton  
I dislike change. (Second Cuckoo!) )

~~Jan 19<sup>th</sup>~~ If we all started together you'd get £ 30

Jan 19. - He's very sleepy. he's only running on 2 cylinders

[ He won't come Mummy. he keeps on skidding! ]

☉ You ought to be ashamed Diana

I am ashamed Mummy but I don't know

March 2<sup>nd</sup> 38 how to show it.

Self-Realization. Mar 18<sup>th</sup> 1938

Quick eyes a beetle with handle-bars! 12 Aug. 36

You know Mummy I don't like school very much: They  
make me learn things I don't know. 12/Aug/36

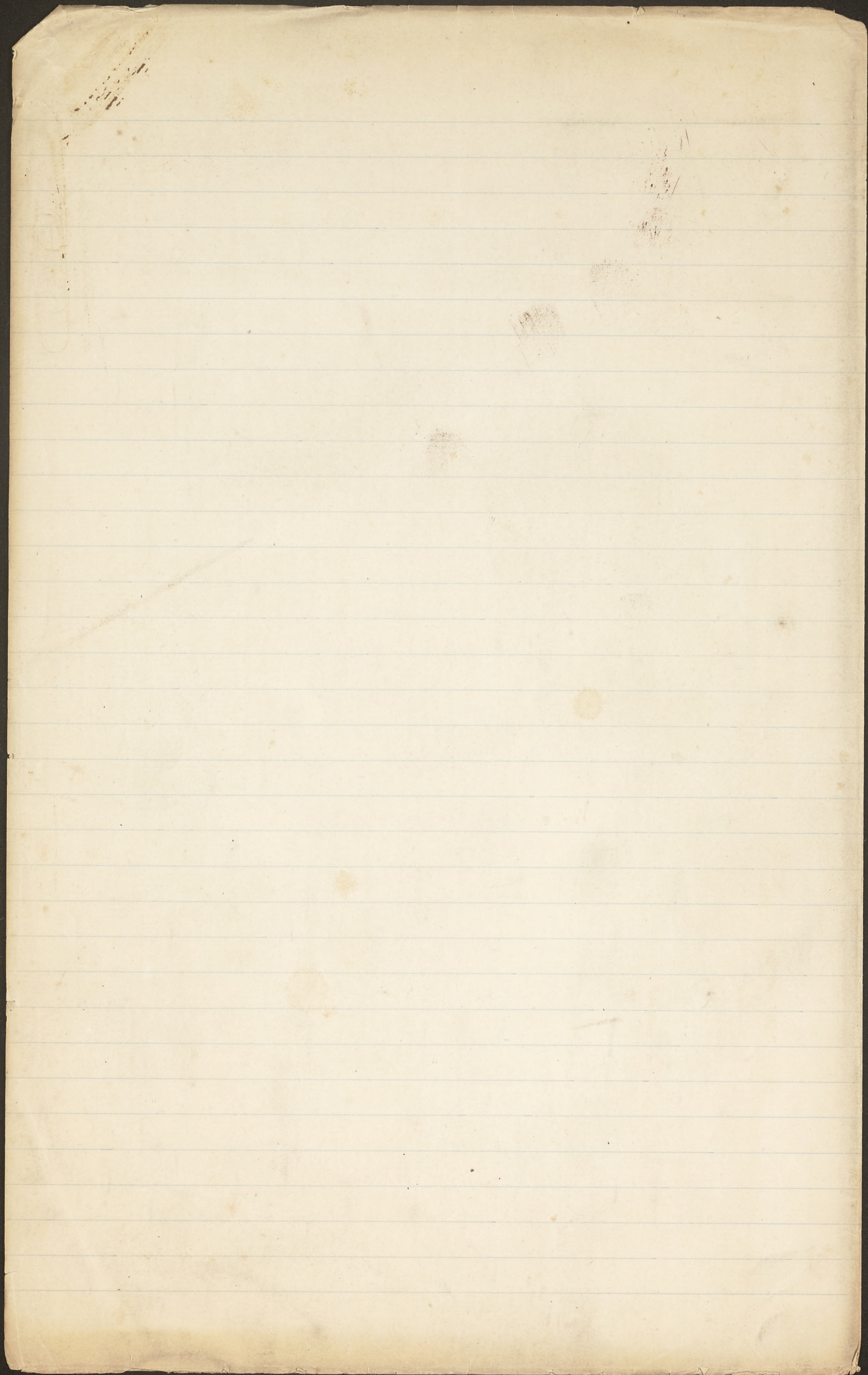
Granny I'm so tired not pulling the cat's tail Aug 26. 36

Why do they have to have muggles. Sep. 16 38

Nov 27 1935 "Of course we go flat and so be ego here!"  
football muggles. Regulus - no me taking any notice  
Suzuki. gym shoes.

The best thing you can do is to go back to your wife  
with the next best thing.







The interesting thing is that children do not  
abuse this freedom <sup>of manner</sup> by antisocial behaviour  
(i.e. once they have become normalised).

Nor do they seem to resent the continual exhortation  
of limitation which is a necessary element in  
all social life.

The interesting thing is that children do not abuse  
this freedom of acting by antisocial behaviour — i.e.  
once they have become normalised they do not. They  
accept without any resentment or sense of constraint  
the inevitable limitations upon the individual's wishes  
which come thro' him in a group. — for all  
forms of social life involve such limitations.

For inst. a child wishes to have more space  
for his work & he attempts to extend it at the  
expense of his neighbour at the same table. But  
he overcomes his tempt<sup>n</sup> & respects his n's rights.  
So he wishes to work with a certain material  
& finds another is occupied with it: again he  
respects the rights of others & waits his turn.

He is engaged deeply on a piece of work & a younger  
member of the group interrupts him to consult  
him because he is engaged, & can't do so.

Though he wd prefer to go on with his work  
he makes a effort to answer the question. No harm  
done. Some one has upset a box of units  
knats on the floor — he leaves his work to  
assist in the work of collecting them again. This  
too is a limitation; and perhaps in doing  
so he has missed his chance to get to



our point of departure - to direct the  
conscience of the boy through the group - the source  
which has recently become so sensitive to  
moral values in the morality of actions in  
them around him. We direct it by presenting  
to the boy new kinds of actions, new ways of  
behaving towards others, actions on a higher  
level than he has known in the past, actions  
which will require great moral effort.  
In fact we might say actions require so much  
moral effort that they are normally beyond the  
child's present reach at this stage (just  
as writing was supposed to be beyond the reach  
of a child of 6½ or 7 years beyond a child  
of 8 years ~~but~~ 8 years).

Now it would be very little use just pointing  
out these new & more difficult values - such  
as being the weak, listening to truth at all  
costs; cultivating cheerfulness under adversity  
too forth - & simply being it at that.  
Just as it is little use in the intellectual  
sphere simply announcing a fact or principle &  
expecting the child to assimilate it - without  
the second stage - the stage of assimilation through  
self activity.

So too in the moral sphere the we start  
with pointing out these new values by  
directing the boy's conscience in new ways we  
must regard this simply as the first step.  
The next step - that the most important.

Then must come the stage when the  
boy makes them his own through self activity.



view of apparatus he was hoping to do next,  
and so in many ways too numerous to  
mention <sup>the particular</sup> this being together in a social  
life which develops fr. moment to moment

and so in many ways too numerous to  
mention this being together in a social  
life which develops fr. moment to moment  
to individual is has constantly to limit  
himself. But the interesting fact is that  
these children, when normalised, do not  
seem to feel this limitation as a sacrifice,  
but rather as a matter for satisfaction.

Thus we see that this being together  
is supplies the satisfaction of a need, & forms  
a necessary basis for the dev. of P<sup>9</sup>.

---

There is another matter which M. mentions as  
belonging to the social life of this first plane. It  
is also a matter of external rather







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[was a Revelation too]	1
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<u>Not</u> . . . . <u>But</u> . . . .	2
Must Be a Special Kind of Work.	.

As in the first stage it was a calamity for anyone to drop a plate or break a glass & all the others were sorry & were anxious to help ~~repair it~~ & console

This is because as he develops new forms of a heightened form of perception come into being, which put him touch with <sup>elements in</sup> new forms of event - hitherto not realized - for lack of the sense to appreciate them.

As a consequence the child is specially interested in the actions of those around him for their part of view. That is why at this stage - the child will also come to the Teacher & make <sup>moral</sup> commands on the actions



When we say 'Teaching' we do not mean  
teaching them in an abstract way, by continually  
recommending them to be polite" to be gentle  
& courteous" &c. No; here as always with  
M. the child must learn through activity.  
First therefore we must "present" the thing to be  
that has to be learned by means of this  
activity. The "presentation" in this case does  
not consist in being told to use this or that  
material; it consists ~~presenting to the children~~  
~~deliberately & very exactly, given to children very~~  
~~exact rules as to how to do everything~~  
in the lessons of Grace & Courtesy.

In these ~~deliberately~~ having chosen a suitable  
moment we "present" to the children the  
various actions of social life going at the  
same time exact rules as to how everything  
is to be properly done ("for here little  
le core".) These lessons of S. & C. of which we  
have already ~~spoken~~ mentioned in Chap. (pp )  
include such matters as how to salute  
another person; how to offer a chair to a visitor;  
how to hand an object such as a knife or a  
pair of scissors to another; how to ~~apologize~~  
pick up an object dropped by another & return it;  
how to apologize if one has to disturb another  
either by passing by, or by interrupting a  
conversation; how to sit down & rise from  
the table, ~~how to~~ various actions which  
collectively make good table manners; and  
a host of other similar actions ~~practised~~  
to a well ~~ruled~~ ~~social~~ conducted social  
behaviour. It will be noted that these are



all external matters; but they help very much to the smooth running of social life as oil to a ~~complicated~~ machine.

Two points should be noted here. The first is that at this age (3½ - 6.) children are most apt to receive such instructions. Far from finding them uninteresting & boring they find them quite fascinating. For the children are then in a S.P. for forming sensory-motor actions of a determined kind. They love carrying out these various social actions according to the accurate instructions given to them, and perform them with a sort of liturgical correctness. On the other hand if we miss this S.P. & wait shall we say until the children are 8 or 10 years of age the golden moments will have passed and the children will show neither a special interest or aptitude for such matters & ~~will have~~ their ~~the~~ ~~being~~ focus of their interest have shifted to other & more ~~important~~ matters.

The second point to remember is this that in the free social life carried on by these little independent beings within the P.S. they have constant - almost endless opportunities to practice their actions of G.C. in each other, their Dances & their songs. As M. says "se repelano se repelano" - by repeat & repeat. These actions again & again day after day & month after month. In fact "we make the children live them out



and all this brings a perfectionment of movement:  
and with it an increase <sup>& a desire</sup> power of observation  
& a keener perception, & appreciation of such  
social matters (?). It is ~~not~~ constant  
admiration ~~to~~ to behave properly ~~combined~~  
~~with constant criticism~~ does not & could not  
bring about to some perfection as

Constant criticism of unusual behaviour  
combined with constant exhortation to behave  
properly either then or at a later stage  
would & could never ~~bring~~ <sup>bring</sup> about  
to some perfection as the <sup>rewards</sup> tracking of these  
actions with joy & alacrity at the S. Pardo  
until they become habitual.

Countless visitors have commented on  
the singular good manners of the children in  
M. Schools, even in districts where they  
have come from the lowest elements of  
society. It has <sup>of late</sup> been remarked that in  
schools where the children were well to do  
families are brought <sup>in</sup> ~~to~~ <sup>to</sup> same school  
as those from the poorer districts that you  
do not notice any difference in social behaviour  
because they have all been levelled up.

Here we see again very strikingly the value  
of the freedom of spontaneous action in the  
M. S. ; for it is just this freedom which  
gives the children the opportunities to perfect  
themselves by action - a proceeding which  
would be impossible in a school where  
each child was forced to keep his place,  
and at the same time forbidden to talk to  
his neighbour even to help him.



in the group. In morality has its  
practical side in social relations. These  
~~cannot be taught by heart but~~  
This aspect of it cannot be taught except  
by ~~practising~~ the practice. You can't awaken  
f.c. simply by talking.



The Knolls homesteads

72-73 -

also + books

---

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Question of Work Studies

Holidays



## This Unit

Have already ~~covered it in~~ Chapt. 4.

Read it.

~~Comments~~ Certain points

a) ~~not enough to go over to family~~

Does not bring independence

Public Schools too simple

Economic Indicators pp 59 Books

What it means.

Value of P<sup>2</sup>

Ref. entire X P.C. 5

Objections Too Much Work



## Science + Ed<sup>n</sup>

Whenever there is lack of scientific research to-day in Ed<sup>n</sup>. we are immediately faced by a reduction in culture and a breaking up of objects into small parts.

The scientific conception of to-day does not tend to make men greater but to limit them.

K. of W.

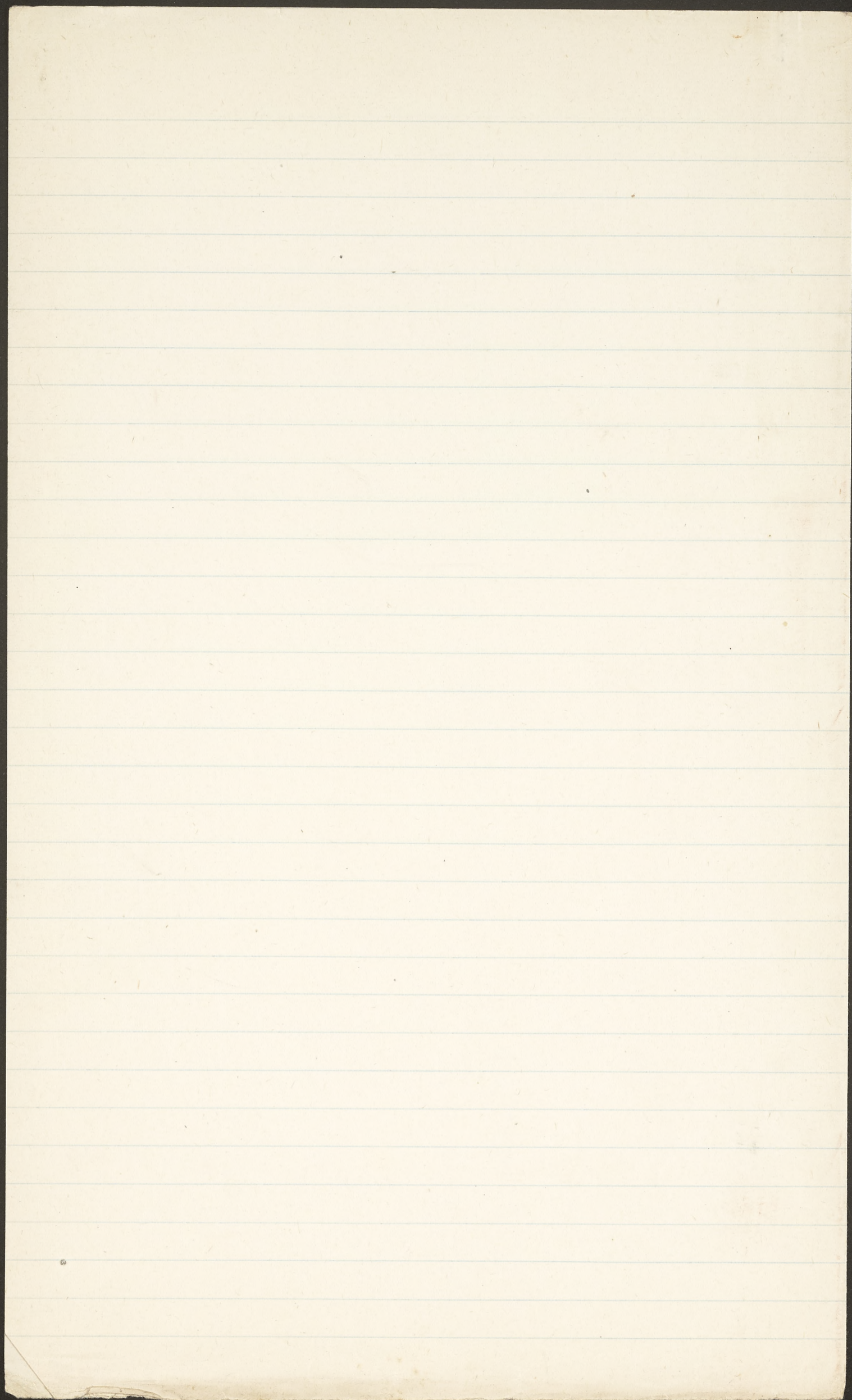
The same work is done with enthusiasm and not with fatigue.

Beings are on earth not merely to live, but because through living they accomplish a function

eg. cows, man, spider, coral; etc.

If all living beings have a function man also must have a function. He is not here just to live and amuse himself - in fact - we see him continually working, transforming the surface of the earth.







# Conditions of Intell. Progress

3

lect

I

39

1 Action.

2 Valenzation

Valenze. - to give all possible development  
+ encouragement to the intellectual forces  
of the C

→ This feeling of value of the person which  
grows & develops is that which gives impulse  
to the intelligence

It is not only being able to do something  
which helps intelligence: but having the sensation  
of being capable of doing something -  
which helps to direct the intelligence. +  
which brings about the independence of  
the individuality.

Being aware of one's capabilities awakes  
in the individual a sense of dignity + a  
sense of power + this feeling...

(3) Cannot work alone as well as when he  
finds himself in voluntary assoc<sup>n</sup>  
with other children.

Why?

This interchange of sympathy between  
2 or more intelligences of individuals allows the  
intelligence to understand better + grow  
stronger.

Assoc<sup>n</sup> of children in school may become  
something like a social experience + it is in  
these social experiences that the development of  
moral strength may take place which  
is necessary for the progress of society



(4) will do ) not uniliterally. if given  
more diff work - it seems a "curb"

~~But~~ Also a Contradiction  
practical life. - Ex  
Social life  
get

more Int. Develop.

Objection

"But our curriculum is so full that  
our children are so busy by not entering not  
have time nor patience to carry out  
those pract ex. + all these social  
contacts.

Too many ex. + too many things -  
will not have necessary calm to  
develop spiritual social contacts.

Small diff comes p. using only a  
a part of nature

Eg. If a man hopped on 1 ft not meet  
more diff than a man on 2 feet.

If someone said "use 2 ft." Oh but  
my diff not be doubled. I have just  
strength to walk with 1 ft - imagine  
what not happen if I had with 2

Children now solved these problems  
in a pract way

- 1) not much more without fatigue
- 2) enter social life harmoniously
- 3) Develop P7



11

Am not simply in his little place  
in Soc. to live  
to at

a strong man who seeks union  
with other men seeking a higher  
plane of humanity

(of The Church

Too individualistic

Dr. nurse etc has own job

But should

ask

"Why he wishes to become Dr. etc

---

Ind Must Deal to fullest Possi<sup>y</sup>

As Isalahud Ind. cannot deny.

---

Pen<sup>y</sup>

Can any be dealt<sup>y</sup> by  
social relationships &  
Escher

---

Spiritual life must be narrowed (like  
physical) from to social environment  
must take f. Soc conformance all  
that is necessary

---

Sc. life Res.<sup>c</sup>

wherever there is lack of sc. life research  
to-day in Ed<sup>n</sup> we are immediately  
faced with a reduction in culture  
& a breaking up of subjects into  
small details. The sc. camp conceives  
to be des not to make man  
but to limit him. (Berlin)



? Can Science Discover

the greatness of Individual

" of Saints

as a tangible reality.

Key to

not only a general idea of what amongst men, but that humanity in its entirety has a position to accomplish in this earth - & so far as life is concerned this is the main thing.

Not only spiritual aim for future.

but

a positive task of construction on this earth.

Man a creature free.

Born - not a burden.

We must look for the arm of humanity in that actual thing is transferring to earth

So then - not indiv. or local

but to help in a cosmic work

work is something which

invites. helps -

not a burden.

Simple Clearing the way.

Produce - in company.



(11)

This moral orientation can be  
given by a leader

a call

Something wh. does not  
represent to wh. itself;

it can transform to conscience  
of man + animate to get action  
work without fatigue



Indeed there can be no real association  
 of the c. in Soc. unless its members  
 are free individuals. — free with an independence  
 not arrived at by cutting external  
 bonds but by a long inner  
 construction

This growth — a long series.  
 Acquisition of functions for others

---

Dr Sex —

Teaching of Religion.