### **TIME-BINDINGS**

Gsintro's first emphasis is to help beginners recognize basic gs formulations and apply them to their daily lives, anticipating deeper and broader understanding will develop over time. Second, it aims for informal, extensionally oriented exchanges on the list. Third, it assumes - and enforces, if necessary - respect for each other. Participants soon recognize that differences in gs development will not be evened out by one debate and that each person often has worthwhile insights and experience to contribute, regardless of their present sophistication in gs. The host intervenes if a participant deliberately disregards these guidelines and occasionally to redirect the focus.

Anyone new to gs or still trying to learn more about applying basic gs to their lives and who feels they can adhere to the guidelines is welcome to contact Carmen Clark, gsintro host, for more information about participating.

Anyone interested in dialoguing about the contents of Science and Sanity or other works of Alfred Korzybski and other first generation general semantics authors will be welcomed as a new subscriber to ssread. This discussion list formed in October 1995 to conduct a chapter-by-chapter group reading and discussion of Science and Sanity. We have almost finished the book and will move into the Collected Writings of Alfred Korzybski in April.

Gs 4 kids is a list for topics specifically related to sharing general semantics with children. Any ideas, whether books or stories that reinforce gs formulations or ideas for activities, chats, and so on with children, or just sharing and support dealing with children using gs formulations are welcome. Subscribers receive whatever helpful hints others want to pass along.

# Formulation of the Ouarter

The formulation for this issue was: Delayed Reaction

By delayed reaction, in generalsemantics, we intend something other than the folk saying, "Count to 10," Rather, we suggest an attitude of preparedness for change, of expecting the unexpected. This allows our nervous systems time to adjust to each current situation as the novel event it represents and thus increase the probability of reacting appropriately.

Susan Kodish

Delay Reactions To (Acquire) Consciousness of Abstraction.

George Kurien

But let not your reactions be too delayed .... Ralph E. Kenyon, Jr.

And another contribution that will form the topic for this column for the near future. Same challenge, your contributions requested, different criteria - no 50 word limit - space as available, but your contributions are essential for this to be a viable column - same reward - a complimentary, randomly chosen back issue of the General Semantics Bulletin....

#### How gs has shown up for me in the last 30 days

I've pondered AK's statement that "gs was simple, but not easy" quite a while over the years and have now an answer for myself. I would draw an analogy. The rules/directions, etc. for a one-handed chin-up on a chinning bar appear quite easy: stand under a bar about one foot over your head, reach up and grasp the bar with one hand and pull yourself up till your chin passes the bar. SIMPLE (in instruction) but NOT EASY (in execution). Like gs. Use the extensional devices (in writing, "internally," etc.) and not identify (SIMPLE in instruction) and then general consciousness of abstracting will dawn for you (NOT EASY in execution).

Jeff Mordkowitz

## **Institute Affiliates Australian General Semantics Society**

Sydney, Australia: February 7, 1997

Since the last A.G.S. report published in Time-Bindings December 1996 we have held a full day workshop. This took place on 11 January, 1997, when we welcomed our new member from New Jersey, Mr. Fred Kren, who met our core group of five.

Many readers of Time-Bindings will recall Fred Kren who was an active member, for a number of years, of the New York Society for General Semantics. As the following comments of our core group show, Fred's contributions to the workshop deepened our insights-understandings in a nonadditive way:

Phillip Anthony, teacher, mathematics:

I welcomed the opportunity to meet Fred as an experienced gs practitioner with United States training, and I was quite happy that the discipline spans

the continents and travels very well; also that the terminology used by Fred is much the same as ours. I was also very happy to hear part of Fred's life story and how gs has affected him personally. Speaking for myself I feel that gs has helped me deal better with students and colleagues in the educational field.

'trouble shooter.'

I joined Phillip in saying that we enjoyed meeting Fred and his input into the group. I look forward to many more meetings when we use mapping structures and the structural differential as a basis for discussion...

consultant:

and Gavan.

Robert James, computer trainer-analyst: For me it was a great pleasure and privilege to have the company of Fred Kren at our gs meeting on January 11. Fred represents areal link with the gs community in the U.S.A., especially in recounting his association with Charlotte Schuchardt Read and Allen Walker Read. As our long standing and intimate little group discussed abstracting and evaluation processes, Fred provided a welcome 'breath of fresh air' with new insights and experiences to relate. Speaking personally, gs has been a most useful discipline in my professional and personal relationships and I am grateful for the chance of sharing at least some part of this experience whenever possible. (Comment by Laurie Cox: Robert lives and works 200 miles from Sydney.)

Finally, Fred's own comments: I had expected a nice, personable meeting, but I really got much more. This was because the participants were enthusiastic, very friendly, very interested, and Laurie led the group in a very expert fashion and we all got a lot out of it. I believe that future meetings will be just as fruitful and enjoyable. Each of the members seemed to have a very good grounding in gs, and in that sense might be termed well trained. I will be very happy to participate in future meetings.

Gavan Callaghan, computer advisor,

Brett MacDonald, teacher and educational

I endorse the comments of Phillip



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