



FOOD FOR THOUGHT

Those of us concerned with human suffering who realize the power of language can see poignant examples of how common words can be stretched and limited.



For instance:

The world *child* can be stretched to cover the least developed embryo and forgotten when indignant tourists report on the robbing by five year old "street gangs."

The word *murder* can be stretched to such embryos while no use of it is made in connection with back alley abortions leading, in third world countries, to many consequent deaths of young women at the time of their lives when they are at their prime.

We are concerned that there be careful codes to protect those who live in new *homes* while becoming quite used to seeing much *homelessness* and use of crowded *shelters*.

by Mary Morain

PARENT UPDATE

by Jeffrey A. Mordkowitz

Having absented myself for four-plus years to begin a new family, etc., I intended to return with another Science Update article. But the experience changed my life to such a degree I decided to write on a related topic: the Non-Aristotelian training of children—my own! Actually my observations will involve only Rachel (who turned four in September) as Arielle has not developed sufficient verbal skills to shed any light on her higher-order abstractings. (Arielle turned two in August.)

Rachel began her third year of life like most two-year-olds, asking the

time-honored questions: "What's *dis*?" and "What's *dat*?" Faced with my first crisis, I bravely ventured "We call that a truck." After a few months of these gentle answers, I was rewarded with a new question "What call it, daddy?" Progress! Not wanting to keep all the fun to myself I began to ask her what *she* calls it. More often than not she responded with an appropriate label.

But all was not smooth-sailing. At thirty-six to forty months Rachel started playing more with language. After hearing my answer, "We call it red," she would exclaim with a grin "I call it blue!" Now we've got trouble. I agreed with her, that she *could* call the truck blue but suggested that her friends might not hand it to her, as most others would call that particular truck red. This engendered no response. Perhaps independence held a greater fascination for her than conformity.

During the last six months an interest in functionality has emerged. While the majority of her questions still retain the usual subject-predicate structure (e.g. "What is this?") she has also begun asking "What it do?" and "What do with it?" I'd like to believe our earlier interactions led to this development but I'm not able to make any independent determination.

By her fourth birthday I hope to have a large three-dimensional structural differential ready for use. As she starts pre-kindergarten classes then, it will come none too soon.

HONORARY DEGREE BESTOWED

Newly elected Trustee Rose Augustine was awarded an



honorary degree (Doctor of Music *honoris causa*) in May 1991 from the Manhattan School of Music. Her citation read, in part: "...a distinguished lady, whose life-long efforts have had a lasting and tangible effect on music and musicians. Her name is known to innumerable guitarists worldwide as a standard of excellence, consistent quality and reliability ...our honored guest has nurtured young guitarists in attaining their goals and embarking upon professional careers. She has enhanced the guitar repertoire by commissioning works from the most prestigious composers and she has enlightened the world of the guitar through the scholarly journal, *Guitar Review*."

THE NEWSLETTER — AND YOU

This Newsletter can be most effective as a forum for communication among general-semanticists.

Your thoughtful response to any of the questions below, or other thoughts of general interest, will be a most welcome addition to future issues of the Newsletter.

- If you were in charge of marketing for the Institute what would you do to spread knowledge of both the Institute and General Semantics?
- Describe a time within the past six months when you realized that you did something in a certain way because of your study of general semantics?
- Using a general semantics orientation, how would you approach the issue of abortion? ...or recent supreme court decisions regarding civil rights?

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