

Seattle University

ScholarWorks @ SeattleU

Notes, ca. 1929-1948

Series II: Literary Productions, ca. 1919-1979;
n.d.

July 2022

Box 16, Folder 02 - "Intellect and the Word" (E.M.S.)

Edwin Mortimer Standing

Follow this and additional works at: <https://scholarworks.seattleu.edu/standing-notes>

Recommended Citation

Standing, Edwin Mortimer, "Box 16, Folder 02 - "Intellect and the Word" (E.M.S.)" (2022). *Notes, ca. 1929-1948*. 24.

<https://scholarworks.seattleu.edu/standing-notes/24>

This Article is brought to you for free and open access by the Series II: Literary Productions, ca. 1919-1979; n.d. at ScholarWorks @ SeattleU. It has been accepted for inclusion in Notes, ca. 1929-1948 by an authorized administrator of ScholarWorks @ SeattleU.

Genesis + Naming

Word - mysterious comp ⁿ of Int.	}	1
Language - a wonder - Caliban		
Stable society - if word.		2

Newman

Child or words. SP. - stealing words

Child of 3. -

Language in Schools - odd Teachers 4

Solemnity of hand. our Concern

Our Ann. 1. Intuition 2. Order in Words 5

Justice pursued. -

Solemn Rite Described. 6

I pursue him. - 7

Sequin 8

Effect. "Stone in Water" ~~to~~. 9 and 10

New Words - Pentagon. Hexagon.

Absurd? Ugly? Collector of Words. 11

Verbalagist. - Melancholonegar. 12

Confused Criticism. - Geometry - 12

"Square or Window"

Ventilator or Triangle 12

The Human Face. 13

Thus 1) Creation 2) Name.

"In every child the W. legs again. 15

Naming Person - again	15
How Given -	15
Could.	16
Why this Ritual.	17
Voice calls to the Abyss.	17
Not a magazine of words.	
Teach many things - and dwell	17
Enlargement. Newman	18
Pace to know.	19
New way of distinguishing	20
Words to Experiences already made	21
Complete the Creation	
Marriage Between word & experience.	
Experience = word	21
Idea.	
Word & Idea - deeply linked	22
Newman on	
word & Ideas.	23
So we assent Dwell.	24
Importance of Word in life.	25
Solemn acts. e.g. matrimony	
death.	
Clarity brings interest	26
Necessary for Dwell.	27
Word lovers Lists of W.	27
Elocution	28

Intellect & London Jct's
The Word. (Mar 25th 29. London)

Creation and Naming

In bk. of Genesis it states that after things were separated names were given to them.

and after the naming - God found that it was good. - as of the name formed a part of the creation itself.

There is 1) The Thing 2) The Word - & one thing is to creation consummated

This law may not hold for external things but it is certainly an indubitable fact for man that - the idea is clear & the fact is created in the mind when the word for them exists - the word which is the mysterious companion of the intellect.

Man is gifted with Intelligence & Speech - he understands & speaks. This fact of such is the most marvellous most creative thing in our being

There is nothing which we know wh. has not a word to accompany it.

All that man has seen, heard, experienced has its name.

[of Caliban. I taught the language when thou didst gambol like a thing most brutish. I endowed the purposes]

[Macbeth. "A deed without a name"]

And if man has experienced an emotion in knowing these things then the emotion too has a name. And if in discovering he found something dangerous he gave it a name - not only the thing dangerous but to the emotion of fear which it called forth.

And so everything in the mind is stable & orderly when it has its word which corresponds to it.

[Ideas of University p 276. (Literature)]

"Thought & speech are inseparable from each other. Matter & expression are parts of one: style is a thinking out into language.

Call to mind the meaning of the Greek word which expresses this special prerogative of man over the feeble intelligence of the inferior animals. It is called logos: what does logos mean? It stands both for reason and for speech, & it is difficult to say which it means more properly. It means both at once: ~~the why?~~ because they cannot be divided - because they are in a true sense one. When we can separate light & illumination, life and motion, the convex & the concave of a curve, then will it be possible for thought to tread speech under foot, & to be able without it - then it will be conceivable that the vigorous & fertile intellect should renounce its own double, its instrument of expression, & to be content with its speculations & emotions "

cf also Belloe in "University"

Child already Possesses a Number of Words³

The child has already "picked up" (in any way without order) a no. of words from the environment.

By a most complicated & secret process it has arrived at uttering these sounds. — articulate speech is a much more complicated process than standing on a line or walking. — a series of complicated co-ordinations.

Great Sensitive Period for Words

A marvellous particular aptitude — a love for words. Eyes often see the attention of children fixed on those ^{adults} who are speaking as though they would steal from them the words they are uttering

The little child of 2 yrs who cannot yet pronounce a single syllable can be seen earnestly watching the lips of those who speak.

We see him making effort after effort to speak. There is no doubt — that — even before he can pronounce 2 consec. ^{syllables} words he understands many names — has run to them. — even sentences.

So it is possible that — through hearing — the child possess a large part of language yet cannot speak it

The Child of 3½

4

So this child who comes to our schools already possesses a large store of words + ideas. He has had

- 1) To hear distinctly
- 2) Recognize the word
- 3) finally reproduce to some extent what he has heard

The child has learnt to connect the sounds with the things + the ideas - this would have been impossible if Nature had not given him power to do so.

Language in the School

In ordinary schools Teachers are pre-occupied with the question of language for the child. They think the T. must speak a lot so that the child's language will develop. We have no such anxiety. We consider this development will be done by the tremendous power within created for this purpose.

Some are not pre-occupied with the number of words (a child of 1½ possesses already 200) But we are concerned with something else - with giving Salience + majesty to language

This is the scope of this Introductory Spch. - to put before you

the fact of Speech in all its Majesty
beginning with God Himself. In
beginning was the Word - the Logos -
speech; greeting, saluting, promising
blessing etc. - all part of it

If I had begun with ordinary small talk
I should not have given you an idea
of the Majesty of Language

Our Aim

That the Child who is acquiring
speech - this spiritual machine - may learn
from us what a wonderful thing it is.

Thus we wish to teach Two Things.

① An Intuition of the majestic nature
of Language

② To give him Order in those words
he has already collected in himself.
In this world of words we wish to
give him order

I ③ also contain Difficult words }
Small. to give (a) The Frontispiece }
(b) Table of Contents }

i.e. a proper order to the pages in it.

Not language itself but Order & Majesty
of Language.

We must give the child this help & guidance
because he lives amongst speaking things
as one of them.

5) We shall therefore give him these words in connexion with things he has already handled, distinguished & known, colours, forms, shapes, sizes etc.

A Solemn Rite Described

We shall not give these things in an off hand way, but in a solemn & impressive manner

A certain psychological technique

A Lesson

We shall call this a lesson: in fact it is a lesson. The teacher transmits something to the child which he could

The child may already have got the image from the material but he would for that image could not be got without the help of the teacher

The Conditions. - Setting of the Scene -

I shall find a suitable place, isolated, well lighted up. - no other things or persons there - a place free from other encumbrances.

The teacher must be well dressed as for a solemn rite.

We bring the well-known obj. into the place a frankly invite the child. I do not force him: if he does not come we shall not oblige him.

If he comes we shall be serious. We take trouble to make him comfortable in a baby chair. Now if you are ready & comfortable I have something to say to you". I shall sit down next to

d) him an escort him to pg attention
if he does not attend

Now when the Teacher is Talking
earnestly & the child has turned away. If I
speak I wish to be listened to. I intend
(cf The Danish girl in course!!)
to be listened to as I speak & I speak
earnestly to the child. I speak vehemently to
him. I pursue him. "Attend" & the
child who is so susceptible to solemn things
will certainly attend. I shall say to the child
certain things which seem not to be solemn
but which are so

I say "this is short"
 "this is long" - I
have uttered special words - which are
probably known to the child already. But
these words were not scientifically connected
with the idea, and it is this which we
give to the child (Order again - even never
more & more clear order)

Third Dimensional Knowledge

In the mass of words - as a plain
spread out - in the child's mind we
have drawn up these two - just those
two - which correspond to the things we
wished showed

So this is a lesson - we have given an
idea, cleared up a question - at a
more advanced stage we are satisfied at
having given a lesson in this way

no
need
of
sequins
3 Pds
later

⑦ Sequences Three Periods (Based on Repetition action & speech)

Now we have to help the child to fix the idea.

Now the child is accustomed to learn by Repetition - again & again. So we going to have to do something similar

We must insist again & again becoming as it were the motor-power - in this way

Stage 2 "Give me the short one" and now give me the short one. perhaps two or three times.

"And now the long one."

This which might seem to you without sense interests the child; because the child's method of building up ideas is by repeating again & again.

End of 2nd Period. - of repetition. of action directed by the word of the Teacher (i.e. in which the Teacher is the motor-power)

Stage 3 In this I play a trick upon the child; give it a surprise

"Which is this?" - and the child who has been accustomed to give now speaks. "The ^{short} small one" and this? etc

Analogy . One living in a foreign country hears a word again & again is familiar with it in a sense. Can pronounce & spell it - but is vague & shadowy in its meaning [e.g. word Batte]

Then comes some one & defines it exactly: gives satisfaction & precision to ideas. But only an analogy -

Effect on the Child's Mind

We do not give language but Exactness of language - but we have given more.

Headline to Chapter

An Intuition of Other Things

... visionary power attends to material of the visualized mind
Embedded in the mystery of words...
 ... of Prelude.

It is curious to notice the impressions of this lesson on the child's mind. It seems not merely to understand this but to have an intuition of other things as well

Small Stone Thrown in Water -

A stone thrown in the water not only forms a circle near where it falls but circles go out round & fill up the whole pond.

So it seems as if these words given with exactitude & solemnity are able to make the child form a still further order in his ideas

9

10

For example. - these words "short" "long"
"high" "low", "broad" "narrow" seem to help
to child to discover other words which
we have not given him.

The child has understood the thing & he
applies it not only to the words we have
given him but he goes on making
mix order in himself. It is a marvellous
piece of work in the child's mind.

Crystallization about Certain Words

Thus if I give to a child names of
two colours - he will not confuse colour
names with other names. It is marvellous
that the child will collect to names he has
already learned around two different points.
This is his wonderful intuition.

cf Tony

"1 2 3 4 5 6 8 9 13!"

Tony what comes after that -

"Thursday Friday Saturday"

Thus if we speak of (the number) two
and "long" - he will not confuse one
with the other.

This reveals a marvellous intuition - the
faculty of distinguishing diverse groups

So - in conclusion. - When we have given the
child a few words with solemnity & exactness
we have given him an urge towards
setting in order his own ideas.

New words for

We to now have spoken of words which are already known. Now we come to the question of giving to child new words.

Eg. This is a pentagon
.....
hexagon..

We give new words in connexion with an object he knows quite well. Any to word is lacking to complete it - for to child can already recognize it essentially.

Cui Bono? Perfectly Useless

Objection Absurd to give such long Gk. names to objects at an age when to child is unable even to count to no. of sides. - illogical - useless!

Presumably because we wish to give something surprising without any utility

It is not utility which appeals to to child - he wishes to build up his inner self. To child is proud of possessing to secret.

Or again I will say

"This is a rectangle ... a triangle with all the saliently I give before. - Some would say it is almost an injustice to give such words to to child.

But to child is a "Collector of Words" - "Verbalist" who pleased to come across

[What's in a Name?]

12

(10) different ones. If the child has an uncle who is called Nehuchadnezzar he is much better pleased than if he were called Joe or Charlie!

No longer in the Utility Sphere
(all art is perfectly useless) When we enter this field of words we are no longer in the utility sphere. As we feel exalted with a noble word so is it with the children. We shall see the child hungry asking "what is this" - "and this" - & learning all these long names.

An 'Objection' resulting fr. Confused Ideas
The Small Child & Geometry ^{of names} Euclid - Book 2
Names
People say. "Why give these geom. figures to the small child - this is because they have not reflected on a v. simple matter. Why is it diff. to see a pentagon or a rectangle. If so I shall ask if it is not difficult to see all those panes of glass in the windows. If "square" is a different word is not "window" equally so? It is as difficult for the child to give a name to a ventilator as to a rectangle!

The child does not find any difficulty in it; but finds it - in fact - very interesting. It is we who think it is difficult for him.

⑩ Here again Our Knowledge is a Hindrance.
It is we who by association of ideas
think of different abstract studies in
connection with these names - it is this
which makes us think it difficult.

"A circle & an atom name named
look as round" - A circle - or a plate!

Smile of the Complicated Human Face

There is nothing more complicated than
a human face & the child is able to
look at our faces & recognize us.

And the Child can see the stars which
the astronomer is unable to explain

Thus The General Trend or Order

(A) A series of things to illustrate
different qualities.

(B) The words which correspond
to these qualities

Inner Creation

① First the Thing Created.
-then-

② The Name. -

And the Child sees "that it is good"

Inner Creation

④ Sensorial Material

By these we create - or these come
by self-creation new ideas -

We give a series of objects to illustrate
different qualities - form, weight,
brightness etc

⑤ The Name

Then we put a seal to this creation.
finish it - complete it - by giving
these new creations names - just as
Adam did in the dawn of the world.

And the Lord - The Creator of the Microcosm
looks upon his creation and finds
"that it is good"

"In every clime the world began anew" Drummond

The Lagos

15

The Word.

These lessons require a kind of ^{solemn} ceremonial - there is nothing more serious or impressive than the solemnity given to an act.

Suppose that this word refers to expressions wh. to children have already applied to a well-known object. We must animate ourselves with the idea of its solemnity to the child if not for us.

"This is large! - This is small"

It is a solemn thing for the child from the fact that it represents almost an initiation into a language which has a superior importance

How the Lesson is to be Given

The teacher must look his best, hair dressed, manicured, even dressed ^{neatly} as for a ceremony but as neatly. I may even feel a certain emotion (that depends on me) - I shall take care the table is cleared of all obstructions & well cleaned - with a shining surface without a spot.

Why? Perché. Eh perché così è.

Why? Because it is just so!

A word Importance of the word.

A word may have a great importance; & when it has a great importance it is necessary that the scene of its coming into being should be proportionately & correspondingly prepared

Then we choose a child. & don't sit down
anyhow next to it. but seek to move very
correctly & rather unobtrusively towards it.

I prepare a chair for it & one next for me. I sit down
next to the child & let pass a moment's silence
for expectation & I ask it - as if it were a
great matter - to sit down beside me & then let
pass a moment's silence - of expectation -
so that what is coming may seem the more
solemn. Then I begin.

"This is large: this is small."

[+the 2 other stages]

We must be natural - not exaggerated - in all our
actions even the highest.

The Sensor Material Then the Word

So in this way we give the child words used
in rapport to facts great & small in connexion with
these objects; "long & short" in connexion w. these others,
or these & them we are giving to the child terms
in rapport to facts which it would not be able
to comprehend so clearly in ordinary life

[Always the same idea. we give order & clearness
to words & ideas already received.]

We have given great importance to the objects which
demonstrate the variations according to the dimensions.
Because they can distinguish the form of the objects. -
well & now we give the word which refers to
this difference - the precise word

Why this Solemn Ritual?

Why must we use so much dignity to this lesson.

Because we are doing a work which illuminates the mind of the child. - we are pulling into relief a word.

Suppose that in the mind of the child there are already stored up many words which he has picked up by chance from the environment, which surrounds him; or has received from the adult in various stories or conversations. These words are here all accumulated & have - if I may use the expression - been all pressed down in the mind of the child ^{all} forming as it were one level and all confused. We then can be compared to a voice which calls towards the abyss or we draw up therefrom one word & make it stand out - That is the important thing

Not a Magazine of Words

Our aim is not to make a big or bigger store of words in this manner but to draw up & place in evidence & in special light certain words which we hold important

Like a Third Dimension [of Newman]

This bringing up into prominence of a word or idea in the mind of the child is an aid to development. - (which is always our aim - not to teach many things but aid development.)

And whilst this pile or accumulation of words may be compared to a plain - when we

lift up + emphasize this word it is as though we were pointing out to it a sort of third dimension, where development takes place in a different manner - qualitatively different.

It is the development in a higher or more elevated sense of that which was before spread out + confined to the limits of consciousness on a lower plane.

It is not knowledge - mere knowledge considered as matter that is important - but knowledge organized and intellectualized.

Enlargement does not consist in the passive reception into the mind of a number of ideas hitherto unknown to it, but in the mind's energetic & simultaneous action upon & towards those new ideas which are rushing in upon it. †

It is the action of a formative power, reducing to order and meaning the matter of our knowledge-requirements; it is the making the objects of our knowledge subjectively our own.

We feel our minds to be growing & expanding then when we not only learn, but refer what we learn to what we know already. It is not the mere addition to our knowledge that is the illumination; but the locomotion, the movement onwards of that mental centre to which both what we know, & what we are learning, the accumulating mass of our requirements, gravitates.

Third-Dimensional Knowledge

p.139. I say then, if we would improve to intellect
first of all we must ascend: we cannot
gain real knowledge on a level. ...

... it matters not whether our field of ~~vision~~
operation is be wide or limited: in every case,
to command it, is to mount above it. Who has
not felt the irritation of mind & impatience created
by a deep, rich country, visited for the first-
time, with winding lanes, high hedges & grass
steeps. tangled woods, and everything smiling
about, but in a maze? The same feeling comes
upon us in a strange city, when we have no
mark of the streets. Hence you hear of practical
travellers, when they first come into a place,
mounting some high hill or church tower,
by way of reconnoitering do neighbourhood.

In like manner you must be above
your knowledge, not under it, or it will oppress
you

] Lecture ~~xxx~~. Cont d.]

Showing a New Way

We 'draw up' these things not simply that these chosen words should remain emphasized but in order to teach a new way of expression of distinguishing

Creation and The Word

We have compared this ^{giving} pointing out a distinction between one thing and another in the mind of the child + this pointing out of a higher way to the fact of creation. — because Development is a Creation; + in to creation it was said first of all "let there be light — and there was light";

There must be something which illuminates, which brings into vision. And because this is an fact of importance — this seeing something which was not seen before; this distinguishing what was undistinguished, — we have given it a certain solemnity.

We do not do this with everything: we do it however as an accompaniment to certain exact words. Because here we are dealing with what may be compared to a scientific language this given in this early age to children.

Senses, Ideas; Words.

In these exact words we give expression to the clear ideas which have been formed by the exercises of the senses.

With these (the exercises) the children have learned to distinguish all these things, - to distinguish calves from forms, ^{males} ~~seas~~ from noises, - & now in connexion with all these separations we give the exact term.

So these things are not given by chance; because we know, in doing this, we are giving the exact term to that work of order which has been going on in the mind of the child.

Word Completes the Creation of Idea

This explains the reason why just these words [Long short etc.] are chosen and not others.

They come to clench, to complete, ~~to~~ the work of order which has been going on in the child's mind - the mat just - more than that it is a creative word. ~~for it~~
It's like a marriage between the word & the experience bearing the fruit of a clear idea.

In the Bible God - creating, called one part earth (+ the waters which were separated (seas) + the other part heaven. Which is as much as to say: -

etc

The word completed

the act of order + separation ~~was completed~~
because nothing is exact nothing completed
which has not a word. when the word
is given the act of creating is finished.

[Of course we don't say all this to the children
 we give them only the experience, interior facts wh.
 can be the objects of reflexions]

Words + Ideas

It is one of the properties of language, which
is a thing characteristic of man, is that it exists
in correspondence with all our ideas. We do
not think only: we speak.

The person suffering an atrocious agony cries
out inarticulately; who suffers less complains
in words. This is an instinct; so we see that
the mind which thinks has in connexion with
its ~~mass~~ mode of thinking something which
is not unpolished; but formed persistently
+ for a long time by the race.

It is ~~the~~ a necessity to man to give a
 word to every idea.

The word is not something superimposed by
 chance, to the object; but is something deep in
 the very nature of man, in his psychology - that
 the finality of the idea + the word. -

The idea + word go together

The Word - a Link

The word is a link a - trait d'union, - between
 material things & those which the intelligence
 & the spirit can create in the soul of man -

So that man thinks - not only thinking,
 but also speaking, or at least holding
 back in himself the words which refer
 to these ideas

Cardinal Newman

276

" 3

"Thought & speech are inseparable from
 each other. Matter & expression are parts of one.
 Style is a thinking out into language.

This is what I have been laying down
 this is literature - not things, not the verbal
 symbols of things: not on the other hand mere
 words: but thoughts expressed in speech

Call to mind, Gentlemen, the meaning of the
 Greek word wh. expresses this special prerogative
 of man over the feeble intelligences of the
 inferior animals. It is called Logos
 what does Logos mean? It stands for
Reason and Speech it is difficult to say
 what it means more properly.

It means both at once: why? because they
 really cannot be divided - because they are
 in a high sense one.

[emo]

When we can separate light & illumination, life and motion, the convex & the concave of a curve, then will it be possible for thought to tread under foot, and hope to do without speech - then it will be conceivable that the vigorous and fertile intellect should renounce its own double, its instrument of expression, and the channel of its speculations and emotions."

[This is our Mode of Being

& We assist it. Helping Development.

Every time we give an assistance to development, we do it in such a way that what would have been formed chaotically is formed in an ordered manner.

Importance of the Spoken Word.

The spoken ~~see~~ word has for man a great importance we see in the fact that it accompanies all the most solemn acts of life

The consecration of acts is always accompanied by the spoken word, not the written.

- Examples. 1) The Yes - leads to marriage
- 2) The word of the Judge - to death.

Power of the Spoken Word.

When the word is spoken, something is done, for the word changes what is to come from what it was at before - almost like the ^{the} creative word spoken of in the Bible ^{and sea} "sea was."

For the Abiims

Wonderful Introduction to the Sac.^e Word.

Hence - we - see - the Reason - for The Dignity of this Ceremony

This solemnity impresses the mind of the child. So we must transmit it with solemnity. For what is of value here is not the importance of the particular word taught - but the Dignity of the Word.

Words - confused - abandoned - there are already in plenty everywhere. but the solemn word is hard to find; hence to give dignity to the word has great value

Wordsworth

Invisible power attends the nation
 Of the useless words
 Embodied in the mystery of words
Prelude

The Order & Dignity in Words

Words in plenty to children have: they
 will never become mute: but what they need
is order & dignity in words, so that they
can appreciate this high gift given to
man; - can appreciate that the word as
 such has value. As for picking them
 up, they can find words in the street.
 Too many sometimes!

Childs Interest in Words

Depends on order & clarity

The fact of causing to rise in the child's mind
 the consciousness of the dignity of the word - even
 a small child - can be called to observe respect
 a word - this is the interesting thing.

But if this word is confused & muddled up
 with a lot of others - with ideas which do
 not clearly correspond to the words - or if
 the child is confused by the quantity of words.
 speeches & lectures. The word as such cannot
 rise out of this confusion into
 illuminated significance.

Necessity of Our Help

27

Childs Passion is to distinguish
words in their order;

-and-

If we do not come & give this assistance
the positive, practical, precise aid, directing
this formation, & analysing & placing
the word in relief as a thing important
in itself - coming to assist a natural
fact - the child could not develop
well at all.

Childs Interest in Words Words Words

It is not by merit of these lessons that
the child is interested in words. He loves words
from a profound instinct; which drives
him to seek for words & gives him an
interest in them, a bias for them.

[One of the Discoveries of M. M.]

The

The children make long & serious studies in
the analysis of words, & are interested simply
in a list of words (astonishingly). No one
obliges them to study ^{things} words: it is a spont. fact.

Can we children of 5 studying words of their
own choice for a long time. Why do they do it
if not out of interest? We see children
then have great interest in words & desire
order in words.

But this interest wd. never have come
by giving great numbers of words. The
child would have remained confused,
in a sort of darkness in which it
could not distinguish one thing from
another.

It would simply bring to awareness
possessed these words which would
recall from time to time the words
+ shakings of the parents or teacher.

Elocution for Children

S.P. for words.

Delight appreciation of Elocution -
without even understanding contents.

"They hear the words, the great beauty of
which they are deprived in ordinary school,
- for when the teacher speaks it is not
for style or beauty but to relate a fact -
where as it is not the fact but the
word wh. interests the child.

The Elocutionist in California

People laugh - as they do at all new
things wh. they do not understand. ^{or pretend}

It is the soul of the child which must
develop when we initiate the study of words.
faint, far, adumbration of that great
mystery of the Word - the Word made Flesh
to save all our souls