

# General Semantics

# BULLETIN

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A

For information and inter-communication among workers in the non-aristotelian discipline formulated by Alfred Korzybski.

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GENERAL SEMANTICS BULLETIN

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## IRVING J. LEE as remembered by:

MARTIN MALONEY

The School of Speech, Northwestern University

It is not an easy task, when a good man has died, and his loss has begun to make itself felt, to assess the extent and nature of that loss. Neither are most attempts very successful. Still, the task seems necessary, for we can scarcely hope to compensate or adjust to a loss which we do not understand.

The death of Irving Lee was, I suspect, for most of those who knew him, tragic beyond most deaths. It was not so much that his death was unexpected, or that he was still a young man, or even that his special knowledge and abilities will prove nearly irreplaceable. These are relatively slight considerations.

I can of course speak only for myself, but it seems to me that a source of energy, of humor, of force - and I mean these terms to be roughly synonymous - has escaped from the world with his death, and I fear that many of us may live less effectively without it.

Irving's attack on life was at once stimulating and puzzling to me. I met him for the first time in 1938, when we were, as I recall, both graduate students, and he was about to complete his work for the PhD. He had, of course, become interested in general semantics by that time, was profoundly excited by his work with Korzybski, and was not in the least disturbed that none of his colleagues had heard of the man or his work. My first clear recollection of Irving is a sort of montage which shows him buttonholing everyone available, from the dean of his school on down, to ask with obvious relish, 'Yes, but can you tell me - what is a fact?'

What puzzled me was his unflagging delight in the answers and discussions which followed the question - a delight which appeared as keen at the twentieth repetition of the situation as at the third. It seemed to me at the time that if I knew what a fact was, I shouldn't find any special excitement in learning what other people knew, thought they knew, or didn't know.

I finally realized that, unlike myself, and perhaps unlike most people in the world, Irving was an habitual, indefatigable, highly-skilled teacher. It almost seems to me that teaching constituted his peculiar attack on life, that it was through teaching that he encompassed the universe and imposed order on it. I do not believe that I could give a single example of a situation in which his remarkable creative talent was expressed outside the limits of teaching.

I suspect that it was his almost automatic adherence to these limits, in addition to the great talents which he brought to his profession, which made him so valuable a person.

I recall that Irving's 'What is a fact?' question piqued my curiosity a good deal, and that I read a little about general semantics - The Tyranny of Words beyond doubt, and perhaps a few pages of Science and Sanity. I then wrote an article on the subject, this being my method of discovering what I had read. The article

came to Irving's attention after a time; and when next we met, he invited me to tell him what I thought I had been writing about. I attempted to answer his questions for half an hour or so, and came away admitting to myself that, whatever I had learned, it didn't make much sense.

I remember, too, that not once in our discussion did he point out to me what I could or should have said, and much less what he would have said in my place. And yet, the result of our talk was that I felt obliged to find out these things for myself.

He was a remarkable, almost a unique teacher. In the course of our acquaintance, I can remember talking to him on a great variety of subjects, on everything from his studies with Korzybski to golf and stamp-collecting; I think that I read almost everything he wrote within the last dozen years or so; I heard him speak on various occasions. I don't think that I knew him to change his style or his technique once in that time.

It is this style, I think, which I valued most about him, and which I miss most profoundly in his death: this energetic, humorous, penetrating, interested attack on whatever aspect of the world was brought to his attention.

## HARRY WEINBERG

Department of Speech, Temple University

I think I learned from Irving Lee, more than from any other source, the significance and importance of the obvious and techniques -- which are 'obvious' -- for teaching this to others. I remember how often Korzybski used to say that the principles of general semantics are 'baby stuff.' But how can you get intelligent and educated people to listen to and apply this 'baby stuff?' The answer is simple -- concreteness, use of description instead of definition.

This was one of the secrets of Lee's great success as a lecturer. He would take one principle and illustrate it with dozens of examples. Sometimes, as his graduate assistant, when listening to his lectures I would become impatient and say to myself, 'Why doesn't he move faster, give them more theory, more of the philosophical implications and ramifications? No wonder some of the other faculty members look down their noses at G S as being simple, obvious, old stuff.'

My first appreciation of the effectiveness of his method began with an incident during my first year with him. I was asked to give a lecture on 'What is General Semantics?' before a group of adults, having all of twenty minutes to do it. I did it in fifteen. I was quite proud of this feat and told Lee about it the next morning as I trotted after him, expecting words of praise. He slowed down to a canter, turned his eye on me, took his pipe out of his mouth and said, with rising inflection, 'Oh?' -- and walked on.

Lee was famous, and infamous, among his graduate students for that 'Oh?' We came to him expecting answers and the 'Oh?' forced us to find them for ourselves, made us realize that there is always more to be said about any situation and that the most important part of a problem is the formulation of the question. Off and on for many months I pondered that particular 'Oh?' Then I forgot about the incident 'till one day, about six years later, I heard Lee give a lecture at an I G S Seminar at Bard College. His concluding sentence I shall never forget: 'Teaching and learning that lead to no significant change in behavior are practically worthless.' At that moment that 'Oh?' and its significance flashed through my mind. In attempting to tell 'all' about G S in fifteen minutes, I had told them nothing.

**THOMAS G. MILLER**

School of Commerce, Northwestern University

With the death of Professor Irving J. Lee, all who came under his influence will decide what he meant to them. Evaluations of his scholarship, his intellectual gifts, and his speaking and writing skills will, in due time, receive systematic attention. As an undergraduate who heard Lee lecture and who remained to spend four years under his direction in graduate study, I wish to suggest a facet of his complex nature that will continue to linger long in my recollections.

I remember Dr. Lee not so much as a scholar, a thinker, a researcher, or a pioneer in communications, but rather as a teacher peculiarly endowed with a charismatic personality -- a teacher whose voice, gestures, movements, and commanding presence pulled students close to him.

This quality of which I speak is very elusive. If I attempted to define it, I would call it a contagious enthusiasm, a ceaseless flow of warmth and spontaneity, and a capacity to convey feelings and ideas so directly that there seemed to be no barriers between him and his students. The term 'charismatic' is a lame attempt to describe the personal magnetism by which he held the complete attention of his listeners and inspired the admiration of his students.

This quality -- this intrinsic gift -- never deserted him in the classroom. It brought students by the hundreds to his beginning course, inconveniently scheduled by Dr. Lee at two-thirty in the afternoon. Graduate students, professional colleagues, and men of affairs -- all were influenced by his charism. From it he drew his limitless vitality and his abundant strength; by it he made learning an adventure for those who heard him. This charismatic quality brought him to the classroom less than three weeks before the end. It is the raw material from which legends spring.

**J. S. BOIS**

Bois, McCay & Associates, Montreal

After one year of operations, the Montreal General Semantics Society was bursting at the seams. On September of that year (I think it was in 1948) the membership had tripled. We had a problem on our hands: how to 'indoctrinate' quickly these newcomers.

We wanted a textbook. Lee's Language Habits in Human Affairs was adopted, and it worked beyond our expectations. I found it dry as a skeleton, but the structure was there, hanging together and articulated. The references at the end of the chapters told us where to find the material to put muscles on the skeleton, and bring it to life.

At this point I identified Irving Lee with the textbook. I expected him to be the dried-up professor I had met so many times in my life.

What a surprise when I met Irving Lee at the Denver Congress! We had a good long talk all by ourselves on the steps of the lecture hall one night, while papers were being read that were of no particular interest to either of us. We were approaching the applied field in two slightly divergent directions, but we were exchanging experiences that had very much in common. We were looking forward to more intensive collaboration. He was so much alive, so warm, and so stimulating that I could not help telling him of my map of the dried-up professor. We had a good laugh over it.

At the Great Barrington I G S Seminar in 1950, I saw Irving Lee in action; sparkling, scintillating, electrifying the audience with his quick semantic reactions that generated chain reactions all over the place. I tore to pieces the last shreds of my old map of the dried-up college professor.

At the Cleveland meeting of the American Psychological Association, I saw Irving Lee the sober scientist, reporting to his confreres his experience with a small Chicago firm where he used G S to 'coerce' an executive group into agreement. His story was a marshalling of facts in logical order, demonstrating to a critical audience that a well-conducted experience in the applied field deserves as much attention as a strictly controlled experiment in the laboratory. This time the electrification of the field did not give any sparks; it was more like the ultra-sonic waves that stir deep and lasting.

We meant to see each other more often, leisurely, far away from the hustle and bustle of our daily lives. But we didn't. We invited him to come and address the Montreal Society. It was postponed. When in Chicago on business, I could not find time to see him. It was for the next trip.

Now, he is gone. His writings come to life when I read them in the glow of my memories of him in Denver, Great Barrington, and Cleveland.

### O. R. BONTRAGER

State Teachers College  
California, Pennsylvania

Irving Lee exemplified in his life a central principle of general semantics: Apply - apply - apply. He did not stand still; he moved with the stream. He will continue to live in the lives of those who came to know him. In the meantime, as in Matthew Arnold's day, 'the majestic River floated on, . . .'

### ELTON S. CARTER

Department of Speech  
Pennsylvania State University

Irving Lee taught me the tragedy of his own death when he spoke to his students about Benjamin Lee Whorf who died at forty-four. And Irving Lee directed my study of C. J. Keyser's doctrines where I found Keyser's address, 'The Significance of Death,' which 'is concerned solely and exclusively with the relation of human

death to the life that PRECEDES it.' Complementing this address for me is the passage in Manhood of Humanity (p. 148) where Korzybski (and probably Keyser) wrote: 'The time-binding capacity . . . gives human beings the means of attaining a precious kind of immortality; it enables them to . . . survive everlastingly in the fruits of their toil, a perpetual blessing to endless generations of the children of men. This is the truth we instinctively recognize when we call a great man "immortal." We mean that he has done deeds that survive in time for the perpetual weal of mankind.'

Irving Lee accomplished more in half a lifetime than most people are able to accomplish with 'the last of life . . .' to work in. He established -- no, Lee wouldn't like to have full credit. . . . Others helped him establish at Northwestern University one of the largest and one of the best centers for the study of General Semantics, etc., in the world. One does not speak about replacing him at Northwestern. Yet Dean McBurney and Lee's other colleagues will somehow perpetuate this living memorial to Professor Lee. Nor will his teaching be lost with his students; for some of them, at least, are determined to begin where Dr. Lee left off.

It won't be easy. It will take us -- each and all of us -- a few years to catch up, if we ever do catch up. Eventually we must learn from him 'How to Talk with People' and how to continue developing the case method in communications research, teaching and practice. And let us not be deceived by the apparent simplicity and clarity of his language when we know better; for the man was a most skillful writer, and a most able speaker, and a teacher among the few who need not fear judgment by the criterion of what the students learn.

I never worked for Dr. Lee, although I was one of his assistants; he always made me feel that I was working with him. Somehow he advised me better than I knew or know, and he let me find out what a good teacher he was -- though

that was not his purpose at all -- by letting me try teaching whenever he could. It was a courageous thing to do. I used to say -- and I still say -- 'Don't underestimate Lee; it's easy to do.'

I must confess that I had but little awareness of what Irving Lee meant to me until the shock of his death hit me deeper than the passing of relatives. Now I must let John Livingston Lowes remind me that 'the eyes of the great dead yet look through ours, and our past eyes still see.' For Irving Lee has done deeds that survive in time for the perpetual weal of mankind. That is what I mean when I call him immortal.

### WENDELL JOHNSON

Speech Pathology and Audiology  
State University of Iowa

The late Professor Irving J. Lee was in my opinion one of a very small and distinguished group in American education made up of exceptionally effective teachers. Great teachers are not often glamorized and they are so seldom encountered by most people, that their distinguishing characteristics are neither well known nor commonly appreciated. Professor Lee possessed in abundance many of the distinguishing characteristics of a great teacher. For one thing, he had an uncanny sensitivity to the significant work of others. This is something without which a teacher can never be great. His book, The Language of Wisdom and Folly, is an extraordinary compilation of selections from the more significant thoughts that have been expressed by those who have been creatively preoccupied with problems of language and meaning. Even the casual conversation of Irving Lee was filled with the great thoughts of the ages. He had a feeling for the best in human understanding that was beneficently contagious. In this ambiguously wordy world it is extraordinarily refreshing to come across anyone who can use language as clearly and significantly as Irving Lee did. His was a rare gift and he cultivated it very tenderly. I knew Irving Lee personally as a fellow officer of the International Society for General Semantics, as a fellow member of the Board of the Semantics Book

Club, as a colleague in the field of speech, and as a good friend. He was one of the most consistently constructive personalities I have ever known. The world contains less prejudice and more good will and is in general a better place in which to live for his having been here.

### KENNETH S. KEYES, JR.

Real Estate Investments  
South Miami, Florida

The untimely passing of Irving J. Lee is a great loss. Probably our greatest need today is for those who can effectively present general semantics to the average person. Lee's superb ability to put G S on a practical daily basis that is readily understandable to the man in the street has been of incalculable value. A large proportion of people I meet who are familiar with general semantics have acquired their interest through Lee's books.

At this time when his loss is deeply felt, it is comforting to remember that his life was an excellent example of the process of time-binding. For many years to come he will, through his excellently written works, continue to be in the front line of those who are working to give future generations the benefits of general semantics.

### ELWOOD MURRAY

School of Speech, University of Denver

Irving J. Lee in his strategic position at Northwestern University was of immense value to persons such as myself in introducing general semantics training. The conservatism of the university environment is such that the instructor hesitates to be the only one undertaking work as potent as general semantics. So effective was his work and so excellent his reputation that our colleagues in this University and other universities would tell us about general semantics.

His textbooks leave a continuous contribution to the work which we and other instructors will use for many

years in our classes. The high standards which his publications represent add immeasurably to the stature of the new discipline. His first book came out at a critical time in carrying forward the work. His deep scholarship was embellished by a simple readable style which students of general semantics take as a model.

Dr. Lee's advice and cautions to students and teachers who were in the throes of re-orienting themselves showed a most penetrating insight into their needs and problems. His generosity in this respect put a vast load of responsibility upon him. Students who came here at his recommendation for more of the work had a balanced and sensible attitude toward Korzybski.

Although this great fountain-head has become inactive the beautiful Mrs. Lee must take satisfaction in the many new fountains which have taken over and which Irving started.



*Laura Louise and Irving Lee,  
Summer 1954.*

## ANATOL RAPOPORT

Center for Advanced Study  
In the Behavioral Sciences

Somewhere I wrote a criticism of the undue emphasis which our schools place on adjusting to our society as it is, to the detriment of developing a critical, searching attitude toward established values. To illustrate, I mentioned the cluttering up of curricula with courses on dating etiquette and public speaking. There was a prompt reply from a public speaking teacher, taking me to task for what she felt was an arrogant attitude toward an important subject. At that time I thought of Irving Lee and of what he made of the School of Speech at Northwestern University.

Indeed, it is not the subject but the attitudes nurtured in its study which determine whether education is to be superficial and opportunistic or profound and challenging. Irving Lee approached speech as the instrument for consummating a most fundamental relation among human beings, namely communication. He understood that a conscientious teaching of the art of communicating must go far beyond the imparting of proficiencies and techniques; that it involves an examination of attitudes, an analysis of one's own biases, that it cannot be divorced from basic questions of ethics. Thus Irving Lee brought to bear the philosophy underlying general semantics upon a subject which had traditionally been treated in American education as a tool for achieving conventional success.

In Irving Lee's students, whom one meets everywhere, the results of his extensive and deep influence are often immediately perceived. It is a partial consolation for the loss felt by his friends that his impact on young people will continue to be manifest for many years.



*At Glacier Park, July 1940.*

**FRANKLYN S. HAIMAN**

The School of Speech, Northwestern University

My first contact with Irving Lee came as a graduate student in his course in General Semantics at Northwestern University. I think it is no exaggeration to say that this was the first classroom experience I had ever had which stimulated me to do endless hours of thinking on my own. Perhaps this is more a sad commentary on the typical education most of us receive than a tribute to Irving Lee, but in any case it does demonstrate that by any ordinary standards Irving Lee was in the very top rung of effectiveness among college professors. The numbers of students who flocked to his courses, and the enthusiasm they showed for what they learned there, verify my own experience on this point.

As colleagues for seven years in the Department of Public Speaking at Northwestern, Irving and I have shared, so to speak, many students. Another testimonial to the effectiveness of his teaching, and perhaps to the discipline of general semantics itself, is the evidence I have seen of the transfer of training from his courses into the work that students have done with me. This is a phenomenon we observe all too seldom, and it restores one's faith in the educational process when we see new knowledge like this becoming a functional part of the students' daily behavior.

The great teacher is one who uses not only the classroom but every channel of communication that is available to him for reaching the minds of men. This was certainly true of Irving Lee, as exemplified particularly by two of his books, Language Habits in Human Affairs, and How to Talk with People. These are volumes that are so clear, so readable, and so keyed to the everyday needs of people that they truly teach themselves. I know from the personal comments of scores of adults with whom I have come in contact that these two books have been among the most helpful they have ever read.

What I have commented on here are but a few small pieces of the work of this man -- pieces that have impressed me the most. Perhaps when these are joined together with the hundreds of other facets of his life which have touched other people we will begin to get a picture of the tremendous impact of his short life.

**THOMAS R. NILSEN**

Department of Speech, University of Washington, Seattle

To me the most persistent purpose in Irving Lee's teaching -- and he was above all a teacher -- was to bring his students into a more satisfying and productive relationship with the world in which they lived. Since man's introduction to his world, his adjustment to it and control over it are primarily through the symbols he responds to and uses, Lee's interest centered largely on these symbols and their use, most directly on language. He sought with passionate interest to relate man's verbal world more adequately to the world of phenomena it represents. Not that his was the crass view that all human problems are verbal. Lee's was more the view of Walter Lippmann when the latter spoke of the pseudo-environment of pictures inside our heads, verbal pictures Lee would emphasize, that are not only pale copies but often grossly distorted copies of the reality with which man must cope. And here lay the challenge: how to use our language so that we can better cope with this reality. In general semantics Lee felt he had a tool, a method with which to work toward his purpose. He ranged far and wide for ideas to enrich the basic principles of general semantics, and to bring to bear on the problems of evaluation the thinking of many disciplines. It was not by accident that his students made the acquaintance of the Greek science of the pre-Platonic age when science was the handmaiden of the crafts, when the thinker and doer were one, or with the Hippocratic method of 'intimate, habitual, intuitive familiarity with things; systematic knowledge of things; and an effective way of thinking about things. If at times greater theoretical rigor may have been wished

for in parts of Lee's philosophy, his emphasis on observation, on verification, on rigorously relating language to reality, was and is a much needed emphasis for the life of the individual as well as for the life of society. And perhaps no greater tribute need or can be given to him than to say that the innumerable students for whom the scientific method became a part of their thought and feeling as a consequence of Irving Lee's inspired and imaginative teaching now see their world more steadily and whole.

### ROBERT T. OLIVER

Department of Speech, Pennsylvania State University

Irving Lee is not a man who will ever be replaced. His enthusiasm, warm sympathy, and keenly inquiring mind endeared him to us all at the same time that he aroused our highest admiration. Through his work we felt renewed and extended our pride in the ancient and honorable field of Speech. His published works will long continue to serve both as a foundation and as a challenge to further intellectual endeavor.

But those of us who knew him personally will miss even more the warmth and humanity of the man himself. He held and holds a place in our hearts as well as a place on our select shelves of distinguished writing.

### WILLIAM V. HANEY

Department of Speech and Institute of Industrial Psychology, DePaul University

In his recent book, Power of Words, Stuart Chase referred to Irving J. Lee as 'one of the most successful teachers of general semantics.' If the success of a teacher can be determined from the size of his classes Chase has ample verification for his statement. Dr. Lee offered his basic course in general semantics at Northwestern four times every year. The enrollment was rarely below one hundred and fifty and frequently well over two hundred. Essentially an elective course it attracted students from every school in the University. So popular was the course that Lee sometimes despaired that he would ever have the small class necessary to teach general semantics by his cherished case-method. I recall him deliberately scheduling the course at unattractive hours of the day and at remote locations on the campus - but the students came regardless.

More convincing than class-size as a criterion for successful teaching is the impressive percentage of former students who continually volunteer to anyone who may be interested that 'that was one course that really changed me - for the better.'

What makes a professor eminently successful? Agreement here is quite unlikely. I can only express the view of one former student.

I have often felt that Irving Lee's remarkable ability to capture and hold the attention of his audiences was an important key to his effectiveness. Stated simply, he held attention because he believed in what he taught and he was skillful in teaching it.

It was apparent to all that he had a profound conviction in and a contagious enthusiasm for his subject-matter. Ever dynamic and vigorous he never failed to extend himself - even in ill health. But he never permitted his convictions to interfere with his students' learning processes.

Conviction and enthusiasm are not ordinarily enough to make a thoroughly effective teacher. One must be able to communicate with his students. Lee was capable of expressing himself with exceptional clarity and stimulation. He expertly used gesture, vocal variation, and facial expression to reinforce the meaning of his words - yet never were these devices conspicuous in themselves.

Two particular techniques stand out in my memory of him. One was his incredible ability to fire thought-provoking questions at his classes. Phrasing inquiries rapidly in a half-dozen different ways he was able to get active participation from virtually every member of a class of two hundred. While time permitted only a fraction of the large group to express themselves aloud each student was literally thinking on the edge of his seat.

Another technique, which Lee practiced to perfection, was the use of illustrations to make his general points clear and concrete. It is difficult for me to recall him making a single unsupported generalization. For each assertion he pulled from his brown briefcase a handful of examples. Some of them were humorous, others were serious, but all of them were clearly and compellingly relevant.

Some have known Irving J. Lee as a student, as a scholar, as a lecturer, as a writer, as a director of research, as a business, industrial, and military administration consultant. There is ample evidence of his excellence in each of these pursuits. But thousands knew him as a teacher without peer.

### SEYMOUR L. NATHAN

Charles S. Nathan, Incorporated, New York

One week-end about twenty-five years ago, Irv was visiting at my home for some relaxation during the school term. (We were classmates and close friends.) Early Sunday morning we heard strange sounds from the garage. Investigation disclosed that Irving was practicing his technique for an audition the following week, aiming at an announcer's job in radio! He was offered a position, I believe, but turned it down. How different his future might have been!

Diligence and concentration were the keystones of his success. Notable indeed is his collection of stories, news items, etc. describing situations relevant to G S. He used them extensively in speaking, lecturing, writing. The art of 'demonstrating' G S was one in which he was particularly skilled. I recall a Seminar at N Y U in which he made the point that G S cannot be 'applied' with a brush, like paint, but must be 'demonstrated' by action or word so that the student could go through the five steps leading to G S integration-in-the-nervous-system.

In much the same way as Sam Rosen 'learned' his fenestration operation, Irving Lee learned and taught the use of G S principles in daily life. To learn to talk with people, he sat down and talked with people. To dispel racial and religious intolerance, he went to the 'hot spots' of such activity, to see what happened, and to use his particular techniques in easing and solving tense attitudes.

His special interest seemed to be in teaching, not just in the academic world, but in business, government and military circles. His ability to hold his audience, and to bring them into the act, to get them working on the subject at hand, to stimulate and lead, were assets he possessed. In the past few years he had been getting his feet wet in business management. Executives and foremen seemed to take to his presentation and methods, and G S was spreading its techniques in new places.

There are others working in the same general area (Sam Bois, for example). It can only be hoped that the effort will be carried on from where Irving Lee has so suddenly and sadly left off.

**MITSUKO SAITO**

Northwestern University

About my first visit with Dr. Lee: When I first came to Northwestern University in 1951, many students, when talking to me about Dr. Lee, said, 'No student should leave Northwestern without taking a course under Dr. Lee.' When I asked them why, they told me with enthusiasm, 'All we can say is that Dr. Lee is terrific! When you are unhappy or frustrated, just go to him. By the time you come out of his office, you will feel much encouraged and inspired.'

It was the fall quarter of 1952 when I first took a course in general semantics. I was amazed at Dr. Lee's unique way of handling students in the classroom. Although it was the sleepy hour right after lunch, around 200 students were fascinated with the way he seemed to talk to each one as an individual. That was the first thing I, as a teacher, learned from Dr. Lee in this course, his technique of talking with the student instead of to or above him.

The second thing I learned in that class was so exciting to me that I could hardly sleep that night. It was when Dr. Lee was talking about two-valued orientation. Just like a flash of light, a kind of inspiration went through my mind. I felt the joy of a new discovery on the solution of problems. I was in complete rapture, and the next day, I went to see Dr. Lee. That was my very first visit with him. I told him that I had been in a kind of despair for some time, that I had been feeling the unbreakable barriers between two nations getting higher and higher the longer I stayed in this country and the more I came to know about people and their ways of thinking and living. However, his lecture on two-valued orientation had given me a bright hope on this problem of intercultural communication. That was the day when I realized the specific difference between the pattern of Japanese and English language, and I started to notice some causes for the unfortunate misunderstandings which occurred in the Occupation period when I used to teach in Tokyo. Dr. Lee listened attentively to me, and he said, 'This summer, I went to the University of Hawaii to teach, and I must tell you what

I found there. The highest ten percent of the grades I gave out in my classes were given to Japanese students. I would like you to know this too. Several friends of mine have told me that if one could teach general semantics in Japan, it would spread all over Japan much faster than any other place in the world. Now what do you think about that? I want you to keep these things in your mind as you study general semantics and always remember that the study in general semantics will play an important role in the situation of intercultural communication.'

When I left his office, I was full of inspiration, just as the other students said I would be. I was highly motivated by my first visit with Dr. Lee. This first assignment became his last assignment to me, and will become my life-time assignment.

**KENJI MORIOKA**

Tokyo Women's Christian College, Japan

A touch of international understanding: January 21, 1954, is a day I shall never forget as long as I live. To my extreme amazement, a package of books and pamphlets and other literature was addressed to me from a great scholar whom I knew only by name. I was simply astounded at the interest Dr. Irving J. Lee manifested in a person who was a totally insignificant instructor who had been studying General Semantics in Japan. His only purpose was nothing but to encourage my work in G S. I would like to express my most profound respect for his broad scholarly recognition wherever he found it. I deeply feel that this indicates one incident of Dr. Lee's matchless contribution to the world in the field of general semantics.



*David Alfred Lee, Alfred Korzybski and Irving Lee, August 1949.*

**KARL G. HAUCH**

Cruttenden & Company, Member of New York Stock Exchange

One summer afternoon a few years ago, I sat in Irving Lee's garden describing how my business fortunes had reached a rather low ebb. After completing my story, he was thoughtful for a moment, then said, 'Well, Karl, perhaps things don't look too promising just now, but I do recall that from time to time in the past you have told me of certain considerable successes that you have had. You will just have to accept that life is made up of both kinds of experiences and today you have to take the bitter but tomorrow you may again taste the sweet as you have in the past. To think of yourself in terms of either alternative, except at a date, is a serious miscalculation.' That was Irving Lee - an ability to translate into a few easily understood words the Korzybskian formulations which he knew and practiced so well.

I leave to those who are more competent an evaluation of Lee's intellectual and scholarly contributions to our society and to our culture. In any event, time and tomorrow will give the answers and that's the way Irving Lee would want it to be. However, like others in business I found his formulations most helpful in improving my relationships with business associates at every level and with those individuals with whom our organization deals.

But there was about Irving Lee a warmth and friendliness which seemed to me to outshine all his other characteristics. Since I lived fairly close to his home, on occasion I dropped in for a visit. Invariably, his and Laura Louise's friendliness led me to ramble on even though by nature I am a rather shy conversationalist. They were two of the best 'listeners' it has ever been my privilege to know. So while others tell of Lee's intellectual and other contributions, I carry with me through the years memories of his kindness and friendliness. It is a rich legacy and one which all of us who knew him well cannot help but translate into greater warmth and kindness in our relationships with those around us.

**PAUL ARTHUR SCHILPP**

Department of Philosophy, Northwestern University

My first acquaintance with Irving J. Lee was as one of the most brilliant graduate students I ever had. Even in that relationship we soon became fast friends, a friendship which not merely lasted but deepened throughout these last 19 years. For most of that time it was my good fortune to have him as a colleague here at Northwestern, where his teaching ability and influence over students was second to none.

Although Lee's major interests lay in general semantics and the area of communication, actually his interests were so broad that 'nothing human was foreign to him.' For years he was wont to come into my office regularly, with the greeting: 'What have you got that's new?' Innumerable new books in philosophy interested and often excited him; and many times he would read such new additions to my library even before I myself had had an opportunity to read them. Moreover, when he had read them, he knew their content, he never just nibbled at them. If there was anything he enjoyed more than a critical analysis and discussion of significant new contributions to knowledge, I do not know what it was (or could have been).

One particular event must be related: just for the record. One noon, a few years ago, one of my students stormed breathlessly into my office and, after catching her breath, related how furious she had become over remarks Dr. Lee had just made in a class about 'philosophy'. His remarks, she claimed, had been 'scandalous'. After class, she had gone up to him and told him what she thought and, at the same time, dared him to make the same statements before his class in my presence. Without a moment's hesitation, Professor Lee had accepted her dare. So, here she was, in my office,



*At the home of Professor Paul A. Schilpp, March 1955. Photo by Yul Brynner, who was studying Philosophy with Professor Schilpp at Northwestern during the Chicago run of THE KING AND I.*

asking me whether I would come to Dr. Lee's class and debate the issue under discussion with him. I accepted, on condition that Dr. Lee would personally ask me to come to his class for that purpose. Triumphant she went back to Dr. Lee and, within minutes, Irv was on the phone inviting me to come to his class. The debate we had before his class was an experience which I shall never forget. As was always the case, Dr. Lee was much more concerned with (1) making precise and clear the exact nature of the issue before us, (2) getting the students to get as clear a comprehension and understanding of the issue, etc., than he was with winning an argument. In brief, he always practiced what he preached: definition of terms, clarity of statement, and the aims of intelligible communication. His passing is a quite irreparable loss.

### ERNEST J. WRAGE

The School of Speech, Northwestern University

Irving Lee was an exciting person. He loved life and quickened the lives of others by his own responses to it.

Irving had a probing, inquiring mind. He avidly explored the world in and around himself; he was gifted and disciplined in interpreting what he found. He and I shared an office for nine years. Whenever we both had a break in the business of the day, Irv would light his pipe, swing around in his chair, put his feet on his desk, and ask, 'Well, what do you know? Any new theories?' He could ask even a stock question in such a way that you felt obliged to cudgel your brain and summon flagging energies. Sometimes his question was only a gambit; we were then quickly launched into something he wanted to try out in the give and take of discussion. Few things fell outside the wide range of his interests, but I think his greatest pleasure came from discussing ideas, particularly ideas related to human affairs. I once heard him remark that he found no drama so exciting as 'the drama of ideas.'

Irving's mind was remarkably inventive. We who knew him well in day-to-day associations never stopped being fascinated by his creative intelligence -- his fresh approaches to problems and his ready flow of concrete suggestions. He knew the value of an hypothesis, and in any given situation he could be counted upon to supply one or more. But he didn't stop there. Thought was incomplete until it had been checked against the outside fact. His success as a teacher is explained in part by his consistent practice of evolving and testing theories and principles by reference to abundant cases. The ultimate test of 'the guess', he would say, is the question: 'Does the idea fit the facts?'

Irving was wonderfully articulate. His lively mind, physical resources, and command of language all contributed. He could give life even to the tired topic. He said things cogently, impressively, arrestingly. In Irving intelligence became humane, articulate, effective, and exciting.

### ROBERT R. HUME

The Traffic Institute, Northwestern University

I knew Irving Lee as a neighbor, as a friend, and, in a limited way, as a teacher. Each of these is a clearly defined relationship, but I cannot draw lines of distinction very clearly, showing where one relationship began to be more or less important than the others, in time or place. This is perhaps a difficult and artificial thing to do in connection with anyone, but it seems singularly so in connection with Irving Lee.

Leaning over the back fence discussing the problems related to raising satisfactory tomatoes, mutually examining an idea on the way home from the office, or discus-

sing the usefulness of a new analytical technique in the classroom -- Irving Lee was somehow always, and at the same time, neighbor, friend, and teacher.

To me, the common element in all the contacts I had with Irving Lee was enjoyment. There was an abiding competence in him that made his presence in any situation a source of satisfaction and reward. Communion with him, as neighbor, friend, or teacher, was always somehow constructive. The quality of enjoyment that invariably permeated every association with him was not the frivolous kind, though he knew frivolity too; it was the deep enjoyment associated with satisfaction and appreciation.

For me, the rarest and most worthy of all people are best characterized by the term 'seminal'. They feed into life original elements and qualities of constructive growth. They give substance to moral imperatives, and meaning to dignity, esteem, and affection on the human scene. It makes a difference to us as individuals that they have been among us, and it makes a difference to all of us together. Certainly Irving Lee was one of these.

### **JOHN A. PURNTON, JR.**

G. D. Searle & Company (Research in the Service of Medicine), Chicago

My affiliates and I have been privileged to know and work with Dr. Irving Lee over a period of years. The shadow of a truly great man will long fall upon us, for it is his inspiring counsel which continues to make our associations with others more rich and our work together more effective.

The most enduring memorial which we can create to Irving Lee is to make the seeds of wisdom, which he has so generously sown among us, grow to full fruition.

### **RUSSELL MEYERS, MD**

State University of Iowa Hospitals

In 1946, I came to know personally the Irving J. Lee with whose writings on the application of general semantics to public speaking and other areas of communication I had already been much impressed. We had been released from military duty shortly before and quickly became good friends. During the ensuing nine years my admiration for his broad interests in the world of art, science and general human affairs, great fund of physical energy, sparkling wit and enthusiasm, 'freedom from language', ideas in the areas of general and special education and singular capacities for integrating experiences and communicating them to students and colleagues never ceased to grow. Our last exchanges of correspondence bore on the means by which general semantics principles might be incorporated in the teaching program of a large college of nursing in Iowa. Cogent recommendations in this connection were formulated a few months before he died. Dr. Lee would have been gratified to learn that they are to be operationally implemented at Council Bluffs this Fall.

As is now clear from several sources of information which have been pieced together since his death, Dr. Lee was aware of the likely early fatal outcome of his illness -- especially during the last few weeks. But it was not in him to burden his friends with the inevitable or to abandon work already in process. He was busy almost to the last -- unwilling to lose time in lamenting what might otherwise have been.

If ever there was a 'natural' general semanticist, Irving Lee was it. He was at ease alike presiding at meetings of the Boards of Governors of the International Society for General Semantics and the Institute of General Semantics; chairing panel

discussions at the national and regional meetings of the several scholarly societies to which he belonged; conducting classes for police officers at the Northwestern Traffic Safety Institute; organizing courses in G S at the Air War College and supervising research on the effects of G S instruction upon institutionalized psychotic patients. In his personal and professional life he consistently exhibited resourcefulness in applying the scientific method to specific problems-at-hand; openness to the ideas and value-systems of others; ever-ready accessibility to new evidence; candidness wrapt in human kindness; and the maturity of outlook so warmly urged upon society by the G S discipline to which he was devoted.

Among my contacts with Irving, one memory stands out preëminently. This was the occasion of one of his most memorable (and, regrettably, unpublished) presentations at the banquet of the 1951 Conference on General Semantics held at the University of Chicago. On that evening Dr. Lee shared with an audience of distinguished scholars and investigators his personal vision of THE MAN OF THE FUTURE -- a man who, without the heavy travail with which most of us born in a prescientific culture are burdened in the endeavor, should regularly and gracefully exercise principles of behavior advocated by G S. Dr. Lee depicted the kinds of control over the world-of-self and the world-of-things that such a man might be expected to achieve. He blue-printed the rewarding lives that communities of men like him might realize. The presentation was accomplished within twenty-five minutes -- a model of content, organization and skillful public speaking. His audience had had a rare listening experience, and many left the hall in sober contemplation of the vision so sketched.

Reflecting on the matter later that night, the realization came upon me that Irving Lee himself, quite unwittingly, exemplified the sort of man G S might help fashion. Imagine a community of, say, fifteen thousand persons in which a thousand men like him might cooperate to bring the full impact of their intellectual, esthetic and ethical behavioral patterns upon the education system, business enterprises and political institutions of the locale. Imagine the salutary influence of their views on inept prejudice and propaganda and their technics for 'coercing' agreement in human discourse. What might such a body of high-minded citizens not accomplish? What salutary influences on the world about them might not be brought about by the revised folkways and mores of such a community?

Was this but the dream of an over-imaginative artist? Far from it! Most current students of human engineering are prepared to acknowledge that such a blueprint lies well within the realm of achievement. Thanks to G S, modern communication science, information theory and operational philosophy, the basic tools needed for its implementation are already at hand. To have played a perceptible role in preparing even a fraction of the current generation for so worthy an aspiration is, I venture to guess, all that Irving Lee would have wished of life for himself, for his well beloved wife, Laura Louise, and his little son, David. Those of us who yet remain on the job are deeply sensible of how well he played that role.

As with all great teachers and sound counsellors, Irving Lee lives on today through the hundreds of students and friends he touched. The latter and their progeny may be counted on to perpetuate his cherished principles of action long after his name has been forgotten. As was so well said of Abou Ben Adhem, 'May his tribe increase!'

### FRANCIS P. CHISHOLM

Department of English and Speech, Wisconsin State College, River Falls

Irving Lee undertook so ably such a wide and many-sided program of scholarship and teaching that it is impossible in a short note of tribute to assess it adequately. I can only single out for mention two phases of his activity which have especially impressed me and have been most useful to me.

First, Lee engaged in himself, and directed his students toward, a program of research which was wide, influential and fruitful. At the time of the Third Congress on General Semantics, he outlined in some detail the aspects of general semantics which needed practical and theoretical documentation by development and experiment. His own work and that done under his direction added significantly to the growing body of verified fact underlying the general theory of evaluation. It is to be expected that Lee-trained students will continue this program, thus supplying another example of creative time-binding.

Second, and for me most important of all, Lee's materials were immediately and eminently useful as aids in training a scientific orientation. He directed his teaching to this central concern of general semantics training, both in his books and in his personal appearances before a wide range of audiences and scholarly gatherings. (It has been my good fortune to have heard some of the latter.) His books and the reports of his research functioned as usable tools to place in the hands of students for their own self-training in extensional orientation.

In both these facets of his work, Lee carried on and developed the work of Korzybski. He was concerned with the continued development of a sound and verified theory of evaluation and equally with the training of individuals toward proper evaluation and a scientific outlook.

Any comment upon Irving Lee's work would be incomplete without a mention of his warm personality, his impressive presence and his talent for liking people, since these were both a source and a result of his work. I still recall with great pleasure my first meeting with Irving, in New York during the war. Even then, in the limited horizon of military objectives, he was thinking of ways to teach people not only how to be more efficient pilots but also how to be better citizens and better people. And the same warm friendliness that he gave me spontaneously then was given generously again and again each time that we met and manifested often in the intervals in correspondence and many other ways.

#### **FRANKLIN M. KREML**

The Transportation Center, Northwestern University

Taken separately or all together, what Irving Lee gave to the men who have known him as a teacher at the Traffic Institute, to the men on our staff, and to me as director of the Institute, and as a friend, is quite immeasurable.

In general, the law enforcement officers whom Irving Lee taught at the Traffic Institute were rather thoroughly patterned in their thinking and actions in their official assignments. Their guides were principally fixed laws and regulations. Such patterns, of course, tend to give rise to unreasoned generalization, oversimplification, failure to see diversity below the surface of uniformity.

Irving Lee did not try directly to change them or their thinking. He showed them, by his approach to problems, what changing could mean. He pointed to the diversities, and the complexities, and the specifics. He looked at their problems with them. And, in the process, the quality of their looking was changed, and, ultimately, the quality of their thinking and acting, and of their service to their communities.

To his associates on the staff of the Institute, he gave of the vast fund of his special experience. Here too he brought new ways of looking, new attitudes, and a new spirit. He brought these, not as professional paraphernalia, but as part of himself and in his every act.

To me, both as colleague and friend, he was one of the outstanding examples in my experience of the fullest meaning of integrity -- bringing one's fullest resources to bear upon the improvement of human life, finding the measure of worth of every act in its contribution to the whole. Somehow one couldn't separate out any part of him and say, 'That is good.' He was good, and his goodness was in every thing he did.

### **JAMES SLAVIN**

The Traffic Institute, Northwestern University

As you well know, it is extremely difficult to use our language to describe the magnificent personality and intellect of Dr. Lee.

In the field of traffic police administration there are many specifics. To make effective use of the specifics our students must know how to go about thinking about the specifics and about principles in relation to their own community traffic problems; Irving Lee was the prime source of information and methodology in how to go about thinking and talking about problems of human behavior -- related to the traffic problem -- for the more than 700 police officers who have completed our police administration course.

In addition, Dr. Lee's instruction has substantially improved our students' ability in almost every kind of human interaction situation peculiar to police officers, as husbands, parents, commanding officers, etc.

Because of the many requests for his services, we found Dr. Lee frequently weighing one activity against another on the most factual basis he could discover. He, therefore, constructed a questionnaire about the effect of general semantics on the lives of our police administration course students, which we mailed for him. Although he was one of the most popular instructors we had on our teaching staff, and although he was aware of his personal popularity, he insisted that the questionnaire be sent to the students as though the Traffic Institute alone wanted their opinion. He told us that he would consider a 10 percent return as a good sample. We received a return of over 40 percent and every student said that Dr. Lee's presentation had had the most profound effect on him and on his work of any part of the entire course.

Dr. Lee is probably best remembered by our students for the class exercise in which the students would try to tell him to 'draw a straight line between two points, and to open a book of paper matches and ignite one match.' This type of demonstration alone has materially improved the ability of officers to give meaningful verbal directions to their subordinates and thereby increase the effectiveness of police traffic supervision in their respective communities.

Finally, Irving Lee, more than any other single person in my life, has enabled me more fully to enjoy, appreciate and understand God's richest material gift -- association with my fellow creatures. With all due respect to other authorities in the field of general semantics, Irving Lee's absence has dimmed the illumination on the sources of man's misunderstandings of his fellows.

### **DOUGLAS M. KELLEY, MD**

School of Criminology, University of California

In listening to a seminar from Irving Lee, I heard him discuss some years ago the use of general semantics as he applied it to training police at Northwestern Traffic Institute. At that time it was interesting but far afield. When I found myself sudden-

ly in the midst of police training patterns and was asked to present a course at the University of California, School of Criminology, on Criminal Interrogation, I drew heavily on these memories and set up an entire training program based primarily on general semantics theory.

Since that time I have talked with Dr. Lee about the problem, and as a direct result of Irving Lee's stimulating approach, general semantics theory has been taught here at the University of California in the School of Criminology in this course for the past six years. In addition, the same sort of approach has been used in the training of the Berkeley Police Department in techniques of interviewing and of report writing. I think this contribution of Lee's to the police field represents one of his most practical achievements, and in addition has been a personal stimulus which I can never forget.

### E. J. DEWITT

Wallace Supplies Manufacturing Company, Chicago

Irving J. Lee was first and foremost a 'Teacher'. His teaching was not limited to his classes at Northwestern University, where Dr. Lee was Chairman of the Department of Public Speaking. Irving J. Lee was a student. He studied almost constantly. The whole world could have been his laboratory. He would never run out of material to be studied because his field was - 'communications between men'.

Each conversation, each order received, each order given, every letter written, all the hundreds of students' answers heard, those TV programs watched, his six-year old son's endless questions, and equally endless discoveries, the hundreds of committee meetings attended, the endless business conferences observed: these and other actions - too numerous to list - were the never-ending source of his material gathering; his 'observatory' from which he viewed the communications arena.

What happens when people fail to understand each other?

Why did he not 'get' what she 'meant'?

Why can't we, the other members of the committee, convince him of the reasonableness of our point?

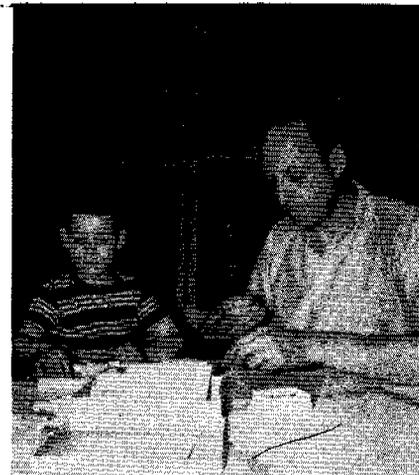
How come he made it this way, rather than the way I told him to do it?

I've told that laundress a dozen times that my husband has a fit when his collars aren't starched just so. Why can't she do it right?

What makes him preach hatred of a minority?

Here too, the list of questions concerning similar situations could be extended almost without end. Yet these would be the kinds of questions Dr. Lee worked on by the day.

His interest was not solely academic. Rather, the opposite. He worked with the 'Pentagon'. The Air Force College sought his services. G. E. - A. T. & T. - Pure Oil -



*Irving and David Alfred working on David's stamp collection, Spring 1954.*

Commonwealth Edison, and many others engaged him to help with their problems of the 'How can we better exchange ideas' type.

He was engaged by community groups to discuss ways and means of combating prejudice. Dental societies hired him to talk about their problems. How does the dentist make the patient understand what he (the dentist) wants him to do?

Our company, a very small thing indeed - by comparison to the industrial giants mentioned, had most of the problems of the bigger companies. Perhaps even more - because, being smaller, we did not have the same barriers of distance between people geographically, nor organization wise from top to bottom.

With us, the day rarely passed during which there was no talking between the Vice-President of Sales and the shipping clerk; the 'President' and the night watchman.

Sometimes information did not go through channels, which frequently resulted in hurt feelings. Sometimes that broke down the checks and balances which trap poor orders -- incomplete thinking.

To Dr. Lee, these were merely extra problems which only tended to complicate the main one on which his interest was focused - 'What happens when people talk with each other, instead of talking to each other?'

All this that I have said up to this point, I feel sure is known to most of the people who knew Dr. Lee.

However, to Irving J. Lee, our company was a little different. In fact it was something special. Here he had a testing ground for his ideas. It was both conveniently close and small.

While Lee did consulting work for a fee, the development work performed with our group was free. These were as much his people, as ours. They respected him. They appreciated the definitely discernable differences they could see in those with whom they worked; could feel in themselves.

Here, he could plant the seed of an idea, and watch its growth spread over an entire organization. With us, he could talk to everybody - at any level - at any time.

Because we were his laboratory for the last two years, I saw much of Lee.

Also, Lee during 1954 became interested in golf.

Here the roles were switched. Lee the teacher became, on the golf course, Lee the student. We worked together on a book about golf, which for lack of something better was tentatively called 'The Semantic Side of Golf'.

During the tournaments at Tam-O-Shanter Country Club, in August 1954, we walked around the course together, watching the 'experts' do their best. At the end of the day, Lee commented that he had seen the world's greatest players make almost every error possible to make in spite of their known ability to execute almost any conceivable kind of shot. 'How can we,' he said, 'hope ever to get people to do better in the field of communication than these highly skilled experts do in their special field?'

'How,' he continued, 'would a group of experts in speech or semantics look to someone who would observe them at work as we were now observing these golfers?'

This was not, as I saw it, an indication of discouragement, but rather a statement of his realization of the magnitude of the problem he and others in the communication field faced.

During the last year, much of the time I shared coffee at the breakfast table at the Lee household with his wife Laura, and son David, at least once a week.

One morning Irving said 'Laura, for the first time in my adult life, I find myself playing the role of student, except that it is not "role playing" when I am on the golf course but "real playing".'

'Real playing' was a device Lee hoped to introduce into more of his industrial work - actual doing - rather than trying!

Again at the coffee period, he said 'Laura, the professional golf instructor is as necessary to golf, as the grammar and English teachers are to students of English. But, there are two sides to golf as with writing or speaking.

'Having the skill needed in either is not enough. There is the evaluative side, the area of decision making. The writer, speaker or golfer must, if he would do well, know how to write or speak or golf within the area of satisfactorily predictable results.

'For example,' he continued, 'it is not so much how relatively skilled a golfer or writer is, as much as can he decide how to proceed. Does he know wherein his best interest lies?'

'How often does the golfer try the "one in a thousand" shot, which, when it fails to come off - as a true "one in a thousand" shot seldom does - so demoralizes him, that his game is spoiled for several holes or more.'

Irving Lee's views on this field were very interesting. By practicing them, he brought his own score down to less than 100 in only four months of play. He took up the game in April of '54.

Strict equality (with only an occasional slight modification) of opportunity to speak was the rule. It was easy to see David was learning to express himself while he had attention, and to return that attention.

During the last three weeks, this breakfast occasion was a daily affair. The last two areas of interest in the semantic-communication field to occupy Irv's mind had to do with 'Areas of Unteachability' and 'The Role of the Good Observer'. Both of these had been intended to be the basis of his next book; most of which he had already - 'talked out' - between rounds of golf.

I knew of no occasion when Dr. Lee was not kind, patient and understanding, and simultaneously a great teacher and student. His ability to grasp situations was nothing short of amazing.

### ISAAC SCHOUR, DDS

Postgraduate Studies, College of Dentistry  
University of Illinois

Lee's sense of responsibility to his fellow man and of concern beyond himself was basic and deep. When he knew his life was numbered in days he took it on himself to help find a substitute for an assignment he had accepted but would not live to carry out.



*Irving and David Alfred, 1950.*

**F. W. BRADEN**

Illinois Bell Telephone Company

**R. K. GREENLEAF and J. T. TRUTTER**

American Telephone and Telegraph Company

One of Irving J. Lee's very last and fine efforts was a special project with the Bell Telephone System. The LEE EXPERIMENT, under the auspices of the Illinois Bell Telephone Company, proved to be one of the high points in the history of our management training programs.

Every Thursday afternoon, for nine weeks starting February 10, 1955, Irving Lee conducted a highly stimulating course among 26 representative supervisors. The program was conducted in the Illinois Bell General Office building. The course dealt with seven barriers to communication and Dr. Lee, armed with apples, anecdotes and an uncanny ability to bring ideas out of people, led our supervisors right through the barriers. Irving Lee completed this project just before he passed away. He left, as a heritage, a remarkable course in communications for supervisors. Through our notes, and his editing, the telephone companies now have a training package that we feel constitutes a living memorial to Lee's ideas and freshness in approach.

Dr. Lee was intrigued by the way this project was measured. In fact, it was something he mentioned many times during his last days of illness. The effect of the LEE EXPERIMENT was tested not by participants in the course, but by employees supervised by the participants, some of them twice removed. The measurement, before and after, was by interviews and attitude surveys. Dr. Lee had the satisfaction of knowing that 72 percent of those employees interviewed had observed favorable communicative changes in the course participants. This was the finest testimonial to his ability.

Each of us in the LEE EXPERIMENT felt that we could count Irving Lee as a close personal friend - he had that warmth and understanding. Those of us who worked with him in his home and office felt specially privileged.

The American Telephone and Telegraph Company also featured Mr. Lee as one of their regular speakers at the Bell System Executive Conference, Asbury Park, New Jersey, and engaged him for other special personnel conferences. His effect on our people was astounding. There has seldom been a speaker or consultant who has made such a lasting contribution to an organization.



*The LEE EXPERIMENT ends—April 1955. Illinois Bell Telephone Company photo.*

## IRVING J. LEE: 'THE SEMANTIC MAN'

Sanford I. Berman\*  
The School of Speech, Northwestern University

AUTHOR'S PREFACE: Many individuals have asked, 'What kind of a man was Dr. Lee?' They had heard about him due to his national reputation as a teacher, extremely popular lecturer and one of the nation's leaders in general semantics and communication. There were many who wanted a closer acquaintance with the man they had heard lecture or read about. And so, this essay was written to fulfill two desires. On the one hand, it attempts to present a brief picture of Irving J. Lee and secondly, it attempts to convey Dr. Lee's own description of what a 'semantic man' would look like if he were to apply the principles of general semantics to his own behavior. The following, then, is a profile of Irving J. Lee: 'The Semantic Man'.

Only a few of those individuals who had the honor of working with Irving J. Lee will know what a truly great man he was. For here was the embodiment of the principles of general semantics - of extensionalization - to the fullest we have known. Irving J. Lee not only understood Alfred Korzybski's principles as few scholars did, but even more, he applied them to his own behavior in dealing with individuals, situations, problems, and in gaining a deeper insight into the world around him. The 'semantic man' is the creation of his own assumptions; he is both the sculptor and the marble.

What is a 'semantic man' (or woman) like? If a person were to apply the principles of general semantics to his own behavior what kind of an individual would he be? What will he do, for he will not only understand the principles of extensionalization intellectually but he will have internalized these principles in terms of behavior. How, then, shall we draw our profile of the 'semantic man'?

These are some of the questions raised by Irving Lee. But they did not go unanswered by

him. It is the forte of a 'semantic man' not only to ask meaningful questions but to look for the answers. So the answers to these questions are those of our semantic man about 'the semantic man.' While I am sure Dr. Lee did not look upon himself as the perfect semantic man, he saw in this profile the operations to be performed in order to achieve a closer resemblance to this mythical person. For Dr. Lee was conscious of the fact that this 'semantic man' was a fiction, a mythical creation nowhere to be found in the world of reality. But if he had taken a closer look at himself he would have seen himself as others saw him - as the best example of the 'semantic man' we have had.

What, then, is this ideal man like? How does he behave? What will he do in approaching problems, situations and in dealing with others?

The semantic man will tend to do a good deal of listening and querying - of asking questions. He wants to know what the other fellow means, not what words mean. For he is continually conscious of the fact that words don't mean, people mean. He knows of the tremendous ease of oversimplifying the process of communication, and the misvaluation of projection which results whenever people stop this process of communication too soon. He knows of the many conflicts, confusions, arguments and disagreements which result when people pay more attention to words than they do to the people using words. He realizes that words can be used in many different ways according to the experiences or even whims of the user, and in order not to close the channel of communication one must understand the meanings in people, not in words.

Before making an important decision the semantic man will want more facts. In his speaking, listening, reading or behaving he knows of the simplicity and ease - and also the dangers - of acting on too few facts. So he is constantly looking for new facts upon which to base his

\*The author would like it to be known that he wrote his paper before he had heard about the plan for this commemorative issue of the Bulletin. According to Mr. Berman, 'the term semantic man is Dr. Lee's.' And he used it in teaching general semantics as synonymous with a 'fully extensional man' when he talked about the characteristics such an ideal man would manifest in his behavior. (His usage implied that the opposite term was intensional, and emphatically not 'unsemantic' - an indefensible usage as many workers in the discipline have taken pains to point out.) Dr. Lee's description of his mythical semantic man does not appear in his published writings. Mr. Berman based his essay on the description he heard Dr. Lee give in his classes. --Ed.

evaluations. But while he is conscious of other variable factors which might come into play in any situation, he understands that he must act on whatever factual data he has. He knows of the folly of waiting until 'all the facts are in', for this is not only an impossibility but it will lead toward indecision, procrastination and non-productivity.

This ideal extensional man will more likely note rather than dismiss any novel or unusual ideas. He knows of the many cases in the history of ideas or scientific advancement where people were too prone to 'pooch-pooch' or criticize ideas which later turned out to be important in man's advancement. Irving Lee realized but could not always understand why some highly intelligent professors (and others) were so prone to criticize and attack certain ideas without the requisite knowledge upon which to base a scholarly criticism. He invited scholarly criticism based upon accurate knowledge. But he saw around him too many examples of the proclivity of dismissal of novel or unusual ideas. He felt that the new or the novel should neither be accepted nor rejected but tested. Only after adequate testing or scrutiny should the new and the novel be judged.

The 'semantic man' is interested in the important question, 'Why do we disagree?' He knows that we very often look for different things or see things differently because of a number of variable factors. And it was one of the desiderata in the teaching and life-work of Dr. Lee to look for and understand those differences. The problem confronting our 'semantic man' is how to come to agreement; not how to win the verbal fight. He is perfectly willing to look for the sources of human disagreement because he understands that disagreement might lead to agreement if we were to 'look again' or try to delimit some of the variable factors. Irving Lee recognized that some disagreements could easily be resolved once the important factors of disagreement were pointed out. But he also recognized that other kinds of disagreement were not so easy to reconcile, and that one of the follies of man is to try to solve these difficult problems too easily and too soon without getting to the heart of the disagreement. In a world of so much disagreement Dr. Lee felt that the 'principles of universal agreement' were necessary and important to teach and apply if man is to achieve a happier life.

The 'semantic man' is aware of the difference between a descriptive or factual statement and one involving an inference. He will not confuse his inferences or assumptions with statements of fact. And his behavior will be accordingly. He will be a little less prone to jump to inferences, and when he does so he will know that he did, and he will then retrace his steps. He knows that most of our lives are lived on the in-

ferential level, but wisdom and mature behavior result when one is conscious of the differences between acting on inferences as inferences, and acting on inferences as if they were factual.

So our mythical fully extensional man will continue to test himself against facts. He will not only check his inferences against the facts, but also observe whether or not he is oriented by words or by the non-verbal facts. For he has learned, not only from the wisdom of Confucius, Agassiz, Freud, Pavlov, Korzybski and others, but from experience, that man is more often influenced by words and verbal associations than he is by the facts of reality. The 'semantic man' manifests an extensional rather than an intensional orientation.

The 'semantic man' will be a little more willing to be both independent and cooperative. Irving Lee did not look upon these characteristics as being contradictory, but complementary. Besides being cooperative with others, this extensional man must also manifest initiative and the free-enterprising spirit which results in the time-binding productivity of a free and open mind. I know of no individual who was more both independent and cooperative than Dr. Lee. He manifested a non-allness independence because he recognized that individuals must believe in and act on their own convictions. And yet they must be willing to change their convictions the moment the facts are against them. He realized that the non-allness orientation did not lead toward vacillation or apathy, as some individuals wrongly assumed. The 'semantic man' has deep convictions, assumptions, values, etc., but he understands that he must not hold these with a dogmatic 'know-it-all' attitude. He is always willing to listen with an open mind to the assumptions and beliefs of others, no matter how contrary they might be to his own. He respects, with dignity, the abstracting processes of others.

Manifesting the extensional orientation, he will use his eyes and ears more than one normally does. He will do more looking and doing than reasoning and talking, for he realizes that scientific advancement and the solution of problems come only when theorizing and talking stop and experimenting begins. His motto is, 'I don't know. Let's see.' He solves problems, therefore, not by talking or verbalizing but by doing. He will keep his eyes and ears open for differences as well as similarities, for he will be far more curious about things and not limited to the similarities implied by the structure of the language he uses. Whenever Dr. Lee was asked if a certain 'idea' was worth trying or if it would work, his answer invariably was, 'I don't know. Let's see.' He was a master of putting ideas to work to see if they were worthy, for this is an important yardstick of the

'semantic man'.

Irving J. Lee was one of the most dynamic individuals who ever lived. His ability to 'get things done' with the highest standards was one of the unique characteristics of this brilliant man. Yet, in another way, he was one of the least hurried and impetuous men one could meet. He realized the importance of manifesting symbol reactions, of taking more time - a 'two second activity delay' - in dealing with life's problems. On one particular occasion a group of psychology students continually interrupted his lectures throughout the hour by asking, 'Is this Professor Evans' class?' or 'Is this Philosophy 110?', etc. Most other professors probably would have become quite exasperated at such intrusions. But Irving Lee, manifesting a symbol reaction each time, did not become irritated. He checked his assumptions until he was informed that this was a psychological experiment to see to what degree he behaved in terms of the principles he taught. Those psychological experimenters and his own students were given an example of these principles in action.

Here we find another important characteristic of the 'semantic man'. He is much more eager to inquire as to the adequacy or proper evaluation he shows when he is angry, irritated, discouraged, fearful, disliking, etc. Irving Lee often maintained that usually some kind of a misevaluation is involved in every case of irritation, anger, fear or prejudice and it is the mark of an extensional man to check himself as to the adequacy of his evaluations.

The 'semantic man' engages freely in phatic communion, fiction reading, poetry, etc., but he knows the difference between fiction and fact. He can enjoy or partake in both with equal facility, but he is quick to differentiate between the two and not act on the fictitious as if it were factual. Dr. Lee recognized the psychological importance of 'small talk' and his magnetic personality attracted countless students and others to his office for what, I suspect, very often turned out to be phatic communion. He was one of few professors who always had a string of students and adults waiting outside his office ostensibly to talk over a problem. Upon closer observation, however, one could see that they left his office feeling highly elated and that many of them did not always visit him about their school problems but just to talk with him. His was an indescribable magnetic power that drew all kinds of individuals toward him the moment they were within this orbit.

Irving Lee felt that very little of what general semanticists say runs counter to the great principles of humanity, our ethical, moral, or religious codes. But he felt that in general semantics they are stated more explicitly than in

many other statements, and an operational method is given by which to achieve these ends. He believed it important that we keep looking for all sorts of convictions, faiths and goals, but he always remained aware of the 'etc.'.

The 'semantic man' is also aware of the ease of over-simplifying, the ease of attributing causes to things. He does not think in terms of a cause and effect relationship but in terms of a functional formula where an effect is produced by a number of variable factors. To him the world is not a simple additive affair where variables can be easily dissected and attributed as causes. It is, too often, a non-additive affair where complexity and multiplicity of causes more closely resemble the structure of the world. So, just as it is easy to look for the simple cause and effect relationship, it is also easy to oversimplify the problem-solution nexus by looking for the solution to the problem when there well may be more than one. Such simplistic assumptions he believes are inadequate in a world of complexity, change, variability and non-additivity.

The 'semantic man' is able to achieve degrees of specificity in his talking (when necessary) far more than is now generally done. For he realizes that there are degrees of inclusion, generality, vagueness and ambiguity just as there are degrees of concreteness and specificity, and there are times when he must index, chain-index and date his statements. Agreement and understanding result whenever individuals specify what they are talking about (indexing), at what time (dating), relative to what situation or environment (chain-indexing). Irving Lee was a master at achieving specificity in his own talking and especially in forcing (intellectually) his students to think in terms of indexing, dating and chain-indexing. One of the greatest benefits that a student of general semantics could obtain from conversing with Dr. Lee was in distinguishing between an ambiguous and vague statement (or hazy ideas) and a specific and concrete statement. Many PhD candidates had to re-examine and usually revise their ways of thinking due to the penetrating and piercing questions raised by this semantic man. His ability to see the specifics, to draw out further relationships and conclusions, was of the most brilliant kind.

To anyone, therefore, who had been associated with Dr. Lee and had the opportunity to have intellectual discussions with him, this was one of the most rewarding experiences. The ability to examine and re-examine important ideas and questions according to the general semantics discipline is a long and tedious process. But one soon learned this uncommon sense (to a degree) by example not by preachment. Dr. Lee was more interested in teaching others by

example than by preaching or by exposing the mis-evaluations of others. He knew that before an individual could teach the principles to others he must first become extensional himself. As Wendell Johnson says, 'If you want to become a genius find yourself a genius and follow him around.' So it is with the 'semantic man'. His best teaching device is his own behavior, which a semantically oriented observer might profit by. To Irving Lee, only when an individual manifests the principles of general semantics does he know them, for learning is a non-elementalistic function.

The 'semantic man' will always be willing to admit when he doesn't know. 'I don't know' becomes an intellectual motto for him. He understands the unfortunate results which follow when people assume more knowledge than they really have. The non-allness orientation, the 'I don't know' admission, becomes a stimulus to find out, to search further, to gain more facts and to lessen one's sphere of ignorance. He knows that the 'I know it all' assumption is one of the unconscious assumptions that stops learning, hinders scientific advancement and keeps a man from fulfilling his time-binding capacities. This realization of the limitation of one's knowledge can lead toward proper evaluation regarding degrees of probability in determining future action. One will then take calculated risks regarding the laws of probability, in accordance with the facts at hand, and relative to the situation being dealt with.

The 'semantic man' keeps reminding himself of the doctrine by re-reading the basic books. Irving Lee used to kiddingly say that the good student of general semantics must re-read Science and Sanity every six months - but it takes six months to read the book. Of course, this means that the student would constantly be reading Science and Sanity. He realized the importance of re-reading the basic books for, as he often stated, each time he would re-read Science and Sanity he would learn something new or gain some new insight that might have escaped him in previous readings. The 'semantic man' does not assume that having read the basic literature that he 'knows' it. He must continue to re-read, re-examine and see new relationships and applications with each reading. He realizes, also, that one does not just read Science and Sanity. One must study it, for there are many ideas, principles and relationships which are not specifically stated but too often implied or left undefined. If he had supplied examples of all the principles Korzybski said, the book would be many times larger than it already was. So much of the material was left to the wisdom of the student. As his abstractions are relative to his own interests and knowledge, and as these are constantly changing, so his abstractions from each re-reading would change, take on new relationships, and

lead toward new insights. Learning is an on-going process.

Finally, Irving Lee believed that the 'semantic man' doesn't talk these principles, he does them. He realizes that all that general semantics can do is to provide an attitude or a set with which to approach problems. Dr. Lee believed that one doesn't apply general semantics,\* one achieves an extensional attitude, orientation and behavior - in the broadest terms - facts first, then talk or behave.

This, then, is Dr. Lee's profile of the 'semantic man'. This is what he believed such a man would look like were he to behave in terms of the principles of general semantics. But while no individual can be completely extensional at all times, Dr. Lee himself approached this extreme degree of extensionalization as few persons do. His was an unusually brilliant mind. He understood these principles and he knew how to apply them to achieve extensional behavior.

If the 'semantic man' is a time-binder, if he is a productive person who leaves more than he took, then Dr. Lee's many articles and books are a living memento to what an important contribution such a man can make to all humanity. In this day and age there is a need for men to rise above the producers of the past. There is a need to progress in geometric progression if man is to fulfill his human potentiality. Manhood of humanity can only be achieved when great and learned scholars, semantic men of the future, carry on the important work of lessening or eliminating the many conflicts, confusions, disagreements, prejudices and wars which have been a 'human' characteristic for so many centuries.

Irving J. Lee played an important role in achieving these ends, for his teaching, lecturing and writing aided many in gaining a better understanding of themselves as well as the world around them. And those who came in contact with him and profited from his wisdom held him highly with a deep and lasting reverence.

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\*See a report on an advanced study conference conducted by Dr. Lee, General Semantics Bulletin, Nos. 6 & 7, Spring-Summer 1951, p. 100.

Editor's Note: 1953 marked the 20th anniversary of the publication of Science and Sanity. At their annual meeting, the Trustees of the Institute discussed ways to interest more people in reading the book - especially how to expose scientists and scholars at the universities to Korzybski's formulations at first hand. Among other projects, they proposed to publish a booklet of passages from Science and Sanity that would 'give a taste of some of Korzybski's insights and might persuade [some people] to read more.' As agreed, Dr. Lee contributed a list of some of his favorite passages, and an introduction for this booklet which he called a 'Science and Sanity Sampler.' Publication plans have languished for two years. Perhaps the project will be carried through in preparation for the Korzybski Anniversary in 1958. Meantime I feel that Irving Lee's friends should have this essay. It seems to me as characteristic of his own insights, attitudes and approaches as the passages he selected are of Korzybski. --M. Kendig

'SOME OF MY FAVORITE PASSAGES IN SCIENCE AND SANITY'

Introductory Essay and A List by Irving J. Lee

Here are passages from a 872 page book. They are fair samples. They abound in no felicitous phrases, no witty profundities, no arresting stories. They share few secrets, assure few cash returns, require few commitments.

Why, then, dare I hope they will be inviting, like the smell of fresh bread through a bakery grating? Because

they are just a handful of trail markers in Alfred Korzybski's adventure to find what a man must do to make sense;

they are small sections of a large guidebook in which he defines the means whereby men might avoid the mis-evaluations and mis-interpretations which so complicate their business and professional activity;

the book, Science and Sanity, offers freely some directions by which human beings can escape some of the troublesome disagreements and worrisome confusions which so darken their personal lives.

But hasn't this sort of thing been done? One could say as Terence did, 'You sing the same old song?' One could also reply, 'Il y a fagots et fagots,' that things which look similar may be quite different.

We see things and people. We make assumptions and draw conclusions about them. We feel somehow, and we talk and act. We do all these readily, easily, continuously. Sometimes we do them productively. Sometimes we don't.

How well do we diagnose ourselves when we get into trouble, when tension and conflict arise among us, when we fail to understand others? In the broadest practical terms Alfred Korzybski has tried to tell us how to look at how we're doing and what to look for. He is saying and showing in a host of ways that when a person becomes conscious of the mechanisms of human evaluating then he begins to be ready to make those changes in his seeing-thinking-feeling-talking which make the transition from childishness to maturity, from foolishness to wisdom.

Horace long ago said, 'It is not permitted to know all things.' Korzybski agrees and goes on to ask, 'What happens, however, when a man acts as if he does know all?' 'What are the varieties of arrogance and egotism and by what means may one free himself of them?'

Horace also said, 'It is pleasant to act foolishly in the right place.' Korzybski again agrees and says, 'What if a man acts unwittingly in those same patterns in the wrong place? How does one discover the patterns by which that may be forestalled and he be forewarned?'

Korzybski does not consider he is finished when he asks the questions. He gives some answers, too. He draws from the reservoir of the basic knowledge of the great writers in anthropology, colloidal chemistry, physics, psychology, psychiatry, the foun-

dations of mathematics, not to support any new doctrine of salvation, but to find what they say that has human relevance, so that their insights can be translated into advice for any man who would live more sensitively and sensibly.

The ultimate test of General Semantics as a discipline for our time is not the persuasiveness of its theories, but their sharpness and usability. If the advice is such that one can use it, that is treasure enough. That, many have found.

For certain kinds of people, it must be said, the discipline does not 'take'. To wrench oneself from what is comfortable and customary is not easy, and there are those who give up quickly. This is, nevertheless, not peculiar to the study of the mechanisms of evaluation. When Bertrand Russell set out to write his ABC of Relativity (1925) he put this problem in terms which are directly relevant.

What is demanded is a change in our imaginative picture of the world -- a picture which has been handed down from remote, perhaps pre-human ancestors, and has been learned by each one of us in early childhood. A change in our imagination is always difficult, especially when we are no longer young. The same sort of change was demanded by Copernicus, when he taught that the earth is not stationary and the heavens do not revolve about it once a day. To us now there is no difficulty in this idea, because we learned it before our mental habits had become fixed. Einstein's ideas, similarly, will seem easy to a generation which has grown up with them, but for our generation a certain effort of imaginative reconstruction is unavoidable.

G. M. Trevelyan said, 'Poetry can be sipped like wine, but history is best taken in gulps like beer.' I should add: the bits of General Semantics that follow offer only an aperitif. What remains is best chewed and savored like beef-steak.

1. Two Analogies in Preface to First Ed.: (from line 6) p. ii - p. iii (through line 19); 2nd Ed. pp. lviii-lix; 3rd Ed. pp. lxii-lxiii [Other numbers same in all editions.]
2. Abstracting: p. 374 (from line 8) - p. 378 (to end of top paragraph)
3. Difference between Descriptions and Inferences: p. 478 (line 15 through line 30)
4. 'Degree' or 'Kind' Language: p. 254 (from line 10) - p. 255 (through line 5)
5. 'An Ideal Observer': p. 444 (from line 3) to p. 445 (to 4th line from bottom)
6. Theory of Agreement: p. 418 (from line 8) - p. 419 - p. 420 (through line 26)
7. The Un-Speakable Objective Level: All of Section B, pp. 34-35
8. Negative Premises: p. 60 (bottom 2 lines) - p. 61 - p. 63 (to 5th line from bottom)
9. Natural Order: p. 450 (all of paragraph 2)
10. Higher Order Abstractions: p. 439 (from paragraph 2) - p. 440 - p. 441 (through top 3 lines)
11. 'Definitions': p. 414 (bottom 4 lines) - p. 415 (to 3rd line from bottom)
12. 'Is' of Identity: p. 408 (bottom 3 lines) - p. 409 (to end of paragraph 2)
13. Conditional Reactions: p. 334 (bottom 3 lines) - p. 335 (to 5th line from bottom)
14. Two Kinds of Words: p. 250 (from line 23) - p. 251 (through line 7)
15. The 'Infinitesimal' and 'Cause and Effect': Chapter XV, p. 214 - p. 219

## IRVING J. LEE

### BIOGRAPHIC AND BIBLIOGRAPHIC NOTES

The General Semantics Bulletin has carried biographic and bibliographic data about Irving J. Lee and editorial comments on his work in many issues. The 27 preceding pages portray the man, his manifold activities and his contributions from many points of view and with deep and diverse insights. In this context it might seem redundant to record more than the following dates and data about his life and list his writings. But I also want to record some of my own memories of Irving Lee during the sixteen years I knew him insofar as these memories are pertinent to our common association with Korzybski and his work, and insofar as they supplement or perhaps light up some facets of what others have written about him. I am working on such a biographical memoir and regret it is not ready for this printing. Here, at least, I must acknowledge my great debt to Irving Lee for all I learned with him and for his very wise counsel which has sustained me through the difficult years since Alfred Korzybski died. --M. Kendig, Editor

BIOGRAPHIC DATA: Born in New York City, 27 October 1909; married Laura Louise Smith, 23 June 1940; son, David Alfred, born 11 May 1949; died in Evanston, Illinois, 23 May 1955.

Education: BS, New York University, 1931; Summer Session, The Breadloaf School of English, Middlebury College, 1932; MA and PhD, Northwestern University, 1935 and 1938; Seminars with Alfred Korzybski, Institute of General Semantics, 1939, 1945, 1946.

Military Service: From July 1942 to February 1946 served as officer in the U. S. Army Air Forces. Released as Major. Most important responsibility: Executive Officer, Training Aids Division.



*This picture, taken about 1945, shows the Executive Staff of Training Aids Division. Left to right: Lt. Col. Russell Bonyng, Lt. Col. Charles Skeele, Col. George W. Pardy (seated), Lt. Col. Guy E. Vining, Maj. Irving J. Lee.*

**Positions Held:** Instructor in the Social Sciences, Boonton High School, Boonton, New Jersey, 1931-1934; Appointed Instructor in Public Speaking in School of Speech, Northwestern University, 1937; Assistant Professor, 1942; Associate Professor, 1947; Professor of Public Speaking, 1950; Visiting Professor, University of Hawaii, Summer 1952; Visiting Professor, University of Wyoming, Summer 1954.

**Lectures:** Some two-hundred lectures under the auspices of the National Lecture Bureau, Chicago, Illinois since 1940. In addition, individual lectures or lecture series at the following colleges and universities: Dartmouth, Denver, Harvard, Minnesota, Pittsburgh, Purdue, Wisconsin. Lecture-conferences, Seminar-Workshops of Institute of General Semantics.

**Consultation and Training Activities:** Served as Consultant, Lecturer and/or Instructor with the following: Headquarters, U.S. Air Force; Air War College in Air University; Naval Gun Factory; National Safety Council; Northwestern University Traffic Institute; and approximately twenty-five corporations including: American Maize; Commonwealth Edison; G. D. Searle; The People's Gas, Light, and Coke Company; Wallace Supplies Manufacturing Company; Illinois Bell Telephone Company.

**Organizational Activities:** Member of the Board of Trustees and Executive Committee, Institute of General Semantics, 1947-55, and Fellow of the Institute, 1941-55; Past President and member Board of Directors, International Society for General Semantics; member of the Executive Council, National Society for the Study of Communication; Associate Editor, The Quarterly Journal of Speech.

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A booklet containing the first 30 pages and covers of General Semantics Bulletin, Numbers 18 & 19, 1955-56, as preprinted for the Princeton Meeting of November 1955, organized by the Pro-tem Korzybski 25th Anniversary (1958) Committee, is available. \$1.50 per single copy; \$1.00 each for 10 copies; \$.75 each for 11 up to 49 copies; \$.50 each for 50 or more copies. Send prepaid orders to Institute of General Semantics, Lakeville, Connecticut, U.S.A.

# Editorial

This issue of the GENERAL SEMANTICS BULLETIN is dedicated to Irving J. Lee and is intended to appear at about the time of the first anniversary of his death.

It seems to me that for us who work in general semantics, the commemorative statements in the preceding pages do more than record the many faceted impact of an extraordinary man, his methods and his work. At the first reading one may be struck by the variety, the individuality - the extensionality, if you will - of each remembrance. They build a picture of Irving Lee, the living presence. Read again, we pass to a higher order of significance. We gain insights and encouragements - at least that is the effect on me - from this record of what one man could do without foundation grants or other outside support, inaugurating and carrying on experiments and research in human affairs. Irving Lee seems to me to have had a genius for social engineering in his day by day living. Only at the end of his life, for example in the 'Lee Experiment' at A.T. & T., did he have any set-up specifically created for him. And that opportunity came to him as a result of years of single-handed unassuming investigations made in the regular course of his professional work.

The commemorative statements were collected in the late summer of 1955 in cooperation with William Haney and Laura Louise Lee. They were printed in a separate booklet for a meeting held at Princeton in November. This meeting was organized by the 'Pro-tem Korzybski 25th Anniversary (1958) Committee.' It was 'inspired' by Lee who was a member of the original committee and outlined in a talk we had in Evanston a few weeks before his death. The News section carries a report. At the time we considered distributing the commemorative booklet to Members of the Institute. It seemed more fitting to wait and publish it in a regular issue of the Bulletin.

We are pleased to be able to publish A.H. Maslow's paper in the same issue because, to us, Lee exemplifies the 'self-actualizing people' who form the subject of Dr. Maslow's studies in psychological health.

M. KENDIG

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