

1.
The Sin of Not-Thinking!
Philippians, IV, 8-9.

A. Introduction: Our mind - assumed
primitive & civilized.

1. We often ask -- what element --
do I prize most highly --- "mental
equipment"
We cherish intelligence ---
We prefer -----

2. This seems --- commonplace ---
In reply I say --- because we behave
--- mind least valued.
Too often becomes plaything
Thought of the morning -----

3. Prof. J. H. Robinson ---
--- find historical layers underlying
--- "animal, child, savage
traditional civilized. We are all

(2.)

animals ; we were all children --- ;
our human ancestors lived in savagery for
-----.

4. of superiority of human over
animal ----- that that points
of resemblance -----

~~at one time ----- man lived -----
existence, life of animal -----.~~

Today ^{our} lives still largely animal
in habits -----.

We feel hunger ---; we eat ----- as
beasts.

In man fighting instinct -----; a
prize fight -----.

man victim of silly ----- fears; one
who has seen a crowd ----- will
affretrate how close a kinship -----

(3).

3. After all --- brute creation remains
brutish --- while man attains --- civilization
Difference --- mental superiority,
he alone possesses power of direct intuition.
The child learns by --- --- as
adult we benefit --- --- The animal
is dependent --- experience solely; he
cannot benefit --- another. Monkey
learns by "monkeying", not --- ---
Ability to imitate vocal sounds ---
---; speech --- abstract thought
--- moral concepts.)

6. This superior instrument
--- most precious --- which
has transfigured --- --- should
dominate lower attributes ---
--- Conscious mind acts --- does.

(11)

----- but that particular
quality ----- dominates ----- spasmod-
ically. I refer ----- reasoning capacity
its ability to differentiate
----- that high plane of thought
process ----- objective reality -----
subjective basis.

We do not make best use of our
minds - do not think enough:
most trouble comes ----- :
Easy to rest ----- automatic
workings ----- Requires
heroic effort ----- thought process
----- on both pros & cons of subject
----- preconceived notions.

(35).

B. Difficulty of "thought".

1 Get us frankly face - - -

--- do not --- I influence
speech & action --- we obey --- impulse
--- unfortunate word or deed. In children

"Impulse, however, minor
factor, impulse condition created
by impulse --- rectified ---

"Not Thinking" is, however,
sin of first magnitude --- of
willfully closed mind, --- prejudiced
attitude. ~~We~~ often accuse ---

--- Some of us more ---
but all victims --- why is there
who can say --- that he does not

(6)

carry ---- company of his
prejudices, which determine
thinking ---- ! This trait
--- outstanding human
weakness. Our incurable
propensity to think only what
we wish to think ----
--- root of ⁱⁿ understanding --- of
any, bitterness & strife ----.

2. Let us face question squarely
& frankly - do we like the
truth? Instead of answering
by general assertions, point finger
of searching interrogation ----

~~Do not.~~

^ We resent personal criticism
no matter how true ----.

7.

Perhaps one of us has a
physical peculiarity - a bigger
nose than most people. Will
owner admit - larger? usually
not - & becomes fighting mad
^{we are}
---- He is ready to believe only
what he wants to believe --- truth so
unpalatable --- courage & honesty
not strong enough --- swallowing it.
3. As a boy reminded ---
round shoulders --- I was so
loath to accept --- that
I persuaded myself --- consequent-
ly shoulders still round.

7 (a).

How pernicious an element -- not facing
facts -- school community -- Poison --
-- Intellectual -- atmosphere.

After -- athletic contest -- other side
played unfairly! How easy --
student -- stands high -- teacher's pet.
How often -- I hear refrain, "Oh sir,
teachers -- against me"! A boy who
takes up such an attitude -- seldom
improvement, because fresh admission
-- facts -- essential preliminary
-- self-correction. A student
-- transferred -- class to another.
-- "We are not learning anything --"

This turns out often -- learning
very little from any teacher,
and for very reason, instead facing
-- own laziness, -- tries -- throw
responsibility -- teacher.

8.

C. "Good reasons vs. "real" reasons.

1. Much easier to find "good" reasons

----- "real" ----- A savage
will account ----- sickness -----

shadow ... effigy ... "Good" reason
for him ----- not real" ----- The

good reasons we invent ----- just as
remote ----- from "real" reasons)

more ready
A man will find "good" reasons
for ----- from arriving late to dinner to
robbing a bank, dispoising widows & orphans.

2. One most prominent ----- group or
herd instinct. Most animals live in ..

----- . Man -- cooperative groups ...

----- nation. So strong is
man's attachment ----- so necessary -----

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9.

so deeply inflected... - that anything
--- resents. So potent... dulls
--- attacked. As well known
essayist - - "Individuals occasionally
guided by reason, crowds never".

A person's wrath well up - - -
--- is insulted. Usually little
attempt to inquire - - - ; provocation
felt so spontaneous + intense - - -
--- self-criticism.

D. Effects of "hot-thinking".

1. What are effects - reluctance - -
First of all - - other people. It poisons
- - - - - How easy - - to damage
another person - - I - unkind remarks,
whispered innuendos, slanderous stories.

What --- temptation --- attacks
 --- already --- prejudice. 9 of
 everyone --- solemn oath ---
 --- how much lovelier ---
 "Whatever things are lovely, ---
 --- of good report, think on these things".

2. As between nations "not
 thinking --- root --- insensate ..
 evils --- In this case malady
 of closed mind --- aggravated ---
 herd instinct. During late
 war first condition --- ; to
 discover good quality --- In
 1898 tense relations ---
 --- In midst of the tension
 --- , while statesmen ---

U.S. maine blown up -----
 started like a spark ---
 ----. People jumped at
 conclusion ----, a clamor
 average --- reluctant govt.
 War was fought, but to this
 day ---- - Spaniards --- Maine.
 There was same kind regard
 --- same surrender ----
 in the days ---- mad outbreak
 -- 1914.

3. Not only "not thinking" harmful
 generally --- but reacts --- individual
 --- ~~is~~ trouble to think. Socrates
 owes unique ----- power denied ---
 --- distinguish --- ideas --- phrases
 --- ideas --- true. Keynote --- know
~~these~~

We must ... might ... make up
 ... right perspective. We are
 often ... vain young man ... delightful
 conscious ... stares; he thinks ...
 stares of admiration ... figure ...
 little realizes ... only element - attraction
 ... - ludicrous caricature ...

This ... man ... pathetic figure because
 so little ... understands himself ...
 misunderstands ... others ... of him.

If we reject ... impulse ... self-affaired
 ... criticism ... others, we so fooler
 ... little varieties ... petillanous ...
 ... world ... wrong perspective ... like
 looking ... spectacles ... distorted.

reports of wealth... kind... dollars
grow... buses... motor-cars.

brutely disillusioned... people differ-
ent kinds... work for... lying.

Many - our mind pictures ^{mentally stereotyped}... ill-founded.

-- ludicrously inaccurate. So most

people Frenchman... lightminded,
emotional; German, corpulent, inde-
manned, redolent of hops; American,

loud-voiced, flourishing all-mighty dollars;

Bolshevik, longhaired, unwashed, blood-
thirsty. Such images-- caricatures

-- far from reality... persist & determine

persons attitude... Let us realize

--- mind pictures... grotesque & unfair

-- make practice of asking candidly

-- real right... objective basis
or... offspring... ignorance & prejudice.

of the other day. -- American tourist
 --- when you see one -- seen in all,
 they haven't got any art. Such -- dogma-
 tic assertion --- pure ignorance -- all
 churches & all art, reveals attitude ---
 of fair --- human nature. Such examples
 --- solemn warning if --- pronounce
 dogmatically --- reveal --- ignorance

3. Not accept unthinkingly
 inherited belief --- not mean doubt ---
 --- disbelieve everything. A young
 person --- beginning to think independently
 finds --- not given convincing reasons ---
 religious --- . He says "they tell
 me --- believe --- a God --- don't
 explain --- any God --- just because
 everybody believed --- no reason in I ---

All right as far as --- but ---
 -- other extreme --- "Well then,
 I will disbelieve"; & --- sets about
 --- arguments --- disbelief.

Little does he realize ---. Deep list of
 prejudices --- determined --- contrary
 arguments as those --- never thought.

Students --- enamored --- free-
 thinking ^{not free thinking at all but anti-thinking} rose, --- fondly believe ---
 experience --- one in a million &
 of course --- ^{not believe} --- elders, who --- behind
 the times, --- same stage --- exuber-
 ant iconoclasm.

F₁. Culture in college community
open mind"

1 of any place --- ideal --- "open

mind^a expended with zeal
 --- effort --- instant --- economies
 --- as many --- in college
 community. An educated
 individual --- not merely well-
 informed --- How many
 --- well informed --- almost as
 primitive --- mental processes ---
 --- as most ignorant. To be sure
 learned person less likely ---
 prejudice, but when learning &
 an --- biased, warped mentality
 --- come together --- better ---
 remained ignorant, knowledge
 not properly used. We must waste no
 one --- worthy --- teacher --- whose reason
 --- dominates --- prejudices; no

institution worthy --- college
 ---- judicial temper + clear thinking
 --- living ideal & --- active fervent.

2) Before closing --- deny truth ---
 --- assertion --- zealous advocacy ---
 --- impossible --- without prejudice.

Certainly must --- strong convictions
 ----, will not ---- be all the
 stronger --- based --- adequate knowledge
 --- painstaking thought --- mere
 prejudice. Prejudice --- result -
 pre-judgment --- holding of opinion
 formed without ---- knowledge ---
 of mind --- real reasons --- not in-
 compatible --- zeal & achievement.

Noble determined effort --- facts ---
 then down or raise, don't suffer or

condemn, simply because -- picking
one way or -- other.

In America -- railway
line --- danger signs --- warns
--- "Stop! Look! Listen!"

----- As a perpetual reminder
----- "Sign of Not-Thinking" ---

before us imaginary sign board
--- strong kids --- "Stop! Think!!"

and Think Again! & be ever
ready to ask "Is it true?"

^{at the same time}
And "determine, along with St. Paul.

"if there be any virtue, if there be
any praise (things worthy of praise),

take account ~~think~~ of these things, first.

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