

And yet in Britain, despite the constant buffetings of history, English survived. It is a cherishable irony that a language that succeeded almost by stealth, treated for centuries as the inadequate and second-rate tongues of peasants, should one day become the most important and successful language in the world.

Its lowly position almost certainly helped English to become a simpler, less inflected language. “By making English the language mainly of uneducated people, the Norman conquest made it easier for grammatical changes to go forward unchecked.” (p. 56)

It is sometimes suggested that our vocabulary is vast because it was made to be, simply because of the various linguistic influences that swept over it. But in fact this love of variety of expression runs deeper than that. It was already evident in the early poetry of the Anglo-Saxons that they had an intuitive appreciation of words sufficient to ensure that even if England had never been invaded again her language would have been rich with synonyms. In *Beowulf* alone there are thirty-six words for hero, twelve for battle, eleven for ship—in short, probably more than exist today.

It is true that English was immeasurably enriched by the successive linguistic waves that washed over the British Isles. But it is probably close to the truth to say that the language we speak today is rich and expressive not so much because new words were imposed on it as because they were welcomed. (pp. 58–59)⁸

21. The flexibility of the English language continues to welcome new words, terms, and even definitions. A few lessons ago I remarked on the odd use of the past tense of the verb “wake.” “Woke” is being used in a political context but treated as if everyone knows the current definition and meaning.

⁸ Bill Bryson, *The Mother Tongue: English & How It Got That Way*, (New York: William Morrow and Co., 1990), 50–56, 58–59.



22. The adjective, “**woke**,” I have learned, means being “alert to injustice in society, especially racism.” Here is the definition given by *Merriam-Webster’s* Web site: “*chiefly US slang*: aware of and actively attentive to important facts and issues (especially issues of racial and social justice).”
23. Also, from this site are other associated terms. “**Social justice**” is defined as “**egalitarianism**,” which itself is defined as, “a belief in human equality especially with respect to social, political, and economic affairs.”
24. From these definitions we are able to discern what “woke” considers to be unjust and racist with regard to the root idea which is “egalitarianism: a social philosophy that advocates the removal of inequality among people.”
25. Therefore, when a society is “woke” it supports the conversion away from liberty and freedom over to total equality. When everyone is to be rendered equal with all others, then some system must be established correct the imbalance.
26. The only way this can be even marginally imposed is by “**totalitarianism**”: “the political concept that the citizen should be totally subject to an absolute state authority.”
27. The political systems that have historically attempted to achieve this status is communism which has never been proved to be successful. The present trend toward socialism is the present popular desire by some to achieve their totalitarian objectives.
28. “**Socialism**” is most often used in modern English to refer to a system of social organization in which private property and the distribution of income are subject to social control.
29. Presently, the United States is considered by some to be a “**democracy**” while others declare it to be a “republic.” In a “**direct democracy**” the people of a state vote directly for policies, rather than elect representatives who make choices on their behalf.”
30. “A “**republic**” is a government in which supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives responsible to them and governing according to law.”
31. Each of the terms highlighted above are cited from <https://www.merriam-webster.com> when each term is searched from its “dictionary.”
32. Consequently, I am “woke” being “alert to injustice in society.” I am “woke” about Amendment I of the Constitution, clause 1: “Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof.”



33. The Constitution's Preamble includes the phrase to "secure the Blessings of Liberty to ourselves and our Posterity." The Blessings of Liberty are considered sacrosanct by the Bill of Rights. We obey the laws of the land which create an environment in which all citizens may pursue these blessings as his personal volition desires. This is the Law of Liberty.
34. The Articles of the Constitution cannot be altered or removed, however Amendments to it are permitted under the guidelines contained in Article V of the Constitution which read as follows:

The Congress, (1) whenever two thirds of both houses (290 & 67) shall deem it necessary, shall propose amendments to this Constitution, or, (2) on the Application of the Legislatures of two thirds of the several States (33), shall call a Convention for proposing Amendments, which, in either case shall be valid to all intents and purposes, as Part of this Constitution, (3) when ratified by the Legislatures of three fourths of the several states (37), or by Conventions in three fourths (37) thereof, as the one or the other Mode of Ratification may be proposed by Congress.⁹

35. These guidelines reveal that no Amendments to the Constitution can be altered or removed when just 13 states fail to ratify the proposal. Brazen comments by some who personally claim they will alter or remove some of the Bill of Rights or subsequent Amendments have, not read Article V.
36. Such an assertion clearly exposes the candidate as an opponent of the foundational standards upon which the republic is designed to function. To proclaim removal of these standards without going through the processes cited above identifies the candidate as an aspiring dictator.
37. Promises to personally alter or remove an Amendment is demonstrably unconstitutional. Only Congress or a collection of state legislatures have the power to even submit for consideration the alteration or removal of an Amendment which includes the Bill of Rights.
38. This is a good example of setting a forest fire with the tongue. One tongue flapping, many freedoms destroyed. The Constitution itself cannot be altered. Its Amendments may but done so with great difficulty.

⁹ "The Constitution of the United States: Article V" in *Forty Proclamations: The Theology of Grace Doctrine Church* (St. Charles: Joe Griffin Media Ministries, 2011), 71.



39. English has proven to be so flexible that it can accommodate a host of words from numerous languages. It is capable of communicating ideas from an ever-growing vocabulary. Those who wish to convey their ideas are free to do so under the Amendment I's clause, "Congress shall make no law ... abridging the freedom of speech."
40. This freedom allows anyone to have his say on any subject anytime, the only exceptions contained in the Constitution are noted in Article II, Section 4: The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.
41. The States are free to add to this list but, otherwise, the rest of us enjoy open season to verbalize any thought that crosses our minds. This begs the question, "Can any restraint be imposed on the general population upon utterances in the public square?"
42. Not really. There are cultural norms that are imposed to restrain certain speech and with penalty clauses attached, but these are after the fact. When it comes to the statements of individuals the only effective restraint is found in the Word of God.
43. This is the arena that James addresses. Divine guidance, by James, is designed to expose the dangers and the dire ramifications of unguarded speech. Each individual's volition is free to express whatever is on his mind.
44. But the Word of God warns against it. Yet, those so motivated use their tongues to express opinions, spread gossip, start rumors, find fault, reject Scripture, and tell lies all under the freedom of speech.
45. The individual is enabled to consult his stream of consciousness, select opinions from its inventory, form words with the tongue, and express his ideas verbally to all who are in earshot.
46. The ability to form words, construct sentences, and audibly express them is a unique ability among the human race. Animals, birds, fish, and other critters are unable to clearly articulate their ideas.
47. Man, however, is equipped with all the assets necessary to formulate thought and express its content verbally by use of language. The biological system that enables man to communicate involves use of the larynx and the tongue to form words within a grammatical system of language.
48. What is thus communicated must have an inventory of ideas resident in one's memory center that can be recalled and then expressed verbally.



49. This requires a fully functional system of inculcation, preservation, memory, recall, and expression for ideas to be communicated to others. Here are some terms that result in the tongue's participation in this exercise.

Vocabulary Words Related to Human Communication

1. **Larynx** is simply the organ of voice. **Vocal cords:** Either of two pairs of folds of mucous membrane which project into the cavity of the larynx. The upper pair are thick and are not directly concerned in the production of voice. The passage of breath between the edges of the lower pair when drawn tense and approximated together produces the voice.

Voice: Sound uttered by living beings, especially by human beings in speech or song. Faculty or power of utterance; speech.

Speech: The faculty of uttering articulate sounds or words to express thoughts; the power of speaking. Act or manner of speaking; communication or expression of thoughts in spoken words. That which is spoken; uttered words expressive of thought.

Articulate: Expressed or formulated clearly or systematically; distinct. Divided into words and syllables; distinctly uttered; spoken so as to be intelligible, articulate speech.

Language: The body of words and methods of combining words used and understood by a considerable community; the faculty of verbal expression and the use of words in human intercourse; also, the words themselves in their grammatical relationships.¹⁰

English: We have already investigated the power of the English language and its vocabulary as the most flexible and therefore most functional current language for the communication of thoughts and ideas.

Tongue: The movable muscular structure attached to the floor of the mouth; it is an important organ in the articulation of speech sounds; ideas expressed by speaking; the act or power of speaking.¹¹

Analysis of the Unique Capacity of Human Speech

Speech. Vocal sound in itself is meaningless, until the conventional codes of a language have been learned, ordinarily first from the mother, then from other family members, and finally in school. The difference between speech and language is one of application. Speech is the oral, audible expression of human language while talking. Writing and reading represent the use of human language through graphic symbols. (p. 72)

¹⁰ The definitions of the above five words are cited from *Webster's New Collegiate Dictionary*, 2d ed. (1953).

¹¹ *Webster's New Twentieth Century Dictionary: Unabridged*, 2d ed. (1962).



Brain Functions. The question about what the brain does to make the mouth speak or the hand write is still incompletely understood despite a rapidly growing number of studies by specialists in many sciences. A basic understanding, however, has emerged from such study.

In contrast to animals, man possesses several language centers in the dominant brain hemisphere. Broca's¹² area is involved with motor elaboration of all movements for expressive language. Its destruction through disease or injury causes expressive aphasia,¹³ the inability to speak or write. The posterior third of the upper temporal convolution represents Wernicke's¹⁴ area of receptive speech comprehension. Damage to this area produces receptive aphasia, the inability to understand what is spoken or written as if the patient had never known that language.

Broca's area surrounds and serves to regulate the function of other brain parts that initiate the complex patterns of bodily movement necessary for the performance of a given motor act. From these cells in the motor cortex of the brain emerge fibers that connect eventually with the cranial and spinal nerves that control the muscles of oral speech.

Wernicke's area appears to be uniquely important for the comprehension of speech sounds. Auditory feedback through the ear informs the speaker about pitch, volume, and selection of the appropriate words, and other audible features of his utterance.¹⁵ (p. 80)

Primary language areas of the human brain are thought to be located in the left hemisphere. Broca's area, which is adjacent to the region that controls the movement of the muscles of the lips, the jaw, tongue, the soft palate, and the vocal cords, apparently incorporates programs for the coordination of the muscles in speech. Damage to Broca's area results in slow and labored speech, but comprehension of language remains intact.¹⁶

(End JAS3-23. See JAS3-24 for continuation of study at p. 231.)

¹² "Broca \brò-kà\, Paul. 1824–1880. Discovered seat of motor control of speech in brain (1861)" (*Merriam-Webster's Biographical Dictionary* [1995], s.v. "Broca").

¹³ "aphásia: loss of impairment of the power to use or comprehend words" (*Merriam-Webster's Collegiate Dictionary*, 11th ed. [2014], s.v. "aphasia.")

¹⁴ "Wernicke \vér-nik-a\, Carl. 1848–1905. Known for studies of aphásia and encephalopathy" (*Merriam-Webster's Biographical Dictionary*, s.v. "Broca").

¹⁵ "Speech," in *The New Encyclopaedia Britannica: Macropaedia*, 15th ed. (Chicago: Encyclopaedia Britannica, 2010), 28:72, 80.

¹⁶ Richard F. Thompson, *The Brain: A Neuroscience Primer*, 2d ed. (New York: W. H. Freeman and Co., 1993), 389.

