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# Meaning “I”

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## Introduction

The human notion of one’s self has played extreme roles in modern thought. From Descartes’ “I think therefore I am” to Hume’s denial of our access to a self, its has been a hot topic in many philosophical treatises, receiving a different status and interpretation in almost every single one [2, 6]. Similarly, in Psychology especially children’s theories of selves and other minds have received much attention [1]. It is also undeniable that a notion of the self plays a central role in everyday discourse, considering “I” is one of the most frequently used words in spoken language. Strangely enough, Webster’s best effort at covering the meaning of this important word is “he one who is speaking or writing *I feel fine*” for its use as a pronoun, and “someone aware of possessing a personal individuality” for its use as a noun, whereas a word like “run” comes in at over 30 senses [9]. Wordnet goes so far as not containing entries for either “I” or “self” [10]. Even work that provides far more detailed analysis for other words such as “in” or “above” not sufficiently covered by Wordnet or standard lexicons has little to say about “I” [12, 7]. The traditional *token-reflexive* treatments which sees “I” as a pure indexical not in need of demonstration is of little help for providing a rich meaning for the word in the embodied, grounded sense, because they

arrive at the conclusion that “The meaning of the word ‘I’ does not change when different persons use it” [?, ?]. I will start with a set of examples that shows that from a cognitive semantics point of view this must be an overly simplistic assumption, and that one’s conception of “I” depends on linguistic, cognitive and other context.

Even a superficial analysis of the word “I” hints at the complexity of its meaning. Let us consider some simple substitution examples:

- I fell about 4 feet
- The stone fell about 4 feet

indicates a use of “I” as representing oneself as a physical object, whereas

- I own this house
- The city owns this house
- \*The rock owns this house

shows the “I” as capable of entering into relationships of possession, as opposed to normal physical objects. In contrast,

- I told him I am a doctor
- \*The city told him it is a doctor
- \*The rock told him it is a doctor

seems in the first use to depend on being able to be a conversation partner, and in the second to be able to hold a specific position in human society. All these examples show that considering “I” and index to the one who is speaking hardly does justice to its detailed use in language.

In this paper, I will explore the various embodied senses of “I” first by cataloguing a number of sense of the word, based on its use in a standard corpus of English. I will then list the earliest use of a rudimentary version of each sense in a corpus of children’s speech, and examine each sense in more detail. I will hint at possible mechanisms for learning and maintaining each sense in the order dictated by the children’s speech, and for connecting it to the other senses. The view of “I” throughout this paper will be with an eye towards building an embodied machine that can learn and maintain a rich meaning of the word. I will also compare children’s use of “I” with their use of “you” to investigate the different stages at which the words gain new senses for the children. Overall, I will argue that the order in which children start using the proposed senses of “I” and “you” suggests that they start with a goal and affordance based view of the “I” with the purpose of asking others to help in achieving goals. While some of the sense of “I” are gained quickly, the transfer to seeing “you” as a similar goal-based entity with certain affordances happens before a child starts speaking of itself as having mental processes, beliefs and knowledge beyond its immediate goals. This suggests that a rudimentary goal-based theory of other minds is seeded before a more sophisticated theory of mental states even exists in the “I”

case.

## Cataloguing “I”

Some philosophers have acknowledged the depth of meaning represented by “I”, as Strawson does here [13]:

We ascribe to ourselves *actions* and *intentions* (I am doing, did, shall do this); *sensations* (I am warm, in pain); *thoughts* and *feelings* (I think, I wonder, want this, am angry, disappointed, contended); *perceptions* and *memories* (I see this, hear the other, remember that). We ascribe to ourselves, in two senses, position: *location* (I am on the sofa) and *attitude* (I am lying down). And of course we ascribe to ourselves not only temporary conditions, states, situations like these, but also relatively enduring characteristics, including physical characteristics like height, colouring, shape and weight.

While a list of senses of “I” like this is suggestive, I was interested in knowing how the word is used in the English language, rather than trying to produce a list by pure introspection. Furthermore, Strawson’s decisions as to how to distinguish and group the senses are dictated by his agenda, which is to address the question as to how we can ascribe mental and physical properties to one and the same physical thing. Rather than a dichotomous distinction like this one, I would like to examine versions of the more detailed

senses Strawson gives in this passage and see how they might be supported and how they might interact in an embodied language using system. One of the results of this approach will be that there may not be as clear a distinction between mental and other properties as Strawson assumes, at least from the perspective of a child that does not yet represent itself as a thinking being, yet speaks of others as having goals.

To get an impression of how the word “I” is used in English, I manually grouped sentences in the Brown corpus (a corpus consisting of samples of American English) that contain the word “I”. I started a new group whenever I encountered a sentence that seemed to use “I” in a sense not yet covered, and proceeded until I had not made a new group for over 100 sentences. The following are the groups from this survey:

1. “I” as an embodied entity with physical presence and affordances
2. “I” as a being with senses and perception
3. “I” as a holder of beliefs, goals, knowledge and memories
4. “I” engaging in commitment, under obligations and with opportunities
5. “I” as socially embedded entity with a social role and history
6. “I” as an owner
7. “I” as a communication partner
8. “I” as an actor, author or creator

## 9. “I” as a self-analyst of goals, thoughts, actions and emotions

Obviously, these categories both overlap and could be more specific. For example, a fragment from the Brown corpus like “... everybody knows I have a big car and am capable of driving myself” alludes to “I” as an owner, a socially embedded entity and a thing with physical location and affordances. On the other hand, the ‘beliefs’ sense of “I” could be split with reference to a self with beliefs vs. a self with goals only. However, conceived the way I have listed them, the senses stake out something akin to Minsky’s realms: ways to conceptualize the “I” for different ways of thinking [11]. Appendix A lists an excerpt of Brown corpus “I” sentences organized into the senses above.

While a text like the Brown corpus provides good coverage with many examples of at least all coarsely distinguished senses of “I”, the sentences themselves are often complex and their context hard to determine sufficiently. To investigate how to construct these senses in an embodied thinker, it seems prudent to turn to data from children undergoing exactly this construction. Furthermore, it is also important to note that my observations so far cannot distinguish the senses of the word “I” from the senses of the word “you” or, for that matter, the senses of any person’s name. Intuitively, and the subject of much debate in philosophy, there is an important difference between “I” and “you”. Let us turn to children’s uses of the words to gain insights into these differences.

## **“I” and “You” in CHILDES**

Not only the self has been a problem to philosophers for many years, but the problem of other minds has received its share of worries as well. Most of them stem from the following observation: we seem to think and talk about other minds like we think and talk about our own, yet our access to them is different than our access to our own mind. The similarity between “I” and “you” is obvious in language: the two can take each other’s place in most uses and still produce perfectly intelligible sentences. The difference in access is usually construed to be that one has some sort of privileged access to one’s own mental processes and sensations, but not to other’s. First, let me point out that the opposite seems to be true for sensory (especially visual) perception of oneself as an object in the world: this would at first glance to be much harder for the “I” than for the “you”. This would lead one to suspect that it is relatively easier to see and speak of oneself as a holder of goals, needs, beliefs and other mental states, yet comparatively harder to attribute a physically perceivable presence to oneself than to others. While this is hard to determine from transcripts of child language alone, it does suggest investigating the order in which children start using senses of “I” and senses of “you” during development.

I selected several transcripts in the CHILDES database of child-adult interactions that mostly contained general non-directed interactions with children of varying ages [8]. From these transcripts, I extracted all utterances

by a child that contained either “I” or “you” and sorted them by age of the child (year and month). Out of the ca. 1300000 words that constitute the selected children’s utterances, “I” by far leads in number of uses out of all words with 37000, followed by “a” with 28000, “the” with 24000, “it” with 21900 and “no” with 20900. “You” comes in 8th at 17100. These numbers clearly demonstrate the dominance of “I” and “you” over words that have traditionally received much more cognitive semantic analysis (“want” appears at rank 17 with 10500 occurrences, the first object terms like “pencil” occur much further down the list). Obviously, purely linguistic interpretation of these transcripts can only go so far, but I think they provide a good source for considerations of how children come to use “I” in all the senses introduced in the previous section. Note that all of the senses here should only be considered the beginnings of the full adult senses presented in the preceding sections.

In these data, children begin using both “I” and “you” at an age of about 1 year and 6 months. Table 1 lists uses of both words by age, categorized into the senses introduced in the last section. I report the age at which children begin using a given sense by providing several examples from the corpus at that age. I excluded all examples where the child is clearly repeating someone else’s previous utterance word for word.

Figure 1 shows the relative frequencies of word in utterances by children that also contain “I”, sorted by cumulative frequency. We see an early dominance of “want” and a later leveling effect as the child starts using other



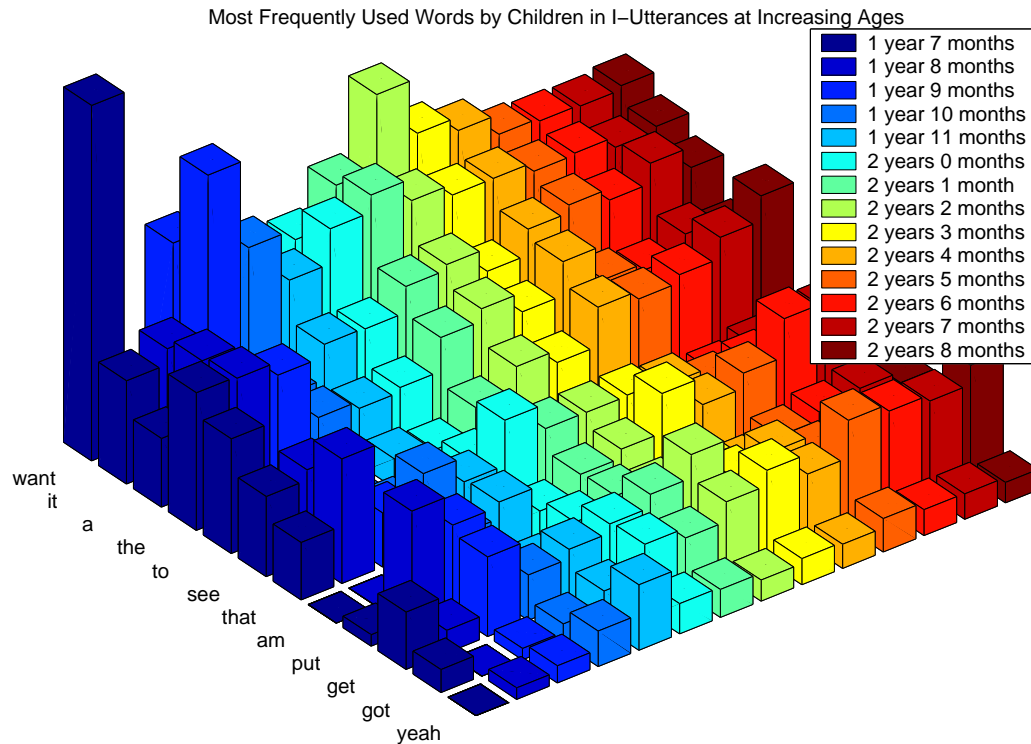


Figure 1: Relative frequencies per month of child age of word occurrences in utterances containing “I” for the most frequently occurring words (excluding “I”)

words more frequently. Especially “got”, “put” and “see” gain at the lower end, a trend that I will discuss below.

Figure 2 is of the same format as Figure 1, but only shows some selected words from the corpus. While neither of the figures can say much about usage of a word, and children do use words differently both at the same and different ages, Figure 2 supports a trend I will detail in the following, namely that children start out by largely voicing their goals to get them accomplished

Relative Frequency of Selected Words in I-Utterances of Children at Increasing Ages

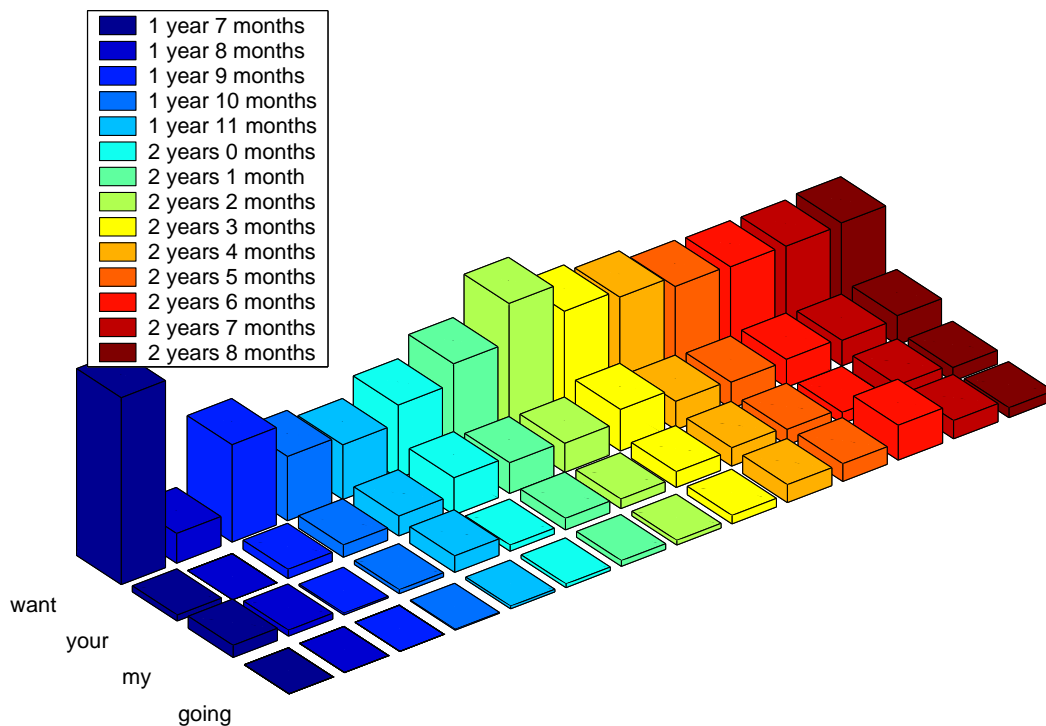


Figure 2: Relative frequencies per month of child age of selected word occurrences in utterances containing “I”

(“want”), but soon start picking up helpful concepts in goal accomplishment, such as possession (“your”, “my”) and a slow increase of seeing themselves as autonomous physical actors and creators describing actions with “going to”, instead of only asking for things to be done with “want”.

Age	“I”	“you”
1 year, 6 months	1. physical body and affordances: <ul style="list-style-type: none"> <li>• “I fall”</li> <li>• “I sock put on”</li> </ul> 3. goals: <ul style="list-style-type: none"> <li>• “I want Mommy read”</li> <li>• “I want that”</li> </ul>	8. author/actor/creator: <ul style="list-style-type: none"> <li>• “Mommy you read”</li> <li>• “you write a pencil”</li> </ul>
1 year 8 months	2. sensing/perception: <ul style="list-style-type: none"> <li>• “I see Fraser”</li> <li>• “I see the duck”</li> </ul> 8.author: <ul style="list-style-type: none"> <li>• “I draw moon”</li> <li>• “I write door (<i>on the door, from context</i>)”</li> </ul>	
1 year 10 months	6. owner: <ul style="list-style-type: none"> <li>• “look Fraser I have tapioca”</li> <li>• “oh my sponge I can’t find it”</li> </ul>	

Age	“I”	“you”
2 years 0 months	7. communication partner: <ul style="list-style-type: none"> <li>● “I said ‘ah’ ”</li> <li>● “I say ‘see Mom putting the pudding’ ”</li> </ul>	1. physical body: <ul style="list-style-type: none"> <li>● “you lie down”</li> <li>● “you fall down’</li> </ul> 6. owner: <ul style="list-style-type: none"> <li>● “you can have yours”</li> <li>● “you make it right there by your other flower”</li> </ul>
2 years 1 month		3. goals: <ul style="list-style-type: none"> <li>● “you want cheese?”</li> <li>● “what do you want?”</li> </ul> 7. communication partner: <ul style="list-style-type: none"> <li>● “you tell him he have glasses”</li> <li>● “you say ‘mens’ ”</li> </ul>
2 years 2 months	5. social embedding: <ul style="list-style-type: none"> <li>● “Cathy and Becky will get better and then I may play with them”</li> <li>● “I been fighting”</li> </ul>	2. sensing/perception: <ul style="list-style-type: none"> <li>● “you see?”</li> <li>● “you see it.”</li> </ul>

Age	“I”	“you”
2 years 5 months	9. self-analysis <ul style="list-style-type: none"> <li>• “I don’t [know] where it is”</li> <li>• “I’m getting unhappy of you”</li> <li>• “I thought that box was a game”</li> </ul> 4. commitment and obligations <ul style="list-style-type: none"> <li>• “I supposed to get it my powder on me”</li> <li>• “I be right back”</li> </ul>	
2 years 8 months		9. analysis <ul style="list-style-type: none"> <li>• “you know what?”</li> <li>• “you know why?”</li> </ul>

Table 1: First uses of “I” and “you” by children in the CHILDES corpus, sorted by age

It was necessary to refine the sense of “I” as a holder of beliefs, goals, knowledge and memories to be only a holder of goals and merge the beliefs, knowledge and memories with the “I” as a self-analyst. Children clearly speak of their goals before they acknowledge having any other mental properties. In the corpus, children first seem to use “I” and “you” to extend their ability to reach their goals - they largely ask their interlocutors to do

things for them, or declare their own goals, presumably again with the intention of gaining help in achieving them. They also engage in reporting about their own position and body. Soon after they start to speak of the “I” as a perceiving and creating being, and then start declaring the “I” as a current owner of objects. Only after they have also started speaking of the “I” as a communicating being and are acknowledging themselves as a physical body do they start linguistically attributing goals and communicative function to others using “you”. Finally, children switch from phrasing most things as “I want” and reporting facts to using “I’m gonna” and “I will” together with some examples of further senses of “I” as an analyzer of one’s own moods, beliefs and knowledge as well entering into commitment relationships.

As expected, from this data it looks like the attribution of mental states and goals, sensing and even ownership to the “I” occurs well before the attribution of these properties to other minds. However, it is far from clear that the children have established a full model of their own mental states before they transfer it to other people. Instead, they seem extremely goal-centric initially with “I want” the most common phrase, and seeing others as extensions of their own limited abilities to achieve goals. Along the same lines, the first self-reporting and analysis they engage in are of their own and other’s physical conditions and abilities, communicating commands, goals reached and obstacles encountered. Soon their own ability to author and create in addition to others enters their “I” utterances, perhaps in tandem with their own increasing physical abilities that let them start moving things

and drawing on their own. Before children in this corpus start expressing self-analytical thoughts about their own mental states, they start speaking of others as having goals. This suggests that a transfer from seeing the “I” as a goal-based system to seeing the “you” as a goal-based system may happen earlier than attributing mental processes and knowledge beyond goals to either the “I” or “you”.

In the remainder of the of the paper, I will sketch an incremental approach of grounding the meaning of “I” in an embodied language user. In doing so, I will use the senses of “I” and their ordering established so far.

## **Bodies and Goals**

The earliest “I” containing utterances by children in CHILDES connect the “I” to physical objects - items of food (“sugar”, “ice cream”) and salient or moving objects (“pencil”, “duck”, “kitty”). They involve either explicit or implicit statements of goals or outcomes (“I did it”, “I want that”, “I get it”, “I sit in chair”). In this way, they fall very much in line with Gibson’s affordance view of the relation between the child and its environment [4]. Rather than pointing to an overly objectified view of the world, the child largely expresses its goals involving the objects only as potential resources for itself. Physical bodies are involved in so far as many of the goals involve a physical component (eating, holding, sitting). Note that this sense of I soon also includes explicit reporting of beliefs via “I think”, again usually connected to immediate goals as in “I think have wind him so that he walk”. From

the collection of earliest utterances one might judge that the interlocutor is simply an extension of the child's abilities, thus changing the affordances of objects. A chair that is too high to climb for the child becomes easy to scale by uttering "I want to sit in the char". Together with self-descriptive statements, which may serve to elicit additional reward for accomplished goals ("I draw moon", "I get that open"), this command use of "I" supported by an equivalent use of "you" can be construed to simply be a straightforward extension of the child's physical abilities.

What does this mean for this earliest sense of "I"? At least for the first utterances, "I" encapsulates only two main realms: First, that of physical affordances which extend beyond the one's own physical abilities (making it necessary to invoke other people as helpers through the use of "I"). Secondly, that of concrete, mostly physical goals, usually involving one's own needs and body. Does this sense of "I" also involve an affordance analysis of the interlocutor? No necessarily so, as children in the corpus ask all kinds of impossible feats from their conversation partners.

## **Perceiving and Creating**

With increasing physical abilities and understanding, children begin to talk not only about how their immediate goals, but also report on their newfound ability to create things in the world. This may be due to the positive feedback received from educators in response to such creations, but it constitutes the first time that "I" is used in an overlapping physical and



creative sense, such as “I draw moon”, which marks the created result of a physical activity. Note that this creative sense of “I” goes follows the child asking others to act and create on its behalf, and may be seen as a transfer from commands to self reports, from speech acts to physical acts.

At the same time, we see the first uses of “see” by the child. It is hard to tell from the text only whether these signify anything akin to the adult use of the word right away, but passages where the child correctly answers “Who do you see” with “I see Frasier” indicate that some rudimentary notion of viewpoint might be in place, whereas at other times it is clear that the child is playing with words without attaching much meaning to them. However, at 1 year and 10 months the use of “see” seems far more consistent and at 2 years it gets included in action commands like “I want see it” about a picture. In this way, visual perception immediately ties into the child’s framework of fulfilling goals via its own physical affordances and language. “See” is soon followed by appropriate use of “hear” at 2 years and 1 month.

## **Owning**

The first mention of ownership by the child seems related to physical access to an object and being able to use it for one’s current goal. “My”, “have” and “your” start appearing at the same age and are surprisingly full-fledged: the child applies the concept appropriately to items currently present as well as ones absent but relevant to the current goal. It applies “your” to objects that are only tangentially part of its current goal as in “I go

bring your coffee”, as well as bodyparts as in “I pull your hair”. The children appear to be demonstrating a categorization of objects in the world, both temporary (“I have tapioca”) and more permanent (“I go get my crayons”) that distinguishes ownership mainly based on physical accessibility and use of objects as instruments in achieving goals. Again, this notion of ownership can be seen as an extension of an affordance analysis supporting goal pursuit - owned instruments and objects can be remembered and used in simple plans to fulfill physical and creative goals.

## **Own and Other Bodies**

While in the beginning it is unclear that references to objects, goals and others involves any interesting awareness of physical space (beyond physical affordances, which might be represented differently) , children then start referring to the location and bodies of others. This is usually, and probably rightly so, taken to imply an understanding of ego- and allocentric space [3, 5]. An utterance like “I want closer” indicates some understanding of spatial distance to the “I”, but children can be seen transferring this use to their toy dolls, and to utterances like “sit by you”, all of which indicate a beginning understanding of themselves as an object in space, as well as egocentric views from other perspectives. With this come more detailed utterances (beyond “I want X”) that start taking into account other’s physical affordances (“you climb in”, “will you hold this”).

At this stage, then, we can suppose that the “I” not only links to linguis-

tically extended affordances and goals, but starts to map them to physical bodies that have locations in space. Note that the mapping between affordances, bodies and goals is a natural one. Basic goal analysis is likely behind commands like “you climb in” that involve other’s locations and affordances, making requests like “you make it right there by your other flower” that involve both spatial reference and ownership far more specific and thus probably more successful in achieving more detailed goals.

## **Communication and Other’s Goals**

Perhaps as a precursor to speaking of thoughts and knowledge, children start referring to their own and other’s utterances. They initially mainly quote their own utterances when misunderstood, but soon also seem to understand that they can make others speak for them when they start asking their caregivers to relay questions and messages. While this can partially be seen as another extension of the child’s means to achieve goals through language, it also marks the first time that language itself gains objective status in that it is explicitly acknowledged as a means of achieving goals. This implies an understanding by the child that language carries messages, and that these messages can be relayed with their content intact through other communication partners. In this sense seeing others as communicating beings may be the precursor to seeing others as thinking beings, something the child does not yet report of itself. As this use of “I” occurs at the same time as the child starts linguistically attributing goals to others, it stands to rea-

son that this is the point of understanding other minds as instruments that not only act for oneself, but also communicate and have their own goals just like the “I”. Except for sensory experience, the model of other minds now is a replica of the model of the “I”: others, too, have goals and pursue goals, sometimes physically, and sometimes by communicating them. The child seems to acknowledge the reciprocity this implies: if I can ask others to do things for me, others can ask me as well.

## **Other’s Senses and Social Structures**

Others now equipped with goals, affordances and language, the child begins to talk of them as independent actors that can stand in various relations to the “I” and its goals. Some of the utterances imply a simple understanding that if others have goals just like one’s own, they can be conflicting goals. Others seem to indicate a growing explicit awareness of social relations and implied authority and restrictions. At the same time, children now have started attributing viewpoint as an affordance to others, and respond appropriately when, for example, asked to show pictures to others.

## **Thinking, Attitudes and Knowledge**

It is only later that children linguistically refer to their own and others knowledge, attitudes and thought processes, with the “I” case again preceding the use of “you” along the same lines. Just as in starting to see language

as an instrument in itself, they now begin linguistically objectifying their thinking, reporting errors, lack of knowledge and changes in attitude. It is suggestive that this change only seems to take place after children have started speaking of utterances as objects. Perhaps the original insight is one of the child starting to treat its own utterances as actions, just like physical actions, that can be repeated, reused and explored. Already familiar with the concept that others can act physically, and that others can speak, it may not be a large leap to treat others' utterances as actions in the pursuit of goals. This is especially true as the child seems to have already accepted others as owning physical bodies in space, and as being owners of attributes and objects. The leap, if there is one, seems to be at the point where the child attributes goals to others, because ones others have goals it is not a stretch to imagine them having thoughts (once one's own thoughts can be seen as objects to think about).

## **Conclusion**

I have suggested that the word "I" deserves a nuanced semantic explanation in an embodied, cognitive language user. This explanation is not provided by treating "I" as a pure indexical, because cognitively different uses of the word as well as differences in its use between persons or between a single person at different ages remain a mystery in such an approach. I have catalogued a number of coarse senses of "I" in a standard corpus of English and provided an analysis of children's utterances at young ages in

terms of these senses. In contrasting children's use of "I" and "you" I have suggested that the "I" gains senses relatively quickly, but starts out as a stand-in for the child's goals and physical affordances. The word then gains its senses of author, sensing being, owner and communicator, before they are transferred to the "you". The child can then attribute goals to the "you" as well as the "I", and finally starts speaking of thoughts and knowledge. This development rephrases the traditional cognitive version of the problem of other minds in that it paints an incremental picture that sees the "you" as a being with goals and language before it acknowledges thoughts, beliefs and knowledge in either the "you" or the "I". Taking goals as the fundamental property to be transferred from the self to the other may make the mental leap to other minds less cognitively mysterious, especially as other's goals have a clear influence on the fulfillment of one's own, a fact a child is confronted with early and often.

## Appendix A

-----'I' as an embodied entity with physical presence and affordances  
I'd just turned on the ignition when there was a big flash and I was  
lying on the driveway, he said.  
I feel good physically, Hansen added, but I think I'll move better  
carrying a little less weight than I'm carrying now.  
I think I can do a better job with the glove, now that I know the  
hitters around the league a little better, he said.  
This year, coach Royal told me if I'd work on my place-kicking he  
thought he could use me, said Moritz.

So I started practicing on it in spring training.

I kicked about 110 extra points in 135 tries during three years in high school, he said, and made 26 in a row at one time.

I know when my reflexes are gone and I'm not going to be any 25th man on the ball club.

Liston is Bill Liston, baseball writer for the Boston Traveler, who quoted Jensen as saying : I can't hit anymore.

I can't run.

I can't throw.

I have to stay with Nieman for a while, Hemus said.

My husband and I, a month ahead of the rush, have just finished a 7-day motor journey of 2809 miles from Tucson, Ariz., to New York City : set for influx I can testify that motels, service and comfort stations ( they go together like Scots and heather ), dog wagons, roadside restaurants, souvenir stands and snake farms are braced and waiting.

I had exactly 20 minutes to get down to the test strip.

I visited the bank in March and wrote a story about the situation.

I had to ride a streetcar two miles.

I had to stand up, with the ladies.

No, I said, I didn't happen to grow up in Illinois.

Sometimes I got on the wrong car and didn't get to school at all, but wound up at the ocean, or some other dismal place, and had to spend the day there.

This is a way of getting to school, but, I understand, it entails a certain loss of social status.

The logic of that is impeccable, of course, except that I feel like a fool being driven up to work in a little car, by my wife, when everybody knows I have a big car and am capable of driving myself. I explained, however, that I had my share of hardship in making my daily pilgrimage to the feet of wisdom.

For a good many seasons I've been looking at the naughty stuff on television, so the other night I thought I ought to see how immorality is doing on the other side of the fence in movies.

When I drove a car with tail fins, I had plenty status at the wind-and-water oases.

Ah, the fair-weather friends of yesteryear ] when I wheeled about, finned fore and aft, I was the darling of the doormen.

I've been here so many times I couldn't count them.  
I was hitting the ball well, Player said later, and I felt strong.  
Send me where I can play.  
I'll never forget one time I struck out three times, dropped a fly ball, and we lost the game.  
I came back, sitting by my locker, feeling real low, and the kid walks over to me, looks up, and says : you stunk.  
He caught officer Simmons' eye, nodded toward young Bearden, and -- I swung my right as hard as I could.  
Said Leatherneck Shoup : a year ago I took the grips of the plow in my hands.  
After pushing an accumulation of vines and weeds from the moldboard, I lifted the lines from the dust and found hitched to that plow the finest team I ever held a rein on.  
The old man came from the front of the plane and said he wanted four volunteers to go to Cuba, Mc\*cauley said, and like a nut I raised my hand.  
I leave this church with a feeling that a great weight has been lifted off my heart, I have left my grudge at the altar and forgiven my neighbor.  
I wanted to grab her by the arm and beg her to wait, to consider, to know for certain because life is so long and marriage is so important.

-----'I' as a being with senses and perception

So I went to see La Dolce Vita.

I asked, looking at her searchingly.

For a while there was such shrill girlish commotion I couldn't have made myself heard if I'd had the equivalent of the message to Garcia.

From what I was able to gauge in a swift, greedy glance, the figure inside the coral-colored boucle dress was stupefying.

I didn't smell a drop of liquor, and we didn't have a bit of trouble.

-----'I' as a holder of beliefs, knowledge and memories

But I believe if people were better informed on this question, most of them would oppose it also.

Decisions are made asked to elaborate, Pierre Salinger, White House press secretary, replied, I would say it's got to go thru several more drafts.



I would expect the proposed committee to hold public hearings, Mr. Notte said, to obtain the views of the general public and religious, labor and special-interest groups affected by these laws. After inspiring this, I think we should certainly follow through on it, he declared.

It has become our responsibility and I hope that the Citizens Group will spearhead the movement.

Defends Ike earlier, Mitchell said in a statement : I think that all Americans will resent deeply the statements made about President Eisenhower by Richard J. Hughes.

I find it hard to understand how anyone seeking a position in public life could demonstrate such poor judgment and bad taste.

I am taking the position that the contract was clearly violated, Berger said.

I think everybody is agreed that we need to hear some voice on the national level that would make some sense and in which we would have some confidence in following.

Assistant coach John Cudmore described victory as a good feeling, I think, on the part of the coaches and the players.

We'll let him do a lot of running this week, but I don't know if he'll be able to play.

I've had it, he told a newsman.

That permitted us to start controlling the ball right away, said Stram, quipping, I think I'll put that play in the book.

I think the big thing about the game was that our kids for the third straight week stayed in there pitching and kept the pressure on.

She said, when she learned Jackie was heading home : I'm just speculating, but I have to think Jack feels he's hurting Boston's chances.

The conductor said to Ritchie : I don't think you want to talk to him. I remember his beardown performance in a meaningless exhibition game at Bears Stadium Oct. 14, 1951, before a new record crowd for the period of 18,792.

I knew it all along, confessed Arnold with a grin, but I just happened to think how much nicer it would be to drop one way up there.

Speakers at a Tipoff Club dinner dealt lavish praise to a group of St. Louis University players who, in the words of Coach John Benington, had more confidence in themselves than I did.

They knew what they could do and it was often a little more than I thought they could do.

There are even motels for local weather peculiarities in Shamrock, Tex., as I discovered.

I hope it can be said without boasting that no other nation offers its vacationing motorists such variety and beauty of scene, such an excellent network of roads on which to enjoy it and such decent, far-flung over-night accommodations.

I know they will be good.

I hate to have these things come up again and again, Dr. Jenkins commented as he made his suggestion.

Still, I don't wish to appear happy at somebody else's misfortune.

When the verdict came in against his young neighbor, Hengesbach said : I am very pleased to have the doubt of suspicion removed.

I never knew there were such neighbors and friends around me and my family.

I wasn't sure there were such people anywhere in the world.

I rather resent, she said, you speaking to those groups in Portland as though just the move accomplished this.

I think you fell short of the real truth in the matter : that the move is working out through the fine cooperation of the staff and all the people.

I feel confident the stock will qualify for the national list, he said, meaning its market price would be quoted regularly in newspapers all over the country.

Sacrifices needed Draper declared, as I see it, this country has never faced such great dangers as threaten us today.

Its the start of a direct threat to our own security and I don't believe we can permit that.

I like his clothes for their drama and simplicity and appreciate the great impact he has on fashion.

Ramsey, 6-3, 195 and ruggedly slim, says, I can't remember when I didn't pester my mother to teach me to cook.

I never dreamed of the logistical difficulties involved until, at long last, both of my boys got squeezed into high school.

I believe T\*v watchers will be bored.

Put them all together and they spell out the only four-letter word I can think of : dull.

I think they played Hail To The Chief better than the Marine Corps Band, and we are grateful to them, President Kennedy remarked after mounting the bandstand and shaking hands with conductor James Christian Pfohl.

I tell people what I think.

I'm sure you've heard of him and his record, The Confederacy.

I'll never forget one time I struck out three times, dropped a fly ball, and we lost the game.

I figured he was sick.

He added I think that sometimes in this country we are not aware as we should be of the extraordinary work that is being done in this field.

I thought he was the Air Force recruiter.

This is a great national cultural asset, and therefore it is a great source of satisfaction to me, representing as I do today my wife, to welcome all of you here today at the White House.

Mr. Kennedy replied : I'm hopeful that from more traditional exchanges we can perhaps find greater common ground.

I think for example of three women's colleges with pitifully small enrollments, clustered within a few miles of a major Catholic university, which is also co-educational.

Each enjoys seeing the other hit home runs ( I hope Roger hits 80, Mantle says ), and each enjoys even more seeing himself hit home runs ( and I hope I hit 81 ).

Both were scholastic stars in football, basketball, and baseball ( Mantle in Commerce, Okla., Maris in Fargo, N.\*d. ) ; as halfbacks, both came close to playing football at the University of Oklahoma ( sometimes in the minors, Maris recalls, I wished I had gone to Oklahoma ).

Chaplin, 71, who met K. when the Soviet boss visited England in 1956, confided that he hopes to visit Russia some time this summer because I have marveled at your grandiose experiment and I believe in your future.

back home in Coolidge, Ariz., his 36-year-old wife, Mary, said : I thought they were going to Phoenix to look for jobs.

Hodges predicted : I think we will see more foreign firms coming to the U.\*s..

Don't ask me if I think the cannery helps, he said.

Sir, I know the cannery helps.

There is one thing I know ; a person will never have spiritual poise and inner peace as long as the heart holds a grudge.  
I wanted to grab her by the arm and beg her to wait, to consider, to know for certain because life is so long and marriage is so important. Besides, in all honesty, I don't know how you can be sure.  
I don't know any secret recipe for certainty.  
I knew of but one test and I threw it out to her for what it was worth.

-----'I' engaging in committment, under obligations and with opportunities

I'm willing to stake my political career on it.

He is wrong to inject Eisenhower into this campaign, he said, because the primary is being waged on state issues and I will not be forced into re-arguing an old national campaign.

But I am not in favor of a sales or state income tax at this time, Mitchell said.

He promised nearly 200 Democratic county committee members at the meeting in the Puddingstone Inn : when I come back here after the November election you'll think, you're my man -- elected.

But I shall campaign on the Meyner record to meet the needs of the years ahead.

After the primary, he promised, I'll be explicit on where I stand to bring you a strong, dynamic administration.

But as I have said before, if I announce my candidacy, I will have something definite to say about running mates.

I have to stay with Nieman for a while, Hemus said.

I'll do as you say, but I'll also play a provisional ball and get a ruling.

I'll write what you tell me to.

In other words, I am getting only half the dividends I should.

What most people don't seem to realize, if they aren't tied up with the thing as I am, is that 90% of the problem is transportation.

For a good many seasons I've been looking at the naughty stuff on television, so the other night I thought I ought to see how immorality is doing on the other side of the fence in movies.

Send me where I can play.

Give me a team of nine angry men and I'll give you a team of nine

gentlemen and we'll beat you nine out of ten times.

I am prepared to demonstrate at anytime that it represents the spirit of Imperial Russia in its most vulgar, infantile, and reactionary aspect ; that its persistent use by ballet companies of the Soviet regime indicates that that old spirit is just as stultifying alive today as it ever was ; that its presentation in this country is part of a capitalist plot to boobify the American people ; that its choreography is undistinguished and its score a shapeless assemblage of self-plagiarisms.

Benched at Tulsa in 1955, he told manager Dutch Meyer : I can't play for you.

I have to see the facts, is the way the prince puts it.

If once they become inattentive to the public affairs, Jefferson said, you and I, and Congress and assemblies, judges and governors, shall all become wolves.

Once Peter asked, how oft shall my brother sin against me, and I forgive him?

-----'I' as socially embedded entity with a social role and history  
He said he was confessing that I was a member of the Socialist Party in 1910.

That was before I studied law.

The lawyer with whom I studied law steered me off the Socialist track. The state is now faced with the immediate question of raising new taxes whether on utilities, real estate or motor vehicles, he said, and I challenge Mitchell to tell the people where he stands on the tax issue.

I'm not afraid to tangle with the Republican nominee.

I'm a missionary.

Missionary explains I don't work for the Government, the American said.

I never did miss one in a playoff game -- I kicked about 20 in the five playoff games my last two years.

I've tried to teach some of the other boys to kick and some of them can't seem to get the feel.

I know when my reflexes are gone and I'm not going to be any 25th man on the ball club.

It was a real stimulant to a lot of guys I know who have moved past

the 2-score-year milestone.

With a lefthander going for Pittsburgh, I may use Don Taussig in center.

Speakers at a Tipoff Club dinner dealt lavish praise to a group of St. Louis University players who, in the words of Coach John Benington, had more confidence in themselves than I did.

Several times I found the players peppering me up, where it usually is the coach who is supposed to deliver the fight talk.

Benington said, I've never seen a player have a game as great as Mankowski did against Bradley that day.

I'll do as you say, but I'll also play a provisional ball and get a ruling.

And I bum tickets to everything I can, she said.

After the coach listed all the boy's faults, Hartweger said, Coach before I leave here, you'll get to like me.

As Hartweger accepted his silver bowl, he said, I want to thank coach's wife for talking him into letting me play.

I've become the greatest beggar in the world.

I'm even going to try to get the whirling dervishes of Damascus ] the last obstacle in Mrs. Geraghty's globe-girdling trip was smoothed out when a representative of Syria called upon her to explain that his brother would meet her at the border of that country -- so newly separated from Egypt and the United Arab Republic that she hadn't been able to obtain a visa.

My husband and I, a month ahead of the rush, have just finished a 7-day motor journey of 2809 miles from Tucson, Ariz., to New York City : set for influx I can testify that motels, service and comfort stations ( they go together like Scots and heather ), dog wagons, roadside restaurants, souvenir stands and snake farms are braced and waiting.

She says, of course I've had the best.

Refuses to grant bail I am not prepared to grant bail to any of them, said the magistrate, K.\*j.\*p. Baraclough.

Still, I don't wish to appear happy at somebody else's misfortune.

I never knew there were such neighbors and friends around me and my family.

I wasn't sure there were such people anywhere in the world.

I put Arger on the payroll because he promised to get my firm the

stevedore account at Navy pier, Stein said.

But Arger never was able to produce it, so I cut him off my payroll. I like his clothes for their drama and simplicity and appreciate the great impact he has on fashion.

This is a way of getting to school, but, I understand, it entails a certain loss of social status.

I've tried to compromise by letting them take the little car now and then.

I feel a certain loss of status when I am driven up in front of work in a car driven by my wife, who is only a woman.

The logic of that is impeccable, of course, except that I feel like a fool being driven up to work in a little car, by my wife, when everybody knows I have a big car and am capable of driving myself. At the workshop, Mrs. Schenk will discuss the board and the staff, librarian-board relationships, personnel policies, how good is our librarian and staff, how good am I as a library board member and how good is our library.

Ruling from on high I can remove the ball, can't I?

The Leningrad Kirov Ballet, which opened a series of performances Friday night at the Opera House, is, I think, the finest classical ballet company I have ever seen, and the production of the Petipa-\*tschaikowsky Sleeping Beauty with which it began the series is incomparably the finest I have ever had the pleasure of witnessing. For a good many seasons I've been looking at the naughty stuff on television, so the other night I thought I ought to see how immorality is doing on the other side of the fence in movies.

When I drove a car with tail fins, I had plenty status at the wind-and-water oases.

Ah, the fair-weather friends of yesteryear ] when I wheeled about, finned fore and aft, I was the darling of the doormen.

I was an art major in college, Miss Baldrige explained.

Colquitt -- after a long, hot controversy, Miller County has a new school superintendent, elected, as a policeman put it, in the coolest election I ever saw in this county.

This was the coolest, calmest election I ever saw, Colquitt Policeman Tom Williams said.

He added I think that sometimes in this country we are not aware as we should be of the extraordinary work that is being done in this field.

After paying tribute to the conductor and his white-clad youthful students, President Kennedy said, as an American I have the greatest possible pride in the work that is being done in dozens of schools stretching across the United States -- schools where devoted teachers are studying with interested young men and women and opening up the whole wide horizon of serious music.

Mr. Kennedy replied : I'm hopeful that from more traditional exchanges we can perhaps find greater common ground.

When I was a kid, Maris told a sportswriter last week, I used to follow Williams every day in the box score, just to see whether he got a hit or not.

Then Charlie spooned out some quick impressions of the Nikita he had glimpsed : I was captivated by his humor, frankness and good nature and by his kind, strong and somewhat sly face.

Several years ago I was his pastor.

I settled it tonight, he continued.

I know a man who held resentment against a neighbor for more than three decades.

Once Peter asked, how oft shall my brother sin against me, and I forgive him?

Her mother, now dead, was my good friend and when she came to tell us about her plans and to show off her ring I had a sobering wish to say something meaningful to her, something her mother would wish said.

I wanted to grab her by the arm and beg her to wait, to consider, to know for certain because life is so long and marriage is so important. I do not know Dr. Wilson Sneed well.

-----'I' as an owner

Moscow, June 18 -- at a gay party in the Kremlin for President Sukarno of Indonesia, Premier Khrushchev pulled out his pockets and said, beaming : look, he took everything I had ] Mr. Khrushchev was jesting in the expansive mood of the successful banker.

I bought my first dress from him when I was still a struggling young actress, she reminisces.

The logic of that is impeccable, of course, except that I feel like a fool being driven up to work in a little car, by my wife, when everybody knows I have a big car and am capable of driving myself. I bought a new little foreign bomb.



When I drove a car with tail fins, I had plenty status at the wind-and-water oases.

When I had my big job with the double headlights and yards of chrome, the gas people were happy to see me.

Said Leatherneck Shoup : a year ago I took the grips of the plow in my hands.

After pushing an accumulation of vines and weeds from the moldboard, I lifted the lines from the dust and found hitched to that plow the finest team I ever held a rein on.

-----‘I’ as a communication partner

I told him who I was and he was quite cold.

I told him what Liston had said and he said Liston was a double-crosser and said anything he ( Liston ) got was through a keyhole.

But as I have said before, if I announce my candidacy, I will have something definite to say about running mates.

This year, I am told, the \*j network will continue to abide by the rule but \*j will play to a conclusion here.

As Hartweger accepted his silver bowl, he said, I want to thank coach's wife for talking him into letting me play.

I'll write what you tell me to.

I suggested.

I was asked.

No, I said, I didn't happen to grow up in Illinois.

I explained, however, that I had my share of hardship in making my daily pilgrimage to the feet of wisdom.

What I always say is what if somebody clobbers you in a little car like that?

I tell people what I think.

I could talk to you for three hours and still not be able to give you all of our plans ] as the plans were laid, some several thousand fat cats were to be ensconced in the armory's \$100 seats and in 68 ringside boxes priced at \$10,000 each.

Then Charlie spooned out some quick impressions of the Nikita he had glimpsed : I was captivated by his humor, frankness and good nature and by his kind, strong and somewhat sly face.

He was able to smell a bargain -- and a masterpiece -- a continent

away, and the Museum of Modern Art's Alfred Barr said of him : I have never mentioned a new artist that Thompson didn't know about.

The old man came from the front of the plane and said he wanted four volunteers to go to Cuba, Mc\*cauley said, and like a nut I raised my hand.

There wouldn't be much demand for it, I'm afraid.

Every library borrower, or at least those whose taste goes beyond the five-cent fiction rentals, knows what it is to hear the librarian say apologetically, I'm sorry, but we don't have that book.

To them especially the librarians, with the help of co-ops, hope they will never have to say, I'm sorry, we don't have that book.

I asked, looking at her searchingly.

For a while there was such shrill girlish commotion I couldn't have made myself heard if I'd had the equivalent of the message to Garcia.

I knew of but one test and I threw it out to her for what it was worth.

Oh, no-o why, he's so darling and I mean, I went on ruthlessly, when he's not talking about you or himself or the wonders of love, is he interesting?

Because, honey, I thought silently, there are plenty of desert islands in every marriage -- long periods when you're hopelessly stranded, together.

She asked if I had other advice and, heady with success, I rushed it in, I hope not too late.

-----'I' as an actor, author or creator

I had developed the machines and therefore knew them.

I'll write what you tell me to.

I'll need more than a single day to find the words to properly express my thanks to them.

Question -- I bought 50 shares of Diversified Growth Stock Fund on Oct. 23, 1959, and 50 more shares of the same mutual fund on Feb. 8, 1960.

I am getting dividends on only 50 shares.

I visited the bank in March and wrote a story about the situation.

That permitted us to start controlling the ball right away, said Stram, quipping, I think I'll put that play in the book.

Ramsey, 6-3, 195 and ruggedly slim, says, I can't remember when I

didn't pester my mother to teach me to cook.  
I cannot imagine a single scene that isn't done in a far naughtier  
manner on \*j every week.  
With a small bomb, I tuck it between Cadillacs.  
He did say he was out of cans, the No. 3's, but I requisitioned  
22,000.

-----'I' as a self-analyst of goals, thoughts, actions and emotions  
It is possible that I over-corrected, he said ruefully.  
And one of the Milwaukee rookies sighed and remarked, wish I was 40,  
and a top-grade big leaguer.  
I have enjoyed it and will feel a bit lost at least for a while, she  
said wistfully Friday.  
At the workshop, Mrs. Schenk will discuss the board and the staff,  
librarian-board relationships, personnel policies, how good is our  
librarian and staff, how good am I as a library board member and how  
good is our library.  
I will die rich.  
I'm a slob, he announced.  
I'm angry.  
I'm useless for anything but racing cars.  
I'm ruddy lazy, and I'm getting on in years.  
I appreciate beauty.  
that's the way I am, he says.  
When I've made a dumb play, he says, I don't want to talk to anyone.  
benched at Indianapolis in 1956, he told manager Kerby Farrell : I'm  
not learning anything on the bench.  
It gets so frustrating, but then again I don't know what I could do if  
I gave up racing.  
Thompson himself said : I want to enjoy once more the pleasure of bare  
walls waiting for new pictures.  
The old man came from the front of the plane and said he wanted four  
volunteers to go to Cuba, Mc\*cauley said, and like a nut I raised my  
hand.  
Every library borrower, or at least those whose taste goes beyond the  
five-cent fiction rentals, knows what it is to hear the librarian say  
apologetically, I'm sorry, but we don't have that book.  
To them especially the librarians, with the help of co-ops, hope they

will never have to say, I'm sorry, we don't have that book.  
I leave this church with a feeling that a great weight has been lifted  
off my heart, I have left my grudge at the altar and forgiven my  
neighbor.  
Besides, in all honesty, I don't know how you can be sure.  
I don't know any secret recipe for certainty.

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