1.3 Textology

Content

1. 3. 1 Textuology

'Textus' in Latin is "all that is joined together" as e.g. a fabric, a truss, a building. 'Textuology' is bringing up text, textology.

Text. All that is a logically sound text can be summarized in a conceptual content. Seen this way, the text is one long term that expresses the content. The content and scope, if logically sound, is summarized in the title above the text.

Bibl. st.: H.L Marrou, *Histoire de !'éducation dans l' antiquité*, Paris, 1948, 239.

Students first listened to a story ('muthos,' 'epangelia'; Lat.: narratio). From this they had to make a logically sound account, actually a 'paraphrasis,' paraphrase, i.e. rewrite, preferably with some of your own words, indicating the structure.

Algorithm. What does one pay attention to when paraphrasing logically? On the elaboration of an apparently simple algorithm that involves two essential steps. We now give a paradigm in such a way, that in and through this paradigm one gets the general concept of logical paraphrase well in mind.

Text. (1) Sample from the scope of understanding. "A boy who had murdered his father and who feared the legislation on parricide fled into the desert. As he passed through the mountains, he was chased by a lion. With that lion on his heels, he climbed a tree. Thereupon he saw a "dragon" (opm.: snake) rushing toward his tree to perhaps climb it as well. (...). While he was fleeing from the dragon, he took a fall". (2) Definition of Conceptual Content. "The evildoer does not escape a deity: The deity will bring judgment upon the evildoer". Note: the words quoted in quotation marks are words quoted from memory according to Marrou's explanation.

Concept logic. The text illustrates the concept logic.

1. Conceptual content. This emerges in what traditional textology (literatology, literary studies) calls "the moral lesson." Here: "The deity shall bring judgment upon the wicked." Note: The "god judgment" is a regular feature of many earlier religions. Here: within that axiomatics, the lion and the dragon are not seizures but interventions in earthly life by some deity who restores a violated ethical order in that way (and thus are steering (cybernetic) interventions).

2. Scope of understanding. The content of that "morality lesson" - the thesis or "thesis" articulated and illustrated in the paraphrase - applies to all cases of god judgments. However, the narrative is limited - for textual reasons - to just one sample from the entire collection of god judgments.

Rule. Without the sample from size, mere content is lifeless. Without the

explicitly articulated content, the sample is too 'anecdotal'. An 'anecdote' is, logically defined at least, a sample from an entire history without any sense of its logical thread (in the 'moral lesson' or general conceptual content it illustrates, articulates).

A logical paraphrase - like any logical story - takes into account the algorithm

in two steps. Since the seventies, there has been a desire to teach children to "philosophize" through stories to which they respond logically. If the dual algorithm, in the story itself and in the processing by the teacher and the children, comes into its own, one will arrive at "philosophy for children" because then the logic applied in it will take care of that.

1. 3. 2 Theme

Bibl. st.: O. Willmann, *Abriss der Philosophie*, Wien, 1959-5, 10/12. The medievalists distinguished a plurality of text themes. Two premises. One cannot simply fall on a topic without some rule on text drafting.

1. Every theme is a concept, i.e., a content as well as a scope. Therefore, the first reflex is to seek the definition of that content and choose at least one instance from the scope.

2. Each topic is in itself a "material object," i.e. a given for any interpretation, which, however, is susceptible to a plurality of "formal objects"(perspectives, viewpoints). The second reflex, therefore, is to grasp the undeclared data and check whether there is either no formal object specified in the requested or one or more.

1. *Just one term*. "Quaestiones simplices de uno vocabulo" ("Simple tasks concerning one word"). Thus: "The Girl" or "Labor. No formal object is noticeable in the mere title. Consequence: the elaboration of such a theme is, in principle, encyclopedic, and this in the following sense: the conceptual content as well as all the instances (distributive scope) and the whole they make up (collective scope) should be brought up for discussion. Which would become an endless exposition. Note: When such a "verbose" topic is presented, it almost always means that one expects the definition of the concept content with sampling (inductive method) from the distributive or collective scope. Why also the collective scope? Because girls are not only specimens of a collection but also "members" of a coherence of their own that could be called "the world of girls. Likewise for the theme of labor. There are specimens of labor and there is "the world of labor."

2. *A relation*. We add this type of theme to what Willmann says in this regard.

Thus: "The Girl and the Boy" or "Labor and Economy." Here one formal object is indicated, namely the relationship. The endlessness of previous theme is greatly curtailed. Yet note: not two essays are required but rather a definition of both terms of the theme and especially of the relation between the two: the girl in her relation to the boy and labor in its relation to the economy.

3. *A judgment*. "Quaestiones coniunctae de propositione aliqua" ("Compound statements concerning a judgment"). Thus: "Girls invariably have problems of their own" or "Labor can be a pleasure but is also a burden." Thus, the formal object is: "having one's own problems" or "the lustful but also the troublesome."

4. *A whole text.* We also add this type of theme to Willmann's account. The task is then to summarize the text in its conceptual content (with eventual samples from its distributive or collective scope). Which involves summarizing. For the rest, what was said above regarding formal objects applies.

Only if text formation is understood logically is it also logically justified and does not become an emotional or other non-logical matter.

1.3.3.This section summarizes:

A logically sound text has a concept content as well as a concept scope. The theme can refer to just one term, to a relation or a judgment. The task of a whole text can also be to grasp the conceptual content, possibly with the distributive or collective scope.