

STAND: 16.11.2009

Notes on physical 'processes', involving using the words: 'knowing' and 'understanding'; 'describe' and 'explain'.

PROCESS: Towards the same aim; achieving some goal. ... Stages are involved (!)

ON KNOWING (in the 'body').

The body does not 'know', because 'sensations' are not rational. The body is rather, 'aware'.

Re 'process' ... 'Stages' here (in the body) become 'steps' ...

These steps are separated-out in order to be assimilated, and this assimilating must be engaged in, by the body, at a level where attainment is neither too difficult, nor too easy.

The technique to be used here is one of repetition - until such time as the body can reproduce the necessary 'motor skill'. This then, can also be the beginnings of an understanding of 'Faith', at least where it concerns the ability of the body to 'act'.

It is then possible to withdraw attention from the task of organizing the sequential repetition of these 'steps', and to now 'feel', 'observe', and evaluate the new skill which the body has now acquired.

The integration of these newly acquired, disparate, 'motor skills' into some sequence constitute, in the main, the physical process. That is, the 'bringing together' or (better) 'seamlessly joining together' of these separately acquired 'motor skills'. This integration brings with it a qualified, particular, feeling state, which the being is then able to formulate aesthetically at the level of their linguistic ability that is, and so 'trap the process' in words.

Also then, an active component of the word 'process' has now been acquired.

This 'active' component can further be used to modify the cognitive aspect of other words such as 'goal', for example - as the word 'goal', is one possible way of describing a motive for acquiring new motor skills. Thus the word 'goal' becomes richer in meaning - more 'active' - because it has now consciously acquired a further existential, experiential aspect/association, due to the acquiring of this new ability/'motor-skill'.

Meaning has been acquired here, and so 'knowing', in this particular case, has been transcended.

I can now claim that the body's 'knowing' is in the the form of an 'awareness' (note – not 'conscious') of this newly acquired skill that I can 'be/do'.

And reflexion upon this 'doing' confers the required understanding here, which formulates the levels of meaning contained in the particular process that has been undertaken.

The 'feeling' aspect here subsequently 'grows/increases' and thus more and more 'value' here is experienced. This 'value' gradient provides the energy necessary for any further cognitive activity that I 'will' here to engage in (in this area of endeavour) and I can now, theoretically anyway, eventually produce one cohesive, authentic, linguistic account of this whole endeavor/process.

Reflexion on this later and further account, produces an even greater order of feeling tone, leading eventually to a profound satisfaction, and even, perhaps, joy.

UNDERSTANDING: When I reflect upon 'doing something' in the manner above, the difference between 'knowing how to do it' and 'understanding how to do it' is largely in the physical process itself. That is, my understanding is conditioned to a large degree by my practical ability.

'Knowing what to do' or 'Understanding what to do'.

When I have acquired the necessary skill, the correct phrase for me use, if it is to include, as a necessity, the implicit idea of being completely comfortable with the physical execution is to begin by saying, "I understand"

Describe and Explain.

DESCRIBE: (OED) L- to copy off; transcribe; write down; write off. Scribere- to write

1. To write down, set forth in writing.
2. To write down as one's opinion, to declare, state.
3. To set forth in words, written or spoken, by reference to qualities, recognizable features, or characteristic marks. To give detailed or graphic account of (the ordinary current sense)
4. To set forth in delineation or pictorial representation; to represent, picture, portray.
5. To delineate, mark out the form or shape of; trace the outline of.
6. To form, or trace, by motion.
7. To mark off or distribute into parts.
8. To apportion, assign under limits.

ORIGINS: scribe 12 - describere: to write from; an exemplar or model; to copy.

SYNONYMS: explain; portray; depict; illustrate; express; communicate.

DESCRIPTION (OED)

1. The action of describing. The result or product of this action.
2. The action of setting forth in words by mentioning recognizable features or characteristic marks; verbal representation or portraiture.
3. A graphic or detailed account of a person, thing, scene, etc.
4. (Logic) The combination of qualities or features that marks out or serves to describe a particular class and hence a sort, species, kind, or variety, capable of being described.

Also: a creation meant to communicate or appeal to the senses or mind.

SYNONYMS: account; report; explanation; portrayal; picture; narrative; depiction; characterization; representation; version

EXPLAIN (OED) L - explanare. From ex- 'out' and 'planus' sense of 'thoroughly' 'upward' 'to bring to a certain state'. Can also mean 'deprived of something'

1. To smooth out. Take roughness from
2. open out, unfold. Make plainly visible. To display
3. To give details of. To make plain or intelligible; to clear of obscurity.
4. To assign a meaning to; to interpret.
5. To make clear the cause, origin, or reason of; to account for.
6. To make one's meaning clear and intelligible.