INSIGHT University of Guelph. November 27, 1973.

A. Preliminary Blocks

1. Preemptive: one does not even try

Fine print; hundreds of pages; frightfully difficult

Began as a course on Thought and Reality, an evening course in an Institute for Adult Education, Montreal, 1945-46

Started in September with 45; at Easter 41 were still coming; I knew I had a book. Wrote from 1949-53.

2. Tried it and dropped it. Ambiguous.

Tried and found wanting.

Tried and found difficult and stopped trying.

Robert Bridges, Introd. to G M Hopkins, Dragon at mouth of the cave, Wreck of the Deutschland.

There are a few humps to be got over. Make it over one, and momentum gained for getting over the next.

4th or 5th night; girl marched in; whacked the top of my desk with the palmof her hand; saing 'I've got it.'

3. Pick out a few of the humps. Give a few hints on getting over them.

B. General Sketch

1. Insight as Activity, Insight as Knowing.

Edmund Husserl's epoche: let's forget about the real world, reality, how does it happen that what goes on in me is knowledge of what is going on out there.

Let's ask for a start just what is going on in me when I am knowing, when I am coming to know (a process).

When I know what the process is, then I can begin to handle the second question, how can insight be knowing.

Unaware I was following H's lead; learnt this from disciple who did doctorate at Louvain on H & L

2. What am I doing when I am knowing: I - VIII

Why is doing that knowing: IX - XIII

What do I know when I am doing it: XIV - XVII

XVIII - XX: notable advance revision in Method in Theology

C. The Blocks

1. Purpose: give rise to suspicion that blocks may possibly exist

Overcome: common notion, nothing more obvious than what knowing is, doing it from morning to night

2. Obvious view of knowing = Three fold block: knowing objectivity /reality

Knowing is taking a good look

Objective is what is already out there now; the looked at!

The real, the opposite of imaginary, illusory, hallucinatory, dream, myth, erroneous

3. Perception is not simple act, but complex product

Paul J. Achtemeier, An Introduction to the New Hermeneutic, Philadelphia: Westminster, 1969, chapter 4, pp. 71 - 83

Subject and object are not two poles of primitive primordial difference

Erich Neumann, The Origins and Evolution of Consciousness, Princeton, NJ: Princeton/Bollingen Paperback, 1970 (1954)

Reality: World-for-me; world of immediacy; world mediated by meaning = world of infant in nursery: world as one learning to speak, as one has learnt to speak read study

4. Blocks: assumptions present and operative but not adverted to; advert to them as assumptions

Advertence if effective, gradual refocussing of whole outlook

It is this refocusing that is difficult, takes time, seems absurd, absurdity slowly reduced to mistaken assumptions, like 'working through' in analysis.

Today: throw out hints; 'working through' has to be left to you, if you care to

D. Insight

1. Gratuitous block, begin with mathematics, go on to science, I never could make head or tail of maths; scientists are the crazy people that gave us the big bomb

2. I began with maths, not to make it harder, but to make it easier

Difficult maths not necessary; main points can be had from quite elementary maths; a failure in HS math good enough

Why maths make it easier?

a) Prescind from feelings

b) Man understands best what he makes; maths is something man constructs; system-building; its own technical language; words are paid double and they mean just what one wants them to mean /with common nonsense

c) Common sense, largely inherited, varies, various admixtures

3. Chapters I - VIII: instances of insight; lots of them so that you can begin to catch on to their occurrence, to discover them for yourself in yourself

Philosophic in the sense that you are your own man or your own woman, not taken another's say so for anything, discovered in your own experience.

4. System-building: Euclid put together theorems and solutions from various sources into a system; Newton did same for mechanics.

Presuppositions: definitions, axioms, postulates

Propositions: problems QEF, theorems QED, arranged so that earlier prove what later will suppose settled.

a) How long is PM? Point to construction.

b) Equilateral triangle

c) Exterior angle

a) Construction (bit of luck); result, implicit reasoning, OP radius, constant; OP = MN; $\hat{MON} = \hat{ONP}$; MO = NP; ON common.

b) One can imagine infinity of cases in which Constr holds; cases in which it would not hold are irrelevant

c) Another thought experiment: F on same side of ABD as C; F on same side of BC as D; therefore FB lies between CB and DB

5. Difference between implicit reasoning and thought experiemnt

Both involve insight: grasping what is relevant, essential, to the point; disregarding ~~xx~~ irrelevant, incidental, beside point

Implicit reasoning: insight can be formulated in terms of a system that already is constructed. a).

Thought experi~~xxx~~ment: insight can be formulated only by reconstructing Euclidean geometry. Axioms of include, between.

H. G. FOrder, The Foundations of Euclidean Geometry, CUP 1927.

6. Intuition and Insight

a) Intuition apprehends what is given, what is already out there now

Intuition is certain, not in need of verification, already in itself is verification.

b) Insight grasps what might be relevant, to the point, essential; sets up a viewpoint that picks out what might be irrelevant, beside the point, incidental

Insight expressed by hypothesis, by what is intrinsically in need of verification; talk to psychiatrists at Halifax General.

c) Intuitions do not occur in human knowledge

Hence, do not expect to intuit your insights

You can experience your insights, know when they occurred, show when they occurred (teahher sees the bright face), look blank when they do not occur

You can identify them, name them, become familiar with them, as you can with seeing, as the analyst can help you identify and name your feelings, come to recognize what's up

You can get an insight into insights, understand what it is to understand, identify and name the elements in the dynamic context within which insights occur

~~d) One such dynamic context: defining~~

Defining does not occur in ordinary language:

a') Failure of Socrates in Socratic dialogues

b') Success of Aristotle; but he set up an ethical system

c') Linguistic analysis: one knows the meaning of a term in ordinary language, not because one can define it, but because one knows how to use it appropriately; ie one uses it and the use makes sense; what is it to make sense: insight

7. Insight and Definition

a) Relevance of definition

Not in ordinary language

Analysts: knowing the meaning of a word is shown bot by defining it but by using it appropriately

Plato's Socratic (early)dialogues

Aristotle did define the virtues in Nicomachean Ethics; Euclid defined all but initial residue of his terms; you cannot learn physics chemistry biology and disregard the definitions

Because constructing a technical language to express systematic thinking.

b) Explanatory, descriptive, implicit, heuristic definitions

Ar., essential, dia ti ti estin, Met. Z, 17.

Why is this wheel round?

Equal spokes: but reduce hub to point, circumference to line, increase spokes to infinity and name them radii; then if any radii unequal, there are bound to be bumps or dents; if all are equal, there can be neither bumps nor dents.

Aliter. Explanatory because it contains what otherwise would have to be stated in a postulate. Circle could be described as a perfectly round plane figure, but then you would have to postulate that all the radii of any given circle are equal.

Descriptive, enables you to identify the defined, to distinguish it from any thing else

A str line lies evenly between its extremes. Like saying that a circle is a perfectly round plane figure.

But relevant to system, not because it contains the equivalent of a postulate, but because it makes it possible to define a postulate

Postulate: All right angles are equal. When one line touches another so that the adjacent angles are equal, then each of the adjacent angles is a right angle, and the two angles together form a straight angle. Condition of the straightness of str lines

Implicit: terms are defined by their mutual relations, so that anything whatever that satisfies those relations is an instance of those terms (Hilbert)

A straight line is determined by two points.

a) Euclidean meaning, visual

b) Cartesian meaning: pts (3, 4) and (5, 6) and str line is $y = x + 1$

Result is pure system; includes all congruent instances; effects unification of different areas

Heuristic, 'euriskw, 'eureka, 'euristicon (-ikos, causative)

Fire: one of four elements, phlogiston, oxidization

Fire is what will be known when one understands burning, flame, smoke, (ie phenomena of fire)

In general, the nature of..., X,..., f(x), f(x, y, z, t)

8. Some characteristics of 'insight'

a) Not an apprehension of actuality but of possibility.

Does there exist any perfect circle, perfecly str line?

We don't know. Any checking is correct only up to come small, certainly finite, number of decimal points.

b) Responds to expressed or implicit question for intelligence

What? Why? How? What for?

There always follows a question for reflection, Is that so? Are you sure? Without an answr to that, allone can say is, Could be! I'm the man from Missouri. You gotta show me!

c) Supposes data of sense, representative image, symbolic image (eg symbols standing for insight, question, image; in general, algebra)

d) Divides data, image into relevant and irrelevant elements: circle: center, circumference, plane surface; size, color, place, time are any color place time size

e) Is formulated, conceived, expressed by combination of insight and relevant elements

Aliter: expression abstracts from irrelevant elements

f) Empirical residue: what always is irrelevant to explanation: individuality, place, time; explain one hydrogen atom and no further explanation required for any other hydrogen atom; experiment at one place and time, if valid, then valid at any p t that is not significantly different, does not introduce new factor

9. Cognitional Structures

a) Empirical method: classical

Data of sense, Description, Puzzles, Discovery, Hypothesis, Implications, Program of observations, experiments, Verification or falsification; if F, modify hypothesis, new implications, etc.; if V, on right track, new puzzles, etc.

Levels and operators

Data of sense

inquiry

simplified images, models, discoveries, tests

reflection

verification or falsificati n; expand or begin again

deliberation

is it worth while

Successive sublations

sublating introduces new principle, goes beyond, includes, preserves vastly extends relevance, extension of sublated

b) Empirical method: statistical

Classical, other things being equal, eg law of lever

Statistical: how often are other things equal

Difference: ideal norm on which results converge = classical; ideal norm from which results diverge, non-systematically, ie divergence not subject to any systematic law

c) Mathematics

Relations of identity and equivalence among individuals or sets.

Explores empirical residue.

Criterion: coherence. Empirical method criterion: actuality.

d) Common sense

Unformulated insights. Revealed in what one does, says, skips. Corrected by reactions to deeds, words, omissions.

Achieved CS when nucleus of insights reached whence, by addition of a few further isights, one is able to act, speak, omit in satisfactory fashion.

9. con'd

e) Generalized empirical method

Does with respect to data of consciousness what empirical [illegible] method does with respect to data of sense

EG levels and operators

[illegible]

Open to revision for every new cogntional fact; eg Kant on basis of Newton; Dilthey's project on basis of work of German Historical school;

Conditions for possible revision

data not accounted for

both old and new data better explained

because explanation fuller and its relevance further, more probable

Ie conditions for possible revision employ levels and operators and therefore acknowledge validity of [illegible] core of generalized empirical method. Verification of GEM recurrent

10. Objectivity

Myth: take a good look

If knowing a process of observing, understanding, verifying, then triple criterion

Empirical objectivity: attend to all relevant data

Normative objectivity: account for all relevant data

Absolute objectivity: virtually unconditioned.

If A, then B: normative objectivity; if data, then judgement
but A: empircical objectivity
therefore B : a conditioned with its conditions fulfilled

Verifying is not simply taking a look, it is taking a look at datum as fulfilling conditions

11. Differentiations of Consciousness

Linguistic
Religious (Mircea Eliade, Shamanism)
Literary (Bruno Snell, The Discovery ofthe Mind, Harper TB)
Systematic (Logic, eternally valid systems, metaphysics 1st sc)
Scientific (System on the move)
Scholarly (Research, Hermeneutics, Critical History)
Interiority (self-appropriation of attentive, intelligent, reasonable, responsible, loving subject)
accounts for preceding, relates them to one antoher

12. Objectivity as Modern Philosophic Problem

a) Ambiguity: world of immediacy, criterion, givenness
world mediated by meaning and motivated by value,
criteria: experiential normative absolute, value jdg

b) Empiricism: empties world mediated by meaning of all that
is not contained in world of immediacy

c) Idealism: human knowledge is mediated by meaning
but it is not knowledge of real (in empiricist sense
it is knowledge of ideal; we agree about it,
not because it tells us what really is,
but because it is all that we have got

d) Critical realism: what do you mean by 'what really is'
if it is other than what we have alone got