

# Knowing or Understanding

===== A lesson from Helen Keller =====

## "I KNOW!"

By nature, culture changes gradually over generations. The young of today, if you try to tell them something they don't want to hear, will quickly say, "I KNOW".

Given cultural deceptions, victims have to be programmed to avoid challenge from outside their peer group. Cultural deception needs rapid change. The "I know" response exposes this lack of understanding that results from indoctrination!

Those who indoctrinate us to social slavery can only retain their power over us by maintaining indoctrination; the 'I know' response to challenge is a revealing example. By ending discussion, the enslaved are protected from knowledge that may challenge their indoctrinated beliefs. Those indoctrinated to confines of a cultural belief involving either freedom of disorder or religious enslavement are thus protected from the more logical learning of others.

Legitimate culture is not afraid of challenge; it seeks to progress by finding truth! What we call truth is order, most importantly the order of life without order we can't attain the full benefits of life. False culture requires segregation to protect its victims from healthy growth in truth.

That is helped by technological advance. New technology needs new language; this is used to cloak a deformed language encouraged by peer-group loyalty. Understanding of new technology is made difficult for other generations by poor instruction on its use being construed as evidence that older people (and their opinions) are out of date.

Creation of generation gaps is necessary for deception. The young are led to degenerate language skills and the fictional disguised "1984" by George Orwell, gives 'example' of culture degrading language.

Schooling and culture is now for 'dumbing down' rather than community advance! Here the difference between understanding and knowing is vital! If parents fail to understand this, then they can accept gradual change and plausible explanation as progress.

Thinking to learn the rewards life offers students diligently repeat the ideas of paid instructors. To gain approval, or pass tests, we parrot words as told to remember and regurgitate. But for enlightening development understanding of empowering principles

is essential. Those who would destroy us want us educated to beliefs programmed into memory without understanding!

Ancient wisdom from India: *"Study the linked words, no doubt, but look behind them for the thought they indicate, and having found it, throw the words away, as chaff when you have sifted out the grain."* Upanishad's.

Today we are told we learn in depth but it is only in depth of trash to deform our logical appreciation.

As example for understanding I here use a real-life example from a book called, *"Enduring Deeds"* by Thea Stanley Hughes. The person of this story is Helen Keller. Helen was born normal but became both blind and deaf when aged nineteen months. She then became so unmanageable and wild that she had to be separated from her parents. Anne Sullivan, chosen by Alexander Graham Bell for the job, took Helen over at age six,

## Now let's hear from Helen herself:

*"One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled 'd-o-l-l' and tried to make me understand that 'd-o-l-l' applied to both. Earlier in the day we had a tussle over the words 'm-u-g' and 'w-a-t-e-r'. Miss Sullivan had tried to impress it upon me that 'm-u-g' is mug and that 'w-a-t-e-r' is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity.*

*I became impatient at her repeated attempts and, seizing my new doll, I dashed it to the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. I had not loved the doll. In the still dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation can be called a thought, made me hop and skip with pleasure.*

*"We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream*

*gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motion of her fingers. Suddenly I felt a misty consciousness as of something forgotten – a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then the 'w-a-t-e-r' meant the wonderful cool something that was flowing over my hand.*

*That living word awakened my soul, gave it light, hope, joy, set it free. There were barriers still, it is true, but barriers that could in time be swept away.*

*"I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time felt repentance and sorrow." End Quote.*

We leave Helen there; you should read her story yourself but I don't like your chances of finding a copy. This kind of literature is not encouraged to mix within the trashy immorality of today's culture. Perhaps, if there is call for it, we may print a digest but you have to let me know of the need.

The above example is basic development for those living with sight and sound, but we need to realize that the principal applies at higher levels. In the dark, silent world of Helen, we see that though she had learned of words and spelling she had not gained meaningful understanding of their meaning.

So many, in our time, are led to bypass the progressive advance of life-valuing revelation.

In my Forum introduction (GxB site) what was the message of the book in my dream? It was not a book I could actually read but I had been looking into the past. The book was a promise of understanding; understanding on which I could logically build! Understanding is self-reinforcing.

Pure mind, feeling awareness in an ocean of disorder – a void of silence without sight, feeling or company – finds beginning of understanding difficult. Even to us, concepts not progressively led to, are difficult. The eternal mind knows well the problems of conceiving creative birth in a void.

At birth a totality of innocence seems to offer no starting point (power is irrelevant). Yet mind needs to find understanding and use of words! Innocent desire opens the door to truth – to words, feelings, ideas, thoughts, meaning and understanding to complete the development of creative power.

But words and thoughts alone are not sufficient for creation; they are essential and basic tools but it is numbers (for expression of TRUTH in meaningful order) that are most conveniently and beneficially engaged with creating!

So we now see why we are told: 'If you say you know, then you are guilty.' Those who seek knowledge accept their innocence, not their ignorance! When we say "I know" we commit to pride, dismiss our innocence and become responsible for what we do. The crimes we commit are ours! We may say: even though we say we know we may still not understand! So why should we suffer?

But are we not also told: 'Those who commit sin are slaves!' It may not be our fault that we are slaves but escape is still our spiritual need. To seek in sincerity, we accept an innocence of knowledge and yearn for truth. We are free to choose between the pride of assumed knowledge, and innocence of desire for truth.

**If we look carefully with desire to understand we find that the Christian message divines with depth and security the human situation. Our right to life lives in the carefully designed truth of an order to give us freedom of choice.**

**That humanity and our world is carefully designed is confirmed by new research into ageing. The structure of our genes is now seen as arranged to limit this physical life-span.**

**Knowing this we can see that our growth from conception to age is also programmed and though we have ability and choices, for change of height, life-span, or abilities, there are also overall limits set in our design.**

**Humanity is a development program and like the caterpillar that transforms into a butterfly we may advance to new heights.**

For expansion see:  
[www.lifetruth.org.au](http://www.lifetruth.org.au)  
[www.gniebxbbeing.org.uk](http://www.gniebxbbeing.org.uk)