

Diagrams By And For The Individual – Squares And Cubes

By Kevin A. Sensenig

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Introduction And Outline

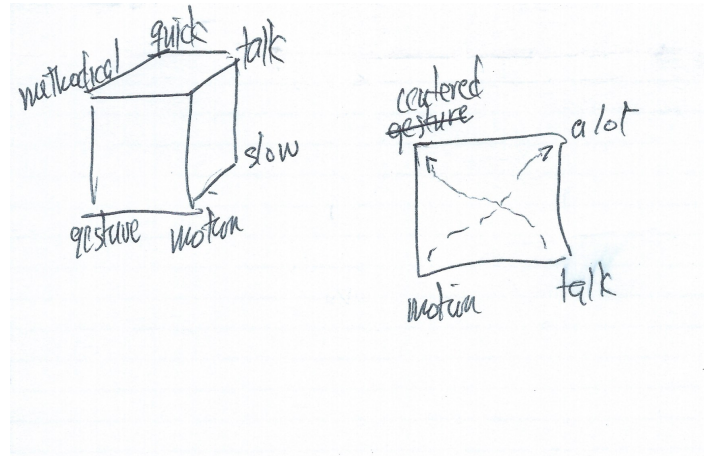
Squares and Cubes can be very powerful, I think, for the individual in navigating a meaning- and thing- object- concept- person- idea- and place- landscape. You can draw a square then write terms representing the preceding, re-arrange them as required (or re-label them), and then notice relationships that “emerge” from the sketch or diagram. You can develop different squares in succession.

You can draw causal and relational and directional arrows. Then, consider how all of this can, at each step, or in a “free” sort of way, or in any number of different ways, re-formulate or illuminate the subjects, types of things, concepts, and so forth, that you've put down.

You can work with fictional stories, or actual events. Both should be resonant and descriptive, of-insight and helpful.

See the example below. You can see what a cube does, but focus on the square, with four labels: “motion”, “talk”, “centered”, “a lot”. Note that there are a couple of arrows that were drawn after the square and the labels, linking pairs of corners. You can visualize relationships among the four corners (these are terms or things or concepts or ideas or descriptions) and then possibly identify a way to look at what you have in mind, in terms of actual lived experience; or what you have in mind in terms of possible narrative or fictional stories.

Considering again lived experience helps to re-formulate what may be difficult or troubling situations, or to clarify them. It may help introduce the remembered experience or memory to a new thought-space. It also may help to see from the point of view of various actors (participants) in a situation or set of situations. It also may allow you to work with relationships, causal connections, and directional speech or action “trajectories” – all of this to allow for more meaning and greater room to maneuver, or for more realism, and so forth. The diagrams are in fact potentially helpful to the person who wants simply to form who they are; and they can help step from default assumptions presented by others throughout life, to greater realism and deeper understanding.



Fictional Stories And Narrative (Or A Record Of Actual Events!)

Fictional stories or narratives of things may actually serve also a deeper sense of realism, as you feel more free to actualize consideration of the possible, in mind; and how this maps to mind-form-being-circumstance.

The above sketch or diagram, of the square and labels, could lead to the following accounts (fictional or actual):

There was little talk between us, but what was said was centering. And so was the silence and space of the room.

There was a lot of talk between us, but it was centered. We got a lot said.

We weren't quite centered in all our conversation, but we kept bringing it back to center.

She gestured just a little while she was talking, and it had the effect of "explaining" what she was saying.

You can come up with your own examples of things that relate, draw causal connections between, or themes among the several labels.

Abstract Descriptions

See if you can both work with types of scenes that might be realistic or are actual, and more abstract things.

Some examples of a more abstract thing is this:

When someone talks a lot, it's often less centering, since they're saying too much in too little time.

When someone is running a race, they're often silent! I wonder if this can't be visualized for when I'm expending more effort – that I need to be efficient with words.

You see how the idea is as concrete, but an actual or fictional event is not being described; it's more “conceptual”. This type of thing may help you reflect on your insight and abilities, and draw further parallels to lived experience.

End Notes

Abstract Things tie more into noumenon (‘a thing of reason’), and narrative of actual events or fictional stories can also spin-off ideas that can be more conceptual. That is one of the goals.

These new ‘things of reason’ and conceptual images can then be applied in similar or new domains. Seeing ways to re-formulate and re-interpret, as well as identify realistically the actual or perceived, is important; and so is being able to generate new domains that may be “perpendicular” or “at an angle” to existing domains – or at least have interesting parallels, with new thought and awareness a part of that.