Knowledge-How, True Indexical Belief, and Action

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Intellectualism is the doctrine that knowing how to do something consists in knowing that something is the case. Drawing on contemporary linguistic theories of indirect questions, Jason Stanley and Timothy Williamson have recently revived intellectualism, proposing to interpret a sentence of the form '*s* knows how to *F*' as ascribing to *s* knowledge of a certain way *w* of *F*ing that she can *F* in *w*. In order to preserve knowledge-how's connection to action and thus avoid an overgeneration problem, they add that this knowledge must be had under a "practical" mode of presentation of *w*. I argue that (i) there can be non-knowledgeable true beliefs under a practical mode of presentation and that (ii) some such beliefs would nevertheless be sufficient to establish knowledge-how's characteristic connection to action, and thus count as knowledge-how. If so, Stanley & Williamson's account is faced with a serious undergeneration problem. Moreover, the structural features on which the argument relies make it likely to present a quite general challenge for intellectualist strategies.

The World-experience as 'Not-feeling-at-home': Paolo Virno on the Emergence of Public Intellect

Rinalds Zembahs, Latvia

This paper focuses on Italian philosopher's Paolo Virno concept of public intellect. He starts from the analysis of emotions and dispositions as they appear in Martin Heidegger's work Being and Time, and he undertakes na criticism of Heideggerian distinction between fear and anguish/anxiety. Virno argues that, in contemporary world, this distinction is becoming increasingly blurred, insofar as the so-called 'substantial communities' tend to disintegrate and human beings become more exposed to the world as such. This exposition to the world makes one feel any concrete fearful situation as rather an anxiety-ridden situation where uncertainty and endangerment reigns to its utmost. As a rather spontaneous response to this insecurity of 'not'feeling-at-home', Virno sees the emergence of the so-called 'public intellect' which contains some elementary linguistic structures that appear as collective. Virno sees public intellect as an outcome of 'not-feeling-at-home' that, to some degree, forces people to become thinkers as they are made strangers to this world.

Structurity: Pan-Evolution Theory of Biosystems

B. J. Zeng, China

Modern science developed in the interflow of culture between west and east. Combing of pratice technology with philosophic thoughts formed experimental method. Holistic views contacting atomism produced system theory. System thoughts are applicated in the science

and engineering of biosystems, and the cencepts of system biomedicine (Kamada T. 1992), systems biology (Ziegigansberger W, Tolle TR. 1993), system bio-engineering (Zeng BJ. 1994) and system genetics (Zeng BJ. 1994) were established. From positive to synthetic thoughts, philosophy have been developed ontology, cosmology, organism theories. Structurity is structure logic system founded on entity, develop, exist axioms, tolerance, adaptation, fluctuate, interweave, transform theorems and integrate, adaptation, construct laws. Structurity be discussed on the cosmos, life, culture system, creation, hologram theories of structure ontology, construct mutation, simi-structure organism and entity emergence, symbol implication. From the relation of structure, function and development, the structurity put forward the cycle, spiral, triangle structure stability patterns of self-organization in structure complement each other and stratification, functional couple and interflow bounds growth, coordinative transformation and holographic symmetry. (Ref.s: BJ Zeng, Communications on Transgenic Animals, No.6 & No.11, 1994)

Formation of Variative and Creative Thinking of Pupils on the Basis of Doing Mathematical Sums with Parameters

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Practically all the countries require the highly skilled staff. It is natural, that it is necessary to prepare them in higher educational institutions. In many high schools students were enlisted and are enlisted on the basis of knowledge and skills. It not an optimum variant because the second integrated parameter of an entrant, his mental potential and fundamentality of knowledge, is not taken into account.

The specified very important parameter of an entrant is opened in the best way with sums with parameters, that is sums with parameters serve some kind of a litmus piece of paper in definition of quality of the future student. It is the first reason to increase in number of sums with parameters on entrance examinations. The second, not less important reason, is connected with the following: these sums promote better development of the personality of a pupil, its individual propensities and abilities ; they help to learn to work in conditions of small and significant uncertainties which are in abundance in our today's life. They develop variative and creative thinking and by those promote development of intelligence and increase of a level of fundamentality of knowledge.

Existing textbooks and educational supplies do not contain adequate volume of a material doing of mathematical sums with parameters: there is no system, there are only separate examples, some of them are rather unsuccessful. The author leads ordering of sums with parameters, the technique of doing such sums is developed and corresponding educational supplies on paper and electronic carriers are published.