

TEACHERS INSTITUTE IN IMAGINAL EDUCATION



THE INSTITUTE OF CULTURAL AFFAIRS

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August 1986

Dear Colleagues,

This handbook is a product of the work of The Teacher's Institute held in Atlanta during July 1986. It is meant to enable us to recover the power of Imaginal Education in our life and work.

The bulk of the handbook is devoted to description of the curriculum of the three-week Teacher's Institute and bibliographies to use for further research on each topic. In addition there is a section designed to enable all of us to competently field questions on Imaginal Education. This is meant to be helpful in marketing, teaching, and integrating Imaginal Education into other aspects of our work. The section on Imaginal Education as a Whole Person Approach is meant to be the beginning of an extensive work which could describe the full model. In the Teacher's Institute we created the KALEIDOSCOPE TEACHING STRATEGY. Future work would focus on the Theory of Curriculum.

In order to effectively teach the curriculum of the Teacher's Institute in Imaginal Education, a formal system of pedagogy will be developed. Coordination of this system and any future courses will be handled by Burna Dunn.

We are grateful for having had this opportunity to do this research and curriculum development work on behalf of all of us. Hopefully it incorporates the wisdom of a very rich past and the means of providing a pathway to the future.

Sincerely,

Keith Packard
for the staff of
The Teacher's Institute

PS: Also enclosed is an authorization letter from Atlanta University that will be helpful in marketing.

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THE FACETS OF IMAGINAL EDUCATION

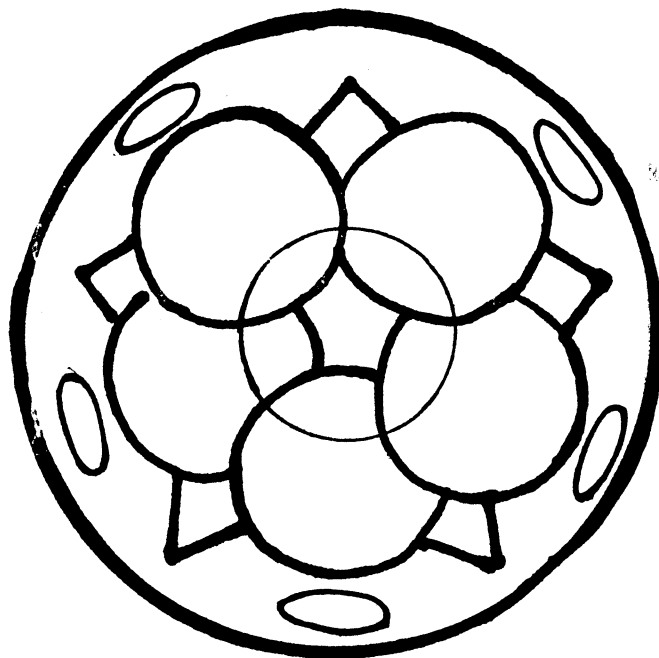
LESSON FLOW

Prelude	Emphasis			Postlude
	Act I	Act II	Act III	
CONTEXT FOR TEACHERS INSTITUTE	PARTICIPANT INTERVIEWS AND INTRODUCTIONS	PARTICIPATORY PRESENTATION ON FACETS OF IE	CARTOON IMAGE GROUNDING OF FACETS	REFLECTIVE CONVERSATION

Extension Possibilities:

EXERCISE ON "KNOWING THE AUDIENCE"

KEY IMAGE



THE FACETS OF IMAGINAL EDUCATION AND THE
IMPORTANCE OF CONSIDERING THE UNIQUENESS OF THE AUDIENCE

SESSION SUMMARY:

Imaginal Education is a whole-person approach to life and learning that depends on a teacher's capacity to model the approach in relationship to others.

FACET FOCUS: EXPANDING THE CONTEXT. The session lays out the framework of the Teacher's Institute and reveals Imaginal Education as a creative response to the needs of the times. It reveals to the faculty the orientation and expectations of the participants.

R.O.: To communicate the facets and the uniqueness of Imaginal Education as a process and an approach. To demonstrate a method of getting to know the operating images of the participants.

E.A.: To experience being related to a journey and to a particular group of individuals involved in that process.

FUTURIC QUESTION: How can human capacity be ever expanded to meet the unique challenges of our times?

ETHICAL QUESTION: What is the value base out of which we use the powerful tools (metaphorical thinking, multi-modal approaches, imagery, relevant techniques, inclusive myth) to affect the operating images (schemas, mental sets) of the student?

NOTES:

This session enables participants to discover the unique emphasis of Imaginal Education and to come to know one another in a personal way. They also experience a technique of relating to one another and the importance of doing so. This session sets the stage and gathers critical data for all other sessions.

TEACHERS INSTITUTE
Wk I Session 1

NOTES ON TEACHING STYLE: (Helpful Style and Special Abilities)

Creating rapport with strangers. Small talk, personal interest in others. Releasing participation in a climate of suspicion. Sensitivity to others. Creativity in eliciting responses from others. In the participatory presentation, appropriate exercises to ground concepts within the experience of the participants. Friendly, bouyant, conficent. Informal, yet formal (Formal dress, yet informal manner). Sensitivity to names. Depth in Imaginal Education (familiarity with supporting wisdom) and the ability to "translate" abstract concepts into the frame of reference of the participants.

QUESTIONS THAT MIGHT BE RAISED BY PARTICIPANTS IN RELATIONSHIP TO
THE CONTENT OF THIS SESSION

1. Why is I.E. not just another fancy and/or expensive technique available only to a wealthy or intellectual elite?
ILLUSTRATE EXAMPLES OF EXPERIMENTATION IN A STRATA OF CULTURES. (third world examples: preschools, New Skills Trng, HDTI's)
THIS APPROACH DOES NOT TAKE MONEY AS MUCH AS IT TAKES HUMAN INVESTMENT (time, care, depth, preparation, self-discipline)
2. From what stance can you dare to "touch the deeps" of another?
FREEDOM LECTURE (RS-1): "No clean hands". FROM THE LARGEST POSSIBLE CONTEXT. CHURCH LECTURE. "On behalf of". IN TOUCHING THE DEEPS ONE IS ACKNOWLEDGING THAT HUMAN BEINGS HAVE A SPIRITUAL (SOUL) DIMENSION THAT CAN BE BROUGHT INTO THE LEARNING PROCESS. IT IS A KEY TO LONG-TERM MOTIVATION.
3. What makes I.E. different from Morals Education?
ETHICAL REASONING, RATHER THAN "MORAL INDOCTRINATION" IS ONE OF THE FIVE EMPHASES. VALUES AND IDEALS ARE FREIGHTED IN THE MYTH THAT THE TEACHER SELECTS AS THE MEDIUM OF JOURNEY FOR THE LEARNING EXPERIENCE.
4. How does I.E. differ from Super Learning?
Super Learning is a technique. Imaginal Education is a foundational approach that uses current techniques like Super Learning to achieve its central aims.
5. What is the difference between Imaginal Education and positive thinking?
POSITIVE THINKING EMPHASIZES THE POSITIVE ASPECTS OF THE LIFE EXPERIENCE. I.E. USES AS A FRAME OF REFERENCE THE WHOLE OF THE LIFE EXPERIENCE AND ENABLES THE PARTICIPANTS TO DISCOVER CONNEC-
TIONS, VALUES, AND MEANING. POSITIVE IMAGES EMERGE AS A RESULT OF A SURFACE-TO-DEPTH APPROACH TO LIFE EXPERIENCE RATHER THAN A POSITIVE OVERLAY OR ALTERNATIVE TO LIFE EXPERIENCE.

TEACHERS INSTITUTE
Wk I Session 1

SUPPORTING WISDOM:

Expand the context:

"Holistic and synthetic thought can also be encouraged as we provide experiences for standing back to look at the "whole" of situations and their interconnectedness. Metaphors, the language of our right hemisphere, are built on interconnections and our ability to perceive relationships. (Hatcher).

"Metaphorical thinking allows one to see patterns and inter-relatedness of things. Metaphorical thinking is being taught by educational psychologists in the new field of synectics." (Hatcher)

"Metaphors increase our powers of perception of the world about us and our understanding of it. Language is an organ of perception, not simply a means of communication." (Jaynes)

"While we can give an informal speculation about what seems to be happening neurologically and physiologically, as well as psychologically (in these exercises, there is great need for much more significant research in this area. The impediments to this research are obvious). The human being is extraordinarily complex: cause and effect are very hard to isolate or differentiate. Indeed, where the human being is concerned, there may be no such thing as simple cause and effect. Rather, each phenomenon and experience derives from a rich causal weave of explanation." (Jean Houston)

"Today the post-industrial global village sleeps. It sleeps beneath a blanket of cross-cultural ties and intraplanetary webbing so thick that all problems and all answers are interdependent. We have seen in our time the death of exclusivity, although in our present sleep we act as if we knew it not. The weave of persons and nations, of politics and economies, of exploding populace and diminishing soil, or silent hope and heady triumph, of air, water, bread, love, death--this is a weave so thick that it has become a single fabric with few loose threads, so strong that perhaps not even human beings can destroy it. And formidable indeed are the social, economic, and psychological forces that confront us, the atmosphere of chaotic eclecticism within which it becomes almost impossible to distinguish narrow and selfish interests from sustained commitment, superficiality from bold experiment, and excessive claim from genuine accomplishment. This is the case of all levels, be they social, economic, interpersonal, or governmental." (Houston)

TEACHERS INSTITUTE
Wk I Session 1

The difference between "positive thinking" and dealing with all of life:

"Arthur Gordon, at the time an aspiring writer asked Thomas J. Watson, the president of IBM for advice. "It's not exactly my line," Watson said, but would you like me to give you a formula for writing success? It's quite simple really. Double your rate of failure. You're making a dommon mistake. You're thinking of failure as the enemy of success. But it isn't at all. Failure is a teacher..a harsh one perhaps, but the best. You say you have a desk full of rejected manuscripts? That's great! Everyone of those manuscripts was rejected for a reason. Have you pulled them to pieces looking for that reason? You can be discouraged by failure, or you can learn from it. So go ahead and make mistakes. Make all you can. Because remember that's where you'll find success. On the far side of failure." (Gordon: "On the Other Side of Failure)

"When I get angry about not achieving the results I want in a situation, I move quickly from "stewing to doing." I try to obtain information that will lead to improvement now and in the future. 'What can I do to turn this situation around? Is there anything I can salvage from this situation? What can I learn from this situation? How can I prevent this from happening again? This is a shift to 'Solution Consciousness"--looking for the solution within the current situation." (Marty Seldman)

"It has been remarked that a professional is someone who is good at what they do, knows they are good and knows why they are good. Another important dimension I would add is that the professional also knows when she is not good and why." (Seldman)

"That's what's needed, don't you see that...nothing else matters half so much...to reassure one another, to answer each other. Perhaps only you can listen to me and not laugh. Everyone has inside himself...what shall I call it, 'a piece of good news.' Everyone is a great and important character...Every man must be persuaded, even if he's in rags, that he is immensely important. Everyone must respect him and make him respect himself, too...Yes, make him grow proud.
(Ugo Betti: "Burnt Flower Bed')

"I am a child of the Universe. I belong." (Carl Sandberg)

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RELEVANT TECHNIQUES

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RO:

To communicate the facets and uniqueness of I.E. and the importance of "knowing the participants."

EA:

To experience being related to a journey and to a particular group of individuals involved in that process.

PROLOGUE

POSTLUDE

ACT 1

ACT 2

ACT 3

THE FRAMEWORK OF THE INSTITUTE

THE APPROACH: emphasizing participation
THE CONCERN: education for next century
THE BIAS: application

20 minutes

INTERVIEW

Partners interview one another and introduce each other to group.

TALKING WALL
The question you want others to ask you.

60 minutes

PARTICIPATORY PRESENTATION ON THE FACETS OF IE

Expand Context
Stimulate Imagination
Emphasize Participation
Encourage Critical Thinking
Address the Depth

45 minutes

GRAPHIC SYMBOLS FOR EACH FACET

Share your symbols and reflect.

30 minutes

REFLECTION

ORID conversation focusing on the importance of knowing your audience.
What did you learn about the people here?
What concerns do we have in common?
What was revealed about this group?
What was the method used to answer these questions?
Our time together in this course will include methods & techniques of effective communication.

20 minutes

NECESSARY PREPARATION

DECOR: FACETS "KALEIDOSCOPE"

"Going Beyond the Boundaries" Puzzle



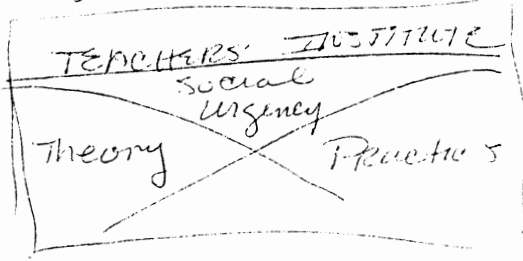
(9 dots) ... Connect all in 4 lines w/out lifting the pencil

WELCOME -
 ON BEHALF
 OF ATLANTA
 UNIVERSITY.
 SPELMAN
 COLLEGE
 Continental Faculty of
 INSTITUTE of
 CULTURAL
 AFFAIRS -
 TEACHERS' INSTITUTE
 IN
 INNOVATIVE ED.

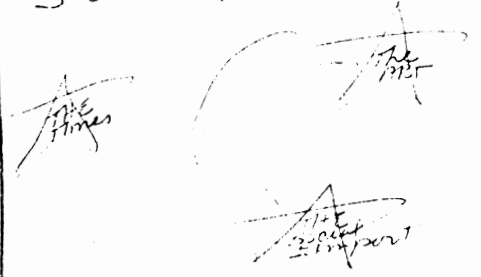
MY NAME -
 INTRO CO FACILITATOR
 of Session: _____

IN A MOMENT WE'LL
 ALL HAVE OPPORTUNITY
 INTRO SERIES + BEGIN
 PROCESS of KNOWING
 ONE another -

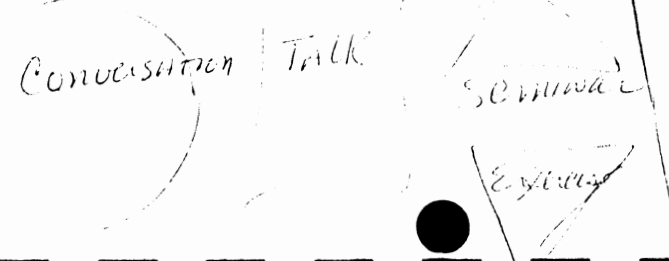
FIRST: ACQUAINT you
 with the Focus +
 Style of the Tchr. Institute



METHODS of INQUIRY
 3 Wks - / 3 Emphases



METHODS of INVOLVEMENT



WHAT you will
 GET -
 3 weeks of ;
 Discovery -
 that will come
 from involvement
 Depth Thinking
 - Related to your
 life + your
 situation
 Expanding your
 capacities
 + A waking
 to your potential
 MAKING connections,
 Discovering new
 applications -
 Going Beyond the
 Known + familiar
 Exploration of
 invention +
 Learning

WHAT you will
 Be Asked to give
 your Time
 your Participation
 your Senses
 INTO involvement
 - NOTES
 - Application
 own Situation

Facets of IE -
 Presentation/walks
 WK1/Session 1

PARTICIPATORY PRESENTATION

ART FORM visual
 CONTEXT COOPERATION FACILITY

PARTICULAR EMPHASIS BIAS

I. E. - includes ALL FACETS IN COMBINATION -

IE - HARVESTS THE Results -

THE KALEIDOSCOPE SHIFTS TO Reveal New Relationships

The "MIRRORS" - Provide PERSONALITY -



Connected to life gives purpose
 Relevance to society
 - Empowers the individual
 - Meets the needs of society -

* DRAW A KALEIDOSCOPE IN your NOTES - follow as I talk about EACH ONE -

Begin with a game
 ① DOT & LINE Exercise
 who can do - how - why -
 EXPANDS ONE'S CONTEXT TO REVEAL HOPE -
 EINSTEIN -

② WRITE DOWN uses of SAFETY PIN/COMPASS
 • STIMULATE imaginative CREATIVE involvement
 - irrigation
 - maximize food supply

③ Current issue → Ed - Competency - TAKE SIDES - YES test NO test - Play rules - explore reasons shift PERSP -

④ PARTICIPATION - remember what: Pick topic -

Context → Hope
 Imagination → Creative involvement

Participation → Discovery
 Critical Thinking → Responsibility

Depth → Self Esteem

REVEAL THE WONDER

Context → Self Esteem -
 Imagination → Hope (Optimism)
 Self-compassion

Participation → Creativity - multiple perspectives (Disney world)

Critical Thinking → Discovery & depth motivation

ADDRESS DEPTHS → Responsibility & FREEDOM

CAN PLACE ANY SUBJECT MATTER OR CONCERN IN THE CENTER

IMAGES

Visual - Decor Environment

AUDITORY - PAINT IMAGES W/ WORDS - HARD TO SEE like Eagle with Sun and Thunder "The Hawk of Sky Blue Waters"

Multi-modal Approaches Current Tech -

* Exercise - MAKE these FACETS your own

* Share your

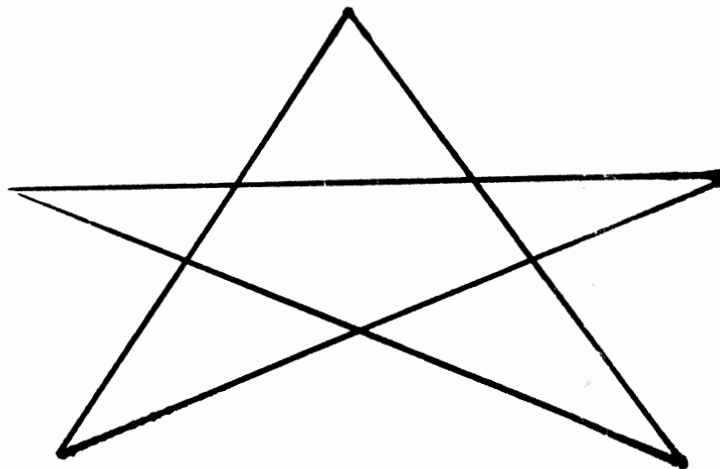
THE CHALLENGE OF OUR TIMES AND THE ROLE OF IMAGE CHANGE

L E S S O N F L O W

Prelude	Emphasis			Postlude
	Act I	Act II	Act III	
CONVERSATION: NEWS EVENTS & TRENDS	PARTICIPATORY PRESENTATION ON THE TIMES	SEMINAR: CHART BOULDING PAPER	IMAGE CHANGE WORKSHOP	REFLECTION ON SESSION

Extension Possibilities:

K E Y I M A G E



Wk I S 2: THE CHALLENGE OF OUR TIMES AND THE ROLE OF IMAGE CHANGE & PRESENTATION OF THE CHARTING METHOD AS A MEANS OF FOCUSING ON CONTENT

SESSION SUMMARY: The times in which we live are transitional, calling for human beings to operate out of their potential so that there might be a hope-filled option for the future.

FACET FOCUS: Touch the Deep

This session raises the vocational question by illuminating the crisis and opportunity of the times in which we live.

R.O.: To understand the times, not as a problem, but as a challenge that is requiring a re-orientation of education.

E.A.: To experience having some objectivity on the current reality and to see that the dynamics of image change and formation as one of the keys to effective education today.

Futuristic Question: Are we (on planet Earth) set on a self-destruct mode because we have so few ways to raise the human capacity/potential? What is the role of education in the development of human potential?

Ethical Question: What emphasis in education is being required today in order to make possible creative options for life in the 21st century?

NOTES: This session paints a picture of the uniqueness of the time (post-civilization, the cultural revolution etc) and reveals the critical role that educators can play (Boulding P27). The session demonstrates the charting method and the corporate dialogue that it can stimulate. In the study of the Boulding paper from "The Image", the five pre-suppositions of imaginal education are laid out. These pre-suppositions are supported by the work of Piaget, and the recent writings of Jean Houston, (The Possible Human), Peter Russell (The Brain Book), Gabriel Rico (Writing the Natural Way) and others.

TEACHERS INSTITUTE
WK I Session 2

QUESTIONS THAT MIGHT BE RAISED BY PARTICIPANTS IN RELATIONSHIP TO
THE CONTENT OF THIS SESSION

1. Isn't technology out of control already?
PERHAPS, BUT IT NEED NOT BE.
2. Shouldn't we be focused on "the basics?"
YES, ALONG WITH THE OTHER LIFE DIMENSIONS (the social, the developmental, and the ethical). EACH CAN BE TAUGHT THROUGH THE FACETS TO MAKE POSSIBLE IMAGE CHANGE AND FORMATION.
3. What makes you believe anyone can make a difference?
OBSERVE..GIVE EXAMPLES.
4. Is Imaginal Education brain washing or mind control?
AN UNDERLYING PRE-SUPPOSITION OF THIS APPROACH IS THAT HUMAN BEINGS ARE FREE AND ABLE TO OPERATE OUT OF VALUES, CONTEXT AND WILL. THEY ARE BEING BOMBARDED DAILY WITH MESSAGES THAT INFLUENCE THEIR BEHAVIOR. I.E. USES WHAT IS A NATURAL PROCESS TO FURTHER THE CONCERN FOR LEARNING.
5. Is Boulding an educator?
NO, A SOCIOLOGIST. BOULDING IS NOT PRESENTING HIMSELF AS AN EDUCATOR. MUCH AS PIAGET, KOHLBERG AND OTHERS HAVE NOT. WE SEE THE APPLICATION OF HIS INSIGHT AS VALUABLE TO THE EDUCATIONAL PROCESS, AND SO DOES THE ADVERTISING WORLD, AND OTHERS WHO HAVE BEEN CONCERNED WITH HUMAN ATTITUDES AND BEHAVIOR.
6. Is this the behavior-changing approach that William Glasser uses in "Reality Therapy".
GLASSER STRESSES OBJECTIVITY ON CURRENT BEHAVIOR (seeing strengths and weaknesses, and deciding responsible behavior and concrete steps for bringing it about). HE DOES NOT EMPHASIZE THE ROLE OF IMAGES IN THE CHANGE-PROCESS.

SUPPORTING WISDOM

Crisis in Education:

"Learning is in this sense far more than just another global problem: its failure represents, in a fundamental way, the issue that it limits our capacity to deal with every other issue..these limits are neither fixed nor absolute. Human potential is being artificially constrained and vastly under-utilized...so much so that for all practical purposes there appears to be virtually no limits to learning."

TEACHERS INSTITUTE
Wk I Session 2

SUPPORTING WISDOM (2)

While we live on a new level of risk and complexity, human understanding, actions, decisions and values remain rooted in a world view that is no longer relevant. (p.7)

Learning, as we shall use the term, has to be understood in the broad sense that goes beyond what conventional terms like education and schooling imply. For us, learning means an approach, both to knowledge and to life that emphasizes human initiative. It encompasses the acquisition and practice of new methodologies, new skills, new attitudes, new values necessary to live in a world of change. (p.8)

Emphasis (of education) has shifted to questions of justice or injustice, hope or despair, well-being or destitution, and perception or misperception of people not only in their relationships with the environment, but equally importantly, in their relationships with each other. (p.5)

Unprecedented human fulfillment and ultimate catastrophe are both possible. What will happen, however, depends on another major and decisive factor: Human understanding and action. (introduction)

All quotes are from Botkin, et al, "No Limits to Learning.

Image Change Process:

Piaget's work revealed that there is an organizing process of cognition. The human mind creates (constructs) schemas (images) of reality. The first to form are general (ie everything with 4 legs is a dog), and then (with more messages and information), these schemas become more particular (ie something with 4 legs, a tail and horns is a cow).

The way that these schemas or images change is through ADAPTATION (adding data to old image), ASSIMILATION (with additional data, alter an existing image), ACCOMODATION (with conflicting information, change the image)

- Example:
1. The earth is small and flat
 2. The earth is surrounded by water and it is flat
 3. The earth is round

Additional content from a socio-anthropologist point of view on the Times:

Desmond Morris, The Naked Ape
Body Watching

TEACHERS INSTITUTE
Wk I Session 2

NOTES ON TEACHING STYLE:

Stellar grounding of points in presentation appropriate to the audience. Current, lively examples. Operate with ease with visuals. Conversation---beckoning. Presentation--authoritative as opposed to authoritarian. Seminar--fast-paced and continually asking the question, "Where have you seen this? Many relevant examples to prime the pump. Image Change Worksheet--short, relevant example. Emphasize "hands on" critique of participants' examples. Reflection--Fresh, lively questions. Teachers should know to the depths the presuppositions of charting and have as many ways through examples to make connections with the participants' real situation. Make as much reference as possible back to participants' comments and reflection. Make careful notes on all the participants' comments. Staff reflection after each session and staff critique of session relative to its intent.

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THE CHALLENGE OF OUR TIMES AND THE ROLE OF IMAGE CHANGE

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