TEACHERS INSTITUTE IN IMAGINAL EDUCATION
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.
# The Facets of Imaginal Education

## Lesson Flow

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**Extension Possibilities:**

**EXERCISE ON "KNOWING THE AUDIENCE"**

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**KEY IMAGE**

![Image of key image](image-url)
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, buoyant, confident. 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.


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 CONNECTIONS, 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.
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 polities 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)
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 common 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 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)
BIBLIOGRAPHY FOR FURTHER RESEARCH

CRITICAL THINKING/ETHICAL REASONING

Bruner, Jerome, Actual minds, Possible Worlds
Edwards, Carolyn, Moral Development in Kenya
Fraenkel, Jack, The Kohlberg Bandwagon, Some Reservations
Frankel, Victor. Man's Search for Meaning.
Freire, Paolo, Pedagogy of the Oppressed.
Gilligan, Carol, In a Different Voice.
Habermas, Jurgen, Moral Development and Ego Identity.
Kierkegaard, Soren. Sickness Unto Death.
Selman & Damon. Moral Development of Children Between Ages 4 to 10.

RELEVANT TECHNIQUES

Ashton-Warner, Sylvia. Teacher Spearpoint
Baker & Greene. Storytelling: Art & Technique.
Doman, Glen. Teach Your Baby to Read.
To communicate the facets and uniqueness of I.E. and the importance of "knowing the participants."

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

**Theme: The Facets of Imaginal Education**

**Week 1, Session 1**

**The Framework of the Institute**
- The Approach: emphasizing participation
- The Concern: education for next century
- The Bias: application

**Act 1**
- Interview
  - Partners interview one another and introduce each other to group.
  - Talking Wall: The question you want others to ask you.
  - Timing: 20 minutes

**Act 2**
- Participatory Presentation on the Facets of I.E.
  - Expand Context
  - Stimulate Imagination
  - Emphasize Participation
  - Encourage Critical Thinking
  - Address the Depth
  - Timing: 45 minutes

**Act 3**
- Graphic Symbols for Each Facet
  - Share your symbol and reflect.
  - Timing: 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?

**NECESSARY PREPARATION**
- DECOR: Facets Kaleidoscope
  - "Going Beyond the Boundaries" Puzzle
  - "9 dots: Connect all in 4 lines without lifting the pencil"
  - Timing: 20 minutes
Welcome - on behalf of Athabasca
University.

Spelman College
Contemporary Faculty
Institute of
Cultural Affairs -

Teachers' Institute

Introduction.

My name -

Intro to Facilitator
of Session:

In a moment we'll
all have opportunities
Intro Session - Begin
Process of knowing
one another.

First: Account you
with the focus -
Style of the Teachers' Institute

- Theory
- Practice

Methods of Inquiry

3 Weeks - 1 3 Emphasis's

- Teachers' Institute
- Social Inquiry
- Theory
- Practice

- What you will get -
3 weeks of:
- Discovery -
that will come
from involvement
- Depth Thinking
- Related to your life + your situation
- Exposing your consciousness
- A awakening
- To your potential

- What you will be asked to give
your Time
your Participation
your Secure
the value
- Notes
- Applications can Situations

Come Beyond the Known Return
Exaltation of present + Learning
# Lessons Flow

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**Key Image**

![Image Diagram]
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 Deeps

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.

Futuric 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.
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), ACCOMMODATION (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
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.
TEACHERS INSTITUTE
Wk I  Session 2

ATLANTA
July 1986

BIBLIOGRAPHY FOR FURTHER RESEARCH

THE CHALLENGE OF OUR TIMES AND THE ROLE OF IMAGE CHANGE

Boulding, Kenneth. *The Image*
Morris, Desmond. *The Naked Ape*