

INTELLECTUAL METHODS

*Intuit
where used*

Anytime you organize a file drawer, a kitchen shelf or outline a manuscript, you are employing the method of charting. Planning an event, whether a seminar, business meeting or party requires the skills of orchestration. Workshopping methods are utilized in analyzing a mass of diverse data into a shopping list, report or plan of action. Methods are used consciously or unconsciously in people's daily lives. Bringing self-consciousness to those methods allows an individual to take charge of the situation with a new decision. The process of depth reflection is integral to intellectual methods as one moves from an objective analysis of the situation, to a reflection on its significance, to an interpretation of the necessary response and, finally, to a decision about the investment of one's life. Three examples of the intellectual methods of Imaginal Education follow:

Charting

With the super-abundance of materials and writings on almost any topic, *and the need to get inside of the author's thought process* it is essential to have a means of quickly grasping their important parts or key sections.

*reconstructed
life method
by sent.*

Charting is a method designed to reveal the whole structure of an article ~~or~~ book in order to (dialogue with the whole, its parts, and the author.) Taking the whole document, first one scans the paragraphs to determine the emphasis of each. The next step is to decide which paragraphs are related to each other and to divide the chart into appropriate segments. Once the main points and sub-points are grasped, the groups of paragraphs are titled to hold the relationships. The whole document is re-titled to reflect the relationship of the reader to the author and the reading. At this point, a decision is made ~~whether~~ ^{or} to move to something else [?] ~~or~~ ^{or} begin to dialogue with the author. If continuing, summary sentences can be written on each major section and the whole document. Having heard the author out, one can begin to raise questions. Hearing the author out is critical to being open to changing one's opinions or ideas.

IMAGINAL TRAINING METHODS

This issue of IMAGE is about a particular approach to the issues of training experienced by the private, public, and voluntary sectors of society. The approach here described has been used with people in the most technologically advanced and the most primitive situations, with highly trained as well as illiterate people who have ranged in age from 6 months to 96 years. It has been used by persons with vast as well as non-existent teaching experience. The issue is divided into three sections.

Section 1 is a series of vignettes giving results of a variety of training programs. The evaluation mode is primarily statistical records of the program's impact on society.

Section 2, the body of the issue, describes what these programs have in common - Intellectual Methods, Social Methods, and Selfhood Methods. Each set of methods is described briefly and examples are given.

A short essay lays out the sociological context with each methods series was designed to address and explains an underlying image.

The last section of the issue spells out the dynamics of implementing an imaginal training program. It begins with an example of how these three types of methods are woven together into an integrated participant-centered program. This is followed by statements on basic assumptions of imaginal training methods.

SELF HOOD METHODS

Change image

(Intent)

crisp question

The methods used in imaginal education are aimed to set off exploding in the inner universe of the participants that reverberate throughout the micro- and macrocosm of their being--to release their imaging power, to awaken images of significant self-hood, to elicit the courage for creative existence, to provide the tools for free critical reflection, to develop concern for responsible participation in society and the civilizing process. The methods are the means whereby old and inadequate common images are challenged. They are the catalyst through which fresh, useful pictures of existence are forged. They allow one to interpret the external times and disclose the unnoticed internal states of being. They enable one to be present to, to comprehend and act out his deepest experience. It induces the sober dialogue of the self with the self that inaugurates or relases selfhood.

Among the methods employed, serious conversation is an example.

one vote what happens

In a give and take discourse, the manner in which the objective world addresses the individual is clarified, empowered and expanded. The very articulation of our impressions does something to them. A person is especially compelled by his expressed images. Puttting them into words before the hearing of the neighbor gives added force to the inner reflection. The neighbor's reaction to them, negative or positive, adds yet another quality. Serious conversation is about the way the objective situation addresses us as persons. In the trialogue between the world and the self, between the object and the other, between the self and the other, further self-awareness and knowledge merges and to the self comes still more clarity and enlargement.

IMAGINAL EDUCATOR STYLE

The historical role of the relationship between the ^{ed}educator and student has essentially been one which focused upon the content of and ~~direct~~ *reduce* communication of the subject under consideration. The pedagogical style of teachers in a "school" in early Greece, the Medieval university or a 19th century university ~~were~~ essentially the same. The student was imaged as an empty pitcher which was to be filled to a certain point with a pre-determined core of knowledge resulting in the "educated person". It has only been in this century with its development of psychology and concern for understanding the mental process that a self-conscious effort has been directed at understanding the techniques of learning. This has led to wide experimentation in pedagogical style. A focus of this experimentation has been a concern for developing a student's "critical intelligence" and of enhancing the relevance of the subject matter to a student's life in the particular moment and social context he finds himself. It is in this area of experimentation that Imaginal education has perhaps made its greatest contribution to the practical development of a new pedagogical style.)

The role of the Imaginal educator is that of ~~being~~ the guide. ~~His~~ The task is to address the student with pictures or images of what is happening in the world, within himself, within others and in the depths of life. The imaginal educator beckons the student to a self-conscious stance before his or her experience of these realities and calls for a practical response to what has been experienced. The concern of the imaginal educator is not primarily education as preparation for life or for some future task. But, that at every stage of life, the student is enabled to stand in a self-conscious relationship to his life and to see that particular time in the context of his total life's journey. Thus the ~~is~~ imaginal educator functions as a guide or mentor enabling the student's journey

at any particular moment. The pedagogical style of the guide is most effectively realized in a program which is conducted by a corporate staff. The task of the corporate staff is to objectively chart the journey of the students as they move through the program. This begins by determining the fundamental images the students are operating out of when they arrive for the program. The second crucial point is to determine the images they will have at the end of the program. Then the staff can determine the points of imaginal shift in the curriculum, the nature of these shifts and the particular content and methods which enable the movement of the students through these shifts. The objective charting of this journey is a task which requires a great sensitivity to the students. Thus the staff must achieve a high level of corporate prowess to ensure the development of a common pedagogical style.

Journey
team teaching

Essential Wisdom

Cultural Wisdom becomes distilled in its proverbs and sayings. Thank God its Friday, Look out for #1, Adopt the Style of a Winner batter our consciousness regularly.

Such pithy statements have an impact on a person or a group's self-story by virtue of their repetition and their conciseness. Imaginal Educators understand that a series of these statements can be instrumental for image change. The following chart suggests arenas of statements used in Training, Inc. - they are proclamations of "the way it is" and are used day by day to ritualize life's realities and to raise consciousness regarding the limits, possibilities, decisions and work.

Tools

The tools of imaginal education are of infinite # and variety.

A tool is that by which some work is accomplished.

Three kinds of media are at our disposal to accomplish the work of image change, or education: literary, rhythmic, and plastic. Some forms of these media are more suited to dealing with the relational aspect of education, some the psychological, and some the imaginal. though ~~these~~ no form or media is limited to a particular relevance. Using a chart like that below assures a richness in the total educational experience the development of the whole person.

Way of ...

• CHART •

the education

..... Releasing Depth Motivity

TIME

Time is to be invented. Time creation is one of our greatest gifts. Giving structure to time allows the greatest use of its possibilities and encourages the fullest participation. Through time creation, individuals are pushed to be creative and effective with the time allotted for a given task. Creating a distinctive rhythm, which provides for regular and unusual events in the daily, weekly and quarterly schedule, creates interest and motivation on the part of all participants. Keeping the time design imaginably before the individual allow people to honor the given time, requiring punctuality and a realistic time relation to the task.

SPACE

A space design tells a story. The physical setting of any space provides another opportunity for a motivational tool. The overall appearance of a room, the way it is arranged, the placing of furniture, the color, the type of wall and table decor, all conveys to the individual and group a particular image. Space can quietly speak of seriousness and worthwhileness of the group and its purpose. An intentional, inviting setting encourages participation and creates anticipation and excitement in the work to be done. In an office, factory or classroom, space designs can project the needed teamwork and a sense of being an integral part of the job to be done.

CORPORATENESS

Corporateness is the key to motivity. The ability and opportunity to see one self as part of a team that operates together for the sake of a significant tasks creates a self image that motivates one to be creatively involved. Corporateness, a sense of being a team, is created when people have an opportunity to participate in the decision making when they experience being part of a group facing a significant challenge in which their creativity is being called forth. Data exchange, corporate planning and consensus building are all dynamics of the team, corporateness, and the motivation of all individuals to the successful completion of a given task.

(The following is one example of a comprehensive curriculum incorporating the depth motivity methods of time, space and corporateness.)

COMPLEX TIMES REQUIRE METHODS

The 20th century has been characterized as "the Age of Discontinuity," "the Great Transition," and the "Post-Modern Era." Whatever terminology is used, it points to the overwhelming effect of a global society tied to technology that has produced both agonizing crises and despair, as well as mind-stretching images of possibility. But perhaps at the heart of this new world is the issue of the human factor, the necessity for all human beings to be able to participate in the civilizing process and benefit from its great gifts. The increasing dependence on technology has created an age of specialization which has given rise to the fear that a scientific-technocratic dominated culture ~~will which has given rise to the~~ which negates the role of language, art, and religion will find itself without an ethical base for decision at all levels of society.

As this new age was coming into focus in the 1950's, the Institute began its work on effective training by asking the questions: What is an educated person? What program of study will enable that picture of an "educated person" to become a reality? Three distinctive features have evolved ~~from~~ from this concern.

What are they

1
2
3

First, any curriculum of study for 21st Century people needs to emphasize methodology for thinking and action rather than content. The process by which

physics arrived at its operating wisdom is more necessary than the operating wisdom itself. The capacity to do sociological thinking is more important than knowledge of particular sociological works. A further reason for emphasis on methodology is the colossal amount of available knowledge in the modern world. People's use of human wisdom and experience is limited by their ability to rapidly appropriate the wisdom needed. In addition to intellectual methods, human beings need methods for grappling with their personal destiny and methods for participating in the global social process. A person without ^{self-conscious} clarity on methods for thinking, acting and living can not be called educated.

Handwritten mark: a circled 'H' with a checkmark inside.

Were the nation of Pakistan to make massive education in the form of contemporary Western institutions its number one priority, it would require all of its resources for the next 50 years. On the other hand, if it continues to invest in education at its present rate, it might possibly catch up with the West in four or five hundred years. Regardless of whether it needs Western style education, what is clear is that it cannot afford it. Yet to be able to provide all its people with basic life necessities, utilizing its human resources is essential. ~~For this reason, experimentation with appropriate massive education delivery will be a key component of the new Phase III Replication scheme in India.~~

COHESIVE SPIRAL

Experimentation over the last 30 years in Imaginal Education has been with every age group and persons from ~~40~~ nations. It has been in response to the specific needs of particular places. It is time now to begin to pull these experiments together to perceive relevant new patterns for a cohesive life-long learning process. Clarity on what would be the essentials of a Basic education system will be gained by careful examination of all these experiments.

SPIRAL CURRICULUM

At any moment in life people need to be equipped for all of life because the whole of life is present regardless of the age of the person. Life is also highly dynamic in a radically accelerating way in our day. Therefore a life-related educational system is emerging to cover all of life throughout the whole of each person's life.

The notion of the spiral curriculum used in imaginal education is to have the person experience the total curriculum each year of his or her life. Each cycle then covers the whole range from (basic to psychological to relational to imaginal components). Basic education for a one year old is learning to increase his or her motor skills. For a 40-year old it may be learning computer programming skills to enter a new phase of a vocational career. For an elder it may mean the use of verbal rather than physical arts. Each cycle of the spiral is ~~so~~ designed to meet the life needs of the person during that cycle of life. Emphases may shift for different ages but the pillars of the curriculum remain constant.

vertically
horizont
slice thru
spiral

Society today is returning toward a balanced society where culture, including religion, education and style, rightly informs the economic and political processes. The moral foundations are being forged anew where communities are being reformulated, religion is refurbished and education is life-related and life-long.

In other times when the great civilizations were at their peak cultural roots were vital and strong. In European civilization it was between the 13th and 16th centuries when society was maintained keeping people in right relation to God, and kings ruled with divine right.

At other times the political became dominant and new structural freedoms required other forms of education. In the West it was the 17th and 18th century renaissance where the liberal arts were a means for individual political participation.

We have just passed through a time when economic dominance produced ~~and~~ a technological revolution unprecedented in scope of innovation. The education of this period prepared people for the job market. That era was over when corporations began to do their own training, social as well as technical. Managerial ^{training} is being cultivated as one top executive journeys younger managers in the arts of statecraft and human wellbeing. The effects and benefits of economic health will remain a legacy for the future enabling the care for all the people. But today creativity, life and social renewal is at bottom a cultural activity inside the business world as well as outside.

COMPREHENSIVE CURRICULUM

The comprehensive ^{approach to} curriculum is based upon the whole life triangle. The practical aspects to life are learned through the curriculum as well as the theoretical aspects. In the 20th century the wholeness of life has returned to human consciousness in a way that it has not been present since early cave people. Life, action, thought and the beyond are all mingled together. People today know that all ideas are relative and all actions situational or contextual. This relativity has thrown human beings into the awareness of the unknown in life as well as the known. Both theory and practice are forged, indeed created, by people overagainst the unsynonymous aspect of life itself. The mystery of life is both on our hands and beyond our understandings even as life is being created in test tubes. Having "come of age" human existence has been brought into startling relief exposing all its contours, its dread and fascination, its power and its contingency.

The life triangle is a design or diagram that represents or points to this wholeness of life. The dichotomies between the sciences and the humanities are portrayed in polar tension with one another rather than open divorce or conflict. They are complementary opposites rather than arch enemies presenting the young with an either/or. Scientist exhibit poetry and the sensibility of artists. Artists have become masters of technique and many different media, including electronics and the vibes of musical intonations and sound. Today the theoreticians of religion hold both the sciences and humanities together in a tri-polar tension. Professors and students alike become gurus to the whole society. The sage emerges again out of daily experience, and novelists lead the masses of people into the depths of life or ~~un-experiences~~ ^{rational} through paperback books.

In a way people are being educated upon the crucible of life itself instead of or, at least, in addition to the classroom. But this life-based curriculum is being intentionally practiced and managed using classrooms, work days, excursions, art forms and significant endeavors in human communities. We are educated throughout our total life experience, but it is possible to hasten the process, to structure it, to render it more intentional than not, and more human than dehumanizing.

1
The key to effective social engagement lies in the arena of planning methods. It is, today, almost axiomatic to say that responsible social engagement must flow from a planning method which elicits the decisional activity of a community's residents. Any planning which does not release this activity will finally result in unrealized plans thus deepening a community's sense of frustration and helplessness before a seemingly uncontrollable future. An effective planning method must not concern itself with crisis, nor does it isolate any one situation from the total social matrix. In such planning each participant assumes total ^{and equal} responsibility for the question before the group. The pre-supposition here is that the group is responsible for its destiny and has all the resources necessary to make appropriate decisions. Finally, it uses the human imagination and logical capacity, merging the intuitive and rational dimensions of the thought process.

The strategic or indicative planning method allows a group to see beyond the immediate manifestation of the problem to perceive the deeper societal issues in their community. It allows them to identify the creative trends that are present and enable them to see how the situation lies within it ~~the~~ possible solutions. Thus it develops a plan which is indicative i.e. it is suggested by or arises out of the ~~the~~ analysis of the social situation itself. ~~Decisional process which releases decisional motivation~~ motivation, or a commitment to engage in carrying out the plan is released by this method ~~for this very reason, because it has arisen out of the group's life and is perceived as~~ Pg 12

2

The ^{now} planning process begins by having the group envision what it is they see as necessary for the future of their community. This allows the group to begin with the positive dimension of their concern and establishes a common parameter to their anticipations thus allowing them to more clearly focus the later sessions. The second session is the contradiction session which has to do with the objective blocks that stand in the way of realizing the vision. The term 'contradiction' as used here, does not refer to obvious problems, but to deeper social issues of which overt problems are usually symptomatic. While contradictions are blocks to the envisioned future they are not negative but are rather positive indicators of the needed direction to bringing it to being the envisioned future. These first two steps are an analysis of the community's situation.

The remaining 4 parts are action oriented proposals as actual situation

Tactics

The role of the Imaginal Educator is that of the guide.

In the past the educator functioned as the expert. This required of the trainee absorption of the instructor's data with little or no critical evaluation relative to the trainee's own life experience. The Imaginal Educator functions as a guide rather than an expert. The Imaginal Educator's task is to address the trainee with new pictures of what is happening in the world, the self, others and in the depths of life ~~itself~~. The Imaginal Educator is out to call forth from the trainee his or her experience of these realities, and to push for a practical, actional response to what has been described. This process is understood by the Imaginal Educator as a journey of progression, in which the Educator plays the role of guide or mentor. As the guide, the Educator directs the journey thru emphasis on the structure rather than simply the content of the subject, ^{MATTER} ~~encouraging~~ the trainees to interact with one another in the learning process, ^{THIN} ~~enabling~~ the development and use of the trainee's intuitions rather than relying solely on reciting "right answers", and by, at every point, pushing for depth reflection on the part of the trainee, ^{IN} relating the subject to his or her life experience. The Educator as guide, is in dialogue with the trainees, the trainees are in dialogue with each other, and the group as a whole is in dialogue with the wisdom and experience of the world.

Essential Wisdom

Short courses

The wisdom of a culture gets distilled in its proverbs and sayings. Thank God its Friday, Look out for # 1, adopt the style of a winner, ~~have been popular from time to time.~~ *with our conscious mind*

Such pithy statements make an impact on a person or a group's self-story by virtue of their repetition and their consistency. *significantly*
Imaginal educators understand that ~~a series~~ of these statements are ~~also a tool~~ of image change. The following from Training, Inc. suggest how direct proclamations of 'the way it is' might be systematized *the way it is*
~~day-----~~ and used day by day to ~~create a story of what life in this~~ *the way it is*
~~context is all about.~~

The following are proclamations ~~or~~ questions *like to* used ~~to~~ raise to ~~consciousness~~ *reality* regarding the limits, of life, the possibilities of life, decisions, and work.

Limits:

You're in charge.

What you do or don't do today affects your work tomorrow.

Life styles and habit patterns don't change overnight so create the plan to deal with your weakness.

Possibilities

Everyone can change.

You are not victim to that situation - how can you deal with it?

Life is precious.

Decisions

Not to decide is to decide.

What is your plan?

Your life is being used up. Decide what you are going to do with it.

Work

You make mistakes to learn something new/

Just trust yourself.

Write it down, look it up-in your notes.

Tools

The tools of imaginal education are of infinite # and variety.

A tool is that by which some work is accomplished.

Three kinds of media are at our disposal to accomplish the work of image change, or education: literary, rhythmic, and plastic. Some forms of these media are more suited to dealing with the relational aspect of education, some the psychological, and some the imaginal. though ~~there is~~ no form or media is limited to a particular relevance. Using a chart like that below assures a richness in the total educational experience *and* the development of the whole person.

Way of and

CHART

13

IMAGINAL SHORT COURSE RATIONALE Themes

LIMITS	POSSIBILITIES	DECISIONS	EXPENDITURE
LIMITS ARE A CONSTANT	CHANGE IS A CONSTANT	DECISION IS A CONSTANT	EXPENDITURE IS A CONSTANT
DEATH IS THE CHIEF LIMIT	CHANGE IS A POSSIBILITY FOR EVERY PERSON	ONLY THE INDIV CAN DECIDE FOR THE INDIV	AT EVERY MOMENT ONE'S LIFE IS BEING POURED OUT
MISTAKES ARE AN EXPRESSION OF MORTALITY	ONE'S RELATIONSHIP TO THE SITUATION IS THE SOURCE OF "Problems"	MAKING RESPONSIBLE DECISIONS REQUIRES A COMPREHENSIVE CONTEXT	THERE ARE NO INSIGNIFICANT PEOPLE, MOMENTS, OR DECISIONS
By IN LIVING IN THE LIMITS IS FOUND MEANING	LIFE AND ALL ITS EXPERIENCES ARE MEANINGFUL	THE CONSEQUENCES OF ONE'S DECISIONS ARE ONE'S RESPONSIBILITY OWN	EVERYONE INVESTS THEIR LIFE IN SOMETHING ONLY THEY CAN DECIDE