

THE LIFE TRIANGLES

The Life Triangles were created to plan a comprehensive curriculum for womb to tomb education. The three poles of the triangle are: the practical dimension, the theoretical and the spirit (or unsynonomous).

The practical dimension has to do with skills that you learn. The theoretical dimension concerns the foundational pillars. The spirit dimension has to do with teaching selfhood or how to deal with the awe, the unexpected and the meaning aspects of life. These triangles give you a screen for becoming functionally educated in a society where skills, meaning and knowledge keep changing.

Because this change is accelerating, we find ourselves in a dilemma. Persons coming out of our educational institutions whom we have said are well-trained are unable to cope with life. They have no way to understand and relate to the complexity of the world in which we live. Specialization and lack of understanding of the totality of life deter a person from fully participating in the life journey.

In order to participate fully, a person must be educated in methods for thinking, acting and living. Also he/she must learn methods for living as an individual, as a family member, as a member of the local ^{City} community, and also of the world. The methods must be dynamic. They must be adaptable to different ages of human beings, to different communities, and to the relentless process of historical change.

The comprehensive 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 unsynonomous 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. Scientists 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 theoretics 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 led the masses of people into the deeps of life or ur-experiences 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, workdays, excursions, art forms and significant endeavors in human communities. We are educated throughout our total life experiences, but it is possible to hasten the process, to structure it, to render it more intentional than not, and more human than dehumanizing.

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