



LEARNING TO LIVE

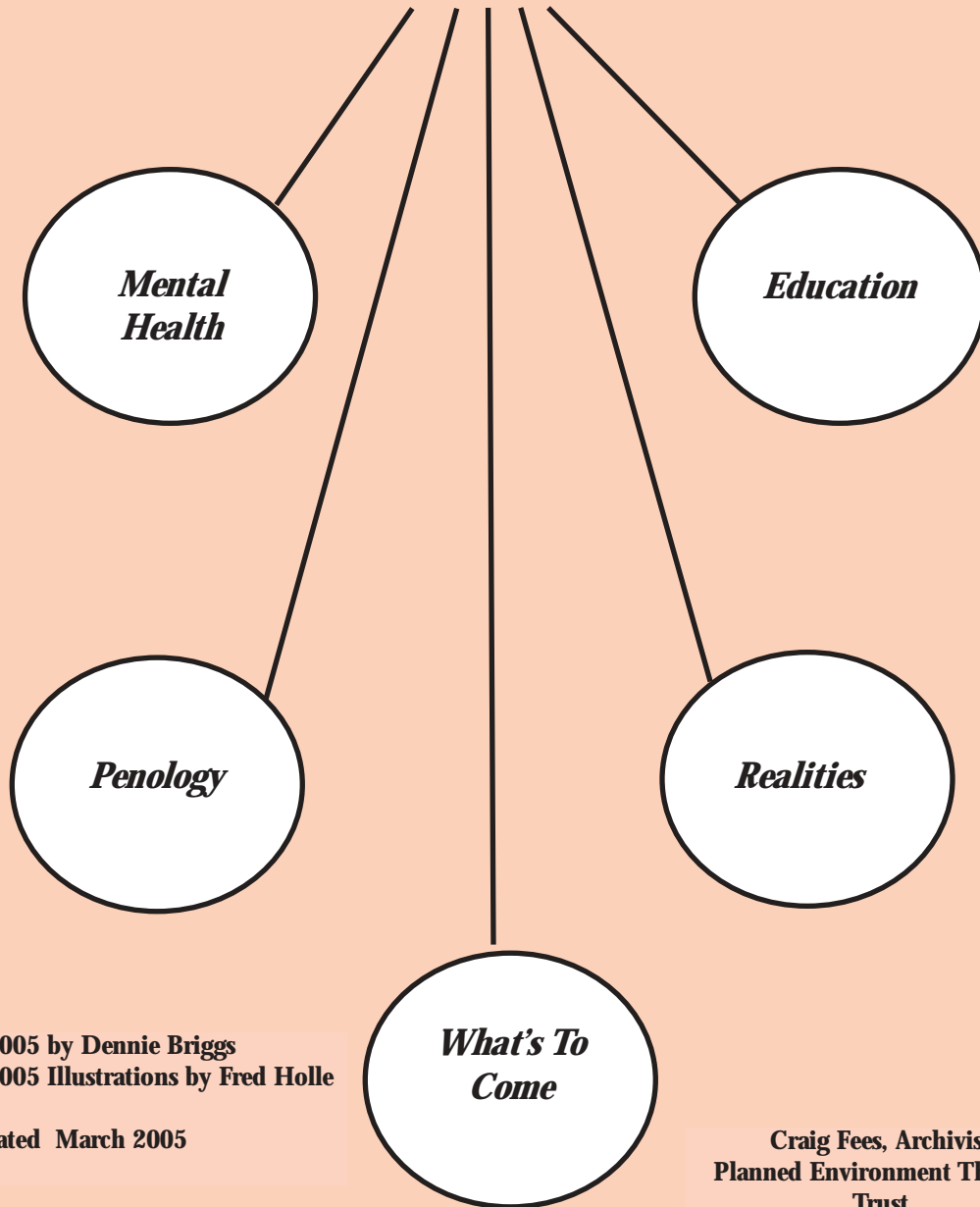
social learning in practice

Occasional Papers by DENNIE BRIGGS

planned environment therapy trust
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LEARNING TO LIVE

Social Learning in Practice



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Introduction

THE GREAT MYTHOLOGIST, Joseph Campbell, often cited Schopenhauer's comment that at a certain point in your life, you can look back at events and, as unrelated as they may have seemed at the time, now all fit together as orderly as in a novel. Accidental meetings, chance happenings and so on turn out to be the plot—the main events. And through it all, there emerges a theme, and conceivably some sub-themes.

Staff seminar. US Naval Hospital, Oakland, California, July 1955.

"Next slide." Dr Harry Wilmer narrates: "This perhaps is the most exciting experimental work in psychiatry, to me, that I've ever seen. Belmont Hospital was established as an old workhouse in 1855, and shortly before the first World War, it was converted into a mental hospital—an asylum, a classical old-time mental hospital. And then in 1947, Maxwell Jones decided he wanted to do something for psychopaths. These were the social misfits; these were the people who failed to adjust to society. So he established a hospital for the patients—the first hospital ever for psychopaths. It grew out of war experiences, of the military, out of Mill Hill, and ex-POW repatriation."

As I listened to his commentary and

watched the slides, I became aware that this hospital—later renamed the Henderson Hospital in honor of Maxwell Jones' revered Professor of Psychiatry at Edinburgh University, Sir David K. Henderson—was quite different from the one I was currently working in: a military psychiatric treatment center. At the height of the Korean War, US Navy and Marine Corps patients of all descriptions arrived here from throughout the Pacific Command for treatment and "disposition." There were wards where patients received electro-shock treatment and deep insulin coma. I was one of five clinical psychologists, performing the usual diagnostic testing, doing brief individual psychotherapy, and was in analysis to better understand my own workings and to perfect skills.

So far so good. Until Commander Wilmer joined the staff. Beginning with that day, when he presented his ideas to the staff—having just returned from another visit to the UK—my recent plans of what I wanted to become were shattered. Again and again I heard the name of Maxwell Jones; and here he was, sitting among his young "social therapists," participating at sporting events with his "patients," and holding his groups. Harry Wilmer was to begin a project on the psychiatric admissions ward of our hospital modeled after Maxwell Jones' therapeutic community. Dr Wilmer invited any of the hospital staff to come round and visit to see what it was like. I took up his offer and was so intrigued that I stayed there for the

remainder of his project.

My psychoanalysis was disappointing to some extent. I had high expectations as to what would happen: discovery of unconscious motivations, revelations of great insights, release of creativity, and so on. I had a good analyst, but felt we only reached the perimeter of these high prospects. We explored dreams, sexuality, fantasies. At one point, I thought I was going psychotic, but my shrink assured me that I didn't have a "psychotic ego"; and knowing that he was an expert in this area, I had to face my anxieties and learn to deal with them—more hours on the couch. I suppose I could conclude that I was a "bad analyzand," and leave it there. But in a way, the project at Oakland interfered with my analysis. I would struggle for months trying to understand a fraction of myself; when—in one community meeting—a patient would cut through all the trivia and reveal the essence. And then Dr Wilmer might elevate that communication to another level.

The year spent in the Admissions Ward at the Oakland Naval Hospital in California helped me to shape a basic code of practice that would hold up in future situations. By example, Harry Wilmer instilled in us certain fundamentals of being human that worked. In practice they far outweighed "techniques" or "interventions." When the initial prospect of eliminating mechanical and physical restraint was introduced, for example, he assured the staff that he would be available at any hour if they needed his help in an emergency. This vow was tested one night when a duty doctor, not part of the regular staff, ordered that a disturbed

patient be confined in an isolation cell. The staff were left vulnerable, and so telephoned Dr Wilmer, who immediately took the 40-mile trip from Palo Alto to enter into the crisis with the demoralized staff. That credence—what Gregory Bateson called "affective integrity,"—was transmitted to the staff. Another striking example occurred when an especially aggressive, threatening patient had tried the endurance of both fellow patients and staff. When it seemed his behavior was threatening the project, Dr Wilmer suggested at a staff meeting that perhaps an electroshock treatment would quiet him down enough so that they could continue working with him. A low-ranking medic spoke up and challenged him, saying that he had gone along with everything else on the ward, but he would not participate in this "treatment." In his stand, this hospital corpsman was defying his commanding officer, a psychiatrist and physician. The recommendation for ECT, needless to say, was not carried out, and the staff and patients continued to work with the disturbed Marine. Dr Wilmer also emphasized that the staff keep their word. If he intervened in a community meeting, he would tell the patient or staff member why he was interrupting and assure them that he would return to their contribution. Which he always did.

The other imprint on my mind from that project was the contribution of ethnologist Gregory Bateson. His shrewd observations and interpretations made us all take a more careful look at what was being said and done on the ward. His employment of the symbolic and metaphor in discussions helped us move into less conscious material and

make connections between what was revealed and what was implied.

At the conclusion of this first therapeutic community project in 1956, Dr Wilmer arranged for me to spend a month with Maxwell Jones at the Henderson Hospital in England. He then suggested that we assemble a team and that I go to the US Naval Hospital at Yokosuka in Japan and see if the experiment would work in another setting, closer to the front lines in Korea and with the Pacific Fleet. We took along the defiant medic. It worked remarkably well, with the scant resources we had available.

Leaving the military in 1959, I had an opportunity to establish a series of therapeutic communities in California's prisons, helped both by Harry Wilmer and Maxwell Jones. No long in the realm of hospitals and patients, we adapted the prison to better meet the needs of the prisoners in their own and others' resocialization.

Seeing the effects of social maladaptation on the children of prisoners then led me to be concerned about education. First inviting elementary and high school teachers into the prison to meet jointly with prisoners in classes, we expanded the discussions to the teachers' classrooms. We introduced daily discussion groups, peer teaching and problem-solving to the curriculum beginning with children as young as five years old.

What happened as a result of these experiments, I've tried to document in this series of Occasional Papers. The experiences, tenuous as they were at the time, did give me an opportunity to see how people could learn

and grow by altering their social environment and building new expectations. What it did for me personally is far more difficult to assess.

I realized early in life that I was not a particularly bright or creative individual, but seemed to have the ability to recognize significant or worthy trends and people and how to amplify or apply their ideas to other situations. As I look back I realize that much of my adult life centered around dreaming the impossible, living life as it could be rather than what it is, and inspiring, encouraging others to the possibilities that lie out there to be discovered and harvested. And is so doing, as Henry Miller expressed it, "A good part of my life has, in a way, been lived in the future." Revisiting the past has never been very appealing to me, other than to highlight new possibilities. Even at 78, I still try to envision how things could be, and consider what there is that remains unearthed, undone.

Maxwell Jones commented on how he saw me operating on one of his wards while he was superintendent of Dingleton Hospital in Scotland in the late 1960s.

"Dennie does tend to become the good internalize object. . . He offers himself to schizophrenic patients as the gratifying, internalized father. . . you appeal to the healthier or positive side of people's personalities. You have the ability to bring out enthusiasm and dedication in the people you work with. . . People rally round you, get involved, try new things and

there's always this aura of excitement about the projects you undertake. . . [But, he cautioned]: By activating this excitatory part of the individual schizophrenic ego, he forces staff to appear as being destructive and punitive—if one wants to use psychoanalytic jargon.”

This characteristic of arousing enthusiasm has not always been as apparent to me as it was to others, but in several projects people pointed out that I “over identified” with patients, prisoners, or children. I don’t know that I “over identified,” but what ran innermost in my mind was that I tried to understand the workings of those with whom I came in contact and to enter into their domain to the extent that I was able. Sure, there were times I *did* become impatient with staff who resisted looking at their own behavior and how it affected others. Guised as “professionalism,” I often saw staff practices and “interventions” as unthinking, unchangeable, and in that sense not entering into the possibility of intellectual or emotional growth. So in that respect, I *do* identify with underprivileged people. A medium once said that I had been a prisoner in a former lifetime. Conceivably, I have been freeing myself from that bondage by

participating in these “projects.”

Maxwell Jones often spoke to me in his later years, about his regret at not having incorporated concepts of spirituality and changing consciousness in his work. He commented on the same for mine, saying—now that we were no longer actively engaged in projects—we had reached a new field of awareness that might have significantly changed the course of them. It was later in my life that I met Joseph Campbell and began to realize the meaning and power of mythological understanding. “The myth does not point to a fact,” he said, “the myth points beyond facts to something that informs the fact.” As an example, “The virgin birth refers to the birth of spiritual quest and realization.” And Adventure—the mythological “call,” the Hero’s Journey. He cautioned, “. . . and if he doesn’t follow that, but remains in the society because it’s safe and secure, the he dries up.”

Knowing these concept, many of our former beliefs and practices would have been challenged, and who know what might have emerged?

Dennie Briggs,
San Pablo, California
July 2005.

Learning to Live

Social Learning in Practice



Maxwell Jones (1907 -1990)

SOCIAL LEARNING, THE MERGING OF PSYCHOLOGY with education, was the outgrowth of British social psychiatrist Maxwell Jones's pioneering experiences in developing therapeutic communities. From war-time rehabilitation of soldiers with physiological symptoms (then known as "shell shock") and former prisoners of war coping with social re-adjustment, to rehabilitation of psychopaths, he forged a treatment method and trained a cadre of personnel to carry it out. He widened his approach to the treatment of mental illness, drug abuse and confined offenders. Not content with therapy, he moved into the community, concentrating on prevention of emotional conditions, which took him into homes and the schools. He used "crisis intervention" whereby a team of practitioners went to the scene of the disaster and attempted to bring about a resolution before the condition worsened.

A crisis may lead to regression or disintegration, it may be resolved or partially resolved, and it may lead to growth and learning on the part of the participants. Crisis situations provide unique opportunities for sudden shifts in direction and for growth or regression; these have not presented themselves previously and may never appear again.

Maxwell Jones

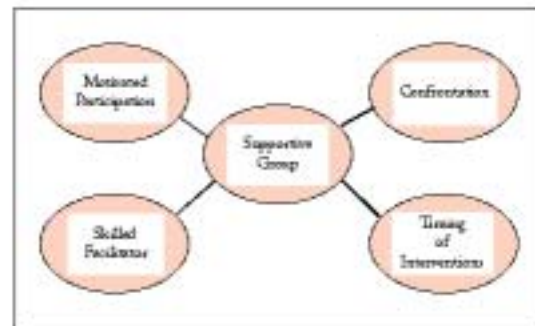
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MAXWELL JONES DIFFERENTIATED between direct action in crisis intervention, and "living learning" situations, those moments which may bring about conflict, occurring normally in all walks of life—transitory times when a person is thrown off balance and the possibility of different ways of perceiving and reaction may take place. A heated disagreement, a momentary outburst of anger, the ending of a relationship, an unexpected act of kindness, attending a workshop or musical event, inspired writing, a vision. These are precious moments, when, if acted on, a breakthrough may occur that changes one's life.

Learning is seen as a social process, as distinct from teaching where knowledge is imparted to the students (memorized) without any significant interaction between pupil and teacher. In social learning there is two-way communication, with opportunity for discussion and exploring new ways of perceiving situations and resolving conflicts.

M. J.



Dr Jones enumerated five general conditions for social learning to occur:

- 1. People who are motivated to change or grow,
- 2. the presence of a facilitator with skilled neutral leadership,
- 3. the creation of a group setting or milieu where those people can communicate openly and freely together leading to an appropriate level of feeling with one another (a "challenging uncomfortableness" in contrast to "rigidifying panic"),
- 4. face-to-face confrontation, occurring around an individual or more general problem area, and
- 5. timing of interventions.

Given these general but not too infrequent characteristics, confrontation in the social learning setting (sometimes referred to as “painful communication”), can change one’s personality or self-image, through incorporation of the experience; the individual may be aware he or she is changing, or more often, awareness comes only in retrospect (i.e., unconsciously acquired). Change can also come about as new ideas, new perspectives.

The experiments described in these occasional papers add further dimensions to social learning: The excitement of discovery by participation in self-study. Participants (in these examples, students, teachers, mentally ill, or prisoners) were involved in applied social science research by studying themselves in their relation-

ships, organizations, institutions, or as offering human services; inquiries aimed at improvement. Knowledge was acquired through using the knowledge gained from their investigations. This process inevitably involves the future (planning: projecting learning to the force fields of what’s to come).

The other element of social learning which is emerging and not so definable is that of shifting into other states of consciousness, becoming more in touch with symbols, mythology, dreams, intuition and so on. And then employing these tools for use in learning and understanding in a social setting. It was in this realm that Maxwell Jones dwelt in his later years.

THE OCCASIONAL PAPERS in this series consist of descriptions of projects and programs employing the practice of social learning modified to suit their setting. They begin with mental health, move on to corrections and finally to education. The last paper moves into the less tangible and touches on consciousness and reality. They are written in non-technical terms and are intended to introduce students to the possibilities of a different kind of learning and practitioners who want to experiment with other ways of offering service.

- Papers can be viewed and downloaded at the **Planned Environment Therapy Trust, Archive and Study Centre**. <http://www.pettarchiv.org.uk/publications/htm>

- Current information on therapeutic communities and social learning can be found at the **Therapeutic Community Open Forum Yahoo Group**. Become a subscriber and receive regular announcements, access to a chat group, interviews, seminars and other resource materials. It’s sponsored by the Planned Environment Therapy Trust, The Association of Therapeutic Communities, The Charterhouse Group of Therapeutic Communities, and The Community of Communities, operating on an international basis. Subscription is free:

<http://groups.yahoo.com/group/TC-OF>

- For a background on the work of Maxwell Jones and social learning, see Dennie Briggs. **A Life Well Lived. Maxwell Jones—a Memoir**. Jessica Kingsley Publisher, London, 2002.

Part 1

MENTAL HEALTH



THE WARS IN KUWAIT, AFGHANISTAN and Iraq have reminded us once more of the debilitating results of stress on the troops whether in combat or not. A US Army report revealed that in 2003, 19 of its soldiers serving in Iraq had committed suicide. Another study revealed that of 6,000 veterans interviewed who had fought in Iraq, one in six reported post-traumatic stress disorder or major depression.

We begin with mental health focusing on the military. The setting is apt for the war-time experiences of psychiatrists Maxwell Jones and Tom Main brought us therapeutic communities as we know them. The two were conducted as experiments in special relatively autonomous units.

Harry Wilmer conducted a further project two years after the end of the Korean War in a US Naval Hospital. (1955-1956). That first year, 9,341 US Navy and Marine Corps personnel were admitted for psychiatric hospitalization accounting for one-third of medical discharges.

The new role which the therapeutic community assigns to the patient also necessitates a new role for the staff. In the conventional mental hospital organization, where their security lies in becoming rigid custodians, the staff may commonly be expected to treat their patients as things because they are also dehumanized units; that is to say, they are expected to achieve the impossible—to keep their temper with patients while getting little personal reward from their jobs.

Harry A. Wilmer

• Paper One. The emotional casualties of war have long been a concern of governments as well as mental health practitioners. One such practitioner was Dr Harry A. Wilmer, a psychiatrist with psychoanalytic training. His visitations with Maxwell Jones at Henderson, Tom Main at the Cassel Hospital and T.P. Rees at Warlingham Park Hospital convinced him that the principles they were developing would lead to a fundamental change in mental health care. The opportunity to test his convictions came while serving two years obligated service in the US Navy (an aftermath of the US war in Korea); he was placed in charge of the admissions ward of a large naval hospital where psychiatric patients were evacuated from the Pacific. He convinced his superiors to let him operate it as a therapeutic community modified from the procedures he had learned in the UK.

In this pioneering investigation, Dr Wilmer made evident that the authoritarian atmosphere of the military and of a hospital could not only be surmounted but used to advantage democratically. He also demonstrated that persons with all types of mental problems could be treated together in the same community; furthermore the officer-enlisted dichotomy of the military could be bridged to the extent that all were viewed as human. Standing in the community was based on quality of contribution.

In terms of social learning, Harry Wilmer introduced a further element, that of systematic observation of staff and patient interaction and of research.

• Paper Two applies these ideas to another naval hospital where patients were received at the beginning of their emotional breakdowns. It demonstrated that the essence of the democratic therapeutic community could be reproduced with personnel less highly trained.

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Paper 1: In the Navy

A Therapeutic Community

U S.Naval Hospital, Oakland,
California. (1955-1956)



WHAT'S INSIDE

- DOCUMENTATION OF THIS THERAPEUTIC Community: 939 male patients; youthful (three-fourths under age 26); two-thirds single, 59 percent relatively new to the service). Diagnostically, 44 per cent were psychotic (mostly schizophrenic), 27 per cent, psychoneurotic, and 28 per cent, character and personality disorders.

- GRAPHIC MEANS TO STUDY group interaction in meetings: seating charts, origin and destination in the flow of messages, verbal and non-verbal communication, stills from film shots depicting dramatic events, tape recordings, projective testing to study staff-patient interaction.

- DOCUDRAMA HIGHLIGHTS of Harry Wilmer's work, "People Need People," aired on July 10, 1961 in prime time on ABC television channel hosted by Fred Astair and introduced by Fleet Admiral Chester Nimitz who had visited the project.

- SPIN-OFFS: APPLICATIONS of social learning practices in studying leadership, morale among Navy pilots on air craft carriers, human relations training for medical personnel.

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DR WILMER WROTE EXTENSIVELY of this ten-month experimental democratic therapeutic community, the first of its kind in North America, to sum up: fundamental changes were made on the locked admissions ward (34 patients) which included the elimination of mechanical restraint and seclusion rooms; electro-convulsive treatment was abolished; medications were used minimally. A community meeting lasting 45 minutes, six days per week was introduced. The community meetings began with silence. Patients usually opened the meeting and, at the end, Dr Wilmer gave a brief summary of what he saw as having happened. Following the community meeting, he met with the staff for a review which included five-fold characteristics of the daily meetings (atmosphere, themes, forms, conclusions, aftermath).

The community meeting presents a therapeutic opportunity for the patient to examine the here-and-now situation intensively in the hope of adding something to the ego that will enable him to change—to master the mental chaos within him and the social chaos that he creates.

Harry A. Wilmer

Due to the constant arrival of new patients, the diagnostic process had to be completed within 10 days. At that time, patients were sent to one of several open or closed wards for treatment or to be discharged; 14 percent, would eventually be returned to duty. As none of the ward staff had had training in the therapeutic community, and most had little or none in psychiatric nursing, on-the-job training was primarily accomplished through participation in the community and staff review meetings. The experiment worked well and no patient was put into seclusion or in restraints during this time.

Interaction on the ward was studied with consultant ethnologist Gregory Bateson along with filming of the community meetings and other events taking place over one month by the Pacific Combat Camera Crew, a Team of five. Dr Wilmer thus added a further element or tool to social learning, that of self-study.



Paper 2: In the Navy II

A Therapeutic Community

U.S. Naval Hospital, Yokosuka,
Japan (1956-1958)



WHAT'S INSIDE

- TWO TYPICAL PSYCHIATRIC WARDS were converted into a social therapeutic community accommodating 100 unselected naval and marine corps personnel, some combative, along with non-English speaking patients.
- A TEAM OF PSYCHIATRIC PERSONNEL from Harry Wilmer's project acted as "culture carriers" to implement a new program, train staff, lead small social therapy groups; offer examples of new roles for existing staff.
- GOALS: IMPROVE WARD MANAGEMENT by dealing openly with staff-patient tensions, prepare patients for continued treatment, encourage patients to take an active part in their own and others' rehabilitation, improve conditions for air evacuation.
- RESULTS: THE FIRST 9 MONTHS, compared with those preceding it: sedation in flight was reduced from 70 per cent to 45; restraints reduced from 25 to 2 percent; those traveling under their own custody in uniform increased from 25 to 50 percent.

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A LARGE PERCENTAGE OF THE PATIENTS received at the Oakland Naval Hospital were evacuated from the Far East from the Navy's assemblage hospital at Yokosuka, Japan; many arrived in disturbed conditions aggravated by being badly treated at that hospital, intensified by the long evacuation trip in restraint under heavy sedation. Could the experiment be repeated at another military hospital closer to the front lines so to speak? And could another person, or in this case a Team, carry out the functions that Harry Wilmer set forth?

A Team consisting of a psychiatric nurse, three neuropsychiatric technicians, and a clinical psychologist, volunteered. As no one to be in the Yokosuka project had the training or the psychoanalytic background of Dr Wilmer, the approach they developed, while following the basic format, was more social (acculturation) than traditional psychiatric. An ally to lead the Team was found in a young physician, doing his obligated service who didn't have a backlog of experience or theory to draw upon and was more open. He was basically a compassionate person, someone with "affective integrity."

Daily community meetings began on the closed ward. The meetings went well in spite of the mixture of patients and resistances by many staff. The "seclusion rooms" were converted into recreation and administrative workplaces. Electric shock and insulin were discontinued; knives and forks were introduced, patients shaved unattended. Six weeks later the Team began similar meetings on the open ward and then combined the two, bringing the patients from the locked ward to meet together in a group of about 100.

Red Cross and other volunteers entered the wards and brought in entertainment, refreshments and brightness. The 22 hospital corpsmen developed roles similar to the social therapists at Henderson. Patients initiated activities: a weekly newspaper appeared, hobbies came forth, a drama group emerged, an art show for the hospital. Patients who'd moved to the open ward, returned to the closed ward to help their comrades such as standing "suicide watches" with them. There were also occasional disruptions, fisticuffs, some patients escaped.

But the results were encouraging. Follow up at the Oakland Naval Hospital showed patients arrived in better condition than in the past: 90 per cent were on open wards and the staff noted that many of the patients took leadership positions in the ward meetings. As part of his choice of visiting rehabilitation programs internationally for the World Health Organization, Maxwell Jones spent a week at Yokosuka.

Part 2

CORRECTIONS

California Department of Corrections (1958-1965)



LEAVING THE MILITARY and mental hospitals as such, the next papers enter a number of experiments in California's prison system as an outgrowth of an extensive reform program initiated by the late Earl Warren upon his election as governor in 1943, and effectively came to an end with the election of Ronald Reagan as governor in 1966.

Maxwell Jones, while Visiting Commonwealth Professor of Social Psychiatry at Stanford University, in 1960, gave the prestigious Isaac Ray Lectures at the annual meetings of the American Psychiatric Association. In Lecture Four, Dr Jones reviewed the prevailing status of psychiatry with regards to criminal justice in Britain and the US, and cited the research then being conducted into one-on-one treatment modes for felons by the California Department of Corrections. He detailed a prototype for the therapeutic community approach in prisons. Richard McGee, the Director of Corrections, retained Dr Jones as a consultant to examine the overall rehabilitation programs for that state's correctional agency, and to assist in establishing the approach he suggested, for a series of pilot projects.

Dr Wilmer, who was soon to become a consultant to the department and later establish a therapeutic community at San Quentin prison, suggested we refer to

these projects as "transitional therapeutic communities," relating to the work of Eric Trist and his associates, paralleling that of Maxwell Jones.

- Paper three lays the background for three papers on correctional communities.
- Paper four concentrates on transitional communities in prison forestry camps begun in 1960.
- Paper five applies the model developed in the camps to a project within the prison walls of a large minimum security institution and details extensions of the model to other prisons including establishing two new decentralized prisons with units of 100 as well as new roles for custodial personnel resembling those of social therapists. Another program established eight such units, one at each of the state's main prisons, undertaken with funds diverted from building an additional prison to accommodate 1,200 felons.

THE CONCEPT OF SELF-STUDY by inmates and staff was introduced at the beginning of the projects by the research department. Douglas Grant, who headed it, inherited an "Intensive Treatment" project being conducted at two prisons and in three parole units to study the effectiveness of individual counseling by social workers. He introduced a new classification system based on his studies of interpersonal maturity levels along with "living groups," conducted at a naval prison.

He established a research and evaluation unit at one prison where professional staff trained a core group of prisoners in basic methods and use of technology. Including prisoners in planning and carrying out the projects set a tone for inquiry into the workings of the communities. Some wanted to know how to study what happened in the group meetings, on the work projects and socializing. With guidance from the staff, they undertook projects and shared their findings with the community. In the later phases of the projects, inmates became co-leaders of small groups and eventually led them under guidance and with training from the staff.

Correctional officers were given training in group dynamics and were immersed into the community exploring how they could best contribute. Some became co-leaders of small social therapy groups, others incorporated social learning into the work projects. They became active in group counseling with family members and formed a liaison with parole agents.

This series of projects conducted in prisons accentuates, refines and extends the additional element of social learning, that of self-study and evaluation.

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Paper 3: In Prison

Transitional Therapeutic Communities

California Department of Corrections



WHAT'S INSIDE

- THE BACKGROUND AND SETTING for implementing transitional community projects, together with a summary of the results of a one-year follow-up study.
- EVIDENCE OF THE IMPORTANCE of matching programs with types of inmates and staff.
- EXAMPLES OF PROGRAM EFFECTIVENESS of inmates' participation in their own and other inmates' rehabilitation by social learning through action and teaching others.
- A SYNOPSIS OF CHANGES these projects had in the correctional department, the spread of the accomplishments to new prisons and rehabilitation practices.

• An important paper from an historian's perspective: Volker Janssen's *"From Therapeutic Penology to the War on Poverty: Visions of Full Employment in California Prisons, 1944-1966"*

http://www.ucop.edu/ile/conferences/grad_conf/2004/janssen.pdf

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AS AN INTRODUCTION to the series on corrections, paper three gives the background of the California Department of Corrections beginning in 1944 when the late Earl Warren called an emergency session of the state legislature to deal with the scandals in several of its prisons. As they created the new agency, Mr Warren brought in an outsider to head it: Richard A. McGee. Essentially an educator, he in turn, named an experienced and innovative psychologist from Stanford as one of his deputies. Together they established a classification and rehabilitation approach beginning at the time the prisoner arrived.

In the 1950s, they instituted a series of rehabilitation programs, beginning with voluntary weekly group counseling sessions led by lay counselors who were given training sessions. At its height, 50% of all inmates in California's prisons were enrolled. Next the effectiveness of individual social casework counseling was tested at two prisons (San Quentin and the California Institution for Men—CIM). Men were assigned at random and a control group was maintained. A similar project was introduced for men who were on parole.

The California legislature (1957) established a research department to evaluate the effectiveness of its large scale rehabilitation program. J. Douglas Grant, as its chief, brought in differential classification and treatment modes together with systematic evaluation of programs. The time was ripe for further pilot studies and Maxwell Jones's appearance opportune. CIM was chosen to launch the new community approach due to its tradition as an innovative institution begun by its first superintendent, Kenyon Scudder in 1940 and continued by his successor.

The prisoners who participated in the projects were selected from volunteers. The first community was launched in a forestry camp, the second in a prison. Criteria earmarked youthful, first adult offenders with higher social maturity. They were a volatile group having committed more aggressive crimes. The second type of program was for the recidivist, an older, less invasive individual. Although the program for the two groups had certain similarities (daily community and small group meetings, common work project and living facilities) the approach for the young offenders was less structured so the men could have considerable freedom to organize their community. The older, recidivist communities had more structured activities. Over the five years of the existence of the total program, there was a notable change in the roles of the correctional officers, and in turn of the inmates. For the last two years, inmates experimented with quasi-social therapy roles, acting as co-organizers of small groups, etc.

Paper 4: In Prison

Forestry Camp Communities

California Department of Corrections



WHAT'S INSIDE

- **STEPS IN ESTABLISHING a new community:**
 - “Diagnostic reconnaissance”: Charting the force field of a correctional agency (background, resources, resistances).
 - Staff selection, training, deployment.
 - Liaison with another agency: how to combine work and rehabilitation.
 - Selection of participants: assembling a “homogenous” population by social maturity evaluation.
 - The beginning structure: work program, community and small group meetings, socializing, family counseling.
 - Prisoner participation: research, writings and drawings, prisoners from another transitional community as consultants.
- **HANDLING CRISES** (an example of an 11PM threatened escape) and subsequent emergencies.
- **MOVING AN ESTABLISHED COMMUNITY** to a new location: opportunities for changes in structure and procedures.

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TWO PRISON FORESTRY CAMP transitional therapeutic communities are featured in paper four. The early transitional therapeutic community projects began in a state forestry service-affiliated fire-fighting camp in Southern California's San Bernadino Mountains (1960).

Conservation Camp Pilot Rock, consisted of 104 youthful, first-adult offenders, with a staff of six Correctional Officers and Counselors, living and working together in collaboration with the California Forestry Division. A core group of inmate “culture carriers” was formed at the California Institution for Men (CIM). They were housed together in one dormitory and met daily as a community. Part of their task was to work out procedures for the new project. Together they were moved to the forestry camp to begin creating the structure of the camp integrating the work of clearing fire trails and fighting fires with rehabilitation. In addition to the community meetings, small group meetings of fire crews (about 15 men) were added. Family meetings on Sundays came next. The camp director encouraged the men to take up hobbies and his wife, an artist, brought in skills as well as the presence of a woman in an otherwise all male environment. The prisoners (called “residents”) organized an advisory council, a recreation committee, a canteen, welfare fund, and added a research clerk. There were some escapes in the beginning of the program but it was noteworthy that the few who escaped and committed new crimes fled to areas well away from the campsite, some to the next state.

After the camp was established, it was moved in 1961 to a site being built adjacent to CIM at Chino. In closer proximity to the home prison, this camp ran as a transitional therapeutic community from 1961 to 1965, the termination of the original research proposal.



Paper 5: In Prison

Prison Transitional Therapeutic Communities

California Department
of Corrections



WHAT'S INSIDE

- ORIENTATION OF A CORRECTIONAL agency's administration and staff. Conference on therapeutic communities highlighted by Maxwell Jones and Harry Wilmer
- ESTABLISHING A COMMUNITY within a large prison.
Changing roles of custodial and counseling staff.
Crisis threatens existence of community and how it was handled. Inmates re-organize the community and take on responsibilities for selecting participants, as social therapists, group coordinators, "personnel" monitoring; initiate focused small group sessions.
- PRELIMINARY PILOT PROJECTS
Organizing daily discussion groups of incoming prisoners in a cell block maximum security prison in 100 man groups.
In their own words: examples of prisoner's views: writings reflect on groups, prison, crimes.
Development of inmate "culture carriers" to begin a longer term community.
- SPREAD OF PROGRAMS to other correctional settings (two total prisons decentralized into communities for 100; extension to treatment of substance abuse).

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THREE TRANSITIONAL THERAPEUTIC communities were established within the grounds of the Chino prison itself. Where the forestry Camps were relatively independent units, geographically separated from the main prison, the Pine Hall Project (1960), constructed a community for youthful offenders within the precincts of a much larger prison containing 2,000 inmates—an increasingly autonomous unit in a sense, but sharing work, leisure and other facilities with the prison at large. A second project, this one for older recidivist inmates, was begun in 1961. A third community was developed for narcotic addicts also on the grounds at the parent institution.

Paper five portrays how these exemplary transitional communities were effectively incorporated into total correctional institutions. Two prison-based projects were pioneered in 1961, the first at San Quentin Prison in Northern California by Dr Harry Wilmer, and later in the year, at Chino. These projects, under the title of Programs for Increased Correctional Effectiveness, (ICE) mainly for older more recalcitrant offenders, were then extended to eight other prisons, the total program being financed by diverting funds from those appropriated for the construction of an additional 1,200 unit prison.

A new unit of a medium security prison (Soledad) for 1,000 young, aggressive offenders was operated as a total rehabilitation institution of approximately 10 communities of 100 men. Staff and inmates from each cell-block met daily for community meetings. Staff and inmates from the pilot communities at Chino assisted in training the staff.

An extensive narcotics treatment program was launched in 1961 with new legislation calling for a different type of correctional institution that would concentrate on treatment under civil rather than criminal commitment. If charged with a criminal offense, the judge could set aside the conviction for a period of rehabilitation before deciding whether or not to sentence. The new institution, California Rehabilitation Center was located at a surplus naval hospital and decentralized into 20 communities of 100 each with one unit for women and another for youth. Unique to the new program was basic staffing. A new position, that of Correctional Program Assistant (a series that moved from the rudimentary employee to supervisory levels of Program Administrator), incorporated the dual functions of correctional officer and counselor so that all personnel were involved in the rehabilitation program. Also innovative to the program was the establishment of half-way houses in urban areas, specially trained parole officers and the provision for brief returns to the institutional program if necessary.

Part 3 EDUCATION

Creating Learning Communities



WE MOVE ON TO THE SCHOOL. Maxwell Jones foresaw that if the school could teach children how to deal with everyday life events in a problem-solving manner, much of the need for psychiatry and social work simply would die out. In 1965 he wrote that "Situations which result in interpersonal difficulties can readily be turned into 'living-learning situations,' provided the personnel have the motivation and the staff have the skill, to lead to social learning."

At this writing he had had the experience of consulting in educational projects in California where the idea of peer teaching and daily classroom discussions had been introduced into a number of elementary and middle schools. Soon he was to initiate similar projects in Scotland and train the teachers. Later in the 1960s he consulted and conducted discussion groups with students at Columbia and San Francisco State Universities during the student uprisings. Upon his retirement in 1968, focusing on crisis intervention and prevention at his new post in Denver, Colorado, he turned to the schools. In that setting, he became involved in a primary school project initiating total class discussion groups and peer teaching. In his later years, he collaborated with an education professor to establish a social learning situation in his classes for student teachers.

IN ONE OF HIS LAST PAPERS, Maxwell Jones wrote: "I would like to see the approach of learning as a social process introduced into elementary schools at an age when children have not yet lost their capacity for creative imagery in order to widen the scope of traditional teaching based on rational things, one-way communication, and periodic examinations." He was a little less optimistic that much could be done to change higher education in this direction, although the need was just as great.

SOCIAL LEARNING IS ENLARGED in this series of papers with examples in education.

- *Paper six* details a short term project in an elementary school for 200 Black and Hispanic children in a rural economically distressed area in collaboration with the added resources of a university. Teaching teams were formed consisting of a credentialed teacher and four teaching assistants. Each team held daily total classroom discussions and made use of peer teaching. A research and training team visited the classrooms and gave the staff their observations. The project was sustained by a daily two hour open discussion group for the staff of 47.

- *Paper seven* recounts spin offs and developments of this project culminating in a similar one involving 400 primarily Hispanic children in an urban distressed area. Greater use was made of parents; middle school students were introduced as peer teachers and researchers making use of systematic observations with videotape.

- *Paper eight* offers an example of social learning at a university using student strife for learning and mobilizing resources of the students to enhance their studies. It gives an example of Maxwell Jones's notion of the teacher as the subject for learning through videotaping the instructor teaching group dynamics by conducting an encounter group with ensuing student interaction.

- *Paper nine* lays out a strategy for involving high school and college students to study and offer recommendations to improve schools. Youth Action Teams were composed of six to 10 middle school and high school students, two university students and a professional educator as a Learning Consultant. Applying this model, a short-term project involving 50 young adolescents, many destructive, was carried out on a university campus.

IN ALL OF THESE PROJECTS, the university played a direct or subtle role, sometimes moving off the campus to collaborate with schools and, in one case, a non-profit research organization was the catalyst.

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Paper 6: In School

Project Val Verde (VV) (1965).



WHAT'S INSIDE?

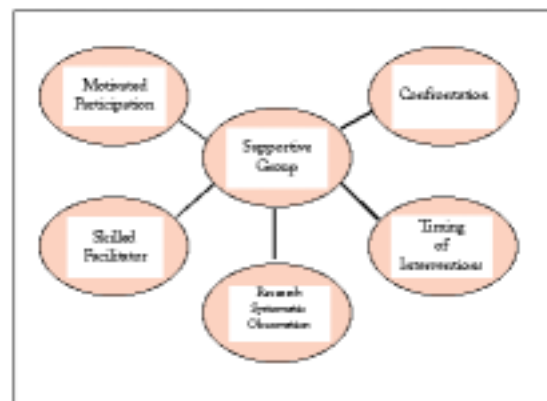
- CREATING A LEARNING COMMUNITY in a primary school: aims, challenge, setting, and the beginning of a model.
- UNGRADED CLASSROOMS, experiential learning through devising projects in small groups, peer teaching and human relationships, seminars for the tutors, daily class discussion groups.
- THE STAFF: TEACHERS & ASSISTANT teachers, (parents, high school and college students, school drop outs) evaluation by a Change and Development Team.
- THE CHILDREN: ages five through twelve, Black and Hispanic in a rural economically distressed area.
- TRAINING: ORIENTATION SESSIONS, weekend human relations training work out, daily staff seminar.
- LINKING THE SCHOOL with the community by home visits, staff residing in the neighborhood.

AN OPPORTUNITY TO CONDUCT a research and demonstration project in an elementary school came through a grant from the US Office of Economic Opportunity as part of the nations' "war on poverty." A summer school enrichment program mainly for Black and Hispanic children, living in a rural ghetto area of Southern California, was assembled, consisting of eight teaching teams composed of a teacher and four assistants: high school and college students, parents and school drop outs. The project was voluntary for the children and they selected the Team they wanted; ages ranged from six to 12 in any one Team.

The focus of the project was to improve communication between teachers and children by building "link-ages" with the assistant teachers who might be more approachable. Human relations training began with a weekend retreat for all the staff conducted by group dynamics experts, followed by a daily leaderless staff meeting for the duration of the project. To increase cohesiveness with the neighborhood, all the assistant teachers were hired from the community or, if from outside, resided there for the duration of the project.

Children were encouraged to engage in projects of their choosing individually, in pairs or small groups. Activities ranged from construction of objects, to art, to academic subjects; much of the teaching was done by older children. Attendance was rather spectacular; no students dropped out and they requested more time to complete their projects both during the school day and that the program be extended for a longer time.

This paper is rather detailed as the project developed a workable prototype for several future projects and programs.



Teaching Team Model

Elementary School (Graded or Non-Graded Classroom)
For Economically & Educationally Disadvantaged Children (20 to 50 Children)

Daily Schedule

8-9:00 Team Planning—preparation
9-12:00 Class Activities
12:00-3:00 Home visits, staff training, team meetings, field trips
3-5:00 Total school staff seminar

Assistant Teachers [typical tasks]

1. Listener
2. Trouble Shooter
3. Relator
4. Supporter
5. Inspirer
6. Linker
7. Teacher

Tutors

[Older Children]

1. Work with Individual children on content learning or on projects.
2. Work with small groups (2-4) in skill development or projects.

Certified Teacher

1. Trains & supervises assistant teachers (1 to 6 children)
2. Teaches more complex curriculum material;
3. Evaluates effectiveness of total program;
4. Coordinates planning of new programs and approaches to learning;
5. Conducts daily total class discussion groups.

Assistant Teacher [school drop out]

1. Relates as a friend
2. Helps plan and carry out action oriented activities, e.g., constructing objects from wood & metal;
3. Develops community relations
4. Takes small groups of children on field trips & makes home visits.

Assistant Teacher [Parent]

1. Conducts activity groups;
2. Individual tutoring;
3. Conducts small discussion groups in human relations;
4. Makes home visits & takes children on field trips

Assistant Teacher [College & High School Student]

1. Instructs children in content areas in small groups (2-6)
2. Individual tutoring
3. Systematic observation & research
4. Home visits



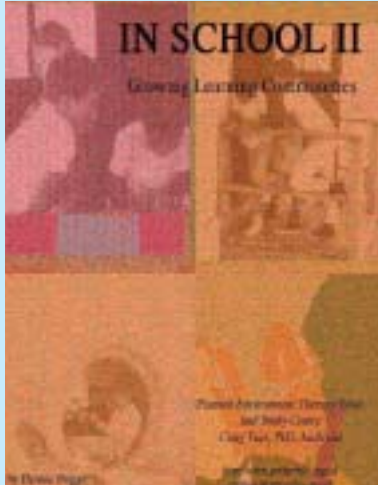
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<http://www.pettarchiv.org.uk/publications.htm>

Paper 7: In School II
Growing Learning Communities

Project Ontario (1966).



WHAT'S INSIDE

- A SUMMER PROJECT using a modified form of the model from Paper one for 400 primarily Hispanic children in an urban economically distressed area. Twenty Teaching Teams (certificated teacher, two parent assistant teachers, one middle school student) employed experiential learning in small groups supplemented by academic instruction. Examples of peer teaching are given.

- PEER TEACHING AND CLASSROOM DISCUSSION groups applied to a number of classrooms with various subject matter (grades two through six).

- HUMAN RELATIONS TRAINING including a weekend retreat, followed by a daily two-hour total staff seminar. Examples of daily Team discussion groups.

- EVALUATION AND TRAINING MODULE (professionals assisted by 20 middle school students) trained and employed as researchers and communication assistants observing Teaching Teams with the aid of audio and video recorders.

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A SIZABLE FEDERAL GRANT was made to New York's Bank Street College of Education in 1966 to sponsor 15 innovative projects nationwide, using "auxiliaries" aimed at increasing educational opportunities for socially and economically disadvantaged children. A school district in collaboration with the University of California was one selected to be funded by the US Office of Education. The size of 400 children approximated a small elementary school. Initial training included a weekend human relations session for the entire staff, a week of planning before the children arrived, a daily total staff seminar, and research teams with video equipment who regularly dropped in on the classrooms. Visitation teams from Bank Street monitored the project as well as the 14 others around the country. In their final report, they concluded:

[D]aring, sincere, and consistent. . . innovation usually means doing in your own school for the first time, something which has already been done down the road; innovation should mean something which has never been tried before. [Ontario] tried many things which had not been tried before, succeeded in some but contributed to research in the learning-teaching process in all.

As to the effects of the project, the Superintendent of the School District believed some of the practices that emerged were of such importance that he established a new department to encourage and train teachers and children in peer teaching and open discussion groups in its 40 primary schools, hiring 14 of the parents assistant teachers full time. The new office received a substantial Federal grant to carry out this new program.

"When classroom disputes occur, one popular trend is for students to mediate the incidents. Another possibility, with wider implications, is to view conflict as teachable a moment for social learning."

Educational Leadership.

The president's "\$2.75 billion plan calls for amassing reading specialists, helping parents who have poor reading skills. . . There are however, less costly and more readily available resources in every school."

Christian Science Monitor.

"With peer teachers, children learned faster and retained information longer."

Los Angeles Times

Paper 8: In School III
Enlarging Learning Communities

San Francisco State University
(1966-1968)



*“The process of listening
interacting and learning
forms the essence of growth
and change”*

Maxwell Jones

WHAT'S INSIDE

- SOCIAL LEARNING IS EXTENDED to university students in psychology, sociology and education as a means of studying and perfecting interpersonal relationships.
- ADVANCED STUDENTS TRAINED as group leaders for freshmen as a guild method of apprenticeship.
- THE TEACHER AS THE SUBJECT for learning by systematically observing him conducting an encounter group on closed circuit television.
- SEMINARS IN CREATIVITY through interchanges with innovators on how they think and work.

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AS WE'VE SEEN IN OCCASIONAL PAPERS six and seven, much could be done with young children to engage them in their own learning and hopefully preventing mental and behavioral disorders. As a Nobel laureate said, to restore the “humanizing faculty of empathy—living beyond your own mind and flesh to feel and identify with those of other people.” And, as Maxwell Jones had envisioned, to preserve their capacities for creative imagery.

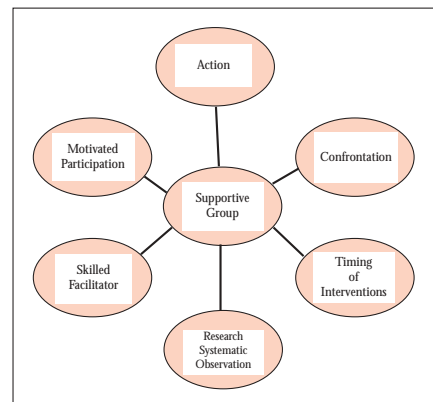
San Francisco State University was one of the most volatile campuses in the country at a time when the Vietnam War was a key issue and students were protesting both the war and rights to have more involvement in their education. It seemed an ideal setting to form a “living learning” situation where conflict could be used for learning combined with means to enhance interpersonal relationships. Project learning was emphasized encouraging students to study social conditions both on and off the campus.



The writer demonstrated social learning by forming an encounter group of volunteers—entering freshmen. The meetings were recorded on closed circuit television as advanced students in training as counselors, teachers, criminal justice workers and researchers observed the interaction systematically. Then they met with the instructor to discuss their observations and look at playbacks from the meeting, all in an attempt to understand the workings of the group and the methods the teacher had used.

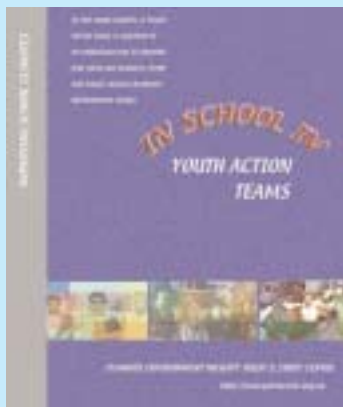
Then they met with the instructor to discuss their observations and look at playbacks from the meeting, all in an attempt to understand the workings of the group and the methods the teacher had used.

In order to broaden their understanding, seminars in current social affairs and in creativity were introduced whereby the students could gain new perspectives to their studies to enlarge their understanding. Artists, writers, and people engaged in new ideas were brought to the campus to interact with the students.



Paper 9: In School IV

Youth Action Teams (1977-1978)



WHAT'S INSIDE

- A MODEL OF PROGRAM DEVELOPMENT for youth in Action Teams to study school climates and implement changes. Training students to examine community issues as a form of delinquency prevention using cameras, videotaping and computers.
- MERGING SOCIAL SERVICE agencies (schools, criminal justice, mental health, substance abuse, welfare) as Task Forces to integrate and improve services for young people.
- FUNDAMENTALS OF A NATIONAL YOUTH Policy, views youth as resources: involvement, integration of services, opportunities for participation in society, serving national goals.
- UNITED NATIONS GUIDELINES: Training for Youth Participation in economic and social development, economics and politics.
- TOWARD A YOUTH SOCIAL ECOLOGY proposed 20 exemplary Youth Action Teams.

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THE APPLICATION OF SOCIAL SCIENCE research to study social problems is the central element to social learning in this paper. Students participated in surveying their schools and implementing improvements. Such involvement in real life events broadened the learning experience to include offering service to the community.

The US in the 1970s, saw violence and destruction in the schools: vandalism, children assaulting one another and their teachers, became headlines. The Federal government sought assistance into causes and remedies for the disorder in "school climates."

The Social Action Research Center (SARC) based in California, received a one-year contract from the Office of Juvenile Justice and Delinquency Prevention of the US Justice Department, to find a solution to school crime and disruption which would bring together resources from the schools and those agencies serving youth. As a rule, they had operated independently. Task Forces (14) assembled nationally (city, county, state, school districts), consisting of five or six cross-agency policy-makers and at least one youth representative.

SARC assisted Task Forces to develop policies and solutions to school problems through training, with workshops, consultation and curriculum materials, spearheaded by a Youth Action Team (YAT)—eight multi-racial youth, ranging from 12 to 21, led by two university students and a Learning Coordinator. They undertook pilot studies, compiled data for the Task Forces, composed a curriculum for social learning projects: program development, brainstorming, role playing, interviewing, sampling, resource development, evaluation, students rights and advocacy, and fund raising; issued a newsletter, and helped to plan and carry out a national conference.

The YAT format was applied in a summer project for 50 middle school students (49 Black, one Caucasian) on a university campus. Five Teams were composed of 10



students, two university students as Team Leaders and a professor as the Learning Coordinator. The target area was

both economically distressed and crime-ridden. Some of the youth who participated had burned down their school the previous year. Teams were based on the campus, paid the minimum hourly wage and taught basics developed in the SARC project.

In Australia a YAT was assembled by a city's employment agency composed of unemployed youth to study how to find more jobs for young people.

Part 4.

Realities



[T]he process of social learning may not be explainable in rational conceptual terms and changes in individual or group terms have happened for no apparent reason. . . This introduces the idea of levels of consciousness. . .

Maxwell Jones

EARLY IN HIS PRACTICE of the therapeutic community, Maxwell Jones had been influenced by the magnitude of sociological and anthropological forces on the personality as displayed in interpersonal relationships. In his later years, he was able to break away further from the mechanistic psychiatry he was trained for. His delving into open systems theory enabled him to continue to move into newer areas of complexity where paradox and ambiguity became not only tolerated but complimentary. He became interested in exploring creativity, beginning with children. With greater degrees of freedom he could look further into the meaning and functions of transpersonal and transcendental experiences. Now he was moving far afield from his early reductive reasoning into what he termed holism. As a result, he added another dimension to his social learning model as he continued to explore the psyche and its functioning in relationships. His new view

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embraced concepts of archetypes, synchronicity, intuition, quantum mechanics, and spirituality: ingredients for him that comprised “. . . the new paradigm of reality.”



Inherent in this change, he wrote of the need to forfeit, to strive for a less ego-dominated presence: “. . . surrendering my thoughts to a greater power beyond my rational mind.” In the process, he’d left the confines of psychotherapy. Dr Jones found that, “. . . my own deepest problems would not be solved by a therapist but would call for a new perspective of a deeper kind than would the rational or analytic approach. A higher level of consciousness . . . It is a more abstract or egoless state of mind where I see that major problems are not solved, but outgrown.” Although he struggled to achieve the level of consciousness that he desired, he admitted that he had little success in moving away from “the illusion of what we call reality . . . to find a deeper reality . . .” in the spiritual realm.” One of his means was to construct a physical environment—a private space or “ash-ram” as he called it—conducive to contemplation where he was surrounded with “reminders”—images of those he admired for their humanity. There he experienced “. . . an exaltation and a gush of energy that may be similar to the high produced by the brains endorphins when runners get their second wind. . .”

Part 4 begins to look at the nature and function of what one has termed the “fabric of reality,” and consciousness as they relate to group processes. Paper 10 focuses on aspects of consciousness by two poets and illuminates an emerging view of masculinity. A projected paper delineates some experiential phenomena beyond “objective reality.”

Paper 10: Realities

CONSCIOUSNESS

Poet & Psychology



WHAT'S INSIDE

- DISCUSSION OF POET ROBERT BLY'S interpretation of William Blake's psychic energies and merging of consciousness, their similarities to kundalini chakras.
- A GATHERING OF MEN. Robert Bly leads a workshop for 1,000 men, beginning with initiation rites in a theatrical setting, lectures, role playing, discussions.
- SKETCHES OF THE IMMINENT "Mythology of Manhood."
- COMMENTARY ON EXPANDING consciousness and shifts, requiring sacrifice of ego, giving up power.
- NOTES ON TEACHING of humanity in the mythology to come.

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FROM LIBERATION TO TRANSFORMATION: The work of poets and artists is to know what the world-images of today are, what the heart is ready to recognize, to set free the imagination. Artists are persistently implicated in the crisis of vision; to construct images accordingly. Soul searching and soul making is their task; to combine the art of making with the art of seeing.

As an example, paper ten, explores male archetypes through poetry, fairy tales and mythology as exemplified by William Blake's "interior beings," or "interior observation." His states of energy, levels of consciousness, moves single vision to the world of two—merging differences. "Now I a fourfold vision see/ And fourfold vision is given to me/ . . . May God us keep/ From Single vision & Newton's sleep"

A unique reworking of social learning is found in a workshop with Robert Bly and 1,000 men. Joined by a story teller evoking an Irish folk tale, the poet leads a discussion of mythological and psychological themes of manhood. The power of the drama in its staging and offering depicts how poets sustained the psyche and kept it alive through the centuries. The function of the "male mother" in the form of a tutor, mentor, or guru, who gives spiritual nourishment, supplements the physical side of the biological mother. A discussion of the workshop follows focusing on artists who are in full control of their talents, have freed themselves to guide without imposing; have achieved balance of the emotional and intellectual. Social learning occurs as one has been prepared to experience an event; the structure has groomed the individual for understanding.

WITH FURTHER FOCUS ON MASCULINITY, poet John Maher, essays the plight of manhood beginning with a look at the predominant, albeit limiting, single vision of manhood as warrior or wimp, depicted by Hollywood definitions of masculinity. The 1960's "soft man," partly as a reaction to the women's movement and unisex, allowed men to express their feminine side. Robert Bly's "Wild Man" symbolized men's spontaneous or spiritual self, the self with purpose and passion, the self free of "civilization," divested of false machismo, pretense and insincerity, tempered by self-discipline and compassion. Social engagement became engagement with the self.

Pundits flip-flop on the question:

Can there be too much verse?

An argument that tyrants try to win.

Poetry's natural to all in us that's best;

we need its antidote to sin.

John M. Maher

WHAT'S TO COME



OTHER OCCASIONAL PAPERS IN PREPARATION for this series include development of self-study by convicted felons, additional social learning action points, and further considerations of consciousness.

1. *New Careers for Offenders.* Occasional papers three through five dealt with establishing transitional communities in prisons. This paper enhances the research and acquired knowledge characteristic of social learning. A project selected 18 prisoners who'd been involved in the prison communities and built a curriculum that enabled them to become employed as "social change agents," operating with human service agencies to evaluate and improve their performance. Although some were school dropouts, several eventually entered higher education, two receiving PhDs. A second, similar project was undertaken for youthful offenders in lieu of incarceration, with former inmate staff. This project was replicated in the UK, again for youthful offenders as opposed to borstal confinement.

2. *Social Learning and Social Action.* In the autumn of 1969, Maxwell Jones collaborated with Dr Morris Carstairs, professor of psychiatry at Edinburgh University, to hold a joint meeting of the two world organizations they headed, for 150 invited guests. The format they adopted included a guest speaker followed by a panel discussion and then opened to the floor. Afternoons the participants met in smaller groups with a facilitator and rapporteur for open ended discussions and wound up the day with a total meeting drawing on summaries from the meetings. The meetings were triggered off by the representatives from the Netherlands who reported on social movements and the consequences in their country.

The 1960s and 1970s had seen world wide social upheavals of a magnitude never previously witnessed in such a short period of time. Much of the impetus came from youth, especially devoted students who saw the need for and the opportunity to bring about wide scale social reform—schools, factories, governments were to become their focus. Some of the most responsible and innovative achievements were in the Netherlands spearheaded by youth movements—the Provos and later the Kabouters. They identified social conditions that needed to be changed, devised unique ways to disseminate their beliefs and organized politically to gain entrance into the power structure. Campaigning for seats on the town councils in 1970, instead of the usual political rhetoric, they organized numerous projects to demonstrate their alternatives (an adventure playground, a crèche for working mothers, a macrobic farm, market and restaurant, an alternative town hall, a commune for all ages, a school, a mental health clinic, a services department "adopting" 200 elderly, an alternative newspaper and journal, etc) The response by the public was rather overwhelming when the Kabouters won 11 seats on the Amsterdam Town Council, and more in other Dutch cities. Following each happening or rally, members gathered for a post-review to evaluate their performance, incorporate their learning into their strategies, and plan ahead.

The psychology Faculty at the Netherland's Groningen University was given the opportunity to reorganize itself into a more democratic body incorporating student participation at all levels. Committees studied various university models, held discussions with the community soliciting their participation and then held a Congress where they formally invested power into elected



representatives.

Patients at Henderson Hospital were put in touch with these factions, some going to Amsterdam for meetings, in an effort to bring political awareness and action into social learning.

This paper will include interviews with key youth and adults who were involved in the Netherland's movement along with students and professors at Groningen.

2. Beyond "Reality." Consciousness or awareness is an ultimate goal or consequence of social learning—moving beyond the rational mind, exploring its outer regions,

experiencing a deeper reality. Maxwell Jones suggested a "new paradigm of reality," touching on less tangible notions than had here to fore not been acceptable even in therapeutic communities. He began with Jungian concepts such as archetypes, the universal unconscious and synchronicity. Then he broadened his repertoire to include ideas further outside the realm—or supposedly so—and turned to the new physics and morphic fields. And found they all came together in a holistic approximation.

This paper gives a synopsis of archetypes, synchronicity, morphic resonance, implicate order, dreams, sound and silence. It suggests ways these ideas can be put to practice in dealing with drug addiction. The paper includes articles previously published in *FATE Magazine*, *Harbinger*, and *the Joint Newsletter*. It features dialogues with Dr Jones and with poet, John Maher.

- Archetypes: Perplexing Attractors of the Psyche
- Synchronicity: Chance and Oracle in Your Life
- Dreams: Messages From Within
- Formative Causation: The Astonishing Driving Force
- Implicate Order and the Non-Logical Connections in the Mind
- The Healing Nature of Sound
- Illusions and Reality
- The Possession of Drugs: From Image to Archetype
- Drug Addiction and Levels of Consciousness

The Authors



DENNIE BRIGGS, WAS TRAINED as a social and clinical psychologist. He served in the US Navy for nine years, conducting research in group dynamics for the first atomic powered submarines and was active in the two therapeutic community projects reported in papers one and two. For five years, he participated in the series of transitional communities for the California Department of Corrections. And then he turned to schools in the projects described in papers six through nine. He lived in the UK for six years, teaching at the North London Polytechnic and consulting for the National Association for the Care and Resettlement of Offenders (NACRO). He is retired in the San Francisco area.

Interviewed by Craig Fees <http://www.pettarchiv.org.uk/survey-dbriggs3-0.htm>
Bibliography: <http://www.pettarchiv.org.uk/>



ILLUSTRATIONS BY FRED HOLLE, acclaimed California-based artist, appear in these these occasional papers. Fred Holle, is professor emeritus, Cañada College. He actively works in a wide range of mediums and as studio art instructor for 30 years, developed a series of instructional figure drawing video tapes titled, "Life Drawing with Fred Holle," under the "The Artist-in-Residence."® series. "I'm also a draughtsman-painter in that drawing is the genesis of all my work as it was in the work of William Blake, Toulouse-Lautrec and Egon Schiele." His particular approach relies on introspection through acceptance of subconscious impulses employed in the search for self-awareness.

To view Fred Holle's galleries and for further information, visit his website : www.bensco.com/holle/

THE COLLABORATION OF ARTIST AND WRITER began in 1954, when the two were in the US Navy, stationed at the US Naval Hospital in Oakland, California (See Paper 1) They devised a pictorial Thematic Apperception Test depicting interpersonal relationships between staff and psychiatric patients in the hospital. They next collaborated in a similar venture of navy jet pilots who they examined while operating on two air craft carriers off the coast of China. "As I did the illustrations, I would 'take the test myself.' I would attempt to interpret the pictures in various ways to see if they were versatile enough to serve their intended purpose." Years later he wrote, "I began to realize that the purpose of my paintings were manifestations of personal insights into my own nature. I was presenting them to my audience as images on which *they* could reflect, and hopefully, learn something about themselves."