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OF G. I. GURDJIEFF

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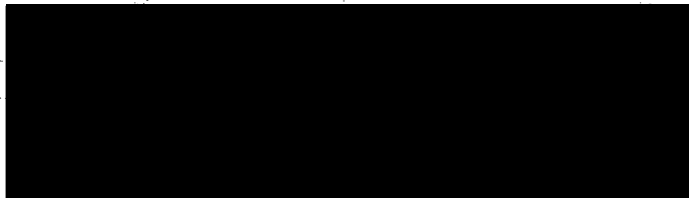
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AN EXERCISE IN SELF-EDUCATION: THE
USE OF THE SELF-OBSERVATION TECHNIQUE
FROM THE THEORY OF G. I. GURDJIEFF

by

Robert L. Rustad

B. Comm., University of British Columbia, 1966

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE

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in the Faculty

of

Education

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SIMON FRASER UNIVERSITY

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APPROVAL

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AN EXERCISE IN SELF-EDUCATION: THE USE OF THE SELF-OBSERVATION

TECHNIQUE FROM THE THEORY OF G. I. GURDJIEFF

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The purpose of this thesis is to explore the general hypothesis that individuals become more successful in self-educational activities after training in a self-observation technique designed to increase their self-control, self-awareness and concentration of attention.

In traditional forms of education, teachers and administrators decide what will be studied and how. In schooling for self-education, students are taught to make such decisions for themselves. Despite a history of argument in favour of self-education extending from Jean-Jacques Rousseau to Carl Rogers, the theory remains contentious and the practice restricted. The self-education process involves the development of increased conscious control over both the external realm of personal action and the inner realm of reflective thought. This thesis investigates the relationship between these two aspects, and the effectiveness of a self-observation technique for helping individuals to think more clearly and, therefore, to guide better their action.

The philosopher, G. I. Gurdjieff, and such interpreters as, P. Ouspensky, H. Benjamin and J. Vaysse, state that self-observation is an essential technique for any process of self-directed development. They argue that the close, regular observation of both one's phenomenological and behavioural activity leads to improved self-awareness, concentration of attention and self-control, all of which can be considered essential features of self-education.

In this study, five subjects were instructed in the self-observation technique which they used while conducting a challenge project based on the design developed by Maurice Gibbons and Gary Phillips. The progress of the subjects during the two month period involved is reported in individual

case studies based on information drawn from a variety of sources. Tape-recorded interviews were conducted, questionnaires were administered and a video-tape was made at the conclusion of the two month study period. During this period, the participants used a self-reporting journal procedure in which they recorded their physical, emotional, intellectual and instinctive behaviours, as specified in the Gurdjieff technique. In addition, interviews were conducted with an intimate observer of each subject and the information collected was assembled with the informal comments made by each participant. These comments were collected and sorted in making the final analysis.

The self-reported and observational data was assembled and analyzed to determine trends in the subjects' development of self-awareness, concentration of attention and self-control. The ratings on early and late questionnaires were graphed and compared to determine the trends in the factors resulting from self-observation. Simple means were calculated to show the relationship between these factors and progress achieved by the subjects in their individual projects. While the size of the sample eliminates any possibility of drawing generalizations from the findings, it did permit a more in-depth, exploratory investigation of the effects of self-observation on self-educational activity. The results of the study, therefore, are three-fold: evidence of the effects of self-observation on self-education, indication of ways in which the effects may be increased, and indications of further research which should be conducted.

The study revealed a marked improvement in the participants' ability to concentrate their attention and to increase self-awareness. Although there was little effect upon the factor of self-control, there was some indication that a longer study period would have had a more positive effect. These results, evident in the participants' lives generally, were borne out

also in the performance of their self-selected challenge projects. There is also evidence that the effect of self-observation on self-education will increase if participants receive more direct consultation with, and instruction from, the investigator, and if they meet regularly with each other.

The findings of this study confirm the importance of the self -- the inner, phenomenological sphere of activity -- in teaching people how to direct their own lives and learning. Through self-observation people can learn to understand how their thoughts and feelings affect their actions, and can gain the self-control necessary for self-education.

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CHAPTER ONE: INTRODUCTION

A) Education and Self-education

This thesis examines the difference between education as it is generally understood and practised and self-education as it is understood and practised specifically according to the principles described in esoteric philosophies. Education is often defined as a process of leading the learner to a new level of knowledge or of changing the learner's behaviour to a new level of skill. This raises the question; who does the leading or changing? The normative mode of education includes a teacher and a group of learners in which the former plays an active role in planning the course of learning, selecting materials, prescribing activities, governing pacing, dispensing information and establishing evaluation criteria. In these aspects of learning, the student almost always plays a passive role. Much of what occurs in this normative environment, aside from being governed strictly by the teacher, focuses on skills, techniques and information which are removed from the learner's personal sphere of influence.

By contrast, in self-education the learner accepts responsibility for his learning, planning the course of action, selecting materials, deciding how long is to be spent on the activities involved, and evaluating the final outcome in a personal way. While in familiar forms of education the student is the reactive partner to the teacher's leadership, in self-education he becomes the active member, not only mastering new content and skills but deciding what knowledge and skills and the way in

which they will be mastered.

These aspects of self-education were applied in the British Elementary School model (Rogers, 1971), which was widely adopted in North America as the open classroom model (Silberman, 1973). Many of these ideas were formalized to a great extent by the Plowden Report of 1967 in Britain, although historically they can be traced to Rousseau (Boyd, 1956), Dewey (1972) and Whitehead (1947) as representative theoreticians, and O'Neill (Holmes, 1977) as only one of many practitioners. In the informal sense, the idea of self-education is cross-cultural and as old as humankind.

This thesis is concerned with the process of self-education in which the student is the active agent, rather than the normative model in which the teacher is the active agent. While education and self-education are two different phyla of the ways people learn, neither is simple. Self-directed education, like teacher-directed education, contains within it different families and orders of approaches to the process. The taxonomy of self-education programmes, for instance, could be traced down to each individual learner and their idiosyncratic ways of learning could be discriminated, one from the other. While such a detailed taxonomy of self-education is not possible here, it is essential to identify the families in order to more specifically identify the programme that is the ultimate focus of this thesis, the esoteric approach to self-education described and practised by G.I. Gurdjieff.

B) The Two Natures of Self-education

A close analysis of the self-education concept reveals two quite distinct emphases; the educational attainment and the self-understanding.

In the emphasis upon educational attainment the focus is on self-improvement and deals primarily with the "outer realm" of one's existence in the sense that one's goal in the process is to acquire more knowledge about something removed from oneself, or to develop a new skill. It highlights the "education" of the compound word self-education.

There is also the less obvious emphasis; the self emphasis which focuses on self-understanding in the sense that a learner desires to learn about himself. It deals primarily with the "inner realm" of one's existence in the sense that people desire to realize who and what they truly are. There is not the imposed positive sense of betterment as in the former emphasis. This emphasis highlights the "self" of the compound word self-education.

The real nature of the problem to be explored in this thesis can be viewed as the interaction between a technique that focuses on the "inner realm" and a learning process that emphasizes the "outer realm." The interaction between the "self" and "education" is always concerned that an integration of the two will occur. This has been the central issue for education for some time (Whitehead, 1947). Although the integrative nature of these two realms is not within the scope of this thesis, the interaction definitely is.

The rationale for the thesis develops from this interaction as the hypotheses as stated on pages 12 and 13 are drawn from the "outer realm" and emphasize self-improvement in educational attainment, while the technique used in the process of the thesis (see pages 16-18) is drawn from the "inner realm" and emphasizes self-understanding.

In the learning process the factors of concentration of attention, self-control and self-awareness are keys to effective progress. There are many other factors, but for the purpose of this thesis these have been selected. Many techniques exist which purport to influence these factors in a positive way. This study used a fairly common technique mentioned in some of the esoteric literature, that being self-observation.

The factor of concentration of attention can best be exemplified by descriptors such as: the ability to complete projects; the tendency to control a drifting mind; the skill in using the available time appropriately; the ability to create a synthesis of the physical action, the intellectual thought, and one's emotions; the ability to complete projects without a sense of frustration and, finally, the skill to select effectively activities which are related. It is felt that these descriptors give one view of a person's ability to concentrate his attention.

The factor of self-control can be given some detail through the following items: the ability to act independently and in a collected manner in situations of extreme pressure; the competence in controlling the mind once a decision has been taken; the tendency to assume responsibility in situations where skill is felt; the tendency to deliberate in new situations; the ability to control frustration; the ability to control physical movements in stressful situations; and, the proficiency in controlling talking. The concept of self-control is comprised of many facets, these are the ones which will be used in this study.

Self-awareness probably has the widest latitude for interpretation and, therefore, presents the greatest problems of description. The following descriptors are used in this study to create the concept of self-awareness:

the ability to recognize many personality changes and the related ability to alter one's personality to suit changing circumstances; the competence in recognizing a deeper self which is constant and "more real"; the tendency to be aware of the physical and emotional aspects of one's being; and the ability to adjust quickly to rapidly changing patterns in one's existence.

These are the descriptors that comprise the three factors which are stated to be important in a person's ability to learn something new. They give detail to the three concepts which form the hypotheses of this study. Moreover, they are directly related to one's ability to learn more knowledge or to acquire a new skill in the sense of one improving one's ability to function in the "outer realm." In this thesis, these factors are to be applied to the learning of a new, self-selected project.

The technique used in the thesis is derived from the other realm, the realm of the inner aspects of one's being, and emphasizes self-understanding. No positive development can be perceived herein, in the sense that one becomes better. One simply understands oneself or does not. Or, as in the esoteric ideas of Gurdjieff, one begins by recognizing the mechanicalness of one's being. The technique of self-observation, coming from this heritage is used in this study to find out if it has any effect upon the factors of learning mentioned above.

If the self is emphasized in any real sense, the areas of existentialism, phenomenology and esotericism are introduced. It is worthwhile to pursue these three concepts in the context of this study so that the general problem to be investigated is revealed to have some sound roots.

Existentialism, traditionally, has emphasized the self at the expense of some external form of guidance such as: a nation state, a political party, a dogmatic religion among others (Wilson, 1956, p. 15; and Morris, 1966, p. 10-11; and Maslow, 1968, p. 9). The internalization of the world then, caused the inner world to become more heavily weighted than the outer world with the result that an individual could become severely detached from his environment and unable to function. Maslow (1968, p. 9) leads us naturally into the experiential as a basis for building self-understanding, that is phenomenology.

Phenomenology, has emphasized the self in relation to the external so that, ideally, there is a true interaction and a balance between the two realms of inner and outer reality. Some writers have gone so far as to postulate a combination of the two concepts in their various works, both fictional and non-fictional, and at one point equate phenomenology with self-observation.

our problem is that we spend too much time looking at the external world to make any close acquaintance with the world of the inner mind. (Wilson, 1956, p. 301)

It is at this point that this thesis draws some ground under it upon which to stand. Would the self-observation technique lead to a more substantial self-education programme through emphasis upon the self in

the context of learning a new skill or gaining new knowledge? Posing it another way, the focus is the question: does the constant pressure of self-observation have any effect upon the various aspects of personal development while learning a self-selected task or project?

The idea of self-observation led directly to the works of G.I. Gurdjieff, who emphasized at great length, if not in great detail, this particular concept. This in turn placed one firmly in the realm of the esoteric.

C) The Esoteric Nature of Self-education

An attempt has been made here to relate the concept of self-education to a philosophical base; in this particular case that of the esoteric traditions. Most understand the term esoteric to mean inner, hidden, secret or mysterious, taught to a select few. It "is hidden, not in order to endow it with glamour or mystery, but in order to prevent its being misused and misunderstood" (Walker, 1963, p. 71). Moreover, until recently, it has been transmitted only orally, or through actions (dances or music). In fact, many would claim that true esoteric knowledge continues to be communicated only by oral means. Be that as it may, there is enough written about, and by, people representing esoteric traditions for a reasonable attempt to be made to use some of the techniques suggested therein and to gain an understanding of the basic tenets.

Most associate the concept with the hidden meanings of all religions, or the mystical aspects, and generally agree that these mean-

ings are similar. They are best represented by the exemplars of the major religions or philosophical systems: Christ, Buddha, Confucius, Lao-tze, and the various Sufi writers representing the Islamic religion, to mention only a few. But a more clarifying view comes from Ouspensky in The Fourth Way:

All ways of thinking can be divided into two categories: logical thinking and psychological thinking.... For logical thinking esotericism is impossible, because it cannot be demonstrated or formulated, but for psychological thinking, which sees the psychological nature of things, the idea of esotericism follows from many facts we can observe. So the psychological method may bring one to the idea of esotericism and may lead to proofs of its existence - certainly subjective proofs, but still proofs. And then in turn may bring man to the realization of the necessity of systems or teachings of an esoteric nature. (Ouspensky, 1971, p. 385-6)

So we see the split clearly between logical, rational thought and intuitive or "psychological" thought. Moreover, there is an admittance that there exist principles and techniques that pertain to the esoteric system. But first, there are two basic premises that esoteric teachings spring from: one, that there is an inner meaning to things, and two, things are interconnected. The logical realm tends to treat things separately as discrete items and thus emphasizes the dissimilar in the context of the universe; whereas, the esoteric seeks similarities in the dissimilar aspects of the same universe. The underlying principle, and there exists a well defined principle in all esoteric traditions, is that development along the line of knowledge must be complemented by simultaneous development along the line of being. Here the split between logical and psychological thinking is crystallized.

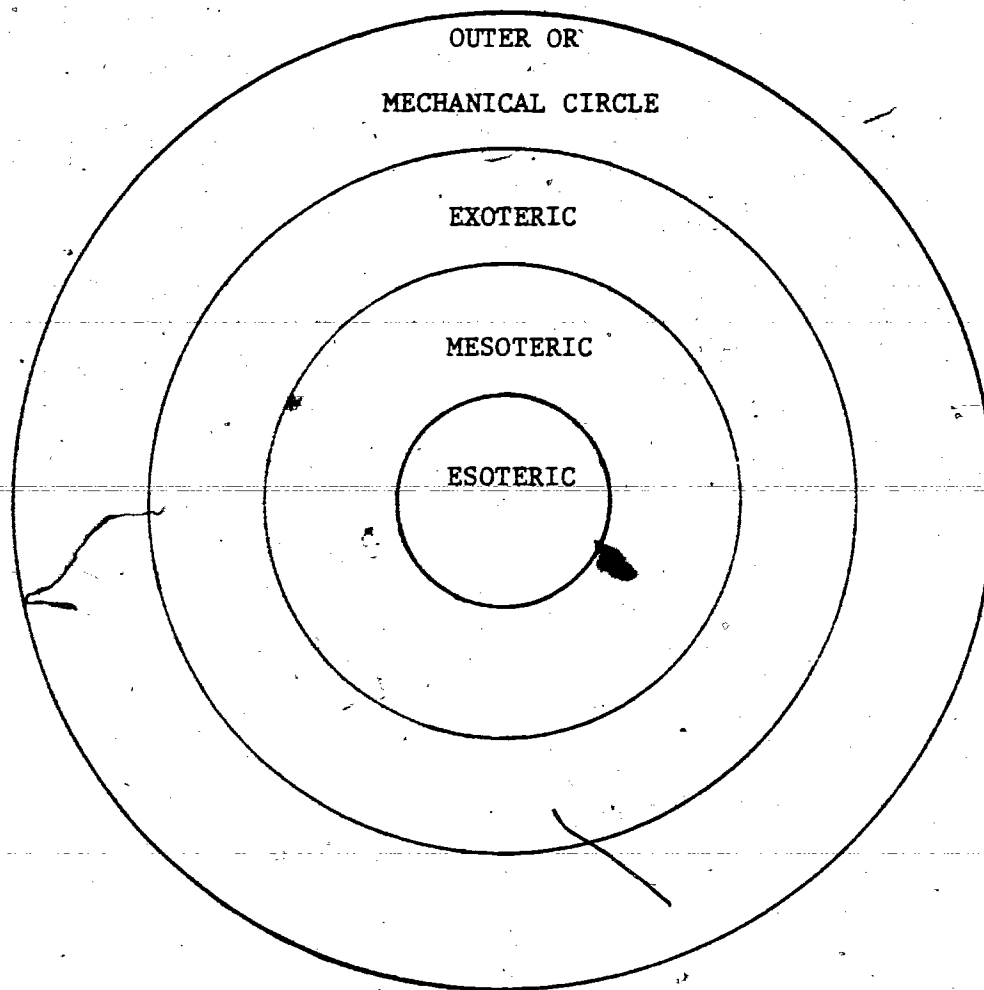
Schematically, the esoteric traditions view possible human development according to the outline shown in Figure A.

Throughout the passage of time there have been many people or groups of people who have spoken for this esoteric tradition. These have been found both within recognized religious structures in various parts of the world and outside of them. Nevertheless, they have been echoing the same message. In an attempt to clarify the direction of this study it is necessary to express the area of esotericism that it has its roots in.

Gurdjieff has revealed clearly four ways to explore the esoteric tradition:

- the way of the yogi
- the way of the monk
- the way of the fakir
- the fourth way

The way of the yogi is taken by those who favour knowledge as developed through the intellectual sphere of man. The way of the monk is followed by those who have a well developed emotional centre which is manifested through devotion, religious sacrifice and faith. Emotions are transcended in the quest for self-knowledge. The way of the fakir is a path taken by those who follow the physical aspects of life closely. Through working on the physical sphere they achieve a strong will which leads to greater self-knowledge. The fourth way, a term coined by G.I. Gurdjieff, is a way that attempts to develop all centres simultaneously within the context of the real world. Gurdjieff claimed that



Esoteric: exists when a person has achieved full control over all states; free will developed; understanding expressed through their actions.

Mesoteric: basically the same as above only knowledge is more theoretical; there is a discrepancy between what a person knows and how they act.

Exoteric: much of the above is held in common, but knowledge is more philosophical and one's actions are not expressive of this knowledge.

Mechanical: here, no understanding of life's purpose is evident; no control over actions is revealed and all actions are reactions to something outside the person.

Figure A. An Esoteric View of Human Development
(adapted from Speeth, 1976, p. 54-55)

the other three ways lead to isolation from the world and, more importantly, only focused on one aspect of one's existence.

All of these ways are attempts within the esoteric tradition to develop techniques and principles which lead one to greater self-understanding. Generally speaking, in this thesis the link between these techniques and principles of an esoteric nature and self-education as defined previously is to be studied. This is based on the contention that greater self-understanding will lead to more success in self-education. This study will focus on Gurdjieff's system of teachings within the context of the fourth way. Moreover, the study itself will concentrate on only one, very basic aspect of the system: the simple concept, yet difficult practice of self-observation and self-remembering.

D) The Purpose of the Study

Much has been said and written about the tangible manifestations of the educational process and, more recently, a growing amount of literature (as discussed in Chapter Two) has expressed the value of inner development. But, there appears to be an obvious area of ignorance existing where the two meet. The purpose of this study is to explore this area, especially from the point-of-view of the teachings of Gurdjieff. Selecting from his comprehensive system one small, but very basic, element: self-observation, the purpose can be described more specifically: to find out if any pronounced changes in people's ability to learn a self-selected challenge project or task is related to this obvious tool of inner understanding. It would appear that the rather obvious and simple nature of the self-observation technique encouraged people to overlook it as a possible tool for self-

development. Moreover, it seems that many who have attempted it have been discouraged by its difficulty and inability to pay immediate dividends. Thus, although being an age-old technique it has largely been ignored in educational theory. In the educational process itself, it is obvious that little effort is made to emphasize the relationship between one's inner development and one's outward ability to manifest learning in the form of skills, personal relationships, personal accomplishments and the ability to handle effectively that only predictable variable in life - change.

The self observation technique is only a small measure of this whole area, but the prospects are engaging. The relationship to self-education seem clearly focused and well worth pursuing. It can be simply stated: before accepting the responsibility for one's education in any area, one must have made efforts to gain a degree of self-understanding for the ultimate results to be considered effective. Self-understanding in its many forms is under-pinned by the self-observation technique.

E) The Procédure Used in the Study

a) Hypotheses

The hypotheses of this study were based upon the ability of an individual to observe in oneself the following:

- concentrating of attention
- the exercising of self-control
- the awareness of self

Obviously, there are other areas that could have been focused upon, but these seemed to be the most closely related to learning and self-education. The three hypotheses then are:

- 1) Learning a self-selected challenge project will be facilitated through the improvement of attention and concentration by the use of the self-observation technique.
- 2) Learning will be facilitated through the improvement of self-control by the use of the self-observation technique.
- 3) Learning will be facilitated through the improvement in self-awareness by the use of the self-observation technique.

b) Methods of Selecting the Participants

The number of participants was limited to five due to the length of time involved in the study and the amount of personal contact needed. Moreover, the study was to a certain degree self-selecting in the sense that a negative answer to question 1 on the questionnaire (Appendix A) ruled out a person from participating. The simple fact had to be faced that many people would not wish to address such an issue, considering it unimportant or even not understanding the intent.

Six people were approached, five of whom were simply acquaintances in the sense that they would be contacted approximately once a month on average during the normal course of our lives. They could not be classified as close friends. It was decided to work at the acquaintance level for the obvious reason that a degree of trust had to exist between the

researcher and the participants for the study to work at all. It was felt that randomly selected participants would not be suitable. The very intensity of the questionnaire, interview and study itself would have precluded the use of this method of selecting participants.

The sixth person approached was a relation. It is noteworthy that of the six, five agreed to participate. The exception was the close relation, claiming, quite justifiably, a perceived time pressure.

Sensitivity towards the participants was most necessary. Moreover, it was necessary to know that none had come into contact with Gurdjieff's system of teaching, and yet, was of the "type of person" who may be open to self-development generally, and this intensive technique specifically, that is, a person who was open to Gurdjieff's "B" influences as discussed in Chapter Three.

To become more familiar with the approach to self-observation, the researcher contacted the Vancouver Gurdjieff-Ouspensky group and attended the three preliminary sessions which gave a personal and practical view of Gurdjieff's system.

c) Instruments Used in the Study

- 1) Questionnaire (Appendix A). In an attempt to acquire basic data about each participant, a questionnaire was prepared and administered. As mentioned previously, question 1 acted as a filtering device for future participation. All five of the participants were able to articulate a positive response, making it possible for the entire questionnaire to be completed.

The questionnaire was divided into two major sections. Section 1 focused upon the major aspects of change, the aims

and the features of personality that Gurdjieff referred to as "buffers" or aspects causing distraction as used in the thesis. Six of these were selected in order to encourage each participant to evaluate himself or herself accordingly. These will be discussed in Chapter Three in detail and include the following:

- lying
- internal considering
- external considering
- negative emotions
- identification
- imagination (ability to perform)

The second section of the questionnaire was structured in accordance with the three hypotheses. Part A focused on the aspect of concentration and attention and was broken down into six descriptors of this aspect. Part B dwelt upon the factor of self-control and seven of the most important descriptors of this aspect. Finally, Part C focused on self-awareness and five of its most important descriptors.

Each participant was given approximately one week in order to complete the questionnaire, at which time an interview was conducted and recorded.

- 2) Interview: form and taping (Appendix B). Each subject was interviewed for a period of at least thirty minutes in order to acquire details of their character and predisposition towards self-understanding. Taken specifically, the partici-

pants were as follows:

Case One: Male; early 30's; house painter.

Case Two: Female; late 20's; music student.

Case Three: Male; late 20's; teacher (first year).

Case Four: Female; early 40's; teacher (20 years experience).

Case Five: Female; early 20's; unemployed (substitute teacher and singer).

Each tape records the individual's responses to the questions posed. The purpose was to encourage the subject to talk about various aspects of their education, use of leisure time, work, relationships, etc., in an attempt to enrich the character sketch that the questionnaire began to explore.

- 3) The study: phase I (Appendix C). Each participant was asked to do two things:
- select and study a challenge project for a period of two months during which...
 - Perform the self-observation exercises. The subjects could start as soon after the interview as was convenient to them. Once they had focused on a project, and completed the project forms (Appendix D), they began the first phase of the self-observation which was intended to last for thirty days. They were given a guide sheet (see Appendix C) and a file of thirty data sheets on which they were asked to record all the

instances that they were aware of themselves functioning intellectually, emotionally, physically and instinctively. At the conclusion of the interview, when the first phase was being established, the differences between being aware of and remembering were discussed and examples of each function were mentioned briefly for purposes of guidance. Each participant was encouraged to telephone or write whenever a problem arose or anything of importance was considered necessary to communicate. Each person was contacted periodically in order to determine the progress they were making and any comments made were noted on cards and are referred to as oral comments (OC) in the text.

It should be noted at this point that all participants were strangers to one another with the exception of Cynthia and Don. In order to learn, if having a supporting person whilst performing the self-study was a positive feature, they were made known to each other and asked to communicate if the need arose according to progress, problems and effects of the study.

- 4) The study: phase II (Appendix E). The essential difference between the first phase and the second phase lay in the format for recording their awarenesses. Whereas in the first phase the format was a simple recording in four categories, the second phase employed a

3-by-3 table using three of the four original categories (due to the immense difficulty in distinguishing between physical and instinctive aspects they were amalgamated as they are so often done in the literature on Gurdjieff's system).

A guide sheet for sorting out and recording the awarenesses was supplied (see Appendix E) in an effort to aid each participant. Once again they were asked to select some feature of their habitual life to focus on that day in order to spur on the self-observation.

- 5) Questionnaire (Appendix F). In order to have each subject evaluate themselves after the self-study a questionnaire was applied. The core was a replication of the original questionnaire with the only changes occurring in questions 1 and 2, to account for the past tense as the study was now completed. A third section was added which focused on the project or self-selected task. This section attempted to elicit response in the direction of exploring the links between the self-study exercise and the learning project.

It was felt that each participant would have new responses to the same questions posed earlier and be able to outline clearly how the self-study altered their approach to the project.

- 6) Presentation. When all the participants had completed the self-study and had brought their projects to a stage suitable for presentation, an evening session was held to pre-

sent and discuss the outcomes of the past experiences. The belief that each person should be willing to present their work for public appreciation and scrutiny was the guide for this evening. The results were video tape recorded.

7) Interview (Appendix G). A second interview was held to allow each participant to elaborate upon the most instrumental changes in themselves as a result of the self-study and the significance of the self-observation technique for their own learning. More so than in the first interviews the questionnaires (pre and post) were used for guidance in formulating questions for the interview.

9) Interview with an observer. In an attempt to confirm what each participant either recorded on the questionnaire or on tape during the interview, a close friend or relative of each subject was interviewed. Again, the questionnaire and individual responses were used as a guide to eliciting information from these "observers".

d) Methods of Processing

Each individual was to be treated as a case study in summarizing the effect of the self-observation upon their behaviour generally and on the self-selected challenge project specifically. The self-reporting statements were to make up the bulk of the information contained in the case studies and were to be coded for ease of access and clarity (see Appendix H). The overall results were to be assembled together in order to draw conclusions to learn if the hypotheses could be supported or

needed to be rejected. This process involved the determination of direction of change levels for the various features of personality mentioned in the questionnaires and the factors of learning which were under consideration. A simple means test was to be applied to the relationship between the factors of learning under study and the progress upon the challenge project.

CHAPTER TWO: THE REVIEW OF THE LITERATURE

Self education literature abounds; self-education programmes are rare. The linking of the literature with well researched programmes represents a fertile field just beginning to be explored. The literature in many of its forms is really a product of the 1960's and the 1970's, although in certain cases its roots are earlier in this century. This is particularly true of many of the group methods, such as Gestalt and Reality therapy, and some of the individual methods such as the behavioural, humanistic, self-help and biofeedback techniques. This is not true of many of the esoteric writings which have a much longer history. These can be traced back to ancient times, revealing their many manifestations of very similar messages pronounced repeatedly as time has passed (Stace, 1960).

The bed from which this thesis rises is the individual method of "educating the self". It is not to be found in the group methods, although as we shall see there are occasions when the group becomes important.

The behavioural techniques of self-education emphasize the need for the establishment of a firm plan at the outset; the immediate action based upon the plan; feedback at the conclusion of the action; and, ultimate reinforcement of the actions (Skinner, 1976). This type of format is best seen in the behavioural context which emphasizes the manipulation of external factors in order to create a change in the person. No regard is given to the inner realm of the person.

Another area, which can be classified as the humanistic approach and is best represented by Naranjo (1971), Maslow (1968, 76, 78) and Rogers (1961), emphasizes the need for gaining control of oneself in order to actualize one's own potential. Many variations of this theme exist. For instance, techniques such as meditation and certain types of yoga offer their potential to the humanistic psychologist in his desire to understand the education of the self. Maslow best represents the central idea of the humanists and their role in self-education when he states:

Their (humanistic psychologists) clinical experiences have led them to conceive of the human being as having an essence, a biological nature, a membership in species. It is very easy to interpret the "uncovering" therapies as helping the person discover his identity, his Real Self, in a word, his own subjective biology, which he can then proceed to actualize, to "make himself", to choose.

He continues to develop this theme by adding:

one of the necessary methods in the search for spontaneity and for naturalness is a matter of closing your eyes, cutting down the noise, turning off the thoughts, putting away all busyness (Maslow, 1976, p. 179)

The techniques include not only the quite common ones of meditation, but also less commonly accepted ones such as Tai Chi. The latter has been brought to the public's eye by teachers such as Chung-liang Huang (1978), who claim that the exercises offer a means to regain one's balance again by reducing the "noise" that we feel every day in our lives. Furthermore, he claims that the forms emphasized will lead to an integration of the body and the mind and greater exposure of one's essence.

Many popular self-help methods add their impression to the field of self-education literature. The area of literature familiarly referred

to as "positive thinking" falls fully within this area. Of the multitude of authors currently selling their wares, W.W. Dyer (1979) is most representative if sales of books is considered as a guide to popularity. The message is a variation on Norman Vincent Peale's The Power of Positive Thinking (1952) in that one is encouraged to think "good things" about oneself in the form of: what I can do; what I want to do; why I am successful in life; with the instruction not to compare oneself with others.

Progoff (1975) offers another, quite specific, way of helping one learn more about oneself: the intensive journal. This technique which is the focal point of what Progoff calls the "transpsychological approach" to self-education, emphasizes that effects are brought about:

not by striving towards therapy but by providing active techniques that enable an individual to draw upon his inherent resources for becoming a whole person.
(Progoff, 1975, p. 9)

He has created a form whereby a person simply records observations of his or her behaviour without using analytical or diagnostic categories. The recording of these observations, it is suggested, will lead to a point where the individual can employ the journal feedback techniques as suggested by Progoff. These include the following:

- i) the writing-down of the inner and outer events
- ii) reading back of these events in silence
- iii) reading aloud in privacy or in a group these events
- iv) continuity feedback: read back the events which have been gathered over a period of time

v) the making tangible of the subjective experiences

Progoff claims i) through iv) represent "operation feedback" and v) represents "experiential feedback". More specifically, the feedback section of the intensive journal is divided into five sections:

- the period log
- the daily log
- the dream log
- the twilight imagery log
- the life history log

and focuses on the recording of facts of one's inner life from the vantage points mentioned above. Always, the recording is non-judgmental, non-critical or non-interpreting of the facts.

Assagioli (1974) offers another insight into self-education which highlights the specific factor of will. He suggests specific exercises, pertinent psychological laws and practical applications of the skillful will which, in sum, are suggested will lead to greater efficacy and accomplishment in one's life.

A fourth area in the field of individual approaches to self-education is a more recent and rapidly developing one. Due to its link to modern technology, the growth in the methods of biofeedback is very much regulated. Peper (1979) and Peper, Pelletier and Tandy (1979) establish the basic focus of biofeedback as:

(a process) to enhance the harmonious function of the individual by teaching self-awareness through self-regulation. (Peper, 1979, p. 4)

The latter trio establish a process for change upon which the instruments

used for biofeedback rest. The process for use is as follows:

- the trainee sees his image in a "mirror", through the instrument produced information.
- he sees the image as his own.
- he must be aware that he might desire to change the image.
- he must believe that he is capable of changing the image.
- he experiences change, growth and control so that he knows he is actually changing.

Lawrence (1972) quotes a variety of studies which relate the use of biofeedback to education, most notably, Mulholland's indicating that a high level of alpha brain waves is related to low levels of concentration and Green's research into the relationship between alpha waves and the ability to recall factual information (the higher the alpha, the easier to recall). In both cases the use of biofeedback machinery was instrumental in achieving the results, and in allowing the subjects to gain control of their brain waves.

All of the people involved in the biofeedback area of self-education claim that with the aid of the technology currently available the whole person - the physical, psychological and spiritual aspects combined - is treated in order to enhance self-control, self-help and self-responsibility (Brown, 1974).

The last major area in the literature can be classified under the heading: esoteric. Its representatives are numerous and come from various parts of the world but they all have one thing in common: the messages and techniques they offer have a long tradition. Some of the

writers who fit into this category represent only one line of thought, while others are synthesizers of many.

Ornstein (1977) states that the esoteric view allows every stimulus to enter one's consciousness. This is represented by the concept of "objective consciousness" which is "the direct perception of reality".

In other words, it is:

the ability to "mirror", to be free of the normal restrictions (tuning, biasing and filtering)
(Ornstein, 1977, p. 154)

The key words in the esoteric approach are "experience" and "seeing". Gurdjieff and Ouspensky (1949 and 1957) use the former regularly, along with their plea to "be like a child" in order to release oneself from the machine-like qualities which people build up as they assimilate into a culture. Castaneda (1972) uses the latter word to indicate a process of perceiving the essence of things and their relationship to the individual. This is much more than the concept of "looking", claims Castaneda, for this means the ordinary way in which we perceive the world.

Krishnamurti (1953) also emphasizes the "experience", linking it with the growth of intelligence. He refers to the right kind of education leading to man being able to experience the integrated process of life. The emphasis is always upon the experience of the moment, the highly awakened nature necessary to relate to the moment and the need to perceive the essential, or "the what is" of the moment.

One is somewhat daunted by Shah's (1968) warning that:

To try to extract theory or system and to attempt the study of it (Sufism) in isolation is just as comparatively profitless. (Shah, 1968, p. 9)

but, nevertheless, an effort can be made. He claims that the Sufis suggest that certain kinds of mental and physical activities can produce a higher working of the mind, leading to special perceptions. These perceptions are suggested to lie latent in ordinary man; "Sufism is therefore the transcending of ordinary limitations" (Shah, 1968, p. 15). It is difficult to specify just what these mental and physical activities are as many are passed orally, symbolically or through gesture and remain truly "esoteric" in the sense that they are secret or hidden. There is one common thread, though, which appears in the Sufi doctrine and which may remind one of other esoteric writers: the command to reject what is in our minds and to pay attention to what is happening at the particular moment.

At the heart of all esoteric doctrine is the goal of self-awareness, a basic condition for self-education. The technique offered in one way or another by all esoteric writers is self-observation and self-remembering. Once again the central metaphor is the "mirror" and appears to be the Narcissus myth actualized. On the other hand, the process offers more than the static egoism of the mythical character. The popularizers, particularly Gurdjieff and Krishnamurti, suggest that in the efforts to see ourselves and reach our "essences" we will improve such factors as concentration, self-control and self-awareness (Gurdjieff, 1973). The ultimate goal is to understand the machine-like nature of man, especially as he lives in his personality, and to place him in touch with his "real self". Although many mystics have claimed to offer paths of self-education in the inner sense, few have emphasized the need

to intermingle this development with one's daily life as Gurdjieff did (Walker, 1963).

All areas of the literature are firmly rooted in the existential intellectual tradition, in its broadest sense, and therefore the categories mentioned above for reviewing the literature are not discrete. Each one has its somewhat unique features, but each one has unifying tendencies also. Thus, one can see Gurdjieff, for instance, emphasizing the need for both individual and group work; one can see somewhat similar methods in Progoff's self-help intensive journal and Gurdjieff's emphasis on self-observation; one can see the feature of will occurring in Assagioli's suggestion for self-development and in key aspects of the biofeedback work; and one can see the emphasis upon slowing down, in the humanist's suggestion of meditation, the biofeedback emphasis on the encouragement of alpha brain waves and Gurdjieff's emphasis upon the cessation of inner dialogue.

The pre-eminent and unifying ideas in all of the areas of the self-education literature of the inner variety, especially of the individual kind, are the "present experience" and the "mirror" metaphor. These run through all of the categories and weave together many of the ideas which could have a centrifugal tendency away from the centre of individual methods of self-education.

CHAPTER THREE: A SUMMARY OF GURDJIEFF'S
PHILOSOPHICAL AND PSYCHOLOGICAL THEORY

George Gurdjieff was a Caucasian, Christian Greek born in the Caucasus region of Southern Russia who reputedly spent many years studying the traditional religions and societies in Central Asia before deciding to disseminate the ideas gathered to the West. It is arguable whether the revolution in Russia forced him into Western Europe, whereupon he decided to establish his school, or whether his decision was quite independent of the political upheaval. As with anyone or any group remotely connected with the esoteric schools or ideas, he is purposely abstruse in this and many other points of his background. This obscurity is just as evident in his masterwork, All and Everything, but can also be seen in many of the recollections of the various people who have written about their experiences with him. The difficult nature of the writings and the relative secrecy of the activities of the school make it hard to research this particular philosophy but, fortunately, there are some who have taken it upon themselves to articulate the basic tenets of the system.

There were apparently many exercises and disciplines which were kept within the confines of the schools themselves and have been passed on to the surviving schools, organizations and groups that exist in Europe and North America. On the other hand, the theory is fairly well documented, ranging from Gurdjieff's own works, three in number, through the detailed exposition by Ouspensky, to the fairly substantial collection of memoirs by a wide variety of people. Even now, more is being

written, as the significant number of people who came into contact with the school decide to add to the body of literature surrounding this man and his philosophy (Peters, 1972; Vaysse, 1979).

In this chapter an attempt will be made to introduce the basic points of the theory as collected from the various written sources and to explain them as fully as possible, in order to understand how the study itself is derived. Then, there will be a focus on the actual aspect that has been chosen for implementation with the participants.

A) Basic Premises

Ouspensky, so accurately portrayed by Colin Wilson in The Outsider as playing Plato to Gurdjieff's Socrates, states that a basic premise to the entire system is "He (man) is developed up to a certain point; after this point he must develop himself" (Ouspensky, 1971, p. 23). Before analyzing this closely, it is important to note the emphasis upon self-development, both in the sense of recognizing the fact and attempting to do something about it. This is a message that rings clearly through most self-education programmes, but in this case refers to a more comprehensive understanding of the relationship between one's inner self and the outside world.

Gurdjieff's system differs from others in the sense that it assumes that man innately has the higher centres (self-awareness, self-understanding) already developed while the lower centres (physical, emotional and intellectual) remain undeveloped. The underdevelopment of

these lower centres prevents the use of the already developed higher centres. All other systems assume that the lower centres are well developed and one must only work on the higher centres. So development of oneself refers to developing the lower centres so the higher can be used effectively.

Following from this premise comes Gurdjieff's "four stages of consciousness", which in fact is an elaboration of the above. Firstly, there is ordinary sleep as we commonly understand it and needs no further explanation. Secondly, there is the state of "waking consciousness" in which most people exist. Characteristics of this state include the fragmentation of the individual into many different "I's" that control the individual in response to external circumstances. Also, man's existence is purely mechanical as self-control is subjugated to the whims created by the actions of the manifold "I's". In real terms the system sees man reacting to an emotional situation in an intellectual way or to a physical situation in an emotional manner or a combination of the three aspects of man other than the proper and obvious combinations. Obviously, the theory states, man does not know himself and lives in a completely deluded state devoid of free will. Thirdly, there exists the state of self-remembering characterized by the beginnings of change in consciousness, knowledge and observations of oneself. Moreover, one is supposed to reach a point where the three centres: emotional, physical and intellectual, are integrated. Gurdjieff's system assumes that upon reaching this level of consciousness man understands his "machine" and is ready to use his higher centres. True self-consciousness is attained.

Lastly, there is the state of full objective consciousness, which admittedly, few people ever reach.

Implicit in all of this is a basic truth that has been passed down over time in a variety of ways (stories, legends, symbols, dances, music - anything representative of what Gurdjieff would call "objective art") that states that for man to "awake" from his "sleep", he must first "die" in order to be "born". This leads us back again to the basic premise mentioned earlier and the uniqueness of the system of Gurdjieff.

An underlying aspect of the system and one of paramount importance is that it is practical. Gurdjieff states frequently that he is not interested in ideas but in action. Indeed, the system is often referred to as the work - your work. But what does the work entail in the context of the basic premises?

Developing from the four levels of consciousness model is the practical programme that follows the following format: Stage 1 assumes man is "asleep" in the sense mentioned earlier. Methods of "awakening" man include self-observation and self-remembering, practical approaches that will be detailed later and form the key to the study to follow. Stage 2 is reached once man has sorted out his three centres: physical, emotional and intellectual; but then it is necessary to commence work on various aspects of one's personality in order to limit the influence and raise the level of one's "essential" nature. Finally, after many pragmatic exercises, it is suggested that man reaches stage 3 whence, integration of the three centres occurs, will become a real force, self-consciousness is actualized and self-control becomes a reality as man's

mechanicalness diminishes.

Prior to investigating the details of the system and clarifying many of the ideas treated so generally in this brief introduction of the basic premises, it is necessary to look at a key word in Gurdjieff's system - that being "evolution". Juxtaposed against "involution", the concept can most clearly be understood through the use of the following descriptors:

<u>EVOLUTION</u>	<u>INVOLUTION</u>
WILL -----	INERTIA
RESISTANCE -----	OBSTINACY
CONSCIENCE -----	PERCEPTIVITY
INDIVIDUALITY -----	PERSONALITY

Or, as stated by Ouspensky, evolution in the sense used here is:

a conscious, voluntary and intentional development of an individual man on definite lines and in a definite direction during the period of his earthly life.
(Ouspensky, 1971, p. 397)

The key words, which will be seen as instrumental in this study, seem to be conscious, voluntary and intentional which can be equated with the descriptor will mentioned above. Furthermore, there seems to be an underlying message of a person knowing the path and its signposts which must be taken and heeded. Wilson reaffirms this by stating that:

His moments of insight into his direction and purpose must be grasped tightly; in these moments he must formulate laws that will enable him to move towards his goal in spite of losing sight of it. (Wilson, 1976, p. 61)

Evolution then is comprehended as a goal with specific characteristics that cause the person to focus his control of himself on its ultimate

realization, as indeterminate as that may be in the future. Moreover, the individual versus the personality receives constant attention within the concept. Gurdjieff refers to the two sub-concepts as "essence" and "personality"; the former can be viewed as being our innate faculties; the latter as the manifestations of the ways in which we react to life. The underpinning idea is that our personalities are overdeveloped in relation to our essence, and should be broken down in order to bring the two into equilibrium. Many have assumed that this means the absolute destruction of the personality, but in truth the goal is to achieve equilibrium. Attempts are thus made to make the personality more passive and the essence more active and more developed. This process is a major element in "evolution" as it is viewed by Gurdjieff.

Gurdjieff's system of teachings refers to man's personality as being comprised of numerous "I's" or sub-personalities. The proof being given by asking one to relate the number of times that they "change their mind" during a day. This is referred to as the mechanicalness of our reaction to the immediate environment rather than any willful control of ourselves. Speeth reflects this central idea eloquently by stating that:

human psychological functioning (is) characterized by inconsistency, ...this inconsistency is entirely determined by mechanical laws. The 'I' that is in control of a person's behaviour at any given moment is determined not by his or her personal choice but by a reaction to the surrounding environment which evokes one or another 'I'.
(Speeth, 1976, p. 32)

No attempt by a person to come to terms with the manifestations of his or her personality leads only to continuing "involution". But any

effort to reduce the power of the personality in order to allow the essence to become more of a factor in one's life leads to an individual's "evolution". Acting as aspects causing distraction, or "buffers" (in the Gurdjieff terminology), are very specific aspects of one's personality that are considered difficult to overcome. But overcome they must be, if evolution is to occur. The effort to come to terms or reduce the power of these buffers is referred to as "the work". Work on oneself is a common phrase in the teachings and acts as the central focus for the ultimate goal of change of "evolution". Broadly speaking, the work can be seen on three levels. Firstly, work on oneself through self-study and study of the ideas in the system of teaching. The outcomes of these two aspects of study should lead to a change in one's personality as revealed by a change in one's most mechanical habits. At this level of the work, one is taking knowledge, ideas and help from the system in an attempt to cause the necessary changes.

The second level of the work occurs when one becomes involved with other people. Herein lies the inconvenience and difficulty of working with others that is always considered so necessary. The crucial element of "friction" is injected which is revealed as vital in encouraging the profound changes in personality necessary for "evolution". At this level there is both a taking from the system and a giving of knowledge and ideas. Lastly, on the third level, there is work for the school or organization.

The Gurdjieff system emphasizes a number of buffers (as mentioned on p. 15) that comprise the "personality", making it difficult for the

"essence" to exert its influence in one's life. It is worthwhile dwelling on these in turn as they play a role in the actual study.

B) "Buffers" or Aspects Causing Distraction

a) Identification

This is the state in which one loses oneself in the dominating features of some event, another person or an object. Common examples range from one's consumption by material objects, through fanatical support of a dogma, organization or group, to the complete subordination within another person. Gurdjieff often refers to it as an ego problem closely linked to an overly developed personality. The emphasis on this level of existence is a prohibitive force in the growth and assertion of one's essence. Gurdjieff links memory and consciousness in this context in the sense that one's memory depends entirely upon the consciousness of the individual at the time of the action. The buffer of identification inhibits the consciousness of the moment, thus impairing one's memory of the event. In turn, this adversely affects the evolution of the individual:

if one receives impressions in a state of identification, one simply does not notice them, and their traces disappear before they can be appreciated. (Ouspensky, 1971, p. 123)

Like all buffers to be mentioned, Gurdjieff's system considers identification a means of preventing one from finding out what and who one is. They are "artificial appliances" which prevent the friction or shocks absolutely necessary for one's chances of inner development.

Identification simply makes life easier.

b) Considering

Gurdjieff's teaching isolates two forms of consideration: internal and external. In the former is included three quite distinct aspects. Firstly, and most easily recognized, is the common considering by an individual of what other individuals think of one. A commonly used phrase in the literature is "keeping accounts", which accurately describes this particular aspect of internal considering. Examples include occurrences when one is concerned about the intellectual impressions one has made on another, or when an individual is concerned if he or she is respected or valued or appreciated for their actions or contributions. It is a common case and Gurdjieff claims it is an excellent way of wasting energy in that one is overly concerned about one's impressions on others which in turn is based on "perceived requirements". Paradoxically, what one considers internally others think of them externally sums up this aspect.

A second angle to external considering is the energy spent by people on determining what society at large thinks of them in their particular circumstance. The difference between the above mentioned form and this form is simply one of collective impressions. The individual considers what society feels about him or her. Once again, Gurdjieff places this firmly in the personality sector of man's being and claims that he wastes energy by dwelling upon it.

The system distinguishes the consideration of historically constituted conditions as a distinct form of the particular buffer. This takes the form of injustices that have built up over time and when con-

sidered by the individual, become another source of wasted energy. Gurdjieff is saying that we can do little about them so we had better work on ourselves. Always, this message appears through his writings and the interpretations of his writings and oral teachings by others: we can do nothing to cause change in other situations if we do not know ourselves through working on ourselves. He sees quite clearly a progression that is essential.

As Gurdjieff sees the various forms of internal considering to be a massive drain on one's energy, so he sees this not to be the case with external considering. His interpretation of this form includes one adapting towards other people - their ideas, understandings and requirements. One is encouraged to understand the position of others by not bringing one's own requirements to bear. This essentially makes life easier for the other people involved but more importantly makes one aware of the situation through this unique form of considering. This, in essence, acts as an aspect of friction which Gurdjieff claims to be so vitally important to the awakening of oneself to the situations and relationships with others. It is a method of reducing the emphasis on one's personality through the awareness of oneself brought about by the considering of others.

We have two lives, inner and outer life and so we also have two kinds of considering...external...internal considering....We must learn to be able to control separately both kinds of considering (Gurdjieff, 1973, p. 54)

As with most of the buffers, much seems to be a basic and very simple lesson in psychology. Gurdjieff did not deny this and often

claimed that the ideas were not important, but the practice (which was always considered to be most difficult) of them was. Moreover, he never claimed these ideas to be original, often referring to them as the oldest of ideas. He did claim that in their simplicity lay an insidious factor that often prohibited them from being practised.

c) Negative Emotions

Contained within this general term are the familiar emotions of fear, anger, jealousy, worry, impatience, etc., but not, Gurdjieff claims; the genuine emotions: sorrow, and suffering. Once again, these very understandable concepts are isolated as being strong buffers and crucial features of our false personality. They act as effective barriers, so the system claims, to the development of one's essence. Gurdjieff claims that they are learned, thus part of our personality, from our parents, through educational institutions and via social influences in general. Fear, it is claimed is the most deep-seated and is usually associated with violence. But, all negative emotions are considered monumental drains on our energy supply; the recognition of this fact is of paramount importance.

d) Imagination

Gurdjieff claims that when concentration of attention in any centre (physical, emotional, intellectual, instinctive) is not occurring, the one is in a state of imagination. This concept is developed further to the point where it includes "imagining things that do not exist either in oneself or in other people" (Ouspensky, 1971, p. 357). Simply stated, it is claimed to be a state of uncontrolled mind activity which severely limits any attempts to understand ourselves. There is a danger in this state occurring continuously in that we will be inclined to create false

values and live in them and use them in one's thinking.

In the theory it is stated that we imagine we can do things, or cannot do things as the case may be, because we like them or dislike them. This leads us to "live in an imaginary world" (Ouspensky, 1971, p. 370). We simply either fail or refuse to "verify" things in our phenomenological existence. The implication of this buffer is that it represents a high hurdle to overcome in personality if one wishes to reach a more complete understanding of one's "essence", for it is aspects causing distraction, such as imagination, that make this goal difficult to attain.

e) Lying

A further buffer claimed by Gurdjieff is that of lying. Those intentional or unintentional reasons, tales or excuses that are made in any circumstance in order to adjust one's position vis-a-vis the outer reality are included within the category of "lying". The subtlety of the influence of this buffer according to Gurdjieff makes it a particularly difficult one to be aware of, let alone attempt to control. It is something which, like all the others, we are convinced is necessary for effective existence in the outside world, and yet is very much a part of our personality which has been produced over time through acculturation and, thus, most often ends by controlling our actions. It is not a part of our more essential, innate nature. For people to recognize this fact intellectually is one thing, but to act upon it, to effect change, is quite another.

These then are representative of the buffers according to Gurdjieff's teaching. It can be said, by way of summary, that these buffers are stated goals to be worked upon in an attempt to cause their metaphorical "death". They are very much a part of one's personality and not

of one's essence, therefore, the ultimate goal is to make the personality more passive and the essence more active by working on the buffers. This goal is, of course, not revolutionary in any way what so ever, for it has been alluded to on numerous occasions over time, especially in the esoteric traditions of the major religions. The image of "death" before "rebirth" is a common one and refers to the reduction of the buffers to a passive role so the more innate nature of an individual can surface. Gurdjieff simply has sampled these streams of thought and injected the main ideas into his psychology.

It is at this point that one can legitimately ask "so where to now?". There appear to be two answers according to Gurdjieff. The first leads one nowhere, simply because there is no impetus for change. Gurdjieff uses what seems to be an axiom of life that only those who perceive a need or a desire for change, will take the first steps towards effecting that change. The second answer uses Gurdjieff's concept of "magnetic centre". Those who have this, will begin to work on themselves. Ouspensky clearly states the relationship between the buffers, the personality and the desire to work on oneself:

Without some sense of knowledge, without a certain amount of material 'not his own', a man cannot begin to work on himself, he cannot begin to struggle with his mechanical habits, simply because there will be no reason or motive for understanding such work. (Ouspensky, 1977, p. 163)

But this statement is sharpened further on when he states:

A successful beginning of work on oneself requires the happy occurrence of an equal development of the personality and the essence. (Ouspensky, 1977, p. 164)

If then, as is suggested, one should work on these buffers, what is to supplant them in the personality? Gurdjieff claims that will is the key factor. The recognition of the need to work on one's personality or the aspects that comprise it such as the buffers, creates a will. Wilson offers a clear insight into this transformation.

Freedom posits free-will; that is self-evident. But will can only operate when there is first a motive. No motive, no willing. But motive is a matter of belief; you would not want to do anything unless you believed it possible or meaningful. And belief must be belief in the existence of something; that is to say, it concerns what is real. (Wilson, 1976, p. 39)

The link is made obvious: will precedes essence. But Gurdjieff continues to take us deeper into this psychological labyrinth by declaring that one must subordinate one's will to that of another in order to realize one's own nothingness; to see the personality clearly. Then, one can develop one's own will. The phrase "to realize one's own nothingness" keeps recurring throughout the literature and is often referred to as having its roots in the esoteric ideas of the major religions. It is of paramount importance in Gurdjieff's system that through realization one becomes aware of one's mechanicalness in the realm of the personality. This awareness can lead to the determination to become less mechanical, thus freeing the essence to play a more active role in one's existence. This determination to work is one's will, and can only come about through the "realization of one's nothingness", that is, the realization of the over-powering influence of the personality in one's life which is composed of habitual, mechanical behaviour as exemplified by the buffers.

What then are the techniques or tools offered by Gurdjieff's system which lead to the work on oneself?

C) Self-observation and Self-remembering

Of the many techniques and tools suggested by the teachings only one or two are explained fully enough in the literature so that a firm enough grasp can be attained in order to conceptualize them and make them practical. Many others remain within the confines of schools and, to a greater or lesser extent, secret. These include many of the dances that Gurdjieff derived from the information he gathered while travelling in the Middle East and Central Asia. These have been performed publicly at times and passed down over the years since his death to the existing groups that still follow his teaching. Another of these techniques that remains within the boundaries of the formal schools is the collection of physical exercises that are not defined clearly in the literature.

Gurdjieff also prescribed a series of tests, both mental and physical, to suit the individual while he participated at the school. Clues are given in the writings and interpretations that they took the form of exercises in "friction" - mixing unlike personalities together; making a person of one particular inclination perform tasks diametrically opposed to his nature. All of these exercises were designed to break the mechanicalness of one's routine, the habitual of one's personality and the buffers that exert so much control over one's existence.

Another technique, not hidden so much within the groups but more openly discussed, offers a line of work elegantly simple and pragmatic, but at the same time, extremely difficult. This technique is referred

to as self-observation with its close ally lying in the technique of self-remembering. Much is made of these techniques within the structure of the psychological aspect of Gurdjieff's system. The basis for its prominence lies in its power to permit one to know oneself in the sense of understanding that outside circumstances, in reality, control oneself. The first step is to separate the physical functions of one's being, from the emotional and intellectual and instinctive functions, and to observe when one is in that particular centre. It is claimed that by performing this self-observation, one is able to record the habitual manners of acting and to take the necessary actions to cast off these habits at some future date. Still later it is anticipated the three or four centres will be harmonized as the individual becomes more immune to reactions and more responsible for his actions. It is at this point that the personality becomes less active and the innate faculties or essence becomes more exposed.

Woven into this technique is Gurdjieff's concept of "chief feature". Simply stated, this is the major feature of one's personality which the individual can most easily identify and work upon. Usually, it is related to one of the buffers mentioned previously: identification, internal considering, negative emotions, etc. The "chief feature", according to Gurdjieff can act as one's aim in guiding the self-observation; indeed, all self-observation must have an over-riding goal which the individual wishes to accomplish in order to make it meaningful. In focusing on one's "chief feature" it is hoped that one understands that it is clearly a reaction towards outside events and is in no way

connected to one's own ability to act.

An important point, always stressed in the literature, is that self-observation should never be analytical or critical in any way. Indeed, this form of self-observation is claimed by the writers and Gurdjieff himself to be part of the techniques of "modern" psychology. The form of self-observation Gurdjieff advocates is purely non-critical passive self-awareness so as not to lead to identification with the analysis of one's action which so often is the case with the method followed by modern psychologists (Freud, Jung, among others). The real danger here, it is claimed is that of fragmentation: the tendency to focus on the analysis of one aspect and not see it in the context of the whole person. Jean Vaysse best describes this important distinction.

Another very bad effect of this analytical method is that it makes for arbitrary divisions of the functions of the man who studies himself in this way; whichever function is predominant (always the intellectual) stands apart from all the other functions and looks at them in its own way, and often evaluates or judges all of them as though it understood them. Such an attitude can best increase the predominance of one function over the others and does nothing to redress the balance between them. The inner dissociation and conflict inherent in everyone is thus immediately reinforced....In the beginning, only the method of recording impressions can lead to the aim we have in view. No observation has any real value for self-knowledge unless it is looked at in relation to the whole structure of the observer. (Vaysse, 1976, p. 20)

So it appears that one must reject the analytical approach, although concessions are made to allow it to occur at some time in the future, and concentrate on the simple recording of observations. Lest it be thought that this is an easy task to accomplish, Gurdjieff states it is not; on the contrary, its very simplicity shields its innate diffi-

culty. But the effort expended is the ultimate key.

Claims are made that this very effort made to observe oneself improves concentration of attention and self-control. Nott expands upon these claims.

It is the effort, the conscious labour that counts; it can help essence to grow and increase consciousness, will and individuality. (Nott, 1969, p. 71)

The link between the self-observation technique and "real life" is drawn clearly by Gurdjieff himself.

The method is a subjective one, that is, it depends on the individual peculiarities of each person. There is only one general rule which can be applied to everyone - observation...this observation is not for change but for seeing ourselves, we get practice in concentration, which can be useful in ordinary life. (Gurdjieff, 1973, p. 84)

It is this point, then, that holds the power of Gurdjieff's psychological teaching: self-observation applies to everyone and it is practical in one's every day existence; it acts as the verifying agent in one's daily activities.

Somewhat more vague, but closely related, is the concept of self-remembering. It has best been described as the strong feeling of self that arises through the continuous awareness of one's relationship with the environment. This usually takes the form of remembering oneself during the performing of simple tasks, encounters or procedures and lays the basic structure from which effective self-observation can occur. In the context of self-remembering, rules are important in an attempt to cause one to awaken to one's participation with the observed phenomenon. Rules taking the form of "I am going to do..." or "I am not going to do...". The result of these rules manifests itself in the effort not to

allow extraneous thoughts to intrude upon the awareness of the moment.

The relationship between self-observation and self-remembering is circular: the effort to remember oneself enhances self-observation, while the increasing self-observation abilities makes it easier to remember oneself. This is the keystone of Gurdjieff's psychological teaching, from which all other aspects draw their power and meaning. Before one begins this form of self-observation one must accept two conditions:

- 1) that one does not believe anything until it is verified.
- 2) that one must not do anything until one understands why one does it and for what purpose.

Self-observation and self-remembering offer ways of meeting these conditions and it is here that we can clearly see the link between the esoteric ideas of Gurdjieff's teachings and self-education. Ouspensky states:

Esoteric ideas that are not taken practically become mere philosophy - simply intellectual gymnastics that can lead nowhere. (Ouspensky, 1971, p. 267)

Self-observation and self-remembering are the keys to this practicality.

D) Three Types of Influences

Within the literature there exists references to three types of influences on an individual: A, B and C influences. "A" influences include those that exist in life and influence the individual externally. These are most common and everybody experiences them. "B" type influences are derived from religion, science, philosophical systems, esoteric doctrines, art, teachings, etc., and they create the "magnetic centre" within the personality. "C" type influences come directly and only from

a school that harbours the ideas in a more concentrated form. They are transmitted orally and take the form of instructions, explanations and demonstrations.

The importance of these influences lies in the fact that only "those who possess a 'magnetic centre' are able to develop their faculty further by practise...." (Walker, 1963, p. 73). Thus, the "B" and "C" type influences are those that lead one to further development. If one is open only to "A" type influences then no change in this direction is possible.

E) Law of Three

A further aspect of the psychological structure of Gurdjieff's system is the Law of Three. He claims that everything is a manifestation of three forces: the active, the passive and the neutralizing. An example will reveal the relationship more clearly. A person wishing to work on oneself through self-study is influenced by the active force. When moments occur during which the desire to work is low or non-existent, then the passive force is at play. Finally, when the emotional feeling that one must work on oneself is realized then it can be said that the neutralizing force is in effect. This neutralizing effect will overcome the stalemate caused by the inert relationship between the active and passive forces and a new level will be reached. Gurdjieff's Law of Three claims that one usually only considers force 1 - the active force; at times one considers force 2 - the negative; and never is one aware of the third force - the neutralizing. Indeed, it is claimed that the recognition of the last force requires a higher level of awareness than

is common. Usually, one understands only the duality of forces, but...

Creation depends on the conjunction of these three forces: nothing can take place unless all three are present. Without neutralizing force, active and passive forces stand in useless opposition and nothing new can emerge, but when this third force is present, active and passive forces can join and produce results. (Speeth, 1976, p. 22)

It is claimed that often, when an act of creation occurs, the third force of the act becomes the first force in a succeeding event.

Through self-study, Ouspensky states...

the manifestation of his thought, consciousness, activity, his habits, his desires and so on - man may learn to observe and to see in himself the action of the three forces. (Ouspensky, 1977, p. 77)

So one finds self-observation playing a key role in the process of development and in Gurdjieff's system of teaching.

F) Law of Seven

Following directly from the Law of Three is Gurdjieff's Law of Seven which broadens the scope of his psychological structure to the point where it becomes more abstruse and more philosophical. Many students of Gurdjieff have noticed the shift from purely psychological teachings to more philosophical statements, but few can agree precisely where that shift takes place. There appears to be a unanimity as to the brilliance and soundness of the former, but the latter seems to appeal to some, more than others. One interpretation would place the real shift in approximately this area of the presentation. Wilson states:

But in Gurdjieff it is clear that he is trying to model his system on the religions of the past, trying to make it assimilable by all types of people. Basically, it is a

penetrating and profound psychology, dressed up as a religion. (Wilson, 1976, p. 35)

The more religious or philosophical aspects of his theory begin at this point.

If one understands the Law of Three to postulate events in one's life are in trials of the three forces, then there may be a relationship between succeeding triads as one passes into the next, in a braid-like fashion. The Law of Seven formalizes this succession of events in a unique, comprehensive concept.

It states that whenever any manifestation evolves, it does so non-linearly. There is an orderly discontinuity in every progression of things, in every series... (it) explains why when something begins it does not just continue ad infinitum... (Spaeth, 1976, pp. 22-3).

It is obvious if one studies one's life closely that no activity (the result of a combination of forces) occurs continuously in the same direction over a long period of time. It occurs for a definite period of time, then loses its intensity and changes in form, direction or inner substance. Gurdjieff's Law of Seven claims that this change occurs at regular intervals according to the evidence in the theory of octaves.

The musical background to the theory is complex, but simplified, it states that the distance between the notes DO, RE, and MI is equal, but between MI and FA there is a distance of half the length. Between SOL, LA and TI the distance is again equal but, between TI and DO there occurs the same half distance as once before. Diagrammatically it appears thus in musical terms:

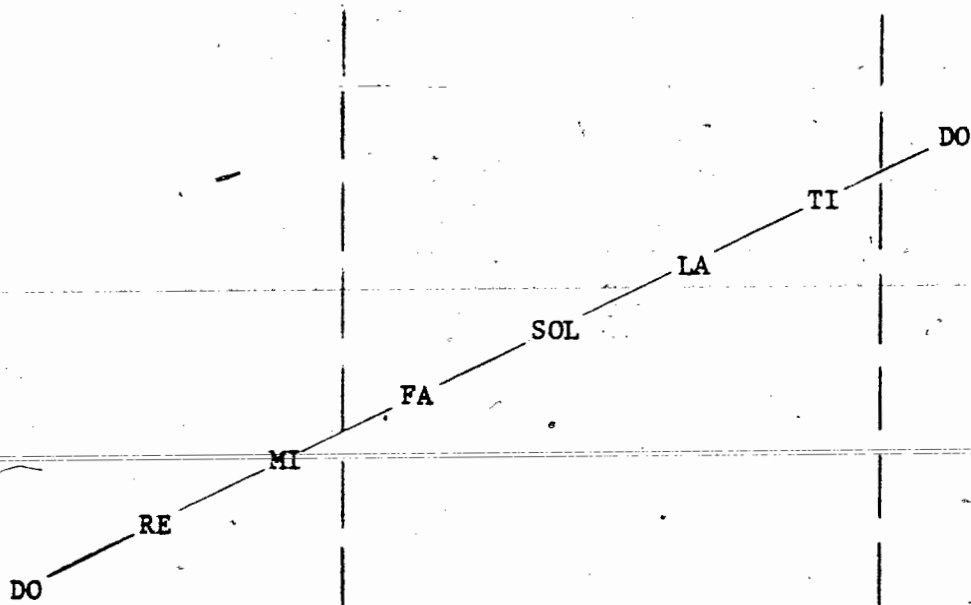


Figure B: Gurdjieff, Law of Seven: Musical Basis

Gurdjieff's law explains why when something begins, it does not continue indefinitely in the same direction due to the influence of these semi-tones or unequal distances. In some texts, this law is referred to as the Law of Shocks because if a shock is applied at the two points of semi-tones or half distances the direction will be maintained until the conclusion at DO. As an example, the writing of this thesis will serve the purpose of revealing how the Law of Seven applies to everyday occurrences.

	DO	Idea of thesis	
Shock			Decision to proceed
	TI	All possible theses	
	LA	Particular type of thesis	
	SOL	Specific structure of one thesis	
	FA	Detailed plan	
Shock			(materials and skill)
	MI	Preparation: rough draft	
	RE	Final work: for printing and publishing	
	DO	Actual published thesis	

Figure C: Gurdjieff's Law of Seven: A Case Study

Gurdjieff claimed that the octave relationship in the Law of Seven occurs in all processes in the world.

G) The Ray of Creation

This leads to the final synthesizing feature of the philosophical aspect of Gurdjieff's system, that being the Ray of Creation. All of the other features of his teaching funnel into this last, great philosophical concept, which really is an enunciation of the problem of how to define

man's place in the world; the claim being that all the other aspects are related in order to serve this end, as shown in this structure:

World	1	Absolute
	3	All worlds
	6	All suns
	12	Sun
	24	Planets
	48	Earth
	96	Moon

Implicit in this synthesizing structure is the belief that the higher the progression the less mechanical the action. Thus, we find ourselves back in the self-observation stage attempting to counter our mechanical habits in order to progress, or "evolve" as Gurdjieff would have it. The imputed value of the concept of the Ray of Creation lies in its ability to explain what an object is and the place it occupies in the immediate surroundings and its place in the universe. This is accomplished through studying ourselves and things that are commensurate with us. The relationship developed exists on one scale. To understand other things more distant, one must study in a different, more abstract way - on a different scale. Gurdjieff often refers to the principle of scale and Ouspensky and others develop it more thoroughly, along with the principle of relativity.

Knowledge of all is possible with the use of two principles: the principle of relativity and the principle of

scale. If we speak about the world, it is necessary to know all about the world, and we can know all we need to know about it if we take things on different scales. We can know much more than we know ordinarily if we study things commensurable with us and having a relation to us on one scale, and things which are further removed from us and which have no definite relation to us on another, a smaller scale, in a more abstract way. In this way we can get all the necessary amount of knowledge without learning too much, and this knowledge will include very few useless things, because if we learn everything indiscriminately we will not know the necessary things. (Ouspensky, 1971, p. 188)

Gurdjieff claims that the Ray of Creation and the implicit ideas of: scale and relativity, is a way of bringing into accord various conflicting philosophical, religious and scientific views of the world, many of which are to be found in ancient knowledge. It is not the intent here to debate the "accuracy" or otherwise of this concept, but simply to state what Gurdjieff has in mind.

The number values in the above diagram refer to the number of laws that govern the worlds in question. In our world there are 48 orders of laws operating to which we are subject and by which our whole life is governed. In the Absolute world there is only one law or force - the single and independent will of the Absolute. Obviously, the higher one progresses the less mechanical the existence because the fewer the number of forces or laws one exists under. A fascinating, and to some a far-fetched aspect of this concept, is the idea that a "miracle" is simply the occurrence of some law or laws of another world in this world. That is to say, the manifestation of laws which are unknown to men or rarely encountered in their world.

The major point that one keeps returning to is the possibility of change through the exercising of the will. If one desires to remove himself from the mechanicalness of these laws, the possibility exists. The exercise includes the observation of the laws in oneself and attempts to free oneself from them. The initial step is simply to recognize that one is subject to laws that are created for him by others and by himself. Attempts to free himself from them will be made and will conclude in failure, but the struggle will engage the individual in confronting each law and studying its effect on the person. According to the theory, the moon controls man's existence and it is the constant struggle to free oneself from the moon's influence that changes one's consciousness and will power. Becoming more conscious and able to exercise more will is a product of struggling with the moon controlled mechanical nature of man's existence. But the basic technique underlying this somewhat obscure philosophy is that of self-observation and it is this technique which forms the basis of this thesis.

CHAPTER FOUR: CASE STUDY ONE: GEORGE

Part I: Background

Male; early 30's; residences: Trail, Vancouver.

A) Personality Sketcha) Occupation

George has worked as a house painter since 1967 on a part-time basis. There have been times when he stopped working in order to travel, take courses, or rest, with the result that he has acquired a university degree and a marketable trade.

George identified the attractive features of his particular occupation as being: freedom (the ability to pick and choose when he wants to work and the lack of supervisory elements), physical exercise and creativity. Frustration over the lack of opportunity to be creative has reduced the last mentioned to a position of little consequence, he claims.

b) Education

The participant focused on the interest he had in Mathematics and Physics, which was complemented by the demanding nature of the teachers of those subjects and their warm personalities. These courses represented for George the high points of his formal education. On the other side of the scale he mentioned his boredom with English due primarily to the teaching methods used.

He stated that while at university he continued his pursuit of the Sciences but lost interest due to the overspecialization of the degree, and his emphasis upon extracurricular activities. George mentioned that

he had a desire to "develop an understanding" of a wider range of subjects, and as proof, changed to the area of anthropology.

In an attempt to rectify the deficiencies he perceived in his formal education he mentioned taking other courses of action such as: independent study courses in genetics, anthropology and logic. He isolated the attractive features of learning in this way as being: the lack of pressure caused by examinations, the freedom to pace oneself and the opportunity to ponder consequences.

George said that much of his independent reading has no identifiable focus, as he attempts to find some meaning in his existence. However, he feels that books offer only ideas and he values more the experience of an activity.

c) Leisure Time

George remarked that most of his leisure time is spent talking to friends or pursuing physical activities such as: dancing, parachuting, rock climbing and yoga. He added that he reads a fair amount and goes to movies. Television does not attract him nor does he listen to the radio to any extent. Some of his time is spent travelling; a visit to Central America for three months on his own has been the major accomplishment in this area.

d) Personal Relationships

George stated that he has a few close male friends and a few acquaintances. He commented upon the difficulty he found in making new friendship bonds, although the recent trip to Central America helped him overcome this problem to some extent. In spite of those experiences he

stated that he always returns to the same closely-knit peer group.

He commented that he finds it particularly difficult to acquaint himself with people when he thinks about it; when it occurs naturally and spontaneously he discovers it to be an easy experience. He claimed that this is particularly true with women, due to a shyness which he acquired as a young child through the death of his mother, causing him to be brought up in a male-dominated environment. George felt that this shyness may be decreasing slightly as time passes.

e) Self-concept

The participant revealed much about himself in the statement "I want to lead a more intelligent life through being: less dependent on people, unattached; less involved with possessions; and less concerned with the expectations of what some action may bring and as a consequence, susceptible to frustration". (T1)

He said that he realized that the emphasis on what he considers a "non-intelligent" life leads to "pain", but paradoxically, this "pain" is what encourages him to organize himself "more intelligently". He said that he is aware of the need to find a less fluctuating plane of existence which precludes the swings from the desire to achieve something to the boredom when he has no motivation to do anything at all.

George claimed that he is aware of his habits through the fear of falling into patterns. To counteract this he attempts new experiences but these sometimes lead to unexpected fears and inhibitions.

The participant revealed that he is sensitive to the role he plays, particularly as a house painter. He mentioned the reluctance to declare

in public his occupation, particularly to women whom he felt may think his job too lowly.

Finally, when questioned as to a new job which he may like, he replied that one with more contact with people would appeal to him.

B) Detailed Personal Characteristics

a) Aim of the Self-study

George stated that he would like to be able to ignore what others may think of him when he states an opinion in conversation or attempts a new activity. He described this as a general nervousness when confronted with new situations, and more specifically, as being related to "unintelligent mental activities" (Q1₁).

In expressing how he would behave differently if he succeeded in accomplishing his aim, he stated he would simply perform the activity and "concern about end results would diminish and I would pay more attention to what is going on in the present situation" (Q1₁). He believed he would experience less anxiety and consequently, enjoy himself more. As evidence of these statements he offers two examples (Q1₂). Firstly, the nervousness of dancing in front of others especially when his class is split in half, allowing for more light to be cast on him as an individual. This feeling of nervousness is an immediate one. Secondly, concern over acting in an "extroverted" (Q1₂) manner during a drinking spell. The feeling in this case is a retrospective one he claimed.

b) Aspects Causing Distraction

1) Lying. George identified three areas of lying:

- work: over the type of paint or quality of job being performed.
- relationships: modifications of the truth concerning his role in the painting industry (owner rather than worker).
- societal situations: incorrect declaration of goods when crossing borders.

George added that "Generally, I avoid lying as it causes problems - guilty feelings, and the situations of having to remember what you told whom" (Q1₂).

2) Internal considering. George's comments which apply here have been mentioned above (sub-section a)).

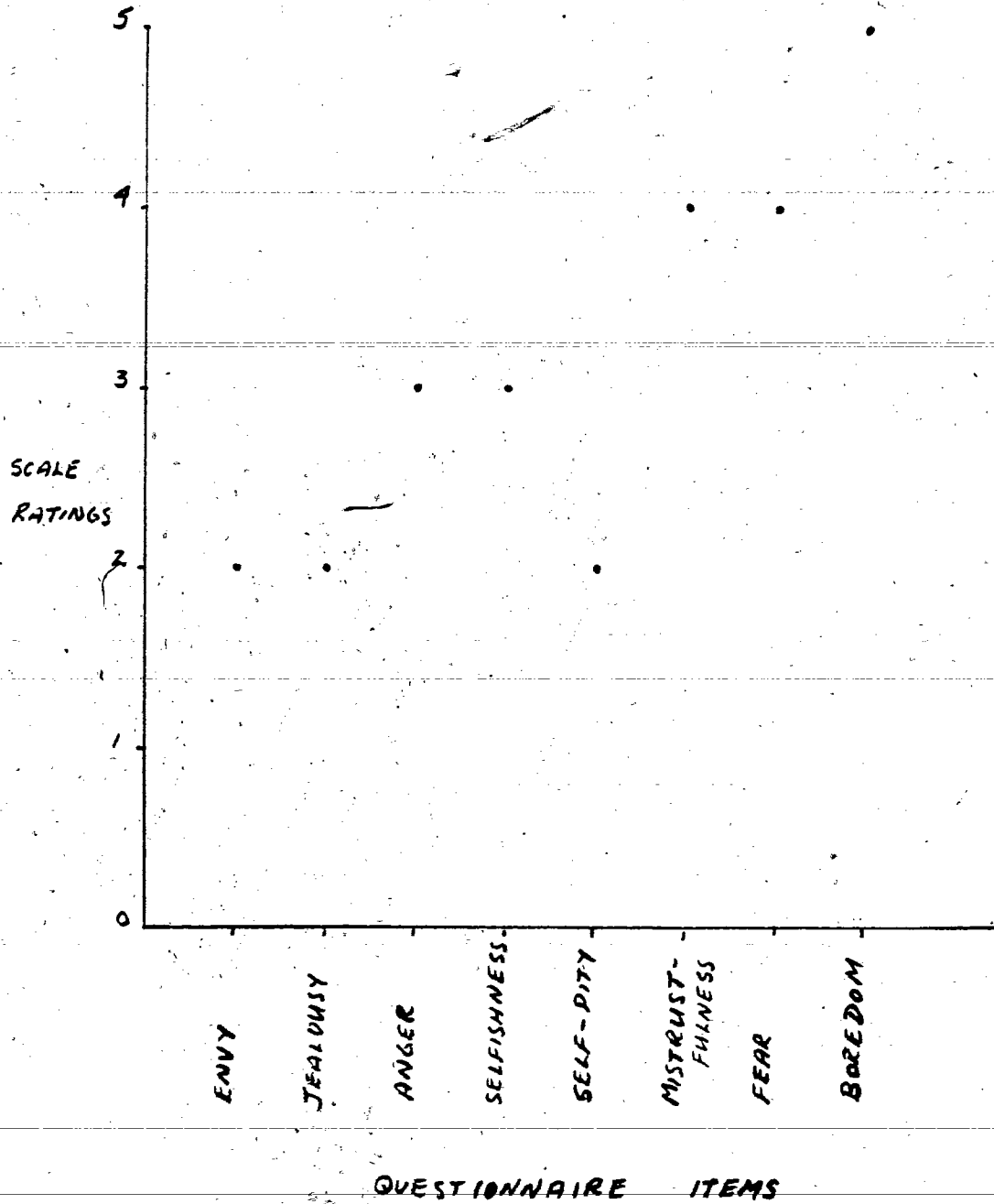
3) External considering. George saw himself doing things to assist others (painting a table for a friend at no cost) but reveals that it may have been done for expected gain.

4) Negative emotions. The accompanying graphs show his responses to the questions posed on the first questionnaire (Graphs 1 and 2).

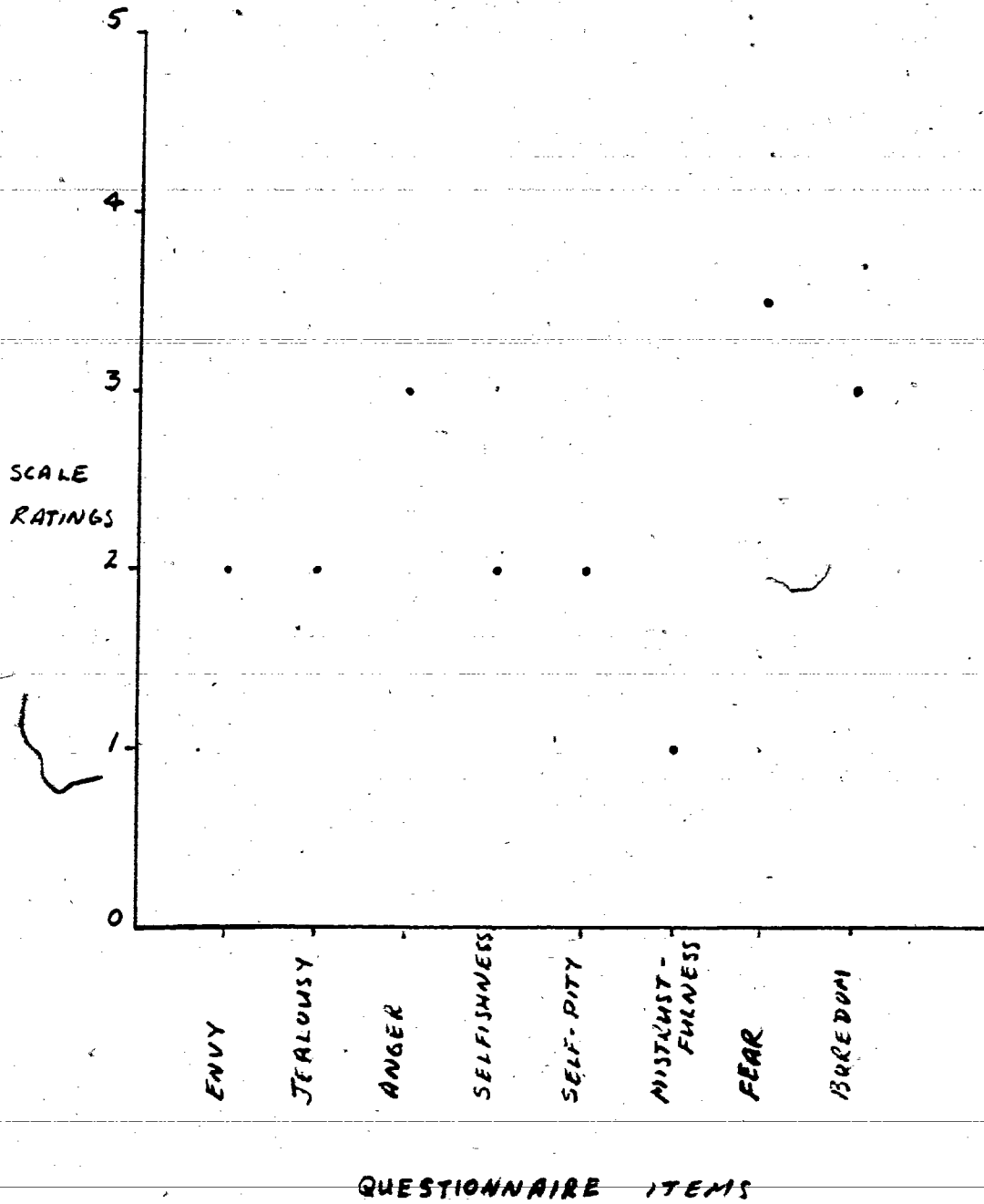
5) Identifications. The items which he listed as identifying with closely were ranked as below:

- 1 - relationships
- 2 - self-development: yoga, meditation
- 3 - physical activities: climbing, dancing
- 4 - mental activities: reading, problem-solving
- 5 - travelling

GRAPH 1: NEGATIVE EMOTIONS
OBSERVED IN OTHERS



GRAPH 2: NEGATIVE EMOTIONS
OBSERVED IN SELF



6) Imagination. George was able to isolate two areas of his performance which he felt he could do, but upon trying, could not.

These were in the area of:

- jazz dancing
- double tonguing on the recorder

c) Concentration of Attention

The responses to the questions posed in order to determine one's ability to concentrate one's attention are recorded on Graph 3.

George mentioned interest as a factor in more than one response.

He stated that interest is directly related to his ability to concentrate his attention.

Again interest is the important factor; when I'm interested, my mind is sharp and stays on track. If I have little interest it wanders continuously. (Q17)

He also felt that he attempts more than is required to complete a task or a project, contributing to a feeling of being rushed which interferes with his ability to concentrate.

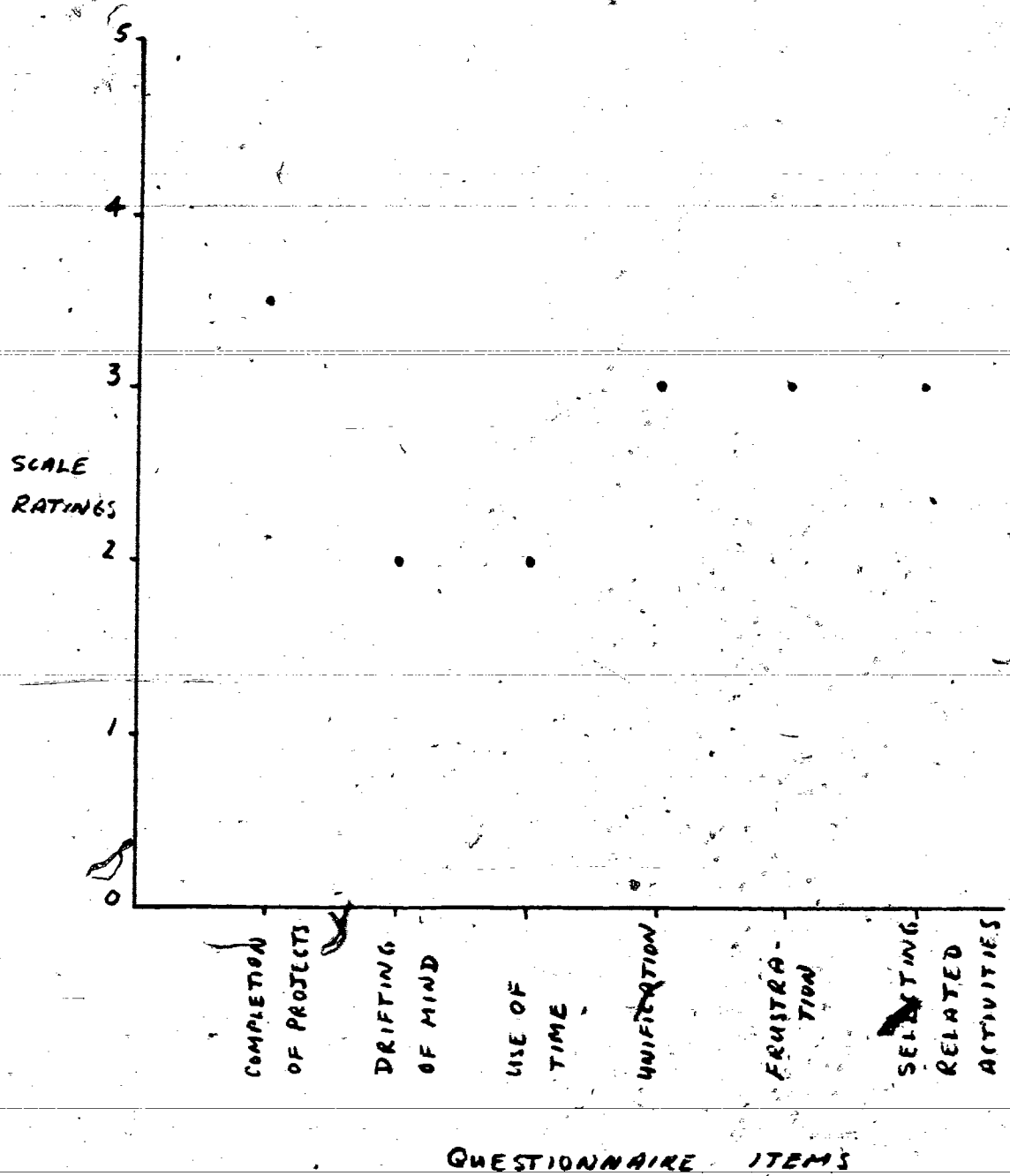
d) Self-control

The responses to the questions posed to determine one's ability to control oneself under different circumstances are recorded on Graph 4.

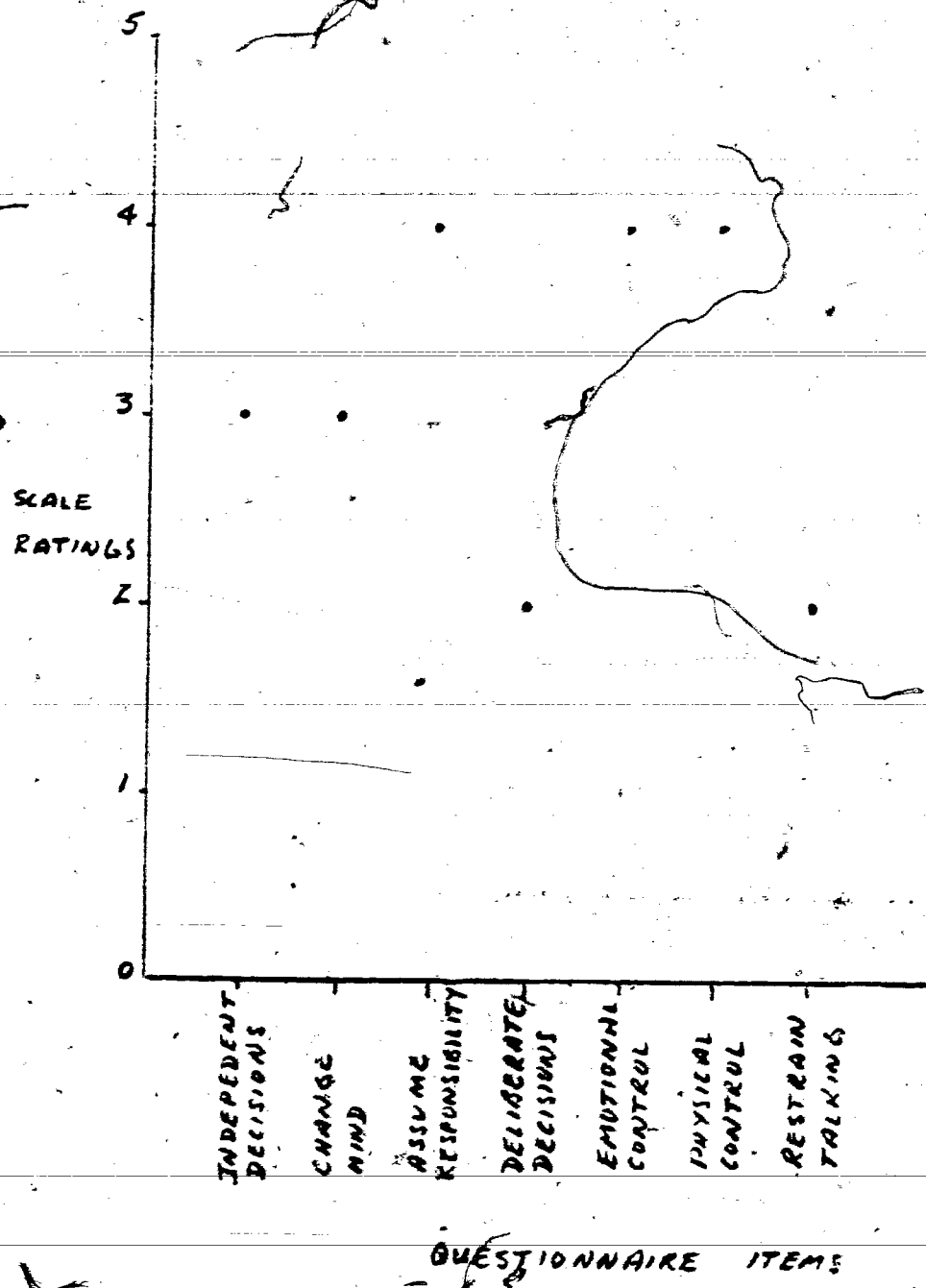
George recorded that he does not often find himself in situations of extreme pressure so is not faced with the situation of making independent decisions in a collected manner.

As to the tendency of changing one's mind after a decision has been made, he claimed that "it is important to keep an open mind about past decisions" (Q110).

GRAPH 3: CONCENTRATION OF ATTENTION.



GRAPH 4: SELF-CONTROL



Although he reveals a high degree of self-control of his emotions on the scale, he added "Perhaps I control myself too much. At times I act like the proverbial overloaded camel" (Q1₁₂).

e) Self-awareness

The responses to the questions posed to determine one's self-awareness are recorded on Graph 5.

George remarked that "I found that the questionnaire made me think about myself more deeply than ever before" (OC1).

He stated with regard to awareness of his physical activities that:

It varies...with my mental state but I generally am aware of myself. I do a lot of daydreaming at work. This exercise is making me question. (Q1₁₅)

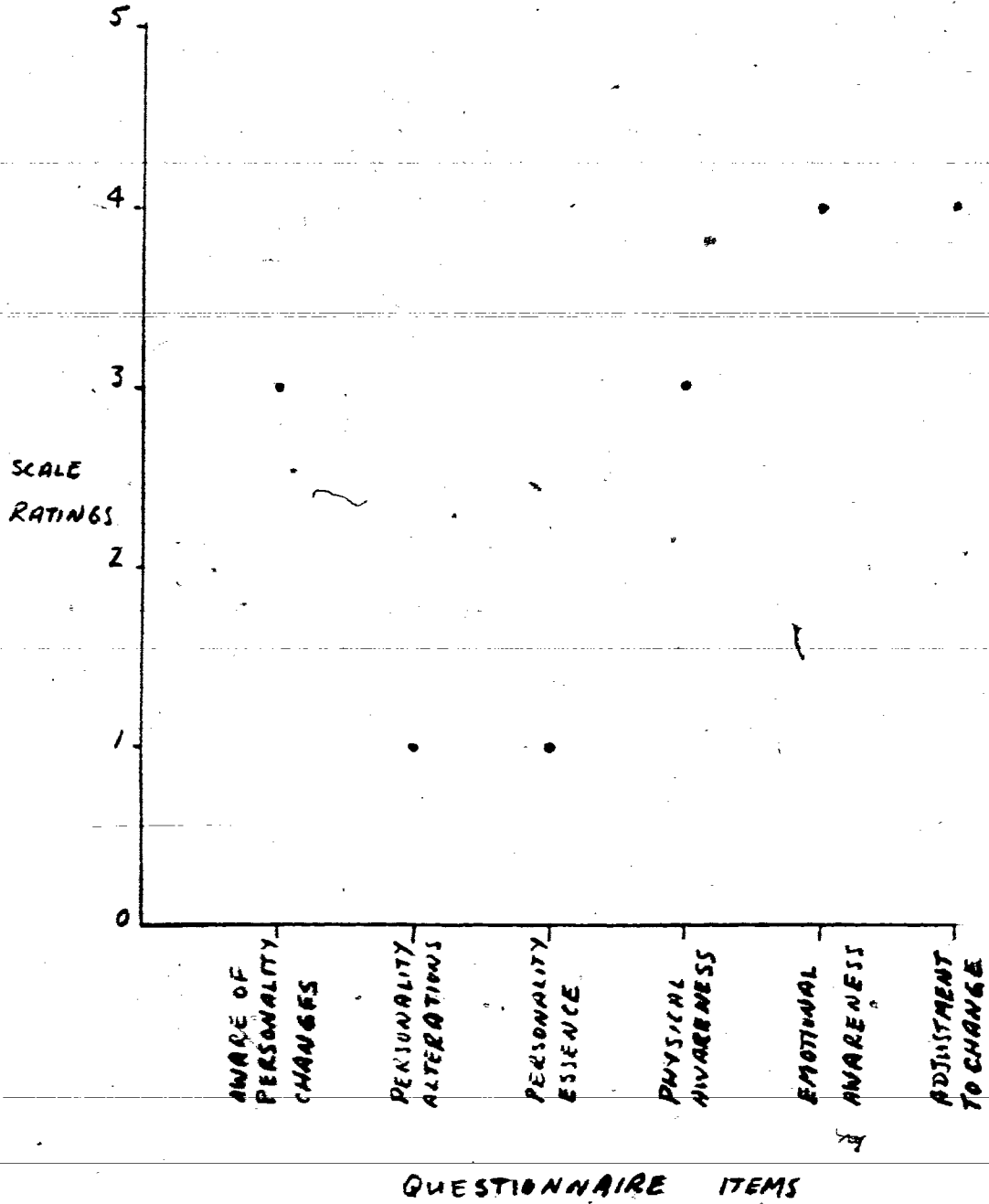
George stated that he had an ability to adjust to sudden changes in the pattern of his existence but:

I have found recently that I do not have this ability with strong emotional ties: i.e., girlfriends. It takes me awhile to adjust. However, over the past year I have made considerable gains in this area and feel more strongly about being able to adjust more easily. (Q1₁₆)

C) Proposed Project

(See Facsimile 1.)

GRAPH 5: SELF-AWARENESS



Facsimile 1

Project

1) Purpose.

- I enjoy dancing.
- Self-expression through dance.

2) Your background in this area (prior knowledge or skill level).

- No formal training.
- Alot of be-bobbing on various dance floors.

3) Plan of development towards goal.

Definitely I want to avoid goal orientation. Although I would like to attain a high level of competence. The foremost consideration is to dance for my own enjoyment, to explore possibilities.

4) Materials/Resource needed.

- tights, leotards
- two feet

5) Possible area of difficulty.

Frustration. At times I get caught up when I have difficulty learning a step. It is very important not to compare myself with others - something our training encourages alot.

6) Concluding Activity or Presentation

For Robert, I learned a dance which he video taped and was shown before our group.

For me, I hope there isn't any concluding activity or presentation for quite a while.

Part II: Progress Towards Conclusion

A) Patterns in the Self-study

a) Selection

George used all of the ten suggested selections with the exception of the one involving smoking. All were used an equal number of times, and each one caused George to comment upon that feature in his observations of the day as recorded in his journal.

b) Aspects Causing Distraction

1) Lying. Although George did not state incidents when he observed himself distorting the truth, he did comment that he "saw quite clearly how my mind can set up problems" (J1₂₇).

2) Internal considering. George made eleven clear statements referring to this aspect of his personality. Some examples include:

Shyness at party, but more open than usual. (J1₄)

Enjoyed customer's praise of my work. (J1₈)

Put foot in mouth: kicking my ass for hours later at home. (J1₁₄)

Really enjoy dancing...have some reservations though as I wonder how people see me. (J1₁₁)

Towards the end of his journals his comments change in this area to include the following examples:

...met some new people: no nervousness on my part.

Easier to converse; I used to clam up. (J2₈)

make up my mind and didn't dance for others against my wishes. "No guilt feelings. (J2₂₄)

3) External consideration. There were few observations in this category although the following is representative: "Bored listening to conversation at lunch, but I felt I must be polite and pay attention: (J2₆).

4) Identification. George observed his major "identifications" as listed above with particular emphasis placed on his relationships with others. "happy to see J.; but aware I'm getting dependent (bad)" (J1₂₁) is representative of this identification. This was the only area of the identifications mentioned in which George placed a value judgment upon his observation.

5) Negative emotions. Of the negative emotions mentioned, "anger", with eleven observations, was the feature most commonly recorded. He stated "anger at poor driving on the road" (J2₁) and "some anger at J." (J2₂₅).

6) Imagination. George commented regularly about his tendency to imagine, whether it was in the form of "daydreaming" (J2₁) or in the form of believing he could do something, but upon trying could not, such as: "ballet class hard; unable to do balancing" (J2₁₃). On the other hand, "first time snowshoeing; easier than I thought" reveals a positive rather than a negative interpretation to the imagination issue, but still reveals his consciousness of this feature causing distraction.

c) Concentration of Attention

Recordings of examples of this feature appear in all areas of the journal: intellectual, emotional, moving/physical and the instinctive. In the intellectual area George recorded the following: "difficulty in concentrating on driving; it's so automatic" (J1₃). In the emotional area he stated: "relaxing paying attention to what I'm doing" (J1₄). In the physical category he remarked: "walking a lot today; relaxing to pay attention. Noticed thigh muscles" (J1₂₉).

Towards the end of his journals George observed: "see how calm I become when I'm mindful" (J2₂₇) and "see clearly how my mind is the source of my problems. It is important to pay attention to whatever I'm doing." (J2₂₅) and finally, "concentrating quite well at work. Into it a lot more than before" (J2₂₄).

d) Self-control

George stated on the questionnaire that he can control his emotions well in stressful situations (rated at 4) and this appeared to be supported by observations recorded such as: "relaxed sitting in traffic tie-ups" (J1₁₇). With regard to physical actions George remarked: "nervous (hand movements) when J. and I were talking about personal feelings in front of others in dance class" (J2₁₁). When situations changed rapidly he adjusted as in the statement: "noticed I didn't get upset having to drive back home to pick up painting materials I had forgotten, when I was half way to N. Van." (J1₂₄).

e) Self-awareness

This feature appeared quite specifically at times as George stated "conflicting emotions...are continually arising. Is there a "me"

behind it all?" (J2₂₄); "slightly nervous about entering but quickly got into chatting. Again unusual behaviour." (J1₂₉) and "a lot of time, aware of arm-shoulder action while painting" (J1₂₂).

B) Reported Changes Through the Self-study

a) Progress Towards Aim Achievement

George answered the question referring to the achievement of his broad aim in the affirmative and supported this by mentioning that the key to change is the awareness of his actions and, in particular, his habitual patterns. He added that this awareness revealed just how he limited himself.

The specific changes George saw manifested in himself included the ability to be more accepting of himself. He added that he now allowed errors in his performance, and did not concern himself to any extent with what others thought of him.

I'm less concerned about what others think of what I'm doing. It's still a formidable barrier to expression, to trying different things, to a lot of areas of life. But there is light here. (J2₁)

b) Aspects Causing Distraction

1) Lying. George referred to the tendency to alter the truth in his relationships with females in the form of "male bragging", something he stated quite clearly on the first questionnaire. He also recorded his observations of lying on the job in order to avoid the presentation of his actual reasons for leaving the job site early.

2) Internal considering. George stated:

At dance this takes the form of physical nervousness (stomach tension) when I perform...occasionally find myself looking around wondering if I'm making a fool of myself.

also:

If I go around in my painting clothes in public I am self-conscious. (Q2₂)

3) External considering. In this area George gave as examples the usual social gestures of: allowing others preference in queues, assisting people he does not know, offering people seats on public transportation facilities, etc.

4) Negative emotions. Graphs 6 and 7 show the results after the self-study and the accompanying overlays reveal the level and direction of change.

5) Identification. George mentioned the same identifications as on the first questionnaire with one exception: work. The explanation for this may lie in the statement:

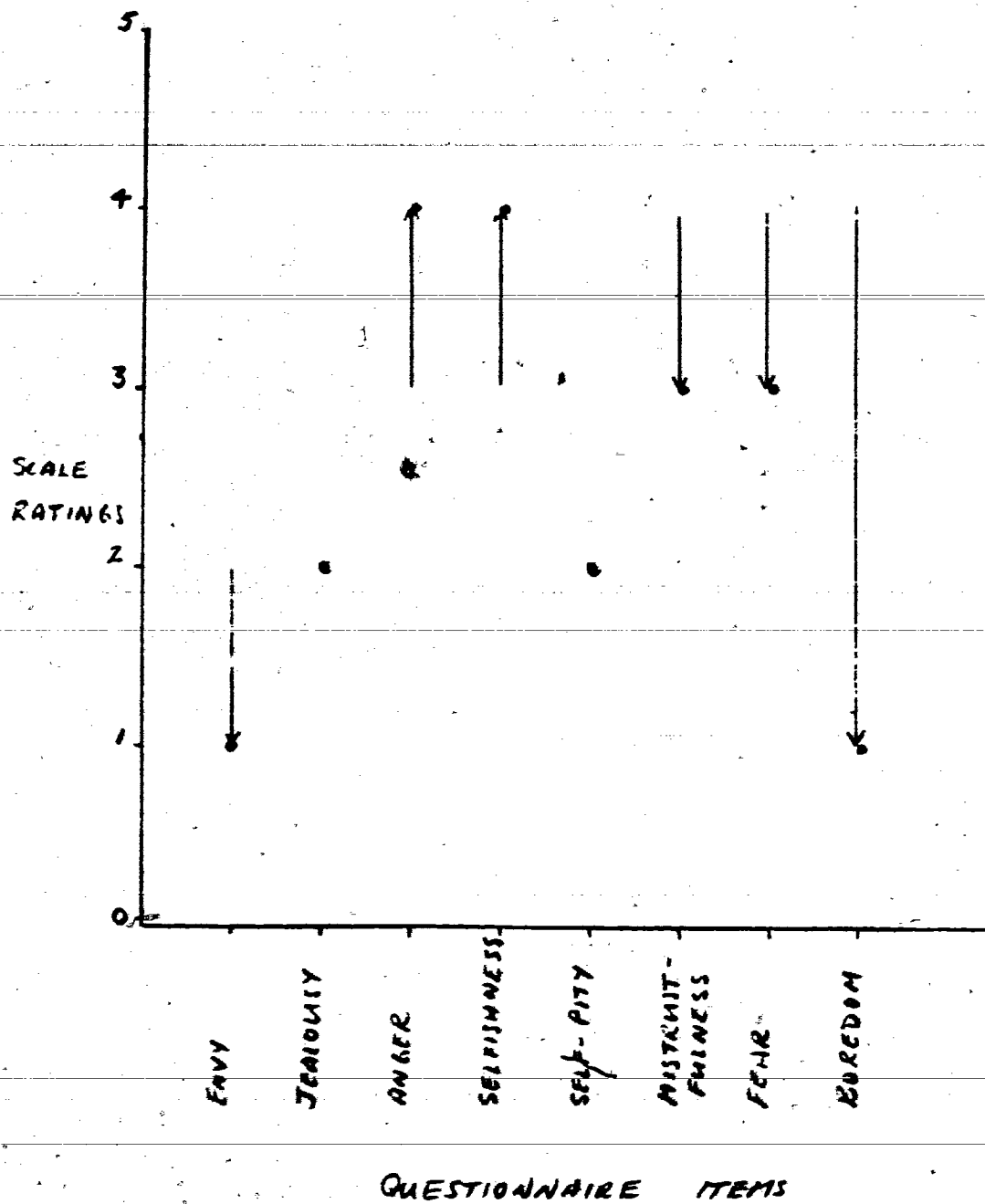
Since I now have my own job, I do everything and I'm enjoying painting a lot more than I used to. (Q2₅)

With regards to his mention of relationships as an identification he stated:

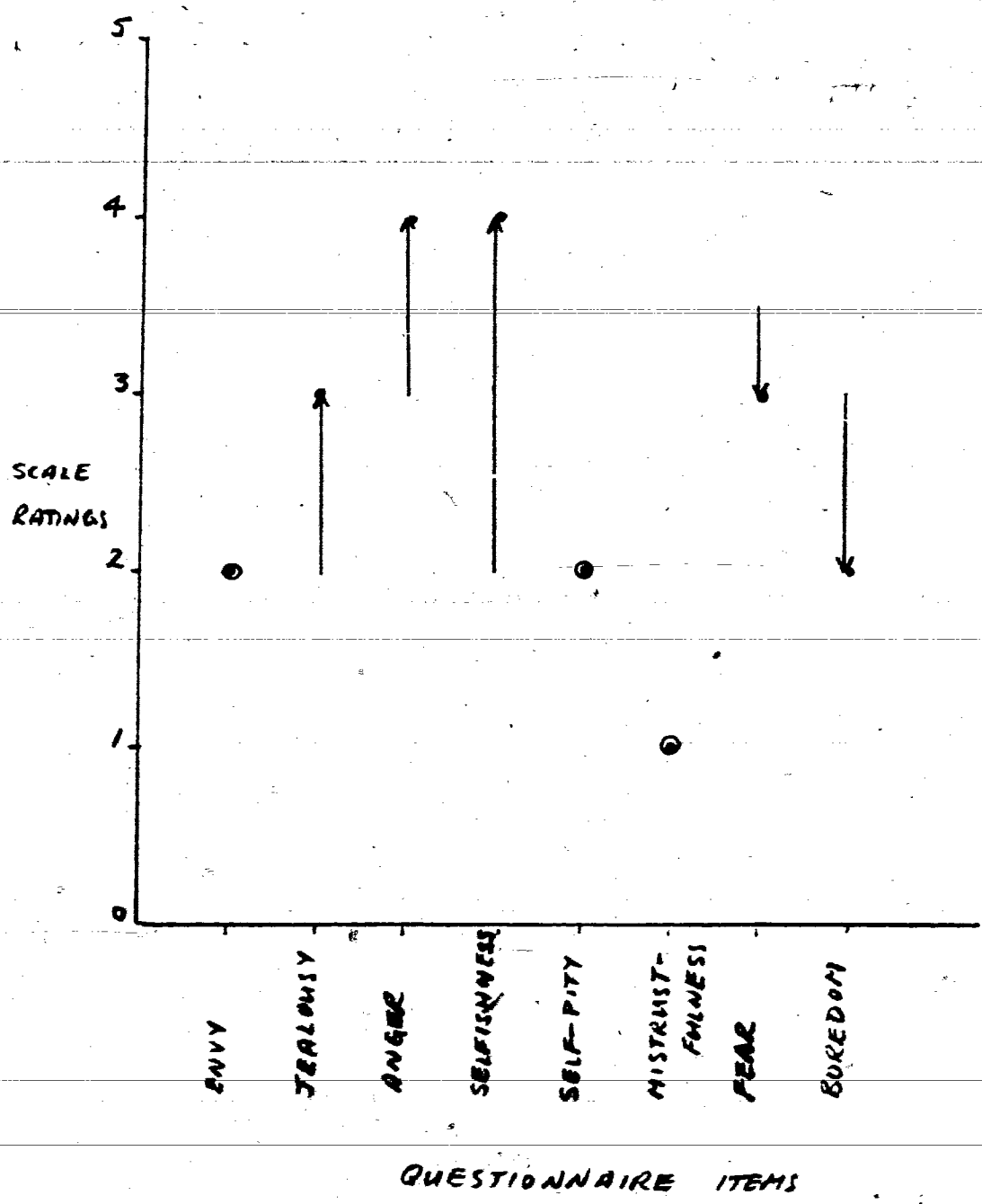
In the last while I've become a lot more at ease with women and consequently have enjoyed their company a lot more" (Q2₅).

6) Imagination. George focused on dancing to draw his examples from in order to highlight the tendency to imagine one can do something when in fact they are incapable. The following statement is indicative of this feature:

GRAPH 6: NEGATIVE EMOTIONS
OBSERVED IN OTHERS



GRAPH 7: NEGATIVE EMOTIONS
OBSERVED IN SELF



Interesting to note: a move in one direction would go well, while it wouldn't work at all the other way.
(Q2₆)

c) Concentration of Attention

The results of the questions posed on the second questionnaire are shown on Graph 8 with the level and direction of change recorded on the accompanying overlay.

George confirmed that interest remains a key factor and lists the type of projects which command the greatest interest and therefore the greatest amount of concentration:

- dancing
- reading
- skydiving

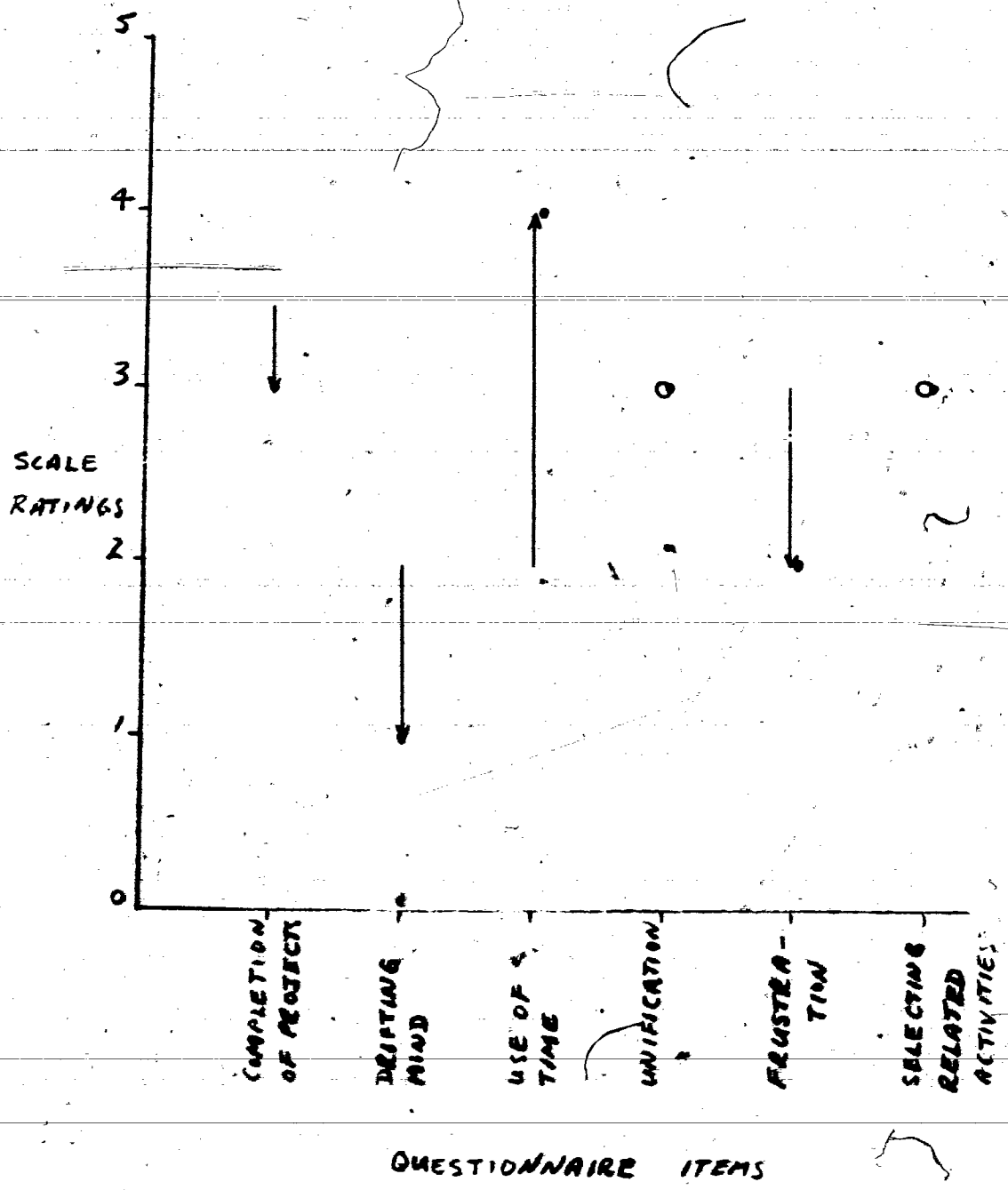
With respect to the item focusing on the feeling of enough time to complete a project George remarked:

I make sure I don't fall into the trap of expecting I can do more than I am able...I used to make myself quite miserable by always pushing and worrying about the clock. It doesn't do any good getting upset about imposed time limits. (Q2₈)

George commented upon his efforts to unify his thoughts, physical actions and his emotions:

When there is a unification I find I can work with ease. I may not be able to do that much better but there isn't such a waste of energy fighting. For a month or so I was unable to experience any unification at work. It was a highly frustrating experience. All I wanted to do was get out. Now that I'm interested in the current project (self-study) everything is going much more smoothly.
(Q2₈)

GRAPH B : CONCENTRATION OF ATTENTION.



George commented orally on this very point:

I really feel that union between the physical, the mind and the emotions (when dancing) that was mentioned on the questionnaire (OC4).

With regard to the aspect of concentration of attention when working on a project and sensing ease rather than frustration George mentioned:

At times I want to do something so much I get frustrated when I can't. When frustrated I do worse (no sense of unification). (Q2₉)

He continued by making a comment which links this area of concentration of attention to his overall aim:

Generally I frustrate easily. I am an overachiever, rarely satisfied with my performance levels. Some of my frustration comes from wanting to impress others. (Q2₉)

d) Self-control

The results of George's approximations of his abilities in this area are recorded on Graph 9 and the change levels noted on the overlay.

George added information to these figures by stating:

This is one area I have noticed how fickle I am; perhaps impulsive is a better word. I get all worked up, say too much and later realize it was just the heat of the moment. (Q2₁₀)

Supporting this, but in another area, is the statement:

When under stress I fidget, often unconsciously. When I become aware of my fidgeting, I stop; but often end up doing something else. (Q2₁₃)

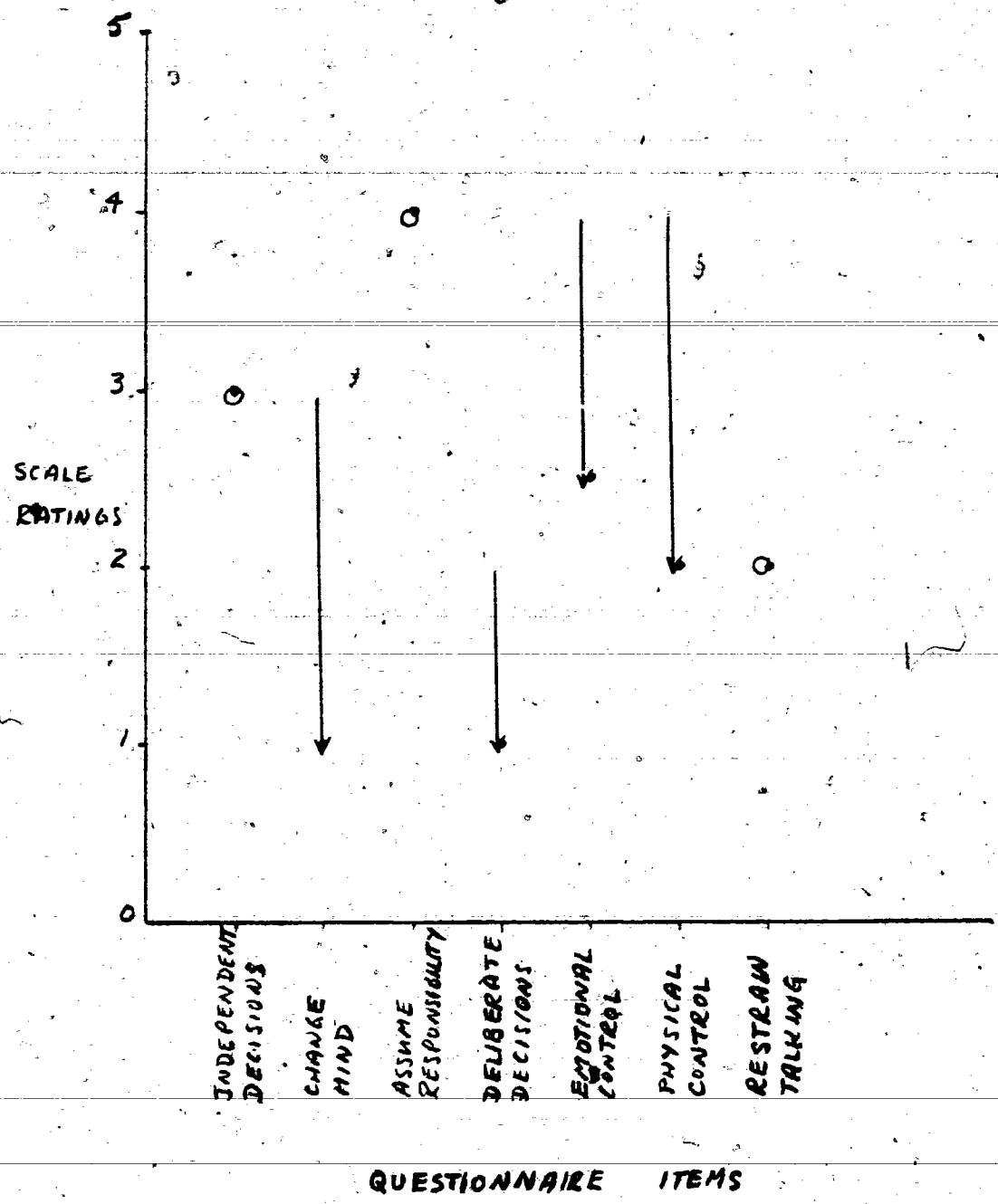
He commented that:

(I let) go of my emotions more these days. Actually I have surprised myself.... Now I'm much more likely to do so and I'm not always controlled. (Q2₁₀)

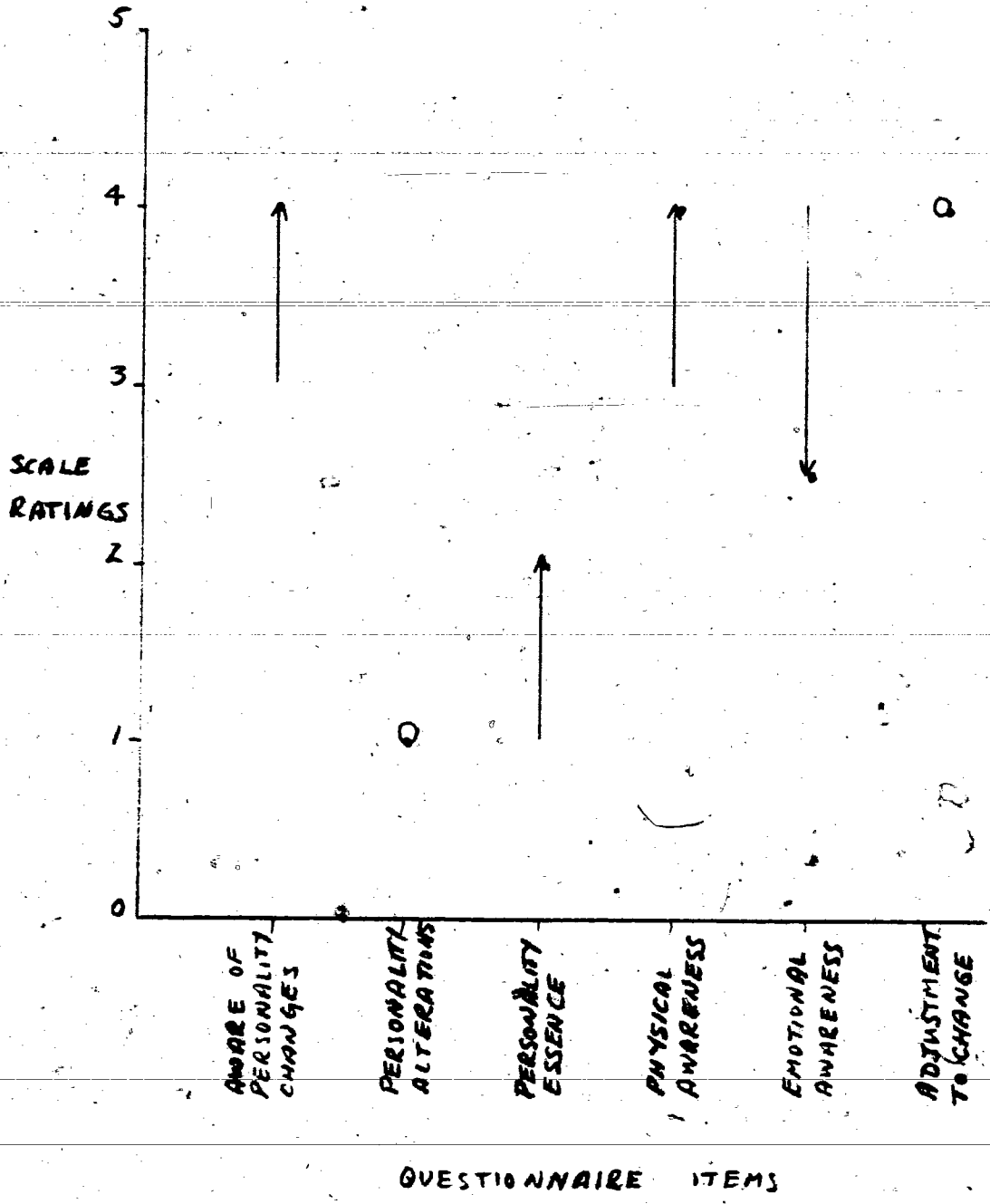
e) Self-awareness

The results of the questions posed are recorded on Graph 10

GRAPH 9: SELF-CONTROL



GRAPH 10: SELF-AWARENESS



and the change level and direction on the related overlay. George's feelings seemed to best be summarized by his comment:

At times I wonder what I really feel. One instant I feel and act one way, and then shortly after I feel and act differently. This is a new realization. I used to think I had one personality for all occasions. (Q2₁₃)

This is confirmed later when he stated:

At times I put on a social face - assume one unconsciously would be closer to the point. Generally, I do it in order to fit in. (Q2₁₄)

George made a specific comment concerning the self-study and self-awareness which is worth noting in this context:

This study has emphasized for me how easy it is to be ignorant of those things (physical activities) because of ongoing verbal dialogue. (Q2₁₅)

Finally, with respect to the area of adjusting to sudden changes in the pattern of existence George stated:

I adjust to changing circumstances well. Over the last few months I find I am able to adjust to changes in relations with women much easier. (Q2₁₆)

C) Personal Comments on the Study

a) Progress Towards Aim

George stressed quite strongly his increased awareness of any anger, frustration, or nervousness caused by considering what others may think of him as he interacted in society and performed on stage. On a more general level this can be related to his statements that the self-study made him "aware of the problems I was creating" (T2₁₀₅) and "making a problem from nothing" (T2₈₂). He offered as an analogy the statement by teachers of young children that they pick up ways of doing things quickly

whereas adults "make the simplest thing tough" (T2₁₀₀).

George's aim was to make progress towards overcoming these inhibiting factors, in particular his tendency to worry about what others thought of him. He expressed amazement over his position as a dancer, recalling a previous point in time when he would have been afraid of presenting something in a much smaller setting. He stated that the thought of appearing for the first interview of this study caused some negative reactions; the reactions towards the second session were much more positive.

b) Aspects Causing Distraction

George claimed that he always identified these aspects in the past, but the self-study increased this effectiveness. He found it easier to work with the negative emotions better as a result of the self-study.

There was one particular aspect of this section which he felt he made particular strides in: imagination. He claimed that he was particularly successful in not imagining (T2₁₀₁₇) and therefore enjoyed what he could do to a higher level (T2₁₀₀₅), by simply doing it without prior evaluation.

The participant related many of the negative emotions to his self-proclaimed aim and the changes he observed in himself as the self-study progressed. He stated:

As a result of the study I have found that it is easier to participate in large group discussions. Before I would always be fearful of taking part. (OC3)

c) Concentration of Attention

George claimed that his attention improved and expressed this by saying that there was a "joy in paying attention" (T2₁₀₄₀) which was relaxing and enjoyable.

The phrase which George used to sum up his feelings about this feature was: "(the self-study) encouraged mindfulness" (T2₁₀₅₃).

d) Self-control

George felt that he changed in his ability to express himself (T2₁₀₉₃) and felt that he acts more independently and "does not go along with the crowd" (T2₁₁₀₄) as much as before.

George stated that he has more control over his physical actions in situations of pressure and stress (T2₁₁₄₅). In the area of emotional control he felt that he had made no change (T2₁₁₃₀).

The participant mentioned that he realized as a result of the self-study just how much he reacts to things and claimed to be one of the "computer people" (T2₁₁₈₅). He became aware of just how much he created his own reality and therefore created his own anger, frustration, nervousness, etc. (T2₁₁₆₅).

e) Self-awareness

George claimed no dramatic change to have occurred, but does mention that he became more aware of playing different roles in differing circumstances.

D) Relationship Between the Self-study and the Project

a) Ways of Learning

From the list offered George ranked the methods as follows:

- 1 - taking lessons from an expert
- 2 - individual practice
- 3 - seeing a presentation

Note: The results of the questions posed on the questionnaire are plotted on Graph 11.

b) Concentration of Attention

George felt that the self-study helped him in his dance project in the area of concentration of attention (T2₁₀₆₀). He stated that "there were definite times when the self-awareness helped me stop irrelevant mental dialogue - concern with how good my performance will be" (Q2₁₇). He added that the self-study caused a certain degree of despair and frustration when he was aware of not paying attention.

c) Self-control

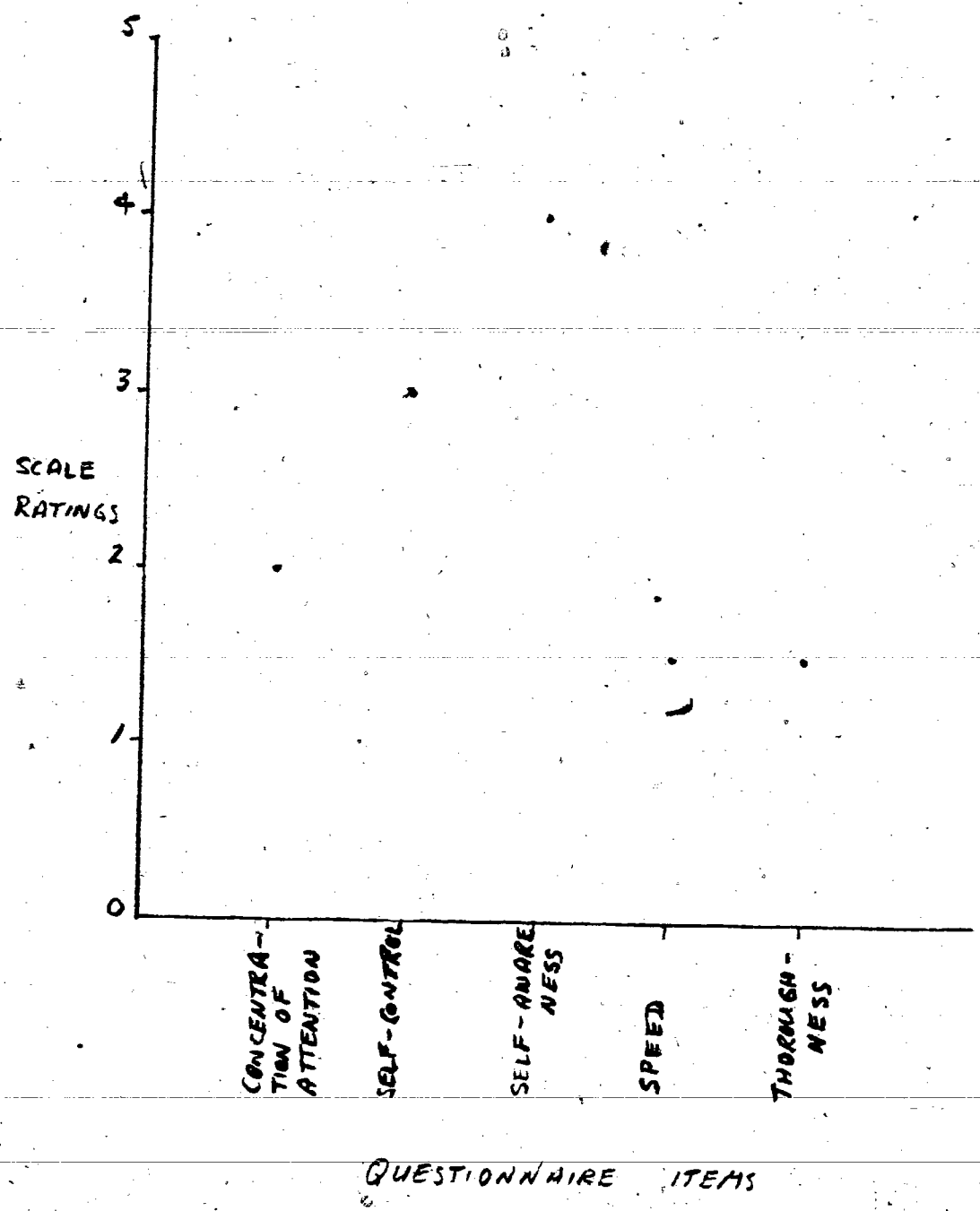
George chose to challenge the phrase "control my action" used in the questionnaire and stated:

Rather I noticed I was limiting my abilities, performance, through mental processes, etc., and I would generally stop automatically. If I didn't stop - i.e., concern with success... - at least awareness kept interferences to a minimum. (Q2₁₈)

He added:

I used to be so afraid to perform in front of people but now I feel confident.... I was asked to perform this summer at the dance class. (OC5)

GRAPH II: RELATIONSHIP BETWEEN SELF-STUDY AND PROJECT



On the taped interview he repeated his central theme of "how the mind loves playing and how it creates problems" (T2₁₄₆₈).

d) Self-awareness

The participant stated that:

Through this exercise I have become more aware of all aspects of myself. Paying attention is extremely important in all aspects of life. Only through awareness of what's going on inside is any significant change possible.

(Q2₁₈)

He added: "that one learns slower if the mind is preoccupied" and the self-study developed an inner awareness which went below the preoccupations of the mind or at least allowed them to interfere less (T2₁₄₂₄). George claimed the study made him aware of the "basic level" of his existence.

e) Speed

Although George did not rate this factor highly, he did state:

I don't feel I have hindered myself as much, as I usually am totally immersed in my work. But there are definite times when the awareness has helped: to overcome shyness, nervousness, fear of mistake. Physically, it helped me to be aware of my bodily positions more quickly - to correct poor positioning, etc. (Q2₁₉)

f) Thoroughness

Although he did not refer specifically to this factor except to say that his interest in dancing really has been the important factor in how thoroughly he has learned to dance, he did state:

I think the awareness developed during the two months of the project has been and will continue to be important for me. (Q2₁₉)

Part III: Observations by Outsiders

A) Comments on the Changes in Personal Characteristics Due to the Self-study

A close personal friend of George provided these comments in a taped interview.

a) Aspects Causing Distraction

Donald observed George becoming more aware of the aspect of mistrust (T3₅₆₉). This related to George's working relationship with his boss and he noticed the participant learning to understand its influence. Donald observed a higher degree of self-confidence in George which he put down to his awareness of negative emotions such as mistrust (T3₆₀₀).

b) Concentration of Attention

Although Donald has seen George devote himself to other interests: yoga, vegetarianism, he observed a greater focusing of attention on things, especially dance, during the past months. This was manifested by his tendency to talk about his interest more (T3₈₅), and in a more open manner (T3₁₄₁).

c) Self-control

Donald commented that George was aware of his self-consciousness as shown through his nervousness in social situations. He used the expression that George was "aware of the awareness" (T3₂₅₆). He claimed that George talked about his efforts to control himself more in social situations, especially to control his nervousness.

He commented upon the way George celebrated after his taped per-

formance for this study. Donald noted that George was less inclined to drink for any reason; he appeared more controlled and anxious to link the celebration to a valid reason (T3₄₄₀).

Finally, he observed George to be less inclined to "emotional blow-ups" (T3₃₂₉). In particular he observed fewer wide fluctuations in emotional behaviour with a tendency towards a more controlled resignation (T3₃₃₇).

d) Self-awareness

Although Donald supports George's claim that he has always been fairly aware of himself, he has noticed and discussed with him the increment in this area during the time period of the study. This has taken the form of more discussions about other people and their characteristics of behaviour. Donald claimed that this has always been a healthy way, within their peer group, which he and George have used to look at themselves. He felt that George has been doing much more of this while participating on the study (T3₃₉₃).

He noticed George talking more about having "two minds" (T3₃₇₇), in the sense that he sees himself as himself and also as a person interacting in a given set of circumstances.

B) Comments on the Relationship Between the Personal Characteristics (as revealed in the self-study) and the Project

He observed George concentrating on his dancing to the point where he felt positive about the project and was willing to share his learning experiences with others. He watched the recording session of George's

dance and commented that, in spite of the obvious nervousness, George looked reasonably calm in his approach to the performance. He was surprised that George would actually be able to do it. He felt that George was very aware of himself as he talked about this awareness of himself before, during and after the performance.

CHAPTER FIVE: CASE STUDY TWO: KATHERINE

Part I: Background

Female; late 20's; residence: Vancouver.

A) Personality Sketcha) Occupation

Katherine has been a student for the past seven years although periods of time were exempted for working as a waitress or guitar teacher. Of the former, she claims a suitability based upon her own recognized high energy level and her interest in dealing with people. These reasons, plus the fact that it was remunerative, attracted her to this job rather than to secretarial work, the next best alternative in her mind.

b) Education

The participant was educated in the Point Grey area of Vancouver. She was able to isolate two major areas of discontent with her experiences in the education system there. Firstly, she feels bitter about the lack of encouragement given her in the field of physical education. In fact, she feels she was actively discouraged and knows now that she has basic abilities in this area making the original experience all the more disappointing. Secondly, the lack of a coordinated general music programme upsets her now as she looks back upon her lack of experiences.

The net result of these formative experiences was that she did not know if she wished to proceed with her education to a further stage. This was settled after a tentative effort to test higher education led to a decision to enroll at a junior college for two years. At the same

time she began to develop her musical interests primarily through tuition and individual study. This amounted to two-three hours of study each day and a rigorous attack upon learning to play the guitar established by her teacher at the time.

c) Leisure Time

Katherine commented that she distinguishes between two types of leisure time: a) the time she wastes worrying about her problems, and b) the time she actively puts to use. The latter amount of time is used for reading (novels: Mann, Huxley, Colette; non-fiction: Castaneda) primarily. She states that she is always seeking meaning from what she reads, either personal or social.

Any attempt at self-development she stated came in the area of reading and further discussion of the ideas generated in the books. She admits to a desire to make greater meaning of her life due to an observation of herself as being unstable, and seeks meaning in the books she reads.

d) Personal Relationships

Katherine felt that she has a small number of friends for whom she cares deeply. This group exists in spite of her admitted ability to make friends easily due to her extroverted nature.

She claimed to have a problem when meeting new people, especially men. She admits to a tendency "to put men off due to her initial enthusiasm" (T1₆₅). This has led her to wish that she could have acted in a different manner in many of her relationships.

Katherine stated that she takes the personal relationships within her family in a very intense manner, using her position as elder child to accept responsibilities in a physical and emotional manner. The separation of her parents, she claimed, has been a cause of this. These experiences have encouraged her to be sensitive to others outside her family and she finds herself reaching out to others in support of their needs in times of stress.

e) Self-concept

Katherine admitted to being unstable which is evident in her time-wasting activities over large issues such as her beliefs over education, specifically, when they come into conflict with the way she is being taught. She admitted to being frustrated and angry and declares that instances such as this interfere with her effective use of leisure time through constant worry.

She admitted to being self-critical, especially over her relationships with other people.

B) Detailed Personal Characteristics

a) Aim of the Self-study

Katherine stated that she wished to alter an aspect of herself especially in the area of control.

I feel that my environment has control of me - but this feeling contradicts a basic belief that I hold - namely that one is primarily responsible for one's own life.... I know intellectually that I am creating my own problems. It's difficult to just spontaneously change my mental attitude, but by taking steps to change external, perhaps superficial aspects of my life I hope to influence my 'inner self'. (Q1₁).

She continued by elaborating upon another aspect of her desired change:

to do this I'll need a solid feeling of self-motivation and self-confidence - neither of which I have much of right now - so what I really want to change is my feelings about myself. (Q1₁)

In stating the results of this aim she mentioned that:

I would be calmer, have more natural energy (as opposed to nervous energy); spend more time in constructive activity rather than wasting hours engaged in unhappy contemplation of my life, and futile efforts to change what cannot be changed (i.e., other people). I would feel happier, more confident, less afraid of the future and more capable of dealing with my family situation which still disturbs me very much. (Q1₁)

b) Aspects Causing Distraction

1) Lying. Katherine mentioned two examples, one is social while the other involved her personal relationships within her family. Firstly, she told falsehoods to avoid attending social functions which she does not want to attend. Secondly, she admitted to lying constantly to her mother about her whereabouts and activities "in order to avoid her - or avoid hurting her feelings" (Q1₂).

2) Internal consideration. She mentioned "wonder how she felt about my calling - about me - whether the thoughts and feelings he expressed were honest" (Q1₂), and "in a totally different milieu from my usual - wondering how the people I was meeting thought of me" (Q1₂).

3) External considering. Katherine stated:

trying to be very supportive, understanding and comforting either when I'm with my mother or by making an effort to phone her when I know she'd appreciate

it - often at times when I did not feel like facing her or dealing with her at all. (Q1₃)

and:

acting in a very polite, gracious, carefully 'correct' manner around A's parents so as not to offend them (Q1₃)

4) Negative emotions. The Graphs 12 and 13 show the responses to the questions posed on the first questionnaire.

5) Identifications. The items which command the greatest enthusiasm on Katherine's behalf are:

1 - making music with people

2 - physical exercise

3 - reading

4 - relationships with people

5 - finishing school

6) Imagination. Katherine did not respond to the two questions designed to elicit a description of this type of behaviour.

c) Concentration of Attention

The responses to the questions posed are recorded on Graph 14.

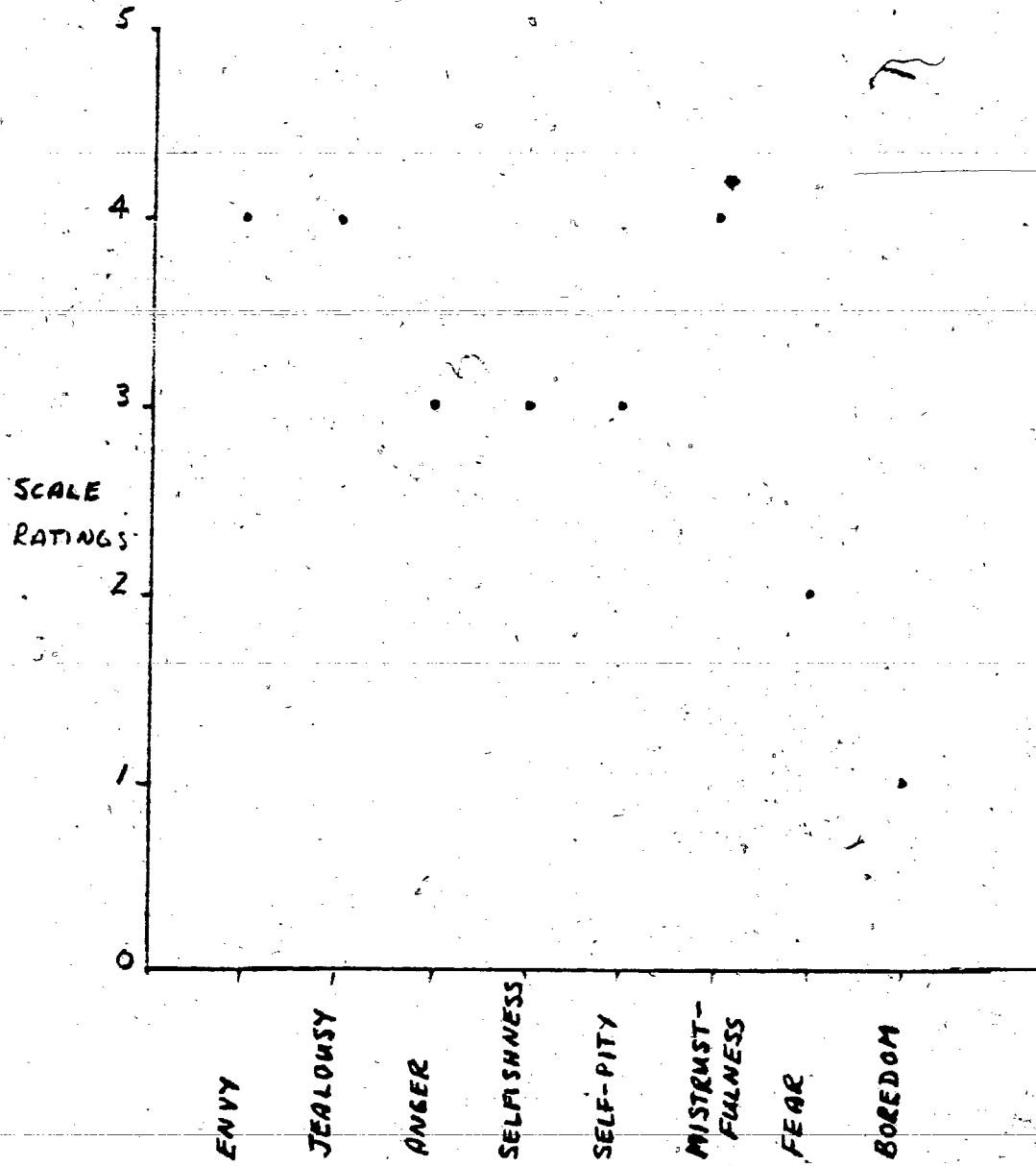
Katherine mentioned interest as one factor which causes her mind to fix on the task or project, but qualified this by stating:

also depends on my mental state - if I'm preoccupied with problems or very happy about something - I'll be more inclined to drift. (Q1₇)

She added that her concentration of attention:

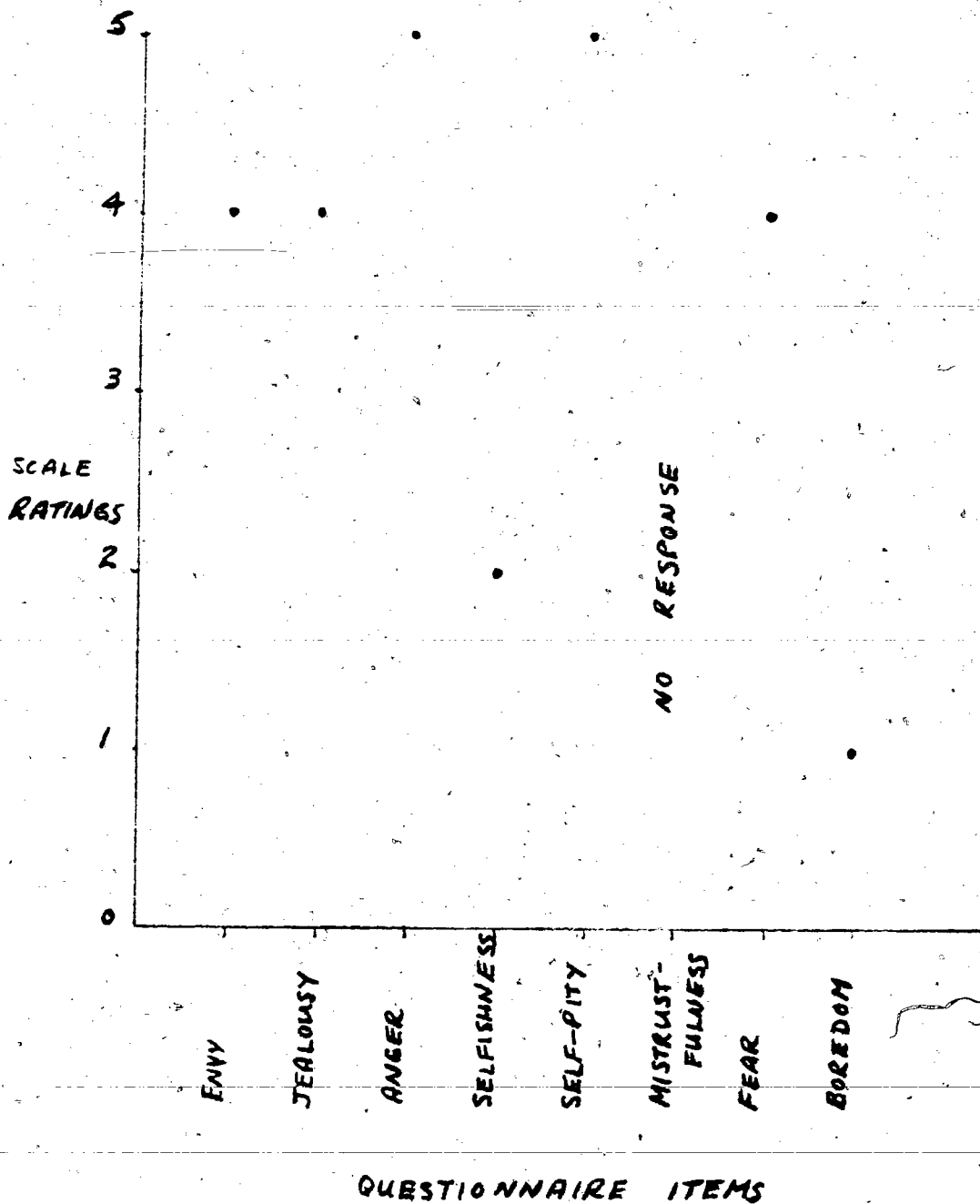
depends on whether I've chosen it (the project) myself or not...lately I've spent too much time working on undesirable tasks; and because of my current lack of confidence feel frustrated a lot of the time. (Q1₉)

GRAPH 12: NEGATIVE EMOTIONS
OBSERVED IN OTHERS

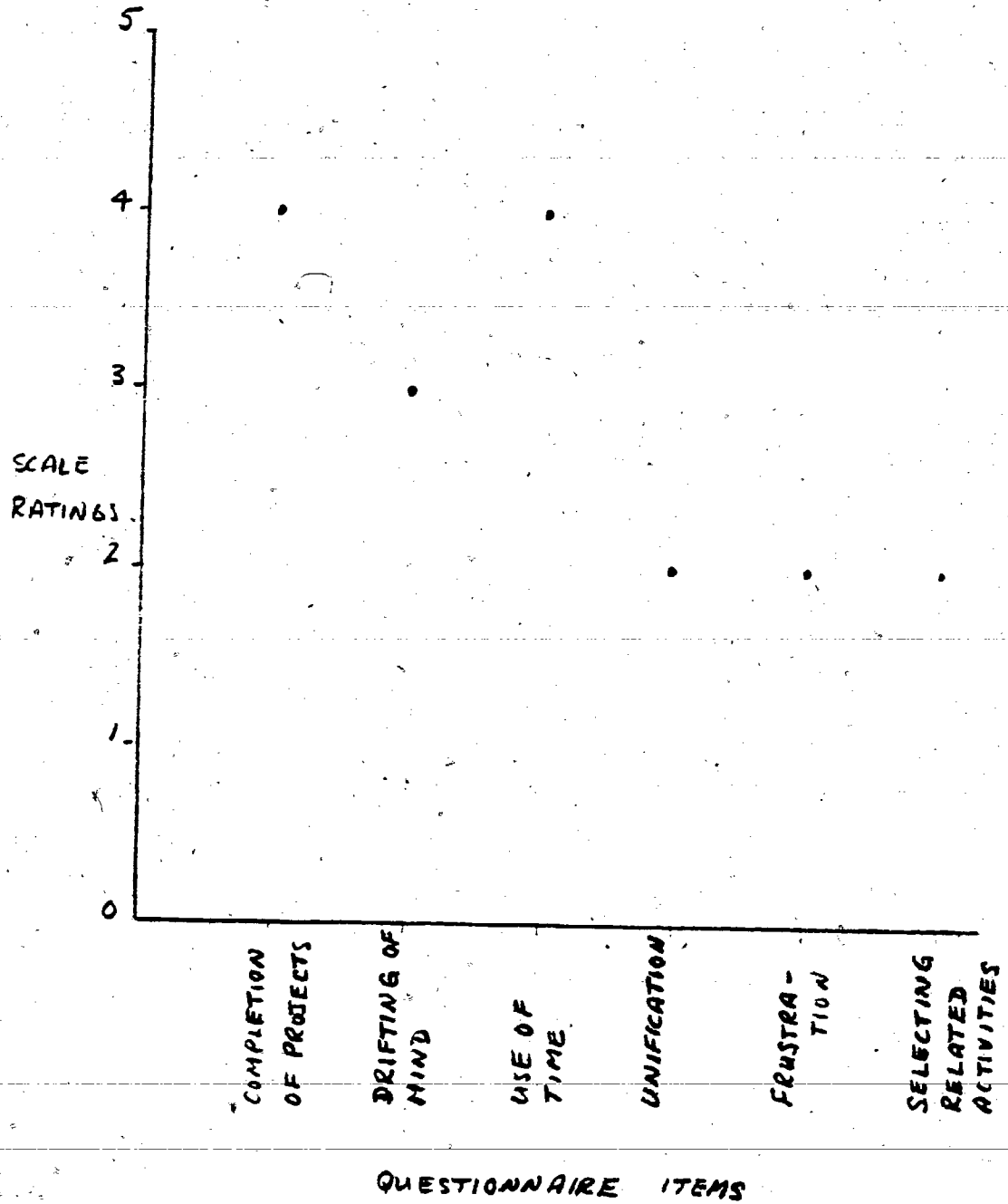


QUESTIONNAIRE ITEMS

GRAPH 13: NEGATIVE EMOTIONS
OBSERVED IN SELF



GRAPH 14: CONCENTRATION OF ATTENTION



d) Self-control

The responses to the questionnaire are to be found on Graph 15.

In response to the question focusing on the ability to follow a decision through, the participant stated:

Regarding small, day-to-day decisions I often change my mind, but more important, serious matters such as this project, I usually stick to what I've decided. (Q1₁₀).

With respect to the ability to control emotions in times of stress she claimed:

I can control my emotions externally - so that people won't know how I'm reacting - but I can't control myself inside. (Q1₁₁).

and continued in the same vein while commenting on control of physical movements:

I can usually control my physical movements well in that I can pretend to be dead calm and relaxed when I'm not. (Q1₁₂)

e) Self-awareness

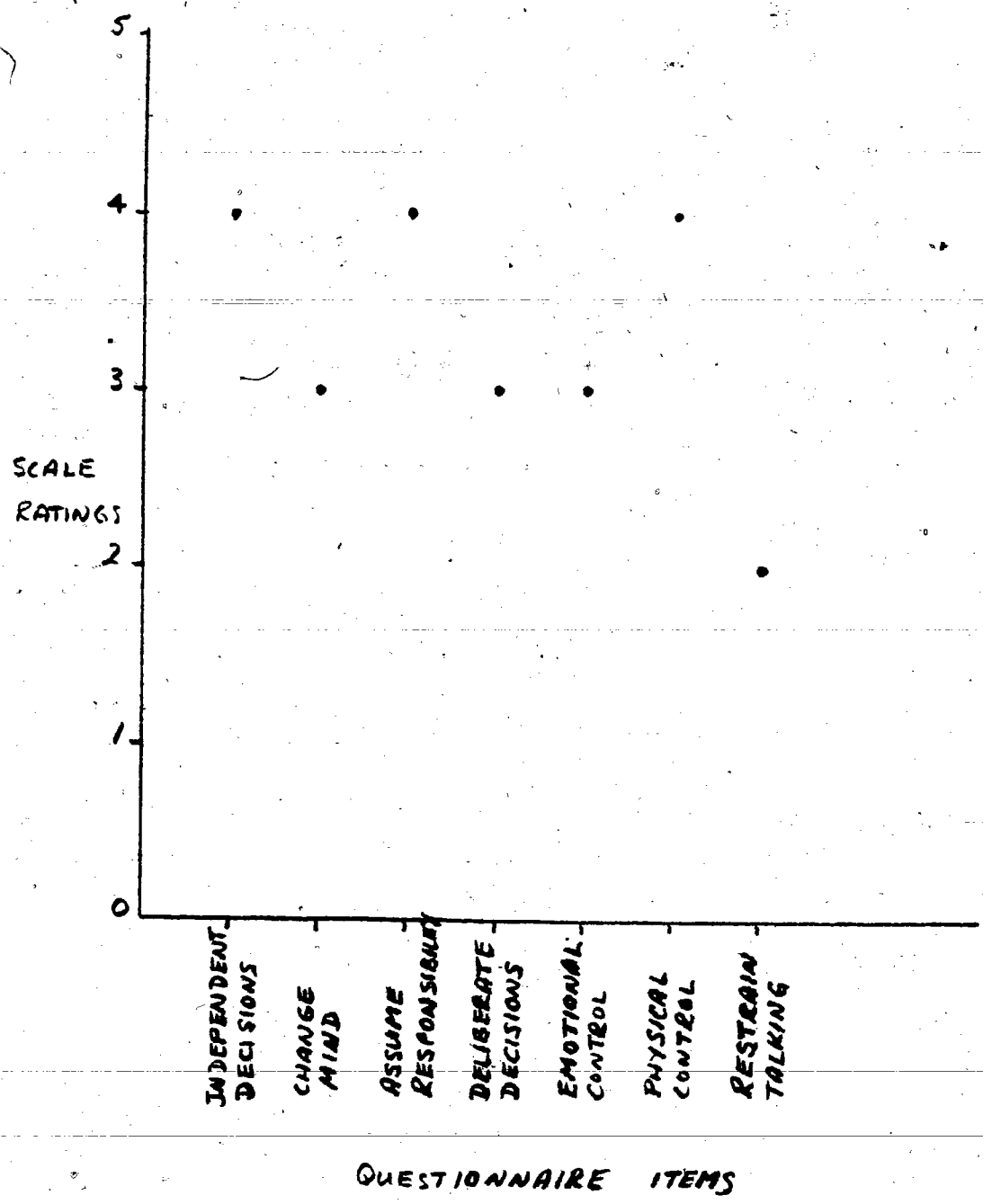
Responses to this section are recorded on Graph 16. Katherine claimed to be aware of the distinction between her projected personality and what she considers the "real me". She mentioned that:

I can see that my personality seems gay, light-hearted, carefree and somewhat superficial to others which is distinct from the real me that is very serious and vulnerable. (Q1₁₄)

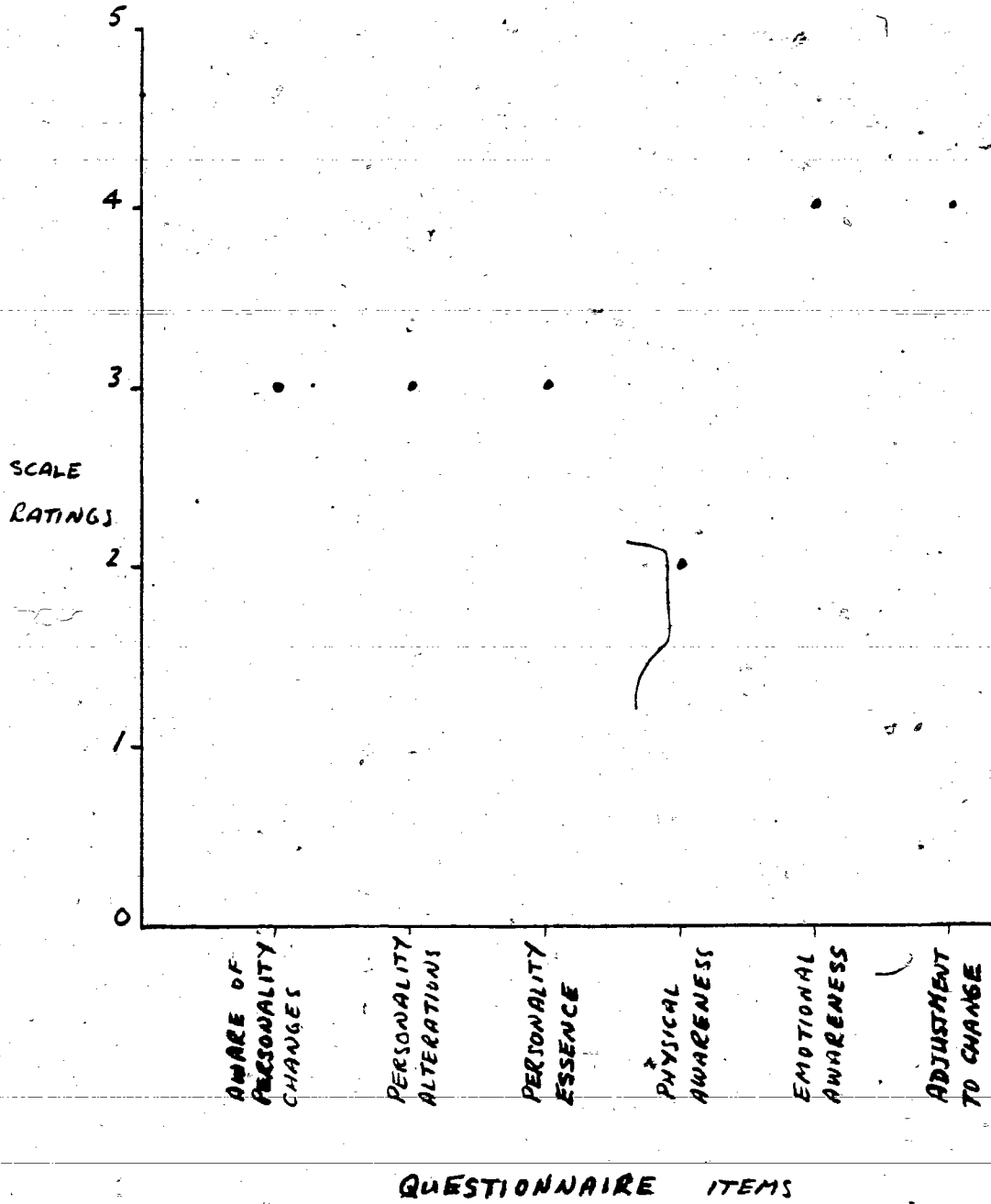
With regard to the awareness of her physical movements she had this to say:

only if I'm being watched or if people have commented on the nature of my movements, or if it's a movement I particularly enjoy. (Q1₁₅).

GRAPH 15: SELF-CONTROL



GRAPH 16: SELF-AWARENESS



Shortly after completing this questionnaire Katherine remarked that:

The questionnaire was difficult to answer because I had to look at myself very closely and it was so negative.
(OC1).

C) Proposed Project

(See Facsimile 2.)

Facsimile 2

Project

1) Purpose.

- To learn to play scales proficiently - as required at U.B.C.

2) Your background in this area (prior knowledge or skill level).

- 1½ years on viola - occasional work on scale passages in music.

3) Plan of development towards goal.

Daily practise and weekly instruction.

4) Materials/Resources needed.

Viola, practise room.

5) Possible area of difficulty.

General - frustration with self/motivation.

Specific - shifts, intonation, string crossings - even vibrato especially on C string

6) Concluding Activity or Presentation

- Smooth performance of scales.

Part II: Progress Towards Conclusion

Katherine was the one person who failed to complete the self-study and the project. She barely attempted the journal section of the study, completing only eight of the thirty days in the first phase.

It is impossible to complete sections A, B and D in this part of the case study, but a second interview was performed to determine reasons for the incompleteness and these reasons are summarized in section C.

C) Personal Comments on the Self-study

The participant offered these reasons for her difficulties:

- 1) She claimed that writing down her observations was difficult as she had not done this in the past and considered herself more of a vocal person. This led her to forget her observations and make it difficult to write them down at the end of the day. (T2₁₉)
- 2) She claimed to consider herself self-conscious and very aware and observant but qualified this by saying she tended to analyze her observations thus making the recording of the straight observations difficult. (T2₆₅).
- 3) In spite of the selection feature of the self-study she still found it difficult to observe (T2₉₄) and suggested that weekly meetings with the leader and other participants would have been very helpful (T2₁₃₈). The lack of contact with others for discussion purposes she felt hindered her progress.

4) She claimed that coincidentally with the self-study and the project she had many other things occurring and claimed that her mind was in a haze causing her to fail in the self-study aspect. She did say that the self-study would have been beneficial at this time (T2₁₇₄)

5) Of the specific features contained in the initial questionnaire and the self-study, she felt able to talk about the negative emotions prevalent in her personality. She claimed that it was most interesting to write them down as part of the self-study (T2₂₂₁), so as to have to face them. She realized the value of writing them down, but...(see above).

6) Katherine claimed that:

I find that, as hard as I may try, it is difficult to remember during the day. I am always scattered and forget what I say I am going to do as the day progresses. (OC4)

Part III: Observations by Outsiders

A) Comments on the Changes in Personal Characteristics Due to the Self-study

Karen, a close personal friend of Katherine's, offered to be interviewed. She has known the participant for three years and associated with her on Youth Employment Grants (two months in length) every year as well as relating to her closely during student life.

As a general statement she observed Katherine's frustration over the self-study almost immediately (T3₁₇) in spite of her declared excitement at the outset. In Katherine's own words this excitement was expressed as:

I feel so much better now that I have something to focus on (myself - observation and the task). (OC2)

Karen observed Katherine's frustration and embarrassment over the in-completion of the self-study. She observed a tendency on Katherine's behalf to analyze all her observations, which led to a degree of confusion and ultimate frustration (TS₂₀₀).

a) Aspects Causing Distraction

Karen was able to comment upon the negative emotions which Katherine projected during the course of the self-study. Specifically, she related her observations of the relationship Katherine was having with a "negative neurotic man" (T3₆₅) in which Katherine developed many negative emotions such as frustration and anger. Karen noticed these most in her reactions to assignments and the people directly concerned, in this case the teachers. Karen considered her to be wasting much

energy at this time through her anger and frustration which she was developing as a result of her relationship with this particular man (T3₇₅). She commented that this was so unlike Katherine, as the attractive aspect of her personality is the energy, happiness and excitement over life.

b) Concentration of Attention

Karen noticed a distinct inability to concentrate attention on Katherine's behalf. She heard her say that she wished she could concentrate but that she could not due to other emotional things in which she was involved (T3₁₄₅). Karen noticed Katherine always making excuses for her inability to concentrate, particularly on the self-study. The excuses were numerous. (T3₁₆₀).

c) Self-control

Although Karen felt that Katherine is self-controlled in the sense that she has strong ideas upon which she acts independently, she observed a lack of emotional control when stressful circumstances prevailed (T3₂₈₃). Moreover, she claimed that Katherine often changed behaviour after a decision was made.

d) Self-awareness

Karen felt that she was an aware person to begin with as she is always analyzing her actions and past behaviours (T3₃₃₈). She claimed that there was no change in this area during the self-study.

CHAPTER SIX: CASE STUDY THREE: DON

Part I: Background

Male; early 30's; residences: Burbank, California; Vancouver.

A) Personality Sketcha) Occupation

Don has settled into teaching as an occupation after studying law up to the stage of articling. He changed to education for the following reasons:

- the opportunity to work with young people.
- he considered it a constructive profession.
- the opportunity to help others realize their potential.

He did not perceive that any of these existed in the area of law.

During his university years Don held a number of "odd jobs", including working in a bank, a factory, and a logging camp. All of these were pursued to finance his education rather than out of interest.

For six years he served in the United States Air Force and experienced tours in Vietnam during the war years in that country.

b) Education

Don's education was split between Vancouver and Los Angeles, with his secondary education taking place in the latter. The adjectives he used to describe his experiences in these institutions include: "frustrating; boring; demoralizing and purposeless" (T1₁₀₀). He stated that these experiences led directly to his decision to join the Air Force as he could not envisage more years in an educational institution. Don

summarized by stating that these experiences led him finally to choose education as a career for he felt that he would like to work with students to ensure that they did not undergo the same experiences (T1₁₂₀).

Don isolated law school as having features which, to a certain extent, redeemed education for him. He said that he found the three years spent there mentally challenging and unusual in the context of all other educational experiences.

He mentioned the following examples as areas in which he was trying to create changes for his own students:

- giving students more choice.
- convincing them that learning occurs all around them and not just in the school.

In an attempt to correct the deficiencies in his education, Don claimed to read a great deal, but admits avoiding courses. His stated interests include: religion and philosophy. Recently, he has joined a study group focusing on a particular religious text.

Don admitted that most of his interests are ephemeral due, not to any personal failings or deficiencies in the subject area, but, to his learning more about the subject and finding less than he had originally hoped to find.

c) Leisure Time

Under this heading Don mentioned: reading, basketball, running and wood carving. His reading is career oriented as well as emphasizing his over-riding interest in religion.

His interest in running is based upon his desire to keep in good physical condition, to experience an outdoor environment and to experience a degree of solitariness (Tl₃₁₀).

Any interest in self-development is based solely upon his interest in woodcarving. He did not state that he had taken other courses in this general area.

d) Personal Relationships

Don stated that he had a very small group of close personal friends due to his selectivity when meeting new people. He did not feel he had trouble meeting people, but once met he imposed criteria through which he "evaluated" them. These included whether they were vegetarian and whether they were involved in a profession of which Don approved.

e) Self-concept

Don gave every indication of having a strong self-concept. He talked about his varied experiences as having meaning for him upon which he based many of his future decisions. He indicated that he had considered the major decisions in his life closely, and feels content with his current position. He stated that he had certain goals in different areas of his life:

- professional goal: encourage active inquiry in his classroom.
- skill goal: woodcarve to a higher standard.
- intellectual goal: learn more about the religious-philosophical area he is currently studying.
- relationship goal: improve his relationship with his current girl friend.

B) Detailed Personal Characteristics

a) Aim of the Self-study

Don articulated his aim as: "to develop all of my talents and capabilities to their utmost" (Q1₁), and when asked to state how he would behave or feel differently he stipulated a decrease in anxiety, greater security in the goals he seeks and a high degree of capability in his personal and professional life.

b) Aspects Causing Distraction

1) Lying. Don mentioned two areas in which he was aware of himself lying. Professionally, he found himself lying to his students over the outcome of an assignment they were working on. Socially, he observed himself lying over reasons for his absence at a certain gathering where his attendance was normally expected. The real reason was the "polluted atmosphere", but he offered work as an excuse.

2) Internal considering. Don admitted to considering what others think of him in the staff meetings and when he stands in front of the class.

3) External considering. The participant stated that:

he offered to coach the boys basketball team though it was not something I particularly wanted to do. (Q1₃)

He added another example by stating that he helped prepare an examination timetable for exams which he opposed the use of in his classroom.

4) Negative emotions. The results of the questions are shown in Graphs 17 and 18.

5) Identification. Don listed five aspects of his life which tend to command great enthusiasm. They are as follows:

- personal relationships with girlfriend.
- spiritual insight.
- professional goals: success in teaching.
- travel.
- physical fitness.

6) Imagination. The participant was able to stipulate two areas of activity which he thought he could do, but upon trying failed to do. The two mentioned were:

- the ability to keep up with the demands made by his job and the other interests he has, especially reading.
- the attempt to learn French at night school; an attempt which failed.

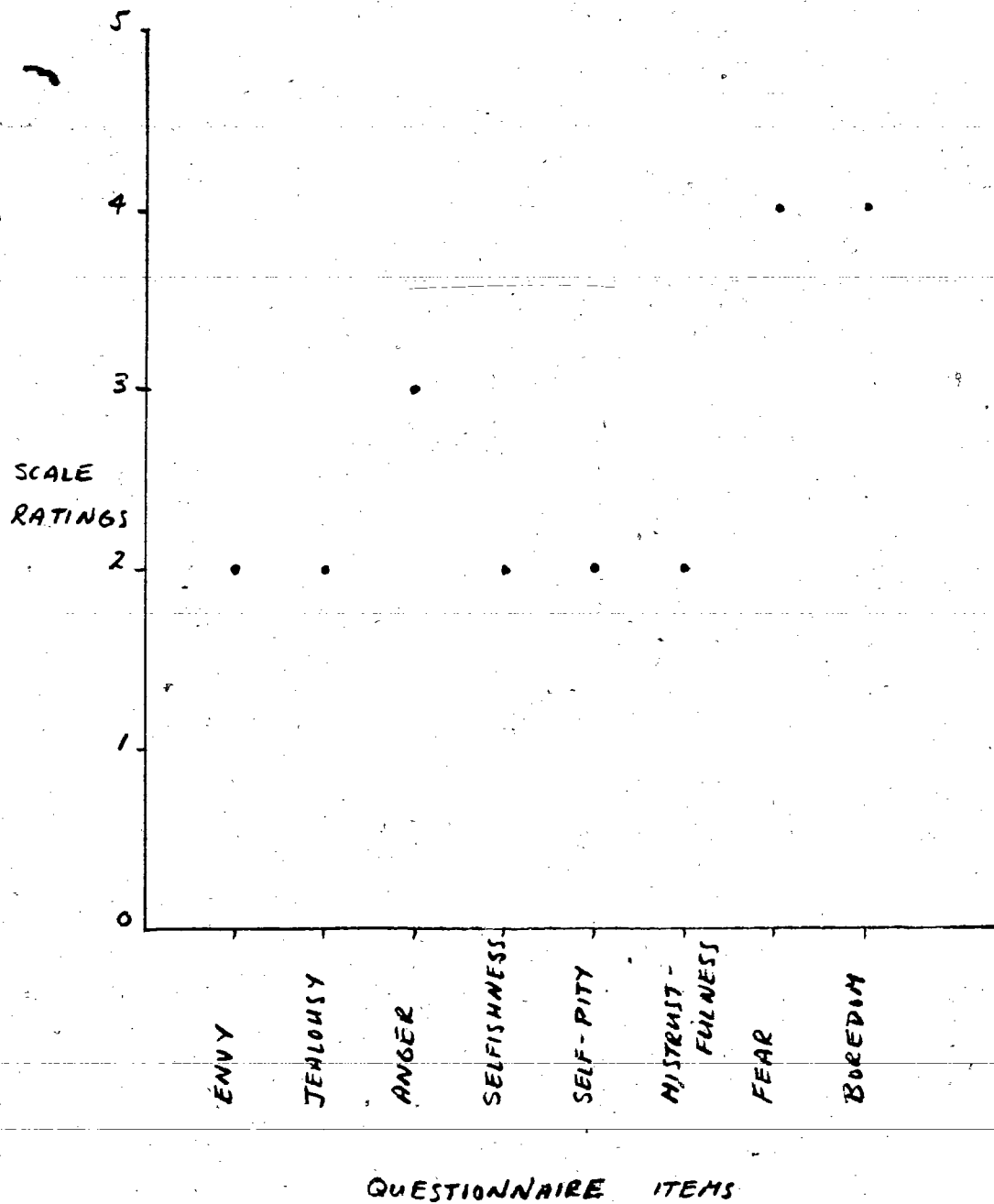
c) Concentration of Attention

The results of the questions posed are shown on Graph 19.

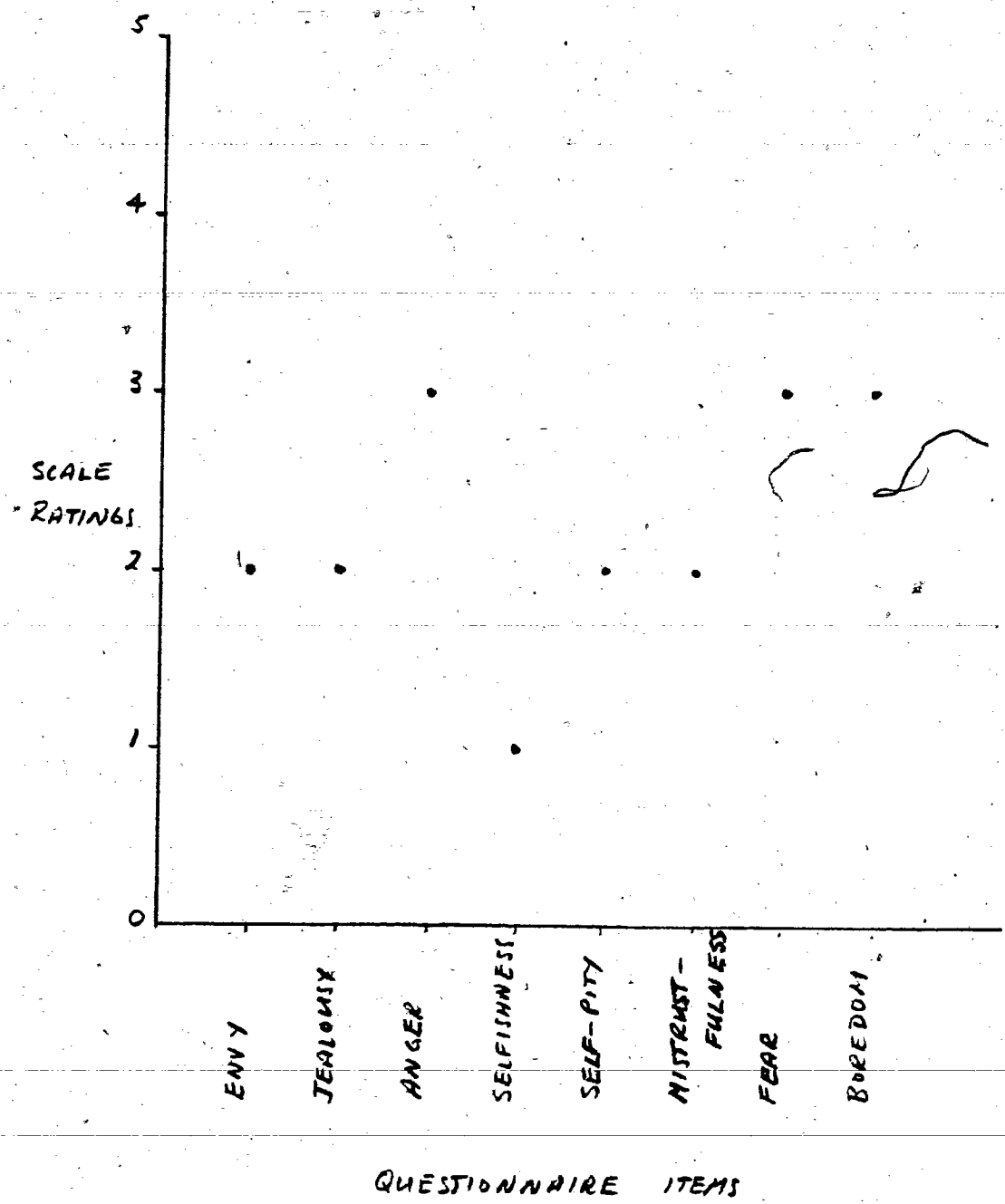
Don offered many comments on his ability to concentrate his attention. As to the time of completing projects, he stated that he doesn't: always look at all the implications of a project before I start. Hence, I often do not complete projects. (Q17)

Moreover, he mentioned boredom as a factor which interferes with his ability to concentrate.

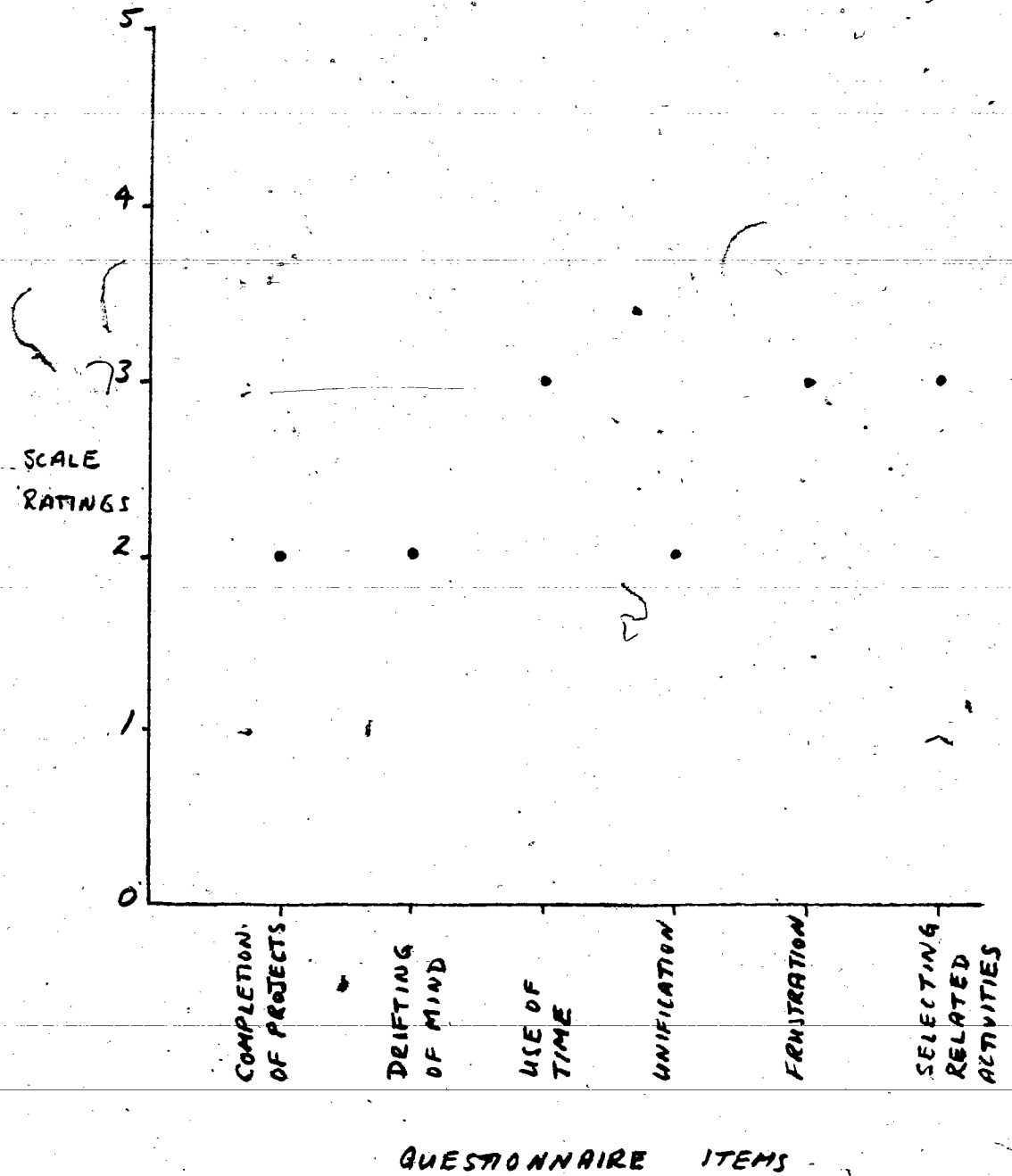
As a factor inhibiting his ability to concentrate his attention is the tendency to feel there is never enough time to complete it properly.

GRAPH 17: NEGATIVE EMOTIONS
OBSERVED IN OTHERS

GRAPH 18: NEGATIVE EMOTIONS
OBSERVED IN SELF



GRAPH 19: CONCENTRATION OF ATTENTION



He said that "my mind and emotions are divorced usually when I am doing something" (Q1₈).

He also mentioned that "constraints of time make frustrations increase" (Q1₉) thus making it more difficult to concentrate.

d) Self-control

The results of the questionnaire are recorded on Graph 20. In response to the question asking how he reacts in situations of extreme pressure, he responded: "I react better under pressure possibly because of military training early in my youth" (Q1₁₀).

He added:

rarely allow my emotions to take command of a situation from previous observations, I believe emotions often worsen a situation. (Q1₁₂).

On the other hand, he stated that: "I often exhibit nervous mannerisms under stress" (Q1₁₂), referring to physical gestures.

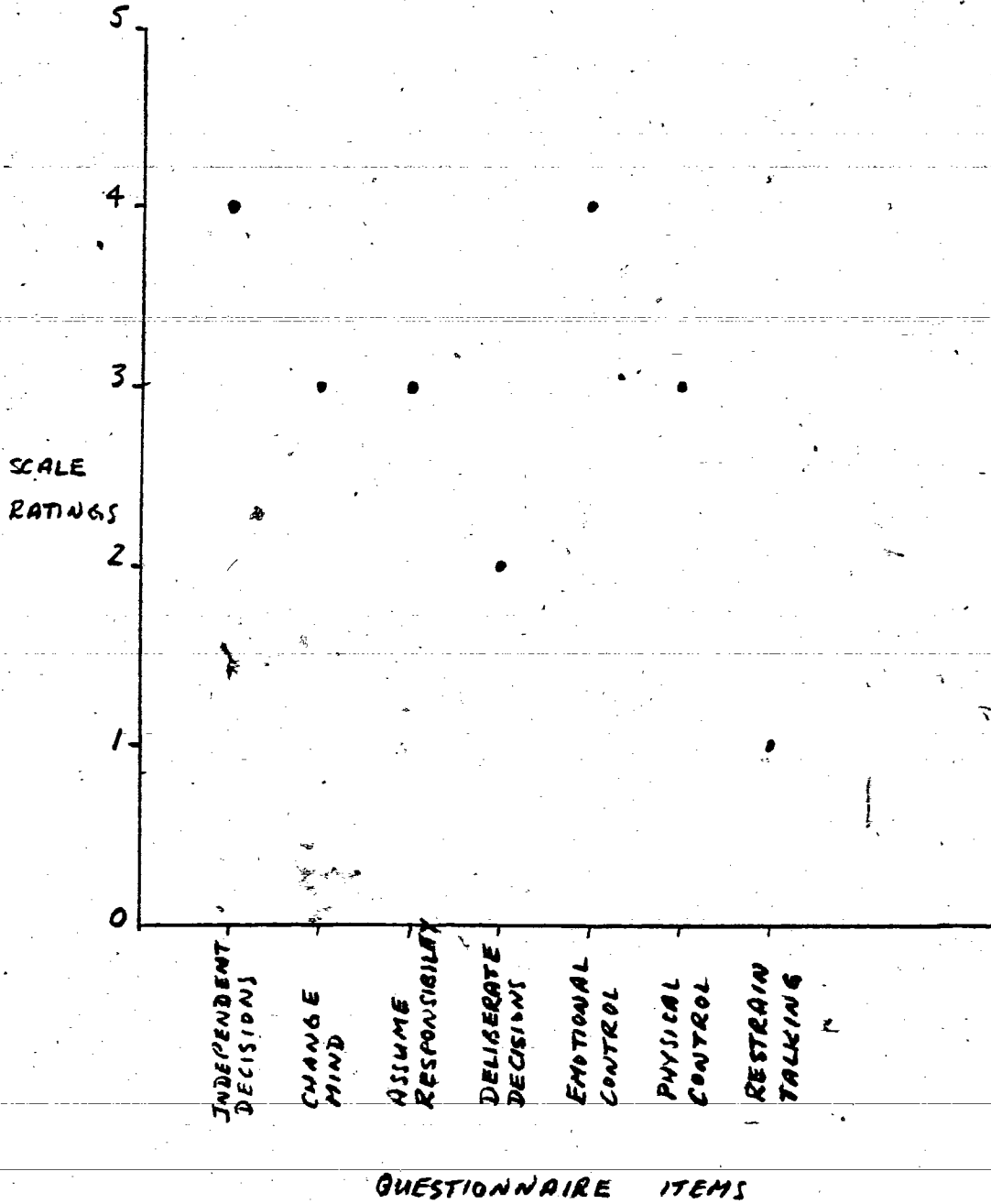
Don stated that he found it extremely difficult to restrain himself in discussions, especially if he felt he had something important to say.

e) Self-awareness

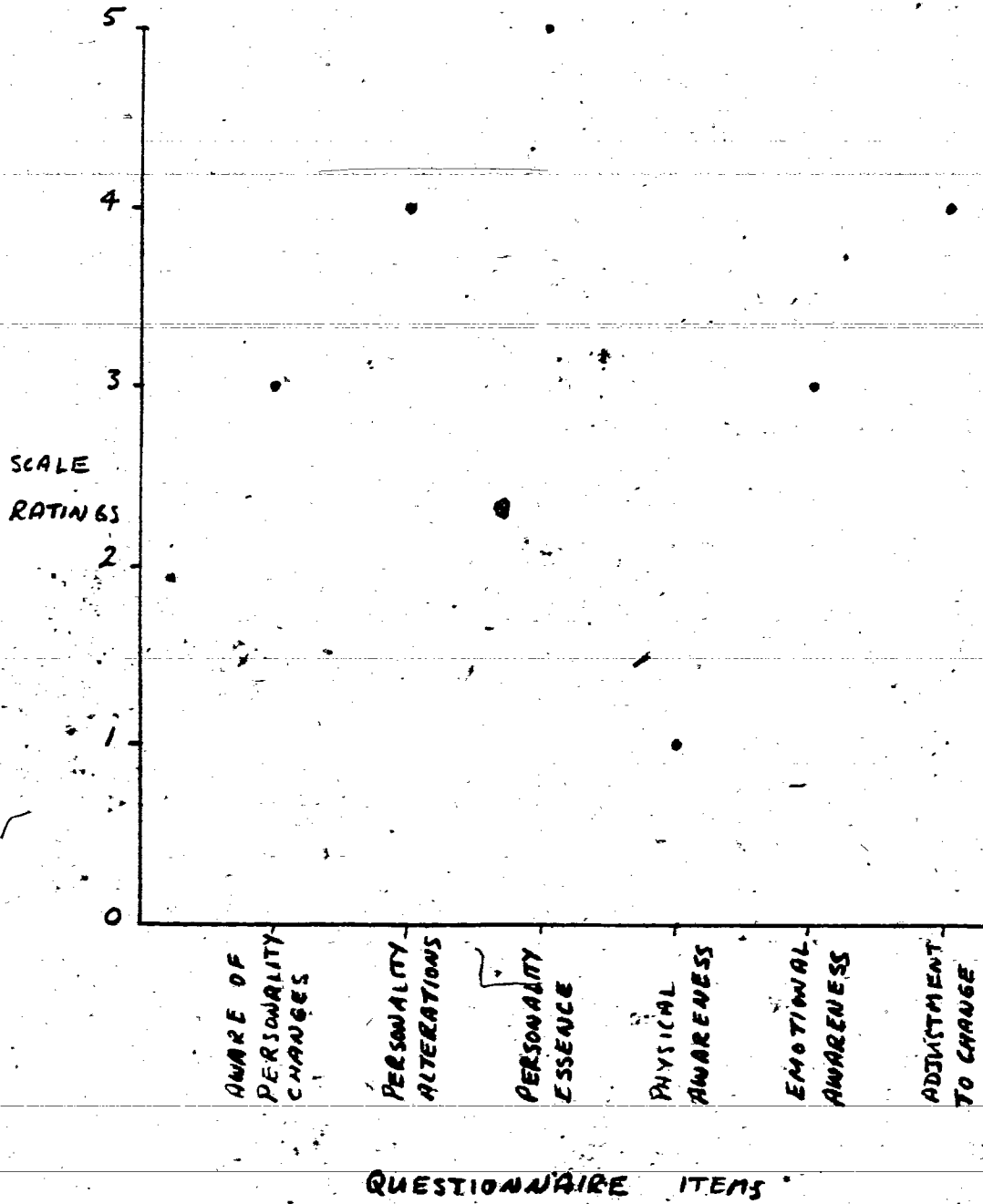
The results of the questionnaire are shown on Graph 21. Don observed his personality changing "within a single circumstance" (Q1₁₃). Moreover, he felt that he can alter his personality according to the circumstance, especially as he sees himself as a mediator.

When it comes to awareness of habitual, daily activities, he claimed that "my mind is usually on something else so I am almost never aware of my movements" (Q1₁₅).

GRAPH 20 SELF-CONTROL



GRAPH 21: SELF-AWARENESS



On the other hand, he found it easy to adjust to new and changing circumstances and feels he handles them well. And in spite of not being that able to stand outside his emotions and recognize them very well, he admitted to an improvement here and to the necessity of being able to do so.

C) Proposed Project

(See Facsimile.)

Facsimile 3

Project

1) Purpose.

- To develop some skill in the area of woodcarving.

2) Your background in this area (prior knowledge or skill level).

- Nil

3) Plan of development towards goal.

1) Buy tools.

2) Attend night school course on woodcarving.

3) Practice

4) Materials/Resources needed.

1) Woodcarving tools.

2) Wood.

5) Possible area of difficulty.

1) Lack of time to practice.

2) Lack of facilities to practice in.

6) Concluding Activity or Presentation

- Sculpture of woman (unfinished) to be worked on as skills develop .

Part II: Progress Towards Conclusion

A) Patterns in the Self-study

a) Selection. Don's journals were extremely detailed and his selection for daily observation was balanced amongst the ten offered. He used the "free choice" regularly and chose items which were close to his daily life.

b) Aspects Causing Distraction

1) Lying. There were no instances observed by Don and recorded in the journals which revealed his awareness of lying.

2) Internal considering. Mention of this aspect occurred fewer than five times in his journals. Outstanding examples were:

- when he participated in a school "casino" and placed himself in what he considered to be a foolish position.

- when he:

felt a kind of embarrassment I had not felt in years when a student called me "Donald Duck". I was reduced momentarily to being a very vulnerable ten year old again. (J1₈)

- when a colleague praised his conscientiousness and hoped he would remain on staff. Don observed himself feeling very satisfied about what another felt about him.

3) External considering. Four times Don mentioned observations which can act as examples of this feature. Two examples of which are: his adjustment to his father's way of doing things "and I have difficulty with that" (J1₁₅) and the observation of:

my father's loneliness as he sat down to watch his "Bowl Games" of TV. So I decided to join him though I loathe watching football on television. (J1₂₀)

4) Negative emotions. The negative emotions which Don mentioned in his journals were:

- envy: twice.
- anger: seven times.
- fear: once.

Examples of the above recordings include:

got angry today at students - realized my expectations were getting in the way again. (J2₂₃)

fear is basic to all of us - we are so afraid to express ourselves for fear of ridicule. I'm too self-conscious and fearful in front of the kids. This must stop. (J2₁₈)

envy of my friend Harry for his teaching job that pays the same as mine but requires much less preparation. (J2₆)

5) Identification. Don revealed all of his identifications in his journals. For instance, he referred to his relationship with his girlfriend twenty-seven times in a variety of contexts. One of the comments which reveals the status of this identification is:

At last got to spend some time with C. I've got to strike a balance between work and C. C. is most important by far. (J2₂₂)

6) Imagination. Most of the observations which pertain to imagination relate primarily to the effect the daily "selection" had upon behaviour. Often, when Don chose to observe an habitual activity he recorded outstanding discrepancies. For instance, an attempt not to say a word all day long brought ultimate failure.

Originally thinking he could perform the task, he realized finally his habitual patterns were very strong indeed. Another attempt to perform an activity different from his normal pattern (using his left hand) brought the same realization.

c) Concentration of Attention

The participant recorded numerous instances when concentration of attention was paramount, especially in the area of moving/physical functions. For instance, "concentrated today on economy of movement" (J1₄). On the other hand, attempts to concentrate attention proved difficult; for example, "counting at times increases concentration, other times makes me lose concentration" (J2₁₅).

He used the driving of his car as an exercise for close observation. In the early part of his journals he stated:

observed myself driving - all my movements were done instinctively, without thinking. Always had my mind on something else (J1₁)

Towards the end of the second journal is reference to a changed state: "Amazing how the car is such an extension of myself now" (J2₂₉).

d) Self-control

Most of the references to observations which relate to this topic concern many of the negative emotions or physical movements referred to previously. For instance, two observations on the first day mentioning anger occur in the journals. Later, he stated:

Caught a student cheating today and got very angry. Wisely though, I had the student come in after school and I had cooled off by then. (J2₁₇)

e) Self-awareness

There were many observations which linked this feature with self-control, such as:

observed the interplay between hands, feet and eyes when driving. The parts of the body work together marvellously to become part of the car. (J1₆)

Most of the recordings were linked to the selection of the day as in: "Dressed and undressed in totally opposite ways than normal. I felt strange - uncomfortable" (J2₅), and "noticed when I move about the classroom I usually move to my right. I resolved to move all over the classroom" (J1₂₉).

B) Reported Changes Through the Self-study

a) Progress Towards Aim Achievement

Don observed that:

I have become less anxious about the directions I wish my life to take. I have become more tolerant of others and am more willing to work with others as opposed to trying to do everything myself. I have developed more confidence in my own abilities and am less fearful of undertaking new projects in an unknown field. (Q2₁)

More specifically, he stressed he is: "willing to take more risks...I believe now that I can accomplish any goal" (Q2₁).

b) Aspects Causing Distraction

1) Lying. Don mentioned two examples in response to the question designed to focus on this aspect. These revealed an awareness of this tendency in both the area of close personal relationships and in his occupation. Firstly, he stated:

I told my friend C. that I liked the chicken soup she made for me when in fact it made me ill because it contained meat. (Q2₂)

And secondly, he remarked that:

I told some of my students in grade 11 that I would be teaching History 12 next year when in fact I may not be. (Q2₂)

2) Internal considering. Don repeated his concerns as

before:

In a staff meeting at school, I stood up and supported an unpopular motion.... I said that as citizens in our school community, students and staff were equal and should obey the same rules. (Q2₂)

and:

In a class discussion, I outlined my diet as a vegetarian and revealed the difference it has made on my life. (Q2₂)

3) External considering. The participant offered to help on two committees at school which he would not normally do.

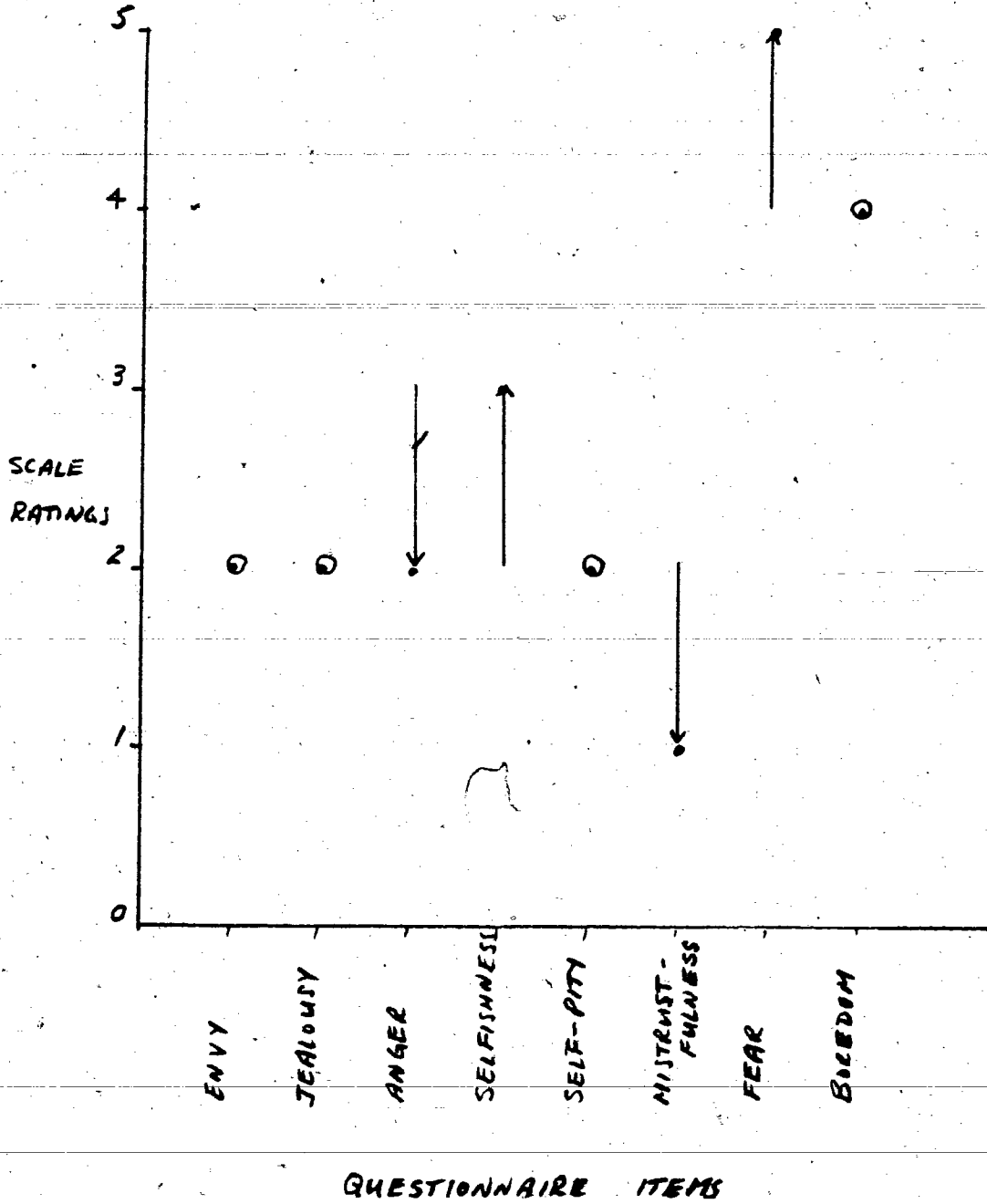
4) Negative emotions. The changes recorded here are shown on Graphs 22 and 23 with the change level and direction shown on the overlays.

5) Identification. At this time, Don mentioned the same identifications and ranked them in the same order.

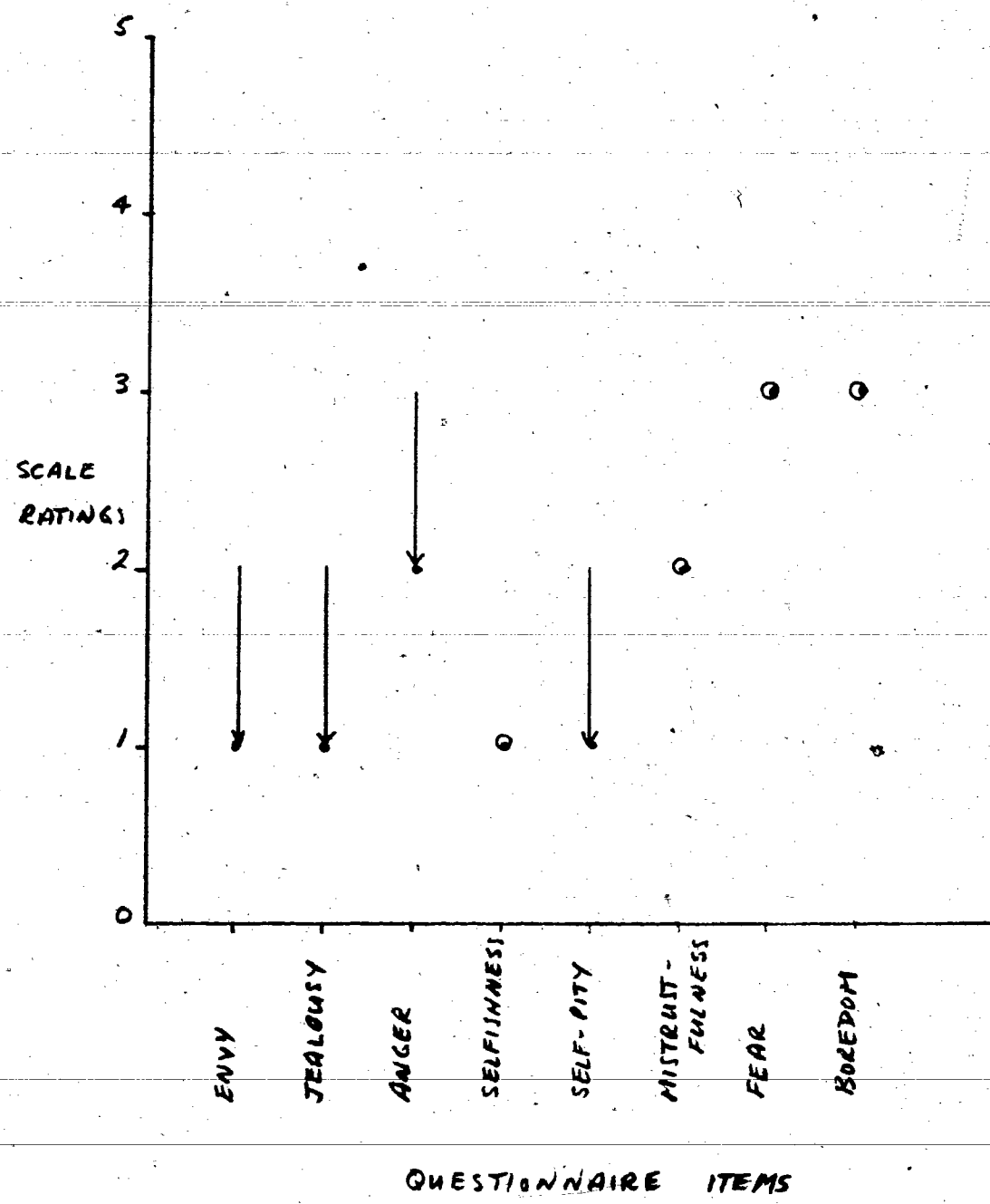
6) Imagination. Don recorded two clear instances of believing he could do something at the outset and ultimately finding he could not. He stated:

I believed when I began the school year that I could successfully use the inquiry approach in my classes, I needed more time to prepare, I was unable to use the approach consistently. (Q2₆)

GRAPH 22: NEGATIVE EMOTIONS
OBSERVED IN OTHERS



GRAPH 23: NEGATIVE EMOTIONS
OBSERVED IN SELF



and:

I believed I could continue running each morning after taking a job but I find that my running has become sporadic. (Q2₆)

c) Concentration of Attention

The level of responses to the six questions posed are shown on Graph 24 and the direction of change on the overlay. In support of his ratings he said:

I find lately that I complete nearly every project I start because I plan for each one carefully. (Q2₇)

This is corroborated by another statement:

There is enough time - the key is planning and follow-through. As long as I plan for each task and follow through on it, I always have enough time. (Q2₈)

With respect to the aspect of unification of one's thoughts, emotions and physical actions, Don stated:

I still find myself often detached from my task. I especially notice this when I teach. However, I notice that when I am totally involved with my teaching, the kids become more involved. Therefore, lately I have been allowing myself to become more emotionally involved with my work and I feel better for doing this. (Q2₈)

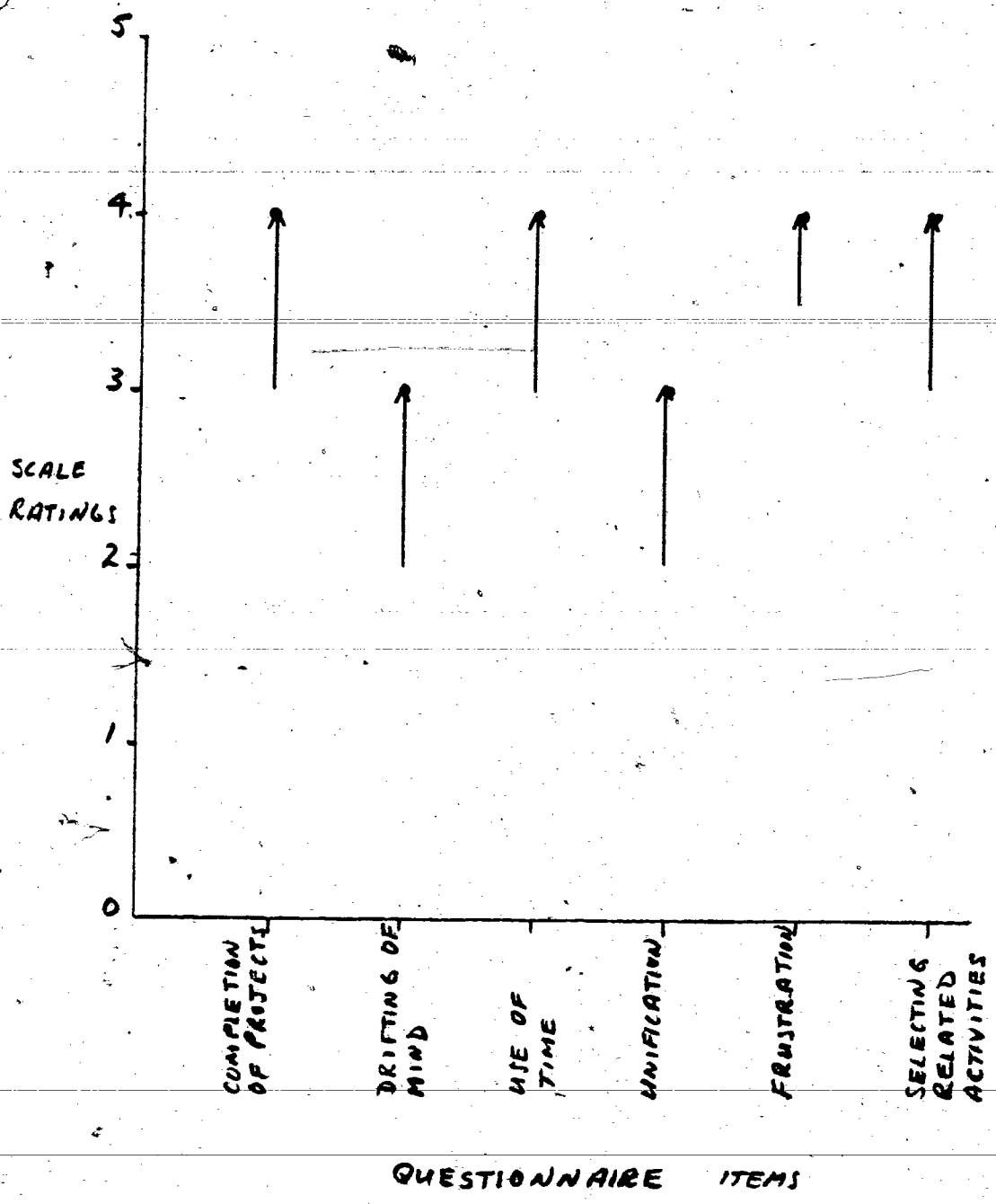
d) Self-control

The results on the questionnaire are shown on Graph 25 and the level and direction of change on the accompanying overlay. Don claimed that pressure bothers him less due to a feeling of "inner calm" (Q2₁₀).

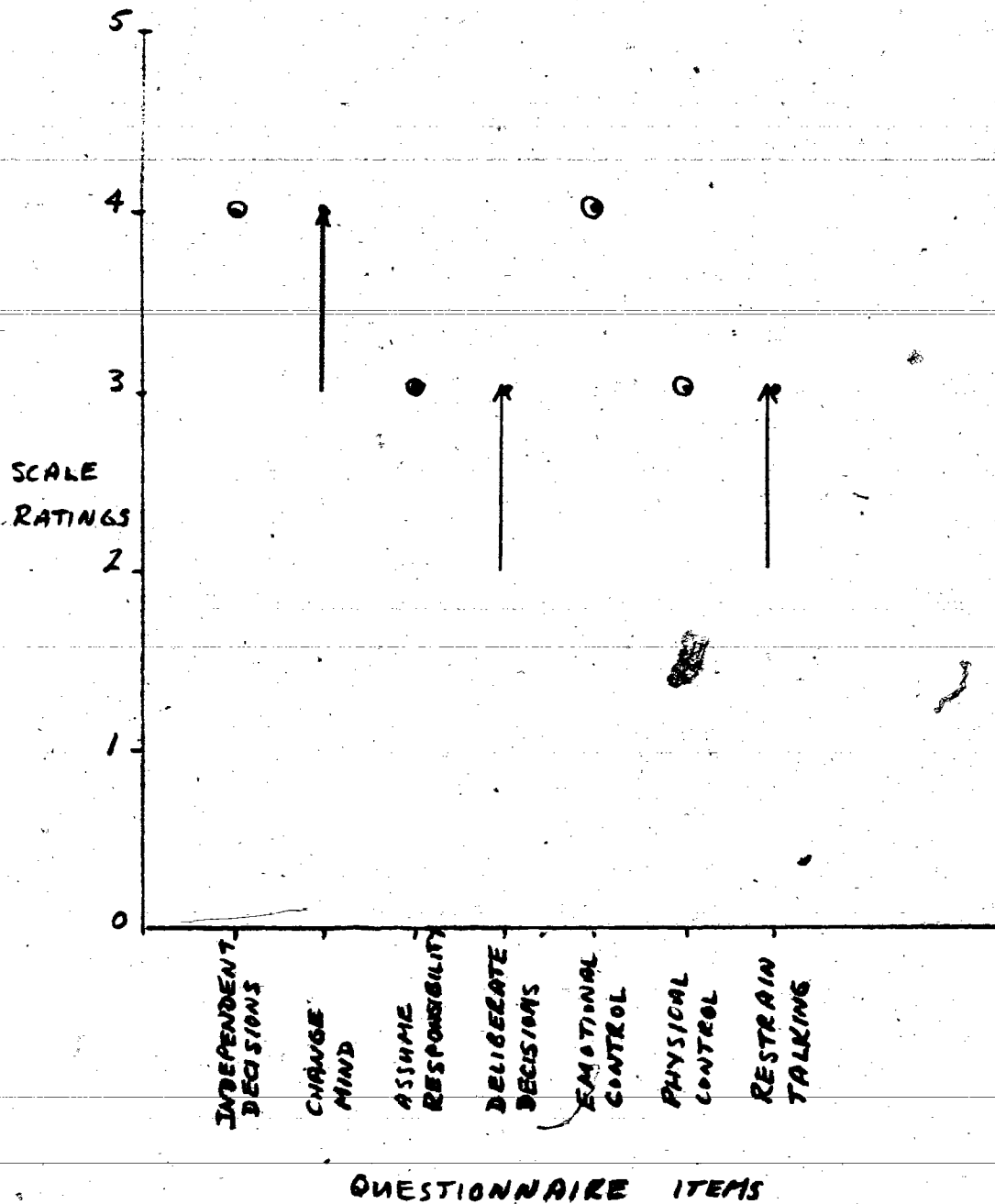
In addition, he stated that:

I find that I do not decide as quickly as I once did so I find myself changing my mind less frequently. (Q2₁₀)

GRAPH 24: CONCENTRATION OF ATTENTION



GRAPH 25: SELF-CONTROL



Don supported his rating on physical control by saying:

I used to see myself "fidget" quite a bit under stress... but I find that the stressful situations are overcome by remaining calm (Q2₁₂)

With regards to his self-control in discussion he stated:

Formerly, I would find myself constantly interrupting others in a discussion. Now, I am more interested in what others have to say so I listen rather than speak. I have noticed this particularly in my classroom. (Q2₁₃)

e) Self-awareness

The responses to the questions are shown on Graph 26 and the level and direction of change on the overlay. Don stated in support of his self-awareness:

I believe that there are many aspects to personality and that different aspects of one's personality manifests itself in different situations. (Q2₁₃)

and:

I don't believe I alter my personality consciously, but that I react to the circumstance. (Q2₁₄)

and following on the same lines he mentioned:

I believe my personality is my "real me" but that I rarely allow others to see the "real me". However, I want others to see the "real me" and am working to become more open. (Q2₁₄)

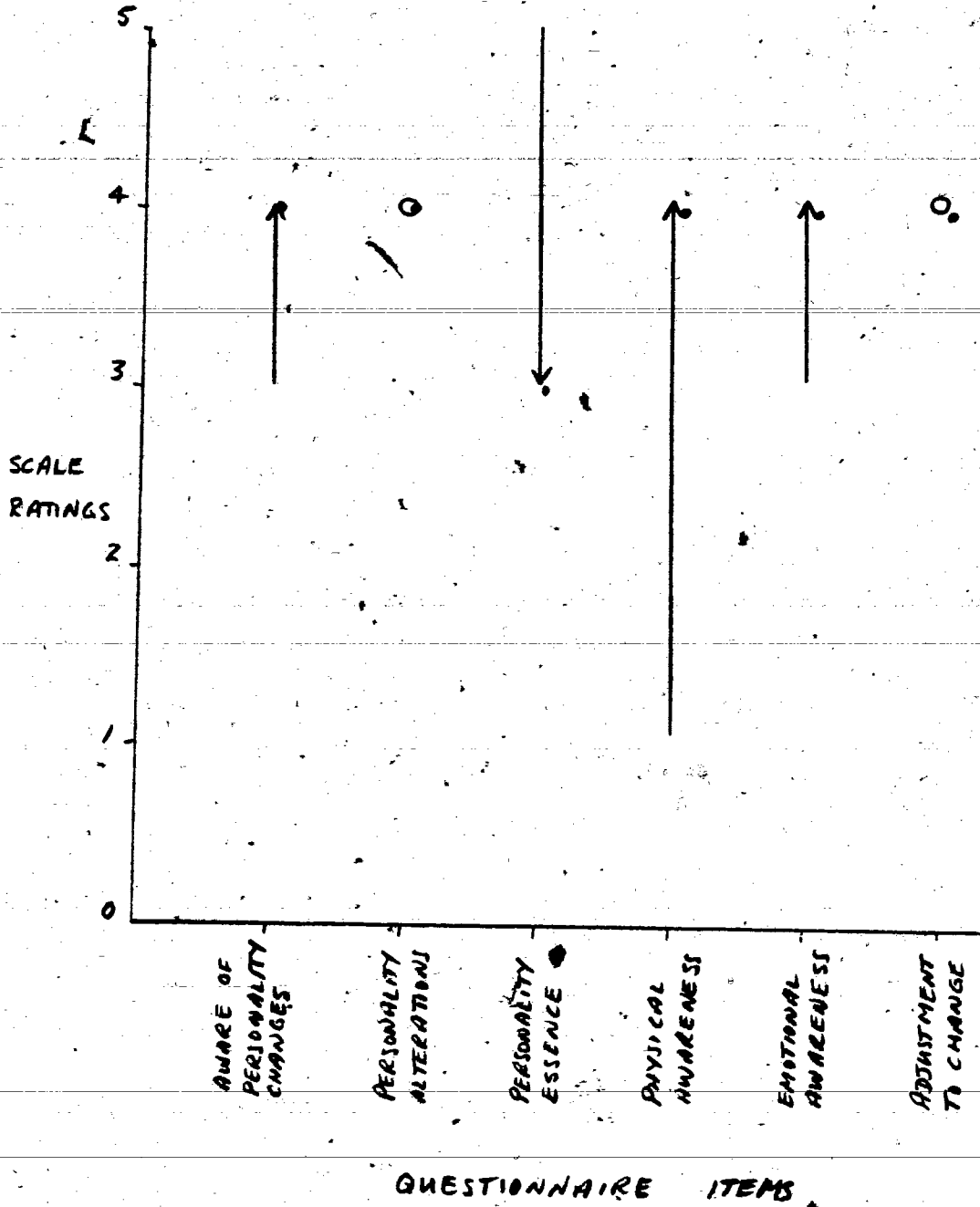
Don commented on the self-awareness of his physical body and actions in the following way:

I have come to notice and appreciate my body more and have noticed that my driving, for example, has improved noticeably. (Q2₁₅)

Don's statement on his emotional self-awareness mentioned:

more often now I find that in an emotionally charged situation (e.g., confrontation in the classroom), I will automatically become calmer by observing the other person with love. (Q2₁₅)

GRAPH 26 : SELF-AWARENESS



And finally, he commented on his abilities to adjust to changing patterns of existence:

I was at one time firmly rooted to a set pattern of existence which appeared very comfortable to me with one exception: I accomplished very little. I now find that I am more flexible and "looser" so that when changes occur in my pattern of existence...I not only do not fear it, I am beginning to welcome the challenge as a test of my abilities. I am prepared to alter my career goals as I come to know myself better and I want to do many different things in my lifetime. (Q2₁₆)

C) Personal Comments on the Self-study

a) Progress Towards Aim

During the interview Don mentioned that he felt he had been fairly successful in achieving progress towards his overall aim. He added that he would like to do the self-study again as he felt he would make further progress especially in the area of coping with anxiety. He claimed that he was much less anxious because he "noticed things because I was doing the project" (T2₇₀).

b) Aspects Causing Distraction

Don's comments tended to focus upon one factor: anger. He stated that when he felt it rising he would be aware of it and "it would go away when I stopped" (T2₇₉). Don continued by stating he had developed an increased awareness of others and their various features.

Don made comments on the habitual nature of people, first by stating that he: "always thought habitual people were square, conventional and idiotic" (T2₂₀₀), but as a result of the self-study he came to realize just how habitual he was. By looking at his habits and changing

them he found that he became more self-aware, once he overcame the fear "of deviating from his habits" (T2₂₂₀).

c) Concentration of Attention

The theme of habits was pursued further when he was asked about his observation of his ability to concentrate attention. Don found that by looking at habitual patterns he became better organized and concentrated better through a slowing down and a "discovery that there is enough time to do anything" (T2₂₆₀).

d) Self-control

Don was quite sure of the effects of the self-study here. He claimed that the forced observation of physical movements while under stress led to a degree of calmness and heightened self-control (T2₃₀₀). He stated that he performed specific exercises, such as not talking in the classroom when normally he would dominate. This enforcement he felt increased his self-control.

e) Self-awareness

Don was able to elaborate upon specific aspects of his self-awareness, in particular his awareness of another self (personality) and himself. He stated a definite increase in his awareness of the former in spite of striving to reveal more of himself. This heightened awareness took place during his job as a teacher in the classroom.

The participant revealed a marked increase in his physical awareness especially while running. Prior to the self-study he ran for the predominately intellectual reason of increased benefit for the body; after, he found he was becoming aware of component parts: feet, blood,

heart, lungs. This he claimed made it a more complete activity and more enjoyable.

D) Relationship Between the Self-study and the Project

a) Ways of Learning

Don ranked the possible ways in the following fashion:

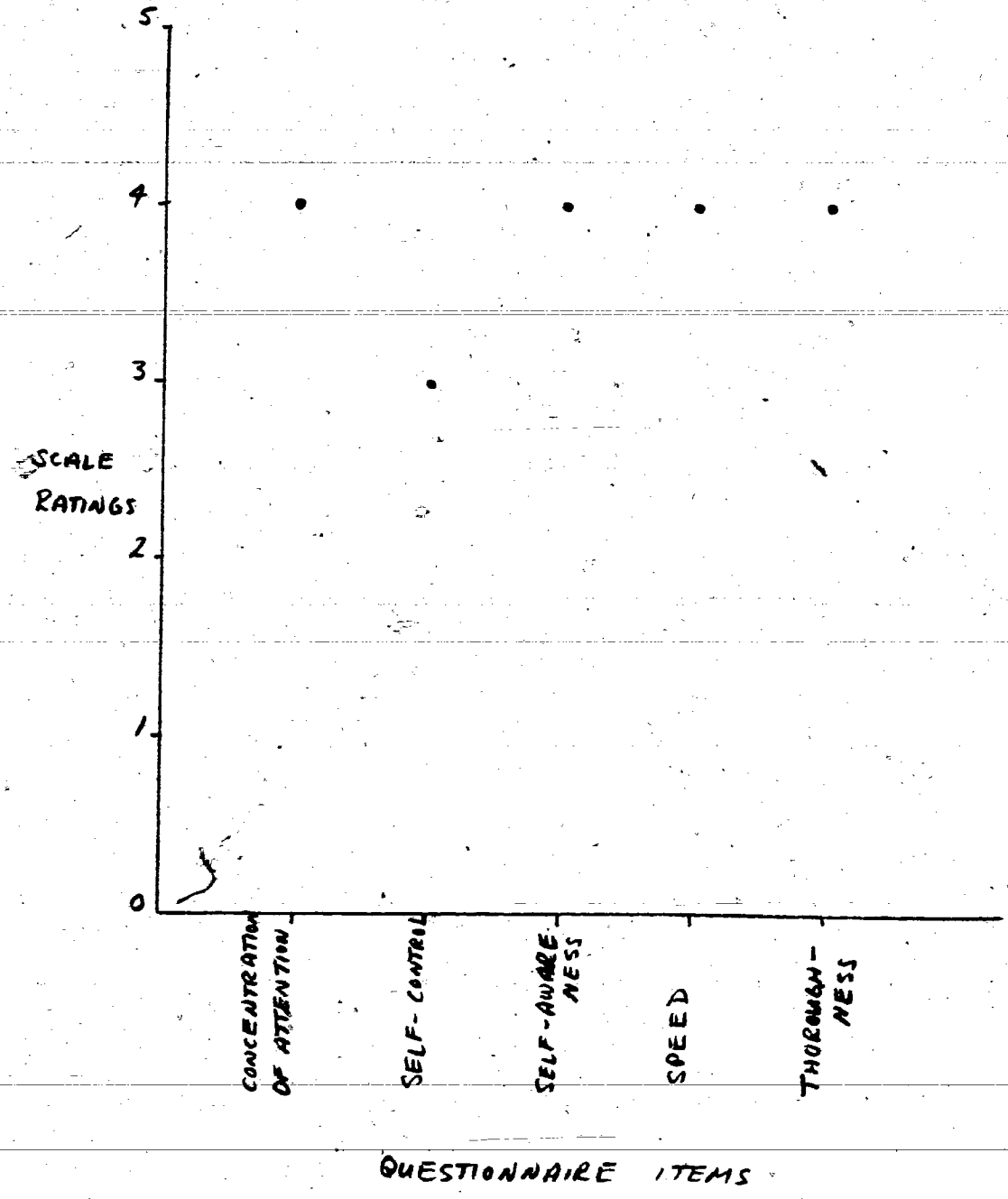
- taking lessons from an expert
- programmed learning (text, etc.)
- others (unspecified)
- individual practice
- seeing a presentation
- lectures
- contemplation
- listening to a record
- talking to an authority
- learning in a group

For the following five sections the results of the questionnaire are plotted on Graph 27.

b) Concentration of Attention

Don stated that: "By observing myself closely, my powers of concentration increased dramatically" (Q2₁₇). During the interview he elaborated upon this by stating there occurred a definite transference of his enhanced concentration of attention to his wood carving as he "broke carving down into its component parts which made it easier to concentrate" (T2₂₈₀), whereas before he claimed he was attacking any aspect that came to mind.

GRAPH 27: RELATIONSHIP BETWEEN
SELF-STUDY AND PROJECT



Moreover, he claimed that his enhanced patience due to the decrease in anxiety allowed him to pace himself while carving. This he claimed increased his concentration of attention (T2₁₅₀).

c) Self-control

Don made no comment upon this aspect.

d) Self-awareness

Don claimed that the self-study encouraged a heightened awareness of self (T2₄₆₀) which, when carving, allowed him to recognize "when it (the stroke) was right". Moreover, he claimed that "it wouldn't hit you (as being right) without having done the self-study".

He summarized by stating:

I see now more clearly than ever that in order to effectively complete a project all parts of the person must be involved. (Q2₁₈)

e) Speed

Don claimed that the self-study allowed him to progress much faster than normal and "the project I attempted for C's birthday is not one I would have believed I could do as a novice" (Q2₁₉).

f) Thoroughness

The participant claimed that:

By being more aware of myself, I am able to concentrate on my tasks more fully and consequently I learned more thoroughly. (Q2₁₉)

Part III: Observation by Outsiders

A) Comments on the Changes in Personal
Characteristics Due to the Self-study

A close girlfriend of Don's, Cynthia, provided the information in the interview. It should be noted that Cynthia was a participant in the study and was aware of the role Don was playing.

a) Aspects Causing Distraction

Cynthia made some general comments about Don's personality features which have been described previously in this case study. She claimed Don had become more open and sharing about his personality features. He related to her aspects which he was observing and on which he was working, specifically: impatience and anger. The major change she observed was his willingness to talk about these features.

b) Concentration of Attention

The observer noticed that Don followed through on his projects more, no matter how mundane, to the extent that the majority were completed with little waste of time (T3₁₁₅). She claimed that he set specific goals which was significantly different from his past behaviour, characterized by a high degree of "drifting"

c) Self-control

Cynthia recalled hearing Don say on occasion that he was more controlled, in the sense of being more tolerant. This was a new feature as far as she was concerned. Also, she observed a significant degree of self-control on a Christmas holiday to California to visit his parents.

She observed Don controlling himself in situations which normally he would have expressed either an emotional or a physical reaction. The situations she was referring to concerned Don's relationship with his father. Moreover, she knew that the entire family interacted in a jocularly sarcastic fashion and was surprised to see Don controlling himself from entering into this mode of interaction. Instead, she claimed his intercourse was one of sincerity.

d) Self-awareness

The only comment Cynthia could make in this regard related to his willingness and openness to speak about his own experiences to a much greater degree.

B) Comments on the Relationship Between the Personal Characteristics (Self-study) and the Project

Cynthia returned to the theme of Don's perceptible shift from a high degree of uncertainty concerning his projects in the past to a high degree of definiteness. She was surprised to observe Don tackle a project of such difficulty and make the efforts (listed above in the ways of learning) to organize the culminating piece of work. This was quite at odds with his past behaviours, she claimed.

She was honest enough to suggest that this may not have been solely caused by the self-study, but may have been the result of his interaction with her. She suggested that he may have been very goal oriented due to her influence.

CHAPTER SEVEN: CASE STUDY FOUR: PAM

Part I: Background

Female; early 40's; residences: Mission and Vancouver.

A) Personality Sketcha) Occupation

For the past twenty-one years Pam has been a teacher at the elementary level in Vancouver, and for the last nine at the same school. She started in education at the age of eighteen and has worked in only this occupation. When asked for the reasons she had for choosing this job she offered only one: shyness. Pam perceived herself as being able to relate to younger people better than people her own age due to an innate shyness. This manifested itself particularly in her relationships towards men (T1₇₅ and 410). She felt that the lack of attention shown by her father after he returned from the war inhibited the development of "normal" ways of interacting with men (T1₁₁₅), especially of her own age. This she claimed is directly related to her choice of education as a career.

b) Education

Pam was able to articulate many glaring failures in her past educational experiences, as well as a few positive points. She "loved school, but in retrospect feels taken in by it" (T1₂₉₅). The first aspect of her appraisal was caused by "nice teachers" whom she liked. But as far as learning, she remembers vividly being petrified by certain techniques which involved pressure. These situations caused her to be unable to do

simple mathematical functions until she went to university and also started working with Cuisenaire rods with children (Tl₃₁₀).

The lack of freedom to express and explore her own personal values and views of the world was another criticism which was best summarized by the anecdote concerning her winning first prize in a children's art competition and realizing her teacher had had a distinct hand in the finished product (Tl₃₃₀). She claimed that this example typified much of her education and caused her to be unable to apply herself to a self-initiated, thinking task when confronted at the university level in 1966. The best that she could say for her experiences was that they were "nice", while she had severe reservations about the learning process she underwent and the results of these upon her as a mature adult.

Any attempts to compensate for some of the failings have focused on reading. She spends much of her time reading in her professional area of education and in the field of psychology generally, and Christian psychology specifically. Even in the reading of novels she stressed the fact that she always reads to seek personal meaning from whatever source she is engaged with.

c) Leisure Time

In addition to the above mentioned activity, she uses her spare time: skiing, photographing and involving herself in organizations such as the League for Exchange Teachers and various church committees. Her involvement in these groups is based upon the fact that she feels people "should contribute" (Tl₃₉₀).

d) Personal Relationships

Pam admitted to an ease in meeting people and striking up acquaintanceships and even solid friendships, although, she stated that this has developed very slowly over the years and only recently has included a close male friend.

e) Self-concept

Pam tended to reveal much about her own self-concept as she talked about her best friend, not about herself (Tl₂₅₀). She mentioned that she spent a great deal of time struggling with her self-confidence, the lack of which could be rooted in her family situation and in some of her educational experiences. She admitted to overcoming her shyness about four-five years ago (Tl₁₄₀) and finally putting it to rest last summer (1979) when she travelled on her own for the first time in her life. She stated that this particular interview situation would have caused her to panic only a few years ago (Tl₁₃₀).

Pam mentioned that she has always had an inability to realize the plans she makes for herself and related this to her lack of self-confidence.

Lastly, the effect of being informed six years ago that she has a debilitating disease, tended to crystalize many things in her mind. Any attempts at self-development were directly related to her efforts to cope with this disease. She stated firmly that the one thing she did not want was self-pity (Tl₅₆₂), and has striven hard to avoid it.

B) Detailed Personal Characteristics

a) Aim of the Self-study

Pam's aim, although generally expressed, had a very specific Christian method. She wished "to further and deepen my understanding of myself and others" (Q1₁). When asked to stipulate how she would behave differently if she achieved her aim she was unable to offer concrete changes with the exception of feeling "greater assurance, peace of mind, self-acceptance and acceptance and understanding of others" (Q1₁).

b) Aspects Causing Distraction

1) Lying. Pam was able to mention two examples which related to her experiences on a photography course she attended in the summer of 1979.

During a photography course, something interesting showed up on a photo I'd taken and I was asked whether it was a deliberate shot. The image was actually as much a revelation to me as to the others but I let it be assumed that I knew what I was doing. Also, once when I went shooting with another person, I worked from her viewpoint several times, however, when I was asked if the other person had influenced the taking of a particular image I denied it. (Q1₂)

2) Internal considering. Once again one of the examples was drawn from that course.

I was overly concerned about what the instructor thought of me. Something in her reaction to me made me strive for her approval. I was surprised and concerned by my devious approach. (Q1₂)

The other example focused on Pam's relationship with a student-teacher in her school.

My student-teacher, I felt, was quite negative to me for a time (mostly due to her own insecurity). She

was sharing some of her negativism with another student-teacher in our school. I was concerned about what this other student thought of me and why. (Q1₂)

3) External considering. Pam could not suggest any examples in this category.

4) Negative emotions. The results of her assessment are shown on Graphs 28 and 29.

5) Identification. Pam listed five major identifications in her life in the following order:

- teaching
- family
- photography
- friendships
- music

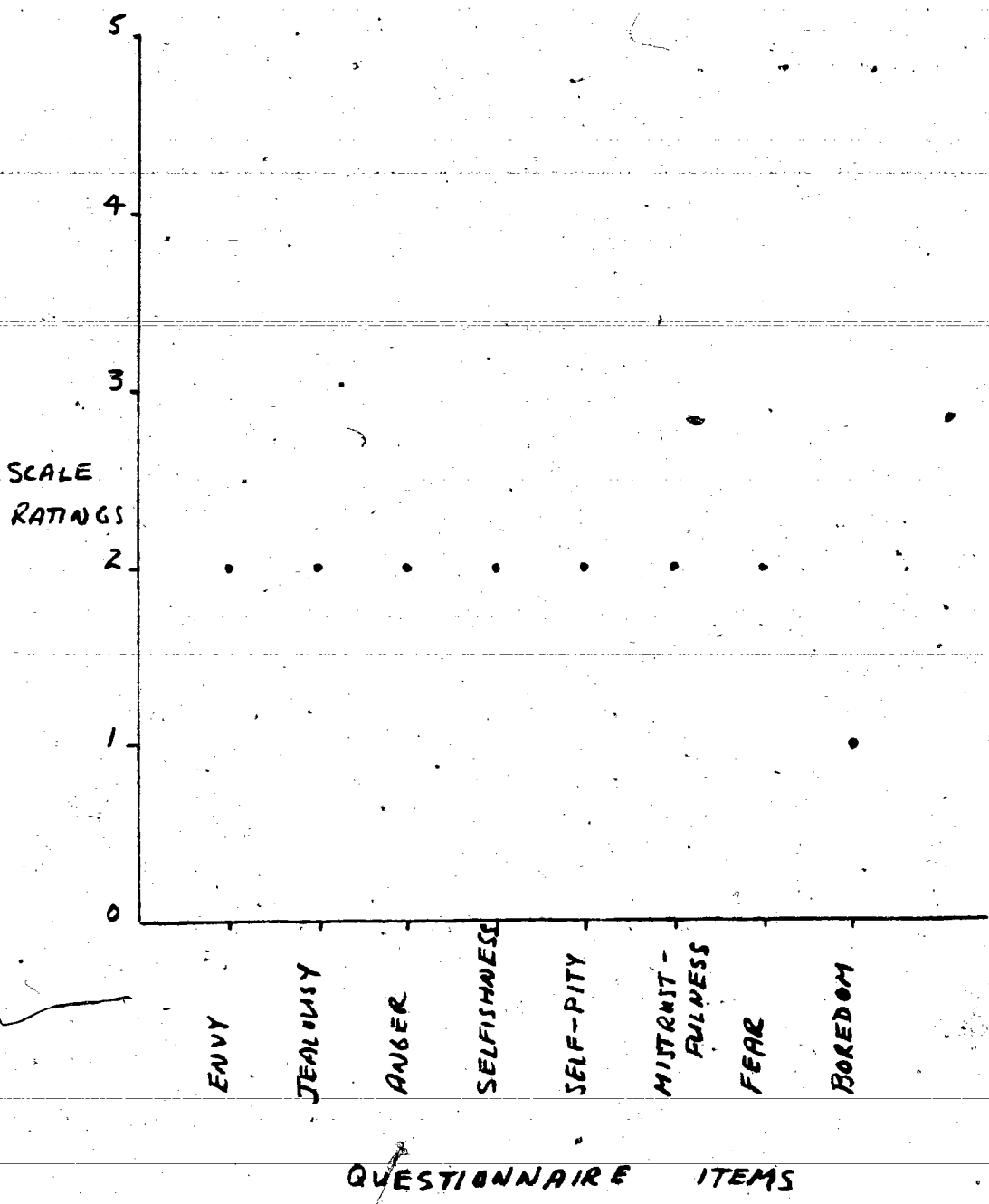
6) Imagination. Pam relates the major one being an article plus photographs which she has tried to produce in the past but never succeeded in completing. She added "I think about this project constantly; the frustration I feel at not having done much is self-defeating" (Q1₆). Her second example involves a simple activity which she thought she could do but upon trying realized she could not.

I locked myself out of the house. I had watched a lock-smith pick a lock and thought I might be able to do it. Needless to say, it's more difficult than meets the eye and I was unsuccessful. (Q1₆)

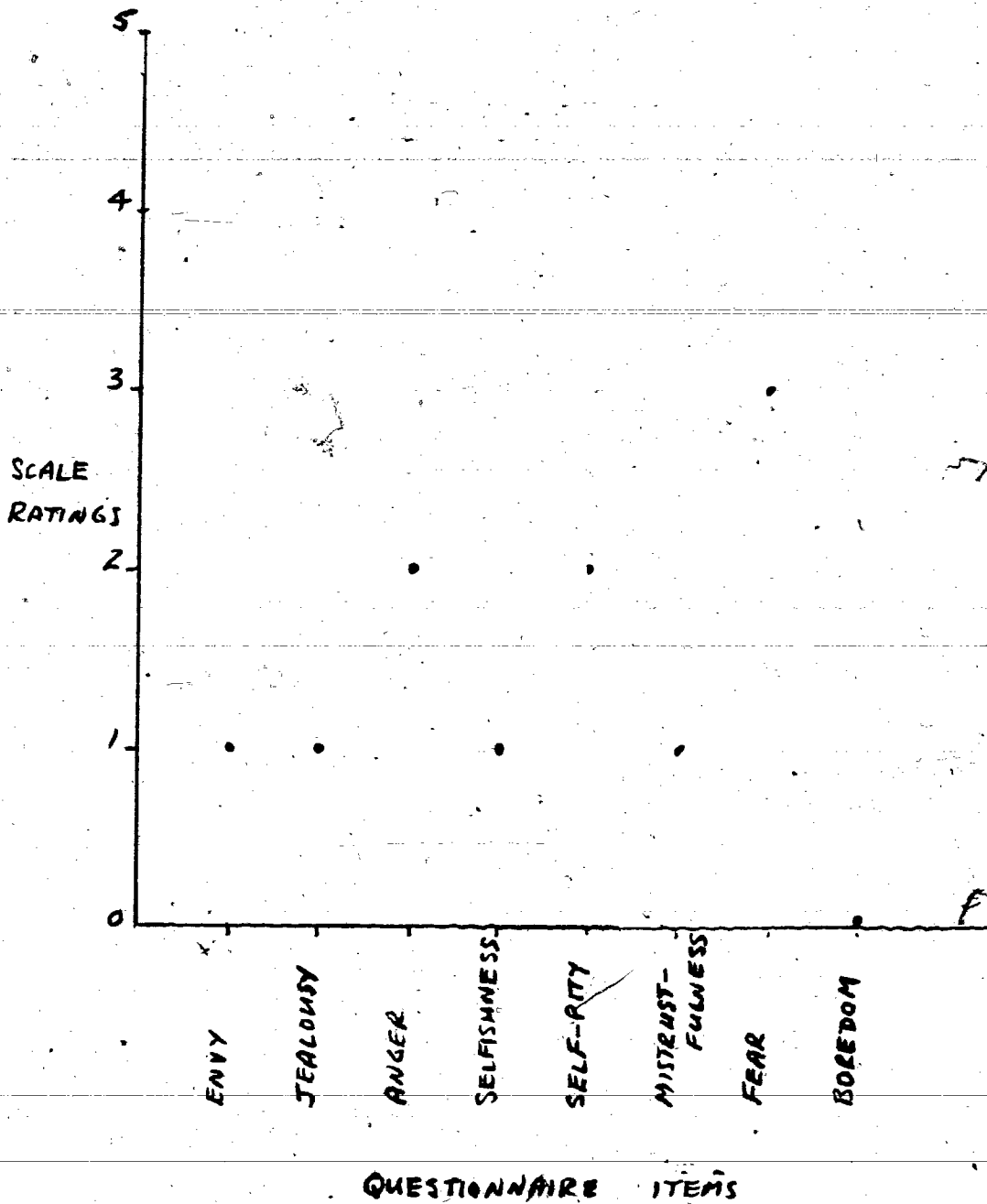
c) Concentration of Attention

The results of questions are shown on Graph 30. She supported her ratings by saying:

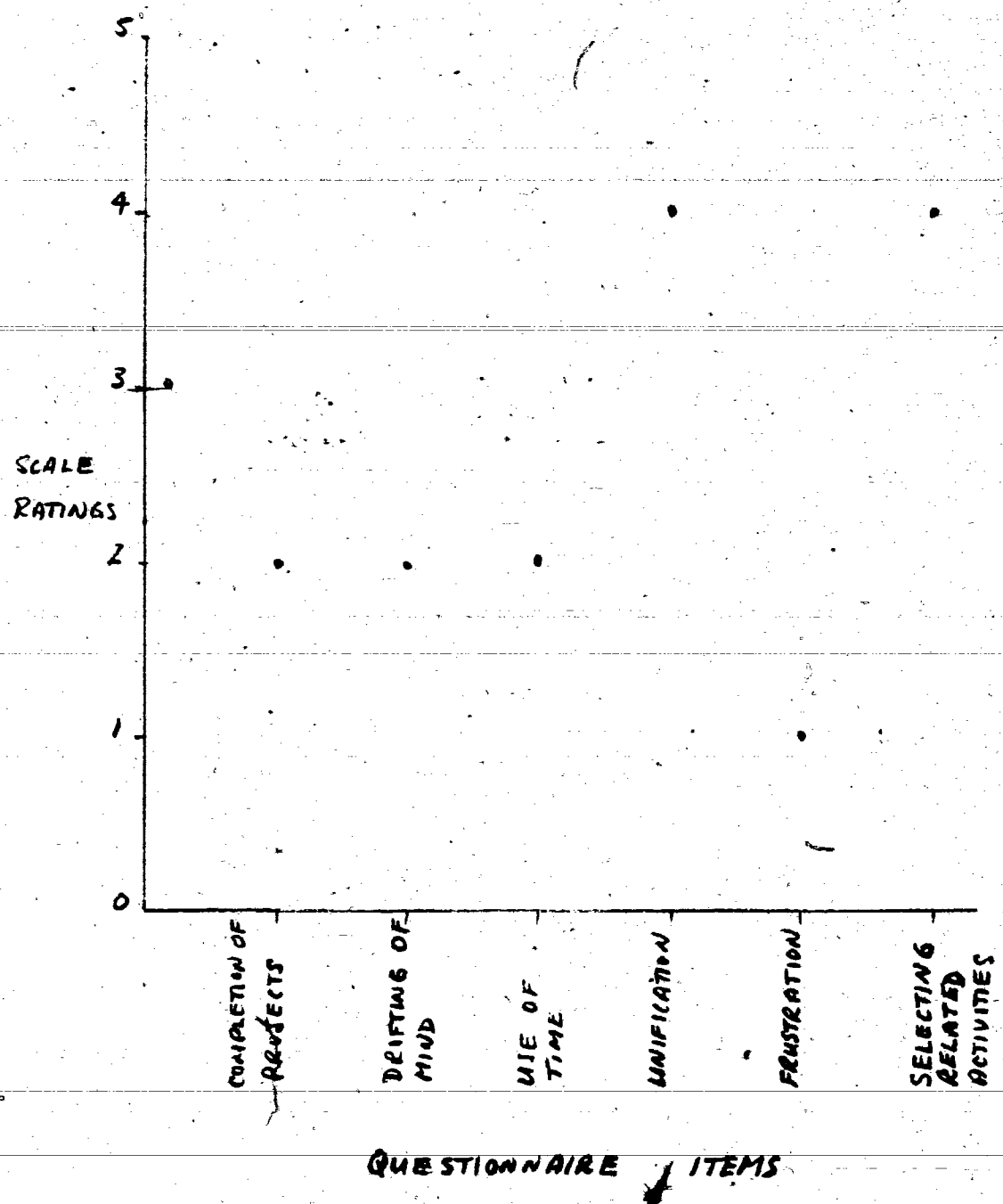
GRAPH 28: NEGATIVE EMOTIONS
OBSERVED IN OTHERS



GRAPH 29: NEGATIVE EMOTIONS
OBSERVED IN SELF



GRAPH 30: CONCENTRATION OF ATTENTION



my energy level is high I feel because I usually feel a sense of unification of my actions, emotions and thoughts. (Q1₈)

indicating that she concentrates well. Moreover, she felt quite strongly about her ability to concentrate her attention through the effective selection of related activities by stating that: "often an awareness leads to another so that my activities are very often inter-related" (Q1₉).

On the other hand, she claimed to incur problems at the outset of a project, but once underway her frustration diminishes as concentration improves. In addition, she claimed to feeling there is never enough time to complete a project, but she "likes to do things properly" (Q1₈).

d) Self-control

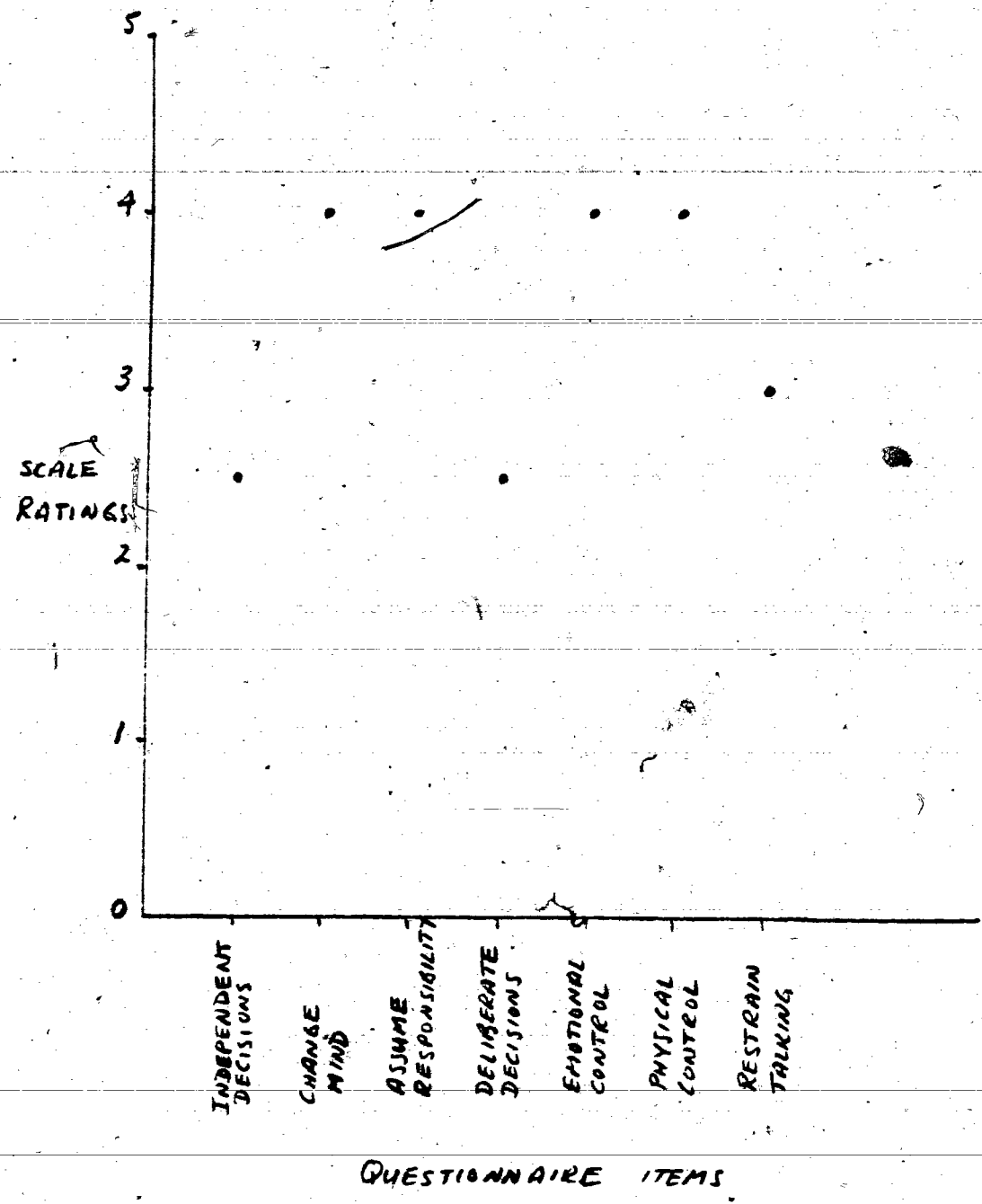
The results of the questions posed are plotted on Graph 31. In the realm of control of emotions, Pam claimed to be able to cope quite well as a result of trying "to understand what is occurring and why I'm being provoked" (Q1₁₂), although during the interview she admitted to an emotional breakdown on a few occasions.

Pam stated that "(I) rarely change my mind nor do I feel like doing so" (Q1₁₀) in response to the question focusing on the control revealed once a decision is made.

With regard to control of physical movement when under stress she stated that "recently I felt quite tense and agitated, I guess it showed" (Q1₁₂). And finally, she commented on her ability to control herself when in discussion:

I'm usually so actively involved I don't think I stay quiet for long - I don't very often feel in the position of trying to restrain myself. (Q1₁₃)

GRAPH 31: SELF-CONTROL



e) Self-awareness

The responses to the questionnaire are plotted on Graph 32. Pam claimed to be so involved in thought that her awareness while performing simple physical activities was on "an automatic response basis" (Q1₁₅). In addition, her awareness of her emotions was somewhat low as she claimed:

I'm getting better at this - its part of the understanding I am trying to gain. It hasn't always been possible for me. Only after the involvement have I figured out what was going on. (Q1₁₅)

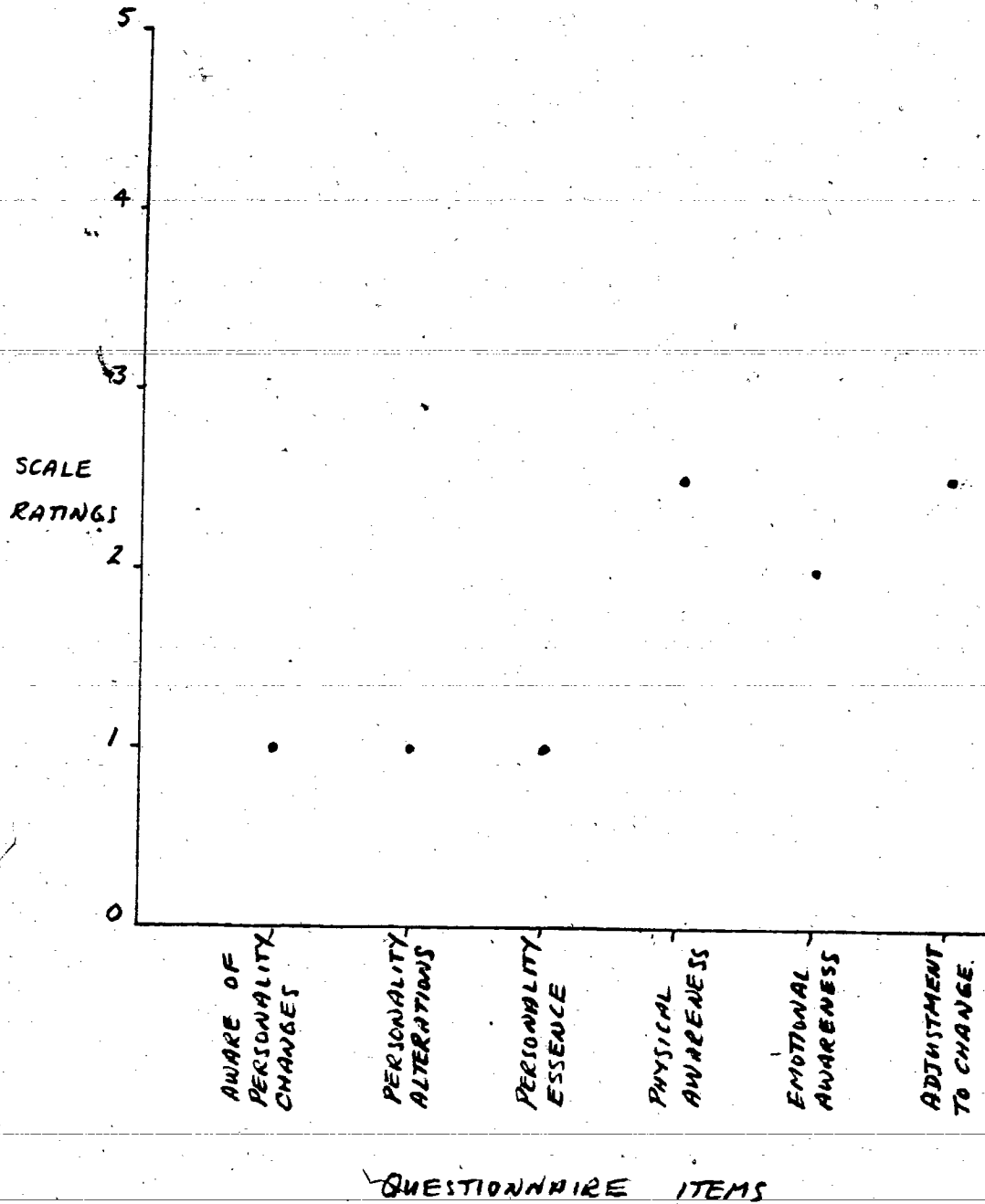
Pam distinguished between her ability to adjust to short-term and long-term situations. She stated that her self-awareness allows her to adjust to short-term circumstances well but not to long-term changes, such as living alone for the first time (Q1₁₆).

Finally, she claimed difficulty in being aware of different personalities for varying circumstances and tends to see no distinction between her personality(ies) and her "real me".

C) Proposed Project

(See Facsimile 4.)

GRAPH 32: SELF-AWARENESS



Facsimile 4

Project

1) Purpose.

To produce a piece of writing suitable for publication with black and white photograph(s) to accompany.

2) Your background in this area (prior knowledge or skill level).

I have wanted to do this for some time so have books on the subject (writing for publication); have attended lectures, studied styles and had just started the article. Have worked in darkroom on my own after taking several courses.

3) Plan of development towards goal.

To work toward collecting necessary children's articles. To plan and settle on points to be made in article.

4) Materials/Resources needed.

Children's writing.
Photographs of children (taken but not printed).

5) Possible area of difficulty.

Time - feeling fresh enough to complete task.

6) Concluding Activity or Presentation

The finished article.

Part II: Progress Towards Conclusion

A) Patterns in the Self-study

a) Selections

Pam used the selection feature of the self-study on only 19 of the possible 60 days and of these 19 selections the majority consisted of: a) feelings of intense liking for someone and b) talking to someone new (12 out of 19). One reason for this lack of participation on behalf of Pam could be found in her comment: "I found that it took a great deal of thought and energy" (OC1).

b) Aspects Causing Distraction

1) Lying. There were no instances of this particular feature in the journals.

2) Internal considering. There were two instances mentioned, one in the journal and the other orally which have a bearing here: "having another person appreciate the work at our school" (J1₁₇) and "I don't consider what others think of me as much as I used to..." (OC3).

3) External considering. Pam not only revealed her awareness of this category by talking about "helping others" but also in the comment: "apologizing for abrupt manner yesterday" (J1₁₂) and going to the extent to ensure that she arrived at the school before other members of the staff in order to prepare herself for the apology.

4) Negative emotions. The participant recorded 18 instances of emotions which could be categorized here, mostly of the fear, anger and frustration variety. Self-pity was mentioned once. Pam moved from recording simply anger to stating: "very angry with a child; good feeling at controlling anger and reacting gently (J1₁₉).

5) Identification. Twenty-three times Pam recorded an observation relating to her relationship with J., reaching the point where she actually observed that her "mind (was) often on a person other than those I'm with" (J1₈).

The other identifications mentioned above were represented equally (teaching, family, photography, music) but not to the extent which this personal relationship was.

6) Imagination. There were no recordings of instances which could be classified under this heading.

c) Concentration of Attention

Aside from the observations made under the headings of physical and instinctive functions which relate to the selection of the day, Pam made 7 clear references to concentration of attention all of which were made in the second phase of the self-study. She always classified them in the intellectual/intellectual section of the table supplied. Representative of this factor is "attention to a new understanding" (J2₁₅).

d) Self-control

The only clear reference to aspects of self-control has been referred to above under "negative emotions".

e) Self-awareness

Two comments made orally relatè to the progress made on the self-study. Firstly, Pam stated "I have never been so aware of myself as a result of the study. It tends to slow me down..." (OC2) and:

Between the completion of the first phase and the beginning of the second (a period of a week) when I was not recording my awarenesses, I found that I was constantly 'aware' of what I was doing. (OC5)

In the journals, Pam used the words "aware of" on almost every page and at one time comments: "eating - suddenly aware of being unaware" (J2₂₁).

There occurred a series of references to her increased understanding of herself which culminated in the comment: "know more about myself as a result of another being open" (J2₁₄).

B) Reported Changes Through the Self-study

a) Aim Achievement

The participant mentioned specific changes which had occurred: "I feel more integrated - calmer" and:

To some extent I learned to accept some of the circumstances which have limited my achievements regarding writing and I stopped blaming myself for having accomplished little. I understand the commitment required of me better now - I understand myself better now. (Q2₁)

b) Aspects Causing Distraction

1) Lying. Pam stated that:

Since the last questionnaire I became much more aware of instances when I was not truthful. At these times it was something quite inconsequential - blurted out - and I suddenly had the realization - that's not quite true. (Q2₂)

2) Internal considering. She claimed that:

I withheld information because I was concerned about the negative reaction of a friend. (Q2₂).

In addition, Pam referred to the presentation which the participants on the study were to make at the conclusion of the self-study:

I guess I was concerned about what others thought about my presentation and it would be a reflection on me. (Q2₂)

3) External considering. Pam mentioned lending money to people who were not considered close friends or a part of the family; something she would not normally do. What is more, she attended to a sick person; again, something she would not do under normal circumstances.

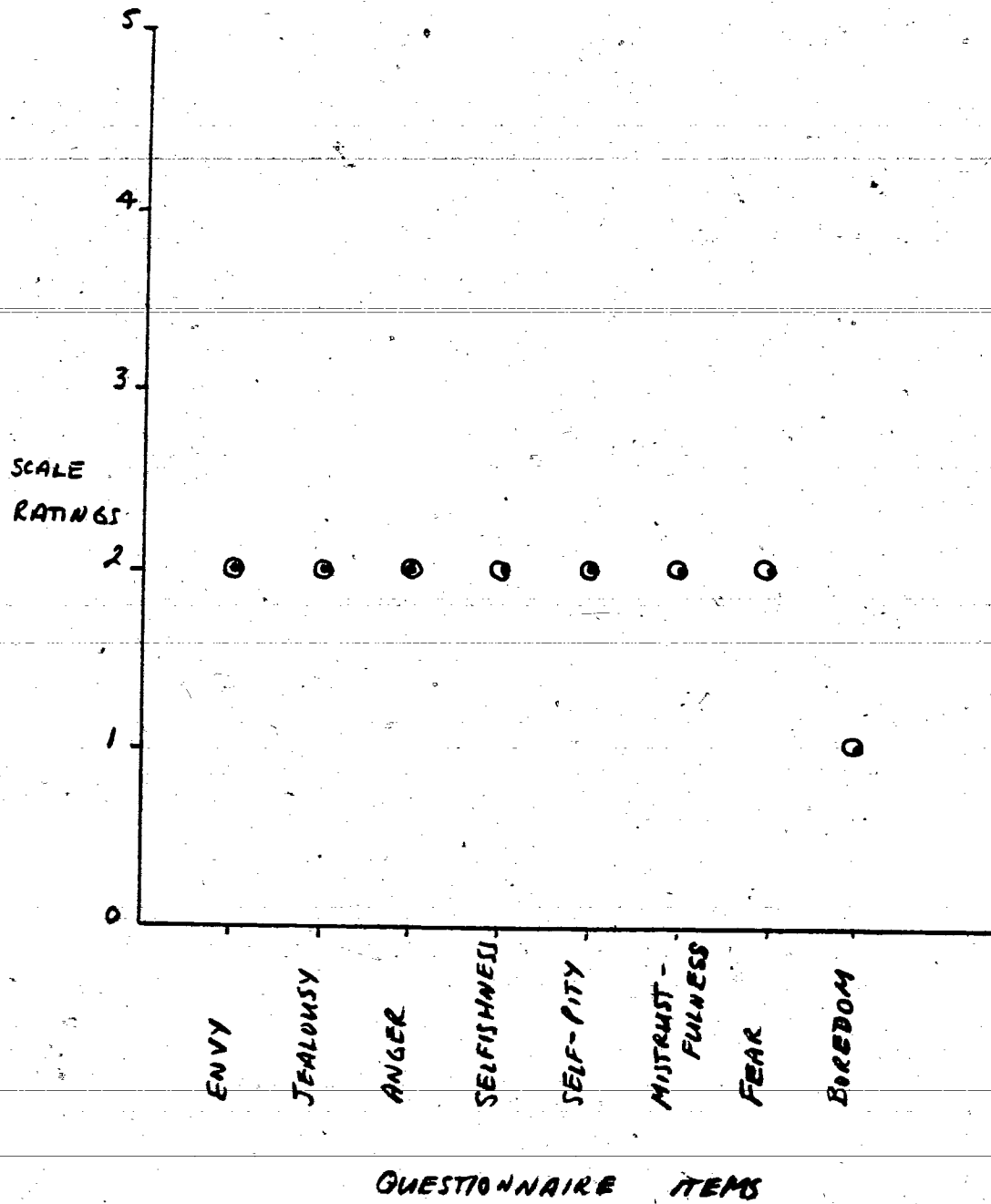
4) Negative emotions. The changes recorded here are shown on Graphs 33 and 34 with the change level and direction shown on the overlay.

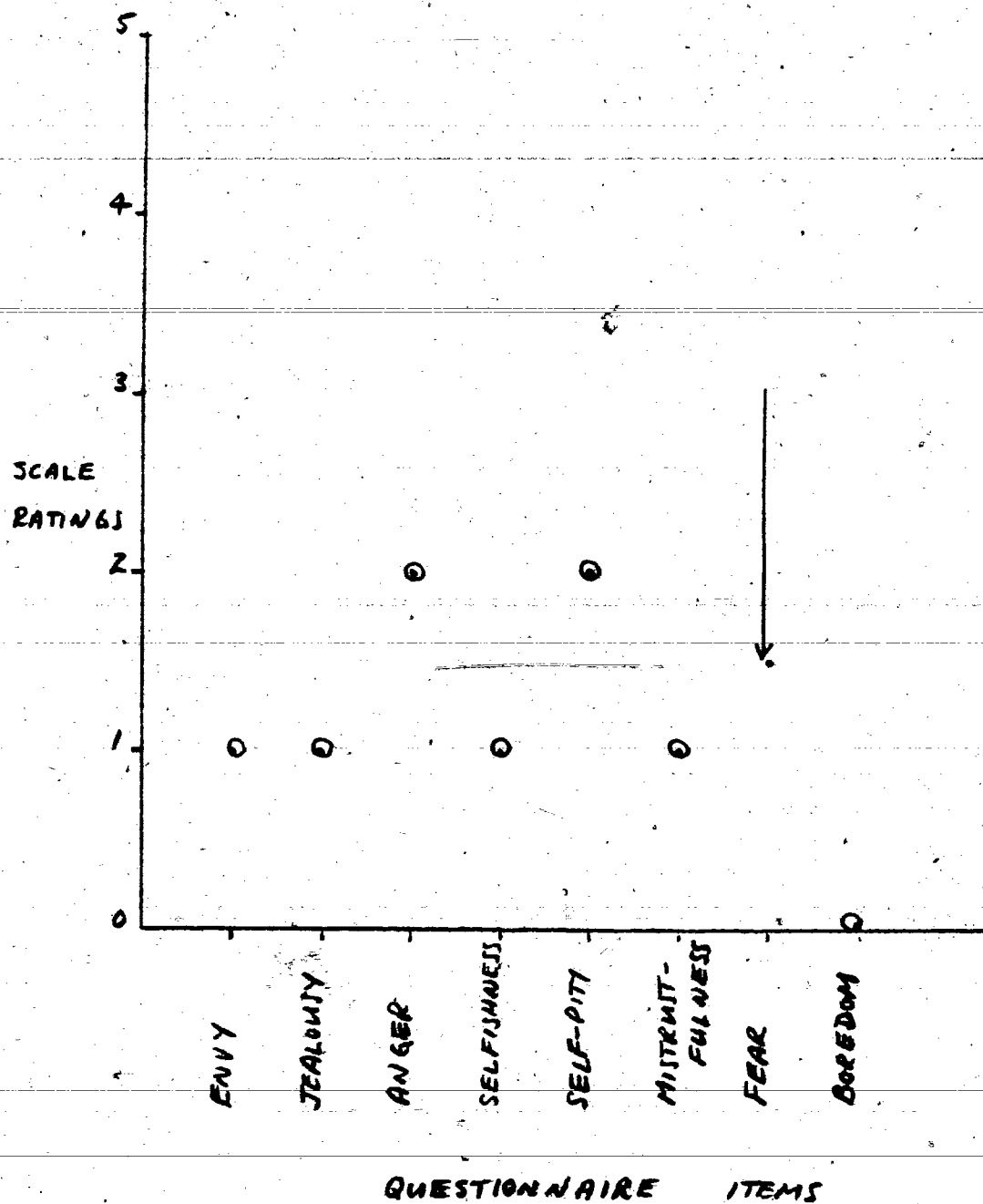
5) Identification. Pam altered her identifications to the following rank order:

- a loved one
- teaching
- family and friends
- music
- photography and sailing

The major change is the introduction of "a loved one" and the comments in the journals supported this.

GRAPH 33: NEGATIVE EMOTIONS
OBSERVED IN OTHERS



GRAPH 34: NEGATIVE EMOTIONS
OBSERVED IN SELF

6) Imagination. Pam claimed that: "I felt I would be able to spend more time in my darkroom during the term but haven't" (Q2₆); and "I felt I would be able to read a novel I was interested in but didn't" (Q2₆). These were the two examples of imagining which she felt she could do something about, but upon trying, could not.

c) Concentration of Attention

The results of the questionnaire are plotted on Graph 35 and the change in level and direction on the accompanying overlay. Pam's references included the ingredient: frustration, as mentioned on the first questionnaire: "...but I feel frustrated by lack of time to do things I want to do" (Q2₈) and "the frustration comes from being unable to use prime time for a task..." (Q2₉).

As to her ability to select activities which are related, she claimed to have no difficulty.

d) Self-control

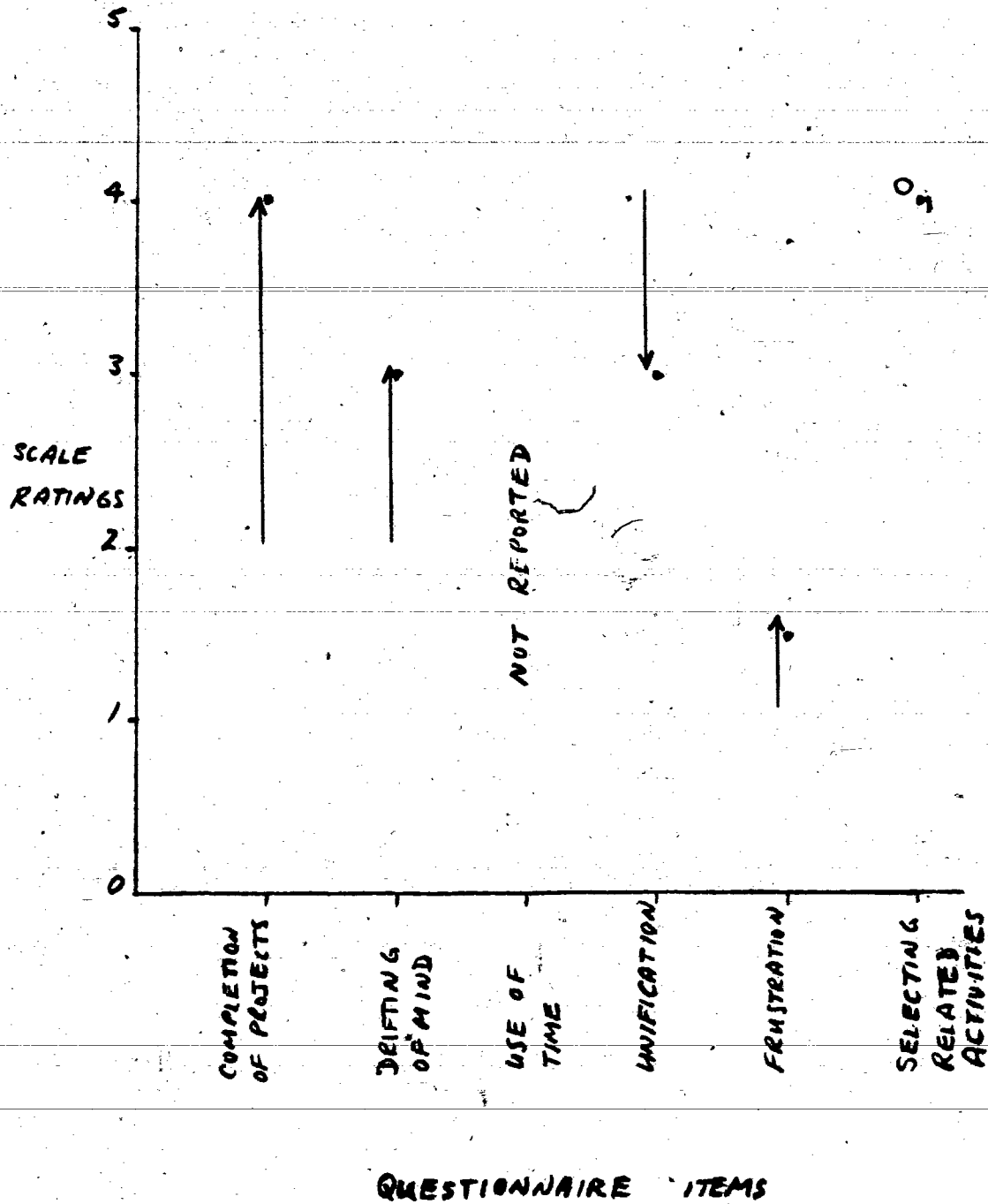
The responses to the questions posed are shown on Graph 36, and the change levels on the overlay. When asked to comment on her ability to control physical movements in stressful situations, she said:

I have discovered that I don't always control my physical movements - I walk fast, talk more excitedly with my voice louder and at a higher pitch. (Q2₁₂).

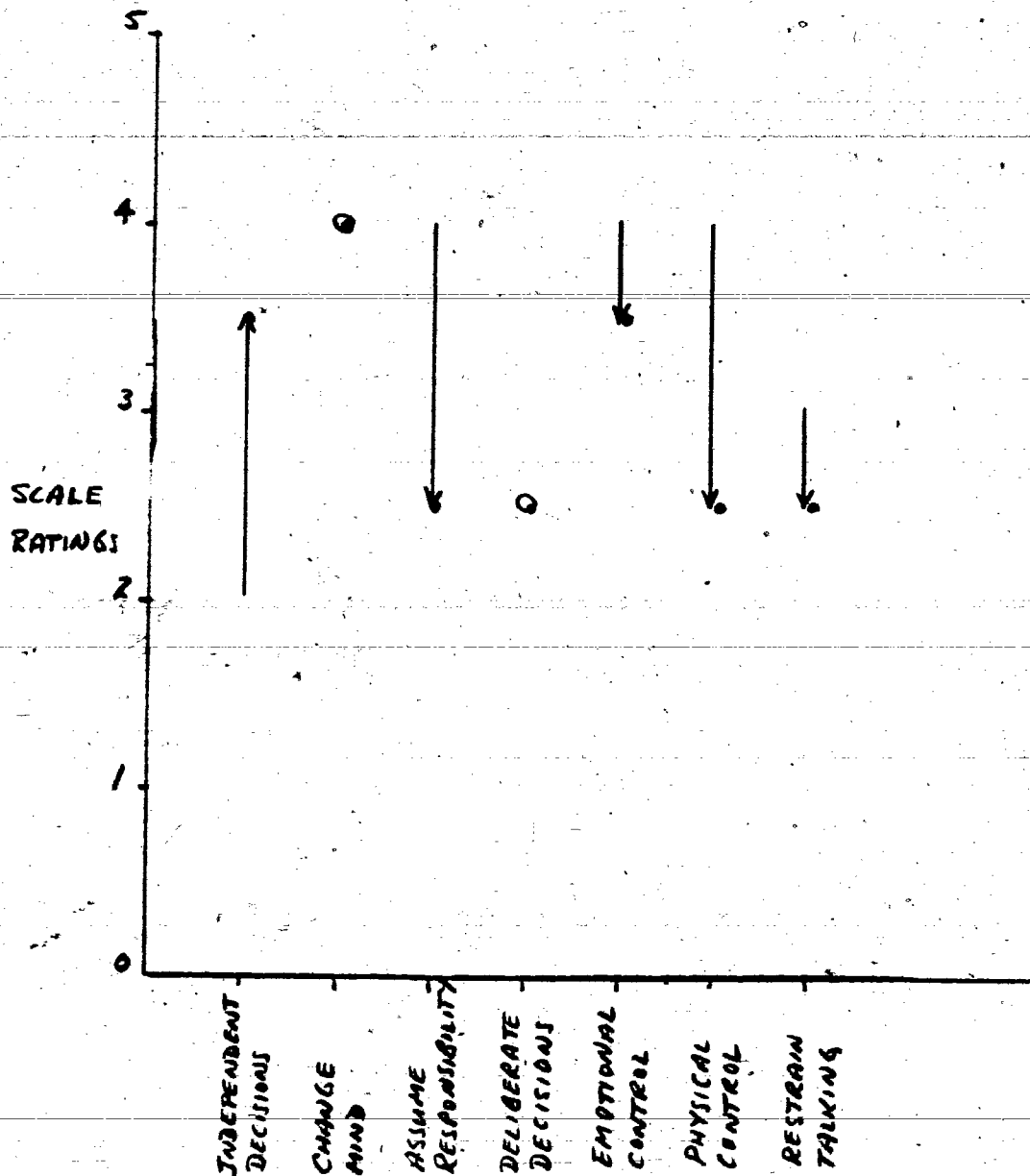
When faced with situations of extreme pressure and asked to reveal whether she does things in an independent and collected manner, the participant remarked:

usually act in a collected manner...I have been in situations recently where I have lost my cool - once looking after my niece who cried for nearly three hours and once when a starling was flying around my home. (Q2₁₀).

GRAPH 35: CONCENTRATION OF ATTENTION



GRAPH 36: SELF - CONTROL



QUESTIONNAIRE ITEMS

e) Self-awareness

The results of the questionnaire are plotted on Graph 37 and the changes shown on the relating overlay. To support her ratings Pam stated:

rather than a change of personality, different facets of my personality are manifest according to the situations.

(Q2₁₃)

She did not respond to this question on the first questionnaire in any written way at all.

The response to question 2 claimed:

With some others there is perhaps a whole area of my life not discussed. Those who have known me for a long time sometimes make assumptions about aspects of my life which I have changed. (Q2₁₄)

This response is quite different from that made on the first questionnaire.

As for the question focusing specifically on the physical and emotional aspects, she claimed that:

I am much more aware of my movements since the study than I was before.

and:

I find I'm much more able to do this now (stand outside her emotions). I have a better understanding of myself.

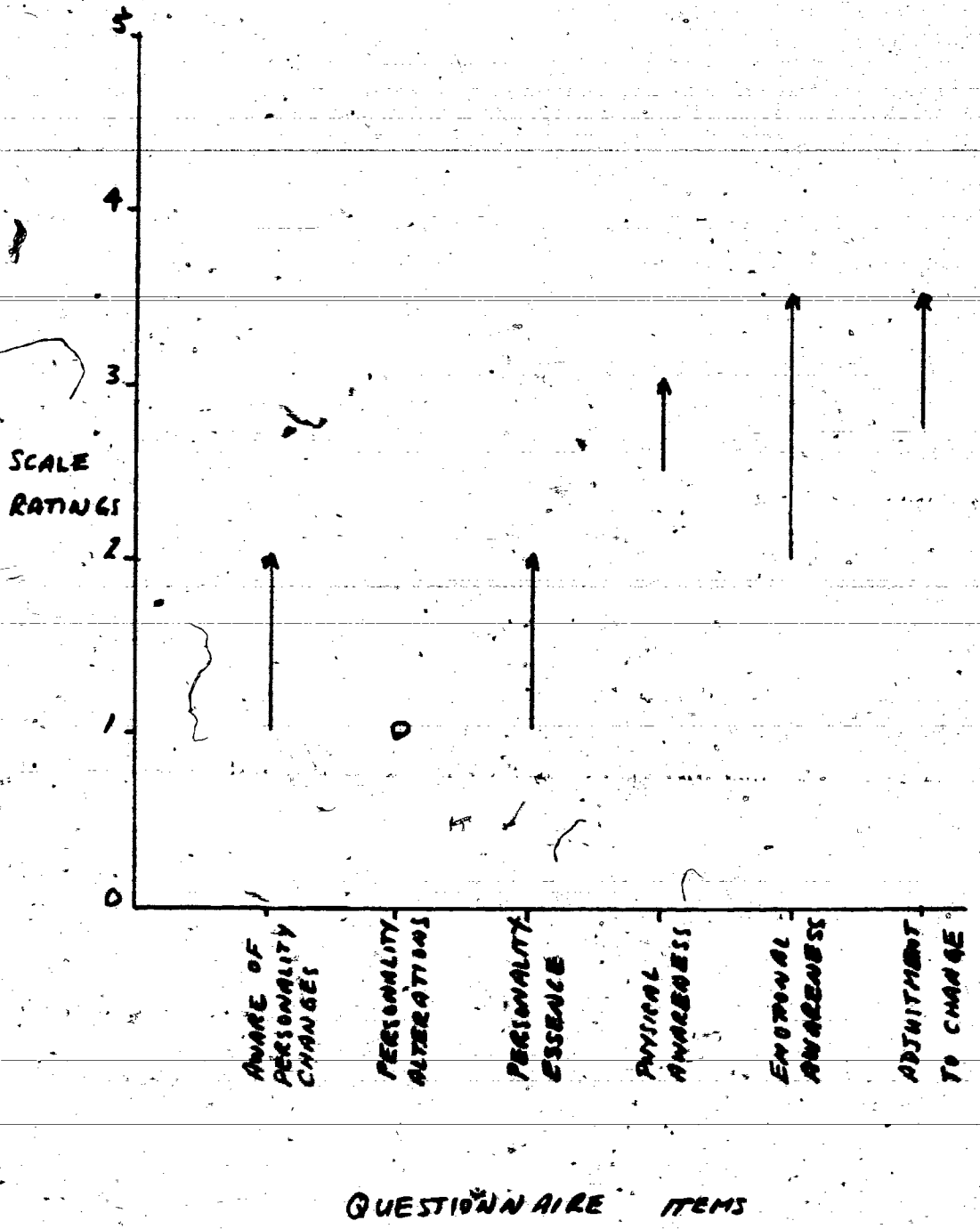
(Q2₁₅)

Finally, in response to the question attempting to gain a response to her actions during sudden or rapid changes she stated:

I'm also better at this - perhaps more aware, more realistic therefore more deliberate regarding my actions:

(Q2₁₆)

GRAPH 37: SELF-AWARENESS



C) Personal Comments on the Self-study

a) Progress Towards the Aim

Pam was not able to articulate clearly whether she had made that much progress towards her aim although she was quite sure that she had changed, and the self-study had been one of the factors that had contributed (T2₅₅). She did say that it had been valuable in developing "my understanding of what I'm able to do" (T2₆₅) because it created pressures to which she reacted and these reactions were recorded in the journals or in her mind. - What she claimed to have learned is a clarification of the influences in her life, especially her job as a teacher, and the role it plays in her use of time. Pam repeated the point that the self-study created a focus (T2₁₁₀) which led her to the realization that there is a certain pattern in her life and she must use this pattern effectively. Simply stated, by performing the self-study she saw herself clearly (T2₁₂₅), especially the aspect which caused her to expect too much of herself (T2₁₄₀).

b) Aspects Causing Distraction

Pam felt that she became more aware of the negative emotions in herself and the journal was the natural successor to the questionnaire which really forced her to look closely at herself (T2₁₉₅).

c) Concentration of Attention

Pam claimed to find the journal exercise very difficult; it made great demands upon her mental energy, especially the second phase. She stated that she even formed a pattern of avoidance due to the difficulty in sorting out her observations (T2₂₁₅). But, she did claim that the

study caused her to focus attention on certain things even though she did not enter them in her journals (T2₃₂₈).

Pam stated that she felt that if the study was done over the summer period the results would be different because teaching would not interfere as much.

d) Self-control

Pam felt that the self-study had a beneficial effect upon her ability to control herself. In situations normally causing an emotional reaction, she now found that she would take a "broader view and see it as part of a cycle that would all come right" (T2₄₄₅), thus controlling herself more.

Moreover, Pam perceived that it made her more deliberate (T2₄₉₀) in her actions, so that she thought out her actions to a greater extent. She offered as an example her reactions when a new man entered her life. In the past she claimed she would have been inclined to emotionalism but as a result of the study she was able to "stand back" (T2₅₀₀) and take actions that led to a more reasoned approach.

Pam talked about the controlled reaction she had when provoked by a child in school (mentioned above under the same heading); she referred to it as "a remarkable experience" (T2₅₃₅). She claimed that the self-study was involved in this action.

e) Self-awareness

Pam talked about the distinction between her personality and what could be called her "real me" or essence. She claimed that prior to the study she detected no difference, but after the study she could see the distinction clearly (T2₆₆₀). She talked at length about this feature and

claimed that it came as quite a "revelation" to her.

The participant also mentioned the heightened awareness when performing certain habitual functions such as driving (T2₅₁₀). She was not aware of these before.

D) The Relationship Between the Self-study and the Project

a) Ways of Learning

Pam ranked the methods she used on her project in the following order:

- individual practice
- studying the writing of others
- contemplation
- reading related books
- listening to a lecture

The results of the following factors are shown on Graph 38.

c) Concentration of Attention

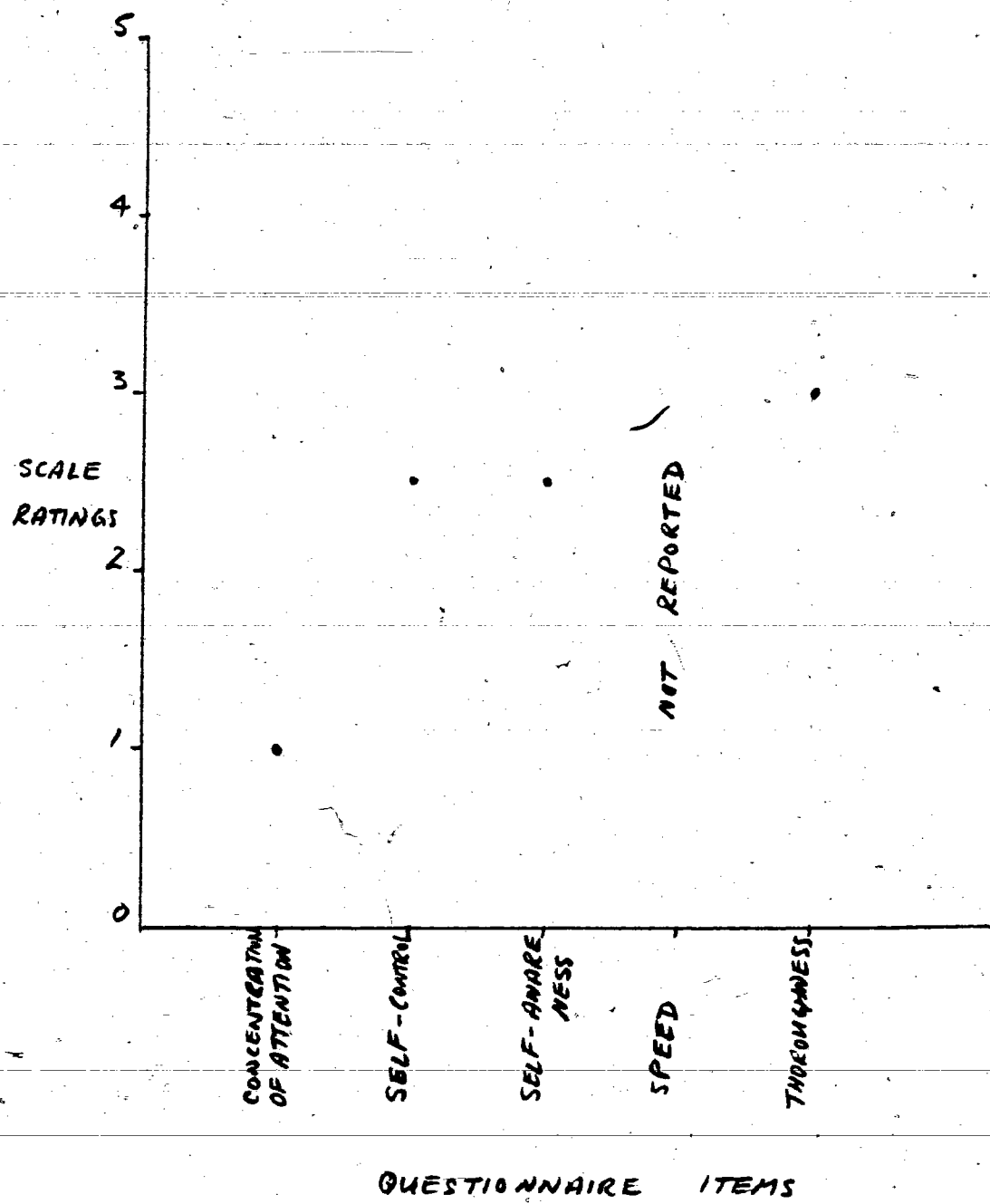
The comment Pam mentioned on the questionnaire is indicative of her appreciation of the influence of the self-study on her ability to concentrate her attention on the project. She claimed that:

The time it took for the self-study sometimes usurped my writing time (project) - actually the act of writing is self-study - it requires constant evaluation and re-evaluation of thought.. (Q2₁₇)

In conversation Pam stated:

When working on my project I do not tend to get as frustrated; it tends to sit with me at all times and then when I feel that I have something to write I do so. (OC4).

GRAPH 38 : RELATIONSHIP BETWEEN SELF-STUDY AND PROJECT



d) Self-control

Pam claimed that she controlled the frustration while working on the project:

I was more aware of what I was doing, more in control and not willing to be put off. (Q2₁₈)

In the interview Pam admitted to some problems with controlling outside influences (especially those coming from her job). These have been mentioned above.

e) Self-awareness

As a general statement Pam claimed that the self-study made her realize how important some aspects of her life were to her (T2₈₄₅) and this, in turn, had an impact upon her ability to work on the project.

More specifically, she claimed that the self-study made her more aware of the unification of the three functions of: physical, intellectual, and the emotional, while working on the project (T2₈₈₅). Her attitude towards this feature is best summed up in her own words:

In terms of concentrating on areas of awareness of self, I feel happy that I participated in the self-study - even though time-wise it was frustrating - I think I'm understanding more and more the necessity of self-awareness.
(Q2₁₉)

e) Speed

No comments or rating.

f) Thoroughness

In the interview Pam claimed that the self-study had little effect upon this factor although on the questionnaire she rated it very highly.

Part III: Observation by Outsiders

A) Comments on the Changes in Personal
Characteristics Due to the Self-study

a) Aspects Causing Distraction

The observer in this case was Janet, a colleague of Pam's teaching in the same school. The two have known each other for more than five years and talk together intimately about professional and private matters. Pam suggested Janet as well as her brother, a mark of how close the former is to her. Janet was chosen out of convenience and practicality: she would provide more information as a result of her day-to-day contact with Pam.

Janet commented on Pam's new calmness in the face of circumstances which in the past would have created an emotional scene and quite possibly a breakdown in the form of crying (T3₄₅). She was so struck by this change that she had mentioned it at home to her husband. Generally, Janet felt that Pam was less susceptible to frustration and anger, two features of her personality which would cause a scene at least once every two months prior to the time she commenced the study.

The observer also noted that Pam was less apprehensive of new situations. She recounted two situations, one prior to the study (Pam's visit to the Maritimes to take a photography course on her own) and one during (the impending visit of a new man). Although she felt there was a degree of apprehension over the second incident as there was over the first, she claimed it disappeared quickly and no more was heard about it.

Janet felt that there was a significant difference in the ability to handle these situations.

b) Concentration of Attention

Janet felt that any change here was related to the comments made above.

c) Self-control

Pam was observed by Janet to make significant alterations in this area. Aside from the control of emotion while under stress, she observed a more controlled physical behaviour. Prior to the study, Janet noticed her rushing with short, quick steps from child to child or group to group, but during the period of the self-study she claimed that Pam did not do this and moved slower and with more control (T3₁₆₈).

Moreover, Janet observed a marked tendency to feel comfortable in new situations, especially in social situations with strangers. Before, she commented that Pam would feel distinctly nervous and tend to avoid them but recently she found her "introducing herself to new people" (T3₂₃₀). This ability towards more self-control in new and potentially stressful situations took place over the period of the self-study.

d) Self-awareness

Janet could not make any comments on Pam's development in this area.

B) Comments on the Relationship Between Personal Characteristics and the Project

The observer knew of Pam's project but did not hear from Pam once the choice was made about it, nor did she observe any details concerning

it. She was aware of its genesis sometime in the past and knew of the lack of success and was interested to learn of its completion.

CHAPTER EIGHT: CASE STUDY FIVE: CYNTHIA

Part I: Background

Female; early 20's; residences: Powell River and Vancouver.

A) Personality Sketcha) Occupation

At the present time, Cynthia is a substitute teacher having just started her career shortly before the study began. She claims that substitute teaching is challenging due to its variation but also causes a good deal of fear to ensue over its excessively spontaneous nature.

Other jobs she has done include: hostessing, photographing, waitressing. All of these were done as a mere source of income, whereas teaching was chosen for what Cynthia considers "higher" reasons. She feels this profession allows her the opportunity to influence people in a positive way, although, she was ready to add that it also was a means of supporting another career: singing.

b) Education

Cynthia claimed to be a successful student at school, offering the fact that she entered university at the age of sixteen as one form of evidence. In spite of this she was vocal in her criticism of the experiences, using words such as: resent; irrelevant; and bored, to convey the correct impression. She stated that her university experiences did not cause her to change her opinions.

In response to these criticisms she claimed to have taken matters into her own hands, to a certain extent, through independent reading

(religion, philosophy, music, psychology) and, what she called, contemplation. She has made no attempt to contact non-institutionalized sources, nor to take independent courses.

Her interest in what might be loosely termed "self-development" is very limited and remains as just that: an interest. She has not taken any courses and not contacted any groups as she considers herself as very much a loner in this area.

c) Leisure Time

Besides the emphasis upon reading mentioned above, Cynthia pursues pottery, running and music in her leisure time.

d) Personal Relationships

Cynthia used a theory to explain her relationships with others. It was propounded by Marie Stopes and focused on the cycle of the woman, which she claimed had two distinct parts: one active and one passive. Cynthia felt that this had a bearing upon her social intercourse with other people. Thus, she claimed her ability to meet new acquaintances and develop new friendships was governed by this theory. Moreover, she tends to be split between the people she would like to be friends with and those with whom she is friends. The former are people she has met, recognized as having interesting concepts, but have not become friends through her own, self-admitted, shyness. On the other hand, in the latter group are people who come to her through problems which they wish to air, as Cynthia is considered a "good listener".

e) Self-concept

Cynthia spent a great deal of time talking about herself in this context. She claimed that her interest in the current project came through a recognition that she had not tested herself in order to understand herself better and so far she had been asked to give of herself to others, quite unsatisfactorily as far as she was concerned. She emphasized the need to know more about herself, and outlined the roots of this quest. She claimed that a definite Christian influence which produced a somewhat artificial and superficial happiness shifted the focus from herself to others; she was concerned that this image projected on to others would make them happy. She said that she hopes to develop a more dynamic sense of being which allows for more natural flows of emotions, rather than the stilted, imposed sense of being which she has had.

One theme which recurred regularly was one of fearfulness, especially when confronting new situations and new people. She felt that this influences her relationships with people.

She explained in detail the construction of a chart which allows her to view herself and see if anything is changing. Contained within this chart were obvious goals which she wished to achieve. It has been used by Cynthia for the past 3-4 years.

The participant added that she feels a major shift occurring from a highly structured life to one which "flows more naturally".

B) Detailed Personal Characteristics

a) Aim of the Study

Cynthia compiled an exhaustive list of aims which she wished to achieve:

- eradication of fear (especially of people)
- increased awareness of herself in order to overcome a low self-concept and to overcome a fear of male/female relationships
- discovery of new ways of expression
- develop a more sincere response to people
- and many God related goals:

the nature of....

her relationship to....

b) Aspects Causing Distraction

- 1) Lying. (No comments.)
- 2) Internal considering. (No comments.)
- 3) External considering. She offered two clear examples of

doing things for others which she would not normally do. Firstly, she mentioned:

Going places with my mother because she didn't have a companion to go with.

and:

Looking after my sister's small children for a week while she was giving birth to a third child. I did this mostly to eradicate the truth that I am not interested in their lifestyle, and less interested in looking after small children. (Q1₃)

4) Negative emotions. The results of her responses are plotted on Graphs 39 and 40.

5) Identification. Cynthia offered a list including the following:

- thoughts and insights: self-expression
- singing
- running
- religious ideas
- relationships with the opposite sex

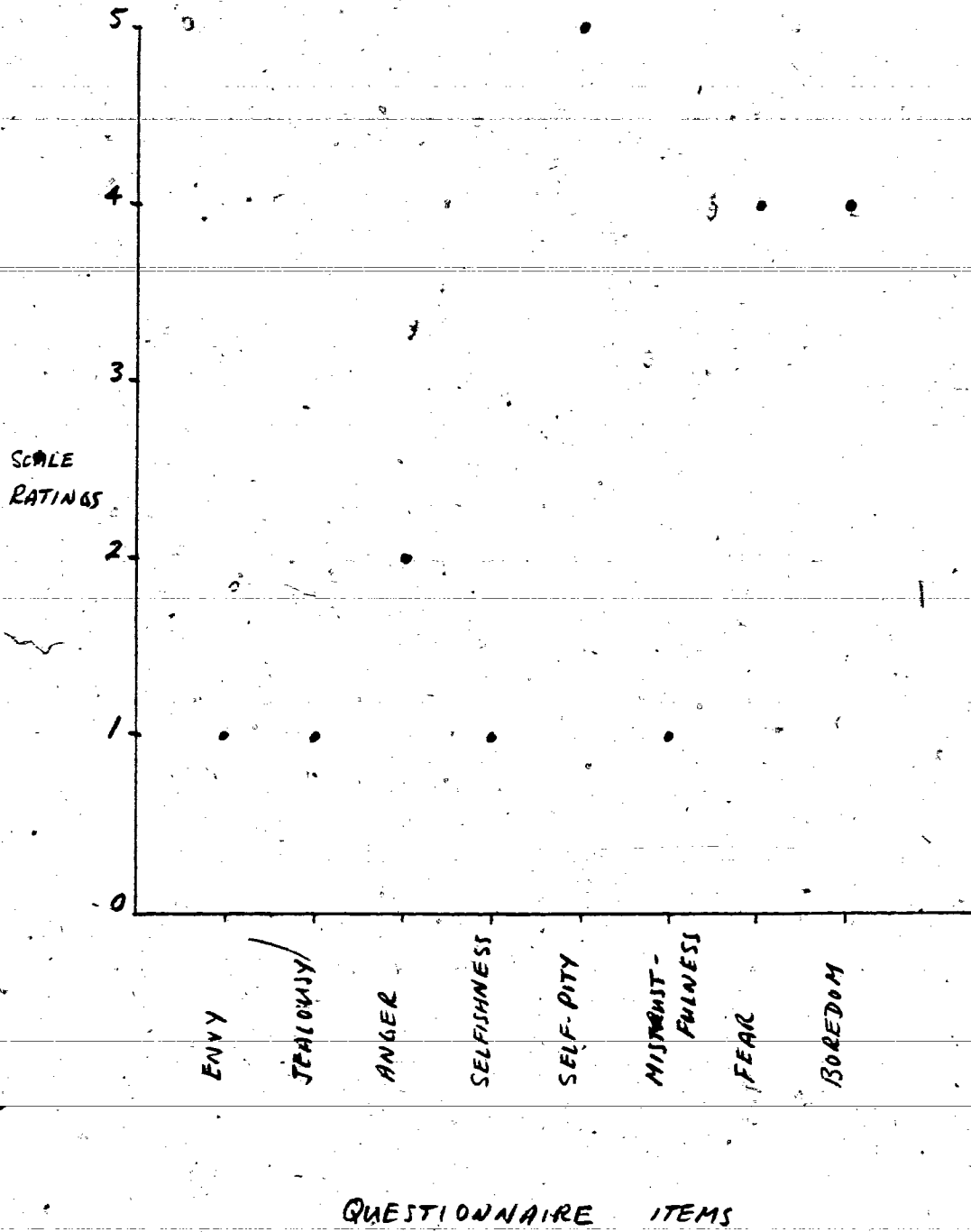
6) Imagination. The participant refers to two personal relationships which reveal a common feature: forgiveness. In both cases the opposing figure is male: her father and a past boyfriend. She has attempted to forgive them for past transgressions. Originally, she felt she could forgive them but after trying has failed to do so.

c) Concentration of Attention

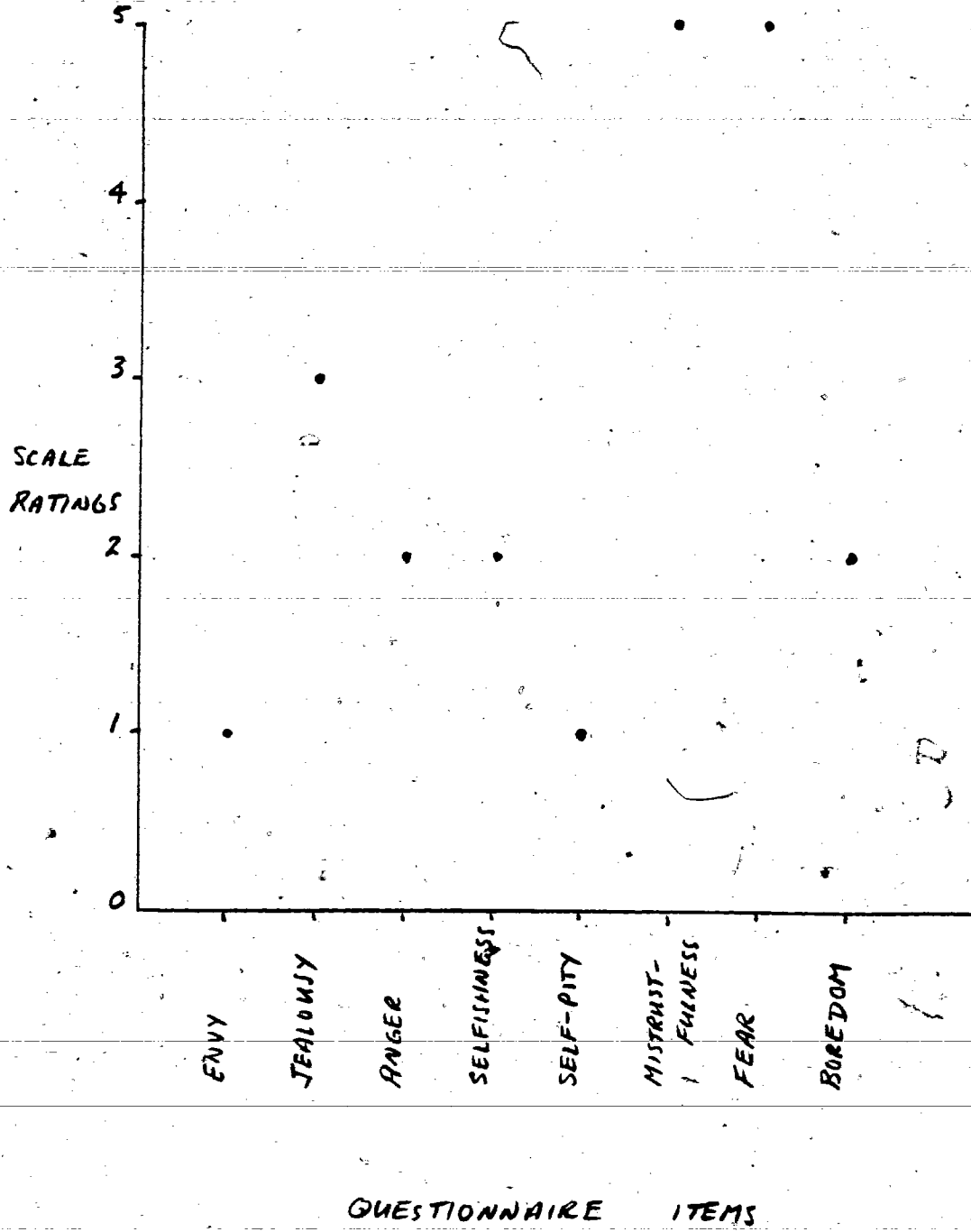
Cynthia rated herself on only two of the six possible questions, as shown on Graph 41, but she added comments to all. With respect to the use of time when working on a project she claims: "If the task is a mundane time-consumer there is always too much time to complete it properly" (Q1₈). Moreover, she claimed that with regards to the ability to concentrate and not become frustrated on a project:

I have the ability to see things in an all-encompassing way; therefore, when a task is assigned, or even when I assign it myself, I go into it detail by detail and feel that a worthwhile effort would take ages to complete.
(Q1₉)

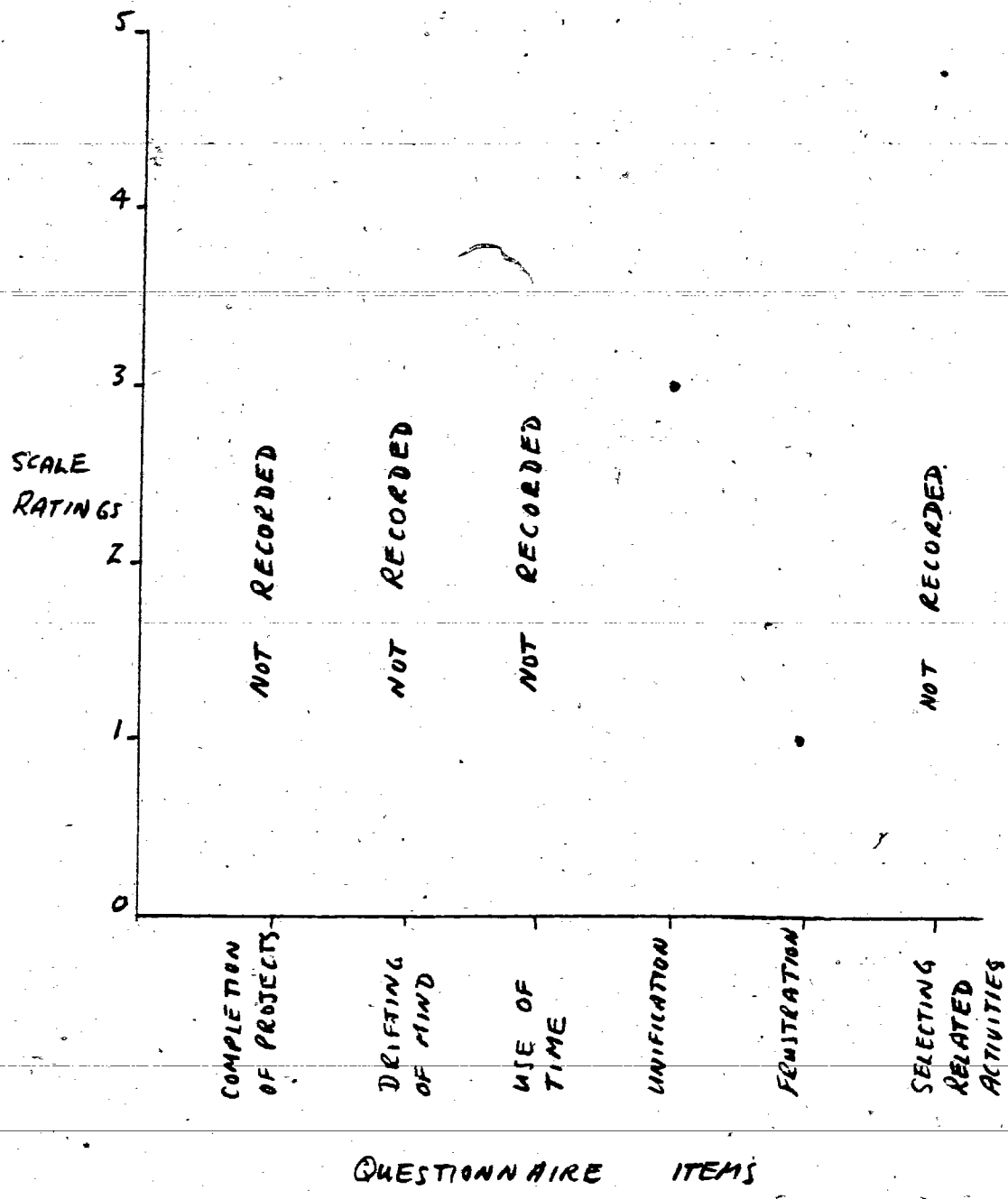
GRAPH 39: NEGATIVE EMOTIONS
OBSERVED IN OTHERS



GRAPH 40: NEGATIVE EMOTIONS
OBSERVED IN SELF



GRAPH 41: CONCENTRATION OF ATTENTION



She continued by saying that:

In undergrad work, I almost failed two subjects (the ones in which I was most involved) because my mind wanted to write a dissection (SIC) when the time needed to complete an essay only was allotted. (Q19)

Cynthia referred to the factor of interest as playing a role in her ability to concentrate and select activities which are related to her project, as well as her energy level.

d) Self-control

The results of the five questions answered of the seven posed are shown on Graph 42. Cynthia's self-control appears linked to the concept mentioned during the interview which related two cycles within a woman's monthly cycle to certain behaviour patterns. She stated:

During my low energy cycles per month, I am indecisive.
During the two high points, my will is strong and set.
(Q1₁₀)

She tended to feel a certain ability in controlling her emotions while under stress although "(a period of) frustration is the most difficult time to control my emotions" (Q1₁₂).

e) Self-awareness

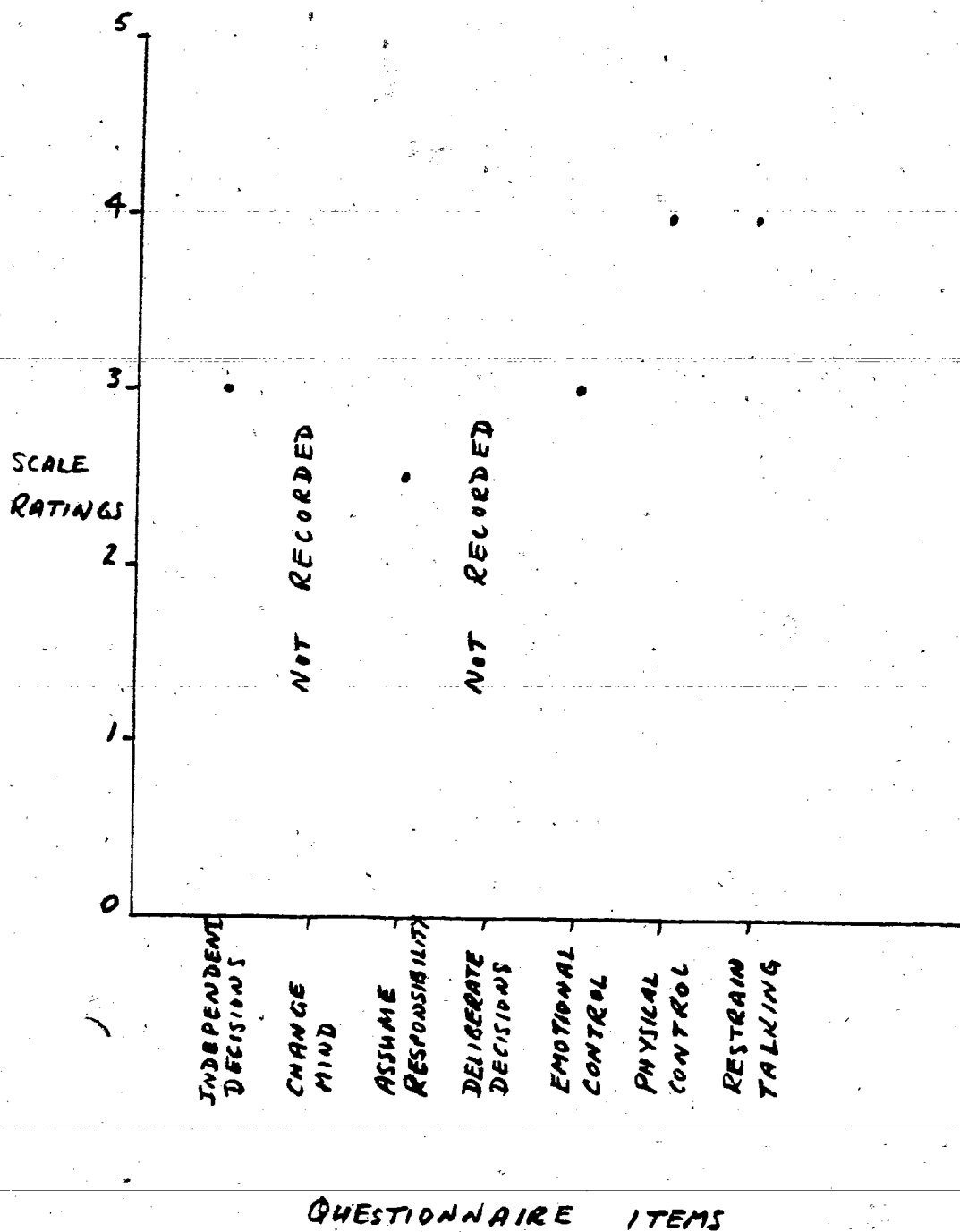
The results of questions posed are shown on Graph 43. Cynthia completed three of the six posed, although once again, she added comments on all of the questions. With regards to the question designed to have them comment on their awareness of personality changes she stated:

Progressively aware of only one basic personality overlaid with moods, thoughts, responses, actions that change as I grow. (Q1₁₃)

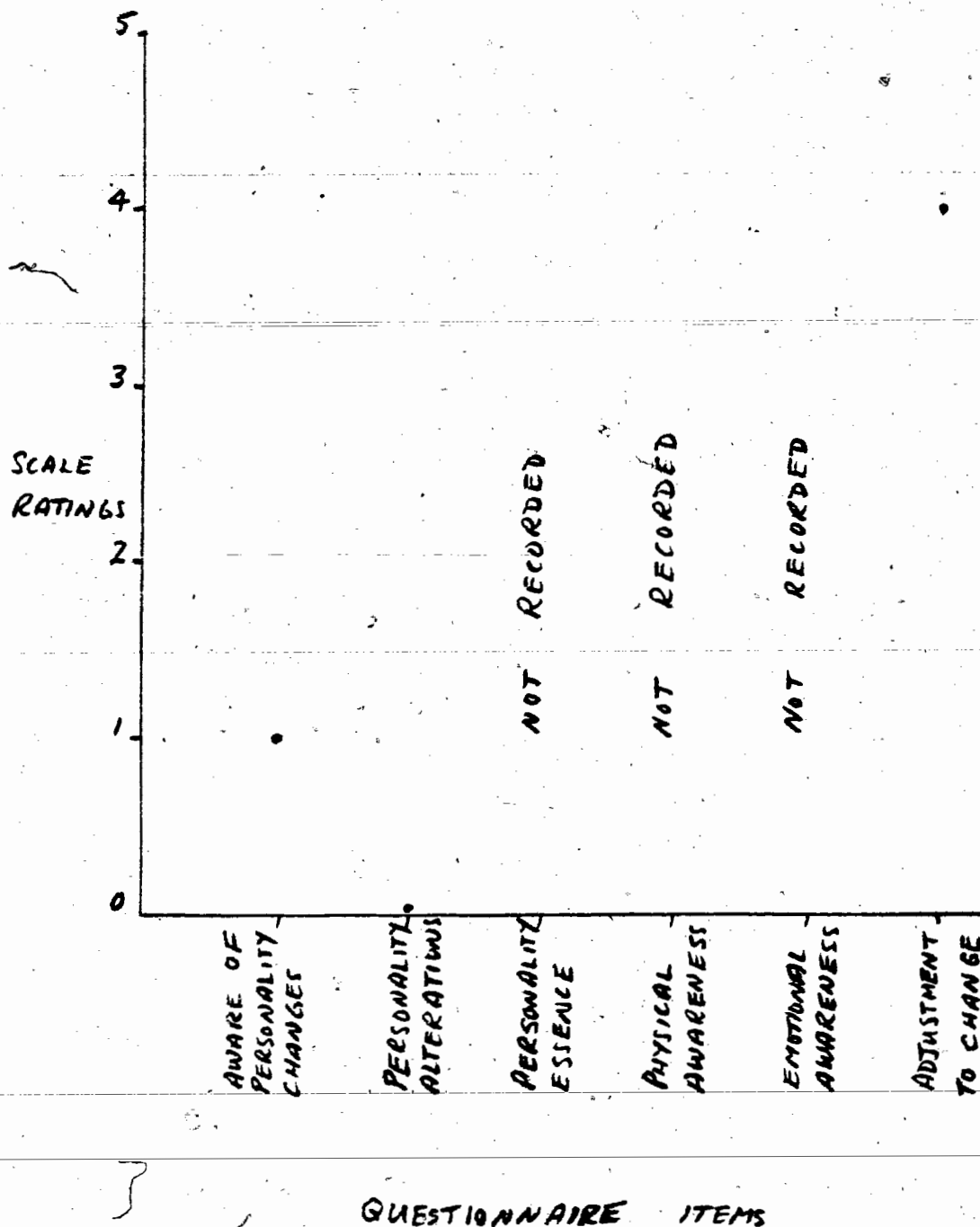
She added that:

My behaviour is often very different from the real me.
The real me is intense, humourful, idealistic, firm and vital. (Q1₁₄)

GRAPH 42: SELF-CONTROL



GRAPH 43: SELF-AWARENESS



Cynthia commented on her awareness of her physical activities:

It depends. Sometimes I focus on them, sometimes thinking about other things lessens my awareness of them.

(Q1₁₅)

With respect to her ability to stand outside her emotions and become aware of them she said:

I try to stand outside the emotion during its display, but most often consider it after, when in a more thoughtful space. (Q1₁₅)

C) Proposed Project

(See Fascimile.)

Facsimile 5

Project

1) Purpose.

To develop a clear, beautiful, voice with which to express healing truthfulness. (I'm not trying to sound presumptuous!!)

2) Your background in this area (prior knowledge or skill level).

I knew I enjoyed singing, but feel my background is nil because the teachers taught me in an "airy-fairy" way; I want to know exactly what's going on.

3) Plan of development towards goal.

- 1) Read books on vocal technique.
- 2) 'Phoned Allan Green in New York.
- 3) Accepted as pupil.
- 4) Working to earn money to attend.
- 5) Gathering songs; opening eyes/heart to possible song ideas.
- 6) Learning to live what I'd like to sing about (compassion, practical loving).
- 7) Learning guitar to accompany.

4) Materials/Resources needed.

Time to practice; a space in which to sing; songs to sing; a tranquil, sincere personality; a person who understands my dream.

5) Possible area of difficulty.

Financial - earning adequate funds to go to New York. Accommodation.

6) Concluding Activity or Presentation

Too soon. A long process. I'm taking guitar and mime classes, as well as a course entitled "Releasing the Natural Voice". These should help. I'm also saving money. I've written a few songs. I'm a happier, more relaxed person. I'm making a habit of forcing myself out of shyness. Thank you for your necessary project, Robert.

Part II: Progress Towards Conclusion

A) Patterns in the Self-study

a) Selection

Although Cynthia did not record the selection of the day at the top of the journal sheet for that day, she provided evidence within the comments recorded which revealed that she used the suggestion feature effectively, but, the difficulty of recording the journal daily was summed up by her in an oral comment:

I tend to despair when I realize that I have lost control. Days may pass when I do not use the self-observation feature, and I realize that I have not been in control. Then I expend energy to use on the study. It seems cyclical. (OC1)

b) Aspects Causing Distraction

1) Lying. One comment revealed her awareness of this feature: the perpetuating of the Santa Claus myth to her sister's children drew comment by her.

2) Internal considering. Cynthia focused on the situation in California with D's parents as one clear example of this feature:

Afraid to spend an evening together with Mrs. T.
(J1₂₂)

Later, she commented:

happy with...my ability to spit fear in the face and speak deeply with Don's brother. (J1₂₄)

Still later, she mentioned that: "I enjoyed people's company. My shyness was gone" (J2₄). These comments trace her progress in the area of internal considering, or concern over what others think of

oneself.

3) External considering. Cynthia's detailed journals recorded examples of this feature as in:

pressured to play the organ longer than I wanted to, because people were enjoying it. (J1₁₈)

and in the special area of family relations:

Aware of sister's suspicion of my affection toward her; displayed it anyway, because it was sincere. (J1₁₇)

4) Negative emotions. Examples of this feature focused on fear of situations and indecision and anger. Reference was made to fear fourteen times in her journals; to anger six times and to indecision seven times. Comments relating to fear were represented by:

Hatred of my fear in relation to other people. (J1₅)

Really frightened about Christmas at D's. (J1₉)

Realized that a relationship passes through many superficial fear-dominated stages. (J2₂)

Her indecision was represented by comments such as:

I am always changing goals or rather the means to the goals. (J2₁₉)

5) Identification. Much of what was recorded which could be categorized under this heading came from her developing relationship with D. On 27 occasions she mentioned this relationship, while 17 recordings referred to her relationship with her brother, Robert, which she was also trying to work upon.

Of the other identifications, "thought and insights; self-expression" received intense attention, especially the aspect of

religious ideas which occurred 8 times, but in different guises more than 30 times. Typical of the specifically religious is the statement:

I am into a scientific phase - how can I believe in God's goodness/holiness - on what evidential basis?
(J2₂₂)

Representative of the general identification of developing self-expression is:

The hardest ~~task~~ I have before me is 1) converting thoughts into actions by 2) believing, having faith in, trusting, the creative mechanism within to perform adequately when I act. I am so afraid to act. (J2₂₂)

6) Imagination. There were few references to this feature, but one stood out as representative: "solitary thoughts sap my energy" referring to "I don't like being told I'm beautiful" (J2₉).

c) Concentration of Attention

Cynthia made statements concerning this feature or revealed activities which focused on it. For instance, this statement reveals her awareness of a lack of concentration of attention:

annoyed that during conversation, I am 'forced' to respond and often forget things that the other person has said that I deem important, and would like to ponder.
(J1₂₂)

Juxtaposed to this is the observation "conversation with my sister: really listened". (J2₃). A more definite observation of the efficacy of concentration of attention is revealed in:

I was able to concentrate on learning about voice production because I felt secure in myself and others' love for me. (J2₈)

Summing up her observations was the statement: "(I) was determined to listen and be tolerant. It worked (I was exhausted)" (J1₂).

There were numerous references to observations which revealed her concentrating on certain features as a result of the selection aspect of the study. An example of this is the following: "How awkward to use my left-hand to eat" (J1₆).

d) Self-control

Cynthia's observations of aspects of self-control referred to many different features: emotions; physical actions changing decisions. For instance, she was aware of her abilities in the area of physical actions as witnessed in:

Aware of biting my nails when I am bored with listening, or nervous in another's presence. (J1₄)

Self-control in making decisions and following them through receives attention in: "I am always changing goals or rather the means to the goals" (J2₁₉).

A greater appreciation of her self-control is shown in:

Observed that my control, or tolerance is becoming more consistent as I am aware of my behaviour and consciously control, or determine it. (J1₈)

Specific reference to emotional control is revealed in the observation:

Very conscious of my abnormally wanton, inconsiderate emotionality. Feel as though feelings are true but later, when time of the month has past, I wish I hadn't expressed these feelings. A woman can appreciate, by the contrast within her, the dignity of will-controlled nature. (J1₂₇)

e) Self-awareness

The ability to be aware of different roles one may play was evident in the statement: "Annoyed at myself for playing a role at a job interview" (J1₇).

Cynthia's self-awareness was tied closely to the selection feature of the self-study, and was revealed in statements such as: "Felt restricted in a suit and coat" (J1₁₂).

The participant's ability to adapt to rapidly changing circumstances representing one facet of self-awareness, was mentioned: "I adapt every day as I move from school to school" (J2₁₃).

As mentioned previously in other contexts, Cynthia was interested in self-expression; indeed it was one of her aims. References such as: "I am extremely shy about phoning people" (J2₁₄) led to the observation that: "(I) am very happy to be speaking freely to people" (J2₂₆).

By way of concluding this section, a letter received from the participant during the self-study phase adds to the impressions gained above (WC1).

Thank-you, your assignment is crystallizing my desire to self-discover and change. It adds integrity to my quest: ruthless self-evaluation and subsequent improvement (spasmodic as it may be at this time). I can feel the strength increase; the ability to redirect my moods accelerate, so I can often alter them in an instant, so they become constructive, vital forces. I am very happy with this challenge. When I fail, I am more aware of failure than I was before. Your assignment has given structure to me, and the confidence (when I choose to accept it) that I can actually document my growth.....

Sincerely,

Cynthia

B) Reported Changes Through the Self-study

a) Progress Towards Aim Achievement

Cynthia stated that she felt she did achieve her aims and made progress in her stipulated directions. She referred specifically to her ability "to change the relationship to more positive self-expression" (Q2₁), and "to feel secure enough to listen and consider other people's points of view" (Q2₁), as being areas of change towards her aim of discovering new ways of expression and developing a more sincere response to people. Moreover, she mentions an "increased self-awareness, which is enhancing my relationships" (Q2₁), and a "conviction that fear should be dissolved - should not be present in the inter-changes" as evidence of progress towards her aims.

b) Aspects Causing Distraction

1) Lying. Cynthia mentioned only one example of this feature:

I told myself I was eating more because of hunger when I was actually extremely agitated and disturbed.
(Q2₂)

2) Internal considering. The participant offered two examples here, one involving social interaction at large and another involving a smaller group: her family. She mentioned: "I need to know I'm thought attractive - because I really feel ugly" while at an educational conference. In addition, she admitted to considering what others think of her "in almost every conversation I have with my brother" (Q2₂)

3) External considering. She offered a similar example as on the first questionnaire with respect to caring for her sister's children, and added a new example in the form of "walking slowly and listening to my grandmother - sometimes I love it - this time I was disturbed" (Q2₃).

4) Negative emotions. The results of the second questionnaire are recorded on Graphs 44 and 45 and the changes and directions shown on the overlay.

5) Identifications. Cynthia ranked the following items as being major identifications:

- thoughts: increasing meaning...
- communication: honest sharing
- closeness to natural things
- religious ideas
- identify through giving

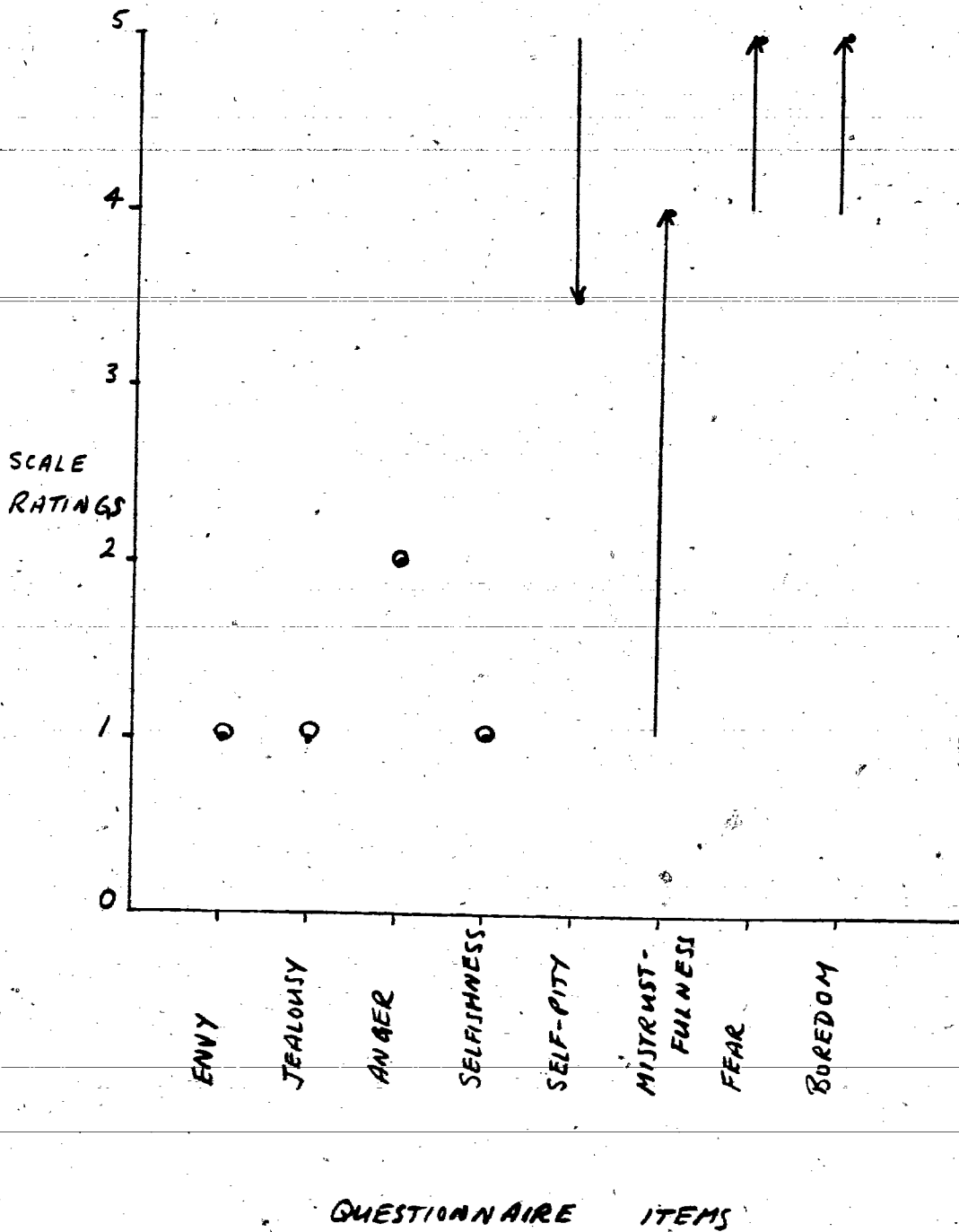
These did not change significantly from the beginning of the study.

6) Imagination. The participant revealed two examples of this feature. The first referred to her perceived ability to control a physical activity, which when attempted she could not do: "control my desire for food just before my menstrual cycle" (Q2₆). The second refers to her believed ability to control her emotions at the same time of the month.

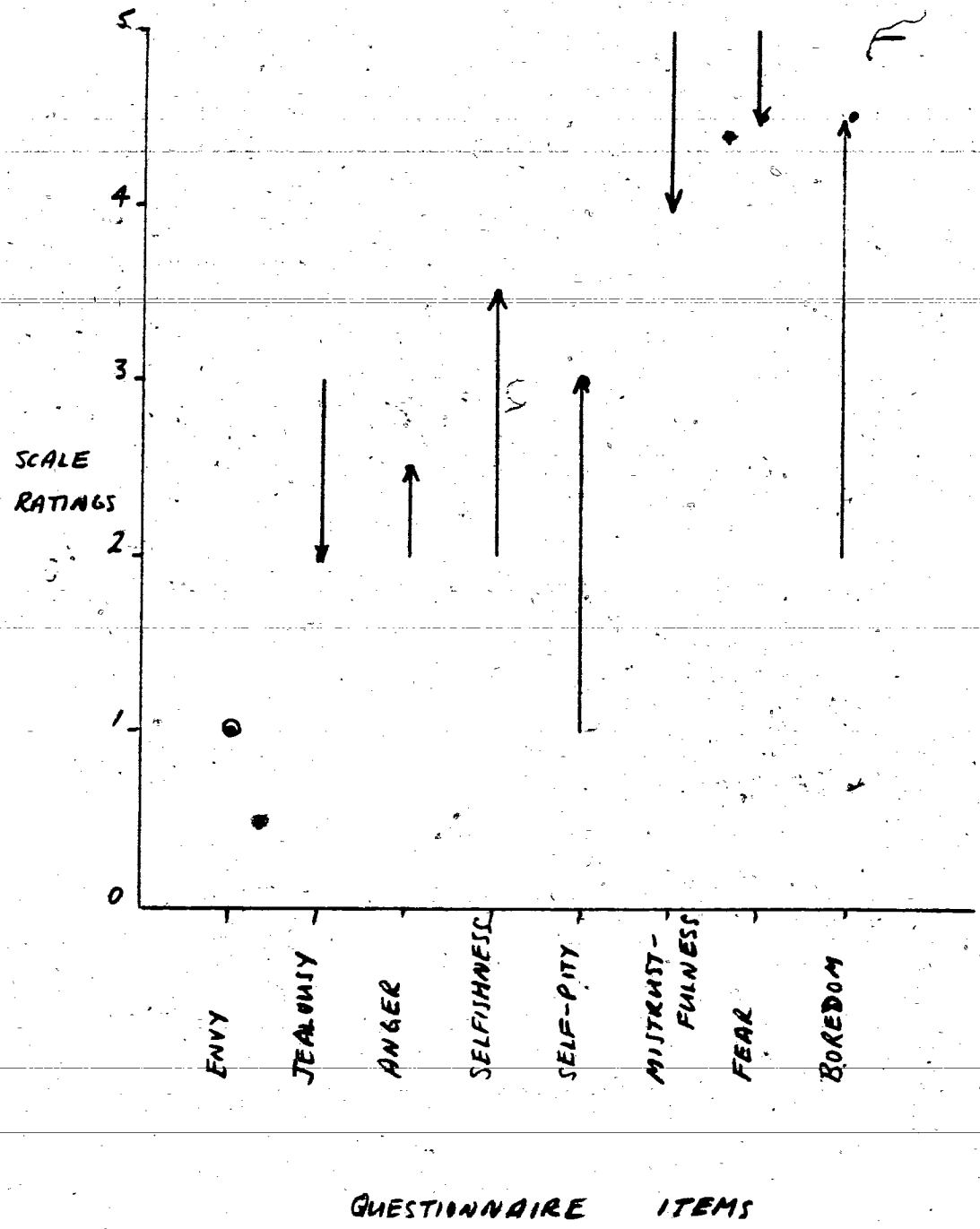
c) Concentration of Attention.

The results of the questions posed are shown on Graph 46, and the direction of change on the overlay. Only one question did not draw a

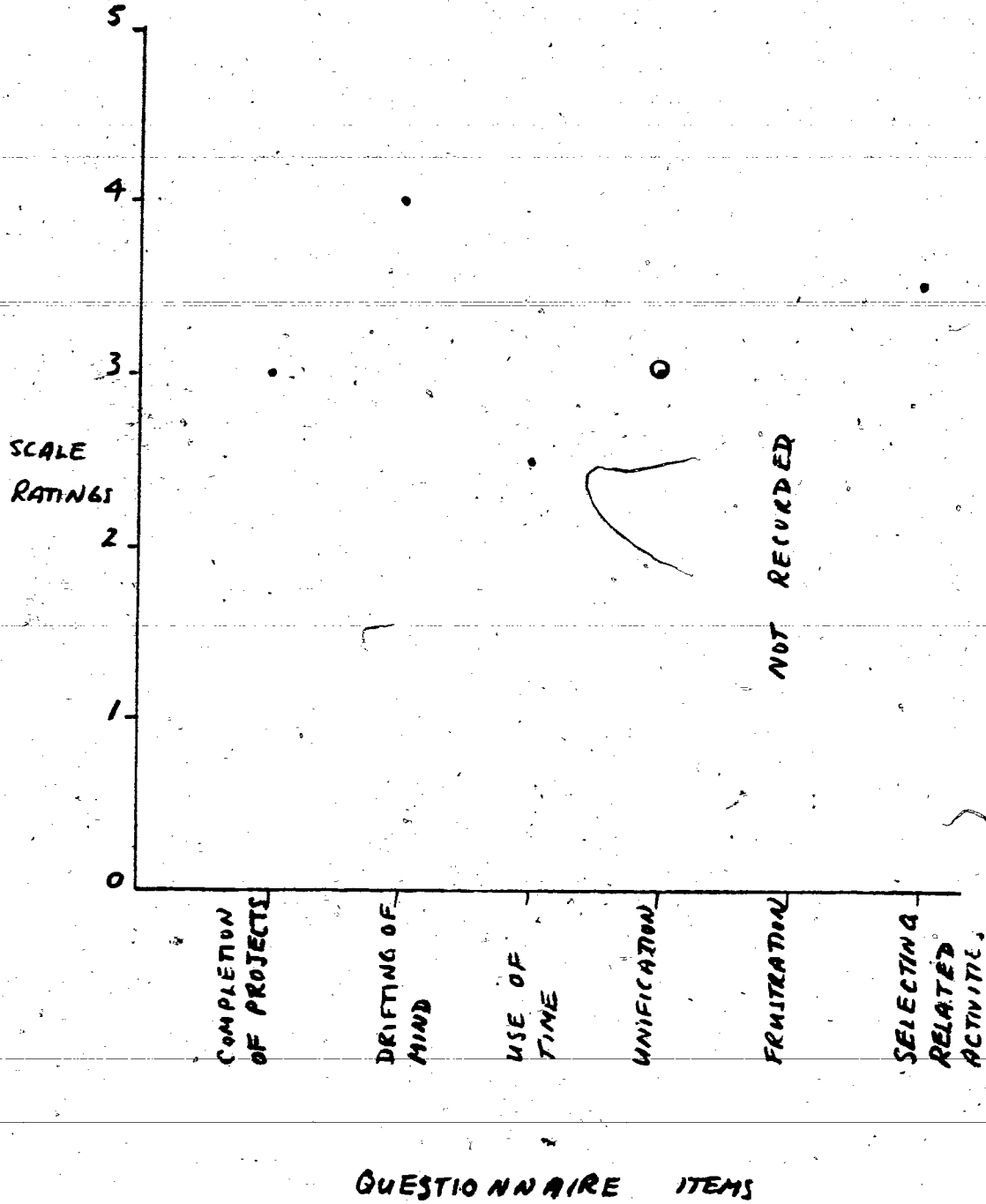
GRAPH 44: NEGATIVE EMOTIONS OBSERVED IN OTHERS



GRAPH 45: NEGATIVE EMOTIONS
OBSERVED IN SELF



GRAPH 46: CONCENTRATION OF ATTENTION



response compared to four prior to the study. Cynthia's comments are important for adding insight. She stated:

If its (a project) self-imposed, I am not frustrated. However, if its very important to me I still have a difficult time being patient and calm enough to efficiently prepare a plan and follow it through to completion. (Q2₉)

She claimed to be able to select effectively activities which are related "more and more so as I become more unified" (Q2₉).

d) Self-control

Cynthia's ratings to the questions posed are recorded on Graph 47, with the direction of change shown on the overlay. No questions went unrecorded compared to two on the initial questionnaire.

She supports her ratings with such comments as: "If with a conservative, or proud person, I weigh things" (Q2₁₁) in reference to her abilities in meeting new people or new situations.

With respect to one's ability to exercise self-control during discussions, she stated:

I'm working on this. If I'm heated about an idea or feeling, I find it hard to restrain myself. If the topic is one I have to listen to closely to understand and offer my viewpoint, then I'm restrained. (Q2₁₃)

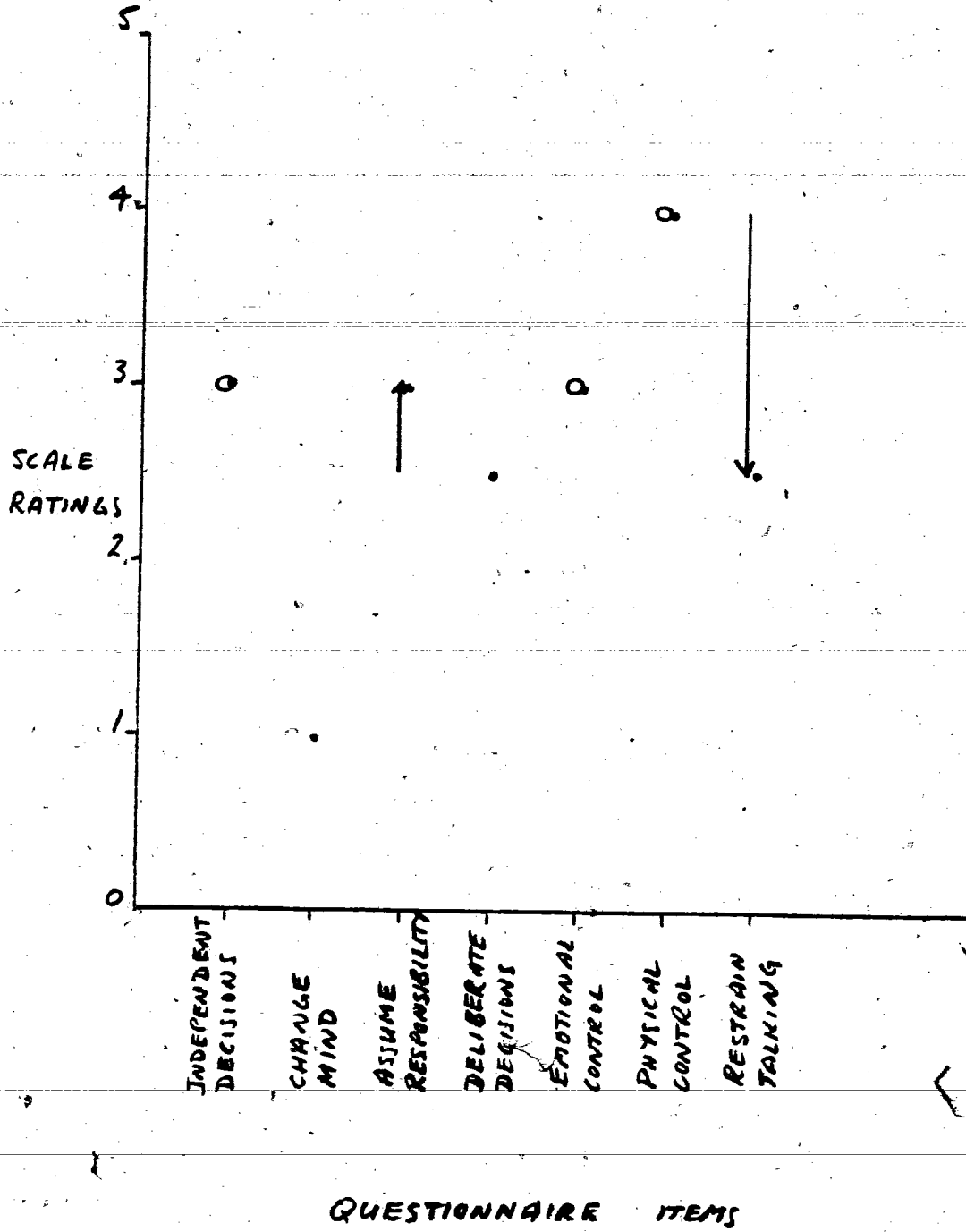
e) Self-awareness

The responses to the questions posed are shown on Graph 48 and the direction of change on the accompanying overlay. All questions drew a response, whereas on the first questionnaire three went unrecorded.

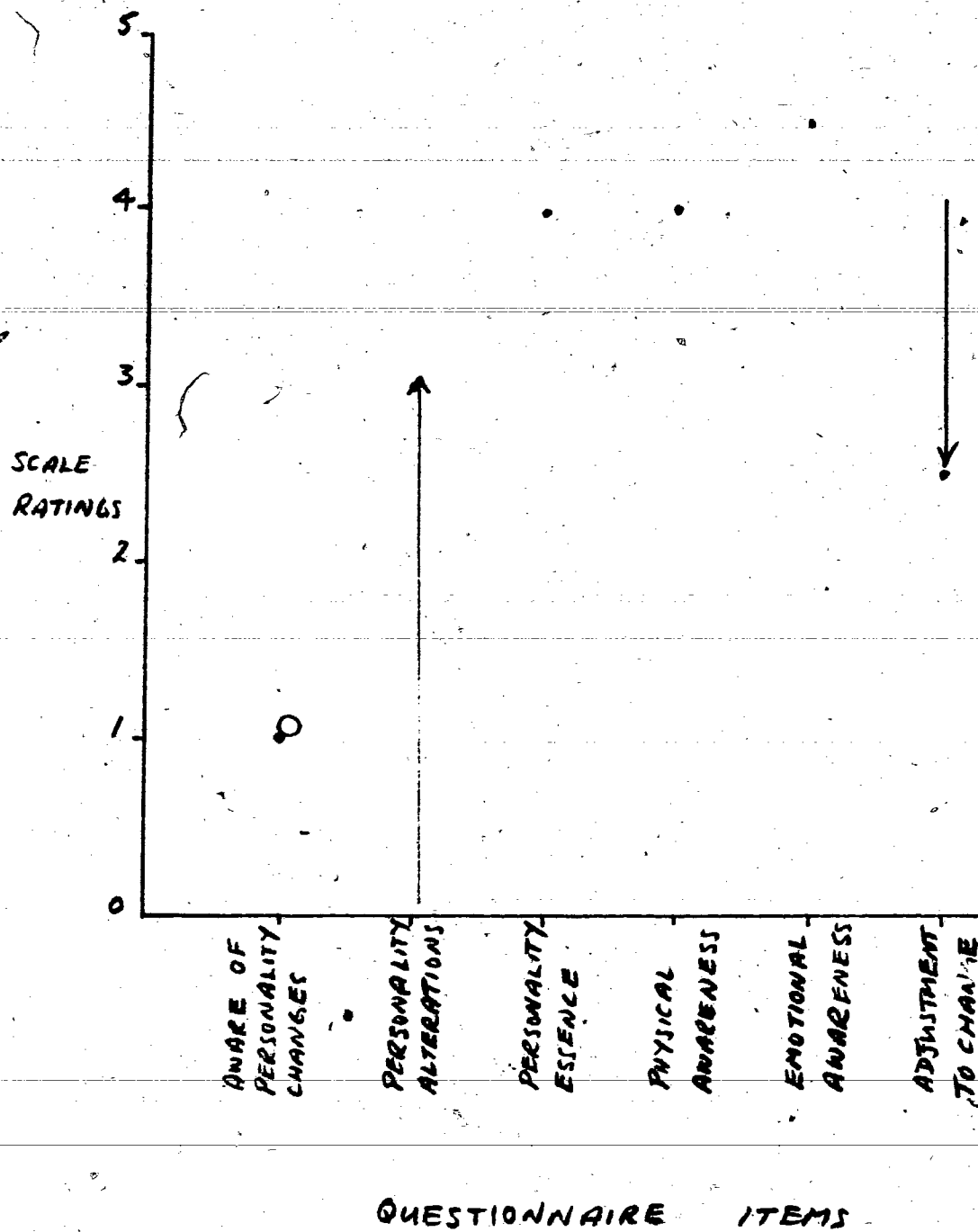
She stated her self-awareness in the observation that:

I am good at altering my behaviour. I don't like to though. I'm seeking to express my genuine self, although I'm sensitive to people, I don't want to shock them, or hurt them - people don't react well to changes in a person they've known a long time. (Q2₁₄)

GRAPH 47: SELF - CONTROL



GRAPH 48 : SELF-AWARENESS



In addition, she claimed to be able to distinguish between her personality and her "real me": "Often...I like staring to see through" (Q2₁₄).

With respect to physical activities, she claims to be much more aware of movement, or lack of it and its influence on my ability to think (Q2₁₅)

And on the topic of emotional awareness she claimed to be aware:

after it happened. How soon after depends. I often recognize it as being 1) concern for others 2) need to be alone. (Q2₁₅)

C) Personal Comments on the Self-study

a) Progress Towards Achievement of Aim

Cynthia admitted to using the self-study as an "internal guide" (T2₃₀) in attempting to achieve her aims. She mentioned its effectiveness in realizing certain features of herself, such as anger, and causing her to question many actions (T2₃₈). One of the results of the self-study was a more cyclical nature of existence - more ups and downs - caused by a degree of despair (T2₇₀) through the opening nature of the self-discovery.

b) Aspects Causing Distraction

The participant commented primarily on her "more questioning" attitude (T2₁₄₀) towards aspects such as negative emotions which was caused by an increased awareness through the effects of the self-study.

c) Concentration of Attention

Cynthia used phrases (T2₂₀₅) such as "calmed down" and "be right there" to describe the effect the self-study had on her ability to concentrate her attention.

d) Self-control

The participant claimed that she was more in control (T2₂₄₀) although she realized just how hard this was to accomplish. A tangible result of this change was that she "became more tolerant" (T2₂₇₀).

e) Self-awareness

Adding insight to this category was Cynthia's comment that she "saw distinctions between my personality and something more me" (T2₃₀₈) which was new. Moreover, she claimed to be more aware especially of her physical actions (T2₃₁₅) and expressed this through the phrase "being aware of not being aware".

She claimed to have no difficulty with the problem of observing the moment and recording at a later time. In fact, she stated that: "when it came to writing them down I could remember vividly" (T2₃₅₉). Elaborating upon this she mentioned "I was very aware of stopping myself and looking at myself in the middle of something, which is really hard to do" (T2₃₆₅). She developed this theme further with comments upon her awareness of her habitual nature. Cynthia stated that she felt herself recognizing her habits more and asking "was that me?" (T2₃₈₅). Sometimes this caused her to become fearful of the consequences and "to go into a shell".

D) Relationship Between the Self-study and the Project

a) Ways of Learning

Cynthia ranked the following sources or ways of learning which applied to her project:

- observation
- reading related books
- contemplation
- individual practice
- taking lessons from an expert
- programmed learning course
- seeing a presentation
- talking to an authority
- listening to a record
- listening to a lecture

The responses to the questionnaire for the following sections are plotted on Graph 49.

b) Concentration of Attention

Towards the end of the study Cynthia made the following comment

orally:

I find that due to my efforts to account for my experiences (writing in the journal) through the self-study, I focus my energy on my project. (OC2)

She added in the journal:

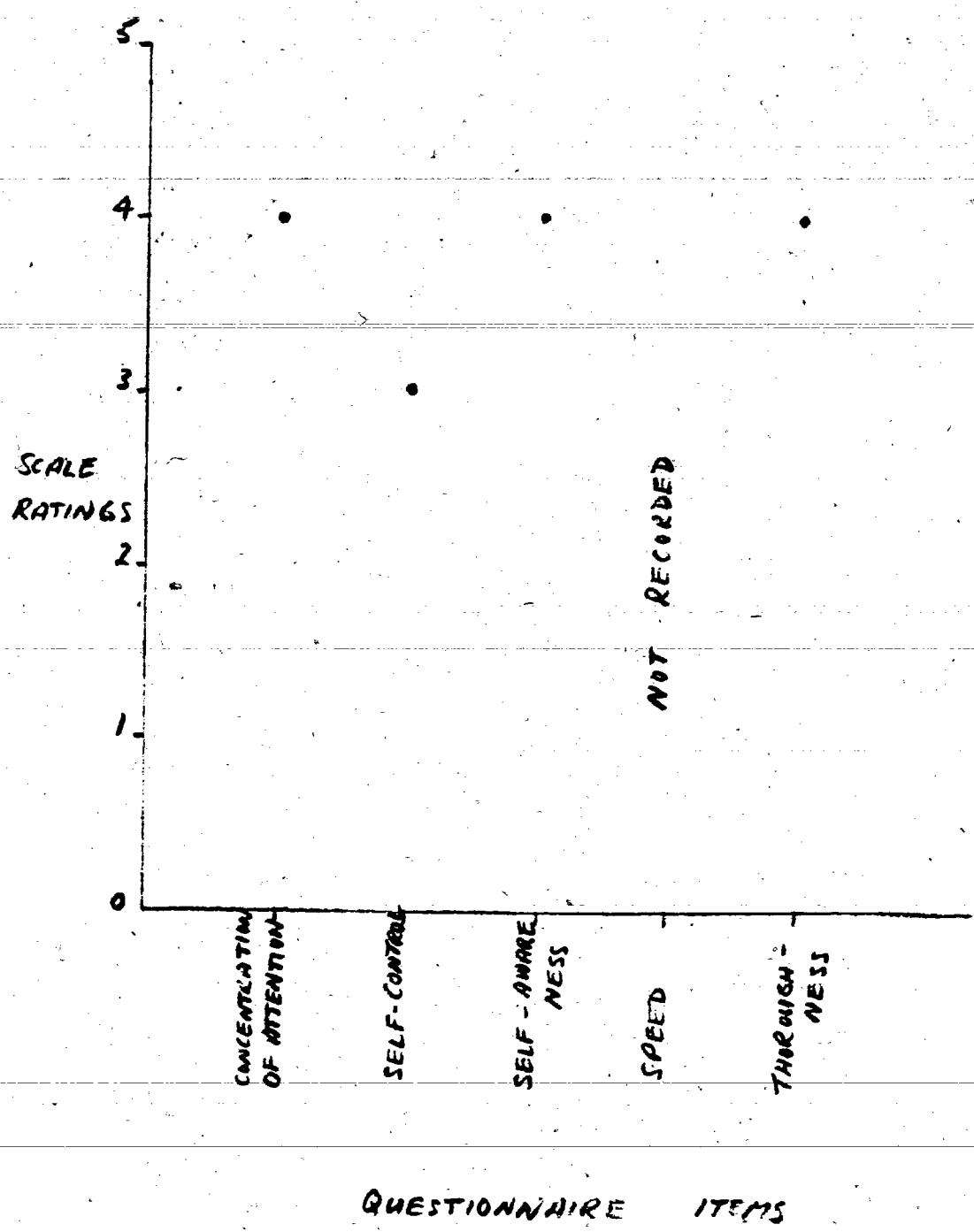
Am learning how to train my ears to recognize and write down melodies, intervals, rythms. (J2₇)

This was reinforced later by the statement:

Enjoyment at the vision of me, or anyone, trying to do the exercises for vocal muscular strengthening in the manner prescribed in the text: wearing a legitimate bow-tie and watching in a mirror my larynx travel up and down, carrying the bow-tie along its ride. (J2₁₃)

She did mention in the interview that she had problems concentrating on the project because of the situation she found herself in at home. The

GRAPH 49: RELATIONSHIP BETWEEN SELF-STUDY AND PROJECT



circumstances were not conducive.

c) Self-control

Cynthia felt that the self-study did not have a great impact upon her self-control needed within her project, although she did say: "I recognize the need to now" (Q2₁₈).

d) Self-awareness

The participant rated this feature highly but did not offer any supporting comments.

e) Speed

Although she did not rate this factor she stated:

I think more quickly. Again, I speak of my internal projects which are, some of them, just on the verge of leading into external projects based on them. (Q2₁₉)

f) Thoroughness

Although rating this effect highly, she did not offer any written comments in support.

Part III: Observation by Outsiders

A) Comments on the Changes in Personal Characteristics Due to the Self-study

Don, a close friend of Cynthia's offered to be an observer of Cynthia's progress. As mention before, Don, also a participant in the study, was aware of Cynthia's role within the group, but did not actively engage her in discussion. His comments have been sorted under the following headings.

a) Aspects Causing Distraction

Don stated generally that Cynthia made "noticeable behaviour changes" (T3₁₆₅) in the area of negative emotions. More specifically, he described, in some detail, how she moved from being quite shy and "always considering what others think of her" (T3₁₈₀) to being more open and not overly concerned about other's impressions of her. He claimed that she was "more willing to say what she thinks and less willing to accommodate to people" (T3₁₉₇).

b) Concentration of Attention

Don observed features which have a bearing upon this aspect such as: "better organized" (T3₂₇) and "more determined" (T3₄₅), which led to a general summing up that she was more "able to concentrate on tasks" (T3₃₀). In addition, he felt she was more aware of her concentration "which helped her during the day".

c) Self-control

The one anecdote which Don told had bearing here, as he stated that through the study time Cynthia became less anxious over changes which occurred from day-to-day, especially in her reactions to her positions as a substitute teacher (T3₈₆).

d) Self-awareness

The only aspect which Don noted as changing significantly was her willingness to talk about herself, especially her feelings (T3₁₄₀). He felt this was a result of the self-study.

B) Comments on the Relationship Between Personal Characteristics (Self-study) and the Project

Don mentioned that she revealed more concentration on her project than he had observed on other projects as she "systematically and definitely worked through her singing book" (T3₅₀).

CHAPTER NINE: CONCLUSION AND SPECULATION

Part I: Summary of the ResultsA) The Participants as Representative Individuals

The method of choosing the participants has been mentioned previously; the type of person chosen will be commented upon in this section in order to examine possible biases. Three of the five participants were involved in education as teachers; the others were a painter and a student. All of the participants had attended a university. It can be said that they were well educated and concerned about education generally. For this reason they may not constitute a representative sample, although, this is not to say that people who are not well educated nor uninterested in education would not be interested in a self-study.

All of the participants were outspoken and eloquent critics of their past experiences in educational institutions. They referred to the boredom, the irrelevance and the frustration encountered in schools. Two people had felt these features strongly enough to join the teaching profession in an attempt to make amends; all of them had taken some form of learning into their own hands. They were, as a group, motivated, and wished to further their learning of new subjects. Moreover, when they had the nature of the project explained to them, all registered interest. This, in part, was related to the selection procedure used and does reveal a certain bias.

The way they used their leisure time was a significant indicator of their desire to improve. Most participants had diverse interests

representing the fields of physical exercise, the arts and general intellectual issues. All participants were readers who looked to books for information and stimulation, as well as simply a way of relaxing in their leisure time. When questioned as to the use of their leisure time, for purposes of self-development, in the specific sense, they responded variously. Four of the five recorded that they used their reading, in some form, as a source of self-development. Not one stated having attended any of the numerous groups which grew as the 1970's progressed, but all, in some way or form, could be said to be interested in self-growth and certainly were questioning individuals.

The prejudgment of interest in self-development was made at the outset; indeed, as has been seen, the first question on the questionnaire elicited a response which confirmed the information derived in the initial interview. Thus, whether by design, through the selection procedure, or by chance, the study included people who could be said to be motivated to some extent towards causing change in their personal life patterns, and people who saw the possibility of change. The study required people of this nature. Moreover, this characteristic of the participants simply revealed Gurdjieff's claims that people who are willing to study themselves are open to "B" type influences or have a "magnetic centre",

The study included people who had a few close personal friends, not people who had a wide range of acquaintances. They considered closely who their friends were to be and proceeded slowly to acquire them, although not in a calculated manner. All of the participants had, to some extent, some concern over relationships with the opposite sex.

This ranged from George's shyness and Katherine's concern over her up-setting over-reaction through to Pam's prolonged inability to make even one lasting relationship. They all mentioned it initially, some built it into their overall aim to the self-study, while others referred to it regularly within the daily journal.

In this regard, all of the participants used their close friends in order to sort out important issues, analyze behaviour patterns and, generally, to develop a measure of their own growth.

With respect to personal relationships then, it can be said that the group represented people who were concerned about others in a deeper sense and themselves and their development as seen through the interaction with their close friends. Not one person could be viewed as a self-striving "loner" or a seeker of unique and individual paths. For this reason, they could not be considered unusual in this regard.

Finally, when analyzing the self-concept of the individuals involved, four of the five (the exception being Don) gave an indication of lacking self-confidence or being fearful of situations involving others unknown to them. Once again these four wrote this aspect into their aim to the self-study. Only Don revealed a high degree of goal orientation which would signify a strong sense of self-confidence. The group certainly could not be considered to be comprised of uniquely strong individuals striding forth with confidence through ever-expanding goals towards some state of "nirvana".

In concluding this section, it may be said that the members of the group were representative of society at large in their self-concepts,

their ability to relate to others and their variable interest in self-development. They may not be seen as representative in their level of education, their interest in learning more about other subjects and themselves and the use of leisure time particularly in the amount of reading they do. The one outstanding feature of all members of the group was the willingness to undergo a process which could possibly lead to a change in their very personal life patterns and to learn something totally new. Not all people would be willing to undergo such a process due largely to their lack of motivation to cause a major personal change.

B) Summary Comments on the Self-study

a) Aim of the Self-study

As has been stated, the five participants claimed they wished to create a change in themselves and found little difficulty in expressing directions. Two people (Don and Pam) stated their aim in a fairly general sense - to deepen their understanding of themselves and to develop themselves to the fullest extent - and elaborated little, while another (Cynthia) provided an exhaustive list of wide-ranging aims. The other two fell within these limits. But all were unequivocal in their statements relating to changes towards which they could work.

One of the more common aims related to a gain in self-confidence, particularly in the sense of being able to avoid the fear of others or what others may think of them (George, Pam, Cynthia and to some extent Katherine). One person (Katherine) commented on the wasting of energy worrying about situations, one of which was what others think and do in

relation to herself. This seemed to be a specific manifestation of the lack of self-confidence, which was hinted at in the other statements. All of the participants were able to identify behavioural outcomes and one of the most common was a decrease in anxiety over situations involving other people and the obvious increase in control and assurance in new situations.

All participants who completed the self-study claimed to have succeeded in making progress towards their aim with statements such as the following supporting their claim:

from Pam: I feel more integrated - calmer. (Q2₁)

from Don: I have become less anxious about the direction I wish my life to take. I have become more tolerant of others...I have developed more confidence in my own abilities and am less fearful of undertaking new projects. (Q2₁)

from George: I am more self-accepting...I'm less concerned about what others think of what I'm doing. (Q2₁)

from Cynthia: become less anxious...increased self-awareness (Q2₁)

b) Aspects Causing Distraction

From this point forward all references will be derived from the four of the five participants who completed the self-study and the project.

It should be repeated that this section of the self-study was inserted in order to focus on the more common features of personality. The purpose can be more clearly explained by stating that the recording of incidents representing any of these features should represent an awareness of them. No analysis was encouraged or required; in fact, during the introduction to the study it was stated openly that mere recording of

such incidents was all that was required.

With only one or two exceptions, this section was completed. The participants had little difficulty in identifying features of: lying, internal and external considering, negative emotions, identification and imagination.

As one would expect many of the participant's aims were linked to one of the aspects causing distraction as representing a feature of their personality which they wished to see altered. The one most favoured was "internal considering", with four out of the five participants stating an aim directly related to this feature. Nobody, for instance, stated that they were concerned about their tendency to lie, or to reveal one of the negative emotions such as anger, or to identify excessively with a particular interest to the detriment of their general development (identification).

1) Lying. All participants stated clear examples of this feature, some of which were repetitions of what they had stated on the first questionnaire. One participant, Pam, added to her examples by stating that she had become "much more aware of instances when I was not truthful" (Q2₂). This did not appear to be a feature of particular importance with this group as most participants simply recorded incidents of such behaviour without comment, and did not mention them with any degree of regularity.

2) Internal considering. This feature, as mentioned above, represented a focus in the self-study for a majority of the participants. All were able to identify clear examples which, when linked

with the number of references made in the journals, comprised a picture of clear focus and importance. Once again there was a degree of duplication between the first and second questionnaire as, for example, Don mentioned school related examples and George dance associated occurrences. Reference to the comments made in section a) above, reveals the importance of this feature to this group and the changes incurred as a result of the self-study. One conclusion can be drawn at this point: all participants who selected this feature as an aim remarked upon the significant change as a result of the self-study.

3) External considering. To clarify the feature of internal considering and to focus on a situation in which one must think of others (thereby increasing awareness), this feature was included. All participants recorded occurrences in which they helped others, or thought about others, in situations in which they would not normally participate. None of the individuals in the study mentioned anything unusual nor over-emphasized this feature.

4) Negative emotions. This category was sub-divided into eight specific negative emotions and included recognition of these in others as well as in themselves. The change directions are recorded in the summary table. There are two possible ways of interpreting this section of the table. A change may indicate simply greater recognition or awareness; or, it may indicate an increased ability to control these features. For instance, under

the feature of anger, George recorded a positive change. This could be interpreted as being a greater awareness of his anger. On the other hand, Don recorded a negative change, which may indicate less awareness or greater control of himself in situations involving anger. The clues to the interpretation occurred in the journals especially, and generally revealed greater awareness first, to be followed by greater control. Pam, Don and George all revealed this progression, although George did not proceed as far as the other two.

The same analysis can occur with the feature of boredom involving George and Cynthia.

In summary then, no clear patterns were revealed in this area as it seemed to depend so much upon the individual (no change = 50% of responses; positive change = 23%; and negative change = 27%), but the aspect of negative emotion was very much a part of the self-awareness factor, as will be seen.

5) Identification. All participants had their own personal areas of enthusiasm or concentration, but none appeared "controlled" by them. Over the two month period very few changes occurred in their lists, signifying a stable focus but not a dominating one. Only one individual (Don) recorded an observation which could imply a tendency to become over-involved in an identification:

At last, got to spend some time with C. I've got to strike a balance between work and C. (J2₂₂).

This did not represent a trend in this individual's behaviour nor was it seen in any other journal or recorded comment.

In conclusion, the individuals had their own identifications which did not seem to consume them to a detrimental extent and the self-study had no effect in revealing any tendency in this direction.

6) Imagination. This feature causing possible distraction also proved of little significance within this group. All participants recorded incidents in which they considered themselves imagining they could do something, but upon trying proved unsuccessful. None emphasized an increased awareness of this feature and nobody commented upon any significant changes.

In summary, it can be said that if the aim of the study is linked to one of these features then not only does awareness increase but, according to the evidence in the case studies, changes occur in a positive direction. If the features are not linked to the aim then all that can be said to occur is simply an awareness of the feature. The members of this particular group tended to focus on internal considering as an aspect causing distraction and succeeded in overcoming this feature. Another group of individuals may have stated that they were consumed by particular identifications or by specific negative emotions and made either the aim of their self-study. The important point is that if an aspect causing distraction is focused upon as an aim, the evidence of this study shows that changes can be expected in that feature.

c) Concentration of Attention

The summary table shows ten positive changes and four negative changes in total. Cynthia did not consistently record on the two question-

TABLE 1: SUMMARY TABLE SHOWING DIRECTION OF CHANGE AND RELATIONSHIPS BETWEEN SELF-STUDY AND PROJECT.

	CHANGES IN OBSERVATION OF NEGATIVE EMOTIONS								CONCENTRATION OF ATTENTION						CHANGES IN SELF-CONTROL							CHANGES IN SELF-AWARENESS					RELATIONSHIP: SELF-STUDY AND PROJECT					M FOR INDIVIDUALS ON ALL FACTORS.						
	ENVY	JEALOUSY	ANGER	SELFISHNESS	SELF-PITY	MIS-TRUSTFULNESS	FEAR	BOREDOM	1	2	3	4	5	6	1	2	3	4	5	6	7	1(a)	1(b)	2	3	4	5	CONCENTRATION	SELF-CONTROL	SELF-AWARENESS	SPEED		THOROUGHNESS					
GEORGE	0	0	+	+	0	0	-	-	-	-	+	0	-	0	0	-	0	-	-	0	+	0	+	+	-	0	2	3	4	1.5	1.5	+2.5						
KATHERINE	← DID NOT COMPLETE →																																					
DON	0	+	0	-	-	+	0	0	-	0	0	0	+	+	+	+	+	+	0	+	0	+	0	0	0	+	+	0	-	+	+	0	4	3	4	4	4	+3.8
PAM	0	0	0	0	0	0	0	0	+	+	N.R.	-	+	0	+	0	-	0	-	-	-	+	0	+	+	+	+	1	2.5	2.5	N.R.	3	+2.5					
CYNTHIA	0	0	0	+	+	-	+	+	N.R.	N.R.	N.R.	0	N.R.	N.R.	0	N.R.	+	N.R.	0	0	-	0	+	N.R.	N.R.	N.R.	-	4	3	4	N.R.	4	+3.75					
0 = 50% (OTHERS SELF 53%/47%) + = 23% (22%/25%) - = 27% (25%/28%)								0 = 21% + = 42% - = 17% NR = 20%						0 = 43% + = 19% - = 32% NR = 6%							0 = 25% + = 50% - = 12% NR = 13%					2.8 2.9 3.6 2.7 3.1 M FOR EACH FACTOR IN GROUP					OVERALL M = 3.16 FOR GROUP.							

0 = NO CHANGE + = POSITIVE CHANGE - = NEGATIVE CHANGE N.R. = NOT RECORDED O = OTHERS S = SELF.

naires, making it necessary to drop her in all but one question.

The number of positive changes was two and one-half times the number of negative changes signifying that the self-study had an overall positive effect on the participant's ability to concentrate his or her attention.

The specific features of concentration of attention can be analyzed as follows. The ability to complete projects which people start, increased positively in two of the three cases recorded (question 1). Don's comment supports these claims:

I find that I complete nearly every project I start because I plan for each one carefully. (Q₇)

Similarly, the ability to focus attention on talking to people and working on a task without allowing the mind to wander increased on a two to one basis. The same frequency existed when the participants were questioned as to the ability to complete a task within a given time period (question 3) and the ability to complete a project without feeling frustrated (question 5).

There was no clear change direction for feeling a sense of unification of physical actions, emotions and thoughts when working on a task (question 4) and represented by George's comment:

When there is unification I find I can work with ease. I may not be able to do that much better but there isn't such a waste of energy fighting. For a month or so I was unable to experience any unification at work. It was a highly frustrating experience. All I wanted to do was get out. Now that I'm interested in the current project everything is going much more smoothly. (Q₈)

The slight positive note towards the end of the quotation suggests that while there was no immediate effect, there could be some effect over a more lengthy period of time.

The feature of selecting effectively activities which are related to the task showed no clear change (question 6).

In conclusion, it would appear that the self-study did have a noticeable effect on the participants' ability to concentrate their attention especially in the aforementioned areas: 53% of the responses were a positive change; 21% of a negative nature; and 21% of no change.

d) Self-control

In the area of self-control the trend changed dramatically as nine negative changes occurred to only five positive changes; twelve no changes were recorded. With the support of the previously documented evidence it is possible to interpret these figures by saying that the people became more aware of their lack of self-control. Prior to the study they responded in a fashion signifying a measured degree of self-control. As a result of the study they claimed to be awakened to their lack of self-control. Only one participant stated that the self-study decreased his self-control; George said that he let his emotions go more these days. Pam's statement supports the more aware interpretation:

I have discovered that I don't always control my physical movements. (Q2₁₂)

George's comment lends more support:

This is one area I have noticed how fickle I am; perhaps impulsive is a better word. (Q2₁₀)

Don was the only participant who claimed some positive changes of appreciable value (three positives, no negatives and four no changes). His statements add a different colour to the outcome, and opens another interpretation: that of the self-study helping self-control. But he was the

only one who recorded in this fashion:

I find that I do not decide as quickly as I once did so I find myself changing my mind less frequently. (Q2₁₀)

and furthermore:

Now, I am more interested in what others have to say so I listen rather than speak. (Q2₁₃)

With respect to the changes in self-control as described by the various descriptors only two stood out to any degree. Question 5 referring to emotional self-control and question 6 focusing on physical self-control revealed a negative change. Again, using the statements made in the journals and on the questionnaire as a basis, it is possible to infer that the self-study simply revealed to the participants just how little control they have over themselves. George summarized this inference well when he stated that he realizes just how much he reacts to things and, thus, creates his own anger, frustration and nervousness (T2₁₁₆₅₋₁₁₈₅).

In conclusion, with the exception of George's one statement referring to less self-control (which was qualified during the second taped interview), all the participants recorded an increased awareness of self-control. George and Don were the negative and positive poles respectively with Pam and Cynthia filling in the spectrum. The self-study only awakened the participants to a more accurate appreciation of this feature of their behaviour; it did not cause them to change their ability to control themselves. This inference is drawn mainly from the comments made orally and in the written form, while the figures on the summary table reveal less in this direction.

e) Self-awareness

The figures from the summary table for self-awareness are as clear as those for concentration of attention, with a positive change being recorded 50% of the time; negative changes 12% and no change 25% of the time. The comments recorded on behalf of all participants supported the figures, unlike those on self-control.

Some of the more outstanding comments which support these figures are:

from George: One instant I feel and act one way, and then shortly after I feel and act differently.
This is a new realization. I used to think I had one personality for all occasions. (Q2₁₃)

Don claimed a heightened awareness of another self (personality) as well as himself, especially whilst teaching (T2). Similarly, Pam stated it was a "revelation" to her to see the difference between her "real me" and her personality. Prior to the study, she claimed there was no difference. Cynthia supported the others by stating that she "saw distinctions between my personality and something more me" (T2₃₀₈) which was new.

All participants added supporting comments on their increased emotional and physical self-awareness.

When analyzing the internal descriptors the following patterns are found - questions drawing a positive change:

1(a) - focusing on awareness of personality changes according to circumstances.

2 - drawing comment on the awareness of the distinctions between the personality and the "real me".

3 - referring to awareness of physical movements.

4 - referring to awareness of emotions.

Questions showing no change:

1(b) - focusing on the awareness of one's ability to alter the personality according to circumstances.

5 - referring to the ability to adjust quickly to changes in their pattern of existence.

No questions indicated a negative trend overall.

In conclusion, as with the ability to concentrate one's attention, the self-awareness factor was enhanced through the self-study. The ratings on the summary table were supported by the recorded comments.

C) The Relationship Between the Self-study and the Project

This section investigates the effects of the self-study upon the self-selected task, or the ability to learn something new. The individual projects were as follows:

George: a modern dance project

Katherine: musical scales on the viola

Don: a wood carving project

Pam: to write an article for publication

Cynthia: to learn a new method of singing

Katherine and Cynthia were the only two who had any background in their chosen area. They had selected projects which were new and difficult, but within an area of interest and some expertise. George, Don and Pam were attempting something never studied before; it was a totally new

experience although all stated having an interest in the area. Pam had made an abortive attempt a year ago to write an article, but it only reached the collection stage (1979).

a) Ways of Learning

The list offered to the participants was used in total by Don and Cynthia, whereas George and Pam selected specific methods. There were no outstanding patterns although "taking lessons from an expert" ranked 1 three times, 2 once and 5 once. This particular group of individuals obviously felt inclined towards the consultation of experts in their project area.

There are two ways in which to view the interaction between the self-study and the project: firstly, on an individual participant basis and, secondly, on a factor basis (concentration of attention, self-control and self-awareness). The figures for both appear on the summary table and show that, on an individual participant basis the self-study did have a definite effect upon one's ability to learn something new. Only Pam recorded a conflict between the self-study and her project and this occurred during the second phase of the study.

The range offered on the scales was from no more than normal (0) to profoundly (5). The mean value for the group was +3.16, indicating the strength of the effect of the self-study upon learning something new.

b) Concentration of Attention

The average response for this factor was 2.8 indicating that the group as a whole felt the self-study had a higher than average effect upon concentration of attention. Pam was the one person to rate this factor

rather lowly and supported this by stating:

the time it took for the self-study sometimes usurped my writing time (project) (Q2₁₇)

a point to which she returned frequently in her interview.

On the other hand, Don supported his high rating by saying:

By observing myself closely my powers of concentration increased dramatically. (Q2₁₇)

A further high rating by Cynthia was supported with the following comment:

I find that due to my efforts to account for my experiences (writing in the journal) through the self-study, I focus my energy on my project. (OC2)

George touched upon an important aspect of this particular factor when he stated that the self-study caused a certain degree of despair and frustration when he was aware of not paying attention. However, this increased awareness was developed through the self-study and helped George to improve his concentration of attention on his project once he confronted the frustration. In support of this he stated:

I am paying more attention to the details - how I hold my body - its working. (VTR 44-60)

His comments on the frustration level pertained to his daily activities which he claimed he did not concentrate on but simply did out of habit.

c) Self-control

This factor in relation to the project was rated by the group at a mean level of 2.9. All of the participants rated it within very narrow limits (2.5 - 3.0) showing a higher degree of unanimity.

There exists the interesting contradiction between a reasonably high rating for the effect of self-control as a result of the self-study on the projects, and the ratings for self-control as it developed in the partici-

pants' lives generally. The former was perceived positively; the latter, mostly "no change" but with a negative tendency. It is possible that the participants were made aware of their lack of self-control generally, as stated before, but when it came to the focused nature of the project, they found the self-study did help in developing greater self-control while working. Pam lent support to this observation by stating:

I was more aware of what I was doing, more in control and not willing to be put off. (Q2₁₈)

although she realistically appraised her efforts by adding that it was a most difficult feature.

George added insight to the role of self-control while working on his project by mentioning how much he created his own reality, including anger, frustration, nervousness, etc. (T2₁₁₆₅). This reaction to things was something of which he was made aware through the self-study and was then able to exercise some control over himself while practising dancing. This culminated in his statement: "I used to be so afraid to perform in front of people but now I feel confident..."(OC5), revealing a significant measure of control over his admitted physical and emotional nervousness.

d) Self-awareness

The results recorded for self-awareness through the self-study were transposed at the same level to the project. Increased self-awareness through the self-study had the greatest effect upon the project (M = 3.6). This high value is borne out in the comments of each participant. For instance, George stated that the exercise made him:

More aware of all aspects of myself. Paying attention is extremely important in all aspects of life. Only through awareness of what's going on inside is any significant change possible. (Q2₁₈)

More importantly, he claimed that the self-study encouraged him to get below the preoccupations of the mind thus helping him learn to dance better. As stated on the VTR interview after the presentation, three or four entries in his journal were made each time he practised. The journals played an important role in heightening his self-awareness on his project.

Don supported much of the above, but expressed it in a different manner. He claimed that the heightened awareness of self caused by the self-study allowed him to know when his carving stroke was "just right" (T2₄₆₀). This came about through all parts of the person being involved, something which was encouraged by the self-study (Q2₁₈). Pam reiterated these sentiments exactly (T2₈₈₅) and concluded by stating just how important and necessary is self-awareness (Q2₁₉).

In conclusion, it is possible to accept the fact that the self-study's influence on self-awareness was felt, by each participant, to a significant level on his or her project.

e) Speed

Although the self-study rated fairly strongly as being an influence upon the speed with which one learned, few participants made specific comments of interpretation, leading one to believe that this particular factor underwent some change but as a factor was not considered important by this group of individuals. Don did say that he never would have believed that he would complete his project in the allotted time (Q2₁₉).

George added a few more details in support of the general rating:

But there are definite times when the awareness has helped: to overcome shyness, nervousness, fear of mistake. Physically, it helped me to be aware of my bodily positions more quickly. (Q2₁₉)

Speed was a general notion as far as these participants were concerned. It could not accurately be measured so it remained a "feeling". The group "felt" the self-study did play a role in increasing the speed with which they worked towards the completion of their project ($\bar{M} + 2.7$):

f) Thoroughness

As with the above factor, speed, the participants claimed that the self-study had a strong influence ($\bar{M} = 3.1$) upon the thoroughness with which they learned their project, but did not make many detailed comments. George did refer to how important the awareness while dancing was developed through the self-study would continue to be important to him (Q2₁₉) Don stated simply that his increased thoroughness was related to his increased concentration of attention (Q2₁₉). These were the only comments offered.

It can be said then that the self-study did have more effect upon the major factors as highlighted in the interviews and questionnaires and less effect upon speed and thoroughness especially in the amount of supporting documentation offered by the participants. The rather high rating for thoroughness was not broadly supported by the participants.

D) Testing the Hypotheses

Hypothesis 1: Learning will be facilitated through the improvement of concentration of attention by the use of the self-observation technique.

The expectations at the outset were supported through the study as concentration of attention did improve according to the comments made by the participants, and was transferred to the learning of a new project.

Hypothesis 2: Learning will be facilitated through the improvement of self-control by the use of the self-observation technique.

According to the evidence offered by the participants, this hypothesis cannot be supported, although as stated in the interpretation there existed a sense of new awareness of how little of their lives they controlled, causing a lower rating generally. The self-study did not cause a decrease to occur, just greater awareness. This seemed to be lent support when the link between the self-study and the project was explored. Self-control was rated quite highly. In spite of this, there appears to be too much conflicting evidence to permit this hypothesis to be accepted.

Hypothesis 3: Learning will be facilitated through the improvement in self-awareness by the use of the self-observation technique.

The hypothesis relating to self-awareness can be accepted as being supported by the evidence. Both the written comments and the rating support the claim that the self-study did help in increasing self-awareness and in applying this factor to the learning of something new.

E) Conclusions

Most participants commented upon the difficulty in becoming aware "at the moment" as opposed to remembering certain occurrences later in the day. According to the theory, the former is the "proper" technique and is difficult to develop, especially in individuals working on themselves in isolation. It takes an effort of will to observe the moment

through self-remembering and to aid in furthering this development the "daily selection" was included.

Gurdjieff's theory uses the term "self-remembering" in a slightly different sense from self-observation. He felt that one must continuously remember to observe oneself and to observe the relationship between oneself and the event or object, thus linking the two concepts. The remembering is not used in a postponed sense, but is very much a contemporary phenomenon. There is much more to the concept of self-remembering, but at this point it must be shown that it is clearly linked to the concept of self-observation and an integral part of technique used in this study.

The self-study as established for this thesis recognized the importance of the self-observation technique by making it the method of causing hypothetical change. It was felt, as discussed above, that this technique would enhance certain features of one's behaviour which, in turn, would positively influence one's ability to learn something new. Due to the fact that the technique focused on the individual and his or her functioning in the world on a very intimate level, it should have had some effect upon self-awareness if it were to be accepted as a worthwhile technique in causing change in the individual.

The evidence assembled in this thesis seems to lead to certain statements which can be made by way of conclusion.

The use of a self-study technique which includes two important features:

- the writing of observed occurrences
- the use of a daily selection feature

leads to an increment in self-awareness which is of help when a person is learning a task or developing a new project. The study shows, through personal comments and reports, that, in spite of some frustration at first, the writing of observations leads to this heightened self-awareness. It also shows that by focusing upon simple, daily actions through the selection feature, the participants were able to observe themselves at a level they often take for granted through the development of habits.

There was progression evident from heightened self-awareness to an increase in their ability to concentrate their attention. It can be said that the self-study created no problems in the area of self-awareness; one is either more or less aware of themselves. But when it came to the factor of concentration, the participants recorded some degree of frustration over not being able to concentrate. This can be interpreted as showing that increased awareness highlighted a level of concentration which was always present but was probably thought to be sufficient. In the course of the two month study, the participants, according to their claims, were able to change their abilities for the better while working on their project. It can be stated, then, that the self study had a positive influence on concentration of attention but probably took longer to occur due to the declared initial "shock".

The final effect of the self-study as it pertained to this thesis was much more obscure. There is evidence to show that the self-study, through increasing the subject's awareness, actually caused self-control to decrease. This is not that surprising when viewed in the context of

Gurdjieff's theory. It is repeated in various contexts that through self-observation one realizes the lack of control one has; that in effect, one realizes that one is simply reacting to external conditions. The comments on this feature in the literature predict a degree of despair; which was found to be the case in four participants in this particular study group. The sources in the literature claim a certain time period of variable length must elapse before one can take control of one's existence more firmly.

It can be stated that in this particular group there is no evidence to encourage a conclusion that the self-study technique increases self-control. The time period may have been too short for this admittedly very difficult factor to have altered.

The one contradicting fact was the rating of the self-study on self-control while working on the project. There seemed to be some evidence to suggest that the participants perceived a degree of effect. It would be hazardous to conclude from this, however, that the self-study was instrumental in improving self-control.

In summary, then, one can make the following statements:

- 1) The self-study technique involving daily journals containing observations of the physical, emotional, intellectual and instinctive aspects of one's existence leads to greater self-awareness which had a positive effect upon the participants' ability to learn a new self-selected task.
- 2) The same self-study technique leads to increased concentration of attention, but only after a period of adjustment during

which frustration sets in when concentration is found to be difficult to generate. Once accomplished this factor was instrumental in improving the ability to work on a new project.

- 3) The same self-study process does not necessarily lead to improved self-control. A period of adjustment to the realization of how little control one has appears to be a lengthy one and one causing a degree of despair. This appeared to be true in the lives of the participants generally but there was some indication that this factor did have some effect while the participants were working on their projects.

The inference that a time period for accomplishing a change in each of these factors seems to be obvious. Moreover, the self-observation technique which emphasizes the three factors mentioned above does have a noteworthy effect upon one's ability to learn something new. This may only apply to this particular group and may not apply to the population at large, due to the limitations of the selection process used in this thesis.

Part II: Personal Comments on the Study

A) Problems With the Study

The most outstanding problem as commented upon by most participants concerned the format of the second phase of the self-study. It was felt at the outset that a changed format at the mid-point of the study would add variety and encourage people to observe their actions even more closely. According to the participants, they found this too difficult to accomplish and became frustrated over the placement of each observation on the supplied grid. One found that it caused her to pay less attention to the self-study element for a time and concentrate on the project as she found it too difficult. The participants agreed with the format for the first phase but commented that they did not see the point for the change.

Lack of personal contact within the group and between the researcher and the individual members certainly created problems in the mind of one subject, to the extent that she did not complete the first phase even. This lack of contact was a feature of the design of the thesis, but it was not foreseen just what problems would occur as a result. It was surprising at the conclusion of the study, having realized the potential danger this design feature held, that only one of the five actually did not complete the study.

There was some concern on behalf of two participants over the emphasis upon the individual or "self". One was critical of this aspect openly in discussion, while the other mentioned it but once in her journal. The problem is very much a part of the thesis design and is

related to a certain extent to the point made at the beginning of this section. The question can be posed: could this concern have been tempered if the group met frequently and had contact with the researcher at prescribed times?

This lack of contact created a more fundamental problem: the inability of one participant to rate herself on the Likert scales. She found little difficulty writing about her assessment but was not able to rate herself as she claimed to be at different points at different times. More contact in the initial stages may have overcome this particular problem, although it must be said only one participant encountered this difficulty. She obviously found it impossible to generalize, and with careful questioning and some elaboration the researcher may have been able to facilitate this development. This problem certainly was not foreseen.

As with any study of this nature which focuses on individual development, statements and questions are more open to interpretation. This was undoubtedly the problem as mentioned above. At a less important level, though, it was found that some participants questioned the use of certain phrases in the questionnaire. On the one hand, this indicates close scrutiny and contemplation of the question. On the other hand, it may indicate a lack of clarity in the question. For instance, George chose to challenge the phrase "control my actions" used in Q2₁₈.

Although there was a unanimity of opinion over the efficacy of the questionnaire in encouraging a stern self-appraisal as witnessed by the following comments, some of the questions did not have the desired effect.

from George: I found that the questionnaire made me think about myself more deeply than ever before. (OC1)

from Katherine: The questionnaire was difficult to answer because I had to look at myself very closely and it was so negative. (OC1)

In particular, the section asking for "identifications" to be ranked, degenerated into a simple list of things which interested them rather than the intended things which consumed them to the detriment of a more balanced functioning. Although the group legitimately could be described as being relatively free from the latter, there were individuals who admitted in other contexts to harmful identifications and who did not confront them in this section. The fault lay in the phrasing of the question; not in the avoidance of the participants.

Likewise, the questions applying to one's tendency to "imagine" or "daydream" were not clearly stated and had disappointing results. Only one individual actually attempted to do something simple which they thought they could do and then record the results. A more exact question would have encouraged all the participants to do likewise and would have generated more interesting comments. Again, the fault lay within the question.

Within each section on the questionnaire (Part A: Concentration of Attention; Part B: Self-control; Part C: Self-awareness) lay weaknesses. Often the descriptors were found wanting, not for number, as that would have made this part of the exercise too time consuming, but more for explicitness. There appeared to be a degree of overlap from section to section as a result, but possibly that is natural considering the categories.

Finally, there is the problem of "knowing", in the sense of: how do we know that the self-study worked if all we have are comments from the

participants and simple ratings? This problem is an important one and created much internal debate before, during and after the study. It was designed as a self-reporting study, simply; the words and ratings of the participants have to be believed. By its very nature it encompasses the participant's entire life: time historic and time hourly. Many things have occurred in their lives and are occurring to make them what they are. The self-study and the project were only a small part of their lives although four of the five people felt they were important enough to pursue for two months. But the problem remains: what was the effect of the self-study and what was the effect of other factors? How do we know? We know only as a result of their comments.

Closely related to this major issue was the degree of quantification. As the study was not designed to be purely experimental and quantitative, it was felt that less emphasis could be placed in this area in order to give precedence to the comments of the participants. But it was felt that number ratings would add a measure of clarity and simple treatment (in this case the calculation of means) would enhance the personal comments. The dilemma here was the extent to which one should introduce this method.

B) Recommended Changes

Following directly from the stated problems, it is possible to make suggestions for improvements. There are three prime areas.

More contact between the leader and the participants on an individual basis would improve this form of study immeasurably. One participant suggested that more background information on the technique used

be supplied and periodic discussion sessions based upon readings take place. These suggestions would make the study more complete. As part of the contact, greater control over the initial stages in order to facilitate instructions and interpretation of questions should be offered. Moreover, group discussions of developments in the course of the study would have added a dimension which would have enriched the project. The advantages of greater contact would include: a) a greater chance of periodic modification to one's behaviour as the study and project progressed; b) a greater opportunity for individual counselling; c) the chance to offer a forum to permit the participants to share their experiences and to gain support from each other in over-coming any problems they may be facing; d) the opportunity to share ideas of a more general nature derived from the concepts involved in the study and the development of their challenge projects; and e) the chance to study the stage of progression each participant was achieving.

Katherine, in particular, commented (T2₉₄ and T2₁₃₈) on the difficulty she was having in observing herself and suggested that weekly meetings with the leader and the other participants would have been very helpful.

Although not mentioned as a problem, it would be beneficial to include people of a wider age range including individuals from the school system. In addition, people from different socio-economic backgrounds could be included to give the study a broader base.

The second phase of the study should not differ from the first and a mid-point assessment should occur to discuss issues and problems arising



from the first month and establish more focus for the second month.

C) Practical Applications

This type of study, with the problems rectified as far as possible and the recommended changes incorporated, would be applicable to a wide range of people who wanted to make a change in their life and wanted to learn something new - in other words, those people who were truly interested in self-education. This need not imply that young people who may be unaware of possible changes in their life are exempt. The journal technique is an old one and with the proper introduction and accompanying discussion can be adapted to include the harder self-observation/self-remembering features which are unique to this study.

Young children are very often more open and sensitive to the idea of self-observation as they are just beginning to explore the world and piece together a meaningful interpretation of it. The self-study would be a powerful and natural device to encourage them to progress in this direction, rather than accepting what is usually someone else's interpretation of the world. Young children more often reveal more of their "true selves" whereas adults tend to develop a personality and live through it. The self-study could be a way, used periodically, to ensure that people remain in touch with this deeper self and to allow it to balance with the personality rather than be dominated by it. Furthermore, and most importantly, it has positive effects upon a person's ability to learn new tasks and projects.

The evidence in the case studies suggests that people could make significant changes in the areas of self-awareness and concentration of attention and through these cause such personality features as negative emotions, internal considering, etc., to alter, particularly if they are stipulated as a clear aim to the self-study. Many people would find this an appealing feature of the self-observation technique.

The combination of the self-study and a personally challenging project could be applied to anybody of any age. With more personal contact within a study group, there is the likelihood of shared experiences leading to even deeper learning about oneself and the interaction with their project.

Part III: Speculations

In reassessing this study and making speculations about future studies of a related nature, the goal remains to enhance an individual's effective personal action in the world of the outer reality and in the sphere of the inner self. Always, the design of any related study intends to fuse these two elements of the central issue. There remains much territory to explore in this interactive area of self-education.

The principles upon which these speculations rest are derived from the same general body of literature as used in this thesis, but tend to be slightly broader based and more integrative. Many writers mention the duality between the known and the unknown; the familiar and the new; or the relaxing and the stressful (Pearce, 1980; Wilson, 1976 and 1978). An extension of these analogies would lead to the relationship between one's personality and one's more essential nature. Maslow (Lowry, 1973) refers to the fact that a healthy person (in his terminology a self-actualizer) does not polarize these extremes, but lives in them, accommodating them both. Coming to terms with this duality, understanding the necessity for balance and being able to control oneself so that both are given time to be developed and reconciled, not as opposites, but as a necessary pairing, seems to be the ultimate problem. Central to this appears to be the elements of risk and observation. The first element unfolds as "rhythm of risk" which must be engaged in if learning is to occur and intelligence is to grow (Pearce, 1980) or if one is able to see the larger, more important issues of one's life rather than living in the daily routine (Wilson, 1976 and 1978). This may take the form of a

flowing from one type of experience to another, for example: from habitual, routine experience to a risky challenge. The second element is the observation or the technique for recording the personal reactions to the constant alterations from one sphere to the other. An extension of the thesis lies in the formal introduction of the first element, risk, into the self-observation process as used in the study.

The method suggested for the new project includes the use of a similar plan to the one used in Phase I of the thesis with each participant asked to record their observations as they progress through a two month study period. The period would be sub-divided into eight terms based upon the following focal points:

- close observation of one habit on even numbered weeks with a different habit observed in each period.
- close observation of one new risky experience with a different experience selected in each period.

These focal points would alternate, so that four weeks of each type would be experienced. Use of questionnaires, interviews and video-tape recordings as in the thesis would form the fabric of the investigation.

The support system to the method would be based upon some of the recommendations made in the thesis such as: close consultation between the researcher and the participants; a forum for progress to be discussed on a regular basis; more regular checks by the researcher on the progress of each participant.

It is felt that the constant self-observation in these two areas of one's existence would lead to a deeper understanding of the rhythm of risk necessary to increase one's ability to learn more about oneself in the context of any worthwhile challenge activity.

Part IV: Epilogue

Upon contacting each of the participants some nine months after the completion of the self-study, they reported in the following fashion.

George claimed that the self-study technique is still used especially in times of high stress when concentration of attention is required. These occurrences were linked to his dancing, which has developed further to the point where he is a member of a freelance company and where Paula Ross suggested that he could become a member of her company if he devoted all his energy to dancing.

Don suggested strongly that the self-observation technique is used constantly particularly while teaching and in the course of his relationships with others. His project has developed further as a second carving has been completed and admission to another course offered by an expert has just been gained.

Pam referred to her use of the self-observation technique continuing especially while teaching. One anecdote is indicative of her continuing use of the technique and involved a parent-teacher clash during which she claimed to think of the study technique immediately. Moreover, Pam developed her article to completion and had it published in a teaching journal. Furthermore, she has arranged leave for the last two terms of this academic year in order to take the article further to book form. Her efforts include the location of a publisher for her work.

Finally, Cynthia claimed to be aware of the self-observation technique "everyday" and elaborated by saying that she feels "more aware of myself than ever before". She felt that her concentration of attention

and self-control had improved as she continued to apply the principles of self-observation. She stated that she felt there was a greater "ability within myself to respond to situations and an ability to look beyond" which she felt was indicative of her growing self-awareness. Cynthia declared that this was not simply a process of maturing, but directly related to the self-study. She even related a comment to her stated aim by saying she was "less self-conscious in her relationships with others". As for her project, she has carried it further to the point where she has made contact with the author of the book she was using as a guide and is arranging a full year's private study with him in New York.

Katherine, who failed to complete the self-study and project, has been observed by the outside commentator to be continuing in her typical manner: little concentration and self-control in her life generally and upon the projects offered for assignments at university. Karen commented that Katherine remains nervous and seldom appears calm while facing new challenges at school.

Although these directions could be the result of many factors, the participants' comments, and the observations by outsiders, point directly to the self-observation technique in the self-study as being especially effective. This technique was claimed by all to be instrumental in their continuing development generally and in the progress on their selected challenge project.

I learned from experience. Whatever I've become and whatever my outlook on the world is today is due to that faculty. Not just to what I've been taught.... An education which misses listening to our inner instincts is a waste of time...the most crushing waste of young people.

Harry Adaskin

The Vancouver Sun

July 11, 1980

AN EXERCISE IN SELF-EDUCATION

Questionnaire to be completed
by each participant.

Introduction

Each participant is asked to complete the questionnaire as fully as possible. If the answer to question 1 is in the negative, do not progress further as succeeding questions relate directly to an affirmative answer. You will be given one week to complete the questionnaire and then asked to participate in an interview based upon your responses. There upon, the self-study will begin and last for two months, to be divided equally into two phases of one month each. During the interview, which will be taped for future reference, you will be given detailed instructions on the format of the self-study. Please note that all disclosures will be treated in the utmost confidence and reference to each participant will be through an alphabetic letter only.

Section 1

1. Do you have a desire to alter any aspect of yourself as distinct from a change in your environment?

Yes _____

No _____

Elaborate upon these changes as fully as possible.

2. Make a clear statement of how you would behave or feel differently when you achieve your aim.

3. Give at least 2 examples of situations when you knew you were not telling the truth.

4. Suggest at least 2 situations when you found yourself considering what others thought of you.

5. Offer at least 2 examples of times when you were aware of doing something to assist others that you would not normally do.

6. a) What examples of the following have you observed in others, and to what degree?

	0	1	2	3	4	5
envy						
	never					often
jealousy						
	never					often
anger						
	never					often
selfishness						
	never					often

	0	1	2	3	4	5
self-pity	.					.
	never					often
mistrustfulness	0	1	2	3	4	5
	never					often
fear	0	1	2	3	4	5
	never					often
boredom	0	1	2	3	4	5
	never					often

b) What examples of the following have you observed in yourself, and to what degree.

envy	0	1	2	3	4	5
	never					often
jealousy	0	1	2	3	4	5
	never					often
anger	0	1	2	3	4	5
	never					often
selfishness	0	1	2	3	4	5
	never					often
self-pity	0	1	2	3	4	5
	never					often

	0	1	2	3	4	5
mistrustfulness						
	never					often
	0	1	2	3	4	5
fear						
	never					often
	0	1	2	3	4	5
boredom						
	never					often

7. What 5 aspects of your life most often command the greatest enthusiasm? Rank them from highest to lowest.

8. a) Identify and discuss at least 2 things you felt you could do, but upon trying, could not.

b) Identify and discuss at least 2 things you think you can do now. Try to do them and record the differences between your initial beliefs and the actual results.

Section II

In all of the following circle the number that most closely represents where you think that your performance falls.

PART A

1. Projects that I start I ...

0 1 2 3 4 5

never complete

always complete

Add supporting details:

2. When talking to people or working on a task I find that my mind ...

0 1 2 3 4 5

always drifts

never drifts

Add supporting details:

5. When working on a project or task I feel a sense of ease in my efforts to complete it ...

0 1 2 3 4 5

never, usually
frustrated

always, never
frustrated

Add supporting details:

6. When working on a project, selecting effectively activities that are related

0 1 2 3 4 5

never occurs

always occurs

Add supporting details:

PART B

1. When faced with situations of extreme pressure, I ...

0 1 2 3 4 5

cannot make
decisions
independently

always act
independently
and in a collected
manner

Add supporting details:

2. When I make a decision to do something, I find that I ...

0 1 2 3 4 5

always change
my mind

never change
my mind

3. In situations in which I feel competent, I ...

0 1 2 3 4 5

always allow
others to assume
responsibility

always assume
responsibility
myself

Add supporting details:

4. When meeting new people or new situations, I make decisions ...

0 1 2 3 4 5

spontaneously

only after
suitable
deliberation

Add supporting details:

5. When provoked by people or things (annoyance, frustration, hatred, etc.), I ...

0 1 2 3 4 5

can never control my emotions

can always control my emotions

Add supporting details:

6. When involved in stressful situations, I can control my physical movements.

0 1 2 3 4 5

never

always

Add supporting details:

7. When actively involved in a discussion, I can restrain myself from talking ...

0 1 2 3 4 5

with great difficulty

with total ease

Add supporting details:

PART C

1. a) According to the circumstance, I am aware of ...

0 1 2 3 4 5

only one personality for all situations

many personality changes

b) According to the circumstance, I feel that I can alter my personality ...

0 1 2 3 4 5

never

always

Add supporting details:

2. When interacting with others, I can see my personality as distinct from what I would call my "real me" ...

0 1 2 3 4 5

never

always

Add supporting details:

3. When doing physical activities such as sitting, driving, walking, washing, etc., I find that I am aware of my movements.

0 1 2 3 4 5

never

always

Add supporting details:

4. When emotionally involved (frustration, love, anger, annoyance, etc.) I find that I am able to stand outside the emotion and recognize it for what it is ...

0 1 2 3 4 5

never

always

Add supporting details:

5. When sudden or rapid changes in my pattern of existence occur, I find that I am able to adjust ...

0 1 2 3 4 5

slowly

quickly

Add supporting details:



APPENDIX BQuestions For Interview 1

- 1) What is your occupation?
- 2) For how long have you worked at this particular job?
- 3) What other types of work have you done?
- 4) What aspects of the current job interest you the most?
- 5) What are the major aspects of your education?
- 6) What do you consider the major advantages of education so far?
What would be considered as the major deficiencies?
- 7) How have you compensated for these deficiencies in your life outside of the formal educational structure?
- 8) What ways have you used to focus on your own personal development?
- 9) What types of books do you read?
- 10) What are your most common forms of leisure activities?
- 11) Do you feel that you have many friends that you can trust?

Phase 1 of the Study:

An Exercise in Self-Education

The self-study to be completed
by each participant.

You will be required to participate in two aspects of the study. Firstly, you will select a task which interests you, which you will attempt to learn more about or learn to a higher level. Secondly, you will be required to complete the daily self-observation sheets for a period of 60 days, divided into two phases of 30 days each.

A. THE TASK OR PROJECT

The task or project may be selected from this list:

- a) an art form or craft
- b) a musical instrument
- c) a sport
- d) an intellectual topic or concept
- e) free choice: specify

These tasks or projects may involve something you know a little about or nothing at all. All that matters is making a firm choice and defining it carefully.

B. THE SELF-STUDY

Phase I; Duration - 30 days

Each day you are asked to observe instances of intellectual, emotional, moving/physical and instinctive functions and record these on one of Form A. Note form is adequate and no analysis is required; simply observe yourself and record what you were doing.

At the beginning of each day select one of the items below to focus on that day. This will be recorded in the space labeled SELECTION. These items can be repeated.

- a) an action, word/phrase or thought that you use or do habitually (one day you may wish to perform it an observe; the next day consciously avoid it and observe).
- b) dressing or undressing; anything to do with putting on or taking off clothing.
- c) smoking (if you do smoke, stop for a day, or, if you don't smoke, do so for a day).
- d) driving your car or riding a bike (particularly the actual physical motion).
- e) eat at ~~least~~ twice as slowly as you normally would.
- f) feelings of intense liking or disliking of something or for some person.
- g) talking to a person whom you have never met before and then observe your first impression.
- h) using your left-hand if you are right-handed or vice-versa (e.g., brushing teeth, dialing a telephone).
- i) when talking to somebody, count from 100 to 0 by twos.
- j) free choice.

Project Form:

FORM A

Recording form for Self-Study I:

DATE: _____ SELECTION: _____

Intellectual
functions

Emotional
functions

Moving/Physical
functions

Instinctive
functions

Project Form

- 1) Purpose.
- 2) Your background in this area (prior knowledge or skill level).
- 3) Plan of development towards goal.
- 4) Materials/resources needed.
- 5) Possible area of difficulty.
- 6) Concluding activity or presentation.

APPENDIX E

Phase II of the Study:

The second phase of the study is similar to the first but with one major difference. You are still asked to select from the observation list and note beside the word SELECTION. This time you are asked to categorize your actions, thoughts, emotions according to the guide sheet for Form B. You will be asked to observe more closely in an effort to discriminate different levels.

FORM B

Recording form for Self-Study II:

DATE: _____ SELECTION: _____

	Intell. functions	Emotional functions	Moving functions
Intell. functions	<ul style="list-style-type: none"> - capacity for creation, construction or invention/discovery - seeing new things to do, to make - attention - will/effort 	<ul style="list-style-type: none"> - desire to know, understand - pleasure of discovery - no effort required due to interest and enthusiasm 	<ul style="list-style-type: none"> - low level thinking - yes/no responses - associative thinking - registration of impressions/memories
Emotional functions	<ul style="list-style-type: none"> - power of artistic creation - wanting to know more about oneself 	<ul style="list-style-type: none"> - a developed sense of humour - same as before only less primitive - higher emotions: <ul style="list-style-type: none"> - religious - aesthetic - moral 	<ul style="list-style-type: none"> - love of spectacular shows, pageantry, sentimentality, crowds - cruelty, cowardice, envy, selfishness, etc.
Moving functions	<ul style="list-style-type: none"> - invention of things to complete a physical task - adaptive circumstances 	<ul style="list-style-type: none"> - pleasure in movement - love of games and acting 	<ul style="list-style-type: none"> - automatic reflexes - imitation - learning to use new movements

FORM B

Recording form for Self-Study II:

DATE: _____ SELECTION: _____

	Intell. functions	Emotional functions	Moving functions
Intell. functions			
Emotional functions			
Moving functions			

APPENDIX F

Questionnaire 2:

AN EXERCISE IN SELF-EDUCATION

Questionnaire to be completed
by each participant.

Section 1

1. Did you fulfill your desire to alter any aspect of yourself as distinct from a change in your environment?

Yes _____

No _____

Elaborate upon these changes as fully as possible.

2. What specific manifestation of your aim have you noticed most?

3. Give at least 2 examples of situations when you knew you were not telling the truth.

4. Suggest at least 2 situations when you found yourself considering what other thought of you.

5. Offer at least 2 examples of times when you were aware of doing something to assist others that you would not normally do.

6. a) What examples of the following have you observed in others, and to what degree?

	0	1	2	3	4	5
envy						
	never					often

	0	1	2	3	4	5
jealousy						
	never					often

	0	1	2	3	4	5
anger						
	never					often

	0	1	2	3	4	5
selfishness						
	never					often

mistrustfulness	0	1	2	3	4	5
	never					often
fear	0	1	2	3	4	5
	never					often
boredom	0	1	2	3	4	5
	never					often

7. What 5 aspects of your life most often command the greatest enthusiasm? Rank them from highest to lowest.

8. a) Identify and discuss at least 2 things you felt you could do, but upon trying, could not.

2

7

- b) Identify and discuss at least 2 things you think you can do now. Try to do them and record the differences between your initial beliefs and the actual results.

U

7

Section II

In all of the following circle the number that most closely represents where you think that your performance falls.

PART A

1. Projects that I start I ...

0 1 2 3 4 5

never complete

always complete

Add supporting details:

2. When talking to people or working on a task I find that my mind ...

0 1 2 3 4 5

always drifts

never drifts

Add supporting details:

3. When I select, or am asked to complete, a task, I feel that there is ...

0 1 2 3 4 5

never enough
time to complete
it properly

always enough
time to complete
it properly

Add supporting details:

4. When I am doing something I feel a sense of unification of my physical actions with my emotions and my thoughts ...

0 1 2 3 4 5

never

often

Add supporting details:

5 When working on a project or task I feel a sense of ease in my efforts to complete it ...

0 1 2 3 4 5

never, usually
frustrated

always, never
frustrated

Add supporting details:

6. When working on a project, selecting effectively activities that are related ...

0 1 2 3 4 5

never occurs

always occurs

Add supporting details:

PART B

1. When faced with situations of extreme pressure, I ...

0 1 2 3 4 5

cannot make
decisions
independently

always act
independently
and in a collected
manner

Add supporting details:

2. When I make a decision to do something, I find that I ...

0 1 2 3 4 5

always change
my mind

never change
my mind

Add supporting details:

3. In situations in which I feel competent, I ...

0 1 2 3 4 5

always allow
others to assume
responsibility

always assume
responsibility
myself

Add supporting details:

4. When meeting new people or new situations, I make decisions ...

0 1 2 3 4 5

spontaneously

only after
suitable
deliberation

Add supporting details:

5. When provoked by people or things (annoyance, frustration, hatred, etc.), I ...

0 1 2 3 4 5

can never control my emotions

can always control my emotions

Add supporting details:

6. When involved in stressful situations, I can control my physical movements.

0 1 2 3 4 5

never

always

Add supporting details:

b) According to the circumstance, I feel that I can alter my personality ...

0 1 2 3 4 5

never

always

Add supporting details:

2. When interacting with others, I can see my personality as distinct from what I would call my "real me" ...

0 1 2 3 4 5

never

always

Add supporting details:

3. When doing physical activities such as sitting, driving, walking, washing, etc., I find that I am aware of my movements.

0 1 2 3 4 5

never

always

Add supporting details:

4. When emotionally involved (frustration, love, anger, annoyance, etc.) I find that I am able to stand outside the emotion and recognize it for what it is ...

0 1 2 3 4 5

never

always

Add supporting details:

5. When sudden or rapid changes in my pattern of existence occur, I find that I am able to adjust....

0 1 2 3 4 5

slowly

quickly

Add supporting details:

Section 3Project or Task Learning

1. Below is a list of possible sources or ways of learning. Please check the ones you used and then rank them according to a descending order of effectiveness.

Rank

1. taking lessons from an expert.
2. talking to an authority.
3. listening to a lecture.
4. listening to a recording.
5. seeing a presentation.
6. individual practice.
7. programmed learning courses (text, records, etc.).
8. reading related books.
9. contemplation.
10. others - stipulate.

2. The self-study exercise influenced my ability to concentrate on my project ...

0 1 2 3 4 5

no more
than
normal

profoundly.

Add supporting details:

3. The self-study exercise influenced my ability to control my action and outside interferences while working on my project ...

0 1 2 3 4 5

no more
than
normal

profoundly

Add supporting details:

4. The self-study exercise influenced my ability to be aware of my physical, emotional and intellectual functions whilst working on my project ...

0 1 2 3 4 5

no more
than
normal

profoundly

Add supporting details:

5. The self-study exercise allowed me to progress on my project ...

0 1 2 3 4 5

at my
normal
speed

much faster
than
normal

Add supporting details:

6. The self-study exercise allowed me to learn about my project ...

0 1 2 3 4 5

as thoroughly
as normal

much more
thoroughly

Add supporting details:

Questions For Interview 2

- 1) How was the self-study related to the success or lack thereof in achieving your general aim?
- 2) I asked you 8 questions about personality features in yourself and others. How were you able to cope with those features in yourself as a result of the self-study? Elaborate upon the relationship between these features and your progress on the project.
- 3) One of the goals of the self-study could be stated as improving one's concentration and attention. Do you feel it did this in general and on your project specifically?
- 4) Another goal can be expressed as improving self-control.
 - a) How do you feel about any change in this area as a result of the self-study?
 - b) Was this evident in your life generally and while working on the project specifically?
- 5) A self-study should increase one's awareness of oneself. Comment on this statement:
 - a) in your life generally.
 - b) while working on the project.
- 6) Comment on the relationship between the self-study and the project generally. What aspects of the self-study seemed most powerful to you in this regard?

Coding Format

- Q Questionnaire (with page number as a subscript,
as Q₁₃ = questionnaire 1, page 3).
- T Cassette tape recording (with number locator as a
subscript, as T₄₅ = tape, counter number 45).
- OC Oral comments (recorded on file cards).
- WC Written comments (submitted by participants without
soliciting).
- VTC Comments made on video tape recordings during the
presentation of the project.

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