

## **Quotes from FM on developing a reliable sensory appreciation**

“This is an education equally for the adult as for the child, and involves improvement of the nature of their sensory appreciation as an essential training for a more trustworthy registration of any other experiences which may come to them...”

CCCI p. xvii

“... we must be prepared, in cases where the instinctive processes are unreliable, to restore the sensory appreciation to that standard of reliability upon which the adequacy of the functioning of all psycho-physical processes depends.”

CCCI p. 14

“This being so, it will be obvious to the most casual observer that, if we are to continue to develop satisfactorily, our sensory appreciation of the working of the mechanisms concerned with the movements of our bodies and limbs in the activities of life must be reliable.”

CCCI p. 15

“... immediately we decide to do something to remove a psycho-physical imperfection or defect, the first thing is to acquire gradually a reliable sensory appreciation during a process of re-education, readjustment and co-ordination on a basis of constructive, conscious guidance and control.”

CCCI p. 37

“For the fundamental shortcomings underlying all human psycho-physical defects, imperfections and peculiarities is an imperfect and often delusive sensory appreciation, and until those conditions are restored in which the sensory appreciation (sense register) becomes again a more or less reliable guide, all exercises are a positive danger. A reliable sensory appreciation, therefore, is an essential and we will proceed to consider the part which this invaluable human endowment must play in any reasoned and satisfactory plan of education.”

CCCI p. 42

“This brings us face to face with the demand for a teaching technique which will meet this difficulty, and such a technique involves correct manipulation on the part of the teacher in the matter of giving the pupil correct experiences in sensory appreciation, in the spheres of re-education, readjustment and co-ordination. Furthermore, in order to give these satisfactory sensory experiences, the teacher must himself be in possession of a reliable sensory mechanism and have gained the experience in re-education and co-ordination that is required for a satisfactory readjustment of the organism.”

CCCI p. 51

“It is therefore of primary importance that the teacher should recognize and endeavor to awaken his pupil to the fact of his (the pupil's) unreliable sensory appreciation, and that during the processes involved in the performance of the pupil's practical work, he should

cultivate and develop in him the new and reliable sensory appreciation upon which a satisfactory standard of co-ordination depends

“To this end the mode of procedure is as follows. The teacher, having made his diagnosis of the cause or causes of the imperfections or defects which the pupil has developed in the incorrect use of himself, uses expert manipulation to give to the pupil the new sensory experiences required for the satisfactory use of the mechanisms concerned, the while giving him the guiding orders or directions which he is endeavoring to develop by means of his manipulation.”

CCCI p. 62

“No technique which does not meet the demands herein indicated will prove satisfactory as a means of re-educating a pupil on a general basis to a reliable plane of conscious activity. When this plane is reached, the individual comes to rely upon his ‘means-whereby,’ and does not become disturbed by wondering whether the activity concerned will be right or wrong. Why should he, seeing that the confidence with which he proceeds with his task is a confidence born of experiences, the majority of which are successful experiences unassociated with overexcited fear reflexes? This confidence is further reinforced by his confidence in the reliability of his sensory appreciation which ensures that any interference with the co-ordinated use of himself will come to his consciousness as soon as it occurs (awareness). This consciousness is really a state of acute awareness which has been developed in him during the processes of re-education and co-ordination on a general basis, and the confidence associated with it is not likely to desert him on moments of crisis. It is true that he may be put off the right track, but he knows that it will only be momentarily, as he is certain that his awareness, associated as it is with reliable sensory appreciation, will not fail him in such situations or crises, but will prove his protector as a reliable guide; for this state of awareness means that he will be able at such moments to remember, reason and judge (that is, size up the situation, as we say), and the resultant judgment, based as it is upon experiences associated with reliable sensory appreciation, and unassociated with unduly excited fear reflexes, will be in its turn sound and reliable judgment.”

CCCI p. 89

“We must therefore realize the enormous influence of perverted sensory desire on the human creature, and recognize that satisfactory development in the control of his psycho-physical processes is impossible without that reliable sensory appreciation which goes hand in hand with normal sensory desires.”

CCCI p. 94

“When the subject is more or less familiar with these inhibitory experiences, we go on to give him a knowledge of the new and correct directive and guiding orders which, with the aid of manipulation, are to bring about the satisfactory use of the mechanisms in a sitting, prone, or other position. These experiences must be repeated until the new and reliable sensory appreciation becomes established, by which time there will have taken place an actual change in the use of the psycho-physical mechanisms of the organism in general, making for a satisfactory condition of co-ordination and adjustment. When the required

improvement in the general co-ordination and adjustments has been secured, the processes we have outlined will be more or less in conscious operation, and a corresponding improvement in equilibrium in walking will be the result.”

CCCI p. 97

“By this procedure a gradual improvement will be brought about in the pupil’s sensory appreciation, so that he will become more and more aware of faults in his habitual manner of using himself; correspondingly, as with this increasing awareness the manner of his use of himself improves, his sensory appreciation will further improve, and in time constitute a standard *within the self* by means of which he will become increasingly aware both of faults and of improvement, not only in the manner of his use, but also in the standard of his functioning generally.”

UoS p.43

“Here we have two procedures fundamental to our new technique, which, if repeated, will (1) cause the habitual means whereby we have energized our old reaction to fall into disuse, and (2) cultivate a new means whereby we shall energize a new and desired reaction. This new reaction comes in time to take the place of the former habitual reaction, to be equally part of ourselves and therefore to ‘feel right.’”

UCL p. 33

“As long as he inhibits the sending of the old messages the old lines of communication are not used, and as he becomes more and more versed in the procedures of the technique the tendency to make use of them decreases, as does his dependence upon his feeling of rightness associated with them. It was this feeling of ‘rightness’ which in the earlier stages made the pupil feel their employment to be a necessity. Meanwhile the continual communication along the new lines goes on, and day by day the tendency to rely on the new means for sending messages, rather than on the old ones, grows apace. The time ultimately comes when the pupil no longer feels any desire to use the old lines of communication;; they fall into disuse, and communicating along the new lines at last comes to feel right and is carried out with confidence.”

UCL p. 108

“What we feel to be right is wrong, and before this habitual reflex activity can be changed, we need to pass through a series of reconditioning experiences which, because they are previously unknown to us, at first feel wrong, and which must be repeated therefore until the unknown becomes the known and feels right and familiar.”

UCL p. 111

“Link up your message and the feeling of it now. When you have learnt that, you have learnt the thing by means of which you do any exercise.”

Articles and Lectures p. 199

“As a matter of fact, feeling is much more use than what they call ‘mind’ when it’s right.”

Articles and lectures p. 206

CCCI page numbers are from the Centerline Press edition, 1985

UoS page numbers are from the Re-Educational Publications Ltd. edition, 1946

UCL page numbers are from the E.P. Dutton edition, 1941