

Ideas, Actions, Feelings

Our heritage from Plato and Socrates of emphasis on the cognitive (ideas) is shown in education and in politics by the *fear of feeling*. Yes, without feeling, and the use of the affective, learning is inhibited. We know that. Go to a history class where 500 undergraduate students sit in a hall and listen to a professor discourse on the causes of WW II, or Lyndon Johnson's Civil Rights efforts, or the war in Vietnam. Those drowsing students are not being touched by the **ideas** offered.

Today I heard a moving phrase from the actor Denzel Washington, who spoke of a young actor whom he found *emotionally accessible*. That is, the young man was not afraid to show his feelings, to get in touch with those feelings in his life and in his work.

As educators, we have the duty to be emotionally accessible! We cannot hide or obscure our honest feelings with impunity. The ones being punished, if we do, are the learners.

Our designs have to be emotionally accessible—daring to touch the learners and to affect them enough that their own affect is evoked. For example, in the five day LEARNING TO LISTEN LEARNING TO TEACH course which is

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