

Dear Everybody,

S■■■■ is not, I think, a person who lives very much in the MI frame.

His deep training has been in Gurdjieff work, in Silent Way and in counselling. He and I are currently working on a book for very advanced learners, post Cambridge Proficiency... ( a niche market across Northern Europe and a very tiny niche market around the Pacific Rim. )

Let me look at our work with him from a Gardner point of view.

1. The text reproduction had people probably largely in linguistic ( auditory ) and logical intelligences
2. The Danish equal sized standing rods for "respect" contrasted with the African unequal sized rods for the same thing invited us into a spatialisation of abstract concepts and was largely in the visual area. So spatial and logical mathematical.
3. The stress pattern rods turned auditory words ( *understand, employee* ) into visual skeletons, at least for me.  
I found the exercise extremely both abstract and very spatial—brilliant for students who find patterns hard to hear thru the ear. I prefer to keep stress patterns in their proper musical place!
4. The 3 blue rods to teach *all, none, both, neither* dealt with a pretty mathematical area of language.
5. The Final Word activity seems to be grossly linguistic ( could annoy people who are in a very logical-mathematical mode.)
6. The people who worry about the meaning changing in the Reduction exercise we did tend to be in their logical mathematical part.

The above is how I lived those exercises, but this does not mean that you necessarily lived them that way.

There was a strong rhythm of coming and going to the Reduction exercise and Marisa expressed her doubts very kinaesthetically as she bobbed back and forth.

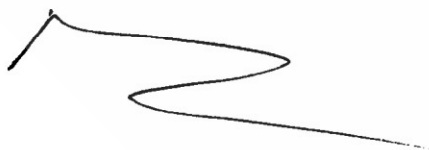
That rhythm may have given some a sort of "music of the group" feeling. I did feel my own deletion, right at the end, was one of the final bars of a deletion symphony.

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After a bit of work on finding out more about your intelligence strengths and preferences, I would like to give the rest of today to exploring the spatial intelligence.

Tomorrow a morning of NLP.

Mario.



Who gives the dictation?

Who controls the pace of the dictation.

Who chooses or creates the text.

Who corrects it?

If all power remains in the hands of the teacher, then we have bleak, traditional landscape.

But dictation can be otherwise

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Dictation, however, is something that teachers can prepare & fully in advance; the language it generates is not