

cc B [REDACTED]
cc S [REDACTED]
cc M [REDACTED]

To the Room 11 group, Jan 2nd to 14th, 1995

Dear A [REDACTED], J [REDACTED], [REDACTED], Z [REDACTED], B [REDACTED] and G [REDACTED], P [REDACTED] and
Po [REDACTED], K [REDACTED], W [REDACTED], Li [REDACTED] a, Ma [REDACTED] and M [REDACTED],

This letter is being written on the bright, sunny Faversham morning of Jan 17th. This will reach you a few days hence, except for Li [REDACTED] and G [REDACTED] who will find it in a pile of post when they get home in mid-Feb. By then the course will feel years of odd, European experience away. (We Europeans are very strange people when seen from outside- arrogant and isolated)

I [REDACTED], I hope by now you have got the tape we made for you of the Saturday morning session, + the papers. There were one or two beautiful moments in that session with B [REDACTED] and J [REDACTED] working in a pair together from 12.00 to 12.30.

I [REDACTED], on Friday afternoon, in the final feedback, several people mentioned that they missed you and that your role in the group had been a very important one. I certainly felt I got a bit of a feel for your 13th class as I did for E [REDACTED] and F [REDACTED] in M [REDACTED]'s class.

Some high moments of mine:

1. Having my son, B [REDACTED], come in for the whole of the first Tuesday and tell me:

" Dad, you're a bit aggressive when you explain things "

" More aggressive in the morning or in the afternoon?"

Short pause:

" In the afternoon, definitely "

Here I had an inspection by a man with clarity of mind, deep knowledge of me and yet no hierarchical power over me (the reverse). Could this be used, Joseph, as a new model by a ministry? [I am only partly joking]

2. The joy on the second Friday on Ma [REDACTED]'s face and in her movements as she heard and felt French flowing back into and out of Po [REDACTED], M [REDACTED] and J [REDACTED] when they were doing Community Language Learning.

3. The brilliant way that Zoi was able to quickly abandon her dominant positivist way of teaching Greek to B [REDACTED], L [REDACTED] and A [REDACTED] and really step into and enjoy the role of facilitator and language informant. I was rough with her and it worked. Her first success was giving Anne confidence to say things in Greek- her second success was going fast enough for G [REDACTED] and not spoon-feeding the language to him in tiny chunks when he wanted the full

flow: Ochi se afto to thomatio, sto allo- B█ you sounded like a kathe aftu ellinas (real Greek)

To hear the birth of Greek in three people and the resurrection of French in three others was sensually thrilling- P█, do you know now which way the cedilla looks, East or West?

4. Who can forget that in the afternoons J█ sat on the floor, everyday, expect on the one day that everybody sat on the floor, when he sat on a chair!

5. I remember the first day, making up names for people. One that seems to me still true was Orestia Leontari for P█. How did the names you were given ring with you/ make you feel/ seem to you ?

6. Li█ running the state-breaking handbag exercise (when we guessed contents. You remain strongly in my mind for the powerful, gentle way you ran the exercise.

7. My impatience , by the end of the first week, that you as a group were not going to speak to me through the one-to-one written channel (letters) that some of you did not really see the point of tutorials, that only some of you were avid readers of the books I flung your way.

My ABSURD impatience. Why should you want to write letters (just because I like to)? Why should you go for one-to-one contact (just because I found it useful as a student 35 years ago in Oxford) Why should you devour books you never asked for?

Many people in this group worked both intensely and deeply while not using some of the teacher proffered channels.

A half-good teacher recognises the inappropriacy of much of his offer to any one given individual and the need for much greater diversity than he normally achieves.

8. The poignancy of G█ sucking Spanish out of people in the Silent Way mode and then being so exhausted he could no longer (for a second) spell his own language.

9. A█'s warm, smiling face when, on the last Thursday, she was the first to have sorted the messed-up text. I came to love her clarity and cognitive brilliance. De la Garanderie and NLP both helped me through the first steps of coming closer to you, A█, which was hard, given my odd mappings of the world.

- I could have made it easier for the group to 'storm' and so get beyond honeymoon period. My guess is that both Marie and I [redacted] did this over the middle week-end. I perceived I [redacted]'s Selbst-Darstellung on the second Monday as very different from the way she had presented herself to the group over the previous week. My feeling about Ma [redacted] is less-observation based and I could well be wrong. [When a group storms it expresses its frustrations and fury openly and verbally, rather than burying them and smiling over them]

- We could have done more in-depth work on confidence in self, areas of concern to two people at least in the group. Maybe, though, we did not have contract for that, whatever "contract" really is.

- I should have begged more of Bonnie's time for presentation of Suggestopaedia, an area that many of you were taken with.

Things from the course I need to give a lot more thought to:

A. Co-animating with a participant. When I fed back with Bonnie and Simon at 4.00 on the last Friday I suddenly realised that Wilma and I had co-animating the group from the first Tuesday on. I think we had worked in considerably harmony and that she, as much as me, had provided the psychic frame you worked in.

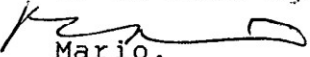
When I described this process to Bonnie and Simon I found myself crying.

What did the co-animation touch inside me? The theme of the promoted child? The symbiosis with you, W [redacted], integrated into the psychic fabric of the group? The fact that the group and symbiosis were now over? The fact that I strive for consciousness and that this major process in the group had been hidden from me?

B. The realisation that behind very talented thinking and performance there can be a quagmire of insecurity and lack of self-confidence and that the two things must be in a meaningful seesaw relationship. So, in a training group, do not necessarily take outward self confidence at face value. [There is nothing on this major area in THE CONFIDENCE BOOK, Davis and Rinvo)

What a group!

We'll meet again, on the page or face to face,


Mario.

ps: one colleague told me I might have already met Wilma in a previous existence. Well..... maybe. I would rule nothing out.