



THE ROLE OF THE HUMANITIES IN THE NEW G.E. PROGRAM

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What Are The Humanities?

- ◆ In its definition of the humanities, Congress includes:
- ◆ Archaeology
- ◆ Comparative Religion
- ◆ Ethics
- ◆ History
- ◆ Languages & Linguistics
- ◆ Literature

What Are The Humanities?

- ◆ Jurisprudence
- ◆ Philosophy
- ◆ History, Theory, and Criticism of the Arts
- ◆ Aspects of the Social Sciences Which Use Historical or Philosophical Approach
- ◆ Humanities, General and Interdisciplinary



What Are The Humanities?

- ◆ The humanities are the stories, the ideas, and the words that help us make sense of our lives and our world. The humanities introduce us to people we have never met, places we have never visited, and ideas that may have never crossed our minds.





What Are The Humanities?

- ◆ By showing how others have lived and thought about life, the humanities help us decide what is important in our own lives and what we can do to make them better. By connecting us with other people, they point the way to answers about what is right or wrong, or what is true to our heritage and our history.

What Are The Humanities?

- ◆ The humanities help us address the challenges we face together in our families, our communities, and as a nation.
- ◆ The humanities should not be confused with "humanism," a specific philosophical belief, nor with "humanitarianism," the concern for charitable works and social reform.



What Are The Humanities?

- ◆ As fields of study, the humanities emphasize analysis and exchange of ideas rather than the creative expression of the arts or the quantitative explanation of the sciences.



What Are The Humanities?

- ◆ **History, Anthropology, and Archaeology study human social, political, and cultural development.**
- ◆ **Literature, Languages, and Linguistics explore how we communicate with each other, and how our ideas and thoughts on the human experience are expressed and interpreted.**



What Are The Humanities?

- ◆ **Philosophy, Ethics, and Comparative Religion consider ideas about the meaning of life and the reasons for our thoughts and actions.**
- ◆ **Jurisprudence examines the values and principles which inform our laws.**





Towards A Wider Spectrum of Knowledge

- ◆ **Violent jihadists were mostly educated in fields such as science, engineering and medicine, a new survey reveals. People from similar cultural backgrounds who studied arts, humanities, and social sciences almost never follow the path of violence.**



Towards A Wider Spectrum of Knowledge

- ◆ **Contrary to conventional assumptions, it's the book-lovers who are far more likely to have the critical thinking ability to look at ideas flexibly. They can hold different ideas in their heads at once, and are far less likely to become radicalized, researchers say. They also have more empathy.**



Towards A Wider Spectrum of Knowledge

- ◆ In contrast, those who take “rationalist” courses such as electrical engineering are trained for years to think that there is only one right answer to each question—and thus are much more open to radicalization.



Towards A Wider Spectrum of Knowledge

- ◆ Immunising the Mind, a paper just published by the British Council, shows that of jihadis who had higher education, the percentage with degrees in engineering-type subjects were 44% in the Middle East and North Africa, and 59% in the West.



Towards A Wider Spectrum of Knowledge

- ◆ A study of terrorists in Tunisia similarly shows a powerful focus on scientific subjects. Almost none have arts backgrounds.

What Are The Humanities?

- ◆ Historical, Critical, and Theoretical Approaches to the Arts reflect upon and analyze the creative process.



Wither Thou Development?

- ◆ A distinct cosmology has had a deep influence in shaping today's Western worldview, and that of the rest of the world because of colonialism.
- ◆ Another one has ancient roots, and may in one form or another be the most widely held. Yet it has not gotten the institutional recognition it deserves.





The cosmos is a Grand Machine.

- ◆ This is the cosmology commonly associated with science. It is the standard story of Newtonian physics, evolutionary biology, and the institutions of secular academia.
- ◆ In this cosmology only the material is real. The formation and function of the cosmos and the evolution of life are consequences of a combination of physical mechanism and random chance.
- ◆ Life is an accidental outcome of material complexity and has no larger meaning or purpose. Consciousness and free will are illusions.

Scientific World View: Basis of Materialism

- ◆ The Grand Machine story strips our existence of meaning and purpose. In so doing, it supports consumerism and an ethic of individual material gratification as a distraction from the terrifying loneliness and despair of an otherwise meaningless existence.
- ◆ Thus people today become attached or addicted to material goods and sensory entertainment.





The cosmos is a Grand Machine

- ◆ According to the Grand Machine cosmology, a brutal competition for survival by which the fitter survive and flourish as the weaker perish, is the basic law of nature, and these same instincts define our human nature.
- ◆ Indeed, as economists of a social Darwinist perspective assure us, our competitive instinct is the primary and essential driver of human prosperity and progress.



Grand Machine Story Leads to Diminution of Self and Inner Emptiness

- ◆ The Grand Machine story strips our existence of meaning and purpose. In so doing, it supports **consumerism** and an ethic of individual **material gratification** as a distraction from the terrifying loneliness and despair of an otherwise meaningless existence.



Grand Machine Story Leads to Ruthless Competition

- ◆ **By characterizing life as inherently competitive, it provides a pseudo-scientific justification for social Darwinism, colonial imperialism, racial domination, and the unrestrained competition of market fundamentalism.**
- ◆ It neglects the far greater role of cooperation and synergy on which all living systems—and human society, civilization, and culture—depend.



Grand Machine Story Leads to Pathological Human Behavior

- ◆ The Grand Machine cosmology affirms the self-destructive individualism and separation that lead us to behave in ways that threaten Earth's biosphere and our future as a species.
- ◆ Extreme individualism, greed, and violence are pathological and signs of physical, developmental, cultural, and/or institutional system failure.



A Materialistic Culture Promotes Selfishness

- ◆ **Skills, expertise:** Mechanistic technology, which is a social isolator, becomes highly developed. Mechanistic and analytical intelligences are given much importance.
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- ◆ **Values, Attitudes:** Self-interest is the highest value; the economy is capitalism, which Erich Fromm has defined as “institutionalized selfishness”
^
- ◆ **Perception:** A materialistic world view that limits self to the physical self. Thus, every individual is a separate being.

A Selfish World View Causes the Rich to Erect Barriers so that the People Cannot Participate in Wealth Creation

Capitalism is religion. Banks are churches. Bankers are priests. Wealth is heaven. Poverty is hell. Rich people are saints. Poor people are sinners. Commodities are blessings.

Money is God.

Miguel D Lewis



“We must recover the whole sense of gift, of gratuitousness, of solidarity. **Rampant capitalism has taught the logic of profit at all costs**, of giving to get, of exploitation without looking at the person... and we see the results in the crisis we are experiencing!”

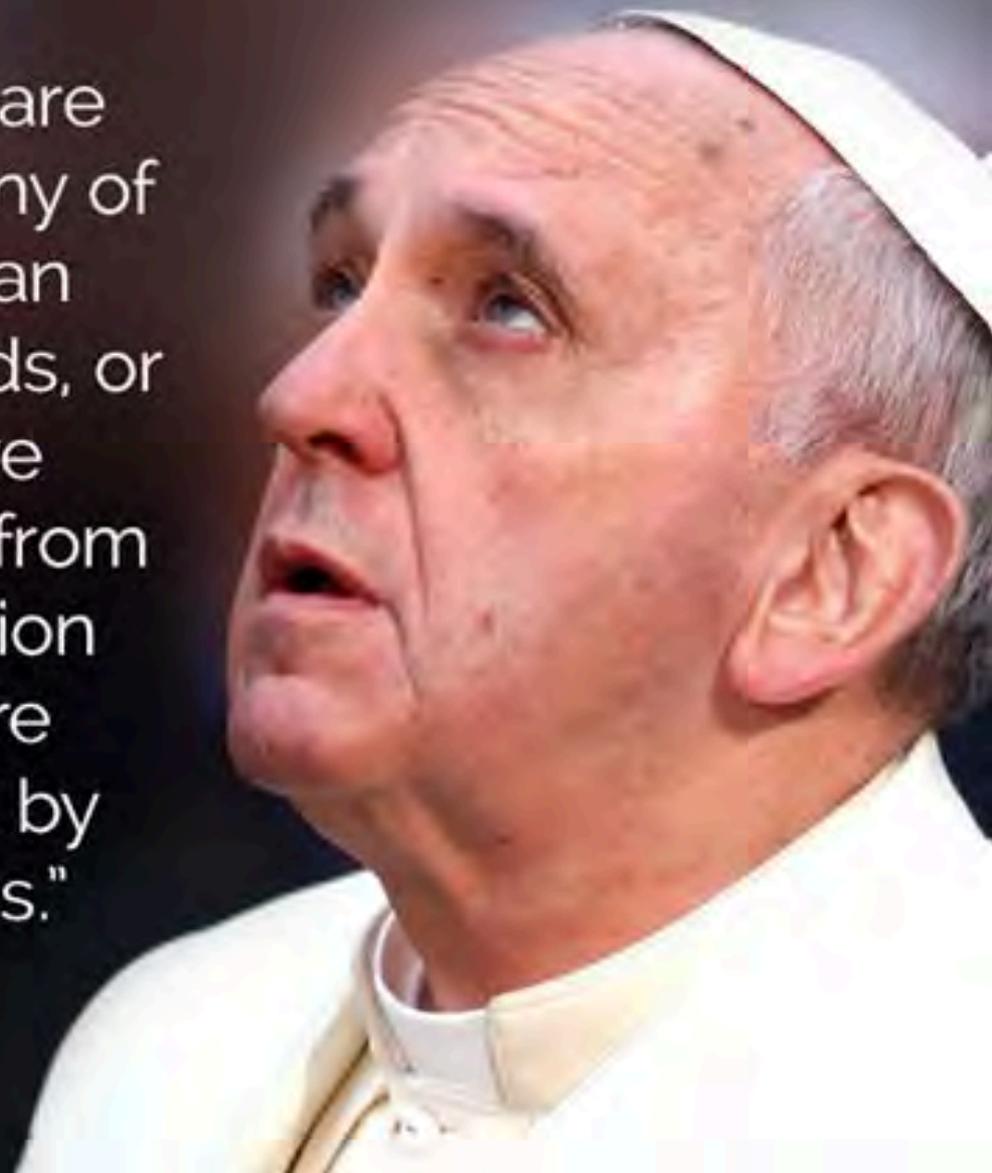
- Pope Francis

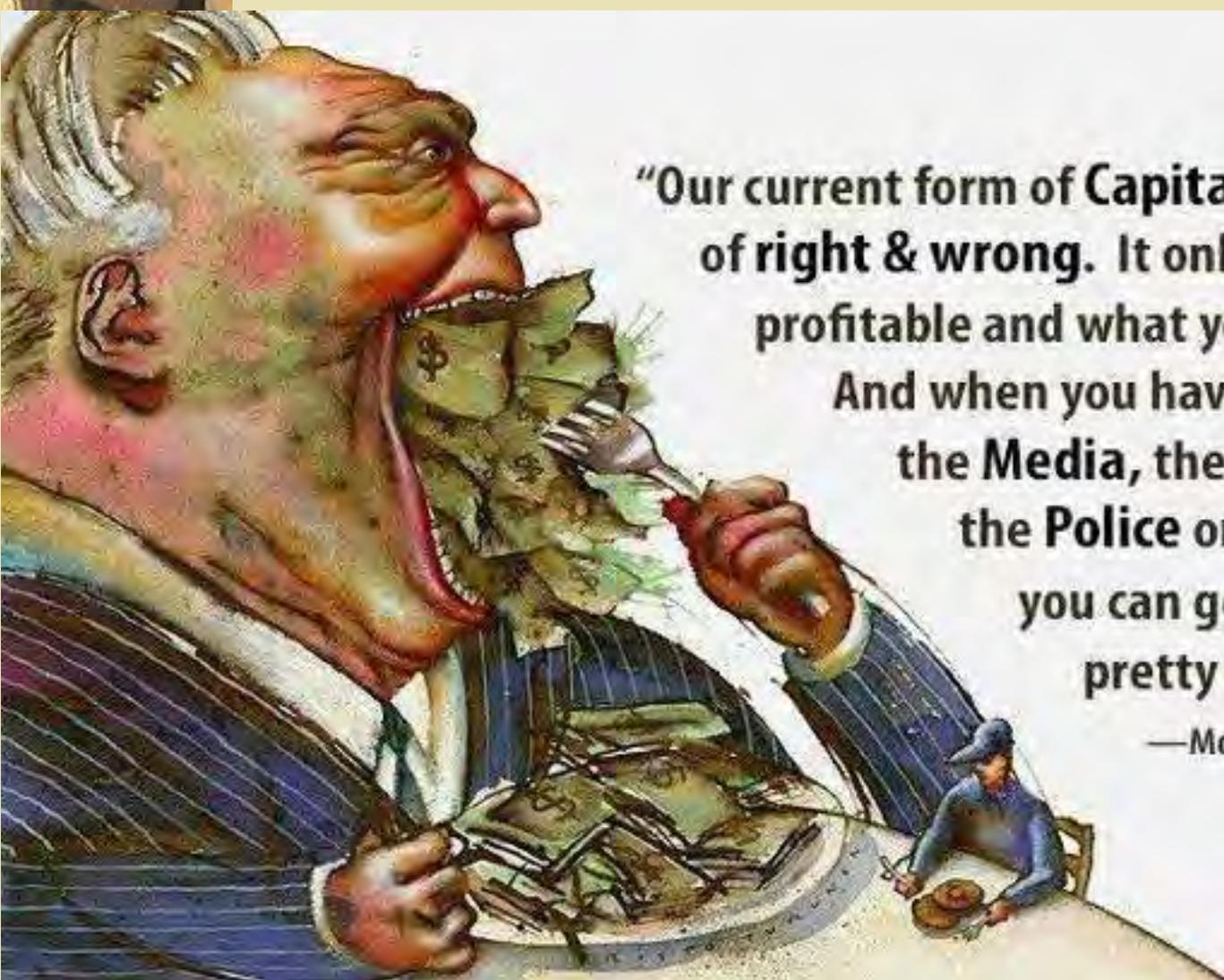




"It is increasingly intolerable that financial markets are shaping the destiny of peoples rather than serving their needs, or that the few derive immense wealth from financial speculation while the many are deeply burdened by the consequences."

Pope Francis





"Our current form of Capitalism has no concept of right & wrong. It only recognizes what is profitable and what you can get away with. And when you have the Government, the Media, the Military, and the Police on your payroll, you can get away with pretty much anything."

—Modern American Proverb





Inner Emptiness in Modern Consumerist Cultures – Erich Fromm

- ◆ “The aim of the whole socio-economic development of the Western world is that of the materially comfortable life, relatively equal distribution of wealth, stable democracy and peace, and the very countries which have come closest to this aim show the most severe signs of mental unbalance!”
- ◆ “It is true that these figures in themselves do not prove anything, but at least they are startling. These data raise a question as to whether there is not something fundamentally wrong with our way of life and with the aims toward which we are striving.”



Inner Emptiness in Modern Consumerist Cultures – Erich Fromm

- ◆ “Could it be that the middle-class life of prosperity, while satisfying our material needs leaves us with a feeling of intense boredom, and that suicide and alcoholism are pathological ways of escape from this boredom?”
- ◆ “Could it be that these figures are a drastic illustration for the truth of the statement that “man lives not by bread alone,” and that they show that modern civilization fails to satisfy profound needs in man? If so, what are these needs?”



Inner Emptiness in Modern Consumerist Cultures – Erich Fromm

- ◆ “Suppose that in our Western culture movies, radios, television, sports events and newspapers ceased to function for only four weeks.”
- ◆ “With these main avenues of escape closed, what would be the consequence for people thrown back upon their own resources?”
- ◆ “I have no doubt that even in this short time thousands of nervous breakdowns would occur, and many more thousands of people would be thrown into a state of acute anxiety, not different from the picture which is diagnosed clinically as neurosis.”

Inner Emptiness of Today's Youth

- ◆ **Erich Fromm:** “I have made the following experiment with various classes of undergraduate college students: they were told to imagine that they were to stay for three days alone in their rooms, without a radio, [tv, mobile phone, internet], or escapist literature, although provided with "good" literature, normal food and all other physical comforts.”



Inner Emptiness of Today's Youth

- ◆ “They were asked to imagine what their reaction to this experience would be. The response of about 90 per cent in each group ranged from a feeling of acute panic, to that of an exceedingly trying experience, which they might overcome by sleeping long, doing all kinds of little chores, awaiting the end of this period.”
- ◆ “Only a small minority felt that they would be at ease and enjoy the time when they were with themselves.”





Mainstream mechanistic technology can obstruct self-realization

(blocking human beings from achieving self-mastery, creativity, inner strength and autonomy)

- ◆ The ideology of mechanistic technology is to wrench away from the human being control over one's life and turn it over to external agents.
- ◆ Global consumerism has victimized so many young people with its addictive promotion of ever newer models of mechanical toys and high-tech objects, ceaselessly pressuring them to keep up with the latest fads and fashions

Addiction to Instant Gratification

- ◆ Their inner lives become progressively empty and devoid of creative energy as they rely more and more on the convenience, ease, comfort, entertainment and instant gratification made possible by a push-button, automated lifestyle.
- ◆ Intellectual, kinaesthetic and life-giving skills deteriorate as gadgets, mobile phones, web sources of information and data, virtual games and sports, and cyber farming begin to possess the vulnerable youth.





Externalization of Human Faculties

- ◆ The ability to do mathematical operations mentally is surrendered to calculators.
- ◆ Over-reliance on digital storage of data causes widespread weakening of memory.
- ◆ Musical capacity suffers as electronic keyboards, even when played by an amateur without sufficient technical training, can sound grand because of the programmed sonic expanders, captivating rhythms and lush orchestral textures.



Hemorrhage of our soul essence

- ◆ What is happening in our midst is a massive hemorrhage of our soul essence, an emptying of our inner lives.
- ◆ As Albert Einstein once remarked, “our humanity has been outpaced by technology.”

THE PURPOSE OF HUMAN LIFE

- ◆ For is not the whole point of human life to grow from within – towards creative vitality, strength of character, integrity, self-mastery, knowledge, love and wisdom?





Who controls the machines?

- ◆ But as human faculties and abilities are externalized and taken over by machines, we come under the power of those who control the machines.
- ◆ And those who control the machines are under the power of those who sell them for political gain and for profit – the merchant class.

Fascism pure and simple

- ◆ Ultimately, the whole of society is under the inordinate power of big business, which damages the environment and is the biggest culprit behind global warming.



Loss of the Sacred

- ◆ Bereft of an active inner life, people nowadays are easy prey to the manipulations and blandishments of media. They readily succumb to the lure of advertisements and the glamour of rich lifestyles.
- ◆ Nothing remains sacred. Everything is commodified and measured according the size of one's wallet.



Emptying of the Psyche

- ◆ Consumerism is like a vampire that drains people of their soul essence, that sucks the lifeblood out of the human psyche, leaving just a pale shadow of its former condition.



THE PURPOSE OF HUMAN LIFE

- ◆ THE MEANING OF LIFE IS TO FIND YOUR GIFT, THE PURPOSE OF LIFE IS TO SHARE THAT GIFT WITH OTHERS” – PICASSO.



Indigenous creativity as the basis of sustainable development

- ◆ Understanding fully the social and cultural roots of our indigenous and traditional creativity could lead to the appropriate cultivation and wise utilization of our cultural assets, from which our comparative advantage and competitiveness in the global society can develop.



Indigenous creativity as the basis of sustainable development

- ◆ It is high time that we take a holistic path towards sustainable development, one that harnesses to the full the strengths of our intangible cultural heritage as the best foundation for developing our distinct identities as well as promoting livelihood and social well being.



Indigenous Filipino skills/intelligence

- ◆ Among Filipino traditional skills or intelligence are our
- ◆ superior linguistic and communication skills,
- ◆ expressiveness
- ◆ prowess in the performing arts
- ◆ interpersonal intelligence
- ◆ social networking skills
- ◆ nurturing qualities
- ◆ strong family ties
- ◆ excellence in service industries
- ◆ passion for education
- ◆ high degree of gender equality
- ◆ psychic health
- ◆ strong sense of humour, and
- ◆ ability to rebound after trying times, and creative versatility.





The mis-education of the Filipino

- ◆ Are our educational institutions aware of these Filipino cultural strengths, and are there adequate programs that are designed to affirm, enhance and develop them further?
- ◆ Do we know what kind of intelligences are involved in the exercise of these capacities?
- ◆ Is it possible that those intelligences our school system is fostering are those that run counter to, and thus weaken, our native genius?

Loss of indigenous creativity

- ◆ Why is it, for example, that our capacity for extemporaneous poetic debate, as in the traditional *balagtasan* or *balitaw*, has become almost extinct?
- ◆ Why is it that our traditional fear and respect for nature spirits been replaced by a wanton disregard for the environment, causing large scale deforestation, murderous floods and poisoning of waterways due to uncontrolled mining?





Does our education instill in us a strong sense of community and Filipino identity?

- ◆ What happened to the strong, self-help cooperative efforts made possible by the *bayanihan* spirit?
- ◆ It seems that now, nothing in the community moves without money going around.



Contemporary educational system weakens the sense of community

- ◆ The mainstream educational system that globalization promotes is a by-product of the industrial revolution that began in 18th c. England.
- ◆ It trains people for narrowly specialized skills or professions designed to undertake one task as efficiently as possible within an economy or mode of production of goods based on the so-called division of labor.

Diminution of Self

- ◆ **The result is a diminution of the sense of self.**
- ◆ **Every professional or skilled person will have nothing in common with others who received a different kind of training or education.**



“Tower of Babel”

- ◆ Professionals in different fields, especially the most highly specialized ones (ironically, those who receive so-called higher education), will have widely divergent assumptions, values, and technical jargon, and thus, will find it difficult to communicate with one another and develop a strong sense of community.



Constriction of Social Consciousness

- ◆ Especially prone to the diminution of social consciousness are professionals in highly technical, narrow specializations.
- ◆ It used to be that a doctor specialized in EENT medicine. But eye specialists have since parted ways with the ear–nose–throat doctors. **And now there is even a left–eye or right–eye specialist.**



Professional Tribalism

- ◆ Narrow technical, professional education may develop expertise and the professions but may also breed selfishness, lack of social responsibility and professional tribalism, which arises from the *cult of the professional ego* (promoting one's profession at the expense of public good).





Barbarism of Specialism

(or Narrow Specialization)

- ◆ **Who then cares for society as a whole?**
- ◆ It seems that with few exceptions, we have in our midst economists who formulate policies as if people do not matter, scientists who pursue knowledge uninformed by social considerations, artists who create for other artists and art experts alone, politicians who place party interests above all else, and officials more worried about self-preservation than their people's well being.
- ◆ **These things are now common knowledge and much thought and study have already been made on the “barbarism of specialism”. Can we educate the Filipinos, whether formally and non-formally, against this barbarism?**



Multiple roles create a strong sense of community, expands self

- ◆ As a counterpoint to the narrowing of consciousness in contemporary life, we may note that **in our traditional communities every person is socially nurtured to perform multiple roles.**
- ◆ **A farmer could also be a house builder, a healer, craftsman–artist, epic chanter–poet–musician, trader, and community leader.**



Multiple roles create a strong sense of community, expands self

- ◆ As a consequence, almost every person could easily identify with others.
- ◆ Performing multiple roles makes it easy for identities to overlap, promoting expanded selves and a strong feeling of community and establishing the basic condition for creativity to flourish.



ART IS FOR EVERYONE IN COMMUNAL VILLAGE CULTURES

- ◆ In particular, the practice of art and functional creativity **does not become confined to the specialist** alone but is for everyone.
- ◆ Thus, there are also no special venues or spaces for artistic and other creative activities because they occur wherever and whenever there is human activity.

ART IS FOR EVERYONE IN COMMUNAL VILLAGE CULTURES

- ◆ This results in a **vast resource pool of practitioners of arts and crafts, thus promoting creative diversity**. For example, farmers become expert puppeteers, housewives become accomplished weavers, a barber an excellent lute player



Fragmentation of lives in market-driven societies

- ◆ In a consumerist, market-driven society, on the other hand, people lead separate lives.
- ◆ Work is highly compartmentalized. Even employees in the same company seldom find themselves in communal situations where they could feel a sense of belonging and togetherness, thus inducing a underlying condition of insecurity and fear, the anathema of creativity.





Bureaucracy fosters fragmentation of consciousness

- ◆ For this reason, there is a need for group activities to be institutionalized in offices, especially in bureaucracies **where the very essence of work is extreme dissection of work into multiple micro-tasks, training employees in analytic methods of classification of information for eventual filing in separate folders, portfolios, drawers or delivery boxes.**



Specialism: Narrow specialization

- ◆ This is the kind of work situation for which our young people are being educated in our school system.
- ◆ **Specialism in professional education, in the workplace (whether government or private), in the production and marketing of goods and services, and other areas of contemporary society cannot but create a fragmentation of consciousness – inevitably making people unmindful of the larger society, self-serving, and prone to corruption.**

Rituals affirm shared values

- ◆ In contrast, the many rituals that our indigenous or folk peoples observe as a way of affirming shared values – as in the our feasts of devotion to a patron saint, communal weaving of mats inside the mouths of caves, group pilgrimages to sacred sites, or praying together for a bountiful harvest promote an expanded or inclusive sense of self, a concern for the common good, and generosity.





Academic education weakens sense of community

- ◆ If we examine the intelligences that are involved in the development of a sense of community and social concern, we will realize that **not one of them is among the intelligences associated with academic education.**

Narrowing of the concept of intelligence

- ◆ The division of labor and specialism required by the industrial revolution of the 18th century led to our present educational system that emphasizes I.Q. and the more mechanical, analytic aspects of human intelligence, neglecting the higher faculties like self-awareness, control of lower self, ecological intelligence, and creativity.



Bias for analytic intelligences

Our schools favor

- ◆ **analytic** intelligence, the ability to break down problems into component parts;
- ◆ **naturalist** intelligence, the ability to recognize and classify plants, minerals, animals, and objects;
- ◆ **linguistic(discursive) intelligence**, a sensitivity to the literal and technical meaning and order of words; and
- ◆ **mathematical–quantitative intelligence**, the ability in the mechanical operations of mathematics and other complex logical systems of a quantitative nature.



Squandering intellectual resources

- ◆ Worshipping these intelligences at the expense of our own culturally-rooted intelligences can splinter our people, squander our strengths, and give the industrialized countries a decided comparative advantage, make them **even wealthier and more powerful.**





Unsustainable development

- ◆ Furthermore, indirectly promoting materialistic individualism through these fragmenting intelligences can do irreversible damage to the ecosystem.
- ◆ These are not the intelligences that can ensure the long-term survival of life on earth, encourage the noblest and wisest thoughts, pave the way for a more peaceful and loving world, and advance the human creative possibility to the highest level.



LEFT BRAIN (Analytic, Sequential)

- ◆ **Linguistic(discursive)** intelligence (de Leon): a sensitivity to the literal and technical meaning and order of words.
- ◆ **Mathematical-quantitative** intelligence (de Leon): ability in the mechanical operations of mathematics and other complex logical systems of a quantitative nature.



LEFT BRAIN (Analytic, Sequential)

- ◆ **Analytic** intelligence (Stenberg) – the ability to break down problems into component parts (Stenberg)
- ◆ **Naturalist** intelligence (Gardner) refers to the ability to recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna. The ability to recognize cultural artifacts like cars or sneakers may also depend on the naturalist intelligence.



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Linguistic (experiential)** intelligence (de Leon): a **sensitivity to the metaphoric and poetic meaning and order of words.**
- ◆ **Mathematical-symbolic** intelligence (de Leon): **ability to perceive the meaning of numbers as qualities**



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Musical** intelligence (Gardner): the **ability to understand and create music**. Musicians, composers and dancers show a heightened musical intelligence.
- ◆ **Spatial** intelligence (Gardner): the **ability to "think in pictures," to perceive the visual world accurately, and recreate (or alter) it** in the mind or on paper. Spatial intelligence is highly developed in artists, architects, designers and sculptors.



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Bodily-kinesthetic** (Gardner) intelligence: the **ability to use one's body in a skilled way**, for self-expression or toward a goal. Mimes, dancers, basketball players, and actors are among those who display bodily-kinesthetic intelligence.
- ◆ **Interpersonal** intelligence (Gardner): an **ability to perceive and understand other individuals** -- their moods, desires, and motivations. Political and religious leaders, skilled parents and teachers, and therapists use this intelligence.



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Social** intelligence (Stenberg) – the capacity to effectively navigate and negotiate complex social relationships and environments; it is also the ability to get along well with others, and to get them to cooperate with you or interacting successfully with others in various contexts. Sometimes referred to simplistically as “people skills”
- ◆ **Communal** intelligence (de Leon)– the capacity to perceive oneself and act as part of a group or community; this is the opposite of self-assertion, the desire for privacy, and demand for individual privilege.



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Ecological–animistic** intelligence (de Leon) – the capacity to sense and harmonize with the living energy of plants and animals; to understand, respect, and preserve the ecosystem
- ◆ **Intrapersonal** intelligence (Gardner): an **understanding of one's own emotions**. Some novelists and or counselors use their own experience to guide others.
- ◆ **Emotional** intelligence (Goleman) – the **ability to identify, assess, and control the emotions** of oneself, of others, and of groups.



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Existential intelligence** (Gardner) -- sensitivity and **capacity to tackle deep questions about human existence**, such as the meaning of life, why do we die, and how did we get here.
- ◆ **Practical** intelligence (Stenberg) – “common sense” capabilities, capacity to use and implement ideas; the **ability to solve problems and get things done**.



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Psychic** intelligence (de Leon) – a measure of **how intuitively perceptive we are** and how willing we are to trust and act on those perceptions
- ◆ **Spiritual (Mystical)** intelligence (de Leon) – a sensitivity to or ability to sense the **interconnectedness of all life**, that all of life is one. This is the most profound teaching of all the great religions and spiritual traditions



RIGHT BRAIN (Integrative, Holistic)

- ◆ **Aesthetic** intelligence (de Leon) – the appreciation of form, design and perception of congruence
- ◆ **Creative** intelligence (de Leon) – the capacity to generate new ideas, perceive unusual relationships, and cope with new situations.. **This is the highest form of intelligence because it goes beyond knowledge recall and extends into knowledge creation.** Or, simply because **it is the supreme intelligence of the Creator.**



Repressing deeper, more truly human dimensions of intelligence

- ◆ Since its inception alongside the industrial revolution of the mid-18th c. Britain, **formal schooling has favored the analytical, organizational abilities of the mind, those abilities that are essential to sorting, ordering and figuring out, which can be measured by IQ tests.**
- ◆ In fostering these abilities and their way of thinking about the world, **schools taught to repress other deeper, more truly human dimensions of our intelligence.**

Materialistic values favor mechanistic intelligence

- ◆ Creative intelligence is more difficult to facilitate and measure. And schools and workplaces favored **analytical intelligence** because it **trained us for efficiency** – the highest value in the industrial (19th c.) and information (20th c.) economies. Now, as we move into the more fluid and creative (21st c.) economy, intelligence values are changing.





“Imagination is more important than knowledge.” – Albert Einstein

- ◆ Creativity is the highest form of intelligence because it goes beyond knowledge recall and extends into knowledge creation.
- ◆ Someone intelligent can be very knowledgeable and have excellent information recall (let’s say for a standardized test), but creativity and innovation require some novel form of intelligence that is of a higher order.
- ◆ Einstein once said, “Imagination is more important than knowledge.”



Creativity is the Highest Level in Maslow's Hierarchy of Needs

- ◆ Studies have shown that **highly creative people are highly intelligent** but **highly intelligent people are not always creative**.
- ◆ The fact that highly creative people have a higher correlation with intelligence than vice versa suggests creativity is simply a higher form of intelligence. **Creativity, in Maslow's hierarchy of needs, is the highest level.**

Worship of Critical Thinking (Left Brain) at the Expense of Creative Thinking (Right Brain)

- ◆ Academic culture seems to be a curious legacy from the West which makes us regard research and documentation, paperwork, and the construction of theories as a higher and loftier pursuit than the creative practice of traditional artists, healers, and masters, **without whose dedication to their disciplines, many M.A. and Ph. D. holders would have had nothing to write about for their theses and dissertations.**



Creativity and the Academe are Incompatible

- ◆ The creative imagination cannot flourish in an academic system where paperwork and grades are given more importance than artistic and creative excellence.
- ◆ The overemphasis on academic achievement is one reason for the diminishing number of master craftsmen–artists in Philippine society.



Creativity and the Academe are Incompatible

- ◆ Masters will flourish better in the non-formal and informal learning context of communal societies or village cultures.
- ◆ At the very least, a guild type of apprenticeship and training will produce better artists than an academic set-up.



Passive employment not enough

- ◆ We also place too much emphasis on preparing our graduates for employment rather than **entrepreneurship**, many of whom simply end up doing basic research and analysis of data which benefit the R and D programs of foreign multinational corporations more than our countries' creative industries.





Specialism Stunts Creativity

- ◆ In studies on creativity, it has been observed that it is not enough to develop a critical, analytic mind alone. What is more important is the capacity to generate meanings, which can only come from an integrated, rather than an overly mental, being; an interdisciplinary orientation and full awareness and, better, immersion in diverse, socio-cultural, political and economic environments.

The Medici Effect

- ◆ It has been well established that creative breakthroughs happen when fields, disciplines and cultures intersect because you can combine existing concepts into a large number of extraordinary new ideas. Writer Frans Johansson has even given this phenomenon the name Medici effect because it is very well seen in the remarkable burst of creativity in fifteenth century Italy.





Lagging behind in creative industries

- ◆ It is the neglect of the creative imagination in our school system that could be one important reason why we lag behind the creative industries of Korea, Japan, Thailand and Indonesia.

Passive employment not enough

- ◆ We place too much emphasis on preparing our graduates for employment rather than entrepreneurship, many of whom simply end up doing basic research and analysis of data which benefit the R and D programs of multinational corporations more than our own manufacturing sector.



Intelligences and skills are a function of culture

- ◆ At this point, it seems obvious that the skills and intelligences promoted by a society is a function of its world view and values, in other words, its culture. Intelligences are not necessarily universal but culturally-generated or culture-specific .
- ◆ The bias of Western society for industrial values favor analytic intelligences more than communal, creative and spiritual intelligences.





WAKAS

Salamat Po!