

Making and Mistaking Reality:

What is Emotional Education?

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Abstract:

A central thesis of this paper is that the mind and its thought evolves out of the experience of the whole person in their unique surroundings. It attempts to articulate the meaning and value of emotional education., especially in its relation to thought processes. It shows the value of learning from the particular, and from awareness of feeling states. It shows how making emotional enquiry turns attention towards the *nature of the thinking*, rather than what is being thought, and involves *experiencing while not-knowing* rather than seeking knowledge of the experience or rational explanation.

Recent affirmations from neuroscience of the psychoanalytic picture of conscious awareness arising from unconscious emotional processes is noted. Systemic and emotional thought processes are described and illustrated.

While the nature of unconscious choice is recognised as part of all thought process, the "use of self" is explored as a *conscious* means of influencing the nature of thinking, and the attributes of both person and context necessary to flourishing thought are contrasted with the human needs which produce mistaken thought. Some questions which have been asked by students in emotional education classes, about free will, abuse and ethics are raised. I hope the gratitude to people who have shared their feelings in order to think and be thought about in 'emotional thinking' is evident; it is very real to me.