

## **Abstract**

In this article I wish to share how I learned about intuition through personal experiences and why it is important in education. Intuition is linked to epistemology, language, emotions, health, memory and involves the inner life of the person.

For most of my life, I had very little understanding about intuition and deemed this phenomenon as useless in education. I started to learn about intuition as a result of my spouse's catastrophic death. The grief I experienced precipitated a loss in my belief system and I felt a significant decrease in my ability to function in a logical or rational manner.

My journey into intuition enabled me to forge a new way to live my life. I believe that each person has the ability to learn about intuition and how it can be useful in guiding one's life.

The mainstream school system however fails to recognize intuition as a valid way of learning despite the research in this field. Students are therefore being given a partial education. Given this, I feel there is a serious problem which emerges if people are led to believe that the mainstream education system is offering students a complete education.

## **Journey Through Intuition**

**By: Christine Legree**

Acquiring an education based on intuition began with the death of my spouse. His suicide in 2005, caused a grief so profound, that I lost my spiritual beliefs and trust in my understanding of the world around me.

For a long time I could not maintain my focus on a task. I experienced memory loss and sometimes I could not drive or understand simple reading materials. Sleep deprivation and depression became severe problems. Although the anti-depressant medication that was prescribed for me restored some emotional balance, I still experienced bouts of guilt, anger, and frustration. Over time, I realized that I knew very little about human emotions and psychology. In addition to my grief, there was a terrible loneliness, and a feeling of isolation from my environment. The life I understood and loved before his death became surreal. Reality for me was like a dark cave while the outer world filled with neighbourhoods, streets, traffic and the media became superficial. This outer world became a place I didn't trust anymore once I learned why my spouse committed suicide. Staff at his bank told me my spouse owed GST and the bank had been ordered by the tax revenue agency to withhold all his earnings. His tax situation would have placed him in the situation where he would have had to pay huge tax penalties, along with high interest charges, and he would have probably gone to jail.

Later, I received a very threatening letter from the tax revenue agency ordering me to file certain forms for him which would have named me as his executor. I was also informed that if I did not file those forms, then the revenue agency would hold me liable for all his tax debts. In my state of grief at that time, I almost left society to go and live in the forest.

Instead of leaving, I borrowed a book about taxes from a library and read the parts relating to my situation. After I spoke to an employee in the tax department, he responded by saying I should

have never received that letter. From this experience, I realized I didn't know much about the government in this society. I developed a deep mistrust of the echelons of power, and authority.

After my spouse's death, I lost faith in the religious and spiritual beliefs I had learned over a lifetime from my parents, and my church. For the first time in my life I understood the condition of being in a state of emotional and spiritual crisis.

After the death of my spouse, I've had to examine most of my beliefs, reject many of them, and learn to develop new beliefs based on experience and reflection. Losing my former beliefs system was debilitating because I could scarcely find reasons for which to base my actions or formulate goals. I was unaware of the extent I had taken my former beliefs for granted never examining them because they had supported a life style that brought success in terms of job satisfaction, relationships and finances. The catastrophic loss however, was so intense that I felt I had no hope of recovering and could not see a future where my situation would improve.

In April 2006, I moved to a different town. I met a neighbour and after having had some casual conversations with her, I told her about my grief, that I had lost my beliefs and that I didn't know how to proceed with my life. She introduced me to the possibility of using intuition to guide my life and advised that she used intuition as a guide to her own life. I knew very little about intuition since it had not been part of my education at home, at school, or during my training and work as a teacher. I had heard of the term but for me it was not important in life. I had relegated this phenomenon to the realm of the paranormal, the mystical and therefore it had no practical value.

She explained that there were two parts to using intuition. The process is initiated when a person asks a question. The second part is to notice the answers that come in pieces over time in the form of images of people, places, things, animals, sounds, insights in the form of short sentences, dreams, colors, shapes, feelings, and symbols that occur in the mind and relate back to the question posed. By noticing events and relationships around me, I could notice an answer to a question. She

said I could receive things and information from using intuition. She added that the person who asks the question does not know how an answer will be given, but if one is aware of how intuition works, this person will become aware of the ways intuition can present an answer to a question. People who are unaware of how intuition works will miss the answer because they don't know they are being given an answer.

After my neighbour spoke to me, I understood the part about asking a question, but the explanation of the way an answer would be given was very confusing, so I purchased a book by Laura Day (1996), called *Practical Intuition: How to Harness the Power of Your Instinct and Make it Work for You*. In the book Day states, "intuition must be 'set in motion' by a question. The question focuses your intuition and tells you what you need to notice in the world around you" (p. 87). Intuition "is delivered in a melange of symbol, sound, and feeling that then has to be interpreted and integrated by the rational, conscious mind" (p. 118).

Synchronicity is another aspect of learning through intuition. It is the intuition network in the person that enables that individual to notice synchronicity in terms of an awareness of an answer being given to a question through relationships with others and through events that are meaningful to the individual. According to Day (1996), "If there is anything intuition demonstrates, it's the interconnectedness of everything. If you believe in anything Carl Jung said about synchronicity, everything is connected on some level" (p. 178). After reading Day's book, I decided to experiment with intuition. I needed a question to ask; one which would enable me to see and touch the results of using intuition. In March 2007 I formed a question. "How can I learn to fix and paint my deck in order to save some money?" My backyard deck had been in poor condition when I purchased this home. I paid \$800 to have two carpenters replace four of the six railings. This large deck still needed repairs, to be painted, and I didn't know how to complete these tasks.

In April 2007, my friend's son telephoned me to tell me he wanted to purchase a bicycle costing \$400.00. He described the features of this bike and then offered to fix and paint my deck for \$400.00. During our conversation I recalled that he had seen the poor condition of my deck when he visited me with his father to help me place items in the garage. I accepted his offer but inwardly, I was disappointed with intuition because my question was not "Who should I hire to fix and paint my deck?" My question was "How can I learn to fix and paint my deck in order to save some money?"

We agreed on the dates he would come and restore my deck and after picking him up, I rented a power washer and purchased supplies. For two evenings after school, he worked diligently and I observed him using paint, different paint brushes, a sander, and a paint mop. He also showed me places around my deck that needed repairs and I watched him use a hammer and nails to make the repairs. For the time that he worked, I paid him \$230 in cash and he promised he would return on the weekend to complete the work. On the Friday evening before the weekend, he telephoned me to say he would not be coming on the weekend because he was going to spend the weekend up north at a friend's cottage. My response was for him to enjoy his weekend and not worry about the deck. The next morning, I began repairing, and painting the deck. The project took me about 14 hours and I was very pleased with the results. I had a deck that was restored and painted a nice dark brown color. I was very pleased with the answer to my question. "How can I learn to fix and paint my deck in order to save some money?" My teacher was a 16 year old student who had knowledge about carpentry. He was paid \$230 of the agreed \$400. He did not return to complete the project at the appointed time and since he taught me how to do this work, I finished the job and saved \$170. I felt better since I found faith in something called intuition. I also remembered that my neighbour said I could receive information and things by using intuition. I learned to restore my deck and as a result of completing this project, I received something I could see and touch. This experience strengthened my curiosity about intuition.

At that time I had no idea that intuition could be used in my work as a teacher. A graduate course I took in July 2007 called Narrative Inquiry valued personal experiences and stories as a means for gaining knowledge. Using intuition by asking questions and receiving answers through a different way of perceiving myself, my relationships, and the world was part of my personal experiences. This course was also very therapeutic for me. I listened to the personal stories of my peers who described their struggles, strengths, and joys in life. I found their stories inspiring, and my grief experience was honoured and respected by my peers. My professor in that course has been very influential in my healing process through her encouragement to continue learning about intuition especially in the ways intuition is related to education.

It was also during that course that I had another insight about intuition. During one of my assignments, I was casually wondering what else I needed to include in the assignment. While in the shower one morning, I received a very brief vision of a camera in my mind and then later that morning, while opening the car door to do errands, the vision of a camera appeared again quickly and disappeared. I dismissed both images as not important, until the image of camera appeared again twice in quick flashes in my mind that afternoon. This time I didn't dismiss the images. Instead I let my mind relax and wander. My mind brought me to a memory of a session in that course. I was giving a presentation and had placed books as well as objects on a table. Another student who was giving an oral presentation had her objects on the table next to mine. She had brought many photographs placed in beautiful frames. My mind, however, kept focusing on *her table* with all the photographs while I brought only one little photograph. In those moments of reviewing this past event, I realized that I needed to include photographs in my assignment. I recalled that Day (1996) had stated that one of the ways intuition comes to us is through symbols (p. 118). The symbol of a camera was a very sophisticated way for my intuition to let me know that I needed photographs for this assignment. This form of communication is more economical than using words and sentences in

print form. It is possible I would have included photographs in the assignment, but without having read Day's book, I would not have known that I was accessing a way of learning called intuition. This process does not rely strictly on a logical, step-by-step way of making decisions. But it is communication.

Dr. Mona Lisa Schulz (1998), a neuropsychiatrist, describes intuition as a language in her book *Awakening Intuition Using Your Mind-Body Network for Insight and Healing*. "Intuition inspires us to become creative in our lives and in the ways we view our lives. For most of us, the first step toward hearing the language of intuition requires that we become open to accepting another, seemingly, illogical way of perceiving and receiving information" (Schulz, p. 25). After the positive results of using intuition through my own inner visions and through synchronicity in the example of restoring my deck, I realized that children are using intuition in learning, but the phenomenon is not being given credit in mainstream schools. For example, if a child is reading poetry, or listening to a poet describe a forest scene with people, flowers, trees, animals and the sounds of a river, the child is receiving information in the genre of imagery from a source, namely the poet. If the communication is in the form of print, then it is communication through symbols, and the child has to decode letters, words, verses, and relate the print communication to his or her own experiences in a forest in order for the print to be meaningful. If the communication is in the form of listening to this poetry, then the child is hearing a language through sound communication. But now suppose the source for the communication is not from a poet, but from the child's own question or an idea. It does not take a great leap of imagination to realize that this child can also receive answers to a question through his or her own awareness of sounds, visions, feelings, and perceptions of synchronicity. This kind of perception is a form of language or communication too. The person creating and having this experience has the ability to form a way of communicating within the self that is deeply personal, and the information given in this way is valuable. If we perceive intuition as a means of responding

to questions originating from the individual, then we realize that each one of us has access to a very unique way of being creative, of solving problems, and of generating thought processes that enable us to direct our own learning experiences.

During my research about intuition in another course, I was impressed with the wealth of information about this phenomenon in the fields of science, psychology, theology, art, and education. I also read about the physiology of the human brain connected to intuition, about human emotions and about the relationship between health and intuition. I revisited my course work on curriculum and learned that intuition was part of the transpersonal orientation in education. In the book *Curriculum: Perspectives and Practice*, John Miller and Wayne Seller (1990), state,

*Intuition is a valid way of knowing.* Split-brain research has helped to describe how we think both analytically and intuitively. The left side of the brain tends to operate in a linear, step-by-step fashion, whereas the right side works in an intuitive, holistic manner as it processes information. Creative thinking employs both types of thought. Transpersonal education attempts to facilitate interaction between the two spheres of the brain. (p. 153)

Another feature of the transpersonal orientation is the value given to an individual's subjective experiences (p. 125). I've made significant changes in the way I teach by promoting deeper interpersonal relationships, including more art, drama, dance activities and I encourage students to give me ideas for activities. This manner of teaching encourages intuition in children since it gives value to their subjective impressions.

After my spouse died, I attended two bereavement programs which were beneficial in teaching me about grief including the symptoms, pitfalls, and how to manage life during grief. Although I felt somewhat better, I was still very sad. I felt that if I let go of my grief, it meant that I would be deserting my spouse. My life was still very attached to him.

My journey took a remarkable path once I met a widow who had been married for many years to a native medicine man. We talked about our lives as widows, and I noticed that she was serene and content with her life which was not my condition at that time. She related to me that she knew an Ojibwe medicine woman, a healer, who is also a homeopathic doctor. I asked for the name of this doctor.

During my first visit in the fall of 2007, I told this doctor about my spouse's suicide, my grief, feelings of isolation, the new information and experiences I had learned about intuition, my graduate course work, and my profession as a teacher. I also told her that I had met other people who had lost their spouses but seemed to be able to move forward in their lives while I felt I was stuck in frequent feelings of anger, frustration, loneliness and I often felt isolated. She explained to me that I had lost a great deal of trust. Trust, she advised is what keeps us in a state of good health, mentally, and physically. The loss of trust was keeping me in a state of isolation. I recall her telling me that I needed to learn how to live from the heart, not my head, because my head was full of "negative compact discs" which were constantly repeating negative experiences related to my spouse's death. She spoke to me about the value of prayer and the creator.

When she described the loss of trust, I felt the link between my feelings of grief and isolation due to the terrible events that had transpired in my life. When she spoke about the value of prayer and the creator, I was sceptical. The creator or my understanding of the creator had deserted me. I was also angry with the creator because I had not been given a sign that my spouse was in trouble and needed my help. Also, I recall times when I didn't even believe in a creator anymore. I remember her advising me that in order to heal well emotionally and spiritually, I needed to restore trust and its companion, faith.

She spoke to me about herself and how she became a healer and a homeopath through the experience of her own serious health problems. She showed me a diagram of a human being and

explained the parts of the body related to trust, relationships, knowledge, and the spiritual dimension. She asked me to focus always on the present moment and be aware of my breathing especially if I found myself embroiled in negative thoughts. I didn't understand the explanation of the parts of the body related to trust, relationships, knowledge, and the spiritual dimension, but I was curious. She was pleased when I told her about the trust I had gained from learning through intuition and she responded by saying that questions and answers through faith in intuition are a form of prayer. She advised me to lie on the bed in her office and offered to give me "a healing". When I lay down on the bed, she turned down the lights, and I closed my eyes. I sensed she had sprinkled a very pleasant floral aroma, and there was soft music playing in the background. She spoke softly and prayed for me, touching me very briefly only three times during this healing.

When I first heard her voice, I remember thinking this is a bunch of baloney. But something very special happened shortly thereafter. At first, it was a tingling sensation around my ankles, and then I felt that very pleasant sensation proceeding up my legs. The tingling spread to my torso where it remained throughout the "healing" and this was like a symphony of pleasant tingling sensations. This was very real physically and not in my imagination. In my mind, at some point I saw myself in a garden. Before the healing was finished, I felt like there was an opening on the top of my head, and a burden had left me. Once off the bed, and sitting in a chair, she asked me questions and gave me a homeopathic remedy which increased my energy. I noticed I was able to complete more tasks in a day.

I put effort into trying to live from my heart instead of my head as she advised and although I felt better for days after my visit with her, alas, the "negative compact discs" gradually returned to infiltrate my thinking. In spite of this negativity, my graduate course work about intuition helped to keep my mind focused on positive conditions and so did my work at school. I felt that this doctor's healing was part of my experiences with intuition.

She advised me to see her each month for a healing, but that advice, which I should have taken was ignored. The “negative compact discs” finally got the better of me and I went for another visit in the spring of 2008. She asked me to keep focused on my breathing, on the present moment, my course work on intuition, and my profession. She said I should also start to live with gratitude. During our conversation, she helped me see that there were indeed positive conditions in my life which required gratitude on my part. From that visit, I came away feeling that showing a sense of gratitude was a responsibility. She performed another “healing”. The effect of this healing was less dramatic than the first one I received except that when I got into my car and drove away from her office, I felt that there was a clear bubble enveloping my car and me. When I drove, I noticed the foliage and grass were a nicer shade of green. I noticed people on the sidewalk laughing, and a woman pushing a stroller and smiling. These sights were pleasant, and I wondered at that time if this was related to gratitude. Perhaps it was possible to appreciate the life I had with my spouse, continue to love him, and just let go of the grief.

After this visit, I felt better for days, but as time elapsed I had to work hard on my emotions, to stay focused on the present moment, to find ways to live from the heart, not my head, and to be thankful for the positive conditions in my life. In June 2008, I found a way to express my gratitude. Prior to a staff meeting, I mentioned that I wished to give a presentation about a book called *Education and the Soul: Toward A Spiritual Curriculum* by John Miller (2000) to staff members. My proposal was put on the agenda for the meeting. On the morning of the staff meeting I brought treats, small candles, one for each staff member, and small decorative cards with inspirational messages about faith and hope. I told staff members that I hoped they enjoyed the treats, candles and cards. Then I thanked them for all the support they gave me during my time of grief and especially for their prayers. I mentioned several staff members who had demonstrated great kindness and patience towards me. I thanked members who had attended my spouse’s funeral and mentioned the

note I saw on the staff room bulletin board at that time asking the school community to pray for me and my family while I was away. I described an incident in which children had given me reason to laugh during a lesson. After presenting the book by John Miller, I gave my extra copy to the teacher librarian as a donation of gratitude for the school's professional library. The response was wonderful. I received many hugs and positive expressions about my character. From this event, I believed I had indeed found hope and faith in the power of prayer.

When I trust in intuition and live from the heart, I feel better, but it takes practice. From the first two visits with this doctor, I received an actual physical connection between her healing prayers and pleasant physical and emotional sensations, plus the removal of a physical burden. I took her advice and found ways to express my gratitude. I received appreciation and compassion from others. My reflection about these visits to my healer and the events that transpired have enabled me to believe that all the prayers said by my school community, and friends, for my spouse were helpful for him as well.

In the summer of 2008, I no longer wished to be alone and I wanted to experience a new exciting adventure. I took scuba diving lessons, earned my certificate, and went diving in Cuba. The master diver who worked at the resort was my buddy on four dives. He showed me some new diving skills and many beautiful plants and creatures in the sea. Scuba diving is an amazing experience. You must care for, stay close to, and trust your diving buddy. This sport evokes the sensation of flying. One can move by floating horizontally over various depth levels. Since the air in the tank must be breathed slowly and deeply, the diver is put into a state of meditation, which brings about relaxation and alertness at the same time. Pleasure is also derived from slow movements in the water.

In August 2008, I met a wonderful person who has become my new partner in life. We are planning to merge our lives under one roof. At the present time, he lives 3 minutes away from my home. When I first met him outside of a restaurant, in the parking lot, I noticed the synchronicity. He

pointed to his car in the lot and then to mine. We both drive the same make, model and year of car. The color of our cars is different. We are also both avid rock and roll fans. I have not needed to take anti-depressant medication since the summer of 2008.

In the fall of 2008, I returned to visit my healer and told her about my expression of gratitude to my school community. She was elated by this progress and said that this was an example of living from the heart. I also told her about my scuba diving experiences and that I had met someone new who has enriched my life. She explained that her work was about helping people learn to love themselves and that we are meant to live in peace, joy, and happiness.

I have been attending this doctor's guided meditation sessions which she offers several times per year. In these sessions, we form a small group and while listening to her, I can envision an altered form of consciousness; I am transported to places of great beauty and light in my mind. After the meditations, she encourages us to listen for a subtle inner voice that carries messages of encouragement and compassion for ourselves and those in the group. We express these messages to one another.

In October and November, 2009, I attended another series of guided meditation sessions. In one of these sessions she introduced the eagle to us and spoke of the spiritual gifts this majestic bird possesses which corresponds to the life of an eagle in nature. I listened to her description of the eagle as being capable of seeing into the past, present and future because it can achieve great heights through flight so it can see vast expanses of territory and it also possesses keen eyesight for small details. When she began the meditation session, as usual, I was following the story line with my eyes closed. Something quite extraordinary happened moments after she had started the guided meditation story. A dark bird with black feathers silently zoomed in front of my face and the head was turned sideways so that I saw its dark eye peering at me. I knew it was hovering in front of my face because I could not see anything other than this bird. My concentration was fixed on this entity and the

experience was exciting, joyful! I opened my eyes and saw the lit candle on the floor, but at the same time, I could still see this bird. I felt a wonderful tingling sensation all over me. I closed my eyes again and noticed my face had become moist. I realized this exquisite experience had caused me to weep quietly. Moments later just as quickly as this bird appeared to me, it disappeared again and I entered into the guided meditation story. There was a bird that appeared later in the meditation and it was far away in flight or perched on a tree. After the meditation was completed and I was on my way home, I felt an inner peace, and a greater sense of clarity. I don't analyze this experience. I only relish it. It took me a long time and a lot of work to understand how to live in the moment, to live from the heart, not my head, and to be grateful. The positive effects of these meditation sessions extend beyond the time they are presented. Since they are very enjoyable, I will continue to participate in this form of therapy.

In the guided mediation sessions, the healer speaks about us, angels, fairies, the star people, animals, a forest, a great tree, water, caves, mother earth, crystals, the creator, fire, and takes us on journeys in the sky. She also talks to us about magic, the inner eye, and intuition. In the meditation session with the dark bird, I felt I understood something about magic, and the inner eye.

My journey through intuition has been an education. Subjective knowledge is very valuable and it is more important than public knowledge. The subjective or inner life of my students is more important than what they learn through subjects. I wish I knew about this kind of education before and not as a result of a catastrophic loss. Albert Einstein in one of his comments about education, said,

It is not so very important for a person to learn facts. For that he does not really need college. He can learn them from books. The value of an education in a liberal arts college is not the learning of many facts, but the training of the mind to think something that cannot be learned from textbooks. (Calaprice, 2005, p. 65)

Learning through intuition and synchronicity is knowledge that cannot be found in a textbook. In the past, I used to think education and healing were two different areas of inquiry, but now I believe healing and education are closely linked.

It is thought by some psychiatrists and brain anatomists that there is an intuition network in the brain located in the temporal lobe and the right hemisphere of the mind. Intuition is not a phenomenon created exclusively by a person's imagination. "The temporal lobe serves as the heart of the intuition network and sends us intuitive thoughts and feelings through its connection to other centers in the brain and the body" (Schulz, 1998, p. 79). Dr. Schulz has personal experience with intuition. She is dyslexic and relies on intuition in her profession as a medical doctor and psychiatrist (p. 66).

Another source of information about the physiology of the intuition network in the brain and body is from neuroscientist Jill Bolte Taylor (2006) in her book *My Stroke of Insight: A Brain Scientist's Personal Journey*. It was after she experienced a severe stroke that she gained insight into the right hemisphere of the mind.

"My Stroke of Insight" defines what this stroke has taught me about my brain. At this point, you will realize that this book is not really about stroke. More accurately, the stroke was the traumatic event through which the insight came. This book is about the beauty and resiliency of our human brain because of its innate ability to constantly adapt to change and recover function. Ultimately, it's about my brain's journey into my right hemisphere's consciousness, where I became enveloped in a deep inner peace. I have resurrected the consciousness of my left hemisphere in order to help others achieve the same inner peace – without having to experience stroke! (Bolte Taylor, 2006, p.3)

She describes the features of her right mind.

My right mind character is adventurous, celebrative of abundance, and socially adept. It is sensitive to nonverbal communication, empathic, and accurately decodes emotion. My right mind is open to the eternal flow whereby I exist at *one* with the universe. It is the seat of my divine mind, the knower, the wise woman and the observer. It is my intuition and higher consciousness. (p. 140)

“My right mind is open to new possibilities and thinks out of the box” (p. 140). “Consequently, my right mind is highly creative in its willingness to try something new. It appreciates that chaos is the first step in the creative process” (p. 140).

From my education about intuition, I believe that children have insights they can experience from their own ways of meditation or from other kinds of subjective activities. Mainstream schools however emphasize learning about public knowledge mainly through reading and writing. Subjective knowledge through intuition is not considered important and therefore, children are receiving only a partial education through schools. This is very unfortunate especially when there is research showing that intuition is connected to the physiology of the brain and body. There is much more to be learned about intuition since it is subjective, creative, and could lead to greater understanding of ourselves even beyond the level of our physiology. Sadly, I also wonder about the consequences that could arise if one does not know about intuition especially during times of crisis. What comes to my mind are some of the lyrics in The Logical Song, by Supertramp, (1980).

When I was young, it seemed that life was so wonderful, a miracle, oh it was beautiful,  
magical.

And all the birds in the trees, well they'd be singing so happily, oh joyfully, oh playfully  
watching me.

But then they send me away to teach me how to be sensible, logical, oh responsible, practical.

And then they show me a world where I could be so dependable, oh clinical, oh intellectual, cynical. There are times when all the world's asleep, the questions run too deep for such a simple man. Won't you please tell me what we've learned. I know it sounds absurd but please tell me who I am.

In the song, the lyrics are about someone's childhood depicted with joy, wonder, and magic. The wonder could be the man's curiosity during his childhood, his questions. Unfortunately he was taken away to learn to follow a different path; one which was foreign to his nature. He had deep questions which continue to go unanswered and as an adult, he perceives himself as a simple man still in distress with questions but no answers. The school system he attended and the society in which he participated wanted him to concentrate on something other than his own sense of wonder – his own questions, his desires. He is miserable because his deep questions cannot be answered. Perhaps he is using a manner of thinking, or perception that has been taught to him, but this form of thinking is not helpful. He may need to perceive a different kind of intelligence.

John Holt who observed children for years commented about the nature of intelligence.

When we talk about intelligence we do not mean the ability to get a good score on a certain kind of test, or even the ability to do well in school; these are at best only indicators of something larger, deeper, and far more important. By intelligence we mean a style of life, a way of behaving in various situations, and particularly in new, strange and perplexing situations. The true test of intelligence is not how much we know how to do, but how behave when we don't know what to do. (Holt, 1982, p.271)

The lyrics in The Logical Song depict a sad state of affairs when a person does not seek out a new way to learn about the self, others, the world, and stays stuck in one way of being in the world. Personal questions remain unanswered, new knowledge is not sought, and the person is left in a state of dismay. Holt's description of intelligence encourages a person to seek out new kinds of

knowledge and to trust that a personal search will lead to some satisfying answers. For me, the answers through intuition are not only satisfying but also quite remarkable.

## References

- Bolte Taylor, J. (2006). *My stroke of insight: A brain scientist's personal journey*. Canada: Penguin Group.
- Calaprice, A. (Ed.). (2005). *The new quotable Einstein*. New Jersey: Princeton University Press.
- Day, L. (1996). *Practical intuition: How to harness the power of your instinct and make it work for you*.  
New York: Broadway Books.
- Holt, J. (1982). *How children fail*. New York: Merloyd Lawrence.
- Miller, J.P. (2000). *Education and the soul: Toward a spiritual curriculum*. New York: State University of  
New York Press.
- Miller, J.P. & Seller, W. (1990). *Curriculum: Perspectives and practice*. Canada: Copp, Clark Pitman.
- Schulz, M.L. (1998). *Awakening intuition: Using your mind-body network for insight and healing*.  
New York: Three Rivers Press.
- Supertramp, (1980). The Logical Song [CD] *Supertramp, Paris*. United States: A & M. Records, Inc.