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PART 1 THE CURRICULUM IN DOING THE NEW

CHAPTER 4. DOING THE NEW

Kinds of Doing. We are concerned with the kind of doing that constitutes daily living; it is an adjusted compromise between many pressing situations. That which you are *now actually doing* is that out of which all your new kinds of doing must arise. Every new step must at the start be an expedient compromise with that which you are now and that which you are now doing. In order that the old and new kinds of doing that are at any time going on may be more wisely and pleasantly performed, we concern ourselves with the kind of doing that brings about a greater amount of true knowing (discovery, validation, education) and a greater amount of normal feeling (evaluation, fine art training).

There are, however, more complex kinds of doing, a kind of doing which uses as its data the whole content of the intellect and feeling and the whole person and “periperson” (that part of a person’s environment that is organized so as to be in functional response to that person) in creative work such as making a livelihood, carrying on a business for profit, inventing, discovering, originating in the fine arts, organizing systems by the creative imagination, building the character. In all this creative work that which we know and feel and the environment are the CONSTITUTIVE factor, whilst our purposes are the DIRECTIVE factor. Over 99 percent of a person’s doing is not original with him, but all that portion which is new, which was first conceived and initiated and done by that person, is studied and promoted by the technique or art herein outlined.

As important as these factors are in the life of every individual, most persons drift by passively accepting the knowledge and feeling standards which circumstances and education have thrust upon them, thereby not differentiating themselves from the general doings of their day and generation. They are submerged; their dominant predilections and abilities are not brought into play. For the majority this may not be so much of a loss to the world as when persons of true genius-capacities are forced to drift with the general current, but when high and preeminent genius is not given full and free expression the world loses one of its most valuable assets. It loses one of its revelators!

Only by making purposes of one’s genius-capacities and carrying out these purposes can one’s voice be heard

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authoritatively above the roar of the crowd; only by achieving

one's genius-purposes can one be one's self. Therefore to attain not only that part of the already known knowledge and skill which your genius or ability needs but also, and more especially, to attain that new knowledge and skill which your special capacities call for and tend to discover for themselves, is the *most important work* you can do for yourself and for the world. That is the only way whereby you can give full expression to your dominant abilities.

The Art of Doing the New — Heurotechny. Very few technical terms are used herein but it will be convenient to use the general term "heurotechny" for this art of doing the new. There are six heurotechnical lines: 1, Livelihood and Business; 2, Invention; 3, Discovery; 4, Creative Work, as of the creative imagination in the fine arts, literature, character building ("personurgy"); 5, Prognosis; 6, Social, as success in extending one's peri-person among other persons. Each one of these lines represents a different kind of mental content and processes and is really a different art.

The ordinary stage of livelihood and business, of invention, of discovery, of creative work, in the individual as well as the race involves only the usual ingenuity in its instinctive and untutored modes, and without any recognition of the difference between invention and discovery, or between creative work and discovery, or between art and science, or between *understanding and insight*. The striver after the new let his ingenuity, curiosity, and creative imagination roam freely without any idea that there were right and wrongs ways of using them. He proceeded in ignorance of the fact that his mental content and processes do the inventing and discovering and creating. His attention was so fixed on substances, things, tools, and machinery that he failed to notice that the mental processes by which he knows about these things and by which he invents, discovers, and creates are of much greater importance. His native impulses led him to invent, he took delight in doing ingenious things, or he may have been driven to invent in order to make money. Having found a clever idea, he espouses it "as a cause," fights for it, resents criticisms, puts his time to it and stops inventing or creating.

The heurotechnical stage aims to systematically build and scientifically train the student's genius-capacities and abilities and use his *whole* person and periperson as a *process* of inventing and discovering and creating, so he can live the kind of life that will naturally bring forth the most and best inventions and discoveries and creative works.

To attain the new in knowing, feeling, and doing along one's originality-lines is the gospel of heurotechny.

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Outline of the Curriculum in Heurotechny. The work of

heurotechny organizes the mental content as a whole and makes it useable with the data at one's finger tips, as it were. It discovers and develops predilections and abilities, and purposes based on them. It extends and organizes the knowledge relating to these predilections and purposes; and it bases livelihood and business on them. It uses the whole mental content and activity in doing original work in inventing, discovering, and creating.

The heurotechnical curriculum is divided into six stages with a total of 60 numbered steps. The first stage may be called one of naive mentations to get in touch with the world's achievements to where each of the student's originality-lines begin to take further steps. Inventories are first made of original work done to determine predilections and originality-lines, then of the world's achievements which anticipate priority in these lines.

The second stage applies naive ingenuity to the newly determined originality-lines and records and classifies the data in the mind relating to predilections.

The third stage organizes the mental content into a whole and extends it along originality-lines, carrying further the process of linguistic mentation previously started. It records and organizes the data in the world relating to predilections by a specialized summary (or "List of Topics") of a reading-study of the sciences and a "Word-Group" vocabulary. A third step in linguistic mentation by relating this List of Topics to previous data applies the process of "Systematic Seriated Mentation" to discover new data and further the intellectual process. Although applicable to discovery and creative work, it is outlined for invention only.

The fourth stage applies "Cumulative Literary Expository Mentation" to make valuable inventions. It describes the inventive work accomplished, shows its value to business, and indicates anticipated further results. It enhances accumulative adjustment and growth of perceived relationships between data and growth of mind, with such techniques as "Critical Judgement Periods," the "Comprehension," and Waiting Periods for Assimilation, Adjustment, and Growth.

The fifth stage is the "Sanctioned Comprehension" to prepare for business effort in which the principles of livelihood and business are systematically considered in relation - to each invention.

The sixth stage is self-expression in invention for livelihood and business, a culminating re-appraisal and re-organization of previous work; and a re-application of techniques to the improved and extended data (mental content).

The concrete result of each stage is a "List of Groups," which is not only a record of growth but a guide and step to purposing.

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The First List of Groups consists in an assemblage of the student's spontaneously selected new and original achievements, beginning thereby to give systematic and purposive expression to all predilections and genius-capacities, constituting a *new method of functioning* that kind of mental content and activity which is his taxic place in the world scheme.

Linguistic and Seriated Mentation of the Second to Fourth List of Groups gives an extensive and specialized Word-Group vocabulary corresponding to this dominant mental content and augments the heurotechnical intellectualization. It gives the linguistic portion of the intellect a permanent ascendancy. The seriated part gives rise to the discovery of new mental content and develops the intellectual processes and trends.

The List of Topics of the third stage is a precursor of the student's more completely organized taxonomy of his knowledge in the Third List of Groups, more truly representative of his predilections and genius-capacities. This taxonomy will be the basis of his systematic purposing by which he will use his whole mental content and special abilities and opportunities as an organic and inter-related *whole* of knowledge, feeling, volition, and environmental conditions for making a livelihood and for giving a natural expression to himself in response to world needs for just what he is and can do.

The Fifth and Sixth Lists of Groups are improved and extended inventories of the student's inventions, prospectings, and business opportunities.