

# PSYKOSYNTES I FOKUS

**Rosie Manton**



## Psykosyntes i Fokus (Psychosynthesis in Focus)

Stiftelsen PsykosyntesAkademin, Stockholm

## Conversation with Rosie Manton

Rosie Manton (RM)

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(Text transcribed from the video recording, June 2019.)

[https://youtu.be/St\\_WkNBxsyM](https://youtu.be/St_WkNBxsyM)

**AML: Welcome Rosie, Rosie Manton, welcome to PsykosyntesAkademin in Stockholm. I am so glad that you could land here before your five days training that you have ahead of you. So you have just landed and now we're into Psychosynthesis and the beautiful quote that I have in my mind by Assagioli "from the eternal, out of the past, in the present, for the future".**

**If we look at Psychosynthesis, if we look at the core of Psychosynthesis, the uniqueness of Psychosynthesis, what are your thoughts on that?**

RM: I have to go to myself to find that. What happened to me... I came into Psychosynthesis in crisis at 40, where many people do, not everybody but many people do, and somebody put



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Piero's<sup>1</sup> book into my hands and I had been looking, I had been seeking. Shall I be a physiotherapist or what training, should I do this or that and this book sold me straight away, and it was because it said body, feelings, mind and spirit.

And the spirit pulled me and there was no question - and I actually made for the Psychosynthesis & Education Trust in London immediately and I would not be put off. They couldn't facilitate me because I couldn't do the Essentials in their allotted time because I was teaching in an international summer school, and I couldn't do it. 'Perhaps you'd like to start next year?' 'No, I don't want to start next year, I want to start now. In September I need to start'.

**AML: So you were just pulled...**

RM: I was just pulled on the theme of the spirit. That context is everything to me. There is no point in a reduced psychological context without that. There's no point.

**AML: So Rosie, if we look at body, the movement, the energies, how do you think that comes into Psychosynthesis training today?**

RM: Well, obviously there is always a need for more. But in *this* training here in Stockholm, I was invited specifically to bring movement, the movement that I had, into this training, Margo<sup>2</sup> invited me to just do that.

So we chose very carefully the topics that would actually facilitate movement-response particularly, so they were built in, and there is more movement here in this programme than in any other I know of. I taught a little bit in Gothenburg and I've taught in London. I've taught *the Body* in London, but generally speaking it hasn't been taken up and integrated so much. I think it is becoming more, I think they're beginning to do that and other trainers are beginning to bring movement into their practises, but there isn't enough by any means.

So it's always, as you've said to me many times, there's a need for more and there always will be. Even if it's just 'stand up, turn round and sit down', just to wake up the energies in a very still...

**AML: It has been integrated in a lot of the different subject areas but particularly in the modules that you are teaching here which is *The Body and Interpersonal Relations* and *Subpersonalities* and...**

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<sup>1</sup> Piero Ferrucci: "What we may be"

<sup>2</sup> Margo Russell, one of the founders of Stiftelsen PsykosyntesAkademin



RM: And *the Ways* of course... There is a lot of movement in *the Ways*.

**AML: Dancing the energies of the soul... wonderful...**

RM: When you touch the body, you touch the soul. They're indistinguishable and the one reflects the other, so you can't work with the body without touching the soul of the person. That's the fundamental... that's what... I totally believe in that.

I also, one of the early thing, not talking particularly about the body, but one of the very interesting light-bulb moments for me was *bifocal vision*. That you would take a person with a problem and see the broader context, to be able to look at two levels and to see that the problem is just a block to what's actually emerging in the person, in the potential of the person, that was fantastic!

And I suppose if I put that back into movement I see the same thing. It's the same. You move the body and you open up to greater and greater potential, because you open up to a greater and greater life-force and a greater and greater expression and that wakes up who you are and then who you are is in front of your face. So they're all connected.

**AML: Yes they are and expressing, seeing how emotions are maybe stuck in the body or expressed through the body, through movements or facial expressions or... so many ways that we can connect to feelings through movement.**

RM: Absolutely! And even before that, consciousness itself is embedded in every cell in the body, it's consciousness, it's not just in the head. The consciousness that we are, is fundamentally through the whole system.

So yes of course if we are expressing emotions and feelings that are coming through it's a fantastic way out... Be more present, be fully who you are. And I suppose that's been my guiding line, I've been in the service of supporting people to be who they truly and deeply are, from the beginning of time. Whatever it is, whether it is body, Psychosynthesis and whatever flavour. That's what it is about really for me.

**AML: That's the beauty of it, to connect body and soul. Now, if we move on to Psychosynthesis and *experiencing* Psychosynthesis over time... in the last 30 or 40 years... you've been with the academy for nearly 30 years or thereabouts, I think you were here from the beginning, and you're teaching at the Trust and you're teaching at lots of places, so how would you say that Psychosynthesis has evolved?**

RM: I would say that *people* have evolved so therefore Psychosynthesis has evolved, because people have changed and the whole climate, the whole culture has changed, so that people who are coming into the training now are more sophisticated and more aware of the potential, what the training means.

I think when I first started, people were very green and it was very simple. There was only sort of 'psychology'... - and the fact that the soul was a part of the thing was a new concept. It is not new now because there are so many alternative therapies and that sort of field is different. So people come in, in a very sophisticated way, in a way that they didn't use to, that's one thing I can see.

And the other is... I just think that the content... as we move through teaching the *content* of the courses, every time it's taught there's a refinement and a development and a sharpening and an evolution of the thing itself, because that's in the field. So it gets broader and more connected, so it doesn't feel so straight-jacketed... I know I am copious in writing notes and pieces of paper, but as I extend my writing it just grows outwards into a more connected field, I think. So the work evolves, there is no question about that.

**AML: And practise evolves as well, how it is being practised, how it is being taught, how it is being practised.**

RM: Absolutely! And... I don't know... relationships evolve, groups evolve. Groups don't feel the same as they used to. Groups are more integrated, more open. The personal development groups contribute so much to what goes on in the group itself, that there is a level of intelligence and connectedness that is very different from the early days. It really feels like a group process and that is so vital to the whole growth.

So not only do people work individually but also when they work in a group as well, they get the whole picture.

**AML: Because there is so much available to people, there is a sense that students are very aware when they come into Psychosynthesis and start the training – and here it's a four year training so it's quite thorough, it's like Assagioli said 'the vertical strategy', you work a lot with your personal Psychosynthesis and you also work with the transpersonal Psychosynthesis, body, mind and soul or spirit as you say – but if you look at the future of Psychosynthesis in this context that we are today, what is the potential, what is the potential that is waiting for Psychosynthesis?**

RM: It *needs* to be everywhere the potential... it is infinite for Psychosynthesis, because it fits to every possible mode. I'm desperately attached to the possibility of Psychosynthesis in education.

I believe in children being who they are first and foremost before you start stuffing their heads with facts and so on. They need to know who they are and they need to be able to think for themselves and they need to express who they are, they need to be received, seen, valued, respected, appreciated. They need to express *who they are* and be witnessed in that.

And therefore the educational system is an absolute open field for Psychosynthesis because it's everything that the educational system needs. I think there is a crisis in education and I'm just waiting for the whole thing to collapse. Teachers are stressed out of their minds. The pressures on teachers are absolutely unacceptable, so teachers need Psychosynthesis.

The teachers need to find a place where they can stand and honour themselves and be honoured in the profession that they've given their lives to. They need to be properly supported in that and then the children of course will reap massive benefit. The government has interfered in the curriculum to such an extent that they've taken away the educationalists, they've put managers in the top, so it's a system that is run on money rather than on anything else and they've squeezed the curriculum into a headspace.

They've cut the arts... the arts have been cut for nearly 50 years now... chop, chop, chop... So that the expression of children is lost, they don't have a voice. I'm being very general here, but that's the background to it...

**AML: How could Psychosynthesis be of use, of service?**

RM: Well, we have to look to the teachers. We have to go for the teachers. We have to go for the management. We have to go for the politicians. We have to go wider and wider and put Psychosynthesis principles into the wider society so that they percolate down and land in the classroom where they are needed.

**AML: I like this thing about percolating down... and the principles of Psychosynthesis... Yes, I think you are right... there's great potential in that.**

**There are some very interesting books on the topic of Psychosynthesis in Education. We were talking about Diana Whitmore's book before. A classic, a beautiful book. And also Andrea Bocconi has written about "Psychosynthesis in Education".**

**And we have initiated some work here, as I told you about, and I think there is a great potential for teachers and children of different ages, they need maybe different things. And when you're in your teens, trying to find who you are, looking for your true identity, who you really are, knowing yourself... and also existential issues.**

**Yes, I do agree, I think Psychosynthesis could play a really important part in finding authenticity or dis-identifying from a lot of inner critical voices... the Inner Critic... or the demands of society of today and the *illusion* of connection in your mobiles and so on, instead of connection in the interpersonal relationships...**

RM: *Instead of connection...* Yes, absolutely, totally... I am so much in favour of that. We've got so virtual... we've lost... we're even, in the context of family, we're losing connection, so if we are losing it in schools, too, which we are... and then we're losing it in interpersonal behaviour outside schools, it's...

**AML: So what do you think needs to happen for... When I say Psychosynthesis, there are so many practitioners, but for the *experience of Psychosynthesis* to be brought into, for instance, the educational setting – what do you think needs to be done?**

RM: I think we would start with the teachers. I think we have to start with the teachers, because the teachers are the ones who set the framework for what goes on in the classroom. And when *they're empowered* and when they come into their own contact with their own selves and *their own ideals again* and they're given space for that, then they can start to disseminate that material in the classroom through the children.

I think we have to go for the teachers first – and we probably have to go for politicians too. Because, we have to get politicians on board, so that they know who on earth they are and then we wouldn't have such a chaotic...

**AML: We (Psychosynthesis) need to get it into the system as well... increasing awareness of the situation... and different levels of consciousness perhaps...**

RM: We need to get it, in the broadest possible way, into the system. Business, we need it in every sector, we need it in the business world, of course we do.

**AML: So, we're opening up here. We have hopes for a future of Psychosynthesis in more fields; education and reaching out also into society... different areas... and the corporate world perhaps...**

**There is a lot of connection there with recent research from neuroscience that connects with Assagioli's early research and theories. So there is a lot of potential.**

**What would your *hope* be for humanity, for people and for the future? Just in *your* words.**

RM: Humanity... that's a big statement.

**AML: Yes, humanity... people... we are all part of humanity.**

RM: Connection... life-force... peace... interpersonal peace... shared values...

**AML: Rosie, thank you very, very much for taking your time and being with us here tonight. I've enjoyed talking to you and meeting you very, very much, again...**

RM: Thank you! I found it very stimulating to be here and I am grateful for the opportunity, so thank you!