

KEN WILBER, JOSEPH CAMPBELL, & THE MEANING OF LIFE (aka 'The Human Odyssey')

-- Presented in eight installments on IntegralWorld.net --

Hugh & Kaye Martin's new book *The Human Odyssey* is a unique, new way of viewing personal growth and human development. Extensive excerpts from the Introductory Version of this book will be presented on Integral World in eight installments. Installments will be as follows:

⊗ **Installment #1: Preliminaries and Introduction.**

PRELIMINARIES. What you need to know to make sense of this book: What the book contains, how it's put together, how you should read it. INTRODUCTION. The field of human development: Its immense breadth, depth, and meaning. The Growth Mentality: How we can avail ourselves of all the growth that we have the potential for.

⊗ **Installment #2: Overview.**

A comparative overview: The ADAPT Model (from Ken Wilber) and the Life Journey Archetype (from Joseph Campbell). Thumbnail descriptions of each Domain and Sector of the model from both perspectives.

⊗ **Installment #3: Dimensions.**

The various areas of our life where growth takes place. The various features of that growth. This is the Map of our Life Journey.

⊗ **Installment #4: Participants.**

The various aspects of Identity or Self that partake in the growth process. These are the Voyagers of our Life Journey.

⊗ **Installment #5: Processes.**

All the methods and techniques we use to grow and develop. Either General Processes (available to everyone in any situation) or Specific Processes (available only to certain people at certain Stages). These are the Sailing Ships of our Life Journey.

⊗ **Installment #6: Pathfinders.**

The people and other resources that help us move along our path of growth. These are the Navigator & Captain of our Life Journey.

⊗ **Installment #7: Systems.**

The mechanisms by which all the Dimensions, Participants, Processes, and Pathfinders work together to produce Growth. These are the Shipping Systems of our Life Journey.

⊗ **CL. Conclusion**

Follow the Thread: Ways to get the essence of this book by following just one component. The ADAPT Gallery: Cartoons and illustrations that shed further light on key concepts from the book.

This issue of Integral World contains Installment #1.

WRITE YOUR OWN AMAZON REVIEW OF *THE HUMAN ODYSSEY*

If you would like a free, full-color, digital copy of the entire Introductory Version of *The Human Odyssey*, just send your request to Hugh Martin at MartinHughCo@gmail.com. If you then post a review and rating of the book on Amazon, Hugh will send you a printed B&W copy of the book. If your review is fairly extensive, Hugh will send you a printed color copy. The most extensive reviews will receive copies of the Advanced Version.

This book is currently available only to reviewers in a pre-publication, proof version -- so if you do request the book, the authors ask that you make a serious effort to post a review. Your review can be as short as a few lines, or as long as a whole essay, as you choose. All opinions are welcome, no matter how candid. You need not have read the entire book to post a review -- just browsing through the book is sufficient.

Each Amazon review and star rating will be a big boost for the book's momentum and popularity. Even more important, this exchange of reviews will stimulate dialog on the major themes of the book, and thus increase its impact. Your support of this very exciting project is much encouraged and appreciated!

ONE BOOK, TWO NAMES. The Introductory Version of this book (~300 pages) is called by the short title: *The Human Odyssey*. The Advanced Version (two volumes, ~600 pages) is called by the long title: *Ken Wilber, Joseph Campbell, and the Meaning of Life*. To correspond to the interests of Integral World readers, the book will be listed on this website by its long title, but for convenience it will sometimes be referred to by its short title. Both names refer to the same book.

KEN WILBER, JOSEPH CAMPBELL & THE MEANING OF LIFE

How Two Great Thinkers Collaborate
To Give Us
The Ultimate Hero's Journey
Of Personal Growth & Human Development



HUGH MARTIN
AMALIA KAYE MARTIN

FRONT COVER...

OUR HERO'S JOURNEY

How We Grow and Change Over the Course of a Lifetime

The Meaning of Life

What is the Meaning of Life? What makes life significant? What gives life purpose? Where are we headed -- and why?

Youth. If I am young, and starting out my adult life, what paths are available for me? What should I value most? What choices will make the best use of my talents, my interests, my ideals, my aspirations?

Middle Age. If I am in my middle years, what have I accomplished thus far? What have I missed out on? What new joys do I hope to experience while I still have time? How can I immerse myself in a life that is more meaningful, more rewarding?

Maturity. If I am older, and approaching my later years, what have I achieved that is truly enduring? What legacy of knowledge & wisdom will I pass along to succeeding generations? How can I use the insights and perspectives of a lifetime to make these years the richest and most satisfying of them all?

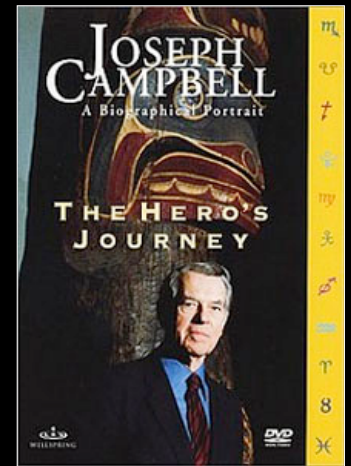
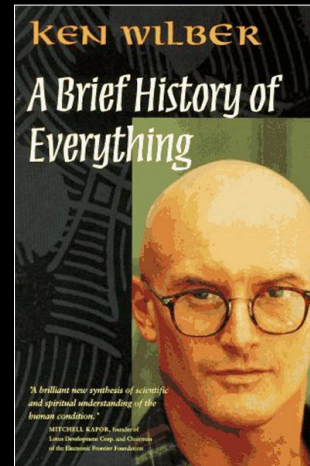
In the course of our life, are we just plodding relentlessly toward our own demise? Or are we in fact progressing toward some higher, more ennobling goal? Are we, like Forrest Gump, just a feather floating through a vast field of purposeless change? Or are we, like Odysseus from Homer's *The Odyssey*, on a great and significant Life Journey – a Journey from Infancy to Eternity, a Hero's Journey?

Ken Wilber & Joseph Campbell

Thanks to the work of two great men, we are now in a position to explore systematically the Meaning of Life from a developmental perspective.

From philosopher and systems theorist **Ken Wilber**, we have learned that Life is all about Human Development. Through Wilber's famous **AQAL Model**, and his more extended **Theory of Everything**, we have further learned that all the multitudinous strands of Human Development are in essence the same sequence.

From scholar and mythologist **Joseph Campbell**, we have learned that much of the world's greatest literature and myth describes the Soul's journey through the vicissitudes of Life -- our **Hero's Journey**. Through Campbell's *Hero With a Thousand Faces*, we have further learned that all the multitudinous Hero's Journeys are in essence the same story.



ADAPT & The Life Journey

When we spin out all the details and implications of Ken Wilber's AQAL and Theory of Everything, we arrive at an all-inclusive Model of Human Development we call **ADAPT** – a model consisting of five major conceptual Domains, with seven or more Sectors within each Domain.

When we spin out all the details and implications of Joseph Campbell's Hero's Journey, we arrive at an all-inclusive mythic story we call the **Life Journey Archetype** – a story which is told likewise through five overarching symbolic Domains, with seven or more Sectors within each Domain.

When we compare the extended versions of Wilber and Campbell – when we trace the parallels between our ADAPT Model and our mythic story of the Life Journey – we find that in essence the two are the same. The ADAPT Model describes in psychological or conceptual terms the various factors that result in Human Development. The Life Journey describes in symbolic or mythic terms those very same factors. This Journey of the Soul through the Stages of Life – this Journey which can be described either through conceptual or mythic terms – is what we call the **Human Odyssey**.



BACK COVER...



KEN WILBER, JOSEPH CAMPBELL, & THE MEANING OF LIFE

How Two Great Thinkers Collaborate
To Give Us the Ultimate Hero's Journey
Of Personal Growth & Human Development
(aka 'The Human Odyssey')

Introductory Version: Systems 1-5

Proof & Review Copy

This is a pre-publication proof and review copy of this book, and is not intended for general sale. Please send your comments, suggestions, corrections, and reviews to MartinHughCo@Gmail.com.
Permissions for some illustrations are pending.



THE MEANING OF LIFE?

READ BY THE NUMBERS

This introductory version of *The Human Odyssey* is less than half the length of the original (286 vs. 626 pages) – but offers a clear overview of all the essential features of the original, two-volume book. It is the best way for any reader to begin their explorations of this unique, new perspective on human life.

The excerpts in this book highlight five of the eight Systems of Growth* from the original book, plus introductory materials. The sections are marked with five colored numbers, as follows:

- 0** Introduction & Overview sections
- 1** Systems #1 & #3: Individual Growth & Actualization Growth
- 2** System #2: Collective Growth
- 4** System #4: Restoration Growth
- 5** System #5: Horizontal Growth

The selections should be read in roughly numerical order.

(*For an explanation of the eight Systems of Growth, see page 226.
Page numbers marked '##' are found only in the full, unabridged version.)

PREFACE: THE HUMAN ODYSSEY

0 The Meaning of Life

What is the Meaning of Life? What makes life significant? What gives life purpose? Where are we headed -- and why? What opportunities for adventure and exploration does life offer us? How can we live our life to its fullest potential? How can we become all that we can be?

- ✿ **Youth.** If I am young, and starting out my adult life, what paths are available for me? What should I value most? What choices will make the best use of my talents, my interests, my ideals, my aspirations? Who will I share this exciting journey with?
- ✿ **Middle Age.** If I am in my middle years, what have I accomplished thus far? What have I missed out on? What new joys do I hope to experience, while I still have time? How can I immerse myself in a life that is deeper, more meaningful, more rewarding?
- ✿ **Maturity.** If I am older, and approaching my later years, what have I achieved that is truly enduring? What good have I done? What legacy of wisdom, self-knowledge, or material comfort will I pass along to succeeding generations? How can I use the insights and perspectives of a lifetime to make these years the richest and most satisfying of all?

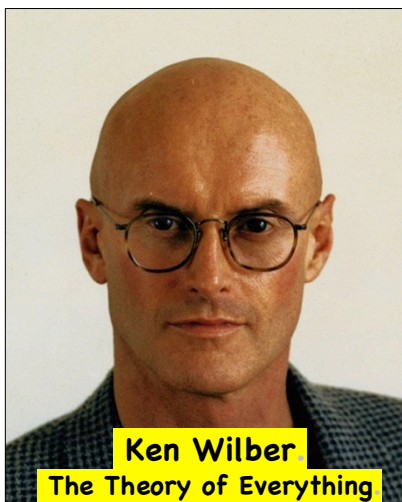
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0 AQAL & The Hero's Journey

Thanks to the work of two great men, we are now in a position to explore systematically the Meaning of Life from a developmental perspective.

From philosopher and systems theorist **Ken Wilber**, we have learned that Life is all about Human Development. Through Wilber's famous **AQAL Model**, and his more extended **Theory of Everything** (or **Integral Operating System**), we have further learned that all the multitudinous strands of Human Development are in essence the same sequence.

From scholar and mythologist **Joseph Campbell**, we have learned that much of the world's greatest literature and myth describes the Soul's journey through the vicissitudes of Life -- our **Hero's Journey**. Through Campbell's *Hero With a Thousand Faces*, and his more extended *Masks of God* and *Historical Atlas of Mythology*, we have further learned that all the multitudinous Hero's Journeys are in essence the same story.

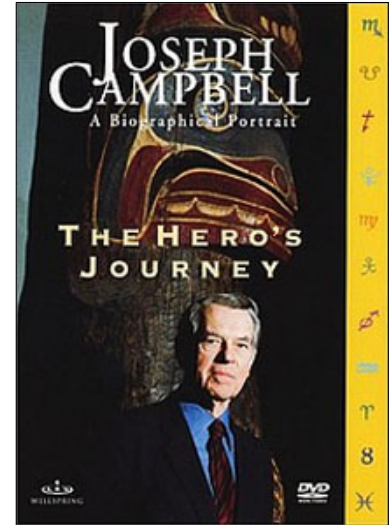
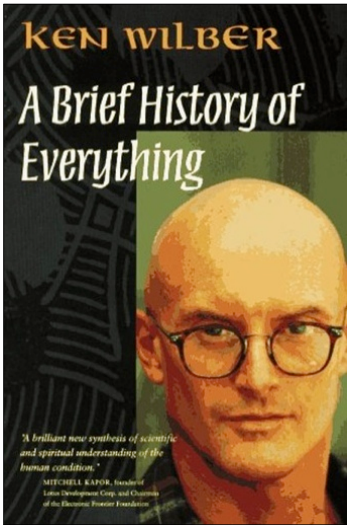


O ADAPT & The Journey of Life

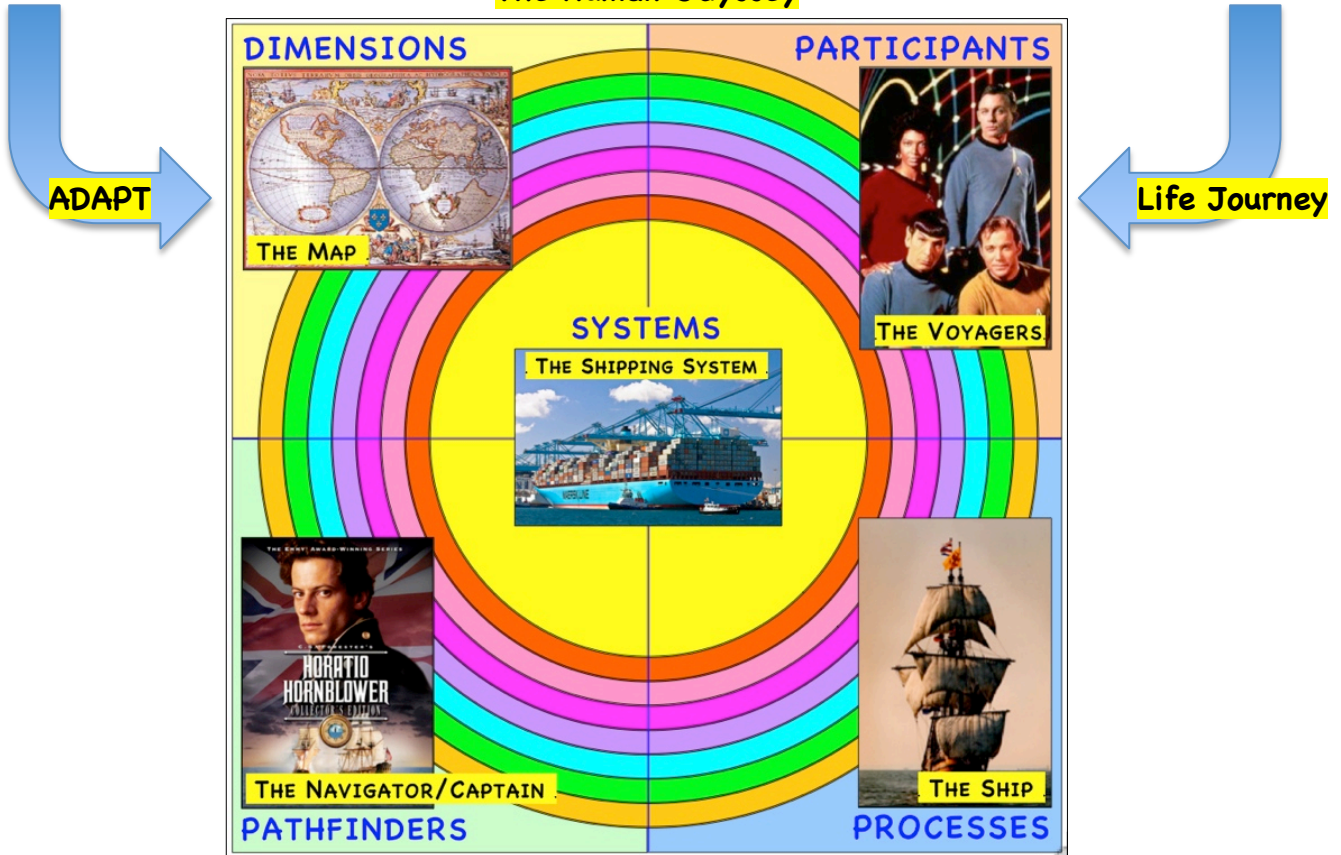
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When we compare the extended versions of Wilber and Campbell – when we trace the parallels between our ADAPT Model and our mythic story of the Life Journey – we find that in essence the two are the same. The ADAPT Model describes in abstract or conceptual terms the various factors that result in Human Development. The Life Journey describes in symbolic or mythic terms those same factors. This Journey of the Soul through the Stages of life – this Journey which can be described either through conceptual or mythic terms – is what we call the **Human Odyssey**.



The Human Odyssey



O The Human Odyssey: ADAPT + Life Journey

This book presents a unique, new Model of Human Development we call the **Human Odyssey** – a Model that explains how we grow and develop over the course of our lifetime. Conceptually, this Model can be described by the acronym **ADAPT**: All Dimensions, All Participants, All Processes, All Pathfinders, Together. Symbolically, this same model can be described as the archetypal **Life Journey** – perhaps a Sea Voyage like Homer’s *The Odyssey*, consisting of a Map, some Voyagers, a Ship, a Navigator/Captain, and a Shipping System that coordinates and supports the Voyage. Over the course of this book, we will guide you through each concept and feature of the Model – explaining it, illustrating it, showing how it reveals itself in your own life.

O How to Approach This Book

Do not even attempt to read this book cover-to-cover. There is just too much information to absorb. Instead, for suggestions on the three best ways to read this book, turn to **How to Read This Book** (page 14), as well as **Typical Page Layout** (page 16).

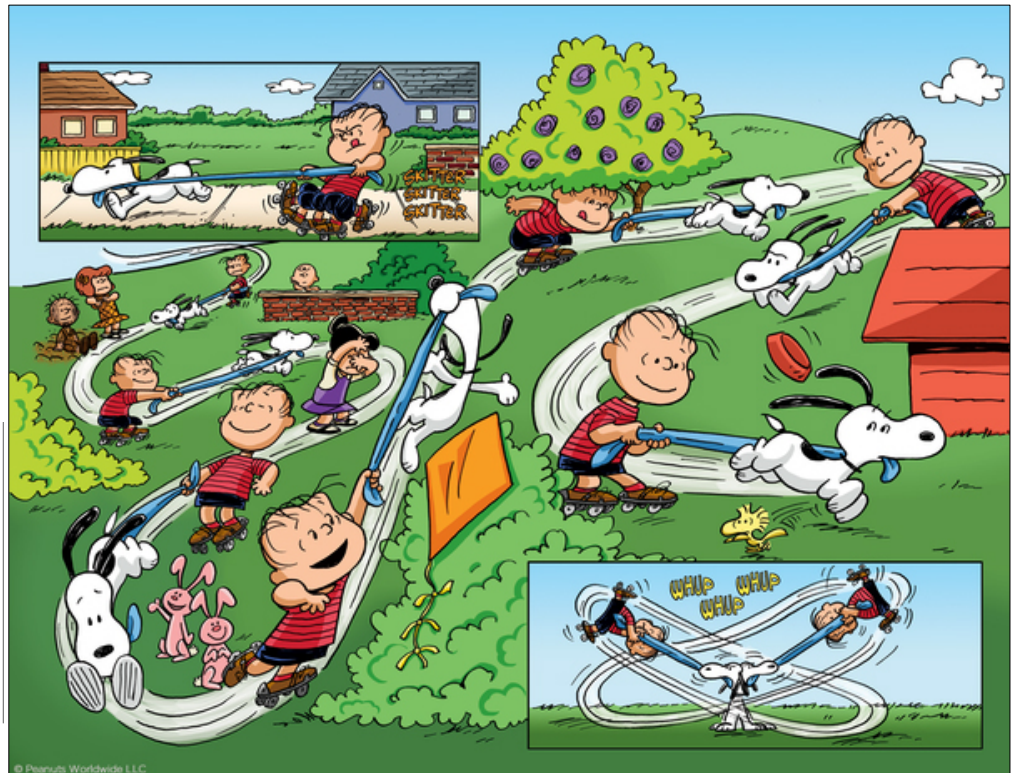
To the extent possible, each two-page spread of this book explains one feature of the Human Odyssey Model. Depending on how you like to learn, each feature is described from several perspectives: through psychological concepts, mythical symbolism, analytical tables, visual images, systematic relationships, and – most importantly – through personal explorations of your own recollections and experience.

The **Core Sections** of this book are the descriptions of the five Domains of Human Development, beginning on page 64. To prepare you for these, we provide a number of helpful resources to aid you in your explorations. For a Table of Contents, turn to **What This Book Contains** (page 10). For thumbnail descriptions of each Domain and Sector, peruse the **Overview** section (page 34). For an introduction to the fundamental life issues that undergird this book, read **The Scope of Human Development** (page 18) and **The Growth Mentality** (page 30).

O A Window to Life’s Possibilities

Using straightforward, easy-to-follow language and illustrations, this book will guide you step-by-step through the Human Odyssey. As you investigate each new concept, you will open a new window on Life’s possibilities. As you delve into the personal explorations that accompany each section, you will discover that the answers to many of Life’s most profound questions reside in your own interior. You are about to embark on your own daunting but fascinating Life Journey. Hold on tight, and enjoy the ride!

My Life Journey.
“Some people call Life a Journey. Others call it an Odyssey. For me, Life’s more like a Dizzy Ride, where I just try to hang on tight!”



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HUGH MARTIN is listed in Who's Who in America and Who's Who in the World. Mr. Martin received his degrees and credentials from Swarthmore College, University of Pennsylvania, and University of California, Berkeley -- with emphasis on symbolic literature and early childhood education. Mr. Martin is past president of the investment brokerage and advisory firm, Hugh Martin & Co. Hugh has appeared on numerous talk shows, led seminars at many colleges and corporations, and spoken at many professional conferences.

AMALIA KAYE MARTIN is an early-education specialist in the Sonoma County Public Schools, a community activist, and a member of the Occidental, California city council. Kaye received her degrees and training from California State College Fullerton and Baumann College.

HUGH AND KAYE are best qualified as integral practitioners and theorists because they have lead integral lives. Both have richly diverse backgrounds in a multitude of fields, including: Personal growth & transformation, natural medicine & health, teaching from preschool through college, artistic & creative expression, influencing societal change, diverse natural & cultural environments, advanced academics, and spiritual exploration. They have been married for over 30 years, and have five highly-independent, multi-gifted children with close family ties. (For biographical details, see Appendix C1.)

MODERN ARTISTS represented in the Human Odyssey series: Pablo Amarindo, Julia Becker, John Blumen, Marc Chagall, Robert Connert, Salvador Dali, Jakob Eirich, M. C. Escher, William Etty, Kim Gamble, Paul Gauguin, Cameron Gray, Alex Grey, Scott Gustafson, Simon Haiduk, William Holman Hunt, Heri Irawon, JLoF, Thomas Kinkade, Jan Patrik Krasny, Vladimir Kush, Daniel Leiske, Luches, Ilene Meyer, K. Madison Moore, Edvard Munch, Plisyuk Nataliya, Pablo Picasso, Alex Piexoto, Max Qin, Dante Gabriel Rossetti, Ruth Sanderson, Mario Sotelo, Flamenco Sun, Pavel Tchelitchev, Stephanie Tihanyi, Roland Tomayo, Vincent Van Gogh, Voity, Josephine Wall, John William Waterhouse, Jacek Yurka. *** **CARTOONISTS:** Berke Breathed (*Opus*), Al Capp (*Li'l Abner*), Jim Davis (*Garfield*), Walt Disney (*Donald Duck*), Cathy Guisewite (*Cathy*), Jim Henson (*Muppets*), Bill Keane (*Family Circus*), Walt Kelly (*Pogo*), Hank Ketchum (*Dennis the Menace*), Gary Larson (*Far Side*), Looney Tunes (*Bugs Bunny*), New Yorker, Nick Park, (*Wallace & Grommit*), Dan Piraro (*Bizarro*), Hal Roach (*Our Gang*), Charles M. Schultz (*Peanuts*), Bill Watterson (*Calvin & Hobbes*). *** **MOVIES, TV, MEDIA:** African Queen, Alice in Wonderland, Art of Self Defense, Big Fat Greek Wedding, Casablanca, Chronicles of Narnia, Dead Poets' Society, Four Freshmen, Gladiator, Gladiator, Golden Compass, Gone With Wind, Graduate, Harry Potter, Hook, Hook, Horatio Hornblower, I Am Sam, Indiana Jones, Les Miserables, Life Magazine, Little Mermaid, Little Women, Lord of Rings, Monty Python's Meaning of Life, National Lampoon's Vacation, Odd Couple, Odyssey, Office, Pinocchio, Pirates, Pirates of Caribbean, Play It Again Sam, Pride & Prejudice, Quiet Man, Seven Years in Tibet, Simpsons, South Pacific, Star Trek, Star Wars, Sword & Stone, Ten Commandments, Thomas Crown Affair, Time Magazine, Up, Way Out West, West Side Story, West Wing, Wizard of Oz,

Wormworld. Permissions for some illustrations pending. ***

COVER ILLUSTRATION: *The Spiral of Life*, Kim Gamble. **FRONTISPIECE:** *The Wormworld Saga*, Daniel Lieske. **TITLE PAGE:** *The Odyssey*, Armand Assante (1997), American Zoetrope Pictures.





THE HUMAN ODYSSEY

Our Journey of Life
From Infancy to Eternity

Introductory Version: Systems 1-5

Hugh Martin
Amalia Kaye Martin



AK PUBLISHING
Sebastopol, CA
2014

PRELIMINARIES: HOW TO GET STARTED



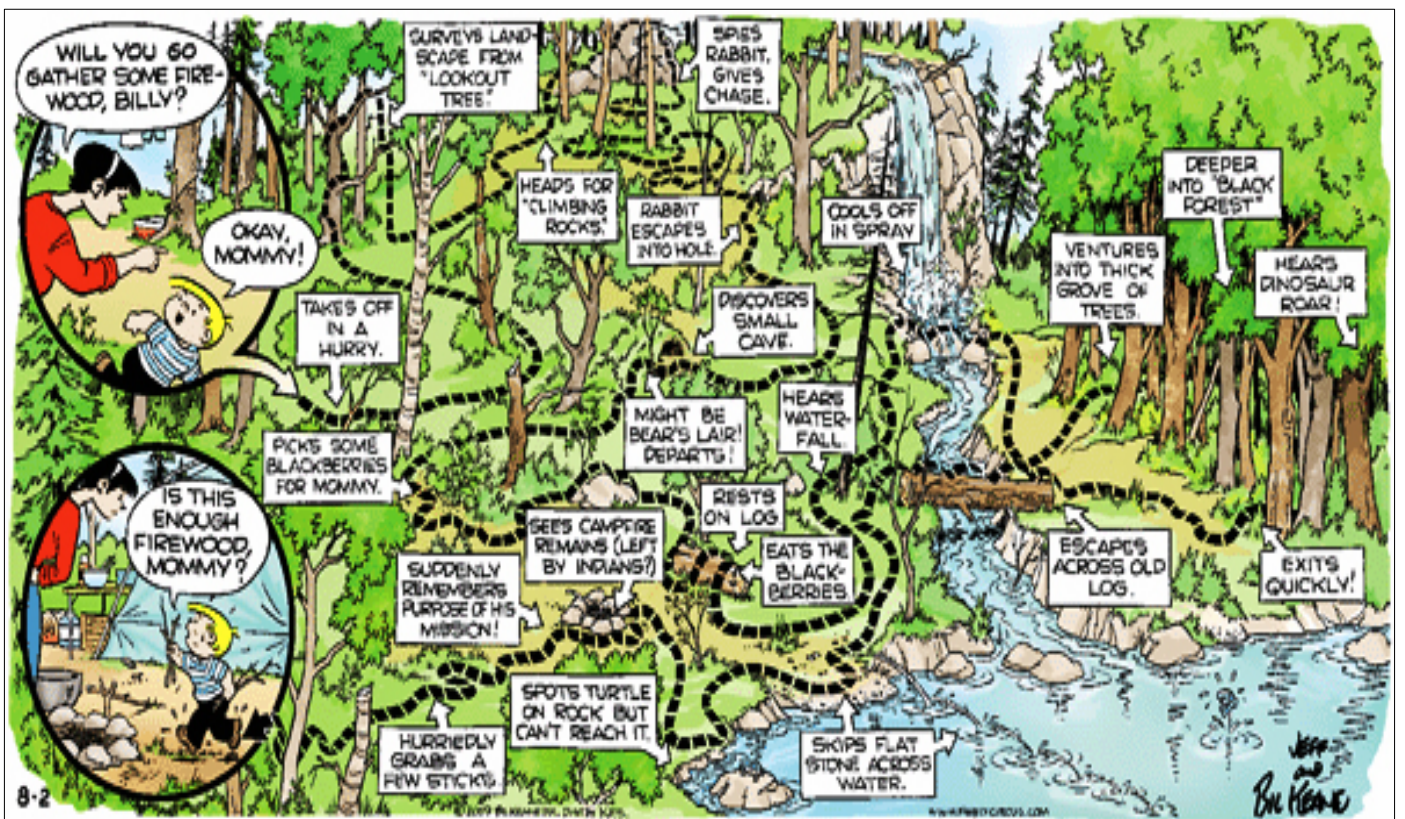
Our Lifelong Adventure

When we imbue our children with a Spirit of Adventure,
they will live their whole lives as a fascinating Life Journey.



Glimpses of Our Own Life Story

All the Tales we love in Childhood are just tantalizing glimpses of the great Life Story we will live.



Prelude to Our Own Life Journey

All the Adventures of our Childhood are just a rehearsal for the great Life Journey we will take.

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PL1. WHAT THIS BOOK CONTAINS

This book describes the twin concepts of the **ADAPT Model** and the **Life Journey Archetype** – which together describe a unique, new way of viewing Human Growth and Development. The full, unabridged book consists of Preliminary sections, Introductory Sections, a set of Main Sections, and a detailed Appendix. This abridged version contains only those sections marked with a colored number -- as follows:

PRELIMINARY SECTIONS

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⊗ **PL1. What This Book Contains.** The section you are now reading.

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⊗ **PL2. How to Read This Book.** The three special ways you can read this book to get the most out of it. (page 14)

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⊗ **PL3. Typical Page Layout.** The six types of information you can expect to find on each two-page spread. (page 16)

⊗ **PL4. How Will I Benefit?** The various ways this book can be helpful to you – depending upon your stage in life, your interests, and your inclinations. (page ##)

⊗ **PL5. Previews.** A sampling of what you can expect to learn in each section of this book. (page ##)

INTRODUCTORY SECTIONS

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⊗ **IN1. The Scope of Human Development.** The vast range of topics encompassed by the subject of Human Development (page 18). In three sub-sections:

- ***The Breadth of Human Development.*** The multitude of human endeavors where Human Development is central. Personal activities ranging from Parenting to Therapy. Cultural fields ranging from Psychology and History to Literature and Religion.. (page 22)
- ***The Depth of Human Development.*** The many levels of depth and significance at which Human Development may be studied. Ranging from physical growth, to psychological maturation, to spiritual evolution. (page 24)
- ***The Meaning(s) of Human Development.*** How the study of Human Development leads ultimately to profound speculations regarding the direction, purpose, and meaning of life. (page 28)

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⊗ **IN2. The Growth Mentality.** The differences between those who embrace life's possibilities (Cultural Creatives) and those who don't (Droids). Why it's important to be a Creative. (page 30)

⊗ **IN3. How People Grow.** The six factors that combine to produce Human Growth. The Moment of Truth when we accept an opportunity for Growth to take place. (page ##)

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⊗ **Special Considerations.** Additional things to keep in mind while reading this book. (page 33)

MAIN SECTIONS **1** **2** **4** **5**

A detailed description of the ADAPT Model of Human Development: The five Domains, the various Sectors within each Domain, the parallels to the Life Journey Archetype. Accompanied by Explorations that will enable you to experience each concept in your own life.

❁ **OV1-2. Overview: Domains & Sectors**

A summary and overview of the Human Odyssey Model of Human Development. Domain-by-Domain and Sector-by-Sector comparisons between the conceptual ADAPT Model and the symbolic Life Journey Archetype. (page 34)

❁ **OV3. Overview: Scenarios of Growth**

Scenarios showing how the Domains and Sectors all work together to produce Growth. Feature-by-feature comparisons between the ADAPT Model and the Life Journey Archetype. (page ##)

❁ **Domain D. Dimensions**

The eight areas of human experience where Development occurs. (page 64)

❁ **Domain P. Participants**

The seven aspects of Identity or Self that participate in the Growth process. (page 128)

❁ **Domains PPR & PR. Processes**

The nine General Processes that can implement Growth at any Stage, Realm, or Arena (page 150). The 35 Specific Processes that can implement particular kinds of Growth at particular Stages, Realms, or Arenas (page 170).

❁ **Domain PF. Pathfinders**

The 12 modes of Guidance & Orchestration: The people and other by which we are aided in our Growth process. (page 188)

❁ **Domain S. Systems**

The eight mechanisms by which the Dimensions, Participants, Processes, and Pathfinders work together to produce Growth. (page 226)

❁ **CL. Conclusion**

Fifteen threads you can follow through this book to extend your explorations of the Human Odyssey. Plus *The ADAPT Gallery*, a compilation of cartoons and pictures that illustrate key concepts in the ADAPT Model. (page 272)



WHAT THE APPENDICES CONTAIN

[These Appendices comprise Volume 2 of this book.]

The Appendices to this book contain important supplementary information that explains and expatiates on key concepts from the Main Text. The Appendices are divided into three sections – those pertaining primarily to Ken Wilber, those pertaining to Joseph Campbell, and those that combine both Wilber and Campbell.

WILBER APPENDICES

How the ADAPT Model derives from, illuminates, and extends the Integral Theory work of philosopher and systems theorist Ken Wilber.

✿ **A1. Circle Diagrams: AQAL, Wilber, & ADAPT**

The entire ADAPT Model displayed as one grand, multi-colored diagram. Comparable diagrams for Wilber's AQAL and Integral Operating System (IOS).

✿ **A2. Beyond Ken Wilber: How AQAL Became ADAPT**

The ADAPT Model of Human Development, one of the twin foundations of this book: How it was derived from the AQAL/IOS Models of Ken Wilber, and other sources.

✿ **A3. Ken Wilber's ADAPT**

Quotes from Wilber's own works – showing that Wilber's Model is actually a very extensive (though incomplete) version of the ADAPT Model itself.

✿ **A4. The Tyranny of AQAL**

How Wilber's great AQAL Model now diverts and inhibits open inquiry into the nature of Human Development.

✿ **A5. Toward a New AQAL**

The evolution of Wilber's AQAL and IOS Models. Why ADAPT is the appropriate next step in that evolution.

✿ **A6. ADAPT and Wilber Compared**

The 12 ways the ADAPT Model diverges from Wilber's IOS. A detailed table of comparisons -- showing all the ways ADAPT differs from and improves on Wilber.

✿ **A7. The Internal Developmental Sequence (IDS)**

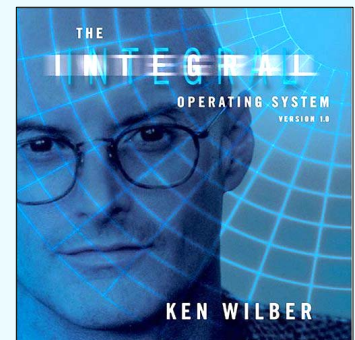
The Developmental Sequence for the Internal Realms of Psyche, Body, and Spirit: How it was derived. What it consists of. What it tells us about Human Development.

✿ **A8. The Progressions of Human Development**

Full sets of Developmental Sequences for three Arenas of Growth: Life Passages, the Psyche, and the Spirit.

✿ **A9. The Processes of Ken Wilber & Anodea Judith**

Ken Wilber's program for Actualization Growth: Integral Life Practice . Wilber's Restoration Growth: Pathologies & Treatments at various Stages of Development. Anodea Judith's Restoration Growth: Balancing the Chakras.



CAMPBELL APPENDICES

How the Life Journey Archetype derives from, illuminates, and extends the Hero's Journey 'Monomyth' of scholar and mythologist Joseph Campbell.

❁ B1. Joseph Campbell's Hero's Journey

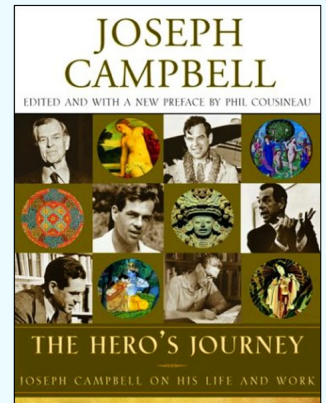
Eight ways Campbell's Hero's Journey manifests itself in myth, literature, the media, and in our own inner life.

❁ B2. Beyond Joseph Campbell: How the Hero's Journey Became the Life Journey

The Life Journey Archetype, one of the twin foundations of this book. How it was derived from the Hero's Journey of Joseph Campbell, and other sources.

❁ B3. Parallels to Homer's The Odyssey

The premier example of the Life Journey Archetype. An outline of the many parallels between the ADAPT Model and that greatest and most complete of all mythic Life Journeys, *The Odyssey* by Homer. Includes a synopsis of epic itself.



WILBER + CAMPBELL APPENDICES

How the ADAPT Model (from Wilber) and the Life Journey Archetype (from Campbell) combine to form a fully-rounded conception of Human Development. Plus additional general background information necessary to understand these concepts.

❁ C1. Biographical Background

Biographical background and professional qualifications of the authors, Hugh and Kaye Martin.

❁ C2. Glossary of Terms and Concepts

Definitions of all the key terms and concepts of this book – along with the closest equivalent in Wilber's work. Serves also as an index.

❁ C3. Study Programs: Systems 1-8

Detailed Lesson Plans for the study each of the eight Systems of Growth – showing what parts of this book should be read, and in what order. Also shows the portion of the ADAPT Circle Diagram (Appx A1c) that pertains to each System.



❁ C4. Resources for Personal Evolution (page 242)

Annotated outline of important books, research studies, and other resources that explore the various facets of Wilber, Campbell, ADAPT, and the Life Journey.

❁ C5. Quick-Reference Guides

Outlines and thumbnail descriptions of every Domain and Sector of the ADAPT Model and the Life Journey Archetype. Plus a Circle Diagram for the ADAPT Model, showing the full model condensed into a single one-page diagram.

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PL2. HOW TO READ THIS BOOK

Do not even attempt to read this book cover-to-cover. There's just too much information to absorb. Instead, set aside some uninterrupted time for study and reflection. Nibble off one small section at a time. Savor it. Chew it thoughtfully. Allow ample time for assimilation and digestion. Better to understand a few topics well, than to become overwhelmed by a deluge of new concepts.

For maximum benefit, there are three different ways you can read this book:

- ☼ **Read for Fun.** The easiest way to start. To read in this way, casually flip through the book. Read only the parts that are easiest and most appealing – especially the cartoons, the illustrations, the captions, the sidebars. These alone will give you a strong sense of what this book is about – and will show you that this book is friendly and approachable.
- ☼ **Read for Insights.** The quickest way to go deeper. Choose a section that caught your eye the first time around. Return to that section now. Read the conceptual explanation of the featured concept (middle-left). Ponder the symbolic parallel from the Life Journey Archetype (upper-left). Dwell a bit more on the cartoon or illustration. If there is a table or diagram (middle-right), gloss over it lightly, so you don't get bogged down. *** Now spend about half an hour responding to the Personal Exploration (lower-right). *** Next time, choose another section (perhaps a related section shown in the purple textbox) – and go through the same process.
- ☼ **Read for Understanding.** The best way to understand this book fully is to read **System-by-System**. Reading in this way will introduce you to each topic in its proper order – and will give you the clearest understanding how the various features work together to produce Growth. To read System-by-System, turn to System #1 in the Systems Section (page 232). Following the Scenario shown there, read the sections of this book in the order shown. That is, begin by reading Stages (D1), then Transitions (D2), then the Developmental Sequence (D1+2), and so forth. Continue in the same manner with the other Systems.

What is a System? A System of Growth is a set of interrelated factors that work together to produce Growth. By analogy, a mousetrap is a System consisting of four interrelated components: A platform, a trigger (with cheese on it!), a spring, and the trap arm itself. These four components work together to catch mice.



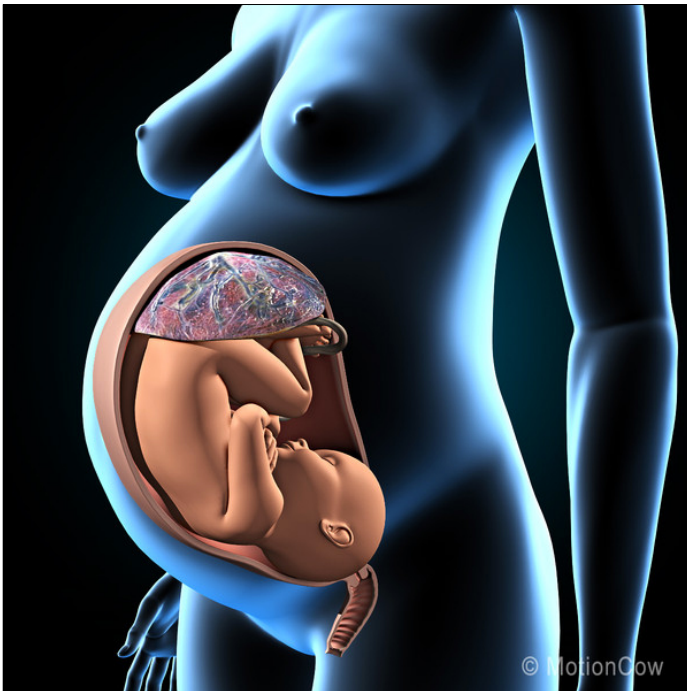
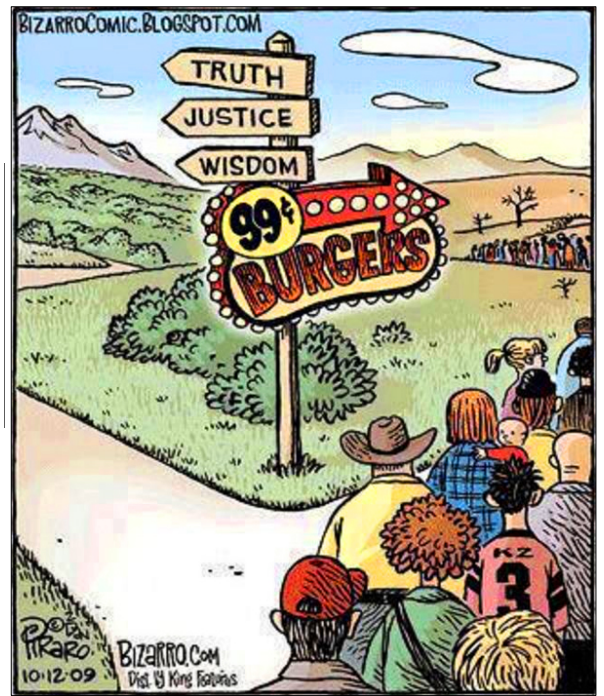
Study Sessions. When reading **System-by-System**, divide your reading and study time into **Sessions** of 30 minutes to one hour. Read only one section (including no more than one Exploration) at a sitting. Keep a journal, and write down your responses to each of the Explorations. Share your Journey with a partner, or with a Guide, or with a discussion group. Digest sections of this book gradually over a leisurely period that could extend for several weeks.

System-by-System describes the recommended sequence in which sections of this book may be read. *Typical Page Layout* (PL3) describes how to read any particular section.

At this point, do not be concerned to understand the many new terms and concepts you will encounter. They will be explained over the course of this book.

The Three Best Ways to Read This Book

Read for Fun. "This is a funny cartoon. But it points up an important Truth: We all have decide between the trivial pursuits of mass culture, or a life of significance and meaning (IN2)." You can get the whole message of this book just by browsing through the cartoons, illustrations, and captions.



Read for Insights. "As I examine the various Stages of Life (D1), it dawns on me that Life is all about Growth. And that Growth is all about progressing through a series of inevitable Stages and Transitions." Just take one topic and delve into it deeply. Better to understand one concept well than to be deluged by a flood of information.

Read for Understanding. "Each day, I devote at least half an hour to a particular Lesson in *The Human Odyssey*. As I complete the Explorations in My Journal, my perspective expands – and each new concept becomes part of my life." If you wish, this book can serve as a complete program of Personal Growth – a program for enriching and changing your life.



LIFE JOURNEY, OR HUMAN ODYSSEY. In Greek script in the upper-left, you will often find a parallel between the concept discussed and the Life Journey Archetype.



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PL3. TYPICAL PAGE LAYOUT

XYZ1. Main Concept

Where feasible, each two-page spread explains one concept or sub-concept pertaining to Human Growth. The explanations are intentionally brief – to encourage you to fill them out with your own experience, and thus not ‘depend on the experts.’ The various aspects of that concept are laid out in the reader-friendly visual format made popular in such books as the travel guides of DK Publishing and the fine arts guides of the Getty Foundation. To account for the different ways people learn, each concept is conveyed in at least six different ways. As a result, this book not only describes an Integral approach, but is itself an example of such an approach.

Within the spread, feel free to peruse the information in any order that appeals to you. Take time to reflect and ruminate on the topic. Record your reflections, responses, and comments in a written **Journal**. To encourage your full attention, limit yourself to no more than one concept per **Session** – and never more than one **Exploration** per Session. Allow yourself at least 30 minutes to an hour to explore each concept.



The Illustration

The photos, graphics, or cartoons on the page are designed to shed additional light on the topic, in ways that cannot be conveyed by words alone. The relationship between two or more illustrations is sometimes indicated by an arrow (chronological order, cause-and-effect, etc.).



WILBER REFERENCES. The tan textbox shows parallels between a given ADAPT concept and its closest equivalent in Wilber's Integral Operating System (IOS, Appx A2). Uses the format -- ADAPT Parameter: Wilber's *Parameter*. For a complete summary of these parallels, see Wilber Appendix A3, *Ken Wilber's ADAPT*.

SIGNPOSTS. The violet textbox shows how the featured concept relates to other concepts in the ADAPT Model. It tells you where you are in the book, where you've been, and where you're going. (The Signpost for a particular item is often a partial description of the System (S) of which the item is a part.)

WARNINGS. The pink textbox warns you when the topic presents unusual difficulties. The concept may be especially esoteric or abstruse: Feel free to pass over these sections, or save them for later. The topic may be particularly speculative or controversial: Feel free to substitute your own opinions or preferences here.

LIFE PASSAGES: STAGES					
[Read from bottom to top.]					
Phase	Step	Stages	Age of Ascendance	Characteristics	
LATER ADULTHOOD	29	Legacy	After death	The genetic, cultural, psychological, & material endowments we pass on to succeeding generations.	
	28				
	27	Senescence	90-100+	Diminished capacities of body & mind. Maintenance of basic functions.	
	26				
	25	Elderhood	75-90	Communicating experience and wisdom to next generation. Leisure.	
	24				
	23	Mature Adulthood	60-75	Shift from success to significance. Internally-validated identity.	
	22				
	EARLIER ADULTHOOD	21	Middle Adulthood	40-60	Extending life achievements to their maximum potential. Stability at peak levels: Family, position, stature, success.
		20			
19		Young Adulthood	21-40	Establishing long-term partner, family, career. Striving for external life achievements.	
18					
LATER CHILDHOOD	17	Adolescence [college]	18-22	Established independent identity, while supported by home. Advanced cognitive skills/ knowledge.	
	16				
	15	Adolescence [high school]	12-18	Formation of contrasting identity, while living at home. Intermediate cognitive skills/ knowledge.	
	14				
	13	Middle Childhood [upper grades]	9-12	Upper grades/ middle schooling. Basic cognitive knowledge. Established in society outside of home.	
	12				
EARLIER CHILDHOOD	11	Middle Childhood [primary grades]	6-8	Early schooling. Basic cognitive skills. First enrollment in society outside the home.	
	10				
	9	Young Childhood	3-6	Partial independence within home environment. Playgroup.	
	8				
	7	Toddler/ Talker	1.5-3	Early self-sufficiency, self-support, communication. Walking, talking.	
	6				
	5	Infancy	0-1.5	Total sustenance and bonding outside the womb.	
	4				
3	Gestation	Before birth	Total sustenance and support within the womb.		
2					
1	Heritage	Before conception		The genetic, psychological, cultural, & material endowments we inherit from preceding generations.	



The Table

On the right facing page, you will often find a Table showing some Sequence of Development (ex: The Stages of Life Passages). Or the Table may present some other Distinctives of the topic (ex: The 12 Arenas of Life Passages). Scan this Table to get an idea of its overall content. Do not be concerned to understand every detail. If the Table depicts a Sequence of Development, read it from bottom to top.

Tables. These Tables are perhaps the most difficult part of this book. However, the Tables are also the most essential – because they describe very specifically how a particular variety of Human Development takes place. To make the tables more accessible, they are often accompanied by a Personal Exploration (below) that shows how the information can be applied in your own life.

The Personal Exploration

At the bottom of many pages, you will find a textbox like this, containing questions or inquiries that pertain to the topic. These questions are more than an exercise or school assignment. They are catalysts designed to help you to assimilate the concept, and to explore ways it applies in your own life. *** Answer the questions attentively, drawing from your own personal experience. Be candid, honest, open. *** There is no right answer – so feel free to expatiate, even when you are unsure. *** Add other questions of your own that might illuminate the topic. Omit questions you find irrelevant or tedious. *** Write all your responses in a notebook or Journal dedicated solely to these Explorations. Start a fresh page with each new topic. Leave enough room to add to additional responses later on. *** Share your responses with a partner, guide, discussion group, or social network. *** Be diligent and thorough. The more effort you put into these Explorations, the more they can help you grow.

INTRODUCTION: THE WORLD OF HUMAN DEVELOPMENT



Human Development

Human Development describes the many ways we Human Beings grow and develop over time.



The Scope of Human Development.
Like a Great Tree, we grow in many different ways at the same time - in Breadth, in Depth, in Meaning.

LIFE IS TOUGH

(Or: How humans ought to develop)

Life is tough.

It takes up a lot of your time.

What do you get at the end of it?

A Death! What's that, a bonus?

I think the life cycle is all backwards.

You should die first, get it out of the way...

Then you live in an old age home.

You get kicked out when you're too young...

You get a gold watch.

You go to work.

You work forty years

Until you're young enough

To enjoy your retirement...

You do drugs, alcohol, you party,

You get ready for high school...

You go to grade school.

You become a kid, you play,

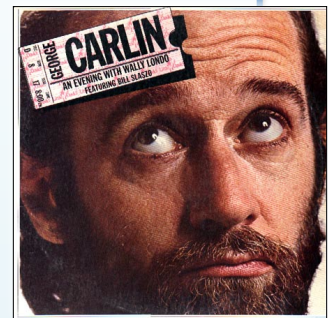
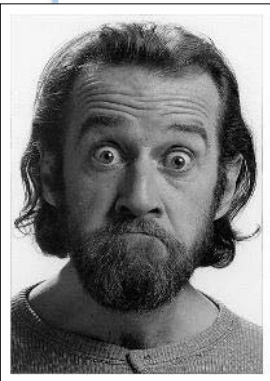
You have no responsibilities...

You become a little baby.

You go back into the womb.

You spend your last nine months floating...

And you finish it off with an orgasm!



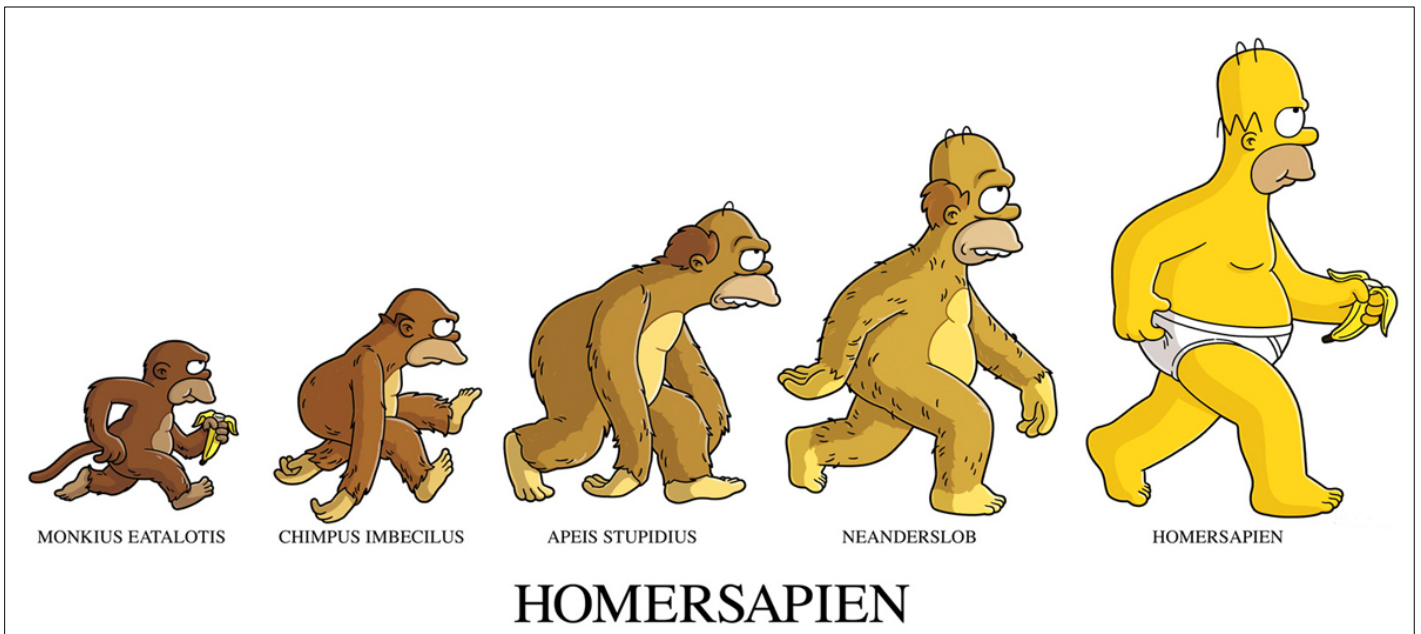
INTRODUCTION

0 IN1. THE SCOPE OF HUMAN DEVELOPMENT

The Human Odyssey is a book about Human Development. Human Development is the study of how human beings change and grow over the course of a lifetime. Beyond that simple definition, Human Development covers a vast range of human activities, and the deepest levels of human significance.

- 🌸 **The Breadth of Human Development.** Human Development is a huge field that encompasses a myriad of human endeavors – both individual and cultural. (page 22)
- 🌸 **The Depth of Human Development.** In addition to its breadth, Human Development encompasses many levels of depth at which we can investigate the human condition – ranging from the narrow and superficial to the complex and comprehensive. (page 24)
- 🌸 **The Meaning(s) of Human Development.** Ultimately, the study of Human Development leads to profound speculations about the meaning and purpose of life. (page 28)

The Human Odyssey presents a full-spectrum Model of Human Development that addresses and illuminates all these important subjects.*



*As we shall see, this whole book is an exploration of the nature and purpose of Human Development. In this Introduction, our description of the Breadth of Human Development (IN1a), leads to an exploration of the Depth of Human Development (IN1b), which then leads to a discussion of the potential Meanings of Human Development (IN1c). To avail ourselves of this vast potential for Growth, we must adopt a Growth Mentality (IN2). To implement this Growth, we must combine the six factors described under How People Grow (IN3). Sections of the book that are particularly pertinent to a given topic are shown in [brackets].

O IN1a. The Breadth of Human Development

Human Development is a very broad subject – a subject that covers an immense range of human endeavors, both individual and cultural.

HUMAN DEVELOPMENT – INDIVIDUAL & PERSONAL

At an individual and personal level, Human Development is central to such diverse fields as:

✿ Personal Growth

How can I grow, mature, and develop personally over the course of a lifetime? [D1+2a. P1. PPR3, 4. PR29-33, PF6-10.]

✿ Parenting

How can I help my children to grow and develop? [D1+2a, P1. PR1, 6. PF1.]

✿ Teaching

How can I assist my students to grow socially and emotionally, while I also impart information about specific subjects? [PPR3, 6a, 7a. PR19, 24. PF8, 9.]

✿ Counseling & Therapy

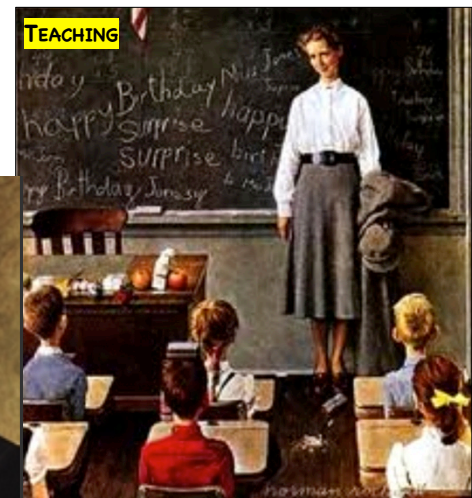
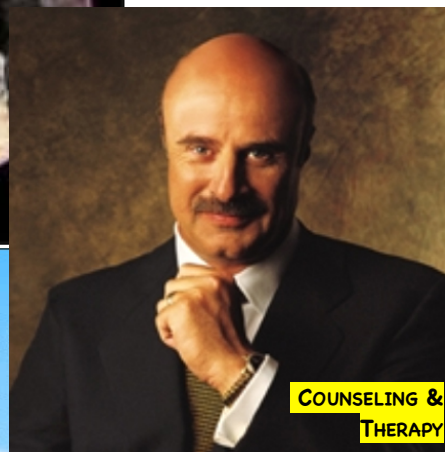
How do I help my clients meet psychological challenges and overcome personal obstacles that impede their happiness and fulfillment? [DD1+2a. P2, 4. PPR3, 4. PR31, PF6.]

✿ Organizational Consulting

How can I enable small businesses, larger companies, and other organizations to progress, develop, and succeed in their chosen field? [DD1+2, P2b, PPR5, PR14, PF8]

✿ Academic Research

How can I demonstrate and verify through controlled experiments the varieties of Human Development that take place, and the mechanisms by which they occur? [D5a, PPR7a. PR19, 21, 23. PF4, 9.]



HUMAN DEVELOPMENT – SOCIETY & CULTURE

From the perspective of our society and culture, Human Development is an even broader subject. It encompasses all areas of human activity where groups of people grow and evolve [DD1+2b, P2b, PPR5, S2] – fields as diverse as:

- ✿ **Psychology & Education.** How do people grow psychologically from one Stage to the next? What Stages do children go through in the capacity to learn? [D3b, D4b. PF6, 8. PR31]
- ✿ **History & Politics.** How does a whole culture progress and develop over time? How does the politics of a society influence that development? [DD1+2b, PF2, 4. PR19]
- ✿ **Science & Technology.** How does the science and technology of a society implement its development from one Stage to the next? In what ways do the sciences reflect society's development? [DD1+2b, PR20, 23]
- ✿ **Economics & Business.** How does economic prosperity facilitate the growth that takes place in a society? In what ways is economic freedom a catalyst for that prosperity? [PF2, PR14]
- ✿ **Ethics & Social Activism.** How do the values and principles that a society holds dear shape the growth of that society? How are such values promulgated through social activism? [P6b, PPR7b, PR15]
- ✿ **Art & Music.** How does the art and music of a culture change and develop over time? How do the arts reflect and influence the prevailing worldview of a given period? [DD1+2b, PPR3, PR28, PF8]
- ✿ **Literature & Film.** How does the literature and film of a culture change and develop over time? How do they both reflect and influence the prevailing worldview? [DD1+2b, PPR3. PR24, 27. PF4, 8.]
- ✿ **Health & Sexuality.** How do our views on physical health and sexuality reflect the culture's attitudes toward human life? How do those attitudes develop over time? [D3c, D4c, P4, PPR8. PR3, 4.]
- ✿ **Worldview & Religion.** How do the prevailing worldviews and religions of a culture evolve over time? In what ways is the worldview we subscribe to the religion we live by? [D4b, D4d, D8, P7, PPR9. PR19, 33.]



O IN1b. The Depth of Human Development

In addition to its breadth, Human Development encompasses many levels of significance and depth – ranging from the narrow and superficial to the complex and comprehensive. We explore these levels from four perspectives:

- ✿ First, questions that arise from the **Dimensions** of Human Development. (this page)
- ✿ Next, questions that arise from the **Participants, Processes, and Pathfinders** of Human Development. (next page)

THE DIMENSIONS OF HUMAN DEVELOPMENT

We grow and develop in many different **Dimensions** of our life. That Development can be explored at deepening levels of comprehensiveness and significance:

- ✿ **Humans Change.** In what fundamental ways do we change or transform over the course of a lifetime? [D1, 2. P2a.]
- ✿ **Change as Development.** In what ways can these fundamental changes be characterized as some form of progression, Growth, or Development? [D1+2a, P1, PPR3]
- ✿ **Development as Physical Growth.** How do we grow physically in the process of our maturation? In size, stature, strength, agility, sexual readiness, and so forth? [D1+2a. PR2, 3.]
- ✿ **Development in Everyday Life.** In what ways do we progress and develop in our daily life? In our level of education, in our progress along a work or career path, in our financial acuity, in our intimate personal relationships, in our family ties, in our participation in community and culture, etc.? [D1+2a, D3a, D4a, P2a. PPR3, 6a. PF2.]
- ✿ **Mental Development.** Over time, we obviously grow in personal experience, in knowledge, and hopefully in wisdom. But as we mature, do we also develop in our basic capacity to think? In our capacity to analyze situations, to weigh alternatives, to devise strategies, to solve problems? [D1+2a, D3b, D4b, P2a, PPR3, PR18-23. PF8, 9.]
- ✿ **Psychological Development.** Beyond our capacity to think and reason, are there are other ways we can grow psychologically? In our emotional maturity, in our sense of Identity, in our creative capacities, in our ethical and moral convictions? Even in the fundamental worldview from which all our values and convictions arise? [D1+2a, D3b, D4b, D5a. P1, 2a. PPR3, 4, 7a. PF5-10.]
- ✿ **Spiritual Development.** Beyond the mental and psychological changes, are there ways we can also grow spiritually? In our understanding of and commitment to a particular spiritual tradition? In our capacity to attain higher states of consciousness? In our levels of compassion and empathy for other living beings? In our awareness of forces, realms, even beings, beyond the material? [D8, P7, PPR9, PR33. PF7, 9, 12.]
- ✿ **Actualization vs. Restoration.** As we engage in these various forms of Growth, when are we truly progressing and evolving – actualizing our potential? When are we merely untangling hang-ups and resolving emotional problems, so that we can get on with our Growth? [D1+2a. P1, 4. PPR3, 4. PR29-32. PF6, 8, 10]

THE PARTICIPANTS, PROCESSES, AND PATHFINDERS OF HUMAN DEVELOPMENT

Many parts of our **Self** participate in our Growth – using a wide variety of **Processes**, and with assistance from many different **Pathfinders**. These also can be explored at deepening levels of comprehensiveness and significance:

- ⊗ **Individual & Collective Development.** We grow as Individuals – but can we also grow Collectively? Can our relationship with our intimate Partner grow over time? Can families and clans grow and develop? How about other Groups – like teams, or workgroups, or communities? Can whole cultures develop and evolve over the course of centuries? What factors enable such Growth to take place? What circumstances may stultify and inhibit such growth? [D1+2, DD1+2, P2b, PPR5, PR11-17. PF2, 4, 12.]
- ⊗ **Development by Gender.** Do males and females go through comparable Stages of Growth? In what fundamental ways do the two genders differ in the ways they grow? [P3a, 6b. PPR6b, 7b, 8c. PR4, 5. PF5.]
- ⊗ **Development by Personality Type.** If we are a particular Personality Type – a Leader, a Helper, a Peacemaker, an Analyst, an Aesthete, a *bon vivante*, etc. – are we confined to that particular mode of behavior? Can we evolve within our Personality Type? Can we shift from one Type to another? [P3, PPR6b, PR17]
- ⊗ **Processes of Development.** In order to implement the Growth we seek, what Processes can we employ? Foundational Processes like Natural Nutrition and Holistic Health? Physical World Processes like Sensory Awareness and Life Experience? Socio-Cultural Processes like Responsibility and Leadership? Formal Investigation Processes like Logic and Science? Self Expression Processes like Literature and Expressive Arts? Conscious Development Processes like Psychotherapy and Spiritual Practices? Comprehensive Processes like Holistic and Integral Programs? When is each of these Processes the most appropriate? [PR1-35, PPR1-9]
- ⊗ **Pathfinders of Development.** As we pursue our quest for Personal Growth, who can help us find the right path? Where can we receive the most helpful Guidance? From our Parents, from our Family, from the Community we grow up in? From Authorities we trust for time-tested wisdom? From our Therapist, our Mentor, our Spiritual Guide? From the Internal Navigator we develop within ourselves? From the protective influence of a benevolent Providence? [PF1-12, PR29-35]



Uncle Andy: Still Has Tail.
Human Beings (even Cave Men!)
have a remarkable capacity to
grow and evolve over time.

O IN1c. *The Meaning(s) of Human Development*

As we continue to explore Human Development, additional questions arise at the most profound levels of inquiry: Does human life have meaning or purpose? Is there a reason we are here? Are we headed toward some definable objective? Are we part of some greater plan? In our pragmatic and skeptical age, these seem like dubious notions. Yet, the study of Human Development leads directly to these far-flung speculations. How can this be so? Let's trace the progression:

- ⊗ **Development: Its Direction and Progression.** If Human Development comprises not just Change but various levels of Growth, what is the Direction and Progression of this Growth? In this process of Growth, are we becoming more successful? More mature? More enlivened? More enlightened? [D1+2, DD1+2. D3, 4. P1, PPR3]
- ⊗ **Development: Its Goal or Purpose.** If Human Development has Direction, is there some discernable Objective? Behind that Objective is there some implicit Purpose? Is that Purpose merely Darwinian survival-of-the-fittest – or something higher, more ennobling? [D1+2, DD1+2. D3, 4, 6b, 7. P1. PPR3, 9.]
- ⊗ **Development: Its Higher Purpose.** If we sense that Development may have some Higher Purpose, what is that Purpose? Is the Purpose wholly natural – like actualizing our Human Potential? Or is it in some way supernatural – like serving God in truth and righteousness? [D1+2. D3c, 3d, 4c, 4d, 8. PPR3, 9. PR29-33. PF7.]
- ⊗ **Development: The Author of Its Purpose.** Whether natural or supernatural, how did this phenomenon of Purpose come to be? Who or what is the Author of this Purpose? What Condition, or Force, or Being, or God (if any) brought forth this pattern of Change, Growth, Progression, and Purpose? [D1+2, DD1+2. D3d, 4d, 8. P7, PPR3, 9. PR33. PF7.]
- ⊗ **Development: Its Ultimate Design.** If Development has Direction and Purpose – and perhaps some Higher Purpose, maybe even some Author behind that Purpose -- is there some Grand Design of which our Growth is merely a small part? Is there a Plan undergirding the Universe? [D1+2, DD1+2. D3d, D4d, D8. P7, PPR3, 9. PR33. PF7, 12.]

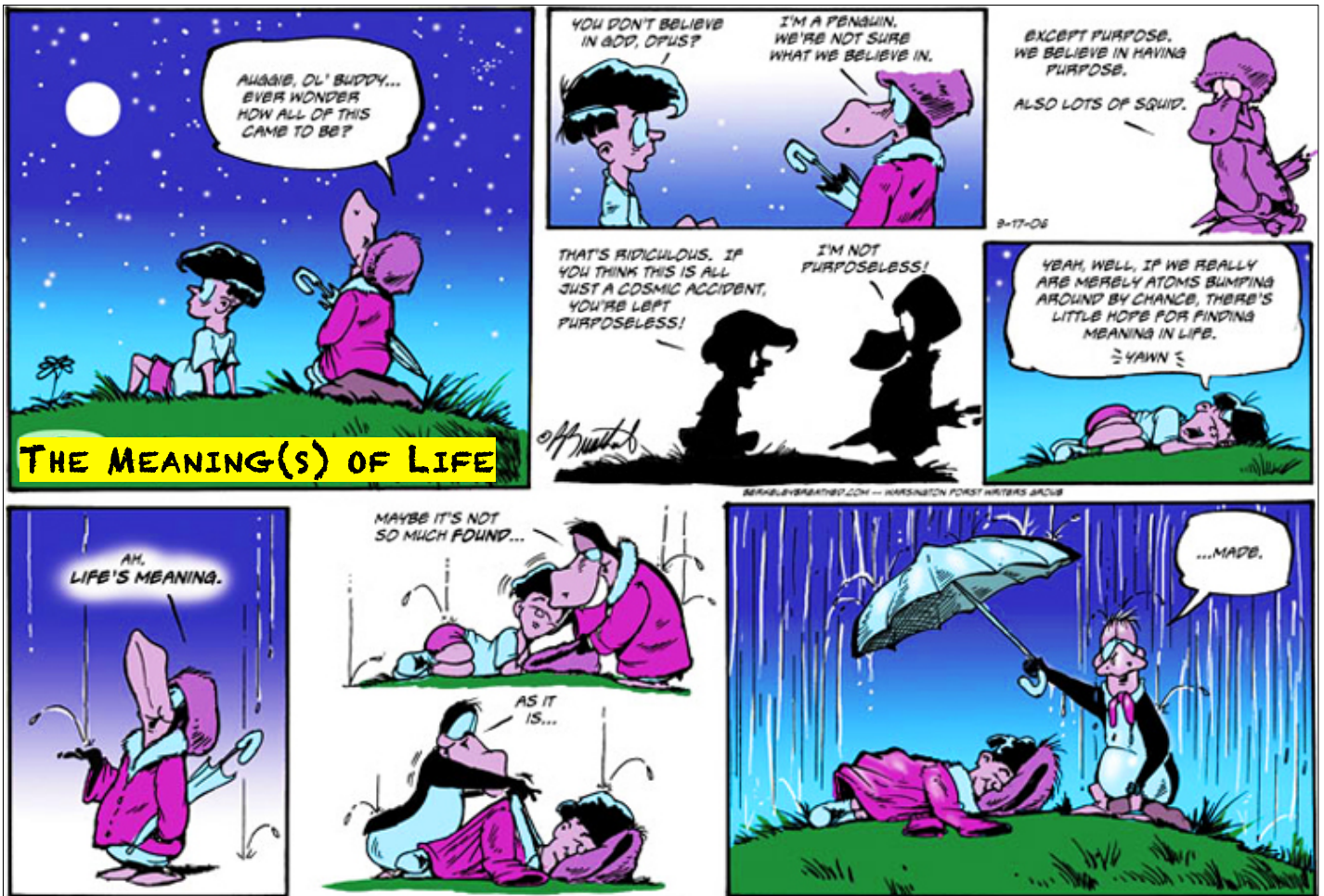
Thus, beginning with the simple observation that human beings change, we arrive at the ultimate questions that people have asked through the centuries: What is the Meaning of Life? What is the purpose of existence? Who are we? What are we here for? Where are we going? How do we imbue our life with significance? Toward what ends should we direct our energies and our aspirations? How can we best make use of our life -- our most valuable and our most fleeting possession?

On the following two facing pages (page 28), we explore ten common views as to the Meaning of Life. All of these views are in themselves ways of describing Human Development.



Searching the Heavens

"When Charlie Brown searches for the Meaning of Life, he comes up with a Big Blank."



Finding Life's Meaning. According to Opus, the Meaning of Life is not found, but made. We can imbue Life with Meaning through Random Acts of Kindness.



WOODY ALLEN -- ON THE MEANING(LESSNESS) OF LIFE. **Woody:** That's quite a lovely Jackson Pollock, isn't it? **Beatnik Girl:** Yes, it is. **Woody:** What does it say to you? **Girl:** It restates the negativness of the universe. The hideous lonely emptiness of existence. Nothingness. The predicament of man forced to live in a barren, godless eternity like a tiny flame flickering in an immense void with nothing but waste, horror, and degradation, forming a useless, bleak straitjacket in a black, absurd cosmos. **Woody:** What are you doing Saturday night? **Girl:** Committing suicide. **Woody:** What about Friday night? (*Play It Again, Sam*)

O

THE MANY MEANINGS OF LIFE

LIFE HAS NO MEANING. LIMITED MEANING. UNFATHOMABLE MEANING.

- ❁ **To achieve biological perfection.** To maximize our physical health and beauty. To live as long as possible; to achieve biological immortality. To embrace a higher life purpose for its wellness benefits: Reduced risk of Alzheimer's, heart attack, stroke; increased longevity. [D3c, 4c. PR2, 3, 8, 12. PF3, 9.]
- ❁ **To have power or control. To outdo others.** To strive for power and superiority. To achieve wealth, status, influence, fame, respect. To know and master nature. [D1+2a, P2b, PPR3, 6a, 8b. PR11-14, PF2-3.]
- ❁ **To enjoy the process of living.** To eat, drink, and be merry; to seek pleasure and avoid pain. To seek beauty in all its forms. To treasure every enjoyable sensation. To experience fully every meaningful moment, whether pleasurable or not. [D3, 4. P3b, PPR3. PR1-4, 7, 9-10, 26.]
- ❁ **Life has no meaning. Or the meaning is trivial. Or life is bad.** Human existence occurred by random chance; anything that originates by chance has no intended purpose. The human condition is absurd; people search for external values and meaning in a world that has none. Life's a bitch; then you die. [P2a, 5. PPR6, PR19, 30, PF6.]
- ❁ **To create our own meaning.** Knowledge and wisdom comes from observation, experimentation, and rational analysis. Meaning is not determined by a supernatural god or earthly authority; we are free to create our own meaning. To achieve understanding, we must deconstruct: Escape from the preconceptions that are embedded in all forms of speech and human interaction. [D5a. P1, 2, 6. PPR6b, 7a. PR15, 17, 19. PF10.]
- ❁ **Life's meaning is ineffable, unfathomable.** The meaning of life is too profound to be known and understood. Life is what is practical and useful; abstract speculation about life is pointless. We should forget about the meaning of life -- just immerse ourselves in the process of living. [D1+2, 8. P6b. PPR7a, 9. PF11.]



Life According to Monty Python
Are we all screwed?

The topic of the Meaning of Life (or lack thereof) is highly speculative and controversial. Feel free to substitute your own opinions or convictions. Our purpose here is to help you ascertain what you believe, not to dictate what you should believe.

THE MANY MEANINGS OF LIFE (cont.)

LIFE HAS SOME HIGHER OR TRANSCENDENT MEANING.

- ✿ **To actualize our human potential. To live up to our ideals.** To be all we can be: To achieve our highest human potential. To live our dreams. To express our creativity and innovation. To become genuine and authentic human beings. To live up to, or submit to, our destiny. [D1+2, 3-8., P1, 6. PPR3-9. PR29-33. PF10-11.]
- ✿ **To seek wisdom and knowledge. To understand what life is about.** To know as much as possible about as many things as possible. To face our fears and accept the lessons life offers us. To find a reason to live – or something to live for. To achieve wisdom regarding the meaning and purpose of life; to live in accordance with that wisdom. [D3, 4, 5a. P1, 2, 6b. PPR3, 7a, 9. PR19, 30, 35. PF7-11.]
- ✿ **To do good. To serve others.** To matter: To stand for something, to have made a difference, to have counted that we lived at all. To bring the greatest happiness to the greatest number of people. To leave the world as a better place than we found it: To alleviate hunger, combat disease, protect the environment, challenge oppression, create equality, promote liberty, seek peace. To act with honor, sincerity, and responsibility. To do unto others as we would have them do unto us. [D3a-c, 4a-c. P2, 6b. PPR5, 7b. PR13-15. PF8.]
- ✿ **To encounter the Divine. To act in accordance with God.** To dedicate ourselves to something greater, that is beyond ourselves. To awaken to the highest states of consciousness; to know or attain union with God. To act justly, love mercy, and walk humbly with our Lord. To experience universal compassion for mankind, and to act upon it. To: 'Love the Lord thy God with all thy heart, with all thy soul, with all thy strength, and with all thy mind; and thy neighbor as thyself.' [D3d, 4d, 6a, 8. P6b, 7. PPR7, 8b, 9. PR33. PF4, 7, 11-12.]

The Meanings of Your Life

Consider the possible Meanings of Life on these two facing pages. *** Of the two broad headings, which comes closer to your own conception? Do you basically believe that Life has no Meaning, or limited Meaning, or an ineffable Meaning? Or do you ascribe to Life a higher, more transcendent Meaning? *** Within your preferred group of answers, which category best represents your own views? *** Let's suppose you choose the ethical category: Doing Good, Serving Humankind. Ask yourself questions like these: *** Which version of Doing Good comes closest to your own interests? Alleviating suffering? Protecting the environment? Promoting world peace? *** In what circumstances do you feel this calling most strongly? When you watch the bad news on TV? When you drive through the poor section of town? When you meditate or pray? *** When, despite your better intentions, do you view Life's Meaning from an entirely different angle? When, for instance, does your self-indulgent nature crave nothing more than lavish wealth, ravishing beauty, raw power, or unbridled pleasure? *** Do you have Dark Nights of the Soul, where you feel Life has no Meaning – or where the Meaning is ambiguous, or malevolent, or vicious? *** How can you raise your Life to a higher plane of Meaning? How can you avoid the temptations to trivialize or denigrate your life?

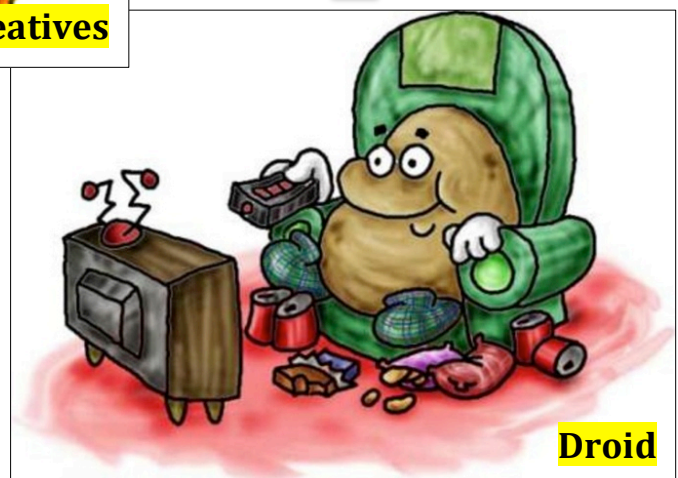
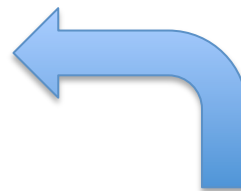
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IN2. THE GROWTH MENTALITY

In our quest for a life that has breadth, depth, and meaning (IN1), we must adopt a state of mind we call the Growth Mentality. In this section, we describe the Growth Mentality, and explain why it is so important.

The world is made up of two kinds of people – the few who grow, and the many who don't. Those who grow are called **Cultural Creatives** -- or Seekers, or Self-Actualizers, or Translucents, or Enlightened Beings. Those who don't are called **Droids**, or Zombies, or Stepford Wives, or Couch Potatoes, or Flatlanders, or Meatheads (at least by the Creatives!). The Cultural Creatives seek various forms of Growth -- enlightenment, enlivenment, maturity, individuality, fulfillment, out-of-the-box thinking, the cutting edge, or realizing their human potential. The Droids generally seek stasis – in the form of comfort, security, stability, conformity, herd mentality, status quo, and fitting into the most convenient niche. The Creatives often see life as a journey or a quest. The Droids rarely contemplate life at all.

Cultural Creatives are often involved in radical politics (at both ends of the spectrum), environmental issues, the human potential movement, esoteric religion, the arts. They need not be in the vanguard. They need not be of a particular political or religious persuasion. But they are all involved in, committed to, and passionate about Personal Growth, radical self-expression, spiritual evolution, transformation of consciousness, and other forms of self-improvement and enlightenment. In brief, Cultural Creatives are people who adopt the **Growth Mentality**.



There are two central factors that enable people to grow (IN3): First, an awareness of the vast *Scope of Human Development* (IN1); second, the ability to assume an attitude toward life we call *The Growth Mentality* (IN2). Cultural Creatives: The term derives from Paul Ray's book of that name. (See Appx C3, *Resources*.)

CREATIVES versus DROIDS

In the language of this book...

- ☼ Creatives spend much of their time in the Internal Realms of Psyche, Body, and Spirit (D3b-d).
Droids are mostly limited to the external Realm of Everyday Life (D3a).
- ☼ Creatives frequently receive the Hero's Call to Adventure, and often heed the call. Droids rarely receive the Call, and seldom answer it. (Appx B1)
- ☼ The Creatives often ride the cyclone to Oz. Their world is in Technicolor. The Droids are left back home in Kansas. Their world is black-and-white.
- ☼ Creatives are often out surfing the Growth Continuum (D1-8). Droids are Stuck in Lodi Again.



The Droid World



The Creative World

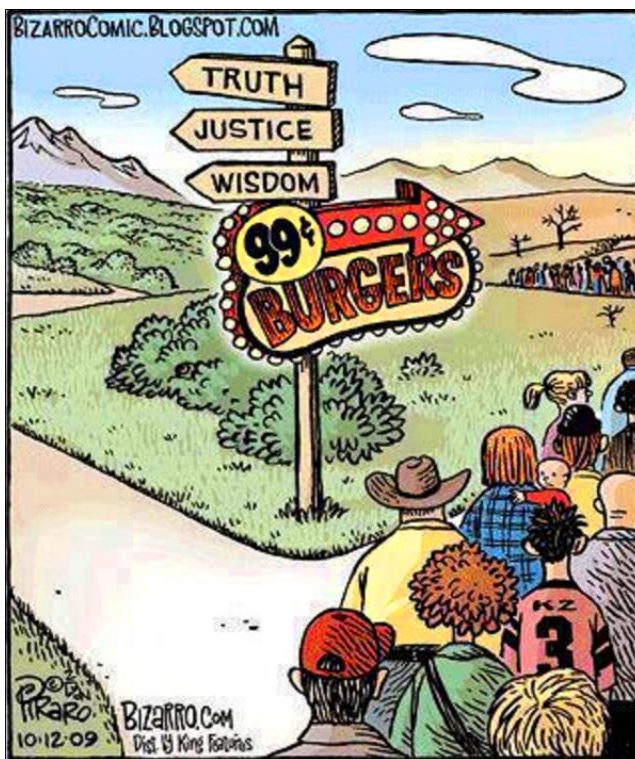
Are You a Creative?

Are you a Cultural Creative, or a Droid? *** If you consider yourself a Creative, how does this manifest itself? In your devotion to the arts? In your passion for world-transforming causes? In your dedication to maximizing your potential as a human being? *** In what circumstances of your life are you most a Creative? When you are sculpting or painting in your studio? When you join a protest march? When you escape to a heartfelt workshop at Esalen? Or even, when you are concentrating on some intensive Exploration in this book? *** At those times when you are a Droid (yes, we all have them!), where does this manifest itself? When you zone out in front of the TV? When you commute to work through rush hour traffic? When you slog through all your bills? When you quarrel with your partner? *** Which books or movies bring out the Creative in you? Which ones bring out the Droid? Which such books or movies leave a permanent imprint on your soul? *** How can you go about encouraging your Inner Creative? What enlivening activities can you engage in? What enhancements can you add to your daily surroundings? What friendships can you cultivate that will raise your consciousness, or make life more fun?

0 Why Growth Is Important

So, why is a Growth Mentality so important? What difference does it make? Why make the effort -- when it seems so much easier to just stay the same? Here are several significant benefits that Growth offers:

- ☼ **Aliveness.** If we are growing, we feel more vital, more engaged, more aware, more present, more exhilarated by each moment. Life is more fun and more interesting.
- ☼ **Health.** If we are more alive, our bodies feel better. If we are more energetic, and more flowing, it's likely we'll feel healthier and live longer.
- ☼ **Significance.** If we are growing, we are more likely to be on the cutting edge of change. As a catalyst to those around us, we are more likely to impact and influence the course of society -- to be a greater force for good.
- ☼ **True to nature.** As we look around us, all living things are growing and changing. Trees spread their branches, caterpillars metamorphose into butterflies, birds mate and bear young. If we embrace Growth, we are more true to our own nature as living beings.
- ☼ **Fulfillment.** As Creatives, we yearn to drink deeply of all life has to offer. Growth allows us to fill that inner longing, to satisfy that desire to move beyond the confines of the ordinary.
- ☼ **Inevitability.** If we are at heart Creatives, we can't remain static even if we want to. We may crave stability, but it slips from our grasp. Since our life will be in flux anyway, why not let go? Why not succumb to the inevitable turbulence and unpredictability of real life? Why not jump into the tumbling, frothing current, and enjoy swirling flow?



Creative or Droid? Our path of Growth is at times marked by a fork in the road called the Moment of Truth (p. ##). At that point, we must often decide whether we will be a Creative or a Droid.

SPECIAL CONSIDERATIONS

Popularization and self-reliance. This book is a popularization, intended to give a broad overview for general audiences – not a rigorous examination for scholars. (For a more academic approach, see our six book-length studies on Integral Theory, described in the Resources (Appx C5) – as well as other scholarly works shown there.) Our objective here is to encourage readers to rely on their own perceptions, recollections, and intuitions as a source of truth – not ‘depend on the experts’ for what they believe.

Abbreviated and simplified. This book is a radical condensation of a projected multi-volume book series and graduate-level university curriculum. Explanations of each concept are necessarily abbreviated, simplified, and schematized. Wilber’s and Campbell’s positions sometimes only approximate the ADAPT Parameters they are compared to. Wilber’s extended Model we call his Integral Operating System (IOS) should not be confused with Wilber’s series of audio recordings by the same name.

Refinement, not replacement. Our purpose here is to reconsider, refine, and expand both Wilber’s and Campbell’s admirable work – not to challenge, bash, or debunk it. Both Wilber and Campbell are titans on whose shoulders all our efforts stand.

Human Development only. ADAPT is a model of Human Development. By comparison, Wilber’s AQAL is part of a more general model of the structure of reality. Likewise, Campbell’s Hero’s Journey is part of a more general study of human cultures and their mythologies. Our comparisons to Wilber and Campbell pertain only to their implications in the field of Human Development.

Collaborative effort. The ADAPT Model presented here represents a working hypothesis intended to initiate dialog, not to proclaim a definitive conclusion. Any valid revision of Wilber’s and Campbell’s models will ultimately require the collaborative efforts of many authorities on the Integral and Archetypal worldviews. We welcome any suggestions for modification or improvement of the model presented here.

Stages as benchmarks. Descriptions of various Stages should be viewed as benchmarks for comparison, rather than prescriptions for how a particular person should develop. For instance, in the Young Adult Stage, the typical young person may endeavor to get married and start a career. By comparison, a young monk will still go through the Young Adult Stage – but the monastery may become his long-term relationship and spiritual practice his career. Both responses to the Young Adult Stage are valid.

Difficult sections. Certain sections of this book are identified with pink text boxes when they are unusually abstruse or esoteric – or present other problems. In many cases, these sections are included to account for concepts that are part of Ken Wilber’s Integral Operating System. The typical reader may wish to defer these sections for later, or pass over them lightly.

Terms. Key concepts and terms are defined in the Glossary. Generally, such terms are Capitalized throughout this book. Their first appearance is generally **Capitalized in Bold**. For gender-neutral references, we usually keep it simple by using the male pronoun.

Designations. Sectors are designated with letters and numbers based on their Domains: D = Dimensions; P = Participants; PPR = General Processes; PR = Specific Processes; PF = Pathfinders; S = Systems; and also CL = Conclusion. Appendices are designated as Appx A (Wilber Appendices); as Appx B (Campbell Appendices); and as Appx C (Wilber + Campbell Appendices).

