



Human
Teaching
For
Human
Learning:
an introduction
to Confluent
Education

GEORGE ISAAC BROWN



An Esalen Book

Human Teaching For Human Learning An Introduction To Confluent Education An Esalen

Rita Lee Bakalars



Human Teaching For Human Learning An Introduction To Confluent Education An Esalen:

Human Teaching for Human Learning George Isaac Brown, 1971 **Esalen** Jeffrey J. Kripal, 2011-09-07 Jeffrey Kripal here recounts the spectacular history of Esalen the institute that has long been a world leader in alternative and experiential education and stands today at the center of the human potential movement Forged in the literary and mythical leanings of the Beat Generation inspired in the lecture halls of Stanford by radical scholars of comparative religion the institute was the remarkable brainchild of Michael Murphy and Richard Price Set against the heady backdrop of California during the revolutionary 1960s Esalen recounts in fascinating detail how these two maverick thinkers sought to fuse the spiritual revelations of the East with the scientific revolutions of the West or to combine the very best elements of Zen Buddhism Western psychology and Indian yoga into a decidedly utopian vision that rejected the dogmas of conventional religion In their religion of no religion the natural world was just as crucial as the spiritual one science and faith not only commingled but became staunch allies and the enlightenment of the body could lead to the full realization of our development as human beings An impressive new book Kripal has written the definitive intellectual history of the ideas behind the institute San Francisco Chronicle Kripal examines Esalen s extraordinary history and evocatively describes the breech birth of Murphy and Price s brainchild His real achievement though is effortlessly synthesizing a dizzying array of dissonant phenomena Cold War espionage ecstatic religiosity incongruous pairings Darwinism Tantric sex and otherwise schizy ephemera psychedelic drugs spaceflight into a cogent satisfyingly complete narrative Atlantic Monthly Kripal has produced the first all encompassing history of Esalen its intellectual social personal literary and spiritual passages Kripal brings us up to date and takes us deep beneath historical surfaces in this definitive elegantly written book *Playboy Education, Modernity, and Fractured Meaning* Donald W. Oliver, Kathleen Waldron Gershman, 1989-01-01 An indictment of the ideology of modernity which has resulted in our leading incoherent and fragmented lives Oliver and Gershman s book explores the profound paradigmatic differences that exist among the world s people and describes a rich theory of knowing and being commonly called process philosophy The promise of process philosophy is in its potential to allow us to participate more fully in the flow of all of time and nature But what does it mean for a teacher and student in the learning situation to have a process point of view The authors also discuss many of the various implications in regard to language space power relationships and time as they place process philosophy in the educational context **A Guide to Student-centred Learning** Donna Brandes, Paul Ginnis, 1996 Offering the possibility of a new relationship between teachers and learners this book describes an approach to teaching styles and student progress whereby the emphasis is on activity based learning rather than on teaching and on teacher student collaboration rather than instruction The book aims to show how students of any age and ability can take responsibility for their own learning in an environment of positive regard as teachers become facilitators rather than instructors **Sourcebook of Experiential Education** Thomas E. Smith, Clifford E. Knapp, 2011-01-20 Experiential

education is a philosophy and methodology for building knowledge developing skills and clarifying values by engaging learners in direct experience and focused reflection To understand experiential education what should one be reading This sourcebook introduces philosophers educators and other practitioners whose work is relevant to anyone seeking answers to this question Following brief snapshots of John Dewey and Kurt Hahn the book is organized in four sections Philosophers and Educational Theorists Nature Educators and Outdoor Educators Psychologists and Sociologists School and Program Founders Each chapter focuses on an individual whose philosophy and practice exemplify a biographical and historical model for reaching a deeper understanding of experiential education An appendix includes short biographical sketches of forty five additional people whose contributions to experiential education deserve a closer look This volume provides a much needed overview and foundations for the field for students in courses addressing experiential education challenge education outdoor experiential education recreation education and related fields for learning theorists and curriculum specialists for experiential educators and for educational philosophers

The Effect of Confluent Education of the Alienation of Youth Rita Lee Bakalars,1974 **A Humanistic Psychology of Education** Richard A. Schmuck,Patricia A. Schmuck,1974
The Publishers Weekly ,1971 Resources in Education ,1972 **Research in Education** ,1972 The Theory and Practice of Challenge Education ,1992 **Humanistic Education** Cecil Holden Patterson,1973 *The New York Times Book Review* ,1972 **Books in Print** ,1991 **The National Union Catalogs, 1963-** ,1964 *Library of Congress Catalogs* Library of Congress,1976 *Humanistic Education* Robert E. Valett,1977 The purpose of this book is to help educators and others develop humanistic education programs Page vii *Career and Vocational Education in the 1980s* Larry J. Bailey,1976 *Building a Model Adviser-advisee Program* Nicholas Andrew Olsen,1973 **The In-service Education of Teachers** Louis J. Rubin,1978

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