



Book Series

Current Perspectives in Holistic Education

Series Editors

John P. Miller, *University of Toronto*; Kelli Nigh, *University of Toronto*

This series fulfills a major need in the expanding field of holistic education in giving voice to holistic educators- both scholars and practitioners. Holistic education focuses on the education of the whole person-body, mind, and spirit. The series will deal with the history, theory, practices and research in holistic education. Other related issues such as indigenous education, contemplative education, creativity and the arts will also be explored. The series will also be international with contributions from around the world.

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- A Holistic Educator's Journey
- Flourishing in the Holistic Classroom
- Learning in Nature
- Holistic Education and Embodied Learning
- Teaching from the Thinking Heart
- Transcendental Learning

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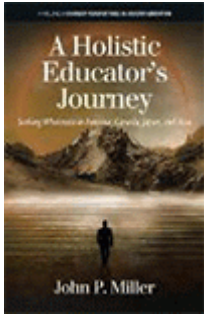
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A Holistic Educator's Journey Seeking Wholeness in America, Canada, Japan and Asia

John P. Miller, University of Toronto

2021. Paperback 978-1-64802-641-6 \$45.99. Hardcover 978-1-64802-642-3 \$85.99. eBook 978-1-64802-643-0 \$74.

This memoir describes the journey of John (Jack) Miller. The book explores how his personal journey is related to the work he has done in holistic education, contemplative education, and spirituality in education. In holistic education the personal and professional are connected. Professor Miller's journey includes events, books, teachers, and the many factors in his life that have contributed to his work, which includes more than 20 books and extensive travel around the world. An example of the relationship between the personal and the professional is that Jack began meditating in 1974 and this practice has provided the foundation for much of his teaching and writing.

Professor Miller's book, *The Holistic Curriculum*, first published in 1988 along with the publication of the *Holistic Education Review* have been seen as the beginning of holistic education as a field of study. Since his journey has been connected with so many other holistic educators, this book can serve as one perspective on how the field has unfolded over the past 35 years. Besides this historical perspective the book includes a chapter on his meditation practice as well his beliefs. There is also a chapter on his teaching and how he attempts to embody holistic education in his classroom.

Praise for A Holistic Educator's Journey:

"Rarely does a field-builder allow us the opportunity to journey into the life-long journey leading to the formation of the work. With bold transparency, Miller shares his enormously rich professional and personal journey of seven decades with an open hand. He shows us the terrain of his inner and outer life."

Lisa Miller, Author

The Spiritual Child

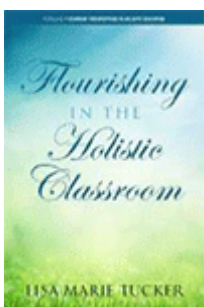
Teachers College, Columbia University

"Whether in the classroom, writing books, keynoting, or being a friend, Jack Miller's life journey exemplifies his multi-dimensional embracing of "the way of nature" and accepting of the mysterious. Always acknowledging the Indigenous roots of holistic education, he managed to bring parts of the Indigenous worldview into schools in ways that accommodated all cultures. This book gives testimony to his great contribution to understanding why we must return to our interconnected way of being."

Four Arrows, Author

Sitting Bull's Words for a World in Crises

CONTENTS: Foreword, *Lisa Miller*. Preface. Chapter 1: Leaving America. Chapter 2: Childhood: Anchored in My Mother's Love. Chapter 3: The Insecurities of Adolescence. Chapter 4: University Years (1961-1965): Living in My Head. Chapter 5: My First Teaching Experience and Meeting Jean. Chapter 6: Marriage and Discovering Humanistic Education. Chapter 7: The Turmoil of 1968 and Meeting My Mentor. Chapter 8: Doctoral Studies: Thesis Struggles and Feelings of Alienation. Chapter 9: Thunder Bay: Finding Community. Chapter 10: St. Catharines: Jean's Death, Beginning Work in Holistic Education. Chapter 11: Life Changing Events in Japan. Chapter 12: Soul in Education and Three Holistic Schools. Chapter 13: Holistic Education in South America, Bhutan, and the Asia Pacific Network in Holistic Education. Chapter 14: My Practice and What I Believe. Chapter 15: My Classroom. Chapter 16: My Life as a Series of Gifts. Appendix A: CO Statement. Appendix B: The Viennese Four: My Story in Music. Appendix C: Approaches to Learning and Curriculum. References. About the Author.



Flourishing in the Holistic Classroom

Lisa Marie Tucker, University of Winnipeg

2021. Paperback 978-1-64802-546-4 \$45.99. Hardcover 978-1-64802-547-1 \$85.99. eBook 978-1-64802-548-8 \$74.

In a time of unprecedented changes globally, *Flourishing in the Holistic Classroom* offers an educational model that is dynamic, organic, and adaptive. The book offers key principles, dispositions, and practices that holistic educators draw from to create learning environments in which their students can flourish. This book describes learning that is based on a balance of inner and outer ways of knowing, with an emphasis on the inner life or soul of the learner. This is illustrated through accounts of running an arts camp using the inquiry process and experiences with teacher candidates. A key principle of holistic education is connection, which is explored through experiential examples such as connections between learners and each other, the teacher, and their subject of study. The role that mindfulness practice and teacher presence plays in the classroom, as well as working with fear and vulnerability are addressed through detailed narratives. The breadth of the author's experience including being an early years teacher, a director of programs and exhibits in a children's museum, and working with pre-service teachers is woven throughout the book. Reflections from former teacher candidates highlight the influence that holistic pedagogy has on learners. The book concludes with an invitation to the reader to embrace a holistic, integrative approach to education, which creates fertile ground for student flourishing. *Flourishing in the Holistic Classroom* is intended to support teachers, administrators, academics, pre-service teachers and graduate students.

Praise for Flourishing in the Holistic Classroom:

"Heartfelt, authentic, soulful! Lisa Marie Tucker's Flourishing in the Holistic Classroom is a gift to all educators. Drawing on her lengthy career as an educator in various roles, Lisa draws on her personal and professional experiences. Her use of the nautilus shell creates a profound holistic image that connects heart, mind and spirit where personal cosmologies are valued. Her work is timely as we emerge from challenging times and seek to (re)situate and (re)connect ourselves to each other and our planet in a post-pandemic world. Her lived journey resonates and inspires, as we, the reader, moves through each chapter. Drawing on the wisdom of ancestral roots, Lisa explores what makes us human in profound ways."

Marni Binder

Associate Director, Academic Leadership

Associate Professor, Ryerson University

"I loved this book! Flourishing in the Holistic Classroom by Lisa Tucker is a must-read for any teacher who is looking to make education meaningful, engaging, and relevant to students' lives. It is highly readable and full of practical examples and applications for teachers at all grade levels. It is also a wonderfully inspiring text for professors working in teacher preparation programs. I felt like I was having a conversation with a master teacher - one who truly understands the really important qualities that teachers can cultivate in their lives and work. I appreciated the way substantive theory was integrated seamlessly into her own personal narrative. Using stories, she brings her Nautilus model of holistic teaching to life, creating an intimacy with the reader that engages your mind and spirit."

Sam Crowell

Professor Emeritus, California State University

Founder, MA in Holistic and Integrative Education

Author, *Emergent Teaching: A Path of Significance, Creativity and Transformation*

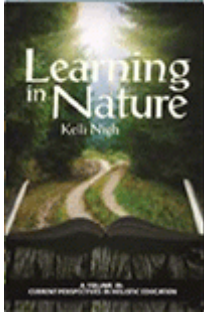
"Lisa Invites us to imagine, enact and embody wholeheartedly our life as more than surviving - she wants us to flourish in the classroom as learners, no matter if we are wearing a teacher or student hat. To do this we think of ourselves as a whole person whereby heart, mind, body and spirit are embraced. This is what holistic education is. In this book we are taken on a journey and as Lisa says 'teaching is a complex profession and in order for true exploration and deep learning to occur, a healthy, caring, and sustainable learning community must be developed'."

Dr Narelle Lemon

Associate Professor and Associate Dean of Education

Swinburne University of Technology, Melbourne, Australia

CONTENTS: Foreword, *John (Jack) Miller*. Preface. Acknowledgments. CHAPTER 1: From Assembly Line to Nautilus Shell. CHAPTER 2: Dreams, Imagination, and Vision. CHAPTER 3: The Heart of Community. CHAPTER 4: Being Real: Paying Attention. CHAPTER 5: The Seed. CHAPTER 6: Voice and Choice: Inquiry-Based Learning. CHAPTER 7: My Journey. CHAPTER 8: The Invitation. References. About the Author.



Learning in Nature

Kelli Nigh, University of Toronto

2021. Paperback 978-1-64802-567-9 \$45.99. Hardcover 978-1-64802-568-6 \$85.99. eBook 978-1-64802-569-3 \$74.

There is love on these pages, love for nature, the cosmos, the body's deep knowing and students. *Learning in Nature* focuses on the lives of 6 drama students who gathered weekly at a community arts center during their childhood and adolescence. Before each play rehearsal the students explored contemplative practices such as meditation, yoga, breathing and visualization. After these warm-up sessions the rehearsals were dynamic and highly creative. So, what might happen if these students went out into nature and experimented with the same practices? What would happen, over a year long period, if they stopped the noise of life and just listened, deeply, just looked and inhaled, phenomenologically? Returning the experience of learning to nature, the book tells the story of this group, it tells of their lives and their growing understanding of consciousness, and does so through the complex and rich perspectives of holistic teaching and learning.

Praise for Learning in Nature:

"Learning in Nature is a rich resource for holistic educators at all levels of education. It offers a wealth of insights and ideas, theoretical perspectives and practical activities. This writing sings as it invites us to be alive to our senses, our imaginations, our intellects, and intuitions--alive and in the moment--in the fullness of our humanity."

Mary Beattie

Professor Emerita, OISE, University of Toronto

"In this sensitive and moving inquiry Kelli Nigh begins with a constellation of academic references that bear directly on aspects of ourselves that come into play in our life transformations--images, felt senses, dreams, imagination, meditation, symbolism, and mind-body experience. Against this thoroughly woven backdrop, the dramas of six young participants who share in Nigh's inquiry unfold. The inquiry is long--over years. There is another crucial aspect of it. The landscapes and weather of Nature itself--bluffs, skies, water, trees, wildlife, flowers--become the scenery through which all the participants' stories gain significance. Nigh, with gentle insight and attention to detail, demonstrates the evolution of what essentially becomes their imaginal learning in nature. Throughout this play of sharing in nature, Nigh includes glimpses of her own evolution of self as she inter-folds her experiences with those of the others. As Nature cycles through the seasons, so cycle the lives of these individuals. Nigh's academic and lyrical passages will inspire educators to widen teaching methods to include what it is beyond our everyday thought that significantly influences what we learn."

Vivian Darroch-Lozowski

Professor Emerita, University of Toronto

CONTENTS: Endorsements. Acknowledgements. Foreword, Tobin Hart. Preface. CHAPTER 1: Nature. CHAPTER 2: Soul and Depth. CHAPTER 3: Depth in the Drama Classroom. CHAPTER 4: Holistic Inquiry. CHAPTER 5: Nature's Phenomenology: Body and Soul. CHAPTER 6: Fall: Air and The Surprise. CHAPTER 7: Winter: Water and The Shadow. CHAPTER 8: Spring: Earth and New Birth. CHAPTER 9: Summer: Fire and The Golden Flower. Author Biography.



Holistic Education and Embodied Learning

John P. Miller, University of Toronto; Kelli Nigh, University of Toronto

2017. Paperback 9781681238401 \$45.99. Hardcover 9781681238418 \$85.99. eBook 9781681238425 \$74.

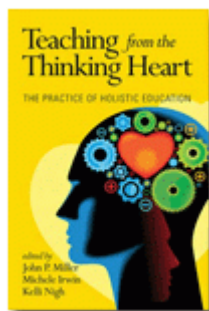
Learning often begins with an experience in the body. Our body can tighten or feel expansive depending on different learning contexts. This experience of learning in the body is crucial to holistic education. This book explores embodied learning from several perspectives.

This first section explores how psychology can inform us about embodied learning; for example, the work of Carl Jung and Wilhelm Reich devoted much of their thinking to how energy manifests itself in the body. Meditation and movement are

also examined as ways of embodied learning; for example, Dalcroze, a form of movement education, is presented within the context of whole person education. The book also presents schools where embodied learning is nurtured. Waldorf education is discussed as well as a public school in Toronto where the body is central to holistic education. The book also presents visions of embodied learning. John Miller presents a holistic vision of teacher education and Tobin Hart, who has written extensively in this field, writes about the embodied mind.

Embodied learning is an emerging area of inquiry in holistic education and this book presents a variety of perspectives and practices that should be helpful to both scholars and practitioners.

CONTENTS: Foreword. Preface. Acknowledgments. **SECTION I: PSYCHOLOGICAL PERSPECTIVES.** A Full and Flexible Life: Carl Jung and Wilhelm Reich, *Kelli Nigh*. Transformational Growth Into Wholeness: A Holistic, Experiential, Process Method, *Jim McNamara and Caroline Mardon*. Healing Archetypes: Reclaiming Teacher Wellbeing by Embodying the Wild Feminine, *Joanna Krop*. **SECTION II: SCHOOLS.** The Art of Education: Waldorf Education in Practice, *Warren Lee Cohen and Brian Daniel Bresnihan*. Compassionate Teaching, *Young-Yie Kim*. Equinox: Portrait of a Holistic School, *John P. Miller*. A Vision for a Holistic Secondary School, *Misha Abarbanel*. **SECTION III: MEDITATION, CONTEMPLATION, AND MOVEMENT.** Loving Kindness Meditation: Awakening Teacher Eros in Modern Educational Settings, *Keith Brown*. Contemplation in Action: An Engaging Pedagogy for Our Times, *Jennifer Motha*. Dalcroze Pedagogy: Reflections on Rhythm and Felt Learning, *Sharon E. Dutton*. **SECTION IV: VISIONS.** A Journeyman Professor's Walk Through Metaphor and Philosophy in Search of Holistic Approaches to Teacher Education Curriculum, *Rupert Clive Collister*. Growing Spiritual Wings: Cultivating Creativity and Spiritual Intelligence in Holistic Education, *Isabella Colalillo Kates*. Embodying the Mind, *Tobin Hart*. A Holistic Vision of Teacher Education, *John P. Miller*. About the Contributors. Index.



Teaching from the Thinking Heart The Practice of Holistic Education

John P. Miller, University of Toronto; Michele Irwin, University of Toronto; Kelli Nigh, University of Toronto

2014. Paperback 9781623967239 \$45.99. Hardcover 9781623967246 \$85.99. eBook 9781623967253 \$74.

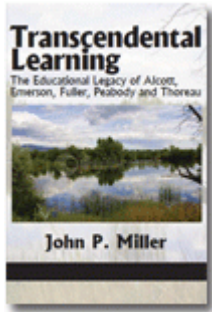
Forward by Nel Noddings

This book includes papers written by teachers and how they engage holistic education in their classrooms. The papers come from a course taught by Jack Miller at the Ontario Institute for Studies in Education at the University of Toronto entitled The Holistic Curriculum. This is a rich and diverse collection of papers showing how holistic education can be brought into public education despite the pressures of testing and other accountability measures. Although most of the teachers teach in public schools there are also examples from teachers working in private and post secondary settings. This book can inspire other teachers who are looking for ways to teach the whole person in a more connected manner.

There are very few texts in the field of holistic education that include the voices and practices of teachers, particularly those working in public schools. Many of the examples of holistic education in practice come from Waldorf, Montessori, Reggio Emilia and alternative schools. A unique feature of this book is the many different voices of teachers describing their work in the classroom; they talk about their successes, the challenges and even a few failures.

CONTENTS: Forward by Nel Noddings. Chapter 1: The Practice of Holistic Education, *J. Miller*. **Section One: Examples of Holistic Education** Chapter 2: Dearest Students: A Teacher's Letter of Reflection, *Nina Moore*. Chapter 3: Holistic Teaching in an After School Cooking Club, *Daniel Gullery*. Chapter 4: Tribes: A Transformative Tool for the 21st Century, *Sarah Lowes*. Chapter 5: Colegio San Francisco de Asis para Niños Sordo: A Chilean School for the Deaf, *Ximena Barria Fernandez*. Chapter 6: Exploring Play and Mindfulness in Early Childhood, *Melanie Viglas*. Chapter 7: Me, Myself and I: The Paradox of the Authentic Self, *Michele Irwin*. Chapter 8: Soul to Soul: Teacher to Student, *Julia Verhaeghe*. Chapter 9: Cultivating Curiosity: Inquiry in an International Baccalaureate Classroom, *Rebecca Ryder*. **Section 2: Holistic Pedagogy** Chapter 10: Practices that Foster Community and Interconnectedness, *Stephanie Aglipay*. Chapter 11: Soulful Physical Education, *Peggy Donohue*. Chapter 12: Nurturing the Whole Child: Is it Possible in Public School Setting? *Jennifer Forsythe*. Chapter 13: From Transaction to Transformation: A reflection on previous professional experience in EFL course design, *Ahmed Kandil*. Chapter 14: The Holistic Classroom Project: Preparing for a teaching year that focuses on the pursuit of happiness, the power of empathy, and the exhilaration of being present, *Grant Minkhorst*. Chapter 15: Identity and Authenticity in the ESOL (English as a Second or Other Language) Classroom, *Elana Freeman*. Chapter 16: Following Feeling During Mind-Body Inquiry, *Kelli Nigh*. Chapter 17: The Presence of the Thinking Heart in the Language Teaching-

Learning Relationship, *Merlin Charles*. **Section 3: Narratives** Chapter 18: Solitude in Teaching, *Jill Morris*. Chapter 19: My Life as an Educator as Shaped by Life Experience, *Nyambura Kariuki*. Chapter 20: Just Love: Learning about Listening, Giving and Forgiving, *Maria Karmiris*. Chapter 21: My Holistic Journey: Significant Moments of a Lifelong Learner and Educator, *Christopher Scott Russell*. Chapter 22: Developing as a Holistic Educator: Learning to Understand my Students, *Angela Bosco*. Chapter 23: Teaching is a Wild Ride, *Melanie van de Water*. **Section 4** Chapter 24: Teaching from the Thinking Heart: Final Reflections.



Transcendental Learning The Educational Legacy of Alcott, Emerson, Fuller, Peabody and Thoreau

John P. Miller, University of Toronto

2012. Paperback 978-1-61735-584-4 \$30. Hardcover 978-1-61735-585-1 \$55. eBook 978-1-61735-586-8 \$74.

Transcendental Learning discusses the work of five figures associated with transcendentalism concerning their views on education. Alcott, Emerson, Fuller, Peabody and Thoreau all taught at one time and held definite views about education. The book explores these conceptions with chapters on each of the five individuals and then focuses the main features of transcendental learning and its legacy today. A central thesis of the book is that transcendental learning is essentially holistic in nature and provides rich educational vision that is in many ways a tonic to today's factory like approach to schooling. In contrast to the narrow vision of education that is promoted by governments and the media, the Transcendentalists offer a redemptive vision of education that includes:

- educating the whole child-body, mind, and soul,
- happiness as a goal of education.
- educating students so they see the interconnectedness of nature,
- recognizing the inner wisdom of the child as something to be honored and nurtured,
- a blueprint for environmental education through the work of Thoreau,
- an inspiring vision for educating women of all ages through the work of Margaret Fuller,
- an experimental approach to pedagogy that continually seeks for more effective ways of educating children,
- a recognition of the importance of the presence of teacher and encouraging teachers to be aware and conscious of their own behavior.
- a vision of multicultural and bilingual education through the work of Elizabeth Peabody

The Transcendentalists, particularly Emerson and Thoreau, sewed the seeds for the environmental movement and for non-violent change. Their work eventually influenced Gandhi and Martin Luther King Jr. and it continues to resonate today in the thinking of Aung Sang Suu Kyi and the Dalai Lama. The Transcendentalists' vision of education is worth examining as well given the dissatisfaction with the current educational scene.

Endorsements:

"A Transcendental Education provides a powerfully hopeful, integrative, and holistic vision that can help guide education out of its current vacuum. The book is thoughtfully explicated, expertly synthesized and completely relevant for anyone interesting in helping education find itself. Like the transcendentalists themselves, this is both down-to-earth and soaring in its potential implications."

Tobin Hart author of "The Secret Spiritual World of Children" and "From Information to Transformation: Education for the Evolution of Consciousness."

"The secret to a vital, renewed America lies in the life and writings of the Transcendentalist community of Concord, Massachusetts in the 19th century. Jack Miller, who I know has been devoted to a new, living form of education throughout his career, has written a book that could inspire a revolution in teaching. It goes against the tide, as do Emerson and Thoreau. But it offers a blueprint and a hope for our children."

Thomas Moore, author of "Care of the Soul."

"A timely account of great thinking on genuine education. Reading this, today's beleaguered teachers should experience a renewal of spirit and commitment."

Nel Noddings, author of "Happiness and Education."

CONTENTS: 1. Transcendental Learning 2. Ralph Waldo Emerson: Visionary and Mentor 3. Bronson Alcott: Pioneer in Spiritual Education 4. Margaret Fuller: Voice for and Educator of Women 5. Henry David Thoreau: Environmental Education/Holistic Educator 6. Elizabeth Peabody 7. A Transcendental Pedagogy 8. The Legacy: Holistic Education



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