

THE HOLISTIC EDUCATOR

Editors' Notes

Gary Babiuk and Susan A. Schiller



Welcome to the fall edition of the Holistic Educator. The above photo of a global reflection of a tree's leaves turning into colorful shades of fall is a reminder that winter is approaching. As the newsletter is issued many of us are preparing for the end of another semester and thinking about the holiday season ahead.

This issue does not have any featured articles. This is the first time over the past twenty years as a co-editor with Jack Miller and recently with Susan Schiller that this has happened. Maybe it's because we are all too busy or the Newsletter is running its course. Susan and I over the past decade have enjoyed putting the Newsletter together for you and working with you editing your work. We have decided that maybe having new editors at the helm of the Newsletter would inject new life into it and so we are planning and preparing for the transition. We will continue to publish the Spring 2020 edition and plan to be at the Holistic Conference in the fall of 2020 and then send out our final rendition of the Newsletter after that. We have created an invitation for those interested in applying to take over. See page two for criteria.

Thanks to Benjamin Ramirez-shkwegnaabi, who has provided some interesting reflections and recommendations in his list of influential readings, we have some content along with a number of announcements including one for the upcoming 3rd International Holistic Conference in Ashland, Oregon in early October, 2020.

Finally, we send out our warmest wishes to you for holiday season. We hope you get a chance to celebrate and spend time with family and friends around a festive dinner, walk or skate or toboggan in the park, or maybe just cuddling up in front of a fireplace with some hot chocolate. But more importantly we hope you all are given a chance to relax and review the blessings of the past year and make resolutions for the New Year.

May you be healthy, safe and content.

Susan A. Schiller
schil1sa@cmich.edu

Gary Babiuk
gary.babiuk@umanitoba.ca

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Call for New Editors for the Holistic Educator Newsletter

Hi all,

The years that we have served you by producing The Holistic Educator have been a pleasure and a joy, especially when we are together with you during conferences. We have appreciated everyone's feedback and participation to make the Newsletter possible. As you know, Gary has retired, and Susan plans to follow at the end of 2021. We agree that it is time to seek new editors for the Newsletter, and to this end we are looking into the future to make an easy and smooth transition for all involved.

We are now seeking a new editor, either a single individual or two people who wish to collaborate as we have been doing. Applicants for this opportunity should have the following qualifications:

1. Knowledge of and connections to holistic education
2. Full-time employment in a University or College either in Canada or the United States, or both (as is the case with us).
3. A history of professional publications
4. Strong editorial skills
5. Technical support at their home institution
6. Willingness to attend relevant conferences for the purposes of growing, and networking with the Newsletter's audience.

We plan to attend the conference in Ashland in October 2020 and hope to meet with applicants at that time if possible.

If you have interest in this opportunity to serve our community of holistic educators, please contact us as soon as possible. Thanks so much.

Susan and Gary





3rd International

Holistic Teaching and Learning Conference

October 8-11 (12), 2020

Sustaining Wholeness and Hope in Education

Hosted by the School of Education at
Southern Oregon University in
Ashland, Oregon (USA)

Watch for Conference Updates at:

<https://inside.sou.edu/education/holistic/index.html>

To be added to our contact list, email:

greenew@sou.edu or kimy@sou.edu



School of Education, 1250 Siskiyou Blvd., Ashland, OR 97520 USA

Mark your calendar!

Dear colleagues and friends of holistic education,

The School of Education at Southern Oregon University will be hosting its 3rd international Holistic Teaching & Learning Conference (HTLC) in **Ashland, Oregon (USA), October 8-11 (12), 2020**. We hope that you will consider participating in this important event with us.

A flyer about the conference can be found above. Please feel free to forward this announcement or the flyer to others who may be interested. Our conference website is: <https://inside.sou.edu/education/holistic/index.html>

We will be building and adding to our website over the coming months with information on proposal submissions, registration, travel, accommodations, local highlights, and special pre- and post-conference offerings.

We wanted to let you know early for planning purposes. A second announcement will be sent in early December with proposal submission information.

With excitement and our warmest regards on behalf of the entire HTLC 2020 planning committee, William Greene

To be added to our contact list, email: greenew@sou.edu or kimy@sou.edu



Influential Reads



Benjamin Ramirez-shkwegnaabi is Professor Emeritus from Central Michigan University where he taught in the History Department, specializing in Native American History and Ojibway language for more than 25 years. He is a traditional Anishnaabe (Ojibway) dancer in the Great Lakes region who is also a certified yoga instructor with membership in Yoga Alliance.

1. Berkhofer, Robert F. Jr. *The White Man's Indian: Images: Images of the American Indian From Columbus to the Present*. New York: Vintage Books, 1978.

Berkhofer outlines the Spanish, French, and English colonization of North America by using exceptionally powerful images used to perpetuate racism.

This book caused me to ponder the question: Why the persistent need to build and perpetuate racism in American Culture?

2. Cruse, Harold. *The Crisis of the Negro Intellectual: A Historical Analysis of the Failure of Black Leadership*. New York: Morrow, 1967.

The content poses Black Identity in a crisis situation. This connected well to Berkhofer and the reflection it caused for me.

3. Le Guin, Ursula K. *The Left Hand of Darkness*. New York: Ace Pub. Corp., 1969.

Learning about American Indigenous people is comparable to learning Science Fiction, because it evokes revelations about the assimilation we can experience when living in and crossing into multiple cultures. I've encouraged students to read it when they are studying cross-cultural epistemology and thinking.

4. Benton-Banai, Edward. *The Mishomis Book: The Voice of the Ojibway*. Hayward, WI: Indian Country Communications, Inc. 1988.

This is a great example of oral stories and traditions written down that seek to preserve a culture under attack, especially when one's language becomes illegal to speak. This helped me understand why it is essential to revitalize Anishnaabe language as we reclaim traditional culture.

5. Momaday, Scott N. *House Made of Dawn*. New York: HarperPerennial, 1966.

This is a fantastic sample of 'Tight' writing. (You couldn't slide a piece of paper between the lines of this Prose-poetry). It provides an awakening to the power of healing ceremonies and the necessity of story to heal identity and to preserve culture. I admire his work and am proud for my people that he is the first (and maybe the only) who received a Pulitzer Prize for Literature. He has been a strong role model for me and other Native scholars.



The Art of Encounter in Teaching and Learning

The 26th annual summer conference of The Assembly for Expanded Perspectives on Learning

of the National Council of Teachers of English

June 25-28, 2020, YMCA of the Rockies, Estes Park, CO

<https://www.iup.edu/english/centers/aepl/conferences/>

Only connect. —E.M. Forster, *Howard's End*

All real living [and thus all real education] is meeting. —Martin Buber, *I and Thou*

I see humanity as a family that has hardly met.... The art of encounter is in its infancy.
—Theodore Zeldin, *An Intimate History of Humanity*



On the surface our times exhibit an epidemic of disconnection. Yet for many of us who teach, the art of connection has become the heart of our practice, and has opened new realms of deeper learning to our students. AEPL's 26th annual summer conference seeks to connect, affirm, and unite those for whom deep encounter—with others, with the world, and with ourselves—lies at the heart of learning.

We will share stories, practices, and ideas. We will come together in joyful and thoughtful community. And we will consider how together we might help make the I-Thou relationship—that AEPL founder James Moffett, in 1968, found to lie at the center of the universe of human discourse—become the warmly beating heart of the whole of human life.

FEATURED PRESENTERS:

Mary Rose O'Reilly



Mary Rose O'Reilly is Emerita Professor of English at the University of St. Thomas, MN. Two of her many books are both perennial educational classics and newly relevant to our times: *The Peaceable Kingdom* ("How can we teach English so people stop killing one another?") and *Radical Presence* ("You can listen someone into existence.") She has been an ACLS Contemplative Studies Fellow and consultant with the Society for Contemplative Mind in Society in its exploration of meditative disciplines in education, and works as a spiritual director, trained in the Christian and Buddhist traditions. She is the author of five essay collections, most recently *The Love of Impermanent Things: a Threshold Ecology* and *The Barn at the End of the World: the Apprenticeship of a Quaker, Buddhist Shepherd*. Her first book of poetry, *Half Wild* won the Walt Whitman Award of the Academy of American Poets and her debut novel, *Bright Morning Stars*, just won the Brighthorse Prize for Fiction. These days she is active as a musician, potter and permaculture homesteader on a rural island in Puget Sound.

Jacqueline Jones Royster



Jacqueline Jones Royster is Professor of English in the School of Literature, Media, and Communication at the Georgia Institute of Technology. She was Dean of the Ivan Allen College of Liberal Arts at Georgia Tech for nine years. Publication highlights include: *Feminist Rhetorical Practices: New Horizons in Rhetoric, Composition, and Literacy Studies* (co-authored), *Calling Cards: Theory and Practice in the Study of Race, Gender, and Culture* (co-edited); a college textbook for writing courses, *Critical Inquiries: Readings on Culture and Community*; and two secondary textbook series—*Writer's Choice* (consulting writer) for grades 6 – 8 and *Reader's Choice* (co-editor) a literature series for grades 9 – 12, both published by McGraw-Hill. Her leadership roles and awards include: Chair of CCCC and of the executive committee of the MLA Writing Division; the CCCC Braddock and Exemplar Awards; the state of Ohio's Pioneer in Education Award; the MLA Mina P. Shaughnessy Prize and Andrew March Award; and Fellow of the Rhetoric Society of America.

Gesa Kirsch



Gesa E. Kirsch is a Professor of English at Bentley University and the Thomas R. Watson Distinguished Visiting Professor at the University of Louisville (Fall 2019). She teaches and consults globally with Andy Aylesworth, offering creativity and innovation seminars for international MBA students and corporate clients, bringing her interest in contemplation and mindfulness to this teaching. She has authored, co-authored, edited and co-edited nine books and numerous articles, including *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition and Literacy Studies*, co-authored with Jacqueline Jones Royster, and winner of the Winifred Bruce Horner Outstanding Book Award, and *Beyond the Archives: Research as a Lived Experience*, co-edited with Liz Rohan. Two of her articles are particularly relevant to AEPL and the 2020 conference: "From Introspection to Action: Connecting Spirituality and Civic Engagement," CCC, and "Creating Spaces for Listening, Learning, and Sustaining the Inner Lives of Students," JAEPL. Gesa has twice won the Bentley Innovation in Teaching Award, as well as the Mee Family Prize for a lifetime of distinguished research, Bentley's highest distinction.

To Propose:

Send a title and a program-ready abstract of up to 250 words for a) a 75-minute interactive workshop (our customary format), making sure to include descriptions of the activities in which you plan to involve your participants; or b) a 20-30 minute interactive talk, a short teaching demo, or a short story of a meaningful educational encounter or misencounter (see the "Connections" section of JAEPL for models (past issues are available Online)) to: aeplconf2020@gmail.com. For early consideration, submit by December 1st. For regular consideration, by January 15th. Submissions after that date will also be considered if room remains on the program.

Suggestions for proposal topics can be found on the reverse.

Registration:

\$195 through January 5, 2020; \$245 January 6-April 15; \$295 after April 15; discounts for students, adjuncts, and retirees and for multiple attendees from the same organization. Discount policy and membership information on website. Conference registration and a link to lodging reservations at the YMCA of the Rockies are available at: www.aepl.org or at

<https://www.iup.edu/english/centers/aepl/conferences/>.

For more information about submitting a proposal and registration please go to:

<https://www.iup.edu/english/centers/aepl/conferences/>



Empowering Tibetan Educators: Teaching Child Development at Sarah College in Dharamsala

Dear Holistic Educators,

We have received a formal request from Passant Tsering, Principal at Sarah College and Tsering Samdup, Chairman Education Council, Department of Education, Central Tibetan Administration to bring our work in holistic child development, *Natural Learning Relationships*, to students at Sarah College in Dharamsala, India. These students are training to become teachers in the elementary schools administered by the Central Tibetan Administration. Sarah College is now a well-respected center for Teacher Training for Tibetan educators.

Please read the letter from Passang Tsering, head of Sarah, and Tsering Samdug, Chairman of the Education Council, which details the importance of this project, and why they chose us to execute it.

<https://www.nlr-tibet.org/letter-of-invitation>



(Some) Benefits for Holistic Education:

- Bring Holism and Relationship Based Education to the forefront of education—a boost for all holistic programs
- Demonstration that consciousness is the field for education, including spiritual emergence. This has great power as it is Tibet, a premier spiritual nation that is able to absorb and apply Natural Learning Relationships. Overemphasis on religion has led to stagnation in Tibetan education.
- Rejuvenation and inspiration of education for the Tibetan people, which is desperately needed and a priority.

(Some) Benefits for the Teachers:

- Educating their students to bring forth compassion, trust, empathy, and concern for others and for self.
- Designing curriculum that engages and inspires with awareness of developmental needs of each age/stage.
- Awakenning the spiritual qualities of students in accordance with their developmental capacities at each age and grade level.
- Responding to conflict with restorative, relationship-based approaches to discipline that maintain trust, and restore well-being for all involved parties.

Starting in January, and through to the end of the project, we will each keep a personal journal describing our thoughts, feelings, challenges, insights, anecdotes—in short, the totality of our experience in this unique engagement. In the process there will be valuable perceptions about children, about life and aspirations of Tibetans in exile, about diversity, and, no doubt due to our forty years in the field, about education in America and the West. These journals will provide an intimate view into an ancient revered culture adapting to a world in which they have been displaced from their homeland and face globalization in the 21st century.

As authors we have written extensively in our field, as a team and individually. It will be fun and exciting to let this story come alive with its colorful characters and unique contexts, amidst profound concerns that include social justice, government in exile, and relationships with all children everywhere.

More information about this can be found at <https://www.nlr-tibet.org/>. If you are interested in reading our journal, write to ba@lvmourconsulting.com or josette@lvmourconsulting.com.

Thank you once again for your love for humanity, for children, and for whole child development in education.

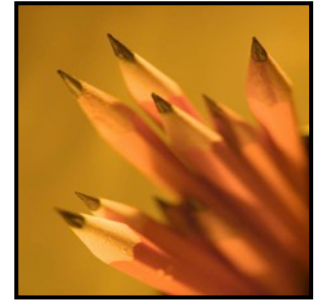
Ba and Josette

www.LvmourConsulting.com





Announcements



1. Recently Published Books

The Holistic Curriculum, Third Edition
By John P. Miller

Originally published in 1988, *The Holistic Curriculum* addresses the problem of fragmentation in education through a connected curriculum of integrative approaches to teaching and learning. Tracing the history of holistic education from its beginnings, this revised and expanded third edition features insights into Indigenous approaches to education while also expanding upon the six curriculum connections: subject, community, thinking, earth, body-mind, and soul.

"The *Holistic Curriculum* is one of the most important education books ever published in Canada. The book is a classic and no one has done more to promote holistic education than John P. Miller. One of the many strengths of Miller's scholarship is the way he unites many perspectives from wide-ranging disciplines in his conceptualization of holism and holistic curriculum. He cites poets, political leaders, philosophers, and Indigenous teachers in order to explain holistic education in cogent and compelling ways. He was an early leader in this field and he continues to be the most significant education scholar in the world with a focus on holistic education."

Carl Leggo, Department of Language and Literacy Education, University of British Columbia

<http://campaign.r20.constantcontact.com/render?m=1102678839183&ca=d8923993-eb7b-4325-a558-6243e25b6890>

Paper | 9781487523176 | 264 pages
\$42.95



2. Conferences of Interest:

A.



UNC Asheville and Black Mountain College Museum + Arts Center Convene Inaugural Faith in Arts Institute, May 13-17, 2020

For more information see:

<https://www.unca.edu/events-and-news/stories/faith-in-arts-institute-2019/>

B.



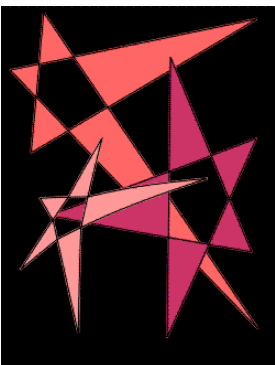
Music and Spirit Unconference

Go to url for more information:

<http://music-and-spirit.site/>

3. Interesting Online Resources and Websites

A. **Astralsite** is an interesting website operated by Dr. Selia Karsten in which she will work with you to design a web portfolio. Check it out.



<http://astralsite.com/>

B. The Center for Contemplative Mind in Society



The Center for Contemplative Mind in Society (CMind) transforms higher education by supporting and encouraging the use of contemplative/introspective practices and perspectives to create active learning and research environments that look deeply into experience and meaning for all in service of a more just and compassionate society.

Go to - <http://www.contemplativemind.org/>

C. Mindfulness and Contemplative Education.



An Interactive Site for Teachers, Scholars, Researchers, and Students

The purpose of this site is to provide an international hub for scholars, researchers, teachers and students who are working in the rapidly growing field of contemplative education. Its purpose is to facilitate contact, information sharing, collaboration on projects, mentoring students and a range of other activities. Find it at

<http://www.contemplativeeducation.ca/>

D. Holistic Educators at OISE/UT - go to holistic website since 1995



<http://astralsite.com/holistic/holistic-OISE.html>

E. How about some classic rock music from a long time holistic educator and Newsletter reader?

Sending some LOVE LOVE LOVE at <http://www.MessageToLove.com>

Check out the first single from my upcoming classic rock album...

Be well, happy, and peaceful

Paul Royes

_/

"For this is the message you heard from the beginning:

We should love one another." 1 John 3:11

paule@MessageToLove.com

<http://www.MessageToLove.com>

F. Classroom Resources

a. "Connecting the Dots" by Kozak and Elliott from Learning for a Sustainable Future (LSF) *Connecting the Dots* provides rationale and teaching examples/ strategies that transform learning for environmental education, citizenship and sustainability.

The Strategies:

1. Learning Locally
2. Integrated Learning
3. Acting on Learning
4. Real-World Connections
5. Considering Alternate Perspectives
6. Inquiry
7. Sharing Responsibility with Learning



Curriculum can be retrieved for free from

http://www.lsf-lst.ca/media/LSF_Connecting_the_Dots_full_EN_web.pdf

***Other teaching resources can be obtained from LSF's website including a monthly electronic Newsletter "Step Outside Nature Guide" that includes outside activities that you can do with your class in all seasons. It is also free of charge. Please go to the LSF website to get more resources and sign up for the Newsletter at <http://www.lsf-lst.ca/>

b. Natural Curiosity is another website with resources to help get our children outside. It has updated it's main resource to include an indigenous perspective. Find more information at <https://wordpress.oise.utoronto.ca/naturalcuriosity/>



Natural
Curiosity

The Importance of Indigenous
Perspectives in Children's
Environmental Inquiry

4. Call for Submissions

The Holistic Educator is the newsletter for the Holistic Learning and Spirituality in Education Community of Educators. It is published bi-annually in an electronic format and addresses issues of interest to our community members. We welcome scholarly contributions, book reviews, and professional announcements from our members on any aspect of holistic education. If you would like to submit an essay or article of about 3000 words or less to be considered for publication in the newsletter, or any announcements such as call for papers or promotional material for programs, please send an electronic copy to Gary Babiuk, gary.babiuk@umanitoba.ca OR to Susan A. Schiller, Schil1sa@cmich.edu. For scholarly work, please follow MLA or APA style and include a works cited page. Be sure to give your institutional affiliation and all contact information.

5. Influential Reads

We are still accepting submissions. This column in the Newsletter offers a review of books that have significantly influenced the contributor's thinking over a period of time. We hope to make this a permanent feature of the Newsletter and invite you to send up to five titles of books that have impacted your life. Please provide an annotation of two or three sentences that will inform our readership of the book's contents. You are not limited to books about education. We simply ask that your choices have been important in shaping your life. Please send your reading list to Susan A. Schiller at Schil1sa@cmich.edu.

6. Growing our Community

We currently have approximately 200 members who receive the newsletter. We would like to double this number or even triple it if possible. This goal may be easily achieved if each of you recruits one or two people who share our interests. Please send us email addresses of friends or colleagues who have agreed to receive our newsletter. We will add them to our mailing list. Let's grow our community!

Special Note



The editors would like to thank Trudy Bais, Technology Administrator in the Faculty of Education at the University of Manitoba, for her advice and assistance in formatting the Holistic Educator Newsletter. Thanks Trudy, this festive bouquet is for you.

