CONTENTS

T) (
Preface	1Y

Introduction — GEORGE ISAAC BROWN 1

ONE Gestalt: Theory with Practice 15

1 / Gestalt and the Transformation — GERI METZ 19

An appeal for the use of Gestalt in education as a transforming agent of Western civilization.

- 2 / Awareness Training and Creativity
 Based on Gestalt Therapy GEORGE ISAAC BROWN 24
 - A description of Gestalt awareness training as it relates to a more alive existence.
- 3 / An Introduction to Gestalt Therapy JAMES S. SIMKIN 35
 A discussion of the implicit philosophy behind the practice of Gestalt.
- 4 / Gestalt as Learning Theory DAVID N. MC CARTHY 46

 How we learn by integrating both objective and subjective ways of knowing.
- 5 / Scientific Theory and Gestalt:
 A Juxtaposition BERT PEARLMAN 52

A critique of conventional educational theory and the pay-off that comes from a more total view.

xii /	Contents
-------	----------

6	/	Gestalt	Thera	py:
---	---	---------	-------	-----

Engaging the Video Subself — LILES GRIZZARD 57

Expanding awareness of the personality through video feedback and Gestalt awareness techniques.

7 / Gestalt and the First-Year Teacher — MELINDA ROGERS 63

A description of how Gestalt Awareness Training can dramatically affect behavior and attitude in the first year of teaching.

- 8 / Gestalt and the Substitute Teacher VICTORIA GRIZZARD 68

 A substitute teacher considers her role in dialogues with students.
- 9 / Gestalt Theory and Practice and the Teaching of Literature THOMAS YEOMANS 80

An integration of traditional approaches to teaching literature with ways to help in the growth of student sensibility through the use of Gestalt.

10 / "Beyond" Gestalt Therapy — GEORGE ISAAC BROWN 91
Extending Gestalt to concepts of "I-thou" and love.

Two The Theory of Confluent Education 97

- 11 / Human Is as Confluent Does GEORGE ISAAC BROWN 99.

 The rationale and basic approach for integrating feelings and thinking in learning.
- 12 / Developing Models by "Unpacking" Confluent Education — STEWART B. SHAPIRO 109

A description of a precise tool for delineating and defining confluent education.

13 / Beyond Vibration Teaching: Research and Curriculum Development in Confluent Education — JOHN M. SHIFLETT 121

A consideration of student concerns and blockages, and curriculum loadings in confluent education.

14 / Search for a Working Model: Gestalt, Psychosynthesis, and Confluent Education — THOMAS YEOMANS 132

How Gestalt and Psychosynthesis can be used to describe the educational process of confluence.

15 / Process in the Classroom — STEVEN R. BOGAD 159

A plea for greater attention to process over product in the classroom.

THREE The Practice of Confluent Education 163

- 16 / Gestalt in the First Grade: Teaching Alive —
 Being Alive SHERRY CARTY 165
- 17 / Gestalt in the Second Grade: Merging of the Inner and Outer Worlds ANITA CASSARINO 174

A collection of lessons in science, social studies, and language.

18 / Confluent Education for the Emotionally Handicapped — JANE BRODY SPIRA 184

An account of experiences and dialogues adapted from a teacher's daily journal.

19 / Confluence in Mathematics: Can
1 + 1 Be a Creative Experience? — STEVEN R. BOGAD 190

A description of a confluent approach to the teaching of mathematics at the sixth-grade level.

xiv / Comems	xiv	/	Contents
--------------	-----	---	----------

20 / Getting at Responsibility in a Ninth-	
Grade English Class — SANDRA NEWBY	198

A teacher looks at the opportunities for personal growth through responsibility.

21 / Gestalt Therapy: New Wine in Old Skins — BEVERLY GALYEAN 206

Notes from a high-school French teacher's journal.

22 / Children of the Universe — MARY STEPHENS 221

Experiences with a "difficult" English class.

FOUR Examples of Lessons, Units, and Course Outlines in Confluent Education 231

- 23 / A Confluent Reading Lesson for Grades 1-3 VICTORIA GRIZZARD 233
- 24 / A Confluent Approach to
 Teaching Beowulf MARGARET HARRIS 236
- 25 / Writing and the Red Rubber Ball
 (College Level) DAVID N. MC CARTHY 244
- 26 / Listening to the Book JEAN SCHLEIFER 252
- 27 / The Canterbury Tales for High-School Students — SUSAN WILTSEY 255
- 28 / The Play's the Thing—A Quarter-Course Outline — AARON HILLMAN 269

A Cautionary Conclusion — GEORGE ISAAC BROWN 295 Selected Bibliography 301