

Contents

Introduction	1
Part One Theoretical Discussion	9
1 Counseling-Learning in Education	11
Research Findings	12
“Counselearning’	13
Limitations of Earlier Model	13
Development of Education	14
Selective Education	15
Competitive Education	16
Advantages and Disadvantages of Selective Education	16
Present Norms Misleading	17
Learning Inherent in Growth	18
Education: A Total-Person Process	19
Education: A Convalidating Process	20
Meaning of Person	21
Meaning of “Disciplina”	21
Personalized Learning	23
Initial Relationship	23
Counseling, Psychotherapy, and Learning	24
New Approaches to Man	25
Man Viewed as a Whole Experience	26
American and European Models	27
Development of Counseling	28
Counseling-Learning and Community	29
Community and Communication	30
Knower and Learner Mutually Convalidated	32
A Language-Learning Model of Community	33
New Approach	34

2	Implicit and Unconscious Cultural Attitudes	37
	Foundations for a New Age	37
	Cultural Inheritance	39
	Prelude to the Present Age	40
	Nature of Cartesian Man	42
	Alternate Notions of man	43
	Cartesian Intuition	43
	Pure Thought	45
	Kant's Pure Reason	46
	Kantian Primacy of Obedience	47
	Implications of Kantian "Pure Reason"	47
	Remnants of an Older Tradition	49
	Man as a "Problem"	50
	Effect on Learning	51
	Self-Defeating Doubt	51
	Labeled Understanding	53
	Information as Dynamic	53
	"Informing" the Self	54
	Informed Character	55
	Conclusion	55
3	The Knowing-Doing Paradox	57
	<i>Oversimplification of Knowing</i>	57
	Completed State of Learning	58
	Universal and Particular Knowing	59
	Knowing-Experiencing Process	60
	Results of Oversimplified Knowing	61
	Effects of Universalizing	63
	Need for Facts	63
	Distorted Factualizing	64
	Resistance to Limits	64
	Discriminated "Thingness"	65
	Exact Focus	66
	Deification Tendency: Self-Defeating	67
	Particular Empirical Situation	68
	Empirical Situation in Counseling-Therapy	69
	Need to Discriminate	69
	Built-In Guilt	71
	New Approach to Knowing	72
	<i>Alternative Way of Knowing</i>	72
	Aggregate-Empathetic Knowing	74
	Aggregate Human Experience	75
	Past Empathetic "Freeze"	76
	Man's Knowing Dilemma	76

4	Operational Knowing and Learning	78
	Learning and Therapy in Folklore Expressions	78
	Experiment on Folklore Expressions	80
	Oversight-Insight	84
	Result of Insight	85
	Need to Personalize Experience	86
	Illustration from Language Learning	87
	Student Reaction	88
	Know-Feel Learning	89
	Learner Space	91
	Operant Learner-Knower	92
	Life Through Death	93
	Growth in Total-Space Knowing	94
	Faith in the Knower	95
	Creative Process	96
5	The Learning Relationship	97
	Necessity of "I-Myself" Congruency	98
	Mutual Need in Learning	98
	Knower's Need	100
	Learner's Need	100
	Mimetic Relationship	101
	"Birth" Process	102
	Illness-to-Health Continuum	103
	Externalization to Internalization	104
	Awareness from Counseling-Therapy	105
	Man: The "Why" Animal	105
	Harmonious "I-Myself" Relationship	106
	Triad Learning	107
	Counseling-Therapy Conditions Reproduced	107
	Marriage Counseling Parallel	108
	Ignorance-Knowledge Threat	109
	Community Learning	110
6	Counseling-Learning: Task-Oriented Counseling	112
	<i>Counseling-Learning</i>	112
	Additional Facets of Counseling-Learning	112
	Teacher as Counselor	113
	Counselor Task of Learners	113
	Teacher as Client	114
	Cognitive Aspects of the Unified Person	115
	Group Response and Participation	116
	Creative Reaction	117
	Lecture Approach	118
	Distorted Learning	119

The Skillful Listener	120	
Creative Explosion	121	
Mutual Exchange	122	
Dynamic Interchange	122	
Teacher Options	123	
Ambiguity Position	124	
Gift of Self	126	
Teacher's Right to Affect	126	
Relief in Cognitive Understanding	127	
Insightful Response	127	
The Learning Self	128	
<i>Five Stages of Learning</i>		128
Offsetting Anxiety	129	
Overhear	130	
Embryonic Stage	130	
Self-Assertion Stage	131	
Separate Existence Stage	131	
Reversal Stage	133	
Independent Stage	134	
Diagrams	135	
<i>Implications</i>		135
Operational Hierarchy in Democratic Learning	135	
Mimesis in Democracy	139	
Mutual Personal Investment	140	
Part Two Application and Demonstrations		143
7 Counseling-Learning Models		145
<i>Foreign-Language Counseling-Learning</i>		145
Demonstration I: Stage I	145	
Discussion	148	
Client Reactions to Stage I	149	
Demonstration II: Stages II and III	150	
Discussion: Stages II and III	151	
Client Reactions to Stages II and III	152	
Demonstration III: Stages IV and V	153	
Discussion: Stages IV and V	155	
Reaction of the Expert	155	
Language Identity	156	
Conclusion	157	
Internalization	157	
Insight: New Language Awareness	158	

<i>Demonstration of Students as Cognitive Counselors</i>	159
Introduction	160
Counseling-Learning Parallels	161
Counseling-Learning Dynamic	161
Clarification of Roles	163
Increased Concentration	164
Lecturer Reassurance	165
Value of Whole-Person Communication	166
“Affective” Translation	167
“Re-cognizing” of Feeling Tone	168
The “Fitting” Response	168
Freeing Symbolization	170
Unique Value of Each Word	171
Linguistic Skill	171
Movement to “Why Process”	172
Discovery of Internal Values	173
Counseling-Learning Dynamic	174
Re-sorting and Reevaluation	175
Teacher Creativity	176
“The Teacher Is Sick to Teach”	177
Blocking Response	178
Student Interaction	179
Summary	180
<i>The Teacher as Group Counselor</i>	182
Student Ambiguity	183
Shift in Perspective	185
Relief in Being Understood	186
Group Reaction	187
Unity of Feeling	188
Summary	190
<i>Brief-Encounter Learning Counseling</i>	190
Means to Longer Relationship	191
Part of Learning Process	192
Therapy-Counseling-Learning Continuum	193
Question Versus Learner Self-Investment	194
“Scott” Brief Encounter	196
Initial Insight	198
Satisfying and Freeing	199
Alternatives to Escape	200
Personal Value	200
Summary Response	202
Broader Awareness	203
Announcing Time	204
Mature Personal Responsibility	205
Postinterview Reaction	206

Observers	207	
A Week Later: Hope	208	
Illustration: Five-Minute Interview	213	
“Ann”	214	
Analysis of Skill	216	
Authentic Concern	216	
Affect-Cognition	217	
Re-cognized Values	217	
Accurate Reflection	218	
Counseling-Learning Awareness	219	
Group Commitment and Convalidation	220	
<i>Creative Reactor Learning Parallel</i>		221
Dual Role for Cognitive Counselors	221	
Student-to-Student Dynamic	222	
Five-Minute Creative Reaction	222	
Movement to Self-Investment	223	
Insight Statement	224	
Rating Chart	226	
 Appendices:		
1	Community Language Learning: A Pilot Study	230
2	Student Reactions to an Initial Cognitive Counseling Experience and a Cognitive Counseling Approach to Teaching of the Philosophy of Education	245
	Index	255