

EDUCATION

KRISHNAMURTI EDUCATION

Krishnamurti, J., *A Flame of Learning: Krishnamurti with Teachers*, 1993, 205 pages.

Krishnamurti assumes the role of a person coming to teach in a school that he actually founded at Brockwood Park School, England in 1969. The book is a transcript of discussions as Krishnamurti explores with teachers a new relationship between teachers and school, colleagues, and students. He questions the nature of freedom and authority, the place of motivation and self-interest, the source of fear and violence, the possibility of awakening intelligence and sensitivity to order. Above all, Krishnamurti presents a challenge to the reader to consider the need for a radical psychological change in all human beings, a need for action rather than ideas.

T K897 FL

Krishnamurti, J., *Beginnings of Learning*, 1975, 254 pages.

Krishnamurti believed that “education is the heart of the matter.” His longstanding concern with the nature and problems of education led him to found schools in India, England, and America, and his conversations with students, teachers, and parents form the major part of *Beginnings of Learning*. These lively, often intimate exchanges turn on practical, everyday matters as well as wider philosophical issues, as Krishnamurti encourages his audience to appreciate that the beginning of wisdom is self-knowledge.

T K897 BL

Krishnamurti, J., *Education and the Significance of Life*, 1953, 125 pages.

This unique approach to education stresses the importance of self-knowledge and a learning environment of freedom and love for the child, to help create an atmosphere in which real education can take place. He speaks about the right kind of education, intelligence, authority, world peace and education, the school, parents and teachers, art, beauty, and creation. *Education and the Significance of Life* is a new direction for education that can lead to the realization of a happier and more purposeful life for future generations.

T K897 ESL

Krishnamurti, J., *Education as Service*, 1912, 160 pages.

In Annie Besant’s introduction to this helpful book she says, “In long past lives the author of this little book had much to do with educational work, and he seems to have brought over with him an intense interest in education...He appears to have been brooding over the

question, and has, in this booklet, held up the educational ideals and foundation which appear to him to be necessary for the improvement of the present system.” Krishnamurti also stresses the spiritual qualifications a true teacher must cultivate within in order to fulfill his sacred task.

T K897 ES

Krishnamurti, J., *Letters to Schools*, 1981, 103 pages.

In the words of the writer: “These letters are not meant to be read casually when you have a little time from other things, nor are they to be treated as entertainment. These letters are written seriously and if you care to read them, read them with intent to study what is said as you would study a flower by looking at the flower very carefully its petals, its stem, its colours, its fragrance and its beauty. These letters should be studied in the same manner, not read one morning and forgotten in the rest of the day. One must give time to it, play with it, question it, enquire into it without acceptance; live with it for some time; digest it so that it is yours and not the writer's.”

Online resource: <http://www.jkrishnamurti.org/krishnamurti-teachings/view-text.php?tid=53&chid=330>

T K897 LS

Krishnamurti, J., *Life Ahead*, 1963, 191 pages.

Life Ahead presents lessons that move far beyond the traditional forms of education taught in most schools and colleges. Drawn from transcripts of talks given by Krishnamurti to Indian students, the book explores the danger of competition, the value of solitude, the need to understand both the conscious and the unconscious mind, and the critical difference between concentration and attention, and between knowledge and learning.

T K897 LA

Krishnamurti, J., *Think on These Things*, 1989, 258 pages.

The content of this volume was originally presented in the form of talks to students, teachers and parents in India, but its keen penetration and lucid simplicity will be deeply meaningful to thoughtful people everywhere, of all ages, and in every walk of life. Krishnamurti examines with characteristic objectivity and insight the expressions of what we are pleased to call our culture, our education, religion, politics and tradition; and he throws much light on such basic emotions as ambition, greed and envy, the desire for security and the lust for power – all of which he shows to be deteriorating factors in human society.

T K897 TTT

Krishnamurti, J., *The Way of Intelligence*, 1985, 242 pages.

In these series of talks in India, Krishnamurti explores the following topics: *Illusion and Intelligence, In Listening is Transformation, The Future of Man, The Nature of a Religious Life, Insights into Regeneration, Intelligence, Computers and the Mechanical Mind.*

T K897 WI

Video Recordings on Krishnamurti Education

Krishnamurti, J., *A Revolution in Consciousness*, 2005, 5 videodiscs, 7 hrs.

This series contains five dialogues with students and teachers at Rishi Valley School, India in 1984 and 1985, and at Brockwood Park School, England in 1983: *The brain is always recording*: 2nd dialogue with students at Rishi Valley School, 1984 -- *It doesn't matter if you die for it*: 3rd dialogue with students at Rishi Valley School, 1984 -- *What is the taste of fear?*: 1st dialogue with students at Rishi Valley School, 1985 -- *Thinking about myself all day long*: 2nd dialogue with students at Rishi Valley School, 1985 -- *Supreme intelligence is to have no illusions*: dialogue with staff & students at Brockwood Park School, 1983.

DVD 0679

Krishnamurti, J., *Discussion with Students*, 1983-1985, 3 videodiscs, 5 hrs. 49 min.

This series contains five discussions with students and teachers on DVD and one audio CD with the 1st student discussion at Rishi Valley School, 1984: Disc 1. *Discussion with staff & students at Brockwood Park School*, 1983 -- Disc 2. *2nd & 3rd discussion with students at Rishi Valley School*, 1984 -- Disc 3. *1st & 2nd discussion with students at Rishi Valley School*, 1985. -- Audio CD. *1st discussion with students at Rishi Valley School*, 1984.

DVD 0678

MONTESSORI EDUCATION

Montessori, Maria, *The Absorbent Mind*, 1964, 297 pages.

This book, which is the cornerstone of Montessori education, was written by the woman whose name is synonymous worldwide with child development theory, Maria Montessori. *The Absorbent Mind* takes its title from the phrase the author uses to characterize the child's most crucial developmental stage: the first six years of human life.

372 Mon AM

Montessori, Maria, *The Child*, 1941, 53 pages.

This jewel of Montessori philosophy is a reprint from *The Theosophist*, December 1941. In this lecture Maria Montessori shares her deep insights on the spiritual nature of the child, the key to all pedagogy, her spiritual approach to the task of the new teacher, among other fundamental subjects.

T-Pam M765 C

Montessori, Maria, *The Discovery of the Child*, 1962, 398 pages.

Maria Montessori went beyond the conventions of the day to seek a new way of knowing and loving a child. In *The Discovery of the Child*, she describes the nature of the child and her method of working more fully with the child's urge to learn.

372 Mon DC

Montessori, Maria, *To Educate the Human Potential*, 1961, 124 pages.

This book helps the adult to interpret the needs of children beyond the age of six with regard to appreciation of their cultural heritage. Montessori discusses the social consciousness of the six-year old and shows how to present the creation of the universe to young children, making them aware of their place in the environment.

372 Mon TEHP

Montessori, Maria, *The Formation of Man*, 1962, 135 pages.

In this book, Dr. Montessori urges adults towards an understanding of the laws of growth and pleads for a reshaping of the educational system that is ironically prejudiced against the child. First printed in 1955, the book includes a chapter on world illiteracy, as it is a problem of grave magnitude, even today.

372 Mon FM

Montessori, Maria, *The Montessori Elementary Material*, 1965, 464 pages.

Montessori's insights and method are contained in four basic books: *The Montessori Method, Spontaneous Activity in Education* (The Advanced Montessori Method, volume 1), *The Montessori Elementary Material* (The Advanced Montessori Method, volume 2), and *Dr. Montessori's Own Handbook*.

372 Mon MEM

Montessori, Maria, *Dr. Montessori's Own Handbook*, 1965, 189 pages.

Dr. Montessori's Own Handbook is one of the truly great books on early childhood development. This brief guide instructs parents and teachers on how to use familiar, easy-to-obtain classroom materials to make the home an effective learning environment. The book covers methods for engaging youngsters in learning while stimulating and honing their visual, auditory, and tactile perceptions. An illustrated guide to the use of Montessori classroom materials; which describes how to set up a "children's house" - an environment for learning where children can be their own masters.

372 Mon DMOH

Montessori, Maria, *Reconstruction in Education*, 1986, 14 pages.

In this lecture, first published in *The Theosophist*, February, 1942, Maria Montessori presents new wisdom to the world about the educational process.

372 Mon RE

Montessori, Maria, *The Secret of Childhood*, 1962, 252 pages.

Maria Montessori describes the child with warmth and the exactness of a scientist. She begins by explaining the spiritual development of children from birth and their potential to learn if given the opportunity. The author believed in defending the rights of children and here she explains her convictions. This is another book that reveals the Montessori philosophy and it is a good introduction to the Montessori Method.

372 Mon SC

Montessori, Maria, *Spontaneous Activity in Education*, 1965, 355 pages.

Spontaneous Activity is a mature and detailed philosophical expression of Dr. Montessori's ideas on the chief aspects of the child's growing personality. This book continues to be a fundamental text in the theory and practice of creating the right environment for children learning through their own developing mastery of experiences. Key sections are devoted to fundamental problems in education like: Experimental Science, Attention, Intelligence, Will, and Preparation of the Teacher.

372 Mon SAE

Montessori, Maria, *What You Should Know about Your Child*, 1961, 146 pages.

This volume examines the physical and mental development of the child in the early years of life. In Maria Montessori's own words: "In this book which promises to be of great aid to the diffusion and understanding of my work, the reader will not merely find lessons exposing ideas and my interpretation of the soul of the child: he will read through the clarity of vision of a psychologist who has contributed his generous efforts to link my thoughts to the mind of the public."

372 Mon WY

Montessori, Maria, *The Child: The Eternal Messiah*, *The Theosophist*, March 1940, page 495.

In the author's own words: "If I were to express what is the substance of what is called my method of education, I would say this: It is to treasure that which the child brings to us adults, and to keep the Divine contact that exists between the soul of the child and the soul of the Lord, to keep it forever."

NATURE EDUCATION

Cornell, Joseph, *Sharing Nature with Children*, 2 volumes, 1989-1998. 172 pages.

Sharing Nature with Children is a classic treasury of nature games and activities for adults and children. The author Joseph Cornell is one of the most highly regarded nature educators in the world today. His expertise, and his irrepressible enthusiasm for the grandeur and mystery of nature, spill over onto every page of these two volumes.

372.357 Cor SNC

Cornell, Joseph, *Listening to Nature*, 1987, 95 pages.

A sensitive —yet lively— guide book to a deeper awareness of nature, this book will teach you, not mere facts about nature, but how to get the *feel* of nature through inspiring quotations from famous naturalists, stunning photographs, and Cornell's ever-popular nature awareness activities that generate a direct, personal experience of the wonder and joy of nature.

372.357 Cor LTN

RAJA YOGA EDUCATION

(These titles contain information about the Raja Yoga Schools founded by Katherine Tingley)

Ashcraft, W. Michael, *The Dawn of the New Cycle: Point Loma Theosophists and American Culture*, 2002, 258 pages.

This book is a thorough and comprehensive history of the Point Loma community and the birth of the Raja Yoga Schools founded by Katherine Tingley.

T As34 DNC

Greenwalt, Emmett A., *California Utopia: Point Loma, 1897-1942*, 1978, 244 pages.

The story of the sound, successful efforts and contributions of the Point Loma Theosophical community from its beginnings; intertwined with the life of its founder Katherine Tingley. As with her successor G. de Purucker, Katherine Tingley demonstrated great perseverance as

she sought to build a community where Theosophy was a way of life.
T T343 CU

Shute, Bill, *Point Loma Purple: The Life and Work of Katherine Tingley (1847-1929) : An Imagined History in Mosaic Verse*, 2007, one volume, unpagged.

A biographical and poetical account of Katherine Tingley's life and remarkable theosophical work.

T T494z Shu PLP

Greenwalt, Emmett A., *The Point Loma Community in California, 1897-1942: A Theosophical Experiment*, 1955, 236 pages.

This book is an historical account of a theosophical community on Point Loma, San Diego, California, which existed from 1897-1942. A serious attempt was made to disseminate the teachings of Theosophy, offering in place of Christian theology, the teachings of karma and reincarnation. It also records Point Loma's Raja Yoga educational philosophy and method.

T T343 PLC

THEOSOPHICAL EDUCATION

Arundale, George, *The Bedrock of Education*, 1924, 109 pages.

In the author's own words: "The object of education may be said to be the attainment of complete living. And by complete living I understand the complete fulfilment in the fullness of time of God's plan for His world, as we increasingly understand it through our growing perception of evolution –the working out of His plan."

T Ar84 BE

Besant, Annie, *Creating Character*, 1986, 92 pages.

These two essays describe a Theosophical perspective on developing virtues of character regardless of age. It gives advice about approaching growth with self-determination and knowledge that forms the basis for all growth.

T B463 CC

Hao Chin, Vicente, *The Process of Self- Transformation*, 2003, 260 pages.

From the publisher: "What makes this book unique is the author's case studies and step-by-step instructions, which allow readers to examine their own self-conditioning, enabling them to expand their own awareness, which in turn leads to a new direction in their physical, emotional, and psychological health and well-being. The book also discusses the implications of these approaches on education, social peace, parenting and youth development."

T H199 PST

Hodson, Geoffrey, *The Miracle of Birth*, 1981, 98 pages.

As a proponent of reincarnation and a respected clairvoyant, the author describes in vivid detail the development of the mind, emotions, and the physical body of a fetus from the fourth month to the time of birth. In this book he offers a wealth of information never before made public.

T H669 MB

Hodson, Geoffrey, *Theosophy Answers Some Problems of Life*, 1961, 228 pages.

These series of lectures delivered in Australia in 1951, are valuable interpretations of Theosophy applied to various fundamental aspects of human life. *Man, His Nature and His Destiny, The Sevenfold Key to Human Character, Memories of Former Lives, The Mysteries of Child Prodigies Solved by Reincarnation, The Law of Cause and Effect, A New Age Now Being Born, Education for Fine Citizenship, The Laws of Health and Happiness, The Gospel of Humaneness*, among other topics, are explored from the profound perspective of the gifted seer-author.

T H669 TASP 1961

Jinarajadasa, Curuppumullage, *Life! More Life!*, 1934, 260 pages.

Lectures on a Theosophist's vision of life and its possibilities can be found in this inspiring book with topics relevant to Theosophical education such as, *The Brotherhood of All that Lives, Theosophy and Art*, and *The Teacher and the Child*.

T J564 LML

Jinarajadasa, Curuppumullage, *The New Humanity of Intuition*, 1938, 189 pages.

In these seven lectures the author shares his vision: "We must plan to create the new humanity of intuition, for it is they who will create the perfect organized world. That world of our dreams is not so far away, if only we will begin rightly with the children. If only we will make our children intuitive, then as they grow up they will achieve where we have failed."

T J564 NHI

Kulkarni, R. K., *Child Training in the Light of Theosophy*, 1927, 205 pages.

A collection of writings from various authors including leading Theosophists, on how children are constituted and how best to treat them from the point of view of Divine Wisdom. Topics include Theosophy and the child, mental and moral training, training the desire nature, training the will, problems in education and education and the new age. Each section contains valuable suggestions for further reading.

T K958 CTLT

Leadbeater, C. W. *Our Relation to Children*, 1992, 39 pages.

This pamphlet, first published in 1903, contains ideas important for today. Applying the influence of pure and loving thoughts and the avoidance of evil is necessary to all lands alike is the lesson which the author emphasizes with this writing.

T L469 ORC

Taimni, I. K., *Self-Culture in the Light of the Ancient Wisdom*, 2005, 304 pages.

In this book, the author expounds the philosophy and science of self-culture based on a profound understanding of man's relationship with the universe and his ultimate destiny. He describes the application of natural laws governing the universe to the problem of human evolution. He also addresses problems of self-discipline and self-culture involved in preparing the vehicles of the aspirant who is embarking on the voyage of self-exploration and self-realization.

T T136 SC 2005

WALDORF EDUCATION

Querido, Rene M., *The Esoteric Background of Waldorf Education*, 1995, 107 pages.

The Leitmotif of this book is inspired from [the following] passages in the fifth lecture of *Education as a Social Problem*, given by Rudolf Steiner in Dornach on 16 August, 1919, shortly before the opening of the first Waldorf School in Stuttgart: “One should not look superficially at the so-called cultural phenomena of our age. Nor should one doubt that modern human beings have to arouse themselves to a real comprehension of the Christ Impulse if evolution is to go forward in a healthy way. . . This is also something future educators and teachers must take into their consciousness. . . One must teach out of an awareness that one has to bring about salvation in the case of every individual child; one has to steer him towards finding the Christ Impulse in the course of his life, towards finding a re-birth within himself. . .”

370.1 Que EBWE

Steiner, Rudolf, *The Child's Changing Consciousness*, 1988, 239 pages.

Using language any teacher or parent can understand, Steiner describes the basis of his educational philosophy, giving many examples and anecdotes to convey his meaning. The Waldorf full curriculum is based on the different states of consciousness the child goes through as he matures. The method emerges as a commonsense conclusion of practical experience.

370 Ste CCC

Steiner, Rudolf, *The Education of Children from the Standpoint of Theosophy*, 1911, 105 pages.

In the words of the author: “Many would like to reform life, without really knowing it from its foundations. He who would put forth a proposition as to life in the future, must not content himself with merely learning to know life superficially. He must probe it to its depths. Life is like a plant that contains not only that which is visible to the eye, but also a future condition concealed within its secret depths. He who has before him a plant that is just in leaf, is well aware that later on blossoms and fruit will be added to the leaf-bearing stem. The germs of these blossoms and fruit are already concealed within the plant. But it is impossible for one who merely regards it in its present condition to say how these organs will ultimately appear. Only he who is acquainted with the nature of the plant can do so. Human life also contains within itself the germs for its future.”

T St35 EC

Steiner, Rudolf, *Education, Teaching, and Practical Life*, 2007, 140 pages.

These lectures by Rudolf Steiner describe a way of educating and teaching children and youth that aims toward educating the whole person according to body, soul and spirit in a balanced way. Such an education can be carried out only if the educator is aware how, in evolution, the physical is formed out of the soul and spirit; for one can participate in the education of a being only if one understands the laws of this education. This book is filled with gems to be mined by teachers, parents, students of spiritual science, and scholars.

T St35 ETPL

Steiner, Rudolf, *The Essentials of Education*, 1926, 98 pages.

“The five lectures here published from shorthand reports unrevised by the lecturer, were delivered during the Educational Conference organized by the General Anthroposophical Society and the College of Teachers of the Free Waldorf Schools, Stuttgart, in April, 1924. They are the last public lectures delivered by Rudolf Steiner in Germany and they will remain forever in the memory of those who read them.”

T St35 EE

Steiner, Rudolf, *Faculty Meetings with Rudolf Steiner*, 1998, 2 volumes.

These two volumes span the years 1919 to 1924 and cover, meeting by meeting, the development of the first Waldorf School. Participating in a work in progress, Steiner deals with an amazing array of problems, frustrations, successes, and failures. His sleeves rolled up and his sight on a vision that he made a reality, Steiner lays the foundations of Waldorf education. This detailed look behind the scenes will interest not only teachers, but also parents, students, and anyone who wants to know how a successful worldwide school movement arose.

371.391 Ste FMRS v.1, v.2

Schoorel, Edmond, *The First Seven Years*, 2004, 281 pages.

A gold mine for every Waldorf teacher and parent, this book shows that the first seven years of childhood should be a free space, without concern for the future. During these years, everything is provisional. The child and his or her caregivers are preparing seeds for the child's future and the future of the world. This book gives the background of the singularity of this period. It is meant to be read by preschool teachers, parents, grandparents, and all others who want to know more about the laws and secrets of the first seven years.

305.231 Sch FSY

Steiner, Rudolf, *Observations on Adolescence*, 2001, 175 pages.

This book presents a collection of statements made by Rudolf Steiner about adolescence. The material speaks from a spiritual perspective not only about adolescence, but also about the seven to fourteen-year phase leading up to adolescence. Steiner offers guidance to both classroom teachers and high school teachers who are working with young people before and during puberty.

371.391 Ste OA

Steiner, Rudolf, *Rudolf Steiner in the Waldorf*, 1996, 243 pages.

Very practical lectures and addresses by Steiner, given in the Stuttgart School between 1919-1925 to children, parents, and teachers, are contained in this book. On these occasions he spoke spontaneously, warmly, and with much enthusiasm, giving us a unique glimpse of the man and how he viewed the school and the educational philosophy he brought into being.

371.391 Ste RSWS

Steiner, Rudolf, *Study of Man*, 1966, 191 pages.

Although these lectures were given as preparatory materials to the teachers of the original Waldorf School in Stuttgart, founded in 1919, they are not only concerned with education. *Study of Man* contains the fundamental and core views on Steiner's human-centered spiritual psychology, accessible to anyone interested in the mysteries of human existence.

T St35 SM

Tautz, Johannes, *The Meditative Life of the Teacher*, 1990, 43 pages.

This book examines the spiritual intentions present at the first Waldorf school and describes what Dr. Tautz believes is necessary for the inner work of the teacher today.

370.1 Tau MLT

Wildgruber, Thomas, *Painting and Drawing in Waldorf Education*, 2012, 384 pages.

Painting and drawing are key artistic expressions and play important roles in a child's physical, emotional, and spiritual development. This comprehensive teachers' guide provides a complete artistic curriculum for Waldorf school classes 1 to 8 (ages 6 to 14), incorporating themes from fables and legends, the Old Testament, Norse mythology, animals, Ancient Greece, and Botany. Throughout, the author draws on art theory and shows that art is truly a universal language. Painting and drawing in Waldorf Schools is also suitable for adult self-study.

372.52 Wil PDWS

ONLINE RESOURCES

www.jkrishnamurti.org/index.php

www.kfa.org/educating_educator.php

www.montessori-institute.ca

www.sharingnature.com/index.php

www.theosophy.ph/goldenlinkcollege.html

www.tswiki.net/mywiki/index.php?title=Education

www.waldorflibrary.org

www.whywaldorfworks.org

www.steinercollege.edu

www.arcturus.info/homepage.htm

www.rsarchive.org