

Index

a priori, 157–60

Abrams, David, 210

acceptance, 66. *See also* refusal

active learning, 147

activities

the activity beast and, 13–14, 214–17

attention deficits and, 11–14, 73

hyperactivity and, 12, 17

math facts and, 70–80, 85

short attention spans and, 216–17

slowing and settling, 16, 73, 217

adaptation, sequential, 157–64

Alethia, 112–13, 178, 189. *See also* *Lethe/ lethia/lethal*

alternative voices, 100–101

always and already, xiv, 48, 79, 92, 106

ambiguity, 128, 167

American democracy, 28

ancestries, 2–3, 7, 140, 176, 178, 180. *See also*

kinship(s)

All Beings Are Your Ancestors, 225–30

research and, 194–96

Aquinas, Thomas, 89, 207

Arendt, Hannah, 67, 141, 143, 145

Aristotle, 89–91, 207

Aristotelian tradition, 26

attention. *See also* attention deficits; boredom

"ADD kids" and, 14, 217

disposability and, 216–24

heeding and, 116–17

kinds of knowing and, 37–45

language arts and, 68

math facts and, 72–73, 208–11, 214, 219

personal responsibility for, 18

phenomenology and, 34, 133–40

science and, 102–3

to stubborn particulars, 82–83

time and, 6, 217

attention deficits, 11–14, 41, 73

disposability and, 216–24

authoritarianism, 122

basics, back to the

backlash and, 4

basic(s), the, 1, 3, 219

educational research and, 106–7

bear, 225–30

becoming, 212–13, 220

belly, 42–44, 134, 209, 226

belonging, 11, 153

Berry, Wendell

on connections, 10

on enamored with scientific knowledge, 98–99

on health, 97

on ideal consumers, 63

on keeping up, 64, 73, 94

on place, 7, 19

on rhythm, 15

on sanity, 32

on time, 73

on unsettled panic, 13

Bildung, 211

birding, 133–40

bloodlines, 2

boredom, 73

Buddhism, 225. *See also* meditation

Canadian Society for Hermeneutics and Postmodern
Thought, xiii

caring, 2, 193–99, 214–17. *See also* educate; loving

Cartesianism, *critica* of, 218–19. *See also* Descartes

Child, the

development of, 163–64

as enemy of literalism, 178–79

has something to say, 174–75

as object of rational investigation, xii, 148–49

as object of sequential development, 157–64

as particular, 75–76

progress and, 131–32

the whole child, 76

child-centred, 78. *See also* pedocentrism

classroom

as community, 10

fragmentation and, 73 (*See also* activities)

cogito. *See* Descartes

colonialism, 92

colonization, 26–27, 207

community, sense of, 67

as ethos, 101–2

compassion, 199

conquest, 148

conservation, 115

pedagogy as, 141–45

conservative backlash, 4

constructivism, 40

consumerism, 63–64

commodification and, 84

consumption and, 213–24

disposability and, 213–24

control, 148–49, 155–57, 168, 170–71

conviviality, 97–98

Copernican revolution, 153–57

correspondence(s), 107, 111. *See also* truth

cougar, 43–44

course, 88, 97

Coyote stories, 16–17

culture, North American, 62

consumer culture, 63–64

as culture of loneliness, 207

Western culture, 147, 171
 curriculum
 covering the, 217
 curricular tourism, 72–73
 curriculum integration, 70–74, 87–103. *See also*
 activities; interdependencies
 child-centredness and, 78
 as condition of ecopedagogy, 103
 etymology of, 97
 getting it *right* and, 174, 217
 mathematicity of language and, 82–83

data, 157, 164
 education research data and, 166–67
 deconstruction, 40–41, 122
 dependencies. *See* interdependencies
 depression, 211
 Descartes, René
 claims to knowledge and, 25–26
 cogito ergo sum, 33, 150–52, 165
 critica of Cartesianism, 218–19
 egologic and, 92–94
 Meditations on First Philosophy, 150–53, 206–7
 modern science and, 88–91
 Piaget's Clay and Descartes' Wax, xi, 150–52
 substance and, 150–53, 206–7, 216–17
 development, as sequential adaptation, 157–64
 dharma, 43
 dialogue, 168–71
 discipline(s). *See* living disciplines
 displacement, 21, 40–41
 disposability, 213–24
 dissociation from the self, 163
 diversity, 92, 100. *See also* multivocality
 dogmatism, 119
 doubt, 150
 dwelling, 20–21

Early Childhood Education (ECE), 74–80, 147
 Earth
 mathematization of, 89
 pedagogy and, 27, 33
 as world, ecos, home, 101–2
 Eastern intellectual tradition, x
 ECE. *See* Early Childhood Education
 ecoeroticism, 107
 ecology. *See also* pedagogy
 deep ecology, 97–98
 ecopedagogy and, xiii, 33, 48, 87–88
 ecological awareness, 8, 11, 20, 28, 87
 disposability and, 213–24
 language arts and, 62–68
 as mindfulness, 33–34, 228
 particularity of, 70
 phenomenology and, 34
 ecological disaster(s), 5, 12, 78
 education as, 17, 85
 ecological healing, 14
 ecology. *See also* pedagogy
 of the classroom, 62–65, 71–74
 disposability and, 213–24
 ecopedagogy and, xiii, 33, 48
 ecopedagogy, xiii. *See also* activities; environmental
 education; living disciplines; place
 battle between traditions and, 4–5
 consumerism and, 63–64, 213–24
 definition of, 3, 47–48, 87–88
 vs. environmental education, 2–3
 language arts and, 68
 scientific literacy and, 102–3
 as 'the topic,' 3, 95–96
 ecopedagogical reflection, 21, 27, 34
 on curricular integration and scientific literacy, 87–
 103
 on Whole Language, Pedocentrism and the Necessity
 of Refusal, 47–68
 edibility, 43, 138
educare, 21, 115
 education theory, 171
 educational magazines, 63
 educational research, 105–7, 115–32. *See also*
 hermeneutics; inquiry; knowledge
 educational writing and, 173–85
 methodologies and, 105–6
 notion of progress and, 130–32
 subjectivity and, 113
 educational theorists, 167
 egologic, 92–93
 Elbow River, 40
 embodied knowing, 198. *See also* belly; experiential
 education
 empiricism, 162–63
 engagement, 149
 Enlightenment legacy, xii, 89–91, 93, 98, 101
 enough, 139
 environmental education, 2
 as form of ecological healing, 14
 re-definition of, 9
 as sub-branch of science education, 11
 the three 'R's and, 62–63
 environmentalism, 3, 62
 epistemology, 41, 88, 110
 Kant, 155–57
 Piaget, 157–64
 etymology, 32, 64–66
 concept of validity and, 194–95
 of curriculum integration/integrity, 97
 rootlessness and, 64–66
 Eurocentrism, 88–89, 91
 colonialism and, 92

Europe, 27
 exaggeration, 195
 exchange, relations of, 2
 exhaustion, 128, 211
 experiential education, 81–85, 127
 Erfahrung, 212, 222
 "every experience worthy of the name," 212
 particularity and, 75–77
 exploration, 123–24

 falling behind, 127. *See also* keeping up
 Father Tongue, 84
 Foucault, Michel, 38
 foundationalism, 44, 119, 122
 Fox, Matthew, 217
 fragmentation. *See also* scientific method; wholeness
 attention deficits and, 11–15, 41, 73
 the basics and, 2–3
 curricular, 73–74, 82, 89–90
 educational research and, 105–7
 hurriedness and, 6, 217
 logic of, 71, 92, 219–20
 freedom, x, 29–30, 62, 94. *See also* interdependencies;
 limits
 free-market, American, xii
 fundamentalism, 4, 78, 119, 128. *See also* literalism

 Gadamer, Hans-Georg, 116, 118, 121, 180, 198
 being(s) and, 220–24
 dialectic of memory and forgetting, 211–13
 hermeneutic inquiry and, 210
 Truth and Method, 211–12
 understanding and, 222–24
 garbage, 65. *See also* refusal
 gathering, 129

 generativity, 88, 121, 132
 caring and, 143
 etymology of, 30, 32, 68
 gerocentrism, 67–68, 122–23. *See also* pedocentrism
 tradition and, 141–45
 given, 76
 curriculum as, 174
 data as, 116
 as gift, 130, 213
 interpretive inquiry and, 195, 197
 literalism and the, 175
 grace, 69
 Grade One math, 70–74, 85, 208–9
 Grade Two
 curriculum, 22
 practicum, 108–13
 Great Council of All Beings, 16
 Habermas, Jurgen, 92
 healing, 203, 221

 health, 97, 195, 221
 heeding, 116–17, 195. *See also* attention; listening;
 noticing
 Hegel, Georg Wilhelm Friedrich, 41
 hegemony, xi
 Heidegger, Martin
 Alethia and, 112
 human will and, 29, 210–11, 213
 mastery and, 127, 157
 "matters of method" and, 116, 218–19
 helplessness, 183–85
 hermeneutics, 115–32
 Canadian Society for Hermeneutics and Postmodern
 Thought, xiii
 definition of, ix, 117
 educational research and, 105–7
 first condition of, 210
 as form of inquiry, 115–16, 150
 Gadamer and, 210
 interpretability and, 5, 83, 110–12, 169–71, 175
 kinship between ecopedagogy and, 223
 pedagogical writing as, 177–78
 suspicion and, 128
 tradition and, x
 truth and, 107–13, 223–24
 Hermes, xiii, 176–77, 179, 181, 185
 Hillman, James, 182, 193, 213
 Anima Mundi, 217–18
 home, 19–22
 at-home-ness, 25–26
 as housing, 75, 101
 human will. *See* will, human
 humility, 29
 Husserl, Edmund, x, xii, 23, 25
 hyperactivity, 12, 17, 72. *See also* activities; attention
 hyperstimulants, 17

 Ignatow, David, 37
 illiteracy. *See also* literacy
 institutionalized, 103
 scientific literacy and, 101–3
 independence. *See* interdependencies
 individuality, 28, 169
 loneliness of, 207
 Indra's Netted Jewels, 229
 inquiry, 115–20
 hermeneutics and, 119–23, 128, 131–32, 210
 interpretive, 193–99
 Kant and, 155–57
 objective, 198
 pedagogical writing as, 177–78
 integration. *See* curriculum integration
 intellectual traditions, x
 intelligence, 157–60
 Piaget and development of, 162–63

- intentionality (Husserl), xii
- interdependencies, 3, 28, 32. *See also* kinship
 attention and, 12, 133–40
 dependencies and, 33, 42, 182, 212
 independence and, 62, 207
 mathematics and, 79–80
 patterns of, 80–85
 place and, 70
 severances of, 33
 of subject/object, 152–53
- interpretability
 hermeneutics and, ix, 5, 83, 110–12
 interpretive inquiry and, 193–99
 interpretive writing and, 181–83
 pedagogical writing and, 177–79
 teaching and, 143–45, 175
- interrelatedness, 3, 103, 170
- intersubjectivity, xii
- invalid, 193–99
- isolationism, 207, 216. *See also* fragmentation;
 individuality
- issuance, 20, 25, 30
- Jardine, David
 about, ix, 133–35, 189–90
 academic background of, x–xi, 201–4
- Kant, Immanuel, xi, 41, 150
 Copernican revolution and, 153–57
Critique of Pure Reason, 153
- keeping up, 64, 73, 94, 127
- kindness, kindness, 25, 33
- kinship(s), kin, kind, 3
 dialogue and, 170–71
 between ecology and pedagogy, 95
 etymology and, 32
 kindredness, 138
 literalism and, 176
 mathematics and, 10, 23–24, 31, 222
 pedagogy and, 48
 place and, 30, 137–40
- knowing, 28, 135–40
- knowledge, x. *See also* technical scientific discourse
 character of, 37–45, 137–40
 as consumption, 217
 controlling power and, 118–19
 embodiment of, 198
 Enlightenment legacy and, 90–92
 felt knowledge, 39, 136–40
 Kant and, 155–57
 as meaning making, 147
a priori and, 157–60
 scientific literacy and, 101–3
 suffering and, 176–78
 totalizing, 198
- Kundera, Milan, 187–91
- Lakeshore Public School, 44–45
- language arts curriculum, 49–53. *See also* literacy;
 whole language
 literalism and, 173–85
 as living in language, 64–68
- Le Guin, Ursula, 66–67
- learning
 as learning to live well, 6
 as living, 79, 135–40
 whole language and, 64–65
- Lepine, Marc, 27
- Lethe/ lethial/lethal*, 113, 178, 189, 215, 224
- liberal education, 123
- limits, 29, 41
 of necessity and mystery, 48
 North American culture and, 62–64
 science and, 99–100, 130
- listening, xiv, 37–39, 134, 165, 205. *See also* heeding;
 noticing
- literacy, 38, 47–68. *See also* whole language
 scientific literacy, 87–103
- literalism, 119, 173–85
- living discipline(s)
 about, 1–3, 218–24
 as ecological, 9, 47
 ecopedagogy and, 47, 183
 interpretability and, 5, 174–75
 as living topographies, 6
 mathematics as, 79–85, 112–13, 140, 216
 nursing as, 196–99
 whole language and, 64–68
- loving, 193–99
- Masters of the Universe, 171
- mastery, pretensions to, 156, 166–67, 170
- math facts, 70–80, 208–9, 219
- mathematics
 ecopedagogy and, 10, 14, 22–27, 48
 etymology and, 32
 hermeneutics and, 5–6, 108–13
 idealizations and, 23–24
 as living discipline, 79–85
 math facts and, 70–80, 110–13, 208–11, 214, 219
 operations and, 158–60
 patterning and, 80–85
 regeneration and, 31
- meditation, 37–39, 85, 207
 Walking Meditation (Nhat Hanh), 226
- Meditations on First Philosophy* (Descartes), 150–53
 memory, 133–40, 206–24
 dialectic of memory and forgetting, 211–13
 memorizable but not memorable, 214–17
- Merleau-Ponty, Maurice, 210

- methodology, 74–75
 Descartes and, 150–53
 educational researchers and, 105–7, 167
 methodological fanaticism and, 168–69
 qualitative research and, 128–29
 scientific method and, 88–89, 128–30, 166–67
 technically based approaches, 116–17
Truth and Method (Gadamer), 211–12
- mindfulness. *See* ecological awareness
- modernism, 64
 keeping up-to-date, 64, 73, 94, 127
 modernist logic (of fragmentation), 219
- monkey mind, 43
- moon-landing, 19
- morality, 183–84
- mortality, 137–40, 187–91
- multiage classroom, 75
- multivocality, 91–92, 170–71. *See also* dialogue;
 scientific discourse
- mundaneity, 1, 4–5, 7
- Nemozoic Era (Age of Great Loneliness), 207
- nest
 fouling of, 19, 27, 62, 84, 94
 of interdependencies, 28, 70, 77
- Nhat Hanh, Thich, 201–4
- Nietzsche, Friedrich, 119
- noticing, 38–39. *See also* attention
- nursing, 193–99
 discourse on, 196
 embodiment and, 198
- obedience, 116–17
- objectivism. *See also* subject, emergence of;
 subjectivity
 Descartes and, 152–53, 207
 Piaget and, 161–66
 totalizing knowledge and, 198
- opinion, 66
- ordinariness. *See* mundaneity
- Other, the cultural, xi–xiii, 26. *See also* colonization
 exclusion and, xii, 27
 exploration and, 123–24
- parenting, xiv
- particular(s), 69–85
 nursing and, 198
 of place, 37–45, 133–40, 206, 209, 225–30
 as profoundly stubborn, 77, 82
- pedagogical writing, 177–83
- pedagogy, x. *See also* ecopedagogy
 definition of, xiii, 87–88
 ecopedagogy and, xiii, 21, 87–88, 95
 environment and, x
 hermeneutics and, 171
 literalism and, 174–85
 mastery and, 148–49
 pedagogical conduct and, 71, 170–71
 requires keeping the world open, 174–75
 as standing between innovation and tradition, 141–45
- pedocentrism, 62, 65, 67–68, 123. *See also* child-
 centred; gerocentrism
 tradition and, 141–45
- phenomenology, xii, 34. *see also* Husserl
 Descartes and, 151–53
 Kant and, 155–57
 Piaget and, 160–62
- philosophical traditions, 28
- Piaget, Jean, x–xi, 23
 the *a priori* and, 157–64
The Child's Construction of Quantities, 160–61
 control and mastery and, 148–50
 Kant and, 157–64
 operations and, 75
 Piaget's Clay and Descartes' Wax, xi, 147–71
 rationality and, 89, 157
- place, 19–35, 133–40. *See also* Berry, Wendell
 becoming native to, 11, 222–23
 belonging and, 11, 121–22
 ecopedagogy and, 6–7, 205–24
 hermeneutics and, 106–7, 121–22
 human will and, 29–30
 inhabitation and, 32
 inquiry and, 120–21, 195–99
 Kant and, 155–57
 as living system, 79
 mathematics and, 78–84, 219
 memory and, 133–40, 206
 nursing and, 194–95
 pedagogical writing and, 177
 schools and, 44–45
 science curriculum and, 97–98, 102–3
- Plato, 178
- play (*lude*), 119, 122–23, 126, 129
- post-modern culture, 12, 38
- post-modernism, 42, 44
 curriculum integration and, 72–73
- practicum, 1, 108–13
- preference, 66
- progress, 130–32, 137
- Pythagoras, 209, 220–21, 223
- qualitative research, 129. *See also* hermeneutics;
 inquiry
- quantitative research, 194
- Rationality, 88
- Reality, constructions of, 162–63

Reason, as Western intellectual tradition, xi, 88, 91
 ascendancy of, 27, 101
Critique of Pure Reason and, 153–57
 Descartes and, 152–53
 ecological consciousness and, xii, xiii, 26, 89

refusal, 62–68, 222
 as exclusion, 130
 loss of ability of, 65–67
 power of, 66
 refuse, as garbage, 62–63
 Whole Language, Pedocentrism and the Necessity of Refusal, 47–68

re-generativity. *See* generativity

relatedness, 3, 94, 134–35. *See also* interdependencies; sustainability; sustaining relations

relations. *See* sustaining relations

renewal, 145

representationalism, 143

research. *See* educational research; inquiry; qualitative research

results, 119. *See also* technical scientific discourse

returning, 19–35, 213–18. *See also* generativity

rhythm, 81–82

rootedness, 70–71

rootlessness, 63, 66, 72

sampling, 13

schola, 123

Scholastic tradition, 26, 28

schooling, 2, 4, 34, 94
Bildung and, 211
 as commodified exchange, 217

schools, 1, 44, 214

science, Western, xi. *See also* technical scientific discourse

science education, 87–103
 curriculum integration and, 96–103
 Descartes and, 88–89
 limits of, 99–101
 place and, 102–3
 rejection of, 98–99, 101
 science curriculum as Eurocentric, 89

scientific discourse, 92, 156, 166. *See also* technical scientific discourse

scientific literacy, 101–3

scientific method, 88–89, 119, 157–64, 166
 as best describing the nature of reality, 160–61
 dissociation from the self and, 163
 Kant and limits of, 155–58

scientific rationality
 technological consequences of, 98–99

security, 126–30

self-esteem movement, 4

sequential development, 157–65

severance(s), 74, 84, 101, 107. *See also* fragmentation
 Descartes and, 89–90, 93–94

Sierra Club, 72

signifiers, 40, 43, 75, 77

skills, marketable, 123

slowing things down, 73

Smith, David G., ix–xv, 164

Snyder, Gary, 11, 15–16, 30, 97

spaciousness, 207, 210

Speaking With A Boneless Tongue (Jardine), 141–45

specialization, 124–26. *See also* technical scientific discourse

subject, emergence of the, 152–53
Critique of Pure Reason and, 153–57
 Piaget and, 159–64

subjectivity, 113, 127
 Descartes and, 113, 127, 152–53
 Kant and, 153–57
 Piaget and, 162–63, 165
 transcending of, 162–63, 167

substance, 26, 28, 89–93
 Descartes and, 150–53, 206–7, 216–17
 Piaget and, 162–63
 as substantial, 194–95, 207, 216–17, 219

suffering, 176, 178, 207–8
 learning and, 221–24
 Learning to Love the Invalid, 193–99

surface, 14, 64, 72, 82–83. *See also* activities; particular(s)
 boredom and, 73
 surfing the net, 12

sustainability, 3, 31
 intellectual traditions and, 9–10, 47
 modernism and, 64

sustaining relations, 74–80, 93, 183. *See also* interdependencies
 forgetting and, 212–13, 227–30
 severance of, 207–24
 topography of, 208–10

teaching
 avoidance and, 65
 dialogue and, 170–71
 as renaming and remaking, 184–85
 responsibility of, 67, 142–43
 student-teachers and, 76
 the teachable moment and, 167–68
 teacher accountability and, 148, 168
 teacher-knowledge and, 144–47
 teacher's talk and, 71

technical scientific discourse, 117–20, 125–32
 as logico-mathematical, 152, 158–64

techniques, 126. *See also* technical scientific discourse

the topic, 2, 88
 ecology as, 92

topica, 219
 topographies, 3, 214–18
 topographical imagination, 219
topos, 195, 214
 tough old stars, ix, 1, 5, 8–18
 tourism, curricular, 72–73
 tradition, pedagogy and, 141–45
 Trungpa, Chogyam, 207
 truth, 33, 107–13, 152, 197, 220
Truth and Method (Gadamer), 116, 211–12, 218–24

uncanniness, 120
 uncertainty, 167
 understanding
 as an event, 223–24
 as belonging, 222–23
 as construction, 148–50, 164–71
 Descartes and, 152–53
 forfeiture of, 183
 Gadamer and, 198, 203, 210
 hermeneutics and, 169–71, 210
 impossibility of full, 176
 as negotiated venture, 197
 not as method, 219–20
 as participation, 222
 as self-transcendence, 167
 univocity, 169, 175
 Utopia, 30

validity, 193–99. *See also* invalid

walking, 40–41
 Wallace, Bronwen, 69
 Western intellectual tradition. *See also* culture, North American
 Enlightenment and, xii, 28
 Western philosophical tradition, 147
 Western science, xi. *See also* technical scientific discourse

whole language, 62–68
 as deeply ecological, 68
 kits for, 63
 Whole Language, Pedocentrism and the Necessity of Refusal, 47–68

wholeness, 3, 5, 68, 74
 health and, 97

will, human, 29, 119, 211, 213–15. *See also* interdependencies

William Carlos Williams, 69–70
 Wilson, E.O., 207
 Wittgenstein, Ludwig, 24
Wizard of Earthsea, 66

words, 202–4, 213. *See also* etymology

work (of ecopedagogy), xiii, 205–24
 as 'tough work,' 5

world
 as ecos, 101
 Heidegger and, 218
 as object of control, 149–50, 162–64

writing, 173–85
 the helplessness of the written word, 178
 Immortality and the Gesture of Writing, 187–91
 interpretive, 179

zero-tolerance, 4, 27