# DAVID R. CONRAD

# Education For Transformation Implications In Lewis Mumfords Ecohumanism

**Charles Albert Baatz** 

### **Education For Transformation Implications In Lewis Mumfords Ecohumanism:**

Education for Transformation David R. Conrad, 1976 Mumford, Tate, Eiseley Gale H. Carrithers, Jr., 1992-01-01 Though of diverse backgrounds and training Mumford Tate and Eisley shared remarkably concordant and convincing views of the state of twentieth century American society All three considered America to be benighted by a dominant myth the myth of the machine in Mumford's phrase that resulted in cultural degeneration Through an examination of selected works of each critic Carrithers explains how these writers both identified and fought against this myth Carrithers asserts that Mumford Tate and Eisley in their essays revived prophecy as a mode of expression and as a means of appraising culture in a broad historical context Like the biblical prophets the three concerned themselves not so much with the future as with the present They sought to unmask the falseness the moral emptiness of a reductive abstractive mechanized model of the world Carrithers considers Mumford as he moved from conflicted stances in the four volumes of The Renewal of Life to the more assured and comprehensive vision of society he portrayed in the two volume The Myth of the Machine He examines Tate s critique of American culture as it developed from his youthful involvement with the Fugitives and Agrarians to in later years an increasingly coherent but comber construal of the world's plight Finally he describes Eisley's fully emergent rejection of reductive scientism and temporalism a large part of all that is crushing us Eisley wrote evident in The Immense Journeyand other books Mumford Tate and Eisley these watchers in the night all wrote against the grain of most of their contemporaries posing questions about generally accepted current values and proffering alternatives that would make the world a more humane and transcendent place Gale Carrithers thoughtful chalenging analysis of their efforts will be required reading for anyone who wishes a better understanding of our age On Lewis Mumford ,1985 **Up from the Depths** Aaron Sachs, 2022-06-07 Finalist for the National Book Critics Circle Award in Biography A double portrait of two of America's most influential writers that reveals the surprising connections between them and their uncanny relevance to our age of crisis Up from the Depths tells the interconnected stories of two of the most important writers in American history the novelist and poet Herman Melville 1819 1891 and one of his earliest biographers the literary critic and historian Lewis Mumford 1895 1990 Deftly cutting back and forth between the writers Aaron Sachs reveals the surprising resonances between their lives work and troubled times and their uncanny relevance in our own age of crisis The author of Moby Dick was largely forgotten for several decades after his death but Mumford helped spearhead Melville's revival in the aftermath of World War I and the 1918 1919 flu pandemic when American culture needed a forebear with a suitably dark vision As Mumford's career took off and he wrote books responding to the machine age urban decay world war and environmental degradation it was looking back to Melville's confrontation with crises such as industrialization slavery and the Civil War that helped Mumford to see his own era clearly Mumford remained obsessed with Melville ultimately helping to canonize him as America's greatest tragedian But largely forgotten today is one of Mumford's key insights that Melville's darkness was balanced by an inspiring

determination to endure Amid today s foreboding over global warming racism technology pandemics and other crises Melville and Mumford remind us that we ve been in this struggle for a long time To rediscover these writers today is to rediscover how history can offer hope in dark times An Alternative Framework for Community Learning Centers in the 21st Century Michael F. Reber, 2003 Public Community Learning Centers CLCs at least in the context of the United States are social structures that have been established to address particular community needs In the beginning they were instituted as extensions of state departments human services in order to assist communities with programs such as adult literacy and high school graduation certification Today they have taken on a broader role as a result of the Elementary and Secondary Education Act Title X Part I that gives rural and inner city public schools nearly 2 billion over five years 1999 2004 to develop CLCs for programs such as mentoring in basic skills or helping high school students prepare for college Despite these noble efforts public CLCs are still not integral parts of community sustainability. One could argue that a major cause for this is that they are established mainly for political purposes However the problem is much deeper Public CLCs today are unable to serve as sustainable social structures because they lack several foundational principles that assist communities with creating and maintaining sustainability In short they do not adequately reflect the values beliefs and knowledge of the current community education movement Thus an alternative framework within which communities can develop CLCs is needed Using a systemic design approach toward the design of a community learning system an alternative framework for CLCs is designed that enables communities to create the conditions whereby they can become self reliant self governing and **Educating Beyond Violent Futures** Francis Hutchinson, 2005-06-27 As we enter the Twenty First Century sustainable it is easy to assume that worsening trends in violence will be a feature of our lives whether in our schools our societies or as a species Educating Beyond Violent Futures challenges assumptions that trends in violence are destiny and raises crucial questions about choice and engagement Drawing upon new research this book is essential reading for those who want to prepare our children for living constructively in the next century Works about John Dewey, 1886-1995 Barbara Levine, 1996 Although she has devised a new format for this bibliography Barbara Levine has included most of the materials published in the two editions of the Checklist of Writings about John Dewey Material new to this volume includes recently discovered items published during the ninety years covered by the Checklist as well as items published since 1977 Because certain studies at best have only marginal value or because they can be obtained through ordinary library research tools Levine has deleted some classes of material that appeared in the 1974 and 1978 Checklist editions primary sources with only brief references to Dewey the entire section entitled Unpublished Works about Dewey which included theses dissertations and papers presented at meetings and Educational Resources Information Center ERIC documents Levine has included all of the material published about Dewey during the 108 years between 1886 and 1994 and has included many 1995 items as well She has verified all items and whenever possible obtained copies She has discovered hundreds of items omitted from the

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