

FOUNDATIONAL RESOURCES IN THE TIES LEARNING JOURNEY

The books and films gathered here form the intellectual and spiritual canon of The Institute for Educational Studies. They are written by scientists, philosophers, educators, and cultural visionaries who ask how humanity can contribute to a sustainable Earth community. Together they offer more than information; they invite a shift in perception, a widening of heart and intellect.

Students in the TIES Master's program draw from these works to frame both personal and professional transformative processes. These resources weave science and story, systems and spirit, ecology and ethics — showing that education is more than a preparation for life—it is participation in life's unfolding. Within our cohort dialogues and individual inquiries, these resources become meeting places where reflection and action, knowledge and compassion, self and world, find new relationships.

This collection is a companion for the journey. Each work is integrated with all the other resources and provides a distinctive voice for our ongoing conversation about awareness, creativity, and right action—the essential elements for making a meaningful contribution to the human journey.

TRANSITIONS: MAKING SENSE OF LIFE'S CHANGES — WILLIAM BRIDGES

Bridges distinguishes between external change and internal transition, charting the psychological stages: endings, the neutral zone, and new beginnings.

Because graduate study often signals personal exploration, this map helps students navigate uncertainty with discernment. It situates the program's process within the natural cycles of growth and renewal.

SEVEN LIFE LESSONS OF CHAOS — JOHN BRIGGS & F. DAVID PEAT

Using stories from science and culture, Briggs and Peat show how creativity and order arise from complexity. They challenge the myth of control, revealing life as a self-organizing process.

Students integrate these concepts as they explore the art of teaching in a learning community. The book legitimizes spontaneity, intuition, and emergence as natural features of effective, living education.

ON DIALOGUE — DAVID BOHM

Drawing from physics and philosophy, Bohm describes dialogue as shared inquiry that reveals thought's hidden patterns. True communication, he asserts, is not debate but collective mindfulness.

TIES' asynchronous model mirrors this ethos: conversation unfolds slowly, giving ideas time to breathe. Students practice listening for meaning rather than reaction with the learning community as a field of insight.

JOURNEY OF THE UNIVERSE — BRIAN SWIMME & MARY EVELYN TUCKER

Through a poetic retelling of cosmic evolution, Swimme and Tucker invite readers to rediscover a sense of belonging to a developmental universe. The book combines scientific narrative with ethical imagination.

In the curriculum, this provides a cosmological context for integrative learning. Students place their explorations within an interconnected web of knowledge that redefines how one approaches learning.

RETHINKING EDUCATION — PHILIP SNOW GANG

Gang calls for a radical shift in purpose—from transmitting information to nurturing the evolution of conscious awareness. He positions Montessori education as a means through which culture itself can transform toward unity and within diversity.

Serving as a philosophical cornerstone of TIES, this work links theory to practice. Students continually “rethink” their foundations, aligning learning with the needs of the emerging paradigm.

NEXT OF KIN — ROGER FOUTS

In chronicling his work teaching sign language to chimpanzees, Fouts expands the moral circle of intelligence and compassion. Through focused observation, his narrative blurs lines between species, igniting empathy and ethical reflection.

TIES students use this account to examine communication as a relationship—recognizing that observation is essential to the teaching-learning process.

THE SYSTEMS VIEW OF LIFE -- FRITJOF CAPRA AND PIER LUIGI LUISI

Capra and Luisi offer a comprehensive synthesis of modern life sciences, systems theory, and philosophy. The authors trace how living systems—from cells to ecosystems to societies—are organized through networks, feedback, and self-organization, replacing linear, mechanistic thinking with a relational, process-oriented understanding of reality. The book shows how biology, cognition, and social systems all follow similar principles, inviting readers to see life as an interconnected web.

Within the TIES program, this work provides a core conceptual framework for systems literacy. Students draw on its ideas to re-imagine classrooms, schools, and organizations as living entities in constant dialogue with their environments. The book's unifying perspective supports integrative inquiry, helping educators connect the academic, personal, and social dimensions of their work into a coherent, life-affirming whole.

DEVELOPING ECOLOGICAL CONSCIOUSNESS — CHRISTOPHER UHL

Uhl blends life science, mindfulness, and positive psychology to awaken what he calls “ecological consciousness”—a felt realization of interdependence. Exercises and stories help readers perceive the sacredness of the ordinary.

His work strengthens the program's integration of contemplative attention and environmental responsibility.

TO EDUCATE THE HUMAN POTENTIAL — MARIA MONTESSORI

Montessori envisions education as the means by which humanity comes to understand its cosmic role as the seedbed of moral and intellectual unfolding.

Her approach to cosmic education permeates the program's whole-systems view of learning: nurturing purpose, curiosity, and the sense of being part of a larger pattern working toward harmony.

THE ABSORBENT MIND — MARIA MONTESSORI

Maria Montessori's last book is based on her 1949 lectures in India and Pakistan. Particular focus is given to the final two chapters that concentrate on teacher preparation and the evolution of love toward cosmic consciousness.

These are the keynote articulations that form the basis for the new teacher, the new education, and the rise of what Montessori calls the “new human.”

EDUCATING FOR RIGHT ACTION AND LOVE — PHILIP SNOW GANG

In this evolution of *Rethinking Education*, Gang refines his lifelong inquiry into the moral and spiritual dimensions of learning. He views education as preparation for “right action”—choices rooted in awareness, empathy, and love. Drawing from personal experience and Montessori foundations, he presents learning as a path toward personal and planetary coherence.

Within TIES, the book provides both philosophical grounding and daily guidance. Students engage its questions—How do I live what I know? How does education serve the whole?—as touchstones for their own integrative practice, ensuring the program’s vision remains both ethical and lived.

THE GREAT WORK — THOMAS BERRY

Berry’s seminal book identifies our current era’s task as *the great work*: transforming humanity’s presence from exploitation to participation in Earth’s flourishing. Blending cosmology, theology, and ethics, he locates meaning in humanity’s ability to act as a compassionate co-creator with the planet.

In TIES, Berry’s charge becomes both context and compass. Students explore their personal vocations as contributions to this planetary renewal, translating his macro-vision into local acts of awareness, curriculum, and community leadership.

EDUCATION AND PEACE — MARIA MONTESSORI

In lectures delivered across continents, Montessori links education directly to lasting peace. She insists that nurturing the spirit of the child is the surest route to a just society.

Her perspective informs the program’s ethical stance that transformation in education is inseparable from transformation in culture. “Peacing” becomes both content and method.

EDUCATION FOR HUMAN DEVELOPMENT: UNDERSTANDING MONTESSORI — MARIO MONTESSORI

Mario Montessori interprets his grandmother's writings for modern readers, emphasizing education as a pathway to human unity and moral growth.

His elaboration bridges classic Montessori thought and contemporary psychology with integrative practice, continuing the lineage that grounds the program's pedagogy in both science and spirit.

THE FORMATION OF MAN — MARIA MONTESSORI

Montessori traces humanity's physical, moral, and spiritual evolution, explaining that the child's development mirrors and propels social progress. She asserts that right-education is the formation of the human being as a conscious, ethical presence on Earth.

These insights deepen the program's view that teaching and learning are acts of cultural creation. Students examine how nurturing human potential in children and adults shapes the moral direction of civilization.

EDUCATION AND THE SIGNIFICANCE OF LIFE — J. KRISHNAMURTI

Krishnamurti sees education's purpose as the awakening of intelligence. He invites teachers to nurture awareness, empathy, and authenticity.

Within the program, his influence is profoundly experienced as we explore deep observation. Learners examine conditioning, question assumptions, and perceive teaching as relationship—a daily meditation on the nature of learning itself.

THE SPELL OF THE SENSUOUS — DAVID ABRAM

Abram combines philosophy and indigenous knowledge to reveal our participatory relationship with the living world. He shows how perception and language root us in the Earth's intelligence.

In the program, his perspective sustains a pedagogy of embodiment and reverence. Learners explore direct experience—listening, observing, sensing—as valid ways of knowing that complement intellectual inquiry.

FINDING JOE — PATRICK SOLOMON

The film, *Finding Joe*, explores Joseph Campbell's *Hero's Journey* through interviews with artists, thinkers, and everyday people, interwoven with visual metaphors and playful enactments of myth. The documentary shows how patterns of departure, trial, and return show up in ordinary lives, inviting viewers to recognize their own call to adventure.

Within the TIES program, this documentary is a mirror for the graduate journey itself. Students reflect on how leaving familiar ground, facing inner and outer “dragons,” and returning with new insight parallels their movement through integrative study, professional practice, and renewed service to their communities.

LEADERSHIP AND THE NEW SCIENCE — MARGARET WHEATLEY

Wheatley translates principles from quantum and biological sciences into lessons for leadership. She highlights relationship, uncertainty, and self-organization as sources of vitality.

Her insights shape how the program approaches educational change: leading through trust, dialogue, and responsiveness rather than hierarchical control—leadership as a living system practice.

THE THEATRE OF THE MIND — HENRYK SKOLIMOWSKI

Philosopher Skolimowski depicts the human mind as an open stage where meaning and universe co-create each moment. He calls for an “eco-centric humanism” that honors participation over detachment.

TIES embraces this vision of consciousness as a creative partnership. Students engage reflection and imagination as active forces in shaping knowledge.

DESIGNING AND IMPLEMENTING AN INTEGRATING CURRICULUM

EDWARD T. CLARK JR.

Clark provides a practical framework for creating a curriculum grounded in interconnection and contextual relationships. He shows how integrated studies develop meaning and relevance.

TIES faculty propagate these principles to structure inquiry projects and cohort dialogues, enabling students to experience directly how contextual thinking becomes curriculum design.

ECOLOGICAL LITERACY — MICHAEL K. STONE & ZENOBIA BARLOW

This anthology gathers leading thinkers on sustainability to define ecological literacy, the knowledge, values, and habits required for resilient communities.

TIES students use these frameworks to connect classroom learning with Earth stewardship. The text provides the practical complement to Berry's and Uhl's moral ecology, linking vision to action.

THE MIND MAP BOOK — TONY BUZAN

Buzan introduces a visual, radiant method for capturing ideas that mirrors the brain's associative networks. His approach stimulates creativity and memory through pattern and color.

Learners in the program adapt mind mapping to synthesize research, dialogue, and reflection. It becomes a practical tool for seeing relationships—the essence of integrative thought.

PEACE IS EVERY STEP — THICH NHAT HANH

Through brief meditations and everyday stories, Thich Nhat Hanh demonstrates mindfulness as compassionate engagement with life. Each breath and step becomes practice.

The program draws on his wisdom to ground intellectual pursuit in inner stillness. Students learn that clear seeing and gentle presence are the heart of transformative education.

A NOTE FROM TIES...

Every source in this collection underscores the reality that all learning is contextual within our developmental universe. These writers—scientists, educators, poets, and philosophers—remind us that knowledge becomes wisdom only when it awakens relationship. Their ideas converge in a shared invitation to bring mindfulness, imagination, and responsibility into our daily practice as educators and human beings.

As you move through these works, allow them to question you as much as you question them. Each resource joins the others in forming a conversation about right-action and love—Philip Snow Gang's phrase for the consciousness our era most needs. Taken together, they illuminate the heart of the TIES journey: to learn deeply, to live gently, and to serve the continual unfolding of life on Earth.