



# GURUKULA NETWORK

Newsletter of Neo-Humanist Schools and Research Institutes  
affiliated with Ananda Marga Gurukula

Issue 15 October 2002

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## **Gurukula Network**

Newsletter and Journal of  
Neo-Humanist Schools and  
Research Institutes  
affiliated to  
Ananda Marga Gurukula

Two yearly issues published October and  
May serve as a means of communication for  
Neo-Humanist Schools and projects around  
the world.

Please send us news of your schools and  
projects, reports on research and publication  
efforts, articles on Neo-Humanist Education,  
stories, pictures, ETC notes, classroom  
activities, etc. by **April 1st for the  
May 2003 issue**

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The articles in this newsletter represent an  
evolving process and not necessarily official  
policy.

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### **WEB PAGES**

**Ananda Marga Gurukula**

www.gurukul.edu

**Neo-Humanist Education**

www.nhe.gurukul.edu

**Teacher Resources**

www.nhe.gurukul.edu/resources.html

Donations are welcome for AMGK  
Endowment Fund and Gurukula  
Network as well as schools and projects.  
Please make checks payable to  
Ananda Marga Gurukula  
and send to AMGK Liaison Office.

## **VISION OF ANANDA MARGA GURUKULA**

Ananda Marga Gurukula is engaged in building an educational township at Ananda Nagar, West Bengal, India on a 525 square kilometer campus to bring about transformation of individuals and the society at large. Ananda Marga Gurukula is also engaged in creating an international network of Neo-Humanist Schools and Institutes to hasten the advent of a society in which there is love, peace, understanding, inspiration, justice and health for all beings.

## **OBJECTIVES OF ANANDA MARGA GURUKULA**

- To provide a sound and conducive environment for students for their physical, social, intellectual, creative and spiritual well being.
- To promote ethical values in individuals and implement these values in the management of projects, schools and institutions.
- To establish and maintain schools and special academic institutions around the world as well as a cyber university.
- To initiate teacher education programs to improve and upgrade the quality of education on all academic levels.
- To promote Tantra, Neo-humanism and PROUT (Progressive Utilization Theory) as the foundation for building a universal society.
- To initiate intellectual dialogues and research for all around renaissance of the society.
- To facilitate the placement of volunteers across cultures to help build meaningful relationships and to support community and social change projects.
- To support the building of a global eco village network (Master Units) .
- To encourage the development of micro enterprises for sustainability of social service projects.

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Ananda Marga Gurukula serves as the Board of Education for Neo-Humanist Schools and Institutes around the world. These Neo-Humanist Schools and projects, some of which are featured in Gurukula Network, are managed by the Education Relief And Welfare Section and Women's Welfare Department of Ananda Marga.

**ERAWS Global In-charge** Ac. Parameshvarananda Avt.

**Education Global In-charge** Ac. Priyakrsnananda Avt.

**WWD Global In-charge** Avtk. Ananda Giita Ac.

**WWD Global Education In-charge** Avtk. Ananda Prajina Ac.



## ANANDA MARGA GURUKULA GLOBAL LIAISON OFFICE UPDATES, ANNOUNCEMENTS AND ONGOING PROGRAMMES

### Circle of Love BOOK CD

The Circle of Love activities manual for Pre-school and Kindergarten which was

compiled by Didi Ananda Mitra in 1982 in Manila, Philippines, has since then been translated into many languages and has been in use around the world. It has been out of print for some time. Through the efforts of Mahajyoti and Arun, a computer CD of the book will soon be for sale through AMGK for internal distribution. Exact release date will be announced on NHE-Forum.

To obtain a copy, please write to:

<[amgk.glo@gurukul.edu](mailto:amgk.glo@gurukul.edu)>

### Circle of Love SONGS CDs

The Circle of Love manual includes over 300 songs for children. Through the efforts of Giridhara, the original tapes have now been transferred to a set of four music CD's. An MP3 version of all songs on one CD for computer listening, has also been prepared. These CD's will soon be for sale through AMGK for internal distribution. Exact release date will be announced on NHE-Forum. To obtain copies, please write to:

<[amgk.glo@gurukul.edu](mailto:amgk.glo@gurukul.edu)>

### NEW URL for NHE Web Pages

The NHE web pages have moved. The new url is <[www.nhe.gurukul.edu](http://www.nhe.gurukul.edu)>. This also effects the url for NHE Resources which can now be found at <[www.nhe.gurukul.edu/resources.html](http://www.nhe.gurukul.edu/resources.html)>

### YES - Yoga Education in Schools

#### *New Book in Process*

Recently there were requests from several corners of the world for a curriculum guide for the subject of 'Yoga' for schools from kindergarten to high school. This is expanding the efforts on the developing book, "Yoga for Children", into a much wider project. Basically lots of ideas and material are needed for 3 groups of children 3-6, 7-11 and 12-18. The subject of yoga will include asanas, meditation, ethics, stories, parables, poetry, songs, philosophy, games, etc. You may have seen Vishala's wonderful research paper at Yale University, which is providing an academic basis to this. (It is available on the NHE resources). You may have also heard about Kamaleshvar's successful teaching of yoga in the public schools in Italy. All are requested, to contribute original material and methods that work well with children. This will be a major collection effort from all corners from your practical classrooms where you are already experimenting. Please send directly to Didi Anandarama <[anandarama@anandamarga.net](mailto:anandarama@anandamarga.net)>

## ONGOING

### Distance Learning Programmes

The two distance learning programmes for NHE teachers are both progressing with many students. The Neo-Humanist Diploma Programme is a one year or more in depth tuition programme, certifying the student as an NHE early childhood teacher. The Neo-Humanist Introductory Programme is a three month or more free programme, with the option for certification as an NHE early childhood associate teacher. For more details see the description of Distance Learning Programmes at [www.nhe.gurukul.edu/distancelearning](http://www.nhe.gurukul.edu/distancelearning) or write to <[amgk.glo@gurukul.edu](mailto:amgk.glo@gurukul.edu)>.

### Workshops Credits

Teachers attending ETC's and other educational workshops may apply to AMGK to obtain a certificate for their participation by completing a three step process. To receive instructions for this, please write to <[amgk.glo@gurukul.edu](mailto:amgk.glo@gurukul.edu)>

### Standards Available

Ananda Marga Gurukula Standards for kindergarten and primary schools are now available. You may write for a copy from <[amgk.glo@gurukul.edu](mailto:amgk.glo@gurukul.edu)> or you may download a copy directly from NHE Resources <[www.gurukul.edu/nhe/resources.html](http://www.gurukul.edu/nhe/resources.html)>

### NEW AMGK Web Pages !!

The AMGK web pages can be found at <[www.gurukul.edu](http://www.gurukul.edu)>. The new web pages announced in the last issue of this newsletter will hopefully be up by the time you receive this one. Well worth a look.

### NHE Web Pages

The Neo-Humanist Education web pages can be found at <[www.nhe.gurukul.edu](http://www.nhe.gurukul.edu)>. If you would like your school's web pages to be connected to this site, please write to <[arati@anandamarga.net](mailto:arati@anandamarga.net)>.

### NHE-Forum

NHE Forum is an on-line discussion group for those interested in or working in NHE schools and projects. To join, please write to <[anandarama@anandamarga.net](mailto:anandarama@anandamarga.net)>

### NHE Resources

NHE Resource is a web based resource base for those working in NHE schools. It contains articles, information and classroom aides. If you would like to access these pages, please visit <[www.nhe.gurukul.edu/resources.html](http://www.nhe.gurukul.edu/resources.html)>, and sign up for a login name and password.

# AMGK at Ananda Nagar



## Highlights of Mahasamiti's Work

A five day short term LFT Teacher's Training course was conducted at Siliguri from 17th to 21st April, 2002 organised by R.S. Kolkata region. A team of the members of Gurukula Council for Primary Education comprised of Sh. Sukumar Namdi, A'c. Kashishvarnanda Avt. and A'c. Sambhutyananda Avt. gave the classes on Neo-Humanist Education, teaching methodology, and other allied subjects. About 125 teachers attended the camp.

Another special Teacher's Training course with more emphasis on Stu-vol was conducted by Gurukula at Ananda Nagar from 8th to 14th May, 2002. Twenty teachers attended the training course. The annual Education Training Camp (ETC) was also successfully held at Ananda Nagar from 16th to 20th May, 2002. About 300 teachers attended the camp.

The Education Coordination Committee, comprised of ERAWS, Gurukula authorities and Gurukula Council of Primary Education have been regularly meeting since its formation in January, 2002 and trying to solve the educational problems and improve the standard of education. Dada Sambhutyananda has written up guidelines for a model school.

## Rural Medical College News

The Minister for Science and Technology in the State Government of Jharkhand (the new state that is formed by splitting the old state of Bihar) has offered 25 acres of land with water and electricity supply to one point on the property and approach road from the highway, all free on behalf of the State Government for the purpose of our Rural Medical College. It is located approximately 15 km from central Ananda Nagar. This is a breakthrough that has made the dream of this institution a real possibility now. For more details about this project and how you can help, please see page 7.

## Cakradhuri Complex

The second phase construction of Cakradhuri Complex (pictured here) has re-started with an amount of Rs.8.5 lakhs at hand, through the efforts of Kulapati, A'c. Shambhushivananda Avt., Upakulapati, A'c Citkrishnanda Avt., and Karyalaya Sachiv, A'c Susmitananda Avt. Further contributions for the completion of this project are welcome.



A project of digging reservoir measuring 150x125x30 deep attached to Gurukula Saor Sakan Kendra, Madhya Ananda Nagar has been completed. The project was sponsored by Shri Pankaj Vaid, Delhi in the memory of his mother late Smt. Kashalya Vaid.

### Tantra Vidyapiiitha

In order to upgrade the functioning of Tantra Vidyapiiitha, the members of Chakradhuri and Mahasamiti in their joint meeting held on 31st May agreed and unanimously resolved to induct A'c Surajit Kumar as Upadhyaya in the faculty of Tantra Studies, Tantra Vidyapiiitha, Ananda Nagar. Under the auspices of Tantra Vidyapiiitha, AMGK has arranged a week long trainers course on Bio-psychology December, 2002 and January, 2003. For further information, please see the announcement on page 7.

### Music College at Uma Niva



Ananda Marga Gurukula is seeking to support the construction of a music school that

will serve as a cultural centre where both local dance and music will be taught. In addition to this facility there will be a dormitory for students from remote areas.

The local people feel it is important that besides the fulfillment of basic education there should be a cultural facility, an institution where they can learn the fine arts so that that the local culture is not lost and local talent is not wasted. Creating such a centre will not only revive the local culture but will also give the women new self esteem, dignity, and joy.

Donations for this project are welcomed. Please make checks payable to Ananda Marga Gurukula and earmark for Music College at Uma Nivas. Send your check to AMGK Liaison Office.

### Students Participate in Sports Competition Asiimananda Memorial Football Tournament



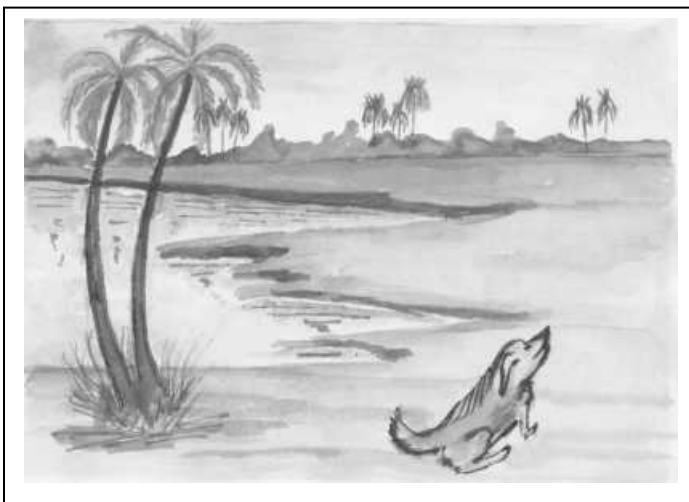
A football (soccer) tournament, organised by SSAC (Spiritualists Sports and Adventurers Club), was held on 20th and 21st of September, at Ananda Nagar. Sixteen teams from West Bengal and Jharkhand area participated in it. Our school students also participated in it, and our team from Purulia District, SSAC Ananda Niketan MU, stood in second place. This competition was attended by 9-10 thousand spectators. Prizes were distributed to the first three teams and best players. First prize was 11,000 rupees (\$225US), plus shield and individual prizes to all the players. Second prize was 5,000 rupees (#105US) plus shield, and prizes to all the players. All best players of different levels also got prizes.

Previously on August 4th to the September 8th, the Gramin Village Soccer Tournament was held and 30 teams of different villages of Ananda Nagar Diocese participated. Winner was Prabhat Clug, Chitmu. Second place was SSAC Damruguthu.





## Children and Children's Artwork from Ananda Nagar



*Notes from a recent trip to Ananda Nagar  
by Dada Dharmpremananda*

I saw a great enthusiasm in the students. Ananda Nagar with its blissful atmosphere gives good nurturing to these kids. There is a High School which is a topper in the local area as far as results are concerned. The hostel accommodated students from many parts of India. I was amazed to see the development in the High School. A separate building was under construction for a large library facility. It will be completed soon with the generous help of many. Ananda Nagar is a beauty in itself with an enchanting landscape. There is an increased greenery in Ananda Nagar due to the larger number of plantations. ERAWS has played a major role in rebuilding the Education infrastructure in Ananda Nagar.

## AMGK AT ANANDA NAGAR ANNOUNCEMENTS

### **Bio-Psychology Training Course**

**A week long training to prepare you for teaching  
Biospsycholgy**

**Presented by Ananda Marga Gurukula**

**December 2002 /January 2003**

**Ananda Nagar, India**

**Conducted by Dr. J Singh and Associates**

Biopsychology is fundamentally the science of spirituality. In the past spirituality has been explained primarily either in the language of philosophers that is incomprehensible to the masses or in the language of religions that has led to widespread dogma. Needless to say that these dogmas are rejected outright by the expanding section of modern intellectuals and rightly so. A plausible scientific explanation of spirituality is essential to make advances in the intellectual sections of society. In 1987 Shrii PR Sarkar gave a credible theory of spiritual science that came to be known as Biopsychology.

Many of us have the courage and conviction to share the ideas of Biopsychology but lack the skills, material aids and support to embark upon this noble deed. The purpose of this seminar is to upgrade your knowledge and skills and provide you with the material aids and technical support so that you may conduct your own classes in your locale.

The week-long course will consist of lectures, workshops and rehearsals. The following subjects will be covered:

- Teaching methods
- Art of public speaking
- Evolution – biological and psychological
- Integrated human biology
- Psychology – conventional and tantrik
- Hormones and behaviour
- Brain and nerve cells
- Cakras and hormones
- Lymph and vitality
- Samskaras and disease
- Sadhana and growth of mind
- Biopsychology of 16 points

A certificate of completion will be provided on completion of the course. The course will require intensive study. Please also note that the course will be conducted in English. A recommended advance reading list will be provided with the application.

For further information or to receive an application please write to: Dr. J. Singh <jaisin@bigpond.com>

### **Rural Medial College at Ananda Nagar, Jharkand, India**

#### **Abha Memorial Composite Rural Medical College (AMCRM)**

*A new concept in medical training and health solutions*

*A project appeal*

In spite of an increasing number of graduates coming out of our medical institutions there remains a great vacuum in the availability of qualified doctors in the rural areas where the majority of the population lives. This mal distribution of medical services needs to be addressed urgently before the divide between the "haves" and "have nots" becomes unbridgeable.

Health in rural areas has special needs as their medical conditions somewhat differ from urban areas. AMCRM is offering a solution to the rural health problem by proposing a unique center of learning. The special features of this medical institution are:

1. Training the doctors in a rural environment.
2. Including a rural perspective to the training.
3. Including a specific rural medicine component in the training.
4. Introducing a component of professional ethics and personal morality in the training.

In addition they will offer students diversion and/or additional qualification in other forms of therapies such as acupuncture, homeopathy, ayurveda, naturapathy and yogic medicine. Modern medicine is becoming increasingly dependent on high cost technology decreasingly affordable to the majority of the world's population, particularly to the poor and sick in the rural areas. Affordable and effective forms of therapies such as mentioned above need to be researched and encouraged. With this holistic and multi-disciplinary approaches as motive the present composite rural medical college is proposed.

The Abha Memorial Composite Rural Medical College will endeavor to provide degree courses in modern medicine, ayurveda, acupuncture, homeopathic medicine and naturopathy.

Donations are graciously accepted and welcomed. You may contact Dr Jitendra Singh: <jaisin@bigpond.com> or

Medical Superintendent

Abha Seva Sada

Ananda Nagar, Baglatta, Purulia, WB, India

amcrmc@hotmail.com

# Ananda Marga Gurukula Academy Taipei, Taiwan

News Submitted by  
Ispita'

## Teacher Training

A Teacher  
Training  
Course was  
held from  
July 12 to  
14<sup>th</sup> with 15  
people in  
attendance.



Four Courses were taught.

- 1) Music Appreciation - European, Chinese and Indian Music
- 2) Studio Art
- 3) Yoga Psychology and Asanas
- 4) Meditation, Prabhat Samgiita, and Neo-humanism.

## Theater Art Camp

A Theater Art Camp was held from August 8<sup>th</sup> to 10<sup>th</sup> with 10 people in attendance. Activities included:

- 1) Movement exercise.
- 2) Drama - Acted out their own creative drama and shared discussions about them
- 3) Discussion on the exercise.
- 4) Sharing personal experience on spiritual practice and the relationship with God



*Move with the palm of the Opponent*

The  
camp  
went  
very  
well.  
We  
practi  
ced  
some  
body  
exerci

ses, acted out own creative drama, and had some shared discussions about the them.

We also spent some time sharing our spiritual experiences, and they were the most precious moments. Some of the activities are represented in the photos.



*Express the life cycle of a plant from birth to death*



*Create your own personal gesture and teach others*



*Meditation by the Waterfall*



## Nature-Expo Trip

A guided Nature Expo Trip to Yan-Ming Mountain was held on August 22 with 10 people in attendance. Geeta, a trained nature guide conducted activities to encourage participants to experience nature more fully and to inspire everyone's curiosity. The following exercises were included:



1) Open your heart to observe and feel nature . Recognize the different shapes, sounds, smells, colors, and any other sense and special feelings we discover in nature.

2) Each person pick one leaf which represents your present feeling. Then place all leaves together for a group discussion about the leaves' characteristics and their possible personalities, and try to guess which person chose which leaf.

The participants asked many questions and they learned so much about nature and themselves.

## Ongoing Teacher Training

The Neo-Humanist Education Introductory Early Childhood Education course is being translated into Chinese by Isipta'. Didi Ananda Jayatii has been conducting the ongoing teacher training course.



## Classes with Kulapati

Dada Shabhushiva'nanda visited the Taiwan Academy several times, giving classes such as this one at the Taiwan Tantra Vidyapiitha. He also gave a talk on Inner and Outer Ecology at the Buddhist Fu Guong University in Illan, Taiwan.

## AMGK Academy Taiwan Courses

Plans are underway to offer ongoing courses at the Academy.

The courses will be offered in three stages

- a) Foundation Courses
- b) Advanced Courses
- c) Teacher Assistance Courses

The foundation courses have been set and teachers have been assigned in six areas:

- ◆ Spiritual Science
- ◆ Humanities (art and history)

- ◆ Education
- ◆ Natural Science
- ◆ Social Science
- ◆ Group Discussion

## Gurukula Network - Taiwan

Plans are underway for a local newsletter reporting on AMGK activities in Taiwan. The newsletter will include discussions educational topics and current events and recommended books.

## AMGK - USA Center for Neo-Humanist Studies Asheville, North Carolina, USA By Acarya Vishvamitra

Ac. Vishvamitra, Bavesh, Vishvadeva and Bhavatos'a have begun planning for developing a distance learning curriculum for the Center for Neo-Humanist Studies (CNS). Bhavatos'a who is on the faculty at Florida State University (FSU) has obtained approval to use the distance learning site at FSU for our initial courses to be offered on line. This group is beginning to design courses in the area of Neo-Humanist and Tantra philosophy and allied sciences. Some of the earlier offerings will fit into an ongoing Future Studies distance learning curriculum that Bhavatos'a is in charge of this fall.



Some plans and estimates for the Gurukula office on the MU in Asheville have been developed. The estimated cost for a 630 square foot structure, if we can provide the labor free is approximately \$15,000-\$17,000. A similar structure for 490 square feet is being built for approximately 10 to 12 thousand on the MU now (see attached picture). The Gurukula office would have a loft for sleeping accommodations and small office. Below would be library and larger meeting area that could double for additional sleeping quarters. The current facilities at the MU in Asheville, Ananda Girisuta, provide seminar space and some overnight facilities. Residential quarters are part of the future planning to allow for housing on campus activities for the CNS

in the future. Donations are welcome and may be sent to AMGK Global Liaison Office in Ithaca, New York.

*Yes, people should be motivated by human feelings, human sentiments, human ideas. No doubt it would be good if human feelings could serve as a moral check in this competition of weapons, but don't take this prospect as the last word: human feelings cannot check the infighting prevalent among human beings. For this purpose we should have a two-fold approach. For the purpose of training this turbulent mind, what should be done? We will have to educate the mind properly, along the lines of Neo-humanism. This Neo-humanist education will impart proper training to the mind. And at the same time there should be spiritual practice for proper psychic transformation. This is what we require most.*

*Shrii PR Sarkar*

# Ananda Marga Gurukula in Thailand

## Vimalaya, Thailand

This peaceful site of the Gurukula Project and Retreat Centre in Vimalaya is 30 kms from the Sangklaburi Thailand and 30 kms from the Mynamar border. There are currently 19 boys in the Boys home located on the property. We currently own 20 acres of land and are negotiating another 10 acres of the adjacent land to purchase. The planned projects will be:

1. Meditation Hall with offices beneath (two story)
2. 10-15 Guest Cottages for Retreats/visitors
3. Community kitchen
4. Boys Home Dormitory
5. Primary, High School and Vocational School
6. Farm
7. Herbal/Flower Garden



*Site of Gurukula Project, Vimalaya, Thailand*

## Nakhom Pathom, Thailand



On Sept 4th, 2002 a talk was given by Dada Shambhushivananda on Neo-Humanist Education at the Silpakorn University in Nakhom Pathom, Thailand. Thirty faculty and graduate students from the Education department attended.

## Lampang, Thailand

Dr. Jitendra Singh was the keynote speaker in a seminar on "Bio-Psychology and Preventive Medicine" at "The Temple of Healing" in Lampang, Thailand. Dr. Shambhushivananda introduced the subject to about 100 participants. Mr. Puchong Thaweepkul and Ms. Nuntaka Thaweepkul- local representatives of Neo-Humanist Movement in Lampang, Thailand were the organisers. Dr. Ravin Sony, Dr. Surachai and Dr. Chaliew Piyachol (Chief of Lama Hospital in Chiang Mai) were the Special Guests on the occasion.

## Bangkok, Thailand



*Photo from a talk on Microvita.*

Kulapati, Dada Shambhushivananda is giving weekly classes to train teachers for Yoga Education in Schools. The teachers are learning about the Philosophy of Yoga Education, Yoga as an Integrated Discipline and Why Yoga Education is important in Schools. They will also get instruction in Modules for the students which will include Yoga Exercises, Yoga Physiology and Psychology, Conduct Rules, Stories, Games, Plays and Skits; Elementary Philosophy including Neo-humanism and PROUT; and Meditation Styles.

## Children

Lyrics from a song  
by Didi Ananda Ragamaya  
Copyright protected April 14<sup>th</sup>, 2002  
All rights reserved

Pure and simple as a fresh spring bud  
Eyes shining brightly, full of love  
A joyous fountain overflowing with life  
Bearing a beacon of hope and light.

From a tiny seed to a mighty tree  
A child can grow so beautifully  
When watered with love unconditionally  
they are our bright future for all humanity.

Hear their laughter with fun as they play  
So happy and lively, dancing away  
Ever ready to learn and to grow  
They are our inspiration, our future you know.

From a tiny seed to a mighty tree  
A child can grow so beautifully  
When watered with love unconditionally  
they are our bright future for all humanity.

We are their teachers to help them on the path  
They need our love and guidance not our wrath  
Our example is important and moral education  
Leading and nurturing towards liberation

From a tiny seed to a mighty tree  
A child can grow so beautifully  
When watered with love unconditionally  
they are our bright future for all humanity.

Arise and awaken the child within you  
Be open to love and to live anew  
To play and to smile, to dance and to sing  
Bubbling with delight and the joy of living

From a tiny seed to a mighty tree  
A child can grow so beautifully  
When watered with love unconditionally  
they are our bright future for all humanity.

Let's say yes to our children, to a bright new world  
Of harmony and peace for every boy and girl  
A wonderful journey of divinity  
All beings are valued as one eternally.

From a tiny seed to a mighty tree  
A child can grow so beautifully  
When watered with love unconditionally  
they are our bright future for all humanity.

## New York Sector's Education Training Camp June 29 - July 1, 2002

This year's New York Sector ETC was well attended by over 40 individuals. The ETC opened with a beautiful song composed by Didi Ananda Ragamaya about educating children. The lyrics to this song are included in the sidebar. Subsequent workshops opened with children's songs led by Kamala, who was visiting from the River School in Australia. This year's ETC was very experiential, with an emphasis on various art forms.

To begin, **Vishala** led us in a **Quiet Time** workshop which introduced the meditation and yoga course that she teaches in the inner city elementary school where she works. This course was developed based on the "Quiet Time" programme at the Progressive School of Long Island, directed by Arun. The process includes yoga, meditation, songs and art, as well as reading and writing extensions. A sample lesson was introduced and we all participated as the children. In the afternoon, Vishala led a workshop on **Environmental Education** for introducing some easy science based activities for K-3 based on AIMS science units, which we all tried our hand on. We each found two rocks which we befriended, named, and did many science based exercises with.

The next day, **Anjali** led us in a storytelling workshop entitled, **Weave a Moral Tale**. We looked at different textures used in storytelling such as songs, rhythm, and persona dolls, and learned how to develop simple stories for children. We were then treated to the "telling of a story" by Anjali. Verbally telling a story as opposed to reading it, is an art form in and of itself. Then we broke up in groups and had a hand at inventing our own stories based on Shrii PR Sarkar's rich teachings of morals and values. A lot of fun was had by all as we dramatically



*Audience captivated by Anjali's storytelling*

shared our stories and became bears, butterflies and birds.

The afternoon **Puppet Making** by **Arpana Devi** began with a beautiful puppet show performance in the Waldorf tradition style. The preschoolers from the children's programme were invited to attend. The stage was set with beautiful soft natural fabrics and props from nature. The puppets, which were hand held, were also soft and beautifully made. In this type of puppetry, the performer, who is visible, tells the story while moving the puppets. In this workshop we learned about the use of puppetry with

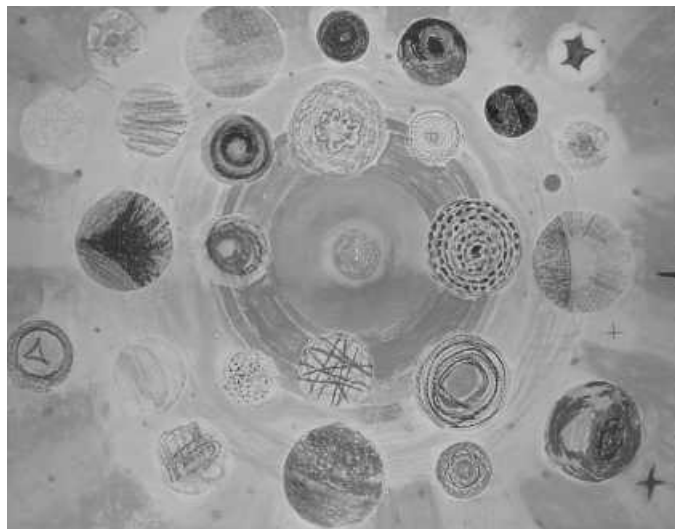


*The puppet creations*

preschool and kindergarten children. We then got out some fabric, needles and thread and each make a puppet of our own.



*Workshop participants and their puppet creations*



*Mandala created by one of the groups*

Simultaneous to the puppet making workshop was a **Mandala Making Workshop** by **A'rati**. In this workshop we explored the use of simple mandala drawing for primary school children. Mandalas are a wonderful non-verbal experience of being connected with all and of revolving around the One Nucleus. We formed groups and tried our hands collectively at the mandalas featured in the May issue of Gurukula Network, designed by Didi Anandarama, with some very wonderful and satisfying results.

The following morning, we assembled to hear about **Neo-Humanist Education in NY Sector**. This included news from DadaVidyananda and the schools in the Dominican Republic, Didi Prema

and Dada Vishnupremananda and the schools in Nicaragua, Didi Ananda Jivaprema and the schools in Haiti, Didi Suleka and the school in Cost Rica, Didi Ananda Ragamaya and the schools in Jamaica, and Mayajyoti and the school in Denver Colorado. Kamala also shared some news from the River School in Australia, as she was visiting. Many of the schools in NY Sector are in third world countries, and through much hardship and perseverance, the directors of these schools have established some wonderful schools for the children. Mahajyoti's school which is in the US, has been awarded national accreditation through the National Association of the Young Child.

In the afternoon, as the grand finale, we attended a fun filled workshop by **Mahajyoti** on **Exploring the Art of Fingerpainting**. In this hands on workshop we enjoyed the experience of a very unique medium of art and personal expression. Many different mediums of fingerpainting were explored, and interesting creations emerged.

# Teacher Education in Jamaica

By Didi Ananda Ragamaya

During the school break we had a two days teachers training session. Staff from both Dada's and my school came together. We had several new teachers and so the training turned out to be a combination of some of the fundamentals, which are always good to review, like Yama and Niyama and Neo-humanism and what it means to be a Neo-humanistic teacher (good resources were the certification course by Mahajyoti), as well as some different areas that were covered at our sectorial ETC this summer. The training included a storytelling workshop, sharing about how to teach meditation to children, alternative approaches to science (the teachers really liked our rock research!), communication in the classroom and conflict resolution with both staff and children. We looked at the importance of personal growth and development on all levels as teachers (each day we started with asanas and meditation and a short discussion on how we can take care of our well being), and how we can create a healthy learning and work environment, looking at the different qualities needed to be a good team and have a positive rapport with fellow workers. Arunima, who has been volunteering at our school for the last year doing some wonderful art and craft projects as well as yoga with the kids,

presented her experiences and kept the teachers happily engaged.

We rounded up the last day with a quiz, based on the topics covered as well as handouts that we studied at home, which had everyone very animated. This was followed by some questions for self-reflection, a review of what had been learnt, what new things could be applied in the school and in one's personal life.

In closing the teachers shared freely of their experiences. For some the topics were nothing new, but definitely a boost to get in a good collective flow for the new year and also review things that need to be worked on. For others the whole training was quite new and revolutionary, leaving a lot of food for thought. Most of education here in Jamaica is very much like the "dominator" model that Riane Eisler talks about in her book "Tomorrow's Children". Most children are force-fed information and have little scope for critical thinking and balanced all round development. We have a long way here to really become a truly Neo-humanistic school, but we are heading in the right direction.

## **Workshop Presenters Needed for Teacher Education Programme, India**

*"Training the Trainers"*

**June 7 to June 23, 2003**

From June 7 to June 23, 2003 there will be a Neo-Humanist Education Programme for teacher trainers of India. This program is designed to educate teacher trainers in imparting Neo-Humanist Education concepts from KG 1 to primary level to other teachers. After completing this programme the attendees (primarily Dadas and Didis) will instruct other teachers in different parts of India in Neo-Humanist Education. We are looking for knowledgeable workshop presenters and trainers, amongst overseas workers and other qualified persons, who have practical knowledge as well as experience to impart training on the various aspects of Neo-Humanist Education, to these new trainers.

Ac. Sumitananda Avt.  
Sachiv, Gurukul

Dada Sumitananda can be contacted through the email account of  
Dada Devashudhananda in India. [dsa5@gmx.net](mailto:dsa5@gmx.net)

# Education Training Camp May 2002, Ananda Nagar, India

By Didi Ananda Jyotishrii

I was in Ananda Nagar during ETC in May. For 20 years the weather hasn't been as hot as this time. People were dying from heat stroke according to the news. The papers reported the peak temperatures from Purulia District (where Ananda Nagar is located): 46.5 degrees C , 113 degrees F. In spite of the extreme heat, about 400 Didis, Dadas and LFTs gathered and spent all the 4 days in the central jagrti attending the classes in full uniforms. The Didis all stayed in the Gurukula building. They started to get up at 2 a.m. in order to take a bath. By 5 a.m., when everyone got up for paincajanya, there was no more water in the supply. I admired my Indian sisters and brothers who were in good spirit in spite of all the physical difficulties.

The classes were all in Hindi/Bengali (a little English mixed in but that was not enough for me to follow them). While I was "agonizing" all day in Gurukula from the heat, from the jagrti across the road I heard lots of beautiful English songs that expressed Neo-Humanistic ideas in sweet tunes and language. Most of the lecturers included rhymes and songs in their classes that were new to me. Here is one song that I learned:

Look at the sky  
Look at the sea  
Look at the flower  
Look at the bee  
Be is he or be it she  
All are the flow of Capital HE

The mudras were creative. It would be nice if someone would collect these songs and make them available for NH schools outside of India too.

The classes were conducted in two groups simultaneously: those who had already attended two or more ETCs joined the senior classes; the rest attended the junior classes.

I gave a class to the junior group: about 50 Didis, 50 Dadas and 50 LFTs attended. The organizer, Dada Priyaksnananda suggested the topic, Teaching Neo-Humanistic values. (For some notes from this talk please see page 28.)

I also had an experience in Ranchi KG that I would like to share. Once it was break time when I arrived to the building. I folded my umbrella that I used against the sun. One boy got amazed, 'it became so small!' They have never seen an umbrella before where the lower half of the rod can be pushed into the upper half. All the students (that counts 12) surrounded me. I pulled out the handle and I let them push it back one by one. Since it's a bit rusty, it was a challenging task that needed all the skills and strength of 4 year-olds. It had to be pushed in a certain way; it gave great delight to all as they observed or explained the trick to each other and finally everyone succeeded. It was a fully engaging activity for 15 minutes for the whole class in whose school manipulatives and toys are still in great need.

## Survival tips for extreme heat

*From Didi Ananda Jyotishrii  
prepare your kids NOW for the global warming*

1. Before going out, fill up your belly with water. This can prevent heat stroke.
2. A fan by itself will not bring relief since the air is too hot. Sit on the floor right under the fan. Get a bucket of water and pour a few cups of water over your head and dress every few minutes. The evaporating water will draw away some heat from your body.

# Neo-Humanist Education: A Response to the Need for Balance

By Kulapati, Ac. Shambhushivananda Avt.

Since the time of Rk Veda, there has been an urge among educators to search for a balance between Para-Vidya (Intuitional Knowledge) and Apara Vidya (Mundane Knowledge). The current pressures of Globalisation and the need to preserve local values and culture brings this eternal conflict into sharper focus.

Neo-Humanist Education is an attempt to address the issue by reverting back to the ancient Yogic Kos'a-Model of Human Personality and develop an educational-curriculum that leads to development of all six-layers (koshas). The resulting educational program derived from this paradigm calls for a renewed focus on the following aspects:

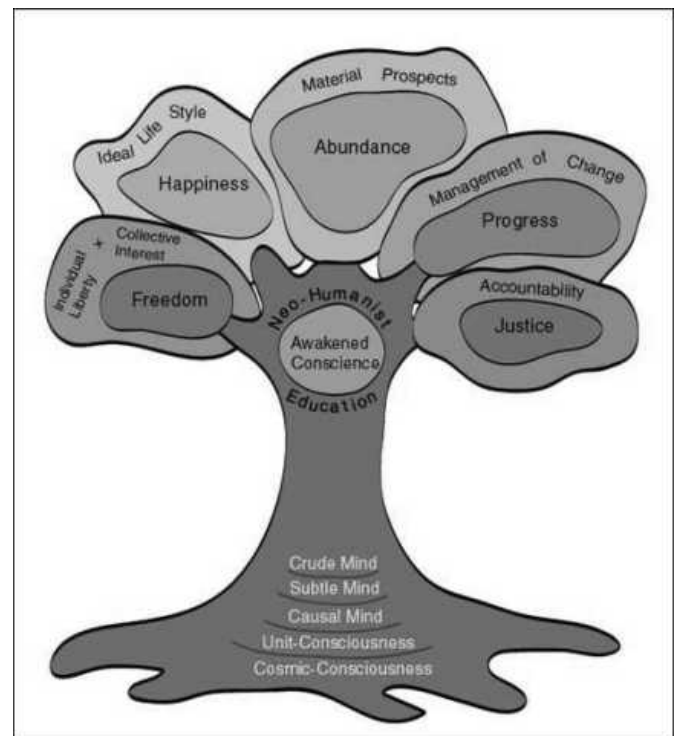
1. Inner and Outer Ecology (Annamaya Kos'a)
2. Practical Life Skills (Kamamaya Kos'a)
3. Problem Solving & Decision Making using Scientific Method (Manomaya Kos'a)
4. Sense of Aesthetics (Atima'nas Kos'a)
5. Historical Insight & Predictive Skills (Vijinanamaya Kos'a)
6. Universal Love (Hiranamaya Kos'a)

The redesign of curricula along these lines would facilitate to bring about a holistic development of human personality without ignoring the pressures for material development using the most modern science and technologies. Neo-Humanist Education with its motto of "Sa' Vidya' Ya' Vimuktaye" i.e., Education is for all round liberation presents a renewed attempt to remove the imbalance between apara'-vidya'and para'-vidya'; between modernity and tradition; between urban and rural education; between intuition and science; between formal and non-formal education; between globalisation and localisation.

Currently, the Neo-Humanist Education movement has started over 1000 schools all over

the globe and is attempting to imbibe the spirit of Neo- Humanism (ecological/spiritual ethics) among children enrolled in its educational programs. When a sufficient number of teacher-education programs will imbibe the Neo-humanist principles in their programs, a massive shift will begin to occur in the consciousness of both teachers and the taught.

Neo-Humanist Education is an evolving system whose principles remain the same but the applications vary from place to place and from time to time. The educational systems would be considered to have achieved a balance when both so-called undeveloped and developed societies would have achieved an acceptable parity in their material and spiritual attainments.



*Crude Mind refers to Kamamaya Kosa, Subtle Mind to Manomaya Kosa, and Causal Mind to Atimanasa, Vijinanamaya and Hiranamaya Kosas combined. Awakened Conscience is a rationalistic mentality arrived at by a process of study, analysis and consideration of the welfare of all.*

*The Tree pictures the relationship between internal and external. The roots represent the exploration of what is inside of us, the levels of consciousness. The branches, flowers, leaves & fruits represent the social manifestations of that consciousness.*

# Communication with Children

## From the NHE Early Childhood Introductory Certificate Program

Our daily physical, verbal, and psychic communications reflect how thoroughly we have internalised moral principles. Teachers continuously monitor and assess interactions, using a soft, pleasant voice as much as possible. Maintaining a journal of these observations assists in developing better methods of responding to the diversity of situations that are constantly manifesting.

### Clear Communications

Every minute the teacher is absorbed in observation and communication. To ensure that we are being properly understood, teachers need to repeat, redefine, and clarify communications. However, great care is taken to achieve this in a way that is not belittling for the child. Communications are made clear, reasonable, simple, and concise. Studies have indicated that only 7% of our communication is verbal, 38% is the tone of our voice, and 55% is in our body language. In other words how we say things is much more important than what we say.

Occasionally it is imperative that the teacher gets the full attention of the child in order to convey a particular point. This can be achieved by bending or stooping so we speak more directly with the child or touching the child on the shoulder and gazing into the eyes when talking. Ensuring that our look and tone are non-threatening in nature guarantees a better chance of the child listening and internalising what is being said. Speak slowly and naturally with the child, using short sentences. Children respond more immediately when teachers use suggestions rather than orders. Colouring our communications with orders invites anger and resistance instead of co-operation. Ordering others around is a power-based communication. Suggestion is more co-operatively based, built on consideration and mutual respect.

### Over-communication

Many teachers tend to overstate and engage in lengthy narratives, which eventually cause the young child to become bored, and disinterested. Some teachers are known to talk up to 80-90% of the class time. Continuous self-examination is necessary to avoid this tendency to monopolise and dominate the students' time and activities. Count your words and use them sparingly.

### Utilising Laughter

Humour leads to a better teacher-student rapport. It opens the heart and builds bridges over misunderstandings. An invaluable tool, humour creates an opportunity for mental growth by overcoming fear and reversing any difficulty. This can enable the teacher to surmount any challenge. Strong relationships are built by enjoying the children and the time-shared together.



## Positive Verbal Guidance

The young child frequently feels as if surrounded by a wall of “no’s” and “Don’t do this. Don’t do that.” The thoughtful selection of words can elicit more positive behaviours. The following are examples of positive and negative verbal guidance.

| POSITIVE VERBAL GUIDANCE  | NEGATIVE VERBAL GUIDANCE   |
|---|--|
| <p>“Please put your walking feet on”</p> <p>“Please hang your coat on the hook”</p> <p>“We just paint on paper.</p> <p>“What a lovely shade of red!”</p> <p>“Walk very slowly.”</p> <p>“We stay inside the school fence.”</p> | <p>“Don’t run in the school”.</p> <p>“Don’t leave your coat on the floor”.</p> <p>“Now, don’t get paint on your clothes.”</p> <p>“That doesn’t look like a cat.”</p> <p>“Be careful. You are going to spill the water.”</p> <p>“Don’t go out into the street.”</p> |

Our objective is for children to ideate on the positive rather than the negative.

The teacher mentally introspects, observes the tone of voice used, and the way we communicate with children. From the child’s point of view, observe and listen. Teachers model the ideal behaviour and types of communications we want to see the children doing.

Being supportive rather than critical, looking to the positive in every situation creates a picture filled with optimism that contributes toward deepening the mutual social bond.

Teachers rely on persuasion to get a point across.

“Sam, please keep your feet on the floor inside the school. This keeps your body safe. I feel sad when you are hurt.”

Children are often more compliant when we are honest, patient, and understanding.

“Ben, I can see that you are having a tough day. Now I need to help the children with this project. Is there something you would like to do quietly until we are done?”

## Alternatives to Screaming at the Children

An I-message is a way of sending a clear communication about how a certain behaviour makes you feel. These are used when a child’s behaviour interferes with the needs of a teacher. This method identifies a concern without openly accusing the child. I-messages tell the children how their behaviour affects the adult and how the adult feels. It can be a more positive and constructive method of informing children why certain behaviours are unacceptable. A classic I-message includes: a reference to the specific behaviour, how you feel about it, and why it is a problem.

1. Describe the unacceptable behaviour
2. State your feeling about it
3. Explain why the behavior makes you feel that way.

*Example:*

(1) When you bite Ana, (2) I get upset (3) because you are hurting my friend.

## **Modelling Respect**

Respect is shown for students by reasoning and requesting instead of commanding, demanding, and directing. While teachers give firm and consistent communication, they are also sensitive and loving. Respecting the child's individuality is of paramount importance in establishing an atmosphere of love and mutual respect.

During the young child's ages of 3-5 years, the teacher is one of the primary resources for the continued development of the child's ability to communicate. Teachers talk "with" the student not "down" and provide a variety of opportunities for students to practice their evolving communication skills. To support this interaction,

the teacher frequently bends down or comes to a kneeling position, eye level with the student. Eye contact is a critical part of effective communication and socio-emotional bonding.

Giving the children some freedom and responsibility builds proactive, positive behavioural choices.

The teacher acts as an empathiser, sympathiser, and attentive listener. In addition to directing activities and experiences, listening and attuning oneself to the needs of the student is vital in order to facilitate and understand their all round developmental needs.

## **Assessing Communication**

When communications appear to be failing, the teacher may ask oneself:

"Is my communication effective? The children do not seem to listen to me. What changes can I try in order to make my communications more clear and accepted by the students?"

When this occurs, the teacher takes time to re-evaluate the nature of interpersonal communications and creatively develops a new approach or style.

Is it possible the children feel I do not respect them (i.e., Am I ignoring their needs or feelings) so they are ignoring me?

Do I listen to them when they talk to me?

Am I modelling good listening?

Are they so concentrated on a task that they don't hear me?

Do I frequently interrupt their play and work?

Have I given them enough time to respond?

Am I saying the same thing over and over?

What tone of voice is used?

Am I repeating myself over and over and nagging the children?

Have I offered them choices?

Do the children need more activities that will help them to focus or concentrate?

When they finish a task, do I offer a positive and fun activity to do as a reward?

Am I cheerful and enthusiastic, or controlling and nagging?

What do I sound like to the child?

## 10 Ways to Maximise Effective Communications

1. Reward behaviour you want to see continued. For example at Circle Time, say “Thank you” to each child for sitting quietly and participating. Avoid material awards.
2. Enjoy the children. Find ways every day to love, appreciate, and encourage each child.
3. Engage in peripheral supervision. Observe the children carefully. Look at the whole picture, physically, mentally, and spiritually. Keep a handle on your own stress level and expression of anger.
4. Reshuffle your expectations. If the activity is not being productive, drop your plan and do something else. Every moment is a teachable moment. Give the children choices.
5. Emphasise positivity. Build on strengths and success. Give affirmation of positive behaviours. “Thank you for making sure the sand stays in the sand box.”
6. Be patient and considerate. Provide advance notice of upcoming transitions or changes. Give time for children to adjust and “change gears”. Adaptability and transitions are very difficult for some children.
7. Restructure the environment to promote more positive interactions. Use songs or rhymes for transitions. Make sure there are enough supplies for everyone. Plan other activities for those who finish a project early.
8. Have as few rules as possible and include the children in the rule making process. Role playing or acting out situations with students can help them to gain a better understanding of consideration and co-operation
9. Model respect. Give and expect it. Use positive guidance techniques that build self-esteem.
10. Plan ahead. Keep the day interesting, changing movement and varying complimentary activities in the program (standing-sitting, moving-resting, listening- doing, indoor-outdoor, active-passive, verbal-non-verbal.)

## CONFLICT RESOLUTION

When approaching a situation where unacceptable behaviour is being expressed, there are many techniques that can be utilised in solving conflicts peacefully. The following is one approach:

- 1) Come down to eye level and clasp the hands of both children forming a circle of compassion.
- 2) Making eye contact with each student, patiently ask each student to identify and define the conflict. Tell me what happened?
- 3) Why were the actions were taken (by both children)?
- 4) Ask each child: How does that make you feel?
- 5) Is there a rule about this behaviour? Why is this a bad idea?
- 6) Discuss possible solutions and alternatives. What should we do? What could have been done differently? What will you do the next time this happens?

*CONTINUED ON PAGE 29*

# TOWARDS EFFECTIVE COMMUNICATION PROBLEM SOLVING AND CONFLICT RESOLUTION

## Ideas of some Neo-humanistic thinkers

*By Margaret Rathwell*

Living in harmony and cooperation with others and fighting against exploitation and narrow sentiments are inherent elements of Neo-humanist philosophy. So how can we become more competent in communicating, problem solving and conflict resolution in ways which reflect our ideals of Neo-humanism?

We need to be aware of the goals, principles and values by which we guide ourselves and what are the ethical rules in our relations to others. As teachers, are we reinforcing Neo-humanistic values in our interactions with other teachers, students and parents? Are we teaching to children the skills of self-regulation, empathy, and compassionate interaction? For our relation to others P. R. Sarkar gave us yama (*non-harming, truthfulness, non-stealing, universal love, simple living*), the 15 shilas and other conduct rules. His view of the significance of society was 'Sam gaccadvham', moving together and sharing. He said: "*You should always be vigilant in collective life that no one is ignored, that no one is deprived. The seed of the true progress of society lies in remembering this principle of thinking of other's interest first*".

Sarkar also gave us the concept of prama, a dynamic balance or equilibrium of the physical, mental and spiritual in individual and collective life, which is both delicate and the very heart of the integrity of any system. This is our vision, but to be able to work towards these goals we need first to consider the dynamics of traditional social relations in our present day culture. We need to be aware of what forces are operating and the ways we think and act, of dogmas, defective ideas and practices, and faulty social and economic systems which prevent us from achieving prama.

### How creativity may be limited

An organisation of people, which may be a business, a school, a family, a nation or a society, is created from the interactions and needs of individuals who have decided to come together for a particular purpose. It implies common interests, mutual support and maybe common ownership. But over time an organisation that was created in response to some deep call can become a rigid structure that impedes people fulfilling that call. The problems stem from mechanical, technocratic thinking which tries to extinguish individuality to reach the goal of certainty, and stops organisations from evolving into new forms.

Margaret Wheatley, in the book '*Fabric of the Future*' by women futurists, says we need to look at living systems to aid our understanding. There are 2 forces of life which we cannot stop: firstly to create oneself and secondly to reach out for relationships with others. We fail to acknowledge these when we try to impose direction and control, when plans are imposed, and people are always told what to do, as in a traditional organisation. But life resists control. People go outside the organisation to look for answers. Those leading the organisation feel threatened, they dismiss the creativity of individuals and there is resistance as a result. Members come to resent the organisation because now it has become a major impediment to their creativity, faith, and purposeful dreams. Holding onto the past whether from self-doubt or

fear only intensifies the dilemma. We can see how this process may occur in an authoritarian highschool, perhaps multicultural, where students play truant and increasingly severe punishments are imposed, without looking at why this is happening and moving towards creative changes in the way the school is run.

## Need for alternatives

How can we get through these limitations of traditional organisations and work towards a situation where life flourishes and everyone's creativity is used. We need to be able to trust others, welcome surprises, embrace diversity and uniqueness, and delight in inventiveness. We can see what happens in the opposite case with 'working to rule' when everything collapses because every organisation relies on its members going beyond the rules and roles - figuring out what needs to be done, solving unexpected problems, contributing in a crisis situation. Wheatley says that organisation is a process, not a structure. It involves:

- ◆ creating relationships around a shared sense of purpose
- ◆ exchanging and creating information
- ◆ paying attention to the results of our efforts
- ◆ co-adapting
- ◆ co-evolving
- ◆ developing wisdom as we learn
- ◆ staying clear about our purpose
- ◆ being alert to changes from all directions
- ◆ learning constantly

## Partnership

The negativity and troubled behaviour in organisations can be viewed as a clash between the forces of life and the forces of domination. The old story of dominion and control (conquering hero), submission, violation of human rights and materialism - is called the dominator model by Riane Eisler author of *The Chalice and The Blade*, and *Tomorrow's Children*. She shows us how the way our personal relationships are constructed (between man and woman, adult and child etc.) affects our social, political and economic lives. We need to reorganise those relationships into what

she calls a partnership model, an equal partnership between men and women, with respect for feminine values - of receptivity, intuition, empathy, relational thinking. She analyses societies in the past and present to see how they fit on this scheme. In the past there were societies more peaceful and equitable than ours e.g. *Neolithic societies, the Minoans, and the Etruscans*.

Dominator traditions of man over woman, man over man, tribe over tribe, nation over nation are inappropriate for what we want as humans which is trust not fear; love not hate; and pleasure not pain. The partnership model is a social alternative. It means relearning how to love, and how to have more caring, more mutually satisfying and pleasurable relationships with others. This affects the kinds of families we have, the kinds of religions, laws, education, politics, and economics. Eisler says '*trying to heal yourself in a dominator society is like trying to go up on a down escalator, you spend your life trying to heal, instead of being able to realise your incredible human potentials*'.

## Our challenge

Futurist Sohail Inayatullah, in *New Renaissance Summer 2002*, writes about the learning and healing organisation and confirms the above ideas. He argues that the organisation must reflect upon itself (must be learning based); must address the sense of well-being and connection of the individual; and that organisations must heal the self, others and the planet. Inayatullah has identified what he calls a communicative-inclusive future (as opposed to a globalised artificial future, high-tech and economy driven). Some of its characteristics relevant to the theme of communication, problem solving and conflict resolution are that an organisation must have doors open for those who want to leave; it must be inclusive of other cultures, or at least open to dialogue with them; it must be critically reflective of its own pathologies; and it must be ever expanding, not inward looking, looking from local to planet, and working at solving problems in the world.

We need therefore to go beyond the constraints of traditional and old ways of thinking and to get

past our limitations. It helps to realise these limitations are often in the way we were brought up, and to think how do we really behave. Are we really progressive, open, flexible? Different ways of knowing, creative problem solving, lateral thinking etc. are required. Books like Stephen Covey's '*7 Habits of Highly Effective People*' can be useful here - in achieving a change in perception and interpretation of how the world works. He gives a prominent place to spirituality in personal growth. Another of his books describes how to build a beautiful family culture.

## How can we as individuals and groups 'thrive' and not just survive

As human beings, what we really want are rich lives in which spiritual growth is possible and we want success in human relationships. Spiritual and creative practices put us in contact with ourselves and give us awareness of our relation with the universe. Happy people take responsibility, achieve more, can perform service, and can make a difference to the world by bringing their varied gifts and talents. An effective or healthy member of a community is someone who is

- ◆ comfortable being with themselves alone
- ◆ confident in one to one relationships
- ◆ is an active participant in a group

Remember that any organisation's weakest links are the people who choose not to participate, if people withdraw then the collective cannot keep moving.

## Conflict resolution

Activist Starhawk points out that one of the key ways of being able to organise in a way that is participatory, especially across time, space and distance is communication. The larger the organisation becomes the more disciplined communication must be. She says it is part of our personal spiritual practice to communicate clearly. Effective communication requires us to be responsive to the needs of others, which may be different from our own needs, to sense their feelings and perspectives and take an interest in their concerns. Deep listening is required..

Starhawk says she used to think a problem in a community was everybody's problem, but now she feels interpersonal problems are best settled by the 2 people involved. She suggests: go to the person directly which is a sign of honouring and respecting, and do not engage in gossiping, third partying, building alliances or working behind the scenes.

Tools for alternative dispute resolution are necessary for resolving conflicts within an organisation, and mediation (*or conflict transformation*) to help individuals find common ground and peaceful solutions to problems. This was discussed by Angeles Arrien, at the *Alchemy of Peace building Conference in Dubrovnik June 2002*. Arrien said two major causes that ignite conflict cross culturally are:

- ◆ *people who do not say what they mean*
- ◆ *people who do not do what they say*

There is a need to tell the truth without blame or judgment and to take personal responsibility in what you say. Conflict that is not addressed directly immediately gets bigger and bigger and there is more to clean up.

Arrien points out that all persons concerned must be clear on 4 points before going into the mediation process:

- ◆ How you see this?
- ◆ How you feel about this?
- ◆ What you need/desire about this
- ◆ What you are willing to do, not willing to do

We can then ask the opposite party these same 'how' and 'what' questions, which are open questions to draw out the other person and help in the manifestation of the solution.

We need to be aware of our deep values, of how we need to change and grow personally, and to share our visions and feelings and thoughts with others in order to be able to find creative solutions. Creative problem solving is helped by the following 6 qualities:

1. Discipline – to do something step by step, not to push or hold back but to trust, not too speedy not too slow.
2. Flexibility – (objective adjustment)
3. Following what has heart and meaning

4. Value honesty, authenticity as a primary value in one's behaviour in life
5. Effective communication – to have content, right timing, right placement of words, to have word, tone and body language in perfect congruence.
6. Good sense of humour, fun and play

The Josephine Institute of Ethics found 8 core values, which everyone aligns with cross culturally, that could create positive futures. These are truth, love, freedom, fairness, unity, tolerance, responsibility, and respect for life. Also Arrien quotes a Harvard study on ethical decisions and choices. These can be summarized as follows:

- **Rule of respect** – never treat others as simply the means for your own gain or gratification. *Quality: Awareness*
- **Rule of universality** – Behave only in the ways you feel appropriate for all people at all times *Quality: Love*
- **Rule of personal ethics** – Cause the greatest amount of good and the least amount of harm to the greatest number of people. *Quality: Benevolence*

In Neo-humanistic problem solving it is important to always remember that the highest form of caring is the honest expression of benevolence.

Satya is in fact the key to our moral code of yama but as Baba explained there must be a clear awareness of the dynamics operating in a particular situation. If there is only a partial understanding of a particular situation there is no discriminating judgement, no real solution can be found and harm may be done instead.

## Conclusion

Real unity requires spirituality and a deep wisdom and integrity on the part of individuals in communicating, problem solving and conflict resolution. Human beings can tread the path of spirituality only with balance or prama - a happy adjustment between mental, physical and spiritual in a system, whether an organisation or society. As adults we have to go beyond the constraints of traditional and old ways of thinking, and in particular as teachers we have the responsibility to put these ideas into practice in teaching our children. Sarkar identified our duty as to "*take the entire humanity to the path of well-being, to free them from bondage, and to place the leadership in the hands of those who follow the path of Dharma - those who seek the welfare of others at their own expense.*" (Namani Krsnasundaram, p. 123)

### Innovations in Conferences, Meetings, Conflict Resolution Open Space Technology

Open Space Technology, a totally new form of conferencing, was created in the mid-1980s by organisational consultant Harrison. Open Space conferences have no keynote speakers, no pre-announced schedules of workshops, no panel discussions, no organisational booths. Instead, sitting in a large circle, participants learn in the first hour how they are going to create their own conference. Open Space conferences are particularly effective when a large, complex operation needs to be thoroughly reconceptualised and reorganised. On the assumption that such a system contains within it the seeds of everything that needs to happen with it, Open Space provides it with an opportunity to self-organise into its new configuration. This new approach is being used successfully around the world for a diverse array of meetings and conferences. To learn more about it see the resources below.

#### Web Sites and Books:

<http://www.co-intelligence.org/P-Openspace.html>

<http://www.pdesigns.com/OST/emergorder.htm>

<http://www.openspaceworld.org/english/openspace.html>

Harrison Owen, *Open Space Technology: A User's Guide* (Berrett-Koehler, 1997)

Harrison Owen, *Expanding Our Now: The Story of Open Space Technology* (Berrett-Koehler, 1997)

# Workshop Methods for Conducting Teacher Education Seminars

## By Didi Anandarama

In recent years the method of delivering learning experiences is drastically changing from the lecture method to a workshop method. Especially in education this is a very welcome method that supports the very meaning of education which literally stands for 'educere' or 'to draw out'. In a workshop setting the presenter or facilitator is not the only source of knowledge or the 'sage on the stage' but he or she endeavors or facilitates to draw out the curiosity, inquiry and thirst for knowledge in the student. The workshop facilitator needs to respect the student as a contributing person to education, which is a life-long process for the educator as well as for the small child. The facilitator gives the chance to the students to express their own needs and follow their own questions. By being in tune with the needs of the participants the facilitator ensures the success of the effectiveness of the workshop.

The most effective workshop is when everyone has a chance to receive what they need. Teachers are full of questions and needs. Their work is not easy, they look for support. At times they want to share what methods they have discovered that really work. Educators learn from the practicing teachers. The teachers are like researchers as they work in the field. Many times the facilitators are administrators or academics who have been away from direct classroom experience and the practical collective trend in society, therefore they need to 'draw out' the gifts and talents of the teachers who are with the children every day.

It has been found that sharing from different brains adds more wealth in learning than listening to only one person talk. Sharing experiences or even problems gives relief and opens the mind of the teacher to then look for solutions. Unless one can air one's problems sometimes one is not ready to receive advise. Most of the time the one who has a problem also knows best how to find the solution because the situation is so unique in every school setting. By

carefully, compassionately listening the facilitator gives respect and acknowledgement to the teacher. The teacher feels 'heard' and now he or she is open to learning. After carefully listening sometimes the facilitator only needs to ask the student what she or he would think the solution could be. And usually the teacher can list up to 10 creative solutions to their problems. They just needed support, understanding and trust that they can come up with a solution. Usually one needs more energy to invest into creative solutions. But if one is burdened with the load of the problem one's energy is wasted and one tends to lean on some easy help from the outside. But one knows at the end one has to come up with renewed energy to solve the problem oneself.

Most of the time a person does not need advise but just another person who can empathize, who can truly, patiently only listen and give moral support and validation. This human connection is magic that inspires and fills the heart and gives new motivation to come up with the creative solution. The student/teacher may not get new ideas in a workshop but be able to simply share one's problem or needs and go away fulfilled and energized that the workshop was very successful because he or she has received renewed support to carry on and face the challenges and master any problem that comes their way.

The facilitator has to give up the idea that he or she needs to have all the answers and be perfect. Although she or he can prepare and be ready with new ideas and concepts but would keep them until the end to present them if no one has yet come up with similar solutions. The exchange of knowledge is now faster transmitted in the world than ever. The 'know-how' is easily accessible once one knows what one really wants to know or do.

## How to conduct a workshop:

1. Choose the number of participants to be reasonable 10 - 30. Have an inviting sitting arrangement – all on same floor, or on chairs in a circle or semi circle.
2. Have enough time for a session – 2 hours minimum to one day depending on the topic.
3. Introduction of each person if necessary.
4. The facilitator will introduce the topic briefly.
5. The facilitator checks out the needs of the participants in relation to the topic. For example if the topic is “Discipline” the facilitator would ask the participants to exchange their experiences of what methods work. For this the facilitator can organize small groups of 2 persons or more to exchange their experience on the topic with each other. One person can make notes and present it in the big group. The facilitator can write down all the points on the blackboard and at the end group the different points together into a few categories.
6. After that the facilitator can ask examples of discipline that worked well from the participants and ask them again to form small groups and share and present at the end.
7. From this exercise the facilitator will have a good idea of what is the situation regarding the topic ‘discipline’ in the different experiences of the teacher/students.
8. Now the facilitator can build on the given suggestions of discipline methods that work and continue to elaborate and give new concepts and examples. Along this period of presentation the facilitator is always open to questions. Questions are not seen as interruptions but rather as a stimulation to really respond to the level of understanding of the students. Instead of answering him or herself the facilitator could put a question back into the participants group for someone to answer. The facilitator is not eager to demonstrate that he/she knows but rather is eager to find the solution already in the teacher/students.
9. At the end the facilitator invites a ‘debriefing’ of the workshop by all the participants. This means that he/she asks the participants to write down what they have learnt or what they found useful that they value and will take back to their school and try to implement.
10. To have the most effective outcome of a workshop at a teacher education seminar the participants not only give written feedback but also send in a report from the field demonstrating that the newly learnt idea was implemented. They may send photos or interviews or comments of the children along with the report. This process demonstrates that the teachers benefited and learnt something useful in their profession. They do not do the written feedback and the report as a duty but because they want to share that they benefited and they are pleased that they gained in their professional career.

*"Operation" means "to get something done through any medium or media". Suppose you are operating a tool machine. If this type of operation is done with collective effort then it is called "co-operation". In the case of co-operation, something is done with equal rights, equal human prestige and equal locus standi.*

*In every field of collective life there should be co-operation among the members of society. Where this co-operation is between free human beings, each with equal rights and mutual respect for each other, and each working for the welfare of the other, it is called "co-ordinated co-operation". Where people do something individually or collectively, but keep themselves under other people's supervision, then it is called "subordinated co-operation". In each and every stratum of life, we should do everything with co-ordinated co-operation and always avoid subordinated co-operation. Shrii PR Sarkar*

# The Value of Dialogue versus Debate

Dialogue is an exchange of ideas and inquiry into assumptions, certainties and processes that constitute common experiences and actions. In a dialogue ideas, feelings and beliefs are put forward into the group of participants so that they will be looked at from many different angles. The participants ask questions about where the idea, assumption or assertion comes from. In a dialogue a person who is making broad generalizations can be subject to inquiry. How did you get this idea? Can you give the data that supports your conclusion? Such an inquiry process within a dialogue gives a great possibility for deeper understanding. In a dialogue it is essential that one lets go of the idea of "building my own case of strong point." It involves listening for understanding rather than preparing to convince the other person that they are wrong. Dialogue has space for polarity and opposites and seeks to build consensus on the most rational proposition.

## Debate Versus Dialogue

| <b>Debate</b>   | <b>Dialogue</b>   |
|---|---|
| Assuming that there is a right answer, and you have it        | Assuming that many people have pieces of the answer and that together they craft a new solution |
| Combative: participants attempt to prove the other side wrong | Collaborative: participants work together toward common understanding                           |
| About winning and losing                                      | About exploring common ground   |
| Listening to find flaws and make counter-arguments            | Listening to understand, to find meaning and agreement  |
| Defending assumptions as truth                                | Revealing assumptions for re-evaluation   |
| Critiquing the other side's position                          | Re-examining all positions  |
| Defending one's view against those of others                  | Admitting that other's thinking can improve on one's own  |
| Searching for flaws and weaknesses in other's positions       | Searching for strengths and value in other's positions  |
| Seeking a conclusion or vote that ratifies your position      | Discovering new options; not seeking closure  |

# Teaching Neo-Humanist Values

## A class given at the ETC, May 2002, Ananda Nagar

### By Didi Ananda Jyotishrii

From this vast area on Neo-Humanist Values I will focus on two aspects: awakened conscience (jagrata vivek), and aesthetic science (nandan vijinan). I will give some practical examples that you can use in the classroom.

Before starting to discuss the above subjects, I would like to ask you, what are the two main approaches in education? ... Teacher centered and child centered. The first is the traditional way where the teacher is active and the child is passive – s/he has to follow the teacher more or less like a robot. So what about the child centered education?... here the child is active and? ...Is the teacher passive? (Laughing) No, the teacher is not passive but she aims to assist the child instead of dominating him or her. She tries to help the child to discover the material for him or her self. Which approach is more Neo-Humanistic?... Yes, the child centered approach. It acknowledges the inner potentials of the child and gives him or her scope to rely on these.

#### ***Awakened conscience:***

**The measuring stick of welfare to all**  
Conscience is the inner perception of a personal situation. It gets “awakened” when extended to the impersonal i.e. by understanding more distant and less subjective situations.

Children are concerned about fairness. The teacher can look for teachable moments and assist the children with the development of awakened consciousness. For example, the whole class together makes lassi (a common drink in India). Collectively the children decide how much water, yoghurt, sugar, salt should be used. After it is made, the teacher asks, ‘we have these big classes. The lassi we made is enough for 10 full glasses. We are 25. What to do?’

Group activities, e.g. art work, dramatic corner or block play give lots of opportunities to develop

social skills like problem solving, sharing, belonging, creating together. What group activity can you do if you have no materials? For example, you can take out the children to collect sticks and twigs. If they collected many, they can make sculptures by tying them together in bunches with strings.

Asking provocative questions to encourage whole group dialogues is also a way to expand the children’s conscience. Questions like this are good: should people dump garbage on the moon? Should one person own a river? Children watch adults. If they see examples of sympathy with others and the environment, they will grow up to be more responsible.

Is it good to praise children for doing service?... We adults don’t do service for praise. Nothing should be expected in return. But in case of children it is good. Praise will make them aware of the value of service. To develop the spirit of service, hang a list of things to be done in the classroom: water the plants, sweep the floor, give out snacks, wash the glasses, sweep the floor etc. Let the children volunteer for these in a weekly rotation. As a form of praise, make badges and distribute them at the end of each day: helping hands, loving kindness, best joker, clean and tidy, sharing from the heart etc.

“Social development is an ethical process whose seeds are the skills of how to get along with others and whose blooms are the flowers of service and social conscience.”

#### *Aesthetic science:*

Aesthetic science means to notice and enjoy the beauty of God’s creation. Shrii PR Sarkar explained that human beings derive more pleasure from subtle things than crude objects. Subtle psychic pabulum (mental food) has more lasting effect on the mind. Have you observed

small children being overwhelmed with the beauty of an insect or a stone? By building this quality, we can make their learning process more enjoyable, more effective and more lasting.

Some tools by which you can provide aesthetic experiences to children: *songs, visual aids, aesthetic motivations, visualizations and jokes.*

Use songs and visual aids for disciplining wherever it is possible. Some simple songs used in English classes go like this:

Listen, listen, I'm listening to you.  
Look here, look here, I'm looking at you.      And

If you want to be happy, speak English,  
If you want to be happy, speak English,  
I don't care you are a boy,  
I don't care you are a girl,  
If you want to be happy, speak English.

An example of a visual aid that I have found to be a very successful tool in disciplining: Hang a big cardboard poster on the wall with a pocket for each child with their name written on it. Put a green, a yellow and a red card in each pocket (green is in the front). Call it "the green classroom". When a child is undisciplined, after 2-3 warnings, remove his green card so the yellow will be in the front. If he still continues misbehaving, remove the yellow one so he'll have a red card. This way the whole class can see at a

glance their collective standard of discipline. Instead of shouting or taking time for meting out other types of punishments, this is a subtle and aesthetic way of giving feedback to the class. You can also discuss with the whole class if a child is ready to get back the green card, etc., and in this way involve them in the process.

Add an aesthetic motivation when you request the children to do something. This will expand their minds and they won't feel pressured. Some examples: Be quiet so that all may enjoy the show. Be quiet so that everybody can hear me. Be quiet so you may listen to the science. Sit down so all may see well. Sit down so you feel comfortable. Put the book into your bag so your bag has something to eat. Put the book into your bag so the words can have a sleep.

In order to develop the power of visualization, do some pantomime regularly for the children. (Look, a butterfly entered the classroom! It flew into your heart.) Doing these unexpectedly is a good way to change the class-flow: shake them up to divert their attention from "being naughty".

Jokes are always welcome – they lift the hearts by giving an aesthetic experience. But be careful to make only good jokes, not to tease or hurt.

Resources: the works of Av. Ananda Nivedita Ac. and Ac. Caetanyananda Avt.

## ***CONTINUED FROM PAGE 20 - COMMUNICATION WITH CHILDREN***

Emulating unconditional love and patience for both students, the teacher listens attentively, using as few words as possible. Each student may be asked, "Are you okay?" and/or "Do you need help?" Children are encouraged to look and observe each other's feelings and bodies rather than looking at the teacher.

Behaviour that you want the students to mirror is demonstrated during this interaction (calm tone of voice, eye contact, caring physical touch, etc.) Each student's ideas and needs are listened to and respected without judgement. The teacher must avoid taking anything personally.

Keep the focus on the problem, not the person. The child is not bad. It is the action that is unacceptable. There are children who experience difficulties, not difficult children. Be specific about what behaviour is unacceptable and what behaviour is okay.

Crisis intervention is an invaluable learning opportunity. The goal is to defuse over-emotionality, to instil calmness, to increase awareness of our actions and how they effect others, as well as building relationships. The child stands to gain the most as an active participant in the process. When talking with children about their behaviour, we allow them to choose their own consequence or behaviour modification plan.

Clearly defined rules can minimise social conflicts as can gentle reminders prior to those times when misbehaviours are more likely to occur: "Let's remember how to be a good friend."  
Patience. Fairness. Humility. Unconditional compassion. There is no other time when the children study the teacher with more intensity than when an injustice or conflict occurs. Teaching children techniques to resolve their own conflicts builds responsibility, positive self-esteem, and personal independence. It is at these moments that the teacher centres her/him self and clings to the proper ideation of the child as a reflection of the Divine One.

# Ananda Marga Academy Kangemi, Nairobi

By Ac Vratadhiirananda Avt

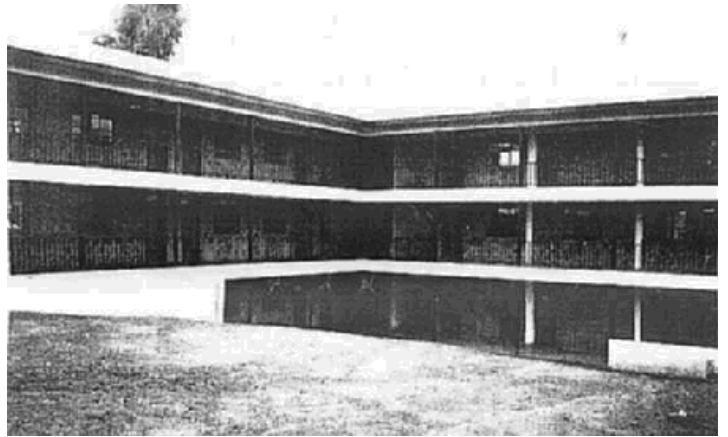
*Reprinted from the Ananda Marga High School  
Newsletter of the Ananda Marga Academy, Kangemi,  
Nairobi, June 2002*

## History

In the year 2000, the Ananda Marga Mission in Kenya decided to establish a high school in Kangemi. The primary objective of the project is to offer secondary education to the youth at an affordable cost keeping in mind that secondary education in Kenya is expensive and moreover, the existing high schools nation-wide are not sufficient to meet the demands of the students. Considering these two problems that plague Kenya, the lack of high schools to cater to the ever growing number of students and its high cost, the Ananda Marga Mission put its project into operation by opening Form I.

In the same year, the Giants of Nairobi, under the leadership of Mr. Rashi Patel offered to construct a building complex for both the primary and the high school departments of the Ananda Marga Academy. The application for registration in the Ministry of Education was made in November of that year.

In the year 2001, Form II was opened. There was a significant increase in the number of students in both forms. On June 17, the construction of the school complex began. It was undertaken by one



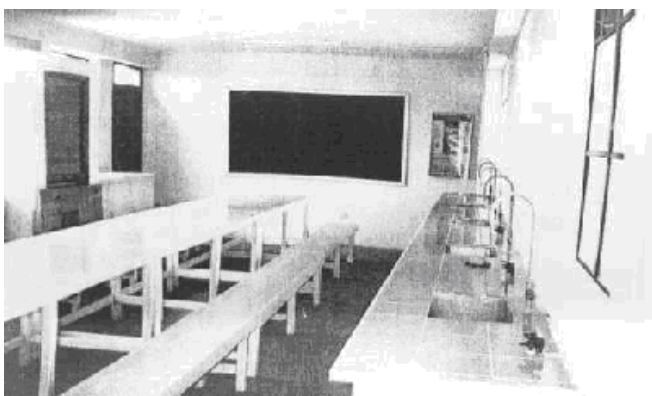
***For the building the Giants of Nairobi received the "Best Project of the Year Award" from Giants International. Many visitors to the school claimed that they never expected to find such a fine school in the heart of a Kangemi slum.***

of the most prestigious contractors in Kenya, The Lasmanbhai Contractors.

In November of that same year, the building complex was finished. Finally, on December 2, it was inaugurated and handed over to the Ananda Marga Mission by the Giants of Nairobi, this time under the leadership of Mr. Jaspal Hyotta amidst jubilation and festivities. The VIPs of the Ministry of Education, the officers and members of the Giants of Nairobi and the Chief of Kangemi Location graced the occasion by their presence. The happy crowd was composed of students and teachers of the Ananda Marga Academy and the people of Kangemi. On December 15, the Ananda Marga Academy received its Provisional Registration from the Ministry of Education.

In January 2002, the Ananda Marga High School embarked on its third year of operation. Form III was opened. The enrolment in all forms reached their capacities. The laboratory was equipped with the needed requirements and was available for use before the opening of the second term. More textbooks and learning materials were acquired and more teachers were hired. The application for approval as a KCSE Centre was done on May 15 and soon we hope to get the school's Permanent Registration before June ends.

The Ananda Marga Academy's rapid growth wouldn't be possible without the help of the



***This fully equipped laboratory was made available to the students in May 2002. It is an indispensable feature of a secondary school.***

Giants of Nairobi; it would be impossible for the school to attain its present status and for its administrators, teachers, assistants and students to enjoy the amenities and conveniences that are now available.

#### **School Newsletter**

The first issue of the Ananda Marga High School Newsletter was printed in June 2002. It features a Young Poets' Corner, a

section for students' Thoughts and Views and a Cartoon and Humour section. The following excerpt is from the newsletter .

#### **From the Young Poet's Corner Bread of Life By Purity Wangart**

#### **Ingredients:**

A packet of joy  
Two cups of peace  
A pinch of politeness

Four and half cups of living water  
A spoonful of righteousness

#### **Method:**

Make sure the cooking place is pure and holy. Add a pack of joy and four and a half cups of living water. Mix them and drop in the pinch of politeness. Add peace. Put it into your heart and serve it with love.

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## **Zonnelicht, Den Bosch, the Netherlands**

In Den Bosch, the Netherlands, the Neo-Humanist school Zonnelicht (Sunlight) has expanded into a much bigger building. For nearly a year we have lived with the sometimes chaotic circumstances that construction unavoidably brings, and now volunteers are finishing waxing, painting and furnishing the new rooms to accommodate 150 children and 23 members of staff in our school.

Zonnelicht not only offers day-care for 0 to 4-year-olds, we also work together with other schools and have children aged 6 to 12. They come to us when their normal school finishes and stay until their parents pick them up around 18.00. For these children we also organise special things: sports, music, dance and nature courses by volunteers and professional Neo-humanist teachers. Since September we are using one of the new rooms to organise all kind of cultural activities: dance courses, piano lessons and general music lessons for children, and for adults we have RAWA concerts, yoga courses and lectures about topics ranging from spirituality to bringing up children. Next term we are also planning courses on homeopathy for parents.

Advertising for all this got delayed because burglars stole our computers and we lost some of our files, but we are creating all brochures again and even better than the first time. In spite of the delay, several courses have started already with enthusiastic participants.

Our school is now, after ca. 15 years, developed so far that we can concentrate on greatly improving the quality of the education. Amongst other groups we have two toddler groups and two baby groups so that they can compare experiences. In every group in the school we have at least two teachers, professionals, whom we can fully pay. We can now start a system of evaluating each teacher's work and improving on it. The groups are small, so the children can really receive a nice programme, based on developing the layers of the mind. We will expand the curriculum. For example, children will not only learn about caring for plants and animals, but actually work in our garden. We will focus more on the layers of the mind and how they develop in a child's life from birth until the age of 6, since we are able to follow the growth of the children from 3 months up to 12 years.

Yadurani, Madhavi and Didi Ananda Nirmala, all experienced Neo-Humanistic teachers, have started to give training courses to our teachers about Neo-Humanist Education. Sadhana, a long time teacher here, is studying pedagogy to add new expertise to her work. She can be one of the next generation of teachers who give training. This all will have a great effect on the school.



# Neo-Humanist Education Calcutta, India

By Dada Priyakrsnananda

In India we have over 700 schools run by Ananda Marga. In Calcutta region alone there are 433 schools, most of which are managed by LFTs. They are quite dedicated. They work sincerely hard, due to which most of the schools have a high student enrolment. Mogra and Agartala schools have the highest number of students.

The growing number is due to the popularity of our schools. No discrimination of any ethnic group, homey relationship with the parents, emphasis on the moral and spiritual growth of the child, social norms, high academic standards and above all the dedication of the teachers for the all round growth of the child, are some of the vital points for the popularity of our schools. Particularly in Bengal and Tripura it is inspiring and interesting to see that most of the parents who are Communists prefer to send their kids to our school even though they have ideological differences with Ananda Marga.

Recently a talent search test was conducted by a private organisation in West Bengal. Two of our children from Bongan school and two from Sarenga school of Midnapore district stood first and second. In a state level scholarship test on mathematics one student from our school in Katwa of Burdwan district stood first. He was first in the district level science test too.

When the children pass from our schools they usually get admitted to other schools through a merit test. Children from our Bongaon School have secured the first ten best positions in the merit list in other schools.

A short Teachers' Training Program is held from time to time in the diocese level for upgrading the standard of the teachers. Recently such training was held in Burdwan

school for that diocese on 5-8 Sept. Fifty five teachers participated in this training. It is important to mention here that our school in Burdwan is quite famous in that city. Most of the guardians are from the upper class of the society. Parents are very much involved with the school development. There is even a quiz test held for the parents on Neo-Humanist Education. The parents were supplied with relevant books. Later the parents took part in the quiz with great enthusiasm. Now they are interested to know more deeply about our philosophy. Recently a one day seminar on Bio-Psychology was held there for the parents. Twelve parents learned meditation.

There are many students from our school who are now engineers, doctors, professors and other such established and reputed positions in their life. To tell in short, our schools are fulfilling Shrii PR Sarkar's vision of a "Man-making Mission" to a great extent.



*Burdwan school cultural program, a Neo-Humanist drama entitled " We Also Want to Live"*

## Prabhat Samgiita

### Children's Dance and Arts Competition

As you know Shrii PR Sarkar has added another jewel to his garland of unparalleled contributions to humanity, and especially spiritual seekers, by composing 5018 songs called Prabhat Samgiita. Their melody and imports are so deep and appealing to the heart that they go beyond any barrier of language, land or ethnicity. Their popularity has been increasing steadily, no longer being confined to Ananda Marga, but are now adored by other music lovers and singers as well.

Prabhat Samgiita Academy has been accredited recognition by Nikhil Bharat Samgeet Samity, a national music council with headquarters at Calcutta. Now 45 such academies are functioning. RAWA academy of art, music and dance in Bhuvaneshvar, Orissa has expanded to three branches with one beautiful building of their own. Its popularity is ever increasing. Prabhat Smagiita competition has been taking place since 1992 as a way of sharing the songs. First it was organized on 14th sept 1992 with only 10 Ananda Marga School children. Gradually it has increased to 42 centres this year including West Bengal, Assam, Tripura, Bihar, Jharkhand and Kerala. Participants are divided into 5 age groups. Competitions are held in three aspects: Prabhat Samgiita singing, Art on Prabhat Samgiita and dance on Prabhat Samgiita. The final round of competition is held in Kolkata as in previous years. Three winners from all competition centers came to the final competition this year.

This year's competition was quite spectacular. It was held in Tiljala on the 29th of September, i.e. the last Sunday of September as has been done every year. 1577 participant were qualified for the final test but 700 turned out. The rest could not attend due to their exams etc. With their guardians the gathering was over 1500. Sixty judges were invited from different reputed institutions such Ravindra Bharati etc. The participants came from far away places like Bongaigaon of Assam



*Prabhat Samgiita group dance performed by the children of AM School, Campadanga, Hooghly district.*

spending a lot of money. Starting from the evening before, the Tiljala campus was bustling with the gathering. I spoke with a small girl of 5 years old. She was with her parents who came from a small city beyond Guwahati of Assam. She was singing Prabhat Samgiita so nicely that it was very moving.

From the very early morning on the 29th, more participants arrived with their guardians from nearby places. The activities were gaining momentum. It was so inspiring to see such a huge number of new people in Tiljala Ashram who have come from so far away places for Prabhat Samgiita. It was like a new wave of movement. Seventeen locations were selected to carry out competition for all the age groups. It was so nice to see their performances like a moving show- art, song and dance. Media people were found taking pictures of their performances.

At 5 pm the prize distribution program was held. The director of Birla Art Museum was the chief guest and gave away the prizes and certificates to the jubilant winners. All the children in A group i.e. below 8 years got consolatory medals. Their parents were very happy. Jamshedpur Unit was declared as the best performer and was given a special prize.

Seeing the overwhelming response of the public to know Prabhat Samgeet, I was just thinking- one day this will bring a big revolution in the cultural field and will create certainly a big wave in the society.

# Baan Unrak – House of Happiness Sangklaburi, Thailand

*Project of the WWD Department of Ananda Marga*

*Baan Unrak meaning "House of Happiness", is a home for orphans and destitute women. The home was started in 1991 by Didi Ananda Devamala, an Italian volunteer working with the New Humanist Foundation in response to the number of orphans and abandoned children in the area who became the prey of unscrupulous people. Beginning with two children in 1990, Baan Unrak currently has approximately 30 children, ranging in age from 1 to 17 years old. The main objective of Baan Unrak is to help women and children in need.*

*In June 1998 an informal education program started for poor children who are unable to attend school. Throughout the whole region there is a severe shortage of government schools and long waiting lists are the norm. The local school is completely full, yet many children have no place. They started the programme in response to requests from their neighbours who were very concerned for the future of their children. At present, they provide education for 60 children of primary school age.*

*In May 1999 they also opened a small kindergarten for poor children who would otherwise not have the chance to attend pre-school. At present over 30 children attend. They aim to make this kindergarten into a model teachers education centre where they will hold seminars and training programmes in modern, child-appropriate teaching methods for the many untrained teachers in village kindergartens throughout the region.*



## Volunteer Teacher Needed For the Primary School

We are needing a person to volunteer for at least one year with experience in education of primary school. We need help in training the teachers and forming the curriculum, overseeing and guiding the daily teaching until our local teachers are deeply aware of the Neo-Humanist goal of teaching and teaching methods.

Our project is running a children's home with about thirty girls and over twenty boys are in Dada's MU nearby. It is in a small village called Sangklaburi near Burmees border and our project is also rendering service to the Burmees refugees in the camp and prison and help to the local poor. Every volunteer and visitor coming here falls in love with the place and the children. So I am sure that whoever comes as a teacher will like it too. We provide a place to stay, vegetarian meals and a small allowance.

Looking forward to hearing from you. Didi Ananda Anuraga  
<anandashyama@hotmail.com>

## Journey to Thailand A Journey to Love

By Dr. Elizabeth Taylor

*Dr. Elizabeth Taylor is the President and Founder of the Wisdom To Go Alliance. This organisation is committed to bringing spirit into our everyday lives.*

I went to Thailand on a whim. Because I knew I had to be there at this particular time in my evolution. I knew that there would be something there to feed me, to spur me forward, to better me for the work that is my calling. There were many delights and intrigues in this journey. I was most impressed with the striking contrast in the consciousness of Thailand. There was a rare absence of fear - the kind of fear that is deeply embedded in Western culture. I stepped into a world where I experienced myself free from fear, my own and that of others. From this freedom, I felt fully Human! There was openness, there was trust, there was wonder, there was love. And no where was that love so pronounced than in the discreet town of Sangklaburi. Love abounded and radiated from the lovely faces of the children of the Baan Unrak Children's Home, who preferred to take pictures together as opposed to individually.

Freedom and spiritual connection are available to anyone and at any time. The nuns at the Baan Unrak Children's Home, Didi Ananda Anuraga and Didi Ananda Devamala have made this ring true in the lives of the children there. The children benefit from the unrelenting love and commitment to their spiritual

well-being and to their development into spiritually sound and productive human beings. Seeing this work in motion almost took my breath away. The work of Didi Ananda Anuraga and Didi Ananda Devamala is quite telling. The results are evident in the glow on the faces of the children, in their dedication to applying themselves to the quality of life for themselves and each other, by preparing and cooking their own meals, helping with the upkeep of their rooms and home, taking care of each other, and keeping the spirit of 'Baba Nam Kevalam' alive and flowing, through good work, song and dance.



The children performed a special yoga dance on the night of my arrival. They displayed natural grace, and selflessness that is rare for such young souls. With the grace and joyfulness displayed by the children I would not have suspected the tragedy and despair that brought them to the Baan Unrak's doorsteps. The work of Didi Ananda Anuraga and Didi Ananda Devamala has transformed the lives of dozens of these children. And there was much more! I took a memorable motorbike ride with Didi Ananda Devamala to the site of the Master Unit. There, directing another home for orphaned boys was Dada Ramakrshna. On this large area of land will be built a school for boys to develop vocational skills that they will need as adults. Again, the commitment of Dadaji to these boys, and the boys

returned commitment to being their personal best with each other in love and joy, was compelling.

Our children are precious, so is their future. For they will inherit and shape the world to come. It gives me much satisfaction and peace that these young souls are in the care of Didi Ananda Anuraga, Didi Ananda Devamala, and Dada Ramakrishna. We may hear wonderful things about these children as they grow into life.

Such havens of love and joy for children needs to be known, talked about, supported and replicated. I left Sangklaburi inspired, fed and forever, blessed by this power of love.

**Yoga Acrobatics  
Performance in Bangkok  
by the Children of Baan Unrak  
and Ananda Shyama  
By Didi Ananda Kaomudii**

Gentle music filled the large warmly lit room. Upon the stage, two white lotuses bloomed before an illuminated forest illustration. Enchanting, childlike simplicity. Around the tables the aroma of the vegetarian buffet called to the audience, who marvelled at the appetising foods, but soon forgot their hunger. For onto the stage walked a dozen surefooted children dressed in orange and blue woven suits. With eager readiness the drama of a young girl and her interest in yoga was explained simply and charmingly. I could hear Pokalay's laboured breathing from side stage, as he manipulated his torso across bent arms and



*Children from the Baan Unrak Children's Home and Ananda Shyama Master Unit performing in Bangkok. They have been invited to perform in Singapore and Malaysia as well.*

lifted his body into a posture that seemed to defy gravity. The audience was stunned while four

children followed his lead. As the children steadied themselves, another group approached and lying themselves across the bridged bodies, balanced into a sculpture that bristled with the suspended energy of a living sculpture. The formation continued to build, until there were twenty children together, in an intricate design of bodies folded, balanced and supporting the crowning postures. The resulting pose seemed to be roaring with life force, while captivating a stillness that had the audience holding their breath in wonder. These beautiful performers are the abandoned children of the Baan Unrak home in Thailand discovering themselves through yoga-aesthetics.

Amongst the audience sat one woman clad in a simple orange suit. Didi Ananda Devamala was quietly watching her children as she had seen them practising daily in the children's home. While the rest of us were viewing the effect of the whole, she was distinguishing each child, knowing their personal life struggles through difficult histories. Of the fifty or so children she cares for, most have been with her since their early childhood trauma of separating from their tribes after losing their parents.

Like the rest of the audience, I was also spellbound. I had been visiting this children's home for the previous month, far from the city of Bangkok, in the mountain jungles that line the Thai/Burma boarder. The local people are victim to poverty and political unrest that can erupt into violent skirmishes. Didi had started the "Baan Unrak - House of Happiness" in 1990. She had been exploring the area, looking for the right opportunities to help the local villagers when she was given two children to care for. The need for an integrated home became evident as more orphans and homeless children were brought to her children's shelter. Hers is an interesting story of courage and determination, fuelled by an inner spiritual desire that evidences itself in the love she offers to others.

I first arrived at the home after a bumpy five hour journey that ended being ferried along twisting roads by motor bike. Her welcome accompanied a delicious vegetarian lunch prepared in the home. We had sat at the broad table under the grassy eaves of a jungle balcony talking quietly together. In stark contrast across the small distance of the sunny courtyard was the generous balcony of the home, bustling with activity of laughing children. Didi and I continued to meet over meals. Elsewhere in the home she seemed to be always on the move.

During the conversations we had about the home's development, I came to perceive the inner strength that helped her through the difficult times. Struggling in

the beginning with little financial recourses, limited space and time for each child's demands, she survived a heavy attack of malaria, years of working alone, misconceptions within the local village and the humiliation of finding that friends and supporters turned sour when the difficulties mounted. She has kept the children housed and fed, and educated them, so that they have options of local employment, joining the cottage weaving co-operative she has created, or for those diligent in studies, the chance to be accommodated in Bangkok and attend college or university. She outreaches into the international community, co-ordinating amongst volunteer groups who continue to make invaluable inputs into the home. But more than the list of achievements she has with the children and project, it is her quiet manner that radiates peace and strength to those around her.

The children come to join us, wanting to be close to her warmth. They consider her as their mother, and expect her attention as such. She responds warmly and lovingly to each. Able to pacify a hurt, and bring calmness to the troubled minds of her teenagers, she adjusts to the different moods of each child, and creates an atmosphere of security around them. Her love reflects deeply in her eyes the softness of a heart of



compassion.

From the moment that we had set out for Bangkok, the children's anticipation was infectious. They had spent the previous day packing for the long journey, wrapping their bags and the stage equipment to protect it from the heavy rain. Boxes were hoisted over the balcony and a non stop trek of children and dogs wove like giant ants marching to the utility van. I marvelled at Didi Ananda Devamala as she met with different

*CONTINUED ON PAGE 38*

# Ananda Marga School, Haiti

Directed by Didi Ananda Jiivaprema

*Project of the WWD Department of Ananda Marga*

Article by Dada Anantananda

*Original article appeared in Women on the Path - Newsletter of the WWD Department of New York Sector*

It was 5 years ago when Didi Ananda Jiivaprema was assigned to Haiti, the western portion of the island of Hispanola, in the Caribbean Sea. Haiti is considered to be the poorest nation in the Western Hemisphere, with deplorable social conditions such as a high unemployment rate, widespread malnutrition, lack of medical infrastructure and insufficient education. These conditions have been a fertile breeding ground for political corruption, social instability and various expressions of violence.

Yet in spite of the adversity of the environment Didi focused on her greater mission of assisting individuals in their spiritual development and serving the needy. She began building an amazing project to achieve that goal for the people of Haiti.

Starting her school under the shade of a tree, with a blanket spread out on the ground, Didi collected a few children from nearby squats and began teaching them. Soon Didi began her efforts to build a structure to house the school. She found land and began construction in the area of Bourdon. The center, though not yet completed, is developed enough to house the school. More than 100 students attend and enrollment is always increasing. The building has three levels. The



ground level has a big hall, which is used for group meditation and also for two classes of students during the week. Another small room on the first floor is used for a classroom. The second floor contains Didi's office, a kitchen and a nice verandah. The third level has 2 more rooms which were built to accommodate people during retreats.

The students start each day with Didi leading them through some basic physical exercises, yoga asanas for children and kiirtan with meditation. It is followed by a varied academic curriculum. At the end of their school day, which is around noon, the students are provided with a healthy meal, which for many may be the only meal of the day.



When Didi puts her foot into a classroom a smile lights up in every child's face. Didi always makes use of her artistic talent and creativity in her teaching, either by composing songs in Creole like the one about Yama and Niyama, or inventing games for them to play and learn. She also directs the sessions of asanas and meditation with the students and teachers of all grades. The children just love it. It's amazing how flexible they are when doing asanas, how loud when they sing kiirtan and

how full of light and serenity their faces are while meditating.

Didi has also worked hard to ensure that the principles of Neo-humanism are reflected in all the subjects and teaching that take place throughout the day, personally reviewing all the books and materials that are being used day in and day out by the children.

The building also serves as a weekly clinic run by local volunteers and sometimes visiting doctors and medical personnel from abroad. The clinic serves approximately 75 to 100 people each week.

Didi's place is the spiritual center of Ananda Marga WWD in Haiti. Ananda Marga spiritual and social philosophy classes, yoga asanas classes and weekend retreats are held there. Haitian Dharma Cakras (group meditations) with their world-renown, uplifting and joyous kiirtans are a weekly event with a large attendance.

Didi has poured herself, body and soul, into helping the people of Haiti. The success of her project demonstrates the difference that can be made and the hope that can be restored to people's hearts through strong determination and loving surrender to God.

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### *CONTINUED FROM PAGE 36 - Yoga Acrobatics*

children discussing their needs for the next days. Like most families, each child requires something of reassurance or necessity that only the mother can provide. To the smallest, she gave plenty of affection and special sweet cakes upon leaving.

The drive to Bangkok was a fun adventure. Trying to beat the rain that pelted the children and bags in the back of the van, we drove quickly down from the mountains over the gentle green plains of Thailand. Stopping at the famous bridge that crosses the river Khai, the children and I went to stretch our legs along its railway line. A train came which had us and the hundred or so tourists that day lining the tracks, suspended high above it's flowing waters, enjoying the thrill of the day's excitement. We bought toasted coconut juice and fresh fruits to eat on the way and by evening were feeding the teenagers scalding hot chocolate from the convenience stop, to warm their rain drenched bodies. Approaching Bangkok, the traffic stuck in the downpour, so that the children were trapped in a puddling vehicle that was fast becoming a paddling pool in it's depth. We arrived later than expected and slept lightly until the dawn.

That morning, the children were drowsy during their meditation. The morning meeting of delegating different jobs to groups of children for the day and deciding upon last minute adjustments was over quickly. The air was full of expectancy and enthusiasm that buzzed through the rehearsals and breakfast. Soon the van was reloaded with props and equipment and the children went to the cities cultural hall to set up.

After the jobs were completed, the time of waiting came. Children filled their time in various ways. Some took themselves to play in the dark upper stalls of the theatre and to take a birds eye view of the activities below. Others, full of adventure and energy needed physical release for expression. And there was the reunion of friends as children from another home came also, one of them having just returned from India, where she had learnt traditional Indian dance. Her performance was light and elegant, a subtle interlude to the yoga that followed.

Within the audience two of the elder yoga masters were sitting. They had been of the first generation of Anandamarga tantric yoga trainers that left India in the early '70's teaching across the world. Now they sat watching that age old tradition being transformed to meet the minds of a modern worlds aesthetics, by beautiful children whom that same world may have otherwise forgotten. The simple principles of balanced mind and emotions, of service and sacrifice for others is what the children live in their daily life. Long after the last guests had left, these same mindful children pitched in together to complete the washing up from the carefully prepared meal that supporters of the home had lovingly made. Amongst the last of the guests was a singing celebrity who joins the children. They are lost in their admiration of her, for she represents the longings of teenage girls. A life of fame and riches, romantic television glamour. Gathering around her, to share a moment of her friendship. Yet some are aware of the truth of a performers life, as they have also struggled to meet schedules, sacrificing sleep and comfort to maintain the discipline required to perform. Making the choices of a performing artist and accepting it's demands.

The late evening calls with a silent hue, as the theatre security man lingers and notices the time. Taxis are called and groups of tired children take their seats into the nights retirement. With bodies well worked and satisfied minds the lull of dreams carries them safely home where they finally rest.

There is a saying in Tantra, that the Great magician watches all the world's performers upon their lives' stage, until each becomes tired of that eternal drama and longs only to rest in peace. Whereupon He reaches to take them onto His lap where they finally merge into His eternal bliss, Infinite love and happiness.

Baan Anrak - the house of Happiness is another stepping stone along that long path.

# Adventures in Yoga with Younger Kids

by Mahajyoti

Recently we were talking about "Things That Go". New asanas and movements accompany every topic of study. Here are some of our latest experiences.

## Rocket Ship

Stand holding arms straight out in front of you, parallel to the floor. Every time a number is called out -- everyone bends their knees, coming closer and closer to the floor. Keep those arms straight! "10, 9, 8, 7, 6, 5, 4, 3, 2, 1." By this time all are in a low squat. Everyone yells "Blast Off" and simultaneously jump up, off the ground, straight into the air, arms flying toward the ceiling. Ends in the original standing position. Repeat until you reach the moon.

## Boat

Begin by lying on the floor facing downwards. Bend knees, bringing hands behind clasping around the ankles.

## Broken Boat

Once in the boat position : "Oh my gosh, our boat has sprung a leak. It's broken." All boats fall to one side so that we are lying on one arm and leg. Still grasping ankles but no longer on stomach. All boats are "keeled over". Then we come

up to the regular Boat position and then fall over on the other side. Repeat until all have sunk.

## Wheel

While lying on our backs, hands are above the shoulders. Palms flat on the floor. Push the entire body up into the air. Count to 8 and come down. (Crown of head can rest on floor).

## Bicycle

Here we are once again on our backs. As we bring our bent knees toward the chest, our hands support the hips which are now off the floor a bit. Alternately rotate feet in a circular motion as if pedaling a bicycle. Sing a bicycle song!

## Horse

All gallop around the school as if in a parade, singing Baba Nam Kevalam and making



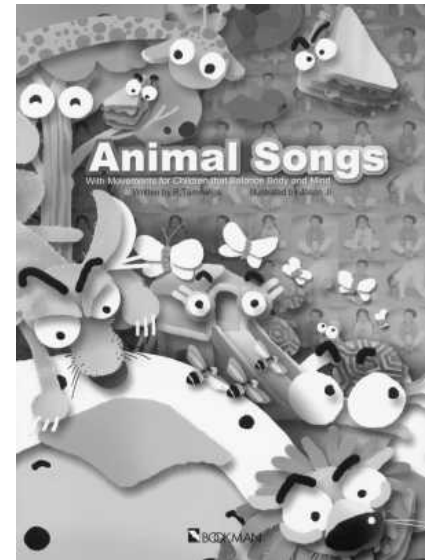
horse noises.

## Airplane

Lie down on the floor, face down. Spread arms into a "T" position. "All planes are on the runway and ready for take off." Everyone raises chest and

arms and hold this position. 1.2.3.4.5.6.7.8. "All planes are cleared for landing". Everyone lowers chest and spread arms down to the floor. Can be repeated several times. May be accompanied by plane sounds.

## *New Yoga for Children Book*



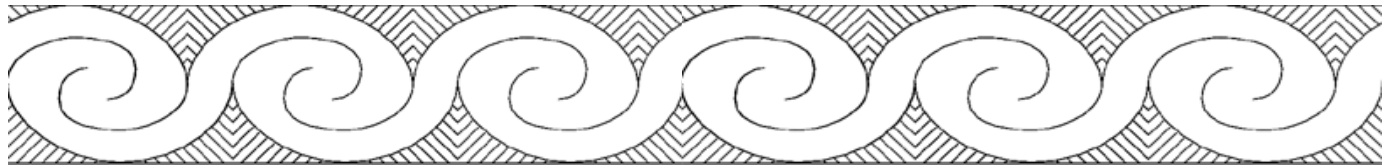
## Animal Songs

**With Movements for Children that Balance Body and Mind**

**By R. Tamminga**

**Illustrated by Jason Ji**

Based on the concepts of yoga, and adapted as playful exercises these songs and movements offer young children a way to enhance physical health and natural mental balance. These gentle stretches and poses can be done by children as young as 2 or 3, and can form an interesting complement to other learning activities. This illustrated book comes with a CD of the songs used with each yoga pose. Cost \$US 12. To order write to <niramaya@yahoo.com>



*“Our world needs a great change in order to move forward and progress. A new order, a **new wave**, will have to take the place of the old to remedy all the physical, social, intellectual and spiritual ills of the world. As the vanguard of this new movement, the youth are indispensable. It is the youth, and the youth only, who have the vigor to bring about the necessary change. It is the youth who have the resilience to change and adapt and implement the vision of a new society. Without this vision, without the youth, the world will continue in the morass of suffering, injustice and exploitation that is our present social condition. It is the youth of the world only who can help bring about the new world order and the vision of a new humanity.” P.R. Sarkar*

## ***New Wave Vision of the Youth***

Creating a Sustainable Existence  
Demonstrating Solutions in Education,  
Economy, Environment and Lifestyle  
27<sup>th</sup> –30<sup>th</sup> August 2003

### ***Education and Leadership Seminar***

31<sup>st</sup> August –2<sup>nd</sup> September 2003

This international gathering proposes to be a sharing of current examples of sustainable solutions in significant areas of the community. We believe that the most effective change in society occurs when it is shaped by the young, in co-operation with experienced persons, and when there is a harmony between personal development, interpersonal competence and social responsibility. This is a joint programme organised by young people from Dubrovnik and the Balkan region together with experienced persons in various areas. This programme will be open to all but is hoping to attract especially the young, NGO workers, community leaders and teachers to share and learn from each other.

This gathering aims to give an opportunity for participants from the region, and as well, from other international corners, to meet, share, contribute, enquire and learn about new possibilities and practical models of sustainable development. It is a great opportunity for young people to come from different corners of the



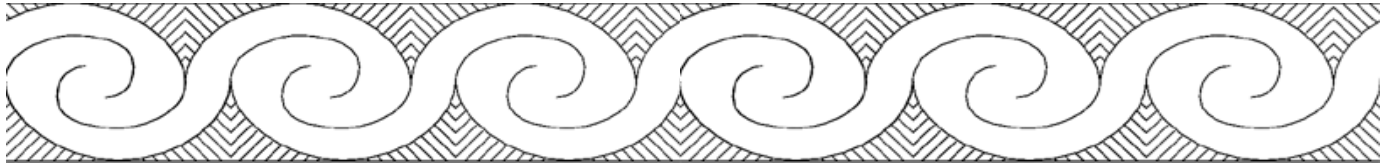
**Programme Location: Dubrovnik, Croatia**

world to mingle and share ideas, work and music in a sentient and picturesque setting.

The workshops, co-led by adults and youth, will be interactive and the event aims to aid and strengthen future networking for an exchange of knowledge, as well as an interchange of inspiration and support between the youth and experienced members of the community.

We anticipate that participants will take active charge of their learning, collaborating and networking to organise a similar gathering in their locality in order to pass on the experience and knowledge and information gained and received. A template of all presentations and workshops will be available on the internet.

We gather to encourage each other to become creative, passionate, life-long learners and change agents with our inner strength rooted in a universal ethical world view and a deep love and earnest concern for others and the welfare of the Earth.

**Venue:**

The Old City of Dubrovnik, Croatia, situated on the Adriatic coast is one of the most beautiful and magical cities in the world, protected by UNESCO as a cultural heritage. The various locations for accommodation, workshops, the beaches for swimming and evening concerts are all within close walking distance.

All programmes will be in the old town: the Opening and Closing Ceremony at the Marin Drzic theatre, the workshops at the Music School, and the exhibitions, music and cultural evening programs in various scenic spots around the town. Accommodation will be at Vila Gradac, nearby Youth Hostel and surrounding private accommodations.

**PROGRAMME:**

**Panel presentations** will be on the philosophy of sustainability and cross cultural values in general, and in particular in the areas of education, environment, economy and lifestyle

**Workshops:** There will be daily workshops in the morning and afternoon with cultural, artistic and musical programmes in the evening. All workshops will be facilitated by one youth and one experienced person.

**Education:**

1. Beyond Discipline
2. Awakened Conscience towards Universalism
3. Peer Education
4. Learning is not only in your head
5. Multiple Intelligences

**Economics:**

1. The Value in Women's work
2. Youth Futures
3. Community Organising - active citizen participation
4. Urban and Rural Cooperatives
5. Economic Self-sustainability

**Environment:**

1. Deep Ecology
2. Organic Farming
3. Ways of Preserving the Environment.
4. Preserving the Waters of Seas and Rivers
5. Preserving the Forests

**Lifestyle:**

1. Idealism and Reality of the Youth
2. Communication & Problem Solving
3. Harmony of Body, Mind and Soul
4. Principles of Harmony with Oneself and Others
5. The Practice of Universal Love

**World Music Festival** on the Island of Lokrum on Saturday Aug 30th 12:00-7:00pm

All evening cultural, artistic and musical programs, exhibitions and the Music Festival will be open to the local public free of charge.

**Cultural- Seminar and Exhibition** through time in Sponza Palace linking Neolithic Era through to present and future will be open to the public.

**Architecture - Exhibition** of "New Wave" architecture.

**Vegetarian Food Faire** (27th-29th) in Dubrovnik for general public and special invitation to chefs and restaurants

**Meditation and Yoga** One to one sessions available daily at Vila Gradac throughout the Gathering

**Participation Fee:** 100 Euros per person includes workshop participation, all events and 2 meals per day. Accommodation is available for 10 Euros per day in Youth Hostel and for more in nearby guesthouses and hotels.

**Scholarships:** full and partial scholarships will be offered.

**Contact for registration and participation:**

Av. Anandarama Ac.  
<anandarama@gurukul.edu>

Early registration will be advisable to secure the cheapest accommodation. If you would like to give a workshop or share your creative talents please also contact Didi Anandarama.

*... "If you consider the entire human race you will see that humanity has a collective mind. Now, changes will have to be effected in the mental flow of this collective mind; you will have to create a **new wave** in it. Because of the manner of human thinking thus far, the pace of human progress has been painfully slow. If it is given a new direction the speed of progress will be greatly accelerated" .... P.R. Sarkar*

# Global NHE News



## Suva Sector

**Papua, New Guinea**  
By Didi Ananda Shamita



A new school is opening in Papua, New Guinea. These pictures were taken on the day of the opening ceremony of the school building, which was done typical Papua New Guinean style, with their traditional dress, song and dance. It was attended by hundreds of people. The Chinese ambassador cut the ribbon because the Chinese embassy in Port Moresby gave about US\$15000 for the construction of the building, which has two classrooms, an office and a kitchen. The New Zealand High Commission recently gave NZ\$3000 for school furniture and materials through the help of Jinaneshvara, a PNG margii. The name of school is

'Sankamap pri-skul' which is pidjin English for Sunrise pre school! One hundred children have been enrolled in the school but the bathrooms and toilets still need to be built before classes can commence.



## Georgetown Sector

**Belem, Brazil**  
By Dada Nirvedananda

Belém (to be read Beleng) is the capital city of the northern state of Brazil called Pará. The city is touched by the Amazon River. It flows into the Atlantic ocean some 200 miles farther south.

An Ananda Marga unit started here in September 1999. At the end of last year (Dec. 2001) we started free literacy classes for children from 3 to 9 years, in the house of Lavanya. Because her house is small we have accepted only 16 students; but we have 25 on the waiting list!

The place is poor. Many parents there don't know how to read and write, so they don't have strong consciousness to send their children to school. The nearest school is around 4 miles away. You will find teenagers who are also illiterate.

Our project now is just the beginning of a formal one. The children come at 7:30<sup>a.m</sup> and leave at 10:30<sup>a.m</sup> from Monday to Friday. There is one teacher, a neighbour of Lavanya. The children are taught, to read and write, and they play many games.

We are building near by our school structure; the foundation is completed. When the construction is completed, the structure will be able to hold 60 children. The place is called Vila Moara (Ananindeua, Grande Belém) a block of 1500 persons.

## **Delhi Sector**

### **Nari Abhyudaya in Delhi A project of the Women's Welfare Department of Ananda Marga By Malati**

Nari Abhyudaya was started around 4 years ago by women of Delhi. It has the aims of uplifting women and children everywhere in India. The committee meets regularly every month to plan the activities of the NGO. Lectures, classes, social visits, coffee mornings have been the main on-going activities to date. In 1999 we were able to arrange a large piece of land in Greater Noida, a developing township just outside Delhi, and have since put a lot of energy into fundraising for the school for poor children we wish to build on the site.

Tishya opened a small non-formal education centre for construction labour children in a community centre which was made available to us by the local council in Greater Noida. Within one month of starting operations the school already had 80 children attending and the numbers have since increased. The children range between 4 and 10 years of age. None of them have ever attended school before and they were thrilled to be given such an opportunity. There is a huge need for such schools in Greater Noida and we will try to start more non-formal schools in 2 other community centres which are in the process of being built, once we can arrange funds for the teachers' salaries and other expenses. There are also many villages in the surrounding area, so a huge amount of service can be done to the local poor children.

### **Kheonjor, Orissa**

We have received a total of Rs. 343,000 from one of the embassies in Delhi to build a school in Kheonjor, Orissa for poor children. The funds were not sufficient. Now we have just applied for another Rs. 200,000 which will be enough to finish the 4 room nursery school with office and toilets. We hope that it will be ready by January and we want to try to make it completely Neo-humanistic. If anyone would be interested to come and spend

some time in Orissa guiding the Didi and training the teachers, we would be very happy. The area is very countrified with rolling hills and is a beautiful place for meditation and social service.

As many women in Delhi do not work, we want to slowly start more programmes through Nari Abhyudaya to encourage them to join with us to do service to the disadvantaged. We also hope that some of them will slowly learn meditation after coming in contact with us and seeing our work.

## **New York Sector**

### **Ananda Marga Kindergartens, Jamaica By Didi Ananda Ragamaya**

The last school year went by in a somewhat challenging way, as the violence in the area escalated due to the approaching elections. There has been a lot of unrest and tension between different communities in the area near the school. We had to close the school a couple of times and it was not uncommon to send the children home early. Our numbers went up and down a bit, which was economically quite a strain for us, but we managed to finish the school year with 68 children. Twenty five children graduated and we had a very nice ceremony for them. The graduates prepared their own rendition of Shrii PR Sarkars' story "The Golden Lotus of the Blue Sea." Ananda, our budding artist and dancer, who comes in one day a week, also added some flair to the event. The teachers have been working hard and have adjusted well with the challenging situation. I am very fortunate to have two very dedicated teachers on the team.

For safety reasons we even changed the colour of our school uniform (the red colour labelled us as a political school!!) to something more neutral. The children now wear pale blue shirts with their black tunics and trousers (it actually looks very nice). Extra activities like our medical clinic and skills training have been on hold now for about a year. We dearly hope the elections will be over soon and that some relative normalcy will return to our school and for all the inhabitants around, who are feeling quite unsettled at this time.

During the school holidays we have been working hard at preparing for the new school year. A team of us set to work and painted the whole place and so it looks fresh and new after many years of dust and dirt! Arunima put her talents to good use and painted two wonderful murals for the walls, which the children love. The roof has been fixed, and only just in time, as the rainy season is upon us and inside or outside the children were experiencing showers! We are in the process of putting in windows and soon I hope that we can have doors too and insulate the ceiling. So we are getting there and progress is happening. We are looking for computers. One is on its way, but more would be good to help keep up with the developments in the society. This has only been a recent possibility since we have only had electricity for one year!

Dada Paravidyananda has been in Jamaica for about 8 months now and is settling in well to his school. There have been a lot of changes and a positive flow is emerging due to his sincere efforts. Also he has been working hard over this very hot summer to build a new classroom and extend one of the existing classrooms. He has also been engaged in developing the play area with grass and climbing frame for the children to enjoy.

**Denver, Colorado, USA**  
**By Mahajyoti**

Morning Star is a year round preschool program which has enjoyed the company of over 350 families in 14 years. While the government restricts our attendance to only 15 students every day, we are generally fully enrolled with a Waiting List. We provide a variety of services from 7:30 a.m. to 6:00 p.m. Monday through Friday every week throughout the year. Some of our first students are now graduating from high school. We are in touch with many of our former families who occasionally come by and visit us at our Annual Ice Cream Social which is held in August of every year. This year over 70 adults and children attended this event. Parents and staff help in getting ice cream donated from grocery stores in the community and we raised over \$250. It was terrific fun seeing how much our former

students have grown and an absolute delight to see their parents again.

**New Day School**  
**Portland, Oregon, USA**  
**By Didi Ananda Krsnapriya**

We just completed an in-service. The teachers will be doing at least the NHE introductory course and I am going to be taking them through it step by step. I started by giving them 'Beyond the Superconscious Mind' and asking them all to read it and document their experience with any form of meditation that they may be doing. We also had a morning of asanas and sa'dhana with kiirtan that they seemed to enjoy. We have made quite a few changes in the school. As of September we have combined classes putting the teachers together so that they could support each other more. In one class, the 4 to 5 year olds are a total of 18 children on some days with 3 teachers and the younger ones 15 with 2 teachers. We have done some very major renovations in our school kitchen and more general ones throughout the school. All in all we are undergoing changes that are time consuming and challenging but our school is improving.

**Progressive School of Long Island,**  
**Long Island, New York, USA**  
**By Arun**

Another school year is underway, but this one has an exceptional flavour. The parents are very active improving the school through donations of time, money, volunteering, and offering expertise. The place looks beautiful for the first time, and the spirit of love and co-operation is overwhelming to the point of tears. I don't know where all this came from, but it feels like Grace is raining on us daily. I am in the midst of a new project, a handbook for teachers at Progressive School. It will be divided into 20 chapters. Each chapter will have 3 sections: a philosophical statement, a list of suggested methods, and specific curriculum content for each grade. The project is scheduled for completion in early 2003. Our new website, which is also being prepared through donated services, should be up and running by Thanksgiving at <[www.psoli.com](http://www.psoli.com)>.

## **Qahira Sector**

### **Albania**

**By Ac. Vedaprajinananda Avt.**

The kindergarten in Bathore (near Tirana) entered its third year. 100 pupils, aged 5-7, are attending the classes. The kindergarten has earned a good reputation as its graduates do very well in the local government-run primary school. Along with the kindergarten we also offer English classes to school students and young adults. We recently hired another teacher and now more than 40 students attend the English classes (which take place in the afternoon, after the kindergarten sessions are over). The next step for our educational efforts in Albania is to open a primary school. We have already been approached by several parents who would be willing to send their children to a primary school attached to the existing kindergarten. We are gathering our resources together now, and the primary classes may be opened even before this newsletter is printed.

### **Israel**

**By Didi Anandarama**

The school in Israel, which is directed by Didi Ananda Rainjana, now has 15 students and 6 on the waiting list. Radhika, the main teacher was pleased to have successfully completed the first year of running the school. There was a happy celebration with the children and the parents in the nearby park. Parents love the school. They hope to expand to a new place after next year.

We had some workshops with the teachers; one day on story telling and one day on communication and discipline. We also did some creativity activities which were relaxing and gave a chance for self-expression. They were welcomed by the teachers. With Didi, Amrta and Radhika we went through the yearly plan for the school, the daily schedule and planned how to utilise the areas of the school to the maximum. Finally we talked about the future vision of the school which to all of us was quite clear: Our little school now like 'a tiny green island in the desert' has great potential and good support to grow into a lush oasis filled with love and new spirit.

**Sectorial Education Seminar  
in Qahira Sector  
July 23-25, 2003  
at Ananda Bandhu Master Unit  
Kupinec, Croatia**

**NHE educators, teachers and interested persons are welcome to share and create working plans in furthering the development of NHE and the work in the various faculties of Ananda Marga Gurukula**

**For more information  
<[anandarama@anandamarga.net](mailto:anandarama@anandamarga.net)  
[www.anandamarga.hr](http://www.anandamarga.hr)**

## **Berlin Sector**

### **Yoga in Italy**

**By Kamaleshvara**

I finished my intensive working year in the schools. More than 950 kids learned yoga from me and almost 150 teachers in the school year ending in June. We had a yoga show with 350 people attending, it was a 2 hour display on meditation, kiirtan, asanas, suryia namaskar, koshiiki, prabhat sangiit etc. Dada Parananda played harmonium and sitar. It was a success. Now I have to prepare for next year. Two big schools have offered me to give update classes for teachers. I will start the first week in September. The project is 18 hours of teachings on Yoga, Philosophy and Practice.

## **Manila Sector**

### **Bali, Indonesia**

Maya, one of the NHE Diploma students, has put together a team of four people in her home village to raise environmental awareness in the local schools. They have been working on developing a village library, children's activities, and village rubbish management. They started by training teachers and other adult leaders in their own village, and are now making plans to expand to the district level which includes about 20 villages and about 32 schools. In each locale the core team of four, will give ongoing support to the adult leaders, providing resources and programs.

# Book Reviews

**David Hicks, *Lessons for the Future: The missing dimension in education***  
Routledge/Falmer: London and New York, 2002, pp145  
Reviewed by - Marcus Bussey

Each time a new book appears on my desk I get excited because I love words and ideas. And each time I start to read, I wonder what is going to be 'new' about this text: what will it add to my intellectual, emotional and spiritual gene pool? Well I picked up David Hicks' new book, *Lessons for the Future: The missing dimension in education*, with such a sense of anticipation. This is a book that is heart warming, not in a sentimental way, but in its sense of genuine engagement with the reader on the praxis of being futures educators.

In *Lessons for the Future* Hicks brings a collection of his research essays together within the context of his own 'journey' towards an integrated vision of futures oriented action within schools and institutions of higher learning. That he offers this personal subtext brings his thoughts and research into sharper relief. This is a real story of personal and social reflection and action.

In this book we find the familiar hallmarks of Hicks work:

- images of the future as vehicles of change,
- hope versus denial, synthesis over analysis,
- personal change linked with social renewal,
- imbalance between the temporal and spatial aspects of curriculum,
- process over outcomes,
- the link between education and images of the futures,
- preferred futures and critical action for change,
- the need for futures educators to find a coherent voice.

This exploration is set against and informed by Hicks own research into images of the future held by various stake holders in education. This work, which extends that done by Elise Boulding and Robert Jungk, is as much a personal as a professional journey. At all times Hicks' voice is present as an insistent and vulnerable witness to the struggle of futures education to become a meaningful source of positive action in a world struggling to formulate positive responses to the environmental, social and economic questions of our day.

It is in this sense of personal presence that the books' greatest strength lies. Hicks presence is intentional and underpins his desire "to bring awareness of the value of futures studies and futures education to a wider audience."<sup>1</sup> Thus *Lessons for the Future* is relatively free of futures jargon and the deeper conceptual mapping and critique often found in the literature. Yet its apparent simplicity is deceptive as the work, being is a narrative of Hicks own articulation of futures issues, tools and concerns, offers an engaging and intimate introduction to this 'wider audience' without over simplifying or distorting the central concerns of critical futurists.

Hicks' intention in this book is to invite educators to begin a journey that is not simply intellectual. His emphasis on the personal is instrumental in achieving this as it forces the question of personal change as the substantive premise upon which to generate social renewal. The latter is unachievable without the former. Thus Hicks observes of educators' responsibilities to their students:

"In a sense, the task is a mythic one – to shatter [students'] innocence about the human condition so that the real journey can begin. The real betrayal would be *not* to awaken them to the human/global condition. As Macy and Brown<sup>2</sup> argue, the heart has to be broken in order for there to be an awakening of wider compassion. A true sense of empowerment thus comes from both head *and* heart – but this requires educators who have also worked through these issues for themselves. Only then can we really begin to help students gather resources for a journey of hope."<sup>3</sup>

Herein lies the central challenge, and the central message of *Lessons for the Future*.

'Changing the world and changing oneself always go hand in hand. Personal and political equity and justice can never be separated, even if many would wish them so.'<sup>4</sup>

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<sup>1</sup> Hicks, D., (2002) *Lessons for the Future: The missing dimension in education*, Routledge/Falmer: London and New York, p123

<sup>2</sup> Macy, J. and Brown, M (1998) *Coming Back to Life: Practices to Reconnect Our Lives, Our World*, San Gabriola Island, BC: New Society Publishers

<sup>3</sup> Hicks, p108

<sup>4</sup> Ibid, p9



### *From the Back Cover*

Sohail Inayatullah takes us on a journey through Indian philosophy, grand theory and macrohistory. We understand and appreciate Indian cyclical and spiral theories of history, and their epistemological context. From other civilizations, we explore the stages and mechanisms of social change as developed by seminal thinkers such as Ssu-Ma Ch'ien, Ibn Khaldun, Giambattista Vico, George Wilhelm Friedrich Hegel, Oswald Spengler, Pitirim Sorokin, Michel Foucault and many others. They are invited to a multi-civilizational dialog on the nature of agency and structure, and the escape ways from the patterns of history.

But the journey is centered on P.R. Sarkar, the controversial Indian philosopher, guru and activist. While Sarkar passed away in 1990, his work, his social movements, his vision of the future remains ever alive. Inayatullah brings us closer to the heart and head of this giant luminary. Through

# UNDERSTANDING SARKAR

## The Indian Episteme, Macrohistory and Transformative Knowledge

By - Sohail Inayatullah (Leiden, Brill, 2002)

Understanding Sarkar, we gain insight into Indian philosophy, comparative social theory, and the ways in which knowledge can transform and liberate.

### *Comments on Understanding Sarkar*

In this scholarly and inspiring work, Sohail Inayatullah brings to life the contributions of the remarkable Indian visionary, theorist, and social activist Prabhat Rainjan Sarkar. Skillfully blending his understanding of both Eastern and Western scholarly traditions, Inayatullah looks at history from a non-eurocentric perspective that also takes into account the thinking of some of the best known Western macrohistorians. This book is not only highly instructive; it also never loses sight of what Sarkar called neo-humanism – the consciousness that we are part of an interconnected whole and that a good society is one that manages to represent harmoniously the spiritual needs of its individuals. - *Riane Eisler, author of The Chalice & The Blade, Sacred Pleasure, and Tomorrow's Children.*

Sohail Inayatullah is the world's leading scholar of Sarkar's thought. His latest book, *Understanding Sarkar*, is sweeping in scope - quite literally a philosophical tour de force. By contrasting Sarkar's ideas to some of the greatest minds in human history, Inayatullah has achieved a remarkable philosophical integration that is both breathtaking in its vision and

relevant in its possibilities for creating societal change. Indeed, if you want a better grasp of Sarkar's comprehensive worldview, I can think of no better source than Inayatullah. Brilliant. - *Roar Bjornnes, writer and former editor of Prout Journal and Common Future*

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# Let Us Move As One

*Lyrics from a Song by Didi Ananda Ragamaya.  
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Humanity is one  
Shining like the sun  
A glorious age has begun.

*Chorus:  
Hearts and minds beating as  
one  
Beating of the drum, move on,  
move on  
Moving together in unison  
To the call of that infinite  
song*

Moving with positive  
energy  
Uniting with synergy  
Leaving aside our pettiness  
Opening our hearts to  
forgiveness  
Freeing ourselves from  
selfishness  
Expanding our collective  
consciousness



Mandala by Didi Cidrupa

Free our minds from  
narrowism  
Encompass all with  
universalism  
Take responsibility to make a  
change  
Help bring smiles and remove  
the pains  
Holding hands with a  
collective cause  
We have the power to end all  
wars

*Hearts and minds beating as one  
Beating of the drum, move on,  
move on  
Moving together in unison  
To the call of that infinite song*

*Hearts and minds beating as one  
Beating of the drum, move on, move on  
Moving together in unison  
To the call of that infinite song*

Working together, respect for each other  
Joyfully dancing as sister and brother  
A colourful garden of divine beauty  
Rejoicing in our diversity  
Embracing our spiritual family  
A golden era for humanity

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