



# GURUKULA NETWORK

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

Issue 17 October 2003

## **Ananda Marga Gurukula**

**3 Updates, Announcements and Ongoing Programmes**

**6 AMGK at Ananda Nagar**

**7 AMGK Academy Taiwan**

**8 AMGK Around the World**

**9 Kulapati News**

**10 AMGK Meeting**

## ***Special Report !***

**12 The New Wave Vision of the Youth - Dubrovnik, Croatia**

## **Neo-Humanist Education Philosophy, Principles and Methods**

**19 What Are Schools For?**

**22 Personal Development - Social Impact**

**26 Art for the Very Young Child - Drawing and Painting**

**30 Striving for Self-Expression: Art in Communist Schools**

**34 Yoga Acrobatics**

## **Schools in Focus**

**36 Neo-Humanist Schools in Porto Alegre, Brazil**

**40 Two Minutes of Silence in Malta**

**41 Global NHE News**

**47 CDs and Poster for Sale**

*Sa'vidya'ya'vimuktaye - Education is that which liberates*

## **Gurukula Network**

Newsletter and Journal of  
Neo-Humanist Schools  
and 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 2004 issue**

Gurukula Network c/o A. Brim  
146 Honness Lane, Ithaca, NY 14850 USA  
arati@igc.org

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

### **Editor in Chief:**

Ac. Shambhushivananda Avt.

### **Associate Editors:**

Avtk. Anandarama Ac., A'rati,

**Design Contributors:** Iishiika, Ashok

### **Headquarters of Ananda Marga Gurukula**

Ananda Nagar  
Dist Purulia, West Bengal, India  
e-mail: <kulapati@gurukul.edu>

### **AM Gurukula Global Liaison Office**

146 Honness Lane  
Ithaca, New York 14850 USA  
<amgk.glo@gurukul.edu>

### **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.

### **Chancellor of Ananda Marga Gurukula**

Ac. Shambhushivananda Avt., Kulapati  
<kulapati@gurukul.edu>

### **Vice Chancellor, Academic**

Dr. Dhanjoo Ghista, Upakulapati

### **Vice Chancellor, Administrative**

Ac. Citkrishnananda Avt., Upakulapati

### **Executive Officer of the Cakradhurii of AMGK**

Ac. Vishvadevananda Avt., Mahasachiv  
<mahasachiv@gurukul.edu>

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



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

## AMGK Web Pages

The AMGK web pages can be found at  
<[www.gurukul.edu](http://www.gurukul.edu)>

## AMGK Web Pages - Taiwan

Ananda Marga Gurukula Taiwan has a new  
website at: <[www.gurukula.org.tw](http://www.gurukula.org.tw)>

## 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 Resources is a set of web-based resources 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.

## 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 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)>.

## Standards Available

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

## NHE CDs and Poster for Sale

There are several new CDs and a Poster for sale for  
NHE. Please see details on the last page.

## YES - Yoga Education in Schools Yoga for Children

The YES manual in progress had a review by  
Kamaleshvar and Ashok at the Italian Gurukul  
office. The manual has been rearranged to include  
all the basic theoretical components of Yoga. The  
practical aspects can be updated as we collect more  
case studies and examples of how to teach children  
of various ages different aspects of Astaunga Yoga.  
The following is now the basic outline from  
Kamaleshvar and Ashok:

This manual has two parts -theoretical and  
practical. In its essence NHE stands for personal  
development to reach spiritual realisation. This  
process is primarily enhanced through the practice  
of Astaunga Yoga. Astaunga Yoga can be equated  
with Dharma or the true human nature.

### Part I. Theoretical Part:

A. History and Aim of Yoga  
Definition of Yoga -

B. Different types of Yoga ( Karma, Bhakti, Jinana)  
are combined into one rational, scientific and  
practical approach.

Astaunga Yoga

1. Yama - Guide to a human conduct - to live in  
harmony with oneself and others

2. Niyama
3. Asanas - Playful asanas with no particular regulations except the first 8 points of the 16 for children under 12. Regular asanas with restrictions after age of 12.
4. Pranayama (control of vital energy) - In YES basic practice of diaphragmatic breathing and relaxation. Control of breath as a spiritual practice after the age of 12.
5. Pratyahara - Visualisations and concentration exercises and withdrawing the mind from unwanted distractions.
6. Dharana (focusing mind) - Focus at will and one-pointed channeling of mental flow.
7. Dhyana - Psycho-spiritual ideation and contemplation.
8. Samadhi - Experiencing various stages of ecstasy or cosmic oneness.

## Part II. Practical part

### Volunteers for Your Project

Mayadhiis'a from the Netherlands is the co-ordinator of the AMGK Volunteer Network. The following is an update on the project:

Most of our Neo-Humanist Education projects are run on a voluntary basis and for this reason they always need good help. Fortunately there are many young people around the world that are offering their skills, time and love to support these projects. If you are running one of these projects, then you are probably asking yourself now: But how do I get in contact with them?

At our webpage ([www.gurukul.edu](http://www.gurukul.edu) -> helping us -> volunteers) we can put information about your project and volunteers can apply to it.

A volunteer coordinator will get in touch with you if a volunteer is interested in your project.

If you want your project to appear on the website too, then please fill in the form at [http://www.gurukul.edu/help\\_projectmanager\\_application.php](http://www.gurukul.edu/help_projectmanager_application.php) or

answer the questions below and send them to [amgk.glo@gurukul.edu](mailto:amgk.glo@gurukul.edu)

- Project Name:
- Contact Person:
- Address:
- Phone number:
- E-mail address:
- Website:
- Description of the project (aims, objectives, regular and special activities, persons benefiting etc.):
- When was the project started and brief history:
- Surroundings of the project (natural scenes, tourist attraction, nearby city etc.):
- Number of persons living and working in the project:
- What work do you expect volunteers to do:
- What skills do you prefer volunteers to have?
- How many volunteers do you need?
- When do you need volunteers?
- How long do you expect them to stay (minimum/maximum)?
- What age do you prefer?
- Do you prefer male or female or both?
- Do you expect a contribution from the volunteer? How much?
- What can you offer to volunteers (vegetarian meals, accommodation, etc.)
- Comments:

### Sharing Materials

Many schools and projects have created wonderful PowerPoint Presentations, Films, Lectures, etc.

related to NHE. Efforts are underway by Kamaleshvara and Ashok to make CDs of all such existing Gurukula material available. Production will be in the Gurukula studio in Italy and will be announced on NHE-forum and the Gurukula website for orders. If you have something to contribute, please contact:

**<Resources@gurukul.edu>**



*Dada Shambhushivanada with Iishiika, Ashok, Kamaleshvara and Mayadhiis'a*



# Progressive School of Long Island Offers NHE Teacher Education

Eric Jacobson, Joint Director of NERI's (Neo-Humanist Training Research Institute) Elementary Education Department and PSOLI (Progressive School of Long Island) is proud to offer a 3 month training and internship program in NHE Elementary Education and the theory and practice of Neo-Humanist Education. Participants will attend classes, but training will be largely participatory apprenticeships within the school, which has a choice of grades K-7, along with all academic and non-academic subjects. Specific choices of concentration in subject matter (literature, science, yoga, behaviour) as well as grade assignment will be made available to participants. Progressive School has been developing Neo-Humanist curriculum for the past 20 years.



*Progressive School of Long Island*



*Kulapti Dada Shambhushvananda with Eric Jacobson (Arun) and Kalyan (teacher)*

The program will run in a newly purchased facility next door to PSOLI in Merrick, Long Island, USA.

The accommodations will be shared and the total cost of program, internship and lodging will be \$3750 per person. Food is not covered, but kitchen facilities are available. Without lodging, the cost is \$1050. Only a few vacancies exist, so it will be on a first come first serve basis, once applications are approved. Knowledge of English is required, and those who have some knowledge of NHE will be given preference. To apply for this program, please send a letter of introduction to Arun <eric@psoli.com>. To learn more about the school, visit [www.psoli.com](http://www.psoli.com).

The program may begin as early as Jan/Feb 2004.

Certificates will be awarded by NERI of Gurukula upon successful completion of the course. This practical training is endorsed to be taken along with the NHE Diploma Programme of AMGK.

The newly purchased facility will also be the future home of Progressive's Middle (Jr. High) School and serve to expand their cultural, ecological and community offerings.

*Announcements Continued on Page 11...*



*Newly purchased building adjacent to PSOLI*

# AMGK at Ananda Nagar



## **Institute of Veterinary Science and Animal Husbandry**

Efforts are being made to shift the Institute of Veterinary Science and Animal Husbandry to its original site at Tarun Anandanagar, Talmu from the existing site in central Anandanagar. The principal Ac. Bhavananda Avt. is working on developing the infrastructure. The staff and students treated 1400 animals and birds including pigs, cows, oxen, buffaloes, calves, goats, sheep, deer, dogs, poultry, ducks, peacocks and pigeons. Out of 94 students enrolled, 42 have recently completed their final examinations.

## **Acupunture College**

The Acupunture College is in the process of being affiliated with the W.B. Council of Acupunture. There are 30 students currently enrolled in the Acupunture College.

**The Composite Medical College (CMS)** is running smoothly with 92 students enrolled. The shifting of classes near a mass feeding centre in Pundag has facilitated the attending of classes by scholarship students who come for the day from nearby villages around Bokaro City and the state of Jhalda. From CMS College so far 450 trained health workers graduated.

**The Gurukula Rural Computer Education Centre** has started functioning in the new building in Central Anandanagar.

**The Farming Faculty of Gurukula** has earned a profit of Rs.8000/- from the sale of paddy, and vegetables.

## **Education Training Camps**

A five day Education Training Camp was successfully held at Anandanagar from 15th to 20th May 03 with co-operation of Gurukula and ERAWS. About 250 participants attended the theoretical and practical classes on various subjects of primary education.

Ananda Marga Gurukula Conference on Neohumanist Education will be held 15th to 20th December at the Central Jagrti in conjunction with the half yearly ETC.

## **Music College at Uma Nivas**

Namaskar!

I was in India from January to April this year designing and constructing the Music College in Uma Nivas, India. Maybe some of you have read the article in the last issue of Gurukula Network. If not I would like to invite you to have a look at the website about this project.

<http://www.gurukul.edu/~unmc>

This Music College will be a cultural centre for local girls, but overseas sisters can also come and stay to study music, dance, and the ancient tantric Rahr culture.

I am urgently looking for sponsors to help me finish building this school. If you or anyone you know can help me do this that would be a great help.

For more info please contact me or visit the website.

Iishiika <iishiika@anandamarga.net>

# Ananda Marga Gurukula Academy Taipei, Taiwan

## Report on Summer Camps

By Iispita

### Introduction to PROUT

The PROUT camp was held in a very comfortable and easy setting in Taipei City, in contrast to the serious social subjects we discussed. Jivandava organized a nice set of graphics and information on power point. Diinesh talked more about local and international news as a way of elucidating PROUT's ideas. Niina, who teaches in an elementary school, shared ideas on making lesson plans.

Some of us had read and heard about PROUT before, and some have always been aware of our social situation, so it seemed less shocking to hear about unjust affairs in the world. The ideas in PROUT really help us to see clearly our current situation, and most of all, give us a sense of direction. "So much need to be done!", and we felt that Baba left us a lot of room for creativity.



***PROUT Camp***



***Brahmacakra Camp Class***

### Brahma Cakra 1

There was a special calm feeling throughout the Brahmachakra camp, which had a slow and quiet pace. It is interesting that the more calm and subtle something is, the more penetrating it becomes - the blissful feeling lasting even today. This may be due to the of vibration of nature, our long periods of concentration on Baba's philosophy, and the fresh picked vegetables we ate at every meal.

Satyavan, our class instructor, had seriously studied and researched the subject of Brahmachakra for

more than a year. He used many interesting drawings to explain his research. After studying many hours on the philosophy, individuals were free to take a walk in the woods to experience the beauty of His creation. We were also asked to engage in creative writing or drawing, as one way to have a better understanding of God's act of creation.

### Nature-Expo Class 1

We were in Erh-Koe Mountain, less than an hour drive from Taipei City. As part of our activities, we collected any garbage that had been left in these natural surroundings.



***Nature Expo Walk***



## **Ananda Marga Gurukula**

**Bali, Indonesia**



A new project has been launched of establishing a university on the 36 hectare Adhi Mandala University campus of Pak Sudarshanji. It is a beautiful site with a view of mountains and the sea. To start with Gurukula will lease 3 acres for the Gurukula University building to be located on top of a hill, with residential buildings down the hill nearby. Teacher Education will be among the first focus of this university. Kulapati has pledged \$ 5000 for this project. Dada Cidatman is in charge of the project. At present Dada has the Nachiketa Ashram as well as the old school building available for short-term needs and for holding temporary programmes.

Dada Divyadhyanesananda expressed much interest also in supporting the building of this university complex.



Sea and mountains are close by.

## **Ananda Marga Gurukula**

**Asheville, North Carolina**

Work on building a Centre for Neo-Humanist Studies is continuing. Currently Vishvamitra, Bhavatos'a, Bhavesha and Gokuldeva are teaching a distance learning course through the Distance Learning courses at Florida State University entitled "Neo-Humanism- Spirituality, Ecology, and Social Action". They will also be holding a Neo-Humanist "Ecological Spring Break" and working closely with the university Renaissance Universal and yoga clubs in the surrounding universities.

## **Ananda Marga Gurukula**

**Karlovac, Croatia**

CNS - Centre for Neohumanist Studies Croatia is now offering various courses such as NHE Introductory, NHE Early Childhood Diploma, YES for teachers, a teacher's retreat for 2004 and other short courses and seminars. A course in Personal Development is being taught at Inova Economy High School in Zagreb. CNS in co-ordination with the NGO Domachi is launching a National Contest in the elementary and High Schools for children writing and illustrating their own stories. [www.cns-hr.org](http://www.cns-hr.org)

## **Ananda Marga Gurukula**

**Taipei, Taiwan**



Gurukula Academy gets a new permanent home in Taipei. The building is being bought by Ispita and Kamal Krsna for Gurukula use.

## Hamburg (Germany)



Renate, founder of "Kinder in Not" (Children in Need) hosted a spiritual evening in her back garden

# Kulapati's Highlights

## Toronto (Canada)



Toronto unit organised a lecture in the main university. Many people got inspired and will start to do even more work for the needed in Canada

## Laos



At the moment 215 children get educated at Sunshine School. Whenever a person arrives the children are saluting with a welcoming "Namaskar".

## USA



Meeting with Arun who is running the NHE Progressive School in Long Island. He recently bought a new building being able to offer classes up to 9th degree.. Kalan (right) wants to establish another NHE school

Members of the Tzu-Chi Foundation in Columbus, Ohio welcome Dada for a talk on Spirituality and Social Transformation



## Malaysia



Mr. Chan is a retired teacher and will be helping in building up the Teacher's Training Institute in Bali.

## Spain



Ulf (left) got mobilised for Gurukul helping in legal matters.

One of the youngest members of the new unit in Malaga



## Dubrovnik (Croatia)



Radio Interview on different issues.

New Wave Convention



## Thailand



Homeboys at Sangkhlaburi School

Meditation in Bangkok



Children from our Children's Home giving an impressive performance at SCIT Merchant Court Hotel. A million bhat could be raised for the school.

## Bali

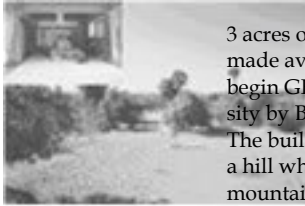


Pom - Pom School in Denpasar. One of the biggest schools in Bali teaching in NHE style.

Site for Teacher's Training Institute near Singaraja. to be established by Dada Cidatmana



3 acres of a beautiful site were made available on lease to begin GK Residential University by Bro. pak Sudarshan. The building will be on top of a hill where even one can see mountains and the sea...



Walking along the rocky road of life  
We meet and become life long friends

Let us be grateful for this wonderful opportunity

May we unite our strengths and overcome our shortcomings  
May we hasten the emergence of a civil society free from unneeded sufferings to anyone and,  
Let us sip the joy from the cup of life to our hearts content and  
May our journeys together be a stepping stone for the Highest Fulfillment of All Beings.

At times, we shall have to be vocal about atrocities, injustices and wrongs;

## Japan



Kyoto Forum with Dr. Amrtya SEN



Kanika and her family acted as host. Their welcoming atmosphere were the icing on the cake to the successful visit.

Other times, we shall have to think deeply and creatively, in order to discover benevolent options especially in times of turbulence and crisis and take an appropriate stand.

And there will surely be situations when we shall have to wait patiently and silently while the nature ripens the individual and collective karmic reactions.

Whatever may be our circumstances, May our life journey always carry rays of hope, excitement, joy and service to fellow beings

And at all times, May we also not forget to pay our gratitude to our kindest home, this Universe and all the tiny microvita that keep it alive!

# *Highlights from* **Ananda Marga Gurukula Meeting** Aug. 30, 2003, Dubrovnik, Croatia

Ananda Marga Gurukula held a meeting in Dubrovnik this past August after the New Wave Programme. After the Gurukula song was sung, Kulapati, Dada Shambhushivananda opened the meeting by telling about the origins of Gurukula and its developments until today. Below are some highlights of Ananda Marga Gurukula news from around the world.

**New Gurukula Worker:** Dada Cidatmana has been posted as a Gurukula worker to Bali to establish a leadership training centre and college. Subhod and Ivana have offered to help in Bali with one week residence courses and online workshops.

**NHE Publications:** A booklet introducing NHE is ready for review as well as a pamphlet on NHE.

**YES -Yoga Education in Schools:** Kamaleshvar has been actively teaching yoga in public schools for the past 5 years. He taught 6000 children and gained a lot of experience. He is self-employed and also teaches advanced courses for teachers. There is still more demand in the schools and he has instructed Manitosh to teach as well. A YES manual is in preparation. Mahajyoti and Vishala are helping and Kamaleshvar will include material from his work.

**Proposed books on NHE :** The following proposed books will deal with the theory and practice of NHE. Through these books we hope to have the voice of NHE enter more fully into the world dialogue on education and further establish NHE as a recognised educational system. These books will be helpful as our own textbooks as well. The books will cover both theoretical and



practical aspects of NHE, with book one being more theoretical and book 4 being the most user friendly.

**Book 1: Neo-Humanistic Educational Futures Framework.** To be edited by Sohail Inayatullah and Ivana Milojevic

1. Educational Futures
2. Neo-humanistic Futures

**Focus**

Contextualising neo-humanism historically  
How neo-humanistic thinking can be applied to educational theory and practice  
Futures of neo-humanism and identity  
Futures of neo-humanism and education

**Book 2: NHE System of Education – its philosophy, principles and pedagogy.** ( Books 2-4 to be edited by Kulapati, Didi Anandarama, Manorainjana, Arati)

**Book 3:**

**Practical guidelines, functional pedagogy.** The why and how of teaching subjects from K-12. Personality development through astaunga yoga as the core of the curriculum in all grades.

**Book 4:**

**Practical handbook of sample lesson plans for all subjects K-12.** Map out a curriculum – lesson concepts, discipline, classroom management, biopsychology etc. Dada Ratnadevananda will help to collect material for this book.

### **Resources sharing**

Materials are currently available online through the NHE Resource pages and Ashok/Kamaleshvar will prepare CD, DVD with material such as PowerPoint Presentations etc. for dissemination among Gurukul members.

### **Networking**

We have set up an AMGK group network within the Friendly Favors Network. Coordinators and networkers can invite new Gurukul members and sympathisers into the network.

### **Volunteers**

Mayadiisha will continue to manage the volunteers for various projects. He will collect experience from Didi Ananda Kalika and others and make a format for projects who want to apply to have volunteers.

### **Documentation**

Ashok and Kamaleshvar will work on multimedia. Tapasii from NYC is touring and documenting projects

### **Future Conference**

Similar conference with other groups can be held where AMGK is part of the organising of the content of the conference. Possible places suggested were Hawaii and Bali.

## **2004 Gurukula and Neo-Humanist Education Seminar to be held May 5- 9 in Gulringen, Sweden**

This seminar will take place in Sweden near the Ananda Marga Global Training Center. During this seminar, besides the ongoing Kiirtan, there will be presentations, workshops and working sessions on various aspects of Gurukula work and NHE in particular. All interested in knowing more about or participating in the developments in Gurukula are cordially invited.

You are welcome to bring your papers, research, case studies, and innovative original educational material or work in progress to share.

A Baba's Birthday Celebration and Kiirtan will take place from May 1<sup>st</sup> - 4<sup>th</sup>, and participants are invited to arrive early for this joyous occasion.

For more information contact  
<amgk.glo@gurukul.edu>

---

*... Continued from Announcements Page 5*

### **Project Documentation**

AMGK has undertaken the documentation of all its affiliated projects. As a part of this initiative, Tapasii of NY is assisting Didi Ananda Rama and Dada Shambhushivananda. The documentation project will involve preparing a detailed profile of each AMGK affiliated project along with a photo album of each project. This data will be then be used to assist the projects in their development and resource mobilisation. Tapasii's skills as a photographer are coming in handy in this important task. Recently she completed a successful tour of Laos, Thailand and Bali for this work. For more information, please contact [amgk.glo@gurukul.edu](mailto:amgk.glo@gurukul.edu) or Tapasii: [<takakon@earthlink.net>](mailto:takakon@earthlink.net)



# New Wave

## Vision of the Youth

### - *Creating a Sustainable Existence* -

### Demonstrating Solutions in

### Lifestyle, Education, Environment and

### Economy

27th -30th August 2003



*"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 vigour 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

The idea of the New Wave Gathering in Dubrovnik came from the conviction that young people need to be exposed to real practical solutions to the various ills of society. Experienced persons were invited to share their insights and wisdom keeping in mind the words of Shrii P. R. Sarkar that it is the youth and only the youth who can make a change in society. The words of Shrii P.R. Sarkar were a strong initial inspiration as well as a guiding element in the programme. A newly established Gurukula Centre for Neohumanist Studies will further promote the spirit of the New Wave in the future.



About 200 participants passed through the various programmes and about 130 attended the main shareshops. There were 27 invited presenters. The event was under the patronage of Stjepan Mesic president of Croatia, various ministries and hosted by the city of Dubrovnik. Nicola Merton-Richards (Priya) contributed with her excellent organising skills to the successful



**Renaissance Ensemble "Ragvsevm"**  
reviving the spirit of Renaissance music  
and dance welcoming Dada  
Shambhushivananda to the renaissance city  
of Dubrovnik.

event and Didi Anandarama was in charge of the programme content. The participants enjoyed the Old City of Dubrovnik, one of the most beautiful cities in the world, protected by UNESCO as a cultural heritage. The shareshops were in the Art School that you could reach through the narrow stone alleys. The dining was in the classical City Café overlooking the harbour and the accommodation just a short walk outside the city walls. Swimming was near by and reached by climbing up to Gradac Park and climbing down the cliffs to the warm Adriatic sea. The 'early birds' were out at 5 in the morning in Gradac Park singing and meditating, followed by a swim. The next group of early birds were those practising yoga indoors and Tai Chi outdoors in the park. At breakfast in Villa Gradac the normal day began. The days were hot and dips into the sea and lots of ice cream helped to keep cool.



## Open Space Technology Meeting on Lokrum Island August 22/23



Twenty people joined The Open Space Technology Meeting which preceded the New Wave-Vision of Youth. The facilitators were Alenka Zavasnik from Slovenia, Ante Glavas from Zagreb, and Standa Tichy from Czech Republic. Each day the group explored a theme question put forth by a facilitator. Everyone was free to suggest discussion ideas related to the theme question, and once a few ideas had been selected and each posted on a different tree, the participants split up by sitting around the tree corresponding

to the idea that they wished to discuss. There was also a butterfly tree participants could go to if they felt they had joined a group that they did not relate to well. Once a few people gathered under the butterfly tree a new discussion idea was introduced. Bumble bees, who liked to buzz from tree to tree, were also allowed. At the end all converged in one circle and shared their experiences.

Alenka who facilitated the first day session put the first theme question forward, "What is important in my life and in my town/community?" Three one-hour sessions were scheduled and anyone of the participants could introduce an idea related to the theme question that he or she felt strongly about. Sergio Lub from the Friendly Favours Network introduced his topic of "Building trust in our community." Ante Glavas presented, "How to expand the work for change in the community." Didi Anandarama put up to discuss, "How to set up a Centre for Change in Dubrovnik?" Other topics were suggested and after there were no more topics brought forward the rest of the participants signed up to be at any of these smaller groups to discuss about that particular issue.

The next day the theme question was "What ideas, dreams, actions do I

have and need support from others?"

Several topics were listed and lively discussion ensued in small groups. Now each group had to list a few headlines of their discussion, which they shared at the collective closing circle. The end result was that besides really enjoying open, creative and stimulating discussions there seemed to be a strong consensus of moving towards establishing a Youth Centre for Change in Dubrovnik from where various activities could be launched and where young people could freely come, meet and continue to plan and work on issues they feel strongly about.



### Four principles of Open Space Technology

- Whoever comes are the right people
- Whatever happens is the only thing that could have happened.
- When it starts is the right time
- When it's over it's over

### The Law of Two Feet

If you find yourself in a situation where you are not contributing or learning, move somewhere where you can.

## Main Event: New Wave – Vision of the Youth August 27-29

About 50 persons arrived by the 25th and the next day they could attend the slide presentation by archaeologist Conni Piesinger on the Neolithic Age of Old Europe, which had its stretch along the Adriatic Coast. Conni narrated about this long period of thousands of years of peace and prosperity in those matrifocal societies. Eventually, Indo-european tribes destroyed it, beginning the long period of patriarchy until today. Later on Arian P. Kezele spoke that the Goddess can return presenting his new book published for the occasion, *The Return of the Goddess*. Sohail Inayatullah is saying that this is the reawakening of spiritual culture in the Balkan region, moving away from nationalist wars towards a more co-operative localised culture. Educator and futurist Dr. Ivana Milojevic presented the possible futures arguing that since goddess culture existed once - it can exist again. She pointed out that the desired future needs to be more and more reinforced by clear images and visions. We are always living a vision of the future and that we should live one that makes sense to us politically, economically and culturally.

**The Opening Programme** was held in the old baroque theatre. Youth leaders Maro and Jelena welcomed the participants and introduced the programme. There was a folk dance of Konavle and a river dance by Maliraci youth club, and a children's ballet performed the 'Dance of the Naughty Witches' of a fairy tale. These artistic arrangements were interspersed with short introductory speeches by some of the presenters including Zeljko Mavrovic the vegetarian ex-world champion boxer on organic farming, popular Croatian actor Vili Matula introducing the Theatre of the Oppressed which was launched the first time in Dubrovnik, Hildur Jackson from the Eco Village movement, futurist Sohail Inayatullah and Croatian educator Maja Uzelac.

The Opening Programme set the tone of blending of experience and wisdom with the searching spirit of the young. The meeting was encouraging as the youth felt at ease mixing with experienced persons from distant countries and the visitors were inspired by the enthusiasm of the youth. The young found themselves in a new environment that was friendly and supportive, without the need for drugs and alcohol but still fun, social and rather exciting to be exposed to so many new and meaningful ideas.

The 20 shareshops in Lifestyle, Education, Environment and Economy were held at the Art School. They were high quality presentations and discussions as commented by several participants. They were well attended by about 130 participants despite the summer heat. The content stimulated new meaning not only for the young participants but also a new focus of Ananda Marga Gurukula to make further steps towards establishing other faculties besides NHE.



## Lifestyle

The greatest number of participants attended the shareshop on **"Interconnection of Body Mind and Soul"** presented by Christian Franceschini (Kamaleshvar) and Jelena. This may be an indication that many are searching for answers that are close to their personal lives. The other shareshops under 'Lifestyle' expanded this search such as the one **"Use of the Futures"** by Sohail Inayatullah (Subodh) where he showed clear



possibilities of choices we have in life. The shareshop on **"Matrix of Life"** by Dada Ramapremananda and Zeljka presented an ethical foundation on which one can build the highrise building of one's life. These healthy and healing themes on lifestyle were supported by the vegetarian cuisine and organic farming promoted by Zeljko Mavrovic the vegetarian ex-boxer and world champion who is now an organic farmer and Zlata Nanic the popular matron of organic farming in Croatia. Jharna from (PCAP Karlovac) is the first vegetarian dietician in Croatia, and she did a great job managing the menus and instructing the cooks.

This trend towards a wholesome lifestyle was supported by the world music of the group 'Praying for the Rain' from UK (it really started to pour during their

concert after days of incredible heat) and the ethnoambiante music group 'Kries' from Croatia. Similarly the Theatre of the Oppressed was an example of a meaningful and educative cultural and social participatory activity. It was a fascinating new experience where the audience could interact in the life scenes prepared by non-actors and bring in their own wisdom and opinion to the presented issues of life.



The culmination of a deeper understanding of what is meant by lifestyle became crystal clear in the three day **Leadership Intensive "Personal Development and Social Impact"** presented by Dada Lokeshananda. He stressed that leadership starts at basics which is personal development. One can live by design or be like a boat without sail in the sea. The key to a successful, efficient and blissful life lies in one's secret inner life. There one's personal philosophy determines everything one is and does in life. Self-awareness and expansion to universal outlook and neohumanistic living are the foundations on which one can build various methods and useful skills.

## Education

Personal Development was also realised as the essential goal of education in the Education shareshops. The shareshop **"New Wave Teacher"** focused on the personal development of the teacher as a life long learning process. Once the teacher realises that self knowledge is paramount to objective knowledge he or she will be able to guide children and students in the same direction. Dada Shambhushivananda and Croatian educator Maja Uzelac shared their wisdom and experience on this topic with examples of their work. Asima Selakovic the director of the Inova Economic High School said that the aim of her school is to be as friendly as possible where teachers help the youth to think, to seek and to master information and to learn with as little pressure as possible. She said that whatever children learn in theory they have to apply in practice. They come up





with ideas, research the market, calculate and implement. Personal Development carries with it complete responsibility for oneself. When teachers fully acknowledged this as the core of education they naturally engage in making the school atmosphere as conducive as possible for the all round development of the children.

Marcus Bussey (Manorainjan) introduced the

**Role of Arts** in school as well as new ways of looking at **Discipline**. One has to understand children first so that discipline becomes an act of unconditional love and compassion. He elaborated on the diverse personalities of children referring to Ken Wilbur (a theory of everything) that you need to take into account trying to understand children. The question of discipline is not an external imposition of rules but more an understanding of the inner drives and urges of children which they have acquired from within and without.

Virginia Drearani, a Master degree student from Goddard College illustrated extensively **Multiple Intelligences** and the ideas and principles of **Partnership Education**. Jagoda Tonic-Krema from Croatia introduced the way to quality schools by using **Dr. William Glasser's 7 caring habits** (supporting, encouraging, listening, accepting, trusting, respecting and negotiating differences - [www.wglasser.com](http://www.wglasser.com)). Linda McKenna from the Sri Atmananda School in Texas shared how the caring relationship between teacher and child is at the heart of their approach.



Christian

Franceschini (Kamaleshvar) showed video and gave a practical workshop on **YES – Yoga Education in Schools**. He has now taught yoga to 6000 children over the past 5 years in the various public schools of his area in Northern Italy. He has kept the enthusiasm for yoga alive in the schools and the demand is still growing. He has started to train others to teach yoga to children as well as giving classes to teachers. He has taken up to include more of his experience in the forthcoming YES manual.

### Visit to 'Maliraci' Children's Centre

During the Education Intensive the group made a visit to Maliraci project in Cilipi village of Konavele, the countryside of Dubrovnik. There are about 100 children who now have the key to their Club Centre which is the basement of a primary school. It was a neglected unliveable place which was remodelled together with the children and youth into an inviting library, art workshop and meeting place. Antonija Ruskovic an artist by profession organised the children and led them to create their own space where they feel at home. She says that you don't need to do much for children, they have so much inside them; just create the environment with them together. They come to love it, they feel at home and they like to spend most of their free time there. With your deep trust you empower the children, they feel responsible, it is their place and they take care of it. They have the key and can use the place whenever they want. Antonija takes the children far and wide, to ecological outings, camps on the islands, to Zagreb where they perform dances and drama and exhibit their art. They performed at the opening of New Wave with a folk dance of Konavle and their own choreographed River dance with self sewn and silk-painted costumes.

## Environment

Didi Ananda Prama and Stasa Puskaric presented on **ecological waste disposal and renewable energies**. Stasa Puskaric, a local scientist and instructor at the American College of Management and Technology who made some ground breaking research of organic matter in the ecosystem of the northern Adriatic, stressed eco-communication as a step towards solution to our environmental problems that threaten the quality of life and landscape over much of our planet. If such crises are to be solved then only empowered and informed citizens who understand their relationship with nature, its complexity and beauty will solve them.

Professor Shun-jie Ji, who came with five students from the Graduate Institute of Future Studies at Tamkang University, Taiwan led a discussion on **living in harmony with nature**. Professor Shun-jie Ji said that Sustainable Development has become one of the most used but misunderstood terms. Poverty and environmental degradation, the two major targets Sustainable Development aims to remove, come from different structural, technological, and cultural causes in different countries. Accordingly, the problem and strategies of Sustainable Development vary in different societies.



Hildur and Ross Jackson the co-founders of the Global Ecovillage movement (GEN), presented tangible solutions. GEN (Global Ecovillage Network) was founded in 1996 and is now a world wide movement of autonomous ecovillages and related projects. Hildur introduced her **book 'Ecovillage Living - restoring the Earth and her people'**. It is a collection of the best of knowledge from all over the world on how to create a sustainable, integral society, described by the people who have actually done it. It is a colourful, happy, optimistic book with 400 colour photos from all over the world. The book is organised around the 15 dimensions of sustainability: 5 ecological, 5 social and 5 spiritual/cultural. ([www.gaia.org](http://www.gaia.org)). Hildur commented that she was pleased to come to know the Ananda Marga movement and its educational, social and Master Unit

programmes which are similar to the ecovillage concept.

The local pioneer in promoting **organic agriculture and natural food production** is Zlata Nanic, the founder of Living Earth NGO. He has been engaged in bio gardening for 27 years. And the most popular is probably Zeljko Mavrovic, former grand champion boxer of Croatia turned organic farmer. Both of them shared their conviction and mission with the participants. The national television had Zeljko tell about the New Wave event and explain the various programmes and objectives.

## Economy

In the economy shareshops Ross Jackson and Dada Vedaprajnanda presented on the **New Economic World Order**. Ross was describing an alternative to the present system, which he felt came close to Dada's explanation of PROUT or the Progressive Utilization Theory by Shrii P. R. Sarkar. Sohail Inayatullah in his shareshop '**Visioning Desired Futures**' first explored the forces in society pushing us into the future and the dominant and recessive images of the future. After that he asked the participants to see the trends, images and preferred visions of the future and discussed what steps individuals and the collective need to take for our desired vision. These ideas were quite new and interesting to the participants.



Sergio Lub from the **Friendly Favours Network**, a cyber-community of individuals with over 40,000 people from 133 countries, explained that trust between people is a very precious thing. Friendly favours replace money with exchange of services that are needed in the society, by the individuals, with the understanding that if one accepts a favour, one does a favour for someone else. It is a step towards healing of the grassroots community life by helping and sharing with various abilities that a person may have, in exchange for another service needed. New currents of energy, new systems of exchange that are sustainable enhance community life and relieve tensions and may be the answer to the present defects of our imbalanced consumer society and unemployment.

**Community Organising at the grassroots level** to bring about social change was presented by Lee Staples who has been involved in community organising for the past 35 years. Currently, he is a Professor at Boston University School of Social Work, where he teaches, practices, consults and publishes in the areas of grassroots organising, task group dynamics, leadership development, and collective empowerment. He has assisted the work of the Centre for Civil Initiatives in Croatia in the past years. Community Development involves participants in constructive activities and processes to produce improvements, opportunities, structures, goods and services that increase the quality of life and build member capacities. Problems can be addressed successfully by strengthening relationships among community members and bringing people together to work collaboratively around common interests. Social action organises people to confront and pressure targeted institutional decision-makers to meet demands either to act in a specified manner or to stop or modify certain activities. To bring about social change or the altering relations of power, Lee showed specific ways to face resistance from powerful institutions, and still achieve success and results for the improvement and needs of the community.



## New Wave Centre in Dubrovnik

The two dozen young volunteers who helped out with the organising of the event met for the first time at this event. Amongst many logistics they organised the publicity arranging many interviews on radio, newspapers, and television. And lastly benefiting of Sohail's extended holiday stay they organised a lecture for him at the American College of Technology on "The Futures of Dubrovnik" which was attended by 75 enthusiastic students. Together they painted the possible future images of Dubrovnik and brought the result to the local press.

The volunteers are enthusiastic to carry on the New Wave spirit and be part of a bright future in Dubrovnik. They are plotting and planning a New Wave Centre with vegetarian/vegan restaurant, working office, meditation room, auditorium etc. Their dreams are good and far out and will be surely followed by all their new friends far and near.



*Radio Program*

*..."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*

# What are Schools For?

## Neo-Humanist Education at the Ananda Marga River School in Maleny, Australia

By Dada Ratnadevananda

At the end of the recent New Wave Conference in Dubrovnik, Croatia, which focussed on economy, education, environment, lifestyle and leadership, a 3-day Neo-Humanist Education seminar followed. As part of the program some of us were asked to highlight our schools, originally in context with a generic question, "What are schools for?" Pondering this question allowed me to reflect on the purpose of our Neo-Humanist schools and to use this as a benchmark for looking at our particular school.



*Dada Ratnadevananda with children from the River School, busking (singing) to make money for WILVOS (Wildlife Volunteers Service) outside of the Community Kiosk.*

### What are schools for?

The important thing at our school is that we create a safe, happy and loving environment for the children. Neo-Humanist Education provides the emotional, social, moral and ethical, academic, spiritual and physical building blocks to enhance their learning experience.

- To nurture a zeal for learning
- To nurture and develop children's self confidence and self esteem
- To give children opportunities to learn and develop healthy social and interaction skills, so they can work out their difficulties individually and collectively. To develop within children a sense of choice
- To create an environment where spirituality can blossom
- To nurture and awaken service-mindedness
- To develop within the children environmental awareness and responsibility
- To awaken and develop the creative, artistic, musical potential within children
- To develop thinking and rational minds that can discriminate and see through pseudo-culture, for example in

Australia, imported American culture and values

- To develop strength of mind to be able to confront injustices and to stand up for things and issues that are important for us and others
- To develop strong moral values on which young people can base their lives
- To help them make good decisions in their lives
- In short, to nurture and develop all aspects of our children

### Whom are schools for?

- For children, parents, teachers and friends

We have seen in our experience that growth happens not only for the children, but also for the children's parents, the teachers and assistants, and basically everyone associated with them in the school context. Perhaps the children serve as mirrors to reflect our being – how we act, how we respond, how we speak, how we think. If we are honest and open with ourselves and others, our personal walls and self-created barriers begin to crumble, and we are forced to come to terms with our real selves. Children see and feel who we really are. They are real and want us also to be real. Knowingly or unknowingly our teachers and parents come

to our school to become part of this environment and also to change and to grow more as complete human beings.

### What is special about our school?

- Our setting is special. The Ananda Marga River School began in 1995 with 23 students and one teacher in a rural environment. The River School is situated on 26 acres of land with 15 acres of lush forest and a beautiful creek running through the property. Since 1995 we have expanded to 11 teachers and assistants, 3 administration personnel and 130 students from kindergarten to year 7 (3 – 12 year olds). When people drive across our causeway into the school's environment, they immediately sense calmness and peace, and the special-ness of our school. It is perhaps a reflection of the spiritual values, intention and practices that our spiritual community members on our Ananda Kamala Master Unit have imbibed into this sacred environment.
- The teachers are important and unique. They inspire, nurture and create a conducive learning environment and enthusiasm within the children. Their ability to integrate the school's Neo-Humanist Education philosophy, ideology and ethos into their curriculum and teaching practices depends very much on what they are truly able to embrace into their own lives. The teachers are the ones who have the potential of creating magic in the classroom. When it happens, a

school is transformed into a real learning and exciting environment.

As an example, our second grade teacher, Anna, creates within her class a sense of unity, respect, positivity, devotion and sacredness through her presence, singing, her own spiritual pursuits and her love and respect for children and all living beings.

### Project Approach

In one of our multi-level classrooms called "Currawongs" (grades 3 and 4), our teacher, Sue Attrill, uses the project approach as modeled by Reggio Emilio. In this approach the teacher is able to integrate maximum learning opportunities and learning experiences for the children in their collective approach to an agreed-upon project. The teacher facilitates choices and direction to give the students ownership. The teacher also gives suggestions as to the process. Below is a description of the "Currawongs" project this year with the WILVOS (Wildlife Volunteer Service) and how it has progressed and is progressing: The whole class sat together at the beginning of the year to discuss what project they would like to do as a whole class. Through much

discussion, they arrived on the idea of animal welfare and their desire to support a local WILVOS (Wildlife Volunteers Association) centre.

WILVOS representatives were invited to explain about WILVOS and the animal situation. Because support grants have been stopped from the

state and local government for the WILVOS, the students wanted to help raise money by organising a fund-raiser in Maleny along with



*The Currawongs (Class 3/4) practicing for their play, "Council of the Animals" in their classroom.*

an information display about WILVOS. This included colourful artwork on this animal theme from the children which was also displayed. The children conducted a survey about the WILVOS to measure and increase the awareness of the townspeople, and though that, their communication skills were greatly benefited. They also helped to sell cakes, nuts, fruits etc., which gave the children experience at handling money and dealing with the public. They also were busking (singing) to earn more money outside of the kiosk for the WILVOS organisation. This project approach is continuing until the end of the school year and will culminate in a performance of a play based on the "Council of All Beings" (A conscious-raising workshop relating to living beings, which was created by Joanna Macy), that the children have also written. This will be performed at the town's community centre, where again the proceeds will be given to this animal welfare organisation. The children are also making the stage props and displays. An idea has also come to make this play into a book for publishing with a friend of the school doing the illustrations. So you see the vast potential of lifeskills and learning experiences that can be incorporated into this project approach. It creates a sense of ownership, much enthusiasm and service-mindedness for children's all round development. Spelling, reading, literature, maths, thinking skills, geography and other sciences are all integrated into this teaching style. It is the skill and creativity of the teacher to weave all of the facets of this project approach into an integrated learning experience.

*Sue's comments:*

*"My experience of the 'Project Approach' has led me to question my teaching practises and the generally accepted truths I learnt about how children learn. This approach has taught me that learning has to be linked to meaning and purpose; that it is a 'soul' matter. And as in the nature of the 'soul,' it is surprising and takes unexpected turns. So, for this to occur, I must trust there is a greater 'order' and that it will become apparent to me as I follow its path."*

## The Virtues Approach

Our Big Family teacher, Ann, took on the Virtues Program as an important element in our "Self Management," which has now become an all-school approach. In the past we have called the discipline part of our school "Behaviour Management," as other state schools term it here in Australia. But this year we have changed the concept and feeling by calling it "Self Management." This has made a subtle, but important shift in the school, by shifting the emphasis to "self" and by putting the responsibility for children's actions back into their hands. They are made to understand that they make the choices in their interaction with other children and staff members, which influences what comes back to them. In relation to this "Self Management" approach, we are using virtues cards to create the vocabulary for positive action and response. At our Monday all-school morning circle, one student will pick a card from some 50 different virtues, which will be the virtue for the next two weeks. The qualities of this particular virtue will be read and emphasised, and reinforced in the different classrooms during quiet time and other appropriate moments. As part of quiet time, there are also discussions on different aspects of the virtues, for example in relation to self, to the environment and to the world around us.

## Play

The teachers and assistants in our preschool use the medium of play extensively for the children's learning and interpersonal skills. The Pre-school is one of our real magic spots in the school. Our school is working on a play-oriented curriculum from Kindy to year 2.

To summarise, the real success of a Neo-Humanist school from our perspective depends very much on the quality and passion of the teaching staff; how much they are able to integrate Neo-humanistic principles into their lives and how much they love children and teaching.



# Personal Development - Social Impact

Notes from a Workshop given by Dada  
Lokeshananda  
at the New Wave Programme  
Dubrovnik, Croatia

## Distinctions

In life we do so many things. With some basic guidance we can achieve better results. These we will call distinctions. You might start with a foggy or unclear picture of your life, and suddenly these distinctions help you to create a clear picture. These are quite general universal ideas and you will find you can apply them in different areas of your life.

## Three lives

One important concept is that you live three lives; you live your life in three different ways:

- 1. Public life** – this includes your interactions with people, your relationship with others, all the things you do with others
- 2. Private life** – this is what you do when you are alone with yourself
- 3. Secret life** – this is made of thoughts, aspirations, motivations, fears, desires, hopes and worries. It is made of the real reasons why you do things. Why did you come to this programme? The real reason why you are here is in your secret life. Only you know it and the chance is that what you tell others may not be the real reason. Every achievement on a personal level or social level starts here. Success or failure, happiness and unhappiness, achievement and disaster all start in your inner life. And from there they take expression in different ways through your language and things you do.

## Personal Philosophy:

**1. Self-awareness** - To be self-aware and to accept total responsibility for yourself. This is absolutely crucial. If this is missing nothing else is possible. To accept 100% responsibility for anything that happens to you, for what you are and what you become.

**2. Expansion** - To expand the radius of your love to include more and more of this universe. There is no reason to stop anywhere. Why should we not love each and every molecule, every atom in this universe? In practical experience this is a branch of philosophy called Neo-humanism.

## Personal Philosophy

What goes on in your inner life is your real philosophy of life. Your personal philosophy is the result of many influences. Philosophy of life develops to a large extent by accident, by different things that happen to you from the environment and from family and friends. Your early years have shaped certain aspects of your philosophy of life. Although you may not be aware of, yet it is there and motivates everything you do. It is worth while paying attention and start focusing and start knowing yourself better. Understand what is really going on in the deeper part of your mind and possibly you need to change something in you. You may find something is acting against your own best interest. You may consider changing it if something is sabotaging your interest.

## Fundamental Principles of Personal Philosophy:

### 1. SELF-AWARENESS

To be self-aware and to accept total responsibility for yourself. This is absolutely crucial. If this is missing nothing else is possible. To accept 100% responsibility for anything that happens to you, for what you are and what you become. This is very hard to do.



There are 4 weapons of mind destruction that are the enemies of accepting responsibility.

Make an experiment with yourself, try for 7 days to see if you can live 7 days without ever complaining or blaming or criticising or finding excuses. You have max. 30 seconds to catch yourself. If you go on for more than 30 seconds then you should start again from day one. If you actually start to do this you will learn many things about yourself. This is an extreme sport. Personal development is an extreme sport where you stake yourself on the game every day otherwise you are one of those 'should-could-don't'.

Differentiating between analysing and criticising: There are objective problems in life, which we analyse and try to find internal or external defects. If you are analysing a problem it is not criticising. But whenever you face a problem or difficulty spend no more than 10% of the time thinking about the problem or analysing it and at least no less than 90% time in thinking and planning about the solution. As long as you maintain or exceed this ratio you remain in a positive state and you will have good results. But if you spend more time on the problem then the mind goes into blame, criticism, denial and excuse. The mind will always try to take the 'weapons;' the mind tends to take the path of least resistance. The problem is known, the solution is not yet invented. You have to make an effort to get the solution.

These are fundamental values that form the foundation for a highly effective, highly successful and blissful life.

### What Drives You?

To be successful in refusing to indulge in blame, criticism, denial, and distractions or excuses you need to be in touch with what drives you? You must have some reason for what you do. Look at any mother she will go through so much hardship, she will be very happy to undergo all the troubles by sacrificing so many things in life

## Four Weapons of Mind Destruction

**Blame** - the moment you start blaming someone or something you are in effect saying, 'I am not responsible.' You are like a ship without a sail; you are escaping your own responsibility and blaming.

**Criticism** - instead of focusing on what you want you focus on what you don't want and again you deny responsibility. 'Oh the government is corrupt,' - it may or many not be so but what about your responsibility? You deny responsibility.

**Denial** - denial is the refusal to look truth in the face. Denial is an almost instinctive or automatic reaction when we feel physically or psychological attacked or threatened, we deny, 'no not possible.'

**Excuses** - this is especially dangerous, excuses can be spelled like this "I could ...", "I should....", "I don't ..." "I won't." "I can't". If repeated every day this leads to disaster in life. These weapons of mind destruction destroy mind to move in the right direction and take responsibility for yourself.

just to raise the child in a nice way. But another person may not be prepared to do the same. You need to have a reason. The problem with people who indulge in problems is that they do not have enough positive reasons to drive them onward. When people do any effort there is always some reason that drives them. The real reason is found in their secret lives. There is a real reason, perhaps money, recognition or fame because these are things that can be easily observed. So one of the most important things is to find out what are your best reasons for becoming all that you can. Achieve the maximum possible result by asking the right questions to yourself.

Generally speaking there are two categories of reasons:

- a. **Self-realisation** - this is a natural inborn drive in everybody. Knowingly or unknowingly all are moving towards self-realisation. Even those people who try to become famous, or accumulate money or get more pleasure for themselves somehow move under this type of drive. Yet they still have to realise that their particular reasons have certain defects. All material and psychic goals are limiting to the mind and only spiritual self-realisation is fulfilling
- b. **Service** - or unilateral service - this is also a fundamental inborn human characteristic. You may blame and criticise human beings in many ways but they have this fundamental desire to serve others without expecting anything in return. A mother is characteristic of selfless service for the child. This desire of service should be expanded as much as possible instead of confining it to a small area.

These two basic reasons to become a completely self-realised, self fulfilled, self enlightened human being are important reasons, noble reasons. Also the reason to render maximum service to other people, animals, plants and everything that exists can give you powerful motivation. When you are busy engaged in these positive pursuits you will lose any interest in negative activity. Why terribly waste time instead of going towards your high ideal?

## 2. EXPANSION

The second element of a healthy personal philosophy is expansion.

You are in the vast universe with all kinds of life forms and non life forms. You have certain feelings; love for a limited portion of the universe. This love can be for some people or a very small circle like the immediate family. You would sacrifice for them but you don't care for others. A criminal has love and care for his small circle of a few. You should try to expand the radius of your love to include more and more of this universe. There is no reason to stop anywhere. Why should we not love each and

every molecule, every atom in this universe? In practical experience this is a branch of philosophy is called Neo-humanism. According to this neo-humanist model we are influenced or under the effect of different sentiments. Especially two types of sentiments: sentiments for objects or places and sentiments for people. Geo-sentiment means a sentiment or feeling of oneness, feeling of identity with a particular object or a particular area. Some people feel this land is holy land and other land is not holy. This is an expression of geo-sentiment. It is simply the sentiment for a particular area or land that takes a certain form. Some people keep their house neat and clean and when they go in the street they don't care to throw garbage in it. We all have these sentiments in some way; nobody is immune. In fact it is a biological heritage, from the territorial instinct of animals. Territorial geo sentiment is connected with territorial instinct. When dogs urinate on trees they mark their territory. This is a necessary need to control territory for their survival, so they develop this instinct. Birds sing to mark their territory. In this sense those who feel this is a holy or motherland, they work with their territorial instinct. A wise person, an intelligent person will try to expand.

What is the strategy for removing this problem, this part of the mind? You cannot cut away this part of the mind but you can expand your mind or extend the caring feeling to all areas, so that just as you feel about your home you can feel about the city, country, planet, about other planets, the whole galaxy and all other galaxies. Just perform mental identity from the limited to the unlimited. Sometime the mind comes back to old habits, but every time just expand it again and pretty soon it will become your nature. It does not mean that you will not feel love for your place rather you will feel about everything in that way.

Another sentiment, which is more expanded yet still limiting is socio-sentiment or group sentiment. Human beings are proud of belonging to a country, a race, to a certain language group, a football team because it gives them strength and safety. This sentiment is similar to animals that band together in groups for survival and that

makes them stronger. The cure for this limiting sentiment is also expansion.

Some people claim that they are humanist and this looks like something good but it has shortcomings: in this universe there are not only human beings; there are other entities. These so called humanists have normally no problem in exploiting nature and killing animals.

Expansion means to include everything into your range of sentiment. There should be no place for any self-limiting sentiment, universalism is the only acceptable ism. There is only place for neo-humanism that places the human being in practical loving and caring relationship with all animate and inanimate creation. This is not an intellectual idea. It is rational but it is beyond intellectuality. You have to become that because only intellectual understanding is not enough. The goal here is also called 'Liberation of Intellect.' We are constantly attacked by the existing ism's (militarism, nationalism, communalism etc.) whose daily job is to especially create different carefully designed campaigns to stimulate these sentiments. People can create the environment for war through the media. Politicians cannot survive without manipulating sentiments. Many people tried to reach the top in politics; the ones who reach it are

the cleverest in utilising manipulation strategies to their best. It is a million dollar business to manipulate you. You have to take decisions all the time. The more you have benevolent rationality rather than blind sentiment the freer you are from imposed sentiments and dogma.

Pseudo culture is something which looks like culture but is designed almost solely to exploit people for financial gain. Many movies are manufacturing pseudo culture. Pseudo culture is not artistic nor an expression of innovative artists but instead an industry that dictates 'If we do like this we can make x times y money and if we do this only the half; Let's go the financially profitable path.'

Most people would rather be slaves with a good master than be free. Are we ready to be free? Few people want to be free. The nucleus is your secret life. The reason to be free is to realise oneself completely. Refuse to make any excuses, take 100% responsibility and say, 'I'm in charge!' Only a handful of persons were like this in the human history. But now people have more chances to become like this. The opportunities are here, right now. Many people are aware now and will grab this chance and create a collective movement.

---

### *Continued from Page 40*

#### *Two Minutes of Silence - Malta*

"I feel I am talking with God. I feel alone with God only, and I feel happy and resting, reflecting for two minutes." Marco

"I felt sleepy. I wanted to play wrestling on my playstation." Eman (this is one of the most nervous students, always fidgeting, is very difficult to keep calm and concentrated. From his response I gathered that he is trying to reject the calming effect that the exercise is having on him.)

"Very sad and nervous." Dorian (This was the only plainly negative expression that came out from the whole class. It made me reflect for a few minutes, then I remembered that Dorian is a severely dyslexic child, whose father died unexpectedly in the summer of 2002.)

# ART FOR THE VERY YOUNG CHILD

## Drawing and Painting

by Mahajyoti Glassman

Creative expression is an inherent component of Neo-Humanist Education. It possesses the capacity to transport us directly into the infrequently visited right brain, home of the visual, perceptual and global thinking. Most academic teaching styles suffer from an excessive emphasis on the dominant left hemisphere, the center of verbal, analytic, and sequential thinking. By incorporating creativity into our methodology, we shift away from purely intellectual education and expand the possibilities of “whole brain” integration into learning.

Many contend that artistic expression is a form of communication, bypassing (left brain) verbalization, the usual communication of choice. Often artistic experiences originate from within the student - beyond the conscious mind, bubbling up from the deeper levels of consciousness. Concepts are frequently transferred through art that convey ideas residing in the subconscious mind. On the conscious level the artist may be completely unaware of this, thus providing students and teachers with new insights.

Through visual arts such as painting and drawing, the benefits of engaging in free artistic expression include:



*Figure 1: 2 year old free scribbling*

**Physical** - Develops fine muscles in the fingers as well as eye-hand coordination through drawing, cutting, painting and using the tools of these media.

**Cognitive** - Transforms ideas, knowledge, emotions into art. Provides opportunities to make choices, experiment, and hypothesize. Uses trial and error. Employs math concepts, patterns, problem solving.

**Social** - Converses with self and others during the process, expanding language and communication skills.

**Emotional** - Expresses feelings and emotions, using color, movement, textures.

Artistic experiences offered in the classroom pay more attention to the process than the end product. How do we facilitate art experiences to encourage the maximum potential? Painting or drawing opportunities are best implemented with as little structure, direction, or instruction as possible. Within this media, children are constantly experimenting, discovering, constructing, re-constructing, imaging, interacting, comparing, and inventing.

End of TOOLS: 2 year olds

End of SCRIBBLING:  
2-3 year olds

End of SHAPES & SUNS:  
3-3 1/2 year olds

End of MANDALAS:  
3 1/2 - 4 year olds

### STAGES OF SCRIBBLING

**TOOLS:** In the beginning students are struggling with the position of the tools - markers, pencils, crayons, paintbrushes, chalk. Long periods of time may be consumed with trying to master coordination of these tools.

**SCRIBBLING:** What sorts of markings are possible? Here the young artist manipulates all sorts of lines: vertical, horizontal, diagonal, curved, roving, zigzag, spiral, circular, dots. Figure 1.



**Figure 2** *Discovering the art of creating enclosed shapes and a sun emerges*

**SHAPES & SUNS:** The young child commences this sensory exploration by replicating shapes and patterns. Initially they may be barely visible, hiding within layer upon layer of scribbling. Then they begin to magically emerge, crystal clear, self-standing and identifiable - wobbly circles and sun-like figures. Designs are repeated. Markings are becoming increasingly representational. Figure 2-3.



**Figure 4:** *Drawings of very small suns followed by symmetrical humans*

#### **MANDALAS & PEOPLE:**

When these elements are mastered, children construct new and even more amazing images. The rays on the suns extend mysteriously outward and as we watch, they slowly

evolve into human figures. Self-portraits or pictures of family members may be attempted. Figures 4-5.

**PICTORIAL:** 4-5 Year olds show dramatic interest in producing art that is realistic, but still engage in random scribbling as well. After creating people, other images surface - houses, flowers, trees, and animals. More complicated and intricate details manifest. Figures 6-9.



**Figure 3:** *Free form scribbling with exploration in design.*



**Figure 5:** *Developing beyond stick figure humans with mandala-like "sun" hands.*



**Figure 6** *"Samuel is on top of the slide and that's me on the bottom"*

## THE TEACHER'S ROLE

**Teachers support creative adventures and extend the experience by:**

- Helping the child to effectively hold the paintbrush, crayons, and other materials.
- Guiding the children in taking care of the supplies and materials.
- Providing sufficient supplies for the experience.
- Using art as a basis for stories
- Facilitating a variety of art experiences.
- Allowing the students to be as creative as possible.
- Verbalizing possibilities and ideas.
- Encouraging conversation and dialog amongst students.
- Minimizing teacher intervention.
- Setting the stage for a delightful and fun experience.
- Reflecting observational comments about the process.

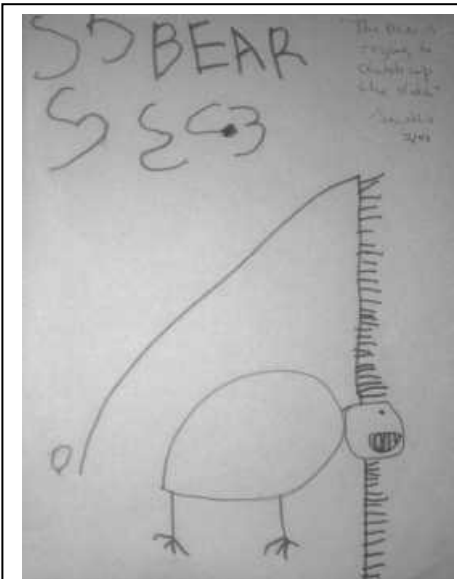
**These activities will MINIMIZE a creative experience**

- Using coloring books or worksheets.  
Encouraging children to draw within the lines.
- Having students copy something made by the teacher.
- Tracing with stencils.
- Gluing pictures on paper.

While these activities are sometimes available in the classroom, frequent use is not highly recommended. Obviously they do possess some educational benefits but as an expression of creativity, they remain fairly limited.

## TEACHER COMMUNICATION DURING ART

During art, the teacher may occasionally introduce new terminology and concepts about texture, materials, shapes, colors, and design



*Figure 7: The bear is trying to climb up the slide. Four year old.*

characteristics. When we verbalize observations, we bring the children's attention to what they are doing and encourage their explorations.

Teachers are careful about making assumptions regarding what the picture appears to be. Often there exists a tendency to encourage or direct a child towards making some concrete object when in actuality the child is immersed in experimenting with the abstract. Sometimes confusion reigns when teachers ask: "What are you drawing?" Many artists commence artistic ventures

with no concrete objective in mind. (Although "Can you tell me about your picture?" can evolve into a wonderful imaginative journey of creative storytelling.)

By attempting to define the creative product, are we restricting that process? Consider supporting young artists with comments such as:

- ❖ I see you are taking your paintbrush all the way to the top of your paper.
- ❖ You are putting lots of splotches there.
- ❖ How did you make that color?
- ❖ What did you enjoy about making this picture?
- ❖ You are using your entire arm to make that brush stroke.
- ❖ I see you are not happy with your picture.
- ❖ Is there anything else you would like to add?
- ❖ What do you think would happen if ....

Many teachers focus their comments on what is visually observed: the colors selected or created, texture, characteristics of lines, use of space, composition, symmetry, patterns, shapes, body movement, feelings. Open-ended questions (those requiring more than a 'yes' or 'no' response) encourage students to think and respond with dialog. Conversation may include words of encouragement, instilling confidence and inspiring the young artist to continue.

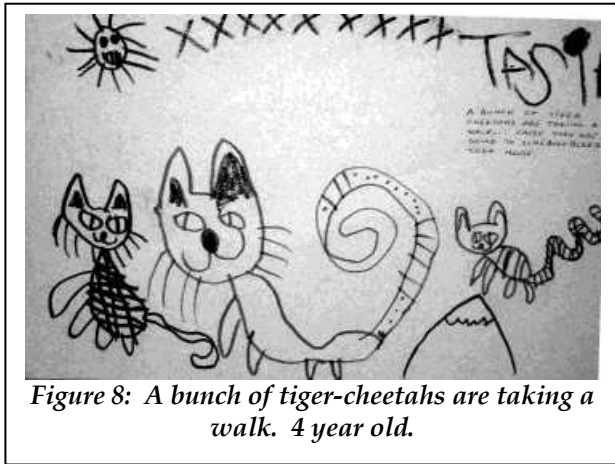


Figure 8: A bunch of tiger-cheetahs are taking a walk. 4 year old.

## IT'S A WRAP

Drawing and painting with freedom of expression can help children to cope with feelings. This can be profoundly useful for the student in terms of processing emotions and dilemmas on a deeper level and for the teacher in achieving a greater understanding of the student, an invaluable tool in developing a strategy for each child's maximum development.

Scribblings can sometimes lend themselves to fascinating interpretation since they reflect a child's personality. Who draws with light, barely visible lines? Who uses large bold lines? Who draws a self-portrait with no arms, only legs? Who draws with tremendous detail?

Allowing young artists to freely create is more important than guiding them to construct specific recognizable objects. Children need artistic opportunities where they can freely express their individuality and originality. In summary remember that:

*What the art is - is not as important as how it was made.*

*Don't overteach - let them explore, discover, and expand.*

## HAVE YOU TRIED THIS YET?

### PAINTING:

- Splatter painting
- Drip painting
- Crayon resist painting
- Painting with a feather, leaf, pine bough
- Sand painting
- With water and big brushes on a fence or sidewalk
- Scratching on to a painting with fingernail or back of brush

### FINGERPAINTING on the table top with:

- Shaving cream colored with temperas
- Pistachio pudding
- Whipped cream

### COLORING with:

- Colored pencils
- Crayons
- Markers
- Colored chalk
- Sticks in sand
- Coloring with crayons on sandpaper

*IMAGINATION IS MORE IMPORTANT THAN KNOWLEDGE.*

- Albert Einstein

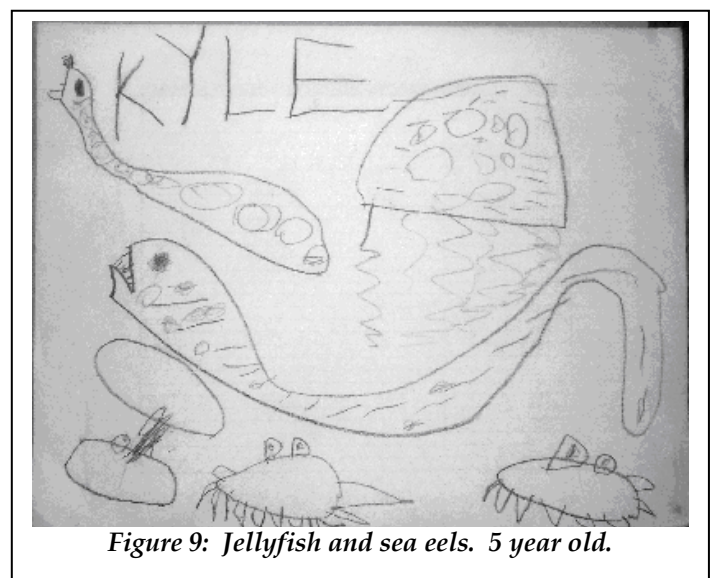


Figure 9: Jellyfish and sea eels. 5 year old.

# Striving for Self-Expression: Art in Communist Schools

By Didi Ananda Kaomudii

The school secretary was a punctual woman, always on time, with succinct movements and flawless dress sense. Her face was neat and amiable. On the first day back at school she invited me to her desk where a pile of photocopied texts were waiting. In each voluminous dusty binding, there were definite instructions on how to teach the children to draw.

"Class one; draw a straight line."

"Class two; draw a curved line."

"Class three; draw a triangle intersecting with a circle."

"Class four; observe a beak in a ducks face, add the eye and feathers."

The classes were rigid, leaving no scope for any type of self-expression. They implied that after five years of accumulated lines and circle exercises, one could draw a circle elephant and duck, a classic lined portrait and landscape typical of Laos, with a straw house on stilts, the river flowing past and mountains beneath a circled sun. A man in a boat was optional.

A typical communist education system.

Internally sighing with dismay, I struggled a polite smile as she responded, "It seems like a good method, if only the teachers would follow it!" For my part, I could understand why they wouldn't. Yet my job was to train them in art and creativity. "I don't know," I replied despondently. 'I never learnt to draw like this.'

Growing up in Australia in the 60's, my childhood had an abundance of 'arty' teachers, each lesson was an overlapping of collage, paint-sculptured papers, mixed ink onto glass surfaces, wet chalk



etchings, natural leaf stencils, pressed flowers in candles, remodelling rocks in clay or sewing an array of soft abstract sculpture cushions. There was no end to the varieties of methods and materials that could be used in an art class. That life spilled into the school environments, which were alive with feature mural walls, wooden animals and mud brick towers to climb. Whole classes could take on a mosaic project that might take a term to complete, with children spending their lunch hour working on the intricate designs. We were instructed to 'let go' in art classes, and, although I went on to major in life drawing, I was never taught to mark a straight line. It seemed hypocritical to start teaching this method to the Laos children, just because their government curriculum recommended this style.



Musingly, I returned to the living space of plants and swinging beds upon the tree balcony where children's voices jumped from the playground below over the wooden railing to invade the tranquillity and paint a lively dimension across the grass matting and Japanese landscapes adorning the walls. This

space was a combined effort of myself and a Japanese Didi who understood my aesthetic needs. Silent in it's order and bursting with the potential of growth we had transformed what had been a storage space into a living environmental art-form, using cane furniture, potted plants and watercolour prints. Since moving to Southeast Asia, the jungles had so impressed upon my mind, so that I now surrounded myself with verdant



green leaves as before I'd wrapped myself in soft futon blankets in Japan.

Sinking into the hammock, the reality of the present situation struck me in the face. How was I going to teach children to make art in an environment where creativity was limited to the traditional manufacturing of local crafts for the tourist industry? There were no 'art teachers' in the true sense of the word. The subject was clearly not valued as it had been in my school days.

My grandma had inculcated in me a love for fine arts, through her love of painting. By the smell of her oil tubes and rainbow splattered easel she'd encourage me to step up to it and begin rubbing colour from the stiff sable-haired brushes onto smooth white frames of stretched canvas. At the young age of seven, I'd touched upon the feelings of God, as the oils spread and mingled before my eyes into golden-pink sunsets and gnarled gum trees framing a distant blue mountain range. Looking into an orchid upon the bush floor, I'd marvel at how God had combined those colours upon its petals and leaves; each one different, each one delicately beautiful. Over years of a variety of activities, art has remained as a living part of my life. Drawing, painting, writing, dancing or singing, all of these have been incorporated into teaching, whether it be science, theatre or yoga classes. Art and life remain related in an intricate design upon my mental fabric. I sighed knowing I couldn't straightjacket my experience of drawing to match the request that had been made of me. So what was I to do?

Having met the teachers, they said they were looking for creative solutions to removing the everydayness that had crept into their classrooms. They expected that I'd make them into 'creative dynamic teachers' over the next month.

Certainly, to master the skill of mixing colour or defining shapes meant a time of learning and practice, but it wouldn't guarantee them an aesthetic sense. In my experience creativity occurs, sometimes suddenly, and sweeps the artist away

into a concentrated frenzy of artistic activity. It can't be reasoned or made into a formula. Creativity is born out of the experience of knowing God or the mystery of life and love from inside. It leads to an appreciation of beauty which there is no explanation for. I saw my role as providing a doorway into the writing and painting worlds that would be wide enough for the children and teachers to pass through. An opening into the beauty of their inner worlds.

I approached Didi Ananda Gaorii with a troubled mind. "How am I going to do this?" We spoke at length about what aesthetics meant in our individual lives, both reaching the conclusion that these matters were high upon our life list of

priorities and seen as another stepping stone to deeper spirituality. If the effort wasn't made by us to give this world to the children, who else would take that task? It became my responsibility as a teacher, an artist and as an acarya.

We came up with a plan. First to expose the teachers to new art forms, then to present unusual and interesting techniques to the children, and finally to create an exhibition which would challenge the parents and school

staff's old formulas of seeing. Didi looked at me and grinned in an appealing open manner. "Let's start with the house, I've been wanting to redecorate."

The next weeks saw the jagrti transform from peeling pastel pink walls, to boldly stencilled leafy bathrooms and a sea green movement through the halls and DC room. By the end we were redesigning the kitchen, knocking holes in the walls to make bigger windows and making a mess of the plumbing (which was subsequently repaired by a good humoured handyman). While this was going on, a Dutch volunteer arrived to take on the craft subjects. Her name was Maykee, and she was taller than any Asian doorway, so her head was often comically inclined as she moved along the school corridors. The children loved her for her bright high fashioned



clothes and sense of fun. I came to love her for her great patience and attention while we worked with the children, who were at times hyperactive with the unknowns we presented during art classes.

We planned simple classes to start, combining a well-known paper weaving project with sponge painting. We wanted the children to get their hands into the colours and mix and splash liberally. Our aim at the end of five weeks was to have them painting full size bodies freely without inhibition. And these bodies were to be their own, as any art they made must relate to their lives or inner perceptions, and be a vehicle for their inner expression.

Maykee was equally shocked by what she had already witnessed in art classes. On her first day of teaching, the children obediently took out a set of sharply pointed pencils each and large erasers to draw tiny stereotypical figures while obsessively rubbing them out if they weren't "right".

Before teaching we would need to challenge the teacher's and children's concept of art. I spent a morning with buckets of bright paint, restricting myself to just two colours of yellow and blue. Wetting the paper, and applying with sponges, the paint bled across the page so that greens of different hues emerged. Absorbed in the forms that were clouding before my eyes, I imagined how this would be for the children to see for the first time. By afternoon I had cut the paper into long strips which were woven together into a flat mat. Then they were secured onto a large piece of deep blue card and decorated with a golden felt tip pen. Full of anticipation, I took my art piece downstairs to the teacher's room.

It is one thing to work alone in a studio and paint, and quite a moment of reckoning when the work is displayed. Generally the audience are friends or fellow artists, but this time the teachers had no previous experience of this kind of painting. I was afraid they would laugh at my efforts.

In the teachers room a small crowd quickly gathered to discuss what the picture could be. For a stretch of time no one commented. They had

never seen anything like it. I held my breath... ' "Well, what do you think?" I tentatively inquired. Then shyly one answered. "It could be a sun over the ocean?" I felt them consider this possibility. "Yes, it could be", I encouraged.

"Or a yellow horse, running. See, that looks like a head and mouth." One of the male teachers offered.

"I think it's a yellow fish, swimming."

"Or a dragon." Another joined in.

I was relaxing as they spoke. They liked it, although it was unusual for them to see. The secretary who had shown me the art curriculum books commented. "It's pretty to look at" and smiled. For that moment my heart soared. I was gaining their confidence and permission to try this new method of painting with the children.

Over the next week Maykee and I went into each classroom and asked the children to close their eyes and imagine colours flowing around them, and forming together. Then to open their eyes and look at the brightly coloured collage. They were able to see many things inside the painting, and eventually it became known as the "moon in a window". I felt we had begun, the children were ready to paint.

Over the next four weeks I watched the children come to life in the classes. They often were lining up at the door, helping each other into their smocks and jiggling to be first in the room.

At first some were unruly, laughing loudly and making fun of each other's attempts, or overstating their use of paint until a brown puddle emerged upon the paper before them. But others caught the ideas immediately and were sincere to try. The weeks passed and Maykee and I were encouraged.

In one of the older classes, two eleven year old boys were particularly lively. Both Jack and Baby had a reputation around the school of being precociously annoying, due to hyperactive personalities. At the end of a class, where glue had been used, Jack came to Maykee with a collection of glue sticks, stuck into a sculptured tower. From the corner of my eye I'd been watching his work of art develop and knew it would be a testing point, as we had little materials on hand, and he had

used half of those available. Still, I was ready to let him use them, but Maykee was not.

"No, no" she responded. "Those glue sticks are needed for the next class!". His crestfallen face was enough to explain to her the importance of the teachers keeping a flexible mind. Meeting later, we discussed the need to allow the children space during the classes within reasonable boundaries. And it was clear to us that Jack and Baby were both frustrated with a need to express themselves artistically. We allowed them more rein consciously during the subsequent classes.

The children's paintings developed from two colours to four, from large paper to poster size, and were being hung on the walls around the school. This exposure generated more of an interest, also of the parents during pick up time. But as the images were often abstract and unusual for the mothers and fathers, their comments sometimes were derogatory. "Was this painted in the kindergarten today?" They would innocently ask of a nine year olds work. Eventually written explanations were included, to ward off the verbal misunderstandings.

It was a magical time in the school. Along with the emerging art, Didi encouraged other creative activities began to spill from the classrooms and into the playground. The afternoon dance classes, which were taught by an elegant male teacher, became another focus of beauty. The children lined up each lunch hour under the broad leafed trees, and sunlight seemed to pour onto their heads in a honey array so that their graceful arm movements were caught and illuminated. The yard and classrooms reverberated with traditional Laos songs and music, bringing life and movement with it. Groups of children would gather and break into spontaneous dance and laughter.

Within the art classes the children were mastering greater control of their colour and techniques, and with that, a greater enjoyment.

Some of the teachers were appearing in the classes to join in, as they found the large size portraits

fascinating. After four weeks, we came to the final project which involved each child lying upon newspaper sheets and their friends outlining them. These silhouettes became the subject for anatomical discovery and detailed painting work using thick brushes and sponges.

The children were excited to be working on something of that size. But more importantly, Jack and Baby, those two whom I'd noted as needing a lot of attention, were totally absorbed in this process of painting their bodies. Inviting their class teacher into the room to see them, his face lit up with surprise and pride, for they were working together on a lovely body full of colour and expression. They greeted their teacher's approach and fully invited him to view their creation.

At the end of the month, parents attended an assembly performance under the huge garden trees, where the dancing took place and the fences were adorned with the children's art. It was a lovely occasion and the conclusion of Maykee and my efforts. The school atmosphere was infused with living and experiencing of the children's art. The parents were impressed.



Before leaving Vientiane Sunshine school, I was invited to a final meeting of the teachers. There it was expressed that they had come to know something different, that art and creativity could become a part of their science or academic classes and that painting and drawing no longer

needed erasers and rulers to be made. My heart sang with gratitude.

The school secretary later came to view our stencilled jagrti walls. "Can I do this too?" she asked enthusiastically. "It's not difficult", and I explained the process to her of applying painted leaves on the walls. "You are a good artist", she warmly responded to the abstracted designs and smiled.



# Yoga Acrobatics

From the experience of  
Didi Ananda Anuraga  
in Thailand:



The yoga acrobatics comes into shape after the children have learnt some difficult asanas already. Yoga acrobatics start off as a game during the practice of yoga

postures. It is an extra challenge and children are motivated to practice. When they try to climb on each other and do some yoga postures on each others' backs they really enjoy it. When they can achieve something more they are very inspired and proud.

When it comes to creating an acrobatic group for performing the children need to really want that. Not all children have the interest of more intense practice and hardship. But for those who chose to join I ask them one year that they have to stay. If anyone withdraws before, it will destroy the whole performance and waste the effort of the whole group because if one is out the performance will not work anymore. So I make this clear to them. I tell them also that it is hard practice, especially before a performance. Every year there is some change, someone goes and someone new enters. If the number of children is more or less than before or the skills and the size of the new children are different from the former the performance changes. Usually we create a new performance with the new group of children every year. Last year we were lucky to have an acrobat circus worker as a volunteer for two months and she combined the yoga with dance and movement. It was very good as it helped the children feel the connection between the different combinations of yoga and created a more gracious body movement through the performance.

The first step when the group is formed is to practice the difficult yoga postures such as peacock, the rooster, the bird and tree (to stay long for some time on one foot without moving). They learn to do postures on each other. For example performing a peacock or a tree on the stomach of the cakra asana. They learn to do the cakra asana normally first and later by bending down backward into cakra asana and standing up again. They learn many other asanas that I find in different yoga books and on Internet. I get ideas of combinations from these sources and discuss the postures and combinations with the group. At times I let them free to create combinations. When they get into the flow of playing with yoga they create so many movements, postures and combinations. They improve fast and call me to watch all their new creations and new achievements.

When a group is formed it doesn't matter if some seem not to be very flexible. They learn as it becomes fun and children and also teenagers learn very fast. Their body can improve incredibly in just two to three months. For some who are not so good at it, they can be trees or birds in between or sit in meditation or other easy postures. They are like some extra decoration around the main combinations.

I have different sizes of children and teenagers in one group. It makes it easier as the little ones are so light and can climb on the bigger ones and no one gets hurt. The youngest I have had was 7 and the

oldest near twenty. Those who will carry others on their stomachs, backs and shoulders need to do other exercise to strengthen themselves. We practice some sit-ups and push ups and other strengthening movements. This part is the boring part so we do not do it a lot but when the children feel some pain I encourage them to understand the benefits of the strengthening exercises. I inspire the children to learn their own limits to know and to improve from there.



In the yoga acrobatic group the children will learn to endure, to work together and to think of each other, consider each other, each others' limits and pains. They learn to feel the others in the group as they feel themselves. The teacher needs to guide this progress. They learn about responsibility and teamwork and to win control over themselves and their emotions.

The performance is a very different aspect of the yoga group. Here they are finally faced with a group of watching eyes and they must do perfectly what they have practiced and played with. It is the serious part. They must remember all that they learned. When they are new performers their legs shake and they are very worried but all the stage fright disappears as they do it again and again and people's watching eyes grow bigger as the performance goes perfectly on. There is not so much a problem if there are some mistakes during performing; sometimes someone falls down. But I tell them to be sincere and enjoy while they perform. The people who watch will feel their inner vibration of joy.

Yoga is good for teenagers. The yoga performance keeps those who are interested busy with activity at an age of their life when they go through many difficulties. The yoga activities help these teenagers to set their mind on something. It gives them a goal to move toward and inspires them to the daily, regular yoga practices that are very beneficial for their glands and nerves.

I do not mix the teenage boys and girls in one group but the little boys and girls are together in the group.

I have worked little on the decoration of the stage. Once we had a little yogic drama in the beginning of the performance and the birds and animals that the yoga postures were inspired by illuminated the back dropping. I used an overhead projector for this. It is another important aspect to consider as it of course makes the whole performance more mystical and attractive.



# Neo-Humanist Schools in Porto Alegre, Brazil

By Didi Ananda Tapomaya

When hearing about far-away places, usually stereotypical images come to one's mind. That's how Brazil was for me: postcard-like scenes of abundant sunshine, over-grown jungles, samba-bands marching down the streets in dusty towns --- and kids playing football. Then when I arrived I started seeing more realistic sights: beautiful, organised cities, surrounded by 'favelas' (poor townships) on the hills, people on the streets hurrying to work or to study...

And one thing which I found to be true: the kids and the football. Only the children in Brazil don't just play football, or any other game, they love it. The children in Brazil love to play.



When I did not know yet how to speak Portuguese, I thought the best way to know kids was to play with them. And as they played football, I had to play football too. We played and played, and I marvelled at their skill and co-ordination.

As I started visiting the classrooms of our different projects, I entered a world quite of its own kind; a colourful and happy atmosphere where students are allowed a certain degree of movement in the class room, and the teachers encourage conversation, debates and dialogues.

South America has a very rich variety of human races; original Indian tribes with their deep mystical relations with nature; the Spanish and Portuguese invaders; the African people brought over the sea in slavery; German, Italian, Polish, Japanese, etc, immigrants.... That is why you can see so many hues of colours of a rainbow in the classrooms, so many ways to sing and talk, to jump and dance.

Our Primary School has 280 students from grades 1 to 5 and 26 staff members. The Fifth Grade is actually the secondary and next year we are going to grow and expand as the kids grow. The Parents' Association, formed earlier this year, is very eagerly working on local authorities to let us have an adjoining plot.



Our 5 Creches, or Kindergartens, have 30 - 70 students each with a staff that consists of a head-teacher, 3 or 4 teachers, 2 or 3 assistants and a cook and a





cleaning lady.

Our other projects are the social-service programme for the child labourers, educational programme for teen-agers in our herbal garden and literacy classes for adults. These projects employ 7 teachers and a social worker, and include 43 children and their families.

Most of the teachers have been working with us for years and have some basic understanding of Neo-humanism. We had two ETCs (Education Training Camps) this term, first in May with kindergarten staff and now recently in July with all, including the primary school staff and volunteering psychologists and biologists. The feedback of the seminar was positive. The new teachers experienced the importance of spiritual practices and the necessity of individual study.

Some of the "older" teachers attend retreats and group meditations and have already changed their diet to become vegetarians. They are the most steady pillars of the school in terms of inspirational flow, implementing aspects of philosophy into the everyday routine of the class, etc.

The basic curriculum in the primary school for grades 1 to 4 is prepared every semester by our Pedagogic Co-ordinator, Maliini. Grade 5 has different teachers on different subjects; each teacher is compelled to present their planning at the beginning of the semester. They need more guidance and study to broaden their horizons on Neo-Humanism, but until now we have been struggling in terms of time. Every extra hour has to be included in the teachers' pay, and our financial situation is not allowing that yet. In Brazil the labour laws and labour unions are very strong, and as employers we have to always make sure that we are complying with the present laws and stipulations.

Many of the teachers work in one or two more schools, rushing after classes to get to their next post. This is part of the economical reality here in the 'third world'.

Every Monday morning there is a general assembly in the school where all the teachers and grades sing Kiirtan and meditate. Some grades are practising the sam'skrit hymns, the meanings and melodies of some Prabhat Sam'ghiits too. The principles of Yama and Niyama are used in activities of the School and the Kindergartens, in stories and dramas, and in art classes.

We have a long way ahead still to be able to fully transfer Neo-humanism into practice. Some efforts are made to







translate some existing material into Portuguese . We also wish to enter a school-exchange programme with another Neo-Humanist school. The students, the teachers and parents too listen with great curiosity news from other Ananda Marga projects worldwide and hope to get to know more.

At the end of August we are going to participate in an event with other schools of the municipality where students present their talents. Our kids have prepared a drama about Brahmachakra, a yoga demonstration and circular dances. The following week we are going to have a visiting theatre group putting on their show in our gym-hall and the neighbouring special- school is also invited to see the drama. This gives us a good occasion to bring our students in closer contact with and awareness of handicapped children.



In Brazil in October there is a special day nominated as the Family Day. For that event we are planning to include parents in our classroom activities, as in an open-doors programme.

Our Kindergartens receive a subsidy from the local government but at the Primary School we are struggling financially, since some parents leave long unpaid bills behind. We are trying some incentives and discounts and in some cases it works. Part of the responsibility of the administration is carried by some of the local members of Ananda Marga. They very admirably take care of their duty alongside with their work, and happily take pride in having positively recognised projects here locally.



The School and four of the Kindergartens are situated in Restinga, in a neighbourhood on the south-side of Porto Alegre, on the 'poor side' of the city, where people struggle with unemployment, crime, drug abuse, teen pregnancies... a long list of typical urban problems in any part of the world. That is why even more strongly the School and the Kindergartens seem so wonderfully placed, as an oasis in the dry land.

How do you keep an oasis alive, nurtured and blossoming???? With hard work and care, with a gardener's attention to detail, and with patience. And with a wee bit of Grace, with a little bit of the magical touch of the Lord, with which everything flourishes.



# Education Seminar Report

## Porto Alegre, Brasil

By Ma'linii

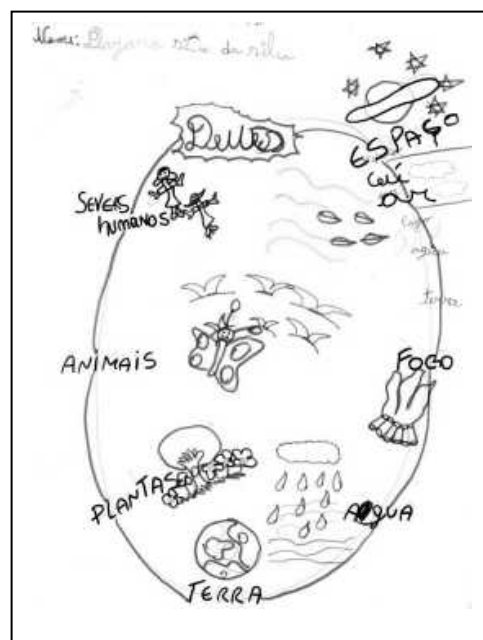
(Pedagogic Coordinator at the Primary School)

Our third Educational Seminar (30-31.July '03 ) had as its theme "Reviewing the Philosophy" . The seminar was an occasion of intense moments and activities where participants could search, rethink and relearn the aspects of Neo-Humanism existing in our personal life, in our relations and in our every-day school work.

Every day of the seminar the workshops, theatre plays and group activities, dances and spiritual practices involved all teachers and the very space where we were, into an infinite light and energy of love, co-operation and integration; giving us encouragement and confirmation that Baba had inspired us to choose themes most appropriate , which help us , and our colleagues in situations when tackling daily issues at school.

In a very subtle way Didi Ananda Tapomaya´ and Dada Vrajesvarananda talked to us about Neo-Humanism, Yama and Niyama, food, Prout, and the layers of the mind.

At the end of the second day we saw how we had reached our aim (reviewing philosophy) and what more, we had received something much more - integration of everyone in the group; involving everyone in one same vibration of universal and unconditional love, where all could feel - for the first time - as good old friends.



# Two Minutes of Silence - Malta

The photo shows a class of 12-13-year olds in an area secondary school in Malta. Area secondary schools are schools for children who do not make it to the Junior Lyceums, and the general understanding is that they are already failures, their self-esteem is already very low and many of them have given up on ever

“making it” in a society where people’s worth is measured by how high their academic grades are.



Kamala, a teacher of English, has a hard task managing and trying to motivate these students. Last scholastic year she decided to make an experiment. From the first day of school she started each lesson in a different way from what the students were used to. Normally the teachers start with the sign of the cross and a short Catholic prayer. Kamala explained that in her opinion everyone should be free to pray in whichever way they wish, and that we were going to have one minute wherein all of us sit straight, close our eyes and either say a prayer, think of something beautiful, or simply count from one to sixty. This is a completely innovative practice for any school in Malta, and of course Kamala was a little wary about it at first. Surprisingly, not only did the boys flow into it immediately and naturally, they soon asked for the minute to become two minutes or more. They never got bored, contrary to Kamala’s expectations. At the end of the year she decided to have some feedback about their feeling during the two minutes of silence. She asked the boys to prepare pen and paper, and after closing their eyes for two minutes, remain quiet for another 5 minutes, during which time they should write a sentence or two about their experience. This is what they came up with. Kamala is still impressed, every time she reads their writing.

“I thought about my father and mother and brothers, and was quiet. I was very relaxed, and prayed for my family and everybody.” Brian  
“In these two minutes I felt very comfortable because everyone likes to have a little quiet. In these two minutes I feel as if all my thoughts have gone, and this is why I wish to have these two minutes more often.” David

“In the moment of silence I feel relaxed and I reflect on the things that I do and what things I have to do.” Ian

“When we do this type of exercise I imagine how if the world would be like this all in peace, no war, no fighting and many other things. I wish that the world is like the two minutes that we have in class.” Anthony

“I was feeling something that I was in the sea and I was swimming and relaxing on a lilo and there were no people, just a few birds and I loved to listen to them.” Mauro

“In these two minutes I was calm and feeling happy. I like these two minutes. When it was

finished I was prepared for the lesson and calm.” Salem

“I relaxed. Many thoughts passed through my mind. I enjoyed it very much. I wish we can do it always.” Charlon.

“The first things that I feel in these 2 minutes of silence are of these people who are dying around the world and I wish that these people will live happily as we are living now.” Fabian

“Throughout the day this is the only time when we are really quiet.” Kurt

“The first thing I felt was anxious. And I was very sad because I was thinking about my dog that next Saturday will be one month dead. I like very much this 2 minutes because I want to stay in silence and I want the English lesson because the teacher tells us to have 2 minutes silence.” Regnold.

“When in the class the teacher gives us a 2-minute silence I don’t hear any noise. At first I was scared because all the day I work in a loud noise, in the house and at school. I want these two minutes silence in every lesson to help me memorise.” Malcolm

....Continued on Page 25

# Global NHE News



## Manila Sector

**Maharlika , Philippines**

**By: Didi Ananda Shubhra' (PWSA /Ed. Manila Sector)**

### **Bicol Master Unit**

This June school opening saw a new AMSAI school in the Master Unit in Bicol, about 350 km. south of Manila. Parents and children are all enthusiastic to see the newly constructed school with colourful mobiles and equally colourful posters. Parents are very happy to send their children to our school as this is the only school in the village and for the next school, the small children will have to walk several kilometres to get to the town school. All this became possible through the collective effort of WWD Board with the guidance of Didi Hema, DSL Manila and Didi Ananda Madhurii .

Didi Ananda Madhurii is now working full time in the Master Unit and runs the day to day operation of the school with the help of two teachers. As a start we have 24 children in the school.

The school is located on a beautiful land full of green coconut palm trees, fruits of different varieties, and other vegetables that are grown in the Master Unit. A clear small falls runs a half kilometre from the school.

The land was donated 10 years ago by Dr. Madhurii who now lives in the US and who came to visit the Master Unit last May coinciding with a medical camp . She was very impressed with the development of the Master Unit. That inspiration led her to another inspiration to donate money to build a school building. The new school was "furnished" with new stools and tables through Brother Maharaj who also now works in the US

with the effort of Dr. Anasuya who is the treasurer of the WWD Board.

To them and to the board members,  
Congratulations!!!

### **Manila**



AMSAI Las Pinas opened with 19 children with a new energetic teacher who loves children. Didi Hema and Didi Ananda Shubhra' helped with the preparation and making of new school materials and some school materials were also donated by a sympathiser.

An ETC was conducted by Didi Ananda Shubhra' in April with 14 teachers and two inspired parents who were curious about our system of education, participated in the 5 day live in seminar. Didi invited resource speakers on Arts, Creative Body Movement, Music and Child Psychology alongside other topics such as Multiple Intelligence, Role of a teacher, Morning Circle , Meditation and Asanas etc.

## Davao

Didi also conducted a similar 5 day ETC in Davao in May with 14 teachers in attendance. The last half day was spent on the beach. Some of the teachers are already with us for as long as 17 years and 6 are new. The new teachers were very happy with the seminar and they were talking about it even until the seminar finished. Five of the 6 new teachers got initiated and two are now vegetarians. All 14 teachers are all working in 8 total schools run ably by the ever energetic Didi Ananda Ujjvala.

## Bali, Indonesia

### Denpasar



The Pom Pom School in Denpasar, Bali has over 100 children. The building is aesthetically pleasing even though small. There are 5 classrooms and a principal's office from where all rooms can be electronically monitored. There is a reception and waiting room for parents, an open area for holding big gatherings and cultural activities of children and there is an indoor garden that is very well maintained.

### Singaraja

A school in Singaraja is being managed by Dada Satyatmanandaji. Dada instated a school similar to our schools in India where the children do flag salutation, kiirtan, meditation and morning circle. The children are very orderly and the school presents a very disciplined vibration. The school has about 60 children and is another success story in the community.

## Tejahkulah

A school similar to the one in Pom Pom is being set up in Tejahkulah in the North of Bali. The new colourful building is almost nearing completion



and it appears to be another success story in the making by Dada Divyadhyanesanandaji who is also in charge of the Pom Pom School in Denpasar.

## Berlin Sector

### London, England

The school received an educational grant of 750 pounds which will be used for the nursery. A fun run was held and 1,000 pounds was raised which will be used for purchasing a minibus. They are now hoping to get a donation from the Vegetarian Charity to get some more funding for the bus. The upcoming plans for the school are now to promote vegetarianism.

### Holland

#### Zonnelicht Den Bosch

A group of children from the Romanian children's home were able to spend their holidays in Holland. Their airfare, food, lodging and day trips were paid by a generous donation from different foundations. A group of parents of the Zonnelicht Daycare were responsible for making this happen. They are now very inspired to get more grants in order to help other children from war torn areas to

go on holidays and give them a positive experience.

### **Zonnelicht Hoorn**

Plans are underway to start a primary school. The school, which has a nursery to date, has submitted plans to the city council and national government. Because Zonnelicht has no history of a primary school in Holland, the submission requirements were more demanding than for other schools and institutes. The board has been requested to resubmit. Response and support from the public however have been large. Over 400 signatures were collected and submitted to the government requesting a primary school.

### **Finland**

Didi Ananda Gunamrta has been active in her schools. Their NHE pre-school curriculum has been approved by the city government. The city school inspectors who visited the schools commented that the NHE curriculum was 'very nice'. The parents have given their support to the school by participating in a collective cleaning day, planting flowers and fixing up the playground with playing equipment. Behind the school is a vacant land which Didi plans to use for planting vegetables. Next year the Helsinki school will celebrate its 20th anniversary. A fundraising vegetarian lunch was organised by members of Ananda Marga and Acaryas which helped raised 600 euro's. About 70 people attended the lunch event. A puppet theatre company came to visit the school and gave a performance on recycling waste and did some consciousness raising amongst the children and staff. Last but not least, the kids from both of the Finnish schools spent a very happy day with their teachers visiting the Animal Park, where they helped feed the animals who are being cared for there. The visit to the park which houses 150 abandoned animals left a very positive impression in the minds of the children, who after the visit established more feeling for animals.

### **Prague, Czech Republic**

Didi Anandarama was invited by the NGO Domachi in Karlovac to the "Partnerships for Excellence in Education" conference in Prague. It was attended by about 120 people mostly from former Yugoslavia, Albania, Bulgaria, Turkey, Azerbadjan, Armenia and some neighbouring countries.

Among the keynote speakers were the Ministry of Education from Belgrade demonstrating a model plan for school reform, CECIP, a successful NGO working on educational multimedia programmes in Brazil, and two academics from Scotland showing a model school and various components of a comprehensive school and citizen education.

At the end Didi Anandarama spoke on personal development as the backbone in Neo-Humanist Education which aims towards the highest excellence in the human being. She showed a powerpoint presentation on "Liberation of Intellect - Neohumanism" to further highlight the idea of expansion of mind towards universalism. She closed her keynote speech with a slide of the meaning of the Samgacchadhvam hymn. She explained that this more than 10,000 year old hymn, most probably originating in the Caucasus, was composed by wise people who were gathered ages ago in a similar spirit as they were at this conference. While everybody sat in silence she sang the hymn to instil a deeper meaning to the idea of 'Partnership' of the conference. Many came forward to express their appreciation to this 'different' kind of presentation which addressed the human being and devotion.

She further gave a workshop on 'Quiet Time - an Environment for School Success', discussed more on 'Excellence in Education' and emphasised personal development and social service at the last panel discussion.

As it was a conference with the aim to link people, many contacts and links were made for possible future exchange and connection.

## Suva Sector

### Maleny, Australia

#### By Kamala

All is going beautifully at the AM River school here. A few weeks ago, the 3rd graders put on a beautiful marionette play of stories of Krishna complete with several Krishna stories. It was so moving.

We also had our best ever annual River School Olympics. The children really worked hard! The day began with a march around our "sports oval" with a banner and "Chariots of Fire" on the boom box. Then the big kids led everyone in a dynamic aerobic warm up. There were running races of all lengths, shotput and javelin, obstacle course, rope skipping and more--and everyone cooled off in the breaks down at the creek. In the afternoon the children put on a "skipping rope" demonstration, which was unbelievable. (We had received a donation of skipping ropes and info from a foundation and everyone has done so much jumping! Next week we'll have a "skip off" where the kids will jump for over an hour.)

We have had one school camp for the younger years (1-4) at Bribie Island, by the beach, attended by many parents as well. Everyone said it was great! Next one for the older children will be more of a "challenge camp" on a more remote island next week.

Our new school building for the upper grades is complete and really beautiful ("the lilac building") and now we are building an addition to the pre-school, from a grant we received. Prabha, our administrator, doubles as a building contractor most of the time--and she's doing a beautiful job with it.

Our school year begins in January, but we are already totally booked for next year, with waiting lists. And since we made "Joyful Things," and I tell the kids how it has been sold around the world, they are all singing so enthusiastically! Baba's Grace all around--and hard work from Prabha and Dada Ratnadevananda.

### *More News from Maleny*



We still can't believe it!

Recently the Ananda Marga River School participated in an athletics competition. To begin with we competed against four local state (public) schools. A group of 30 of our 4-7 graders competed in a variety of activities such as running races and relays, javelin, hurdles, obstacle courses, etc. To our great surprise, we won out of the local schools!

So, after a couple of more weeks of training, the children boarded a bus one early morning and set off for the large professional stadium in Brisbane to compete for the state title. They had been fully coached by their teachers not to worry about winning (as we are probably the smallest school to enter the competition) but to go for the enjoyment of the whole thing. Nevertheless, by mid-day, the school had won the semi-finals, and was on to the finals in the afternoon. The girls team won outright by winning every competition they took part in! And one of our students (Kamala Yamaoka, a margii) beat the Oceania women's record holder in the speed jump. That, along with getting top marks for excellent sportsmanship--the school **WON THE FINALS**, making the River School top in athletics out of 50 Queensland schools!

The students all received medals, t-shirts and caps, and the school will have to start a trophy wall to put up our new plaques and trophies! Well done!



In all of the competitions, the students' sportsmanship received notice from everyone--as they cheered not only their own team, but for EVERYONE! They made up a special team song (to the tune of "we are many, many rivers"):

We are many, many winners  
And we all are One  
As we all work together  
Winning one by one  
Cheering and defeating  
We are the best at competing  
We are the River School  
So, run, river, run!

and....recently the school had a skip-a-thon, which was a big jump rope marathon to raise money for heart research. The children practised for weeks and got VERY good. And the children raised \$2,500. The organisers said for a school this size to raise so much money was totally unheard of!

## **Georgetown Sector**

### ***3 new schools open in South America***

#### **Caracas, Venezuela**

A new kindergarten was opened by Didi Ananda Amegha. A successful inauguration was held with many people attending. The school now has 12 children.

#### **Belem, Brazil**

In the city of Belem (North Brazil), in a very needy area of the city, the construction of our school building was completed and the pre-school has begun functioning with 50 children.

#### **Guarapiranga, Sao Paulo**

Our successful school in Guarapiranga, south Sao Paulo had so many children on the waiting list that a new school was opened nearby to meet the demand. The inauguration was held with our house opening ceremony and the school has begun functioning.

## **Porto Alegre, Brazil**

The primary school and 5 kindergartens are operating well. The primary school is making necessary preparations to increase the number of students from 270 to 350. In the next school year, a training seminar will be held for teachers and educators in general from 9 to 13 February 2004.

## **New York Sector**

### **Monterrey, Mexico**

#### **Update by LFT Radhika**

When I think of the Ananda Marga school in Monterrey, Mexico, Jardin de ninos Buenaventuranza (the kindergarten of bliss), the first thing I think of is the mountains. Beautiful mountains surround the school. I like to think they protect the school during its days and nights. Maybe the powerful positive energy of the mountains has helped to influence the school because it has gone through many positive changes. We are continuing to make more positive changes and there are more to come. Currently we have 115 students, which is almost double what we had last year. We had to add another classroom to accommodate this growing interest in our school. Our classrooms and teachers are filled to their fullest, so unfortunately we had to turn away students that wanted to attend our school. We are hoping to build a second floor to our school so we can have more classrooms that can be utilised to teach more children. We hope to start fundraising for this project and for many of the other repairs and supplies, and appliances. I can look at the school and see so many new and beautiful improvements, but I also look around and see so many repairs that need money, love and attention. It seems as though once one thing is fixed another breaks. Baba has blessed this project with so much inspiration and that is a great start because that can keep us moving with His grace.

We have three new teachers who have started this year. Currently we have five teachers who are very enthusiastic about their students and are interested in learning more about meditation, yoga, and Neo-humanism. We have a director who helps with the

finances and fundraising for the school. Didi Ananda Nirupama and I arrived one month ago to put our energy into this project and to do our best to make the repairs that are greatly needed on a physical, mental and spiritual level. Didi Ananda Usa also helps out in so many ways to make sure the school is always in good health and spirits and always moving forward. For one month Didi Ananda Nirupama held LFT training in the school, which is also used as a training centre, we had four LFT-trainee sisters who helped tremendously in all areas. There are also many Margiis and families of the children who help with this project. We are very grateful to all that help to make this project work.

The ages of the children range from 3 years old to 6 years old. We have one classroom for the first grade, two for second, and two for third. The children are learning various subjects but some of the main ones are Math, Science, Reading, Writing, English and Art. At the start of English class there is currently 10-15 minutes of meditation, yoga, kaoshiki and songs. We are working to get all of the teachers practicing these exercises with the children and hopefully within the month we can start morning circle with all the children together. Starting soon will be Neo-humanism classes for the teachers two times a month. Included in these classes about Neo-humanism we will also teach yoga, meditation and general knowledge of Ananda Marga. Currently four yoga classes are offered in a week, two classes for children that



attend our school and their brothers and sisters and two for the parents and families of the children and other interested people in the

neighbourhood. There is also an interest for an English class for the families of the children, so we hope this can start in the future. The families are generally very much invested in the lives of their children. It is an amazing feeling to be living here because



there is a wonderful sensation of family that is felt all around our neighbourhood in Santa Catarina. Just recently we had a fiesta for Mexican Independence Day that also served as a fundraiser with food and bingo. The families helped the teachers to bring this all together. We also had two different field trips to the television station where a famous Mexican children's program is filmed. All the children, teachers and some family appeared on the show. This is great advertisement for the school.

In my one month of being an LFT here in Santa Catarina, I am very happy. Mexico seems to have so much energy; everyone talks fast, dances fast and lives fast. The children have so much energy and I think the school is moving with this speed. I have seen so many positive changes already and I know more will come with time and devotion. I am blessed with so much love from these amazing, cute and beautiful children who are beyond description. When I begin to get overwhelmed with the amount of work and the dirty streets of this city I just look up at those mystical and powerful mountains and know that we are blessed with His divine grace.

## NHE CDs for Sale

### Circle of Love Early Childhood Education Manual and MP3 Songs on Computer CD

By popular demand and thanks to Mahajyoti and Arun this CD version of the manual is now available. The original songs have been retrieved and converted to MP3 format thanks to Giridhara. On this computer CD, the manual is available as six PDF files which can be read directly from your computer or printed. The Circle of Love Songs are available as 307 MP3 music files.

Cost \$10 US plus shipping.

To obtain a copy, please write to:

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

### Circle of Love Songs on Music 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 CDs.

This set of four CDs is available for \$20 plus shipping

To obtain copies, please write to:

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

### Joyful Things A Celebration of Children's Spiritual Songs by Kamala

This professional CD of songs that includes 70 of the children's voices from the Ananda Marga River School in Australia along with top musicians and some of the children's most favourite songs. A universal and uplifting collection, with all lyrics and chords included in the 12-page booklet. For details, please contact Kamala at [<innersong@ozemail.com.au>](mailto:innersong@ozemail.com.au). Discounts can be arranged for bulk album orders, and arrangements can be made to fit to the economic capacity of various sectors.

### Fly Like Eagles CD of Songs from Circle Time By Manorainjana

This beautiful CD features 17 Neo-humanist songs sung by children of Manorainjana's elementary age classroom. If you are interested in obtaining a copy, please contact Manorainjana at: [<fitzbus@ozemail.com.au>](mailto:fitzbus@ozemail.com.au).

## Poster for Sale

This brightly coloured poster, made in Taiwan, is available for sale from Gurukula Academy of Taiwan. [<ihuad@ms48.hinet.net>](mailto:ihuad@ms48.hinet.net)



# Neo-Humanist Education

Universal Love, Holistic Self Development, Values, Applied Learning



*"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 vigour 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

***Participants at the New Wave Vision of the Youth  
Dubrovnik, Croatia August 2003***

Gurukula Network  
146 Honness Lane  
Ithaca, New York 14850

