



GURUKULA NETWORK

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

Issue 19 October 2004

Ananda Marga Gurukula

- 3 Ongoing Programmes, Updates, and Announcements
- 6 AMGK at Ananda Nagar
- 8 AMGK News
- 9 Kulapati's Tour
- 10 CNS Sweden

Teacher and Volunteer Seminars

- 11 Neohumanist Sustainability, Ireland
- 12 Education Training Camp, Philippines
- 15 Education Training Camp, USA

Neo-Humanist Education Philosophy, Principles and Methods

- 16 Long Term Learning
- 18 Play Based Learning
- 20 Speech and Language Therapy
- 22 Walking our Talk: Conflict Resolution

NHE Programs

- 25 My First Book - Croatia
- 28 PCAP Kids - Australia
- 31 Yoga for Kids - Taiwan
- 32 Adolescent Camp - Malaysia



Children Performing at the Neohumanist School in Paraguay. Story Page 34

Schools in Focus

- 34 Two Ananda Marga Schools, Paraguay
- 37 Ananda Marga Academy, Kenya
- 38 International Neohumanist Primary School, Ghana
- 41 The Sarkar School, Taiwan

Other Global NHE News

- 45 Publications

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

Gurukula Network

Newsletter and Journal of
Neohumanist Schools
and Institutes
affiliated to
Ananda Marga Gurukula

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

Please send us news of your schools and projects, reports on research and publication efforts, articles on Neohumanist Education, stories, pictures, ETC notes, classroom activities, etc. by **April 1st for the May 2005 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,

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>

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.

Shrii Prabhat Rainjan Sarkar inspired the establishment of Ananda Marga Schools in 1963 out of which grew an international network of schools and the Neohumanist Education system. In 1990 he founded the Ananda Marga Gurukula University.

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 Neohumanist 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>

Ananda Marga Gurukula serves as the Board of Education for Neohumanist Schools and Institutes around the world. These Neohumanist 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. Priyaksnananda Avt.
WWD - Global Education In-charge Avtk. Ananda Sucita Ac.

NEOHUMANIST EDUCATION

Universal Love and Values
Holistic Development of the Child
Astaunga Yoga
Ecological and Social Consciousness
Academic, Practical and Personal Skills
Knowledge of Self and World Applied for Universal Welfare
Joyful Learning through the Arts
Culturally Sensitive Approach
Emergent and Integrated Curriculum
Exemplary Role of the Educators



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

Ananda Marga Gurukula

<www.gurukul.edu>
amgk.glo@gurukul.edu

AMGK Taiwan

<www.gurukula.org.tw>

CNS – Centers for Neohumanist Studies

Croatia - cns.hr@gurukul.edu, <www.cns.hr>
Sweden - cns.se@gurukul.edu, <www.cns-se.org>
Taiwan - gkacademy.tw@gurukul.edu
USA - cns.us@gurukul.edu
Bali - cns.bali@gurukul.edu

Music College at Uma Nivas

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

Acupunture Institute at Ananda Nagar

< <http://acuindia.org/>>

Neo-Humanist Education

<www.nhe.gurukul.edu>

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>

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>, 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 Neohumanist Diploma Programme is a one year or more in depth tuition programme, certifying the student as an NHE early childhood teacher. The Neohumanist 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: http://www.gurukul.edu/instit_distancelearning.php

Standards Available

Ananda Marga Gurukula Standards for kindergarten and primary schools are now available. You may write to <amgk.glo@gurukul.edu> for a copy or you may download a copy directly from NHE Resources.

NHE Introductory Program in Spanish

Through the efforts of Didi Ananda Anuradha, work has been completed on translating the NHE Introductory Programme into Spanish. To get an electronic copy either through e-mail or on a CD rom, please write to amgk.glo@gurukul.edu. Didi Ananda Anuradha is coordinating the translation of NHE material into Spanish. If you have any other NHE material already translated, or if you are interested to help with this project either in translating or with financial support, please contact Didi at: <wisdom@racs.co.cr>

YES - Yoga Education in Schools - Manuals

YES is the inner core of the NHE curriculum. We are drawing on direct classroom experiences from around the world to put together this teacher's manual. We are dividing the material in four age groups: 3-5, 6-9, 10-13 and ages 14-17.

The YES manual for 3-5 year olds is ready to be reviewed by serious contributors. At present Mahajyoti is adding her valuable material and editing. Radhika (Israel) and as well Didi Devaki and Didi Ananda Nirmala are reviewing parts of it as well.

We are welcoming contributions and feedback as well as material for ages over 5. Please contact Didi Anandarama at <anandarama@gurukul.edu>.

New Publications

There are several new CDs for sale including one by Didi Prema with Spanish children's songs and one by Didi Ananda Ragamaya with a new single called Children. See publications page for details.

Mita Chen (a reputed yoga instructor in Kuala Lumpur) and Carol Yip (a physical-therapist) have jointly produced a book on Yoga Warm Ups, which has been published by AMGK Publications in Malaysia. See publications page for details.

Volunteers for Your Project

Mayadhiis'a from the Netherlands is the co-ordinator of the AMGK Volunteer Network. At our webpage <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.

Below is a short report from one volunteer, Vincent Holtrust, participating in this network who is volunteering in Moldova.



After working for five years at an elderly home in my home country, the Netherlands, I decided to volunteer at the Sunrise project in Moldova. Sunrise is a day-care

centre for elderly people that was started up by Didi Ananda Aditi in 2002. It is situated in Straseni, a small town near Chisinau which is the capital of Moldova. Moldova is the poorest country of Europe and especially the elderly have a hard time surviving here.

The centre is in use since November 2003. Before that time the building (an old kindergarten) was totally renovated by workers and volunteers. But even now there is a lot of work to do in and around the building. The centre gives the elderly of Straseni the possibility to take a shower, to do their laundry and to have a warm meal. It's also a meeting place for the elderly where they can play games and do other activities like gymnastics or participating in English lessons. Daily there are between 30 and 40 elderly staying in the centre and having a warm vegetarian meal.

At the moment I'm working in the kitchen in the mornings. In the afternoon I'm doing small renovation jobs around the building. I've planned to stay till the end of December. I hope that I can quickly learn some Romanian, so that I can do some more activities with the elderly. I discovered that despite my experience at the elderly home in the Netherlands, it is difficult to do activities with the elderly if you can't speak their language.

There are still a lot of future plans. One of them is to start up a care centre where the elderly can stay day and night. Another building, which Sunrise can rent for free from the government, has to be renovated for it. But first they need to find some donations to repair the roof.

For the volunteers and visitors they made a beautiful apartment, so that it really feels like holidays to be here. But I'm very curious to experience how the winter is going to be in Straseni. So I'm looking forward to that. - Vincent Holtrust

International Neohumanist Education Teacher Training Program February 4-6 , 2005 - Den Bosch, Holland

FRIDAY

Morning: Dada Shambushivananda: Beyond the superconscious mind.

Afternoon: Yaduranii: Practical aspects of the layers of the mind

Evening: Singing songs

SATURDAY

Morning: Dada Shambushivananda: Brahma Cakra

Afternoon: Vishvashanti: Theater on the practical aspects of Brahma Cakra

Evening: Treasure hunting game

SUNDAY

Morning:

1. The essence of the teachers and their spiritual growth

2. Life, death and samskaras

Afternoon: Meeting: management and how to work together.

Departure after the afternoon program.

Everyone is welcome. Registration required.

Cost of the weekend will be 50 euro per person.

Holland Zonnelicht

Rijnstraat 559

5215 EJ Den Bosch, Holland

Contact person is: Yaduranii 0031736125282

E-mail: anandaraganuga@hotmail.com or

mariannedudinkis@home.nl

New President of Ananda Marga Gurukula Inc.



Ananda Marga Gurukula is happy to announce that Acarya Vishvamitra has taken up the Presidency of Ananda Marga Gurukula Inc. for the next three year term. We are fortunate to have him on board for furthering the work of AMGK and the Neohumanist movement. Having combined a career as a licensed clinical psychologist and yoga teacher since 1971, Ac. Vishvamitra comes to us with a rich background of academic expertise and service. Since completing his PhD in Clinical Psychology in 1969, he has held diverse positions in his field as a Clinical Psychologist, Professor at several universities, and Director of a Mental Health Service. He has published numerous book chapters and articles in professional journals and newsletters in the areas of managing emotions, stress, and trauma and has conducted research in the study of the psychophysiology of emotions, imagery and meditation as a clinical tool in treating addictions and stress.

Initiated in 1971, he became a family acarya in 1998. His previous work as President of AMURT for 12 years provides him with an expertise in non-profit corporation management. He also started an Ananda Marga School in Charleston, SC named Children's Garden School in 1987 which is still operating with 50 children.

Presently Ac Vishvamitra conducts a private organizational consulting/psychotherapy practice and teaches yoga and meditation in Asheville, North Carolina, USA, where he resides on the Ananda Girisuta Master Unit that he helped to purchase and develop in 1990. In addition he is working to develop a Center for Neohumanistic Studies (CNS) at Ananda Girisuta, focusing on Neohumanism and Bio-psychology curricula and teaching workshops to the public in Yoga Psychology.

Ac Vishvamitra maintains to date his membership in the American Psychological Association, North Carolina Psychological Association (NCPA), NCPA Division of Independent Professional Practice, Madison County Health Coalition: Child Health Committee; Mental Health and Substance Abuse Committee, and is a Member of Board of Directors of Western North Carolina Coalition for Social Concerns (WCCSC). In addition he continues to serve on the Editorial Board of the Journal of Mental Imagery and Atlantis- The Imagery Newsletter.

A short statement from Acarya Vishvamitra follows:

"It is the Lords Grace that gives me the opportunity to apply myself as a devotee and educator to the expression of the mission of Ananda Marga Gurukula. May the collective efforts of those working with AMGK spread the joy and universal spirit of a Neohumanist Education in ever increasing circles."

AMGK at Ananda Nagar

New Dawn at Uma Nivas Women's Music College Ananda Nagar

By Iishiika'



After a total of almost 1 year and 4 months last year and 8 months this year the Music College is nearing completion. Purna the Turkish Architect and I have been in India since February to finish the project from where we left it last year. Eight months seems to have been a long time looking back, but in another way the time has flown by as well. We have had many challenges and just as many inspiring moments in the development of the project.



Last year we had a good start and completed about half of the construction. That time we had educated our labourers quite a lot and ourselves as well. This year when we started the construction we could make a quicker start since we already had so much experience from last year. We got most of the same local workers again and had to spend less time educating them in our alternative design and building techniques. Yet the fact remains that the people here are very simple and you have to repeat things many times, but we managed to do all the work together with them rather than hiring outside contractors. They really have done a great job, considering the circumstances and skills they have.

The rest of the design of the building really only came to us after we started the construction; it is amazing sometimes how Grace works.... things come in the right time. We adjusted the foundation a bit here and there to make the building complete with a nice entrance, a big hall as well as a staircase to the roof. And of course this year we got to all the fun of the finishings and art work.

Since we have been such a long time in India, we've experienced almost all the seasons here in Ananda Nagar. From the mild winter (the best construction time) to the hot summer (with more than 50°C in the shade) and the rainy season (with the lots of water and thunderstorms). Not all the seasons are fit for the construction, but due to our time schedule we had to adjust with all the climate changes. The heat was probably the worst, and looking back we are amazed how we survived the 45-50°heat as that time we did not have all the roof construction finished. We surely had to pour lots and lots of water on the wall construction, and hide in the shade in the heat of the day (no fans or air-conditioning here). Actually we adjusted our working schedule a bit, starting early morning, have a long lunch break, 3 to 4 hours and after 4 starting again when the temperature was coming down. In June when the rainy season started, we planned our roof construction in that time so we would not have to pour too much water. Unfortunately the rain started a bit later this year, but this also we managed. The rainy season is ok for most of the work, but not for the transportation, so we had to arrange the deliveries before the rain which of course did not always work out. So we had some experiences with bad roads, tractors and trucks stuck on the road and our land, or just no deliveries for days until the roads dried up a bit. And than of course the price increased on all the materials due to the season. Actually some of the prices increased up to 25% since last year.

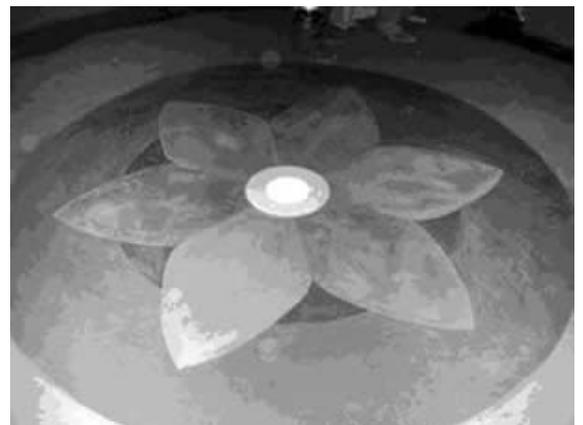


The circumstances here in Uma Nivas are still very poor, no running water, many electricity cuts or very low voltage, no proper shops or vegetable market nearby, bad roads etc. But we made one improvement since last year and that is the mobile phone. Actually after we left last year the government laid phone cables up to some of the Uma Nivas units, but due to jealousy of some villagers who didn't get the phone connection, they cut the line, so this was very short lived progress. The villagers did not seem to understand it would be beneficial for them as well if we'd had a phone connection and the possibility to make a public phone booth. Now we have a mobile phone in most of the units which has proven to be very useful. Last year I had to spend a lot of time going here and there to get everything done, and that meant at least one day of going up and down from Uma Nivas; but now we can manage with a short phone call.

Within a few weeks all will be ready and we are preparing the service projects and music classes and courses for the school. Though we did not manage to raise enough funds yet for all the interior and musical necessities for the school, we will start some programmes without them. If you or anyone you know is interested to donate some funds for the interior, music instruments, and teacher/ maintenance /service project fund, let us know. We would be very happy.

We recently already had some children's activities, a kaoshiikii competition and a Prabhat Samghiita concert in Anandanagar. Some of the Didis have been going out to the villages distributing books and other things to the local schools, as well as food packages for young children and pregnant women. After we make more of a name of our project here we will start holding medical camps and skills courses for women besides the music and dance classes to utilize the building to the fullest. It is becoming a multipurpose building, which is great of course.

We would also like to invite foreign students, especially women and girls, to join courses in our school, to learn Prabhat Samghiita, Indian classical music and dance. The courses will start around May 2005. There will be short courses (1-2 weeks) for those who have little time in India and long term courses (up to 3 months and more) for serious music students. If you are interested to donate, help with the courses and service projects or join the courses let us know. Email: unmc@gurukul.edu For more pictures of the Music College have a look at our website: www.gurukul.edu/~unmc



Ananda Marga Gurukula News

AMGK Bali

Since June 15th, Tamblang High School, which is provided by Bali's Sudarshan to Gurukul for a few years, was under repair for conducting the spiritual lifestyle training program. The work was finished by the end of July and the training program was conducted from the 5th of August for one month with 9 people from South Korea. The program included kiirtan and meditation five times a day, asanas twice a day, a morning spiritual philosophy class, an afternoon socio-economic-health related class, afternoon physical work, etc. Every few days they had outdoor activities such as having a picnic, going to the beach, hiking, going to a hot spring, visiting a museum and attending Bali cultural activities such as dancing, music and religious ceremonies. Two LFTs helped Dada Cidatmana in many ways for the success of the program. They cooked very sentient food, arranged transportation, and guided out-door activities, etc. All trainees were very happy for wonderful meals full of tropical fruits especially mangos harvested from the school yard. Out of 9 attendees, 8 people learned meditation.

This spiritual lifestyle program is offered regularly, and will be conducted for both Indonesians and overseas people; vacation time for overseas people and other times for Indonesians. This program has been conducted 4 times since November of 2003 and so far 40 people have attended. The program is a part of activities conducted by the Ananda Marga Yoga Center affiliated to Gurukula Tantra Yoga Philosophy Academy and Neohumanist Education College In Bali. A similar program will be conducted in Thailand by Dada Cidatmana using Gurukula facilities in the beautiful and very quiet place in hilly Sankarabury village near Myanmar.



Dada Cidatmana with Dada Shambhushivananda.

AMGK Thailand

Dada Cidatmana, Dr. Kitiawan and Dr. Shambhushivananda will hold a Teachers Effectiveness Training for all the teachers of Amatyakul School in Bangkok beginning November 1st. The special experimental program will take place in phases and hopes to involve over a hundred teachers of Neohumanist inspired schools. There will also be a special life style training to strengthen personality, work habits, self-concept and leadership qualities of the staff and teachers of the school.

AMGK Singapore

Prof. Acharya Dhanjoo Ghista, Vice Chancellor of Academic Affairs has recently published a book titled "Socio-economic Democracy and World Government" (World Scientific Publisher). He is the author/editor of 25 textbooks and a leading authority in the field of Bio-medical Engineering in the world today. He lives in Singapore and is currently engaged in propagating the Gurukula Vision for a Neohumanist Society. He gave a keynote address at the IIT Madras early this year.

KULAPATI'S TOUR

(Dada Shambhushivananda, Chancellor of Gurukula)

SWEDEN



20 people attended Dadaji's talk on PROUT at the Umeo Social Forum in North Sweden.



With students at CNS Seminar on Yoga and Ethics.

GERMANY



Being interviewed for research paper on NHE.



Talk and meeting on NHE at the Berlin Sectorial Conference in Madhu Karuna, Germany.

TAIWAN



Kulapati returns to Taiwan to review lessons of his initiates and students and share spiritual philosophy and practices.

USA



Gave the key note address at the Global PROUT Convention held at Ananda Kanan, USA.



Led a workshop on leadership at the PROUT Convention.



Teaching meditation to a group of students in Kalamazoo, Michigan .



Meeting with Mr. Tony Locchirrio, the President of Personal Electric Transport Co. in Los Angeles exploring the possibilities to learn and use electric vehicles technology in all Gurukula schools and Master Units around the world.

THAILAND



School Children learning about Yoga and Neo-humanism at a Buddhist Wat (Temple) in Bangkok



Kulapati discusses the development of Ananda Vidya Dharma Project with Dada Ramakrishna, Director of P.R. Sarkar Vocational Institute in Huay Ma Lai near Sangklaburi in Thailand.



Meeting with Mr. Krisada Kampanatsanyakorn, President of Cellennium Co. (Thailand) to discuss ways AMGK could assist him in taking the world into the renewable age. Cellennium is one of the innovators in the field of Alternative Energy Technology. Experiments in Cellennium Laboratory have shown that one ton of sugar can give 1.85 MWh of electricity, an amount that exceeds the amount obtainable by the thermal route .The CO₂ emitted by the process is pollution-free and can be used to enhance the growth of plants in green houses; it does not contribute to global warming in the atmosphere because it comes from fuel formed by photosynthesis.

MALAYSIA



A group in Malaysia attending Dada Shambhushivananda's talk on Human Psychology and Inner Peace.



Here, Dada leads another discussion on Gurukula in Kaulalumpur.



With Gurukula Team in Kaulalumpur, Malaysia. The GK unit will be hosting a Yoga -Kids Workshop in the very near future.



Sympathisers of Gurukula in Malaysia lend their support towards the Gurukula Thailand Project. Here Shiva, Mrs. Wu, Datin Chong and Doris in a support ceremony. A group from Malaysia led by Dada Shambhushivananda will visit Thailand in February 2005 to see our projects.



Summer Programs at the College of Neohumanist Studies Ydrefors, Sweden June 27-July 11th and July 16- July 30th



Participants in the CNS seminar on Yoga and Ethics.



Master Units and Eco Villages- Future Scenarios, a presentation by Santosh

The College of Neohumanist Studies in Ydrefors, Sweden, held its first summer studies. The first session was conducted by Jyotisroti and was attended by participants from Iceland; Stavanger, Norway; Kiel, Germany and Sweden. Discussion topics for the two week sessions included topics in Spiritual and Social Philosophy, as

well as applied topics such as Master Units and Neohumanist Education. The daily schedule included yoga and collective meditation, nature outings, as well as evening cultural programs and multi-media presentations on varied topics.



Nadia McLearen, an environmentalist, speaking on "The Challenges of Sustainability"



Tulsidas from Iceland presents "Theories of Mind in Contemporary Psychology"

Neohumanist Education Workshop



Didi Ananda Laghima presented ideas on Classroom and School Learning Environments as well as a session on School Administration



There was also a 10 day workshop on Neohumanist Education during the second session. Discussions were on the following topics.

1. Context of a Neohumanist School: adjusting to the local environment in which a school operates.
2. Theoretical Underpinnings of NHE System in light of other theorists.
3. Understanding the Child
4. Curriculum Ideas and Methodologies of Teaching
5. Teachers, Parents and Staff Development
6. Administration Aspects (including evaluations and assessments)
7. NHE in a Historical and Futurist Perspective.



Mirabai from Detroit, USA shared curriculum ideas



"NHE-Awakening Humanity" by Sandiipan

Report on the International Training in Neohumanist Sustainability

Summer and Fall 2004 at Sunrise Farm
Ananda Bharati Master Unit, Ireland
by Didi Ananda Prama

We had a very successful summer program. We held 3 international Work Camps that support Peace and Understanding through Volunteer Service

International. We had 6 women from 4 countries during the first camp and developed a mandala garden planted with medicinal herbs, flowers and delicious food. The 2nd camp had 9 people from 8 countries and we began construction of a dome composed of earth bags compacted. This design can be utilized throughout the world and even on the moon to make alternative buildings for the homeless or victims of calamities. The 3rd camp of 7 persons came from as far away as Japan and continued the construction.



Mandala garden with the dome in the back ground

The next program will be a training program for members of Ananda Marga who were inspired by the recent "Bus Tour" in Europe this summer to work together in community to try and change the world. First we will meet at the Social Forum In London with thousands of other like minded folks who want positive changes for a more sustainable and healthy world. Then on the 18th of October we will meet at the Ananda Bharati Master Unit , Derroran, White Gate, County Clare Ireland. There will be training in Homeopathy, Emergency First Aid and Sustainable Building as well as Organic Food Production and Community Building.

Sunrise Farm has been in existence for 12 years, and is located in Ireland on 39 acres of rolling hillside, with 10 acres of pine trees. The pastures are grazed by the neighboring 60 horses. Programs at the Sunrise Farm are designed to educate youth for health, happiness, sustainability and service, with Neohumanism as the base for all activities, whether growing food, building or interacting with others.

*For more details on the International Trainings please write to:
Didi Ananda Prama <sunrisefarm@eircom.net>*

Education Training Camp May 24-28, 2004 Metro Manila, Philippines

By Didi Ananda
Shubhra'

*PWSA/ Education In Charge,
Manila Sector*



This summer's ETC, May 24-28 was conducted in a beautiful

Master Unit two hours drive from Manila. It is a 15 hectare piece of land with hills as a backdrop, laden with coconut trees and other vegetation. It was attended by 23 participants; many of them teach in depressed areas in other areas in Metro Manila.

The program started with an introduction, ice breaker and participants' expectations. Half of the participants were members of Ananda Marga . Those attendees who were members of Ananda Marga started the day with paincajanya, which was not compulsory for the others, followed by individual practices and a collective kiirtan, meditation and asanas class given by Didi Hema. All the members of Ananda Marga enjoyed the food and the others did not complain about the food although it was the first time for them to eat vegetarian food for 5 straight days. This was due to the good kitchen staff we imported from Manila.

Each day the program began with a new ice breaker which was given by each assigned group each day. Following this, all the participants joined hands as the children do in the morning circle and we proceeded with meditation, yoga postures, story telling, and action songs as the children will do them.

Topics of discussions and workshops during the day included Brahma Cakra, Story telling , NHE introduction, Yama and Niyama, NHE specialty , Layers of the Mind and how to develop it , First Aid, Health and Diet , Multiple Intelligences, Creative Dramatics, Environmental Education, and Origami. The first two nights were spent on discussions on our personal experiences as teachers on Discipline – how to deal with it, and what works best. The third night we had a cultural night with songs and dramas presented by different groups which imparted moral lessons. And the final night we had a film show followed by discussions on the role of the teachers and how teachers influence the characters of their children.

We particularly enjoyed the 4 hour workshop on Creative Dramatics which was given by a resource person who is a Theater Arts graduate and works in the Cultural Center of the Philippines. This was never done in any training before. Participants were asked, both individually and in groups, to tap their creative minds and use their voice and all their body parts to create something like a bowl of boiling noodles, a plough, a jar, a ball pen, a pitcher, a thermos, a Xerox machine etc. Another resource person

came from the Center for Environmental Awareness on Environment Education and gave a 3 hour workshop on Environmental education. It was interesting how she presented a game on how almost all of the products that we use come from trees and how we should take care of our environment. When we had discussions after the session, most of the teachers admitted that up till now, they didn't give much importance to the interests of the children, especially on the environment, but instead focused on the academic side of reading and writing, mainly due to pressure from the parents.

Afternoons were spent on sports and cooperative and non cooperative games which were hosted by different groups. The final session was a program review and sharing of experiences. Most of the participants were already teachers for more than 5 years and others were teaching for over 10 years. They said they always attend seminars and workshops but this NHE training was different from the other workshops and seminars that they have attended in the sense that it included practical aspects on spirituality and emphasized the holistic development of the child. They also found the feel of the learning environment to be different. The big hall in the Master Unit also contributed to easy movement of all.

All of the woman who were new to meditation received individual instruction from Didi Ananda Madhurii. As a result of this recent ETC, a school which is based on Multiple Intelligence Theory, called us and invited us to share with their teachers the methods of incorporating yoga and meditation into their curriculum. Another NGO is also inviting us to train their teachers on Yoga and Meditation. These requests were initiated by recommendations from the teachers who attended the ETC.

I am attaching below some games that we used during the ETC and I would like to thank all the contributors of the NHE Resources. Didi Ananda Rama's article on "Workshop Methods for conducting Teacher Education Seminars" which appeared in Gurukula Issue October 2002 was especially helpful.

INDOOR GAMES

ELECTRIC CURRENT

A game in which dissimulation is vital if you do not want to be discovered.

Age: from 6 years

Approximate time: 10 minutes

Players: 8 or more

Materials : None

1. One of the players is chosen to begin the game, and another to be the person watching.
2. All the players, except the watcher, sit in the circle on the floor and hold hands. The watcher stands in the middle of the circle.
3. The player who is going to start the game says, "I'm passing the current to Shanti," for example. At the same time he or she must squeeze the hand of the one of the two players next to him or her, without being spotted by the watcher.

4. When the player feels his or her hand being squeezed, he or she secretly passes the signal on until it reaches its destination.
5. The watcher must try to discover where the current is going, and if he or she sees someone squeezing someone else's hand he or she points to it and says "here". If the watcher is correct, he or she changes place with the person who was discovered.

SLOW MOTION

A game in which you need to be able to control your movement and move slowly.

Age: from 6 years

Approximate time: 10 minutes

Players: 3 or more

Material: none

1. One of the players is the leader. The other players stand their backs touching the wall room, and they wait for the leader to say go.

2. When the leader says go, the players begin to move as slowly as possible towards the far wall of the room. They have to act as if they were running very fast and they were in a slow motion film.
3. The leader makes sure that no player stand still, in which case they are out. The leader also tries to make the layers go faster by cheering them along as if they were in a normal race.
4. The winner is the last person to reach the far wall of the room.

DO THE OPPOSITE

A very funny game in which you have to do the opposite of what you are told.

Age: from 6 years

Approximate time: 2 minutes

Players: 3 or more

Materials : none

1. One player is the leader and the others stand in a line facing him or her.
2. The leader gives an order out loud, for example "JUMP" and the other players have to do the opposite, in other words crouch down as quickly as possible.
3. Any player who makes a mistake and does not do the opposite action to the one spoken is out.
4. The leader makes the instructions more and more complicated, by specifying which part of the body the players have to do the action with, saying, for example, "Put your right foot forwards", or "lower your left hand" to try to confuse the players. If the leader wishes, he or she can act out the incorrect actions to add to the confusion.

THE BOTTLE

As well as fast reflexes you also need a bit of strength and confidence in the group for this game:

Age: from 10 years

Approximate time: 10 minutes

Players: 7 or more

Materials : none

1. One player is the bottle and stands stiffly, with arms held tightly across the chest.
2. The other players sit on the ground around this person, with their legs out straight and pushing

their feet against the ankles of the person in the middle.

3. When the signal is given, the player in the middle has to fall gently, without bending his or her back or knees, in any direction he or she likes.
4. The players who are on the side he or she is falling towards have to hold out their arms and push him or her in the opposite direction.
5. If the player is not fast enough, or does not push strongly enough and the bottle falls on him or her, he or she becomes the bottle.

HERE'S TO THE BRIDE AND GROOM

In this game you have to pay attention to the story which is being told so that you know when to change places.

Age: From 7 years

Approximate time: 10 minutes

Players : 7 or more

Materials : one seat fewer than the players

1. The seats are spread in a wide circle and all the players sit down except for one who stands in the center and is the narrator.
2. The narrator gives each players, including himself or herself, a role as someone at a wedding (mother -in-law, friend, best man, etc.) , making sure that there are at least two for each category.
3. When everyone has a role, the narrator begins to tell the story of an imaginary wedding. Whenever a type of guest is mentioned, the two players playing that role have to quickly change places, while the narrator will try to sit in one of their seats.
4. If during the story, the narrator says, "Here's to the bride and groom!" all the players have to stand up, run to the center of the circle, jump in the air and shout "Here's to the bride and groom" then they rush back to sit in a seat.
5. The player who finds himself or herself with a seat has to continue telling the story. If the players are very young, it would be better for an adult to tell the story instead of the player who does not have a seat.

Education Training Camp – June 25-27, 2004

Ananda Kanan, Missouri, USA

The NY Sector Education Training Camp was attended by about 30 people this year. We were fortunate to have three very experienced presenters.



The first workshop, given by **Acarya Vishvamitra** was entitled **Walking Our Talk As Neohumanist Educators**. This workshop shared a model for teaching Neohumanist values to teachers or anyone interested in wanting to reflect universalist values in their everyday lives, and understand better how these values impact in interactions with school colleagues, parents and children. The format included exploration of our cultural values reflected in our attitudes and behavior and how these cultural issues impact the application of Neohumanist values in conflict resolution and decision making with children (role play of cooperative model applied in classroom situation), parents (mock parent advisory meeting), and peers (mock teachers/board meeting responding to parental demands). The workshop ended with a "truth mandala" to summarize what we as individuals learned from this workshop. Expanded notes from this workshop are included in this issue.



The second workshop was given by **Kamala** from Australia and was entitled **Play-based Learning for Early Education: Enhancing the Play in your Classrooms**. At the Ananda Marga River School in Australia they have been using some new ideas to boost the value and level of creative play in the early education classrooms. An hour is set aside for this play, where the children are free to use any and all props in the classroom to set up whatever playing that will focus on that day. The teacher is very much present during this time, observing the children in their play and helping to extend their efforts when appropriate. The interests of the children as revealed in their play can be used to select learning themes in the classroom and visa versa. Expanded notes included in this issue.



Arun gave three workshops related to long term learning in which he discussed the use and benefits of **Learning through Games, Drama, Service and Electives**. Shrii PR Sarkar defined being educated as: "They are educated who have learned much, remembered much and made use of their knowledge in everyday life" and suggested that children love games and dramas. In order to put learning into long term memory, Arun's school has found memorable experiences to be one of the best ways, and certainly exciting games, drama and electives fit into that category. Participants of the workshop enjoyed the hands on approach of the workshop as we acted out a play and played games, making it an 'unforgettable' workshop. Notes on this workshop are included in this issue of the newsletter.

...Continued on Page 31

Long Term Learning

Notes from a Workshop Given by Arun

In the USA and around the globe, education has become increasingly designed around testing which drives short term memory activities. Only children with strong short term memories can excel in this system, and in the long run, a tremendous amount of energy is proven wasted as the facts become either useless or quickly forgotten. These workshops by Arun offered an alternative approach. Shrii PR Sarkar, founder of NHE, emphasized that true learning consists of learning, remembering, understanding and putting what is learned into practical use. In NHE schools, long term memory tasks are favored over short term memory tasks such as memorizing a list of facts. Though cramming for tests can bring short term results, soon after the test everything learned in this fashion is forgotten. Tests reward people who have good short term memories. Only one of the eight types of multiple intelligences can be measured through tests, the other seven are neglected and undervalued. This does not reflect real life which rewards all types of intelligence.

When memory is linked with an agent of fear, the memories vanish as soon as the agent disappears. Children remember joyous experiences for years. Lessons that capture a child's interest, and have an element of joy or play can stick with them for the rest of their lives. At the NHE School, Progressive School of Long Island, Drama, Games, Electives and Service Projects are utilized to the fullest with excellent long term learning results.

Learning through Drama

In elementary school, drama is particularly suited to teaching social studies, geography, history, political science, current events and government. There are many ways to apply drama to these subjects. One is to act out a part of history – with costumes and dialogue. A pre existing story or play that is about a particular point in history can be used for this purpose, or the students can

make up their own. To dramatize different roles, the students will need to research the characters they are portraying. Various issues of a time can be brought to a mock court and a mock trial can take place complete with judge, defendant, lawyers and jury. Issues can also be discussed in mock debates. With a little creative thought the application of drama to teaching these subjects is endless.

Learning through Games

Shrii PR Sarkar emphasized that children love games and dramas. Memorable experiences are one of the best ways to put learning into long term memory, and certainly exciting games fit into that category and can not only help learned information to "stick," but can inspire a student to be an independent life-long learner. Games are especially suited to teaching math, vocabulary and geography. Fun goes into long term memory. There are many games that can be employed when teaching math. These can be used to firm up basic arithmetic skills, strengthen estimation abilities, apply the use of percentages and money, etc. Vocabulary learning is also well suited to games. One example being a guessing game where synonyms or phrases are used to help one guess the correct word in the game. At the Progressive School of Long Island, an intensive game called The Colony Game is used to teach about early American History and Geography. In this game, each child chooses a State to be their Colony, which they research -- and then through drawings and cut outs they create props of all the essentials of their colony -- goods, services, currency, important issues, etc., with which they can then interact with other Colonies – trading, co-operating, creating laws and credos, monopolizing, convincing of their stand on different issues, etc. In this way they can learn about the geography and dynamics of the early colonies and how they evolved over time into the States.

Learning through Electives

At the Progressive School of Long Island the program of electives is a central part of the school. Through this program, which evolves from the early grades, children discover what truly interests them and what they can offer in this world. This is summarized in a school saying:

**I have a gift.
The world needs my gift.
I'm not afraid to offer it.**

By tapping into their unique interests, their natural thirst for learning is awakened. Elective opportunities help a child to find their strengths, develop self-esteem, and build a sense that the world needs their unique contributions. Children from a young age are trained to develop individualized talents and interests, while strengthening their collective spirit at the same time. This also fits into the latest brain research which shows that children's neurological wiring falls into 8 major categories of function, only one or two of which are developed in traditional schooling. Electives open up the possibility of strengthening all areas which leads to tremendous self-esteem and productivity.

Free Play

In the early years, ages 5 -6, the Electives program is introduced as Free Play. Every day one hour is set aside where children are free to use their time as they wish in a rich environment. The teacher watches closely what the children are doing and what the children are interested in and helps to enhance their play. For example a child who shows interest in measuring apparatus might be helped to bake cookies.

Enrichment

In the early grades, up to grade 3, the free play evolves into Enrichments. Here the teacher will pay attention to what subjects are of particular interest to their students and the students will be given the opportunity to extend their focus on

that subject in self chosen activities called Enrichments. Time is set aside for this work after all regular class work is finished. One example would be to learn in depth about dolphins.

Electives

Electives are introduced at age 10. In electives children are free to work on long term projects of interest as diverse as a school radio program, school newspaper, fundraising for saving whales, finding homes for homeless animals, creating computer games, etc. There is no limit to what can be done. This time is about the children finding their sense of mission and getting recognition at an early age for their efforts. This is very exciting for the children and goes a long way in promoting confidence, self esteem and long term learning.

Learning through Service

Shrii PR Sarkar often asked us to serve every entity of this Universe. Service can not only expand the mind and heart, but can also be used to put academic skills to practical use, thereby fixing them into long term memory. There are some excellent books that can stir the desire to do service in children. Some of these titles are:

- Horton Hears a Hoot by Dr. Seuss
- Brother Wolf : A Seneca Tale by Harriet Peck Taylor
- Rainbow Crow: A Lenape Tale (Dragonfly Books) by Nancy Van Laan, Beatriz Vidal
- Miss Rumphius by Barbara Cooney
- Charlotte's Web by E. B White
- The Cat Who Went to Heaven by Elizabeth Coatsworth
- Kindness: A Treasury of Buddhist Wisdom for Children and Parents (The Little Light of Mine Series) by Sarah Conover, Valerie Wahl
- The Story of Frog Belly Rat Bone by Timothy Basil Ering

Many Academic Skills are used and developed in doing Service work. When going out into the
...Continued on Page 31



Play-Based Learning in the Classroom

Summary of a Workshop given at the NY Sectorial ETC June, 2004

By Kamala

At the Ananda Marga River School we've completely taken on Shrii P R Sarkar's suggestion that children learn best through play. While structured games are one way to make learning fun, the most powerful way we've found is through the use of "socio-dramatic" or natural creative play. We have found many effective ways to enhance children's abilities to "play-out" what they see around them, and in the process develop valuable skills, experience and confidence.

We use "play-based learning" primarily with children 3 to 6 years old. Setting up the proper environment is important. Rather than a "home corner" and a "block corner" which often separates girls and boys, we set up areas with many open-ended materials available such as scarves, big old sheets, dress-ups, large boxes and daily objects. We have put wheels on bookshelves, dress up racks, art material trays, sand-play boxes and even under potted plants so children can push everything around and make endless houses, caves, banks, shops, rockets, etc. They are allowed to overturn tables, unload shelves, etc. in their building process.

The play-based learning routine we have set up involves one hour during mid-morning. In a few weeks, even young children easily settle in to this routine. It begins with a circle discussion in which each child shares what they will play. The teacher assists children to facilitate who they will

play with and how they will set it up, with out being too directive. It might be two children playing rocket ship, one child deciding to direct a play of "Lord of the Rings," three are setting up a vet's office, one is going to be a dragon, two are making a library, one will be a builder, three will make a bank, one is making a dinosaur museum (and on and on.) The concept is not what you are playing with (not manipulatives or blocks), but what you are playing (imaginative games.) The circle discussion is important in helping children learn to think, discuss, and negotiate.

Then the children go to it, setting up their game (which many times is much of the process.) During the entire time, teachers are highly attentive and involved. It is not like some outdoor play times when teachers consider it a resting time. They watch carefully, help where needed, and join in the games as much as possible. They also observe and take notes on what children are doing and saying, how they resolve conflicts, what new things they discover, where they get stuck. The teachers help the children expand their play. For example, suppose several children are playing spaceship. They have two overturned tables as the hull, a bunch of chairs around and some old computer keyboards as "controllers." Perhaps the teacher will be the voice from the control tower saying there's a storm coming, what can they do? Or perhaps a teacher will bring a (pretend) hurt animal to the

vet and show how to wrap its leg with a bandage.

Numeracy and literacy also can easily be brought in as children make play money for the bank, get help writing "open" and "closed" signs for their shops, make invitations for their "party" and on and on.

Teachers also help the groups interact, which happens to a large degree when things are going well. The dragon might go to see the vet, the spaceship people might go to get some books from the "library", the dinosaur museum operator might need money from the bank, and everyone at the end might come to be part of the "Lord of the Rings" play (or watch it.)

At the end of the hour, there is a "gong" which is a five- minute warning, and then all the children gather outside. They have become amazingly good at cleaning everything up. A few things can be left out, if there are consecutive school days.

We have had great success with the play-based learning. Children have developed skills and confidence in so many areas. They get a chance to try things they see around them (such as running a shop and a bank) and in the end learn the skill of putting their dreams into reality and knowing they can realise any vision they feel passionate about.



"Play-based learning" is very popular now in Australian education circles, but we feel we have brought it to a new level, because of our enthusiasm for it based on Shrii PR Sarkar's encouragement for the use of play in education. I believe that enhancing and developing children's play is a unique part of Neohumanist Education for young children.



Society will gain no lasting benefit if teachers force students to swallow knowledge like quinine pills instead of awakening the thirst for knowledge in the minds of young children, or for that matter in the mind of any student.

Children are by nature most inclined towards play, so a thirst for knowledge will have to be awakened in children through the medium of play -- children should be educated through play methods. Children are also by nature inclined to listen to fantasies and stories. Through stories children can easily be taught the history and geography of various countries, and they may also be taught the initial lessons of how to practice universalism in their lives.

Children love play and stories almost equally, so in their case the two should be equally utilized.

So as I was saying, it will not do to impart education through intimidation. A thirst for knowledge must be awakened, and, to quench that thirst, proper education must be given. Only then will education be worthwhile and develop the body, mind and ideals of the student.

Shrii PR Sarkar

Sunrise Nursery

London, England

SPEECH AND LANGUAGE THERAPY TRAINING

By Didi Dayashiila

Sunrise Nursery, London, invited a speech and language therapist to prepare a teachers training session to increase our understanding about the stages of normal development in communication, the skills required for children to talk, strategies to improve these skills, and information on bi/multilingual children. We received funding from the local education department for improving our strategies for children with special needs. The following summarises aspects of the training. The base skills required to help children talk need to be well developed before they can express language.

What Skills Do Children Need to Help Them Talk?

EXPRESSION

Words, sounds, sentences and tone of voice.
Facial expression, body language, actions or miming

UNDERSTANDING/COMPREHENSION

Understanding the situation. Understanding other people's facial expressions, body language and tone of voice. Learning to match the word to the object or the action, gradually learning to understand longer sentences and more complicated words.

PLAY/THINKING/LEARNING SKILLS

Learning to remember and copy, using the information you learn on one day in the same or similar situation the next day. Learning about your world.

ATTENTION SKILLS

Concentrating and focusing. Looking and listening.

SOCIAL SKILLS

Using eye contact, two-way interaction (turn taking). Starts because the child has a strong need to communicate, to be fed, changed, hugged etc. widens out to allow the child to share information.

Encouraging Children to Talk

Observing

- Lets you watch for children communicating through body language.
- Children who are reluctant communicators are often very tentative in their communication attempts.
- Make sure you are in the best position to observe. Be face to face and at the child's level.
- Children who are language delayed may not use much vocal communication because it has not worked well in the past. Instead they may rely on body language and facial expression.

- If you observe a child's interest (e.g. by watching what they are looking at) you can give the child the language suitable for that situation.

Waiting

- Gives the child time to think of his/her response. This is important if the child has a language delay.
- Puts the child in charge of the communication
- Gives children time and space to initiate.

Listening

- You are letting the child know that what they say is important
- If children have unclear speech you are also giving yourself more chance to listen to the way they speak.
- Children who, on the face of it, may not be saying much, may in fact be trying to use more words than you may think.
- You can give children the opportunity to surprise you and take their conversation to new heights.

Including all Children in the Conversation

Small groups

- Groups of 3-4 children to one adult are best.
- Interactions will be more relaxed.
- Each child will get more of the teacher's attention.

Carefully observe

- Each child may be interested in doing different things with the same equipment.
- Sit opposite all children so you can see all their actions easily.
- Notice which children are not joining in and encourage them to do so.

Adapt your response

- Once you know what each child's level of interest is in the activity, you can follow that child's lead
- You can adapt your response to meet the capability of each child.
- Notice who demands attention
- It's much easier to interact with sociable children. They can take up a lot of your time! So, make a point of observing the quieter children and paying them more attention.

Facts on Bi/multilingual Children

- Children can learn many languages at once.
- Mothers should speak to pre-school children in the language they feel most comfortable in. The important thing is for the child to get a good model of one language.
- Bilingualism does not cause language delay. However, if a child has a language delay then a bilingual environment may compound this difficulty. Also, when a child learns to speak a new language, he/she may 'lose' some of the skills in their home language. So for a short period of time the child may be 'behind' in both languages.
- Speaking more than one language can be educationally advantageous and has been found to be cognitively enriching.
- It is common for children to experience a silent period while they learn a new language. This can last for up to 7 months. This is not a sign of difficulties in the early stages.
- Children may mix features of each language when speaking two languages. This is particularly true of vocabulary. Children may also translate sentence structure from language to another.
- It is difficult to work out if a bilingual child has a true language delay, as this requires assessment of the child's skill in both languages and some knowledge of developmental norms in all the languages involved. Nevertheless, it can be done.
- Where more than one language is spoken at home, the parents should try to be consistent in their use of language. This is especially true if the child is experiencing difficulty in learning language.

Walking our Talk

Conflict Resolution as Neohumanist Educators

A Workshop Given by Ac Vishvamitra at the Summer 2004 ETC of New York Sector

Objectives: The learning objectives of this workshop are two fold:

1. to increase personal awareness of participants of their style of dealing with conflicts and
2. to strengthen their application of Neohumanist approaches to resolving conflicts by:
 - a. taking a written test that explores how they handle conflicts.
 - b. examining images of their early environment that influence their approach to conflicts.
 - c. having them engage in solving a mock educational dilemma among teachers and parents.
 - d. sharing individually with other participants their views on applying Neohumanist approaches to conflict resolution and cooperative decision making.

Test Administration: Conflict Dynamics Profile – www.eckerd.edu/mdi

Introduction: Conflict in life is inevitable. People have different and sometime opposing goals, needs, desires, responsibilities, perceptions and ideas. Shrii P. R. Sarkar says that ...”struggle is the essence of life... difficulties can never be greater than your capacity to solve them....sadhana means an effort. It is an endless effort to become one with the Supreme Nucleus.” Thus conflict and struggle are seen as our friends or helping forces in attaining our ultimate goal. Everyday we are presented with opportunities to transform conflicts in our schools, homes, workplaces and social gatherings into progress. Shrii P. R. Sarkar states “Thus those who are adverse to struggle can never progress.” Depending on how we manage conflicts the immediate results may be negative or positive. The Neohumanist approach to conflict resolution and decision making in our educational environment, which will be our focus in this workshop, is aimed at positive results for the general welfare.

Shrii P. R. Sarkar has stated, “The environment in which one is born and brought up continues to exert a tremendous influence till the last days, till the dying stage, of human life. According to the type of education imparted, one’s psychic environment is built up. The psychic environment is more powerful in human life than the physical environment.” Einstein had said that “the last thing that a fish will discover is water.” To extend this analogy, the last thing that humans often discover is how they have been influenced by their culture of origin; i.e. attitudes and behavior that are imposed by our culture of origin transmitted in our earliest years by our parents. The cultural customs and values we grow up with are imposed on us through an unconscious process of assimilation and taken for granted. Like a fish out of water we become more aware of these customs, language and values associated with our families of origin when we enter school, travel in foreign countries, move to a campus away from home or engage in some diversity/cultural awareness training. In this information age of distance learning the world is coming to our finger tips and we are becoming “fishes out of water” exposed to diverse information and values. This education can resemble chaos or order depending on whether we have or don’t have a set of universal values such as Neohumanism which can make sense of this diversity in a manner that allows us to grow personally and cooperate with each other and nature.

Thus, the parents, schools and culture of the child provide the earliest education. Today we will begin by exploring the influence of this early environment’s education, the imposed samskaras, in order to make us more aware of how this experience may have influenced and continue to influence our approach to handling disciplinary issues, conflicts and decision making.

Exercise #1

Recall the images of how your family handled conflicts involving you and your siblings and how they disciplined you. (Share in pairs) Recall how teachers and school officials handled misconduct and discipline issues in your early years of school. Process in the larger group how you have been influenced by this early experience and how this might relate to your Conflict Dynamics Profile (CDP) you took at the beginning of this workshop.

Resources for Neohumanist approaches to handling Discipline issues in the classroom and discussing these matters with parents are found on our website: <www.nhe.gurukul.edu/resources.html>

Neohumanist Approaches to Conflict Resolution and Decision Making:

1. Study - Define the conflict and solutions to the conflict through intensive intellectual analysis and assimilation of objective happenings and events including what people say, feel and do; acquiring a knowledge base through open discussion with others as well as reading resource materials and research bearing on the subject, remembering that all of this worldly knowledge must be interpreted and applied in terms of time, place and person.
2. Rationalistic mentality- analyze positive and negative sides of each important point you collectively observe and study making a logical decision as to whether the positive or negative is predominant for each point considered; accepting what is positive and rejecting that which is negative.
3. In the final analysis make a collective decision to accept what is conducive to the welfare of all, representing "awakened conscience" - then support and propagate.
4. This decision making and conflict resolution should follow the principle of Social Equality {Sama-Sama'ja Tattva)- representing the "collective march of all in unison".
5. This collective march represents a proto-spiritual mentality- moving towards the Supreme Entity; once established in proto-spiritual flow, devotion as a practice is transformed into devotion as a principle; Shrii PR Sarkar has stated that "Only at this stage when devotion becomes a principle , can one fight against socio-sentiment."

These five principles above come from Shrii P. R. Sarkar's "The Liberation of the Intellect- Neo-Humanism"; The first 3 principles being approaches to removing geo-sentiments and the last 2 for removing socio-sentiments. What is implied here is that most conflicts have some elements of people's propensity to identify with a particular place or group of people which fosters feelings of inferiority or superiority. It is critical to replace these sentiments with devotional sentiment to resolve all conflicts and achieve social equality and cooperation.

Communication Guidelines for Applying Neohumanist Approaches to Managing Conflicts:

Enhancing Relationships

1. Express love towards everyone- exhibiting respect, courtesy, concern, and appreciation.
2. Develop unity by valuing differences and diversity.
3. Actively listen more than you talk.
4. Develop an atmosphere of open communication and accessibility.

Transforming Emotions

1. Anticipate emotionally tense situations by acknowledging your own feelings.
2. Acknowledge others feelings and what is at stake for them.
3. Remain humble and tolerant with others.
4. Restrain your own emotions, transforming them towards compassion for self and others.
5. Slow things down. Think and think before you speak and act.
6. Goad all you thoughts, feelings and actions toward the welfare of all.

Conflict Resolution

1. Collectively create a safe environment and set of ground rules for dialogue.
2. Seek consensus rather than focusing on differences.
3. Deal with issues not attacking people.
4. Communicate openly and honestly in a benevolent manner.
5. Seek solutions that honor the dignity and needs of all.
6. Strengthen collective decisions and solutions with concrete plans for ongoing cooperation and collaboration.

Exercise # 2 Mock Teacher's Meeting

Parents express concern over the need for phonics being emphasized more in one of our schools that clearly emphasizes literature in our approach to teaching reading. A group of teachers responsible for developing and teaching the reading curriculum first meet to discuss how they will approach a meeting with the group of parents who are asking for a discussion of this issue concerning the approach to teaching their children to read. A second meeting between the teachers and parents is then held to clarify the issues. (Participants will select roles to play in this mock teachers meeting followed by a mock teachers and parents meeting). The goal is to apply the principles of Neohumanist decision making and conflict resolution to prevent and/or positively resolve differences among participants of the mock meetings. Materials are available for participants concerning a review of the pros and cons on the different approaches to teaching reading. Process with larger group.

Exercise #3 Truth Mandala

Each participant is given the opportunity to enter a four sided Truth Mandala and express where they are in relating to how they deal with conflict. As each participant steps into the mandala they spontaneously choose which symbol to pick up: a Stone which represents Conflict; a Circle symbolizing Cooperation; a Flower signifying Surrender; a Mirror representing Service. They then speak to where they are in the moment regarding how they relate to one or more of these symbols in "walking their talk" as Neohumanist educators attempting to resolve conflicts and make collective decisions.

Bibliography:

Capobianco, S.; Davis, M. H.; Kraus, L A.; Managing Conflict Dynamics- A Practical Approach, Eckerd College Management Development Institute, St. Petersburg, 1999.

Macy, J & Brown, M. Y., Coming Back To Life, New Society Publishers, Gabriola Island, BC, 1998.

Sarkar, P. R., The Liberation of the Intellect- Neo-Humanism, Ananda Marga Publications, Calcutta, 1982.

Moja Prva Knjiga My First Book

A Literacy Project of the
Centre for Neohumanist
Studies, Karlovac, Croatia
By Didi Ananda Rama



In this spring of 2004, CNS (Centre for Neohumanist Studies) in Karlovac, Croatia piloted a literacy project called “My First Book” – a national contest for children and youth writing and illustrating their own book. Children have a chance to win and have their book published. Prominent authors and illustrators of children’s books will determine the winners. There will be exhibitions in schools, libraries and museums of all books.

Since Spring this contest has been announced on TV, in children’s magazines, and posters were sent to many schools. Workshops were offered to children during the summer holidays at the Karlovac City Library. Although the contest is nation wide, in the city of Karlovac our volunteers made a special effort to motivate children. They were welcomed at the schools to

give short presentations and workshops to the students. This resulted in about 500 students getting inspired and excited to take part in this contest.

This contest is under the patronage and support of the Ministry of Education and the local City library. Contests are very popular in Croatia, yet this is a new type of contest here that has received appreciation from all who hear about it.

This contest is definitely an exercise of the mind that goes beyond any school’s objectives in basic communication skills. It encourages students to become self motivated and explore their literary talent and rational thinking skills, which is important in the context of education.

“My first book” students will:

- create an end-product
- experience the process of writing and illustrating their own stories
- become motivated to do their best work
- feel complete freedom to choose and explore their own interests, reflecting a wide variety of influences in their lives
- exercise language art skills, reading, writing, spelling, grammar, listening, speaking and illustrating





When given the freedom to explore without hesitation young people tackle any genre in both fiction and non-fiction – fairytales, mysteries, fantasies, ghost stories, biographies, autobiographies, adventure stories, romance novels etc. Students write of social problems,

environmental care, racial injustices, self-evaluation, political issues such as human rights and the courage of the individual.

Participants feel no restrictions. The subject belongs to them as does the choice of art medium to illustrate their book. “I am so inspired,” whispered the children in crowded classrooms.... So the excitement lingers throughout the town of Karlovac...

The benefits to students are numerous. Encouraged by pride in their work and the fact that their books would be available for everyone to see creates miracles. Students discover their hidden potential. They find skills they little suspected themselves having. “My first book” offers exciting publishing opportunities to students and an enjoyable experience that may change lives of students in an unforgettable way.

Overview of the Contest

Three winning students books will be published. The jury includes prominent children’s authors and illustrators. The prize includes spending one week with one of the authors where the student winners will be assisted in editing their manuscripts and developing their final illustrations. The final event will include an exhibition of all books at one or more localities.

Details of how to do the contest:

1. Find one author who will be willing to spend one week with the three winners to help to make their book ready for printing. Find a nice place where they can be for one week as it is part of the prize.
2. Get a support letter from the Ministry of Education.
3. Find sponsors for publishing three books with minimum amount of copies. Write



- proposals, letters to companies etc. soliciting funding.
4. Design the poster (see example of a poster on next page)

- Send posters out to all schools, libraries. Advertise in children's magazines, and media.

SAMPLE POSTER

A (national) contest
"My First Book"
 for children writing and illustrating their own book.
 Age groups 6-9, 10-13, 14-19

Prizes:

First prize: publishing your book and spending one week in ... With author/illustrator ...

Second prize: one week in with author/illustrator

Steps to make a book:

Use 4A3 and fold to make 16 pages. Use A3 cardboard for cover. Sew or staple them together. Number pages. Write personal details (name, address, telephone, birth date, school) on the inside of the cover. Page one is title page. On page 2 the story begins. Add illustrations and text freely. Use any art media.

How to structure your story:

Beginning: characters and setting

Middle: conflict, problem, details

End: solution to the problem or situation

Send your book to:

(Contact address)

Deadline of the contest:

Organized by:

Sponsors ...

"Under the patronage of the Ministry of Education"

followed by a contract agreement. Hand out a sheet on which the children write down their personal details, and a statement "I will write an original book of superb quality with the most brilliant illustrations." Give them five minutes to write down the title and a brief summary of their story. Under time the creative brain operates while the analytic brain shuts down. Have them sign the sheet and you as facilitator co-sign it. Collect sheets and keep.

- Make a letter addressed to headmasters requesting:
 - 15 minutes in front of the students to introduce and motivate the students about the contest.
 - 45 minutes presentation to the students how to start on the book.
- The 45 minutes presentation consists of: Explaining story elements, types of stories

- Students can make their book independently or they can request help from peers, family and teachers.
- Judging the books: Start with a group of children who read the books and choose the ones they like. From the chosen books by children let qualified teachers and artists select the best ones. The final set is to be given to the prominent author/illustrators of children's books for naming the winners.
- The three first prizewinners and the three second prizewinners spend one week with one prominent author/illustrator. They will be assisted in editing their text and redoing their illustration to be perfect and ready for computer work and publishing.
- When the books are published organize an exhibition with all the submitted books in a school or library. Invite the whole town and the media, make a big party. Get supporters and sponsors for the next year. Make it a yearly event.
- Time line: one year

P.C.A.P. KIDS
Vistara Primary
School
Lismore, Australia
By Rukmini



Vistara Primary School students held a special stall at the Lantern Parade Arts & Craft Fair on Saturday, raising an enormous \$266.75 for the Animal Rights and Rescue Group. The students came up with the idea and ran the stall themselves. Here's to you guys!

Prevention of Cruelty to Animals and Plants was founded by Shrii Prabaht Rainjain Sarkar in 1977. PCAP's foundation is based on Neohumanist principles. Its purpose is to help and protect all species of animals and plants globally and to prevent any form of injustice that may come to them. PCAP also looks at environmental issues locally and globally.

Over the past 17 years at Vistara Primary School, students have been actively involved in environmental and animal welfare issues locally and globally. This year we officially adopted PCAP and created PCAP Kids.

Children are more aware of global and environmental issues due to having access to so much more information. They can also feel overwhelmed by these issues. PCAP provides pathways to become actively involved, making their planet a better place to live in.

This year PCAP Kids have been helping a local Animal Rights and Rescue Group. The ARRG was looking at closing after 10 years due to lack

of funds. The ARRG has a no kill policy. PCAP Kids made posters "Adopt an animal companion" and placed them all around town. They also held a stall at a local arts and crafts fair, where they sold some of their toys, books, cookies and cakes that they had baked, animal coats, which they had made themselves, collected donations and busked. PCAP Kids even wrote their own song

*We use our minds
 we use our hearts and we believe
 small is powerful
 help the animals*

They volunteered after school hours to paint banners, work in the opportunity shops that support animal rights and volunteered at the AARG stall on World Adopt an Animal day. Students found homes for 7 dogs and cats, named three abandoned puppies and had a fantastic time together.

PCAP Kids understand you can take small steps as well as big steps to help animals and plants. We also adopt the policy that as PCAP Kids we can help other volunteer organizations that foster a Neohumanist approach.

The new sense of vitality and optimism that PCAP creates, gives children the opportunity to belong to something great and worthwhile. They know they can make a difference. It is truly inspiring to see these bright and passionate children at work.



Here are some of the activities Vistara students have been involved in over the years. These mostly have taken place on our schools property which is also a Master Unit. The aim was to create a sanctuary for animals and plants as well as provide a wonderful learning opportunity for children. Please feel free to adopt any of these projects for your Neohumanist schools.

- **Protect a local Endangered Species - Create an Animal Sanctuary on your School Grounds**

Vistara School children created a Koala Habitat Area by planting over 200 native “Koala Food” Trees within school grounds. Since our plantings, we have had Koalas visiting our trees in two successive years. The Koala Foundation donated the trees and were overjoyed with the recent sightings of this endangered species. Our “Tree Top” classrooms enable us to have a face- to-face close up view of our furry friends.

- **Create a Tree Sanctuary or Remnant Rainforest Plantation**

The Nature Reserve across the road from the school has some of the very last remaining subtropical rainforest species in Australia. With the help of some parents and children these rare and endangered species are now growing safely on the school’s MU land.

- **Celebrate World Environment Day June 1st**

Plant Native trees, Create a food forest, Plant Indigenous Bush Food or Medicinal plants, Plant an Organic Vegetable Garden - try companion planting or create an herb garden. Children have planted all of these on our school grounds. They get to experience the joy of growing their own food or their own forest. Under their tender care a deeper respect and understanding grows as they begin to understand the interconnection between all living things. Students thoroughly enjoy their natural interaction with the native birds and animals. We are frequently visited by our parrots and Magpie birds who feel quite free to walk right into our school hall and on occasion into our classrooms. Even our school cat Ka’nta’ knows how to respect nature and shares the environment without causing harm to any creature.

- **Celebrate World Animal Day – October 3rd**

Vistara children love to sing. We joined up with Animal Liberation and had a stall in town. The students didn’t sell anything; they just sang songs about animals and stood beside posters that conveyed kindness towards all creatures. They also promoted Vegetarianism. The whole school adopts a sentient diet.

- **Encourage Bird and Native Animal Watching**

Keep a native animal journal within the school or encourage each student to have their own. If the school has a journal be sure that the children can have free access to this. Have children identify native wildlife, the date, the time, the location, the species, the number, the size, the colour and be sure the child records their name. This creates an abundance of enthusiasm in children when they begin to recognise the same birds returning each year or see new baby animals. They notice so many species of butterflies and beetles, their world becomes alive. A real love of nature grows deeper and deeper.

- **Made bird baths**

A student made a beautiful hand painted bird bath for the school as a parting graduation gift. Each day, children volunteer to fill the bird bath with clean fresh water.

- **Join your local Council in one of their projects**

Vistara Students planted native grevillia trees around the platypus creek reducing soil reduction and securing nesting places for the platypus.

✓ **Worm farming**

Improve the quality of your soil and start a worm farm.

✓ **Start a Recycling Centre**

Students created a recycling drop off centre on the school grounds. It is no longer operational as Local Council has since adopted a local community recycling program with drop off centres around town.

✓ **Write letters to Presidents, Prime ministers, and Councillors locally and abroad**

Students wrote to former U.S. President Bill Clinton asking him to stop sending monkeys into space. Mr. Clinton wrote back acknowledging students concern. Vistara Students also wrote to a Japanese Minister sending art work and letters requesting the ban on whaling. They wrote numerous letters to French Prime minister protesting the undersea nuclear testing at Miraroa Atol. 20 Nuclear bombs were exploded under sea. Students have also written a number of letters to various Local Environmental Ministers on various environmental and animal protection issues.

✓ **Paint Pictures, Sculpt, Write poetry and stories and have them published**

Students painted images of the world before and after. Their art work was placed in the Lismore Art Gallery and one of our students won first prize. Students had poems published in the Vegan News magazine and had their own news articles published in the local and mainstream newspapers. They were promoting the adoption of companion animals.

✓ **Have children design their own T-shirts and Logos, make their own mission statement.**

They love this.

Recommended Books to share with children:

Animal Miracles
Inspirational and Heroic True Stories
by Brad Steiger & Sherry Hansen Steiger
ISBN No: 1-58062-122-8

Devoted Dogs
True Animals Stories
By Sue Welford
ISBN 0-340-74421-9

The Livewire
Guide to
Going, Being
and Staying
Veggie!
By Juliet
Gellatley
ISBN: 0 70430
49390 6



“Who says that those creatures who have lost their immediate utility value have no right to exist? No one has the moral right to say this. No one can dare to say that only human beings have the right to live, and not non-humans. All are the children of Mother Earth; all are the offspring of the Supreme Consciousness”.

“All have the equal right to live here. This universe is for all. It is not the patrimony of human beings only”.

“If we analyse with a cool brain it becomes quite clear that just as my life is important to me, others lives are equally important to them, and if we do not give proper value to the lives of all creatures, then the development of the entire humanity becomes impossible. That is why I say that there is a great need to explain humanity and humanism in a new light, and this newly explained humanism [Neohumanism] will be a precious treasure for the world”.

P.R. Sarkar.

Yoga for Kids Taiwan

By Ispita'



The first term of our kids yoga class was from March 28 -July3. There were ten 6-9 year old children participating in the class. Arunima, our teacher, is an experienced kids yoga teacher, who has set the class in a warm and fun atmosphere, and most important of all, according to the



idea of Neohumanism. The lessons included singing, drama, story telling, playing games, drawing, yoga asanas and meditation. We also thank Sumati, our teacher assistant, for being a great support for all.



Continued from page 15 Education Training Camp, USA

As in previous years our last workshop was devoted to a sharing from the many schools that were represented at these workshops. These included Nicaragua, Haiti, Jamaica, Dominican Republic, Long Island N.Y., Portland Oregon and Mexico. Evening Programs were shared with other Camps taking place at Ananda Kanan. One evening was sharing of NHE projects and songs featuring Didi Ananda Ragamaya and her new CD release "Children" and Kamala with songs and slides from the River School in Australia, as well as a video of the New Wave Vision of the Youth Program that took place in Dubrovnik, Croatia last year.

Continued from page 17 **Long Term Learning**

community either to fundraise for those in need, or to find homes for animals, etc., many skills need to be practiced. Below is a list generated by the participants in this workshop. After applying themselves so fully, the children will never forget what they learned.

Using Yellow Pages
Alphabetics
Categories

Vocabulary
Telephone skills
Communication
What questions you want to ask (role playing)
Good manners
Note taking
Problem solving
Letter writing
How to do a Mailing
Computers
Reading
Going on a visit - introducing themselves
Public speaking /persuasion

Need to be organized with notes, camera, etc.
Making plans after a visit
Publicizing
Raising money
Making posters
Use of computer
Sending letters home
Budgeting, estimation, arithmetic processes
Leadership skills
Following directions
Measurement
Safety
Cleanliness /hygiene

Camp for Adolescent Children Malaysia

By Dada Laliteshananda



Malaysia is a multi-ethnic country. The population is divided into three main groups: Malay (majority) Chinese and Indian (the last is predominantly composed of Tamil descendants) and several aboriginal tribes. For the last 6 years members of Ananda Marga have been conducting activities in an Indian children's home in Taiping, Perak state. The home hosts 80 children who come from broken families or in some cases from parents who are not able to support them. Led by Rukminii, the staff has been giving instruction to the children in yogic lifestyle as well as providing medical support and counselling.

On 28th of August we had a camp for the children. The location was a Hindu shrine near a waterfall at the foot of Maxwell hill. The Hill is in fact a mountain range covered by lush rain forest. Thirty-six children from 13 to 16 years participated. We chose this particular group age because usually the small ones get more attention and teenagers get their needs overlooked.

The camp started early in the morning (painsjanya) at the premises of the children's home with collective meditation and then a yoga exercises class. We performed tai-chi movements to warm up and then we practiced some asanas for intellectual development (jinana'sana and bhava'sana) and for physical development (tulanda'sana). After breakfast the children were taken to the location in the mountain by a school bus hired for that specific purpose.

The program had two sessions: one in the morning and the other in the afternoon. During the morning session the children were introduced to the concepts of morality, utilising the key words for Yama & Niyama discussed on NHE Forum: Non-harming, Benevolent Truth, Non-stealing, Universal Love, Moderation, Purity, Contentment,

Service, Study, Taking Cosmic Shelter. This session was interactive with the points presented through many examples from the children's own daily lives. Later the children were asked to break into groups and elaborate the points and then produce a short drama portraying a particular concept of morality. During the latest part of this session, each group represented the drama in front of all the participants. The audience was asked to guess which moral point has been enacted. The favourite points were: Non-harming, Service and Moderation. The dramas were very humorous and lively. By discussing on the moral principles and acting them, the children got a deeper understanding of the ethical ideas presented. Also acting helped them to develop their self confidence.

After lunch everybody went for jungle tracking to the nearby waterfall. After sometime we were caught by a sudden tropical rain. We ran back to the shrine, but since every body was already soaked we decided to have a ball game under the torrential rain. The children enjoy their freedom.

In the afternoon session we had an activity called **The Secret World of People**. This activity was introduced to me by Dada Caetanyananda. The children divided again into groups and were given the task of creating an imaginary society or world with its own imaginary people, imaginary culture, imaginary customs and language, etc. A mind map was given to the children as a reference for their discussion and art work (see diagram). The purpose of this activity was to let the children express their views of what an ideal society should be, and the need for rules and moral values to create a better world. After elaborating on the



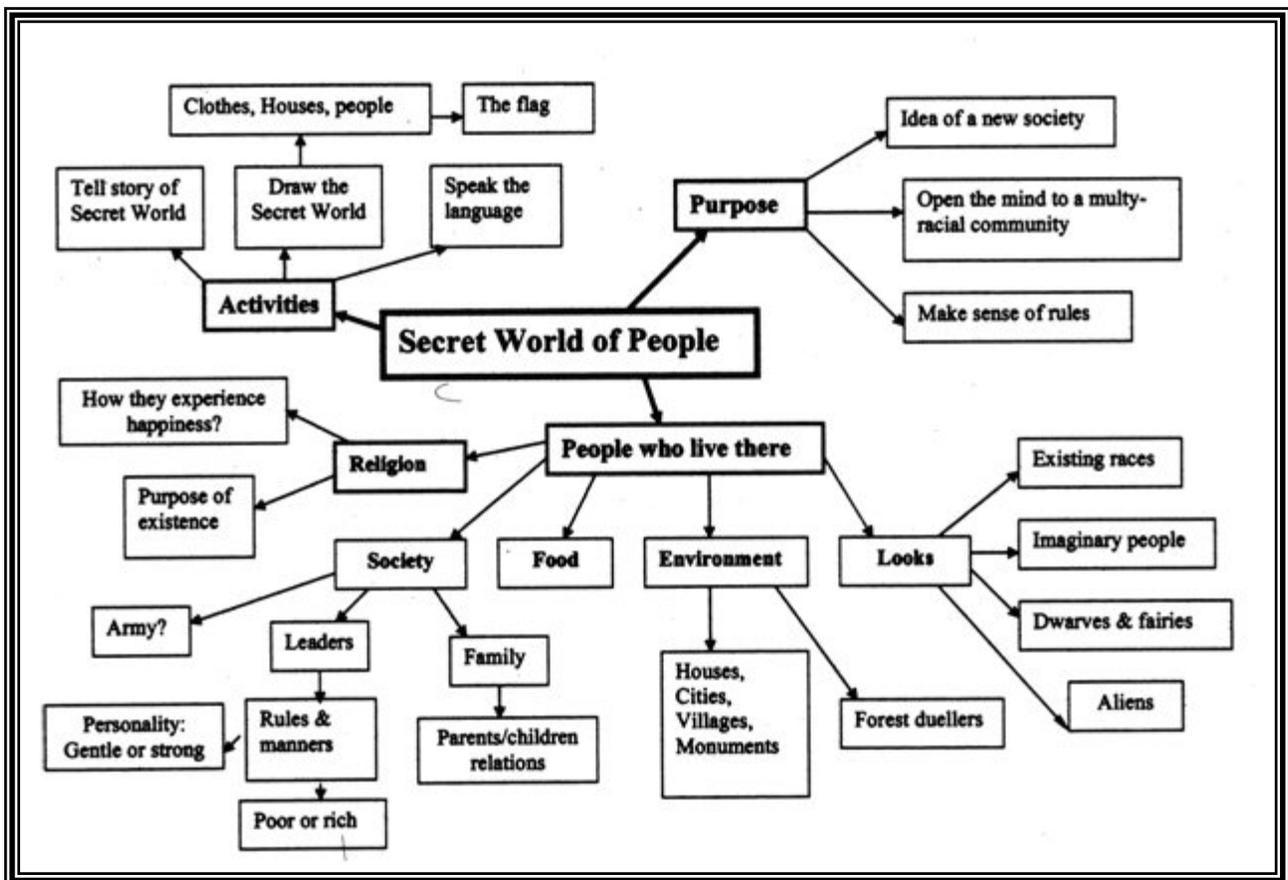
topic, the children collectively produced a piece of artwork about the imaginary society they had created. They drew a poster utilising crayons and



colour pencils. The idea of 6 people drawing on the same paper at the same time was quite new for them. One by one the group presented their artwork to the rest of the participants. The audience got the opportunity to question each group on particular details of the imaginary world they had created. Some of the groups made the flags of their imaginary worlds, and read the rules which govern the World in a new language composed at the spot; of course there was translation. Most of the children agree that to preserve nature is a fundamental rule in every world.

During the whole program the children were very enthusiastic about the activities in which they were involved. They also showed self-discipline and cooperation. This made it very easy for the organizers to keep the flow of the program. This was very remarkable since there were only three adults conducting the camp.

We are all looking forward to the next camp, next time on the summit of the mountain.



Two Ananda Marga Schools in Paraguay

By Didi Ananda Sushila



After working 10 years in South-east Asia teaching meditation, I was very much wishing to have the opportunity to work in a school. Then my desire was fulfilled, and I got transferred to Paraguay, South America. Here my main work is to supervise two schools; both are service projects and have been running sincerely by two margii sisters, Anandamoyii and Niliima.

The school in Asuncion is a Kindergarten operating inside the biggest wholesale vegetable market. Most of the parents bring their vegetables at night and sleep overnight in the market in order to be ready for the early activities the next day. The children sleep with them too in the market and come to our school in the morning while the parents are busy selling. The school is like a heaven for them in contrast to the noisy and dirty environment of the market. The Director, Anandamoyii, is running the project well with morning circle and the curriculum from Circle of Love. She said we teach more than the usual curriculum in Paraguay and we have to reduce the program when we submit the program to the municipal government because they don't believe children can learn so much at an early age. Paraguay has been under dictatorship for many years and the education from the past is not so progressive. The situation has been changed recently but is still very slow. For many years the kindergarten has been struggling financially, only last year we received financial support from the municipal government. Right now we have 40 children in the Kindergarten.

We have another school in Capiata, the rural area, more than one hour by bus from Asuncion. It's the biggest Ananda Marga School in Georgetown Sector. We now have 320 students from preschool up to 9 grades. In the countryside most of the people speak the local dialect "Guaranii". When I

first arrived in Paraguay, I was thinking to myself "Oh, my God, I will have to learn two languages, Spanish and Guaranii." Paraguay is the only country in the whole of South America which is still maintaining its own language. Guaranii is the official language and is taught in the school beside Spanish. They are very proud of it. Our teachers in Capiata use two languages to teach especially in the lower grades where the children can't understand Spanish well. I had a difficult time when I first worked in the school without being able to manage the language well. Children used to joke at me knowing that I couldn't understand it. The first year for me was just observing and trying to understand the culture and language.

Our Neohumanist School in Capiata started in 1993 with 32 children in preschool. The village is quite poor; most of the villagers are illiterate. Some of the children are from broken families without fathers. Most of the families are just striving for survival, traveling three hours every day back and forth to the city to earn their basic living. Sometimes they bring the children with them to help with the selling. They have no time and energy to educate their children; they leave it all to the school. Our school serves the fundamental needs of the community. We allow every child to study even without paying the school fee which is less than \$US 1 monthly. Due to the great need of the community and the request from the parents, the school has been growing fast under the contribution of the Director Niliima and all the Didis who have been posted in Paraguay previously. We got all the financial assistance for all the teachers up to 9 grades in 2003. Right now we have 5 teachers for preschool to 6 grades and 10

teachers for grade 7 to grade 9. We have now one big building with 5 classrooms and one meditation room as well as one small building with preschool and office.

My first job in the school was to make the school look cleaner. We made the cleaning schedule for each grade to maintain the cleanliness of the school. We let the children feel that it was their responsibility, not the duty of the cleaner, to keep the school clean. When I asked one Didi who had been working in the school, why the school was so dirty, she replied to me that actually it's already improving. Three years ago when she has just arrived in the school, most of the children came to school with their dirty clothes, and most of them had lice in their hair. My SWWS (Sectorial Didi in charge) told me that 5 years ago when she came once with one Dada to visit, the children were very undisciplined while Dada was giving a talk. The situation has changed gradually. Now the children come with proper uniform and they all look so lovely and beautiful. Here I see the marvelous work of the education and the important role of the educators.

We started different projects and programs to make the school more Neohumanist.

The Project "I Learn More Through Arts"

This is a two year project from July 2002 to July 2004, funded with US \$2000 from the Ministry of Education. The main purpose is to improve the abilities of the students in the field of communication, so they will know how to express themselves well in speaking and writing and will also be able to read well. Instruction is through the medium of the arts, including drawing, painting, dance, drama, music...etc. We have different areas in both languages: poems with



drawings, pictures with story making, comics with dialog, riddles, acrostics, tongue twisters...etc.

Teachers stimulate the children's creativity through subtle expression of arts. The children are all very happy in the activities. We have some creative programs with the parents as well, so the parents know what children learn in the project. All the work done by the students is well preserved and presented twice a year together with the performance of drama, Paraguay dance, poem reciting, and other language and body expressions. The presentations are very much appreciated by the parents and the Ministry of Education. The result of the project is that students are less shy, know how to express themselves, gain more confidence and discover their potentialities and creativity. But there is still lots of work to do so that all the children can read and write well.

The Project of Values

This project started this year, as Neohumanist Education emphasizes morality and values and we find it so lacking in the school as well as in the community. So we have one value for two weeks. Each teacher is assigned a respective value. They have to explain the meaning of the value in the formation and different grades prepare something

to present in the morning and afternoon formation before the class. They prepare poems or read some articles or sing songs or make a drama according to the value of the week. Teachers also create activities and incorporate the value in with their other lessons in the class. This year our aim is to introduce the values. The result is still hard to see clearly. But at least the students are acquainted with the words of the values which we hang beside the gate. Hopefully through our efforts,



moral education can have its root in the heart of the students and one day bear fruit in their behaviors.

Meditation Time and Yoga

As the school grew fast, the originally planned meditation room beside the office was taken up for the use of a classroom, so the students do their meditation in the classroom with their teachers before starting the day.

When I just arrived last year, I used to choose one class, and meditated and sang songs with them. There was a need to construct one room for meditation purposes. Luckily with the donation from members of Ananda Marga abroad, we were able to build a meditation hall which is bigger than a classroom this year. I started the meditation class with different grades in the morning and afternoon session after the class formation before the day began. Children love so much to enter our new meditation room. Though we have fixed the schedule for different grades, still they ask if it's their turn to meditate with me. They run to the meditation room and fight to sit near me!

In the beginning they were so irritated and could hardly sit quietly for even one minute because they were so excited. But gradually the vibration changed. Now they all can sit for 5-10 minutes with loving vibration. We sing the song Tiny Green Island, do kiirtan and sing a Spanish song to begin meditation. After meditation also we sing some songs. Sometimes I explain a bit about meditation and spirituality. Though it's only a few minutes, I see it as my important work in the school. It's the time I am facing all the children spiritually. Mentally I would imagine that the Divine is taking care of all of them.

Children's minds are so pure without barriers. But with the teenagers I had a bit difficulty starting the meditation class. Some of them refused even to



enter the meditation room, saying that their religion doesn't permit them to meditate. So we make it optional for them. What is the use if they are been forced to meditate? And I realize why Shrii PR Sarkar emphasizes early childhood education. But those who come regularly said that they are meditating at home too.

In July, when LFT Jiivaprema arrived, she started asana classes with the students, and they all enjoy the postures of yoga.

This year we have a new Director Dyotana. She is from the community itself. With her sincere effort, the school is running well especially in terms of discipline and the relationship with the parents.

Though it's quite a tiring journey from the city to the school, when I hear the loving call of the children all the way from the bus station to the school, and feel the warm embrace of the children, all my tiredness vanishes. I love them so much. Mentally I would tell the Divine, "May all these children grow as strong moralists and always remember the song of our school: (translated)



*Let's go hand in hand for
this world of love*

*Sing the beautiful songs that come from the heart
No distinction of creeds and colors
In this universe we are all one
Many paths we have taken
Much advice has been received
But still we couldn't find the true
Why search outside without looking inside
Why search outside without looking inside*

Ananda Marga Academy North Coast, Mombassa, Kenya

By Didi Ananda Giitika

Our school year starts in January. This year we were surprised to see the increased demand for vacancies. Since the free primary public education was instituted one year before in 2003, there was initially a large number of transfers to public schools. Now it has started to reverse. We have



440 pupils from kindergarten to class eight, and no vacancies left ! We also have sixteen teachers, who are all dedicated, good and ethical. One teacher , Mr. Nguah, meditates and recently started a vegetarian club. Another teacher is interested in vegetarianism . Because of the pervasive effects of HIV-AIDS on the society, everyone who has a small income or employment is obliged to care for their extended families, including ill ones. This forces people to become aware of alternative health and stress reduction. Didi Ananda Ruciira's work in raising awareness in Kenya about natural and homeopathic medicine, through her Abha Light

clinics and publications, has also influenced our teachers and parents. This is another reason why our school is better known and appreciated than before. (Website for Abha Light <<http://www.abhalight.org>>)

It was, administratively, a stressful year, as we needed to raise funds for an additional WC building in order to meet health department requirements necessary for permanent registration of the school. Somehow local sympathizers were not so interested to donate for WCs, but we did finally succeed in constructing the building and all the small other requirements needed by the Ministry of Education.

We invited the parents for a cultural program and prize day at the end of term two, at the end of July. In the photos you can see that the parents are from diverse backgrounds; I love the mixture of Muslim, Christian and Asian cultures in Mombassa. Unity in diversity.

For the advancement of our school, we need to work more with drama and art. Kenyans love theatre, but we need to channel the talents into socially positive themes. Our big project at the school is to build an outdoor theater, a multipurpose hall, a place in which to develop the dramatic potential. It would also be used as a canteen during lunch hours. The "PR SARKAR Memorial Hall" will be a focal point for internal and social development in the North Coast.



Mango Tree Education in Ghana

The International Neohumanist
Primary School, Ghana, Africa
By Katyayani

Young girls are laughing and skipping rope underneath the shade of a lush mango tree. The mango tree is the centerpiece for the courtyard of the a.k.a. “Namaska” school, short for Namaskar. The boy students of all ages are going to head-to-head in soccer in the nearby dry, dusty field. The sun is high and the air is hot, but that cannot deter the boys from the thrill of the game.



Students during morning break time underneath the shade of the mango tree.

It is the morning break time for the entire school. The clanging of a rusted piece of old metal that hangs from the tree is the “bell” that sounds the break and all the changes in activity through out the school day. In about half an hour the “bell” will clang again signifying “break-over” and all of the students will run back to class with the same enthusiasm that they rushed off to recess.

The school’s students are from Kindergarten (KG) to Elementary or Primary 6 (P6). The students are happy and proud to attend school. It is a privilege and honor to go to school instead of working. There is barely any enforced labor laws in Ghana, especially when those laws would affect the food that your family has to eat.



Some very special students with their American volunteer teacher, Ms Alison.

The school is located in the town of Ejura in the Ashanti Region of Ghana, West Africa. The land is lush, green, and fertile. Monday is market day for Ejura. Buyers and sellers from all over the country come to Ejura to buy its renowned produce. Many children work on their families’ farm and do not have the opportunity to go to school. It is a luxury to be able to wear the orange and brown uniforms of the school. To learn in a classroom is a privilege.

Initially, the International Neohumanist Primary School was a free learning institution. Children of all ages and sizes from neighboring villages would flock to the school. Over time, however, as more students began to come, the school out grew its capacity. Thus, more teachers were needed and school fees for the students were introduced to help support the growth of the school. Today there are 104 students enrolled.

Painted on the north wall of the school building, just east of the P6 classroom door is the Neohumanist creed for education. According to Shrii PR Sarkar, the word E-D-U-C-A-T-I-O-N itself has special significance:

E - Enlargement of mind

D - DESMEP (Discipline, Etiquette, Smartness, Memory, English, Pronunciation)

U - Universal outlook

C - Character

A - Active habits

T - Trustworthiness

I - Ideation of the Great

O - Omniscient grace

N - Nice Temperament



These ideations and ideals are being shared and expressed to the students in many ways.

Enlargement of mind occurs in various methods. The International Neohumanist Primary School broadens and enlarges its perspective with its active program involving international volunteers. By accepting international volunteers, the students are exposed to many different cultures and outlooks on life. It expands their perspective and opens new doors in learning. The school has received volunteers from Australia, United Kingdom, USA, Germany, England, South Africa, Turkey, Canada, Denmark, and Austria; to name a few. New volunteers are requesting to come to the school all the time. Volunteers are always welcome to come and share.

Discipline, Etiquette, Smartness, Memory, English, and Pronunciation are all key elements taught within and without the classroom. These qualities can often be taught to the students through example and positive affirmations. For example, etiquette is especially a role-modeling objective. When the children see their adult role models exemplifying proper and good etiquette, they model this type of behavior. An example of when this type of behavior is modeled when the KG class is lining up for recess or sharing materials for group activities. Teachers express and portray good quality etiquette when they treat the students with respect and each as an autonomous being.

Universal Outlook is taught to the students especially through the curriculum of the world religion class. In this class the students are taught firstly about the religions and spiritual practices of their home country. Traditional spiritualism of West Africa is closely linked to the philosophy that forms the foundation of tantra. It propounds the idea that the Creator of the Universe is in all and is a part of everything. There is even a symbol rooted in the ancient culture called “Gye Nyame” (pronounced gin-n-yom-ay). This symbolizes the supremacy of God. Deeply founded within the Ghanaian culture is the ideation that God is omnipresent and omnipotent. “Gye Nyame” literal means “except God”. That there is nothing else besides God, that God is manifested in all things. Thus, this idea is easily transferable to other spiritual practices and religions when taught especially the ideations present in the philosophy of Ananda Marga.

One way of ***Character*** development of each child is through one on one interaction with the instructor. Early child hood is a time when character traits are forming rapidly and permanently. It is critical to establish strong character habits when the children are flexible and formable. It is important to affirm positive affirmations for good character. When character is not within the confines of discipline and etiquette it is best to suggest and display the correct character. This way, instead of highlighting what is at fault, the focus continues to be on the positive. One case in point is illustrated in the Kindergarten Neohumanist Teaching Guide. If a child steals, instead of telling the child “No” and “not to steal”, it is better to suggest that the child be “more honest”. This way honesty is accentuated and not the stealing aspect.

Active habits include the daily activities in the child's life. Initially the structure of a routine helps establish the order of active habits in a child's life curriculum. This order and structure, and even the presence of self-restraint in some areas, is a wonderful basis for their spiritual practice. This teaches them that success is earned through action. Not a single occurrence, but through the repetition and perseverance of positive, active habits. Some simple guided activities for KG level students are always assisting with clean-up time. Also, home time activities such as washing and cleaning are important rituals that are easily incorporated habits.

Trustworthiness is key to knowing yourself and then knowing others. The ability to place all trust into the care of the Supreme Being, then you can place full trust in your self, and then into the hands of others. As an instructor, it is important to build a strong founded relationship of trust with the children. The sense of security and safety planted into the hearts of the child at a young age create growing individuals who are more confident and self assured. A simple way to establish trust and to exhibit trustworthiness is to be true to the words that are spoken by the correlating actions.



KG Class showing off the birds they made in craft time

Ideation of the Great is maintained by creating the awareness that the each child is a great and wonderful being in the exact way that they were formed. The life force that flows through their being is from the Greatest Source, and they are one with that source. Arts and craft activities are opportunities to explore all of the great things that are in this universe. The children especially excel at recognizing the objects in their daily usage that are great, and that those are reflections and a part of the something that is even Greater. Birds are a common part of the children's' life in Ghana. They know and recognize the uses and wonders of birds. So, with the explanation and appreciation of such a small factor of their life, they are able to apply this perception to larger areas of their life.

Omniscient Grace is another common theme running through the language and life of the West African community. In response to the question "How are you?" a normal response to receive is "By God's Grace I am fine." In Twi or the Ashanti language it is said "Nyame adom ahuo ye" (pronounced "n-yom-eh a-dome a hoy-yeah). So when this phrase is spoken, it declares that in all situations and circumstance; in sickness or in health, in poverty or riches, in this life or the next lifetime; God's grace remains for it all.

Nice Temperament is created by core attitudes that can sustain in all conditions. For children this is easily addressed in creating behaviors of sharing and patience. Encouraging the sharing of toys and materials and the patience to wait for turns to use an item assist in these developmental traits. It teaches the children to remain calm and peaceful in a good temperament even in situations that are not ideal.

The best way to teach all these ideals to children are to have a constant, positive authority figure through out their lifetime.



Director of Project, Dada Shivesh, with the students of the International Neohumanist School.

The Sarkar School, Taiwan

The Sarkar School was founded 10 years ago with a single student on the Yu Jing Master Unit, Ananda Suruci. Now, it has 18 students spanning first grade to ninth grade. On March 15, 2004, with the help of all the students and staff, the Sarkar School moved to a new place. The building, worth over a million US dollars, was donated for use to the School on a 50 year lease by E Guantau Golden Temple of Three Polarities located in Er Hsi Village in Tainan County. The building has 7 classrooms, a large meditation hall, a large library hall, an auditorium, children's corner, play ground, soccer field and



A typical class room of the school



The library of the School has over 8000 children's books.



Kulapati inspecting records of the Sarkar Neohumanist School of Taiwan on September 6, 2004 on behalf of Ananda Marga Gurukula. Yatindra is

office space. The school is preparing for expanded enrollment for the next session which starts in February, 2005. There is also a plan to extend to secondary level within the next three years.

The Sarkar School is now recognized all over Taiwan as an alternative experimental school with a focus on environmental education, yogic life style and emphasis on the arts in addition to regular subjects. Students recently built a bamboo tree house in I Ching Master Unit as a collaborative project.

One of the successful highlights of the School is the Summer and Winter Youth Camps Initiative which is held three times a year and attended by over 30 young persons from all over the Island. This educational and fun initiative has received such a joyful response from the youth that the waiting list is increasing year by year.

A few weeks after moving to the new building, a TV station came to interview the Director of the School, Yatindra, and did some filming of the classroom activities. The next day, staff and students from an independent school in Tokyo, Japan, came for a visit and were interested in the philosophy and goals of the school. On April 21, more publicity was received when 8 major local news papers printed an article about the school.

10 years after its founding, with new facilities and fresh feelings, the Sarkar School continues to follow the ideas of Neohumanist Education, to help build a better world.

The School is planning to host an International NHE Conference on Oct 29-30th, 2005 and all interested are invited to join.



Children of the School love to read.

In Other

Global NHE News



New York Sector

Progressive School of Long Island

By Arun

PSOLI is currently in an expansion phase of adding a middle school (grades 7-8) with a science lab, art studio, classrooms, play yard and gardens. It is being accomplished in four steps:

- 1) purchase of the property next door
- 2) fundraising and architectural studies
- 3) zoning and building code variance hearing
- 4) renovations and enrollment

We are currently in the middle of step three. A hearing is expected very soon to deal with town approval of plans. Fundraising has been very successful and extremely fulfilling to all those involved with the school. A team of experts is being assembled to plan the school's focus and curriculum.

Monterrey, Mexico

By Radhika

This year we have about 75 children and five teachers. The teachers are excellent; all are educated and their work is very professional. Didi Ananda Sujita has arrived to work with us and she is a wonderful addition to the school. We have hired a Director who is also very good and is working hard. I have started to teach the teachers how to teach meditation. The children are very happy and the parents are too. We just had a fundraiser that the parents helped out with to buy a swing set for the children. The quality of our school is improving everyday. We finally have a good staff of teachers and I am fundraising now to increase their salary. We now also have a big beautiful mural for our school. One important goal of this year is that we must meet the requirements of the local Department of Education in order to ensure the continuation of our school. We have begun to file the necessary papers and are raising funds for the necessary construction.

Dominican Republic

By Jivvanmukta

With the donations received and money raised at the Colegio Ananda Marga garage sale, we managed to make most of the necessary repairs to the school in time for classes. Though some repairs are still being (and need to be) made, the school is definitely looking better. And to make the renovation complete, Colegio Ananda Marga is now Paraiso Infantil. We've not only repaired the school, we've renamed it! We've also hired a new director, Franklin. He's a tireless worker and supportive of Neohumanist Education.

I've been participating in Morning circle: singing kiirtan, meditating and sharing stories with the children. Within a few weeks we'll sing our very first children's song with a guitar.

We've just enrolled three children on scholarships (bringing the total number of scholarships to 4), hopefully the start of an ongoing scholarship program. The children will receive one year of education for free plus all the necessary supplies (notebook, uniform, etc.) and free items from the cafeteria.

Jamaica

Didi Ananda Ragamaya released a new CD single entitled "Children". All three TV channels in Jamaica, the BBC, and three radio stations broadcasted the release. Many newspapers covered the news and a very popular South African magazine "Renaissance" devoted several pages to the release. The song was performed with the launching of the CD and video at the Children's Expo at the National Arena in Kingston from May 14th - 16th, 2004. It was also performed at a UNICEF education forum on May 19th.

Haiti

In Haiti the Didi's school is booming due to the intense effort and leadership of Didi Ananda Jiivaprema. In the curriculum, Prabhata Samgiita, asanas, as well as other Ananda Marga techniques are taught. The clinic is taking regular care of people related to the school and Didi gives daily homeopathic remedies for fever, malaria, skin disease, diarrhea, etc. Didi is thinking to get some nearby land to expand the demand for the school. Didi is also coordinating the woman's sewing cooperative, which is growing strong. During Didi Ananda Usa's recent visit, to Haiti they contacted many embassies, different armies and peacekeeping forces to get help for the school and the response were very positive. Due to the efforts of Dada Karmavratana's school brother Citragupta has been inspired and donated the a land which is four times bigger than the present school. Many trees and plants have been planted in an effort to revitalize the ecological balance in the area. Eighteen leaders from different groups came to a lecture for this purpose and this has opened new doors for our activities. LFT sister Sampurna is working on the solar ovens and seventy-five ovens are ready to be distributed among the parents of the school children. A workshop is being organized for it. Cakes, rice, and beans, are deliciously cooked in the ovens. In the relief work activities, lack of food for children has been noted; Didi has a list of medicines, which are immediately needed. An appeal is sent for people who can help get the medicines and anyone is welcome to contact Didi at anandausa@hotmail.com. Full article on the Haiti schools will appear in the next issue of Gurukula Network.

Manila Sector

Sanghlaburi, Thailand

Construction of a new two story school building with a playground in the back is in process, and will be completed by the end of December. The building will have about dozen rooms. School begins in the new premises on January 2nd. Inauguration of the new school will be on Feb 19th 2005. The old children's home will be used for the kindergarten and the home will move to a new

location nearby where they have a 5 acre beautiful Master Unit with a view of the lake.



New construction at Baan Unrak

Bangkok, Thailand Vimalaya

Children's home boy learning useful technical skills at P.R.Sarkar Technical School at Ananda Vidyadham in Huaymalay



Manohar of Children Home and of P.R. Sarkar Technical School at Ananda Vidyadhama, working to improve



Harish learning the joy of cooking at Ananada Vidvadhama.

Suva Sector

Melany, Australia

Ananda Marga River School

By Kamala

"Extraordinary School" - An article in last Sunday's newspaper for our region carried a great article on our school. Entitled "Extraordinary school has extraordinary origins" it begins: "Arguably on the great success stories within Queensland's independent school ranks is Maleny's Ananda Marga River School." Later they call it "one of the Sunshine Coast's most sought-after schools."

New Jagriti- We have just completed a new jagriti on the school grounds. Downstairs is a spacious meditation room with sliding glass doors on two sides, a small serving kitchen, and a wide veranda overlooking a patch of forest. This is being used for local Ananda Marga events, plus regular school morning circles. Upstairs, Dada Ratnadevananda (our school principle) has a three-bedroom living space (the "palace" we are jokingly calling it.) We are delighted to have the new building complete as the three bedroom house was donated around two years ago and put high up on blocks, hovering strangely in the air above the rest of the school, until we got the money to build the meditation hall in underneath.

Cafe Nights - We are now holding regular "cafe nights" as suggested and implemented by one of our parents. These include a yummy vegetarian dinner (cooked by parent volunteers) for an easily affordable price, followed by performances. The first time it was a bit like a talent show with parents or children able to sign up for performances. Our most recent night was all children's performances including several student-written plays and lovely marimba concerts.

School Camps - Now in September we are all enjoying schools camps. First grade 1 and 2 students (and many of their parents) went to the "House of Happiness" on a nearby island and enjoyed two days of beach and fresh air. Next grades 3 to 5 will go. Finally grade 6 and 7 students will go on a Challenge Camp dedicated to developing leadership and outdoor skills.

Kahira Sector

Israel

The new school year started with 20 children - a great record for our Yoga-Gan kindergarten. The parents and neighbors are very impressed with our schools and education. Radhika received her certificate in NHE Early Childhood Introductory course and is in the process of translating it into Hebrew. She will train her teachers.

Istanbul

Sisters Jyotirmayii and Radhika attended the NHE training in Malta. Jyotirmayii is preparing a programme for introducing NHE in Istanbul.

Malta

In Malta the Centre that will have activities for children and women is under restoration. Ten wonderful rooms with stone walls are emerging under lots of work. The centre is located in an area where various educational services are in need.

Athens

New school session started with a new teacher who has been trained in Waldorf education. At the centre various programmes are offered to parents in the evenings and weekends.

Albania

This year at the school the enthusiastic teachers made innovations and will focus on quality.

Georgetown Sector

Guarapiranga, SaoPaulo Brazil

A wonderful Education Training seminar was held in our school with 50 participants. Classes included spiritual philosophy, the art of play, story telling and there were workshops on painting, drama, music and voice. The flow was really inspiring and a lot of practical learning was done. Two more trainings will be held in the beginning of next year in different parts of Brazil.

Ponta Grossa, Brazil

A new preschool was started on 3 October in Ponta Grossa. A group of 15 mature and dedicated people are participating in the project.

NHE Materials For Sale from AMGK and Other Sources



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

This professional CD of songs 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 <inrsong@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 Neohumanist 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>.



Children By Didi Ananda Ragamaya

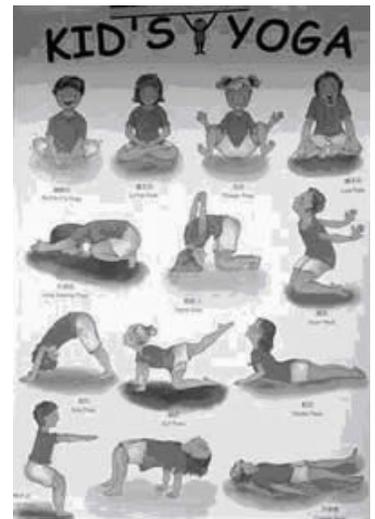
In collaboration with Griot Music, an ethical music publishing company dedicated to improving the quality of life in the Caribbean, Didi Ananda Ragamaya has

produced a song she composed about children. It has a very simple and uplifting meaning basically about honouring the rights of, loving our children and encouraging them to reach their full potential. It is quite a catchy and radio-friendly song and was released on the radio May 1st. They have also recently made a video with children from all backgrounds and hope to carry a message across the world. If you would like to learn more about this new release and where you can hear a clip of the song and order, please go to <http://www.griotmusic.com>. Part of the proceeds from the sale of every CD will go towards the Ananda Marga Kindergarten on Mountain View Avenue, Kingston 2.

Kid's Yoga Poster

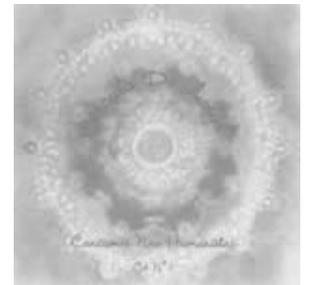
This brightly coloured poster, made in Taiwan, is available for sale from Gurukula Academy of Taiwan. Measures approximately 20 x 30 inches.

<ihuad@ms48.hinet.net>



Circulo De Amor By Didi Prema

Didi Prema has recently started a CD production studio in Managua, Nicaragua, and has released a beautiful new CD of 20 Neohumanist songs for children in Spanish. Available through amgk.glo@gurkul.edu



Puppets and Dolls from Peru

Didi Anandamuktivrata started a crafts collective, in Paraiso Alto, Peru, 2 years ago, which has now grown to 15 members. These women make finger puppets. She also started a second crafts collective which is made up of women who are deaf. They are making ethnic Peruvian dolls. Both the finger puppets and the ethnic dolls are great for the classroom and also make great Christmas presents! Please look at their web page to see them. You can order from the web page www.rurapuk.com or contact Didi directly for discounted prices (didiamv@ec-red).





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>

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>.

New CDs from AMGK PowerPoint Resource n. 1

a CD collection of PowerPoint presentations useful for teacher training and introductory lectures on NHE. The contents is as follows:

- Neo-Humanist Education, Philosophy, Principles Pedagogy in four parts:
 - NHE Philosophy
 - NHE Principles
 - NHE Teacher
 - NHE Teaching Methods
- Master Unit Cakranemii – The Nucleus of the Universe
- Communication and Problem Solving
- Communication with Children -- from the NHE Early Childhood Introductory Certificate Programme
- Effective Leadership Skills
- Foundations of NHE - Philosophical
- Glimpses into NHE Schools - from around the world
- Liberation of Intellect – Neo-Humanism
- Open Space Meeting
- Moving in Your Rhythm – Text from Writings of Shrii Shrii Anandamurti
- NHE Quahira Sector

- Our Philosophical Treatise – Discourse by Shrii Shrii Anandamurti
- Quiet Time

DVD Resource n.1

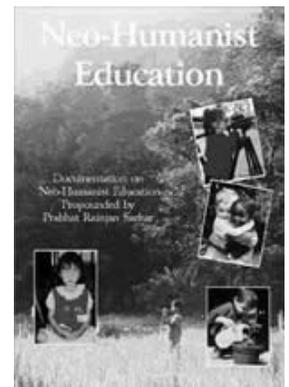
a collection of short videos on the following topics:

- Yoga acrobatics in Thailand
- Yoga with children in Italy
- Yoga and Massage with children in Italy
- Youth camp in Italy
- New Wave in Dubrovnik
- Joyful Things (River School, Australia)

To Order Please send e-mail to:
amgk.glo@gurukul.edu

Neo-Humanist Education A Documentation on NHE Schools Around the World Edited by Avtk Ananda Rama Ac

This full sized 100 page book provides a colorful picture of the Neo-Humanist Education system world wide, with over 40 articles and 260 pictures from NHE schools around the world. The articles are written by teachers working in the schools, giving a first hand look into the NHE classroom. Available through amgk.glo@gurukul.edu



"What is compelling about this collection of essays and anecdotes is that they are written by practitioners in the field, who are both deeply committed teachers from a variety of cultures and practicing Yogis. The wisdom and practical ideas thus generated in these pages come from intellectual analysis, practical experience, diverse outlooks, and spiritually informed intuition. Many theorists in the field of education believe that it is this combination of analysis, experience, perspective, and intuition that is the most solid basis for developing good theory."

-Kathleen Kesson, Director of the Teacher Education Program at Goddard College

Other Publications from AMGK



Yoga Warm-ups Prepare your body for subtle asanas – by Mita Chen and Kaomudi

Yoga warm-ups is a compilation of poses that comes with complete instructions to guide you through your exercise routine. Elements of posturing and correct alignment from professional

experts are emphasized to help you attain the flexibility necessary for yoga-asanas, yoga-mudras and yoga-bandhas. The warm-up exercises are grouped in distinct anatomical sections for your easy reference and to help you focus on the correct exercises for a specific problem that needs attention. Suitable for all ages and levels of fitness and strength. Mita Chen with her wealth of knowledge and experiences as a yoga teacher has

carefully selected and demonstrated the poses which are helpful for yoga aspirants. She now resides in the US. Kaomudi is a registered physiotherapist with the New Zealand Board of Physiotherapists. She is currently running a sole practise in Kuala Lumpur.

Ananda Marga Dictionary For Every Day Use Compiled by

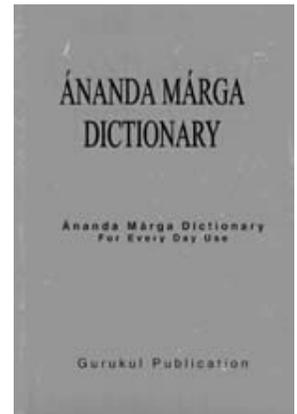
Ac Premayananda Avt

An Ananda Marga dictionary compiled by Dada

Premamayananda has been published under the guidance of AMGK Publications in Bangkok. The book has 160 pages and contains more than 1500 entries. Order at:

amdictionary@eudoramail.com

The cost is \$6 wholesale, and \$12 resale.



Status of Books and CDs published by AMGK

amgk.glo@gurukul.edu

Books Currently Available

Discourses on Neohumanist Education - Shrii Prabhat Rainjan Sarkar

Documentation of NHE – Ed. Avtk Anandarama Ac

Head in the Stars, Feet on the Ground - Avtk Ananda Nivedita Ac

Teach me to Fly – Avtk Ananda Nivedita Ac

Bio-Psychology - Dr. Jitendra Singh

Situating Sarkar - Sohail Inyatullah

Transcending Boundaries - Eds. Sohail Inyatullah and Jennifer Fitzgerald

Ananda Marga Dictionary - Ac Premamayananda Avt

Yoga Warm-ups - Mita Chen and Kaomudi

Wisdom and Mystical Verses of Sanor – Ac

Shambhushivananda Avt

Tantra-Conf. Proceedings -Ac Shambhushivananda Avt

Books Available in India Only

Ananda Sutram Word Index - Ladli Prasad

Notes on Varna Vijnana - A. R. Sarangi

Books Out of Print

Gurukula through the Ages - Ac Shambhushivananda Avt

In Search of Ideal Education - Ac

Shambhushivananda Avt

Conference Proceedings on NHE – Ed.

Ac Shambhushivananda Avt

Gurukul Education-Mumbai speech – Ac

Shambhushivananda Avt

Teacher Resources Produced by AMGK

(see page 3 for details)

NHE Resources

NHE Diploma Programme

NHE Introductory Certificate Programme

AMGK Standards for NHE Schools

CDs and Multi-media Productions by AMGK

Circle of Love (Revised Edition) – manual and songs –

Ed. Avtk Ananda Mitra Ac

Kids Yoga Poster - Arunima

NHE Power points and NHE video clips

In Process

YES Manual for Teachers – Ed. Avtk. Ananda Rama Ac.

NHE Philosophy and Principles Booklet

Elementary School Teacher's Manual - Arun





Neohumanist Education

"Education must awaken the thirst for knowledge in the students' minds. The students themselves will create environmental pressure by persistent demands for answers to queries like: "What is the answer?" and "Is it correct?" The longing, "I wish to know... I wish to understand and assimilate the entire universe" should be created. Such a thirst for knowledge should be created in the minds of students."

Shrii PR Sarkar



Participants in the opening ceremony at the new Music College at Uma Nivas, Ananda Nagar. Story on page 6.

Gurukula Network
146 Honness Lane
Ithaca, New York 14850