

Soul-based-learning and Universal Laws

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Why soul-based-learning?

Flavio Cabobianco, a boy born in the early 80s in Argentina, wrote at age 8: "New children are being born. They are different human beings, although they don't look different. I am just one of them, one of the first ones. Humanity is changing. The connection with the spiritual world becomes more open. All children can now maintain the oneness with their essence." He adds that the new children have different needs and that to help those children the adults themselves need to become more open and less tempted to impose their ideas and worldviews. In his book *Vengo del Sol (I come from the Sun)*, published in 1991, he tells that he can remember all details from the time before his conception and his birth and that he came this time to Earth to be a cosmic messenger and to speak about spiritual matters.

Recently, more and more people worldwide are becoming aware of the fact, that we are indeed living in a time of big changes concerning many areas of life. They realize that old worldviews rapidly are being replaced by new ones and that indeed there might be an evolution in consciousness taking place. And also there is more and more information available about these Children of the New World, some of whom display special skills. Skills that are in fact a natural expression of a developing consciousness, like telepathy and clair-voyance. So it is about time that world wide also the existing educational system becomes part of this movement of change and that we bring education to the position relevant to the souls that are entering now. Souls who have not forgotten where they came from, who realize that they chose to be here on Earth at this moment in time and souls who have the capacity to do anything.

Questions that rise are: What on Earth is going on at soul-level? What does it mean to be a soul living in a physical body? What does it mean to be a human being living on Earth and what does it mean to be a human being living on Earth NOW? Does there exist a continuum of consciousness? Are we as humanity not only participating in a physical evolution, but are we also involved in an evolution of our consciousness? What is the history of humanity at soul-level? Is there really a big shift in consciousness taking place right now? And if so, what might be the role the children of today are playing in this shift?

All around the world there are universities and colleges where we can study about anything, but where do we go to explore the fundamental questions of life, mentioned above or questions like "Who am I?", "What am I?", "What is the purpose of our existence?" Using my intuition for direction and my inner knowing as touchstone, I started an interdisciplinary study to explore our lives and human existence viewed as souls in physical bodies. I draw from many different sources – ancient wisdom, new scientific insights and channeled information – and I study creation stories, information about involution and evolution, consciousness and sacred geometry looking for ageless wisdom. On this exciting journey I am discovering that, covered under the dust of all outer apparent differences and dogmas, there are indeed surprising correspondences.

There seems to be a golden thread of Universal Truth that runs through all these different traditions and sources. This is a Wisdom that is not restricted to any period in time nor to any specific culture and is found at the base of all religions, spiritual traditions and belief systems. It is found in the worldview of indigenous people worldwide and it becomes again available to us through recent channelings. I am also discovering that at this moment I am not at all alone on this fascinating journey of discovery. Many more are crossing borders and are comparing information from very different sources, disciplines, cultures and periods in history, finding connections and missing pieces, together making the underlying essential correspondences more and more visible.

The new paradigms coming in view this way, will form the foundation for insights about life as a soul in a physical body and so too the foundation for a new way of for soul-based-learning, maybe best described not as a school, but as "an atmosphere where learning is possible". A way of learning

which will be – given the work is done well – the foundation for life in love, balance and harmony with All That Is.

Universal laws

As one aspect of the golden thread of Universal Truth that runs through all traditions and sources of ancient wisdom of the world, I discovered the existence of the universal laws. The universal laws tell us how things work in our universe. They are the laws, that have been working in harmony from the beginning of time to create worlds and universes. The universal laws work on all levels of reality and are the guidelines which define order and structure in the universe. When we understand these principles and know how they work, we can use them to our advantage. Whether we like these universal laws or not, as long as the universe endures, they will endure, for the universe exists by virtue of these laws, which form its framework and which hold it together. They are constant, immutable and can not be bent. They are universal, because they apply to everything and anyone, any time any place. They do not discriminate.

We, human beings, have the option of using our free wil, so we are free to choose to get to know these universal laws and learn to work in line with them or we can choose - consciously or unconsciously - to work against them. Might we choose to work in harmony with these principles, then we are on our way to live in harmony not only with ourselves, but also with nature and the world around us. Insight into the operation of the universal laws helps us to understand how and why things happen and comprehension of the laws gives us the opportunity to be in charge of our own life. When someone lives in harmony with these principles, all things can be created and manifested. Knowledge of these laws is essential for all who want to make a connection with their soul, because these principles rule over the process of growth of our soul. Once understood, they can be used as formulas for leading our soul to a higher level of consciousness. When we consciously bring our lifes in line with these laws, we will receive support from the universe in many surprising ways.

According to some sources these laws were taught by old masters, among whom Hermes Trismegistus. According to others they have their origine in the Vedic tradition from ancient India, where they were written down for the first time more than five thousand years ago. In fact, the universal laws have been revealed by the mystics of the ages and are confirmed by many philosophers. They concern the wisdom of the mystery schools of the past. They are found in the populair books about “How to be successful”, in channeled work and are discovered by anyone who get deep enough in touch with his or her inner knowing.

The universal laws are known under many names. In the Hermetic philosophy they are called Hermetic Principles. They are called cosmic laws as long as the cosmos is considered to encompass all that exists in the universe. They are called spiritual laws to emphazise that they (also) work on the spiritual plane and can be used for our spiritual development. And they are called laws of nature not only to indicate that nature, left alone, works according to those laws, but also when nature is considered to encompass all that exists within the universe.

Many of us have not been aware of the existance of these laws and have experienced that as a great lack. The universal laws have been kept secret for a long time, while they were part of the esoteric teachings – in contrary to the exoteric, public teachings. For that reason they are also called esoteric laws. At this moment though, recent pioneering scientific research is well underway to confirm the working of these laws. It really is a delight to rediscover them now because they seem to be of precious value in this time of great imbalance and worldwide changes.

Pioneers in applying universal laws in Soul-based-learning

Some people have already developed ways to teach children about the universal laws. The first steps on this new path seem to be done not in the context of education at schools but in the context of new parenting. A few pioneers started already in the 90s. One of them is Peggy J. Jenkins, Ph.D., the founder of Joyful Child which offers the magazine *The Joyful Child Journal*. She is known and loved internationally for her work on empowering children through activating joy within them. In her book *Nurturing Spirituality in Children*, first published in 1995, she says:

With my background of mother, parent/teacher educator, and student of spiritual and universal principles, I felt it was only logical to bring these fields together in the hope of accelerating the consciousness growth our world needs. As a parent, I felt a great need for more information on mental and spiritual principles in a form easy to share with children. The result was the combining of two favorite teaching tools – visual aids and analogies – to teach children the principles of truth.

In this book she gives 50 ways to visually and practically demonstrate the universal laws and several of the derived laws by using every-day materials. They are beautiful examples of simple lessons *that parents can teach to their children in less than ten minutes at a time* and are adaptable for any age group. While they are divided into Seedlings, for the beginning learner, Sprouts, for the more advanced learner and Full Bloom, for the experienced learner, it is very well possible just to pick and choose lessons depending on the needs and interests of the given situation.

In her book *The Joyful Child – A Sourcebook of activities and ideas for releasing children's natural joy*, published in 1996 and written as well for parents as for teachers, she goes deeper into explaining the universal laws and put them into practice as she explains why joy is an 'inside job' and why joy takes such a central place in her work with children:

...parents and children alike learn to focus on joy, not just for the joy of it, but because joy is such a powerful causative factor. Joy lifts us into a wonderfully high vibration and through the law of attraction, we experience that like attracts like. Therefore, joy attracts to us greater good which, of course, is different for each person. The same law reminds us that if we focus our attention on anything we dislike, or don't want, this puts us into a universal vibrational match with that thing or condition. I see joy as a quality of the soul which is realized when the personality and soul are in harmony. Therefore, joy is an 'inside job', and this makes it different from any ordinary happiness, which is affected by outside circumstances.

She considers self-esteem, values and universal laws as the foundations for joy. *One could compare the "outer education" to values education and the "inner education" to Universal Principles.* In a more recent article in *Odyssey*, a leading South-African Magazine, she makes the link with the new children: *The new children are here in ever increasing numbers; the new energies are here; there is a planetary awakening. So, isn't it time we started practicing a new type of parenting?* This new way of parenting she called Soul-Based Parenting where the child is seen first and foremost as a soul, not merely a physical being. This soul-based parenting knows several new paradigms which all have their origine in understanding the working of the universal laws. Those paradigms she mentions are: separation is an illusion – we are 'One' with the Creator or Source and with all people because there is only One mind; there are no accidents or victims, only lessons and volunteers; people create their own reality through the way they think, feel and speak; the reality we live in is not a chaotic, haphazard universe, but a beneficent universe in which divine order is always taking place because it operates through universal laws, so at a deep level 'everything' works together for good; what you believe you will experience; knowing that all children are perfect at their core helps the children to manifest perfection and alleviate their value judging, which is the major block to joy. As we focus on their gifts, we enhance them because 'what we focus on expands'; acknowledge and understand that each person is a mirror for the others; maintain a non-judgemental environment that focuses on lessons chosen by each soul; unconditional love is our essence and joy is its expression.

An other person on the path to a new way of parenting and to teach children about the universal laws is Deepak Chopra, M.D., author of many books in which he makes the connection between modern physics and philosophy, between the practical and the spiritual, and between the eastern wisdom and the pioneering western science. After he wrote *The Seven Spiritual Laws of Success*, published in 1995, a philosophy mainly based on some of the universal laws, which Chopra calls the spiritual laws for success or the spiritual laws for life, readers asked him how they could share these insights with their children. So a few years later he wrote *The Seven Spiritual Laws for Parents* which was published in 1997. This book, like the first book of Peggy Jenkins is written in the first place for parents and offers family applications of the universal laws for each day of the week. In the introduction he writes:

I benefit a lot of from the spiritual laws, but I wish I had gotten to know them years ago. It has been a whole struggle to break through the destructive habits with which I have grown up. As a parent I don't want to teach my children the same bad habits so they also have to go through the same trouble to change. My book shows that it is possible to put the spiritual laws in a language that is understandable and workable for children. (p. 11/12)

He explains that success not only is about material gains, but also has to do with the dimension of inner fulfillment. Understanding the working of the universal laws and how we can use them to create our own reality will help children to lay the foundation for this inner fulfillment. He emphasizes that, when we work with children, it is necessary to find simple and less abstract words for the universal

principles, for example we can call: The Law of Pure Potentiality simply “Everything is possible”; The Law of Compensation “Give what you want to get”; The Law of Cause and Effect “With every choice you make, you change your future” and The Law of Attention “Don’t say no, but go with the flow”.

Linda Redford is a family counselor and program development consultant, specializing in healing destructive behavior through the transformation of “Infected Belief Systems”. As the founder of Honor Kids International (HKI), a non-profit organization, her mission is to restore honor, respect and value to Children across the globe through the fostering of community awareness. HKI’s primary purpose is to partner with others who share a common desire to prevent child abuse and violence. With that in mind, Linda Redford has created projects for education and entertainment based on, what she calls the “Adawee Teachings” (in Cherokee this means Guardians of Wisdom). The Adawee Teachings are an integration of Indigenous philosophies and modern psychological concepts, whose synthesis created a potential Universal Code of Ethics, the foundation for all of HKI’s projects. One of her projects is called the *HKI Honor Code – principles for Planetary Citizenship*. And in this Honor Code we find several of the universal principles. Like Chopra, for each principle she comes up with the adult version, followed by a *child’s perspective*:

HKI HONOR CODE
Principles for planetary citizenship

IMAGINATION: I am aware that my imagination inspires my creative talents and abilities.
If I can imagine it, I can do it!

CONNECTION: I am aware that all things created in the circle of life are interconnected.
Clean air and water helps me to have a healthy body and mind.

HUMILITY: I am aware that I can Learn from all that was created.

I can learn from the sky, a clock, a tree, my friends and my mom and dad.

HONESTY: I am aware that being truthful takes courage and is easier when I am open to my feelings.
When I’m truthful with others they learn to trust me.

RESPONSABILITY: I am aware that my words and actions are powerful and have a positive or negative impact on my life, as well as on others and the environment.

When someone is sad I can sit and talk with them until their sadness leaves or I can tease them and make them sadder.

HUMOR: I am aware that humor can lighten the seriousness of a difficult situation.

Laughter makes everyone feel better.

GENEROSITY: I am aware that openmindedness creates harmony and balance.

I’m open to learning that my way is not the only way to see things.

HONOR: I am aware that honor means to hold someone or something special.

I’m important to the world and the world is important to me.

FORGIVENESS: I am aware that mistakes can be opportunities for understanding and growth.

When I say I’m sorry I understand that I have hurt you, and when I hurt you I hurt myself.

RESPECT: I am aware that all that was created has purpose and value.

Everyone deserves to believe in themselves.

WISDOM: I am aware that there is an intuitive knowing within me that can guide me to make wise choices.

I am learning that inside me I have a wise part that knows what’s best.

BALANCE: I am aware that balance is achieved through self-discipline and persistence.

It’s as important to give as it is to receive.

An other person who makes the connection between education and entertainment is Barbara Ann Simone. She is the founder of Master Maker Productions and developer of the The Masters’ Classroom. This is a video with an apprentice workbook created for children to use along with their parents and designed to teach the universal principles in a fun, entertaining way. Barbara has been an Elementary School teacher and is currently teaching a monthly Parenting Class emphasizing spiritual principles and creating new materials for The Masters’ Classroom program. While looking for ways to teach our children to feel empowered about life, and not feel like victims of any situation in which they may find themselves, and after she saw Oprah Winfrey introducing the universal laws on prime time television in 1998, she realized the importance of millions of adults across the planet now being challenged to discover that each one has the power within them to create whatever life they choose. She also realized that when we, as a society, develop our spirituality, we naturally aid our children to do the same.

As we work with the laws of cause and effect, understanding that our consciousness IS the CAUSE that produces the experiences of our lives, we naturally show our children how to work in that partnership. We are then the ideal models for our children. WE are not perfect parents and teachers, but we understand and demonstrate the perfection of cosmic law and divine love.

Her next step was to create a special program for the children themselves, which she believes is *the first of its kind in this nation [USA] and we believe in the world:*

The show begins with a group of children searching in a park for an "AWESOME" classroom, but where? It takes a magical, magnetic mirror for them to find it, and once they do – the teen Masters appear! In a fun setting, children are guided by two teen-age Masters. The Masters introduce what it means to be the "MASTER of YOURSELF". The children learn the beginning ideas of becoming the "commander of their lives" and that they have the inner power to choose what they wish to experience each day, by thinking positive thoughts about themselves and their world. The foundational lessons are presented in the first video in a series – "It's TIME!" and in the Apprentice Workbook that goes along with it.

Meanwhile Barbara Ann Simone also developed the *Master Thought Cards for Children*, each card containing one Master Thought to be read each day to empower children of all ages.

Barbara Condon teaches, together with her husband, already more than 20 years at the School of Metaphysics, Missouri, USA. She describes metaphysics as the study of universal laws and says: *I want to help all children remain awake, using everyday to become more Self aware. I want to aid others to do the same. This is why I teach adults the principles of universal law and how they apply these principles through life.* She is the author of *How to raise an Indigo Child - 10 Keys for Cultivating an Child's Natural Brilliance*, published in 2002, and in this book she shares her personal experiences, lessons and insights gained from raising her own son during the first seven years of his life:

He [her son] wants to learn about anything and everything in his world. (...) His appetite for learning is limitless. I had to ask myself: What limits do I want to put on my son? I use these questions: 1. Is it safe? 2. Is it moral? 3. Is it legal? 4. Does it make sense? About the legal question: (quite often) we would be learning about laws far beyond man's inventions! We would be learning about the universal law of Proper Perspective, Creation, Cause and Effect, Relativity, and more. (p. 32/33)

We can aid an Indigo by strengthening the reasoning power in the conscious mind during its most formative years. By determining which thoughts the child wants to practice, which thoughts he or she wants to change, which thoughts are being productive and which thoughts are being destructive the child learns cause and effect rather than punishment and reward. (p. 69)

The eternal conflict of good and bad is so ingrained in humanity that the genetic spark of Indigos presents quite a challenge. We must strengthen our own capacity to move beyond the entrapment of polarity. Sports and competition fuel this win-lose, human man exhilaration and pain which leads to greater engrossment. They are a living illustration of the pairs of opposites, the polarity of physical consciousness. Sports feed it, rather than curing it. Mystic children insist human man mature. (p. 133)

While again this book seems to be about parenting, Barbara consciously chooses to home-school her child, so it is definitely about educating too. In her book she mentions that her next book will be about her visions on new learning/new education. As far as I know, this next book is not yet published. One other aspect, which she mentions is using "Intuitive Health Analyses" (a kind of Psychic Reading) to advise parents about the specific needs of their child at a specific moment in their development.

Vickie Falcone, Founder and Director of the Positive Parenting Network since 1993, and author of *Buddha Never Raised Kids and Jesus Didn't Drive Carpool*, published in 2003, wanted too to make Ageless Wisdom practical for parents while raising their kids. *While distilling these lofty spiritual teachings down to their simplest terms, seven principles emerged, along with practical applications parents can use...* And she too discovered some of the universal laws.

Most of the above mentioned initiatives are mainly designed for parents and children. All of them, Peggy Jenkins, Deepak Chopra, Linda Redford, Barbara Ann Simone, Barbara Condron and Vicky Falcone don't just focus on educating children, but acknowledge the importance of working on a change in attitude and worldview of the adults that work with the children too. The 'Activating Joy' courses of Peggy Jenkins

...are just as relevant for the adult, because in order to activate joy within a child, we need to access the joy within us. And to do that we need to rediscover and liberate our child within. In her courses she shows her adult students how to experience the true joy inherent within us.

Deepak Chopra points out the importance of the parents as the living examples of their own worldview. So instead of teaching the universal laws as rules, the message will get across much better by the example of who we are instead of by what we say. While Linda Redford and Barbara Ann Simone focus both on adults and children combining education and entertainment, Barbara Condron and Vicky Falcone emphasize that to work in a new and honest way with children inevitable means acknowledging the working of the Mirrorprinciple: how the children confront us permanently with all our unconscious beliefs. This is a phenomenon acknowledged by almost all authors, who write about their experiences of working with the Children of the New World.

While of course everything concerning parents can be of use for teachers too, Emmanuel Petrakis D.Sc., already realized the importance of a new kind of schoolingprogram for the teachers themselves. So he developed a new trainingsprogram specially for teachers, which he called: *A New Education for the New Millenium*:

Education for human fulfillment is a holistic approach to develop all the faculties of an individual so that he (or she) may be in harmony with Creative Cosmic Intelligence, with himself, his fellow humans, and nature. Happiness and joy for all should be the fruits of such training, which implies a knowledge of the Laws of Life and their applications to daily living.(..) The most urgent task today is to train the future trainers, the catalysts of this new lifestyle, in the Science of Creative Living, Self-Realisation, and the Art of Loving. This is a multidimensional approach to the total human being based on universal values and natural laws."

The universe is governed by laws which, like a coin, has two sides: a physical and a spiritual one. Such laws of life operate whether we know them or not. Ignorance of natural and spiritual laws is the cause of all our problems. By correctly applying these Laws of Life to our everyday activities we can experience harmony and balance, and learn to harness our thoughts to creative endeavours and fulfilling materialisations.

At an other place in the world, a group of trained, screened and qualified teachers is already working in an educational program with the universal laws. This is at the Kabbalah Centre in New York. (Kabbalah is one of the many wisdom traditions that reveals the spiritual and physical laws). Their program *Spirituality for Kids* is an initiative of Karen Berg and aims to make a big difference in how children learn and grow. It is a weekly and weekend after-school program based on the Kabbalah teachings, tailored for children of any background or faith. This unique educational program teaches children practical tools and techniques to handle life challenges successfully and pro-actively in a fun, interactive learning environment. The course is divided into 6, 8, and 10 week sessions. Each session is approximately one hour. She emphasises that everyone can benefit from the information, no matter what their background, ethnicity or religious beliefs:

We believe that each child deserves to develop into a strong, clear, happy human being, who is in control of their destiny, on the path to achieving their full potential, living a bright extraordinary life defined by tolerance and human dignity.

One of the lessons is called: *For A Happy Life Without Regret Respect the Law of Cause and Effect*, and helps the children discover "why things happen." They find out that nothing in the world is random and that everything is the result of some prior action, thought, feeling or belief. During an other lesson, called *Create a World that is Good and Kind Using the Power of Your Mind* the children discover that thoughts are the seeds of reality and during the lesson *Actions, Thoughts and Feelings are Magnets* they discover that they are responsible for the people and situations that are in their lives and that moods, habits, thoughts and actions are like magnets or boomerangs. In other words, the

children learn to see that what they put out into the world comes back to them. Because *Spirituality for Kids* is a program that provides children with the tools required to make smart choices, solve real problems, overcome obstacles and become self-reliant, the Kabblah Centre also developed an outreach program for at-risk children and their families, who are living in high-crime, poverty-stricken communities. This outreach program is given free of charge to the students. Parents are invited to participate during the program and join their children in the fun and learning. This program has already touched and influenced the lives of more than 1000 children and their parents. Today there are almost 200 graduates of the outreach program, and almost another 200 current students.

Another person, who also mentioned the importance of teaching the universal laws to the Children of the New World is Rowena Pattee Kryder, artist and author of many books e.g., *Sacred Ground to Sacred Space – Visionary Ecology, Perennial Wisdom, Environmental Ritual and Art*, 1994 and *Source – Visionary Interpretations of Global Creation Myths*, 2000. Because she acknowledges that the New Children learn in a different way, she is using her artistic skills, her knowledge of sacred geometry and her visionary understanding of Creation Myths to create a DVD for this purpose. While recently interviewed by Julia Griffin for the webzine *Spirit-of-Ma'at*, Jan. 2004 (www.spiritofmaat.com) she says:

The New Children need to be introduced to universal law so that everything has a meaning, a center, and interconnectedness. Everything has a resonance or a harmonic system. So I consider harmonics as a parallel to sacred geometry. The different tones and colors are ratios. It is all a Universal Language. This is the language that the new race of children needs. We can assist by being the anchor points, with a promise of creating a new culture.

I envision a series of rooms in which children could learn music, sacred geometry, math and art. I see a computer room where they may watch DVDs. The teachers would not be so much instructors, or givers of information, as they would be people who could help the children move more deeply into whatever interested them. I'm currently working on a DVD that shows life move from a cell to the center of the universe. A child could go as deeply into this as he or she liked.

When we teach the children about the interrelatedness of life, they will not lose their connection with Divine Source. They will stay connected with cosmic law. Sacred geometry is about our connection to Divine Source. If we learn to work with universal law and Divine Source, then all of life is filled with abundance. When we live in this way, we are introduced to a multiplicity of worlds and choices. The old way was that you worked at a job because of the effect of earning money, then you retired. But there was nothing to retire to, because you had lost your connection to Divine Source. Security is not the answer. Fitting is not the point. These addictions lead to seeking pleasure, not joy. Joy is linking to the Source. We can live our lives in a completely different way, linking to the Divine Source, receiving an abundance, which was not possible before. I know that this works, because I have lived it.

Sarah Wood, a mother and former school teacher, who currently teaches meditation to children and teaches adults how to teach meditation to children, developed *The Satya Method*, a new education philosophy with the purpose to create a passionate learning environment. She describes it as an effective way for teachers and students to learn and grow together:

The Satya Method inspires us to respect our students and form a partnership with them, which allows both the teacher and student to experience the transformation we are all seeking.

While she herself does not mention the universal laws, they seem to be completely integrated in her educational philosophy. The beautiful way in which she describes the partnership of teaching seems to me a reflection of the balancing dynamic of the Law of Dynamic Balance:

The duality aspect of teaching brings us to the partnership of teaching: because the facilitator and child both encompass the dichotomy of teacher and student, the facilitator and child are in partnership. Webster's dictionary refers to partners as two people who dance together. Like dance partners, a facilitator and child are dancing together cooperatively. As a teacher and student dance with one another they look to each other for inspiration, co-creating their experience.

Although her method was developed mainly through her experience with teaching meditation to children, her approach can be integrated into any teacher's or parent's existing philosophy and is not meant to replace it. Her book *Children, Meditation and Growth - The Satya Method*, will be published by Satya International.

As a very beautiful example of how a school already applied the universal principles as a fundamental part of the way their school system worked, Mary Bell Nyman shares her experiences in her article *A Guide for Raising Your Child*, in the book *Raising Psychic Children*, edited by James F. Twyman (2003). In this article she tells about her experiences as teacher/guide at the "Childrens psychic school, Yin Yang". This school was founded by Susan Bostwick after her two children were born. Her husband, Lewis Bostwick, created the Berkely Psychic Institute (BPI), California, as a sanctuary for psychic, sensitive people in 1975. People learned here how to use and refine their psychic skills. After Mary Bell took classes in meditation and clairvoyant reading at the BPI she started to work at the Yin Yang school. She writes:

Susan developed most of the curriculum we used with the kids, creating a school that would validate children's spirit along with their minds. When I took over the school in 1980, we had five children and over the years it developed into three pre-schools. My partner, Natasha Lynn, ran the two elementary schools for psychic children. Over half of these children were born in our birth center run by the Church of Asclepion, affiliated with BPI. I learned how to be a spiritual midwife (one who works with the spirit of the child instead of the body) and was present when a number of these babies came to the world. We started our communication with the spirit of the child while it was in utero...

These schools existed about ten years. Unfortunately, due to the rising cost of liability insurance, the schools closed in the early 1990s. Mary Bell writes that by validating both the spirit as well as the body they were ahead of their time by creating a sacred sanctuary for children to experience life from both perspectives. And they discovered from their own experiences that when a child has both sides honored from day one, they grow in love and certainty and carry that grace with them their whole lives. Of course the teachers at this school were unique in that they were all trained in clairvoyance and completed a minimum three years of training as a clairvoyant healer and psychic reader. This way they could be the guides and the children the creators. While Barbara Condron works with a kind of psychic reading called "Intuitive Health Analyses", Mary Bell tells how already before birth:

A team of clairvoyants would read the family agreements and look to see why this particular spirit was joining this family and what each person hoped to learn from on another.

While the children were taught to work with their own energy the children were not taught how to be psychic – they already were!

Creative expression, discovery, and scientific examination become magical when the child is the explorer, open to all experience and given permission to find its own truth. One of the techniques they taught the children is to match the energy of the school which was consciously set for that day by the teachers. This meant for the children matching a vibration for permission to learn and discover for themselves. This vibration was usually a color: blue for certainty, pink for happiness, green for growth, etcetera.

At this school children not only learned about the existence of the Law of Attraction, but also learned to observe what they might have attracted energetically and how to deal with it:

With their eyes closed, children looked inside their bubble (= aura) to check its color each day. They cleaned out their bubble with an imaginary sponge, wringing any yucky energy down their grounding cord and into the center of the earth. (Here the energy was transmuted back into neutral energy and given back to the earth). They filled their bubble with a special color that felt right to them along with a quality of energy.

To get comfortable with the Law of Polarity they worked a lot on dichonemies:

Foods they liked or didn't like, things that made them happy or sad, things they liked about being an older sibling and things they did not like. This gave them permission to own both sides of an issue and work through them.

And working this way with the children, who felt honored from the day they were born, she witnessed children being able to not only create their own reality but also manifest material things. This is her story about a moment she wanted to go to the library and was looking for the old books to return:

While sitting in front of a bookcase and searching for "Farmer John goes to the Barnyard", I was frustrated because I had twelve of the thirteen books I wanted. Ann walked up to me and suddenly I felt heat pulsing in my hand. I looked down, only to see her materialize the missing book in my hand, molecule by molecule, complete with library card! Nothing in my life had prepared me for that experience! I was just flabbergasted. Blown away. Dumbfounded. Then she looked at me, with a twinkle in her eye, and asked if she could ride in the front seat with me when we went to the library. (I hadn't even said we were going to the library yet). What could I do? I said yes!

She emphasizes that none of the teachers had set out to teach those types of psychic abilities to the children; it happened because the energy of the school was set at permission to discover and no one ever told these children they had physical limitations. So her conclusion is that these kids just demonstrated that all children are more capable than we give them credit for. In fact she comes to the conclusion that children have no limits, because they taught her this over and over again. They were a living demonstration of the Law of Pure Potentiality or in other words showed the reality of the statement that "Everything is possible!" An other story she shares in this article is about healing and is an other confirmation of this. Ramon was on the playground and while running towards Mary Bell, he tripped and slid face first into the gate breaking two board. He scraped the whole side of his face into a bloody mess. She jokingly pointed out to Ramon that he had two new healing projects – healing his face and fixing the gate! She tells that after cleaning off his face:

Ramon used his hand to direct his own healing energy to his face. Then, he went outside with a hammer and nails and had a grand time fixing the gate. The next day when Ramon came to school, there was no sign of the scrape from the day before – he had completely healed it. If I hadn't seen it with my own eyes, I wouldn't have believed it. I guess Ramon took his healing project pretty seriously!

Once we, adults, get more familiar with the universal laws, we come to realize that many of the Children of the New World already live according those principles. Sharyl Jackson, a former public school teacher and an Associate Editor of *Children of the New Earth* magazine, compiled in her article *The Attributes of a Crystal Child* (CNE, winter 2004, p.47/51) a list of attributes of the children of the Crystal vibration. One of the attributes she mentioned is: *They are bright, "big-picture" individuals with an instinctual understanding of the spiritual laws, and of how it all works*, indicating that they are indeed "Souls who have the capacity to do anything."

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