



### Primary Purpose of the 'New Education'

Cultivate sensitivity to the environment in which one lives. Cultivate the will to good, the will to beauty, the will to serve.

Develop group consciousness/awareness and the recognition that each individual is a corporate part of a greater whole, enabling the man/woman to think and act for the benefit of others and not simply in his own self-interest.

To produce integrated intelligent human beings free from fear, able to think creatively, freely and independently.

### Teaching/Parenting Atmosphere's

Within the home and school, a key aspect to enabling the child to develop certain 'positive' qualities embodied in the 'primary purposes' will be seen to be the establishment of certain 'atmosphere's. The environment in which the child is being educated and 'brought up', should be such that he/she is able to grow naturally into themselves, to question, to be creative, to think independently and fundamentally, to be free from fear.

Freedom to think, freedom to act, freedom to be, are the rights of all human beings, providing of course that those actions do not impact negatively on the group. The child should live in an environment wherein he is granted these rights.

Certain qualities will flourish best if we are able to create an environment imbued with certain atmospheres. Qualities of 'goodness': The establishment of right human relations, Harmlessness, Group awareness and service, Thoughts and actions based on the well being of the group and not the individual, Co-operation, Justice and Brotherhood, Creative, independent thinking.

1. An atmosphere of Love.
2. An atmosphere of patience.
3. An atmosphere of ordered activity.
4. An atmosphere of understanding.

#### 1. An atmosphere of Love.

The removal of fear from then child's life needs to be central to all educational and parenting work. There should be no need for timidity or shyness within the child he/she should be treated courteously and with the greatest respect by others and expected to show respect in return.

The atmosphere of love, is not a sentimental or emotional based Love, but comes about through a realisation of the unique individuality of every human being, on the specific potential of each child and the objective of enabling the child to naturally fulfil that potential. Upon freedom from prejudice of any kind – racial, gender, religious, social etc and above all else An atmosphere of Love, should be based upon compassionate tenderness, founded on the teachers/parents recognition that life is difficult, upon a deep sensitivity to the child's naturally kind and affectionate response and crucially on a certainty that Love always brings forth the good in both child and man.

## 2. An atmosphere of patience.

The child will naturally and quite normally be a seeker after the light of knowledge, every child seeks to make sense of the world around them, to relate themselves to their environment and to become a part of their particular social setting. The child needs to be valued, to feel his natural attempts to comprehend his environment are understood. With patience and gentleness his many questions should be answered and carefully responded to. There need be no a sense of enforced hurry, rushing or avoidance to what may seem trivial and unimportant enquiries from the child. Respect the child's legitimate questions, share what knowledge you have, avoid at all costs displays of impatience and irritation for these sow in the child the seeds if irritation for later life. Irritation and frustration beget anger and violence, sharing of knowledge time and understanding with patience and respect should be at the heart of the response to the child's 'natural' impulses to comprehend the life around him.

## 3. An atmosphere of ordered activity.

A disciplined environment based on structure, order and underlying both a sense of rhythm wherein the child will learn the basics of responsibility, of group living, of sharing and brotherhood. The home or school/classroom need to have a sense of ordered rhythm, a consistency in which the child will feel 'secure', in such an environment trust will flower. Sharing of duties by all within the group will foster a sense of group responsibility and move the child away from a purely self-centred consciousness. Group activities will de-centralise the child and through the shouldering of small duties an understanding of the child's nature will come about, enabling a sensitive response to the individual child's needs.

## 4. An atmosphere of understanding.

It is essential that the child's reasons and motives for his actions be recognised by those who he/she is perforce associated. Even when the actions are deemed 'negative' and not approved of, the motivating impulse, the reason behind any such actions is understood, without judgment or criticism.

Most of the things a child does are not in themselves negative, wicked or intentionally bad, there is always an underlying cause, one usually rooted in the child's inability to express them-selves freely and consciously. This inhibition on the part of the child is of course the result of a lack of Love and Understanding being demonstrated by the teacher/parent in the first place. Children are not inherently negative their behaviour is the result of conditioning, creating inhibition and fear.

The only truly 'wrong behaviour' is actions which infringe upon the rights of others for personal gain, the imposition of individual desire upon the group and hurting others in any way at all in order to achieve personally/selfishly. Essentially the child only develops anti social behaviour when he/she has not been shown understanding and of course therefore does not understand, or occasionally when life's circumstances demand too much of him

So called 'negative behaviour' on the part of the child is often prompted by a thwarted inquiring spirit, by the urge to retaliate to some injustice, by a lack of understanding of time and by the, again natural desire to attract attention, this is a positive and necessary factor in the child's life as he/she becomes 'self conscious'. Through loving understanding (shown by teachers and parents) the child needs to learn to relate himself to the group. Thus through the unrestricted development of self consciousness, the child is able to contribute fully his/her particular 'colour' to the unity of the group, thereby sharing all he is for the benefit of the group.

The ideas here expressed have their root in the works of Alice A Bailey, the teachings of J.Krishnamurti and Benjamin Creme they are assimilated here based on our experience and understanding, with the aim of building a new and healthy environment for our children. That they may grow in full trust and Love, to live a life free from fear and doubt, thinking and acting for the benefit of others, sharing and co-operating fully in the re-building of our world is our ardent wish.

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November 2007.

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