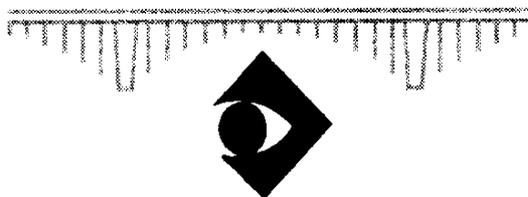


VIEWSLETTER



It was thirty years ago ...

It was thirty years ago that I heard India's first Prime Minister Shri Nehru quote a striking remark of Vinobe Bhave: 'Politics and religion are obsolete; the time has come for science and spirituality'. Not the least reason why the phrase is striking is that, to many people, science and spirituality are not merely incompatible; they are antagonistic. It is a great tragedy that such an impression has ever arisen, for nothing could be further from the truth. 'Truth' - that, of course, is the key word; for what does science mean except truth? And of all human activities, the quest for truth is the most noble, the most disinterested, the most spiritual. - It is also the one most liable to inculcate humility. As T. H. Huxley said over a century ago: 'Sit down before fact as a little child, be prepared to give up every preconceived notion, follow humbly wherever and to whatever abysses nature leads, or you shall learn nothing.'

I am delighted to note that, in this age of overwhelming materialism, the Club of Budapest has dedicated itself to rediscovering and reviving spirituality. For too long, spirituality has been considered the exclusive domain of creative artists and those pursuing the humanities. But this distinction is not true - during the past century, advances in science and technology have shown us the way to a new level of spirituality.

I hope your discussions will not only be transcultural and multi-disciplinary, but will also transcend the artificial barriers dividing the arts and sciences.

Dr. Arthur C. Clarke, CBE
Honorary Member
Chancellor, University of Moratuwa
Chancellor, International Space University



Planetary Consciousness Day - Jan. 1st 1996

MEMBER INITIATIVES



Seeds of Change

Lord Yehudi Menuhin's MUS-E Apologia

Two years ago Lord Menuhin started the MUS-E project in nine "difficult" schools in the European Union to prove that singing and dancing can enable children to move from prejudice, fear, mistrust, failure, aggression, and violence to trust, confidence, harmony and good academic results.

Agreements with various Ministries of Education and Culture have been already signed with the aim of introducing MUS-E into the General Curriculum.



MUS-E focuses on awakening the senses of touch, sound, taste, listening, hearing, recognition, orientation, and balance. The program proves children need the satisfaction of their senses opportunities for exploration and constant learning.

The program goes beyond the scope of formal education to contemplate love, hate, serenity, exhalation, solitude, compassion, aggression, joy in nature, and exuberance. This rich development of the senses precedes ideally any abstract learning of symbols (e.g. alphabet) or structure (e.g. grammar).



Illustrations: [Tim Casswell](http://www.quergeist.info/menuhin)
more: <http://www.quergeist.info/menuhin>

**Marilyn Wilhelm's
 WILHELM SCHOLE**

Marilyn's education philosophy is based on a holistic approach to all forms of knowledge. The arts, sciences, and humanities are woven together and related to a universal system of values, which embodies an understanding of the underlying Truth and Unity of all spiritual and intellectual traditions. It aims at creating a unified vision of the world



in which we live.

The Wilhelm curriculum inculcates a deep-seated unity of conscience and brings about change and transformation.

Marilyn's 'balanced thinking' and 'golden rule' paint a pattern and process of Reason which includes fundamental, universal principles from every age, culture, and language. Marilyn's school is a unique and creative place of joy and play, mind and spirit, history and art, harmony, and learning in a big family.



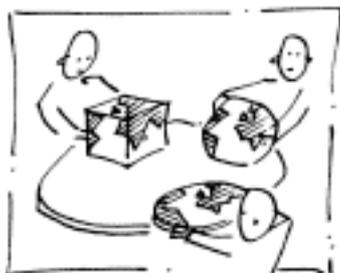
Heiner Benking's Inviting and Sharing Voices and Views

Heiner has worked on some imaginative and innovative approaches to dialogue and group communication, which he calls the 'Art of the Arts'. Drawing on a chaotically wide source of inspiration including the Paris Salon, the idea of the Round Table, and the work of Anthony J. N. Judge, he has developed some simple but radically effective techniques which threaten to reinvent the art of meetings and how we share context:

☛ Time-Credits which entitle speech and which participants can use or give away to empower and invite others to speak:



☛ The use of metaphors, to enable the deliberate exploration of world views, for example: spacial conceptualisations, embodying, merging, and morphing of positions, topics, issues, and perspectives.



☛ Models based on and revealing the architecture of natural thought processes which enable thorough understanding and exploration of inner and outer complexity from the perspective of being part of the picture.



His design of visually accessed embodied conceptual terrains can help to map and discuss „What and where we know“ and to take specific positions in an overview or Panorama - be member and part of Nature, instead of being restricted to the position of spectator, as typical for conventional world views (see also ISSS Conference - Global Event No. 3). Heiner has played or tested 'integral or diagonal thinking' and the 'Art of the Arts' -Communication- with children, women, men, scientists, economists, politicians, and philosophers.

**Marguerite Smithwhite's
 Research for an Education for Human and Planetary Consciousness and for a true Human Unity.**

This research into a tremendous volume of art and certain modern sciences for the creation of a spiritual education is based on the teachings of Sri Aurobindo and The Mother. The specialised sciences which have proved most useful in this new pathway of education are Kirlian photography, micro-photography and simple high-energy physics - visual teaching material drawn from the sciences is a highly effective part of this teaching program.



Marguerite had the opportunity and privilege to experiment with this form of spiritual education in the early 70s in Auroville, India. She worked with children through art and silent 'moments' within which the children can free up their inherent ability to express a world within themselves that is at the very heart of their relationship to life. The resulting art reflects a sense of beauty, light, love, peace and harmony, illustrating how this form of education can produce visually beautiful 'fruits'.



Marguerite realised that transformations in education can be possible when the first priority is to educate the educators and decision makers. Marguerite wishes to establish an international group to consider actions towards creating new thinking in education, that takes into account the recognition of the existence of the human spirit.

Illustrations: [Tim Casswell](http://www.quergeist.info/casswell)