

Global Country of World Peace - Denmark

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Vi har i december sendt brev til medlemmerne af Uddannelsesudvalget med nedenstående indhold samt information om erfaringerne med Transcendental Meditation i uddannelsessystemet og med opfordring til et møde om emnet. Vi er nu blevet klar over at vi ikke har benyttet og af den rigtige procedure, hvorfor vi sender denne anmodning om foretræde for udvalget.


Der er lige nu en del diskussion om niveauet i Folkeskolen, der ligger tilbage for niveauet i nogle af de lande vi sammenligner os med. Der er også en løbende debat i medierne om forskellige andre emner der vedrører børn og unge, som det store antal børn der modtager specialundervisning, herunder de mange børn der bliver udstyret med en diagnose, det øgede misbrug af rusmiddel-gifte blandt unge, fordelingen af børn og unge med fremmed herkomst i skolerne, den foruroligende stigning i voldelig kriminalitet blandt unge med indvandrerbaggrund, samt faren for at der opstår ekstremisme i samme gruppe.

Der diskuteres forskellige tiltag for at tage vare på hver enkelt af disse problematikker. Vi vil med dette brev gerne henlede opmærksomheden på en enkelt metode der kan få afgørende betydning for alle disse områder, nemlig Transcendental Meditation eller TM.

Transcendental Meditation er en enkel mental teknik der virker afslappende, mindsker stress og giver klarhed, perspektiv og energi. Under udøvelsen får kroppen dyb hvile, samtidig med at sindet er helt vågent. Den dybe hvile virker regenererende, løser op for stress og anspændthed og genopretter den naturlige balance i sind, krop og adfærd. Efter meditationen føler man sig afslappet og godt tilpas. Man er frisk og energisk, tænker klarere og mere kreativt, og er bedre i stand til at bevare ro og overblik i pressede situationer, og til at takle hverdagens udfordringer.

Erfaringerne fra skoler rundt omkring i verden, der har føjet Transcendental Meditation til pensum, er at eleverne klarer sig bedre fagligt og får højere karakterer. Samtidig vokser deres selvværd, deres kreativitet og intelligens udfoldes, og de bliver mere motiverede og glade og orienterer sig efter mere positive værdier. Den daglige erfaring af deres egen bevidstheds grundtilstand giver dem et indre holdepunkt der gør at de er mindre tilbøjelige til at rode sig ud i noget dumt, hvad enten det nu er kriminalitet, ekstremisme, indtagelse af tobak, alkohol og euforiserende stoffer.....

Med venlig hilsen



Kristin Lange

Bjarne Landsfeldt

Mona Moth

Projektkonsulent

Leder af Global Country of World
Peace - Denmark

Forstander for Rørvig Folkehøjskole,
hvor Transcendental Meditation
indgår i undervisningen

Bilag:

Diverse artikler om TM i uddannelsessystemet

"Sammendrag af udvalgte undersøgelser over virkningerne af Transcendental Meditation og TM-Sidhi-Programmet"

Meditation på skoleskemaet

Meditation kunne være svaret på mange af de problemer skolen står overfor i dag. Erfaringer fra skoler i udlandet der har føjet Transcendental Meditation (TM) til pensum, viser at eleverne klarer sig bedre fagligt – ja ofte placerer sig helt i toppen ved nationale standardiserede tests – og nok så vigtigt, at børnenes selvværd vokser, deres kreativitet og intelligens udfolder sig, de bliver mere motiverede og orienterer sig mod mere positive værdier.

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På det seneste har der været en del debat i medierne foranlediget af den nyligt offentliggjorte PISA-undersøgelse, der viser at niveauet i Folkeskolen ligger tilbage for niveauet i nogle af de lande vi sammenligner os med, og at alt for mange danske børn ikke opnår tilstrækkeligt gode læse- og regne-færdigheder inden de går ud af skolen.

Andre problematikker omkring børn og unge, der løbende debatteres i medierne, er det store antal børn der modtager specialundervisning, herunder de mange der bliver udstyret med en diagnose der lyder på damp eller autisme, problemer på skoler med for stor koncentration af unge af fremmed herkomst, det grove sprog som nogle børn og unge benytter sig af, det øgede forbrug blandt unge af rusmidler, som f.eks. ekstasi, det stigende antal børn med stress og den foruroligende stigning i voldelig kriminalitet blandt unge med indvandrerbaggrund.

Der diskuteres forskellige tiltag der skal tage vare på hver enkelt af disse problematikker. Alle disse tiltag kan hver for sig være udmærkede og nødvendige. Men virkningen af dem kunne forstærkes betydeligt ved ganske enkelt at føje Transcendental Meditation til skolernes pensum.

Transcendental Meditation er en enkel meditationsteknik der virker afslappende, mindsker stress og øger den mentale klarhed og dermed forbedrer indlæringsevnen. Ved at sætte meditation på skemaet får børnene lejlighed til dagligt at dykke ned i deres egen bevidsthed og erfare dens mest enkle tilstand, en tilstand af hvilende årvågenhed, hvor kroppen får dyb hvile samtidig med at sindet er helt vågent. Det giver børnene et indre holdepunkt, der gør at de bedre formår at holde fast i sig selv, selv om de bliver udsat for mange modsatrettede påvirkninger, og også at de er mindre tilbøjelige til at rode sig ud i noget dumt, hvad enten det nu er kriminalitet, eksperimenter med rusmidler eller noget helt andet. Det er en metode der gør det muligt at gøre noget effektivt ved de mange forskellige problematikker omkring børn og unge på én gang.

Som vi voksne præges også børn og unge præges af at de lever i en verden der er i hastig forandring og kan være kaotisk og uoverskuelig at orientere sig i. De bliver bombarderet med information og påvirkninger fra alle sider - ikke mindst fra medierne - og kan, som deres travle forældre, være plaget af stress. Det kan være vanskeligt at finde et ståsted i sig selv og i samfundet, måske især for børn og unge med indvandrerbaggrund, der kan føle sig splittede mellem to kulturer og modsatrettede forventninger.

Det er forældrenes og skolens opgave at lære børnene at begå sig socialt og fagligt i et samfund der er inde i en rivende udvikling og hvor ingen ved præcis hvor udviklingen bærer hen. Men hvordan løftes den opgave bedst muligt?

Vores uddannelsessystem giver viden og information om mange forskellige fag, men beskæftiger sig ikke meget med det der skal rumme al den viden, nemlig den enkeltes bevidsthed. Men det er bevidsthedens kvalitet - eller graden af vågenhed eller opvaktethed - der afgør hvor meget information barnet kan tage til sig. Ved at udvikle det som skolen ikke ellers tager vare på, nemlig det subjektive: børnenes skabende intelligens, indlæringsevne og menneskelighed kan

Transcendental Meditation fungerer som et supplement til den formidling af information og værdier der allerede finder sted i skolen.

Der er dem der mener at Transcendental Meditation er en form for religion og derfor ikke har noget at gøre i Folkeskolen. Men selvom TM, ligesom hinduismen, stammer fra det gamle Indiens vediske tradition, så er TM ikke begrænset til et bestemt trossystem eller forudsætter at man har en tro i det hele taget. Det er en metode der faciliterer en almen-menneskelig erfaring - en indre erfaring af ens egen indre væren, som mennesker til alle tider har haft og har berettet om. Mennesker fra alle trosretninger anvender TM, såvel som mennesker der ikke er religiøse. De der er troende fortæller ofte at TM ikke er i konflikt med deres tro, men tværtimod, at erfaringen af deres egen bevidstheds dybder fører til en dybere forståelse af deres religion.

TM kom til Vesten i 60'erne med Maharishi Mahesh Yogi, der standardiserede teknikken og gjorde den almindeligt tilgængelig. Det er den meditationsmetode der er mest grundigt undersøgt. Forskning viser virkninger på mange forskellige områder, og også at TM-teknikken er mere effektiv end andre former for meditation. Blandt andet viser en undersøgelse af virkningen af afspænding og meditation på angst og uro, at TM i gennemsnit er dobbelt så effektiv som andre meditations- og afspændingsteknikker når det gælder om at reducere angst og uro.

Erfaringer med TM i skoler i udlandet

I USA viser mange skoler p.t. interesse for muligheden for at indføre Transcendental Meditation i skolesystemet. Indtil videre har 3 skoler i USA sat TM på skemaet, nemlig i Michigan, i Washington DC og i Iowa.

I Detroit i Michigan mediterer 160 elever ved Nataki Talibah Schoolhouse 10 minutter to gange om dagen. De er blevet fulgt af forskere fra University of Michigan for at se om meditationen gør en forskel i deres hverdag.

Undersøgelsen viser at børnene har fået et bedre selvværd og kommer bedre ud af det med deres kammerater. De er mere følelsesmæssigt stabile, har mere positive følelser omkring sig selv og er mere fleksible i deres måde at forholde sig til problemer og situationer på, og mindre tilbøjelige til aggressivt sprogbrug", fortæller forsker Rita Benn, ph.d.

Eleverne fortæller selv at morgen-meditationen hjælper dem til at være opmærksomme i timerne og at de ikke så nemt bliver stressede længere og er mere fokuserede på skolearbejdet.

I Washington D.C. lærte flere hundrede elever og lærere TM mellem 1993 og 1998. Skoleleder George Rutherford fortæller at metoden blev set som et stress-management program, og at adfærdsmæssige problemer faldt betragteligt.

I Fairfield i Iowa vinder elever fra Maharishi-skolen jævnligt præmier i konkurrencer mellem skoler. Det gælder såvel kreative fag, akademiske discipliner som sport. De ældste klasser ligger konsekvent i toppen af landsgennemsnittet i deres besvarelser af nationale standardiserede tests, også selvom de ligger mere gennemsnitligt når de starter på skolen. Besøgende lærere kommer ofte med kommentarer om at eleverne virke meget glade, modne og imødekommende.

På en privatskole i Silverspring i Maryland i USA har 11 børn med Damp for nylig lært TM som led i en undersøgelse af hvorvidt TM sammen med kosttilskud kan gøre det nemmere for disse børn at lære og kan udgøre et alternativ til medicinsk behandling.

En sundhedsmæssig gevinst

The Georgia Prevention Institute har for nylig stået for en undersøgelse af 100 sorte amerikanske teenagere, der havde et blodtryk i den høje ende af normalspektret. Unge sorte var blevet udvalgt til

undersøgelsen fordi de har dobbelt så stor risiko som hvide for at få forhøjet blodtryk. De unge blev delt op i to grupper. Den ene mediterede to gange om dagen, mens den anden gruppe fik undervisning i kost og livsstil.

Ifølge resultaterne, der blev offentliggjort i aprilnummeret af *American Journal of Hypertension*, faldt de mediterendes systoliske blodtryk med 3,5 mm og deres diastoliske blodtryk med 3,4 mm efter fire måneder. Der var ikke nogen signifikant forbedring hos kontrolgruppen. Selvom faldet var beskedent, mener forskeren, Vernon Barnes, at hvis blodtrykket kan bringes ned mens man er ung, og hvis man kan holde det der som voksen, så er risikoen for senere hjertekarsygdomme blevet markant reduceret.

Misbrug og kriminalitet

Af særlig relevans for unge er også virkningen af Transcendental Meditation på brugen af stimulanser og på kriminalitet.

Forbruget af tobak, alkohol og narkotika bliver nemlig ofte mindre eller falder helt bort efter at man har lært TM-teknikken. Simplethen fordi behovet for stimulanser forsvinder. Man tager dem jo fordi de ændrer ens indre tilstand og får én til at slappe af og føle sig mere fri. Det behov opfylder TM, uden de negative virkninger som følger med brugen af stimulanser.

I Missouri i USA og i Geraldton i det vestlige Australien kan mindre lovovertrædelser udløse en meditations-dom! Ofte er et kursus i Transcendental Meditation tilstrækkelig til at få småkriminelle på ret køl, så de ikke får problemer med loven igen.

Integrering og udvikling af hjernen

Den meget vidtfavnende virkning af TM kan ses som udtryk for en afbalancerende og integrerende virkning på hjernen, især den del af hjernen der har med højere funktioner at gøre. EEG-målinger af den elektriske aktivitet i hjernen viser at hjernen fungerer på en mere ordnet – eller kohærent – måde under TM-udøvelsen. Og efter nogle måneders brug af teknikken begynder den mere ordnede måde for hjernen at fungere på at kunne ses, også når man er i aktivitet.

Under specifikke aktiviteter, som læsning, tale, og genkaldelse, øges blodgennemstrømningen i de områder af hjernen der har med den pågældende aktivitet at gøre. Under TM øges blodgennemstrømningen i både frontale og occipitale dele af hjernebarken, hvilket afspejler en integreret aktivitet der omfatter store dele af hjernen. Den øgede blodgennemstrømning er også tegn på en tilstand af indre årvågenhed under TM, da blodgennemstrømningen i hjernen bliver mindre når man sover. Tilsvarende bliver blodgennemstrømningen sædvanligvis mindre med alderen.

Andre undersøgelser viser at et mere ordnet hjernebølgemønster er forbundet med øget kreativitet, forståelse af abstrakte begreber, evne til at ræsonnere moralsk og koordination mellem sind og krop.

Konklusion

Alt i alt er der meget der taler for en bredere anvendelse og accept af Transcendental Meditation. Metoden kunne f.eks. have sin berettigelse som alternativt eller supplerende behandlingstilbud inden for Kriminalforsorgen, for misbrugsproblemer, forhøjet blodtryk og hjerte-kar-sygdomme, for stress, udbændthed, posttraumatisk stress-syndrom, damp m.m.

Men endnu mere virkningsfuldt kunne det være at anvende teknikken forebyggende og med henblik på udviklingen af den enkeltes mentale kapacitet. Og det kunne ske ved at tilbyde TM i skolen. Det er selvfølgelig et stort skridt for uddannelsessystemet at tage, og man kunne da også forestille sig at man startede med at tilbyde metoden i skoler med særlige problematikker, f.eks. til udsatte børn og unge.

Transcendental Meditation i uddannelsessystemet

Livslang uddannelse er efterhånden et integreret begreb i det danske samfund og uddannelse er en absolut nødvendig del af samfundet. Imidlertid er der fundamentale mangler ved det nuværende uddannelsessystem. På trods af alt det, vi har opnået på alle områder af livet, har såvel den enkelte som samfundet som helhed fortsat problemer. Selv hos højtuddannede mennesker ses desværre ofte en iøjnefaldende mangel på livskvalitet.

Det nuværende uddannelsessystem giver viden og information om forskellige fag. Det underviser i virkelighedens objektive aspekt. Det man ikke lærer i skolen, og som man må forsøge at kompensere for siden hen, er viden om livets subjektive aspekt.

Når subjektet ikke kender sig selv, mangler hele videns-strukturen et fundament. Det enkelte menneskes bevidsthed er den beholder der skal rumme den viden der fyldes på. Udviklingen af menneskets bevidsthed og indre ressourcer har derfor en afgørende betydning for hvad den enkelte er i stand til at lære, og er så meget mere vigtig i dag, hvor informationsmængden vokser med eksponentiel hast og hvor det enkelte menneske ikke, ja end ikke samfundet, er i stand til at følge med. Dette resulterer i en stadig større specialisering, hvor den enkelte ved mere og mere om mindre og mindre. Det samlede overblik er mistet for længst.

Udviklingen af det enkelte menneskes bevidsthed er den manglende dimension i uddannelses-systemet. De gamle grækere sagde: "Kend dig Selv og du vil kende alle guderne og hele universet". I nutidens sprog ville det hedde: Kend dig Selv, og du vil kende alle naturlovene og hele universet. Når man kender det, der er grundlaget for ens tanker og handlinger, oplever man en sammenhæng mellem sit eget liv og den viden man tilegner sig. Og det gør viden levende og relevant.

Udover det almindelige pensum tilføjes der nogle få minutters udøvelse af Transcendental Meditation ved starten og slutningen af skoledagen, for både lærere og elever, så bevidstheden klares. Nogle få minutters stilhed før undervisningen betyder, at der er en harmonisk og årvågen atmosfære i klassen, når undervisningen går i gang.

Desuden kan der tilføjes ugentlige timer i Maharishis Videnskab om den Kreative Intelligens (VKI), der lærer eleverne, hvordan de forskellige fag er forbundet med hinanden; og at det, der forbinder dem er deres eget Selv. Denne intellektuelle forståelse får eleverne til at opleve alle fag ud fra sig selv og de vokser i bevidstheden om, at alle de forskellige vidensområder er aspekter af dem selv. De kommer til at føle sig fortrolige med alt og alle.

Der findes adskillige uddannelsesinstitutioner verden over, lige fra børnehave til universitetsniveau, hvor man har stor succes med at integrere almindelig fagundervisning med udvikling af bevidstheden gennem Transcendental Meditation og tværfaglig undervisning i VKI. Det drejer sig bl.a. om England, Holland, Tyskland, USA, Canada, Australien, Sydafrika, Indien og Cambodia samt Danmark, hvor der i Rørvig findes en folkehøjskole for bevidsthedsudvikling. Forskning har vist, at anvendelse af denne pædagogik medfører øget intelligens, kreativitet, indlæringssevne og motivation.

Uddannelsesproblemet er ikke begrænset til klasseværelset eller til unge mennesker. Når et menneske ikke er i stand til at tackle sit liv, er det et uddannelsesproblem. Hvis man er syg, har man, i mange tilfælde, ikke lært hvordan man holder sig rask. Hvis man har konflikter eller begår kriminalitet, har man ikke lært at være harmonisk og overholde loven.

Ved at tilbyde Transcendental Meditation som en del af undervisningen, opleves elevens bevidsthed samtidig med, at der fyldes stof på. Det gør de forskellige emner langt mere vedkommende, ligesom samværet med andre elever bliver mere levende og tilfredsstillende.

Meditation key to education, say school officials

June 5, 2003

BY LORI HIGGINS

FREE PRESS STAFF WRITER

It's 8:30 on a misty Wednesday morning, and at Nataki Talibah Schoolhouse of Detroit, many of the older students are performing a twice-daily ritual that's rare in American schools.

Sitting down against blue floor chairs, the students fold their arms against their green school shirts, close their eyes and focus their minds.

Then they meditate.

For 10 minutes -- before the students set off for an academics-filled day -- they relax in the calm of the room, which is silent except for the whirl of an overhead ceiling fan and the frequent click of a photographer's camera.

Seventh-grader Kenia Bradley describes the feeling like this:

"It puts you into this deep coma," said Kenia, 12. And afterwards? "You feel refreshed."

But does it make a difference?

Jane Pitt, a Birmingham woman who helps teach transcendental meditation to the school's teachers and staff, thinks so.

"It dissolves stress," she said. "It's easier to make the right choices when you're thinking clearly."

Early findings of research by the University of Michigan's Complementary & Alternative Medicine Research Center suggest it may make a difference, at least in improving students socially and emotionally. Students meditate to reduce stress; not to improve test scores, Principal Carmen N'Namdi said.

When compared to students from another Detroit charter school -- where students don't meditate -- researchers found the Nataki students were happier, have higher self-esteem, get along better with fellow students and handle stress better.

Dr. Rita Benn, the researcher who conducted the study, cautions against drawing too many conclusions from the data, because she wasn't able to study the students before they began meditating.

"The results look promising. Meditation seems to affect emotional and social development. Future research that's more rigorous will need to test that out," said Benn, director of integrative medical education at the U-M research center.

Benn is doing that additional research, studying 22 Nataki fifth-graders before they began meditating, and then three and six months later. They're being compared with 22 Nataki fifth-graders who are not meditating.

Christiana Turner, 12, says she can see the difference. She said meditating "makes you more aware" and that those who don't practice it tend to be "more rambunctious."

"They're not as focused as we are on schoolwork," said Christiana, a seventh-grader.

About 10 families have opted not to participate, N'Namdi said. The school enrolls 500 students.

Nataki, a K-8 school in Detroit's far northwest, was founded by N'Namdi and her husband, George, nearly 25 years ago as a tribute to their daughter, who died accidentally in 1974.

Nataki began as a private school but for eight years has operated as a charter school. It's a social studies immersion school, with a focus on civics, economics, geography, world cultures, history and human behavior. The school also offers sewing, dance and swimming classes.

The school's fifth-through-eighth graders have been practicing transcendental meditation (TM), a popular form of meditation, for six years, thanks largely to donations from DaimlerChrysler and General Motors. A Bloomfield Hills couple -- Nancy and Arthur (Bud) Liebler -- funded the research.

The money has helped the school hire TM instructors Pitt and Carol Lubetkin to teach students and staff the method.

Pitt, of the Birmingham-based Transcendental Meditation Program-Detroit, said people must understand what TM is and isn't.

"It's not a religion. It's not a philosophy," Pitt said.

It's a mental technique Nataki students practice for 10 minutes, twice a day, and staff practice for 20 minutes, twice a day.

"It gives the body a very deep rest, a rest that's twice as deep as the rest we get during sleep at night," Pitt said. "The difference is the mind is fully awake and alert."

As meditators relax, they silently think about their mantra, a sound that has no particular meaning. Each person is assigned a mantra, which they keep private.

The routine has helped Jared Williams, 13, control his anger. Before he began meditating, he was sensitive and quick to get angry if someone teased him. "I've started to calm down and get a sense of humor," Jared said.

Students take the meditation seriously. Almost on cue they began filing into the gymnasium Wednesday morning to pick up their carpet square and their floor seat, then lined up on the gymnasium's wood floor. Students said later that the morning meditation helps them stay alert in class.

"It makes you not fall asleep in class," said seventh-grader Reginald Dozier, 12.

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As meditators relax, they silently think about their mantra, a sound that has no particular meaning. Each person is assigned a mantra, which they keep private.

The routine has helped Jared Williams, 13, control his anger. Before he began meditating, he was sensitive and quick to get angry if someone teased him. "I've started to calm down and get a sense of humor," Jared said.

Students take the meditation seriously. Almost on cue they began filing into the gymnasium Wednesday morning to pick up their carpet square and their floor seat, then lined up on the gymnasium's wood floor. Students said later that the morning meditation helps them stay alert in class.

"It makes you not fall asleep in class," said seventh-grader Reginald Dozier, 12.

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Meditation in schools urged by parents' group

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BY CATHLEEN FALSANI
Religion Reporter

A group of parents who practice Transcendental Meditation wants to set up programs to teach students and teachers in Chicago area schools the deep relaxation technique created by 1960s guru Maharishi Mahesh Yogi.

The Committee to Promote TM in Schools is urging local public and private-school educators to consider adding 20 minutes of daily Transcendental Meditation to their curriculums, saying the technique reduces stress, rejuvenates the body and mind, and improves academic performance.

The basic Transcendental Meditation technique, which the maharishi based on ancient Eastern meditation principles, involves sitting quietly for 20 minutes -- 10 in the morning and 10 in the afternoon -- and silently repeating a one-syllable Sanskrit mantra. Practitioners say it provides deep rest, more focused concentration, and a sense of bliss. An estimated 5 million people worldwide practice TM.

It takes only a few days to learn the technique, followed by periodic follow-up sessions to "fine tune," said Tricia Malkinson, director of Evanston's Transcendental Meditation Center.

Rabbi Jonathan Magidovitch of B'Nai Torah synagogue in Highland Park has practiced TM for 29 years. His sons Charlie, 12, and Evan, 11, learned to meditate about three years ago.

"What I've seen is [they are] calmer about approaching new situations, and that includes less anxiety about peer relations, and more willingness to go their own way, gently," said Magidovitch, who is among the parents lobbying for meditation programming in local schools.

"They're more comfortable about who they are. They're able to do more work in less time . . . and their standardized test scores have gone up," he said.

So far, Transcendental Meditation programs have been incorporated into three schools in Iowa, Washington, D.C., and Michigan. About 160 middle school students at the Natakli Talibah Schoolhouse, a charter school in Detroit, practice the meditation technique twice daily.

It usually costs about \$2,500 per person to learn the meditation technique, Malkinson said, adding that the Chicago area parents group would help interested schools find underwriters to cover the cost. The \$300,000 program at Natakli Talibah Schoolhouse was funded in part by donations from General Motors and DaimlerChrysler.

The University of Michigan's Complementary & Alternative Medicine Research Center is studying the Natakli Talibah students. Preliminary findings suggest that the students were happier, had higher self-esteem, handled stress better, and got along better with fellow students than non-meditators.

While practitioners say Transcendental Meditation is a relaxation technique -- practiced by people of all religions and none -- and not a religion or a philosophy, some education watchdogs say it has no business in schools, especially not in public education systems.

"Whether they call it a religion or not, it's advancing a religious philosophical outlook," said Peter LaBarbera, executive director of the Illinois Family Institute. "If the laws say schools can't favor one religion over another, how can they teach Transcendental Meditation and not teach the gospel of Christianity?"

Principal George Rutherford introduced Transcendental Meditation to 5th and 6th graders at the Fletcher-Johnson Public School in one of the highest-crime areas in Washington, D.C., in 1993. Several hundred students and teachers learned the meditation technique there between 1993 and 1998.

"We called it our stress-management program," Rutherford said. "Behavioral problems went down and attendance went up."

For the Individual Student:

Reducing Stress and Promoting Progress and Happiness

Traditionally, education has focused predominantly on what students study—the curriculum and its objective measures, including examination scores and grade point averages. What has been lacking is a way to directly and systematically develop the students themselves—their creative intelligence, capacity to learn, and natural humanity.

How much students gain from their education fundamentally depends on the quality of their alertness, or *consciousness*.

The success of the school, the teacher, and the curriculum primarily depend on the quality of alertness, or consciousness, of the students themselves. If students are sleepy, dull, unhappy, angry, or agitated, their consciousness does not have the quality of restful alertness that is needed for optimal learning. Their receptivity is diminished and their thinking less balanced.

Scientific research confirms that the Consciousness-Based education program activates more of the brain's total potential, resulting in greater alertness, or wakefulness. Development of consciousness is simply the development of wakefulness. The full potential of consciousness, characterized by total brain functioning and fully expressed mental and physical capabilities, naturally develops through regular practice of the Transcendental Meditation program.

The Transcendental Meditation® program for systematic development of consciousness

Transcendental Meditation is a natural, effortless technique, practiced a few minutes twice daily, which settles the mind to its most silent, creative, and blissful level, Transcendental Consciousness—the field of one's total Inner Intelligence. This practice also gives profound rest, which dissolves accumulated stress and restores balanced functioning to mind and body. Leading quantum field theorists have identified Transcendental Consciousness as the unified field of natural law, from where all force and matter fields emerge, giving rise to all the laws of nature in the universe. In the language of the science of consciousness, Maharishi Vedic ScienceSM, Transcendental Consciousness is the field of total knowledge of natural law, the Inner self of everyone.

The Consciousness-Based education program gives *experience* of this field through the twice-daily practice of the Transcendental Meditation technique, and intellectual understanding of natural law through at least one additional class session per week.

As the full potential of the students' creative intelligence unfolds, their thoughts, feelings, speech, and behavior become more life-supporting for themselves and others; increasingly they enjoy happy, healthy, and problem-free lives, in harmony with natural law.

Without this knowledge and experience, students struggle and often lack the clarity to achieve their academic and personal goals. They become dissatisfied and frustrated, creating problems for themselves and others. Only by enlivening total knowledge of natural law within their awareness will their power and satisfaction continue to expand, on the basis of which their behavior will be ideal.

Scientific Research and Educational Outcomes

Hundreds of scientific research studies on the Consciousness-Based education program show it to be a profound and practical means for holistic development of life.

For example, meta-analyses that combine the results of hundreds of research studies confirm that **the Transcendental Meditation® program is uniquely effective in reducing anxiety, increasing self-actualization, and reducing substance abuse of all kinds.**

Research findings on mental potential—continued growth of abstract intelligence after the age that it ordinarily stops developing; increased creativity; increased orderliness of brain functioning; increased self-development to uniquely high levels, rarely found in the population.

Research findings on health—faster physiological recovery from stress; reduction of stress-related biochemicals; reduction of psychosomatic health problems.

Research findings on social behavior—increased self-esteem; greater appreciation of others; increased ability to resist peer pressure.

Sample research findings on the Transcendental Meditation program

- Increased intelligence and creativity
- Higher levels of moral reasoning
- Increased use of latent reserves of the brain
- Orientation towards more positive values
- Improved academic performance
- Improved emotional well-being
- Increased resistance to stress
- Increased tolerance
- Reduced aggression and hostility
- Increased problem-solving ability
- Reduced anxiety; reduced depression
- Increased self-esteem

Achievements of students and schools participating in the Consciousness-Based education program

Students worldwide participating in Consciousness-Based education perform exceptionally well. For example, students at Maharishi School of the Age of Enlightenment, Iowa, U.S.A., have won over 70 first-place awards in state competitions. In the past decade these include:

- 17 state championships in the creativity competition "Odyssey of the Mind" and "Destination-ImagiNation"; first and second place in the world championship competition (2001).
- Seven "Critic's Choice" awards at the Iowa High School All-State Speech Competition, the highest number of any school in the state.
- 18 National Merit Scholar Finalists.
- Winner of 14 state tennis titles and the first school in Iowa history to twice win the "Triple Crown"—singles, doubles, and team titles in the same year.
- First-place prizes at the Iowa History Fair for six years.
- First prizes in statewide competitions in art, photography, writing, spelling, science, academic decathlon, chess, golf, and track.
- Grades 9–12 consistently score in the top 1% of the nation on standardized tests, although students' entering scores are near the 50th percentile.

Visiting educators at schools using Consciousness-Based education consistently remark on the happiness, maturity, and kindness of the students.



The End School Violence Now organization in Iowa was established by students at Maharishi School to inform fellow students throughout the United States about

the effectiveness of the Consciousness-Based education program for eliminating stress, the basis of violence and negativity. A desire to eliminate suffering develops naturally in students who participate in the Consciousness-Based education program. In April 2001, the End School Violence Now group addressed 1500 young people and adults at a conference at the United Nations.

Dr. Norman D. Brust, former Superintendent of Schools and Principal, St. Louis, Missouri (35 years of teaching and administrative experience): "Transcendental Meditation is the answer to stress. It produces a calm and settling influence, so that one doesn't get so enmeshed in problems, but can approach them with a clear mind, a broad perspective, and even a sense of humor. With a collected mind my energy is less scattered, I get more done, and I can focus in on things more quickly. Also my health has improved. It is simple to practice; it just takes the decision that you're going to do it twice a day. I recommend it highly to teachers, administrators, and board members."

For the Entire School:

Reducing Stress and Creating Harmony in the School Environment and Community

Just as individual stress restricts harmony and happiness in individual life, collective stress and tension in the school creates disorder and lack of harmony in the whole school environment. When the Transcendental Meditation® program is implemented widely in the school, not only does the school atmosphere change markedly; but also the surrounding community becomes more calm and peaceful. These effects begin to be noticed even within a few days when a sizable group of students and teachers begin this program.

Many research studies show that when large numbers of people together practice the Transcendental Meditation program, and its advanced procedure, the TM-Sidhi® program, including Yogic Flying, then coherence and harmony increase in the whole social environment, as measured by such variables as decreased crime, decreased violence, and decreased accidents.

Dr. Betty Lackey, an award-winning educational leader in Detroit with 40 years of teaching and administrative experience, implemented the program: "When I arranged for 10 teachers in the school to start Transcendental Meditation, you wouldn't believe the change—that group of teachers swept the tension away, and really transformed the whole building. TM is something very practical for in-service classes. When teachers practice TM they radiate a serenity and silence and peace that create a classroom more conducive to learning."



Dr. George Rutherford introduced the Transcendental Meditation program at Fletcher-Johnson School in Washington, D.C., to help quell tensions among his inner-city students: "We had amazing results. I used to have to be in the streets all the time to stop the fighting, but after we started the TM program, I didn't have to go out there. You walk into the school and you feel it's tension-free—a stress-free school right in the heart of the inner city, right around where we had plenty of violence."

Knowledge & Experience of Consciousness for Full Development of the Brain

For more than 40 years Maharishi Mahesh Yogi has been bringing to light detailed knowledge of the highest states of human development, and the technologies of consciousness, including the Transcendental Meditation® and TM-Sidhi® programs, for systematically attaining these states.

The benefits of these technologies of consciousness for mind, body, behavior, and society have been documented by over 600 scientific research studies, conducted at more than 200 universities and research institutes in 30 countries.

Maharishi has formulated a complete science of consciousness — his Vedic ScienceSM — from the knowledge contained in the ancient Vedic literature. This science describes the seven states of human consciousness, and gives the theoretical and practical knowledge for unfolding the full value of human consciousness. Maharishi Vedic ScienceSM includes descriptions of the quality of physiology, perception, and behavior of individuals living higher states of consciousness.

For example, such individuals display the highest levels of creativity, intelligence, and organizing power. Their speech and actions are spontaneously most nourishing and evolutionary for others and for the environment. On the path of inner fulfillment and enlightenment, their desires are always for the good of all humanity, and are achieved most effortlessly. They radiate an influence of vitality and harmony to

the whole society, and are a source of joy and wisdom to all who know them.

Maharishi Vedic Science describes in detail the quality of human awareness that spontaneously gives rise to such behavior. In higher states of consciousness, when the full potential of the brain is being utilized, the fundamental field of Nature's intelligence — Transcendental Consciousness, the Unified Field of Natural Law — is fully enlivened in the individual's consciousness.

Maharishi Vedic Science describes this field as containing all the Laws of Nature in their most concentrated, abstract form, just as a seed contains the whole tree. The fundamental dynamics of this field are the Veda and Vedic Literature, whose reverberations give rise to all the Laws of Nature governing the orderly evolution of the universe.

When this total creative process of Nature is enlivened in awareness, the individual spontaneously makes use of it, commanding the whole field of action, able to know anything, do anything right, and achieve any great goal — and always supported by the total intelligence of Natural Law.

Recent research has discovered that the fundamental structures of Natural Law expressed in the Vedic Literature are contained in human physiology. This discovery reveals that the physiology of everyone is the expression of the total intelligence of Natural Law — that the individual is cosmic. Functioning with cosmic intelligence becomes a living reality when the total potential of the brain is actualized.

This knowledge of human consciousness and how to awaken its unlimited potential has changed the concept of a school or university from "all knowledge on one campus" to "all knowledge in every brain."