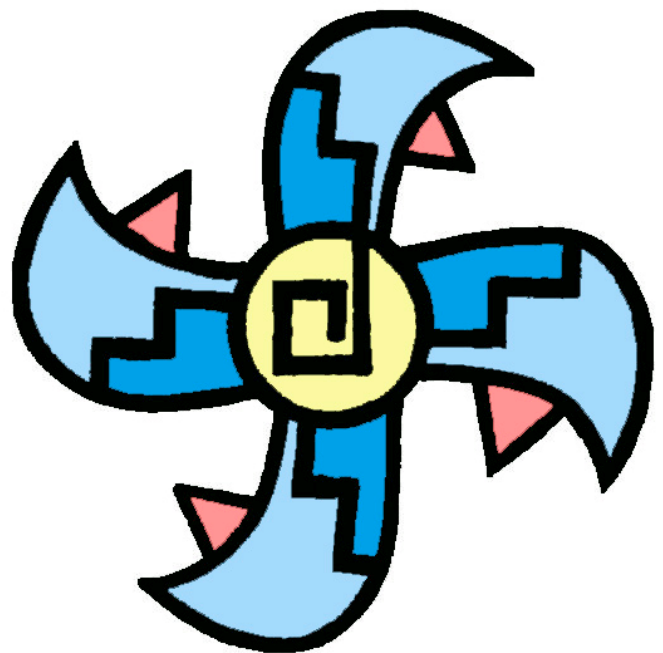


CHALDI COLLEGE (WW) Limited

**Technology &
Product Information**



PASCAS FOUNDATION (Aust) Ltd
ABN 23 133 271 593

Queensland, Australia

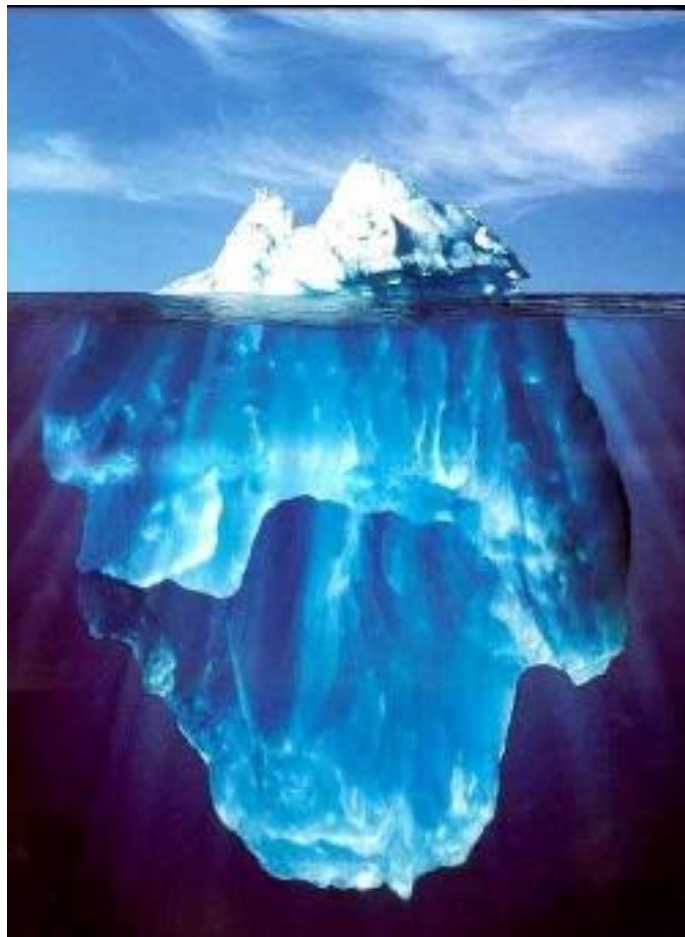
Pascas Foundation is a not for profit organisation

Em: info@pascasworldcare.com

Em: info@pascashealth.com

www.pascasworldcare.com www.pascashealth.com

If a girl spends only 2 years at school, she is likely to have more than 7 children. If she spends 6 years at school, she is likely to have around 4 children. If she spends 12 years at school then she will have only 2 children. World poverty is best averted by the tool of education in the first instance.



Symbolically, the iceberg is a good representation of the undiscovered potential in all of us.

CHALDI COLLEGE (WW) Limited

THE PRODUCT:

Education in any form is enlightenment. Our journey is to raise our consciousness. Chaldi College is to support that pathway in whatever form and manner appropriate for any individual.

Chaldi College is not a membership community. You cannot join or sign up. Chaldi College is there to assist you to go inside yourself and find your own way, to be independent and free. Chaldi College is about removing fear and reducing boundaries.

If a girl spends only 2 years at school, she is likely to have more than 7 children. If she spends 6 years at school, she is likely to have around 4 children. If she spends 12 years at school then she will have only 2 children. World poverty is best averted by the tool of education in the first instance.

The DD-CODE is the only discovery which can eliminate illiteracy the world over and virtually overnight.

Chaldi College will have its centres of research and train the trainers program annexed to Pascas Parks and Pascas Health Sanctuaries.

The principal local education units will be annexed to Pascas Care centres with a focus upon health care and nutritional training. Such units, within remote and emerging communities will also be used to introduce new technologies and job-creating opportunities.

Further extensions of Chaldi College will be into communities where literacy and numeracy skills need supporting. The focus here will be upon the whole family with all aspects of educational support being considered.

The higher educational and extensive training programs will be located at Pascas Park operations of Chaldi College.

Chaldi College will enter some 42 countries in its first five years of operations.

THE COMPANY:

Chaldi College (WW) Limited is being established to support literacy and numeracy programs throughout the developing nations whilst conducting commercial programs within the developed nations.

MARKETS & COMPETITION:

The Japanese, Chinese, Italian, German, French, and any others, will be able to speak perfect English in the English accent of their choice, at a glance. This is a most significant development as non English speaking countries represent 90% of the world's population today.

The main hot buttons that must be pushed in this sales / promotion strategy are a chance to improve the socio-economic standing of the student, development and integration of the larger community, thus providing the best start for the child in an increasingly competitive world. A byproduct is communication improvement which improves overall productivity in the workplace.

Education Dynamics is ideally positioned to capitalise on this market as there are no other systems in the market place that is as comprehensively effective as the DD-Code in empowering people. In order for competitors to achieve the performance capabilities of the DD-Code system, competitors would have to develop systems from scratch and hope to achieve superiority. The Company therefore expects to retain its technological advantage in the marketplace for the foreseeable future.

Jain, the developer of Jain MatheMagics, is concerned about the "NO CHILD LEFT BEHIND" bill that was passed by the US Congress, where schools are punished by withholding Federal Funding if children do not pass certain standard tests or exams. This "dumbing down" of children's intelligence means that the teacher will be so busy meeting certain agendas that there will be no time for Free Thinking or extra-curricula activities.

In the Australian Educational Curriculum there is a clause that clearly states that spiritual content is part of the curriculum. Even in the Mathematical Curriculum there are clauses where the Mathematics of Nature, like the Fibonacci Numbers, is encouraged to be taught. These are the gems that our forebears have left us, to share ancient knowledge and teach mathematics in all its essential beauty.

WHAT IS SPECIAL ABOUT THIS BUSINESS?

DD-CODE:

For hundreds of years governments, universities and hundreds of thousands of teachers have looked for a 1 to 1 sound-to-letter correspondence for decoding in reading, an equivalent to Einstein's $E=mc^2$ for reading if you like, and we are pleased to report that Joseph Mamone and his family have found it.

The DD-CODE™ provides for the development of the English language in a person who has little or no exposure to reading the English language. It also develops the ability to speak without a pre-existing accent, i.e. Europeans and Asians can be taught to speak with an American mid-Atlantic accent or and English Oxford accent. This particular feature of the program, which is unique, addresses the market need for improved socialisation and the removal of prejudice which may be influential in job applications and career development. It is also the means whereby a national or indigenous language can be preserved.

The program is innovative in itself. By the use of the DD-CODE, which is the key to language, no other product teaches in this manner, nor can they produce the desired result in the same time frame.

No other product teaches in the same manner or produces the same results in the same timeframe as using the DD Code, which is the key to language. Future product has been developed, but is not yet ready for the market include teaching of English with accents of countries such as England, Ireland, South Africa. Further development can provide similar programs to teach other languages i.e., Indonesian, Vietnamese, Spanish, French, etc.

Applications of the DD-Code Option Text to Newspapers, on and off the Internet and to Internet Home Pages themselves will breakdown international language barriers of all kinds and will be the greatest single promoter of amity between nations ever known.

VEDIC MATHEMATICS:

Vedic Mathematics by BHARATI KRSNA TIRTHAJI (1884-1960) – This epoch-making and monumental work on Vedic Mathematics unfolds a new method of approach.

It relates the truth of numbers and magnitudes equally applicable to all sciences and arts. This now famous book has launched a thousand websites. A highly intelligent and sophisticated system of Intuitive or Clairvoyant Mathematics based on 16 Sutras or Word Formulae.

In this program, children learn how to accomplish rapid calculations... mentally. Most children are visual, and possess the ability to tap into 'Pattern Recognition' which is the key to rapid mental calculation.

Jain gives an opportunity to grasp an understanding of the 16 basic Sutras or 'Word Formula'. This ancient knowledge can solve all known mathematical problems by using an ancient but simple system of MENTAL ONE LINE ARITHMETIC, used by Hindus over 2,000 years ago.

3-DIMENSIONAL GEOMETRY:

Students find out why the shape of the Pine Cone is optically similar to the Human Heart, why we are awe-struck when we view sacred architecture like the Parthenon, why we are attracted to the proportions of the famous Mona Lisa. Essentially, the human body is in resonance with the Living Mathematics of Nature.

Explore the hidden mysteries within the 5 Platonic Solids which are the key to nuclear geometry. What is the importance of the Star Tetrahedron (the 3-Dimensional version of the Star of David) having 24 faces and 24 edges? How does this link to the 24 edges of the Cuboctahedron, the compressible and alchemical shape that was revered by Buckminster Fuller (who designed the first geodesic domes).

MAGIC SQUARES:

Students learn how to translate Numbers into Art by merely connecting the first number (1) to the last number (9). This is the Path of Least Resistance... exquisite Atomic Art patterns are created that are inherently encoded with much Ancient Knowledge.

The ancient Magic Square of 3 x 3 (also known as the "Lo-Shu" in ancient China, C17th BC) is also the centre of the Tibetan Calendar / Cosmology. It is a timeless mathematical harmonic whose sums of the columns, rows and diagonals all add up to and vibrate to 15. Symbolically this Magic Square creates Order amidst Chaos, and Equality in All Dimensions.

SHCHETININ – KIN'S SCHOOL:

In a small city in southern Russia there is a remarkable Lyceum school. Its students come from more than 40 different nationalities. **New approaches to moral and intellectual education allow students to cover the full school curriculum in the space of a few years (3 years), and to earn one or more academic degrees by the time they are 15-17.**

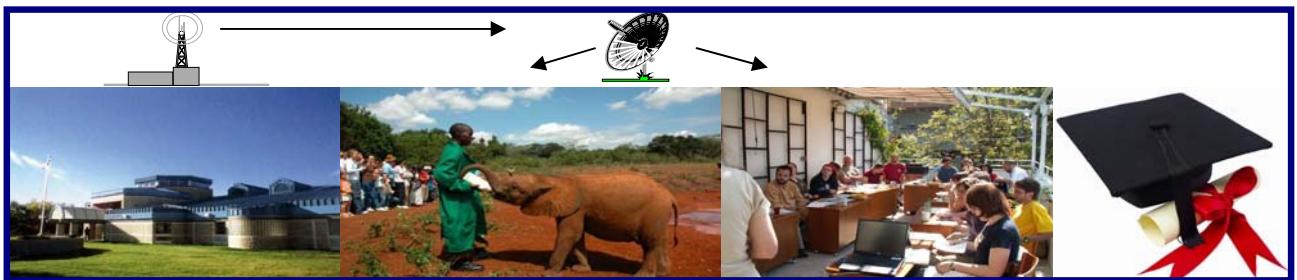
Summary:

With our team of experienced professional researchers, we will be well positioned to capitalise from continual product development and application through all significant languages.



CHALDI COLLEGE

Education is the paramount foundation of a Pascas Care Centre. Within impoverished and suppressed communities, an un-educated girl will have many children. If a girl spends only 2 years at school, she is likely to have more than 7 children. If she spends 6 years at school, she is likely to have around 4 children. If she spends 12 years at school then she will have only 2 children. World poverty is best averted by the tool of education in the first instance.



- Chaldi College, as a segment of a Pascas Care Centre, will provide innovative educational initiatives. These are short course programs and are focused both on the adult as well as the child. Firstly are health education programs.
- The educational platforms will incorporate the capabilities of Steiner Schools as well as Shchetinin Schools. In a small city in southern Russia there is a remarkable Lyceum school established by Dr Shchetinin. Its students come from more than 40 different nationalities. **New approaches to moral and intellectual education allow students to cover the full school curriculum in the space of a few years (3 years), and to earn one or more academic degrees by the time they are 15-17.**
- Through Chaldi College, there will be introduced into regions, new technologies with appropriate training to enable their deployment and the establishment of new industries within the proximity of the Pascas Care Centre. We have had many innovators bring to us their inventions.

The PROJECT:

All progress starts with education, all continuance of progress is dependent upon education, education is forever, on going.

All growth in enlightenment is dependent upon education. Any positive education adds to our level of consciousness and our quality of life. In this regard, consider your day as a living prayer. Enjoy.

Understanding the energy levels of the food you consume as being as important as any spiritual act that you may consider.

Consider that every positive thought that you share with someone or focus on something, comes back to you four fold. Then consider that every negative thought that you share with someone or focus on something, also comes back to you four fold. Hmm, let us drop one of these practices. A negative life style just loads your body with toxic wastes and the accumulation eventually results in illness.

Chaldi College is about 'short courses'. It is not about creating university degree courses that run for years to reach completion. Chaldi College is about introducing what is possible in precise and compact sessions and with a focus upon locations of high need.

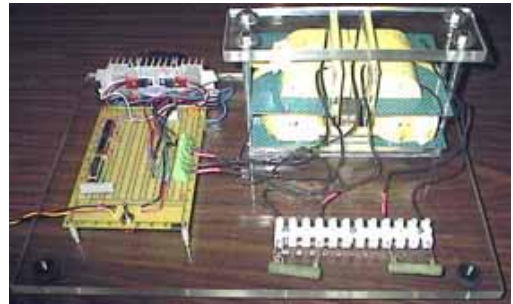
Chaldi College is to:

- Locate within Pascas Care centres to grow the awareness of nutrition. Consider that much of our health issues stem from a lack of understanding of what food is not life enhancing and what food is life enhancing.
- From within the structure of a Pascas Care centres, Chaldi College will be able to introduce numerous new technologies to assist with the creation of new enterprises, particularly founded on new technologies; that are particularly relevant within economically deprived communities.
- Chaldi College, through the annexure with Pascas Care centres, will be able to conduct short courses on subjects of relevance to the community.
- Pascas Café, also annexed to Pascas Care centres, have podiums for the introduction of relevant topics at specific times during the day.
- Chaldi College is a platform to share with patients of Pascas Care centres, knowledge on various subjects that can assist with their health management issues.
- In major Pascas locations where Pascas Park will be established, major Chaldi College centres will deliver extensive and intensive training programs on all subjects considered appropriate for the development of knowledge and understanding for all aspects of Pascas Care, Pascas Park and for training of all members of the Pascas community.
- Chaldi College main centres will be research centres of 'Mystery School' subjects, however, as they are relevant to today's modern settings.
- Each Pascas Health Sanctuary is research centre for the development of health platforms to be distributed via the Chaldi College network.

- ☑ Chaldi College main centres will be remote area education delivery points. From these centres, internet via satellite or as appropriate will be employed to provide extensive educational services to anywhere on the planet wherein Pascas is able to assist and support.
- ☑ Chaldi College will support remote area educational units with attention being given to supporting children as well as adults. Educational units will be established so that they can be used to assist children during the day whilst adults will be supported with subjects in the evening or as appropriate.
- ☑ Chaldi College will develop and refine ways of going into crisis areas to assist refugees, as well as those who are victims of natural disasters.
- ☑ Chaldi College is not about being a school or a university, it is about providing short courses to enable students, both young and old, to become aware of what is possible and have a firm working introduction to given subjects.
- ☑ Chaldi College will support the dissemination of Light Body Health Sciences.
- ☑ Chaldi College has no membership. It is about removing fear and reducing boundaries. It is there to assist you to look inside yourself and find your own way.

Everything about Pascas and Chaldi College is ‘back to front’. Most of the core teachings that we have been brought up with are literally entrapments.

Consider scalar energy. In the late 19th century, scalar energy was understood as a continuous free energy source. Science became flawed. It is only now that Tom Bearden has brought these sciences back into truth.



The Motionless Electromagnetic Generator (MEG)

Has produced up to 100 times more power than was input, by extracting free energy from the vacuum. The MEG has been independently constructed, and its overunity performance independently replicated, by other researchers. [US Patent awarded March 26, 2002](#). Invented by Tom Bearden and four colleagues.

With this technology, we are able to introduce into any location, power source to operate all the required tools for a Chaldi College centre, such as satellite internet, lighting, etc., so that we can deliver education from anywhere, to anywhere around the world. The power is continuous and free.

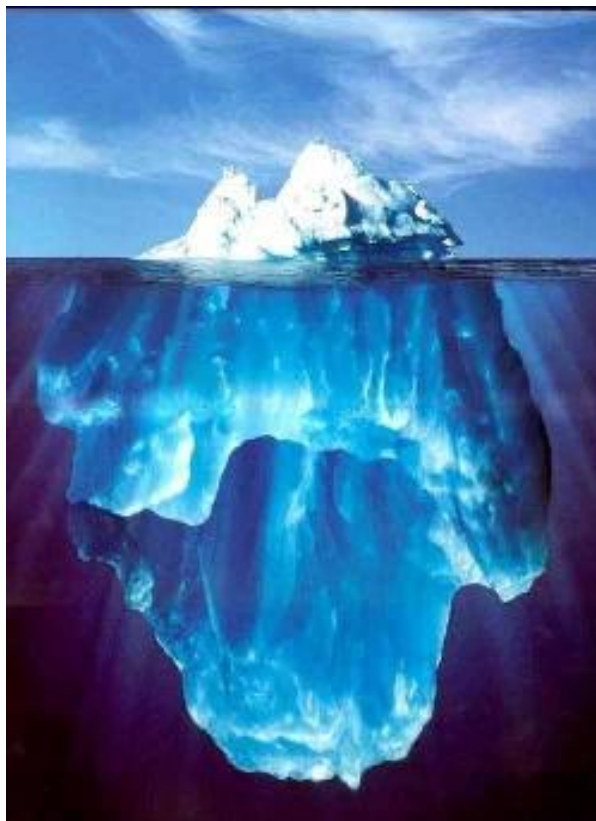
With larger units, we can deliver all the power to create new industries and businesses within any community. This is old technology finally accessible to all. No pollution and no expensive fuel costs.

From these foundations, we can support the availability of potable water, nutritious food, safe lodging, health services and create the opportunity for learning and enlightenment in any way that the recipients wish to pursue.

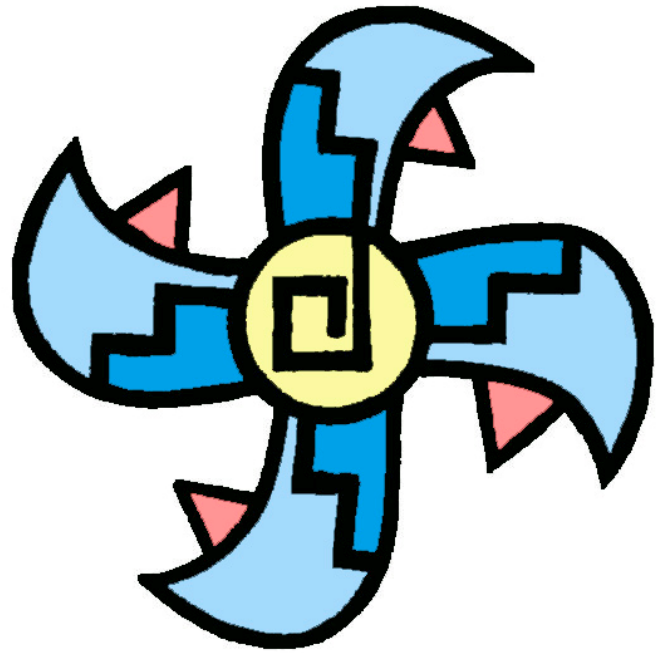
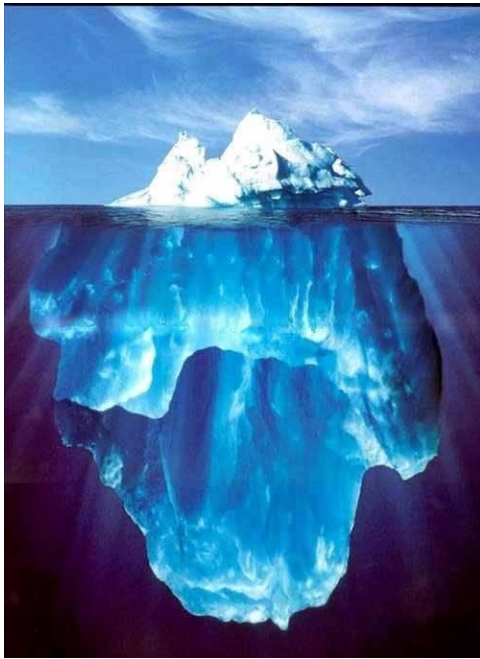
CHALDI KNOWLEDGE CENTRE

CHALDI COLLEGE

Annexed to each Pascas Park is a Chaldi College



Chaldi Knowledge Centre



**Beacons
of Light
around
the globe**



The CHALLENGE: Kofi Annan's IT challenge Kofi Annan for CNET News.com

The new information and communications technologies are among the driving forces of globalisation. They are bringing people together, and bringing decision makers unprecedented new tools for development. At the same time, however, the gap between information "haves" and "have-nots" is widening, and there is a real danger that the world's poor will be excluded from the emerging knowledge-based global economy.

Information technology is extremely cost-effective compared with other forms of capital. Modest yet key investments in basic education and access can achieve remarkable results. Estonia and Costa Rica are well-known examples of how successful IT strategies can help accelerate growth and raise income levels. But even some of the least-developed countries, such as Mali and Bangladesh, have shown how determined leadership and innovative approaches can, with international support, connect remote and rural areas to the Internet and mobile telephony.

Public tele-centres have been established in places as diverse as Egypt, Kazakhstan and Peru. Indeed, information technologies can give developing countries the chance to leapfrog some of the long and painful stages of development that other countries had to go through.

But bridging the digital divide is not going to be easy. Too often, state monopolies charge exorbitant prices for the use of bandwidth. Governments need to do much more to create effective institutions and supportive regulatory frameworks that will attract foreign investment; more generally, they must also review their policies and arrangements to make sure they are not denying their people the opportunities offered by the digital revolution.

We need to think of ways to bring wireless fidelity (Wi-Fi) applications to the developing world, so as to make use of unlicensed radio spectrum to deliver cheap and fast Internet access. We also need to explore the possibility of creating an open international university. Surely, experts can think of many more ideas along these lines.

The United Nations is working hard to enlist this power in the cause of economic and social development. A Health InterNetwork, spearheaded by the World Health Organization, is creating Web sites for hospitals, clinics and public health facilities in the developing world to bring high-quality information within reach and to facilitate communication in the public health community. The United Nations Information Technology Service, a global consortium of volunteer corps coordinated by the UN Volunteers programme, is training people in developing countries in the uses and opportunities of information technology.

To read the entire article, go to <http://comment.zdnet.co.uk/story/0,,t479-s2125402,00.html>
 For more comment from ZDNet UK's top technology writers, go to <http://comment.zdnet.co.uk/>
 ZDNet News: The UK's best source for computing news – updated throughout the day.
<http://news.zdnet.co.uk/>



Pascas Care Clinic



PASCAS CARE CENTRE – Health Clinic – THREE UNITS IN ONE:

<p>PASCAS</p> <p>CARE</p> <p>CLINIC</p>	<p>Pascas Cafe <i>with</i> Raw Power!</p> <hr/> <p>CHALDI</p> <p>COLLEGE</p>
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Medical Clinic

Consultations

Day Care

Treatment



Average number of employees per clinic including medicos: 25
 day care treatment facility: 20
 nutrition café and community services: 15
 Total: 60

PASCAS CARE CLINIC – LOCATIONS: Programmed to be opened by years 5 – 10
 Then the program is to be doubled to reach every community worldwide:



PASCAS CARE CLINICS to be operating by years 5 – 10: 4,000
REGIONS: program to be expanded to embrace every community within every country.

Africa		India Sub-Continent		Australia Pacific		South America	
South Africa	285	Afghanistan	130	Australia	190	Venezuela	50
Zimbabwe	30	Pakistan	270	New Zealand	160	Guyana	45
Liberia	50	India	450	Pacific Islands	290	Colombia	65
Cote D Ivoire	35	Sri Lanka	50			Surinam	85
Ghana	65					Ecuador	40
Togo	15					Peru	30
Benin	20				640	Bolivia	55
Nigeria	50					Argentina	70
Mali	40		900			Paraguay	65
Guinea	80			America		Chile	70
other	20			US Indian	400	Brazil	195
						other	70
Africa	690			Caribbean	200	Sth America	840
Madagascar	40	Other	290				
Maxi Clinics	3%						
Standard Clinics	94%	Average number of employees per clinic including medicos: 60					
Micro Clinics	3%						
World Total							4,000

PASCAS HEALTH SANCTUARY

GLOBAL CENTRES of EXCELLENCE

Brazil **Nigeria** **Australia**
South Africa



PASCAS PARK

Parks for Humanity Knowledge Portal In Love and Unity

Americas Africa Australia

Asia



ELIMINATION OF ILLITERACY:

The Mamone Family have, single-handedly, discovered a Universal Sound to Letter Code, which enables children to Read and Speak on the adult level on almost instant exposure to DD-CODE. The DD-CODE is a 1 to 1, Sound to Letter Correspondence without any exception to the Rule. **The DD-CODE is the only discovery, which can and is eliminating illiteracy all over the world, virtually overnight.**

For the first time in the history of teaching the spoken and written language of ENGLISH, using the DD-CODE option, text is 100% reliable. Via this method, speech to text association for acute and perfect development of reading and enunciation of English with accent as desired by the student, is possible.

More specifically, the DD-CODE (Digital Dictionary) is a 1 to 1, sound to letter correspondence without any exception to the rule.

1. Training of educators to enable them to teach the reading writing of English takes ONE WEEK.
2. To enable ANYONE to read and write English fluently takes TWO weeks of full time education (5 hours a day for two weeks).

The accent that a student achieves is controlled. It can be Queen's Oxford English, Mid Atlantic American English or your local accent – Australian English.

Classes consisting of Asian, Koreans, Bosnian, Afghanistan's, Yugoslavians, New Zealand Maoris, Irish and Romanians have successfully become fluent in English within two weeks.

Australians with drug addiction and no reading and writing skills have achieved fluency in slightly longer times (3 weeks).

Listening skills are also enhanced by the program.

Reading diagnostic testing is undertaken before / during / and after completion of course.

The program applies also to numeracy skills.

Deaf children have been successfully taught to speak coherently, read and write (e.g. Indonesian, son of a Minister).

Children introduced to the program at age two have subsequently graduated from University at ages of 10 and 11, qualifying in English, maths I and maths II, physics and chemistry!

The DD-Code is readily taught by broadband communication. The system has been in development for more than a decade and has always been television and computer based.

This, and other, broadband education delivery tool will greatly enhance performance outcomes whilst reducing education costs.

The agenda is to have a prominent University institutionalise the Digital Dictionary Code via their interest and participation in the system.

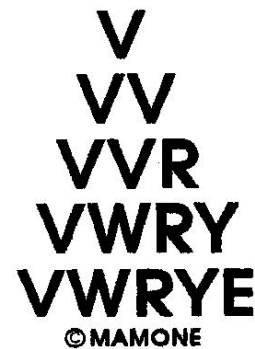
Platform of the DD-Code – Digital Dictionary Code:

Of the world's 6 billion people, 600 million have English as their first language, whereas 92% of the world's population use English in some form or another.

The DD-Code has been developed for computer-aided teaching, the menu incorporates:

DD-Code Curricular Development
 DD-Code Reading Program Application
 DD-Code Government 3R Curricula
 DD-Code Option Text Chip
 DD-Code operating system
 DD-Code Media Application
 DD-Code Internet

Language
 Mathematics
 General Science
 General Knowledge and Entertainment
 Games
 Teach Your Child To Read
 Children's Stories
 Pre-School Primer
 Tertiary Faculty Subjects



By learning to read a single word you are able to read two million words. The system guarantees that a 5-year-old child can read like at adult level. Though there are only 26 letters in the vocabulary, there are 26 vowel sounds and 22 consonants, a total of 48 sounds.

1. **MAGENTA VOWEL GROUP** are Coded 1-22 for sound.
2. **BLACK CONSONANTS** are Sounded Phonetically.
3. **BLUE CONSONANTS** Sound-Switch to above phonetic superscript.
4. **YELLOW LETTERS** are not sounded at all.

The DD-Code is a 1 to 1, sound to letter correspondence without any exception to the rule.

The DD-Code has been developed to deliver English with three accents, Oxford, Mid-Atlantic and Australian. The Code is applicable to all languages. The systems have been applied to Mandarin (Pin Yen) resulting in the PY-Code and also Japanese. Any language can be applied.

DD-CODE:**Language software code 'deciphers' English****August 16, 2001** Posted: 11:28 PM EDT (0328 GMT)

The code's digital dictionary in print form

By CNN's Grant Holloway
 SYDNEY, Australia (CNN)



One of the greatest difficulties in learning the English language is understanding that alphabet characters can change how they sound from word to word, or often have no sound at all.

For every rule of English there are a myriad of exceptions and irregularities, which compound illiteracy problems for native English speakers and frustrate the efforts of non-English speakers.

For example, the letter "a" can be sounded at least 10 different ways in 10 different words, and often two or three different ways within a single word.

A new Australian-developed language learning system could have the potential to significantly reduce the difficulties of learning English and improve general literacy levels for children.

Australian language researcher and software programmer Joseph Mamone has painstakingly developed over more than 15 years a system which "explains" how the two million commonly used words in the English language sound.

The system, which he calls DD-code, breaks each word in the English language down into four, colour-coded and numbered components.

These represent the 22 English vowel sounds, the 26 phonetic consonant sounds, consonant letters which change their sounds or are not phonetically sounded, and letters which are silent.

For example, take the word: "Observed". In DD-code it would be broken down in the following way.

The "o" would be coloured magenta with a small number -- in this case a "22" -- above it to represent its vowel sound.

The "b" would be black, representing a phonetically sounded consonant.

The "s" would be blue, representing a consonant that changes sound. Above it would be a small "z", representing the actually consonant sound the letter makes in the word.

The "er" would be magenta and number 13 for its vowel sound.

The "v" would be black, for a phonetically sounded consonant.

The "e" would be yellow, meaning it is not sounded.

The "d" would be a black, phonetically sounded consonant.

HOW IT WORKS

When the program is loaded, click the dd-code tab at the top of the page, this will translate the text into DD-Code. Run your cursor over each letter to see how the system works.

Three accent versions

Mamone's system also accounts for emphasis and intonation within words and sentences and has been developed in three accent versions: Mid-Atlantic American English, Queen's English and Australian English.

What Mamone says he has done is develop a "100 percent reliable, speech-to-text mathematical algorithm for the association of sound to letters within whole words".

"What we have created is a simple key, such as on a roadmap. Once you learn the key, you have the tools to read and pronounce correctly every word in the English language," says Mamone.

While other literacy and English language learning systems have been developed in the past -- such as the Words in Colour system -- DD-Code supporters say none are anywhere near as comprehensive as Mamone's system.

Nor have they been developed to take advantage of advances in computer technology.

Learning difficulties

Educationalists and language teachers who have tested the DD-code system on children with learning difficulties have been impressed by its effectiveness.

Anthony Tannous, who runs the Back to the Future literacy schools in Sydney, Australia, says the DD-Code system is the most intensive language system he has come across.

"We were very cautious at first," he said.

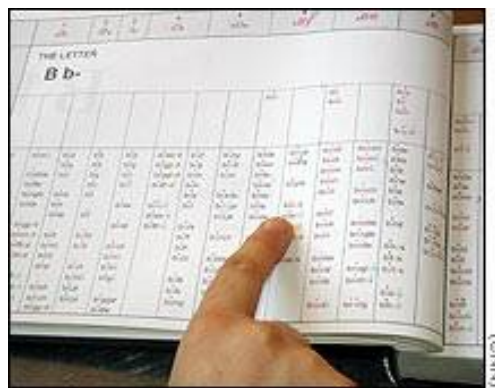
"We had been looking for a literacy program for a number of years and we had looked at a number of other options. When we saw DD-code we quickly realized this was probably the most comprehensive literacy program ever devised.

"We were in a position to compare and the other programs we looked at were shallow in comparison."

Tannous advised that since introducing the program earlier this year, the school had had a 95 percent success rate with children making significant improvements in their literacy levels within a few months.

"The results we have seen have been quite astonishing."

Structured and coherent system



More than 2 million words have been translated into the code.

He said the school was now getting queries and feedback from teachers who were noticing the sharp improvements in the literacy of the children using the system.

Another supporter is former principal of King's Christian College, Queensland, Dr Robert Paech.

A former research scientist, Paech said Mamone's system was the most structured and coherent system for English language learning that he had encountered.

He said the history of the development of English was one of overlapping influences which had created many inconsistencies between the way words looked and how they sounded.

Teaching approaches had swung between teaching "whole word recognition" and the "phonetic" approach, both of which were deficient because of the inconsistencies.

Where the DD-code system was strong was that it enabled the entire English language to be broken wholly down into phonetic parts, he said.

So far, the DD-code system has only been used commercially on a limited basis for helping Australian children improve their literacy levels.

But Mamone is keen to further develop DD-code applications for teaching non-English speakers the language and for improving accents and pronunciation.

The system also has the potential, says Mamone, to help computer-generated voice systems to sound more natural and assist in the development of voice-recognition computer systems.

August 17, 2001 – Interoperability

Phonetics for man and his machine

Phonetics, the science of pronunciation, serves learners to hear and pronounce languages like native speakers do. It also helps in designing scripts for languages that are only oral. In nearly every language, phonetic symbols outnumber the 26 letters of the Roman alphabet because there are more spoken sounds, phones, than letters.

Tells this scribe's trusty, two-score-years-old *Britannica* that designs for phonetic symbols ought meet a number of criteria. They should harmonize well with ordinary Roman letters and they should be easy to write. An additional italic style is good to have. Kerns top or bottom are out and kerns on the side should be eschewed as much as possible. And ultimately, a single phonetic script should serve all languages.

A defensive play to try and keep the U.S. economy
 from slipping into recession, the cut was having
 little impact in early Asian trading.

Now CNN's Grant Holloway reports on work by Australian language researcher and software programmer Joseph Mamone, who has devised a code to represent sounds for different forms of English: the Queen's, Mid-Atlantic American, and Australian. This DD-code adds colours and numbers to ordinary characters. Vowels are coloured magenta and have a number added for fine-tuning the sound. Phonetically representative consonants are in black, but those consonants that do not correctly represent a sound are shown in blue and have a correction added. Yellow is for the sound of silence. Mamone has produced a two-million-word dictionary in DD-code.

One reported benefit of the code is rapidly improved literacy skills in school children through its consistency, which surpasses that of the phonetic approach to teaching and whole-word recognition. Other expected benefits are language learning by non-native speakers and overcoming foreign accents. DD-code may also make computers sound more like people.



Jain MatheMagics



BENEFITS for USERS of TECHNOLOGY

Application: “VEDIC MATHEMATICS”:

- A universal system of mental, one-line arithmetic.
- It often takes less time than using a calculator.
- It vastly improves memory skills, intuition, mental agility and self-confidence.
- Mathematical training without the necessity of relying on a calculator.
- The 16 Vedic Sutras (definitions) efficiently solve every known mathematical problem.
- The methods are fast and effective and rely on quick mental solutions that appear to be based upon “intuition”.
- When a mathematical problem can not be solved mentally, it can be reduced to a single line of working out.
- This Vedic one-line mental method is very helpful in computing and checking results, as well as solving complex problems.

Application: “VEDIC MATHEMATICS CURRICULUM”:

- Book 1 – Digit Sums.
- Book 2 – Multiplication.
- Book 3 – Division.
- Book 4 – Decimalisation of fractions.
- Book 5 – etc.

Application: “MATHEMATICS and HEALTH”:

- The 16 Sutras are 16 principles of how the nature and the mind work.
- Vedas (knowledge) cover grammar, architecture, ethics, astronomy, etc.
- Jain MatheMagics centre at Mullumbimby will be developed as a holistic health and spiritual retreat focused on the ancient practises of the Vedas.
- Platforms of Vedas health agendas will be melded with appropriate complimentary therapy practices.
- Organic food and nutrition training will be a foundation element of the retreat at Mullumbimby.
- Veda means “fountainhead and illimitable storehouse of all knowledge”.

VEDIC MATHEMATICS:

We may draw attention to the following salient items thereof:

1. The Sutras (aphorisms) apply to and cover each and every part of each and every chapter of each and every branch of mathematics (including Arithmetic, Algebra, Geometry – plane and solid, Trigonometry – plane and spherical, Conics – geometrical and analytical, Astronomy, Calculus – differential and integral etc.) In fact, there is no part of mathematics, pure or applied, that is beyond their jurisdiction.
2. The Sutras are easy to understand, easy to apply and easy to remember, and the whole work can be truthfully summarised in one word ‘Mental’!
3. Even as regards complex problems involving a good number of mathematical operations (consecutively or even simultaneously to be performed), the time taken by the Vedic method will be a third, a fourth, a tenth, or even a much smaller fraction of the time required according to modern (i.e. current) Western methods.
4. And in some very important and striking cases, sums requiring 30, 50, 100 or even more numerous and cumbrous ‘steps’ of working (according to the current Western methods) can be answered in a single and simple step of work by the Vedic method! And little children (of only 10 or 12 years of age) merely look at the sums written on the blackboard and immediately shout out and dictate the answers. And this is because, as a matter of fact, each digit automatically yields its predecessor and its successor! And the children have merely to go on tossing off (or reeling off) the digits one after another (forwards or backwards) by mere mental arithmetic (without needing pen or pencil, paper, slate, etc.).
5. On seeing this kind of work actually being performed by the little children, the doctors, professors and other ‘big-guns’ of mathematics are wonder-struck and exclaim: ‘Is this mathematics or magic?’ And we invariably answer and say: ‘It is both. It is magic until you understand it; and it is mathematics thereafter’. And then we proceed to substantiate and prove the correctness of this reply of ours!
6. As regards the time required by the students for mastering the whole course of Vedic Mathematics as applied to all its branches, we need merely state from our actual experience that 8 months (or 12 months) at an average rate of 2 or 3 hours per day should suffice for completing the whole course of mathematical studies on these Vedic lines instead of 15 or 20 years required according to the existing systems of the Indian and also of foreign universities.
7. And we were agreeably astonished and intensely gratified to find that exceedingly tough mathematical problems (which the mathematically most advanced present day Western scientific world had spent huge amount of time, energy, and money on and which even now it solves with the utmost difficulty and that also after vast labour involving large numbers of difficult, tedious and cumbersome ‘steps’ of working) can be easily and readily solved with the help of these ultra-easy Vedic Sutras (or mathematical aphorisms) contained in the Parisista (the appendix portion) of the Atharvaveda in a few simple steps and by methods that can be conscientiously described as mere ‘mental arithmetic’.

8. It is thus in the fitness of things that the Vedas include:
- a. Ayurveda (anatomy, physiology, hygiene, sanitary science, medical science, surgery, etc.), not for the purpose of achieving perfect health and strength in the after-death future but in order to attain them here and now in our present physical bodies.
 - b. Dhanurveda (archery and other military sciences), not for fighting with one another after our transportation to heaven but in order to quell and subdue all invaders from abroad and all insurgents from within.
 - c. Gandharva Veda (the science of art and music); and
 - d. Sthapatya Veda (engineering, architecture, etc. and all branches of mathematics in general).

All these subjects, be it noted, are inherent parts of the Vedas i.e., are reckoned as 'spiritual' studies and catered for as such therein.

9. Similar is the case with Vedangas (i.e., grammar, prosody, astronomy, lexicography etc.) which according to the Indian cultural conceptions, are also inherent parts and subjects of Vedic (i.e. religious) study.

What is Vedic Mathematics?

Vedic Mathematics is the name given to the ancient system of Mathematics which was rediscovered from the Vedas between 1911 and 1918 by Sri Bharati Krsna Tirthaji (1884-1960). According to his research all of mathematics is based on sixteen Sutras or word-formulae. For example, 'Vertically and Crosswise' is one of these Sutras. These formulae describe the way the mind naturally works and are therefore a great help in directing the student to the appropriate method of solution.

Perhaps the most striking feature of the Vedic system is its coherence. Instead of a hotch-potch of unrelated techniques the whole system is beautifully interrelated and unified: the general multiplication method, for example, is easily reversed to allow one-line divisions and the simple squaring method can be reversed to give one-line square roots. And these are all easily understood. This unifying quality is very satisfying, it makes mathematics easy and enjoyable and encourages innovation.

In the Vedic system 'difficult' problems or huge sums can often be solved immediately by the Vedic method. These striking and beautiful methods are just a part of a complete system of mathematics which is far more systematic than the modern 'system'. Vedic Mathematics manifests the coherent and unified structure of mathematics and the methods are complementary, direct and easy.

The simplicity of Vedic Mathematics means that calculations can be carried out mentally (though the methods can also be written down). There are many advantages in using a flexible, mental system. Pupils can invent their own methods, they are not limited to the one 'correct' method. This leads to more creative, interested and intelligent pupils.

Interest in the Vedic system is growing in education where mathematics teachers are looking for something better and finding the Vedic system is the answer. Research is being carried out in many

areas including the effects of learning Vedic Maths on children; developing new, powerful but easy applications of the Vedic Sutras in geometry, calculus, computing, etc.

But the real beauty and effectiveness of Vedic Mathematics cannot be fully appreciated without actually practising the system. One can then see that it is perhaps the most refined and efficient mathematical system possible.

The Vedic Mathematics Sutras

This list of sutras is taken from the book Vedic Mathematics, which includes a full list of the sixteen Sutras in Sanskrit, but in some cases a translation of the Sanskrit is not given in the text and comes from elsewhere.

This formula 'On the Flag' is not in the list given in Vedic Mathematics, but is referred to in the text.

The Main Sutras

By one more than the one before.
All from 9 and the last from 10.
Vertically and Cross-wise
Transpose and Apply
If the Samuccaya is the Same it is Zero
If One is in Ratio the Other is Zero
By Addition and by Subtraction
By the Completion or Non-Completion
Differential Calculus
By the Deficiency
Specific and General
The Remainders by the Last Digit
The Ultimate and Twice the Penultimate
By One Less than the One Before
The Product of the Sum
All the Multipliers

The Sub Sutras

Proportionately
The Remainder Remains Constant
The First by the First and the Last by the Last

For 7 the Multiplicand is 143
By Osculation
Lessen by the Deficiency
Whatever the Deficiency lessen by that amount and set up the Square of the Deficiency
Last Totaling 10
Only the Last Terms
The Sum of the Products
By Alternative Elimination and Retention
By Mere Observation
The Product of the Sum is the Sum of the Products
On the Flag

Try a Sutra

Mark Gaskell introduces an alternative system of calculation based on Vedic philosophy.

At the Maharishi School in Lancashire they have developed a course on Vedic mathematics for key stage 3 that covers the national curriculum. The results have been impressive: maths lessons are much livelier and more fun, the children enjoy their work more and expectations of what is possible are very much higher. Academic performance has also greatly improved: the first class to complete the course managed to pass their GCSE a year early and all obtained an A grade.

Vedic maths comes from the Vedic tradition of India. The Vedas are the most ancient record of human experience and knowledge, passed down orally for generations and written down about 5,000 years ago. Medicine, architecture, astronomy and many other branches of knowledge, including maths, are dealt with in the texts. Perhaps it is not surprising that the country credited with introducing our current number system and the invention of perhaps the most important mathematical symbol, 0, may have more to offer in the field of maths.

Yet, few modern compendiums on the history of mathematics have paid adequate attention to the often pioneering and revolutionary contributions of Indian mathematicians. But as these notes amply demonstrate, a significant body of mathematical works were produced in the Indian subcontinent. The science of mathematics played a pivotal role not only in the industrial revolution but in the scientific developments that have occurred since. No other branch of science is complete without mathematics. Not only did India provide the financial capital for the industrial revolution, India also provided vital elements of the scientific foundation without which humanity could not have entered this modern age of science and high technology.

Why, one might ask, did Europe take over a thousand years to attain the level of abstract mathematics achieved by Indians such as Aaryabhat.a? The answer appears to be that Europeans were trapped in the

relatively simplistic and concrete geometrical mathematics developed by the Greeks. It was not until they had, via the Arabs, received, assimilated and accepted the place-value system of enumeration developed in India that they were able to free their minds from the concrete and develop more abstract systems of thought. This development thus triggered the scientific and information technology revolutions which swept Europe and, later, the world. The role played by India in the development is no mere footnote, easily and inconsequentially swept under the rug of Eurocentric bias. To do so is to distort history, and to deny India one of its greatest contributions to world civilization.

<http://www.hinduism.co.za/vedic.htm>
<http://www.vedicmaths.org/>
<http://www.maharishi.co.uk/bkvmaths.htm>
<http://hinduism.about.com/cs/vedicmaths/>
<http://www1.ics.uci.edu/~rgupta/vedic.html>
<http://vedmaths.tripod.com/frame.htm>

KHAN ACADEMY

<https://www.khanacademy.org/>

A personalised learning resource for all ages

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. We've also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content.

Millions of students from all over the world, each with their own unique story, learn at their own pace on Khan Academy every single day. Our resources are being translated into more than 36 languages in addition to the [Spanish](#), [French](#), and [Brazilian Portuguese](#) versions of our site.

Mikhail Petrovich Shchetinin – Kin's School – Lycee School at Tekos – Mikhail Petrovich Shchetinin Bright Tidings

<http://www.loveforlife.com.au/book/export/html/5173>

Mikhail Petrovich Shchetinin – Kin's School – Lycee School at Tekos / Telcos



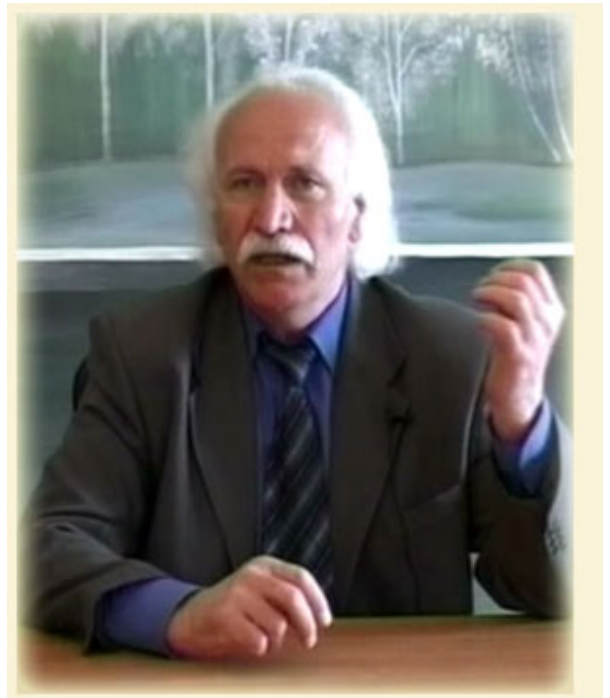
A model school for the future has been established in Russia under the guidance of Academician Mikhail Petrovich Shchetinin.

In a small city in southern Russia there is a remarkable Lyceum school. Its students come from more than 40 different nationalities. **New approaches to moral and intellectual education allow students to cover the full school curriculum in the space of a few years, and to earn one or more academic degrees by the time they are 15-17.** The preservation and interfusion of ethnic traditions through folklore, song and dances of various nationalities affords the opportunity for children of different backgrounds, cultures and faiths to gain a deeper understanding of each other. The noble ideas of service to one's Motherland and highest moral standards, along with mutual assistance and support, unite children and adults of various nationalities in building a bright future together.

Mikhail Petrovich Shchetinin

What is Shchetinin's school?

This is a school in Southern Russia created by alternative educator Academician Shchetinin, where ordinary pupils with little if any help from adult teachers cover the whole 11-year curriculum of the Russian school system in just two years, get official bachelor's and master's degrees from accredited universities by the time they are seventeen, and also have designed, built



and decorated their campus all by themselves. The school is described in Book 3.

Can I visit the school? Do they accept visitors?

Yes. Although no special invitation or prior arrangements have been needed until recently, it is now asked that you contact the school beforehand. Due to the overwhelming interest and the constant stream of visitors all year round, students have been distracted from their studies and it is requested that you do NOT drop in unannounced. The School's location is given in one of the books.

Click on this link to view or print this document (including photos) regarding Mikhail Petrovich Shchetinin Bright Tidings:

<http://www.loveforlife.com.au/files/Mikhail%20Petrovich%20Shchetinin%20B...>

Bright Tidings

On the pathway to Man

We see education gradually turning into a two-edged lie: the young ones pretend to study, the older ones pretend to teach. The mighty energy of the human spirit gets squeezed out by the rigidity and inflexibility of educational technology.

The integrity of the child as an individual – indeed, the integrity of the environment – this is the mutual relationship of the two basic principles underlying the concept of the school as shared by myself and my like-minded colleagues. The very first lesson in the school ought to touch upon the meaning of human existence.

In our world today the whole educational curriculum is divided up into divergent layers, isolated from each other. The world of perception is transformed into isolated 'corridors' to such an extent that it is sometimes hard for the pupil to believe that they are all part and parcel of a single whole. Art draws its very strength from the fact that it synthesises fractionalised phenomena, offers a holistic system of education and child-raising, and inculcates a holistic world-view.

But art cannot fully address this question if children are not immersed in an atmosphere where genuine life-values are affirmed – an atmosphere of shared labour and searchings, where every lesson is permeated with a sense of creativity. Then we have something to think about. Then we have a basis on which children will be able to appreciate art with understanding. For if there is no opportunity to live and experience this high ideal first-hand, then the high ideal is not truly perceived – it remains an ideal in word only, and hence begins to compromise itself.

In our educational process we work on the basis of a three-part harmony: "I see – I analyse – I act."

It is not just that we place our own tremendous emphasis on music, visual art and dance – they should make themselves felt in the school on a day-by-day basis, and this is the crux of the whole thing.

No programme, no methodology can in and of itself guarantee success in child-raising on the whole.

Together with the educators of the Children's Music School in Kizliar (Daghestan), we emphasise the direct dependence of success in music on the level of a person's overall development, rather than on any

special, isolated musical talents. It turns out that skill on one area is manifest when skill is shown in many areas of life.

Young people often conquer summits simply because they have never been persuaded that these summits are unattainable. It is our view that skill in one area of activity is made up of skills in others. Talent is a whole network of different gifts. Which means the task of developing one set of skills is expanded when all of them are set in motion together. And to bring up a specialist, consequently, one has to bring out the overall Man – Man as a unified whole...

...Years are behind us now. I have held on to the conviction that Man can do everything! It is precisely through making sense of this saying that our multifunctional school, the whole school complex, the whole school-Man, has been developed. Our purpose is not 'knowledge-know-how-habits'. It is not endless drilling and rote-learning, or the spoon-feeding of information. Rather, it is the raising of Man to live harmoniously, to act in harmony with society – a Man who, when he sees and analyses the phenomena of life which surround him, can feel their interconnection, can perceive the world as a whole. And no matter what he becomes – an engineer, physicist, chemist, builder, teacher etc. – he will understand that he is going out into a whole, complete, unified world!

We are in the process of shaping Man's ability to get along in this whole, unified world from a very young age. Right from childhood Man must be raised beginning with his roots, with his very essence. And the essence of Man is his humanity. And this consists in re-uniting, one way or another, his life-forces in the struggle against the forces of chaos and disintegration. But the development of Man's essence is not only the goal – it is at the same time the means to achieving this goal.

After all, why is the idea of the harmony of the individual so attractive and so productive? Because it alone is capable of appreciating the harmony of the world as the most valuable treasure, capable of preserving this integrity, this very harmony that has been in the making over millions of years of evolution..

In regular schools we notice how our once attentive, wide-eyed pupils seem to fall away from us. We see education gradually turning into a two-edged lie: the young ones pretend to study, the older ones pretend to teach. The mighty energy of the human spirit gets squeezed out by the rigidity and inflexibility of educational technology. It freezes up, only rarely causing faint and pitiful ripples of disturbance to monotonously long and boring classes. But just look at how the school's energy boils over between classes! During these long moments of despair it reminds one of the convulsions of a dying giant.

As a rule, the overwhelming majority of pupils have only two or three classes a day in which they are active, attentive, concentrated and participate as active creators in the learning process. More than two-thirds of the time spent in school is given over to inactivity. It is as though the brain were asleep. But this is not a sleep of relaxation. It is a sleep that is harmful to one's health.

The activity of exchanging information engenders the activity of energy exchange. A state of sleepiness and a sluggish flow of thought processes is reflected in a slowing down of psychophysical functions, in a retarded flow of energy exchange. The body and its nervous system are literally undergoing a slow

death. The situation of the one who is 'sleeping' is exacerbated even further by being in a state of anxiety and tension resulting from an attempt to avoid being discouraged by one's inactivity..

The result is that for most of the time the body is in an oppressed state. Perhaps this is why the health curve on one's educational record falls from grade to grade, along with the extinguishing of one's mental forces. The traditional school is not in tune with children's nature. It is not really for them. It does not contribute either to the flourishing of their talents or to the development of their spiritual, physical and moral health. Like a knife-blade, it is aimed at a very narrow target: knowledge-know-how-habits. The focus is not on the child, not on the individual, not on the development of the immeasurable range of the abilities he is endowed with, of his whole universal selfhood, but simply on producing a product of the instructional process.

Mikhail Petrovich Shchetinin

"On the pathway to Man"

Contemporary Pedagogy (Pedagogika nashikh dnei)

ed. Shalva Amonashvili et al.

Krasnodar : Knizhnoe izdatel'stvo, 1989, pp. 381-401.

translated by John Woodsworth

Bright Tidings DVD

A model school for the future has been established in Russia under the guidance of Academician Mikhail Petrovich Shchetinin.

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The movie has been translated into English and subtitled. Note, it is right now only available in NTSC system.

This DVD can be purchased from here: <http://www.ringingcedarsofrussia.org/store.php?id=yar1006>

Kinsman (Rodochelovek)

Every individual Man is the Eternal Primordial. Both the eternal Result and the Eternal source. I am talking about Kinsman. It is on this theory, concept and philosophy that our school, the Russian Kin School is founded.

The very thought that Man is part of the Great Cosmos gives pause for reflection on the thought that the human self must be, as Vernadsky put it, a 'cosmic something' which guarantees his active existence in



the whole unlimited cosmic river of life. To live in the Cosmos means understanding and carrying its structure within one's self, it means clearly knowing the laws by which it operates, the meaning of its existence, and to have mastered the techniques of existing in it.

The spatial dimensions of the Cosmos (i.e., infinity), its life in time (i.e., eternity), the infinite variations taking place with each of its component elements, all make Man realize the necessity of not only knowing about everything taking place in the Cosmic river of life, but also actively participating in it, being in perfect tune with its aspirations during each moment of cosmic happenings. All of this presupposes the existence within the human self of a power and ability to grasp (or 'catch') the innumerable signals of the immeasurable cosmos — to possess within one's self a database that will facilitate an accurate, instantaneous response to constantly changing cosmic information, so that one who is inherently thinking about this will come to the following conclusions:

(1) The 'cosmic something' is some kind of matrix-like informational structure, engendered and nurtured over billions of millennia of Man's life. Hence we cannot imagine this Man to be an entity limited to a single age, a single manifestation, or especially to the space of a few years or decades. Man is a child of Eternity, and so he constitutes his own Kin (Russian: rod), consisting within himself of an infinite number of manifestations of his existence.

(2) Man as a Kin (Rod), by any stretch of the imagination, cannot be fully accommodated within the artificial, impersonal stream of learning organized by our contemporary schools, all calculated on the basis of a minuscule, partial, primitive entity with a single manifestation of existence. And so the Child-Giant — Kinsman — rebels, protests and rejects; he comes across as the exact opposite of his social surroundings, of the society which has prepared him in such a strange manner for life and work. The School of Kinsman should be prepared by Kinsman. This means the children, just like the adults, should become teacher-researchers and creators of the school of Kinsman. By the same token the adults, just like the children, should become students in partnership with the children of this model educational system.

Hence the principles of the Kin school should be as follows:

1. The principle of nationality (narod), or Kin alike image (Rodoobraznost). Language, national songs, dances, handicrafts, customs, traditions, military arts, along with the culture of visual perception, sound and movement — all components of the concept of nationality — these are the living conditions for introducing the child – Kinsman into a world developed by the Kin, represented and unfolded in him and by him.

2. The principle of the supremacy of truth or fact-meaning correspondence. For "I am Truth," says the Lord. The significance of all the happenings in the cosmos ultimately comes down to achieving the full mutual harmony of all components — of all elements of Love or Truth. Everything that makes up the life of the school — every law of physics, chemistry, mathematics, biology, as discovered by the children together with adults — should serve to completely align their relationship to the world and to themselves. Only in this way will the school correspond to its students' meaning of life. The aspiration for Truth, for a harmonized, just existence in the world and the correspondence of one's actions to truth provide the only atmosphere in which healthy, moral and spiritual individuals can be developed.

3. The principle of ageless existence. The Kinsman has no age. The memory of the Kin — concentrated in us, or manifested (as it seems to us) in concepts such as conscience, the Divine spark, the matrix foundation of the individual, the spirit — is a priceless treasure which is unfolded in us through the inexhaustible might derived from relying on it and turning to it. We can see that the division of a school population into age-groups establishes the dominance of a single-manifestation Man and his experience in a single-manifestation life, thereby cutting off the memory of the Kin, or the Cosmic knowledge present in Man. The principle of agelessness establishes in the child the Pristine Man, and shifts the emphasis away from the miniscule body to the Great Spirit.

An age-free school population takes upon itself the task of creating the actual system of education, assigns and reassigns roles among the members of the population in accordance with the quality and characteristics of the fruits of their labours, individuals' traits of character, their inclinations etc., but never according to age statistics. The primogenitor did not merely play with words. The primogenitor used words to designate the essence of each phenomenon, object or process he beheld.

The principle of agelessness is supported by the identification of the Russian word *deti* (children) with *dedy* (grandfathers). This shows us that the edges of the family tree presented to our contemporary age were called by a single name: *deti*, *dedy* or *dedi*. This points to the underlying unity of children (*deti*) with grandfathers (*dedy*). Talking with a child as one would with a grandfather means talking with a grandfather. We can see that what pertains to children is nothing less than immeasurable. The chief distinguishing characteristic of children is the immeasurability of their aspirations, which we frequently define as maximalism. Unable to fathom the depths of children's thinking with our imagination, we, in an effort to cover ourselves, end up stifling our children, we cause them to fool around, we turn them into puppets, we minimize them.

4. The principle of purity and clarity of information. The world is a stream of God's Word. The Word *Pantareimerem* signifies that everything that exists is informed and itself informs — a thought which lies lightly on the soul. The two axioms: (1) the cosmos is a system and (2) the cosmos is infinite — would not be possible without a third and fourth:

(1) The cosmos as a system would be impossible without a mutual information exchange among its component elements.

(2) The incredible expanses of cosmic space are possible only under the conditions of harmony and mutual harmonization of movement according to a Whole Meaning, according to a Whole image of one's life-journey, accepted by all as an incontrovertible, indestructible constant.

The acceptance within one's self of a Whole meaning for one's journey by each component of that Whole provides life to the system of elements as well as each element in particular. The acceptance of the meaning by each one is a condition of their mutual harmonization as a system. This was the basis of the Russian *veche* and the Cossack *lava* — indeed, for the formation of any people as a single whole. It is the basic condition of existence of any organism or body, or any micro or macro symbiosis. When we accept the meaning of the Whole within, its image is evidently what we discover everywhere as our own likeness.

This likeness to all that is found within us links us — relates us — to everyone else. All are related to us by Knowledge, and the awareness within himself of the meaning of the Whole allows Man not only to read the book of the stars but to live according to what he reads in the stars in a single formation with them...

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1. Man (with a capital M) an equivalent of the Russian word Chelovek, referring to a human individual as representing the species, without reference to sex – the human race, humankind.
 2. Kinsman (with a capital K) an equivalent of the Russian word Rodochelovek, — A man sharing the same racial, cultural, or national background as another.
 3. Kin School (Russian: Rodovaya shkola) — like Rodochelovek (here translated ‘Kinsman’).
 4. Vladimir Ivanovich Vernadsky (March 12, 1863 [O.S. February 28] – January 6, 1945) was a Russian-Ukrainian mineralogist and geochemist whose ideas of noosphere were an important contribution to the Russian cosmism. He was a founding father of several new disciplines, including geochemistry, biogeochemistry, and radiogeology.
 5. Kin (with a capital K) an equivalent of the Russian word Rod – indicate connection with close and far parents, right to our first parent the God. King (initial capital letter) – God (Kin, -ing) Rod — an ancient Slavic word first denoting God as the source of all life, but also including the concept of family. The root rod also appears in several other Russian words, including (rodstvenik) ‘kinfolk’, (srodni) ‘akin’, (Rodina) ‘Motherland’ and (priroda) ‘nature’.
 6. deti, dedy — the author takes this a step further and posits an original combined root dedi.
 7. veche — old Russian popular assembly, a kind of parliament. Ancient Russian form of self-government which brought to life understanding of true freedom of a Man and his self expression. Existed in Russia up until approximately the middle of sixteenth century.
 8. lava — same principals of self-government as in veche. Cossack ultimately derived from a Turkic social term qazaq meaning "adventurer" or "free man". This term is first mentioned in a Ruthenian chronicle dated 1395.

Mikhail Shchetinin Professor, Director of State Lycee, Distinguished Teacher of Russia Full Member, “RAO” (Russian Academy of Education) Article originally from Uchitel’skaya gazeta, No 31 (1999)
Translated by John Woodsworth

Presented by Kin's School – Lycee of Tekos, Russia, 1999. Original article available in Russian on www.Tekos.SourceofLife.ca

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The SCHOOLS of LEMURIA:

http://www.kryon.com/k_chanelshastaB04.html

June 20, 2004

The Lemurian Connection

Let me tell you a little more about Lemuria and some attributes of their society. You might say, "*Why would you do such a thing?*" The reason is so you can start to "connect the dots" as to what else is happening on the planet. I now speak of the Lemurians way back then, in a land that was beautiful before the ocean covered it. Let me tell you about their children.

Schooling was very, very different in major Lemuria. This was before Atlantis, and it went like this: The teachers were called *elders*. They were greatly respected, for they dispensed the knowledge of the culture. They were all seniors, and represented some of the highest attributes in society. Yet they didn't run the schools as your teachers do, or have anything to do with day-to-day business. There were no administrators or administration buildings in the schools either, and the buildings were all small, isolated, and unconnected classrooms.

There was no linear system either! Instead, the elders would get together and decide what the children should learn and know by a certain time. The parents would send their children to the local classrooms at a certain age. In a typical classroom, the children and the elder [teacher] would all decide together what had to be learned. The children would then take over and collectively decide how fast they could learn it, and report this to the elder. The teacher would be flexible and go along with the children's plans. Then the children would often choose a leader among them, or a rotation schedule of student leaders, to help with the tasks of maintenance and administration of what their goal was.

So the elder was there to dispense the knowledge and make certain the children got the appropriate knowledge. But the children had high conceptual ideas and could often conceive of the entire project of the year's learning in one day. So even without the actual knowledge, they would lay out what they felt was the best way to learn it, the quickest method, and how to best "plug it in" to their schedule in class. When they felt they'd learned it, they would request to be tested. If the class passed, they would all earn the end of the term. Then the vacation would begin (the real goal of the children at that age).

So instead of a common term of duration, they'd start at the same time, but there were no set ending points. So the children would determine the term's duration by how fast they'd learn. This was conceptual, and reflected their ability to understand what had to be learned without actually knowing the information. There was no school year or grades – only the goal of certain degree of knowledge, and the goal to get it done so they could play! The children were in charge, but they absolutely understood that they had to learn what was required.

Now many might exclaim, "*No, this is too unusual and odd. It couldn't work. Human nature wouldn't allow for it!*" My reply is this: Perhaps 4D Human nature would never allow for it, but a conceptual,

multidimensional child could do it easily. The reason I'm telling you this is that this is the beginning attribute of the Indigo Child that we channelled many years ago. It's very Lemurian! Even some of the "labels" of the Indigo Children were listed as *interdimensional*.

Back to Lemuria: If there were slow learners in the class, the children would see the situation immediately and tutor them! What you now call homework was instead an assignment for each student to tutor another so that they could all keep up with the class. But the only things they took home were other students! The faster they learned, the quicker the vacation. It made sense to the kids. You might say, "*Well, what about those who were troublemakers? Were there any of those in this great land of Lemuria?*" Of course. Make no judgments as I reveal how this was handled.

The children would handle the discipline themselves – oh, not by the bully system, for that's not in the consciousness of a conceptually minded child. Remember, in this type of consciousness, the overview is the goal of the group, not individual power. The children would handle it logically. If there was another student getting in the way of their vacation, they would tutor them in the best they could. If some didn't respond, or were troublemakers, eventually the students would cast them out. Anyone who was cast out of school by a consensus of the class could never rejoin that class. Instead, they had to go to other classes that were not in major Lemuria. This (of course) created another complete society, one which was dishonoured and often didn't live long, since they didn't earn the right to go to the Temple of Rejuvenation, which was a huge part of the health system of Lemuria.

Harsh, you might say? Indeed. Within the evolved standards of today, perhaps it was. But this is how the schools worked. Your society has progressed in ways that they did not because you've worked on other parts of your enlightenment.

These explanations may help you understand why school is so difficult for the current Indigo, for the Crystal, and for all children of the new Earth energy. For within them is a layer of DNA that's activated and ready to work. And it *remembers*. I'm going to tell you about that in just a moment.

Lemurian Health Care

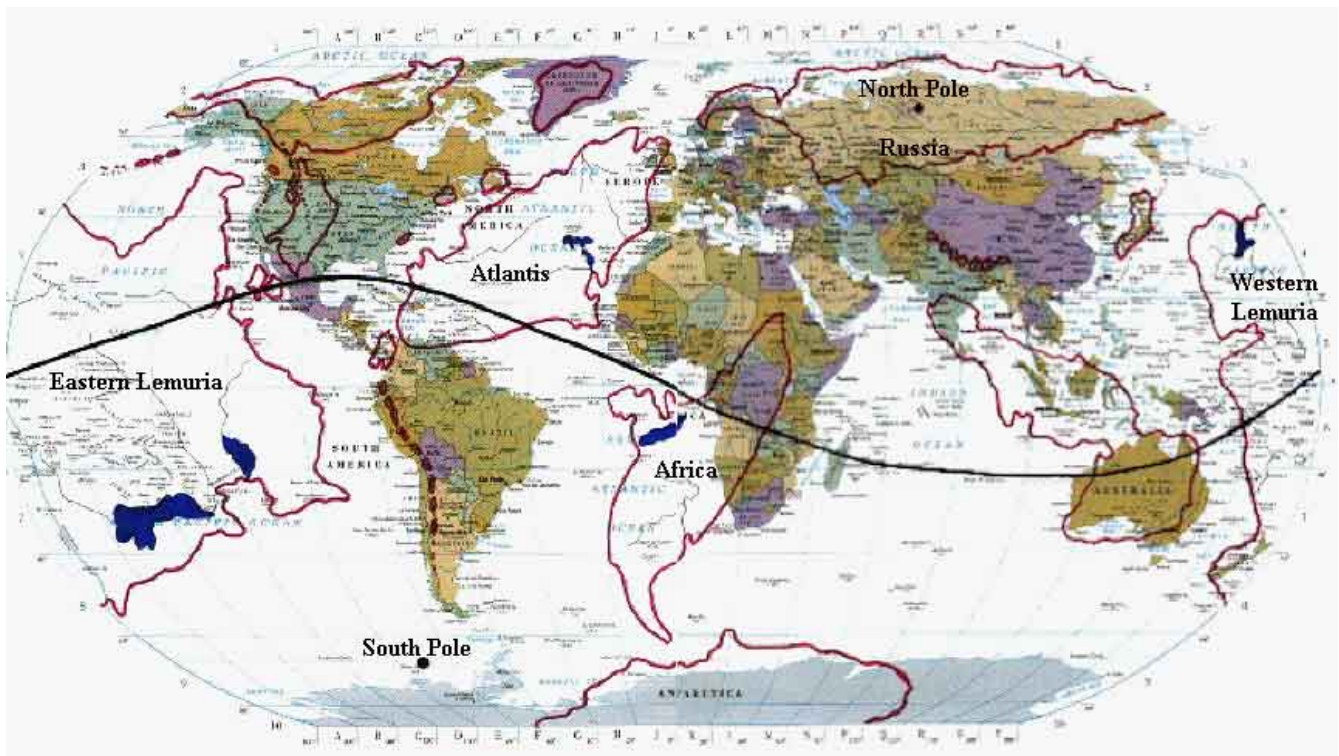
I'd like to tell you about the Lemurian health-care system. You know, Lemurians didn't have tremendously high science. They didn't have the computers you do. Instead, **they had highly developed interdimensional intuition.** Those of you who know what a medical intuitive is will understand this. All of them had this kind of intuitive knowledge. The body is smart. **Lemurian bodies, depending on how far back you go, were far larger than yours.** But as we said, they devolved... became smaller and shorter. They were aware that this was happening. That also might give you information that Pleadians are larger than you are. They still are.

Here is what the Lemurian society decided to do about health care. Most of the resources of Lemuria were spent making sure that all were as healthy as they could be. There were no health-care payments since they were a conceptual culture. They had a far better evolved intuition about the entire picture, rather than an individual Human one. The Lemurian society intuitively realized that the healthier the population, the more it helped the economy. There was land ownership, but of a very different kind. It was group ownership. Therefore, it always involved group decision.

If you had one who was sick all the time, then they weren't able to share their load. This hurt the whole, so they found out very quickly that if everyone was healthy, they had a far better economy.

Now, again, I'll discuss the reason I take you to Lemurian history. It's because this very thing is about to happen once more on your planet. Suddenly, the realization that Human Beings who aren't sick can buy land and pay taxes will create a revolutionary idea... if a government can heal its population, it can have an abundant society. What an idea! Watch for a shift of funds, resources, and focus regarding this. How can we cure the most for the least amount of money? How can we take from one financial focus and apply it to another? Did you ever wonder how you're going to cure the diseases of the planet? Many have complained: *"Humanity will never reach the point of enlightenment where they'll dedicate enough funds to heal the masses."* You're right! So another method, which makes far more sense to your current Human nature, will! Do not make any judgments about this, but be aware that you're about to face a new idea that's all about "economic healing." How else would the Earth provide something so needed at this time? The answer: Find a way to fit this into the agendas of those with the biggest amount of money to invest. Healing will become an investment in global health. How will the investors get their return? They'll take a portion of the GNP of the governments they work with, as measured by the "cure rate" of the country. Watch for this. It's inevitable, and under way at this moment.

And by the way, watch for Yawee to make a difference in that paradigm. That's why he's here. Again, we mention him. And we'll mention him again [speaking of Dr. Todd Ovokaitys, who's in the audience].



CHALDI COLLEGE & REMOTE AREA TECHNOLOGIES = CC + RATs

High quality education can be delivered to remote areas through central control modules via localised broadband communications links. Central distribution points with live interactive education programs that train the trainer's en-situ with curriculum programs to educate children as well as adults.

Education centres (schools) would be operational:

- A. Day time sessions for children's schooling, and
- B. Evening sessions for further education of adults.

Schooling would focus on curriculum developed within the community, focusing on

- Literacy – reading and writing
- Arithmetic – quantities, measures, \$, basic geometry
- Life skills – health, family.

Adult further education would focus on sustainable industries for introduction to the community such as:

- Land use
- Water management
- Agriculture
- Housing
- Light industries.

Focusing on this agenda are the new technologies through Centre for Advanced Technologies (CATs).

CATs is to source education systems that have been developed for broadband interactive teaching and make such technologies and programs available to governmental authorities and Non-Government Organisations (NGOs), for consideration in their development of curriculum's. In this regard, programs have been recommended to CATs by:

- Mission Australia – Sandie Norman
- Joseph, Joanne, Rachel & Rebecca Mamone Family
- Jain – Jain MatheMagics
- Cheryl Joseph

The Mamone Family have, single handedly, discovered a Universal Sound to Letter Code which facilitates children to Read and Speak on the adult level on almost instant exposure to Digital Dictionary Code (DD-CODE). The DD-CODE is a 1 to 1, Sound to Letter Correspondence without any exception to the Rule. The DD-CODE is the only discovery, which can and is eliminating illiteracy from all over the world, virtually overnight.

Jain MatheMagics is ancient mathematics which encapsulates all elements of science and health.

CATs core agenda is to introduce technologies, which are conducive to the delivery of sustainable development. **Sustainable development is widely understood to involve natural sciences and economics, but it is even more fundamentally concerned with culture: with the values people hold and how they perceive their relations with others. It responds to an imperative need to imagine a new basis for relationships among peoples and with the habitat that sustains human life.**

CHALDI COLLEGE – GROWTH:

Chaldi College is a full-fledged research and higher learning facility.

Throughout history intelligent men and women have sought for a higher meaning to life, something over and above the daily struggle for life. In the past this quest for truth mostly took place within the confines of organised religion. It was generally believed that living within the religious community there were wise men and women who knew the way and could therefore guide others towards the goal of enlightenment. For millennia such initiates, as we must call them, were accorded high status amongst the communities that they served being regarded as living saints. Very often the best of these philosophers would be chosen to be the ruler over the nation from which they came.



The task of man is to feel and be responsible for all his emotions, not to repress them, but to change and transmute them into higher feelings. Repression chains man to the very objects of repression, but purification will transmute the positive elements bringing him/her closer to his/her true essence. As long as we do not take up the Great Work, pain and misery dis-ease will disturb our lives.

The acronym V.I.T.R.I.O.L., used in alchemical literature, is formed by the Latin expression “Vista Interior Terrae Rectificando Invenies Occultum Lapidem Veram Medicinam”, what means “Visit the interior of the Earth, and by rectifying you will find the hidden stone which is the true medicine”.

In each and every human there was the possibility of waking up, of achieving knowledge or gnosis of the divine. If this “waking up” occurred and man remembered who he really was, he could come into contact once more with the Divine and receive spiritual food from God.

Thus the VITRIOL INSTITUTE for RESEARCH recognises that the arts of healing, alchemy metallurgy and similar practices require that the practitioner obtain a high level of consciousness, in fact the level of 600 or higher on the Map of Consciousness.

The agenda of the VITRIOL INSTITUTE for RESEARCH (VI) is to enable students to realise these capabilities.

Training programs are specifically focused upon the agendas of health carers aligned with PASCAS CARE CLINICS.

CHALDI COLLEGE:**(pronounced Kaldi)**

The Akkadians which include the Sumerians, continued the Naacal teachings and built colleges for the teaching of the wisdom of the Motherland which included the Cosmic Sciences and religion. These colleges they called Kaldi or Chaldi (the C was pronounced K in Naga). Kaldi or Chaldi is a Naga word meaning enclosed or surrounded. This was in reference to the fence or wall which always surrounded these colleges. These colleges were open and free to all who deserved to learn the wisdom of the Motherland. The slave was as welcome as the king. The various peoples who successively occupied the land, all took advantage of the Chaldi Colleges to extend their learning. The Israelites when in captivity in Babylonia or Chaldea patronized them to a very great extent.

Our overall mission is to raise the God / Universal consciousness of humanity by:

- 1. Raising our own energy / consciousness.**
- 2. Raising others energy / consciousness.**
- 3. Provide education and learning.**
- 4. Provide health and wellness.**
- 5. Supporting the provision of clean air, clean water, nutritious food, and a safe haven**

Vision – to raise the collective energy / consciousness of humanity through education.

Mission statement – raise consciousness through consciousness.

Programs:

Chaldi will provide programs for all areas of education required throughout the group.

These programs will fall into the following categories:-

1. Adult education
2. Tertiary education
3. Secondary education
4. Primary education
5. Pre school education

In particular Chaldi will create or source education for all staff training including all aspects of the medical school and “train the trainers” as required, to support delivery of Chaldi programs in all areas.

Research

Chaldi will also undertake ongoing research to ensure the very best, most effective teaching methods are in practice.

Quality control

Chaldi will audit the quality of programs delivered and the quality / energy of the educator.

Recording

Chaldi will ensure all programs will be recorded where possible for further dissemination.

Calibration

All programs will be calibrated for their level of truth / energy (Hawkins' Map of Consciousness).

Effective learning methods

All programs will incorporate the most effective learning methods known.

Priorities

Initial priority will be to train the trainers and core staff in:-

Divine Truth, Divine Love and humility.

The Ultimate in Long Term Health Care Management

Raising ones consciousness is moving oneself further away from the environment wherein illness can prevail.

To put this into a practical and measurable perspective, consider this:

At the consciousness calibrations of 200 and lower, illness prevails. At this level, some 78% of the community are unhappy and represent the majority of life's crises e.g. unemployment, etc.

At the consciousness calibrations of 500 and upwards, health prevails. At this level, more than 90% of the community are happy, and represent the abundance that comes from employment and joy.

The transition from fear (below 200 dominance) to love (above 500 dominance) is relatively easy, practical, convenient, and simple to achieve if desired and focus is placed upon such a pathway.

In recent years, gifted teachers have published material which clearly enables those who wish to shift into a higher level of health and joy may do so in the convenience of their own homes, at their own pace.

Calibration scale is the Map of Consciousness developed by David Hawkins, see Power vs Force.



CHALDI COLLEGE – EDUCATION:

Nanna Beth and James 28 July 2017

James: John has been wondering about how to set up schools and schooling under a tree, in keeping with it all being opposite to what we're all used to, can you give him any suggestions or point him in the direction he should look?

CHALDI COLLEGE

Nanna Beth, 3rd Celestial Heaven: These are some ideas he can consider – just suggestions John, we won't say it has to be this or that way, as you know, it's for you to work things out. So basically, what would you like John – how would you have liked school to be?



Schooling is voluntary. It should be made to be something children want to do, not something that's forced on them.

It should be fun, as in keeping the whole focus on making them feel good about all they are doing. Not artificially praising them or praising them over their peers, but just supporting and being personal with them, allowing them to respond and find their own way.

It should not be separated into classes based on age. Classes should involve all ages, for example, the younger ones can learn and watch and be helped by the older ones, but not forcing the older ones to help the younger, all voluntary and what would naturally happen, more like in a big loving family rather than segregated because of age or whatever. Perhaps the 5 (or less) to 10 in one group, 11 to 16 in another.

Teachers are to be able to deal with children of all ages, and work to allow the student to progress at the student's own pace. Special or extra schooling can be provided when necessary to students that want more.

The subjects should all be practically oriented. Everything offered and so accepted voluntarily. Reading, writing and basic arithmetic, all so as to help the child deal with the real world. Other subjects like psychology – morals and ethics, love and friendship, acceptance and tolerance of ALL feelings, particularly bad ones, resolving disagreements, expressing feelings and yet not necessarily acting on them – particularly the bad ones, all based around how to respect and treat other people how you'd like to be treated. And how if you hurt by infringing upon another's will, then you will have to suffer that same amount of hurt, either now or in spirit. And about the Feeling Healing, what happens when you feel bad feelings, how to look to your feelings for their truth, so as to grow in understanding of yourself, nature, life, other people, and God – the whole spiritual aspect, including the Divine Love and Mother and Father, yet no religious indoctrination. The history, culture, place in the world. How to integrate with the modern world, computers, phones, internet, etc. Sport, play, arts, creative lessons and involvement. How to live and respect nature, the natural world, the environment, hygiene, natural health, sex, contraception, abortion and so on – about the person, the body, things to dispel myth and falseness, general science. Trades, technical work, hands on experience – building stuff, ways to use one's mind to do what one wants to do.

Duration of classes, half a day, longer when older for those wanting to learn more, homework voluntary and at the child's initiative – wanting to do it.

School is just part of life, not separate to life. Part of the family, tribe, society, not separate from it. Inclusion of other adults, parents, family members, as aides, helpers, teachers, together with professional teachers. Lots of people, and in particular older people (who also have the time), are natural teachers and should be encouraged even though they've not been specifically trained. One can only learn a certain amount being taught to be a teacher, yet in reality, very few trained teachers have any real natural feeling for it. The more the 'teacher' makes their pupil feel they are the important one, and the teacher is only there to help them if they need their help, and not to stuff it down their throats whether they like it or not, is where to begin. And how a child of differing ages learns, is as varied as the children themselves. So the more 'teachers' the better, and that means the child can gravitate to the 'teacher' that best suits them, rather than having to spend a whole year with someone you hate and you feel hates you.

University for higher learning, full on, voluntary, free, all information on any subject available with competent teachers. So the student can excel should they want to.

All with the focus on the person – the individual – offering them things which they can try and see if they like. Things that will help them in the world; how to be a person living true to themselves – true to their own feelings – and how to respect each other as one respects oneself.

James: Nanna Beth, John would like any comments on the Council of Elders continuing to contact people on Earth after he's croaked it.

Nanna Beth: It's as James said, there will be an increasing number of people opening up to us Celestials for all sorts of help, once they understand who we are and how we can help. So yes John, there will always be key people on Earth we'll work with. And should it all keep needing to move along with one entity in control, such as what you're starting out with, then yes, that is how we'll engineer it. Should it break up or be broken up into many entities, then we'll be ready for and going with that. As much as we say we are in control, we mean that we (Celestials) are in control instead of the mind spirits. But still we are to work with humanity, in as much as humanity leads and we augment.

James: And Nanna Beth, I thought I'd ask you about the Religion of Feelings, as John is against a religion of any sort because of what all religions have done to us all, do you have any thoughts on it?

Nanna Beth: It's all up to you James, what you want. Of course you're not wanting to go and instigate yet another religion in which people have to adhere to a set of rules because you know what will happen to that, **any rules allowing people and their controlling agendas to take control over others, is something to be avoided at all times.** However the notion of a 'religion', and one based on feelings, with no fixed agenda, no rules, just founded on truths, will allow people to have some sort of structure to relate to should they need that, but one in which they are entirely free to do whatever they feel based on their feelings. And with the Feeling Healing and Soul Healing being at its core, then those people intent on that will be able to work on themselves and it won't matter to them whether they are part of something or not.

As you understand, some people will like the idea, others won't like the word religion and will want to do it alone, so do whatever you feel you want to do. We don't call it anything over here other than Our Healing, yet we all had embraced the Divine Love before we began our Healing, however potentially that won't be so for a lot of people on Earth, and to say that people have to embrace the Divine Love to

do their Healing would cancel out a large amount of people and is putting a rule in place, which doesn't need to be there and would only get in the way.

So to call it a Religion and yet to make it as free as you are intending James, is something for you to decide for yourself, which really just gets down to using the word religion. And I know it appeals to you because it is a religion that is not a religion, yet more a true religion of truth than any of the existing religions are, so you're showing up those religions for the untruth that they are.

Anyway, it's what you want to do James, it's not for us to say one way or the other. And you will do what you want to do, you'll hear people's complaints or if they like the idea, weight it all up, and still do what you want to do.

James: So you don't force or coerce anyone to do anything they don't want to do. Because who wants to be treated that way – no one!

Live true to your feelings, and you ARE living true, not only to your own soul, but also true to God's soul. So doing your Healing by honouring all your feelings, IS living the will of God. And being fully Healed, IS living even more truly the Will of your Mother and Father.

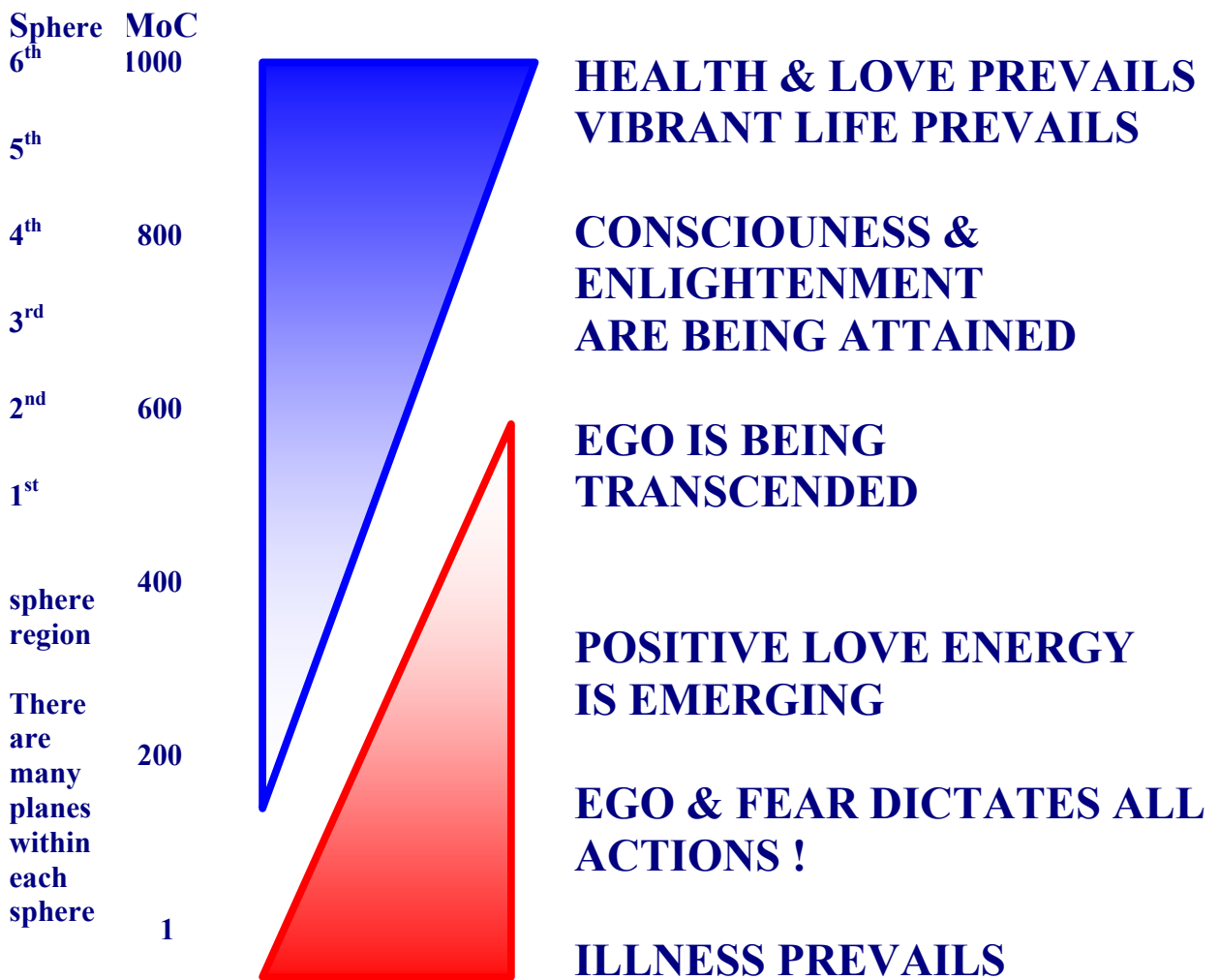
Golden Rule: that one must always honour another's will as one honours one's own.

By living true to ourselves, true to our feelings, we are living true to God. It's that simple.

The New Way: learning how to live true to ourselves by living true to our feelings.

“All dis-ease is mind generated, and all healing is generated by the love energy of one’s soul.”

The Ego (mind based) manifests illness; the lower one’s level of consciousness (soul condition) then the more prevalent will be illness. Below the levels of 200, the ego and fear of the mind dominate; however, as you raise your level of consciousness by growing in love and achieve a level of 500 or higher, you begin to transcend ego dominance. At the level of 600, all healing is possible.



CURRICULUM DEVELOPMENT:

Subjects for incorporation are short in duration and not readily available within the community in which a Chaldi College is being established. Thus, the curriculum for any particular region, zone, or centre will be developed according to local needs.

Consider:

DD-Code – teaching the reading and speaking of English within two weeks.

Divine Love.

Don Tolman's memory training platform.

Experiential Games.

Feeling Healing.

History – Lemuria, Atlantis, Star Nations.

Jain Mathemagics – math without a calculator.

Kinesiology – Truth and the Map of Consciousness.

Live life as a Prayer.

Living Feelings First.

Nutrition – Energy Level of Food.

Parenting.

Self Care – Don Tolman.

Self Education – Don Tolman.

Shchetinin – Kin's School.

The Law of Attraction.

Train the Trainers.

Special Focus programs:

ChildSOS – abused children.

Depression = Repression and its Suppression.

Unconscious Guilt – suicidal inducement.



CHILD SOS

CHALDI COLLEGE – Origins of the Name:

P.27 Books of the Golden Age by Col. James Churchward

The Akkadians which include the Sumerians, continued the Naacal teachings and built colleges for the teaching of the wisdom of the Motherland which included the Cosmic Sciences and religion. These colleges they called Kaldi or Chaldi (the C was pronounced K in Naga). Kaldi or Chaldi is a Naga word meaning enclosed or surrounded. This was in reference to the fence or wall which always surrounded these colleges. These colleges were open and free to all who deserved to learn the wisdom of the Motherland. The slave was as welcome as the king. The various peoples who successively occupied the land, all took advantage of the Chaldi Colleges to extend their learning. The Israelites when in captivity in Babylonia or Chaldea patronized them to a great extent.

From Babylonia next to consider is Egypt. Upper Egypt (southern regions) was commenced as a colony from India. A company of Nagas settled in Nubia and there established a settlement which they call Maioo. These became the Upper Egyptians who under Menes conquered the Lower Egyptians (northern regions) and merged the two into one kingdom. The king assumed the title of “The King of the North and the South”. Findings of historical facts about the Upper Egyptians have been very meagre – only twice did Churchward find their first settlement at Maioo mentioned in Egyptian history, and in India only about forming the settlement – and subsequently a party of Naacals who went there on missionary work.

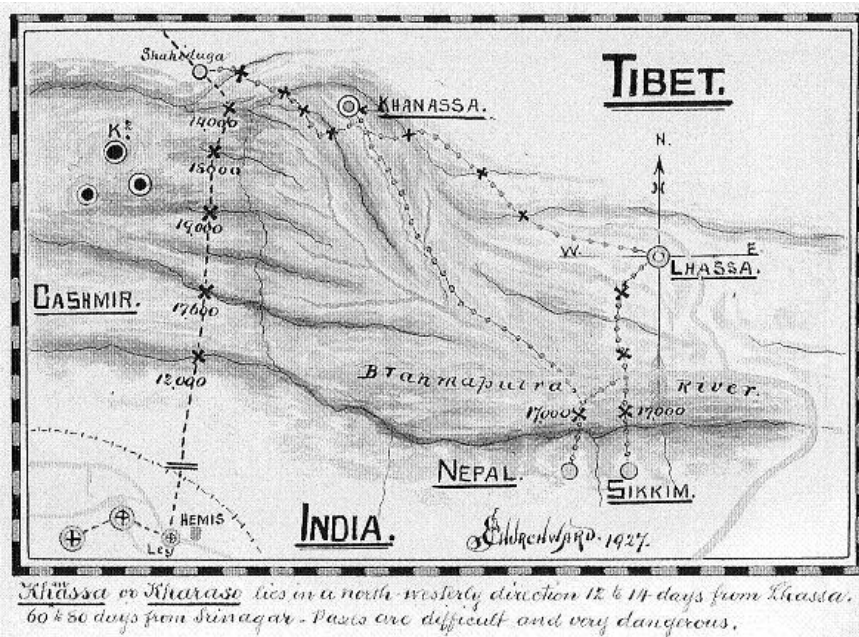
From the copies of the Sacred Inspired Writings of the Motherland carried to Egypt by the Naacals as before mentioned, Moses the great Israelitish – Egyptian master, copied what the Naacals had brought to Egypt and gave them to the Israelities as “The Inspired Writings”.

The Israelities 800 years after the death of Moses under Ezra and associates tried to decipher and translate them into Hebrew, with what result I have shown in the section of this book entitled:- “the Origin of the Bible”.

Our scientists may come across some Naacal tablets in their archaeological delvings; it would be strange if they did not. If, however, they are really in earnest about seeing some, Churchward suggests a short and easy cut. Throughout the Himalayan Range of Mountains and the Great Ranges through Central Asia, there are many old monasteries, temples, and lamasery’s in which some of the ancient Naacal tablets are preserved.

When found, however, our scientists would be in a worse fix than Ezra; for, while he did understand parts and passages, thanks to his tuition in a Chaldi College, our scientists, would not know the language they are written in, nor could they comprehend a single letter or character. A Naacal writing would be a very much greater enigma to them than Per-m-hru, the Egyptian title of the “Book of the Dead”. The name they cannot read after 50 years of study. If it has taken them 50 years trying to translate Per-m-hru without success, it would take them fifty times fifty years to read the first line in a Naacal writing. So, what benefit would it be either to them, science or humanity to have a thousand tablets given to them. Better by far for them to go to school and learn the ancient writings and language: so that, when they discover something ancient they will know what it is, and what it says. Reduced work does not mean publicity and that is where the shoe pinches.

In the old temples of Nepal, upper India, on the southern slopes of the Himalayas, there are several Naacal tablets bearing dates of 35,000 years ago. (Star constellations with their positions are drawn on some clay tablets thus enabling astrologists to date the tablets.) In these temples are also preserved some very beautiful ancient textiles also having dates of 35,000 years ago. It is stated that the Maharajah of Nepal has in his possession the most beautiful piece of loom work in the world even superior to those who preceded the Incas in Peru. The Maharajah's piece has an authentic date of 35,000 years ago. In addition to all this some of the temples have the life of Christ while in India as text. This is written in Pali (Pāli is a Middle Indo-Aryan dialect or Prakrit). It is most famous as the liturgical language in which the scriptures of Theravada Buddhism (also known as the Pāli Canon or in Pāli the Tipitaka).



The oldest date that Churchward found in connection with the Naacal dates back to 70,000 years ago. There are two tablets bearing this date and both refer to the Naacals carrying their tablets to colonies. One to Ajodhya in northern India, the other to the capital city of the Uighurs. The Ajodhya tablet is in India and the Uighur tablet in Tibet.

The greatest Naacal Library known today is in a monastery in Tibet. There are a group of temples and monasteries within a short distance to one another

on one of the headwaters of the Brahmaputra River, on one of the northern branches, there is a village nearby called Khanassa. In one of these monasteries the library is preserved. It consists of between 8,000 to 10,000 tablets. The other temples have either only a few or none at all.

The Brahmaputra River (shown in red) enters India in the far eastern state of Arunachal Pradesh after travelling hundreds of miles across Tibet as the Tsangpo from its birthplace near the holy lake of Mansarovar. It is one of the world's largest, on a scale with the Indus, Mississippi, and the Nile.

The writings of the great library are not all of the same date, some only go back 12,000 to 14,000 years ago.

The Sacred Inspired writings are the oldest, they date back to more than 70,000 years.



P.72 Books of the Golden Age by Col. James Churchward

The control of man's Divine Force is not by his elementary body but by The Man within himself. The Man raises his vibrations, they strike the man's brain – being higher than the elementary: the brain gives itself up to the vibrations of the Divine Force – in this state no earthly force can touch the material body, because its vibrations are partaking of the brains under the control of the Divine Force.

As an example, heat – fire – is an earthly force. Man can raise his vibrations higher than the vibrations of heat force vibrations. With his vibrations thus raised, man can pass through fire untouched. His vibrations nullify the fires directly the fires arrive at even his clothing – there is a neutral zone formed between the two vibrations. When the Israelities Shadrech, Meshack and Abed Nego walked through the fiery furnace, they were untouched not even their clothing was singed, because they were masters, having learnt the wisdom of the sciences at a Chaldi College, they knew how to raise their vibrations about the heat force which surrounded them.

During the time the Israelities were in bondage in Babylonia many took advantage of the **Chaldi Colleges which were open to all without payment**, Daniel was a noted example of a Chaldi Master.

P140 Lost Continent of Mu by Col. James Churchward

35,000 years ago, the Cosmic Diagram of the land of Mu, freely given in modern language, would read:

“I believe there are eight roads which I must travel in order to reach Heaven. After having travelled the eight roads (mentioning them), I arrive at the twelve gates leading to the world beyond. Here I must prove that I have overcome the twelve earthly temptations (mentioning them). I shall then pass through into the world beyond and reach the gates of Heaven. There I must show that I learned and practised the twelve virtues on Earth (mentioning them). Then I am taken through the gates of Heaven to the throne of glory, where sits the Heavenly King.”

Have we today among all our sects and religions any that is purer and more simple than this of the lost people of the Motherland of Man?



P143 Lost Continent of Mu

The answer is yes, and that is the Feeling Healing process with Divine Love.

P.171 Books of the Golden Age by Col. James Churchward

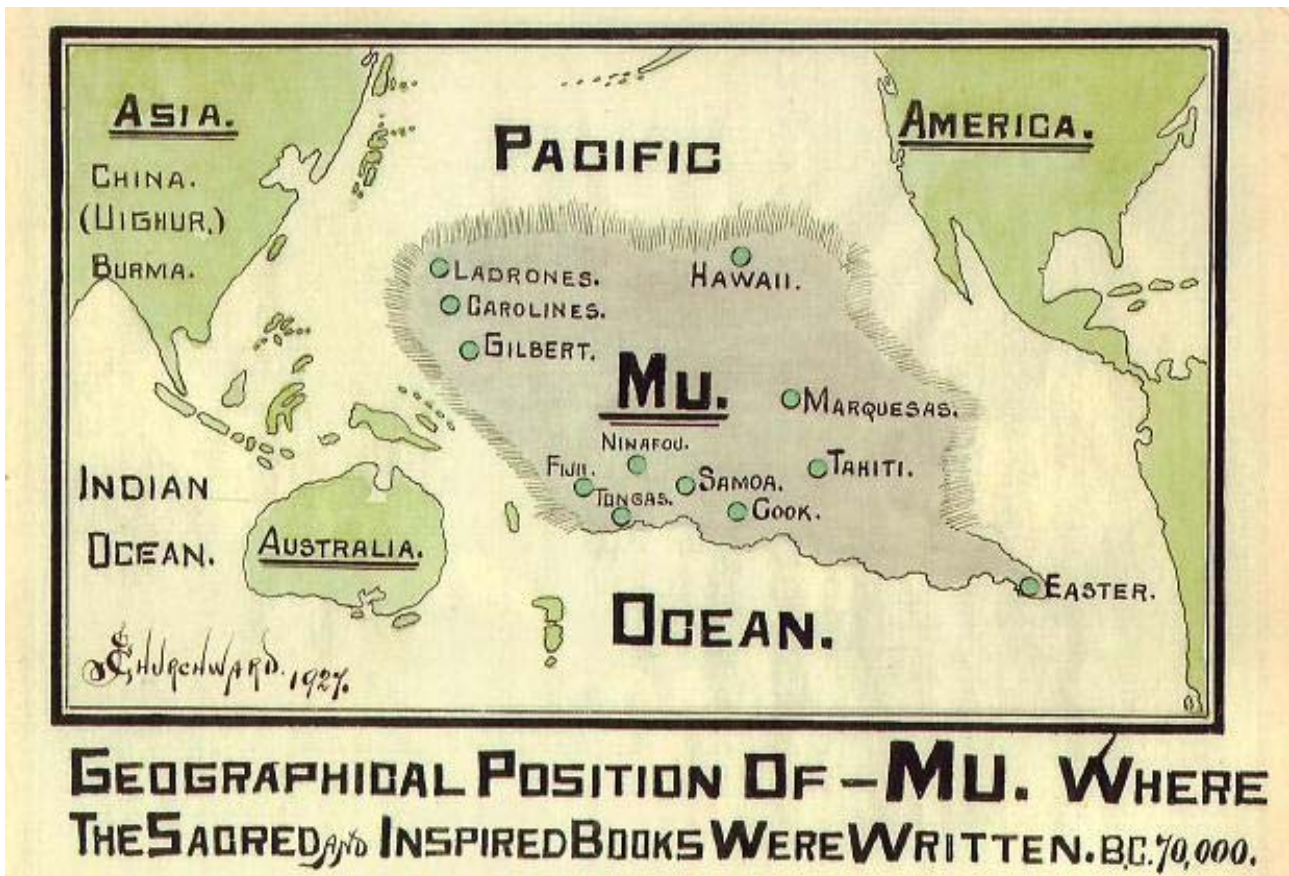
The Chaldi Colleges of Babylonia were the outcome of the work of the Naacals in Akkadia and Sumeria.

P.193 Books of the Golden Age by Col. James Churchward

The learned sect of Chaldea or Babylonia were called Kaldi or Chaldi and were Akkadians. It was from this sect that the name Chaldea was taken, and down to the time of Nebuchadnezzar, Akkadians stood at the head of the sciences and learning, they it was who wrote all books. They maintained colleges which they called Chaldi in which were taught the Mother tongue, the Cosmic Sciences, the religion and wisdom of the Motherland.

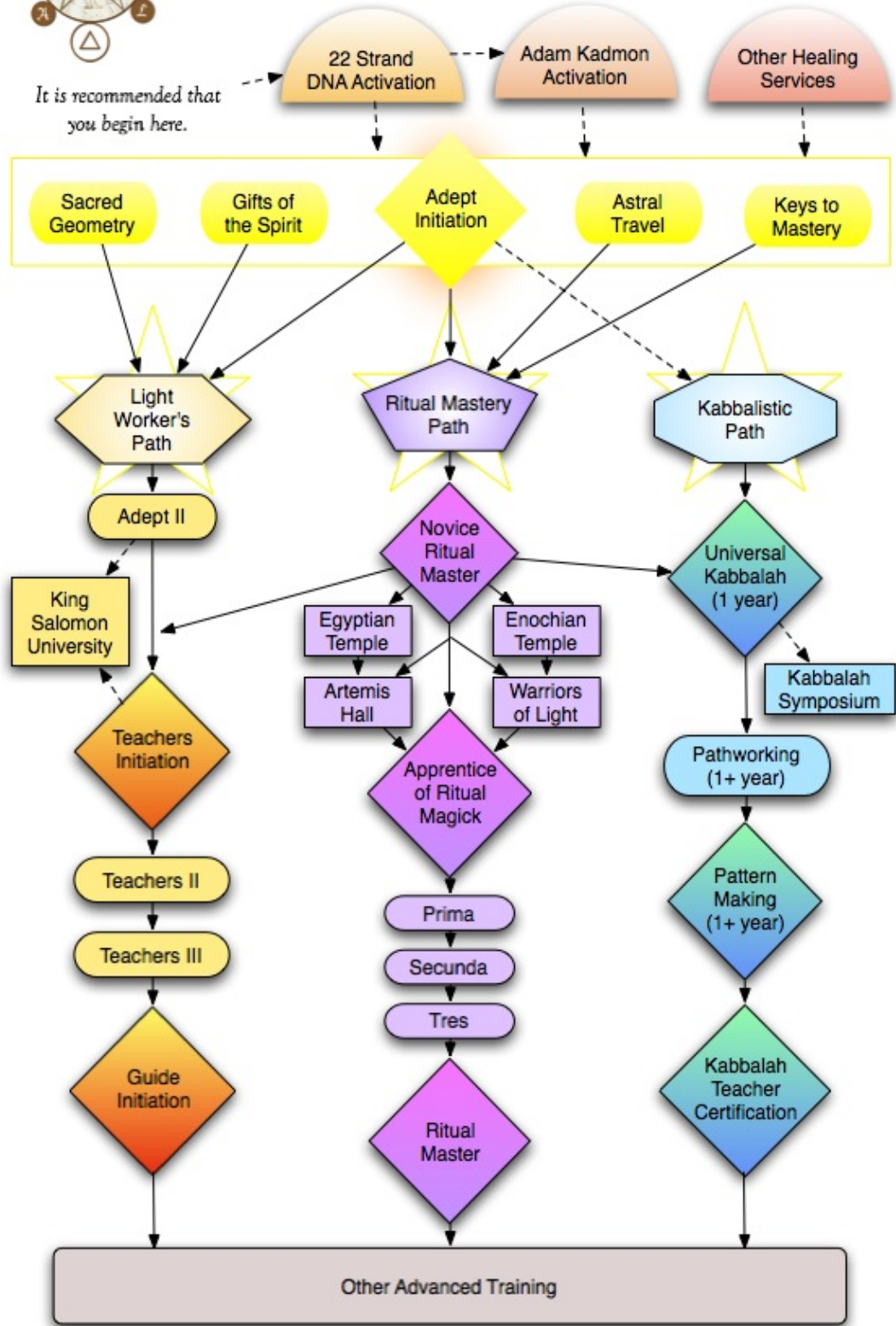
The doors of the Chaldi colleges were open to all who wished to learn free of expense, the slave was as welcome as the king. Many Israelites took advantage of the Chaldi, and many became great masters.

Daniel was an efficient master, and understood the ancient language which enabled him to read “the writing on the wall” to Nebuchadnezzar as the writing was that of the Motherland.





Mystery School Paths of Progression



What is a Mystery School?

Since ancient times, Mystery Schools have existed across the globe for those who feel called to walk a life path of true knowledge, understanding and wisdom that integrates the seen and unseen worlds. Mystery School teachings inspire the soul, train the mind, and hand down tools of empowerment that can be applied toward practical success and fulfilment in life. Traditionally, mystery school teachings have helped people gain understanding, develop wisdom, and strengthen inner guidance. The training they offer helps to clear limiting physical energies and enhance spiritual direction towards a more purposeful existence. They have been likened to universities for the soul, where the curriculum focuses on how to awaken and develop our highest potential, and to attain divine awareness. Beyond merely teaching, the mystery schools help students to refine conscious potential, build focus, and activate the innate powers through a series of initiations, ceremonies, and sacred meditations. The purpose of the Mystery Tradition is the conscious realization of one's True Self and their connection to others, both physical and spiritual. With this expanded awareness comes the power to bridge spiritual energies into the physical world for healing and transformation, at a personal and planetary level.

Defining qualities of a mystery school include:

- It is an ancient school with closely held wisdom teachings that have been preserved for the benefit of humanity.
- These teachings are usually passed down through the oral tradition in the physical from teacher to student in an unbroken lineage of physical initiation.
- The teachings and tools handed down lead the seeker towards the evolution and awakening of the soul, and to reclaim ones spiritual self.
- In an ancient, unbroken lineage, power is transferred through physical initiation to empower the individual on their life path of achieving their full potential and life purpose, and for gaining greater connection to God (the Great Work).

Why do mystery schools exist?

- The main reason they exist is because life produces so many mysteries (life and death, love, birth, who and what is God, how does this universe work, etc.) and humans have always wanted to know more about the deeper workings of this existence:
- One of the deepest mysteries is the mystery of the self; therefore the ancient decree of these esoteric schools has always been *Know Thyself*.
- Their deeper teachings help each individual answer questions such as:
 - Who am I?
 - What am I?
 - Where do I come from?
 - Where am I going?
 - What is my purpose?
- The Shamanic Societies understood and taught this, but as we developed into modern culture, we lost the true understanding of these mysteries, and the Keepers of this knowledge went underground. Since that time, these teachings have been referred to as Hidden Knowledge.

Metaphysics vs. New Age:

In this world today as we search for something more fulfilling in life, we face many choices. There are many who want you to choose them. This choice is not so easy as we don't know who and what is true and good in this world. There are many who claim this and that – so the choice is not easy. We here at the Mystery School say that we all need to choose according to our heart and if we "feel called" that is what we should do. However there are some things that might help us make up "our heart" so to speak. That is the difference of Metaphysics versus New Age. The difference is this:

Within New Age there are many who do healing and teachings but they are not so to speak "authorized" nor do they have a "lineage" to do this. They have not studied for many years nor have they deepened their knowledge of the subject matter. Often they only believe that they have some powers or knowledge or a gift that supports their services. These individuals most of the time can not bring the student into a deep understanding of the subject nor can they bring true healing to people. Another sad fact about this is the fact that many are using the invisible to give untrustworthy information to people who unfortunately believe in this information and often direct their lives according to that.

Within the Metaphysics you as the seeker can be sure that both lineage and authority is there. The Metaphysical lineage has thousands of years of knowledge and wisdom that has been handed down from teacher to student and this lineage will benefit people greatly. The Mystery School tradition as an example has a direct lineage from King Salomon 3,000 years ago and way back beyond his time. The teachings are not based on some new age pop-up philosophy but solid teachings and healing methods that have been tested and tried in the field.

Lemuria, Atlantis, and The Naacal Mystery Schools:

About 80,000 years ago, a couple named Ay and Tiya achieved Ascension and founded the Naacal Mystery School in Lemuria – a gentle, magnificent empire that stretched from the Himalayas to way past Easter Island and portions of South America. Not long before the main continent of Lemuria sank, Ay and Tiya gathered over a thousand Immortal Masters and migrated to the island of Undal in Atlantis. They divided the island into four quadrants corresponding to the male-female/logical-intuitive functions of Mind and began projecting ten magnetic vortices in the Tree of Life pattern onto the main island of Atlantis. These magnetic 'hotspots' drew vast numbers of Lemurian migrants who settled around vortices that resonated with their own inner natures. Soon, cities grew over eight of the ten vortices. Two were left uninhabited because the masculine-logical energies they accentuated had yet to arise in the largely feminine-intuitive Lemurian consciousness.

Alas, Nature abhors a vacuum: the unpopulated vortices began pulling in 'uninvited' refugee races from other planets and Star Systems. One such race was the Hebrews whose home planet had been devastated by some variety of nuclear holocaust. The highly intelligent Hebrews integrated fairly well with the Earthians and contributed much to their advancement, though undercurrents of mistrust continued to flow through the bloodlines, so that Jews are often regarded as 'Strangers in a Strange Land' even today.

The other race that suddenly arrived proved to be a monumental problem. These were the Timewarp Martians from an entirely different Evolutionary Spiral, victims of an earlier Lucifer-type Rebellion who were on the verge of planetary annihilation through constant warring. Almost as soon as they

appeared in Atlantis, the Martian refugees attempted to colonize everybody else. Tribal traditions that tell of 'giant invaders' are a reminder of this weird era in Earth's history. A large portion of the Martian population was exterminated when a comet struck their main colony. The surviving Martians made a disastrous attempt to leave the planet about 16,000 years ago by constructing another Mechanical Merkaba. The device went out of control and ripped right through our Spacetime Continuum, causing havoc through all the Dimensions. The destruction of Atlantis 3,000 years later through wave upon wave of cataclysmic magnetic-field upheavals was merely a physical side-effect. Dimensional fissures and wormholes were created which sucked in millions of low-frequency entities that didn't belong in this Reality Octave. These dispossessed entities took up residence within the Atlanteans' emotional bodies, generating ripples of deep psychosis throughout the 'collective unconscious' that continue to plague the human race. Some call these displaced entities 'attached spirits' or 'mind viruses.' (They cause destructive 'mood swings' in order to feed off negative human emotions like anger, fear, guilt, and paranoia. The only way to 'exorcize' them is to raise one's spiritual vibrations to a higher level, which allows them to escape from this Dimension and continue their evolution.)

The Ascended Masters, assisted by Great Ones from the Galactic Councils of Light and vast Armies of Archangels, did everything in their power to minimize the hideous suffering all over the planet – but something had gone very wrong and no one knew what to do – except Pull the Plug on the Earth Project and cut the phenomenal losses. This resulted in an overall increase of density on this planet and a drastic lowering of consciousness. Hindus interpreted this somnambulistic phase of human evolution as our entry into the Kali yuga or Age of Darkness.

It was then that the Immortal Masters of the Naacal Mystery School decided to divide themselves into three groups and relocate to Khem (now known as Egypt), the Andes (Peru/Bolivia), and the Himalayas. There they materialized underground cities and maintained a low profile for many millennia, keeping themselves comfortably aloof on the higher harmonic overtones of the 4th, 5th and 6th Dimensions.

When conditions were right, they sent forth emissaries into the 3rd Dimension, operating through local mages and sages, holy men, kings and queens. Some monitored the situation camouflaged as peasants, traders and fortune-tellers. They kept the Sacred Flame burning through the long Dark Ages of a benighted period of human history.

Occasionally, they would manifest as a secret school of alchemists, artists, philosophers, and scientists. Some attempted to work on the political level by establishing Masonic or Magickal Orders, risking the widespread contagion and contamination of a world gone completely mad. Many a time they were infiltrated and their noble aims hijacked by the Dark Lodge which – until very recently – held sway over this sector of the Galaxy and was in virtual control of the whole planet via its financial and religious institutions. This is why so many contentious factions and splinter groups have proliferated in the unknown history of the mystery schools on planet Earth.

Mystery Schools of current and ancient traditions are for those who want to undertake an initiatory path of spiritual awakening. Mystery Schools ask us to respond to the highest call – the call to consciousness, the call to enter life fully, with devotion, and to serve it unconditionally. This path brings us into the deepest sense of union and connection... empowering us to live our ordinary lives in extraordinary ways: as teachers, as priests, as initiates, as humans.



{The contents of the prior three pages requires further investigation as to potential accuracy.}

<http://www.pascashealth.com/index.php/library.html>

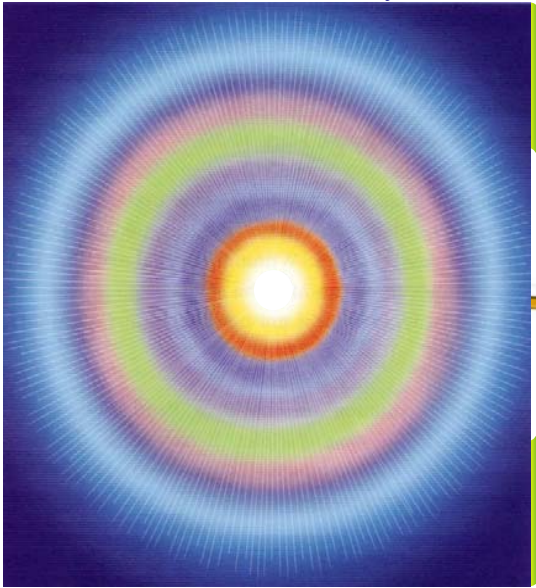
Library Downloads – Pascas Papers

All papers may be freely shared. The fortnightly mailouts are free to all, to be added into the mailout list, kindly provide your email address. info@pascashealth.com

DIMENSIONS of ONE'S EXISTENCE:

Our SOUL IS NOT ENSOULLED IN OUR SPIRIT BODY. Our soul exists existentially in a whole different level or plane or place or dimension of being – 'soul land'. It doesn't exist in Creation, it's not experiential like Creation is. The soul, all souls, help create their part of Creation by expressing their personalities into Creation, and then by having their personalities do things (further create) in Creation.

SOUL exists existentially



Our Physical Body and our Spirit Body are of Creation, being linked together by cords of light as are the two spirit bodies, male and female, to the one Soul.



One's unique personality is soul based. Our unique soul expresses its unique personality through the two spirit bodies and physical bodies expressing both the male and female aspects.

PERSONALITY



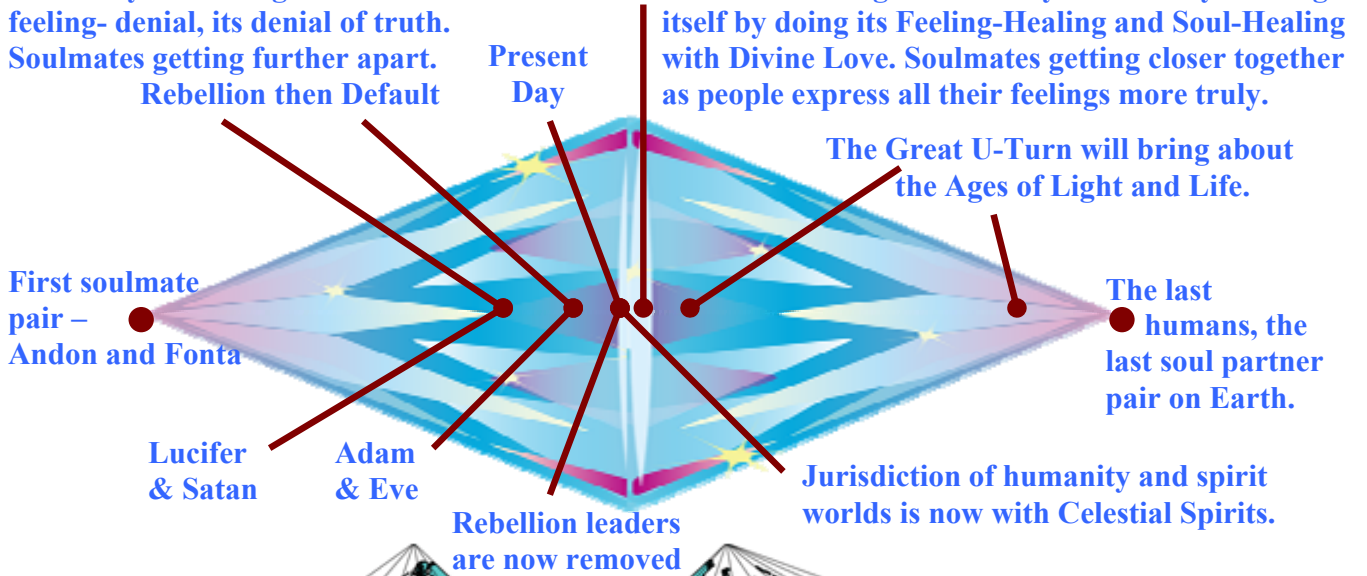
**Our soul is the centre of our personality.
We are children of our Heavenly Parents.
Our soul manifests a male and female personality - it is a duplex!**

JOURNEY of HUMANITY into and through the GREAT U-TURN:

Humanity reaching its most evilness, the most lost, the most separation of soulmates. Humanity can begin its Healing. The Great U-Turn begins, the dawning of the Spiritual Age.

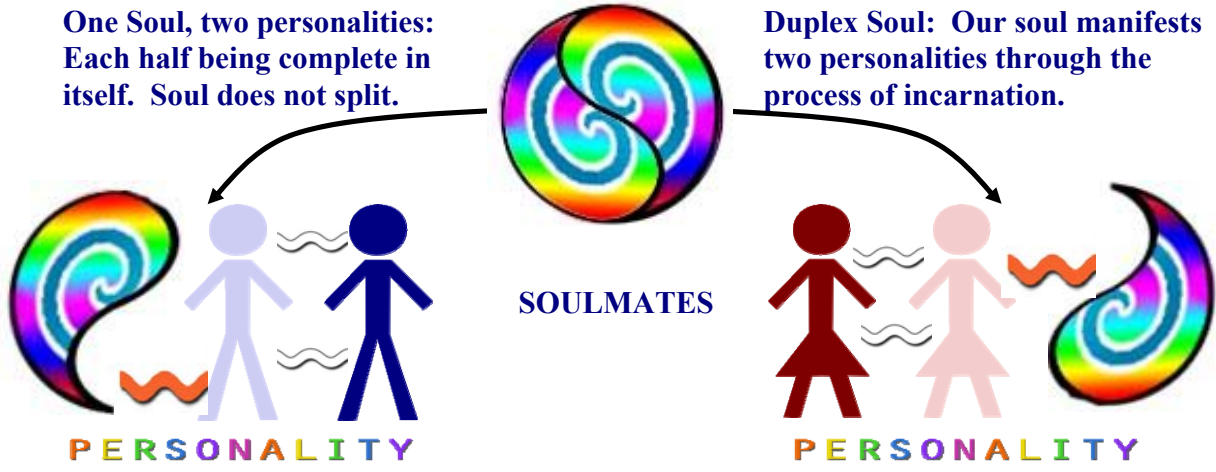
Humanity increasing its self- and feeling- denial, its denial of truth. Soulmates getting further apart. Rebellion then Default

The true Healing of humanity. Humanity Healing itself by doing its Feeling-Healing and Soul-Healing with Divine Love. Soulmates getting closer together as people express all their feelings more truly.



One Soul, two personalities: Each half being complete in itself. Soul does not split.

Duplex Soul: Our soul manifests two personalities through the process of incarnation.



Feelings First Spirituality

The New Way

Feelings First
FF
Feeling Free

The New Way, Feelings First Spirituality
 Learn to live with God through your Feelings

Accept, express and long for the truth of your feelings

Be free in your feelings
 Free your feelings from your mind's control
 Live true to your feelings; your feelings are your true self
 Live true to yourself through your feelings



Live true to yourself by living true to your feelings.
 Long for the truth of your feelings.

Accept / Express / Bring out ALL of your good, and most importantly,
 BAD feelings.
 Want to understand why you're feeling them.
 Use your surface feelings to take you deeper into your repressed and
 hidden feelings.



The Feeling Way is the True Way.
Your feelings are your spiritual guide.
Your feelings will take you to God.



Your feelings will show you the truth of your relationships, including your relationship with God; and if anything is wrong, untrue and unloving, then why it is.

Our feelings are sacrosanct and we should respect them accordingly. And we should NEVER block them out, ignore, override, banish, deny or reject them, because if we do, we're only doing that to ourselves, as Our Feelings Are Our Self.

Our feelings are the gateway to our soul. Our feelings are the closest we can get to our soul. Knowing the truth of our feelings is knowing the truth of our soul, and knowing the truth of God.

Feelings First Spirituality is the True path for humanity.

It embraces all people.

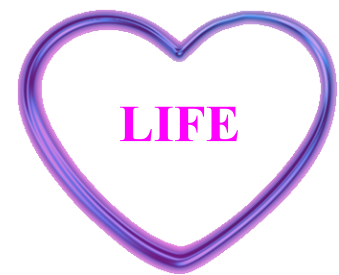
It completely unifies the world.

Everyone can relate to everyone else through their feelings.

And we can all live the truth that comes from our feelings, all sharing the same truths as we express and have the same feelings.

No one need be left out; no one is more special than anyone else – we are all united in Truth through our feelings.

So with and through our truth we live our lives, therefore without the need of any man-made mind-laws, rules and restrictions that limit self-expression as inspired by our feelings.



The New Way, Feelings First Spirituality is what is to replace all man-made, mind-contrived religions that so many people have enslaved themselves to. The New Way, Feelings First Spirituality will set us free of all that control, ending the Rebellion and Default within ourselves as we do our Feeling-Healing, and ending such control and spiritual stagnation in the world.

Bring on the End Times – get it over and done with! Let's all see that Jesus is not going to come again, that Prophecy has failed all the mind-controlled platforms. Allow such false systems of belief to die their long-awaited natural death, they've overstayed their welcome, it's now time they fade away. So let us show such antiquated, erroneous systems of belief the exit and bring on the fresh liberation of discovering the truth of how we are to live for ourselves, each of us personally in our lives, and all by looking to our own feelings for it. Self-revelation through our feelings is the way to go.

The Way of the Mind is ending, and is really the End Times – the End of our mind control, and **it's about time!** With the Way of our Feelings replacing it.

The End Times means the end and therefore a New Beginning. And that new beginning is a whole new Spiritual Age – an age based on self-revelation of truth through one's feelings, coupled with and supported by higher revelations from the Celestial spirits, angels and nature spirits.



The Feelings First Spirituality is the True Way to God because it helps you get to know God, helping you to reach out, connect and be personal with God, and do God's Will, all through your feelings. It is the only true way of getting to know the God of Feelings – our beloved Heavenly Mother and Father, the Great Soul of Divine Love.

Love comes through our feelings and not our mind, as we've all been wrongly led to believe.

Feelings First; then comes The Truth; then comes Love.

LOVE is the Religion of Feelings, being:

Feelings First Spirituality, The New Way



my
House is your
Paradise

HOME

CHALDI COLLEGE – VITRIOL CURRICULUM:

These curriculum will be further expanded to encapsulate platforms, such as:

Divine Love and Divine Truth with Humility

By living true to ourselves, true to our feelings, we are living true to God. It's that simple.



**PASCAS
HEALTH**



**PASCAS
WORLD
CARE**

**Feeling
Healing with
Divine Love is
the key!**



COURSES – REMOTE VIEWING is TRUTH!

Remote viewing is an empowering art and science that will open the possibilities within you, creating doorways to levels of understanding never thought attainable. Accept the possibility that you are more than the physical, learn to transcend space and time to view persons places and things remote in space and time, and they know you are more than the physical. When people stop believing in something, they do not believe in nothing; they believe in everything, never stop believing in you. Seek truth, find knowledge, and through the art and science of Remote Viewing, become wisdom.

Remote Viewing and Spiritual Transformation

When the universe speaks it is on purpose and we need to listen. It is always speaking to you, it never stops. Most spend lifetimes accepting limited potential. Remote Viewing is a tool for transformation, a doorway to another world, a world within. You can live life without the illusion of yesterday or tomorrow; you can see past the suffering and fear to an existence of infinite promise and possibility. By learning basic tools from the foundational science of Remote Viewing you have the power and ability to reclaim your life from the world of I can't, flinging you headlong into a paradigm of I can. You can learn to live fearlessly by understanding the constructs defining the moment and relating the physics of the metaphysics to your inherent ability to transform personal and collective destiny. **Believing is easy**, it requires little from us in the long run. If you want to know more; if you are ready to move from believing to knowing, then Remote Viewing is for you.



David Morehouse PhD is the world's leading Remote Viewing teacher, and has trained tens of thousands in this fascinating and life changing protocol. Formerly a highly decorated special operations officer in the US Army, he is the subject of a soon to be released movie. He is author of the international best-seller *Psychic Warrior* which is available in 14 languages.

COORDINATE REMOTE VIEWING (CRV)

Extended Remote Viewing (ERV)

The Master Class

Advanced Techniques – To Infinity and Beyond

Embracing the Shadow Self

2 YEAR PACKAGE INCLUDES: Coordinate Remote Viewing, Extended Remote Viewing, Master Class, Embracing the Shadow Self, Advanced Techniques, Unlimited Review of each class (For up to 24 months—time based on the date you take each course).

COURSES – HANDS of LIGHT:

The Barbara Brennan School of Healing® is dedicated to the evolution of the human spirit. A global healing institute with graduates worldwide, BBSH has more than 700 students, 230 of whom are from 29 countries outside the U.S.

Barbara Brennan, the School's founder, is a world-renowned healer, teacher and former NASA physicist, and the best-selling author of Hands of Light®, Light Emerging® and Seeds of the Spirit®. She has devoted the last 25 years to research and exploration of the Human Energy Field.



Barbara Brennan draws on scientific and metaphysical sources to bring together many aspects of human experience which describe and explain the healing process.

Established in 1982, BBSH® offers a highly respected and well-attended Professional Brennan Healing Science Program leading to proficiency and certification in Brennan Healing Science, the specialized form of holistic health care taught at BBSH®. This is a hands-on healing system that works with an individual's energy-consciousness system to create physical, emotional, mental and spiritual health.

The Program is designed for adults who live worldwide and travel to Miami Beach, Florida five times per year. Through both campus and home study, four years of training are offered.

BBSH® is fully staffed with 90 faculty members, providing a student to teacher ratio of 10 to 1.

Barbara Brennan is a world-renowned spiritual leader, healer and educator. A pioneer and innovator in the field of energy consciousness/systems, the former NASA physicist has been researching and exploring the Human Energy Field and realms of human consciousness for more than 30 years. She holds a Doctorate of Philosophy, a Doctorate of Theology, a Master's Degree in Atmospheric Physics, B.S. in Physics, and worked as a research scientist at NASA's Goddard Space Flight Center. She is also a graduate of the Institute of Core Energetics and a Senior Pathwork® Helper.

PERSONAL PURPOSE

The School provides a safe and stimulating environment for students to:

Create optimum health on all levels

- Uncover their essential core qualities
- Learn to deal with central life issues
- Create healthy, fulfilling relationships and balanced lives
- Develop and facilitate the personal creative process
- Bring forth and delight in each individual's uniqueness

UNIVERSAL PURPOSE

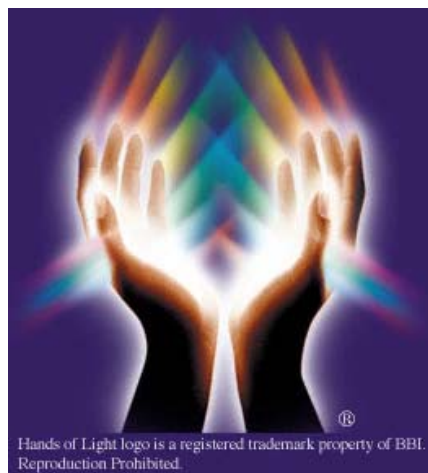
The Barbara Brennan School of Healing works to:

- Create optimum health on a global level
- Enhance human consciousness and planetary evolution
- Dissolve the imaginary veil between the spiritual and material worlds
- Facilitate humanity to the next step of evolution
- Honour our ancestral, religious, and cosmic heritage
- Honour and preserve our present and future generations
- Recognize the human heart as the central healer and preserver of humanity
- Witness the pain on Earth, touch it with love, and surrender to healing

Brennan Healing Science is an enlightening system of healing that combines hands-on healing techniques with spiritual and psychological processes touching every aspect of your life. Based on the living dynamics of our human energy-consciousness system and its relationship to the greater world of which we all are intimately a part, Brennan Healing Science can transform your life into the balanced, enlightened experience of mystery that you have always wanted it to be.

Through Brennan Healing Science, you will:

- Learn your unique life purpose
- Develop hara, the intention and ability to accomplish life goals
- Establish deep connection with inner spiritual guidance and fulfil your heart's true longings
- Promote physical healing of many disease conditions
- Restore a sense of well-being and emotional stability
- Clear and strengthen mental capabilities
- Learn the creative process from your divine core through the hara and aura into the physical world



COURSES – POWER of PRAYER – TRUE PRAYER:

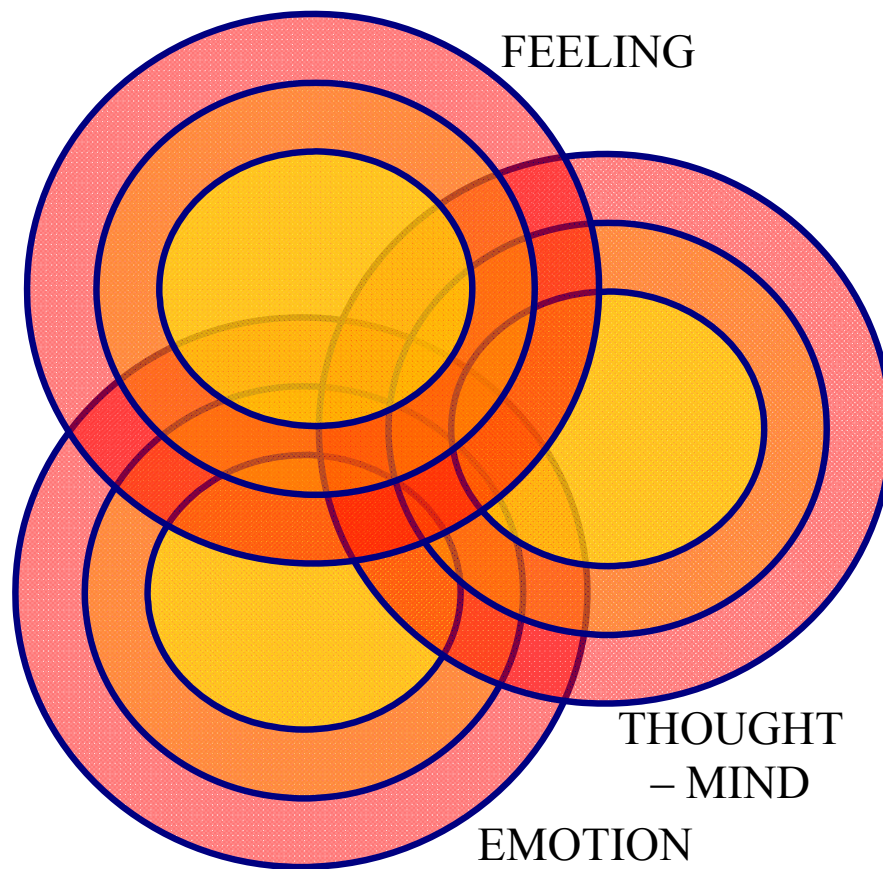
Following is a summary of our prayer of peace, through the traditional asking and from the perspective of our lost mode of prayer:

<i>Prayer of Asking:</i>	<i>The Fifth Mode of Prayer</i>
1. We focus on conditions where we believe that peace does not exist.	1. We witness all events, those that we see in the absence of peace, without judgement of good, bad, right, or wrong.
2. We ask for intervention from a greater power to change the conditions.	2. Through our technology of thought, feeling, and emotion, we create the conditions from within that we choose to witness in our outer world. For example, “Graceful change on Earth, healing to all life, and peace in all worlds.” Our feeling that it is already so empowers our prayer and brings its outcome to focus. In doing so, we have created a renewed memory of a greater possibility.
3. In the asking, we may be acknowledging that peace and graceful change are not already present in these places.	3. We acknowledge the power of our “inner technology” and assume that our prayer has come to pass; peace and graceful Earth changes are already here.
4. We continue to ask for this intervention until we see the change actually come to pass in our world.	4. Our prayer now consists of: a. acknowledging what we have chosen, b. feeling that it is already accomplished, c. giving thanks for our opportunity to choose, and, in doing so, breathing life into our choice.

Prayer: is emotional exchange with God.

WHEN THREE BECOME ONE:

All possibilities have already been created and are already present. Rather than forcing solutions upon the events of our lives, we are invited to choose which possibility we identify with, and live as if it has already occurred. Clearly, this does not suggest that our “will” is imposed upon others in the form of prayer. Rather, it is our willingness to allow for all possibilities without judging any of them, and knowing that we may attract or repel each through the choices we make in our lives that provides the subtle difference. Choosing an outcome through prayer does not guarantee that it will come to pass; our prayer simply opens the door to the possibility of that outcome. The question now becomes, How may we bring specific outcomes into the focus of the present through prayer?



Feeling, thought and emotion as unaligned patterns.
In the absence of union, they may lose their focus.

The key to choosing one outcome from among many possible outcomes is our ability to feel as if our choice has already come to pass. From the previous definition of prayer as ‘feeling’, then, stated another way, we are invited to find the quality of thought and emotion that produces such a feeling – **living as if our prayer had already been answered.** For how may we benefit from the effect of our thought and emotion, if each pattern is moving in a random direction? If, on the other hand, the patterns of our prayer are focused into union, how can the ‘stuff’ of creation fail to respond to our prayer?

When thought, feeling, and emotion are not aligned, each may be considered as out of phase with the others. While there may be brief areas of overlap, much is unfocused, working in different directions, independent of the rest of the pattern. The result is a scattering of energy.

COURSES – CHILDSOS = CHILDHHELP:

CHILDSOS will be based on the experiences of CHILDHHELP.



Childhelp USA® exists to meet the physical, emotional, educational, and spiritual needs of abused and neglected children. We do so by focusing our efforts in the areas of treatment, prevention, and research.

Philosophy

Childhelp USA® credits its success to its founders' visionary beliefs, which are the heart of the organization:

- **Childhelp USA believes that every child has a unique contribution to make to the world.** We do everything within our power to help each child heal and develop self-esteem to reach their God-given potential.
- **We believe unconditional love is the foundation upon which all healing begins.** The entrance of each Childhelp USA facility features the words "All Who Enter Here Will Find Love."
- **These children, who have seen the worst that life has to offer, deserve the best that we can provide while they are in the care of Childhelp USA.**

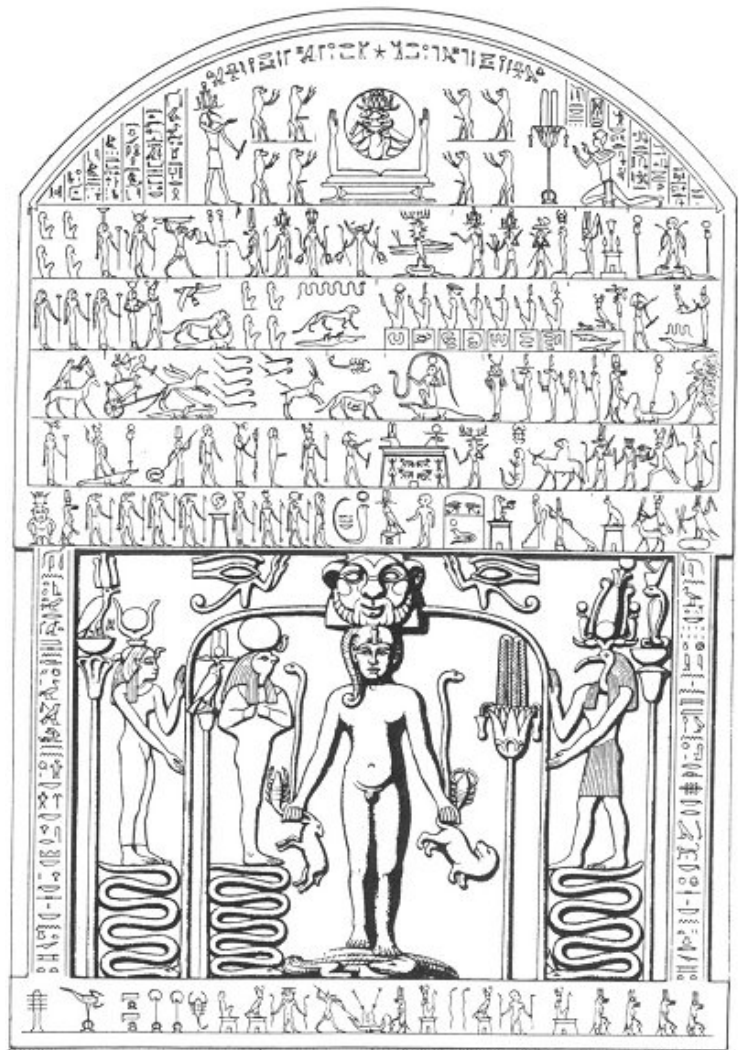


COURSES – TRADITIONAL HEALING:

Chaldi College will investigate the veracity and efficacy of customs and practices and support those that warrant introduction.

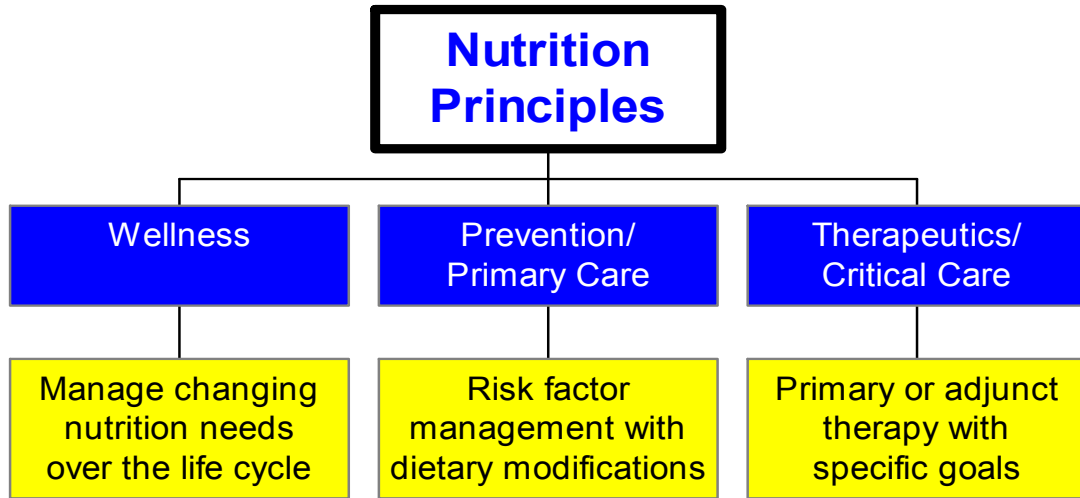
Chaldi College will focus on customary healing practices traditionally employed anywhere to realise what has been possible for folks over the millenniums enabling others to benefit from these practices.

Stele of Metternich

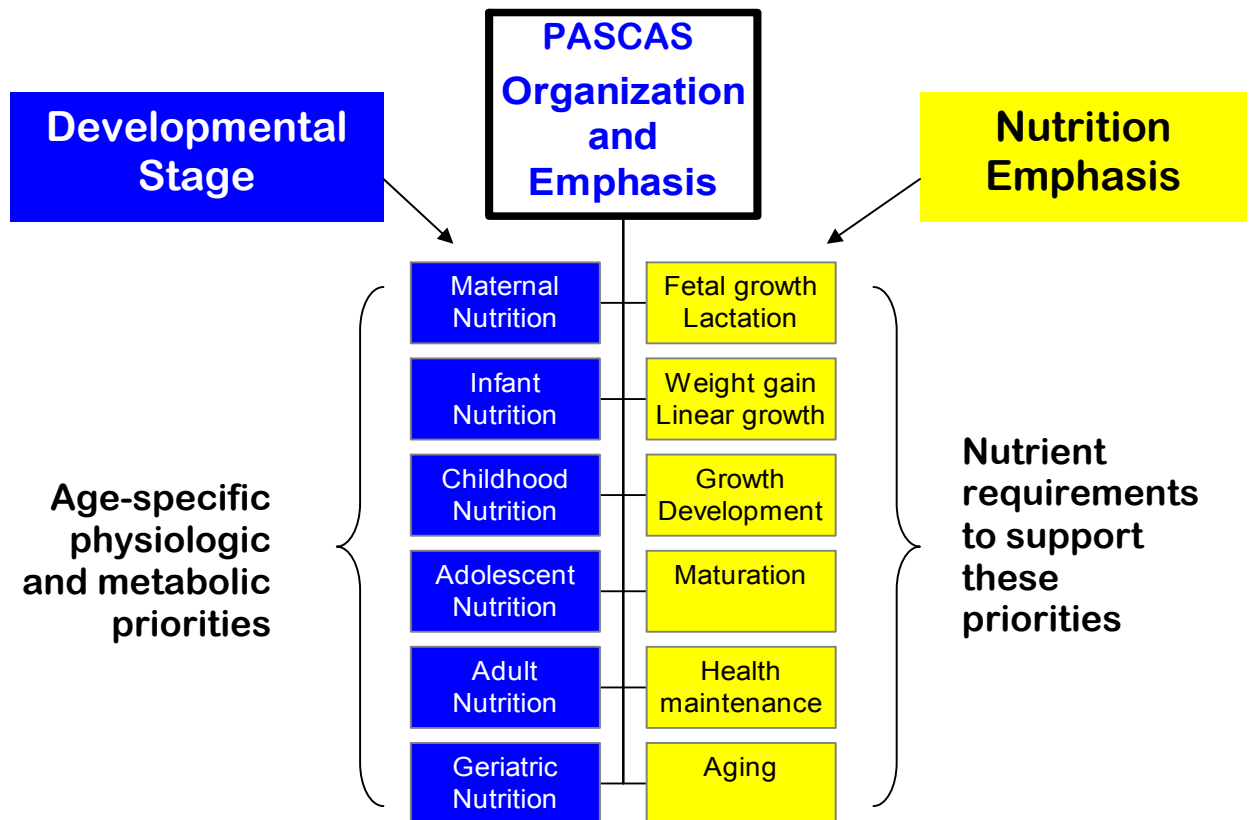


ENVIRONMENTAL ILLNESS MANAGEMENT:

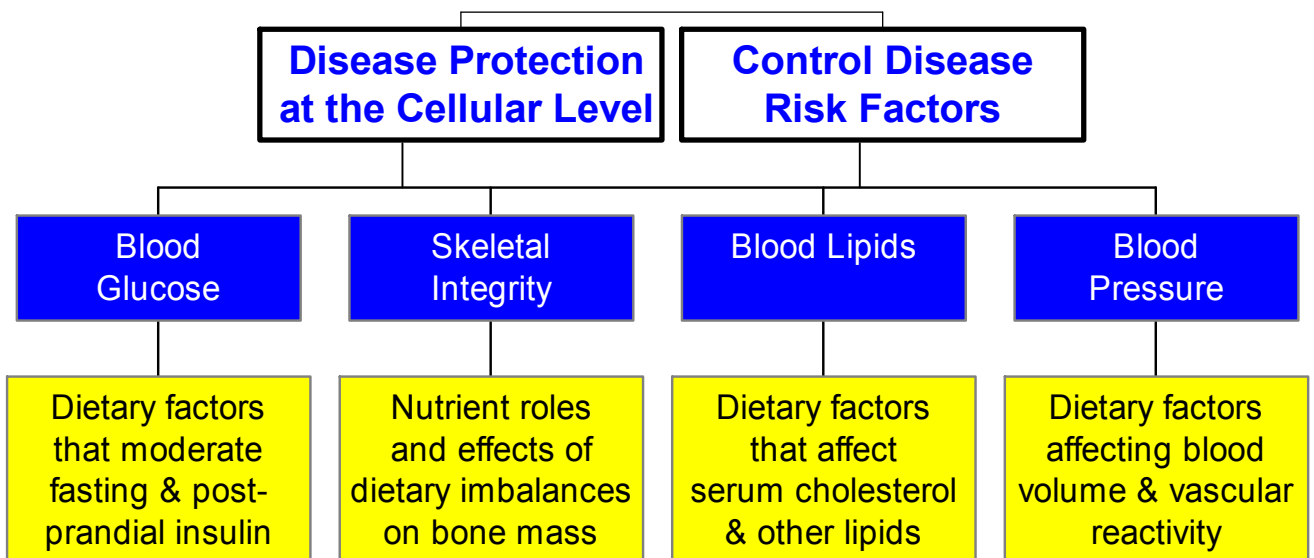
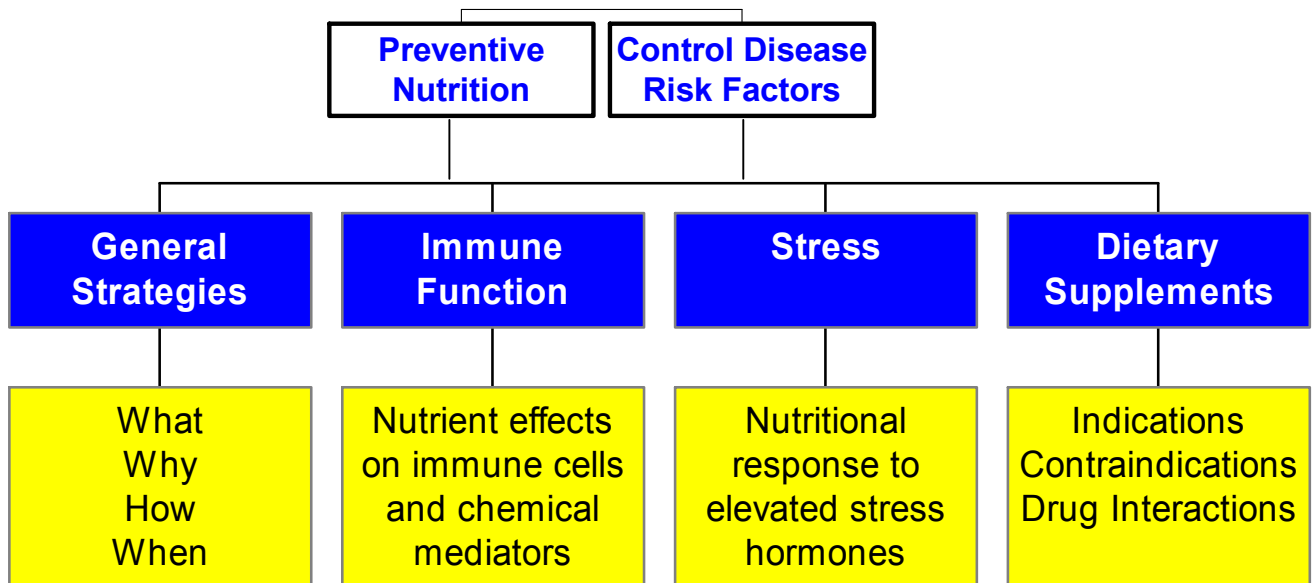
NUTRITIONAL HEALING



NUTRITIONAL BIOCHEMISTRY



ENVIRONMENTAL MEDICINE¹



OUR AVERAGE LIFE:

From the book Buddhism for busy people by David Michie, first published 2004 (page 90).
(We rank among a tiny percentage of the most fortunate beings to have ever lived.)

From the countless trillions of animals, when we move up a realm to the six and a half billion humans, what we find, according to various analyses by the United Nations is sobering to say the least:

- 2.5 billion people live on less than US\$2 a day. Put another way, 40 per cent of the world's population receives only 5 per cent of its income.
- A cow in the European Union 'earns' more than most people in Africa, its owners receiving a daily US\$2.20 subsidy while 75% of Africans live on less than US\$2 a day.
- At the current rate, it will take more than 130 years to rid the world of hunger.
- Every hour more than 1,200 children, in the world's poorest countries, die from preventable diseases.
- Today, someone living in Zambia has less chance of reaching age 30 than someone born in England in 1840.
- In India, the death rate for children age 1-5 is 50 per cent higher for girls than boys. Expressed differently, 130,000 children die each year because they are female. Next door in Pakistan, 2 million children miss out on the chance of education – because they are girls.
- Every year over 900,000 people, mainly women and children, become victims of people-trafficking.
- There are 100 million 'missing' women who would be alive but for infanticide, neglect and sex selective abortions.
- 113 million school-age children are not in school – 97% of them in developing countries.
- Of the world's 200 countries, only 82, with 57% of the world's population, are fully democratic.
- 61 countries, with 38 per cent of the world's population, still do not have a free press.

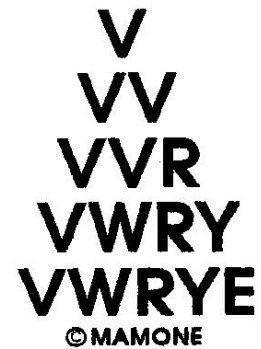
Behind this list of cold statistics lies an immensity of human suffering which most of us can't begin to imagine. Many of us ... would define themselves as living pretty average or 'middle-class' lifestyles, which may be true in terms of the society in which we live. What we overlook is that the majority of our fellow humans have no access to the developed-world benefits we take utterly for granted. 'Average' income levels, education and health systems, law and order and democracy, which we regard as normal, are, in reality extremely abnormal. By any objective measurement, our 'normal' existence constitutes a life of overwhelming privilege. Being middle-class in a First World country in reality means to live among the luckiest top 10 per cent of the human population, to enjoy leisure and fortune of a kind only 90 per cent can only ever dream about.

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PROFIT BENEFITS for INDUSTRY USERS of TECHNOLOGY

Application: “DD-CODE” language educational and application products:

- DD-Code Curricular Development – Digital Dictionary
- DD-Code Reading Program Application
- DD-Code Government 3R Curricula
- DD-Code Option Text Chip
- DD-Code operating system
- DD-Code Media Application
- DD-Code Internet
- Language, Mathematics
- General Science
- General Knowledge and Entertainment
- Teach Your Child To Read
- Games, Children's Stories
- Pre-School Primer
- Tertiary Faculty Subjects



Application: “ALL LANGUAGES”:

- The DD-Code fits all languages without exception or rule variance.
- Written English drew from the Latin written form in perfect mathematical sequence which correlates speech to writing.
- The DD-Code functions in the same way as the chemical periodic table, it is able to predict future words and their probable meaning.
- Using the DD-Code, lost ancient languages can be reassembled.
- The DD-Code delivers precision in the written word sounding enabling email correspondence to be configured into DD-Code letter colour structure and then to sound.
- Teaching products will enable the DD-Code to deliver English along side the communities mother language.

Application: “VEDIC MATHEMATICS”:

- A universal system of mental, one-line arithmetic.
- It often takes less time than using a calculator.
- It vastly improves memory skills, intuition, mental agility and self-confidence.
- Mathematical training without the necessity of relying on a calculator.
- The 16 Vedic Sutras (definitions) efficiently solve every known mathematical problem.
- The methods are fast and effective and rely on quick mental solutions that appear to be based upon “intuition”.
- When a mathematical problem can not be solved mentally, it can be reduced to a single line of working out.
- This Vedic one-line mental method is very helpful in computing and checking results, as well as solving complex problems.

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