

Kaleidoscope

THE NEWSLETTER FOR THE CENTER FOR INTEGRAL EDUCATION

Rainbow Kids Project Status Update

Our dream: to create a school where children discover the joy of learning — learning in depth about their world and how it works, and in depth about themselves, all while in an environment filled with love, joy and beauty.

And we wanted to do this in a matter of months! But, as so many before us have found, the advice is still valid – Rome was not built in a day. The reality set in, no, we were not able to open our doors on Sept. 4, 2001, as we had dreamed. But yes, we did learn much from our effort!

Prapanna arrived in San Diego in March 2001. In hindsight I guess we should have realized the improbabilities of being able to open a school, albeit small as we intended, in six months. We were inspired, however, and we forged ahead. We knew we needed to create a business plan, raise money, organize a working team and staff, get all the paperwork in order, find a site, and enroll students.

On the fund raising front, we did a large mailing campaign and raised several thousand dollars. One of the benefits of doing this mailing was raising community and national awareness of the school project. However, we learned that in order to raise the seed money we need to really get started, we would have to seek out large grants and benefactors, and that a mailing campaign alone was not enough. It has allowed us to move forward, though.

We have organized a wonderful working committee with a diverse and rich background, as can be seen in the “Meet the CIE Team” article. We have written a business plan, with refinements still needed, and we are working on the marketing plan. All the administrative paperwork is ready, and we

have a staff and faculty ready to start when the school opens.

One of the things that was changed during the startup process was what the initial school would look like. Originally, we intended to start with 5-year-old kindergartners for the first year, and add a grade level each successive year. However, since ultimately our kindergarten is to include 3- to 5-year-olds, we determined that it was more prudent to open the Pre-K/Kindergarten first. Because of the 3- and 4-year-olds, we are obligated to be compliant with California’s stringent daycare facility requirements, rather than the fairly liberal private school requirements. But the advantages out-weighed the costs. Primarily, it opens the door to a large clientele base, as there are numerous working parents who must enroll their children in a childcare facility. This allows these parents to test our school philosophies and methods, with low risk. This is important since these philosophies are relatively new to the U.S. If they like the pre-school, they can continue on into our elementary school.

Choosing this route, however, has definitely made finding a school site more challenging, due in part to the outdoor play area requirements of the state. The school site search, along with grant seeking, are our primary focal points right now, as we move forward with our important vision. We had hopes to progress enough on these fronts to open our pre-school doors on March 2002; however, we realized this, too, was an overly ambitious goal, and we are now focused on fall, 2002. That is okay, in the end our dream will prevail, and the children, starting in San Diego, will have an Integral Education school in America!

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A New Education for a New Consciousness

President's Message

by Prapanna Smith

On behalf of all of us who are working to create the first Integral Education school in the United States, I want to thank you for taking the time to read through this first edition of the CIE Newsletter. As you will see, we are engaged in a meticulous process to build a strong foundation for the school so that it will succeed both as a living entity and as a learning organization where all participants, parents, teachers, and community members, as well as the students, will be able to contribute to building a better world for all. As Carla indicates in her project update we have realized, albeit slowly, that without a proper foundation we will not be able to create the kind of school we all aspire for, not to mention one that will survive the difficult challenges all new schools face in the market place of education.

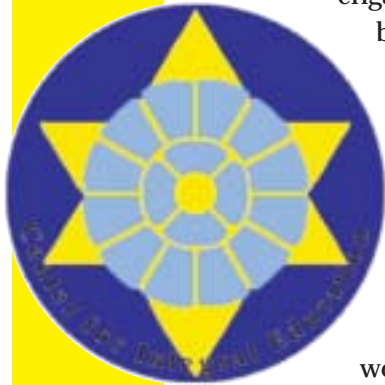
We have a wonderful team in place here in San Diego and it is very fulfilling to me personally to watch this team develop. Our working relationship is evolving, but we have had an excellent beginning, with many individuals offering their time and expertise to developing our plans for the school. Carla Swan Gerstein, the Secretary-Treasurer and member of the Board of Directors has been a rock of support and plays a critical role in keeping things on track. Three wonderful women who will serve as Preschool Teachers and Co-directors — Sarah Campbell, Nancy Walsh, and Michelle Whitaker—collectively bring many years of successful experience working in Preschools and Day Care Centers. Barbara Whitaker, Michelle's mom, played a critical

role in navigating us through the Business Plan building process. Her initial push got the ball rolling on the plan at a time when the whole task seemed to be so monumental and complicated to even begin to contemplate. Christine Taylor, an experienced marketing person, has taken on the Marketing Plan project and has done a tremendous job in providing the team with an expertise that was wanting among us. This wonderful group meets twice a month to mete out rolls and duties, report on progress, refine and articulate the vision, and build up our working relationship. It has been, and continues to be, an honor to have these people on the team. We also have a new member of the Board of Directors who should not go without an honorable mention: Patrick McCool. Pat is a professional speaker whose enthusiasm infects all those around him, and he brings to the board extensive experience from the business world.

In addition to the Business and Marketing Plans, we have been in high gear researching foundations and other grant makers, and preparing and submitting proposals to them. At this stage funding is critical, and without it all of our well-laid plans will count for little. So grant research and writing has become a high priority for us right now.

We have been gratified for the support of those individuals who have sent donations in response to our mailings in 2001. To all of you, a deep, heartfelt "Thank You!" is very appropriate at this time. We hope that this newsletter will assure you that despite the delays, your money is going to a worthy purpose and will most certainly play a decisive roll in making this vision of Integral Education for children in America a reality.

—Prapanna Smith, President



What Is Integral Education?

The vision of Integral Education is based on the pioneering work of Sri Aurobindo and Mirra Richard (a.k.a. the Mother). For more than half a century there has been a highly developed body of theory and successful practice at the Sri Aurobindo International Centre of Education in Pondicherry, India, as well as at many other school locations outside the U.S. Graduates of Integral Education schools often become leaders in their fields, highly regarded both for their education, as well as for their character.

Integral education unites two distinct directions in education: the modern aim of world knowledge and the ancient aim of self-knowledge. It draws out and develops the whole child, inner as well as outer.

Integral education begins with the inborn qualities of each child: eyes big with wonder; boundless curiosity; small hands extended in trust to people and the world; and

a profound interest in meaningful activity, self-expression, courage, laughter and love. Integral education prizes these qualities. They are the first expression of the divine spark at the center of each child's being.

A free progress system honors that spark by encouraging all children to excel in areas where they show the inner urge to learn. A rich and balanced curriculum in the humanities, arts, maths, and sciences offers many opportunities for the children's interests to take shape, grow, and help them to make their connection to the wider world. Such an education allows children to discover their unique life purpose, and, by developing that purpose, to help build a better world for themselves, their families, and their communities.



CIE Giving Circles

The Center for Integral Education is grateful for the support of the many people who have sent us contributions. As you may know, CIE needs the support of individual, foundation, and corporate donors in order to move forward.

To honor those who share our commitment to bringing a new form of education to our children, we have created a series of giving circles:

The Founder's Circle - \$1,000 or more;

The Diamond Circle - \$500 - \$999;

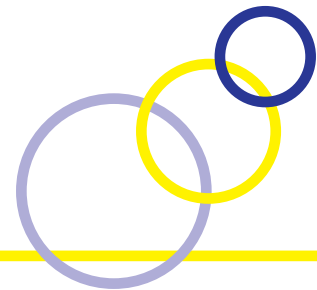
The Platinum Circle - \$250 - \$499;

The Gold Circle - \$50 - \$249;

The Silver Circle - \$1 - \$49.

A list of all the members of the different CIE contribution Circles will be posted on a special page of our Web site. The highest circle is the Founder's Circle, for those individual donors contributing \$1,000.00 or more (corporations or foundations, \$5,000.00 or more) to the Center for Integral Education. We will forever recognize people in our Founder's Circle on a plaque in the school, in appreciation for their generous contributions.

Please know that we are grateful for all donations, no matter the amount. If you would like to become a donor and join one of our contribution circles, please write a check made out to the Center for Integral Education, and send it to: 10810 Via del Cosira, San Diego, CA 92124.



Meet the CIE Team

MEMBERS OF THE BOARD OF DIRECTORS:

PRAPANNA SMITH — PRESIDENT

Prapanna holds a Masters Degree in Education Administration from the University of Redlands; a California Administrative Credential; and a California Teaching Credential. During a five-year career in California public education he taught all the subjects of the curriculum with at-risk children, and social studies in the regular and GATE programs. Prapanna lived at the Sri Aurobindo Ashram from 1998 to 2001 and was a teacher of History, Geography, Philosophy, and Study Skills at the Sri Aurobindo International Centre for Education (SAICE). During his tenure at SAICE, Prapanna was highly involved with the school's latest experiment in Free Progress Education, a truly student-centered approach to learning and teaching which is being developed and refined at the school.

CARLA SWAN GERSTEIN — SECRETARY/TREASURER

Carla is responsible for community relations, networking, grant writing, and office organization. Carla holds a California Teaching Credential and a Bachelors

Degree in Computer Science from the University of California, Santa Barbara. She spent 13 years as a computer programmer, project manager, department manager, and customer liaison. She recently acquired her teaching credential and has had experience teaching second and third grades. She has two young girls of her own who will soon become students in our school. Carla also is a nationally competing athlete in barefoot water-skiing, placed fifth in her age division at the U.S. Nationals. In 2000, she visited the Sri Aurobindo Ashram and attended the annual Cultural Program and Physical Education Demonstration, both of which moved her deeply.

PATRICK McCOOL — BOARD MEMBER

Pat is a highly sought after professional speaker, trainer and motivator with an optimistic attitude that infects his audiences. Pat's talent for blending the proper amounts of entertainment, inspiration and information give him the ability to touch people at deep personal levels - enabling them to create permanent change in their lives. He is a graduate of the University of Southern California, where he attended on a football scholarship and was a member of the 1978 National Championship Team and two Rose Bowl Championship Teams. Pat attributes much of his success to lessons learned as an athlete in high school and college. Married and the father of five, Pat believes in a balanced approach to life, defining "Unlimited Success" as "the ability to live your life according to your true values, beliefs and priorities." Pat is committed to having a significant positive effect on the lives of people he touches — a commitment he takes very seriously.

Continued on page 5



CIE Team Members pictured from left are, back row: Prapanna Smith, Christine Palkovic Taylor, and Michelle Whitaker. Front row: Nancy Walsh, Carla Swan Gerstein and Rose Palkovic.

Meet the CIE Team

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MEMBERS OF THE SAN DIEGO ORGANIZING COMMITTEE:

SARAH CAMPBELL— TEACHER & CHILD DAY CARE CO-DIRECTOR

Sarah has 12 years experience working with children. She began her career in early childhood education at the Fleur de Lis School in 1990. There, while she was earning her two Bachelor's Degrees in Spanish and Sociology, Sarah taught preschool children aged 3-5 years. She has also created and led summer programs for elementary school children, and taught music at Carmel del Mar Elementary School. Sarah served as Director of the Skill Centers of America Preschool, which provided economically disadvantaged children with a loving, multicultural educational environment. Sarah is a certified Suzuki Method Piano Instructor and enjoys teaching music in her own studio.

CHRISTINE PALKOVIC TAYLOR — MARKETING DIRECTOR

Christine holds a Bachelor of Business Administration Degree with a minor in Marketing from National University, where she graduated with cum laude honors. She spent 16 years in Association Management and had her own multiple association management firm for a period of five years. Christine has experience working with the charitable fundraising, legal, political, franchising, and telecommunication industries. She spent two years teaching English as a Second Language to children and adults in Treviso, Italy. She is currently the National Director of Supporting Members for the American Association of Franchisees and Dealers. Christine has always been an advocate of children and has a strong belief that the whole being must be nurtured and advanced to create a healthy, happy and well-adjusted contributor to society.

NANCY WALSH— TEACHER & CO-DIRECTOR

Nancy holds a Bachelor Degree in Early Childhood Education. She has experience teaching in preschools, with an emphasis on children with special needs. For 23 years, Nancy worked in post-secondary education administration holding positions in Admissions, Financial Aid, Academic support, Placement, Student/Alumni Services and as a Campus Director. She also served as secretary to the Board of Directors of a Non-Profit organization developing vocational training for adults. Helping young people reach their potential through education has always been her passion and the philosophy of Integral Education provides her with a new avenue to assist students in finding themselves and becoming who they want to be.

MICHELLE WHITAKER— TEACHER & CHILD DAY CARE CO-DIRECTOR

Michelle Whitaker holds a Bachelor of Arts Degree in Child Development from the University of Akron, Ohio and a Master's Degree in Social Work from San Diego State University, California. She has over ten years of experience working with children of all ages in various venues such as the Head Start preschool classroom, home care, individual and group counseling in the public school system, before and after school care with the YMCA and academic tutoring. She is currently the Associate Director of The American Center for Learning, which is a tutoring center that teaches basic academic skills to children from kindergarten through high school.

Insights from The Mother

Can a child become conscious of this inner truth [of our divine self] like an adult?

For a child this is very clear, for it is a perception without any complication of word or thought - there is that which puts him at ease and that which makes him uneasy (it is not necessarily only joy or sorrow which come when a thing is very intense). And all this is much clearer in the child than in an adult, for the latter has always a mind which works and clouds his perception of the truth.



To give a child theories is absolutely useless, for as soon as his mind awakens he will find a thousand reasons for contradicting your theories, and he will be right.

This little true thing in the child is the divine Presence in the psychic [or soul]. It is also there in plants and animals. In plants it is not conscious, in animals it begins to be conscious, and in children it is very conscious. I have known children who were much more conscious of their psychic being at the age of five than at fourteen, and at fourteen than at twenty-five; and above all, from the moment they go to school where they undergo that kind of intensive mental training which draws their attention to the intellectual part of their being, they almost always and completely lose this contact with their psychic being.

If only you were an experienced observer.

If you could tell what goes on in a person, simply by looking into his eye! It is said the eyes are the mirror of the soul; that is a popular way of speaking, but if the eyes do not express to you the psychic, it is because it is very far behind, veiled by many things. Look carefully, then, into the eyes of little children, and you will see a kind of light— some describe it as frank—but so true, so true, which looks at the world with wonder. Well, this sense of wonder, it is the wonder of the psychic which sees the truth but does not understand much of the world, for it is too far from it. Children have this but as they learn more, become more intelligent, more educated, this is effaced, and you see all sorts of things in their eyes: thoughts, desires, passion, wickedness, but this kind of little flame, so pure, is no longer there. And you may be sure it is the mind that has got in there, and the psychic has gone very far behind.

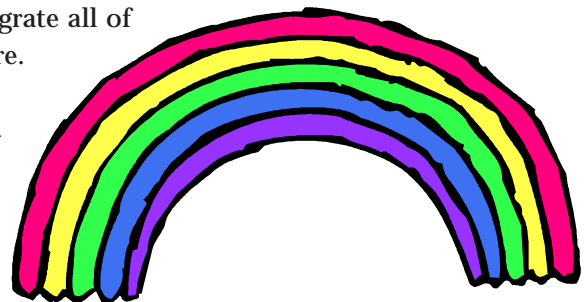
Even a child who does not have a sufficiently developed brain to understand, if you simply pass on to him a vibration of protection or affection or solicitude or consolation, you see that he responds. But if you take a boy of fourteen, for example, who has ordinary parents and has been ill-treated, his mind is very much in the forefront; there is something hard in him, the psychic being has gone behind. Such boys do not respond to the vibration.

—*The Mother* (translated from the original French)

Rain-bow *n.* 1: an arc containing the colors of the spectrum in consecutive bands, that is formed in the sky by the refraction and reflection of the sun's rays in raindrops, spray, or mist.

The children are the rainbows, and we are the sun's rays, reflecting on the waters of the Universe to help integrate all of the colors that make up a child's diverse nature.

Rainbow Kids Integral School is founded and operated by the Center for Integral Education, a California nonprofit corporation. For more information about the School or the Center call (858) 268-4828 or visit our website at www.IntegralEducation.org



KIDS CORNER

Virtues™ Activity Page: Truthfulness

(from Spiritual Practices for Kids — Science of Mind)

What is Truthfulness?

Truthfulness means your words and actions are full of truth. Telling the truth means you don't tell lies, even to protect yourself or anyone else. You don't live a lie either. You show people who and what you are without exaggerating to impress them or trying to look like something you are not.



When you are practicing truthfulness, you don't try to believe something you know isn't true. You don't lie to others, and you don't lie to yourself.

Truthfulness is knowing the difference between what is real and what is fantasy. You can have them both, but you do not mix them up. Being true to yourself is living by your true nature, being your true self.

—The Family Virtues Guide

by Linda Kavelin Popov with Dan Popov, Ph.D. and John Kavelin

Virtues™ Activity: Today practicing the Virtue: Truthfulness...as well as putting the affirmation, I let my thankfulness be known, into action, tell someone how thankful you are for them. Then say a special prayer blessing them, and giving thanks to God for them. "I let my thankfulness be known."

The Omnipotent's Flaming Pioneers

The Omnipotent's Flaming Pioneers is an excerpt from Sri Aurobindo's Savitri describing future generations.

I saw the Omnipotent's flaming pioneers
Over the heavenly verge which turns
towards life
Come crowding down the amber stairs of
birth;
Forerunners of a divine multitude,
Out of the paths of the morning star they
came
Into the little room of mortal life.
I saw them cross the twilight of an age,
The sun-eyed children of a marvelous dawn,
The great creators with wide brows of calm,
The massive barrier-breakers of the world
And wrestlers with destiny in her lists of will,
The labourers in the quarries of the gods,
The messengers of the Incommunicable,
The architects of immortality.
Into the fallen human sphere they came,
Faces that wore the Immortal's glory still,

Voices that communed still with the
thoughts of God,
Bodies made beautiful by the spirit's light,
Carrying the magic word, the mystic fire,
Carrying the Dionysian cup of joy,
Approaching eyes of a diviner man,
Lips chanting an unknown anthem of the
soul,
Feet echoing in the corridors of Time.
High priests of wisdom, sweetness, might
and bliss,
Discoverers of beauty's sunlit ways
And swimmers of Love's laughing fiery
floods
And dancers within rapture's golden doors,
Their tread one day shall change the suffer-
ing earth
And justify the light on Nature's face.

—Savitri Book 3, Canto 4

YES

I would like to help!



Name: _____

Address: _____

Phone _____ E-Mail: _____

Enclosed is a check (made payable to "Center for Integral Education") for:

_____ \$1,000 or more – I would like to be a part of the Founder's Circle

_____ \$500 - \$999 – I would like to be a part of the Diamond Circle

_____ \$250 - \$499 – I would like to be a part of the Platinum Circle

_____ \$50 - \$249 – I would like to be a part of the Gold Circle

_____ \$1 - \$49 – I would like to be a part of the Silver Circle

_____ I can offer some other contribution: _____

_____ I would like to get the School Newsletter E-mail

_____ I would like to remain anonymous

Please mail this form to: THE CENTER FOR INTEGRAL EDUCATION

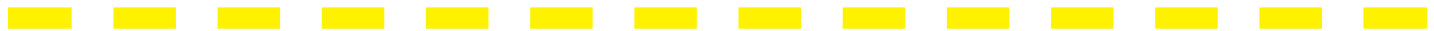
10810 VIA DEL COSIRA

SAN DIEGO, CA 92124

Phone or Fax: 858-268-4828



The Center for Integral Education admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.



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