

The Oneness-Family School

Prospectus

Created in May, 1988

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I. GENERAL PROGRAM

A. The Foundation of the School

The Oneness-Family School will serve children of all races, nationalities, and creeds from 3-12 years of age. Andrew Kutt, the school's founder, is an educator with seven years of experience teaching a variety of subjects in a wide range of settings, from elementary school and the college campus to intercultural programs in the United States and abroad. Mr. Kutt has taught students of all ages from practically every corner of the globe, and his diverse experiences living and teaching abroad have provided him with a unique perspective on education. Mr. Kutt is currently completing work on a Master's Degree in Comparative Literature and holds a 6-12 Elementary Education Credential from the Institute of Advanced Montessori Studies. He has successfully developed curriculum materials in a number of areas, including peace education, art appreciation, and creative writing, and he is himself a poet and songwriter.

Mr. Kutt envisions The Oneness-Family School as a new educational alternative which will be truly international and ecumenical, uniting families of diverse backgrounds in a commonly shared vision of a more peaceful world. The school will draw upon some of the most valuable elements of the Montessori, the Waldorf, and the Quaker-Friends' educational approach, among others, and blend them according to the school's unique philosophy. The school will also make extensive use of the natural, scientific, cultural and ecumenical resources in the Washington, D.C. area.

B. The Focus of the School

The Oneness-Family School addresses the total being of the child. The school is based on the belief that peace begins with the individual, and that personal growth must go hand in hand with the aspiration for global harmony. The Oneness-Family School aims at an integral education of the body, mind and spirit, which enhances personal growth and the child's ability to succeed in the world. Such an education will provide the child with the necessary means to more fully realize his/her human potential and become a conscientious member of the world community.

C. Essential Objectives

With our guidance and support, children at the school aim to achieve five essential goals: (1) A broad understanding of, and reverence for, the world; (2) the acquisition of the essential skills for living, working, and shaping their lives; (3) a deeper knowledge of themselves, especially in regard to their unique abilities, interests, and talents; (4) a keen sense of how to express one's ideals and visions in creative and harmonious ways; and (5) an experience of the unity and harmony of all living things.

II. THE THREE CENTERS OF THE SCHOOL

A. General Description

The Oneness-Family School offers children an entirely new spectrum of possibilities for discovering themselves and developing their skills. The everyday life of The Oneness-Family School shall have three essential aspects: The Academy, Self-Discovery, and the Manifestation Center. These aspects will correspond to three portions of the physical layout of the school. The Academy will be a center which cultivates a profound awareness of the child's relationship with the world, and will incorporate many of the so-called "traditional" subject areas (such as reading, writing, mathematics, etc.). Self-Discovery will be a center where the children will work toward a greater awareness and mastery of themselves, with special emphasis on developing their creative spirits through art, music and drama, as well as many other types of cooperative activities. The Manifestation Center will be the home base for manifestation of the children's own ideals and visions - performances, projects, and other activities which in some way contribute to the school or local community.

In other words, the Academy will be a process of looking outward; Self-Discovery a process of looking inward. The Manifestation Center will unite the two in expressions envisioned and realized by the children. It is important to note, however, that the approach to these three main aspects of the school will differ according to the age of the children. Children at the 3-6-year-old level will spend much more of their time in Self-Discovery-type activities, while children at the 6-9-year-old level will have a curriculum

which is more balanced between Self-Discovery and Academy activities. 9-12-year-old children will continue to do intensive work in the Self-Discovery area, but will also see an increase in the depth and breadth of their Academy work. Accordingly, work in the Manifestation Center activities will increase as the children get older.

B. Interaction of the Centers

The overall theme for our school is that the "inner" and the "outer" must go together. The main rationale for the division into three centers is to provide the space and time necessary for activities which might otherwise get "squeezed out" of the curriculum. Generally speaking, the Academy studies will center on the nature of the world. Self-Discovery activities will be more focused on the individual; on personal growth and expression. Obviously, these two areas are not mutually exclusive, but the intention and goals of each center do differ, and the curriculum will vary accordingly. However, it should be clearly stated that wherever possible, the studies undertaken in the Academy will have a complementary Self-Discovery activity and vice-versa. Furthermore, the work undertaken in each of the centers will be linked and unified by the school themes for each year. The school theme for the first year will be "simplicity". This concept or quality, for example, will be explored in Academy studies as well as Self-Discovery activities and may also become the guiding principle of Manifestation projects and performances that year.

C. Delineation of Centers

The three centers are to be distinguished and delineated as follows:

1. THE ACADEMY

Studying the World as a Cosmic Creation

a. Overall Goals: The Academy will focus on the "experience of concepts", rather than the memorization of facts and details. It will contemplate the past, present and future of the world as humanity's ongoing quest to shape and transform the earth according to a higher vision. Its specific aims will be:

First, to foster a reverence for nature, in all its variety and splendor;

Second, to help the children gain an understanding of how the world works - physically, socially, geopolitically, etc.;

Third, to encourage a respect for the evolution of life on planet earth, and an appreciation for the spiritual, aesthetic, intellectual, scientific, and physical achievements of man;

Fourth, to encourage the pursuit of wisdom through the contemplation of the interdependence of life on planet earth, and man's role vis-a-vis his fellow creatures; and

Finally, through their experience at the Academy the children will gain the essential skills they need to become confident, capable, and thoughtful individuals.

b. Physical Plant: The Academy will have a studious and contemplative atmosphere - furnished with work or lab tables, chairs, and shelving for a varied array of manipulable learning materials, books, and all necessary accessories and supplies. It will also contain open areas for presentations, demonstrations, and group activities. The Academy will have six major points of focus (corresponding to areas within the Academy), which will be called "Windows on the World." Individually, these will be called "Earth," "Numbers," "Words," "People," "Machines," and "Living." Each window will provide a unique vantage point from which the children may glean a different, yet complementary, perspective of the world. By visiting each of the windows on a regular basis, the children will have a more complete vision of how the world works and of how they can work in it. The scope and focus of each Window's curriculum are indicated in part "B" of the attached curriculum section.

2. SELF-DISCOVERY

Discovering the Self as a Sacred Being

a. Overall Goals: The Self-Discovery Center of the school will be devoted to aiding the child in finding the

inner spirit which makes him/her feel special. The initial goals of Self-Discovery will be:

First, to foster self-esteem and confidence in the individual;

Second, to show the child how to relax and gain more self-control;

Third, to encourage trust-building and cooperation, and to develop the skills of conflict resolution;

Fourth, to encourage the children to use their imagination to their fullest potential; and

Fifth, to invite the children to express themselves in a wide and balanced variety of ways, including art, music, and other forms of creative expression. All efforts of the Self-Discovery Center will be aimed at enabling the children to learn about themselves and their relationship to the world, so that they may use their abilities and talents in a dynamic and creative way.

b. Physical Plant: The Self-Discovery Center will be a place of creativity and contemplation. It shall have a very beautiful and inspiring ambience. Everyone at the school will enter this center with the same purpose in mind--to experience joy, peace and oneness. Therefore, this space will always be treated with utmost respect. Self-Discovery will have five major points of focus as follows:

- (i) Creation,
- (ii) Harmony,
- (iii) Movement and stillness,
- (iv) Silence, and
- (v) Connections.

Eventually, each of the major points of focus will have a space all its own called a "studio." The Self-Discovery Center will also eventually house a library.

At the outset, several of the Self-Discovery studios may have to be combined due to space limitations. However, each of the studios will be described here as they are envisioned; that is, as separate, independent spaces. The nature of the

activities of the Self-Discovery Center will meanwhile become more clear as outlined below:

1. Creation Studio - will have work tables, shelves with art supplies, and, eventually, room for other accessories such as a potter's wheel, a kiln, and a loom. This studio will be the center for artistic expression in the sense of the Greek "techne" or "bringing forth".

2. Harmony Studio - will be relatively open, with supplies and instruments easily accessible in one part of the space or in an adjacent space. This space will be dedicated to self-exploration and expression through sound, rhythm and song.

3. Movement and Stillness Studio - will require a large, open, uncluttered and bright space, and will house all movement, dance, yoga and other physical activities that are not athletic in orientation.

4. Silence Studio - will be a spacious area completely open at the center, and furnished only with pillows and mats. Surrounding walls will be adorned with statues and shrines representing each of the world's major religions. The Silence Studio will be an area for the children to gather and contemplate any number of topics being addressed.

5. Connections Studio - will be a comfortable "living room" with a small proscenium, if possible, and a few work tables. This will be an area of discussion/communication, speech, drama, sharing, and performances.

A sampling of the curriculum offerings for the Self-Discovery Center is given in part "C" of the curriculum section.

3. THE MANIFESTATION CENTER

The Union of Self and the World

a. Overall Goals: The Manifestation Center is the third major facet of The Oneness-Family School. The work at the Manifestation Center will be the crystallization of what is done in the other school centers. The center will provide the children with opportunities to put their skills, talents, and insights to use, in a cooperative way, through projects

and performances which will be viewed as contributions to the school, the local or the global community. Of course, the nature of the projects will vary greatly according to the age of the children, because the older children will help to plan and organize their own projects. The work in the center will eventually take the children on many types of field trips and outreach programs. Ultimately, the Manifestation Center will establish contacts with schools and organizations with similar philosophies in this country as well as abroad.

b. Physical Plant: The Manifestation Center will be a large space decorated with motifs of international understanding and global unity. It will contain many large work tables, chairs, and ample shelving for the numerous reference books and materials it will house. Since one of its most important functions is communication, the Manifestation Center will eventually have several computer terminals, telephones, and at least one television and radio. The Manifestation Center will also house the school's kitchen, if possible. Finally, the Manifestation Center will ultimately be furnished with the many other types of resource materials needed for its multifarious activities.

Some project ideas for the Manifestation Center are listed in part "D" of the curriculum section.

III. THE LIFE OF THE SCHOOL

A. The Life of the School

Interaction between the grade levels and school "family" activities will be an important aspect of the day-to-day life of The Oneness-Family School. The school believes that the true measure of its achievement will be the strength of the bonds established between the various members of the school, and the extent to which our members actively participate in many aspects of the school's life. Parents will be invited to participate in many school projects and activities.

The school will maintain a strong bond to nature and the outdoors. Excursions to wilderness areas will be undertaken as frequently as possible. As the school is committed to physical fitness as an important part of mental and spiritual well-being, faculty and students will participate together in running and other physical activities each day. Since the

school believes that unity and harmony begin with ourselves, the school community will participate in a short meditation or centering exercise on a daily basis.

The school will participate in a Self-Discovery retreat as least once per year, which will be open to all members of the school community, including trustees, parents, and other friends of the school.

B. Faculty

The faculty of The Oneness-Family School will exemplify the school's own ideal of well-roundedness and will consist of individuals who have had a wide range of personal experiences and who share a variety of backgrounds. The class directors at the school will be, by virtue of their experience, expertise, and insight, able to fashion their own vision of education into an effective teaching style. The class directors will be capable of spanning the expansive breadth of the school's curriculum, especially regarding the "outer" curriculum of the Academy and the "inner" curriculum of the Self-Discovery Center. We hope that the faculty will eventually be staffed with individuals trained in a variety of alternative educational methods - to include Montessori, Waldorf, the Friends, etc., in order that the school may gain the full benefit from these different philosophies.

C. Policy

The trustees, the administration, and the faculty of The Oneness-Family School will share the responsibility for shaping the direction of the school's growth, and will act as a cohesive partnership. Rather than adhering to a rigid hierarchy, all members of the school community will strive together to fulfill the responsibilities and possibilities envisioned in the school's philosophy and bylaws. The final authority for administrative decisions will rest with the headmaster, but it is hoped that most policy choices can be achieved by consensus, in light of the overall principles and goals of the school.

D. Evaluation

The methods, materials and curriculum utilized in each of the three school centers will be thoroughly reevaluated by the entire school staff on an annual basis. These reevaluations

will then be reviewed by a study group who will report on how well the whole organism of the school is functioning. The reevaluation process will serve as a built-in monitoring device to ensure that the school is upholding its ideals, is providing a meaningful and relevant education, and is pursuing policies and maintaining programs that are viable and conducive to the overall health and growth of the school.

IV. SUMMARY STATEMENT

A. Fundamental Tenets

The unique study programs of The Oneness-Family School, as well as its student body, representing a wide spectrum of backgrounds and heritages, will strive to unite in a common ideal - the belief that:

The enhancement of the individual
is the enhancement of the world as a whole.

B. Future Aims

With your support, The Oneness-Family School will become a center for peace studies for adults and children. Eventually it will promote international understanding through excursions abroad and student exchanges. It will serve as a liaison in the nation's capital for organizations working toward peace and global harmony. Seminars and lectures on such topics as ecumenism, ecology and the environment, conflict resolution and international understanding will be a frequent occurrence. Religious leaders, peacemakers, diplomats, heads of state, and Members of Congress will be invited to speak at the school as it gains in notoriety. Ultimately The Oneness-Family School will become a model for other endeavors in the realm of peace education around the world.

C. Acknowledgments

The Oneness-Family School humbly acknowledges the great debt it owes to the past and present visionaries of education including, Shankara, Lao Tzu, Plato, St. Francis, Thomas Jefferson, the Native Americans, Emerson, Montessori, Steiner, Gandhi, the Friends, Martin Luther King, Jr., Buckminster Fuller, and Caleb Gattegno, to name a few.

Finally, the school offers its most heartfelt thanks to Sri Chinmoy, the founder and Director of the weekly Peace Meditations at the United Nations, the U.S. Congress, and the British Parliament, without whose inspiration and vision the school would not have come into being. His achievements in the arts, in athletics, as a poet and author, and especially as spiritual leader and tireless advocate of world peace, will always serve as an example of what is possible through prayer and meditation, and through the conscious development of the special talents we each possess.

V. CURRICULUM

A. Foundation

The curriculum of The Oneness-Family School is molded to meet the needs of the child as he/she proceeds through the critical stages of physical, psychological, and spiritual development. We believe it is vitally important for children to learn to sustain inner peace and poise in the day-to-day world, to use wisdom and critical judgment in making important decisions, and to value the qualities of tolerance, compassion, and moral courage. Thus, our curriculum is both internal and external, fostering a study of the self as well as of society. Its ultimate purpose is to empower the children through their own self-discovery. The Oneness-Family School provides children with a unique opportunity to shape the direction of their own lives, and to realize that they, too, are teachers.

B. The Academy Curriculum

1. Description

Academy means "a place of study". In ancient Greece, it was an open, quiet space out-of-doors. At The Oneness-Family School, the Academy curriculum will provide the children with an opportunity to study the entire universe from the point of view that all things are intrinsically connected. While the pursuits of the Academy will be directed toward studying the world around us, the ultimate goal of these studies will not be the accumulation of vast amounts of facts and details, but rather a deeper understanding of the fundamental concepts which gird and interconnect our world.

The Academy will make use of materials and methods drawn from several sources, all of which have been proven to be very effective in getting the children involved in a more complete way in their work, rather than simply asking them to work cerebrally. The "hands-on" curriculum of the Academy will allow each child to experience things on his/her own and gradually become aware of how things work, live, move, interact, etc. Abstract concepts will always flow naturally from the experiences and experiments of the child, so that these concepts come to the child's awareness from within, rather than being imposed from the outside. At the same time, through the Academy activities, each child will learn all the essential skills needed to continue growing, studying, and enhancing his/her abilities.

2. List of Window Subject Areas

The following is a list and description of the six Windows on the World and their respective subject areas.

EARTH

Scope: To study the composition of the earth; the natural symbiosis of life on the earth; the nature of living things; the preservation of life; the conservation of energy; the use of natural resources; and harmonious living.

Focus: Ecology, Botany, Zoology, Anatomy, Chemistry, and Geology.

NUMBERS

Scope: To study the patterns and power of numbers; the advantage numbers give us in our daily lives; the help they give us in designing and building; the opportunity they afford us to measure the earth and natural phenomenon; their important role in measuring the good and bad effects of human actions upon the earth environment; and their essential mission of helping us calculate, estimate and plan for the future.

Focus: Geometry, Arithmetic, Algebra, Calculation, and Measurement.

WORDS

Scope: To study the ideas and creations of mankind; the structure and mechanics of language; the power of words and the power of the stillness words can evoke; the importance of Intellect and Imagination; the help of words in ordering our world; the capacity of words to expand our experience of the universe; and the debt we owe words for guiding us to Truth and Beauty.

Focus: Reading, Writing, Grammar, Foreign Tongues, Literature, Fine Arts, Philosophy, and Law.

PEOPLE

Scope: To study the earth as a planet; the evolution of life on earth; the achievements, constructions, and inventions of mankind; the cultural and religious diversity of the peoples of the world; geographic versus political boundaries; the history of education; the techniques and strategies we use for interpreting the past, evaluating the present and envisioning the future; the common heritage and future of all living things; and the responsibility of people.

Focus: History, Geography, Archeology, Anthropology, Education, and Government.

MACHINES

Scope: To study the boon of machines as tools; the history of machines; the use, transformation and conversion of energy; the relationship between energy and matter; the practical purposes of simple machines and modern machines; responsibility in using machines; and how machines help us in our daily lives and in working to create a better world.

Focus: Physical Science, Artificial Intelligence (Computers), Mechanics, and Electronics.

LIVING

Scope: To study all of the practical and social skills necessary to move and act in the world as a capable and thoughtful individual.

Focus: Fine Motor Skills, Organization, Encountering the World, Speaking, Grace and Courtesy.

C. Self-Discovery Curriculum

1. Description

The Self-Discovery Center will provide the children with opportunities to more directly work on important aspects of themselves; gaining self-esteem and self-confidence, acquiring inner poise and self-control; learning trust, cooperation, and conflict resolution; using and developing their imagination; learning good judgment, tolerance, and wisdom, etc. The goal of Self-Discovery activities is to help the children achieve a greater awareness of themselves and their abilities. Self-Discovery activities will challenge the children to "stretch themselves"; to enhance themselves personally by staying open to new experiences and by expressing themselves in a wide variety of ways. It is hoped that the children will incorporate many of the valuable things they learn in Self-Discovery activities into their other work at the school and into their daily lives in general.

The Self-Discovery Center curriculum is being planned and compiled with three main elements in mind: (1) Peace studies, cooperative work and play, conflict resolution, etc.; (2) art, music, and other creative arts, etc.; and (3) physical fitness, health, athletics/games, etc. These three areas will be used as vehicles to achieve the main goals of the Self-Discovery Center (as listed above). Peace studies resources have been gathered from many sources, and are also being developed by the Oneness-Family staff. The art curriculum will use elements of the Waldorf methods, as well as resources developed by Mona Brookes, Alenr Wolf, and the Oneness-Family's own Andrew Kutt. The music curriculum will blend the Orff and the Kodaly methodologies as well as the ideas developed by Bill Brennan (Billy B.), while making use of the singing/songwriting skills of Mr. Kutt. The physical fitness program will incorporate yoga techniques for children, running and hiking,

non-competitive "challenge" games, as well as more traditional athletic sports such as soccer, along with general health and nutrition studies. An avid athlete and outdoorsman himself, Mr. Kutt is designing this program with the help of the Oneness-Family staff.

The Self-Discovery Center will offer a series of activities, or explorations, each year. Some of these will be new each year, while others will be repeated or continued.

2. Listing of Self-Discovery Explorations

A sampling of some of the directions the Self-Discovery explorations will take is as follows:

a. Self-awareness/Realization: Exploring the variety of traditions and techniques for entering into a higher and deeper awareness of oneself; practicing silence; and learning how to relax.

b. Peace Studies: Exploring the relationship between the self and the world, between what is "mine" and what is "ours"; and Inner Peace/Outer Peace.

c. Conflict Resolution: Confronting the obstacles to openness and acceptance; and cultivating patience, poise, and tolerance in our relation to others.

d. International Understanding: Viewing the globe from space; the earth as humanity's home; and global oneness versus political and ideological barriers.

e. Interaction and Interdependence: Learning to depend on others; cooperation, sharing, and self-giving; gentleness and firmness; and allowing others to "be".

f. Visualization: Visualizing our higher self; positivity, beauty and self-concept; and visualizing world peace.

g. Nature: The inner spirit as seedling; the beauty and tranquility of nature; nature and Mother Earth; discovering ourselves in nature; and finding friends in nature.

h. Nutrition: Eating for a sound body and a healthy spirit; chemical changes and physical/mental effects; eating living things; and respecting our food.

i. Poetry and Creative Writing: The epiphanic power of words; truth and beauty; journeying with poetry; and words as embodiments of qualities.

j. "Impossible Challenges"/Self-Transcendence: Stretching physical limits; carnivals and circuses; world records; and incredible journeys.

k. Cosmology, Mythology and Creation Stories: Exploring the birth of creation; and mythological and religious traditions.

l. Physical Fitness, Running, Hiking, Climbing, and Athletics: Expanding physical capacities, the joys of physical activity; meditation through outdoor movement; and aiming for the "peak".

m. Dance, Movement and Stillness: Fine-tuning the body; body-control and grace; balance; and harmony between the spirit and the body.

n. Sound, Rhythm and Song: Expressing our inner music; creating our own style; knowing our personal rhythm; and melody and harmony.

o. Yoga: Union of the inner and outer; stretching the body and expanding the spirit. The joy of a body fit, in balance and at peace.

p. Drama and Speech: Dramatic and real-life roles; expressing lucidly; historical and famous roles; and cultivating humor and self-irony.

q. Pottery, Weaving, and Sewing: Bringing things forth; following our intuition in molding and shaping; and offering our creations to the world.

r. Building: Constructing, carpentry, and creativity; architecture of buildings and of lives; balancing forces; and finding our inner sense of beauty and proportion.

s. Drawing and Sculpting: Images of the world and images of the spirit; pictures of ourselves; the qualities of colors; and clay as a sacred shaping material.

t. Important Places: Visiting temples, monuments, and sacred grounds via bus and via the imagination; experiencing the fullness of their stillness; and creating sacred places.

D. Manifestation Center Curriculum

1. Description

The main rationale for the Manifestation Center is that its existence will ensure that the children will frequently have an opportunity to give meaning to their work, to gain a sense of progress and accomplishment, and to feel they are contributing something to the community. Briefly stated, the Manifestation Center will be an outlet for the children to use the skills and talents they have been developing in all of their work at the school. As such, the curriculum of the Manifestation Center is really a fusion of, or the product of, the curricula of the Academy and Self-Discovery. The activities will often be project or performance oriented. The possibilities for projects is very open-ended, especially because these projects will often be of the children's own choosing and design; provided, however, they fit within the general parameters designated by the Manifestation Center. The children will be guided in their choice of a project by their class director. The scope and progress of their projects will be monitored by the class director.

The 3-6-year-old children will participate in only a limited number of Manifestation Center projects. The 6-9-year-old children will participate in more group or class projects, whereas older children will more often have their own individual projects. Following are some of the Manifestation Center project areas which will be suggested upon the opening of the school. However, the projects will not necessarily be outward in nature or direction - they may take the form of research, reports, essays, speeches, reenactments and the like. Furthermore, the children will create myriad projects and performances which cannot be anticipated here.

2. Possible Manifestation Center Project Areas

a. Communication: Fostering communication and connections between friends of the school, friends of World Peace, faraway neighbors and international friends, as well as between all those who are not yet our friends.

b. Information: Gathering and recording important information relevant to the school or any of its Manifestation Center projects or ideals; statistics; and polls and surveys.

c. Endangered Species: Fostering the awareness of endangered species and "adopting" an endangered species; and examining the effects of land use on natural habitats.

d. Environment: Worldwide water, air, and land pollution; chemical and nuclear waste; and other types of pollution.

e. National and World Hunger: Examining the sources and reasons; examining the options and solutions; fostering awareness and agricultural efficiency; studying ways to move food to where it is needed; and agricultural self-sufficiency.

f. Parks and Natural/Wildlife Refuges: Cleaning up parks; creating new parks; establishing Peace Parks, Peace Miles, and other peace manifestations; and fostering cooperation between new industry, technology and nature.

g. Global Health: Medicine around the world; and ideas and innovations.

h. Energy and World Resources: Reflecting upon our energy sources; examining their future potential and effects; creative ideas for energy and use of natural resources; and energy and employment.

i. Economics: Studying the monetary and equity systems of the world.

j. Growing Food and Caring for Animals: Gardening; shepherding, and barnyard care; compassion for other living things; the fellowship of creatures; growing food to nourish the soul; animal shelters and lost pets; visiting animals; and friends of the zoo.

k. Preparing Food: Nourishing the body and soul; preparing delicious, nutritious and attractive food.

l. Creating Beautiful Things: Leaving a legacy of the imagination; and adorning the school, the city or the environment.

m. Helping in Community Service: Providing support for the service organizations in the community.

n. The Aged and the Infirm: Cheering up the elderly and the sick.

o. The Homeless at Home and Abroad: Introduction to issues affecting the homeless through the experience of visiting a local shelter (such as House of Ruth) in order to bring forth each child's awareness and appreciation for the pressing needs of our homeless.

p. Circuses, Carnivals and Fairs: Organizing "joy days" for the school and/or the community.

q. Ambassadors for Peace/Student Diplomacy: Studying diplomacy and public speaking; and understanding, accepting and managing criticism, disagreements, and opposing viewpoints.

r. United Nations: Creating or participating in a model U.N.; practicing debate; networking with the U.N.; and offering support to the mission of the U.N. throughout the world.

s. Records and Documents: Recording and documenting events; photography and journalism; and manufacturing documents, certificates and awards for humanitarian or other global endeavors and presenting these awards to deserving individuals.

t. Tutorials and Teaching: Offering one's skills and talents to others at the school or in the community.

u. Legacy to the School: Leaving a permanent legacy to the school, or offering it support and energy in other ways.

v. Artistically beautifying the community- perhaps the children could paint a mural which embraces the School's vision of World Peace, and dedicate it to the surrounding community.

w,x,y,z. Performances: Musical recitals; dramatic performances; art exhibits; literary readings; newspapers and magazines; and demonstrations, presentations and fairs.