

Vision

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PHILOSOPHY IN CYBER-SPACE

It really is all One, and through the website we are reaching more and more of it. The interconnectedness of the creation, even in the cyber-physical, is quite fascinating. For instance, in May alone we received visits from Germany, France, Turkey, Romania, Malta and the US Military (!), as well as more common areas such as Australia, UK, South Africa and USA (civilian).

People have found the website using all sorts of search criteria, including terms such as "Seattle Vedanta" and "art education Venezuela". Our hosting service provides us with an impressive amount of data and we can also tell what hour of the day and day of the week people are visiting, which is very helpful for gauging the effectiveness of advertising. We do not, however, collect personal details.

The overall usage of the site is climbing steadily. The popularity of the "Thought of the Day" emails continues to grow, subscriptions having doubled so far this year. Two questions are commonly asked about this service: how are the quotes chosen and are they sent by some automatic means?

Not quite.

Each morning the "webmaster" gets up before dawn, makes his wife a cup of tea, sits down in front of the computer and "pauses". A wide range of material is available from printed sources, email subscription lists from other organisations and material offered by students. Out of all this, something presents itself to the mind as appropriate. This is then sent.

Technically, the quotes and email addresses are now stored on a database, which enables "one click" dispatch to all subscribers and, in theory, avoids duplications.

The range of sources has become quite wide and it has been a point of note that anecdotal feed-back indicates that while enjoying the service, subscribers always feel that some quotes are better than others, yet the "favourite" quote is different from person to person. As ever, the truth manifests in a thousand facets.

Suggestions for improvements and enhancements are always welcomed, as is material that might be useful for "Thought of the Day".

(Matthew Roscoe, "Webmaster")

"Since philosophy is defined by all men as love of wisdom ... and wisdom is the contemplation of the divine, then certainly the purpose of philosophy is knowledge of the divine."

Marsilio Ficino

SUNDAY SCHOOL

by Sue Andreassen

Sunday at 7:50 a.m. - all is serene and quiet at 27 Esplanade Road....

Then the cars start arriving and another Sunday School session is under way. The children range in age from 4½ years (bright faces, slightly in awe but generally enthusiastic) to 13 years ('Oh! do I really have to go to Sunday School and actually wake up SO UNBELIEVABLY EARLY ON A SUNDAY...?'), and the whole range of attitudes and natures in-between.

At 8.00 a.m. we are all seated for assembly. The teacher-in-charge chairs this and encourages a general discussion on a variety of topics, and gradually the eyes brighten and smiles creep in. The groups are divided between girls and boys, and into three age groups. Tutors look after each group and organise a variety of activities through till midday when the children are collected. Each Sunday, the happiness evident by the end of the morning is very obvious - both for students and tutors.

As tutor for the S1 Girls group (aged 10-13), our morning would start with some philosophy material and everyone would be encouraged to contribute to the discussion. Next is P.E. - at present two members of the Youth Group take this and the girls return looking bright-eyed - sleepy no longer! After morning tea we have a varied programme: sometimes crafts and needlework, or learning about a person from history - Joan of Arc is our current topic. We enjoy theatresports and other games, and have dramatised scenes from the scriptures and Shakespeare which we have performed for the rest of the Sunday School.

Once a term we have a residential weekend, usually at 268 West Tamaki Road. We head off for a day's adventure on the Saturday, such as canoeing on the Puhoi River or tramps through the Hunua and Waitakere Ranges, including sandbank-sliding near Piha. Sometimes we head for the Kauaeranga Valley for the weekend and stay in the Forest Education Camp there. Everyone loves this and enjoys the opportunity to escape the city and live amongst the bush and the elements.

Some people query the reason for Sunday School. Perhaps its importance is in giving the youngsters a glimpse of the real world and the happiness derived from good company. This memory will enrich their lives in time to come.

Note: The School of Philosophy Sunday School is open to children of parents who have begun to establish the principles and practices of the School in their daily lives. All expressions of interest from new families are welcome and should be referred to the Headmaster, Mr Robert Woods (Ph: 520-6607 evgs)

DAYTIME PHILOSOPHY ONE GROUP

The morning began with a clear sky and a temperature of 6°C but this did not chill the enthusiasm on the commencement of the first day-time classes to be held in the Auckland School for the Philosophy Introductory course.

Although the group is relatively small (two gents, eight ladies), 9.30-11.45 am on Tuesdays at 27 Esplanade Road has proven a good time of day to explore philosophical questions. In fact the small size of the group allows plenty of opportunity to discuss the material and conversations are lively and enthusiastic.

Two of the students have children attending Ficino School and all have shown interest in the morning activities of the children as they move through the villa.

A welcome interlude for the class is morning tea, provided by Mrs Hertha Harang with her usual cheerfulness.

Another advantage is that there are now three options of attendance for all Philosophy One students - Tuesday morning and evening and Thursday evening - and due to the success of this first venture, it is intended that the day-time class will continue next term.

WHY DO WE NEED LAW AT ALL?

This is a question that seems too obvious to be asked. Yet it is perhaps more remarkable that no-one really considers it, at a time when the passage of new legislation or the pronouncements of Judges lead to disquiet or debate.

Part of the answer is that law exists to enable mankind to pursue Happiness. The true object of all life is to realise our true nature, which is full of happiness. If there is any doubt of this, look into the face of a baby, unruffled by mental "sophistication". Blackstone declared that pursuing happiness was an aspect of the Divine will, of which human law should be but a reflection.

How does this work, then? Mundane life is driven by desires – for food, possessions, relationships. Desires are not necessarily wrong – they power activity in the world, otherwise no-one would work, have families and so on. However, trouble starts when people claim what they want for themselves, at the expense of the rest of the world. Law stands as a regulator, to channel human desires so that life can be enjoyed.

... Consider a rugby game. People gather on an open space with a ball and want to have fun. The satisfaction of aimlessly kicking it around is short-lived. However, once one imposes the rules of the game, the competition of teams, even the time limit on the match, the possibilities for enjoyment magnify, and can be repeated endlessly.

How, then, does this function of law work out in practice? This is firstly answered by imagining what would happen if no law governed society at all. The Earl of Clarendon put it clearly:

"The law is the standard and guardian of our liberty; it circumscribes and defends it; but to imagine Liberty without Law is to imagine every man with his sword in his hand to destroy him who is weaker than himself; and that would be no pleasant prospect to those who cry out most for Liberty."

Secondly, it is worth realising that, in most

areas of life, law prescribes what we cannot do, yet otherwise lets us do what we like. We retain our freedom apart from those things which affect the freedom of others. For instance, it is lawful to make a contract with almost anyone, containing almost any conditions, if the parties agree. Exceptions exist where there is a lack of mental capacity, or an inequality of bargaining power. The essential freedom of the individual is the distinctive feature of legal systems derived from English law, and is founded on the Anglo-Saxon view of a community of free men. It is perhaps no accident that the Commonwealth jurisdictions have been among the most politically stable in modern history.

In large measure, we already enjoy the fruits of life under law. Custom and everyday usage are as much a part of law as Statutes are. They already keep the fabric of society together in innumerable ways. We take for granted that water will flow from our taps, that children have schools to go to, and that (to a greater or lesser degree!) cars will keep to the left side of the road. This is due to cooperation and consensus, not tyrannous compulsion. One has only to look at examples of the breakdown of these habits of goodwill, such as in Somalia or Sierra Leone, to see how far our happiness is already accorded us.

Still, our lives are bound about with regulation, some of which does not seem to make life more cheerful. When next confronted by an issue of law or policy, it might be worth asking the question: Where in this does Happiness lie?

(This article was contributed by Simon Laurent, Auckland Barrister and member of the School. It is a summation of a talk he gave on the Open Day in March on "The Law – Evolving, Revolving, or Devolving".)

Ficino School

A TIDE IN THE AFFAIRS OF YOUNG MEN

Reviewed by Simon Laurent

Julius Caesar, by William Shakespeare

Director: Hamish Hudson

Performed at St Barnabas Church, Mt Eden, by a cast of 10 to 12 year old pupils of Ficino School from 21 – 23 June

Julius Caesar is a huge story – the fall of statesmen, the division of a republic that would soon become the mightiest empire in the ancient world. One of its prevailing themes is honour and the nobility of action. Its characters display pomposity, envy, ambition and brotherhood.

The achievement of the boys of the Ficino senior school was to bring those qualities to life and allow one to enter that larger, political arena. Michael Wyatt was an imperious and self-absorbed Caesar who paid dearly for listening to the flattery of the Roman mob. Karun Saxena played the lean and hungry Cassius, whose schemes of violence and conspiracy led to death by his own hand. The speech of Mark Antony which inspired riots after Caesar's assassination was ably delivered by Edward Brundli. The most tragic role, Brutus, lay with Tarun Patel who displayed the melancholy and disquiet of "the noblest Roman of them all". Last but by no means least, Lewis Clark and Tashi Buchi gave poignant performances as Calpurnia and Portia – the only female parts in this most masculine of Shakespeare's plays.

It is the words that do the work in Shakespeare, if



From left: Douglas Bamber (Metellus), Tarun Patel (Brutus)

presented aright. The text, derived from a shortened version from St James School in London, was edited by director Hamish Hudson whose work with the boys on speech and action was so evident on stage. And what a stage it was, its pillars and archway blending with the beautiful interior of St Barnabas church to draw one into the brutal and majestic world of the end of the Roman Republic.

(This is the fourth Shakespeare production since Ficino School was established in 1997)



From left: Alexander Frost (Strato), Alexander Newenham (Casca), Kurt Bassett (Cinna), Edward Brandi (Mark Antony), Karan Saxena (Cassius), Tarun Patel (Brutus) and Michael Wyatt - the slain Caesar

THE FICINO BALL

SHERATON BALLROOM, 17th AUGUST 2001

An Evening Not To Be Missed

Yes, it's that time again! The Friends of Ficino's major social event of the year, the Ball, is rapidly approaching and we hope you have marked this date on your calendar. If you have not already done so, spread the word around your friends and family - this is a great night out. It is not too late to get a group together and take a table for 10; however, even if you are there on your own you will be amongst such a friendly group of people you will be assured of a wonderful evening.

Supporting science in the Ficino School is the primary fund-raising focus of the ball this year and The Friends hope to make a considerable contribution towards scientific equipment for the benefit and enjoyment of the children at Ficino. However raising funds is not the main objective of the ball: what we really want is for everyone to have a fun night. Past experience tells us this is always assured, with the high quality venue, good food, the best of company and a great band, and who knows, there may be the odd 'scientific wonder' on display on the night to add to your enjoyment.

We have managed to keep the price of the Ball tickets the same as last year, \$85-00 per person. This price again includes a glass of champagne on arrival, four bottles of wine on each table, juice on request, a served three-course dinner and an entertaining band.

During the evening there will be an auction of a select few items, a gourmet food hamper raffle and spot prizes. Tickets went on sale from the 18th July, but can be booked now through the Ficino School office with Leah Ashton.

We look forward to seeing you there - **COME AND HAVE A BALL!**

*"There is, at the surface, infinite variety of things;
at the centre there is simplicity and unity of cause."*

Emerson

CHANGE OF TRUSTEES

Due to the pressure of his business and other community service commitments, Mr Robert Woods has tendered his resignation as a trustee of the Ficino Educational Trust after nearly five years of loyal service to the School. From its inception Mr Woods has been a tireless supporter of the School and there is much gratitude for his selfless contributions.

Mr Woods' resignation has given rise to a review of the constitution and work-load of the Board of Trustees and, as a result, Mrs Elizabeth Wall and Mr Robert Sutherland have been appointed to the Board.

Mrs Wall, a wife and mother, is a JP and has been active for many years in sports administration, coaching and community service. Mr Sutherland, husband, father and grandfather, airman and sailor, is a business consultant with long service in the international airline industry as a flight engineer, flight operations and safety supervisor and as a training administrator.

Both the new trustees bring with them the fruits of an active and mature interest in education and community service.

ST. JAMES SCHOOLS FOUNDING HEADMASTER VISITS FICINO SCHOOL

Ever since the Ficino School opened its doors in 1997, we have enjoyed great interest from visitors associated with the St James Schools in London. In March of this year, however, we were especially delighted to welcome Mr and Mrs. Debenham on their first visit to New Zealand.

Mr Debenham is the Founding Headmaster of St. James, which is the Founding Sister School of the growing number of Renaissance Schools around the world.

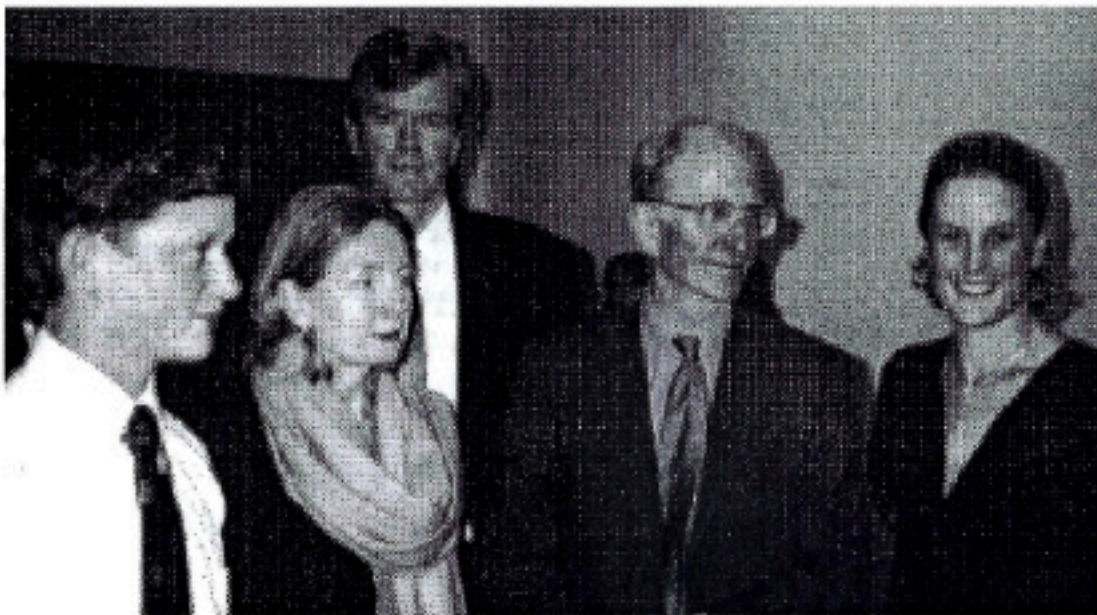
Mr Broadwith, our own Headmaster, began his teaching career on Mr Debenham's staff in the early eighties.

Mr Debenham's presence at Ficino was of great benefit to us all. His friendly, fatherly

Throughout his stay it was evident from his words and example how uncomplicated and clear the art of teaching can be. As he observed in one meeting: "Most teachers are just rather good people, but you learn a lot from a man that way and it may be very helpful indeed."

As Mr Debenham enlightened us with some of the inside experience of the early days of

the St. James Schools, we were in no doubt as to how fortunate we are in the circumstances and facilities with which we have been provided here in Auckland. As one of the younger schools in the Renaissance group, we have benefited enormously from the dedication and work put in by



From left: John Hudson, Mrs Debenham, Mr Broadwith, Mr Debenham, Amber Brady

and direct encouragement of the teachers, and the many other helpers which make up the Ficino School, was very welcome. The children had the good fortune to be addressed by Mr Debenham in three assemblies on successive days. At the first of these the junior classes were reminded of the Unity of the Self and delighted in that. Mr Debenham spent time generously in every class and at the end of his stay addressed parents and School of Philosophy students at a special evening meeting.

Mr Debenham and all those who embarked with him on this great venture of teaching according to a more natural order of things.

Although quietly in the background throughout most of the visit, it was evident how much Mrs Debenham provided the measure, care and support so essential to the task which her husband carries out. Needless to say, we all wished them a very happy holiday for the rest of their stay in New Zealand. We hope that we may host them again in Auckland one day.

MIND-BODY MEDICINE

Earlier this year a number of students attended a fascinating and informative lecture given at 27 Esplanade Road, Mt Eden by Dr Craig Hased, GP and student of the Melbourne School of Philosophy. Dr Hased was visiting family in Auckland during Sabbatical leave from Melbourne University, where he is a Senior Lecturer in the Monash University Department of Community Medicine and General Practice.

Entitled "The Body is the Shadow of the Soul", the lecture covered many aspects, too numerous to set out in detail, but subject matter included spirituality and health, stress and cancer, depression in the new millennium, humour – is it good for you?, the benefits of meditation, the influence on the state of health of personality, and the influence of genetic factors on disease. Each topic was amply illustrated with clear, simple charts shown as slides and Dr Hased fielded many questions in language easy for the lay person to understand.

A very interesting topic was psychoneuroimmunology, which is a field of science detailing what we have known for a long time – that the state of mind affects the state of the immune system. With the aid of charts and diagrams, it was explained how this works.

Dr Hased (MBBS FRAGCP) was trained in medicine at Melbourne University and graduated in 1984. His subsequent work as a doctor led him down a general practice stream with an emphasis on counselling, mind-body medicine and meditation. Since the late 1980s he has been instrumental in introducing these and topics such as stress management and holistic and integrative medicine approaches to under-graduate and post-graduate medical education.

Dr Hased's book "New Frontiers in Medicine – The Body as the Shadow of the Soul", is available in the Auckland School's Book Shop.

ELIJAH

It was dusk on Sunday, 6 May. The air was still, heavy with the scent of damp autumn leaves scattered in the grounds of the Holy Trinity Cathedral, Parnell.

Mendelssohn's "Elijah", a favourite with choirs around the world, was about to be sung by the Auckland Choral Society Choir, combined with others, in the adjacent St Mary's in Holy Trinity which beckoned both performers and guests alike through wide open doors. Inside, the warmth of the exquisite 19th century wooden interior merged with the unrestrained welcome from the ladies and gentlemen serving as ushers.

Founded in 1855, the Auckland Choral Society is New Zealand's longest surviving arts organisation, with 150 performing members who sing a wide repertoire of choral favourites, great masterworks and new music for Auckland audiences every year. It also has an unbroken tradition of presenting Handel's "Messiah" every Christmas.

We took our places facing the altar and waited for the organist to take his, to be followed by the soloists who would stand just above and facing us, and lastly Peter Watts, the Conductor, who would lead us with his characteristic boundless enthusiasm and flair.

In those quiet moments the open heart received the strength of the combined choirs and congregation, the perfume of aged wood, the beauty of the embroidered and prepared altar cloth, the golden cross, Christian symbol of the ever-present love of God pervading everywhere, and the profusion of delicately arranged flowers.

The rich sounds of the organ began, filling the church, and the powerful story of "Elijah" was heralded and sung in full voice and majesty.

by Joy Bell

Views and Reviews

BOOK REVIEW

"The Royal Law –
Source of our Freedom Today"

By Leslie Blake

Published by Shephard-Walwyn
(Publishers) Ltd

This nicely presented, well researched book focuses on the words of the English Coronation Service and how important for our civil liberties the words of the service are. It does this under four main headings: government, monarchy, sovereignty, and coronation, and includes as an appendix the form and order of Queen Elizabeth II's Coronation.

"The Royal Law" is a very timely publication. In recent years the British Royal Family has been under intense public scrutiny, with many questions asked as to its relevance in the modern age. In this book, Leslie Blake focuses on the true function of the Monarch, showing that there is government behind government, with a greater purpose and permanence than the changing spectrum of party political strife.

The title of the book comes from that part of the Coronation Service wherein the Bible is presented to the Monarch, with the words *"Here is Wisdom: This is the royal Law; These are the lively Oracles of God."*

Leslie Blake is a London barrister, writer and lecturer on legal and constitutional affairs and also a long standing member of the School of Economic Science, parent body of the School of Philosophy. This is his fifth book and it is available in the School's Book Shop.

***"Books are a finer world
within the world"***

Alexander Smith, 1863

older and wiser

Always there
Sitting, watching
Never judging
At peace with the encircling I

A lifetime of stories behind you
and now, no-one to hear you tell
How it was
How we were to your wise eyes.

Short on memory
Long on patience
Antithesis to rage, counter to mania
A reminder of quieter times

Above
Finally with one beloved
Leaving others
Behind to mourn.

Grandma
What secrets in that white head
Have you taken to
Share with the angels?

Rest well,
Mother of generations
Sleep well
where you belong.

*Written by Anna Russell on the occasion
of her grandmother's passing.*

OUR SENSE OF WONDER

I have been thinking what a marvellous gift this ability is.

I can't imagine that other than humans have this ability and yet we meet many who seem totally devoid of this gift.

It seems to be another of those aspects that grow with use and decline when our own sense of self and self-importance interferes with its expression.

How common is it for us to think we don't have time to waste on admiring or contemplating the commonplace, yet how a chord is struck whenever we see a very young child display this attribute spontaneously, and apparently unconsciously, when watching an animal or looking at a flower.

When we experience a Sense of Wonder it can momentarily distance us from the entrapment of self-importance and the concern of worldly affairs.

Life at that moment can feel like an adventure, with so much to be discovered and understood.

Our world and ourselves at those times can become very large.

Perhaps we don't always treasure this gift as we could.

Many of us seem to have particular interests where our Sense of Wonder is consistently stimulated. For example, my mother finds it with flowers and the garden but for myself it is in the world of minerals with its variety of colour and perfect geometrical shapes.

It matters not that it is "this" for one and "that" for another. Our Sense of Wonder, however it is primed, our observance and acknowledgement of beauty in form, is an echo and reminder of the inner beauty of Self.

by Brett Neilsen

Climbing Trees

O warm scented pines, sharply rising
In the summer air
Like tall ragged ships
That roll and bend
Gently on the surge
That hiss of high winds and seas
Though you have not felt them
Ever green

O how I've wished to climb you
The boys that have wished to climb
Up up up into the green arms
And rough quiet
The creak soft
Firm muscled movement
Up into the solitude of high places
The ship mast, the crow's nest,
And stand all alone – head thrilling

by Hamish Hudson

MAGNETS AND ADVAITA

How do we discover the precious equanimity talked of by the wise? The secret is to de-charge the magnet of the soul.

Sorrow, elation and envy charge up the soul so that on our journey through life we experience attraction to and repulsion from everything in this world.

How can the way of the Lord be made straight if our souls are constantly being pulled off course by the magnets of the world? If we are made neutral we can shoot straight towards our target.

Neutrons are the particles used by scientists to hit the nucleus of atoms. They tried shooting positive ions at atoms first but they were always deflected before reaching the core. By using neutral neutrons the particle remained unaffected by positive or negative charges, thereby hitting its target.

So let us be neutrons and move freely in this world so that when God sets us on course there shall be no wavering.

(The above was submitted by Elizabeth Connor, a student of the Wellington School who has attended Auckland Youth Group events)

LITERACY AND LANGUAGE

by Selwyn Daniels

The importance of literacy, and particularly its decline, is again being reviewed in our education system, as are literacy levels in society as a whole.

Having been involved with Adult Literacy Schemes over the last 12 years, and observing how absolutely necessary it is to raise and maintain high levels of literacy, I shall endeavour to present a view about this from a worldly and philosophical perspective.

First, what is literacy? English dictionaries give as its meaning "the condition or quality of being literate" and literate as "being able to read and write". In Latin we get *littera*, "a letter of the alphabet", *litterarius* "of the elements of reading and writing", *litterate* "learnedly, cleverly". In Sanskrit the word *literacy* can be traced back to *aksbara*, meaning "a syllable, letter, word, sound" and also "the imperishable, The Supreme Spirit". In Vedic Shastra, letters and words are known as none other than The Supreme Spirit manifested, and to mean one is to mean the other.

In the Bhagavad Gita, the Lord Shri Krishna says, "Of letters the letter A am I, and *dvandva* [dual] of all compounds" (*Gita, Ch. 10:33*); "...of words I am the one-syllable 'Om'" (*Ch. 10:25*). The Mandukya Upanishad says "The letter Om is all this" (*Ch. 1*).

So how is literacy defined today? UNESCO says that a person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainment in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development.

The Australian Council for Adult Literacy says literacy involves the integration of listening, speaking, writing and critical

thinking. Other countries, including New Zealand, give similar definitions.

There are two words which are often mentioned in conjunction with low reading and writing ability. The first is "dyslexia", which simply comes from "dys" meaning "bad, difficulty with" and "lexis", meaning "word, speech". We also get *lexicon*, meaning "word-book, dictionary". Dyslexia basically means difficulty with reading and it can be a misused term. If this label, especially with its negative connotations, is ascribed to a person who just needs some extra tutoring in reading or writing, then that label has to be eventually removed. There is a condition which could be called a true dyslexic state, but this is a specialised field.

The second word is "illiteracy", which can also have its negative connotations. Dyslexia and illiteracy as names or labels are best used with caution.

Recently, the results of an international survey on adult literacy were published in the local newspapers and given prominence in television and radio news programmes. Worldwide, the results were disappointing and of some concern. A random sample of 4,223 New Zealand adults aged 16 – 65 years in their own homes was used. New Zealand results were almost equivalent with most countries. What stood out was that one adult in every five in this country has insufficient English skills to meet the demands of every-day life.

Literacy basically means Reading, Writing and Numeracy, or the three "R's" as we know them. Of the three "R's", Mr MacLaren (founder of the London School of Economic Science) said, "A third of the universe depends on grammar and writing, a third depends on speech and song, and a third depends on arithmetic", and by cutting out one or two you cut out that part of the universe.

The ways in which these situations of low literacy levels arise are many. Most of the situations contributing to this present state

have been written about, investigated, researched and studied at University level, but the effect of *sanskara* (predisposition from past experience) must not be forgotten. Literacy in its widest sense means spelling, reading, writing, words, pronunciation, numbers, and hence communication by the use of language, either written or oral.

In 1977 Miss Dorine van Oyen, a member of the London School, said the following in a lecture delivered to the Economic Faculty:

"In the sound of language one finds the characteristic of a nation ... Language as spoken reflects the nature of the nation or peoples speaking it. As this nature is constantly changing, so does the language, though some traits of national character remain for a long time. Conversely, language strongly influences the people using it and tends to preserve attitudes and points of view. These continual changes alter the sounds of the alphabet (which are the basic substance of the language), the formation of words and the meanings ascribed to them".

She added that "Speech is a natural gift yet it comes to the individual through tradition for he has to learn all his words".

From these quotes it is obvious that the alphabet, and its formation into words and sounds, is the corner-stone of language and

literacy. Words rule our lives. They can be verbal servants for good or otherwise, depending on how they are used, and if anyone's vocabulary or literacy competency is limited (remember the 1 in 5) then the inability to use these social servants will contribute to a lowering of vitality and happiness in a nation.

There are many Adult Literacy schemes in this country and throughout the world, and in New Zealand there are also a number of E.S.O.L. Schemes (English for Speakers of Other Languages). Both receive some funding and the tutors are mostly volunteers. I have seen students' outlook on life change, their esteem lifted, relationships change, and seen them engage in activities they would never have thought possible, simply

through improved literacy. It does require patience and care on the tutor's part, which does not always meet with success, but no effort is wasted.

Finally, I would like to acknowledge the part that the School has played in my role as an adult literacy tutor. The study and learning of the Sanskrit language has given me an insight into how language really works. It is important to pass it on and not keep it for oneself.

(Selwyn is a member of the North Shore Adult Literacy Scheme Inc. and has been tutoring for the past 12 years. He has been the editor of the Scheme's monthly newsletter for 10 years and has served on its committee during that time.)

***"The teacher on one side,
the pupil on the other side,
knowledge between,
discourse joining them."***

(Taittiriya Upanishad 1:iii:3)

CULTURAL GROUPS - WHEN AND WHERE

Wednesday	Vedic Chants	9.00 - 10.00am	27 Esplanade Rd
	Plato Group	10.00 - 11.30am	"
Friday	Art Group	6.30 - 10.00pm	"
Saturday	Vedic Dance	8.00 - 9.15am	"
	Renaissance Studies	1.00 - 2.30pm	"
	Art Group 2	1.00 - 3.00pm	"
Sunday	Choir	7.00 - 9.30pm	"

PHILOSOPHY

FOR TODAY

A practical approach to wisdom.

A twelve week course which presents simple, practical means of finding direction amidst the change and uncertainty of modern day living. No previous study of philosophy is necessary.

You are welcome, regardless of age, occupation, background or beliefs. This is not an academic or historical study of philosophy, but a practical course which presents the great teachings of past and present in a manner relevant to daily life.

Students have the opportunity to tackle those simple but profoundly challenging questions, such as:

- Who am I?
- What is wisdom?
- What is Truth?
- How do I gain peace of mind?

Those attending are encouraged to apply what is presented each week and offer observations from their own experience. The emphasis is discovery through direct experience. This quickly develops awareness and self-confidence, which are of immediate practical value. Continuing courses are available.

This twelve week course runs from 7.45pm to 10.00pm on Tuesday and Thursday evenings and from 9.30am on Tuesdays at 27 Esplanade Road, Mt Eden. You can vary your time of attendance. Enrolments are taken from 7.15pm on the first evening and from 9am on Tuesday 11 September.

Fees are \$95 including GST (\$50 non-earning students)

Term commences:

Tuesday 11 September and Thursday 13 September 2001

Enquiries welcome – Phone 09 638-7577

www.philosophy.school.nz

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We welcome contributions to this newsletter.

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