

# Creative Harmonics Program Proposal for Teen Education

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The main focus for an emergent education for our youths that it needs to nurture and also challenge the whole person. Since our adult population is largely dysfunctional, how are we to know what wholeness is?

Being a child all my life and attaining a fair degree of wholeness, my criteria are as follows:

1. A sense of wonder and intrinsic joy are primary: wonder in relation to nature—the design, beauty and function of nature, for nature is a display of a cosmic fountain that is spiritual at its source. Spirit and nature are not separate, and to separate them as subjective and objective is one of the fundamental schisms in western human culture. To attempt to be purely “objective” as in modern empirical science is fine for a one-sided knowledge, but is fatal to the wholeness of the child. Nature may be observed, but observed with the heart as well as the mind.
2. Out of a sense of wonder and intrinsic joy comes creativity. Creativity begins with the capacity to be receptive—open with a sense of wonder—bringing true inspiration. Inspiration is an idea charged with energy. Intrinsic joy is the way of spiritual energy. Naturally one then imagines how the idea may be manifested. Allowing imagination to work is to design and template the idea as a pattern until it becomes so charged that one moves into action. To not take action on our calling is one of the main sources of frustration, anger and violence in our culture. To take action, as long as it harms no one, even if the idea is contrary to family or culture, is to follow through on a spiritual gift. Challenging others is part of creativity when a culture has need of reform and upliftment. From action comes manifestation. Action sounds the note that calls others to help manifest the idea in society. Manifestation is becoming established in a given group. Finally, creativity ends and recycles with evaluation and release. One needs to have insight on how the idea is working and to see how it might be changed for the benefit of all. Then one needs to detach and let it work on its own.
3. Specific subjects, like science, math, literature, history, need to be seen in an interrelated and creative way. Sometimes this can be done in a given project, like building something. Math, art and science are integrated in designing and building: you need to measure, calculate, know materials, gravity and space to build. Any true inspiration is always beautiful.

Working with patterns—systems—is part of the program. Activating the analogical mind—relationship of patterns—is as necessary as activating the logical mind. How is art related to science or math? How is literature related to economics? Reading and writing, which are linear, are essential, but so is music and art for activating the non-linear analogical mind. Feelings are an essential part of wholeness as well.

4. One holistic system I have found useful is one based on three powerful and universal functions: creation, maintenance and transformation. A creator conceives, innovates, seeds, gives a template to a situation; whereas a maintainer finds a way to sustain what the creator brings through. The transformer breaks down what was maintained, transforms it and returns the essence of the situation to source again. Transformation is a kind of sacrifice, sifting through the whole to find the regenerative aspect to give back to source. It is a regenerative, spiralling cycle.

When you combine the creative, maintaining and transformative functions with four qualities of codes, flows (energies), connections and substances, you have a grounded system. Using this system in relation to what are considered academic subjects you have a holistic system of cultural aspects. If the subjects do not relate to nature and culture, what is the point?

The following is a generalized scheme, following this system and there are many subgroups within each:

1. create codes: creativity, also genetics
2. maintain substance: architecture and building
3. transform connection: media, communications, distribution, trade, marketing
4. create flow: government as management of resources
5. maintain codes: harmony, all the arts
6. transform substance: nutrition, economics, aspects of agriculture & chemistry, ecology
7. create connection: diplomacy, justice, law, conflict mediation, sociology
8. maintain flow: medicine, healing, energy, biology
9. transform codes: spirituality/religion, symbolism
10. create substance: crafts, technology, agriculture, physics, chemistry
11. maintain connection: mathematics, education, history
12. transform flow: depth psychology

Each of these subjects is inherently connected to others by the three functions and four qualities, and it is best seen holistically as a wheel. Each subject has within it another twelve as a subgroup. A teacher of this way needs to know these twelve inside out.

To experience this twelvefold system is to be aware of how it applies to a human being, some aspects of which are not fully considered “real” in the western modern world:

1. create codes: etheric double and genetics
2. maintain substance: physical body
3. transform connection: expanded consciousness
4. create flow: emotions/feelings
5. maintain codes: heart-soul and will
6. transform substance: spiritual body and/or degeneration
7. senses and logic
8. sexual love
9. spiritual (eternal) soul
10. embryonic development
11. analogical mind
12. shadows and unconscious

### **Teacher Training Program**

I would have a teacher training program on how the twelvefold system is embodied by the human to assist in actualizing wholeness. From there one would have a program for a whole cosmic twelvefold system—using visuals (charts, videos, DVDs, slides) and exercises to experience the whole. The intention is to take interested teachers of teens into a whole cosmic perspective so that they would have a foundation for initiating youth into a holistic education. The youth are often there already, but they often need encouragement to express what they know.

The first level of the whole program for teachers would involve eighteen weekends (minimum) which would be given over a year period. Each weekend would have written materials, with illustrations, for teachers to study. Teachers are to introduce ideas, methods and exercises to students, so as to learn what the issues and challenges are. The order of the program might be as follows:

1. Introduction to cultural whole and subject curricula.
2. Introduction to a model of the human
3. How culture, nature and the human need to be resonant or there is frustration, anger and violence.
4. Introduction to harmonics showing how the spiritual and physical are one in various dimensions and orders of being.
5. Twelve subjects, based on an overview and perspective and how to apply them
6. Create codes: Intensive exploration of cells as a model of the twelvefold system and how it works within every living thing.
7. Maintain substance: Exploration of planets and how they maintain the substance of the universe through their twelve aspects.
8. Transform connection: What the role of human culture is to the whole of the cosmos.
9. Create flow: How galaxies are the energy generators of the cosmos.
10. Maintain codes: The role of stars as light code maintainers through frequencies.
11. Transform substance: How ecology is a transformative power of nature and how humans need to be a part of it.
12. Create connection: How the plant kingdom creates the connection between light and gravity, bringing the light codes into all living systems.
13. maintain flow: How animals, through their biological and spiritual functions, their movement and awareness, maintain the flow on a given planet.
14. transform codes: The role of the human being in the whole cosmic order as a key mediator, lover and transformer.
15. create substance: Exploration of the atomic realm of physics and chemistry, as a substance builder.
16. maintain connection: How grids, matrices, crystals and geometric forms play a role of maintenance and communication in the cosmic scheme.
17. transform flow: Exploration of quantum physics of the subatomic realm where unpredictability, the non-linear, and the synchronous (beyond time) occur, playing into all other realms.
18. Feedback from introducing methods to students and how to bring this curricula into our culture. The written and visual materials would have exercises for teachers to work with and give feedback to me as well as my feedback to them.

Those who satisfactorily work through the whole program will be given a certificate of accomplishment to empower them to teach this method.

### **A few ideas for Methods of Bringing this Creative Harmonics Method into Curricula with student**

1. Exercises, experiential, bringing the whole self into it and being open to results.
2. Student programs for change in communities in the direction of greater wholeness
3. Building projects or garden/park projects in communities
4. Working on a sustainable model of living in harmony with nature
5. Councils and methods of governance with respect to any subject or issue
6. Drama of ally and demon to assist in humorous ways of drawing out and accepting the unconscious shadow

7. Being open to student songs, music, art, inventions—methods of activating creativity in any area
8. Exercises of making geometric models and how they relate to life
9. The significance of color and all frequencies of the electromagnetic spectrum
10. Exploring how the human embryo recapitulates certain animal species through different organs.
11. Exercises in metaphorical thinking—could be games
12. Sports and physical exercises that make one aware of the human body as an instrument of the divine
13. pattern recognition and games working with symbols and archetypes
14. Nature walks and drawing forms and colors seen—opening and sensitizing perception
15. Self acceptance and trust exercises that heal old emotional wounds
16. Exploring free energy and invention
17. Meditative methods of developing equanimity for balancing increased sensitivity
18. Explorations of other cultures, myths, world views

I can expand any area of this statement if needed. I am dedicated to assisting the youth of the world, for it is they who will manage the cultural system on earth through and beyond the major transition that is coming. I am simply an agent of theirs and an agent of God. What is needed is funding for advertising this program in major cities throughout the USA. Also needed is hotel rental, materials development, adjunct specialized teachers, and management of the whole. Teachers interested would pay a minimal fee (such as \$100 a day) tuition in addition to flights and hotels. There would be a dominance of weekends offered in summer months when teachers are free to travel. There also might be a five-day or week-long gathering in the summer. I have spent many years developing a viable program and have some of the materials ready, but many more are needed. I would hope that my flight and hotel would be provided, along with any assistant, such as a specialist in the given topic of a weekend. I trust I will be paid as I have expenses, but some of this could come out of the tuition. I am open to feedback.