



Painting by Adam Wolpert

“It is the supreme art of the teacher to awaken joy in creative knowledge and expression .”

- Albert Einstein.

Peace Begins with the Self

Terre Ouwehand will lead a forum on February 26th, “Peace Begins with the Self”, that will focus upon readings from her newly released volume of poetry, *Singing at the Center*. In addition, she will draw from her book, *Writing Your Way to Wholeness*, that not only teaches writing, but also reading through eloquent essays. In addition, it is brimming with practical creative writing exercises that foster the unfolding of inner potentials.. The following two poems are taken from *Singing at the Center*.

Trees

Trees
are God’s particular sign posts:
They are always pointing in the right direction.

No matter how many bends, or twists, or turns
a tree must make, it grows always
toward the light.

If you seek gainful employment—
If you desire a purpose in life—
Be a tree.

(Cont’d. pg. 3)

Theme for 2011: The New Learning: Pathways to Global Culture
Aim 9. To assist in the emergence of men and women of universal culture, capable of continuous growth in non-violence of mind, generosity of heart and harmony of soul

— *Declaration of Interdependence*

UPCOMING EVENTS

The Possibilities of Socratic Education

Forum:

Saturday, February 12, 2011

2:00 - 4:00 p.m.

Concord House, 1407 Chapala St.

Santa Barbara

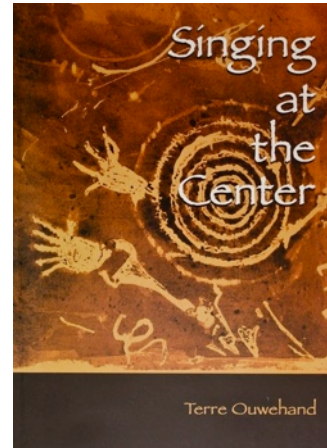
Presenter: Phillip Greene

The principles and possibilities of Socratic Education will be discussed at this forum. Readings from the Dialogues of the Greek philosopher Plato will be reviewed along with contemporary perspectives on the values and challenges of practicing this venerated approach to education. Check the Institute web site, worldculture.org, for the following posted readings: *Republic* 376c-392b; and 410a-412a; *Laws* 641a-644d; *Meno* 69e-78b.

SAVE the DATE & PURCHASE KING LEAR TICKETS

In preparation for a Forum, **Saturday, March 5th, 4:00 - 6:00 pm** on "Learning from Shakespeare's King Lear", interested students might want to purchase a ticket to one of the two filmed showings of King Lear presented in the landmark Donmar Warehouse in London's West End and starring Derek Jacobi. The films of this live theater event will be shown **Friday, February 11th at 7:30 pm in Hahn Hall (Academy of the West)** and **Wednesday, March 2, at 7:30 pm in Campbell Hall (UCSB)** under the sponsorship of UCSB's Arts and Lectures program. Tickets are \$18. They can be purchased by calling the box office (893-3535) or going online at the following website: www.artsandlectures.ucsb.edu.

Judy Saltzman will be the discussion leader of the IWC March 5th forum. Attending the film is not required for forum participants but only encouraged – as is reading the play.



Peace Begins with the Self

Forum:

Saturday, February 26, 2011

2:00 - 4:00 p.m.

Concord House, 1407 Chapala St.

Santa Barbara

Presenter: Terre Ouwehand

Terre Ouwehand, author and Santa Barbara City College professor of English Literature, will read from her latest book, *Singing at the Center*, and talk about how "Peace Begins with the Self." She will also refer to activities in her previous book titled *Writing Your Way to Wholeness* and lecture on her own psychological process of finding inner-peace. Time permitting, she will invite audience members to experiment with some easy writing activities.

At Santa Barbara City College, Ms. Ouwehand designed and taught the course, "Sacred Literature". In addition, she has led workshops in which writing is a path to inner and universal wholeness, integrating literature, composition, spiritual search and healing. *Singing at the Center* is published by Old Hand Press, Carpinteria. Cover image by Pamela Zwehl-Burke; cover design by Tom Buhl.

Please call 967-1055 for more information about any of the Institute programs.

Peace Begins with the Self

Citizen of the Universe

I am a Citizen of the Universe.

I am a Seeker of the One Force.

I am a Listener for the One Voice.

And I am an echo of it resounding, rebounding back toward the Source.

I am a white bird in a blue sky catching the currents.

Soaring high and higher in the blue, and the blue becomes lighter and lighter, until the white bird merges with the white at the top of the sky.

Terre Ouwehand

The New Learning Revisited

At the inaugural program for 2011, the core ideas and contemporary relevance expressed in a 1980 essay authored by Professor Raghavan Iyer were reviewed and discussed. Three presenters offered insights into principles and programs outlined in the

essay that might guide and sustain visionary support for life-long learning. Such learning could respond in relevant and effective ways to the subtle and complex interdependence of national initiatives and global realities. Americans and their governments must participate in responses to new bonds of interdependence if the quality, richness and horizon of human life are to be elevated on a global scale.

The forum began with a recognition of the extraordinary influence that the ideas and institutions for free, open public education that developed historically in America have had upon the increasingly shared values of world culture. Early leaders of the new Republic recognized that the success of their fragile experiment with wide spread liberty, equality and democratic politics would depend on an educated, loyal and tolerant citizenry. Education could enhance the ability of citizens to participate in social progress through building political consensus. Education also could provide a more equitable access to new technology and economic advancement. Most importantly, these early leaders knew that education for both men and women was necessary to a process of self-

definition whereby ordinary people became self-motivating, creative and responsible individuals. By the 20th century, the values and goals of the American Republic were used to articulate a vision of a global community and as a way of turning strangers into friends.

Current educational trends, however, seem to be moving away from these visionary ideals. Participation in a humane and equitable global life is not promoted by education that is pursued simply as a means to a career, material wealth and a higher social status. Once an adolescent competition for material wealth and status becomes the motive for education, fellow citizens are seen as strangers and threats to the acquisition of resources assumed to be scarce. A psychology of scarcity freezes thought and obscures the idea that life-long learning should lead to a mode of living supporting a commitment to public service.

The visionary possibilities and programs offered in The New Learning as long-term, global solutions, begin with the need to renew our reasons for learning. Since the gap between rich and poor is a major trend on a global scale leaving millions destitute, national solutions

The New Learning Revisited

to economic meltdowns require a global perspective nurtured by a felt commitment to human brotherhood and rooted in the realities of interdependence. The concept of life-long learning offers an umbrella under which we can examine the consequences of the gap between the rich and the poor, the misuse and maldistribution of environmental resources, the inconsistencies in American foreign policies, and the persistence of bigotry. Dramatic, contemporary events show that aspirations of people around the globe are shared and similar to the values expressed in the Revolutionary ideals of 1776. Rolling waves of these values arise in cycles to wash away the dead wood of authoritarian governments and elitism that has no moral merit to support it. Understanding our own negligent contribution to global inequities can open our eyes to the benefits of mutual learning and sharing as a therapy.

The concept of life-long learning also allows us to re-think the sundering of work and leisure, enabling us to experience both as creative and productive activities contributing to a healthy quality of human life. It is suggested in the essay that a guaranteed income base would allow for the possibility of taking breaks from work to upgrade and learn new skills and consider new options. As better trained workers move into positions of greater responsibilities, jobs open up for new entrants into the work force. Lack of such fluidity in employment undermines the moral

In February

Anniversaries

3rd	Horace Greeley, American editor, reformer, politician b. 1811
3rd	Simone Weil, French author, philosopher, teacher, scholar b. 1909
4th	Rosa Parks, African-American civil rights activist b. 1913
7th	Sir Thomas More, English lawyer, author, statesman b. 1478
7th	Charles Dickens, English novelist, social campaigner b. 1812
7th/8th	Dmitri Mendeleev, Russian chemist, inventor b. 1834
8th	Proclus, Greek Neoplatonist philosopher b. 410/412
8th	John Ruskin, English art critic, author, artist b. 1819
8th	Martin Buber, Austrian-Israeli philosopher, educator b. 1878
8th	Peter Kropotkin, Russian prince, anarchist d. 1921
10th	Boris Pasternak, Russian poet, writer, Nobel laureate b. 1890
10th	Bertolt Brecht, German poet, playwright, theatre director b. 1898
11th	Thomas Alva Edison, American inventor, businessman b. 1847
12th	Abraham Lincoln, American 16th President of the U.S. b. 1809
12th	Charles Darwin, English naturalist b. 1809
12th	Anna Pavlova, Russian dancer, ballerina b. 1881
15th	Galileo Galilei, Italian scientist, philosopher b. 1564
15th	Susan B. Anthony, American civil rights leader b. 1820
17th	Giordano Bruno, Italian philosopher d. 1600
18th	Shri Ramakrishna, Indian mystic b. 1836
19th	Nicolaus Copernicus, Polish astronomer, scientist b. 1473
21st	Voltaire, French writer, philosopher b. 1694
20th	Frederick Douglass, African-American abolitionist, author d. 1895
22nd	George Washington, American 1st President of the U.S. b. 1732
22nd	Arthur Schopenhauer, German philosopher b. 1788
22nd	Heinrich Hertz, German physicist b. 1857
24th	Giovanni Pico della Mirandola, Italian philosopher b. 1463
26th	Victor Hugo, French author, artist, statesman, activist b. 1802

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The New Learning Revisited

hopes of millions and feeds the anger now so visible in the streets.

Twenty-five years ago, when “The New Learning” was published, the ideas it put forth seemed radical; something, perhaps, for a distant future. Now, at least a third of the ideas have taken life in some form or another. The idea of an International Service Corp, for example, is alive and well in the efforts of thousands of small NGOs offering their services to the under-represented in all parts of the globe. Educators, leaders and politicians across political lines are talking about and seeking ways and means to apply another third. One third still await implementation. We need to evolve an understanding of their relevance and application to the “central issues of equitable re-allocation of global resources on the basis on genuine global representation”. Such is the deep and broad purpose of life-long learning.

America has a unique genius for energetic cooperation in constructive undertakings and its citizens must bring these qualities to bear on finding ways to foster human equality in a global world. Discussion by participants at the forum produced a wide ranging list of imaginative suggestions for making education more relevant and deeply rooted in a global commitment to public service.

Donna Moore and Carolyn Dorrance



In February

Anniversaries

- 27th Henry Wadsworth Longfellow, American educator, poet b. 1807
- 28th Michel de Montaigne, French writer b. 1533
- 28th Vaslav Nijinski, Russian ballet dancer, choreographer b. 1890

Observances and Acknowledgements

- 3rd (2011) Chinese New Year observed, Year of the Rabbit
- 17th (2011) Chinese Lantern (Yuan-Xiao) Festival marks the last day of the Chinese New Year
- 19th Emancipation Manifesto legally granted full rights of citizenship to Russian serfs in 1861
- 21st (2011) Presidents' Day celebrated in the U.S.
- 28th John Bunyan's Pilgrim's Progress published in 1678



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