

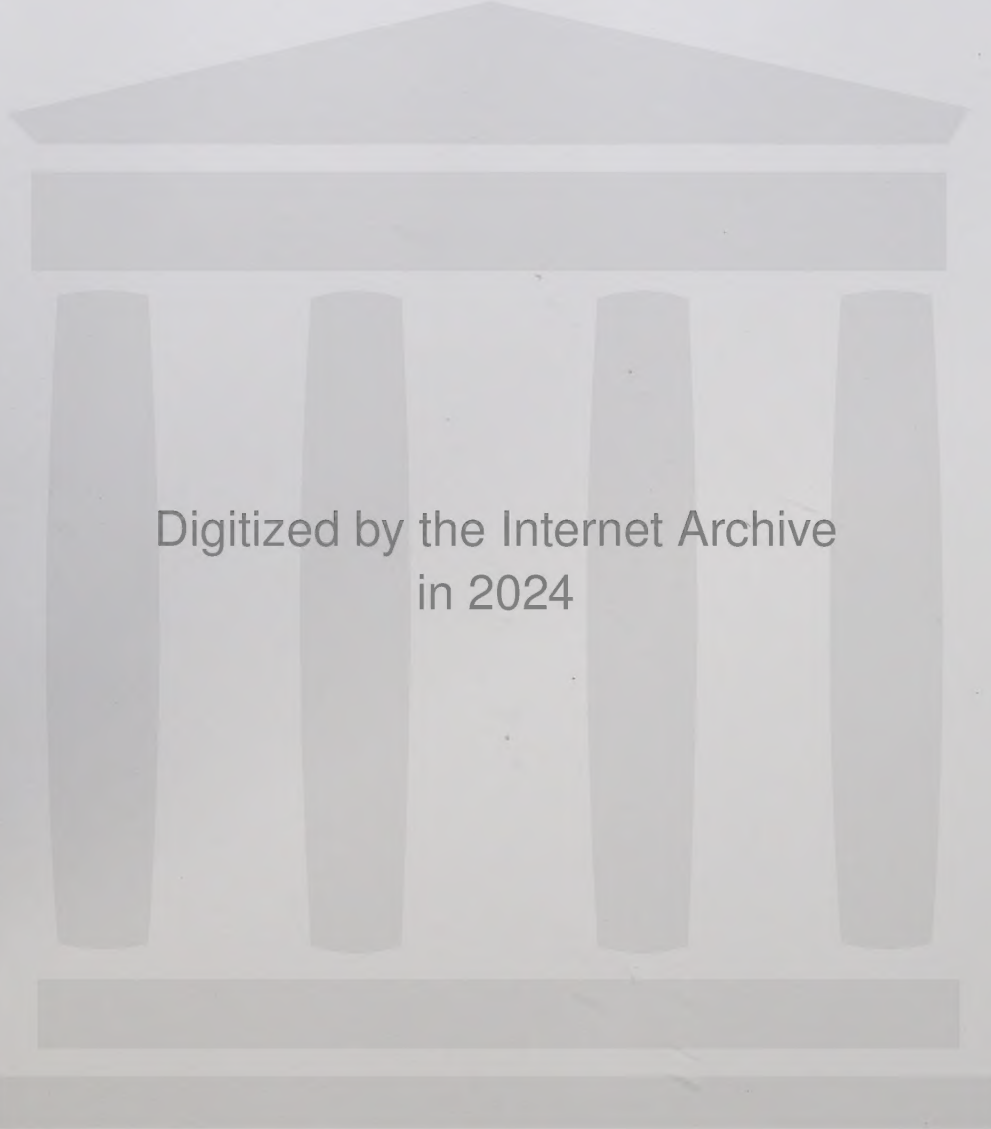
NEW CHILDREN OF EARTH



REACH, TEACH AND INSPIRE

THE INDIGO CHILDREN

JEAN SCHWEIZER, PH.D.



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NEW CHILDREN OF EARTH

REACH, TEACH AND INSPIRE THE INDIGO CHILDREN

BY

JEAN SCHWEIZER, PH.D.

ILLUSTRATIONS BY JEAN SCHWEIZER

AVA CHRISTINA VESTER

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TABLE OF CONTENTS

Dedication	vi
Acknowledgments	vii
Note To Reader	viii
Introduction: A New Reality, A New Way of Being	x
Chapter 1: The New Consciousness	1
Codes As Processes	2
New Impulses	3
Where Does Impulse Come From	3
Chapter 2: The Silent Ones	5
A Deaf Child	5
The Child Who Did Not Want To Speak	6
A Seventeen Year Old Girl	7
Chapter 3: The Children Who Broke The Mold	9
Conflict Between What Children Need and What Adults Want	10
Restoring Balance With The Codes	10
Chapter 4: How The Energies Function For Change	11
How The Energies Work	12
The Rainbow Bridge	13
The Still-Point	13
Pure Sound, Color, Music and Thought	14
Joy of Motion	14
Nine Aspects of the Still-Point	15
Thirteen Aspects of Personality	16

	Charts of the 22 Codes:	
	Nine Aspects of the Still-Point	15
	Thirteen Aspects of Personality	16
Chapter 5: IMPULSE: Nine Codes To Align Mind, Heart and Will		18
Nine Portals, New Shapes		19
Sequencing and Order		19
Nine Codes: Nine Points of Balance/Stillness		19
When One Benefits All Benefit		20
Tree of Life Exercise		21
From the Acorn Came the Oak		22
Quality of Motion		23
Double-Sided Portals		24
Detailed View of The First Nine Codes		25
Chapter 6: Getting Beyond the Old Paradigm		59
Full Development		59
Chapter 7: Children of the Grid		61
The Children of Bulgaria		61
Diagram of the Children of the Grid		63
Chapter 8: Creative Children Are Content		65
Detention Halls Are Full of Creativity Gone Sour		65
Feeling Codes Are Primary to Learning		66
Chapter 9: Children Fulfilling Their Mission		67
Chapter 10: Fundamentals of Creativity		69
Vesica Piscis		70
Vertical, Horizontal and Diagonal Zones		71
How The Codes Work With the Grid		71
Infinity In Motion: Characteristics of a Spiral		71

Chapter 11: Teaching the Indigo Children	73
Indigos In Action	73
When Movement Was Taken Out of Education	75
Chapter 12: Impulse: The Thirteen Aspects of Personality	77
The Birth of the Thirteenth Cycle	78
The Need to Focus on Blessings	79
Thirteen Aspects of Personality and Their Virtues	79
The Form of Things	80
Chart: Personality Traits, Virtues and Zodiacal Symbols	82
The New Use of Will	83
Diagram: The Four Will-Based Characteristics of Personality	84
Detailed View of The Thirteen Characteristics of Personality	85
Thirteen Codes	118
Nine Codes	118
Twenty-Two Codes	118
Chapter 13: A Meditation For The Children	119
Chapter 14: Children In Trouble	123
A Crisis Response	123
The Gift	125
Endnotes	128
Biography of Author	131

DEDICATION

To the many children, whose mission it is to bring change, hope and love to humanity. May this help them to fulfill their mission and to be recognized everywhere!

ACKNOWLEDGMENTS

My heart gratefully thanks my parents who guided my life in a spiritual direction and my own children, who were the first to teach me about the New children. I thank the teachers that came into my life, sharing their deepest inspirations of movement, music, sound, color, mathematics and geometry. I thank Isabelle Zaccardi for her part in helping to bring this information forward in 1977. I thank the children, who taught me to look and observe the new consciousness--the still-point; how it works, how you get there and why it is important. I thank my dear friends for their time, suggestions, encouragements, help on my computer when I thought all was lost and their loving support which helped me to keep going; Lotti, Reina, Beatrix, Grace, Cindy, Julie, Don, Tricia, Suzi, Wendy, Shelly, Jeff and my Grandson, Joshua. I am especially grateful to Kerry Hearn-Smith for graciously editing this unusual presentation. I could not have completed this manuscript without Linda Dillon, channeler, author, healer and teacher, who gave meaning and depth to the new concepts imbedded in the 'codes'. Linda has the unusual ability to consciously view the Divine transmission as it transpires for those who wish to align themselves with God. I thank her for the loving insight and guidance she provided through the many interviews. This guidance helped to clarify, verify and supply the information where needed. Linda has served The Council of Love, God's sacred alliance composed of angels and archangels, serving those who seek to live wholly and completely in the Christ Consciousness, since 1984. I thank all of my beloved inner teachers, who guided and co-created this tapestry of energy within me, pouring love into every page. This unique information, received in a unique manor, is not unlike the way we have always sought guidance and help from our seen and unseen helpers.

NOTE TO READER

There is a new generation, literally going against the clock, turning education around. Professionals and dozens of doctors, counselors and other childhood experts verify that these children are different and have identified them, as Indigo children. These are the children who will be our future leaders bringing new consciousness and ways of being. They go against everything we know. Parents are confused as to how to handle them, as the usual disciplines do not work. There are millions of young mothers with school age children suffering because their children are stressed, not learning and crying in their beds at night. Traditional education, operating within a 'deficiency consciousness', label and medicate these children, unaware that they represent a new breed of child, whose purpose is to change education. This book contains information, which brings hope to mothers and professionals, affected by this world-wide phenomenon. My hope is to bring awareness of the New childrens' purpose and shift the focus of today's education philosophies and practices. Self-help professionals Lee Carroll, Jan Tobler and Doreen Virtue have identified these New children, as Indigo and Crystal children. They give advice about their needs, their characteristics, talents and qualities. My book is specific to the education of the New children, how they receive, transmit and translate their information and how to keep them in balance by engaging the body, mind and heart. There is no other information on the market like this in that it reveals twenty-two energetic patterns (or codes) unique to these children. I have researched, developed and used this "new" information for 27 years in Europe as well as the US and I am hoping to get this information out as soon as possible because so many mothers, fathers and children need to know about it. The problem lies with the fact that our methods and way of looking at education needs to change. This information is the beginning of that change.

This book will explain the twenty-two energetic patterns, which I will refer to as codes. For clarity and ease of understanding, I have drawn these codes as twenty-two children expressing them in movement. The codes, experienced by the children through movement,

sound, color, scent and thought, open communication skills. There is ample research to establish the fact that eidetic (visual) imagery, speech and motion increase intelligence as well.

Jean Schweizer, Ph. D.

INTRODUCTION

A New Reality, A New Way of Being

In 1977, my involvement with children labeled as 'hopeless', made me aware that something new was happening with children. This awareness took place through close observation of the children, following their direction and, finally, realizing that their 'hopelessness' was also their genius. The children did not feel 'hopeless', however, their parents did. The children were communicating, but in a different way. My own awareness began to grow as I tried to reach their hearts and ignite the spark necessary for recognition. My traditional training no longer provided the way to reach the children. I did not realize at the time that I was already meeting what we have since identified as the New children, the Indigo, Magenta, Crystal, Octarine and many other varieties of children now presenting themselves in different ways and which now exist everywhere in the world.

Slowly and out of a much-focused work with extraordinary children, a new order and direction has evolved. With each child, a new aspect evolved. I found that by being the silent watcher and emptying my mind of all pre-conceptions, I received thoughts or intuitions about the child I was working with. These intuitions came only when I perceived the child before me with love and without judgment.

I used this body of information for 27 years with all kinds of children from gifted to deaf, but it was not until I met Linda Dillon and the Council of Love, that I realized that we are changing on every level toward a new consciousness. The children are the new wave, and they are leading us because they are born that way and we have to work at it, but we also can get there. In 1990 in Zurich, Switzerland, Ritchie Lionel, a renowned master of Sacred Geometry, gave me a further indication about this information. At that time he told me if the work was correct I had the way in which a *double polar world becomes one*. I knew this and still I did not know that these children, in fact all children being born at this time, evidence that very fact. The nervous system of the New children functions with a different vibratory pattern, meaning that the children of this millennium cannot return to our way of learning, they cannot go back, but we can go forward and we can follow their direction.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

I have worked for many years with The Center for Creative Education, funded by the John D. and Catherine T. MacArthur Foundation, the school district of Palm Beach County, various other foundations and corporations. One of my colleagues and I are now working together to expand the information to reach students from the University of Chili, where Indigo Children are a required course. These students have requested internet interviews based on the fact that this information satisfies University Program requirements. There is a growing awareness that all children are changing the way they learn and it is time to address this in teacher training.

My dream is to work with small groups of children in N.Y. who have been identified by the board of education as ready to “*crash and burn*” because of 9/11, as I know this work will release their trauma through its artistic and joyful nature. This may also lead to a documentary film.

Having reviewed my work with mathematicians and scientists in Europe and in the US, I know that the codes contain valuable scientific information. I am presently working on my third book, which includes specific educational directions for the future. I would like to see educational labs researching new approaches to discovery and learning.

I believe this information will help to accomplish these objectives and help mothers deal more effectively with one of the most important issues in their lives, their children. This is what leads me in focusing on the Indigo Children and showing how all children and adults, working on their spirituality and energy flow, can benefit from understanding the twenty-two codes.

A significant breakthrough happening with the Indigo children is that in their own unique way they are turning education around. One of the ways to know if you have an Indigo child or not, is to watch how they express truth, how they receive it and how they give it back. If they catch your attention by acting differently than anything you have ever know, you most likely have an Indigo child, born with a new way of being. Identified now, by experts as the Indigo children, they do show Attention Deficit Hyperactive Disorder (ADHD) symptoms because they cannot tolerate the interruption of their unique patterning. This causes them to literally climb the walls. They cannot learn as we have in the past. Thus, we are seeing many more of them than we ever did before because we do not change and they call for change to survive. Not all Indigo children have ADHD symptoms and likewise, not all ADHD children are Indigos. However, the symptoms being similar, are often confused. The important point is that the Indigo children are changing the old paradigms about learning,

finding a new direction, which in turn will serve all children. It is essential that we find new ways of teaching, which will bring the children into alignment with their own patterning. For this to happen, we first need to understand how these children are different and then proceed to find an approach that will reach, teach and inspire them to blossom in their own unique way.

In the past, the approach of education has been to predetermine the information they want children to know and then create the methods for feeding that information to them. Education is about discovery, growth and expansion. Too many children are stressed, not being reached or turned away as hopeless. It is time to recognize the New children and provide the tools for them to find the concepts that fulfill their mission. Concepts are changing rapidly. More than ever before it is evident that different abilities are needed. Abilities are needed that allow the children to develop a sense for discerning truth from mere information, to embrace that which is of service and love and to eliminate that which is not.

Education Now

The educational dilemma that we face today calls forth an added dynamic in the achievement of wholeness. This dynamic is the fusion of art, science and the changing conscious awareness going on within the children themselves. The leap we need to take is to look at their way of thinking and helping them to unfold, rather than molding the children to our way of thinking. To respect their right to freedom not as theory or view of life, but as way of life that encourages their capacity of will, of heart and of mind. Each generation has within them answers to their own generational problems that need unlocking, discipline and fine-tuning. It is time to align with the developing force that lives within children at this time in history.

Children Now

This is imperative because a new generation or type of children is being born and they need us to take them seriously, in both the public and private school arena. These children are everywhere. They already have what we have taken a lifetime to achieve, "awareness". They have a completely new energy pattern that changes the way they receive and transmit information and how they act. The children are literally moving in a new direction. This change of direction has its own energy flow and rhythm. This is what lies at the foundation

of the difference between the Indigo children and other children. Altering their unique energy patterning causes them to express with bazaar behavior. The twenty-two codes, called *IMPULSE* (explained in the following chapters) show the variances in the energy patterning of the children, how they maintain balance, accelerate their development and find their focus and peace.

What is the New Direction?

Energy is awareness and the key to finding a new direction. We have an operational energy pattern, which is both positive and negative. When I say positive and negative, I do not mean right and wrong. It simply means that each polarity functions as a mirror to the other. Thus, they move in opposite directions --clockwise and counter-clockwise. The clockwise pattern spins upward and out of us, and is a clearing type of energy, as it clears out old debris. The counter-clockwise energy spins in toward us. Therefore, we spin out clockwise and take in energy counter-clockwise in a continuous expansive energy. It is easy to experience this every time we get rid of an old thought; we are able to expand further by taking in new ideas. These two energies flow in a continuous motion on all levels and all spheres. It is infinity of movement, never ceasing, always regenerating form. Up until now the way in which these two polarities have been operational in our lives has been clockwise and is opposite to how the rest of the universe works. So there has been a shift, not in the poles, but in the universal grid of energy. This shift, which has happened throughout the universe, is now in harmony and in synchronicity with all forms of life and energy—meaning the flow of energy is in harmony with what is transpiring elsewhere. This was not the case before this shift. The children have made the shift already and have been re-gridded as this is a part of their form and thus their nature. As energy is awareness, they bring into their lives a new direction, a new awareness. We stand at a different place and have learned to think in a clockwise direction, at least up until now. We are in the process of change, as we transform and transmute our emotional traumas. In our way, we flip between the polarities. Either we promote all freedom in education or we have none. We spent years clearing God out of education, and forgot the most basic law of nature, the law of receiving and giving. Children do not do well when you stuff them with information and not allow expression. This is not right or wrong; it is simply a fact that we can observe that is out of balance. Balance is as necessary as breathing in and breathing out. Energy has to be experienced, in order to be known and understood. There is a new kind of balance taking place in the children, which is literally due to a change in the flow of energy,

as it is utilized. This change of direction has huge significance, that impacts why the Indigo children cannot learn as we did. The intention of the New children is to expand. They carry this intention in their physical bodies in the form of energy. It is an expansive energy to bring about a new existence, a new way of conducting their lives. This is their intention and creates the situation where the children cannot turn back to the way most adults learned without major chaos happening to them. This is why we are seeing so many seemingly disabled children now. However, the adults can turn towards the children, without any reverse effects. The children are the pioneers; they are truly the new kids on the block, who need our understanding to create the environment for them to blossom. Any interruption in their flow of energy causes major chaos. We create this chaos out of our lack of understanding, which then we label and find more and more medication for it to go away. It is like putting a square form into a round hole. It is a misfit.

Dr. Thomas Armstrong writes in his book, *In Their Own Way*, “The children have come to inspire a new way of communicating and we maintain our deficiency consciousness. This continues in spite of the fact that millions of children have been labeled and sent to treatment for their ‘condition’ that the experts seem to be no closer to defining what it means, let alone finding a cure for it”.¹ While all the time these children are the cure because they are the pioneers who embody the needed change. We just have not registered what they are saying, “Come follow us, we are bringing the new way of openness of heart, of consciousness and form for all children.” In this way, the burden of change has fallen on the children instead of the adults who are supposedly caring for the children, but who are not listening!

All Children Can Benefit From This New Direction

Many children affected by world events are stressed even further by trying to achieve the standards set by educational institutions. The problems that children face today have a multi-faceted base. The children of 9/11, who according to testing are suffering from Post Traumatic Syndrome and other psychological disorders, are now ready to “crash and burn”. We need solutions and we need them fast.

There is eminent need to enhance the academic world, that, currently, uses an analytical form not large enough to encompass the need of today’s children, with a more full knowledge of human development as it is being presented today. The children bring with them a new awareness that is more intuitive in nature—not purely an intellectual

one. Intuition, seeing into phenomenon, when fused with perception assists the analytical reasoning to assume a more objective form, the way things really are. Left to its own devices, analytical processing becomes an opinion—a hypothesis which only sees one side of things. That is because the inner nature of things is not visible to this type of consciousness which sees beyond appearances.

Definitions

This book will focus on twenty-two codes, called *IMPULSE*. The codes reveal the laws of creation and serve as a bridge to connect us to the essence of spirit—the Prime Source of creation and life that has been with us from the beginning and is always with us.

Here are a few definitions to help bring clarity and understanding for your journey through this book:

The Indigo child or New child is one who brings to us the ability to dream and hope for a better world to live in and then manifest it through the nature of who they are.

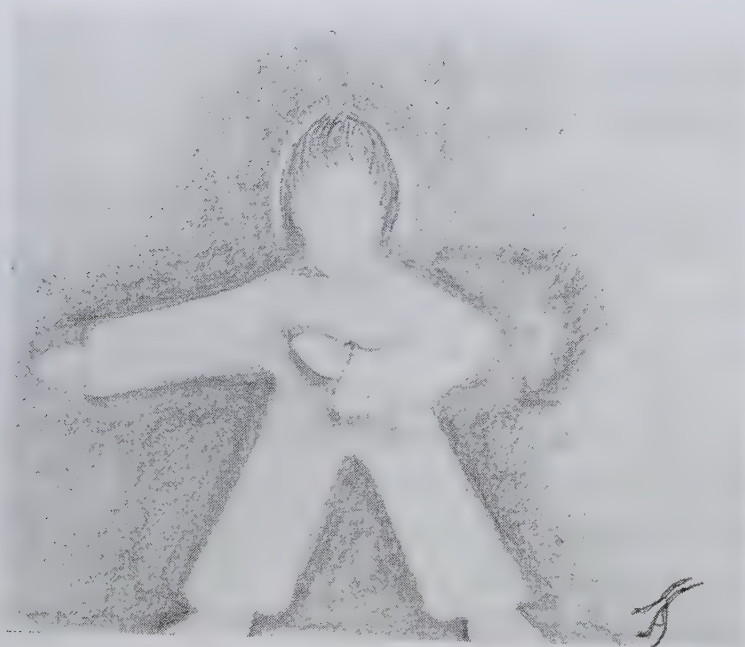
The Codes are the blueprints of the way that the New children are uniquely in harmony with themselves, the universe and all of the galaxies. They are portals or pathways where the still-point is found in the joining of the polarities, the still-point where all creation takes place. The codes show how to get to the still-point and what happens when you get there. They are not the creation itself, rather they are simply the tools.

IMPULSE is a roadmap of Creation Codes, they follow the flow of energy with a specific order and sequence. The codes provide the signatures, symbols and the glyphs of how the phenomenon of the New children can be understood as well as experienced and used as tools to carry them forward.

The children are born with these codes, but they need to be activated in order for them to keep their flow with this essence. Hence, our role.

Enjoy your journey!

NEW CHILDREN OF EARTH



REACH, TEACH AND INSPIRE
THE INDIGO CHILDREN

CHAPTER 1

THE NEW CONSCIOUSNESS

*"You exist in an expanding universe of unlimited potential. The children are the reflection and the reality of this expansion. They are our hope, our promise, our future, but most of all they are our teachers."*²

Thomas Aquinas

The education of the New children, described by many as Indigo children, speaks to my heart as it reaches out to the heart of all children today. The Indigo children are bringing a new spirit into education that cries out, "Learn from me and educate me in the way I am, not in the way you want me to be." Lee Carroll and Jan Tober, self-help professionals and authors of *The Indigo Children*, present this 'new consciousness' and beautifully identify and describe the Indigo children.³ Carroll and Tober collected dozens of essays written by doctors, counselors and other childhood experts, that clearly describe the characteristics, attributes, talents and needs of Indigo children. The authors' information is vital to understanding whether you have an Indigo Child or not. In, *The Care and Feeding of Indigo Children*, Doreen Virtue Ph.D., gives positive and insightful ways to meet their needs.⁴ Doreen Virtue and Lee Carroll identify the characteristics of the Indigo's behavior and how it is interchangeable with, but not necessarily identified with, ADD/ADHD symptoms. The important issue is not to change the unique patterns the children exhibit, but instead help the children find their balance within the patterns. In her book, *The Souls of our Children*, Sandra Cortese enhances this thought by affirming that "acknowledging, nurturing and honoring another soul is a parent's greatest responsibility-- and greatest reward."⁵

It is clear that the New children exhibit new patterns. As these are patterns, which we need to honor and not change, the question is where do we look to gain knowledge about them that is both meaningful and loving for parents and professionals seeking to educate these children. I believe one of the most obvious areas we can look at is how the Indigo children communicate with life. These are the laws of life, like breathing in and breathing out, known to us as receiving and giving. This law does not compel us to obey it; it simply exists. If we ignore it, we make our existence difficult. We have ignored the laws of life for a long time in education. The New children do not learn well without these laws. They do not respond well to having information applied to them rather than allowing them to explore it from within their own awakened curiosity. The need to move and become involved is too great. They do not learn well by memorizing facts. They want to understand and experience what they are learning. Memorizing facts does not work for many children, and has nothing to do with intelligence.

We live in a multi-dimensional world. We have children being born with multi-dimensional abilities and we are still teaching in a flat 2-dimensional way. We engage the mind only and basically are teaching only two subjects, math and reading. One of the main issues in education today is that it needs depth. This calls for motion. Motion allows us to feel life and experience life. Motion and action have to be brought back into education to allow creativity to flow and have lasting meaning for life.

Codes As Processes

It is movement that triggers the functioning of the brain and the integration of patterns of perception, intelligence, emotion and thought. "Codes are processes that create the unity and alignment of Self and the Divine. This brings the clarity and alignment of one soul, one mind and one body."⁶ The codes do not teach the children. The codes put the children into balance so that they can expand and receive new ideas. Children actually teach themselves. As parents and educators it is important to understand that it is essential to bring these children into balance, so that they can bring forward what lies within them. They have a need to move, feel, and think simultaneously in order to learn and to find their point of stillness, where all learning takes place. We are so used to applying information that it is a challenge to realize that you can reach the same goals through a very different approach.

My entire focus is to explore an educational model for these New children that

works with and enhances their own unique patterning, and establishes the fact that they are the gifted, not the deficient ones. It is very important for parents to know that there is nothing wrong with their child. On the contrary, these mislabeled and misdiagnosed children are not lacking concentration; they are focusing on receiving information on many levels at once. Often teachers and parents snap their fingers to demand attention when they see a child staring into space. This causes the child to go into confusion and sometimes chaos because it obstructs their flow of energy and thought pattern.

My years of using sound and motion with all types of children led me to the identification of twenty-two codes (laws) which reveal the child's unique way of processing life. They are simple movement patterns, impulses experienced by doing, observing or studying them. Like all codes, they are keys to a variety of different uses. I have drawn twenty-two children performing each code to show their unique character. The drawings accompany my explanation of each pattern. The rhythmic movements of the patterns reveal how the inner processes function to enhance the awareness within these New children. Actually, what we call the "New children," or "Indigo children" are opening the way for all children. For a long time I did not know the codes belonged to the Indigo children. The children taught me where they belong and what they can achieve.

New Impulses

I call these codes *IMPULSE* as they resonate with much larger systems of information on all spheres. The codes open pathways, which expand into a greater sense of wholeness and unity. In their movement patterns, the codes reveal how the energy is working in the children, how the children can learn best and how the children align themselves to stay in balance. Studied and applied properly, the codes represent a completely new direction for education. More and more children are being labeled now as learning impaired in one way or another. I would challenge that it is our methods that are impaired, not the children. It is time to look at how we can change our direction in education to create long-lasting positive effects.

Where Does The Impulse Come From?

IMPULSE was born out of my experience twenty-seven years ago with autistic, deaf and gifted children. The children were a catalyst to remind me how to extend myself in ways that I least expected. They taught me what worked, and what did not work. When I

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charted the successful techniques, I realized this was a completely new body of knowledge unlike anything used in education to date. It was through this experience that I came to the realization, that we have inner teachers and guides. I did not know exactly how to proceed with the codes at this point. However, the codes themselves led me through a process that opened my own heart and mind to explore new ideas. When I used the codes with children over a twenty-seven year period, the concepts were slowly unraveled. This experience proved to me that you do not have to follow exact formulas and apply them on children to make them learn. What you must do is pay attention to their processing and go with them. Slowly you find ways to open their hearts. Part of this means being able to work out of the thin air of creativity, and permeate the creativity into the child in such a way that it is long lasting. This has been the purpose of education since the beginning of time. There are wonderful, creative teachers who want to do more, but pressure to produce grades and test scores hinders their own talents from coming forth because they are utilizing only one part of themselves. It is time for both the teachers and the children to show what they can do together, to be creatively productive and most of all to be joyful. When was the last time you heard your child say, "I wish I could go to school forever."?

CHAPTER 2

THE SILENT ONES

I returned from Europe in 1976, I began a private practice using Remedial Movement with children who had all types of labeled disorders and regarded as 'hopeless'. At that time, I chose to work with three children who could not speak, each for a different reason. In my desperation to help these children, I discovered the codes, a gift for the children—from the children. One of the children was an autistic teenager, who had never spoken. The other child was deaf, and had never learned to speak. The third child did not want to speak. I found myself with three children with the same problem for very different reasons. My formal training came from a medical doctor who taught me that observation was the key to my work with the children. I followed every tiny gesture and stored it in my visual memory. At the same time, I held back on forming conceptual conclusions until I had gathered enough pictures about the problem. The answers then came intuitively. With all three children, as soon as I realized that their problem was also their gift, I was able to find the way to help them.

A Deaf Child

The deaf child had been to speech pathologists all over the country before I met him. However, no one could get him to speak. Before he came, I remember standing at the window, looking out over the mountains, and saying to myself, "Dear God, what am I to do for this child?". With that, there was a knock at the door. When I opened the door, a very active four and a half year-old boy rushed in. Without thinking I ran up to him, held out my arms in the gesture for the letter A and sang, "Ahhhh". He, in turn, ran his hands down my arms and placed them on my heart, while I kept toning the sound. He then sang the sound back to me with the exact intonation I had given. The mother and I were both astounded thinking it might be an accident, so I sang and gestured the vowel, "Oh". Again, he repeated the process and imitated my voice exactly. Within 15 minutes of meeting this child, he was sounding vowels for the first time. Based on that fact, I received a grant to work with him for

a year and a half. With the help of my therapies and others, the boy not only spoke but also began to learn. I heard later that he regained a small amount of hearing as well. When I first observed this child, I noticed that a part of his mouth was not moving when he laughed. I asked the mother what his medical diagnosis was. She told me that he had had Meningitis as a baby that caused his loss of hearing. I was not satisfied with that being the only cause and asked if he had ever put anything in his mouth. She looked astounded and said that he had electrocuted himself with a cord very early in life. This led me to how I could help him as he had short-circuited his whole nervous system. Thus, it became a matter of opening pathways, which previously shut down and had never developed. However, his gift was his fascination for electricity, by using a rotating color wheel, I was able to capture his attention completely. I never realized before that so much anger could be stored up with the lack of speech or that without speech not much learning takes place. As soon as this child began to speak, he began to learn and develop in wonderful ways.

The Child Who Did Not Want To Speak

The second child was diagnosed by the medical profession as being unreachable. You can imagine how desperate the parents were to find help. In this case, it was clearly a matter of bringing this child to the point of wanting to speak. His success began with the use of color and touch. This taught me the importance of color in the process of awakening the eyes to begin looking at life and at people. The next step in the process was to make contact with speech. The first child began with motion and sound. This child needed to learn to focus his eyes first. Color provided the medium to do that because it caught his attention. This led me to the essential nature of perception and how it integrates with touch and sight. If something does not grab you, learning does not begin. This child taught me about the significance and involvement of the hands in tracing and touching the motion of the codes. His father and I tried to develop a model of the motion of the first code out of plastic, but it was never completed. However, in our attempts to do this, the child was present and he received the benefit of it anyway. The father and mother of this child were dedicated to helping him with this collaborative effort. In time, he began to speak, to learn and to develop beautifully.

At the same time, a new awareness on my part, evolved out of years of working with the archetypal movements of sound and music. My own perceptions were expanding and giving me new information. My traditional training in this field provided the ground

upon which this work rests. However, at the same time everything was changing. I remember speaking with a scientist at Stanford Research Institute, with whom I was testing this work and asking, "Is gravity still there?". The fact that many fundamental premises were shifting caused me enormous confusion. Thus, this new order and direction evolved slowly. It has taken twenty-seven years to evolve this work, partially because the time was not right, and partially because this is 'cutting edge' work with concepts still to be developed.

For many years, I struggled to put words to experience in much the same way that the Indigo children do now. I understand how they feel. New aspects appear with each child I meet. I find still, by being the silent watcher and emptying my mind, I can best touch the heart of each child. The rest unfolds in the interaction between us. These intuitions heighten when I perceive the child before me clearly and without judgment.

A Seventeen Year Old Girl

I also worked with a seventeen year old, autistic girl who had never spoken. When I entered the room, she was lying in a fetal position on the floor. When I spoke her name, she never moved or acknowledged me. I was at a loss as to how to proceed with this girl because my work utilized both speech and movement as the therapeutic tool. This girl could not speak and obviously did not want to move. Since I had my lyre with me, I decided to play one specific tone that I knew would help to release the contractive state of her body. As I played, she began to smile, and placed her hand on her throat where she felt the tone. One by one, she led me to the discovery of her centers involved with receiving and giving information. Later, she was able to reveal the movements that bring the centers into activity. By the third session, doing this repeatedly, she lifted herself out of the fetal position. Then for the first time, she took my hands, placed them on her throat and began to move my arms. After a year of working with her, she began to sing each vowel like a bird and was so fully awake that her mother asked if I would keep her for a while, to help her to sleep again. She said her daughter had not shut her eyes for many weeks. I played one tone and she was asleep instantly. Again, I learned about the impact that music has on form, and how it affects enormous change. Music has a tremendous ability to shape matter. First, her body polarized into the polarity of contraction, where gravity had taken over. Then, she swung to the other pole of being totally expanded and awake. Finally, she was able to balance this.

I was learning something very valuable. As I began to understand I could

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

accomplish everything movement brings with music, I understood music and movement were interchangeable. I had learned about the same idea before, but did not really know it until I experienced it. Thus, I studied the reactions she had to the music because she had no other way to communicate; and there was only silence between us. The first movement appeared from her response to music, not to me or anyone else in the room. In her case, music replaced movement, became the door for her to reach out into the world, and became the way for me to reach her. It was necessary to begin with the experience of life each child brought, and expand from there. I had to create a way to reach the children standing before me silently asking for freedom from their own private prisons. In my own process of expansion, I discovered far-reaching and long-lasting results. We tend to totally ignore the process of finding the right path for each child in education—perhaps the most valuable tool we have. We insist on plans that allow literally no room for both teacher and student to grow before we enter the classroom. We need to trust our senses and, most importantly – educate them. My student improved her condition first through the music; next movement skills developed and eventually she spoke. One day, she went into the kitchen and said, “I love you, Mommy”. I do not know if she ever spoke more than that or if she spoke again.

The wonder of the codes is that they reach the still-point, the place of silence in the heart, where we find our balance. The miracle is that children imprisoned in their own silence, seeking their balance, inspired these codes. Thus, the children's problem became not only their gift, but ours as well.

CHAPTER 3

THE CHILDREN WHO BROKE THE MOLD

The New children have broken the mold, affecting their physical, emotional, mental and spiritual beingness. This puts them in conflict with what the adults want and what the children need.

A new understanding of the processes involved in the way children receive and give information is vital. If children are changing the way they are receiving and giving information, then it is important to look at the function of these intricate processes. Being an open system, it is necessary to include how they interact and engage with the world on the one hand, and how they function from within on the other. Everything is in constant motion and change; however, there is order, sequence and rhythm to all of our functions. *IMPULSE* with its twenty-two codes reveals how these processes work through their inherent movements, sounds, thoughts, colors and scents. The different qualities of each code trigger the functioning of the brain and the integration of the patterns of perception, intelligence, emotion and thought. This is an expansive process, not the traditional understanding of how children learn and perceive. Each code brings a gift for the body, the mind and the heart of the children to open. The code sets *flow* in balance in order for children(people) to receive life with joy and give back of themselves with laughter and ease. It is a challenge to explain on paper the processes involved with communication, learning and growth. In reality it would require a moving film to show how energy and form combine to create an inter-related tapestry.

Each process can be experienced singularly or collectively. However, when the processes are observed as a whole they serve as a model for healthy development. Most importantly, the codes show us how the children learn and how we can change to help the children achieve balance. Our learning has worked for us, it has been tried and proven, but it is not working for the Indigo children. It is futile to use it on them.

Conflict Between What Children Need and What Adults Want

The Indigo children enter life with an accelerated development that is perfect in its organization. However, it does not match up with how we think they ought to learn. The children arrive here on earth very aware and with the understanding of what needs to be done. The adults, educators and authority figures they come in contact with prescribe the way life has to be assimilated and enjoyed. Unsurprisingly, "It is in conflict with the magical way that life flows into them from above, through them to below and out of them from within."⁷ This causes a deadlock right from the beginning and hinders the release of their potential and ability for learning to take place. Therefore, out of a lack of information we then label them as learning impaired.

Restoring Balance With The Codes

When the children experience the movements of the codes, joy literally starts to flow in them. At this occurs, the experience of wonder ignites unlocking knowledge, the very core of childhood. Through the use of the codes, particularly in their sequential order, the children align and find their balance to anchor in their hearts where they find their peace within themselves. Their spiritual mission is to bring spirit into form, to make it physical in a way that has not been done up until now. This is why we are seeing so many extremely gifted children who are so young. It is unique to these children. The body is essential in finding their way to reality. The New children need to be anchored in this time of uncertainty and fear so that they can freely pursue their futures.

CHAPTER 4

HOW THE ENERGIES FUNCTION FOR CHANGE

IMPULSE: The twenty-two codes are nothing more than portals, openings, which need to be opened to shed light, to permit energy to flow and to allow laughter to well up so that extraordinary powers of the mind, the heart and the body can expand creatively!

I have had countless mothers come to me and say that their child has had all kinds of tests to determine what is wrong with them to no avail. No one found the cause or the reason for any of the ailments the child was exhibiting. Even worse than that, the parents were left feeling hopeless because they were told that there was nothing that could be done for their child.

If we look at the problem from a point of wholeness, we have to view the idea that we function as an open system that interacts with other systems both individually and universally. We have different types of energy; thought energy, emotional energy, physical energy, planetary energy, universal energy and others. The unique fact about energy is that it adapts to whatever density it touches. Therefore, we can speak of thought energy and physical energy and how they each have their characteristic differences, but also interact and work together to form a whole system. This interaction and inter-relationship of energy forms what is known as a grid of energy. The grid is like the weave in a piece of cloth. We are all connected through the grid of energy that supports us, and at the same time reaches around the world. The Indigo children are a part of the grid. However, they are born re-gridded in a new manner that presents a new paradigm. The new paradigm stands for creativity and balance, love and compassion. In order for this to happen, there is a change in the way their energy flows from the way in which ours is presently working. There is also a change occurring in our magnetic grid, which is affecting all of us. The children are already affected by this change.

IMPULSE is a code breaker that shows through movement, exactly how these changes are taking place in the children. It also shows why and how they have to learn

differently. The concepts involved in this are many-sided and very detailed in their relationship to mathematics and physics; however, I am only presenting the practical application of it for now. It is however, necessary for continuity to have an understanding of what this change in energy means, and how you can help the children by understanding it.

How The Energies Work

If we look again at the change of energy taking place in the children, we have to keep in mind that everything is in constant movement. The energy that is moving up in a clockwise motion is spiraling out. The energy that is coming in is moving counter-clockwise. The two energies are mirrors. If one goes clockwise the other goes counter-clockwise. This can be seen in the movement of a figure eight, the sign of infinity. We spin out our debris clockwise, and pull in new healing energy counter-clockwise. As energy is pulled in, it expands even further. During the next phase, we collect all that needs to leave for the next cycle of pulling in again for healing and renewing ourselves. This is a continuous, unconscious motion on all levels and all spheres, but when you are doing it consciously that is how you think of it. It is an infinity of movement that is never ceasing and always regenerating form. Even after form is abandoned, after no more physicality, the energy continues to move throughout the universe in a pattern. It is not a mere suggestion that change is happening with the children, because change is the only constant throughout the universe. There is a great difference between the continual change of flow, movement and form, and the interruption of it that brings on chaos. Teaching children contrary to their flow of energy brings pure chaos and is futile. The Indigo children blend the two opposing energies into one and move together in the counter-clockwise direction. The adults are beginning to change as well. However, this new paradigm is bringing a lot of people into chaos these days. This is not the same as the shift in the magnetic poles—this is an actual shift in the magnetic grid.

Some people are under the opinion that the electromagnetic grid is negative, something to avoid. However, if we think of it in terms as both negative and positive, it is the flow of energy, the impulse, the breath and the sound of the universe composed of both parts. Just as in electricity you have to have male and female charges, we have positive and negative in the winding in and winding out spirals. Before, when positive and negative were operational, it was in fact a direct opposite from how things were operating throughout the universe. Now it is in synchronicity, in union of form with what is transpiring elsewhere. The

children are pulling in the energy of the universe, which is moving in a counter-clockwise motion. In them the opposites are integrated and flowing in this one direction. As adults, we can turn to this new direction, but the children cannot go back to our direction without getting frenetic and beside themselves as some now are.

The Rainbow Bridge

As parents of these Indigo children, we are the bridge to facilitate their crossing to another level of consciousness. We are the rainbow bridge, and have the many possibilities and the many sided ways to color life to make that happen. We, the prior generation, brought the symbol of the rainbow into the marketplace and declared our message on purpose to clear the way to get rid of the pain and suffering by clearing illusion. We needed a clockwise energy to spin this off, to eliminate, to transform, to transmute and thus to create the bridge. Now, it is time to walk across it with the children to lead them toward attaining their highest dreams. As teachers, we have forgotten what teaching is for—not because we wanted to, but because we have followed trend and listened to the fear of others in daring to break tradition. Teaching is for expansion and exploration. The reward comes from the children when they astound us by accomplishing things we never dreamed of. It is time to recognize that:

These are spiritual children with physical bodies that need an education that works with the body to include the spirit, an education that acknowledges the fact that they are the pioneers who are leading the way.

As the Rainbow race, we are able to transmute and transform a lot of energy as we move clockwise spinning out what needs clearing. However, we can go forward to the children, and I say again, the children cannot turn back to us. This is futile as their energy has a one-way directional flow. Everything changes on an energetic level first. It is time to look at the changes taking place in energy, and what that means for a change in education.

The Still-Point

As one energy spiral spins out and the other spins in there is a pause, a movement so fine it is not perceptible, never-the-less there is constant movement. This is known as the zero point, or the point of stillness. It is in the still-point that movement withdraws from space

and enters consciousness. Each code is composed of both positive and negative movements. When they balance, they join in stillness. All twenty-two codes work to create harmony in the children. This state of oneness constitutes the awakened individual, the individual who is fully aware in their potential. It is like having every instrument in the orchestra in tune with every other instrument for balance, harmony, productivity and beauty. Education has not paid attention to balance for a long time. We have children who are suffering. In New York City alone, we have 200,000 who are so far out of balance, they are ready to “crash and burn” as a result of 9/11. Life is demanding that we look at how we can help them. They cannot be forgotten or discarded.

Pure Sound, Color, Thought and Music

It is well-known that the pure properties of sound, color, music and scent enliven the flow of the senses to work as a unit. As a unit they form a bridge between the outer senses that are known to us traditionally, and stir the inner senses which appear to us through hunches, intuitions and felt sensations. The body plays an important role in intelligence. If we become more conscious, if we achieve a direct access to the sensations of inner perceptions, if we refine and make conscious our bodies as perceptual instruments, we then have direct paths of knowing truths, of discerning what is true from what is merely information. The body is the vehicle for this to happen.

Joy of Motion

Every child loves to move, to imagine, to explore and to feel the pulse of life. When the heart of the child is opened through joy, learning automatically takes place. Joy creates expansion and the reception of new energy, new ideas and thus creativity is sparked. Through the love of experience and the joy of exploration all learning takes place. This expansion on a personal level gives access to an expanded universe and beyond, into the interconnectedness and unity of all. It is from a place of stillness, that new ideas are born.

THE CODES

Nine Aspects of the Still-Point

The first nine codes reveal nine different aspects of the still-point. Each of the first nine codes has a specific place and function in the central nervous system, and then radiates out to the autonomic system. Because they are codes and not methods, they are the way the natural processes are already taking place in the Indigo children. The codes represent the way the energy flows in and through the children. I see new technologies and new equipment stemming from these codes that could greatly effect the foundation of education as well as magnify the unused intelligence found in a large population of children today.

Nine Codes: Nine Aspects of The Still-Point

Code	Aspect of the Still-Point
1. Receptor and Transmitter System	Receiving and giving
2. Fusion System	Focusing, pinpointing within a spectrum of possibilities
3. Expression System	Expression of self within and without
4. Expansion System	Ability to expand and receive new ideas
5. Will System	Bringing spirit into form
6. Elimination System	Eliminating what is no longer needed
7. Creative System	New creation
8. Transformation	Engaging the outside world in change
9. Homogenous System	Synergy of energy: Balance in one

Thirteen Aspects of Personality

The thirteen codes reveal a whole spectrum of expressions of personality. Each child, as it takes in information, translates it according to who they are. The difference with the New children is that each child has the capability of all thirteen aspects, rather than just one singular aspect, as is designated by the birth sign. The thirteen codes show how these expressions mirror each other and yet how they are the same interweaving parts of each other. This, interweaving pattern of the thirteen aspects of personality may be misunderstood by psychologists as a disease. However, when all are in balance, they are not a disease. A virtue arises out of each process, as a natural progression. It is not an artificial standard placed upon the child. The following list shows thirteen aspects of character and the virtue or blessing that results through the nature of the character.

Thirteen Positive Aspects of Character Maintaining Wholeness

Characteristics	Virtues
One Image	Joy
Elimination	Prudence
Acceptance	Charity
Wisdom	Wisdom
Realization	Humility
Searcher	Truth
Protector	Beauty
Awareness	Compassion
Repetition of Replenishment	Awe
Total Balance	Purity
Attainment	Fortitude
Unfoldment(Ability to Unfold)	Hope
Oneness	Grace

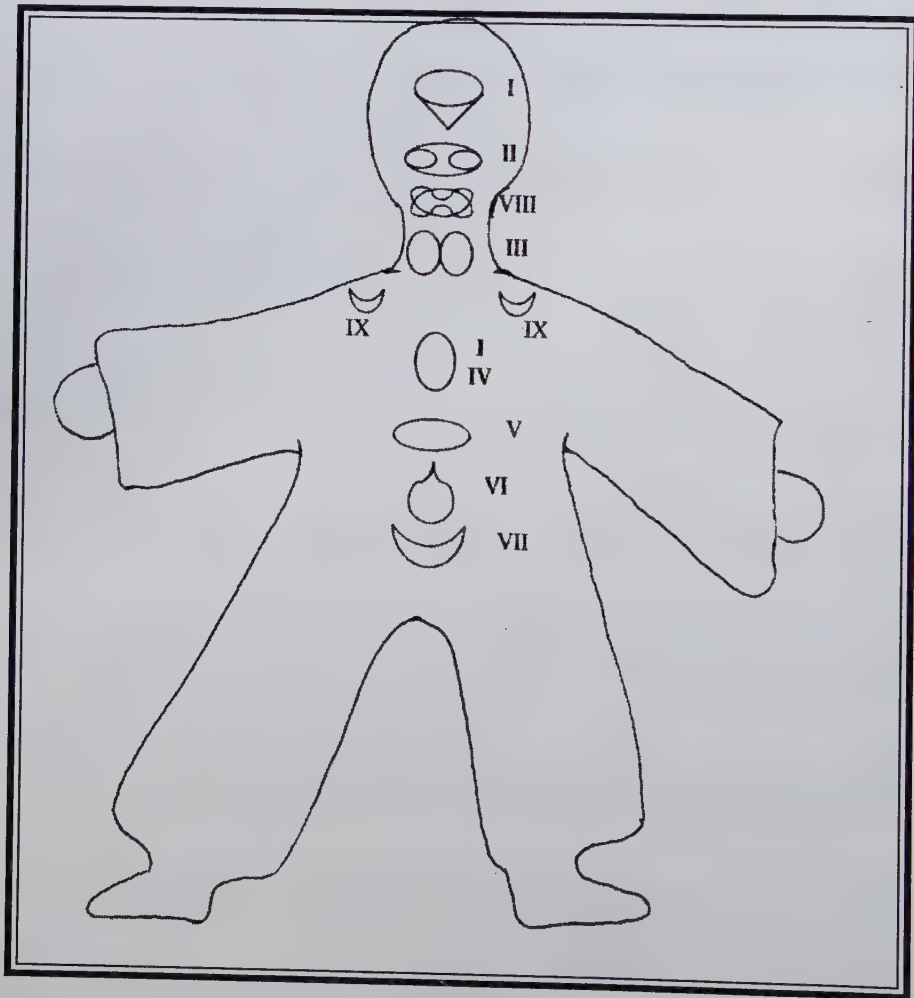
NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

Having a new consciousness, these children's awareness is more diverse in nature; therefore, they function in a manor where they exhibit creative, almost bizarre, possibilities beyond expectation. Imagine a child standing in front of a Christmas tree for the first time seeing so many gifts at once. Imagine the joy, the wonder and the excitement of seeing so many gifts at once and going a little 'crazy' with the many possibilities to explore. Each code is a way to explore in all directions so that different aspects of character can be experienced. The thirteen codes provide guidance in this exploration. When the body, mind and heart work in unity, the right thought and the right action take place. Wherever there is a point of awareness, there is a possibility for expansion in all directions. For example, the child who goes off into all directions at once has, at the same time, the profound gift of bringing diversity together to form one image. This brings about enormous joy when it is accomplished. Thus, each code is a problem solver as well as an answer to the direction the personality is exploring at that time.

CHAPTER 5

IMPULSE

NINE OF THE TWENTY-TWO CODES THAT ALIGN MIND,
HEART AND WILL



Nine Portals, New Shapes

The twenty-two codes divide into two groups, which serve two different functions. One group consists of nine portals and a second group consists of thirteen portals. There are nine centers along the central nervous system, which are involved with how learning takes place. *IMPULSE* reveals the natural function of these centers through the movements, and show how they open portals on the grid. The movements are a part of the extended grid of the universe, just as each child is a part of the grid. Likewise, in this way, the children are a part of the grid and the grid is a part of them. Their minds and their bodies are composed of the grid, which is infinite within the individual and within the universe. The shapes of these portals are different from the Chakra centers of adults as they accommodate the new flow of direction involved with the energy of a new consciousness, which necessitates new shapes. Both the form and the motion allow for continuous movement on all levels and all spheres. The grid has many intersections. At the intersections and in the points of joining, portals open and expand allowing new ideas to be received. There are many portals, however, the nine portals presented here are the ones involved with the Chakra centers of the New children and the processing of thought, feeling and will. “The movements of the codes reflect the rhythms and pulses of the energy that exists throughout the spheres as well.”⁸

Sequencing and Order

The sequencing of the first nine codes brings the mind, the heart and the will into alignment. Without this alignment there is an interruption of the flow of energy and creativity. When we look at the process of free thought, where most creativity takes place, the integration of a great deal of information has to occur for new ideas to come about and to take form. The order and flow of the nine codes bring this about in a very easy and fun way.

Nine Codes: Nine Points of Balance/Stillness

The codes are simply about balance. Looking at nine aspects of balance, each arrives at the still-point, which then expands further into an open portal. However, when all nine codes are operating together as one in balance, harmony and fusion, they go together to form and create the environment for the still-point as a total experience. Together all hold the space—the place of stillness within—to reach the center. The following description describes the experience:

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

"It is the same as a family gathering around the cradle and rocking the child until it is soothed and knows it is safe and loved and protected. In addition, when there is enough sense of relaxation and peace, the cradle is stilled and the child drifts to sleep. If there is one center, one portal that is out of alignment it is like a child sitting under the cradle and kicking it. The child will never get to the point of rest to regeneration, creation to new cells, new ideas to new dreams." ⁹






When One Benefits All Benefit

At the points of joining on the grid, new energy comes through and expansion takes place. Through this opening, the energy enters the child and goes through to the rest of the grid. Therefore, when the children move to the rhythms and sounds of the codes it affects them, and passes along the grid to others. When, one benefits, all benefit. This is true for everything we take in and transmit. Love affects all in the same way that fear and stress affect us all.

TREE OF LIFE

A Warm-Up Exercise



- I. AH (far) 
- II. A (day) 
- III. Eeh (me) 
- IV. oh (ho-ho) 
- V. uh (you) 

Handwritten signature

From The Acorn Came The Oak

This is a preliminary warm-up exercise which is also a good way to bring the children to a place where they can begin to relax and work together. The drawing shows the movement patterns, and how they create symmetries, which mirror the movements above the heart and those which take place below the heart.

The Tree of Life is an old symbol, which stands for processing of life from a seed, which contains within it the whole tree. The roots symbolize grounding, the place of home. It is interesting that for every root that grows downward below the ground a branch grows upward to the light. The roots of the New children anchor in the heart. All intentions, all desires, begin in the heart, expand and blossom bearing the fruits of those desires. Once the desires manifest as the fruits of the heart, they expand outward and return to create more. The fruit, much like the branches, open outward to the air, the warmth and light of the sun and show all their beauty and wonder only to go inward again to create the next seed. It is the process of life to receive, to give and to receive again. The cycle is eternally impressed in our hearts, even into the shape and function of this magnificent organ. This is the root of our existence. Without the life force flowing in and out of our heart ventricles, life on the physical plane as we know it, stops. This is why John Nash won the Pulitzer Prize. He saw that the individual affects the whole and the whole affects the individual.

In the above drawing, the Tree of Life represents the movement patterns created from the five classic vowels and symbolizes this process. This is used as a warm-up exercise to bring the zones; of above and below, right and left, center and periphery, into harmony and balance to assist in the flow of the life force of the child. This is true of all human beings. Think of it as an organic process where the sounds of the vowels, thought and motion amplify the processes.

I. The first movement begins in the heart center with the hands/arms opening outward and upward. With the opening of the heart center, the crown center is opened as well as the whole being. Without this opening, nothing can be received. At the peak of this opening process, the hands draw together and pull the energy downward to the heart center. The heart center is both our beginning and our ending point of life. The sound, which accompanies this opening process, is "Ahhh". "Ahhh", expresses wonder and awe and is the feeling necessary for acquiring all knowledge. The heart color is green with bursts of gold as the crown opens.

II. After the opening of the being, there is a further expansion in the sound of “A” (as in hay). Here the heart expands into the horizontal sphere. The color is siroun, a mixture of pink, coral and yellow. This movement helps to bring about the bridge between the heart of the child and the physical world as it opens and expands.

III. This movement opens to the earth, to receive the energies of the earth. It is the expression of will within and without. It is the exact mirror picture of the first exercise. The sound that vibrates with this movement is “Eeeh” (me). You can feel the assertion of the will in the utterance of the sound “Eeeh”.

IV. The fourth gesture starts again in the heart and opens like a vessel to receive and gather, harmonizing and balancing the child. The sound is “Ohhh” and the color is halion, a mixture of mint, turquoise, and electric blue.

V. The fifth gesture has to do with the completion of the integration process and gathers both the upper right/left side and lower right/left side of movements, I and III, and moves them into an eight, a lemniscates, which symbolizes infinity. The sound is “Uhhh”, which is an out-breathing sound that vibrates to a collage of rainbow colors.

Quality Of Motion

The quality of the movements lies in the perception of the moving processes, the experience of life as it moves through the body. The movements are like music as they flow from one tone to another. The movements make you feel as if you are moving through water that is constantly changing and flowing. Actively participating with the moving forms activates and balances the life forces. Harnessing the *chi* or life force brings it into order, directing and using it in a productive way. Many, many years ago Lao Tzu gave his people the gift of life, the “LaHo-Chi”, the perfect balance to correct the flow of *chi* because they could not find balance. Thus, “LaHo-Chi”, the gift of life, is a healing practice for all humanity.¹⁰ This healing wisdom of Lao Tzu applies to the New children. The codes adjust the flow of chi so that they can find their balance. This also helps to eliminate ‘perceptual mismatch’, where the child is caught between what they are experiencing in the moment and what is being put on them from outside. The process put on them is just the opposite of their process. The

motion of the codes is in tune with their own inner processing and their experience comes out, as they perceive it. There is no right or wrong in experience, there is only the experience. It is vital that we find ways to engage these New children that are beneficial and above all humane rather than medicating away their uniqueness.

Double-Sided Portals

Each portal has two channels. One channel moves energy to the inner energy fields and the unseen forces of movement and form. The other channel flows energy to the physical body and works directly into the physical organs, the central nervous system, and the sympathetic system. This allows for the balance between the inner and the outer energy fields. These two channels let the energy flow inward and outward separately. At times both work together. That which we cannot see, can be experienced. The children experience color, sound and even thought as moving vibration. It is not unusual for a small child, around 1½ years old, to be seen spinning around and around in a walker. Children play with gravity in this way. This is a natural experience because the mind is not interfering with the experience. They are in the act of pure perception of the felt sensation of gravity. When children are born, they come to earth to experience it, not for the meaning of it.

A DETAILED VIEW OF THE FIRST NINE CODES

Moving The Body, Mind And Heart In Unity With The Laws Of Creation

At birth the laws of creation unfold like a flower, one cycle at a time. Gradually all parts of our being manifest and unfold like magic. Everything we need is contained in the very first signs of life. It stands to reason that if we follow the laws of motion that created us we will remain healthy and in alignment with those laws. Much like the law of gravity, if you step off a 30 foot building it does not ask you if you believe in it. It just does its thing and you are bound to hit bottom. The laws of creation, largely invisible to us become visible in these first nine Creation Codes through movement. Each movement has an intention, a thought which magnifies the movement and begins the flow of energy to a point of stillness, of rest. All that moves within us is met by who we are and the point of stillness is transformed into something new. Everything created has a center.

Each code has a different intention, movement gesture, thought, sound, musical tone, color and scent, which amplify the function of the code. We look at the blue sky, walk among the green trees and we feel good. We listen to music, change our mood and we know that a pure tone can crack glass. This means that the use of pure tone, color, etc., affects us and can help us to achieve a difference. Therefore, the sounds, colors and thoughts, for each code, work together to draw in the vibration needed to create balance. Each of the first nine codes brings a gift of opening, receiving and completion. However, when integrated together it is like an entire symphony or a ballet. Yet, there is only one central player weaving a tapestry into a picture of beauty. It is difficult to put on paper what needs to be experienced as a moving film.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN



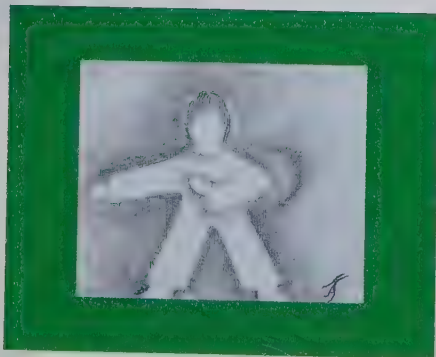
1. RECEIVING AND GIVING



2. FUSION - FOCUS



3. EXPRESSION



4. EXPANSION



5. DIVINE WILL

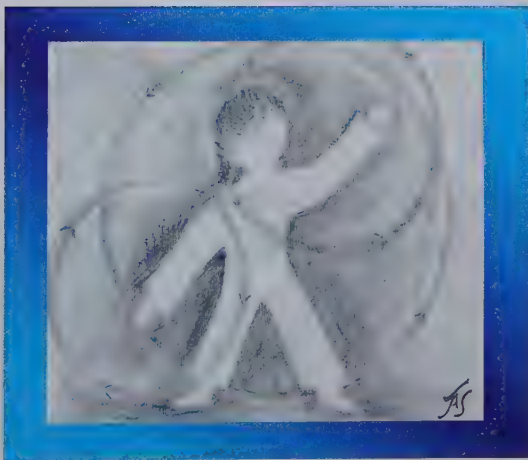
NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN



6. ELIMINATION



7. CREATION



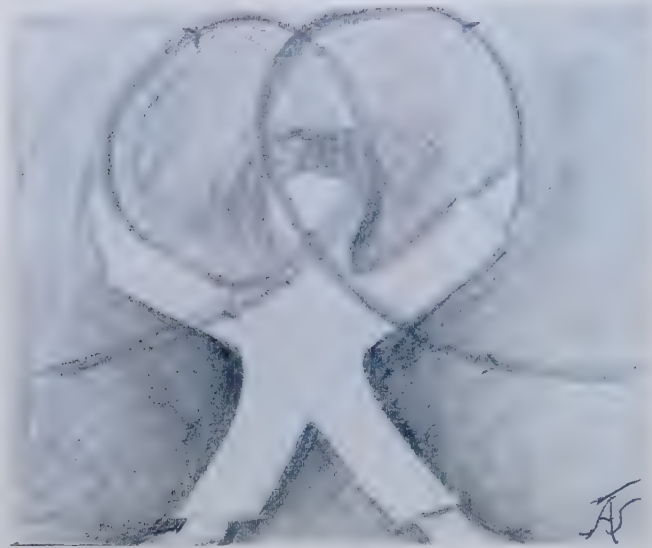
8. TRANSFORMATION



9. INTEGRATION

THE CREATION DANCE

1. RECEPTOR-TRANSMITTER SYSTEM



Receptor-Transmitter System: Crown Center

- Center: The movement begins in the heart center, moves upward to the crown center, comes back to the heart and expands outward.
- Thought: "I am a receiver and a giver."
- Sound: "Ahhh" (as in father)
- Color: Green in the heart and gold in the crown.
- Scent: Sweet smell of grass on a summer night, honey or a strong Scent of the cloying sweetness of a beehive.

RECEPTOR-TRANSMITTER SYSTEM: CROWN CENTER

The first movement is the same as the first exercise in the Tree of Life and begins and ends in the heart. The heart is the center of our universe just as the sun is the center of our larger universe. Following the opening process of the heart, the arms reach out symmetrically to receive all that life has to offer. The sound which initiates this opening is found in the first sound of the alphabet, the "Ahhh" (the "alpha") which means the beginning. It expresses wonder and awe for all life. Wonder and awe are necessary to receive knowledge of anything. Children have an abundance of both. A little child is naturally open to learning about the world and intensely interested in life. The sound of 'ah' is the natural expression that we use when we express the wonder of a sunset or something that has touched our heart. This expansion of the heart opens the crown center. The two centers work together to receive and to give as a unit. This is very significant as we see everywhere around us how it is possible for the heart to be separated from the head. When the heart is guiding the thinking, an event such as 9/11 could never have taken place. When the heart and the crown portals work together they scan in search of an idea or program and bring the idea into form. This is the first of nine processes taking place in the expansion process which brings a thought into production. The gesture of gathering receives the necessary information. This can be thought of as a person thinking about an idea or concept and after assessing it with different aspects of the self, then takes it to the drawing board where it is produced and viewed by all.

The musical tone of "F" resonates with the heart center and amplifies its natural function. The heart receives and gives the breath of life. For adults the hardest obstacle is to open the heart—for it alone opens the entire being. It is both the beginning point and ending point as shown in the movement. For children this is natural, because they are curious and want to learn increasingly until the adults shut them down. The opening and the receiving process begin when the desire to know is awakened and the thought arises, "What is that?". The heart naturally expands and begins the search to receive into the mind what the heart desires. This is a major factor in learning. This is the beginning of the bonding process with all learning.

When filled with an experience, there comes the urge to give it away. Here the energy expands from the heart outward to the horizontal plane. The movement is in constant

flow, moving from within outward, reversing and moving from outside to inside, only to give it all away at the end. Then there is a silent gesture, where both receiving and giving are gestured as one, first on the left side of the body and then on the right side. This gives the experience of anchoring in the heart, of being silent and peaceful. With children, their ability to bring total awareness to a moving form is inherent. With adults, it is necessary to imagine something beautiful that inspires wonder and opens us up to life. The emphasis with children is how the movements are carried out, rather than on what they mean. Adults need concepts to understand. Children need experience to understand. Children want to experience what something feels like, moves like, sounds like and looks like so they can form their concept about it.

I hear so often from parents that they just do not know how to handle these Indigo children. They do not know where to begin. You always begin in the heart, which means that they have to be open to what you want them to do, and that they have to feel it and experience it for themselves. They will not learn through the application of knowledge. They will only learn by opening up to it, by being curious or wanting to explore it. That means as an adult you have to open their hearts. The over-saturation of finished products that give immediate answers has almost destroyed the desire for the mystery of life. I am not against them. However, they are tools created by us out of the infinite abilities we possess and are meant to serve us, rather than dominate us.

An Experience

To bring this experience out, you can have the child or children get into a comfortable position where they are very relaxed, have them take a few deep breaths, and go into their hearts. (Children often imagine with their eyes wide open)

Imagine that you are in a beautiful, green forest, surrounded by the deep emerald green color of the grass. The trees and you are just sitting peacefully and waiting. You breathe in the scent of new-mown grass on a spring day. Suddenly the first colors begin to appear. You feel the warmth of the sun as it bursts through the darkness. You hear the sounds of the early morning. Your heart expands with each golden glow, which fills the sky. You feel the joy of a new day as you drink in the beauty and the wonder of it all. When your heart is full and you feel as if you are

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

ready to burst, you want to share it with others—so you give it away like a dove flying into the sun. Your own special sun reaches out to touch the sun of the world. The further you reach out the more you receive to take in and the cycle keeps going on and on.

I always ask the children what they experienced during their imaginary journey because there is no right or wrong answer here, there is only what they experience. It is impossible to teach how to open the heart, it comes from within the initiative of each person. It is however the doorway to the portal of knowledge and without this openness of heart nothing can be received or digested within the personality. The further you reach for the experience, the wider the crown, the entrance hall for what you seek to fill your heart, opens. This sets into motion the process of receiving and giving. The more you receive the more you give. The more you give the more you get and give again. It is a continuous cycle, a law of life. To move and feel it in your body brings it into reality in your life.

This process begins the movement of all rhythm systems in the body. It is like throwing a pebble into a lake and watching the circles expand in exact measurements further and further outward. In the alignment of the mind and the heart, they creatively work as one unit. When the emotions are misaligned, they trap the creative energies and go into control issues, fear and anger. Through the continuous alignment, disease disappears opening new possibilities to expand.

The color, deep emerald green, is the color of the heart center. The heart expands through the perception of the green color, the scent of new mown grass on a spring day and the scent of freshness in the air. Infused in this green are bursts of gold energy like sunshine pouring through the green leaves in the forest. The gold energy, on the other hand, gives a majestic feeling, a feeling of joyful reverence accompanied with the scent of sweetness. There is a majestic gesture, which ends this movement. The gesture is one of receiving and giving at the same time. Gesture differs from movement in that you have to hold the feeling within the body to create a gesture in stillness. Movement is the motion of the process itself. Stillness occurs when movement withdraws from space and enters consciousness, however, it is also in motion.

A Balance Check

A balance check for this center is to look at how much your child is receiving and how much he/she is giving. One of the biggest problems we struggle with as adults is that either we spend a life time giving and not receiving much back or vica versa. This is where this change of direction in energy explains itself. We flip back and forth from one pole to another. The children, as we can see in this first code, fuse the opposite poles of receiving and giving, into one continuous motion as seen in the movement pattern of this first code. When the flow between receiving and giving is out of balance, you can use this code as a checkpoint in both your child's life and your life.

Example Of How To Use This

When the children at our center become angry and bite or hit another person, we encourage walking, talking and moving at the same time, rather than punishment. For example, if a child becomes angry because they have become impatient with the actions of another child, we have them pick a thought that will help them to deal with their impatience. The conditions for the thought are that it has to be in the now and positive. They come up with, "I want to be patient." This suggests lack, so we encourage them to put it in the now, "I receive patience, I give patience, I am patient." The entire time they are moving, feeling, thinking and releasing their anger at the same time.

This has been a very effective tool, and often we do it daily whether or not something has gone wrong. I ask the children what do you want to receive today, and they answer, "I want light, I want peace, I want harmony." We walk and talk each thought for three times, then we sit down and I ask the children to imagine that they are receiving something, but they do not know what it is yet. It may be a color, it may be a sound or it may be a thought. Since all children process differently, we encourage them to know that whatever they receive is perfect for them. There is no right and wrong in this area—only experience. The children speak freely about their experiences. Some add color to a thought and some add scent to a color. The experience validates their own intuitions and perceptions. Thus, their abilities increase as they begin to trust themselves more. With the use of integrated senses, speech, and movement, intelligence is significantly increased.

In order to understand on a deeper level why the necessity for alignment and balance is so important for these new children, I would like to give the following example of

a case where the full development is not taking place. Therefore, the actions of such a student are objectionable to society.

A young boy living in another part of the world exhibits extraordinary talents, looks very balanced in his physical appearance and yet he suddenly breaks all laws because he simply does not care for law and order, as we know it. On one occasion in particular, he was taking a test in his class. As he had completed the test, he suddenly decided to reach out to another classmate, remove her test and walk out of the room. Neither he nor the other student thought too much about it, however the teacher lost control, ran after him screaming and then phoned the mother reporting to her that he had left the school. This set up a chain of events, leading to having all of the authorities involved.

The main issue here is a lack of inner resources that should have guided this boy in his actions. His mind took over his will making him clearly out of touch with his body. This has to take place from within, and cannot be enforced from outside by imposing consequences, such as expulsion or suspension from school. Not that there should not be repercussions, but it does not keep him from doing it again. Therefore, we judge such a student as having to be controlled rather than having to develop the balance between his inner and outer perceptions. Developing his own balance would give him the tools he needs to conduct his life so not to take away the freedom of others. We see this very issue time and again when we see students killing students, teachers, parents and whomever they think may be responsible for their lack of expression and freedom. They are angry, because the adults are not giving them what they need, a way to understand and balance themselves. One of the real issues in education today is a lack of balance in what children receive from outside as authority and are allowed to give back as their own creativity. For the most part, we have put testing in the place of exploration and discovery, which are the very tools that are needed for people to get along together and to find solutions that are good for everyone—not just for oneself. Thus a highly creative boy, such as this one, has no other place to put his creativity other than to rebel, breaking major laws of conduct while being tested. The worst part is that he is not even aware that he is breaking them. Balance is the missing key. Knowing when to and when not to, and knowing how that affects another person.

Note: If I could choose only one code, I would choose this code as it has the essence of wholeness: A beginning, a middle and an end. It represents the unity of three in one.

2. FUSION-FOCUS SYSTEM



The Fusion System: Pineal and Pituitary Center

Center:	Pineal and pituitary glands.
Thought:	"I focus." "I am fusion." (I am reading and understanding.)
Sound:	"I" (ah-ee)
Color:	Magenta
Scent:	Plummy grapes, the scent of rich, deep fruit.

THE FUSION SYSTEM

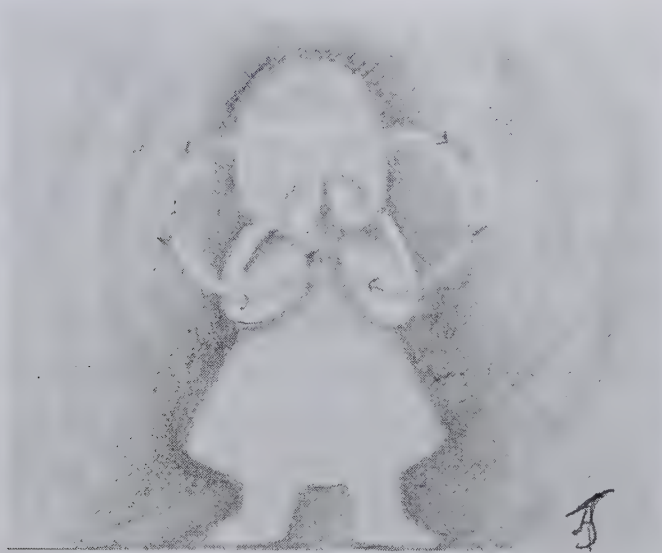
This is the center where differentiation takes place. It is where the ability develops to come to a point of view out of a variety of options. The *Fusion* center is also another aspect of reaching the still-point of the heart. The *Fusion System* is the ability to focus. This means drawing together the functioning of the upper brain, the pineal gland, the right eye, the frontal lobes of the brain, the pituitary gland, and the left eye. It is interesting to observe that the movement involves both sides of the body (both arms) swaying together from side to side. This engages the movement of both eyes moving together from side to side. The parallel movement activates communication with both sides of the body, increasing the ability to identify and focus within a spectrum of possibilities. In the first code to receive and give, we began the movement from the center of the heart, where both arms separated moving outward to gather in. Here the movement begins with the energy of the heart and runs along both arms and hands simultaneously, working in an outstretched parallel gesture, swinging from side to side. It is important to note that in order to fuse you begin outside first, where both arms swing side by side until they cross and create a center-point. The crossing of one side with the other creates a center in the points of joining. This is where expansion and creativity take place. The center, created by this movement, takes place in the forehead between the pineal and the pituitary glands. The pituitary and pineal glands are active in both physical and spiritual perception. Through the pituitary gland, we perceive the physical world, form and all its manifestation. Through the pineal gland we are able to perceive that which is non-physical, namely thought, and conceive of an idea. The fusion of energy that is taking place between these two organs is integrating perception and intuition. Here we are concerned with the balance between the seen and the unseen, as in all twenty-two codes. In the children these two glands are working as one as they used to be, as the "third eye". It is through the crossing of the optical nerves that our two eyes can see only one vision. Again, it is interesting that the sound, which initiates this motion, is "I" (ah-ee). Two vowels come together in the sound of "I". This is another aspect of polarity, creating the environment for stillness to take place. The mystery of what takes place in the crossing over of opposites is one of the fundamental laws of the future. We see this all around us in the joining of words, corporations and even occupations.

The polarity between red and blue joins to create the color of magenta. Red is an expanding color radiating strongly outward and blue is a calming color, drawing one within to a still center. When the two colors come together in perfect balance, they create the color of magenta. Just as the pituitary and pineal glands are coming together to create oneness, the red and blue come together to assist in this process of focus being totally at peace and yet totally active. This is the quality of the color magenta. Colors feed the senses and are the bridge between the inner and outer world.

Need For Focus in the Indigo Children

The Indigo children are born with both polarities joined as one, which then flow in one direction, counter-clockwise. This being opposite to us gives the Indigo children a particular need to learn how to focus. We expect all children to come to school already focused. When they are not focused, they are labeled or sent away. If you want to focus, start by looking with both sides of the brain with full attention to one side and then the other side, this allows the child to find her/his own focus point. It is like looking at the good king and the bad king where the child becomes fascinated with both aspects and then has to decide what feels right and what appeals to his/her sense of justice. The children of divorced parents get a lot of practice at this. They find that they love both parents, which is right for them. Rather than having the child choose, they should look at both and decide from both what feels right for them, not as judgment but as a useful quality to guide their life.

3. THE EXPRESSION SYSTEM



The Expression System: The Throat Center

Center:	The throat and the clavicle center at the base of the throat.
Thought:	"I express myself from within and without."
Sound:	"Au" (as in cow or how)
Color:	Deep blue
Scent:	Blueberries

THE EXPRESSION SYSTEM

The *Expression System* is centered in the speech organs and the throat center. Speech begins the process of growth and self-expression not in word only, but the expression of the entire being as a person in society. My experience has been that speech is vital to learning and to going forward. In this code, the path of energy begins from a center-point in the throat center and moves outward into two continuously rotating circles. Each circle mirrors the other. One is clockwise the other is counter-clockwise. Again, the path of energy created by the two rotating circles creates a point of joining, but in the reverse direction of the first code of *Receptor-Transmitter*. The energy from within the person releases old thought patterns from this center, at the same time gathers new energy for change to occur.

All of the movement patterns in the codes serve to bring about an alignment between the heart and the mind. When this alignment takes place the point of focus, the still-point occurs. It is in the still-point that creation occurs, old thoughts eliminated and expansion begins. The new children have great difficulty when their energy patterns do not flow in their natural way, enabling them to focus and align. Therefore, they act out, climb the walls and are set up for labeling and medicating. It is the same as our being born with five fingers. If they are restricted, not allowed to function and move in their normal way, the fingers are useless. There is great danger that the children will lose the abilities they bring with them at birth if not recognized and cultivated.

The throat is the center of all the senses. Therefore, all of our past thoughts and deeds are stored within this center, in the subconscious. With the release of the old patterns, much learning takes place. The throat is one of our most spiritual centers because the larynx is our center of communication, expression, judgment, change and creation. It is here where the power of the word extends into our whole being. "In the beginning was the Word...and the Word was made flesh and dwelt among us".¹¹ More than ever before people are noticing that words have power and what we say affects us deeply.

I have worked with many children who could not speak. After months of working with sound and movement, suddenly speech would appear. Inevitably, at the same time the child would begin to learn for the first time. Before speech, their behavior was full of anger, almost like that of an animal. After speech, it was as though a new child stood in front of me.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

This led me to realize that without speech, we do not grow, learn or become human.

The sounds, which resonate to these processes and activate them, are “AU” (as in cow or how). This is again a blend of two vowels. The “Ahhh” sound, is an in-breathing sound. It opens the heart to receive life. The “U” is an out-breathing sound, which releases all tension. Together they create the balance between in-breathing and out-breathing. Movement brings the polarity, which exists between the center-point and the periphery together as one allowing the energy to flow without blockage. The moment of energy in the throat center is much like doing a butterfly stroke in swimming, except that the movements are much smaller. The butterfly is the symbol of transformation and the changing from one state to another. The senses create a bridge between the inner life and the outer world and this again affects the inner life again. This is a continuous process without which we could not exist and where there is no beginning or end.

The color blue creates a feeling of calmness and a feeling that you could drift forever on an ocean of blue peace. At the same time, it is also bringing with it the energy needed for change and for hope. This creates a sense of well being as well as the feeling of satisfaction, which comes from speaking, for oneself. The process is one of continuous growth through continuous change and the continuous forming of new possibilities.

4. THE EXPANSION SYSTEM



The Expansion System: The Heart and Mid-Sternum Center

Center:	The heart, mid sternum and lower sternum.
Thought:	"I expand."
Sound:	"A" (as in hey)
Color:	Green in the heart, Siroun (mixture of pink, coral and yellow) in the Lower mid sternum: Halion (mixture of mint, turquoise and Electric blue) in the lower sternum
Scent:	Green; the new-mown grass, Siroun; the scent of peach, Halion; a Summer day rain, the scent of water and the ocean.

THE EXPANSION SYSTEM

The New children of Earth come to Earth with a knowingness of their divine origin and they speak out of love from the heart to the heart of all. It is up to us to nurture and cultivate this openness of heart to keep it flowing and to allow them to accomplish their mission. It is in the heart that a new way of consciousness and a new way of existence will be born. Everything created has a center. The heart is the center of our being, which strives to be in alignment with the heart of God, our real home. All children know this until we introduce duality to them. It could be so simple if we all remembered that joy expands the heart and ignites love and creativity. The more you give and expand, the more you want to give. Giving keeps on magnifying and intensifying the experience of goodness, which some call God. Imagine expanding increasingly more than you ever thought you could.

The movement of this code is not symmetrical as it was in the previous code of *Expression*. The experience of center and periphery occur at the same time as the arms move alternately with one arm moving into the heart and the other arm moving outward to the Universe. As the inner arm moves outward, the outer arm moves inward in a continuous motion, as if sowing seeds. The attitude is one of openness and expansion. Everyone receives all that we have to give and expansion from within reaches out gathering new forces with the other hand, only to give it out again. This is the harvesting of love. What you give is what you get back in return and vica versa. The first exercise of receiving began with the opening of the heart reaching outward for the essence of life. Once it is received, the heart fills up until it overflows and we look for more to fill it again.

This movement took place in the vertical plane and this movement of the heart center takes place in the horizontal plane showing that receiving and giving have a different direction than expansion and harvesting. The balance between outer and inner fields takes place in both the vertical and the horizontal planes.

All of the movements go beyond time and space. Yet, they take place in time and space. Time is experienced more in a vertical plane and space in the horizontal. Imagine expanding beyond time and space. This is what this movement is. It is about the possibility to experience aspects of the self never imagined and it works alternately at the same time which shows the two polarities working in opposite directions to become one in the heart. This is

another aspect of the still-point.

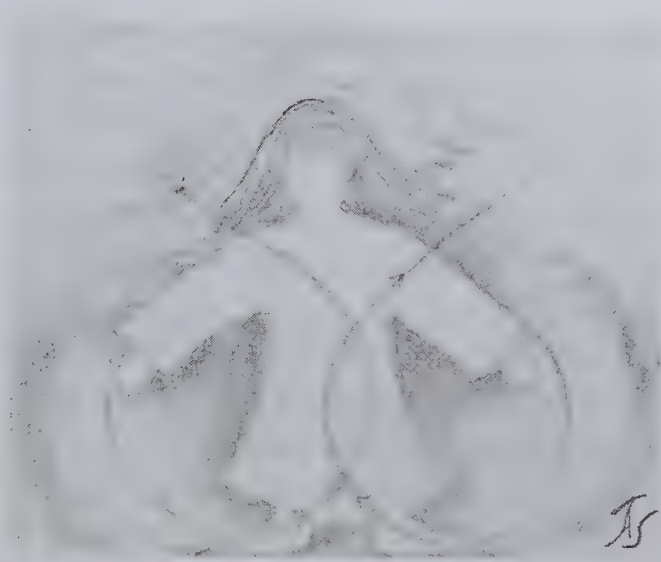
The sound is "Ā". The sound occurs when the mouth opens wide into the "Ā" sound, as in the word say. Even the mouth imitates the horizontal direction as opposed to the "Ahhh" which is a full open mouth. The movement of the sound "Ā" is an expansive open movement. There is a concentration point in the throat, which consolidates the movement before expansion. So, even though one expands in the gesture, one never loses touch with the self.

The color is green, which brings about a feeling of peace. Just as you feel the comfort of the green grass and the green trees in walking through a forest, you feel a calm emanating from this color. At the same time the color is uplifting, it is not just the peaceful drifting of the blue, it is a feeling of growth and of striving and the flourishing feeling that green plants exude. It is also the color of Raphael, the Healer. "All healing takes place in the still-point of the heart. When the heart is open and Self goes through the love to the point of stillness, and in that moment allows transmutation and regeneration to take place, then healing is absolute and complete. The largest obstacle to healing upon the planet is that there is not a conscious recognition that genuine healing must come from the heart of the receiver, not the healer." ¹²

All healing and education takes place in the still-point of the heart. It is the stillness and the openness of the heart of the child that we must work toward accommodating in education.

The scent is a natural extension of the experience as it belongs to the smell of freshly mown grass on a summer night and the smell of freshness in the air. With the possibility to expand and to wear as many hats as possible, and not confine the personality into one field of expertise, we also need to acknowledge the fact that it is time to include joy and fun in education. There is way too little room for play, in what used to be called childhood.

5. THE SPIRITUAL WILL SYSTEM



The Spiritual Will System: The Solar Plexus Center

Center:	Moves from the solar plexus down to the spleen.
Thought:	"I am spirit in form."
Sound:	"Eehh" (Eeee)
Color:	Lemon yellow and sunshine yellow
Scent:	Lemon and lime

THE SPIRITUAL WILL SYSTEM

The solar plexus center encompasses the lower area to the spleen center. It governs the emotions, a feeling of self and the inner as well as outer relationship to personal and universal will. "This is the new alignment of heart and mind with Divine and Universal will and expresses oneself in physical form. It is the creation activity of love and mind that moves into the body and expresses externally as will. The will wants to experience itself in life in accordance with the Divine will, and not in combat with it. This is the new understanding of will that is in alignment with all." ¹³

There is difference between the small, petty will that wishes to control and terrorize, and the Divine and Universal will which is working together with the mind, heart and will. When the emotions are misaligned, the will traps itself. There is little creativity because so much energy goes into attempting to hold the emotion, to control the anger. Today there is a strong pattern of the will of others to control and abuse. It is time to eliminate this pattern altogether, both by saying 'no' and by educating the mind, the heart and the will to work as one unit consistent with all.

The movement to bring this system into function is the mirror picture of the first movement of *Receptor-Transmitter*. It begins at the heart center and opens outward moving down gathering in from the Earth in the same manner that the crown center opens to gather in energy from above. From the solar plexus center, warmth radiates out to all parts of the being to stimulate the function of the will. The arms rotate outward and move in large rotating circles expanding from the heart center downward to receive the energy of the earth into the body. It is through element of warmth, that we expand to new ideas. This is another aspect of the expansion process leading to stillness, to the implosion of creativity.

The sound of "Eeh" brings with it the assertion of the self, as in the word "me". It is through the assertion of the self in this unconscious realm that we begin to bring the consciousness necessary to act out of the right experience. Without the sensing of information and the experience of it, we have no choice to accept it or not. Many children today act out of a lack of connection to what it is they are doing. We see this when children kill children, and later realize what they have actually done. The perception of truth begins with the felt sensation in the body of a thought, which is just beginning to surface to become conscious.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

The color of yellow infused with gold gives a feeling of amber and of warmth. This is a radiating color as well as a grounding color, giving a foundation to the feeling of this lower expansion. We are experiencing the polarity between above and below with the addition of this movement. The energies, which we receive from the Earth, are just as important as the energies we receive from the Sun. This has to do with the life force and the warmth that I spoke of earlier. When our thinking becomes cold, it does not generate life force. The warmth is a part of motivation in the act of creation. This brings about thoughts that have the power to generate life itself, and to bring forth those ideas that will support life, not destroy it. This is the real moral force needed in the process of educating the children. Moralizing tends to lead children in the opposite direction. Unless morality is experienced within the body as a feeling of goodness, it will be empty and meaningless—just a formality to be broken. For example, a child hurts another child several times a day and repeats this for a certain period of time. Usually a mother becomes very frustrated with how to deal with this occurrence. No matter how much one talks, moralizes and wishes for the child to show compassion, it just does not happen. This can occur for many reasons. One of the main reasons being that when children are hurt themselves, they shut down on their feelings and do not know how to express the appropriate action. If a child throws a stone and hurts another child, he is not apt to feel remorse because he has shut down his own feelings. This causes the child to refuse to apologize or show remorse that he has hurt someone. Stubbornness becomes a pattern, which is difficult to break. In this case the child uses all of his/her energy up on anger and cannot bring the heart and the mind into alignment where he could express love, will and thought. Focusing is the real issue and we tend not to teach children how to focus we just expect them to come to school focused. If they do not focus, they are either medicated or sent away. The nine codes we are discussing now are to teach the children how to focus, to come to the point of stillness, where they can find new thoughts, new feelings to approach the same old situation in a new way. The problem that constantly reoccurs lies in the lack of consistency and follow-up. Here the parent is disciplined, not the child. I have always maintained that childhood is not about children developing their will it is the parents who are developing their will, to be consistent, to follow through with what they say.

6. THE ELIMINATION SYSTEM



The Elimination System: The Navel Center

Center:	The navel.
Thought:	"I eliminate that which no longer serves me."
Sound:	"Au" (Ah-Uh; "Aye-Uh"); "Ue" (Uh-ee)
Color:	Yellow orange, amber, liquid golden honey, the moon as it sets and the sun as it rises.
Scent:	Scent of cloying sweetness, as if you were in a beehive.

THE ELIMINATION SYSTEM

The *Elimination System* also called the *Balance System*, is located in the navel center, where negativity is taken in and released. This is why children get a stomachache if someone yells at them or if they feel fear. As we proceed through the energy centers, an alignment is taking place. This makes it easier to release that which is no longer desired by the child. This processing allows the spirit of the child to manifest deeper into physicality. Balance, a state of being, takes place when fears and anxieties are released and we feel at peace again.

The movements belonging to this process are similar to the swinging movements of the hula-hoop games. The hips swing counter-clockwise in circular movements spinning out all debris, while sounding first, “ah-uh”, then “ay-uh” and finally the gesture and sound of “uh-ee” scoops the negative energy from the navel outward to be released. Particularly at this time, I recommend this exercise for anyone on a daily basis. The sound of “ah-u” is both an in-breathing and an out-breathing sound. We say “ah-u” (ow) to relieve pain when we are hurt. The very sound seems to give relief. With the “uh” sound you breath out further, and with “ee”, (as in see me) you feel your self asserting control over your life. We as adults have lost our connection to sound, whereas children intuitively connect with it.

The color is yellow-orange, the color one sees at sunrise and sunset. To experience a sunrise and a sunset in the same day gives us a very secure feeling that the day has been in balance with a beginning and an end. This is the inner feeling that the sun is there for us, does its job, connecting its will to the will of the Universe, and thus the will of God. Unique to the Indigo children is that they are expressing in this same way. Their will is in alignment with Divine will and Universal will as it expresses itself in physical form. This is not a religion. It is to acknowledge that we are spiritual beings. We are seeing changes to improve our lives here on earth. The definition of spiritual is that which cannot be seen, the immaterial part of man, which we cannot deny exists. We have made a religion of taking God or Spirit out of everything, which is definitely a strong belief system today.

According to Einstein, this process of elimination occurs right before the implosion of creation.¹⁴ This is why the use of healthy movements, automatically pushes out that which is not healthy. Both elimination and creation happen almost simultaneously in the still-

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

point, when focus occurs.

The scent of sweetness, especially the cloying sweetness of a beehive is almost too sweet and brings with the experience of feeling mellow. This is an exhilarating experience and belongs to the well-being of balance, where everything feels right in your world.

7. THE CREATIVE SYSTEM



The Creative System: The Sacral Center

Center:	The sacral; includes the pubic and the base centers.
Thought:	"I am a creative vessel!"
Sound:	"A-ray" (ah-r-e)
Color:	Orange, clay and red.
Scent:	Of new earth when it is turned over, while planting a garden of delicious red apples.

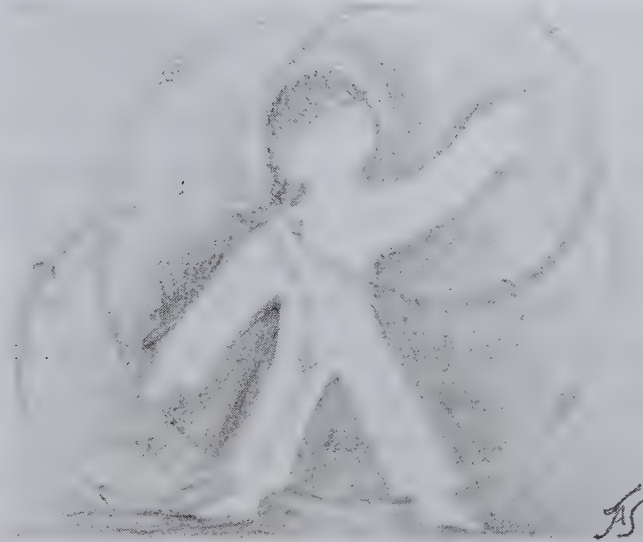
THE CREATIVE SYSTEM

In the Indigo children, the sacral, pubic and base are working as one center as all are functioning together. Personal creativity, the creativity for the understanding of the earth unite as one in these children. It is in this center of creativity that motion withdraws from space and enters consciousness. The movement starts from outside, gathering the life giving replenishing energies and holding them in stillness. Again, as in all the previous codes, the still-point of the heart is reached in order to create new cells, new ideas and new dreams of a world in which we can live and feel joy and love. At any time that your heart experiences joy, you can have this incredible experience of stillness. It is beyond words. I have witnessed the children experiencing this moment and afterwards their eyes glisten and they look at you and say, I love you, or would you be my teacher forever?

The color is a combination of orange, clay and red, which has the fire element of the Earth and the Sun. Red denotes strength and power and orange denotes courage. Stillness requires strength and the courage needed to let go of old paradigms.

The scent of new earth from a newly planted garden builds the atmosphere for the reception of new seed thoughts. The sounds of "Ah-r-a" enhance the experience. Opening of heart occurs again in "Ahhh" sound, gesturing the awe and wonder of the beginning of all life. The sound of "R" shares the weightlessness and freedom of air and rolls and vibrates life throughout space. The "Ay" expands and pierces beyond the senses into the inner world of formlessness. As, T. S. Elliot said, "In the stillness, there the dance is." It is a good rule of thumb in raising and educating children to remember that when you experience nothing happening with a child, everything is happening—preparing for the manifestation of the next phase. We witness this especially in the birth of a child when in the first weeks of pregnancy there is a kind of nothingness, a formlessness where nothing can be determined. "Indeed, sensitive observers can discern that every kind of expression, all artistic utterance—be it in words, tone, color, form or movement—'speaks' only if a pregnant silence gives it birth."¹⁵

8. THE TRANSFORMATION SYSTEM



The Transformation System: The Medulla Center

Center:	The medulla.
Thought:	"I am a transformer."
Sound:	"Ee-Ah"
Color:	Greyelsha: blend of gray, lavender and magenta.
Scent:	Snow, ice, hale, frozen water, ocean, sleety rain and the scent of ozone.

THE TRANSFORMATION SYSTEM

With the *Transformation System* a flow of energy is established which began in the first stage of *Receptor and Transmitter System*, from the heart and crown centers. From the heart the energy flows upward over the crown center, where it moves downward through the *Fusion System*, the *Expression System*, the *Expansion System*, the *Balance System* and finally through the *Creative System*, which now moves gently upward again to the *Transformational System* in the medulla center at the back of the head. This creates a flow of energy, a flow of life force into and out of the being of the child. The entire process maintains the flow and ebb of energy for new thoughts to manifest. To describe it more clearly, it is like reaching for a thought or program as it goes through nine aspects of the self, then taken to the drawing board, so that it can go into production. The medulla stores every movement we have ever made and so past experiences that have been stored in the body, now come into production. The movement of this center begins with both arms out-stretched, each creating large rotating circular motions. Both arms describe opposite circles, and yet meet on the inside part of the circles. They then both expand outward at the same time. This brings out the dynamic of the points of joining between the clockwise and counter-clockwise activity, found in all twenty-two codes. This motion gives the children a feeling of safety, trusting what they perceive, accepting and at the same time throwing off what they do not need. This gives them a greater sense of knowing "self" and of assuming who they are.

The medulla, the center of knowing is integrating with the frontal lobes of the brain (pituitary and pineal glands). It is through the connection between these centers that perception and intuition are integrated. This is where many adults become frozen in their thinking processes and thus judgment is impaired. The concepts become rigid, narrow and one-sided, lacking the perception of what is right. Some people take advantage of others by making laws that actually spell out what is right for other people, because they no longer know. Common sense has become frozen while greed and abuse have taken over. It all leads back to a lack of full development in education. We cannot afford to ignore it any longer. What affects one, affects all. We are just now at the point where we are suffering from this domino affect and are ready to do something about it.

The sounds of "ee-ah" begin from within just as the movement does with the two

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

outstretched arms. “Ee”, is always the sound of self assertion while “ah”, creates the experience of accepting. For the first time in the codes, there is the expression of the self from within, pushing outwards. The emphasis is on “push”. The sound in concert with the gesture moves into the outside field, solidifying it. At the same time, it is an expansion of another kind inviting the outside world in to engage with it, declaring a welcoming. It is also the expression of safety, which is a big issue with the Indigo children. They feel threatened, misunderstood and certainly unsafe.

The color is Greyelsha which is a new color to incorporate this huge integrative process. “It is like gasoline on water with a blend of gray, lavender and magenta. The scent is of ocean, of ozone, snow, ice, frozen water and the scent of hale and sleety rain. It is all gradations of the same.”¹⁶

9. THE HOMOGENOUS SYSTEM



The Transformation System: The Medulla Center

Center:	The medulla.
Thought:	"I am a transformer."
Sound:	"Ee-Ah"
Color:	Greyelsha: blend of gray, lavender and magenta.
Scent:	Snow, ice, hale, frozen water, ocean, sleety rain and the scent of ozone.

THE HOMOGENOUS SYSTEM

The *Homogenous System* brings everything together to work as a unity. This process allows the parts to keep their own character, remembering at the same time that they are part of a whole. For example when black and white come together, they do not become gray. The light penetrates the darkness and the darkness penetrates the light creating a multiple of color and variety.

Again, the outstretched arms in this gesture solidify the outside field of energy. Now both arms are working together, instead of separately, as in the previous code. This brings about a completion with the inside energy field and the outside becoming totally connected to work together as one. The inner and the outer fields of energy, anchor into physicality for production.

The shoulders are the place where we take on the mantle of our life. To begin with, we accept the responsibility of being human. Like a coat, we carry our intentions on our shoulders. We shoulder our responsibilities very specifically by the position and place we hold in the family and in life. For example, if we choose to be male or female or to be an artist or scientist it is embedded in our being, particularly in the shoulders. Earlier, kings knighted their Knights by placing the sword on both shoulders, while speaking the vow. It is here where difficulty begins when either parent places false expectations on the child creating confusion through the conflict of what the child wants and what the parent wants for the child. Therefore, it is a very vulnerable area of the body. False expectations and false responsibilities result in shoulder problems, which radiate down the spine and up into the head.

The sound is "Ohm". There were three "Ohms" and the Earth was, created. The letter of "O", sounds like "Ah" and the letter of "H" sounds like "Ooh". The "Ah" as an in-breathing sound receives, while the "Ooh" as an out-breathing sound transmits energy. The "M" breathes out further, like m-m good. The sound of "M" vibrates into the air. The full circular motion is an added element of integration and symbolic of the Monad, the Oneness of All.

The scent is of watermelon, a kind of sweet peppery freshness. The color of Greyelsha draws together violet, peach, blue and yellow further enlivening processes of integration

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

and homogenization. Here, polarities join to create new aspects of expression. Through the continuous flow of energy into and out of the body the children experience, learn and get to know what they need to and who they are. This process brings them to the still-point in yet another way.

The nine codes we have just discussed occur every time we create an idea and it becomes an actual thought form. In this way, the codes collectively help to bring about new thoughts, to bring them into production. There is a process of free thought when creation is taking place. An entire process has to take place before that happens. There is first a search for an idea or program. Once it is pin-pointed out of a multiplicity of experiences, it is expanded, expressed and finally brought to production on the physical plane. Thomas Aquinas describes it as, "An idea is brainstormed by aspects of one's self, then put on the drawing board so it can go to production."¹⁷

SUMMARY TABLE OF THE NINE CODES

System	Center	Sound	Color	Scent
1. Receptor Transmitter	Begin and ends in the heart	Ah (far)	Green – heart burst of gold for the crown.	Fresh new grass on a spring night – scent of freshness in the air.
2. Fusion	Pituitary/pineal glands – center of the forehead.	Ah-EE (I)	Magenta.	A plummy grape scent of fruit – rich and deep.
3. Expression	Throat chakra and clavicle chakra at base of throat.	Au (Ah-Uh)	Beautiful blue, huriion (peach, pink, mauve, pale ashen blue).	Blueberry;Peach.
4. Expansion	Heart, mid-sternum and lower sternum at apex of ribcage.	Ā (hey, play)	Siroun: pink, peach, coral, yellow. Green: emerald. Halion: mint, green, turquoise, electric blue.	Skin of a peach, new-mown grass, scent of rain, of the ocean. It is water.
5. Spiritual-Will	Solar plexus to spleen chakras located 2 inches above the navel.	E (eee – see me)	Sunshine lemon yellow.	Lemon.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

6. Elimination	Umbilical at navel.	Au(Ah uh) Āu (Āy uh) Uee (uh ee)	Liquid golden honey, yellow, orange (the moon as it sets and the sun as it rises).	Honey and of sweetness. The cloying sweetness as if you were in a beehive.
7. Creative	Sacral, pubic, base – all in one.	ARE (ah-R)	Orange, clay, red, mixed.	New earth when it is turned over; red delicious apples.
8. Transformation	Medulla chakra.	EE-Ah	Greyelsha: blend of gray, lavender, magenta.	Snow, ice, hale, frozen water, ocean sleety rain nd ozone.
9. Homogeneous	Scapular chakras on tips of shoulders.	Ohm (Aoum)	Rainbow: greyelsha, violet, peach. It is beautiful.	Watermelon

CHAPTER 6

GETTING BEYOND THE OLD PARADIGM

It is clear that energy itself is changing in the New children. Thus, we need a change in the direction that education is presently taking because it is in direct conflict with how the children learn. There was a time when you could talk about the average child. That changed to gifted versus learning impaired children, creating a strong polarity between the two. Now there are more children on medication than ever before, which has definitively swung the polarity to one side. The pendulum quickly moved to what Armstrong calls “The Learning Disability Trap”.²¹ Almost 90% of all children are now either Indigo, Crystal, Octarine, Star or Magenta, who express various levels of this same energetic change. It is time to notice that something is right with these children and teach in the way they learn. They are the pioneers, they are the way to new pathways of learning. Within the twenty-two rhythmic codes described here, pathways of learning are revealed that could put wings on our old institutions of learning, healing and communication. The children are not here to destroy the old ways, rather to renovate and reconstruct in ways that are useful to the understanding, the fulfillment and the creation of new paradigms for all the children of the Earth. We need to ask two questions of education; 1) “Is it of service?” 2) “Is it of love?”.

Full Development

Another factor to consider is to allow full development to take place at the time when the child is neurologically, physiologically and psychologically ready. I believe thoroughly that there is no such thing as a disability. There is only lack of full development, which did not occur at the right time. I think neurologist Frank Wilson describes this well: “I think working with children has given me this idea, which isn’t often discussed in medicine: a lot of disease—medical disease and emotional “disease”, is an outcome of a lack of full development. It’s not something we can just get by removing a psychological block. There are actually no blocks in this respect, but there is a block caused by lack of learning and development. It is

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

not a single miraculous event that people imagine, a catharsis or something like that. So when I look at people with problems, more and more I ask: "What have they not learned? What in their development have they missed?"

A new problem arises out of this fact that we lack the knowledge of the changes taking place. Therefore, new ways to teach the children do not awaken their full potential. Not only do the codes reveal new pathways of learning, they show how to activate full development. I would like to see us teaching to the cycles of the children's true nature.

CHAPTER 7

CHILDREN OF THE GRID

The children carry within them 'Books of Knowledge'. They have a need to open the portals, which unfold their knowledge, in order to communicate and share it with others. The biggest problem we are facing with the young people of this millennium is communication. Respect for self, leads to respect for others without judgment.

The Children of Bulgaria

Recently it came to my attention that there are groups of Indigo children living in all parts of the world. When James Twyman was visiting Bulgaria, he came across what he calls the psychic children, who are also Indigo children, however, they call themselves the children of Oz. After he returned home to the United States, he received a message from one of the children called Thomas. I relay a part of the Thomas' message here, because it shows how aware and how knowledgeable these children actually are. It is not only that they have within them knowledge of the grid of the Universe and how that works. But they are full of love and want to heal the Universe as well.

In the first of three messages, Thomas says,

"The children of Oz are everywhere, and we're with you now to help you achieve your dreams. We work together consciously to strengthen a unique grid of energy that will enable humanity to literally jump to a new level of love and compassion. The grid is ready to support everyone who claims this reality.....Even if you don't understand it with your mind, your heart will comprehend." (Taken from Notes from James Twyman).

These children clearly know what they are about. We need to stop and really take this in and consider what a gift these children are actually bringing—what it really means.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

The children themselves are enlivening, and thus healing the grid. We can ask the questions at this point. "What is the grid?, Why does it need healing? and Why do we need to claim it as reality?"

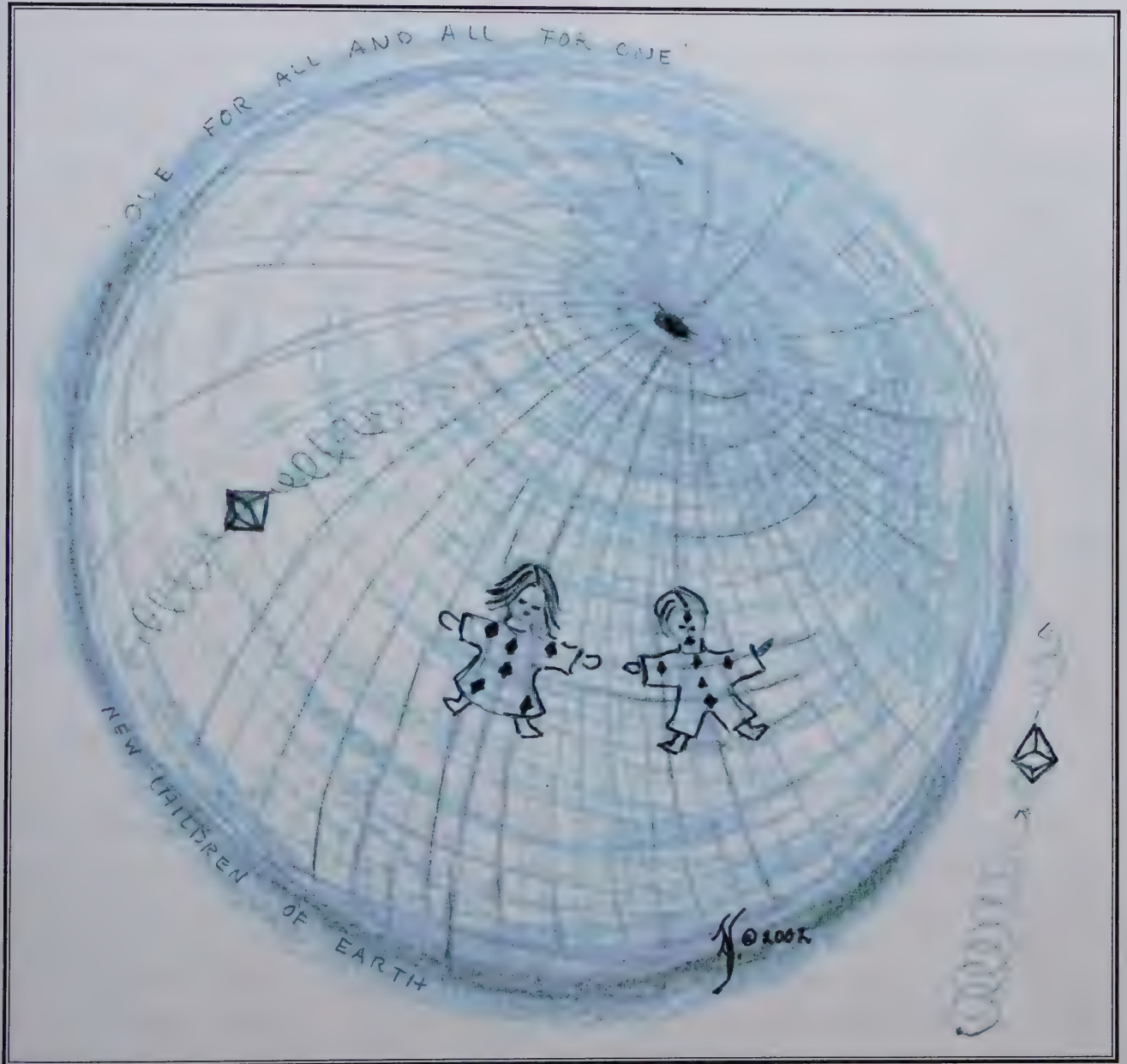
The children of Oz speak from the heart of the One Source of all creation, love. We are all equal, yet different aspects of the same Source. Being equal we are supported by the same energies that created us equally. Every creation has a center and makes its imprint—a blueprint. As residents of this mighty universe we can all view the blueprints equally. The blueprints as symbols are everywhere to be found in nature. While in the construction of geometry we participate in these magnificent processes of creation. To put the concept of the Grid into a picture would be to imagine that starting from one 'home' we were each given a unique creation, a body, and a blueprint that suited just what we wanted to accomplish on our journey of life. In order that we wouldn't lose our way, the roads leading from home were engraved in the Earth so that our path was clearly defined, and so that we could find our way home again. In order to expedite the journey we were given a car that fit our particular bodily configuration. The roads ringed the Earth in all directions. Through years of travel the highways showed wear and abuse. Now the people no longer remembered where home was. Their vehicles began to break down, and where there was hope was now a feeling of lack and defeat. Others who were stronger took advantage and abused the weakness of people with new ideas of greed and even terror took over. Our grid, which we travel on, is much like the highways.

Through years of abuse it has been weakened. Our individual grid is entwined with the universal grid. We sit in essence on part of the extended grid of the universe that affects all of us. However, we have abused our grid through what we have done to the Earth, the water and the air.

These New children come to earth with the mission to get us to remember where our home is. They tell us, "*...in the simple act of remembering our grid is enlivened.*" The blueprint of the grid, which we are born with is, and always was, perfect. We do not need to change it, only to remember it. This is why the children say, "*The grid is there to support everyone who claims this reality.*" Conscious awareness makes things happen.

The children come with the gift of a strengthened grid. Their personal grid and the grid upon which they travel glitters with gold so they will never forget. Remembering home gives a feeling of peace, of balance and of expansion, which leads to greater awareness and a healthier approach to life. Thus they perceive and intuit life in a much more conscious way.

DIAGRAM OF THE CHILDREN OF THE GRID



NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

Education is no longer a matter of swinging from one polarity to the other. It is a matter of finding out how to integrate two polarities: concept and percept, individual development and the world, freedom and discipline, head and will, art and science or inner versus outer. The balance always lies in the heart of the individual personality, and how knowledge translates into the individual's gifts/desires, which they in turn give back to the world. If education does not open the heart we have failed. In the place of joy, we have put stress and fear. It is time to become excited about new possibilities that can lead to joy and excellence in education. To all the people that I know who are discouraged, it is time to get light-hearted about what can be done. Recognize the power of the human spirit. Some of the best guidance for living one's life comes from within one's own inner spirit. It is time to integrate perception and intuition, creating new forms of learning for an awakening awareness of the inner life of thought, of feeling and of action that we used to call common sense.

CHAPTER 8

CREATIVE CHILDREN ARE CONTENT

When children do not have the ability to use their creativity constructively, they use it destructively. This gives them the excitement they long for in learning. The inherent desire of all children is to want to learn. In today's schools, dropout prevention classes begin in third grade, because as early as third grade many children are saying, *"I'm through with school"*. Money has been used to bribe students to stay in school, to study harder and get higher scores on the tests. Education should be about children not about money. Creativity brings about the most wonderful experience of discovery and expansion. This freedom of expression, peace and joy leads the child toward being an active participant in life. I have never witnessed creative children being nasty or mean to each other in my forty years of teaching. On the contrary they become reflective about their creations, sit back and *"oh"* and *"ah"* about what has happened. In the midst of the wonder of it all, a stillness comes over the student, a moment of total focused awareness, a stillness that cannot be taught.

Detention Halls Are Full Of Creativity Gone Sour

I was asked by a teacher some years ago to help her with teaching teenagers who were in detention halls awaiting their sentence. I told her to let them be creative, let them come up with a play or a skit about their lives, write about it and dramatize it. Biography can be an enormous educator and healer. She told me that they were eating it up and wanted to have more ideas because they had an unquenchable thirst for being creative and expressive. Creative children overcome compulsive, obsessive thinking because their attention is absorbed and focuses on feeling the joy of accomplishment. This brings about peace. Peaceful children never hurt one another. Angry children stem largely from being abused. Our children are the most abused section of society today. We have taken away their freedom to remain alive in their thinking. There is little to be excited about in life for many of our young children. There is only hopelessness. In the act of expressing and creating, the children become so

enthusiastic and excited. This force alone overpowers the obstacles and creates the desire to want more and more. I do not wish at this time to point out what is wrong—that is all too clear. I would rather point to a way that increases creativity, increases enthusiasm and leads to unlimited potential.

Feeling Codes Are Primary To Learning

We have forgotten the role that the body plays in learning. Every movement is stored in the body through *feeling codes*, what we can call *felt* sensations. These codes are *primary to learning, not secondary. Conceptual codes are secondary to learning. This was well established in 1982 by Psychiatrist, William Gray. Feeling codes can store, nullify, retard and exaggerate information; as well as form the basis for all thinking. Because there is not enough movement in education, there are not enough experiences to draw from when it comes time for higher thinking to take place. This is one of our greatest lacks in education. The answer to this is to involve the whole body-mind expression in the process of learning.*

CHAPTER 9

CHILDREN FULFILLING THEIR MISSION

Each child is a jewel in the crown of God. As that child grows, that jewel changes. The jewel can be a most magnificent seed jewel, or it can be a most unattractive and malignant stone; yet underneath it all, lies, that golden kernel, waiting to be salvaged, waiting to be nurtured.

Children are the flowers of the universe. They are the songbirds – the mediums of joy. How sad that such a great majority of them cannot express what they really are. It is now the duty of the teachers to have the children express so that the creative energy, theirs by divine right, can be expressed. The children must be allowed to fulfill their mission; that the teachings they bring with them will resound from Universe to Universe. ²⁰

When we nurture the children they give us gifts in return. These are gifts that come as a total surprise. This is a kind of spontaneous heart to heart experience that comes out of the blue. But, when it does, it stays with you forever. I had one of these unforgettable experiences while I was teaching in California. When I entered the room, I usually asked the children to please stand up and form a circle. On this particular day, the children said to me, "Sit down please, we have something to show you." I looked at the harpist who was playing for me and we were both astonished. I began this particular class with the first of the twenty-two codes by having the children anchor themselves in their hearts and then opening their hearts slowly to the light of the sun, they felt the warmth of the sun as they brought it down through their feet. Once they hooked it in the earth, they imagined the sun flowing up out of their hearts as pure love. They sent this love to someone near and dear to them such as their mother, father, sister, brother or anyone they chose. The children began with this exercise and then proceeded to announce one by one the name of their individual performances. For

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

example: one child said, "This is the TURNING OF AGES." Then the student presented a series of beautifully integrated and graceful movements, which represented the title. I think there must have been twelve to fifteen children present. Each took their turn presenting these beautiful movements. Each child gave his/her presentation a title. I sat speechless until I asked, "Children what are you doing?" and a child answered, "I am doing THE GREAT PYRAMID". I wanted to ask where this had come from, and why they were doing this, but I knew I should just watch and ask them to repeat it for me. This took place twenty-two years ago and as I am writing this I am just now realizing the full impact of what it really meant. I did not know that these were indeed Indigo children giving me the gift of seeing the results of the codes. They taught me how to reach the essence of creativity, the bridge between motion and stillness. They did it simply through joy. As I now look back on it, they anchored in the silence of the heart. Each creation was a burst of information which was expressed in both thought and motion. I owe everything to the children in understanding this and I want to give back to them in my understanding them. We live in a time where we want everything to have proof. What more proof can you have than the children expressing in a joyful manor?

CHAPTER 10

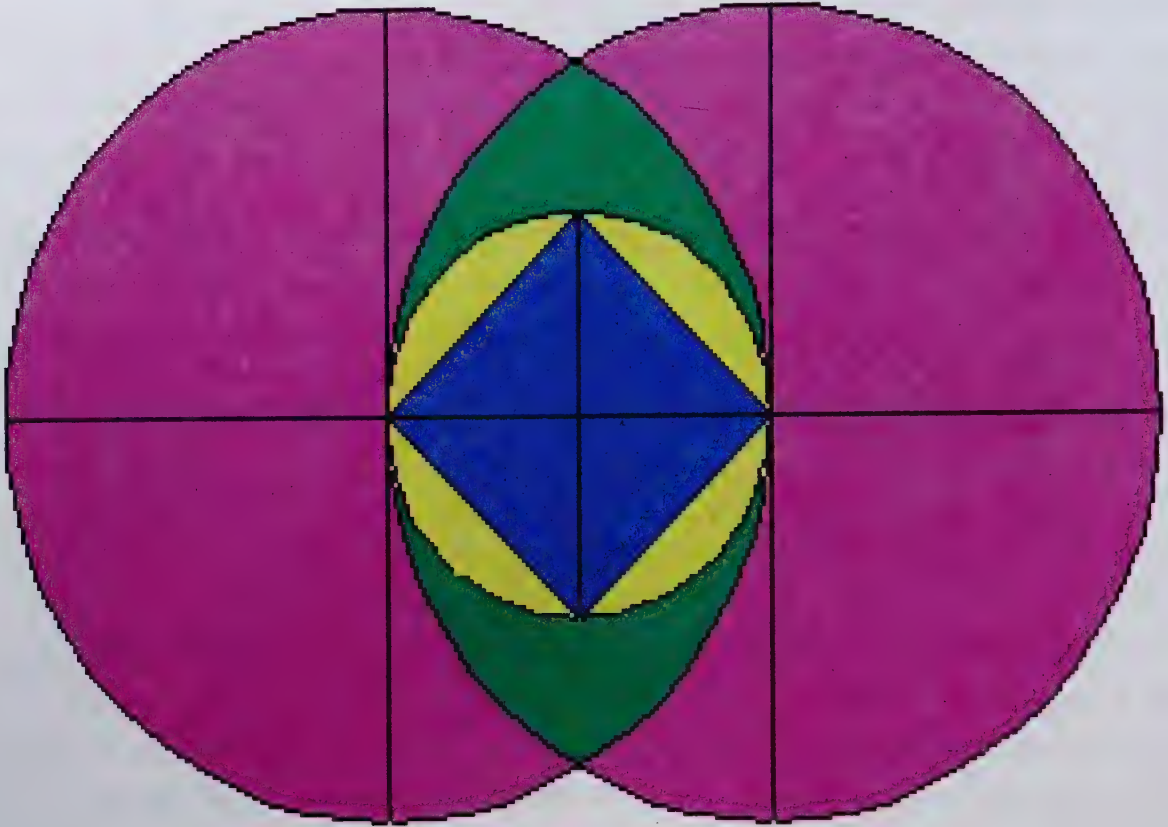
FUNDAMENTALS OF CREATIVITY

"Everything is energy and is the key to understanding the world we live in."

Albert Einstein.

Around 1981, I was teaching a group of children how to walk a figure eight, also called a lemniscates. Instead of this activity calming the group as it usually did, it stirred them up. In order to better understand the processes involved I meditated on the properties of this form. I can still see it clearly with both sides of the eight rotating in opposite directions and suddenly flipping over at the center crossing point to become one circle that contains the whole seed form. From this seed another lemniscates is created. In 2002 Linda Dillon in her writings on, *Albert Einstein on Nova Atomics*, describes this same process. "Think of the joining of energy as a ballet, which is the picture given to me by Einstein. Both sides of the infinity symbol represent a single atom. What usually occurs is that both sides/partners dance separate, and then go their own way. At the still-point, at the center, which exists within and without, the energies merge at the crossover point the center of the x if you will, and in that center and moment of stillness the new is created. It is the process of implosion."²¹

Back in 1980 I was aware that polarity was changing and only now do I realize how much education revolves around the laws of motion. The same laws that govern our existence also govern education, especially if it is to be connected to life. What can be perceived in the laws of nature, can also be perceived in the world of geometry and numbers where energetic laws become concrete and measurable.



Vesica Piscis

Vesica Piscis

The *vesica piscis* is an architectural and functional symbol of the fusion of opposites. It is known to be a passageway through the world's apparent polarities. In the metaphor of Arithmetic the dyad reveals itself as the door between the One and the many, between Unity and all other numbers. The *vesica piscis* is the birthplace of all form. All cultures recognize the "interplay of polarities as the most fundamental aspect of the creating process."²²

Vertical, Horizontal and Diagonal Zones

At birth we are born with our head downwards and slowly we raise to the vertical position where we reach for our highest potential. This is our connection to the vertical plane. The horizontal sphere is an extension of our heart as it reaches into the hands, into the world. Here we experience our likes and our dislikes, our sympathies and our antipathies. The diagonal plane represents our extension into the universe, and our connection to the elements earth, air, water, fire and more.

How The Codes Work With The Grid

In looking at the grid, there are points of intersection where the vertical, horizontal and the diagonal planes meet one another. It is at the intersection of these planes that portals are created for energy to enter or exit. These portals contain within them the archetype of what is represented in the *vesica piscis*, and the working of polarity. The spiraling energy which travels along these planes becomes finer and finer at the points of intersection. In fact, they become so fine that they do a squaring off process, which is almost imperceptible to the naked eye. It is here when the still point is reached that the energy implodes and new seed thoughts are created. It is also true at this point that old thoughts can be eliminated.²³

Infinity of Motion: Characteristics of a Spiral

All energy moves in a spiral! The circle is a cross-section of a spiral so that we can study the properties of motion. The change in awareness of the New children is directly related to the direction of the spiraling effect. In their case they are pulling the energy in, in a counter-clockwise direction, which is in accordance with the universe causing the old energy to escape in other ways. The new energy is not allowing the old to remain. Any interruption in the function of these natural processes causes chaos and confusion as has been discussed.

"Everything that happens has moved. Every action is a thought."

Albert Einstein

When Einstein was asked how he thought, he answered that he had to pace up and down until he got the rhythm of the thought. Once he had the rhythm of the thought in his body, then the thought came to him. Many inspirational thinkers will tell you that the most

creative ideas they have had came about when they were not thinking.

While teaching with the Center For Creative Education, I was collaborating with a second grade teacher who asked me to help the children learn their math facts up to twelve. At the time, I did not have a clue as to how to proceed with this request and apply movement to the learning process. While sitting in a restaurant thinking about it, I drew a circle on my napkin. I stared at it, pondering about the number twelve (12) and where it belonged on the circle. Having done a lot of projective geometry, I usually put a zero on top of a circle. This time however, I began with twelve at the top and then began numbering from one to twelve around the circle. It did not occur to me that I was drawing a clock. I looked at the results and said, "Wow, I have never done this before. Eleven plus one equals twelve, ten plus two equals twelve, nine plus three equals twelve, and so on around the clock!" So, by adding circle after circle, we went on to multiply by two and then three and so forth. We even tried dividing. The math scores tripled! If I had not let my hand go into the motion of a circle, without thinking, I would have never seen the possibilities that developed from this simple gesture. I wrote a book about it and taught it to many of the public schools. Students who were not participating in their classes became alive and found many rhythmic sequences with the number patterns and thus became leaders in their classrooms and proud of their accomplishments. Motion and rhythm are essential to learning and to the development of creativity with long lasting effect. Memorization of information is simply soon forgotten.

CHAPTER 11

TEACHING THE INDIGO CHILDREN

Indigos In Action

Having had the opportunity to provide a learning environment for a group of children for four years who were without exception all Indigo children, I realized one fact; you cannot label them. During this time it became evident that these children were all uniquely different. I believe there are as many Indigo types as there are Indigo children. What sets them apart is that if you do not speak directly to their heart you can forget teaching them at all. One of the many attributes that the Indigo children strongly exhibit is that they have a total sense of existence, of Being. They do not want to understand the meaning of life as much as they want to be a part of it. There are days that we could not teach them no matter how we presented the subject matter. These days became a total experience in *becoming* and we called them our *earth days*. Days where we started with hugging a tree, talking to it and finding out which part of the family that each child's tree belonged to. They found out what position the tree held within the family, whether it was the father, the mother, the child, the cousin or someone else. On these days we let their imagination play with the Earth. Out of their imagination the children built gnome houses, cities with bridges and all sorts of interesting places. These days were intense in the amount of learning and creative expression that was shared by all. The adults became the silent observers.

The interesting part of this was that when it was over it was indeed over; the children would ask if they could now go inside and do math or another subject.

The key to keeping these children in balance was to provide a framework that was established through a rhythmic day, a time to be quiet, a time to be active, a time to listen, a time to speak, a time to be creative and a time to take in that which is unknown, a time to discover. Once this rhythm had been established, then it was possible to set the children free to discover for themselves a rhythm with which they felt compatible. In watching this happen,

it became obvious that the children established an ebb and flow between them. They would make up original games and begin a dialogue that had no conflict in it. We could always tell when they had reached this point because the bickering, the hitting and the kicking would stop. They seemed to be working as a group, rather than as individuals. For strong individuals this was a tremendous accomplishment. It happened only after they were set free from the discipline established through the polarity set in motion by the nature of the curriculum itself. The placement of curriculum is both the disciplinary tool and the means to create the environment for freedom of expression to happen. It is the integration of both structure and freedom which allows the free flow of rhythmic balance to occur. Without balance there is no flow, and no possibility to be creative. The *Grapevine* exercise at the end of this book is a beautiful example of this.

We found that the children went through intense periods of struggle with certain aspects of themselves. For example: anger, jealousy, stubbornness or sadness would surface. During these times the children would take home the most horrible stories. The parents, naturally, became anxious and upset at what was happening at school. I felt strongly that if the children could not work out their personality flaws and grievances with us, where else could they do it. Also we are not always angelic beings. We have to accept our down side and work with it. We provided a safe place for the children to eliminate qualities that were not useful to them, and find new ones that did work. It became a question of whether or not the parents would hold out until this process completed itself. There was a tremendous amount of learning on a social level that went beyond conflict and resolution because it involved the instinctive body reflexes and how to change them. Two elements that played into the releasing of anger were resistance to change and love of detail. According to their characteristics of personality, (which will be discussed in great detail later) the flaws of another person, easily annoyed a child when their strength for fairness or truth was challenged. Anger would erupt like a volcano resulting in punching, biting, etc. Here the 13 virtues, discussed in the section labeled *Journey towards wholeness*, became a valuable diagnostic tool for the problem, as well as the treatment for the child to overcome the problem, in a creative, playful manor. To select the necessary code, which relates to the problem you have to find the polarity of what is happening in the child. Anger was the one most sought after. The polarity of anger is *compassion* which is the virtue belonging to the code of *Awareness*. Anger would repeatedly come up when a very sensitive child became aware that a certain person did that *thing* again, which annoyed him/her. So you could say that underlying anger is awareness. Compassion is the ability to

love and serve without judgment and to be able to fully understand. The ability to be aware can go too far out of balance and become destructive. However, the problem has within it the answer—the development of understanding, which is also awareness. Because the codes are experiential, the opportunity is provided to feel, taste and move the processes belonging to *awareness*. It is in this active participation that *compassion* evolves through the individual effort of will. Talking and moralizing does not go very far with these children. They reject it for the most part. It is only when they feel, that they get it.

The Indigo children love variety and strong contrasts mixed in with very subtle intimate discussions about the nature of things. They have a tremendous fascination with energy, and love to see how it works, feels, creates color and forms concepts that they themselves can create and play with. When you take away play, you take with it the desire to work.

As a color, indigo is a deep blue, which emanates hope, truth and change. The Indigo children represent change by their very being. Their posture is very individual and they do not respond at first to authority. For the most part they do not learn in the same way as other children. Yet they are not unintelligent. They are in fact very brilliant, but cannot learn in the old way of teaching. As was discussed, the old ways bring them into confusion, never allowing their brilliance to come out. Because the Indigo's energy flows counter-clockwise, they use this expanded energy form to learn. They begin in an expanded form such as moving, feeling and experiencing. They then work their way to detail and sharpened thinking. This demonstrates the hope and the truth that intelligence does not depend upon the memorization of fact upon fact, which is only one aspect of learning. It does, however, involve the use of the whole body/mind complex. This means of course that we need an approach to education that allows the space for these faculties to be used and acknowledged as vital in reaching extraordinary powers of the mind.

When Movement Was Taken Out of Education

About ten years ago, at least eighty percent of movement activities were taken out of education. The result was that S.A.T. scores went down and learning disabilities increased. It is also known that movement imbeds information and forms the basis of formal thinking. If there are not enough perceptual experiences to draw from, higher order thinking does not take place. This is the time when the students begin to be able to think about the form of things and not the content. Only twenty percent of our students ever reach this stage

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

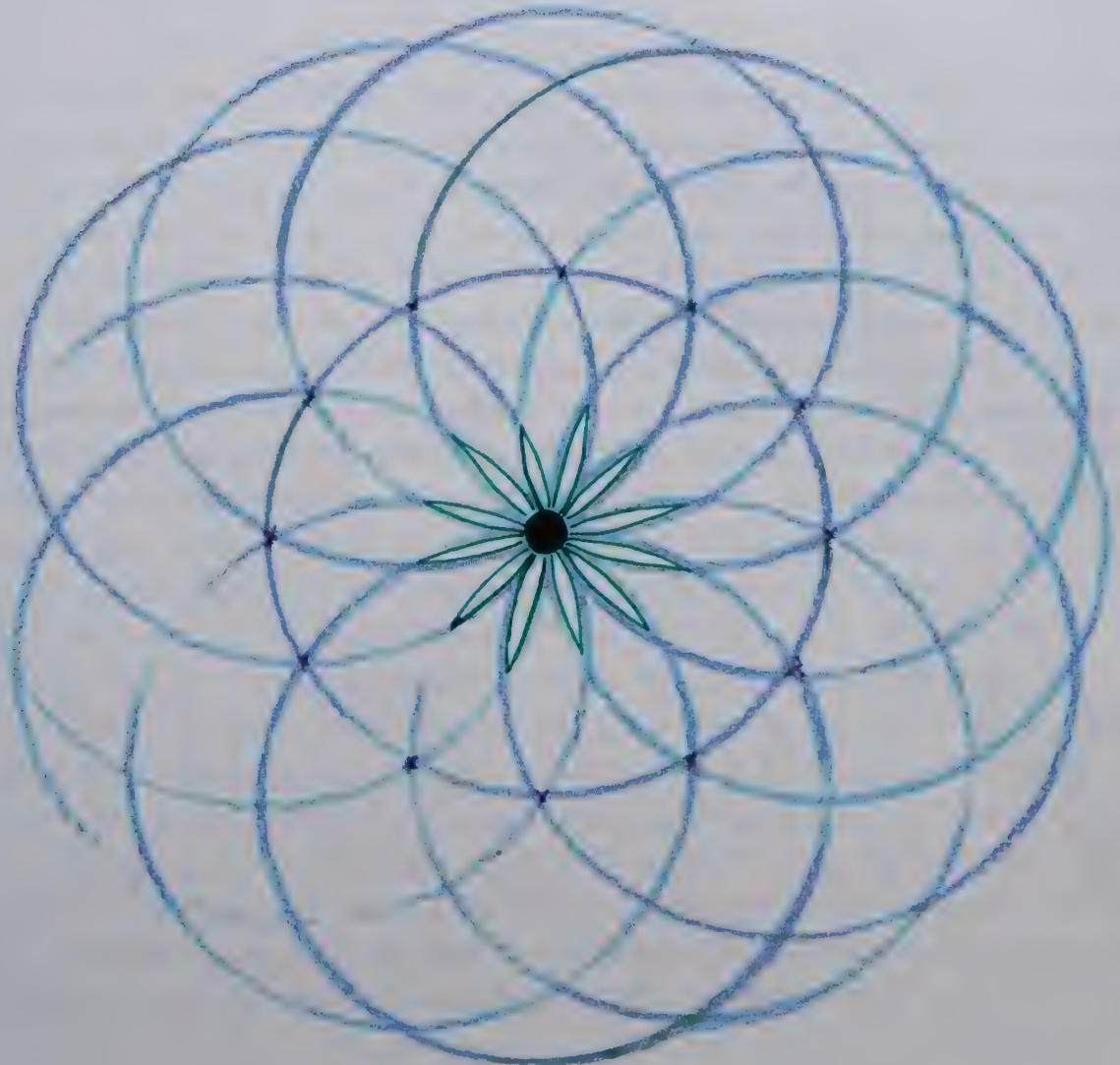
of formal thinking because of a lack of movement in the early years. Movement imbeds information, which is drawn upon at this time. The larger the repertoire of motion to draw from, the greater the creativity of the mind. Thinking remains abstract unless it becomes a part of the body.

Many children today can be observed staring off into space to the point where you have to call their name to get their attention. We then tell them that they need to be more focused, more with it and to pay attention. What we do not understand is that the expansive process is at work. This rapt attention is very genuine. The children are totally focused, but in an expanded way. "They are receiving information, and at times, transmitting responses from information they have gathered and are witnessing the energy grids, sometimes even seeing their grids and guardians." We snap our fingers and tell them to get "with it". They are actually more "with it" than we are.

There are also changes occurring in their will life and their approach to life. The new will of the New children is directly in alignment with universal motion, as their energy moves counter-clockwise with the outside fields of energy. Up until now, we have mirrored this energy. Now, it is a direct flow of energy from outside of them into them and out of them in a continuous motion that has changed. At times the will is directed inside to the receptor centers. Other times it is directed outward to the body and creates an expanded sense of being and continues still further out to a larger universe. The children have become much more homogeneous in their ability to go into their inner self and quickly out to the world.

CHAPTER 13

IMPULSE: THIRTEEN ASPECTS
OF PERSONALITY



The Birth of the Thirteenth Cycle

The thirteenth circle is created out of the place where all twelve circles join, which we can view as a new cycle. We are all different but equal as is shown symbolically in the drawing on the previous page, where twelve equal circles all meet in the center point, where they began. Interrelated aspects of self are constantly interweaving individually, collectively and again individually. This is where the parts affect the whole and the whole affects the parts. A new beginning is created when all circles touch to become the thirteenth circle the beginning of a whole new cycle. John Nash proved this mathematically, winning the Pulitzer Prize and showing that in our uniqueness each person contributes to a greater advancement of the whole.

The New children with their multi-diverse personalities express the expansion of consciousness. Here connectedness and diversity stand side by side. All thirteen aspects of personality and their virtues, presented here, reach beyond the compulsive personality to a higher vibration belonging to an expanded universe through the simplicity of the universal code of love. We are all free to believe as we choose, however, that which binds us together is love. It is eternal, it is lasting and it does not interfere with our freedom to choose. Each individual child changes what life brings to him/her, through who he/she is and how he/she chooses to translate life. Thus, it is important for the Indigo children to know that in their differences they are one and the same with all people. So that when they join together they will come to know the strength of being equals. When they work together they are not filling in what they don't have, but rather joining together what they do have—anchoring it into physical form out of wholeness. When all aspects of self join together both individually and collectively there is a magnification process, which multiplies and affects all of us. This applies to all children.

One of the most central parts of our lives is the acceptance or non-acceptance of our parents and family as to who we really are. The attitude of family can alter an entire life. The Indigo children have this to deal with because they are extreme in their differences. This puts them in a very vulnerable place to begin with. It is often difficult to find the true characteristic as it is masked. For example the child who seemingly is not focused, because he/she is staring into space is in reality focusing on a vast amount of information at the same time. Unable to see this, the adult demands immediate focus and destroys the ability to assimilate many things at once, rather than helping the child to balance it. The criticism,

enforced on the child's inability to focus, actually breaks it down.

When we see and honor the gifts of another person, an exchange of warmth expands from the one person to the other. Both the giver and the receiver benefit from this acceptance of one to another. Children have this openness of heart that looks at life with fresh eyes and wonder. Their wonder receives the abundance of life. The Indigo children, in particular, seem to know that they do not need to prove themselves. They have a wonderful way of just being who they are and can easily see themselves wearing different hats for different occasions. By interacting with the following thirteen positive models of character, the children experience different aspects of expressing who they are and this opens the portals to unlimited potential.

The Need To Focus On Blessings

Because the New children are pulling in expansive energy, they are continuously expanding with it. Thus, a diverse amount of information flows toward them on many levels. This means they sometimes act in surprising ways and need to learn how to focus. Expecting them to be able to focus, we think they have something wrong with them and put them into therapy. Their behavior becomes more and more bazaar, undesirable and even uncontrollable. This can take adults by surprise. Thus, I have applied the Thirteen Virtues and Blessings from the work of Linda Dillon to the codes because, " While there are many, many blessings and virtues which are available throughout the Universe, we speak this day of core virtues necessary to go forward without blockages or debris. It allows one to maintain a state of wholeness." ²⁴

Thirteen Aspects of Personality and Their Virtues

The thirteen codes reveal the processes involved in individual expressions of character and the way they behave. The virtues provide models of wholeness and the movements give indications for the actions to be creative. The codes help to bring about an experience of the virtue through the movements as they imbed information into the body. We all know that moralizing does not help, we have to provide experience of another kind. For example, the character trait of *One Image* is the ability to bring one side of ourselves to mirror the other. This experience brings forth the virtue of *joy!* Joy is the virtue gained when you are able to experience for yourself how everything relates to the whole. The virtue is not applied

and memorized. It just occurs out of the action and happens as a result of the participation with the moving forms and the thought. The code, which stands in polarity to *One Image*, is *Elimination*. It is necessary to eliminate that which no longer serves you in order to bring everything together into one whole. Its virtue, is *prudence*, the ability to know when to act and when not to. Different aspects of character are explored in this way. The thirteen codes provide guidance in this exploration. They serve as diagnostic as well as treatment tools. The nine codes are aspects of the still-point. The thirteen codes are also still-points, but have more to do with what happens in the still-point. A key to working with the thirteen characteristics is to start with the birth-time and move from there. (See chart on the codes and the signs of the zodiac.) Each characteristic stands by its self, and should not be narrowed by this approach. However, symbols have always had great messages in them. When creativity is applied, a multitude of possibilities open up.

The thirteen blessings and virtues presented here in collaboration with the thirteen Creation Codes have been taken from Linda Dillon's work, *The Thirteenth Octave*.²⁵ The personality expresses as many aspects of itself as it has *points of awareness*. Each child adapts differently according to their individual purpose and the choices they make along their journey. The problems we face everywhere do not lie outside of us. They live within us, and can only be solved within each one of us. *IMPULSE* opens the way to begin that journey for the children. I have found that the children rid themselves of patterns that are not useful to them very quickly. For example, children may go through intense periods of hitting someone when their sense of fairness is abused. No amount of talking helps. It is here that the movements within the codes help them to experience the solution at the same time as releasing the problem out of their cellular memory. Movement like everything else has two sides, it imbeds information and it releases information.

The Form Of Things

For every form, there is an answering form and for every movement an answering movement. The New children are born with their opposite polarities joined, allowing for greater clarity, strength and unity of thought. This means that both heart and mind have to function together instead of flipping back and forth from one pole to another. When we study the movements within the codes we see what is healthy and how to get there. Each code creates a polarity with an opposite code and for study purposes I have put them into groups of four.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

It is always in the crossing of polarities that we find the center point of both balance and rest. With children you always start where they are and lead them outward to where they want to be. If a child is unable to reach its potential, the codes give a direction as to how to facilitate the process to get there. Children flow with process so easily, whereas adults have to understand and analyze it first. Characteristic of a square is that it has four equal sides and forms building blocks, which can be decomposed and composed into infinity. Pythagoras called the four aspects of character *humors*, of which there are four, and we call them temperaments. If someone went to Pythagoras's clinic with an ailment, he would say that one of her/his humors was out of balance. This is still very true today. There is so much stress and trauma today that it becomes a necessity to find simple ways to maintain balance—as is the case with the children of 9/11 --if we are out of balance with ourselves, then we are not in sync with life as well. Nothing functions and nothing new can be taken in.

The old paradigm is to isolate a problem and find ways to solve it. The new paradigm is to apply that which is whole and healthy in the first place and all that is unhealthy will dissolve and disappear. Every parent asks the question, "How to come from a place of wholeness with my child? How do I bring that which is healthy when I myself have been deprived?" The answer lies in the intention to love from a place of stillness.

CHART: CHARACTERISTICS, VIRTUES AND ZODIACAL SIGNS

Characteristics	Virtues	Signs
One image	Joy	Gemini (5-21,-6-21)
Gift of wisdom	Wisdom	Cancer (6-22, 7-22)
Awareness	Compassion	Leo (7-23, 8-22)
Unfoldment	Hope	Virgo (8-23, 9-22)
Total balance	Purity	Libra (9-23, 10-22)
The searcher	Truth	Scorpio (10-23, 11-21)
Elimination	Prudence	Sagittarius (11-22,12-21)
Acceptance	Charity	Capricorn (12-22, 1-19)
The protector	Beauty	Aquarius (1-20, 2-18)
Attainment	Fortitude	Pisces (2-19, 3-20)
Repetition of replenishment	Awe	Aires (3-21, 4-19)
Realization	Humility	Taurus (4-20, 5-20)
Oneness	Purity	All aspects

THIRTEEN CHARACTERISTICS OF PERSONALITY

THE NEW USE OF WILL

A new use and understanding of will is taking place in the children, which applies to everyone. It is the alignment of will with Divine will and Universal will that expresses yourself in physical form. It is the creative activity of love and mind that moves into the body and expresses externally as will. The will has need for expression in the physical form in the experience of life. It is the new understanding of will in alignment with all. What is happening and what has happened in the past is that the petty, smaller will has come and expressed as a reign of terror and control. People have seen this as expressing will but it is not. It is ego at its worst. When the heart and the mind align, they express creatively as love, will and thought. When the emotions are misaligned or trapped, there is little creativity because so much energy is going into attempting to hold down the emotions to control the anger.²⁶

Many people live in their minds. Now it is time to pull that energy down into the heart. The heart is the new point of balance for the new conscious. The alignment of the heart and the mind expresses itself creatively as love and peace, which is instantly recognized and which determines the very next action we take in our lives. The following four codes relate to the ability to maintain our center when chaos is all around us. When we come from a place of stillness we can always overcome chaos. It is a matter of being able to create against all odds, even when it looks as if there is no joy. Knowing that we are created whole, we are always trying to fill up the holes that have been neglected in our own development. If we focus on that which is already whole we give up the search and therefore the battle. It is so easy, virtues are blessings and all you have to do is accept them and hold them to your heart.

THE FOUR WILL-BASED CHARACTERISTICS OF PERSONALITY
AND THEIR VIRTUES AND BLESSINGS



JOY



WISDOM



CHARITY



PRUDENCE

THE THIRTEEN CHARACTERISTICS OF PERSONALITY

Sounds, Musical Notes, Colors and Virtues

Characteristic of Personality

'ONE IMAGE'



Virtue: Joy

Thought:	"I am one."
Sound:	"Gao"
Color:	Luminous gold with white, pink and silver.
Tone:	a
Scent:	Honey sweetness.

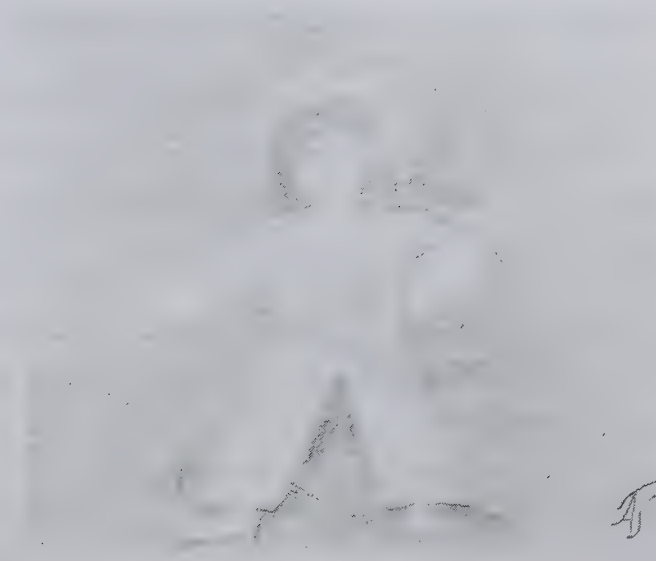
CHARACTERISTIC OF PERSONALITY: ONE IMAGE

One Image: Is a powerful symbol of the many images blending into one, doing away with duality. This personality reveals itself in all aspects of self and expresses as one magnificent whole. To feel at *one* with the purpose of your life is to experience joy, gratefulness and thankfulness, and “to be a reflection of the perfection of the creation of self and all. To live and remain with the heart for all time.”²⁷ This creates enormous joy. The movements of this code reveal clearly how this *oneness* is achieved. It is surprising to see that both sides of the body do not move together at the same time. The movements occur consecutively one after the other. First the one arm gestures in a circular movement while imaging a bowl of fish, representing understanding and faith. The sounds of “GAO” (*god*) help to change the vibration into oneness, and then consolidate it. The second arm moves with a circular gesture while imaging a bowl of water, representing clarity. Again the sounds “GAO” are repeated. Sounds are as important as color because they draw in the vibration belonging to each code. They also allow for the expression of the child. Naturally water and fish belong together as do faith, understanding and clarity. All of the images help to draw all aspects of self-together into wholeness, into *One Image*. We cannot sit around and wait for others to do the work. We need to step forward and be ourselves, which means expressing our full potential.

This is both a diagnostic tool as well as a treatment tool and can be effectively used to consolidate and focus a child who is exhibiting confusion and chaos. In order to become *one* it is often necessary to get rid of something first so that different aspects can be blended together. Thus, the diagonally polar opposite code of *One Image* is *Elimination*. *Elimination* stands in a diagonal position to *One Image*. The conscious decision to change involves a kind of turning oneself inside out the same way a circle can be turned into a figure eight, creating the diagonal plane. In this regard change or *Elimination*, is opposite to changelessness, *One Image*. So again they are two aspects working together for the same thing, *oneness*.

Characteristic of Personality

'DISSOLUTION'



Virtue: Prudence

- Thought:** "I dissolve that which I do not need."
- Sound:** "Fialpha"
- Color:** Broad band blues and indigo.
- Tone:** d
- Scent:** Blueberries.

CHARACTERISTIC OF PERSONALITY: DISSOLUTION

Dissolution: The ability to be who you are calls forth the ability to recreate those qualities which no longer serve you. Knowing what to keep and what not to keep brings the blessing or the virtue of *Prudence*. To begin with, the Indigo children know they can change what they wish to change. Sometimes they only need a reminder that they can do so. “*Prudence is the twin of temperance. The ability to know in all situations when to proceed and when to retreat, when to take action and when to be still, when to offer help and when to keep silent—to know in exact measure what is required...all things in correct measure.*”²⁸ The thoughts, “I transform...”, “I dissolve that which no longer serves me...” already carry the intention to change and the single mindedness needed to accomplish it. The gesture is one of gathering in new energies from without. New thoughts first with one arm and then with the other in order to gather the energies for change and at the same time stirring things up to change them. That which is eliminated is released through the upward gesture of the left arm and hand, and the crossing over of the right hand to touch the elbow with the right pinky finger. When the pinky finger is stimulated, it starts gathering, from outside, large concentric spirals that spin to a finer and finer state until totally dissolving and eliminating that which is not wanted. This happens much in the same way that the rotating spirals eliminate negativity out of the solar plexus.

The thought, “*I transform that which I do not want.*” and the sounds of “*FIALPHA*” support this elimination process further through the out-breathing quality of the “*F*” sound and the assertion of the “*I*” (*me*) sound, which culminate in the *ALPHA*, the beginning. The assertion of the self to change creates the environment for a new beginning to occur.

The color is the broad band of blues leading to indigo, all of which are the colors for change and for hope. The color blue is the color of the Universal Mother—the universal code of love. The musical tone is “*d*” which is also the tone for creative center, the sacral. However, in the use of tone as in the use of sound, it will travel to whatever place it is needed in the body or the soul. I will never forget that when I was using music to help a client who suffered from sores on her mouth. She had them for months and couldn’t get relief. I played only one tone repeatedly. It happened to be the “*d*” tone. The tone released her tears. She herself didn’t know why she was crying, but she was. Several days later she called to report that the sores were gone. Several people wanted me to use it on others with the same problem. However,

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

I explained that is not how it works. Other people might need a totally different tone or a series of tones. It depends totally on the vibratory state in the moment, and the intuition of the professional to place him/her self in service to higher wisdom. In the use of these tools as diagnostic tools, one needs to look and listen with an open heart. Breathing in the scent of blueberries and plums heightens the experience.

Characteristics of Personality

'ACCEPTANCE'



Virtue: Charity

Thought:	"I accept the world into my thinking."
Sound:	"Ng"
Color:	Lime green and turquoise.
Tone:	a flat
Scent:	Limes, kelp and the scent of the ocean.

CHARACTERISTIC OF PERSONALITY: ACCEPTANCE

Acceptance: The ability to be accepting, opens the heart wider and wider. Sometimes the children are affected by the whirlpool of energy swirling around the earth that affects their heads. The two sounds of “ng” resound, while the vibration of acceptance grows larger as demonstrated by both arms opening and embracing the world. The resounding continues with both hands moving in little circles above the head, much like throwing a pebble into the water and watching circle after circle appear. This is a full circular gesture to bring the world into the consciousness, which resounds with the hum of the universe. This sets the atmosphere for the virtue of *Charity*: “The genuine ability to open and share all things, material, spiritual and emotional. This is based on the true understanding that there is always enough for all to thrive and we are all richer in the joint expression of sharing.”²⁹ This leads naturally into the characteristic of wisdom, which is diagonally opposite to this sign. The colors of lime green and turquoise bring an expansive sense of peace and lightness felt on a cool spring day, standing at the ocean. The musical tone is “a flat” which is a minor tone and draws into the heart rather than expressing outward as sharps, (#’s), do.

The code of *Acceptance* stands across from the code of *Dissolution*, where they are directly in polarity to each other. However, at the same time they are also alike, as in all polarities that they both begin with a gathering gesture. In the *Dissolution* code everything is gathered to dissolve that which is not desired in order to make room for that which is desired. In the *Acceptance* code the world is gathered into one integrative process leading toward acceptance on a more expanded scale. The movement of each code reveals the process. It is important to observe this both objectively and accurately in order to extract the fullness of the concepts. It is the same with the alphabet. If you replace a *p* with a *d* you will not get the same meaning. The words *pay* and *day* give two very different responses. The more accurately you observe the codes, the more information is revealed from them.

Sometimes the children have the experience of being caught in a spinning whirlpool. Any of the codes will help them to reach the still-point. However, this *Acceptance* code helps their whole being move into an attitude of acceptance first, and thus reach the still-point. It works with the idea that you start in the problem and lead out from there. So if they are spinning, you start by spinning circles that lead to stillness.

Characteristic of Personality

'THE GIFT OF WISDOM'



Virtue: Wisdom

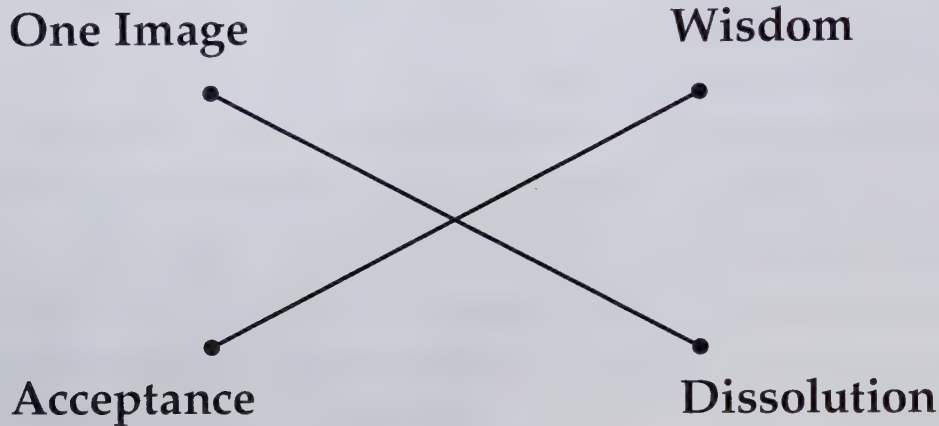
Thought:	"I offer wisdom freely."
Sound:	"Hu-Ha" (a musical vibration)
Color:	Mauve, magenta, violet to purple, deep plum to palest lavender (the dark color of claret).
Tone:	f and e flat
Scent:	Plums and grapes.

CHARACTERISTIC OF PERSONALITY: THE GIFT OF WISDOM

Wisdom: "Brother of Truth." Understanding the Divine plan, the unfoldment and each thing/being's place within that plan shows ultimate respect for all because all is a reflection of the One and we are one. Knowing comes from the deepest core of your being. It is that part of you intimately connected with your higher self, your guides and God."³⁰ This code shows in the gesture itself that you cannot push wisdom on anyone. It comes forth freely and easily with a musical vibration through the sounds of "Hu-ha" and the tones of "f-e flat". It is in the offering of it that you gain experience. The breath is held for a second while first one hand then the other offers the gift with the outflow of the breath in the sounds of "Hu-ha". Once the gesture is done—like a musical note that stops—the wisdom is gone and you know nothing. You have acted out of intuition, detached from the intellectual mind. This code fosters the ability to act on impulses of intuition, which are gifts of wisdom. This entails a kind of detachment in order to catch the intuition and act upon it immediately. How many times a day do we get a hunch or an inkling of something, but do not act on it? However, wisdom is truth, which stands on its own and doesn't go away. That is how we know it was an intuition, because it is still there. The recognition of an intuition shows us the difference between thinking, believing and knowing. We say, "Go with your first hunch, it is usually the right one." Both speed and detachment is present when the wisdom of knowing is certain.

In contrast to the ease found in the motion, there is depth in the colors that bring out the regal nature of wisdom. The scent is almost like a pure wine used for Holy ceremonies.

*The Fundamental Law of the Future
is
The Joining of the Points of Opposites*



The four codes work together to create wholeness as they blend into one another. You cannot blend all images together without first eliminating that which you do not want. Once you have eliminated blockage, the integrative aspect of acceptance then comes to wisdom. All four codes meet in the expression of *Oneness*, even though all are very different. *Harmony* is created out of diversity.

The second four codes have to do with the mind part of this new expansion, this new consciousness. It moves from *Realization* to the *Searcher*, to the *Protector* and then to *Awareness*. The order doesn't matter as they meet in the center to bring about understanding and communication through compassion and humility while protecting the beauty of each individual. The mind is not the master of all. It needs to be consulted, not ruled demonically.

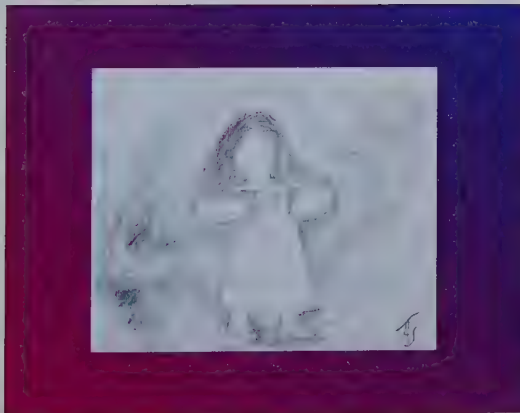
THE FOUR THOUGHT-BASED CHARACTERISTICS OF
PERSONALITY AND THEIR VIRTUES AND BLESSINGS



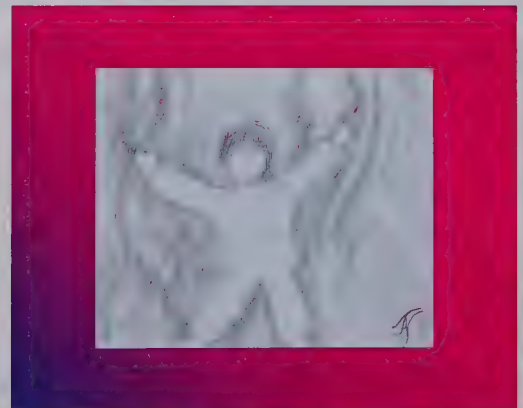
HUMILITY



COMPASSION



BEAUTY



TRUTH

Characteristic of Personality
'REALIZATION'



Virtue: Humility

Thought:	"I am realization."
Sound:	"Bialba"
Color:	Deepest scarlet red.
Tone:	b-e flat
Scent:	Cranberry, delicious red apples, cherries.

CHARACTERISTIC OF PERSONALITY: REALIZATION

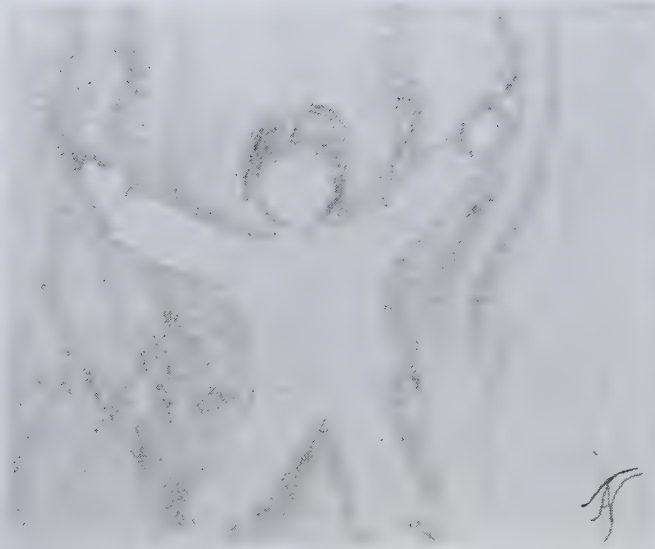
As with all of the thirteen characteristics the “I am” phrase can be applied. *I am realization*, has to do with the sense of your own presence. It is not a thought. It arises from beyond the mind—the ability to be truly grateful of the many blessings bestowed upon each and all. Also the knowledge that alone we are rather incompetent, but united with One we are All.³¹ To realize all aspects of self is a humble experience and is what the New children are about. They have a tremendous sense of the unity of life. The gesture places the left hand behind the head on the occipital lobes and the medulla, where knowing is stored. The Medulla is an organ and not a gland. The right hand is held open in front of the throat. Every movement we have ever made with the body is stored in the medulla, and can be recalled at any time. At the same time that the medulla is being activated, an electrical current occurs between the pituitary and pineal glands of the frontal lobes. In contrast to this awakening process in the back brain, is the open hand over the throat area. The throat is the center of the senses, where all sub-conscious and conscious memories are stored. It is also the center of change, which makes possible the receptivity of new forms of communication. Both the releasing of the old and the reception of the new are taking place in order to fully realize in all humility a new existence.

If we look at the combination of sounds in “BIALBA” there is good balance between the movements of the two enveloping sounds of “B”, which create a gesture like holding a baby, and the expansive singing vowel sounds of “I-A”. The “L” sound is always an activating sound that stimulates the activity of going within, and expanding outward. Here a balance can be found between that which flows toward us and that which flows away from us.

The color red is also an active color bringing new realizations into the body and into the earth. Red brings the assertiveness necessary for change. Because it is the color most connected to earth there is a bonding with the earth and love for humanity to share and serve. All are part of the balance necessary to realize oneself in the process of awakening.

Characteristic of Personality

'THE SEARCHER'



Virtue: Truth

Thought:	"I am a searcher of truth."
Sound:	"Chi-ah" or "Kee-ah"
Color:	Magenta and violets.
Tone:	g sharp
Scent:	Grapes and plums.

CHARACTERISTIC OF PERSONALITY: THE SEARCHER

The Searcher: Lifting that which is heavy into lightness. "Truth is clarity. Truth brings everything into the light. It is the wholeness of knowing. It is factual information that *can* stand and *does* stand alone, whether people know it or not, truth *is*. For example, the Divine is a supreme *knowing*."³² When something is truth it is like the Phoenix, rising from the ashes, it lifts itself into the new form, overcoming the density of matter. It is time to let go of control over truth and allow oneself to be a part of the search rather than being in control or being controlled. Real power is gained by giving it up. In order to *realize* new forms of communication, one has to give up attachment to the *search*. In this way letting go brings out the unity of oneness with life. The sounds of "Chi-ah" or "Kee-ah" represent life energy without which we cannot exist. All truth is full of life that grabs us, or it does not. Joseph Campbell says again and again that being alive is what life is about; and the state of *Being* goes beyond all categories of thought. Through movement the thirteen aspects of personality reveal the gesture that opens the portal for a particular quality to express itself. It is in the movement that one begins to understand where the blockage lies and at the same time shows the way to realize greater potential. For example, the ability to turn a bad situation into an advantage is made easier by observing the lightness in the gesture of lifting everything to new heights. Instead of great effort, the gesture moves easily in a light joyful manor upward. The frequencies of sound, color, tone and scent join to open the pathways to new expression easily and without stress. The arts have always been the forerunner for new ideas and forms. Music is at the beginning of every generational change. *Myths put the mental mind in accord with the body. The old forms have been based upon separation. These children are bringing unity and connectedness. This is where the alignment of mind and heart will lead them to the new myths. The codes indicate the direction for this to happen. The new teachings will come forth from the children when they are allowed to follow and enhance their natural flow of energy.*

The colors are magenta with violets, and some silver tinges that have to do with the vibration of truth. The tone is "G sharp" which resonates with the digestive organs and the heart. This helps to lift that which is dense in the body into lightness. For example when a person is stuck in their metabolism, they need a boost to increase their ability to metabolize. The searcher aspect of the personality gets stuck when it can't let go of the search and become a part of it.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

Very often the gift of a person is also, their Achilles heel. So when we pay attention to the problems, we also find the real gift and vica versa. The scent of grapes is refreshing, uplifting and a little pungent.

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIQO CHILDREN

Characteristic of Personality

'THE PROTECTOR'



Virtue: Beauty

Thought:	"I am the protector."
Sound:	"Chi" or "Kee"
Color:	Magenta
Tone:	f sharp
Scent:	Grapes

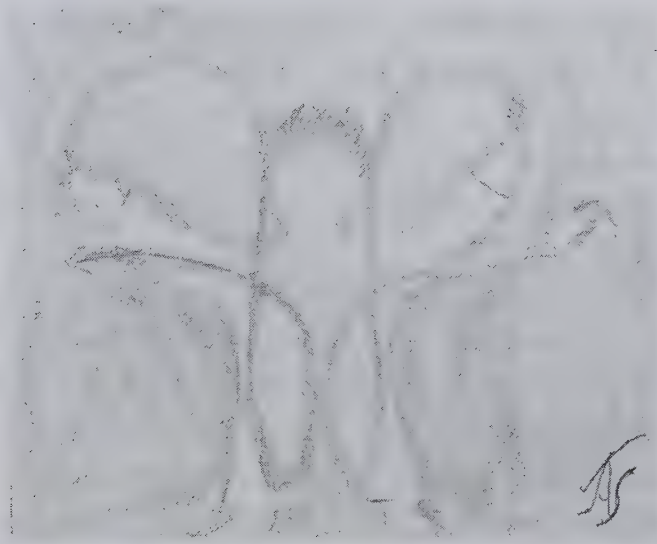
CHARACTERISTIC OF PERSONALITY: THE PROTECTOR

The Protector: The "chi"—the gift of life, is our protection constantly flowing through us, in us and around us. "Beauty: Inner and outer. To be in a state of beauty with all that is, in all realms, physical, emotional and spiritual. To be in a state of beauty is to be in harmony with all. To become a perfect mirror for all God's creations." ³³ The only protection we really have is to be in harmony with the force of life, within and without. The ability to look within and without simultaneously is our protection. The gesture of the protector is bringing the "chi" or "kee" energy within to the throat area. Then the gesture expands, opening to the outside to bring more energy within. The elbow plays a big role in the act of screening and filtering information, as it is an awakened portal for the perception of energy. This may sound strange, and yet, if you look at the old drawings and sculptures of the Egyptian times you will find an eye at the knee of the figures. This was their perception and their protection as well. The use of the elbow and the knee gives us the flexibility and mobility. They are both very instrumental in the ability to change direction from the inward perspective to the outward one. It is an act of beauty and harmony which leads to the awareness of our next code.

*The sound "chi", which in some cultures is called "Kee", is the symbol for life energy or life force, without which we cannot survive. The color of magenta is the perfect balance between red and blue. So life force and balance are our protection against all circumstances. The tone of "f sharp" is a heart tone that resonates a little above the heart with a feeling of assertion outwardly. Sharps express the outgoing vibration of the *major* motive in music. Whereas the flats express with the *minor*, the more inward moving themes are written in minor.*

Characteristic of Personality

'AWARENESS'



Virtue: Compassion

Thought:	"I am the way."
Sound:	"Dao"
Color:	Mixture of purples and greens.
Tone:	e
Scent:	Grapes and the smell of spring.

CHARACTERISTIC OF PERSONALITY: AWARENESS

Awareness: The *way* expands from the heart outward and reaches out symmetrically to encompass the above, the below, the right and the left—bringing all zones together to lead forward from the heart toward humanity, with compassion and without judgment. This is the *way* of the New children of Earth, who have, “The ability to love and serve without judgment. To be able to fully understand and feel with the heart, another’s situation without entering or assuming that cloak. The understanding that another has chosen a path and that we can only offer assistance and love.”³⁴

However, what is happening to these children is that they come to earth aware and are then met by parents and authority figures that prevent them from bringing their awareness into form. Their awareness has to do with new ideas and new ways of doing things. What happens is that those in authority say, “You, must learn what I know, and learn in the way I learned it. You will be made to conform to my way of thinking.” This may sound harsh to our ears, but think of how harsh this is for the children. It is impossible to bring in new ideas and simultaneously attach the thinking processes to dead thoughts through drill and memorization. The thinking processes do not come to fruition unless they are attached to the energy of life. I am not suggesting that we do away with memorization. I only suggest that we not use it as the *only* tool to learn. We need to be much broader than we are and look with an open mind.

We are looking at four codes which are directly involved in thought development. All areas of the brain are stimulated and brought into connection with the speech organs in order to enhance the capacity of expression that is essential in the process of realization; of realizing one’s potential. In contrast to that, is the process of expansion in the searching for truth, and the certainty of knowing that all truth stands on its own. This leads to inner and outer harmony, which is our protection against all odds. Certainty of inner and outer balance leads to the desire to help others and the compassion not to judge what they must experience. They all lead to a variety of expressions of peace and love. Even if we object to the name of God in education, we should at least preserve the ability to love—for what else is there? Green is the color of the heart, and purple the color of compassion.

The next four characteristics influence the heart center. In reality there is no

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

separation. They all work together for the purpose of creating balance. However, it is also necessary to look at each individual relationship in order to understand their influence on the heart center. The fact that we have a continuous repletion of the life's cycles gives hope. We know that the sun will come again tomorrow no matter what, and that the plants will grow and die and grow again. This balance in nature suggests that if we have the fortitude to keep going, we still have hope for tomorrow and even today.

THE FOUR HEART-BASED CHARACTERISTICS OF
PERSONALITY AND THEIR VIRTUES AND BLESSINGS



AWE



HOPE



GRACE



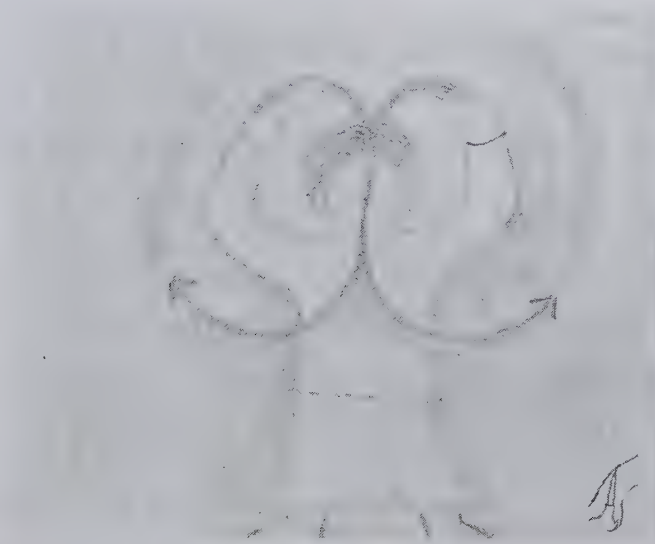
FORTITUDE



PURITY

Characteristic of Personality

'REPETITION OF REPLENISHMENT'



Virtue: Awe

Thought:	"I am the harbinger of eternal growth."
Sound:	"Hur"
Color:	Bright yellow.
Tone:	a sharp
Scent:	Lemons and grapefruits.

CHARACTERISTIC OF PERSONALITY: REPETITION OF REPLENISHMENT

Repetition of Replenishment: This code is about the wonder and awe of knowing that there is more and more to learn, to understand, to take in and thus to give away. It is the repetition of the forces of life that continually replenish us with the magic of eternal growth. The virtue *Awe*: Ability to always feel and fully experience the wonders of creation, the Divine. The *knowing* that there is always more, more to learn, more to experience and more to come to understand. It is the innocence of the small child within, the sense of awe and the sense of wonder. It is the sense of understanding the magnificence of the universal plan, the unfoldment.³⁵ The movement of this code begins with the out-breathing of the sounds of "Hu", just as we do when we laugh (ha, ha), which rolls over the head in a circular motion, and on the sound of "R" which rolls into the heart and out again. This is where all experiences are gathered to rest and replenish one's being before breathing out and repeating the movement all over again. It is in the repetition of being nourished again and again that brings forth *awe*, "The thrill, the expectation and joy at being, simply being, and enjoying the new miracles that unfold, always waiting for the next one."³⁶ Always knowing that there is more and more to learn.

Awe is an experience of the heart, which comes very close to a pure light, and the joy in it. It has the quality of bursts of sunlight, bright yellow exploding in light. This assertion is also expressed in the sharpening of the "A" tone to "a sharp", which increases the *major* aspect and outgoing strength of the tone. All vibrations are changed through the quality of sound and tone. There are many fields of energy. Solar energy is the electronic signal which brings the physical, emotional and mental fields into balance through the magnetic field.

This repetition of being nourished again and again is in polarity with total balance, the ability to remain centered in the source of life when all is in chaos around you.

Characteristic of Personality

'TOTAL BALANCE'



Virtue: Purity

Thought:	"I am total balance."
Sound:	"Ohm-Aum"
Color:	Pearlescent white, all colors.
Tone:	a-g
Scent:	Watermelon

CHARACTERISTIC OF PERSONALITY: TOTAL BALANCE

Total Balance: We are created for total balance both inwardly and outwardly. The sound of “Ohm” is also spelled “Aum”, which signifies the in-breathing and out-breathing of the universe. There were three “Ohm’s” and the earth was created.

This again is the code of life, the polarities joining together to work as one. This also points to the joining of the old and the new. Nothing that serves and is of love is discarded, however, new wings are needed on the old institutions. It is interesting at this time that we are looking at alternative forms of energy as being a guidepost for a new millennium. For example the use of hydrogen energy, solar energy, wind energy and others might very well bring about a new social and technological order. Jeremy Rifkin, president of the Foundation on Economic Trends in Washington, D.C., is one of the leading big-picture thinkers of this day. He says, “To survive, we’ll not only have to pit the best human impulses against the worst, but also go head to head with the deepest laws of nature.” This points out that it is not only the knowledge and use of energy, both natural and human, that are of utmost importance in our survival, but the balance between control and free will. If we change from the use of fossil fuel to the use of hydrogen energy, there is shift in consciousness not unlike the shift we are making in education. The change as Rifkin sees it, lies in the creation of a new economic paradigm with the possibility of a profound and far reaching energy-sharing network, which I believe works in much the same way that the universal grid shares with the rest of the world grid—the expansion of conscious awareness as it takes place in an individual. Affect the community, and the community affects the individual.

Although we are created for balance, it doesn’t happen all by itself. We have to work at it. All four of these codes work with different aspects of heart energy and provide the models of process for a more lateral approach to living with one another.

The color of pearlescent white shines with all the colors and is the color of infants before they ground in their bodies. This carries the essence of the virtue of purity: “To remain centered when there is chaos, temptation or lack of harmony around you. To see, feel and know clearly what exists, what is illusion and what is necessary for survival in all senses of the word. The ability to remain pure in all aspects of self.”³⁷

The tones move between “a”, the tone which all other tones resonate to, and “g”, the

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

fifth tone of the scale which is the interval used for bell tones because of the balance one can hear as these two tones are played back and forth. There is a feeling of completion when one hears the fifth in music. It is contained and does not reach out as the sixth and seventh do. The pearlescent color reflects all other colors in its brilliance and the sound of "Ohm" helps to bring in the pulse of balance and solidify it.

Characteristic of Personality

'ATTAINMENT'



Virtue: Fortitude

Thought:	"I attain all."
Sound:	"Are"
Color:	Orange, green and purples.
Tone:	c sharp
Scent:	Oranges, fresh mown grass and grapes.

CHARACTERISTIC OF PERSONALITY: FORTITUDE

Attainment: The properties of this code help to bind all things together for completion. This is a time of binding and balancing as aspects of self are taken on as others are discarded. The movement begins at the top of the head and moves down with the whole arm to the feet. This is the process of thought now coming into form, into the will, and right into the feet, which are firmly planted on the ground. The use of the whole arm helps to solidify the connection to the outside world, giving a feeling of safety.

The virtue is *Fortitude*: "Courage in all forms, endurance, the ability to keep going forward when others cease and give up. The virtue of pathfinders. Strength of purpose. Stamina in all senses. Know that patience is a part of fortitude." ³⁸

The sounds of "Are" open the heart in the "Ah" sound, descending with the "r" sound and comes to rest in the "e" (way) sound, which brings one into completion, patiently and with fortitude. The tone "c sharp" is also at the beginning of the "C" major scale, and has an earthly quality to it. But, it is expanded to a higher level by being a sharp. The color of orange is also an outgoing color of creativity, while the green brings certainty and peace along with the depth of purple. The scents also increase the feeling of wanting to accomplish what one came for in spite of all odds.

Characteristic of Personality

'UNFOLDMENT'



Virtue: Hope

Thought:	"I unfold my creativity."
Sound:	"Tetra"
Color:	Deep broad band blues
Tone:	b flat
Scent:	Blueberries and hyacinths.

CHARACTERISTIC OF PERSONALITY: UNFOLDMENT

Unfoldment: Once the courage to go forward is attained, the desire to open, expand and unfold arises from within. A new sense of expansion brings forth hope, and the conquering of new horizons for teaching and spreading the good news. *Hope* is the virtue of this personality trait. It is the gift of heart-knowing of the presence of God; the ability to understand that very often, things on Earth are not as they appear. It is an ability to pierce the illusion of the veil, the only reason for change. *Hope* encompasses *serenity*—total and perfect calm; to be in the world, but not of it, to be able to remain centered and still, one with who you are, regardless of externals.³⁹

The movement is like the unfolding of the roots of a tree. As you reach into the earth and pull up the energy of the roots to the level of the heart, all is expanded outward. This is in direct polarity with attainment. Both lead to the state of oneness and peace, as does the repletion of replenishment and the virtue of *awe*. The magic of knowing that there is more and more to learn about this world keeps on nourishing us in contrast to the peace of *Total Balance*, which leads to purity and the ability to remain centered throughout confusion and chaos. Again, all four codes meet in the center and yet have varied expressions.

Characteristic of Personality

'ONENESS'



Virtue: Grace

Thought:	"I am whole, I receive graciously all gifts."
Sound:	The gift of all sound.
Color:	All colors and particularly pink.
Tone:	All tones.
Scent:	Watermelon and all scents.

CHARACTERISTIC OF PERSONALITY: ONENESS

Oneness: Wholeness brings *Grace*, the virtue of life. If we are fortunate we receive its unexpected blessing. "It is the quality of being a true and exact expression of Divine spirit and will. This is a state of beauty, of wholeness, of oneness. It is the final blessing and virtue encompassing service and action."⁴⁰ Imagine that you are standing in the center of thirteen ways to express who you are and, as an act of grace, all thirteen virtues blossom. You are filled with every color, sound, musical tone and motion that can possibly exist. Imagine how full you would feel as you gracefully flow from one to another? This cannot begin to explain how it would be to feel wholeness out of diversity. The possibilities become enormous and the more you receive the more you give and receive again in return. There is no end to the expansion that occurs from the place of peace and unity within. The only way that the Indigo children can stay in balance is to access all areas of themselves through free choice in the moment. This is the reverse of what usually happens in our educational practices today. We start with a goal, a format, and then expand into variety, instead of starting from a variety of moving processes and then leading into form and structure. It is clear that the energy is flowing differently through the children. Taking into consideration the children's directional flow would be a gracious act on our part.

The codes set up a process of interweaving. We can observe these same interweaving patterns in the crop circles, which have appeared mysteriously all over the world. The patterns form the structure for a new thought to be born into physical matter. In the same way, the personality tries on different hats to experience creating a tapestry of expressions that fit the occasion for which it is intended. Like the crop circles, the codes provide information that will only be understood when it is used. Energy has to be experienced to be known and will adapt itself to what it is applied to. If we apply science, art, geometry, medicine and astrology to the codes, these disciplines will only be enhanced, and will not disprove the authenticity of their living processes.

The experience of wholeness gives new meaning to the phrase, "*he/she is a well-rounded personality*". The old way of looking at the time of birth, and the configuration of the planets and constellations, as the only path you follow in a lifetime needs to be expanded by paying even closer attention to the messages being shown to us. As the codes can be used for

diagnosing imbalances and simultaneously provide the solution; it is valuable and helpful to identify the birth time and go through the full cycle back to the starting point. The cycle of 12:12 is being completed. In the thirteenth you have the beginning of the new, the end of the old, and all that lies between. This is the *Homogenous System* at work synthesizing and creating space for the next cycle.

We pray for grace at this time, especially when the whole nation mourns the loss of so many loved ones and fears what still may come upon us. It is more important than ever that all of our children be strong. This is why they come with a strengthened grid, to fulfill their mission of the middle way of compassion and love.

Thirteen Codes

All of the thirteen *IMPULSES* are pairs of opposites, which meet in a center point, a place where they are all the same in their diversity. The center is the solar plexus, which is the point of expression both within and without. The solar plexus is the center of our emotions, and the center of personal power. When in alignment with divine will, with God, faith or love, whatever we choose to believe in, the new *will* expresses as love and mind. The children are the pathfinders of unity, connectedness and wholeness. It is *achieved* through eliminating and creating with joy, with exploring and discovering in an unlimited way.

Nine Codes

The nine codes show nine ways that the still-point functions. They can work individually to facilitate the still-point, and collectively to create the atmosphere for gifts to be received by the individual child. The gifts are: *opening, receiving and completion*. They differ from the thirteen, which operate in a different manor. The personality operates individually, together with others and translates these gifts to the world.

Twenty-Two Codes

*"When you experience all twenty-two codes at once with their colors, sounds and gestures it is an entire symphony, a ballet, and yet there is only one central player, and a tapestry that is rewoven into a picture, and it is a picture of beauty."*⁴¹

CHAPTER 13

A MEDITATION FOR THE CHILDREN

A Meditation For The Children

This meditation, given to me by St. Germaine, is full of joy and his great love for children. The beauty of working toward wholeness is that everything begins to relate to everything else. This discovery brings an enormous feeling of peace and serenity with it. The theme of the meditation is a grapevine as it changes in form through four seasons. The codes are intertwined in the processes of growth and change of the seasons, and become the *impulse* for exploration and spontaneous creative movement.

A Grapevine Growing Through Four Seasons By St. Germaine

"This is a meditation for the children, the children of the Indigo ray, the blessed ones. I give you a meditation that is interactive and parts of it may be used as stand-alones, or they may be put together as one. The children can simply sit and listen, or they may actually do to it in conjunction with the sounds and movements that you have taught them, or will teach them (the codes). It is also to be accompanied by colors and pictures, so that the children have the visuals and the understanding of what it is we are speaking about.

The meditation is this my friend: You are to teach the children to be a grapevine. This is a time for the children to be having fun. Meditation for children is not serious. It should not even be serious for adults. So that is why the pictures of the vines in the fields, the produce will be necessary, and these can be drawn and colored as well.

MEDITATION

Spring

They begin their life as seedlings, tiny sprouts of grain, planted deep within the earth, drawing their nourishment from the womb of Mother Earth, beginning to feel the sway of the breeze and the sun upon their tender shoots and leaves.

This is an excellent meditation for the beginning of the day to calm the children before they work. It is almost as if they go into the fetal position and they feel themselves within the earth. They feel their feet planted within the earth and their hands upon it. Gradually they raise their heads; their arms will come above their heads as well, in a circular motion. They will begin to feel the sun pulling them up as they straighten and stand, swaying, moving, dancing in the breeze,—free and not yet attached to the fencing and the wiring that will support them later in life.

Summer

You will walk them through the seasons. And you will bring them through to summer when they grow taller and have rich fruit upon their bows. You will see them with their arms outstretched and they will visualize again the deep green, many shades of green, fields of gold, earth of red clay and dark brown and the blue sky above them. Then they will gather the purple grapes that grow all over them into themselves. That is the motion where they are swinging their arms into their chest, gathering the energy into them. During this phase of the meditation they may also play with each other. It will depend on the child and the circumstances. They may be supported and touch each other. If there is a small group, pretending, they are fencing holding and supporting each other. Or they may lean against the wall, because their bows are so heavy with fruit. This will give them the sensation of being supported in the world and the universe. Yes, they are standing, but they are moving, they are using the colors. Encourage them to make the sounds of the wind and the breeze, the sun and the rain. Let them make the sound of the fruit, moving, squishing and coming into them. Let them taste the purple, the violet and bring it deep within them to nourish them. Let

them raise their hands above their heads and sway. Yes, it is free form, free movement, but as you can see it is incorporating all. Then you will bring them through to the fall. The roots of the grapevines, yes, there is a couple of single roots, but there are many fibers and they are to feel their many fibers, their many tentacles that have reached out deep into every part of the earth, touching not only the heart of the Mother, but gathering. Gathering water and this is the Greyelsha. It is the silver ray. They bring this silver ray into themselves, nourishing themselves and allowing the fluid to flow freely through all their systems and their blood. Let them feel the life force that they are gathering from the earth. Yes, they may bend over and touch the ground and feel it pulling up into themselves. It will again be like the moment of reaching the ground and pulling up into the full standing position.

Fall

They are mature now and they are free. They look around the field and see it has become a deep burnished russet and they themselves are moving from the deep green into the golden and red and they feel the wisdom, the knowing of their life within them. This gives them joy. They are anchored in their heart, for they know they have done well, and their harvest has been plentiful. They know they have done a good job and that Father Sky and Mother Earth are pleased with them. This is the re-enforcement. Give the children plenty of time, as this is the slow part of the mediation. Give them time to simply absorb that golden sense of well being, while the silver flows within and the golden shadows fall on their outside bodies. Now it is time for the winter or the end of the day, or the end of the exercise.

Winter

They will feel themselves begin to chill, covered with white light, calming, soothing and expanding. And as they feel themselves begin to draw within, they will also feel the sense of expansion. So while they were returning back to the fetal position, they see themselves as flying free. The leaves of their vines are flying in the air, turning into birds, flying south into the golden sun for the winter and then they will rest.

Play with this meditation, there is much on your earth about the grapevines. Let the children dance and sing and play, that is what I wish you to do. It will be a game where you will be able to say to a child once they come to understand and

NEW CHILDREN OF EARTH
REACH, TEACH, AND INSPIRE THE INDIGO CHILDREN

incorporate it you would simply say to them: "Spring, summer, winter or fall." and they will assume the position. They will know what you are talking about and it will evoke all memory of the movement, the color and the sound within them."

(I asked what the grapevine represented symbolically?)

"It is the seed, it is the seed of life, it is the wine and the sweetness. It is the offering of lifeblood. It is union with God. That is why the wine is so often used as a symbol. It is the life force. It is the sweetness of life. It is the ability to create. For who would think that a little seedling would create so mightily, leaning against a fence in the sun."

"The children can twirl their arms and dance, and they will add to it. That will be the return of the gift. I love children for they are the pure ones. Even those who arrive with great consciousness, awareness and enlightenment also come with a purity and a remembering of the bond of *Above and Below*."⁴²

CHAPTER 14

CHILDREN IN TROUBLE

A Crisis Response

Another aspect of the need for change in education is that we presently have 200,000 children in New York City who cannot function and cannot learn, because of a world situation that is in need of being addressed. The Department of Education held a forum on School Safety and Crises Response in August 2002. Dr. Pamela Cantor, Children's Mental Health Alliance, reported that since September 11, 2001, they have found that over 200,000 children in New York City have one or more psychiatric disorders, not only PTS, (Post-Traumatic Syndrome) that inhibit their ability to function and to learn. These Post-Traumatic Syndromes were identified only in children from Fourth Grade to High School. Kindergarten through Third Grade was not tested. However, it is known that the younger the child, the more drastic the reaction. Treatment of course is of the utmost concern. How do we reach the needs of all these children, and the many more that have not been detected? It was also stated by the Board of Education that children are *'crashing and burning'* and the system does not have the capacity to meet the needs of these children. In the case of these children, there is severe misalignment that causes fear, chaos, and if unattended, a loss of hope. In my many years of working with children, I have never witnessed a child release a trauma of any kind, unless it was replaced with something healthy and creative. This is why art works so well as a therapy, because it is a matter of pushing out the body memories—not just the memories of the mind—and replacing them simultaneously with what is healthy and full of life. In this case, these children are too damaged to have art alone bring them back to balance. Their needs lie in the ability of the thinking processes and the sensors to reconnect with the feeling perceptions, the receptors. In trauma there is a process of disengagement that occurs, causing a nullification of feeling. Remember, feeling codes are primary to learning and conceptual codes are secondary, thus all learning is blocked.

This blockage further inhibits the will—the transmitters to function. In other words,

again as with the Indigo children, there is need to bring into alignment the mind, the heart and the will. All fragmented treatment will only promote more disorientation of Self.

In Summary, the *Beingness* or individuality of children shows itself directly in the way in which inner and outer balance can be read in the movements of every child. In this regard, you could say that there are only two basic movements, which show themselves in twenty-two different ways. The one movement has to do with how the child takes in the outer world, and brings it into him/herself. The other movement is how the child expresses himself/herself from within to the outside world. This inside, outside balance is the polarity necessary to reach the still-point, the place of peace. It can be experienced in all twenty-two codes. It is like in-breathing and out-breathing, male and female. There is no balance without a continuous interaction between the two forces. In fact, our struggle to maintain our balance now lies in bringing the two polarities together to function as one, as the Indigo children do in order to create something new. A new way to educate and to heal that will allow all children to unfold and blossom to restore *hope, joy, compassion, fortitude* and any other quality that speaks of love, the only real reason for being.

The following is a poem sent out by e-mail from James Twyman. Thirty-seven third graders, who witnessed 9/11, wrote it. Their classroom faced the empty place where the World Trade Center once stood. I think it is an incredible collaboration of strength and wisdom, showing how these children truly think as one mind, one heart and with such compassion.

"THE GIFT"

I am a gift.

My respect is green and blue,
Like fresh water flowing through my tears,
And it is filled with kindness and love.

My heart is like iron.

That will never break apart,
And burns brighter than the sun.

Love is like a diamond shining.

Kindness is like a bird flying.

These help bring peace,
To make the world a better place.

My friendship is like a blanket,

That feels warm, cozy and safe.

Friendship is a puzzle whose pieces will not scatter.

I am a gift that forgives you.

My heart comes blind.

A 10-year-old boy wrote:

I hope this will open their hearts now.
That is what is so needed.
If we could just look at each other,
Very deep,
Then we would know we are the same.
We could fall in love with everyone.
I fall in love with myself,
When I give love to others.
I love everyone so much,
Because this is how I find myself.
It isn't hard at all.
We make it seem hard because we are afraid.
But we don't need to be afraid anymore.
Love is here right now.

These are the children leading us into the future. How can we not respond?

IN CONCLUSION

My Dream

My dream is to see all adults, all over the world, focus their whole complete attention; their heart, minds and cells on the children of the world and see them as whole and complete, just as they are. Like a miracle, the children would respond and begin to laugh and play again. Then you would ask, "But Jean, how do we keep them that way?" I would say, "That is so easy, just follow their rhythms, the ones they were born with, and there you will find all the answers you need." The children walk to a different rhythm. Their rhythms begin in the heart, the way ours are meant to, where we go within to create and then come out to act, to manifest, to laugh and to play. Like a miracle, not only do the children thrive, but the adults do too and the world becomes a real home where everyone comes together in joy and laughter and with the love that makes it all happen.

My wish, my dream and my intention with this book is to begin a change in attitude toward what is happening right now with millions of children all over the world. The answer is so simply put from a child:

"If we could just look at each other, very deep, then we would know we are the same, we could fall in love with everyone."

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BIOGRAPHY

Jean Antoinette Schweizer, Ph.D.

Educator/Therapist/Author

An active supporter of the arts in both education and therapy, Jean uses art as an integral part of her work. Jean began her movement training, Eurythmy, at the age of 13 to facilitate her recovery from a life threatening illness, which significantly guided the direction of her life as an artist, educator and therapist. Jean trained in Waldorf Education, an alternative approach, at the same time pursuing a traditional degree in education. She went on to teach in Schools in the US as well as Europe. Jean received her Ph.D. with a special emphasis in Movement Education.

Granted by notable foundations, Jean has worked with gifted, deaf, blind and the so-called 'average' child and has presented this work as guest lecturer in many noted Institutions. Jean served the Center for Creative Education since its inception, originally funded by the John D. and Catherine T. MacArthur Foundation, the board of Education and other prominent Funding Foundations. At that time she created a movement approach to understanding basic math skills, which the children named "Circle Math". This approach helped to double the math scores in the public schools.

Co-founder of several schools, Jean founded the Center for Universal Learning, Inc., a center for people to come together and share ideas, train and learn from each other, located in Boynton Beach, Florida. Jean went on to author the book, *New Children Of Earth: Reach, Teach And Inspire The Indigo Children* and is currently conducting training for professionals to use this expanded information in their own practices to meet the increasing number of 'New Children' seen everywhere. She also provides workshops for parents and *IMPULSE* balancing for all types of children. She is also currently working on seven more books.

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IMPULSE: Creation Codes of the universe reveals twenty-two rhythms of consciousness belonging to the 'New children', the way they function, maintain balance, accelerate their development and most important the way they bring love to humanity

This is an inspirational reference guide for parents, teachers and therapists to understand the inner nature of 95% of all children born today. The codes provide both diagnostic and healing tools. The 'New children' come in all varieties, Indigo, Crystal, Ochterines, Magenta, Star and there will be many more. They all have one thing in common, they live, move and breathe in the reality of wholeness. They show us a new harmony, a tapestry of Divine Law. Any interruption in the way they process life with this harmonious flow and ebb of energy literally causes them to 'bounce off the walls'. There is need to understand the way their energy moves and functions, so it may be used in a productive way. This is a detailed manual, which gives the details of each code. "The Diamond of Education", Jean's book in progress, reveals what an education would look like if we applied this knowledge to it.



Educator, Author and Therapist, Jean is an active supporter of the arts in both education and therapy for over 40 years. She taught K-12 in US and in Europe and helped in the founding of several Schools. Jean began an initiative Waldorf School, the Center for Universal Learning, Inc., and found that all of the children were Indigo children. Jean, received this information about the New children in 1977 and has used it successfully with gifted, deaf, blind and so called "average" children. She is currently writing giving training seminars and working with parents and children. Jean devotes her attention to the expansion of joy on earth, co-creating with Linda Dillon, Council of Love, a vessel for all who seek hope and courage to move forward.

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