

## The New Children and the Future of Education: An Expert Intuitive Looks at Trends

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A dignified, white-haired scientist and a diverse group of educators gathered in my living room one warm June evening a few years ago. The scientist was Dr. William H. Kautz, then the director of the Center for Applied Intuition in San Francisco, a man known for his pioneering work with integrating intuitive insights, or direct knowing, into scientific research and corporate decision-making. Among the educators were several administrators, a curriculum development director, a staff developer, some teachers, and a parent.

What they all had in common was an interest in the future of education. Children don't seem to be the same any more, and education today, they all agreed, just isn't appropriate. They wanted to know what they could do to help bring about much-needed restructuring to a system that no longer meets the requirements of our children or society. The group had come together initially because they wanted to take a new tack in their research. To that end they had formed "The Education Project" with the Center for Applied Intuition.

As a clairvoyant, and one of CAI's tested "expert intuitives," I was about to settle down into a deeply relaxed state and put all my attention on the subject of education and how it might evolve in these changing times. My insights would later be synthesized with the findings of several other intuitives into an "intuitive consensus" report.

If you could ask a psychic your wildest, most cherished questions and get useful answers that logic might not produce—what would you like to know? Dr. Kautz had assisted the group in the development and precise wording of their list of questions, since we had discovered that in intuitive research the form of the query correlates highly with the form and depth of the answer.

As we talked and familiarized ourselves with each other, I got a clear sense of the group's expertise and professionalism, the passion they held for their field, and their concern for the children. I described the process I would use to access an intuitive, "superconscious" state and relay abstract patterns of information back through my conscious mind. Over the past fifteen years, I had developed a simple method of expanding the sensitivity of my body and mind.

When I let go of identifying myself as my name, body, and personality, I zoomed out like a telescopic lens on a camera, encompassing a much greater view. I was still "me" but focused at a higher vibration, or at a more collective kind of identity. There, the boundaries of time and space were less concrete and broader knowledge was more immediately available. Patterns

of knowledge existed as fields and I could enter the patterns and feel the knowledge symbolized within the field. Then it was simply a matter of describing what I was feeling.

The tape recorder was ready to go. The room quieted down. I closed my eyes, breathed myself into stillness, and unified the energies of the participants in my perception. "Go ahead," I said.

### **How will education change in the future?**

First, let me briefly describe the transformational process we are experiencing. This process affects the way education will change because everything is part of the process and it is flowing rapidly now. Today's children are already radically different than we were, society's needs are different and even our perceptual reality is changing. The form of education must reflect the process closely if it is to be a conduit for truth. The process of transformation falls into the realm of metaphysics and psychology and might best be described as the interpenetration of the three-dimensional world that we know as time, space and matter and the fourth-dimensional world, which is the realm of clear light, or direct knowing—that which is beyond time and space. Some call it spirit, or superconsciousness. These two dimensions are actually two ways of knowing. The first is physical, linear and sequential and promotes the concept of individuation. The second is non-physical, instantaneous and omnipresent and promotes awareness of collectivity.

The human kingdom exists as a zone between the purely spiritual realm, or "the Father," and the physical earthly realm, "the Mother." The human experience could be likened to "the Child," the fertile place where the two great forces meet and generate unending creativity. As we become consciously aware of the universal Father force while being fully committed to the physical body, or fully "ensouled" in the Mother, then the third and fourth dimensions collapse into each other, and the two ways of knowing reality fuse. Our experience of physical reality will transform as a critical mass of people have a conscious realization of this new, blended state of awareness, this reunification of body, mind and spirit. The resulting new reality is what many people call the New Paradigm.

Fourth dimensional, spiritual awareness emerges from the center of atomic particles, literally ascending out of the cells of our bodies, and it simultaneously affects us in a descending fashion through our thoughts and inspirations. It is as though the sun is burning through our fog of illusion, and quickly now! There is to be a divine marriage soon, as the veil of separation between the realms dissolves. This will result in a greatly enhanced conviction of unity and a flood of clarity and new understanding. We will know that matter itself is conscious and alive, and will also have access to the vast knowledge that lies beyond the logical mind.

As this process occurs, there will be a lightening, literally, of matter—more light and energy will flow through physical form, as increased vibration, and the refinement and sensitivity of our bodies will improve. As higher energy begins to run through us, we often mislabel it as anxiety or panic, and suppress it. Then it causes problems. We're seeing this in the dramatic psychological and emotional changes many people are experiencing now, and in the

proliferation of "high frequency" diseases.

As the transformation process accelerates, the need to clear the body of old, locked-in patterns of thought, belief and personal identity becomes paramount. Otherwise these blockages will eventually "explode" in the presence of such white hot energy. So, one of the major functions of education now is to assist in this process of release and purification. Humanity, and each individual within it, is becoming a clear lens, a transmitter, a tuner.

Perhaps the goal of teachers should simply be to cultivate receptivity and self-expression and not memorize or hold patterns of old thinking in the body. We should practice serving the "force", or the "flow." Nothing of our ego or willfulness can be present if we are truly to do inspired, appropriate work in this day and age. This trust and openness to spontaneous knowing allows us to transmit clearer insights and healing energy. In teaching, the result will be an inspired presence and sense of "just-rightness," a pertinence to the need at hand, which catalyzes students' natural brilliance.

As the vibration of the physical, cellular structure of the body is raised, any patterns of lower frequency, ie. negative emotions and attachments to limited concepts of identity, will be flushed up to the surface of the conscious mind to be reviewed and resolved. These would be things like fear, doubt, sadness, defensiveness, scarcity thoughts, ego, frustration and rage. Many people don't understand that the intensifying energy frequency will simultaneously precipitate clarity and new creativity, as well as panic and overwhelm. Some people welcome the changes and willingly embrace "ego death," while others perceive the challenge of change as too great and want to give up. So, another important task for education is to provide the new, more all-encompassing world view—one that allows fear and loss to be recontextualized so people can shift into clarity.

In order to grow with the new energy, we must be willing to live totally in the present moment, in the freshness of what is emerging, and not have to have things figured out and defined ahead of time. Remember: the transformation process will empty out the suppressed, "negative" contents of the individual subconscious mind and the collective subconscious of organizations, nations and races. It's going to produce some highly confrontive and ugly situations that will terrify some people. And yet it will bring out the strength, wisdom, cleverness and resourcefulness of others. So how does the role of education fit in with this process? For approximately the next 7 years, education should model the philosophy and new techniques that will help people through the clearing process in the most efficient and loving way.

One of the important trends affecting education now is that the children born since the early 1970's have an unusually high level of fourth dimensional experience with relatively few incarnations in the physical plane. Most of their awareness has been focused in the higher, more abstract mental planes. They are inexperienced physically and emotionally, and often have trouble translating their soul's energy and wisdom down in vibration. This "awkwardness" produces irregularities in their daily functioning—such as hyperactivity, allergies, dyslexia and other learning disorders, absent-mindedness or uneven rhythms in health and self-expression. They are primarily telepathic and until they become accustomed to

dealing with time, they will lack ease with linear, sequential thought. They excel in working with fields of knowledge and are much more comfortable with collective consciousness and functioning in groups.

So these children need special attention from teachers who know how brilliant they are, but how relatively "inhuman". What I mean is that they have to be educated about being in this world, much as ET had to be taught by his earth friends. They go too fast and have to learn patience with time and space. Things don't happen instantaneously here, as they are used to in the fourth dimensional realms. Sometimes they'll even have to be taught to enjoy being touched. These young people serve a very important purpose—they are the bridge to take us into the high levels of knowledge and culture coming after the year 2000.

They are telepathically aware of each other and even if they don't know each other in daily life, they are often in contact through dreams and daydreams. Many have a kind of mastery, intelligence levels near genius, and will open at an early age into an expression of their brilliance. They will need an advanced curriculum and new learning methodologies that emphasize intuitive states of awareness, mind-body unity and group work. More often than not, these children will teach each other, and teachers will act simply as facilitators to help them catalyze the knowledge they hold as a group, especially through the creation of cooperative learning experiences and ways to tap group mind and group imagination.

### **Is this a majority of the children?**

About 60%.

### **Is there a way we can recognize these children?**

Partly through the physical or emotional patterns already described. They may have short attention spans and it will seem hard to keep them "in their body". They may not like to be alone. Sometimes they'll just seem very old. They may not learn well sequentially, because it's so primitive to them. Or they'll have trouble reading and do better with art or purely physical things—where they can learn to control and focus energy. They need to be trained in basic physical and emotional skills before their mental brilliance can come through effectively. They will work extremely well with music and electronic media. Many teachers will not understand who these children are, and will think they are problematic or dysfunctional, and will restrict and compartmentalize them in ways that could make matters worse. These children have the ability to tap into the collective consciousness and power of their soulgroup, and if they become disturbed, one of the affects might be psychokinetic abilities, like poltergeist phenomena. They might inadvertently cause damage to computer systems or electronic machinery around them. Or they could withdraw into autistic-like behaviors for periods of time. What will be most therapeutic to them is contact with each other in sensitively guided group processes.

### **How can we best serve these children?**

The primary thing is the development of the intuitive process as a way of teaching. Early

education must be in learning to pay attention to the information the physical body receives, learning to discriminate it and verbalize it or make it physical in some way. These children will tend to buzz around in their heads and be out of their body in expanded awareness, and they will almost forget to breathe, to do simple things that center them. So basic meditation techniques, especially things that bring the mind into the body, like conscious breathing, Tai Chi, yoga, conscious dance movements, pretending to be animals, doing things silently. Direct their minds down into their bodies—"What did your knees think about this? What do the bottoms of your feet know about this place?" They can learn to draw or paint energy.

Verbalization will be important because they're so mental. They will have so many ideas coming in, that they will often be overwhelmed and unable to know how to begin things, or they will be scattered. They have to slow down. Part of their mission as a group is to bring a great new creativity and new technology. You may find that children will start inventing things at an early age. They have to be taken seriously because they're so advanced. They have information to impart, but they have to first feel what's appropriate and the rhythms of timing on the earth and its process. They don't understand process.

These children have to be encouraged to develop simple pathways through their bodies and emotions so their ideas can easily flow into form. It's important that they not become addicted to high technology before they develop the physical and emotional grounding. They have to learn to keep their energy bodies, or layers of the aura, aligned and even. And they must be trained, not to avoid emotions, but to use their feelings positively—because they'll be thrown off balance severely by disharmonious, or even intense positive emotions around them.

This new generation will not be interested in drugs and the dark side like the present generation of teens is. The older group is Scorpio-ruled, and part of their mission is to help clear collective subconscious fears. The younger children are more the philosophers and inventors who love knowledge and hunger for higher technologies, especially for mathematics and computers, at very early ages. The facilitation of the younger children's embodiment process may be partially assisted by new machines that align the higher "bodies" or frequencies of awareness through use of sound and color. There might be rooms where students play and while there, their bodies would resonate to certain sounds and colors.

### **Would you talk more about the older children and what we can do for them?**

These people are helping purify the collective consciousness, by voluntarily going into the dark side, taboos, the devil-mind, and so on. Many of them have a fear of the astral plane, and have been superstitious or worked with sorcery at some time in their past lives. They may have believed quite literally in demons and possession, and are here together now to collectively confront and move through illusions. Part of their purpose is to correct their world view so they don't continue to be victims of external authority, and so they understand how "evil" is caused by the mind. These people need to feel courage and connection with something truly spiritual that they can feel is REAL to them. They're afraid of the unknown, the void. The ones who do make it through the transformation will be incredibly powerful leaders and healers. Yet many will feel overwhelmed with emotions and will have a hard time

finding a way out of the labyrinth. A hero might be of help here, if one emerges through the media. That way they could model their own pathway through the underworld and back out. Acting out mythologies could help. They are very dramatic, so psycho-dramas and games can be a way to get insights through to them. They also have to be facilitated into having a dramatic, powerful, energetic, "sexy" positive future vision that they can use to replace the old negative drama. Again, knowing that they're going through a specific phase of a larger process can help. Helping them deal with deep emotions, and intense pent-up physical energy that wants release into bigger arenas. This includes the people up into their early twenties.

### **What might the new vision for these young people look like?**

They need to directly experience the transformation of fear and illusion into clarity and freedom. They need to be exposed to futurists, visionaries, people who are taking stands, making a difference. That will turn them on. Eventually, they won't be afraid of anything. They need to feel heroic, but in a globally conscious way. They can then be great leaders and facilitators of the younger generation.

They'll be attracted to anything that has to do with death and rebirth, rites of passage, ceremonies, shamanism. Have them design rituals that are meaningful to them personally. That could be started with the younger children, too. Like, if you have a bad feeling, you take a pebble and throw it in a pool of water to symbolize your desire to clear it. Or write something down and burn the paper to release the thought to higher dimensions. The gist of the vision for these people is that they themselves are powerful enough to turn around seemingly impossible situations and that once they own their own goodness and inner authority, miracles can happen.

### **What do you see in the way of curriculum in the future?**

I see new kinds of media that will enable students to have experiential realities of other cultures in a direct way. Through satellite communication and virtual reality students in different countries could talk to each other. History will be a synthesis of what happened to the world as a whole, rather than segmented nationally or racially. And history will include much knowledge of ancient cultures that now is considered mythology or fantasy.

Direct, experiential rapport with other cultures will be important, along with forms of cross-cultural art, science, philosophies. It seems that cosmology will be taught, psycho-spiritual principles, the universal laws as well as the value of sound, light and color, and how they affect matter and mind. Children will learn various alignment methods to allow accurate perception and may work with plants and animals.

Children will be completing the equivalents of highschool and college at a much earlier age. Everything will be accelerated and condensed, yet learning will also go on throughout the lifetime of the adult as well. People will be taught how to learn. We will learn how to access the large pools of collective planetary knowledge, metaphysically known as the Akashic Records, through meditation and especially through "group mind". There will be places where people access knowledge together, directly from the invisible libraries. They will focus with a

sense of purpose, "lift off" together, and bring back bodies of information--each individual having certain specific aspects of the knowledge, which when combined will make an interesting whole. Inter-dimensional research!

For example, historical information might be obtained by focusing on a holographic image of the earth, then zeroing in on one area and time period and seeing it literally come alive, like a three-dimensional movie. The observer could "enter" the scene and view as much detail as desired, or could adjust the rate at which time flowed, so they could literally watch and experience the past directly. History would be seen as a living reality! This would be done through heightened use of the imagination, but there will also be technologies that enhance this process—like big screens, the size of a wall or holographic videos. We'll be able to "get inside" whatever we're learning and become it. There will be people who are experts in facilitating these "group mind" experiences. And adults and children will often work together in these teams.

### **What about Physical Education?**

Sports will be less competitive and more for the development of coordination and personal improvement, and to have the experience of becoming one with the flow of life. There will be more co-ed sports and emphasis on dance, yoga, Tai Chi and Aikido. Team sports will be more for group mind-body development, health and clarity.

### **Foreign languages?**

Most children will learn other languages, and much more easily than they do now. They will learn in lightly altered states of awareness, or through sleep states, and of course through direct satellite connection to children in other countries.

Schools are being asked to educate about things like drugs and AIDS, as though it's another part of the curriculum. Any thoughts on this?

It doesn't seem like it will be effective until children learn what's really happening in the world of their emotions. They're so sensitive to lies and denial. If you're saying, "Watch out for drugs, watch out for AIDS", they'll say: "I can't take this seriously because something else is happening inside me that I don't understand, and nobody's looking at it." They're feeling currents of polarized cultural beliefs, negativity and fear in their parents and society as a whole—and they can't discriminate what they're feeling. So they close off or get overwhelmed, or give up, often taking it all personally. They just want to feel good for the short term and are basically depressed. There will be a tendency for them to ignore the warnings, so education must focus on programs dealing with co-dependency, getting in touch with feelings, intuition development, body awareness. These things will actually become a new part of the curriculum!

### **Will parents be teachers in some sense?**

Parents need to work in partnership with teachers to help maintain the states that naturally

produce learning and creativity in the children. Teachers will largely facilitate conditions so the children can teach themselves. Teachers will be like healers. They'll have to have a sense of how body circuitry works, to be able to intuitively read the children's state of balance and keep them open.

To be effective the learning process will be more cyclical, encompassing both school and home experience. So there will be more home education, in cooperation with the schools. The school setting will be designed to promote group interactions among peers that will facilitate the new learning process. Home education will deepen and personalize the knowledge. The desirability of working in multi-disciplinary teams will increase in general in society, and parents can be involved in those that pertain to education and integrating children's inventions and innovative ideas into the marketplace. Schools could sponsor trainings throughout the year, much as corporations do, to involve parents in subjects of interest to them. There may be an increase of "social clubs" for kids. Parents who want to participate will come in and facilitate or teach.

**The schools are usually conservative. Teachers change faster than the schools, and the students are changing faster than the teachers! How can we break this deadlock?**

It feels like there will be alternative, experimental schools or special programs within regular schools established by groups of educators and parents, like yourselves. Funding may come from grants and corporations at first. The teachers will learn as the children's process unfolds. I see these experimental schools often on the outskirts of urban areas, sometimes taking on a dual role as a foster home or a place where single parents who might be having problems, as well as their children, would come to go through a clearing process. These learning centers would also employ psychologists and healers. The children's learning would be accelerated through a coordinated interface among parents, teachers, and therapists. Emotional clearing processes and enhanced creativity will be as important to the new education as normal study.

These programs and educational centers can receive positive national publicity, so the techniques they promote can be more widely used. The success of using therapy and intuitive methods will be shown. On their own, the public schools will continue to fail because they are out of touch with emotional and spiritual reality. The students will not go. It won't be financially feasible.

**Things like child abuse and the affects of divorce are becoming a burden to the schools. How do we deal with these things?**

Corporations will get more involved in the educational process and will funnel more money into education-oriented projects. There will be more of a linking of the school, the family and businesses. Corporations will be more involved with the quality of life of their employees, seeing that the personal life cannot be separated from the work life. They will take more responsibility for providing therapy for employees, as well as more child care facilities and education within those centers, both for the children and the parents. In the long run, therapy will become an accepted path of action and part of education. And that will eventually reduce

the amount of emotional dysfunction in the home.

In the short run I see more support groups within the school setting, sometimes after school, where children can understand their feelings and rights and have positive values reinforced. As I said before, there will be residential educational-treatment centers, and it will be more common for children to ask to be removed from their dysfunctional home situation. There will be treatment programs for the parents at these centers as well.

Also, there will be some educational projects that will be extremely successful at motivating and bringing out the brilliance of under-privileged children in poor urban and rural environments. These will gain recognition for certain teaching techniques and will be used as prototypes for overcoming emotional and attitudinal limitations.

**You are talking about enlarging our views about what family means, stretching beyond old concepts.**

That's right. There are really 2 sets of families—the genetic and the spiritual family. The genetic family is chosen by each soul to create certain personality and body characteristics that need to be re-emphasized in the current lifetime. People in your genetic family may not be members of your spiritual family, or soulgroup. Spiritual family members are like kindred souls, people who know each other immediately, who have many areas of overlap and similar levels of development. People need to be nourished by finding their spiritual families, then they can return to the family of origin and heal and appreciate those relationships.

As people do familial healing right now, it actually heals their ancestors and their own past lives, back through time. Then, the idea of family becomes quite large. The New Paradigm is revealing to us our energetic oneness with all forms of life. It is a kinship. We are beginning to feel the true meaning of fellowship, or global family—and this will increase through international exchanges, satellite communications, cross-cultural teamwork, even through ecological disasters in one country that affect the whole planet.

**Could you summarize your thoughts on the future of education for us?**

We and our young people certainly have our work cut out for us! We are really here in collaboration toward a greater end, one that in many ways will erase generational boundaries. We have chosen to be the pivotal generations, those who will help transform the ignorance of the world by taking it on personally and transmuting it out through our bodies. But if we remain locked up in feelings of isolation, we won't be empowered enough to do the work—because it can only be done by a group with one mind, one body.

It's important to realize that the children themselves are actually a different group of souls that naturally have a more abstract and technological, mental orientation, and that they are used to functioning in groups, drawing from collective knowledge. Their particular function now is to manifest their knowledge in physical form. To that end they themselves will telepathically catalyze an educational system that suits their purposes.

We must remember that just because they seem more advanced mentally and technologically, it means nothing if they can't successfully transfer their information into form. And that means they need earthy and wise teachers to help them navigate through the strange world of emotions, sensation and matter. We may seem more dense compared to these young people, but we are also more advanced in the ways of this world. We must stay emotionally and physically centered when dealing with them.

So, in closing, I'll say that education is now to take on a role that it played in ancient times, when temples served as universities and intellectual knowledge was always connected to the natural, universal laws. Privileged people were once taught how to use their entire consciousness, not just a small fragment of it. So, education now must once again galvanize perceptual alignment to universal truths and facilitate a unifying world view, and not just for a privileged few. In addition, it can help catalyze the power of group mind to solve the most pressing cultural and environmental problems the world has ever known. Thank you.

I opened my eyes and stretched. The faces were animated and enthusiastic. It seemed my findings aligned with their own feelings and dovetailed with what the other intuitives had said. As I think back over the subject now, it seems so important to me that we begin to mold a new vision for a positive future, and by "positive" I don't mean the Dale Carnegie positivism that's maintained by the sheer force of will or charm. We need to trust the process of evolution that we are intrinsically involved in with our planet.

We need to embrace what seems negative and see the usefulness of everything in the larger, "new paradigm" context. Let's remember that the children are our leading edge, overlapping with our comfort zone just enough, yet simultaneously stretching us into a greater, riskier experience. They point out society's new direction by the immediacy of their reaction to the currents of the collective consciousness. If we watch and listen, and trust them, perhaps together we will learn the skills of the future.