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**The First in a Series of
Essential Lessons in
Early Childhood Development**

Originally published by FORUM as Chapter One of Project CHANGE (Creating Healthy Alternatives through Nonviolence, Guidance & Education)

The Heart of a Child is the first in a series of booklets which were originally published as the Project CHANGE curriculum.

This booklet addresses the first challenge faced by every human being who seeks to educate or be educated—the condition of the heart that can allow the mind to absorb information. Unless we acknowledge that heart damage is epidemic in ourselves, our homes, our schools and communities we will not understand the source of miseducation and we will not be able to correct it.

FORUM MISSION STATEMENT

To teach principled living through the science of human, community, and economic development: equipping and empowering youth and families with the information, skills, resources and opportunities they need to develop healthy, intelligent, productive lives without violating themselves, their family, or their community

The commitment to social responsibility is the cornerstone of the organization.

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Understanding Self

of a child's heart is not a simple matter. It is a complex and multi-layered process that involves the child's physical, emotional, and spiritual development. The heart is the center of the child's being, and it is through the heart that the child experiences the world around them. The heart is also the source of the child's love, and it is through the heart that the child learns to love others.

Almost every child is born with a heart that is full of love and joy. The heart is the source of the child's life, and it is through the heart that the child experiences the world around them. The heart is also the source of the child's love, and it is through the heart that the child learns to love others. The heart is the center of the child's being, and it is through the heart that the child experiences the world around them.

The Heart of a Child

The heart of a child is a complex and multi-layered process that involves the child's physical, emotional, and spiritual development. The heart is the center of the child's being, and it is through the heart that the child experiences the world around them. The heart is also the source of the child's love, and it is through the heart that the child learns to love others. The heart is the center of the child's being, and it is through the heart that the child experiences the world around them.

Part One:

Understanding Self

*Without inner mastery, one cannot stand, without integrity, one cannot act.
—Zen lessons, The Art of Leadership*

Early Childhood Development

The heart of a child beats with a natural frequency, without tension; keeping time, clear, in tune with nature and with the elements. It is tranquil and harmonious. The most sacred thing in the universe is a child's heart.

Experiencing the heart of a child is the closest thing in life to experiencing the heart of the creator. This is what makes the birth of a child such a blessing in our lives – their absolutely pure, transparent, loving hearts. There is a sense of awe as you feel a child's heart making an agreement with your heart, "I want to be loved and I want to love; I want to be communicated to and I want to communicate; I want to teach and I want to be taught." That purity gives us the will to keep going and to do our best.

The ability to give birth to children and to enter into this relationship with them is the most sacred responsibility of human beings. What is it that causes people to take this responsibility lightly?

How do children become damaged?

Very few children are brought into the world as a result of thoughtful, considered planning. Instead, most children come to be born as the result of a lack of family planning, which puts their lives in chaos from the beginning.

Almost every child that is conceived is a surprise, even though the way babies are conceived is not a secret. Parents generally receive very little education about themselves, their purpose, and their source, much less about raising a child, before they find that a child is actually on the way. Upon finding out that a child is expected, it is customary to begin to do some research into the responsibility that will soon be theirs, but for the most part a child is born subject to all manner of amateur parenting.

So they come into the world to be raised by parents, relatives, friends, and the community at large, all of whom are, in many ways, still children themselves. In fact everyone, no matter who they are or how old they are, is still a child. They may be a child who has grown old, but unless they have mastered the law of cause and effect, their way of dealing with life and with pain is the same as every other damaged child's. It is very important to remember this so that we can comprehend that every child's problems begin the same way, and the same solution can be applied to every child's life, no matter how old that child has grown.

The Heart of a Child

Chart One

OPEN HEART



HEART EXPERIENCING A CONTRADICTION



BLEMISH

HEART EXPERIENCING DEFENSE ARMORING



HEART IS TOTALLY BLOCKED AND FULL OF INJURY OVER YEARS OF CONTRADICTION AND VIOLATION

THIS CREATES THE PRESENT STATE OF HUMAN SUFFERING

FULL OF BLEMISHES

WALL OF DEFENSE



Part Two:

True Self vs. False Self

Go to your bosom; knock there, and ask your heart what it doth know.
—William Shakespeare

To “Be” and to “Act Like”

When a person knows themselves, their purpose, and their source, they are able to be what they were created to be. Most people don't know how to be, so instead of actually being what they were created to be, they are forced to project what they gather from other sources that they should be. They don't know what their life is for, so they grab for what they are told should make them happy. Then, to the extent that they are successful at achieving what they think should make them happy, they act happy. They don't know how to be parents, so they act like they think parents should act. They don't know how to love, so they act out what they think loving should be like. And since they “act like”, they teach their children to “act like”, too, telling them things such as, “You better act like you have some sense!”

To be is to spontaneously and correctly respond out of what is known. It is an absolute. To act like is not an absolute – it is less than absolute:

Less than love is always hate

Less than truth has to be a lie

Less than keeping agreements causes disappointment

Less than cooperation results in insult

Less than respect is violation

The agreements the child's heart seeks can't be fulfilled under false conditions. The heart can't lie about what it feels. If someone is acting like their behavior towards the child is loving, but out of their own wounded heart they are actually responding with hate then the child's heart knows and registers the hate. Every contradiction creates a blemish or scar within the child's heart. But life has a natural defense mechanism against trouble and violation. It is actually very awesome and beautiful to see how powerful the life force is, even in the most scarred human beings.

The child must protect their heart from all those grown older children who pretend to give what their hearts don't know how to give. No matter how well meaning they are, the gift is tainted with their own pain.

And this is how the heart's defense mechanism is formed. This defense mechanism protects the heart from collapsing so the child does not die from the pain of the contradictions they feel but cannot understand. After years of being hit with contradictions, the heart builds walls until it is completely armored – completely insulated from shocks. The child feels safe because nothing is permitted to penetrate their heart and damage it.

The problem is that, although nothing can get into the armored heart, neither can anything get out. The lies, disappointments, violations, hate, and insults cloud the heart and the heart has no way to rid itself of them. This produces a different beat in the heart – a jarring, arrhythmic tension – and pain. This pain is not from the injuries themselves – the heart is numb to those – but from the inability to find a natural outlet for expression. They feel that love exists, but they have no corresponding information on how to produce love. They see work to be done, but don't know the law governing how work naturally generates a product. This is true for every aspect of life, because every aspect of life has been perverted in the heart of the child.

How does this perversion manifest?

The natural flow of information between the heart and the mind of a child becomes suppressed from the very beginning, so they never see the natural rhythm of cause and effect in the external world. Instead of being able to think and respond to others authentically, the child acts out the same contradictory behavior they have experienced, because that is what is in their mind's database. Then this obscures the cause and effect relationship between their own behavior and the results. The logical sequence of the events in life now seems unfair. Things don't make sense. Everything just "happens".

There is no means for the evaluation of information because the essential component of reality, cause and effect, was lost in the shuffle at the gate. This causes confusion, which affects the memory of the child. Most peoples' childhood memories are limited to major turning-points in their life—whether they were happy occasions or major, life-changing violations. If you think back to most of the memories in your early life, chances are that you will find this same pattern. Very few people have more than sketchy memories of their childhood, but this is only one symptom of the effect of chaos on the mind and heart of a child.

You didn't hear a word I said, did you?

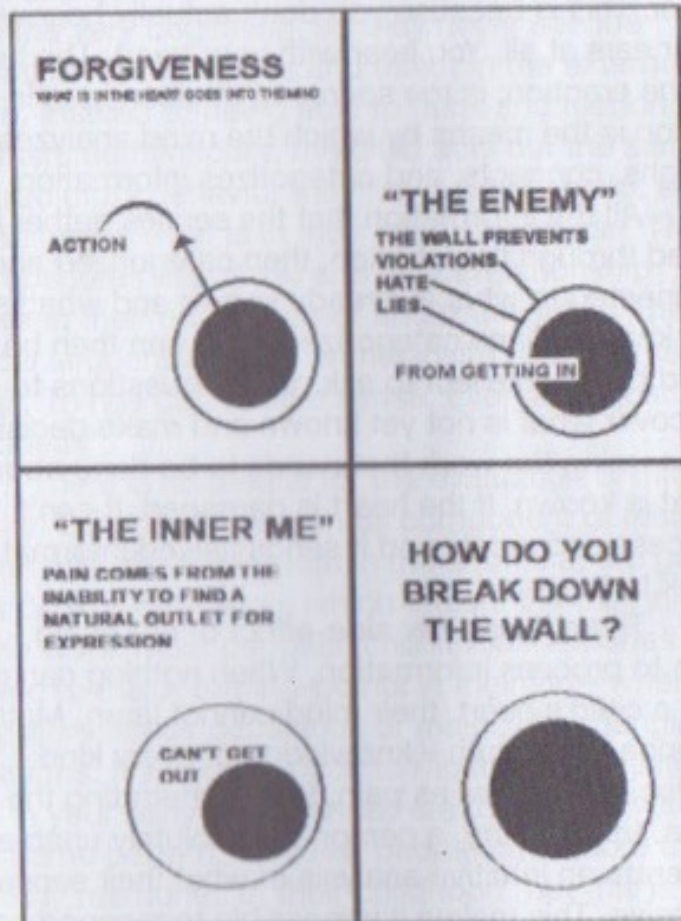
Many people seem to be unable to hear. Information just seems to go in one ear and out the other. This is because you don't actually hear with your ears at all. You hear with your heart. The heart, or the emotion, is the source of intuition, and intuition is the means by which the mind analyzes, weighs, connects, and categorizes information.

All the information that the senses gather is sifted through the intuition, then categorized and connected to what is already known and what is not known. Once categorized, data can then be used by the intellect to ask proper questions to discover what is not yet known and make decisions concerning the work that needs to be done about what is known. If the heart is damaged, it can't process accurately and it sends flawed information back to the mind.

There is another side-effect of not being able to process information. When nothing can get into a child's heart, their mind cannot learn. Math, science, love, truth – knowledge of every kind is blocked, as well as pain, from penetrating the heart. In this state, a person is absolutely unable to generate an intuitive analysis of what their senses perceive. This makes it impossible to respond according to true definitions and prevents reason from formulating action that will generate successful outcomes.

The Heart of a Child

Chart Two



Part Three: Forgiveness

Only as we forgive are we forgiven. Our willingness must open the way for our forgiveness. We dare not ask more of forgiveness than we are able to extend to ourselves or our brothers.
—Raymond Holliswell

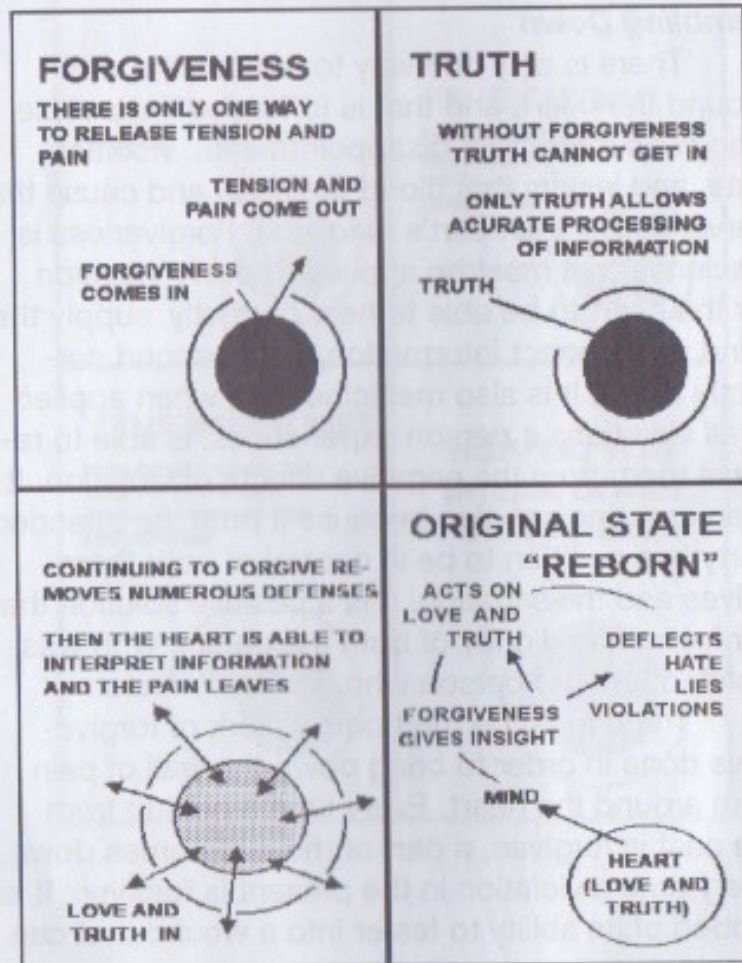
Tumbling Down

There is only one way to remove the wall around the heart, and that is to forgive the people who caused the lies, disappointments, violation, hate, and insults that cloud the heart and cause the perversion of the heart's functions. Forgiveness is a science that must be applied to every violation for the heart to be able to hear correctly, supply the mind with correct information, and respond correctly to life. It is also medicine that, when applied to all violations a person experiences, is able to release them from the negative effects of violation. It is an amazing solution because it puts the offended party in a position to be in control of both themselves and the situation. It is a positive solution that reinforces the dignity of both the person who was violated and the person who was the violator.

There must be methodical work of forgiveness done in order to bring down the wall of pain from around the heart. Every time a person from the past is forgiven, a part of the wall comes down. Every time a violation in the present is forgiven, it is robbed of its ability to fester into a wound that can cripple.

The Heart of a Child

Chart Three



Violation and the Victim-Villain Syndrome

Violation creates a sense of helplessness. It is demeaning and dehumanizing. It imprisons a person in a wall of pain and fear. It causes a desire for revenge to arise inside the heart. When a person is violated, their dignity and sacredness is called into question. Their health, their interests, their rights, or their needs are devalued. They feel overwhelmed and their own mind calls into question their right to exist. The heart keeps saying, "Why?" but the question is not able to be answered unless the person learns to forgive.

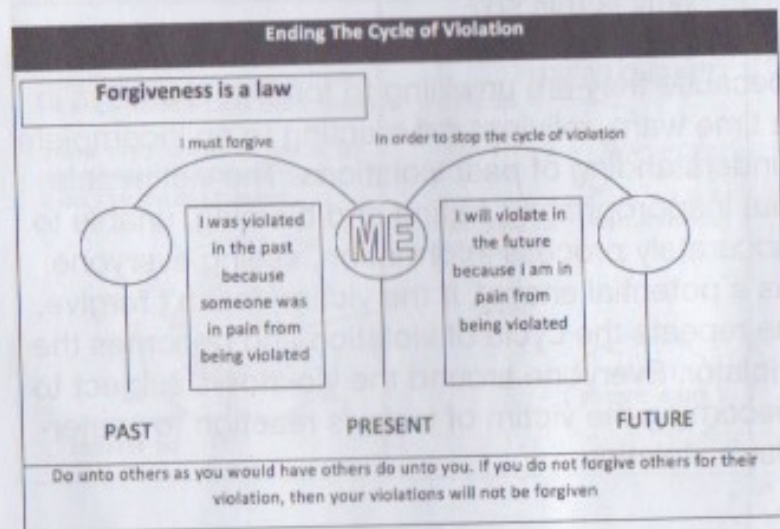
When a person won't forgive, they are trapped into repeating the cycle of violation. This is the other side of the law of forgiveness, held in place by the resentment that seeks to justify unwillingness to forgive.

Why is this so?

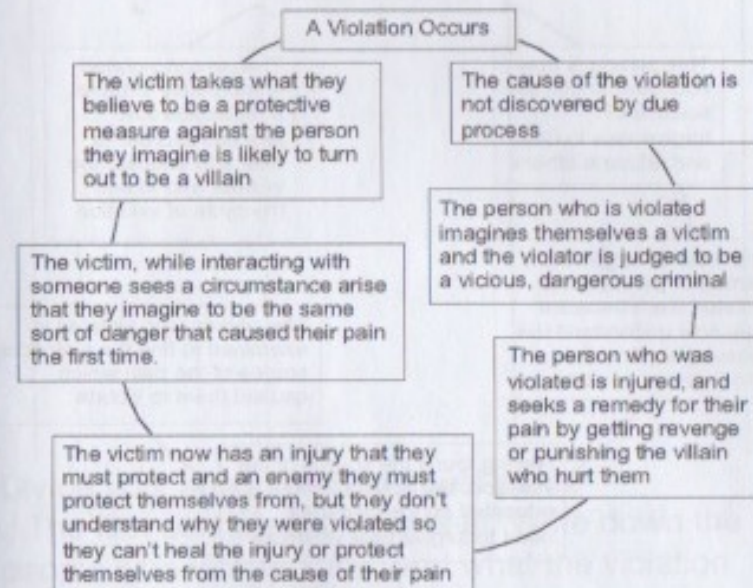
Today's villain is yesterday's victim, who, because they are unwilling to forgive, is always in a time warp, reliving and reacting to an incomplete understanding of past violations. The victim acts out inappropriately, hating and blaming, unable to accurately process information, seeing everyone as a potential enemy. If the victim doesn't forgive, he repeats the cycle of violation and becomes the violator. Everyone around the violator is subject to becoming the victim of today's reaction to yesterday's violation.

The science of forgiveness is a perfect remedy for violation, precisely because all villains are really only victims of their own past. Their enemy is in reality the inner-me who is ignorant of the science of forgiveness and its healing capacity, both for themselves and for those around them.

If forgiveness is applied immediately to every violation, the result is that the person who was violated now becomes the doctor. As a doctor they are able to examine their violator and find out the nature of the past violation which created the pain that caused them to violate. Then, by discovering together the source of the violation, healing, education, and reconciliation take place. Now, instead of two wounded people, there are two healthy people who understand the source of violation, and are willing and able to be a doctor when they are violated.



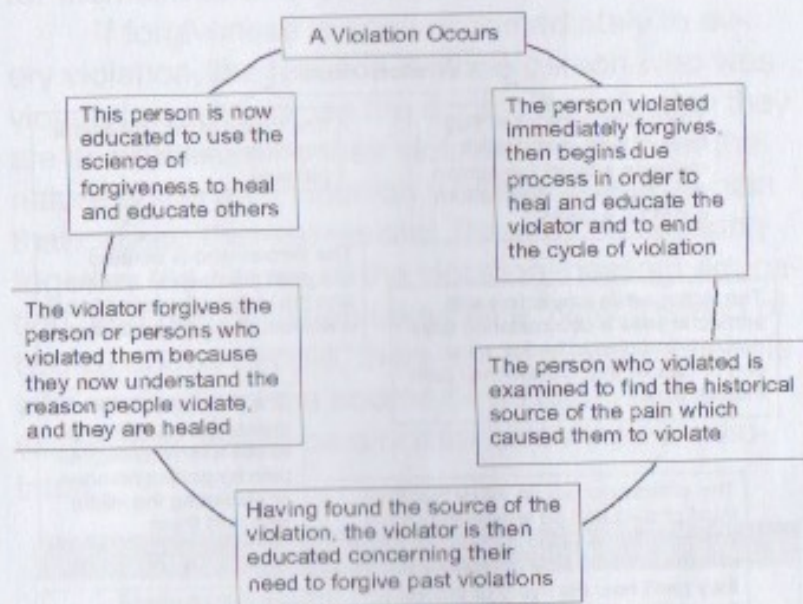
The Cycle of Violation The Victim-Villain Syndrome



Are you a victim or villain?

The Cycle of Violation

The Science of Forgiveness



Can you forgive or do you need to be forgiven? Why?

Homework

Past person/action	Present person/accusation	Future person/action

- Divide your age into three equal parts.
- ✓ The first part we call your past. Write down the people who violated you, and what the violation was.
 - ✓ The second part we call your present. Write down all the negative things that people say about you, and who says each thing.
 - ✓ In the third part, write down the people you have violated and the things you have done to violate them. The backlash from these things will determine your future if you don't practice the principle of forgiveness. Can you see how the victim becomes the villain?

Homework

Thinking About Forgiveness

These are questions that can be asked either alone or in a group setting about forgiveness. One principle should guide the meditation or discussion:

There is only one man, and there is only one principle of forgiveness and it applies in every situation.

- Is it easy for me to forgive others? Is it easy for others to forgive me? Why?
- Is it right for me to forgive others? Is it right for others to forgive me? Why?
- When others don't forgive me and they should, how do I feel? When I don't forgive others and I should, how do they feel?
- Is there ever a reason for me not to forgive?
- Is there ever a reason for others not to forgive me? Why?
- Do I deserve justice? Do others deserve justice? Why?
- If I am not the source of justice, where will it come from? Why?
- If I am not the source of justice for others, what right do I have to demand it for myself?
- Do I need punishment or education when I am wrong? Do others need punishment or education when they are wrong? Why?
- What is forgiveness?
- Is punishment the same or different than justice? Why?
- What is justice?
- Should a person forgive and forget? Why?

In Conclusion:

Far from being a sign of weakness, forgiveness is really the most strategic tool in healing the self and the society. To refuse to forgive is absolutely criminal, because of the absolute effectiveness of the alternative. To refuse to forgive, after understanding the science of forgiveness, is to choose to poison your own life and the lives of your family and friends.

Forgiveness is the only real protection from violation. It is medicine that works every time to soothe the pain and it creates avenues to strengthen the character and self-esteem by teaching due process, which replaces opinions and superstitions with real knowledge of the cause and solution to the problems that cripple individuals and subsequently societies.

Forgiveness is owed. If I violate, it is because I don't understand how to heal the pain inside me, and it causes me to hurt others. I need forgiveness. I need someone who can understand what is wrong, who can heal and educate me. What I need is what I owe anyone else. I will reap what I sow. I cannot ask for what I am not willing to give. Forgiveness is the law of cause and effect used as a tool to heal the future I share with everyone living.

The Most Misunderstood & Commonly Used Words

Project CHANGE Glossary

(Note: All definitions italicized and in parentheses are taken from the American Heritage College Dictionary, third edition, Copyright 1997, Houghton Mifflin Company. After the definition is the content usage, or the definition of the word as applied to the material.)

Belief – (Mental acceptance of and conviction in the truth, actuality, or validity of something. Something believed or accepted as true, especially a particular tenet or a body of tenets accepted by a group or persons.) An assumption that is held to be true but which is not proven to be truth by scientific method.

Body – (The entire material or physical structure of an organism, especially of a human being or an animal.) The vehicle that the human being uses to navigate through space, energy, elements, and motion.

Citizen – (A person owing loyalty to and entitled by birth or naturalization to the protection of a state or nation.) A person who agrees to uphold and lawfully participate in the duties, rights and responsibilities of community life.

Conflict – (A state of disharmony between incompatible or antithetical persons, ideas, or interests; a clash.) To be in opposition to, to differ, to clash with.

Constitutional – (consistent with, sanctioned by, or permissible according to a constitution; of or proceeding from the basic structure or nature of a person or thing; inherent.) That which is lawful; that which is in accordance with law and principle.

Contradiction – (The act of asserting or expressing the opposite of, being contrary to. Inconsistency, discrepancy.) A lie which attempts to mislead self or another as to the cause of or reason for an outcome by obscuring reality.

Criminal – (Shameful, disgraceful; of, involving, or having the nature of an act committed or omitted in violation of a law forbidding or commanding it and for which punishment is imposed upon conviction. Unlawful activity.) Any thought or conduct that undermines.

Cultural Principles – socially transmitted values and behavior patterns which apply only within a given set of circumstances, i.e., crosswalks, school, governing political parties, churches.

Deceit – (The practice of leading another into error, danger, or a disadvantageous position, often by underhand means.) The act of fostering a false assumption in the mind of another in order to lead them to take an incorrect action for some presumed personal or social benefit.

Defense Mechanism – (A physiological reaction of an organism used in self-protection. Any of a variety of usually unconscious mental devices that an individual may use to protect the ego from shame, anxiety, or other unacceptable feelings or thoughts.) In lieu of forgiveness, the wall of apathy and indifference that is raised around the heart in order for the human being to remain physically alive and able to function in the midst of lies, contradictions, compromises, and conflict.

Definition – (A statement conveying fundamental character. The act or process of stating a precise meaning or significance; formulation of a meaning.) The specific identity and function of something. Language that accurately describes something in order to relay the knowledge of it in relationship to something else.

Devil – (In many religions, the major personified spirit of evil, ruler of Hell, and foe of God.) The ultimate personification of the victim-villain syndrome. When a society makes a common agreement that vengeance and fear are agreeable substitutes for forgiveness and repentance for violations, all people become afraid of themselves and all other people, and they all become violators. The source of their fear (which is internal) and the symptoms of their fear (which are external) become a common experience in the interactions between all people. They then proceed to project a name to the common propensity to refuse to end the cycle of returning violation for violation and call it the devil. Since the symptoms are common and recognizable, the collective, vengeful unconsciousness of the whole seems to have its own conscious personality and malevolent intent. However, it is not conscious, it is just the absolutely predictable, destructive cycle that unconsciousness takes. It is also preventable, though, by refusing to return violation for violation and agreeing to forgive, thereby becoming a peacemaker.

Education – (The knowledge or skill obtained or developed by a learning process. The field of study concerned with the pedagogy of teaching and learning.)

The science of activating that knowledge which is implanted in a person by God and cultivating it sufficiently so that the person achieves the purpose for which they were created.

Emotions – (An intense mental state that arises subjectively rather than through conscious effort; a strong feeling. The part of the consciousness that involves feeling. Sensibility.) The interpreter of the human being's life experiences. The emotions are the expression of the struggle of faith that takes place in the mind and heart to solve problems and meet needs by generating thought and determining a course of action that will manifest the envisioned outcome in space, energy, elements and motion.

Enemy (or villain) – (One who feels hatred toward, intends injury to, or opposes the purposes or interests of another.) The physical embodiment of the refusal to forgive, heal and educate which seeks to justify itself, demanding retribution and vengeance against the insane, random, negative, vengeful, destructive acts of other people who justify their refusal to forgive and heal insane, random, negative, vengeful, destructive acts of other people. (See: Victim-Villain Syndrome)

Ethics – (The study of the rules and standards which govern the general nature of morals and of specific moral choices; moral philosophy.) Consistent principle as applied to each and every person and situation. Ethics are determined by an individual's cultural perception of the value of persons.

Evaluation – (To ascertain or fix the value or worth of. To examine and judge carefully; appraise.) The process of reviewing every step of activity and thought that led to any particular outcome in order to find out how that outcome was produced. (See: Scientific Method.)

Faith – A function of will that moves the mind and heart to examine a series of truths already concluded, in order to arrive at another truth. It is what allows us to give substance to the things we envision, a confidence in the human ability to discover the means to manifest what is not yet seen.

Family – (A fundamental social group in society typically consisting of parents and their offspring. Two or more people who share goals and values, have commitments to one another, and reside, usually in the same place.) The natural order of life and principle that nurtures and educates individuals and children. The purpose is to develop them into healthy, rational, intelligent, productive, functional citizens. This is

accomplished by implementing the principle, law and science of marriage, parenting, brotherhood, and sisterhood.

Fear – (A feeling of agitation and anxiety caused by present or imminent danger.) A feeling of alarm or anxiety caused by the expectation of danger or pain.

Forgiveness – (The act of granting pardon without harboring resentment.) The application of scientific method by which negative conducts and experiences are studied through pardoning errors, misconducts, misdeeds, mischief, and violations so that their source can be objectively evaluated and eradicated.

God – (A perfect being conceived as the creator of the universe and worshiped in monotheistic religions.) The source from which life flows; that which administrates the creation and sustaining of the universe. Truth, love, and wisdom.

Hate – (To feel hostility or animosity toward. To detest.) A thought, motion, or action that contradicts love and truth and feeds chaos.

Heart – (The chambered muscular organ in vertebrates that pumps blood through the entire circulatory system. The vital center and source of one's deepest and sincerest feelings and beliefs.) The

pumps blood and nutrients through the body: the physical organ that spiritual equivalent of this organ that collects and pumps the life force or energy through the human spirit and the universe. It is the governor or administrator of a creature's sustenance.

Ignorance – (The condition of being uneducated, unaware, or uninformed.) Lack of knowledge.

Imagination – (The formation of a mental image of something that is neither perceived as real nor present to the senses. A traditional or widely held belief or opinion. A plan or scheme.) That which is generated instead of thought by a mind that has been miseducated or trained by punishment and reward to accept lies as truth.

Institution – (An established organization or foundation, as one dedicated to education or culture; a well established and structured pattern of behavior or of relationships that is accepted as a fundamental part of a culture, as marriage.) The organized and structured collective intelligent response to the intuitive drives; the externalized manifestation and administration of mutual understanding and agreements; the process of consciously synthesizing the life forces of the two aspects of man, male and female.

There are six primary institutions:

Church– (The company of all Christians regarded as a mystic spiritual body. Ecclesiastical power as distinguished from the secular.) The means of discovering and applying the principles by which all aspects of the creation and of human existence are comprehended and their purpose is defined. It is governed by the principle, "Our Father," which is a poetic way of reminding us that all humanity is of one family and all Men, male and female, are equal to the purpose for which they have been created. The science associated with this institution is theology, and the human drive that creates church is the principle drive.

Government – (The act or process of governing, especially the control and administration of public policy in a political unit.) The principle and means by which all public institutional matters are administrated with justice and equity. It is governed by the principle, "Thy kingdom come," which reminds us that only self-governing and sovereign beings are free to come to understandings, make and keep agreements, and to give leadership that protects the earth's inhabitants. The science associated with this institution is sociology, and the human drive that creates government is the order drive.

Business – (The occupation, work, or trade in which a person is engaged. Commercial, financial, and industrial activity.) The principle and means by which man creates and generates in order to meet needs and provide a surplus for the community. It is governed by the principle "Give us this day our daily bread," which reminds us that our sustenance is not dependent upon any other person but by our relationship to our source. Having defined our purpose and the nature of order, we will to create, generate, develop, maintain and sustain what is needed for the community according to our gifts, skills, talents, and abilities. The science associated with this institution is ecology, and the human drive that creates business is the work drive.

Clinic – (A faculty devoted to the diagnosis and treatment of outpatients. A medical establishment run cooperatively by several specialists sharing the same facilities.) The principle and means by which man is brought to health and by which health is sustained through conscious self-administration of the law of cause and effect. It is governed by the principle, "Forgive us as we forgive," and reminds us that we reap what we sow in our spirit, mind, emotions and body. The science associated with this institution is psychology, and the human drive that creates clinic is the health drive.

Home – (An environment offering security and happiness. A valued place regarded as a refuge or place of origin. An institution where people are cared for.) The principle and means by which man establishes the internal foundations which give us eternal life as they stand firm through each generation. It is governed by the principle, “Lead us not into temptation” which reminds us that unless we establish a lifestyle of right thought and right action in children from birth they will not know how to think through and do what is needed and will not establish those virtues in their children. The science associated with this institution is biology, and the human drive that creates home is the life drive.

School – (The process of being educated formally, especially by a planned series of courses over a number of years. A division of an educational institution constituting several grades or classes.) The principle and means by which man gathers, organizes, expands and imparts knowledge. It is governed by the principle, “Deliver us from evil,” which reminds us that ignorance creates the illusion of an enemy and leads to violence, chaos, and destruction, and is a risk that we, the caretakers of the planet, cannot afford if we are going to continue to exist. The science that is associated with this institution is anthropology, and the drive that creates school is the knowledge drive.

Intelligence – (The capacity to acquire and apply knowledge.) That faculty which enables man to apply to the external world and act upon information the intuition absorbs. Evidenced by the ability to listen, follow instructions, and evaluate outcomes.

Intuition – (The act or faculty of knowing or sensing without the use of rational processes; immediate cognition.) That faculty which enables man to absorb, categorize and prioritize the information that the senses perceive.

Intuitive Drives – (Drive: A strong organized effort to accomplish a purpose.) The means by which the spirit (or life force) of man, male and female, manifests itself in the world. There are six primary intuitive drives: principle, order, work, health, life, and knowledge.

Justice – (Conformity to truth, fact, or sound reason. The administration and procedure of law.) The result of comprehending the law of home and family that results in correct conduct or clarification. The corresponding effect of any cause.

Knowledge – (Familiarity, awareness, or understanding gained through experience or study.) What has been scientifically tested and proven to be truth.

Lie – (A false statement deliberately presented as being true; a falsehood. To be in a specific condition or affect in a specific way by telling falsehoods.) To speak or act upon what cannot or has not been tested and known to be truth, whether consciously or as a result of miseducation.

Love – (A deep feeling of affection and tender regard for a person, such as that arising from kinship or a sense of oneness.) The energy which creates and sustains everything that exists. Any action that is carried out with understanding of and in agreement with the creation and sustenance of life.

Lust – (Intense or unrestrained sexual craving.) A thought or action that can only be carried out by misdefining a person or thing in order to justify the use of that person or thing in a manner which goes against the nature and against the true purpose for which that person or thing exists.

Man – (A human being regardless of sex or age; a person.) The general name of the human race. Man is a singular principle with two aspects, male and female, which is the image and likeness of God; the purpose which is to consciously administrate, evaluate, improve and expand all that exists in the physical universe in agreement with the laws that create and sustain it.

Marriage – (The legal union of a man and woman as husband and wife.) The understanding and agreement between a male and female Man that provides the context for administration of all private institutional matters.

Memory – (The mental faculty of retaining and recalling past experience. Capacity for storing information.) Information that is stored in the brain. Memory cues the body's automatic response to do things that do not require unique creation and generation of thought, like breathing or repetitious tasks. In the miseducated, unconscious human, it is that which substitutes and approximates the generation of thought and subsequent work.

Mind – (The human consciousness that originates in the brain and is manifested especially in thought, perception, emotion, will, memory, and imagination. In some philosophies, a principle of intelligence or consciousness pervading reality; the spirit of consciousness regarded as an aspect of reality.) The faculty that governs the way that a being responds or reacts within space, energy, elements and motion. The physical equivalent is the brain.

Morals – (Rules or habits of conduct, especially of sexual conduct, in regard to standards of right and wrong.) The comprehension of principle applied to a particular situation. Cultural standards accepted to be the correct rules governing human behavior.

Murder – (The unlawful killing of one human being by another, especially when premeditated.) The thought and conduct of destroying the spirit, mind, emotion, and physical being of another being for some presumed personal or social benefit.

Negro – (A member of the Negroid racial classification.) Any human being who is miseducated and unconscious of their responsibility to themselves and their community, who does not consciously work in their own health, interest, rights, and needs, and subsequently contributes to chaos in their community.

Nigger – (Used as a disparaging term for a member of any socially, economically, or politically deprived group of people.) Any human being who refuses to take responsibility for their education and for becoming conscious, who therefore agrees to their own enslavement and oppression and perpetuates chaos and the degradation of their community.

Obedience – (Dutiful compliance with the commands, orders, or instructions of one in authority.) To serve another without complaint. It is agreeing to cooperate with laws, truth and logic when conclusions and outcomes are unknown, as well as with one who is responsible for making laws, truth, and logic understood and useful as tools with which to consciously create the future. It is the physical action of service.

Oppression – (To be kept down by severe and unjust use of force or authority. Arbitrary and cruel exercise of power.) The result of a person or group of people's agreement to a social contract that works against the health, interest, rights, and needs of the individual and subsequently the community.

Pride – (Arrogant or disdainful conduct or treatment; haughtiness. Pleasure or satisfaction taken in an achievement, a possession, or an association.) The refusal to acknowledge error and the capacity for error and correct it.

Principle – (A rule or law concerning the functioning of natural phenomena or mechanical processes. A basic source.) Law which governs the universe; discovered, defined and applied by man in order to administrate both the earth and the self in consciousness.

Purpose – (The object toward which one strives or for which something exists; an aim or goal.) The function of anything and the reason it was created and now exists.

Racism – (The belief that race accounts for differences in human character or ability and that a particular race is superior to others. Discrimination or prejudice based on race.) The emotional attachment and positive transference to one's own ethnic group and the repulsion and negative transference to other ethnic groups.

Reality – (The quality or state of being actual or true. That which exists objectively and in fact.) The experience of space, energy, elements, and motion in consciousness. Reality is a term that is only relevant to humans, who have the capacity to determine a course of action, experience the outcome of it, then to evaluate, improve and expand upon their methods.

Science – (The observation, identification, description, experimental investigation, and theoretical explanation of phenomena.) The laws by which anything can be known, tested and proven to be truth.

Scientific Method – (The principles and empirical processes of discovery and demonstration considered characteristic of or necessary for scientific investigation, generally involving the observation of phenomena, the formulation of a hypothesis concerning the phenomena, experimentation to demonstrate the truth or falseness of the hypothesis, and a conclusion that validates or modifies the hypothesis.)

Slavery – (The state of one bound in servitude as the property of a slaveholder or household.) Any social contract that agrees to work against the health, interest, rights, and needs of the individual and subsequently the community.

Spirit – (The vital principle or animating force within living beings. Incorporeal consciousness. The soul, considered as departing from the body at death.) The substance that animates matter and gives it purpose.

Superstition – (A belief, practice, or rite maintained by ignorance of the laws of nature or by faith in magic or chance, a fearful or abject state of mind due to such ignorance or irrationality.) An assumption that is held to be true, but which is not proven to be truth by scientific method – see belief.

Training – (To cause (example: a plant or one's hair) to take a desired course or shape, as by manipulating.) The act of punishing and rewarding behavior of animals or unconscious, dependent humans in order to make them react to the advantage of the trainer or the trainers employer. Trainers of humans and animals will use punishment and reward to artificially stimulate the function of memory and stunt creative thought in a living being in order to create fear and dependence so that their life force can be exploited. This is done in much the same way as force-feeding ducks and geese to enlarge their livers for the making of Pâté de Foie Gras.

Truth – (Conformity to fact or actuality. A statement proven to be or accepted to be true. Sincerity, integrity.) That which is able to be proved by investigation and observation to agree with the principles that govern procreation, generation and administration.

Tyranny – (A government in which a single ruler is vested with absolute power – especially when exercised unjustly or cruelly.) The result of not comprehending the law of home and family that results in a craving for advantage and privilege; the manifestation of this form of miseducation subsequently elicits unwarranted, arbitrary misconduct and disagreement. The result of a system of punishments and rewards.

Universal Principles – That which encompasses the truth as it is applied to all of creation in every situation. Consistent, never changing, eternal fact, i.e., you reap what you sow so you should love everybody, tell the truth at all costs, respect everybody . . .

Victim – (One who is harmed or killed by another. One who is tricked, swindled, or taken advantage of.) A person who uses the errors, misconducts, misdeeds, mischief, and violations of others toward them as an opportunity to justify their own criminal desire to find and destroy an enemy.

Victim-Villain Syndrome – The personification of the cycle of violation. If the person or group that is violated (or the victim) repeats or reenacts the cycle of violation against another out of lack of forgiveness, they then become the villain or enemy.

Violate – (To break or disregard (a law, for example); To do harm to; desecrate or defile; to disturb rudely or improperly, interrupt.) To act towards another apart from proper or lawful love, truth, righteousness, justice, respect, consideration, dedication and commitment.

Violation – (To break or disregard; to do harm to (example: property or qualities seen as sacred); desecrate or defile.) To act against the health, interest, rights, and needs of self or another or to agree with another's participation in such an action.

Violence – (physical force exerted for the purpose of violating, damaging, or abusing; abusive or unjust exercise of power; abuse or injury to meaning, content or intent.) Any act of thought, deed, or tongue that violates.

Work – (Physical or mental effort or activity directed toward the production or accomplishment of something.) The natural response to thought which proceeds from the mind of man, male and female. It is the manifestation of the creative energy or life force that flows from the understanding and agreement of love and truth. Work follows a definite, structured process and procedure to the envisioned outcome.

FORUM Weekly Events *Forgive*

*"That slight misdeed of yesterday,
why should it mar today?
The thing he said, the thing you did,
have long since past away;
For yesterday was but a trial;
today you will succeed,
And from mistakes of yesterday
will come some noble deed.*

*Forgive yourself for thoughtlessness,
do not condemn the past;
For it is gone with its mistakes;
their mem'ry cannot last;
Forget the failures and misdeeds,
from such experience rise,
Why should you let your head be bowed?
Lift up your heart and eyes!"*

*-selected
Earl Holliwell*

FORUM

Weekly Classes / Events

Family Consultation

Male Responsibility (Boys ages 13-18)

Parenting Training

BEST (Youth Character Development)

Training of Trainers (Introductory Course)

Anger Management

Training of Trainers
Thursdays : 6-8PM

Common Sense Television Program
Channel 21 CAN-TV
Friday : 7-8PM

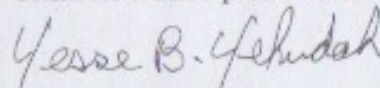
School or Community Based Trainings and Services
Humanology Interactive Mobile Classroom
Call 773.992.9200 to schedule

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We are grateful to the administration and staff of FORUM and the facilitators of the SMART program, who have since 1985 created the laboratory and made themselves the test cases in order to develop the Project CHANGE curriculum. We are also grateful to Rev. James Luther Bevel, who has not ceased in his investigation into the application of nonviolence to all personal and social problems.

And thanks goes to all those who read this booklet and apply its principles. Your participation in the great experiment of democracy is priceless. Without understanding and implementing the science of education, self-governance is impossible.

Yours for a more perfect Union,



Yesse B. Yehudah

CEO, FORUM

Fulfilling Our Responsibility Unto Mankind

"Please call FORUM at 773-994-9200 for information on our weekly class schedule, school or community based training and other services."

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The Heart of a Child

The First in a Series of
Essential Lessons in
Early Childhood Development

*Originally published by FORUM as Chapter One of
Project CHANGE (Creating Healthy Alternatives through
Nonviolence, Guidance & Education)*