

Beyond the Indigo Children: The New Children and the Coming of the Fifth World,  
P. M. H. Atwater, L.H.D. Bear & Co./Inner Traditions, Rochester, VT – Sept. 2005.

# EXTRAS

*This page is also available as a [free e-book](#) (280k PDF file).*

**"Beyond the Indigo Children" is the first major study of today's children, and their place in our rapidly changing world, that combines objective research with mystical revelation and prophecy.**

In the book, Dr. Atwater illuminates the talents and weaknesses of these brilliant and irreverent kids born since around 1982. She explores the relationship of the new children to the prophecies in the Mayan calendar and other traditions, providing extensive background information about the seven root races,

and the great shifting of consciousness already underway. She reveals the connection of the seven root races to the seven chakras, and how the fifth chakra – the chakra of will power - will refine itself in the human family as the new children grow to maturity. She also discusses the phenomenon of soaring intelligence and undeveloped potential, and provides concrete guidance and tools for those who seek to understand and help the new children achieve their full potential.



**Photo of Kileigh Steven Johnson,  
born 7-31-05 at 9:11 pm.  
He is one of the 911 Generation.**

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(From the author) ... "I am very excited about 'Beyond the Indigo Children,' so much so that I have created this EXTRAS section so additional ideas and resources that missed the original printing could be listed. Of concern to me is that you read everything in the Notes Section of the book itself. That's because Notes functions as a Resource Guide, filled with wonderful books, websites, contacts, and groups of all kinds that will be most helpful to you and to kids. EXTRAS is really more of a hodgepodge than anything else. Enjoy scrolling through it. -- PMH

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## BRAIN BUILDING GENE MUTATIONS

It doesn't take someone like me to point out that there's something remarkably different about the children in today's world. Parents and grandparents, school teachers, counselors and therapists, anyone who knows a child – all of them – say the same thing: our kids know more than we do. And they're right. The kids do."Two key brain-building genes,



which underwent dramatic changes in the past that coincided with huge leaps in human intellectual development, are still undergoing rapid mutations, evolution's way of selecting for new beneficial traits," so said Bruce Lahn and his University of Chicago colleagues in a study published in the journal "Science," dated 9-9-05. Not everyone has both of these genes, yet reports of mutation are increasing at an unprecedented rate: 70% of the world's population now evidences one of them, 30% both. "Just as major environmental changes, such as dramatic shifts in the climate, food supply, or geography, favored the selection of genetic traits that increased survival skills," continued Lahn, "the pressures on gene selection today come from an increasingly complex and technologically oriented society." Numerous genes are involved in

brain building, not just the two mutations, still, there is enough scientific evidence now to back up the claim that our youngest citizens represent a new type of human – evolution in our time.

## **HOLD EVERYTHING . . . there's more!**

Read again what you've just read. The science gives us numbers: 70% of the world's children are the new children (what I describe at length in *Beyond the Indigo Children*); 30% are the more advanced (also in the book). The 30% matches almost exactly what educators are finding with scores from Standard IQ tests. In those countries where the test is administered, there is a reported rise in scores from 24 to 26 points with about one-third who take the test. For this third, scores now range between 150 to 160 – an unprecedented leap in intelligence – with no genetic markers to account for it (wasn't heredity), only slight improvement in rote learning (wasn't education), nothing particularly to peg it to (nutrition, parenting styles, etc.). To confuse our educators even more, the biggest part of the rise comes from non-verbal intelligence, which is creative problem solving. Some educators say genius begins with scores between 134 and 136. Other educators say no, it begins at 140. One-third of today's children are now scoring between 150 to 160 . . . smarter than the geniuses of yesteryear!!!!!!!!!!!!!!

## **YUP, THERE'S EVEN MORE . . .**

In my research of children who had near-death experiences (refer to my book, *The New Children and Near-Death Experiences*), with a base of 277 child experiencers between the ages of birth and 15 years, 48% scored between 150- 160 when old enough to be tested. I had two clusters (more cases): with little ones from birth to 15 months, and from 3 year-olds to those almost but not quite 6. If I just look at those children from not quite 6 on down to birth (yes, a child of any age can have a near-death experience and talk about it or draw pictures of it when old enough to do so), with this younger group the percentage scoring between 150-160 jumps to 81%. If I just look at babes, from birth to 15 months, especially those who had a dark or black light experiences instead of a bright light experience (get over that nonsense that dark or black light is negative — far from it), almost all of them score in the genius range, beginning at between 181 and 184, on up into the 200s. The younger the child, the greater the leap in intelligence as an aftereffect of the near-death phenomenon. Proof to me that it is

intensity of the experience, not how complicated or classical, that determines the spread of aftereffects. My research on this is preliminary, however. I challenge others to launch their own study. Let's see what they find (my protocol is outlined in the above book).

## OOPS, ONE MORE. . .

Professor Vladimir Mikhalev from Bryansk State University told the British newspaper, "Sun" (September, 2005), that children exposed to radiation following the 1986 nuclear disaster at Chernobyl in Ukraine – are testing out with higher IQs and faster reaction time than those from unaffected areas. I do not have details yet on this finding, but the implications are quite amazing and makes me wonder if what Professor Mikhalev found dovetails in some manner with what I found in cases of near-death . . . that intense interruptions of brain and nerve development in the very young can on occasion jumpstart the evolutionary process . . . and perhaps more often than we think.

**REMEMBER, THE HARMONICS OF OUR PLANET (EARTH'S  
PULSEBEAT)  
ARE INCREASING FROM 7 CYCLES PER SECOND TO 12, SOME  
SAY.  
I SUSPECT IT'S EVEN HIGHER,  
DEPENDING ON LOCATION AND THE MEASUREMENT YOU  
GET.**

\* \* \* \* \* **SPECIAL ALERT** \* \* \* \* \*  
\* \*

I had the privilege of attending a special workshop with Joseph Chilton Pearce, the premier authority on children's brain development and what it takes to raise a healthy child, just days after he turned 80 on January 12, 2006. Although frail of body, the man is as vital and snappy as ever with an encyclopedic memory recall. Although the topic was neurocardiology (the new science of the heart), he covered a broad range of subjects. Here are some

tidbits from my notes:

\*\* Read "Darwin's Lost Theory of Love" by David Loye. We know about Darwin's work on the origin of species but who has heard of his book "The Descent of Man"? Toward the end of his life, Darwin became convinced that his theories on the origin of species did not explain humankind. This last book of his sets the record straight – he believed that love and altruism, and those traits alone, explained the origin and evolution of the human being.

\*\* Science now tells us that DNA produces a light wave, which is sensitive to environmental signals. Hypercommunication occurs between DNA strands via this light – they talk to each other. A single DNA strand, by the way, if un-unwound is six feet long. The strongest force that can affect DNA is emotion.

\*\* The brain develops in stages. Each stage is dependent on those which precede it in order to ensure a mature brain. Takes about 25 years to achieve this, not 21 as previously thought.

- **Stage from birth to age one**  
.....**the survival or reptilian brain**
- **Stage from one to age four**  
.....**the emotional or limbic brain**
- **Stage from four to age seven**  
.....**the new brain—right hemisphere**
- **Stage from seven to age eleven**  
.....**the new brain—left hemisphere**
- **Stage from eleven to age fifteen**

.....the cerebellum

○

**Stage from fifteen to twenty-one**

..... the pre-frontal lobes

○

**Stage from twenty-one to twenty-five**

..... brain development complete

\*\* Besides the womb and the first year of life, the most important years for brain growth and development are between the **ages of six and seven** (from 500 to 600% greater neural mass in brain, oversaturates so concrete operational thinking/reason can begin); and between **eleven and twelve** (mind emerges from the brain that gives rise to it – neural cells pruned so specialization in formal logic can take place, beginnings of abstract thought).

**In my research of the new kids, I found that the number one trait that sets them apart from previous generations is their ability to abstract, almost from the time they become verbal. Many of today's preschoolers possess the ability to plan their class curriculums and direct their teachers in how those curriculums should be taught. What I have been finding is that four-year-olds display the brain development, not only of twelve year- old, but in many cases of a youngster of fifteen. Although they are not emotionally ready to negotiate the demands of an older child, they often possess the basic**

## **knowledge of one.**

\*\* According to Pearce, scientists are now finding that our new children, by the time they reach the teen years (some even earlier) – **50% of them have lost the ability to abstract!**

### **And the culprit is.....virtual realities!**

\*\* Because of sensory overload with virtual realities – all too many children can no longer handle peaceful or natural environments. The average five-year-old today has watched 6,000 hours of television. Virtual realities of any type – cell phones, gameboys, video games, television - directly interfere with the normal stages of brain development. Kids grow up smart and know a lot, but that incredible ability they once had to abstract, to think outside the box, to indulge in creative, intuitive leaps of imagination and promise, are either gone or nearly so. Kids must get physically involved in life, think their way through complex puzzles and challenges, have periods of doing "nothing" but staring in- to space or watching clouds drift by or daydreaming. In other words, they must – they absolutely **MUST** – have recess, playtimes, chores, and multiple projects to challenge their mind. If an electronic gadget substitutes for this activity, kids become as if intelligent "idiots." You can "catch up," make up for lost time, heal the brain in a myriad of ways, and you begin by..... **limiting the use of electronic gadgets!**

What Joseph Chilton Pearce alerted us to has been confirmed by yet another source. In an article from the United Kingdom (refer to "**Failing to Teach Them How to Handle Real Life,**"

<http://www.timesonline.co.uk/article/0,,2092-2014198,00.html>), there appears the following quote:

**"Far from getting cleverer, our 11-year-**

**olds are, in fact, less "intelligent" than their counterparts of 30 years ago. Or so say a team who are among Britain's most respected education researchers. After studying 25,000 children across both state and private schools, Philip Adey, a professor of education at King's College London, confidently declares: 'The intelligence of 11-year-olds has fallen by three years' worth in the past two decades.'**"

I warned about this in my book, "Beyond the Indigo Children," in the chapter on new ways to educate. The new children are spatial learners. School curriculums are set up for verbal learners. Between excessive exposure at too young of ages to virtual realities, and school curriculums that utterly bore them, our new kids are either opting out of career paths or cutting classes, or somehow removing themselves from the culture at large. Volunteerism, projects development, and entrepreneurship can bring them back in.

## **THE FIFTH WORLD – AN EXPLOSION OF FIVES**

There can be no doubt that the Fifth World, predicted by revelators

and prophets for thousands of years, is now here, and, accelerating – moving in to what is termed "ascension." Repeating "fives" are extraordinary. Most are discussed at length in the book, but another, very important one was missed. I include it here – the fifth wave in communications – along with a brief overview. Here are the major fives. Be certain to read the book for in-depth descriptions:

**Fifth World, polarities shift**

**Fifth Root Race, blue**

**Fifth Element, ether**

**Fifth Chakra, will power**

**Fifth Brain, the heart**

**Fifth Dimension, free from time/space states;  
intention rules**

**Fifth Ray, Venus (associated with mercy and  
Goddess Kuan Yin)**

**Fifth Communication Wave, personal computers**

**Five Senses, shift to higher modes, expand,  
enlarge**

**Five Types of Intelligence, kids excel in those that  
cannot be tested**

**Five, the number of the human family/the human  
species**

**Five, the number of change and progress**

**14th Generation = Five, Millennials, the Shift  
Generation in the age of Shift**

The five waves of communication in the human family:

- **1st wave** - verbal communication, sign language
- **2nd wave** - use of stele: inscriptions on markers, stones, pillars, flat

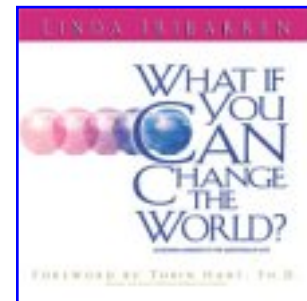
surfaces/walls

- **3rd wave** -  
the invention of papyrus: a paper-like material for writing on, scrolls, ancient documents
- **4th wave** -  
printing from movable type: first book, the Gutenberg Bible
- **5th wave** -  
personal computers: introduced in 1982, the very year the new children began to enter the earthplane en masse (the start of the Millennial Generation)

**NOTE OF INTEREST:**  
**THE ABILITY TO UNDERSTAND TECHNICAL EXPLANATIONS  
DECREASES WITH FORMAL EDUCATION.**

## **WHAT IF YOU CAN CHANGE THE WORLD?**

This is the title of [a surprising book by Linda Iribarren](#) (Radiant Star, Carlton, WA 2005). I say surprising because, at first glance, it appears to be little more than a lot of white space decorated here and there with a few words ? until you stop to consider "what if." Then it hits you, right here, in this one book, are ideas that really can help anyone change the world. No kidding!



**BE ONE OF THE 4%**

Tom Hanks, the remarkable actor, in his speech at Vassar College's graduation ceremony in New York (5- 22-05), spoke of the four-percent solution. The study he referred to dealt with the question: how many cars would you have to remove to get rid of gridlock on crowded roads? Computer simulation gave the answer: four out of every 100, or 4%. When applied to any and every situation possible to imagine (from boycotting a product to swinging an election), the "Power of Four" tipped the scales from helplessness to clout. Since we're moving into the Fifth World, why not up the percentage to five? If 4% is the tipping point, what would 5% do? Imagine!



## **YOU WANT TO KNOW WHO THE NEW KIDS ARE?**

**The new kids move consciousness from "I" to "We."**



hey're the girls of the [Northwestern University Women's Lacrosse Team](#) who visited the White House in July of 2005 to celebrate

Championship Day with the President ? wearing flip-flops for shoes and tops that showed too much skin. Their appearance sparked a dress-code controversy that continues. Today's young people are irreverent. They have their own ideas about fashion and about everything else you can think of. Don't expect them to follow "tradition." They are groupies who follow their own

intuitive knowing.



They're many of the bombers who created mayhem and killed innocent people in London, England, July 2005. In fact, the majority of Muslim suicide bombers throughout the world are the new children, easily misled by angry clerics and what they see as a gross violation of Islamic law by the secular West.

The new kids are powerful and powerfully charged to change the world; but in what way?

An old adage may help them in their decisions:

"Chose your enemies carefully. The more time you spend thinking about them, the more like them you will become."

Let me introduce you to a new word/concept that best describes how [the Fifth World](#) can move into Ascension in a positive way:

## *HOLON*

A holon is created when opposing forces agree to cooperate with each other for the benefit of all.

You are not going to change the people of the world. By forming holons to accomplish things, people will see for themselves that certain behaviors are better than others, that certain ideas work and others don't, that respect leads to tolerance, that caring about each other's needs leads to forgiveness.

Most of the new kids are born knowing this. Help them remember what they already know.

The new kids are the most spiritual, intuitive, intelligent, creative, inventive children in all history. And they are globally present. But they are an impatient bunch with little respect for what inspired their parents. They don't like to be lied to or cheated, and they're easily angered by anything inauthentic or exaggerated. This trait can be a great strength, but all too often it becomes their greatest weakness. That's why so many fail at school or turn to crime or hatred. Be honest with them, keep your word, participate in their lives. That's love made manifest. If you're willing to do this, you won't have to worry about the new children, yours or others. These kids are miracle makers ? if given a chance. They are programmed at birth to be active and actively involved.

**THEY WILL CHANGE THE WORLD! Count on it.**

## ***PEOPLE***

... Ah, that, too, is the name of a book ? [this](#)  
[one written and illustrated by Peter Spier](#)

(Doubleday, New York City, 1980). It may  
seem ancient, seeing as how it was  
published in 1980, yet it is the best book

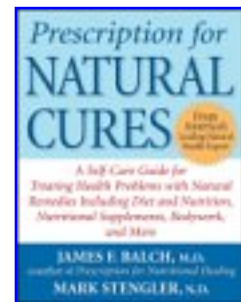
I've yet seen for teaching children about all the wonderful  
people on this earth, how they are different yet the same  
and how various groups appear through the other's eyes.  
Really great.



## **SOME IDEAS ABOUT FOOD, ADDITIVES, MERCURY**

● A home reference book from America's leading natural  
health authority:

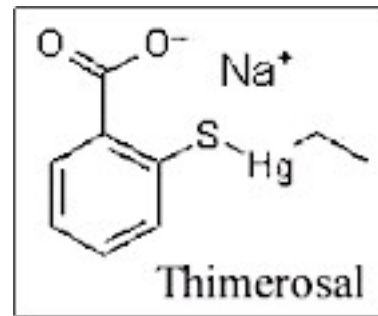
[Prescription for Natural Cures](#),  
James F. Balch, M.D. and Mark  
Stengler, N.D. John Wiley & Sons;  
Indianapolis, IN 2004. This is a



comprehensive reference of  
natural remedies for common ailments,  
including: acne, allergies, arthritis, asthma, back  
pain, cancer, depression, fibromyalgia, heart  
disease, hypothyroidism, influenza, irritable  
bowel syndrome, menopause, osteoporosis,  
stroke, Syndrome X, varicose veins, and  
more?almost 200 health problems and conditions  
in all.

- Schools must wake up to the fact that the sale of sugary sodas and fatty snacks are hurting our children and complicating their natural active nature. Soft drinks are literally liquid candy. So far, legislation to restrict such sales in schools has been defeated because of powerful snack-food lobbies. Two dozen states, though, are gearing up to pass necessary laws. Is your state? Check it out.
- Bleached white flour contains [alloxan](#), a substance that spins up enormous amounts of free radicals in pancreatic cells. It is a diabetes-causing contaminant. Avoid its use if you can. Switch to unbleached flour or flours from other grains which do not contain alloxan.
- There are so many chemicals used in food today that it is hard to keep up with what's what. Even [milk is so full of undesirables](#) (regardless of the milk industry's assurances to the contrary), that thinking parents are turning more and more to organic milk. A hallmark of the new children is their desire for the natural order. Keep this in mind with food ? the more natural the better.
- Children **MUST** be vaccinated against the diseases of childhood

that cripple. Slowly, over the decades, increasing amounts of [thimerosal](#) have been used as a preservative in the manufacture of necessary



vaccines. In 1997 it was discovered that no one was keeping score ? totaling the amount of thimerosal used. Also by then, multiple doses given as a single shot - for children and adults ? were blamed for damaging side effects. The main ingredient in thimerosal is mercury; not the mercury released in the air or groundwater from pollutants. The type of mercury in thimerosal is 1,000 times more toxic than lead. With the rise of its use has come the rise of various learning disorders and autism. In studies of excessive thimerosal use, the symptoms of autism emerged as a side effect. Now that thimerosal has been removed from most vaccines, the incidence of autism is dropping. However, it is still used in flu vaccines; older stock has not been destroyed and continues in regular usage. What began as a misjudgment on the part of pharmaceutical companies back in the thirties led to a disregard for the type of retesting necessary to ensure the continued safety of thimerosal. The result: the largest debacle in medical history that has devastated countless families and put at risk

an entire generation! Pharmaceutical companies are scrambling to protect themselves by lobbying for congressional legislation that would hold them blameless. Evidence stacks up daily on how this debacle occurred. Should this evidence survive court scrutiny, it could wipe out the pharmaceutical giants. Think this over carefully. Yes, resolution is absolutely necessary. But, do we really want to wipe out an entire industry? Do we really want to end all childhood vaccinations, flu and military vaccinations, etc.? This problem is so huge it is beyond the restitution courts can provide. One source to contact about this: [www.dadsagainstmercury.org](http://www.dadsagainstmercury.org).

## **Autism and the God Connection**

Cases of autism and its full spectrum of variants are now so pervasive in the United States and other countries that it is considered an epidemic.

If you don't know a child who has some form of autism, you soon will.

These children are not confined as "forever wards" of their parents or necessarily institutionalized. They grow up. Many are high-functioning. Thus, in some capacity, you will be dealing with them or already are, perhaps as a student in a class they teach, perhaps as an employee in one of their businesses, perhaps at a party, in the bank, at the post office, or in a studio admiring one of their paintings. Because they can and do spread throughout society in numerous ways, it behooves all of us to learn something about what makes them different and how we can better support the talents they offer.

There are many excellent books out now about autism and its full spectrum of variants. None of them, though, are as deep or as revealing as this one: *Autism and the God Connection: Redefining the Autistic Experience through Extraordinary Accounts of Spiritual Giftedness*, William Stillman (Sourcebooks, Naperville, IL 2006). Stillman himself is autistic; he has Asperger's Syndrome, fluent verbally, a high-functioning professional.

Autistic kids are "wired" differently. Many cannot speak, are easily frustrated and angered by change, and are challenged by emotional expressiveness. Most relate better to animals than to people. This is evident. What isn't evident is how intelligent the majority are and how exquisitely sensitive, intuitive, creative, and spiritual they are as well. Stillman carefully and with immense focus dissolves away the walls of prejudice and abusive behavior so common with and to autistics, to unveil a rich depth of personality and awareness that lies just behind the jarring facades of involuntary movements and/or odd stares. With new ways to communicate, new forms of speaker boards and computers, new types of counseling, the true inner realities of autism spectrum are rushing to the surface: an inner world of vivid dreams, uncanny psychic and intuitive abilities, fluid and advanced mental abstractions and concepts, incredibly accurate memories of past lives and the soul and God and spirituality – and – in many cases, knowledge of why they are here in this life and what they are to do, their mission.

Stillman advises to always assume intelligence when relating to those who have autism. Look them straight in the eyes when communicating with them. Be alert for symbolic gestures and languaging, telepathic connections, and exceptional knowing and wisdom. Although autistics are predominately visual, not verbal, they can readily communicate if given a chance and with the proper equipment. They are extremely sensitive by nature and easily confused by loud, sudden noises. If you remember that and adjust environments accordingly, satisfying, even deeply meaningful relationships, can result.

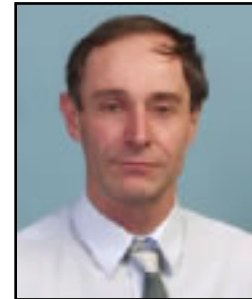
I believe the world owes William Stillman a debt of gratitude for the courage it took him to research and write this book. It is filled with rare wisdom and amazing stories – that will totally surprise you.

## **NEW SOURCES OF KNOWLEDGE, COMMUNICATIONS, OUR SENSE OF PLACE**

● Engineers, at least in Australia, have caught on to the power of intuition.

[Bruce Field](#), associate professor of mechanical engineering at Monash University said:

"Conventional engineering programs only educate half the engineer – the left hemispheric part associated with technical knowledge and mathematical skill. Intuition, or the ability to reach a correct solution without formal analysis, is an extremely useful skill for engineers."



This recognition of intuition's important role, even in the professional and technical world, has resulted in the world's first program aimed at developing intuitive skills in undergraduate mechanical engineering students at both Monash University and the University of Melbourne. The greatest breakthroughs in science have always come from hunches, dreams, a sudden flash of inspiration. Now, finally, this fact is not only being recognized, but initiated via classes in intuitive development at the university level. May all universities everywhere be as smart as the ones in Australia!

● "[Designing the Future](#)" is the name of an article that appeared in the

May 16, 2005 issue of [Newsweek Magazine](#). The article focused on William McDonough, architect, industrial designer, and founder of [McDonough](#)



[Braungart Design Chemistry](#) in Charlottesville, Virginia. He is not your traditional environmentalist. He wants to completely overhaul the Industrial Revolution and he has the ideas and practical know-how to do just that. Forget reduce, reuse, recycle. McDonough's vision, as quoted from the article, covers "factories so safe they need no regulation, and novel safe materials that can be totally reprocessed into new goods, so there's no reason to scale back consumption or lose jobs... I want five-year cars. Then you can always be getting the newest car - more solar-powered, cleaner, with the newest air bags and safety features. The old car get upcycled into new cars so there are still plenty of jobs ? Being less bad is not being good. Our idea is to make production so clean, there's nothing bad left to regulate." His mantra is "Growth is good, if you use nature as a model and mentor." Read this article if you can, then contact him or his staff for more information:

McDonough Braungart Design Chemistry, 700  
East Jefferson Street, Charlottesville, VA 22902;  
**(434) 295-1111** or **245-0057**.

- Investigate [Heifer International](#), 1202 Main Street, P.  
O. Box 727,

Little Rock, AR 72203; **1-888-  
422-1161**;

[foundation@heifer.org](mailto:foundation@heifer.org). This

charitable organization started  
a Global Village in 1991 with a  
small house patterned after  
those typically found in



Guatemala, and for the purpose of giving people  
an opportunity to live as those in extreme  
poverty do, to see what it is really like. They now  
have facilities in Perryville, Arkansas; Ceres,  
California; Rutland, Massachusetts; and Howell,  
Michigan. Mainly for teens, each global village  
camp provides experiences where students are  
forced to ration provisions, barter for essentials  
such as water and vegetables, and sleep in tiny  
African huts or similar places found in Thailand  
or Tibet. Some students get college credit for  
the experience. One church leader who  
accompanied 16 youngsters from Boulder,  
Colorado, said: "Here's a bunch of affluent  
Caucasian kids. They talk the talk but I wanted  
to see if they could walk the walk" (**Heather**

McDuffee, quoted in "[Thousands of Teens See Third World Life](#)" distributed by Associated Press, 7-28-05). The unique learning experience offered by Heifer International is like a game of trust where kids find out a lot about themselves while participating in real life struggles. Heifer spokeswoman Michelle Izaguirre commented on the students who came to camp: "You can see it in their eyes. You can hear it in their voices. They walk away with empathy as opposed to pity. It's a mindset change."

● We in the West cannot retreat to a past without modern technology,

but we can learn many things from native peoples (and experiences like those from Heifer

International). French researcher [Eric Julien](#) lived in Colombia with



the Kogis, who are descendants of the Mayas, and learned 10 basics for a better world. They are: all action is rooted in memory, social relations are vital and essential, balance is necessary in all things, time is a circle (cyclical), there is power in knowing your place, the living world sets the laws, true harmony is in opposites in good relationship with each other, problems come from leaders who don't understand leadership, talking to each other is important and

so is listening, a spiritual force is what brings us to life. The story of the Kogis and their way of knowledge as told by Eric Julien is in the June 2005 issue of [Ode Magazine](#).

● Ode Magazine, by the way, has outstanding articles, especially those

that would interest the new children. In the same issue (June 2005) is an piece called "[Understanding the Universe on Its Own Terms](#)" by Satish Kumar.



Kumar has led a remarkable life as a monk, activist, teacher, and magazine editor. He addresses how the universe transcends its own divisions to exist as a glorious whole ? one song, one poem, one verse. Some of what he shared: "The word 'religion' comes from the Latin root *religio* which means to 'bind together with the string of certain beliefs.' A group of people come together, share a belief system, stick together and support each other. Thus, religion binds you, whereas the root meaning of spirit is associated with breath, with air. We can all be free spirits and breathe freely. Spirituality transcends beliefs. The spirit moves, inspires, touches our hearts and refreshes our souls ? We can be our own prophets, unlock our own hearts and minds and allow the fresh air of compassion, of

generosity, of divinity, of sacredness to blow through our lives ? Religious denominations act as nurseries for seeking souls. But in the end, we each have to establish our own roots and find divinity in our own way ? The rivalry among religions would cease if they realized that religious faiths are like rivers flowing into the same great ocean of spirituality. Even though the various rivers with their different names give nourishment to different regions and different peoples, they all provide the same quality of refreshment. There is no conflict among the rivers. Why then should there be conflict among the religions? Respect for a diversity of beliefs is a spiritual imperative."

● The new children are natural-born entrepreneurs, so please note this

offering from Pamela Hartigan, director of [Schwab Foundation for Social Entrepreneurship](#) in Geneva, Switzerland (found in the same issue of Ode as above). She discovered that the ten most highly effective habits of world entrepreneurs are (and you kids are going to love this): **impatience, awareness, innovation, pragmatism, expertise, persuasiveness, flexibility, stubbornness, joy, and infectiousness** (people around you believe that the example you set is worth following). Doesn't this list sound like the typical characteristics of the new

children? Yeah!

● In praise of streets, parks, squares, coffee shops, and other beloved

hang-outs, there is a new movement afoot to reinvigorate public life and public places where folks can sit, talk, walk around,



play, and just enjoy each other's company (with an opportunity to meet new folks). Worldwide, it involves localities placing a premium on such places and providing protection from traffic and from crime and violence, and bad weather.

Survey the area where you live. Where are your hang-outs? Do they have good aesthetics - trees, plants, fountains? Can carnivals and festivals be held there? How about food vendors, exercise and sports venues, performances of various types? Public places are the starting point for all commerce and community, hence democracy. Studies have shown that nothing grabs people's attention more than other people. We are social beings and we need each other. Get this: there is not a single example of a city that rebuilt its public places with quality that has not seen a renaissance. "[Our Place in the World](#)" is a brilliant article by Jay Walljasper in, you guessed

it, the June 2005 issue of Ode Magazine. If you haven't discovered Ode yet, please do. It is a European magazine written for the world's people.

● I highly recommend signing up to receive the free e-zine entitled

["Reality Shifters"](#) from Cynthia Sue Larson. I mention Cynthia in my book "Beyond the Indigo Children." If ever there was an example of a more mature version of the new children it is her. She is the author of several books (you'll find out about them on her e-zine), as well as "Reality Shifters" ? a well-crafted piece that explores how, what we think of as reality, can shift and sometimes in the most peculiar ways. Cynthia is both highly intelligent and intuitive, as most of the new kids are, plus she has a joyful yet clear way of helping people develop their own intuition while finding a comfort level with unexplainable phenomenon. Her email is [cynthia@realityshifters.com](mailto:cynthia@realityshifters.com); her website address is [www.realityshifters.com](http://www.realityshifters.com).



● Two books that illuminate where we're headed as a people:

["A Whole New Mind: Moving from the Information Age to the](#)

[Conceptual Age,](#)" Daniel Pink. Riverhead Books, New York City,

2005. The information age is ending. Success in school and business will now depend upon right-brain specialties such as artistry, imagination, "big picture" thinking, and the transcendent.

["The Translucent Revolution,](#)" Arjuna Ardagh. New World

Library, Novato, CA, 2005. A worldwide advance in human con-

sciousness is occurring by what Ardagh calls "translucents" – individ-

uals who have undergone a spiritual awakening deeply enough that it

has permanently transformed their relationship to themselves and to

reality, while allowing them to remain involved in ordinary life.

## **HISTORY TURNED UPSIDE DOWN**

With new scientists, new tools, new thinking, many of the previous findings that established who, what, where, when, and why throughout our world and in every country, are not only being challenged but in many cases proven false. Here's one that some may find unsettling: Columbus was not the first to discover America – [Zheng He](#) was – in 1421. With more than 300 ships and a crew of nearly 30,000 men, Zheng He transformed China into a superpower in the 15th century. One of his giant junks have been found; DNA evidence traces he and his crew throughout the Americas, including the Yucatan (Mayan), Peru (Incan), and in Mexico (with the Aztec). Refer to the book, [1421: The Year China Discovered America](#), by Gavin Menzies (Morrow/Avon, New York City, 2003).

## **NEW EDUCATION, HOW AND WHAT WE CAN LEARN**

● Too many of us were told when we were children that there was something wrong with


us or that we were too sensitive. Today we know differently. And we know that because millions and millions of kids are entering the earthplane who are not only sensitive but profoundly so, with nervous systems "wired" in ways that make them doubly susceptible to overstimulation and violent or excessively rough behavior. Here's a book that might help – [The Highly Sensitive Person's Survival Guide: Essential Skills for Living Well in an Overstimulating World](#), by Ted Zeff, Ph.D. (New Harbinger, Oakland, CA 2004).

**CAUTION:** Headphone use damages young ears. Hearing loss in young people today is rampant. Experts say the popularity of portable music players is the main culprit. Walkmans and iPods are wonderful, but they're also harmful. Same goes for cell phones that operate from headphones/ear buds. Our new conveniences, as it is turning out, can be and very often are dangerous.

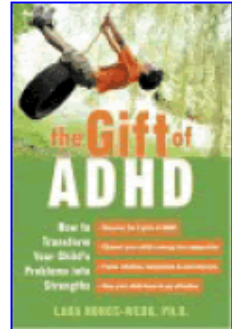
● The introduction of HeartMath's "[Heart Brain Learning](#)" program in the

classroom has produced spectacular results at every school where it has been used. It enables children to relax, release stress, and learn more easily. Not only do boisterous children calm down, the exercises help the quieter kids to loosen up a bit. In short, children feel better about themselves. Contact HeartMath for more information: **HeartMath Institute, P. O. Box 1463, Boulder Creek, CA 95006; (408) 338-8700 or 1-800-450-9111**; website is [www.heartmath.org](http://www.heartmath.org).

**P.S.** HeartMath has also done some leading-edge research with heart rhythms - and what they found is that people are intuitively aware of future negative events. The human heart appears to have access to an information field. Rollin McCraty, who heads the research team at HeartMath said: "We have been conditioned to dismiss our intuitive insights, but the body is designed to provide the 'hardware' for just such a process." This recent study at HeartMath is one of the most striking pieces of evidence for the existence of a "[zero-point](#)" field that connects humans and matter.

 70% of all school-age children who are diagnosed with learning disabilities

are boys. Boy brains and girl brains are so different that gender-based classes and teaching styles are now in use. Critics of this type of schooling claim that the curricula exploits narrow cultural stereotypes. But proponents say that unless we incorporate neurological, hormonal, and cognitive differences in classrooms, boys will always be at a disadvantage. During the earliest years is when this type of schooling is the most successful. Equal opportunities and individual attention need not suffer. As concerns ADHD, there's another way to look at the "disorder." Lara Honos-Webb is advancing the notion that distractibility, poor impulse control, and emotional sensitivity have a flip side – namely creativity, energy, and intuition. Although ADHD shows up in a large segment of the criminal population, it is also rampant amongst artists, CEOs, inventors, and highly curious folk of every stripe. How it's managed seems to determine gift or curse. In my book *Beyond the Indigo Children*, I talk a lot about ADHD and pass along some surprising DNA evidence about its presence and possible purpose in the human family. For a more practical, "in-your-lap" version of ADHDs unusual characteristics, read [The Gift of ADHD](#), by Lara Honos-Webb (New Harbinger, Oakland, CA 2004).



● [Utne Reader Magazine](#), page 88, [November/December 2004 issue](#),

**gives some excellent ideas for educational options (authored by Chris Dodge):**

**Human Scale Education**, [www.hse.org.uk](http://www.hse.org.uk), is a grassroots English organization devoted to restructuring large schools into smaller ones, gaining funds for small alternative schools, and encouraging parental participation. Inquire about their newsletter, "[Human Scale Education News](#)."

### **Alternative Education Resource**

**Organization** (AERO), [www.edrev.org](http://www.edrev.org), is U.S. based and offers resources to support self-determination in learning and the natural genius in everyone. Inquire about their magazine, "[Education Revolution](#)."

**Unschooling.com**, [www.unschooling.com](http://www.unschooling.com), through their magazine, "[Home Education](#)," promotes networking tools for those interested in self-determined education, encouraging children's independent and critical thinking, but not at the expense of following others' agendas.

- Some additional sources to consider:

### **Presidio World College**,

[www.presidioworldcollege.org](http://www.presidioworldcollege.org), (415) 561-6590. Their goal is to reinvent business. To that end, they offer an MBA in Sustainable Management (they are an affiliate of [Alliant International University](#)).

**Goddard College** at **1-800-906-8312** offers self-designed B.A., M.A., and M.F.A. degree programs. Website is: [www.goddard.edu](http://www.goddard.edu).

**RSF Community Investment Fund** (a program of the [Rudolf Steiner Foundation](http://www.rsfoundation.org)) is a values-based investment vehicle ? that turns intention into action by making loans to socially-constructive projects. Contact: **Mark Herrera, Client Relations, (415) 561-3900** or [mark.herrera@rsfoundation.org](mailto:mark.herrera@rsfoundation.org). Web address is [www.rsfoundation.org](http://www.rsfoundation.org).

● Libraries are the "people's university." They are a haven from stress

where anyone can enjoy the gift of learning, research, and the arts. And they are closing their doors in record numbers because of lack of funding. Chris Dodge (this guy has a great eye for truth) wrote a exceptional article about this in the July/August 2005 issue of [Utne Reader Magazine](#), entitled "[Knowledge for Sale](#)" (pages 73-77). The upshot is ?

● KaosPilots, founded by Uffe Elbaek in Denmark's second-largest city of Aarhus,

KaosPilots, founded by Uffe Elbaek in Denmark's second-largest city of Aarhus, is considered to be the most unusual college in the world. It is a business school for young people (starting at age 21) who are willing to learn how to set up and carry out projects, sell their ideas, put together a business plan, stimulate creativity, work cooperatively, inspire others and themselves, take advantage of unexpected events, remain open to new ideas, bring mind and body into balance, and keep their heads cool and their hearts warm. Literally, the students learn how to realize their dreams – with hands-on training. Contact: KaosPilots, Mejlgade 35, 8000 Aarhus C., Denmark; phone +45 8612 9522; [kaos@kaospilot.dk](mailto:kaos@kaospilot.dk); [www.kaospilot.dk](http://www.kaospilot.dk). [KaosPilot A-Z](#), an English-language collection of thoughts, anecdotes, and essays about the school edited by Uffe Elbaek, is available for purchase on the website.

● Humber College, Toronto, Canada, [www.business.humberc.on.ca](http://www.business.humberc.on.ca), (416) 675-6622, ext. 3032. Offers a one-year post-graduate certificate in International Development (International Project Management) for those who want to make a positive difference in the world.

- Libraries are increasingly modeled on big business and directed not by librarians but by executives who are apt to have read more management books than literature."
- Administrators have begun to outsource every chore from cataloging to book selection. As in the private sector, local autonomy is becoming a thing of the past. With tax revenues dwindling, the economic pressure is real, but eventually a library run like a big-box store will carry big-box inventory on its shelves."

- Too frequently, the trend toward standardization leads to similarly bland collections across the continent."

Some libraries are considering "pay-per-view" models; others are only carrying mainstream fare, locals and alternative sources are left out. Library schools are now producing new librarians who are technically savvy but have no cultural memory or creative drive. Please contact your elected officials about library funding and policies. For ideas visit the American Library Association's "[Issues & Advocacy](#)" area at [www.ala.org](http://www.ala.org).

## **BIONEERS, NEW ARCHITECTURE,** **SUSTAINABILITY**

Okay, folks, here it is ? everything the new children are about ? radical change in positive, creative ways. Let's face it, people everywhere across our globe, if given the right to choose, prefer a free market. Ditto for the new kids. Read the paper, "[Virtual Worlds: A First-Hand Account of Market and Society on the Cyberian Frontier](#)" by Edward Castronova and published by Social Science Research Network, [www.ssrn.com](http://www.ssrn.com). He makes a point for free markets like no one else.

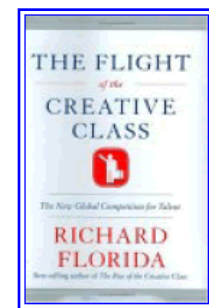
[The Rise of the Creative Class, and How It's Transforming Work, Leisure, Community, and Everyday Life](#) by Richard Florida (Basic Books, New



York City 2004) takes the free market into the realm of the new children ? they are the new class, they are the creative wonders of the world, and they are engaged in transforming every aspect of society. . . already!

["The Flight of the Creative Class"](#) by

Richard Florida (Harper-Business, New York City, 2005) goes one more step in showing how the United States no longer has an advantage in the production of creative people, new ideas, or start-up companies. "The mobility of people is perhaps the single greatest fact of the



modern global economy – more important than the rise of new technology or the mobility of capital," he explains.

**THE NEW CHILDREN ARE NATURAL ENTREPRENEURS**

GO TO [WWW.BKFK.COM](http://WWW.BKFK.COM)

" By Kids, For Kids"  
where kids help other kids  
turn their ideas into reality  
it is invention heaven

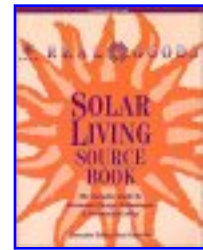
An imperative of the new children is a return to the natural order. They are technologically savvy and brilliant innovators, still, their preference is for balanced outcomes. With this in mind, here are a few resources that may prove beneficial:

- Solar-powered community,  
[www.earthloving.com](http://www.earthloving.com),  
**(845) 744-5527.**
- Intentional communities worldwide,  
[www.ic.org](http://www.ic.org).
- Alternative farming systems,  
[www.nal.usda.gov/afsic](http://www.nal.usda.gov/afsic).
- Food co-ops, farmers' markets, community-supported  
agricultural arrangements,  
[www.greenpeople.org](http://www.greenpeople.org).
- Vedic architecture,  
[www.maharishivediccity.net](http://www.maharishivediccity.net) and/or  
[www.sthapatyaveda.com](http://www.sthapatyaveda.com)
- New Society Publishers, [www.newsociety.com](http://www.newsociety.com),  
**1-800-567-6772**, publishes some of the  
best books available on construction,  
renewable energy, and sustainable living.  
Check these out if interested:

[Green Building Products:](#)  
[The GreenSpec Guide to](#)  
[Residential Building](#)  
[Materials](#), Mark Piepkorn,  
Editor.



[Real Goods Solar Living](#)  
[Source Book: The Complete](#)  
[Guide to Renewable Energy](#)  
[Technologies and](#)



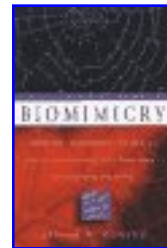
[Sustainable Living](#), (12th Edition) John Schaeffer, Editor.

[Green Remodeling:](#)  
[Changing the World One](#)  
[Room at a Time](#), David Johnston and Kim Master.



Now, let's talk about "[Bioneers](#)." This is a new term to describe those "who seek visionary and practical solutions for restoring the earth and people." Still a rather loose consortium of professionals and leading-edge thinkers, the idea of bioneers (biological engineers) has morphed into an organization that sponsors national conferences and has become an important source of the latest in creative innovation. Contacts for more information: **1-877-BIONEER**, [info@bioneers.org](mailto:info@bioneers.org); their website [www.bioneers.org](http://www.bioneers.org).

The idea of [biomimicry](#), that humans can learn a lot from nature's 4.5 billion years of design experiences, is explored in Janine Benyus' book [Biomimicry: Innovation](#)



[Inspired by Nature](#) (William Morrow, New

York City 1997). The path of the bioneer utilizing biomimicry at every turn is the path of the new children. It is their passion, their destiny, their imprint since birth. If you are a parent of one of these kids, or a young adult assessing your future, please explore this alternative path to a brighter tomorrow ? for all of us.

## **RESPONSIBILITY: WHEN GOVERNMENTS FAIL**

Make no mistake about it, the people of any given country are just as guilty for the failure of their government, as are the power-driven or despotic leaders they tolerate.

The disasters throughout Africa demand self-criticism and reconciliation. Global aid, even on a massive scale, will not solve Africa's problems, nor will canceling their debts. As we move further into ascension (accelerating energy), reevaluation will become a necessity everywhere. You can not divorce victims from their oppressors until the people themselves strike back in numbers large enough and with the support of free societies, to force



change. What happened in South Africa can happen throughout the continent. A book that reveals the "economy of despair" that is being used to destroy Africa, is: [The Shackled Continent: Power, Corruption, and African Lives](#), Robert Guest (Smithsonian Books, Washington, D.C. 2004).

For an eye-opening look at how radical Islam became entrenched in Europe and is now actively involved in supporting and financing terrorism, read the article, "[How a Mosque for Ex-Nazis Became Center of Radical Islam](#)." Written by Ian Johnson (and with extensive fact-checking), this lengthy shocker was published by [The Wall Street Journal](#), 7-12-05, and begins as a front-page feature.

**There is no cause that can justify terrorism.**

**There is no scandal that cannot be broken by an electorate that refuses to be silent.**

**The new children say the responsibility is ours. The wisdom we need ? lies within.**

[The Power of Now: A Guide to  
Spiritual Enlightenment,](#)

Eckhart Tolle (New  
World Library, Novato, CA



2004). If you don't understand what is meant by the "wisdom within," try this book. It may help to inform you.

A healing mantra to say several times each day:

*Peace to my thoughts*

*Peace to my feelings*

*Peace to my emotions*

*Peace to my body*

*Peace in my soul.*

This page is a presentation by P. M. H. Atwater and is meant as an extension of the material in [Beyond the Indigo Children](#), published by Inner Traditions, 2005. Special thanks to Kevin Williams for this page design.

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