



Meditation Monthly International

Agni Yoga & Education

The consciousness of the young should be educated to the fact that around them whirls a continuous vortex; it brings no terror but manifests the power of the subtle energies. An educated man should know enough about the eternal motion and about the non-recurrence of the manifestations. Likewise, he will easily understand the changeability of the currents which fill space.

Man should correlate his moods and sensations with many external causes.

AUM, 1936, para. 524

To those who cannot accept the concept of the Leader, let us say: All your words presuppose the priority of something or someone. You yourself do not notice that each of your affirmations is based upon a discovery of something established by someone. There is no man who can get along without being taught. One must not become proud in one's own heart. The understanding of Hierarchy will help to establish the manifestation of the Leader, who in relation to the Higher Ones is not a leader but a follower. People, under the influence of ignorance, try sometimes to cut the ropes, but any sailor will tell you that masts are cut down when the elements overcome human strength. The same sailor knows that without masts and ropes the voyage is catastrophic. This means that the unavoidableness of Hierarchy throughout the Universe should be affirmed through education.

Fiery World, II, 1934, para. 80

With sufficient accumulations one can attain the state of highest consciousness instantaneously. But in the midst of work let us not look for the highest measures. The human spirit advances slowly—let us remember this. Hence, patience alone is not sufficient, let us apply joyous patience. Let us even consider that each instantaneous illumination is not applicable, and in this

way we will become convinced of the need for timeless labor in the education of the heart.

Heart, 1932, para. 581

Departing from Our mountains, you will inevitably experience a feeling of anguish. This sensation, with a psychic basis, is unavoidably augmented by the impossibility of relating what has taken place. Apart from exceptional, indicated cases, no one who has been with Us will tell anything.

I advise him who wishes to reach Our Community to add to his knowledge. After the general school education, the people of the West usually forsake knowledge, or else they draw out from knowledge a tenuous thread of specialization instead of weaving the whole network of the catch.

When We say, "Know," We are insisting upon a many-sided survey and mastery of possibilities.

The dream to return to the mountain valley, where it is possible to increase knowledge, will constantly lead to

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Networkers' Letter

by Joleen D. Du Bois



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Cover picture: *Book of Wisdom*
by Nicholas Roerich

Dear Friends,

Sitting in my office, pondering on thoughts aligned with the moment, the word "friends" peers out from the page: personal friends, friends of the Group, family, friends in the esoteric community from around the world, our Great Teachers. What a precious and blessed joy—Friends!

Some people believe that collecting friends is equal to a successful existence: the more friends they have collected over the years, the more likely will be their guarantee of happiness. Likewise a similar thinking oftentimes occurs in the group life: the larger the group, the greater the guarantee of success. However, in Community there is a higher gear of understanding: It is quality, not quantity that enables progress. In other words, it is the quality of our friendships and co-workers that is of importance, not the quantity.

From the Teaching:

"Greater love hath no man than this, that a man lay down his life for his friends." And in the book *Agni Yoga*, paragraph 8, it is said, "One can point out why the Teachers of Knowledge experienced such suffering on departing the earth. Of course, this suffering was conscious and voluntary. As the host fills to the brim the cup, so does the Teacher desire to impress this last sign of His Covenant."¹

"We shall realize a beautiful meaning if we can introduce the great concept—friend. Community may consist only of friends."²

"Friends of the community provide the possibility of having a reservoir without danger of betraying the bases of the Teaching. Friends of the community do not conceal their weaknesses, and this gives the possibility of successfully strengthening them. Indeed, We use the word 'friends' because for the Occident this term is more understandable. Among Ourselves We call them disciples of a certain degree, but the West poorly contains Our concept of discipleship. Therefore, let us keep to the better-known designation—friends of the

community."⁴

"Our atmosphere and all our possibilities will be considerably improved if we are surrounded by friends. It has been mentioned many times how you should appreciate each devoted heart and how important are the small helpers connected with our daily life. Even the kindly treatment of animals improves the atmosphere around us."⁵

"Be watchful; exert all your caution, for the enemy may enter the house under a mask of friendship! Close ranks more tightly and watch carefully the attempts to disunite you!"⁶

"There are many friends who are temporarily masked as enemies. Such metamorphoses are not so rare in life."⁷

"It is hard to express my grief. Again I see that the inner decay continues its dreadful course. I see that the consciousness of some co-workers does not grow, and the treasures of the Teaching are accepted as empty words. Verily, it is the inner unsoundness which is so fatal. 'You can win all litigations, you can meet new friends, but this inner decay may drive away your best friend.'"⁸

"The terrible danger is that instead of concentrating on the most essential—on our cultural construction which holds us all together—we shall become accustomed to concentrating on trivial matters, disagreements, offenses, envy. How can we guard all our positions? How can we expect to be successful? Will not friends run away from us if they sense the polluted atmosphere?"⁹

"There are very few true friends in the present state of human consciousness. But we consider ourselves lucky, having a number of true friends who surround us. We value them, and we protect them with our heart. Let Light be with them!"¹⁰

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Transformation Through Education

Part II

by Joleen Dianne DuBois

Helena Roerich (1879–1957) said of education:

EARLY GUIDANCE

“It is necessary to guide the education of a people from the initial instruction of children, from as early an age as possible. The earlier, the better. You may be sure that overfatigue of the brain occurs only from awkwardness. The mother approaching the cradle of her child utters the first formula of instruction: ‘You can do everything.’ Prohibitions are not needed; even the harmful should not be prohibited. It is better instead to turn the attention simply to the more useful and the more attractive. That tutorage will be best which can enhance the attractiveness of the good. Besides, it is not necessary to mutilate beautiful images for the sake of an imagined childish non-understanding; do not humiliate the children. Firmly remember that true science is always appealing, brief, precise and beautiful. It is necessary that families possess at least an embryo of understanding of education. After the age of seven years much has been already lost. Usually after the age of three years the organism is full of receptivity. During the first step the hand of the guide must already turn the attention to, and indicate, the far-off worlds. Infinity must be sensed by the young eye. Precisely, the eye must become accustomed to admitting Infinity.

“It is also necessary that the word express the precise thought. One must expel falsehood, coarseness and mockery. Treason, even in embryo, is inadmissible. Work ‘as grown-ups’ is to be encouraged. After its third year the consciousness easily grasps the idea of the community. What a mistake to think that one must give a child its own things! A child can easily understand that things may be held in common.

“The assertion ‘I can do anything’ is not idle boasting but only the realization of an ap-

paratus. The most wretched being can find the current to Infinity; for each labor, of quality, opens the locks.”⁸

COMPLETE UNIT

“Each school must be a complete educational unit. In schools there must be a useful museum in which the pupils themselves take part. There must be a cooperative, and the pupils must also be taught such cooperation. All phases of art must be included. Without the paths of beauty there can be no education.”⁹

RELATIONSHIP OF TEACHER AND STUDENT

“The study period will be a most agreeable hour when the teacher justly appraises the aptitudes of the pupils. Only discernment of capabilities makes for a just relationship toward the future workers. Often the students themselves do not understand their destination. The teacher, as a friend, prepares them in the best direction. No compulsion is applicable in schools. Only persuasion can be suitable for stimulating learning. More experiments, more discourses—what a joy there is in the application of one’s forces! Little ones love the work of the ‘grown-ups.’”¹⁰

THE ABODE OF HIERARCHY

“Departing from Our mountains, you will inevitably experience a feeling of anguish. This sensation, with a psychic basis, is unavoidably augmented by the impossibility of relating what has taken place. Apart from exceptional, indicated cases, no one who has been with Us will tell anything.

“I advise him who wishes to reach Our Community to add to his knowl-

edge. After the general school education, the people of the West usually forsake knowledge, or else they draw out from knowledge a tenuous thread of specialization instead of weaving the whole network of the catch.

“When We say, ‘Know,’ We are insisting upon a many-sided survey and mastery of possibilities.

“The dream to return to the mountain valley, where it is possible to increase knowledge, will constantly lead to the attainment. It is necessary to remember that the influx of knowledge should be incessant. Chiefly, preserve the striving, which propels all the systems of cognition.

“Striving is the key to the lock.”¹¹

CULTURAL INSTITUTION

“The cooperative is not a shop but a cultural institution. There may be also trade within it, but its basis must be one of enlightenment. Only along such lines is it possible to apply cooperation to the new life. Such unity is not easy; people have been accustomed to combining commerce with cupidity. Such an error is difficult to eradicate. But undeferrably, by way of school education, should the significance of healthy exchanges be brought out. Earning money is not greediness. To receive wages for work is not a crime. One can see that labor is the one just value. Thus, without agitations and confusion it is possible to expound everything under the banner of Enlightenment and Peace.”¹²

STUDY AFTER GRADUATION

“A common error of people is to cease to study after leaving school. The Pythagoreans and similar philosophic schools of Greece, India, and China furnish sufficient examples of continuous study. Truly, limiting education to the prescribed schooling indicates ignorance. Obligatory learning is only the entrance

to real knowledge. If we divide humanity into three categories—those who are altogether unschooled, those whose education is confined to compulsory schooling, and those who continue their education—the number of the last will prove astonishingly small. This primarily shows indifference toward future lives. In their decline of spirit, men are indifferent even to their own future. There should remain a record that in the present significant year it is necessary to remind people about that which was useful a thousand years ago. In addition to elementary education one should further the education of adults. Several generations exist simultaneously on Earth, and they are all equally indifferent in striving to the future which they cannot evade. Such negligence is astonishing! Learning has become an empty shell. Yet for a simple holiday people like to dress in their best. Is it possible that they do not think it behooves them to secure an attire of Light for the solemn Abode in the Fiery World? One should rejoice not in bigotry, not in superstition, but with an illumined mind, and not only at the schools for children but also at the uniting of adults for continuous learning.”¹³

NON-ACCEPTANCE OF THE LEADER

“To those who cannot accept the concept of the Leader, let us say: All your words presuppose the priority of something or someone. You yourself do not notice that each of your affirmations is based upon a discovery of something established by someone. There is no man who can get along without being taught. One must not become proud in one’s own heart. The understanding of Hierarchy will help to establish the manifestation of the Leader, who in relation to the Higher Ones is not a leader but a follower. People, under the influence of ignorance, try sometimes to cut the ropes, but any sailor will tell you that masts are cut down when the elements overcome human strength. The same sailor knows that without masts and ropes the voyage is catastrophic. This means that the unavoidable-ness of Hierarchy throughout the Universe should be affirmed through education.”¹⁴

COARSENESS AND EDUCATION

“Urusvati knows that coarseness will be

eradicated only by education. But one can be a learned scientist and still remain coarse. Clearly, formal education alone does not necessarily eradicate coarseness, but We should make clear what We mean by this word. A coarse nature cannot deal with subtle perceptions, and the science of the future will require genuine refinement, without which synthesis is impossible. A teacher must have reverence for all branches of science, but an awareness of synthesis is the product of long prior training.

“If you ask the ordinary man what he considers coarse, he will probably suggest foul talk, blasphemy, and boorishness. But these are only some aspects of coarseness. The origins of coarseness are not recognized by most people. Only the one who deals with subtle energies can understand that coarseness is a violation of all that is subtle. People should understand that politeness is not a cure for rudeness. One can meet people who are polite, yet coarse, and they will certainly be the last to admit it.

“Some may shrug their shoulders and ask whether a book about good behavior is needed as part of the Teachings of Life. It is indeed, for you must acquire subtlety of understanding if you want to refine your consciousness. We are now speaking about concepts that are almost impossible to express in human words. Many basic principles are indeed inexpressible, and must be intuitively perceived. Such silent understanding and receptivity are bridges to future achievement. Not words, but an inner feeling will be remembered and will help lay the foundation of evolution. Thus, he who is refined in his feelings will never be coarse.

“The Thinker said, ‘Know how to feel deeply, or people will think that you have a pig’s hide.’”¹⁵

IMPORTANCE OF EDUCATION

“Urusvati knows the importance of education. It is the nourishment of everything lofty and refined. People can understand that a careful upbringing provides many opportunities for a proper education, but education alone will not complete one’s

upbringing. Every child comes into earthly life with an already formed character. It is possible to ennoble and elevate this essential character, but its basic nature cannot be changed. Educators must recognize this truth. They first must discern the unchangeable essence of a child, and educate accordingly.

“We would not be distorting the truth if We said that the human essence is formed in the Subtle World. All family and earthly influences are but external and supplementary, since the seed of one’s nature has already been acquired during the subtle sojourn. Fortunately, a mother can sense this essence, sometimes even before birth, and begin to work zealously and sensitively to prepare the child for its earthly life.

“But how seldom we meet with such a consciously careful upbringing! Even the best teachers sometimes find themselves in such difficult conditions that they have no possibility of paying attention to the individual qualities of their pupils. In some families the question of upbringing is not considered, and the children are left to themselves with no caressing hand and no parental voice to tell them about the marvelous world.

“We insist that teachers be provided with better conditions of life, so that they may devote themselves fully to the most refined methods of upbringing. But such circumstances do not yet exist, although even now the complexity of life and of scientific discoveries demands careful thinking in setting children on their path.

“Our Sisters labor greatly by helping in the education of children. The little ones can tell many tales about being visited by beautiful women and even playmates. There are many such phenomena, but adults do not like to listen to children’s stories. These visits are necessary, and sometimes, by one such contact, a child can be reminded of the task that was accepted in the Subtle World. Many children’s tears are dried by these luminous visits. Great is the labor of these Sisters, the Carriers of Light. Supermundane work

requires self-sacrifice, for it is performed under the most varied and often extremely unpleasant conditions. To raise children properly one must learn to impart joy, and thus transform daily routine into a festival.

“The Thinker appealed to mothers to give their children the best images of the marvelous world.”¹⁶

SIGNIFICANCE OF EDUCATION

21 October 1931

“The last mail brought us the description of a most characteristic conversation. What an illustration of feeble-mindedness and decay! What can one do if the official representatives of various organizations fail to comprehend the significance of education? For them the word ‘culture’ is synonymous with everything they despise—what they call ‘abstract ideas, or else they associate it with something that may interfere with their beloved habits!

“Yes, it would be out of place to mention to such people the names of Pavlov, Bechtereve, Pupin, Abel, Millikan, Rutherford, Einstein, Jagadis Bose or Tagore.

“The words of Lord Buddha that ‘ignorance is the greatest crime because it brings all miseries to humanity’ should be, by now, assimilated by the consciousness of people. Until the leaders of the countries possess brilliant intellects and especially a *spiritual synthesis*, which helps to embrace all the planes of existence, there will be no real progress. But as there is no such thing as immobility in nature, all ignorant humans must regress, followed by the usual degeneration and decomposition. Are we not already witnessing such things? Some outstanding scientists have already pointed out the threatening signs of such degeneration, which is demonstrated in increased numbers of psychic diseases and feeble-mindedness among the younger generation. And many people begin to wonder whether such sad abnormalities are not due to wrong education and upbringing. Generally speaking, modern education is lacking a cultural basis, which should include, primarily, a development of synthesis in the abilities of

man. One-sided specialization always leads to a loss of balance and results in the psychic diseases which we observe today.

“Let us disregard fear and mockery and let us boldly march to victory under the Banner of Culture! But always keep in mind that you are taking part in a most responsible preparatory stage, which requires the manifestation of a refined intuition and close attentiveness, so that not a single detail, useful or harmful, may escape the vigilant eye. It is also necessary to show a maximum of tact in dealing with people. Remember that open enemies are far less dangerous than masses of small worms. The firmest tread can slip in this mire.”¹⁷

Torkom Saraydarian (1917–1997) is an internationally recognized scholar and author of comparative religions and philosophy.

“I have been a headmaster, teacher, and principal of various private schools. Through my experience, I envision the following goals for education:

1. To eliminate war from the surface of the earth
2. To make everyone in the world free from want
3. To eliminate every kind of crime, not by laws but through education
4. To transform the children of the world by cultivating in their hearts the vision of one world, one humanity, with great respect and appreciation for the culture of every nation
5. To wipe out the sources of disease
6. To build all the necessary steps to prove the immortality of man
7. To contact the Higher Worlds”¹⁸

EDUCATION

“To educate someone means to make him see the consequences of his errors in the objective and sub-

jective worlds, to see their effect on his eternal journey, to see the possible reaction of karma, and to see the causes of his errors and the factors influencing him to err.”¹⁹

LEADERSHIP

“There is an increasing need for leadership in the field of esoteric knowledge. More and more people are becoming disillusioned with the teachings given to them by opportunists, by people who have good intentions but are full of glamors and vanities, or by people who want to use the Teaching as a business to raise money.

“Great damage is done to people who approach the Teaching with sincerity in their heart and are caught in groups, institutions, or organizations that are only for social activities or that function as traps for exploitation. Some of these searchers gradually forget about their quest and adapt themselves to their environment. Some of them totally suppress their aspiration and spiritual striving because of their disillusionment. Only a small percentage, through discrimination, continue their search to find the proper field where they can grow and serve.

“The number of true searchers is increasing. We must prepare ourselves to meet their need and at the same time safeguard ourselves from the dangers of falling into vani-



by Nicholas Roerich

ties, glamors, or of using the searchers for our own interests.”²⁰

THE TRUE EDUCATION

“True education is likewise a search for the Real Man, and the means of developing a technique to bring the Real Man to his fullest expression.”²¹

EDUCATION AND EVOLUTION

“The whole process of evolution is education. Education in its true sense is the process of becoming oneself within the Great Self. Education means to make a person able to strive for his own salvation, and later for the salvation of all beings. One’s own salvation or liberation can only be valid if it turns into a sense of responsibility to liberate others.”²²

EDUCATION AND BEAUTY

“Education is a great avenue to express beauty, because in true education the person is put in contact with his transpersonal Self.”²³

EDUCATION IS SPIRITUAL AND PROGRESSIVE

“Education in essence is spiritual; it is progressive. Education cannot exist unless it advances and goes parallel with the unfoldment of the human being. Education is not really the ways and means to make people able to earn money, increase their pleasures or achieve their ambitions. Education is the process of understanding oneself, of learning those ways and means through which an inner enlightenment is reached, the core is found, the door is perceived on the next level of development.”²⁴

⁸ *New Era Community*, para. 102. © 1926 Agni Yoga Society, Inc.

⁹ *Ibid.*, para. 104.

¹⁰ *Ibid.*, para. 105.

¹¹ *Ibid.*, para. 243.

¹² *Ibid.*, para. 271.

¹³ *Fiery World I* (1933), para. 529. © 1969 Agni Yoga Society, Inc.

¹⁴ *Fiery World II* (1934), para. 80. © 1946, 1978 Agni Yoga Society, Inc.

¹⁵ *Supermundane – The Inner Life II*, para. 326. © 1995, Agni Yoga Society, Inc.

¹⁶ *Ibid.*, para. 425.

¹⁷ Helena Roerich, *Letters of Helena Roerich, Vol. I*, p. 108. © 1954 Agni Yoga Society, Inc.

¹⁸ Torkom Saraydarian, *Education As Transformation, Vol. I*, back cover. © 1999 The Creative Trust

¹⁹ Torkom Saraydarian, *Challenge for Discipleship*, p. 465. © 1986 Torkom Saraydarian, 1974 the Creative Trust

²⁰ Torkom Saraydarian, *Leadership I*, p. 16. © 1995 The Creative Trust

²¹ Torkom Saraydarian, *The Fiery Carriage and Drugs*, 2nd ed., p. 30. © 1973, 1999 The Creative Trust

²² Torkom Saraydarian, *The Questioning Traveler and Karma*, p. 32. © 1979 Torkom Saraydarian.

²³ Torkom Saraydarian, *The Flame of Beauty, Culture, Love and Joy*, p. 40. © 1980 Torkom Saraydarian.

²⁴ Torkom Saraydarian, *The Psyche and Psychism*, p. 461. © 1981 Torkom Saraydarian.

Networkers’ Letter continued from page 2

“Likewise there is no small joy from contacts with the harmonious hearts of the closest friends and co-workers.”¹¹

“You should not think that your particular karma causes you to lose your friends. Devoted friends are the most rare manifestation. Who had them? Let us recollect all the historical examples. Nowadays, the absence of true friends is a general karma. The madness of malice, hatred, and, of course, ignorance—the root of all abomination—have destroyed all vestiges of humaneness. Therefore, let us rejoice together in the knowledge of having well tested friends.”¹²

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God bless our friends and co-workers.

Shanti,



President, WMEA

¹ *Letters Of Helena Roerich, Vol. II*, Letter 25: 8 June 1936. © 1967 Agni Yoga Society, Inc.

² *New Era Community, 1926*, para. 4. © 1951 Agni Yoga Society, Inc.

³⁻⁴ *New Era Community, 1926*, para. 91, 133. © 1951 Agni Yoga Society, Inc.

⁵⁻⁹ *Letters Of Helena Roerich, Vol. I*, Letter 37: 17 August 1930, Letter 16: 7 January 1931, Letter 18: 21 October 1931, Letter 37: 17 November 1932, *Ibid.*, respectively. © 1954 Agni Yoga Society, Inc.

¹⁰⁻¹² *Letters Of Helena Roerich, Vol. II*, Letter 3: 14 January 1937, Letter 18: 19 July 1937, Letter 33: 30 November 1937, respectively. © 1967 Agni Yoga Society, Inc.

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the attainment. It is necessary to remember that the influx of knowledge should be incessant. Chiefly, preserve the striving which propels all the systems of cognition.

Striving is the key to the lock.

New Era Community, 1926, para. 243

One can notice in children strange and furtive looks as if they see something inexplicable. However, they sometimes speak of a fire, of stars, and sparks. Of course, nurses consider it sickness or nonsense, but attention must be paid to just such children. As is known, younger children easily see astral images and, furthermore, especially sensitive ones see the fires of space. Such organisms should be carefully observed from their early days. Be assured that in them lie the possibilities of Agni Yoga; and if placed in pure surroundings they will offer exemplary possibilities. Chiefly, they should not be impeded or frightened.

We have spoken sufficiently about the need of Agni Yoga, and of course the sensitive organisms should be prepared not for the onlookers, but for life as the beholders of the predestined path.

For a mother these observations are not difficult; one has only to know what and why one is observing. I am not speaking about harmful indulgence, without correct evaluation. The observer weighs these abilities unnoticeably, leaving, as it were, casual impressions of guidance. It can be noticed how joyously the eyes of a child open when its movements and exclamations about that which is sacred are carefully supported. Derision is the worst educator. Sensitiveness is a degree of culture. One cannot make Agni Yogis, one can only open the path for them—the cosmic manifestation does not permit any forcing. But where the flower of fire is ready to blossom, do not hinder.

Agni Yoga, 1929, para. 457



April / May 2003 CALENDAR OF EVENTS

The Florida (Sarasota)
WMEA Study Group meets at 9:30 a.m., on alternate Wednesday mornings in Sarasota. Please call **Ginette Parisi** at (941) 925-0549 for complete information.

The Ohio (Ashtville) WMEA Study Group meets twice a month for meditation gatherings. For upcoming meeting dates and times, please call **Kate Studebaker** at (740) 983-2225.

The NEW Puerto Rico WMEA Study Group meets at 7:00 p.m., every Saturday night. Please call **Saskia Frau** at (787) 780-6276 or 939-389-1149 for complete information.

The Oregon (Lebanon) WMEA Study Group meets each month for a meditation gathering. Please call **Vickie Stevens** at (541) 258-6142 for complete information.

The Colorado (Denver) WMEA Study Group meets each month for New & Full Moon meditation gatherings. Please call **Beverly Phillips** at (303) 757-7228 for complete information.

April 2003

- Tue. 1** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 2** 6:00–6:45 p.m., WMEA Choir (Invitation Only)
Agni Yoga Study Group, 7–8 p.m., WMEA Center
- Sun. 6** Sunday Service: “**Signs of Egotism**” with Rev. Joleen D. Du Bois, 10:00 a.m., Yavapai Hills Clubhouse
- Tue. 8** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 9** 6:00–6:45 p.m., WMEA Choir (Invitation Only)
Agni Yoga Study Group, 7–8 p.m., WMEA Center
- Sun. 13** Sunday Service: “**Spiritual Improvement**” with Rev. Joleen D. Du Bois, 10:00 a.m., Yavapai Hills Clubhouse
- Tue. 15** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 16** *No Choir Tonight*
Full Moon of Aries Lecture and Group Meditation with Rev. Joleen D. Du Bois, 7–8 p.m., **WMEA Center**.
- Sun. 20** **Easter Sunday Service** “**Meditation on the Christ & Purification**,” and Holy Communion, with Rev. Joleen D. Du Bois, 10:00 a.m., Yavapai Hills Clubhouse
- Tue. 22** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 23** 6:00–6:45 p.m., WMEA Choir (Invitation Only)
Agni Yoga Study Group, 7–8 p.m., WMEA Center
- Sun. 27** Sunday Service: “**Building Your Future**” with Rev. Joleen D. Du Bois, 10:00 a.m., Yavapai Hills Clubhouse

May 2003

- Sun. 4** Sunday Service: “**The Teaching**” with Rev. Joleen D. Du Bois, 10:00 a.m., Yavapai Hills Clubhouse
- Tue. 6** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 7** 6:30–7:30 p.m., WMEA Choir (Invitation Only)
Agni Yoga Study Group, 7–8 p.m., WMEA Center
- Sun. 11** Sunday Service: “**Mother's Day**” with Gay Hendin, 10:00 a.m., Yavapai Hills Clubhouse
- Tue. 13** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 14** 6:30–7:30 p.m., WMEA Choir (Invitation Only)
Agni Yoga Study Group, 7–8 p.m., WMEA Center
- Thur. 15** **Wesak Seminar and Celebration – Registration Required**
- Sun. 18** Sunday Service: “**Esoteric Christianity, Part I**” with Shary Singer, 10:00 a.m., **WMEA Center**
- Tue. 20** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 21** *No Choir Tonight*
Agni Yoga Study Group, 7–8 p.m., WMEA Center
- Sun. 25** Sunday Service: “**Esoteric Christianity, Part 2**” with Shary Singer, 10:00 a.m., Yavapai Hills Clubhouse
- Tue. 27** Class: **What's On Your Mind**, 7–8:15 p.m., WMEA Center (Registration required)
- Wed. 28** *No Choir Tonight*
Agni Yoga Study Group, 7–8 p.m., WMEA Center

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WMEA Center: 543 Eastwood Dr., Prescott – Phone: (928) 778-0638 for information.

Yavapai Hills Clubhouse: 4975 Hornet Dr., Prescott (Mail for WMEA will **not** be accepted at this address.)

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If you are in the following areas, you are welcome to call for information about the local White Mountain Study Group:

In Sarasota, Florida
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In Denver, Colorado
Call (303) 757-7228

In Puerto Rico
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White Mountain Education Association
P.O. Box 11975
Prescott, Arizona 86304

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