

It is the eternal destiny of Mankind to strive towards the achievement of mastery of the environment. This creative Being in a creative Universe is a dynamic organ within a dynamic system, in reciprocal relationship with it. The individual mind views the incomprehensible envelope with awe and curiosity. Patterns are teased out of the chaos of sensory input, understanding is painstakingly layered on understanding.

Education should help children to feel at ease with this condition and to interact with the Universe, both socially and physically. Our instincts are of the order of achievement rather than survival, and call into existence a constant demand for learning and improving. The child comes into the world to join this process. From birth, in the course of interchanges with others, the infant engages in the task of making himself into a being capable of taking a place among others as a personality who is able to choose different ways of being and acting.

The purpose of Education is to help children to interact with the Universe so that they are encouraged to grow in consciousness of what they are and where they are, and to gain competence, confidence and fulfilment in their transactions with life. Thus Education occurs in the human situation as a matter of evolutionary necessity, without which there would be no Culture. Personality, Education and Culture form the basic tripod of human evolution.

Today Education is both a desirable aspect of democratic society and a means of achieving a better democracy. It is concerned with opportunities for individual growth and hence the improvement of the quality of individuals and society.

The curriculum should be that selection of materials which initiates children into the culture and the process of material interaction. So planned this experience allows children to come to terms with the culture and with their own personalities. The teacher, in the exercise of legitimacy, leadership and technique, encourages common understanding, links mind with mind towards a Universal and life-long search, and exemplifies this in the pursuit of knowledge and professional development.

Teachers represent the ideals of the educative society combined with those of a profession - esoteric knowledge, public trust, personal autonomy, and a service ideal taken to an extreme of vocational commitment to their immediate clients, their pupils.

Teachers' Centres represent the 'congregationalist' and 'established' celebration of this god.