



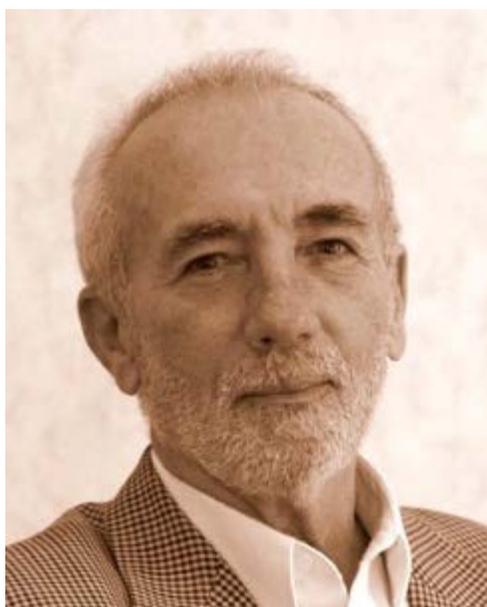
## Welcome to issue no. 6

Why not visit the website, [Schoolinsight](http://Schoolinsight) to see a photo from the Melbourne School, see up-to-date information on Distance Learning courses, and catch up on back issues.

The gallery, below, shows photos from the Brussels' School cultural day.

Please feel free to forward this to anyone who you think would appreciate it. Anyone can subscribe using the link at the bottom of the page. If you're having any trouble viewing, click on View Web Version above.

With very best wishes, Christine Lambie



*This student returned to his country to start a School in 2003.*

## Return to Budapest

**Miklós Váradi-Beöthy, Hungary**

At the age of 20, I found myself an enthusiastic participant in the whirlwind of the Hungarian revolution against the communist dictatorship and Russian military occupation.

### Swept along:

I was just one of tens of thousands swept up in the emotion of wanting to be free of the lies and terror of Russian occupation. The fear that dominates and suffuses life under its rule was suffocating and when – as it did in Hungary - a nation spontaneously rises against it and reaches for freedom, the

individual is swept along and becomes part of this tide.

I became part of it on the day the revolution erupted, 23rd of October 1956. That day, university students organised a demonstration at which they demanded democratic rights from the communist puppet-government of the day. These included the withdrawal of Russian troops from Hungary, freedom of speech and press, and a multi-party system of government.

I went along to the demonstration, which turned into a human flood surging through the streets of Budapest. That evening the state security forces fired into the crowd at the radio station. I arrived there soon after, and became one of the throng of people surging back and forth against tear gas and rifle shots. As time moved on arms appeared on our side too and the fighting began.

Within days the revolution succeeded. The Russians withdrew and a new government formed. Hungary was again a free country.

## Russians return

But not for long - all this came to an end on the 4th of November with the return of the Soviet army. Soviet artillery and tank fire was heard in all districts of Budapest.

The days that followed found me on the streets like thousand of others. I enlisted in the hastily forming revolutionary army. Moving around in the city was dangerous and chaotic. Events propelled one into action, not personal decisions.

Fear and fearlessness appeared and disappeared. Being swept along and being a spectator changed like a shadow play. Being shot or being captured was an ever-present hazard for everyone. Having to run for cover, witnessing tank canon and machinegun fire was a daily event.

As 200,000 other Hungarians escaped, I too had to leave. Under martial law and imposed curfew I made a run for the Austrian border. Captured once, I still made it to freedom, to political asylum, a refugee camp and by the time the dust settled in the autumn of 1957 I was in Australia.

## Australia

Australia as a place could not have been more different from Budapest. Although I left much behind, one thing stayed with me: a bewilderment regarding the world, a continuing search for meaning. Since adolescence, questions about 'being' were the background to my thinking.

In the totally different circumstances in Australia these questions remained. With the passing of time, clarifying them became ever more urgent. I married Patricia, and some time later, my 4 year old daughter asked me about a person who died: 'Where is she now?' I could not answer. All my sophistication was no use. This wake-up call I could not ignore. The search intensified.

## Sydney Philosophy School

In the mid seventies a friend invited me to a public lecture of the Sydney Philosophy School. Intrigued, I immediately enrolled after that first lecture. In the following years in the School, study and, the practice of meditation and reflection have revealed glimpses of the transcendent reality of which the scriptures speak. The revolution that can bring real and lasting freedom has to be fought within. Patricia and myself are still students of the School, however in changed circumstances in Budapest Hungary.

In 2002 during a residential week in Sydney, the idea arose to start a School in Budapest. Events followed rapidly. I sought my wife's agreement for this venture. Then we commenced translating the Part 1 material with the help of Ildiko Watson from the Auckland School.

## Back to Budapest

Patricia started packing. I flew to Budapest, rented an apartment, found a venue for the lectures, a solicitor

to arrange registration as a non-profit public interest foundation, a printer for brochures, places to advertise. This chain of events appeared one after another as the next thing to do. Help appeared, doors opened. The first enrolment was received one year before we went to Hungary from the friend of a friend who heard the news. He is now one of the tutors.

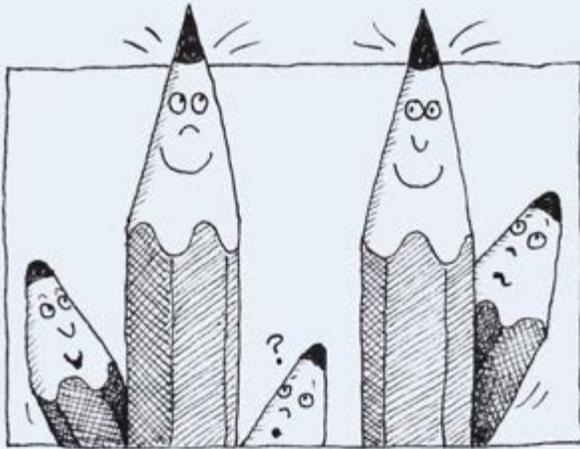
2003: September 16, Part 1 started. Our membership is now 60-70 with 25 meditating students. Other studies include Vedic astronomy, parenting, and material to support teachers. We have public lectures in most terms, and have had visits from speakers in other schools. The Hungarian participants at Art in Action in the UK don't all speak English, but they all enjoy and many revisit.

## Hungary today

The Hungary to which we Patricia and I returned has greatly changed. Communism collapsed as a governing force in 1989. The Russian army left. A democratic government was in power - however most of its members were the heirs of the past communist power clan.

To return back here, it meant that I was here for the last 3 years of my mother's life. But the real meaning is as it is in fairy tales: 'the young man leaves home, travels the world, finds a treasure and brings it back home.' It is the most natural thing, while at the same time it is an opportunity for which I am grateful.

Hungarian School's website: [BudapestSchool](http://BudapestSchool)



## Top Tips

Items recommended by readers

**1. Our Queen** by Robert Hardman: In this diamond jubilee year, a fascinating account of how the monarchy has quietly transformed itself so as to meet the needs of the nation and the commonwealth most effectively.

**2. Shakespeare and Platonic Beauty** by John Vyvyan. Read the book online or print the pdf: [PlatonicBeauty](#)

**3. Mothers at Home:** Anne Fennell (student in London) participates in this organisation to support mothers. Read the newsletter. Go to: [www.mothersathomematter.org](http://www.mothersathomematter.org)

**4. TED Learning from failure:** David Damberger uses his own engineering failure in India to call for the development sector to publicly admit, analyze, and learn from their mistakes. Go to [TEDDamberger](#)

**5. Sistine Chapel:** Move arrow to see any part of the chapel. In lower left, click + to move closer, - to move away. Go to [Sistine](#)

## Saturday Studies

Richard Garry, London

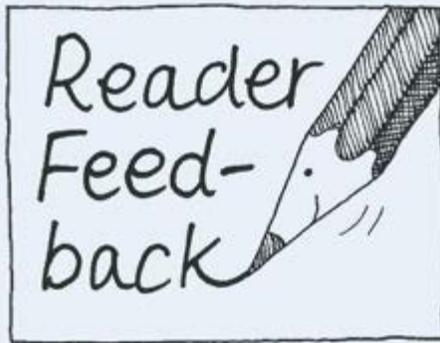
Saturday studies at Mandeville Place started in 2003. It has been a development from modest beginnings, through several years of slow growth, shortages of available course presenters (and occasional despair) to a flourishing



and now claims: 'I feel I could address the Royal Albert Hall full of 5,000 people.'

I wish it was possible to convey better the positive atmosphere of enthusiasm and delight of these mornings. But I don't think the written word can do it justice. So, for any reader within striking distance of central London, why not come and sample it for yourself?

The complete list of courses for the Spring term 2012 can be seen on the London School's website. Go to [Saturdaystudies](#)



## Reader Feedback

*I was really happy to have received this communication. I read with much interest the account of our Spanish co-students, whom I met twice on residential weeks at Waterperry. Communications such as this one help the togetherness of efforts in achieving the ultimate, to which we all are devoted. Thanks again and again. **Cyprus***

*I have thoroughly enjoyed the newsletter. I read it from top to bottom. It's a great pleasure to read those articles. They are great examples of how philosophy is put into practical use. Very uplifting. Warm regards. **Auckland, New Zealand.***

*Thank you for Insight 5 which as usual is most interesting and worthwhile. I was most surprised to see the link to Incredible Edibles. I spent the first 18 years of my life in Todmorden, the town which is spoken about. I had heard about all these latest ideas concerning growing food and it is good to see that it interests you. **London***



## Shakespeare for Children

### Diane Renshaw, Sydney

It is the beginning of term and an air of excitement and anticipation is beginning to stir at John Colet junior school in Sydney. In the next two weeks all children will be finding out what part they are being given to play in this year's Shakespeare performances. The resounding questions of "When will we find out what part we are playing?" and "When are we starting our play?" can be heard echoing all over the School.

The annual Shakespeare Festival has become a unique characteristic of the school programme. From very humble beginnings as a set of ad-hoc performances under a carport mostly for parents, it has grown to become a three-day festival performed in a professional theatre and attended by members of the public as well as other schools. During the course of his/her time at John Colet, each child will act in 6 plays

I have been a teacher at John Colet since 1997. Initially, as a special education teacher, I was struck by how 5 year-olds took to Shakespeare and expressed the meaning of the words. Perhaps they didn't understand all the words, but they understood enough to be able to convey meaning and a certain depth of emotion.

Since then I have become a class teacher and have directed 7 different plays. With no background in directing, it's a tremendous challenge but the rewards are many.

## How it works

As a teaching tool, there is very little to rival performing Shakespeare. It is the one activity that is universally loved by the children and it is the experience most referred to by past students of the school. Exposing children to the finest examples of speech in the English language, it also gives children a range of human experiences that awaken their emotional intelligence.

This is most obvious when a child starts to move into a part and is able to convey an emotion that is not as yet necessarily part of his or her own life experience. Examples of this are falling in love, the call for courage in the face of defeat by Henry V, the dignity of Mark Antony, and so on. When this intelligence starts to awaken within the child, he or she becomes the character, and the need for direction stops. Needless to say these are magical moments for both the child and the teacher.

Often children who struggle academically will make a deep connection with Shakespeare and demonstrate a very different type of intelligence, which may not normally be shown. This provides a great sense of achievement for the child and goes a long way towards developing self-confidence. Even children who have English as their second language are not daunted by performing Shakespeare. Somehow, they manage to go beyond the words and connect with something deeper and this overcomes any language barrier.

Another aspect of performing is the sense of unity and sacrifice that develops in the class. This year I was particularly struck by the kindness and support the children offered each other both on and off stage. John Colet caters for a number of children with learning difficulties as well as physical disabilities. These become quite invisible when we perform Shakespeare.

## Page to stage

It takes around twelve weeks to get the play from page to stage. The children's enthusiasm increases as they get older so they can't wait to get started. Handing out the parts alone is a potential landmine. As there are often more children than parts, larger parts have to be divided amongst a number of children. Mostly children's preferences can be accommodated but not always. How a child manages the disappointment of not getting the desired part is often a learning experience in itself.

The first reading of the play, while it may be exciting for the children, awakens a certain dread in the heart of the teacher. The work needed to transform a struggling reader into a coherent and polished performer is demanding. Still, by some strange alchemy and a lot of dedication and perseverance on the part of both teacher and student, the performances emerge each year.

The universality and timelessness of Shakespeare means that there is no end to the variety of settings, costumes, props, dance and music that can be used to bring the themes to life. "Much Ado About Nothing" by my Fifth Class was performed poolside in a Club Med setting. Sixth Class chose a Bollywood theme for Antony and Cleopatra, and Fourth Class went for a circus theme for "As You Like It".

## What the children say

Earlier in the year, my class were asked to write an exposition on the benefits of learning Shakespeare: "Shakespeare plays allow people to step into a totally new experience from King Henry V to a peasant walking in the street. It helps to expand a child's imagination" (Luke aged 10).

"Everything about it. The wonderful variety of characters, the stunning costumes and colourful make up, it is awesome, amazing! Shakespeare gives you a chance to be someone different, to develop confidence and to work as a team. A great start to a child's life." (Maja aged 10)

We performed our plays three weeks ago. I'm already planning for next year!

To learn more, go to [JohnColet](#)

## Thanks for reading

Subscribe Free – click on the link below to sign up.

Please keep that feedback coming. I need all your suggestions of personal stories, insights, links, articles, cartoons, video clips – anything that will be of interest to our philosophy community. Do you know someone in the School who has an interesting story to tell? E-mail me at: [editor@seslondon.org](mailto:editor@seslondon.org). Thanks again for reading, CL

The views in expressed in this document are not necessarily those of the Fellowship of the School of Economic Science

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