

Humanitarian Education through Maum Meditation for Kindergarteners

Kwon, Gap-soon

Humanitarian Education through Maum Meditation for Kindergarteners

Kwon, Gap-soon

ABSTRACT

This thesis is made to study about the process and the result of kindergarteners' Maum Meditation in respect of their humanitarian education. The result is summed up as follows.

Firstly, the environment for children to practice Maum Meditation was developed, the relevant and necessary materials were prepared and teachers underwent the Teachers Training Program so that the children became positive to regain their original nature. Furthermore, teachers themselves continued to meditate for their consciousness to get broader and for their attitude to become accepting so that the children acted to their heart and to their full knowledge at the place provided by the teachers who finished Maum Meditation.

Secondly, the Annual Maum Meditation Activity Program relating to the kindergarten educational curriculum was developed so that the various, systematic and continual meditational activities were applied. Therefore, children could show their inner sides without hesitation and have the considerate minds caring for other people.

Thirdly, they could practice Maum Meditation during the morning, after coming back home, the meal time and the special activities class. Through these sessions, children could practice the meditation with interests and develop the mind of fostering the positive attitude.

For the future, in order to operate Maum Meditation Program effectively, the meditation-relating materials should be developed. If these materials are to be introduced into the Teachers Program and become popular, it would be a huge contribution to the development of children's personalities.

Keywords: Child, Humanitarian Education, Maum Meditation, Program, Regain of Original Nature, Positive Attitude, Development of Materials

I. Introduction

1. The Necessity of Research

These days children are busy. Either they spend all their time at the kindergarten or finishing the morning educational routine. Afterwards, rather than going back home, deviating from the educational site, most of them go to another educational institution filled with suffocating other kind of education. Likewise, most children spend their time at the place where pre-designed and artificial programs are run. It is true that the modern children spend their time by themselves and are surrounded by the various social surroundings such as friends, video, computer and etc..

These surroundings make tender-hearted children suffered with excessive stress and consequently they tend to express various kinds of stress so that they cause many socially troublesome problems while growing up. The most worried is that statistical survey shows many teenagers have thought of committing suicides in very concrete ways.

Individual or family related group suicides, being ostracized, running away from home, anger towards random people or arson, vehicle destruction, abduction and robbery; all these criminal conducts are very shocking. All these behaviors making light of one's life as well as others' can be regarded as a side effect resulting from a sense of self-loss. If a child is fostered with enough affection and care from his parents or the people from the neighborhood, he can take care of himself and get along with other people amicably. Nevertheless, the time when materialism governs the society, fostering the child from his viewpoint, parents' care and devotion and parents' time devoted to a child, have limitation.

People's way of living and life values are already set according to their own life experiences. Therefore, a violent child, who already had the violent experiences through seeing or hearing in his mind, expresses violent behaviors without any mind of guiltiness. But children, who are always grateful and thankful for even small kindness, express the gratitude naturally because they are so used to such experiences and environments. Even the children, who are under this and that kind of environments and conflicts, make continual efforts to become happy gradually.

Not only children but also whoever they are, people want to regain their original nature, find their true selves and lead happy lives getting along with other people. Since people are eager to live with the pure and original mind, if they can be free from their life experiences, they can accept whatever happens to their life, whether they are problems or not, as they are without difficulty with the positive mind.

Specially, children's experienced worlds are simple and short. The Maum Meditation method is easy, simple and especially appropriate to children who have high plasticity. Even children can discard every kind of mind, which is remembrance stored inside their sub-consciousness, through Maum Meditation which is the everyday life meditation method. In order to help children find their original nature so that they can grow brightly and healthily and form their positive selves, this research has been implemented.

2. The Purpose of Research

This research group intends:

A. to create the environments under which children can practice Maum Meditation

B. to design and develop Maum Meditation Activities Program in relation to the kindergarten curriculum

C. to change children into the ones whose natures are bright and positive by way of the various kinds of Maum Meditation activities,

along with implementing the various kinds of Maum Meditation activities in relation to the agreed annual activity theme on the basis of kindergarten curriculum.

3. Condition Analysis

A. Analysis Details

In order to realize the real condition of children's personalities, it analyzes their verbal customs, the behavioral change, the interaction between children and teachers, and between children and children.

Also the feedback from the parents has been recorded and observed through consultation.

<Table 1> Research Details and Investigating Method of the Real Condition

Subject	Analyzing Details	Subject	Result and Feedback
Child	Verbal language in everyday life interacting attitude between teachers, friends and parents	Describing the observed details	Describing the observed details and comparing the change between before and after
Teacher	Recognizing Maum Meditation method self-training of Maum Meditation	Consultation	Continual meditation and participation in self-training program
Parents	Interest level in humanitarian education for children	Consultation	Comparing the consultation details between before and after
Kindergarten	The real condition of everyday life meditation material	Research	Analyzing the real condition

B. Result from the Condition Analysis

The result and notable references induced from the basic research detail analysis in each subject are as follows.

<Table 2> Basic Research Result and Notable References

Subject	Condition analysis	Notable references
Child (for 7 months – 63)	<p>Children’s behaviors are divided clearly between the ones who are highly distracted and the others who are very much introvert and they tend to speak what they want rather than listening to what others speak.</p> <p>While they interact with other children or teachers, rather than conceding or tolerating, they want to behave according to their emotions and many children cannot concentrate on their present activities.</p>	<p>It is necessary for children to look at themselves in everyday life and have positive attitudes to care for others by means of discarding the inside stuff filling their minds. Therefore, the meditational method in Maum Meditation is necessary.</p> <p>It is necessary for teachers to continue practicing Maum Meditation in order to acknowledge and accept children’s individual characteristics and also implement Maum Meditation method with fun and interest.</p>
Teacher (8)	<p>Out of eight members in this study group, five members completed Maum Meditation Job Training and out of those five, three members continue to meditate, two members wish to do in the future and another three members newly show their interest.</p> <p>They share consensus in the humanitarian education for children and showed strong intention to continue practicing Maum Meditation.</p>	<p>In order to do the humanitarian education for the children, teachers should have the righteous personalities at first.</p> <p>In order to guide those individually different children, at first teachers should have the consciousness of the whole and practice their meditation as they determined the efforts for them to be completed.</p>
Parents	<p>Rather than acknowledging the difference between their child and others, parents have a mind to compare their child to others.</p> <p>Rather than spending more time for them to do the humanitarian education for a child, parents have expectation for a kindergarten to take charge of humanitarian education for their child.</p>	<p>In order for children to have righteous personality, it is necessary to realize children’s interaction with their parents who are the most influential. Also to foster children’s righteous personality, it is necessary for teachers and parents to have the relaxed attitude in order to acknowledge children’s individual tendency and compliment them.</p>

4. Research Details

A. In order to do the humanitarian education for children, Maum Meditation has been in practice to children on the basis of the kindergarten curriculum and its educating themes.

B. The activities that children are interested in, such as playing the game, drawing, writing, speech, imagining, conversing, working, cooking and etc., have been implemented after the time when they return home.

5. Definition

A. Maum Meditation

One's mind can be divided into the true mind and false mind.

For the true mind, the place before the universe which is Buddha, God, Original nature, *Han-earl* is our true mind and false mind is remembrance that is what we have lived; the body that contains that mind is false mind (Woo Myung, 2003;22). Children will practice the level one method out of eight levels applying to everyday life, on the basis of Maum Meditation defined and founded by Teacher Woo Myung.

B. Humanitarian Guidance

One's personality consists of 'mind' and 'character'. It is intended through the discarding method to erase pictures stored in one's remembrances causing a lot of conflicting troubles within the mind based on what a person has seen, heard, done and felt while living. Through the time when a person empties his false mind, he can have the true mind which is the foundation of one's personality.

6. Limitation

This research is possible only when the guiding teacher has finished a considerable level of Maum Mediation.

II. Theoretical Background

1. Researching the Concerned Theory

A. What is mind?

For the true mind, the place before the universe which is Buddha, God, Original nature, *Han-earl* is our true mind and false mind is remembrance that is what we have lived; the body that contains that mind is false mind (Woo Myung, 2003;22).

Our mind is defined into two categories. In other words, the mind can be the true mind and the false mind. The true mind is the unchanging and big mind, and the false mind is the occasionally changing mind. People want to live with the unchanging true mind and they also want to raise their children as the ones who seek their happiness and care for other people as themselves and whose minds are big enough to live for others. When children have conflicts with their peers in a kindergarten, their reactions are very different. As almost everything in the world should be taught to know, their reactions are mostly learned from their parents or the expression of the ones inherited from their parents. It is desirable that children should have the original mind, the consciousness of the universe which is big, high and broad. At this time, a child should have the non-possessive mind rather than the possessive one so that they can have a broader and bigger mind and can think of 'us' rather than the self and furthermore, think of the whole rather than 'us'.

B. The Meditation Concept

Meditation is generally defined as the way of life, itself. According to Kim Myong Gwon (1987), it is to positively search one's identity and establish one's true self. An Indian meditator, Rajneesh said 'if you feel the want of your soul, then there are two possibilities. The first is to commit a suicide and the second is a revolution from your inside. Meditation is about the inside revolution.' (Rajneesh, 1992). He also said 'its purpose is to live happily after finding one's true shape through meditation.' It can be said that people meditate to search their inside and focus their mind constantly on one point, then to know the true side of life and the world with serenity and to discipline one's character so that he can lead the most valuable life. But because people live having numerous minds so that it is hard to find their true selves and under the more weariness of their life, the increasing numbers of people, ranging from children to adults, commit suicides. These phenomena make people question their existence more and more and also want to know about the way how they can be free from the fear of life and death. In this research, the method in Maum Meditation Association will apply to children and the process how children come to find their true selves will be described.

C. The Meditation and the Education

Education is to teach and foster the educated. The current education is the necessity to lead a life and it focuses on being adapted to the life, developing oneself and having a better life. Although it has been productive, it is not complete.

Its reality lacks in humanitarian education so that the self-centered people know only themselves. There is the distinction between your country and my country and the distinction between 'you' and 'me.' Thus, people are unable to become one.

The completed education is the wholly rounded education. The wholly rounded education is referred to as the one of *Ji Deok Che Ye*(智德體禮) but it is not of its true meaning and people do not know what the wholly rounded education is. In China, a wholly rounded person is the one who has the qualities of *Ji In Yong* (智仁勇) but he is not a wholly rounded person. Only Truth is the complete existence. When the education makes people become completed and studies in each field of learning, the complete learning of Truth can be re-established. Everybody will easily learn it and will not learn the one which is not Truth, i.e. false, so that only growth and reality exist and the world will become a much better place than now.

Truth is undying and the undying learning is alive, thus living in this land itself becomes the learning; the complete life itself becomes the learning. There will be no illness in human mind and body. Therefore people do not have to study the learning that gives the hellish suffering and they do not need to consume their energy for those useless learning. People will regain their human nature and learn how to live as a human-being; even when they study their major, if they learn it as an alternative for Truth, it will be easy and a complete learning. The person who becomes Truth can learn for fun. The priority of education is the wholly rounded education. And on top of that, if people study their specialized areas, they do not have to spend as much time as they do now. Even then, the complete education becomes possible (Woo Myung, 2003:168-169).

In a Chinese language, the word for education is the combination of teaching and fostering. That is to say, it means to teach and foster. Here, the meaning of teaching is to teach the knowledge in a cognitive sense, and the meaning of fostering points the aspects of emotions and behaviors in a righteous sense. Therefore, the education is to teach and foster people properly, taking the aspects of knowledge, emotions and behaviors into consideration so that they can be developed in all aspects. In conclusion, to foster people humanely and wholly rounded is the meaning of education. After all, the education itself has the meaning of the wholly rounded education by nature. (Korean Educational Academic Society, 2001, 12-13)

The purpose of every kind of education, i.e. for children, the adolescents or adults, is to achieve the human completion. The self exists at its center, and trying to find the true self, either from the viewpoint of a learner or a teacher, endless self-reflection has been done.

Recently, in order to regain one's original nature, more people start to meditate. In the relationship with teachers, the meditation is inevitable but it is also inevitable in the relationship with the education. It is because the purpose of the education should be to realize one's true self and for the human-kind to become one so that people live with true freedom and happiness.

When educating the children in a kindergarten, the big difference among the children exists. Especially recently, children's mind worlds become various so that they become immersed in the video world or the imaginary world without opening their minds to others, rather than trying to understand each other or getting along with others. We can read the reality from children's occasional talks that they are scolded by their mother because they

are too much getting into playing the computer games although they are mere kindergartners.

With the way things are going, regardless of whether they are adults or children, they are eager to find their true selves. At the educational site where the children are at the first stage to lead social lives, the meditation is inevitable in order to educate them as wholly rounded people based on the humanitarian guidance.

D. The Child and the Meditation

Children express what they have experienced without the mind of discriminating what is good and evil as they are. A child at the age of five starts to have the ego-feeling and in many aspects of his life, he tries to hide himself and occasionally expresses his feeling according to the situation.

Resulting from the meditation, comparing to another comparative group, children's stress is decreased and also it is proven that the meditation helps children grow in a healthy way, both physically and mentally, and makes their life become more prosperous (Choi Min Soo, Jeong Jin Soon, 2005).

In a daily life when the children practice meditation, a reserved child becomes more courageous, expresses his opinion more clearly, gets confident and becomes vibrant even looked as being distracted, and a distracted-looking child becomes calmer, more discreet and considerate. The longer they meditate, the bigger the effect comes (Lim Jae Taek and others, 2003)

Since the meditational method becomes more various to foster the desirable personality day by day, in order to get the bigger effect, it is necessary to introduce the best

meditational method. Therefore, in Maum Meditational method, there is much more in common with the children's development characteristics where the imaginary and the real coexist and it is simple, replicable, faster and more effective so as to bring the positive change to their personalities. So it will be applied.

According to the research done by Gwak Jae Yong and Gwon Gap Soon (2005), after applying the Maum Meditation method, ① it is the best method to calm the chaotic class instantly, ② it becomes a really stable classroom, ③ although it is momentary, children become positive and bright easily, ④ the kindergarten becomes the joyful and exciting place where children want to come whenever they can, ⑤ on the whole, children keep order well, ⑥ although they become carefree, they comply with teacher's words well and there are few who violate the regulations, and ⑦ participating in games freely and innocently, few children pester or do bizarre things.

That is, by children's practicing the meditation, the stress and the hurt from parents and peers can be cured so that they can lead a kindergarten life with a very bright and positive mind. Furthermore, rather than living only for themselves, they can grow up as the ones whose minds are big enough to live for the whole and save all other people.

E. Teachers and the Meditation

A teacher, who is happy, can educate children to become happy. If teachers are described as vessels; the bigger the vessel would be, the more various children can be contained in that vessel. As the age changes and years pass, the gap between teachers and children get bigger and there are children whose personalities are more various. It is not easy to acknowledge and accept these children to one's heart.

By nature, teachers always think of the education transcending the age and environments. However, under the environments where students assault teachers and student's parents visit them and make a teacher kneel, it is necessary to make huge effort for the teacher and student to acknowledge each other as a respectable person. At this age, not only teachers but also children should regain their original nature and care for others through practicing meditation.

Leaving home, children's consciousness gets broader along with what they see, hear and experience in the society. Based on that consciousness, what children experience must become the foundation on their life that they will live, considering those experiences are stored within their sub-consciousness so that they will get more and more influential along with time.

Thus, the teachers' practicing meditation is inevitable. When a teacher discerns things from the perspective of the whole, that is, the universe, rather than from his viewpoint, he can become a real educator who can save all the children as well as himself.

F. The Meditation in Relation to Family

Although children's behaviors can change by means of various educational activities, in order for this change to last and be internalized, these activities should be practiced in relation to their families. To children, parents' behaviors are absolute. Parents are the roots of children's lives that influence most on their standard and life values, and all educational activities can have the best effect and last long only when it is done in liaison with their parents.

It is desirable that the parents are informed of children's meditational activities and how their meditations are going through consultation with them so that the parents and children have time to look back on their lives together. The education for children to have the whole consciousness should be done; it is the education of Truth. Truth is the forever never-changing existence. For children to become the mind of Truth which does not change, it will be the fastest way that their parents become the mind of Truth. When parents show their changing minds according to the situation and condition day by day and hour by hour, children will naturally have confusing and various life values and standards. Therefore, parents should live with the unchanging mind after regaining their true selves together with their children, realizing parents are mirror-like figures to their children.

In order to do this, exchanging the note with parents and consulting over the phone or in person are implemented so that children can meditate with their parents at home too. When parents highly complement children on their change and acknowledge them, those changes can be internalized into their behaviors.

2. Advance Research

According to the advance researches (Lee Myong Soo, 1993; Lim Jae Taek, Lim Sook Hee, Choi Mi Hyun, Kim Jeong Shin, Jo Hee Ju, Choi Ae Gyong, 2003; Gwak Jae Yong, Gweon Gap Soon 2005), we can find the following implications.

A. In order to do the humanitarian education to the children through Maum Meditation, firstly teachers should be aware of the meditation and its method with surety. Then they can guide children with confidence.

B. In order for children to practice Maum Meditation, the methods appropriate to them should be re-designed and it should be applied with the greatest care according to an individual child, a small group and a large group differently.

C. For the sake of humanitarian education for children, the meditation should be practiced constantly, continuously and repeatedly so that children can internalize it into their behaviors.

III. Research Method

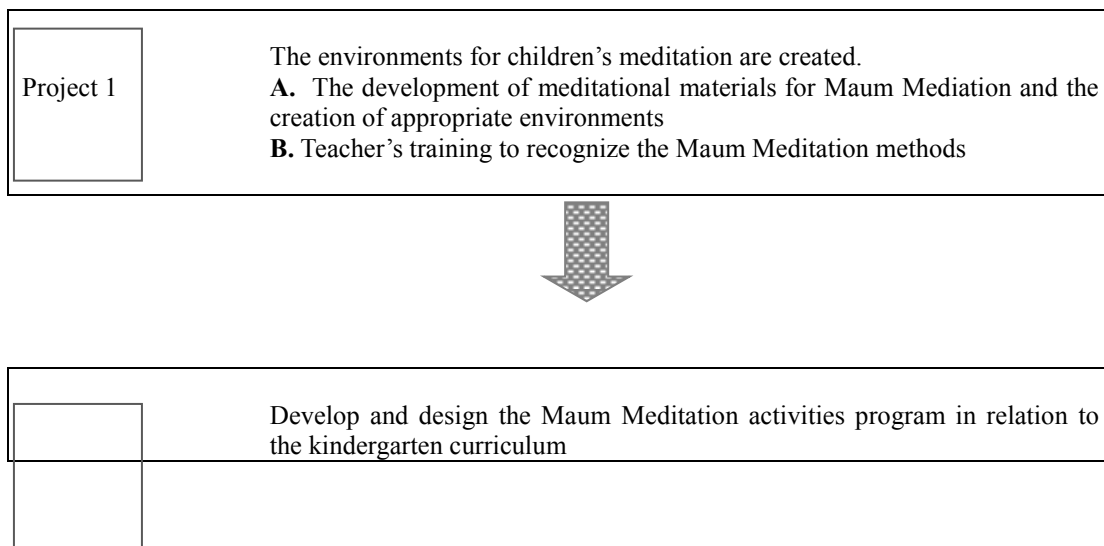
1. Research Subject and Period

A. Research Object: Researched kindergarten 63 pupils

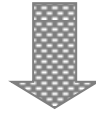
B. Research Period: from March 1, 2007 until February 28, 2008 (for one year)

2. Research Project

The projects were chosen based on the implications from the condition analysis, the theoretical background and the advance researches.



Project 2	<p>A. Develop and design the Maum Meditation activities methods</p> <p>B. Choose the activity theme relating to the curriculum</p>
-----------	--



Project 3	<p>Provide various opportunities to do Maum Meditation activities and to do the humanitarian education to children.</p> <p>A. Applying the everyday life meditational method in relation to their family life</p> <p>B. Practicing the various Maum Meditation activities to cultivate children's personality</p>
-----------	---

IV. Research Finding

1. Executing the Project 1

A. The development of meditational materials for Maum Meditation and the creation of appropriate environments

The necessary materials for meditation were designed and employed by the researchers as in table 3.

<Table 3> Content Development

Order	Contents	Volume
1	Created fairy tale for everyday life meditation	1
2	Maum Meditation daily record relating to curriculum	1
3	Instruction for everyday life meditation	1
4	Game materials	2

1) Created Fairy Tale for Everyday Life Meditation

- ① Read the created fairy tale of daily life meditation to children

- ② Let children recall the fairy tale that they listened to
- ③ Let children draw the remembered stories from what they heard
- ④ Let children write their feelings about the stories
- ⑤ Let children make the fairy tale book according to the order
- ⑥ Put them on a shelf and make use of them as a fairy tale book

2) Meditational Daily Record Relating to Curriculum

Children were provided with the opportunities to express their emotions freely through free activities, conversation with friends, drawing with various kinds of tools such as a sign pen, a permanent marker, a pencil, a writing brush, a ball-point pen and a colored pen along with a sheet of drawing paper, a colored one, a sheet of laminated paper, a sheet of copying paper.

<Table 4> Emotion Expression

Emotion	Expression
A thankful person	In each blank, write about whom the children are grateful to.
A hateful person	
When I was happy	
When I was sick	
When I was angry	

3) Instructions for Daily Life Meditation

<Table 5> Daily Life Meditation

Meditation issues	thank you (I am grateful)	Daily issues	countries all around the world
Daily record	20	Daily record	Practice

Activity aim	To let children have the gratitude towards the people around and the environments enabling them to exist.
Activities	<p>Meditate together with children. Talk about what we have, eat, wear and what exists around us. In the first place, write about teacher's expressing the gratitude such as 'thank you for OOO' or 'I am grateful for OOO'. Let children have the time when they can express the gratitude. Educate the children to always express their gratitude towards their parents even at home such as 'thank you' or 'I am very grateful.' Let children practice the words of gratitude such as 'thank you' or 'I am very grateful' towards teachers, parents, friends, relatives and others who have always taken care of them so that they can express these words automatically. Whether children know or not, let them naturally realize all things that exist around them are what they have to be grateful. 'Thank you for everything enabling me to exist' including the universe, our country, parents, siblings, friends, relatives, natural goods and environments and etc. Let children meditate about the people and things that make them precious.</p>
Related activities	<p>Let children make a presentation in front of their friends. In order to carry the gratitude into actions, let children do their work by themselves.</p>
Preparation	Game cards and a playing board

4) Game Materials – Let's become one

Method	<p>Each child plays with two different colored cards. After playing freely and fully, make two teams. Let each team make one road for the team members to become one. The team saves its members from the rainbow colored grave.</p>
--------	---

5) Creating the Environments for Maum Meditation (ex. Black hole)

<p>'Shuk, shuk, shuk'(sucking) into the Black Hole Prepare the black hole making use of a jar or a small cardboard box at the corner of the classroom and let children discard the note written about the things related to the everyday life issues or the events and things happened on that day into the black hole.</p> <p>Before they go home, for them to discard even at least one mind, prepare always for the note pad with pencils. After children's returning home, check the notes thrown into the black hole so that teachers perceive how children are in order to guide them well.</p> <p>On the wall, make the black hole and post the notes thrown into the jar or the cardboard box on the black hole once per week.</p>

B. Teachers Training to Understand the Maum Meditation Method

1) Annual Teachers Training Conditions

<Table 6> Annual Teachers Training Conditions

Year Number	Training Category	Attainment
1	Autonomous training	At Jinju Maum Meditation Center, 5 times
2	Workshop	At Gyongsangnam-Do Infant Educational Institute, 2 times
3	Job training	At Nonsan Maum Meditation Educational Institute, a person for 14 days (From July 28 th until August 11 th)
4	Autonomous training	At Nonsan Maum Meditation Educational Institute, 2 persons
5	Visit training	At Jinju Elementary School/ Jinju Hanwool Kindergarten
6	The event on Friend's Day	At Jinju Naedong Elementary School

2) Autonomous Training Materials for Teachers (example)

Knowing the Picture World

Sitting with children holding each other's hand, slightly stretch the body moving arms and hands.

Teacher: Hi! Let's listen to the teacher's words carefully sitting straight. Let's listen and answer well with your mind following the words.

Based on the children's experiences, guide the stories and make them sympathized.

Let them exchange their stories of taking pictures.

Teacher: Which one is real, pictures or things that really exist in the world?

Children: The world!

Children tell that things that exist in the real world are real, realizing pictures are false and lifeless.

Teacher: That's right! The real is what exists in the world. So the practice that eradicates the pictures staying within the mind is Maum Meditation. If you get rid of the false pictures, you can live with a really big mind and you can live with a clean and huge mind.

In order for children to understand better and easily, they will be more interested in the explanation if you explain this with pictures.

Teacher: Let's close our eyes! Let's go home where you got up this morning. Who were there?

At the beginning, question the children who are positive to arouse the pictures and induce their answers and then gradually question the children who are passive. Then all children can answer well because those pictures are their experiences.

Teacher: Where is your real father?

Children talk about the places such as companies and schools where their fathers can be.

Teacher: Then, what is the picture of your father within your mind?

At this time, most of them will answer the picture of their father is false.

Teacher: Let's open our eyes in three seconds, one, two, three! Let's express our feelings.

2. Executing the Project 2

A. Develop and design the Maum Meditation Activities Program in relation to the kindergarten curriculum

<Table 7> Annual Maum Meditation Activities Issues

Order	Daily Life Issue	Meditation Issue	Order	Daily Life Issue	Meditation Issue
1	Spring	Mind	11	Beautiful nature	fun and interesting

					things
2	A safe life	My mind talks	12	Our country and another country	people I hated and disliked
3	My body	Lots of thoughts are within my body.	13	Traditional holidays	I could know how old I am.
4	My joyous home	What I travelled comes to my mind.	14	Transportation facilities	I could do time travelling.
5	The Earth and the Universe	Let's have a time travel.	15	Travel	Lots of things I want to have and to do.
6	My family	I did it with my family members.	16	Food	People who I like, the clothes and food that I like
7	Friends	I stayed with my friends.	17	The universe	The universe
8	Summer	I have lots of things that I like.	18	Helping each other	Let's do it by myself.
9	Neighbor	When I felt bad or angry.	19	Winter	I am sorry.
10	Healthy body and mind	When I was irritated, I asked for the impossible and cried.	20	Countries in the world	Thank you (I appreciate it)

B. Design the Method of Maum Meditation Activity

1) Maum Meditation Activity – Discarding Pictures

The Association of Maum Meditation lets children practice the Maum Meditation

Activities through level 1 method.

- At first, close the eyes.
- Destroy the camera.
- Go to the universe where stars are twinkling.
- Sit in front of the Bid Dipper Constellation.
- Recall the remembered thoughts of one's life.
- Discard the pictures.
- Even the self who knows everything has been discarded disappears into the solar black-hole.
- Only the universe remains.

2) Daily Meditational Activities

<Table 8> Annual Teacher's Daily Meditational Record

Activities	Thank you I appreciate it	Date	October 23 (Tuesday)	Place	Hanwool Kindergarten
<p>Sit down with children. Children show interest when they are told “today, we will do Maum Meditation by means of playing the game.” Firstly, they close their eyes and teachers let children recall the game scenes that will be played today and discard them. Let them recall and discard the moments when they were thankful. Most of them recall the scene that someone bought the thing for them. Let children discard the scenes that someone did a favor to them and bought the thing for them and recall the parents, friends, teachers and neighbors with the mind of gratitude and recall other people who live together with them. Let them practice the Maum Meditational Activity for 5 minutes and guide them to play the game. Hold the card that says ‘thank you, I appreciate it.’ When the card is completed, let them talk about what made them grateful and thankful. At this moment, help their consciousness expand to think not only the moments when someone bought something for them or did a favor to them, but also the moments when people have been with them are thankful. The game begins. For children to put their cards together, the big classroom becomes distracted and noisy. They tend to focus on playing the card game. Let them think once more about the things for that they are grateful and thankful. When children are asked to address their feelings about the game, they look very sincere although they were very distracted and noisy.</p>					
Next session		Level 2 game ‘ I am sorry’ Let children look back on their behavior through playing the card game.			

3) Everyday Life Meditational Activities – Observatory log of the Behavioral Change of the Children

One needs to meditate albeit for short time. Looking back on the concerned day and ask himself whether he compared and judged people by his own standard or not, whether he forced other people to do at his convenience or not and whether today's activities were enjoyable to all the people or not so that he can recall and discard the situations as well as the self-centered and self-oriented his self.

A child, Park OO who was scolded, answered 'it is so fine' when he was asked how he felt after discarding the hateful, sad and suffering scenes ---- (omitted)

On behalf of the busy parents, it is necessary for teachers to guarantee more hours to have closer and friendlier relationships with children under the support from the state and the society.

3. Executing the Project 3

A. Implementation of the various kinds of Maum Meditation activities

1) Children's Meditation:

During the morning session, the meal time, Special Activities class, Daily Activity Class, Small Group Activity Class and so on, children practiced Maum Meditation for at shortest 3 minutes, and at longest 30 minutes. Let children practice the meditation through the free activity class, drawing, conversing with each other and playing the game relating to the curriculum and visualize those activities into the daily record.

2) Teacher's Meditation

Teachers had opportunities to expand their consciousness by attending the job training course, the autonomous training or doing the community service to practice their own meditation.

3) Visit Training

In advance of the humanitarian child education, teachers should become completed. Then they can do the real humanitarian education. In order for teachers to realize this,

teachers visited the places where they are ready for the training meditation. In the educational field, teachers urgently feel that the humanitarian education should be the foundation even for the more effective academic education. But many teachers implore that it is very difficult to seek the effective operational method. Therefore, at first, let teachers recognize the method connecting the meditational method to the children humanitarian education by means of Maum Meditation. When the humanitarian educational materials were uploaded on the homepage of the Child Educational Institute, a lot of people showed the interest and employed them.

4) Practical Meditation

During the weekend days and the holidays when children do not go to the kindergarten, they were guided to practice the meditation by themselves to internalize the Maum Meditation Activities. Teachers were recommended to consult the adolescences around, and children were asked to make as many friends as possible with the people around as their practical meditation. According to the 'Friend's Day' held at Naedong Elementary School, the elementary school students said 'It is so fine to play with friends', 'They are so friendly' about playing with their friends after practicing Maum Meditation; it is remarkable that more than 90% of students replied positively.

B. School Newsletter for the cooperative guidance in relation to the family (example newslater)

Dear Parents,

In Maum Meditation Activities when we practiced together with the children, we explained about the mind firstly. There is the original nature which is our original mind. But people live believing what they have seen, heard and experienced are their minds; it is the false mind and we let children realize this by carrying out the experiment.

Since children were so much interested in playing with paints, they babbled about what they experienced into the drawings. Then, they found and discarded what they liked, disliked and other false minds they have believed as their own minds.

Mind

True mind, that is, the original nature is the unchanging mind. We learned the universe is the existence that does not change and is alive. The false mind is changing and disappearing according to the conditions, environments and the life values. Therefore, Maum Meditation Activities are to expand one's mind into the infinity and regain one's original nature, after discarding the disappearing and changing mind, in order to love others and always lead a life with the unchanging mind.

V. Research Findings and Suggestions

1. Research Findings

After the Research Institute executed the planned projects, the children's changes are their participating attitudes in Maum Meditation, high interests in the meditational method, the more frequent usages of positive vocabularies and their caring attitude; these are the positive changes of their personalities. As for teachers, they estimated their changes as autobiographical descriptions and as for children's parents, their reactions in consultation were estimated through analysis.

A. The Assessment of the Maum Meditation Activities

According to children's attitude change and level of their interests in Maum Meditation, an everyday life meditational method through children's Maum Meditation activities where sixty three kindergarteners participated in this research, the observatory log and others, they like the dynamic meditational activities better than the static everyday life meditation. They

realized the necessity of Maum Meditation, often talking to teachers that when they positively participated in the meditation, teachers could see children feel happy at those moments.

B. Children's Personality Changes

- 1) Children became more cheerful and vivacious when they continued to meditate.
- 2) In respect of vocabularies, it is noticeable that the usages of negative ones decreased gradually and the affirmative ones were more frequently used.
- 3) We could often see children care for others giving in to others, and the cooperative games were played well.
- 4) The less children became distracted and the more they became concentrated.
- 5) Children became less conflicted with teachers and also between children themselves.

<Table 9> The Sentences that the Children Expressed after Maum Meditation

• I am feeling very good and good.	• I seem to have love.
• I feel warm inside.	• My heart feels cool.
• I feel sleepy.	• I feel refreshed and brighter.
• I feel like becoming the mind of the universe.	• I feel cleansed.
• Eyes become cleanser.	• My mind seems to get broader.
• I feel like not fighting anymore.	• I feel comfortable.
• I get to smile repeatedly.	• My brother looks cute.
• It is very beautiful.	• I love you, teacher.
• I am very thankful.	• I want to help others.

C. The Changes of the Teachers through the Research Activities

Along with guiding the children, teachers could practice Maum Meditation in everyday life continuously so that they could solve everything with smile and brighter look; they could also guide and educate children with confidence.

D. The Responses of the Parents about Daily-Life Meditational Activities

Through the consultation with children's parents relating to the Maum Meditation activities, they showed their interests in Maum Meditation. While some parents felt embarrassed when their children could express their emotions and feelings with fluency and without hesitation, generally parents said that it was very helpful to really understand children when they had a consultation with teachers. Also, they said that they realized children's daily meditation helped them to lead a life in a kindergarten joyously and brightly. Furthermore, it helped them to become more mature so that parents came to have affirmative views about Maum Meditation.

2. Conclusion and Suggestion

Resulting from the one year research with the topic 'Humanitarian Education for Children by means of Maum Meditation', it is concluded as follows.

Firstly, resulting from the activities such as the Maum Meditational environment creation for children, designing the materials and implementing the teachers training, children could form the positive attitude to regain their original nature, and also teachers' continuous practicing the Maum Meditation contributed a lot to creating the place for the children to carry the knowledge gained from Maum Meditation into the actions.

Secondly, resulting from the development of the Annual Maum Meditation Activities Program relating to the kindergarten curriculum and applying the various kinds of daily meditational activities systematically, children can express themselves better and have the caring minds for others more than before.

Thirdly, children could practice Maum Meditation during the time such as the morning session, the time after returning home, the meal time, the special activities classes, the daily class and the small group activities class. The events for the Friend's Day, the autonomous training, the community service, the visit training, the practical meditation and others contributed a lot to children's positive participation in Maum Meditation and their internalization of the positive aspects of this meditation. Also by means of Maum Meditation, they could foster the caring mind towards other people as much as they cared for themselves.

In order to generalize the research theme done by this research institute, the afterwards research, support and efforts should be followed.

Firstly, teachers are the ones who can move others' minds. In order to contribute to the humanitarian education for children by means of teacher's continuous practice of Maum Meditation, the administrative and financial support for the teachers Maum Meditation Training Program are necessary.

Secondly, in order to activate Maum Meditation, an everyday life meditation to guide children in a humanitarian way in daily lives, the development and distribution of the generalized Maum Meditation educational tools and the materials are necessary to further maintain the parents' interests and efforts.

[References]

Gwak Jae Yong(2004) The Humanitarian Education of the Elementary School Students Through Maum Meditation, Jinju Educational College Elementary Educational Research Institute Published Source Book.

Gwak Jae Yong, Gwon Gap Soon (2005), A Strategy for Humanitarian Education For Kindergartners, The Source book 46th, Jinju Educational College

The Ministry of the Education (1998), Kindergarten Educational Curriculum Explanation. Seoul Korean Textbook Publishing Corporation.

Kim Myong Gwon (1987), The Meaning of One's Experience in Psychotherapy; Focusing and Meditation, Gyongsang University Students Life Research Institute's Issues 13th

The Teacher's Association in Maum Meditation (2003), The Teacher's Association in Maum Meditation the 2nd Seminar, The Teacher's Association in Maum Meditation

Rajneesh/Kim Hyun Bae translated (1992), The Foreclosed Secret, Neul Pooreum Publishing Corp.

Rajneesh/Kim Seong Sik and others translated (1997), The Medication and Meditation, Jeong Shin Segye Publishing Corp.

Woo Myung (2003), World Beyond World, Cham Publishing Corp.

Woo Myung (2005), Heaven's Formula For Saving The World, Cham Publishing Corp.

Woo Yong Hyo (2004), The Theory and Reality of the Humanitarian Education for Infant Children, Yang Seo Won

Maum Meditation Monthly Magazine, 2004 March Issue, Cham Publishing Corp.

Lee Myung Soo (1993), The Research for The Influence of Meditation on One's Stress and Self-Attainment, Sook Myung Woman's University Master's Thesis

Lim Jae Taek, Lim Sook Hee, Choi Mee Hyun (2003), Hi, teacher! We can meditate too! Yang Seo Won

Jang Il Soon (1998), Moowidang, The Story of Lao Tzu, Dasan Publishing Co.

Jeon Jin Gyung (2004), The Influence of Maum Meditation on one's Stress and Job Satisfaction, Gyung Book University Nursing School Master's Thesis

Jeong Dong Myung, Lee Sang Yul(2001), The Principle Of Maum Meditation and The Efficacy Analysis of Psychosomatic Medicine, 15th Korean Psychological Science Academic Symposium The Source Book

Choi Gyong Sook(2003), The Efficacy of Maum Meditation Practice on The Hysterical Middle School Student's Anger and Anxiety, Gyongseong University Educational Graduate School Consulting Psychology Major.

Choi Min Soo, Jeong Jin Soon(2005), The Efficacy of Meditational Activities in Child Educational Institute on Children's Stress. The Future Child Educational Academic Society 12th, The Future Child Educational Academic Society,

Korea Education Academic Society(2001), The Humanitarian Education, Mooneum Sa.

Archambault, R.D.(ed). (1965), Philosophical Analysis and Education London: RKP.

<http://www.maum.org>

■ Name: Gweon Gap Soon

Address: zip code(660-260) Gyungnam Jinju-Si Manggyongdong 253 Hanbo Apt. 106-307

Telephone number: 019-508-6324

E-mail address: pab61@hanmail.net