

**CONSCIOUSNESS-BASED EDUCATION**  
for stress-free schools and academic excellence

***PRESS STATEMENT***

**Pioneering American educator, Dr Ashley Deans, visits Britain  
to present unique approach to create stress-free schools  
that promote true academic excellence**

*“Schools implementing this approach are experiencing unprecedented  
success. It has the potential to transform the lives of  
all British teachers and schoolchildren.” – Dr Ashley Deans*

**PRESS CONFERENCE**  
**(time, date)**  
**(address)**

**SPEAKER:**

**Ashley Deans, PhD**, Director of the Maharishi School, Fairfield, Iowa, USA an award-winning school that has already successfully implemented Consciousness-Based Education

***Dr Deans will be available for interview***

***Press contact: Charles Cunningham call 020 8894 9229 or 07852 279 176***

**Press Statement**

**Imagine you are visiting an inner-city Scottish school where there is no stress, no drugs, no bullying, and where outstanding academic performance is normal:**

- Where a teacher says she has more energy after a day of teaching than she had before the day began, and
- A parent says her children complain on Friday that there is no school at the weekends.

**Can a school like this really exist? The answer is Yes.**

**Dr Ashley Deans is fortunate to be the director of such a school.**

Ashley Deans, PhD, is Director at the highly acclaimed Maharishi School in Fairfield, Iowa, USA. Originally from England where he studied quantum physics, Dr Deans is author of the recently published book *A Record of Excellence* (please visit: [www.arecordofexcellence.com](http://www.arecordofexcellence.com)), which describes the extraordinary success of his school. He is in Edinburgh and Glasgow as part of a 10-nation tour of Europe.

Dr Deans will speak on how simple it is to implement what he does – ***and replicate this success at any school anywhere***. Results are immediate.

**At Dr Deans's own school:** Senior pupils consistently score in the top 1% in the USA on standardised national tests. This result is exceptional, since, first admitted to the school, the children have average scores at around the fiftieth percentile. **No other school in the United States produces so great a change in its student body.**

The evidence of this high performing school in the US is now too compelling to overlook. (Please visit: [www.stressfreeschools.org](http://www.stressfreeschools.org))

The fundamental reason for the success of Dr Deans's school is the programme of Consciousness-Based Education, which promotes the development of the full brain potential of every student.

The core technology of Consciousness-Based Education is Transcendental Meditation™, which is the most thoroughly researched educational technology available today, with more than 600 studies conducted at 200 universities and institutions, including Harvard, Stanford, and the University of California at Los Angeles Medical School. This research has appeared in over 100 peer-reviewed academic journals. Among many benefits shown are increased intelligence and creativity, reduced stress and anxiety, and decreased use of drugs and alcohol.

## **This technology could transform the performance of British schools that introduce it.**

Moira Scorgie, an English teacher says: “As a secondary teacher in an inner-city school I am very aware of pupils' challenging behaviour, and the levels of stress and exhaustion experienced by teachers. Transcendental Meditation would be an ideal solution for both pupils and teachers.”

Anthony Miles, chairman of the group promoting the introduction of Consciousness-Based Education in Britain, says: “Transcendental Meditation is an effortless, natural technique, which gives children greater joy, enthusiasm, and aptitude for learning.

“Independent evaluations of Dr Deans’s school are so convincing that it is creating a wave of interest in the United States, China, Australia and Denmark where Dr Deans has recently toured. Numerous schools are now adopting the programme, which is so easily added to the existing curriculum.”

## **OUTSTANDING EDUCATIONAL OUTCOMES ALREADY ACHIEVED IN UK**

Speaking to educators alongside Dr Deans will be Derek Cassells, Head Teacher of the award-winning Maharishi School, Skelmersdale, Lancashire. Mr Cassells will explain how easy and practical this programme will be for Scottish schools. These outstanding benefits are gained without any disruption to the traditional programme of study, but simply by the introduction of these consciousness-based elements into the curriculum.

At Mr Cassells's school in 2007, despite the **non-selective** admissions policy of the school, **66% of GCSE passes were at the highest grade of A or A\***. (Please visit: [www.maharishischool.com](http://www.maharishischool.com))

Mr Cassells explains: “Consciousness-Based Education can be adapted to any school environment. Every school has things it values about itself, about the teachers, about the pupils – and all those values are maintained. Consciousness-Based Education enhances the individual, so a school doesn't have to change being the school it is, it can become more the school it wants to be. All that's needed is a few minutes of Transcendental Meditation morning and evening.” – Derek Cassells, Head Teacher, Maharishi School, Skelmersdale.

### **EVENTS FOR EDUCATORS**

**Cambridge:** Thursday 8 November: seminar at Gonville and Caius College

**London:** Friday 9 November: private meetings with VIPs and leading educators

**London:** Monday 12 November 2:00 p.m.: Seminar at Institute of Education

**Cardiff:** Tuesday 13 November 11:00 a.m.: Seminar at Holiday Inn, Castle Street

**Liverpool:** Wednesday 14 November 11:00 a.m.: Seminar at Liverpool Medical Inst.

**Skelmersdale:** Wednesday 14 November 3:30 p.m.: Seminar at Woodley Park Centre

**Manchester:** Thursday 15 November 11:00 a.m.: Seminar at Heaton Hall

**Glasgow:** Monday 19 November 3:30 p.m.: Seminar at 6, Crown Circus

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*Consciousness-Based Education* is a programme offered by Maharishi Foundation, educational charity No. 270157.

Registered office: Maharishi Foundation, Maharishi Golden Dome, Woodley Park Road, Skelmersdale, Lancs WN8 6UQ.

Please note that Transcendental Meditation™, founded by Maharishi Mahesh Yogi®, is a programme for the Development of Consciousness, which in the UK is available only from Maharishi Foundation®.

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**Note for editors:** Transcendental Meditation™, founded by Maharishi Mahesh Yogi®, is a programme for the Development of Consciousness which, in the UK, is available only from Maharishi Foundation®, registered educational charity number 270157. Please note that no other organisation in the UK offers courses in Transcendental Meditation, as taught by Maharishi Mahesh Yogi.

## **Ashley Deans and Derek Cassells will speak about:**

- How to develop the full brain potential of the student
- Hazards of modern education – the impact of stress for students and teachers
- Consciousness-Based Education – a well-researched, time-tested programme
- Results and achievements in schools around the world
- How to introduce Consciousness-Based Education into a school
- Opportunities to implement this programme and bring its benefits to your school

**Over 600 research studies** published in scientific journals over the past 40 years show a wide range of benefits – results that are confirmed by classroom experience. Findings include:

### ***For students***

- Increased intelligence, creativity and inner happiness
- Decreased tension and stress
- Reduced learning difficulties and behavioural problems
- Natural desire to learn and enjoyment of the learning process
- Improved organisation and planning, and enhanced problem solving ability
- Improved attention span and memory

### ***For teachers***

- Greater ease and fulfilment in teaching
- Decreased stress
- More energy and creativity
- Effective, natural technique for relaxation and ‘recharging of batteries’

### ***For schools***

- Settled, positive atmosphere conducive to successful learning
- Greater academic success
- Increased harmony between students and teachers

## **Helpful links:**

- Consciousness-Based Education in the UK: [www.consciousnessbasededucation.org.uk](http://www.consciousnessbasededucation.org.uk)
- Model school in Lancashire: [www.MaharishiSchool.com](http://www.MaharishiSchool.com)
- Transcendental Meditation in Education: [www.StressFreeSchools.org](http://www.StressFreeSchools.org)
- Research programme at American University, Washington, D.C.: [www.au-tm-study.org](http://www.au-tm-study.org)
- David Lynch Foundation for Consciousness-Based Education and World Peace: [www.DavidLynchFoundation.org](http://www.DavidLynchFoundation.org)

## **Enclosures:**

- Letter from Derek Cassells, Head Teacher, Maharishi School, Lancashire.
- Quotes from Ofsted, pupils, and teachers about Maharishi School, Lancashire
- Article from *The Independent*, 24 October 2007 (abridged)
- Article from *The Herald*, 23 April 2007 (abridged)
- Achievements of the Maharishi School, Lancashire

*Letter from Derek Cassells, founding Head Teacher of  
Maharishi School, Skelmersdale, Lancashire*

September 26<sup>th</sup> 2007

Dear Head Teacher,

**BETTER BEHAVIOUR AND IMPROVED ACADEMIC PERFORMANCE**  
**An invitation to learn about creating a stress-free school**

Today's main issue for Head Teachers is the effect of stress on the lives of teachers, students and families. Stress results in academic underachievement and behavioural and health problems.

I have been fortunate as a Head Teacher of twenty years to have introduced a programme into my school which has solved this problem in a remarkable way and which has resulted in more calmness in the school, glowing academic achievements, better behaviour in all age groups and a more pleasant life for everyone.

The programme, called Consciousness-Based Education, includes the simple technique of Transcendental Meditation which is practised by pupils and teachers for 10-15 minutes twice daily and which has well researched results.

Around the world, the programme has been successfully introduced in several hundred schools, including in deprived inner city areas in the US, with uniformly excellent results. It has also, with the benefit of grants from a private educational foundation, been introduced in schools to help pupils with ADHD. The results have been swift and remarkable.

I am writing to invite you to a seminar on creating stress-free schools by a visiting head teacher, Dr Ashley Deans, the world's leading authority on Consciousness-Based Education.

We feel that this programme would be invaluable for schools throughout the country, and this seminar tour is an opportunity for head teachers to indicate interest in participation.

If you are interested in attending, the presentation venues and dates are included. If you have any questions, or need further details, please call me on 01695 729912.

With thanks for your attention.

Yours sincerely



Derek Cassells

## Quotes about Maharishi School, Lancashire

### Ofsted report, June 2006:

*‘‘Maharishi School is a thoughtful school.’’*

*‘‘The school provides a secure and caring environment where relationships are warm and based on mutual respect.’’*

### Quotes from pupils:

*‘‘TM helps you to feel a lot more calm and ready to work. You never think ‘Oh no, it’s school’. It’s just nice being here. The teachers really want you to do well and are willing to spend time with you one-to-one. We’re all friends here; it’s like a big family.’’*

*‘‘It helps me with my work and I feel more relaxed during the day. You feel better about exams.’’*

*‘‘The education that we’ve had so far gives you the ability to cope, and it’s something you’ve got for life. It does make you adaptable. And people are positive about the Maharishi School.’’*

*‘‘You’re more settled and centred in yourself. You’re allowed to be what you are. So many insecurities are just washed away. You know who you are, what you’re doing, where you’re going. You have this purpose to your life, this central kind of meaning of life. And once it’s there, people can’t shake you so easily.’’*

### Quote from Teachers

*‘‘Pupils and staff spend a few minutes enjoying the silence of restful alertness. It allows the children to be more creative and fulfil their potential.’’*

*‘‘I do feel lucky to work in a school where the children respond so positively; and it’s great when visitors can see how much the children are enjoying it here.’’*

## The Big Question: What is transcendental meditation, and is it the cure for society's ills?

Extract from an article by Jeremy Laurance, Health Editor

### **Why are we asking this now?**

Film director David Lynch and Sixties pop star Donovan have teamed up to launch a campaign to encourage children to meditate in school. In a series of talks, the pair will promote the technique of transcendental meditation practised by the Maharishi Mahesh Yogi and popularised by the Beatles 40 years ago. Another TM convert to have just emerged is Joaquim Chissano, the former president of Mozambique, who has been honoured with the Achievement in African Leadership award.

### **Has David Lynch done this before?**

Yes. Lynch is reported to have persuaded 20,000 US pupils to take twice daily transcendental meditation lessons with their teachers. He has also donated millions to the David Lynch Foundation for Consciousness-Based Education. He said: "The technique of transcendental meditation has seen a drop in stabbings, violence, depressions, suicides and the use of illegal drugs in some of the worst schools in the US you can imagine." Lynch has also spoken of the benefits he has gained from TM: "When I started meditating I had a real anger in me, and I would take this out on my first wife. Two weeks after I started meditating, this anger lifted."

### **What does Donovan say about TM?**

He claims it is the secret of his success as a musician. Last year the Scots-born troubadour, famous for hits such as "Mellow Yellow" and "Jennifer Juniper", said he was planning a world tour to reawaken people to the mind-expanding wonders of meditation. "I had all the western trouble of the psyche: anxiety, anger, stress and fear which all cause illness. Over the past 40 years I have experienced the way this system has absolute healing benefits."

### **How many people practise TM, and what does it involve?**

About 6 million people worldwide, according to the official TM website. The technique involves a form of concentrated attention in which the mind is turned inward and focused on a single point of reference. This is achieved by uttering the mantra, a word given to the student during the initiation ceremony, which is chanted silently over and over. The aim is to empty the mind of thoughts, feelings and fantasies, not by blocking their intrusion, which is impossible, but by observing them as they intrude and then always returning to the central task of attending to the mantra. In this way a state of inner peace is achieved.

With practice, it is said, the mind can transcend thought, is no longer bound by feelings or fantasies, and experiences "awareness of itself alone." Hence "transcendental" meditation.

### **Is there evidence that it is beneficial?**

Yes. Scores of scientific studies have been published since the 1970s, a number of which have shown benefits in lowering stress, blood pressure, cholesterol, smoking, drinking and anxiety. In 2005, the American Journal of Cardiology reported that among 202 patients with raised blood pressure who were followed for 18 years, those who practised TM had a 23 per cent lower death rate. In 2006, a study in Archives of Internal Medicine found patients who practised the technique for 16 weeks had improved blood pressure, insulin resistance and nervous system. The National Institutes of Health in the US has found that people practising meditation have lower breathing and heart rate yet "higher EEG coherence" indicating greater concentration and alertness. Long-term practitioners speak of an experience of "unboundedness." ...

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# The Herald

Scotland, 23 April 2007

<http://www.theherald.co.uk/features/features/display.var.1346925.0.0.php>

Excerpts from an article by Jonathan Rowson

## **Meditation: for old hippies or a better way of life?**

I once told a taxi driver that I meditate, and was intrigued when he said he was into that sort of thing too. He said that for him it was watching tropical fish and for his wife it was taking a nap, and I conceded that there are many ways to relax and recharge.

Now I believe one method is superior. I learned transcendental meditation (TM) in 1998, while a student at Oxford University, six months before my final exams. I paid £140 for the privilege, and was struck by how easy it was to practise the technique. I suddenly had more energy, concentrated better and felt warmer towards other people. Shortly afterwards, I earned a first-class degree, which had not previously been on the cards. In fact, TM was by far the best thing I learned at Oxford.

I am now a professional chess player, the current British champion, and wouldn't dream of playing a serious game without meditating beforehand. After meditating I feel calm, centred and ready to compete - but, more importantly, the technique allows me to "just play" and enjoy the game without worrying about the result. These kinds of positive effects are well-known to thousands of practitioners of TM and have been documented in more than 600 scientific journals.

Transcendental meditation targets "stress", which is a slippery concept to define, but it generally amounts to a gnawing gap between how we would like our lives to be, and how they actually are. TM is a singularly powerful way to dissolve stress, and it also reduces blood pressure and the severity of heart disease. It is not surprising, therefore, that the US government has invested \$20m to further investigate the health benefits.

Describing the experience of transcendental meditation is a bit like describing chocolate to somebody who has never tasted it. A close analogy is the feeling you have when neither fully awake nor asleep, but pleasantly suspended somewhere in between, in a state of "restful alertness". I am not very familiar with other forms of meditation, but my impression is that TM requires relatively little effort. I sometimes even wonder if it should be thought of as meditation at all, because the process is not meant to be personally challenging or revealing, and you do not learn to observe or control your thoughts. You just sit comfortably with your eyes closed, and the de-stressing and re-charging happens almost automatically.

You do learn a mantra to settle your mind down, and other minor elements of the technique, but within a few weeks the process goes by itself. Indeed, TM feels so natural that I don't think of it as an exotic hobby or elaborate spiritual practice, but more like eating, sleeping or brushing my teeth. In this sense, TM feels like part of our natural repair kit. ...

Although TM is always at the heart of the movement's message, they frequently shift emphasis, and education is the priority of the moment. Indeed, the buoyant Dr Ashley Deans, director of the

Maharishi School in Iowa, has just presented the case for "consciousness-based education" in Scotland as part of a worldwide lecture tour. He did not propose any policy overhaul, but simply that children should practise TM in school for 10 to 15 minutes twice a day. This change alone would apparently be enough to transform education in Scotland, making children feel, behave and perform better. Deans's message is supported by references to numerous peer-reviewed scientific studies and gushing testimonials from students and teachers around the world.

There is definitely something attractive about the idea of getting children to sit quietly and look inwards for a few minutes twice a day. However, as any teacher knows, just telling children to sit still and be quiet rarely works, because their minds and bodies are too restless. The important claim here is that the experience of TM is so charming that children do it willingly, and their bodies and minds quickly settle down.

Ashley Deans tells me that the logistics of school learning normally entail the teachers learning first, then sending letters to parents. Then groups of students learn until most of the school meditates twice a day. It sounds rather extraordinary, but apparently 21 schools, private and public, big and small, have already gone through this process in the US, and the results have been extremely positive. ...

At the very least, the growing field of neuroscience and education should critically engage with consciousness-based education. There are clear causal arguments about the experience of certain brain states leading to improved wellbeing and performance - and, if they are as valid and compelling as they seem to be, it would be irresponsible to ignore them. I hope that at least one courageous school gives consciousness-based education a try. I expect it to be a huge success.

Transcendental meditation is an easily learned technique that allows the mind to settle down to experience a profound sense of wellbeing and nourishment for about 15 minutes, twice a day. ...

The benefits of TM have been widely validated in peer-reviewed journals, and endorsed by various famous people. The director David Lynch has attributed his success to TM. However, the movement remains highly controversial, mainly due to the cost of learning the technique. It is taught only by qualified teachers and the normal charge is £1,280. [For in-school programmes the cost for teachers, pupils, and parents is 25% of this amount, and a special fund has been set up in Britain to help sponsor school programmes. Payments for these programmes can also be scheduled over time to make it more convenient for the school.]

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# **Maharishi School of the Age of Enlightenment**

## **Skelmersdale, England**

The Maharishi School of the Age of Enlightenment is a pioneer in the world of education today, providing its students with a natural way to develop their full creative potential in all areas of life while at the same time achieving academic excellence.

The Maharishi School is a non-selective independent school in West Lancashire teaching children from ages 4 to 16. In addition to teaching the national curriculum, it uses Maharishi's consciousness-based system of education. Students not only learn the traditional academic disciplines but they experience the growth of their own consciousness, the basis of the whole learning process. This includes the practice of Transcendental Meditation by all pupils.

The Maharishi School is setting a new direction in primary and secondary education – education for enlightenment.

The Maharishi School pupils delight visitors from all over the world with their remarkable eagerness for knowledge, with their happiness, and with their profound grasp of the deepest principles of life. These pupils exhibit a beautiful balance and wholeness that is rarely seen in other schools. The Maharishi School was commended recently for its outstanding achievements in an award presented by the British Urban Regeneration Association.

For education to be complete, it must develop in the student the three aspects of knowledge: knower, process of knowing, and known. Education until now has lacked this completeness, and has focused almost solely on the known, the content of study in the classroom. While this gives the student information and training in specific skills, it neglects the inner development of the student which is fundamental to the whole process of education.

By nourishing the inner creative potential of every student, knowledge is made complete. Pupils not only master facts and theories, they rise towards enlightenment – the full potential of human life.

### **Maharishi School GCSE results since 1990**

Since the Maharishi School started entering pupils for GCSE examinations in 1990, the following statistics are particularly noteworthy.

Pupils at the Maharishi School pass examinations at grades A or A\* at almost 3 times the national rate. The percentage of pupils passing 5 or more GCSE examinations at grades A\* to C is double the national average rate. The school ranks about twelfth out of about 4,400 secondary schools in the UK. Yet the Maharishi School does not select pupils on the basis of academic ability.

The percentage of GCSE passes at grades A or A\* at the Maharishi School since 1990 is 39%, while nationally the figure is 14 % over the same period. In 2007, almost 66% of Maharishi School passes were at the highest grades of A or A\* – over three times this year's national figure of 19.5%.

The percentage at grades A to C from pupils at the Maharishi School since 1990 is 89%, while the figure nationally is 44.6%. In 2007, 100% of pupils gained 5 or more passes at grade C or above, compared with the national average of 63%.

Pupils at the Maharishi School have also distinguished themselves by achieving remarkable success in many competitions in different disciplines (see next page for some recent successes). They have won numerous poetry prizes – many of which are contained in a book published by the Maharishi School entitled, 'Oranges', with a foreword by the Poet Laureate, Andrew Motion.

For more information about the Maharishi School and about Maharishi's consciousness-based system of education: <http://www.maharishischool.com>

*continued ...*

## **Recent Successes at the Maharishi School in Lancashire**

### **SALTERS' FESTIVALS OF CHEMISTRY**

2004: 46 Festivals were held in 2004 with students from all over the UK & Ireland travelling to their local university to enjoy a fun day of practical Chemistry. Teams from over 700 schools participated in the Festivals. A team of 4 pupils from the Maharishi School in Years 7 and 8 participated and came first in the University Challenge competition.

### **UK JUNIOR MATHS CHALLENGE**

(For pupils in Year 7 & 8)

With around 240,000 entries nationally, Gold certificates are awarded to the top 6%, Silver to the range 7-14%, and Bronze to the range 15-20%.

2006 Two Silver, two Bronze.

2005 Three Silver and two Bronze.

2004 One Gold, two Silver, and one Bronze.

2003 Two Gold, one Silver, one Bronze.

### **UK INTERMEDIATE MATHEMATICAL CHALLENGE**

(For pupils in Years 9, 10 and 11)

Over 200,000 students enter this competition out of a student population of more than 3 million. Gold, Silver, and Bronze awards are made to the same top percentages as for the Junior challenge above.

2007 Two Gold, three Silver, and three Bronze awards. Dakshina Scott scored so highly that she has been invited to attend the next round of competition, a Europe-wide one-hour exam.

2006 One Gold, one Silver, and six Bronze including one awarded to a Year 7 pupil.

2005 Two Silver and five Bronze.

### **POETRY SUCCESSES**

#### **December 2006**

Hélène Lambert who was invited to London as a 3rd prize winners of the Children's Poetry Bookshelf "Write-A-Poem" competition. Hélène's winning poem is included in the winners anthology and also on the Children's Poetry website [www.childrenspetrybookshelf.co.uk](http://www.childrenspetrybookshelf.co.uk)

#### **Autumn 2006**

Rebecca Broome, Paul Evans & Emily Mercer are among 100 winners of the 2006 Foyle Young Poets of the Year Award organised by the Poetry Society. There were nearly 10,000 entries from students internationally. Also, Esme Walker, Arthur Mercer, Paul Evans, Rebecca Broome and Dakshina Scott are among the winners of the Manchester Metropolitan University "All Write" competition. Their work will be published in an anthology available in bookshops.

## **Autumn 2005**

Foyle Young Poets Awards (Poetry Society): Kye Dorricott (Year 10) – highly commended; Ruth Yates (former pupil) - highly commended. This 11-18yrs competition is now international, with over 8,000 entrants including USA undergraduates in Creative Writing.

Ottakars Poetry Competition (Regional): Kye Dorricott - age category winner; Rebecca Broome (Year 9) - runner-up; Agnes Lambert (Year 9) - highly commended; Esme Walker (Year 9) – highly commended.

Foyle Young Poet of the Year Awards 1998-2005 (formerly known as the Simon Elvin Young Poet of the Year Awards) is organised by the Poetry Society and has over 7,000 entries from around the world. Maharishi School pupils are regularly winners and runners-up. In total, Maharishi School has had twelve winners and forty-six pupils whose poems were highly commended. All winners had their poems published in winners' anthologies by the Poetry Society.

Creative Writing competition organised by Manchester Metropolitan University: Rebecca Broome, Paul Evans, Agnés Lambert, Emily Mercer and Eleanor Orr were among the winners and their poems were published in MUSE, the creative writing journal.

## **MAHARISHI SCHOOL PUPILS GAIN MEMBERSHIP OF THE NATIONAL ACADEMY FOR GIFTED AND TALENTED YOUTH.**

Five pupils from the Maharishi School have been accepted as members of The National Academy of Gifted and Talented Youth (NAGTY). The Academy has its base at Warwick University and aims to identify the top 5% of students between the ages of 11 and 19. Pupils are identified through high scores in nationally standardised tests of ability or gaining a gold award in the UK Maths Challenge, for example.

The remit of The National Academy of Gifted and Talented Youth is to enhance the educational provision for gifted and talented pupils up to the age of 19. The Academy provides a wide range of online learning and services to members together with a programme of outreach events, summer schools and careers advice. A termly magazine called *Aspire* is also produced for members.

One of the pupils at the Maharishi School is participating in a 2 week summer school at the University of Leeds called, "Performance" which is an intensive & creative course providing performance workshops in dance, theatre and live art leading to a final performance. The diverse nature of the courses offered by The National Academy of Gifted and Talented Youth is shown by the choice of a second student who, at London's Imperial College, will be participating in planning a mission to Mars by exploring the chemical side of the launch, experimenting on the Martian environment and producing strategies to survive in space. Another student is attending a 3 week course at the University of Warwick working with the Royal Shakespeare Company to prepare 2 performances of *A Comedy of Errors*.

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