

Last School

NEWSLETTER | JUNE 2026 | VOL. 11

What's inside this issue:

- THE AIM OF EDUCATION
- INTO MATTER
- A QUESTION OF SPACE
- AND IF WE CHOOSE
- WHO AM I?



THE AIM OF EDUCATION IN AUROVILLE

DEEPTI TEWARI

“I want to insist on the fact that it will be an experiment, it is for making experiments research, study” said The Mother in a conversation about Auroville.”

There are few directions given to Auroville on the topic of education by The Mother. From the beginning her guidance came in broad strokes rather than detailed explanations: an approach she referred to as a ‘pressure of consciousness’ which would ‘arrange’ people and things. The onus seemed to be rather on individual choice demanding an effort and a ‘rising up’ of consciousness. The seminal idea- forces that represent Auroville’s spirit, such as The Charter of Auroville, and the set of six steps she titled To be a True Aurovilian, among others, create the wholeness of vision as well as the programme of action – an individualized self-education – that every Aurovilian undertakes.



Indeed, every person, who chooses Auroville, becomes a student of self-seeking, whether this search has awakened to awareness or not.

Amongst the few comments specific to education in Auroville, is a list in Mother's hand of school names. For many years this was seen as names given by her to school buildings under construction in 1971 on the Last School campus in Aspiration.

But was it really so?

The names themselves invite a second look. What emerges is a developing sequence, a growth from a last outpost of schooling to something that evolves into a 'no school'. The Mother's list seems to be suggestive of a psychological progression.

DO NOT AIM AT SUCCESS. OUR AIM IS PERFECTION. REMEMBER YOU ARE ON THE THRESHOLD OF A NEW WORLD, PARTICIPATING IN ITS BIRTH AND INSTRUMENTAL IN ITS CREATION.

As Auroville grew into an awareness of the deeper springs of its impulsion, so too was awakened the idea that an orderly progression through stages of psychological growth was not only possible but essential.

Asked to define what she meant by the term 'free progress' The Mother said:

A PROGRESS GUIDED BY THE SOUL AND NOT SUBJECTED TO HABITS, CONVENTIONS OR PRECONCEIVED IDEAS.

What did The Mother imply when she spoke of the education she sought as a progress guided by the soul and not subjected to habits, conventions and preconceived ideas?

It would appear that Auroville ought not merely to settle for systems and methodologies in common practice around the world. Would that not defeat its intention as a place for experiments, research and study and orient it towards programmes and methodologies constructed for an industrial age, utilitarian mindset, somewhat inimical to the spirit of Auroville?

"WE ARE NOT HERE TO DO (ONLY A LITTLE BETTER) WHAT THE OTHERS DO.

WE ARE HERE TO DO WHAT THE OTHERS CANNOT DO BECAUSE THEY DO NOT HAVE THE IDEA THAT IT CAN BE DONE.

WE ARE HERE TO OPEN THE WAY OF THE FUTURE TO CHILDREN WHO BELONG TO THE FUTURE.

ANYTHING ELSE IS NOT WORTH THE TROUBLE AND NOT WORTHY OF SRI AUROBINDO'S HELP."

There is an imperative insistence on progress, a conscious progress that must arise from the deepest impulsions of the being. Moreover, this is combined with the idea of perfectibility rather than a pursuit merely of success, career and money – the commonplace reasons for education in modern times. And if the means to the goal becomes the growth of consciousness, limitless vistas open, for there is no limit to the growth of consciousness. We enter into a pattern of delight in learning as we explore the secrets of this mysterious universe that stretches outwardly before us and inwardly within us; and we discover the joy of the mind's soar and soul's dive into the infinite.



Finally, and most importantly, we find a primary focus on the necessity of bringing forward the soul personality as the true centre of life and action. Both The Mother and Sri Aurobindo repeatedly place this requirement as the one indispensable thing upon which a new consciousness may be securely constituted.



"...EACH HUMAN BEING IS A SELF-DEVELOPING SOUL AND THE BUSINESS OF BOTH PARENT AND TEACHER IS TO ENABLE AND TO HELP THE CHILD TO EDUCATE HIMSELF, TO DEVELOP HIS OWN INTELLECTUAL, MORAL, AESTHETIC AND PRACTICAL CAPACITIES AND TO GROW FREELY AS AN ORGANIC BEING, NOT TO BE KNEADED AND PRESSURED INTO FORM LIKE AN INERT PLASTIC MATERIAL.

IT IS NOT YET REALIZED WHAT THIS SOUL IS OR THAT THE TRUE SECRET, WHETHER WITH CHILD OR MAN, IS TO HELP HIM TO FIND HIS DEEPER SELF, AND THE REAL PSYCHIC ENTITY WITHIN. THAT, IF WE EVER GIVE IT A CHANCE TO COME FORWARD, AND STILL MORE IF WE CALL IT INTO THE FOREGROUND AS 'THE LEADER OF THE MARCH SET IN OUR FRONT,' WILL ITSELF TAKE UP MOST OF THE BUSINESS OF EDUCATION OUT OF OUR HANDS AND DEVELOP THE CAPACITIES OF THE PSYCHOLOGICAL BEING TOWARDS A REALIZATION OF ITS POTENTIALITIES OF WHICH OUR PRESENT MECHANICAL VIEW OF LIFE AND MAN AND EXTERNAL ROUTINE METHODS OF DEALING WITH THEM PREVENT US FROM HAVING ANY EXPERIENCE OR FORMING ANY CONCEPTION.

THESE NEW METHODS ARE ON THE STRAIGHT WAY TO THIS TRUER DEALING. THE CLOSER TOUCH ATTEMPTED WITH THE PSYCHICAL ENTITY BEHIND THE VITAL AND PHYSICAL MENTALITY AND AN INCREASING RELIANCE ON THE POSSIBILITIES MUST LEAD TO THE ULTIMATE DISCOVERY THAT MAN IS INWARDLY A SOUL AND CONSCIOUS POWER OF THE DIVINE AND THAT THE EVOCATION OF THIS REAL MAN WITHIN IS THE RIGHT OBJECT OF EDUCATION AND INDEED OF ALL HUMAN LIFE IF IT WOULD FIND AND LIVE ACCORDING TO THE HIDDEN TRUTH AND DEEPEST LAW OF ITS OWN BEING.

It would seem that to be given conditions conducive to keeping a conscious awareness of its psychic being ought to be the birthright of every child in Auroville.

This self-finding has been set by The Mother for all who choose Auroville as the first essential in the process of becoming what she called a 'True Aurovilian':

IT IS PRECISELY THIS
DIFFICULT THING THAT
HAS TO BE DONE, IF MAN
IS TO FIND AND FULFIL
HIS TRUE NATURE.



Another core idea has been that the mind must be refined to meet complexity: whether this is attempted by encouraging a variety of languages; or in the exploration of significant periods in humanity's social, cultural and civilizational growth; or, through a deep understanding of mathematical laws and the rigorousness of an awakened scientific temper.

All these fields of knowledge have been seen as important signposts guiding the journey of discovery; each subject domain an essential element in developing a complex individual being, capable of a vast synthetic thought.

Sri Aurobindo observes:

*VISION IS THE
CHARACTERISTIC POWER
OF THE POET, AS IS
DISCRIMINATIVE THOUGHT
THE ESSENTIAL GIFT OF
THE PHILOSOPHER AND
ANALYTIC OBSERVATION
THE NATURAL GENIUS OF
THE SCIENTIST*



the power of envisioning, the gift of discriminative thought and the capacity for analytical observation are crucial faculties, each an aspect of the mental nature representing a particular but significant side of the being. Each can be awakened best by a specific type of mental activity, and none deserves to be neglected in a growth that aims at a greater wholeness.

Hero Warriors

A conscious accent on the 'hero-quest' to power an awakened will-force and a sense of service and self-giving in the life-spirit have also constituted essential elements.

The necessity of training the body in balance, plasticity and endurance whether through participation in team sports or physical culture, dance or martial arts has been greatly encouraged.

Group expeditions, local or farther afield, as for instance, treks to the Himalayas, have been perceived as vital occasions for individual and collective self-finding – 'schools' to build will and character.

An education oriented towards "increasing perfectibility" must build upon the foundation of an awakened body and a life spirit capable of the discipline that can lead to self-mastery. Youth should have a firm grasp of the material field while being capable of lofty flight.

A conscious awareness and plasticity in the body, a wide openness in the life-spirit and as few artificial mental constructions in the mind will create the type that is responsive to the future.



The core of this experiment and experience is as large as life itself. The aim is to bring forth a rich, complex and integrated personality rather than one with a set of specialized competences; a personality for whom progress implies always a widening and deepening of activities and of the faculties involved.

Human beings need this enlargement and sense of uplifting to meet the demands of the future.

It is also the movement required by life in an aspiring collective. This élan of discovery, asking for a progressive mastery of many fields, has a natural tendency, once enkindled, to spread out from the school environment into other aspects of the city-in-making.

Yet, if true, there would be nothing artificially constructed, it would be the movement of a life growing and perfecting itself, a thing so natural as to be unnoticeable.

Finally, if this progression can be achieved, one may arrive at,

*AN UNENDING
EDUCATION, A CONSTANT
PROGRESS AND A YOUTH
THAT NEVER AGES.*

which is the call of Auroville's Charter:

INTO MATTER



SUMMER CALLS

IN CONVERSATION WITH SHONA

Why do we take all this time and energy to bring it into the space? So that you enjoy being in the space, so that the beauty encourages you to concentrate.

The preparation

There's quite a bit of the summer that was spent here, whether it was cleaning up, putting things together, putting things away, finding a new place for it.

You're always encountering minor material things like,

"OH, I WANT TO HANG THIS,"

and then it doesn't work.

I intended to front-load the preparation: I thought I want to do everything before school holidays, so that in the first two weeks of holidays, I would put everything up and then be done. That's not the way it goes...

At the end I spent not every day of the summer, but continuously through the summer.

*I LIKE COMING IN
AND HAVING THE
SPACE AND JUST
PLAY WITH THAT,
CHANGE THAT
COLOUR.
I REALLY ENJOY
TO CHANGE THE
SPACE AROUND
ME.*



A PLACE

WHERE
THE
NEEDS
OF THE
SPIRIT AND
THE CARE
FOR

PROGRESS

WOULD GET
PRECEDENCE

OVER THE
SATISFACTION
OF DESIRES
AND
PASSIONS,

THE SEEKING
FOR PLEASURES
AND MATERIAL

ENJOYMENTS.



I don't enjoy so much telling people what to do. But as I am the one holding the space, everybody's like,

"WHAT CAN I DO TO HELP?"

And then I end up spending that time where I could have done something telling others what to do.

So that's a little bit like a struggle for me. It's something I have to work on: to learn more how to organize my thoughts on a paper, and then when somebody comes with,

"WHAT CAN I DO?"

it's already prepared.

A source of inspiration

When you have a moment in which your concentration wanders, you have something to inspire you.

I wish to bring through matter, inspiration for those moments where you don't know what to do.

Way back in the day, when I was in the Pyramids, it was like,

"OH, I DON'T KNOW WHAT TO DO TODAY..."

And you would look around the space and notice something:

"OH, I LIKE THAT!"

You would take that as your starting point of what you were going to do that day, you know, in the sense of art.



A WEBSITE FOR LAST SCHOOL

CHETANA DEORAH

The process of the shaping and launch of Last School website and You Tube channel "Towards Free Progress"

Mapping Being

In March 2025, I built an outdoor installation as part of a collective artist exhibit in Auroville — a visual interpretation of Sri Aurobindo's poem Invitation. Within thirty hours, from resistance to action, the work manifested. A living example of choosing authentic expression over measurable performance — of closely facing who I am.

This encounter led me to continue my sadhana of self-discovery through work at Last School, including participation in the quarterly immersive art workshops with Lola.

When asked what "FREE PROGRESS" means, the Mother responded:

A PROGRESS
GUIDED BY THE
SOUL AND NOT
SUBJECTED TO
HABITS,
CONVENTIONS OR
PRECONCEIVED
IDEAS.

Why a Website?

As an offering, I created a website for Last School with one primary goal: global awareness around learning toward free progress.

In close collaboration with Aurévan, we wove in a few key tenets:

- Sri Aurobindo has prophesied a new way.
- We are not a high school.
- It begins with the individual and moves to the collectivity.
- Last School to No School — because Auroville is a place of unending education.

The integrated media brought together the quarterly Newsletters, the YouTube channel: **Towards Free Progress**, WhatsApp Weekly Highlights, and the new website: lastschool-auroville.org



Objective:

Build awareness of Last School's values and create an opening for young adults who are done with conventional schooling — moving toward a Super School programme.

Audience:

Education researchers worldwide, aspiring young adults in Auroville and globally, faculty open to free progress learning, universities, SAIER, and potential donors and volunteers.

Content & Conversations

I facilitated conversations with students, teachers, alumni, and parents. Given my own background shaped by academic pressure and grades, I yearned for learning that connects you to who you are.

A few key threads emerged:

Free progress is, first of all, an inner movement — the ongoing work of discovering who I truly am behind all cultural, social, moral layers, etc.

Last School is one of the rare places where the question "Why?" is asked openly, every day.

It is not a number that we want — it is a selection; it is not brilliant students that we want, it is living souls.

It is not a number that we want — it is a selection — it is not brilliant students that we want, it is living souls.

Work as Offering

Towards Free Progress learning carries for me the same wonder as the *Student's Prayer* by The Mother (1952) — which I quietly memorised as a child of 11, sitting at the samadhi in Sri Aurobindo Ashram. Over time, that prayer became a way of being. I feel it alive now, through the work and experiential learning at Last School.

A QUESTION OF SPACE

BHAVYA TRIVEDI

The course emerged from the wish to share my own joy to engaging with space, form and the ways in which we interact with and shape our environments.

Introduction to design

Over one academic year three of the older students from Last School chose to take this up.

Having facilitated a short workshop in October 2023 with Bhavyo that offered students a glimpse into modelmaking, I was inspired to extend that experience into a sustained course. The aim was to bring the same sense of curiosity and exploration in a more in-depth manner.

The course established a foundational understanding of the languages of design through technical skills such as drafting, model-making, and 3D drawing, and introduced key design terminology, elements and concepts. Classes were used as a space to critically discuss and question the everyday environments.

Each term centred around a project:

Term 1:

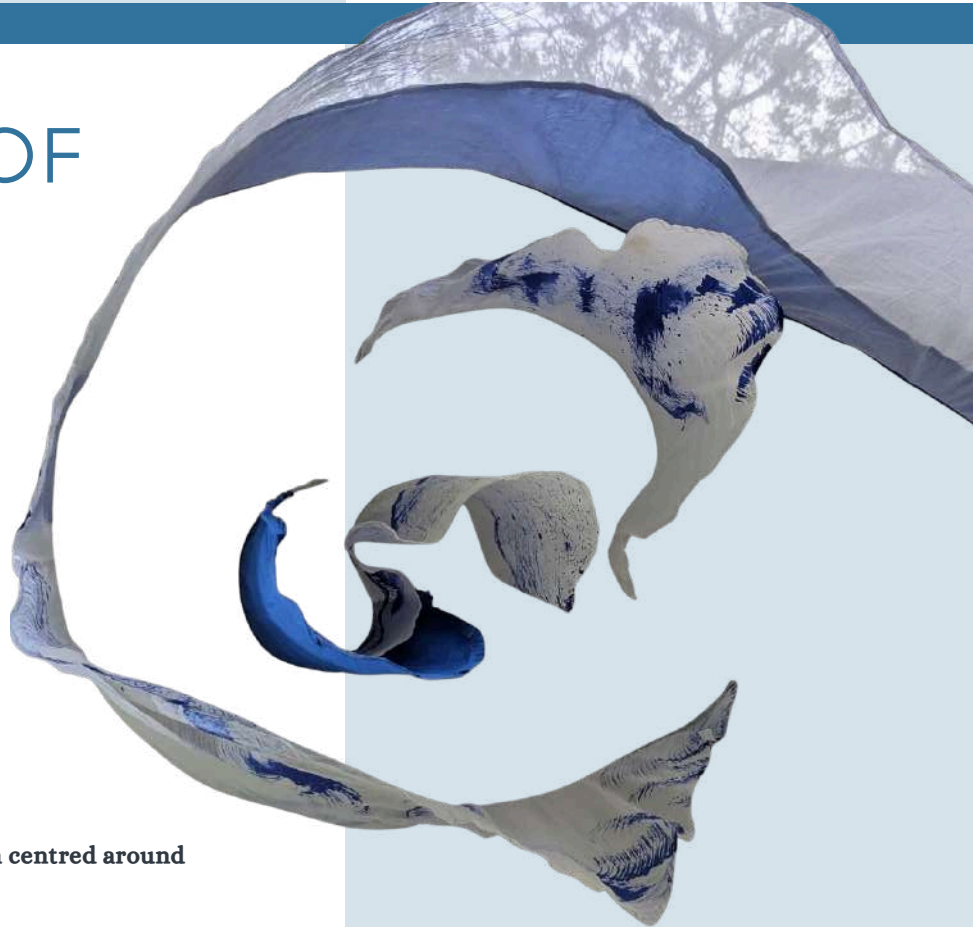
Students collaboratively designed and constructed a 3D surface-developed model, introducing them to material, structure and model-making.

Term 2:

The focus shifted to imagination and conceptual thinking, students developed and presented a collective proposal for an installation within the school.

Term 3:

As a culmination of the year, students created a final installation as an offering to the school.



UNENDING EDUCATION AND CONSTANT PROGRESS

WALKING THROUGH LAST SCHOOL

IN CONVERSATION WITH MASHA

Masha joined Last School as a 13 year old in 2013, and spent six years studying here, after continued education in Russia she is back in Auroville to offer herself and work here.

A choice?

Why did I choose to come to Last school?

It kind of just happened actually. I was in TLC for two years previously. And then they were like,

"Time to graduate. Now you're going to Last School."

And that's how I ended up here.

You were studying for six years. And then why did you choose to teach here?

I also didn't choose. Bhavyo asked me to take his place and I'm leaving next year.

What was Last School like when you studied here?

Back then, it was really cool. It was like going to your job. You took it seriously. I mean, I took it seriously, but maybe that's just my problem. I take most things seriously.

It's like you clock in, you clock out, you stay overtime to finish your work.

I hated being sick. That's the thing that surprises me—everyone's always sick in the group chat now. Like, "this person's not coming, that person's not coming." You rarely have a full class. Maybe I'm just remembering things with rosy-colored glasses, but I don't remember that happening back then. Even if you were sick, you got here anyway.

Masha, what's one of your fondest memories from when you were here as a student?

When we did the exhibition, the exam exhibition:

MIRAGE

I told my classmates at the time and I was like,

"Guys, we need to go off with a bang. We can't just leave. We're so cool, we're so amazing. History needs to remember our names. We're also doing an exhibition."

So, we did. It was a year's worth of preparation, and then we made an exhibition, and it was awesome.

And then we left...

I remember we were reading something in Deepti's class, and it was so important to have the entire class present because you build the atmosphere together.

If someone misses, you're missing out on the story. If one of the guys wasn't there, we got so angry.

We called him and said,
"Where are you?"

He was staying up late doing work—useful things, but still waking up late. We told him,

*"No, you come
here right now."*

We woke him up and got him there just so we could read our play. That was the way it was.

A choice!

In what ways would you say this school has shaped you? What do you carry forward?

Doesn't everything shape you?

Responsibility. That's an important one. Just taking charge of your own destiny.

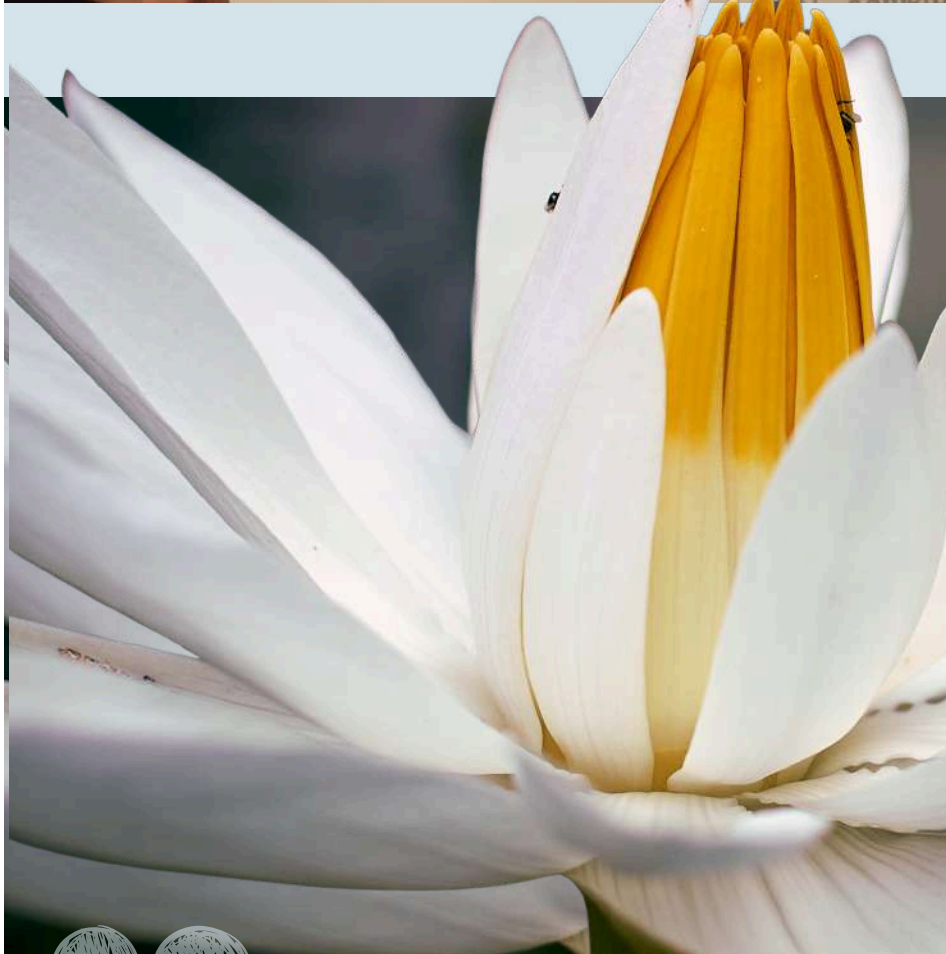
Not being like, "Oh, it will work itself out." You make a choice; now you've got to go through with it. If it's a bad choice, you face the consequence and do the best out of the situation.

Would you change anything from your time here?

Oh, boy. This was over six years ago. I grew up.

Anytime I wanted to change something, I did.

*YOU AREN'T AT THE MERCY
OF THE GODS.*



...YET, THIS DREAM
IS ON THE WAY OF
BECOMING A REALITY.

IF YOU WANT THINGS TO CHANGE, YOU CHANGE THEM.
OR IF YOU DON'T HAVE THE ENERGY TO IMPROVE IT, YOU
LIVE WITH IT.

I don't have any complaints. It was exactly what I wanted to do.

INTERVIEW SARA BARDE

THIS MAKES ME
SOUND LIKE
A PROPAGANDA
POSTER.

I'M JUST A HAPPY
CUSTOMER.

SO WE START ANEW...

Having finished my bachelors and masters alongside setting up a successful business in the UK I felt accomplished, I was in my late 20's and I would even speak to my friends of my retirement plans for the near future...

Then, I stumbled upon Auroville, Last School and discovered the principles of unending education, constant progress and human evolution, and so I had to unfortunately make some adjustments to my retirement plans; realising that despite my academic and professional background I quite frankly didn't really know anything, anything that was deeper, truer and of a more profound nature.

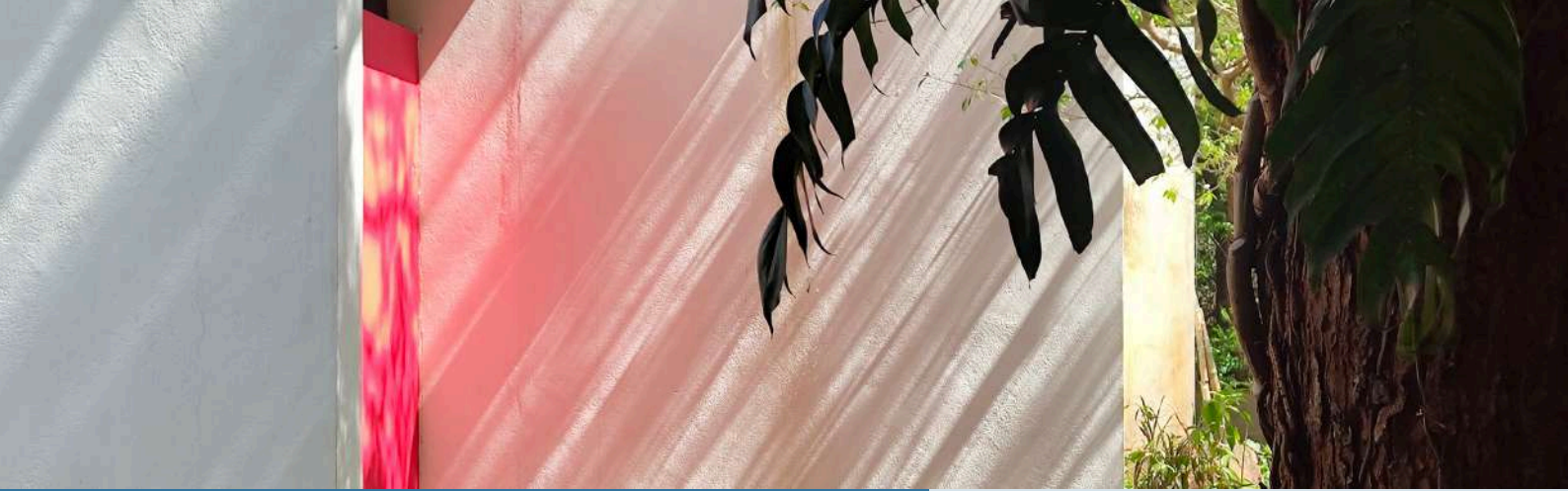
That meant starting from scratch. I began a process of re-educating myself, re-discovering everything anew: to learn things for what they really are not based on the prior concepts/words and explanations that I had picked up from others.

It has been the most nourishing endeavour to embark on this ever-unfolding journey of self-development.

There is nothing that gives me more joy than progress; it is the most meaningful thing to see oneself change and grow in awareness.

MICHAEL SOKOLIN





AND IF WE CHOOSE

IN CONVERSATION WITH CARMEN

How did I come to the school? Someone suggested I come here and ask for Lola. I came, and she asked me to go to the library, and then she asked me to give classes.

I said, "I am not a proper teacher." She said, "Don't worry, just do it." I knew my language and grammar, so I started. And by doing that, I learned how to teach.

Growing inner will

It is always different for each person, but in general, it's very easy to say, "I don't feel like it." But you should come — not because someone orders you, but because you know you should.

If you don't grow that inner will, you won't become the owner of yourself.

Every part of you will say different things, but there must be something inside that says: "This is what I feel, but it's not what I should do."

That is responsibility. Even if you don't feel like it, you question yourself and still choose to do what is right. And that grows over time — it becomes easier.

Do you think Last School is doing enough in that direction, in walking towards Mother & Sri Aurobindo's world?

Not enough.

Because we are afraid of becoming like a religion. But it is not like that.

*THE DEEPER IDEA IS
EVOLUTION —
MOVING TOWARD A
NEW CONSCIOUSNESS.*

Mother spoke about this. She wanted to build this city with that force.

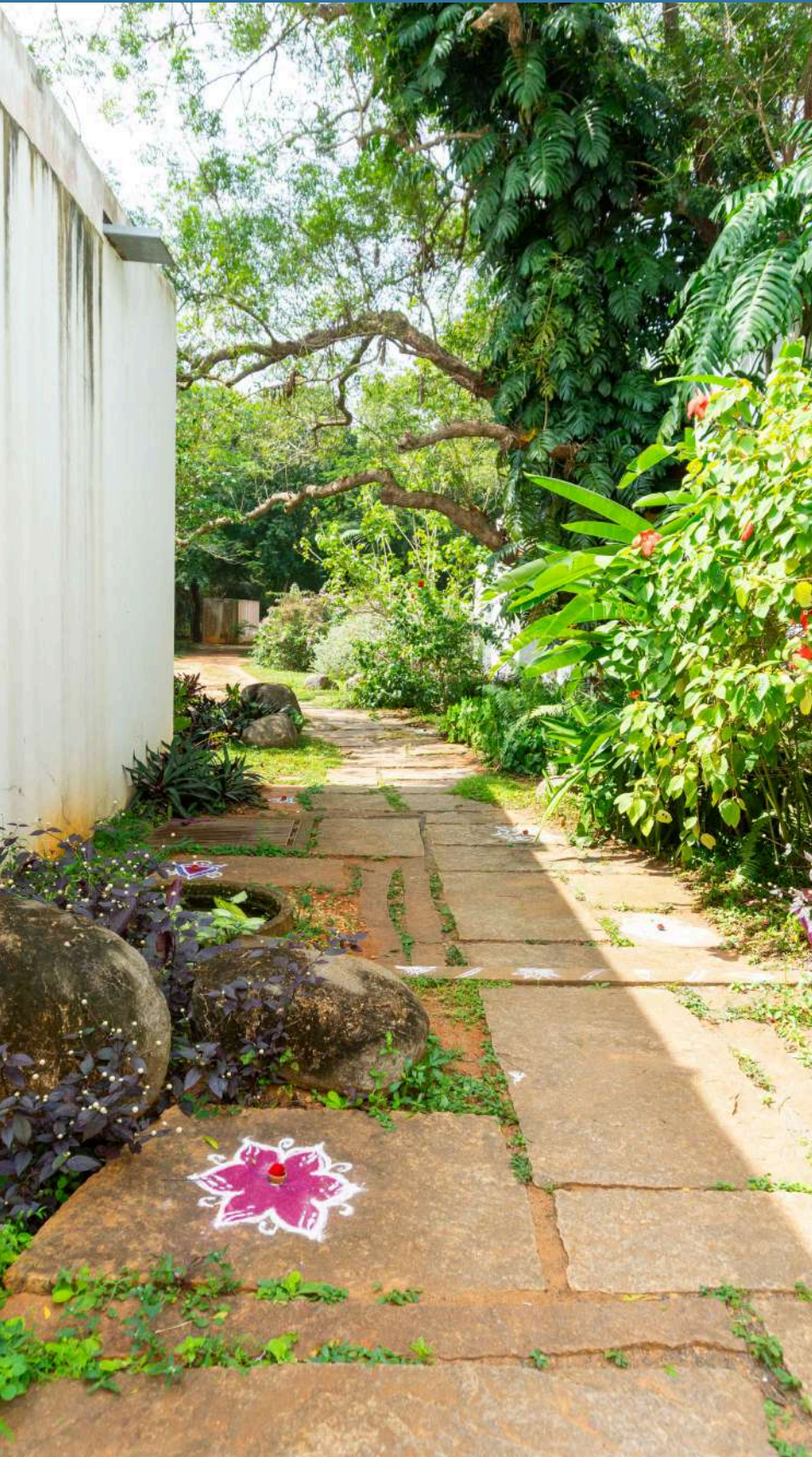
If you are open, you receive it. But you also have to give something in return.

Above all, we are people. There is no superiority. Only age difference. If they ask and I can do it, I will.

We have everything here.
We just have to use it.



ON THE PATH



ASK THE QUESTION

Last School's approach to learning processes has inclined towards the psychological rather than merely academic.

The sense of wellbeing and enthusiasm that youth bring to the school environment has always been given primacy. Growth and progress happen best in the joy of effort.

PSYCHOLOGY IS THE SCIENCE OF CONSCIOUSNESS; IT IS THE KNOWLEDGE OF ITS NATURE, ITS PROCESSES AND THE AIM OR RESULTS OF ITS PROCESSES, ITS LAW OR LAWS OF BEING, ITS HABITAT AND INSTRUMENTS, ITS WHAT, WHY, WHERE, WHENCE AND WHITHER."

MEASURING THE SELF

When people ask me, “Who am I?” the first thing that comes to mind is what I’ve done, what my achievements have been, what other people might think of me, the image they have of me, and how society defines me—as a student, a family member, or whatever role I happen to have.

But when I ask myself that same question, it feels a bit more complicated to answer. It’s a bittersweet relationship.

On one hand, I know I’m an incredible person. On the other, I’m also really hard on myself and always trying to become the best version of who I can be.

Sometimes, I hold myself back by not giving myself enough credit, and I’m not always completely honest with the way I see myself.

I also don’t like talking about my strengths because I don’t wanna be seen as someone who is showing off. Even though I know my qualities are real.

One thing I know for sure, though, is that I’m kind, respectful, and understanding because those are choices I’ve made, and

*I’M STILL LEARNING
TO SHOW THAT SAME KINDNESS*

TO MYSELF.
I also have days when I feel confident and capable, and other days when I don’t feel my best, and I’m learning to accept that

*BOTH
ARE PART
OF*
WHO I AM.

GAIA



WHAT GUIDES

Who am I? That is a question that arises often, for it bears no answer.

I EVOLVE

AND DO NOT SETTLE

for one thing to be.

So I will try my best to give you a taste of who I am.

After 18 years of life I come to the conclusion that I aspire deeply to progress and growth.

*I ITCH TOWARDS WHAT BRINGS ME CLOSER
TO GLIMPSES OF A DEEPER SELF.*

And quite ironically, the more I search, the more confusion I find on the way— ideals that contradict, paradoxes...

*BUT WOVEN THROUGH,
A CALL OF BEAUTY AND
HARMONY,*

*AN IRREPRESSIBLE IMPULSE
TO MARVEL AT THE WORLD.*

I possess the capacities to dig up the roots of my confusion, but they are not yet developed.

So I go through the whims of the vital and the self-absorbed mind. One pushes and pulls in opposite directions, the other questions everything but is not refined enough to understand the answers.

And in the outer layers, daily routines govern, projects and challenges take up the space.

But in the background those answerless questions do guide my steps.

EILEEN



I WILL BE IN LOVE WITH LIFE

When I was younger I made a promise to myself. I softly whispered my child voice into the sky, I will be in love with life no matter what. The good and the bad, I will love. Now, I break that promise everyday.

I am the one who will love with all my being, I am the one who will get scared of losing people and scared of change. I am the one who houses memories inside.

I will tell the truth and care for you, hold on to things with tight fists. The one who is afraid of being like everyone else. Above other things I am human.

I AM WHO WAS BORN FROM MANY WORLDS.

My parents come from different places and I belong to all of the places or none of them. I like being in a lot of spaces and can be all over the place. Today I would say I belong in the cracks in between worlds. Deep into the cracks I live with the most wonderful people.

It's never dark because we put up warm lighting. From the skies you can see the light peeking out.

I don't know who I am. I have changed and will keep on changing.

TODAY
I AM THE ONE WHO
QUESTIONS,
LOOKS FOR
LIFE
AND
MEANING,

SOMEONE
WHO LOVES TO TELL STORIES.

THE
ONE
WHO IS TRYING.
I AM HUMAN.

I am the one who talks to the trees out loud, I am determined to keep my promise even if I have not been loyal to myself.

I will look up to the moon and smile, I will learn my way back to being in love with life.

KASHVI

A PLACE WHERE THE NEEDS OF THE SPIRIT AND THE CARE FOR PROGRESS WOULD GET PRECEDENCE OVER THE SATISFACTION OF DESIRES AND PASSIONS, THE SEEKING FOR PLEASURES AND MATERIAL ENJOYMENTS.

WHO AM I?

Every time I sit to answer this question hoping for clarity and a clear answer, I end up feeling even more confused than when I started.

Right now, I find myself to be someone whose head is constantly churning with one thought after another.

I can be randomly enthusiastic. At many points in the day I'm full of energy and cheerfulness.

Sometimes I wish I had something perfect about myself. And other times I believe it's in the beauty of imperfections that I keep striving, reminding myself to keep pushing and growing.

Sometimes I look at people around me and see my own reflection in them, whether it's

*SOMETHING I FIND IN MYSELF OR
SOMETHING THAT RESONATES WITH ME*

I learn a little more about who I am from those around.

While discovering myself from how I behave in situations, know my approach towards life and myself I keep this question thriving and inside of me as it changes and develops while I keep discovering only further
"WHO AM I, TRULY?"

ANANTINI



I AM A SPECK

OF NOTHING

THROUGH
SPACE

FLOATING

ON A ROCK.

Pretending to be human.

An equal to the insurmountable lists of accomplishments walking around me. Over me.

Sometimes I wonder what being a human really is. Is it the emotions that plague us day after day, until there's nothing.

No one left beneath them?

WHAT OF ME THEN?

If I am the feelings I host daily,
who am I?

I am the sadness of every goodbye.

The loneliness of feeling unseen even when surrounded by people. I am the anger of every woman who has ever been asked to make herself smaller.

The fear of things that have not happened and may never happen.

Guilt for every word never spoken, screamed words, and actions done for my own growth.

THE FRAGILE HOPE
THAT KEEPS RETURNING,
EVEN WHEN I HAVE
GIVEN IT EVERY REASON
NOT TO.

BUT THIS
IS NOT ALL I AM

I am the happiness in every moment.
The wonder I feel at things I cannot explain.
Pride when successfully completing a task.
The determination that refuses to let me remain where I have outgrown.
Compassion I feel so strongly.
Empathy towards every living thing.

I am sadness, anger, guilt and fear. Happiness, compassion and wonder. I am all these feelings in a trench coat, pretending to know what it means to be human.

I am a soul trapped in a mortal body for a reason that remains undiscovered.

NITIMEY



SEE THE WORLD

I think about
the question "Who am I?"

I believe that I am someone who has been shaped by my experiences, both positive and negative. The things I have gone through have influenced the way I think, react, and see the world.

Some of those experiences have been traumatic, and although they have been difficult, they have also helped me become stronger and more aware of myself.

One of the biggest parts of my personality is that I am a perfectionist. I tend to set very high standards for myself and always want things to be done correctly. While this helps me stay motivated and produce good work, it can also make me overly critical of myself when I don't meet my own expectations.

I often feel the need to have everything under control, which is why I like to stay organised and plan ahead.

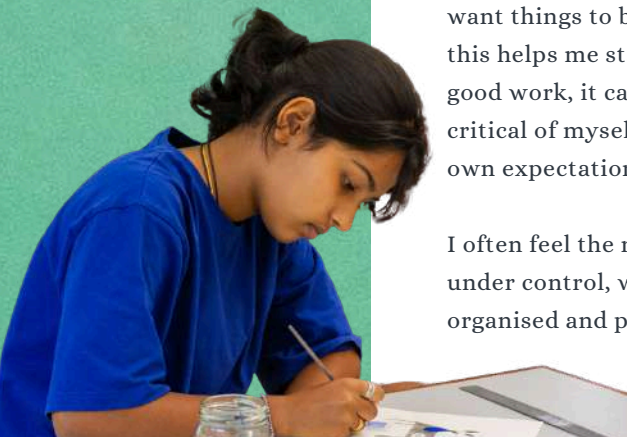
*I ALSO THINK THAT MY
EXPERIENCES HAVE MADE ME
MORE RESILIENT AND
REFLECTIVE.*

Instead of defining me, the challenges I have faced have become part of my personal growth.

They have taught me important lessons about strength, perseverance, and understanding myself.

Overall, I see myself as someone whose identity continues to develop through my experiences, values, and the choices I make every day.

MIRABELLE



“TO SEE A WORLD
IN A GRAIN OF SAND
AND A HEAVEN
IN A WILD FLOWER,
HOLD INFINITY IN THE
PALM OF YOUR HAND
AND ETERNITY
IN AN HOUR.”



BLOSSOMS

I do not want to know who I am because I know that this is a riddle with no simple answer. Yet, this persevering parasite of a question lives in me and I am, ironically, it's willing host.

So, as I spend my days cycling through the forests of Auroville, I find myself pondering upon this mystery: who am I?

I am someone who is drawn to perfection, precision, intellect, and rhythm. I am someone who blossoms under the light of music and dance. I am someone who laughs and never stops laughing. I am someone who cries, more often for others than myself.

I am competitive, shy, and competitive against my own shyness. I am competitive against my progress, against life, and against the mystery of the universe; I will find the truth, I will.

But no matter how much I write on this piece of paper, when all is said and done, I am nothing but a silly little human who is but a drop of water in the vastness of the oceans of the cosmos, swept around in it's currents.

ISHA MEENAKSHI

INTERNS OF SAIIER

The summer months bring with them the possibility of receiving student interns from various universities.

A fivefold programme

These are hosted by SAIIER, Sri Aurobindo International Institute of Educational Research and are composed of a fivefold programme:

1. work engagement
2. exploration of the context and raison d'être of Auroville, Sri Aurobindo's sociological works, & the ancient Indian quest for meaning and yoga psychology
3. physical education
4. self-reflection
5. final presentation & offering

His evolutionary worldview

During the summer break we learned that there were four students who had chosen to have an internship in Auroville. Jean-Yves and I were requested to offer them sessions on the spirit and purpose of Auroville, as well as create a first contact with Sri Aurobindo's Evolutionary worldview. As a result, through the month of June, the girls spent their mornings in one session or another at Last School.

The enthusiasm and will to learn that the four girls demonstrated was quite lovely and their responsive openness to know allowed us to explore many topics. Whatever was touched upon lead to questions that plunged us deeper into the field.

Many of Sri Aurobindo's books such as The Human Cycle, The Essays on the Gita, and even Savitri were dipped into. India's millennial perspective was explored through:

- The Vedantic 7-fold world
- The Tantric Chakras
- The Planes and Parts that constitute this complex human consciousness.

The experience was from all points of view good. And it suggests that we could offer more such possibilities in the future.

DEEPTI



Service, wonder & beauty

During my research, I found myself quite frequently collecting fragments everywhere of people and their stories of childhood and treks, making installations at Last School, reflections on teaching and how they would like to change it, friendships with gods and a collective realisation that perhaps service is also a form of ambition and that it's inherently tied to one's self-growth.

I knew I was going there to study other people, but I returned with the initially uncomfortable but ultimately beautiful realisation that the place had made me okay with studying myself.

I discovered that there's so much beauty and depth in things if you just have the eye for it. A change I've seemed to have grown into and observed in myself is that I've become so much more capable of holding diverse, contradictory thoughts, and I'm ever so appreciative of it.

Perhaps this is what I will carry from Auroville: to understand education as something that does not end with a classroom, and ambition as something that can coexist with service, wonder and beauty.

KAHANI

Intern from Gujarat University

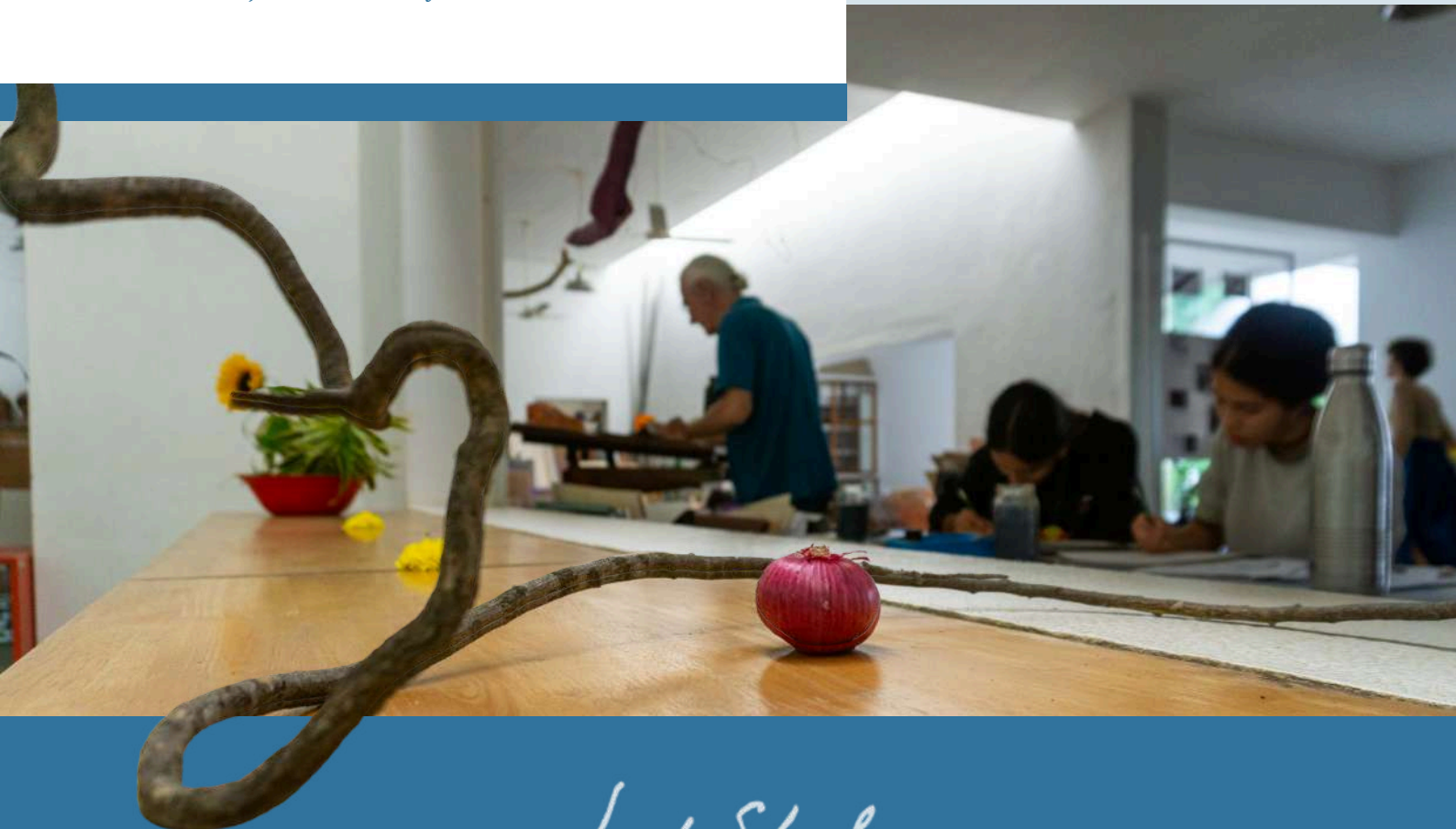
THE SUMMER ISSUE

LAST SCHOOL WORKS & STORIES

The question often arises, what goes on at school of Auroville during the summer months.

This particular issue of the Newsletter explores the summer works, preparation of the space the continued learning and other works of teachers.

We have used the occasion too to introduce a little of Last School and Auroville history & through the voices of three teachers and two students.



Last School



Last School
After School 2:1
Super School
No School

Last School

A UNIT OF SAIER, AUROVILLE

Last School in Auroville, India, works primarily with teenagers. Its educational approach, anchored in Sri Aurobindo, is centered on an integral development through the method of Free Progress.

The school offers an environment of beauty, where students asking their own questions, approach learning outside the constraints of traditional academic programs or external standards. Thus stepping firmly away from formal diplomas, Last School seeks to develop individuals who are better equipped to address tomorrow's complex challenges, invent new solutions, and contribute to an evolving society, rather than simply integrating into the existing one.



PHOTOGRAPHY: ASHWIN EZHUMALAI

LASTSCHOOL@AUROVILLE.ORG.IN

“IN THE PHYSICAL THE DIVINE MANIFESTS AS BEAUTY”
Mother's message to Last School in 1971