



DEVELOPING THE TOTAL BRAIN FOR ACADEMIC EXCELLENCE

Improving creativity, intelligence, and grades
Reducing harmful stress, anxiety, and depression
Decreasing use of alcohol and drugs

THE DAVID LYNCH FOUNDATION
FOR CONSCIOUSNESS-BASED EDUCATION
AND WORLD PEACE

Every student is at risk

Acute stress has reached epidemic proportions among students throughout the nation. Escalating academic pressures at earlier and earlier ages, poor diet, chronic lack of sleep, and alcohol and drug abuse take a terrible toll on a student's brain, behavior, and health.

The Transcendental Meditation Program

Hundreds of research studies conducted at leading universities and research institutes around the world, along with 35 years of classroom experience, have found the Transcendental Meditation technique of Maharishi Mahesh Yogi to be the single most effective solution to this crisis. The TM technique produces marked benefits in students' daily lives, including increased creativity and intelligence, improved grades and academic performance, reduced stress and stress-related diseases, improved learning, and improved relations with others—in addition to more widespread impacts such as reduced violence and conflict throughout society.

The David Lynch Foundation was established to ensure that any student in America who wants to learn the TM technique can do so. We are partnering with other foundations and philanthropists to provide scholarship funding that will enable students in schools throughout the nation to learn the TM technique and to receive a lifelong follow-up mentoring program, thereby ensuring that they receive the maximum health-promoting benefits. We also provide funding to support research on the effects of the TM technique on brain, behavior, and health, as well as tuition scholarships for students who want to attend highly successful schools founded on the Consciousness-Based approach to education.



DAVID LYNCH is an award-winning director, writer, and producer, and the chairman of the David Lynch Foundation for Consciousness-Based Education and World Peace.



EEG brain mapping measures objectively the marked improvements in brain functioning that are produced during and after the practice of the TM technique.

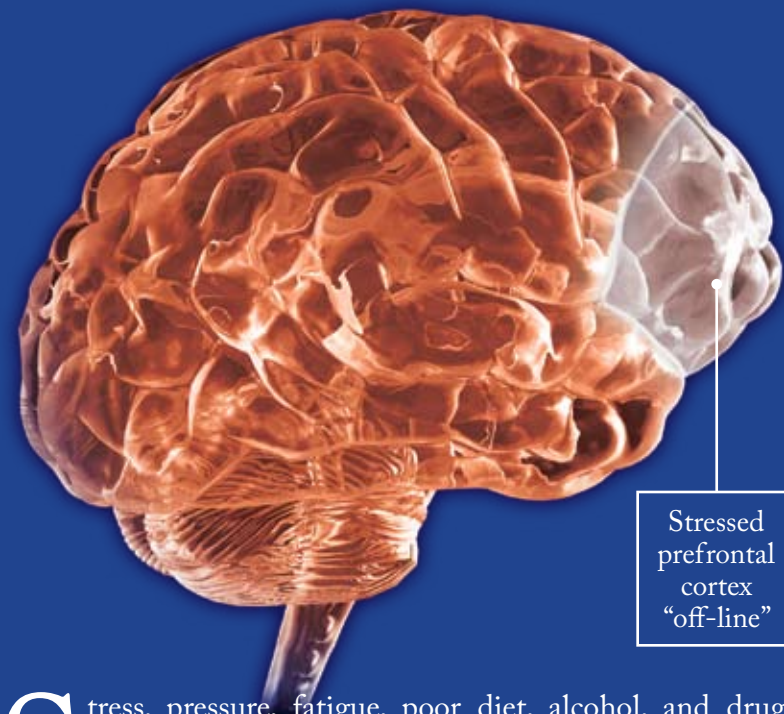
“I have had the pleasure of meeting many students who are ‘diving within’ through Transcendental Meditation as part of Consciousness-Based education. These students are all unique individuals, very much themselves. They are amazing, self-sufficient, wide-awake, energetic, blissful, creative, powerfully intelligent and peaceful human beings. Meeting these students, for me, was the proof that Consciousness-Based education is a profoundly good thing for our schools and for our world. But please remember that Consciousness-Based education is not a luxury. For our children who are growing up in a stressful, often frightening, crisis-ridden world, it is a necessity.”

Ten million children take antidepressant medication

Department of Health & Human Services

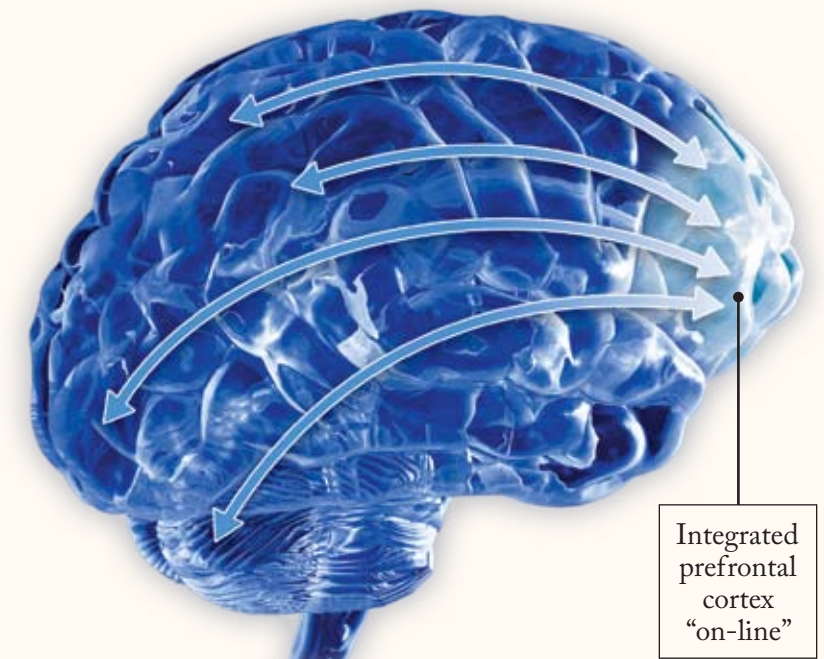
“I would say TM makes me very happy. I feel happy inside when I meditate and I feel happy when I am done meditating.”
—Meena, Age 11, 2-year meditator





How stress damages the student's brain

Stress, pressure, fatigue, poor diet, alcohol, and drugs damage neural connections between the brain's prefrontal cortex—or “CEO”—and the rest of the brain. When a student is overtired or under prolonged mental or physical stress, the brain bypasses its “higher,” more evolved, rational frontal executive circuits—it starts using more primitive stimulus/response pathways. Consequently, the child responds to daily demands without thinking; he or she makes impulsive, shortsighted decisions. When the CEO goes “off-line,” strong emotions, such as fear and anger, take over, adversely coloring the student's view of the world.



How the Transcendental Meditation technique optimizes the student's brain

The stress-reducing, nonreligious Transcendental Meditation technique provides the experience of “restful alertness,” which reduces stress, strengthens communication between the brain's prefrontal cortex and different areas of the brain, and develops total brain functioning. As a result, the meditating student displays stronger executive functions, with more purposeful thinking and more effective and farsighted decision-making. When the CEO is fully “on-line,” the emotional response to the world is more balanced and appropriate.

70% of students with mental health problems are not getting the help they need

Department of Health & Human Services

“What I appreciate most when I meditate is the inner calm and deep rest. It makes my mind clearer—and my day so much smoother.”—Coral, Age 17, 7-year meditator



4.5 million children suffer from ADHD and other learning disorders

Clinical Pediatrics

“I never thought I could sit quietly for 10 minutes with my eyes closed, but meditating is easy—and fun.”—Derek, Age 12, 3-year meditator



Do all meditation practices improve the functioning of the whole brain?

No. According to the research, different meditation techniques produce different effects on the mind and body—just as different medicines affect the mind and body differently. EEG and brain imaging show that only the experience of “pure consciousness”—the settled state of unbounded awareness—gained during the Transcendental Meditation technique enlivens and integrates the whole brain. “Mindfulness,” “visualization,” or “concentration” techniques enliven isolated areas and functions of the brain.



Benefits for education and health

The National Institutes of Health has granted over \$20 million to study the effects of the Transcendental Meditation program for the prevention and treatment of heart disease, hypertension, and stroke. In addition, hundreds of other studies have been conducted on the beneficial effects of the TM program for mind, health, behavior, and society at over 210 independent universities and research institutions in 33 countries, including Harvard, Yale, and UCLA Medical School.

- **Increased Creativity**
Journal of Creative Behavior
- **Improved Memory**
Memory and Cognition
- **Increased Intelligence**
Intelligence
- **Improved Brain Functioning**
Psychosomatic Medicine
- **Increased Use of Hidden Brain Reserves**
Human Physiology
- **Decreased Anxiety**
Journal of Clinical Psychology
- **Reduced High Blood Pressure in Adolescents**
American Journal of Hypertension
- **Decreased Depression**
Journal of Counseling and Development
- **Increased Calmness**
Physiology & Behavior
- **Decreased Insomnia**
Journal of Counseling and Development
- **Reduced Alcohol Abuse**
American Journal of Psychiatry
- **Decreased Cigarette Smoking**
Alcoholism Treatment Quarterly
- **Reduced Illness and Medical Expenditures**
The American Journal of Managed Care

1 in 5 African American teens suffers from high blood pressure

American Heart Association

“Thank you for TM. I mean that from the bottom of my heart. It has helped me a lot. I wish every student could meditate.”—Kenny, age 14, 3-year meditator



The third leading cause of death among teenagers is suicide

American Academy of Child and Adolescent Psychiatry

“I look forward to my TM practice. It’s a good preparation for the intensity of my school day—and a good way to end the day as well.”—Parsha, age 13, 4-year meditator



David Lynch Foundation Grants

Hundreds of middle and high schools—public, charter, and private—throughout the United States with many thousands of students have requested in-school Transcendental Meditation programs for their students. The following are profiles of three of the many programs now under way that have been supported by grants from the David Lynch Foundation.



George
Rutherford, Ph.D.
Principal

Ideal Academy Public Charter School Washington, D.C.

Dr. George Rutherford is a 35-year Washington, D.C., school principal and educator who first introduced in 1994 the TM program to hundreds of students and teachers at the Fletcher-Johnson Learning Center, which is located in one of the most violent areas of the District. Research on the effects of the program over a four-year period found a near complete elimination of all school violence, dramatically improved grades and increased school attendance. Dr. Rutherford is now principal of the Ideal Academy Public Charter School (K-9) in the District, where a program is under way to instruct all the students, teachers, and staff in the TM technique.



Sarina
Grosswald, Ed.D.
Principal
Investigator

Kingsbury Day School Washington, D.C.

Dr. Sarina Grosswald is an expert in cognitive learning and the principal investigator for a groundbreaking, randomized control study on the effects of the Transcendental Meditation program on students with ADHD and other learning disorders at the Kingsbury Day School (K-12)—the premier independent school in the D.C. area for children with learning disorders. Results from Dr. Grosswald's studies show dramatic improvements in attention and behaviors among meditating ADHD students, including more than 50% reduction in stress, anxiety, and depressive symptoms; increased attention and focus; increased organizational skills; and increased ability to inhibit their impulsive behavior.



Carmen N'Namdi
Principal

Nataki Talibah Schoolhouse of Detroit Detroit

Carmen N'Namdi is co-founder and principal of the Nataki Talibah Schoolhouse of Detroit (K-8); chair of the Board of the National Charter School Institute; and member of the Board of the Michigan Association of Public School Academies. Ms. N'Namdi first introduced the TM program eight years ago as part of Nataki's wellness program. Research on the TM program, conducted by the University of Michigan, found that the meditating students were far happier, less anxious and stressed, and got along better with their teachers and fellow students than the nonmeditating student controls. More than 300 students and teachers have learned the TM program at Nataki. Funding for the program has also come from grants from the General Motors Foundation and the DaimlerChrysler Foundation.

FOR MORE INFORMATION

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