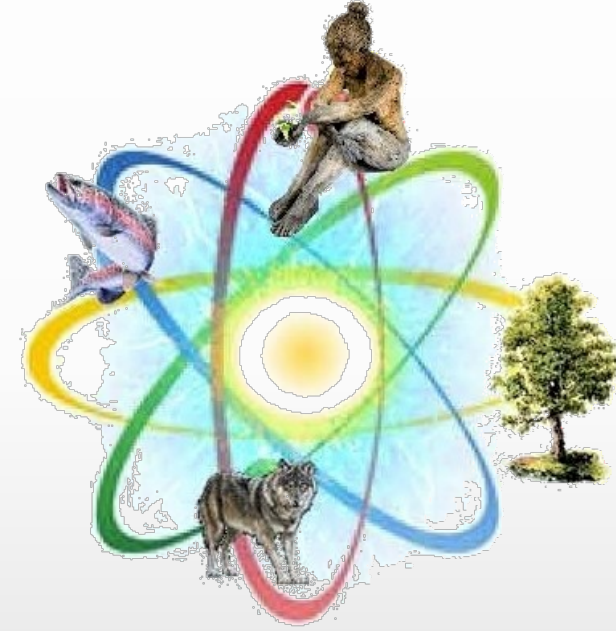


PROPOSAL OVERVIEW

# Envision The Future of Education Teaching Unity in Diversity



Spiritual Heritage Education Network





# Science And Spirituality

**Let us first discuss the “type” of discoveries throughout history and by whom:**

**Scientists are typically “right brained”.** They discovered, tested and asked questions based on logic and what they could verify. They are continuously curious and asking “Why & How”. With modern equipment they were finally able to go to a point that they could not completely explain: **The discovery of Energy:** *odorless, colorless, formless and invisible, but they KNOW it exists in ALL matter.*

**Spiritual leaning individuals are more “left brained”.** They are in a constant state of searching for answers using their inner senses and feelings. They learned through observation of nature and deep reflection. They too are continuously curious and ask “Why & How”. They have explained the purpose and meaning of life, and **discovered the spiritual “Life Force”** which they cannot explain: *odorless, colorless, formless and invisible, but they KNOW it exists in ALL life.*



# Science And Spirituality Agree

Prevalent systems of education are bounded by rationality. Matter has mass, *while energy has none*. While forms of energy are within sense experience, energy in itself is not.

Einstein has established that **truth cannot be limited by rationality**.

How did Einstein discover energy-mass equivalence? He was a theoretical physicist. He focused his attention to seek the truth underlying matter and he found it in the same manner as our prophets, sages, seers and philosophers established that the universe of matter and mind is from spirit outside the reach of our perception. *This process of discovery is termed contemplation!*

Material science calls the ultimate reality of matter as “energy” while spiritual science of our sages, seers, prophets, and philosophers calls its ultimate reality of the animate and inanimate as “spirit”.



## *Only Their Methods Differ*

*The method of modern science differs from the contemplative method of ancient spirituality.*

Scientists use **external resources** and experiments that can be duplicated for verification. Then Scientists contemplate these rational facts and discover a “truth”...or discover another question to be researched further.

Ancient Spirituality use **internal resources** such as a careful, attentive, and calm mind to search for “truth”.

The methods thus differ only in the resources and tools of exploration rather than their essential goals and objectives. *They both seek the ultimate reality underlying existence and they both use internal tools of contemplation without which no discovery is possible.*

**External research is taught in schools, but internal contemplation is NOT!**



# ***Why Typical Education is Failing***

The Universe, all matter, the world and all living things are part of an immense and undiscernible Truth.

Educational systems that are now in place try to define and educate with EASY and rational answers. Taking the easy way out continues to fail to transform people into a “wholeness” mindset that would unify the world.

Education should be transformative and empowering. Our Scientists, sages, seers, prophets, and philosophers have revealed the truth of an ultimate reality that underlies and unifies the diversity in the universe.

But most people have never been taught this concept. Of those who are aware, only a small percentage have absorbed it, and developed a personal experience to live their lives with the understanding of unity in diversity.

We believe that the time has now come for our houses of learning to take the lead in making us aware of the unseen Truth “as it is” and to teach systems of contemplative seeking and finding to form, re-form, and transform our being.

***That is the purpose of this proposal.***





# Current Situation and the Proposal

**Three major problems facing the world today are:**

- 1) Intolerance and bigotry based upon differences of any kind such faith, caste, creed, race, color, gender, gender orientation, etc.
- 2) Mindless exploitation of natural resources of the planet, and
- 3) An epidemic of degenerative diseases of the body and the mind, caused by stress.

With rational education, these problems have not been solved.

Prevalent rational education leads us to intellectual growth *within the bounds of rationality* that analyzes, fragments, divides, classifies, and organizes.

Education to cultivate the feelings of unity in diversity must get us beyond sense perception to lead students to an integration of existence.

We can understand the difference between ordinary rational and contemplative education by saying that the goal of **ordinary education is a “rational view of the world”** while that of **contemplative education is a worldview that “transcends rationality without denying it”**.



# *Traditional and Contemplative Education*

**Traditional Education** is based on compartmentalizing and learning based on facts and logical research. Each subject, topic and lesson is centered on the rationality of what we can see, hear and taste, which can be easily shared through textbook and mechanical processes.

*This has led to creating a world of division and polarization. Teaching that focuses on putting everything in a defined box, reduces the ability and the desire to search for that which is unseen.*

**Contemplative Education** is based on the inner connection of body, mind and “life force”. The ability to see beyond that which is visible through a peaceful mind and body opens the door to all that can be felt. This ability opens up a more complete form of “knowing” that connects all this is seen and all that is unseen.

*This type of education will allow not only the minds of the students to reach outside of the boxes, but to cultivate their own life force to connect with all that is.*

It is not a choice between the rational and the contemplative, **we need a judicial blend of both** because it's the rational when pushed to its boundaries that leads to the contemplative, and the greatest scientists knew this!



# ***What Traditional Education is Missing***

Education based on rationality does not entertain indefinite notions such as infinity, infinite regression, paradoxes, ultimacy of causation, etc.

It also does not entertain indefinite ideas of the purpose and meaning of life, unconditional love, compassion, etc.

Learning promoted by the prevalent rational education does not access such notions, both of which are included in contemplative education.

- **Traditional Education might address bullying** – *but has never taught compassion*
- **They might teach about prejudice** – *but have never taught unity or oneness of humankind*
- **Discussions about the environment are common** – *but explaining that all life is connected by “life energy” is not.*

***In short, students are given the rational, but not the deep understanding of it!***





# ***Contemplative Education adds the Last Piece***

## **Holistic learning happens in three steps:**

- 1) Gathering information through sense perception in a teaching-learning process and from observation. Information gathering using the five senses of knowing is where education and learning begins. But our senses can only perceive differences. Perception of differences indicates boundaries.
- 2) Reflective revisiting of information gathered by the senses to process it into knowledge and understanding, and lastly...
- 3) Reflective consciousness. In this state, we return to the information we gathered with our senses and try to make sense of it. In this reflective state of consciousness, we begin to find similarities, relations, and discover connections. Further processing of the collected information and the resulting understanding to use in everyday behavior in the external world.

Without this last step, scientists like Einstein and Bohm would not have made their world changing discoveries!



## Embracing the “Whole”

Wilhelm von Humboldt, a Prussian philosopher, diplomat, education official, and founder the University of Berlin argued that broad based education, that came to be known as **Humboldtian model**, should be given the top priority, vocational skills can easily be learned later, he argued. In a letter to the Prussian king, he wrote:

There are undeniably certain kinds of knowledge that must be of a general nature and, more importantly, a certain **cultivation of the mind and character** *that nobody can afford to be without*. People obviously cannot be good craftworkers, merchants, soldiers or businessmen unless, regardless of their occupation, *they are good, upstanding and – according to their condition – well-informed human beings and citizens*.

**German Bildung approach** refers to the tradition of **self-cultivation with consciousness raising and transformative education** to affect personal and cultural maturity by harmonizing head and heart to understand the connection between self, community and world at large. “Education, truth and virtue” must be disseminated to such an extent that the “concept of mankind” takes on a great and dignified form in each individual.

European Bildung Network defines it as “the combination of the education and knowledge necessary to thrive in your society, and the moral and emotional maturity to both be a team player and have personal autonomy. Bildung is also knowing your roots and being able to imagine the future”. Countries like Sweden, Denmark, Norway and Finland have high economic productivity, high social equality, high social trust and high levels of personal happiness. *They implemented an education model for their countries based upon the German Bildung concept to achieve this.*



## Concluding Remarks

The scope of contemplative learning to cultivate the feelings of unity in diversity is not limited only to building unity at the localized community level, but it also extends to the feelings of unity in diversity at the planetary level.

We begin to feel our own self extending to other human beings as well as to the natural environment in which we live: trees out there, water running in the brook, the mountain where it originates, the flora and fauna on its banks, fish and aquatic life flourishing in it and the rocks that make the currents swirl.

Mental calm is a prerequisite to contemplative learning and contemplative learning leads to lived feelings of unity in diversity which in turn intensifies mental calm. Fear-based mental stress disappears with the dawn of mental calm and the disappearance of mental stress prevents and reverses a multitude of physical and mental diseases.

***We heal ourselves...We heal our world!***

***Coincidence??? I think Not!***



**An Atom – A Part of ALL matter**



**Our Solar System**



**Our Galaxy**