



The WISDOM WAVE

Newsletter

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Patricia Brown, Editor

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EDUCATION

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Education may aptly be called the hallmark of civilizations. Ancient, medieval and modern civilizations have their roots in the primordial, natural system of discipline, honesty, self-preservation, endurance and cooperative endeavors for the refinement and progressive process of realizing and knowing the capabilities inherent in the conscious act of creation. Nature is a great teacher. Nature taught the ancient peoples about life in its progressive stages. It is, therefore, obvious that education, if applied in the proper spirit, will bring about refinement and character building capabilities. Even though the modern education is based on the three R's principle, it also can be construed as refinement, responsibility and realization. Every human being has an inborn attitude conducive to body and mind irrespective of external influences and circumstances. In ancient times, student life occupied a greater portion of adulthood and

before a student entered a householder's life, he or she was fortified with character, courage and self-dignity. This enabled the life process to be smooth and beyond vicious impulses. The students were required, in those days, to engage in self study, honestly with respect and gratitude to their parents and teachers. Mathematics was one of the important subjects taught in those days. And it set forth the equation of

involution and evolution of life along with the universe. The students generally entered a phase of intelligent deliberation, which, in turn, brought a great order in life. Intellectual games were of secondary or negligible importance. The human body itself has great



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Inside This Issue

- 1 About the Santa Fe Retreat May 22-26, Memorial Weekend
- 2 About the Trip to Brazil, September 1996

intelligence and it grows orderly within the structure of discipline which is the process of growth with greater meaning. There was great enthusiasm on the part of the students, parents and teachers for the opportunities they

enjoyed in being what they were at different stages of development. Education begins at home and extends in schools, universities, and then to the universal university which comprises the world and its manifold activities. Education holds the key to the vast expanse of life including communication, commerce, collaboration and the fruitful endeavors beneficial to each and every living soul.

Now comes the modern world, which can be described as a product of wrong turns and twists. This is an age of greed, intolerance, and indulgence. Education took a downward plunge and misunderstanding grew and reached a deeper level of ignorance. The world is suffering and suffering is caused by wrong thinking and wrong actions. Psychological suffering has become an epidemic. Character and civility die in this epidemic. There is a lot of material poverty in the world. The more recent countries, which are built on technology and self centered ambition, arrogantly call the ancient countries Third World countries even though they were first in chronological order. In the Third World countries, if you may venture to call them, one can see children wandering in the street stealing, shop lifting, and selling drugs because they have no means of living. They are poor because their parents are poor or they don't have parents. They are victims of exploitation and circumstances which they cannot help. They are called street urchins, many of them don't even make it to be teenagers. When you see those conditions, you see how fortunate you are in this country. In the affluent countries, especially like the United States, we see the teenagers walking in the streets with discolored hair, disfigured faces, in costumes advertising pornography or debasing ideals. Some are called street punks, others who take drugs are called junk punks. They also do shoplifting, selling drugs, buying drugs, smoking cigarettes and mooching around. These are affluent children with all the opportunities to help themselves and others. But these children are the victims of opportunities in the land of so called "opportunities." The trend has brought untold misery and pain to parents and teachers. The education system is in shambles. The teenagers start their life at 13 which is considered to be an unlucky number in the

English speaking world. Drug dealers, pimps and antisocial elements become very lucky with these unlucky teens. One man's food is another man's poison. The irony of the situation is that the parents and the teachers cannot control the wayward growth of the society because the teenagers are poised to do harm to themselves and to others in the name of rebellion and freedom. Is this freedom or slavery? One can be a slave to one's whims and fancies, habits and wrong notions.

It is obvious that educators feel the pressure of responsibility in a helpless situation. It is observed that these teenagers have mood disorders. This is blamed on hormones and the chemical activities in the brain. It is my humble observation that it is not the chemicals that make the person but the person who makes the chemicals. Hormones are harmonious if they are balanced. They are meant to promote growth. The reaction of the hormones depends on the food we eat, the thoughts we think, the behaviors we adopt, and the attitudes we cultivate. The mood disorder is symptomatic and the symptoms are anger, hatred, violence, and passivity. Everyone has moods and modes. When we oscillate between moods and modes constantly, we end up with attitudes. We go after modes as they become models and models are external objects of imitation. Fantasizing and dwelling upon models creates fictions and fragmentation leading to insane and immoral acts detrimental to life and living. Society will not allow these activities to some extent, in some ways, and as a result those who are engaged in such subversive activities develop mood disorders. We want to imitate somebody else because we don't have self confidence, self esteem, and the competition is between imitations. Every person is uniquely disposed. Imitation strikes a blow to this uniqueness of the individual, which may bring about a state of dis-ease. The duty of a student is to learn and not to go into unwanted temptations. In a forthright and straightforward lifestyle, chemicals are irrelevant. It is very important for everybody in life to assess his or her capacities in every possible way so as to have proper attitude. Proper attitude contributes healthy energy to the mind which automatically adjusts itself to the task ahead. The task ahead is generally

preconceived or it may come up during a lapse of time. One of the main themes in this process is not to reject or accept any thought without fully understanding the source and the merit of each thought.

Every child is born with a basic instinct. Animals also have this instinct. This is not Hollywood's version of the basic instinct, which means sex. Basic instinct is nothing but love - not a particular type of love, nor just sexuality. The basic instinct is like a flower. Its nature is to spread beauty fragrance and love to all. It is a common knowledge that a child's first love is the mother, and the mother is an embodiment of love, compassion and kindness. The child first bonds with the mother and then with the father. The parents jointly focus their love, attention, compassion, kindness upon the growing child, even after the child reaches the so called unlucky thirteen.

It is imperative for every student to have faith that he or she has a mission in life and a dream at large. A dream is always uplifting. Human heartedness is one of the keynotes of a progressive life and the responsibility of being good and doing good is fairly and squarely on the shoulders of the present generation of teenagers. Unfortunately there is a generation of teenagers which is swept away by a trend of unhealthy behavior tantamount to self indulgence, narcissism and atheistic dogmas. To be good in life has nothing to do with God or the belief in God. God is not a dogma but God is all goodness. The idea of God is nothing but the maximum capacity in a human being to do good. To be good and to do good is Godly. On the other hand, the capacity to harm oneself and to harm others in the name of fancies and fantasies is Satanic. When you assimilate the good, you become a good person. You are born with basic instinct and then you come into association with a corrupt society. That does not mean we should be corrupt. If you say if others are like this, I can't be like that, then you don't grow. There is another instinct which is acquired, I may call it the base instinct, which is hatred, anger, jealousy, violence. When the two instincts clash, the person becomes confused and complex. A complex and conflicting personality ends in neurosis and neurological problems. Do you

believe in God? God is a good thought, it is the basic instinct, the topmost capacity to be good, to be good to oneself and to the whole world. Satan is the utmost capacity to do harm. We have both capacities. God does not stand out with a ledger recording your doings. You keep your own account of what you choose in the deep or the devil! The task of education is to help and to be helped. One should begin the day with sanitation and end the day with sanity. You have to pick up what is essential, what will help you, what will help others.

The real question is "Who am I?" All the great people of the world asked this question before they were teenagers. It is a great thing to ask this question and arrive at an answer. The answer is so acute, so ennobling, and one day you'll get answers and flower into a full human being. When you get the answer you put it to good use. Charity begins at home. The whole process of life begins with oneself. If you think others are good or bad, do not imitate. Allow yourself to grow. It is important that the individual grows. Each growth adds to the collective growth. The whole society improves. Education requires honest self reporting. There are three types of students. The sincere student goes to school out of a spontaneous devotion to learning. Another type goes to school to have fun. Another type goes to school because of being forced by the parents. The first and the last type learn and succeed. One has the taste, one gets the taste. The middle has lost the taste. The taste buds are gone. One theory is that you have to fall in order to get up, that you have to do something bad, in order to do good. But in a general way, you can still learn, you do not always have to fall down, to learn to get up. You can learn about fire, without burning your hand. Some established facts are universal. Your dreams are tender, beautiful, wonderful. Everyone dreams. No one wants to be poor, uncared for. No one will dream of being a street punk. A dream is something very ennobling. We don't know if we will have a next life, we must find in this very life what we are looking for - happiness, joy, service to others. A dream is also a mission. A person does not have a mission, a person is a mission. You cannot get success by any other means than right thinking, right doing. Violence never saved the

world. Real education is a dynamic exchange between "to be and not to be." Oh children of the present and future do not waste your life in debasing activities. Rise above dangers and traps. Rise to the occasion. Do not prey upon yourself, but pray to yourself. You have the goodness. You have the magnanimity to be a fully developed human being and let it be your pleasure and joy. Transcend your frailties and short comings and achieve success in everything you do with reverence and righteousness because nothing succeeds like the success of the benevolent.

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The purpose of WISDOM WAVE is to foster the upliftment of humankind through universal spiritual philosophy, without discrimination or affiliation, teaching a way of living which can bring order to human life with profound awareness and creativity.

WISDOM WAVE AFFIRMS

- *** **The right and necessity of the individual's search for the truth within**
- *** **that the truth abides above and beyond the limits of intellectual conceptualization or dogma**
- *** **the existence of one conscious, immanent and transcendent spirit**
- *** **the freedom and the responsibility of the individual**
- *** **the abstention from the submission to another person's spiritual authority**
- *** **the possibility of dignity, wisdom, creativity and awareness in the growth and fulfillment of the individual**
- *** **the need for service to others as a vehicle to encourage freedom of inquiry, humanitarian assistance, and the profound application of spiritual principles.**

BRAZIL:

MANY HAPPY REUNIONS & NEW FRIENDS

marked the trip made to Brazil. The trip was sponsored by the Nucleo de Yoga of Belohorizonte, directed by Professor Jak Philozof. Simone and Jak Philozof hosted the stay which lasted two weeks. Numerous planned

activities included talks on Yoga and the Universal Mind by Shyam and talks on Sacred Psychology by Patricia. Other events included a retreat at a beautiful lakeside center, children's blessing programs, and daily consultations with individuals and families. Simone and Jak's beautiful home overlooked the mountains of Belohorizonte and Spring was in full bloom, although it was early enough to spare the mosquitoes. Many beautiful friends made offerings of songs and music for the various events housed at a Music Conservatory as well as a language school and the homes of individuals. Shyam also spoke to a group of physicians, psychiatrists and psychologists while sitting under the picture of Sigmund Freud!



Above some friends at the Brazil retreat. Jak Philozof who sponsored the visit is in the back row, fourth from the right. Simone Philozof is behind Shyam to the left.

MEMBERSHIP:

If you wish to become a member of WISDOM WAVE, or to renew your current yearly membership and have not done so, please send a \$25 donation to:

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