

ThoughtLine

December 2009

Up Coming Events

COMMUNITY MEDITATION MEETINGS

The Third of The Three Linked Festivals of Fall
Sagittarius, Tuesday December 1, 2009 @ 7:45 PM

Capricorn, Wednesday December 30, 2009 @ 7:45 PM

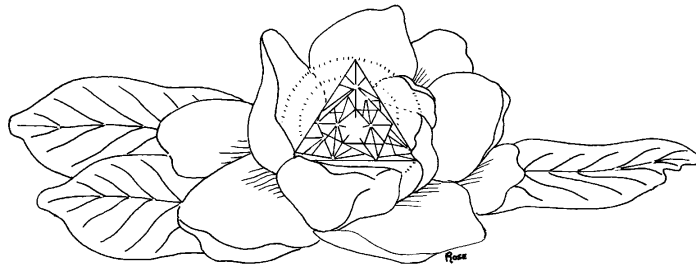
New Year's Eve Meditation Service for Humanity, December 31, 2009 @ 11:15 PM

Aquarius, Friday January 29, 2010 @ 7:45 PM

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P. 1 by Tom Carney



Workshops/Classes (To participate, please call to arrange a meeting)

- ▶ Building the Lighted Way - Sundays @ 9:00 AM
- ▶ Building the Lighted Way - Tuesday Mornings @ 10:30 AM
- ▶ The Nature of the Soul – Tuesday Evenings @ 7:00 PM

Group Meditation Work

November 17th, 2009 through December 15th, 2009

The soul of a nation is hidden, and he who represents the state must possess the whole synthesis of the nation. ...The right of leadership belongs to a spirit linked with the Forces of Light. Therefore, according to the Higher Law, there can be no accidental leaders. When the consciousness has become expanded, then will become possible the affirmation of the great law of Leadership. *Fiery World* 351

December 16th, 2009 through January 20th, 2010

The mist of knowledge can be illumined through Infinity. Certainly we must strive to all that can lead our consciousness beyond the boundaries of our planet. Only thus can the true values be understood. He who can understand synthesis will understand Hierarchy. *Hierarchy* 152

Arcana Workshops

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The Evolution of Education

As we know the driving force behind world evolution is the Intent of the Logos as it works out through the consciousness of the Kingdom we call Humanity. Thus we say that it is consciousness that is evolving. The changes we see in the form worlds are, therefore, manifestations of this inner evolutionary process.

It is obvious to those who are looking that the evolution of consciousness has been, even if somewhat slowly from our point of view, relentlessly driven forward over the millenniums by Humanity's disciples and initiates. Through their rhythmic meditation and efforts of embodiment, these disciples and initiates have enabled the evolution of consciousness to proceed. This effort has always involved sacrifice at some level and often at the heroic level of a sacrifice of life itself.

It is likewise not difficult for those who are looking to see this unfolding progression of the Logos' Intent. It has been ever-expanding from the one dimensional, form-focused state we call self consciousness, which in reality is non-consciousness, into an ever-widening synthesis and the realization of a new state of livingness. We call this new livingness group consciousness.

For some years now, *Thoughtline* has been focused on this new consciousness and the various areas of humanity's life and the systems we use to organize and manifest the unfolding vision. We have looked at the impact of group consciousness on group life and meditation as well as political, religious, and economic

systems. In this issue we will be focusing on the concept of education and the systems that have evolved to implement this deep principle.

Education, not often thought of as a principle, is the concept which posits the essential medium through which the intent of the Logos drives human evolution and, therefore, to a large degree, the evolution of the planet. There is not one of Humanity's systems that is more key to our unfolding as a kingdom than the system through which we attempt to educate ourselves. The shape and quality of human civilizations and cultures rest on the educational foundation of the people who built them.

Education is learning and teaching. It is the gathering of the Wisdom gained through periods of breathtaking beauty and triumph,

excruciating pain and apparent failure, experiment, experience and expression, and the migration of that paid for and gained

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wisdom from generation to generation. Education is the bringing of the principles and ideas which make humanity what it is into the conscious awareness of the next generation, into the fields of our children's imagination. Education is the process which can ignite that coal of curiosity and wonder, of willingness and eagerness, that spark of soul, of spirit which burns in the breast of every newborn child. If this spark of divine curiosity is successfully ignited, it will burn brightly for the remainder of the child's life, directing and conditioning the nature and quality of the systems through which the unfolding Plan will manifest on our planet.

However, primary to the unfolding of consciousness as it is, education is usually not a very high priority in the processes of our governments. There is a phrase I heard many times over the years I spent teaching English and World Literature in the secondary and college systems: "Those who can, do. Those who can't, teach." This phrase is more than a simple statement. It is another of those particularly insidious thoughtforms that have been planted deep within the fabric of our cultural consciousness. This one serves to undermine the essential role of education and the Teacher and to impede the unfolding of the Plan.

Present Systems

Our present educational systems are very much overlooked and denigrated by the controlling forces. For example, teaching is usually the last profession a self centered individual will choose to pursue. In 2005 or so, average starting pay for beginning elementary school teachers was around \$31,000. In a salary survey report circa 2005, elementary school teachers, K-8, had a median salary of \$39,259, and high school teachers had a median salary of \$41,855.

To compare the salaries received by those in the teaching profession with almost any other career track is almost ridiculous. Labor statistics give the average **hourly** charge for lawyers with 1–3 years, experience as \$205. A lawyer has to work about 205 hours or 5, 40 hour weeks to make \$42,000. The median pay for Family and General Practitioner doctors is \$161,000 a year. Almost without exception, including the trade professions such as carpenters and plumbers, electricians, this kind of situation is the case. Consequently, this situation does little to attract the brightest and most able among us into this profession. But of course, why would we want to pay those

who cannot do but only teach the same as those who do?

Presently, this is pretty much the reality of the teaching profession, and the state of our public schools often reflects society's failure to value teachers and education. So, **how** and **why** we are getting educated really becomes the lynchpin to human progress. I want to look at that. First a little overview of the evolution of education will be helpful.

The educational issue of two or three thousand years ago was not **how** we got educated, but **who** got educated. Education, you will recall, was reserved for the priest-hood of whatever theological power was in control of a given geographical area. This condition ameliorated somewhat during the Golden Age of Greece in that education was available for the members of the ruling classes. The fact of **who** was being educated and **who** was being denied education is, in itself, incredibly revealing in regard to the power of education or rather, consciousness expansion.

Resurgence of Theological Power

During the three to four hundred years after the death of Socrates and Plato, the dimming of the glory that was Greece, and the rise of Rome, it seems that theological forces gradually re-asserted themselves. The wisdom which had been contacted and brought into the range of the human intellect by the great Teachers of the Golden Age was gathered up and sequestered primarily by the burgeoning power of the theological forces of the time so that by the second century after Christ, education was once again primarily only available to monks, other priestly types, and very high levels of the aristocracy. Female children of the ruling classes were given some education in languages and music, but it was a rare

woman who was exposed to philosophy, mathematics and so forth.

So, very early, evolutionary growth in education consisted of a gradual shift of control from theological powers to control by or at least availability to a larger segment of the aristocracy. This expansion took centuries, but it was a development of great importance.

Freeing The Mind

This expansion gradually produced significant numbers of individuals all over the world who could reason, read, write, understand and communicate about abstract concepts. Many of these individuals lived and operated, at their peril, outside of the control of churches and the narrow confines of ecclesiastical, scholastic study. It was as if humanity's mind had been freed from a long imprisonment. It is essential to note that this movement was driven by then incarnated disciples and initiates who were people of action. These were not the individuals who sheltered in secret caves and private towers and served through their power to send out love and ideas. These people were involved in daily living, teaching, and embodying the new concepts through their lives. Quite conscious of the forces arrayed against them, they were clearly aware of the danger they faced. One could make a lengthy list of such men and women, but I will just mention one name: Peter Abelard.

The Sunrise

Ultimately, this expansion of consciousness through education produced what has come to be known as the Renaissance. The European Renaissance of the fourteenth and sixteenth centuries, like a two hundred year long sunrise, a harbinger of the change that was coming and continues to unfold to this day, with unavoidable periods of

setback, might be seen as the beginnings of the evolution of group consciousness within the general body of the still generally unrecognized One Humanity.

Like an early example of the hundred monkey theory, the phenomenon we call the Renaissance occurred relatively simultaneously in many parts of the world demonstrating the fact of the One Mind. The realization of the fact of a wider group of beingness, of the growing ability of the individual to identify with humanity on the part of this not very large group of men and women (We will mention Elizabeth I.) began to shift the focus of concern from the good of the separate self and the privileged few to the common good and the general welfare. The following small speech given by Queen Elizabeth illustrates this outbreak of group consciousness:

My loving people, we have been persuaded by some that we are careful of our safety, to take heed how we commit ourselves to armed multitudes for fear of treachery; but, I do assure you, I do not desire to live to distrust my faithful and loving people. Let tyrants fear, I have always so behaved myself, that under God I have placed my chiefest strength and safeguard in the loyal hearts and goodwill of my subjects; and, therefore, I am come amongst you as you see at this time, not for my recreation and disport, but being resolved, in the midst and heat of battle, to live or die amongst you all — to lay down for my God, and for my kingdoms, and for my people, my honor and my blood even in the dust. I know I have the body of a weak and feeble woman; but I have the heart and stomach of a king — and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which, rather than any dishonor should grow by me, I myself will take up arms — I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness, you have deserved rewards and crowns, and, we do assure you, on the word of a prince, they shall be duly paid you.
— Tilbury, England, August 1588

Expanding Consciousness

This expansion of consciousness eventually led to breakthroughs in science, government and economics as well as the gradual expansions of education. It gave us such things as the Magna Charta, the decline of feudalism and the rise of common law, the rise of Humanism and the Protestant Reformation, an early and clear discrimination between church and state which is so seminal to the structure of the U.S. Constitution. The Renaissance also gave birth and value to such concepts as the Common Wealth and the General Good which are the backbone of democracy. All of these examples and many others which could be cited are effects of the expanding consciousness of humanity and the realization within humanity of the “fact of the One Humanity and the value of the individual.”

The Inevitable Response

The backlash to this expansion of education and consciousness, the inevitable response of the Forces of Retrogression to even a tiny effort to expand the light, manifested in many ways as well. Perhaps the most obvious was a centuries-long series of inquisitions which started as early as the eleventh century. The specific response to the appearance of the Renaissance is best seen in what came to be known as the Spanish Inquisition. This assault was initiated by Spain’s King, Ferdinand II of Aragon, and Queen Isabella I of Castile, and blessed by Pope Sixtus IV.

Although mainly known as a Spanish thing, different flavors of the inquisition operated in many nations in which education and an expanding consciousness were bringing light into humanity’s efforts to unfold the Plan. It is essential that we see these movements not as some randomly occurring chance events, but as what they actually

are: the calculated and powerful responses of the Forces of Retrogression to manifestations of the Light. The evolution of consciousness is not linear. “Consciousness grows through synthesis. . . . [It] proceeds from the center encompassing successive circles of new understanding.”¹ As consciousness expands, it reveals the whole picture. ***We must be willing to see all sides of life to see any of it in its true light.***

The next wave of advancement in education continued the effort to wrest education out of the hands of the world’s privileged secular forces and to make it available to the lower classes. This too took centuries. As late as 1840 in England, for example, free education for the working class was still not available. Education for the “mob” was viewed with great apprehension by many of the ruling class. The opportunity to become educated trickled down the class ladder very slowly.

The Evolving Light

The expansion of education in the early days of the U.S. probably had its beginnings in Plymouth whose citizens had come to the New World fleeing religious persecution, seeking to express their own sense of relationship with God. The catalyst for this expansion was the determination of the founding fathers of Plymouth that the masses should be able to read and understand the Bible and the code, the secular laws governing the communities.

This initiative led to the Massachusetts Act of 1642 and a short time later to the Old Deluder Satan Act of 1647. These two very small acts eventually resulted in a tsunamical wave of mandatory education for all elementary and secondary children in the nation and then, some three hundred years later, in October, 1979 the establishment of a

Federal, Department Level Office—the Department of Education—with a (2009) \$62.6 billion dollar budget.

The New Renaissance

It is beginning to become clear that the birth of the United States was a consciousness expansion of enormous significance. To me this singular event is one of the most obvious signals that the Aquarian dispensation driven by the Seventh Ray was upon us. The U.S. Constitution signed some 140 years after the Deluder Satan Act is one of the most significant documents to have appeared in the past 2500 years. The purpose of some of its drafters, consistent with the impact of Seventh Ray energy, was purported to be to ***create a new government rather than to try to fix the old one, the Articles of Confederation.*** It is very interesting that, according to the lore, Master R. was in attendance at the final signing of the Constitution in Virgo on September 17, 1787. (It is indicated by some that Master R. was the unidentified person in the back of the room who made an impassioned plea to urge those who were balking, to sign the Constitution.)

The Failed Back Lash

A brief seventy-four years later in 1861 an additional indicator of the huge impact of these fledgling group conscious initiatives on how a people would design and run its systems can be seen in the advent of the Civil War. Its occurrence, prosecution and outcome, was another shift of enormously significant proportions in the unfolding of the Aquarian advent. The existence of a sufficiently large enough, educated and growing middle class undoubtedly had a great influence in the election of Abraham Lincoln and the prosecution of the Civil War. This war both salvaged the Union and eliminated the abomination of slavery as a legitimate institution from our national life.

The insertion of slavery into the Constitution was one of the most damaging and darkest of the Retrogressive Forces' efforts to stop the evolution of humanity. They failed again.

The education systems, of the Western world at least, continued to provide what came to be known as a liberal education (classic curriculum of philosophy, literature, science, history, music and art) and in addition educational programs in many practical arts for a large majority, if not all of the citizens of a given country. The idea of a liberal education, the value and appropriateness of which was always questioned by some, by the late 1960's in the United States, began to come under serious if subtle attack. Although seldom seen as such, this became a full scale relatively open assault by the 1980's.

The New Front

Ronald Regan vowed to eliminate the Department of Education as a cabinet-level post established by President Jimmy Carter in 1979. He failed. However, since that time there has been an unrelenting attack both on the existence of the basic right to a public funded education and on what is actually being taught in the schools. And so we move now from the issue of **WHO** gets educated to **HOW** we get educated.

True to their nature and their skill, the present assault initiated in open force some 35 years ago by the retrogressive forces on the educational system in the United States is, as I mentioned, at least double edged. In the first respect, their efforts are to shift the curriculum away from the study and transmission of human values, the abstract concepts which underlie and give integrity to our civilizations and direction to their continued unfolding. In so doing they would turn our public schools into mindless jobs training program centers.

Such centers would become, in fact are becoming, the assembly lines for the production of a kind of high tech human robot. These individuals will fulfill the requirements of the controllers without any question or even thought about such things as the Common Good and the General Welfare, let alone Essential Divinity, Goodwill, Unanimity, Right Human Relations, Group Endeavour and Spiritual Approach.

For a contemporary example of this phenomena, one might view Robert Kenner's documentary *Food Inc.* (available on DVD). Also, a fresh reading of Aldous Huxley's *Brave New World* would give the picture. Soma was the drug used to keep people happy and dumb, figuratively and literally, in the *Brave New World*. In the present scene, Soma—"a half a gram and you don't give a damn"—has yet to be synthesized, or at any rate released, by "Giant Pharma", so we are making do with sports contests, superficial entertainment, numerous other designer drugs, alcohol, and junk food.

The other prong of this assault is directed at the very structure of public education. The strategy employed executes in general like this:

1. A many-fronted, all-out sophistic propaganda assault on the values of humanism, intelligence, and vision. (Some will recall the denigration of Adlai Stevenson as an intellectual or "egg head", and the denigration of Jerry Brown as Governor Moon Beam.)
2. Destroy the quality of public education by forcing teachers to teach to memory tests rather than concepts and grossly limit books that invite exploration of ideas and develop the creative imagination thus dumbing down and miring the general mind in data of the

lower form world and keeping it out of the realm of ideas, beauty, and truth.

3. Grossly limit the total resources of any kind available for education, primarily the presence of teachers in the schools, by limiting the amount of public tax dollars available.

4. Encourage and create private, for-profit educational opportunities to suck the children of the most financially secure individuals out of the "terrible" public schools, thus further weakening the educational opportunities of the non-privileged remaining children.

My concern here has more to do with the curriculum than the effort to turn the education of our children into a for-profit business. Although, to point out an irony, it is interesting that the curriculum offered in the for-profit private schools is often a much more liberal arts oriented program than that which is being offered in public schools.

Our Proactive Responsibility

If we have the courage, the loving compassion and pure reasoning will live up to the opportunity and demand for quality universal education, the group conscious members of the One Humanity, in their ever increasing numbers, will take action. They will engage. They will confront, negotiate, compromise. They will embody, unfold and initiate efforts, that will manifest as new human, heart centered programs that support the Common Good and General Welfare.

Such proactive will and heart driven efforts will expose the assault being made on our educational systems for the glamour and illusion it is. Through their fearless actions and determined loving will, they will reveal the value of education to the Common Good and General Welfare and cause it to be moved into a much higher priority position

than it now enjoys. They will thus redirect the people's energy and tax dollars, into the people's needs.

A Brief Aside

Eventually humanity will manifest a degree of unanimity which will obviate the need for the use of compromise, a thing that usually merely sets off for a time the necessity of dealing with a present injustice. However, compromise is today among the arrows in the warrior's quiver, and is frequently a necessary thing to get any movement at all. Those who are railing at what they see as Mr. Obama's "timidity" are likely not aware of the expansion of consciousness and the resulting change that he is endeavoring to implement. Nor are they apparently aware of the forces and the power that he is facing.

Each advance, no matter how seemingly small is a rent in the veil, an opening through which additional light will pour. If there were no compromise during the four and a half months of the Philadelphia Convention of 1787, there would be no U.S. Constitution. Remember, this incredible document was signed with four provisions tacitly allowing slavery to continue for the next 20 years. True, we had to "pay the bill" for this compromise in the Civil War, but without it there would have been no nation.

Simultaneously, we will move to shift the focus of education forward once again from the domain of forms in which it has presently been mired into the arena of ideas, concepts, in general, the "humanities". The primary objective of education will be **teaching children how to think** rather than to memorize data for the sole purpose of regurgitation when tested. Thinking people have ever been the bane of the controllers.

Therefore, eventually, as we can wrench it out of the scraggy paws of theology, the curriculum will include the teaching of **scientific meditation**. This will be introduced at a very early stage in a child's life. As children gain in skill and understanding of scientific meditation the imprisoned soul which burns in the heart of

each one will be set free, and children will become the masters of their own destinies.

Another significant shift that will take some time but which is already underway in embryo in many educational environments is the elimination of the "grade" based or age categorized method of separating children into groups. New formulations which take into consideration the developmental level of the child are being explored. The emphasis on peer groups based on age is not functional in terms of consciousness.

The addition of scientific meditation to the curriculum will eventually cause it to be entirely restructured. Presently the approach is to memorize forms and details gradually moving toward larger wholes. The alphabet, for example, is memorized and sung. Parents beam that their child can recite the alphabet at the age of 3 or 4. But the child has no idea what the alphabet is, its role in communication, or what it symbolizes and means.

Concepts Plus Process

Math is another prime example. Children memorize the *processes* of math such as times tables, and formulas. They have no idea about the *concepts* of subtraction, multiplication and addition. A great many mathematicians including Buckminster Fuller and Glen Whitney (a mathematician, who worked as an algorithm manager at the giant quantitative hedge fund Renaissance Technologies, on Long Island) suggest that simply, "the standard progression in math education—algebra, geometry, trig, pre-calculus, calculus—is random and baseless, a linear conceit that creates a false sense of increasing difficulty. Mathematical ignorance is insidious, and it manifests itself in many ways. The purest example is the lottery.

The lottery is a tax on the mathematically illiterate.”ⁱ

The notion that abstraction equals difficult is another insidious thoughtform. There are many such shibboleths in educational theory. These have been promulgated by those whose goal is to maintain Humanity in a state of perpetual bondage to a materialistic conception of the Real.

In truth, abstraction is simple, beautiful, coherent, whole, balanced. Opening the mind to the higher realms of this multidimensional thing we call universe is the most rewarding, the most invigorating, the most harmonious and, I might add, the most loving and serviceable thing an individual soul can possibly do. It is the entrance via the intuition into Infinity.

From Concept to Form

Truth works from the inside out, from the abstract into the form appearances. A curriculum structured on this pattern will reflect the Real world of multidimensionality. Gradually humanity will begin to live more on the etheric planes than the dense physical. For now, under the guidance of such a synthetic curriculum, our children will actually be starting their lives moving from

the darkness into the Light, from the unreal to the real and eventually from death to immortality.

This turning of the curriculum on its head is not, by the way, a revelatory suggestion. It has been put forward by concerned thinkers and teachers for centuries. It is actually an effort to refocus the development of young minds into the ability to register and comprehend the energies and forces, the abstract levels of life which are **causal** to the trillions of different forms that Life assumes. We need to shift the emphasis of the curriculum from the science of analysis to the science of synthesis.

The Great Unfolding

Rest assured that The Great Unfolding will continue through whatever reactions are raised. There is much more that can and in the coming months and years will be said regarding this all important aspect of the unfolding Aquarian dispensation. In the meantime let us move unflinchingly toward the Truth as we know it to be. Let us begin to regard sacrifice “not as a giving up but as a taking over.”

Loving us
-tom

ⁱ *Aum*, #88

ⁱⁱ *The New Yorker*, “Math-hattan” by Nick Paumgarten, August 3, 2009