FUNDAMENTAL

EDUCATION

By

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Chapter 1

FREE INITIATIVE

Millons of students throughout the world go to school and university daily in an unconscious, mechanical and subjective way, without knowing why or for what purpose.
Students are forced to study Mathematics, Physics, Chemistry, Geography, etc.
Students' minds are receiving information daily, however, in life it never occurs to them to think for a while the reason of such information and its objective.
Why and for what purpose do we feed ourselves with that information?
Students really live a mechanical life and only know that they have to receive intellectual information and store it in their unfaithful memory, that is all.
It never occurs to students to think about what education really is. They go to school, college and university because their parents say so.
It never occurs to students or teachers to ask themselves Why am I here? What have I come here for? What really, is the true secret motivation which brings me here? Teachers and students live with their Conscience asleep. They really act as machines, going to school, college, university, in an unconscious and subjective way, without really knowing why or for what reason.

It is necessary to stop being machines, to awaken Conscience and discover for ourselves what does it mean this utterly terrifying struggle - of passing exams, living at a certain place to study daily and spend the whole year going through worries, anguishes and painful moments, practising sports, going through arguments, fighting with fellow students, etc.

Teachers should become more conscious in order to help students to awaken their Conscience be it at school, college or university.

It is regrettable to see so many machines seated at desks, in schools, colleges and universities, receiving information that they have to memorize, without knowing why or for what purpose.

Young people are only worried about getting through and finishing the school year, they have been told they should prepare themselves to earn a living, get a job, etc. They study building up a thousand fantasies about the future without really knowing the present moment, without knowing the true reason for studying physics, chemistry, biology, arithmetic, geography, etc.

Modern girls study to prepare themselves to find a good husband, to earn a living and be duly prepared in case they are abandoned, widowed or never marry.

Pure fantasies of the mind, because, in fact they do not know what the future holds for them nor at what age will they die.

Life at school is very vague, incoherent and subjective. Children are forced to learn certain subjects which are worthless in everyday life.

Nowadays, what is important at school is getting through the year's course and that is all.

In the past, there was at least something ethical in passing a year's course. Now, such ethics do not exist. Parents can secretly bribe teachers, even if a boy or girl is an extremely bad student, he/she will inevitably pass the year"!

Schoolgirls often sweeten male teachers with the purpose of "passing the school year" and the result is usually marvellous, even when they have not understood "anything" about what was taught by the teacher. By all means, they do well in their examinations and pass the school year!

There are students who are very clever at passing a school year. This is a matter of tricks and astuteness in many cases.

For a student who successfully passes a certain examination (some stupid examination), it does not mean that he has a true objective Conscience about the subject in which he was examined.

A student repeats in a mechanical way, like a parrot, the subject he studied and which he was examined in.

That does not mean we are conscious of that subject, but, that means to memorize and repeat like a parrot or chatterbox what we have learnt, and that is all.

To pass an examination and get through a year does not mean we are very intelligent. In every day life we have known very intelligent people who never did well in examinations at school.

We have known magnificent writers and great mathematicians who were very bad students at school and never did well in grammar and mathematics examinations.

We know a case of a very bad student in anatomy who was only able to do well in anatomy examinations after much suffering. Today, that student is the author of a popular book on anatomy.

To pass a school year does not necessarily mean we are very intelligent. There are people who have never passed a school year and they are very intelligent.

There is something more important that passing a school year and studying certain subjects, that is precisely to have full objective Conscience, clear and luminous, about those subjects being studied.

Teachers should exert themselves to help students to awaken their Conscience. They should direct all their efforts to the Conscience of students. It is imperative for students to have a full Conscience about the subjects they study.

To learn by heart, like parrots, is simply stupid in the most complete sense of the word.

Students are forced to study difficult subjects and to store them in their memory to "pass a school year". Afterwards, in everyday life, these subjects are not only useless, but are also forgotten because the memory is unfaithful.

Young people study with the purpose of obtaining a job and earning their living. Later, if they are lucky they get their desired job. If they become professionals, doctors, lawyers, etc., they will only repeat the same story as always: they marry, have children and suffer. They die without awakening Conscience, without having Conscience of their own life.

Girls marry, have their homes, children, argue with their neighbours, husband and children, divorce, remarry, become widows, grow old, etc. In the end, they die after having lived asleep, unconscious, repeating the same painful drama of existence as usual.

Teachers do not want to accept the fact that all human beings have their Conscience asleep. It is imperative for teachers to awaken their Conscience so that they can help to awaken the students Conscience.

It is useless to fill our heads with more and more theories and to quote Dante, Homer, Virgil, etc., if our Conscience is sleeping, if we do not have a clear and objective conscience about ourselves, the subjects we study and every day life.

What is the use of education if we do not become creative, conscious and truly intelligent?

Real education does not mean knowing how to read and write. Any stupid person, any fool can know how to read and write.

We need to have intelligence and it only awakens within us when the Conscience awakens.

Mankind has ninety-seven percent of subconsciousness and three percent of Conscience.

We need to awaken Conscience, in order to turn the subconscious into conscious and achieve one hundred percent of Conscience.

A human being not only dreams when his physical body sleeps but also dreams when his physical body does not sleep when he is in a state of wakefulness.

It is necessary to stop dreaming, to awaken Conscience and that awakening process should begin at home and school.

Teachers' efforts should be directed to students' Conscience and not just to the memory.

Students should learn to think for themselves and not only repeat others' theories like parrots or chatterboxes.

Teachers should struggle to put an end to fear in students.

Teachers should allow their students freedom to disagree and healthily criticize, in a constructive manner all theories that are studied.

It is absurd to force them to accept in a dogmatic way, all the theories taught in school, college an university.

It is necessary and imperative for students to abandon fear to be able to think for themselves and analyse theories which they study.

Fear is one of the barriers to intelligence. Students with fear do not dare to disagree and blindly accept, as articles of faith whatever different authors say.

It is uselles for teachers to talk about fearlessness if they are fearful. Teachers should be free of fear. Teachers who fear criticism, what people say, etc., cannot be truly intelligent.

The true objective of education should be to awaken Conscience and put an end to fear.

Want is the use of passing examinations if we continue being afraid and unconscious?

Teachers have the duty to help students at their school desks, to become useful in life, but as long as fear exists no one can be useful in life.

A person full of fear does not dare to disagree with other people's opinion.

A person full of fear cannot have free initiative.

Clearly, every teacher's duty is to help each of his students in school to become completely free of fear so that they can act spontaneously without the need to be told or ordered.

When students by their own free and spontaneous initiative, can freely analyse and criticize the theories they study, they will stop being mere subjective and stupid, mechanical entities.

It is imperative for free initiative to exist so that the student's creative intelligence emerges.

It is necessary to give to students the freedom of spontaneous creative expression, without any type of conditioning, so that they become conscious of what they study.

Free creative power can only manifest itself when we do not fear criticism, what people say, teachers' authority, rules, etc.

The human mind is degenerated by fear and dogmatism and it is imperative to regenerate it through spontaneous free initiative, devoid of fear.

We need to become conscious of our own life and that process of awakening should begin at school desks.

School will be of very little use to us if we leave it in an unconscious and asleep state.

Free initiative and the removal of fear will give rise to spontaneous and pure action.

Through free initiative, students in every school should have the right to discuss in assembly, all the theories they are studying.

Only in this way, through liberation from fear and freedom of discussion, analysis, meditation and health criticism of what we study can we become conscious of subjects and not be merely like parrots or chatterboxes that repeat what they accumulate in their memory.

Chapter 2

IMITATION

It has already been totally demostrated that fear stops free initiative. The bad financial situation of millions of people is, beyond any doubt, due to fear.

A fearful boy seeks his dear mother and becomes attached to her in search for security. A fearful husband becomes attached to his wife and feels that he loves her even more. A frightened wife feels attached to her husband and children and thinks she loves them much more.

From the psychological point of view, it is strange and interesting to see how fear often disguises itself in love's chothings.

People who have very little spiritual values within, who are internally poor, always seek something external to make themselves complete.

Internally poor people are always worried about foolishness, gossip, bestial pleasures, etc.

Internally poor people live from fear to fear and as it is natural, become attached to their husband, wife, parents, children, to old and degenerated traditions, etc.

Every sick and poor psychologically old man is usually full of fear and clings with infinite anxiety to money, family traditions, grandchildren, memories, etc., as if seeking security. This is something we can all see by carefully observing old people.

Whenever people are afraid they hide behind the protective shield of respectability, by following a tradition of race, family or nation, etc.

Actually, every tradition is merely a senseless repetition, empty and without true value.

All people have a marked tendency to imitate others and this imitating is a product of fear.

People with fear imitate all those to whom they become attached. They imitate husbands, wives, children, brothers, friends who protect them, etc.

Imitation is the result of fear and totally destroys free initiative.

In schools, colleges and universities, teachers make the mistake of teaching through imitation.

In painting and drawing lessons students are taught to copy images of trees, houses, mountains, animals, etc. That is not creating, that is imitating, taking a picture.

Creating is not imitating or taking a picture. To create is to translate and vividly transmit with a brush, a tree that enchants us, a beautiful sunset, a dawn with its ineffable melodies, etc.

There is true creation in Chinese and Japanese Zen art, both abstract and semi-abstract.

Any Chinese painter of Chan and Zen is not interested in imitating, taking pictures.

Painters of China and Japan enjoy creating again and again.

Painters of Zen and Chan, do not imitate, they create and this is their work.

Painters of China an Japan are not interested in painting or taking a picture of a beautiful woman. They enjoy trasmitting her abstract beauty.

Painters of China and Japan would never imitate a sunset. They enjoy transmitting in abstract beauty all the enchantment of sunset.

What is important is not to imitate, to copy in blanck or white. What is important is to feel the deep meaning of beauty and know how to transmit it, but for that, it is necessary not to have fear, attachment to rules, traditions, fear of what people might say, or fear of the teachers' reprimand.

It is imperative that teachers understand the necessity for students to develop creative power.

It is clearly absurd to teach students to imitate. It is better to teach them to create.

Unfortunately human beings are unconscious, sleeping machines, who only know how to imitate.

We imitate other people's clothes, and out of that imitation emerge the different trends of fashion.

We imitate other people's customs even when they are mistaken.

We imitate vices, we imitate all that which is absurd and that which is always repeated throughout time, etc.

It is necessary for teachers to teach their students how to think independently.

Teachers should give their students all possibilities, in order that they stop being mechanical imitators.

Teachers should provide the best opportunities available for students to develop creative power.

It is imperative for students to know true freedom so that they learn to think independently and without fear at all.

A mind which lives enslaved to "what people may say", a mind which imitates, because of fear of violating traditions, rules, customs, etc., is not a creative mind, neither a free mind.

People's mind is like a house, closed and sealed with seven seals. A house where nothing new can happen, where the sun does not shine, where only death and pain reins. The new can only take place when fear does not exist, when both imitation and attachment to things, money, people, traditions, customs, etc., do not exist.

People live enslaved to plotting, envy, family customs, habits, the insatiable desire to conquer positions, climb to the top, make themselves felt, etc.

It is imperative for teachers to teach their students, the necessity of not imitating this degenerate and out-of-date order of timeworn things.

It is imperative that students learn to create, think and feel freely in school.

Students spend the best part of their lives at school acquiring information and yet they do not have time left to think about all these things.

Ten or fifteen years at school living a mechanical and unconscious life, they leave school with their Conscience asleep, yet believing themselves to be awake.

The human mind lives bottled up between conservative and reactionary ideas.

Human beings cannot think with true freedom because they are full of fear.

Human beings fear life, death, what people say or might sat, they fear gossip, losing their jobs, breaking regulations or someone taking away their partners, etc.

At school we are taught to imitate and we leave school after having been transformed into imitators.

We do not have free initiative because from our school desks, we were taught to imitate.

People imitate because of fear of what other people might say. Students imitate because teachers terrorize them, they threaten them with low marks, specific punishments and expulsion, etc.

I we really want to become creative in the most complete sense of the word, we should become conscious of all those imitations which unfortunately have us trapped.

When we are already capable of knowing all those imitations, and have very closely analysed each of them, we become conscious of them, and as a logical consequence, the power to create is spontaneously born within us.

It is necessary for students at school, colleges and universities to free themselves from all imitation so that they become truly creative.

Teachers who erroneously assume that students need to imitate in order to learn, are mistaken. Whoever imitates does not learn, but becomes a machine and that is all.

It is not a case of imitation what authors of geography, physics, arithmetic, history, etc., say. To imitate, memorize, repeat like chatterboxes or parrots is stupid. It is better to consciously understand what we are studying.

Fundamental education is the science of the Conscience which allows us to discover our relationship with human beings, nature and everything.

A mind which only knows how to imitate is mechanical, is a machine which functions, incapable of creating, it does not truly think, and only repeats, that is all.

Teachers should be concerned about the awakening of Conscience in each student.

Students only worry about passing the school year and later, once out of school in practical life, they become ordinary office clerks or child-making machines.

Ten or fifteen years of studies so as to come out trasformed into talking machines. The subjects studied are forgotten little by little until at last, nothing remains in the memory.

If students become Conscious of the subjects they studied, if their studies were not only based on information, imitation and memory, matters would be different. They would leave school having acquired Conscious, unforgettable and complete knowledge, which would not be subjected to their unfaithful memories.

Fundamental education will help students by awakening their Conscience, and intelligence.

Fundamental education takes young people along the path of true revolution.

Students would insist that teachers give them true education, Fundamental Education.

It is not enough for students to sit at school desks to receive information about a king or a war; but something else is needed. Fundamental education is needed to awaken Conscience.

It is imperative for students to leave school mature, truly conscious and intelligent, so that they do not become simple automatic parts of social machinery.

Chapter 3

THE AUTHORITIES

The government has authority. The state has authority. The police, the law, soldiers, parents, teachers, religious leaders, etc., have authority.

There are two types of authority; subconscious and conscious.

Unconscious and subconscious authorities are useless. We imperatively need authorities with Conscience.

Unconscious authorities have filled the word with tears and pain.

Unconscious authorities abuse authority at home and at school, precisely because they are unconscious.

Today, unconscious parents and teachers are only blind leaders of the blind, and as the sacred Scriptures say, they will all end up head first in the abyss.

Unconscious parents and teachers force us to do absurd things which they consider logical during infancy. They say it is for our own good.

Parents are unconscious authorities as it is demostrated by their treatment of children as trash, as if parents were the superior species of mankind.

Teachers end up hating certain students and pampering or spoiling others. They sometimes severely punish any hated student even if he and she is studious, and reward with magnificent grades students who are spoiled and do not really deserve it.

Parents and teachers dictate erred norms to children and young people.

Authorities who do not possess Conscience can only do absurd things.

We need authorities who have Conscience. By this we mean that they should have integral knowledge of themselves, total knowledge of all their inner values.

Only he who truly possesses complete knowledge of him is awake in a integral form and has Conscience.

Everyone believes they know themselves but it is very difficult to find someone in life who truly knows himself. People have totally mistaken concepts about themselves.

To know oneself requires great and awesome personal efforts. Only through the knowledge of oneself do we truly achieve Conscience.

The abuse of authority is due to Unconsciousness. No authority with Conscience would ever abuse authority.

Some philosophers are against all authority, they detest authorities. Such a way of thinking is false because within everything created, from a microbe to a sun, there are levels and levels; degrees and degrees; superior forces that control and direct and inferior forces which are controlled and directed.

In a simple beehive, the authority lies with the queen. In any ants' nest there exist authority and laws. The destruction of the authority principle would lead to anarchy.

The authorities of these critical times is which we live, are unconscionable and it is obvious that due to this psychological fact, they enslave, shackle, abuse, and cause pain.

We need masters, instructors or spiritual guides, government authorities, parents, etc., who have full Conscience. Only in this manner can we truly create a better world.

It is stupid to say that spiritual masters and Spiritual guides are not needed.

It is absurd to be unaware of the authority principle in all creation.

Those who are self-sufficient and proud have the opinion that masters and spiritual guides are not necessary.

We should recognize our own nothingness and misery. We should understand that we need authorities, masters, spiritual instructors, etc., but with Conscience so that they can guide and help us wisely.

The unconscious authority of teachers destroys the creative power of students. If a student paints, the Unconscious teacher tells him what he should paint, which tree or scenery he should copy. Fearful students do not dare spet outside the mechanical rules of teachers.

That is not creating. It is necessary for a student to become creative, to be capable of stepping out of the Unconscious norms of unconscious teachers, so that he or she is able to transmit all that he feels in relation to all the enchantment and deep meaning of life which circulates on a tree's trembling leaves.

Teachers with Conscience would not oppose free creativity of the heart.

Teachers with Conscious authority would never mutilate the minds of students.

Unconscious teachers destroy the mind and intelligence of students.

Teachers with unconscious authority only know how to punish and dictate stupid rules so that students may behave well.

Teachers with Conscience teach their students with extreme patience, helping them to understand their individual difficulties, so that by understanding they are able to transcend all their errors and advance successfully.

Authority with Conscience would never destroy intelligence.

Unconscious authority destroys intelligence and causes serious damages to students.

Intelligence only comes to us when we enjoy authentic freedom. Teachers with conscious authority, truly know how to respect creative freedom.

Unconscious teachers believe that they know it all and ruin students' freedom by castrating their intelligence with lifeless norms.

Teachers with Conscience know that they do not know and even give themselves the luxury of learning by observing the creative capacity of their students.

It is necessary for school, college and university students to go from the simple condition of disciplined machines to the brilliant position of intelligent free being so that they are able to face all the problems of existence with success.

This requires competent teachers with Conscience, who really become interested in their students. Well paid teachers so that they may never have monetary problems of any type.

Unfortunately, every teacher, parent and student, believes to have Conscience and to be awake but that is their gravest error.

In life it is very rare to find an awakened person with Conscience.

People dream when their body sleeps and dream when their body is awake.

People drive cars dreaming, they work dreaming, walk in the streets dreaming, live all the time dreaming.

It is very natural for a professor to forget his umbrella, a book or walle in his car. All that happens because the professor has his conscience asleep; he dreams...

It is very difficult for people to accept that they are asleep. The entire world believes that it is awake. If someone was to accept that his conscience is asleep, it is obvious that he would begin to awaken from that very moment.

A student leaves his book or notebook at home, which he has to carry to school. Forgetfulness of this type seems very normal but it indicates the state of sleep in which the human conscience is.

The passengers of any urban transport service often miss the street where they should have got off. They were asleep and when they awake they realize they have missed their street and have to walk back a few blocks.

A human being is rarely really awake in life and when he does awake for a brief moment, as in cases of infinite terror, he momentarily sees himself in a integral form. These moments are unforgettable.

It is very difficult for a person who returns home after having travelled through an entire city, to remember in detail, all his thoughts, incidents, people, things, ideas, etc. On trying to remember, the person will find huge gaps in his memory which correspond precisely to the most profound states of sleep.

Some students of psychology have set out to live on alert from moment to moment, but suddenly fall asleep, perhaps on meeting a friend in the street, on entering a store to buy something, etc., and hours later, when they remember their decision to live on alert and awake from instant to instant, they realize they had fallen asleep when they entered such and such a place, or met such and such a person.

Conscience is something very difficult to achieve but one can reach this state by learning to live on alert and vigilance from moment to moment.

If we want to achieve Conscience, we need to know ourselves in an integral form.

Everyone of us has the EGO, the SELF, which we need to explore to know ourselves in order to achieve Conscience.

It is imperative to observe ourselves, analyse and understand each of our defects.

It is necessary to study ourselves in the field of the mind, emotions, habits, instincts and sex.

The mind has many subconscious levels, regions or departments that we should know through observation, analysis, in-depth meditation and profound understanding.

Any defect can disappear from the intellectual region and continue existing in other unconscious levels of the mind.

The first thing needed is to awaken, in order to understand our own misery, nothingness and pain. Afterwards, the EGO begins to die from moment to moment. The death of the psychological EGO is imperative.

Only by dying, a truly conscious BEING is born within us. Only our BEING can exercise true conscious authority.

Awakening, Death and Birth, are the three psychological phases that lead us to true conscious existence.

We must be Awakening in order to Die, and must Die in order to be Born. Whoever dies without having Awakened becomes a stupid saint. Whoever is Born without having Died, becomes an individual with a double personality, the very just and the very perverse.

The exercise of true authority can only be exercised by those who possess conscious BEING.

Those who do not yet possess conscious BEING and have got no Conscience, tend to abuse authority and cause great harm.

Teachers Should learn to rule and students should learn to obey.

Those psychologists who pronounce themselves against obedience are in fact very mistaken because no one can rule consciously if he has not first learned to obey.

It is necessary to know how to rule consciously and to obey consciously.

Chapter 4

DISCIPLINE

Teachers of schools, colleges and universities give too much importance to discipline and we should study this matter in detail in this chapter.

All of us who have gone through school, college or university, know very well what is discipline, rules, ferules, scoldings, etc.

Discipline is that which is called the cultivation of resistance. Schoolteachers delight in cultivating resistance.

Resistance is taught to us, to build something against some other thing. We are taught to resist the temptations that laziness brings, temptations of not studying, of not going to school, of playing, laughing, ridiculing teachers, violating rules, etc.

Teachers have the mistaken concept that through discipline we can understand the need for respecting school rules, for studying, maintaining our composure before teachers, behaving well with our classmates, etc.

There exists among people the mistaken concept that the more we resist, the more we reject, then the more we make ourselves understandable, free, complete, successful.

People do not want to realize that the more we fight against something, the more we resist, the more we reject; the less is our comprehension.

If we fight against the vice of drinking, this vice will disappear for a while, but since we have not understood it profoundly in all the levels of the mind, it will return later when we neglect our vigilance and we will drink at once for a whole year.

If we reject the vice of fornication, we will be chaste in appearance for a while, even though in other levels of the mind we will continue being frightening styrs as our erotic dreams and our wet dreams demonstrate. Then we will return with more strength to our old ways of unredeemable fornicators, due to the concrete fact of not having profoundly understood what fornications is.

Many are those who reject greed, who fight against it, discipline themselves against it following strict norms of conduct, but since they have not truly understood the whole process of greed, it turns out they covet deep down the state of not being greedy.

Many are those who discipline themselves against anger, who learn to resist it, but the former continues existing in other levels of the subconscious mind, even when it has apparently disappeared in our character and at the slightest neglect of our

guard, the subconscious betrays us and then we thunder and flash filled with anger, when we least expect it and perhaps for some unimportant reason.

Many are those who discipline themselves against jealousy and finally firmly believe that they have extinguished it but since they did not understand it, clearly it appears once more in a scene precisely when we thought it was truly dead.

Only in the full absence of disciplines, only in real freedom, will the burning flame of understanding emerge in the mind.

Creative freedom can never exist in a framework. We need freedom to fully understand our psychological defects.

We urgently need to demolish walls and break steel shackles to be free.

We have to experience for ourselves everything that our schoolteachers and parents have told us as good and useful. It is not enough to memorize and imitate. We need to understand.

All teachers' efforts should be directed to the Conscience of students. They should exert themselves so that students enter the path of understanding.

It is not enough to tell students that they should be this or that. It is necessary that students learn to be free so that they can examine, study, analyse for themselves all the values, all the things that people have told them are beneficial, useful, noble and not just accept them and imitate them.

People do not want to explore for themselves. They have closed stupid minds that do not want to investigate. Mechanicals minds that never investigate and only imitate.

It is necessary, urgent, indispensable for students to enjoy true freedom, to discover themselves, to inquire, to understand form their earliest years until the moment they leave the classroom and not to be limited by the abject walls of prohibitions, scoldings, and disciplines.

If students are told what they should and should not do and they are not allowed to understand and experience, where then is their intelligence? What opportunity has been given to their intelligence? Then, what is the use of passing exams, dress up smartly and have many friends if we are not intelligent?

Intelligence only comes to us when we are truly free to investigate for ourselves, to understand, to analyse independently without the fear of scoldigns and without the ferule of disciplines.

Scared, frightened students submitted to terrible disciplines can never know. They can never be intelligent.

Today the only thing that interests parents and teachers is that students have a career, that they become doctors, lawyers, engineers, office employees; living machines and that they later marry and also transform themselves into child-making machines, and that is all.

When boys or girls want to do something new, something different, when they feel the need to escape from this framework of prejudices, antiquated habits, disciplines, family or national traditions, etc., then the parents tighten the shackles of prison more and they tell the boy or girl: Do not do that! We are not willing to support you in that. These things are madness, etc.

Thus the boy or girl is formally imprisoned inside the prison of disciplines, traditions, antiquated customs, decrepit ideas, etc.

Fundamental Education teaches the conciliation of order with Freedom.

Order without Freedom is Tyranny. Freedom without order is anarchy.

Freedom an order wisely combined constitute the basis of Fundamental Education.

Students should enjoy perfect freedom to find out for themselves, to inquire, to discover what they really and truly are in themselves and what they can do in life.

Students, soldiers, police, and in general all those people who have to live subjected to rigorous disciplines, usually become cruel and insensitive to human pain, merciless.

Discipline destroys Human Sensitivity and that has already been totally demostrated by observation and experience.

Due to so many disciplines and rules, people of this age have totally lost all sensitivity and have become cruel and merciless.

In order to be truly free, one needs to be sensitive and humane.

In schools, colleges and universities, students are taught to pay attention in classes and the students pay attention to avoid a scolding, a pulling of ears, a beating with the ruler, etc., but unfortunately, they are not taught to really understand what conscious attention is.

Out of discipline, the student pays attention and many times wastes creative energy in a useless way.

The creative energy is the most subtle type of energy fabricated by the human machine.

Eating, drinking, and all the processes of digestion are, deep down, transformation processes in which gross subtances become useful substances and energies.

The creative energy is the most subtle type of matter and energy made by the organism.

If we know how to Consciously Pay Attention we can save creative energy. Unfortunately, teachers do not teach their students what conscious attention is.

Wherever we direct our attention we spend creative energy. We can save that energy if we divide attention, if we do not become identified with things, people and ideas.

When we identify ourselves with things, people and ideas, we forget ourselves and lose creative energy in a most pitiful way.

It is imperative to know that we need to save creative energy to awaken Conscience and that creative energy is living potential, it is the vehicle of the Conscience, an instrument to awaken Conscience.

When we learn not to forget ourselves, when we learn to divide the attention between subject, object and place, we save creative energy to awaken Conscience.

It is necessary to learn to use attention to awaken Conscience, but students do not know anything about this because their teachers have not taught them.

When we learn to use attention consciously, discipline becomes unnecessary.

A student who pays attention in the class, to his lessons and to order, does not need discipline of any type.

It is imperative that teachers understand the need for intelligently reconciling freedom and order and this is possible through conscious attention.

Conscios attention excludes that which is called identification. When we identify aurselves with things, people, and ideas, fascination takes over producing the sleep of the Concience.

We must know how to pay attention without identification. When we pay attention to something or someone and we forget ourselves, it results in fascination and the sleep of the Conscience.

Observe carefully a moviegoer, he is asleep, unaware of everything and of himself. He is empty within and looks like a zombie. He dreams with the movie and the hero hi is watching.

Students should pay attention in classrooms without forgetting themselves so that they do not fall into the terrible sleep of the Conscience.

A student should see himself in action when he is taking an exam or when he is at the blackboard as told by the teacher or when he is studying or resting or playing with his classmates.

Attention divided in thee parts: Subject, Object, Place, is in fact, conscious attention.

When we do not commit the error of identifying ourselves with things, people and ideas, we save creative energy and we accelerate within us the awakening of Conscience.

Whoever wants to awaken Conscience in the Superior Worlds should begin by awakening in the here an now.

When a student commits the error of identifying himself with things, people, and ideas, he commits the error of forgetting himself and falls sleep through fascination.

Discipline does not teach students to pay attention. Discipline is a true prison for the mind.

Students should learn to use conscious attention from the very desk at school so that later on, in the real world outside the school, they do not commit the error of forgetting themselves.

A man who forgets himself in front of a person who insults him identifies himself with that person, becomes fascinated, falls into the deep sleep of the Conscience, hurts or kills and inevitably goes to prison.

He who does not become fascinated with a person who insults him and does not identify himself with that person, does not forget himself, he who knows how to pay conscious attention, would be incapable of giving any importance to the words of a insulter, or would be incapable of wounding or killing.

All the errors that human beings commit in life are because they forget themselves, they identify, become fascinated and fall into sleep.

It would be better for young people, for all students, to be taught how to awaken their Conscience instead of being enslaved with so many absurd disciplines.

Chapter 5

WHAT TO THINK HOW TO THINK

At home and at school, parents and teachers always tell us what we should think but never in life do they teach us how to think.

To know what to think is relatively easy. Our parents, teachers, tutors, authors, etc., each of them is a dictator in his own way. Each of them wants us to think about their dictations, demands, theories, prejudices, etc.

Dictators of the mind are as common as weeds. Everywhere there is a perverse tendency to enslave, to bottle up other people's minds, to force them to live within determined norms, prejudices, etc.

Thousands of millions of dictators of the mind have never wanted to respect the mental freedom of anyone. If someone does not think like them, he is classified as perverse, renegade, ignorant and so on.

Everybody wants to enslave everyone. Everybody wants to violate the intellectual freedom of other people. Nobody wants to respect other people's freedom of thought. Everyone feels sensible, wise, marvellous, and as it is natural, wants others to be like him, to make of him a hero, to think like him.

The mind has been abused too much. Observe businessmen and their advertisements on newspapers, radio an television, etc.

Commercial advertising is made in a dictatorial way. "Buy such and such a soap!" "Such and such shoes!" "Buy it now!" "Immediately!" "Do not leave it for tomorrow!" "It has to be done immediately!", etc. The only thing left for them to say is that if you do not obey, you will be put in jail or killed.

A parent forcefully wants to push his own ideas into his child and a schoolteacher reprimands, punishes and gives low grades if a boy or girl does not dictatorially accept the teacher's ideas.

Half of humanity wants to enslave the mind of the other half of humanity. This tendency to enslave other people's minds stands out at first sight when we study the dark pages of black history.

Everywhere there have existed and still exist bloody dictators determined to enslave countries; bloody dictatorships that dictate what people should think. Unfortunate is he who tries to think freely. He inevitably goes to a concentration camp, Siberia, prison, hard labour; he is hung, shot, exiled, etc.

Neither teachers, nor parents nor books want to teach how to think.

People enjoy forcing others to think in the way that they believe is right and it is obvious that everyone is a dictator in his own way when it comes to this situation. Each of us thinks we have the last word, that everyone else should think in our way because we are the best.

Parents, teachers, and bosses scold their subordinates over and over again.

That horrible tendency of humanity to be disrespectful to others, to violate other people's mind, to cage, lock up, enslave, and chain other people's minds is Frightening.

A husband wants to force into his wife's head his doctrine, ideas, etc., and a woman wants to do the same.

Many times, husband and wife divorce because of incompatibility of ideas.

Marriage partners do not want to understand the need to respect each other's intellectual Freedom.

No partner has the right to enslave the other partner's mind. Each of fact, deserves respect. Each has the right to think as they like, to practice their religion, to belong to whatever political party they want to.

Schoolchildren are forced to think about certain ideas but are not taught how to use their minds.

Children's minds are tender, flexible and ductile, while those of elderly people are hard, fixed like concrete in a mould; they do not and cannot change.

Children's and young people's minds are capable of many changes and their minds can change.

Children and young people can be taught how to think. It is difficult to teach elderly people How To Think because they are the way they are and die in this way. In life, it is very rare to find an old person interested in changing radically.

People's minds are shaped from childhood. That is what parents and schoolteachers prefer to do. They enjoy shaping the mind of children and young people.

A mind in a gold is in fact, a conditioned mind, an enslaved mind.

It is necessary that schoolteachers break the fetters of the mind.

It is imperative that teachers know how to guide the minds of children towards true freedom so that they are not enslaved any more.

It is indispensable that teachers teach their students How To Think.

Teachers should understand the need to teach students the path of Analysis, Meditation, Understanding.

No understandable person should ever accept anything in a dogmatic way. It is urgent to first Investigate, Understand, and Inquire, before accepting.

In other words, we shall say that there is no need to accept, but instead, we should investigate, analyse, meditate and understand. When understanding is complete, acceptance is unnecessary.

It is useless to fill our heads with intellectual information if on leaving school we do not know how to think and continue like living machines, repeating the same routine of our parents, grandparents and great-grandparents.

To always repeat the same thing, to live the life of machines, from home to work, and from work to home, to marry and become little child-making machines, is not living. If that is what we study for, if that is why we go to school, college and university for twelve of fifteen years, we would be better off by not studying.

Mahatma Gandhi was a very unique man. Many times Protestant pastors sat on his doorstep for whole hours trying to convert him to Protestant Christianity.

Gandhi did not accept the teaching of pastors, neither did he reject them. He understood and respected them, and that was all.

Many times Mahatma said, "I am Brahman, Jewish, Christian, Muslim, etc."

Mahatma understood that all religions are necessary because they contain the same Eternal Values.

Accepting or rejecting any doctrine or concept reveals a lack of mental maturity.

When we reject or accept something, it is because we have not understood it.

Whenever understanding exists, accepting or rejecting is unnecessary.

The mind that believes, the mind that does not believe and the mind that doubts is an ignorant mind.

The path of wisdom does not lie in believing, not believing or doubting.

The path of wisdom consists in inquiring, analysing, meditating, experimenting.

Truth is the unknown from moment to moment. Truth has nothing to do with what one believes or stops believing, neither does it have anything to do with skepticism.

Truth is not a matter of accepting or rejecting it is something to experience, live and understand.

All the efforts on the part of teachers should, in the ultimate synthesis, take students into experiencing what is Real, what is True.

It is urgent that schoolteachers abandon old-fashioned and damaging tendencies which are always directed at shaping the pliable and ductile minds of children.

It is absurd for adults, filled with prejudices, passions, old-fashioned preconceptions, etc., to damage children's and young people's minds in trying to shape their mind according to their rotten, dumb, old-fashioned ideas.

It is better to respect the intellectual Freedom of their students, respect their mental quickness, their creative spontaneity.

Teachers do not have the right to confine the minds of students to a cage.

What is essential is not to dictate to the minds of students what to think but rather, to teach fully how to think.

The mind is the instrument of knowledge and it is necessary for teachers to teach their students how to use that instrument wisely.

Chapter 6

THE SEARCH FOR SECURITY

When chicks are afraid they hide under the loving wings of a hen in search for security.

A frightened child runs to find his mother because beside her he feels secure.

This demostrates that FEAR and the search for SECURITY are found intimately associated.

A man that fears being assaulted by assailants finds security in a gun.

A country that fears being attacked by another country buys cannons, planes, warships it will arm armies and prepare for war.

Many people who do not know how to work, are terrified when faced with misery; they search for security in crime by becoming thieves or assailants.

Many women who lack intelligence are frightened when faced with the possibility of misery and become prostitutes.

A jealous man who fears losing his wife, searches for security in his gun, he kills and afterwards ends in jail.

A jealous woman kills her rival or her husband and, in this way, becomes a murderer.

She fears losing her husband and wanting to secure him she kills another woman or resolves to kill him.

A landlord fearful that people will not pay him the rent demands contracts, bonds, deposits, etc., wanting to ensure himself. If all the landlords of a city do the same, a poor widow with children who cannot fulfil those heavy requirements will have to sleep on the street or in the city's parks with her children.

All wars have their origin in fear.

The gestapo, torture, concentration camps, Siberias, horrible prisons, exiles, forced labour, firing squads, etc., have their origin in fear.

Nations attack other nations because of fear. They search for security in violence, thinking that by killing, invading, etc., they can make themselves secure, strong and powerful.

In the secret police offices of counterespionage, both East and West; spies are tortured, because the government fears for the state security.

All crimes, wars and trasgressions, have their origin in fear and in the search for security.

In bygone days there was sincerity among people. Today, fear and the search for security have done away with the wonderful fragrance of sincerity.

Friends distrust friends. They fear that their friend will rob them, swindle or exploit them and they even use in a stupid and perverse way, proverbs such a this one: "Never turn your back on your best friend". Hitler-like people used to say that this proverb was golden.

Now a friend fears a friend and even uses proverbs to protect himself. There is no longer sincerity among friends. Fear and the search for security have done away with the delightful fragrance of sincerity.

Castro Ruz in Cuba has sent millons of citizens to the firing squad, fearful that these citizens would be the end of him. Castro seeks security in firing squads. He thinks that in this way he can find security.

The perverse and bloodthirsty Stalin, plagued Russia with his bloody purges. That was his way of finding security.

Hitler organized the Gestapo, the frightening Gestapo, for the security of the state. There is no doubt that he feared that he would be overthrown and because of this he founded the bloody Gestapo.

Every bitterness of this world has its origins in the search for security and fear.

Schoolteachers should teach their students the virtue of courage.

It is unfortunate that children are filled with fear in their own home.

Children are threatened, intimidated, terrorized, and beaten.

It is the custom of parents and teachers to terrorize children and teenagers with the purpose of forcing them to study.

It is common to tell children and teenagers that if they do not study they will have to beg for money and they will wander the streets starving or will work in humble jobs such as shoe shining, carrying bales, selling newspapers, etc., (as if work was a crime).

Deep down, behind all the words of parents and teachers, there exists fear for children and the search for security for children.

The serious thing about all of this is that the child or teenager develops complexes, he becomes fearful and later on in life, becomes a person filled with fear.

Parents and teachers who have the bad taste of frightening children and teenagers in an unconscious way, take them down a path of crime, as we have already said, every crime has its origins in fear and the search for security.

Nowadays, FEAR and the SEARCH FOR SECURITY have turned the planet Earth into a horrible hell. The whole world fears and wants security.

In bygone days one could travel freely, but now borders are filled with armed guards; passports and certificates of every type are demanded to be able to go from one country into another.

All of this is the result of fear and the SEARCH FOR SECURITY. He who arrives is feared, and security is found in passports and papers of all types.

Schoolteachers, college and university lecturers should understand the horror of all this and cooperate for the good of the world, by knowing how to educate the new generations and teaching them the path of real values.

It is imperative to teach new generations not to fear and not to search for securities in anything or anyone.

It is indispensable that every individual learns to be more confident in himself.

FEAR and THE SEARCH FOR SECURITY are terrible weaknesses that transform life into a terrifying hell.

Everywhere abound fearful cowards and weak people who are always in search for security.

Life is feared, death is feared; other people's opinions, gossip is feared; the loss of a social or political positions feared, the loss of prestige, money, a lovely house, a beautiful woman, a good husband, a job, a business, a monopoly, the furniture, the car, etc., is feared. Everything is feared.

Cowards, fearful people, weak people abound everywhere. However, nobody thinks himself a coward, everyone boasts of being strong, of being courageous, etc.

In all social classes there exist thousands of millions of interests that one fears to lose and because of this everyone looks for securities that become more and more complex, making life more difficult, complicated, bitter, cruel, and merciless.

All gossip, slander, intrigues, etc., have their origins in fear and in the search for security.

To avoid losing our wealth, position, power and prestige; slander and gossip are propagated, murder is committed and people secretly pay for murders to be committed.

Powerful people on earth even have the luxury of having salaried and well paid murderers with a loathsome purpose of eliminating any one who threatens to eclipse them.

They love power for the sake of power and assure themselves of it on the basis of money and much blood.

Newspapers are constantly reporting news of many suicide cases.

Many believe that anyone who commits suicide is brave, but really anyone who commits suicide is a coward who fears life and looks for security in the fleshless arms for death.

Some war heroes were known as weak and cowardly people, when they saw themselves face to face with death their terror was so frightening that they became terribly wild searching for security for their life, and in making a supreme effort against death they were then declared Heroes.

Fear is often confused with courage. He who commits suicide seems to be very brave. He who carries a gun appears to be very brave, but in reality, people who commit suicide and carry guns are very coward.

He who does not fear life will not commit suicide. He who does not fear anyone will not carry a gun on his waist.

It is imperative that schoolteachers teach citizens in a clear and precise way what true COURAGE is and what fear is.

FEAR and THE SEARCH FOR SECURITY have turned the world into a dreadful hell.

Chapter 7

AMBITION

AMBITION has several causes and one of them is FEAR.

A humble boy who in the parks of capital cities cleans the shoes of proud gentlemen, could become a thief if he begins to fear poverty, fear himself or his future.

A humble machinist who works in an expensive store could become a thief or a prostitute overnight if she began to fear the future, life, old age or herself.

An elegant waiter of a luxurious restaurant or a grand hotel could become a gangster, a bank robber or a very high-class thief if by misfortune hie begins to fear himself, his humble position as a waiter, or his own future.

An insignificant insect covets being elegant. A poor shop assistant who serves clients and who with patience shows us a tie, a shirt, shoes, making many bows with a plastic smile, covets something more because he is afraid, he fears misery, a sombre future, old age, etc.

Ambition is multifaceted. Ambition has the face of a saint and a devil, the face of a man an a woman, the face of concern and of indifference, of virtue and of a sinner.

There exists ambition in he who wants to get married and in that hardened old bachelor who detests marriage.

There exists ambition in he who desires with infinite madness "to be someone", "to take part", "to climb" and there exists ambition in he who becomes a hermit, in he who does not want anything of this world, because his only ambition is to reach Heaven, to liberate himself, etc.

There exists worldly ambition and spiritual ambition. Sometimes ambition uses the mask of indifference or sacrifice.

Whoever does not COVET this miserable wretched world, COVETS the other and he who does not COVET money, COVETS psychic powers.

The Ego, the Id, the Myself, delights in hiding Ambition, putting it in the most secret nook of the mind and then says, "I do not Covet anything", "I love my fellow men", "I work unselfishly for the good of all Human Beings".

The political "Old Fox" and he who knows it all, sometimes astonishes the masses with his apparent unselfish deeds but when he abandons his job, it is hardly normal for him not to leave his country carrying out a few million pounds or dollars.

Ambition disguised with the Mask of Unselfishness often fools the most astute people.

There exist in the world many people who only Covet not being Covetous.

There are many people who renounce all pomp and vanity of this world because they only Covet their own Intimate Self-Perfection.

The penitent that walks on his knees up to the temple and who, filled with faith lashes himself, apparently does not covet anything and even gives himself the luxury of giving without asking anything back from anyone. However it is clear that he Covets a Miracle, a cure, health for himself or for some relative or indeed, covets eternal salvation.

We admire truly religious men and women but we lament that they do not love their religion with true unselfishness.

The holy religions, the sublime sects, orders, spiritual societies, etc., deserve our unselfish love.

It is very rare to find in this world someone who loves his religion, school, sect, etc., unselfishly. This is unfortunate.

The whole world is filled with ambitions. Hitler hurled himself into war because of ambition.

All wars have their origins in fear and AMBITION and the most serious problems of life have their origins in AMBITION.

The whole world lives fighting the whole world due to ambition. Some against others and everyone against everyone else.

Every person in life Covets Being Someone and people of a certain age, teachers, parents, tutors, etc., motivate children and teenagers to continue down the horrendous path of Ambition.

Elders tell students, "You have to be someone in life, become rich, get married to a millionaire, be powerful," etc.

The old, horrible, ugly, old fashioned generation wants new generations also to be ambitious, ugly and horrible like them.

The gravity of this is that new generations let themselves be talked into and led down the horrible path of AMBITION.

Schoolteachers should teach students that no honest job deserves contempt. It is absurd to look disdainfully at a driver, a shop assistant, a peasant, a shoe shiner, etc.

Every humble job is beautiful and necessary in social life.

Not all of us were born to be engineers, governors, presidents, doctors, lawyers, etc.

In society all jobs and trades are needed, no honest job can ever be disdaiful.

In everyday life each human being serves a purpose and the important thing is to know what purpose one serves.

It is the duty of teachers to discover the vocation of each student and guide him or her in that direction.

He who works in life in accordance with his vocation will work with true love and without ambition.

Love should replace Ambition. Vocation is that which we really like, that profession which we happily fulfil because it is what pleases us and what we Love to do.

Unfortunately, in modern life people work unwillingly because of ambition since they perform jobs that do not coincide with their vocation.

When someone works at something that he likes, with true vocation, he does it with Love because he Loves his vocation and because his abilities in life are precisely those of his vocation.

It is precisely the task of teachers to know how to guide students to discover their abilities and to orientate them along the path of a real vocation.

Chapter 8

LOVE

Starting from school-desks, students should understand fully that which is called LOVE.

Fear and dependency are often confused with Love, however they are not.

Students depend on their parents and teachers and it is clear that they respect and fear them at the same time.

Children and teenagers depend on their parents for clothing, food, money, shelter, etc., and clearly they always feel protected. They know they depend on their parents and for this reason respect and even fear them, but this is not Love.

As proof of what we are saying, we can verify exactly that any child or teenager trusts more his school friends than his own parents.

Really and truly, these children and teenagers talk with their school friends about intimate things that they would never discuss with their own parents.

This is showing us that there is no real trust between children and their parents, that there is no true Love.

It is urgent to understand that there is a radical difference between Love and that which is fear, respect, dependency.

It is urgent to give due respect to our parents and teachers, but not to confuse this respect with Love.

Respect and love should be intimately joined but we should not confuse one with the other.

Parents fear for their children and want the best for them, a good job, a wonderful marriage, security, etc., and confuse this fear with true Love.

It is necessary to understand that without TRUE LOVE it is impossible for parents and teachers to guide new generations wisely, even though they might have good intentions.

The path hat leads to the abyss is paved with good intentions.

Let us look at the case known worldwide as "Rebel Without A Cause". This is a mental epidemic that has spread throughout the world. Hundreds of "Rich Kids", said to be spoilt, cherished and loved by their parents who attack defenceless pedestrians, beat and rape women, steal, stone, hang around in gangs causing

damage to everything, they are disrespectful to teachers, parents, etc. "The Rebels Without A Cause" are the result of lack of true Love.

Where there exists true Love, there cannot exist "Rebels Without A Cause".

If parents really loved their children they would know how to guide them intelligently and there would be no "Rebels Without A Cause".

"Rebels Without A Cause" are the result of bad guidance.

Parents have not felt enough Love for them to really dedicate themselves to guiding their children wisely.

Modern parents only think of money and of giving their children more and more; the latest car, the latest fashion in clothes, etc., but they do not really love. Parents do not truly love, they do not know how to love and the result is the "Rebels Without A Cause".

The superficiality of this era is due to a lack of true Love.

Modern life is like a shallow pond, no depth to it.

In the profound lake of life many creatures can exist, a lot of fish, but a puddle by the side of the road is soon dried up by the rays of the sun and then the only thing left behind is mud, poverty and ugliness.

It is impossible to understand the beauty of life in all its glory if we have not learnt to Love.

People confuse respect and fear with Love.

We respect our superiors, fear them and then we think we love them.

Children fear their parents and teachers, respect them and then think they love them.

The child fears the whiplash, authority, bad grades, scolding at home or in school, etc., and then thinks he really loves his parents and teachers but actually he fears them.

We depend on the JOB, on the BOSS. We fear the misery of staying unemployed and then we believe that we love the BOSS, and we even watch out for his interests, take care of his interests, but that is not love. That is fear.

Many people are afraid of thinking for themselves about the mysteries of life and death. They are afraid to inquire, investigate, understand, study, etc., and then they exclaim, "I love God, and that is Enough!"

They believe that they love God, but in reality, they do not love, they fear.

During a war, a wife feels that she adores her husband more than ever and hopes with infinite anxiety that he returns home, but in reality, she does not love him. She is simply afraid to be left without a husband, without protection, etc.

Psychological slavery, depending on someone, is not love. It is merely Fear and that is all.

A child at school depends on his teacher and it is obvious that he fears expulsion, low grades, reprimands, and many times believes that he loves the teacher but what happens is that he fears him.

When a wife is pregnant or in danger of death because of whatever illness, her husband believes that he loves her much more, but what is really happening is that he fears losing her. He depends on her for many things, such as food, sex, laundry, caresses, etc., and is afraid of losing her. That is not Love.

Everyone says that he adores everybody but that is not the case. It is very rare to find someone in life who knows how to truly Love.

If parents truly loved their children, if children truly love their parents and teachers truly loved their students, no wars could exist. Wars would be one hundred percent impossible.

What happens is that people do not understand what Love is and every fear, every psychological slavery, every passion, etc., is confused with Love.

People do not know how to Love, if they did, life would be a paradise.

Lovers believe that they love and many would swear with blood that they love. However, they are only impassioned. Once that passion is satisfied, the sandcastle falls to the ground.

Passion tends to fool the Mind and the Heart. Everyone with passion believes that he is in love.

It is very rare in life to find a couple truly in Love. Impassioned couples abound, but it is very difficult to find a couple in Love.

All artists sing of love but they do not know what Love is and confuse Passion with Love.

If there is something very difficult in life, it is to avoid confusing Passion with Love.

Passion is sexual a hundred per cent. Passion is beastly but sometimes it is also very refined and subtle. It is always confused with Love.

Teachers should teach students and teenagers how to distinguish between Love an Passion. Only in this way will many tragedies in life be prevented later on.

Teachers are obliged to encourage responsibility in students, therefore they should properly prepare them so that they do not fall themselves into tragedies of life.

It is necessary to understand what Love is, for it cannot be mixed with jealousies, passions, violence, fear, attachments, psychological dependence, etc.

Love, unfortunately, does not exist in human beings, and it is not something that can be acquired, bought, or cultivated like green house plant.

Love should be born in us. It is only born when we have thoroughly understood the hatred, fear, sexual passions, psychological slavery and dependence we carry within.

We should understand what these psychological defects are, and how they are processed within us, not only on the intellectual level of life, but also in other hidden and unknown levels of the subconscious.

It is necessary to take out all those defects from the many windings of the mind. Only in this way is Love born within us in a spontaneous and pure form.

It is impossible to try to transform the world without the flame of Love. Only Love can truly transform the world.

Chapter 9

THE MIND

By experience we have been able to prove that it is impossible to understand what Love is, until we have completely understood the complicated problem of the mind.

Whoever supposes that the mind is the brain is completely mistaken. The mind is energetic, subtle and can become independent of matter. It transports itself to very remote places to see and hear what is happening in those places under certain hypnotic states or during normal sleep.

In laboratories of parapsychology, noteworthy experiments are made on individuals in a hypnotic state.

Many people in a hypnotic state have been able to give minute detail about events, people and situations that have been taking place during their hypnotic trance in very remote distances.

After these experiments, scientists have been able to verify the reality of the information concerning the facts and accuracy of events.

With these experiments in laboratories of parapsychology, it has been totally demostrated through observation and experience that the brain is not the mind.

Indeed, we can truly say that the mind can travel through time and space, independently of the brain, to see and hear things that happen in remote places.

The reality of extrasensory perception has already been completely proved and only a crazy person or an idiot, could think of denying the reality of extrasensory perception.

The brain is made to elaborate thought but it is not thought. The brain is merely an instrument of the mind, however it is not the mind.

We need to study the mind in depth if we truly want to know fully that which is called Love.

The mind of children and young people, are more elastic, ductile, quick, alert, etc.

There are many children and young people who enjoy asking their parents and teachers, about this, that and the other. They want to know something more, that is why they ask, observe, see certain details that adults do not appreciate or do not perceive.

As the years go by and we become older, the mind sets itself little by little.

The minds of old people are set, fixed, and would not change for anything in the world.

Old peoples' minds are already fixed, and like this they die, they do not change. Everything is elaborated from a fix point of view.

The "nonsense" of old people, their prejudices set ideas, etc., all appear like a rock, a stone that does not change in any way. That is why people commonly say: "That's the way I am, always have been and always will be".

It is urgent for teachers who are in charge of forming the personality of students, to study the mind in depth so that they are able to intelligently orientate new generations.

It is painful to understand how the mind becomes fixed little by little as time goes by.

The mind is the killer of what is real and true. The mind destroys Love.

Whoever arrives at old age is no longer capable of Loving because his mind is full of painful experiences, prejudices, set ideas like hard rocks.

There are dirty old men who believe they are still capable of Loving, but what is actually happening is that they are full of senile sexual passions and confuse passion with Love.

Every "dirty old man or woman" passes through tremendous lustful, passionate states before dying and they believe that this is Love.

It is impossible for old people to love because the mind destroys it with its "nonsense", "set ideas", "prejudices", "jealousy", "experiences", "memories", "sexual passions", etc.

The Mind is Love's worst enemy. In super-civilized countries, Love no longer exists because people's minds only smell of factories, bank accounts, retails products, etc.

There are many traps for the mind and the mind of every person is well bottled up.

Some have bottled their minds in abominable communism: others have bottled it in heartless capitalism.

There are some who have bottled their mind in jealousy, hate, desire to be rich and have a good social position, attachments to certain people, or attachment to their own suffering and family problems, etc.

People love bottling up the mind. Few are those who decide to truly smash the bottle to pieces.

We need to free the mind, but people love slavery, and it is very rare to find someone in life who does not have the mind totally bottled up.

Teachers should teach their students all these things. They should teach new generations to observe their own mind, to investigate and understand it. Only through profound understanding can we prevent the mind from crystallizing, freezing and becoming bottled up.

The only thing that can transform the world is Love, but the mind destroys Love.

We need to study our own mind, observe, investigate it profoundly, truly understand it. Only in this way, in becoming masters of ourselves, of our own mind, will we kill the killer of Love and truly be happy.

Those who live beautifully fantasizing about Love, who live making projects about Love, who want Love to work in accordance to their likes and dislikes, projects and fantasies, norms and prejudices, memories and experiences, etc., will never be able to really know what Love is. They have in fact, become enemies of Love.

It is necessary to understand fully what the processes of the mind are in the state of accumulation of experiences.

Many times a teacher justly reprimands but sometimes he/she does so stupidly and without any true reason, without understanding that every unjust reprimand remains in the minds of students. The result of such a mistaken procedure is usually the loss of Love for the teacher.

The mind destroys Love and that is something that school, college and university teachers should never forget.

It is necessary to deeply understand all those mental processes that put and end to the beauty of Love!

It is not enough to be a parent; it is necessary to know how to Love. Parents believe that they love their children because they have them, because the children belong to them, such as when someone owns a bicycle, a car or a house.

That sense of possession and dependence is usually confused with Love but can never be Love.

Teachers of our second home which is school, believe they Love their students because they are in charge of them but that is not Love. The sense of possession or dependence is not Love.

The mind destroys Love and only by comprehending all the mistaken fuctionalisms of our mind, our absurd way of thinking, our bad customs, mechanical habits,

wrong way of looking at things, etc., can we come to live and truly experience that which does not belong to time and which is called Love.

Whoever wants love to transform itself into a piece of their mechanical routine; whoever wants Love to walk upon the mistaken track of their own prejudices, clavings, fears, experiences of life, selfish way of looking at things, mistaken way of thinking, etc., do in fact put an end to Love because the latter never allows itself to be subdued.

Whoever wants Love to works as "I like", "I desire", "I think", lose Love because Cupid the God of Love, is never ready to let himself be enslaved by the Ego.

We have to annihilate the "Ego", the "Myself", the "Id", so we do not lose the child of Love.

The Ego is a bunch of memories cravings, fears, hatreds, passions, experiences, selfishness, envies, lust, etc.

Only by understanding each defect separately, by studying and directly observing it, not only in the intellectual region but also in all the subconscious levels of the mind, will each defect disappear as we die from moment to moment. Only in this way will we achieve the disintegration of the Ego.

Whoever wants to bottle Love up within the horrible traps of the Ego, loses it and stays without it because Love can never be bottled up.

Unfortunately people want Love to behave according to their habits, desires, customs, etc. People want to submit Love to the Ego and that is absolutely impossible, since Love does not obey the "EGO".

Couples in love or better said, couples with passion for each other, suppose that Love should keep faithfully within the limits of their own desires, concupiscences, errors, etc., and in this way they are totally wrong.

"Let's talk about us!", say couples in love or sexually passionate for each other, who are plentiful in this world. Then we hear conversations, projects, desires and goals. Each has something to say, he or she puts forward projects, desires, his or her way of looking at things of this life and each wants Love to move like a train on steel tracks forged by the mind.

How wrong, how lost are these couples in Love or with passions! How far away from reality they are!

Love does not obey the Ego and when partners want to chain it down by the neck and submit it, it escapes leaving the couple in disgrace.

The mind has a bad habit of comparing. A man compares one girlfriend to another, a woman compares one man to another. A teacher compares one student to another student, as if all of them do not deserve the same appreciation. Truly, all types of comparison are abominable.

Whoever contemplates a beautiful sunset and compares it to another does not really know how to understand the beauty he has before his very eyes.

Whoever contemplates a beautiful sunset and compares it to another does not really appreciating the beauty he has before his ayes.

Where there is comparison, there is no true Love. A father and a mother who really love their children will never compare them to anyone. They will simply love them and that is all.

A husband who loves his wife never makes the mistake of comparing her to anyone else. He loves her and that is all.

The teachers who really love their students will never discriminate and never compare one with another. They truly love them and that is all.

A mind divided by comparisons and enslaved by duality's destroys Love.

A mind divided by the struggle of opposites is not capable of understanding the new, it becomes petrified and frozen.

The mind has many depths, regions, subconscious areas, labyrinths; but the worhiest is the Essence, the Conscience, which is in the centre.

When duality's ceases to exist, when the mind becomes integrated, serene, quiet, profound; when it no longer compares, then the Essence, the Conscience, awakens, and this should be the true objective of Fundamental Education.

Let us distinguish between Objectivity and Subjectivity. In Objectivity there is awakened Conscience. In Subjectivity there is sleep Conscience, Subconsciousness.

Only Objective Conscience can enjoy Objective Knowledge.

The intellectual knowledge that is actually received by students attending schools, colleges and universities is one hundred percent Subjective.

Objective Knowledge cannot be acquired without an Objective Conscience.

Students should first achieve Self-Consciousness and then Objective Conscience.

Only through the Path of Love, can we achieve Objective Conscience and Objective Knowledge.

It is necessary to understand the complex problem of the mind if we truly want to tread the path of Love.

Chapter 10

KNOWING HOW TO LISTEN

In the world there are many orators who astonish with their eloquence, however, few are those who know how to listen, to know how to listen is very difficult.

When a TEACHER or LECTURER speaks, the audience seems to be very attentive as if following in detail each word of the speaker. Everything indicates that they are listening, that they are in a state of alertness, but in the psychological depth of each individual there is a secretary that translates each word of the speaker.

This SECRETARY is the "EGO", the Myself, the Id. The job of this secretary consists in misinterpreting, in mistranslating the words of the speaker.

The EGO translates in accordance with its prejudices, preconceptions, fears, pride, anxieties, ideas, memories, etc.

Students and people who together constitute the listening audience, are not really listening to the speaker. They are listening to themselves, their own Ego, their beloved Machiavellian Ego that is not willing to accept what is Real, the Truth and the Essential.

Only in a state of alert Novelty, with a Spontaneous Mind, free from the burden of the past, in a state of full Receptivity, can we listen without the intervention of that wretched ill-omened secretary, the Ego.

When the mind is conditioned by memory, it only repeats what it has accumulated.

A mind conditioned by experiences of so many yesterdays can only see the present through the cloudy lens of the past.

If we want to know how to listen, if we want to learn how to listen, to discover the new, we should live in accordance with the philosophy of the present Moment.

It is urgent to live from moment to moment, without the preoccupations of the past and without the projects of the future.

The Truth is the unknown from moment to moment. Our minds should always be alert, in complete attention, free form prejudices, preconceptions, so as to really be receptive.

Schoolteachers should teach their students the profound significance contained in knowing how to listen.

It is necessary to learn to live wisely, refining our senses, refining our behaviour, our thoughts and our feelings.

If we do not know how to listen, and we are not capable of discovering the new from moment to moment, it is useless to have a great academic background.

We need to refine attentions, to refine our manners, refine our people, our things, etc.

It is impossible to be truly refined when we do not know how to listen.

Crude, rough, deteriorated, degenerated minds never know how to listen, never know how to discover the new. Those minds only understand in a mistaken way the absurd translations of that satanic secretary called the EGO.

To be refined is something very difficult and it requires complete attention. Someone can be a very refined person, in fashion, in suits, dresses, gardens, cars and friendships, however, he will continue being rough, crude and unpleasant within.

Whoever knows how to really live from moment to moment, treads the path of true refinement.

He who has a receptive, spontaneous, integral, alert mind, walks on the path of authentic refinement.

Whoever opens himself to everything new, abandoning the burden of the past, preconceptions, prejudices, jealousies, fanaticisms, etc., walks victoriously along the path of authentic refinement.

The degenerated mind lives imprisoned in the past, in preconceptions, pride, self-esteem, prejudices, etc.

The degenerated mind does not know how to see new things, does not know how to listen; it is conditioned by Self-Esteem.

The fanatics of Marxism-Leninism do not accept new things, do not admit the fourth characteristic of all things, the fourth Dimension, because of pride. They love themselves too much, they become attached to their own absurd materialistic theories and when we place them in the field of actual facts, and when we demonstrate the absurdity of their sophisms they raise their left arm, look at their wristwatch and give an evasive excuse to leave.

Those are degenerate minds, decrepit minds that do not know how to listen nor how to discover the new, that do not accept reality because they are imprisoned in Self-Esteem. Minds that love themselves too much, minds that do not know about cultural refinements, crude, course minds, rough minds, that only listen to their beloved EGO.

Fundamental Education teaches how to listen, teaches how to live wisely.

Teachers of schools, colleges and universities should teach their students the real path of true vital refinement.

It is of no use to spend ten or fifteen years in schools, colleges and universities if on coming out, we are internally true pigs in our thoughts, ideas, feelings, and habits.

Fundamental Education is needed urgently because the new generations represent the beginning of a new era.

The hour of True Revolution has arrived, the moment of Fundamental Revolution has arrived.

The past is the past and has already given fruits. We need to comprehend the deep meaning of the moment in which we live.

Chapter 11

WISDOM AND LOVE

Wisdom and Love are the two main pillars of every true civilization.

On one pan of the scales of Cosmic Justice we should place Wisdom, on the other we should place Love.

Wisdom and Love should balance each other mutually. Wisdom without Love is a destructive element. Love without Wisdom can lead us into error, "Love is Law but Conscious Love".

It is necessary to study much and acquire knowledge but it is also urgent to develop the Spiritual Being within us.

Knowledge without the Spiritual Being well developed within us in a harmonious way becomes the cause of that which is called knavery.

The Being well developed within us but without intellectual knowledge of any kind gives rise to stupid Saints.

A stupid Saint possesses very developed Spiritual Being but since he does not have intellectual knowledge, he cannot do anything because he does not know how to.

A stupid Saint has the power of doing but he can not do because he does not know how to.

Intellectual knowledge without the Spiritual Being well developed produces intellectual confusion, perversity, pride, etc.

During the Second World War thousands of scientists devoid of any spiritual elements in the name of science and humanity committed terrible crimes with the purpose of carrying out scientific experiments.

We need to form a powerful intellectual culture. However, very well balanced with true Conscious spirituality.

We need Revolutionary Ethics and a Revolutionary Psychology if we really want to dissolve the EGO in order to develop the True spiritual BEING within us.

Unfortunately, for lack of Love, people use the intellect in a destructive way.

Students need to study science, history, mathematics, etc.

It is necessary to acquire vocational skills with the purpose of being useful to our fellow beings.

It is necessary to study, it is indispensable to accumulate basic knowledge, however fear is not indispensable.

Many people accumulate skills because of fear; they are afraid of life, death, hunger, misery, to "what people will say", and for this reason they study.

One should study because of Love towards our fellow men with the desire of serving them better but one should never study because of fear.

In practical life we have been able to prove that all those students that study because of fear, sooner or later become rascals.

We need to be sincere with ourselves in order to observe and discover in ourselves all the processes of fear.

In life we should never forget that fear has many phases. Sometimes fear is confused with courage. Soldiers on the battlefield seems to be very brave but in reality they move and fight due to fear. A person who commits suicide seems at first sight to be very brave, but in reality he is a coward who is afraid on life.

All rascals in life appear to be very brave but deep down they are cowards.

Rascals often use their profession and power in a destructive way when they are afraid. For example Castro Ruz in Cuba.

We never pronounce ourselves against the experience of practical life or against the cultivation of intellect but we condemn the lack of Love.

Knowledge and experience of life become destructive when there is lack of Love.

The Ego usually traps intellectual knowledge and experience when that which is called Love is absent.

Husbands and wives should always feel as if they were recently married, forgetting the past and happily living the present.

Love and resentments are incompatible atomic substances. In true love, no resentments of any kind can exist. Love is eternal forgiveness.

Love exists in those who feel true anguish for the suffering of their friends and enemies. True love exists in him who wholeheartedly works for the wellbeing of the humble, poor and needy.

Love exists in him who, in a natural and spontaneous way, feels sympathy for the peasant who waters the furrow with the sweat of his brow; for the villager who

suffers; for the beggar who asks for a coin; and for the humble dog in anguish and sickness which dies of hunger on the roadside.

When we help someone wholeheartedly, when in a natural and spontaneous way, we care for a tree and water the flowers in the garden without anyone demanding it from us, then authentic generosity, true sympathy and love exist.

Unfortunately people are not truly generous to the world.

People are only concerned with their own selfish gains, desires, knowledge, experiences, sufferings, pleasures, etc.

Many people exist in the world who possess only false generosity. False generosity exists in the astute politician, in the electoral "fox" who spends money with the goal of obtaining power, prestige, position, wealth, etc. We should not confuse false generosity with true generosity. True generosity is absolutely disinterested but can easily be confused with the selfish and false generosity of political "foxes" capitalist crooks, and satyrs who desire women, etc.

Generosity should come from our hearts. True generosity is not of the mind. Authentic generosity is the perfume of the heart.

If people were generous, they would forget resentments accumulated in their memories, all the painful experiences of the many yesterdays and would learn to live from moment to moment, always happy, always generous, full of true sincerity.

Unfortunately, the Ego is memory and lives in the past, it always wants to return to the past. The past overcomes people, destroys happiness, kills love.

A mind bottled up in the past can never fully understand the profound singificance of the present moment in which we live.

Many people write to us seeking consolation, asking for a precious ointment to heal their painful heart, but few are those who worry about comforting the afflicted.

The Ego abuses experiences and the intellect by using them to grow stronger.

On disintegrating the Ego, experiences and the intellect remain in the hands of the INTIMATE BEING and all abuse then becomes impossible.

Every student should guide himself on the vocational path and study in depth all theories related to his vocation.

Studies and the intellect do not harm anyone, but we should not abuse the intellect.

We need to study to avoid abusing the mind. He who wants to study theories of different vocations, who wants to harm others with the intellect, who practices violence on another's mind, etc., abuses the mind.

It is necessary to study professional and spiritual subjects in order to have a banlanced mind.

It is urgent to arrive at an intellectual and spiritual SYNTHESIS if we really want a balanced mind.

Teachers of schools, colleges and universities should study our Revolutionary Psychology in depth if they really want to lead their students along the path of FUNDAMENTAL REVOLUTION.

It is necessary that students acquire SPIRITUAL BEING and develop the TRUE BEING in themselves so that they leave school transformed into responsible individuals, and not stupid Rascals.

Wisdom without Love is useless. Intellect without Love only produces rascals.

Wisdom in itself is an Atomic Substance, atomic capital that should only be administered by individuals filled with true Love.

Chapter 12

GENEROSITY

It is necessary to love and be loved but unfortunately for the world, people do not love neither are they loved.

Real love is something unknown to people who confuse it very easily with passion and fear.

If people were capable of loving and being loved, wars should be impossible on the face of the earth.

Many marriages could be truly happy but unfortunately they are not, due to old resentments accumulated in their memories.

If married couples were generous, they would forget the painful past and would live fully; filled with true happiness.

The mind kills and destroys love. Experiences, disagreement, jealousy, etc., when accumulated in our memory, destroy love.

Many resentful wives could be happy if they were generous enough to forget the past and live in the present adoring their husbands.

Many husbands could be truly happy with their wives if they were generous enough to forgive old errors and forget quarrels and unhappy situations accumulated in their memories.

It is necessary and urgent that married couples understand the profound meaning of the present moment.

Many people write to us about the miserable state they live in but very few are those who break their only loaf of bread, which will satisfy their own hunger, to share it with others in need.

People do not want to understand that a cause exists behind any effect and that only by changing the cause do we modify the effect.

The Ego, our beloved Ego, is energy which has lived in our ancestors and which has given rise to certain past causes whose present effects condition our existence.

We need Generosity to modify causes and to transform effects, to wisely guide the ship of our existence and to radically transform our own life.

Real effective generosity is not of the mind. Authentic sympathy, halts generosity of the heart and annihilates within us the delicious perfume of love.

Fear is the root of all corruption, the secret origins of all wars, the mortal poison that degenerates and kills.

School, college and university teachers should understand the need to place their students on the path of true generosity, courage, and sincerity of the heart.

The clumsy, rotten people of past generations, instead of understanding the lethal poison called fear, have cultivated it like an ill-fated flower in a green house. The result of such an action has been corruption, chaos and anarchy.

Teachers should understand the critical times in which we live today and the need to build up future generations on a solid base of revolutionary ethics that is in tune with the atomic era, which in these moments of pain and suffering is dawning among the majestic sounds of thought.

Fundamental education bases itself on revolutionary psychology and on revolutionary ethics in tune with the new vibrating rhythm of this new era.

A sense of cooperation should totally displace the horrible battle of selfish competition. It becomes impossible to know how to cooperate when we exclude the effective and revolutionary principle of generosity.

It is urgent to fully understand, not only on the intellectual level but also in the distinct unconscious corners of the subconscious mind, what the lack of generosity and the horror of selfishness is. Only by realizing what selfishness and lack of generosity really are can the delicious fragance of TRUE LOVE and EFFECTIVE GENEROSITY, which is not of the mind, burst forth in our hearts.

Chapter 13

UNDERSTANDING AND MEMORY

To remember is to try to store in the mind what other people have told us, what has happened to us, what we have hear, seen or read, etc.

Teachers want their students to store faithfully in their memory their words, their phrases, what is written in schoolbooks, entire chapters, heavy home-works, etc.

To pass tests means to remember what we have been told and what we have mechanically read. It means to verbalise memory, to repeat everything that we have stored in our memory like parrots.

It is necessary that new generations understand that repeating everything in the memory like a record does not mean having understood anything in depth. To remember is not to understand. The memory belongs to the past; it is something dead that no longer has life.

It is imperative and of great contemporary importance that all students in education really understand the deep meaning of profound Understanding.

To Understand is something immediate, direct, something that we live intensely, something that we experience profoundly and which inevitably is transformed into intimate means of conscious action.

To remember or to recall is something dead, it belongs to the past and unfortunately it becomes and ideal, a motto, and idea, that we want to imitate mechanically and follow unconsciously.

In true Understanding, in profound Understanding, in intimate Understanding there is only the pressure of the Conscience, constant pressure born from the essence that we carry within.

Real Understanding manifests itself as spontaneous natural and simple action, free of the depressing process of choice, pure without indecisions of any type. Understanding transformed into secret means of action is splendid, wonderful, edifying and essentially dignifying.

Calculation is the action based on recalling what we have read, the ideal we aim at, the norm of behaviour that we have been taught, of the accumulated experiences in memory, etc. It depends on depressing option, it is dual, based on conceptual choice which only leads inevitably to error and pain.

To adapt action to remembrance, to try to modify action so that it coincides with memories accumulated in us, is something artificial, absurd, without spontaneity and can inevitably only lead to error and pain.

People are terrified of everything. They fear coming out of old established norms, being different form other people, thinking in a revolutionary way, breaking with all prejudices of a decadent society, etc.

Fortunately there live in the world a few sincere and understanding people who truly want to examine all the problems of the mind profoundly. However, in the greater majority of us, the spirit of nonconformity and rebellion does not even exist.

There exist two types of rebellion which are already duly classified. First: Violent psychological rebellion. Second: Profound psychological rebellion of intelligence.

The first type of rebellion is reactionary, conservative and retardate. The second type of rebellion is revolutionary.

In the first type of psychological rebellion we find the reformer who mends old suits and repairs the walls of old buildings so that they will not crumble. He is the regressive type, the revolutionary of blood and liquor, the leader of military uprisings and coups. He is the man with a shotgun on his shoulder, the dictator who enjoys taking all those who do not accept this whims and theories to the firing squad.

In the second type of psychological rebellion we find Buddha, Jesus, Hermes, the transformer, the intelligent revel, the intuitive, great paladins of the Revolution of Conscience.

Those who only educate themselves with the absurd purpose of scaling magnificent positions within the bureaucratic beehive, of ascending, of climbing to the top of the ladder and making themselves heard. They lack true depth; they are stupid by nature, superficial, empty, one hundred percent rascals.

It has already been proven up to the hilt that when true integration of thought and feelings does not exist in a human being, even when we have received a great education, life becomes incomplete, contradictory, boring and tormenting because of innumerable fears of all types.

Undoubtedly and without fear of making a mistake, we can affirm emphatically that without integral education life becomes damaging, useless and harmful.

The intellectual animal has an internal ego which is unfortunately made up of separate entities that are fortified with mistaken education.

The pluralized ego that each of us carry within is the fundamental cause of all our complexes and contradictions.

Fundamental Education should teach the new generations our psychological didactic for the dissolution of the ego.

Only by dissolving the various entities that which on the whole constitute the ego, can we establish in ourselves a permanent centre of individual Conscience; then we shall be integral.

While there exists inside each of us the pluralized ego, not only do we embitter our life for ourselves but we also embitter the lives of others.

What is the use of studying law and become lawyers if we perpetuate fights? What is the use of accumulating much knowledge in our mind if we continue to be confused? What is the use of technical and industrial skills if we use them for the destruction of our fellow men?

It is useless to receive instruction, to attend classes, to study if in the process of daily living we are miserably destroying one another.

The aim of education should not be to only produce each year new job searchers, new types of rascals, new boors that do not even know how to respect their neighbour's religion, etc.

The true objective of Fundamental Education should be to create true, integrated men and women and therefore, conscious and intelligent men and women.

Unfortunately, teachers of schools, colleges and universities think of everything but think least of all in awakening the integral intelligence of those whom they are educating.

Any person can covet and acquire titles, medals, diplomas and even become very efficient in the mechanistic field of life but this does not mean being intelligent.

Intelligence can never be mere mechanical functionalism. Intelligence can never be the result of simple book knowledge. Intelligence is not the capacity of reacting automatically with sparkling words to any challenge. Intelligence is not mere verbalization of memory. Intelligence is the capacity of directly receiving the Essence, the Real, what truly is.

Fundamental Education is the science which allows us to awaken this capacity in ourselves and in others.

Fundamental Education helps each individual to discover the true values that emerge as a result of profound investigation and understanding of oneself.

When Self-knowledge does not exist within us, then Self-expression becomes egotistical and destructive Self-affirmation.

Fundamental Education is only concerned with the awakening of each individual, the capacity of understanding oneself in all the areas of the mind and not simply to

surrender it to the complacency of the mistaken Self-expression of the pluralized ego.

Chapter 33

EVOLUTION, INVOLUTION, REVOLUTION

In practice we have been able to verity that in materialistic schools as well as in spiritualist schools people are completely bottled up in the dogma of evolution.

Modern opinions on the origin of man and his past evolution are deep down, cheap sophistry; they do not resist a profound critical study.

In spite of all of Darwin's theories being accepted as truths on blind faith by Karl Marx and his much referred dialectic materialism, modern scientists know nothing about the origins of man, they have proved nothing. They have experienced nothing directly and lack accurate, specific and precise proofs on human evolution.

On the contrary, if we take human history, say the last twenty or thirty thousand years B.C., we will find precise proofs, unmistakable sings of a superior type of man, incomprehensible to modern people and whose presence can be demostrated through multiple testimonies, ancient hieroglyphs, ancient pyramids, exotic monoliths, mysterious papyri and diverse, ancient monuments.

As for prehistoric man, those strange and mysterious creatures of an aspect so similar to the intellectual animal and nevertheless, so different, so mysterious and whose illustrious bones are found deeply hidden sometimes in archaic deposits of the glacial or pre-glacial period, modern scientists know nothing precise about them through direct experience.

Gnostic science teaches that the rational animal, as we know him, is not a perfect being, he is not yet a Man in the complete sense of the word. Nature developed him to a certain point and then abandoned him leaving him in complete freedom to continue his development or lose all his possibilities and degenerate.

The laws of evolution and those of involution are the mechanical axis of all nature and have nothing to do with the intimate self-realization of the Being.

Inside the intellectual animal there exists tremendous possibilities that can be developed or lost. It is not a law that these possibilities develop themselves. Evolutive mechanics cannot develop them.

The development of such latent possibilities is only possible in well defined conditions and this demands tremendous individual super-efforts and efficient help on the part of those Masters who have already done the work in the past.

Whoever wants to develop all his latent possibilities to become a man should enter the path of the Revolution of conscience.

The intellectual animal is a grain, a seed; from that seed the tree of life can be born, the true Man. That man whom Diogenes was looking for at noon with a lit lamp through the streets of Athens and whom he unfortunately could not find.

It is not a law that this grain, that this very special seed, will be able to develop. It is normal and natural for it to be lost.

The true man is as different from the intellectual animal as the ray is from the cloud.

If the grain does not die, the seed will not sprout. It is necessary, it is urgent that the ego, the myself, dies so that the Man is born.

Teachers of schools, colleges and universities should teach their students the path of revolutionary ethics. Only in this way is it possible to achieve the death of the ego.

Emphatically, we can affirm that the Revolution of Conscience is not only rare in this world but more and more rare every time.

The Revolution of Conscience has three perfectly defined factors: First, Death; Second, Birth; Third, Sacrifice for Humanity. The order of the factors does not alter the product.

To die is a matter of revolutionary ethics and dissolution of the psychological ego.

To be born is a matter of sexual transmutation. This matter corresponds to transcendental sexology. Whoever wants to study this theme should write to us and get to know our Gnostic books.

Sacrifice for humanity is universal conscious charity.

If we do not want the Revolution of Conscience, if we do not make tremendous super efforts to develop the latent possibilities that will take us to intimate self-realization, it is clear that the said possibilities will never develop.

Those who achieve self-realization, those who are saved are very rare, and there does not exist injustice in that, because why should the poor intellectual animal have what it does not want?

A radical, total and final change is needed; but not all the beings want that change, they do not desire it, they do not know about it and they are told about it but they do not understand, they are not interested. Why should they be forcibly given something that they do not want?

The truth is that before the individual acquires new faculties or new powers that he does not even remotely know about and which he still does not possess, he should

acquire faculties and powers that he mistakenly thinks he has, but in reality, he does not have.

Chapter 34

THE INTEGRAL INDIVIDUAL

Fundamental Education in its true sense is the profound understanding of oneself. All the laws of nature are found within each individual.

Whoever wants to get to know all the marvels of nature should study them within himself.

False Education is only concerned with enriching the intellect and that anyone can do. It is obvious that with money anyone can have the luxury of buying books.

We do not pronounce ourselves against intellectual culture; we only pronounce ourselves against unhinged, mentally accumulative eagerness.

False intellectual education only offers subtle ways out to run away form oneself.

Every erudite man, every intellectual addict always has marvellous evasions available that allow him to run away from himself.

Rascals result from intellectualism without spirituality and these have led humanity to chaos and destruction.

Technology can never enable us to know ourselves in an integral, unitotal way.

Parents send their children to school, college and university or polytechnic, etc., for them to learn a skill so that they may have some profession, for them to be able to finally earn a living.

It is obvious that we need to know as skill, to have a profession, but that is secondary. What is fundamental, what is primary is to know ourselves, to know who we are, where we come from, where we are going, what the objective of our existence is.

In life there is everything: happiness, sadness, love, passion, joy, pain, beauty, ugliness, etc., and when we know how to live life intensely, when we understand it on all the levels of the mind, we find our place in society, we create our own skill, our particular way of living, but the contrary is false one hundred percent. A skill by itself can never originate an in-depth understanding, a true understanding.

Today's education has been a complete failure because it gives exaggerated importance to skills, to professions and obviously those underlining skills transform man into a mechanical robot, it destroys his best possibilities.

To cultivate capacity and efficiency without the understanding of life, without knowledge of oneself, without a direct perception of the process of the Ego, without

a thorough study of the proper way of thinking, feeling, desiring and acting, will only serve to increase our own cruelty and selfishness, those psychological factors that produce war, hunger, misery and pain.

The development of skills alone, has produced mechanics, scientists, technologists, atomic physicists, dissectors of poor animals, inventors of destructive arms, etc.

The only thing that all those professionals, all those inventors of atomic bombs and hydrogen bombs, all those dissectors that torture nature's creatures, all those rascals are really only good for is war and destruction.

Those rascals do not know anything; they do not understand anything about the total process of life in all its infinite manifestations.

General technological progress, transport systems, calculating machines, electric lighting, lifts inside buildings, electric brains of all types, etc., solve thousands of problems that process themselves on a superficial level of existence; but it introduces in the individual and in society multitudes of broader and more profound problems.

To live exclusively on the superficial level without taking into account the different areas and more profound regions of the mind means, as a matter of fact, to attract upon ourselves and our children, misery, tears and desperation.

The greatest need, the most urgent problem of each individual is to understand life in its integral, unitotal way, because it is only in this way that we are in a position of satisfactorily solving all our particular intimate problems.

Technological knowledge by itself can never solve all our psychological problems, all our profound complexes.

If we want to be true men and women, integral individuals, we should psychologically explore ourselves. We should profoundly know ourselves in all the areas of thought, because technology without a doubt, becomes a destructive instrument, when we do not truly understand the entire process of existence, when we do not know ourselves in an integral way.

If the intellectual animal truly loved, if he understood the entire process of life, he would never have committed the crime of splitting the atom.

Our technological process is fantastic, but it has only managed to increase our aggressive power to destroy one another; terror, hunger, ignorance and illness rein everywhere.

No profession, no technology can ever give us that which is called plenitude, true happiness.

Each person in life suffers intensely in his trade, in his profession, in his routine way of living, and things and occupations become instruments of envy, murmuring, hate, bitterness.

The world of doctors, the world of artists, of engineers, of lawyers, etc., each of these worlds are full of pain, murmuring, competition, envy, etc.

Without the understanding of ourselves a mere occupation, skill or profession leads us to pain and the search for escape. Some find escape routes through alcohol, the pub or the cabaret, others want to escape through drugs, morphine, cocaine, marijuana and others through lust and sexual degeneration, etc.

When we want to reduce our whole life to a trade, a profession, a system of making more and more money, the result is boredom, nuisance and the search for escape.

We should become complete, integral individuals and that is only possible by knowing ourselves and dissolving the psychological ego.

Fundamental Education, at the same time that it stimulates the learning of a trade to earn a living should also carry out something of more importance, it should help man to experience, to feel in all its aspect and in all the levels of the mind the process of existence.

If someone has something to say, let him say it and that of saying it is very interesting because in this way every person creates for himself his own style, but to learn others' styles without having directly experienced life for oneself in an integral way only leads to superficiality.

Chapter 35

THE MACHINE MAN

The machine man is the most unhappy beast that exists in this valley of tears but he has the pretentiousness and even the insolence to call himself the king of nature.

"Nosce Te Ipsum", "Man Know Thyself"; This is an ancient golden proverb written on the invincible walls of the temple at Delphi in ancient Greece.

The man and woman of our times, that poor intellectual animal that mistakenly classifies himself as Man, has invented thousands of very complicated and intricate machines. He knows very well that to be able to use a machine one sometimes needs long years of study and training, but when it comes to himself he totally forgets this fact even though he himself is a machine more complicated that all the ones that he has invented.

There is no man that is not filled with totally false ideas about himself. The most serious of all is that he does not want to realize that he really is a machine.

The human machine does not have freedom of movement. It only functions through multiple and varied, internal influences and external shocks.

All movements, actions, words, ideas, emotions, feelings, desires of a human machine are provoked by external influences and by multiple, strange and difficult internal causes.

The intellectual animal is a wretched talking puppet with memory and vitality, a living doll that has the silly illusion that it can DO when in reality it cannot DO anything.

Consider that the doll is alive, falls in love, speaks, walks, desires, wages, wars, etc.

Consider that this doll can change owners at any moment. You should consider that each owner is a different person, a person who has his own criteria, his own form of enjoyment, feeling, living, etc.

Any owner wanting to obtain money will push certain buttons and then the doll will dedicate itself to business; another owner, half an hour later or several hours later, will have a different idea and will make his doll dance and laugh; a third will make him fight; a fourth will make him fall in love with a woman; a fifth will make him fall in love with another woman; a sixth will make him fight with a neighbour and create a problem for himself and the police, and a seventh will make him change his address.

In fact the doll in our example has done nothing but he thinks that he has. He has the illusion that he does when in fact he cannot do anything, because he does not have an individual being.

Undoubtedly everything occurs just as when it rains, when it thunders, when the sun warms us; but the poor doll thinks that he can do. He has the silly illusion that he has done everything but in reality he has done nothing. Their respective owners have amused themselves with the poor, mechanical doll.

This is the way the poor intellectual animal is, dear reader, a mechanical doll, just as in our illustrative example. He thinks he does when in fact he does nothing. He is a flesh and blood puppet controlled by a legion of energetic, subtle entities who as a whole constitute that which is called the pluralized ego.

The Christian Gospel classifies all those entities as demons and their true name is legion.

If we say that the ego is a legion of demons that control the human machine, we are not exaggerating. This is the case.

The machine man does not have any individuality; he does not possess the Being; only the true Being has the power to DO.

Only the being can give us true individuality, only the being transform us into true men and women.

Whoever wants to truly stop being a simple mechanical doll should eliminate each of these entities that as a whole constitute the Ego. Each of these egos play with the human machine. Whoever wants to truly stop being a simple mechanical doll has to start by admitting and understanding his own mechanicalness.

He who does not want to understand nor accept his own mechanicalness, he who does not want to correctly understand this fact can no longer change. He is an unfortunate, a wretch; it is better for him to "tie a millstone around his neck and hurl himself into the sea".

The intellectual animal is a machine but a very special machine. If this machine manages to understand he is a machine, if he is guided well and if circumstances allow him, he can stop being a machine and transform himself into a Man.

Before anything else, it is urgent to understand deeply and in all the levels of the mind that we do not have true individuality, that we do not have a permanent centre of Conscience, that in a specific moment we are one person and in another moment, another person. Everything depends on the entity that controls the situation at any given instant.

What originates the illusion of unity and integrity in the intellectual animal is partly the sensation of having a physical body, partly his name and surname and partly, memory and mechanical habits implanted in the memory by education or acquired by simple and silly imitation.

The poor intellectual animal will not be able to stop being a machine, we will not be able to change, acquire true individual being and transform himself into a real man, as long as he does not have the courage to eliminate, through in-depth understanding and in a successive order, each of those metaphysical entities which as a whole constitute the Ego, the Myself.

Each idea, passion, vice, affection, hatred, desire, etc., has its corresponding entity, and the mass of all of those entities is the prluralized ego of Revolutionary Psychology.

All those metaphysical entities, all those selves which as a whole constitute the ego, do not have a true bond between them. They do not have coordinates of any type. Each of those entities depends totally on circumstances, change of impressions, happenings, etc.

The screen of the mind changes colours and scenes at each instant. Everything depends on the entity that at any given instant controls the mind.

On the screen of the mind the different entities that in their entirety constitute the psychological ego pass through in a continuous procession.

The diverse entities that constitute the pluralized ego associate themselves, they dissociate themselves from certain special groups according to their affinities, they quarrel among themselves, they argue, they avoid each other, etc.

Each entity of the legion called self, each small self, believes itself to be everything, the total ego. It does not even remotely suspect that it is only the least part.

The entity that today swears eternal love to a woman is displaced later on by another entity that has nothing to do with such an oath and then dreams crumble to the floor and the poor disillusioned woman cries.

The entity that today swears fidelity to a cause is displaced tomorrow by another entity that has nothing to do with such a cause and then the person withdraws.

The entity that today swears fidelity to Gnosis is displaced tomorrow by another entity that hates Gnosis.

Teachers of schools, colleges and universities should study this book of Fundamental Education and for humanitarian purposes have the courage to guide students on the wonderful path of the Revolution of Conscience.

It is necessary that students understand the need to know themselves in all the areas of the mind.

A more efficient, intellectual orientation is needed. It is necessary to understand what we are and this should begin from the desks at school.

We do not deny that money is needed to eat, to pay the rent of the house and dress ourselves.

We do not deny that intellectual preparation is needed, a profession, a way of making money; but that is not all, that is secondary. The first and fundamental part is to know who we are, what we are, where we came from, where we are going, what is the purpose of our existence.

It is unfortunate to continue as automatic dolls, miserable mortals, machine-men.

It is urgent to stop being mere machines, it is urgent to become True Men.

A radical change is needed and this should begin precisely with the elimination of each of those entities which as a whole constitute the pluralized ego.

The poor intellectual animal is not a man, but he has within him a latent state all the possibilities to transform himself into a Man.

It is not a law the development of those possibilities, the most natural thing is for them to be lost.

Only through great super-efforts can such human possibilities be developed.

There is much to be eliminated and there is much to be acquired. It is necessary to do and inventory to find out how much is surplus and how much we are lacking.

It is clear that the pluralized ego is unnecessary. It is something useless and harmful.

It is logical to say that we have to develop certain powers, faculties and capabilities that the machine man attributes to himself and believes he has but in fact, he truly does not have.

The machine man believes he has true individuality, awakened Conscience, conscious willpower, the power to do, and he has none of these.

If we want to stop being machines, if we want to awaken Conscience, to have true conscious willpower, individuality, and the capacity do, it is urgent to start by knowing ourselves and then dissolving the psychological ego.

When the pluralized ego is dissolved only the True Being remains within us.

Chapter 36

PARENTS AND TEACHERS

The most critical problem of education is not the students of primary, secondary schools or universities, but the parents and teachers.

If parents and teachers do not know themselves, it they are not capable of understanding a boy or girl, if they do not know how to understand in depth their relationship with boys and girls who start living their lives, if they are only concerned with cultivating the intellect of those who they are educating, then how can we create a new type of education?

The child, the student goes to school to receive conscious guidance but if the teachers are of narrow criteria, conservative, reactionary, retardatory, so will the student be.

Educators should re-educate themselves, know themselves, review all their knowledge and understand that we are entering a New Age. Education is transformed by transforming the educators.

To educate the educators is more difficult, because everyone who has read a lot, everyone who has a title, everyone who has to teach, everyone who works as a schoolteacher is already the way he is. His mind is bottled up in fifty thousand theories that he has studied and he would not change, he just never learns his lesson.

Teachers should teach HOW TO THINK but unfortunately they are only concerned with teaching what students should think about.

Parents and teachers live full of terrible financial, social and emotional worries, etc.

Parents and teachers are mostly occupied with their own conflicts and sorrows. They are not seriously interested in studying and solving the problems that boys and girls of the "New Age" pose to them.

There exists tremendous mental, moral and social degeneration but parents and teachers are full of anxiety and personal concerns and only have time to think of the economic aspect of children, in giving them a profession so that they will not die of hunger and that is all.

Contrary to general belief, the majority of parents do not truly love their children. If they loved them they would struggle for the common interest, they would be concerned with the problems of education with the purpose of achieving a true change.

If parents truly loved their children, there would be no wars, the family and nation would not stand out above the world as a whole, since this creates problems, wars, damaging divisions, infernal situations, for our sons and daughters to live in.

People study, they prepare themselves to become doctors, engineers, lawyers, etc., and on the other hand they do not prepare for the most critical and most difficult task, to be parents.

That family selfishness, that lack of love for our fellow humans, that policy of family isolation is absurd one hundred percent because it becomes a factor in deterioration and constant social degeneration.

Progress and true revolution, are only possible by throwing down those famous Chinese walls that separate us, that isolate us from the rest of the world.

All of us are one family and it is absurd for us to torture one another and to only consider as family the few people that live with us.

The selfish snobbery stops social progress, divides human beings, creates wars, privileged castes, economical problems, etc.

When parents truly love their children, walls and the abominable armours of isolation will crumble into dust, and then the family will cease to be and egotistical and absurd circle.

Once the selfish family walls have fallen, then there exists fraternal communion with all the others fathers and mothers, with teachers, with the whole of society.

The result of true fraternity is true social transformation, real revolution of education for a better world.

The educator should be more conscious, he should gather all the parents together and speak to them clearly.

It is necessary that parents understand that the task of education should be carried out on the firm basis of mutual cooperation between parents and teachers.
It is vital to tell parents that intellectual training is necessary but that it is not everything. Something more is needed. It is necessary to teach boys and girls to know themselves, to get to know their own errors, their own psychological defects.

Parents have to be told that children should be conceived out of love and not out of animal passion.

It is cruel and merciless to project our animal desires, our violent sexual passions, our morbid sentimentalism and bestial emotions on our descendants.

Sons and daughters are our own projections and it is criminal to infect the world with bestial projections.

Teachers of schools, colleges and universities should gather all the parents in a meeting room with the sound purpose of teaching them the path of moral responsibility with regards to their children and with regards to society and the world.

Educators have the duty of re-educatin themselves and guiding fathers and mothers.

We truly need to love in order to transform the world. We need to unite to raise, among all of us, the wonderful temple of the "New Age" which in these moments is being initiated amongst the Augustan thunder of thought.

Chapter 37

CONSCIENCE

People confuse Conscience with intelligence or with intellect and the very intelligent or intellectual person is called a conscious person.

We affirm that Conscience in man, beyond any doubt and without any fear of fooling ourselves, is a very particular type of "Understanding of Internal Knowledge", totally independent of all mental activity.

The faculty of Conscience permits us the Knowledge of Ourselves.

Conscience gives us integral knowledge of what is, where it is, what is really known, what is certainly ignored.

Revolutionary Psychology teaches that only man himself can know his own Conscience, and whether it exists or not at a given moment.

Man himself and nobody else but himself can become aware for an instant that before that instant, before that moment, he was not really conscious, that he had his Conscience asleep. He will then forget that experience or keep it as a memory, as the memory of a strong experience.

It is urgent to know that the Conscience in the rational animal is not something continuous or permanent. Normally, the Conscience in the intellectual animal called man sleeps profoundly.

Rare, very rare are the moments in which the Conscience is awake. The intellectual animal works, drives cars, marries, dies, etc., with his Conscience totally asleep and only in very exceptional moments does it awaken.

A human being's life is a life of dreams. However he believes he is awake and will never admit that he is dreaming, and that his Conscience is asleep.

If someone was to awaken, he would feel terribly ashamed of himself, he would immediately understand his tomfoolery, his own ridicule. This life is frightfully ridiculous, horribly tragic, and rarely sublime.

If a boxer in the middle of a fight was to awaken all of a sudden, he would feel ashamed before the honourable public and would flee from the horrible spectable before the astonishment of the asleep and unconscious multitudes. When a human being admits he has his Conscience asleep, you can be sure he has already begun to awaken.

The reactionary schools of old-fashioned Psychology that deny the existence of the Conscience and even declare the term useless, reveal a most profound state of

sleep. The henchmen of such schools sleep very profoundly in a practically infra and unconscious state.

Those who confuse the Conscience with psychological functions, thoughts, feelings, motor impulses and sensations, are in fact very unconscious and they sleep profoundly.

Those who admit the existence of the Conscience but flatly deny the different degrees of Consciousness, revel lack of conscious experience and sleep of the Conscience.

Every person who has, at least once, momentarily awakened, knows very well by personal experience that different degrees of observable consciousness exist in oneself.

First: Time; how long did we remain conscious?
Second: Frequency; how many times have we awakened consciousness?
Third: Amplitude and Penetration; what was one conscious of?

Revolutionary Psychology and the ancient Philokalia affirm that through super efforts of a special kind, consciousness can be awakened and made continuous and controllable.

Fundamental Education has the aim of awakening the Conscience. Ten or fifteen years of study in school, college and university are useless if when leaving the classrooms we are sleeping machines.

It is not an exaggeration to affirm that through some great effort, the intellectual animal can become conscious of himself for at least a couple of minutes.

Clearly, today there are rare exceptions, that we must seek with the torch of Diogenes. Such rare cases are represented by the Authentic Men: Buddha, Jesus, Hermes, Quetzalcoatl, etc.

These founders of religions possessed continuous consciousness. They were great enlightened men.

Normally, people are not conscious of themselves. The illusion of being conscious in a continuous way is born from the memory and all processes of thought.

A man who practices a retrospective exercise to remember his entire life can truly recall, remember the number of times he married, how many children he begot, who his parents were, his teachers, etc. However this does not mean awakening of consciousness. This is simply remembering unconscious actions and that is all.

It is necessary to repeat what we have said in preceding chapters. There are four states of Conscience: Sleep, Waking State, Self-Consciousness and Objective Consciousness.

The poor intellectual animal mistakenly called man lives in two of these states only. One part of his life goes by in sleep and the other, in the wrongly called waking State, which is also sleep.

A man who sleeps and dreams, believes that he awakens by merely returning to the Waking State, but in reality, during this Waking State he continues dreaming.

This is similar to sunrise, the stars become hidden due to the sunlight, but they continue to exist even when the physical eyes cannot perceive them.

In normal life, a human being knows nothing of consciousness of himself and much less of Objective Consciousness.

Nevertheless, people are proud and everyone thinks he or she is conscious of himself or herself. The intellectual animal firmly believe that he has consciousness of himself and under no circumstances would he accept to be told that he is asleep and that he lives unconscious of himself.

There are exceptional moments when the intellectual animal awakens, but these moments are very rare. They can occur in an instance of great danger, during and intense emotion, in some new circumstance, in some new unexpected situation, etc.

It is truly a disgrace for the intellectual animal not to have any control over those fleeting states of consciousness and that he cannot evoke them and make them continuous.

Nevertheless, Fundamental Education affirms that a man can achieve control over Consciousness and acquire Self-Consciousness.

Revolutionary Psychology has methods, scientific processes, to awaken Conscience.

If we want to awaken Conscience, we need to start examining, studying and then eliminating all those obstacles that appear on the path. In this book we have taught the path to awakening Conscience starting from school desks.

SAMAEL AUN WEOR