

The Predicament of Education



by Paul Lowe

“The way we see and experience the world is determined by how we grew up —the attitudes, opinions, beliefs and limitations we were given. We can discover our maximum potential as human beings and find true happiness, if we dare to go beyond the conditioning of our mind and emotions.”

We treat newborn children as if they are undeveloped in every respect. Yet it is only the body (the vehicle) that is at first undeveloped. While the physical body is a helpless machine over which the child has no control, work done with regressive hypnosis suggests that a newborn is a fully aware being.

Children have many faculties of consciousness. Many reported cases exist of children being psychic, remembering their parents from previous lives, seeing auras and having telepathic ability. They see and hear things that adults do not; they maintain a sensitivity that adults have lost. Newborn babies and children are closer to their essential selves than adults are, yet we treat them as if they were toys and speak to them in nonsensical baby talk. An infant is perfectly capable of hearing us directly. In fact, we may not need to use the voice at all, as most babies are telepathic. They try to reply, but do not yet have control over their faculties of speech. What they verbalize is in an unformed language we assume to be baby talk, which we then imitate back to them. This is just one example of how we reduce their available intelligence.

Science tells us that we use only 5-10 % of our brain's capacity and that we experience just one billionth of reality — one billionth of what is out there! Our sensory organs actually perceive only a fraction

of what is really happening around us. Some people access a higher potential; they are able to heal, to see auras and tap into genius levels of intelligence. Most of us, however, never exceed that 5 to 10% of our brain's ability. When we teach our children, when we approve of them or disapprove, encourage or discourage, we come from this limitation.

Children ask a lot of questions and usually get automatic answers. We rarely take the time to listen and often their question is not what we think it is. And how can we answer with conviction, when nothing is certain? Not long ago we believed the earth was flat!

In order to activate a child's brain and get their creativity moving, it is more useful to hold back our “knowledge.” Instead we could be interested in what the child thinks and perceives. We can ask such questions as: “What do you think?” “What is your feeling?” If we do respond, it is helpful to include the possibility that whatever we know and think today may be not be valid tomorrow. It is time to wake up to the fact that we ourselves are not living at our maximum potential. We pass to our children the rules of a neurotic society, where we live more or less unfulfilled and alienated lives. If we dare to give up our authority and our position of power over our children, if we dare to admit that in fact we do not know much at all, then we can find a new way of being with them.

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Whether we like it or not, we pass on our patterns, turmoil and pain to our children. It is inevitable. We may recognize the damaging effect of our own childhood and make a conscious decision to raise our children differently, yet we still act upon the legacy of our parents, a legacy based on neurosis and lack of awareness.

Society's neurotic influence is equally unavoidable. Even if we keep our children out of the educational system, society still exerts a pressure: The neurosis is in the air. The best thing we can do in these circumstances is to become aware of all the influential aspects: the limitations of society, government, education, religion, our own neurosis, that of our partner and the neuroses of our parents and grandparents. By viewing our limitations as clearly and honestly as possible, our maximum potential becomes more available.

And what is the maximum potential in our present situation? The maximum potential is for us to keep out of the way and interfere as little as possible with the child's natural development. This does not mean giving them the freedom to make as much noise and mess as they choose or not alerting them to danger.

The authoritarian approach to education gave children no freedom. As a reaction, the anti-authoritarian method goes completely in the other direction. Neither one is balanced. The art is to go beyond these "techniques" of education, and to find the truth in each moment. To be totally present, ask yourself, "What is appropriate in this situation?" As you respond, include your own limitations. Through our own conditioning, most of us lost the ability to hear and follow the inner voice of truth. But it is still there, and we can learn to hear it again.

Living in small families makes growing up more difficult. A child is mainly exposed to their parents'

neuroses, day-in and day-out. Living together as extended families in small communities will bring much greater possibilities for children to grow up more balanced in their potential. At least this way a child has many neuroses to choose from. In this environment it becomes less important whose child it is, as the child is there for themselves and not for their parents. The child is part of an extended family and therefore has a choice of who to be with. When the biological parents are overwhelmed, their children can go to someone else who would enjoy being with them at that moment. In this way, a natural flow of coming together and moving apart between the parents and a child evolves. In an open and extended environment a child becomes independent earlier than parents tend to encourage.

Most parents are not truly happy and fulfilled within themselves. They have children to fill a gap, to give meaning to their lives and to keep the marriage together. Because most parents have children for selfish reasons, they want the attachment to their children to last as long as possible. When their children are grown, the parents expect them to produce grandchildren, take over the family business or remain attached in some other way. In the past it was vital for our survival that our children took care of us in our old age. Today this attitude has become an automatic habit.

Happy, fulfilled, intelligent and caring parents support a child's process of moving away from them when it is time. Then children do not need to literally 'break away' from the parents. They can find their own way in life without feeling responsible for their parents' happiness and at the same time have room in their life for love and appreciation for the people who were the vehicle to bring them into this life.