

Pathwork Lecture 231: New Age Education

1996 Edition, Original Given: May 7, 1975

This Pathwork lecture is rendered in an **expanded poetic format**, what I call a **Devotional Format** of the lecture. In this sense it is **my interpretation** of the **intent** of the lecture. I may have interpreted portions differently from you, and when this is the case, I ask you to ponder the words for **your own interpretation**.

I did this Devotional Format so I can take the words into my heart, phrase by phrase, much as I would in reading poetry -- **devotionally**. *I invite you to slowly read and ponder this format of the text – with an open heart to experience the Pathwork Guide's Presence, Wisdom and Love emerging from among the words. May the Pathwork Guide's Wisdom come to live you.*

For clarity: The **original text** is in **bold, italicized, and mostly underlined**. [My interpretations and intended clarifications are in brackets, italicized, mostly underlined, but never bolded.]

To learn more of my Devotional Format and to access the lectures I have rendered in this form, go to <http://www.garyvollbracht.com/quotes/pathwork-lectures-expanded-versions/>

Blessings on your journey, Gary

¶	Content
03	<ul style="list-style-type: none">• <u>Greetings,</u> <u>my dearest friends,</u>• <u>blessed be</u> <u>every one of you here.</u> <p><u>We are assembled</u> <u>to create</u></p> <ul style="list-style-type: none">• <u>truth and</u>• <u>light.</u> <p><u>Tonight's lecture will deal with</u> <u>education</u> <u>in the New Age,</u> <u>the age</u> <u>that is</u></p> <ul style="list-style-type: none">• <u>coming,</u> <p><u>that is</u></p> <ul style="list-style-type: none">• <u>pushing</u> <u>into</u> <u>the resistant matter</u> <u>of the old.</u>

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Edited by Judith and John Saly; Devotional Format Posted 1/10/18

The

- old,
- stagnant
age

does not want to yield easily,

yet

it must [i.e., yet the old, stagnant age
must yield to the new age].

The new age

will create

human beings

of the highest caliber

in every respect.

Many incarnated spirits

are ready for a

completely new

approach to life –

the approach you are learning

as you delve into

the depths of your inner being

on this path.

04

As a fundamental prerequisite,

education

in the coming age

has to make room for

the understanding

of

- the principles

you are learning on this path,

and also

of

- the levels of human consciousness and

- their interactions.

As you perhaps begin to realize,
this path [i.e., pathwork]
can be taught to
children,
not only as

- theory

but as

- practical experience.

05

Education
must be
a two-way street.

First of all,
it [i.e., education]
must bring out what exists within
the higher self –
its [i.e., the higher self's]

- uniqueness and
- limitless potential for
creativity.

Each incarnated individual
has his or her
unique
contributions to make
to the existing society.

These potentialities [i.e., These potentialities of the higher self]
need to be
tapped,
a channel for them [i.e., a channel for these potentialities of the higher self]
created
in full consciousness of the process.

	<p><u>The complementing approach</u> [i.e., <u>The complementing approach to creating a channel for an individual's unique potentialities of the higher self</u>] <u>is</u> <u>learning from outside,</u> <u>without which</u> <u>such bringing out</u> [i.e., <u>without first learning from outside, such bringing out of an individual's unique potentialities of the higher self from within</u>] <u>is hardly possible.</u></p>
06	<p><u>This twofold approach</u> [i.e., <u>This twofold approach of first learning about the unique potentialities of the higher self within and secondly creating a channel to the higher self so that the higher self can be tapped</u>] <u>must be considered as</u> <u>a constantly alternating process.</u></p> <p><u>You cannot draw out</u> <u>what is within</u> [i.e., <u>what is within, namely an individual's unique potentialities of the higher self that exists within the inner universe</u>] <u>if there is</u> <u>no</u> <u>• knowledge,</u> <u>no</u> <u>• concept,</u> <u>no</u> <u>• room allowed</u> <u>for the richness</u> <u>of the world that exists</u> <u>in the inner universe.</u></p> <p><u>If you do not make</u> <u>such a tuning-in process</u> <u>available</u> [i.e., <u>If you do not make understanding of these potentialities available via education so that, with such understanding, these potentialities can be tuned-in</u>], <u>the channel</u> <u>for bringing out</u> <u>the inner potentials</u> <u>will remain untapped.</u></p>

But
if you teach
that there is
another level of consciousness,
little by little
the child
learns to discover
the language
of
the divine reality within
just as you do.

The child will learn
to
• listen,
to
• perceive, and
to
• bring out
the inner level.

07

This does
not mean, however,
not to learn
the fundamental knowledge
that all children
need to learn
in
• the age just going by
as well as in
• the new age.

At present
there is only room for
• the one,
not for
• the other
direction [i.e. room only for learning and taking in from outside and not for creating a channel to access and draw out what is within].

	<p><u>An alternating approach</u> [i.e. <u>An approach alternating between learning and taking in from the outside on the one hand and, on the other hand, creating a channel to access and draw out what is within</u>] is what really counts.</p> <p><u>You must not</u> <u>cultivate</u></p> <ul style="list-style-type: none"> • <u>one</u> • <u>the other</u> <p><u>at the expense of</u> <u>as people so often tend to do</u> <u>in many respects.</u></p> <p><u>Both</u> [i.e. <u>Both learning and taking in from the outside on the one hand and, on the other hand, creating a channel to access and draw out what is within</u>] are important.</p>
08	<p><u>If you approach children</u> <u>with this double purpose</u> [i.e. <u>this double purpose of both learning and taking in from the outside on the one hand and, on the other hand, creating a channel to access and draw out what is within</u>], <u>a very different process of</u></p> <ul style="list-style-type: none"> • <u>learning and</u> • <u>education</u> <p><u>will unfold.</u></p> <p><u>The inner voice</u> <u>will be discerned</u> <u>when its laws are understood.</u></p> <p><u>The child needs to learn</u></p> <ul style="list-style-type: none"> • <u>the laws</u> <p><u>and also</u></p> <ul style="list-style-type: none"> • <u>the pitfalls</u> <p><u>of the lower self</u> <u>so that its voice</u> [i.e., <u>so that the inner voice of the lower self</u>] <u>can be distinguished.</u></p> <p><u>This teaching</u> [i.e., <u>this teaching about the inner voice of the lower self</u>] <u>must become a substantial aspect</u> <u>of the child's curriculum.</u></p>

Then there will be
a significant portion of learning
about
the inner being,
on bringing out

- the higher self,

on purification of

- the lower self.

The child will

- learn how to distinguish
one from the other [i.e., how to distinguish
the higher self from the lower self]

and

- come to understand about
 - the mask self.

Education will

- prevent the formation of masks

and

- start self-purification early.

Such is
the groundwork
for all new age education.

09

Parents
will not undertake the fundamental groundwork
alone.

There is no guarantee
that
all parents
are

- sufficiently developed
to possess this knowledge

and

- able to handle
this aspect of the child's education.

Therefore [i.e., Since all parents may not be able to handle
this inner voice aspect of the child's education]
it [i.e., this inner voice aspect – that is, the higher-self, lower-self, and
mask-self aspects – of the child's education]
must also be part of
the school curriculum,
starting as early as
• kindergarten
and continuing into
• college or
• university.

Thus
a large part of education
will deal with
the realization of
the higher self
as the fundamental road to learning.

10

Intellectual knowledge
will then become
secondary.

It [i.e., Intellectual knowledge]
will
not
become
less important,
however.

Once children
understand the fundamentals
about
the inner being [i.e., the higher-self, lower-self, and mask-self],
intellectual knowledge
can bear fruit.

The intellect
needs to be
• trained and
• used
as one of
the important tools.

Without
the intellect
• grasping and
• understanding
these
• laws and
• processes
[i.e., these laws and processes of the inner being –
of the higher-self, lower-self, and mask-self]

the personality
cannot even begin
to approach
the road
into the inner self.

If
the mind
does not know
that
an inner world
to
• find and
• explore
even exists,

it [i.e., the mind]
can never
• recognize and
• remove
the obstructions
or
• recognize
what is
an aid.

11	<p><u>Therefore,</u> <u>new age education</u> <u>is</u> <u>not only</u> <u>a question of</u> <ul style="list-style-type: none">• <u>emotional or</u>• <u>spiritual</u><u>education.</u></p> <p><u>It [i.e., New age education]</u> <u>is</u> <u>truly</u> <ul style="list-style-type: none">• <u>a perception and</u>• <u>an understanding</u><u>of</u> <u>lawfulness.</u></p> <p><u>Just as there are</u> <u>laws of</u> <ul style="list-style-type: none">• <u>physics and</u>• <u>chemistry and</u><u>laws of</u> <ul style="list-style-type: none">• <u>mathematics,</u><u>so are there</u> <u>laws of</u> <ul style="list-style-type: none">• <u>the inner world</u><u>that humans need to</u> <ul style="list-style-type: none">• <u>learn and</u>• <u>understand.</u></p>
12	<p><u>Let us examine</u> <u>other aspects of education</u> <u>in the age to come.</u></p> <p><u>You must cultivate</u> <u>the curiosity of the child</u> <u>to make</u> <u>learning</u> <ul style="list-style-type: none">• <u>intensely interesting and</u>• <u>fascinating.</u></p>

Unfortunately,
education
as it is currently practiced
• smothers and
• discourages
the child's
innate curiosity.

Children have
millions of questions
from their earliest age.

You all know that.

Usually
• parents and
• teachers
become
• annoyed,
• bored and
• impatient.

At best
they give
very insufficient answers
that
• are hardly honest or
that
• fail to take
• the questions and
• the questioner
seriously.

13

It is extremely important
to cultivate
this curiosity.

Once it [i.e., Once this curiosity]
is squashed,
the learning process
becomes
a dull "must"
that
kills

- the spirit and
- the life

of learning.

Education
can be
intrinsically

- exciting,
- enjoyable and
- adventurous.

Instead
humans
attach to it [i.e., attach to education]
a mass image
of boredom.

14

Parents should start to

- respect children and
- rejoice in their questions

from the earliest phase.

Do not

- try too hard,

do not

- pretend to know

more than you do.

All you have to be
is

- honest and
- interested.

*If you do not know an answer,
say so.*

*But also tell the child
that
school
is the place to find the answers.*

*Encourage the child
to ask again,
and perhaps
make note of the questions.*

*Parents
can also make a concerted effort
to find out*

- *meaningful and*
- *truthful*

*answers
and come back to the child with them.*

*The spirit of the child
reaches forth
to explore the world
in order to*

- *master it and*
- *fulfill a task in it.*

*Without curiosity
something
dies.*

*The longing to understand
is very important.*

You can go to

- *teachers or*
- *other people*

equipped to answer the child's questions.

*Make a
real effort.*

	<p><u>Such questions [i.e., The child's questions]</u> <u>may be</u> <u>pointers</u> <u>to the spirit's</u> <u>special</u></p> <ul style="list-style-type: none">• <u>inclinations and</u>• <u>directions.</u> <p><u>Answer them [i.e., Answer the child's questions]</u> <u>again</u> <u>and again</u> <u>as the child</u></p> <ul style="list-style-type: none">• <u>grows older and</u>• <u>can take in more.</u>
15	<p><u>Schools</u> <u>in the coming age</u> <u>will know</u> <u>that</u></p> <ul style="list-style-type: none">• <u>the spirit</u> <u>ventures out</u> <u>into the earth realm,</u> <p><u>that</u></p> <ul style="list-style-type: none">• <u>curiosity</u> <u>is the sign of</u> <u>the adventurousness</u> <u>which made the</u> <u>entity</u> <u>want to</u> <ul style="list-style-type: none">• <u>incarnate and</u>• <u>fulfill a task.</u> <p><u>Approached in this way</u> <u>the material [i.e., the material learned out of a child's curiosity to fulfill a task]</u> <u>makes learning</u></p> <ul style="list-style-type: none">• <u>an exciting process</u> <p><u>instead of a</u></p> <ul style="list-style-type: none">• <u>dull,</u>• <u>compulsory,</u>• <u>boring</u> <p><u>difficulty</u> <u>that children</u> <u>would like to have</u> <u>over and done with.</u></p>

Learning
will become something
to look forward to.

It [i.e., Learning]
will offer
many

- keys and
- deeply desired answers

to life.

This [i.e., This approach to education in the New Age]
is very important, my friends,
for

- the parents who are here

and
for

- the teachers,

even if
you cannot
as yet
create
a new school system
with a new curriculum.

Just

- knowing of these approaches and
- making room in your consciousness for them

will

- give you a new awareness and
- create a new climate

in your dealings with
the growing human being.

16

Most of you
still experience
a difficulty
in finding
the fine balance
between
• freedom
and
• self-discipline.

This [i.e., Finding the fine balance between freedom and self-discipline]
applies equally to
• learning and
• education.

The freedom to
want
to learn
is important.

There should be
no whip behind it [i.e., no whip behind learning]
if at all possible.

Adults who harbor
an image
that
learning is
a
• hardship,
a
• boring and
• dull
task,
even if
they do not say so,
will affect the child
in a similar way.

An attitude that assumes that
• learning and
• homework
is "the price to be paid"
before
pleasure can begin
can guarantee
a hatred of learning
even in a child
who is
eager to learn.

17

The necessity of
self-discipline
is great.

Without it [i.e., Without self-discipline]
nothing
can be
• gained or
• accomplished
in life
on any level.

• Freedom and
• spontaneity
on the one hand
and
• self-discipline
on the other
are not mutually exclusive
as most people believe.

They [i.e., Freedom and spontaneity on the one hand
and self-discipline on the other]
are in fact
mutually
• interactive,
• interconnected and
• interdependent.

Since most adults
suffer from the duality
that

- freedom

and

- self-discipline

cancel each other out,
they inevitably
transfer it [i.e., adults inevitably transfer this duality that freedom and
self-discipline are opposites and therefore cancel each other out]
to the child,
if not in

- words

then in

- their attitude.

18

The wrong belief
is that

- freedom

means
giving in to the line of least resistance,
and thus
becoming self-destructive.

Or, conversely,
that

- self-discipline

means
the dullness of laborious effort
without reward.

Most of you, my friends,
begin to see
how untrue this is [i.e., see how untrue this dualistic understanding
of freedom as being the opposite to self-discipline is].

	<p><i><u>Such artificial divisions</u> [i.e., <u>Such artificial divisions that set out freedom and self-discipline as being dualistic opposites</u>]</i></p> <p><i><u>burden</u></i></p> <p><i><u>your</u></i></p> <ul style="list-style-type: none">• <i><u>soul substance,</u></i> <p><i><u>your</u></i></p> <ul style="list-style-type: none">• <i><u>inner consciousness,</u></i> <p><i><u>your</u></i></p> <ul style="list-style-type: none">• <i><u>entire life.</u></i>
19	<p><i><u>You have to</u></i></p> <p><i><u>free yourself</u></i></p> <p><i><u>of this misconception</u> [i.e., <u>this misconception that sets out freedom and self-discipline as being dualistic opposites</u>]</i></p> <p><i><u>on</u></i></p> <p><i><u>your own path</u></i></p> <p><i><u>as either</u></i></p> <ul style="list-style-type: none">• <i><u>parents</u></i> <p><i><u>or</u></i></p> <ul style="list-style-type: none">• <i><u>teachers.</u></i> <p>• <i><u>True freedom,</u></i></p> <p><i><u>with all its</u></i></p> <ul style="list-style-type: none">• <i><u>joy and</u></i>• <i><u>liberating self-expression</u></i> <p><i><u>can only exist</u></i></p> <p><i><u>to the degree</u></i></p> <p><i><u>that</u></i></p> <ul style="list-style-type: none">• <i><u>self-discipline</u></i> <p><i><u>exists also.</u></i></p> <p><i><u>You have to</u></i></p> <p><i><u>distinguish clearly</u></i></p> <p><i><u>between discipline that is</u></i></p> <ul style="list-style-type: none">• <i><u>chosen by the self</u></i> <p><i><u>and discipline that is</u></i></p> <ul style="list-style-type: none">• <i><u>imposed from the outside.</u></i>

Discipline
imposed from
the outside,
if we are to discard tyranny,
must exist
only

- where self-discipline is lacking,
- where
 - adults or
 - children

act destructively
toward

- their environment or
- themselves.

Children's
self-destructive acts
must be discouraged
by their elders.

This is hardly

- possible or
- desirable

for adults [i.e. Elders discouraging adults
in their self-destructive acts is hardly possible or desirable],
but we shall not go into this topic now.

20

The concept of

- freely chosen self-discipline,

as opposed to

- necessary discipline
imposed
when the self-discipline is absent,

can be made clear to children
without any difficulty whatsoever.

A child
is very capable of understanding
that
the outer discipline
is a structure
that is
"waiting in reserve" only.

If the child
does not respond to
the freedom of learning,
if he or she
is not willing to understand
the necessity of
wanting it [i.e., the necessity of wanting to learn] –
even if this means
occasionally
overcoming

- *a resistance or*
- *the temptation*
to do what seems
most pleasurable at the moment –

the outwardly imposed discipline
is essential
for the

- *child*

as well as
for the

- *community.*

21

Children
who can learn to
determine for themselves
have learned
a major lesson of life.

Having learned
• self-determination and
• self-responsibility,
having been guided into
this understanding,
they have gained
a profound
• substance and
• foundation.

If they can say,

"Yes, I will
• do homework
now
and
• learn my daily lessons,
even though I would rather go out and play,

because I understand
that
studying
will give me
• knowledge,
• strength,
• security,
• success
later – all the things that I find desirable –

and I choose so [i.e., I choose to do homework and learn my daily lessons]
freely,"

they have
learned the lesson
of
real freedom
very early in life.

22

This [i.e., A child, very early in life, learning this lesson of gaining knowledge by doing homework and studying his or her daily lessons instead of playing, and doing so freely in order to experience real freedom later in life] is indeed possible.

Guidance

can be very

- *explicitly and*
- *implicitly*

given

for this aspect [i.e., this aspect of choosing self-discipline now in order to have real freedom later]

to grow in children

so that

they will

- *freely choose self-discipline and*
- *no longer need to have discipline imposed from outside.*

External discipline

can then be

a structure in reserve

to be used only when needed.

Even in the new age

there will be individuals

who are not yet developed enough

to understand what I am saying here

and they will

willfully

act out

in a destructive way –

- *children*
- as well as*
- *adults.*

23	<p><i><u>The time will come –</u></i> <i><u>not in your lifetime –</u></i> <i><u>when</u></i></p> <ul style="list-style-type: none">• <i><u>outer laws</u></i> <i><u>will no longer exist,</u></i> <p><i><u>when</u></i></p> <ul style="list-style-type: none">• <i><u>human beings</u></i><ul style="list-style-type: none">• <i><u>will be governed by</u></i> <i><u>the inner laws</u></i> <i><u>of the divine self and</u></i>• <i><u>will know</u></i> <i><u>what is right for them.</u></i> <p><i><u>They will</u></i> <i><u>not</u></i></p> <ul style="list-style-type: none">• <i><u>kill,</u></i>• <i><u>steal,</u></i>• <i><u>harm or</u></i>• <i><u>destroy,</u></i> <p><i><u>but it</u></i> <i><u>will</u></i> <i><u>not be</u></i> <i><u>fear of punishment</u></i> <i><u>that would hold them back.</u></i></p>
24	<p><i><u>No rigid rule</u></i> <i><u>will apply</u></i> <i><u>to everyone alike.</u></i></p> <p><i><u>Each person</u></i> <i><u>will be sufficiently united with</u></i> <i><u>his or her higher self.</u></i></p> <ul style="list-style-type: none">• <i><u>Conscience and</u></i>• <i><u>integrity</u></i> <i><u>will be sufficiently strong</u></i> <i><u>so that people will</u></i> <i><u>freely</u></i> <i><u>do what is</u></i><ul style="list-style-type: none">• <i><u>right, or</u></i>• <i><u>necessary.</u></i>

	<p><u>People</u> <u>will not be obedient</u> <u>out of</u></p> <ul style="list-style-type: none">• <u>guilt and</u>• <u>fear of disapproval,</u> <p><u>but will</u> <u>know</u></p> <ul style="list-style-type: none">• <u>"this is right for me,"</u> <u>whether it</u><ul style="list-style-type: none">• <u>conforms with others</u> <p><u>or</u></p> <ul style="list-style-type: none">• <u>not.</u> <p><u>They will also be</u> <u>free from</u></p> <ul style="list-style-type: none">• <u>rebellion against</u> <u>authority and</u>• <u>secret desires</u> <u>to exploit others.</u>
25	<p><u>This fundamental understanding of</u></p> <ul style="list-style-type: none">• <u>self-discipline</u> <p><u>as a prerequisite for</u></p> <ul style="list-style-type: none">• <u>freedom</u> <p><u>will be part of</u> <u>the basic education.</u></p> <p><u>The time will soon come</u> <u>when children</u> <u>will</u></p> <ul style="list-style-type: none">• <u>freely choose</u> <u>self-discipline</u> <p><u>and</u></p> <ul style="list-style-type: none">• <u>do it joyfully</u> <u>because</u> <u>it is their choice.</u> <p><u>The whole inner climate of educating</u> <u>will be to</u> <u>foster knowledge</u> <u>that the soul</u> <u>of the little one</u> <u>truly thirsts for.</u></p>

	<p><u>Topics such as</u></p> <ul style="list-style-type: none">• <u>arithmetic,</u>• <u>spelling and</u>• <u>history,</u> <p><u>which some now</u> <u>find dull,</u> <u>will become</u> <u>interesting</u> <u>when taught</u> <u>with this new consciousness.</u></p> <p>• <u>The approach</u> <u>and</u></p> <ul style="list-style-type: none">• <u>the consciousness</u> <u>of those who teach</u> <u>is instrumental.</u>
26	<p><u>A child</u> <u>can understand</u> <u>that the</u></p> <ul style="list-style-type: none">• <u>creative,</u>• <u>free-flowing</u> <p><u>process</u> <u>can only flourish</u> <u>when the groundwork</u> <u>is done</u></p> <p><u>and</u> <u>that</u></p> <ul style="list-style-type: none">• <u>choosing to do so</u> [<u>choosing to lay the groundwork</u> <u>through the self-discipline of learning</u>] <p><u>freely</u> <u>is in itself</u> <u>a great satisfaction</u> <u>that replaces</u> <u>whatever tediousness may have existed</u> [i.e., <u>may</u> <u>have existed in the learning process</u>].</p> <p><u>This approach</u> [i.e., <u>This approach to education</u>] <u>will make inroads</u> <u>into the creativity of the soul</u> <u>of each child.</u></p>

New avenues will be
• consciously and
• deliberately
created
from
within
that will help
the child's higher self
express itself
to everyone's
immense joy.

27

Communication
is of
major importance.

It [i.e., Communication]
takes place
on two levels.

One is
• the conscious level
of expressed
• words and
• explanation,
which is
true teaching.

The other is
• the level of
• awareness,
• feeling, and
• inner consciousness
that may not necessarily
be expressed in so many words.

There is a great need
for improvement
in the educational system
on both these levels [i.e., both the inner and outer
levels of consciousness].

As children
want
to
• hear,
• listen and
• learn
when they ask questions,

so they also
• want and
• need
to
• be
• heard and
• listened to.

Children
need to
express themselves
but too often
this self-expression
is curtailed.

Encouragement
• to communicate
• feelings and
• thoughts –
as well as
• being responded to –
are essential aspects
of the personality's unfoldment.

29

This [i.e., Communicating feelings and thoughts
as well as being responded to
is equally important
on the
inner level.

Children
often perceive
• feelings and
• thoughts
of others
that are
not
openly expressed.

Unless they are
encouraged
to take these perceptions [i.e., to take these inner perceptions of feelings
and thoughts of others that are not openly expressed]
seriously,
they cannot learn
two important lessons.

One [i.e., The first important lesson]
is that
they are
• not fantasizing
but
• really perceiving something.

The second [i.e., The second important lesson]
is that
sometimes
their own projections
• interfere with and
• distort
the exact nature
of what they perceive.

30

*If this law of communication
is taught early,
children*

*will understand them [i.e., will understand these lessons that their perceptions
of others are real and not fantasies but they are also sometimes wrong].*

*What an
enormous difference
this will make
in*

• their lives,

in

• dealing with

• themselves and

• others!

*They will
neither*

discard their reactions

nor

take them blindly at face value.

*They will learn
the process*

of

• investigation,

of

• holding final determination in reserve,

of

• probing,

not only with

• teachers and

• parents,

but with

• other children

too.

All of this will come from

• free self-expression

of their impressions

and

• a mutual exchange.

31

I would like to mention here
a new phase in your development
that signifies
an interim stage,
one that is very important for you to understand.

As you become
more aware
of
• your
lower self,
of
• previously hidden
• levels of consciousness and
• attitudes
that you never wanted to admit to yourself,

you automatically
become aware of
• the lower self –
• the hidden material –
of
• others.

As you can
accept
your
lower self
without being
• devastated and
• totally rejected,
by
• holding your inner balance and
• knowing of
your fundamental divine nature,

so will your awareness of
the lower self
of
others
not
• devastate you,
• annihilate you or
• make you
• hate and
• judge
them.

When you were
still battling against
part of yourself,
whatever awareness you had
of others' negativities
filled you with

- anxiety and
- discomfort.

It [i.e., Your awareness of others' negativities]
threatened you
the way
your own lower self
threatened you.

Your perceptions [i.e., Your perceptions of others]
may have been
only partially accurate.

They [i.e., Your perceptions of others]
were tinged
with your

- projections and

with your

- need to see others
as imperfect
to relieve
your own conscience.

In this
new kind of perception [i.e., In this new kind of perception of others
that comes when you have seen and accepted your own lower self]
the awareness [i.e., the awareness of the lower self of others]
is different.

There is
an inner

- calm and
- certainty.

Now your perception [i.e., Now your perception of other's lower-self aspects]
is

- clear and
- clean.

*This [i.e., This new kind of perception of others that comes
when you have seen and accepted your own lower self]
creates
an entirely different climate.*

33

When you

- *accept yourself
totally and*
- *see yourself
in truth –
both as*
 - *the lower self*
- and*
 - *the higher self*
- while*
 - *the mask
begins to dissolve –*
- *you perceive
the other person's
lower self
in a very*
 - *different and*
 - *new
way.*
- *You are
very free.*
- *You understand it [i.e., You understand the other person's lower self]
without being upset.*
- *You see it [i.e., You see the other person's lower self]
with a clarity
that does not create*
 - *hate and*
 - *fear
in you.*

34

In this state [i.e., *In this state where you understand and accept your own
and the other person's lower self*]

you can

choose

• ***when***

and

• ***how***

to communicate

your perceptions [i.e., *your perceptions of*

the other person's lower self] –

if that [i.e., *if communicating your perceptions of*
the other person's lower self]

is

• ***appropriate and***

• ***to the possible benefit***

to

• ***the other person***

and to

• ***the relationship*** –

and

[choose]

• ***to take the risk***

of being resented.

You may

instead

decide

not to communicate your perceptions

if that [i.e., *if NOT communicating your perceptions of*
the other person's lower self]

feels more appropriate.

In this

free perception [i.e., In this free choice to communicate or NOT to communicate your perception's of the other person's lower self, this freedom to choose whichever action is more appropriate for the possible benefit of the other person and for the relationship]

the responsibility

is truly given to the other person

what to do with

his or her

negative

• **attitudes and**

• **behavior,**

whether this [i.e., whether this giving to the other the responsibility for what to do with his or her negative attitudes and behavior]

is

verbally expressed

or

not [i.e., or is not verbally expressed].

This attitude

of letting

the other person

take the responsibility

develops

on a

• **very subtle**

but

• **strong**

level of reality

that is somehow

always

perceived.

What I am saying here [i.e., What I am saying here about communications of what one perceives regarding the lower self of another]

seems to deviate from

the topic of education,

but if you bear with me

you will see that

it is very much related to it.

35

As this stage [i.e., As this stage of development where you perceives both your own lower self and that of another and are free to communicate or NOT to communicate your perception's of the other person's lower self, this freedom to choose whichever action is more appropriate for the possible benefit of the other person and for the relationship]
is being achieved,
it first manifests
in a sort of
interim experience.

You come to a point
when you already
perceive the other person
with

- *more clarity,*

without

- *a personal stake in what you see*

and therefore
without

- *personal*
involvement.

You may already
be able to
choose

- *to express*

or

- *not to express*
your perceptions
according to
your intuitive inspirations.

At this point
a tremendous

- *rage,*
- *anger and*
- *hostility*

is created
in others
by your very freedom
in seeing their hidden material.

They sense this [i.e., Others sense that you see their hidden lower-self material] even when you do not express your perceptions.

The lower self [i.e., The lower self of the other person] is infuriated.

The conscious personality [i.e., The conscious personality of the other person]

- *may be completely unaware of what is taking place on the subliminal level and*
- *may create a rationale for the rage.*

At this point you may not understand at all why you are met with such virulent hatred.

It is as though the other person

- *cannot bear the clarity of your knowledge and*
- *wants to annihilate*
 - *you and*
 - *it [i.e., annihilate you and your knowledge].*

You have to go through this [i.e., go through being met with virulent hatred from another who cannot bear the clarity of your knowledge], for it [i.e., for going through being met with virulent hatred from another who cannot bear the clarity of your knowledge] is a learning stage which represents a doorway to yet another stage.

36

At this point
you are no longer
what you were.

You see clearly
without
• being
personally
• upset and
• injured
by what you see [i.e., what you see in the other person],

without
• a stake
in seeing it and

without
• distortion.

But
your seeing [i.e., But your seeing a lower self aspect of the other person]
creates
intense
• rage and
intense
• attacks
on the part of those
• who are as yet
defending
the aspect you see and
• who have
no intention of
• facing,
• admitting and
• changing
it [i.e., who have no intention of facing,
admitting, and changing the
lower-self aspect that you see].

This [i.e., *Your seeing a lower-self aspect in another and then your seeing this lower-self aspect creating intense rage in that other*]

may even apply to

unseen discarnate entities

- **who are**
very deeply involved
in their darkness and
- **who are**
struggling for
their supremacy.

They [i.e., *These unseen discarnate entities who are very deeply involved in their darkness, who are full of rage because you see their dark aspects, and who are struggling for their supremacy*]

want to use

all the ammunition they can muster

against

the clarity of the light

that streams forth from you.

Only when

you

- **understand and**
- **build further**
will the light
become so strong
that these reactions [i.e., *reactions to the clear light you emanate*]
cannot even graze you.

Then

the light [i.e., *Then the clear light that you emanate*]

will

- **blind them and**
- **keep them away** [i.e., *keep them away from you*]
when they reach out
with
tentacles of hatred.

37

This principle [i.e., This principle that the clear light that you emanate will enrage those who are in darkness and yet this clear light will keep away the tentacles of hatred from those who are in darkness]

is extremely important to understand for those of you who are

- *penetrating the encrustation of the mask,*
- *dissolving it [i.e., dissolving the mask]*

and

- *transforming the lower self, for your relationship to the world becomes altered.*

You no longer function on the level of mutual pretense.

Mutual

- *projections and*
- *accusations*
are no longer needed to keep you from facing your lower self.

38

If children

grow up with

a clear understanding of these principles [i.e., these principles that the clear light that they emanate will enrage those who are in darkness and yet this light will keep away the tentacles of hatred from those who are in darkness],

it will give them

an enormous protection.

Without

this understanding

- *confusion,*
- *fear and*
- *vulnerability*
would create

a new defense.

The spiritual principles
of the interaction
of the inner levels
is of utmost importance
to comprehend
for
all
growing human beings,

whether they
start on the path
as adults
or
begin it [i.e., or begin the path]
in childhood
in a new educational system.

The new-age person
will learn
these basic principles
of

- human interaction and

of

- the existence of
the various levels
of the human soul.

These principles
are just as
basic as

- language,
- mathematics, or
- any other topic,

but
are even
more important [i.e., but these basic principles of human
interaction and of the existence of the various levels of
the human soul are even more important than topics
such as language, mathematics, or other basic topics].

39

This

- "life learning" –
- this
- all-encompassing knowledge
of
 - life,
 - self and
 - the universe
in which we
 - live,
 - move and
 - create –

will constitute
at least fifty percent
of the curriculum.

It [i.e., This "life learning"]

will be

- the most fascinating study and
will
- alter the approach
to teaching all other topics.

Other learning

will then not only

- be easier

but will

- have
a new flavor
so that

the discipline necessary for it [i.e., necessary for other learning]
will in most instances
be truly
self-chosen.

40

New-age schools
will be infiltrated
energetically
with
a new

- consciousness and

a new

- awareness

that experiences
school
as the most exciting adventure imaginable.

The classroom
will be
where

- life unfolds,

where

- keys of understanding

are handed to the child.

Children will
experience
school
as a privilege
they look forward to,
even though
learning
includes

- hard work and
- the relinquishing of

some immediate pleasures.

The child will
rejoice

- in discovering

all the things
he or she always wanted to know,

- in finding out

how things really work.

This will be
a thrill
if those who create

- schools,
- educational systems and
- curricula

participate in the new consciousness.

41

Cultivate
this vision,
my friends.

Even if
you cannot yet
institute it
completely [i.e., Even if you cannot yet institute this vision completely],
begin to
institute it [i.e., begin to institute this vision]
in your own consciousness.

Then
those who teach
can
little by little
bring out
what they have to give
through their awareness of
the vision.

The time is not far away
when you will create
your own school,
even though
there may not be too many children
to begin with.

42

It will come,
an experiment
that will

- reach out
into the world and
- create
a completely new
approach to life.

The visions we have shared
of creating
a new culture
will also
• spread into the world
and
• find increasing receptivity
among
those who are
• spiritually ready and
• thirsty
for this approach.

The
new kind
of
• politics,
• science,
• economics,
• sociology,
• art –
• everything that is
part of living
in a civilized world –
will be infiltrated with
this new approach,
just as
• the healing arts and
• education
will be.

43

Knowledge of
inner reality
that comes
as a result of
following
one's own path
must give people
an entirely different
• outlook,
• approach and
• motivation
in whatever they are doing.

A politician
who is grounded in these principles
must
necessarily
develop
a different approach to

- world government and
- political ideas

than what
the ordinary politician
has now.

Your current politicians
come from

- the old-age
school system and
- the consciousness
behind it.

Their approach [i.e., The approach of your current politicians]
is based mainly
on

- appearance and

on

- superficial,
- dualistic,
- ego-oriented
ways.

The same applies of course
to every other area of life.

The artist
will create differently.

The economist
will solve problems
from a different vantage point.

Every area of work
will embody
the new consciousness.

44

Even you
who have started this path as adults
already
have a very different approach
to

- life and

to

- its [i.e., and to life's]
areas of activity
in the human community.

You can imagine
that
children
who grow up in a system of education
such as I describe here
will affect the world
in a very new way.

Imagine
how much more forcefully
truth
will flow
[and will flow]
from a very different area
within each person.

The laws
of God,
the laws
of the divine world
will

- pour forth
into your world
in a
 - flowing,
 - flexible,
 - ever-changing
way

and [will]

- create indeed
a new world.

45

May this lecture be
a foundation stone
for another new building,
in a
• spiritual sense
and later even
in a
• material sense.

May it [i.e., May this lecture]
also
help you
in your innermost being
to take in
this new seed
once again.

Even though it [i.e., Even though this lecture]
is
not
• immediately and
• directly
applicable to you,
it will help you
personally
in a different sense.

When you see
that
the way you are going into
your innermost self
is the key
to a new approach to life
that has
much farther-reaching
evolutionary consequences
than you may believe,

[then] you may perhaps
also perceive
that there is
a vast plan
behind
your individual path
that transcends
the personal problems
which may have been
your initial motivation to come here,
as far as
your conscious awareness
was concerned.

It is now clear
that
your inner being

- knew more and
- had a vaster plan in mind.

This awareness of
the larger plan
will bring

- light,
- encouragement and
- strength

to you,
wherever you are now on your path.

You are all blessed,
my very beloved dearest ones.

Be in peace,
be in joy,
be in the beauty
that unfolds itself
forevermore
in your life.

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