

# Pathwork Lecture 231: New Age Education

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This lecture is given in an **expanded poetic format**, what I call a **Devotional Format** of the lecture, and in that sense this is **my interpretation** of the **intent** of the lecture. I may have interpreted portions differently from you, and 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 – that is, **devotionally**.

The blessings to me in developing this format have been truly profound, and my wish is that this Devotional Format will be a blessing to others. ***I invite you to slowly read and ponder this format of the text – with an open heart to experience the Guide's Presence and Love emerging from among the words such that the wisdom comes to LIVE you.***

For clarity: The **original text** is in **bold and italicized**. [My adds of commentary/clarification/interpretation are in brackets, italicized, and not bolded.] To learn more of my Devotional Format and see the lectures I have done in this way, go to <https://www.garyvollbracht.com/pathwork-lectures/pathwork-lectures-devotional-format/>

Gary Vollbracht

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

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*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.*

	<p><i>As you perhaps begin to realize, this path [i.e., pathwork] can be taught to children, not only as</i><ul style="list-style-type: none"><li>• <i>theory</i></li></ul><i>but as</i><ul style="list-style-type: none"><li>• <i>practical experience.</i></li></ul></p>
05	<p><i>Education must be a two-way street.</i></p> <p><i>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.</i></p> <p><i>Each incarnated individual has his or her unique contributions to make to the existing society.</i></p> <p><i>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.</i></p>

	<p><b><i>The complementing approach [i.e., The complementing approach to creating a channel for an individual's unique potentialities of the higher self] is learning from outside, without which such bringing out [i.e., without first learning from outside, such bringing out of an individual's unique potentialities of the higher self from within] is hardly possible.</i></b></p>
06	<p><b><i>This twofold approach [i.e., 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] must be considered as a constantly alternating process.</i></b></p> <p><b><i>You cannot draw out what is within [i.e., what is within, namely an individual's unique potentialities of the higher self that exists within the inner universe] if there is</i></b></p> <ul style="list-style-type: none"><li><b><i>no</i></b><ul style="list-style-type: none"><li><b><i>• knowledge,</i></b></li></ul></li><li><b><i>no</i></b><ul style="list-style-type: none"><li><b><i>• concept,</i></b></li></ul></li><li><b><i>no</i></b><ul style="list-style-type: none"><li><b><i>• room allowed for the richness of the world that exists in the inner universe.</i></b></li></ul></li></ul> <p><b><i>If you do not make such a tuning-in process available [i.e., If you do not make understanding of these potentialities available via education so that, with such understanding, these potentialities can be tuned-in], the channel for bringing out the inner potentials will remain untapped.</i></b></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><b><i>An alternating approach</i></b> [i.e. 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] <b>is what really counts.</b></p> <p><b>You must not cultivate</b></p> <ul style="list-style-type: none"><li>• <b>one</b></li></ul> <p><b>at the expense of</b></p> <ul style="list-style-type: none"><li>• <b>the other</b></li></ul> <p><b>as people so often tend to do in many respects.</b></p> <p><b>Both</b> [i.e. 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] <b>are important.</b></p>
08	<p><b>If you approach children with this double purpose</b> [i.e. 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], <b>a very different process of</b></p> <ul style="list-style-type: none"><li>• <b>learning and</b></li><li>• <b>education</b></li></ul> <p><b>will unfold.</b></p> <p><b>The inner voice will be discerned when its laws are understood.</b></p> <p><b>The child needs to learn</b></p> <ul style="list-style-type: none"><li>• <b>the laws</b></li></ul> <p><b>and also</b></p> <ul style="list-style-type: none"><li>• <b>the pitfalls of the lower self</b></li></ul> <p><b>so that its voice</b> [i.e., so that the inner voice of the lower self] <b>can be distinguished.</b></p> <p><b>This teaching</b> [i.e., this teaching about the inner voice of the lower self] <b>must become a substantial aspect of the child's curriculum.</b></p>

	<p><i>Then there will be a significant portion of learning about the inner being, on bringing out</i></p> <ul style="list-style-type: none"><li><i>• the higher self,</i></li></ul> <p><i>on purification of</i></p> <ul style="list-style-type: none"><li><i>• the lower self.</i></li></ul> <p><i>The child will</i></p> <ul style="list-style-type: none"><li><i>• learn how to distinguish one from the other [i.e., how to distinguish the higher self from the lower self]</i></li></ul> <p><i>and</i></p> <ul style="list-style-type: none"><li><i>• come to understand about</i></li><li><i>• the mask self.</i></li></ul> <p><i>Education will</i></p> <ul style="list-style-type: none"><li><i>• prevent the formation of masks</i></li></ul> <p><i>and</i></p> <ul style="list-style-type: none"><li><i>• start self-purification early.</i></li></ul> <p><i>Such is the groundwork for all new age education.</i></p>
09	<p><i>Parents will not undertake the fundamental groundwork alone.</i></p> <p><i>There is no guarantee that all parents are</i></p> <ul style="list-style-type: none"><li><i>• sufficiently developed to possess this knowledge</i></li></ul> <p><i>and</i></p> <ul style="list-style-type: none"><li><i>• able to handle this aspect of the child's education.</i></li></ul>

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

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



	<p><i>An attitude that assumes that</i></p> <ul style="list-style-type: none"><li>• <i>learning and</i></li><li>• <i>homework</i></li></ul> <p><i>is "the price to be paid"</i> <i>before</i> <i>pleasure can begin</i> <i>can guarantee</i> <i>a hatred of learning</i> <i>even in a child</i> <i>who is</i> <i>eager to learn.</i></p>
17	<p><i>The necessity of</i> <i>self-discipline</i> <i>is great.</i></p> <p><i>Without it [i.e., Without self-discipline]</i> <i>nothing</i> <i>can be</i></p> <ul style="list-style-type: none"><li>• <i>gained or</i></li><li>• <i>accomplished</i></li></ul> <p><i>in life</i> <i>on any level.</i></p> <p>• <i>Freedom and</i> • <i>spontaneity</i> <i>on the one hand</i></p> <p><i>and</i></p> <ul style="list-style-type: none"><li>• <i>self-discipline</i></li></ul> <p><i>on the other</i> <i>are not mutually exclusive</i> <i>as most people believe.</i></p> <p><i>They [i.e., Freedom and spontaneity on the one hand</i> <i>and self-discipline on the other]</i> <i>are in fact</i> <i>mutually</i></p> <ul style="list-style-type: none"><li>• <i>interactive,</i></li><li>• <i>interconnected and</i></li><li>• <i>interdependent.</i></li></ul>

	<p><i>Since most adults suffer from the duality that</i></p> <ul style="list-style-type: none"><li><i>• freedom</i></li></ul> <p><i>and</i></p> <ul style="list-style-type: none"><li><i>• self-discipline</i></li></ul> <p><i>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</i></p> <ul style="list-style-type: none"><li><i>• words</i></li></ul> <p><i>then in</i></p> <ul style="list-style-type: none"><li><i>• their attitude.</i></li></ul>
18	<p><i>The wrong belief is that</i></p> <ul style="list-style-type: none"><li><i>• freedom</i></li></ul> <p><i>means</i></p> <p><i>giving in to the line of least resistance, and thus becoming self-destructive.</i></p> <p><i>Or, conversely, that</i></p> <ul style="list-style-type: none"><li><i>• self-discipline</i></li></ul> <p><i>means</i></p> <p><i>the dullness of laborious effort without reward.</i></p> <p><i>Most of you, my friends, begin to see</i></p> <p><i>how untrue this is [i.e., see how untrue this dualistic understanding of freedom as being the opposite to self-discipline is].</i></p>

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

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



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

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

28

*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*
- *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	<p><b><i>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</i></b></p> <ul style="list-style-type: none"><li><b><i>• penetrating the encrustation of the mask,</i></b></li><li><b><i>• dissolving it [i.e., dissolving the mask]</i></b></li></ul> <p><b><i>and</i></b></p> <ul style="list-style-type: none"><li><b><i>• transforming the lower self, for your relationship to the world becomes altered.</i></b></li></ul> <p><b><i>You no longer function on the level of mutual pretense.</i></b></p> <p><b><i>Mutual</i></b></p> <ul style="list-style-type: none"><li><b><i>• projections and</i></b></li><li><b><i>• accusations</i></b></li></ul> <p><b><i>are no longer needed to keep you from facing your lower self.</i></b></p>
38	<p><b><i>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.</i></b></p> <p><b><i>Without this understanding</i></b></p> <ul style="list-style-type: none"><li><b><i>• confusion,</i></b></li><li><b><i>• fear and</i></b></li><li><b><i>• vulnerability</i></b></li></ul> <p><b><i>would create a new defense.</i></b></p>



*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	<p><i>Cultivate this vision, my friends.</i></p> <p><i>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.</i></p> <p><i>Then those who teach can little by little bring out what they have to give through their awareness of the vision.</i></p> <p><i>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.</i></p>
42	<p><i>It will come, an experiment that will</i></p> <ul style="list-style-type: none"><li><i>• reach out into the world and</i></li><li><i>• create a completely new approach to life.</i></li></ul>

*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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