

My vision of future education

I of course think that the education of the future needs to be an education to transcend our collective sickness and darkness –and by this I mean an education to transcend the patriarchal mind. If the patriarchal mind involves the hegemony of the father in the inner family, we need an education for wholeness; and I understand wholeness to consist in an integration between intellect, love, and instinctual freedom. I also understand it as a balance between the modalities of love that are intrinsic to the three “inner persons” that constitute the inner aspect of our three brains, and neuroscience tells us that such integration—along with mental health and awareness-- depends on the development of the prefrontal area of the brain, .

I have spoken of this ideal as a “trifocal” education that gives its due to our mother-like empathic and benevolent competence and is interested in the aspiration to happiness and in the spontaneity of our inner child. Also, I have stated my contention that for a balance to be possible between our three modes of loving (*eros, agape and philia*) there needs to be also non-attached self-awareness, and that because of this education needs to attend to development of self-knowledge.

I have represented these ideas through the image of a double pyramid in which the upper vertex is Gnostic experience of the deeper truth known in the Spiritual traditions, while the bottom one maps psychological self awareness (involving a painful descent into the awareness of love distortions, deviations or pathologies). Being a counter-part to the three loves (persons, brains and faculties) in our tri-une self, it is the “wisdom axis” of this double pyramid (a function of our prefrontal “4th brain”), which, I claim, makes the harmony of our “inner three” possible, being nothing other than the consciousness element of our mind, which is not exactly another element, but, rather, an empty container for our threefold psyche.

We may call it “Spirit”, or “soul”, but since such a word has taken on different connotations in different religious creeds, it is best that we simply call it “consciousness”, or refer to it as the transpersonal dimension of existence. Whatever the name we give it, however, I’m convinced that education will do itself and the world a great service through the inclusion of both psychological self-knowledge and meditation in its curriculum.

But a vision on education would not be enough to regenerate our deadened educational institutions, for even if there were a political will to support it, neither the redefinition of education nor curriculum reform would be enough to transform patriarchal education into an education for psycho-spiritual growth, wholeness, and freedom.

For that, the only feasible approach would be that of emphasizing the psychological growth, healing and awakening of a critical mass of teachers. And that would require in turn the application of an efficient method that can be shown to bring about transformations within a sort and predictable time.

Since I claim to have discovered such a method, I am also convinced that education could conceivably reverse the presently catastrophic course of history. Yet I must say “could” or “might”—for I cannot be very excited concerning the prospect of the necessary political will for a widespread educational reform of the kind that I have

described. Given the generalized stupidity, inertia and special interests that keep our system going as it has been going... who knows? It will depend on how we deal with the resistances of the bureaucracy, the teachers themselves, the community and the business interests of the global economy.