

DAVID

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**Sri Sathya Sai Institute of Higher Learning**

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The academic system evolved in the United States during the past 45 years has turned in a performance of failure. Education is meant to foster peace, confidence, tranquility and prosperity. The academe, however, has produced the opposite of these qualities.

Somewhere, the course was veered off of I do not desire to track down where. I only want to rediscover and set out upon the course that has been missed.

Toynbee said that at this moment of crisis in civilization, the only remedy is to adopt the Indian way of living and the Indian way of evaluating. He said that the correct course is in the Sanathana Dharma, the eternal pattern of Indian conduct or culture. With Toynbee's assessment I cannot too much agree. The Avatar of the Lord, Bhagavan Sri Sathya Sai Baba, has come again among His play-mates and helpers for just this purpose: to avert the crisis that threatens humanity by instilling joy and confidence for the task of reestablishing Sanathana Dharma -- by living it in daily life.

Those who know only the contents of books are worse off than the illiterate. One person of deep experience in spiritual discipline is worth more than all the world's libraries, museums and schools combined. The merest glance from the corner of such a person's eye can confer the highest Illumination.

So, as other areas of society are undergoing redesign on the Bharathyia (Indian) model, so must the academic one. This sketch is devoted to that task.

When I left the place of childhood years, I was as literate in my field of theology and philosophy as I ever would be. Details were added later, but no adjustment of structure occurred because I had imbibed the structure and its major components by grade 10.

During the final year at graduate school, and as quite a surprise to me, the student body appointed me to a student-faculty committee officially charged with proposing a reformation of the curriculum for the entire school. During the deliberations of the committee, its chairman, a senior faculty member, asked me to write my ideas on the matter under examination -- general curriculum reform. I did this and the paper became a report of the committee and was widely reproduced outside the school, for example, by the accrediting body for that type of school. The school was a theological seminary, which type is the basis for all others. Further, it was at that time regarded as the preeminent such institution in the Western Hemisphere. The first Discourse by Bhagavan Baba which I listened to, during March of 1972 at Brindavan, Whitefield, dealt with the reform of education for the whole humanity. I have been continuously engaged in reforming the curriculum of education since many years.

This necessitated rediscovering the foundation. And that is the Rishi-Kul, the school run by a Sage in ancient India. From the word we get 'school.' This model is appropriate for all times and circumstances.

The principal deprivation of Western society and especially of the Christian religion, as that has been handed to us through various lines, is correct, complete anthropology. Pauline anthropology, one feels, is accurate, but since the corpus of that Saint's writings is so corrupted, one cannot get a clear, much less a complete, picture. The sayings of Jesus, handed to us in no less corrupt a version than those of Paul, hardly yield a complete anthropology and one suspects their Author never meant them to. The great Christian and Jewish mystics do not yield a systematic anthropology, sometimes from inability but usually from disinterest, after the manner of their Master -- showing that disinterest in this matter is not necessarily a fault. Old Testament anthropology is buried under worthless scholarship and is not systematic to begin with. Nor is the text pristine with regard to the core of Hebraic religion, namely, the desert monastics, whom we call prophets. The heterodoxoi, through the ages, produce varying amounts of garbled nonsense. The anthropology promoted by psychiatrists and psychologists is superficial and worse.

Philosophy may be compared to the Divine Master and anthropology to the inseparable Consort. Phenomenology may be compared to the nameless, formless Absolute Principle that, when It wraps Itself in qualities, is referred to as God, having the aspects of both Divine Master and Consort.

The principles and the practice of education have to coincide with the Truth (Non-dualism) as revealed by impartial philosophical inquiry. Philosophical inquiry has to occur upon and within as well as accurately reflect the phenomena, the activities, occurring as 'the Cosmos'.

Indian philosophy in its Adwaithin (Non-dual) apotheosis **is** the desired -- correct and complete -- anthropology. Adwaitha philosophy accurately reflects the activity we call 'the Cosmos.'

The organization of the academic curriculum sketched here reflects Adwaitha philosophy, or, Indian anthropology. It is an impartial observation of the **OPERATION** of the Cosmos that is guaranteed by the experience of the Rishis or Sages of Bharat (India). It is valid for all men of all times and all climes and not less so for all Western nations, whose languages, religions, moral codes and intellectual genetics are in direct descent from the Aryan Archetype.

A drastic overhaul of the character of parents, teachers, administrators and students is implied. The **Sri Sathya Sai Institute of Higher Learning** is designed to teach the means of earning Bliss while doing useful labor in the world. This is the purpose of the Christian religion, par excellence.

The effort to think this and other design projects through has made me realize that along with spiritual rebirth, we are as a nation also in need of design rebirth -- to make beautiful, charming things, once more.

Plato erred in regarding Ether as the fifth essence (quintessence). It is the **first** essence. With the exception of Paracelsus, the Western Alchemical tradition perpetuates this error, as does the Western scholastic tradition

since the Middle Ages. This represents a serious misunderstanding of both cosmology and ontology. This error was mediated to the West by the Manichaeans and their many-named successors as well as by the School of Alexandria, which mediated some 'ancient Egyptian' nonsense besides.

The typical 4-fold cosmology/ontology (air, fire, water, earth) of the Alchemists and their progeny -- Freemasons, Theosophists, and the Hystericals of 'esoterica' -- is a hold-over from this earlier misunderstanding, which afflicted even Plato. Paracelsus is an exception to the rule of mixed-up Alchemists. He, like Pythagoras, learned the Vedic original in context -- Persia.

Mani or Manes, a Persian, was a Vedic heretic as well as a Christian one, for, Persian is a Vedic culture and Christianity is a Vedic religion, based on the Sages of Buddhism, in the same way that Hebraism is a Vedic religion based on the Seers of Zoroastrianism and Islam is a Vedic religion based on the Prophets of Christianity.

Beauty is cognized by every being: rock, water, plant, animal and human. Beauty does not exist in the eye of the beholder. It is Uncaused and is a designation of the Universal Absolute. Beauty manifests Itself as Primal Structure: Urform, the male principle assumed by Truth. It is specific number and ratio, specific harmonic. There is no question of opinion or taste here. Beauty is as absolute, as specific, as undebatable, as universally recognizable and as certain as any sunrise or sunset. Beauty is anantha, timeless, endless.

The experience of grandeur is wanted. It is sought by stimulating the senses to the maximum. It is had by depriving the senses of stimulation, by restraining the mind with the intellect, to keep the mind from running out through the senses and reveling in pleasures. Heaven is veiled by hardships. Hell is veiled by pleasures. Man has a ticket for Heaven, but, he boards the plane for Hell! This is a pity!

The Pythagorean dictum, 'All is Number,' is a statement of Non-dual philosophy. It is not of the same logical type (dualism) as the linear number series. It is not a child-like, immature but commendable lisp in the direction of 'real [modern] mathematics.' 'All is Number' is a simple formula which declares the great Truth: All Life is One.

It is thought that Nature is described by Mathematics. No! Nature is Mathematics. Nature is derived from Mathematics. Mathematics is Nature. Mathematics is primal. Nature is produced. Mathematics is the semantics (not the syntax) of phenomenology.

The modern academic curriculum has grown topsy-turvy from the Greek Quadrivium. The Quadrivium represents a misunderstanding of both cosmology and ontology (see above). Over the years, the Quadrivium has undergone scission motivated by hope of supplying its deficiency. The result is a pastiche without hope of integration because the Quadrivium, itself, is an inadequacy.

The correct academic curriculum, reflecting accurate cosmology and ontology and being appropriate for all grades of student, is the Quintivium:

**Philosophy**  
Grammar  
Overview - Vedantha

**History**  
Science  
Brahmin/Teacher

**Government**  
Sociology  
Kshatryia/Ruler

**Industry**  
Economics  
Vaisya/Farmer/Businessman

**Art**  
Composition  
Sudra/Laborer

Details of the Quintivium appear as follows:

**Philosophy (Grammar)**  
Mathematics  
Logic  
Systematics  
    Cosmology  
    Chronology  
    Ontology  
    Epistemology  
Exegesis  
Diet

**History (Science)**  
Piety (spiritual practice/discipline)  
Anthropology (general history -- Lives of Saints and Sages)  
Linguistics  
Paleontology  
Chemistry

Physics  
Oceanography  
Geology  
Botany  
Zoology  
Medicine

**Government (Sociology)**

Military  
Police  
Physical Education  
Law  
Politics

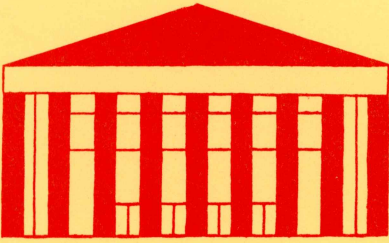
**Industry (Economics)**

Business  
    Manufacturing  
    Service  
Agriculture  
    Plant  
    Animal

**Art (Composition)**

Writing  
Painting  
Sculpture  
Music  
Drama  
Dance  
Architecture  
Engineering  
Mechanics  
Construction  
    electrical  
    plumbing, etc.  
Household  
    cooking  
    cleaning  
    weaving, etc.

The Quintivium embodies the 5 elemental principles: Ether, Air, Fire, Water, Earth. It embraces the 4 sections of society: Teacher, Ruler, Businessman, Laborer. It declares the great unifying principle of the universe: Non-dualistic Philosophy. The Quintivium shows that all beings are brothers and sisters in the same family, belonging to God the Father and Nature the Mother.



**Sri Sathya Sai Institute of Higher Learning**

**O P E R A T I O N S   B U L L E T I N**

August 1, 1989

*Art is a put-on with a  
soteriological bias.  
Everything else is a put-on.*

*A Teacher's 'Yes' to a student's question is an heuristic device to keep the student encouraged and moving forward. It means: yes, you have done well so far, in your own terms, keep going, there is more! It does not mean the student has grasped the whole or even a large part of a matter.*

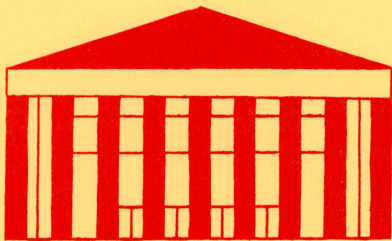
*Win-Win is strength.  
Win-Lose is weakness.  
Lose-Lose is obscene.*

*An able statement is worth more than a million communications.*

*All creation will pose for a picture.*

*The increase in the means of communication has produced  
an increase in the amount of hatred in the hearts of men.*

*Everything works for good for everyone.  
Those who love the Lord enjoy it as it happens.*



**Sri Sathya Sai Institute of Higher Learning**

**O P E R A T I O N S   B U L L E T I N**

September 15, 1989

*Every day, every one has to  
lay the body down and let it  
go.*

*Christian ontogenesis  
is  
Vedic phylogenesis.*

*I said to the old man shuffling along,  
'Hi! I'm not going anywhere.'  
He said to me,  
'Me either.'*

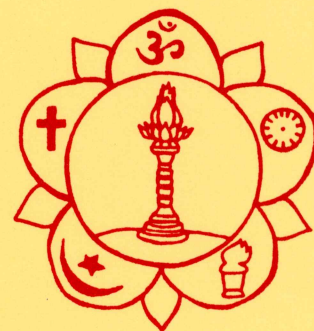
*Memory is the death of life.*

*The learning of mathematics is the means by which we become able to think  
our way out of a paper bag.*

*The cause of death is birth.*

*The cause of birth is memory.*

*Investors are trappers.*



**Sri Sathya Sai Institute of Higher Learning**

**O P E R A T I O N S   B U L L E T I N**

*February 15, 1990*

*We expect that Faith requires no change in our manner of living except that success and happiness are now certain to crown all our plans. (!)*

*We can live under the middle class or over it, but never in or with it.*

*We like to work or we like to go to meetings.*

*We have rights which it is right to forego.*

*We do not start out as we end up.*

*We cannot end up when we start out.*

*We will end up if we start out.*

*We should start out where we want to end up.*





**Sri Sathya Sai Institute of Higher Learning**

**O P E R A T I O N S   B U L L E T I N**

March 1, 1990

*There are rulers. And then there is Rama.*

*There are composers. And then there is Ludwig von Beethoven.*

*There are mothers. And then there is Kusalya.*

*There are devotees of the Lord. And then there is Hanuman.*

*There are monastics. And then there is Jerome.*

*There are painters. And then there is Wassily Kandinsky.*

*There are brothers. And then there is Lakshmana.*

*There are mathematicians. And then there is Archimedes.*

*There are judges. And then there is John Marshall.*

*There are Avatars. And then there is Sathya Sai Baba.*

*There are businessmen. And then there is Andrew Carnegie.*

*There are theologians. And then there is John Calvin.*

*There are pastors. And then there is George Arthur Butterick.*

*There are engineers. And then there is Nikola Tesla.*

*There are battle leaders. And then there is Douglas MacArthur.*

*There are maestros. And then there is Glenn Gould.*

*There are poets. And then there is Henry Wadsworth Longfellow.*

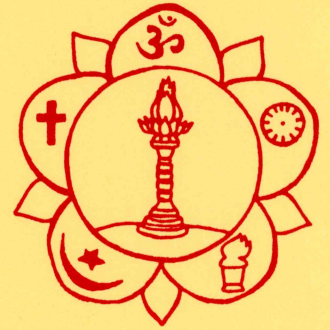
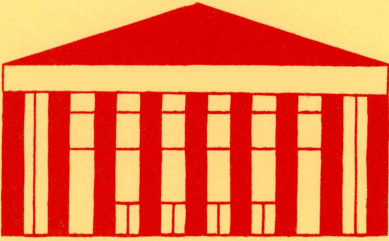
*There are prophets. And then there is Malcolm X.*

*There are scientists. And then there is George Washington Carver.*

*There are sages. And then there is Vasishta.*

*There are philosophers. And then there is Pierre Teilhard de Chardin.*

*The great ones are incomparable.*



**Sri Sathya Sai Institute of Higher Learning**

**O P E R A T I O N S   B U L L E T I N**

March 15, 1990

*There are three types of person:*

*those who know they are doing right,  
those who think they are doing right but are really doing wrong,  
those who know they are doing wrong.*

*A few people are of the first type.  
Most are of the second type.  
Some are of the third type.*

*But only those of the second type are dangerous.*

*If it is true, the world will be happy to receive it. If it is not true, the world will not be happy to receive it. If it is partly true, the world will not receive it.*

*The solution to every problem is the reestablishment of perception.*

*Perception is Sathwa Guna.*

*Therefore, the solution of every problem is the dominance of Sathwa Guna.*

*Ordinary people oppose what they are and support what they are not.*

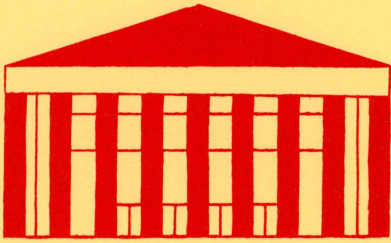
*Extra-ordinary people are what they support and are not what they oppose.*

*Sub-ordinary people have no idea what they are and are not and by turns support and oppose everything.*

*Sages neither support nor oppose anything.*

*Sages are Existence-Beauty-Truth.*

*An educated person is one who has cultured taste, who is able to discriminate between the eternal and the ephemeral.*



**Sri Sathya Sai Institute of Higher Learning**

**O P E R A T I O N S   B U L L E T I N**

April 1, 1990

*Conceit ruins everything.*

*Let us remember our greatness.*

*Ego is what we look for. Truth is what we see.*

*Intemperance of diction signs a-dharma of purpose.*

*Believe me, if you were saved, I would know of it.*

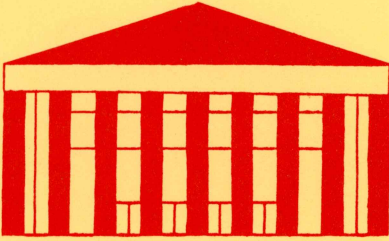
*Margaret Mead has more daughters than does Jesus Christ.*

*We can do many things for others but nothing for ourselves.*

*Great persons are the only human beings recognizable as such.*

*The thoughts you think I'm having are your thoughts. I'm clean.*

*We are sons and daughters of Immortality. Let us not be common.*



**Sri Sathya Sai Institute of Higher Learning**

**O P E R A T I O N S   B U L L E T I N**

April 15, 1990

*What we do not like or do not understand we are not entitled to frustrate.  
What is causing harm we are obliged to terminate.*

*When the heart is filled with Love, the personality is bereft of fear.*

*Non-dualistic discourse is conducted by the faculty of intuition.*

*If their men took care of them, women would not want abortions.*

*Philosophy is employing the orders of logic:  
Dualism/Qualified-Non-Dualism/Non-Dualism.*

*Should we yearn for Good or yearn for God?*

*I am interested in what you are doing.*

*Do you think you're yours?  
Are you yours?*

*Whatever can happen, will.*

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**E D I T I O N   F I N A L E**