

Dedicated to a unified understanding of philosophy, science, religion and art

Summa Sophia

1175 Harrington Place NE #212

Renton WA 98056

U.S.A.

Phone (425) 227-6979

*To receive your next Free Copy, send a
self-addressed stamped long envelope*

GdE (Group dynamics Edition)

Volume 7, August, 2000

*All things arise and cease due to
interdependent causes and conditions*

Summa Sophia Education or The Education For Ideals

By

Bing Escudero © 2000 v2.0

There are two definitions of education that contradict each other. One definition postulates that the mind is a *tabula rasa*, an empty tablet, and it has to be filled up or written on to in order to produce knowledge.

The other definition postulates that the mind is not a blank at birth. Human growth comes from within. This human potential has to be awakened or drawn out. Hence, the root word of education is *educare*, which means, *to draw out*. Of course the further question would be, if education is *to draw out*, what, then, are we really drawing out?

Continued >

*Summa Sophia: Questions for further study and for group discussion
What do you think? What does it mean? What ought to be done?*

Summa Sophia Education

OR

The Education For Ideals

< *Continued*

By resolving what is drawn out, we propose to integrate both concepts of education, although apparently antithetical to each other.

We suggest that the human mind has a lower and higher nature. The lower mind is of the nature of ideas. The higher mind is of the nature of ideals or altruistic archetypes. The lower mind functions by reasoning or rationalization using ideas. On the other hand, the higher mind functions far above reason, because it functions by altruism or by altruistic perception.

Ideas produce concepts that are conceived. Ideals are the precepts that are perceived.

On the basis of this twofold concept of the mind, the lower or rational mind, at birth, is a *tabula rasa* as far as ideas are concerned. But when it comes to the higher or altruistic mind, the ideals are already there in their full potential. Only, the lower mind is not yet capable of having the ideas to tap and to express the ideals in their original state of higher actuality.

Graduates who have been educated with ideas devoid of ideals endanger our society. What is universally accepted as the Great Ideas are great because of their ideal or altruistic content.

True education, therefore, is to imbue or to charge ideas with the ideals. This is brought about by altruistic activities. At home, at school, at work, at leisure or sports. When ideas for action are imbued, motivated, guided by ideals, then there is a harmonious unification of the lower and higher mind. This is that state of the integration of ideas and ideals. (See *CHART: The Nine Endeavors and Forty-five Ideals to Live By*).

An ideal society is but the product of altruistic human beings who have brought out the potential of their idealistic nature in their interaction with other fellow human beings. Thus education is the drawing out of the ideal human potential.

Lower education is largely concerned with the standard 3-R's. (We suggest a Fourth double R (RR) for Reality Realizations.) We further suggest that higher education is really *learning to think for oneself* or *self-understanding*. When education produces human beings that are capable of merely rearranging, repeating or replicating ideas, higher education has not yet taken place. Neither can the higher mission of education be accomplished.

To think for oneself or to know oneself is to act in accordance with the potentialities of the ideals that are the qualities of the

higher mind. When the ideals of the higher mind are accessed and engaged, only then can true higher education take place.

The question is, Where does one go for those resources that can help us implement this true higher education? And the answer is, The major resources that point out to the ideals and their exemplification can be found in the spiritual literature of the Scriptures of the world religions.

Although there is the intuitive imperative to uphold the ideals over ideas, unfortunately, there also can be the wrong ideas about the ideals. History is evidence enough of such oxymoron expressions as *Fight for peace, Praise the lord and pass the ammunition*, religious or holy wars, killings and persecutions in the name of God, dogmatic rectitude, superiority attitudes, absolutistic prejudices, and so on, and on.

The last hope of humankind is in education. If the education for ideals could be universally implemented on a global magnitude, it would take only one generation to unify the planet.

The disciplines of Art, Philosophy, Religion and Science can be integrated in the education for ideals. Art is the search for beauty. When our decision-making is towards beautiful action, expressing the beauty of the ideals, in our thought and action, we have thus integrated the discipline of Art with the art of living.

Philosophy is the search for wisdom. When our decision-making is guided by wisdom (knowledge plus virtue), the discipline of philosophy is thus integrated.

Religion or Relation is the search for God or for Goodness. When our decision-making is in accord with the good, the discipline of religion is thus integrated. Human relationships are universal in character. In the ideals, all faiths will find their unity.

Science is the search for truth. When our decision-making is in accord with truth, the discipline of science is thus integrated in our conduct.

Without the ideals, ethical decision-making is not possible. There would be no valid criteria to serve as ethical standards for our aspirations. In education, the karmic biographical sketches of human beings who have lived a particular ideal, even if they have failed some other ideal, still, can provide the learning materials and altruistic vision to implement programs of education for ideals and for ethical decision-making.

The *tabula rasa* of ideas of the lower mind calls for the indelible writings of the ideals of the higher mind. In the integration of ideas and the ideals, education fulfills its highest mission--the education of human beings who have great compassion or the selfless consideration for others. ~ Δ ~

CHART: The Nine Endeavors and Forty-five Ideals to Live By

(1) Ideals in Government

Executive	Freedom
Legislative	Equality
Judiciary	Justice

(2) Ideals in the 4-Fields
of Human Endeavor

Art	Beauty
Philosophy	Wisdom
Religion	Goodness
Science	Truth

(3) Entrepreneurship Ideals

Purchasing	Quality
Production	Productivity
Marketing	Service
Personnel	Growth
Costing	Fidelity
Finance	Trust
Research	Creativity

(4) Ideals in Relationships

Interfaith	Goodwill
Family	Love
Friendship	Loyalty
Adversary	Forgiveness
Superiors	Respect
Peers	Humility
Subordinates	Patience

(5) Ideals in Human Living

At Home	Caring
At School	Study
At Work	Service
At Leisure	Wholeness
Alone	Integrity

(6) Ideals in a Profession,
Calling or Job

To Public	Honesty
To Client	Confidence
To Calling	Competence
To Service	Selflessness

(7) Ideals in Study

To Learning	Attention
To Teachers	Honor
To Subject	Openness
To Exams	Uprightness
To Research	Perseverance
To Discovery	Modesty

(8) Ideals in Meditation

Spiritual	Oneness
Intuitional	Wisdom
Mental	Equanimity
Emotional	Devotion
Physical	Discipline

(9) Ideals in Human Activity

In Thought	Truthfulness
In Word	Kindness
In Deed	Helpfulness
In All	Peace