

## **Establishing Validity**

### *Distinguishing and Deciding*

Distinguishing fact from fiction is an important skill. We use it in the academic realm when we monitor our own logic while writing a paper, or challenging something that comes up in class or in a reading assignment. And we use it in our day-to-day life when we read the news or need to decide if an advertised item is worth our money.

In his Science of Creative Intelligence<sup>®</sup> course Maharishi teaches an important principle related to evaluating validity: “Knowledge is different in different states of consciousness.” We can understand this principle by considering the following example: In modern day living, there are many things that a good majority of people accept as part of life, ignoring the harmful, stressful aspects because they are not aware of alternatives, or they feel they don’t have time to consider them. Pesticides in food, air pollution, and many of the pharmaceutical drugs are examples. But we seem to be living in a time of expansion of collective consciousness, and many people are discovering healthier ways of doing things. Eating organic food, car pooling to work, and adopting holistic health practices are good examples of how knowledge and its activation change as consciousness changes and how our evaluation of validity changes as consciousness expands.

In relation to our own Consciousness-Based<sup>SM</sup> education at Maharishi University of Management, we not only learn to question whether the problems of modern life need to be there, we explore practical solutions based on principles of Maharishi Vedic Science and the published research that verifies the principles. If we are analyzing past or present situations presented in a literary work, we discuss the situations and offer a Consciousness-Based perspective based on our own experience and on related principles of Maharishi Vedic Science<sup>SM</sup>.

Whenever we are expressing a point of view, we need to present all our facts accurately and in an order that follows logically. It is good to have a systematic way to check our own logic. The following model presents such a way.

The information presented on these pages is based on Maharishi Mahesh Yogi’s commentary on Nyaya, the branch of the Vedic Literature that addresses logic.

### **Monitoring our Logic**

The steps in this model represent the division of Nyaya into 16 categories and applicable subdivisions. The outline in the model is for a paper that supports the thesis that Consciousness-Based education adds value to modern education on all levels: individual, societal, and environmental. The audience comprises educators and administrators who do not practice the Transcendental Meditation® technique. [Defining our audience is the first step in considering the approach in our logic, because that helps us to take the right angle and choose the appropriate language.]

1. **First we focus on the Means of [gaining] Valid Knowledge:** This relates to awareness, and there are four subdivisions.

a. **Perception:** [We start off with a statement that readers can identify with because it matches their own perception.] In examining most societies today we see problems and suffering in all areas of life.

b. **Inference (that which is assumed based on perception):** [Then we take it further—into the intellectual realm.] It can therefore be inferred that modern education is not providing the knowledge that address these difficulties to the point of completely eradicating them.

c. **Comparison (higher order perception):** [This part presents several comparisons between the difficulties in life and the proposed solutions inherent in Consciousness-Based education. These comparisons show how the solutions offer a holistic perspective on the situation and focus on the individual as a unit of society and on society as a phenomenon of collective consciousness.]

In his course on The Science of Creative Intelligence, Maharishi Mahesh Yogi (1972), the founder of Consciousness-Based education, addresses the difficulties in modern life and uses the following analogies in his presentation of solutions: If one compares society to a forest and the individuals in society to the trees, the logical way to keep the forest green and healthy is to keep each tree healthy. The way to keep the tree healthy is to water the root of the tree. The logical way to keep a society healthy is to keep its citizens healthy. Maharishi explains that residing at the basis (root) of mental, physical, and emotional health is the field of pure creative intelligence that underlies all

of life, and the Maharishi Transcendental Meditation<sup>SM</sup> program is the way to tap into the life supporting energy of this field and enrich all aspects of human life.

The Science of Creative Intelligence course came out in 1972, providing a balance of knowledge and experience of the pure field of creative intelligence and the benefits of regular contact with this field through the practice the Transcendental Meditation technique. In 1977 Maharishi brought the Maharishi TM-Sidhi<sup>SM</sup> program, including Yogic Flying, an advanced program, which is practiced in a group. Subsequent research on the effect of group practice of the TM-Sidhi<sup>®</sup> program on the environment augmented other environmental research on individual practice of the Transcendental Meditation program. This research is cited below. (Both areas of research brought out a new phenomenon—a field effect within collective consciousness that brings about positive change.

[Because “field effect” is a new term it will need a definition and discussion. But we are right in the middle of a series of points, some relating to individual benefits, some relating to field effect benefits, so in the logical flow, stopping at this point to define “field effect would be a digression. Out of courtesy to our readers we should say: “After a listing of related published research below on benefits on the individual and collective levels of the practice of the Transcendental Meditation technique and the TM-Sidhi program, the field effect within collective consciousness is explained.”]

d. **Verbal testimony:** [It is important to be completely objective.] Published research on the benefits on the individual level of regular practice of the Transcendental Meditation technique includes: increased intelligence (Cranson, Orme-Johnson, Gackenbach, Dillbeck, Jones, and Alexander, 1991), reduced illness and medical expenditures (Herron, and Hillis, 2000), and increased personal development (Alexander, Rainforth, and Gelderloos, 1991).

Published research on the field effect within collective consciousness, generated by individual practice showed that when 1% of a population of a town or city is practicing the Transcendental Meditation technique, there is a statistically significant decrease in the crime rate in that community. Examples include: Dillbeck, Landrith, and Orme-Johnson 1981; Hatchard, 1991; Borland and Landrith, 1976.

Published research on the field effect within collective consciousness generated by group practice of the TM-Sidhi program showed that when the square root of 1% of the population practices the TM-Sidhi program in a group, there are statistically significant positive changes in the environment including decrease in crime, de-escalation of war, positive changes in the stock market, and other good changes. Examples include: Hagelin, Orme-Johnson, Rainforth, Cavanaugh, and Alexander, 1994; Gelderloos, Cavanaugh, and Davies, 1990; Orme-Johnson, Dillbeck, Alexander, Chandler, and Cranson, 1990.

**2. Objects[s] of valid knowledge [source [s] of information]:**

a. The official website for the Transcendental Meditation technique states the following: “The Transcendental Meditation technique is a simple, natural procedure to gain deep rest—and contact that inner reservoir of creativity, energy and intelligence—to gain its support in all you do and to enrich your life day by day” (<http://www.tm.org/discover/glance/index.html>). [This website is the most reliable source for this description.]

b. The same website describes the TM-Sidhi program as follows: “The Transcendental Meditation technique allows the active mind to settle down and experience its most silent level—Transcendental Consciousness. The advanced Transcendental Meditation-Sidhi<sup>SM</sup> program cultures the ability to think and act from this silent level of the mind, where our thoughts are most powerful and most easily fulfilled” (<http://www.tm.org/enjoy/advance/accelerate.html>). [Same comment as above concerning the choice of source.]

c. There are over 600 published studies on the benefits of regular practice of Transcendental Meditation technique and the TM-Sidhi program that support the descriptions mentioned above (<http://www.tm.org/discover/research/charts/index.html>). [Same comment as above concerning validity and the choice of source.]

d. From 1976 on, 41 of the 600 research studies focus on the Maharishi Effect, which is defined at ([http://www.vedicknowledge.com/Maharishi\\_effect.html](http://www.vedicknowledge.com/Maharishi_effect.html)) as

the phenomenon of the rise of coherence in the collective consciousness of any community . . . when one per cent of the population of a city or town practices the Maharishi Transcendental Meditation program, the crime rate significantly decreases. Similarly, when groups of individuals practicing

the Maharishi TM-Sidhi program, including Yogic Flying equal at least the square root of one per cent of a population, there is a significant reduction of crime and accidents, as well as an increase in stock prices, decreased pollution, decreased unemployment, and decreased hostilities between nations.

One can understand the rise of coherence in collective consciousness more clearly in the following description of a field effect as defined by modern science.

Physicists delineate a variety of infinite, unbounded, and all-pervasive fields that operate invisibly throughout creation, governing the activities of innumerable Laws of Nature. For example, the electromagnetic field—one of the four principal force fields—permeates the entire universe, and enables radio and television transmitters to send signals by creating waves within the field. While the waves are unseen, they nonetheless create effects with which we are all familiar—the sounds and images of radio and television ([http://www.vedicknowledge.com/Maharishi\\_effect.html](http://www.vedicknowledge.com/Maharishi_effect.html)).

“The other three fundamental force fields—gravitation, weak interaction, and strong interaction—also pervade everything and behave invisibly throughout Nature.” Pure creative intelligence is also a field, “though on an even more fundamental level, for it is the omnipresent, invisible, and unbounded field from which all force and matter fields emerge” ([http://www.vedicknowledge.com/Maharishi\\_effect.html](http://www.vedicknowledge.com/Maharishi_effect.html)).

In referring back to the electromagnetic field, radio transmitters creating waves in this field in a variety of frequencies can be compared to individuals perpetually creating varied influences in their society depending on the quality of their consciousness. When consciousness spontaneously refines with the experience of the field of pure creative intelligence during the practice of the Transcendental Meditation technique, the influence of its peace and orderliness pervades the immediate environment, and the published research cited above shows that when 1% of the population of a community practices the Transcendental Meditation technique twice a day, the field effect extends to the whole community. Similarly when the square root of 1% of the population practices the TM-Sidhi program, including Yogic Flying in a group, the power of the field effect is increased and the positive effects have a deeper and wider range. At <http://www.victorybeforewar.com/faq.html> there is an explanation from the authors of *Victory Before War: Preventing Terrorism through the Vedic Peace Technologies of His Holiness Maharishi Mahesh Yogi*:

The Vedic tradition has a Sanskrit saying, *Tat sannidau vaira tyagah*, which translates to ‘In the vicinity of Yoga, hostile tendencies are eliminated.’ Yoga here means not just some person doing stretching exercises, but the perfectly peaceful and coherent state of consciousness that is the goal of Yoga. A central broadcasting station radiates an influence through the electromagnetic field, which is received by everyone who has a receiver. Maharishi’ experts in the Vedic peace technologies are like the central broadcasting station. Because the human brain is both the transmitter and the receiver, they radiate a powerful influence of peace and coherence to everyone in the vicinity.

e. Maharishi University of Management in Fairfield, Iowa is a Consciousness-Based institution. At <http://www.mum.edu/worldpeace/> there is a statement about Consciousness-Based education and world peace:

The UNESCO charter reads in part, “War begins in the minds of men.”

Maharishi takes this one step further. War begins not in the individual minds of the leaders, he explains, but rather in the growth of stress in the collective consciousness of society.

At our university you’ll learn how to effortlessly establish peace deep within yourself, and radiate a powerful influence of peace to your world family.

3. **Doubt (possible contradictions):** [We put ourselves in someone else’s shoes and think of possible points that could be challenged.] For example, there may be a concern about students making the transition from the peaceful environment of a Consciousness-Based institution to a career in the work-a-day world. Once students graduate from a Consciousness-Based institution, are they prepared to deal with this world? [It is also good to think of other examples and then choose the most relevant one or ones to address.]
4. **Purpose (a plan or strategy to resolve doubts.):** [We stay objective. In this model, only one doubt is addressed, but in general there could be more than one that could be resolved successfully.] These doubts can be resolved by looking further at the research on regular practice of the Transcendental Meditation technique and the TM-Sidhi program, including Yogic Flying.
5. **Example(s) (verbal illustrations):** [We choose the most relevant research to resolve the doubts.] Increased fluid intelligence and field independence are two important benefits of regular practice of the Transcendental Meditation technique. (Dillbeck,

Assimakis, Raimondi, Orme-Johnson, and Rowe, 1986). Other research findings on student psychological development shows: increased psychological health as indicated by unifying ability, autonomy, intrinsic spirituality, creativity, directedness, well-being, and integration of the personality. (Gelderloos, 1987).

An ACT Alumni Survey included Maharishi University of Management and shows the following results: For the question: “How well did the college prepare you for caring for you own physical and mental health,”86% of Maharishi University of Management alumni marked “very much.” For the question: “Has this college education improved your quality of life,” 90% of Maharishi University of Management alumni responded “definitely yes.” (<http://www.mum.edu/comments/act.html>).

6. **Established Principle (basic law[s] of Nature that support your plan):** [We pick a principle that is relevant and also serves to clarify any misunderstandings.] An understanding of the word “consciousness” is useful in seeing how the benefits of a Consciousness-Based education are relevant to the workings of the world. “Consciousness” is commonly understood to mean “alertness.” It actually has a much deeper meaning. The founder of Consciousness-Based education, Maharishi Mahesh Yogi (1997) explains that:

Consciousness is the most basic element in creation; therefore the study of consciousness and research in consciousness, which is offered by the traditional Vedic Literature, gives the student the ability to do anything and achieve anything with the support of the evolutionary power of Natural Law. (p. IV)

[Then each part of the quote should be explained.]:

a. Consciousness as the basic element of creation: When Maharishi defines consciousness, he is referring to Transcendental Consciousness, the field of pure creative intelligence, also called the Unified Field of Natural Law that underlies all of life.

b. How one studies consciousness: One studies this field by experiencing it twice daily during practice of the Transcendental Meditation technique and by understanding its properties as outlined in courses such as The Science of Creative Intelligence and other courses in Maharishi Vedic Science available at a Consciousness-Based institution.

c. The definition of research in consciousness: The twice daily practice of the Transcendental Meditation technique, and when applicable, the TM-Sidhi program provides the “laboratory” experience of what is discussed in the classroom.

d. The definition of Vedic Literature: The Vedic Literature is a body of knowledge that Maharishi has systematically organized to unfold and explain basic principles of Maharishi Vedic Science.

e. How the traditional Vedic Literature offers research in consciousness: Research in any field includes a hypothesis (prediction of results) and experiment (conditions carefully set up to support the hypothesis). Descriptions of the Transcendental Meditation technique and the TM-Sidhi program as well as predictions of the results of daily practice can be found in the Vedic Literature. For example: descriptions of the Transcendental Meditation technique and the results of practice can be found in the Bhagavad-Gita, which is part of Itihasa, a branch of the Vedic Literature; descriptions of the TM-Sidhi program, including Yogic Flying and the results of practice can be found in another branch of the Vedic Literature, the Yoga Sutras.

f. The value of attaining higher states of consciousness: The most important prediction from the Vedic Literature is that regular practice of these programs for self-development lead to the attainment of higher states of consciousness, where individuals find that their activities are spontaneously supported by the total potential of Natural Law. At <http://www.mum.edu/introduction/founder>, Maharishi’s message to students includes:

The Bhagavad-Gita says: *Yogastah kuru karmani*. That means, established in a unified state of intelligence, perform action. This is management. Skill of management is that you manage by managing your Self in your own inner silence, in your own Unified Field.

Management means you should know how to do least to accomplish maximum. Get to that fine level of intelligence from where you promote your thought, and the thought will engage total power of Natural Law, infinite creativity of Natural Law. This is not an advice to work hard for success. This is advice to get to the master key for all success.

At [http://www.mum.edu/worldpeace/yogic\\_flying](http://www.mum.edu/worldpeace/yogic_flying), Maharishi’s description of Yogic flying includes:

Yoga means union, the union of the individual awareness with the unified field of all the Laws of Nature in the state of Transcendental Consciousness. Yogic Flying demonstrates the ability of the individual to enliven the total potential of Natural Law in all its expressions — mind, body, behavior, and environment. ‘Yogic Flying’ presents in miniature the flight of galaxies in space, all unified in perfect order by Natural Law.

The mind-body coordination displayed by Yogic Flying shows that consciousness and its expression — the physiology — are in perfect balance. Scientific research has found that maximum coherence in human brain functioning gives rise to Yogic Flying. As the coherently functioning human brain is the unit of world peace, Yogic Flying is the mechanics to make world peace a reality, and thereby bring world health, world happiness, world prosperity, a world free from suffering — Heaven on Earth in this generation.

7. **Parts of a Logical Argument (Testing the logical progression):** [We list our main points so far.]:

- a. It is obvious that modern education is not preparing individuals to handle life’s challenges efficiently and effectively
- b. In comparing Consciousness-Based education to modern education one sees that the former adds value by offering techniques that foster personal development on the psychological, physiological, sociological, and environmental levels.
- c. These techniques include the Transcendental Meditation technique and the TM-Sidhi program, including Yogic Flying.
- d. Published research supports the claims of Consciousness-Based education.
- e. Published research can resolve concerns about the results after graduation.
- f. Attending to personal development on the level of consciousness allows one to grow in ways that foster success in all endeavors. Higher states of consciousness lead to maximum achievement and fulfillment in life.
- g. While one is attending to personal development during a Consciousness-Based education, one is simultaneously and spontaneously creating coherence in collective consciousness. Depending on the size of enrollment, improvements range from quality of life in the community, nation, and the world.

8. **Process of Reasoning (justifying the choice of the natural principle[s]):** The statements in this paper range from predictions from the Vedic Literature to

documentation of related personal experiences (ACT Alumni Survey) and citations of published research that backs up the predictions and the personal experiences.

**9. Art of Drawing Conclusions (putting everything together and drafting a conclusion)** [The conclusion should offer a practical solution to the problems discussed.]:

Extensive published research has shown that Consciousness-Based education adds two-fold value to modern education with techniques that 1.) develop the whole person, unfolding students' potential for living an active, productive life, and 2.) that enable students to generate coherence in collective consciousness with their daily practice of these techniques.

**10. Discussion (putting forth various views in order to assess aspects of an argument from different angles)** [We add on to what has been said from other angles.]:

a. The standard modern view of education is to teach facts and concepts with the aim of creating educated individuals.

b. Research on Consciousness-Based education focuses on students' growth in the ability to use more of their brain potential, to get along better with others, and to positively change the environment around them.

c. This takes the discussion to a new level. The benefits of Consciousness-Based education relate to individuals and to the group of individuals practicing Maharishi's techniques for self-development. Individuals who participate in Consciousness-Based education gain the benefit of keeping themselves physically and mentally healthy and simultaneously have the satisfaction of knowing that with their practice of the Transcendental Meditation technique and, when applicable, the group practice of the TM-Sidhi program, including Yogic Flying, they are stimulating positive changes in their society.

d. Establishing Consciousness-Based institutions therefore adds twofold value to modern education: they benefit the individual and society in one stroke.

e. Having such an institution in the community automatically adds value to the community.

**11. Polemics (arguments for the sake of victory, not for the sake of truth)** We avoid these by keeping a balance between the claims of Consciousness-Based education and published research that backs up the claims.

12. **Cavil (that which lowers the dignity of another)** We don't lower the dignity of modern education, we just point out how Consciousness-Based education can enhance the very well meaning curricula that are already in place.

13. **Fallacies (inadequate reasoning):** There are five subdivisions. They can be avoided in ways mentioned below.

a. **Inconclusive (when there is more than one conclusion that can be formed from an argument)** We put more weight on the published research than in quoting the personal experiences of students at Maharishi University of Management or presenting a lot of introductory materials from the M.U.M. website. (It is standard knowledge in the academic world that when research is published, it has been evaluated from many angles by a team of impartial experts. Statistical significance that rules out other factors that may have influenced the results is a primary focus of the evaluating team.)

b. **Contradictory (points that contradict each other.)** One of the primary misunderstandings about the practice of meditation is that one withdraws from life. Citing research that supports the benefits in daily activity that come from regular practice of the Transcendental Meditation technique and TM-Sidhi program helps to dispel this misunderstanding.

c. **Equivalent to the question (circular reasoning that doesn't really go anywhere; it just raises the same question):** The research cited covers the whole range of benefits of Consciousness-Based education. Just saying that students who participate in Consciousness-Based education improve their grade point average does not show how they grow as individuals and benefit society even while still enrolled as students.

d. **Unproved (having no precedents that support the thesis):** Citing the published research on personal development supports the thesis, and citing the ACT Alumni Survey is good because it presents personal experiences of students after they graduate in an accepted objective way. Citing the research on the Maharishi Effect adds a new dimension to the thesis.

e. **Belated (not workable in the present timeframe):** It is clear from the beginning of the paper that there is a current need for a change in education.

14. **Equivocation (using vague, ambiguous or misleading language):** There are three subdivisions.) The points below show how to avoid equivocation.

a. **Verbal (using words that do not represent the meaning originally intended for them)** The quote from Maharishi serves to clarify the use of the word consciousness, which to most people merely means alertness. It is good to introduce the quote in a way that points out the real meaning of consciousness. Then it is important to explain each point of the quote and to bring out the value of attaining a higher state of consciousness.

b. **Generalizing (moving too quickly to a conclusion on the basis of incomplete evidence in order to mask the real issue)** The real issue is the value of having a Consciousness-Based institution in one's community. The evidence that is presented to support this is objective and documented in a conventionally acceptable way.

c. **Figurative (using a word that is not meant to be taken literally)** As a general rule, the type of writing that is used in the paper under discussion would not use figurative expressions. Such expressions belong more to literary reviews and fiction writing.

15. **Futile Argument (arguments based solely on similar and dissimilar characteristics)** It is not enough to define education as the assimilation of facts and ideas as a preparation for adult life. It needs to be defined more deeply as a way to develop the whole student and to benefit society by its mere existence in the community.

16. **Disagreement on First Principle (ideas that do not reflect a complete understanding):**

One could argue that many brilliant scientists have emerged from standard educational institutions and made important discoveries to aid mankind. But then we can go back to our original statement. With all the progress and technology of our modern world, people are still suffering. There is still poverty, crime, war, and disease. There must be something more that can be done to promote the wellbeing of mankind. Consciousness-Based education focuses on this need and offers well-researched techniques that address it more deeply and effectively.

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