This paper discusses the educational programmes of Maharishi European Research University for unfolding the full potential of consciousness in every student, and developing a unified understanding of all fields of knowledge through the Science of Creative Intelligence and its practical aspect, the Transcendental Meditation and TM-Sidhi programme. The authors propose that the implementation of this scientifically validated programme in all areas of education will bring fulfilment to the goals of every system of education.—EDITORS
The basis of education is consciousness, knowledge of the knower. Without the knowledge of consciousness, the knowledge of the knower, there is no basis to knowledge. So far in education this knowledge has been absent. Education was based on the details of knowledge itself. This is obvious from the common understanding and experience that life is a struggle.

Self-realization means experience of the full and unbounded nature of man's own consciousness.

The first fundamental of education is to provide the opportunity for every man to realize the full potential of his own consciousness, since only by developing his consciousness to the full can man ever attain self-realization. Self-realization dawns with the inner experience of the most settled state of awareness—the state of least excitation of consciousness—which is the inner self of every man; and self-realization becomes a permanent reality when the state of least excitation is fully stabilized in the awareness.

The fundamental tenet of education at Maharishi European Research University is: Knowledge is Structured in Consciousness. Knowledge is not a property of the information given in a classroom or contained in a textbook; it is a fundamental quality of consciousness itself. The state of least excitation of consciousness, the most settled, unbounded, and self-sufficient state of awareness, is the field of pure knowledge. From another viewpoint, the aphorism 'Knowledge is Structured in Consciousness' expresses the principle that knowledge will be complete only when consciousness is clear and expanded; clarity of mind is primary as far as gaining knowledge is concerned.

A fully educated man is one who not only has a breadth and depth of understanding of the various academic disciplines, but who also, by virtue of his fully expanded consciousness, is a master of his own destiny; a fulfilled individual who feels at home in every undertaking and every field of life. A systematic procedure to develop the full potential of consciousness is the only guarantee that a man will become fully educated, since no amount of mere study will achieve the same results if the mind is not clear, the physiology not completely healthy, and mind and body not perfectly integrated. No system of education can regard itself as complete unless it includes such a procedure.

The Science of Creative Intelligence, with its practical aspect, the Transcendental Meditation technique, has proved itself to be just such an effective procedure; it provides a simple effortless mental practice—the Transcendental Meditation technique—which systematically and progressively unfolds the full potential of consciousness and enables this full potential to be expressed in every channel of life, it provides a complete understanding of how this very process takes place, and how the knowledge of human consciousness and its full development is related to every field of knowledge.

The Transcendental Meditation technique has now been adopted by over one and a half million people from all over the world, and the Science of Creative Intelligence has been used many times in educational institutions in different parts of the world, to great effect. A uniform and effective teaching procedure exists and is available in 1,500 teaching centres around the world by virtue of the 13,000 trained teachers of the Science of Creative Intelligence.

Well over 200 fully documented research studies have been carried out in various universities and research institutions, overwhelmingly demonstrating the efficacy of the Transcendental Meditation programme in developing the full potential of the individual. Many of these studies cover academic parameters; although of course any measure of the growth of self-realization and the actualization of full potential is of direct relevance to anyone seriously concerned with education.

More recently, Maharishi Mahesh Yogi, the founder of the Transcendental Meditation programme and of Maharishi International University and Maharishi European Research University, has developed auxiliary procedures in the Transcendental Meditation programme, known as the TM-Sidhi practices. These procedures are each designed to bring one particular aspect of the functioning of the mind, and of mind-body co-ordination, to its full blossoming, and as a complete set, they greatly accelerate the growth of consciousness already experienced as a result of the Transcendental Meditation technique. The TM-Sidhi practices have already been learnt by over 1,000 teachers of the Transcendental Meditation programme in six-month residential courses, and as a basis of the great success of these courses, the TM-Sidhi practices are now being offered to any person with a certain mini-
mum amount of experience with the Transcendental Meditation technique. Initial research studies on the TM-Sidhi procedures have demonstrated that within a relatively short period of time, performance, as measured by a wide range of variables, improves greatly—even beyond the level thought possible—and a very complete state of inner fulfillment and outer achievement is gained by the individual. For a long time it has been thought that the process of gaining self-realization was fraught with great difficulty and required long practice. Now the Transcendental Meditation programme and the TM-Sidhi techniques amply demonstrate that, far from being difficult, self-realization is to be found in man’s simplest form of awareness.

The Transcendental Meditation programme thus offers a simple, effective, and complete formula to bring fulfillment to the goals of any educational system and to ensure that the first fundamental of education—the full development of consciousness or self-realization—can be achieved by any individual in any culture.

THE TRANSCENDENTAL MEDITATION TECHNIQUE AS A PROCEDURE TO GAIN SELF-REALIZATION

The Transcendental Meditation technique is a simple mental procedure that ensures that any individual can gain the state of enlightenment—full self-realization. During the Transcendental Meditation technique, the awareness experiences progressively quieter or lesser excited states of the thinking process until, transcending the finest or quietest level of thought, a state of pure awareness is experienced. This is the state of least excitation of consciousness and is the source of all the excitations or thoughts experienced by the mind. The state of least excitation of consciousness is a state of extreme clarity of mind and of maximum alertness. It is experienced as a state of unboundedness, in which the mind is free from the boundaries or limitations of space, time, and particular experience. It is purely an experience of ‘the Self’, free from any outside influences, and is therefore the first experience of self-realization.

The Transcendental Meditation technique is practiced for two 20-minute periods each day—one in the morning and once in the evening. The regular experience of the state of least excitation of consciousness results in a progressive infusion of the qualities of this state into the thinking mind, culminating in the development of a level of consciousness where the Self is a permanent reality. This is the state of enlightenment or cosmic consciousness in which the Self—the state of least excitation of consciousness—is a permanent and stable witness supporting all phases of activity, and in which the mind is fully developed, health is perfect, behaviour is evolutionary, and all aspects of life are fulfilling.

At Maharishi European Research University there has been a multi-branched investigation of the state of least excitation of consciousness and of the development of consciousness that arises from regular practice of the Transcendental Meditation technique. From the standpoint of modern science, many experimental investigations have been made to determine the physiological and psychological characteristics of this state of awareness. Also, from a theoretical viewpoint, a detailed comparison has been made between the qualities of the state of least excitation of consciousness and areas of fundamental knowledge from scientific theories, in particular the vacuum state of quantum field theory.

A detailed catalogue of experiences in advanced courses in the Transcendental Meditation programme at Maharishi European Research University has been made, and finally, the ancient Vedic literature, in which the process of the Transcendental Meditation technique and the development of higher states of consciousness are described in detail, has been examined in relationship to the experiences, the experimental findings, and the theoretical discoveries.

Of great value has been the delineation of a set of major qualities of the state of least excitation of consciousness. This analysis has been made possible by the regularity and systematic nature of the experience of this state of awareness during the Transcendental Meditation technique and by the existence of modern scientific theories penetrating enough to provide descriptions of the ultimate nature of objective reality. The vacuum state of quantum field theory has been very successfully compared to the state of least excitation of consciousness. The vacuum state, generalized to include all physical fields, is the state of least excitation of all matter and energy in the universe. Similar to the state of least excitation of consciousness, it is unmanifest and a field of perfect orderliness.
The vacuum state is a field of all possibilities: any form of manifest existence can be created from it given the appropriate initial conditions. Within its unmanifest structure is contained the rules for all changing phenomena in the universe; therefore although unchanging in its own nature it is the source of all change, the home of all the laws of nature, and the home of all knowledge. From the mathematical definition of the vacuum state it can also be seen to be unbounded, self-perpetuating, and a field of infinite correlation.

These ten characteristics conveniently summarize the attributes of pure awareness, the state of least excitation of consciousness, as it is directly experienced during the Transcendental Meditation technique. This analysis of its qualities is further substantiated by the research on the Transcendental Meditation programme, which has uncovered the existence of these qualities either during the experience of the Transcendental Meditation technique itself or in the activity following it. For clarity these ten qualities of the state of least excitation of consciousness are listed below:

• Perfect orderliness
• Unmanifest nature
• Non-changing
• Source of all change
• Home of all knowledge
• Home of all the laws of nature
• Unboundedness
• Self-perpetuating
• Infinite correlation
• Field of all possibilities

Having defined the main qualities of the state of least excitation of consciousness, an understanding of the benefits of the Transcendental Meditation technique is facilitated. A review of the most prominent of the research results on the Transcendental Meditation programme is given in a later section, but at this stage it will be of value to point out some of the major findings.

During the Transcendental Meditation technique itself, the entire physiology gains a very deep state of rest. Oxygen consumption, breath rate and heart rate decrease markedly, but all in a natural manner without any manipulation, resulting in a level of rest deeper than that gained during sleep. Simultaneously, skin resistance measurements indicate a stable and profound level of relaxation. However, this state is one of high alertness, and electroencephalographic recordings of the electrical activity of the brain show unique patterns of extremely high coherence, or orderliness, reflecting the inner experience of unbounded wakefulness and integration. The orderly patterns of brain wave activity indicate perfect transfer of information from one part of the brain to another, and account for the greatly enhanced orderliness of thinking and integration of the personality following the practice.

Various biochemical changes have been seen during the practice of the Transcendental Meditation technique, such as reduced blood lactate, reduced cortisol, and increased prolactin. These results indicate decreased stress and increased alertness.

Following the regular practice of the Transcendental Meditation technique, a whole spectrum of developments is seen. These include stability and efficiency of physiological functioning, increased resistance to stress, improved health, faster reactions, superior mind-body co-ordination, sharper perceptions, development of personality, decreased anxiety, improved social behaviour and moral reasoning, and a decrease in the use of alcohol, tobacco, and non-prescription drugs.

Many of these results are of great benefit to education, as will be outlined in a later section. However, in addition to these findings, a number of research studies have focused specifically on the direct academic and educational benefits of the Transcendental Meditation programme. Results found include: increased creativity, improved learning ability, increased orderliness of thinking (improved memory and problem-solving ability), improved academic performance, increased intelligence growth rate, and increased self-esteem, individuality, energy level, and tolerance in high school students. Wherever the Transcendental Meditation technique has been used in a classroom setting, very great improvements have been seen in the synergy, harmony, and performance of the group.

From this brief survey of the major results of the Transcendental Meditation programme, and of the characteristics of the systematic growth of self-realization provided by the programme, its import-
ance for education cannot be over-emphasized, and all educators are strongly urged to implement the Transcendental Meditation programme in their curricula.

THE TM-SIDHI PROGRAMME AS A MEANS TO DEVELOP THE FIELD OF ALL POSSIBILITIES IN EVERY MAN

The TM-Sidhi programme consists of various advanced techniques in the Transcendental Meditation programme devised by Maharishi from the Yoga Sutras of Patanjali. The original Sanskrit meaning of 'sidhi' is 'perfection', and each of the TM-Sidhi procedures is a technique for producing perfection in one specific channel of the functioning of the mind and/or mind-body co-ordination. Thus there are TM-Sidhi procedures to enhance the abilities of all the senses and of the organs of action, and to develop internal abilities and emotional virtues, as well as procedures pertaining to higher creative abilities such as being able to fly, or know the past and future. Maharishi Mahesh Yogi has emphasized in his interpretation of the sidhis that their primary value is to develop the state of enlightenment — self-realization or perfection.

Patanjali describes the inner transformation of awareness as a means of establishing permanent wholeness of awareness — kaivalya — singularity. Flying is just the outer expression of this inner development. The TM-Sidhi procedures have been taught by Maharishi to over 1,000 teachers of the Transcendental Meditation technique, and are now being offered in short residence courses to individuals who are not necessarily teachers of the Transcendental Meditation technique but who have been practising the technique for a certain minimum time.

During the last year, considerable research has been conducted at Maharishi European Research University on the TM-Sidhi techniques. The findings so far indicate that the integration and coherence of brain functioning developed through the Transcendental Meditation technique is enhanced still further to produce a state of optimum brain functioning even during considerable activity. This optimization of the functioning of the brain has been confirmed in other results involving measurements of creativity, intelligence, field independence (the ability to maintain a stable internal frame of reference), behavioural flexibility, and hearing ability.

In a number of cases the testing procedures had to be adapted as the individuals were performing more effectively than the level the tests were designed to measure (details are provided in a later section). The TM-Sidhi procedures thus provide an extremely effective, systematic and simple method to enhance the development accomplished by the Transcendental Meditation technique. They allow the state of integration or self-realization experienced during the Transcendental Meditation technique as the state of least excitation of consciousness to be experienced and expressed in every phase of dynamic activity.

For many years Maharishi has been emphasizing that the Transcendental Meditation technique opens the field of all possibilities to the awareness. It has only been with the advent of the TM-Sidhis that the full implications of the expression 'all possibilities' have been realized. While the Transcendental Meditation technique is a procedure for opening the field of all possibilities to the awareness, the TM-Sidhi procedures enliven the field of all possibilities, so that any desired result can be achieved.

THE SCIENCE OF CREATIVE INTELLIGENCE AS THE TRUE BASIS FOR THE STUDY OF ALL KNOWLEDGE

The need for a single, unifying understanding of nature that would comprehend all the principles and laws found in every academic discipline has been the pressing need of the time. In the past thirty years, many attempts to provide such a unified basis of science have been made: General System Theory, Information Theory, Cybernetics, Game Theory, Decision Theory, and many others. All seek to define the processes of growth and the value of wholeness and order that is found everywhere in nature. All have failed. And the reason for failure has been simply that none of these approaches provides experience. Each one is only an intellectual construct. None attempts to bridge the gap between the subject or knower, and the object of knowledge. None succeeds in providing a means for the scientist to be both a part of his field and an objective observer to it.

The Science of Creative Intelligence, however, does provide the unifying insight that synthesizes all elements in the field with the knower. This insight is gained through the direct experience of pure con-
sciousness, the simplest state of awareness, as the common source of the entire range of creativity in nature. By gaining both direct experience and intellectual knowledge of the growth of consciousness, the student appreciates the relations between all disciplines, and their common basis in fundamental principles of growth and order found in their pure form in his own awareness. In addition he also gains the increased mental capacity necessary to grasp the infinite correlation between all areas of his knowledge and experience.

So far no approach to interdisciplinary study has been even remotely successful in achieving this, simply because direct experience of higher states of consciousness was not given. Only when the physiological functioning of the brain itself is optimized through the development of total coherence, can the direct experience of the wholeness of knowledge be obtained. Yet when once this is achieved, the fruit of all knowledge is available: 'Know that by which everything may be known.'

THE TRANSCENDENTAL MEDITATION PROGRAMME AS A SOLUTION TO ALL CURRENT PROBLEMS OF EDUCATION

The Majority of Scholars Do Not Enter Higher Education

The majority of pupils in secondary education do not qualify for or are not inspired to enter higher education. This leaves individuals incompletely educated and prevents the full development of national resources. As a result, the full potential of society is never harnessed. This situation arises because the present structure of secondary education does not adequately develop the learning ability of the pupil, nor does it inspire in him a deep love of knowledge.

In recent years, however, the Transcendental Meditation technique has been successfully used in secondary schools as a systematic means for the development of consciousness of the pupil. Where the Transcendental Meditation technique has been introduced into the field of education a marked increase in academic performance, creativity, and learning ability has been found. In addition, the pupil or student becomes more highly motivated to seek knowledge and therefore to enter higher levels of education.

Maharishi International University (MIU),* in conjunction with Maharishi European Research University, has developed a three-year secondary school curriculum, 'Fullness of Life', which systematically accounts for the growth of consciousness that is being experienced directly by the pupil through the Transcendental Meditation programme. In the development of this curriculum, great importance was attached to the provision of a fundamental understanding of the link between the individual and the academic subjects that he is studying. This link is created by means of the principles of the Science of Creative Intelligence, the theoretical field of knowledge that has as its practical aspect the Transcendental Meditation technique. These principles are explored with reference to (a) the lives of great men, (b) the pupil's own personal experience, and (c) principles and research taken from various scientific disciplines. In the section entitled 'Lack of Fulfilment in Education' there will be further explanation of how the Science of Creative Intelligence and the Transcendental Meditation programme help to inspire a love of learning and a desire to continue education by making the educational experience fulfilling.

The Problem of Student 'Drop-Out'

Many pupils and students leave school or college without completing their courses of study. In many cases such attrition arises from psychological problems in the students themselves or is the result of inadequate preparation of the individual for higher education. More and more, the educational system is considered responsible for developing the student's full use of his mental potential, for freeing him from psychological problems that prevent his potential being fully expressed, and for preparing him for the next level of educational experience.

These responsibilities can be met by means of the introduction of the Transcendental Meditation programme and the Science of Creative Intelligence into education. The development of consciousness provided by the Transcendental Meditation programme has been found to result automatically in the development of a well-adjusted psychological

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* Maharishi International University, equipped with a fully functioning campus in Fairfield, Iowa, was founded in 1971 to provide a complete educational experience based on the Science of Creative Intelligence and the development of consciousness, and to provide a model of an educational institution that develops every aspect of individual life, thus preparing the individual to function as an ideal citizen.
condition. Stress and anxiety are found to be progressively reduced; the individual becomes more stable and mature, developing the holistic pattern of positive characteristics defined by psychologists as self-actualization.

The development of mental abilities provided by the Transcendental Meditation programme has the additional benefit of enabling the student to cope more effectively with the academic pressures of education. The number of students who drop out can be further reduced if the education system can be made fulfilling. How this can be done will be discussed at greater length in the next section.

Lack of Fulfilment in Education

Lack of relevance of the educational material to the student’s life contributes greatly to the problem of students and scholars finding the educational experience inherently unfulfilling. The student is exposed to an ever-increasing range and quantity of information, and he does not generally experience growing fulfilment as this information accumulates. On the contrary, the rapidly expanding quantity of facts and figures often puts a considerable and sometimes intolerable pressure on him.

A frequent experience is at the time of leaving education, even at the age of twenty-five, the individual does not feel fulfilled. Various remedies for this situation have been attempted, such as the provision of part-time education for adults. But it must be emphasized that the knowledge that failed to provide fulfilment in early years is unlikely to prove more fruitful in later years. Educators should not take refuge in prolonging failure but should provide education that brings fulfilment to the individual in the first twenty-five years of life—enabling the rest of life to be spent enjoying the fruit of all the knowledge. Such an educational system is not an impossible ideal, as is shown by experience using the MIU/MERU educational methodology, which transforms higher education into an intrinsically fulfilling experience.

The resolution of the problem of lack of fulfilment in higher education, by means of the introduction of the Science of Creative Intelligence and the Transcendental Meditation programme, occurs in a number of ways.

By providing the individual with an inner experience of the essential nature and structure of consciousness, the practice of the Transcendental Meditation technique gives the student knowledge of his own nature. Once the knower knows fully what he is, education has a firm basis and becomes fulfilling. Anchored in the knowledge and experience of his own inner consciousness, the student is not threatened by new material and can relate to it and assimilate it with greater ease and enjoyment. Furthermore, in the Science of Creative Intelligence, the MIU/MERU educational methodology provides a study of the full range and development of human potential, leading to a sound practical understanding of the principles according to which intelligence and consciousness operate. These are abstracted from processes inherent in the functioning of consciousness in the nervous system and are studied in parallel to similar principles operating in other natural processes. The principles of the Science of Creative Intelligence can thus be seen operating in any system or any subject area and thereby provide a close connection between the student or knower’s subjectivity and the objectivity of the material he studies or knows. When external processes and the laws governing them are connected directly to the internal processes of experience, all subjects of study become relevant to the student: the learning process now relates directly to the knowledge and experience of the most intimate values of the student’s own inner life.

Furthermore, the acquisition of knowledge in the MIU/MERU courses progresses hand in hand with the development of consciousness, which may be best understood with reference to one of the central epistemological principles underlying the MIU/MERU educational theory and practices. This principle may be summarized in the expression ‘Knowledge is Structured in Consciousness’ and refers in one sense to the understanding that knowledge is a function of the state of consciousness of the individual and varies according to his subjective state. Consequently, if the level of consciousness and the ability to comprehend are growing at the same time as new knowledge in the conventional sense is acquired, the student’s ability to assimilate this knowledge, to structure it in new and richer ways in his awareness, and thus to gain fulfilment through learning and discovery is also increasing.

The expression ‘Knowledge is Structured in Consciousness’ has further implications relevant to our discussion of how the Science of Creative Intelligence is able to make education fulfilling. Con-
Consciousness is considered to be the basis of all knowledge, and because consciousness contains within its nature the ability to apprehend all the knowledge to which man has access, it may be said to contain potentially all the knowledge that a man may gain. Consequently, we may speak of consciousness as the 'home of all knowledge'. The experience of fully developed consciousness, 'the home of all knowledge', through the practice of the Transcendental Meditation technique is itself completely fulfilling and constitutes the ultimate fruit of the acquisition of any specific piece of knowledge, it is 'the fruit of all knowledge' referred to earlier. Established in the experience on that level of consciousness, which is at the basis of the ability to know and which is at the same time the fruit of all knowledge, the student experiences every step of learning as a wave of fulfilment within the underlying fulfilment he is already enjoying on the level of his own consciousness.

It is not to be thought, however, that this is the description of something highly abstract. The MIU/MERU educational methodology, using the simple procedure of the Transcendental Meditation technique, the Science of Creative Intelligence, and a wealth of interdisciplinary material, is highly practical, adapted to every level of education, and makes these abstractions a very real and concrete experience. A more detailed description of the MIU/MERU methodology for making education fulfilling is to be found in the MIU Catalogue. See also the next section entitled 'MERU Educational Programmes'.

Problems of Behaviour

Problems of behaviour in education arise from a combination of dissatisfaction with the educational situation and society, and stress within the pupils, students, and other members of society. The result is frequently seen in various expressions of frustration. Increasingly disturbed behaviour is exhibited even when the pupil first enters the educational system, and subsequently the educational system generally proves unable to develop orderliness in thinking and behaviour.

A prominent characteristic of the psychophysiological development resulting from the practice of the Transcendental Meditation technique is an increase in the orderliness of the thinking process which is correlated with more responsible behaviour and more integrated personality. This integrated development occurs side by side with a progressive decrease in symptoms of stress and tension in behaviour, enabling behavioural abnormalities to disappear and conflicts among pupils and students, between pupils and teachers, and between students and college or university authorities to be minimized.

The Irreconcilable Gap Between the Generations

This problem, arising in part from the failure of the younger generation to be inspired by or to appreciate the wisdom and experience of the elder, is further aggravated by the inability of the elder generation to remain flexible in its outlook in a rapidly changing world. Where the younger generation feels that the older generation is out of touch with the new realities of life resulting from the increase of scientific knowledge, and where the qualities of wisdom fail to grow in the old on the basis of ever developing consciousness, the old will not enjoy the respect of the young. Nor will youthful vitality in its growth towards maturity be complemented, tempered, and inspired by the invaluable guidance and wisdom of those of more mature years. Yet dis-harmony between generations is not natural to life; rather it represents an idiosyncratic feature of our culture, a feature which, aside from the impoverishment to the quality of life that it causes, greatly weakens our social cohesion and is the direct and indirect source of numerous social problems.

Education is a field in which the generation gap itself can be used to enrich both sides and support the evolution of old and young alike, especially where strong and experienced teachers with complete mastery of their subjects are able to inspire the confidence of the students. At a time when such teachers are all too few, it is essential that the educational process provide a means for developing the consciousness of both the student and the teacher. It is by catering simultaneously for the development of consciousness of both pupil and teacher that education can best transform the generation gap into a source of mutual enrichment, and in such a situation the pupil will grow rapidly while the teacher will, at the same time as he rises to full mastery of his field, develop fully as a person worthy of respect. This reconciliation of the generation gap within the educational context, but by no means confined to it, is brought about in two ways. The first, as a result of the Transcendental Meditation programme, is on the
level of experience, where the increase in tolerance and maturity of outlook on the part of the young and the concomitant increase in vision, flexibility, and harmony on the part of the elder generation, serve to eliminate the roots of discord between the generations. The second, as a result of the Science of Creative Intelligence, is on the level of understanding. It is an important principle of the Science of Creative Intelligence that differences are natural and that a system based on the harmonious blending of differences is stronger and can rise to higher levels of achievement than one which is uniform. Thus, students educated in the Science of Creative Intelligence not only accept differences of age and outlook but grow to enjoy the natural diversity of life.

The Failure of Education to Adequately Prepare the Student for His Future Life as an Ideal Citizen

The purpose of any system of education is to prepare the student for his adult life, so that feeling completely at home in all his endeavours he can find success and fulfilment, and at the same time contribute fully to the well-being of society as a whole. For this reason, the student needs broad and mature vision in order to be able to judge the best lines of activity open to his particular talents, so that both he and society will gain the maximum.

The systematic development of consciousness is considered at MERU to be essential if this purpose of education is to be fulfilled. The progressive development of consciousness by means of the Transcendental Meditation programme, as we have observed, results in a systematic growth of desirable human qualities. This growth is not partial but involves every important aspect of mind, body, and behaviour. As the individual grows in his mental capacities, with powers of concentration, of memory, and creativity increasing, he is also developing a more stable and healthful style of physiological functioning, and at the same time a more pleasant, stable, and developed psychological state. Growing in these qualities, which the most recent research on the Transcendental Meditation programme is beginning to understand in terms of growth towards a state of full human development—a state of enlightenment—the individual is growing in the qualities that will make him an ideal citizen, and enable society as a whole to become increasingly stable, harmonious, and creative.

Since the MIU/MERU educational methodology reflects a concern with the need for growth in every aspect of life, it is considered necessary not only to follow the intellectual growth of the student in the usual way, but to supplement this with regular monitoring of the physiological and psychological parameters that reflect the overall level of integration and development in the individual. Physiological functioning, after all, maintains thought and action, and should therefore reflect faithfully not only the extent to which subjective expansion of awareness has been established, but also what the strong and weak areas in an individual's overall development are. Many of the parameters reflecting integration and development and the growth of consciousness are already accessible to measurement and have been used in measuring the evolution of consciousness through the Transcendental Meditation programme. So it is possible with some accuracy by using a number of measures at the same time (such as electroencephalogram readings, oxygen consumption, blood chemistry, skin resistance, and spontaneous and evoked galvanic skin response, in conjunction with an array of psychological tests) to follow the progress of the student in his growth to enlightenment, year by year, and even month by month. Further research is continuing at MERU, in the psychophysiology laboratory and at the advanced courses in the Transcendental Meditation programme, to refine the measures that will eventually enable us to pinpoint physiologically the exact degree to which an individual has progressed towards being an ideal citizen, and an enlightened member of society. Success in this area will not only revolutionize the concept of educational testing, but current attitudes to the role and capacity of education as a whole.

Besides ensuring the overall growth of the students and pupils in its charge, the MIU/MERU system of education, using up-to-date teaching methods, provides the student with a solid grounding in the essential elements of a broad range of subjects, thereby giving the student not only the means to gain and utilize knowledge to best advantage, but also the practical elements of knowledge to enable him to see more clearly the context of his undertakings with respect to his overall goals. As a result the student is able to select the range of activities that correspond to his special talents and interests, with the maturity and vision that will guide him to the most appropriate choice of career and other pursuits—for the mutual benefit of self, family, and society.
The Lack of a Holistic Basis to Knowledge

The interdisciplinary foundation provided by MERU, which we have just described in terms of its practical value in making the student better equipped to utilize the range of complexities that constitute the modern world for his own and society's benefit, also solves another important problem in education: the lack of a holistic basis of knowledge.

At present the education system finds itself oscillating between the view that education should be broad-based if it is to be useful to the general needs of pupils and students, and the view that specialization is essential, even from an early age, if the student is to gain more than a superficial view of what he is studying, and if he is to gain the specialized knowledge that will equip him adequately in one field at least.

So far, interdisciplinary and general studies programmes have met with only partial success due to a lack of cohesion in the material presented and due to the limited insight into the knowledge that the student actually gains in the short amount of time available to any particular subject.

The MIU/MERU educational programmes are able to circumvent this problem in the following way: interdisciplinary material is prepared reflecting the central points of interest, the most stimulating principles and issues of a given field, and this material is always related to the principles of the Science of Creative Intelligence and thus to the nature of the student's own consciousness. Earlier, the importance of this approach as a means for making knowledge fulfilling was emphasized, but it has a further value: all the different areas of knowledge, which would otherwise have been isolated, are brought into close contact. On the basis of an understanding of how his own inner creative intelligence functions, the student is able to apprehend the same dynamic processes at work in all the fields of knowledge that man has organized into the various academic disciplines. The MIU/MERU interdisciplinary courses thus have the dual advantage of providing a fundamental insight into the essential elements of each discipline and of keeping the material covered manageable, stimulating, and profound. Later this holistic basis to knowledge, which is kept lively on the ground of expanded consciousness, is not lost as specialization proceeds, thereby eliminating the confinement and alienation that often occurs as a result of premature or extreme specialization.

At Maharishi International University, a complete first year interdisciplinary course, using the principles outlined above, has already been taught with excellent results to several hundred undergraduates. In the first year curriculum twenty-four ten-lesson courses covering a wide range of arts and sciences are taught using special video-recorded materials. In the second, third, and fourth years at MIU, the student goes on to specialize in the area of his choice. It has been our experience that this material taught in the first year generates a lively and enthusiastic response, enabling the student to make the best choice of subjects for advanced study and inspiring him to delve deep into knowledge.

Conclusion

The foregoing discussion of the nature of, and solutions to, the various intractable problems facing education confirms our original hypothesis that if education has never been able to realize its goals, it is because of lack of some fundamental element. This lack arises not from the inability to provide knowledge, but from the inability to expand the container of knowledge—the consciousness—which is at the basis of the ability to learn. Moreover, the failure to develop the capacity of the individual to know and to understand is part of a wider inability: the inability to promote full, integrated growth of the individual—mind, body, and behaviour.

Research at MERU in the field of education has resulted in the development of a practical and theoretical approach to education that has already confirmed its capacity to eliminate this fundamental lack and thus to alleviate the ubiquitous educational problems discussed above. Already MERU's educational programmes have been successfully applied in almost every area of education: school, university, continuing education, and rehabilitative education. Further implementation of MERU's educational programmes will enable educational systems everywhere to surpass any past achievement and fulfil their declared objectives.

MAHARISHI EUROPEAN RESEARCH UNIVERSITY (MERU) EDUCATIONAL PROGRAMMES*

The range of educational programmes offered by Maharishi European Research University is vast.
Over 5,000 hours of video-taped material is available covering every conceivable area of human concern, in addition to specific programmed courses of instruction given by qualified teachers in every academic and professional field. Yet the basis of all this great wealth of knowledge is profoundly simple. It is:

1. The Transcendental Meditation technique offered at each of the 1,500 Centres of the Age of Enlightenment
2. The system of TM-Sidhi programmes offered at Maharishi European Research University

In these basic courses all that is required to reach the simplest state of awareness and act from that level to gain mastery over all the laws of nature is provided. Yet because the consequences, ramifications, and applications of this skill are so great, courses have been developed to apply the programmes and their resulting knowledge in every field.

A unique feature of this programme of specialized academic courses utilizing the Transcendental Meditation technique, and the TM-Sidhi programmes is the unique concept of examination devised at Maharishi European Research University. In the past, students have been examined on the basis of their ability to utilize and reproduce knowledge in examination situations only. This has never been a successful means of examination, as it omits the development of the entire personality of the student—his physiological, psychological, and social performance. As a result of work at the Maharishi European Research University psychophysiology laboratories, accurate physiological and psychological parameters of higher states of consciousness have now been identified. Using such measures as EEG coherence, field independence, sensory acuity, and autonomic stability, it has become possible now to establish the degree of enlightenment of the student as well as his intellectual grasp of knowledge. The broad areas covered by Maharishi European Research University courses include:

- Primary Education
- Secondary Education
- Undergraduate Education
- Teacher Training
- Graduate Education
- Business and Industry
- Health and Rehabilitation
- Government

In each of these areas the full range of traditional knowledge is given, integrated with programmes for the maximum development of consciousness in the student. The aim of each course is to allow the development of a fully enlightened graduate who has absolute mastery of his field, an ideal citizen who has perfected his awareness to the point where he never makes mistakes. In this way fully developed degree programmes in mathematics, physics, biology, arts, social sciences, psychology, history, management, health, and government are available to every country and local community. With this resource available no area of the world need be without enlightened graduates capable of achieving the highest ideal of human life for their society.

**RESEARCH ON CONSCIOUSNESS AS THE FIELD OF ALL POSSIBILITIES**

**The Goal of Maharishi European Research University**

In his inaugural address at the founding of Maharishi European Research University in April 1975, Maharishi Mahesh Yogi emphasized cooperation with other universities and research institutions and delineated three areas of activity in which the university would participate. Firstly, it would be the function of MERU to perform and coordinate research into higher states of consciousness and into the application of the knowledge so gained to various spheres of life.
and a Von-Bekesy audiometer for auditory studies. Research commencing this April on participants in advanced MERU courses in the Transcendental Meditation programme includes a battery of 36 perceptual, cognitive, and perceptual-motor experiments and will monitor the longitudinal development experienced on these courses. The psychological measures are being administered in parallel with a longitudinal EEG study.

A biochemistry laboratory is currently being developed to measure hormonal and other biochemical changes taking place in the Transcendental Meditation technique and as a result of longer courses in the Transcendental Meditation programme.

It is anticipated that by combining these three areas of experimentation in an environment where higher states of consciousness can be experienced regularly and systematically, it will be possible to build a true and complete picture of the physiology and psychology of higher states of consciousness.

The theme of the advanced courses in the Transcendental Meditation programme offered by MERU is ‘Research on Consciousness as the Field of All Possibilities’. During these courses, the participants—all of whom have a number of years of experience with the TM programme—not only accelerate their personal growth with more extended practice of the technique, but also engage in the practice of certain procedures, the TM-Sidhi techniques, that are designed to enhance mind-body coordination to its maximum. These procedures also act as a test of the development of consciousness, and have proved extremely effective in opening new channels of mind-body co-ordination—even to the extent of the mind asking the body to lift up, with a tendency to fly and float in the air.

In a study conducted on course participants in MERU advanced courses in the TM programme, it was found that the highest degrees of EEG coherence were displayed in those individuals with the highest levels of mind-body co-ordination in the TM-Sidhi techniques. In addition these individuals scored highest in a creativity test and had the clearest experiences of transcendental consciousness.

Other sidhis, performed in a group context in the MERU courses, develop to an extreme degree the qualities of friendliness and compassion—generating within the group a degree of correlation far greater than is usually experienced even between close friends. This can be seen in one sense as an extension of the perfect correlation occurring within individual awareness during the Transcendental Meditation technique, and has been related by Maharishi to the ability of the TM programme to generate peace and harmony within society and the world.