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MAHARISHI'S INTEGRATED SYSTEM OF EDUCATION OFFERING EXCELLENCE IN AMERICAN EDUCATION

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The Maharishi Technology of the Unified Field is found to fulfill the highest goals of education by bringing life in alliance with the total potential of natural law. Research on the Maharishi Technology of the Unified Field and experience of its application at all levels of education have shown that unified field based education not only fosters academic excellence, but also unfolds the full potential of individual and collective life.—EDITORS


All weaknesses or problems in society have their basis in violation of the laws of nature due to a lack of culture of the human mind, and this in turn is the result of incomplete education. Education is incomplete when it fails to develop the full creativity of the individual and fails to nurture his ability to act in accordance with natural law.

Unified field based education connects every part of knowledge to the whole of knowledge and the whole of knowledge to the Self of the student, the unified field of all the laws of nature. Growth of the ability to spontaneously maintain the whole while attending to the part enables the student to rise to an ideal level of citizenship—the ability to think and act in accordance with natural law, without mistakes and problems, fulfilling his individual interest without losing sight of the interest of the whole society.

—Maharishi Mahesh Yogi

At MIU School, what is most extraordinary is the creative attitude of parents, teachers, and students towards every aspect of activity. This and the harmonious relationships among everyone all come together to make the kind of environment where learning can really take place. I encourage all public school administrators to explore the implications of this approach for public education.

—Norman D. Brust, Ed.D.
Superintendent
School District of Affton
St. Louis, Missouri

In analyzing the pervasive need for a higher quality of American education, it is apparent that the problem does not lie with our educational ideals and goals. It does not lie in the knowledge we are offering in the disciplines, nor in our physical, administrative, or financial resources. On the contrary, the U.S. educational system, in upholding its historical commitment to educate every citizen, reaches a larger proportion of its youth than that of almost any other nation and has consistently responded through changes in curriculum to the rapid scientific and technological progress that characterizes today's society.

What is lacking in our educational system is a subjective technology to systematically awaken the unlimited potential of creativity and intelligence inherent in every student and teacher.

Modern science has discovered greater energy, order, and organizing power at deeper levels of existence. Rapid advances in our objective understanding of the physical universe have uncovered progressively more powerful and unified values of natural law. Most striking is the supergravity theory of quantum physics, which has glimpsed the unification of all the fundamental forces of nature in one unified field of natural law and discovered the properties of self-
sufficiency, self-referral, and infinite dynamism as essential characteristics of the unified field. Self-
referral is the attribute of consciousness; in his modern interpretation of ancient Vedic Science, 
Maharishi Mahesh Yogi has identified the unified field as pure consciousness, pure existence, the common basis of both nature and human nature.

THE NEED FOR A TECHNOLOGY OF THE UNIFIED FIELD

The progressive advance of modern science has brought to our intellectual understanding this unified field of all the laws of nature. However, this deepest level of nature has remained out of direct human awareness simply because education has not provided the means to refine consciousness to the extent that it can directly experience the unified field. As a consequence, individuals have not been able to spontaneously apply, in their daily lives, the infinite organizing power available at this most profound level of existence.

To ensure as rapid growth in the subjective life of the individual as is being experienced in our objective knowledge of life, we must provide the means for students and teachers to directly experience and enliven the unified field of natural law from where the progress and evolution of life naturally arise. This is only possible by adding to the traditional curriculum a technology for the full development of human consciousness.

In any educational system, in any curriculum, learning experiences are always structured to guide students from surface perceptions and understanding to increasingly profound levels of understanding and organizing power—from senses to mind to intellect to the subtle levels of intuition where the most creative insights occur.

Yet, due to the lack of a subjective technology for systematically developing the conscious awareness of the knower, it is only the very rare individual who is able to function from this most unified level of existence. As long as this area of life is not enlivened, students, teachers, and administrators will continue to think and act in ways that are out of harmony with natural law, retarding the educational enterprise by making mistakes and creating problems for themselves and others.

The solution to the problems in American education lies in adding to the study of the disciplines a technology which directly develops the full creative potential of the knower. This technology is available today in the Maharishi Technology of the Unified Field, which provides knowledge and direct experience of the unified field of all the laws of nature. Both the understanding and experience gained through the Maharishi Technology of the Unified Field and the study of the full range of academic disciplines together comprise Maharishi’s integrated system of education.

SCIENTIFIC RESEARCH CONFIRMING THE BENEFITS OF THE MAHARISHI TECHNOLOGY OF THE UNIFIED FIELD

Fifteen years of scientific research—over 300 studies conducted at more than 100 institutions in twenty countries—and twelve years of institutional experience at Maharishi International University have demonstrated the beneficial effects of integrating the Maharishi Technology of the Unified Field into a traditional curriculum of studies at the elementary, high school, and post-secondary levels. Taken as a whole, this research and experience has shown that Maharishi’s integrated system of education rapidly develops the creative intelligence of students and teachers, thereby nurturing the intellectual, moral, and spiritual values essential to maintain the United States in its leading role in the family of nations.

Research on the Maharishi Technology of the Unified Field in the areas of physiology, psychology, sociology, and ecology has verified that this subjective approach to the full development of human potential greatly benefits the life of the individual and society. Some of the benefits directly affecting education include:

- increased intelligence growth rate;
- improved concentration, comprehension, and memory;
- increased learning ability and speed in solving problems;
- increased creativity;
- broader comprehension and improved ability to focus attention;
- increased moral reasoning;
- decreased use of drugs, alcohol, and cigarettes;
- improved academic performance;
- greater effectiveness of teachers; and,
- improved relationships between teachers and students.
Sociological research on cities, states, and countries throughout the world has repeatedly confirmed that crime, accidents, and other negative trends decrease and the overall quality of life in society improves when even a small proportion of the population participates in the Maharishi Technology of the Unified Field. This phenomenon of rising coherence in collective consciousness, which is now being experienced in more than 1500 cities and towns throughout the world, has been named by scientists the Maharishi Effect, in honor of Maharishi Mahesh Yogi who predicted it twenty-five years ago.

MAHARISHI INTERNATIONAL UNIVERSITY AND MIU SCHOOL: EXCELLENCE IN EDUCATION

The educational outcomes of Maharishi International University (MIU), a higher education institution accredited through the Ph.D. level, and MIU School, K-12, offer proof of the effectiveness of an educational system based on the integration of the objective and subjective approaches to learning. In 1981 and 1982, students at the MIU School who took the Iowa Test of Basic Skills scored in the 99th percentile of students nationwide. From 1979 to 1982, MIU’s graduating seniors performed well above the total population sample on the UP Field Tests of the Educational Testing Service, a result which is especially significant in view of MIU’s liberal admissions policy. Forty-six percent of MIU graduates have entered graduate school—considerably above the national average of 31%. On the Alumni Survey of the American College Testing (ACT) Program, 96% of MIU alumni felt that their undergraduate education prepared them to enter the job market successfully and over 90% of MIU graduates were rated by their employers as being in the top 15% of employees or better.

AN IDEAL QUALITY OF STUDENT LIFE AT MIU

As a direct consequence of holistic development through this integrated system of education, students at MIU and MIU School, who come from all educational, religious, and socio-economic backgrounds, are developing into mature and balanced individuals—useful citizens who radiate vitality and positivity. Visiting professors, consultants, and accreditation teams consistently note the MIU students’ remarkable enthusiasm for knowledge, harmonious relationships with faculty and administrators, confidence about their future, and strong commitment to their society. There is a notable absence of problems on the campus, including those of alcohol and drug abuse, poor discipline, and anti-social behavior.

Dr. Lester M. Wolfson, Chancellor of Indiana University at South Bend, who came on an evaluation visit to MIU in May, 1983, said:

Two visits to MIU have been two of the very best things I have experienced in my more than forty years as student, teacher, and administrator at five major institutions in higher education. If my own three children were still of college age, I would seriously recommend MIU to them for the wholeness of vital growth it produces in body, mind, and spirit.

In a letter to fellow school superintendents in September, 1983, Dr. Norman Brust, superintendent of the Affton school district in St. Louis, Missouri, wrote:

Most of us are well aware that the motivation of students is one of the most challenging opportunities of education today. We all know that intrinsic motivation is more potent and has a greater sustaining power than extrinsic motivation.

There is a technology available that has been scientifically tested and proven many times to unfold one’s creative abilities, greatly lessen internal anxieties, diminish the need to use drugs, significantly increase I.Q. scores, refine one’s perception, increase ego strength, increase motivation, and produce a whole host of other side benefits...

There is a growing body of hard data generated by the studies of non-involved, rigorous researchers that will substantiate the above claims. Therefore, I believe that the Maharishi Technology of the Unified Field could be helpful to many of our students in our schools. I would encourage you to review the research literature, to try the program yourself, and to explore the legal, moral, and practical implications of the Maharishi Technology of the Unified Field in the public schools.

MAHARISHI'S INTEGRATED SYSTEM OF EDUCATION IN A CLASSROOM SETTING

This integrated approach to education can be established in any school system. The simplicity and universality of the Maharishi Technology of the Unified Field make it appropriate for any school population. On the middle and upper school levels, it is practiced 15 minutes twice daily as part of the usual schedule of classes. In addition to this practice, in a daily or weekly class students in grades one through twelve grow to appreciate the orderly and evolutionary nature of life through the study of universal prin-
principles and locate the source of this orderliness and intelligence within themselves.

At both MIU and MIU School, all of the parts of knowledge in a discipline are related to their common source at the basis of the discipline; in turn, this unity of the discipline is connected with the wholeness of the student’s own Self—the fundamental value of individual life which is being experienced and unfolded daily through the student’s regular practice of the Maharishi Technology of the Unified Field.

THE ADVANTAGES OF MAHARISHI’S INTEGRATED SYSTEM OF EDUCATION FOR CLASSROOM PRACTICE

The instructional approach of connecting the parts of knowledge to the whole and the whole of knowledge to the Self enhances traditional classroom practice in several ways important to both student and teacher:

1. Students perceive a total picture of knowledge. Spontaneously they maintain broad awareness while they are focusing sharply in one area. This cultures ideal citizenship—the ability to consider the interests of others while fulfilling one’s own individual interests.

2. When every course and every major concept and principle are connected with the basic structure of the discipline and then are connected with the Self, knowledge becomes a living reality of daily life. If students study thirty different disciplines throughout their high school careers, then thirty times the student’s own lively intelligence is connected with a discipline. In this way, all of knowledge is integrated with the knower’s life. The knowledge gained develops in the student the feeling of being familiar and intimate with everything and everyone, and the problems of relevance and fragmentation cease to exist.

3. Through this approach, as students gain specific knowledge they grow in the awareness of the center of all knowledge present within themselves. This awareness, together with their experience of development of consciousness through the Maharishi Technology of the Unified Field, directly unfolds the creative personality of students, enabling them to make full use of the knowledge they gain.

The process of merely receiving and remembering information cannot in itself develop a student’s creativity. If students are faced with situations about which they have not gained information in class, they will find themselves incapable of responding effectively. On the other hand, when the content of every lesson is directly connected with the intelligence of the student, then the potential of the student’s conscious mind becomes so enlivened that the student is always alert and can meet creatively and successfully with any situation. This possibility of developing the full mental potential of the individual extends the concept of a university to its fulfillment: from the concept of having all knowledge available at one campus to that of having all knowledge available in one human brain.

When students are rapidly growing in creativity and intelligence and in their ability and desire to learn, educational problems of all kinds quickly diminish, and the possibility of excellence in education for every student becomes real and thrilling.

With the unfolding of the full potential of teacher and student, undisciplined behavior, which is born of frustration and weakness, disappears, as does all other behavior which impedes the learning process and brings disorder to the learning environment. The school becomes a setting for unrestricted progress and fulfillment, for full life and the full flowering of the creative imagination. With the experience of growing success and mastery in all areas of their lives—academic, social, extracurricular, and personal—students quickly grow in confidence and aspire towards greater achievements. When they are enjoying rapid development of higher states of consciousness together with understanding of the full range of possibilities for human experience, students are naturally motivated to seek the highest and do their best in everything they undertake.

A COMPLETE EDUCATION BRINGS NATIONAL LAW IN ALLIANCE WITH NATURAL LAW

When knowledge is always connected with the Self of the knower, then the student knows who he really is and experiences growing mastery over his destiny. The Self is the lively unified field of all the laws of nature; when one is familiar with this primary value of one’s own existence, one is able to function with the support of the total potential of natural law. As a result, thought and behavior come to be spontaneously life-supporting—always evolutionary and positive. The individual makes fewer mistakes and creates fewer problems for himself and others; and as he grows in strength, he produces in his surroundings an
increasingly powerful influence of coherence and positivity.

The consciousness of all the individuals of society taken together forms the collective consciousness of the nation. National collective consciousness in turn is the primary organizing power of the nation's government. When, through Maharishi's integrated system of education, the critical number of individuals is educated to act in accordance with all the laws of nature, then the life of the nation as a whole comes into alliance with natural law. As a result, government begins to act with fewer mistakes and greater effectiveness. National law reflects the government's growing alliance with nature, and the government begins to administer with the power, simplicity, and perfection of the universal intelligence that governs the infinite variety of cosmic life without a problem.

SOLVING THE PROBLEMS IDENTIFIED BY THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Two recent reports, *A Nation At Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education) and *Action for Excellence* (Education Commission of the States), concluded that the basic problem of inadequate education at all levels in the United States has led to a widespread lack of knowledge and skills and a poverty of imagination. This result is threatening America's domestic strength and security, its preeminence in international commerce and affairs, and its ability to perpetuate the values of a free democratic society.

In attempting to identify within the educational system the source of this problem of inadequate education, the reports described a complex of causes—both those deficiencies which retard the progress of the student and those which discourage and frustrate the teacher.

The diversity of causes of the problems located by the reports and the equally great diversity of solutions they suggest point to one simple conclusion: truly adequate education must be based on a more profound foundation than what is presently at the basis of our educational process.

Watering each individual leaf of a tree is not the correct technique to water the tree; one waters the root. In education, we have been paying exclusive attention to the leaves—the thinking, emotions, and behavior of student, teacher, and administrator—because we have lacked knowledge of where to find the root and of how to nourish it. Maharishi's integrated system of education is competent to solve all the problems of education since it fully awakens the source of the educational process—the infinite creative potential at the basis of individual existence, the unified field of all the laws of nature.

Each of the problems of education in America can be solved through Maharishi's integrated system of education. When even the details of knowledge are clearly related to oneself, learning is exciting; students challenge themselves with more difficult material. The personal, social, and political problems that used to be brought to school are spontaneously solved as a natural result of the student's rapid inner growth.

When students are alert and receptive, and when content is inspiring, teachers love their work. The desire to give knowledge to the growing generation, which is the basic incentive for becoming a teacher, is continually satisfied by the effortless flow of communication between student and teacher. Through giving knowledge to others the teacher becomes deeply grounded in the knowledge taught; for a teacher, the greatest gain in happiness and fulfillment comes through teaching that knowledge which brings enlightenment. The Maharishi Technology of the Unified Field, integrated into the educational system at every level, will restore to teachers their rightful role as the custodians and bestowers of society's most precious possession—knowledge of how to live a fulfilled and successful life, a life in accord with all the laws of nature.

Maharishi's integrated system of education gives a central focus to curriculum and a central purpose to education: enlightenment for both student and teacher on the basis of complete knowledge and experience of the unified field of natural law. The result will be wholeness of life—mastery over natural law in all its varied expressions and a permanent state of inner fulfillment.

THE TRUE ROLE OF THE NATION'S SCHOOLS AND UNIVERSITIES

Knowledge has organizing power. Pure knowledge has infinite organizing power. Universities and schools are the seats of knowledge in society and therefore collectively should be the source of organizing power and order for the whole society; but they have not been able to carry out this role because they
have lacked pure knowledge, knowledge of the total potential of natural law. When students and teachers are collectively gaining pure knowledge, their school or university radiates order and coherence, fulfilling its role as the most important source of organizing power for society.

The wide-reaching effects an educational institution can have for the good of society as a whole have been documented by research on the programs of Maharishi International University and MIU School in Fairfield, Iowa, and MIU College of Natural Law in Washington, D.C. The research shows that in 1982, when 1600 teachers and students in Fairfield and 400 in Washington were participating in group practice of the Maharishi Technology of the Unified Field, a powerful influence of coherence was created in American national consciousness. Crime, accident, divorce, and death rates for the United States as a whole fell that year and agricultural production, industrial productivity, and economic confidence rose. Improvements in these indicators of the quality of life in the United States were significantly correlated with increases in the number of participants in the Maharishi Technology of the Unified Field at MIU. Whenever that number reached and exceeded 1600—approximately the square root of one percent of the population of the United States—there was an upsurge of positivity and a decrease in negative trends and tendencies in national life.

With the integration of the Maharishi Technology of the Unified Field into educational institutions throughout the U.S.A., negative trends will continue to decrease, positivity will be strengthened, and coherence and harmony will rise even more rapidly in national consciousness. With the rise of coherence in national consciousness, the different areas of society will spontaneously cooperate to nourish national life. America's educational system will fully culture every citizen, and national creativity will blossom.

AN INVITATION TO THE CONGRESS OF THE UNITED STATES

We urge the Congress of the United States to use this powerful and profound educational technology to make America's educational system the best in the world. Education is the source of a nation's life and vitality; it is at the basis of everything we undertake. Knowledge and direct experience of the unified field of natural law, available through Maharishi's integrated system of education, is essential for American education to be complete.