perpetual education

in the city of the future
NEW MAN
MAY BE BORN
TOMORROW
IF WE KNOW
HOW TO OFFER
THE FREEST
AND MOST VAST
EDUCATION
IN THAT FREEST
AND MOST VAST
OF UNIVERSITIES:
THE UNIVERSE
A university
is a society
based on unity and evolution

To give this society
a chance to exist
and to develop freely
we have conceived Auroville

And we invite the youth of the world
to come and build with us
this first bridge
between the earth of today
and that of tomorrow.
THE COMING CIVILIZATION
ALREADY SHOWS
FOUR MAIN ASPECTS
WHICH ARE MUTUALLY COMPLIMENTARY.
IT WILL BE A PLANETARY, AN ELECTRONIC,
A CONSCIOUSLY EVOLUTIONARY
AND A UNITIVE CIVILIZATION.
That new force
that sent man orbiting the earth
has given him a keen awareness
of earth as a whole:
a small planet -
so small indeed
that to encircle it
takes but two hours,
less time than many a farmer needs
to ride round his domain -
belonging to a solar system
in a boundless universe;
earth, our space craft,
with all its interdependent living beings -
plants, animals and men,
bound together by the hazards
of a common cosmic voyage
through space and time.
This new force
has allowed man
to view
from his celestial observatory
with his physical eyes
what Narad, the legendary sage of India, saw
by psychic vision,
"...... the golden summer-earth,"
That lay beneath him like a glowing bowl
Tilted upon a table of the gods

Man has emerged from his space ship
to become a satellite himself,
and like Narad upborne by psychic space
he swims in galactic space
carried by his mother
the universe.
Thus he becomes at once planetary man
and cosmic man;
his territory never again will be
the prehistoric village,
the medieval town,
the nation of the 19th century,
or the continent of the 20th.
The age of the huge jets has been truly
the international and intercontinental age;
but the coming period does much more
than link nations and continents;
it embraces and goes beyond them,
Man's territory, henceforth,
will be the whole planet;
Therefore we should educate our children
for the planetary age,
the 21st century.
The age of nations has grown into the international age.
So also the planetary age, is becoming interplanetary and interstellar.
Cosmic consciousness is no longer viewed as a dream consciousness, but has gained the clarity and precision of mathematical expression.
For our children the cosmic explorer will be as natural as the explorer of new continents was for our ancestors.
The simple fact of the discovery of America signalled the end of the Middle Ages; the "beep-beep" of the first sputnik signals the end of the iron-curtained sky of nations.
electronic

Planetary consciousness, today the privilege of the elite, will tomorrow be commonly realised through an electronic technology.
Ten years of world-wide television, and the seeing of one's village, country and planet in a new perspective will suffice to bring about a global generation.
Twenty-five years of world-wide television
and not much will remain
of national frontiers
or national languages;
like the medieval romances,
the written literature of the 19th and 20th centuries
will be a subject of study for a few scholars.
When we live in a fully-developed electronic age
each human being will be able
to be in direct visual communication
with every other human being,
with every research centre
and centre of culture.
And since every man's "say" will be recorded
for all legislative and consultative bodies,
for the first time in history each person
will be able to participate directly
in the government of the planet.

Everywhere the movements of the noosphere
will circulate freely with the speed of light.
Planetary consciousness will have become a common fact.

Today sixty specialists in solar physics,
or in Hittite calligraphy,
or on the hormones of the moth chrysalis,
can meet only in a world conference
every ten years or so,
but tomorrow they will need only to select a code number in order to meet through television.

Every child will enjoy the best teachers on earth.
A teacher might live, for example, in a cabin in the high Himalayas and his students on different continents; but they will be connected by three-dimensional television as if they were in the same room and will be able to ask each other questions and exchange written papers.

All universities will be united in one single planetary university.

This electronic, planetary university will have at its disposal not only a formidable telecommunication network, but also cerebral centres, the computers, which will replace our libraries now almost choked with their own treasures. The computers will be able to keep the knowledge of humanity up to date at the disposal of each person according to his choice and his capacities.

The programming of the huge educational computers, and the planning of the world-wide television programmes, will be the responsibility
of this union of universities,
which will help everyone to develop
the limitless possibilities
of the new consciousness.

In times past
only a king could command
as tutor for his son
the wisest sage in the kingdom
thus the young Alexander of Macedonia
was educated by Aristotle.

Tomorrow
not only will television transmit directly
to the children
lessons worked out for them with their collaboration
by the greatest teachers and scientists,
but each child,
thanks to an increasingly sensitive and intelligent
computer of his own,
will be able to receive personally, intimately,
an education suited to his own line of development
and in accord with his genius and preferences.
No longer will all children do the same problems,
or be given the same explanations.
But each child will be considered as a unique being
and will receive unique education
which will lead him without interruption
towards his own plenitude.
evolutionary

Yesterday humanity lived in a seemingly static world or in a world where evolution was apparently so slow as to be imperceptible.
Each generation naturally brought up its children in the same way it had been brought up; prepared them for the same world with the same problems. The ideal held up before the child was the adult, a professional man, a possessor of formulas, not an eternally developing being.
To be an adult was to have been indoctrinated with the superstitions and opinions handed down from preceding generations and given a course of study consisting of words instead of depth of understanding, instruction in place of education. This impeded the flow of further evolution.
The great technical or philosophical innovators of mankind have always been those who, by some happy chance, kept their youth and continued to develop throughout their life. Thanks to these beings who remained like children, humanity exists today and still evolves; But our schools continue, methodically,
to prepare our children 
for a world that no longer exists, 
and to give them a static, cut-and-dried image of life. 
As soon as someone is called a teacher 
he proclaims as eternal truths 
the "scientific" conclusions of his ancestors. 
But those responsible for the education of tomorrow 
will strive to bring up the next generation 
for life in a world 
which is continually changing.

Evolution has become visible 
and accelerates before our eyes. 
It is foreseen that within the next seven years 
the number of discoveries will have doubled, 
each discovery giving a new value and significance 
to the old observations. 
Thus we can no longer pass on our knowledge 
as one passes a basket of bread; 
tomorrow it will be stale, entirely out of date. 
The university of the future 
will stimulate a continual earthquake 
under all edifices of thought 
for a systematic rejuvenation of the world. 
Men will be obliged constantly to change 
his way of seeing and of doing. 
Self-transformation 
will become the normal, habitual condition.
To learn
is as necessary as to breath
A continuous education will offer to each person
the possibility of self-development throughout his life.
Tomorrow, from birth to old age,
we will have an education for remaining young.

But the world of men
is not the only world that evolves.
Having become conscious of itself in man,
evolution is in the process of discovering
new means, new techniques,
new fields for transformation and acceleration.
Man's destiny is to transform himself
and his universe.
A planetary university
will be the centre
of conscious evolution.
It will be responsible for the evolution
not only of man, but of all living creatures,
plants and animals,
and for the transformation of matter.
It will really mean, for the first time on earth,
an education for all.

No schools will be able to contain
such a group of participants,
any more than any school can equal the whole of life
as a source of energy, information or stimulation. The borderlines between in-school and out-of-school vanish, for the entire universe becomes our school.

Thus the University of Auroville will be identical to the town of Auroville. Its plantations, its factories, its airport and harbour, its shops, theatres, olympic grounds, its animals, artists and scientists, all will enrich its field of experience and action. As in ancient Taxila and Nalanda, the famous Buddhist university towns, the whole town will be the university.

Even beyond that Auroville does not intend to be an isolated town, one among so many others. Even the most beautiful or the most perfect, it would soon be surpassed. It wills to be born and to develop with the certainty that the whole earth will become one single town, one single garden, one single university, in constant transformation.
The first result of an accelerated evolution is that man no longer has anything he can hold on to except the eternal foundation of things, unity. And it is at this point that the university discloses its deepest significance. For the university is not, as in its narrow sense, an institution for the teaching of certain things, in a certain way, to youth of a given age. Above all, the university is a consciousness, and as its name indicates, a consciousness turned toward the One; universitas. At the mental level it is a consciousness that sees, behind appearances and change, always the One; that examines all experience, all facts that it encounters in the light of the One; that accepts them into its memory only after they have been illumined by the One. It is a consciousness which takes the whole universe
as a "universe of discourse",
which always considers the whole
in order to understand the part.
It is a consciousness at ease and fearless
in the immensity of the universe
and its vertiginous becoming,
because it does not lay stress on things
but on the relation between things.
It is alive to the interaction of all,
the intersection of all,
and finally the union of all with all.

This way of seeing and of operating
is the very spirit of the new logic,
of the new thought,
brilliantly expressed in the symbolic language
of the new mathematic.

The intensity of communications
and the infinity of relations
which the new thought perceives
between all the elements of the universe,
intra-individual television will realize
between men and the computers
and between data.
As in fairy tales
where the stones, trees, animals and men
talk to one another,
everything communicate,  
nothing is separated any longer  
for the universe is a single set  
and not a series of isolated systems.  
It becomes comprehensible,  
calculable, and capable of transformation.

In the university of the future  
instead of learning how to separate, to dissect, to isolate,  
one will learn how to relate everything.  
And for the child of the new wave  
it will be the most interesting and rewarding play.  
No longer will he meet the endless repetition  
of rules and classifications,  
set up by others, for others,  
or experience the shock of his flights of fancy  
knocking against narrow, squirrel-minded prejudices.

Primary school  
explained small facts  
small isolated events,  
and gave them a name  
in a world with the dimensions of a village.  
Its true role was to teach reading and writing,  
that is, to prepare the child for a book civilization.  
This function, however, has been accomplished only rarely.  
Very few children leaving primary school  
really know how to express themselves in writing
or to select reading for continuation of their study.

Secondary education,
or instruction at second-hand,
was created to train subordinate officers and civil servants
in a world with the dimensions of a province or a nation
or to prepare for university training
by teaching the university language,
Latin or Sanskrit.

At the university
one should not lose himself in the multitude.
All information should be inscribed in a vaster wholeness
which relates everything.
Only one major subject should be studied at a time,
not as if it existed independently of all the rest,
but in order to find a-new the whole universe
through it and in it
at leisure.
In primary school, for example,
one learns to use an electric switch.
In secondary school one studies some secondary effects
of electricity,
like those discovered by Ampere, Joule, Edison;
But at university one should recognize
that the whole physical universe
including our physical body
is an electromagnetic field
to which countless biological and mental phenomena such as memory, the genetic code, and transmission of nervous sensations are connected.
The electric light, then, is just one particular aspect of an immense reality which permeates all.
Thus that which distinguishes the university is not so much the subjects taught as the way in which they are taught; it is the seeking and the presence in a more and more integral totality, of an ever deeper identity of things, even to the supreme relationship: unity
the flame that unites, illumines and recreates all.

This unity grasped by the Greek genius as a unit of measure and by the mystics as the Beloved has now become the very foundation of new thought which tries to express it in a more subtle, and at the same time, more concrete form. Consequently matter, life and mind will appear as frequencies in a scale of being.
Man, with this new thought, will discover those identities that can serve as a foundation for a planetary language;
and this language would not be an ersatz language like Esperanto,
but perhaps a superlingual way of communicating similar to mathematics or music.
Man will also find those secret analogies for a new physics, a new medicine, a new psychology, a new society.
Everything will rise towards new heights. Each being, each thing, will benefit from the existence of all others, will shine in the united blaze of all others.
All will have become transparent and immanent.
On this foundation we shall be able to build a civilization so different that we will no longer be "human" beings.

In Auroville one may search in vain for a "primary" or "secondary" school. In a world with the dimensions of an evolving metagalaxy all education, from birth to death, will be university education.

Planetary, electronic, evolutionary, unitive-
Freedom
the distinctive mark of a university education,
will be extended in Auroville, as a university town,
to all its inhabitants.
Every child will be considered an evolving soul
who progresses on his own line of evolution,
towards his own truth,
his unique fullness of being,
and it will be for him to decide
the quantity and the quality
of his physical, vital, mental and transmental nourishment.
It is only this freedom
this respect for the soul nature
that will permit the evolutionary forces
to manifest,
the inner guide to reveal itself,
an inner discipline to establish itself.
For conscious evolution means
to programme our outer self according to our inner truth
which evolves ceaselessly.
This inner cybernetics of man,
this technique for evolution, for perpetual education
is yoga.
Without yoga
there can be only a primary education,
an instruction,
a programming of our life by others
according to their inadequate laws.
In order not to be governed by men or events
one must govern oneself.
Knowledge of the self will therefore become the first
and greatest of all the subjects for study.
And this study will not separate inner knowledge
from knowledge of the world,
but will consider as self-knowledge
knowing how to dance, to play an instrument,
to repair an automobile, to talk to an animal,
or to programme a computer.

When man becomes able to govern himself,
he will naturally discover
that the universe also is self-governing.
For if yoga is the knowledge of the cybernetics of man,
science is the knowledge of the cybernetics of the universe.
These two bodies of knowledge form a single whole
and evolve together.
Even in ancient Greece and Rome they were inseparable,
and throughout the Middle Ages
it was necessary to retire to a monastery,
in order to pursue advanced studies.
In India at the time of her glory
the brahmin and the guru shared their knowledge
only with those aspiring to do yoga.
The misfortune of modern universities
comes from their having forgotten
that the search for knowledge and truth
can take place only
in an atmosphere of devotion.
We speak of the devotion of a Socrates, a Galileo
a Pasteur, an Einstein, a Casals, a Picasso.
This devotion,
this living consciousness of unity,
will always be the mark of a true university professor,
and even the greatest specialist who does not possess it
will always remain only a specialist.
Unity, like universality,
is not a simple philosophical dogma,
or a basic principle of thinking;
it is a new way of seeing,
of living, loving, and creating,
a source of inspiration and constant joy.

Medieval medicine
based on too rudimentary a knowledge
and false ideas of the human body and its functioning
gradually transformed itself,
got rid of its superstitions,
opened to experimentation and new ideas,
and finally triumphed
in the achievements of modern medicine.
So yoga also,
liberating itself from its superstitions
and disentangling its essential function
will now become the cybernetic technique of the inner life of man leading to his self-mastery and a realized anticipation of his future possibilities, a true yoga of evolution, of the future, that will reveal, will create a new man.

But the capacity for thinking and evolving freely can easily be stifled from birth by an adult cynicism which knows everything or by the pretension to wisdom of a bankrupt generation.

Primary and secondary schools with their words, their definitions and repetitions, their rules, their ready-made world, inexorably crushed in a child the capacity for play, for evolution and creativity.

One of the conditions for creation is that it not be separated from play.
It is play.

For the artist, to create is a game.
All great inventions, in the beginning, were made while playing and as playthings, from fire to the wheel, and from the wheel to the laser.

The university will also be a school for leisure and for play.
In order to think and to play
and to create freely,
we have to go beyond
the "scientific" and psychological taboos,
of previous generations,
beyond the holy books of the past
beyond bygone logic or even common sense.
Only yoga can lead us
into the embrace of the Absolute
and can make us transcend
three billion years of evolution
and a million years of human history.

No formulation will be regarded as ultimate truth
but all will be recognized as landmarks
in the continuous evolution of thought.
The child will be free to choose
what he wants to remember
from the living encyclopedia of knowledge,
as tools for his creation,
but above all he will learn
to discover new knowledge.
He will familiarize himself
with the great systems of thought
in order to create new ones.
He will have learned, as in a game of mental "mecano",
how to construct thought theorems,
new faces for the universe.
A university mind has the capacity
of not being bound by words and definitions
but can play freely with them.
Each thought, then, is an insight and a creation.
In a world of rapid evolution
where stagnation means decay and death
for an individual as well as for a society,
nothing is more dangerous
than a thought which repeats the past,
parrot-like,
and nothing is more precious
than a thought just born.
An original insight is for modern humanity
what divine descents were for myth-making man.
The university will be, above all,
a nursery for great thoughts,
a place where they are stimulated and celebrated,
a school for creators.
Its method, as well as its aim,
will be creation.

The thought which a university should develop
in its students
does not stop at the stage
of logical thought
which advances step by step
be it even at the speed of light.
For to create
means to reach a new and unexplored region and consciously to take hold of the future. Thus intuitive thought, well trained and amplified by the powers of concentration may become in its highest forms an ultralogical, ultramental illumination a transcendence of thought.

At length we begin to understand that what we have defined as a university does not yet exist on our planet. The places which now bear that name and which train our specialists our scholars, engineers, architects and philosophers may be excellent technical schools but they seem to have lost this inner as well as outer orientation towards unity, this unity which is their very reason for existence. The student is submerged by seas of multiplicity, drowned in an ocean of words, his consciousness scattered, wasted. Before all else the university of Auroville endeavours to be the first true university oriented towards unity.
For in the last analysis
the secret of education
is one with the secret of all life and all actions:
the knowledge of the self
which is the total identification with the self of all.
This goal,
inscribed on the temple of Apollo in Delphi,
is the quintessence of all teaching.
True knowledge is omniscience,
not a stupid little learning
about little things
or even about all the facts of the universe;
it is the great living knowledge
of all in all.
total cybernetics.

Let us treat our children
as gods who incarnate;
let us give them Divine nourishment,
baptize them in the fires of the spirit;
let us initiate them into the secrets
of great ecstasies
so that, carried by the realizations
of the whole earth,
they may ride the great wave of evolution
and accomplish
the true destiny of man:
to be divine.
The university is there
where all barriers fall
where the future begins
where it becomes possible to build a new world.