

**HOLISTIC EDUCATION(IV)**  
**DR. ALBERT EINSTEIN**  
**AND**  
**THE DUAL ACTION LAW OF THOUGHT**

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Everything written below is from the point of view of our personal cosmology. It is not intended to be true for anyone else reading it, and we are most certainly not attempting to convince the reader of anything whatsoever. Even if we desired to do so, it is impossible; because one person can never transfer his understanding to another! It is for you to prove or disprove according to your ability to expand your consciousness. You are a Microcosm, created to view the Cosmos from your own unique point of view; therefore, if you wish to experience the indescribably joy and happiness of knowing who you are, where you came from, and where you are going, you must develop your personal cosmology from scratch to the level of awareness where you feel the wondrous bliss of being at One with The Consciousness of Energy! Remember, 'right' and 'wrong' are dual aspects of the same thing! Arguing between them is useless, because one cannot exist without the other; it is for you to choose which side you will physically realize and which side you will leave unfulfilled in your unconscious mind where it must eternally serve as a reference!

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**THE ABSOLUTE LAW OF THOUGHT DUALITY**

*Thought calls forth duality; duality re-formulates thought; and the action of this vicious circle gives rise to consciousness, awareness and soulmate cosmological action!*

*The Light of Love can only be perceived with respect to the Darkness of Fear(Hate), and the reverse is also true. Thus, the Light of Love and the Darkness of Fear can exist only because of each other; consequently, they are indissolubly united and are the foundation of your consciousness. Balancing them into Oneness is a major goal of spiritual evolution.*

*Since there can be no winner without a loser, no good without evil, and no beauty without ugliness, Duality is the essence of all consciousness and Being.*

*Your consciousness of Being which is announced as "I am Me", is nothing but a reverberation of the Nameless One proclaiming: "I am that I am"; therefore, your very existence, which is accentuated by duality, is Absolute Proof of the Nameless One inspiring you from within and enfolding you from without.*

*When you read something which you think is 'True', then make certain that you comprehend the 'False' with respect to which it is referenced; if you read something that you think is 'False', then it is absolutely necessary that you recognize the 'True' to which it is referenced.*

*When you read anything with these things in mind, it just simply IS, and the duality of reality is sustained without strengthened the Mind's worst enemy; which is the conflict between 'for this thing', and 'against that thing'.*

**The four great laws of Cosmic Creation, Involution and Evolution, constitute the 'alpha' and the 'omega' of the unified system of Holistic Education** which we are constructing. **The Absolute Law of Oneness** is the most obvious and comprehensible; indeed, the Cosmic fact that all created entities are intimately inter-related and absolutely dependent upon each other for their very existence, is irrefutable proof of this most important law which can never be violated. On the other hand, *the Law of Vibration (the harmonic interchange of love energy between dual-sexed pairs) and the Dual Action Law of Thought have an awesome 'cause-effect' relationship which results in the cyclic creation and annihilation of infinite universes and the eternal evolutionary expansion of Cosmic Consciousness as a whole!*

**Thought duality is as common as the 'air' you breath!** Indeed, it is so common that everyone takes it for granted to the extent that virtually nobody pauses, even for a second, to consider it! Thought is 'perceiving' and nothing can be perceived with respect to which no reference point can be established; indeed, the reference point itself must be established with respect to the consciousness that is attempting the perception! Every thought 'divides' the concept being perceived into a dual-conditioned pair which are comprehensible only with respect to each other.

**Because of the Absolute Law of Oneness, no two created entities, or concepts, can be 'opposite' in the sense that they are also separate. Therefore, the only manner in which they can be simultaneously 'dual' and 'one' is that they be gender conditioned!** Therefore, since each concept must be a gender conditioned pair, the generalized concept of so-called 'GOOD', and the generalized concept of so-called 'EVIL', must be a gender-conditioned concept pair! Thus, 'GOOD' and 'EVIL' are inseparable; and one can only be comprehended with respect to the other. *If it were possible to destroy all things that mankind refers to as 'EVIL',*

***then you will also simultaneously destroy all things that mankind refers to as 'GOOD'!*** Consider the following examples:

- 1) There can be no 'Saints' without 'Sinners'.
- 2) A winner can be perceived only with respect to a loser.
- 3) Love can be perceived only with respect to hate.
- 4) Pleasure can be perceived only with respect to pain.
- 5) Life can be perceived only with respect to death.
- 6) Peace can be perceived only with respect to war.
- 7) Knowledge can be perceived only with respect to ignorance.
- 8) There has never been a movie which does not stress the 'evil' aspect of the (Good- Evil) duality to some extent; furthermore, the greater the attention given to the evil aspects, and the struggle by the good aspects to overcome the evil aspects, the greater is the enjoyment of the movie, by the public, and the more likely it is that the movie may receive an academy award! ***Indeed, without the ABSOLUTE LAW OF DUALITY, it is impossible to make any kind of movie; and this includes the real movies which are the evolutionary experiences of all created living Microcosms (Man) and the Macrocosmic Cosmos Itself! The nature of any movie is always determined by the 'choices' which are made by the producers; thus, everything that is happening on earth is directly caused by the 'thoughts' of mankind and which aspect of each duality they choose to actualize physically: the so-called Good Aspect, or the so-called Evil Aspect!***

More than 2000 years ago the Taoist of China deeply comprehended the Dual Action Law of Thought:

***When the world points up beauty as such, there is ugliness too. When goodness is taken as goodness, wickedness enters as well. Hard and soft are complimentary; before and after are a sequence.***

The Taoist

The average person living on earth today is perceiving the world from a very low level of spiritual awareness; therefore, when they are forced to consciously confront the reality of duality, they find even the remotest thought of it to be very painful. They become most frustrated when they are forced to accept the fact that **any attempt to refute duality simply proves it!** In other words, any effort by them to ‘think’ about anything, dramatically convinces them that **it is absolutely impossible to ‘think’ without being consciously or subconsciously aware of two ‘things’ that are related to each other by some degree of opposition!** The fundamental thought-duality is that of Gender Conditioning:

*“So God created man in his own image, in the image of God created he him; male and female created he them”* (Genesis 1:27).

One of the wisest statements that has ever been extracted from the vast literature of Vedic philosophy is: *“All that we are is a direct result of what we have thought!”* This is supported by Proverbs 23:7 which states: *“As a man thinketh in his heart, so is he.”* We submit to you the following thought: **All things are creatively conceived in the Mind of the BOUNDLESS AND NAMELESS COSMIC ESSENCE and all things are projected into being by Its Conscious Thoughts.** Any thought has the potential to become a ‘thing’; and since **all ‘things’ that have been created, which are being created now, and that will be created eternally, already exist in THE AWARENESS OF THE BOUNDLESS AND NAMELESS COSMIC ESSENCE(BCE);** who Projects **THE MASCULINE CONSCIOUSNESS OF ENERGY(MCE)!**

In other words, anything which can be thought can be done; but what is more, much more, is that there is nothing you can think which has never been thought about millions of times before because **the SLEEP-AWAKE CYCLING OF THE COSMOS is forever; having no beginning, and no end.** Consequently, since thought is the ultimate precursor, anything which can be thought, can be done! Finally, this implies that there is no such thing as ‘true’ and/or ‘false’ because one cannot exist without the other. **Thus, those who are evolving at higher levels of consciousness and spiritual awareness are experiencing the bliss of expanding their individual planes of consciousness through the love of pure learning and are never disturbed by the agonizing struggle between ‘for this thing, and against that thing’, which torments those still engrossed in ignorance and materialism.**

**This establishes the level of spiritual awareness** which has been achieved by those who are now striving to develop the system of Holistic Education which is required to prepare the children of our world for the glorious future that lies before them. Indeed, **the system of holistic education that is required cannot be established at any lower level, especially the materialistic one that most people on earth are presently experiencing!** Everyone who desires to help us, and will be joining us in the future, must have met the requirement of **expanding their consciousness beyond the level of gross materialism.**

## **THE PRIMARY PURPOSE OF HOLISTIC EDUCATION**

*The primary purpose of Holistic Education is to give all of our precious children the physical, mental, and spiritual academic tools which they require to expand their consciousnesses to the level of spiritual awareness that is required for them to fully realize, from within themselves, that they are Microcosms, created in the image of GOD THE COSMOS who is the representative of THE NAMELESS COSMIC ESSENCE; and, that all of the infinite powers of the Cosmos are latent within each of them!* Indeed, the essence of this realization is born in the cradle with each child; however, it has been quickly suppressed by the darkness of ignorance, doubt, fear, and uncontrolled animal emotions that prevail during the 12,000 year dark phase of the cycle of spiritual evolution on earth which is now beginning to terminate.

In order to establish a foundation upon which we could evolve **the physical training aspect of our system of holistic education**, we searched for an existing spiritual organization which represents the highest level of holistic physical education that has been so far achieved on earth. To our great delight, we found much more than we expected in the recently established **Shaolin Temple in New York**. It is the first time in history that such a temple has been set up outside China! It was founded by a truly wonderful little monk, with the name **Sifu Shi Yan Ming**, who defected from China to the United States in 1992 for the express purpose of teaching authentic Shaolin Martial Arts, or Chan Buddhism, to people everywhere outside of China. He is featured as one of **Stan Lee's Super-humans** as described by us in part I.

His philosophy, teachings, and training are all in perfect harmony with our vision of Holistic Education as clearly shown in the following quotes:

- 1) **You must have an open mind, open heart, and be anxious to learn something new every single day.**
- 2) **You have to make opportunity;** if you just stand there, opportunity will never come to you!
- 3) **You must always encourage yourself continuously** and if opportunity comes your way, do not hesitate, but grasp it immediately.
- 4) **My mind and heart are always so open and looking toward greater accomplishment that I always feel that I am just starting or just beginning to fulfill myself.**
- 5) **If your mind is full, if your heart is full, and you feel that you are a master already, then you have effectively ‘stopped your brain’; so how can you learn any more?**
- 6) **You must never stop learning,** you must never believe that you have finished learning; always strive to make your skills better and better!
- 7) **All temple arts are one!** We cannot sever them. We are ready to teach everyone, from two years old to one hundred years old!
- 8) **We can do everything!** We can do it; yes we can!
- 9) **You always have the time to take advantage of opportunities that come your way; or, you have no time. You can make opportunity, or you can cut opportunity; it all depends on you!**
- 10) I teach my students 365 days each year! **Every day is Christmas, every day is new years day!** I am continuously experiencing the joy and excitement of teaching others, learning myself, and seeing the delight on their faces as they learn!

Shi Yan Ming’s response to the question: “Do I have to change religions in order to take Shaolin Training?”, clearly indicates that he has reached a high level of spiritual awareness:

***You don't need to change anything. Stay believing whatever you believe, whether it's in God, Jesus, Moses, Muhammad or anyone else. I believe in them all. I believe in all of the religion's special leaders; they all teach people to be good people, to only do good things, not to do bad, and to help other people. All of them have different names, I believe in them all, love them all, and I believe they love us too. When you come to the temple, you don't need to change what you believe, change religions, shave your head, or become a vegetarian. I do not teach Chinese philosophy, I teach International philosophy. I encourage my students, disciples, and followers to go to church, go to monasteries, go to mosques, to open their minds and open their hearts. Learn all the philosophies and combine them together - that's your philosophy. Just like in the martial arts world, there are many styles, karate, tae kwon do, jiu jitsu, muay thai, and hundreds more. Whatever style you practice, it doesn't matter - learn all the styles, combine them together, and that's your style. That way you can get the knowledge for yourself, and share it with other people.***

Even though this very profound answer touches on nearly every aspect that is important to the development of a viable system of holistic education, it does not suggest any answers to the fundamental questions which are posed by mankind's cosmic aspirations. Questions such as: "Who am I?", "Why am I?", "From whence did I come, and where shall I go?" "Does the Cosmos have a purpose?" "If the Cosmos has a purpose, then what is the role that each human being must play in it?" "Is it possible for Man to understand the Cosmos?", "Where did the Cosmos come from and does it have a beginning and an end?", "Did the Cosmos need a Creator?", and "Is there life after our physical body dies and, if so, to what extent have we lived before?"

Shaolin Philosophy suggest, that even though nobody can answer these questions for you directly, you can begin to find the answer for yourself by striving to know yourself while serving others:

***Before I was born, who was I?***

***After I am born, who am I?***

***Respect yourself, and everyone will respect you.***

***Understand yourself, and everyone will understand you.***

***There are mirrors all around you:***

***Strive to see and understand yourself.***

***Strive to have the heart of a Buddha, or Christ.***

*Stop doing bad things, do only good things.  
In these ways you help yourself.  
Help yourself and you help the world.*

**The system of holistic education, which we are developing, will not be adequate for the children of the future if it is unable to at least inspire them to seek the answers to these questions for themselves.** There has been, and is, much rhetoric in America about ‘the uniqueness of the individual’ and that ‘all men are created equal’; however, for most people, these are just words which have very little meaning for them at their low levels of spiritual awareness. But at higher levels of awareness, where it is recognized that man is created in God’s Image, **every evolving person must answer all of these questions in the process of developing their personal and unique cosmology from their own point of view and perspective!**

**Unlike knowledge, wisdom and understanding can never be transferred from one person to another; therefore, physical science can never develop a Unified Field Theory which will be satisfactory to everyone forever. Even if they were to succeed in doing so, each and every person would still have to re-develop and evolve the theory for themselves before they can obtain the profound understanding, and feel the great joys of discovery, that are required to have it confirmed by a great expansion in their Spiritual Awareness!**

**A wonderful Theory of Everything, which includes Consciousness, constitutes THE BACKBONE of the Divine System of Universal Holistic Education** which we and our colleagues are developing. It will give our precious children the vital tools that each of them require to develop their Personal Cosmologies and enable them to make their unique contributions toward **Expanding the AWARENESS of BCE!**

## **EINSTEIN’S COSMOLOGY, MUSIC, AND HOLISTIC EDUCATION**

Einstein, who has been the world’s most well-known genius for more than a century, is an excellent example of an individual whose parents were sufficiently enlightened not to stifle his normal spiritual drives and aspirations with fixed, dogmatic, and illogical beliefs, and with the mores, norms, and suppressive

negative programming that is characteristic of primitive societies. The great desire to comprehend the world around them, and the Cosmos beyond them, is the primary motivation of all normal children whose minds are free to follow the inspiration which comes to them from their Spirits!

Since Einstein was not programmed to fit into conventional society, his spirit was then free to inspire him to develop himself under its direction. As a child, he seemed to be a slow learner and ability to speak was developed at a much later age than the average child. **In elementary school, he showed no special ability; however, his teachers noticed that he had a special talent for day-dreaming.** He was very much turned off by the rigid mechanical methods of the school and was disgusted with the school's drills because they kept him away from his own interest which he had begun to develop before he entered the elementary school.

He was greatly inspired by the mystery hidden in a compass which he had been given when he was five years old and the clarity and beauty of Euclidean Geometry which his father had begun to teach him before he was eleven years old. At the age of twelve, he had completely devoured an old geometry text and it was these things that set him on his own road of independent study and thought. Therefore, while his teachers saw him as daydreaming in class, he was really involved in intense creative and imaginative thought while attempting to solve problems that were being posed to him by his study of geometry and magnetism.

Therefore, after some time appearing to his teachers as being a misfit in class, one of them addressed him as follows: "You will never amount to anything, Einstein", and another teacher suggested that he leave school because his very presence in the classroom destroyed the respect of the other students. Einstein gratefully accepted this suggestion because he had already decided that he could no longer endure studying under the rigid rules and expectations of the school. Therefore, he gladly left the school and spent the next few months gloriously loafing, and hiking around northern Italy, enjoying the many contrasts with his homeland. With no diploma and no prospects, he seemed to be a very model dropout.

Even though Einstein had dropped out of school, he had not lost his love for science. Therefore, he applied for admission to the renowned Swiss Federal Institute of Technology in Zurich. Since he had no high school diploma he was given an entrance examination which he failed! He was then required to attend a

Swiss high school for a year in order to make up his deficiencies in almost everything except mathematics and physics, the subjects of his own private study. After completing these requirements, he was admitted to the Polytechnic Institute.

Einstein now continued to pursue his own agenda under the guidance of his spirit. Even though most of the courses he took were now almost all in mathematics and physics, Einstein cut most of the lectures. He did enjoy working in the laboratory, but he spent most of his time in his room studying the original works of the masters of nineteenth-century physics, and pondering what they set forth.

The lectures on advanced mathematics did not hold him, because in those days he saw no need or use for higher mathematics as a tool for grasping the structure of nature. Besides, mathematics appeared to be split into so many branches, each of which could absorb all one's time and energy, that he feared he could never have the insight to decide on one of them, the fundamental one. He would then be in the position of Buridan's ass, who died of hunger because he could not decide which bundle of hay he should eat.

Physics, however, presented no such problems to Einstein, even then. As he wrote many years later: **“True enough, physics was also divided into separate fields, each of which could devour a short working life without having satisfied the hunger for deeper knowledge...But in physics I soon learned to scent out the paths that led to the depths, and to disregard everything else, all the many things that clutter up the mind, and divert it from the essential. The hitch in this was, of course, the fact that one had to cram all this stuff into one's mind for the examination, whether one liked it or not.”**

That was indeed the rub. Einstein had reconciled himself to being only an average scholar at the Polytechnic. He knew that he did not have, and could not, or perhaps would not, acquire the traits of the outstanding student: the easy ability in comprehension, the willingness to concentrate one's energies on all the required subjects and the orderliness to take good notes and work them over properly. Fortunately, however, the Swiss system required only two examinations. Even more fortunately, Einstein had a close friend, Marcel Grossmann, who possessed just the qualities that Einstein lacked, and who generously shared his excellent systematic notes with his non-conforming comrade. So Einstein was able to follow his own line of study, and still succeed in the exams by doing some

appropriate cramming using Grossmann's notes.

This success left more than a bad taste in his mouth. As he put it: **“It had such a deterring effect upon me that, after I had passed the final examination, I found the consideration of any scientific problems distasteful to me for an entire year.”** And he went on to say, **“It is little short of a miracle that modern methods of instruction have not already completely strangled the holy curiosity of inquiry, because what this delicate little plant needs most, apart from initial stimulation, is freedom; without that it is surely destroyed...I believe that one could even deprive a healthy beast of prey of its voraciousness, if one could force it with a whip to eat continuously whether it were hungry or not.”**

This is very strong language. Should we take it personally? Could it be meant for us, for the teachers responsible for an educational system of achievement tests, preliminary college boards, college boards, national scholarships, grade point averages, graduate record exams, PhD qualifying exams - a system that starts earlier and earlier and ends later and later in our students' careers? Could this system be dulling the appetites of our young intellectual tigers? Is it possible that our students need more time to day-dream rather than more hours in the school day? That the relentless pressure of our educational system makes everything only a step toward something else and nothing an end in itself and an object of pleasure and contemplation?

For more than two years after his graduation from the Polytechnic in 1900 Einstein seemed to be headed for no more success than his earlier history as a dropout might have suggested. He applied for an assistantship, but it went to someone else. During this period he managed to subsist on the odd jobs of the learned world: he substituted for a Swiss high-school teacher who was doing his two months of military service, he helped the professor of astronomy with some calculations, he tutored at a boy's school. Finally, in the spring of 1902 Einstein's good friend Marcel Grossmann, “the irreproachable student”, came to his rescue. Grossmann's father recommended Einstein to the director of the Swiss Patent Office at Berne, and after a searching examination he was appointed to a position as patent examiner. He held this position for over seven years and often referred to it in later years as “a kind of salvation”. It freed him from financial worries; he found the work rather interesting; and sometimes it served as a stimulus to his

scientific imagination. And besides, it occupied only eight hours of the day, so that there was plenty of time left free for pondering the riddles of the universe.

In his spare time during those seven years at Berne, the young patent examiner wrought a series of scientific miracles: no weaker word is adequate. He did nothing less than to lay out the main lines along which twentieth-century theoretical physics has developed. A very brief list will have to suffice. He began by working out the subject of statistical mechanics quite independently and without knowing of the work of J. Willard Gibbs. He also took this subject seriously in a way that neither Gibbs nor Boltzmann had ever done, since he used it to give the theoretical basis for a final proof on the atomic nature of matter.

His reflections on the problems of the Maxwell-Lorentz electrodynamics led him to create the special theory of relativity. Before he left Berne he had formulated the principle of equivalence and was struggling with the problems of gravitation which he later solved with the general theory of relativity. And, as if these were not enough, Einstein introduced another new idea into physics, one that even he described as “very revolutionary”, the idea that light consists of particles of energy. Following a line of reasoning related to but quite distinct from Planck’s, Einstein not only introduced the light quantum hypothesis, but proceeded almost at once to explore its implications for phenomena as diverse as photochemistry and the temperature dependence of the specific heat of solids.

**What is more, Einstein did all this completely on his own, with no academic connections whatsoever, and with essentially no contact with the elders of his profession. Years later he remarked to Leopold Infeld that until he was almost thirty he had never seen a real theoretical physicist. To which, of course, we should add the phrase (as Infeld almost did aloud, and as Einstein would never have done), “except in the mirror!”**

I suppose that some of us might be tempted to wonder what Einstein might have done during those seven years, if he had been able to work “under really favorable conditions”, full time, at a major university, instead of being restricted to spare-time activity while earning his living as a minor civil servant. We should resist the temptation: our speculations would be not only fruitless, but completely unfounded. **For not only did Einstein not regret his lack of an academic post in these years, he actually considered it a real advantage. “For an academic**

**career puts a young man into a kind of embarrassing position,” he wrote shortly before his death, “by requiring him to produce scientific publications in impressive quantity - a seduction into superficiality which only strong characters are able to withstand.** Most practical occupations, however, are of such a nature that a man of normal ability is able to accomplish what is expected of him. His day-to-day existence does not depend on any special illuminations. If he has deeper scientific interests he may plunge into his favorite problems in addition to doing his required work. He need not be oppressed by the fear that his efforts may lead to no results. I owed it to Marcel Grossmann that I was in such a fortunate position.”

These were no casual remarks: forty years earlier Einstein had told Max Born not to worry about placing a gifted student in an academic position. Let him be a cobbler or a locksmith; if he really has a love for science in his blood and if he’s really worth anything, he will make his own way. ( Of course, Einstein then gave what help he could in placing the young man.)

Einstein was even a little reluctant about accepting a research professorship at Berlin, partly because Prussian rigidity and academic bourgeois life were not to his Bohemian taste. But he was also reluctant because he knew very well that such a research professor was expected to be a sort of prize hen, and he did not want to guarantee that he would lay any more golden eggs.

Finally, we would like to point out an event which occurred in the early part of Einstein’s life and while he was still in elementary school. After being inspired by his father to study geometry, he eagerly devoured the contents of an old book on Euclidean Geometry. When he first realized the significance of the Pythagorean Theorem, while reading this book, he became very excited; however, he was a little dismayed by the fact that the proof of the theorem was more complex than it needed to be. This observation results from the fact that **his Spirit inspired him to always attempt to describe nature in the simplest way possible because the simplest explanation of natural phenomena is also the most beautiful.** It is very intriguing, and perhaps prophetic because when Einstein added one more line to the right triangle, and used similarity to produce three equations, which have the very same structure as his famous formula ‘energy equals Mass times the speed of light squared’, he was able to prove the Pythagorean Theorem in the most beautiful and intellectually satisfying manner! This was Einstein’s first ‘eureka’

experience. During Einstein's entire lifetime, he was fortunate to experience many wonderful 'eureka' moments which led him to express the following:

*The most beautiful thing we can experience is the mysterious. It is the source of all true art and all science. He to whom this emotion is a stranger, who can no longer pause to wonder and stand rapt in awe, is as good as dead; his eyes are closed!*

One of Einstein's last public statements was made in answer to a request that he comment on the situation of scientists in America. He wrote: **"Instead of trying to analyze the problem I should like to express my feeling in a short remark. If I were a young man again and had to decide how to make a living, I would not try to become a scientist or scholar or teacher. I would rather choose to be a plumber or a peddler, in the hope of finding that modest degree of independence still available under present circumstances."**

We may wonder how literally he meant this to be taken, but we cannot help feeling the force of the affront to our entire institutionalized life of the intellect.

**As we pride ourselves on the success of physics and physicists in today's world, let us not forget that it was just that success, and the way in which it was achieved, that was repudiated by Einstein.** And let us not forget to ask why: it may tell us something worth knowing about ourselves and our society.

Now a very important question comes to mind: Is it only the conscious mind which experiences the awe and wonder of our glorious Cosmos by expanding our consciousness through the Love of Pure Learning, or is there something of much greater importance involved? The most immediate answer to this question, which would most certainly be given by ministers in the western religions is: "it is our Spirit, expressing itself through out conscious mind, that is most deeply involved during our expressions of awe and wonder." **Indeed, the word "Spirit" rings out in all the temples of the world, which belong to all the religions of the world; yet, in spite of all of this, there seems to be nobody on earth who is able to give a definition of 'spirit' that is perfectly logical and satisfies the demands of the most acute intellectual mind!**

*The life of Einstein is a perfect example of one which appears to have unfolded unconsciously, and made his enormous contribution to the world, under the*

*precise inspiration and guidance of his Spirit! Therefore, we concluded long ago that it would be impossible to develop a viable system of Holistic Education without comprehending, at least in a rudimentary manner, what is meant by the name 'Spirit'!*

Einstein implied that he was a spiritual scientist as well as a physical scientist when he made the statement: **“I want to know God’s thoughts; the rest are details.”** He indicated that he had thought deeply about the nature of the physical world when he said: **“Reality is merely an illusion, albeit a very persistent one.”** He revealed that he believed in something deeper than mere intellectual thought and analysis when he stated: **“The only real valuable thing is intuition.”** That he definitely believed in God is directly implied by the statements: **“God is subtle but he is not malicious”, and “I am convinced that God does not play dice.”** When he said: **“Science without religion is lame. Religion without science is blind”**, indicates that he recognized the importance of religion in people’s lives and realized that science is the compliment of religion.

When he said: **“Education is what remains after one has forgotten everything he learned in school”**, and **“ The only thing which interferes with my learning is my education”**, he indicated, without a doubt, his experience showed that the methods of education which are used around the world seriously stifles the creative individual, and suppresses their Spiritual Guidance and curiosity: **“The important thing is not to stop questioning; curiosity has its own reason for existing.”**

Most of the highly evolved philosophers, mathematicians, musicians, and scientists, who have contributed enormously toward expanding the spiritual awareness of mankind, throughout our known history, are referred to as geniuses. However, they are, for the most part, that very small portion of the human population on planet earth who somehow escaped the stifling materialistic programming that is used by parents and society to close their children’s hearts and minds, fill them with fixed dogmatic beliefs, which are not founded upon logic, and, in general shut down all of the noble aspirations of their spirits which would normally propel them to seek a life which is filled with the Love of Pure Learning and a profound desire to develop their personal cosmology!

When he made the statements: **“The whole of science is nothing more than a refinement of everyday thinking”**, **“everything should be made as simple as possible; but not simpler”**, and **“The most incomprehensible things about the world is that it is comprehensible”**, he implied that the structure and nature of the Cosmos can ultimately be described in language that is comprehensible and accessible to everyone!

The very first problem we faced, more than 65 years ago, was **how could we synthesize a language which was powerful enough to describe the entire Cosmos, physically, mentally, and spiritually?** If this was possible, and if we ultimately succeeded in doing so, then **would this language enable us to develop the simplest Unified Field Theory of Everything that includes Consciousness?** When we began our work, only Geometrical Mathematics was being used as the sole language of physics and cosmology. Even though Einstein studied Geometrical Mathematics, throughout his entire life, and used it almost exclusively to develop his Special Theory of Relativity, his General Theory of Relativity, and his Unified Field Theory, he sometimes found it difficult to thoroughly understand, and often frustrating to apply. This is reflected in his statement to his students, who were suffering the same frustrations: **“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater!”** Indeed, after mathematicians had spent several years modifying and expanding his theories, Einstein dauntingly said: **“Since the mathematicians have invaded The Theory of Relativity, I do not understand it myself anymore!”** Nevertheless, **all the while, he was subconsciously under the deep influence of another language, without which, his ability to express himself creatively would have been suppressed significantly. This was the Language of Music!**

## **MUSIC IN EINSTEIN’S LIFE AND CREATIVE THOUGHT**

(The following is paraphrased from an article with the title: **Einstein and his Love of Music**, which was written by physicist Brian Foster and published in the 2005 issue of **Physics World**).

Since Einstein’s fame was based primarily upon the success of his scientific theories, there has not been a great deal of discussion concerning the very important fact that his other life-long passion was for Music! He was a gifted and

enthusiastic musician. He once said that had he not been a scientist, he would have been a musician. **“Life without playing music is inconceivable for me,” he declared. “I live my daydreams in music. I see my life in terms of music...I get most joy in life out of music.”**

**Here, it is extremely important to recognize the fact that Einstein’s mother, Pauline, was a talented pianist who brought music to life in the family home.** Without the influence of the piano music that she played for him, while he still lay in the cradle, the creative powers, which were latent in his mind at birth, would not have been stimulated sufficiently to gradually unfold themselves while he was growing up.

Young Albert began to learn the violin at the age of six, while his family was still living in Munich. However, since he did not have a teacher with creative imagination, he struggled to master the violin for quite some time before discovering the joys of Mozart’s sonatas at the age of 13. From that point on, although he had no further lessons, his violin remained his constant companion.

**When Einstein moved to Aarau in Switzerland in 1895 to complete his schooling, he seems to have devoted a good deal of his time to music.** It is recorded that he worked hard on the Brahms G-major violin sonata in order to get the full benefit from a visit to Aarau of the great violinist Joseph Joachim, on whose program it appeared.

Just before his 17th birthday Albert played at a music examination in the cantonal school. The inspector reported that **“a student called Einstein shone in a deeply felt performance of an adagio from one of the Beethoven sonatas”**. In addition to his prowess on the violin, **he also played the piano and, in particular, loved to improvise.**

Music was not only a relaxation to Einstein, it also helped him in his work. His second wife, Elsa, gives a rare glimpse of their home life in Berlin. “As a little girl, I fell in love with Albert because he played Mozart so beautifully on the violin,” she once wrote. **“He also plays the piano. Music helps him when he is thinking about his theories. He goes to his study, comes back, strikes a few chords on the piano, jots something down, returns to his study.”**

In later life, his fame as a physicist often led to invitations to perform at benefit concerts, which he generally accepted eagerly. At one such event, a critic, unaware of Einstein's real claim to fame as a physicist, wrote, "Einstein plays excellently. However, his world-wide fame is undeserved. There are many violinists who are just as good". On leaving another concert, in which Einstein had played, one critic commented, "I suppose now [the Austrian violinist] Fritz Kreisler is going to start giving physics lectures".

There are, nevertheless, conflicting accounts of his musical abilities. Probably the least generous come from great artists, of whom Einstein counted many as personal friends as well as chamber-music partners. These included the pianist Arthur Rubinstein, the cellist Gregor Piatigorski, and Bronislaw Huberman, one of the most remarkable and idiosyncratic violin virtuosos of the 20th century.

In 1936 Huberman visited Einstein in Princeton to discuss his plans to found the orchestra that eventually became the Israel Philharmonic, of which Einstein was a prominent supporter. Probably the summary of Einstein the violinist that comes nearest to the mark comes from his friend Janos Plesch, who wrote, "**There are many musicians with much better technique, but none, I believe, who ever played with more sincerity or deeper feeling**".

The physics revolutionary, who overturned the classical universe of Newton, was nonetheless deeply conservative in his musical tastes. **He adored Mozart and worshiped Bach, of whom he wrote in response to an editor, "I have this to say about Bach's works: listen, play, love, revere, and keep your trap shut". Beethoven he admired but did not love, while Schubert, Schumann and Brahms gained only guarded and partial approval. Indeed, the more contemporary the composer, the less enthusiastic Einstein became. Of Wagner he said, "I admire Wagner's inventiveness, but I see his lack of architectural structure as decadence. Moreover, to me his musical personality is indescribably offensive so that for the most part I can listen to him only with disgust".**

Despite having been offered the chance to own a Guarneri, Einstein preferred to play a much less distinguished violin, leaving the great instruments to those whom he felt really needed their power and complexity. Towards the end of his life, as he felt facility leaving his left hand, he laid down his violin and never picked it up

again. However, Einstein never lost his love for the instrument. As he once said, **“I know that the most joy in my life has come to me from my violin”**.

There are many parallels in the experiences of our lives to those of Einstein, with respect to music. For example, we would never have been able to fully realize the great power of our Cosmic Soulmate Oneness if both of our mothers had not been able to play the piano for us while we were still babies in the cradle! Erika was highly trained as a concert pianist and has devoted her entire life to music. She entertained throughout Europe, played the piano and sang with her own Big Band in Germany, and has taught students of all ages, retarded, and disabled for over 40 years!

## **OUR MUSIC BACKGROUND PARALLELING EINSTEIN’S**

I, Henry, grew up with my mind focused primarily upon learning as much geometrical mathematics and theoretical physics as possible and secondarily upon learning spiritual philosophy and science. However, music was always in the background: I played the piano until I entered high school, where I learned to play the trumpet also. It was during my college career that I really learned to appreciate the awesome beauty of harmonious music which was created by deeply spiritual composers and played by musicians who profoundly felt it emotionally and projected this to the audience. Of course, I attended many symphony and jazz concerts during this time.

After attempting, unsuccessfully, to develop a Unified Field Theory that was satisfactorily to myself, I had the great fortune of meeting my beloved soulmate Erika! I was 63, and she was 65, and it is at this time that she began to share with me her extensive knowledge of music theory and her tremendous wisdom and understanding concerning how to teach young children holistically with music. Since I am masculine, and highly self-trained in Universal Geometrical Mathematics, and she is feminine, highly self-trained in the holistic education of children, this suggests that when we got married, we were also marrying **Masculine Universal Geometrical Mathematics** with **The Feminine Cosmic Octave of Music!**

**The wonderful consequence is that our marriage was the “EUREKA” moment, which set our hearts, minds, and souls upon the wonderful path of**

**discovery that enabled us to unify Universal Geometrical Algebra with the Creative Cosmic Octave of Music, which we formulated together.** The most rewarding result of our marriage is **the creation of the beautiful Language of Cosmic Light** with which we can holistically describe the entire Cosmos physically, mentally, and spiritually!

The three gender conditioned aspects with which the Octave of Holistic Education is precisely defined are: **(1) Masculine Universal Geometrical Mathematics, (2) The Feminine Creative Octave of Cosmic Music, and (3) The Neutral Bounding and Centering Action of THE BOUNDLESS AND NAMELESS COSMIC ESSENCE(BCE).**

### **EINSTEIN, TRUTH, AND PERSONAL COSMOLOGY**

Finally, we will briefly discuss the implications of Einstein's statement: **"Whoever undertakes to set himself up as a judge of Truth and Knowledge is shipwrecked by the laughter of the Gods."**

This statement verifies, with certainty, that Einstein understood that all argument and debate between advocates of different theoretical approaches to describing nature is futile for many reasons: The most important reason, as we have already pointed out, is that **the very purpose for the existence of each individual Microcosm(person) is that they develop their Personal Cosmology from their unique point of view!** It is in this way, and this way only, that each person can contribute their absolutely unique contribution to **THE EXPANSION OF THE CONSCIOUSNESS OF THE COSMOS** as a whole! Therefore, the extent to which each person's cosmology is 'true' or 'false' is their personal concern, and their concern only! **Therefore, anyone who did not uniquely develop the theory in question, from 'scratch', is not qualified to complain about it because he never went through the processes of learning, thought, and deep spiritual meditation that are absolutely required in order to experience the mystery, the wonder, the awe, and unspeakable joy of discovery which caused Archimedes to exclaim: "EUREKA".**

**Therefore, the relative truth and knowledge pertaining to one person's cosmology can never be used to judge the relative truth and knowledge pertaining to another person's cosmology because it is impossible for any two**

**persons to ever look at the Cosmos from exactly the same point of view!** The degree to which the cosmology of any individual conforms to the true nature of the Cosmos is measured by the extent to which it has expanded their awareness toward experiencing the awesome bliss of Cosmic Consciousness and becoming a co-creator with God! Therefore, the Consciousness of the Cosmos is the only legitimate judge of any person's unique cosmology. Einstein's statement above is precisely correct; however, few if any of today's physicists seem to have taken him seriously or even really understood what he was trying to say.

**Several physicists are giving papers at conferences in which they are saying that "Einstein was wrong outright!" Now we have already pointed out that so-called 'right' can be perceived only with respect to so-called 'wrong' and that one cannot exist without the other!** This only means that 'Einstein is wrong' with respect to the cosmology of the person making the accusation; however, the so-called 'wrong' is 'right' with respect to Einstein because it is his cosmology and he is the sole judge of it! Therefore, the person making the accusation should, instead, be thankful that he has discovered something in Einstein's cosmology which is 'wrong' with respect to his cosmology and should immediately set about strengthening his own cosmology by discovering the 'right' which is the dual of what he considered to be 'wrong'. Therefore, those who are enlightened, are always evolving and enhancing their personal cosmologies by learning from and comparing them with the equally valid cosmologies of others! Remember, **it is always wise to listen to everyone, including those who are still in the darkness of ignorance, because even though they may never say anything that you have not heard before, they may make you 'think' of something which you have never thought of before!**

Therefore, by studying the philosophical foundations of Einstein's life, and reconstructing his cosmology by deriving his **Special and General Relativity** in every detail, while deeply meditating upon it in concert with the inspiration of our spirits, we have obtained enormous insights into how a very highly evolved System of Holistic Education should be constructed!

## **THEORIES OF EVERYTHING**

We assure you that Einstein's cosmology was very satisfactory to him, it served him well all of his physical life, and he worked on it continuously until the instant

he left his gross physical body. His primary goal was to unify the four forces which physicists believe played a central role in making the universe what it is today. They believe that Einstein's cosmology failed to accomplish his goals, however, every Theory of Everything, which is at the forefront of cosmology today, is firmly based, to a very large degree, upon Einstein's work. The Theory of **Quantum Electrodynamics**, for example, the most accurate theory ever devised, would simply be non-existent without the Special Theory of Relativity. The presence of these theories, and the enormous efforts that are being put forth by many wonderful physicists to produce a satisfactory theory of everything from which answers to the basic questions can be extracted, is conclusive proof that every normally developed human person is being deeply inspired by his Spirit within to comprehend the true nature of the Cosmos, become aware of what his relationship is to the Cosmos, and to fulfill the purpose for which he was created.

Presently, from our point of view, the leading candidates for a viable Theory of Everything are listed as follows:

- 1) **Superstring Theory** (M-Theory).
- 2) The Theory of **Quantum Gravity**.
- 3) **The Holographic Paradigm**: The Universe is a Hologram.
- 4) **The Integral Theory**: Everything in Creation, except perhaps Creation Itself, is a Holon.
- 5) **The E8 - based Theory of Everything**: "Our Universe is based on a beautiful shape".
- 6) **Einstein's Unified Field Theory** as expanded by Vaclav Hlavaty in his very authoritative book: **Geometry of Einstein's Unified Field Theory**.
- 7) **The Unified Field** of Myron Evans.

Now a viable System of Holistic Education must, above all, satisfy the 'mystical function' of mythology; are any of the above theories capable of doing this? Since they are totally physical, it is impossible for them to project anything of a spiritual

nature! Stephen Hawking and Leonard Milodinow made a noble attempt to do so in their book, **The Grand Design**. However, their conclusion is lifeless and completely ignores the enormous creative role that the **Masculine Consciousness of Energy(MCE)** plays in the Cosmos:

*Spontaneous creation is the reason there is something rather than nothing, why the universe exists, why we exist. It is not necessary to invoke God to light the blue touch paper and set the universe going.*

Therefore, Superstring Theory, or M-Theory, is of little use to us in the development of a viable system of holistic education. However, even if it were, **the abstractness of these theories, and the extensive mathematical background that must be developed before an adequate understanding of them can be obtained, makes their study impractical as well as extremely spiritually un-inspiring.**

The theories 3, and 4 we found to be equally useless; however, the **Methods of Geometrical Mathematics** which were used in the development of Einstein's **Unified Field Theory** and his **General Relativity**, and are currently being used in the development of the **Unified Field Theory of Myron Evans**, and **Quantum Gravity**, have proved to be very helpful in our efforts to unify **Universal Geometrical Mathematics** with the **Creative Cosmic Octave of Music** which are the foundations upon which the entire structure of the Cosmos is based, from the point of view of our Personal Cosmology.

At the instant this became apparent to us, a wonderful “**EUREKA**” moment descended upon us as we realized that **THE BEAUTIFUL E8 THEORY OF GARRETT LISI** turns out, surprisingly, to be **THE COMPLETELY EXPANDED PROJECTION OF THE CREATIVE COSMIC OCTAVE OF MUSIC** that brings the entire Cosmos into being during Its cyclic awakenings! Remember, there are eight notes in the complete bounded and centered octave! We were extremely delighted by this discovery, so much so that we are still shouting “**EUREKA**” and there is no end to the continuously expanding joy that was initiated with it!

**Our Unique and Personal Soulmate Cosmology** is firmly based upon the hypothesis that **Consciousness is the Masculine Aspect of Cosmic Energy** and

**The Eternal** Ethereal Matrix of Mass-energy is the Feminine Aspect of Cosmic Energy. In all of our writing and discussions which follow, we will refer to these as **the Dual Gender-Conditioned Aspects of GOD THE COSMOS who is the physical representative of THE BOUNDLESS AND NAMELESS COSMIC ESSENCE(BCE) that is beyond all perception and knowing.** The abbreviations for this Cosmic Duality are as follows:

The Masculine Aspect of Energy will be referred to as: the **MASCULINE CONSCIOUSNESS OF ENERGY (MCE).**

The Feminine Aspect of Energy will be referred to as: the eternal **FEMININE ETHEREAL MATRIX OF MASS ENERGY (FMM).** The reason why we say that it is eternal, is because it is always in existence throughout both phases of the **CIRCADIAN RHYTHM OF THE COSMOS.** This is assured by **THE ABSOLUTE LAW OF ONENESS** and its corollaries:

**D) THE ABSOLUTE LAW OF ONENESS**

*All things which are bounded and perceivable, and all things which are unbounded and unperceivable, are timelessly and characteristically united as One; and the Absolute One is systematically and Eternally manifesting Itself as Infinitely Expanding Cosmic Light (Energy).*

**Corollary (A) - Energy cannot be destroyed.**

**Corollary (B) - Energy is eternally expanding QUALITATIVELY.**

This means that at the end of each Circadian Cycle, **GOD THE COSMOS(GOD)** was larger than He was previously, and it has always, and will continue to always expand the energy of Its Gender Conditioned Aspects, **MCE** and **FMM!**

The fact that our Personal Cosmology intimately meshes into **THE BEAUTIFUL E8 THEORY OF GARRETT LISI,** is sufficient proof that we have not ignored any of the marvelous work that has been done throughout history by all of the wonderful philosophers, geometrical mathematicians, and physicists who have struggled to comprehend the true nature of the Cosmos and ourselves! But in addition, and this is very important, **we would never have met with any real success if we had not been greatly inspired by the Vedas of India, the Torah of the Hebrews, the wonderful teachings of Christ in the New Testament of**

**the Christian Bible, The Thomas Doctrine, which was left out of the Bible, and the enormous Spiritual Science Heritage that has been passed down to us by the two great civilizations that existed during the last 'Light Phase' of the cycle of Mankind's spiritual evolution on Earth!** The Time Capsule of Atlantis will be made known to the world in 2012.

**ALL IS ONE!** And everyone, who is devoted to the Love of Pure Learning, is greatly contributing toward Expanding the Consciousness of Mankind, the Consciousness of **GOD THE COSMOS**, and ultimately, **THE AWARENESS OF THE BOUNDLESS AND NAMELESS COSMIC ESSENCE!**