



Ordo Templi Orientis Daughter of Sunset Lodge Monthly Calendar

November 2017 e.v.

Anno Viii



Do what thou wilt shall be the whole of the Law.

The Daughter of Sunset Lodge's schedule for November 2017 e.v. :

- **Treasure of Internal Peace** - Thursday, November 2nd, at 7:00 pm (members only)
A meditation session at Frater Ouroboros' & Soror Astarte's place.
- **Introduction to Liber Porta Lucis and Liber Tzaddi** – Saturday, November 11th.
The door opens at 6:00 pm and the lecture starts at 6:15 (open to the public)
This lecture will be held by Frater Iskandar at 202-1814 Pandora St.
- **Symbolism of Minerval Degree Initiation** – Sunday, November 19th (members only)
This lecture will be at Frater E.L.'s place and it will start at 6:00 pm. Details to follow.
- **Gnostic Mass** – Sunday, November 26th, at 7:00 pm (open to the public)
The members will meet at 6:00 pm to set up the Temple, guests are welcome to arrive at 6:30 pm, and the Mass will start at 7:00 pm. It will be held at 202-1814 Pandora St.

If you have any questions regarding the above events please contact us at:

body_master@daughterofsunset-oto.org. Also, let us know if you wish to attend any of the events.

Love is the law, love under will.

Little Treasures

On the Education of Children

by the Master Therion

I

Each child must develop its own Individuality, and Will, disregarding alien Ideals.

At Cefalù's Abbey of Thelema its resources and originality are matched against divers environments.

It is confronted with such problems as swimming, climbing, housework, and left to solve them in its own way.

Its subconsciousness is impressed by reading literary masterpieces, which are left to infiltrate its mind automatically without selective stress or asking conscious comprehension.

Nothing is taught except How to think for oneself.

It is treated as a responsible and independent being, encouraged in self-reliance, and respected for self-assertion.

II

Education is assisting a soul to express itself. Every child should be presented with all possible problems and allowed to register its own reactions; it should be made to face all contingencies in turn until it overcomes each successfully.

Its mind must not be influenced, but only offered all kinds of nourishment. Its innate qualities will enable it to select the food proper to its nature.

Respect its individuality! Submit all life for its inspection, without comment.

Truth teaches understanding, freedom develops will, experience confers resourcefulness, independence inspires self-confidence. Thereby success becomes certain.

III

Every child is God of its own Universe. Education develops control thereof.

It must be taught nothing except how to govern its environment. Truth is the first condition; it must behold all facts scientifically.

Courage, the second; it must grapple all facts resolutely.

Organization, the third; it must integrate impressions and ordinances.

It must be allowed absolute authority over its reactions, but its tendency to deceive itself or evade actuality must be cauterized by insistent confrontation with the repugnant realities.

It must know cloudlessly, dare dauntlessly, will integrally, and keep silence sublimely.

IV

Education fits individuals to encounter environment.

From infancy children should face facts, unadulterated by explanations.

Let them think and act for themselves; let their innate integrity initiate itself!

Make them explore all life's mysteries, overcome all its dangers.

Falsity and fear are their only foe-men.

Let them witness birth, marriage, death; let them hear poetry, philosophy, history; compel apprehension but not its articulate expression. Make them face cliffs, billows, animals, finding their own formula of conquest.

Thrust Truth on them tirelessly, careful only

to make its range all comprehensive; trust them to use it.

V

Let children educate themselves to be themselves. Those who train them to standards cripple and deform them. Alien ideals impose parasitic perversions.

Every child is a Sphinx; none knoweth its secret but itself; presumeth Ignorance to initiate Isis?

Let the Sphinx brood on its secret, until its hour; one can assist only by leaving it to contemplate existence. Let it behold all things in Earth and Heaven.

Guard it inviolably; strengthen it by successive struggles. Be it omniscient, omnipotent, perfected by its own Virtue to serve its own purpose—individual, independent, initiated—Itself!



VI

Procrustes-teachers,[1] assuming Themselves the "Measure of Mankind," deform children deliberately by Ideals.

Gardeners never assimilate poppies to potatoes; they nourish each plant by its own norm, towards excellence in its particular properties.

Even elementary education should be adapted to individuals; each mind has its own peculiarities. Why not put boys' bodies into plaster moulds of "Perfection"?

All pressure on plastic material is pernicious, thwarting its true tendencies, and perverting its proportions. Monstrous growths compensate constrictions.

Education must accustom the mind to meet all eventualities, interpreting, judging, and reacting as its individual necessity demands.

VII

Most people mislead children purposely, alleging necessity to shield them. One falsehood confuses correct conceptions; the brain, bewildered, soon finds conflicting evidence. The contradiction between observed facts and teaching revolts its righteousness.

Children distrust the Universe; intelligence revolts; years of aching uncertainty avenge the original deception. Children are also trained to falsify, sophisticate, deny or forget facts; forbidden to face them.

Wielding wrong weapons, they encounter unknown or misguided enemies.

Nature turns traitor; they distrust themselves; like Gilbert's billiard-sharper, they play "on a cloth untrue with a twisted cue and elliptical billiard balls." [2]

VIII

At Cefalù's Abbey of Thelema children are as adults. Realities are their right; they observe dispassionately and act responsibly. They are made to extricate themselves from graduated emergencies. They drill, swim, climb, play games, explore town or country alone; they listen to time-tested words. They use their minds accordingly, never in forced forms.

They learn truth-seeing, courage, courtesy and independence; to mind their own business, respecting the rights of others, while resenting

interference.

Apprehending actualities accurately and acting adequately thereon, instead of crying, clinging, cringing, and "making believe," they master self and surroundings.

IX

Young brains store sense-impressions without necessarily judging them. Higher mental faculties develop gradually.

It is criminal to force growth, especially in dogmatic directions. Reflection, classification, coordination are devices of the growing mind for dealing with accumulations of detail. Education should simply furnish facts, intelligible or not, of every order. Avoid comment, explanation, moral judgment; the child-mind must manage its material.

Truth must be taught as the condition of right relation, courage as that of right reaction.

The individual equal to his environment, evolves in perfection. Children so educated are absolutely themselves, adjusted to apprehend and act by autonomous evolution.

X

Evolution demands exceptional individuals, fitter to their environment than their fellows. Species prosper by imitating efficient eccentrics.

Mediocrity, self-styled morality, protects the unfit, but prevents progress, discourages adaptability, and assures ultimate ruin to the race.

Standards of education, ideals of Right-and-Wrong, conventions, creeds, codes, stagnate Mankind. Encourage original individuals. Beware of squaring the Keystone, or heaving it over among the rubbish!

Mediocrity wanted Keats druggist, Gaugin banker, Clive clerk, Mohammed camel-man! [3]

Nature needs nobility.
Vitality vindicates variety.
Preeminence purchases progress.
Superiority safeguards survival.
Abnormality averts atrophy.
Breed for Behemoth!

XI

Every child is absolute.
 Dare not bias it or bind!
 Give the seed fair play to shoot!
 At maturity its mind
 Shall perfect its proper fruit,
 Self-determined, self-designed!

Durst thou twist that tenderness
 To thy whims or theories?
 Who adjured thee to assess
 Marvels hidden from thine eyes?
 Meddler, muddier! Is thy guess
 Guaranteed most wondrous wise?

Let it meet and measure things,
 Match itself against them, span
 Safely the abyss—Earth sings:
 "If you know and will, you can!"

Footnotes:

- [1] [Procrustes was a mythical Greek figure who made travellers fit his bed, either by stretching or by amputating their limbs.]
- [2] [Gilbert and Sullivan, The Mikado, or The Town of Titipu (1885) ...]
- [3] [John Keats (1795–1821) The painter Paul Gaugin (1848–1903) Baron Robert Clive of Plassey (1725–1774) established British colonial rule in India. Mohammed (570–632), the prophet and founder of Islam, was originally a camel-driver.]

“Children should not be taught. They should be put in a position where they have to learn. A child always tries to save itself trouble by asking its mother questions and the only legitimate question which should be answered is ‘What is the name of a thing?’ This is allowable because it is arbitrary. To any other question, the answer should be ‘Find out.’ The child is thus obliged to use its own mind only on those subjects which interest it or are actualities with which it is compelled to deal.

To answer the questions of children is to debauch their minds, to make them subservient, echoes of others. This is not the same as keeping a child ignorant and children should be shown how to find out things for themselves. In other words, they can be taught method as is done with scientific students who do not have to learn things by rote but are made to verify for themselves, even the most elementary statements. There is no reason why this process should not be begun aborigine.

If you answer a child’s question, its mind is set at ease and that encourages it to be lazy, servile and credulous. It is notorious for example that geography means nothing to people, even adults, unless they travel.”

The above quotation is from the Magical Record of the Beast, p.118-9 (May 8, 1920)

