

FUNDING of the New Schools-Bruce Lyon

<http://www.shamballaschool.org/Schools/funding.htm>

There will be no tuition charged in the New Schools although students are expected to be somewhat self-supporting.

This creates challenges in the modern economic climate. Correspondence and virtual schools are more able to cope with this than residential schools which require a much greater infrastructure. We are told that the funding will come from those who support and see the need for such schools on the planet.

Shamballa School has initiated an annual grant for worthy initiatives in esoteric education.

Here is a paper on [Money & The New Schools](#)

More resources and links to come

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<http://www.shamballaschool.org/Schools/A%20PAPER%20ON%20MONEY.htm>

A PAPER ON MONEY AND THE NEW SCHOOLS

Christ – mass 1998

Some thoughts on the transition period into the the year 2000 and the opening of the New Schools.

In LOM p320, in talking of the New Schools DK states...

"There will be no fees or money charged and no money transaction. The pupil must be somewhat self-supporting and able to earn the means of livelihood whilst in the school. The schools in both their divisions will be supported through the voluntary contribution of people and through a knowledge of the laws of supply and demand occultly interpreted."

This is clear enough. What may be unclear is how to build a bridge towards the new schools given the materialistic focus of the cultures we live in and the

financial demands of modern life. In addition , Morya makes his position clear on the subject in Agni Yoga.

416."Therefore I say, the Teaching cannot be given for money, nor can it be imposed; it signifies the New Era. You can disregard it or deny it, but it's heralding is inescapable."

Note, he does not say, "must not" but "cannot". The distinction seems important. On the one hand we do pay money to purchase the book which has these words written in but money cannot buy the luminous dynamic contact with divinity that lies behind them. We pay for the third aspect (the production and distribution of the book) with money; we respond to the second aspect with a spontaneous outflow of love from the soul; we respond to the first aspect with a quickening of the souls desire to sacrifice (often with a corresponding shrinking and resisting in the personality vehicles) which we might label 'respect'.

These distinctions might be of value when applied to the organisational dissemination of the Teaching. We could distinguish between the teaching (no capitals) The Teaching, and THE TEACHING. Each of these levels is important and interconnected. They could be thought of as the three aspects of the second ray line and are preceded by 'trading' ie the exchange of knowledge primarily for a fee - of which Morya has this to say

"In the West there have appeared many yogis...who are dealing with the effects of the will. Brilliantly multiplying their coin they teach anyone for a fair fee how to improve his material condition...In developing the will some of these teachers are seemingly following the right path, but they do not indicate any goal in this wandering and thereby they only serve to worsen the ugly conditions of life.....

First of all, the Teaching is not sold; that is most ancient law. The Teaching gives perfection as its goal, otherwise it would be bereft of a future. The Teaching overlooks personal comfort; otherwise it would be egoism.....Joy is a special wisdom."

AY 404

One important key is the indication of a goal. Trading points nowhere. The teaching points to The Teaching points to THE TEACHING. The three form components of one whole whose purpose is to distribute appropriately the energy of Shamballa in the three worlds.

1. The teaching

This is carried out primarily still under the Law of Economy. Those providing the teaching are serving those who principally are governed by personality. They are healing, purifying and integrating the personality under soul influence. The students may be responsive somewhat to the Law of Attraction but it does not demonstrate fully in behaviour. The charging of a "strongly recommended amount" based on what is needed to maintain the teaching seems the most appropriate path. This teaching includes preliminary work and perhaps right up to cooperative group work. (In studying the rules for group initiation , DK reminds us that we are probably still motivated primarily by "spiritual selfishness").

Saturn governs this period of soul contact and integration, and careful discrimination is required before making the decision to exempt students from paying. (Perhaps a panel of four 'faculty' would be appropriate!). The key issue is 'What is reasonable?' and guidelines need to be clearly spelled out.

This question might be applied both to the students and the teaching organisation. DK gives us a good indication as to the way these organisations should be run in EXH p630

"In the new age which is upon us, prior to the return of the Christ, the demand for financial support must be for the bringing about of right human relations and goodwill and not for the growth of any particular organisation. The organisations so demanding must work with the minimum of overhead and central plant and the workers for the minimum yet reasonable salary. Not many such organisations exist today but the few now functioning can set an example which will be rapidly followed as the desire for the return of the Christ grows."

The question arises "What is a minimum yet reasonable salary?"

There are many ways to arrive at an answer and these will depend on the dynamics of each group.

There seems value in coming up with a reasoned figure however as it would allow teachers in this area to be clear about their income and charges. Uncertainty in this regard leaves most teachers picking up what is left from a class (which is usually very little) and feeling ambivalent about it.

It would allow organisations to clearly budget and employ the best available teachers. They could then utilise the full benefits of the business and management systems that provide for the most efficient delivery of a quality

service within the overall framework of delivering the Teaching through the teaching.

If this 'minimum yet reasonable salary' applies to teachers in organisations, it should equally apply to other areas of endeavour. As a general rule it would indicate "what is a reasonable amount of money necessary to support the personal life on the planet at this time?" There might be valid arguments for different professions but overall it would provide a comeasured indicator for the principle of simplicity. Another question might be "How much is a reasonable amount to have in personal assets on the planet at this time?" This one has its own difficulties but is a valid question. There can be a blurring of boundaries between personal resources and those used for the good of the whole. While a third aspect indicator on income and assets is not an imposition and gives no guarantee of the quality of consciousness or will behind the amounts - it is an indicator that we can use to assess our personal situation.

It would also be of value to students in assessing their capacity to contribute to the teaching.

Income and/or assets below the indicated level would not necessarily mean a life of sacrifice and simplicity. As likely it might indicate a need to focus on greater personality integration in the third aspect before coming back to the teaching. Similarly income/assets above the level might be being fully employed in second aspect ways that indicate soul control rather than self indulgence.

The important point here is a discriminative attempt at CO MEASUREMENT considering that all financial resources are ultimately an expression of the love nature and under the jurisdiction of the Christ. Co measurement should also be looked at globally as well as in the country the group is working.

It is the willingness for the personality to sacrifice its own plans and fulfillments in order to fulfill the soul's purpose that leads into The Teaching

2. The Teaching

Here we move more fully into the domain of the Law of Attraction. Students are coming under soul control so that their handling of money is dictated by the soul and not so much the personality. This attitude to money is indicative of a readiness to move into the Teaching.

The aspirant has an appreciation of the occult value of money in service. He seeks nothing for himself, save that which may equip him for the work to be done, and he looks upon money, and that which money can purchase, as something to be used for others and a

means to bring about the fruition of the Master's plans as he senses those plans. the occult significance of money is little appreciated, yet one of the greatest tests as to the position of a man upon the probationary path is that which concerns his attitude to and his handling of that which all men seek in order to gratify desire. " TCF p866

The fact that there is to be no charge for the teaching in the New schools is not in any way a diminishment in personal responsibility but a recognition that full personal responsibility has been taken and therefore there is no longer a need to encourage it. DK says that the students are expected to be somewhat self-supporting and able to earn the means of livelihood in the school. This implies that they have already become creative along some line that serves humanity and generates some income. Further creativity is likely to prevail in the dark half-work of each year. This capacity to serve in the world is another of the signs that indicates the readiness for entry into the schools.

The capacity to act makes Saturn's demands redundant and this stage is indicated in AY 93

"Do not listen to the teacher who demands a fee for his teaching. The Teaching cannot be bought or taken by coercion. Verily each one may gain entrance to the Teaching by attesting his devotion in action. Least does the word and most the action lead to the Community of knowledge."

Under the Law of Attraction there is likely to be a greater diversity in individual's capacity to contribute towards the running of the school. However the principle of sharing would be strongly activated. This sharing would not be motivated by a desire for personality 'equality' but by the recognition of relative value in service. The soul exists in hierarchy and when under soul control individuals readily recognise and respond to the silent call from the soul of a brother who needs resources in order to serve more fully. This need is part of a scientific process for creating integration in the individual and group.

" The extremity of the disciple in service finally draws out the interest of the soul. After the third initiation, the extremity of the soul evokes the cooperation of the Monad..

Thus service is the scientific mode, par excellence to evoke spiritual integration and to call forth the resources of a divine son of God" Dina 1 p269

The gradually awakening response of a group and of humanity to the extremity of the Christ's need as He stands in full sacrifice on their behalf indicates increasing soul control and infusion. This principle seems to be at the core of understanding the law of supply and demand , occultly interpreted. As disciples respond to the need of Hierarchy by providing

the human resources necessary they create a vacuum into which can flow resources from humanity. As disciples respond to the need of humanity for spiritual resources they create a vacuum into which Hierarchical forces flow. In balancing this dual flow a disciple or group finds its place in the greater whole.

It is the willingness of the soul to sacrifice and come under monadic control that leads into THE TEACHING

3. THE TEACHING

THE TEACHING refers to that inner identification that allows the incarnate soul to 'know' and 'express' the Will of Shamballa as stepped down through Hierarchy. This silent communion that takes place in the 'sealed vase' is 'straight knowledge' and needs no outer forms or teachers to sustain it and therefore the issue of finances does not arise.

AY 59

"The length of the Teaching is in inverse ratio to the measure of consciousness. The broader the consciousness, the shorter the formula. For those who are near, a word is sufficient or even a letter. The first command is like thunder - the last is in silence!"

THE TEACHING, coming under the Law of Synthesis would transcend (but include) any exchanges of energy within the three worlds. The work would be almost wholly subjective. The advanced schools would be getting more into **THE TEACHING**.

WHERE WE ARE NOW

Obviously we are all at different places individually. As a worldwide group we are still primarily focused in the teaching and yet simultaneously working towards the birth of The Teaching in order to demonstrate in our own lives the requirements for the future schools.

I have identified three directional movements that might assist in the ongoing transition between one mode of functioning and the other.

- 1. A determination to align action with principle as defined by specific, testable criteria in daily life. This requires a shift from "How can I modify the principles of the Teaching to more realistically equate with my current actions?" to "How can I modify my current actions to more realistically equate to the principles of the Teaching?" This will result in simplification of the life and strengthen the Will aspect.**

2. A willingness to occultly listen and respond to the group soul's demand for resources (tangible and intangible) based on service. This requires a shift from "What is fair?" to "Where is the greatest soul need?." This will result in co-measured sharing and deepen the Love aspect.

3. The release of personality security fears in order to allocate more time and energy to the dissemination of the Teaching. This requires a shift from "What work must I do in order to provide me with the income to carry on learning?" to "What creative contribution can I make that will further the Teaching in the world?". This will result in a greater inflow of spiritual energy and stimulate the Creative aspect.

Spirit, love and animation motivated by the world need. We are on the threshold of discovering and demonstrating powerful new ways of working in the world in an Aquarian way. One of the keys to that demonstration is the way in which we use our financial resources - our willingness to reject the old patterns and bring this most needed energy under soul control.

"The custodians of money will then shoulder responsibility without fear and with due understanding. At present they hold on to it through fear of the future and distrust of one another. The key to the right expenditure of money and to its correct use can be summed up in the following statement to which I would ask all of you to pay attention.

As money has in the past ministered to personal and family need, so in the future it must minister to group and world need. Each unit has, in the past, attempted to act as a magnet and to attract to itself that which it regards as its need.... Groups in the future must act as magnets; they must see to it that they are animated by a spirit of love. I give you a thought which is capable of much expansion. Need, love and magnetic power are the three things which, consciously or unconsciously - attract money. But they must all manifest at once."

Dina 1 272

After such a prolonged focus on money as a means by which the Teaching is disseminated in the world, I would like to conclude with the focus on the Teaching itself (in all its levels of expression). It is what brings us together in service. It is the motivating and sustaining gift that allows the One Life to flow through us all.

AY 377

Verily, as a pearl guard the Teaching; as the joy of the day, and as your care about the ascent raise the Book of the Covenant. Extol the Teaching as a sword on guard. Can carelessness crawl around the Covenant of Life. With what else shall we find access to the realm of spirit which lives within us?...We send a wish for care of the Teaching"

Bruce Lyon