

Age of Kali-yuga, says Holmes

I was disheartened today to learn that the Senate committee has followed the lead of the psychology department committee in rejecting my application for tenure and promotion at this university. The reasons stated in the senate committee's letter are primarily a repetition of earlier statements. Along this line, the Senate committee gave considerable weighting to the prejudicial assessment of my work as offered by the psychology faculty who initially reviewed my teaching: "Especially telling (they write) were the statements (by his colleagues)... that the candidate relied heavily on the text, failed to assess material critically, and lectured without originality or insight, since these are judgments undergraduate students are relatively ill-equipped to make." The Senate committee gave more weighting to one hour of assessment by three of my prejudiced so-called colleagues, than they did to "the large volume of very enthusiastic student letters" in my file. Students familiar with my teaching are likely to realize the ridiculous nature of these criticisms.

For those familiar with my writings on *Man's Psychological Illusions*, you may be surprised to find that the committee gave most weighting to those referees who described the work as "a non-scholarly exposition of the writings of Gurdjieff and Ouspensky... totally lacking in critical perspective, and marked by an absence of both objectivity and originality." This is a far cry from the review of one referee who wrote: "This is a most interesting piece of work. It shows an impressive mastery of the thought and work of Gurdjieff and Ouspensky and relates it intelligently to modern western psychology. The author evinces a good command of esoteric and occult thought. Overall the work shows the marks of careful and commendable organization... I believe it is time that western psychology took serious note of innovative thinkers... This study represents a serious, thoughtful and valuable scholarly effort." Once again, committee members have completely disregarded favourable reviews of my

writing, and rated my scholarly work as "not competent".

Why does this happen, and what is this all about? To understand the issues involved in my case is very difficult, but basically it boils down to prejudice and fear (fear of the unknown, and that which people do not understand). As I have said, I am very disheartened by the lack of intellectual integrity and the domination by prejudiced and close-minded individuals in these committee proceedings. My own orientation to psychology fills a most important gap within the York psychology department, which continues to offer students a most restricted and superficial approach to the study of psychology.

When I first came to York, I read this quotation in the undergraduate calendar, describing psychology at York:

What is psychology?
Psychology is defined as the scientific study of individual behaviour.
Why take psychology?
Well, why not? In fact there are some excellent reasons for not taking psychology. You should not take psychology to improve your mental health--it won't. Do not take psychology in order to expand your consciousness... Don't expect to be entertained by the 'weird and wonderful'--by and large psychology is not concerned with mystical phenomena.
York Psychology Calendar

Unfortunately, this is true. Do not take psychology to improve your mental health, or to expand your consciousness, or to learn about mystical phenomena. Modern western psychology does none of these things, and this is what is wrong with modern psychology.

In reality, however, psychology should do all of these things, and the fact that it does not, is the major limitation of our modern science. In my explorations in psychology, I have come to realize that psychology did not begin 100 years ago in

Liepzig, Germany when W. Wundt founded a laboratory. Instead, psychology is an ancient science which has been elaborated within mystical and esoteric teachings of all ages: From the vedic texts of India (approximately 3000 B.C.), through the methods of Yoga, Hindu and Buddhist teachings, Pythagoras, Socrates, Plato, christian and jewish mysticism, tibetan and egyptian doctrines, through to modern teachings like that of the Gurdjieff work, theosophy, Krishna consciousness, and so on. As Sri Prabhupada, an authority on the ancient science of psychology, notes, "real knowledge" or "objective knowledge" involves the awakening of consciousness:

Everyone has dormant consciousness of God. It simply has to be developed by proper training. It is just like anything else in life. For example, you have to become a scientist by proper training, proper education. Similarly, the dormant consciousness of God is there in everyone. It simply requires the proper education to awaken it. However, this education is not given in the universities. That is the defect of modern education. Because our government does not know that life, especially human life, is meant for understanding God, they are supporting all the departments of knowledge very nicely except the principle department, God consciousness.

Reasons there may be many, but the principle reason is that this is the Kali-yuga (dark age). People are not very intelligent, therefore they are trying to avoid this department of knowledge, the most important department of knowledge.

Not only are students not taught anything about this aspect of psychological study at most universities, but further, there is a deep-seated prejudice against anyone who

would dare consider such areas of exploration and inquiry.

At York, we have a fine set of ideals engraved in stone on the Ross building: "We at York... must give special emphasis to the humanizing of man freeing him from those pressures which mechanize the mind, which make for routine thinking, which divorce thinking from feeling, which permit custom to dominate intelligence, which freeze awareness of the human spirit and its possibilities." These are fine ideals, as are those expressed at York's recent symposium "On The Future Of Education". If people could really understand all the lies embodied in these words, they would understand the "special emphasis" that we at York actually give to those who would dare to teach and write about the subjects I have been pursuing over the last years. I'll tell you what this so-called *special emphasis* is--it is that of small-mindedness, intolerance and persecution. We don't "unfreeze awareness of the human spirit". In fact, we cannot even tolerate someone who would claim to understand how this might indeed be possible. Did Murray Ross never read the psychology undergraduate calendar? What we should really engrave on the Ross building are these words: "Do not expect university education to improve your mental health or to expand your consciousness, or to entertain you with the weird and wonderful. It won't." This certainly is the age of Kali-yuga.

Christopher Holmes, Ph.D.

violated the most fundamental freedom that we have--the freedom of choice. Not only that, but you took it a step further to violate the principles of democracy and to denounce the concept of fair-and-free elections.

You have so far admitted guilt, but how can you even attempt to concoct a justification for the stealing of ballots in an election? Your claim that you only stole six ballots and that it was 5:30 a.m. is no excuse for going against democracy. Whether it was 5:30 a.m. or whether it was only six ballots that you stole is irrelevant. What is relevant, however, is the fact that you engaged in an act of theft with the intention of pushing up the "yes" vote. And that is against the wishes of students who did vote "no".

If you were convinced that the students would vote in favour of an Ombudsperson's office, then you would not have stolen ballots. Concomitantly, such a shameful act would not have been committed by you who has for so long claimed to serve the interests of our prestigious institution.

Mark, you have brought it upon yourself. Culpability cannot be avoided. I wish you luck in it.

Bipin Lakhani

P.S.--Mark, you told me that you did this because you are only human. Exactly! As humans, we should adhere to the principles of the Ten Commandments.

C.U.E.W. vs G.S.A.

What amazes me is that, in spite of the tenor of his campaign literature, Terry Conlin steadily maintains that the G.S.A. will not become a rubber stamp for the C.U.E.W. I hope he's serious. Perhaps if he, too, admitted that his campaign slogans "should not be taken as fact" his reassurances would acquire more credibility. I hasten to add, however, that during his campaign Terry proposed a number of programs which, in my opinion, are worthy of serious consideration. I hope the combined obligations Terry finds himself under as Internal Vice-President of the C.U.E.W. at York and President of the G.S.A. do not interfere in the implementation of these programs. It might be disappointing for all graduate students.

At this point it is customary to call upon everyone to bury past differences and make an honest effort to work together next year. All right, fine. But I would like to amend custom by suggesting that we adopt a more serious attitude as well. Apologies after the fact, warranted or not, are empty. Also spiteful and vindictive reply to alleged grievances does little to reassure the student body that their needs come first and will be properly attended to. Both posturing are oves in the little game of personal conflict. None of us are free from it. It happens. But it would be nice to put it aside for once and get to work making the G.S.A. responsive to and representative of the graduate students at York University.

John F. Hahn
Former Candidate for Secretary of the G.S.A.

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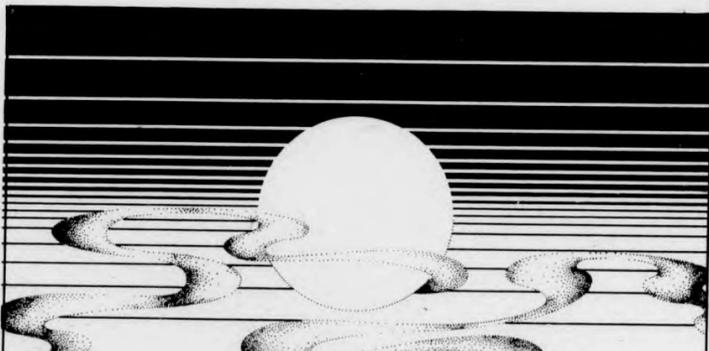
Wherein secretaries and staff (and other interlopers) are invited to bring their own lunch and participate in a demonstration of the amazing, amusing, and (the things one would least expect to find in a University) humanizing, and possibly educational talks by Professor Donald M. Solitar with the assistance of some Micros (and humans too numerous to mention by name)

Date: Wednesday, May 18, 1983 and Wednesday, May 25, 1983
Place: Curtis Lecture Hall "L"
Time: 12:15-12:45 p.m. (repeated) 1:15-1:45 p.m.

First Lecture: "English makes me swear (English ist schwer)", including interviews done by that famous Rogarian Psychiatrist Dr. HermanR. Grossfraud--this is part of a 4 (6 weeks if demanded) week group of lectures to be held on consecutive weeks, same day, same time, and same place.

Second Lecture: Music of the Rectangles, not of the Spheres.

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