84,000 Dhamma Khandhas are for Scholars, Not for Educators

Kirti Bunchua*

Abstract

This presentation is a part of my research, funded by Suan Sunandha Rajabhat University, entitled "Postmodern Education for the Undergraduate students of Present day Thailand." The objective is to find out the appropriate materials as the new logic to induce them to do good for their own interest and happiness. The researcher exposes here only 2 resources of happiness: 1) to accomplish the inner capacity of creativity and 2) to accomplish the inner capacity of adaptivity. In exerting effort for such accomplishment, they automatically acquire all the 4 constituents of human integrity lauded by greatest thinkers of humanity such as the Lord Buddha, Aristotle, Thomas Aquinas, Avicenna.

Introduction

Royal Institute' Dictionary of the Thai Language defines the word ธรรมบันธ์ thus "Articles of morality altogether there are 84,000 in the Tipitaka". (Royal Institute's Dictionary, 2554: 597.) They have been well classified in groups and subgroups, sometimes

with the contexts from the Buddha's sermons. But so far, the number has never been certified by any expert. In the past, there were several endeavors to enstuff as many as possible in the school manuals of the curricula of national plan of study. More complete is the curriculum of the 9 grades of the learned monks known as the Pariendham Curriculum which amounts to the number of several thousands - of which no one dares to count the exact number. Finally all the learned monks are recommended to continue their study to know more and more along their whole life and no one is sure to know up to 84,000 articles of morality. This is the scope of scholars' study, which the moral educators in schools and lay institutes are hopeless to cover.

There have been unending exper imentations to reduce the whole into a set of few virtues for the practical use in educating the youth in Thailand. The set of 12 virtues proposed ley Prof. Thanin Kraivichian is the best known: they are Truth,

^{*}อาจารย์ประจำสาขาวิชาปรัชญาและจริยศาสตร์ บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏสวนสุนันทา

Honesty, Sense of Duty, Patience, Fair Play, Consideration for Others, Kindness, Gratitude, Politeness, Respect for Elders, Keeping Promise and Public Conscience or Caring. (ชานินทร์ กรัยวิเชียร, 2550: 10-12)

A research launched by Kirti Bunchua in B.E.2555, funded by Suan Sunandha Rajabhat University, found out that at the World level, there is a new current called Character Education, based on the new trend of philosophy called Postmodernism or the Postmodern Paradigm. He tries to further the result of the research into the practice of educating the Thai Youth of the undergraduate level of intelligence, so that they may apply the practice to themselves and also to induce their peers into the same way of life.

Only 2 points of the research will be presented:

- The innate creativity in the human nature.
- The innate adaptivity in the human nature.

The Innate Creativity in the Human Nature

The consideration starts from the facts of human nature: All men desire "Authentic Happiness According to Reality (AHAR). We are not satisfied with unauthentic happiness, nor with happiness in a dream or in an imagination, but only with Authentic Happiness According to Reality.

We have to know, then, what is that Authentic Happiness and how to reach it according to reality. Happiness on the suffering of others

— is not.

Suffering for the happiness of others – is not.

Suffering for the suffering of others – is not.

Happiness on the happiness of others – certainly is.

How to Reach Authentic Happiness

First of all, we have to know everything concerning our happiness and suffering in the real situations and according to the nature of each case. In other words, we are happy or suffering only in a context, therefore we must know the context of our possible happiness or suffering in order to be able to choose either of them. We must then, know the external world and our own internal nature. We must know that the universe has creative power in itself

1. The Grand Facts of the Universe

- 1.1 The Earth is a satellite of the Sun, having in its turn the Moon as its satellite.
- 1.2 The Sun has planets as its satellites, each planet (in its 'turn) has a number of moons as satellites.
- 1.3 The Sun is just a star in our Galaxy, called Milky Way or Elephant's path.
- 1.4 Our Galaxy has around 10,000,000 stars, dispersed in a wide area of a wheel form, that is large, round and thin.
- 1.5 The diameter of our Galaxy is about 30,000 light years.
 - 1.6 Beyond the periphery of our

Galaxy, there is a continuous void space. To go directly to the closest Galaxy, light has to travel about 30,000 years (to traverse the distance of 30,000 light years.)

- 1.7 There are not less than 100,000 known galaxies, (one source says over 500,000,000 galaxies.)
- 1.8 All Galaxies are running away from each other: it means the Universe is expanding.
- 1.9 All the stars of the same Galaxy are running away from each other: it means that each galaxy is expanding.
- 1.10 A solar system (like ours) is not expanding within itself, because it has to preserve its equilibrium for its survival. The more we know, the more we wonder of the greatness and the complexity of the Universe.

2. The Universe is Developing Itself At All Times

By the Creative Capacity the Universe has, gradually always within itself since its start as the Nebula, developed itself and developed its creative capacity. We can trace back and analyse the steps of development as follows:

2.1 A Big Bang occurred about 15,000,000,000 (two hundred million million) years ago. This event happened at the Center of the Universe. Since then the Nebula rushed away from the Center without intermission, developing itself along the long way of journey.

2.2 About 1,000,000,000 (twenty

thousand million) years ago, one part of the whole Universe developed itself into our Sun. Before and after that time many stars have been developed in the similar ways of our Sun. The Sun and the stars have been going on developing themselves up to date.

- 2.3 About 5,000,000,000 (five thousand million) years ago, our Earth was separated from the Sun, in the same time as the planets and the comets were separated from the same Sun. Before and after that time, many other planets and comets have been separated from the stars. The Earth, planets and comets have been going on developing up to date.
- 2.4 About 1,000,000,000 (one thousand million) years ago, living things started as unicellular lives: some of them evolved to become fishes, birds, reptiles. It is possible that there are lives on other planets, however we don't have any evidence about it at all so far. So, practically we don't take them into account.
- 2.5 About 100,000,000 years ago, some quadrupeds were evolved from lower lives. They have developed since then up to date.
- 2.6 About 30,000,000 years ago, primates appeared from quadrupeds with the fore-legs being modified into hands (the toes turned to face the other fingers and thus became thumbs). The Primates have been going on since then developing and evolving.
 - 2.7 About 500,000 years ago,

Homo Sapiens appeared as the result of the evolving Primates. The Homo Sapiens has been going on developing and evolving into actual Humanity.

3. Man develops withoutintermission his creative capacity

Homo Sapiens developed their Creative Capacity continuously from the start to date. We can divide roughly the development into four steps in the past, with the present development into the Adaptive Capacity as the 5th step. We shall call them the 5 **Paradigms of human thought.** It is to be noted that in the world of paradigms, while the new ones rise up, the old ones do not cease, but go on side by side with the new ones.

3.1 **Primitive Paradigm** This paradigm occurred in the mind of theprimitives as soon as humans appeared on Earth. It is as old as Humanity. We can, therefore, assume that this paradigm began to exert its role not less than 4,000,000 years ago and never dies away from human mind since then.

The first humans who first lived on Earth, lived in pure Nature, at the mercy of Nature, often threatened by the natural over-power, and sometimes succumbed as victims of natural disasters. Animals, when danger is at hands, are pushed by the instinct of fear to flee for life. Once the danger brought fear away with it, animals lived unworried, because they don't reflect. Humans are different. Though they have the fear-instinct

like animals, and run for life in time of danger like animals, after several experiences of threatening dangers however, reflections about past experiences came up sometimes during peaceful leisure time. They would have wished safety for themselves and their families. For such purpose, they may ask questions as: "Whence came the natural disasters and how could they be eliminated? " No sooner than the questions were determined than they tried to find out the answers. There might have been many possible answers, but the one that appeased the strains of those primitives was that natural disasters together with all natural events were the manipulations of the mysterious powers. There are opinions about their natures and roles, but they are unanimously believed to exist and manipulate capriciously behind all natural happenings. They were called by different names by different groups of peoples.

From such fundamental belief, the primitives concluded that they could avoid the natural disasters only by complying to the will of the mysterious powers and could gain advantages over other creatures by pleasing them These mysterious powers may be called by any names they agreed upon. They are the On-Highs above all visible. They tried hard, therefore, to know the will of the On-Highs and to know how to please them. Those who know these two techniques were considered as the knowers or "the seers" among the primitives: they

enjoyed plenty of privileges. They were indeed benefactors of the primitives, because if no one could offer satisfactory answers to the fright-stricken primitives, they would have been too miserable, for they would have been in the status of unquenchable fear. Though physically they were still victims to disasters, at least psychologically they could be convinced that they were not destined to dooming or destruction, thinking that they could survive because they knew how to please the On-Highs, unlike all the victims who did not know how to please the On-Highs.

Someone may ask why the primitives were easily satisfied with the above answer, and why they did not try to solve their problems through the understanding of the Laws of Nature. We may answer that because they did not believe in any law. They experienced the changing Nature and they saw the dissimilarities rather than the similarities, the changes rather than the laws. For them Universe is a Chaos. This is their Pure Philosophy. Such a pure philosophy determines on them that the above answers are satisfactory. Under such satisfaction, a man hardly has interest to find the Laws of Nature which is believed non-existent. He bestows, on the contrary, all his efforts on inquiring what he is sure of the existence: how to know and how to please the will of the On-Highs. This form of thought was the only trend of human thinking for more than two million years. Surely with such a paradigm, humanity can hardly make progress of knowledge, except for the rare and unintentional inventions by chance. However, the creative capacity of Man could not help advancing to the more advanced form called the Ancient Paradigm about 3,000 years ago.

The highest ideal for the devotees of this paradigm is: "If the will of the On-Highs is not actually expressed, do according to the customs", because the customs are the expressive wills of the On-Highs until further noticed by some believable technique. "You can violate anything except the customs" is the universally accepted criterion of conduct. Even the new will of the On-High is accepted on the basis of some custom.

3.2 Ancient Paradigm The people of this paradigm believe that the World has its own law. It is the Cosmos, not the Chaos of the primitives.

There might have been some geniuses before the Ancient time who believed that the World has its own law, but as they did not transmit their belief to others, so it disappeared at the time of their death without affecting any change. If they did transmit, but no one believed it, they would have been denounced crazy unbelievers and might have been put to death as cursed persons. They, therefore, who first found out the Cosmos and could safely convince others to accept their beliefs are indeed great geniuses. We don't know who those men are of the humanity. The oldest document that shows this

belief is the first page of the Bible. It is the written record of oral traditions among the Hebrew tribes even before Moses. It had been transmitted orally from generations to generations and was put into the written Bible just about 3,000 years ago. The Bible told us how God put an order into the Universe, thus changing the status of the Universe from Chaos (the Universe without Laws) to Cosmos (the Universe with Laws). Since then the Universe has evolved according to those given Laws. Though God, as the Law-Giver, has the right to change any law at will, He would not have done it without necessity, because, generally, it is quite high prestigious to stress the importance of the Laws that He Himself has established it.

In the Greek historical record, Thales (640-545 B.C.) was hailed to be the first who thought that the World (meaning the Universe) is Cosmos. In the Indian culture, Buddha was the first to teach that the Universe and everything in it strictly follow the Laws of Dharma. In the Chinese culture we find Confucius presenting Tao as the Laws of conduct for private as well as social life while Lao-Tzu presented it as Natural Law.

Since Man has believed that the Universe has fixed Laws, he always tries with great interest to find them out. While the Western people had to pass through the phase of interest in the Law of Nature before having interest in the Law of the Spirit in the Middle Ages, the Eastern people

jumped over the interest of the Law of Manu to grasp immediately the Law of the Spirit since the time of Buddha and began to have interest in the Law of nature only when they came into contact with the Western Education just two centuries ago.

In other words, the pure philosophy of the First Paradigm is the belief that the Universe has its own laws. Man must know them and use them as the basis for his happiness in this life. By this reason, the Greeks and the Romans constructed great palaces, great theaters, and great baths, but small temples. If they agreed to construct some great Temples, it was for the sake of their own fame and pleasure rather than for the benefits of their future life: this last purpose belongs to the Third Paradigm starting in the Middle Ages.

During the Ancient Age, only the very progressive people had the Ancient Paradigm in their hearts. Many others still clung to the Primitive Paradigm, that is they still believed in the mysterious powers that controlled Nature according to their paradigm: they both hoped and feared at the same time. If they used the facilities offered them by the inventions of the more progressive ones, they used them then with the mentality of the Primitives; e.g. they might attend the theaters created by the Ancient writers which taught some Natural Laws, but the people of the Primitive Paradigm would attend it with the hope of a Magic Act to gain favor of the Mysterious Powers.

The Supreme Standard of Conduct for this paradigm is "To follow the laws." Kings have authority because they guarantee the peaceful coexistence. Their words are Laws, not because they express the will of God, but because they express the Kings' will to guarantee the peaceful coexistence. By this token, you can transgress anything but Laws promulgated by the will of the Kings or the leaders of societies.

3.3 Medieval Paradigm In Western culture, this paradigm started about 2,000 years ago, with the birth of Christianity. In the East it started at the beginning of the Buddhist Era, about 500 years before the West. This paradigm believes that the Universe follows fixed Laws, but the Laws of this Word cannot give Man a real happiness. The medieval men who had this paradigm in their hearts devoted all their worldly resources to pave their ways for the happiness in the next life. They used to be very stingy for their own living, but very lavish in accumulating merits for the life-to-come. There were plenty of examples of those who were serious with it and lived a strictly mortified life. They constructed great and sumptuous cathedrals and religious objects, but only poor houses just enough for their survival. Their ideal was different from those of the Ancient Paradigm who constructed temples just big enough for their greatest profit; but for their own residences, nothing was spared to make them the most useful and luxurious possible. Meanwhile, there were some in their midst who lived by the Primitive or the Ancient Paradigms and were considered by them as gentiles (uneducated) and unbelievers. Therefore, it is not surprising to see in all religions of that time the manifestations of all the three paradigms.

The supreme criterion of goodness in this paradigm is the conscience according to the teaching of each religion. You can transgress anything except the Rules laid down by religious authority.

3.4 Modern Paradigm Since the beginning of Natural Science around the year 1500, scientific method stands up as a fixed and clear method for the advanced knowledge of the Universe. After establishing itself as an independent subject, the Natural Science invented and progressed so tremendously and rapidly that many people hope that it may solve all problems of Man: one day it might cure and prevent all diseases, eliminate death and old age. All men might remain young for eternity, fearing no sickness, old age nor death. The scientific method might be applied to social organization, so that men might share their happiness with equity and justice. Men would share their responsibility by working each one as least as possible. Most of their time would be spent in recreation and enjoyment, without any mixture of fear and worry of any kind. Our Earth would become "a Paradise on the Earth" without any need for a future life.

This Paradigm believes that the Universe followed fixed Laws. By knowing enough Laws of the Universe, we may transform our Earth into a real Paradise. The believers of this Paradigm devoted all resources to promote the scientific researches, so that the aimed yearning may become true as soon as possible. The fundamentalist ones set up policies to undermine all kinds of religious belief and hope for the happiness in the after-life. Nevertheless, living along with them were those of the Primitive, Ancient and Medieval Paradigms. In all aspects of life, there were manifestations of the four Paradigms competing with each other. The same phenomenon can be said about the beliefs and the practices of the members of all religions.

The supreme criterion of goodness in this Paradigm is Reason. Reason is used to convince the people. It is the criterion of all kinds of judgment and evaluation. "Reasonableness is always right, and unreasonableness is always wrong"

Man is the highest creature in the Universe because his creative capacity is the strongest and also because he has the Capacity of Adaptation, (the Adaptive Capacity), to control the Creative Capacity.

The innate Adaptivity in the Human Nature

In the first section, we analyzed the Creative Capacity of Man from the first or the Primitive Paradigm up to the Fourth or the Modern Paradigm and we found out that they all could bring happiness to humans within a certain limit at each level of human development. Humans had never been satisfied with their past achievements, they tried more and more to invent by using their creative capacity; finally they invented the nuclear weapons for judging conflicts. So far more than 100 millions fell victims to the effect of this marvelous invention of the Creative Capacity of Man. The more conscientious scholars analyzed the situation and found out that if humans continue to use their creative capacity without discrimination, human race may become extinct, because the nuclear war will massacre all livings and will also break into pieces our planet, the creative capacity will become the destructive capacity, and even the creative capacity itself will be terminated. Hence humans tried to solve the destructive effect by the Adaptive Capacity which was already found hidden in human nature. Moreover, now we find out that all parts of the Universe are imbued with the Adaptive Capacity. Therefore we have to develop our innate Adaptive Capacity to control our Creative Capacity, if we want to survive at all.

We come up to the Critical Mind which is the characteristic of the Fifth or the Contemporary Paradigm of human capacity.

1. Critical Mind Comprises Analysis and Evaluation. It is the scope of this subject to train our students to get acquaintance with

these two valuable capacities during their undergraduate education, so that they may develop and effectively use the critical mind in their further study and especially in their daily life. In so doing we do hope that they will be responsible for all what they will do or think of doing, thus will lead them to the Authentic Happiness According to Reality (AHAR), both for themselves and for all their neighbors.

With the Critical Mind as our tool, we shall proceed to analyze how to use the Adaptive Capacity to control our Creative Capacity, because, by so doing, we will realize that the Creative Capacity, though very dangerous, is not bad in itself. Under an appropriate control, it yields marvelous benefices. We can, then, control the Creative Capacity and let it go on creating safely and beneficently, instead of cutting short off totally from the creative endeavor by the naïve reason that "because it is dangerous".

Our Critical Mind will proceed to consider the following points:

- Effects of the Creative Capacity
- Causes of War and Peace
- Formation of Detachment

2. Effects of Creative Capacity

2.1 Satisfaction

1) The success of Science through the Fourth Paradigm suggested a hope that one day Natural Science will be able to solve all human problems: we shall be able to cure all diseases, prevent all weak symptoms, eliminate all harmful germs, prevent and cure even senility. In a word, we shall be immortal in this World.

2) As there is no more sickness, senility, or death for all humans, we have no need of new citizens, so new birth will be completely eliminated. We shall waste no more time for education of the young and for hospital services. All schools and hospitals will be closed for ever. We shall use computer and robots to help us as much as possible for the remaining services. Humans will work very little, but will have a great deal of time for recreation and touring. By dividing and sharing our works and responsibilities for mankind, it is possible that one person may work only for one day in a month and take a rest for the rest of the month. For travelling each person will be given a travelling machine, by which he can go anywhere with a desired velocity by just pushing the buttons. For cookery, each one will receive enough food capsules for each month and a certain number of tickets for delicious dishes prepared under the computer control so that healthy quality and excellent taste may be guaranteed. Presidency and Premiership will be the most tiresome positions, so we shall ask 30 persons to undertake the burden of each position, and they also take turn in their offices, so that each one should work only one day per month and can rest also like others for the remaining days of the months. This is the prospected Paradise on Earth that the promoters of the Fourth Paradigm may aspire.

above, all citizens of the World State will be satisfied. There will be no more aspiration for anything better. No one will aspire for the right of something more or something less. Each one can enjoy oneself or be abstained from his right at will. There will be no more jealousy, competition, persecution, corruption, nor opportunism. Everyone will be willing to perform one's duty which is minimum service and enjoy one's own maximum pleasure. Permanent Peace will be realized once and for all. This is the Utopia, the Paradise on the Earth.

2.2 Disappointments

- 1) The First World War took about 10 millions of human lives, because the warriors used scientific weapons to kill each other and destroy a lot of valuables. The Second World War sacrificed about 100 millions of human lives and invaluable treasures of humanity, because the Warring-Nations used technology and nuclear energy to exterminate one another. If the third World War should occur, most probably, the whole humanity will be extinct and the Earth itself will be split into pieces. Science is creative or destructive?
- 2) It seems, at present, that there is not any possible prospective that human kind will be able to avoid sickness, senility (old age) and bringing up new generations. The medical Science sees no end

of preventing and curing diseases, because when one disease seems to be under control, one or more new diseases appear upon the scene, often more serious than the overcome one. Moreover, the hope of preventing senility seems to be farther away than before, because decay seems to be natural innate to every individual living creature, as birth and growth. In this case, there is no disease to prevent or to kill, and to obstruct nature is evidently unnatural.

- 3) The more Science advances, the poorer people become. The poor people now work harder than before, but they still don't have enough to eat. A small number of the rich people become richer and richer, and they themselves do not know what is the benefit of becoming richer, because the greater riches cannot add any more to their actual pleasure, but bring in worries and pains. However they cannot resist their own instinctive desire of having more and more without limit.
- 4) The progress of Science and Technology bring with them all kinds of pollutions of environments, the dilemma of which no one, so far, can find an effective way out. (If you want to solve the problem you have to progress more in scientific invention, and if you invent more, you pollute more!)
- 5) With the advancement of Technology so far, men do not work less as it was expected before. On the contrary,

they have to work more to be able to pay more taxes which is necessary for the more advanced defensive capacity of the Government, and also to pay more expenses for the safety of their own lives and those of their families, and for the safety of their properties.

3. Causes of War and Peace Once we come to the conclusion that another World War cannot be allowed to happen without risking the total destruction of Humanity and the Earth, we must be sure that we can prevent it effectively, because we cannot concede to even another risk. We must immediately analyze to find out the real sufficient cause of War so that we may tackle the right problem. We find out fortunately by the capacity of our critical mind, that it is the Attachment. We find out further that all the four previous Paradigms belong to the same category - Philosophy of Attachment - that is when an opinion is confirmed right, all the others must be wrong. The followings are the sequences of Attachment:

Attachment begets Division

Division begets Competition

Competition begets Distrust

Distrust begets Annihilation

Annihilation begets Fight and War

It is not surprising, then, that the whole course of the History of Mankind is full of wars and fightings. It is a pitiful observation that the whole Human History sees only 1 week of global peace — no record of any fighting between nations. It was the

only special week after the explosion of the Atomic Bomb over Nagasaki.

So, if we can eradicate the Attachment from human minds, it will be like throwing the cause of wars into oblivion, or cut the Invading Fire from the wind blowing. By so doing, we hope to end the wars, fightings and quarrellings in the roots. Detachment will replace attachment, thus:

Detachment begets Division of Responsibility

Division of Responsibility

begets Collaboration

Collaboration begets Trust

Trust begets Mutual Understanding Mutual Understanding

begets Peace.

We evaluate, then, that if we wish peace we have to eradicate Attachment, according to Buddhadasa's words in various occasions:

Consider all religions as one religion that teaches the suppression of suffering by selflessness. All religions that exist now in this world and teach selflessness, are said to have pure water that is to have the real element for the suppression of suffering. Any religion teaches selfishness does not belong to our category, because we don't call it religion. We may lay down as principle that the teaching of selfishness is not religion while the teaching of selflessness is religion and we can include it in our category. Though various religions have different rituals, they are like waters from different sources, after

distillation, we get the same pure water. Water from any sources, once distilled, yields the same pure water, though the distillers are of different types, because any good distiller may produce the same pure water.

If we are wise enough to use the fight method of selecting the core from all religions, we shall find out that all religions can understand each other, they can agree. Religious agreement is beneficent to all men, among nations, among fellow citizens, among relatives, among persons, between husband and wife. Mutual understanding in the matter of religions keeps us away from all suffering.

Authentic religions replace selfishness with selflessness, that is doing for the sake of something else, e.g. for God, for Dharma; by so doing all problems will disappear. As we profess different religions, we are different from each other only externally; internally we profess the same faith: to suppress all suffering by selflessness. There are many means leading to this same goal: some may use enlightenment, some may use the spiritual control, and some others may use faith. Anything is good if it can suppress selfishness. Therefore anyone who seriously practices his own faith practices all other faiths as well: Many may disagree what I said. Even among you who are present, some may disagree with what I really mean: a real Buddhist is also a real Christian, you must be selfless, and therefore must be a Buddhist also. By the same token, if you are a Buddhist, you must be selfless, and therefore must be a Christian as well.

All those who are enlightened speak like this. I am not the first who said it. All the enlightened in our word speak like this, e.g. Mahatama Gandhi. A real Buddhist is automatically a real Christian. Conscription is not necessary. All those who are selfless, who work for others, belong to the same category. A Christian can be a very good person. Therefore, please remember that if you are real Buddhists, you are members of all good and authentic religions; that is, you tend to suppress all selfishness, to be stripped off from all egoism, and from all attachments.

If we only tend unanimously to suppress this defect of humanity - the selfishness - all religions will join hands, will unify their purposes as companions of suffering, birth, old age, sickness and death. If we are selfish, we would act in such a way that "I am I, You are You". In such a way we can't be companions of suffering, birth, old age, sickness and death. Therefore, once we delete our selfishness, we all become immediately companions of suffering, birth, old age, sickness and death.

I have declared many times, but in vain, that we can, here and now, establish the religion of Phra Sriariyametrai, if all of us change attitude to love each other selflessly. No sooner the selfishness disappears than the religion of Phra Sriariyametrai appears there and then. We can't realize it present, so we have to wait. However we have to announce.

so repeatedly announcing while waiting that it may come true one day. I should like to ask you a favor for the moment that when you speak about "other religions", you should not use the contemptuous pronoun as "mun" in Thai, only because you don't understand in depth those religions. Please make up your mind not to use the pronoun "mun", (Third person singular or plural), when you refer to other religions, or other groups of people, or even animals, for we have to love them all even the animals. Animals are also our neighbors that we have to love as we have to love human neighbors and members of other religions. My dream will come true quicker if all religions try to understand this same point. It will be really quicker if all parties see this core of all religions and agree to turn their face to each other. Joining their hands, they are doing the will of God, of Dharma, of Absolute Law of Nature. I recommend you all to consider this point seriously.

As for this trend, it means no one considers anything his own. The religion of selfless love is accordingly so necessary that all humans should have in their hearts, as basically for neighborly coexistence as alphabets are the foundation of all knowledge. We must all profess "Religion of Selfless Love" so that we may live peacefully as neighborly homes, neighborly villages, neighborly towns, neighborly states, neighborly countries, and finally neighborly worlds in the future. This precept is unobjectionable. The more one

proves, the more one sees that it a Natural law that all humans have to live together in this way. Any religion teaches this basic principle.

"In doing Comparative Religion, I expect to find the same core for all religions. All religions are based on the "Love of our neighbors". I wish that my explanation might not have anything to be against the Pope's intention, that no one of my coreligionists might accuse me of being hurled in bazaar opinions that might profane the holy doctrine of other religions. Please keep it in your mind for further reflection. I myself am clearly convinced. I have no fear to compare religions in this way. I don't see any harm to any party. I see only profits for both parties and I reconfirm to go on my way without hesitation. If there is any means available, I will publish all these ideas to all peoples of the world for their considerations whether they are fit, whether they are apt to bring good results, and whether they should be put into universal practices." (from Kirti Bunchua's Private Collection)

Conclusion

The eminent characteristic of this new method of education is that it does not take into account the number nor the name of virtues to be cultivated. It emphasizes instead the development of the quality of life from the potentiality of the human nature itself, hoping that the good character resulted will

satisfy the integrity of a human personality whose composites are 4 enumerated by Aristotle, corresponding to the Buddhist 4 Layman Virtues:

- Sacca=Phronesis=Prudence or Practical Wisdom
- Dama=Metrispatheia =Temperance or Sufficiency
- Khanti=Tharros=Fortitude or Perseverance in training
- 4. Caga = Dikaiosune = Justice or giving everyone his due (Phra

Brahmagunbhorn, 2556: 113)

Integrity is another word for good character. Once a person is equipped with these 4 composites of integrity, he has a good character and a good conscience, anything he decides to act and his behavior are always a perfect conduct, pointing certainly to 1 of the 84,000 dhamakhan, mentioned in the Royal Institute 'Dictionary of the Thai Language, to 1 of the virtue recognized by any code of conduct, to any set of morality based on any sound trend of philosophy of humanism.

BIBLIOGRAPHY

กีรติ บุญเจือ. **จริยศาสตร์ตามหลักวิชาการสากล.** กรุงเทพฯ: ศูนย์ส่งเสริมและพัฒนาพลังแผ่นดิน เชิงคุณธรรม, 2551 พิมพ์แจกอันดับที่ 59.

พจนานุกรมฉบับราชบัณฑิตยสถาน. 2554.

พระไตรปิฎกภาษาไทย ฉบับมหาจุฬาลงกรณ์ราชวิทยาลัย. กรุงเทพฯ: โรงพิมพ์มหาจุฬาฯ, 2539, เล่ม 24.

Bauman, Zygmund. Postmodern Ethics. Oxford: Blackwell, 1996.

Bell, Ruth. Changing Bodies, Changing Lives. New York: Ramdom House, 1987.

Bennett, William. The De – Valuing of America: The Fight for Our Children and Our Culture. New York: Simon and Schuster, 1994.

Bitinas, Bronislav, ed. My Journey in Life: A Student Textbook for Character Education. New York: International Educational Foundation, 2000.

Devine, Tony, ed. in chief. Cultivating Heart and Character: Educating for Life's Most Essential Goals. New York: International Educational Foundation, 2000.

Dickens David. Postmodernism and Social Inquiry. New York: Guilford, 1994.

Featherstone, Mike. Consumer Culture and Postmodernism. London: Sage, 1991.

Francis Fukuyama, The End of History and the Last Man. New York: Free Press, 1992.

Harmin, Merrill. "Value Clarity," Educational Leadership (May 1988), pp. 24-30.

Huntington, Samuel P. *The Clash of Civilizations and the Remaking of World Order*. New York: Simon and Schuster, 1996.

Kellner, Douglas. Baudrillard: A Critical Reader. Oxford: Blackwell, 1994.

Kirschenbaum, Howard. "A Comprehensive Model for Values Education and Moral Education," *Phi Delta Kappan* 73 (1992)

Leming, James. Character Education: Lessons from the Past, Models for the Future. Camden, Maine: The Institute for Global Ethics, 1993.

Morrow, Raymond A.. *Critical Theory and Methodology*. London: Sage, 1994. Moscow: International Educational Foundation, 2001.

Murphy, Nancey, *Anglo-American Postmodernity*. Oxford: Westview, 1997. NC: Character Development Publishing, 2000. New York: International Educational Foundation, 2001.

Nucci, L.P. Handbook of Moral and Character Education. London: Routledge, 2008.

Phra Brahmagunabhorn. Dictionary of Buddhism. Bangkok: Dhammasabha, 2556.

Raths, Louis. Value and Teaching. Columbus: Merrill, 1966.

Rudolph, Frederick. *Essays on Education in the Early Republic*. Cambridge: Harvard University Press, 1965.

Russell, William B. Reel. *Character Education*. New York: Information Age Publishing, 2010.

Salls, Holly Shepard. Character Education, 2007.

Scheurich, James J.. Research Method in Postmodernism. London: Sage, 1994.

Schwartz, Merle J, ed. Effective Character Education. New York: McGraw-Hill, 2008.

Seuk, Joon Ho. Educating for Life's True Purpose: Fostering Character, Love and Service.

New York: International Educational Foundation, 2000.

Simon, Sydney. Values Clarification. New York: Hart, 1972.

Smagorinsky, Peter. The Discourse of Character Education. Joel Taxel, 2005.

Sowell, Thomas. Inside America Education. New York: Free Press, 1993.

Spring, Joel. Political Agendas for Education. London: Routledge, 2010.

White, Stephen. *Political Theory and Postmodernism*. Cambridge: Cambridge University Press, 1991.