

## ERRONEOUS ASSUMPTIONS

"Typical" forms of schooling are generally based on erroneous assumptions about the human being and life which can often choke, destroy and cut him off from his innate knowledge, wisdom, beauty and love.

### *Erroneous assumptions such as:*

- 1) The human being is inherently undisciplined, lazy and unintelligent. He is born a sort of void or blank slate with no innate qualities nor potential to be revealed naturally in time.
- 2) The world is a fearful and dangerous place. Life is about survival, and survival is about money.
- 3) The worth and measure of the human being is derived by comparison to and competition with others.
- 4) After survival and money, life is about power and possessions.

## OUR APPROACH

Our educational approach is based on fundamentally different principles regarding the human being and human nature.

- 1) *The human being has innate discipline, motivation and intelligence.* His unique capacities and potential are realized naturally over time when properly supported and nourished by his social and physical environment.
- 2) *The world is a reflection of ourselves.*  
We make of it what we choose.  
*Life is about Love, and Love includes money.*
- 3) *The worth of every human being is priceless and without measure.*  
*Comparison* is for recognizing and honoring our differences and uniqueness.  
*Competition* is for mutual encouragement and inspiration to each be our own best self.  
*"I am better than no one. No one is better than me."  
"All are created equal"*
- 4) *Love is true power, and Love is beyond possessivity.*

## EXAMINATION OF CONSEQUENCES

of "typical" erroneous assumptions:

- 1) Discipline must be imposed and enforced, motivation must be artificially manufactured and knowledge must be forced into the mind systematically and routinely like programming a machine.

The being is seen and therefore treated more as an empty-headed vessel to be filled from outside, as an otherwise useless inanimate machine or blank computer requiring externally controlled manipulation and programming from the ground up...

Rather than as *an organic, living being with a natural life cycle and rhythm of growth, development and unfolding*, with inherent "programming" already "installed" to reveal and experience stage by stage a fulfilling and productive life.

- 2) The human being must be trained to make money and have marketable employable skills and credentials as a first and urgent priority - even more important than *honoring and respecting, every step of the way, the whole human being*; including his individuality, self-determination, feelings, inclinations, timing, happiness and well-being. This money priority strangely and erroneously assumes that by honoring and respecting the whole human being as the priority, we would somehow forfeit his chances of survival and condemn him to struggle, suffering and even death.

"Typical" schools are then designed like factories, pumping out assembly line "products" (our children) for the "marketplace" (bought and sold for salaries, benefits, degrees and positions) without due and diligent regard for the "product's" fundamental well-being and happiness at all times. This in fact usually condemns the "product" to an unhappy life of toil, struggle and suffering for the sake of money and survival - ironically the fate the educators originally sought to avoid.

This factory type money-making education reinforces and enhances, rather than diminishes, the root assumptions and attitudes that life is a fearful and dangerous question of survival. These assumptions are then experienced by the individual as real-life events confirming the assumptions, like a self-fulfilling prophecy, even though the assumptions and events do not have an objective reality of their own separate from the individual. The events and experiences are in fact the reflection of the individual's subjective point of view and assumptions.

This self-fulfilling phenomenon is witnessed in modern psychology and quantum physics in which it is understood that the observer's mind-set influences and determines the outcome of his observation, i.e. he will find what he is looking for. Change what he is looking for and he changes what he finds.

*Assume the world is a fearful and dangerous question of survival, and life will give you experiences to confirm your assumptions.  
Change your assumptions and you change your experience of the world.*

- 3) "Typical" schools create systems of grading, testing and evaluation based upon comparison and competition, in which higher value and superiority is placed upon "better" grades and "winning" of competition, and lower value and inferiority on "lower" grades and "losing".

*These systems result in psychological/emotional damage and recurring problems in their "victims" - whether judged "superior" or "inferior", such as:*

- a) Externally derived unstable sense of self-worth
- b) Externally based faulty motivation habits
- c) Fear of criticism, failure, success, creativity, risk
- d) Needy for approval, attention, achievement
- e) Low self-esteem and apathy towards life
- f) Distorted, irresponsible or neglected sense of self
- g) An attitude of conquest instead of cooperation

- 4) In our approach the only conquest and possession is to *conquer oneself and realize one's potential.*

## SETTING A DIFFERENT COURSE

*Such erroneous assumptions and their consequences* are deeply ingrained in our contemporary western societal consciousness, historically passed down from antiquity, and thus pervade all aspects of societal life, i.e. education, government, military, religion, medicine, business, etc. ***They have become part and parcel of the very fabric and structure of our whole society***, taken for granted to the point that most people, having been immersed their entire lives from the moment they were conceived, cannot even begin to recognize them as merely assumptions which can be challenged, changed and/or discarded.

***Our approach aims to directly cut through the current societal fabric and to weave in a fundamentally different pattern - set a different course.***

We call it "***Experimental***" and "***Experiential***" because it will ***challenge*** those who choose to experiment with us:

**A) to risk** going beyond their personal landmarks, points of reference and sense of bearings resulting from past experience of the "typical" environment they were born into and have been immersed in, and with which they are therefore "familiar" and "comfortable" even though they may not agree with certain aspects of it;

**B) to willingly and continually *question, examine, re-examine, and re-evaluate*** their fundamental personal assumptions about Life and its true meaning, to suspend judgement and allow previously unseen and even previously ***unimaginable experiences to unfold from within the vast unexplored terrain of human potential.***

***Criteria for the participation of students will be:***

**I)** first and foremost their ***sincere desire*** to be part of the experiment;

**II)** for minors, the sincere willingness of their parents to allow their children to participate in the experiment.

***Money and capacity to pay will not be an obstacle nor an advantage to participation.***

## BIOGRAPHY

**Jaxon and Marie Wu** are husband and wife. They are not part of any religion, spiritual movement nor philosophical / psychological / medical system. They are involved in the observation, study, practice and teaching of health, psychology, ecology, art, metaphysics and devotion in daily life. They have produced 2 music CDs, and have reproduced for distribution 12 original paintings. They manage the "**Foundation for Divine Living**". They receive no salary from the Foundation, only food and lodging. They have donated all their possessions to the Foundation and have no personal assets.

**Jaxon Wu** was born in New York City, USA of Chinese immigrant parents. He was raised without any religion nor spiritual practice. He received a bachelor of science degree with high honors in "Engineering Physics" from the University of California at Berkeley. In addition, he researched into "Social Dynamics, the Psyche and the Self" at the University of New South Wales in Sydney, Australia. Later, he graduate researched in "Mysticism and Religious Experience" and in "Psychoanalytic Studies" on a "Rotary Ambassadorial Scholarship" at the University of Kent at Canterbury in England. After working in Strategic Planning in the high-tech industry, he began teaching healthy living practices and started the "Foundation for Divine Living" as a vehicle for his work in the world. He writes, sings, composes and performs music, and has training in Yoga, and Oriental martial and internal arts. He has performed music and taught healthy living practices in many countries throughout Europe and in other parts of the world. While working in Paris, France he met Marie Wu.

**Marie Wu** was born in Paris, France of native French parents, and also lived several years as a child and young adult in San Francisco, USA. She was baptized Catholic, though she received no formal religious education. She studied "Foreign Languages (English & Spanish) Applied to Law and Economics" (LEA) at the university La Sorbonne in Paris. Afterwards she pursued a career as an actress for over 10+ years in theater, film, television and voice. She has received training in "Breath Therapy and Counseling". She has passed significant time in India. She sings, paints and does pottery. When she met Jaxon Wu, she was finishing her career as an actress and naturally joined him performing music and teaching healthy living practices.

# School of Daily Life

An ***Experimental Experiential Education*** offering ***Learning Alternatives*** to typical forms of schooling, for children and adults.

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*If the human being of any age is allowed and encouraged to identify, follow and develop his own innate interests, abilities, capacities and talents...*

*Throughout the course and phases of his life he will be effortlessly spontaneously motivated to learn, to discover, to explore and experience himself and his environment, to expand his horizons and his consciousness, and to contribute to his society - to the whole of which he is an invaluable part - for the greater good of all...*

*And he will lead a happy, balanced, satisfying, enriching and productive life in which his basic material needs including money will naturally fulfill themselves.*

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***Foundation for Divine Living***  
US 501(c)(3) non-profit public charity

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