

EDITORIAL

"Your unlit flame can suddenly become lighted - if you come close"

from TAO by Bhagwan Shree Rajneesh

LUMINARIES and Luminaries

Historically, those with special or transcendental powers have been thought of as luminaries. Most luminaries have emerged from the mystical realm of religious tradition. Two notable luminaries of ancient times were Buddha and Christ. Both were superstars of the luminary legion; that is, they were *Luminaries* rather than luminaries. Such *Luminaries* in human history have been seen as people who see more than others. Although many *Luminaries* have been intelligent they did not have to be geniuses. While many *Luminaries* have been knowledgeable, they did not have to be specialists or experts in Renaissance poetry, Canadian history, or computer electronics. And, even though many *Luminaries* have been teachers - Buddha and Christ being significantly luminous teachers, they did not have to be teachers, certified or otherwise.

The tradition behind the *Luminaries* of our history is frequently grand and sometimes painful. Many of the superstars of the luminary heritage have had glad and sad experiences tied to their destinies. However, no less so have glad and sad experiences painted the destinies of the counterpart to the *Luminaries* - the teaching luminaries. While the *Luminaries* may shine brightly throughout human history, anybody who teaches illuminates. Teachers may shed light of a different sort, but they glow nonetheless, casting light on the heart of darkness. Few of us meet *Luminaries*, while most of us meet luminaries. Both groups are useful and responsible but to different people for different reasons. Teachers oftentimes fail to see or forget they have the candlelight or floodlight - depending on their capacities. Since being a teacher and being a student is commonly a role that alternates, we focus here more on people who teach than on certified teachers. For when students illumine their certified teachers, the students have become the luminaries.

The point of all this talk about our varying candlepower and wattage is to remind teachers of their luminous power. We are not suggesting that you must enlighten your students to Absolute Being or to God, we are humbler in our aim: to answer questions about matters others know little to nothing about - that is, to light a candle in a dim or dark room.

If we see ourselves as luminescent teachers, perhaps we shall be more willing to shine like the sun and glow like the moon. As one teacher puts it, "I am like a lamppost that is always on but noticed mostly at night."

R.A. FIORDO, Editor