teach us. In some ways, I think the Orthodox Jewish education is like that. Each generation that is further from Mount Sinai knows less, and so we really want to try to absorb all that the older generations teach us before we think about surpassing them.

"But I think a mix is the right way... I used to be on the bandwagon of memorization is just stupid, I hated it when I was in school. You can't just say the name of the poem, you just say the name of the poem and now you have to memorize it! Then I was in Dhatarmala, I gave a talk to the Dalai Lama, and we were talking afterwards. I asked him, I said, 'I've told you about Tools of the Mind. What is a Buddhist way to train the minds of young children?' The Dalai Lama said, 'We don't try, we wait until they get older.' But his translator, [Thupten] Jinpa said, 'We have them memorize. We'll take something long and each day they have to memorize a little more. It's a mental discipline that we're teaching them. It think it's a way of disciplining the mind, training the mind. I think there's a real place for it, in that case.'"

In fact, memorization can afford more cognitive and creative freedom. "What you want to do as you keep getting older is not have to pay attention to the details and be able to chunk things, so that you can deal with more and more the bigger picture and related things," said Diamond. "The more things are memorized, the more you can chunk it. You don't have to go through the words of the poem, you just say the name of the poem and now you have all of it. Now you have a lot more information at your disposal to be able to play with and work with.

Most of all, it's important to grasp the (misunderstood role) of joy in nurturing developing minds and healthy children, she suggested.

"Of course, the idea that joy is the opposite of seriousness and the Jewish families really let the child know that the child is loved and cared for, they're there for the child."

She added, "Of course, a kid who is not securely attached is going to be more fearful, it's going to be harder for other people to get close to him, for him to get close to other people. A kid who is securely attached thinks the world is a good place, he's safe, he can trust other people, he can trust the world. There's a lot more reason to feel relaxed and joyful.

Awards president in Diamond's work is Abraham Joshua Heschel's emphasis on doing in Jadidism, action, not belief, is key. "There are two things. One is, when we're not talking about serious things, we learn by playing that we are already involved. The young person is just passing the test, you say, well, why should kids be actively involved in learning as opposed to just be passive recipients, everyone can understand that process. And the second is more serious, it's the idea of joy.

"The Dalai Lama has said, if you want others to be happy, practice compassion. If you want to be happy, practice compassion. Now, the first part makes sense to everybody. The second part doesn't always make sense. It will never make sense intellectually, she continued, "the only way it makes sense is for you to do something nice for somebody else and see the wonderful smile you get in reaction, and then you understand. Or somebody says how meaningful that was to them or how important it was and then you see what you get back. But there's no way to understand that without experiencing it."

So, you tell the cynical kid, I want you to just do it for awhile. What Heschel said is that the musician might be playing for the money, but it's the joy of the moment that he's playing it for. He's playing it better.

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"But I think a mix is the right way... I used to be on the bandwagon of memorization is just stupid, I hated it when I was in school. You can watch a child and ask them why do you have to memorize it? Then I was in Dharamsala, I gave a talk to the Dalai Lama, and we were talking afterwards. I asked him, I said, 'I've told you about Tools of the Mind. What is a Buddhist way to train the minds of young children?' The Dalai Lama said, 'We don't try, we wait until they get older.' But his translator, [Thupten] Jinpa said, 'We have them memorize. We'll take something long and each day they have to memorize a little more. It's a mental discipline that we're teaching them.' I think it's a way of disciplining the mind, training the mind. I think there's a real place for it, in that case."

In fact, memorization can afford more cognitive and creative freedom. "What you want to do as you keep getting older is not have to pay attention to the details and be able to chunk things, so that you can deal with more and more the bigger picture and relating things," said Diamond. "The more things are memorized, the more you can chunk it. You don't have to go through the words of the poem, you just say the name of the poem and now you have all of it. Now you have a lot more information at your disposal to be able to play with and work with.

Most of all, it's important to grasp the (misunderstood) role of joy in nurturing developing minds and healthy children, she suggested. "Joy is not this thing that you say is the opposite of seriousness. Following the Dalai Lama, we often think that joy is the opposite of serious. If we're feeling joy, we're not thinking about the problems of the world. If we're feeling joy, we're not dealing with the things that are critical to the world. Joy is something that is a mental discipline that we're teaching them. It's a mental discipline that we're teaching them.

"The Dalai Lama has said, if you want others to be happy, practice compassion. If you want to be happy, practise compassion. Now, the first part makes sense to everybody. The second part doesn't always make sense. It will never make sense intellectually, she continued, "but the only way it makes sense is for you to do something nice for somebody else and see the wonderful smile you get in reaction, and then you understand. Or somebody says how meaningful that was to them or how important it was and then you see what you get back. But there's no way to understand that without experiencing it.

"So, you tell the cynical kid, I want you to just do it for awhile. What Heschel said is that the musician might be playing for the money, he might be playing for people if he's thinking about the money when he's playing the concert he's not gonna play a good concert. While he's doing it, he's got to be to hear and soul in the music. So, if the child wants to see what it's like to do nice things for people, for a few times those few times when he's doing nice things, he's got to be to hear and soul, not cynically doing it, but doing genuinely. I think, in short order, the child who plays music will see the difference that having something back from it. You don't have to do it for years and years before you can see the wisdom of what mom and dad wanted. You can see it pretty quickly."