





# SAI JEWELS

Sri Sathya Sai Organization Region X of Zone 3 countries, Institute of Sathya Sai Education San Pedro  
Serving Brunei, Indonesia, Malaysia, Philippines, and Singapore

2003-2005 *Years Of Educare-Medicare-Sociocare*

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## Thought For the Month

Trees bear fruits for the benefit of others; rivers flow for the good of others; the human body too is for rendering service.

Service deepens compassion & brings about Transformation.

- *Sri Sathya Sai Baba*

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Kindly send any material to country contributors or to **The Chief Editor, Sai Jewels, c/o 27 Oliva Street, Valle Verde 4, Pasig, Metro Manila, Philippines.**

Tel: 63-2-634-1409. Email: lakshmi.seetharam@skynet.net

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# Message for students



The education of today is not real education; it is merely an avocation to enable one to make a living. The aim of real education is character. What is the use of acquiring so many different types of education and degrees like M.A. or B.A? People may spend a lot of time learning many things, they may acquire high positions in life but these will only make them argumentative. By just academic education, complete wisdom cannot be acquired.

Today, a student is becoming a slave by simply imitating others. He is destroying his own ideas and his individuality. Students should not only excel others in getting marks and credits in the exams but also take care to see that they do not get remarks. In fact, not getting remarks on one's behavior is more important than getting marks. Do not become beggars with

a begging bowl of a degree and move from office to office in search of a job. Parents have given you the gift of the body, clothes, the

entire life – show respect and gratitude to them. Respect to the elders must be shown by service and sacrifice. Even if you have only two dresses, you should wash and wear them clean. Then only you will command respect. On the other hand, students go and buy a new pair of pants, cut them in certain places and put patches. Today students wear clothes, which give the feeling that they are street beggars with no humility. Such a person must have been a beggar in his previous life and continues to be so in his present life. Some are so lazy that they do not wash their faces daily. What kind of examples can such students set? **Laziness is rust and dust, realization is best and rest.** Work is worship, duty is God. Work and worship are your two eyes and between those two eyes, you must

carry on your life. Students have a sacred and tender heart. They should

not enter politics. After completing education, if they wish to serve the country, they may join politics and do so. Students need to be trained to develop three qualities – service to the country, sacrifice without being selfish and devotion to spirituality.

## True Purpose of Life

Man without God is not a man. God without man is always God. This implies that God is still God, even if man is not there but man without God is not human. Man then becomes inhuman. Animals and birds also eat their food, look after their offspring, and do other similar things. They do not grow their food. They get enough to eat at appropriate

times. If we spend all our life in merely searching for food, how different are we from animals; why should we

get educated at all? What is meant by affluence in life? A dog in the street is also experiencing the kind of pleasure and joy experienced by a maharaja. Do we conclude that a dog and a maharaja are on the same footing? Man is not born merely to eke out a livelihood. This cannot be the purpose of life. Truly man's requirements for his daily sustenance and upkeep are very few but the time spent in fulfilling these requirements is much larger than the needed demands. Time is God and so time should not be wasted.

## Mind is a bundle of desires

The period between sixteen and thirty-two is a golden age. This is an age when the youth have the strength to overcome the obstacles that come in the way and can control their

*There is only one religion - that of Love.*

*There is only one caste - that of Humanity.*

*There is only one God—He is omnipresent.*

*There is only one language - that of the Heart.*

actions and thoughts. If at this age, students cannot control their emotions, how and where will they get the strength to control emotions when they grow older? Every student should exterminate any bad idea or thought that sprouts in the mind. Mind is like a mad monkey and do not surrender to it. As soon as a thought comes into the mind, examine whether it is a good thought or a bad thought. Let us look at a piece of cloth. In reality, it is a bundle of threads. Examine it more carefully, it is just cotton. The first stage is cotton, the second stage is thread and the final stage is the cloth. If we do not like this cloth we remove the threads one by one and the cloth will not be there. Similarly, the mind does not have any specific form. It is simply a bundle of desires. Desires come from the thoughts of the mind, which can be compared to the cotton. Thus the three stages are the cotton or the thoughts, the thread or the desires and finally the desires that constitute the mind, which is the cloth in this analogy. It is better to diminish these desires that are like heavy luggage in the journey of life. The journey of life for the youth is a very long one. To make it comfortable, carry less luggage.

### Good students are like teachers

It is the beauty of a pure and clean heart that will give the strength to cleanse the world. Whatever actions undertaken, the reactions will come in the future. If today as students you show respect to your parents, then your children will respect you when you grow up. For this, teachers need to set the right example. They should exhibit sacred and good habits. If there are bad habits among the teachers, the students will also take to the wrong path. If a student is bad, he alone will be spoilt but if a teacher is bad, several thousands of students will be spoilt. Good students are themselves like teachers. Students will be students for one or two years and after that they will take a job. Then they are



not going to touch books again. But teachers have to keep in contact with books all their life. Teachers should not exhibit short temper or jealousy at all. Such teachers will ruin the entire community of students.

### Learning begins in the womb

For all wrong ideas, thoughts and conduct, the cinemas are responsible to a large extent. In addition, because the parents also watch cinemas, bad ideas will come to children. There is also an example in the scriptures. When



Krishna was not at home, Arjuna went to his wife Subhadra and was telling her all about the *Padmavyuha* (Lotus formation for surrounding the enemy during a battle). At that time, Krishna came in and told Arjuna that whatever was being told by him was being heard by the child in the womb of Subhadra. Because of this early lesson, Arjuna's son got into the *Padmavyuha* but could not get out of it because he had learnt only the method of getting into it. Therefore, tradition has been that pregnant women should listen only to sacred, good stories. Unfortunately

today, pregnant women look at the immoral pictures, the babies also get bad ideas in the womb itself and as he grows older, he begins to add on to these bad qualities and grows from bad to worse.

We no doubt need academic education to carry on in our life. We also need spiritual education so that we may elevate our souls and lead a good life. We also need the right kind of culture. **Education**

**without the right culture is like chalk powder. Our culture is like the positive wire of the electric current. Our education is like the negative end of the current. Unless this positive and negative come together, there will be no flow of the electric current.**

— pg, 145; *Summer Roses on the Blue mountains* 1976.

## Teaching with Love

*Education is where the miracle of triple love can be realized. The teacher must love teaching. She must love the subject that is being taught. There must be motherly love towards the children. The end of the triple love is transformation of the child, which is the miracle.*

The first teacher is the mother, her admonition affects man deepest and longest. The second is the father, who is admired by the child for his strength and knowledge and feared for the punishments he inflicts. Next is the teacher who leads him and guides him into the maze of material knowledge.

Teachers are the pathfinders of the nation. They prepare the royal road to a bright future. The teacher has to help the pupil unfold and manifest the skills and qualities inherent in him and encourage him to rise to the fullest height he is capable of. The educational process is the increasing awareness of this truth, the increasing utilization of this latent power. This does not mean that the teacher and student are at the same level. The teacher has to be so full of love and compassion that he understands and sympathizes with the students and their struggle to expand and to blossom. The mother bends low to lift the child and fondle it. She does not lower herself thereby. The teacher too does not demean himself thereby. It only reveals that he has a sense of proportion, an alert attitude towards an inevitable situation. This love has become rare today. The teacher faces the class with a 'take it or leave it – I have earned my salary for today' kind of attitude. A loving teacher dedicating his profession becomes the model for his admiring students. A teacher can make or mar the life of the student for he is the hero whom the child desires to emulate and imitate in dress, habit, style of thinking and living.

Even outside the classroom, the teacher can reinforce in the minds of students lessons that Nature is constantly striving to tell us. Every bird, every animal, every tree, mountain and star, each tiny worm has a lesson for



man. This makes the world a veritable university for man where he is a pupil from birth to death.

### This world—a university

The **bumblebee** is very small in size. It has a proboscis with which it can bore a hole through the toughest timber or even through the human body. The same bee settles at sunset on a lotus flower and drinks the intoxicating nectar. It falls into a stupor, overwhelmed by the elixir. While it is still on the task, the Sun sets, and the lotus folds itself to make the bloom a bud again! The bee is imprisoned in its tender petals because it is immersed in the enjoyment of the honey and has no strength to bore through the tender velvety veil! Similarly, the teacher needs to be like the Lotus flower, letting the mind of the student imbibe the nectar of knowledge and taste the elixir of knowledge. His mind thus immersed, the student will be incapacitated, rendered ineffective, incapable of harmful influences of the



*(Continued on page 20)*



## *From Our Regional Coordinator*

- Dr. V.K. Ravindran

### *Educare is True Education*

All of us are aware that the noble profession of Teaching is not merely a process of transmitting or transference of knowledge from the teacher to the student. Teachers need to impart human values and therefore generate good citizens. This will mean that they need to integrate Human values in the secular education meted out to the student. They have to practice the maxim, “The end of education is character.”

Sri Sathya Sai Baba revealed to all present at the International Bal Vikas Conference in 2001 that, “The word ‘Educare’ has a sacred inner meaning. The word is derived from the Latin root Educare. It means to bring out what is inside. That which is manifested by ‘Educare’ cannot be seen by the eyes, cannot be heard by the ears and cannot be felt by the mind. But all that education confers can be seen, heard and felt. Education fosters desires and leads to rebirth, whereas ‘Educare’ confers immortality.” Every form of knowledge and capacity is latent in man. He is endowed with all types of potentialities – physical, mental, spiritual and ethical. The true aim of education is to make explicit the innate powers of man.

Educare is the inward journey that all must take. The teachers must become the exemplar of Human Values not only during the teaching hours but also at home and in society. Our true nature will spontaneously manifest itself as the human values are within us. All we have to do is to consciously practice Human Values ourselves and become role models ourselves.

Having been a Bal Vikas teacher since 1980 and having attended the first Bal Vikas Conference, what made a lasting impression on me was that He stressed the fact that the aim of Bal Vikas is ‘the Blossoming of Human Values’ in children. He added that it is not the prayers nor the knowledge imparted that is important but the quality of teachers is paramount in shaping the destiny of the children and that we can change the destiny of the child by imparting Human Values through our own examples. Today Sai Baba has taken us into another great dimension from Bal Vikas, EHV to Educare.

# Insights on Educare

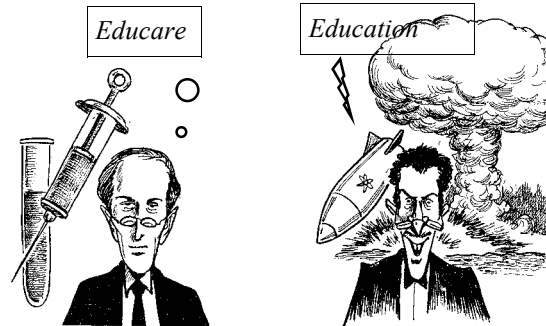
This is the second part of the article by Padmashree G. Venkataraman, continued from the December issue of Sai Jewels. It touches on the present situation in the world highlighting the urgent need for Educare. It explains the concept of Educare; it's relevance not only to students in schools and colleges, but also to every citizen in each country. He stresses on how one must first absorb the essence of Educare and experience it; only when Educare is in one's blood so to speak, one can train others in it. The discussion ends touching on the benefits of Educare.

Why is Educare important? Let us say a businessman has a lot of money, and he thinks he can earn a lot by investing in the cigarette business. All he cares about is multiplying his wealth. He does not bother about the harm cigarettes do. This man has received education. He knows all about business, marketing etc. But he has no heart because he has not been exposed to Educare. A man exposed to Educare will say, "Why do I need more money? I already have enough. Let me use some of my money for a good cause to help others. Let me start a school for the poor." (Or something to that effect.)

Educare enables one to be guided by one's Heart. The Heart is the fountainhead of Love. **Educare helps to bring that out.** It brings out compassion, the spirit of sacrifice and forbearance, all of which are Divine virtues. With Educare added to worldly knowledge, man can utilize his worldly knowledge for serving others. That way, he will be in peace and will also spread peace. So, if we want peace, Educare cannot be avoided.

Students are taught Educare in one way. Adults must receive exposure in another way. **All require Educare.** If students are exposed to Educare, they will not allow the *Manas*-Body-Senses combination to dominate. The *Buddhi* would hold this alliance in check as it is in constant communion with the heart.

Going back to the geography analogy: If the Atlantic is like the world, the Pacific is like the heart. There must be a connection between what exists on the two sides of the Rockies [*Buddhi* and *Manas* must interact].



Educare is what helps man to be guided by his Heart instead of just his brain. Education will let the brain or the *Manas* to decide. It will calculate and say, "This is advantageous to Me." Educare will not allow that. It will let *Buddhi* rule. *Buddhi* will say, "One must not be selfish; one must be selfless. Your actions must help others and not your bank balance." Educare is what helps a person to achieve harmony of thought, word, and deed. It promotes love for God, fear of sin and ensures morality in society. Without it humanity will go from one disaster to another, no matter what experts try to do. The philosophy of Educare must lead and the strategies produced by education must follow.

## Education v/s Educare

People may say, "What is new about Educare? In the good old days, there used to be moral instruction or Bible classes. If we restore them, all would be fine." In the old days, things were generally not as bad as the present and so the old formula appeared good enough. But present problems compel us to look differently. In the olden days, we had the usual secular education plus a dose of moral instruction. It was like adding an

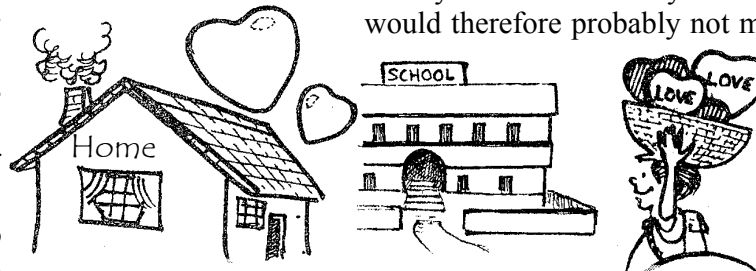
extra to normal education, like icing on the cake. **Moral education was a supplement. In fact, this supplementing actually worked, because morality was still present in society everywhere.** Moral instruction was therefore like vaccination or inoculation. In England, Victorian society was very moral. The Pilgrim Fathers who landed in America were very puritanical. Thus, we have the story of George Washington who told the truth, without being afraid of punishment. Then we have the example of Lincoln who was referred to as Honest Abe. When there is a general ambience of morality in society, when God is still accepted and revered in society, then small doses of vaccination are all right. The situation today is drastically different. God has vanished [or banished?]

I remember a visit to Europe about a decade ago. I was part of an official delegation. In England one afternoon, we were taken to an old cathedral near a village. The cathedral was very impressive. Our host told us that people hardly came to the church to pray. It was more in use as a concert hall! Later we visited Holland. There our local host gave us a dinner one night. I asked this professor, "Don't you people think of God anymore?" The professor gave me a funny look and said, "God is happy in heaven. We are happy here. Why bother Him?"

Granted all this is true – people have forgotten God. So what has that got to do with Educare? The answer is this: In those days, young people lived in an ambience where God was a part of daily life. So augmentation via simple moral classes was enough. Today, God has been almost forgotten. Therefore, we have to start from the rock bottom! Since God has been kept out as it were, the first thing to do is to bring God back into our lives. That calls for a radically new strategy, a strategy, where we first learn

about who God is, why He created the Universe, why He gave us a place in this Universe, what we are supposed to do etc.

Let us consider a doctor who lived and practiced say about eighty years ago. At that time, there was still a lot of morality in society. Quite likely, he would be a moral and ethical person, and do his very best to abide by the oath he took on graduation. Contrast this person with a doctor who has graduated now. He has grown up without any exposure to religion, God, and moral values. On the other hand, he has been brought up in a highly competitive environment. He has been led to believe that the purpose of life is merely to make money and enjoy. He would therefore probably not mind cutting



corners. This is probably why we find doctors who h o o d -

wink poor people. Many examples of such immoral behaviour are known and can be associated with practically every profession. The bottom line is: If there is already a moral ambience in society, then the conventional education plus a booster dose via the moral education is okay. But given the situation today one has to take an altogether different approach. **Where children are concerned, worldly knowledge must be imparted within a total framework of human Values. For high school students, this foundation should be strengthened so that teenagers do not fall prey to the mind – sense complex. For adults, the moral code must be further deeply rooted in spiritual philosophy so that the human being lives, as a human really ought to. It would be futile to add a bit of morality as an after thought and ‘attach it by scotch tape’ as it were.**

Once Sai Baba asked students: "What is the purpose of life?" Many answers were given but Baba kept on shaking His head as if to



say, “Not the correct answer”. After a while, students stopped trying to give an answer. Swami then smiled and said, “The purpose of life is to go back to where you came from. From God you all have come and to God you must return.” This profound observation teaches us the following: Everything in life must be oriented towards this fundamental point. Whatever we do, must always be consistent with this basic aim of life.

In life, we do many things. As students, we study. As adults, we raise and look after a family. As employees, we work in our work place as a doctor or teacher or whatever. As members of the community, we participate in various community activities. Each and every one of these varied activities must be consistent with the primary goal of life. It means that whatever we do, wherever and whenever, it must be consistent with Truth, Righteousness and Love.

#### Setting the right standards

If it is a student, he must be a model student. He can be so only if he follows Truth, Right Conduct and Love. The student must always be scrupulously honest, his actions must always be Righteous. He must not yield to the senses and fall into traps that lead him to become sinful in one way or the other. He should love his parents, his classmates, and his teachers. This love manifests in various ways. To parents as special gratitude; he is never a burden to them; he conducts himself in such a manner that his behaviour attracts praise and brings joy to his parents, and so on. To his teachers, he is both grateful and most respectful. To his comrades, he is ever helpful. To one and all, he is ever humble. He is never selfish and always selfless. Similarly, one can write down what one may expect for all the other categories. The essential



point made above is that human values, and triple purity of harmony of thought, word and deed, are the foundations on which all actions, by all people, at all times, in all circumstances and in all stations of life, are built.

Where do these values that form the foundations all come from? ***From inside, from the heart.*** How did they get there in the first place? They are there because we have come from God. That is what “bringing out from within” really means. Divine virtues, attributes and qualities have already been deposited into each and every one of us. This is the treasure given to every one of us without any discrimination. This wealth must be brought out and spent. Once, Baba put it as follows to MBA students: “You must import Love from the Heart into the mind and the body, and then export it as Sacrifice. This is My Import-Export business! You must all do this import-export business!”

#### Summary

1) No one is really bad, because everyone has come from God. Good and bad refer only to the “outer casing”, the box that holds the treasure and not the treasure itself. 2) Deep inside each of us have latent nobility, goodness and virtue that are Divine in origin. 3) However, these qualities will remain inside forever, unless we make a special effort to bring them forth outside. 4) If they are brought forth outside, then they will influence every single action in every circumstance at every stage in life. The behaviour of a person wedded to Truth is constant. 5) In olden days, people were brought up in such a way, that morality and ethics always influenced their actions. Therefore, conventional secular education with a booster dose of moral and spiritual instruction was adequate. 6) Today when morality is almost absent in society, one has to adopt a different approach. Moral/spiritual education first, secular education next. Educare is the framework and discipline that helps one to lead a life of morality and integrity by opening up

the tap that allows latent human values to flow from inside to outside.

### Dr. Radhakrishnan with Stalin

Here is an example to illustrate that deep within there are actually good qualities in everyone. This happened in the early fifties, when the Cold War was very intense. Stalin was much feared, and he was also a great enigma. Very little was known about him because very few got to see him. At that time, one Dr. Radhakrishnan was the Ambassador for India in Moscow. No western Ambassador ever got an interview with Stalin, but Dr. Radhakrishnan did. Radhakrishnan was a renowned philosopher, and was the Spalding Professor of philosophy in Oxford. This interview was a great scoop. When Radhakrishnan's term came to a close, he sought another interview with Stalin. It was granted. The conversation was over, and the Professor got up. He went up to Stalin and shook hands. He then did something utterly unthinkable. He put his hands around Stalin's shoulder, and patting him said in a fatherly tone, "Don't worry, everything would be alright." He then started to withdraw. There were a few present, like translators, and they all were aghast. No one ever dared to be so intimate and personal with Stalin. As for the great dictator, he broke down and began to sob. Radhakrishnan was taken aback. Anxiously he said, "I am sorry. Did I say anything I should not have said?" Stalin shook his head and replied, "You are the first person to treat me like a human being!"

Here is another story narrated by a wise man in India. When this man was young, one night, a beggar came outside his home. In those days, beggars usually came at night, to pick up left over food – no refrigerators in those days! This boy's mother went to the kitchen to collect the leftovers, so that she could give it to the beggar. Just as she was about to do so, the young boy protested. He said, "Mother, don't do it. You are encouraging laziness." The mother did not pay attention. The boy became angry and started

shouting. "You don't seem to understand. Krishna says very clearly in the *Gita* that one must not give charity to the undeserving." The mother continued to ignore her son and gave the beggar the leftover food. The young boy was absolutely furious and fuming. He shouted, "You don't know what is in the



*Gita*, and you will not listen when told." Very softly the lady said, "Son, I am an illiterate. I do not know how to read. How can I know what is contained in the *Gita*? I only know what my mother taught me. She taught me that if God comes and asks for food, do not refuse. I just followed my mother. Now please tell me, what does your *Gita* say?" The boy was stunned and remained silent. Years later, when recalling this incident, the wise man said, "I had read the *Gita* but did not know what it contained; my mother had not read the *Gita* but she knew what it contained!"

The purpose of the last story is to highlight what Baba always tells us: "Everyone is God but God wearing a disguise!" Baba also says: "Even animals, birds, fishes, etc., are sparks of the Divine, and that God dwells in them all." Divinity resides deep within all beings, without any exception. Modern education makes us forget this important truth completely. Once we forget this truth, we are ready to regard the other person as just a person and then cheat, etc. Modern education does this because it shapes our minds based on the *Outside World*. Educare works in exactly the opposite way. The Mind is shaped from *Within*. The body then follows the Mind. And together, the body and the mind perform actions that are in conformity with Truth and Righteousness.

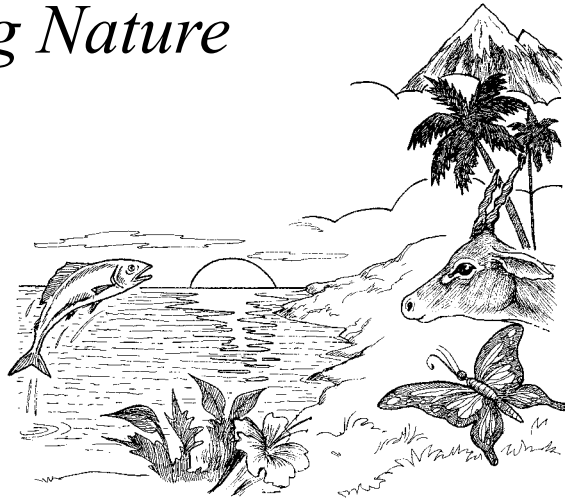
# Nurturing Nature

*Man is a social being and so needs to live in the company of other humans, surrounded with things beautiful either manmade or as a gift of nature. Both have to be looked after, each in their own special way and if we can teach our young ones to respect, love and look after what Mother Nature has gifted us with, the world would be a far superior place to live in.*

**What is Environment?** Why is it so important to us? How does it affect us? What impact does it have in our daily lives? These are the questions that come to one's mind as we begin our day everyday. Whether it is driving down the street on your way to the school or office; or running errands for the house; or may be you are visiting someone in the hospital; even just having a cup of coffee with your neighbour – either way the conversation always steers itself on environment and how it is harming us and how we should work towards a cleaner environment. Billboards on the streets remind us how to keep the city clean and green. There are innumerable conferences, workshops and projects on how to nurture the environment so that we leave a better world for the children of tomorrow. No industry can be put up without the clearance of the environment ministry. Many volunteer groups and NGO's are working for a pollution free environment. All this brings a basic question – does environment only mean just healthy plants, open fields, vast play grounds, running brooks or is it something much more.

Everything around us is environment

A happy family provides a loving environment for children. Any interaction with nature – animals, birds, plants, all things that affect our day to day living is environment. The word environment or environs comes from the French word *Environ*, meaning 'around'. So it is the totality of our surroundings or circumstances. Every factor in our



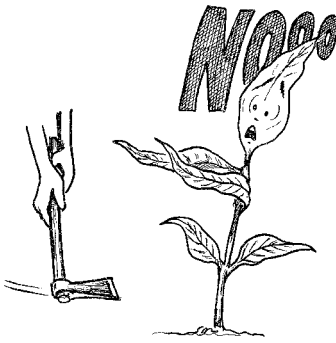
daily life is important and when you understand the linkage between every element in the surrounding atmosphere, you suddenly realize how dependent we are on every little aspect of life that touches us. What are the simple things that we can 'train' our children to do to keep this 'medium' healthy?

**Giving the right Guidance**

First, treat every thing, animate or inanimate with a lot of respect. Kindness is something that we have to teach our children. Be polite to elders and learn to share with your friends. To be able to feel for those who are less fortunate than us and be helpful to them, not pity them, for pity is not what people look out for. For example while travelling by bus if an old person boards the bus and there is no vacant seat, it is simple courtesy to get up and offer your seat. The blessings that you get in that glance of thankfulness from the concerned person (and sometimes even the look of surprise as no one these days really gets up for a stranger), is more than enough to make you feel happy. Just pitying him for having to stand because of lack of space does not really make you happy nor does it make him comfortable for every now and then people turn around to see how he is doing!

Emotions constitute our 'medium' of communication. Life is a complex mixture of the positive, and not so positive emotions. Just switch on the television, almost every chan-

nel will be either reporting about or depicting violence, crime, fighting, shouting, abusing, etc. Petty jealousies and negative ways of thinking has almost become as much a part of our daily lives as breathing is to a living being.



Cruelty towards animals and people comes naturally to some. Children have to be taught that you don't simply throw a stone at a dog, or aim and try and kill a bird just because you feel like doing so. Why do we say man's behaviour is worse than an animal? How can we humans compare ourselves to animals who according to me are way above us? We have no right to even think of comparing ourselves with them, because they resort to killing only when they are either hungry and need food or in self defense – unlike us who kill and hurt in a calculated manner and then justify our motives. God has gifted us with the power to think, to reason out, weigh our decisions before we take a step, that faculty of discrimination is not developed in animals. If anyone says that man is worse than a animal, he should first pause and think whether he is justified in making such a disparaging remark against the harmless breed of animals.



### The miracle of 'Growth'

To create and nurture is the most satisfying feeling a human being can have, so each child should be taught the importance of plants and trees. The life cycle of a plant should be taught to them not just through books. Give them a seed to plant, let them watch the miracle of sprouting and then nurture it with love and care until maturity. It may fruit or flower or just remain a beautiful plant, but it is something they have planted and seen the unfolding. The satisfaction of that experience is difficult to explain. This

teaches them about trees which we all take for granted. How long it takes for a seed to become a plant and the plant to become a young tree and so on. Teach them

to compare this growth to that of their younger siblings. How much love, how much care, how much time parents spend in looking after them so that they too grow straight, strong, and beautiful like that tiny plant. How they are fed the right kind of food conducive for their growth, how they are bathed and clothed so that they don't catch any disease, how they are given medicines at the right time and so on. The beautiful flowers are like the beautiful clothes they wear, which they would not like to get dirty or tear. Similarly, they should not pluck flowers and then shred the petals for then they hurt the flowers and also don't give others a chance to enjoy their beauty.

Children should be guided to keep their surroundings clean. The garbage can be reused to either make fertilizer for plants or disposed off appropriately. This basic courtesy, which is taught to children at a tender age is something, that will last them their whole life and will give them a **deep sense of satisfaction, a feeling of responsibility and a sense of belonging**. Thus they develop an obligation towards themselves and people and environment. Such children will automatically be guided to listen to their conscience. They will have a strong foundation of awareness of their surroundings leading to the knowledge that – **Love as understanding is actually Non – Violence**.

- Amrita Mankad  
Teacher of Environmental and Social Studies



# SATWIC MEAL



## Vegetable Burgers

6 fresh burger buns  
 2 tsp. butter  
 2 tomatoes, sliced thinly  
 1 cucumber, sliced thinly  
 1 capsicum, sliced thinly  
 1 bunch salad leaves, shredded  
 ½ cup grated cheese (optional)  
 1 tbsp. tomato sauce  
 ½ tsp. chilly sauce or 1 crushed red chili

## For the patties

3 large boiled potatoes,  
 ½ cup peas, boiled drained  
 1 tsp. tomato sauce  
 2 red chilies crushed  
 ½ tsp. vinegar  
 ½ tsp. sugar powdered  
 Salt to taste  
 2 tbsp. oil

## Method:

For patties: Chop potatoes and add peas and smash coarsely. Add all other ingredients, except oil. Shape into 6 round patties. Shallow fry till golden brown. Slice buns horizontally in halves, apply a little butter and cook a little on both sides on hot griddle. Before serving: Mix chilies in sauce, thoroughly. Add salt if required. Arrange lower halves of warmed buns in a row. Place layer of salad leaves on the rounds; follow with cucumber, capsicum, & tomato. Arrange the patties and top with cheese and a splatter of sauce. Close with the top halves of buns, press lightly and fold in paper napkins. Serve hot with tomato ketchup and banana chips.

## Navratan Korma

¼ cup fresh Yoghurt  
 ¼ cup fresh Cream  
 ¼ cup grated Cheese  
 2 tbsp. fresh Cottage Cheese  
 2 tbsp. Butter  
 ½ tsp. plain Flour  
 2 tbsp. Tomato puree  
 2 cups shelled fresh Peas, boiled  
 1 Carrot chopped and boiled  
 ¼ cup fresh grated Coconut  
 2-3 green Chilies  
 1 small Apple  
 1 small Sweet lime  
 1 Banana  
 2 slices canned Pineapple, drained  
 8-10 Cashews  
 15-20 Raisins  
 2-3 Cherries for garnishing

## Dry spice powder

1 tsp. cumin seeds  
 1 tsp. poppy seeds (optional)  
 2 cardamoms, shelled  
 Salt to taste  
 Sugar to taste (optional)

## Method:

Grind coconut and green chili to a fine paste. Clean and chop all fruit finely. Heat pan, add butter, then the paste, dry spice powder, and tomato puree. Stir-fry for 2-3 minutes. Add carrots, peas, yoghurt, flour, stir on high. Add all fruit, cream, cashews, raisins, salt, sugar, and stir and take off from fire. Garnish with cherries and cheese before serving. Serve hot with rice or breads.



*Food is the chief formative force. The soiled mind dulls the brilliance of moral excellence. Can a muddy lake reflect clearly? Food makes man strong in body; the body is intimately connected with the mind. Strength of the mind depends on the strength of the body too.*

*Moral conduct, good habits, and spiritual effort – all depend on the quality of food. Diseases, mental weakness & slackness – all are produced by faulty food.*

# CHILDREN'S CORNER



Once upon a time there lived a young priest in a small village. He was educated and lived a very orthodox life. “Who knows more about God than I?” he thought to himself. Although he tended to have a short temper and was arrogant, the people of the village thought him to be a saintly man. In those days, whenever a priest went on a pilgrimage, he was supposed to give up one of his bad qualities, or one of the things which he liked most. This priest had recently returned from a pilgrimage where he had decided to give up getting angry or being quick tempered.

He had enjoyed his trip, visiting many beautiful places on his journey and he had managed to stay smiling, even-tempered and happy. Feeling pleased with himself, on his return he decided to give a sermon about anger and how to overcome it. After the service, the congregation was having snacks and soft drinks in the hall behind the church. They were curious to know what the priest had given up on his pilgrimage, but most of them were cautious, not wanting to get on the wrong side of him.

A little boy went up to the priest and asked, “What did you give up on your pilgrimage, Father?”

“My anger,” replied the priest loudly and proudly for all to hear. Everybody was astonished that the priest had made such a vow. They could not believe—their ears and asked him to confirm what he had said. Then another boy went over to the priest. “What did you say you gave up, Father?”

“My anger,” the priest said again, trying to smile.

Another boy asked him, “How did you do that?”

“By my determination and will-power,” replied the priest, rather looking down his at the nose of the boy. A fourth boy, intrigued by such a thought said, “Is it possible, Father, never to become angry again?”

“Oh yes, it is possible,” returned the priest. A fifth boy who had been playing and had not heard properly, came up running and asked, “What did you give up, Father?”

“My anger,” responded the priest, slightly snappily. “Can you really do that?” joined in a little girl. “Yes, I can,” bellowed the priest. Eventually an old lady came over. She was a great one for gossip and had to hear the news with her own ears. “What did you give up, Father, on your pilgrimage?” she asked.

The poor priest almost shouted, “Mother, how many times do I have to tell you all. I HAVE GIVEN UP MY ANGER! CAN'T YOU UNDERSTAND! HOW MANY TIMES MUST I REPEAT IT?”



An elderly man standing in the corner saw that the priest was getting red in the face. He quietly went to the kitchen and got a glass of cold water and took it to him. “Drink this, my son,” he said. The young priest, feeling slightly surprised, swallowed the cool refreshing water.

“Now let us take a walk around the park. Come, let me take your arm,” continued the old man. After several minutes walking in silence in the crisp



*(Continued on page 16)*

## *Study Act Inspire YOUTH Page*

This is an incident in the life of one of the well-known saints of ancient India – **Ramakrishna Paramahansa**. Whether in the olden times or nowadays, there have always been some persons who indulged in calumny against good men and derided the good actions done by them.

Every day, Ramakrishna's disciples had to go by boat across the river Ganges to get whatever was required for the ashram. Ramakrishna used to assign different tasks each day to the young disciples. One of them was a gentle youth by the name of Brahmananda.

Vivekananda on the other hand was an aggressive and short tempered youth. One day Brahmananda went by boat to bring provisions for the ashram. As soon as they saw an ochre robed person in the boat, the other passengers got very indignant. They started abusing Ramakrishna Paramahansa in various ways. They remarked, "He is a pseudo - saint. He is spoiling the young men." And so they continued to deride him. Brahmananda silently shed tears, remembering the teachings of his Master. During the trip he was apprehensive about what might happen. On the return trip by the boat, the earlier story was repeated. He silently listened to all the abuses leveled against his Master and did not venture to quarrel with them. After his return, Ramakrishna asked him to narrate all that happened. After listening to his pathetic story, the saint burst out, "How could you have remained silent while your teacher was being reviled? You have committed a sin; you are not fit to remain in the ashram." Vivekananda who was standing nearby, listened to the angry words of his Master. Brahmananda fell at the feet of the Master and pleaded for forgiveness.

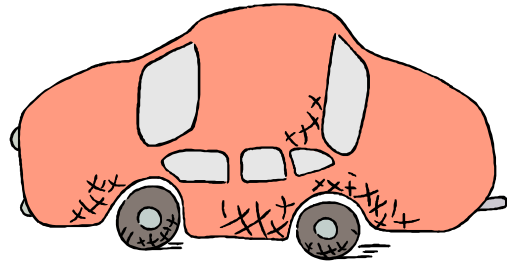
The next day, it happened to be the turn of Vivekananda to go to the boat and buy the provisions. As soon as they saw again an ochre robed youth in the boat, the other passengers started abusing Ramakrishna Paramahansa. One rich man accused Ramakrishna Paramahansa of spoiling all the young men by his teachings. Vivekananda remembered what the Master had said the previous day; he rose from his seat and gave a slap on the cheek of the reviler. Vivekananda was a strong and powerful person. He told the transducer, "Will you keep your mouth shut? You may have your likes and dislikes and we have ours. What right do you have to condemn us? If you do not keep silent, I shall hurl you into the Ganges River." Everyone in the boat felt alarmed that the irate youth might actually carry out the threat. All of them became silent. Vivekananda brought the provisions and returned by boat to the ashram. On the return journey no one dared to open his mouth.

Ramakrishna Paramahansa asked Vivekananda to relate all that happened during his boat trip. Vivekananda related all that took place and said, "All of them kept their mouths shut after I had slapped one of them for criticizing the teacher." Immediately the saint observed, "How unbecoming of you to dishonour the robe that you are wearing by losing your temper, exhibiting hatred and causing hurt to a person. You are unfit to stay in the ashram. What does it matter what any one says? How can it affect us? Their praise or censure will not touch us."



Vivekananda pleaded, "Sir, I was listening to what you had said to Brahmananda yesterday. Because of that I behaved in this manner. You took him to task for remaining passive. But you take me to task for retaliating. I am unable to understand what is the right thing to do."

Ramakrishna explained his divergent reactions by an example. He said, "There are four tyres for a car.



**The pressure in front tyre and the rear tyres are different and have to be maintained accordingly.** If there is excessive pressure in some tyres, it should be reduced. Likewise, if some tyres have low pressure, they have to be inflated. Only then the car will run smoothly. **So also with men** — Vivekananda suffers from excessive pressure. He needs to be deflated. Brahmananda is excessively weak, so he has to be inflated."

The teachings of the Masters always vary according to the condition of the disciples. In all the scriptures, sometimes, statements might appear that seem to conflict and contradict each other. These differences relate only to differences in circumstances and the requirements of the persons concerned. One should not contrast one statement with another and analyze as to why there is a contradiction between the different statements. In the Bhagawad Geeta, (one of the ancient scriptures), in one place Krishna stresses on the need for action; at another, the adherence to Dharma or Right Conduct and yet in another place commends renunciation of all Dharma and urges complete surrender to God. These apparent contradictions are not contradictions. The teachings vary according to the state of spiritual development of the persons concerned and the situation in which he is placed in.

The inner significance of the great teachings of all the great Masters of all religions should be properly understood. One has to observe only two things: Cultivate Love and adhere to Truth. Cultivate love for the divine and share that Love with all human beings.

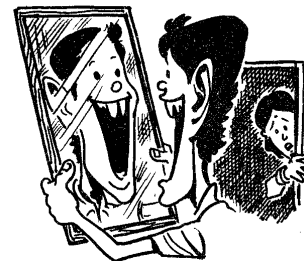
- SSS Vol.21, discourse in Trayee Brindavan

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*(Continued from page 14)*

morning air, the old man asked, "How are you feeling now?" "Calmer," admitted the young priest. "You know, Father, I felt quite angry. I nearly lost my temper."

"Yes, my son. It's not so easy to give up these troublesome feelings inside. But we can be aware of them. We can choose then how to respond. If we feel angry, it is best to get away from the place. Drink a glass of water or sing a happy song. I remember once when I was young like you; I had called on one of my parishioners. I too was a priest in those days. She had put up a large mirror on the wall behind the breakfast table. When I asked her the reason behind it she had remarked, "It serves a good purpose. My teenage family was so irritable in the mornings that I could hardly get a civil word out of them, let alone a smile. Then I put up this mirror. Now they see themselves in the mirror as they drink their early morning milk. As soon as they see their grumpy faces looking back at them, it is such a surprise that they burst out laughing, then they feel better."



"Once they laugh, they feel much freer to talk about anything that is on their minds. Any worries that they might have can get talked about and sorted out before they go off for the day. Of course we do not have any television on to get distracted while we eat. Now breakfast is much brighter for everyone." I had to smile and I found that it worked.

- adapted from a story in Sathya Sai Education in Human Values by Carole Alderman



## Institute of Sathya Sai Education, Thailand

### *Teacher Education: Balancing the Head, Heart and Hands*

At Birthday, November 2001 in Prasanthi I graduated from the advanced diploma course offered by the Institute of Sathya Sai Education, Thailand. Over the years when I would go to Prasanthi Nilayam, I used to watch the children who were blessed to be a student in the Sathya Sai schools, never dreaming it would happen to me in this lifetime. Yet there I was in Prasanthi, September 2000 (Basic Course) and Birthday 2001 (Advanced Course), receiving my diplomas from the Divine Hands of Sathya Sai Baba! It was such a blessing to have had the grace to attend His Institute. I was partway through the basic course before I suddenly realized, “We are HIS STUDENTS!!” ...My heart's dreams come true!!! Of course, with that grace comes kneading, pounding and molding which we all were undergoing. At times it felt as though my heart was being squeezed, forcing out all the bad habits. It was worth all the difficulties for at our first graduation as He gave us saris, Swami said, “This is your birthplace. This is your home. I am your mother— take.” What sweet words that showered us in bliss. He heaped grace upon grace...*padnamaskar* (touching the Feet of the Divine Master), photos with Him, photos of our families with Him, an unexpected Discourse that answered all our questions and told us to continue our education. He is truly the Divine Mother feeding us all just what we need, when we need it. This was just as true at the Sathya Sai School in Thailand as it was in Prasanthi sitting at His Lotus Feet.



My experiences in Thailand were at once both challenging and rewarding. Teaching first grade was like having a room full of mischievous Krishnas. I could not speak Thai and the children could not speak English, but we learned through trial and error to communicate...with our hearts. Children are so very loving. Living and working with them was like swimming in an ocean of love, pure sweetness itself. Yet they would do naughty things that tried my patience as I struggled to make a difference in their lives. Life at the school is very similar to life in Prasanthi. We were being stretched beyond ourselves and learning to become unattached in the process.

#### The seed for my Thesis

I first became interested in researching teacher education in Thailand when I had a mental image of a three-legged stool (representing the head, heart and hands)

upon awakening in the middle of the night once. I realized if all three legs were of equal length the seat (awareness) would be level which allowed constant integrated awareness to expand. If one leg of the stool was longer, it would result in the seat (of awareness) not being level for constant integration of consciousness. It seemed to me that the three-legged stool represented 3HV and should be applied to teacher education. This was the beginning seed thought for my thesis that when continuing teacher education addresses the integrated, whole person (head, heart and hands), it will foster the constant awareness needed by teachers to be a good model for children. Unfortunately, in education training today, teachers are given a healthy dose of academic training with some practical experience, but little is given to inspire the heart—the prime motivator for all our actions.

My research premise was: When learning



includes the three components of head-heart-hands (academic = head, inquiry into the true nature of Self = heart, and practical experience and service to others = hands) there

will be real learning that changes us at a deeper inner level and therefore changes our actions in the world. Teacher education must be a transforming experience in order to bring about real change in teacher practice. Transformational education is education for the whole person. We need to look at all aspects that influence the teacher as a whole person. Since the way we teach is dictated by who we are, the teacher as a person is crucial.

Guiding my research was the hypothesis: teacher training that addresses head, heart, and hands fosters transformation. Teacher transformation in turn leads to and inspires transformation of the child through love. So, what techniques, content, environmental influences and preparation are necessary components for teacher training to achieve the goal of character transformation of the student? My research was grounded in two case studies that were implemented using these teacher education elements at the residential Sathya Sai School, Thailand.

#### Developing the child's inner reserves

At the Institute in Thailand, I began to ponder how to apply 3HV to teacher education. What will it look like in actual practice? It has been my experience drawn from 19 years of public school teaching that there is an increase in the number of children arriving in schools with problems that leave them ill-equipped to learn. Children cannot learn if they are dealing with difficult issues in their lives. As teachers, we need to address these needs; yet the training teachers are given is often inadequate with little or no follow up.

Most of what is learned at workshops and inservices is not put into practice. How do we educate teachers to help students develop the inner reserves intellectually, socially, emotionally, and physically, to face any problems that may arise?

#### Experiencing the 'Drawing out'

Sathya Sai Baba refers to true education being the process of "drawing out" that which is "inherent within." The question for the education of teachers then becomes: How do we inspire teachers to bring forth that which is already within them, and thereby, transforming themselves and the children in the process? This process of "drawing out" from

within was certainly true for me in the research on my thesis. I did not already know the answer to my questions, there were not any books or people to whom I could turn for the answer, and my daily life, which was filled to the brim with teaching and living with the students, did not

give me the answer—nor much time to seek the answer. Yet Baba is ever the Master Teacher and He arranged all aspects of my research project. One example of this was after my first case study, I posed a question and suggestion to myself. Yet when it came time to do my second case study, the case study I planned to do was blocked. An alternative was sitting there waiting though...and of course, addressed several needs at once. In the end result, my alternative case study answered my question and gave me the experience that I had suggested for myself after the first case study. The Master's Hand was ever present from the smallest need or experience to the largest.

#### Child Learns by imitation & repetition

Among the many topics I addressed in my case studies, the role of the teacher was one of the most important. As teachers, children look up to us, admire us, and imitate us. Two



small incidents that demonstrate this fact occurred at the canteen over dinner. We ate all our meals with the children. One evening I had a slight raspy throat and during prayers I cleared my throat. In less than 30 seconds two different children immediately copied me and cleared their throats! Several nights later while eating and talking with an older student, I responded to a question with an “Uh-huh.” Immediately I heard the young child who was leaning up against me softly repeat the “uh-huh” several times. I decided to try to work into the conversation an opposite response. The child quickly, yet quietly, copied that remark, too. Children watch our



every action, manner of dress, and more importantly how we respond to difficult situations and people. Then they proceed to copy us. Children want to be like us in every way because they love us.

If we treat the difficult child in our classroom with love then all the other children will follow that lead. Unfortunately, too often children ostracize a troubled child, but who sets that example?

#### Love in the classroom

In the classroom Love has a cycle. Love is the magnetic power that attracts the child and causes the child to want to be loved and to change. Due to love for the teacher, the child molds him/herself in the image of the teacher. The magnetism of Love draws out the goodness within the child, which transforms the child and that in turn transforms the teacher.

Another example of the power of love occurred when a troubled child joined us at the beginning of a new school year. This child had difficulties in previous schools and he had been labeled hyperactive. Other schools did not want him. It quickly became apparent

that this child was not hyperactive but rather misbehaving for negative attention. Through all the teachers working in unity to shower him with love and employing the same methods for dealing



with his problems, he made amazing changes in less than six weeks. His spiritual practice may have influenced this rapid change in that all the children arise early every day for prayers, *Gayatri* mantra and the Light meditation, whether it is a school day, weekend or holiday. Transformation of character is brought about by many factors working together.

#### Teacher transformation – just how?

Just like learning is made easier for the child when it is experiential and multi-sensory, so also teacher learning is enhanced through the experience of a variety of methods. A strong teacher development program is achieved when the best elements of peer coaching, mentoring, interactive teacher training, self-inquiry, and personal spiritual practice are combined together. ***When the techniques of teacher skill development (head) are combined with self-inquiry and personal spiritual practices (heart), and put into practice in the classroom with peer or mentor feedback (hands) then teacher development is greatly improved.***

Teacher transformation occurs through interplay—a balance—of growth in spiritual knowledge with worldly knowledge. This occurs through putting spiritual beliefs, knowledge and understanding into practice in the classroom, and living one’s beliefs. Spiritual knowledge is expanded upon through spiritual practices that purify and clarify us so that we may connect with our inner heart. Putting the inner values of Truth, Love, Peace, Right Conduct, and Non-violence into practice in the classroom and

every aspect of daily life brings integrated awareness. This is the process of manifesting the unmanifest. This is Educare.

To conclude, a teacher education program should have the following to foster teacher transformation:

*First, personal daily spiritual practice:* The heart of a quality teacher-training program is a personal spiritual practice component. The teachers, participants in the training, need to clearly understand the benefits and be committed to a daily regimen, whatever their spiritual paths may be. A personal connection to the Divine within must be the primary focus of the teacher. Through increasing the connection within to the Divine Source, obstacles are removed and beneficial qualities take their place. This inner connection is the power source for all else. Without gas a car will not move; so also, without daily contact with the source within, life does not move toward perfection.

*Second, create new learning and understanding:* Through peer coaching and mentoring, educators can be helped to connect with their own inner Teacher. This is an important step in creating new understanding, and imbuing “Heart” in all aspects of their teaching. Since real learning is created by participants and cannot be wrapped up as a

gift and given by the instructor, education programs should be designed to provide the participants the opportunity to decide their focus areas and to actively create the new learning themselves.

*Third, link new learning to practice in the classroom:* Frequently the challenge with new understandings is putting them into practice. This is often the weak link. Therefore, it is crucial to have meaningful discussions that focus on issues of applying spiritual teachings to classroom teaching practice. A mentor, who is a senior teacher, through demonstration lessons and providing feedback for teacher lessons helps the participant to translate new learning into actual practice. There is a great need to develop a better understanding of the components involved in the education of practicing teachers in methods that reach the heart, so that the child will be transformed. It is through the process of discovering our own values and expressing these inner values in teaching that we grow and expand our hearts, our thoughts and our awareness. This process of our own inner growth fuels the inner growth of the children whose lives we touch. The goal of education is this connection to the Divinity within our Self and others.

*Kay Scovill, Advanced Thesis, 2000/2001  
Institute of Sathya Sai Education, Thailand*

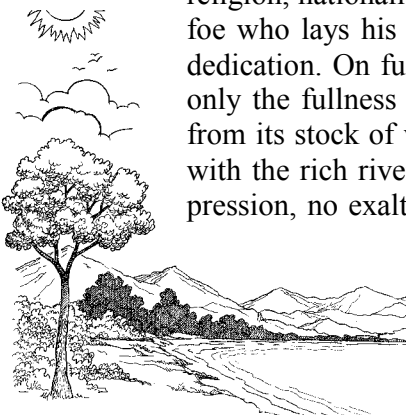


*(Continued from page 5)*

external world. One may have vast scholarship, fame and fortune, but the bee can give you a lesson on how to be free from torment.

The **Tree** can teach forbearance and tolerance, offering shade to all irrespective of age, sex, religion, nationality or economic status. It helps with fruit and shade to even the foe who lays his axe on its trunk! The **Dog** teaches faith, selfless service and dedication. On full moon days, the **Sea** rolls and surges in great joy. It knows only the fullness of happy contentment. The sun may lift the clouds of vapor from its stock of water; the sea does not whimper. The rain may fill its coffers with the rich riverine tribute; it does not exult. It teaches equanimity – no depression, no exaltation. Watch the waves rolling one behind the other towards the shore. They bring bits of flotsam and jetsam, bottles and twigs, logs and pieces of wreckage to be deposited on land. There is a constant struggle evident to maintain a clean face – a practice that man can well adopt.

*- compiled from Discourses in SSS Vol. 11 & July 26 1972.*



# The Australian Institute of Sathya Sai Education

The Australian Institute of Sathya Sai Education established in 1998 propagates the ideals of Sathya Sai Education and Sathya Sai Educare in Australia and abroad.

Currently the Institute is actively engaged in promoting values education in several State institutions, and is involved in a variety of educational activities for the benefit of the society. Dr. Pal Dhall is the Director of the Institute.

The Institute offers the following courses:

- \* A Diploma and an Advanced Diploma course in Education in Human Values (EHV) / Educare.
- \* A structured program of workshops in EHV / Educare for Parents.
- \* Training of State School teachers in EHV/ Educare methodology.
- \* Facilitator training workshops for community workers, teachers, administrators and educators.
- \* Training of Teachers for Sathya Sai Centres.

These programs of the Australian Institute are well established and have received recognition from the community. The Institute is represented on the panel of the Health Education Committee in one State School in the ACT and is overseeing the introduction of EHV / Educare programs in several State Schools in ACT and Queensland. In these State Schools the Institute runs orientations workshops for the teachers, develops the EHV / Educare program for the children, teachers and the parents and trains the teachers in EHV / Educare methodology.

The Australian Institute ran a four-day series of workshops for the senior academic and



administrative staff (Heads of Departments) of the University of Goroka, in Papua New Guinea. This university trains all the teachers in PNG. The University is implementing a program in EHV / Educare

for the trainee teachers.

The Institute has delivered lectures and workshops open to the public in several countries. The Director, Pal Dhall was interviewed recently by the Australian Broadcasting service on the relevance of Values education in State Schools.

Through such activities, the Institute is involved in creating greater awareness of the need of values education for school children, teachers, parents and community workers, not only in Australia but also in other countries.

The Institute has one Sathya Sai School in New South Wales. This school is acting as the focal point of radiation of values in the local community. It is also the training school for values education methodology for State School teachers. A second Sathya Sai School is in planning stages. Twenty students completed their

Diplomas and one Advance Diploma last year.

The two contributions that follow are from Diploma students. They highlight the practical impact of the Diploma course on their inner lives. The course gives Values experience and their relevance to every day life in keeping with the philosophy that "Values cannot be taught but only caught" -



it is through such transformation that the teachers are able to take Values education to the children.

Both these students have been Values educators for many years - Vasantha, a medical Administrator is a Regional Trainer in the Sathya Sai Organisation while Satish Kumar, a professional accountant is a Regional Trainer for EHV/ Educare for parents. It is highly significant that the Diploma course was such a powerful transforming experience for these people who have been already involved in Values education for years, even for decades. A major assignment for Diploma course was to

review a book, prepare a 6,000 words summary and conduct a one and half hour seminar/workshop on the topic. Satish's presentation was on "Work as Spiritual Practice" and Vasantha's was on "Humans are Different." Both of them gave outstanding workshops, integrating their own insights into their presentations. Their detailed immersion in their tasks was the key ingredient in their transformation. Different books assigned to the students had the specific purpose to extend them in the areas that the Director perceived was relevant to their personal Values journey.

- Dr. Pal Dhall

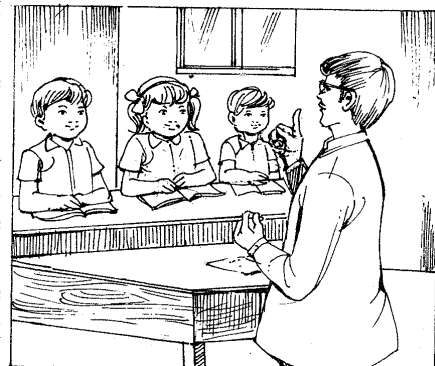
## *The Joy of Learning and Teaching*

I heard about the course, Diploma in Human Values offered by the Institute of Sathya Sai Education at a Unity meeting talk by guest speaker, Dr. Pal Dhall. After the meeting, I offered to volunteer to assist Dr. Pal Dhall in passing the information to Sydney Sai Centers. As the course was to be held in Canberra (3 hours away from Sydney by car), it meant sacrificing one whole day, namely Saturday for the duration of the whole course, away from the family, waking up early in order to travel to and from Canberra and spending time in reading and completing assignments. Initially, I volunteered to provide transport for the participants but due to the limited number of people participating, I went along to attend this course. Reflecting now, I consider myself very fortunate that I have been able to complete the course successfully.

From the very first day of attending the class, it was clear in my mind that there was a tremendous opportunity not only to learn about the teachings of Sri Sathya Sai Baba but also to become proficient in teaching techniques on education. The course was intensive and required us to remain focused throughout its duration. Through the course we experienced that it is a joy to learn and teach. The love of the presenters, fellow stu-

dents and the environment made us feel welcome all the time despite our long traveling and early start of the day.

Each time we attended a session there were insights that made us look within to



seek answers. The sessions were lively and very practical which enabled us to broaden our horizons. All the topics presented portrayed a number of teaching techniques that Sai Baba had already introduced through the education medium of Higher Learning. It was interesting to note that modern educators are coming up with the theoretical models of teaching that Baba has already been teaching through the Sai Spiritual Education.

The beauty of this course was that the human values were considered in the context of Australian culture and the Australian education system. This meant that we could relate with our own children. This course has opened my mind as to how universal Sai

Baba's Educare program is.

One of the requirements of the course was to make an hour-long presentation of a book-review to the fellow students. Although as facilitator for the Education in Human Values for parents I conduct regular workshops, the learning experience gained through this exercise was enormous. It has enabled me to gain confidence in the art of presenting a topic experientially. The book given to me to review was "*Work as a Spiritual Practice*". After the review, I strongly believe that we can adapt Baba's teaching in any workplace and that spirituality exists at all times.

Another interesting feature of the course was attending a residential workshop at the Australian Sai School. This gave me a first hand knowledge of how the basic five human values are implemented by the Principal, teachers, parents and the students collectively.

This again drove the point home on how important the five basic human values of Right Conduct, Truth, Peace, Love and Non-Violence come into play in all aspects of life. In the school, we saw how each one worked in a loving and sharing environment. We could clearly see the difference in the students' behaviour as compared to students from other schools.

Finally, the course has enlightened me that everything is education and the five teaching techniques recommended by The Chancellor Sai Baba are a very practical way of achieving our spiritual goals. I am very grateful to the Institute of Sathya Sai Education for allowing me to complete the Diploma in Human Values, which has given me a new vision and inspiration in my own life.

- Satish Kumar

## *Embarking on the Journey of Love*

Before this learning journey

I first developed affection for Sai Baba as a great teacher and Master in 1975 when my mother, an ardent seeker of God decided to host weekly prayers in our house. In 1995, I was sufficiently motivated to train and become a teacher in imparting the Sathya Sai Educare (SSE) program and went on to become the Education Coordinator at the local Sai centre. My role models in life had been Florence Nightingale and Mother Theresa and as a child I had always adored their work. Sai Baba's teachings further motivated me to live life meaningfully and serve. I took on the position of the Chairperson of the centre and am currently the Zone Spiritual Coordinator. One day I thought, "What next?" I saw myself finishing my term as Zone Spiritual Coordinator in May 2003. Then I thought I could engage myself in service activities of the centre. I could continue teaching Sathya Sai Educare students, train Teachers and continue to conduct parenting workshops. That was what I thought. Things have

changed for me ever since I registered for the Diploma Course in the Education in Human Values.

The early days of my learning journey

It was with great excitement that my husband Param and I began this journey. I had previously read some of the literature written by Pal Dhall the Director of the Institute of Sathya Sai Education, Australia and knew every moment spent on this course was going to be precious, every word uttered was going to be a gem.

The long trips to Canberra where the classes were conducted were very memorable, enlightening and enriching. I had an urge to return for more and more and wished it would never end.

By the same token I was a little concerned about my ability to engage in disciplined studying especially after all these years. At times it was tough going, juggling work, the home front, my other duties in the organization as mentioned earlier and trying to complete the course assignments. Thanks to

Baba, and the love poured on us by the Director, his wife Tehseen Dhall, the administrative manager Dr. Mohan Bhullar and staff, I managed to survive.

I believe we were exposed to the deeper and broader insights of The Educare mission. I now believe I have a clearer direction in my mind and know that there's more to be done and I want to be part of it.

#### On completing the learning journey

The course has had a tremendous impact on me. I know my attitude has changed for the better. As an Educare teacher and trainer I had naively thought that my teaching techniques were fairly comprehensive but I have since woken up especially after my exposure to the different models of teaching theories and philosophies. I am grateful that I can

now review the work that I have been doing and know that further work needs to be done to take the program to greater heights.

I admire the dedication and positiveness with which all the sessions were delivered. Our interactions with one another were heart to heart and very often the presence of the Chancellor Sai Baba was felt. I loved the insights we had to share after each workshop. There were many, many in depth insights that we shared in the classroom, which further enhanced our learning and way of thinking. My urge to serve in Sai Baba's mission is even stronger now. I am also glad I have had to face up to my "status quo" way of thinking. It is clear there is a role to play in God's mission and I know I have to be ready in body, mind, and soul.

- Vasantha Paransoorthy



## Institute of Sathya Sai Education San Pedro

Diploma Course on Sathya Sai Educare 3 May – 5 July 2003

ISSE San Pedro announces the first diploma course on Sathya Sai Educare based on the principle **“Values cannot be taught, they have to be lived.”** A maximum of 25 teachers can be accepted. Teachers from public and private schools (especially at the primary level) as well as teachers teaching or planning to teach at the Sathya Sai Schools are eligible to apply.

The first part is the intensive four weeks (from 3 to 31 May 2003) comprising of lectures and trainings in a residential atmosphere, at the ISSE San Pedro and Sathya Sai School Pililla. The second part is the five weeks (from 1 June to 4 July) practical application of Educare in their respective classrooms. During this time they will work on their individual presentations. The final evaluation will be held between 4 and 6 July 2003.

ISSE San Pedro courses are offered free of charge. The deadline for 2003 courses is 31 March 2003. Interested applicants may submit a brief CV and a statement of purpose to ISSE Directors. Telephone (632-808-2912), Email ([isse.regionx@skyinet.net](mailto:isse.regionx@skyinet.net)) Inquiries are welcome.

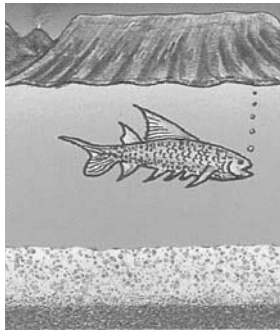


## *Relaxation promotes Learning*

Relaxation is associated with alertness. It is not to be confused with inactivity or absent-mindedness, but it is best suited for learning. Some people are gifted with a photographic memory by birth. For some, it needs to be cultivated. As parents and teachers we have much to teach with regard to the management of intellect given the toxic environments our children are growing up in today.

Scientific experiments have shown that memory can be enhanced by a certain attitude or a certain quality of consciousness. Research has been done on the hormones that are present in the body at the time of learning. Different hormones correspond to different glands and these also correspond to different states of consciousness. There is a hormone for anger, hormone for well being. Similarly, neurotransmitters are released into the blood stream of people when they are developing certain memories.

Drs. Agranoff and Davis from the University of Michigan carried out an experiment on fish that will illustrate this point. The fish were swimming around in a tank and were to be taught



not to bump into the glass portion of the tank. There were two groups of fish. In the first group, the fish were taught not to bump into the glass and then were allowed to swim around freely for a while after the learning period. The second group of fish also was taught not to bump into the glass; but they were given an electric shock after the learning session.

All the fish from the two groups were studied. The results showed that the fish in the

first group that were allowed to relax and continue swimming after the learning period retained the neuro – transmitter in the blood that is secreted during the learning experience. In the second group that had been subject to an electric shock, the mind could not hold the memory and did not retain the memory neurotransmitter. So, the second group did not remember the lesson. Such studies indicate that the relaxation is necessary to enhance memory. It is in a relaxed atmosphere that people remember best what they need to learn. Relaxation is not only good for health, but also important for learning.

Here are some relaxation practices that can be very effective. They are practical, any teacher can use – these can be done without any effort and they will build awareness in the child as well as improve concentration.

### Visualization exercises

Give them inner visualization practices (source—Yoga education for children). Let them lie down or sit and start visualization. Pretend there is a blackboard with white or red or blue or yellow chalk. On the blackboard start writing 1, 2, 3, with white chalk. Now write 4, 5, 6, with the red chalk, then change to blue and write 7, 8, 9, 10. Try to make them visualize it as you are telling them. Change fairly fast, not slowly, 1, 2, 3, change chalk, 4, 5, 6, change chalk, 7, 8, 9, 10.



They have to be efficient; do not give time for mental dissipation or drowsiness.

There are many objects for visualization, but easier ones must come first, like numbers, then perhaps geometrical symbols. Geometrical designs have a very great effect on the human mind. You can permute and combine

these geometrical designs, and it will help very much. For example, first visualize an upright triangle. Then an inverted triangle: one is blue, one is yellow, one is red, and one is white. Within the triangle there is another triangle and another two triangles intersecting each other, then a circle inside with another point at the centre, then another circle outside. Such patterns can be developed depending on the efficiency of the mind.

Let them also visualize scenery, such as beautiful lakes and oceans, waves and clouds, some black and white clouds looking like rabbits, a horse, a demon or dragon, the stars (but not the sun and moon which children cannot handle). Later when you know that they have become very sensitive ask them to visualize waves of air. You cannot see air, but you can feel it and experience its fragrances.

First take them deeper and deeper with gross symbols. Start with easier ones on a blackboard. You can also tell them to feel as if they have some plain paper or a stitched notebook, with a ballpoint pen, a fountain pen or a felt pen; it doesn't matter. They should write in numerals, the alphabet, or their own names, once in blue, then in red, then in yellow. Their power of visualization will improve. Maybe that is how a photographic memory develops.

### Games – Watch the Cat

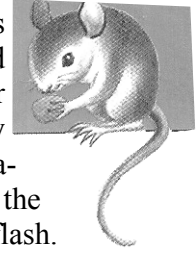
Children should be made to sit on their knees and then bend forward in the Cat pose, as



Cats often do when basking in the sun, lying completely limp as if they were empty bundles of fur, but even then remaining fully aware of what is going on around them.

If a Cat hears a meaningful noise, immediately it will spring onto its feet. So while the children are relaxing fully on the floor, keep on speaking to them: “Now you are lying

down as if you are asleep, but you are not. You are vigilant Cats, even though you look like sleeping Cats, you are all listening attentively to me. As soon as I say the word ‘mouse’ (or any other word or sound that the teacher may choose depending on the situation), you will spring into the stretching Cat pose again in a flash.



For the moment you are doing nothing. Feel your body. Breathe in and out deeply; feel your breath going in, as you breathe in, take in light. Feel your breath go out. As you breathe out, take out all the darkness. Breathe in and out; in and out; light and darkness. Feel your stomach go inwards as you breathe in, feel it relax and come back to its normal size as you breathe out....”

Modulate your voice as you go on instructing them. Keep on giving them instructions on how to relax in the right way until in the course of your talking, without any warning, you mention the word ‘mouse’ (or any other word depending on the situation). This will immediately bring the children onto their knees again. This game is a favourite with children from five to twelve years. Children will learn the meaning of awareness from such games. They will be made to feel that relaxation can be allied with vigilance.

### Story telling

Concentration games can be followed by suitable stories adapted for children. This is an excellent way to inculcate spiritual truths without boredom or disinterest arising. Take, for example, the story of the wise Cat. The Cat is a great *guru* indeed, as the following story will show.

#### The Wise Cat and the proud lion

Long ago, in the times when the animals spoke, the Cat was regarded as the wisest creature of all. Some Cats even displayed such intelligence and capacities that the fello animals came from long distances to learn from them. Once there was a Cat who was considered to be a great master, so much

so that even fish would swim the oceans and rivers to his abode, and cows and monkeys would travel for months to be taught by him. Even kingly eagles would leave their snow capped mountain peaks to ask his advice. The wise Cat was living a simple life in the forest, and the animals that came to be his pupils served him with love and reverence.

A lion once happened to knock at the door of the Cat's house and said, "I have come from my native jungle to learn from you. Please, teach me so that I can improve. I will listen to you in every way." The Cat accepted the new student and taught him how to spring, to hunt and to roar loudly. He showed the lion how to fight with courage, sniff his prey from afar, run swiftly over hills and through valleys, and see in the dark on moonless nights. The lion lived peacefully within the community and learned how to feed sparingly when there was not enough to eat, and to share in times of plenty.

Soon he thought he had become wise in his turn; he had also developed great pride because he was the strongest and most fearless of animals. He said to himself, "Now the Cat



has transmitted all his knowledge to me and I have come to know as much as he. I am also bigger and

stronger than he. I am tired of listening to him, I will now take his place." Once, as the Cat was sleeping all by himself under a big oak tree, the lion pounced on him to swallow him up. But the Cat had sensed his presence, for he was not fully asleep, and was able to jump onto the highest branch of the tree. Although the lion, wild with rage, tried to catch him, it was no use.

The Cat spoke to him from the top of the tree: "Don't think that you have learned everything from me. I still know more. Now go away from here and be content to remain what you are." And since that time the lion and the Cat have parted ways.

Never challenge the wisdom of a teacher!

- Dr. Lakshmi Seetharam

### **Sathya Sai Schools Accreditation Commission**

The Commission was established in 2000. The Commission has established the Educare website ([www.saieducare.org](http://www.saieducare.org)). The Educare site is self explanatory. It provides online information on Sathya Sai Schools, Institutes, Inspectors, and Accreditation Commission.

It also includes a frequently asked question page with email addresses to send feedback, update or correct information.

For further details on the activities of the Commission contact Tom Scovill, Director email : [scovill@snowcrest.net](mailto:scovill@snowcrest.net)

### **ISSE San Pedro Activities Philippines**

**25-26 January 2003:** 877 local governmental officials, public and private school teachers, 520 parents, and 200 students participated in the two day seminars on Educare—Key to Teacher and Parent Transformation.

**22-26 March 2003:** Visit of Mrs Genevie and Mr Victor Kanu from The African ISSE, Zambia.

*Editors' Note:*



*We invite educators and professionals to contribute essays on their experiences in the practice of Human Values in their daily lives.*

If you throw a stone into a lake, ripples will start. These ripples will soon spread to the far end of the lake. In the same way, once you put a thought into the lake of your mind, it spreads to the entire body. Whatever be your thoughts, they will subsequently influence your actions. Good thoughts will generate good feelings resulting in good acts always.

-Baba

