

Sathya Sai Newsletter, USA

Dedicated with Love and Devotion to Bhagavan Sri Sathya Sai Baba

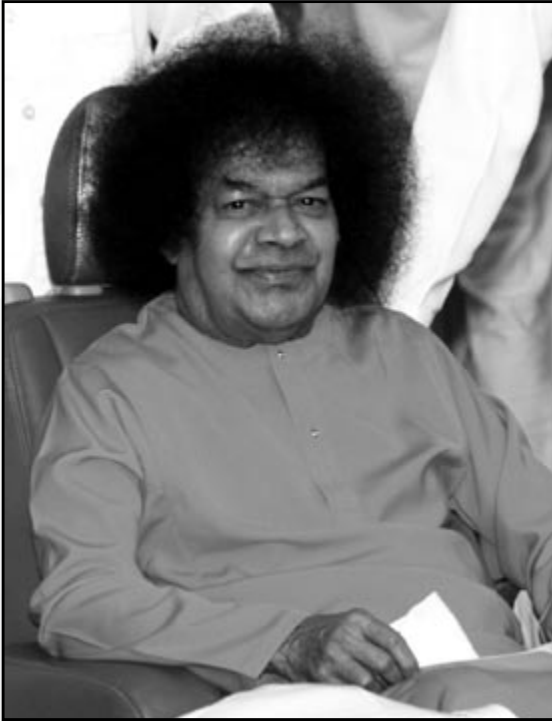


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PLEASE NOTE: NEW WEB ADDRESS FOR SATHYA SAI BOOK CENTER OF AMERICA:
www.sathyasaibooksUSA.org

SAI'S MESSAGE



Real Education

The heart is referred to as “Hridaya” (Hri + daya), meaning that the heart is the seat of compassion. Real education is that which fosters virtues, morality, truth, compassion, discipline, and duty. It is not enough to be merely intelligent. Education must confer the wisdom that flows from the heart, and not just knack or cunning. . . .

Set apart some time for service. Be balanced. You should neither study continuously nor play all the time. Do not slide into lazy habits; laziness must be avoided at all costs. Excessive talking must also be avoided. Too much talk diminishes memory and dulls intelligence. Therefore, talk only when you must, and speak sweetly. When you talk, be always courteous and never fail to respect your parents. Your actions must always be based on love, for you to be called an educated person.

—Sri Sathya Sai Baba
May 15, 2000

Love, Values, and Heroes

“Am I coming from love?”

I was listening to a priest speak one day, and he mentioned that he thought everyone needed heroes in life. He used the example of the saints in religions, who as leaders inspired people to do good. Heroes must have the courage to follow the ethics they live by, not just to talk, but walk the walk. They must have wisdom and the ability to inspire others to live their lives to their full potential.

It got me to thinking about whether I had any heroes in life. Many people have influenced me, but were they heroes? I wanted to know, what is the foundation for a true hero?

I quickly realized that Sri Sathya Sai Baba is my foremost hero. He inspires and teaches me. He lives up absolutely to his words. He has infinite wisdom. He not only has compassion for the suffering of others, he acts on his compassion by helping them. He is the embodiment of the values that he teaches: truth, right action, love, peace, and nonviolence.

Why do I feel this intensity of knowing deep inside that he is absolutely the One I want to follow straight into eternity? I tried examining my feelings toward him, which extend back twenty-seven years. I felt right from the beginning that Baba was, indeed, God on earth.

Over those years I have experienced Him in many ways: the feeling that he was my mother; another time, as my father; then

as my friend. Finally I experienced what I consider to be his true nature—his all encompassing love. Baba tells us constantly that love is another name for God. He is love. The magnetism that attracts us to him is his love.

As our mother, he comforts us, filling us with his love. As our father, he corrects us and shows us the proper direction. As our friend, he holds our hand along the path, and with many words of encouragement, shows us his footprints to follow.

It doesn't matter what role Swami plays in our lives, because each role is based on divine love. He is love, so we can never be without love. We are all filled with this divine love. We are all divine love. We are all one.

Albert Einstein is another of my heroes. One of the reasons Einstein inspires me is the way he brought together science and spirituality, and I understand Baba to say that science and spirituality will be viewed as one someday. Here is a quote from Einstein that I feel says much the same thing that Swami teaches:

A human being is part of the whole called by us *universe*, a part limited in time and space. We experience ourselves, our thoughts and feelings, as something separate from the rest, a kind of optical delusion of consciousness. This delusion (of separation) is a kind of prison for us, restricting us to our personal desires and

to affection for a few persons nearest to us. Our task must be to free ourselves from [this] prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty. The true value of human beings is determined by the measure and the sense in which they have obtained liberation from the self. We shall require a substantially new manner of thinking if humanity is to survive. (Albert Einstein, 1954)

That is so right on! I wonder if Einstein knew Baba. Here is another of Einstein's statements:

Common sense is merely a collection of prejudices learned in the first eighteen years of life.

I really have to think about this one, because Swami, too, tells us to use common sense but also to follow the human values of right action, truth, love, peace, and nonviolence. So what is Einstein really saying? What is the root of common sense? I think the root is love.

I think the prejudices Einstein speaks of are predispositions from our upbringing. Hopefully, after eighteen years of life, we begin to change these and mature. He's warning us that many of our ideas really need to be updated. They're downright juvenile. As we bring out the five human values that are inherently within us and begin to live them, our common sense will be right on.

Swami tells us to keep ourselves centered in love. I decided to really try and practice this— that whatever situation I encountered during the day, I would stop for a moment

before taking any action or allowing any reaction and ask myself, "Am I coming from love?" If I was in a stressful situation, I found that by asking this question, I would suddenly feel free from stress. I could truly feel love and respond in an appropriate way. I say "appropriate" here, because whenever my responses aren't coming from love, they are not appropriate! We must always come from love.

For me, this has been a most joyful lesson. No wonder Swami tells us to live in love! We cannot help but be happy under those circumstances.

Swami has been telling us in recent discourses how his love attracts everyone to him. We will all experience this as we let our divine love shine out to all living beings. Love always attracts love.

I was with a friend recently who was leaving her material body to "go home." Her daughter was in such pain that it almost broke my heart to see her suffering. She kept saying over and over about her mother, "She is my hero. She is my hero. No one knows how many times she saved me." I couldn't help thinking what a great tribute that is to a mother or father.

As we transform our hearts and truly begin to practice the five values of truth, right action, peace, love, and nonviolence, we will all be heroes. Let us all be happy!

—Patricia Graybill
Atascadero, California

Be Ideal Examples

Address to Teachers, Strengthening Values Education Conference, 2000

From ancient days, this world has given infinite respect to teachers. There are three types of teachers. In those days, the first teachers were sages who taught in an inspiring way. They were **inspirational teachers**. Each forgot their body and practiced their knowledge for the progress of the students, keeping in view the future of the country. How did they spend their daily lives? First and foremost, they taught every child: *Start the day with love, fill the day with love, spend the day with love, and end the day with love.*

They started and ended their whole lives with love. Therefore all their hearts were inspired.

Then, the second group of teachers consists of the **explaining teachers**. They explain each subject in detail. Due to this explanation, each subject gets imprinted on the hearts of the children.

However, due to the influence of the Kali Yuga, the third type, **complaining teachers**, has increased. What is the reason? They begin by wanting comfort. In the past, there were no comforts at all. The sages of ancient times brought the children together in their house, under a tree, in any boarding house, or in a temple, and they used to teach them there. There was no special place called a school.

In this way, making comfort distant, these sages progressed joyfully, kept the teaching in their heart, and taught wholeheartedly, heart-to-heart, love-to-love. The sages of those days used to share love from their own love. Therefore, in those days, they didn't call them teachers or lecturers, they were called *acharya*. Who is an *acharya*? An *acharya* practices and, in so doing, transmits his practice to his students. An ideal exemplar is an *acharya*.

Chant Bhaja Govindam

For example, while going to the river to bathe, the teacher would take the students with him and also teach them knowledge along the way. In such a way, Adi Shankara gathered together his fourteen disciples and went to bathe in the River Ganges. One disciple was sitting under a tree, repeating, *Dukrun Karane, Dukrun Karane, Dukrun Karane*. He was repeating a principle from *Panani's Grammar*. To develop his intelligence and discrimination, and to teach him a lesson, Shankara came forward, walking directly up to the disciple who was repeating *Dukrun Karane*. "Oh scholar! Why are you committing this to memory?"

The disciple answered, "When I progress in this grammar, I may become a great scholar. Due to the influence of this scholarship, I may

be able to join the king's court." To this, Adi Shankara replied, "You may join there. What is the result of that?" The disciple replied, "The king will give me as much wealth as I want." Shankara then asked, "What is the use that comes from this wealth?" The disciple answered, "My family and I will be comfortable and well off." Then Shankara said, "Dear one, you may be happy. Your family may be well off. But this is only selfish. How long can you experience this happiness?" The disciple said, "I can experience it up until I die." "After that, what will you experience?" Shankara asked him. The disciple said, "I don't know."

Then Shankara sang, while patting the fellow's back, "*Bhaja Govindam* (sing the Lord's praises). Crazy fellow! First and foremost, pray to God. Only then will you get everything. So develop devotion first and foremost. Only after the seed of devotion is sown in the heart, will it blossom, and will the principle of spirituality develop, transforming one's whole life into bliss."

Pray to God and Practice

Therefore, first and foremost, pray to God, and having that as your foundation, study all your education.

To be happy in this world, one needs secular education. To be happy in the next world, one needs spiritual education. (SANSKRIT SLOKA)

You are hoping only for worldly comfort, without desiring spiritual comfort. Therefore, today you and your family may be well-off, having that which can be attained by salary and wealth. However, this is selfish. One's whole life is selfish, selfish, selfish. If you spend your whole life like this, when will you experience that which is beyond—namely, the spiritual aspect?

You don't have bliss, even with all this worldly comfort. First, you must seek to put into practice the education that gives bliss to God (i.e., spirituality and human values).

If God is pleased, the whole world will be happy. Accordingly, we can pray to God in daily life and thus make good use of our time. If you who are teachers in the world want the progress of your girls and boys, first of all, you must begin with spiritual feelings. In that way, you will acquire moral values. And thus, you will live your daily life within the safety of peace. What you have taught to your students today will be learned by your children tomorrow, and if you teach children without having good feelings, your children will also have a lack of good feelings in the future [and vice versa].



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Children of Love

Hence, you have to feel that all of the children that you teach are born out of love (*prema putrulu*)—dear to you, but not your own. For your own begotten children, the relationship is born out of passion (*kama putrulu*). So, those born of love are dearer than those born of passion. Dronacharya (Arjuna’s uncle and teacher) had numerous disciples. He used to teach them good things. However, he took only Arjuna as his favorite. Why? As his relationship with Arjuna was born of love, Drona taught him all the secrets of education that he didn’t teach even to his own son, Aswatthama. What is the reason? It has to do with deservedness. The deservedness that Arjuna had, Drona’s begotten son, Aswatthama, did not have. Drona taught all his secrets to Arjuna. Therefore, Arjuna was his son of love, while his own son was his son of desire. Progeny of desire is related only to the world. Progeny of love is heart-to-heart, love-to-love. Therefore, you must mold your students of today into students like that, so that they become progeny of love.

The teachers in the Sathya Sai organization have to put Sathya Sai’s wishes into practice. I said the other day, “All teachers are like water tanks, and children are like the taps. Only when the tank is full of pure water, can pure water also come out through the taps. Therefore, keep pure feelings in your heart. Fill your hearts with divine thoughts. To develop pure hearts, you have to sacrifice [all impurities].

Service to Society

Immortality can be attained only through sacrifice. Neither actions, nor progeny, nor wealth can confer it.

(SANSKRIT SLOKA)

You will become ideal teachers only when you develop [the spirit of] sacrifice. In other ages (*yugas*), there were *acharyas* (ideal examples). Teachers! In this Kali Yuga, you should all be *acharyas*, which means that you must first practice, and only then teach the children. When you tell the children to speak the truth, you should also speak the truth. When you do service to society, thus you also teach service to the children. It is not possible to use all of one’s time for study. One’s time has to be separated into sections, so one can also participate in service to society. The comfort of one’s parents must likewise be attended to. After your studies, foster an intimate relationship with society. Only then will your studying be sanctified.

I spoke yesterday about what education is. It is not only bookish knowledge. Study is useful for you alone, but how long will this bookish knowledge last? The book goes, and only knowledge remains. How long will it remain? It stays only for a time, and gradually even this knowledge will be forgotten. Then allergy begins! You don’t have any use for allergy. With this allergy, you can’t help anyone, nor can you yourself experience bliss. You will also lose all your interests.

Don’t Waste Energy, Time, or Food

So, only when Divinity is kept in the heart, will it change into energy. You should increase that energy. Don’t waste food. Don’t

waste time. Don't waste money. Don't waste energy. The first thing that we have to protect is money. Don't waste money. Wasting your money amounts to misuse of money, and misuse of money is evil.

People call upon Goddess Lakshmi (the goddess of prosperity). But when this money is put to bad use, we will be misusing time. Don't waste time. Time is the embodiment of God. Therefore, in the Vedas it is declared:

*Salutations to Time (Kalaya Namaha)!
Salutations to the Embodiment of Time
(Kala Kalaya Namaha)! Salutations
to the One Beyond Time (Kala
Trivikramaya Namaha)! Salutations
to the Form of Time (Kala Swarupaya
Namaha)! Salutations to the One
Beyond the Three Forms of Time—
past, present, and future (Kalatitaya
Namaha)! (SANSKRIT SLOKA)*

Everything is time. Time waste is life waste. Therefore, time is God. Keep this in mind.

*Food is God. Prana (the life force) is God.
(Annam Brahma, Prana Brahman.)
(SANSKRIT SLOKA)*

Food is a form of God. Many people are suffering due to lack of food. Eat as much as you need, but don't waste food. Food is God. As is the food, so is the head. As is the head, so is God. Therefore, don't waste food. If you have too much, share with someone else.

Next, don't waste energy. Talking too much is a waste of energy. Too much looking here and there is [not only a waste of energy but] also a waste of time. How is it a waste of time? For example, we turn on a radio. We have turned on the radio, and the radio is

talking. However, you should only have it on to a limited extent. If it is used too much, you will waste a lot of current. So many units of current will be wasted or consumed. Whose loss will it be? The one who uses it.

In the same manner, your heart is a radio. Put it to some sacred use. Don't allow any scope for unnecessary, mad, or crazy contemplations. By doing all kind of unnecessary things, energy will also be wasted, and in a very short time, you will soon become old or aged. What is the reason? Too much wasted energy.

Everything Is Energy

Seeing is energy, speaking is energy, doing is energy, hearing is energy. Everything is energy, so talk less, and do more work. Only when you develop this kind of energy, will you become great people. You will have good strength and increase your power of intelligence. Then, children can be made to progress to any extent, but due to the effects of the current age (Kali Yuga), all children today are wasting a lot of energy. They are putting all the wisdom-power that God has given them (*jnana shakti*) to bad use. They are even putting their intelligence, which God has gifted them, to bad use.

The Vedas say, *Jnana Shakti Prajnana Brahma*: the power of wisdom is God. This is also called Constant Integrated Awareness. So we have to strengthen our energy. It has to be used in a divine way. Concentrate on directing all your energy toward God; then you will attain concentration. If you waste your energy in other ways, no matter how long you sit, your mind will keep wandering

in the marketplace. It will not be possible for the mind to remain steady for even one moment.

What is the reason? Due to waste of energy, the body becomes weak, the mind becomes weak, and the intelligence becomes weak. Due to all these three becoming weak, what *sadhana* or spiritual practice will you be able to do? You won't be able to do any *sadhana* at all! Therefore, make your energy strong.

You also have to teach this to the children. Then they will progress well. They will become ideal teachers. First, however, you must [be an example]: do good, be good, see good. This is the way to God. See good, do good, be good. That is what you have to do, above anything else. Teachers like this will progress very well.

I Will Help You in Your Further Studies

When you hold such a right ideal in your further study, then you will also get a great job or be great teachers and professors. Look at our Institute (now Sri Sathya Sai University). We have many doctorate (PhD) degree holders here. You didn't know that; I am only telling you this today. I have never mentioned this publicly about our Institute.

Many students pass their Masters of Science (MSc) degree. After passing the MSc, they pass the MTech (Masters of Technology) degree. After passing MTech, they pass the MBA (Masters of Business Administration). These three are all postgraduate degrees. Even after their MBA degree, these students continue on to their PhD. If you look at these students, you will see that they are

very young people who have completed three or four postgraduate courses of study. Afterward, we are keeping them on as teachers in our Institute. Similarly, if anyone among you can progress and have unshakeable faith (*sraddha*), sincere interest, and steadfastness, I will give any amount of help that is needed.

Therefore, you must develop the right interest and steadiness. With this desire to be good teachers, you will set a good example. Get good certifications from your organization, wherever you are. If you call on me, without fail I will help you attain higher studies.

The End of Education Is Character

Therefore, as you develop the right type of qualities, see that you remain like that, without giving any opportunity for any bad habits or bad practices to develop. The end of character is education. The end of education is character. Keep that well in mind. All of you here must have seen how our students behave when they come to sit. The ladies sit on this side, but the students won't turn their looks or minds in that direction. Even when their mother comes, they also bow their heads when talking to her. What is the reason? One can never predict how the mind, the feelings, or the thoughts may change in any moment. One has to be always on guard. That type of good character has to be developed. It is a great virtue to be like this. There is no other quality greater than this. In the past, even Dronacharya taught as much. Only later he became weak.

Bhishmacharya (another uncle and teacher of Arjuna and the Pandava brothers; commander of the Kaurava forces in the Mahabharata war) sacrificed his whole life for the happiness of his father. He passed his life without ever getting married. His whole life he remained celibate (a Brahmachari). Therefore, all of India considers Bhishma as an *acharya*, an ideal example. They say that he spoke only that which was true wisdom. You should become acharyas like that. Until then, you have to teach the children well in the subjects that have to be taught. We should show gratitude to the institution that gives us this quality of good character, but these days, there is a lack of gratitude.

Mr. and Mrs. Kanu in Zambia

In the African country of Zambia, Mr. and Mrs. Kanu developed their school. Earlier Kanu was a pastor. In those days, he was head of an ashram. I called them and told them, “Kanu, don’t waste time. You are not getting anything out of this. Go start a school.” Forty years ago, no blacks were coming here, but both of them came to me. I performed the marriage of Mr. and Mrs. Kanu, forty years ago. She is also black. From that day until now, they have been following through with an unwavering vision and steady mind. Truly, no scarcity will come to the one who has faith. No one knows this, so I am telling you today. Why? Because you should all become such examples.

It was very difficult to start a school in Zambia. Neither the government nor the public gave any help. Both Mr. and Mrs. Kanu fostered the school, going to a lot of

trouble physically and mentally. Two years ago, Kanu came and said, “Swami, it is becoming very hard to run the school. We are unable even to construct buildings.” I said, “Don’t worry. Be happy. I will help you. I am seeing to it.” At that time it was not possible to do anything from India. Why? It was because Indian rupees couldn’t be exchanged in Zambia.

I told him, “Kanu! Be courageous! Your courage, faith, and perseverance is the main reason for the school’s progress.” *Sraddhavaan Labhate Jnana. Wisdom is gained by steadfast faith.* (SANSKRIT SLOKA)

So I made a phone call from here to the Sathya Sai Organization in America. Since Indian money cannot be exchanged in Africa, I asked the American Sathya Sai Organization to help. Then Kanu was so happy. Not only on that day, but also on any other day, the words I utter are truth. *Speak the truth. (Sathyam Bruyat)* (SANSKRIT SLOKA)

Truth is truth alone. I also said to Kanu, “Don’t be troubled at all. No matter when, I will look to the school. Don’t give it up. That school has to be developed.”

That area has many poor people, blacks, who do not even have food to eat. What a shame! Gather together all the children like that, educate them, and make them progress in society. See that their families are well and protected. Therefore, Kanu has to continue to hold on to this work, without leaving it. I am hoping for this. I will see. I will do. I will help you.

Efforts of Jumsai

In the same way, Jumsai is also there today. He is not a small man. In front of you all, he may look like a small man, but he is a great, eminent scientist. He is not only a scientist; he is also a great professor. Not only that, he is a member of parliament for that country (Thailand). They also tried to make him a minister, but he said, “I don’t want it. I want service, service, service.”

In the same way, he wants to see a Sathya Sai Institute started in every single place. In Sri Lanka there is a lot of trouble now. But he developed Lanka, first. He is also taking an interest in East Africa. In numerous places, he is taking a lead to develop this. I am also wishing that this should be done without fail. I will help you.

No one can understand each devotee by seeing only his outer experience. At one time, bombs fell in Thailand. They were very afraid. Swami’s chair was there in Jumsai’s house. His mother was also there. Everyone was there. They wondered anxiously, “What will be our fate?” They closed all the doors to the house and sat in Swami’s room. All the bombs were falling. Thailand became very disturbed, but the house of Jumsai remained safe. The main reason for this was his steady devotion and sincere faith (sraddha). From that day to this, he is very determined and accomplishing a lot in organizational matters. I am hoping that his determination will continue.

All your goodness will be supported by Bhagavan. Every good thing will attract help. Why? Help will come automatically to those who do good things. Goodness itself

will inspire the necessary help. In this way, numerous devotees around the world are supporting this organization.

For the purpose of developing these educational programs, Jumsai and Kanu have to first acquire a lot of steady faith. If they both have this steadfastness, they will be like right and left. Kanu said, “First left, then right, left and right, right and left together.” This will be marching together. One’s whole life will be this marching. Without fail, I will continue to march beside you.

Help to Teachers

Make this educational program progress even more in the right way. Next year, bring a few more teachers. I will also help these teachers in their higher studies. Why? In a few homes, the family situation is very difficult.

Teachers! Don’t worry at all about the problems in the home. I am your family. I am not separate. You are not separate. I and you are one. Firmly develop your faith in this truth. Don’t succumb at all to the fears of the world, so that this study will be very progressive, and the country will also prosper.

These days, wherever one looks, one finds agitation and absence of peace. Therefore, you should pray for your country: *May everyone everywhere be happy (Samasta Loka Sukhino Bhavantu)*. Pray that people from all countries, people of all places and all parts, should also be well. Progress and take part in your activities. You have to show an ideal example.

—Sri Sathya Sai Baba
September 30, 2000

Sri Sathya Sai World Education Conference of 2008

Theme: Principles, Authenticity, Accountability, Service

Sri Sathya Sai educationists from 90 countries, the Sri Sathya Sai Organization of India, the Sri Sathya Sai University, and the Sri Sathya Sai Baba International Centre in New Delhi, came together in Prasanthi Nilayam July 20-22, 2008, just after the annual Guru Purnima festival, for a World Education Conference organized by the Sri Sathya Sai World Foundation, chaired by Michael G. Goldstein MD. Swami graciously gave discourses on all three days of the conference and responded both publicly and privately to many of the questions that had been collected over the preceding months.

Highlights of the conference included an array of speakers, workshops, and an outstanding exhibit in the Poornachandra Auditorium. An online version of the exhibit can be viewed at www.sathyasai.org/education/EdExhibit2008/edexhibit2008.html. It is scheduled to include the hundreds of “panels” (large posters) of illustrations and facts on Sathya Sai Schools, Sathya Sai Institutes, Sathya Sai Education (SSE or Bal Vikas), and Sathya Sai Education in Human Values (SSEHV) programs from around the world. The exhibits at the conference also featured arts and crafts on human values by children from around the world, and a fifteen-minute video presentation on the concept of educate as propounded by Swami.

In a post-conference announcement, Dr. Goldstein complimented the speakers, workshop leaders, participants/delegates, Sai youth who helped mount the exhibit, volunteer workers who provided logistical support, and all other unsung heroes for their dedication, discipline, reverence, and earnestness in creating a magnificent conference, thanking Swami profusely for the opportunity to experience the “exhilaration of unity” by permitting such a large and truly international conference.

All delegates at the conference received a newly-compiled book, *Sri Sathya Sai Educare – Human Values*, consisting of 27 of Sri Sathya Sai Baba’s past discourses (1968-2006) on spiritual education. Dr. Goldstein termed these discourses, and the three given during the conference, as “essential reading,” saying, “Swami’s words are the beginning and the end of all that we do.” This book is available online in PDF form at www.sathyasai.org/education/EdConf2008/content.htm.

Dr. Goldstein also announced the following immediate results of the conference:

Global Overview Book and Guidelines on Institutes, Schools, Syllabus, and Accreditation These guidelines represent the “first serious attempt to establish order and unity in our education programs all over the world,” and the document has been approved by Swami on an interim basis. The guidelines will be studied, put into practice, and reviewed carefully and thoughtfully in the coming months. He stressed the mandate to retain and rely upon a spiritual perspective, reminding those involved in Sai Education programs that the goal is



“spiritual transformation, not transfer of information,” and that the Sai organization strives for “spiritual unity, not unanimity.”

World Foundation Education Subcommittees Four subcommittees will be formed under the World Foundation’s Education Committee: (1) Sri Sathya Sai Institutes, (2) Sri Sathya Sai Schools, (3) Sai Spiritual Education (SSE), and (4) Sri Sathya Sai Education in Human Values (SSEHV) in Public Programs and Public Schools.

New Program for Sai Teenagers Ages 15-18 Swami approved expanding the current SSE groupings to accommodate a new grouping of youth ages 15 to 18. This grouping includes teenagers who are too old for Group III SSE program and too young to join the Sai Young Adult program. Some innovative approaches to nurturing young people during this sensitive age range have been suggested by SSE teachers, and those ideas will be reviewed for possible implementation.

New Sathya Sai School(s) in South America Swami approved the establishment of one new Sathya Sai school in South America and tentatively approved a second Sathya Sai school, also in South America, pending certain changes in the proposal.

New USA Sathya Sai Institute Swami approved the establishment of a new Sri Sathya Sai Education Institute in the USA and provided guidance on setting it up.

Dr. Goldstein concluded by urging all to “take this opportunity to make a quantum leap forward in our efforts to introduce a spiritually-based, value-based, character-based education program, inspired by the Living Divinity, Bhagavan Sri Sathya Sai Baba, who lives among us and within us.”

Questions and Answers on Sai Education

Sri Sathya Sai World Education Conference, July 20-22, 2008

In advance of last July's World Education Conference, pre-conference meetings were held in all Sai organization regions and zones worldwide. At these pre-conferences, questions were collected from the attendees. Many specific questions regarding SSE, SSEHV, Sai institutes, and Sai schools were answered or addressed during the July conference in the four corresponding workshops. In this discourse, Swami himself addressed these remaining questions that had been posed by conference delegates.

One may become a wise man by acquiring all types of knowledge, but the dull-witted may not realize their own Self! Despite acquiring all knowledge, a mean-minded person remains unable to give up bad qualities. The more "educated" a person is, the more he indulges in argumentation. Never can such a person acquire true wisdom. Why pursue all types of education and be doomed? Pursue the education that leads to immortality.

(TELUGU POEM)

Devoid of practice, any amount of education serves no purpose. One may acquire high academic degrees and titles, but such a one cannot be called an educated person. Education is different from practical knowledge: one has to put into practice what has been learned from an educational institution. Today, the highly educated can be considered only as *ajnanis* (those who lack wisdom). Children today imitate them and walk in their footsteps.

(Swami then answered some questions put forth by the delegates.)

How should students relate themselves to God?

God is not separate from you. He is in you, with you, around you, behind you, and before you. One has to develop love toward God and have an inseparable bond of love with God.

The relationship with God is not physical. One has to develop the feeling that God and the self are one and the same, and that God is in oneself.

What are the external signs of spiritual transformation in a devotee?

First of all, people must inquire within as to whether they have developed unflinching faith in God, or whether their relationship with God is casual and worldly. Having decided this, they must develop firm faith and make sure they are living with a sense of total equanimity in both pleasure and pain. In fact, there are no special signs of the spiritual transformation that takes place in an individual. It is possible that, at times, some signs may appear outwardly, or in dreams, or one may relate oneself to [hearing] the

voice of God. In any case, one must observe for oneself whether one's devotion is increasing or decreasing. Everything depends upon one's faith in God.

What are the qualities expected of a teacher in the Sai system of education?

The teachers should not let the students go free. The teachers should exercise proper control over the students, with kind and good words, keeping in view the aims and aspirations of the students. Simply because they are your students, you should not let them go scot-free. Even if you were to allow them some freedom, you should apply brakes now and then, and you should also punish them, if necessary. Such punishment is intended to be a warning to the students, to behave themselves properly.

What is the role of a teacher in the Sai educational system? How should he enforce discipline?

Let the teacher remain as a teacher and the student as a student. Both have their roles and responsibilities. The teacher, especially, has the responsibility of ensuring a proper atmosphere in the classroom while keeping the students happy.

What efforts must a teacher make to become a role model in human values?

This is a very important question. Only when a teacher behaves properly with the students, will they emulate his qualities. What you forbid the students, you should not undertake to do yourself. For example, in the matter of food, both the teacher and the student should eat the same foods. You forbid meat eating for the students, but then

you yourself partake of meat and fish. Such a practice is very bad for developing a harmonious relationship between the teacher and the student. What you teach to the students, you must follow first.

Neither should a teacher behave irresponsibly by thinking that the students have no right to question him. He should conduct himself with humility and alertness while dealing with students. He should nourish and nurture the students with love.

Another question relates to a teacher's dealings with students in a coeducational school.

The teacher should take extra care in his relations with the girl students. They should be treated as his sisters, with love and respect. It is only then that their character will be molded [properly]. A teacher is expected to set an example to others by his behavior.

In what ways should the parents be involved in their children's education?

Parents are expected not to discuss their family problems in front of the children. They should sort out those problems between themselves and keep the children happy and education-oriented. Instead of correct behavior being pointed out by the children, parents should set an example to their children in conduct and behavior.

Students' Responsibilities

Students, on the other hand, should not cause any inconvenience to their parents. They should develop a sense of gratitude toward their parents for bringing them up and for undergoing various difficulties and sacrificing their own comforts to do so. Even

after the children are married, they should not neglect their parents, thinking “I and my family are doing well. What do I care if my parents are suffering?” Only uneducated fools behave like that. Educated people should not develop such an attitude. You must serve your parents and keep them happy. You should fulfill their needs. It is the children’s duty to keep their parents happy.

These days, students make friends with bad characters. “Tell me your company, and I will tell you what you are.”

By joining bad company, you will also get spoiled. Today, there is a lot of friction between parents and children. The desires and aspirations of parents and children are opposed to one another. If you look after your own tastes, what about those of your parents? You should therefore fulfill your aspirations while keeping in view the expectations of your parents. It is sheer selfishness to work for your own satisfaction, while making your parents unhappy. Such behavior is unbecoming of a son.

Parents should also exercise proper control over their children. The parents should explain to their children, “Today, you are married and have set up a family, but we have been with you right from the beginning. Make us happy. It is your duty.” Bidding goodbye to the parents and setting

up a separate family is selfishness. Because this selfishness has been increasing in recent times, the relationship between parents and children has become strained.

Another point I wish to emphasize is that you should not interfere in matters that do not concern you. Due to the impact of modern times, children tend to become separate from their parents. Tempers run high and tensions build up in such situations. Because of this, you have to control your anger to a certain extent. You have to pause and inquire



First and foremost, the parents themselves should develop their awareness about human values. . . . How do you expect the children to follow human values when you yourself are not following them?

within yourself, “Should I be showing my temper toward my parents? Is this correct?” You should not let your elderly parents shed tears on account of your rude behavior. On the other hand, if you make them happy, you will also be happy.

Parents Should Develop Awareness of Human Values

The [Sai Spiritual Education (SSE)] classes are very important for children. Meditation (*dhyana*) should be taught to SSE children and those undergoing training in Education in Human Values (EHV/SSEHV). First and foremost, the parents themselves should develop their awareness about human values. They should follow the human values in both letter and spirit. How do you expect

the children to follow human values, when you yourself are not following them?

Set an example by your practice of human values. Parents today are busy and have no time to spare for their families and children. If both parents go to their offices, what will happen to the children? Who will look after them? Some years back, I wrote a poem about the pathetic condition of the children and family in such situations:

If women go out for jobs, who will take care of the home? When husband and wife go out to the office, who will do the household work? If women go out to teach other people's children in the schools, who will teach their own children? If women go to work just like men, who will cook in the kitchen at home? Earning money may solve some financial problems, but how will it resolve domestic problems? Women can work and earn money, but they cannot lead a happy life if they neglect their home. (TELUGU POEM)

Parents these days depend upon cooks and nursemaids (*ayahs*) to run their homes. This will bring down the reputation of the family. Hence, you have to take up employment only after insuring the smooth running of the household. You can certainly take up a job, provided the children are taken care of in a proper manner.

Even the men do not understand this situation. Some spend their time reading newspapers and watching TV after returning from their offices. Others go to the club and play cards. They do not bother about their family and children.

How can parents insure a proper atmosphere in the house and their children's education?

If the children are not studying well, it is not the children's mistake. The parents are to be blamed for such a situation. You should remain in the house and look after the children properly. That is the real income for the family! On the other hand, if you go out to earn an extra few thousand, neglecting your children, you are selfish parents. If your children are spoiled, you will have to repent later. It is the foremost duty of the parents to bring up the children in a proper atmosphere.

Human values are to be followed by each individual voluntarily. No one can force a person to practice them. If people in their respective occupations—police, doctors, nurses, and so on—did their jobs with honesty and integrity, problems would not arise in society. Unfortunately, this is not the situation today. The children are suffering on account of the faults of their parents.

Therefore, we have to insure that the children are happy and grow up in a healthy environment. You should not allow them to sleep till 8:00 a.m. You must wake them up at 5:00 itself. Unfortunately, today even the parents do not get up at 5:00. They sleep till 8:00 and their children till 9:00. Parents should set an example to their children. Those who have no children and no responsibilities can sleep for any length of time.

Sathya Sai Schools

The Sri Sathya Sai Organizations, while establishing schools, can raise a corpus fund for the maintenance of schools. They can

also take the help of parents for running the school. Especially, the three principles of discipline, duty, and devotion must be given top priority in Sathya Sai Schools. Children must be taught the human values from early childhood onward. Students should be taught to establish a proper relationship with God.

Parents should not provide all sorts of fashionable clothing to the children. Provide them with simple and neat clothing that will suit their needs. It is the primary duty of the parents to exercise proper control over their children. Parents should also be given a proper orientation about the Sai system of education. It is possible that some parents may not be aware of this.

Some children, out of fear of their parents, speak lies. Hence, parents have to visit their children's school once a week to inquire about their wards' behavior and progress in studies. Sometimes children manipulate their marks and inform these to their parents, who implicitly believe them. They do not take the trouble to go to the school and check with the teachers. Parents have to go to the school every now and then and check with the teachers, without the knowledge of their children.

In a way, parents in villages behave better in this respect. They at least monitor the progress and behavior of their children in school and take timely corrective measures. But people living in towns and cities, especially high officials, do not bother about their children.

Also, students should not loiter here and there. Some students roam about in bazaars and waste their time. Such students

are stupid! It does not behoove the stature of a student to roam about aimlessly in the streets.

Parents should also prevent children from misusing money. They have to educate children as to what is right and what is wrong. Children's behavior should be corrected by the parents. Father, mother, and children should thus lead a harmonious life in the home.

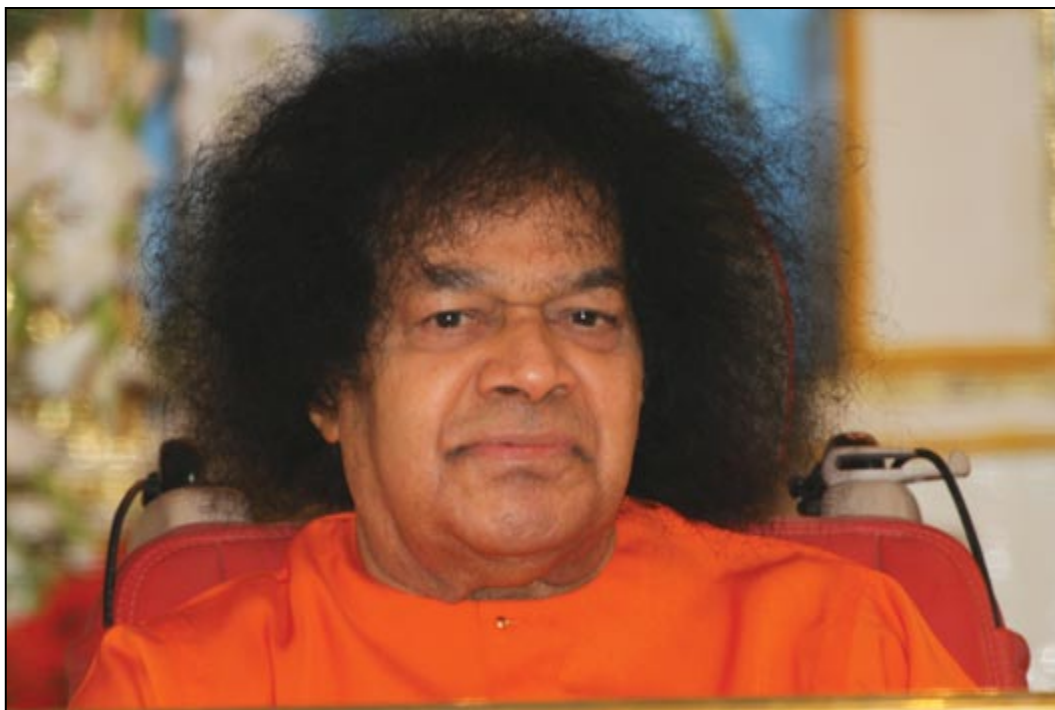
Parents should also watch what books the children are reading. Youngsters are prone to reading all sorts of books. They hide useless novels in their textbooks and read them, while the parents think that they are reading a textbook. It is not a text; it is a "taste." Parents should remove immediately such books from the children.

When you thus observe and keep a close watch on the activities of the children, they will behave well and come up in life.

Teach Non-Waste/Ceiling on Desires

The SSE children should be educated about the principle of placing a ceiling on desires, which forbids the waste of money, food, energy, or time. It is only when you enforce this rule that your children will come under your control.

Today, even the elders do not follow the rule of placing a ceiling on desires. During festivals and family occasions, a lot of money is spent in organizing dinners where food is wasted. Food is God; do not waste food. Give food to those who are in need of it. Unfortunately, today the poor and hungry are not fed, while a lot of food gets thrown out as waste.



Regarding speech, one should not talk too much; precious energy is wasted in this way. Similarly, do not waste time. *Time waste is life waste.* People are wasting money. What purpose is served by wasting money? *Misuse of money is evil.* Certainly, you can spend money when necessary, but should you waste money for unnecessary things, simply because you have enough money in your pocket? Some people spend their entire salary on luxuries, thinking that they are leading a pompous life. When you are thus spending money recklessly, even the milkman and servants in the house, observing your lifestyle, will put forth demands for increasing their wages. Therefore, you should not set a bad example

for others. Every rupee you spend, you should inquire inside yourself whether it is for a good purpose or not.

These are the answers for the questions and points you have raised. Conduct yourself carefully and lead a purposeful life in society. Even if you commit a small mistake, society will view it seriously, so do not commit even a small mistake! Society is carefully watching the lives of members of the Sri Sathya Sai Organization. Hence, lead an ideal life and set an example to others.

—Sri Sathya Sai Baba

World Education Conference, July 21, 2008

WALK FOR VALUES: USA

REGION 1: CONNECTICUT ■ MAINE ■ MASSACHUSETTS ■ NEW HAMPSHIRE
NEW YORK ■ RHODE ISLAND ■ VERMONT

Greater Boston Walk for Human Values

A Sai-lent Revolution Steps Out on Saturday, April 12, 2008



Boston—sometimes referred to as the “Cradle of Liberty” and the “Athens of America,” due to its rich cultural heritage—plays a symbolic role in upholding the spirit of America. Thus, appropriately, a “Walk for Human Values” took place in this historic city. The Walk for Values was modeled after similar events that have taken place in recent years, such as the Walk for Values in Canada.

As the event approached, as if to remind us that “test is His taste,” the weather forecast predicted heavy rains for the whole day, and permits for the walk did not allow for an alternate date. The Sri Sathya Sai Baba center members of the Greater Boston area, however, were determined to move forward, eager to take this opportunity to test their own faith in the divine will.

That morning, thunderstorms swept through the area, with more rain predicted during the event. However, by the time everyone was ready to begin the walk, the event was blessed with an absolutely comfortable temperature of 72° F, and not a single cloud in the sky. About 120 Sai-devotee men, women, and children formed five groups, one group for each of the five cardinal values—truth, right conduct, love, peace, and nonviolence. The marchers held up picket-style signs of quotes on various subvalues of the cardinal values. The quotes on display were the words of great figures from many cultures, as well as brief sayings by Swami, on the values.

All the quotes used in the Walk for Values can be found in the *Sathya Sai Education in Human Values (SSEHV) Community Manual*,

WALK FOR VALUES: USA

which is published by the Sathya Sai Book Center of America, in Tustin, California. Pulling from the quote collection that was already in the manual reduced our research time substantially, as we didn't have to go out searching for quotes from eminent personalities.

As the "Sai-lent" 90-minute, 2.5-mile parade progressed along the sidewalks of Boston's busiest streets, drivers honked in support, onlookers clapped, and their cameras clicked, capturing quotes to be remembered. To participants, two things stood out most: the power of silence, and that the values struck a resonant chord among observers.

A young man approached the walkers in puzzlement and asked, "What is your cause *against*? I cannot figure it out by reading all these placards." He was pleasantly surprised

to hear that it was a walk *for* human values. A woman commented, "Thank you for doing this walk. If even ten people in this world were to genuinely practice these values, the world would be a better place."

The walk meant as much for the participants as for the community. Devotees were moved by their own strength of conviction and belief in Swami's universal teachings, the applicability of the values to today's world, and the desire to spread the message of these values.

As for the weather, the temperature remained at 72° F ($7 + 2 = 9$) until the devotees' precise moment of departure from the event, when rain clouds appeared again, almost instantly, reminding us yet again of the omnipresence and care of the divine director.

—Greater Boston Sai Centers
Region 1 (Northeast)

**Love as thought is Truth.
Love as action is Right Action.
Love as feeling is Peace.
Love as understanding is
Nonviolence.**

—Sathya Sai Baba

Seek not greatness
but seek Truth, and
you will find both.

—Horace Mann

**Peace begins with a
smile.**

—Mother Teresa

**You cannot escape
the responsibility of
tomorrow by evading
it today.**

—Abraham Lincoln

Kindness is a
language that the
deaf can hear and
the blind can read.

—Mark Twain

WALK FOR VALUES: USA

REGION 2: MARYLAND ■ NEW JERSEY ■ NEW YORK ■ PENNSYLVANIA ■ VIRGINIA

Committed to Making a Difference, One Step at a Time

"Walk for Values USA" in New York City, Sunday, June 22, 2008

All eyes were turned to the skies on the morning of June 22, expecting thunderstorms that had been predicted by the weather forecasters. But what greeted everyone instead was a bright, smiling sun, promising nothing but warmth and a cool breeze. So what was it then that took historic Battery Park and downtown Manhattan by storm? It was none other than hundreds of members of the Sathya Sai Organization, Mid-Atlantic Region, along with their friends, families, neighbors, and co-workers, who had pledged to make a difference.



And they did, one step at a time, at the Region 2 (Mid-Atlantic) "Walk for Values USA."

Young and old, men, women, and children, from as diverse backgrounds as New York City itself, turned out to help raise consciousness about the importance of practicing the five basic human values of truth, right conduct, love, nonviolence, and peace, as taught to us by Bhagavan Sri Sathya Sai Baba. Concerned about increasing violence in schools, the threat of global warming, and a decline of morals, participants of the Walk pledged to "adopt a



WALK FOR VALUES: USA

value” that they will practice themselves, to help bring about increased awareness through their own personal transformations.

Participants traveled by busloads for several hours, from as far as Washington, D.C. and Virginia, bringing with them signs, placards, and banners bearing messages of peace, compassion, love, kindness, forgiveness, tolerance, and so on—all lovingly handmade by children and adults—to join hundreds of participants from New Jersey, Delaware, New York City, and other surrounding areas.

When asked by the TV-Asia crew why he was there, one young man who looked to be about seven years old replied, “So the world can see what we are doing. It is important for everyone to practice these human values.”

A group of Sai Young Adults from Canada, members of the team that started the original Walk for Values in Toronto, which has been taking place and gaining momentum for several years, made the twelve-hour journey by car to give their loving support to the New York

version of the event, thereby adding strength to their vision of “Values without Borders.”

By the time registration opened at 9:00, many had already gathered in Manhattan’s beautiful and serene Battery Park, listening to the soft hum of the ocean waves and watching sailboats tilting in the breeze. The majestic Statue of Liberty, not so far off in the distance, added a special symbolism to the idea of practicing values such as freedom and equality. Thousands of tourists had already begun arriving in the park, lucky witnesses to our ground-breaking event taking place in the 400-plus-year-old Manhattan landmark. The joy and excitement on the faces of everyone who had come prepared for the Walk, carrying signs, placards, or banners in their hands and hearts, ready to practice Swami’s message in their lives, gave wonderful hope that all could be well in the world.

Ample supplies were on hand of water, granola bars, sandwiches, and apples, for anyone who wanted a refreshment or snack



before the Walk started. Participants also had an opportunity to stop by the “Adopt a Value” booth, to share about the value they had selected to practice, and about how doing so could benefit them. Even young children stepped forward boldly to share their values.

A group of Sai Young Adults (YAs), enthusiastically equipped to paint the town with love, drew heart symbols and painted the word “Love” on the beaming faces of children and adults alike. The YAs’ presence was everywhere—managing the stage, handling sound, marshaling security, and emceeing the entire program with the kind of cool discipline and commitment only found in dedicated Sai YAs. They gained the attention of many by their willingness to lead by example. After watching them distribute lunch packets to all, and then walk around with garbage bags to collect the trash, one onlooker exclaimed, “Such disciplined teamwork! It is impressive to see this in young people.”

Resplendent in their white “Walk for Values USA” T-shirts and caps, almost a thousand kindred spirits had already formed long lines for as far as the eye could see, along the Admiral Dewey Promenade, as the opening program began at 10:00 with items like a slow, meditative warm-up exercise by the Energy of Breath Institute; a welcome address by Piyush Ghayal and Bob Singh; and Audrey Bailey’s superb rendition of the “Star Spangled Banner.” Dr. David Gries also spoke on the history of the Walk for Values program and

the importance of implementing human values in our lives.

Young adults Sri Devi Raman, Vivek Virani, and Ria Nair gave a soul-stirring performance of the Walk’s theme song, “Banners of Human Values,” which they had composed themselves:

*Five of ‘em we carry on our shoulders,
Merged in our lives,
Of truth, peace, right conduct,
Nonviolence, and love.
And they are the pillars
of what we are today. . . .
In the air, the values glitter,
In our lives, the values shimmer,
With the pillars firm,
deep beneath our hearts;
So let’s spread the feeling
of unity and love...*

Escorted by the New York City Police Department, the procession of gleaming faces and bright smiles began the Walk, with Dr. David Gries and Elaine Gries as the Grand Marshals. One by one the marchers went, proudly displaying messages of hope, peace,



love, and forgiveness. One sign said, “Life is living, loving, listening, lifting, and learning.” Another read, “WATCH your words, actions, thoughts, character, and heart.” Still another reminded, “Equality: everyone smiles in the same language.”

Onlookers who gathered in the streets in downtown Manhattan to watch the sea of love and commitment showed their appreciation by giving a thumbs-up sign or nodding their heads in support and agreement. Tourists perched high up on the decks of the tour buses peered down to catch a glimpse of the splendid sight below. Even the usually busy and impatient New York City traffic stopped to look and allowed everyone to cross the major street junctions as a group. It was truly love and kindness in action.

At Ground Zero, the site of the former World Trade Towers, everyone stopped for two minutes of silence as a tribute to those who lost their lives on September 11, 2001. It was a touching moment for many.

As the Walk came to its last stretch, and the heat of the midday sun grew more intense, Swami blessed us with a light rain that sent a cool breeze through the crowd, to everyone’s delight.

During the closing ceremony, the Italian prayer song, “Ave Maria,” reverberated through Battery Park as an eager participant spontaneously stepped up to the podium to share her joy. Then Dr. Ronne Marantz came up and spoke briefly on human values and encouraged the organizers to continue planning similar events. Ram Singhal, of the Brahma Kumaris (a metaphysical

religious group based in India), was invited to the podium to speak on behalf of the nearly 100 Brahma Kumari members who had participated in the Walk. He expressed his appreciation and joy to be a part of the program.

The last event was an extraordinary performance by Bervine Harris and the Renaissance EMS Band, which rocked the audience and had everyone tapping and clapping, while sending a deep message into the people’s hearts and minds. Ranging in age from 9 to 19, the band members performed an inspiring song called “Care for Me,” a composition they had recently created, to increase awareness in their community, and as a reminder to all parents, that children need a safer, kinder, gentler, and more caring society.

Many, many volunteers gave lovingly of their time and energy to make the Walk for Values USA a big success, including several doctors and off-duty police officers. St. Vincent’s Hospital, located in downtown Manhattan, generously made available emergency care personnel and a vehicle, in case they were needed.

Region 2’s “Walk for Values USA” may have ended in Battery Park, but all participants felt a renewed commitment to strengthening their practice of the human values of Truth, Right Conduct, Love, Nonviolence, and Peace. For more information on Walk for Values USA, please visit www.walkforvaluesusa.org.

—Walk for Values USA Team
Region 2 (Mid-Atlantic)

WALK FOR VALUES: USA

REGION 4: BELLEVUE, ILLINOIS ■ KANSAS ■ KENTUCKY ■ MISSISSIPPI
MISSOURI ■ TENNESSEE

St. Louis Area “Walk for Values” Parade and Picnic

Friday, June 20, 2008

The three Region 4 Sathya Sai centers of St. Louis, Missouri, including Belleville, Illinois, enjoyed a glorious, well-organized, and fun-filled Sathya Sai Education in Human Values (SSEHV) “Walk For Values” parade and picnic on Friday, June 20, 2008, in the city of St. Louis. Well over four hundred SSE and community SSEHV children, teachers, parents, Sai young adults, and members of the Sai medical camp team participated in the memorable event.

In a flurry of preparatory activity at the Sai Center of St. Louis, SSE coordinators led Sai devotees in planning for the event and in development of a human values float and banners, games and activities, coordination of food preparation, logistics, and transportation

to and from the event. All devotees from the three Sai centers were given the opportunity to participate, and the majority of them did! The SSEHV team worked with the participating community groups to help with planning.

The highlight of the parade was a 23-foot-long human values boat float, with banners of human values as its sails. It was raining the morning of the parade; however, the rain stopped just as the boat was brought outdoors! The float sailed beautifully.

A Missouri state senator served as the parade’s grand marshal. As he departed from the event (with an SSEHV community manual tucked under his arm), he expressed how deeply impressed he was with the harmony,



WALK FOR VALUES: USA

cooperation, and joy displayed by such a diverse group of children and adults. “We need more of this,” he stated. This in itself was a great tribute to Swami’s education programs (SSE and SSEHV) and exemplifies his teachings!

Co-sponsors of the parade and picnic were Neighborhood Houses, HealthCare USA, St. Louis City Health Department, the local PBS television station, the Salvation Army, Save-A-Lot grocery store, St. Louis City Art Museum, and Youth Empowerment Services of St. Louis City Youth Programs. A highlight of the entertainment at the picnic was an Indian classical dance, performed by Sravya Ainapurapu. Included in the activities for the children were human values games, making of human values necklaces, and face painting.

Our Sai group partnered with Neighborhood Houses, the lead co-sponsor for the parade and picnic. Neighborhood Houses is a social service organization that serves low income children, families, and the community at large. The parade and picnic were held right in the community served by this organization.

Over six years ago, Neighborhood Houses chose Sathya Sai Education in Human Values as their after-school and summer youth program of choice for their four locations throughout the city of St. Louis, and their three in-school after-school programs with the St. Louis Public Schools. To date, approximately 150 Neighborhood House staff members have been trained and/or retrained in Sathya Sai Education in Human Values, and over 700 children have benefited from the Sathya Sai Education in Human Values program, since its implementation at Neighborhood Houses.

We are so grateful to our beloved Swami for this joy-filled event. The love and harmony felt when we walked and picnicked together is indescribable. We plan to do it again next year.

—**Indrani Boodram**, SSE Center Coordinator;
Anil Gopal, SSE Center Coordinator;
Sumitra Chakraverty, SSEHV Teacher Trainer;
Doris Hampton, SSEHV Coordinator, Region 4



Community and School Partnerships in SSEHV

Region 8 (Pacific South) Carries Out a Variety of Character Education Projects

US Region 8 (Pacific South) has been innovative in providing SSEHV (Sathya Sai Education in Human Values) programs throughout the years, for both partnership schools (public or private schools who adopt SSEHV as their character education program), and for community social service agencies. Since 2002, Region 8 has conducted nine SSEHV trainings for teachers. Six trainings have been for Sai devotees who wished to teach in community programs and volunteer in partnership schools, and three SSEHV trainings have been for partnership schools and their administrators, teachers, and staff. Here are a few highlights.

SSEHV for CANEI, San Diego, CA

At CANEI (which stands for Constant and Never Ending Improvement), we began SSEHV classes for both youth and foster parents in June, 2007. We provide a 26-week character education component for the CANEI program, which is overseen by the California Youth Advocacy (CYA) Program, a foster care agency. Youth ages 13 to 18 who have had aggressive, defiant, or violent behavior are referred to CANEI through the

child welfare and juvenile justice systems. CYA places these youth in foster care. We offer SSEHV classes for both the youth and their foster care parents. A CANEI counselor trained in SSEHV has conducted weekly visits to the youths' homes and thereby had the opportunity to help reinforce the values taught in the classes and to support the practice of the life application of the values during the week.

Recently we introduced a service component as part of the SSEHV classes for CANEI, so that the youth and their foster parents could experience the importance of contributing to and giving back to the community, which is also an aspect of the restorative justice process and a significant tenet of the CANEI philosophy.

The group's first community service was to clean the trailer of an elderly, wheelchair-bound man. At first the CANEI youth were somewhat resistant to the idea of cleaning a person's home for free. But when the elderly man thanked the youth profusely for all they had done for him, they genuinely felt good about their contributions.

For their next service project, the teens created large gift baskets of food for extremely poor, homebound seniors, enthusiastically decorating and handing out the baskets together. After all the baskets had been distributed, one of the CANEI youth commented that “this was one of the best days of my life!”

SSEHV in the Community for Casa de Amparo

This Saturday class originally started at the request of parents who had children in the Montessori School of Oceanside SSEHV classes: they wanted SSEHV classes for their teens. So we began an SSEHV class for parents, in conjunction with the class for teens. Over time, the class became a monthly Saturday class for children ages six through seventeen who have been placed at Casa de Amparo, in Vista, a temporary shelter for youth. Many of the youth who come to the SSEHV classes have experienced recent crises in their lives. They often comment on the love they receive from their SSEHV teachers, and that they can relate to the situations presented in the values lessons and can apply the lessons learned in their daily lives.

Mona Park, Los Angeles, CA

We initiated SSEHV classes at Mona Park, Compton, in March, 2008, in a unique partnership with the Los Angeles County Parks and Recreation Department and the Los Angeles County Sheriff’s Department. These classes involve 42 youth, ages eleven to seventeen, who are enrolled in VIDA (Vital Intervention and Directional Alternatives), a sheriff’s department program for at-risk youth.

The SSEHV teachers have observed an increasing openness and receptivity to the values lessons. Silent sitting was a new experience for these youth, and over the weeks, the SSEHV teachers have noticed a change in the youths’ ability to sit still and a growing ability to move deeply within themselves. One of the SSEHV lessons focuses on the concepts of giving to others and encouraging others to give, in the spirit of “what comes around, goes around.” During a group discussion on the effects of putting this lesson into practice, one youth commented that it had worked, because he had helped a friend, and then that friend had gone and helped someone else.

—**Megan Bennett**
SSEHV Region 8 Contact

Did you know? The Sathya Sai Education in Human Values Foundation for the United States of America has an informative website at www.ssehvusa.org.

An SSE Alumni's Reflection . . .

I still remember the day I walked into SSE class with my brother, when we first went to the Southfield, Michigan, Sai Center, in November 2001. I started SSE in Group 3, and it was a big deal to me that I was put into Group 3 and not into Group 2, because I was almost fourteen years old and felt I deserved to be treated like an adult! The meeting place was a small extension off someone's master bedroom, and at the time I didn't realize what an effect such a small informal gathering could have on my life. I attended SSE-3 for three years, under the wonderful guidance of teachers like Mark Bayless, Ashok Hosangadi, Lata Conjeevaram, and Raj Warriar—with Ashok Hosangadi as the primary influence on my learning in the program.

The first year, we focused on many deep topics, such as the differences between knowledge and wisdom, and the relationship between faith and trust. At the time, the older kids mostly led the discussions, and we younger kids usually tried to grasp as much as we could. It was difficult at first, since we barely understood the concepts and thus had trouble contributing to the discussion unless called upon. However, as we talked more and more about the topics and made some visual models of our discussions, things began to make a little more sense. Ashok Uncle would

always encourage us to dig deeper into our discussions, and “not hide behind big words” such as love and righteousness, and actually think about what all those terms truly mean. I also always looked forward to the “Light Meditation” we did at the beginning of each class (a visualization of expanding our inner light outward to all) and the calming effect the music had on me. The Light Meditation we did as a group was probably the best meditation I've ever experienced personally. Never since then have I been able to concentrate so very clearly and forget about everything as easily as I could in those classroom meetings.

The second year came, and increased maturity set in as I began high school and began to learn responsibility and identity. I realized that I could relate easiest with my friends from SSE-3, and sometimes I felt as if the Suresh I was at school was a different person than the Suresh at center and other Sai activities. This was not because I acted differently, but because I ignorantly felt at first as if Swami only pervaded activities at Sai center, and magically disappeared at school.

This year Ashok Uncle introduced more skill-building activities, beyond the mere plays and skits that we had done previously. We did a section on public speaking, and

“I am fortunate that I was able to be a part of a program that has shaped my life so drastically and brought me closer to Swami.”

it was wonderful that we were able to learn things that weren’t necessarily only spiritually practical but also vital to other parts of our life. Not only did we do these exercises, but it was eye-opening to watch each other actually improving in these skills, even though we met only once a week.

My third and final year in SSE was more educative outside of class. Personally, I began to question my actions much more in life, and class was the recharge at the end of each week. I and the other children my age were the oldest kids in the class by this point; the others looked to us as leaders, and this helped us cultivate leadership qualities. The responsibility of being a role-model to youngsters in SSE definitely kicked me into gear, in observing my own life and in uncovering the inconsistencies and imperfections that I had to work on.

Since moving on from SSE, being a Young Adult has been all about taking the

countless skills that we’d been taught in the SSE program and from parents, and trying to make practical applications. Our discussion that ended up in us deciding that faith develops into trust still has a lasting effect on my behavior. My public speaking skills are much more comfortable, and today I am much more aware of who I am and whether my actions truly represent who I believe I am.

Needless to say, these are only a few of the valuable lessons that SSE continues to teach me. I am fortunate that I was able to be a part of a program that has shaped my life so drastically and brought me closer to Swami.

—Suresh Mohan

University of Michigan (SSE Class of 2004)

From *SSE Matters*, Sai Center
of Southfield, Michigan, July 2008

A Student’s Duty *What exactly is your duty? Let me summarize it for you. First, tend your parents with love, reverence, and gratitude. Second, speak the truth and act virtuously. Third, whenever you have a few moments to spare, repeat the name of the Lord, with the form in your mind. Fourth, never indulge in talking ill of others or trying to discover faults in others. Finally, do not cause pain to others, in any form.*

—Sri Sathya Sai Baba

Amazing Grace: The Story of John Newton

“Amazing Grace” is a hymn that is sung in just about every Christian church. It was written over 200 years ago by a man named John Newton. This is a story about John Newton’s life. He was born in London, England, in 1725, the son of a sea captain, and he died in 1807 at the age of 82.

John’s mother was very religious and taught him the Westminster Catechism* and the well-known Christian hymns of Isaac Watts, but his mother died when John was six, and his father’s second wife had no spiritual interest. John attended school for only two years, from ages 8 to 10. He was mainly self-taught.

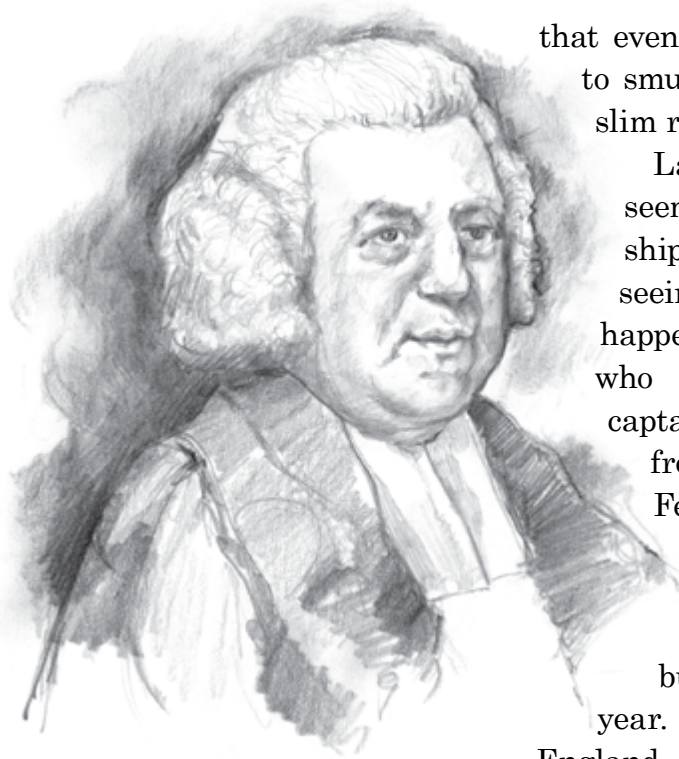
At the age of 11, he began to sail with his father and made five voyages to the Mediterranean area, until he was 18. He wrote about his relationship with his father: “I am persuaded he loved me, but he seemed not willing that I should know it. I was with him in a state of fear and bondage. His sternness broke and overawed my spirit!”

*The Westminster Catechism was a course book of Christian Protestant beliefs, written in question-and-answer format, that many parents of the period taught to their children and had them memorize. For example, the first lesson is: “Q. What is the chief end of man? A. Man’s chief end is to glorify God, and to enjoy him forever.”



John became a sailor and was pressed into naval service against his will at 18. There he had many friends who led him away from his principles. He wrote about this, saying, “I was capable of anything; I had not the least fear of God before my eyes, nor the least sensibility of conscience.” On one of his visits home, he deserted the ship and was caught, confined two days in the guard-house, publicly stripped and whipped, and degraded from his office.

At age 20, Newton was put off his ship on some small islands just southeast of Sierra Leone, West Africa, and for about a year and a half he lived as a virtual slave in almost destitute circumstances. He wrote



that even the African slaves would try to smuggle him food from their own slim rations.

Later in life, he marveled at the seemingly accidental way that a ship anchored off his island after seeing some smoke, and this just happened to be a ship with a captain who knew Newton's father. The captain managed to free Newton from bondage. That was in February 1747. Newton was not quite 21 years old, and God was about to close in.

The ship sailed its business on the seas for over a year. Then, on the way home to England, while crossing the North Atlantic, Newton awoke in the night to a violent storm. His room had begun to fill with water. As he climbed toward the deck, the captain stopped him and suddenly ordered him instead to fetch a knife from belowdecks. The man who went up on deck in Newton place was immediately washed overboard.

Newton was assigned to help pump water out of the ship, and heard himself say, "If this will not do, the Lord have mercy upon us!" He worked the pumps from three in the morning until noon, slept for an hour, and then took the helm and steered the ship until midnight. While at the wheel, he had time to think over his life and his spiritual condition.

At about six o'clock the next evening, it seemed as though there might be hope, as the storm started to break. "I thought I saw the hand of God displayed in our favor. I began to pray. But I could not utter the prayer

of faith; I could not draw near to a reconciled God and call him ‘Father.’” Newton spent the rest of his voyage in deep seriousness, as he read the Bible and prayed over the scriptures.

For six years after this event, Newton said he had “no Christian friend or faithful minister to advise me.” During this time, he rose in rank and became the captain of a slave-trading ship. The so-called slave traders would make the first leg of their voyage from England carrying weapons, ammunition, metal, liquor, trading trinkets, and cloth, until they anchored off the African coast.

There, African tribal chiefs would deliver to the Europeans, stockades full of men and women who had been captured in raids and wars against other tribes. Buyers would select the strongest and healthiest of the prisoners—and these people would be bartered for the goods brought from England. Then the captives would be loaded aboard the ship, packed tightly for sailing.

The enslaved people were chained below decks, to prevent suicides, and laid side-by-side to save space. They were placed row after row, one after another, until the vessel was laden as full as possible, with as many as 600 passengers in chains.

Captains aimed for a fast voyage across the Atlantic’s infamous “middle passage,” hoping to preserve as much of their human cargo as possible, but at least one out of five did not survive the horrible conditions. If an outbreak of smallpox or dysentery occurred, those stricken were cast overboard.

Once these ships arrived in North America, the enslaved Africans would be sold. Then the ship would return to England, laden with New World products such as sugar, molasses, rum, tobacco, or hemp, on the final leg of this “triangular trade” route. Then the whole round would begin again, with the ship setting sail for the African coast.

John Newton transported more than a few shiploads of the six million enslaved Africans that were brought to the Americas in the 18th century.

Commanding a slaving vessel seems like a strange a place to find a new Christian. But, in time, the inhumane aspects of the slave business began to discourage Newton, and after experiencing an epileptic seizure, he never sailed again.

Newton then took work as a tide surveyor and began studying for the ministry. He taught himself Latin, Greek, and Hebrew. For the next 43 years, Newton preached the Christian gospel in England. He and the poet, William Cowper, often produced new hymns at the pace of one per week. It was during this time that he wrote the words to “Amazing Grace.” At age 82, Newton said, “My memory is nearly gone, but I remember two things—that I am a great sinner, and that Christ is a great Savior.”

John Newton wrote his own epitaph, which is engraved on his tombstone: “John Newton, Clerk, once an infidel and libertine, a servant of slaves in Africa, was, by the rich mercy of our Lord and Savior Jesus Christ, preserved, restored, pardoned, and appointed to preach the faith he had long labored to destroy. ...” But a far greater testimony outlives Newton, in the most famous of the hundreds of hymns he wrote:

*Amazing grace, how sweet the sound,
That saved a soul like me,
I once was lost, but now am found,
Was blind, but now I see.*

*‘Twas grace that taught my heart to fear,
And grace my fears relieved.
How precious did that grace appear,
The hour I first believed.*

*Through many dangers, toils, and snares,
I have already come.
‘Twas grace that brought me safe thus far,
And grace will lead me home.*

—John Newton, circa 1760-1770

—Biographical sketch by Berniece Mead

—Illustrations by Ashwini Jambotkar

Sai Spiritual Education Lesson Plan (Group 3)

Amazing Grace: An Adventure in Devotion

VALUE: Love • **SUBVALUE:** Devotion • **SPIRITUAL PRINCIPLE:** Earning God's Grace

QUOTE: *The love of God, evident as grace, is the greatest achievement of man. This [practice] is referred to as devotion (bhakti). The practice of bhakti, like every other laudable adventure, requires a mind free from lust, anger, envy, greed, pride, and false attachment.... The thought of God, the contemplation of God, the grace of God—these alone can confer the purity we need.* —Sri Sathya Sai Baba (SSS 15:58, Dec.30, 1982)

PRAYER/AFFIRMATION: When my mind leads me astray and my desires override my common sense, I repeat, “I am God; I am no different from God,” and my thoughts turn to God. I can then experience the grace of God and be conferred with the purity I need.

SONG: “Amazing Grace”

SILENT SITTING: Have students sit in silence for several minutes.

STORY: “Amazing Grace: The Story of John Newton” (See pages 34-37)

DISCUSSION/ACTIVITY: Discuss the meaning of the practice of devotion and how it relates to you personally. Make your own personal booklet called, “My Practice of Devotion: A Laudable Adventure.” Have a page each for lust, anger, envy, greed, pride, and false attachment. On each page write your thoughts of what could happen to you if you let yourself be overcome with any of these negative mind states. Then write what a person who is truly devoted to God (a *bhakta*) would do. Think about the times you have experienced Baba's (God's) amazing grace, and give thanks.

LIFE APPLICATION: This week, practice being a *bhakta*. If you experience any of the negative mental states listed in your personal booklet, repeat the affirmation. Keep a record of your accomplishments, too, and of the times you experience His amazing grace. Hum the tune of the song “Amazing Grace,” and smile when you think of God.

—Berniece Mead
National SSE Coordinator, USA

The Parents' Group as a Critical Component of SSE

The Experiences of One Sai Center

Based on some comments shared at our SSE Region 8 teachers' meeting last year, regarding unique changes and improvements within our Sai Center's Sai Spiritual Education (SSE) parents' group, I was asked to write about this parents' group program in greater detail. To introduce myself, I have been the SSE Coordinator for the San Diego Sathya Sai Baba Center for the past three years, an SSE teacher for the past thirteen years, and have a son who participated in SSE from age six through eighteen.

Essentially, what has been unique about our SSE parents' group is that we decided to make it a **priority**. That is, as much of a priority as our SSE classes themselves. Leadership is provided, with study materials specially prepared for the parents' group each week. Just as we prepare for the children's classes each week, we prepare additionally for the parents' group.

The value of a strong parents' group for our SSE program

A strong parents' group provides a foundation for the parents themselves to have a dynamic personal spiritual life, and one directly connected to Swami. The fact is that most of the parents of our SSE students are unable to attend our Sai Center regularly. Therefore, the SSE program represents their only weekly Sai organization activity and opportunity. When energy and leadership is provided for the parents, when the parents' group is fostered, it transforms their

experience in SSE. This can have a profound impact on their personal spiritual lives, including their family dynamics related to SSE.

Developing a strong parents' group was found to be a necessity for us. Our San Diego Center SSE is different from most, in that few of our families are Indian, and few of the children have both parents as Sai devotees. The influence of our western culture on the young and receptive minds of our children is strong, and it was seen that additional measures were needed to strengthen their spiritual environment. How better than for their parents to become more actively involved in their own spiritual study and *sadhana*? The parents are the first *gurus* for their children. When our SSE program is able to work hand-in-hand with the parents, it truly becomes a winning combination.

The real question is, how do we develop a strong SSE parents' group? Surely every SSE program desires this, yet it rarely manifests. Self-evident as it may seem, the answer is simply to put the needed time, energy, and planning into it. An often overlooked, but essential, spiritual principle is that **"energy in equals results out."**

Realizing the spiritual potency of study circle

I was greatly inspired and influenced to develop a strong parents' group by previous experiences with our regular Center study circle. About three years ago, we formed a

study circle development committee, aiming to apply the above principle. Committed individuals—four of us—met weekly to put “energy in” to improve our regular Sai Center study circles.

A major limitation of our Center study circles in the past had been the lack of an **ongoing consistency and progression** in the selected topics. Each study circle more or less stood on its own. And while each topic and study circle was good, on the whole they did not seem to be fostering spiritual growth. Attendance of study circle by Center membership was inconsistent, reflecting an underlying dissatisfaction and lack of enthusiasm toward them. Study circle did not show signs of being a pivotal part of anyone’s spiritual life.

Over the years, in fact decades, there had been much discussion and experimentation to try to bring more interest and better attendance to the Center study circles. None of the approaches were very successful or lasting, so finally this had come to be accepted as the status quo. Now, however, we were determined to rectify this, and the critical first step was the understanding that in order to “get results out,” we would have to “put energy in.” As a result, we conceived our “**study circle development committee.**”

The first order of business for our new development committee was to select a subject matter conducive to ongoing study and cumulative spiritual growth. We chose to study the Bhagavad Gita, an ideal spiritual text for this purpose—especially given Swami’s extensive commentary on and additions to it. Our subsequent study of the

Gita was in-depth and methodical, extending over the next two-and-a-half years. Yet, it never lost its appeal, drawing consistent attendance from Center membership.

Our weekly study circle development committee meetings would start off with each of us giving a critical evaluation of the previous study circle, our aim being to see where we could improve. Then, we would discuss the upcoming one. We rotated the responsibility of preparing handout materials and facilitating the study circles.

Regular participants of the Center study circles, who were unable to be part of the development committee, were also invited to act as facilitators, if they wished. They were requested to prepare their handout materials in advance, and then to attend one of our “development meetings” to jointly discuss this, before facilitating that study circle.

More often than not, uplifting spiritual discussions occurred naturally within these development meetings—some of our best “study circles,” in fact. A deepening of personal friendships also evolved naturally within the development committee, thanks to these open and often intense discussions, and the simple fact of working as a team to do Sai’s work. Eventually, we could say anything to each other, openly expressing our thoughts and feelings, not worried about offending.

Over time, all of our individual weaknesses came out. Each person had his strong points and weak points in facilitating the study circles. We learned from our weaknesses, and from each other, and over the months, leadership of the study circles became more polished. At a certain point,

we adopted a team approach towards the facilitating. Each study circle still had a main facilitator, but the rest of us were alert to help out as needed, being “co-facilitators.”

The two years or so that we were able to meet regularly in this study circle development *seva* is looked back on, by all of us, as a spiritual high point of our lives. Further, the unity that was developed has ultimately contributed a lot to our Sai center. In fact, all the members of that study circle development committee became Sai center officers at our last officer selection—and we do work quite well together, thanks to that experience.

“Energy in, results out” for the SSE parents’ group

Now, when faced with the idea of developing a separate study group for the SSE parents, we sought to apply the same model. We formed our own “parents’ group study circle development committee,” including myself and a few parents (it was not always the same parents who were able to attend), and met most weeks in the 2006/7 SSE year. It was difficult for the parents to attend consistently, what with work and children to coordinate, but overall it was successful. A lot of effort and sacrifice were put in, and the outcome for the parents’ group was incomparably better than in the past.

The value of making the parents’ group a real priority within the SSE program soon became apparent. Prior to these changes, some subtle enmities had developed, though only as I began to work closely with the parents did I become aware of this. In retrospect, such tensions are predictable.

When people are meeting together on a regular basis but have no clear direction and leadership, frustrations can develop, and personality differences may eventually cause friction and disharmony. In contrast to this, the new direction of the parents’ group encouraged a true feeling of **unity**, even of gratitude for one another, among the parents.

When there is a good study circle program, the study circles become a dynamic fulcrum for each participant’s spiritual development. I experience this myself and have heard this reflection from many others.

More than this, such study circles foster unity. All the participants become joined in a spiritual sense. Swami has given us a beautiful study circle analogy that illustrates this. He says that each participant’s contribution is like one facet of a precious jewel, and when all the facets are combined, through the entire group’s contribution, then it becomes possible to view the top facet—in other words, to see the issue from a universal, divine perspective. When this occurs, then on a subtle level each participant is aware that he or she is developing spiritually, thanks to the group. Thus love and unity are fostered.

This past SSE year, in 2007/8, we were not able to arrange to meet weekly, and so had to discontinue with the parents’ group study circle development committee. Instead, I undertook to prepare the study materials for the parents’ group on my own each week. Then, at SSE, one of the parents would facilitate, while I had my own SSE class to attend to. With this guidance, the parents’ group continued to thrive, and we

were able to successfully adapt to the change in circumstances.

Of course, the most important outcome for us is that the children in our SSE program are doing better and better. SSE is no longer limited to a place and time where the parents take their children to “make them spiritual.” The children have their parent(s) much more as role models than before. The parents can assist with their children’s “life application” SSE exercises, as they have become more actively involved in their own life applications of Swami’s teachings. This dynamic empowers the families with a much stronger spiritual energy, capable of

counteracting the negative influences the children are exposed to from school and the social environment. We are observing the children showing more respect for both parents and teachers, and a more sincere attitude in general.

In conclusion, the experiences of our San Diego SSE have demonstrated to us the great importance and benefits of having a dynamic parents’ group. I hope, and ask for Swami’s blessings, that our insights and experience may be of benefit to other SSE programs. *Om Sai Ram.*

—**Michael Barnett**
San Diego, California

Additional Ideas for SSE Parents’ Study Groups:

- Follow a structure with certain helpful conventions, such as giving everyone a chance to speak to a passage or section/topic before engaging in cross-talk, and also allowing a question period, prior to inviting comments on the study passage or topic at hand.
- Swami’s words to parents are a good place to start parent group discussions. At the outset, the coordinator can orient the parents to the SSE program, and emphasize the necessity and obligation of the parents to attend parent sessions regularly.
- Select a moderator who is an experienced and sincere devotee (doesn’t have to be one of the parents). The SSE coordinator remains responsible for the successful functioning of the parents’ group, and therefore should carefully monitor the group’s discussions.
- Encourage parents to take mutual responsibility for the success of the group and eventually to grow into the roles of co-facilitators/assistant facilitators of the group.
- At times, it may be possible to have the topics being covered in the parents’ group mirror those being covered in the children’s groups.
- On an ongoing basis, keep parents informed of the themes and topics being covered in the children’s classes, and strongly encourage them to practice what the children are being asked to practice.
- In addition to discussing Swami’s words, include sharing by parents of parenting “successes,” as well as sharing of Swami stories and day-to-day miracles.

—**M. Srinivas**, Education Coordinator, Region 8

—**Michael Barnett**, SSE Coordinator, San Diego, California



ANNOUNCEMENTS

Samasta Loka Sukhino Bhavantu

It has been customary for Sai groups to chant the prayer, “Loka Samasta Sukhino Bhavantu,” at the end of every bhajan session. At the end of August, 2008, Bhagavan directed that henceforward the chant should be sung as “Samasta Loka Sukhino Bhavantu.” There is a subtle difference in the meaning, as the new wording has a more expansive, all-inclusive connotation: “Let all the worlds be happy.”

Sahasra Poorna Chandra Darshana Shanti Mahotsavam

A sacred ceremony will be conducted for the well-being of humanity and for world peace, November 15-17, 2008, in Prasanthi Nilayam. This unique and auspicious event celebrates Bhagavan’s 1,000th full moon of continuous presence on earth as the Sathya Sai avatar, and will be conducted by hundreds of Vedic scholars from various parts of India. Swami has encouraged all his students to learn the Vedic hymn known as the Rudram in preparation for this event and has initiated formal daily Rudram instruction for the students at Prasanthi Nilayam.

For those interested in learning the Rudram, a line-by-line tutorial in the form of downloadable PDF and MP3 files has been posted at the Sri Sathya Sai Books & Publications Trust website. Go to <http://sssbpt.org/sri-rudram/instructions-to-user.htm>.

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SELECTED BOOKS on SAI EDUCATION

Vidya Vahini (“Stream of Thought on Knowledge”) is a collection of nineteen essays by Sri Sathya Sai Baba clarifying the principles of proper education—the higher learning that “hastens and expands the universal urge to know and become Truth, Goodness, and Beauty.” BA-316\$4.00

Sai Spiritual Education: A Brief Introduction gives an overview of the Sai Spiritual Education (SSE) program, outlining its basis, curriculum, and support structure. 20 pages, paperback. BC-014.....\$2.00

Sathya Sai Speaks on Education offers selected brief passages on education from Sri Sathya Sai Baba’s discourses, compiled under relevant subject headings. Main topics in the collection include the Teacher’s Role, Fundamental Features, Specific Virtues to Be Developed, Curriculum, Service, Policy Characteristics of Sathya Sai Education, and Reform of Modern Education and Society. Each main topic has numerous subtopics with related quotes. Soft cover, 365 pages. BW-131 \$7.00

Sai Spiritual Education Teachers’ Manual presents the foundations of the SSE curriculum of the five values and the many subvalues, and other key spiritual principles, such as sacrifice, unity of faiths, discipline, ceiling on desires, and so on. Each value, subvalue, and spiritual principle is defined and illustrated by pertinent quotes from Swami. The SSE Teachers’ Manual also provides Sri Sathya Sai Baba’s words on the roles of teachers and parents, and presents the teaching techniques and structure of SSE lessons, emphasizing the teacher as exemplar. Baba said, “This book is very important.” BC-008 \$15.00

Sathya Sai Education in Human Values Manual was published by the SSEHV Human Values Foundation (USA) and contains stories, lesson plans, and teacher resources for character development. For early childhood through middle-school students. BC-007 \$12.00

Sathya Sai EHV Community Manual is an instructional resource for anyone interested in providing SSEHV activities to individuals, community organizations, or groups. The manual was written to accompany SSEHV teacher training, and it contains orientation to SSEHV, curriculum, program evaluations, and resource material. BC-009 \$12.00

NEW ARRIVALS:

BOOKS

Be Like Jesus, by Mrs. Debra and Mr. William Miller, contains excerpts from Swami's discourses on the life and teachings of Jesus Christ. BI-138.....\$4.00

Bhagavad Gita: Divine Discourses, Parts I & II, presents an extended series of discourses given by Swami during August and September, 1984, on the Bhagavad Gita, and the paths of devotion, wisdom, and action (*bhakti yoga*, *jnana yoga*, and *karma yoga*). Sold as a set. Paperback, *Part I*, 212 pages; *Part II*, 330 pages. Also available on CD (see CD section below). BI-034.....\$8.00

Fragrance: A Tale of Love consists of inspiring stories by Bhagavan's students of their personal experiences in the divine presence. BI-219.....\$6.00

Into the Realms of Friendship: A Journey with the Great Masters, compiled by Meenal Gupta, highlights the wisdom of over 80 philosophers, mystics, and saints, through 600 thought-provoking sayings on the theme of friendship. BI-201.....\$9.00

CDs

The Bhagavad Gita, Part 1: Divine Discourses on CD, features the Bhagavad Gita as taught by Swami to his students in August and September 1984, with an emphasis on the path of devotion (*bhakti yoga*). SCE-265 ..\$12.00

The Bhagavad Gita, Part 2: Divine Discourses on CD, emphasizes the paths of wisdom (*jnana yoga*) and action (*karma yoga*). SCE-266...\$12.00

Transformation of the Heart, 1, an MP3 CD, presents a collection of conversations with devotees whose lives were transformed by Baba. The personal narratives illustrate how people's spiritual awakening can occur under vastly varied circumstances. *Note: MP3 CDs are not like typical music CDs, and they work only on CD players that play MP3 files. These CDs will work on all computers.* SCE-217 ... \$11.00

VCDs

VCDs can be played on most DVD players, including those in personal computers

Pure Love, an immensely popular film by Peter Geoffrey Rae, is a moving expression of Swami's divine love and darshan. SCE-220.....\$9.00

His Life Is His Message traces the life of Bhagavan Sri Sathya Sai Baba, as seen through the eyes of a scientist, as Swami performs various miracles. It explores the universal message of the Sai avatar and also includes a discourse by Swami explaining the nature of God and the purpose of the avatar in this century. SCE-210\$9.00

The Universal Teacher, a film by Richard Bock, shows highlights of Swami's 55th birthday celebrations (1980). SCE-215.....\$9.00