



**EDUCATION**  
where are we headed?

# Heartfulness

Self | Work | Relationships | Inspiration | Vitality | Nature | Children



## **MARCH TO FREEDOM**

*Daaji: the road less traveled*

## **A NEW GENERATION OF ROLE MODELS**

*Victor Kannan: inspiring teachers*

## **A VISION FOR EDUCATION**

*Swami Shantatmananda: a child-centered approach*

## **BECOME A HEALTH HERO**

*Dr Partha Nandi: reclaiming our health*





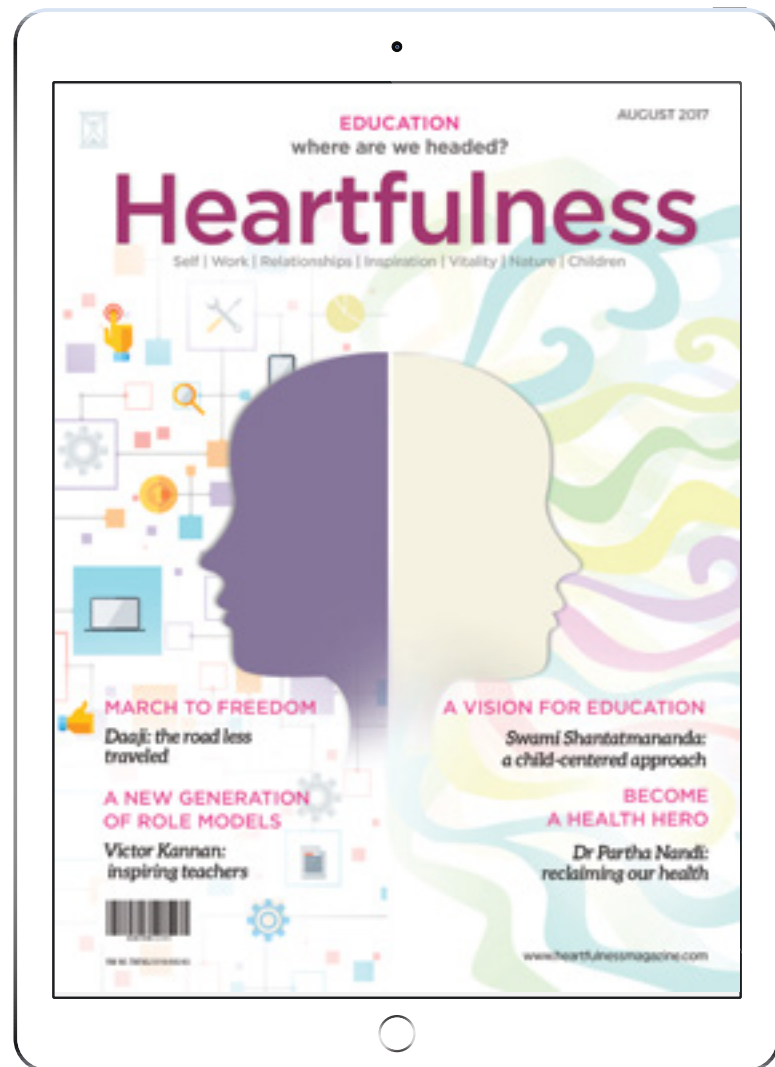
## EVERY EDUCATED CHILD IS ANOTHER POSSIBILITY TO CHANGE THE WORLD

Arvind Limited a part of the Lalbhai Group was incorporated in 1931 and today operates in diversified businesses like Fabrics, Garments, Advanced Materials, E-commerce, Brands & Retail, Engineering, Real Estate, Sustainable Agriculture and Telecom. At Arvind, we live our core philosophy of 'Enriching Lifestyles' by defining and setting trends across the fashion capitals of the world. We constantly strive to positively impact, the quality of life of people, through initiatives of social, economic, educational, infrastructural, environmental, health and cultural advancement. For the last 8 decades, Arvind's CSR is guided by the conviction that industry has an important role in improving society.

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# Unlocking OUR POTENTIAL

Dear readers,

In this issue we feature aspects of the evolving new paradigm for education in the 21st century, with a special focus on unlocking inner potential and expanding consciousness.

In an exclusive interview, Swami Shantatmananda shares an empowering vision for all children, and Victor Kannan gives us an insight into the role of our teachers in the new educational paradigm. Our young authors share their experiences of seeking happiness and the challenges of accepting various situations in life, and Alanda Greene continues to enrich both our inner and outer nature with her lessons from the garden. We continue with mouth-watering alkaline recipes, more on medicinal plants and a dynamic children's section.

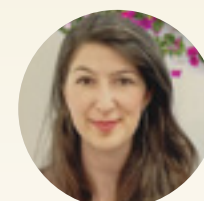
Daaji continues with his description of the march to freedom, hinting at the real purpose of education. In the words of one of our greatest educational innovators of the 20th century, Rudolph Steiner, "Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility – these three forces are the very nerve of education."

Are we up to the challenge? It's time.

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Volume 2 Issue 8, August 2017

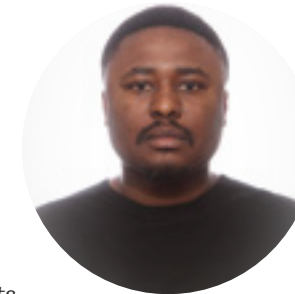
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ISSN 2455-7684

### PRINTED BY:

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Kala Jyothi Process Pvt. Limited  
1-1-60/5, RTC Cross Roads, Musheerabad,  
Hyderabad-500 020, Telangana, India

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### PUBLISHER:

Sunil Kumar representing Spiritual Hierarchy Publication Trust on behalf of Sahaj Marg Spirituality Foundation, Chennai.

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Heartfulness  
Through meditation, calm

# Relaxation

Heartfulness Relaxation is for everyone, and can be done at any time of the day or night. It is especially useful if you are stressed or feeling panicked, if you are having trouble sleeping, or if you cannot relax into meditation easily. When you want to relax, do it sitting up. When you want to sleep, do it lying down. Generally it will take between 5 and 7 minutes.

1

Sit comfortably and close your eyes very softly and very gently.

2

Let's begin with the toes. Wiggle your toes. Now feel them relax.

3

Relax your ankles and feet. Feel energy move up from the Earth... through your feet up to your knees relaxing the legs.

4

Relax your thighs. The energy moves up your legs ... relaxing them.

5

Now, deeply relax your hips ... stomach ... and waist.

6

Relax your back. From the top to the bottom the entire back is relaxed.

7

Relax your chest ... and shoulders. Feel your shoulders simply melting away.

8

Relax your upper arms. Relax each muscle in your forearms ... your hands ... right up to your fingertips.

9

Relax your neck muscles. Move your awareness up to your face. Relax your jaw ... mouth ... nose ... eyes and eyelids ... earlobes ... facial muscles ... forehead ... all the way to the top of your head.

10

Feel how your whole body is now completely relaxed. Scan from top to toe - if any part of the body needs your attention, revisit that organ and ensure that it is relaxed.

11

Move your attention to your heart. Rest there for a little while. Feel immersed in the love and light in your heart.

12

Remain still and quiet, and slowly become absorbed in yourself.

13

Remain absorbed for as long as you want, until you feel ready to come out.

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# EDUCATION

## where are we headed?

Human society is currently going through a phase of rapid change, and if that change is to have a positive outcome for the future, one place to pour our energy and love is in the care and education of our children. **ELIZABETH DENLEY** explores why we are evaluating our current outdated educational paradigms and what is possible through the emerging paradigms of the 21st century. Also, what questions do we need to ask to move forward?

Today, everywhere in the world public education is changing. We are living in times of revolution, and there are many reasons for this revolution – the pace of social change, economic drivers, technology, the critical nature of our relationship with our planet, the shift in understanding the needs of our children and their place in society, and the expansion of consciousness that humanity is currently undergoing.

But most importantly, it is our children themselves who need something different. Many are bored at school, or worse unhappy, medicated or unmotivated. Why? It's time to ask them. Are we catering to their needs? As Tagore once said, "Don't limit a child to your own learning, for he was born in another time." This is so pertinent today.

Educators have been addressing this issue from many different angles, especially during the last 150 years, and here are just a handful of their thoughts. There are, of course, many more:

### From Manufacturing To Growth-Oriented

Sir Kenneth Robinson, the British educator says, "Many of our institutions evolved in earlier times to meet different needs than those we face now. Many of them are failing the people they're meant to serve and the energies of those who work in them. If we're to have fulfilled lives as individuals and meet the challenges we face collectively, we have to create the conditions in our schools, communities and organizations for people to flourish."

He encourages us to rethink the outdated model of education we currently have for public education. It was developed during The Age of Reason in 18th century Europe for the economies of The Industrial Revolution, and was based on a mass-manufacturing model, where children are processed in batches according to age, and evaluated against one common quality control standard – exams. At the time it was itself a revolutionary model, because it was a first attempt to bring education to everyone en masse, and we can be very grateful for that, otherwise formal education would have remained with the elite few.

While that model has been refined through continuous improvement, the fundamental assumptions have not changed. As well as the manufacturing approach, it also assumes that academic, intellectual reasoning is the foundation of education. And not all children fit that paradigm, nor should they.

At no time in human history has Robinson's advice been more relevant than today, when children are

routinely labeled with behavioral and learning disorders and prescribed medication to help them conform. Is it the children who are the problem, or is it the manufacturing model? And what are the alternatives?

### Life Is Education

Back at the beginning of the 20th century, the Austrian mystic and philosopher, Rudolf Steiner, while developing his approach to education said, "Education is an art – it must speak to the child's experience. To educate the whole child, his heart and his will must be reached, as well as the mind." He also said, "We need to learn that each new day and each new year offers continual revelation." In other words, life is education.

### When Will Become Fruitful

At the same time, in India the great minds of the time were also vocal in sharing the need for our approach to change. Swami Vivekananda said, "What is education? Is it book-learning? No. Is it diverse knowledge? Not even that. The training by which the current and expression of will are brought under control and become fruitful is called education. Now consider, is that education as a result of which the will, being continuously choked by force through generations, is well-nigh killed out; is that education under whose sway even the old ideas, let alone the new ones, are disappearing one by one; is that education which is slowly making man a machine? It is more blessed, in my opinion, even to go wrong, impelled by one's free will and intelligence than to be good as an automaton. Again, can that be called society which is formed by an aggregate of men who are like lumps of clay, like lifeless machines, like heaped up pebbles? How can such society fare well?"

## Socratic and Gurukula Learning

If we go back further to ancient times, we can learn a lot from the great teachers of yore. Many of their learning styles are now back in vogue, such as the Socratic method of ancient Greece and the Gurukula system of the ancient Vedic traditions of India. In fact, modern-day facilitation styles of education reflect these traditions, including 'inquiry-based learning', which was developed in the 1960s and is currently now taking hold in mainstream public education worldwide.

Then there are the many religious-based schools and independent schools that have been using varied models of education, from both eastern and western traditions. Some have tried different approaches, but they usually conform to the government standard when it comes to final examinations so that students can be ranked and offered placement in higher education or employment.

In fact, all the differences in approach to learning pale into insignificance compared with the elephant in the room. There is one more critical component of 21st century education that was not there in earlier times, and that is technology.

According to statistics presented by A.C. Nielsen, the number of hours children in the US spend at school these days is less than half the hours they spend being educated by media sources. In fact, the media is by far the leading educator of children today in many countries, television being the main source.

And what sort of education do children receive from television and the Internet? It can be as varied as the programs available, and there are many, many wonderful resources for children. But some

of the statistics are worth taking seriously, and here are just a few:

By the time the average child has reached age 12 they will have watched over 8,000 murders on television, and by age 18 that number has risen to 16,000 murders and 200,000 acts of violence. So a major subject offered to children in 'media school' is violence.

A second subject high on the list for all in the curriculum is sex, as these days two out of three television shows include sexual content, and over half the surveyed teenagers between 14 and 17 had visited pornographic websites.

The third and fourth major subjects are material consumerism and alcohol. Statistically, between the ages of 3 and 18, the average child watches around 500,000 TV commercials, of which 20% promote alcohol.

Before television and the Internet, the number of children exposed to chronic consumerism, violence, drug abuse, murder and pornography was limited to those who encountered it personally in their families and neighborhoods. Now, it is normal for almost all children, irrespective of the values and lifestyle of their families.

So what values are we imparting to our children through 'media education'? And why are we surprised that children are blasé about these things and disillusioned by what we offer them? What is our personal and societal vision for our children's education? These are questions we can all ask.



### What next?

We know that the manufacturing model of education of the 19th and 20th centuries is no longer adequate for 21st century education, yet we still need an approach that offers education for everyone. We also need to impart skills, knowledge and training, so there is room for training, both face-to-face and online. In fact that is what most of current-day education is all about – skills training for specific jobs and careers.

But we also know that there is a higher dimension to education, offering an ongoing holistic learning and evolution through life, a development of wisdom and guidance towards a fulfilling existence. For that we need to include child-centered and heart-centered approaches. Parthasarathi Rajagopalachari once said, "Every child has an individual genius. The role of the teacher is to uncover that genius."

The word 'education' comes from the Latin word *educere* meaning 'to lead out'. So in the higher view of education we are not supposed to feed knowledge to students, but instead uncover their own genius and let it blossom, let their consciousness and the higher dimensions of their mind expand.

So the next steps must involve enabling teachers to help students uncover that genius. In fact, it is simple. To bring out what is inside, we only need to turn the attention inwards. That is what meditation is for. That is what Heartfulness is for. When teachers learn how to meditate themselves and share the basic practices of relaxation and meditation with students in schools, even in large classes, students will start to look inside and feel, they will listen to their hearts, and they will discover their own inner potential. Imagine such a world.

There are many other things that also need to change in our educational institutions, such as children having the opportunity to play on earth instead of concrete or asphalt, to eat simple vital food instead of processed packaged food, to sit in chairs designed for good postural support instead of rounded plastic chairs that lead to back problems in later life, to have class layouts that are flexible instead of always having rows of chairs facing one direction ... and the list goes on, but this one step of looking inside will make a world of difference to our children and our future.

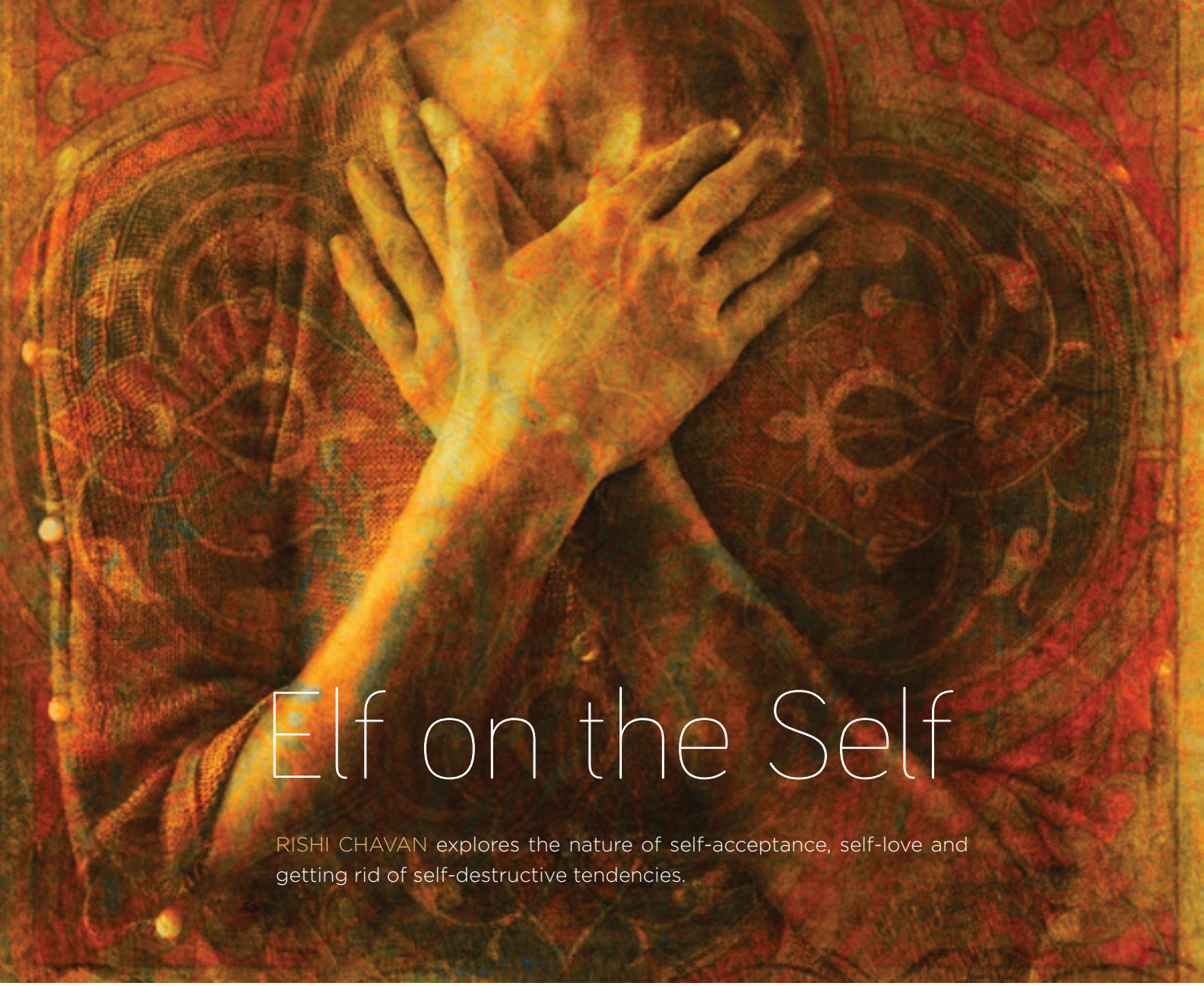
Finally, if we really want to create education that is relevant for our children, can we ask them what is their vision for their future education? ●





Don't limit a child to your  
own learning,  
for he was born in  
another time.

RABINDRANATH TAGORE



# Elf on the Self

RISHI CHAVAN explores the nature of self-acceptance, self-love and getting rid of self-destructive tendencies.

Our relationship with our own self defines our relationships with others. Not only that, the degree of acceptance we have of ourselves directly correlates with the acceptance we have of others.

In order to avoid self-destructive tendencies, and their subsequent actions and habits, we need to feel a deep sense of self-love and self-acceptance. We all are prey to illusions about our own self and more often than not we are unaware of them.

Often there are many versions of our 'self', separated by time and situations. For example, there is one 'self' at home with the family, one at work, one with friends, one on holidays, etc. This creates conflicting desires at times, demanding our attention as well as our efforts. We often also feel anger as a result of feelings of insecurity, self-doubt and lack of faith or confusion due to the conflict within.



The spectrum of anger and its manifestations vary greatly. Anger may manifest as simple hesitation in daily tasks, like arriving late to work, chronic procrastination of important projects, inability to prioritize, or avoidance of difficult tasks. Eventually this all leads to self-sabotage.

Often we may feel so frustrated by our inability to correct ourselves, even when there is ample awareness of what needs to be corrected. This leads us to question our awareness itself. Mere awareness is not, however, enough. Acceptance is the key.

At times the awareness may not be so obvious or it may be disguised, pointing only to our outward shortcomings. Our ego and our past prejudices about our self, about others and about situations make the acceptance of our entire self a difficult endeavor. As a result we look outside.

As we try to climb high, what erodes away at our inner core? What affects our integrity? It is the multiple things we are fighting to hold onto.

Seeking answers outside often leads to more frustration as we cannot change anyone else or situations from the past. Also for those who are addicted to the chaos within, inner silence may be unbearable. Every excuse to stay busy or plugged in takes priority.

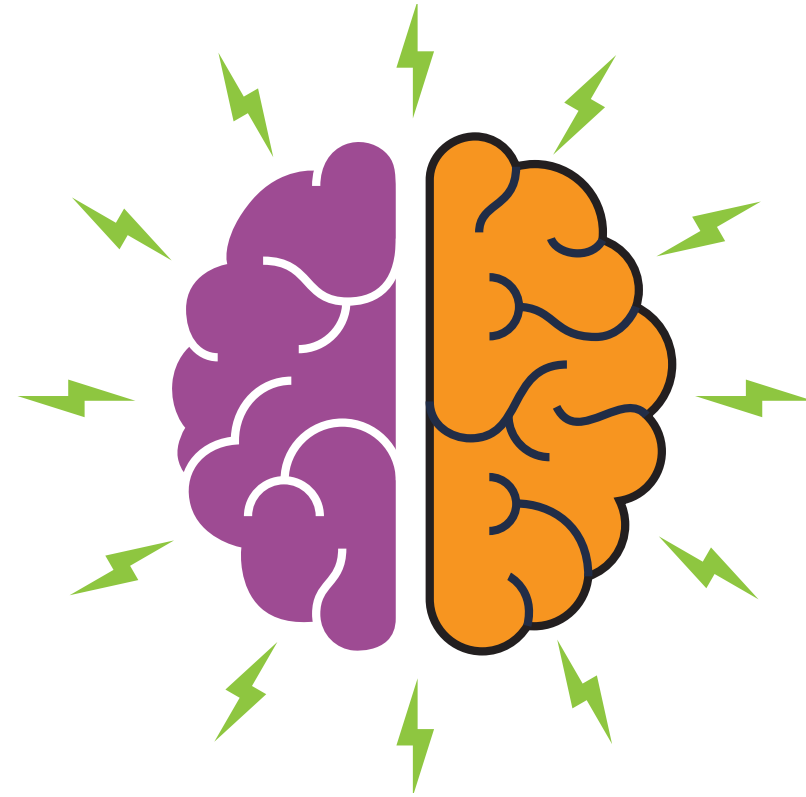
The first step is to accept the chaos that is within. This means accepting our self with unconditional love and having compassion towards that flawed self.

Once there is a state of unconditional love and compassion towards every dim lit corner within, there is a prevailing feeling of safety and security that allows awareness to deepen.

Here is something to try as an investment strategy: cultivate self-compassion through acceptance and gratitude for every aspect of yourself, the good, the bad and the ugly. The disciplined pursuit of this daily practice allows us to enjoy the silence, just as we enjoy the company of a very dear old friend, without the need to say anything.

When we are able to create a state of acceptance through self-compassion, devoid of the pulling or pushing of self-judgment, inner awareness provides a very subtle and effective vigor to self-correct. The result is that a natural vaporization of self-destructive tendencies is achieved. Over time this results in noticeable changes in our attitudes and behavior ●

# ENHANCING LEARNING EFFECTIVENESS: The Brighter Minds Experience



*The capacity to learn is a gift;  
the ability to learn is a skill;  
the willingness to learn is a choice.*  
– Brian Herbert

Can we improve all three? How much of learning is predetermined and how much can be molded? What really goes on in the brain when we are learning something? Do we have tools and methods to continually enhance learning effectiveness and experience?

We have been exploring these questions at Brighter Minds. Recent advances in the field of neurosciences, particularly in brain neuroplasticity, suggest that learning is continuously possible. The process of learning is an outcome of the connections and re-connections among the 80 billion neurons that make up the human brain, with each cell having a potential to make several thousand connections with other cells.

Learning in a way is directly proportional to the number of connections possible in a person's brain. Scientists have observed that the connections start happening soon after birth. Initially they happen at the rapid pace of 2 million connections per second, so that by the age of two the brain has made over a trillion connections. After that the connections start pruning, particularly those that are not used, and by the age of 12 years 50% of connections are lost. So the exposure that the child has between the ages of 2 and 12 decides how much of the brain stays wired. And this determines the extent of learning that is possible.

It also tells us that this age group needs attention. Recent evidence indicates that appropriate tools and training in a conducive environment can stimulate neuroplasticity in the brains during this age and beyond.

Inspired by the vision of creating a brighter world for tomorrow and taking cues from the latest advances in neurosciences, the Brighter Minds team developed an innovative cognitive training program for children. Its mission is to inspire and equip every child with ways to enhance cognitive functioning so as to achieve personal excellence and instil self-confidence.

The initial research not only helped to design the ongoing product and program, but also showed encouraging results. Parents of the children who participated reported improved focus, comprehension and memory, emotional stability, self-confidence, empathy and calmness among their children. The program not only enriches the intelligence quotient (IQ), but also the emotional quotient (EQ) as well, which is recognized as a vital element to effectively problem solve in today's world.

Initiated in India, the program is now present in 12 countries across Asia, the Americas, Europe, Oceania and Africa. Additional research is being done to understand the long term impact of the program.

For more information, visit [www.brighterminds.org](http://www.brighterminds.org) ●

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# happiness

MATSHONA DHLIWAYO shares his journey of discovery about the secrets of happiness, and some wisdom on how we can all lead happier lives.

*When I was young, I admired old people.*

*Now that I'm old, I admire wise people.*

*When I was a youth, I admired strong people.*

*Now that I'm old, I admire meek people.*

*When I was an adult, I admired wealthy people.*

*Now that I'm old, I admire happy people.*

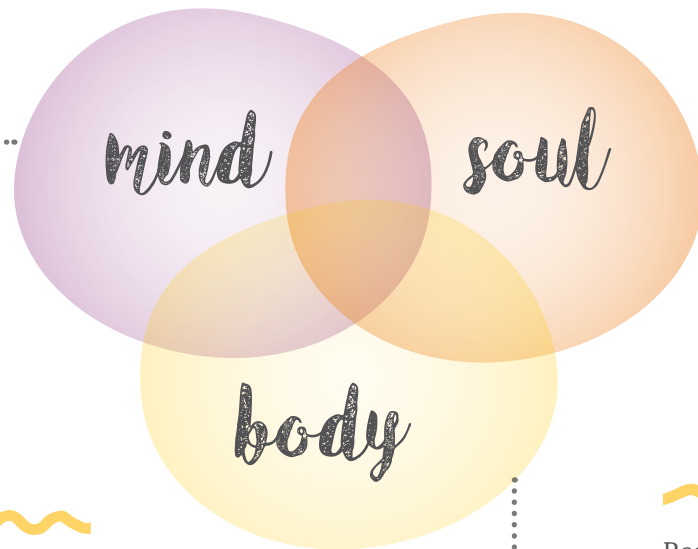
Since the beginning of time, we humans have been pursuing singular goals, and from the executive on Wall Street to the shepherd on the rural plains of Kenya, to the stay-at-home mother in China, we have been driven by the ceaseless desire to be happy.

What we eat, wear and do are expressions of our pursuit of happiness. So are the books we buy, the shows we watch, and the relationships we pursue. But if humanity has searched for it since the beginning, how come happiness is still elusive? After all, we have gone to the moon, cured fatal diseases, and made countless discoveries in every field you can think of. Knowledge undeniably has increased, but happiness has not.

I came to the conclusion that, as humans being composed of mind, body, and soul, we must nurture all three to achieve our highest happiness.

This inspired my long, uncertain journey to find out the secrets to happiness. Day after day, month after month, I sat before scientists, saints and sages – intellectual and spiritual heavyweights, ancient and contemporary.

Scientists said pleasure was the key, sages said relationships, saints said work and a few said self-denial. While I found truth in many of their points, after much contemplation I remembered the story of King Solomon, who according to the Bible was the wisest and richest man in history. He had all of the above, but he despaired in the end: “Utterly meaningless! Everything is meaningless.” His pursuit of happiness ended miserably, as he was focused on his mind and body but at times forgot to nurture his soul. I came to the conclusion that, as humans being composed of mind, body, and soul, we must nurture all three to achieve our highest happiness.



You cannot live a happy life with sad thoughts. Timeless wisdom states that we become what we think. It therefore goes without saying that happy thoughts contribute to creating a happy life.

The brain produces serotonin, a chemical contributing to our happiness and wellbeing. When we exercise, our bodies also produce endorphins, chemicals that reduce stress and diminish our perception of pain. Clearly, when we take good care of our bodies, our bodies take good care of us.

Researchers have been dumbfounded after finding that there is a relationship between healing and having a higher power. Duke University's Harold G. Koenig, MD, said: “Studies have shown prayer can prevent people from getting sick – and when they do get sick, prayer can help them get better faster.” The soul is the highest part of us. If it's nurtured, happiness, fulfillment and lasting joy fall into place.

## 10 Insights

- 1 What you seek for others you find for yourself.
- 2 A heart full of joy is better than a hand full of coins.
- 3 Pebbles that bring you joy are better than diamonds that bring you sorrow.
- 4 When bad things happen to you, become wiser, not bitter.
- 5 The beauty that is in you is greater than the ugliness around you.
- 6 If you go to bed angry, you have robbed yourself of a chance to wake up happy.
- 7 Letting go of sorrow gives strength to carry happiness. Letting go of anger gives strength to carry kindness. Letting go of fear gives strength to carry hopefulness. Letting go of resentment gives strength to carry gratefulness. Letting go of disappointment gives strength to carry joyfulness. Letting go of avarice gives strength to carry contentedness.
- 8 Love subtracts sorrow, divides trouble, adds blessings and multiplies joy.
- 9 Happiness cannot be bought by money, cannot be acquired by degrees, cannot be realized by power, and cannot be earned by honor. It can be won by kindness, gained by charity, attained by goodness, and achieved by love.
- 10 Pleasure will make you happy for days. Wealth will make you happy for weeks. Honor will make you happy for years. Love will make you happy for a lifetime ●

# The heartfelt PRESENTER

## Influence minds and win hearts

In the last 2 articles, [RAVI VENKATESAN](#) has talked about the reasons public speakers fail, the 27 Cs of communication that will enable you to become an influential and effective speaker, and has taken a deeper look at body language. In part 3, he explores voice modulation.

Research shows that 38% of your communication is based on voice modulation, independent of the words. There are 5 areas within voice modulation that you may want to specifically improve:

### CLEAR

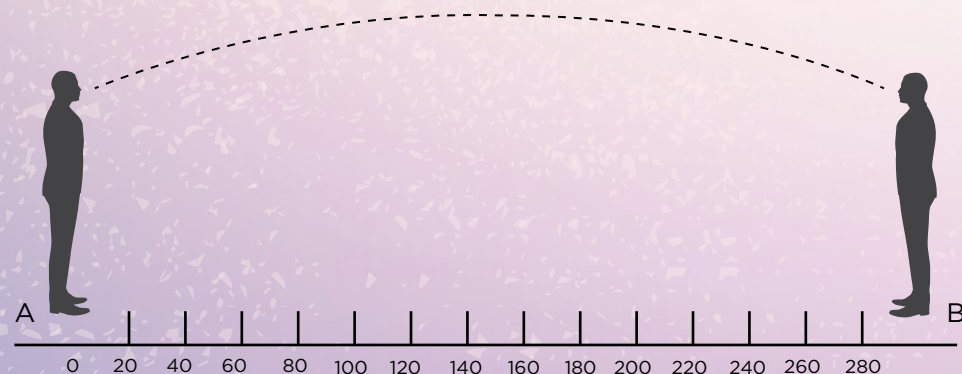
The first requirement of being understood is to be clear. It is easier said than done. Many people tend to speak fast, mumble and not enunciate. They also do not project their voice. To overcome these issues practice speaking slowly and clearly. Two exercises that help a lot are as follows:

#### VOICE PROJECTION

Ask a friend to stand about 6 feet from you. Say to them, "I hope you can understand me clearly." Ask them to give you a thumbs up or a thumbs down, and then move 6 more feet back. Repeat the exercise with increasing distances. Speakers who project their voice will be heard at 200 to 300 feet. Remember not to shout or yell, but rather increase your volume by filling more air in your lungs, and letting your voice come all the way from the stomach and chest. The more you practice this, the better your voice will project.

#### ENUNCIATION

To get your enunciation right, practice with a friend. Speak slowly and open your mouth so that your teeth are visible. Then say a few tongue twisters. For example: "High roller, low roller, lower roller," "Peter Prangle, the prickly pear picker, picked three perfectly prickly pears." Have your friend confirm that your teeth were visible and that you said every word clearly.



### CRISP

Being crisp is all about making brief sentences with appropriate emphasis. Avoid filler words like "Uh," "Um," etc., and emphasize the right words.

#### REPLACING FILLERS

Take a small paragraph with a couple of ideas that you want to convey. Say it once with a friend listening to you, or record it on your phone, and play it back. Now repeat it, consciously replacing all filler words like "Uh," "Um," etc., with simple pauses. Be uncomfortable, even if your pauses are long. Most speakers pause far less than they should.

#### EMPHASIS

Practice taking a sentence and emphasizing one word in it at a time. For example, the sentence, "I am feeling strangely sad today," will feel completely different, based on which word you emphasize: 'I' or 'am' or 'feeling' or 'strangely' or 'sad' or 'today'. Now decide the word you want to emphasize based on the meaning you want to convey, and dial up the emphasis to a point where it sounds dramatic and uncomfortable. Then dial it back down. This way you will become very clear in what you say.

The next three areas come to us from an article by Ram Chandra of Fatehgarh called 'Principles of Conversation':

### CONTROLLED

Practice eliminating highs and lows from your voice to make it more controlled, and hence more impactful. This doesn't mean being monotonous. Tone and pitch are two different things. Unless you are singing, you don't need your pitch to go above or below a certain level. Keep it in a narrow zone, natural to your voice. This will make your voice more controlled.

### CIVIL

Consider situations where you get worked up, feel frustrated or angry. Purposefully work on toning down your voice to show restraint, and express your feelings and reactions in a civil tone. This will have an incredible benefit in allowing you to be assertive without being aggressive. You will find that people listen to you a lot more when you apply this principle. And your anger and frustration will diminish along with the balance in your voice.

### CHARGED

To accomplish this practice, think that the ideas you are conveying are touching the hearts of your listeners. You will find that inculcating softness and speaking in a gentle manner, along with this thought, will make your voice charged.

This is a lot to practice and master, but as Lao Tzu said, "A journey of a thousand miles begins with a single step." So take that step, and good luck!

Heartfulness  
Through meditation, wellness



# Heartfulness Wellness

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**Strengthen your body** through Yoga exercises

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The Wellness Retreat followed by daily Yoga and Meditation sessions was a great restart in the growth of my health and happiness. A wonderful session with more life hacks. My sincere thanks to all the trainers and the participants.

- Arulkumar Selvaraj, Multimedia Professional

Individuals, Groups, Corporates - find more information about upcoming programs at [en.heartfulness.org/wellness-retreats](http://en.heartfulness.org/wellness-retreats). For customized wellness programs, please write to [wellness@heartfulness.org](mailto:wellness@heartfulness.org).



The most precious things in speech are pauses.

RALPH WALDO EMERSON

# Generosity in the Workplace

## GEMS FROM DAAJI

Share your plenty with those who cannot afford it.  
Generosity is our natural condition.

Give your employees or associates the freedom to act and then watch them bloom like a spring flower.

Your consciousness will expand if you share the joy of working together.

It is natural for people to lose interest when they are hurt or do not feel heard.

The expansion of our consciousness is inversely proportional to our level of fatigue.

It is our duty to motivate and inspire our fellow human beings. Failure of even one segment of humanity is a failure for all of humanity.

Robbing another person of the joy they deserve will inevitably result in fatigue.

Our reward is not to be measured in material terms but in how we are able to help someone reach their intended destination or goal. Sometimes, just a bit of inspiration and motivation is all they need.

The more you work with joy, the lighter you become, as if you could float without meditation. There is no possibility of fatigue. It cannot happen.

The Gita's quote on fruitless labor is often misunderstood. Every action in Nature has a purpose or an intention, which in itself is its fruit.

When something ennobling is done, share that joy, and consciousness expands in an unbounded manner.





# CALL FOR GRANT APPLICATIONS

The mission of the Heartfulness Institute's research department is to support and facilitate a scientific approach toward contemplative practices and advance our understanding of meditation and consciousness.

The Institute invites grant applications for meditation research from individuals who will conduct independent, empirical, rigorous research. Grant applications will range from \$5,000 up to a maximum of \$100,000 on a non-renewable basis.

## OBJECTIVE OF THE HEARTFULNESS RESEARCH GRANTS

Heartfulness Institute teaches meditation and contemplative practices. Heartfulness Research funding is intended to provide resources to support foundational experiments on Heartfulness practices.

These include, but are not limited to, studies investigating behavioral, physiological, metabolic, epigenetic and neurobiological responses to the practice of Heartfulness meditation, through cross-sectional and longitudinal studies on Heartfulness practitioners compared with appropriate control subjects.

We encourage applications from researchers in other contemplative practices who are interested in applying their expertise to study Heartfulness meditation.

## ELIGIBILITY

Applicants must hold a PhD, MD or equivalent degree and have an official affiliation with a college, university, institute, medical school or other research facility.

## APPLICATIONS

The application should include:

- Biosketches/CVs of the principal investigator and collaborators,
- Research project description, including specific aims and hypotheses to be tested, experimental design, method of analysis of the data, and the significance and potential impact of the study, Preliminary data may be included if available, including data related to other meditation practices. [< 3 pages]
- Resources available, budget and justification. [1 page]

## REVIEW PROCESS

We will accept applications for 2017-2018 on a rolling basis. Criteria for evaluation include significance, relevance and impact of the proposed study, applicant's research experience, and appropriateness of budget.

## WHAT IS HEARTFULNESS?

It is a modern-day system of Raja Yoga, using meditation to regulate and balance the mind. Heartfulness is a heart-based meditation practice. To learn more, please visit [www.heartfulness.org](http://www.heartfulness.org).

The basic practices are Heartfulness relaxation, meditation, cleaning and connection with the Source. Weekly individual and group meditation sessions with a trainer (either in person or via the LetsMeditate App) are recommended in order to bring about effective results.

Heartfulness Institute is a non-profit organization founded in 2016 in USA, India, France and Denmark. They are the sister organizations of Shri Ram Chandra Mission (SRCM), founded in 1945, and Sahaj Marg Spirituality Foundation, together present in 130 countries, with 8,000+ certified trainers, serving more than a million meditators.

SRCM is formally associated as a non-governmental organization with the United Nations Department of Public Information and works globally to advance the goals of peace, harmony and sustainability through yoga and meditation.

Please direct all enquiries to [research@heartfulness.org](mailto:research@heartfulness.org).

# The Next Generation of Teachers

VICTOR KANNAN shares his observations on the direction education is moving today, and the role of teachers in a new educational paradigm.

It is well-known that the wise elders from all generations and cultures throughout history have focused a lot of attention and effort on youth. The greatest return on inspiration can be had with the youth of any nation or era. Youth is not only a gateway to each young person's own future, it is also the future of society, of community. So how do we stand in that gateway as influencers, as inspirers, as educators and as teachers? This may require us to rethink some aspects of our engagement.

Education is something we have accepted for a long time as a stepping stone towards successful material life. But we all know now that success in material life alone is not the answer to happiness, nor is it the answer for societal well-being or for individual well-being. Now education is moving towards an integrated, holistic human development initiative. It is not enough to learn science, technology, engineering and mathematics, the STEM topics, like the stem of a tree. I think education is a lot more holistic and like the deep roots of a well-established large tree, a value-rich foundation at an early age will better serve today's students.



With more and more studies on the effects of Transcendental Meditation and Mindfulness, and a growing awareness of the importance of emotional intelligence, social intelligence and spiritual intelligence, many top-level institutions are taking up research in this field of mental growth, personal attitudes and expansion of consciousness. The results point towards a synthesis of Yoga and meditation, along with the science of neuroplasticity, as a basis of constant positive holistic learning. It is very heartening that Heartfulness has taken a scientific approach to the Sahaj Marg system of Raja Yoga meditation.

I believe that the youth of today are not interested in simply being told what to do; they have to be given a reason why they should do what they are supposed to do. We see it in our own families as we become parents and grandparents. We see how our children

are more adept and quick to adopt technology and ask questions that blow our minds. Some of them ask spiritual questions to which we don't have answers. So it's a very exciting time. In this context, I would recommend you read the article on star children in the March 2017 issue of Heartfulness Magazine. That article gives us a fascinating view into the capabilities of children who have been born in the various decades.

What if we could educate our children in a unique way with the available modern-day tools and research, and combine that with life purpose based on age-old values? Many of these are universal values concerned with respect for life and loving everything unconditionally.

So modern-day teachers have a special role. They are now called upon to educate children holistically. For the moment, leaving alone the

spiritual emphasis, they must teach not only life skills but also emotional skills, and the focus of life, the meaning in all activities. So, it is important that we look at the noble profession of teaching not from the point of view of a livelihood or offering children material success, but as a role in which we can instil, inspire and ignite the process of expansion of consciousness in children. We never know which one of them will grow up to help us. We never know which one of them will grow up to become a future leader, or add to our sense of well-being, joy and happiness. They could save the planet, its humanity, or even help avert a few calamitous crises.

I believe that in each and every one of our lives is a teacher or two who made a difference. These teachers continue to guide us long after we graduate from school, as their inspiration and the self-confidence they instilled in us help us at every turn of our lives. We remember them gratefully. Since they are not expecting anything from us, we feel the need to give, in return, to whomever we engage with. And that is the life of paying it forward.

Heartfulness, like many other organizations, recognizes this value of paying it forward to build a better future. At the Heartfulness Institute, we have been engaging with children of all ages, offering innovative ways to learn and sharpen their minds. Now, through teacher training programs, we are embarking upon a way to enable the teachers in schools.

The only thing that is constant is time. When the second is measured and time moves on, what we pack into that time is something over which we have control. Effectiveness, efficiency, love and inspiration are probably four things I can think

of from the education paradigm. What more can we put into the time that we have in our hands, whether it is a day of school, or the duration of our job as a teacher, or our time here on Earth? So, collectively we need to figure out how we make our time of engagement with children, the duration of our employment, and our life here on Earth, the most impactful.

As Confucius said, if we feed a man fish, we feed him for a day. If we teach him how to fish, he can feed himself and his family for the rest of his life. So, by training teachers so that teachers inspire children, we are at the start of yet another butterfly effect!

Heartfulness is really an agent of change – of changing ourselves on a continuous basis and also embarking upon a process of serving others. This applies to teachers as well as all of us. Here, servant leaders are what we become.

Servant Leadership is a philosophy and a set of practices that enriches lives of individuals, builds better organizations and ultimately creates a more just and caring world. Robert K Greenleaf, of the Center for Servant Leadership, coined the term in a 1970 essay, where he stated that a leader is first a servant. In that essay, Greenleaf wrote:

*“The servant-leader is servant first. ... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first. ...*

*“The difference manifests itself in the care taken by the servant – first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?”*

Source: [https://en.wikipedia.org/wiki/Servant\\_leadership](https://en.wikipedia.org/wiki/Servant_leadership)

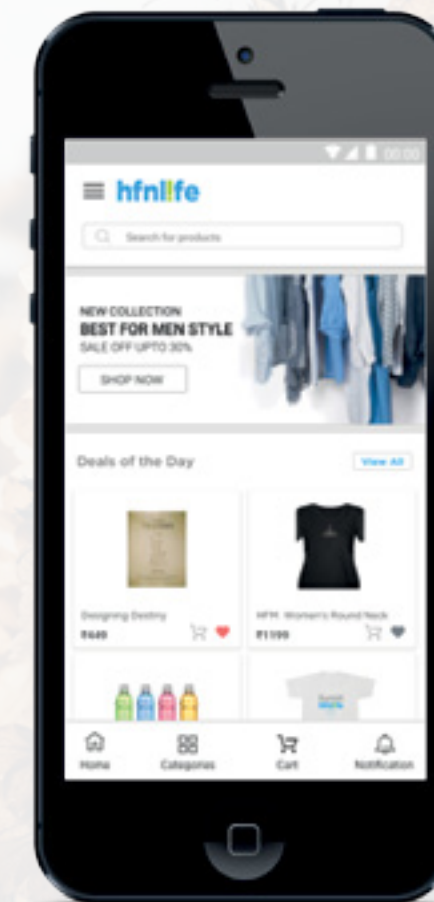
There can't be any better example of a servant-leader than a teacher. Teachers of all kinds and skills, regardless of their schools and circumstances, are best placed in society, and especially in the life of a student, to make change possible, to make their lives more meaningful, to make their contributions more valuable. With this one stroke of a mindful, conscious, heartfelt engagement with each student, they can truly become the change agent for the community at large and for global citizenry.

With this aim in mind, The Heartfulness Institute calls for a robust collaboration with educators and teachers across the globe to be part of the next generation of teachers to engender a new humanity, that is more caring and aspirational.

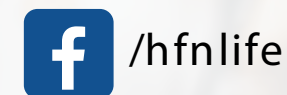
Please reach out to us at [edu@heartfulness.org](mailto:edu@heartfulness.org) ●



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The word 'relationship' can mean many things. It may be the bond between a mother and son, sister and brother, friends or acquaintances. It may be a romance, a teacher-student relationship, a professional relationship, or even a connection with a person we meet once in our life, or speak to over the phone. It encompasses all the connections people share.

It is also a term used to describe the way in which people treat each other. Each relationship shared is unique. For example, the way we behave with a teacher is definitely different from the way we behave with an aunt. But also the way we interact and feel around two different teachers can also be very different.

For any relationship to develop in a healthy way, we need to trust, accept, be open-minded, loyal, kind, make good memories, wish well, respect, be reliable, communicate, understand and of course love the 'other' in the relationship. But thankfully, all these qualities need not be forcefully imbibed; they can become a part of us naturally as we spend time with the other person.

When we think of relationships, we usually associate them with others. We rarely consider a relationship with ourselves. I believe it is one of the most important bonds we can have, as it becomes the foundation or basis for all the other relationships we have.

To maintain a healthy relationship with ourselves we need faith in the choices we make, we need to love ourselves and learn to enjoy our own company. How to empathize with ourselves when things don't go the way we expect? How to communicate with ourselves, in the sense of not being afraid to live according to the values we feel are important? How to accept our flaws and not try to hide them? And as we learn to respect ourselves we discover who we truly are, and begin to use our abilities to the full potential. Then our so-called flaws don't hold us back at all, but make us original. Truly and simply extraordinary ●

# Relationships

CHITRA MADHAVI shares a young person's perspective on relationships.

# { Q & A }

IN CONVERSATION WITH  
SWAMI SHANTATMANANDA

## PERFECTION *is already within us*

SWAMI SHANTATMANANDA, Secretary of the Ramakrishna Mission, Delhi, shares the way his team is spreading Swami Vivekananda's vision for the education of the children of India, and how the Ramakrishna Mission is realizing that vision.

**Q** Welcome Swamiji. You are passionate about youth and you are passionate about education.

**SWAMI:** Yes.

**Q** So can you tell us about the programs you are running and where they are headed? What is your vision?

**SWAMI:** For the Ramakrishna Mission, which has been in existence close to 120 years, there are two areas that have always been our specialties, namely education and medical service. Tens of millions of patients are treated in our medical facilities across the country. Similarly, several hundred thousand students are in our educational institutions. But in spite of our best efforts, even though we have a good number of residential institutions where

students live in close proximity to our monks, it has been a long felt need that we should specifically address the issue of value education.

In India, a large number of institutions are doing value education, but in most cases it is done in terms of 'dos and don'ts'. In the Ramakrishna Mission, we have completely moved away from this approach, and we have studied very deeply Swami Vivekananda's ideas on education. In our attempt to design something specifically for school children, we took the help of a very beautiful institution called Illumine Knowledge Resources Private Ltd., with a huge team of qualified and committed people. So together we developed a program based on Swami Vivekananda's ideas on education.

Close to 15 to 20 million students complete year 12 education in India every year, but not even 2 to 3 percent of these students get a chance to pursue higher education. And this leads to a lot of juvenile



violence and other problems in the society. The reason is that once students complete year 12, they think they are educated and do not want to lower themselves to doing manual or physical jobs. Even an absolutely illiterate person who is a helper to a mason or a carpenter easily makes 30,000 rupees per month, but a so-called educated person can hardly earn 7,000 or 8,000 per month given the circumstances.

We found that the whole problem is in the wrong understanding of education. Swami Vivekananda has given a wonderful definition of education. He says, "Education is the manifestation of the perfection already in man." This totally turns the current ideas of education in India on their head, where the flow of knowledge is from the outside to the inside, from the teacher to the student. In our program, consistently we have tried to prove that it is inside out.

It is what is within the student that has to be brought out. The teachers, the students, the system, the books, the labs, the parents, all only facilitate the bringing out of this inherent ability, strength, glory, etc. One proof that I can give is the following: say a teacher teaches chemistry to a class of 50 students. If the flow is from the teacher to the student, at the end of the year, all students should fare exactly the same in the final examination. But there is such a huge variation in the results, which only proves that it is not so much from the external source. What really comes out is what is within the student, facilitated by the teacher, book, etc.

So all of us should work to bring about this transformation. This is the basic idea underlying our program. We are currently running this program in 2,500 schools across many of the cities and some rural areas in India, and it is

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Education is not just mere academics. Students can do anything that will give them the dignity, the fulfillment, the sense of achievement of standing on their own feet. Let them pursue that.

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spreading. It is composed of 16 modules for each year group – for classes 7, 8 and 9, or 6, 7 and 8 – and we insist that the same teacher conducts the program for the same set of students for the three successive years. We give a 2-day training to the teachers for each class and we also provide a tool kit and teachers’ manuals. After the training we visit each class at least twice every year to see how the program is taking root, how the students are faring, how the teachers are able to deliver, and so on.

So far the results have been remarkable. Even physically challenged, speech impaired and partially blind students have shown tremendous enthusiasm and improvement after undergoing five to six modules. It is a stupendous initiative and there is no formal inclusion by the government in the system, so we are working hard to implement the program and at the same time find a slot in the curriculum. The program requires huge funding, and we are not charging the schools for this – we are raising funds through donations and corporate support. But it is a beautiful challenge.

We have instituted a Vivekananda Fellowship, so that youth who are really inspired to work for the people of our country can take up this fellowship after graduating or finishing a postgraduate degree. They can serve in this schools program for two years, during which time we give them very decent support. At the end of the 2-year fellowship they can decide to carry on with their studies or career. So that is how the program is managed.

**Q** What sort of transformation have you observed personally in the children who participate in the program?

**SWAMI:** For the first time, children are feeling a new kind of identity. Normally they are quickly divided in a classroom into categories – bright, not so bright, and dull – and that is one of the important reasons why students are not able to connect within the classroom. In India more than 50% of students are not able to connect. They are sent to school to pursue education, but they are not interested because they think they are not that good, and they will not get into higher education.

So how will a student in year 6 or 7 who feels like this do well?

Education is not just mere academics. Students can do anything that will give them the dignity, the fulfillment, the sense of achievement of standing on their own feet. Let them pursue that. So through this program we have been able to give a new identity to the students, so much so that no student feels that he or she is less than anyone else. That is the great leveler. Then they can feel happy coming to school, they can participate, they can do many things, and we tell them, “You explore. Huge avenues are there for all of you to do well.”

Ultimately, the students should understand their own dignity. Their greatness, their well-being, their respect and their dignity do not just consist in getting a white-collar job, or working as a computer professional or a doctor. Even if you shine shoes, if you understand that within you is the same immortal spirit as the most successful computer programmer in India, would it not give you that extraordinary dignity? You would always

walk with your head held high. You will never feel you are less than the other person. You are also fulfilling a very important need in our society, a function in society, so in what way are you any less than a person who owns a big house and an expensive car?

It all boils down to your individuality, your understanding of your personality, your understanding of what you are, how you are. That’s what will give you that great dignity. In India we have a huge number of youths, but only when they have the orientation that each of them is no less than the others will we see a new society.

Then any number of new initiatives will spring up. We can make it extremely challenging and wonderful for them, leading to the development of our country as a great nation. That is what we hope for ●

INTERVIEWED BY ELIZABETH DENLEY

# THE MARCH TO Freedom

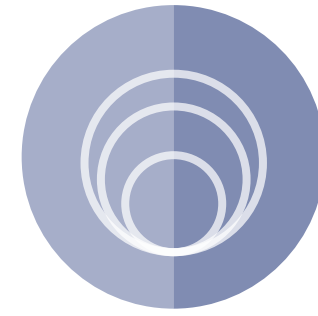
## PART 2

KAMLESH PATEL continues with the ultimate journey to freedom. In this issue he takes us further into a whole new realm of experience, the road less traveled.

### Evolution of Consciousness Series

In part 1 we explored the evolution of our consciousness through the chakras of the region of heart – those associated with our physical existence on this Earth. After mastering these five chakras we then move on, expanding our consciousness into the region of mind, also known as the region of the Super-Mind of God. To step into this region, there is one important pre-requisite: we first must embody that generosity of heart that emerges as we purify the heart and master the emotions of worldly life.

In this new realm we experience a different level of freedom; we are free from the cycle of birth and death. In other words, we transcend the need for reincarnation, and this is commonly known as liberation. Our consciousness is free to soar in a completely new way, and actually we go beyond consciousness to the potentiality that creates consciousness. The soul has passed through its first great rite of passage on its way back home to the Source.



So let us now continue on our journey and see where it takes us. This new realm of mind is beyond dualities, *dwandwas*, of everyday physical existence, and yet it is always there behind everything we do in daily life. We continue our journey by entering the Cosmic Region, also known as *Brahmanda Mandal* and *Virat Desh*, which starts at chakra 6 between the eyebrows. This is such a vast region that normally thousands of years would not be long enough to traverse it, what to say of its grandeur. Here we feel holiness and piety, and become conscious of every power that is present.

The Cosmic Region is the storehouse of the inexhaustible energy that supplies power to the earthly plane and keeps our material life going. When we journey through it, we feel immense power similar to that of electricity throughout our whole being. We feel electrified.

Here the movement we find is that of expansion and contraction, multi-directional and multi-dimensional movement. Our mind expands, and we develop the quality of limitlessness. Our consciousness expands in a 360-degree manner. Our expansion here continues until we realize that we are expanded all over the world. The universe seems too small for us as we develop a corresponding expansion within ourselves.

It is at this stage in the journey that the Guide's role becomes so important, because how can a liberated

soul, a purified soul, remain in a body unless that body is also purified? The Guide helps us to purify each cell. How does this happen? It is a matter of experience, and I hope you will all practice and see for yourself.

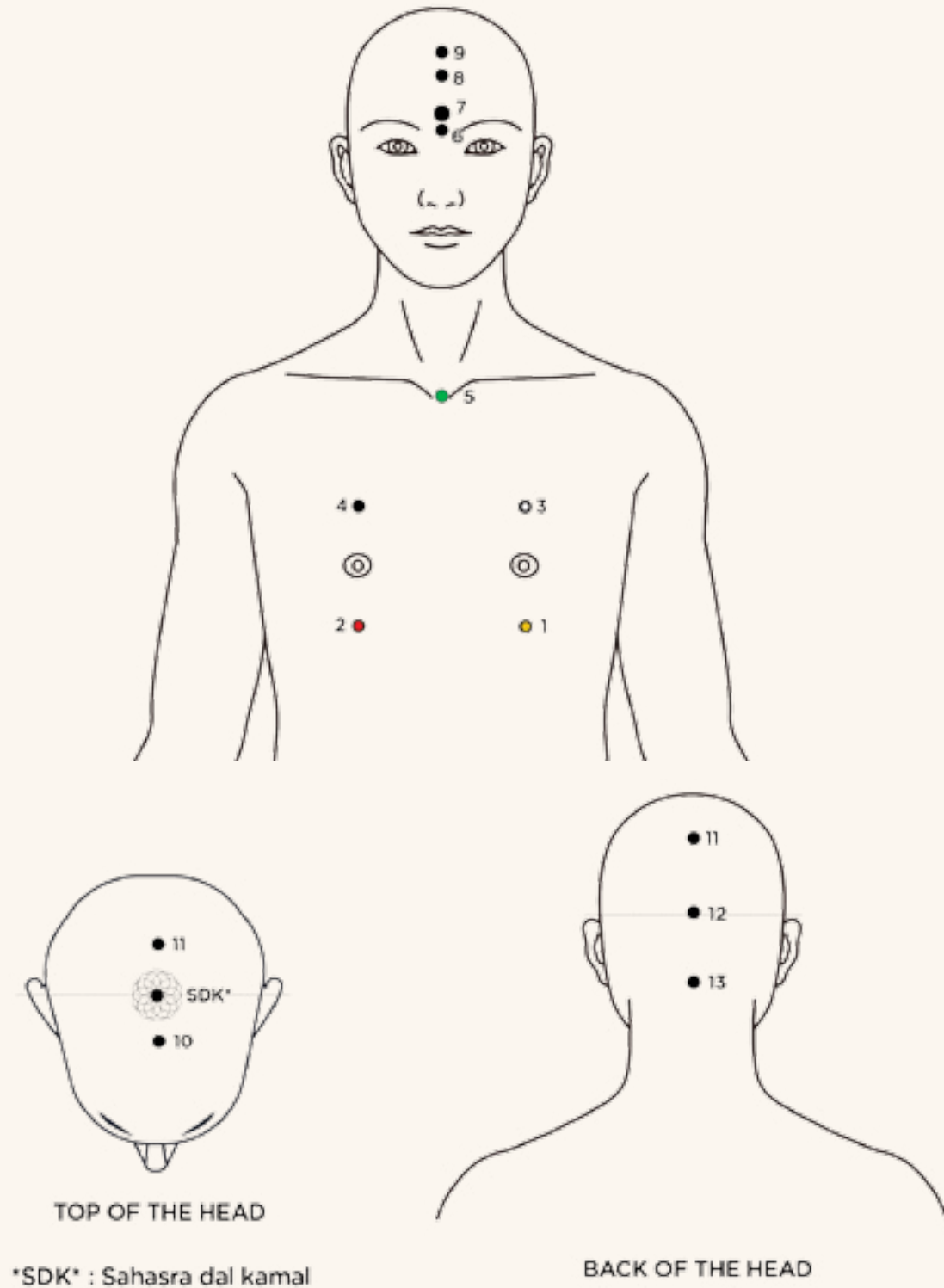


Within this Cosmic Region we find chakras 6 and 7, and the first half of chakra 8. Chakras 6 and 7 are almost intertwined, forming a figure 8, with the lower circle (chakra 6) smaller than the upper circle (chakra 7), and the lower circle slightly in front of the upper circle. Chakra 7 is the storehouse of the great powers, and chakra 6 is the place from which power is distributed.

Certain traditions advise meditation at chakra 6 between the eyebrows, and even in the Bhagavad Gita Lord Krishna advises Arjuna to meditate at this point. The reason is very specific: Arjuna was a warrior during the Mahabharata war. He had been wavering on the battlefield, and in order to fight he needed strength and energy. The Cosmic Region is all about power and Arjuna needed power.

But we are not going to war. We are leading a family life and for that we need love, understanding, compassion and empathy – all qualities of the heart. Later in the Gita, Krishna says that the Divine resides in the heart of all beings. This is a big hint for those who seek Realization. The need of the hour is to meditate on the heart.

## LOCATION OF THE CHAKRAS FROM THE HEART TO THE CENTRAL REGION



I have given the name Durvasa to chakra 7 because Durvasa was a character in the Mahabharata epic who was enormously powerful and prone to fits of rage during which he would curse people. Because of the enormous power prevailing in this region, we can become careless at times. When someone annoys us, we may lash out because we have power at our command. But we don't have to become like Durvasa if love backs our spiritual journey, and as a caution I have given this name so that we are aware of the possibility. Powers will be there, but the Guide is also there to protect us. Even then, we need to be alert to the way we treat others.

If we are sensitive, we will discover the presence of those great powers that govern various parts of the universe, but such powers are not for us to enjoy for ourselves. They are made available for the universal good, for universal peace not individual peace, and for the welfare of all.

Reaching chakra 7 produces a very pleasant feeling of ecstasy. It feels as if we have reached the destination, and it is so charmingly attractive that often even the most sincere seekers will come to a halt. The Guide then has to take us forward. The condition of chakra 7 is seemingly marvelous, but for a true yogi it is child's play.

The Cosmic Region is where we are really able to transform our character from reactive to responsive. Responsiveness arises from a pure heart and a balanced mind. Transmission tunes the mental tendencies and changes the intentions of the heart. Here, the lower self becomes the universal Self, moving from selfishness to selflessness.

With interest and the help of a capable Guide, we then proceed to chakra 8. The first half of this chakra is within the Cosmic Region, and the second half is the Supra-Cosmic Region, also known as the *Para-Brahmanda Mandal*. *Para* means 'above', so we transcend the Cosmic Region within this chakra and feel a sort of freshness like that which a sun-stricken person feels on taking a cool bath in summer.

Having transcended the Cosmic Region, we are no longer enamored of the powerhouse associated with chakra 7, because we realize the worthlessness of accumulating power. We start to dance to a different tune – that of refining and transcending anything to do with power, and of course that means the ego. Instead, we become enamored of humility and wish to surrender to what is higher than ourselves, as we understand that we will only continue on our journey to higher realms with a supplicant heart.

We often hear that the world is *maya*, illusion, and here at chakra 8 we feel that state, so we lose interest in unnecessary things. This renunciation is not forced or imposed, but totally natural. The world no longer remains a playground, and we feel that it is like a dream. Everything here feels very light. Thought loses its weight and we begin to enjoy peace and settledness. Here peace has a different frequency to the peace we experienced at chakra 2 in the heart. It is more sublime, but only the seeker who feels restlessness for realization of the Ultimate within this peace can master this point. We require a restless heart that is willing to forgo the peace of chakra 8, in order to continue onwards.





Then we move to chakra 9, and the new region into which we enter demands a higher level of submission, a higher level of surrender. In Sanskrit, surrender is known as *Prapanna*, the name of this region. The 9th chakra is all about surrender and humility, as symbolized by Lord Krishna surrounded by cows and Lord Jesus Christ with a little lamb in his arms. The lamb is very comfortable there, and that becomes our state too. In that prayerful humble state a vision of Divinity is always present in our heart, so all around we see Divinity.

We have come to terms with the world, and feel neither attraction nor aversion. We remain fully surrendered, just as Hanuman did with Lord Rama in the Ramayana, and like the cows of Krishna and the lamb of Christ. The name 'Hanuman' reflects his nature: *maan* means 'honor and respect', and *hanu* means 'without'. He demanded no respect, no honor. So I have named this point after Lord Hanuman. The 9th chakra is about more and more of the Lord, and less and less of the individual self.

The heart gains enormous purity. Real attachment starts here, every moment remains pregnant with His being, and we regret any moment that is spent away from this communion. In fact, that is the original meaning of sin: separateness from that noble communion with the Lord. We remain naturally absorbed in the Lord, without effort, and rest in a state of surrender.

There is also no illusion when approaching Divinity at this stage. We face circumstances with courage, respect and reverence, and any feelings of dislike or hatred are too remote to worry about. The play of ego in these higher realms can be very torturous, but if we resolve it we are granted extraordinary bliss. And we can only resolve it once we have started merging with the Ultimate.

At this stage, if we even consider ourselves to be a notch higher than anyone else we are thrown into darkness, and realize that nothing can punish us more than our own conscience. And to even think about achievement or talk about our association with the Beloved feels arrogant and vain. The breeze of divine consciousness starts flowing. The feeling of the supremacy of the Lord is drowned in love. There is a perfect sense of naturalness. Reverence towards the Lord simply takes hold.

At this chakra, our thoughts and will are synchronous with those of our Guide, and we feel completely dependent upon him, in osmosis with him, and our love for him is intense. The world appears as neither real nor unreal. Our individual consciousness merges with our Guide's consciousness.

In our day-to-day life we ask ourselves, "How would my Lord feel if I do this or don't do this, if I think this or behave like that?" We become extra sensitive in this way at the 9th chakra, so imagine the level of etiquette and reverence that is required now to journey to the 10th chakra, which is where the Lord prevails. In reality the preparation for such an attitude of 'let thy will be done' begins in the very early stages of the spiritual journey. Such is the need for a strong foundation based on faith.

Chakra 9 is all about surrender to the Lord, whereas at chakra 10 that changes to extreme proximity to the Lord. We move into a new region, and a game is going on here in which the extent to which we surrender is the extent to which the Lord prevails in us. We oscillate between our own presence as a devotee and His total presence. This oscillating condition is a region in itself known as *Prapanna-Prabhu*.

As we move through this region, we start feeling that we are one with the Lord, and there is no

difference between us. Everything that He possesses is ours. It is not that we own the world but it is like being a prince: all the things in the palace belong to the king, yet we feel them to be ours too. Similarly, there is no feeling of separation. Eventually the Lord emerges supreme in this oscillating game, and we continue on to the next region of *Prabhu*.

The Lord's presence is so profoundly felt here and there is intimacy beyond belief. If we raise our hand we feel that it is the Lord's hand; we see through the Lord's eyes. It is a beautiful state. And yet another beautiful thing happens. Since we have become so identical with the Lord and with our Guide, we are able to spread the Lord's vibrations, the Guide's vibrations. We become vehicles like sandalwood. What does sandalwood do? Whenever wind passes through the sandalwood forest, the fragrance of sandalwood spreads everywhere. Something similar happens to us as we remain absorbed in God.



A stage comes when the Lord merges in us, and so the vibrations of the Lord emanate from us. That is the beauty of the 10th chakra. And yet we tend to become more and more restless. We will explore this restlessness and the rest of the spiritual journey in the final article about our march to freedom in the next issue ●

## ABOUT KAMLESH PATEL

*Kamlesh Patel is the world teacher of Heartfulness, and the fourth spiritual Guide in the Sahaj Marg system of Raja Yoga. He oversees Heartfulness centers and ashrams in over 130 countries, and guides the thousands of certified Heartfulness trainers who are permitted to impart Yogic Transmission under his care.*

*Known to many as Daaji, he is also an innovator and researcher, equally at home in the inner world of spirituality and the outer world of science, blending the two into transcendental research on the evolution of consciousness. He is expanding our understanding of the purpose of human existence to a new level, so necessary at this pivotal time in human history.*



# Unity

How can I locate the nightingale on a mere branch

When its song is vibrating everywhere?

How can I limit the rose to its form

When its fragrance has filled the air?

How can I limit myself to my body

When I can hold the whole world in my heart?

All it takes is closing my eyes

To feel the world's heart beating in my chest.

And to see with the heart's eyes,

My wings have spread from east to west.

Where does the rose end when its fragrance flows to all?

Where do I end and others start?

Are there any others at all?

NEGIN MOTAMED



Silence is an ocean. Speech is a river.

When the ocean is searching for you, don't walk to the river. Listen to the ocean, and bring your talk to an end.

RUMI



# PUSHKAR

A photo essay by Rajesh Menon



The small town of Pushkar in Rajasthan has a special mystic magnetism for devout Hindus, camel traders and tourists. 11 kilometers from Ajmer, on the other side of the rugged Snake Mountain, the town nestles against a holy lake, which in Hindu mythology is said to have appeared when the Lord of Creation, Brahma, dropped a blue lotus flower. In fact, in Sanskrit 'Pushkar' means 'blue lotus flower'.

Full of temples and ghats, including one of the very few Brahma temples in the world and the only one in India, the air resonates with prayers and chanting.

Pushkar is also famous for the annual camel fair that happens in November. This is one of the world's largest camel fairs, along with the trading of other livestock. It was a delight to witness the variety of camels and colorful turbans of the local people. I witnessed many silent interactions between the camels and the herders. I could also feel the tension of the herders, as they wondered whether their camels would fetch the true market price that they were worth.

Photographers come from all over the world to witness and capture the fair, and over the years it has become an important tourist attraction with people flocking from all parts of the world. Let the photographs speak to the occasion.





# Health HEROES

In the first of a series of articles, **DR PARTHA NANDI** shares something of his own story and why he became so passionate about health.

## MY LIFE CHANGING DECISION

I nearly died when I was six years old. I was a normal kid running wild and having fun with my family and friends. Even at that young age, I had a real passion for life. I loved school, sports, music and practically anything that engaged my curiosity and creativity. Then one day, I started suffering from joint pain bad enough that I could no longer do the active things that I loved. Seemingly overnight, I went from a fearless kid running wild and free to one who had lost interest in everything. I didn't even want to eat.

Fast forward through time and multiple visits to the doctor, when my mother insisted on finding a specialist. That's when I finally met the man (and doctor) who I will never forget.

It turns out I had rheumatic fever, a potentially life threatening disease of the joints and heart. During my hospital stay, this unforgettable doctor saved my life with his knowledge, skill, strength and compassion. He was a superhero. My parents, the way they stepped up for me and cared for me, were superheroes. And I wanted to be just like them. They were my very first Health Heroes.

## SOMETIMES YOU HAVE TO BE YOUR OWN HERO

I was only six, but I knew what I wanted to do with my life. I wanted to save people who were sick and afraid. I wanted to make them strong so that they could be their own heroes. Forget the capes and x-ray vision. Having the power to be your own hero! This was exciting to me.

It's what drives me to this day. I want to create a world full of Health Heroes. I want you to realize the power you have to take charge of your health and live your best life. That's what being a Health Hero is all about. And you can do it! You can make your health a priority. It's not selfish, and it's not even difficult.

The moment you recognize that your health matters and you start to implement important life changes is the exact moment you start to become your own Health Hero. You just have to be willing to jump into the driver's seat and take control.

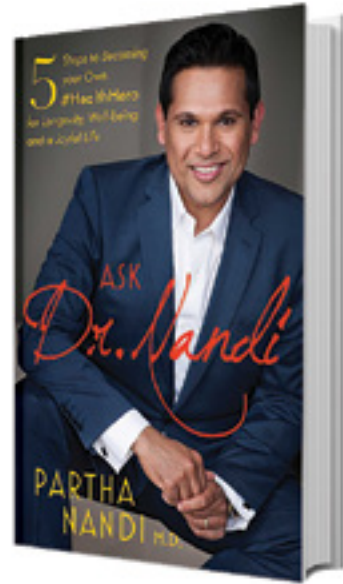
You can't control everything that happens to you. You're going to face challenges and adversity. But you can take advantage of the power you do have so that you can live your best life. Make your health a priority. Be kind to yourself. Nurture yourself. Live the healthy, active and spiritual life you deserve. You can be your own hero! No cape or x-ray vision required.

*Make healthy living a part of every day.  
The light in me honors the light in you. Namaste.*

*~ Dr Nandi*



PS: I'm releasing a book in September that I've been working hard (and passionately) to complete. I'm sharing with you my very BEST practices for living a healthier and happier life. I go deep into the five key areas on which you should focus in order to infuse your life with better health and nourish your soul with more joy. I hope to inspire you to become your own Health Hero. Just as my parents and one unforgettable doctor inspired me.



### PARTHA'S PRESCRIPTION

- ~ Recognize that your health is the most important thing. Give yourself permission to make your health a priority.
- ~ Advocate. Speak up and ask questions.
- ~ Don't be afraid to have an in-depth discussion with your doctor. Be an active part of any decision-making process. Whether for yourself, or someone you love, your involvement is key.
- ~ Become your own Health Hero.
- ~ Take action whenever and however you can. Make your health a priority so that you can enjoy a happier, healthier life! ●

For more information and to pre-order Dr. Nandi's new book, *Ask Dr. Nandi 5 Steps to Becoming Your Own Health Hero*, please visit <https://askdrnandi.com/health-book/>.

## Recipe

### BABY POTATO SALAD AND PARSLEY SAUCE



VEGAN, PLANT-BASED, ORGANIC,  
LOW-GLYCEMIC INDEX AND GLUTEN-FREE

Photos & recipes by Simonne Holm  
Alkaline-Institute.com

Baby Potato Salad with Green Beans, Tomatoes and Onions

- 2 pound/1 kg small Baby Potatoes
- 1 onion
- 2 handfuls of green beans (haricot vert or French green beans) remove stems
- 15-20 small tomatoes (cherry tomatoes)

Prepare and wash all the vegetables.

Cook the potatoes unpeeled for about 12-15 minutes or until tender.

4 minutes before done add the green beans on top of the potatoes and cook for 4 minutes. Rinse potatoes and beans in cold water to stop cooking and let them cool down.



Parsley Sauce

- 3 big handfuls fresh Parsley
- 2 cloves of garlic
- 1/2 cup extra virgin olive oil
- 1/2 lime, the juice
- Himalayan Salt

In a blender mix all ingredients.  
Taste with Himalayan salt and pepper.  
Can be kept for 3-4 days, when refrigerated in airtight glass containers.

MIX IT ALL

Cut the potatoes in half

Slice the onion

Cut the tomatoes in half

In a large bowl, combine the potatoes, green beans, tomatoes, onion and mix with Parsley Sauce to coat the vegetables evenly.

Season with salt and freshly ground black pepper, to taste.

Top it with roasted sesame (optional)

Roast 1/4 cups of sesame seeds directly in a skillet or pan (no oil). Heat over medium heat, stirring occasionally, for few minutes or until the seeds turn brown.

Sprinkle roasted sesame seeds on salad before serving.

Enjoy your nourishing delicious alkaline salad.



The parsley sauce contains a lot of healthy fats and minerals.  
Extra virgin olive oil (organic) is an oil that you can enjoy in your cooking.  
It is healthy unrefined oil. Extra virgin olive oil contains antioxidant properties and plant chemicals called polyphenols which also act as a nutrient to feed your good bacteria in the colon and promote better immune function.





## Vitality / vɪt'ælɪti / Noun

The state of being strong and active; energy.

The power giving continuance of life, present in all living things.

Origin: Late 16th century: from Latin *vitalitas*, from *vitalis* (see vital).



# Returning Home

A Meditation-based Well-being Retreat  
September 6 - 10 & September 18 - 24, 2017

Home is where the heart is. In the busyness of our lives we tend to pay less attention to the call of the heart where we embrace life as is with kindness and awareness. This is not easy. In this tranquil Himalayan retreat, we will explore ways of revisiting ourselves, experiencing powerful tools in dealing with stress, pain, and illness. We welcome you to join us in this adventure of returning home - a home where we can once again relax, rejuvenate, and connect with ourselves, with life, and with others.

Location:

Satkhol Himalayan Ashram, Satkhol, UK, India

Instructor:

Amir Imani, Counselor & Certified Meditation Trainer

Enquiries:

[retreats@heartfulness.org](mailto:retreats@heartfulness.org)



# Stone by Stone

ALANDA GREENE discovers the art of slow and steady, regularity and perseverance.

It's digging time. The spring has been cold and wet, the soil is heavy and sodden. Still, it has to be turned. It's slow work and just one narrow row of pushing and lifting the garden fork, dropping and loosening the hard lumps with strategic whacks, has me puffing and sweating.



“Only one small row and I’m in this state?” I ask myself. “How will I ever get this whole garden dug?” I know the answer. One forkful at a time.

If I were to use a mechanized tiller it would be faster and easier, and well-meaning friends often offer this advice every year. However, I’ve noticed that turning the soil forkful by forkful gives dirt that is laced with earthworms, while soil worked with a tiller doesn’t seem so packed with these amazing wiggly garden helpers. I changed from using a shovel to a fork, because it is kinder to the worm population.

Somehow, every year, the soil is turned and then planted. At the moment it feels like a daunting and formidable task, but if I look just at the area in front of me it feels doable. If I look at the whole garden and what is yet left to accomplish, it feels impossible. Carl Jung commented, “Nothing is more important than this day.” To condense that idea further becomes, “Nothing is more important than this moment.” In this moment, I can dig another forkful of soil from what lies at my feet.

Looking at what needs doing in the whole garden, instead of what I am immediately working with, diffuses my focus. Of course I can keep the whole garden in mind, lift my head and look around, appreciate the blooms of daffodil at the end of the bed, the

fluttering of warblers in the cherry tree, the delicate breeze scented with new grass and the whole context in which this gardening is done at all. But I also need to hold the importance of the task right before me.

In early university days my diligence to study was not strong. I procrastinated and found myself overwhelmed with deadlines that felt insurmountable. My thinking often went something like: “Well, I’m so behind already that even if I apply myself to this assignment, it’s hardly anything compared to how much still won’t be done. So I might as well say yes to the invitation to go out with friends.” The fallacy of that approach is embarrassingly obvious now and viewed from my current perspective it’s easy to see how I sabotaged getting my assignments completed.

Carl Jung commented, “Nothing is more important than this day.” To condense that idea further becomes, “Nothing is more important than this moment.”

This unhelpful approach began to shift as I observed the effects of procrastination and preferred approaching tasks without panic. In the process of turning over thoughts along with turning over dirt, I've become aware of the impact of doing things a bit at a time, and how much is accomplished this way. This wisdom, lost to me in earlier years, is found in long ago tales like 'The Tortoise and the Hare' from Aesop's Fables, which reveals the potential of a slow and steady effort.

In Franco Zeffirelli's enchanting film about Saint Francis of Assisi, *Brother Sun, Sister Moon*, the legendary Donovan put this theme to music, describing how the small team of early devotees rebuilt an abandoned church:

*Day by day, stone by stone, build your secret slowly.*

*Day by day, you'll grow too, you'll know heaven's glory.*

There must have been a receptivity to this idea, a weariness of putting things off and facing the intensity of too many papers, exams and projects, because the song had an impact and became a favorite with me. Even today, turning over forks of dirt, it comes to mind and I find myself singing it, an encouragement to keep on with the small tasks of the moment.

My friend Ben undertook a large project of making a drum, right from the basics of cleaning and tanning a hide, cutting and planning the cedar for the frame, sanding and gluing. This work takes up a lot of space and Ben has a modest, simple workspace, but week-by-week, he gets a piece of the job done.

"I'm not a person who does things in the big

outburst of energy," he explained. "I go at it steadily. But I persevere."

His statement evokes the story of Scott Nearing, co-author of *Living the Good Life*. It is told that he dug a large pond on his land by digging two buckets of earth a day. It took a long time, but like Ben, he persevered and eventually had a large pond.

The more I mull over this approach, turning over another row of dirt in the process, the more examples arise of its efficacy. Regularity in practice or a project of any kind reveals a deep wisdom, the way this overturned and rich dirt reveals a wealth of helpful worms. I hear the words of my teacher, and recall the words of many guides:



*Be regular, meditate daily, even if it's just for a short time.*

*It bears much more fruit than long periods now and then.*

I don't want you to think that my early adult tendencies are entirely transformed. They turn up in many places, although it is in the garden that clear success is evident. While writing, I have yet to master the 'short bits at a time' skill. On larger writing projects I look for large blocks of time, but the nature of my life is that large blocks of time are difficult to create. I'm beginning to question whether it is my concept about needing these large blocks of time that will have to be revised. I'm learning to write when smaller bits are available. It keeps the story going, keeps the ideas burbling up, and keeps my receptivity alive, active and perceptive.

In the same way, whatever I practice regularly and repeatedly opens the gates for where my attention goes. The wisdom of my teacher's words expands. There's much more potential in this regular approach, bit by bit, than just completing a task. It might mean overturning a whole way of being.

Every year the dirt is turned, the harvest comes in, shaped by temperature, rain, wind and cultivated attention. And what, I wonder, leaning in to lift another forkful of dirt, is my inner harvest of applying this wisdom? ●

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What am I choosing to express in my life? What qualities do I want to strengthen? What values do I choose to live by? How can I manifest these? Then, the things that get in the way of these choices can be faced, transformed, and left behind.

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# Some amazing medicinal plants

In this series, we present medicinal plants from all the continents on Earth, this time featuring the tea plant.

## tea



### botanical name:

Genus: *Camellia*. Species: *Camellia sinensis*.

### common names:

Tea, black tea, green tea, oolong tea, yellow tea, white tea, kukicha, bancha, senchu, gyokura, matcha, chai.

### habitat:

Believed to be native to western China, tea has been cultivated for centuries, first in plantations in China and later at high elevations in tropical southern Asia. In recent years it has also been cultivated in many other areas of the world with suitable mild and humid climates. Assam tea (var. *assamica*) occurs naturally in tropical and subtropical south-eastern Asia and is cultivated extensively in India and Sri Lanka.

Seedlings and young plants should be shaded, while older plants grow best in full sun. The plants do best in a cool, frost-free climate. High quality teas are often grown at higher altitudes up to 2,000 meters, as the slower growth produces more flavor.

### mythology & history:

Once upon a time, according to legend, in 2737 BC the Chinese emperor Shen Nung was sitting beneath a tree while his servant boiled drinking water. All of a sudden some leaves from a nearby small tree blew into the water. Shen Nung was an experienced herbalist, so he decided to try the infusion that his servant had unknowingly created. The tree was

named *Camellia sinensis*, and the drink he tasted came to be known as tea.

Tea drinking was established in China many centuries before it reached the rest of the world, with tea containers found in tombs from the Han dynasty (206 BC – 220 AD). During the Tang dynasty (618 – 906 AD) tea became the national drink of China, and in the late eighth century Lu Yu wrote the first book entirely about tea, the classic *Ch'a Ching*. Shortly after this, tea was introduced to Japan by Japanese Buddhist monks who studied in China. Tea drinking then became a vital part of Japanese culture, with the development of the Tea Ceremony, which is similar to some of the rituals described in the *Ch'a Ching*.

In the latter half of the sixteenth century there are the first records of tea drinking among Europeans, mostly the Portuguese who lived in the East. But it was not the Portuguese who first shipped tea as a commercial import, it was the Dutch, who established a trading post on the island of Java, and in 1606 the first consignment of tea was shipped from China to Holland. Tea soon became a fashionable drink in Holland, and from there it spread to other countries in Western Europe, as a drink for the wealthy.

The first dated reference to tea in Britain is from an advert in a London newspaper in September 1658 announcing that tea was on sale at a coffee house in Sweeting's Rents in London. And the wife of Charles II, Catherine of Braganza, a Portuguese princess and tea aficionada, established tea as a fashionable

beverage among the wealthy classes. So the East India Company began to import tea into Britain in 1664.

Tea became a popular drink among the upper classes in Britain, but it was still too expensive to be widespread among the working classes due to heavy taxes, which led to a lot of smuggling and adulteration, and by the eighteenth century smuggling was rampant. It was as bad as Prohibition in the US in the 1920s. By 1784, the government realized that smuggling needed to be stopped, so they removed the heavy taxes and suddenly legal tea became affordable.

Originally all tea came from China, but in the 1830s the East India Company started growing tea in India, beginning in Assam. It was a great success, production was expanded, and by 1888 British tea imports from India were greater than those from China.

In India, the widespread popularity of tea began in the 1920s, after the government and the Tea Board of India promoted the drink using railway stations as a base. Today India is one of the largest producers and consumers of tea in the world.

The expansion of production in the 1830s ushered in the era of the tea clippers. Individual merchants and sea captains raced to bring tea to the West, using fast new clippers with sleek lines, tall masts and huge sails. In particular there was competition between British and American merchants, leading to the famous clipper races of the 1860s. These races came to an end with the opening of the Suez

Canal, when the trade routes became open to steamships for the first time.

By 1901, tea had become firmly established as part of the British way of life, and even today British companies continue to play a leading role in the world's tea trade and British brands still dominate the world market. In the last twenty years, there has been a resurgence of teahouses and teashops, along with a massive growth in tea culture around the world.

## description:

An evergreen shrub or small tree with a strong taproot. The flowers are yellow-white with 7 to 8 petals, and produce a berry. The mature leaves are quite large, and the young leaves are preferred for harvesting. Different leaf ages produce different qualities of tea, due to varying chemical composition, with the youngest being the most potent. The genome of tea has around three billion base pairs, which is greater than most plants sequenced to date.

## plants parts used:

Young leaves, flowers, twigs.

## therapeutic uses:

Tea has long been known to soothe the mind, remove laziness and refresh the body. Recent scientific research indicates many health benefits of tea drinking. These include:

- ☞ Boosts endurance, as the antioxidants in tea increase the body's ability to burn fat.
- ☞ Helps reduce the risk of heart attack and protect against cardiovascular diseases if drunk without milk. May improve the ratio of HDL cholesterol to LDL cholesterol.
- ☞ Is rich in catechin polyphenols, particularly epigallocatechin gallate (EGCG). This is a powerful antioxidant that may reduce the risk of cancer and inhibit the growth of cancer cells without harming healthy tissue.
- ☞ Green tea may improve bone density, and help with degenerative neurological diseases.
- ☞ The polyphenols in green tea may also help maintain brain health.
- ☞ Contains natural fluorine and the catechin, glucosyl transferase, which reduces the formation of cavities, destroying the cariogenic bacteria that cause plaque and the oral bacteria that produce bad breath.
- ☞ Acts as a sterilizing agent for many types of bacteria that cause food poisoning without harm to the helpful bacteria necessary for proper functioning of the intestinal tract.

## current ecology:

Ranges from warm temperate through tropical, the tea plant tolerates annual precipitation of 70 to 310 cm, although 120 cm or more is best, annual temperatures of 10 to 30°C and soil pH of 4.5 to 7.3. Although evergreen, tea is intolerant of frost, although some Chinese tea varieties can tolerate cooler climates. Thrives on tropical red earths and deep, well-drained, acid soils, ideally on a slope of 0.5 to 10 degrees and up to 2,000 meters above sea level.

Because of its specific habitat, tea production is geographically limited to a few areas around the world, and it is highly sensitive to changes in growing conditions. Unfortunately, its ideal growing conditions are at high risk due to climate change, and its distribution may change significantly ●



# Three Questions

William was the son of a famous billionaire who owned a vast property on the beach in Goa. William loved his garden. A large carpet of roses, each more beautiful than the last, lay amidst lotuses, magnolias and birds of paradise.

Once, as he was about to pick one of his most beautiful roses, he pricked his finger so badly that blood gushed out. He screamed; he was terrified at seeing that his own blood could leave his body without his approval. His doctor had to dress his finger and comfort him.

They all thought the incident was not a serious one, but William did not agree. He hated seeing situations escape his control. He had so much money, he could afford anything, and he was such an important man! How could his blood flow out of his body without his prior permission, without his willing it?





He had the best doctors in the country called to his place: homeopaths, naturopaths, rhinipaths, anapaths, barbinopaths, astramapaths, astrolopaths, gastroenterologists, and all the experts referred to with a name ending with 'paths' and 'ologists'. They helped him soothe his anger, but in his head thoughts kept turning in circles relentlessly. His brain was just like a velodrome, and his thoughts the track racers competing with each other without ever stopping. So his thoughts were going on and on, and he could no longer sleep.

He spent most of his time in his rose garden. One April day, as he was sitting there as usual, he heard a whisper very close to him. He turned his head but saw nothing. The whisper started again. He turned his head and saw nothing but a white rose. Would the whisper come from the rose? He went nearer to it and put his ear to it.

Then he heard a soft silky voice say to him, "What is really important in your life?" William's eyes widened, as he was so stunned. "Breathe in my perfume," said the voice.

He prepared to inhale the perfume with delight. The perfume would certainly be exquisite. He contemplated being wrapped in it, carried away by its sweetness. But there was no perfume, no white rose aroma. Unless ... He tried again, breathing it in more carefully. It was just like a white hole. No perfume. Yet, it exhaled a kind of 'no-perfume' sensation, which was very pleasant indeed. His relentless thoughts stopped. He felt as if he were floating in the air. Everything was so calm, so soothing.

He wished he could feel like that for hours, for days, for eternity, but human voices in the garden brought him back to the present. It was all clear now within his mind and within his heart. Three questions arose from the quietude he felt: Who is the most important person in the world? What is the most important thing in the world? What is the best time to act? If I can answer these three questions, he said to himself, then I'll be off the hook.

During the following days, he would sit in the rose garden and spend his days pondering over these three questions. There was nothing new. The beautiful rose kept quiet. Even though he sniffed and listened hard, nothing more came, and nothing more came from within himself, also.

Feeling depressed, he asked his friends and his father's colleagues to answer the three questions. Then he asked the staff in the house, he asked his father, and all sorts of psychologists. He asked doctors, barristers, parsons, imams, preachers and casual visitors. None of them could give him a satisfactory answer. So he felt confused and lost in this world. Being disheartened and miserable, he could feel angst coming to him, twisting his stomach and weighing upon his chest.

As he could take it no longer, he decided to leave home. He put on ordinary clothes so as to go away unnoticed, and started walking and hitchhiking. After walking for a long time along the road, he reached the shores of Carambolin Lake, and feeling exhausted he approached an old wooden cottage. There, a man who was smoking his pipe on the terrace offered him something to eat.



William wanted to ask him the three questions, but the old man answered, “As Confucius said, don’t look for answers to your questions, son, but try first to understand what the questions mean.”

“But for me answers are vital!”

“As Lao-Tzu said, ‘Experience is a light that will enlighten only the experiencer.’ It’s time for you now to go to bed.”

In the middle of the night, a loud noise from outside woke him suddenly, and a man covered in blood abruptly entered the cottage.

“Some people are chasing me. They want to arrest me,” the unknown man said.

“Well, then stay safely here for a while,” the old man said, hiding him in a room at the back.

William was too frightened to go back to sleep. One hour later, he heard policemen come. They flashed their big searchlights everywhere in the forest, and dogs barked.

“Now we are in difficulty,” he thought.

The policemen asked the old man whether he had seen anybody pass, and he answered, “I don’t know. There’s nobody here but us.”

The policemen left all at once. The fugitive thanked his host and went his way. The old man closed the door and went back to bed.

In the morning, William asked the man, “How is it you weren’t afraid of letting that man in? You risked

getting into trouble. It could have cost you your life. And then, you just let him go like that. Why didn’t you ask who he was?”

“In the world we live in,” the old man replied calmly, “the most important person is the one who is in front of us and needs our help. The most important thing to do is to help the person. The most important moment to do it is that very moment. There is no way we should hesitate, not even for a second. As Confucius said, ‘Love the others and take care of them. That is what being humane means.’”

Everything became clear for William in that moment. The three questions that were haunting him had been answered. He thanked the old man for his hospitality.

The old man added, “As Confucius said, ‘Our eyes are focused too much on the world and not enough on our hearts and souls.’ Your friend the rose is waiting for you.”

Nobody knows what became of William. In Goa, they say that a man started transforming green spaces into kitchen gardens open to all for gardening and sharing. And of course, he makes sure there are flowers everywhere ●

STORY BY PAPIGUY DE MONTPELLIER  
ILLUSTRATIONS BY SYLVAIN JENNY

# ENERGY & SIMPLE INVENTIONS

Would you like to make a baking-soda motorboat? Well, it’s not listed as a sustainable energy, but it works fine in your kitchen. This is how you do it.

## You will need

- One plastic, Styrofoam or bamboo plate (e.g. the packaging tray for dried fruits)
- One plastic cap of a bottle
- One straw
- Electrical tape
- Baking soda
- Vinegar



## To build the boat

1. Cut the plate into a triangular boat shape
2. Cut the straw into 5 cm lengths
3. Tape the cap of the bottle along with the two straw pieces onto the plate as you see in the picture

## Power it

1. Place your motorboat on water
2. Fill the lid with baking soda
3. Carefully pour in vinegar and watch as your boat is powered across the water!

This may not power a boat across the ocean, but simple experiences like this lead talented teenagers to do more and more experiments at home. Eventually they come up with real inventions. Did you know that there are many green inventions that have been made by teenagers? You can check this out at [www.greenoptimistic.com](http://www.greenoptimistic.com). Here is a summary of the discoveries of energy made by man since the discovery of fire:





770,000BC

**FIRE:** Man discovers fire and burns wood to produce this energy that will change his world.



2000BC

**COAL:** The Chinese are the first to burn coal for heating and cooking.



200BC

**WATER:** In Europe, waterwheels powered mills are developed to crush grain or saw wood.



AD1

**OIL:** The Chinese are the first to collect and refine petroleum as a fuel for lamps.



AD1

**WIND:** Persians use the wind energy to build windmills and grind grain and pump water.



1820s

**NATURAL GAS:** The first natural gas well is drilled in the USA.



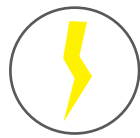
1850s

**PETROL:** First commercial oil well drilled in the USA.



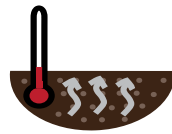
1860s

**SOLAR:** First solar energy generator developed in France to make steam.



1880s

**ELECTRICITY:** Nikola Tesla invents alternating current.



1890s

**GEOTHERMAL:** The first geothermal energy is used to heat buildings in the USA.



1935

**HYDROELECTRIC POWER:** Hoover Dam, with the world's largest hydroelectric power plant is built in the USA.



1950

**NUCLEAR POWER:** First nuclear power plant in USSR and USA to produce electricity.



1960

**HYDROGEN FUEL:** Hydrogen fuel cells generate electricity for space missions.



2008

**BIOFUEL:** Biofuel starts taking importance.

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