

When reflecting on what education means to me, what I think it is or should be, it became so large and important in my consciousness that I know it will take time to 'bring it forth'.

Now that really could describe what I feel education should do, it should 'bring forth', from within and allow to unfold and develop, all that an individual soul is in need of knowing in order to fulfil its life's purpose. If the correct surroundings and conditions can be provided for each living person at any given period of their life, then they stand a very good chance of having a rich, full and responsible one. If however they are faced with the wrong environment, with wrong restrictions, and incorrect guidance, especially in the early years, then frustrations and blockages can be built up which show in their lives through inhibitions, anti-social behaviour, ill health and the like.

In order that the right opportunities can be presented to individuals to be 'educated', there needs to be right understanding of life and its purpose. Life is for living and our education should be to teach us how to live, not how to earn a living. Our values of life will then be all important to us, and what each one becomes will benefit not only ourselves, but the whole human race.

Education, that is true education, one that is brought forth and allowed to develop, is one towards freedom. Freedom of spirit where the whole of a being is allowed to awaken at the right pace and in a wholesome and balanced way.

In order for this to take place there is need for those who aid and teach to really know what it is they are aiming to do, and have a deep dedication and commitment to the task and an awareness of the tremendous responsibility they carry.

Becoming a teacher, and becoming responsible for the shaping of the lives of young people, is in my thought second only in importance to being responsible and loving parents. For education we know starts at birth and what we are, is what our children will soon imitate.

Education then will be a life long process. Starting from birth within the home and following through our early years at school, on to our middle working years and continuing through until we let go of this physical body/life. This education or unfolding is really an unfolding of soul consciousness, that part of us which we brought with us from before physical birth and take with us after physical death. What we accomplish and achieve in one earthly life will bear fruit beyond our three score years and ten.

For education in schools to allow the correct development to take place, the curriculum and the administration of the school should be left to the educationalists. They need to be free from the pressures of county and state and able to follow the needs of their children fully. In order that today's children can once more become social beings, they need the security of a sound environment, where teachers feel secure because they are allowed to be fully responsible for their school without outside pressures taking away the school's individuality. Just as a child or teacher is a living being, so is a school. It breathes and has rhythm and goes through phases as we do. The recognition of this keeps things alive and in constant movement, it remains interesting and challenging.

Education will be vital and alive if the teachers are themselves stimulated and constantly learning. So if a class teacher is taking the same pupils for main lesson every day for seven or eight years, he will be covering many subjects and continually re-awakening and re-learning with the children.

If the way of learning can be approached through feeling and doing as well as through thinking, then it will allow children with different abilities and temperaments to have an equal chance of finding a way of understanding.

When children are recognised as being equal, meaning each one is worthy of a place in society, the idea of co-operation rather than competition is more appealing. Each has their own gifts and abilities and all are necessary to humanity. So our schools and our educators should be able to encourage co-operation in a class and discourage competition for competition's sake. By encouragement and praise the positive rather than the negative is emphasised. All children will then have their unique abilities highlighted and through co-operation all will benefit and 'bring forth'.

Education as we know it today in the majority of our schools and universities is ripe for change. When something becomes crystallised and set, then the time of breakdown comes ready to allow for breakthrough. A breakthrough in individual and school education is now needed.

Just as we live, move, and breathe, our ways of education must live, move, and breathe.

Life has a pattern and a plan. Recognising it and working with it and not against it, will benefit all. Listening and learning from those whose gifts enable them to see and to know, is wisdom itself. Wisdom comes from within, knowledge from without. Our in-tuition can show us the way if we choose to listen. However, we need help in receiving this intuition. Help by being given the right stimulus and right opportunity at the right time.

With right thought at the right time, right speech and right action can help right attitudes develop right situations for right learning and right living, leading to right ends.