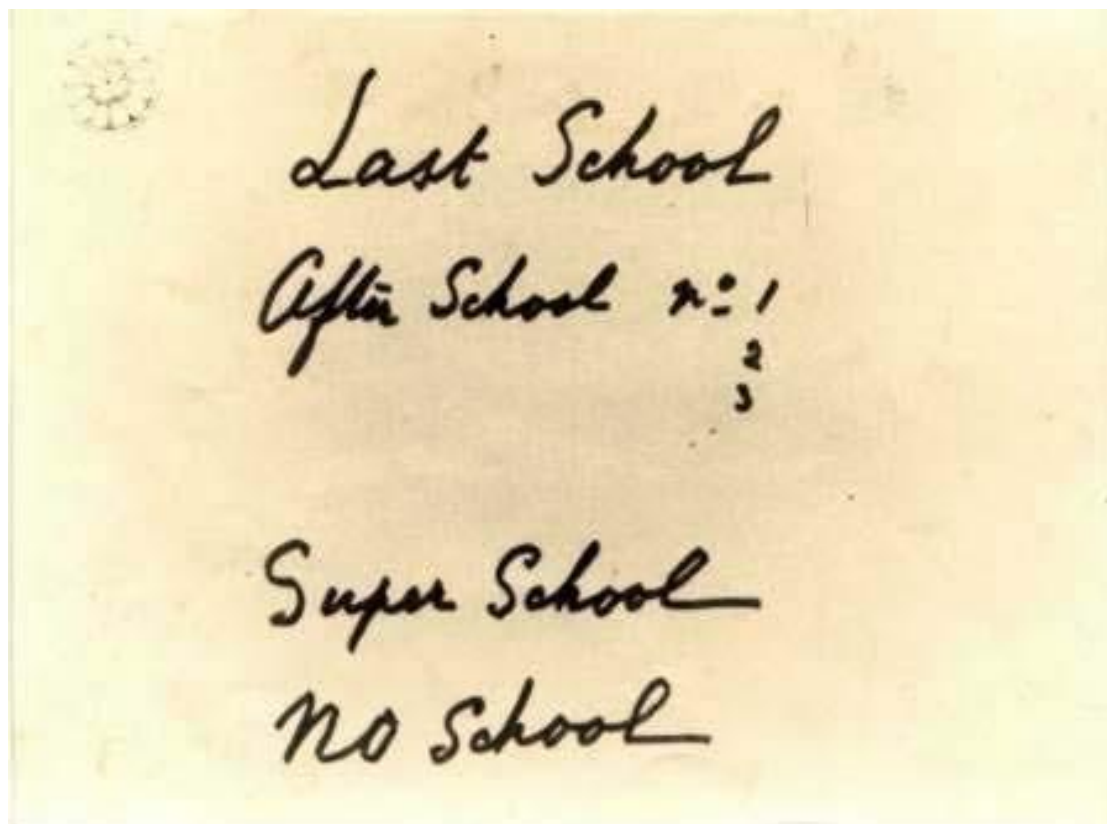


智慧箴言——关于教育



母亲给黎明之城学校取的名字

Last School	最后的学校
After School (No. 1, 2, 3)	后继学校（一、二、三）
Super School	超级学校
No School	无学校

母亲

这是为了教导所有愿意聆听的人——有另一条更加真实的道路，室利·阿罗频多教导我们如何生活，如何成为真正的人。这正是教育的目的所在。

我们不是要培养聪明的学生，而是要孕育鲜活的灵魂¹。

¹ 室利·阿罗频多和母亲所指的灵魂，他们通常将其称之为“性灵” (psychic being)，是最内在的灵魂、灵性，直接源自至上神性并与其连结，生生世世永恒存在，始终坚持美好和真理，通过各种体验成长，并最终驾驭本能，转化自性。它有别于身体 (physical)、情命(vital)和心思(mental)，不是欲望之魂(desire-soul)，不是超常的心理现象或神秘现象。

母亲

一个人的教育应该从生到死贯穿一生。

完整的教育必须包含 5 个主要的方面，对应人的 5 项主要活动：身体、情命、心思、性灵、精神。

1951 年 8 月，《母亲作品集》第 12 卷第 9 页

0 至 7 岁的孩童应该尽情玩耍。所有的学习活动都应该是一场游戏。孩子们在玩耍的过程中学习，发展对求知、认识与理解生命、生活的兴趣。

1968 年 11 月 16 日，《母亲作品集》第 12 卷第 184 页

我发现通过考试了解学生是否聪明、好学和专注是一种过时且无效的方式。一个头脑愚笨、机械化的学生如果记忆力好可以考出好成绩；而这些当然不是未来的人所需要具备的品质。

1967 年 7 月 22 日，《母亲作品集》第 12 卷第 201 页

室利·阿罗频多

真教育的首要原则是“教无所教”。老师不是发出指令或布置任务的人，而是帮手和引路人。老师的任务是建议，而非强加。

第二个原则是：尊重孩子的自我成长需求。想要按照父母或老师的意愿塑造孩子是一种野蛮、无知的迷信。

教育的第三个原则是：由近及远，从当下到未来。

1910 年，《室利·阿罗频多作品全集》第 1 卷第 384 页

人们通过语言、诗歌、历史、哲学开发这方面的智力。它们是自由教育的必要组成部分；然而，音乐、绘画、雕刻所蕴含的巨大教育潜能尚未得到应有的重视。人们认为这些只不过是人的头脑另辟蹊径，美妙且有趣，却非必需，因此只适合少数人。

母亲

..... 情命教育包含两个主要的方面，其目的和方法大不相同，但却同样重要。第一个方面是发展与运用感官；第二个方面是逐渐认识和控制并最终转变性格。

1951年8月，《母亲作品集》第12卷

当今教育受困于哪些幻象和误区呢？我们如何才能避开它们？

一、几乎只重视成功、职业和金钱。

二、坚持认为最重要的是与精神连结，发展和彰显真我。

1965年8月5日，《母亲作品集》第12卷第251页

性灵教育

在性灵教育中，我们面临的问题是（万物）存在的真正动因，人在地球上的生命意义，此生必须探知的发现以及这一发现的结果：人献身于其永恒的原则。

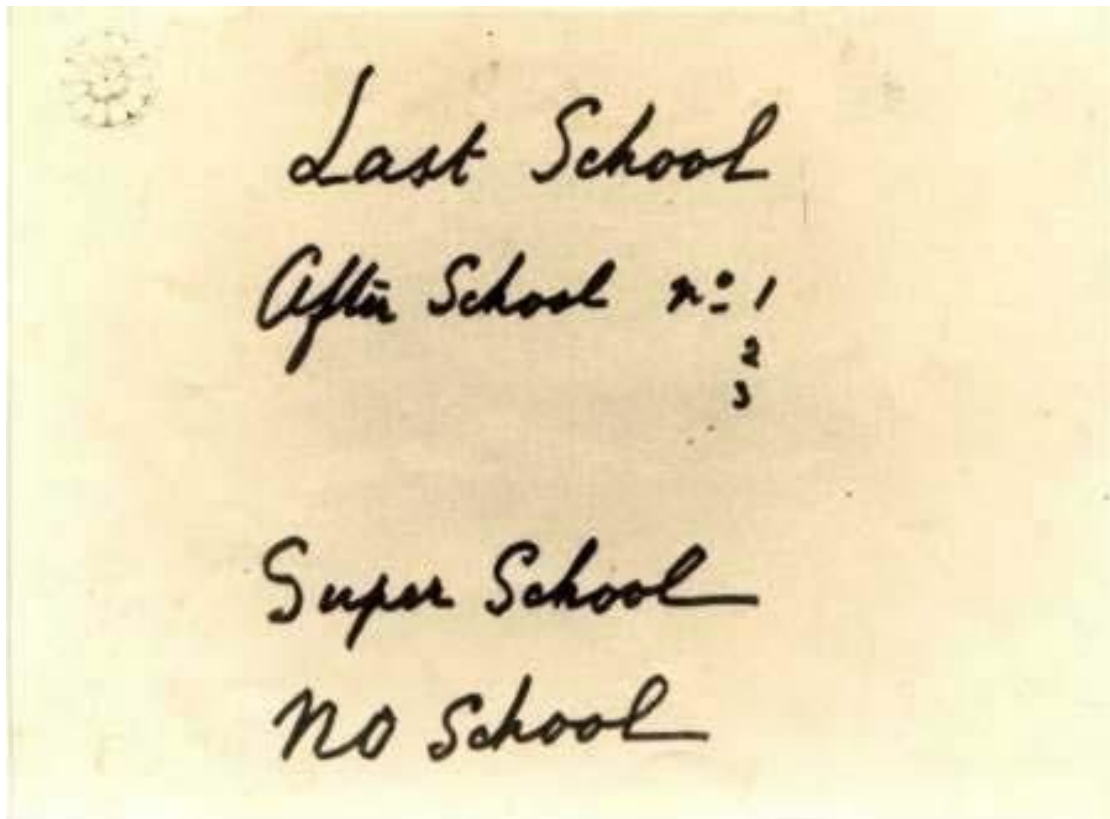
1952年2月，《母亲作品集》第12卷第30页

精神教育

（.....）超心思教育的结果将不再是逐渐塑造自性，开发其潜能，而是转化自性，完全转变整个人，让人类获得新的提升，成为超人，最终在地球上出现神圣的一族。

1952年2月，《母亲作品集》第12卷第38页

Words of Wisdom - Education



The Mother

It is to teach all those who want to listen, that there is another, a truer way, that Sri Aurobindo has taught us how to live, and become a true being, and that's the aim of the education...
It is not brilliant students that we want. It is living souls.

The Mother

The education of a human being should begin at birth and continue throughout his life.

Education to be complete must have five principal aspects corresponding to the five principal activities of the human being; the physical, the vital, the mental, the psychic and the spiritual.

Aug 1951, Pg 9, Vol 12, CWM

Up to the age of seven, children should enjoy themselves. School should all be a game, and they learn as they play. As they play they develop a taste for learning, knowing and understanding life.

16 Nov 1968, Pg 184, Vol 12, CWM

I find tests an obsolete and ineffective way of knowing if the students are intelligent, willing and attentive. A silly, mechanical mind can very well answer a test if the memory is good and these are certainly not the qualities required for a man of the future.

22 Jul 1967, Pg 201, Vol 12, CWM

Sri Aurobindo

The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task-master, he is a helper and a guide. His business is to suggest and not to impose.

The second principle is that the mind has to be consulted in its own growth. The idea of hammering the child into the shape desired by the parent or teacher is a barbarous and ignorant superstition.

The third principle of education is to work from the near to the far, from that which is to that which shall be.

1910, Pg 384, Vol 01, CWSA

Men have made language, poetry, history, philosophy agents for the training of this side of intellectuality, necessary parts of a liberal education, but the immense educative force of music, painting and sculpture has not been duly recognised. They have been thought to be bypaths of the human mind, beautiful and interesting, but not necessary, therefore intended for the few.

Pg 449, Vol 01, CWSA

The Mother

(...) vital education has two principal aspects, very different in their aims and methods, but both equally important. The first concerns the development and use of the sense organs. The second the progressing awareness and control of the character, culminating in its transformation.

Aug 1951, Vol 12, CWM

What illusions and delusions is our education today beset with? How could we possibly keep clear of them?

a) The almost exclusive importance given to success, career and money.

b) Insist on the paramount importance of the contact with the Spirit and the growth and manifestation of the Truth of the being.

05 Aug 1965, Pg 251, Vol 12, CWM

Psychic Education

With psychic education we come to the problem of the true motive of existence, the purpose of life on earth, the discovery to which this life must lead and the result of that discovery: the consecration of the individual to his eternal principle.

Feb 1952, Pg 30, Vol 12, CWM

Spiritual Education

(...) the supramental education will result no longer in a progressive formation of human nature and an increasing development of its latent faculties, but in a transformation of the nature itself, a transfiguration of the being in its entirety, a new ascent of the species above and beyond man towards superman, leading in the end to the appearance of a divine race upon earth.

Feb 1952, Pg 38, Vol 12, CWM