

## On Education

*A: Protect.*

... and protect. That's it.

First she must understand properly: for the moment, we are in a condition where weapons are still necessary. We have to understand that this is a passing condition, not final, but that we must move towards that.

Peace — peace, harmony — should be the natural result of a change of consciousness.

*A: And so, she has a second question, Mother. She says — I remind you that she has children aged eight to ten — she says: “As this is the age when the mental approach is beginning to appear in several children, how can we make use of this mental movement and enrich it without hampering the inner spontaneity?”*

That depends so much on the case, and the child!

You see, there is this idea of non-violence about India, which has replaced material violence by moral violence — but that is far worse!

You should make them understand this.... You can say this, explain to the children that to replace physical violence, material violence, by moral violence, is no better.

Lying down in front of a train to prevent it from passing is a moral violence which can create more disturbances than physical violence. You... can you hear me?

But it depends on the child, it depends on the case. You must not give any names, say what this or that person has said. We must make them understand ideas and reactions.

You should... That is a good example: you should make them understand that lying down in front of a train to prevent it from passing is as great a violence... even greater than attacking it with weapons. You understand, there are many, many things that could be said. It depends on the case.