February 26 2021, Issue No. 6

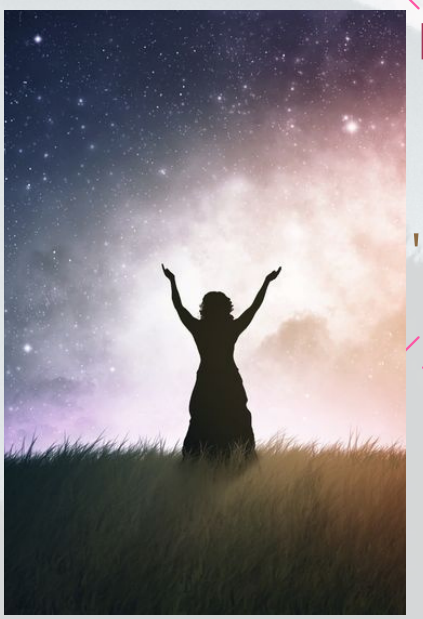
THE 5D THINKING NEWSLETTER

A UNIQUE APPROACH TO READ THE UNIVERSE

Special read: *"Reading Nursi's Story with High School Students through a 5D Thinking Approach" by Husametin Ates*

SNEAK PEAK OF WHAT'S INSIDE:

- *How do our ears work?*
- *"The Absence of Existence" by Dr Yunus Cengel*
- *Tips for Teachers*
- *Summer School 2021*



Book Review: Francis Collins' "The Language of God"

Welcome to the sixth edition of

The 5D Thinking Newsletter!

Dear Subscriber,

Welcome to the sixth edition of the 5D Thinking newsletter!

In this edition, you can learn about the roots of five dimensional thinking methodology in Husametin Ates' *"Reading Nursi's Story with Highschool Students through a 5D Thinking Approach".* In this issue, you can also explore the 5DT Approach to *The Human Ears* and read an thought-provoking article by Dr Yunus Cengel entitled “The Absence of Existence". This newsletter also contains a review of Francis Collin's book "The Language of God: A Scientist Presents Evidence for Belief" as well as an overview of our upcoming summer certificate program "Existence and Meaning: A Multidimensional Approach" hosted by Uskudar University.

Remember, you can unsubscribe at any time by clicking on the link at the bottom of the newsletter. We hope to continue to inspire you with the Five Dimensional (5D) Thinking Approach to education.

On behalf of the 5D Thinking Team,

Nadine Kamal

5D Thinking on the Human Ears

The world is full of amazing sounds to experience. Your ears are portals through which you can communicate with other people, learn language and knowledge and keep your body safe from danger. While scientists have a general idea of how our ears work, they are still trying to understand the mysteries hidden in the miraculous process of hearing.

In the **first** dimension, Analytical Thinking, we explore the parts of our ears that are equipped with the mechanisms responsible for hearing and keeping our balance, and discover some remarkable facts about human hearing. Next, in the **second** dimension, Analogical Thinking, we compare the design and function of a cochlear implant to the human ear and discover how deaf or hard-of-hearing patients hear sounds.

Then, in the **third** dimension, Critical Thinking, we reflect on how cochlear implants came to be, what raw materials they are made of, and how they are no match to the sophisticated human hearing system. In the **fourth** dimension, Meditative Thinking, we explore the hidden message in the phenomenon known as hearing and reflect on the attributes of its Maker. Finally, in the **fifth** dimension, Moral Thinking, we consider the value of our ears and discover how our quality of life would be compromised if we lost our ability to hear sounds.

For a free download of "The Human Ears", please click here.
To test your knowledge about the human ear, take this quiz by clicking here.
To test your friends and/or students, take this Kahoot quiz by clicking here.

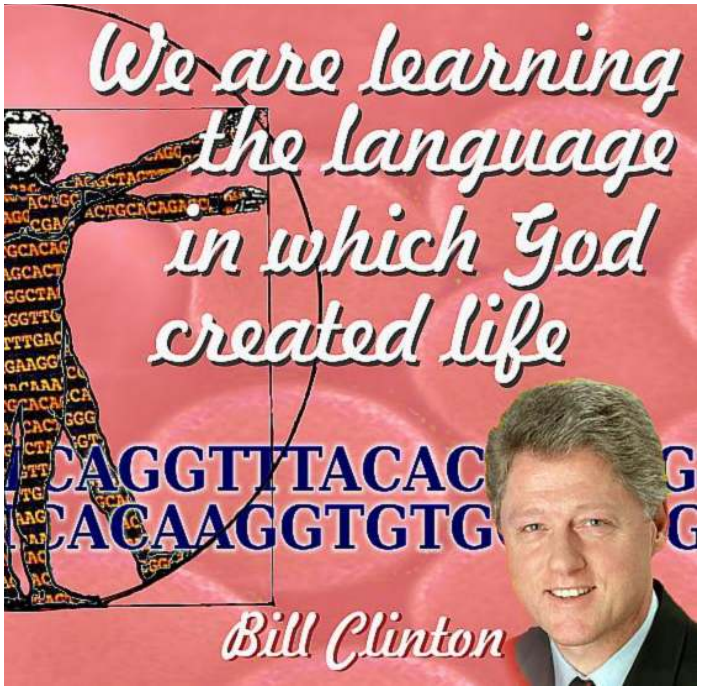
Book Review:

Francis Collins'

"The Language of God: A Scientist Presents Evidence for Belief"

by Nadine Kamal

The title of the book “The Language of God” was derived from the speech of former US President Bill Clinton to celebrate the successful mapping of the human genome. In this elegantly written book, Francis Collins, the leader of the Human Genome Project, describes his personal journey from an atheist to a believer and how he “came to be a believer in God who is unlimited by time or space”.Collins was not raised as a believer. He describes his childhood as one in which his parents were wary of the theology associated with the local church and warned him not to be affected by it. However, he notes that he often experienced moments of “longing for something outside myself” when encountering the “beauty of nature or a particularly profound musical experience”. In college, Collins found that he identified as an agnostic, choosing to adopt “willful blindness” viewing the religious faiths he encountered as having no “foundational truth”.



What appeared to be a pivotal moment in Collins' journey towards God was his immersion in the life sciences. Two years into his PhD program on theoretical quantum mechanics, he chose to take a biochemistry course to explore other disciplines. He says he was “astounded by the elegance of the human DNA code, and the multiple consequences of those rare careless moments of its copying mechanism”. Later, he describes the incredible sense of fulfillment he obtained from discovering the gene associated with Cystic Fibrosis and found the experience to be “made up more of spirit than of science”. Later, in medical school, Collins says that he was often struck by the spiritual steadfastness which some of his patients exhibited that seemed to provide them with a sense of peace despite the suffering they were experiencing. However, he still chose to ignore the “need to be answerable to a higher spiritual authority” and identified as an atheist. Seeking to confirm his atheism, he approached a local pastor who gave him a book on Christianity by the Oxford scholar C.S. Lewis. This led to a journey of spiritual awakening where he began to understand that belief in God was more rational than disbelief.

Regardless of one’s chosen monotheistic background, the intellectual arguments brought forth by Collins in this book are intensely engaging. He addresses many of the objections atheists have with religion, such the harm done in the name of religion and the dilemma of human suffering. On why harm is done in the name of religion, Collins poses the following question: “Would you judge Mozart’s *The Magic Flute* on the basis of a poorly rehearsed performance by fifth graders?”.

Book Review:

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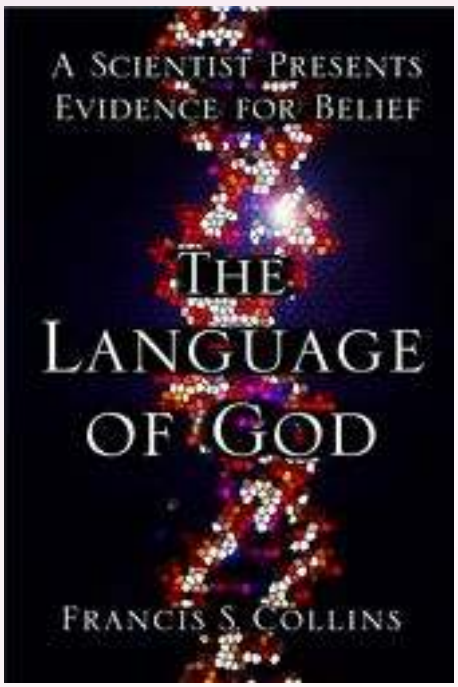

On human suffering, he asserts that the concept that God is found through adversity is a difficult one to accept by those who believe that God's only desire is for us to be "perpetually happy" on Earth. Collins reminds us that that we learn more about ourselves when faced with challenges than when things are going smoothly.

The author shows how naturalistic explanations of God's creations do not need to drive one away from God. On the contrary, he believes that the elegance and intricacies of the living world are evidence of God's hand at work. Still, his arguments for the theory of evolution as a mechanism by which God created the universe can be unsettling for the average monotheistic believer.

This should not however take away from the general message of the book which is to show that if the existence of God is true, and if the scientific mechanisms in which the world was created were also true, then some type of harmony should be reached between the two.

More importantly, Collins sheds light on the threat of having to make the unnecessary and problematic choice that many young people in the world today are making between clinging to their childhood faith, that rejects scientific explanations of the natural world i.e. "intellectual suicide", and disbelief.

In short, Collins manages to address the common objections raised by many who try to reconcile their religious beliefs with the rationality of science. As he so eloquently point out, the God of spiritual texts is the God of the human genome and He can be worshipped both in the religious temple and the laboratory.

The Absence of Existence

by Dr Yunus Cengel

Professor Emeritus at the University of Nevada and the author of several well-known college textbooks in Engineering.

As the story – often attributed to young Einstein – goes, a professor challenged his students with this question: "Did God create everything that exists?" A student bravely replied, "Yes, He did". “God created everything?” the professor asked. “Yes sir,” the student replied. The professor responded, "If God created everything, then He created evil, since evil exists. Evil is what evil does, and so God must be evil.” The student couldn't respond to that reasoning. The professor was quite pleased with himself and boasted to the students that he had proven once more that the notion of ‘God is good’ is a fallacy.

Another student raised his hand and asked the professor, "May I pose a question?" "Of course," replied the professor. The young student stood up and asked: "Professor, does cold exist?" The professor answered, "What kind of question is that? Of course, cold exists. Haven't you ever been cold?" The young man responded, "In fact sir, cold does not exist. According to the laws of physics, what we consider cold, in fact, is the absence of heat. Any object can be studied as it exchanges energy as heat. Absolute zero temperature which is unreachable is the total absence of heat, but cold does not exist. What we have done is create a term to describe how we feel if we have no heat."

The student continued, “Professor, does darkness exist?” "Of course it does” answered the professor. This time the student responded, "Again you are wrong, sir. Darkness does not exist, either. Darkness is in fact simply the absence of light. Light can be studied, darkness cannot. Darkness cannot be broken down into its constituents, as light can. A simple ray of light can break into a world of darkness and illuminate it. Dark is a term that we humans have created to describe what happens when there is no light present."

Finally, the student asked the professor, "Sir, does evil exist?" The professor replied, "Of course it exists, as I mentioned at the beginning. We see it every day. There is a multitude of crimes and violence everywhere in the world, and those things are evil." To this the student responded, "Sir, evil does not exist. Just as in the previous cases, evil is a term which man has created to describe the outcome of the absence of good. Evil is not like faith, mercy or love that exist just as does heat and light. Evil is the manifestation of what happens when man does not have mercy and love present in his heart. It’s like the cold that comes when there is no heat or the darkness that sets in when there is no light.”

The story makes the point that granting existence to absence is a misconception. A more common misconception is to grant one of the constituents of something the causal power of that thing. This delusion is based on the false logic that if something disappears when one of its constituents disappears, then that constituent just qualify as the causal agent of that thing.

The occurrence of something is contingent upon the presence of all contributing factors that together constitute a complete causal mechanism or chain. The absence of one of those factors is sufficient cause for the non-occurrence of that thing. That is, for something to occur, the entire set of the necessary factors must occur conjointly and make their contributions.

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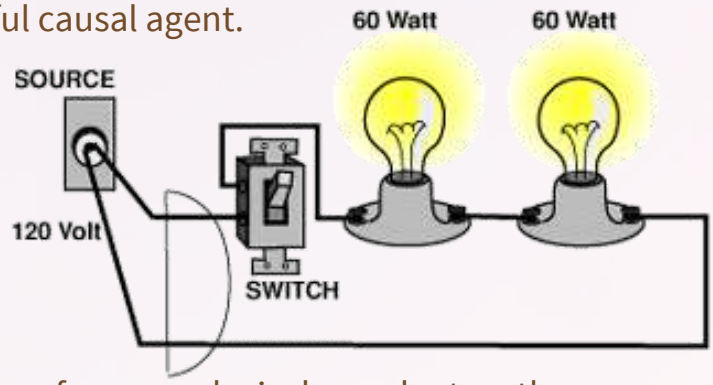
That thing will not occur if one of the necessary factors is disabled or absent. Failure to make this subtle distinction is a common cause of blunt misjudgments, especially when all the contributing factors in the causal chain (other than one) are always present. This paints a false picture of one-to-one correspondence between 'occurrence/non-occurrence of something' and the 'factor' being present/absent. As a consequence, that factor is mistakenly viewed as a powerful causal agent.



The lighting of a lamp in a room, for example, is dependent on the presence of a light bulb in the lamp, the light switch being turned on, the electric wiring through the grid being intact, and the power plant generating electricity. That is, for the lamp to give light, all the necessary components that constitute the causal mechanism must be in place. Removing or disabling one of those components, such as turning the light switch off, is sufficient to halt the entire mechanism and cause the lamp to go out. In this simple case, we all know that the light switch is simply one of many passive links in the chain of causal mechanism, and we do not identify the light switch as an agency with causal power. Besides, a light switch is never observed to produce electricity or light and it is inherently incapable of doing so.

Likewise, a slew of dynamics such as sunlight, water, nutrients, temperature, etc. must be in place for a tomato plant to grow and bear tomato fruits. Watering is a necessary condition for the plant to eventually bear tomatoes, and failing to water the plant for several days may cause the plant to die. But this does not mean that watering alone is the sufficient condition for the making of tomatoes, and that it is the water which deserves all the credit for the formation of the tomatoes. Also, a person cannot live more than a few minutes if his or her lungs stop functioning; yet all the vital organs need to be working properly for the person to continue living. The absence of functioning lungs is a sufficient cause for the absence of life, but the presence of functioning lungs is one of many necessary conditions for the presence of life.

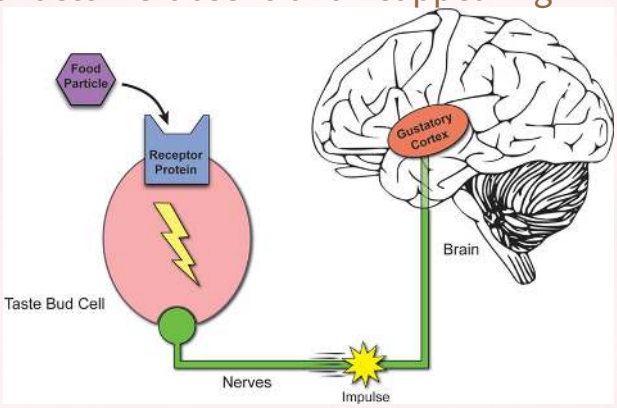
When some of the links in the causality chain as well as the outcomes are nonphysical, such as the mind, consciousness, free will, the sense of sight, and the emotions, we do just that without questioning – like ascribing supernatural causal powers to the brain which is a lump of inept fatty meat. Superficial explanations such as 'vision was lost when a certain part of the brain was damaged, and the sense of vision was restored when that part was repaired; and this shows that that part of the brain is responsible for the creation of vision' abound. But this is no different than saying 'the light of the lamp was gone when the light switch was damaged, and lighting was restored when the switch was repaired; and this shows that the light switch is responsible for the generation of light.' Of course, both statements remain equally as pure speculations, not scientific facts, until a light switch which generates light, and an artificial brain which constructs vision, mind, consciousness, etc. are built.

The Absence of Existence

by Dr Yunus Cengel

Professor Emeritus at the University of Nevada and the author of several well-known college textbooks in Engineering.

A damaged or turned-off switch is sufficient to cause the absence of light, but a complete causal mechanism with all constituents turned on is necessary to cause the presence of light. It is a deep delusion to put presence and absence on equal footing. The notion that a constituent factor is a causal agent on the basis of the observation of something disappearing when the factor is absent and reappearing when the factor is present is a blunt deception.



This delusion of crediting one of the links of the causal chain for the outcome or effect is so deeply entrenched in our minds that we view the link as the source of the effect. For example, we ordinarily think that the source of the pleasure of eating an apple is the apple itself, since, when there is no apple, there is no pleasure of eating an apple. But this is a delusion, and dreams are sufficient to burst this bubble of deep-rooted notion. The virtual apple that we eat in our dreams with our eyes and mouth closed is as pleasurable as the physical one. We are so conditioned to concurrently having perceptions and experiences of the material world that we have developed this deeply entrenched notion that the physical realm is the source of everything we experience – such as the taste being embedded throughout the food as virtual miniscule particles. In reality, the sense of taste emerges out of nowhere when certain chemicals in the food that we eat react with the thousands of taste receptor cells in the mouth. This phenomenon is a common delusion called habituation, which describes the mental blindness and conditioning that occur after countless experiences of two things always occurring together.

Finally, a casual observer will easily deduce (based on observations) that corporeal things which consist of tangible material bodies are characteristically passive, recessive, submissive, affected, subjugated, controlled, and governed by external influencers. In contrast, the active, dominant, forceful, effective, subjugating, controlling, and governing things are intangible and nonphysical, and they are not made of matter. All material things such as air, water, soil, stones, bricks, tools, etc. do not initiate anything of their own; but rather, they are fully controlled by the set of immaterial laws and forces of physics which qualifies as an agency.

Therefore, it is no surprise that all entities that qualify as active agents with causal power are of nonphysical nature, with no limitations of space and time, ruling over the bodies of physical entities made of matter-energy. This is also the logical basis for the postulation of the immaterial agency of life which governs the corporeal bodies of living beings built of atoms and molecules. Physical but immaterial ethereal things such as light, radio waves, and other electromagnetic signals appear to share some aspects of nonphysical things, such as not occupying any space and being almost timeless.

Click here to *Read, Rate and Comment!*

Tips for Teachers

Encouraging 5D Thinking in the Science Classroom

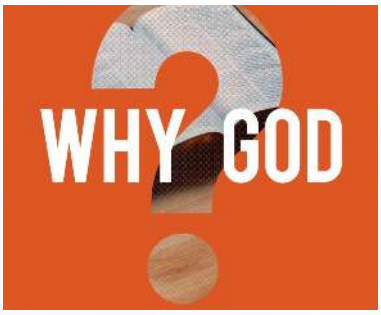
by ***Nadine Kamal***

It is no secret that effective questioning is at the heart of passionate teaching. If you are a teacher or a parent seeking to broaden your student (or child's) understanding of science using a 5D Thinking Approach, consider the following tips:

1. Avoid using words that give undue credit to nature, causes, or chance when introducing a new scientific concept or phenomenon. So for example, if you are teaching your students about genetic mutations and 'natural' selection, you can remind them that the modifications to a DNA sequence that often occur after changes to the external environment are not designed by the physical conditions themselves. Furthermore, changes to DNA sequences do not cause the changes in attributes or behavior that can be observed as a consequence of the mutation. For example, considering how SARS-Cov-1 (2003 SARS) and SARS-Cov-2 (COVID-19) are viruses with similar genomes but different properties, pose the following question- why is one variant-SARS-Cov-1- more lethal and aggressive, while another, SARS-Cov-2, more infectious? Why does the COVID19 virus cause silent symptoms, allowing it to spread faster than the SARS-Cov-1 virus, inflicting more widespread damage? Why does one virus have a certain property, and its relative to another? Can genetic material, which is made out of atoms and molecules, give a virus its various properties? Or is there a hidden message to discover here?
2. Make use of an analogy when teaching a new concept. So for example, if you are teaching students about the brain (as a control center) and nervous system, you can ask them to consider the process by which an air traffic controller coordinates the movement of planes. This method can help students learn and interpret unknown phenomena through their knowledge of known phenomena.
3. In the process of inquiry, encourage your students to ask 'why' questions after their 'how' questions. So for example, after learning how photosynthesis works, ask your students why they believe photosynthesis is important. Link the importance of various phenomena to the beneficial outcomes to Earth and humankind. This will lead your inquirers to consider the magnanimous nature of the Generous Creator of the Earth and its various phenomena.

Reading Nursi's Story with High School Students through a 5D Thinking Approach

By Husamettin Ates and Dr.Necati Aydin



A group of high-school students in Kastamonu* were not happy with their teachers because they were not mentioning God at all in their teaching. It was as if teachers were instructed to teach assuming there was no creator and even if there was, He had no place in the school. With these concerns in mind, the students visited the exiled scholar, Said Nursi, for learning about God and asked the following: "Tell us about our Creator, our teachers do not speak of God." They were surprised with Nursi's response. Nursi neither criticised the teachers nor asked the students to learn about God in a 'Godly' place. Instead, he told them, "All the sciences you study continuously speak of God and make known the Creator, each with its own particular tongue. Do not listen to your teachers; listen to them." Clearly, Nursi did not have any problem with science itself. In his view, the problem was with the way science was taught.

In his advice to the students, Nursi pointed to the hidden potential in the sciences through which the Creator of the universe can be known with His Beautiful Names. Each science, according to him, has an innate potential to disclose a particular attribute and perfection of the Creator with its "broad scale, particular mirror, far-seeing eyes, and searching gaze". The lesson to those students (and everyone who listened to Nursi's advice) was to discover that potential in the sciences by viewing scientific knowledge through a different perspective rather than perceiving it through a materialist lens. Nursi gave the students examples from medicine, engineering, electricity, astronomy, economics, literature and military science in order to show them how any kind of scientific knowledge can be used to learn about God and derive moral lessons. Interestingly Nursi mainly chose to use applied sciences in his examples. This is likely because applied sciences are a combination of more than one basic science. By using the useful information embedded in the combination of those basic sciences, a scientist performs his research for the benefit of mankind. For example, a researcher in the field of pharmaceutical science needs to have knowledge of the following disciplines: basic sciences, maths, chemistry, biology, botany and anatomy.

Nursi offered the high school students a multi-dimensional thinking model in order to approach the sciences using a mana-i harfi (other indicative) approach. In his model, he begins by explaining a branch of science within which is a knowing and potent agent (doer/maker/performer)apparent to everyone. The first example Nursi gives is a pharmacy. When we witness the existence of several healing remedies and medicines in a pharmacy, our mind can easily ascribe their existence to a knowing and potent pharmacist.

* Kastamonu is a city in north-west Turkey
where Said Nursi was exiled for around eight years.

Reading Nursi's Story with High School Students through a 5D Thinking Approach

By Husamettin Ates and Dr.Necati Aydin

No one has difficulty in doing that. That is, pharmaceutical science teaches that an active professional agent is necessary to perform the act of producing those complex medicinal substances and remedies. This science has a clear benefit to mankind. Therefore, the pharmacist -regardless of his personal gain out of this work- is working in the service of mankind.

We think the 5D thinking approach can be applied to each example within the above mentioned story. It does exist in this particular story and many other writings of Nursi either explicitly or implicitly. Below, we will show how the 5D thinking approach can be applied to a pharmacy and a food store.

Applying 5D Thinking to the Pharmacy Example

Dimensions	Explicit or Implicit Evidences
Analytical Thinking	Students are encouraged to receive scientific knowledge of medicine, plants, and animals.
Analogical Thinking	Plants and animals to medicine in terms of both being composed from specific ingredients through very delicate measurement.
Critical Thinking	It is not possible to get medicine without "an extremely skilful, practised, and wise pharmacist" because we need to combine specific specimens in precise measurements. Wrong ingredients (or measurements) might kill rather than cure. The same is valid for the composition of plants and animals from particular elements. The amount of knowledge, wisdom, and power that is needed is infinitely higher. Thus, if it does not make sense to claim medicine can come into existence by blind chance, ignorant causes, and lifeless nature, how can we think that plants and animals can exist through chance, material causes, and nature?
Meditative Thinking	After analogical and critical thinking, as we reflect on the higher degree of knowledge and power required to make plants and animals, we will conclude that they must be the works of The One with infinite power, wisdom, and knowledge. He is "the All-Wise One of Glory, Who is the Pharmacist of the mighty pharmacy of the earth.
Moral Thinking	After mentioning several examples, he concludes the lecture with moral thinking by talking about human nature, happiness and misery in life. Then, he recommends that "One who recognizes Him and obeys Him is fortunate even if he is in prison. While one who forgets Him is wretched and a prisoner even if he resides in a palace."

Applying 5D Thinking to the Food Store Example

Dimensions	Explicit or Implicit Evidences
Analytical Thinking	Students are encouraged to study economics or business.
Analogical Thinking 	The Earth resembles a giant food store or food factory with millions of different types of food for billions of living beings. This food store of the globe contains "goods, equipment, and conserved food". As we study economics and business, we understand how complex it is to produce, store, and distribute goods and services to billions of living beings around the world. The Earth seems to have an amazing food production, packaging, storage, and delivery system. Every day, trillions of living beings are being provided sustenance and clothing according to their different dietary restriction and bodily needs. Just like food stores run out of supplies in the winter, during the spring, plants and trees act like huge waggons carrying "thousands of different provisions".
Critical Thinking 	As we study economics and business, we will certainly understand that it takes a great amount of knowledge, planning, and effort to run big stores. We know for sure that a well-established company which survives for centuries must have "a wondrous owner, manager, and supervisor". If the Earth is a billion times larger than all stores, then, for sure, it does not make sense to assume it is being sustained without an owner or manager. Just as we do not expect any store to be run by itself (or by blind forces or animals) we cannot possibly believe that "the giant food store" of the globe can be sustained without an Owner and Manager.
Meditative Thinking 	After analogical and critical thinking, and as we reflect on the higher degree of knowledge and power required to run the food store of the globe for billions of years (hosting billions of living beings), we should come to the conclusion that the planet must be run by The One with infinite power, wisdom, and knowledge. Thus, "this depot of the earth makes known …. its Manager, Organizer, and Owner."
Moral Thinking 	As stated before, Nursi covers the moral thinking dimension at the end so as not to repeat himself. That is because the moral lessons are applicable to all examples. Besides that, the example on economics briefly alludes to the moral thinking dimension through the following statement "this depot of the earth … and makes loved its Manager, Organizer, and Owner." In other words, since we get food and clothing from the store of the globe without paying any penny, it means that the Owner must be generous, kind, and loving. Thus, we shall love Him and live our life in a way that He will keep loving and taking care of us.

News Corner:

Uskudar University Offers 5D Thinking Certificate Program in Summer 2021

(June 7-July 23, 2021)

Uskudar University will offer a 5D thinking certificate program under the theme of ***Existence and Meaning: A Multidimensional Approach*** for the fourth time during **Summer 2021**. The program was first offered in Summer 2020, the second one in Fall 2020, and the third one (an intensive version) in January 2021. In total, nearly 100 people have participated in the program. Participants found the program to be eye-opening and transformative. The program is based on the premise that ideology-free science and authentic Divine messages do not contradict each other, as they both come from the same source. The program will present five-dimensional (5D) thinking approach based on Said Nursi's *mana-i harfi* (other indicative) method to read the book of the universe to derive character lessons. The program consists of the following three graduate level courses with the total of 9 college credit hours:

- **RNK-PHIL 542: Epistemology of Science: A Theoretical Approach**
- **RNK-PHIL 543: Philosophy and Teaching of Science: 5D Thinking Approach**
- **RNK-PHIL 544: Reading Said Nursi Reading the Creation**

Each course consists of 14 sessions throughout 7 weeks with each session lasting three hours (made up of two x 90 minutes classes), i.e. a total of 42 hours for the whole semester. The class will begin at 3:30 pm and ends at 6:30 pm Istanbul time (8:30 to 11:30 am Eastern time).

The courses will be taught through Zoom by three leading instructors (Prof. Alparslan Acikgenc, Prof. Colin Turner, and Prof. Necati Aydin) and several guest instructors (Prof. Yunus Cengel, Prof. Edward Moad, Ms. Sukran Vahide, Prof. Ibrahim Ozdemir, Ms. Nadine Kamal, Prof. Mustafa Tuna, and Prof. Abdulmajeed Khan).

Who is eligible to apply?

- Scholars/researchers who specialize in science, philosophy, education, and religion
- Graduate students who want to study science and philosophy through the '5D thinking approach'
- Undergraduate sophomores who are interested in new perspectives in science and education
- Teachers who want to teach science through the 5D approach
- Curriculum developers and educators who want to write books or develop new curricula on science, religion, and character development

Testimonies from the Participants

"I can say that this program have turned my mind right side up. I have learned "how to learn", in fact, how to teach with a method of Thinking and Questioning, and, 'lit so many unlit' torches inside and outside me and now am able to see that there are multiple approaches to understand reality..."— Bilkeesa Bhat Bhat

"5D thinking opens up new dimensions and provide answers to some of the crucial existential questions that modern man encounters at some point in life… 5D broadens the myopic view of an individual by encouraging him to look beyond the apparent reality and acknowledge the Ultimate Reality." — Saba Irshad Ansari

"5D thinking is a stern belief that ideology free science and authentic Divine messages go together in an integrated manner, and do not contradict each other as their source is the same. This program was indeed an eye opener." — Assoc. Prof. Radika Mahajan

"The program has not only changed my perspective about the already accumulated knowledge but has opened new horizons and new ways of learning the fresh one." — Asst. Prof. Sheikh Javaid Ayub

"Using the 5D Thinking model helps to appreciate the Creator's benevolence on mankind in all aspects of life natural, scientific and unscientific." — Asst Prof Showkat Ali

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Want to know more?

For more information about the program, including syllabus, enrollment, tuition and available scholarships,
please visit www.5dthinking.org/cp/summer21 or click here.

Reflection Time

“The seven heavens and the earth, and all that is within them, extol His limitless glory. And there is nothing that does not extol His endless glory and praise." (The Qur'an, 17:44)

According to the meaning of this verse, the All-Glorious Maker has instilled the heavenly bodies with **innumerable meanings and instances of wise purpose**. It is as though, in order to express His glory and His beauty, He has decorated the heavens with **words in form of the sun, the moons, and the stars**. To the beings that populate our skies, too, he has attached numerous aims, meanings, and instances of wisdom. It is as though He is making the very **atmosphere speak through the language of the lightning, the voice of the thunder, and the words of the raindrops.** It is as though He is teaching the whole of creation about the perfection of His wisdom and the beauty of His mercy.

He causes the **earth to speak, too, with the meaningful words that we know as plants and animals,** through which He displays the perfections of His artistry to the universe. And he makes the **plants and the trees speak,** for they too are the earth’s tongues. He makes them speak **through the words of their leaves, their flowers, and their fruits,** all of which proclaim the perfection of His artistry and the beauty of His mercy. The flowers and the fruits are also given a voice, for He makes them speak through t**he words of their seeds,** all of them providing instruction to those who are conscious and aware of the sublime subtleties of His art and very perfections of His lordliness.“

Said Nursi, 33rd Word, 19th Window

Click on the image below to view the YouTube clip on the sixth topic of the 5D Thinking approach.

For more free 5D Thinking educational materials, please visit **www.5dthinking.org**

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