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# *The Vision*

A monthly journal started by HH Swami Ramdas in 1933  
DEDICATED TO UNIVERSAL LOVE AND SERVICE



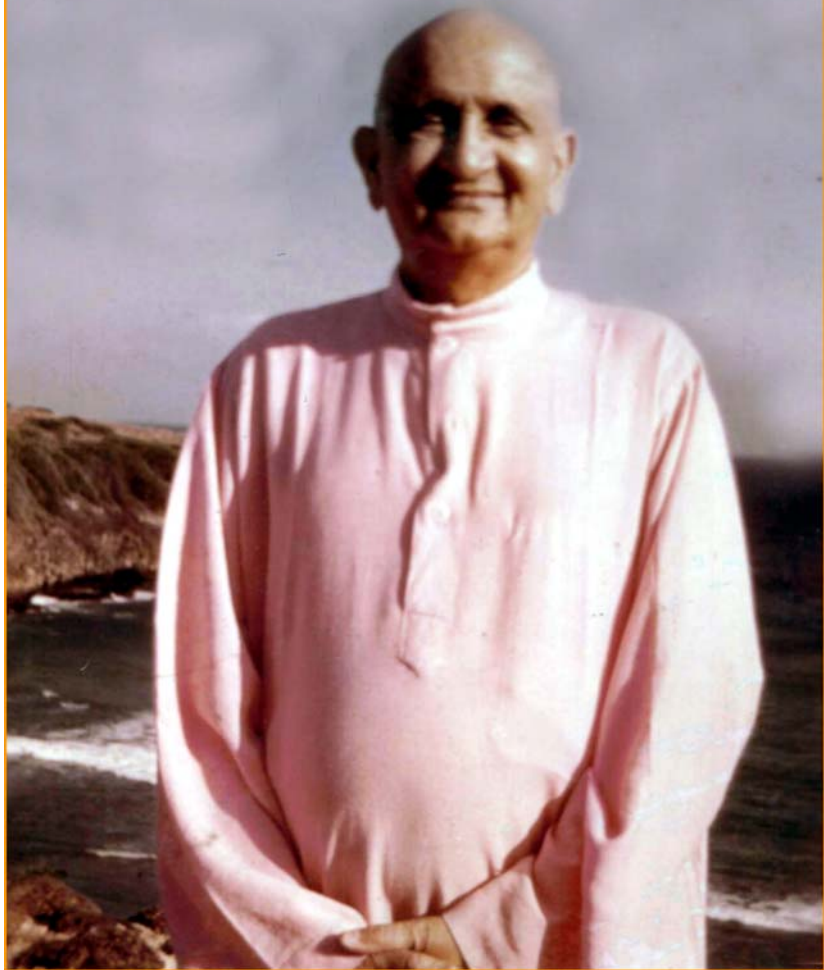
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**Beloved Papa Swami Ramdas**  
**(1884-1963)**



*Om Sri Ram jai Ram jai jai Ram*

ॐ श्री राम जय राम जय जय राम

*Om Sri Ram jai Ram jai jai Ram*

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### BOW TO THE LORD

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RACK not thy brains  
 With the “why” and the “wherefore”  
 Of things that perish  
 And events that pass.  
 Let not worldly wisdom and learning academics  
 Inflate thee with pride,  
 Bend and bow to the decrees of the Lord.  
 The almighty, all-wise Will sways the worlds.  
 Be meek, calm and resigned.  
 Permit His light and power  
 To shine out of thee.  
 And still the stormy waves of passions  
 Within and without thee.

— Swami Ramdas

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PO Anandashram 671531, Kanhangad, Kerala, India

Phone: (0467) 2203036, 2209477, 2207403

Web: [www.anandashram.org](http://www.anandashram.org)Email: [anandashram@gmail.com](mailto:anandashram@gmail.com)[papa@anandashram.org](mailto:papa@anandashram.org)

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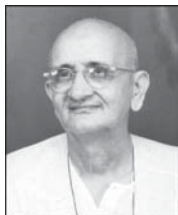
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## THE AIM OF EDUCATION

*By Swami Ramdas*

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Education is an important factor in the evolution of human life. It helps us to regulate our lives and make ourselves useful to our fellow-beings. The purpose of schools and colleges should be to impart



education not merely for the development of the intellect, but also for the enlargement of the heart. As it is, the aim of education seems to be only to pass examinations with distinction and hold degrees.

Ramdas may quote here a famous line from the teachings of Swami Vivekananda. He says, “Education is the unfoldment of the perfection which is already in man.” Life should unfold itself for revealing its inherent glory through the cultivation of the highest virtues that elevate it, through the right kind of education and culture. Life and all its activities should bear witness to the great Truth which is at the basis of it. It should reflect divine light in all its expressions. While the intellect is filled with true wisdom, the heart must respond to the finest feelings of compassion, forgiveness and kindness towards all beings in the world. The heart should be our guide, and intellect

should fulfil the ideals which the heart sets before us.

To achieve this end, a power beyond the heart and mind should be called in to regulate their activities. There should not be any clash between heart and intellect. From the harmony between the two proceeds right action. God must illumine our intellect and purify our heart so that our life may be spiritualised in all its aspects. So education should be all round in its character and it should bring about a transformation in us from the sheer human to the Supreme Divine. This can be possible only when we draw inspiration from God in all that we do. He is our master and guide as He is also the great controller of the worlds.

Education should enable us to live for the good of others by making us shed our selfish tendencies which are responsible for so much unhappiness and discord in the world. All the God-given gifts should be utilised for the service of the needy and the distressed. This is the one great purpose with which we are born as human beings.

In schools and colleges, children and young folk should be taught to control the mind and harmonise it on one side with the Divine Spirit within, and on the other with all our fellow-beings. Service should be the motto of life - service done in the name and for the sake of God.

The Bhagavad Gita teaches us that we should not give up action, but divinise it. The Gita should be taught in all schools and colleges, and students should be made to study and practise the teachings of this great scripture.

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## WORDS OF BELOVED PAPA SWAMI RAMDAS

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### TRUE KNOWLEDGE:

God has given us intelligence to know that we do not know anything. When we know that we do not know anything, then we know Him.



What do we know after all? The mysteries of the world are hidden from us. It is better to admit we do not know anything. Then God gives us the knowledge of the Eternal. He reveals Himself in us and makes us do and say wonderful things.

Sri Ramakrishna was a marvellous man. He was, in the worldly sense, uneducated. God was speaking through him. People were surprised. “An unlettered man! How does this wisdom flow out of his lips?” Real education is the revelation of the knowledge which is inherent in man and not cramming. You talk from what you read in books. So many speakers quote from here and there, and the people say they spoke

eloquently. Swami Vivekananda puts it thus: “You are eating the vomit of others.” The question is: Have you got to say anything from your own experience?

In fact we must unlearn what we have learnt. Then we will get true knowledge and experience. We must be like children. Adam and Eve, in the garden of Eden, were like children. They lost their child-like nature by eating the fruit of the forbidden tree. They became body-conscious. Fear, shame, like and dislike, all these come when there is the sense of ‘otherness’ in us. When it goes, you spontaneously treat everybody alike. You are like a sandalwood tree. Even the man who cuts it gets the perfume. Similarly, he who persecutes you and he who loves you are both loved by you alike. ‘Paradise regained’ means the recovery of the childlike nature - simple, cheerful, guileless, spontaneous nature.

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## WITH THE DIVINE MOTHER

*By Swami Shuddhananda*

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March 31, 1981

6.30 p.m.; *Papa’s Room*: For some time now, Mataji has been very much concerned about reports received by her that the Headmaster and teachers of





Sri Krishna Vidyalaya (*the school founded by Beloved Papa but now run by the Harijan Welfare Board of the State Government*) were unduly and unnecessarily harsh towards the students, not even sparing the girls from corporal punishment. Yesterday, the Headmaster happened to call on Mataji with some of the teachers as one of them was under transfer and Mataji took up with them the question of corporal punishment. Mataji cited the case of the daughter of a resident of Ramnagar who was slapped on the face so hard by the Headmaster that her ear and whole head started throbbing with unbearable pain. The Headmaster aimed a second blow at her but she jerked her face in time. "Papa saved her, otherwise you would have killed her," Mataji told the Headmaster. Mataji sought to impress on the Headmaster and teachers that nothing was gained by being harsh and cruel to children. On the other hand, it would only teach them also how to be cruel, instead of instilling in them gentleness and good manners. Mataji also warned that if any more of such reports were received, she would write to the higher authorities. This was yesterday.

This evening, most unexpectedly, the Director of Education himself dropped in to meet Mataji and

Mataji told him: “I had only thought of writing to you, but Papa has brought you in person here.” Mataji then repeated to him all that she had told the Headmaster and teachers the previous day and asked the Director to take stringent action against the teachers who indulged in corporal punishment. Mataji also cited the case of a boy who was beaten so severely on his legs that he could neither stand nor walk and his father rushed to the school with a chappal to give a sound thrashing to the teacher. Mataji said that this was the very reason – harshness of the then Headmaster and teachers – that had led Papa to closing down the Vidyalaya. Papa had admonished the then Headmaster for beating a number of school children so severely that their bodies were swollen and the Headmaster had replied that Papa had “no authority to interfere in my domain.” Papa had then remarked that if he did not have the authority to “interfere” in the Headmaster’s domain, he still had the authority to decide whether a school founded by him on the tenets of Universal Love and Service should continue or not. And, soon after, Papa closed the school rather than allow such practices to go on. It was reopened only two years later under the aegis of the Harijan Welfare Board of the Government.

The Director of Education who heard Mataji with rapt attention promised that he would take immediate action to bring “the erring Headmaster and teachers” to their senses. After he left, Mataji remarked how quickly Beloved Papa carried out her wishes. “It has always been like this,” Mataji said, “I have only to think of something and Papa would carry out my wishes and that too at once.”

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### MY MOST BELOVED STUDENT

*By Swami Satchidananda*

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Whether you are a boy or a girl,  
You are the future citizen of the country;  
You are engaged in studies  
Of art, science and so on,  
Fit only to develop your intellect,  
And earn your daily bread;  
But not enough to make your  
Life good, useful and dedicated.



To grow up and blossom into  
A good citizen, a good businessman  
A good doctor, or a good administrator,  
You must always stand on the firm  
Foundation of Morality,

If you wish to make your life  
Successful, fruitful and useful.

Be firmly wedded to Moral Values,  
More precious than power and pelf;  
Make a promise here and now,  
To be repeated before you enter any profession,  
The Lord within you as witness,  
That you will, from now,  
Tell only the truth, nothing but the truth;  
You will be kind and compassionate  
To all beings and creatures and never hurt any  
By thought, word or deed.

As a doctor, medical practitioner,  
You will always consider  
The patients' interest more important;  
Help him get the right and best treatment.  
If poor, tax him not by costly tests and medicines,  
Never crave for more wealth,  
Never forget excess or unaffordable fee  
Is nothing but blood squeezed out.

Remember the Lord, who witnessed your oath,  
Is now witnessing all your actions.  
Live for others more than for yourself.  
As an administrator,

Consider you are the servant of the public,  
Others' welfare should be your main interest.  
As a politician, never forget the  
Interest of the Nation is more important than yours.

Never mislead people to gather votes,  
By false promises;  
Remember parties are to strengthen,  
Not to fight for power and to weaken the Nation.  
Take care of the children's future,  
The future generation; teach them  
Basic Values and never permit  
Politics to enter schools, colleges.

This is the time to mould  
Your character.  
Being tender it can be directed  
To a dedicated life for serving all,  
Or a self-centred life,  
Depending on how you learn  
And what you learn now.

If you learn the basic values,  
As you are innocent and flexible now,  
You can take to and live up to them.  
When your character is rightly moulded  
You will be able to help  
Many turn the right way.

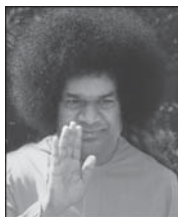
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## RIGHT PURPOSE OF EDUCATION

*By Sathya Sai Baba*

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The purpose of human birth is not to be born again and again from the womb of the mother, spend the life aimlessly and finally depart from this world. There is a specific purpose why one is born in this world. Therefore, one has to realise the purpose and sanctify his life. Our education, our work and the money we earn, all these must be spent in a purposeful way. The students of the present-day are pursuing education to make a living. They are acquiring degrees with the sole purpose of earning money. What is so great about struggling for filling one's own belly? Even dogs and foxes fill their bellies. You might have observed in the circus that even the monkeys learn several types of feats and display them. You, who are born as human beings should not behave like dogs, foxes and monkeys. If you do so, of what use is your education? The education you acquire must be put to proper use. Only then will it become meaningful and will give strength to your personality. The purpose of your life is not merely pursuing education and acquiring degrees. Of course, you may



study, but it is not enough if you simply study for acquiring degrees. Can you call all those who know how to read and write educated? Can one be called educated merely by acquiring degrees? Can you call it education which does not confer virtues?

It is only when you keep education for both life and for living as your goal, your education will be meaningful. Therefore, every human being must keep the purpose of life in view. Of what use is it, if you exult in your success thinking, “I have passed MBA; I have acquired several degrees.” Those degrees must be put to proper use. Only a human being has the power to realise the purpose of his life. If one is satisfied thinking, “I am born, I am educated, I earned money, I have sufficient bank balance, I have got my children educated and sent them for higher education to foreign countries”, that is not the sole purpose of life. You should never forget the purpose why you were born in this world. Unfortunately, today, you have forgotten the purpose of your life and are indulging in futile activities. As long as you live you must experience peace until your last breath. You should attain true and eternal bliss.

*Source: <http://sssbpt.org>*

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## THE FOUR PILLARS OF EDUCATION

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According to the UNESCO, education should be based on four pillars: learning to know, learning to do, learning to live together and learning to be.

- ◆ **Learning to Know:** This means that individuals should have a sufficiently broad general knowledge as well as access to opportunities to specialize in selected subjects and explore them to the optimum level. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- ◆ **Learning to Do:** This means that individuals should acquire not only an occupational skill but also, more broadly, the competence to deal with many professional situations in life. It also means learning to work effectively and efficiently in the context of various work spaces.
- ◆ **Learning to Live Together:** This means that individuals should develop an understanding of one another and learn to appreciate the interconnectedness and interdependence of all created beings in the cosmos.
- ◆ **Learning to Be:** This means that people should be



able to mould their character by a process of self-discovery of their innate potential resources. Character gains through its expression, and loses through its repression, which results in overall development of the human person as an individual and as a member of society.

Our current educational system has been mainly based on the first two above-mentioned aspects, namely, learning to know and learning to do. But the third and fourth pillars—learning to live together and learning to be—are greatly relevant today as we live in a fast-changing world, often torn apart between cultural conflicts among people and communities. This is why a value-integrated educational system is the need of the hour.

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### SNIPPETS

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“Education is not filling the mind with a lot of facts. Perfecting the instrument and getting complete mastery of one’s own mind [is the ideal of education].”

— Swami Vivekananda

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“Education is the manifestation of the perfection already in man.”

— Swami Vivekananda

“A good teacher is like a candle - which consumes itself to light the way for others. Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse thereby encouraging them to create bridges of their own.”

— Dr S Radhakrishnan

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“When we think we know we cease to learn.”

— Dr S Radhakrishnan

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“By education I mean an all-round drawing out of the best in the child and man; body, mind and spirit.”

— Mahatma Gandhi

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“Education is not the learning of facts, but the training of the mind to think.”

— Albert Einstein

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“Educating the mind without educating the heart is no education at all.”

— Aristotle

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“Education is the most powerful weapon we can use to change the world.”

— Nelson Mandela

“Learning gives creativity, creativity leads to thinking, thinking provides knowledge, knowledge makes you great.”

– Abdul Kalam

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“The function of education is to teach one to think intensively and to think critically. Intelligence plus character, that is the goal of true education.”

– Dr Martin Luther King Jr

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“The main purpose of education should be to impart a culture of the heart.”

– Mata Amritanandamayi

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## DADA J P VASWANI ON EDUCATION

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Q: What is your opinion of education in our age?

A: Current education is dissatisfied with itself; and the dissatisfaction grows more and more. As witness to this dissatisfaction, we have student unrest in India and other countries of the world. Universities are being burnt, vice-chancellors are being gheraoed, teachers are being threatened and manhandled.



“Judge a tree by its fruits,” said a great teacher

of Palestine. Judged by its fruits, current education has failed miserably. This education must go. A new type of education is needed - an education related to real life. Education must not be merely academic or abstract. It must not aim at stuffing the student with information acquired from dead books or a set of sterile moralities and superficial values. True education should equip the student to cope adequately with life, with what lies ahead of him so that he may become a worthy participant in the adventure of life.

Q: Why are students disillusioned with the system of education?

A: Students are no longer happy with the learning of books, which have no relation to real life. Nor are they interested in examinations, which elevate text-books to the status of scriptures. They want answers to the pressing problems of life - problems, which confront them in their day-to-day existence. They are eager to find out ways by which the world may be changed into a better, nobler, happier place. For no apparent fault of theirs, they find themselves in a world of injustice and exploitation, of cruelty and cut-throat competition, of hypocrisy and cant, of poverty and pain. And to their deep regret they find that the

so-called elders take things for granted and do nothing to remedy the tragic situation.

Q: What is the right way to educate our children?

A: Educate them, first and foremost, to know God and love Him. The trouble with most of our schools and colleges today is that God has been divorced from our education. Make God a reality to your child, and you will find that he grows in those true qualities of character without which life has no meaning or significance.

Q: How can we achieve a real change in our education system?

A: To bring about a real change in the educational system, what we need are teachers of the true type. Teachers who will teach, through precept and example, that life is larger than livelihood and that the end of knowledge is not gains in silver and gold, jobs and careers, but sympathy, service, and sacrifice.

Q: What according to you, is the most ideal gift a teacher could give to a pupil and a pupil could give to a teacher?

A: I think that the ideal gift a teacher can give to a pupil is friendship. And the ideal gift that a pupil can give to the teacher is, of course, reverence. We

have a whole doctrine of knowledge unfolded in the Gita. The Lord, speaking unto his disciple, Arjuna, says there are three things every pupil must do if he wants to walk on the path of wisdom. The very first thing he calls *Paripatenah*, the second is *Prashnena* and the third is *Sevaya*. The first is *Paripatenah*, that is reverence. The student must approach the teacher in a spirit of reverence. Then *Prashnena*, whatever be his or her doubt, he must come and place it before the teacher. The third is *Sevaya*, he must serve the guru, or the teacher, with his own hands. Indeed, there was a time when the pupils used to press the legs of their teachers. Now, if the teacher asks them to press his leg, they may pinch his leg, instead!

Q: How can we make this spirit of reverence grow?

A: For this, teachers of the true type are needed. Can you ever imagine teachers going on strike for higher wages? Today, teaching is regarded as a profession, rather than a vocation. What impact will such teachers have on the minds of the students? We need teachers of a new type who, through precept and example, will impress upon the pupils that life is larger than livelihood.

Q: What is character?

A: The literal meaning of the word ‘character’ is carving and engraving. Character is that which is to be engraved in the plastic minds of the pupils. Sow within them the seeds of character, the seeds of simplicity and service, of purity and prayer. This was the four-fold motto which Sadhu Vaswani gave to the Mira School – simplicity and service, purity and prayer.

Q: When does education begin?

A: Education is pre-natal; while the child is in the womb, the mother must think sublime thoughts. She must have no thoughts of resentment, ill-will or jealousy against anyone as this will influence the child in the womb.

A woman came to a sage and said to him, “My child is just born. When do I start educating him?” The sage told her, “You have already wasted nine months.”

Q: What is the secret of education?

A: Reverence is the secret of education. Tennyson has said, “Let knowledge grow from more to more, but more of reverence in us dwell. “

Reverence is of three types - reverence for what is above us, for what is beneath us and for what is around us.

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## ME TO WE

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*“Education is an important factor in the evolution of human life. It helps us to regulate our lives and make ourselves useful to our fellow-beings. The purpose of schools and colleges should be to impart education not merely for the development of the intellect, but also for the enlargement of the heart.” – Swami Ramdas*

In line with the above words of Beloved Papa, VITAL, a movement, was initiated by Anandashram to motivate teachers to integrate Constitutional Values, which stand for ‘me’ to ‘we’, into academics.

**Class: 10, Subject: Social Studies, Chapter: 3**  
Challenges facing our country today.

**Text Content:** Illiteracy is particularly a problem in India. There are 37 crores of adult illiterates in the country. India has the largest number of illiterates in the world.

**Example:** When he was in the fifth standard, Babar Ali, the son of a small jute trader in Murshidabad, West Bengal, realized that there were many children around him who were not fortunate enough to go to school. At the age of



nine he intensely felt the need to provide education to them and began playing 'school' in his backyard; he had eight students then.

Today, because of his firm commitment to this ideal, Babar's backyard school has 800 students, and it is no longer a child's play. Babar, now a second-year English Honours student at Behrampore Krishnath College, is widely known as the youngest headmaster.

**Value Co-related:** Common good

*For more details contact: [vital4education@gmail.com](mailto:vital4education@gmail.com)*

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## DEAR CHILDREN

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"If I ran my business the way you people operate your schools, I wouldn't be in business very long!" I stood before an auditorium filled with outraged teachers who were becoming angrier by the minute. My speech had entirely consumed their precious 90 minutes. Their initial icy glares had turned to restless agitation. You could cut the hostility with a knife. I represented a group of business people dedicated to improving public schools. I was an executive at an ice cream company that had become famous in the mid

1980s when People magazine chose our blueberry as the “Best Ice Cream in America.”

I was convinced of two things. First, public schools needed to change; they were an archaic selecting and sorting mechanism designed for the industrial age and out of step with the needs of our emerging “knowledge society.” Second, educators were a major part of the problem: they resisted change, hunkered down in their feathered nests, protected by tenure, and shielded by a bureaucratic monopoly. They needed to look to business. We knew how to produce quality. Zero defects! TQM! Continuous improvement! In retrospect, the speech was perfectly balanced – equal parts ignorance and arrogance. As soon as I finished, a woman’s hand shot up. She appeared polite, pleasant. She was, in fact, a razor-edged, veteran, high school English teacher who had been waiting to unload. She began quietly, “We are told, sir, that you manage a company that makes good ice cream.” I smugly replied, “Best ice cream in America, Ma’am.” “How nice,” she said. “Is it rich and smooth?” “Sixteen percent butterfat,” I crowed. “Premium ingredients?” she inquired. “Super-premium! Nothing but triple A.” I was on a roll. I never saw the next line coming. “Mr. Vollmer,” she said, leaning forward with a wicked

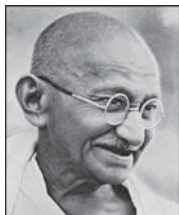
eyebrow raised to the sky, “When you are standing on your receiving dock and you see an inferior shipment of blueberries arrive what do you do?” In the silence of that room, I could hear the trap snap.... I was dead meat, but I wasn’t going to lie. “I send them back.” She jumped to her feet. “That’s right!” she barked, “and we can never send back our blueberries. We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude, and brilliant. We take them with ADHD, junior rheumatoid arthritis, and English as their second language. We take them all! Every one! And that, Mr. Vollmer, is why it’s not a business. It’s a school!” In an explosion, all 290 teachers, principals, bus drivers, aides, custodians, and secretaries jumped to their feet and yelled, “Yeah! Blueberries! Blueberries!” And so began my long transformation. Since then, I have visited hundreds of schools. I have learned that a school is not a business. Schools are unable to control the quality of their raw material, they are dependent upon the vagaries of politics for a reliable revenue stream, and they are constantly mauled by a howling horde of disparate, competing customer groups that would send the best CEO screaming into the night. None of this negates the need for change. We must change what,

when, and how we teach to give all children maximum opportunity to thrive in a post-industrial society. But educators cannot do this alone; these changes can occur only with the understanding, trust, permission, and active support of the surrounding community. For the most important thing I have learned is that schools reflect the attitudes, beliefs and health of the communities they serve, and therefore, to improve public education means more than changing our schools, it means changing America.

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### SINCERE STUDENT

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*(30<sup>th</sup> January reminds us of the sacrifice of Mahatmaji. We pray to him to perennially inspire us to live up to the values he held. Here is one such value he lived up to.)*

It was in 1918-19, the early days of Sabarmati Ashram. Gandhiji desired to study the Gita in the original. He was looking for a teacher. First, he thought of Mahadev Desai but Mahadev, though he knew some Sanskrit, did not feel confident that he could teach Gandhiji. He suggested the name of Vinoba.

Vinoba agreed to teach Gita to Gandhiji on one condition. Gandhiji had to be regular - no discontinuity

in classes. It was decided that ten minutes after the evening prayer would be spent in the study of Gita. Afterwards Gandhiji would go to sleep.

Vinoba was a very earnest teacher. Once, Vaman Chorghade asked him, “Who is an ideal student?” Vinoba answered, “Whoever wants to learn”. He could teach anybody! So here Gandhiji was the student, Vinoba the teacher and the subject, Bhagavad Gita.

They sailed through the first chapter easily. It is just a narration of the preparations for war. Gandhiji had no problem in following these lessons.

In the second chapter, Arjuna’s doubts and Krishna’s efforts to clear them in various ways are there. No problems there, either. They had cleared the first hundred verses of the Gita. Then came the 54<sup>th</sup> verse of second chapter - Vinoba explained the meaning of that verse.

Then Gandhiji started playing truant. The next day he put off the class on some excuse. This went on for about a month. The teacher was there, but the student made some excuse or the other to skip the class. One day Gandhiji told Vinoba, “Let us have the classes from tomorrow.” Vinoba asked the reason for absence for so many days.

Gandhiji gave an amazing reply. He said humbly, “Vinoba, I did not neglect the classes. But I wanted to practice what I learnt. In the verse that we took up last time, it is said that all desires in mind are to be controlled and one should be contented within. I was trying to practice this in my life for one month. I struggled hard within myself. Now I have achieved some control, so I have the confidence to learn further.”

It is such learning which makes a Mahatma out of a man!

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### EPISTLES OF SWAMI RAMDAS

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Beloved Ram,

...When the Lord of the universe is seated in our hearts, we have no reason to think that we are mean, sinful and despicable. It is His power, within and without us, that is the cause of all activity. Let us always recognise this truth and attain peace by perfect communion with Him, the Master of our existence, who is eternal bliss, peace, power and light.

Teach little Ramu that Ram is in his heart. He need not go in search of Him anywhere. May God bless him!

*Ramdas*

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## SRI PITHUKULI MURUGADAS PASSED AWAY

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Sri Pithukuli Murugadas (aged 95), a noted Tamil devotional singer, was called by Beloved Papa on the 17<sup>th</sup> of November in Chennai.

He was a writer, lyricist and music composer and was gifted with a powerful voice. He received basic lessons in music from Nadhayogi Brahmananda Paradesiyar. This teacher then conferred on him the title 'Pithukuli' and Beloved Papa, whom he met in Bangalore along with Pujya Mataji, gave him the title 'Murugadas', the Servant-Devotee of Lord Muruga.

Sri Pithukuli Murugadas later also rendered Bhajans on the occasion of the Silver Jubilee Celebrations of Pujya Mataji's renunciation. He also lived for a few years in the Ashram under the guidance of Pujya Mataji. His dedication to her was complete.

Beloved Papa said, "Bhajan purifies our emotions and raises them to the feet of the Lord in utter dedication of our entire being. If a devotee aspires for divine ecstasy, he ought to open his heart to receive the blissful strains of divine music. Sri Krishna, the Flute Player, who enchants the world by the sweetness and charm of His melody, is a very expression of dynamic joy. O Heart and Body, dance to the symphony

of this supreme ecstasy!” May Sri Pithukuli Murugadasji’s legacy of Bhajans continue to be instrumental in kindling devotion in the hearts of the listeners and singers.

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### IMPORTANT DAYS IN 2016

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Feb 14	Sunday	Mahasamadhi Day of Pujya Mataji Krishnabai
Apr 22	Friday	Jayanthi Day of Beloved Papa Swami Ramdas
Jul 19	Tuesday	Guru Purnima
Aug 7	Sunday	Mahasamadhi Day of Beloved Papa Swami Ramdas
Sep 30	Friday	Jayanthi Day of Pujya Mataji Krishnabai
Oct 12	Monday	Mahasamadhi Day of Pujya Swami Satchidanandaji
Nov 12	Thursday	Jayanthi Day of Pujya Swami Satchidanandaji
Dec 27	Sunday	Sannyas Day of Beloved Papa Swami Ramdas

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### IN MEMORIAM

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Smt Anandalakshmi Raman (Anandam Mami) an ardent devotee from Coonoor passed away on the



13<sup>th</sup> of November in Bangalore after a brief illness at the age of 88. She passed away listening to the recording of Pujya Swami Satchidanandaji's Ram Nam. She was Pujya Swamiji's cousin in poorvashram.

We pray for Beloved Papa's blessings on the departed soul for eternal rest at His lotus feet.

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### ANANDASHRAM NEWS

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**15,500-CRORE NAMA JAPA YAGNA FOR WORLD PEACE:** The total Japa received in the second round of the 15500-Crore Nama Japa Yagna For World Peace in the month of October 2015 is 240 crores. The grand total of the Japa done so far now stands at 11756 crores.

**PUJYA SWAMI MUKTANANDAJI TO VISIT SRI LANKA:** Pujya Swamiji is scheduled to visit Sri Lanka from the 9th of January to the 12th of February.

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### FROM THE EDITOR

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We all know fairly well what education means. How it impacts the society in general and our young generation in particular is no mystery. Everyone will agree that education is the quintessential change agent in positively transforming the world we live in. Education is (and should always be) for universalizing one's vision

- one's expansion 'from me to we'. It is high time for our education to prioritise values over valuables.

Our educational system must remain integral to our collective progress, register a perceptible impact on our cultural environment, renew its commitment to the living values and regain its exalted relevance as an avenue for character-building.

Today, what our learning community would be expecting is an environment that inspires self-confidence, invigorates thoughtful discussions, ignites a passion for learning, induces one to think big and dream high, introduces new approaches to problem-solving and invigilates any wrong-doing without being judgemental. Indeed, it is an exciting challenge!

One way - there could be many ways - to keep up with the times is to pro-actively assimilate positive incidents and examples of progressive individuals into the class room experience. In other words, a teacher has to 'gift-wrap' the text with the context where the teaching takes place. Let syllabus stay in sync with the pulse of the society.

This month's issue of THE VISION contains the views of various Mahatmas on education.

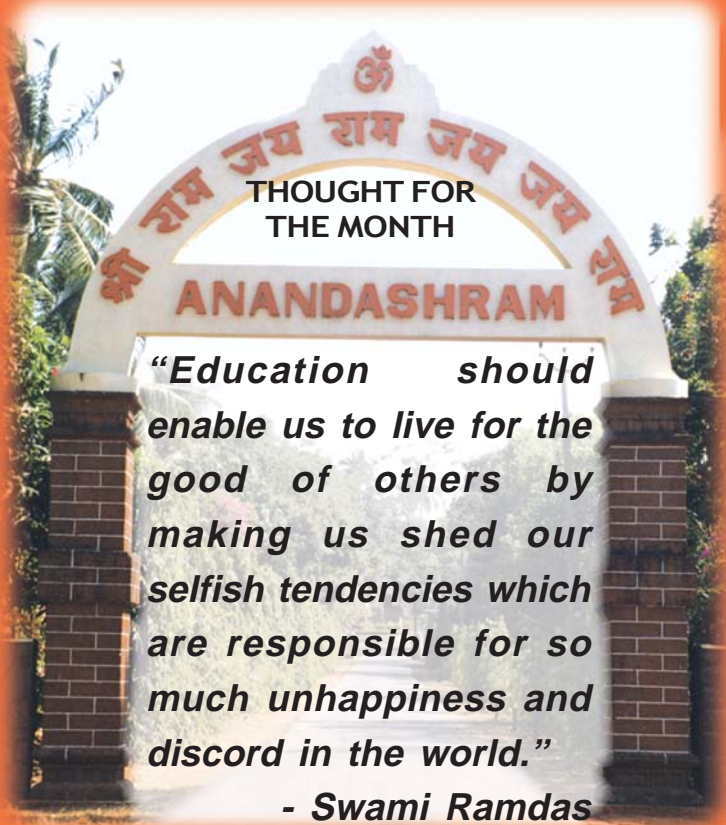
— **MUKTANANDA**

## MESSAGE FOR THE NEW YEAR

Each year that passes heralds a New Year. For most of us, this is a non-event; while for a few, these are times to make new resolutions, new vows and fresh resolves. We should belong to the latter category as that alone will make us do something significant and justify our existence. Let us make a fervent prayer to the Creator to help us remain steadfast towards our commitment of remembering Him in all actions and seeing Him in all beings and creations. The Creator is not far away from His creation. It is sufficient to love and serve one and all with a universal vision.

To constantly remind ourselves about our goal, great saints have suggested resolves and fervent prayers as a means to progress. Here is one such by Mata Narayani: 'At the dawn of this New Year, I place my head on the feet of all those who have given me love and helped me to experience life in the valley and the peak. May I never forget for one minute that without the Beloved Presence I am nothing. May Peace and Truth walk beside me, Gentleness and Caring go before me, Understanding and Awareness be within the heart at all times.'

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