

The Sunlit Path



Sri Aurobindo Chair of Integral Studies

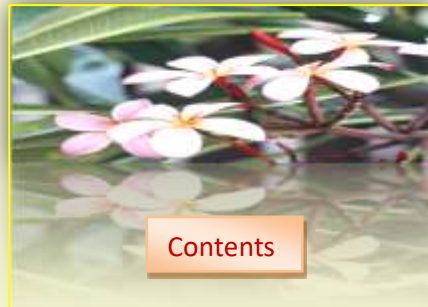
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Editorial

Dear friends,

I am happy to bring to you the 15th March, 2019 issue of The Sunlit Path.

'If you want to be a true doer of divine works' is the message contained in the 'Living Words'. 'Integral Education' contains a very important portion from the writings of Sri Aurobindo on National Education. Finally, we have a short but succinct description about different conceptions of the world in the words of The Mother.

I do hope you will find the contents inspiring.

Sincere regards,

Dr. Bhalendu Vaishnav



If you want to be...

The Mother

If you want to be a true doer of divine works, your first aim must be to be totally free from all desire and self-regarding ego. All your life must be an offering and a sacrifice to the Supreme; your only object in action shall be to serve, to receive, to fulfil, to become a manifesting instrument of the Divine Shakti in her works. You must grow in the divine consciousness till there is no difference between your will and hers, no motive except her impulsion in you, no action that is not her conscious action in you and through you.

Until you are capable of this complete dynamic identification, you have to regard yourself as a soul and body created for her service, one who does all for her sake. Even if the idea of the separate worker is strong in you and you feel that it is you who do the act, yet it must be done for her. All stress of egoistic choice, all hankering after personal profit, all stipulation of self-regarding desire must be extirpated from the nature. There must be no demand for fruit and no seeking for reward; the only fruit for you is the pleasure of the Divine Mother and the fulfilment of her work, your only reward a constant progression in divine consciousness and calm and strength and bliss. The joy of service and the joy of inner growth through works is the sufficient recompense of the selfless worker. (1)

National Education

Sri Aurobindo

...there can be no great dispute that there are three things which have to be taken into account in a true and living education, *the man, the individual in his commonness and in his uniqueness, the nation or people and universal humanity.* It follows that that alone will be a true and living education which helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man, and which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with that great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member.

It is by considering the whole question in the light of this large and entire principle that we can best arrive at a clear idea of what we would have our education to be and what we shall strive to accomplish by a national education. Most is this largeness of view and foundation needed here and now in India, the whole energy of whose life purpose must be at this critical turning of her destinies directed to her one great need, to find and rebuild her true self in individual and in people and to take again, thus repossessed of her inner greatness, her due and natural portion and station in the life of the human race.

There are however very different conceptions possible of man and his life, of the nation and its life and of humanity and the

life of the human race, and our idea and endeavour in education may well vary considerably according to that difference. India has always had her own peculiar conception and vision of these things and we must see whether it is not really, as it is likely to be, that which will be or ought to be at the very root of our education and the one thing that will give it its truly national character. Man has not been seen by the thought of India as a living body developed by physical Nature which has evolved certain vital propensities, an ego, a mind and a reason, an animal of the genus homo and in our case of the species *homoindicus*, whose whole life and education must be turned towards a satisfaction of these propensities under the government of a trained mind and reason and for the best advantage of the personal and the national ego. It has not been either the turn of her mind to regard man preeminently as a reasoning animal, or let us say, widening the familiar definition, a thinking, feeling and willing natural existence, a mental son of physical Nature, and his education as a culture of the mental capacities, or to define him as a political, social and economic being and his education as a training that will fit him to be an efficient, productive and well disciplined member of the society and the State. All these are no doubt aspects of the human being and she has given them a considerable prominence subject to her larger vision, but they are outward things, parts of the instrumentation of his mind, life and action, not the whole or the real man.

India has seen always in man the individual a soul, a portion of the Divinity enwrapped in mind and body, a conscious

manifestation in Nature of the universal self and spirit. Always she has distinguished and cultivated in him a mental, an intellectual, an ethical, dynamic and practical, an aesthetic and hedonistic, a vital and physical being, but all these have been seen as powers of a soul that manifests through them and grows with their growth, and yet they are not all the soul, because at the summit of its ascent it arises to something greater than them all, into a spiritual being, and it is in this that she has found the supreme manifestation of the soul of man and his ultimate divine manhood, his *paramartha* and highest *purusartha*. And similarly India has not understood by the nation or people an organised State or an armed and efficient community well prepared for the struggle of life and putting all at the service of the national ego,—that is only the disguise of iron armour which masks and encumbers the national Purusha,—but a great communal soul and life that has appeared in the whole and has manifested a nature of its own and a law of that nature, a *Swabhava* and *Swadharma*, and embodied it in its intellectual, aesthetic, ethical, dynamic, social and political forms and culture. And equally then our cultural conception of humanity must be in accordance with her ancient vision of the universal manifesting in the human race, evolving through life and mind but with a high ultimate spiritual aim,— it must be the idea of the spirit, the soul of humanity advancing through struggle and concert towards oneness, increasing its experience and maintaining a needed diversity through the varied culture and life motives of its many peoples, searching for perfection through the development of the powers of the individual and his

progress towards a diviner being and life, but feeling out too though more slowly after a similar perfectibility in the life of the race. It may be disputed whether this is a true account of the human or the national being, but if it is once admitted as a true description, then it should be clear that the only true education will be that which will be an instrument for this real working of the spirit in the mind and body of the individual and the nation.

That is the principle on which we must build, that the central motive and the guiding ideal.

It must be an education that for the individual will make its one central object the growth of the soul and its powers and possibilities, for the nation will keep first in view the preservation, strengthening and enrichment of the nation-soul and its dharma and raise both into powers of the life and ascending mind and soul of humanity.

And at no time will it lose sight of man's highest object, the awakening and development of his spiritual being. (2)



Three Conceptions of the World

The Mother

1. *Buddhist and Shankarite:*

The world is an illusion, a field of ignorance and suffering due to ignorance. The one thing to do is to get out of it as soon as possible and to disappear into the original Non-Existence or Non-Manifestation.

2. *The Vedantic as very commonly understood:*

The world is essentially divine, for the Divine is omnipresent there. But its exterior expression is distorted, obscure, ignorant, perverted. The one thing to do is to become conscious of the inner Divine and remain fixed in that consciousness without troubling about the world; for this external world cannot change and will always be in its natural state of unconsciousness and ignorance.

3. *Sri Aurobindo's view:*

The world as it is, is not the divine creation it is meant to be, but an obscure and perverted expression of it. It is not the expression of the divine consciousness and will, but this is what it is meant to become; it has been created to develop into a perfect manifestation of the Divine under all His forms and aspects—Light and Knowledge, Power, Love and Beauty.

This is our conception of it and the aim we follow. (3)



Acknowledgements

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1. Sri Aurobindo, Complete Works of Sri Aurobindo CWSA. 32; 12
2. Sri Aurobindo, Complete Works of Sri Aurobindo CWSA. 1; 425-27
3. The Mother, Collected Works of The Mother, CWM. 14;33,

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