

THREE IMPORTANT PAPERS:



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**Defence Against
External Invasion**



**How to Defend
The Republic**



**Why was the Sakyan
Republic Destroyed?**



Acharya S. N. Goenka

Three Important Papers:

**Defence Against
External Invasion,**

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and

**Why was the Sakyan
Republic Destroyed?**

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CONTENTS

Defence Against External Invasion	3
How To Defend The Republic	11
Why Was The Sakyan Republic Destroyed?.....	23
List of VRI Publications	40
Vipassana Meditation Centres	44

DEFENCE AGAINST EXTERNAL INVASION

(The following is a translation and adaptation of a Hindi article by S. N. Goenka published by the Vipassana Research Institute in December 2003.)

Emperor Asoka, who loved his subjects like his own children, made exemplary security arrangements within his empire for their protection. He organized even better defence at the borders of his kingdom to discourage any greedy neighbour from invading it and oppressing the people. Within his empire, the peace and harmony of his subjects were threatened only by a few lawless criminals. But the threat of invasion at the borders of his empire was from the well-organized armies of the neighbouring kingdoms. Therefore, it was necessary to guard the borders with powerful armies as a deterrent to any aggressor.

Emperor Asoka was aware of the seven principles for protection of a republic that the Buddha taught to the Licchavis to face external aggression. He modified the first two principles and adopted the other five principles in their original form as given by the Buddha.

The first principle was that all the Vajjian princes should assemble regularly and have frequent meetings. The second principle advised the Vajjian princes to assemble in harmony, disperse in harmony and act in harmony while discharging their duties.

Emperor Asoka was the absolute monarch of his empire. Therefore, he himself made all the important decisions in his empire, not the councillors. Nevertheless, in times of crises, he summoned his ministers and senior officials to the assembly hall and consulted them. He had also formed an advisory board to discuss important issues, whenever necessary.

Apart from these first two principles, Emperor Asoka followed the other five principles exactly as taught by the