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Lancar's childhood years in the Vishnuh-Society (The King warrior of Vishnuh)



Non-Religious Society

The King warrior of Vishnuh

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The King warrior of Vishnuh



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Prologue

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The King-warrior of Vishnuh

The King-Warrior of Vishnuh and the Vishnuh Society: A Legacy of Hope, Strength, and Leadership

The Vishnuh Society is an ancient community rooted in unity, trust, and safety. This society was founded about 9,000 years ago in Sri Lanka around a man of flesh and blood who called himself Vishnuh. In Sanskrit, Vishnuh means "oneself," "solitary," or "the individual." This authentic man attracted people who were dissatisfied with their current living conditions. Without seeking it, he became their leader and guided them to a peaceful life in the jungle, far from the norms that had constrained them. A central figure within the Vishnuh Society is the King-Warrior of Vishnuh, also known as the "Holy Warrior." This legendary figure embodies the highest state of physical, mental, and spiritual balance. The King-Warrior was not merely a

conqueror, but rather a protector and spiritual leader, guiding his people with compassion and unwavering discipline. This title was reserved for individuals who proved they embodied both the physical and spiritual qualities of Vishnuh.

The origin of the King-Warrior dates back to the early days of the society when Vishnuh himself took on the role of leader and protector. He led his followers to safety in the inhospitable jungle of Sri Lanka and protected them from threats.

Vishnuh was known for his exceptional knowledge of survival strategies and martial arts, such as Pencak-Silat, a fighting style inspired by the behavior of animals like tigers, monkeys, and eagles. These techniques were not only focused on physical defense but also served as a means to achieve inner peace and balance.

What distinguished the King-Warrior from other leaders was his deep spiritual connection. He did not fight solely with physical strength but was also committed to justice and the protection of life. The title was passed down through the centuries to those who carried the wisdom and strength of

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Vishnuh within them. The King-Warriors knew that the greatest battle was not fought on the battlefield but in the soul of man. They often chose peaceful solutions and used violence only as a last resort to protect their people.

Vishnuh also introduced the *Kunci Batin*, a technique to stimulate the body's self-healing abilities through breathing techniques, Javanese pressure point therapy, and herbal medicine. These methods supported both the physical well-being and spiritual growth of the community. Through these principles, the members of the society were able to freely develop themselves. After their departure from the Indonesian Archipelago, the society, after a difficult journey across the Indian Ocean and through Africa, found a new home in the jungle of South Suriname. The current Gurubesar (leader and heir) leads the society according to the same principles of safety, trust, and compassion that Vishnuh introduced. In 1979, he brought the legacy of Vishnuh to the Netherlands and the rest of the world, to share the rich knowledge and wisdom

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as a loving gift.

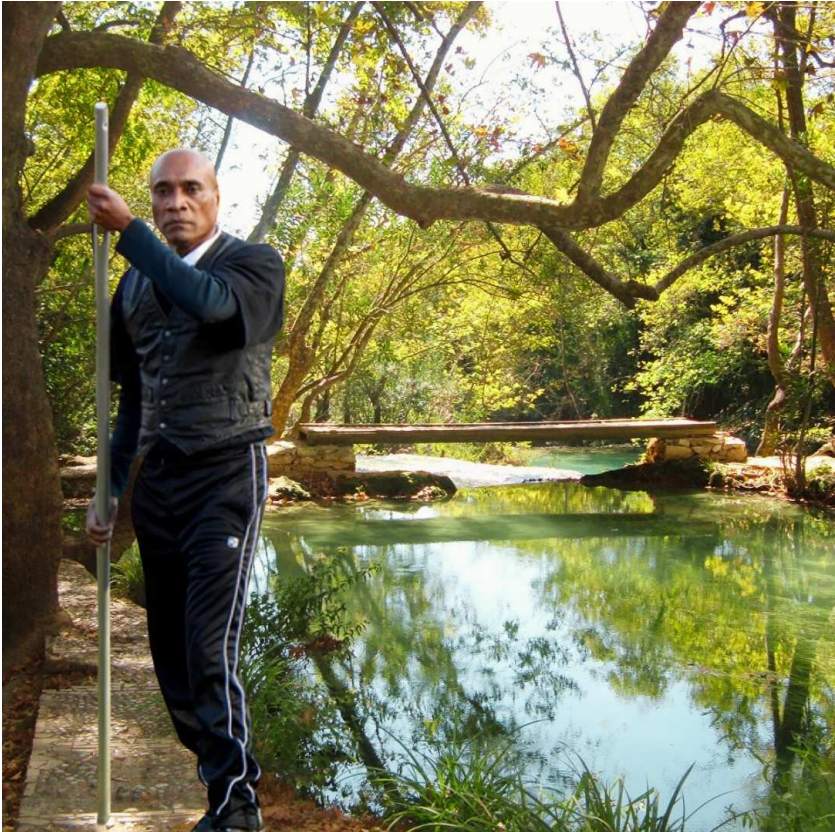
Just as the King-Warriors of the past, the current Gurubesar, Lancar Ida-Bagus, leads the Vishnuh Society with integrity, responsibility, and dedication. He inspires his followers to not only care for themselves but also for each other. The number of members has grown to over 9,000, spread across the Netherlands and other parts of the world, who enjoy the wise guidance of their Gurubesar.

The Vishnuh Society is not a sect, as there is no belief in gods. It revolves around caring for one another, unity, and sharing what one has.

Everyone is responsible for their own life and is encouraged to remain true to themselves. The power of authenticity and living in peace with one another forms the core of the society.

In essence, the King-Warrior symbolizes the ultimate unity of strength, wisdom, and spirituality. This legacy continues in the current generation, where the Gurubesar continues to lead his community with the same values of justice, compassion, and spiritual strength.

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The Gurubesar Lancar Ida-Bagus

The History of Lancar Began Sadly.

He was abandoned by his biological parents in Paramaribo, under the shelter of a theater, where

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his grandparents found him and took him south, naming him Lancar.

Later, his parents regretted their decision and acknowledged him, giving him the name Roberto Rudie Purperhart.

Despite his parents' regret, the society refused to return Lancar to them. "Once discarded, always discarded," the society reasoned. In their eyes, Lancar now belonged to the Vishnuh Society, as they had found him, and he was the property of the rightful finder. This firm stance of the Vishnuh Society reflected their belief that they had the responsibility to care for and protect Lancar, regardless of the circumstances.

Wisely, the parents chose not to oppose the society and closed the discussion. They understood the society's determination and the complexity of the situation. Though it was difficult for them to not have Roberto with them, they acknowledged the authority of the society and decided to avoid further confrontations. Their decision to close the discussion demonstrated their willingness to maintain peace and deal with

the situation as it was.

Lancar (Roberto) grew up within the Vishnuh Society, an environment that shaped him into who he is now.

As Lancar grew within the Vishnuh Society, he was exposed to the beliefs and practices of the community. The society, led by his grandfather and other spiritual leaders, provided an environment of dedication and discipline, but also one with strict rules and expectations.

Lancar learned the values of loyalty, spirituality, and community, but at the same time, he began to question the dogmas and limitations imposed on the members of the society.

As he delved deeper into the philosophical teachings of the society, Lancar began to understand the complexity of spirituality and belief in nature.

He appreciated the depth of the spiritual practices he engaged in, but also felt an inner urge to explore more and find his own path within the spectrum of belief and conviction.

The rigid structure of the society began to stifle

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him, and he yearned for more freedom to embark on his own spiritual journey.

He started asking questions, not only to the leaders of the society but also to his grandfather when he was still alive, and to himself, about the nature of truth and the purpose of his own quest for enlightenment.

Although Lancar deeply respected the traditions and history of the society, he felt the need to follow his own path and find his own answers. This inner conflict set him on a journey of self-discovery and growth, where he questioned his own beliefs and values and sought a deeper understanding of himself and his place in the world.

Despite his loyalty to the society, Lancar began to desire an identity and freedom outside the confines of the Vishnuh community. He felt an inner urge to explore the world beyond the familiar boundaries and find his own way.

This inner struggle was encouraged by the authorities within the Vishnuh Society. He was encouraged to face challenges in his life, and the

society promised to support him in discovering his own truth.

Lancar decided to remain loyal to the traditions and expectations of the society, but also to follow his own path and discover his own truth.

This marked the beginning of a journey filled with challenges, self-discovery, and growth for Lancar.

Lancar was no ordinary person; his background as a Javanese brought with it a profound and intriguing mix of traditions, customs, and narratives.

The Vishnuh Society, where he began his life, was a vibrant community soaked in lively cultural influences. Here, He Developed His Identity Amidst a Melting Pot of Traditions, Experiencing Both the Richness and Challenges of His Heritage. In the village itself, diversity was everywhere, with people from various ethnic backgrounds and belief systems living side by side.

The streets were filled with the scents of exotic dishes, alive with the sounds of different languages, and woven with the rhythms of

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diverse music genres.

This vibrant cultural tapestry formed the backdrop of Lancar's youth, where he learned to navigate between different identities and perspectives.

Though Lancar was known for his versatility and seemingly endless skills, he always carried a hint of humor with him. It was as if he carried a smile that sparked joy in others. His social nature and helpfulness made him beloved by all who knew him.

His humor was like a refreshing breeze flowing through every encounter, and his ability to bring light to any situation made him a favorite among friends and acquaintances. Whether telling jokes at gatherings or offering a listening ear to those in need, Lancar was always ready with an uplifting word or a hearty laugh.

His warmth and kindness were like a ray of sunshine on a rainy day, leaving a lasting impression on everyone fortunate enough to cross his path.

Lancar's humor was so unique and infectious that

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it could even lighten the darkest of moments. His ability to bring light to any situation made him an indispensable presence in the lives of his friends and community. He was not only capable and versatile but also a source of joy and comfort for those around him.

His social skills and helpful nature went hand in hand with his humor, making him not only loved but also admired.

Whether organizing neighborhood gatherings, supporting friends in tough times, or simply spreading joy with his jokes and antics, Lancar was always there to make others smile. His presence in people's lives was like a beacon of positivity amidst the challenges of everyday life. His ability to bring lightness, even in the darkest moments, left a lasting legacy that went beyond words alone.

Lancar's thirst for knowledge knew no bounds; he excelled at school and gained knowledge that even surprised the teachers. Despite not attending school every day and distancing himself from religious lessons, his intellectual curiosity was

unmistakable.

He seemed to have a natural talent for absorbing and understanding what was offered to him, even outside of formal educational institutions. His hunger for knowledge took him beyond the confines of the classroom.

Lancar could often be found in the library of the Vishnuh Society, engrossed in books he had chosen himself, and his areas of interest went beyond what traditional educational programs offered. His curiosity led him to a wide range of subjects, from science to history, and he actively engaged in self-study to broaden his horizons. Though he didn't always participate in regular lessons, his knowledge and understanding of the world around him were remarkable. Lancar seemed to have an inherent ability to grasp and apply complex concepts, often staying ahead of his peers even without following the formal educational structure.

In addition to his academic curiosity and his tireless help to his Grandma on the rice fields, Lancar certainly had his mischievous side.

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Beneath his seemingly innocent appearance was an adventurous spirit unafraid to occasionally push boundaries.

He was curious and loved to experiment, sometimes to the concern of his parents and teachers. His mischievous side often emerged in his drive for discovery and adventure. Lancar was not afraid to take risks and occasionally break the rules, often driven by his desire for excitement and new experiences. Although his antics sometimes caused problems, they were also a sign of his lively mind and determination to explore the world around him.

In 1969, Gerrit M. van Praag, a Respected Dutch Linguist, Joined the Vishnuh Society. His profound knowledge of the Dutch language, European history, and social sciences quickly made him a valuable member of the community. Due to his erudition and commitment, he earned great respect among the members.

At the society's request, Van Praag was entrusted with the honorable task of educating Roberto in

these fields. This educational guidance was seen as a crucial investment in the society's future, with Van Praag's expertise playing a vital role in shaping Roberto's intellectual development. This initiative not only reflected the Vishnuh Society's commitment to knowledge-sharing and education but also Van Praag's deep dedication to spreading his knowledge. His role went beyond mere teaching; it symbolized the bridge he sought to create between diverse cultural and intellectual traditions. Through his lessons, he contributed to fostering mutual understanding and created a learning environment where respect for different perspectives and backgrounds was central. His educational contribution thus strengthened not only the intellectual foundation of the society but also intercultural dialogue.

The elementary school

At the age of seven, Lancar was enrolled directly into the fourth grade of a public school outside the Vishnuh Society. This was an exceptional

decision, and clear agreements had been made with the head of the school, especially given the recent death of Lancar's grandfather, an important figure in his life. This new step marked a major change for Lancar. Until then, he had spent his entire childhood within the protected environment of the society, surrounded by familiar faces and values. Now, he was faced with the challenge of a broader world, with new people, ideas, and expectations.

The transition to the regular primary school brought several challenges for Lancar. He had to adjust to a new environment, new classmates, and a different educational system. It was a learning process in which he had to reinvent himself and adapt to his new surroundings. For the first time, Lancar was exposed to a diverse group of people and ideas beyond the confines of the society. While this was refreshing, it also brought challenges, particularly because he had been accustomed to the society's protective environment.

He struggled to find his place in this new environment and to build relationships with his classmates. Despite these challenges, the transition also brought a sense of freedom and independence. He began to shape his own identity, independent of the strict rules and expectations of the society. Lancar was determined to carve his own path in the world, with a curious mind and a thirst for adventure. He embraced the opportunities that lay outside his familiar environment and was open to everything life had to offer, while still cherishing and respecting his roots within the society.

Although he was only seven years old, Lancar proved to be sharp-minded and much more mature than his age suggested, which helped him adjust quickly to his new environment. His teachers were amazed at the flawless Dutch he spoke. His mastery of the language was impressive and immediately earned their admiration. The fact that he could communicate so quickly and accurately in Dutch surprised and

intrigued them. His language skills, combined with his determination and ability to learn, not only earned him respect but also some jealousy from certain classmates. However, the respect from his teachers remained unwavering, as they recognized that Lancar had something special to offer in his academic journey.

The teachers were unaware of the Dutch lessons and other subjects Lancar had already studied within the Vishnuh Society. This explained his astonishing language proficiency, but at the time, it remained a mystery to them. The realization that he had already been actively learning Dutch and other subjects outside of formal schooling only deepened their amazement.

Despite their limited exposure to him, Lancar's determination and dedication to his education made a lasting impression. What initially seemed like an innate talent turned out to be the result of carefully planned and focused preparation within his community. This discovery led to even more admiration for Lancar, who not only excelled in

his studies but also demonstrated a discipline and commitment far beyond his years.

It quickly became clear that Lancar was able to stand up for himself and outsmart those who tried to challenge him. His sharpness and determination gave him the capacity to deal with challenges and opposition in a clever and strategic manner. With a combination of fighting spirit, thoughtful planning, and occasionally a mischievous form of revenge, he was able to hold his ground and even surpass his adversaries.

Though his approach was sometimes playful and challenging, it demonstrated his ingenuity and the fierce resolve with which he defended himself. Lancar was not easily intimidated and always found creative ways to navigate even the most difficult conflict situations. This determination to stand up for himself and protect his interests made him not only a formidable opponent but also a respected ally for those who earned his trust.



Miss Annie

Lancar, at only seven years old, found himself facing a difficult and painful situation in the fourth grade. A female teacher, who should have

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been a source of guidance and encouragement, regularly bullied him, leaving deep emotional scars. Motivated by a strong sense of justice and an unwavering determination to stand up for himself, Lancar began to think strategically about how he could make her face the consequences of her actions. His mind was consumed with plans and tactics, carefully weighing how best to confront his tormentor.

Despite the power imbalance between them, Lancar refused to be intimidated. He knew that he had to outsmart her, and so he used his sharp mind and relentless determination to create a plan that would show her she couldn't get away with her cruelty. For Lancar, this wasn't just about revenge; it was about restoring balance and asserting his dignity. He was determined to take action, not only to defend himself but also to make sure his teacher understood the gravity of her behavior.

He knew that patience and intelligence were key. Lancar began observing his teacher, studying her

routines and weaknesses, carefully analyzing her every move. He understood that to make his point, he would need to confront her in a way that would force her to reconsider her actions, to realize that there were consequences to her behavior.

Then one day, as Lancar was riding past the school on an ox cart with a senior warrior, inspiration struck. The next day, coincidentally, was the teacher's birthday. Lancar saw this as the perfect opportunity to act, a sign that he should take decisive action. He felt a deep sense of urgency to make sure his teacher faced the repercussions of her cruelty, to ensure that she could not continue to mistreat him or others without consequences.

With his plan forming in his mind, Lancar sprang into action. He jumped off the cart and quickly ran to an "Awara tree," where he gathered the longest and sharpest thorns he could find. His pulse raced as he carefully made his way to the

classroom, sneaking inside to place the thorns under the seat of his teacher's chair.

This teacher had humiliated him countless times in front of the class, but now Lancar had his chance to turn the tables. It was time to make her feel what it was like to be caught off guard, to experience the consequences of her actions. His companion, a friend who was always up for mischief, had encouraged him along the way, thinking the plan was brilliant. Together, they had carefully arranged the thorns, knowing that the teacher's surprise would be swift and, in Lancar's eyes, deserved.

Excited by the anticipation of what was to come, Lancar and his friend returned home, filled with a sense of excitement and pride in their boldness. For Lancar, this wasn't just a prank — it was a moment of justice, a way of showing that even those in positions of power and authority could not escape the consequences of their actions.



The next day, Lancar woke up earlier than usual, filled with excitement about what the day would bring. He didn't want to miss a moment and left for school with determination and purpose. But before leaving his house, he made a quick stop at the water's edge, searching for smooth, sparkling pebbles.

He gathered a handful of pure white pebbles and carefully placed them into a small pouch. Once at

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school, Lancar saw the familiar scene on the playground: children playing and laughing. For them, it was a daily ritual full of fun and carefree moments, but Lancar felt no attraction to it. He always stayed on the sidelines and never joined in their games.

He considered the children playing there as mean, sneaky, and childish. He saw their behavior as shallow and missed the depth he sought in friendships and interactions. While the others entertained themselves with innocent play, Lancar often felt like an outsider, driven by his own path and an inner world that reached beyond the simple joys of the playground.

Those children were deeply religious and often seemed not to fully understand their own beliefs, let alone be able to understand Lancar. Their upbringing and the influence of their environment had shaped them into individuals who followed the faith they were taught without many questions. There was little room for other perspectives or critical thoughts.

Lancar, with his own upbringing within the Vishnuh Society and the wide range of ideas and lessons he had learned there, felt increasingly distant from their world. He had been taught to look at different worldviews with an open mind, but the lack of that same openness in his peers frustrated him. Their world seemed so limited and closed, while he longed for more understanding and depth, something he couldn't find in them.

Lancar, with his unique background and profound knowledge, was likely a mystery to his classmates. His ideas and actions could easily be seen as strange or even threatening within their strict religious framework. This lack of understanding made it hard for them to connect with him, leading to further confusion and distance.

That's why Lancar chose to stay distant. He was determined to go his own way and not be influenced by the opinions of others. While his peers were busy with their daily games and social

dynamics, he sought ways to further his knowledge and self-development, far from the superficial relationships that didn't appeal to him. This strengthened his sense of individuality and his desire for a deeper understanding of the world around him.

The school bell rang, and like a herd of donkeys, the children rushed into the classroom. They were all ready to sing a birthday song, holding a handful of rice to sprinkle over the birthday teacher as a customary gesture of prosperity and luck. But amidst the crowd stood Lancar, with his own plans, his hands filled with smooth, sparkling pebbles.

As the children gathered with their rice in hand to carry out the traditional birthday ritual, Lancar stood there with a secret smile on his face, his pouch full of pebbles tightly gripped.

As the joyful voices filled the classroom, Lancar felt a wave of tension and excitement. He had always had a bit of mischievousness in him, and this occasion was the perfect chance for a little



adventure. While the children raised their hands to throw the rice over the teacher, he decided to use his pebbles for an unexpected surprise.

He was determined to give the celebration his own twist and had devised his own unique plan to surprise Miss Annie, even if it didn't quite fit the school's norms.

Lancar waited patiently until Miss Annie stood by her chair. His gaze was calm and determined, ready to take action.

At the moment when the children threw the rice at the teacher, Lancar also did his part by throwing pebbles that resembled rice, creating a similar gesture. The sound of the pebbles clinking against the teacher and her chair filled the room with a sharp echo.