

PUBLISHER'S MESSAGE

When Manly Palmer Hall was taken ill in 1987, for the first time in his existence, he realized he was getting "old." He said, "Someone asked me the other day just how old was I, and I said, 'Seventy-five, I think.'" Mr. Hall had worked so hard at living, and in explaining his unique philosophy of life, that he had no idea that it was time to slow down. It was at this time that he made the conscious decision to spend the rest of his natural life creating a living monument of his life's work, as opposed to a shrine. Therefore, most of Mr. Hall's available time during the last four years was dedicated to the creation of a home study course which would combine the opportunity for group sharing. This he did, and in the process he outlined a ten-year course of instruction. He said that it was designed to teach humans *how* to think, and not *what* to think.

A year ago, Mr. Hall wrote a letter distributed in the 1989-90 catalog outlining his idea of a course of instruction to accomplish this purpose. Response to that letter was so overwhelming that it infused a new energy into Mr. Hall which sustained him this additional year.

During the final nine months of Mr. Hall's life, he was busy preparing for a future without his immediate guidance. Some of his thoughts are contained in his moving essay "Passing the Lamp." Excerpts from this

dictation are summarized in the Memorial Issue of the *PRS Journal*.

Mr. Hall essentially used his *Journal* as a vehicle for his writings, and he wrote nearly all the articles in all of the *Journals* for the past 50 years, including the articles which are included in the final two issues which are being published posthumously.

Mr. Hall's idea was for a holistic approach to thinking and education. It was inspired by the thinking of Francis Bacon who said, "Truth is an island in the middle of the sea of illusion." Mr. Hall said that we all stand on the shore of the sea looking at this island called truth, and then we fight with each other about which perspective is superior. His idea was to have individuals study in small groups to gain a larger perspective of understanding.

Each lesson of the proposed course of instruction will require one week. It is hoped that these lessons will focus the mind of the participant on certain ideals of creative living. It is also expected that the student will be willing to share his insights with other members of a small group. These little talks by the student should not exceed ten minutes. It is felt that close observation and reflection during the week of study will prepare the student to give their ten minute talk with ease. As we are all students, regardless of our level of attainment, there need be no

embarrassment of our different educational levels. In fact others in the study group will be amazed to see that each student, focusing on the same words or ideas, will have made different discoveries. A cross-pollination of these ideas and observations in daily life will allow the group organism to gain a greater viewpoint than would be available to any one person independently. In this way Mr. Hall felt that the student would be better prepared for the presentation of new information the following week.

Mr. Hall indicated that many students are now ready to live the accumulation of information which he had synthesized during his lifetime. He felt that the age of the teacher individually teaching a student is a relic of past history; it is now the age for the student to be his or her own teacher and to use their own internal resources for guidance. Step by step, they will teach themselves as they learn to communicate effectively with others.

Obviously more information will come to a group of five than to the group of one, because there will be more interaction. Groups larger than nine would not allow each participant to speak without the danger of overloading the collective process. It is also felt that the study group should not last more than two hours. The remainder of the time should be spent in informal social interaction.

MANLY P. HALL'S LAST LETTER

Dear Friends,

I know you will be happy to learn that the announcement of the Philosophical Research Society's educational plan was very well received. Many of our friends who returned the accompanying reply form said that they planned to participate in this project as soon as it becomes available. Also, a number of friends of the Society stated that they will assist us in the process of producing the course materials.

As I told you in the first announcement, it is our wish and hope that we can make a definite contribution in the field of education. The education of the future will be a system more in harmony with the true meaning of the word, as **educing** or guiding out of that which is already in us in a state of latency.

There are within us undeveloped spiritual energies and potencies that can heal the body and preserve the soul. The purpose of this educational program is to guide these energies into conscious, intelligent action for the benefit of all humanity.

The educational structure as we know it was created so that boys and girls could learn to make a living in a material world, but it does very little to help them to build a personal life of value to themselves and to society.

Most folks today have received a fair amount of education. They have attended better schools and more affluent colleges and many have earned a doctorate; yet their education is not helping to make them constructive leaders in their communities or respected examples of honor or integrity.

Most of the difficulties that now confront us as a nation are in areas that should be associated with education. No child should graduate from grammar school without a basic realization of the difference between good and evil. Actually, therefore, we have a right to expect a university graduate to be an embodiment of the mortal graces. They should know better than those who know less, but this is not always the case.

Many parents have found that the public school is where children gather together to exchange notes on the popular delinquencies of the moment. Neither the parents or the

children have learned to differentiate between the excitement of learning and the boredom of dissipation. This does not mean that we must live a life of boredom, because the thoughtful person has always much to do that is inspiring and instructive.

It is my feeling that scholarship and all the other practical lessons of living depend for their effectiveness very largely upon physical health. In our courses of instruction there will be distinct emphasis on the improvement of health, character, and conduct as essential to education. Unless the physical body is healthy it cannot support the emotional and mental levels of human function.

In order to advance the destiny of mankind the human body must be disciplined to avoid tobacco, alcohol, and narcotic drugs. Over-medication can be a problem in this area. Adulterants, preservatives, and condiments detrimental to health require that the average individual who wishes to protect the energy resources of his body must have some knowledge of dietetics. The great enemy at the moment are the taste buds which must be sacrificed if health is to be maintained. The digestive and assimilative systems perform alchemical functions, for they transmute food into life energy for the maintenance of human activity.

The emphasis will be upon nutrition and the conservation of the vital resources of the human body. In most parts of the world malnutrition is a primary problem. In the more opulent societies junk food is a constant menace to health.

To accomplish this purpose a special course will be available introducing a holistic approach to knowledge suitable to persons of all ages and in all walks of life. This course will be a prerequisite for future courses and will present a simple and practical way to perpetuate essential knowledge. Learning can be fun, and when this is true the individual will be in a state of physical, emotional, and mental health.

In our program, we do not feel that it is appropriate to bring higher learning to those who are unwilling or indifferent to the **correction of their own faults and failings**. Even in the deepest mysticism the old slogan holds true, "*Only those who live the life can know the doctrine.*" One of the great tragedies of our time is the intellectual person who lives and dies without morals.

The basic course which we plan will take one year, and will include specialized instruction in the basic principles

of life *living*. It will provide the incentives for a career *and* the opportunity for the enrichment of the inner life. With proper understanding all of the experiences through which we pass contribute to the unfoldment of the heart and mind and the enrichment of the soul.

The educational program of PRS is planned to include ten courses of specialized instruction. Some will be comparatively short to cover a specific subject, but others will extend over a year or two. At the beginning, wherever possible, instruction will be derived principally from the inventory of my own writings, a significant amount of which is not yet in publication.

The introductory course *LEARNING to LIVE by LIVING to LEARN* will consist of forty sections assembled under four divisions and covering the span of human life from before birth to after death.

The **first** ten sections will be concerned largely with the conception, birth, growth, maturing, and aging of the Physical body. (A)

One of the heaviest burdens that society must bear is the children who were not wanted and whose needs have been neglected through ignorance or indifference. The effort to evade the duties of parenthood is a proven failure. Public facilities cannot compensate for a family that is not held together by affection and mutual concern.

It is inevitable that children should mature—that is if they survive the hazards of the times. After they learn to walk they cease to be dolls or toys and can easily become a source of worry and nervous exhaustion to the parents. These active little people are sometimes referred to as nuisances, not because there is anything wrong with them, but because they interfere with the rights of parents to live as they please. This is not only a new world for a child, but it is also an upsetting experience for their parents who were accustomed to living their own lives without complications.

When the years of retirement come much depends on the maturity of the inner life. We come to the harvesting of the years with inner peace and physical stamina. Good memories contribute to serenity of spirit and we face the future with a good hope. St. Paul recommended hope, faith, and love as virtues which endure to

the very end of life *and beyond*. There is no need for a lonely old age—nature has provided us with sixty years in which to prepare for it. Here is opportunity for a second career in art, philosophy, or religion. When we leave here we should graduate with honors.

The **second** ten sections will be concerned with the Energy body. (B)

As the physical body of all living creatures is part of the corporeal constitution of the planet itself, we may consider the energy fields and their inter-relationships. The etheric energies of metals and gems have received considerable study, but we must also recognize the simple fact that physically speaking man is a mineral—at least in his bones, ligaments, and organs. The energy field of the mineral kingdom consists of a diffusion of forces which are usually invisible, but which surround the complete human person with an invisible atmosphere.

Today we are developing anxieties about atmospheric pollution and wonder if the air can purify itself from the toxic wastes resulting from human activity. The physical ether is burdened with the purification of the energy field which surrounds the human body.

The physical energy, entering the magnetic field of the human being, is polarized and is supported by solar energy. If this cellular energy is depleted the physical strength is depleted and dangerous germs and viruses can penetrate the armament and endanger health.

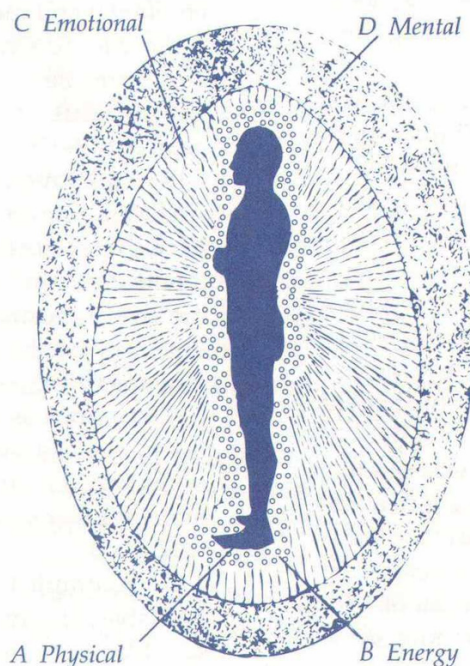
Any circumstance in human conduct which depresses physical energy opens the body to invasions of destructive forces which

have their proper place in the universal plan, but are not appropriate to human needs.

The use of energy and the time allotment will also be given consideration.

The **third** ten sections will be concerned with the Emotional body. (C)

Emotional energy is associated closely with the arterial system of the human body. It manifests through a gamut of feelings strongly influenced by imagination. Its primary contribution comes through the nervous system and a variety of impulses. In the human being, love is



the highest expression of emotion and one of the most powerful forces in the impulse toward religion and spiritual aspiration. Love is a monitor of morality, and is constantly seeking the ennoblement of instincts and attitudes. Emotion is the dominating force in the lives of many persons.

The love of Deity is the highest of all affections and manifests usually as the binding force between all relationships in life. If this energy is corrupted it can become hate, which is the most deadly of all emotions. Constructive emotion requires the support of morality and a belief in a form of good that is superior to personal desire. All ulterior emotions endanger life and health.

The education of the emotions is best accomplished through the arts, but the decline of religion and unselfish affection have profaned most of the arts today. Ulterior motives, usually for wealth or fame, are adversaries to all who seek the enrichment of their inner lives.

The **fourth** ten sections will be concerned with the Mental body. (D)

Mental energy has come to rule the world. It has impelled all the skills and professions dealing with the advancement of physical society. For lack, however, of constructive emotional factors, the mind has brought down to ruin most of the nations of the world. Modern education is largely dominated by intellect, and the result is a deterioration of ethics and integrity. The highest form of mental maturity is philosophy. Unfortunately, however, the intellect without dedication lacks motivation. An example of this situation is the relationship between men and women. Each in terms of energy is dependent upon the other, but without a strong and constructive partnership, or under competitive pressure, both fail miserably. Each of the energies, dominated by worthy conviction, makes a valid contribution to progress, but in society the relationships are often competitive.

The four bodies exist under natural law and labor for the common good unless perverted or corrupted by selfishness or the violation of natural law. It becomes obvious that the mental energies, though the highest, are incapable of maintaining the mutual harmony of their impulses. The only power by which the human being can bind all his energy fields together for the achievement of a truly happy and useful life is through faith. The energies by themselves strive for their own survival. **Spiritual integrity** alone can unite the four bodies in the fulfillment of their spiritual destiny. This mystical communion is possible because of a **fifth element** which no mortal creature can demand or

control, but which all can experience through their own virtues. This is the **love of God** which reveals in the heart and mind the eternal fact that **God is Love**.

Our graduate course will be built around the most comprehensive of my writings, **THE SECRET TEACHINGS OF ALL AGES**. This will be a two year assignment with educational credits.

Basic texts in astrology and character analysis have intriguing possibilities, but most of all we want to provide the victims of a brutal materialism with the internal strength needed to transform the burdens of the day into solutions for the future.

In the course of time, however, specialists will be included to expand the knowledge in special fields. Our research library will provide materials for the serious student. We are well equipped to handle subjects of comparative religion and the practical systems of philosophy—ancient, medieval, and modern.

We note that some of our Friends in various parts of the country want to devote at least one afternoon or evening a week to self-improvement, and would like to study in small groups. This will be made a vital part of our plan.

We would like to look forward to conventions or gatherings and creating qualified teachers to form circuits to add to the interest of various groups. Also, there is already talk of an annual convention so that students can become more aware of our collections of books and art. With your continued help and enthusiasm we may make a positive contribution to the intellectual and moral climate of the twenty-first century.

There is every reason why an enlightened human being can become a major force toward the solution of those problems which man's inhumanity to man is largely responsible. We have something better to do than drift about in an atmosphere of athletics, caustic music, and television.

With a little encouragement human beings can bring about the reformation of the society in which we live. We were all put here to grow, and when we rebel against the reason for our own existence we get into difficulties, but with faith, honesty, and common sense we can build a better world than we have ever known.

Most Sincerely,

Manly P. Hall

Information on how to get started in this educational program is in the Memorial Issue of the PRS Journal which you can order for \$4.00 with the enclosed order form or, if you prefer, by writing PRS, Attention Education Department.