

# INFORMATION

## Concerning Instruction in Natural Science and The Philosophy of Individual Life

### The Great School of Natural Science

[www.gsns.org](http://www.gsns.org)

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**ADDRESSED TO  
THE PROGRESSIVE INTELLIGENCE OF THE AGE**



ONE NEEDS only to stand upon the street corner in the business district of any modern metropolis, and view the surging, restless, ambitious, rushing tide of humanity, to realize the profound need of a knowledge of how to solve the perplexing problems of daily life and living.

# The School



HE GREAT School of the Masters has accumulated knowledge covering a wide, almost unlimited, field of scientific research—physical, spiritual, psychical and ethical.

Its history from its authenticated beginning to the present time has been a history of the struggle of the Individual Intelligence for knowledge of itself, its origin, its evolutionary unfoldment, its relation to the Great Universal Intelligence, and its final destiny.

Its efforts have been devoted to:

An accumulation of exact and definite knowledge of the facts of Nature.

The preservation of that knowledge, so that none of it shall ever be lost, and where it may be accessible whenever needed for the benefit of humanity.

The giving of that knowledge to the world when, where, and in whatever manner, and under whatever conditions are consistent with the knowledge to be given and the people who are to receive it.

*This present effort and this Modern Movement are centered in this Western World.*

Its primary purpose is to present to the world, simply, modestly, humbly and without dogmatism, the tried, tested, demonstrated and verified Truths of Nature.

Its secondary intent is to impart this information in such manner as not to wound, hurt nor offend any honest Individual who is seeking to *know* the Truth concerning the Life here and the continuation of that Life after the incident called death.

Its next purpose is to convey its message of Truth to the largest possible number of earnest seekers, in such manner as to appeal to the reason and conscience of the Student,

regardless of his past associations with any scientific, philosophic or religious school, cult, church or other organization.

Its aim is to teach the Student to live a life while here on earth, in such manner as to achieve more proficiency in all that he does; to solve his daily problems with greater wisdom and facility; and thus to gain more Joy, Pleasure and Contentment.

The immediate object of its Instruction is to teach the Individual so to live his Life—while yet on *earth*—as to exercise every appetite, passion, emotion, desire and impulse of his nature (with which he has been invested and which in itself is *right*), and to give to each the fullest possible latitude WITHIN CONSTRUCTIVE LINES; but without permitting them ever to pass those limitations and become Destructive.

Men have studied, experimented and discovered, until knowledge of the conditions and laws governing almost every human *occupation* has been reduced to some degree of exact science.

But so busily have they been engaged in the search for knowledge of their physical environment, that the greater values which lie within the Individual Intelligence have remained comparatively untouched by the masses of mankind.

As a result there is a great lack of genuine, scientific knowledge of the Individual Intelligence, its powers and possibilities; and practical scientific methods of development and refinement.

Of theory there is a great sufficiency; of precept an abundant supply.

But nowhere so far as is known has there been available a precise, definite, analytical and systematic exposition of the Principles and Laws of Nature in human life, and their application to the development of the Individual Intelligence.

# What Is Involved



OR THE information of one who would obtain a more comprehensive and exact knowledge of the nature and quality of the Instruction, the following data will be of interest and value.

One of the most exalted scientific discoveries throughout the past was the fact that there is a Moral Order in Nature.

On this fundamental fact rest many others of vast importance.

There is a Constructive and a Destructive Principle in Nature.

Man as an Individualized Intelligence is bound by the Moral Order of Nature, and thereby is accountable to the Moral Law of his own being.

In his endeavors to live his life in conformity with the Moral Law of his own being, he learns to differentiate between the Constructive and the Destructive Principles and Processes of Nature, as these affect his Life, Liberty and Happiness.

Through personal experience he discovers that, as an Individual Intelligence, he has the independent power to conform his life to the Constructive or to the Destructive Principle and Process of Nature, whichever he elects.

However, he soon learns from experience that the Constructive Principle and Process alone are in harmonious cooperation with the Moral Principle and Process, by which he is bound, and that the Destructive

Principle and Process are out of harmony with, and antagonistic to, the Moral Principle and Process, as they affect him in his Individual Life, Liberty and Happiness.

From these facts as a starting point, he also learns two other vitally important items of knowledge with reference to himself as an Individual Intelligence:

By conforming his life to the Constructive Principle and Process, it is possible for him to progress, unfold his Individual Powers, improve his condition, increase his liberty and attain his happiness. Also, it is possible for him to discharge his Obligations and Responsibilities.

By conforming his life to the Destructive Principle and Process, he does not progress; he cannot improve his condition, but inevitably sacrifices his liberty and impairs his happiness.

This means that he comes to know, from personal experience, that Morality is the only basis of Constructive Unfoldment (meaning Spiritual Progress, Development, Growth, Improvement and Happiness).

Only when he has arrived at this point in his personal knowledge and unfoldment is he able to understand, appreciate, appropriate and make a constructive application and use of the Instruction which embodies the foregoing knowledge, and upon which he is to proceed with his Individual unfoldment and constructive development on all the planes of Nature.

## Personal Effort



IF AN INDIVIDUAL leaves this physical life, ignorant, mentally lazy, unkind, inconsiderate, thoughtless, with power of reason undeveloped, he will still be the same type of Individual when he arrives in the spiritual world.

The transition makes him no wiser, except for the added knowledge which he might gain thereby. He will still be governed by the same principles there as here. He will still find that knowledge can only be acquired through Personal Effort, if he is to grow and unfold from an evolutionary standpoint. He will still be personally responsible for his every word, thought and action. He will still find that his peace of mind, his contentment and happiness must be earned.

There is no other way so far as Natural Science knows.

*An Individual Intelligence at any given time is just exactly what he has made himself as a result of his past Personal Efforts or activities, no better, no worse.*

In addition to this it has also been found that it is possible through knowledge rightly used to accelerate one's evolutionary growth.

This holds good regardless of the Individual's occupation. It makes no difference whether a man is a carpenter, mechanic, musician, artist, financier, engineer, or occupied in the most menial of labors. The fact remains that if the teachings of Natural Science are applied to daily living, the Individual who does apply them must become a more wholesome, constructive and

successful citizen of the human family, anywhere, any time and on any plane of manifestation, whether physical or spiritual.

Nowhere in the Universe, insofar as Natural Science knows, is there any cessation of labor.

Always, everywhere, the wholesome Individual must be occupied in some manner or other.

## A Gift



THE ENTIRE INSTRUCTION is a *Gift* to all who receive it.

There are no dues, fees or charges for the courses of instruction. The Study Course Editions (six textbooks) are sold at or below cost. The accepted Student is not asked to join anything or belong to anything.

The only “remuneration” the Student can give, or will be asked for, at any stage of his or her progress, will be the best kind, quality and quantity of Personal Effort of which he or she is capable in the acquirement of knowledge and experience in the development and in the application thereof, by its Right Use, in building his or her Temple of Character.

Those who wish to become Students and set about the task of aiding Nature in its wonderful evolutionary purpose will find all possible aid in the accomplishment of that aspiration.

# Textbooks



THE TEACHINGS and findings of Natural Science are embodied in six volumes, and Courses of Instruction supplementary thereto:

**Volume I HARMONICS OF EVOLUTION**

**Volume II THE GREAT CRIME**

**Volume III THE GREAT WORK**

**Volume IV THE GREAT KNOWN**

**Volume V THE GREAT MESSAGE**

**SELF-UNFOLDMENT**  
(supplemental volume)

In volume one is defined the *Universal Principle of Polarity* which operates throughout the four distinct kingdoms of Nature, mineral, vegetable, animal and human; and the Constructive Process of Evolution in operation, on both the physical and spiritual planes of Matter, Life and Intelligence.

In volume two is described why and how those who seek through hypnotic and mediumistic methods, to prove the fact of life after physical death, fail to accomplish that result scientifically, and therefore fail to obtain the

satisfaction they seek; that hypnotism and mediumship are but different expressions or manifestations of the same Destructive Principle of Nature and Individual Life.

In volume three is explained how one must *live* and what he must *do* to enable him to demonstrate the fact of another life *constructively*; and that any Individual who has the *Intelligence to know, the Courage to dare and the Perseverance to do*, may accomplish the Great Work of Self-Development and Self-Completion; and how he may “*live the life*” on this earth plane in such manner as to derive the greatest *benefit*, and thereby fulfill the *purpose* of his earthly existence.

In volume four is embodied a comprehensive explanation of conditions upon the spiritual planes of life; that they are as natural—as much a part of Nature—as the physical world; that it is neither an UN-natural nor a SUPER-natural condition, but literally as *natural* as the physical life; and that the spiritual planes are inhabited by people just as *natural* as those upon the earth plane.

In volume five is reviewed the great constructive Movements of the past and their contribution to the advancement and betterment of the human race. This is the Lineal Key which traces the golden thread of teachings and unites them in a continuous line of effort for the emancipation and evolution of humanity.

In Self-Unfoldment is reviewed the practical application of Moral Principles to the Living of a Life.

The Textbooks are based upon the accumulated knowledge and wisdom of those great Intelligences who have made these subjects a special study throughout many years.

# Curriculum



TO FACILITATE the efforts of those Individuals who are not content to stop with the reading of the published literature, the Instruction has been reduced to distinct and separate sections, and Courses of Study.

This Instruction is intended to enlarge upon the principles of life, outlined and delineated in the Textbooks, with special emphasis on the application of these principles to the problems of the Individual's life.

## THE GSNS COURSEWORK

The **ACADEMICAL COURSE** is devoted to an intensive study of the Textbooks, to thoroughly familiarize the Student with the subject matter contained in them.

The **FUNDAMENTAL COURSE** is devoted to a detailed analysis of the Principles and Laws which govern Nature, with the particular purpose of ascertaining the relations which Man, as an Individualized Intelligence, sustains thereto.

The **SELF-ANALYSIS COURSE** assists the Student to a study of himself in the light of all the added knowledge he has accumulated, and in conformity with all the Principles as set forth in the Textbooks.

The **ETHICAL COURSE** is devoted to a study of Ethical Principles and the Laws of Morality as they affect the Individual in his association with others.

The **APPLICATIONAL COURSE** is devoted to the purposeful application by the Student of all his acquired knowledge and experience to the Living of a Life in conformity with the Constructive Principle of Nature.

These five courses of study are given only by correspondence, direct from the Department of Instruction.

Those who desire to acquire exact and definite knowledge of the Laws of Nature and their application to Individual Life, Progress and Happiness, will find the first five Courses of Instruction admirably adapted to this end.

The Department of Instruction affords the Individual Intelligence access to accumulated knowledge, classified, systematized and arranged.

It is conducted for all those who earnestly strive after a greater knowledge of life and its real meaning and purpose in order that they may live their lives in full accord with the Constructive Principle of Nature and all the Laws of Morality.

# Requirement



THE PROSPECTIVE student should carefully read each of the Textbooks.

Until he has done this, he does not really know if he desires the Instruction.

A moment's reflection will convince him that he would not care for Instruction in matters which did not interest him. *Therefore, before applying for the Instruction, each prospective student must carefully read the six major textbooks.*

# No Shortcuts



HERE ARE NO “shortcuts.”

There is no such thing as jumping “cross-lots,” in order to arrive at the journey's end more quickly. It is a matter of *doing the Work* and doing it faithfully and in detail.

Those who protest against the requirement that they must take the initial work as a “mere beginner” must not think that because of their Intelligence, education and long study of the Textbooks, they do not need further preparation.

They will find there is not a single lesson but will give them some item of important knowledge or information.

Exact requirements have been formulated upon the basis of definite knowledge and experience, consistent with the laws, principles and processes involved in educational unfoldment and growth.

# Motive



THE MOTIVE which impels an Individual to ask for admittance to the Instruction is of vital importance. The only just and worthy motive is that of acquiring the knowledge for the good that may be accomplished by and through its *right use*.

While the effort is to give the accumulated knowledge to all mankind, nevertheless experience has proven that soliciting, or even inviting, men and women to apply for the Instruction, is but opening the door of failure to them.

Unless and until the applicant can say, in all sincerity, that he comes of his own free will and accord, and without solicitation or invitation from anyone, he is not yet in the right attitude to benefit from the Instruction, or to render his admission wise or advantageous.

The applicant must prove that he comes entirely of his *own* volition; that he is worthy of the Instruction; that his motives are right, and that he is able, willing and ready to comply with every requirement which is exacted of *every* applicant, without discrimination or exception.

Some are interested in and attracted by the purely *phenomenal* aspects of the Work.

They seem to think that the only purpose to be accomplished is the development of their spiritual senses, so that they may be able to open their spiritual eyes at will and see into the spiritual realms of life and enjoy the accomplishment.

*Nothing was ever more completely out of harmony with the real Spirit and Purpose of the Work.*

Herein is where many intelligent men and women fail to make a just and correct analysis of their motives and purposes.

Those who seek admittance to the Instruction because of their desire to develop their spiritual senses and powers, that they may know personally of the other life, possibly would not know what to do with that knowledge if they had it.

*There is a sublime Ethical Principle in Nature which increases the burden of responsibilities with each and every item of added knowledge acquired and in exact proportion thereto.*

If they but realized this great Ethical Principle, a goodly number of them at least, if not all of them, would defer rather than hasten the acquisition of such personal knowledge, until they knew beyond all question of doubt that they would be able to discharge their added burden of responsibility incident to the possession of that knowledge.

When a Student has completed the five Courses, he has arrived at a point where he definitely *knows* what is involved in the task of Living a Life in harmony with the Constructive Principle of Nature.

This means that he is ready to enter actively upon the applicational phase—that of *intensively* applying his acquired knowledge. He finds himself in a position where he can, *with full knowledge*, enter upon an intensive *application* of all he has learned to the problem of *living his life*, in such manner that it is possible to evolve to that status whence Constructive Spiritual Development becomes possible.

Note the statement, “that status whence *Constructive* Spiritual Development becomes possible.” In it lies a world of meaning.

Until the Individual has arrived at a definite status of development, no amount of Technical Work will help him unfold the use of his spiritual sensory organism.

It is an “accelerating process,” but is available, useful and beneficial *only* when the Individual, by the right application of his knowledge, has, by his efforts, brought himself to the “status” referred to.

# No Obstacles



ONE OF THE interesting discoveries that is made by the average Student, early in his progress, is the fact that during his lifetime he has been accumulating a considerable fund of supposed knowledge, which in the light of a deeper insight into the Laws of Nature, is found to be based upon surmise, conjecture or misunderstanding.

Oftentimes these mistaken points of view have proven real obstacles in his efforts to develop his capabilities. Unconsciously, perhaps, he has been laboring *against* the Constructive Laws of Nature, instead of acting in conformity with them.

It is an easy matter to take the wrong way at a crossroad, particularly if there is no guidepost.

Then every step forward takes one that much further from his destination.

Thus, the Student finds that he has much to *unlearn*, as well as a great deal to *learn*.

The precise, definite and scientific knowledge he acquires through the Instruction soon enables him to discover these misconstructions, and points the way to the right road to be traveled.

Acquisition of knowledge is a splendid thing, but knowledge is a burden unless it is rightly used.

This means used in accordance with Nature's Laws; which in turn requires knowledge of the character, scope, limitations and modes of operation of these laws.

Several courses lie open to the Individual Intelligence:

He may *assist* Nature in working out his evolution. He may *resist* Nature and *retrogress* instead of making progress.

He may *remain neutral* in his attitude, in which case he soon discovers that he is losing ground.

In any instance, he definitely must know and understand these Laws of Nature, and their requirements, before he intelligently can make a choice and elect which path he will follow.

The object and purpose of the Instruction are to furnish the Student with such information concerning the requirements of Nature's Laws as will enable him to make his choice wisely and assist him in deriving the greatest constructive values from all his personal efforts.

It explains the *purpose* and the advantages of "*living the life*" while on earth so that one may avoid the endless consequences of transgressing the Law of Moral Accountability and Personal Responsibility.

It is the unusual man or woman who really *knows* himself or herself.

Sometimes this is due to the inability of the Individual honestly to face his faults and weaknesses.

More often it is the result of the lack of a definite, positive, and scientific standard by which to measure or estimate himself.

Most men desire to be honest. But when they look about them and note the manifold and diverse interpretations of "honesty" by their fellowmen, as exemplified by their lives, is it any wonder that they are in doubt as to the proper standard to be maintained?

It is not always pleasant to take an inventory of one's weaknesses, faults and shortcomings. But unless one does so, and brings himself face to face with them so that he sees them, recognizes them, admits them, and measures them honestly and fearlessly with reference to a definite and scientific standard, it is impossible to proceed with wisdom to the task of correcting them.

The failure likes to cover up his defects, wherever possible.

Successful men and women are those who have the moral courage and common sense to analyze themselves, that they may discover their weak spots—and rebuild them.

In any event, however unpleasant the task, it is better to discover them for one's self, and remedy them, than to have unfriendly critics perceive them and use them to disparage one.

The definite standard arrived at by the Student, through the Instruction he receives, not only enables him to form an accurate analysis and estimate of his strong and weak points, but marks the way to the most efficient methods of bringing them to a high point of proficiency.

In this manner, the Student develops to the highest possible realization of his attainments and possibilities.

From the very beginning, the sincere Student will be engaged in the pleasurable task of applying each added item of Knowledge to the solution of the problems of his daily life.

If one can realize that Individual contentment and happiness are absolutely dependent not only upon what he does, but even more upon *how* he does it, he then will grasp the *real* value of Personal Effort.

It is not until he has acquired Knowledge of all the principles and laws that govern his growth and development, that he is prepared to enter upon the labor of Living his Life according to the higher standard he has formulated and adopted.

This means he must make a careful critical analysis of himself in the light of his new Knowledge, and take a most thorough inventory of all his powers and capabilities, as well as his faults and shortcomings that

limit his abilities and hinder his growth.

He is then keenly aware that it is one thing to *know* the right thing to do, but quite another, and more difficult, to *do* it.

He has discovered that it is very much easier to *do* it while his mind is definitely and actively fixed upon it, with circumstances favoring its accomplishment, than it is to attain that status of proficiency where it becomes natural for him to do the right thing in the right way, under all conditions.

He has learned that Nature demands of him not merely that he *know*, but also that he acquire the ability to *do*.

More than this, that Nature not only demands, but *insists*, that he shall demonstrate his ability to exemplify Wisdom—the Right Use of Knowledge, and the Right Application of Power—before she considers him worthy to enter the domain of vastly greater Knowledge and Power, with all the added responsibilities that unavoidably and invariably accompany these.

He learns that every Individual whoever he may be, must prove, at every step of the way, that he has the ability, the willingness, and the readiness to meet every requirement of the Law of Individual Life and Constructive Unfoldment.

# Individual Work



THE SYSTEM of Instruction is such that each Student receives Individual attention. This ensures that personal, Individual and helpful direction, so vitally necessary to the Student's success, will be provided by an Individual Instructor.

The Student may rely upon the fact that all his communications and all information of a personal nature, will be held in absolute confidence. Under no circumstances will these be revealed to others. This is one of the responsibilities necessary to a right relationship.

The acquisition of knowledge, as well as its application to the problems of life, is an Individual proposition.

No two Individuals are alike.

In consequence, there is the widest divergence in the nature and extent of their needs.

So variant and complex are they, that it is only by Individual application, Individual Personal Effort, and Individual Self-Mastery, that the Principles and Laws of Life can be adequately understood and exemplified.

It is true that any Individual who has developed sufficient Intelligence, industry, application and perseverance may work out the problems for himself, just as he might master law, medicine, electricity or any other of the arts and sciences.

It is likewise a fact that he can spare himself many months, or even years, of arduous toil and avoid many delays, difficulties and disappointments, by availing himself of the aid and guidance of those who have traveled the way before him.

Realizing that the Student is in all probability busily engaged in the usual occupations of life, the Lessons are adapted to these conditions, and should ordinarily be

mastered without undue demands upon his time and energies.

While it is expected that the Student will set aside and devote to this Work sufficient time to enable him to acquire the knowledge contained in the Lessons, there are time requirements asked of students. However, there are flexible time guidelines, the purpose of which is to encourage the student to make steady progress and to avoid procrastination.

Instructors give their time and knowledge to their students as compensation for what they have received from the School. They are a limited and valuable resource, volunteering to serve the School in furthering of *The Great Work* through education. The course work may take up to 5 years (but not to exceed 7), if the student works consistently.

The Philosophy of Individual Life is based upon exact science.

In order to obtain results it must be studied with at least the same degree of interest and attention one would expect to devote to the study and mastery of any other science.

The value to the Individual lies chiefly in the fact that every step is scientific and, when understood and applied to the problems of his daily life, enables him to avoid many difficulties and perplexities which otherwise would be inevitable.

It is the *application* of the new views of Truth to his daily life and conduct that will demand the best thought and endeavor of the Student.

For this task, he has all his wakeful hours.

Instead of this being a burden, he will soon discover that his greater knowledge adds loftier meaning and zest to life, and transforms his work from toil to pleasurable effort.

The Lessons are so arranged that the Student passes from one to the other naturally, steadily rising to a higher, broader

and deeper outlook on Life and its meaning. With each step forward, he acquires a new viewpoint of all that affects his daily living, and discovers new values in even commonplace events. This increases his interest, adds zest to his endeavors, and brings him a genuine pleasure in his efforts and achievements.

He notes as he proceeds, that he is getting enlarged returns from all his labors, all he reads, observes and experiences. His clearer knowledge of Nature's Laws, aided by his Individual Effort in cooperation therewith, is lifting him out of the maze of doubt and uncertainty into the brighter light of Certainty, Satisfaction and Contentment.

New goals to strive for, Greater knowledge and strength with which to attain, reward his every effort.

Each victory adds new vigor, courage and desire for greater accomplishment, with constantly increasing benefits, as time goes on.

These are enduring advantages, lasting throughout the years of his physical life, and all the ages that stretch out beyond it. He realizes that he is building for all that lies out ahead of him, without limitation of time, space or locality. He *knows* that he is adding all his strength and power to the kindly impulse of Nature that makes for his evolution, and impels him onward and upward into the Light.

This newly acquired status he would not exchange for the heritage of kings.

All the Instruction can do for him is to point him to the pathway of duty; help him to understand the exact conditions under which he is to travel; and how rightly to use his Individual Knowledge and Powers in the process of his Individual Development and Growth.

But the Student must do the traveling by the exercise of his personal powers, guided by his *Intelligence*.

# Purpose



THE MASTERS of Wisdom, during centuries of observation, investigation and deliberation, discovered a twofold purpose in Nature.

One of these has to do with the Individualizing of Intelligence and involves the Completion of the Individual and the Attainment of Happiness.

The other is the primary purpose of the Individualized Intelligence itself, which is Self-Completion and involves the *struggle* for Happiness.

Both of these purposes are wrought out under Nature's process of Evolution.

Up to a certain point Nature works out its purpose with little or no assistance from the Individual Intelligence.

Beyond that status, further progress is dependent upon the cooperation of the Individual Intelligence.

It thus appears that Man is "working out his own salvation."

To that end he is endowed and invested with certain faculties and powers, and charged with the personal responsibility of using them.

Correct use of them promotes his growth.

Incorrect use of them retards and prevents his growth.

Nonuse dwarfs and atrophies his ability to use them at all.

Every thoughtful human being realizes that Life has a deep underlying purpose. Whatever may be the differences of opinion as to what that purpose is, all intelligent mankind

agrees that there is some definite object in Individual existence, and that the Great Universal Intelligence had a definite design in forming the Universe under the exact limitations and conditions that obtain.



THE INSTRUCTION in Natural Science and in The Philosophy of Individual Life does not interfere with the duties one owes to God, his country, his neighbor, his family or himself.

On the contrary, it encourages the proper discharge of these responsibilities and inspires the fulfillment of all obligations.

If an Individual will *learn the Laws of Life and obey them*, he will comply with all the requirements ordained by Nature for his Individual Growth, Development and Evolution.

### **The Great School of Natural Science**

**BY AN ENDLESS CHAIN  
OF GIFTS  
SHALL THE GREAT WORK  
EVER GROW.**

No charge is made for the courses of instruction. All textbooks are sold at or below cost. Contributions are not solicited or accepted at the time of this writing, as *The Great School of Natural Science* is currently self-sufficient and does not seek to acquire more money than is needed to accomplish its purpose.