

THE CHRIST COLLEGE OF TRANS-HIMALAYAN WISDOM

PROGRAMME

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Part I: INTRODUCTION AND OVERVIEW

The emergence of new esoteric schools or occult colleges is a vital aspect of the Divine Plan for our planet. It holds great promise for the spiritual unfoldment and illumination of humanity. Fourteen such occult/esoteric schools or colleges are intended by the Spiritual Hierarchy of our planet. The nature of these schools and their geographical location are described by the Tibetan Master, Djwhal Khul, in *Letters on Occult Meditation* (by A. A. Bailey), and information concerning their different rays and hierarchical functions is given either explicitly or implicitly.

The Centre for the esoteric educational impulse upon our planet is known as the “One Fundamental School of Occultism” in Shamballa. This “School” is animated and informed by the Lord of the World, Sanat Kumara, and the School’s extensions in Hierarchy and humanity are supervised and vitalised by the Master Morya, the Chohan serving as Head of all esoteric educational organisations. The esoteric colleges now emerging, and those which will emerge during succeeding centuries, are essentially under His inspiration and guidance. Masters Koot-Hoomi and Djwhal Khul (often called the Tibetan Master or D.K.) - both of Whom serve upon the Second Ray of Love-Wisdom - are closely allied in this esoteric educational endeavour with Master Morya (Who serves upon the First Ray of Will and Power).

An esoteric school destined to appear in a certain nation can begin to emerge only when the soul body of that particular nation reaches a certain degree of maturity and unfoldment. Therefore these schools - which are essentially “Ray schools” - are meant to eventually be powerful points of distribution for the Soul of the nation or country in which they are located. In the future, through fully functioning colleges of occultism, humanity may both express and receive the redeeming, healing and illuminating energy of Hierarchy (illumined souls) and Shamballa (centre of peace and will on our planet).

These occult colleges are thus intended to vitalise and intensify the expression of the Soul of humanity and humanity’s understanding of Hierarchy and the Divine Plan, and to disseminate and apply this esoteric world view called the “Ageless Wisdom”. Indeed so many of humanity’s fundamental problems are essentially insoluble unless the esoteric world view is understood and applied. In the new occult colleges, this world view is intensively cultivated.

The Present Emergence of Occult Colleges

The section in *Letters on Occult Meditation* [297-331] that describes the “Future Schools,” was written in 1920. Even at that time, an initial emergence of such schools was (at least potentially) in process. The potential then indicated was, unfortunately, not fulfilled (for a number of exoteric and esoteric reasons), including the outbreak of the Second World War.

A number of serious attempts at creating schools based upon the model presented in *Letters on Occult Meditation* are being made at this time. The Christ College of Trans-Himalayan Wisdom focused in New Zealand is one such initiative. To support the idea of the destined emergence of an occult school in New Zealand, let us examine the following from *Letters on Occult Meditation* [308].

The Tibetan Master, mentioning the future existence of a “preparatory school in New Zealand”, tells us that “this school is found in a country which had a previous mystery school and will be sited where in some cases certain old talismans have been kept by the Brotherhood”. At the time when *Letters on Occult Meditation* was written, it was anticipated that the Christ might “reappear” even midway through the 20th century. In addition the “earthly career” of the Great Lord was not necessarily anticipated as a full *physical* incarnation; a reappearance that pervaded only the mental, astral and etheric planes was a distinct possibility. Due, however, to the precipitation and outcome of the Second World War, the Christ, we are told, decided definitely upon a *physically manifested* re-appearance. Such a physical incarnation/manifestation can reasonably be expected at some time during a relatively early part of the twenty-first century, though the exact timing is dependent upon humanity’s spiritual progress and is known only to the Christ and certain of the Masters of the Wisdom.

With these thoughts in mind, we can clearly see that something really substantive may *now* be accomplished with respect to the initial founding of some of the occult schools or colleges. There is no good reason to hesitate or delay. The beginning, which might have been initiated decades ago, can certainly be made *now* - successfully.

We think that once fear of failure, false modesty, and general hesitation on the part of the disciples are overcome, it will be realised that the time to do something really useful on behalf of the new esoteric schools is *now*.

Overview of the Schools and Educational Programme Presented by the Tibetan Master

The Master Djwhal Khul has sometimes been called “the Messenger of the Hierarchy.” He is reputed to be the most learned of the Masters. Working through Alice A. Bailey, He produced, over a thirty-year period spanning the years 1919-1949, the Alice Bailey Books, or the “Blue Books” as they are sometimes described. The esoteric knowledge and wisdom contained within these books are truly astonishing in their scope and depth.

Although the “true” advanced, occult schools supervised by the Masters of the Wisdom may appear only after quite a number of decades (or in some cases even centuries) have elapsed, the Tibetan Master does give a rather detailed outline of the programme of study and

meditation which may be followed by the “preparatory schools.” He even suggests (without extensive detail) the nature of the programme which the “advanced schools” may follow once they are organised and established.

While it is presently impossible to fulfil every single requirement presented by Him, the fulfilment of many important requirements for the manifestation of these schools is actually within reach of present discipleship groups.

The preparatory schools - the seven occult colleges described in *Letters on Occult Meditation*, have some degree of similarity with modern exoteric colleges and universities. In *Letters on Occult Meditation* [328-331] is outlined a curriculum which is to be followed during the five to seven-year tenure of the average student in a preparatory school (more advanced students may complete the preparatory programme within a period ranging from one to five years, depending upon their esoteric experience and unfoldment).

Modern students of esotericism are, for the most part, unused to the rigor of study and discipline required, for instance, in Tibetan esoteric schools. Some would-be participants may balk at the prospect of committing so much time and energy to the deepening of their esotericism and the consequent fortification of their potential for effective service. This, of course, is the first test. True esoteric education can never be easy and comfortable, as much as the personality might appreciate an approach with less “occult tension” and pressure.

The New Schools: A Rigorous Intellectual Programme Balanced with Training of the Intuition

The Tibetan Master has suggested a programme of study which demands a considerable investment of mental energy. This investment is necessary if the modern aspirant or disciple is to emerge as a true and trained esotericist. It is sometimes thought that the “mind is the slayer of the real” and a convincing, though partial, case can be made for this point of view. The mind, however, is also “the revealer of the real,” and deep and persistent students of the Tibetan Master’s writings attest to the truth of this statement. Intellectual training is often slighted in favour of what passes for intuition, but is really *not*. While intuition can, on occasion, be accessed by those of little mental training or development, the trained, well-stocked mind is needed as an interpretative instrument for the proper formulation and expression of that which the intuition confers. This fact often goes unrealised. It is also to be noted that only when the minds of the occult students of the world are fully developed, will they be respected by the intelligentsia of humanity who are the products of the best *exoteric* institutions of higher learning.

While the proposed programme of study in the occult colleges is undoubtedly rigorous, every attempt has been made to respect the principle of rhythmic growth, and to preserve a balance between study and meditation, arts and sciences, the analytical and intuitive, the concrete and the abstract, analysis and synthesis, sedentariness and activity, and between class time and free time (which *does* exist, despite first impressions). Experience has shown that *all* aspects of the human being must be considered and exercised if the process of spiritual unfoldment is to succeed. Of course, there is a strong inclination towards the inner, meditative life, simply because of the nature and purpose of the colleges, but careful attention has been given to the necessity for “rounding out” the programme, thus contributing to the “rounding out” of the development of students.

The Christ College in Relation to the World

The present fact of globalisation implies that humanity, as a whole, is reaching a relatively advanced level of integration. We are told that this new situation is due to the impact of higher spiritual energies emanating from the Spiritual Hierarchy of our planet and from Shamballa, the planetary head centre. With the Externalisation of the Hierarchy now in process, the interplay between these higher energies and the Human Kingdom is, increasingly, becoming an important fact in human consciousness.

The aim of the Christ College is to stimulate and nurture the constructive interplay between these higher energies and humanity, and to promote the beneficent application of these energies within humanity and throughout the world. Therefore, Christ College seeks to educate and train willing individuals to contact these higher energies, be transformed thereby, and to become practical, loving and efficient servers of the human race and the planetary whole. Thus, the educational philosophy of Christ College seeks to develop in its participants a broad perspective founded upon planetary vision and embracing planetary spiritual responsibility, as well as the intensive cultivation of their spiritual nature, regarding them as progressive individuals who are willing to accept and attempt to embody the next step in humanity's spiritual development.

Launching Meditations for Five Occult Colleges

At various times in the month of February 1997, world-wide group meditations were held in California, Denmark, Australia, New Zealand, and France. Certain astrological configurations present during this particular month and emphasising the sign Aquarius, were deemed to offer a particularly dynamic window of opportunity for the subjective launching of such an initiative in esoteric education. Indeed, the exact time of these meditations was chosen in order to provide a conception chart that would astrologically reflect the purpose of each of the new esoteric colleges. Astrological charts for the more tangible manifestation of these incipient occult colleges are now being devised.

Part II: OCCULT COLLEGES - RULES FOR ADMISSION

The Tibetan Master has given us a set of rules for the preliminary guidance and admittance of those who seek to become students in these occult colleges [*Letters on Occult Meditation*, 320]:

1. The pupil must be free from obligatory karma, which could prevent the complete fulfilment of college responsibilities.
2. No fees or money may be charged and no money is mandatorily transacted; however, students are encouraged (under the Law of Supply and Demand, and as a contribution to sustain this aspect of the Plan) to help provide services and monies towards the support of the college which they are attending.
3. The pupil must at least measure up to the average educational standards of the day, and must demonstrate definite aptitude for the successful pursuit of some line of

- esoteric thought related to the college's curriculum of esoteric studies. All prospective students are evaluated in-depth by the head of the college in consultation with certain designated faculty members.
4. Each student must fill out a detailed Entrance Questionnaire that will form part of the entry evaluation process.
 5. Over the years, as a college becomes increasingly established and approximates, to an increasing degree, the Tibetan Master's intentions, each prospective student must be clairvoyantly evaluated and 'seen' to demonstrate a certain amount of coordination of the personality vehicles and alignment between soul and personality; in addition, the causal body must prove to be of a certain grade before the student is admitted. In addition, past incarnations must be ascertained to the extent possible and implications considered. Until such a procedure of clairvoyant evaluation can be confidently and reliably established, faculty interviews, personal recommendations, objective and intuitive/subjective assessment based upon experience will be utilised by those responsible for admitting students.
 6. Each prospective student must have demonstrated, by a previous period of service, his or her ability to work in group formation and to think altruistically in terms of others. This ability, based upon a review of life activities, will be determined during the interview process, and from the information given on the Entrance Questionnaire.
 7. Eventually, as the college tightens its requirements during the twenty-first Century, prospective students are to be between 21 and 42 years of age. Presently, and during the incipient phases of the college's development, no student under 21 years of age will be admitted, but there will be no upper age limit.
 8. In general, the etheric body of the prospective student must be in good condition. No students with chronic communicable diseases can be admitted. Those with physical conditions which would inevitably prevent the fulfilment of college requirements, also, will not be admitted.
 9. Prospective students must also demonstrate a requisite degree of emotional stability and maturity, and be free from drug or alcohol abuse.
 10. Prospective students must have a prior intelligent familiarity with, or openness to, Trans-Himalayan Occultism. If there is insufficient familiarity with the Trans-Himalayan literature (as assessed by the head of the college and designated faculty members), preparatory reading of such literature will be assigned and must be completed. Further, the student's comprehension of his or her preparatory reading must be satisfactorily demonstrated before admission to the college becomes possible.

Part III: THE FIVE-YEAR CURRICULUM

The curriculum here presented is to be considered an ideal created by the Morya College in Southern California and the international group known as the One Fundamental School Initiative and adapted by the Christ College of Trans-Himalayan Wisdom in New Zealand. This curriculum will also be used in an internet educational programme to be launched in 2009.

This curriculum, as here presented, is an indicative outline, and its purpose is to provide a reliable structure upon which to organise esoteric thought and practice - a structure which

will ensure that the principal areas of meditation and study proposed by the Master D.K. are treated responsibly and thoroughly, and in a reasonably incremental and progressive manner. In addition, the requirement of service to humanity finds a definite and important place.

The curriculum for the Christ College is designed to incorporate and integrate the Ageless Wisdom teachings contained within the Maori language and customs. There will be opportunity in all courses studied to integrate these two complementary cultural expressions of the Ageless Wisdom teachings.

The schedule is arranged in a rhythmic and cyclic fashion throughout the five years, reflecting certain fundamental cycles of planetary life. Familiar units of time (days, weeks, months and years) and also school semesters are approached through an understanding of cycles.

Each year will be divided into two sections (according to a Southern-Hemisphere approach):

- 1 The period of increasing light - between the winter and summer solstices
- 2 The period of decreasing light - between the summer and winter solstices

While during the period of increasing light, students maintain a rigorously academic focus, during the period of decreasing light, they will assimilate, synthesise and translate into service that which was imparted and received during the earlier part of the year - all in view of becoming proficient servers.

Meditation

The Tibetan Master describes these new schools as schools of meditation; therefore, great attention will be dedicated to the meditative process. During the average student's five-year tenure in the Christ College, the time allotted to meditation will be systematically increased from one to five hours (as recommended by the Tibetan), in order to continually approximate and finally realise a constant meditative state. This process will be monitored very carefully, for it must be assured that the reception of subtle energies and the out-flowing expression of such energies in service activities, are correctly and wisely balanced. The meditations will be mainly based on the teachings expounded in *The Light of the Soul* (the Yoga Sutras of Patanjali), in *Letters on Occult Meditation*, and *Discipleship in the New Age, I and II, Initiation Human and Solar, and The Rays and the Initiations* (all by A. A. Bailey).

Meditations will be practised individually and pursued in group formation. Group meditations will be held every day to facilitate group reception and expression of subtle spiritual energies. Such meditations will contribute to group cohesion, leading, eventually, to group soul-infusion. Meditations in group formation will also enhance each student's subjective balance and will provide a subtle form of protection for the meditators. Study of and meditation upon the "Fourteen Rules for Group Initiation" presented in *The Rays and the Initiations* will be held weekly on Fridays. By means of this activity there will be sounded one of the most fundamental notes expressing the purpose of Christ College: to prepare a true group of well-trained esotericists who can take their place upon the periphery of the Great Ashram and engage in truly useful service to humanity.

Study

The fields of study are organised quite sequentially; however, students of the Ageless Wisdom know that the study of esotericism tends to be far more "spherical" than linear.

A measure of basic knowledge in the modern arts and sciences must also be part of the mental understanding of all true esotericists, and thus a necessary grounding in these principles will be offered. While the ancient Mystery Schools required the acquisition of these fundamentals, the task of the new and emerging occult colleges is more to explore and interpret modern *exoteric* knowledge in the light of the esoteric world view. The emphasis within Christ College is, thus, primarily *esoteric*, and there will be no attempt to duplicate what modern exoteric colleges and universities are uniquely suited to accomplish.

The students (really *group members*) within the Christ College will systematically develop their capacity for critical, analytical thinking; will study the faculties of the "concrete mind," and seek to understand its processes and logical applications. They will have to structure, debate, defend, and present their own academic and creative work, which - when of sufficient quality - will be presented to the public as a form of service. Still more importantly, they will unfold the powers of analogical and synthetic thinking, which offer a conscious bridge to the *higher mind* - a faculty the development of which the Tibetan Master deems most important.

The Structure of the Programme of Study

The five years are divided as follows:

In the first two years - the Brahma years - the knowledge and meaning of what traditionally has been called the "not-Self" will be studied from the perspectives of modern and esoteric arts and sciences. For example, the study of astronomy will run concurrently with that of esoteric astrology; or cosmology will be approached simultaneously from both the modern scientific and esoteric perspectives.

In the following two years - the Vishnu years - the emphasis will gradually shift towards more inner, occult studies. Emphasis will be placed upon the psychology and laws of the soul and its instruments of expression, upon the planetary and Solar-Logoic Soul, and upon the Universal Soul of Cosmos - the Oversoul; the practical steps for ashramic approach will be investigated attentively, as well as the entire subject of initiation, with a strong focus upon individual and group preparatory approach to both the minor and major initiations. The group will penetrate these studies academically, experientially and meditatively, contemplating their significance.

The last year - the Shiva year - will be dedicated to the will aspect, synthesis, and the practical application of esoteric principles.

The creative arts hold a special place throughout the whole curriculum. They will be approached and practised in four modules: movement and dance; visual arts; sound and music; ritual and drama.

Service

Service opportunities will be suggested to group members according to their inner characteristics, ray and astrological inclinations, esoteric and subjective capacities, etc. For example, the University of the Seven Rays will offer teaching opportunities for those found upon the “teaching line” and whose primary focus is the field of esoteric education.

Service facilitates the transformation of knowledge into wisdom. Service promotes a healthy flow of energies, helps to prevent over-stimulation, and ensures a constructive circulation of energies. A life of service is really the safest way (and the fastest, according to the Tibetan Master) to make firm and lasting spiritual progress.

Rest Time

During the six-week interval between the two periods, the student will rest entirely from mental effort save that associated with the practice of occult meditation. Part of this period of rest will, ideally, be spent close to nature, often in the mountains.

Part IV: SUMMARISED COURSE DESCRIPTIONS

YEAR ONE (BRAHMA YEAR) — During Increasing Light

110 Esoteric Constitution of Man

This course is designed to give the student both a theoretical and analogical overview of the cosmic planes, with particular emphasis on the cosmic physical plane, which is where human existence is primarily focused. The objective of the course will be to help the student develop an appreciation of the different energetic structures that comprise a human being. The relationship of these structures will be presented within the holographic world-view - "as above, so below" - highlighting the relationship between the microcosm and the macrocosm. Special emphasis will be placed on analogical thinking and the interrelatedness of all planes.

120 Elementary Science

The purpose of this course is to allow the student to penetrate the world of form through the eyes of science. In reviewing the fundamentals of Physics, Chemistry, Biology, Anatomy and Physiology, the student will become familiar with the process of observation, analysis, and measurement, and will learn to synthesise findings. The student will correlate scientific and esoteric perspectives and attempt to understand the role and meaning of assumptions, postulates, theories, hypotheses, observations and experiments, draw theory from experiment, and solve problems. The goal of this course is to give the student a deeper understanding of the contribution offered by the scientific approach to the form and the revelation of its hidden life.

130 Te Reo Me Ona Tikaka (The Maori language and its customs)

The Maori language sounds the ancient vibration of the land of Aotearoa to the Universe. It also weaves together the sacred strands of culture in a ritualistic paradigm that is structured by customs. The language permeates and defines the individual relationship between the life forms of the Creator, natural world and human kind.

140 Treading the Probationary Path

This is the first of three "Paths" (see also Courses 230 and 330). After a survey of the different Paths (sutrata, antahkarana), the place of the Probationary Path with respect to the mystic and occult Paths, and in relation to the Paths of Discipleship, of Initiation and of Higher Evolution, will be reviewed for the purpose of providing an initial, methodical approach to conscious spiritual living. The requirements for the Probationary Path and the qualifications to be possessed by the Probationer (physical and emotional discipline, character building, the purification of the lunar vehicles, the practice of meditation, the capacity to serve, and the ability to pass psycho-spiritual tests successfully) will be examined in detail. The laws of personality integration and the contribution of rayology and esoteric astrology to that integration will also be carefully investigated.

150 The Science of the Seven Rays and Esoteric Astrology

This course will familiarise the student with the basics of the science of Astro-Rayology, which describes astrology as the science of the relations that exist between all living organisms in the universe. The course encompasses a study of the fundamental nature of the Seven Rays and esoteric astrology—their relationship and interplay. The student will come to understand that human beings are part of a living, universal whole in which they can participate consciously. A definite focus will be placed upon gaining a clear understanding of the energies, forces, impulses, rhythms, and cycles that govern and condition the "One Life"—the "One in Whom We Live and Move and Have Our Being". Upon completion of this curriculum, students will have a rudimentary but sufficient understanding of certain significant cosmic, systemic, and planetary energies and processes and their relationship to human development. Further, they will gain a basic ability to create, understand, and interpret esoterically both Ray and astrological charts. They will, thus, be able to identify and apply some of the factors needed for an individual to take the next evolutionary step in soul manifestation.

160 Fundamentals of Astronomy

Students will be exposed to the main principles of astronomy in order to help them acquire a scientific overview of the universe and its structure, and to help them develop a sense of co-measurement concerning man's place in the cosmos. Focusing upon astronomy as the exoteric expression of astrology, the inter-relation of these two sciences will be studied in the light of revelatory analogies. The course will strive to present a balance between and synthesis of the scientific and esoteric points of view, plus an analysis of the "hylozoistic" perspective, which claims that the key to the microcosm is to be found in the macrocosm. The occult constitution of matter and energy (prakriti, fohat, prana, and the concept of the etheric medium or field) will also receive due attention.

170 - 570 The Esoteric Creative Arts: Overview

The objective of this five-year course is to provide students with a base of experiential skills and disciplines which will constitute a strong foundation for mastering the expressive potentials of the threefold personality instrument. The course will be presented in four modules: 1) dance and movement; 2) visual arts; 3) sound, music, use of the voice; 4) ritual and drama. This curriculum is intended to increase the fluidity, stamina, grace, strength of expression and spiritual attunement of the personality vehicles, and to provide students with the tools needed to open in confidence to their creativity, as well as the capacity to bring forth life's inherent beauty within a chosen medium of artistic expression. A majority of the classes will be experientially based, with a strong emphasis upon "grounding" and expression. The goal of the course is to offer students the opportunity to create works of art that can reach the hearts, minds, and souls of humankind and be received as service to the realisation of true creative living.

170 Year One - Esoteric Creative Arts

The main subjects to be explored during the first year are:

1) *Dance and Movement*: introduction to movement: alignment; spatial awareness, subtle anatomy, subtle energy flow, relaxation, breathing, and rhythm; history of sacred dance.

2) *Visual Arts*: introduction to the creative process; learning to see: vision, perception, and mindfulness; the basics of composition: perspective, and harmony; the nature of light; drawing, line work, and colour.

3) *Music, Sound, Use of the Voice*: introduction to the art of music; music and esotericism; the elements of music: pitch, interval, rhythm, musical notation; the history of music, esoterically considered; the effect of music on the vehicles and the centres; the expressive potential of music.

4) *Ritual and Drama*: introduction to sacred ritual; the science of visualisation and invocation; bringing spirit and matter into sacred relation through ritual; the history of sacred ritual; the basics of ritual performance.

180 - 580 Solutions for Humanity: Overview

A major focus of this course is the development of an intelligent and loving response to issues of immediate and pressing need within humanity. For this reason, topical areas will be determined largely upon occurrences in the three worlds. General topic areas that relate to the content of each year's course offerings will also be used as a contextual framework when looking at current affairs.

180 Year One - Solutions for Humanity

Some of the subjects to be examined in this year are natural disasters, ecology, the deserts, famines, disease, and volcanoes. This course will be linked with related courses: The Constitution of Man (110), Elementary Science (120), and Treading the Probationary Path (140).

190 Logic and Critical Thinking – the Concrete Mind

This course is designed to give the student an introductory understanding of the principles of logic and critical thought. Upon completion of the course, the student will have developed a strong conceptual understanding of this subject, as well as the ability to demonstrate critical thinking skills. Having successfully completed the requirements of this course, the student will have developed the necessary foundation for more advanced courses related to the study of Mind.

YEAR ONE (BRAHMA YEAR) - During Decreasing Light

195 Debate, Project, Service

This course is designed to give the student an academic and experiential understanding of the principles of debate. Upon completion of the course, the student will have developed a strong conceptual understanding of argumentative theory and technique. In addition, the student will have developed the skills necessary to further sharpen the knowledge gained during the light half of the year. Also emphasised will be the systemisation of acquired knowledge, as well as the interdisciplinary linking of information. Included in this course are discussions and debate of projects prepared and presented by the students.

The Tibetan Master tells us that a life of world-service will be rigidly demanded of each and every student, and that this life of service will be carefully watched and recorded. The projects (whatever their type) will be service opportunities; they will be examined, developed and finalised during this class and then they will be presented to the outer world.

YEAR TWO (BRAHMA YEAR) - During Increasing Light

210 Kingdoms of Nature and Ecology

This course is designed to relate esoteric and the exoteric understanding of the kingdoms of nature—the mineral, vegetable, animal, human, and higher realms. Upon completion of this course, the student will develop a more holistic understanding of humanity’s stewardship of the lower kingdoms and a greater understanding of the interdependence between kingdoms so that truly balanced ecological solutions may be brought to modern challenges.

220 Esoteric History of the Human Kingdom

This course focuses on the esoteric history of man, and his function in the scheme of things. Man is considered the midway point within the consciousness of the Creator—a point characterised by self-consciousness. Thus the esoteric history of man sees human development as part of a vast and comprehensive planetary process. Upon completion of this course, the student will have acquired a general understanding of the position and function of man as a kingdom in nature; of the evolution of the root-races and their principal achievements; and of the history and function of the fourth, fifth and sixth Creative Hierarchies as, together, they constitute that entity known as the human being.

230 Treading the Path of Discipleship

This is the second of three "Path" courses (see also Courses 140 and 330). The Path of Discipleship specifically refers to the process of soul/personality fusion, and to the cultivation of the mind aspect - both facilitated through the demonstration of a life of increasing service. The objective of this course is to give the specific criteria designating discipleship and provide methods to achieve these aims. Students will be assisted in determining: their place on the Path; Ray structure; lines of least resistance; strengths and weaknesses; service orientation; and an hypothesis regarding Ashramic affiliation.

240 Science and Occultism in the Macrocosm

This class addresses the main processes occurring in the universe, as understood by both exoteric science and occultism. Constant "cross-pollination" between the great concepts of science and those of occultism will be used, emphasising that both disciplines represent different and often complementary perspectives. The aim is to give the student the most objective information on how each science is reflected in the other, on their interconnected areas, and on the presently unexplained discrepancies existing between them. Upon completion of the course, the student will have acquired an expanded view of the principal dynamic processes, forces, conditions, and planes, which rule and form the universe, and the complementarity of science and occultism on the macroscopic scale.

250 Macrocosmic Man

This course is meant to bring a deeper understanding of the dynamics of manifestation of man in the macrocosm, a subject of vast import and magnitude. Upon completion of this course, the student is expected to have acquired (to a degree) a "cosmic" sense of the nature of man. An understanding of macrocosmic man should serve to complement the study undertaken in the astronomy course. The student will also have deepened his capacity to grasp the meaning and significance of symbols. An overview of the constitution of man and man's relation to the constitution of a Solar Logos will be conducted, together with the review of the systemic and cosmic laws; the unfolding of consciousness occurring at each dimensional level: atoms, man, Planetary and Solar Logoi as well as Cosmic Logoi; the investigation of the meaning and significance of globes, chains, schemes, rounds, and systems, as centres of force within the macrocosmic man. The evolution of entities—from atoms to cosmic entities—with a special emphasis on the Seven Cosmic Paths, will conclude this investigation. Several comprehensive charts and tabulations presented by the Tibetan Master will be meditatively investigated.

260 The Deva Hierarchy

With the coming in of the Seventh Ray of Ceremonial Order and Magic, the veil that has separated the parallel kingdoms of the human and deva since Atlantean times is beginning to thin, and the two evolutions are becoming more conscious of each other, and therefore more able to co-operate freely. This course will seek to provide an overview of the nature and purpose of the relationship existing between the Human and Deva Kingdoms, and the responsibilities implied in their collaborative, conscious building in service of the Plan.

The Builders of the system in their various grades will be studied: from the Seven Great Devas or Raja-Lords who are the ensouling lives of a systemic or cosmic plane, down to the smallest of the evolving building devas. The involutory lives - the elementals of earth, water, fire, and air - which are the "essence of things" in the solar system, will also be reviewed.

The purposes and dynamics of sound, colour and vibration as these effect the deva kingdom and produce the creation of form will also be studied.

270 Esoteric Creative Arts and Experiential Energy

(Note: see overview under 170-570).

Some of the subjects to be covered in the second year are:

1) *Dance and Movement*: dance as meditation, invocation, prayer, blessing; space as a field of expression; Eastern and Western applications of energy systems; expression and activation of Ray energy through dance and movement.

2) *Visual Arts*: continuing the understanding of the artistic process in relation to spiritual development; rhythm, patterns, and cycles in the artistic process; the interplay of light, form, and space; realism and symbolism in art; the impact of the seven Rays upon the world of art. Drawing, painting, sculpture, multi-media, and collage.

3) *Music, Sound, Use of the Voice*: music and mathematics: intervallic and chordal geometry; continued development of music reading and performance skills; experiments in tonal and colour qualities; experiential study of gesture and movement in musical expressivity; continued development of vocal technique and oratorical skills for musical and ritual performance.

4) *Ritual and Drama*: the role of archetypes in ritual performance; cooperation with the Devic Kingdom through ritual; exploration of the effect in ritual of vibration, light, sound, and colour upon the Devic Kingdom; the ritualist as magician — requirements; the occult meaning of ritual components; dramatising the psyche (group emphasis).

280 Solutions for Humanity

(Note: see overview under 180-580).

Some of the subjects to be examined in this year are: the sacredness of the environment—earth, water, air, electricity. This study will be linked with The Kingdoms in Nature and Ecology (210), Science and Occultism in the Macrocosm (240), and The Deva Hierarchy (260).

290 Manas and the Fifth Principle

This course is designed to give the student an introductory understanding of Mind and the Fifth Principle. It is a course that is foundational to any occult education, for the understanding and development of Mind is central to occultism. Upon completion of this course, the student will have developed a strong conceptual understanding of "Manas," from a microcosmic and macrocosmic perspective. Most importantly, students will gain a deeper understanding of the nature and function of their own mental faculties, and how such

faculties are instrumental in the perception and expression of Divine Thought. The main subjects treated will be epistemology and its esoteric perspective; the nature and function of Manas; categories of Manas as related to the fifth systemic plane and its relation to atomic substance and other systemic principles; Manas and the Solar Angels; and the Ray of the mind and Soul.

YEAR TWO (BRAHMA YEAR) - During Decreasing Light

295 Debate, Project, Service and Presentation

This course is a continuation of Course 195 - Year One (During Increasing Light).

YEAR THREE (VISHNU YEAR) - During Increasing Light

310 Esoteric Symbology

The aim of this course is to explore the use of symbols as an unusually effective method for developing a profound understanding of the Teachings emanating from Hierarchy. It is intended that the student gain a familiarity with the range and use of symbolic language and techniques presented by the Tibetan Master, and develop a sound empirical and experiential understanding of the purposes of creative visualisation and of the invocative/evocative process. A further aim is to expose the student to a range of sacred or doctrinal symbols and symbolic traditions, and to stimulate an appreciation of the dimensions of meaning and significance they reflect. It is envisaged that an intrinsic part of this course be focused on experiential work in the nature of both selected and set research projects to be completed by the student.

320 Occult Numerology and Esoteric Mathematics

This course offers seminal ideas on the esoteric significance and power of Number. The numeral systems from several ancient cultures will be examined, and numerological terms elucidated. The esoteric significances of first ten numbers (monad, dyad, triad, tetrad, pentad, etc.) will be studied in depth. (The letters of various alphabets and their numerological value and significance will be examined in detail, with illustrations given on various techniques for reducing words to numbers. There will also be a focus upon the significance of the esoteric relationship between vibratory intervals in music, in colour, and in the zodiac. The relation of numerology to magic will also be explored. Upon completion of the course, the students will realise that, indeed, God is a great Mathematician, and that Numbers are not merely abstractions but are qualified Entities.

330 Treading the Path of Initiation

This is the third and final course on the evolution of human consciousness through the processes of individualisation, illumination, and initiation (see also Courses 140 and 230). The Path of Initiation refers to thresholds of consciousness which, when crossed through occult penetration, provide new areas of service and new horizons of realisation for the initiate. This course will examine those aspects of initiation which pertain to the man as ego as well as those which pertain to the Solar Angel—"an initiate of all degrees." Inevitably, the difficult and profound subject of man as Spirit or Monad will also be carefully examined.

Initiation, Human and Solar (by Alice A. Bailey), and especially *The Rays and Initiations* (by Alice A. Bailey), will be used as the principle references for this course.

340 Occult Cosmogony and the Creative Hierarchies

The purpose of this course is to study the nature and functions of the twelve Creative Hierarchies, and their relation to solar-systemic processes upon the cosmic mental, cosmic astral, and cosmic physical planes. The student will gain an understanding of the interrelation of the manifested and liberated Creative Hierarchies, and of the ways in which Hierarchies polarised upon higher dimensions express themselves through Hierarchies polarised upon lower dimensions. There will be a special focus upon the Creative Hierarchies four, five, six and seven, which are most concerned with the origin, manifestation and evolution of the human Kingdom. The subject of the “birth of the gods” and their relation to the emergence of the various dimensions of the cosmic physical plane will also be considered in depth.

350 Magic and Practical Occultism - the Mental Plane

This course is designed to give the student an introduction to the principles of White Magic. It is a course that is foundational to occult development, because all would-be occultists are striving to become white magicians. This is the first of three courses (see also Courses 450 and 550) dedicated to this subject, and it focuses on those Rules of White Magic which apply to the mental plane (Rules 1-6). Upon completion, students will have developed a strong conceptual understanding of these Rules, and will know what is required in order to fulfil them. In addition, they will have the necessary foundation for studying the subsequent Rules of the astral and etheric/physical planes.

360 Esoteric Healing I

This course is designed to give the student an introductory understanding of the principles of esoteric healing. It is a foundational course to all those striving to become esoteric healers. It will focus upon the requirements and the understanding of the art and science of esoteric healing.

After a brief presentation of the art of esoteric healing, the art of soul infusion and a review of the most widely used techniques of healing, the rules and laws of esoteric healing, as given by the Tibetan Master, will be introduced. The process of healing will be situated within the framework of the Constitution of Man, the major energy centres or “chakras,” and their purposeful, dynamic unfolding. The role of karma, of the Seven Rays, and of astrology will be investigated and correlated with a deep understanding of exoteric and esoteric anatomy and physiology - all of these factors examined from the perspective of their influence upon man’s vehicles of consciousness.

370 Esoteric Creative Arts and Experimental Energy

(Note: see overview under 170-570).

Some of the subjects to be covered in the third year are:

1) *Dance and Movement*: understanding energy flow; exploration of established alignment

and movement techniques; continuing exploration of the various forms of sacred dance in ancient and modern cultures; group improvisation; storytelling through dance.

2) *Visual Arts*: archetypes—the life within form; en-lighten-ment through the creative process; the mystical vision in the arts; sacred and occult symbols; the role of abstract thinking in form building; drawing with colour, painting, design; sculpture, art of light and space, architecture.

3) *Music, Sound, Use of the Voice*: music and mantra; mantric meaning, pronunciation, and rhythmic execution; the role of melody in the creation and performance of mantra; continued development of music performance and oratorical skills; practical musical/mantric work.

4) *Ritual and Drama*: the fundamentals of creating a ritual; cycles and timing in ritual performance; examining the elements of ancient and contemporary ritual; ritual and the mystery schools; dramatic improvisation; creating rituals for significant life events.

380 Solutions for Humanity

(Note: see overview under 180-580)

Some of the subjects to be examined are: technology, ideology, war, capital and labour, and comparative religion. The study will be linked with Esoteric Symbology (310) as well as with Occult Cosmogony and the Creative Hierarchies (340).

YEAR THREE (VISHNU YEAR) - During Decreasing Light

395 Debate, Project, Service

This is a continuation of Course 195 — Year One (During Increasing Light)

YEAR FOUR (VISHNU YEAR) - During Increasing Light

410 Cosmic Triplicities and Cosmic Quaternaries

This course will familiarise the student with the structure of esoteric astrology, the triangles and quaternaries in the principles and vehicles of microcosmic and macrocosmic man. The idea that all relationships in a manifested universe are geometrical, work out under law through the Science of Triangles, and manifest through the three Crosses, will be examined. The numbers three, four and five - the most important in the evolution of consciousness in our present second ray solar system - will be carefully studied.

Upon completion of this curriculum, the student will have a synthetic understanding of the cosmic, systemic, planetary and human energies and processes, and their intimate, subjectively-linked relations correlated and expressed through the Science of Triangles and the three Crosses of the zodiac.

420 Philosophical Cosmo-Conceptions, East and West

This course will compare and attempt to synthesise the two great philosophical currents, which originated in the East and in the West. The Eastern schools will be studied first by examining the Six Schools of Indian Philosophy: the School of Logic, the Atomic School, the Sankhya School, the School of Yoga, the School of Ceremonial Religion, and the Vedanta School of Non-duality. The Seventh School (that of “Atma-Vidya”) will then be studied as a synthesis of the preceding six.

The study of the principal Western schools of philosophy (and their origins in the East) will then follow. Attention will be given to such important philosophical topics as: thought and the theory of knowledge; the interface between metaphysics and modern scientific thought; and the philosophical consequences of various modes of perceiving reality. Upon completion of this study, the student will be able to recognise and assimilate the essential contribution of a number of significant Eastern and Western philosophical approaches to reality - their similarities and differences.

430 Lower and Higher Psychism; Senses: their Psychic Extensions

This course will involve investigation into the area of psychism as well as the cultivation of astral and buddhic sensitiveness. A high degree of mental objectivity and discriminative perspective toward all phenomena will be cultivated by all students. The course will involve much experimentation and the student will train in maintaining an open-minded scientific attitude which in no way negates a growing psychic sensitivity. The subject of psychism will be approached from the perspective of the transition (now in process) from the Atlantean (astral) to the Aryan (mental) racial consciousness. Methods of sensitising consciousness to the buddhic realisation characteristic of the Sixth (intuitive) race will also be attempted. This course is intended both to de-glamorise psychic perceptions as well as prove that they are useful sensitivities with which human beings can deepen their perception of the subtle dimensions of reality—sensitivities which are used more often, perhaps, than may generally be suspected.

450 Magic and Practical Occultism - the Astral Plane

This course is designed to give the student an introductory understanding of the principles of White Magic, as presented by the Tibetan Master. It is a course that is foundational to occult development, for all would-be occultists are striving to become White Magicians. This is the second of three courses dedicated to this subject (see also Courses 350 and 550). This particular course will focus on the Rules of White Magic that pertain primarily to the astral plane (Rules 7-11). Upon completion, students will have developed a strong conceptual and practical understanding of these Rules, and will know what is required of them in order for these Rules to be fulfilled. In addition, the student will have gained the necessary foundation for successful study of the subsequent Rules pertaining to the etheric/physical plane.

460 Esoteric Healing II

This course is a continuation of the Esoteric Healing I (360). In this second phase, the practical implications and requirements faced by the practising esoteric healer will be carefully examined. A practical understanding of the soul as it comes to grips with the personality, and of the difficulties encountered by the personality during the process of soul infusion will be considered. Upon completion of this course, the student will have a greater understanding of the dynamics of the soul and personality interaction preceding their fusion,

will have developed a functional sense of esoteric group life, and will have gained some expertise in the management and redeeming of form. Special attention will be given to the pitfalls encountered upon the Path of Discipleship, and the role of the Egoic Lotus in healing. The relationship between the healer and the white magician, the dynamics of the processes of life and death, and the importance of group action in healing will be thoroughly studied and put into practice where possible. The understanding of the Rules and Laws of esoteric healing, as well as the Seven Ray Techniques of Healing, will be penetrated and contemplated. A major emphasis of this course will be devoted to the practical application of esoteric healing.

470 Esoteric Creative Arts and Experimental Energy

(Note: see overview under 170-570)

1) *Dance and Movement*: experiencing cosmic design through sacred symbols and patterning; dances of initiation; new languages of dance.

2) *Visual Arts*: expressing the beauty of the unseen spheres; expressing the light of the soul through art; the role of art in healing; unfolding of the intuition within the artistic process; drawing, photography, computer graphics; textile art, conceptual art, and light sculpture.

3) *Music, Sound, Use of the Voice*: the science of invocation in relation to music and rhetoric; the role of music in healing; cooperation with the deva kingdom through music; continued development of vocal technique and expression for use in musical and ritual performance; oratorical skills.

4) *Ritual and Drama*: creation of individual and group rituals; rituals of healing; creation and performance of rituals for the sacred celebrations of the year: new moon; full moon, greater and lesser festivals; solstices, equinoxes.

480 Solutions for Humanity

(Note: see overview under 180-580)

Some subjects to be covered in this year are: cultural diversity, children, gender, and race issues. These studies will be linked with Esoteric Healing II (460).

YEAR FOUR (VISHNU YEAR) - During Decreasing Light

495 Debate, Project, Service and Presentation

This is the continuation of Course 195 - Year One (During Increasing Light).

YEAR FIVE (SHIVA YEAR) - During Increasing Light

510 Shamballa, Will as Synthesis and the Externalisation

The purpose of this course is to deepen identification with the energy of Will; to increase the understanding of, and alignment with, the Purpose held in the planetary centre of Shamballa. Through a study of the predicted “Reappearance of the Christ” and the “Externalisation of the Hierarchy” students will be assisted in discovering their Ashramic affiliation, with the intention of bringing new effectiveness to their planetary service.

520 Politics, Economics and Business

This course will examine current political and economic fields in the various national systems, current trends and their underlying causes, in light of the hierarchical model. These areas will also be explored in relation to the changes likely to occur as part of the “Externalisation” process. The goal is to equip the student with the energy, understanding and skills necessary to facilitate change and provide direction in these areas of service.

530 The Buddhic Plane, Laws of Union and Sex

This course will attempt to provide the student with a comprehensive understanding of the buddhic plane, its function within the solar system, and its role as the fourth cosmic ether. The Law of Attraction will be studied as it operates throughout the cosmos, merging spirit and matter to produce the Christ force, Solar Fire, or Buddhi. The role of man, the Fourth Creative Hierarchy and Divine Hermaphrodite, as he functions on his own plane, will be given particular focus. In the microcosm, the way in which buddhi vitalizes, unifies and reconciles consciousness within the three worlds will be examined. Through study, meditation, and experiential work, it is intended that the students will increase their identification with the buddhic principle as it infuses manas, experience more clearly their ashramic affiliation, and become more fully equipped to serve in the “Externalisation” process.

540 Cosmic Triplicities, Quaternaries and Septenates

Beginning with the One Boundless, Immutable Principle (considered as the Origin of the Kosmos), this advanced course will explore and analyse a number of triplicities, quaternaries and septenates imbedded within the various dimensions of the universal structure. The course will focus upon esoteric astrology as the Science of Relations, and will include an in-depth study of the essential numerical nature of cosmological and astrological thought, focusing upon the triangles and quaternaries in the principles and vehicles of both microcosmic and macrocosmic man. Consideration will be given to the fact that all relationships in our manifested universe are triangular and work out under law through the Science of Triangles. The manner in which triangles express themselves through quaternaries (such as the three Crosses) will also be carefully studied. The student will gain a synthetic understanding of threefold, fourfold, and sevenfold cosmic, systemic, planetary and human energies and processes, and their intimate, subjectively-linked relations through the Science of Triangles, and the three Crosses of the twelve zodiacal constellations.

550 Magic and Practical Occultism - Ethero-Physical Plane

This course is designed to give the student an introductory understanding of the principles of White Magic, as presented in Treatise on White Magic, by Alice A. Bailey. It is a course

that is foundational to occult development, for all would-be occultists are striving to become White Magicians. This is the third and final course in a series of three dedicated to this subject (see also Courses 350 and 450). This particular course will focus on the Rules of White Magic that pertain primarily to the etheric/physical plane (Rules 12-15). Upon completion, the student will have developed a strong conceptual and practical understanding of these Rules, and will know what is required of them in order for these Rules to be fulfilled. In addition, students will have developed a synthetic understanding of white magic as presented by the Tibetan Master. With this knowledge, their magical proficiency in the service of the Hierarchy will be noticeably enhanced.

570 Esoteric Creative Arts and Experimental Energy

(Note: see overview under 170-570)

- 1) *Dance movement*: creation of individual and group choreography; creating the dance of the future.
- 2) *Visual Arts*: art as a means of occult revelation; the second Renaissance: preparing for the imminent cyclic recurrence of the Fourth Ray; art as service; group projects.
- 3) *Music: Sound, Use of the Voice*: melodic and harmonic composition for expressing spiritual mantra; creative synthesizing of musical and rhetorical skills; composition of music for ritual performance.
- 4) *Ritual and Drama*: individual and group creation and performance of sacred ritual.

580 Solution for Humanity

(Note: see overview under 180-580)

Some of the subjects to be covered are: politics, the United Nations, money and the distribution of resources, peacekeeping. This study will be linked with Politics, Economics and Business (520), and Shamballa, Will as Synthesis and the Externalisation (510)

595 Thesis Research Completion: Prepare, Present, Revise, and Finalise