

THE ORDER OF THE ESSENES
2527 SUNSET DRIVE
TAMPA 6, FLORIDA

DEPARTMENT OF INSTRUCTION

BORN AGAIN!

About questions - the subject of instruction Ninety-five. There are just a lot of folks who think that they are too busy to study -- too much occupied to go through the process of analyzing themselves or their problems -- just making a living -- no time to make a life.

"What's the matter with me?", might start a train of thoughts leading to readjustment. Perhaps "Who is the matter with me?" might get to a quicker solution with many people. You have to get the "meat of a problem and not play around the edges.

Many there are who say, "My problem is money" -- When they ask themselves "What for?" they find they want a home - an auto - clothes - and sundry things.

Strange though it may seem to concentrate on the final objective is far more effective than just a "desire for money" -- the path is more direct -- it gives concreteness instead of abstractness - It's an idea that can be detail.

It induces specific trains of thought. Around it can be built some enthusiasm and spirit can enter into it. A definite point of beginning forms and then it is a step by step process. "What next" then appeared on the horizon, - and likewise the answer.

It all goes back to an early instruction. You must know what you want, - call it vision - and it will not be effective if it is "a wish". There must be insistent and persistent desire. That's prayer.

We have never known a person to be successful who just "wanted to be rich".

Now just question that. "What is success?" "Why is that the wrong approach?" "How are riches acquired" -- "Who are the successful people?"

When we succeed in convincing people that "service" is the road to accomplishment. That "giving" is "cause" with beneficial "effects" - and that the person does not live who cannot here and now begin "giving" - and start them to questioning. - "When?" - now "Where?" - where are you. "What?" - with what you have. "Why?" - expressing is giving meaning to life. "Who?" - you. "How?" - do something, -- we set in motion thoughts that will effect the world and all mankind.

Thanks to you and all like you, we witness daily those who are "born again" - and are changing their lives and the lives of those they contact.

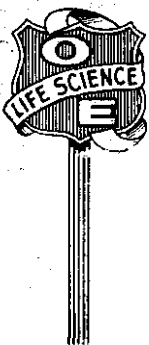
Sincerely,

THE ORDER OF THE ESSENES

By

B. H. Hammer
Director

Enc. 95



THE Essenes

This manuscript is published by the ORDER OF THE ESSENES, a corporation not for profit, and always remains the property of the Order.

Copyright 1944, by The Order of the Essenes
Instruction Headquarters - Tampa, Florida

INSTRUCTION 95

Assuring to the Acceptable and Accepted
HEALTH, HAPPINESS AND SUCCESS.

SUCCESSFUL IDEAS ARE NOT BORN OF DEPRESSED
MENTAL STATES.

YOU SEEK A SOLUTION OF YOUR PROBLEM. YOU
QUESTION, SEEKING WAYS AND MEANS. ONE BIT OF WISDOM
YOU MUST LEARN. - MENTAL STATES COLOR YOUR IDEAS. SEEK
DETACHMENT. FEARS AND APPREHENSION, UNFAVORABLE AND
DEPRESSING EXISTING CONDITIONS TOO OFTEN FATHER THE
RESPONSES TO YOUR OWN QUESTIONING.

CONFIDENCE IN A CREATIVE MIND AND YOUR ACCESS TO
IT, WILL PRODUCE A POSITIVE TO TAKE THE PLACE OF
HABITUAL MIND WITH ITS NEGATIVES OF FEAR, WORRY, DOUBT,
AND UNCERTAINTY.

ABOUT THAT DECISION

Life is pretty much made up of making decisions -- to do or not to do -- to be or not to be -- to acquire or reject -- what to do -- how to do it -- where to go -- whom to select -- when to act; the heart of every decision seems to be the answer to a question; the correct answer apparently determines success or failure, the state of our feelings, and the matter of health and life itself.

If decisions so vitally effect our well being, is it not the part of wisdom to study and learn how best to arrive at the correct solution of a problem? This set of instructions has not as its goal the determination of any course of action upon any specific question or occasion. It is more in the nature of a manual upon "how to question," that a correct decision may be made. It should be a ready reference booklet -- much like a dictionary - and consulted and followed religiously in the determination of every course of action. It is a guide to effective thinking - a thought control chart - a system of organizing and marshalling knowledge.

Four hundred and seventy years before Christ (B. C.) near Athens in Greece there was born a man who has materially affected the world's thinking processes ever since. In his early years he was by profession a sculptor as was his father before him. He was an outstanding soldier and singularly robust. He surpassed all his comrades in the endurance of toil, hunger, thirst and the hardships of war and weather. He was physically and morally fearless.

In his middle life he gave up his profession as a sculptor and became a teacher -- and such a teacher! He did not travel in pursuit of knowledge; he did not write; he had no school; he neither asked nor would receive pay for his instructions.

His habit was to go about the streets of Athens and talk with any one who came his way, young or old, rich or poor. Great was the contrast between him and the paid teachers of the day, who were generally well-to-do, well dressed and accompanied by admiring disciples; he was poor, poorly clad and most unusually ugly; he conversed with men of all classes on any subject familiar to them or that affected human life - justice - courage - temperance and all the duties and relations of a citizen.

His reputation grew and people came from distant Grecian cities to hear him talk. Aristotle says of him that he was the first thinker who paid attention to accurate definitions.

His method was to begin with familiar conversation on any matter of passing interest. He led his companion to define that subject he wished to examine; he then asked questions to test his answer, and so brought him to see that his definition was imperfect, including some things that had nothing to do with the matter and leaving out some definite essentials. A second and third attempt was then made, to be followed up in like manner -- questions -- questions -- and more questions.

Plato, one of his students, later applied the system to every subject of intellectual research.

Such was the life of Socrates -- called the founder of moral philosophy - and from it came the Socratic or questioning method of investigation - the way that leads to a lighted path of determination,

to choices which bear the earmarks of wisdom and enlightenment.

Socrates left no books; but the dialogues of Plato - especially Crito - contain the substance of his philosophy; but he did leave us, "The proper study of mankind is man" - "Know thyself," "Virtue may be taught," "No one willfully goes wrong," "Virtue results in happiness." The substance of these were in his teachings that virtue consisted in knowledge. To do right was the only road to happiness, and as every man sought to be happy, vice could only arise from ignorance or mistake as to the means; hence the corrective was an enlarged teaching of the consequences of actions. He exhorted men "to limit their external wants, to be sparing in indulgence, and to cultivate, even in preference to honors and advancement, the pleasures arising from a performance of duty, as well as from self examination, and the consciousness of internal improvement." So even twenty-four hundred years ago it was recognized that self knowledge and service were the cornerstones of a career.

If the questioning method leads to wisdom in decisions, then there is a straight path marked out for us and our inquiry must be concerned with methods and systems - and the course of inquiry.

Now let us relate this to our recent study of how to influence action in others. We noted it was related to salesmanship. If we are to decide, we are in a sense going to "buy" - and if we are daily being "sold" on an idea, we must determine the true method of investigating the idea upon which we are sought to be sold -- thus relating and proving the unity of knowledge.

Any idea presented to us or any situation calling for a decision must have a broad basis of acceptance or rejection. There is in the main one question, a first consideration - a yes or no answer, after which may come other minor decisions as to methods, ways and means.

What are the questions on the main issue? Naturally, "Will it ultimate in PLEASURE?" -- "Will it be an outlet for or creative of the sense of PRIDE?" -- From it will I and can I PROFIT?" -- Is it useful to me or what is its UTILITY value?" -- "Will it and can it save, protect, and preserve me, or any values I cherish, and does my sense of CAUTION demand it?"

Weigh and consider any question in the light of these inquiries, expanded to include all implications, and finding benefits the main question will find the true response. (Avoid pure selfishness in determining benefits).

In the Socratic method of investigation there are certain basic or broad questions probably included in "who," "what," "when," "where," "why," and "how." For the purpose of memorizing these think of the 5 W's and H. for Hammer or any other familiar word or name beginning with H. -- Heaven would perhaps serve better.

So transcendently important is this questioning in life's situations we believe each of the 5 W's and H should be expanded and illustrated, that you may more comprehensively grasp the system.

Let us begin with "who."

- Who suggests the action?
- Who is to do what?
- Who will be affected by the decision?
- Who can help?
- Who can hinder?
- Who knows most about it?
- Who can advise best?
- If it is not done by me, who will do it?
- Who is best suited to do it?
- If nothing is done, who will benefit and who will lose?
- Who will judge the matter?
- To whom do you owe any obligation or duty in connection with it?
- Who is doing it or something similar?
- Who are the probable customers?
- Who are the possible customers?
- Who has failed in a similar situation?
- Who has succeeded?
- Who controls the source of supply?
- Who knows the process or processes?
- Who knows the market?
- Who knows the territory?
- Who else can be included in the market or territory?
- Who makes what will be necessary to use in the undertaking? Who else?
- Who knows how to operate anything used? Who can be taught how to use, sell, operate, buy anything in connection with the project?
- Who is essential?
- Who could be dispensed with, without loss?
- Who determines promotions or judges merit?
- Who directs or manages?
- Who employs help?
- Who influences, controls, or suggests selections?
- Who is the buyer?
- Who is his superior?
- Who supplies information respecting the subject involved?
- Who is the authority on the subject?
- Who could improve the appliances, machines, processes or methods?
- And any other "who" that will naturally come to mind in connection with any situation.

Once having determined the "who's," go back over the questioning process, asking "who's" about the "who's." -- The object being to determine the ultimate and to test all angles and all phases of personalities involved. There is a definite reason for this. Your imprinted brain cell with which you are to work functions better with definite personalities than with generalities. Mental vision requires definite outline.

Now let us take stock of the apparent "What's."

First, we must, like Socrates, arrive at a definition. Just what is the real question, the real problem, and the true situation to be passed on?

What are the objectives, the course of action, the benefits, the risks, the possibilities of success and failure?

What is the general classification of the problem or project?
-- Personal? Industrial? Commercial? Transportation?

What is the known, and what is the unknown in your problem? Be definite and make a list of these for further questioning.

What is the result if the objective is not accomplished? If the objective is attained, what value will it have?

What would you do in case of failure?
What is the next step in the event of success?

What is necessary to success? Capital? Help? Equipment? Volume? Turn over? Markets? Transportation? Costs? Profits? Credits? Loans? Economic conditions? Weather conditions? Sources of supply? Regulations? Licenses? Taxes? Restrictions?

What is the source of any opposition or competition?
What has the time and the place and the present condition to do with the problem?
What are the characteristics or functions of the persons or things involved?
What was your reaction when the question or problem arose?

What emotion or feeling was aroused when first presented?
What relation does the question or problem bear to any other?
What would be your advice to another if it were his problem and not your own? (Judging objectively and freed of personal feeling).
What can be the results if the decision is "yes?"
What results if "no" is the answer?
What interest have others in the problem, solution, or decision?
What would be their action in either event?
What would be required to secure cooperation and help?
What could be done about any opposition, objection or interference?
What is the principle, law or ethics involved?
What is the real importance of the decision as related to your long run plans or ultimate ambition?
What substitutions, alterations or changes would be desirable?
What is your duty or obligation in the matter?
What brought about the problem or necessity for a decision?
What relation does the problem bear to your primary interests? To the interests of others?
What is the whole problem or question involved and is the decision called for only a part of a larger whole? (Keep in view the ultimate).
What other decision or question can arise or will be called for when the present one is determined?
What bearing will this decision have upon other questions or problems and the decision of others?
What parallels, precedents or experience will throw light on the subject involved?
What records, evidence, or proofs will help in the correct conclusions?
What influences are being exerted to bring about the decision?
What is the whole truth upon which a sound judgment can be predicated?
What reliance can be placed upon the statements and evidence upon which you are asked to act?
What motives are involved? Yours and others'?
What is the considerate thing to do? The thoughtful? The honorable? The courageous? (the reasons and not excuses).
What would others think or say about my decision or action?
What basis would others have for approval or disapproval?
What one thing would influence judgment?

When you have exhausted all the "what's" you can think of, then apply all your "who's" to any persons or institutions which were brought into the picture.

Then take up the "Why's."

- Why am I considering the question or problem?
- Why is it necessary in my plans?
- Why is any other interested?
- Why is it important?
- Why is it related to any other interests, persons, institutions or problems?
- Why did it come up at this time?
- Why is the location, time, or condition favorable or unfavorable?
- Why would others help or hinder?
- Why is it similar or different from anything within your experience?
- Why is it similar or different from other product, process, or arrangement heretofore in operation?
- Why have others succeeded or failed in similar situations?
- Why conduct research or investigations to determine probabilities and possibilities?
- Why accept or reject certain evidence, claims, statements or beliefs, which relate to it?
- Why would something else be preferable?
- Why is my decision considerate? Thoughtful? Courageous? Honorable?
- Why would my decision satisfy my conscience?
- Why would my course of action receive approval or disapproval of others?
- Why is my process of judging the situation the true one?

Having devised all the "why's" you can apply to the question and recorded your answers, then apply your who and what tests to any new developments. You are then ready to take up your "Where's."

- Where is the location of the subject of the inquiry?
- Where have any events connected with it originated?
- Where is the source of supply?
- Where is the market?
- Where are the roads or transportation facilities?
- For personell? For material? For outlets?
- Where are any persons or institutions or interests connected with the problem?
- Where did they come from?
- Where are they going?
- Where is the nearest, most reliable, and most authoritative information which can lead to the facts or the understanding of all phases of the question and problem?
- Where did my present information come from?
- Where can more be found?
- Where would be a better location?
- Where did those who present the problem get their information, facts or evidence?

Just keep on "where-ing" until you are informed on all subjects and all phases connected with the problem, and test these answers by your who, what and why interrogations.

This brings you to the "When's."

When did this situation arise?
When do I have to answer or decide?
When would results materialize?
When decided, is it final or will it call for further and future solution?
When did others do similar or related things?
When would conditions be favorable or unfavorable?
When are conditions best?
When worst?
When would supplies, necessary equipment and personell be available?
When would markets be good or bad?
When would changes, alterations or improvements be necessary?
When would the interests of others be affected or changed?
When would the problem terminate naturally?
When if the answer is yes?
When if no?
When is the time propitious for any move or action relating to the propositions?

With "when" you can explore all elements relating to timing of all action in any way related to the problem or any phases of it. Then comes your "How."

How did it come about?
How am I involved?
How are others involved?
How do you start?
How do you finance?
How do you pay or receive?
How does it work?
How do you proceed, step by step?
How do you sell or market?
How do you buy?
How do others do under similar conditions?
How could it be changed or altered?
How about each process or operation?
How do I know?
How do I find out?
How is it related to my interests?
How related to interests of others?
How can others be interested?
How will others react to the decision?
How do I proceed step by step?
How do I determine the cost in time, money, and prestige?
How high or how low can costs go?
How do I get a promotion?
How a raise?
How are taxes determined, how paid?
How are all phases of the operation administered?
How are the component parts made?
How could I alter, change, improve, or cheapen any process or parts?
How do those in any way connected with it closely or remotely control or influence the operations - costs or profits?
How does my decision square with ethics, morals, human standards, courage, thoughtfulness, consideration of others, honesty, and the Golden Rule?
How am I influenced in my answers, sentiment, feelings and emotions, by judgment and reasoning or by dependence upon others?

Use your ingenuity in asking "How?" Like Socrates, apply your questions to your answers also. This is the search for the ultimate, truth absolute.

When you have exhausted the 5 W's and the H, you have engaged in scientific thinking. The life and work of Socrates is far better known and is more accurately recorded in history than the life and work of Jesus, although he lived and taught more than four hundred years before Jesus was born. He had no Ph D's or other degrees. His wisdom was the result of questioning, and those who seek Ph D's and those who confer the degrees accord him the place of Master Philosopher.

This is not alone the key to the solution of problems personal and domestic, but to problems of business and economics. It is more than that --- It is a technique of thinking which leads to wisdom.

It can be devastating in some fields of formal religions and in some fields of political ideologies.

Certain it is that Socrates paid the penalty with his life. He drained the cup of Hemlock but still lives as an immortal. His teachings come down through Plato and Aristotle and influence this generation and greater yet may be his influence in coming generations.

Science itself is a Socratic method of investigation. Scientists are living question marks. You and every individual can rearrange the cells of the subconscious into perfect order, and can straighten out your own thinking and thinking processes -- and can find the road to a successful way of life by ever questioning. -- It is the way to truth.

Now more than ever the general public is interested in what we term psychology. The newspapers and magazines play up anything related to the subject - often without regard to truth or taste. If it seems to relate to supernaturalism, it often gets undue display.

We have what is termed the "Sunday Supplement" psychologists, willing to accept wild and unreasonable implications, but unwilling to put forth the necessary effort to find the relation of phenomena to the laws and facts of nature.

Not only have we many who are gullible and credulous, but on the other hand we have the skeptical - the "doubting Thomases," who "pooch-pooch" even the well known and conceded facts with respect to "mind power."

There is a simple fact, which if understood, would do much to add to the happiness and success of countless people. Unhappy people often rob others of happiness. The simple fact is this: "The greatest thief of happiness and success is a mind of fear -- fear of unemployment, poverty, public opinion, of being unappreciated, unloved, of ill treatment by individuals and the world, of disease, old age and death. With understanding, all such feelings of fear and misfortune can be made to serve us constructively, which is their potential purpose in the Creative Scheme."

By questioning - we can dissolve fears and thus disarm the thief.