

The genuine philosophy... of Paul Brunton

In my secret heart I separate myself from nobody, just as this teaching itself excludes no other in its perfect comprehension. Because I had to call it by some name as soon as I began to write about it, I called it philosophy because this is too wide and too general a name to become the property of any single sect. In doing so I merely returned to its ancient and noble meaning among the Greeks who, in the Eleusinian Mysteries, designated the spiritual truth learnt at initiation into them as "philosophy" and the initiate oneself as philosopher or lover of wisdom...

(Paul Brunton)

The notion that there is something futile about philosophy is quite correct when applied to what passes under that name very often, but quite incorrect when applied to genuine philosophy; and it is genuine philosophy which is here presented.

Those who would assign philosophy the role of a leisurely pastime for a few people who have nothing better to do, are greatly mistaken. Philosophy, correctly understood, involves living as well as being. Its value is not merely intellectual, not merely to stimulate thought, but also to guide action. Its ideas and ideals are not left suspended in mid-air, as it were, unable to come down to earth in practical and practicable forms. It can be put to the test in daily living. It can be applied to all personal and social problems without exception. It shows us how to achieve a balanced existence in an unbalanced society.

Those are much mistaken who think the philosophic life is one of dark negation and dull privation, of sour life-denial and emotional refrigeration. Rather is it the happy cultivation of Life's finest feelings.

Philosophy is for those who prefer to face realities free of myths, veils, and distortions; who prefer to be mentally mature and want to understand life as it is and not make a pretense of what it is not. Hence ideas which religion presents under thick incrustations of mythopoetic pictures, philosophy explains by rational thinking which leads later to intuitive understanding.

Since the real essence of philosophy has only an inner content, which must be felt intuitively and grasped intellectually, but no outer form, it cannot become material for a cult, an organized group. It must lead each person on his/her own individual way, letting him/her grow naturally from within... This idea, or belief, that we must go somewhere, meet someone, read something, to accomplish life's best fulfilment is the first and last mistake. In the end, as in the beginning, we have nothing else to do except follow the ancient command to LOOK WITHIN.

We are given forms embodied in space and minds working in time whereby we may come to decipher meanings in life and the world, develop awareness of the Infinite Being that is behind both, and know our true self, the Soul or Overself.

Constant remembrance of the Overself's presence becomes a way to counter the much more evident presence of the body and the world—that is, the illusion of matter. The term "illusion" here used must not be read as meaning that the human being and the world do not exist. It means that they exist, yes, but that they do not exist as other than a transient appearance. They are not fundamentally 'real'.

(Paul Brunton)

in conclusion...

What is the truest highest purpose of human being's life? It is to be taken possession of by our Higher Self. Our dissatisfactions are incurable by any other remedy...

(Paul Brunton)

THE 6 ITEMS

1- Introduction to the PBGP (Paul Brunton Genuine Philosophy)

Is there a universal truth? Is there a doctrine which does not depend on individual opinion or the peculiarities of a particular age or the level of culture of a particular land? Is there a teaching which appeals to universal experience and not to private prejudice? We reply that there is, but it has been buried underneath much metaphysical lumber, much ancient lore, and much Oriental superstition. Our work has been to rescue this doctrine from the dead past for the benefit of the living present. In these pages we explode false counterfeits and expound the genuine teaching, the **genuine philosophy**.

(Paul Brunton)

2- Basic Concepts Classification (BCC) displayed in 2 indices: (1) by Categories, (2) by TRC

Initial conceptual classification: 10 Categories, 36 Topics & Related Concepts (TRC)

With the intention of projecting a global vision of PB's message in a condensed and systematized way, a meticulous synthesis of its essence as well as its broad thematic and conceptual richness has been carried out. For this purpose, a BCC classification composed of 10 Categories and 36 Topics considered main has been established. The **Topics** incorporate their own **Related Concepts**, that is, those closely associated and that contribute to facilitating a broader understanding of the topic itself. So, for this work, we will use the acronym **TRC** to refer to the Topics in a general way. The connection of each Topic with its Related Concepts is based on the complementary conceptual content and/or on a significant link of continuity between concepts.

3- PB Concept Map... the picture of Reality

Schema reinforced with PB's Notes & Excerpts (which in this work we abbreviated as "NE") linked to each TRC

It is the graphic representation of the 10 Categories and the 36 TRC, showing the "big picture" that allows us to visualize at a glance (one-page document) the essence and the most important principles of the PB's message, exposed in a methodical manner, although concise due to the logical limitations of the format. In the same way, the diagram shows—with various graphic forms—the existing interrelationships along the different Categories, the TRC, and some ideas and concepts additionally incorporated in the diagram. At the same time, it also incorporates a link to each TRC with relevant notes from Paul Brunton—in some cases, from Ramana Maharshi—to reinforce the meaning of the TRC itself.

4- Highlights of the main 36 TRC Related Content, Key Terms, and significant "Notes & Excerpts" (NE)

On lexicon: synonyms, expressions, phrases, specific wording... , and NE, associated to each of the 36 main TRC

The most frequent words, expressions and phrases that appear in the NE of each TRC have been compiled, all with a fourfold objective: first, to expand the conceptual text that, due to lack of space, has not been reflected in the diagram, second, to give a greater and deeper perspective of the TRC in hand; third, knowing the varied vocabulary—different words and phrases—that PB used to refer to the same idea or concept; and fourth, for those who want to use this specific terminology for their online searches within the writings. In addition, some significant notes are added that support the concept/idea of each TRC.

5- Highlights of the additional 14 TRC Related Content, Key Terms, and significant "Notes & Excerpts" (NE)

On lexicon: synonyms, expressions, phrases, specific wording... , and NE, associated to each of the 14 additional TRC

This Section deals with TRC that are not explicitly stated in the BCC. These TRC are numbered from 37 to 50.

6- Selection of 3.124 Notes & Excerpts from the Paul Brunton Daily Note (presented in Word and Excel)

Selection of Notes & Excerpts (NE) showing "TRC number" and "Scoring"

The 4.466 Notes & Excerpts that the Paul Brunton Daily Note (Sweden) has posted from 10-10-10 to 12-31-22 at <https://paulbruntondailynote.se/dateLibrary2> were read and analyzed in some depth, as well as quite a few of the texts from "The Notebooks" posted at <https://www.paulbrunton.org/notebooks/> by the Paul Brunton Philosophic Foundation (PBPf). The texts considered most relevant were compiled and 3,124 were finally selected. The selection is presented both in a Word file, to obtain greater potential in specific text searches, and in an Excel file, where it will be easier to filter and sort by different criteria, in particular for the 2 new fields that have been created especially for this work and which are detailed below:

- **Allocation of the “TRC number”**: Many of the NE deal simultaneously with several TRC that have been coded individually here. Some show a direct comparative and/or contrasted form, such as Overself vs. ego, spiritual or inspired life vs. ordinary life, philosophical human being vs. ordinary human being, etc. In others there is a generic interrelation and/or overlapping of different TRC (e.g. TRC 34, 35 and 36 are, so to speak, "the same concept" divided into 3). Despite these unequivocal links, we have maintained the method of allocating a single TRC to each NE, choosing for each case the one that is perceived as having the greatest weight or relevance in the note. When this relevance is extremely equal, then the allocation, it must be admitted, has been quite arbitrary. In any case, it must be taken into account that the allocation of a TRC made here is more an approximation to said TRC than an absolute coupling with it. It is worth mentioning that, in the comparison of the two Paths (Long/Short), there is no such dilemma since both are included in a single TRC. Also note that TRC "0" has been created to gather some NE in which PB talks about PB.

Some examples on the interconnection and/or overlap between TRC:

TRC numbers	A: Topic or Concept to connect [contrast, overlap] with	B: connected [contrasted, overlapped] Topic or Concept
11 <--> 14	11 the Overself, the true Self	14 the physical body, the "false self"
11 <--> 15	11 the impersonal and timeless Overself	15 the personal ego, the ego's transiency
11 <--> 31	11 the Overself	31 to gain consciousness of the Overself
11 <--> 36	11 the Overself	36 the fullest consciousness of the Overself
30 <--> 15	30 in a spiritual awakening we give up the ego...	31 in the inner Stillness the ego vanishes completely
33 <--> 18	33 Inspired Action...	18 in daily, everyday, active life
34 <--> 27	34 the goal, advanced and experienced philosopher	27 quester, seeker, student...the aspirant to the goal

- **Rating of forcefulness: “Scoring”**: All of PB's notes convey a message of inestimable worth, which each reader assimilates according to their progress in the successive stages of the Quest. But not all notes show the same forcefulness in terms of writing and power of their message. Some are simply expressed in a language, or in a way, more forceful than others, generally being more forceful those that contain a deeper or more powerful message. The grade allocated here belongs solely to the personal criteria of the author of this work, and does not intend to establish, in any way, any precept beyond being just his simple opinion. The "Scoring" value is set on a scale where "x5" represents the highest grade.

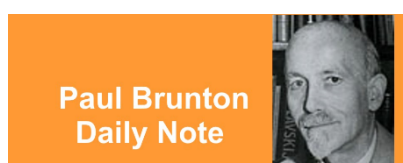
By refusing to join philosophy to any built-up structure, social or cultural organization, or particular group of people, this approach keeps its own freedom and **bestows that same freedom on those who study it.**

All methods and techniques—and of course, all human beings who propound them—are merely instruments to help those who study this philosophy to obtain a **methodless, technique-free, teacherless state.**

Those of us who are the humble spokespersons of philosophy neither seek cheap triumphs nor expect swift victories. **We know where human nature stands today.** We are resigned to accept whatever results may come because we are convinced that the forces promoting human moral and mental growth are irresistible, that however slow and long the human journey may be, its final arrival at Truth and Beauty and Goodness **can never be prevented.**

(Paul Brunton)

Main source of this work:



The Notebooks are copyright © 1984-1989 [The Paul Brunton Philosophic Foundation](#)

Additional information

a) On the gendered language in the PB literature

Paul Brunton often uses the masculine reference because it was the literary custom at the time he wrote (that is, in the middle decades of the 20th century). Needless to say, his writings were certainly intended for everyone—regardless of gender—who were interested in reading them.

b) Main acronyms used in this work

TRC	Topics & Related Concepts
NE	Notes & Excerpts (of PB's writings)
PBCM	PB Concept Map (it is the name given to the entire project with its 6 Sections, not just the Diagram)
BCC	Basic Concepts Classification
PBDN	Paul Brunton Daily Note (website: paulbruntondailynote.se)
PBTM	PB's Timeless Message

c) Advantages of the Concept Maps

- allow you to get a **broad view of a topic and visualize the relationships between ideas and concepts**.
- useful for **analyzing big data or a large amount of information** so they break the information down into smaller parts.
- for distilling complex information into small, understandable chunks, fostering a **holistic understanding of an idea or topic**.
- effective for **integrating new knowledge and information with existing knowledge**, thus enhancing learning.
- **firm understanding of concepts** that would otherwise be difficult with text alone.
- concept maps have been shown to enhance learning and improve the brain's ability to retain information.
- allow us to develop metacognitive skills and advanced thinking.
- concept mapping employs the use of both sides of the brain, thus fostering strong analytical skills and creativity.

For complete information, go to:

<https://www.edrawmind.com/article/what-is-a-concept-map.html>

<https://huddleiq.com/7-benefits-of-using-concept-map-templates/>

<https://classroom.synonym.com/advantages-thematic-planning-12093685.html>

<https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/>