

# THE WAY of Intelligence

No. 14

January 2005

Free

## Happy New Year

A new year, new challenges--here's wishing you lots of fun ones (we already know you'll get plenty of the "other" ones!).

I had trouble coming up with this issue--there were so many subjects that have come up recently and which to do? Symbolism, opposites, faith, the nature of transformation. After several attempts I threw in the towel and dug out a series of articles Rhondell wrote for our first newsletter in the mid-1980s, which most of you have not seen. Inside are a few excerpts and I think you'll find it a treat.

The entire series should be at [pictureofman.com](http://pictureofman.com) and at [sanityisland.com](http://sanityisland.com) by the time you receive this. Or the whole pamphlet may be available at [rhondell.com](http://rhondell.com). As I was retyping it I smiled at some real gems within the down-home language. I resisted the urge to underline them, so you can find them yourself.

As for future topics, maybe you can let me know what would interest you. It's that time again, to update the mailing list. Please return the enclosed card if you wish to remain on the list, and there is space to suggest topics. (Our mailing list is never traded, sold,

loaned or otherwise seen by anyone but me.)

Please be sure to put your name, address and zip code! Every year I get several cards that say only "Yes!" and dozens without complete addresses.

Some friends have cooked up a project to make a book about people's experiences with the

work. I was asked to make those on my mailing list aware of it, so you'll find a flyer inside with details. I personally am neither fer nor agin' it--this one's not my baby; send submissions to the address on the flyer.

My friend John B. requested a guest column, which you'll find on the last page. If you'd like to submit an article, feel free to do so.

There have been a few inquiries about groups studying the material. If you have one that would welcome new folks, please let me know.

Finally, thanX again to those who support Harmony Workshop. Newsletters and websites are free for the asking, mainly so that I am free to quit when and if I want to. But some know that there really is no free lunch, some of us pay for all of us. You're appreciated more than you know.✂



*Letters from Rhondell*

Excerpts from articles written by Rhondell in the mid-1980s  
for the Mesa, Arizona school.

*Action*

Many communications are received each week to the effect that the person has been working at being more conscious for some time, but their general condition still is not to their liking. In other words, "I've learned a group of new words, new things to think about, and these ideas in my head have not made me rich and happy."

Generally, words only convey theory or instruction; actualization only comes with action. Many seem to believe that an accumulation of information will bring about transformation. However, this is an illusion. ...

All the stored up information on THEORY without actual PRACTICE would be very inadequate for actual flying.

So it is with self-knowing and self-remembering. Accumulation of information is useful and necessary, but actual knowledge only comes from ACTION on the information.

Further, the purpose of knowledge is to give service, not to be rewarded for it. Having real knowledge is its own reward.

*Ideals*

We have all been conditioned to hold ideals in high regard, thus we all believe that we know "What ought to be" for ourselves and others and all circumstances.

When we believe we know "what ought to be" – and all reality is "what IS" – and inasmuch as "what IS" is usually much different than our idea of "what ought to be," we feel frustrated and have the need to struggle and to resist what is.

One can drop the ideal by seeing that it is merely a fantasy and that we could not know what ought to be unless we knew the future, knew the outcome of every situation a week from now, a month from now, a year from now, and so on.

When we concentrate on the idea of the ideal for a little while, we can drop all belief in the ideal. We then find self in the present and quite capable of dealing with the present moment. We will find we are free to experience what is from moment to moment and to respond instead of react because things are not as we fancied they ought to be.

Being free to experience whatever comes our way today is to be free of conflict, struggle and resistance. Conflict, struggle and resistance is the only human problem.

One cannot believe in their ideals and be free at the same time.

One starts with being free to experience whatever arises in one's way today, then one is free of conflict, struggle and resistance. Freedom is real being, now.

*Subjective and Objective  
Consciousness*

In the study of levels of consciousness, it soon becomes apparent that there are two types of consciousness, each with several levels. The most common type of consciousness is SUBJECTIVE CONSCIOUSNESS.

Subjective consciousness has several levels, all of which are emotional in nature. In subjective consciousness, all is internal considering. What do I want? I'm entitled to have everything just like I want it without any effort on my part. You must do exactly as I want you to do, or you are violating my rights. This is so prevalent that the present is often referred to as the "Me Generation."

The Me Generation has of course produced many conflicts, seen as protest against whatever is targeted as preventing "me" from having "my" way right now. Marches for "my" rights. Many classes in being assertive. This type of consciousness of course justifies all blaming, anger, resentment, violence, escapism, and the feeling of being victimized — anti-agape, in other words.

OBJECTIVE CONSCIOUSNESS also has many levels and is totally different in that there is no "I" and "you". There is only description, seeing things as they are, without any Not-I being involved. There are no emotions (emotions being anger, fear, guilt and insecurity and their many synonyms. There may be many FEELINGS in objective consciousness, but there are no emotions).

Possibly the easiest way to know about objective consciousness is to

experience it. So here is a practice to make possible the experience. It's called TELLING THE STORY of a segment of the life of \_\_\_\_\_ (your name).

In this practice one plays the role of a historian. Start with, say, one year ago, and tell the story in the historian's or novelist's style. For instance, "Joseph met Pam at a meeting of Parents Without Partners, and at once felt very attracted to her. Joseph managed to strike up a conversation and get her phone number. He felt he wanted to get to know her better but was hesitant to call her because he didn't want to get involved," etc.

Continue the story according to the facts as known. This is the beginning of actualizing the objective type of consciousness and the beginning of building a point of awareness.

Enjoy — keep it up — this IS transformation.

### *Not-I's*

Most calls for the past several days have been about "Not-I" talk, that internal talking that goes on all the time. We tell people who call that all Not-I's are liars. However, most Not-I's are very cunning and seem to manage to convince the subject that the subject is having intuitive knowledge.

Intuitive knowledge is about the nature of mankind, life, relationship of body, awareness and X (Spirit). Not-I's tell the subject that so-and-so is going to happen in the future that a certain person is planning dodo something to the sub-

ject's disliking or disadvantage. Not-I's claim to be knowers of the future and the thoughts of other persons. In other words, they claim to be fortune tellers.

If one allows self to be influenced by Not-I's, one's inner feeling is in serious turmoil. However, it is also fairly SIMPLE, if not EASY, to send the Not-I's packing.

One starts by seeing that Not-I's are concerned with setting an ideal of being totally non-disturbed or non-challenged. Then they suggest the justification of complaining, sticking up for rights, feeling put upon by others, quoting authorities to prove self and/or others wrong, demanding, self-improving, and blaming.

To send all Not-I's on their way from you, start by looking for challenges. Here are some examples:

I want the challenge of being the one to set a pleasant mood wherever I am.

I want the challenge to make some contribution in every contact I have.

I want the challenge of experiencing some discomfort in order to build my tolerance and endurance.

I am thankful I have the challenge of determining my own inner state.

The practice of looking for and welcoming challenge proves to be a situation that the Not-I's do not have the capability to exploit. We said the method was simple, we did not say it was easy—but that is a challenge also! So... !

### *The Purpose of the Teaching*

We are frequently asked, "What is the purpose of the Teaching?" There are, of course, many purposes but we will assume for the moment that the question refers to the ultimate purpose. The ultimate purpose of the Teaching is to prepare the student to be capable of being aware of the many levels of consciousness or inner feeling and to be able to choose and generate or bring into being any level of consciousness so desired, because many areas of service can only be rendered when in a given state of consciousness or being. Healing, for instance, cannot be practiced while in the state of consciousness called fear, nor in the state of anger, etc.

Many ideas of the Teaching are to make the student aware of the usual states of consciousness by the use of tools such as the Picture of Man, the Tone Scale, etc.

Much work on self-knowing is necessary before the potential student can remove the obstructions to higher states of consciousness, thus the reason for schools. Only by being at least somewhat familiar with the possibility of many states of consciousness can the student begin the work of actualizing these states of consciousness in his or her own being. This is the stage wherein the potential student becomes a student.

Many people are present in a school setting who first must attain a desirable state of wellbeing before they could be considered a potential student. Some have to learn first the most fundamental knowledge of how not to destroy the body, then

how not to disintegrate the whole being. Being a potential student, much less being a student, requires too much energy for sick or disintegrating persons to be involved. So in a school situation many levels of work are going on at the same time. First, to make possible the transformation of sleeping, disintegrating persons into potential students, then the transformation of potential students into students, then students into beings who experience any level of consciousness required for the task at hand.

#### *What Do I Need?*

There is a very old story to the effect that a man asked a wise man to tell him about the wise man's ideas and teaching so that he could decide whether he was a real teacher, and could give the seeker what he wanted.

The wise man asked his visitor if he would do a small favor for him, before he replied to the visitor. He agreed, and the wise man took a ring from his finger, and asked the seeker to take the ring to the stall-keepers in the flea market across the way and to get several estimates as to its value. The visitor took the ring and returned shortly with estimates of value and offers to buy from eleven to seventeen dollars. The wise man thanked the visitor and asked if he would do one more favor. The visitor agreed, and the wise man thanked the visitor and asked that he take the ring down the street to any find jewelry store and see if he could get an offer to buy the ring. Again, the visitor re-

turned shortly with an offer to buy the ring—for \$43,000!

A person who is full of conditioning, thus under control of illusion, conflicts, struggles to be non-disturbed and subject to emotions, belief, etc., is in no way qualified to know what he needs. In effect he may pass over a real gem as worthless because it doesn't appeal to his conditioning and on the reverse he may pay a considerable sum for a cubic zirconium because it appeals to his conditioning and emotions.

A school, or a teacher, to be of any value to a person, must be able to provide what the seeker NEEDS. What the seeker needs is very, very seldom recognized by the seeker.

As long as a person lost in the forest believes he knows his way, no one can be of assistance to the lost person. When the person has lost his or her way, AND CAN RECOGNIZE THE CONDITION, then much can be done which is of real value.

Each day's mail brings many letters with requests for all sorts of things believed to be what is needed for transformation. These include a new pink Corvette, a job in the theater, a boyfriend, a girlfriend, more money, a trip around the world, getting rid of the present mate, and many more of the same level asking for things or situations to tickle the senses.

Now and then comes something to the effect that, "I'm confused and feel lost. I don't even KNOW what I want, can anything be done for me?" This kind of asking gets service.

*"Why?" and "What?"*

The human race have made themselves nervous wrecks and put themselves in bondage for countless ages by asking an endless series of "Why?" questions. Why did it rain on the day I wanted to go on a picnic? Why did Uncle George get sick? Why is it people have wars? Why are people unhappy? Etc., etc.

All WHY? questions about living are, in effect, unanswerable, because when an attempted answer is given, the next question is "Why that?" The wise call it the Serial Why. It makes infinite loops in the brain, which creates severe nervousness and creates dependence on some would-be authority who says they can answer the WHY? questions.

"WHAT?" questions ARE answerable. Such as WHAT'S GOING ON HERE? WHERE AM I? WHAT AM I? WHAT CAN I DO?

What I am—I think it takes very little observation to see that I am a privileged invited guest here on this planet Earth where Life is the Host. What's going on here? It is obvious, when you see many people all playing games, we would ordinarily call it a party—so it is a very big party. People play the business game, the traffic game, the political games, the medical game, the marriage game, the love games, the war game, etc.

What can I do? It is fairly obvious that I am at a party where Life is the Host, and what I can do is to be what is TO ME a good guest. Everyone decides for themselves what being a good guest is to him and to her. The bare essentials of being a good guest

are probably consideration for the Host, the party, the estate, and the other guests; being as harmless as possible and making some LITTLE contribution to the party. Not that it's needed, but as "my" way of saying Thank You for having been invited to the party.

*The 9-Step Journey*

The study to evolve to the possibility of higher consciousness, enlightenment, wisdom and understanding, and many other verbal attempts to label the natural state of man, has been called "The Path," "The Journey," "The Pilgrimage," etc., all implying a trip from one place to another area, such as from the conditioned state of being to enlightenment, from a very unnatural state of being to the natural state of being, which is so unusual that it is sometimes referred to as being almost supernatural.

As a possible aid to this journey, the following major places on the journey are given:

1. THE WORLD. The starting place for all. The world of belief, emotions, material purpose, conditioning, mechanical reaction.

2. CHALLENGE FROM LIFE. Major disappointment, losses, major illness or accident, feeling that life has no meaning, etc.

3. SEARCHING OR ASKING. Usually asking amiss for something to produce a sense of non-disturbance. Perhaps a real search and asking would be something like "What's going on here?" if the asking is for a real purpose, not as conditioning, The Way is opened to one. There's

an old saying, "When a person is ready, a teacher appears."

4. SELF-KNOWING. The study of conditioning.

5. SELF-REMEMBERING, such as: What am I? Where am I? What's going on here? What can I do?

6. INITIATION. Practical acting on "What can I do?". Learning in spite of conditioning.

7. DEDICATION. Making of first value LIVING self-remembering.

8. ACTUALIZATION. Higher states of consciousness and unconditional love.

9. SERVICE. As a way of saying thank you. It could be said that the traveler learns to serve, NOT TO GET something. However service does have side effects.

### *Real Knowing*

In recent letters, articles and talks, we have mentioned that the higher states of feeling open the door to higher levels of consciousness, wherein there are flashes of intuition or insight—real knowing.

These statements have brought to us a considerable number of calls and letters. Most of these have been something to the effect that, "I know this *but...*" In this letter we will discuss INFORMATION and LEARNING. Information is of great value when acted upon. We could say information plus action based on the information equals learning. It would appear that many believe that learning means accumulating information and committing it to memory. Such a belief is false and results in an obstruction to learning. Acting out a bit of information leads to ex-

periencing. Experiencing is learning.

Take some examples, and act out a role. First take a role one is more or less familiar with, say, being a victim. Act as though you are a victim of circumstances, that nothing in your life will work until circumstances are different. Observe carefully. You will see how you feel and what kind of thoughts race through to awareness. NOW you are learning. Now act out the role of a happy person. Again you will experience a totally different kind of feeling, and a very different type of thought will be present. In the same manner, act out the role of a discouraged person, then the role of an enthusiastic person, then the role of a sad person, then the role of a blissful person. The contrast in the roles, feeling, and thoughts and ideas in the awareness are great learning tools.

What is written here is INFORMATION. ACTING OUT the roles is acting on the information and results in LEARNING. More exercises of these roles will result in more learning. The more roles can be acted out and experienced, the more proficient you will be. Then more roles can be taken on as exercises will lead to higher and higher states of consciousness. This is REAL learning.

However, past unconscious mechanical learning will imply to you that you already know this, and therefore there is no need to practice these exercises, or that this stuff is for kids, or "I'll try that sometime when I have the time;" "How will such stuff do any good now that I'm broke, why try to kid myself."

Some way or other most individuals will justify not taking the opportunity to learn. Some will; they are the real students. They are on the way.

*Blatant Promotion from a Doting Auntie*

My niece Graycee has started a business, Graycee's Goodies, making a delicious confection she calls "Toffee Wafers." Everyone has remarked how exceptional they are (and I don't mean just friends and family – absolutely everyone thinks they are special). Graycee "invites" Dr. Bob into every toffee-making session, asking for a blessing on her work. She recently sent the following, telling how he impressed her to cook creatively instead of by rote. If you'd like to try her wares, I will give you my personal money-back guarantee – if you don't like them, I'll refund your money (I'm not worried!). Perfect Valentine gift.

### *The 'Cooking' Lesson*

*Hi Chrissie, I mentioned this memory to you a little while ago and it just popped into my head again. It's about the time I had a private 'cooking' lesson with Dr. Bob . . .*

*It feels like yesterday, but in reality my lesson took place about 16 or 17 years ago when I was in 8<sup>th</sup>/9<sup>th</sup> grade. Everyone who knows Bob knows how great his food was - he would always perfectly "ruin" my steaks for me (I like them well done ☺). So, I'm a salad lover (with Italian dressing) and one day a few of us were at my house for dinner and Bob showed me how to make an Italian vinaigrette. At first I was a bit*

*taken aback because he didn't have me use any measuring tools! Now, you must understand that I always measured everything - back then my purpose was to have perfection in all things (wow, how exhausting!). So, under Bob's direction I added a "bit" of this and a "palm" of that on top of the goodies in the salad bowl, mixed everything together and what do you know . . . it turned out to be the best salad I had ever had!*

*I still make that vinaigrette - and have never measured out or written down the ingredients. I didn't realize what a gift that 'cooking' lesson was until just recently.*

*Thanx Bob!!!*

*Love, Graycee*

*Go to [www.ToffeeWafers.com](http://www.ToffeeWafers.com) or phone Graycee at (888) 992-3377. Please tell her I sent you!*

### **Interesting:**

**A**ccdrnig to a rscheearch at an Elingsh uinervtisy, it deosn't mtttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht frist and lsat ltteer is at the rghit pclae. The rset can be a toatl mses amd you can sitll raed it wouthit porbelm. Tihs is bcuseae we donot raed ervey lteter by it slef but the wrod as a wlohe.

**F**rom an article in the New York Times: "In our society, the opposite of talking is waiting to talk."

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*Links to all our sites*

[www.SanityIsland.com](http://www.SanityIsland.com)

*The Principles applied, and lots of interesting links. Library.*

[www.ThePartyStory.com](http://www.ThePartyStory.com)

*One man's answers to the Four Questions: What am I? Where am I? What's going on here? What can I do?*

[www.ThanXgiving.com](http://www.ThanXgiving.com)

*Are you bursting with gratitude and want the world to know? Post your appreciation in CyberSpace*

[www.ThePictureofMan.com](http://www.ThePictureofMan.com)

*Reference section of the principles. (Site was recently deleted by our host; I have reconstructed some of it – if you happen to have a hardcopy of the original site, I'd really appreciate a copy.)*

[www.TheWayofIntelligence.com](http://www.TheWayofIntelligence.com)

*This newsletter online.*

[www.GoodLeather.com](http://www.GoodLeather.com)

*We have good leather for sale! Lovely journals and small leather gifts, as well as a few very good books.*

[www.Rhondell.com](http://www.Rhondell.com)

*The complete catalog of books and tapes by Rhondell.*

[www.purposeofliving.com](http://www.purposeofliving.com)

*My attempt to direct to our sites anyone seeking through a search engine for this question.*

*Sponsored by my friend Marsha Summers:*

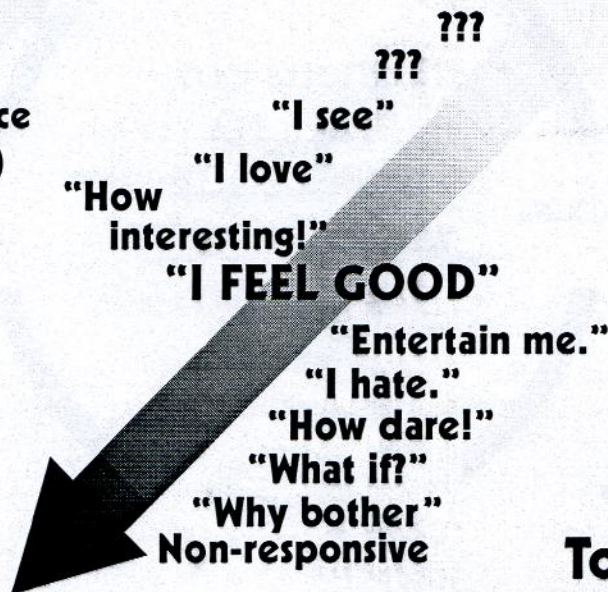
[www.marshasummers.com/innerman/sitemap.htm](http://www.marshasummers.com/innerman/sitemap.htm)

*Here you will find hundreds of hours of transcriptions of Rhondell workshops.*

**"All is well."**

**LIFE "I am"**

**THE WAY  
of Intelligence  
(Creativity)**

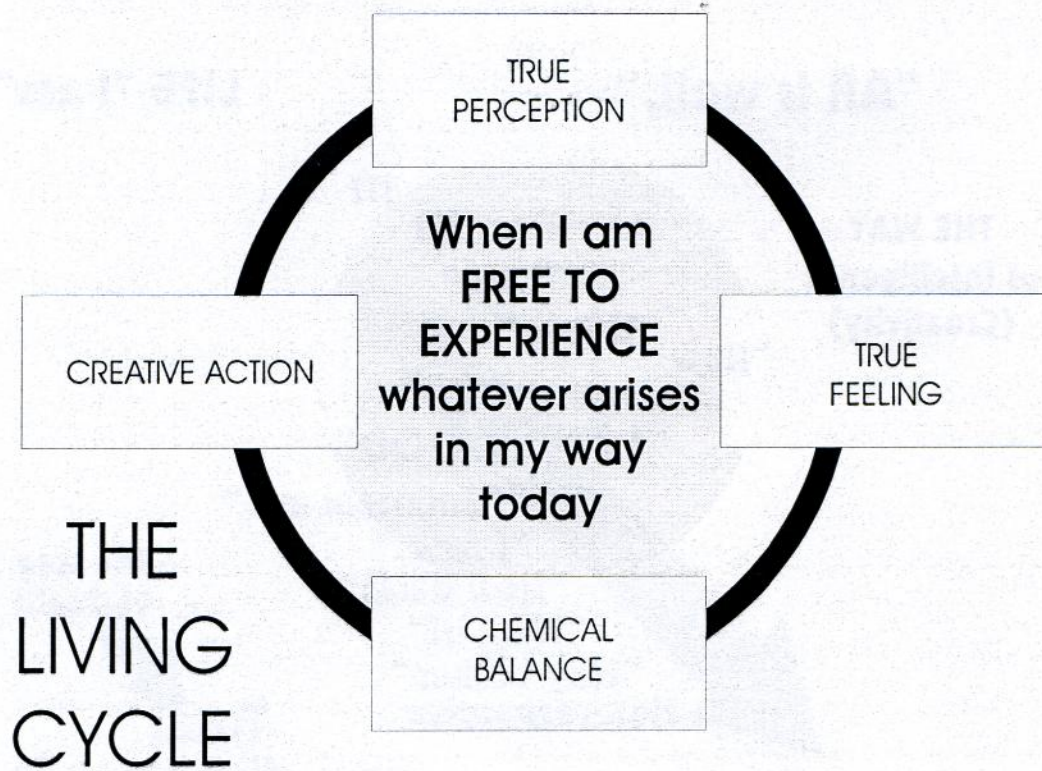
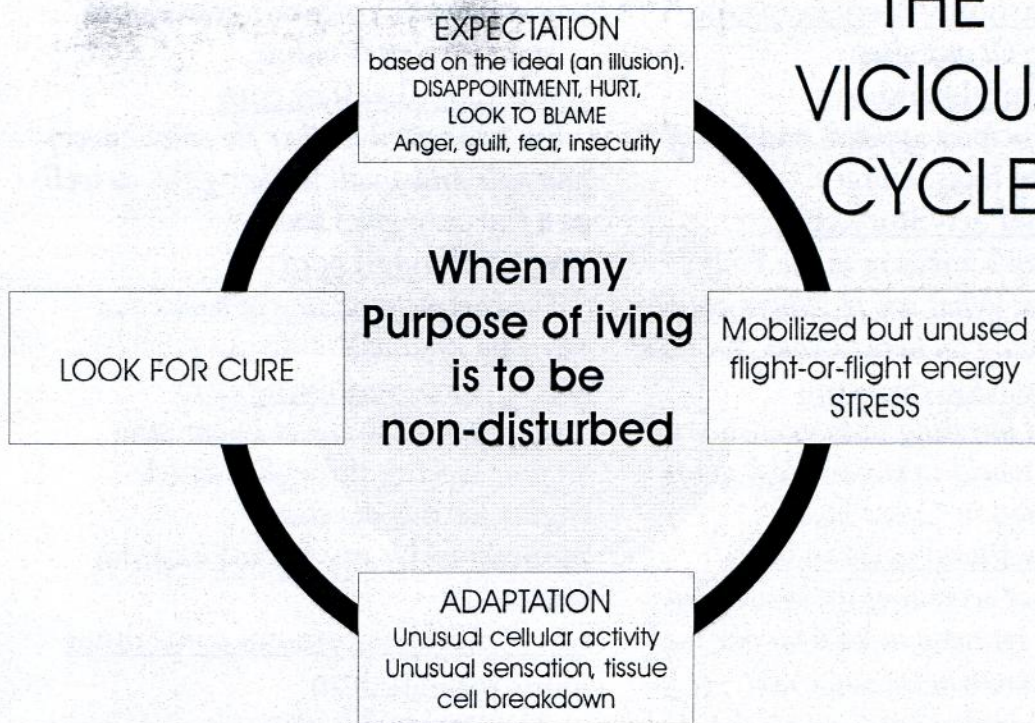


**The way  
of death**

**DEATH Not I**

**Total  
non-disturbance**

# THE VICIOUS CYCLE



## Ideals &amp; Disappointment

As so often happens, I hear about similar things from different people at the same time. Lately it has been a malaise, a general dissatisfaction, disappointment. Here is just one person's remarks about it—can you see what the disappointment was?

Disappointment results from basing expectations on ideals. Some of the obvious ones we take for granted after a while, that most people don't change, so either accept them as they are or move along; that restaurants probably aren't going to serve good food, so take what you get or learn to cook, and so on.

A more subtle disappointment is a common event when one starts out on The Way of Intelligence, a disappointment with the work, or with oneself and the work we have done. Eager potential students often have an experience with the work similar to falling in love. Putting even the smallest bit of material into actual practice creates a euphoria, and this sometimes is maintained for a long time. And then one day those roses fade or old habits take over, or whatever. The potential student feels let down.

Of course what happened is an expectation based on an ideal, "I will have this excitement/bliss/understanding/wellbeing at all times, with less and less effort on my part." The person has fallen out of love. Will he or she then learn to love? The work is called "the work" for good reason!

Dear C., Experiencing was an interesting concept for me. I always wanted

[Rhondell] to tell me what to do. I wanted him to say, "P., tell me what the 6 families of Not-I's are," (or any question). Then I wanted to stand up and recite this so I could see a sign and demonstration that I was evolving. "At least tell me what to Work on. Isn't this the way we learn everything?" But as the years dragged on and I kept hearing the same things over and over... I was always expecting to hear something new so I could take the next step. I finally realized that I hadn't even taken the first step and if I keep hearing the same things over and over that this must be it.

So, if I am not getting something it is because I am not understanding. ... The Not-I's are indeed not Spirit and not real. Being able to ignore them is powerful. But I didn't want to just ignore them, I wanted to get rid of them. No more problems. (Non-disturbed). They are not going away, they just don't have a say anymore. When I realized that I wasn't going to be non-disturbed and not evolve just because I knew Rhondell or had been exposed to the material, I realized that I had been given the tools and that I needed to use them. ... I often said that I felt like a hypocrite, I could really talk a good game with the material but I wasn't living them. So I quit even talking about them. I now feel like I am living and experiencing these concepts. ... I feel like I am growing and beginning to see some things clearly. What is even more exciting is that I am an infant in this world. Wow!!

ThanX for your letter, which can apply to us all.

*The Birth Story of New Man*

By John Barrow

After Man fell in the Garden of Eden and was expelled, an opportunity arose for Man to re-enter the Kingdom. Matthew's birth story of Jesus tells of the beginnings of this opportunity. The players are symbols for aspects of Man and the birth story is the beginning of the journey of transformation. In the birth story we have:

Herod and Joseph, Side A and B of self,  
 Mary, the awareness function,  
 The Holy Spirit, X,  
 Angel, a guide in the Teaching  
 Jesus, the nascent New Man, and  
 Wise Men, heralds bearing news and  
 symbols of the teaching.

The story opens with Joseph betrothed to Mary who is with another's child. Joseph, the obedient B-side aspect, looks to privately end the betrothal (he facing an initiation, a loss of status in his community) and go his separate way but in a dream, an angel, a teaching guide tells him not to fear because Mary's child has been fathered by the Holy Spirit. Neither Joseph nor Herod father this child, he is a product of awareness function and X, of Mary and the Holy Spirit. Joseph is told to wed Mary, which he does. Now Mary is subservient in all this, in the conception and for all we know the likely storm which surrounds her pregnancy. She, the awareness function serving X, reports what is and the value of what is. X through Joseph guided by the angel does the right and proper thing. Joseph finds a safe birthplace for Jesus and later again at the angel's urging takes the family into Egypt to avoid the danger of Herod. The Wise Men incite Herod by their questions to search for this New Man which at first Herod does by stealth concealing his intentions of harm with words of adoration

and when that fails with anger slaying thousands of innocents. Clearly, Side A wants nothing to do with this New Man who threatens his hold on the throne. The gifts are symbols of the teaching. Gold suggests we give highest value to the teaching, frankincense for an offering of thankfulness to X for all the gifts received, and myrrh, used in burials to signify the impending death of the conflict between side A and B. When Herod dies Joseph returns with his family to his homeland.

Here the birth story pretty much ends but it may be useful to look at a couple of aspects of self. When the angel first visits Joseph, he tells him to not be afraid. In Herod's actions we can clearly see the fear he has of New Man and the lengths he will go to eliminate him. Why might Joseph be afraid? He too fears he will be replaced by New Man. However, Joseph bows to authority as is his wont and while most likely still afraid, his fears take second place to following authority. He's like a real father who can see that the birth of a son will diminish the attentions of his wife yet follows Eros. Self is confronted with either eliminating New Man or putting aside fear and living with this emerging New Man. In the birth story Herod, side-A, dies first. We don't hear of Joseph's death, but his role in the growth of New Man seems limited to worldly things: keeping him physically safe, teaching him the carpentry trade and accompanying Mary to find him in the temple when he is yet too young to be off on his own. ✕

[Note from C.T.: If this subject interests you, please send some feedback. I might have added the symbolism of being born in a stable--the animal nature of the Master Decision.]

# Reference Section

# THE WAY of Intelligence

## THE FOUR FORCES

### INITIATIVE

First Force

Intelligence, Biological Factor, LIFE

### RESISTANCE

Second Force

Always arises to meet Initiative in opposition, as opponents in a game; not "bad" but seen so when the purpose of living is to be non-disturbed because Resistance may be uncomfortable. Resistance is required for anything to develop.

### FORM

Third Force

The manifestation of the play of Initiative and Resisting, producing:

### RESULT

Fourth Force

How the above are experienced,

What's done with/about it.

## THE FOUR QUESTIONS

WHAT AM I?

WHERE AM I?

WHAT'S GOING ON HERE?

WHAT CAN I DO, IF ANYTHING?

## THE FOUR GREAT GAMES

that operate by suggestion:

POWER POLICIES--Decrees what's "in" and "out"

MEDICAL ARTS--Decrees what's "normal" and "abnormal"

THEOLOGY--Decrees what's "good" and "bad"

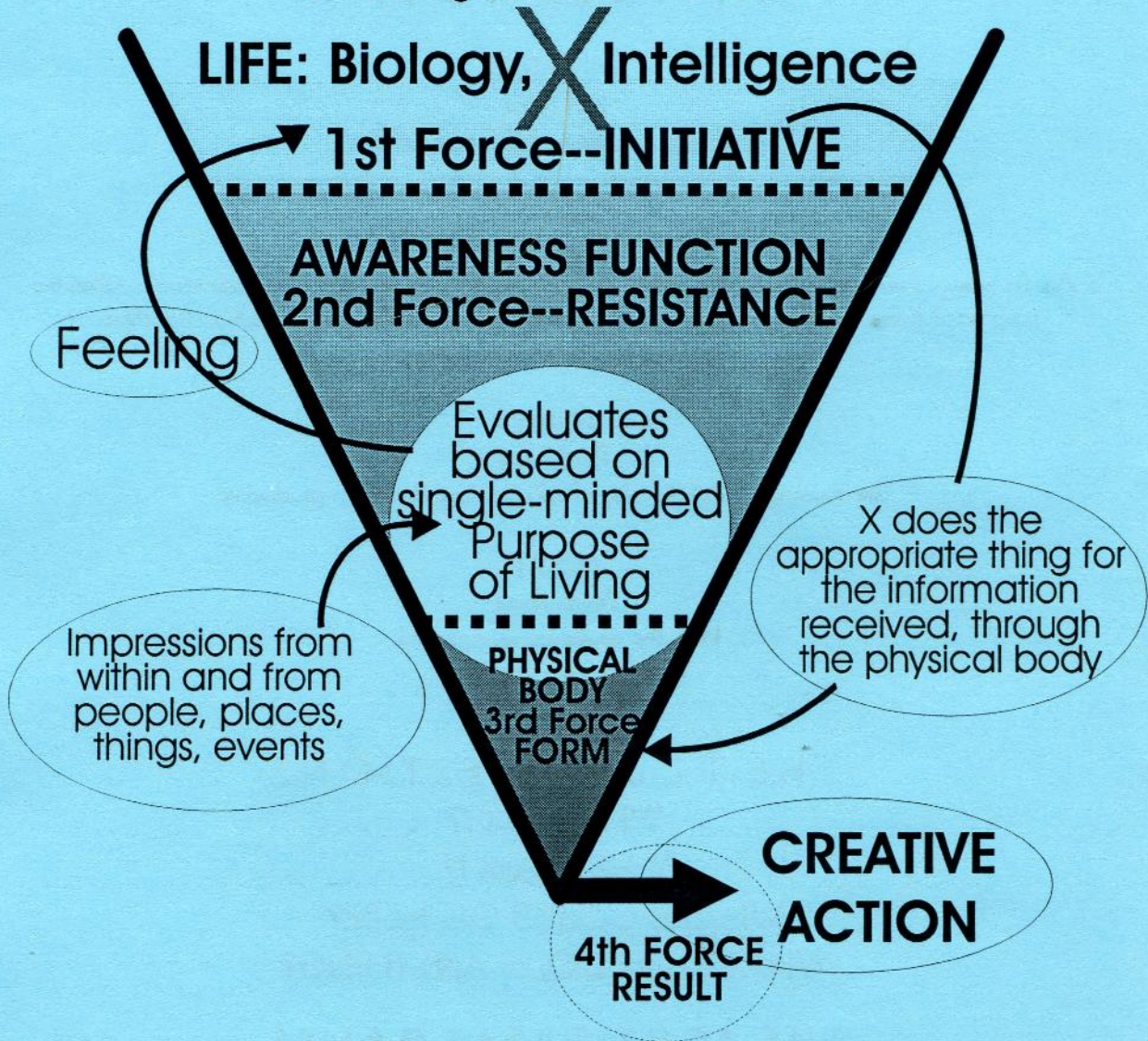
BIG BUSINESS--Decrees what's "pretty" and "ugly"

Definition of SUGGESTION: a threat or promise; anything presented with a threat or promise

A human being is 100% SUBJECT TO suggestion 100% of the time, but can be free to ignore it.

# THE WAY of Intelligence

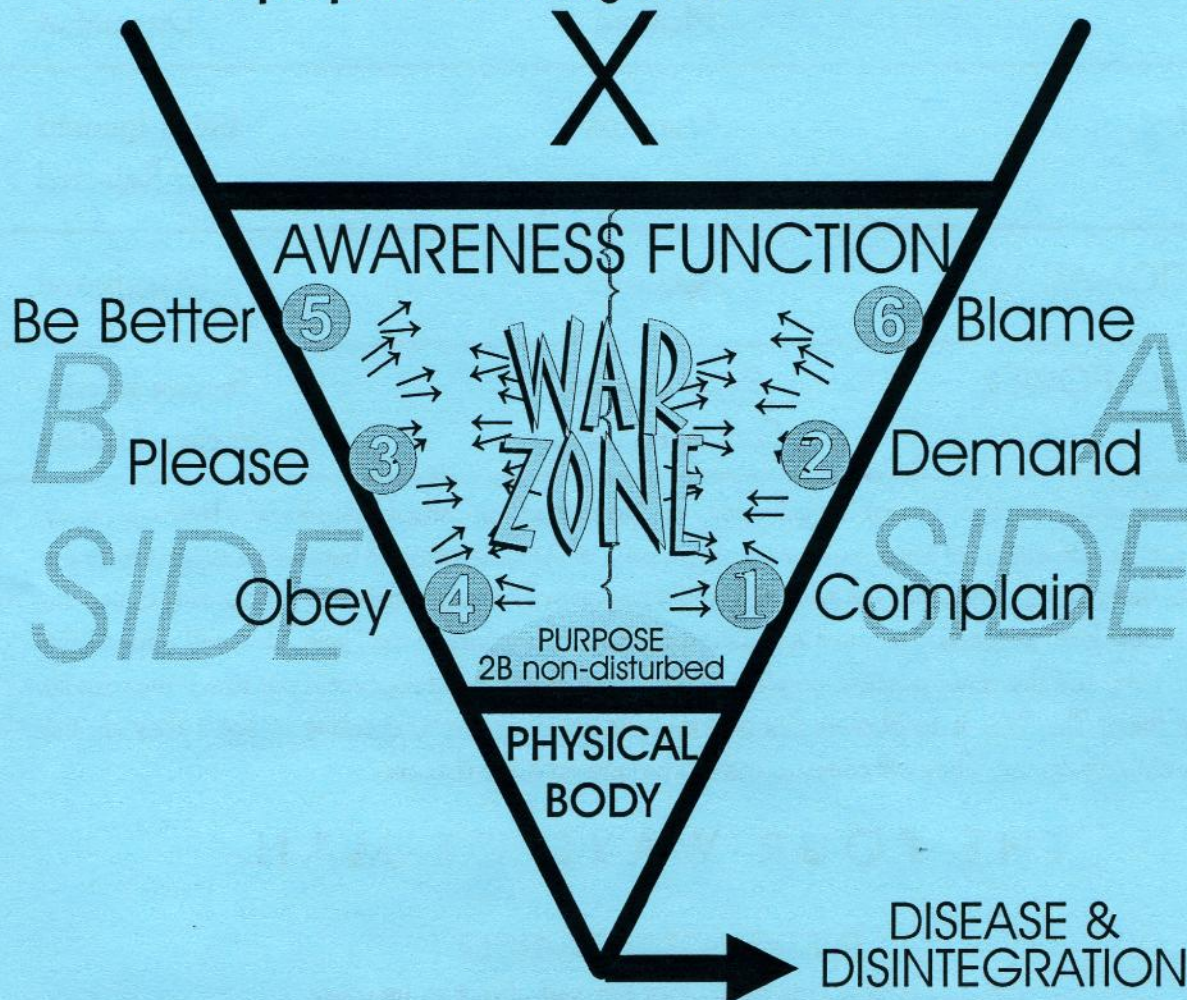
THE PICTURE OF MAN  
as designed to function



A human being has four aspects, which are not separate but are interdependent. The first is the biological aspect of LIFE FORCE, called X here because it is not really definable--one knows it's there, one knows when it isn't, in any creature. So, as in algebra, an X is used to denote that something is there which cannot yet be precisely defined. Next is the AWARENESS FUNCTION, which is the senses but more than the senses when developed. A developed Awareness Function is more than the "programming" of the brain, it determines feelings. The third aspect is the MOTOR FUNCTION, the PHYSICAL BODY through which life is lived. The fourth aspect is the ACTIVITY of the whole. When a single-minded purpose is the foundation of a person's life, there is no conflict and he or she functions with all aspects in harmony. The person is at ease.. The Awareness Function receives impressions from within and without, from other people, places, things, events. It forms a feeling about those impressions which it does not choose to ignore, and the feeling is in tune with the purpose of living. The feeling of Awareness is a medium of communication with the Life Force, X, which responds appropriately through the Physical Body to the information received, and Action ensues.

# The Way of the World

THE PICTURE OF MAN  
with purpose of living to be non-disturbed



Few people function as the human being was designed as in the previous diagram. When an infant is born, the trauma of leaving the non-disturbed uterine world is reacted to with a feeling that the whole purpose of living is to regain the non-disturbed state. That decision becomes the attitude and action from then on. As he grows, the child makes more decisions as to how to gain his purpose of non-disturbance. He complains, which works for an infant. When one day this fails to work, he sticks up for his "rights", or demands non-disturbance. (These begin the A-side of the Picture of Man.) Eventually he finds that pleasing people sometimes gets him his way. (This begins the B-side.) At this point conflict sets in. He wants to cry "but" feels he "should" please. Then he sees parents, teachers, others as authorities. This is understandable for a child and helps keep him safe. It is not adult behavior, however. The continual conflict between what he wants to do and what he "should" do (conflict between A-side and B-side) intensifies and he feels if he would improve, things would be better. This doesn't work, either, and he blames everyone and everything for his disturbances, living in conflict, except when distracted. Conflict is felt by the Awareness Function to be an emergency. This false emergency is communicated to the Life Force, X, which always does the appropriate thing FOR THE INFORMATION RECEIVED, in this case supplying energy to fight or run. If this mobilized energy is not used in violent activity, it disintegrates the body; using emergency energy in a non-emergency is unusual behavior; neither is harmonious living. Eventually disintegration ensues.

# THE FOUR DUAL BASIC URGES

LEVEL	GAIN	ESCAPE
PHYSICAL	Comfort, Pleasure	Pain, Discomfort
MENTAL	Attention	Being Ignored or Rejected
EMOTIONAL	Approval	Disapproval
WILL TO POWER	Being Needed Feeling Important	Feeling Inferior Feeling Useless

The Four Dual Basic Urges are not "right/wrong" or "good/bad" or "should/shouldn't". They are simply byproducts or side-effects of living, not the whole purpose of living. Because all humans are subject to all the Four Dual Basic Urges, when they are made the whole purpose of living (unconsciously, beginning during the uncomfortable birth process) they have to result in conflict--one wants all the "gain" side and none of the "escape" side, and this is not possible on planet Earth. THE WAY of Intelligence is not to self-improve by rejecting them; The Way is to observe self and one's reactions to them, checking to see if they are the purpose of living--or not. They will come up and can be ignored if one chooses.

## THE FOUR WAYS OF MAN

### THE WAY OF THE JUNGLE

Kill anything that is in front of me and about to interfere.

### THE WAY OF JUSTICE

"An eye for an eye"--not your life for an eye.

### THE WAY OF UNDERSTANDING

Understanding that whatever any person including myself has done, is doing, will do, is felt at the time of doing to be right or proper or justified with the light he has at the moment.

### THE WAY OF INTELLIGENCE

Aware of the Purpose of Living, the will to do it--knowing what I am, where one am, what's going on, and what I can do. In charge of my inner state.

PLEASE NOTE: If you do not understand or have any questions about this information, please do one or more of the following: go to [www.pictureofman.com](http://www.pictureofman.com) and read the material there and view the animated, narrated PICTURE OF MAN video lecture; go to [www.rhondell.com](http://www.rhondell.com) and order "Who's In Charge of My Inner State?" or any other book or tape listed there; request back issues of newsletters from Harmony Workshop at 314-C East Broadway, Glendale CA 91205 (please send postage); or email [christine@harmonyworkshop.com](mailto:christine@harmonyworkshop.com)