

**THE
JIMARIAN
BIBLE**

*****READ THE FOLLOWING BEFORE PROCEEDING*****

You are about to go on the greatest adventure of your life. It's a dangerous and exhilarating trip through your own mind. You will be pursued by evil, false personalities, irrational thoughts and your own worst enemy, yourself.

YOUR GUIDE IS jimar

YOUR ROAD MAP IS THE JIMARIAN BIBLE

There are numerous twists and turns that require you to open doors through which you must pass to continue on your journey. The keys to those doors are in the form of questions and your mind's response to those questions.

To successfully complete the Quest of a lifetime, you must write down in the line space provided (use the typewriter function in the "Tools" column or a separate notepad), your mind's response to the questions, in the order in which the questions appear. Do not continue on until you have done so; to do otherwise, you will fail in your attempt to successfully complete the Quest of obtaining:

**TRUE "KNOWLEDGE" OF YOUR VERY OWN
EXISTENCE.**

**Why are you here on earth?
And by what means did you arrive here?**

**How do you joyfully participate in the Universal All
in an infinity of time & space?**

JIMARIAN BIBLE CODIFICATION

The PAGE NUMBERS for each of the ten books within the BIBLE ARE LOCATED AT THE BOTTOM OF EACH PAGE according to the **TABLE of CONTENTS** for each book.

Because the **BIBLE** contains **10 BOOKS**, in the upper right hand corner of each page is a **BVIL (Book & Volume Index Locator)** to assist the reader in finding any particular book or volume.

BOOK	BVIL
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Volume	BVIL	Volume	BVIL
1	135	1	369
2	159	2	386
3	182	3	415
4	203	4	437
5	214	5	460
6	233	6	488
7	258	7	501
8	278		
9	294		
10	324		
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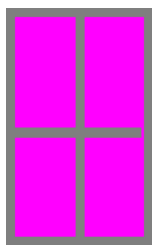
Of the ten books contained within the **JIMARIAN BIBLE**, each of the **BOOKS I thru V** and **BOOKS VIII thru X** have their own pagination under their individual **TABLE OF CONTENTS**. Those page numbers are located at the bottom center of each page.

BOOK VI is composed of **11 Volumes** and **BOOK VII** is composed of **7 Volumes**; each of these **Volumes** has their own **TABLE OF CONTENTS**. Those page numbers are located at the bottom center of each page.

BOOK I



The World's Eight Great Religions



THE JIMARIAN BIBLE

By jimar

The **JIMARIAN BIBLE** herein is composed of ten books.

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Data: The entire **JIMARIAN BIBLE**

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FORWARD

The author of the **JIMARIAN BIBLE** because of his other more earthly pursuits distinguishes his spiritual journey and its incumbent responsibilities under the authorship of his inner consciousness, jimar.

It is important throughout your reading and understanding of the ten Books that comprise **THE JIMARIAN BIBLE** that you in no way associate jimar and the teachings within the **JIMARIAN BIBLE** with any of the other many books, writings, inventions, copyrights, corporate activities, lifestyle or other actions or life choices of its author.

Throughout his life most of his worldly writings and behavior correspond very imperfectly to his spiritual awakening. jimar is only a reluctant messenger of the teachings and disclosures within **THE JIMARIAN BIBLE**. The Bible, its teachings and disclosures are a labor of exhausting responsibility placed upon him because of three spiritually illuminating experiences.

He would much prefer to only follow the personal dictates of those illuminating experiences but the task set before him was one of enlightening the human race as to their choices and purposes throughout their earthly existence, leading to the possible re-birth of the human race.

Everything you need to know about life is revealed within the ten Books of the **JIMARIAN BIBLE**. There are both wondrous and frightening revelations. You will be privy to the sorry state of the human mind and its short-term selfishness, which deprives most of humanity of the privilege of enjoying the wonders of life.

The Books of the **JIMARIAN BIBLE** are intended to be very brief and to the point. Each Book in turn establishes a foundation for what thought processes are required to fully appreciate and comprehend the later revelations within the series. The author has attempted to write each book in the simplest, briefest form.

You are asked to examine whether or not you actually think for yourself or hide from the reality of the conflicts existing between your many false personalities and your true essence.

BOOK**THE JIMARIAN BIBLE**

- I. THE WORLD'S EIGHT GREAT RELIGIONS**
- II. NOTEWORTHY PHILOSOPHY (ALPHA TO OMEGA)**
- III. MANKIND'S RENDEZVOUS WITH DESTINY**
- IV. THE DEVIL WITHIN US, THE CONUNDRUMS**
- V. THE WORK - METANOIA!**

- VI. The FIRST spiritual illumination**
 - Vol. 1. THE NECESSARY NEW BEGINNING**
 - Vol. 2. THE FAMILY UNIT**
 - Vol. 3. LISTEN, LEARN AND COMMUNICATE**
 - Vol. 4. STRESS, SOURCES & MEANS OF RELIEF**
 - Vol. 5. LOVE, A NEW UNDERSTANDING**
 - Vol. 6. CREATIVITY AND IQ**
 - Vol. 7. PREGNANCY, PREPARATION, BIRTH & CARE**
 - Vol. 8. CRAWLING AND WALKING**
 - Vol. 9. PRECOCIOUS ONE AND TWO YEAR OLDS**
 - Vol.10. AMAZING PROGRESS FROM TWO TO FOUR**
 - Vol.11. THE FABULOUS FOUR AND FIVE YEAR OLDS**

- VII. THE WAY**
 - Vol. 1. THE BODY POLITIC**
 - Vol. 2. THE LAW**
 - Vol. 3. EDUCATION**
 - Vol. 4. CAPITAL, LABOR AND LEISURE**
 - Vol. 5 HEALTH, LOVE, ROMANCE & SEX.**
 - Vol. 6. SCIENCE, MEDICINE, ARTS & SOCIETY**
 - Vol. 7. RELIGION AND PHILOSOPHY**

- VIII. The SECOND Spiritual Illumination, THE gods of MAN**
- IX. COALESCENCE OF MIND, BODY AND SPIRIT**
- X. The THIRD Spiritual Illumination, TRINITY RESOLVED**

The ten Books of the **JIMARIAN BIBLE** should be read, studied and understood in the order in which they were written. If one attempts to jump ahead it is very doubtful, if not hopeless, that the process of "METANOIA" can take place.

The Bible, itself, is intended to alert humanity to their true current and historical predicament. Hopefully this would set mankind on a path of spiritual and life affirming awareness; thus providing the tools necessary for humanity to fulfill its real purpose on earth.

INTRODUCTION

The major beliefs of the eight greatest religions in the world today are summarized on only eight pages of this anthology. There is one page, preceding each summary, dedicated to discussing some of the differences within various sects of each major category. For example, there is a brief discourse on Catholicism compared to Protestantism. There is no attempt to address the minor differences amongst the many religious variations.

Should one desire to examine and analyze the validity of the summary beliefs, other than as expressed by the author, it will require insightful examination of the following sources:

The Old Testament
 The New Testament
 Book of Mormon
 The Koran
 The Sunnas
 The Bhagavad-Gita
 Upanishads
 The Analects
 Doctrine of the Mean
 The Four Passing Sights
 The Four Noble Truths
 The Eightfold Path
 The Life of Buddha
 Pali Canon
 The Sutras
 The Hekigan
 The Mumonknan
 Tao Te Ching

THE PURPOSE

A lifetime can be devoted in researching the aforementioned library of religious texts and supplemental documents. Upon completion of such an enormous task it is more than likely that the inquiry will lead to frustration and confusion because of the voluminous, extraneous distractions of storytelling, miracles, deification and ritual.

The purpose of Book I. is to eliminate all the rhetoric and very simply list the necessary core beliefs of a practitioner who truly attempts to call oneself a member of that faith.

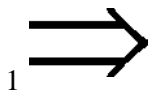
Book I permits a practical method of comparing one belief system to each of the others. **The “KNOWLEDGE” in BOOK I** does not substitute for the emotional experience one gets from reading a particular text, nor does Book I in any way substitute for Spiritual Enlightenment for which there is no intellectual or emotional counterpart! All in all, the similarities of these great religions far outnumber their differences. It is hoped that in some small measure this work will contribute to greater tolerance of all true believers in the religion of their choice.

STATEMENT

No matter what your belief in anything or nothing, that belief has been reached from prior dogma filtered through millenniums of time, peoples and events without your inner consciousness participation.

THE WORLD'S EIGHT GREAT RELIGIONS

A summary of what you should believe if you wish to practice:



I. JUDAISM

Without Judaism there would be no Christian or Islamic faiths. The Torah (in particular, the Pentateuch, the first five books of the Old Testament), is the basis for all three of these great religions. Refutation of the Old Testament would by default eliminate all three religions.

There are within Judaism three main branches, Orthodox, Conservative and Reform. A new branch has been spreading slowly which is not acceptable to the other three branches because it is almost totally secular in its beliefs, more ethical inclined than morally obligated. The Orthodox Jews do not consider the Reform branch to be part of the faith. Major differences revolve around strict adherence to the Talmud and the hundreds of basic laws of the Orthodox Jews, in particular regarding ritual practices, divorce, women's rights, etc.

All of the above differences notwithstanding, the core beliefs are the same for the three major branches. Another very important fact of the religion is the Jewish calendar (less than 6000 years old in total) dates back to the time of Adam and Eve in the Garden of Eden! According to the religion a child born of a Jewish woman is considered to be of the Jewish faith, no matter the heritage of the father.

JUDAISM

- A. There is only one God, indivisible, Yahweh.
- B. The Ten Commandments applicable to all Jews.
- C. The Pentateuch, the 5 books of Moses (part of the Torah).
- D. Messiah is superior man or men, only human, not God.
- E. In God's Kingdom, Jews will rule justly over all people.
- F. Jews are God's chosen people, by birth or by conversion.
- G. The Messiah is David's descendent, who has yet to arrive.
- H. Messiah will establish God's kingdom on earth.

II. CHRISTIANITY

There are five major branches of Christianity. These branches are Roman Catholic, Greek Orthodox, Russian Orthodox, Protestant and Mormon. The principle difference between the Roman Catholic and the Orthodox churches is that the Orthodox churches do not recognize the infallibility of the Pope and church councils do not render new decrees of belief, such as the Immaculate Conception. The Mormon faith is Protestant in its belief but has one more book in addition to the New Testament. The addition to their beliefs is the "Book of Mormon".

The major difference in the Christian sects arises between Catholics and Protestants. None of the Protestant churches recognizes the infallibility of the Pope. Each individual Protestant can interpret the New Testament as their conscience permits; provided they believe that only by accepting Jesus Christ as their Savior and the only Son of God can they hope to attain a place in Heaven. There are certain minor beliefs and church council regulations that denote differences amongst the wide variety of Protestant Churches, other than Mormons.

All Christians believe that human beings are sinful, contaminated by original sin. The Catholic Church teaches that one must not only repent for sinning but should compensate for sinning by confession and penance. Protestants, for the most part, believe that if you truly accept Christ as your Savior and the Son of God, you will, by that acceptance, tend to be good and only occasionally sin as a consequence of human fallacy.

CHRISTIANITY

- A. There is only one God.
- B. Jesus Christ is the only Son of God.
- C. Heaven and hell are afterlife realities.
- D. The Ten Commandments apply to everyone.
- E. Jesus's teachings in the New Testament
- F. God consists of God the Father, Son and Holy Ghost.
- G. Salvation can only come through belief in Jesus Christ.

III. ISLAMISM

There are fundamentally two Islamic sects, the Shiite and the Sunnite. The Sunnites believe that the Sunnas are supplemental texts to the Koran. The Sunnites are more flexible in the practice of their religion. The Shiites are much more rigid fundamentalists. Orthodox Jews believe that the state should be subject to the authority of the Rabbis, the Shiites would have the state subject to the authority of the Mullahs.

The word Jihad has two different meanings depending on the veracity of the believer. One interpretation is that of the "Struggle" necessary to bring Islam to the entire world by peaceful means. The other is, of course, that of "Holy War", a violent but necessary means of conversion.

The Muslims accept all the Jewish prophets, including Jesus (the second last prophet). Neither Mohammed nor Jesus is considered a God. If the father is Muslim then the child is Muslim, no matter the mother's origin.

One very interesting phenomena of the religion is the Koran, itself. When the Koran is translated into English and studied by Westerners, it appears to be the blandest of texts. When studied in its original Arabic it is said to bring tears to the eyes of the reader and can be a poetic, religious experience in and of itself.

ISLAMISM

- A. Heaven and Hell are afterlife realities.
- B. The Koran is literally the word of God.
- C. There is only one God, Allah (Yahweh).
- D. The Ten Commandments apply to everyone.
- E. Mohammed is the "The Seal of the Prophets."

IV. HINDUISM

Difficult to describe and larger than life, Hinduism is so rich, ornate and filled with promise that it seduces many great Western minds. The Bhagavad-Gita, itself larger than life, is a battle between good and evil. The practice of Yoga is a necessary part of the development of a true Hindu. Study and adherence to the values expressed in the Vedas, including the Upanishads complement the lessons of the Gita.

As in the other great religions, there are many sects within Hinduism. Some of these sects are founded on just the basis of the individual Yoga practices of the religion. The two major divisions within the religion consist of the dualist and non-dualist interpretations of the literature. Is the world real or apparent; is Brahmin personally involved or totally abstract?

HINDUISM

16

- A. Brahman is One Godhead.
- B. Bhagavad-Gita is the truth.
- C. Brahman in everything and is everything.
- D. Godhead is Brahman-Atman, Vishnu and Shiva.
- E. Man's objective is eternal life of infinite being and bliss.
- F. Yoga is for ego destruction, preparation for re-integration.
- G. Caste system in its original context is "being orientation".
- H. Level of reincarnation is based upon current life behavior.
- I. Spirit mysteriously eventually becomes man, acquires a soul; is self-conscious, has freewill, and is totally self-responsible.
- J. Material world (Maya), provisionally real and very deceptive.
- K. Death to ego, personality and body; the soul is indestructible.
- L. Beyond is always within one's self, unknown due to ignorance.
- M. Karma is the consequence of the moral law of cause & effect.
- N. Man's objective reached through re-integration with Brahman.
- O. Atman is (Creator), Vishnu (Preserver) and Shiva (Destroyer).
- P. Earth is "Middle World", God's Lila (playground), Man's Gym

V. CONFUCIANISM

Confucianism is better known as a system of humanistic, ethical behavior. The system emphasizes the responsibility of those who hold public office, including civil servants, to work only for the good of the people.

Confucianism also stresses hierarchy within the family unit, respect for elders and the ancients of the society. Confucius was very concerned with social justice for rich and poor alike. Much of the Confucian philosophy is embodied in the "Doctrine of the Mean" and the Confucian Classics. One must remember that at least up until the early twentieth century, Confucianism was the underlying ethical and moral code of conduct that spoke to the needs of one fourth of the world's population!

In summarizing, on the following page, the main principles of Confucianism, the reader will see several notations marked with the letters PDC. The notations refer to the fact that those particular beliefs were inculcated into the Chinese "PDC" (Predates Confucius). Confucius's ethical system was anchored by these ancient beliefs in ancestral respect and worship.

CONFUCIANISM

- A. Man is by nature good.
- B. Te is the correct way to rule.
- C. Family is the Cornerstone of life.
- D. Balance one's life between extremes.
- E. Education is way to enrich mankind.
- F. Ti, Chinese ancestors in Heaven (PDC).
- G. Heaven and earth is one continuum (PDC).
- H. Chun-Tzu is a gentleman in the truest sense.
- I. Li, propriety, is the way things should be done.
- J. Jen, human heartiness, is the virtue of virtues.
- K. Ti Chang is Supreme Ancestor in Heaven (PDC).
- L. Answer hatred with Justice, love with Benevolence.
- M. Rationalization always deteriorates into self-interest.
- N. Intellectual choice must be right values and attitudes.
- O. Individualism and self-consciousness destroy a society.
- P. Proper life found in the art of righteous living, not laws.
- Q. WEN, way of peace, responsibility of artist, not license.
- R. Communicate with ancestors thru ritual offering (PDC).
- S. Spreading righteousness is the cosmic "Will of Heaven".
- T. Tradition & Custom is the glue holding mankind together.
- U. Require Reverence for Ancestors, the elderly & tradition.
- V. Father/eldest son, elder/younger brother, husband/wife,
Elder/younger friend, ruler/subject, the 5 KEY relations.

VI. BUDDHISM

Buddha (the Enlightened One) came from a very wealthy family. His real name was Siddhartha Gautama of the Sakyas. When Buddha was about thirty years of age, he left his wealthy existence and began an arduous six year search for the truth. His journey began by seeking out Hindu masters.

Buddha practiced the most extreme types of asceticism and finally reached enlightenment while practicing a form of Yoga combining rigorous thought and supreme concentration. For the next half century, Buddha spent himself on preaching and teaching the wisdom he had obtained from his enlightenment. He died of accidental poisoning around 480 BC.

Buddha recognized the imperfections in the development of organized religion (mainly in his case, Hinduism). He set out to eliminate what he perceived as those imperfections, such as authority and ceremony, etc.

As taught by Buddha, the religion is the most kind and benign of all the great religions. Buddhism teaches the universals of love and harmony for all of creation. Similar to most of the other great religions, there is a gap of one hundred years or more, after the life of Buddha, until his teachings were actually written down.

Buddhism is divided into numerous sects. The main divisions are those of the Theravada and the Mahayana. The Theravada has a single unified tradition. The Mahayana continues to divide and is much more liberal in its views and acceptance of variation. Its variations might be thought of as Buddhism adaptable to local social conditions. Zen, although initially Mahayana, is so different in its viewpoint, that it is treated as a separate religion. Theravada is to Mahayana as Catholicism is to Protestantism.

BUDDHISM

- A. There is no personal God.
- B. Ignorance, not sin, is the impediment.
- C. Soul is not an individual spirit in eternity.
- D. Find true cause of suffering, eliminating it.
- E. You can "Know thyself" only by direct experience.
- F. The Four Noble Truths are:
 - 1. Life is Suffering.
 - 2. Freedom from ego, reunite with the whole.
 - 3. Personal Desire is estrangement from the whole.
 - 4. Eightfold Path defeats ego and self-gratification.
- G. Confront true predicament through silent meditation.
- H. Nirvana is man's highest destiny. It's his unity with the all.
- I. Believe in mind. Body and all material existence transient.
- J. Godhead indivisible, ineffaceable, beyond comprehension.
- K. "Be ye lamps unto thyself." No outside human authority on the divine; no rituals, speculation, tradition, or miracles, no dependency on personal, Godlike, divine intervention.
- L. Eightfold Path is right knowledge, aspiration, speech, effort, behavior, livelihood, mindfulness & absorption (Raja Yoga).
- M. Marginal Reincarnation, only so far as one might consider a flame being passed from candle to candle. There is no real regeneration of substance or spirit; only lingering aspects of an incomplete man's desires.

VII. ZEN Buddhism

Read the translations of the Hekigan, the Mumonknan and similar ZEN texts. You may come away thoroughly and utterly confused and befuddled. Such mental confusion is exactly the intent of the texts. ZEN takes to extremes the Buddha's utter distrust of human language as a means for solving humanity's many dilemmas. Buddha's reasoning is that language is a disguise mechanism behind which we hide our inner human ignorance of ourselves and of our relationship to the universe as a whole.

Rational answers to disciples' questions only exacerbate the problem of human beings always wanting explanations rather than searching for inner truth and enlightenment through meditation and experience.

ZEN Buddhism

- A. Divine ordinariness
- B. Satori is an instant flash of illumination.
- C. No rules, no creed, no line of successors
- D. Avoid personalization, bring eternity into the "now".
- E. Perfect Way difficult for those that pick and choose.
- F. The essence of Zen cannot be encompassed in words.
- G. Zazen is seated meditation to improve concentration.
- H. The Jewel of Eternity is in the Lotus of birth and death.
- I. Sanzen, twice daily audiences between Master and student.
- J. Koan, oxymoronic problems to discombobulate one's mind.
- K. Buddhism, a raft on the river of life between birth and death.

VIII. TAOISM

Legend has it that a very old and mysterious master lived somewhere in the remote regions of China around 600 BC. Over time, practitioners of the religion gave him the name Lao Tzu (Ancient Grand Master). Disregarding any time discrepancies, Confucius was said to have visited with him.

So disgusted with all of humanity and the entire human condition, it is said that one day Lao Tzu rode a water buffalo through one of the gates exiting China. He was last seen heading for Tibet. As he was passing through the gate, a guard, on duty at the time; ask why he was leaving China. Would he not at least leave a record of his teachings and wisdom for future generations? Without looking back Lao Tzu tossed the guard his life's work. Taoists and many others now revere the printed form of that small volume of verse. It is known as the "Tao Te Ching" (The Way and its Power).

TAOISM

- A. Tao is the way.
- B. The Way to do is to be.
- C. The Way cannot be perceived.
- D. Tao is unassertive and noncompetitive.
- E. Man's attempt to arrange life is foolishness.
- F. Water, clarity through stillness, represents Tao.
- G. The Tao that can be perceived is not the real Tao.
- H. Tao Te Ching, (The Way and the power), The Book.
- I. Wu Wei, creative quietude is freedom flowing from within.
- J. Tao is imminent, WAY of the universe, nature's eternal law.
- K. Man is meant to be selfless, emotionally calm while practicing cleanliness in his search for elusive self-consciousness.

IX. SELF-EXAMINATION

"I think therefore I am." (Rene Descartes, 1596 AD), you actually believe you exist as an independent, self-sufficient, thinking material being. The question to be explored is:

Do you really exist in the fullest sense of the word?

Your first challenge is to determine if you can really call yourself a true believer and practitioner of one of these eight great religions. Forget about all the peripheral, extraneous trappings of each but be certain without reservation that you agree with those basic tenets herein, describing the religion of your choice.

There are some very obvious and dangerous pitfalls with which you must contend, for example:

- A. Do you believe in a Heaven and hell separate from the confines of of this one life on earth? If not, rule out the Christian and Muslim religions as possibilities of choice.
- B. Do you truly believe that the Jews are destined to be the rightful rulers of a Heaven on earth sometime after their Messiah arrives? If not, the Jewish religion is not for you.
- C. Do you believe, after the crucifixion of Christ on the cross, you can only reach an afterlife Heaven if you believe that Jesus Christ is your Savior, the only Son of God and all others are excluded from that paradise? If not, the Christian religion is not for you.
- D. Do you believe that in the matter of Church doctrine, faith and moral teachings that the Pope is infallible? If not, you are not a Roman Catholic
- E. Do you believe in the right to abort a pregnancy? If so you are not a Roman Catholic because of D.
- F. Believe in reincarnation? If not you are not a true Hindu.
- G. Do you believe in a male or female personal God? Then you are definitely not a Buddhist.
- H. Are you an individualist despite the societal implications of your actions? If so you can rule out being a Confucian.

These are only a very few of the rigorous, questioning self-examinations one must endure to even begin to think for one's self and to hopefully reach a being level necessary to enter the state of **METANOIA**.

All the sophist arguments in the world cannot justify the following pronouncements and similar contradictions of faith:

I am a Catholic and believe in the right of a woman to have an abortion.

My mother is Jewish¹; therefore I am Jewish but I don't believe the Jews will inherit the earth and rule over others after the coming of the Messiah.

You, and no one else, must accept the fact that you are not a true believer. You may call yourself a Christian, a Jew, Muslim or a member of any faith. If you do not accept in your deepest self, the basic tenets of a religion, what do you really believe?

Your rabbi, your priest, your minister, your mullah, your neighbors, friends, associates and even parents may still reassure you that you are what you do not truly believe. They base their convictions of religious beliefs on ethnicity, birth, conversion or baptism. Many will even say that religion is one thing but their business and everyday life are totally separate matters.

Belief, in the truest sense, is that which one practices in everyday life!

Of course, we all error occasionally or even accidentally. The key word is occasionally. One does not violate one or more of the principal tenets of one's supposed beliefs as a regular practice or violate those principal beliefs most always when real choices have to be made and acted upon. For once in your life, take all the time you require and answer the following question:

Are you a true believer in every sense of the word in one of these eight great religions or their principal subdivisions?

Search within the depths of your true self. Review each major tenet of the religion of your choice.

If your answer is yes, enter the religion or one of its subdivisions:

1. The Myth of the Jewish Race by Patai and Wing, lc 88 27721; Reprint, Wayne State U., Detroit, MI. 1989 ISBN 0 8143 19491

The remaining books of the **JIMARIAN BIBLE** should be of great interest to you and will either reinforce your current true beliefs or again challenge your ability to enter into a state of METANOIA.

If you have not chosen one of the main religions or one of its main subdivisions, once again search the depths of your true self. Can you set down the basic tenets of your own true beliefs? Perhaps choosing a mixture of tenets from one or more of these eight great religions; coupled with those of lesser known religions or even coupled with your own separate beliefs?

WHAT I, MYSELF, TRULY BELIEVE.

X. CONCLUSION

Religion is simply a statement or list of your beliefs; be it belief in one of the eight great religions, a lesser-known religion, belief in humanism or belief in nothing at all! There is also the religion of uncertainty. Should you be unable to complete this self-examination, you do not truly think for yourself. You must then consider the profound possibility that in the truest sense, you might not really exist at all.

Next:

The second book of the **JIMARIAN BIBLE** is entitled:

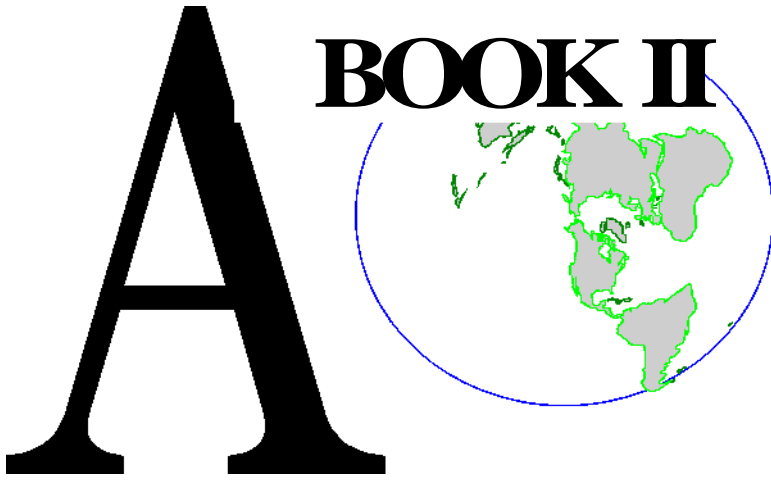
Book II Noteworthy Philosophy

The author summarizes Western philosophical thought dating from 3500 BC through the twentieth century AD. This span of time essentially covers the recorded history of mankind. Most of the knowledge gained can be attributed to a study of the world's great religions, obscure occult teachings and two chief sources of recognized philosophers.

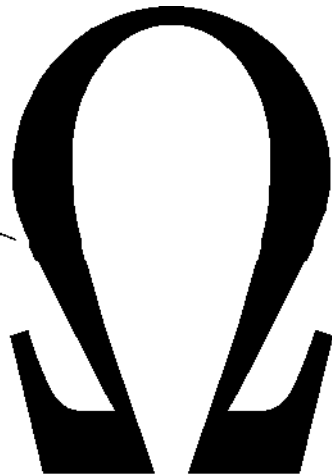
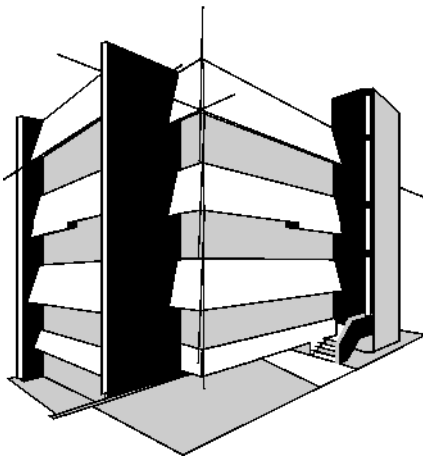
Those sources are "A History of Philosophy, Volumes I, II and III" by Frederick Copleston, S.J. and "Handbook in the History of Philosophy" by Albert E. Avery. These last two sources consist of approximately 2000 pages pertaining to the works of over 600 major and minor philosophers.

The arguments set forth by jimar in BOOK II., its **FORWARD**, chapters **I. THE ASSERTIONS** and **II. THE COMMENTARIES** delineate what is required to summarize all of Western philosophy and what parts of Eastern philosophy need be addressed, other than the tenets already expressed by those religions considered Eastern in origin.

A BOOK II



NOTEWORTHY PHILOSOPHY



THE JIMARIAN BIBLE

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FORWARD

Philosophy was originally intended to be a search for the truth through love of wisdom and knowledge. There are, within the history of philosophy, the tenets of most of the great world religions in one form or another.

The inclusion of some of the greatest religious philosophers, particularly Catholics such as St. Augustine, St. Anselm, and St. Thomas Aquinas, have given rise, over the centuries, to the argument, (chiefly from secular philosophers) that treatment of philosophical ideals too closely related to established religions be cast out and relegated strictly to the arena of Theology.

The author has investigated the summation of Western philosophical thought from approximately 3500 BC up to and including the middle of the 1900's AD. This span of time essentially covers the recorded history of mankind. Most of the knowledge gained can be attributed to a study of the world's great religions, obscure occult teachings and two chief sources of the most recognized philosophers.

These two sources are "A History of Philosophy, Volumes I, II and III" by Frederick Coplestone, S.J. and "Handbook in the History of Philosophy" by Albert E. Avery. These two sources consist of approximately 2000 pages pertaining to the works of over 600 major and minor philosophers.

It is very difficult to differentiate amongst the disciplines of Theology, Metaphysics, Ontology, Mathematics, Science, Ethics, Logic, and Aesthetics. Excluding Theology, the remaining disciplines are considered within the realm of Philosophy.

However, Philosophy according to Webster's Unabridged Dictionary must by definition include Theology:

"2 . . . the principles or laws that regulate the universe and underlie all knowledge and reality. . ."

"5. A study of human morals, character and behavior."

Theology is narrowly defined as pertaining to religious belief systems. It is the word "belief" as opposed to such terms as "logic", "proofs", "facts", etc. that would have one preclude Theology from Philosophy.

An argument can be made that the "logic" or "proofs" utilized in purely secular philosophies are likewise nothing but "beliefs" and as such come under the discipline of Theology. Perhaps such an argument can best be advanced by quoting Henry James commenting on philosophy:

"Our more or less dumb sense of what life honestly and deeply means."

A somewhat more ancient support of such an argument was attributed to Timon of Phlius, born about 320 BC; who was thought to have stated:

" . . . we can trust neither our sense of perception nor our reason."

Philosophers, in particular Plato and Aristotle, have much to say on many subjects from metaphysics to organization of governments, etc. In most cases the metaphysical portions of their endeavors have withstood the test of time, because that which is not provable remains not provable.

Yet, from Plato's defense of slavery to Einstein's refusal to accept the quantum theory, to Karl Marx's dreams of communism, very little "proofs", "data", or "logic" of these ideas have survived the test of time.

One of the famous of often quoted philosophical ideas is that of Rene Descartes, born in 1596 AD, "I think, therefore I am." This seemingly obvious enduring explanation of individual existence can be turned on its head. I believe I think, therefore I believe I am. The latter statement leaves much in doubt about our individuality and self-determination.

Based upon the five **ASSERTIONS** on page one and the **COMMENTARIES** on page two, the noteworthy philosophical thought (spanning over 5000 years of recorded history) can be summarized in this, the shortest "History of Noteworthy Philosophy" ever written.

The reader must be very careful not to be drawn into sophist arguments concerning which philosophers were included (Socrates, Plato and Aristotle should be without question) and those that were excluded. Several philosophers were chosen simply to draw attention to the fact that the behavior of human beings has not changed since the Stone Age.

Others could have been selected but if you take the time to examine all the minor variations or less than significant contributions by most philosophers, one begins to move towards the argument: "Just how many angels can fit on the head of a pin?"

I. THE ASSERTIONS

- A. THE STATEMENTS MADE IN THE FORWARD OF THIS BOOK, WHEN COUPLED WITH ASSERTIONS C, D AND E, NEGATE THE NECESSITY FOR MOST WESTERN PHILOSOPHICAL INCLUSIONS IN THE TEXT.
- B. MUCH OF EASTERN PHILOSOPHICAL THOUGHT NEGATES THE INVESTIGATION OF LIFE (NATURE) BECAUSE IT IS CONSIDERED ILLUSIONARY; THEREFORE MANY EASTERN PHILOSOPHIES ARE BEST EXAMINED WITHIN THE CONTEXT OF THOSE RELIGIONS REPRESENTING SUCH THINKING.
- C. THE WORLD'S GREAT RELIGIOUS TEXTS ENCOMPASS LARGE SEGMENTS OF BOTH EASTERN AND WESTERN PHILOSOPHIES.
- D. THERE EXISTS A HIGHLY UNUSUAL SET OF DOCTRINES CHIEFLY ATTRIBUTED TO ONE INDIVIDUAL KNOWN AS MR. "G" (GURDJIEFF). HIS WORK TEACHES WE ARE BORN IN ESSENCE. INSTEAD OF DEVELOPING "TRUE PERSONALITY", WE SUCCUMB TO WORLDLY DEGRADATION, THEREBY ACQUIRING A MULTIPLICITY OF "FALSE PERSONALITIES".

SUCH DEGRADATION THEN MINIMIZES THE POSSIBILITY OF ANYONE BEING TRULY "AWAKE". THIS ASSERTION CHALLENGES THE ENTIRE STRUCTURE AND NATURE OF PHILOSOPHICAL THOUGHT.

- E. ALFRED NORTH WHITEHEAD, BORN 1862 STATED, "THE SAFEST GENERAL CHARACTERIZATION OF EUROPEAN PHILOSOPHICAL TRADITION IS THAT IT CONSISTS OF A SERIES OF FOOTNOTES TO PLATO."

II. THE COMMENTARIES

PYTHAGORAS, 481BC, argued there are two sides to every question, "I know not whether the Gods exist or not; the question is very difficult and life is short."

TIMON OF PHLIUS, 320 BC, stated "we can neither trust our sense of perception nor our reason."

ARCESILAUUS, 314 BC, was "certain of nothing, not even certain of that. Infinity of assumptions, resting one upon the other with no final proof."

NICHOLAS OF CUSA, 1401 AD, "A man's wisdom lies in his admission of ignorance."

HENRY JAMES, 1843 AD, on philosophy, "Our more or less dumb sense of what life honestly and deeply means."

"The difficulty in deciding issues tends towards 'relativism' (There is no absolute true doctrine)"

RAMON TURRO Y DARDER, 1854 AD, stated "philosophy is chaotic in its inner contradiction and countless systems."

JOSIAH ROYCE, 1855 AD, said "relativism must come to see that when it denies that there is any absolute truth it asserts thereby what it accepts as absolute truth."

LUDWIG WITTENSTEIN, 1889 AD, believed that "a considerable portion of philosophy is an attempt to state what can only be shown, resulting in meaningless efforts to say the unsayable."

STEPHEN E. TOULIN, 1922 AD believed that "a scientist's chief work is to construct a model depicting concretely what happens in the physical world, *not to find universal laws and first principles.*"

III. NOTEWORTHY PHILOSOPHY

Having just read in "THE COMMENTARIES", wherein philosophers, themselves, argue the futility of their own profession and keeping in mind the five "ASSERTIONS", here is a summary of 5,000 years of hypothetical, philosophical speculation.

BOOK OF THE DEAD, 3500 BC, noted a connection between immortality and the soul. An individual's after-life suffering and destiny depends on conduct in this life.

PRIEST OF SENEFERU, 2900 BC, complained of confusion in the land, plundering, and business poorly managed.

TABLET OF NIPPUR, 2200 BC, tells of great flood, destruction of life, a new beginning, and immortality of a great hero.

GILGAMESH EPIC, 2000 BC, eat, drink and be merry. Give up the search for immortality.

IPUWER, 2000 BC, author wished for an end to life. Men are lazy. A leader is needed to shepherd his flock.

ELOQUENT PEASANT, 1800 BC, a story criticizing dishonesty of petty officials and delays of justice in the court system.

HEBREW WRITTEN LITERATURE appeared around 800 BC.

ASSYRIAN TABLETS, 700 BC, told stories of world creation and flood.

ZORASTER, 660 BC, spoke of continual struggle between God of light and a bad spirit. His association with Jews may have prompted their developing the theory of Satan.

JEREMIAH, 650 BC, "The soul that sins shall die." "Why do righteous suffer?"

PYTHAGORAS, 550 BC, lives of community revolved around tending the "soul" through purity and purification. Pythagoreans were probably vegetarians.

HERACLITUS, 500 BC, postulated that strife of opposites in nature and harmony of opposites is what gives everything temporary reality.

GORGIAS, 480 BC, win men to your way of life and have your way. Hence the beginning of Sophistry, the superficial treatment of any matter, making verbal distinctions of no real importance, the seed ground of the modern day legal system.

SOCRATES, 470 BC, chief interest was making good men. Plato credits him with the doctrine of FORMS. True FORMS definition may not exist but men know them through experience, i.e. PURE GOLD, BEAUTY, TRUE JUSTICE, PERFECT CIRCLE, etc.

Immediate pleasure/action is not only unsustainable but also irrational. Happiness does not depend on an abundance of external goods. There is only one true virtue and it is true insight into what is really "good" for you. "The unexamined life is not worth living." To the extent men are evil demonstrates lack of good judgment.

PLATO, 427 BC, true knowledge is of the universal. Knowledge of the particular is a very low kind. If man can rise above IMAGES (recognize mistakes) to FORM (IDEA) to the universal, his mind is of a state of knowledge. Man who judges external nature as true reality does not see it is an unreal copy of the invisible world. Plato's view of reality is stated in his "Allegory of the Cave", a short narrative within his "The Republic".

Intellectual (Being) progress is neither continuous or without danger. Effort and mental discipline are constantly required.

Whenever a plurality of individuals has a common name, they have a corresponding IDEA or FORM. FORM is the universal.

Plato assumes objectivity here rather than seeing it as subjective, particularly regarding such FORMS as BEAUTY.

Objective essences are FORMS, discovery not invention. FORMS are not to be confused with subjective ideas. The soul existed before the body wherein it beheld (Recollections); the subsistent, intelligible entities or IDEAS, which appear to constitute a plurality of "detached" essences.

The Platonic IDEAS are placed in the Logos, the place where the IDEAL world is situated. The Logos consists of the immaterial world of IDEAS and the material world of visible things, which are copies of the invisible world. Trust God not yourself. The passive state of ecstasy becomes the highest stage of the soul's life on earth.

Innocent pleasures without pain are all right while in pursuit of the "good".

Plato was deeply concerned about the license of poets, actors, and the arts in general. "Moral straying is something the arts are very good at justifying at the expense of the individual's and the community's long term benefit. To speak of the absolute rights of art is nonsense . . ."

Evil is never good!

The Demiurge patterned the universe and, in particular, this world after the living Creature or Being, however imperfect the pattern. Thus, this world received its full compliment of creatures and things, both moral and immoral. This world became a living creature, a copy of the ONE.

EXNOCRATES, 396 BC, all things are endowed with souls.

ARISTOTLE, 384 BC, time is the numeral aspect of movement. In the physical world in the process of change there is no absolute origin or cessation, only transition of substance from one form to another. There are three basic levels of life, vegetable, animal and man.

Soul and body are closely related. Soul gives unity to the organism. Substance is most fundamental; marked by the features of individuality; a combination of form and matter; and potentiality into actuality.

The perfect form is God, an essence, and not just a substance of the universe but the "Ideal" towards which the universe yearns for its fulfillment. God is ultimate thought. God is completely self-conscious, pure reality and self-absorbed.

The ideal life is one of contemplative leisure, nearest the Divine and free of external circumstances. Unlimited wealth condemned. Unity and goodness are transcendental attributes of Being.

Aristotle was interested in the real universe. He didn't view man as having a relationship with God; whereas, Plato used the real universe as a stepping stone to the FORMS.

Plato's FORMS according to Aristotle are useless to explain the movement of things for the coming into being and their extinction. Plato depended upon the Demiurge for this action.

On the other hand Aristotle's urging to lead a "good" and contemplative life appears rather useless in view of his belief that man has little or no chance to associate with God.

According to Aristotle, God, the intelligences of the spheres and the active intellect of man are the only forms independent of matter. These forms are primarily substances.

Regarding transformation, a tree is a tree but has the potential to become a house. Efficient cause is not always final cause, i.e. father of a child. The First Mover is the eternal source of eternal motion but not the Creator God. Spheres cannot imitate the Ideal spiritual intelligence (God); next best thing is circular motion.

Aristotle saw heavenly bodies as series of unmoved Movers, whereas Plato's vision was that of stars with souls and movement within themselves. God is the Efficient Cause only because He is the Final Cause, not because of active intelligence.

Aristotle's God might be considered as the THOUGHT OF THOUGHT. Accidents are events of nature but not "according to nature". Particular things go in and out of existence but species and genera are eternal. Evolution in the sense of each species tends towards perfection (copy of God?). Even plants have souls. End of life in its best and broadest interpretation is "happiness".

Aristotle was very much aware of man's inner struggle; disagreed with Socrates that no man acts against knowledge. All powers of the soul, except one (active intellect, which is immortal and pre-existed) are inseparable from the body.

Ideally humans should choose a life of their own true self and reach for the highest element in that life. Believed men and animals always existed.

THE STATE IS SUBJECT TO THE SAME MORAL STANDARDS AS THE INDIVIDUAL.

Plato's moral values were unchanging, having to do with essence. Aristotle believed social groupings (communities) determined moral values and varied with the times and conditions.

EPICURUS, 361 BC, mental pleasure is superior to physical. Many desires lead to frustration. Reason is founded on the senses. Rejected immortality. Gods, if existing, do not interfere with the affairs of men. Free body from pain and soul from confusion. Mental suffering is greater than physical.

ZENO, 335 BC, to gain the good life man must think straight and understand the universe, which evolves cyclically and always ends in conflagration. No souls are immortal beyond each cycle. Live rationally; accept nature as orderly expression of world reason (Providence). "All are but parts of one stupendous whole, whose body Nature is and God the soul . . ."

Man can accept or reject God's will. Good can't exist without its opposite, evil. The goal of life is "happiness" consisting of virtue according to nature. One either possesses all the cardinal virtues of moral insight, courage, self-control (temperance) and justice or none of them. The wise man is without passion. Induce a state of apathy, not regulation.

STILPO, 320 BC, upon being robbed, answered, "I haven't seen anyone carrying off wisdom or knowledge".

EUBULIDES, 300 BC, one grain is not a heap, adding one grain doesn't make a heap, when does a heap take effect?

ECCLESIASTES (Kohemoth), 300 BC, there is no great end achieved in life or in the universe. There is no world explanation and no reliable connection between effort and outcome.

Even wisdom is not satisfying. Most everything is in vain. Excess of any kind is foolish. Expressed doubt in the prophets.

PHILO JUDAEUS, 20 BC, believed in allegorical interpretation of the Scriptures. God transcends human description. Man's ideal should be to escape the body and its evil influences in an attempt to ascend to God.

The ESSENES (some believe Jesus was one) maintained dualism of body and soul. The soul not only survives death, but also pre-existed before birth.

According to JEWISH teachings, God is personal, yet pure Being, absolutely simple, free and self-sufficient. God neither occupies time or space.

Contains all things within himself. God is absolutely transcendent, transcending even the Idea of good and that of beauty.

JESUS, 5 BC, summed all law thusly: "Thou shalt love the Lord thy God with all thy heart and mind; and thy neighbor as thy self."

CHRISTIANITY with its doctrine of Salvation, sacraments, dogmas and incorporation with Christ as God through Church membership, final vision of God, offer of supernatural life and mystery religion is successful because all of that is coupled with the historical fact of Jesse's birth, death and reported resurrection as the Son of God.

ANNAEUS SENECA OF CORDOBA, 30 AD, moral progress is secured by daily self-analysis.

DION CHRYSISTOM, 40 AD, poor country life is superior to and more natural than city life. How can city poor live virtuous lives observing luxury all around them.

The SCEPTICS Two final arguments of:

1. Nothing can be rendered certain through itself.
2. Nothing can be rendered certain through anything else.

PLUTARCH OF CHAERONEA, 45 AD, all religions worship the same God.

EPICETETUS OF HIERAPOLIS, 50 AD, sins differ from a material standpoint but are morally equal and involve perverted will.

MINUCIUS, 100 AD, Plato's "Timeaus" is almost Christian in his discussing Maker and Father of the universe.

FLAVIUS JUSTINUS (St. Justin), 105 AD, all men who live according to an innate consciousness of God (Logos) are Christian even if atheists.

MARCUS AURELIUS, 121 AD, one should resign oneself to the will of God and love all mankind.

PAPIAS, 140 AD, the original source of the Gospel of Matthew was a collection of Jesus' sayings in the Hebrew language.

All the gospel manuscripts are in Greek, suggesting they are later compositions based on earlier documents, which have not survived.

CLEMENTS OF ALEXANDRIA, 150 AD, philosophy is to the Greeks what the law is to the Jews.

PLOTINUS 204 AD, God is beyond all finite definitions. The universe exists as an overflow of the super-abundance of His Reality. Matter is negative; it is at the bottom of the scale, relatively unreal and evil. There is mind (Nous), soul (life) and matter.

The fall of man is descent into sensory being. On deathbed supposedly, while waiting for a friend, said, "I was waiting for you, before that which is Divine in me departs to unite itself with the Divine in the universe." Universe is not an evil thing only a mirror image of perfection. We shouldn't expect very much from an image.

MANI, 215 AD, the universe is a conflict between light and darkness. Light works through great leaders. Jesus' crucifixion is a symbol of salvation.

EUSEBIUS, 260 AD, Plato's idea of God agrees with sacred Jewish literature. In Plato's letters is the idea of Trinity, the One (Good), mind (Nous) and world soul. Plato either discovered truth or was enlightened by God. Scriptures are allegorical in nature.

ST. GREGORY OF NYSSA, 335 AD, Justice-in-Itself is the real Logos, the Second Person of the Trinity. The soul's darkness is a cloud of unknowing. A soul advances twice, in baptism and culminates in ecstasy.

ST. AUGUSTINE, 354 AD, if God created earth and is good, what about evil? Plato's evil as negative moved Augustine towards Christianity away from duality. He heard a child's voice "tolle lege" while randomly opening the Bible to St. Paul's Romans, 13:13-14. Sense knowledge may be connected with original sin.

Objective judgment requires a standard. Which is more deceiving an oar, which visually does or doesn't change shape while half in water, half in air? Soul is the stepping stone to God.

Acknowledging God's existence requires Divine Grace. God created all things simultaneously, potentially or actually. Genesis states that the grass (herb) not the seed came first. Participation in the immutable good is not possible except through gratuitous mercy of God. Evil is caused not by the Creator but by the created will. Evil is what falls away from essence and tends towards non-being.

The first man was created with free will, but as men degenerated through evil choices original sin became inherited. Nous is divided into three groups: divine souls, demonic souls and human souls. Some souls are predestined to salvation, otherwise all would be lost to sinfulness.

MOHAMMED, 570 AD, there is One, Absolute God, Ruler and Judge. Opposed idolatry, infanticide and usury. Added military power to preaching (the last prophet). Teachings assembled into Koran after his death. Believed in Allah, angels, prophets of Allah (including Christ and the other Jewish prophets), Divine decrees and final judgment.

Duties of the faithful are repetition of simple creed, prayer five times a day, almsgiving to other Muslims, fasting and pilgrimage to Mecca. Advocated abstention from wine, music and pork. Commends labor and poverty.

JOHN SCOTUS ERIGENA, 810 AD, principle undergoes no change because of emanation effect. All return to God. Nature is the totality of things. Nothing is created that is not ordained.

AVICENNA (ibn SIND), 980 AD, mind normally acquires idea of being through experience. Being cannot be obtained through self-consciousness.

God is the First Cause (otherwise infinite series). God doesn't create directly but through first intelligence, which is the beginning of duality. There are ten levels of intelligence from Giver of Forms to prime matter.

Necessary creation not directly by God, is in conflict with the Koran.

ANSELM, 1033 AD, God is the supreme member of terms stretching to infinity. The Being no greater than can be thought.

Ontological argument for existence is that the unrealized Idea is not so great as a realized one.

HUGO OF ST. VICTOR, 1096 AD, to the inner vision of God, the soul rises above intellect to ecstasy.

AVERROES (ibn RUSCHD), 1126 AD, scale from pure matter to Pure Act (God). No individual immortality rather immortality in the species eventually absorbed in the One.

MAIMONIDES, 1135 AD, greatest Jewish student of Aristotle. Only just souls gain immortality. Anthropomorphic descriptions of God are only figurative.

CABALA, originated in the 9th century AD (combined with another work in 1200 AD), two works, the "Jeziarah" (Creation) and "Sohar" (the Brightness). God unknowable except through intuition of ecstasy and Divine Will (added later).

RICHARD OF ST. VICTOR, 1162 AD, ultimate truth partly above reason partly contrary. Mystical experience is six-step process. 1. contemplation of visible and tangible objects, 2. study of works of nature and art, 3. study of character, 4. study of souls and spirit, 5. entrance to realm of the mystical, and 6. ecstasy.

JOHN OF FIDAZA, (ST. BONAVENTURE), 1221 AD, emphasized mysticism of Plato. In nature we find a trace of God, in ourselves an image of God. The soul exists primarily to enjoy God, seeking perfect happiness.

ST. THOMAS AQUINAS, 1224 AD, immediate object of human intellect is essence of the material thing. Life eternal means being in the sight of God. Clear distinction between natural and supernatural morality. Man is to reach this end by Grace; not possible by reason.

Aquinas considered Aristotle was the philosopher par excellence. Denied separate existence of universals, and determined FORM needs individuation. Rationally provable that angels exist due to scale of being but without matter. Man's innate understanding of good, better, best as degrees of perfection imply a perfect God. Things come into existence then perish. If necessary, then such things would have already existed, therefore there is only one necessary contingent Being (God). Every agent acts towards an end.

The human agent acts for happiness, contemplation of the Unmoved Mover, God.

The saint argued for the right of the State to take a life, basing argument on the part existing for the whole.

Soul is the form of the body, individualized by matter, not a complete substance on its own, suggesting immortality and resurrection.

RAYMOND OF SABUNE, 1432 AD, every creature is a "letter" written by the "finger" of God. God will never choose that which is unbecoming Himself.

MARTIN LUTHER, 1483 AD, salvation is by faith alone, not through works or through ritual. Luther believed in free will but also in Omniscient Providence (God knowing men's choices in advance).

GIORDANO BRUNO, 1548 AD, God and Nature are the passive and active sides of reality. God is all being, soul of the universe. Man is an emanation of God and will return to Him.

FRANCIS BACON 1561 AD, men's minds need to be cleared of idols involuntarily worshipped and prejudices due to interest of the individual (Plato's Allegory of the cave?). Minds similarly must be free of customs of the human race, use of words, and great names as idols.

JACOB BOHME, 1575 AD, evil is attributed to dual structure in the nature of God. Everything is known through contrast with its opposite.

Lucifer became enamored with the angry qualities of God, refusing to advance from darkness into the light. Without evil, God could not manifest His goodness.

Lucifer's fall resulted in creation of the material world. Heaven and hell are on earth. He who develops from darkness into the light is already in Heaven and visa versa.

LORD EDWARD HERBERT, 1583 AD, there is a natural religion of reason, based upon no authority.

THOMAS HOBBS, 1588 AD, men by nature are self-seeking and hostile. The State subject to rejection is no state at all, but disguised chaos.

RENE DESCARTES, 1596 AD, "I think, therefore I am." He conceived the material world in terms of extension, divisibility, figure and motion.

Matter is inert. It received initial motion from the first cause (God). After that, matter followed solely in accordance with the laws of motion, evolving the universe from its original homogeneous mass.

HENRY MOORE, 1614 AD, purity of heart is necessary for the grasp of true reason.

BLAISE PASCAL, 1623 AD, belief in God is a wager which can lose nothing.

GEORGE FOX, 1624 AD, ultimate truth not in books, even the Bible. Experience the presence of the Holy Ghost. Meditation, simplicity in living and peaceful relations with fellow men are fundamental principles.

BARUCH SPINOZA, 1632 AD, argued internal evidence of the Bible being its own authorship. **Emotions lead men to the impulse of the moment, not of seeing things in the long range under the form of eternity.** "But all things excellent are as difficult as they are rare. True religion is the rational contemplation of God or understanding Nature." Banned by Jews; outcast among Christians.

G.W. LEIBNIZ, 1664 AD, the universe is an expression of perfect reason, therefore best of all possible worlds, apparent evil would be transformed by a larger perspective of the universe.

BERNARD MANDEVILLE, 1670 AD, it is difficult to have both material prosperity and moral up righteousness.

JOSEPH BUTLER, 1692 AD, basis of morality is conscience which must be followed without regard to consequences.

VOLTAIRE (FRANCOIS MARIE AROUET), 1694 AD, satirized Leibniz's most perfect world in "Candide".

(jimar's comment on lesson in Candide).

"Mind your own business, stay home and work with your hands."

THOMAS REED, 1710 AD, all knowledge built on principles that are self-evident, every man with common sense is aware of such principles.

DAVID HUME, 1711 AD, it is habit at work psychologically that produces the notion of cause and effect.

IMMANUEL KANT, 1724 AD, act that the maxim of thy deed may stand as universal law. A life according to principle is good regardless of success or failure.

JOHN GOTTLIEB FICHTE, 1762 AD, men live in what they believe not what they know. The entire universe is a moral order working out its task on a grand scale of which man is a microscopic representation.

ARTHUR SCHOPENHAUER, 1788 AD, the universe is an idea unfolding. The world for anyone is his idea. Will in man and the universe is the thing-in-itself.

JOHN STUART MILL, 1806 AD, law of causation is nothing but invariable sequence. Traditional logic is circular reasoning because the major premise has to be established by induction, which incorporates the conclusion into its summary.

CHARLES DARWIN, 1809 AD, minute chance variations prove advantageous in the struggle (survival of the fittest) and are transmitted to descendants through inheritance.

SOREN KIEKEGAARD, 1813 AD, the aim is to save one's soul from the corrupt world. Life as a member of a social circle stupefies man.

The inner opposition of things is the deepest truth of existence; world against God, moment against totality of life, time against eternity, etc.

EDWARD Von HARTMANN, 1842 AD, atoms are minute wills with an unconscious idea of their destiny. Growth of an organism is guided by unconscious will, wherein individuals meet their own and universal ends. There is more misery than happiness and hope. Solution is renunciation of life.

RICHARD AVENARIUS, 1843 AD, enlargement of experience creates new problems.

FREDERICH WILHELM NIETZSCHE, 1844 AD, life is best described in terms of the biological urge to survive. It is the "will to power". Frenzied, spontaneous life supersedes that of a measured, orderly one. Scorn the past and present for a more glorious future - superman concept. Christian standards favor the weak.

FERDINAND TONNIES, 1855 AD, an irresistible tendency toward mechanization of life, increasingly dissolves community experience.

GEORGE SANTAYANA, 1863 A. D., the universe is not moral or rational. Mind is a product of matter in motion; the ultimate substance in the universe.

ALFRED H. LLOYD, 1864 A. D., the universe lives and thinks.

VALIMIR LENIN, 1870 AD, chief proponent of dialectic materialism, a communist party tool used to further his own ends. Idealism is the last refuge of vested interests supported by religion; both should be eliminated.

ALBERT EINSTEIN, 1876 AD, advocated complete disarmament, a socialist society, social justice and limited world government.

REINHOLD NIEBUHR, 1892 AD, was attuned to man's desperate predicament. The notion of perfectibility of man, endless progress and world government are erroneous. Meliorism is all man can hope for in that it's not the worst or best of all possible worlds and perhaps even improvable. Criticized optimism of liberals who fail to assess rightly the evil in human behavior.

LEWIS MUMFORD, 1895 AD, so-called liberalism has weakened the foundations of democracy. Liberalism suffers from emotional anesthesia.

The future of man is at stake. We are facing the same issues as did Plato, with hoped for better results.

PAUL WEISS, 1901 AD, there are four types of reality: actuality, existence, ideality and God. Each mode should be approached negatively by considering the consequence if a particular mode were not true.

IV. SUMMARY

Painstakingly review the entire book. Be absolutely certain that you understand all that is written by the author and each of the philosophers, whether or not you agree with any or all statements. Apply that same diligence to reviewing **V. TABLE OF PHILOSOPHICAL PRINCIPLES** on pages 18 and 19.

Select from all the philosophies herein stated, as well as those defined in Chapter **V. TABLE OF PHILOSOPHICAL PRINCIPALS**, and any combination of philosophies including your own which best compliments the religious belief you chose in Book I. State your philosophy below:

Statement of Philosophy

There is no bibliography as such. If the words of the philosophers need to be verified simply refer to the two texts cited in the FORWARD.

A number of philosophers were included in the work, not so much because their pronouncements were so illuminating, but because their observations concerning human behavior contribute significantly in assisting to document the following:

Through the analysis of historical documents, comments by ancient philosophers and known facts, before mankind can ever hope to progress spiritually, we must accept on the basis of both an individual and collective consciousness that:

**PSYCHOLOGICALLY THE HUMAN RACE HAS NOT
CHANGED SINCE AT LEAST THE STONE AGE!**

Technological advances are no basis for concluding psychological development.

N e x t :

**BOOK III
MANKIND'S RENDEZVOUS WITH DESTINY**

In the third book of the **JIMARIAN BIBLE** the reader comes face to face with the monumental dilemma that is facing mankind. The astounding, almost unbelievable graphic history of mankind's presence here on earth sets the stage for defining the next step in human development, requiring the gift of **METANOIA**.

This next step was revealed to jimar in his **FIRST Spiritual Illumination!**

V. TABLE OF PHILOSOPHICAL PRINCIPLES

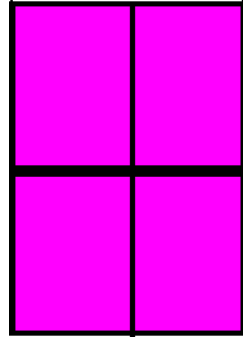
ABSOLUTISM	There is a final and relevant standard of belief, reality, and action .
AGNOSTICISM	Final answer to basic questions is "I don't know".
EGOISM	Prime importance is oneself. Serving own interest is highest end.
EVOLUTIONISM	Universal process, later things developed from earlier ones.
EXISTENTIALISM	Self is the ultimate real. Struggle is a basic fact of existence.
HEDONISM	Pleasure is the highest good. Man is obligated to seek pleasure.
HUMANISM	Humanity is the prime importance in the universe.
HYLOZOISM	Matter (hyle) and life (zoe) inseparable in the real world.
IDEALISM	Ideas essential to knowledge. Reality essence of spirit. Pursue ethics.
INSTRUMENTALISM	Ideas are instruments of living, not the goals of life.
INTUITIONISM	Ultimate Truth reached, not by analysis, but by instant realization of it.
LOGICAL	Refer to Scientific Empiricism.
LOGICAL POSITIVISM	Early name for Scientific Empiricism
MATERIALISM	Ultimate reality is "matter". In ethics pursuit of physical well being.
MECHANISM	Reality is a machine, not a living organism.
MELIORISM	World neither the best or worst possible. It is capable of improvement.
MONISM	One ultimate reality, spirit, matter or something else.
MYSTICISM	Ultimate Truth only by great intuition; to contact it is to merge with it.
NATURALISM	Ultimate Real is "nature", not spirit or dualistic worlds.
NEO-REALISM	Reality formed by abstract qualities partly mental, partly physical.
NEUTRAL MONISM	Reality neither physical nor spiritual alternating sometimes combining
NOMINALISM	Universal concept is simply names, impulses of expression.
OCCASIONALISM	Interaction of mind and body through God produced related activities.

OPTIMISM	Best of all possible worlds. Best possible long-term results.
PANPSYCHISM	The entire universe permeated with life and soul.
PANTHEISM	The Universe in its entirety is God.
PARALLELISM	Mental and physical phenomena run parallel one another.
PERSONALISM	Persons are the ultimate reality. All facts contained in someone's life.
PESSIMISM	Worst of all possible worlds. Everything ends in evil.
PHENOMENALISM	The world is merely made of appearances, no reality as such.
PHYSICALISM	Energy emphasized over matter as key to reality.
PLURALISM	More than two kinds (many?) of irreducible realities.
POSITIVISM	Positive assertiveness through search for the positive in sense data.
PRAGMATISM	Test of truth is in the results as judged by the believer in the idea.
RATIONALISM	Nature of reality and the "good" can be achieved through thinking.
REALISM	Reality independent of any knowledge of its existence.
RELATIVISM	Nothing is absolute. (Self-contradiction is an inherent fundamental).
SCIENTIFIC EMPIRICIS	Emphasis on sensory knowledge by inductive reason
SCEPTICISM	Human efforts comprehending the incomprehensible are useless.
SOLIPSISM	One's only reliable reality is the fact of one's own experience.
SUBJECTIVE IDEALISM	Refer to SOLIPSISM
THEISM	One can learn to define and use the concept of God adequately.
TRANSCENDENTALISM	Ultimate reality is beyond human experience and understanding.
UTILITARIANISM	Ethics established by the resultant human happiness achieved
TRANSCENDENTAL IDEALISM	A combination of the two terms
VOLUNTARISM	Reality is formed by will rather than knowledge, matter or feeling.

BOOK III



**MANKIND'S
RENDEZVOUS
WITH DESTINY**



THE JIMARIAN BIBLE

By jimar

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FORWARD

Having studied the first two books of the **JIMARIAN BIBLE**, you should have, by now, both a belief system and a corresponding philosophy of life. If you do not, then read no further and return to the first two books until you have completed the work of initial self-discovery. Take as many hours, weeks, months or years as required to arrive at your own belief system. Decide upon a philosophy that you believe can support your belief system without major contradictions.

If you refuse or unable to explore the differences between your essence and your false personalities there is no reason to continue because you will not be prepared to reach the necessary first step of **METANOIA**.

You do not really exist as a potential human being but are merely taking up space on a physical plane with no inner purpose to your life.

To continue in this work without the necessity of acting upon the potential knowledge revealed in the first two books will make it impossible to develop your submerged essence and will only increase your anxiety and sophist rationalizations for justification of your many false personalities.

The content of **THE JIMARIAN BIBLE** is a step by step process leading to a realization of who you are and what you really believe. The process will attempt to unlock your full human potential, if your essence can be awakened to combat and confront your false personalities.

Your false personalities should not be made aware of the potential knowledge within the various books of the **JIMARIAN BIBLE** until you have read, in order, each book. If you skip over any book or any parts within each book you are wasting your time and are pandering to your false personalities.

If you have not gone through the process of determining your present beliefs and associated philosophy, go no further until you have completed all the exercises BOOKS I & II!

It is not necessary, nor is it even expected, that you have chosen the belief system and complimentary philosophy that satisfies the nature of your essence. Your choices are only the beginning of an insightful journey to free yourself from non-existence and to enter into the true nature of the universe.

You have ever so slightly set ajar the doorway to your true self and sleeping essence. With an open mind and hopefully, non-judgmental attitude, you are beginning to search for a way out of the cave of darkness and shadows. This cave of ignorance and self-delusion is life on planet earth, as you now know it.

This, the third book in
The JIMARIAN BIBLE
requires no explanation.
Simply let yourself absorb
the current status of life on
planet earth.

I. MANKIND'S PSYCHOLOGICAL DEVELOPMENT

The graph you are
About to see
Represents the last
Ten thousand years
Of mankind's
historical,
verifiable,
psychological
progress:

**THERE
HASN'T
BEEN ANY!**

MANKIND'S PSYCHOLOGICAL DEVELOPMENT

P
R
O
G
R
E
S
S

SPIRITUAL
BEING

THERE HASN'T BEEN ANY!

MANKIND'S HISTORICAL STAGNATION

ANIMAL

8000 BC

7000

6000

5000

4000

3000

2000

1000

BC/AD

1000AD

2000AD

ADAM
& EVE

NOAH'S
ARK

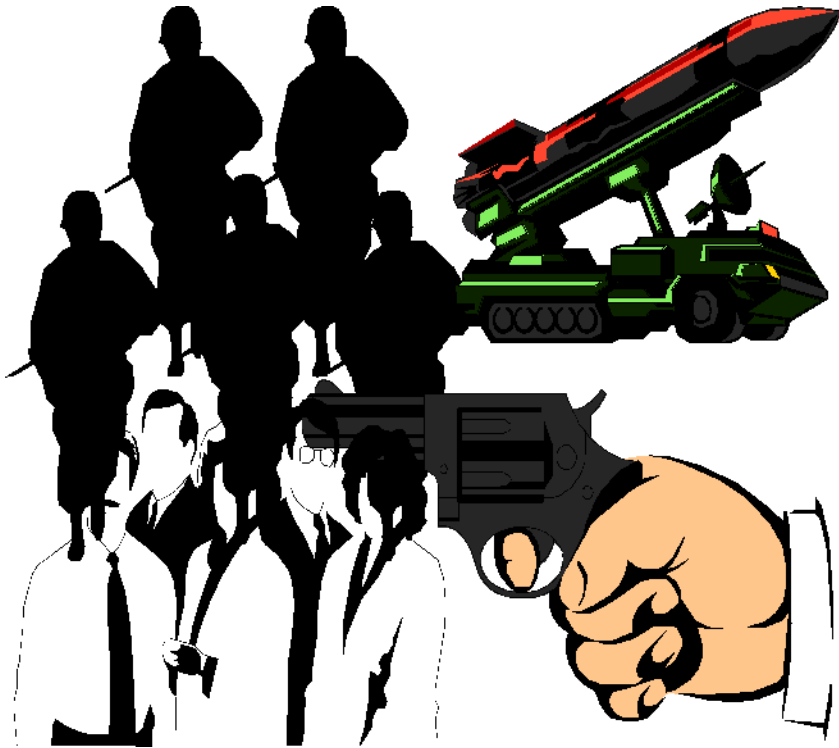
1990 AD

**Understanding this lack
Of psychological
Development eludes each
New generation of human
beings.**

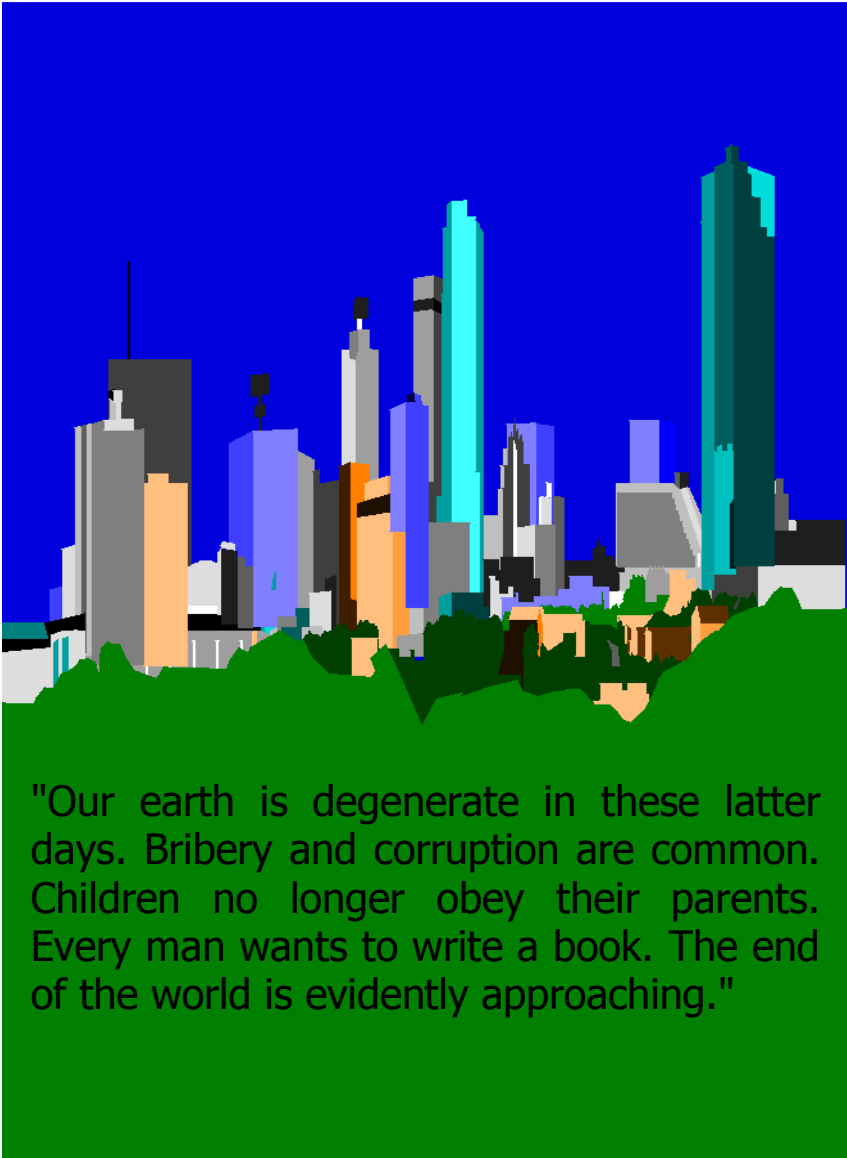
**Events beyond your
Control are in charge of
Your life.**

**Is it too late to change the
Course of human history?
Prepare yourself to learn
About mankind's current
dilemma.**

II. WHAT CAN HISTORY TEACH US?



**"THOSE WHO FAIL TO
LEARN FROM HISTORY ARE
DESTINED TO RELIVE IT."**





“Our earth is degenerate in these latter days.

Bribery and corruption are common

Children no longer obey their parents.

Every man wants to write a book.

*The end of the world is evidentially
Approaching”*

Having just read these words on the previous page, you probably shook your head in agreement with Mankind’s present predicament.

What you did not know is that those words are an English translation of a stone tablet unearthed in a Syrian village dating back 4800 years to approximately 2800 BC.

Writings in those days were either carved in stone, clay or written on papyrus.

Read the New Testament very carefully. Its purpose was the salvation of humanity. Each generation seems to believe that the end of the world is just around the corner.

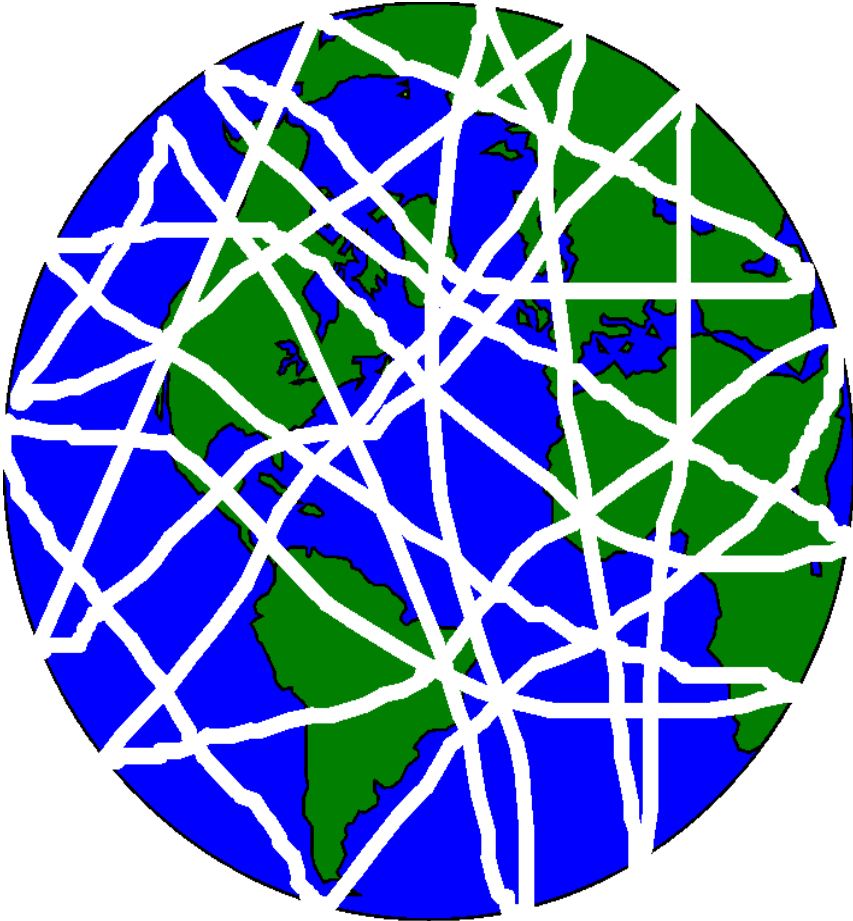
The Jewish religion preaches that each new generation of Jews still awaits the coming of the Messiah to lead them to a new world order, God's kingdom here on earth.

What has kept human behavior in the same psychological rut for all of recorded history?

Before we can understand the psychological stagnation of humanity, we need to examine the entire horrible, uncontrollable situation in which the human race now finds itself. This total uncontrollable chaos disguises itself in the form of superficial education in the humanities, arts and sciences and the political, social and industrial adaptations derived from such ignorance.

History is the roadmap leading us to understanding what it is that ails the human race and what it is that is at the heart of our present, dire predicament.

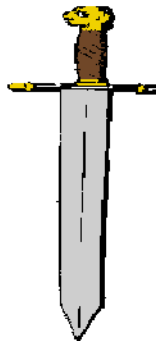
III. THE GORDIAN KNOT



The Gordian Knot in ancient history represented humanity as a huge, messy, twisted ball of knurled, knotted rope. Whosoever untangled the knot was the legitimate, just and compassionate ruler of the known world.

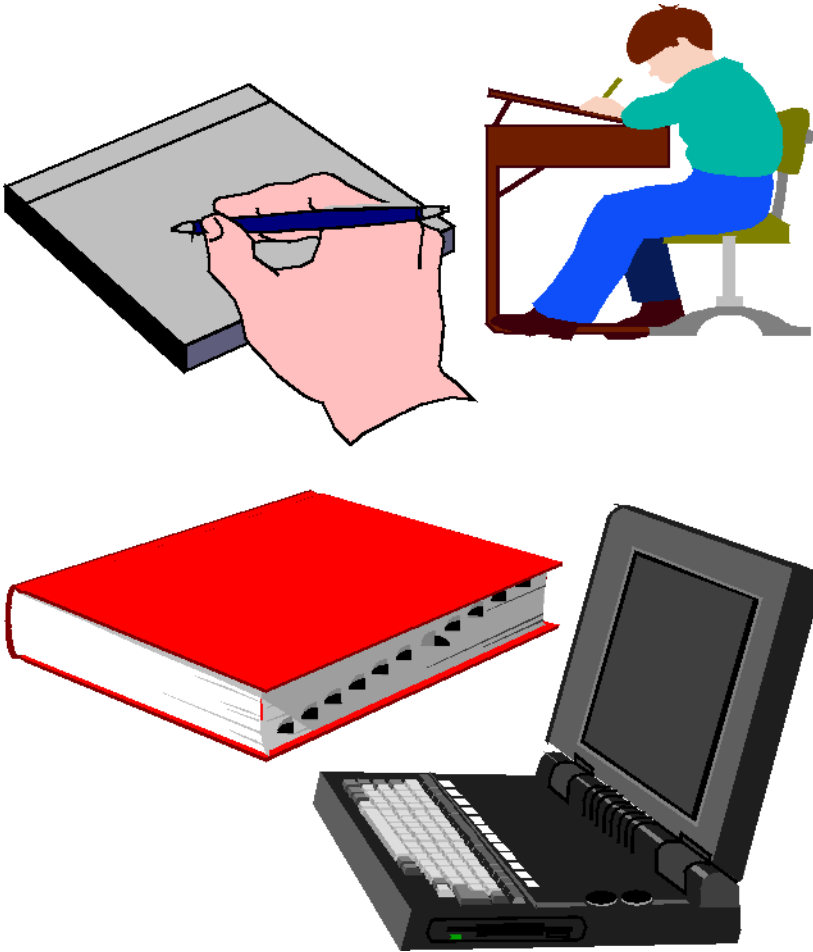
Legend has it that when Alexander the Great conquered Asia, the wise men of Asia, hoping to befuddle him, placed the Gordian Knot at his feet; requesting that Alexander untangle the knot, thereby becoming the rightful ruler of the known world.

Alexander, once again demonstrated the folly of all mankind, drew his sword, sliced the Gordian Knot in half, beheaded the wise men and proclaimed himself the ruler of all Asia.



History has
demonstrated time
and time again that
the
pen is mightier than
the sword.

Words, for better or
worse, far out last
all the victories of
conquerors.



**THE PEN IS MIGHTIER
THAN THE SWORD!**



ONE PICTURE IS
WORTH A 1000 WORDS!

The everyday Gordian Knot experience of real life makes the conquest by armies and the works of scientists, writers and artists seem pale and insignificant in the lives of most human beings. When life is stripped naked of its let's pretend glamour and mythical heroes what is the real current size of humanity's Gordian Knot.

Based upon documented, historical evidence, human beings have never developed psychologically. Rather than the end of the world being just around every corner, humanity is more like a cancer in the universe. Destroying everything in its path and devouring its own young.

The rate of that destruction is now astronomical! For at least ten thousand years there has been no historical, verifiable improvement in human behavior.

**Forget for a moment everything
You believe you know.
View for the first time the real
history of mankind!**

Previous to 8000 BC no one really knows. In fact, according to the Old Testament, the orthodox Jewish religion teaches that Adam and Eve were only in the Garden of Eden a little more than 5700 years ago, around 3700 BC!

At this the beginning of the twentieth first century AD, two thousand years after the birth of Christ, humanity is no longer in charge of its own destiny. Chaos rules! Observe closely; learn why human beings are mere participants in unfolding accidental occurrences.

This is our past.



This is our present! 7 BILLION!



**TOO MANY PEOPLE FOR SUCH A
LITTLE WORLD**

**A 600% INCREASE IN LESS
THAN 110 YEARS.**

IV. CHAOS

The time line chosen for reference purposes is 10,000 years. This is long before the Orthodox Jews believe Adam and Eve appeared in the Garden of Eden. It is far less time than humanists believe we have been here on earth. 8000 BC simply offers a convenient, graphical analysis, point of origin. Going any further back, without significant historical information, simply creates a much longer flatter graph and serves no real purpose.

It took more than 5,000 years for the earth's population to reach one billion people, around 1900 AD. Remember, the Jews believe that less than six thousand years ago, Adam and Eve appeared in the garden. It may have taken millions of years, depending on which reconstruction of humanity's past you choose to believe.

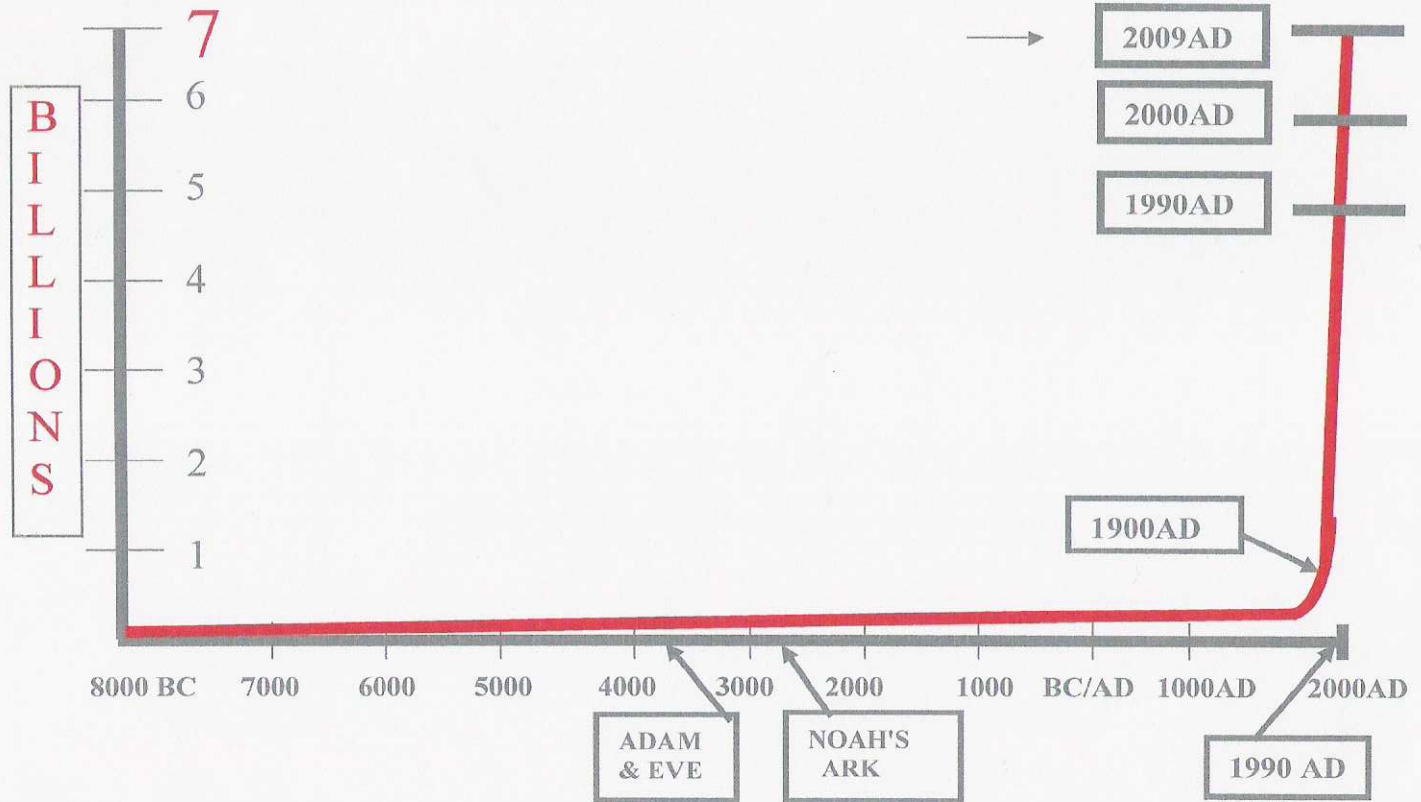
It required only forty more years, until approximately **1940 AD** for the **earth's population to double** in size to **TWO BILLION** people! **By 1980 AD, the population had doubled again to FOUR BILLION** people! **By 1990 AD, the population had increased another ONE BILLION** people for a **total of Seven BILLION!**

The growth rate of world
population now exceeds ONE
BILLION people every ten
years!

Despite abortions by the hundreds of millions, wars and disease, the world's population is totally out of control.

What previously required more than 5,000 years of population growth now reoccurs every ten years!

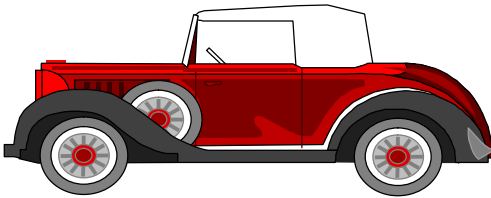
POPULATION EXPLOSION



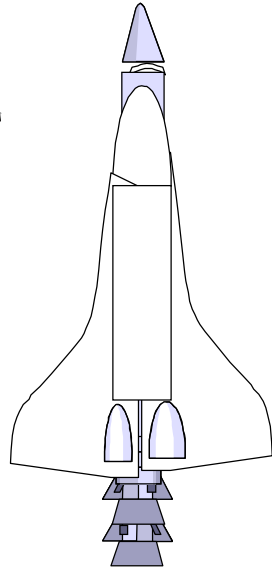
**MAN'S
BEST
AVG.
FOOT
SPEED
IS
ABOUT 6
MPH**



**TRAVEL BY
DOMESTIC
HORSE
AT 30 MPH**



**AUTOMOBILE TRAVEL AT
100 MPH**



**SPACE SHUTTLE AT
20,000 MPH**

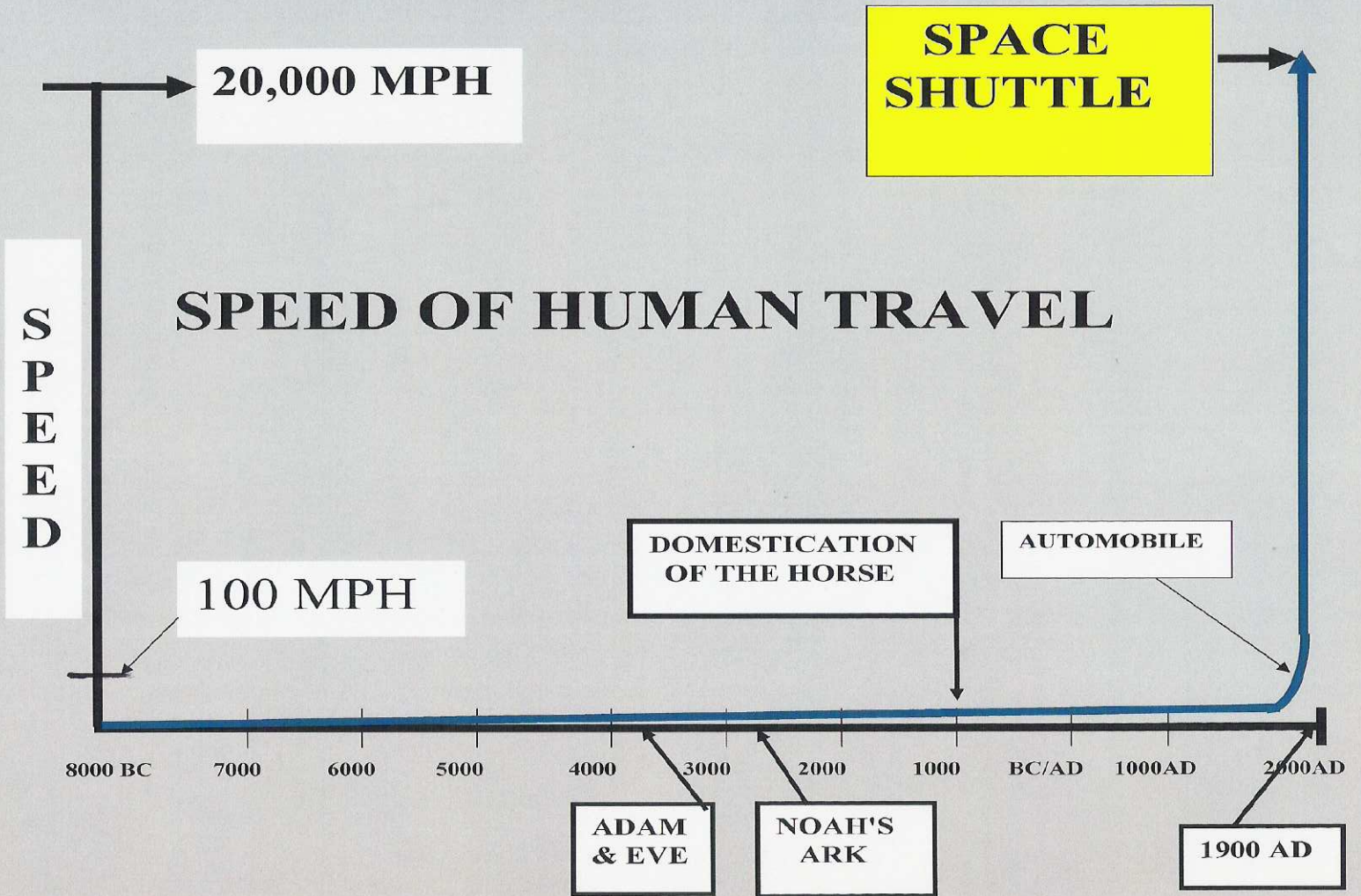
Man's best average foot speed is approximately six miles/hour. By 1000 BC thanks to the domestication of the horse, humans could briefly travel at speeds up to thirty miles/hour.

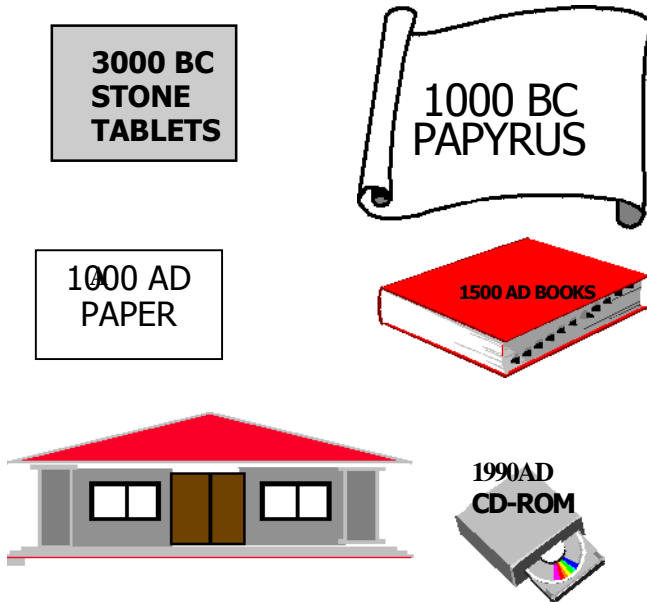
By 1920 AD, we could travel one hundred miles/hour in an automobile.

Today, humans circle the globe in the space shuttle at 20,000 miles/hour. We have truly learned to fly around in circles at ever increasing speeds.

It required more than 5,000 years for a human being to be able to travel 100miles/hour.

It took less than 100 more years to circle the earth at 20,000 miles an hour!



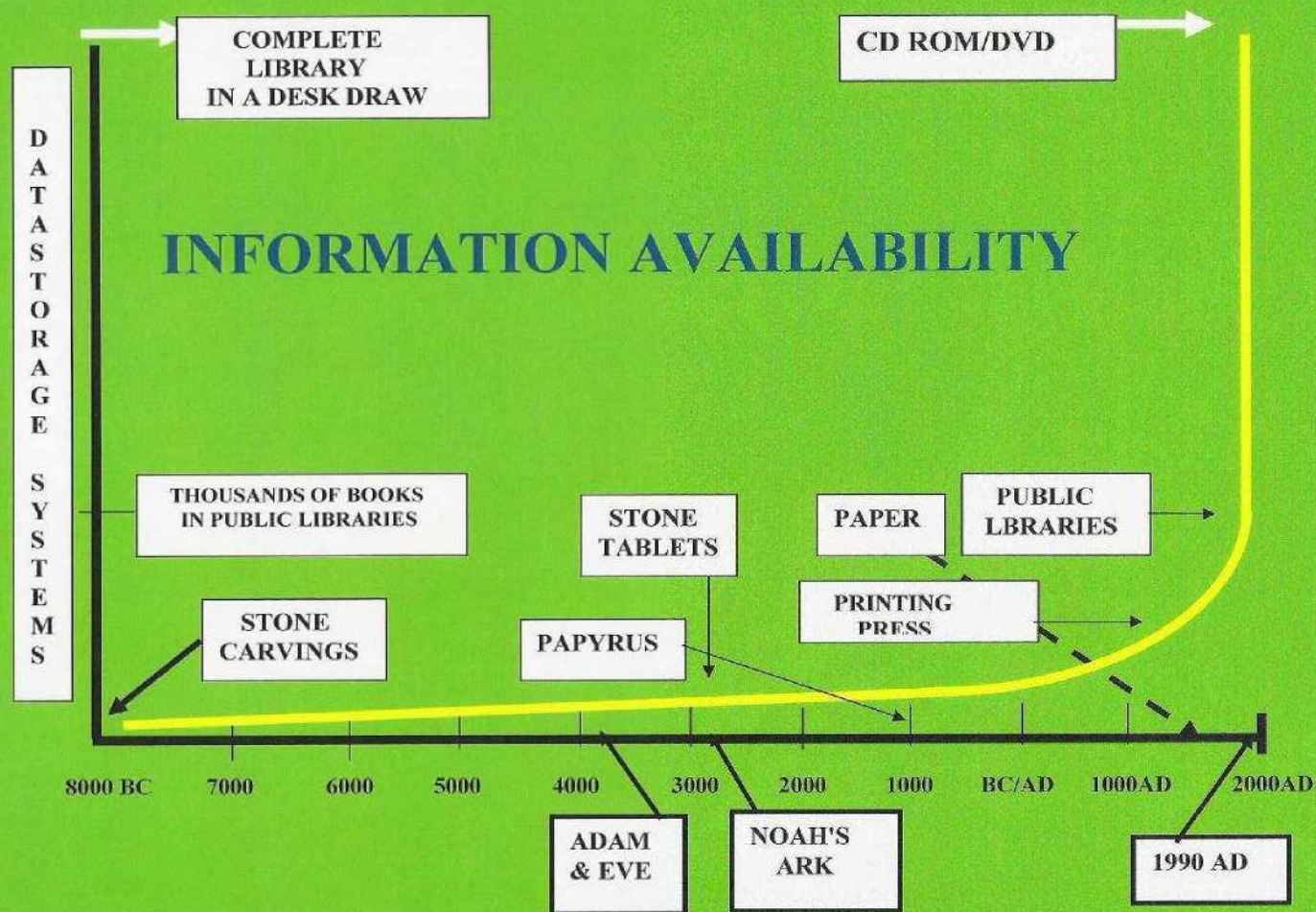


1915 PUBLIC LIBRARY SYSTEM

In **3000 BC** records were on stone tablets. Before the year **1,000 BC** records were on papyrus. Prior to 1000 AD, the Chinese had invented paper. By **1500 AD**, due to the invention of the Gutenberg printing press, people had access to printed books. By **1915 AD**, Andrew Carnegie substantially built the American public library system.

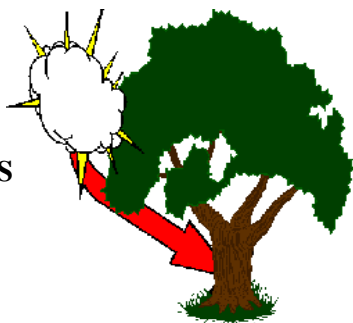
Now in the **2000's AD** computers coupled with **CD-ROMs** can store **300 books** on a disc that is less than **1/8" thick and 5" in diameter**. You can have a public library in a file no larger than a breadbox.

Even as you read this, new, smaller size, larger capacity, storage systems are being invented. And then, of course, there is the Internet & Web!

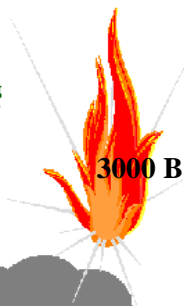


INSTANT ENERGY

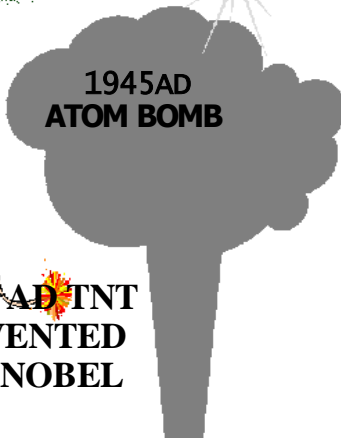
**8000 BC FIRES
CAUSED BY
LIGHTNING**



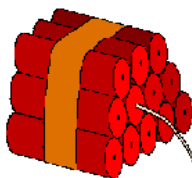
**3000 BC FLINT
FIRES**



**1945AD
ATOM BOMB**



**1880AD TNT
INVENTED
BY NOBEL**



The only fires created 10,000 years ago were by lightning.

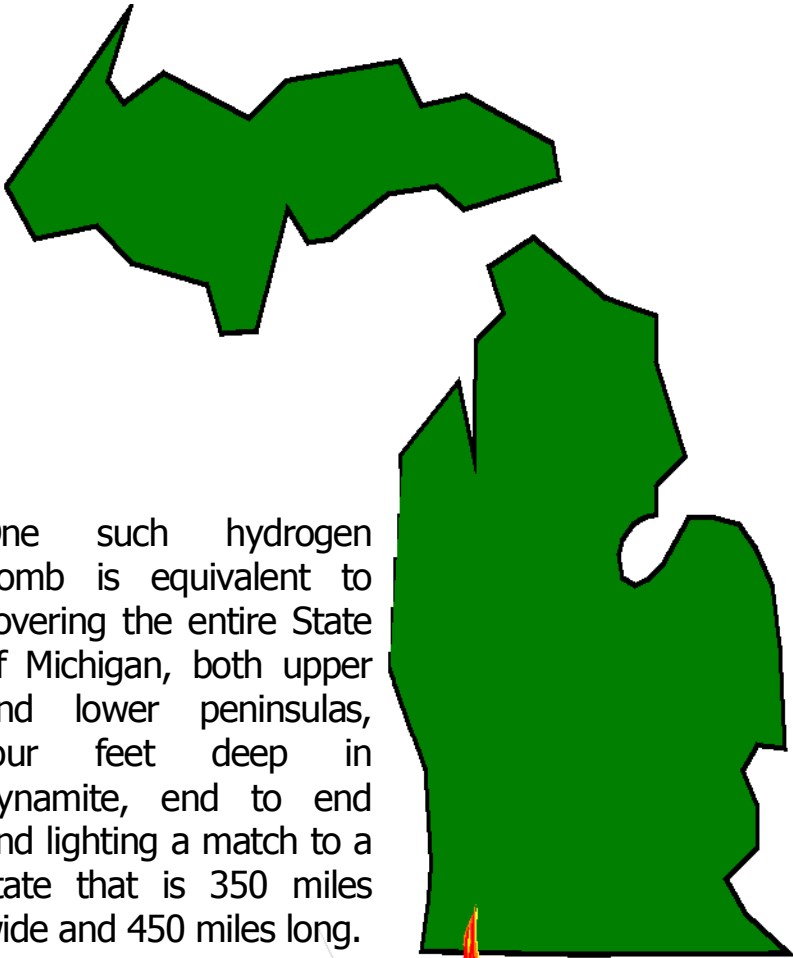
More than 5,000 years ago Humans learned how to start flint fires.

By 1880 AD, Nobel had invented TNT (the dynamite stick); yes, the very same Nobel!

It wasn't until **1945 AD** that instant energy was available in an atomic explosion that was equivalent to **20,000 tons of TNT.**

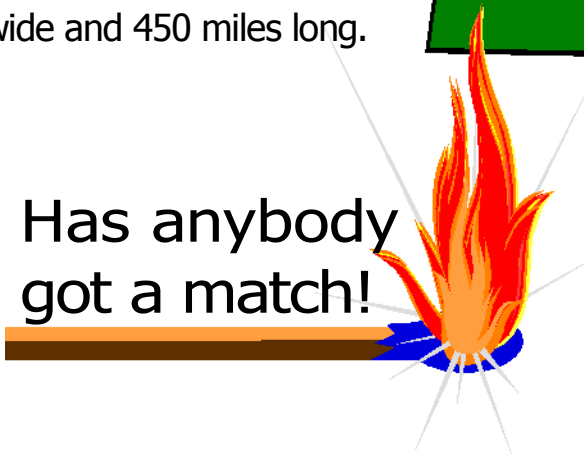
That's about **30,000,000 sticks of dynamite!**

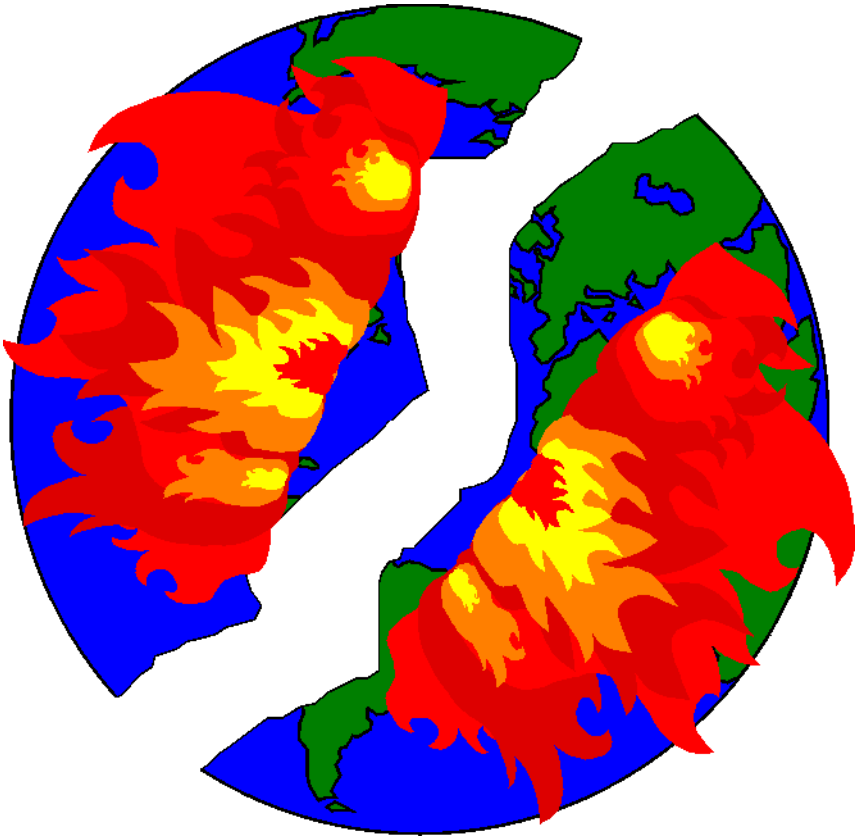
By 1960 AD, America had Fifty-Megaton Hydrogen Bombs.



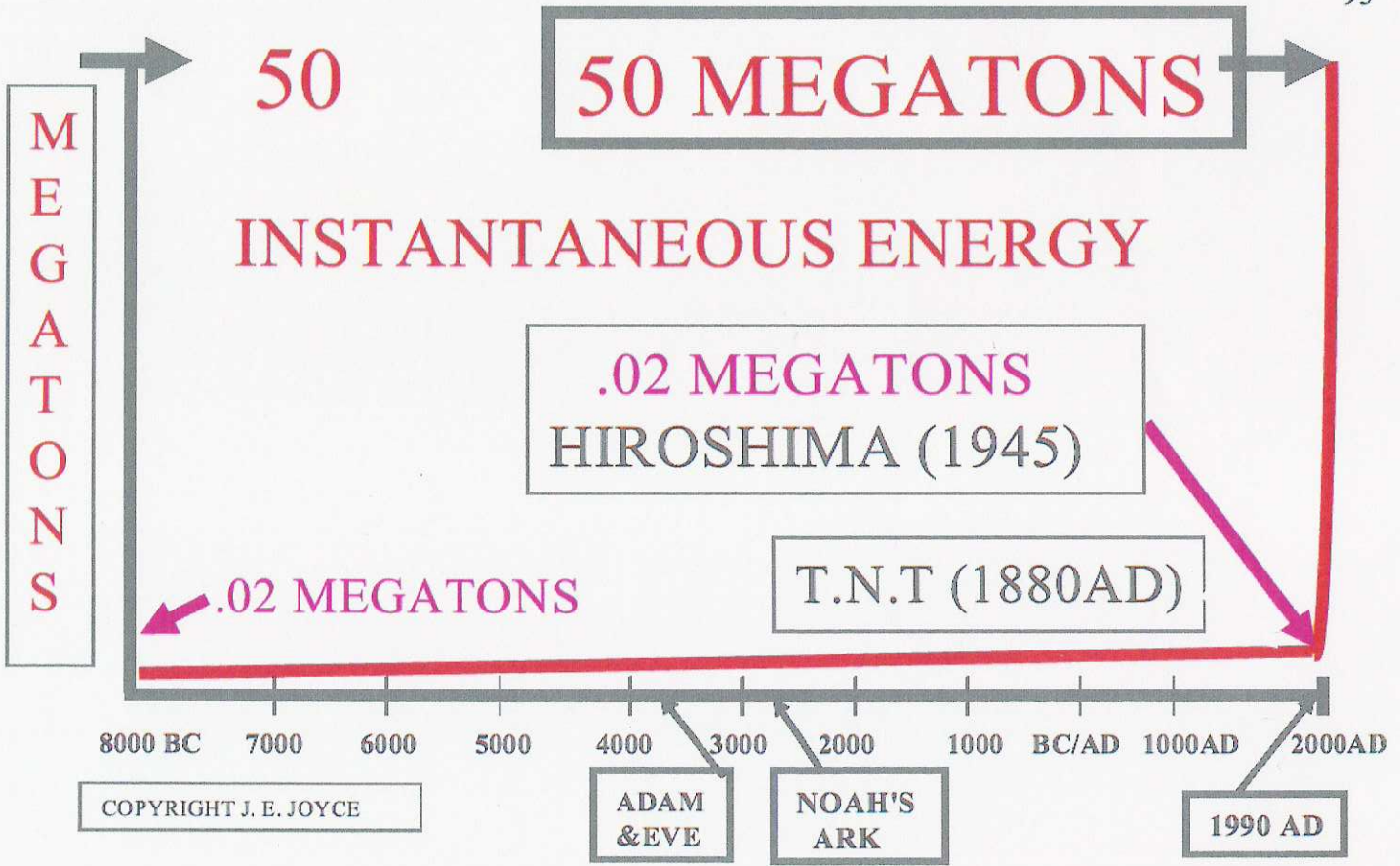
One such hydrogen bomb is equivalent to covering the entire State of Michigan, both upper and lower peninsulas, four feet deep in dynamite, end to end and lighting a match to a state that is 350 miles wide and 450 miles long.

**Has anybody
got a match!**





We are no longer just immature infants playing with fire as in the days of the cave man. In fact it wasn't until almost 10,000 years later that instant energy became available in the form of a single stick of dynamite. Yet, in less than 100 years we have created enough instantaneous power to destroy the world many times over and over again!



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The world's population is over seven billion people. That's six times more than just 100 years ago.

The public school system in America came of age in the 1800's AD. Very few people attended colleges or universities until after World War II, which was about 1950 AD. This is why from the days of the caveman until well into the nineteenth century AD there were relatively few scientists and engineers.

95% of all scientists and Engineers, who have ever lived, are living now!

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MILLIONS

MILLIONS OF SCIENTISTS & ENGINEERS

TECHNOLOGICAL DEVELOPMENT

THOUSANDS

PRE-WORLD WAR II THOUSANDS OF ENGINEERS

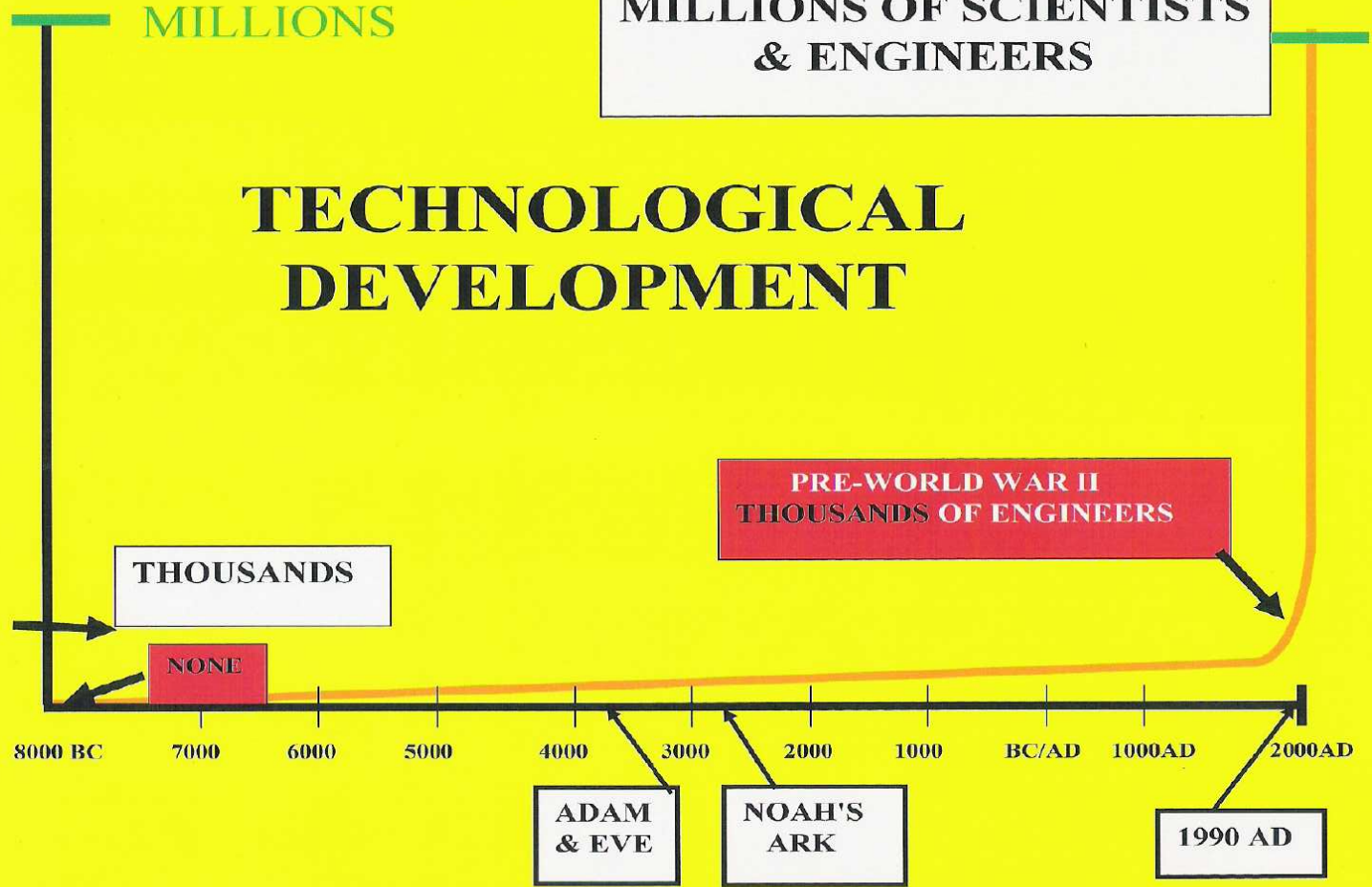
NONE

8000 BC 7000 6000 5000 4000 3000 2000 1000 BC/AD 1000AD 2000AD

ADAM & EVE

NOAH'S ARK

1990 AD

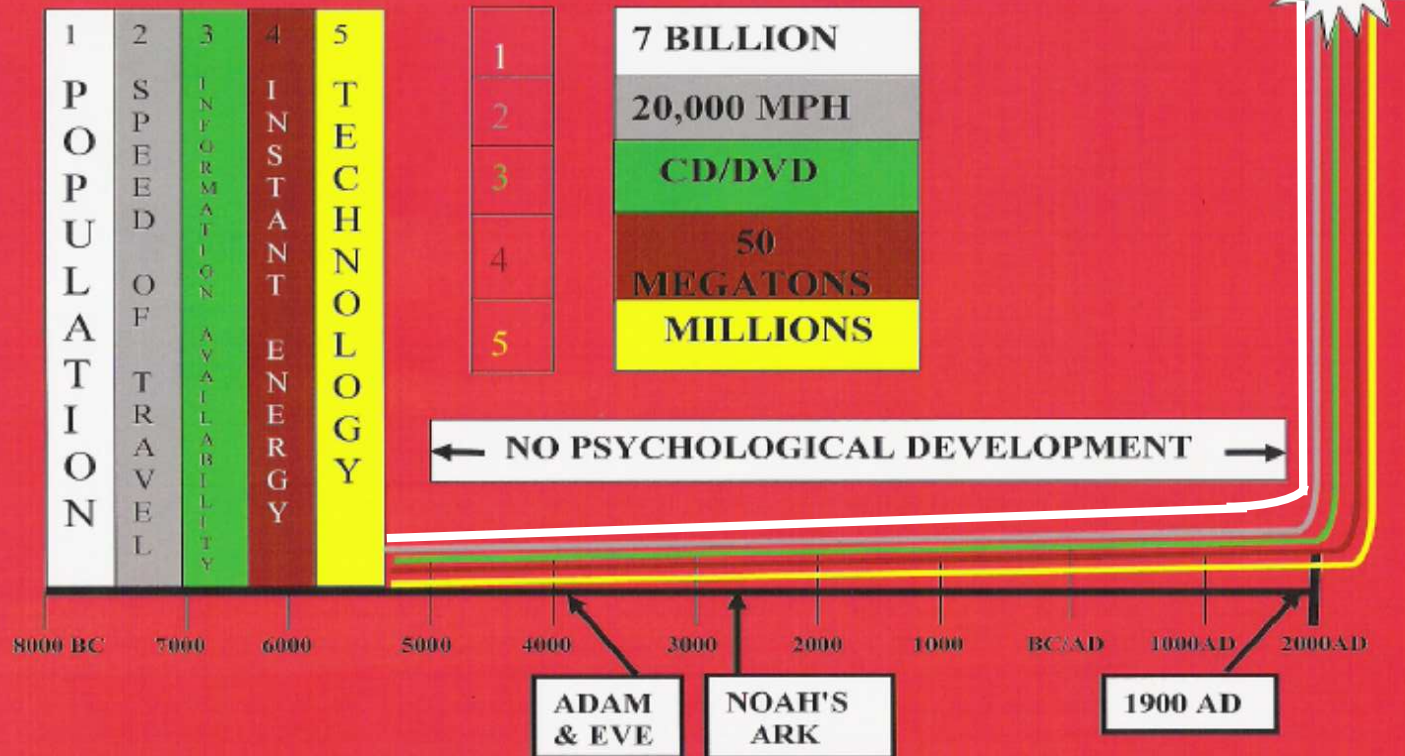


The forces unleashed by the relentless infantile behavior of human beings have created chaos.

Any pretext humanity has used to claim responsible earthly behavior is total and absolute self-delusion.

This self-delusion is our historical legacy, at the beginning of the twenty-first century

PRESCRIPTION FOR CHAOS



V. HUMANITY'S LEGACY

**ENTERING THIS THE
21ST CENTURY AD.**

**WORLD HUNGER RUNS
RAMPANT.**

**THE WORLD'S LEVEL OF
ILLITERACY IS
ASTRONOMICAL.**

**THERE ARE AS MANY AS
THIRTY WARS AT ANY GIVEN
TIME AROUND THE GLOBE.**

**MORE PEOPLE KILLED IN WARS IN
THE TWENTIETH CENTURY THAN
THROUGHOUT THE ENTIRE TOTAL
PREVIOUS RECORDED HISTORY OF
MANKIND!**

Will this total self-
elusion continue
To be humanity's
legacy to its
 progeny at this the
beginning of the
twenty-first century
AD?



PLATO'S ALLEGORY OF THE CAVE



**Humanity today, just as
Plato taught thousands of
years ago, lives chained and
enslaved by unseen masters in
a cave.**

Sunlight beams from
an unknown opening behind
the slaves.

**Our construction of reality
represents merely shadows
on the wall of life.**

Before we can escape, we
must break the chains that
bind us, then very slowly
turn and face the sunlight
without becoming blind.

It's fear of each other
and fear of truly
knowing ourselves that
enslaves us all.

Our bonds can be
Broken by the simple act
of **METANOIA!**

METANOIA in
Ancient Greek
MEANS **CHANGE**
OF MIND!

VI. SUMMARY

The very word METANOIA in ancient Greek could be the subject matter of an entire thesis on the psychological reaction of mankind to the subtle reinterpretation of meaning from one language and text to another.

There are no original Hebrew versions of the New Testament writings, only Greek translations. The word **METANOIA** it seems has two possible meanings. Depending upon which meaning is implied, the entire nature of the New Testament actually changes.

You see, the other interpretation of the word METANOIA is REPENTANCE FOR SIN!

Throughout the **JIMARIAN BIBLE** you are going to be confronted with difficult and exciting challenges. Many of which will simply depend upon your ability to distinguish amongst various interpretations of thoughts and ideas. Are the esoteric revelations understood by your essence or are you still captive of your false personalities' sophisms?

The purpose of Books I and II is to open the door to your nonjudgmental **ESSENCE**. **Book III** is to get **YOU** to realize that morally, ethically, and spiritually we are no further along than we were 10,000 years ago!

It is unlikely, that while initially viewing the various graphs throughout **BOOK III**, that you really let sink into your consciousness the immensity of the time scales involved and the implications of the asymptotic nature of the curvature of change sweeping humanity up, involuntarily, into a brave new world completely out of control.

Before proceeding to **BOOK IV**, return to each graph in **BOOK III**. Attempt to intellectually and emotionally, with great intensity and deliberation, travel along each graph's time line and feel the immensity of the horrendous situation in which humanity now finds itself!

If you have studied intensely each disclosure within Book III, it should be obvious that there is no correlation between technological developments and the psychological development of mankind or the lack thereof.

Later, in the **JIMARIAN BIBLE, Book VI, "The FIRST Spiritual illumination, Vol.4 LISTEN, LEARN AND COMMUNICATE"** will assist you in overcoming a pre-disposition towards erroneous, self-serving interpretations of thoughts and ideas.

Next:

BOOK IV.

THE DEVIL WITHIN US, THE CONUNDRUMS

Book IV is an overview of decision-making processes or lack thereof and the conflicts arising on a spiritual, moral and ethical basis which affect those processes.

The purpose of Book IV is to assist you in beginning to learn to think for yourself. To honestly and painfully analyze why you give in to short-term pleasures which are so detrimental to yourself and humanity as a whole; and why you follow foolish ideas and foolish people disregarding the knowledge within the depths of your very essence.

BE IT SEX, RELIGION, HEALTH, LOVE, ROMANCE, SPIRITUAL DEVELOPMENT OR JUST PLAIN EVERYDAY LIVING; BOOK IV CHALLENGES YOU TO AWAKEN YOUR SUBMERGED ESSENCE IN ORDER TO REVEAL TO YOURSELF THE TOTALITY OF YOUR FALSE PERSONALITIES!

BOOK IV



THE JIMARIAN BIBLE

By jimar

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THE FORWARD

The fourth book of the **JIMARIAN BIBLE** initiates the transitional phase of your hoped for metamorphosis. You have chosen a certain philosophical outlook based upon your present understanding of yourself and the world around you. This philosophy, depending upon the sincerity of your convictions, should harmonize with your chosen religion.

It is not intended to dwell repeatedly on the following cautionary note, but it must be emphasized, that your religion may be totally secular in nature. That is to say, you may believe only in human nature. You may believe in nothing at all or any combination you choose. Your religion is your belief system. Religion does not necessarily denote belief in a higher authority.

Upon arriving at certain conclusions to questions posed herein, you may very well change, either or both, your philosophical convictions and your religious beliefs.

I. THE APPLE

The possibility of change is a transitional phase necessary to development of your essence, eliminating or constraining your false personalities.

Do you believe you can change your mind about who you really are? Would you prefer to continuously repent for your sins and self-disharmony? Sins and disharmony that contribute to the already guilt ridden and misguided ways of mankind.

The apple represents short-term self-gratification offered mankind through freedom of choice. Retrenchment from gratification begins with belief self-analysis

1. Is there literally a God person YES NO
2. Was there actually an Adam & Eve? YES NO
3. Is there literally a Devil person? YES NO

Did you answer NO to one or more of these questions? If so, what is your literal belief or allegorical interpretation of how and why mankind came to inhabit this earth?

Be careful not to simply regurgitate some learned ideology that you can fall back on because you have always feared to process such questions through your own emotional and intellectual minefield.

You will continuously have your intellectual and emotional juices churned by pondering the questions in this book. Don't be in any hurry to give quick, satisfying answers. Such answers befriend your false personalities. Take all the time you need to arrive at what you believe to be true.

However, if you're a person of strong convictions and unshakable faith don't hesitate to reach your conclusions in a reasonable amount of time.

MY CONCLUSIONS TO THE QUESTIONS 1, 2 & 3 are:

1. Is there literally a God person?

2. Was there actually and ADAM and EVE?

3. Is there actually a DEVIL person?

II. THE NATURE OF GOOD AND EVIL

The Old Testament teaches that we all descended from Adam and Eve. Strangely enough, most anthropologists, even those who don't believe in the biblical story of Adam and Eve, also believe we came from a common ancestor.

If incest leads to a high probability of reduced mental capacity and even insanity; and incest is considered one of the most heinous of transgressions; where does that leave the human race as descendants of Adam and Eve?

From whence came Mrs. Cain?

Only incest can account for the human race having descended from Adam and Eve by God's design. If we are to believe in the high probability of hereditary defects caused by incest, then insanity or at least diminished mental capacity and emotional instability is our inheritance!

Could such diminished mental capacity and probable emotional instability have led to the development of our false personalities and sublimation of our true essence?

If not, how do we account for our insatiable appetite for committing all the various forms of evil?

Are the rich more sinful than the poor? Is it more sinful to rob a bank or steal a penny from a poor neighbor? Is it stealing to feed a hungry family?

Which is the worst of crimes:

- 1. Kill someone**
- 2. Physically torture someone**
- 3. Psychologically abuse another**

Is insanity really a reason to absolve an individual of killing another? After all, doesn't one have to be insane to kill another human being in the first place?

Is it more erroneous to harm others because of what you fervently believe or to do nothing while evil is pervasive all around you.

The list of comparative evils and the decisions or lack of decisions accounting for the perpetration of such evils are endless.

The comparative evils cited only slightly set the door ajar for you to contemplate just what is the cause of sinfulness in all its various forms.

List at least three possible comparative evils:

Example:

To kill someone for yourself or your country?

1. _____
2. _____
3. _____

If there is no individual cause and effect relationship between ourselves and the supernatural, is there such a dichotomy as good and evil? Is one individual's or a group's good, the other's evil?

III. THE CONUNDRUMS

There is a pervasive school of thought exemplified by such cast of characters as Albert Camus, Jean-Paul Satre and French 1920's remnants of nouveau existentialism.

The thought process of such devotees goes something like this:

The universe is a very untidy place without purpose. There is no sense to life, itself. Any attempt to impose order is futile at best. Life is simply absurd.

One should construct a set of personal **values**, even if only important to one's self.

First conundrum:

If there is no purpose to life, then it is utter nonsense to speak of personal values. Such values can only be a euphemism for self-interests. Individuals hold such values because the individual is protected by those "values". Yet, such individuals perversely believe they are morally and intellectually superior to others. If there is no sense to life than there is no such thing as morality!

Second conundrum:

Camus spoke out decisively for "Justice". A comment, attributed to him, epitomizes society's dilemma regarding crime and punishment.

Camus stated, "I believe in justice, but will defend my mother before justice."

This typical type of dichotomy haunts the human race to a far greater degree than is obvious from this understandably and readily acceptable form of matriarchal protectionism.

Third conundrum:

The golden rule is "Do unto others as you would have them do unto you\$ Would it not be far better to do unto others as they would have done unto themselves?"

I don't mind loud noises.

I like to smoke cigarettes.

I believe in a personal God.

I don't believe in a personal God.

I like to argue.

I don't like to shoot guns.

I believe in the death penalty.

I believe in an eye for an eye.

I believe in rehabilitation for hardened criminals.

I believe the meek shall inherit the earth.

I believe might makes right.

I believe in majority rule.

What "I" believe is an endless list of false personality misconceptions, which have little or no basis in fact or substance. Most "I" beliefs are easily attributable to self-indulgence, peer acceptance, belief indoctrination and just plain ignorance.

If the majority of the human race conducted their lives on the basis of their essence, a "Golden Rule" might be applicable. Essence would recognize doing unto "others" could be very different from doing unto oneself. For false personalities to even consider "doing unto others as you would do unto yourself" is the epitome of self-delusion.

Fourth conundrum:

Those in power cloak themselves in the law while those in rebellion cloak themselves in righteousness. What do the rebellious cloak themselves in when they gain power?

Fifth conundrum:

Are women less brutal than men or just less physically powerful? Do women do more or less psychological harm to children than men do to women?

Which is more evil, physical or psychological abuse?

Sixth conundrum:

Why do religions (belief systems) and their followers participate in wars?

If you believe there is only this life, here on earth and there is no connection between this life and the next, why would you go out and kill a perfect stranger on the very probable chance that your own life would be foreshortened?

If you really believe killing is morally wrong and there is a connection between this life and the next, why would you risk the possible loss of spending eternity in paradise to go out and kill a perfect stranger?

Many would say for God and country or for the likes of Stalin or Hitler or because our Holy Books tell us to kill!

Seventh conundrum:

Why do "peaceful nations" manufacture and supply arms to warring nations and rebellions; often times selling to both sides for profit?

Eighth conundrum:

"There are **no** absolutes." The statement is self-contradictory. Therefore, how many absolutes are there? More importantly what are they and how can we recognize it or them?

Ninth conundrum:

You, knowingly, or through avoidable ignorance, engage in repeated immoral behavior. What are the expectations, upon reaching your goals through such actions that you can then "Repent"?

Do you really expect to be forgiven in the next life? Particularly, if by some act of genetics, forced resignation or accident, you can no longer continue such immoral behavior?

Example 1: As a Catholic woman you suddenly believe birth control is immoral after you have reached menopause, although you repeatedly practiced it beforehand.

Example 2: To obtain wealth you lied, cheated and stole your way to a fortune in the business world and then began to make charitable donations.

Example 3: As a politician you lied, cheated and stole your way to the top and then used tax payers' money to accomplished meritorious projects.

Example 4: To achieve your goals in the arts, you engage in immoral artistic practices that entice public acceptance and duplication of your immoral activities.

Having obtained fame and fortune you "Repent". You no longer participate in such art forms. During and after such periods of immoral artistic practices, you engage in charitable activities.

Plato had this to say, "Moral straying is something the arts are very good at justifying at the expense of the individual's and the community's long term benefit."

Tenth conundrum:

If you are not a responsible parent, in the fullest sense of the word, why should you expect any better from your parents or your children?

You should spend considerable time and effort investigating the numerous twists and turns your mind can travel while contemplating these ten conundrums.

Briefly, after considerable contemplation, write down your conclusions concerning the resolutions to the ten conundrums.

First conundrum:

Second conundrum:

Third conundrum:

Fourth conundrum:

Fifth conundrum:

Sixth conundrum:

Seventh conundrum:

Eighth conundrum:

Ninth conundrum:

Tenth conundrum:

IV. SUMMARY

Perhaps you know some troubling conundrums yourself. After you have completed a conscious effort to draw your own conclusions about the ten conundrums, write down several of your own.

Conundrums about which I am concerned:

A.

B.

C.

Now, write out your own thoughtful conclusions as to the three conundrums that you just listed.

Conundrum A:

Conundrum B:

Conundrum C:

Next:

**BOOKV.
THEWORK-METANOIA!**

Hopefully,through the first four books of the JIMARIANBIBLE, the groundwork has been laid to diminish the level over which your false personalities exert control over your intellect and emotions. The laying of such groundwork will reduce the ability of your unstable emotions to hinder the emergence of your essence.

BOOK V summarizes the reasons for the importance of the first four books, in order to ever so slightly open yourself to the possibilities of achieving a long and fruitful, joyous life here on planet earth. If you have been dedicated to honestly investigating your current belief structure, you are ready for the **WORK** and the rewards of such dedicated effort.

BOOK V

THE WORK

METANOIA!

THE JIMARIAN BIBLE

By jimar

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FORWARD

Concerning this **BOOK V. THE WORK - METANOIA!** Do your utmost to accept what is written through your deepest available essence and do not retreat to sophist internal arguments concerning emotional rationalization by one or more of your false personalities in their attempt to purposely misunderstand what is to be revealed.

The terminology **WORK, WAY** and **METANOIA** are used throughout the teachings of Mr. "G". His given name was Gurdjieff. The terms work and way as utilized in the **JIMARIAN BIBLE** are not directly related to the teachings of Mr. "G". The old Greek interpretation of the word **METANOIA** is taken directly from his teachings. There may be some connection between his interpretation of the word and the Christian Gnostic texts long ago destroyed. Change of mind is a more mystical concept of mankind's dilemma than the more literal religious definition meaning repentance for sin.

I. ESSENCE AND FALSE PERSONALITIES

In BOOK II of the JIMARIAN BIBLE, “A NOTEWORTHY PHILOSOPHY”, under I. THE ASSERTIONS, was made the following disclosure:

D. “THERE ARE A HIGHLY UNUSUAL SET OF DOCTRINES CHIEFLY ATTRIBUTED TO ONE INDIVIDUAL KNOWN AS MR. “G” (GURDJIEFF). HIS WORK TEACHES WE ARE BORN IN ESSENCE. INSTEAD OF DEVELOPING “TRUE PERSONALITY”, WE SUCCUMB TO WORLDLY DEGRADATION, THEREBY ACQUIRING A MULTIPLICITY OF “FALSE PERSONALITIES”. SUCH DEGRADATION MINIMIZES THE POSSIBILITY OF ANYONE BEING TRULY “AWAKE”. THEREFORE THIS ASSERTION CHALLENGES THE ENTIRE STRUCTURE AND NATURE OF PHILOSOPHICAL THOUGHT.”

If so inclined, you can investigate the teachings of Mr. “G” as well as those of his disciples. If you are fortunate enough to understand which of the teachings to accept and which to reject, you will acquire a much more in-depth understanding of essence and false personalities. If you are tempted into accepting all his teachings, as well as the misinterpretation of his teachings, by one or more of his disciples, you have in Mr. “G’s” own words “missed the mark.”

Investigating the teachings of Mr. “G” in a search for true knowledge should take you no more than ten or fifteen years. So as not to discourage you further from such a search, here are the best sources of both teacher and disciples. There are many other sources, and, in fact, a great underground movement is active in the world today, consisting of both his teachings and interpretations of his teachings by his disciples.

References:

In Search of the Miraculous by P. D. Ouspensky

Beelzebub's Tales to his Grandson vol. 1, 2, & 3 by G. I. Gurdjieff

Psychological Commentaries on the teachings of Gurdjieff &

Ouspensky Vol. 1, 2, 3, 4, & 5 by Maurice Nicole

Life is real only when "I am" by Gurdjieff

Making a New World by J. G. Bennett

You might be tempted to write off the teachings of Mr. "G" as flights of fancy by a group of naive occultists. However, Gurdjieff does seem to have tapped into an unbelievable amount of heretofore unknown psychological revelations about mankind.

Ouspensky was a much respected Russian mathematician. Release of his work, **TERTIUM ORGANUM** in 1922 published by Alfred A. Knopf, Inc., at the time, rivaled Einstein's work on the general theory of relativity.

Maurice Nicole was a brilliant surgeon who studied at Cambridge; taking a first in science. He also studied at St. Bartholomew's Hospital and in Vienna, Berlin and Zurich. His interpretation of the "Work" is the most benign and Christian like.

J. G. Bennett, a very brilliant individual, kept in touch with Mr. "G" for thirty years. He was a fluent linguist, especially in languages of Central Asia. Bennett is the author of more than twenty books on scientific, philosophical and religious subjects. He, more than any other disciple of Gurdjieff, understood the overall intent of the subject matter taught by Mr. "G".

Where does this disclosure of arcane, mystical knowledge leave you in your pursuit of re-establishing the essence of yourself and eliminating your many false personalities?

It should leave you in the same quandary as the likes of Freud, Jung, most religions as now practiced, philosophers and psychologists, not to mention self-help groups, of all stripes.

All of those mentioned, including each of us as individuals, have been trying to cure the many ills and evils of mankind by treating the sicknesses of false personalities. False personalities are only symptomatic of the disease, which is "Loss of Essence".

The ground work has been laid for you to give up parsing and critiquing each word, sentence and paragraph of all that is being revealed in the **JIMARIAN BIBLE**.

"Giving up" is the only possible means of shutting down your "False personalities" long enough to make a quantum leap in order to permit your almost non-existent "Essence" to emerge and be strengthened by all that is about to be revealed.

GIVE UP NOW!

LET YOUR CONSCIOUSNESS FULLY ABSORB ALL THAT IS TO FOLLOW. BE CHILDLIKE IN YOUR ACCEPTANCE.

You must not engage in a literal, minutely detailed interpretation of each revelation. It is necessary that your mind wrap itself around the thought process of conceptualizing the need to open a doorway to your essence. Grasp the overall intent of the knowledge revealed.

RICHARD OF ST. VICTOR, 1162 AD, "ultimate truth partly above reason partly contrary. Mystical experience is a six-step process. 1. Contemplation of visible and tangible objects 2. Study of works of nature and art, 3. Study of character 4. Study of souls and spirit, 5. Entrance to realm of the mystical and 6. Ecstasy."

If you have read the lives of great mystics and saints and studied their works, the process described by Richard of St. Victor is an apt description of the journey necessary for mankind to reach for true spirituality.

There are stories of instantaneous enlightenment, such as that of St. Paul and Mother Theresa. What is unknown is how much conscious or subconscious fulfillment of the six steps actually took place.

The real enigma faced, by those who reach the enlightenment stage, is how to assist others to experience such ecstasy and inner contentment through the use of the written and spoken word. Both methods are admittedly very difficult, if not impossible, to, in anyway, convey that which can only be experienced through the development of essence and the sublimation and preferable elimination of false personalities.

The transfer of knowledge inherent in the study of the **JIMARIAN BIBLE** faces the same difficulties. Only if you, the reader, "Give Up" while studying the **JIMARIAN BIBLE**, can you hope to build a new life which will let you enjoy the fruits of your earthly labors and fully participate in the unfolding universe.

You are not one, thinking individual. You are many different personalities. Sometimes, even before a thought process is completed you are a different personality. Arbitrarily, you attempt to construct a lifeboat

of thought processes, beliefs, and prejudices to maintain you afloat on the sea of life. You constantly deceive yourself, let alone others. You become so efficient in the process of switching personalities that you are completely unaware of your predicament.

You resemble a criminal organization with a code of conduct and silence amongst your many selves.

Essence is pure and radiates goodness and simplicity; a sleeping infant ready to participate in its new material universe. The new creation is a construct of fusion between male sperm and female egg.

False personalities are thieves in the night. Stealing the birthright of mankind; ensnaring the child in a never-ending repetition of "sinfulness", generation after generation. Can the cycle be eliminated? Is humanity doomed to always pin its progeny on the wheel of illusory life?

It is the purpose of **BOOK V.** to outline the journey on which you are about to embark in preparation for mankind's full participation in the unfolding universe.

In **BOOK V, Chapter II. THE WORK**, you are going to learn the difference between Socrates' definition of "**KNOWLEDGE**" and Aristotle's definition of "**knowledge**". Until such time as human beings live their lives according to Socrates' definition of "**KNOWLEDGE**", they will remain captive of their False Personalities.

The intent of the **JIMARIAN BIBLE** and its exercises is to assist you in accomplishing the six steps of your spiritual journey:

1. Contemplation of visible and tangible objects, 2. Study of works of nature and art, 3. Study of character, 4. Study of souls and spirit, 5. Entrance to realm of the mystical and 6. ecstasy.

The greater parts of the first three steps are learned through what is revealed in **BOOK VI. The FIRST Spiritual Illumination** and then, randomly learned throughout the other Books.

The conclusion of the **JIMARIAN BIBLE BOOK X., "The THIRD Spiritual Illumination, TRINITY RESOLVED"** provides you with the key to step five, entrance into the realm of the mystical.

The revelation of the seven words hidden in the **JIMARIAN BIBLE MANDALA** will be absolutely meaningless to you, unless you have proceeded as instructed throughout the various Books. For those of you who immerse yourself in the "**KNOWLEDGE**" revealed in each Book; you will find within yourself, the means of achieving step six, **Spiritual Ecstasy**.

II. THE WORK

Where stands man on the scale of life; certainly not an angel expressing total spiritual love and existing on air and light? Is he at the bottom, a carnivorous beast with intellect?

According to history, mankind is much closer to the bottom than we would like to concede. Let us not forget that mankind consists of both male and female.

Socrates and Aristotle vehemently disagreed concerning an individual's response to knowledge gained. Socrates taught that an individual would not act against such "**KNOWLEDGE**". Aristotle believed that an individual would, frequently, ignore or act negatively in response to such acquired knowledge.

Both philosophers were correct in their deliberations. Socrates "**KNOWLEDGE**" referred to an essence's acquisition and understanding of "**KNOWLEDGE**". Aristotle was also correct because, although he failed to comprehend essence, he knew how individuals actually behaved; which of course is through their false personalities. "**KNOWLEDGE**", in its truest sense, is simply not available to false personalities, only to essences.

The really necessary "**KNOWLEDGE**" is that which leads one to the basic truths and absolutes of mankind's intended behavior for universal integration with the whole. "Knowledge" as misunderstood by false personalities is simply facts, figures, data, etc, of a superficial nature, to be used or ignored.

Let's examine several examples of false personalities' sophist arguments. More than one reader has already employed such arguments while reading **BOOKS I, II, III and IV**. Could you possibly be one of those readers?

A Catholic, who rejects the premise that a Catholic cannot be both in favor of abortion and remain a Catholic, could be representative of more than twenty five percent of so-called Catholics.

The "I want to be a Catholic" false personality argues that it is not only a right but a duty to express yourself openly even in direct violation of Church teachings, in order to bring the Church into the modern world. Confession, forgiveness of sin and the last rights, all of which leave the door open for salvation, are powerful aphrodisiacs to anyone wishing to remain a Catholic. Essence, upon becoming

aware of an immediate irresolvable conflict of belief, would have either acquiesced to the authority of the Church or moved on to another set of beliefs.

BOOK II. omitted the philosophical thoughts of over five hundred known philosophers. What a seed ground for the "How dare he?" false personalities to argue over who was omitted and why. Thereby, completely ignoring or failing to grasp the truth of the arguments stated in **the FORWARD**, the **ASSERTIONS** and the **COMMENTARIES**.

Essences would have not only understood, but would have anticipated what is **yet to be revealed in BOOK VII. Vol. 7, concerning philosophy and belief.**

Consider some of the information imparted by the various charts and graphs in Book III. Your false personalities can establish an array of quite plausible arguments concerning the arbitrary selection of 10,000 years as the graphical representation of mankind's presence on earth. When in fact such a purely arbitrary time period has no real bearing on the information imparted, be it one million years or one thousand years.

Essence immediately grasps the truth of the "**KNOWLEDGE**" imparted. False personalities dwell on the "facts" or lack thereof.

Sophistry is the seedbed of evil here on earth. It is the coin of most legal systems. We incorporate its usefulness in order to justify our own individual actions or the actions of a group.

How does mankind overcome this almost universal predilection; while human beings are so caught up daily in dealing with their own lives and prejudices that they fail to comprehend their responsibility to confront evil and create social Justice?

"It is easier to live a comfortable lie, then to face and act upon an uncomfortable truth." (Author unknown)

Until such time that the majority of individuals acquire Essence and a Singular personality, Plato's words will have no impact; let alone understanding of "True KNOWLEDGE is of the Universal. Knowledge of the Particular is a very low kind."

The work consists of opening your minds to the "**KNOWLEDGE**" revealed throughout the Books of the **JIMARIAN BIBLE**. "**KNOWLEDGE**" accumulation will reinforce your ability to awaken and strengthen your essence; thus permitting you to experience **METANOIA**. Perhaps, changing your mind about all or part of what you originally believed.

You must be intent on your endeavors. Each Book and volume of the **JIMARIAN BIBLE** is quite small in verbiage, yet requires tremendous effort on your part to absorb the "**KNOWLEDGE**" revealed.

Strangely enough most of the teachings are very pragmatic, while the underlying firmament is mystical in nature. The paths and modifications to the teachings will vary after mankind puts into practice the fundamentals revealed.

We are meant to live good and prosperous lives on earth and if so inclined, to travel to the stars. Yet, generation after generation, mankind repeats the same mistakes over and over again. Young people believe they will correct the mistakes of their parents, vowing never to emulate those mistakes.

Older adults wonder what has happened to the younger generation that they could be so ignorant of what is good for them. The older generation forgets how, they, themselves, behaved and the false personality choices they made as young people.

Rights of the individual are proclaimed by all, except of course, those in power; who give lip service; while extending their authority over others, at every opportunity.

Who speaks for obligations, responsibilities and duties? Unfortunately usually these only become national priorities when nations are at war; sending their people out to kill and be killed.

The truth is it should be the duty of the individual to refuse to go to war and the responsibility of those in power to avoid war at any cost.

Are you beginning to understand just how confused and thoroughly wrong headed is the status quo?

If individuals are to maintain a position in the community, i.e., holding on to political office, they must act as they do. Almost without exception, anyone who runs for office and desires to remain in office must deceive the voting public if they hope for reelection. Thus, breeds the internal art of sophistry; self-justification to maintain one's income and status in the community.

No one is totally immune to most types of self-justification. There is an even more deeply seated ignorance of evil each of us is capable of doing. Most employed people are not engaged in sales activities. It is not uncommon for significant bribes, either directly or indirectly, to be used to obtain business. Not only is the livelihood of the salesman and his family often at stake, depending upon his overall performance, but often the fate of the business, itself, depends upon such bribery

No matter which employee happens to be the salesman, it is the nature of the job that almost assuredly demands that sometimes bribery take place. Any individual under the same circumstances would most likely do exactly the same thing.

Of course, top management is usually fully aware of such bribery and encourages it. On the other side of the transaction, the purchasing agent not only accepts but may actually initiate such bribery. Again the agent's employer often turns a blind eye to such transgressions.

Prostitution is not exempt from this same type of analysis. A woman is approached by an individual and is offered twenty dollars to spend the night. Of course, we all know the "prostitute" accepts the offer.

You are out with a group of people having a good time. During the evening you become enamored with another member of the party, who approaches and offers you twenty dollars to spend the night. Of course, you are very embarrassed and dismiss the crude remark out-of-hand. What if that individual had offered you a quarter-of-a-million dollars?

What if you enjoy sexual gratification; fall in love or are lonely, not once but frequently as a single person. You engage in sex with numerous partners. Not because your false personality of "livelihood" is at stake but because your false personality of "being-in-love" is needy.

Much later, in **BOOK VII. VOL. 5** the entire sexual conditions of mankind will be discussed in detail. The "**KNOWLEDGE**" gained will be quite startling and open to much speculation.

These are just a few of the various and sundry, typical, life situations that are repeated daily, throughout the world. Not by criminals, deviants or unbalanced individuals, as defined by society but a random sketch of how the world really operates.

"Good" people are deluded by their own personalities into effortlessly condemning others. Failing to realize, it is the defective system of human behavior, created by centuries of false personalities, which preordains an endless loop of "sinfulness." The most salient comment is, of course, "Thank goodness, except for the grace of God, goes me."

The crowning glory of false personalities is a JUST WAR!

Followed, very closely, by killing of anybody, for any reason.

Genesis 6:4, ". . . the Lord said to him, 'if anyone kills Cain, he will suffer vengeance seven times over.'"

**Plato understood the truth when he stated implicitly:
"EVIL IS NEVER GOOD"**

Is it required, as many great teachers and philosophers have touched upon, to be poor, in order to enter a state of grace?

Is it more difficult for a rich man to enter the gates of heaven than it is for a camel to fit through the eye of a needle?

Could the reality of the situation be, as postulated by one of these three philosophical alternatives?

- A. **Gilgamesh Epic, 2000 BC**, "eat, drink and be merry. Give up the search for immortality."
- B. **Blaise Pascal, 1623 AD**, "belief in God is a wager which can lose nothing."
- C. **St. Augustine, 354 AD**, "Some souls are predestined to salvation otherwise all would be lost to sinfulness."

The **WORK** consists of undergoing a process of "**KNOWLEDGE**" absorption that through effort and repetition forces your false personalities to give way to rebirth and full functioning of your essence.

To completely benefit from such **“KNOWLEDGE”**, it is absolutely necessary, that upon completion of the **JIMARIAN BIBLE** series, that you **repeat the experience two more times**. Your reaction to the first time studying the **JIMARIAN BIBLE** will be one of great skepticism concerning all that is revealed; if in fact, you do not reject everything entirely, out of hand.

Having forcibly awakened some part of your essence, by completing the series the first time, you will be utterly amazed at the **"KNOWLEDGE"** gained upon your second examination of the entire text. Full comprehension will occur upon completion of the third reading.

You will then be firmly entrenched in your own true beliefs, whatever they may be; including the possibility of an entirely new understanding of yourself and the unfolding universe.

III. THE PROCESS

There are three major impediments within the **JIMARIAN BIBLE** for you to overcome. The three impediments to establishing the process of "**KNOWLEDGE**" disclosure to enrich your life and to establish the parameters necessary to free your Essence are:

- A. The use of language to impart such "**KNOWLEDGE**".
- B. Attempting to reach your Essence in spite of your false personalities; each side threatening the Other's very existence.
- C. Choosing the sequence of the "**KNOWLEDGE**" to be revealed.

Impediments **A.** and **B.** have already been discussed in detail. Your ability to "muddle through" as you strengthen your **Essence**, is a never-ending confrontation with your false personalities.

Refer to **Book I., Page ii,** of the **FORWARD**, there is outlined the "**KNOWLEDGE**" sequence of disclosure. From a purely adult standpoint of pandering to your false personalities, it would have whetted your appetites more easily to somewhat reverse the order of presentation, by revealing the highly controversial and prurient "**KNOWLEDGE**" of some parts of **BOOK VII.**

This brings us to one of the most difficult challenges involving **METANOIA** and your, yet, underdeveloped Essence. The persistent puzzle throughout recorded history is the question:

Can mankind, as a whole (there are individual exceptions), regain Essence thereby living peaceful, joyous and fulfilling lives or is mankind doomed to remain captive of individual false personalities; repeating over and over again the "sins" of previous generations?

If the answer, to the question, is that mankind is doomed to constantly repeat its mistakes; then, those who put into practice the "**KNOWLEDGE**" gained, will definitely be in the minority.

If, there is any hope of the majority of mankind regaining individual essences, a way must be found to break the cycle of repetitive "sinning" and ignorance of the vast majority. It is because of such reasoning that **Book VI. precedes Book VII.**

For the purposes of absorbing the "**KNOWLEDGE**" revealed in **Book VI.**, if you are **not** between the ages of 14 and 17, **pretend you are** going back in time. Even if, you are already a parent, do likewise.

If you are fortunate enough to be between the ages of 14 and 17, preferably, before your first sexual encounter, then you are in the right place at the right time. (These ages are somewhat arbitrary and vary from culture to culture). These age suggestions only apply to **BOOKVI.**

It is the generation who are now 14 to 17 years of age and future generations that can free mankind from its age old curses. Couples, older than seventeen, who plan on marriage and having children will also greatly benefit by and contribute to this sea of change. This latter group is more difficult to properly influence because they have already established or more correctly, failed to establish the basic parameters of mate selection.

Book VI reveals what choices need be made and what "**KNOWLEDGE**" needs be gained in order to raise a generation of children who:

- **Are born in essence.**
- **Are well loved.**
- **Learn to think independently.**
- **Attempt to develop one true personality.**
- **Learn to greatly reduce the influence of their false personalities.**

All other adults will greatly benefit from the "**KNOWLEDGE**" revealed in book VI. The volumes on communications, stress, love and creativity offer a wealth of "**KNOWLEDGE**" vital to your well being. Accumulation of such "**KNOWLEDGE**" will encourage you to endorse and perpetuate the lessons of Book VI., for future generations.

An immediate significant benefit cannot be over emphasized. The current generations of adults are the first, in recorded history, to live long enough to either suffer the consequences of the societies they have perpetuated or reap the benefits from those societies. By adhering to and propagating the "**KNOWLEDGE**" in the **JIMARIAN BIBLE**, the current, several generations of adults can mitigate some of the harm which will come to them because of the action of their false personalities.

Previous generations, as a whole, barely raised their families to adulthood when they themselves died; thus not having lived long enough to suffer the full consequences of the social structures they left behind!

Beginning at the beginning why BOOK VI. PRECEDES BOOK VII.

**Following is a brief description of the remaining
BOOKS OF THE JIMARIAN BIBLE:**

BOOK VI. The FIRST Spiritual Illumination

Vol.1 THE NECESSARY NEW BEGINNING

Vol.1 discusses great flaws in the formative teen years leading to a very unsatisfactory adulthood and lack of parenting skills. Nine questions are posed and need to be answered in order, without reading ahead or seeking advice. The volume ends with comments concerning the reason for the questions and **suggests a brief review of Book III.** Adults are encouraged to answer the questions, as if they were once again in their teen years.

Vol.2. THE FAMILY UNIT

Verbally paints a picture of just what it means to bring a child into this world, suggesting who should and who should not.

Vol.3. LISTEN, LEARN AND COMMUNICATE

Through the information imparted and the exercises to be performed, you will learn more about communications or rather the lack of, amongst people in general, and in particular, adult men and women, than all the seminars you have ever attended, or any other books you have read.

Vol.4. STRESS, SOURCES AND MEANS OF RELIEF

The world, itself, is over-stressed, so why not you? Here are solutions to managing stress in family formation situations.

Vol.5. LOVE, A NEW UNDERSTANDING

Vol.6. CREATIVITY AND I.Q.

**Vol.7. PREGNANCY, PREPARATION, BIRTH & CARE Vol.8.
CRAWLING AND WALKING**

**Vol.9. PRECOCIOUS ONE AND TWO YEAR OLDS Vol.10.
AMAZING PROGRESS FROM TWO TO FOUR Vol.11. THE
FABULOUS FOUR AND FIVE YEAR OLDS**

These last volumes of BOOK VI. pertain to the relationship between parents and their child. If the human race is to rise above its historical animal like behavior, the concepts and lessons learned in these five volumes are the centerpieces of jimar's First Spiritual Illumination.

VII. THE WAY

Vol. 1. THE BODY POLITIC

The **JIMARIAN BIBLE** series, unlike any other spiritually inspired texts, states emphatically throughout the texts pragmatic solutions to mankind's historical dilemma.

What good are prayerful entreaties if practical methods for achieving them are neglected or entirely omitted? **The BODY POLITIC** reviews the past; states the current situation and then recommends what steps need be taken world wide.

Vol. 2. THE LAW

Does anyone equate legal systems, throughout the world, with anything that even resembles justice? If so, your false personalities are working overtime. No single group or organization worldwide is so committed to sophism and the evils it perpetuates than does the legal profession. Vol.2. is intended to enlighten those who really don't understand the inherent evil within the system. Detailed remedies to free mankind from these arbitrators of "justice" are herein stated.

Vol. 3. EDUCATION

"Education", much like "**KNOWLEDGE**", means one thing to Essences and is entirely, intentionally misunderstood by false personalities.

The poor and the underprivileged suffer the most, always from modern day education! Those who survive the experience owe a debt of enormous gratitude to their parents, sometimes genetics or just plain luck. Vol.3. recommends what must be done to alleviate the educational indoctrination imposed by false personalities, in most, if not all, educational institutions.

Vol. 4. CAPITAL, LABOR AND LEISURE

Capitalism in and of itself does not guarantee the kind of asset allocation that minimizes poverty and inequality of income distribution. Vol. 4. points out the inequities inherent in Capitalism and sets about to remedy the present state of affairs.

In fact, poverty can be almost entirely eliminated by implementing the solutions in Vol. 4.

Vol. 5. HEALTH, LOVE, ROMANCE & SEX

What really constitutes a life of good health? What about genetic exceptions? Love is what should have been learned from **BOOK VI. Vol.5**, as it applies to children, as well as general relationships. Romance, although glorious at times, is not love. Sex is laid bare in all its variations and Vol.5 suggests certain choices need to be made.

Vol. 6. SCIENCE, MEDICINE, THE ARTS & SOCIETY

Paradise lost? Science to what end? Medicine & the Hippocratic Oath? What is medicine's proper role and function; the Arts and their effect on mankind. Purveyors and the hypocrites called to account for their salacious false personalities. Society, men, women, sexual orientation and power, all require a choice of values. What are the outcomes of such choices? How do we get where we want to go? Why is the journey so worth while?

Vol. 7. RELIGION AND PHILOSOPHY

What are the ten basic belief systems (religions)? What part does philosophy play in a world void of meaning? Why might it be advantageous for humanists to accept fundamental absolutes? What is the common ground to be found in the world's eight great religions?

VIII. The SECOND Spiritual Illumination, "THE gods of MAN"

A five page, free form poem written during jimar's second Illuminating experience; occurred in the early morning hours of June 17, 1978.

IX. COALESCENCE OF MIND, BODY AND SPIRIT

What might we have been? What happens when we choose divergent life paths? Is paradise on earth? Can we integrate with the Universal All?

X. The THIRD Spiritual illumination, TRINITY RESOLVED

The seven words hidden in the **JIMARIAN MANDALA** are revealed, giving your life meaning, purpose and joyfulness within the confines of a limited paradise of infinite possibilities.

WARNING!

Complete each book and volume in the order presented. Do not skip ahead or you are wasting your time; because without the proper sequence of "**KNOWLEDGE**" disclosure, your false personalities might be entertained, but your Essence will fail to emerge.

IV. CAVEATS

When asked how she was going to extradite approximately one hundred Christians, caught in a brutal civil war between opposing forces, by leading a truck convoy into and out of the battle zone, Mother Theresa replied: "If necessary, one at a time!"

For evil to triumph, all that is necessary is for good people to do nothing. We all suffer from the forcefulness of our false personalities. The strength gained by false personalities from our passivity or abstention during conversations and events, that in and of themselves appear relatively harmless, when added together, totally devastate the possibility of reviving Essences. Every individual of good will needs to, openly, in public, if need be, argumentatively confront every falsehood.

One ant appears to be a tiny, insignificant intruder in one's life. An army of ants can destroy an entire countryside. A rock is impervious to a single drop of water but crumbles into dust if droplets continue to endlessly fall.

An individual, whose Essence fights to search for and gain enlightenment will be blessed. Such an individual will find contentment on earth, regardless of what paths are chosen for the adventure.

It is a difficult and almost daunting quest, to pierce the armor of a world, inhabited by billions of false personalities; while attempting to assist future generations to gain their rightful place in this universe. Blessed participation in the Universal All is a gift, beyond current imagination.

The work to be completed through proliferation of the teachings disclosed in the **JIMARIAN BIBLE** is further complicated by conflicts in grasping the particular, as well as the entirety. Further complications arise because the **JIMARIAN BIBLE** is simply a primer.

By necessity, for brevity's sake, the **BIBLE** speaks to its audience in modern day examples, in an industrialized society. Declared ignorance by the author of primitive, small communities in natural habitats further complicates the process.

It is necessary for the reader to distinguish between what is, inherently, always an absolute and what practical examples and declarations would be modified or completely altered by future, more enlightened generations or possibly, even now, by current, isolated, small communities.

For example, under current conditions of massive civilizations of false personalities, it is absolutely necessary that the parents are autocratic in the adherence to the principles and methods revealed in **BOOK VI**. While in **BOOK VII. Vol. 1**, a completely new kind of democracy is advocated for civilizations as a whole.

Future generations, born in Essence, hopefully can maintain their Essences and develop true personalities. Such generations may evolve democracies in such a way that further diminish the role of central governments.

In communities, and within entire civilizations, which develop living patterns in harmony with the earth's more prosaic environment, there will be the need to develop additional skills at an early age.

V. SUMMARY

Through these first five **BOOKS** of the **JIMARIAN BIBLE**, the effort has been on repetition of the necessity to diminish the influence of your false personalities in order to arouse, nourish and strengthen your Essence. **BOOKS VI. and VII.** will, in many instances, raise fierce resistance from your false personalities. When the resistance seems about to overwhelm you, go back to **BOOKS III., IV. and V.** to regain the ability to "**GIVE UP**" and simply accept what is being revealed in **BOOKS VI. and VII.**

The pragmatic solutions contained in **BOOK VI.** and in **BOOK VII.** to resolve, at least, one hundred centuries of mankind's loss of Essence are simply a primer. Much like exposure to and absorption of phonetics by children under the age of five opens the doors wide to a vast world of potential "**KNOWLEDGE**".

Next:

BOOK VI. The FIRST Spiritual Illumination

Vol. 1, THE NECESSARY NEW BEGINNING

Asks nine elementary questions and briefly discusses great flaws in the formative teen years, leading to very unsatisfactory adulthood and lack of parenting skills.

The volume ends with comments concerning the reason for the questions and suggests a brief review of Book III. Adults are also encouraged to answer the questions, as if they were, once again, in their teen years.

BOOK VI

The **FIRST** Spiritual Illumination VOL. 1



THE JIMARIAN BIBLE

By jimar

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INTRODUCTION

For thousands of years, civilizations have come and gone, with more yet to come, and similarly disappear. Holy books have been written and holy men have preached messages of peace and tranquility and yes sometimes, even war and suffering.

In all of those scriptures, held sacred by various religions the world over, there are spiritually uplifting ideals. What are missing? What are missing, are the practical, real world conditions necessary for mankind to avail themselves of such love, peace and tranquility.

The initial effort to achieve such goals is the purpose of **BOOK VI. The FIRST Spiritual Illumination, Vol.1 thru 11.**

The "**KNOWLEDGE**" revealed is geared to modern day societies. Early childhood education should focus on learning the fundamentals of phonics, followed by reading, geometry and mathematics, utilizing modern day puzzles, games and objects. Other fundamentals, games and objects could just as easily be invoked to apply to different types of civilizations.

The basic principles necessary for the uninhibited release of Essence and for the development of singular, individual personalities apply to any and every human condition and choice of civilization.

When mankind regains Essences and singular, true personalities, the **JIMARIAN BIBLE**, itself, may no longer be necessary as a book of enlightenment. It will always remain as testimony, to what mankind was and what it became.

It has been over forty years since jimar had his first Spiritual Illumination. During that period of time, jimar has added modern day examples, appropriate educational tools and ideas to further elucidate the original message.

FORWARD

The "**KNOWLEDGE**" contained within this **BOOK VI**. has great value to everyone over the age of thirteen. Do you believe a tree will grow without roots or that you can build a home and then its foundation? Well that is what mankind has attempted to do throughout history.

Do you realize teenagers, college students, young adults and most everyone else until death, not only make the same mistakes, but also has often repeated those mistakes throughout his or her lifetime?

Whether it concerns dating, mating, companionship or love, lack of the tools and lack of the "**KNOWLEDGE**" to make the right choices have prevented you from enjoying life to the fullest.

Even in your everyday relationships with others and concern for your own wellbeing, you simply have not had the ability to achieve the proper balance in life.

The initial step in the process is to acquire the necessary skills to understand what relationships are important for you to nurture and how your own intellectual and emotional attitudes affect your workplace, social and family quality of life.

Be you teenager, young adult, single or married, parent or grandparent the **KNOWLEDGE** contained within this **BOOK VI**. is invaluable to your wellbeing and is for the benefit of all mankind.

Nothing of lasting value can be achieved so long as mankind attempts to construct a just and peaceful society on earth while ignoring or even undermining the necessary **FOUNDATION** for such lofty ideals.

The construction of such a FOUNDATION is comprised of:

- **UNDERSTANDING THE BASIC FUNDAMENTALS OF CONSTRUCTING SUCH A FOUNDATION.**
- **LEARNING TO HONESTLY COMMUNICATE WITH EACH OTHER.**
- **STRESS, THE SOURCES AND MEANS OF RELIEF.**
- **LOVE, A NEW UNDERSTANDING, CREATIVITY AND I.Q.**
- **A SOCIETIAL UNDERSTANDING OF THE REQUIREMENTS OF PARENTHOOD.**

There are three guidelines one needs to follow to put into practice the KNOWLEDGE revealed in the text-workbook.

- A. Explicitly follow all the instructions, beginning with those on page one of the first volume. Do not read ahead, unless instructed to do so.
- B. Do all the exercises and puzzles before going any further.
- C. You must accept the difference between "KNOWLEDGE" and information as explained in the next several paragraphs.

It is necessary, as you become aware of the "KNOWLEDGE" revealed that you realize that your beliefs and actions are based upon brain activity that is cluttered with information, true or false, and usually out-of-control emotional responses to people, events, indoctrination, etc.

For instance, you could ignore the guidelines 1. & 2. and rummage through BOOK VI. You might even say, "Well I know this or that or I read this before or I don't agree with that statement or idea, etc." There you sit with your false personality confusing "KNOWLEDGE" with your usual mode of stumbling through life.

It is intended the "KNOWLEDGE" herein be presented as simply and straight forward as is possible. Therefore, being simply presented, it is easy for your brain to pick and choose what you might think you know, agree with or should ignore, thus depriving yourself of the benefit of an integrated "KNOWLEDGE" awakening.

"KNOWLEDGE" is not judgment calls based upon biased, predisposed emotional brain functions. "KNOWLEDGE" is the daily practice of your true ESSENCE BELIEFS.

The ability to exercise "KNOWLEDGE" IN YOUR DAILY LIFE is to develop emotional intelligence, not to reject the whole through picayunish, memory recollected, isolated thoughts. In other words begin at the beginning, follow the instructions and discover if you have gained "KNOWLEDGE" wherein the whole is greater than any emotional or intellectual rejection of the individual parts.

DO NOT READ FURTHER UNTIL YOU HAVE READ BOTH THE INTRODUCTION AND THE FORWARD TO THIS VOLUME 1.

**READ AND ANSWER EACH QUESTION IN TURN BEFORE
READING AND ANSWERING THE NEXT QUESTION.**

If you are already married, mentally return to your unmarried past. Act as though you had a second chance before marrying. Answer the questions as you might have at the time or use your experience and hindsight to determine how you would answer the questions now.

Most people intend to marry at some point in their lives, be it near term or some unknown time in the future. If your answer to question #1 was yes, it is a simple matter for you to continue to answer all the remaining questions in turn. There are no right or incorrect answers. The more honest you are about your feelings or certainty of your answers, the more valuable will be the learning experience about yourself and the nature of your false personalities.

If your answer to question #1 is no, it will be somewhat more difficult to continue to answer the remaining questions simply because upon first glance, the questions appear not to be relevant to your future life.

It is most important that you continue to answer the questions, as if someday, you might marry; though presently, it is the furthest thing from your mind. The reasons for your answering the questions will become very obvious by the end of this volume.

For divorced individuals, with or without children, answer the remaining questions even though they do not appear relevant to your future life.

No one should continue further in the JIMARIAN BIBLE without completing the answers to all the questions. The reason for this most important exercise will become crystal clear at the end of this volume.

I. QUESTION #1**Do you plan on getting married sometime in the future?**

You can answer this question in one of two ways:

- A. With a simple yes or no
- B. Express more of your feelings on the subject and perhaps you also have a time frame in mind and your reasons why.

YES**NO****MORE DETAILS:**

II. QUESTION #2**Do you plan on having a family?****You can answer this question in one of two ways:**

- A. With a simple yes or no
- B. Express more of your feelings on the subject and perhaps you also have a time frame in mind and your reasons why.

YES**NO****MORE DETAILS:**

III. Question#3

What qualities are you searching for in a husband or wife?

What do you need, want and expect from your mate to insure yourself of a good marriage? What physical, mental, emotional and financial qualities most appeal to you?

IV. Question #4

Why would someone want to marry you?

What physical, intellectual, emotional and financial qualities do you possess that would make you a desirable mate for someone else?

V. Question #5

Do you believe your parents knew what they were doing when they got married?

YES

N O

MORE DETAILS: (Based upon your experience and observation of their relationship)

VI. Question #6

Do you know anything about having or raising a child?

YES

NO

MORE DETAILS of your experience, knowledge or lack thereof:

VI. Question #7

How and when will you learn to raise a child?

VIII. Question #8

Do you believe you need to fall in love in order to marry someone?

YES

NO

MORE COMMENTS:

IX. Question #9

Then what is your definition of **LOVE**?

Be very specific. You might like to add to your definition your knowledge, experience and expectations of love:

X. WHAT ABOUT OUTSIDE OF MARRIAGE?

Only for those who have had children or who are pregnant or who have gotten someone pregnant outside of marriage.

A. Was it by accident or did you plan on having the child?

B. Would you prefer to eventually marry or remain a single parent?

C. If you could do it all over again, would you do it differently?

D. Did you ever think about the child before getting pregnant, while pregnant, and then after the child was born?

- E. How did you feel after the child was born and while you were raising the child?

- F. What would you say to young people about falling in love, having a child and then raising that child?

XI. SUMMARY

The vast majority of young people, the world over, have a strong belief in honesty and idealism. This is presently true, was in the past and will be in the future.

Mankind's historically recorded, collective experience proves, beyond a shadow of a doubt, psychologically, the nature of mankind has not changed.

Each new generation of children believe they have all the answers; until they grow up and make the same mistakes as all the generations before them have made.

Why is it that each new generation of human beings, seemingly endowed with the best of intentions, fails each time to rise above the psychological barrier encountered by each previous generation?

HENRY JAMES, 1843 AD, on philosophy, "Our more or less dumb sense of what life honestly and deeply means."

PRIEST OF SENEFERU, 2900 BC, "complained of confusion in the land, plundering, and business poorly managed"

ELOQUENT PEASANT, 1800 BC," a story criticizing dishonesty of petty officials and delays of justice in the court system."

Do you recall these quotations found in BOOK II A NOTEWORTHY PHILOSOPHY?

Observe closely the dates on the last two quotations. Burn these criticisms of mankind into your intellect. Nothing has changed. Unless we begin to recognize the depth of our arrogance and the pervasiveness of our false personalities Mankind is forever pinned to a wheel of endless conflict and strife.

The escape from the shadowy cave of ignorance, into a day of enlightenment, is simple, at the same time, exceedingly difficult.

The difficulties are:

- **Which generation is going to accept the responsibility for raising such children?**

- What society is going to acknowledge the responsibility for assisting those parents to achieve what has eluded mankind for thousands of years?
- **How is a single generation of parents going to learn how to achieve such enlightenment for their children?**

This, then, is the great task set before mankind in accordance with jimar's First Spiritual Illumination. The real work, for the human race and each individual, begins right this very moment; initiated by the nine questions posed to each of you, and in particular to each young person, preferably before their first sexual experience.

Once a woman becomes pregnant it is too late for her and the father of the child to have explored the truthfulness of their answers to the questions posed. Let alone establish the basic criteria for becoming a parent and choosing a partner in marriage.

It is of the utmost importance that each member of society thoroughly understands the maturity necessarily required for the incumbent responsibilities of parenthood.

Even for those individuals who do not intend to become parents, having "**KNOWLEDGE**" of the incumbent requirements of parenting, insures that the entire social structure reflect the values and responsibilities of parenthood. The minimum prerequisite, for mankind to enjoy the fruits of participation in the Universal All, is to foster the ascendancy of Essence and the development of true, singular personalities in each individual.

Typical responses to questions 1 thru 9

QUESTION #1

Do you plan on getting married sometime in the future?

Young people are somewhat taken aback by this question. After some contemplation, girls tend not only to answer in the affirmative but have some very definite ideas about "their family".

Boys on the other hand appear to be caught off guard by the question and search for an answer to the question, somewhat quizzically.

These generalities, herein discussed, are based upon American observations and may vary culturally. The resultant attitudes have no bearing on the validity or purpose of the questions.

QUESTION #2

Do you plan on having a family?

Here once again, the girls are, quite often, very specific, even naming the number and sex of the children and sometimes even comment upon at what age they intend to conceive the child or children.

The boys, after less than in-depth thoughtfulness, are more likely to respond "Yeah!" or say "A couple of kids" as though society demands they have some kind of affirmative answer.

Keep in mind your answers are not right or wrong. They are simply, at this stage, attempting to reach your sub-conscious mind, in order to make you aware of the kinds of decision making processes you avoid early on in life. The lack of decision making processes that make it so difficult for all of humanity ever to reach a higher level of being and life fulfilling awareness.

There is one very serious, and in terms of responsibility, almost spiritually horrifying situation that, all too frequently, arises with unmarried girls and some women, of all ages. It is the need to have a child out of wedlock, so that the child will give them love or because these women socially feel left out.

Question #3:

What qualities are you searching for in a husband or wife?

At least, in the American experience, the sincerity of the answers given belies the actual choices eventually made. Physical appearance, the element of danger, status in the community and wealth become the actual preferred choices of the girls. Their actual choices are despite the list of preferred qualities they cite, such as sense of humor, soulmate, kindness, good father, intelligence, etc.

The boys' list is not unlike that of the girls. In reality physical appearance and sexuality are at the root of most actual choices, by both boys and men.

The most discouraging part of the actual selection of the eventual partner, by either sex, is that each partner is rarely the first choice of the other. The choice settled upon is for a host of obvious reasons.

Question #4

Why would someone want to marry you?

For the first time, rather than the questions being somewhat fun and interesting, a cord of intelligent thoughtfulness touches the sub-conscious mind. Ever in need, searching outside one's self, the emphasis on life affirmation is always expressed in terms of what "I" can get.

The real question is what have "you" to offer? Answers to question #4 are given, but do not begin to match the laundry list of qualities you want in your partner. A very important point to remember is that qualities you believe you possess might not matter in the least to your partner of choice.

Question #5

Do you believe your parents knew what they were doing when they got married?

A conflict normally arises between one's loyalty to parents and the reality of the observed situation. Sometimes, there is a quick "yes" answer. Then again, there are thoughtful dissertations as to the reasons why the parents knew or did not know what they were doing and why they should or should not have gotten married in the first place.

Question #6

Do you know anything about having or raising a child?

Answers are usually negative or experience is limited to baby sitting for friends and family, unless, the girl or young woman already has a child.

Question #7

How and when will you learn to raise a child?

The answers vary mostly amongst these five variations:

- A. Don't know
- B. Raise my child like my parents raised me
- C. Learn later
- D. Read books or take courses
- E. Ask my mother or father

Question #8

Do you believe you need to fall in love in order to marry someone?

Almost, without exception, there is a resounding **YES!**; followed by comments of heart felt conviction. Otherwise, why get married?

Question #9

Then what is your definition of LOVE?

The most common responses, by almost everyone are:

- **That you cannot define love.**
- **It means different things to different people.**
- **Or you just know that's all.**

There are some individuals who describe feelings of closeness or other emotional sensations. A very exceptional few actually mention caring, devotion and/or responsibility in grasping for a definition.

Note how firm and positive was your answer to question #8 and how defensive and mostly totally inadequate was your response to #9.

For those readers who are married, have been married or are going to remarry, there will be more, than a few, who will express regret at not having asked themselves these nine questions before getting married and before bring children into this world.

For those yet unmarried and, in particular, young people, a small door to their inner consciousness begins to open and becomes receptive to the idea that all is not well in their world of preconceived notions of mate selection, marriage, child bearing and **what, after all, is love.**

The questions A. thru F. posed only to unwed mothers, for the first time, forces unwed mothers to enumerate their real life situations, after the birth of a child.

There is one very significant disclosure that is normally revealed by the unwed mother in answer to subordinate question B. If she is primarily considering remarriage, the new mate must love and care for, not only her, but her child as well!

The self "**KNOWLEDGE**" provided by answering all the questions is precisely the foot in door leverage your Essence needs concerning these issues. Acquisition of such "**KNOWLEDGE**" can eliminate all the false impressions perpetuated by your false personalities concerning this particular subject matter. The acquisition of "**KNOWLEDGE**" pertaining to **PARENTAL LOVE is the very purpose of BOOK VI. The FIRST Spiritual Illumination, Vol. 1 thru 11**

NEXT:

BOOK VI.
Vol. 2, THE FAMILY UNIT

Volume Two discusses why each new generation of parents needs to understand, acknowledge and accomplish the joyful task of practicing the Art of Parental love, specifically from pre-birth to five years of age, with each of their children.

The FIRST Spiritual Illumination

BOOK VI

VOL. 2

THE FAMILY UNIT



THE JIMARIAN BIBLE

By jimar

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FORWORD

The achievement of world peace and individual contentment and joyous living on this planet can only be accomplished by developing a world standard and agreement on what constitutes the responsibilities and the acceptable conditions of parenthood.

I. COMMUNICATING WITH THE READER

The latest rage, the buzz word, the universal hype of the twenty first century AD, centers around the very word "**Communications**"; the dissemination of information on a global scale.

The immediate problem is how to honestly "communicate" with you, the reader. It is an immense problem. Relative truth in communicating requires, not only that the "**KNOWLEDGE**" is correctly transmitted but that the reader be in a receptive mood.

Each reader will then understand and think about the information revealed in an unbiased manner; meaning that you attempt to comprehend the solutions herein presented for charting a course leading to world peace; unfettered by self-interest, complacency or fear of **METANOIA!**

Take note that in the last paragraph was said "comprehend" **not agree with** all or any of those solutions.

Another problem occurring naturally in all of us is that our beliefs, self-interest and actions are usually in total conflict with themselves and each other. Well, you say, I can see where my beliefs, self-interest and actions can be in conflict with each other; but how can each be in conflict with itself? The easiest of the three to explain is conflicting self-interest.

Immediate, medium range and long term self-interests are almost always in conflict. We usually choose the immediate self-interest (gratification) over even medium range, let alone long term self-interest. A good example is the utilization of money. We want the new clothes, the new car and the vacation, but then we also want to save to purchase a home and then, of course, there is preparing for our old age - retirement.

How much internal conflict is generated by the many sides of our self-interest delusions?

The primary focus of this volume is centered upon the responsibilities of parenthood. The challenge is to arouse you, the reader, from a deep sleep, long enough to slip through your somnambulistic defense mechanisms of thoughtlessness. A world class feat if there ever was one.

What if you are awoken for a couple of minutes, then what? The real work is just beginning. If an audience is exposed to one idea, let alone a number of ideas, how much agreement exists in what they saw, heard or read?

The audience doesn't have to agree with the ideas presented by the communicator. Everyone, in that audience, will either not have been awake (unaware of what was attempted to be communicated) or will have their own interpretation (spin) of what they believed they heard or read.

Where is the writer going? Hopefully, just far enough to prepare the reader's mind for the single most important item on the agenda. So long as human beings remain in the psychological state that has existed in the written and oral historical record of mankind, there is no hope for world peace; no matter how sincere or how brilliant the solution! So often quoted and yet so totally ignored is the remark, "Those who refuse to learn from history are doomed to repeat it."

There is no evidence that human beings are, on the whole, any different now with regard to greediness, aggressiveness and vengefulness than were our ancient tribal relatives.

The truth is that the world is on the brink of individual and collective chaos.

Why?

Because as detailed in **BOOK III**, every major influence on our lives has gone beyond the point of human control and human comprehension. The purpose of **BOOK III** was to establish in the mind of each reader that there is only one possible opportunity to create world peace.

Because of the momentum of the growing chaos, we must immediately adopt the solutions recommended, before mankind (male and female) is permitted to infect the galaxy, by traveling throughout space and eventually colonizing other planets! If that takes place before world peace becomes a reality, then humanity will become nothing more than infectious bacteria, on a galactic scale.

Hopefully, the human propensity of curiosity will keep you, the reader, "**AWAKE**" sufficiently long enough to absorb the "**KNOWLEDGE**" being imparted, **before you have a chance to fall back to "sleep"**.

II. HUMAN PSYCHOLOGY

Day after day, month after month, year after year, decade after decade, generation after generation, century after century and millennium after millennium humanity has made the same mistakes over and over again, ignored history and slept away their entire lives.

Each new generation believes they know best; completely ignorant of the fact that before them there were always wars, peace movements, democracies, republics, dictators, kings, queens, and oligarchies.

There are always saints and sinners, charities, mobs, radicals, the rich, the poor, the homeless and the majority who just don't think for themselves.

Throughout history the most ancient crime of all, murder, is still a family affair!

There is not one shred of historical evidence to indicate that in 10,000 years the psychological nature of the human race has advanced one iota (not one little bit, none at all). Mankind's inhumanity to itself has hit an all time record high in the 20th century AD.

Earlier, in this volume, was mentioned the great buzz word communications? Never before in the history of mankind has there been more means of international communications, nor more people talking about the need to communicate with each other, nor more books written on the subject, not to mention TV talk shows.

Never before in history, have there been more religiously inclined people of all races and creeds. Yet, more people were killed by other people in the 20th century, then in all the previous total recorded history of mankind!

Superimposing this, historically documented, total lack of human psychological development upon the graph of run away population, speed of transportation, instant energy, availability of information and technology, we are faced with a clear choice in the destiny of humanity.

A. LEARN FROM HISTORY AND CHANGE.

OR

B. CONTINUE UPON AN ENDLESS CYCLE OF HUMAN MISERY AND DISAPPOINTMENT AND CARRY THAT LEGACY TO THE STARS?

Totalitarian governments fail because of the lack of opportunity for individual freedom. Democratic republics fail because individual freedom is construed to mean license and blamelessness rather than ultimate, individual responsibility. Very few, if any of us, search for the relative truth in ourselves or for ourselves. We are, almost without exception, indoctrinated from birth in myths, religious beliefs, cultural traditions, half-truths and outright lies. From pre-birth, ever after, we are victims of our own worst enemy - ourselves!

Everyone wants solutions to mankind's problems. All solutions, no matter how ingenious or how popular, will fail unless mankind:

STARTS AT THE BEGINNING, RECOGNIZING THE ROAD TO PSYCHOLOGICAL DEVELOPMENT IS LONG AND ARDUOUS.

No one, especially Americans, wants to face the relative truth, even when confronted with the historical evidence. Americans, more than any other people, always succumb to the siren serendipity of easy, quick, painless fantasy solutions; be it, medical, technology, diets, religious cults, drugs, booze, government legislation or large expenditures of money; fantasy solutions that are without hardship, individual investigation or responsibility.

- **Find a way to interrupt the historical cycle and break the chains that bind us all.**
- **Abandon or at least arrest our quick fix mentality.**
- **Accept responsibility; demand it of others. Understand random and isolated errors in mankind's behavior are part of life. But cumulative, continuous bad judgment and socially tolerated and condoned erroneous beginnings lead to chaos.**
- **Meticulously begin to establish a universally acceptable, nonsectarian, flexible, alterable (when supported by long term, reliable, unbiased knowledge) criteria of individual responsibility and behavior within a framework of personal freedom & justice.**

The remainder of **JIMARIAN BIBLE** will deal with the specifics necessary to carry out the aforementioned priorities of the humanitarian

changes necessary to accomplish world peace. It is possible that a giant step towards relative world peace could be accomplished within a single generation, if a large enough segment of the world population accepts and acts upon the recommended criteria.

How do we begin at the beginning?

Through a national and international consensus of what constitutes parental love. Each nation must establish all the necessary conditions, at every level of society, to support family formation and development.

The remaining volumes of **Book VI** establish the basis of what society must expect and support through the marriage contract, should human beings engage in reproduction of other human beings.

The reader should understand, at this point, that jimar is no Pollyanna, wide eyed utopian or intellectual theorist but rather a very pragmatic human being who has had a considerably wide variety of life experiences coupled with the usual measure of human triumphs, defeats, joys and regrets.

III. THE INDIVIDUAL HUMAN BEING

Each of us enters this world through the womb, alone and departs this world, alone. The baggage we carry throughout the journey of life is composed of our genetic predisposition and environmental influences. Our lives are shaped by our reaction to those influences and our life experiences or our avoidance of certain life experiences, either through wisdom, ignorance, fear, common sense or lack of interest.

To know and live peacefully within our own selves is a monumental task requiring a lifetime of work. In the fast paced modern world, who has time for such contemplative work? If we are so ill equipped to deal with finding our own inner peace, how can we possibly make a meaningful contribution to the work of world peace? **How can real work be accomplished without proper tools and individual effort? The answer is very disturbing:**

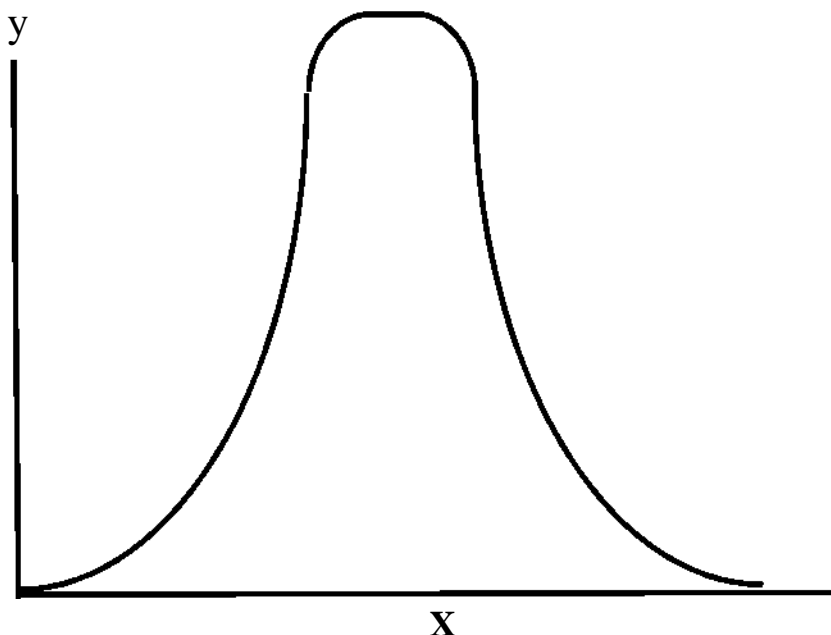
It can't!

Once each of us accepts this ugly relative truth, we have individually taken the very first step, by acknowledging that humanity must acquire the proper tools and apply individual effort in order to accomplish the work.

One point needs to be made abundantly clear. Every social, religious and political movement either ignores the real life issues completely or plays upon mankind's ignorance to win converts. Their purpose is to position themselves as great defenders of some inexplicable truth.

There is a statistical phenomenon known as a bell shaped "normal" curve. Such a curve is used to represent different population distributions. Such a curve looks something like this:

NORMAL CURVE (BELL SHAPED)



“Y” denotes the population engaged in a given activity.

“X” denotes the breath or range of that activity.

For example, if we were to study the behavioral characteristics of human beings throughout history with regard to morality, we might find along the “X” line, clustered together, near the lower right hand side of the chart a **FEW SAINTS**. Clustered together at the lower left-hand side of the chart would be **SEVERAL MONSTERS**. Clustered at the top, in the middle portion of the chart, would be **BILLIONS of just plain old SINNERS**.

Depending on how refined the study was and how accurate the information, we would see in the total historical population of mankind a very significant, increasing number of people, as we moved from the number of Monsters along the chart, to the number of sinners. Conversely, as we moved from the number of sinners towards the number of Saints, we would find a drastically decreasing number of historical figures.

Applying the same technique to the **IQ** level of various populations, within their own social structures, we might find that the majority of the population centers around an **IQ of 100**. Smaller segment of the population would be grouped to the lower left of **85 IQ** or to the lower right of **150 IQ**

Of course, the possibility exists that we would not find such distribution patterns. In the two examples cited it seems likely such population distribution would be representative of the real world. It is important to understand that such population distributions do indeed exist!

- A. Human Morality throughout history
- B. IQ. (Intelligent Quotient) of human beings

These two categories were purposefully chosen.

Giving the kindest interpretation to the human description of **SAINTS**, it would not be too difficult to believe that world peace would be greatly served if the population in general would find a way to shift more towards the creation and **nurturing of SAINTS than SINNERS or MONSTERS!**

Putting the best possible face on the accuracy of **IQ** evaluations regarding intelligence, the population should find ways to shift more towards the **150 IQ** Level and away from the **100 IQ** level! The term IQ is a misnomer.

Similar analogies can be made for each human endeavor or character trait but we must be very careful not to draw erroneous conclusions.

For example, in the case of **MONSTERS**, we would prefer not to have any. In real life this is not possible. The solution rests in finding ways to isolate **MONSTERS** and to raise the consciousness level of **SINNERS**.

It should be noted that **MONSTERS** come in all shapes and sizes. Some **MONSTERS** physically kill and abuse people; others kill and abuse psychologically and spiritually.

It is in the area of **IQ** that we must be most cautious. We should correctly identify the reasons why individuals are at the lower end of the IQ spectrum. We should find methods that correct or assist those individuals who are genetically disposed towards lower **IQs** because of **DNA** malfunctions or environmental type disease.

When not curable, accept such individuals as they are. Recognize those qualities that make them unique human beings. We should do our best to provide whatever assistance is necessary to support them in their efforts to lead joyful lives.

It is in this area of extremes that things always seem to go awry; in the mix of individual responsibility, governmental decree, corporate output, religious dogma, radical causes and charitable efforts that we most fail ourselves.

What is it that causes governments to go to war and then help rebuild the societies they destroy?

What is it that causes corporations to poison populations and then contribute to non-profit foundations and join in civic projects?

How can religions founded upon the Ten Commandments ever condone, let alone urge, their members to kill?

Why do movie stars smoke cigarettes on the "Silver Screen" without coughing and hacking and dying and then march and speak on behalf of environmental issues?

Why are Democrats the good guys and the Republicans the bad guys and visa versa? Meanwhile everybody gets re-elected. The government as a whole continues along its unswerving path of useless decrees and total mismanagement!

The list of human thoughtlessness is endless.

Who are they?

Who are these faceless human beings that are responsible for all our ills?

HOW TO BREAK THE CHAINS THAT BIND US

There is only one place to start and as always, it is at the beginning, the beginning of life that is. And where does life begin? Oh, no! Not another endless diatribe for or against abortion, you say? Not at all, because human life, as it is now constituted, is a never-ending thoughtless process.

Life begins unconsciously in the minds of those who would be creators. Historically those potential creators are almost always teenagers and young adults. It is we (society) who must provide the tools and they (youth) who will break the Chains that bind us all.

IV. GARDENS OR WEED BEDS?

Until now, the process of creating and nurturing human beings has all the attributes of a weed bed that occasionally harbors an eatable vegetable or two. What is required, if there is to be any hope of world peace, is to prepare the soil for a victory garden of human harvest, with loving care and thoughtfulness!

The purpose of BOOK VI is to gain the support of all people in order to reach a non-sectarian agreement as to what constitutes the basic building blocks for mankind's peaceful and prosper psychological development.

The way out of the cave begins with just a single step:

The definition of PARENTAL LOVE!

Each new generation believe they can change what has gone on in the past; all those things the young criticize in their parents. All new ideas begin and end with themselves. Yet no generation in history has had the slightest understanding of the responsibilities of parenthood.

No generation has had a clear and concise understanding of the definition of parental love. Almost without exception, feelings, emotions, needs and wants of individuals and entire cultures are hormonally stimulated (sexual or romantic feelings) to concoct a sense of something missing. We call it love.

No generation has studied and learned from the accumulated mistakes of past generations.

No version of history has revealed any tendency of psychological development within the human race as a whole. We are not talking about the thin veneer of social conditioning or technological development. We are speaking about the overall behavior pattern of each new generation.

Every generation has its share of saints and sinners, miracles and tragedies. But no single generation has been significantly different from previous generations. The same old behaviors and patterns of unworkable solutions are repeated over and over again whether we are talking about a patriarchal, matriarchal, socialistic, communistic or capitalistic society; whether we are speaking of societies imbued with Confucianism or Christianity.

No social order in history has established the key ingredient to hopefully guaranty a just, peaceful prosperous society. Such a key ingredient may exist in very small isolated tribes but never in large social environments. That key ingredient is a national and international consensus on the definition and obligations of parental love.

Why should we stress parental love and not love of all mankind? Because we must first learn how to start at the beginning before we can achieve the sought after overall final result.

No community, no town, no city, no state, no nation or international body of authority, let alone a significant group of individuals within those organizations has yet been prepared to accept **such a radical proposal - START AT THE BEGINNING!**

We love:

OUR GOOD WORKS TOO MUCH.

OUR REMEDIAL READING CLASSES

OUR ADDICTION CLINICS

FEEDING THE POOR

CHILD ABUSE CENTERS

MILLIONS OF CHARITABLE SUPPORT GROUPS

JUST WARS

If such an absurd idea as starting at the beginning might just work, what would the world be like with billions of independent, self-sufficient individuals and a thousand-fold less easily manipulated, non-thinking, addicted, false personalities?

WHO WOULD FIGHT OUR WARS?

WHO WOULD KEEP US IN OFFICE?

WHO WOULD FAN OUR PREJUDICES?

WHO WOULD LIE, CHEAT AND STEAL?

WHO WOULD LIVE ON GOSSIP AND RUMOR?

WHO WOULD FEED OUR VICIES?

WHO WOULD POLLUTE OUR ENVIRONMENT?

MONSTERS MIGHT BUT BILLIONS WOULD NOT!

Throughout history, people have been searching for those mysterious and all-powerful villains who cause all our problems in life such as:

THE GOVERNMENT
THE TOBACCO INDUSTRY
THE CRIMINALS
THE DRUNKS
THE BLACKS
THE WASPS
THE JEWS
THE MUSLIMS
THE CHRISTIANS
THE LEFT WINGERS
THE RIGHT WINGERS
THE CAPITALISTS
THE SOCIALISTS
THE COMMUNISTS
THE RICH
THE POOR

The never-ending list of our tormentors has a name, throughout all of history:

THEY!

IF ONLY THEY WERE ELIMINATED
IF ONLY THEY DIDN'T EXIST

IF ONLY THEY WOULD CHANGE
IF ONLY THEY WOULD DO THIS OR THAT
THEY, ALWAYS, TURN OUT TO BE OURSELVES!

If you recall, the word **METANOIA** is often referred to in the **JIMARIAN BIBLE**. It is perhaps the most controversial word in history. Is it **FORGIVENESS OF SIN** or **CHANGE OF MIND**? The first definition guarantees sinfulness. The latter offers hope of change.

Sin is the present and historical legacy of mankind. In all its devious forms, it accepts the blame for lack of psychological development of the human race. Isn't it about time we applied the esoteric meaning; stop searching for the elusive "they" and truly change our minds?

The act of changing your mind is very simple. Except in our present state of psychological development or rather lack of psychological development, METANOIA is almost impossible. Reasons for this greatest of all human failings will become crystal clear throughout the remainder of **THE JIMARIAN BIBLE**.

A great transitional step must take place. It is the ancient old problem of the chicken or the egg.

A GENERATION OF CHILDREN MUST COME INTO THIS WORLD WHO LEARNS TO THINK DIFFERENTLY FROM ANY PREVIOUS GENERATION IN THE RECORDED HISTORY OF MANKIND. IN FACT, PERHAPS, THE FIRST GENERATION THAT WILL REALLY THINK AT ALL!

THE REAL QUESTION IS WHO WILL PARENT THESE CHILDREN? THIS IS THE GREAT TASK IN HISTORY!

It must be accomplished before we conquer space or the scattering will forever make the task impossible, before science fiction becomes reality.

BOOK III depicts the chaos taking place. The astronomical rate of technological advances. There is little or no grace period. This generation or, at the very most, the next generation or two must become those parents who learn and accept the responsibilities of parenthood and practice the **ART of PARENTAL LOVE**.

The best information in the world is of little consequence, let alone becomes real "**KNOWLEDGE**" growing into wisdom, unless put to use. The vast majority of people within society must support the definition of **PARENTAL LOVE**.

Society needs to establish the conditions, wherein, children can be raised in an environment which fosters the appropriate conditions for mankind's existence in a peaceful, just, humane society. How does a society go about supporting such an environmental change? First, urge organizations, schools and communication media to disseminate the information.

If you are a decision maker, speaker, educator or writer, use your influence to discuss issues of greatest importance to humanity.

As you begin to consolidate your religious beliefs and philosophy, it is time to make a decision in search of true “**KNOWLEDGE**”.

Forget everything you ever learned about excusing parental and societal ignorance and neglect of children.

Insist, no, **DEMAND** that parents, not relatives, nor social workers, baby sitters, psychologists, psychiatrists, judges, or governments of any kind, correct and solve the problems which have kept the human race perpetually enslaved, in a very dark cavern, since the Stone Age.

ONLY PARENTS CAN accomplish this task!

YOUR FALSE PERSONALITIES WILL RESPOND WITH ALL THE AGE OLD SOPHISTRY:

What about rape, alcoholism, lack of education, poverty, neglected rich children, child abuse, and single parents . . .? The list of exceptions grows longer than Pinocchio's nose. In the deep recesses of your submerged Essence, it should dawn upon you, that the list of exceptions is endless; longer than the talk shows about all of these exceptions and excuses.

The very essence of human failure is the rationalization of blaming everybody and everything except the individuals who create the babies.

Only individuals are responsible - **The Parents!**

Of course families, private organizations and good people can always assist those who are irresponsible for one reason or another. Such assistance should only be given, while demanding adherence to the necessary conditions inherent in practicing the Art of Parental Love

THERE MUST BE NO GOVERNMENTAL INTERFERENCE OR ASSISTANCE!

WHY NOT!

Without exception, government always increases the burden of responsibility and monetary expenditures on the general population. More importantly, government always establishes the law and standards by which we live. Exceptions become the rule and the outcome always results in disguised chaos.

Unlike previous generations, society must recognize our psychological immaturity. Many, if not most people, shouldn't be parents if they cannot practice the Art of Parental Love.

Parenting can no longer be considered a social event.

IT IS THE GREATEST OF HUMAN RESPONSIBILITIES!

Unfortunately, it is a biological, female urge at sometime in her life cycle. In our present stage of psychological immaturity, only **TOTAL SOCIAL PRESSURE**, demanding adherence to the practice of Parental Love, by those who create the children, can hope to bring about our **METANOIA**, our change of mind.

Erich Fromm, a noted author, philosopher, and psychologist, in his book the **ART OF LOVING** provides us with the best and only concise definition of love. Jimar has expanded this definition to **include PARENTAL LOVE!**

Fromm's four characteristics that define the true nature of **PARENTAL LOVE** are:

**CARE
RESPECT
"KNOWLEDGE"
&
RESPONSIBILITY**

When couples procreate, they are almost entirely ignorant of the slightest notion of Parental Love. Most, if not all four of the key ingredients are missing. In their place are substituted, desire, romantic love and the needs and wants of each individual partner.

UNCONDITIONAL RESPONSIBILITY
never enters our minds!

V. BABIES ARE NOT COMMODITIES

People own, use, buy and mistreat homes, paintings, dishware, clothes, camping equipment, automobiles, computers and other miscellaneous property. People also use, own, care for and mistreat dogs, cats, rabbits, gerbils and other assortments of animals, fish and fowl.

None of the above in the slightest manner is to be confused with the creation and responsibility of a new, human life.

Parents create, through the fusion process of their sperm and egg, an independent, self-conscious new life force in the physical universe. Since the dawn of mankind, parents have been responsible for their new creation.

Responsibility, regardless of the type of society, ranges from no less than thirteen to eighteen years of the child's life.

Children are the most precious resource for the continuation and advancement of civilization. Today, in the most economically and technologically advanced nation in history, parents have delegated their responsibilities for their creation to experts, professionals and government agencies to the detriment of the entire nation.

This experiment in self-gratification and evasion of responsibility was spawned many years ago. The results of that utterly failed social experiment are now, undeniably apparent. The social experiment has failed completely, leaving the nation educationally and morally bankrupt.

This has been the story of the human race throughout recorded history. Now modern educators scream and lobby for more money. Endless books, pamphlets, news editorials by the thousands and TV programs to match offer raggedy Band-Aids as solutions. Presidents, Congress and governmental agencies at all levels promise the moon regarding both wonderful old and seemingly new, costly prescriptions of cure-alls.

NOTHING, ABSOLUTELY NOTHING, MEANINGFUL WILL BE CHANGED, UNTIL PARENTS ACCEPT THE RESPONSIBILITY TO LEARN WHAT IT REALLY MEANS TO BE A PARENT. PARENTS MUST TEACH THEIR NEW CREATION HOW TO GROW IN ESSENCE AND HELP RETARD ANY DEVELOPMENT OF FALSE PERSONALITIES .

Relatively speaking, children and young adults cannot read, write essays or compute simple math problems. These same young people cannot carry on a reasonable line of argument or demonstrate a consistent and sustained pattern of logic.

Of course, there have been many brilliant people in society throughout recorded history. We are speaking about the average, normal human being. Yet, for the first time in recorded history, the parents and grandparents of this and future generations are going to live long enough to trust their own well being, in old age, to the children of this failed social tinkering.

What a child becomes is dependent upon ancestral heritage of genetics and the early parenting environmental influence, from primordial mud through five years of age.

VI. SUMMARY

Teenagers, adults and societies in general need to experience **METANOIA** and hopefully that can be accomplished in the first six volumes of **BOOK VI.**:

Vol.1. THE NECESSARY NEW BEGINNING

Vol.2. THE FAMILY UNIT

Vol.3. LISTEN, LEARN AND COMMUNICATE

Vol.4. STRESS, SOURCES AND MEANS OF RELIEF

Vol.5. LOVE, A NEW UNDERSTANDING

Vol.6. CREATIVITY AND IQ

Volume 3. LISTEN, LEARN AND COMMUNICATE covers such topics as our cosmic journey through space, the individual as communicator, the Art of Listening, how information is totally distorted, unique, secret, internal decoding systems, and where the action and responsibility really is in life.

Volume 4. STRESS, SOURCES AND MEANS OF RELIEF provides numerous techniques of relief such as visualization, yoga, posture effects on health and disposition, how to anticipate and prepare for conflicts, continuity profile charts, and, in general, getting in touch with yourself.

Volume 5. A NEW UNDERSTANDING OF LOVE is about the Art of Love; the types of love and the difference between self-interest and love

Hopefully, in the process of absorbing all this information, the reader will begin to experience **METANOIA** so that the information will become "**KNOWLEDGE**". Then the next generation of parents can prepare themselves for a most exciting experience. Future generations will then benefit from the increasing number of Essences and singular developing personalities.

Volume 6. CREATIVITY AND IQ discusses startling new thinking processes, society's lack of understanding the definition of creativity and what it means to nurture independent and creative children.

By absorbing the "**KNOWLEDGE**" in the first six volumes of **BOOK VI. of the JIMARIAN BIBLE**, it is hoped that you will have made great strides in learning and can apply what you have learned in preparation for the final volumes of **Book VI.**

VOL.7. PREGNANCY, PREPARATION, BIRTH & CARE
VOL.8. CRAWLING AND WALKING
VOL.9. PRECOCIOUS ONE AND TWO YEAR OLDS
VOL.10. AMAZING PROGRESS FROM TWO TO FOUR
VOL.11. THE FABULOUS FOUR & FIVE YEAR OLDS

These remaining five volumes of **BOOK VI** are not in any way to be construed as a set of cookbook "**HOW TO RAISE CHILDREN**" instructions as so proliferates every library and book store in America. Rather these volumes pertain to:

1. The mysterious trip through the mind of a child.
2. Ideas, methods and means to open wide the mind of a child.
3. Emphasis on the tremendous responsibility and rewarding love given and received by practicing the Art of Parental Love.

Most importantly, parents will learn to recognize self-sacrificing and leadership skills they never really knew they had.

Here is a true story about one of my own children. Hopefully it will set the joyous tone of anticipation about learning the Art of Parental Love and its rewarding compensations in childhood Essence development and memories that will last a lifetime.

Very early, one rainy morning, I got up and went downstairs to the family room and found my three and a half year old son, with his face pressed firmly against the damp windowpane. He was creating all kinds of those ugly smear marks on an otherwise perfectly clean window. Fortunately his mother had not come down stairs.

Not being the one who had to wash the windows, it was very easy to be philosophical about the process taking place before my eyes. Out of morbid curiosity I asked, "Why are you making such a mess of the window?"

No parent should ever forget what came next. It will forever change your mind about young children and their thought processes.

In his childlike language, He told me that a few days ago he was outside with his mother and saw several, what appeared to be, similar birds, but somehow distinctly different. Upon asking his mother, she had responded that one of the birds was a male bird.

When my wife told my son that one of the birds was a **male bird**, he understood that to mean a **mail bird**. For he had been attempting to figure out that if one of the birds is a mail bird, then birds must write letters to one another; so that the mail bird can deliver the letters.

How do they do this?

Birds obviously have no hands. Low and behold he had solved the mystery by rubbing his nose on a damp windowpane - Birds you see write with their beaks! Just as my young son was doing on the window pane with his nose.

You can be assured that you will forever change your mind about the responsibilities of parenthood and never again question the fact that only parents hold the real key to all our peaceful, prosperous and adventurous life, here on planet earth. Continue on this journey of a lifetime. It's startling, spiritually rewarding and absolutely vital to the psychological development of the human race.

Next is:

BOOK VI.

Vol. 3

LISTEN, LEARN AND COMMUNICATE

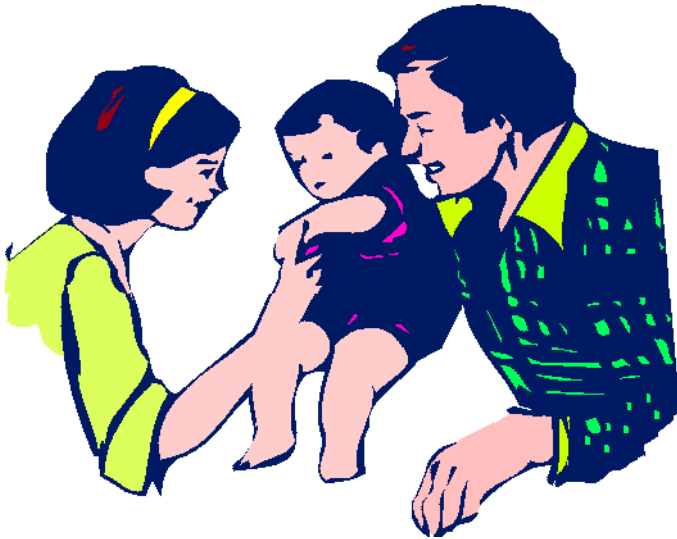
It's all about family communications, the lack thereof and how to become a more proficient listener and communicator.

The **FIRST** Spiritual Illumination

BOOK VI

VOL. 3

LISTEN, LEARN AND COMMUNICATE



THE JIMARIAN BIBLE

By jimar

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FORWARD

You learned in **BOOK III. "MANKIND'S RENDEZVOUS WITH DESTINY"** the truth about mankind's historical, psychological stagnation and collective irresponsible behavior. You also learned about the dual meaning of the word **METANOIA**.

Human beings communicate in basically three ways; by the spoken word, by an actual deed (action or touch) and by the visual word. Visual words for the purposes of this text include written languages, human emotional expression, body language, fine art, graphic art, religious symbolism, television and film media (both image and digitally stored).

With the exception of television and film media, all other methods of human visual communication date back to antiquity. Of course, more often than not, film media also incorporates a sound track reproduction of the spoken word and in the case of live news coverage; television media reproduces the actual deed.

Mathematics is the most precise language known to human beings. 99% of the human race avoids understanding it like the plague. The reasons usually given are that it is too difficult and scientific. The real reason is that it is too precise and too universally understood by those that do use it. In other words, it is very difficult to misrepresent the facts to those that speak the language.

Propaganda is the use of communications to convince people that a particular individual's or organization's viewpoint is the correct one, regardless of the relative truth.

I. PARENTING IS A REAL LIFE ADVENTURE

Life for you and your new baby can be a spectacular adventure, an exciting and sometimes difficult journey into the unknown. Parents are responsible for their baby becoming a healthy human being, in body, mind and spirit. Parents are the most important people in determining the well being of their new creation.

As a parent, you need to understand the responsibility you have towards your new creation. You will be introduced to new thought provoking ideas, techniques and practical examples to assist you in learning how to establish better two-way communications within the family unit. Remember you are at least 50% of any communications problem.

A change of mind requires a change of heart. Good communicators get others in a receptive mood. To become a good communicator learn to relax, suspend judgment and also become a good listener.

This volume on communications teaches you how to better understand yourself, your role in the family and how to put yourself in place of the other family member. Thus, begins the process of real two-way communications. Hopefully this task will be made easier by what you have already learned in earlier parts of the **JIMARIAN BIBLE**.

Human beings, each one of us, need to understand the problems of communication. When you understand the problems of communication, it will open your mind to new ways of thinking. This makes it possible for you, as a parent, to deal intelligently with your newborn creation.

Did you know that your mind resists your attempts to communicate with other people in your own family? Sometimes the body automatically triggers certain defense mechanisms that assist in closing your mind to new "**KNOWLEDGE**".

For instance, when trying to communicate with someone else, it is most important to learn to listen well. Did you know you are not very receptive to the ideas of another individual when you sit with your ankles crossed?

An even more unresponsive position is to sit with your arms folded or your hands clasped. To be receptive to new ideas and to be mentally tuned-in while communicating with others, you should be open; that is, your feet ought to be somewhat apart, your arms relaxed, either resting on a table or comfortably at your sides. Unresponsive body positions are characteristic human behavior and represent the closed mind attitudes of most of us.

Our bodies tend to take the configuration we had in the womb, seeking security. Our mental state is internalized, wanting to remain apart from the world around us. Observe your body when you are attempting to communicate with others, relax, loosen up and learn to be a good listener.

II. THE ART OF LISTENING

The ear is only a conduit. The mind listens! Almost universally, the mind listens to itself. Each of us only tunes into our inner world of self-absorption, fantasy and psychological safety. Even before an alternative viewpoint presents itself from the outside world, we immediately establish internal defensive mechanisms to reject anything but our own self-delusions, prejudices, fantasies and beliefs.

If your emotions and intellect are preconditioned by popular opinion or fantasy like, effortless follower worship, the opposite condition takes place. You readily, without any intelligent investigation, or real "**KNOWLEDGE**", blindly find no fault in such adoration. Your ears serve only as a conduit to your superficial memory. You become part of the gibberish pop culture of the time.

To practice the Art of Listening requires a quiet, relaxed body, a drug free nervous system, and a fresh, childlike clarity of mind; not childish, as is so often the case.

Each of us, without conscious knowledge, thinks our own thoughts pretending to listen to someone else. We constantly talk to ourselves.

If you attempt to use will power to force yourself to really listen, you establish a chaotic internal conflict, which causes further distraction.

PERFECTING THE ART OF LISTENING REQUIRES:

- **A NERVOUS SYSTEM FREE OF All DRUGS**
- **A NON-JUDGMENTAL CONCENTRATION**
- **A RELAXED BODY AND OPEN POSTURE**
- **A CLEAR, RECEPTIVE, STATE OF MIND**

III. HOW TO BE A GOOD COMMUNICATOR

To be a good communicator within your family circle, it is necessary that you learn to be relaxed, whether you are listening or speaking. A relaxed person is more self-confident and more receptive to two-way communications.

If, on the other hand, you are trying to communicate with someone who is in one of the previously described defensive positions, most likely it is an unconscious habit rather than a direct attempt not to listen to you. Help the listener by making some gesture, or hand the listener a piece of information. This encourages the listener to come out of their defensive position. You will immediately gain better rapport with that individual.

Language is our basic form of communication. It can be very exciting or very dull. We can be moved to cheers, tears, anxiety or completely tuned-out, depending upon the delivery, content, personality or appearance of a specific orator.

It is unfortunate, other than for purposes of pure emotional response and enjoyment, that we can be so swayed by the looks, manner and tone of the speaker. Usually we fail to really examine the thought content, the actual "**KNOWLEDGE**" or the experience the speaker has of the subject matter.

It is important within the family unit to be concerned about the language you use, particularly in speaking to your baby as the child begins to develop. Remember that the family unit is the basis of our society. It is the smallest and simplest organization in the human race. The language and voice inflection of various members of the family are not always understood to mean the same thing to each of the other members of the family.

A very simple, often occurring, example of language difficulty happens when we first become interested in the opposite sex. The same problem occurs while dating and continues into married life.

The male inquires, "Honey, we're late, how soon will you be ready?"

The female replies, "In just a minute."

A male, in our society, has a very precise, factual interpretation of the words "in a minute." He actually believes that in sixty seconds, as stated, the woman should be ready.

A female, in our society, has an entirely different meaning and understanding of that communication. It means that she has been very busy making herself attractive. She is rushing and behind schedule. Just as soon as she can properly put it all together, she will be ready to go out; be it in a minute or in an hour.

Males, in our society, rely more on facts. Females rely more upon emotions and feelings. If you are a male reader, you are already saying, "Yes!" believing that the last statement is self-justification for being always right. If you are a female, you have already concluded that "Oh, no!" another knock against females.

Both sexes have already made erroneous pre-judgments. Males are too dependent on their "facts" and females are too dependent on their emotions and feelings. Since the argumentative basis of both sexes are derived from development of false personalities, both positions and arguments miss the mark.

A more telling example of miscommunication is between friends, couples and lovers in similar type situations, as the following:

On a prolonged automobile trip, a couple is traveling down the highway. The female asks if her male companion is hungry. The male isn't hungry and answers, "No." The female doesn't take his answer very graciously but doesn't necessarily respond. What has really taken place? It might be added, for the benefit of both sexes, that the male doesn't have a clue as to what just took place.

What the female, in this and similar examples, was saying is, "I'm ready to eat. When and where shall we stop? Preferably sooner than later."

Linguists understand this complicated difference between the way males and females in our society make use of language to express their positions and desires.

These are simple examples of the language paradox, which exists between two human beings in our society. To give you even better insight into how large a language barrier exists, within your own family or circle of friends, **try this experimental language game:**

Get out a dictionary. Flip through several pages. Write down four or five ordinary, everyday words. Give each person in the group a sheet of paper

and pencil. Read off each of the words. Then instruct each person to write down briefly his or her own definitions. Compare each individual's definition of the word with your own definition and with the definitions of the other members of the group. You will be amazed at the range of interpretations placed upon even the simplest words.

Two very good words to include in a family communication's session should be **Love and Freedom**. Since, as a parent, you will be learning more about the "Art of Love" and the freedom of a child to be creative, it will be interesting to find out what the other members of the family definitions are for these two words. Try it! You should find it an interesting game and a great deal of fun.

Remember that it is a deadly serious problem. It is the lack of common understanding of the simple, basic words in our language, which creates many of today's confrontations between friends, enemies, fathers, mothers and children.

Play the **game before you read any further.**

How can we explain this basic problem amongst members of our own family concerning the differences in the definition of simple words? Because, in fact, communication does not depend on an explicit definition assigned to a word in a dictionary.

Communication depends upon the truthful use of words by the person speaking, the events surrounding the conversation and the attitude and interpretation of the listener, as well as the speaker. It is very important that you keep this definition of communication in mind constantly, particularly in dealing with your infant child.

In later volumes of this book, we will give specific examples to demonstrate how careful you must be to understand what the child means when trying to communicate.

Even with live television, the inability to take in the entire scope of the activity and the events, before and after a particular incident, visually distorts the true presentation of a given situation. One of the major problems in communication is the distortion of information that each individual tends to pass on to the next person.

The more people involved in transmitting the information, the more distorted the information becomes. Rumor, gossip and re-interruption from one individual to another already distort most communications.

If, you can recognize that an individual does not normally have all the correct information necessary to judge the activity of others, this will help you to stop and think. The complete distortion of passing on information can be easily demonstrated with any group of seven people. Try it with friends or the family. **Always remember the outcome!**

Write down a short paragraph of thirty-five words or less. Verbally repeat the message in confidence to the next person. Have each person, in turn, confidentially repeat it to the next person.

Then, have the last person write down the message received. Compare the final written transcript to the message that you originally transmitted. Here is a paragraph that you can use when trying out this hypothesis.

"Tommy told me about the excitement at school today. Seven children walked out and five mothers called to find out why. Meanwhile, three outsiders broke some windows and the principal called the police."

You will learn more from this one example on communication than from all the books you will ever read about the problems of the human race. The very next time you are at a gathering with seven or more people, play this communications game. Apply what you learn to your daily lives.

You will find that the information received by the last person to verbally hear the message has nothing whatsoever to do with the initial message that you gave to the first person. This should be quite startling and unnerving to you. You will realize how badly misinformed you can be pertaining to events which take place in your own community, in your own school, on your own street or most importantly, in your own home.

Be particularly sensitive to others in your family when you speak in such supposedly simple terms as "I'll be down in a minute, honey," or "I love you." Also, be very careful that you don't mistakenly try to repeat information about some other member of the family.

You can, almost assuredly be certain that you have not correctly been given nor correctly interpreted any communication you have received from someone else, about a third party or event.

Relate your communications game experience to events published in the newspapers, events reported on television concerning domestic and foreign affairs, political campaigns, campus riots, sports heroes and movie stars.

Try to remember; each human being is a unique individual, having within themselves their own belief system, decoding communication's system and their own special concerns and outlook on life that they present the outside world through their false personalities.

Parents should keep these examples in mind when interacting with their children. Remember that news means unusual behavior and events. News does not represent the normal mode of human activity. It is truly news, meaning that it doesn't happen all the time or consistently. It's exciting and different. It is not normal.

We fail to realize that "hype" is the business of the communications media, such as the Internet, television, books, newspapers, and movies. We begin to have the feeling that life is passing us by if we aren't wintering in the Bahamas, jetting around the world or becoming engaged in illicit activities.

We could engage in one or more of these activities for a short period of time. As boredom set in, we would recognize that these activities are not representative of the rewarding and fulfilling activities each of us must find as his or her own way of life.

You will find that when a person accepts responsibility that's really where the action is. The most rewarding experience and the greatest responsibility, any human being is given on this earth, are loving and educating children.

IV. PERSONALITY WAVE LENGTH CHARTS

So far in this volume, you have been made aware of the problems of communicating with members of your family and the positive things you should do. There is one more important factor in good family communications; it is the ability to know yourself a little better.

On page 11, you will find a "Personality Wave Length Chart" to help you increase your self-awareness. This chart is simply a helpful tool to assist you in learning that frequently, it is your attitude that determines other people's responses to you and it is that same attitude that determines your mood each day. This chart is not intended to be very scientific. It is simply a good exercise in practicing self-awareness. Place the chart in your bedroom. Mark it every day for sixty days. Try not to miss even one day.

First thing each morning, after you are awake, without stopping to think or look at the chart, determine in what kind of mood you are. If you feel extremely light-hearted and excited, that it's going to be a great day, mark an **X** in the "**VERY GOOD**" column for that day. If it's a normal day and you feel fairly comfortable, everything seems to be going all right, mark **X** in the "**NORMAL**" column. But if you get up and feel exceedingly low and things appear to be going from bad to worse, mark an **X** in the "**BELOW PAR**" column on the chart. Continue to do this for sixty days.

At the end of sixty days, **CONNECT ALL THE "Xs"**, thereby drawing a curve through the chart. You will observe a cyclical emotional pattern beginning to take shape. More importantly, you will begin to examine the way in which you greet the world each morning. Much benefit will be derived from increased awareness of how you feel when you wake up. You will soon realize, it is not always those around you each day who influence your moods, it is usually yourself.

You will learn to become more receptive and congenial on "**BELOW PAR**" days. You will recognize it is you who are in a sour mood.

When you wake up feeling wonderful, realize there is little that day that can irritate you. By observing your "highs" and "lows" begin to learn; it is only how you feel that determines how you respond to others.

Apply what you learn from your "Personality Wave Length Chart" by controlling your extreme high and low days to develop a more even, stable personality. Communications will be much easier within your family, as you practice this learning technique of self-awareness.

There are extra benefits found in completing this exercise. For example, don't go shopping when feeling particularly low, since you might make useless purchases, just to cheer yourself up. When possible, avoid making important decisions, when you feel extremely good because the tendency might be to overlook adverse conditions, which may affect your decision. Parents and educators alike should learn to recognize how their own mood cycles can sometimes create stress within small children.

PERSONALITY WAVE LENGTH CHART

VERY GOOD 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59

NORMAL 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59

BELOW
PAR 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

Self-awareness can be enhanced by the realization that most of us are so intent on our own problems, we are not always aware of what is happening around us. Learn to be an impartial observer. Next time you are out shopping, make a positive effort to look at all the other people. Most of those people will be totally unaware of what is happening around them.

You will find that people are intensely concentrating on themselves. By practicing this simple technique of observing others, you will become more objective in your understanding of self-awareness. You will begin to find yourself enjoying the crowds, the activities of life, and even the day, itself.

Developing self-awareness and applying the "**KNOWLEDGE**" gained about yourself and others will increase your ability to accept new ideas. Self-awareness will improve communications within your family. When your children come to you for help, suddenly you will look on the occasion as an **OPPORTUNITY**, not as another household problem with which you are burdened.

V. NOISE

No discussion on communications would be complete if noise were not included. Noise comes in all sizes and shapes. In fact most conversations, movies, TV programs, etc. are just noise. We all like to hear ourselves talk. We repeat over and over again the same old gossip, the same old war stories and the same old news.

This type of noise can be quite harmless and a means of amusing oneself and others, while passing the time of day. Complete submersion by one's self into this type of noise can be quite deadly. Such submersion can reduce or eliminate your mind's ability to concentrate, analyze in-depth perceptions or develop outside interests.

Other noises not only dull the mind, but can physically damage your hearing. Some such noises actually can damage the heart, depending on the duration and intensity of the beat!

Heavy construction equipment and loud, harsh, machinery environments can create such noise. The worst type of this noise is the least detectable, because it attracts the worst of our false personalities, through cult adulation.

Of course, the most damaging of all noises is loud music of a very repetitious beat. Often times, such noise is accompanied by some maniacal wailing, to which people are drawn out of sheer ignorance, or peer pressure led on by the nihilistic appeals of their false personalities.

The level of this cacophony of noise usually exceeds 110 decibels. Decibels are a scientific way of stating that every three-decibel increase in noise level, the loudness of the sound doubles.

- A quiet television sound studio, before the broadcast begins, measures about 40 decibels.
- A snowmobile passing near you measures about 80 to 90 decibels
- A jackhammer breaking up concrete measures 110 to 120 decibels.

LOUD Rock Music or its equivalent measures 110 to 130 decibels!

Construction workers and factory workers in such noise environments wear hearing mufflers. Individuals, who often can be raised to fever pitch indignation over some insignificant pollution problem, think nothing of wrecking their hearing and their ability to think by indulging their false personalities, while listening to banal music, exceeding even 70 decibels.

We all know how loud snowmobiles are at 90 decibels. Over a significant period of time, 120 decibels music subjects your physical and intellectual apparatus to a noise many times that of a snowmobile sitting in an auditorium, idling at top speed.

**Whatever you do, never permit this level of
cacophony
to reach the ears of your children!**

V. SUMMARY

Remember the examples in this volume on communications and self-awareness. Practice the techniques of self-awareness. Review the information frequently. Practice the techniques to reinforce your determination to be a communication's success, within your own family. Your life will become more meaningful and you will gain the ability to help develop similar skills in your own children.

One of the difficulties inherent in human beings, intent on survival, is that the joy of expanding knowledge or of assisting others to become creative and independent is often missed. People tend to live within a small circle of beliefs. Most people are fearful of leaving their intellectual game preserve to participate in new ideas. Perfecting your communication skills and learning through self-awareness will help develop a flexible and knowledgeable mind.

The rapid advance of technology and the population growth have ruled out the luxury of one-way communications and rigid thinking patterns. Doctors, accountants, engineers and plumbers learn their profession, but what about parents and teachers? Parents and teachers who have the sole responsibility for educating each new generation!

What better opportunity and challenge is there than to contribute to the well-rounded development of another human being, beginning at birth.

Let's review the key principles of communications and self-awareness:

1. Remember **YOU** are one-half of any communication's problem.
2. Be receptive. Don't lock yourself out through negative body language.
3. Be relaxed, hands apart, body comfortable and feet and legs uncrossed.
4. Verbal language maybe one of the barriers to peace on earth.
5. Verbal language, body language and events, leading to a particular incident, complicate mutual understanding.
6. Try to see the other person's point of view, even if you don't agree with it.
7. Families should openly discuss individual interpretations of key words and phrases.

One of the most controversial quotations in all of history is responsible for the major difference between the Catholic and Protestant interpretation of the words in the NEW TESTAMENT attributed to Jesus Christ.

Matthew 16:18

King James 2000 Bible

(There are very minor interpretive differences depending on which New Testament is used as the source document.)

“And I say also unto you, that you are Peter, and upon this rock I will build my church; and the gates of hades shall not prevail against it.”

This having been said after Peter had declared that Jesus was the Son of God.

**WHAT DID THOSE WORDS, ATTRIBUTED TO CHRIST,
MEAN?**

- A. The church was built on the belief that Christ was the Son of God, one part of the HOLY TRINITY?**
- B. Or did those words mean that Peter, as the first Pope designate, was the rock upon which Christ would build His church?**

Without the ability, desire or patience to investigate for yourself, the relative truthfulness of what you hear or see, you are simply always part of a mob culture. Your easily manipulated, animal responses are perhaps dormant, but only until your called upon to act or give benediction to evil or thoughtless intent.

Eventually, perhaps we can obtain the hoped for dolphin effect. The possibility that there is a way to telepathically understand, not only the spoken or visual communication, but that we can feel the motives, emotions and beliefs and reasons, of those that would lead us or incite us.

Don't be quick to judge another or condemn an individual, unless you can somehow comply with an age-old American Indian adage. That is, until you have walked in another's moccasins for a long period of time, one cannot judge another's actions.

No one is a mind reader. Don't expect it from a family member.

- **“KNOWLEDGE”** of yourself is the beginning of the ability to communicate with others.
- Always ask for clarification of what you do not understand.
- Ask for questions and feedback of those with whom you wish to communicate.

By this time in the **JIMARIAN BIBLE** series, the reader may be wondering why the bible has been broken up into such short books. Within some of those books are also brief volumes. The reason is very simple but, often times, dismissed by false personalities.

Content, the density of that content and the concentration required, along with the separation of ideas, not voluminous rhetoric, is what determines as to how the **JIMARIAN BIBLE** is constructed.

If the reader does not heed the restrictions, as to when and how reading should continue and when and how games and other instructions are to be followed, then there is little hope than any transfer of "**KNOWLEDGE**", let alone **METANOIA**, will take place. In some cases, it may require months, if not years, to master the understanding of certain parts of the **JIMARIAN BIBLE**.

It will require at least three readings, from beginning to end. Only by building on "**KNOWLEDGE**", rendered in the later books, might the "**KNOWLEDGE**" imparted in the earlier books be recognized and acted upon. This is necessary for your Essence to grow, diminishing the current stranglehold your false personalities have over you.

Each chapter in every book and volume stands on its own merits and demands the utmost concentration and thoughtfulness. The process leading to the development of your Essence and hoped for **METANOIA** requires that the **BOOKS** be **read and understood in the order in which they are written**.

The contents of **BOOK VI, THE ART OF PARENTAL LOVE** can be absorbed solely on its own merits. The "**KNOWLEDGE**" contained in **BOOK VI** is necessary for the holistic development of your child.

Next is:

BOOK VI.

Vol. 4

STRESS, SOURCES AND MEANS OF RELIEF

Volume 4 will offer you rewarding and simple techniques for relieving stress and worry, not only in your family life, but also in your everyday interplay with the world at large.

The **FIRST** Spiritual Illumination

BOOKVI

VOL. 4

STRESS, SOURCES AND MEANS OF RELIEF



THE JIMARIAN BIBLE

By jimar

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FORWARD

Parents cannot interact successfully with their newborn child if they are under great emotional anxiety and stress. Such stress is generated in many different ways and under many different circumstances, both in the home and elsewhere. The techniques for stress relief, addressed in this volume, can be of great benefit in relieving stress and improving one's ability to enjoy life. Some of the techniques allow one to penetrate to the depth of their false personalities and strengthen their Essence.

This volume is aimed particularly at the mental and physical techniques for stress relief. However, there is no substitute for the solace and relief from stress, which comes through prayer. Prayer should be in the form that is in keeping with one's own belief system.

There is one caveat. Prayer should be in the form of acknowledgment of and submission to a higher source. In the case of a humanistic belief system, then prayer should be in the form of addressing one's inner-consciousness. Prayer should not be a request for things, salvation or miracles.

I. EVERYDAY MEANS OF STRESS RELIEF

There are very simple and very obvious means for relieving stress while simultaneously improving one's overall health and physical condition. Some of these common means or disciplines, such as proper diet and exercise are not the direct subject matter with which this volume is concerned but will briefly be mentioned here.

Diet, not dieting, may be one of the most important factors in determining an individual's ability to withstand different levels of stress. Diet is also one of the principle determinations of a person's ability to build up immunity to allergies and to strengthen one's overall immune system.

Almost anyone who can read and write knows what a good, healthy diet should be. It's not a matter of ignorance. It's a matter of discipline, habit and addictions. What is important is that parents determine the eating and nutritional values which are to be instilled in their children and are practiced by themselves. Unfortunately, most parents almost totally neglect to instill these values in their family life. Children grow to maturity with similar addictions and undisciplined eating habits.

Exercise, knowing when, how much and what type is again a matter of self-discipline. Exercise, in the correct amounts and types is good for you. You already know this. What is lacking is the self-discipline to do what you know is good for yourself; aerobic exercise, moderate weight training, sports, hobbies and other physical endeavors. All these activities help to relieve stress, so long as they are not job related.

In later volumes of **BOOK VI.**, diet, exercise and other physical activities for children from birth through five years of age will be discussed. This particular volume's intent is to equip you with stress relief techniques that are unique and very easy to apply.

Yoga must be considered separately for all around beneficial results in health, stress relief and spiritual development.

You need to, as a way of life, exercise and eat the right foods in a balanced amount; no book or dieting program in the world will help you in the long run. One or more of your false personalities will always make excuses for your lack of self-discipline.

II. THE IMPORTANCE OF VOLUME 3

Have you put into practice all that you have learned from the previous volume? Are you following the instructions concerning body conformation and openness? Are you becoming a better listener? Did you explore the various differences between males and females and how they fail to communicate with each other? Did you play the dictionary game? The seven-person communication's game? Have you completed or are you in the process of completing the sixty-day "**PERSONALITY WAVE LENGTH CHART**"?

Putting into practice, in your everyday life, all that you have learned in **VOLUME 3** will greatly enhance your ability to withstand stress because you are becoming a better communicator and understand yourself a little better. If you have answered negatively to any of the questions in the last paragraph - **STOP!** Return to **VOLUME 3** and complete its instructions, otherwise you are wasting your time filling your head with more information, which will never become "**KNOWLEDGE**". "**KNOWLEDGE**" is an active condition, not a function of memory.

III. SIMPLE RELAXATION TECHNIQUES

There are several very simple, easy to apply relaxation techniques. These techniques only require a few minutes of concentration. After reading the brief description of each, stop and practice the techniques several times before continuing. It is up to you to repeatedly practice these methods. Apply one or more of these techniques when you feel the need to relax.

A. Relaxation Imagery

Sit back in a comfortable chair or while lying on a bed. Close your eyes. Take a deep breath. In your mind, relax every major part of your body. Begin with your toes and work your way up, ankles, calves, thighs, buttocks, sexual organs, stomach muscles, back, finger tips, hands, wrists, forearms, upper arms, chest, shoulders, neck, entire spinal column, chin, mouth, face, nose, ears, eye lids, eyes, forehead and scalp. Let go of any stressful thoughts as your body completely relaxes.

B. Good Health, Posture and Disposition

Eat properly. Exercise moderately. Your health will improve. If you are short or tall, live up to you're best attributes. Stand upright.

Look out at the world around you. Walk with ease and assurance. Learn to just walk or sit and do nothing at all. Develop a good disposition by learning that **you** are the principle cause of all your anxieties and frustrations. Learn from self-analysis. Realize that your false personalities constantly reinforce your negative responses to the world at large.

There are seven billion people on earth. Each believes that he or she is the center of everything. In truth, each is so self-absorbed that no one pays very much attention to anyone else, except for his or her own self-aggrandizement, self-gratification, belittlement or amusement.

You rarely, if ever, are important enough to have others dwell on your self-imposed shortcomings or idiosyncrasies. You may be an "Important Person". People are not interested in you. It is your position, wealth or power. Lose those and you're just like the other seven billion people.

C. Physical Dexterity Challenges

Have you ever attempted eating with your opposite hand? Throwing or catching a ball with the opposite hand? Writing with the opposite hand? Changing the method by which you always get dressed, reverse the order

or do something quirky, like putting on one sock, shoe and pants leg before putting on the other sock? Perform your favorite activity with the opposite hand or foot. You will appreciate what small children go through learning to eat, write and dress; you will learn about yourself.

D. LOVE

Each morning upon awaking and each evening before going to sleep repeat three times very simply and out loud, "I like myself!" Do this for some period of time and become very comfortable learning to like yourself and verbally confirming that fact.

Take the great leap forward. Substitute, "**I love myself!**" Verbally repeat this newfound self-love, not selfish love, for yourself until you become quite comfortable with the fact. Making declarative, reinforcing statements, as to the way you feel about yourself, has a very positive effect on reevaluating, internally, those behavior patterns that are not compatible with your new self-image.

IV. INSTANT VACATION

Learning how to take an instant vacation may be one of the most enjoyable relaxation techniques you will ever encounter. For a more in-depth learning experience concerning this method of relaxation refer to the book, "**PSYCHO-CYBERNETICS**" by Dr. Maxwell Maltz. The instant vacation can be taken at anytime. It is particularly effective in times of stress.

Develop the ability to design in your own mind a very comfortable, cozy room. This is a room in which you can mentally retire and relax during various periods of the day. It may take you a number of years to complete in your mind your private room for relaxation.

Start with the size and shape that fits your personality. Let it be the one place in the whole world where you can be completely relaxed. Furnish the room in any way you choose. You might want a fire in the fireplace. Perhaps you will wish to sit in your favorite chair or rocker. You can put anything you choose into your room. Simply enjoy the peace and quiet. Your private room can be facing a lush forest, a lake in the moonlight, rolling hills or an oceanfront beach.

Any time during the day, when you feel tired or irritable or in need of a little peace and quiet, just take thirty to sixty seconds, relax, close your eyes and think about your own private retreat. Set aside this book momentarily. Close your eyes. Begin to shape your quiet, peaceful, very private, visualization vacation retreat.

Hopefully, you found this simple demonstration of relaxation very rewarding. Was your experience enjoyable and relaxing? Learn to use this technique while waiting for appointments, standing in lines or at any time during the day in which you would like to unwind for a few moments.

V. YOGA

The practice of yoga takes different forms and is usually associated with one or more aspects of the Hindu religion. The meditative, spiritual, physical and health benefits of Hatha yoga are known round the world. Practitioners come from all walks of life and all religions. One need not convert to the Hindu religion to reap its benefits. Other types of yogas are much more closely bound to Hindu beliefs; not often understood or practiced outside of India.

Observing a skilled practitioner in the art of Hatha yoga could discourage a beginner because of the contortive appearance of the various meditative postures. No one should be discouraged by such observations. An individual begins to gain all the benefits of Hatha yoga from the very first day of practice. The intent of Hatha yoga is to slowly stretch the muscles and frame of the human body to a comfortable form conducive to mediation, while learning how to control one's breathing.

Do what you can, to very imperfectly imitate the various configurations, without injury or experiencing extreme discomfort. Over time, you will be amazed at how adept you become at the various complex configurations.

Progress is measured, not by the extremes reached in postures, but in your ability to relax and achieve a state of mediation. Meditation is beneficial to both mind and body. Such deep meditation is invigorating and health restorative. The eventual achievement of extreme body configurations is simply verification of your ability to relax and develop a more supple body over a long period of time.

The keys to practicing the art of Hatha yoga are:

- **Relax your body before and during a given posture.**
- **Only stretch as far as your body feels comfortable.**
- **Practice the art of Hatha yoga daily. Ten, to twenty minutes a day, is all that is required.**
- **Hold that position for as long as it is comfortable.**
- **Do not be concerned about your level of proficiency**
- **Put all thoughts aside & reach a meditative state of mind.**

There are many excellent books on Hatha yoga available at your library or nearest bookstore. **Richard Hittleman's 28 Day Exercise Book** is one of the very best. It is specially designed for beginners. The hard cover copy is recommended, because it is so beautifully illustrated and easy to read.

Follow the instructions, exactly. You will be rewarded with a healthful, life-affirming tool, guaranteed to relieve stress and improve all other aspects of your mental, physical and spiritual self.

VI. SUMMARY

This is the shortest of all the volumes in **BOOK VI**. In some ways, the "**KNOWLEDGE**" revealed is the most difficult to put into practice. Your mind and body need to repeatedly practice the various relaxation techniques. Such reformation of self is time consuming. A high degree of self-discipline is required. Self-discipline is the very antithesis of your false personalities.

It is most important, that you practice each of the methods. Develop the ability to put them to use, whenever necessary. You should begin to understand, by becoming proficient, in each exercise, so far disclosed in **BOOK VI**. that it will be much easier to accept that which follows in each succeeding volume. Such application of self-discipline reduces the ability of your false personalities to challenge or denigrate the contents of the **JIMARIAN BIBLE**.

Through repeated practice and application of these relaxation techniques, you strengthen the resolve of your Essence and begin to lay a foundation for your singular, true personality. You are reaching the turning point in gaining "**KNOWLEDGE**" as to your parental responsibility upon the completion of the first four volumes of **BOOK VI**. The next volume gets directly at the heart of all human endeavors.

Next is:

BOOK VI **Vol. 5**

LOVE, A NEW UNDERSTANDING

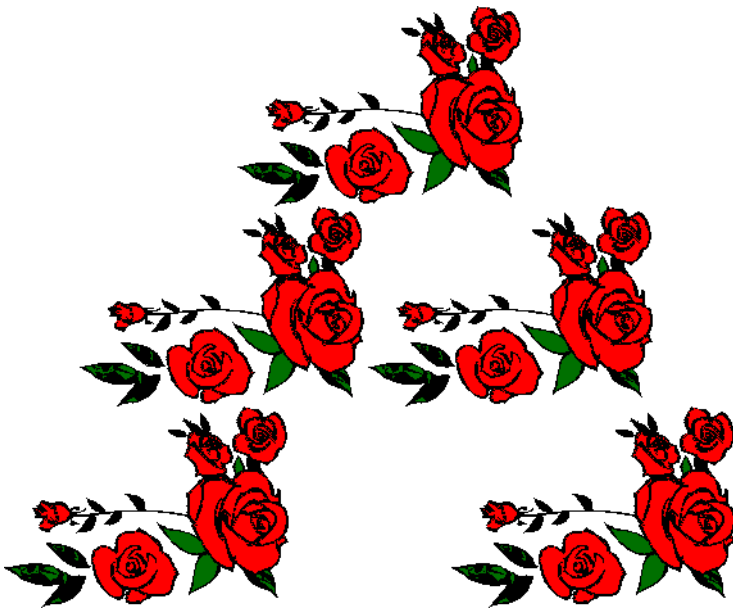
Once you master an understanding of all that is revealed in Volume 5 and put that understanding to practice throughout your life, you will have gained the necessary "**KNOWLEDGE**" to enrich the lives of all those with whom you come in contact, especially your own children.

The FIRST Spiritual Illumination

BOOK VI

VOL. 5

LOVE, A NEW UNDERSTANDING



JIMARIAN BIBLE

By jimar

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FORWARD

Book VI. of the **JIMARIAN BIBLE** was the author's first spiritual illumination; occurring over a period of several hours, one early morning in 1968. The illumination came in the form of a very intense period of automatic writing, in outline form.

It required almost forty more years of searching and writing in order to complete the work necessary that now includes Book VI. and its impact on development of Essence and true personality.

Volume 1 makes crystal clear the misguided, raw emotional reactions of young people in following their purely animal instincts for species procreation, sexual gratification, feminine domestication of the male and mutual ambition of both sexes to achieve success. By utilizing a false personality method of selection, we are almost doomed to failure, for lack of internal self-understanding.

Volume 2 places before the reader the lost voice of the third party in such misguided mate selection. That is to say, the voice of the yet unborn child! The volume clearly defines the parental responsibility most often lacking in the copulation couplings of human beings.

Volume 3 reveals the almost total lack of understanding between males and females and amongst same sex communications, as well.

Volume 4 stress relief techniques, is intended to provide certain tools for mitigating stress, which rises during periods of interaction within the family and throughout society in general. Some of the techniques assist an individual when confronting their own false personalities.

The absorption of the "**KNOWLEDGE**" revealed within the previous four volumes is necessary.

In order to prepare you for the internal essence absorption of the concise definition of love; such "**KNOWLEDGE**" disclosures need to be completely absorbed by those who would be parents, either on purpose or unfortunately by accident.

I. SO WHAT IS LOVE?

Volume 3 on communications and self-awareness, spoke of being receptive to communications, being more sympathetic toward the logic patterns of others and getting to know ourselves a little better. As you become more relaxed, a better communicator and learn to be sympathetic to the feelings of others, you will desire to understand and practice the "Art of Love." The word love has many different meanings to people.

Webster's Unabridged Dictionary gives nine definitions:

1. Love is a deep devotion or affection for another person or persons, such as love for one's children.
2. Strong sexual passion for another person.
3. Sexual passion in general or the gratification of it.
4. One who is beloved.
5. A term of endearment.
6. A great interest in or enjoyment of something; the thing so enjoyed.
7. Theological definitions of love:
 - (a) The benevolence and mercifulness of God towards mankind.
 - (b) The adoration or devout affection of man towards God.
 - (c) The kindness and charitableness man shows towards others.
8. Love is capitalized in Christian Science as a synonym for God.
9. Love, a score of zero in tennis.

The ninth definition is certainly the most accurate and unambiguous. The first eight definitions offer a variety of choices and are open to much controversy, as to their exact meanings.

If, in fact, all mankind truly practiced love, we would indeed be contented people. Christ based the entire Christian theology on Love. American Hippies of the 1960's believed false personality love to be the total solution to all the ills of mankind. Who really knows what

is required to practice love, to love yourself, your neighbor, your family, mankind, and the Universe in its entirety?

Most individuals are always searching outside themselves for love and by concentrating their efforts on always getting something rather than giving further distort the already perverse use of the word.

You are going to learn how your false personalities have deceived you by catering to your so-called ego in search of love.

Fortunately, someone has taken the time to consider a number of basic factors concerning the humanistic interpretation of love. His name is Erich Fromm, a psychologist, author and philosopher. Two of his books are excellent background material:

"MAN FOR HIMSELF" & "THE ART OF LOVING"

Please find the time to read both of these books.

Fromm believes that there are four essential conditions for becoming a loving person. Let's review his basic concepts; building on these concepts of love as they pertain to the relationship between parents and children.

What you learn about love should help you to have greater esteem for your own person, your family, friends and human beings in general.

Before reading further, take sixty seconds to relax mentally in your mind's private room; beginning right now. Sit back, close your eyes and relax.

Now that you are relaxed, your mind may be receptive to some interesting ideas.

Philosophers through the ages have tried to tell us something about the nature of truth and love, aptly expressed in the following quotations:

Buddha said: "Be ye lamps unto yourself; be your own reliance; hold to the truth within yourselves as to the only lamp."

The Chinese philosopher Lao Tse said: "True words always seem paradoxical but no other form of teaching can take its place."

Spinoza said: "If the way, which as I have shown leads hither seems difficult, it can nevertheless be found."

Plato, upon discussing the teacher Protagoras was quoted as having said:

"If, therefore, you have understanding of what is good and evil, you may safely buy knowledge of Protagoras or anyone but if not, then, Oh my friend, pause and do not hazard your dearest interest at a game of chance; for there is far greater peril in buying knowledge than in buying meat and drink."

Erich Fromm, too, was concerned over the loss of individuality and sensed that modern civilization is increasingly uneasy; for in learning to master nature, we are becoming slaves to machines and possessions.

He believes Sigmund Freud has further complicated each of our lives. Psychoanalysis may have some therapeutic value in treating very emotionally disturbed people. In propagating the same techniques to cure or enlighten the "average" individual, Freud's theories have probably created more neuroses, than they have resolved.

One shouldn't think in terms of an "average" personality or an ideal "well adjusted" behavioral pattern. Such techniques are too clinical, ignoring the existence of false personalities and fail to look at mankind in all of his and her total complexities.

The so-called Id, Ego and Super Ego are theories attempting to irrationally explain the behaviors of false personalities. "**KNOWLEDGE**" of Essence and the development of singular, true personality are simply not contemplated!

II. TYPES OF AUTHORITY AND PERSONALITIES

To better develop an understanding of what it means to be a loving person, you should first examine two areas of personal concern. Those areas are the types of authority and the types of personalities to which you are subjected and most often emulate.

What is meant by **irrational authority**? The simplest example is that of the authority which is usually vested in governments, particularly dictatorships. Such irrational authority is always exemplified by **fear and power**. As a parent, remember, irrational authority can rest within each of us, particularly in our relationship with a friend, between a teacher and pupil and most importantly between a parent and child.

On the other hand, rational authority is determined and exercised based upon the quality of "**KNOWLEDGE**" and **the ability of the administrator, teacher or parent**, to transfer that "**KNOWLEDGE**", skill or assistance to those learning or in need of assistance. **Authority should be a matter of proficiency, not power.**

Regarding basic personalities, Erich Fromm categorized a number of personality groupings. Do you presently fit into one or more of these basic groups?

The **RECEPTIVE** type **believes that all good things**, such as material wealth, affection, love, knowledge, and pleasure, **come from the outside**, either through love objects or from other people. The receptive individual believes that love is effortless and requires no proficiency.

A receptive personality is extremely sensitive to criticism. A receptive personality is an excellent listener, because he or she is expecting something to be given, rather than developing the ability to give.

Often a receptive personality will blindly follow the advice of so-called experts, institutions or governments. A receptive personality becomes increasingly dependent on these outside authorities.

The **EXPLOITIVE** type, like the receptive type, believes the source of all good and love originates from outside. The exploitive individual **plans to obtain goodness and love, either by force or cunning.**

The **HOARDING** personality hardly needs any explanation. This is the type of person who is **completely non-receptive to new ideas**. What

the person learned early on is safely stored and he or she has no wish to risk comfort for knowledge. Often times the "good old days" seem best.

The hoarder retains vast amounts of past knowledge; is usually incapable of productive thinking or action and does not have a zest for living. The hoarder lacks the ability to take risks and wishes to utterly possess a loved one.

The dominant personality in Western culture is the **MARKETING** type. This should not be very surprising. Barter has always been the means of trade amongst people. Today, you most often **present yourself as a commodity**, which is for sale in the market place.

The marketing personality always puts his or her best face forward. Such a person trades upon information and relationships to "nurture themselves up the ladder," always playing it safe, covering all the bases, avoiding decisions and unpleasantness.

GO BACK AND QUICKLY REVIEW THE FOUR TYPES OF PERSONALITIES

Write down those traits, which pertain to you. Knowing what you are is the first step in ridding yourself of these particular false personalities and ideas.

As a potential parent, you need to learn the difference between wanting love and being loving. Begin to think of love as an art to be practiced. You need to learn that to be skilled in this art requires years of devoted effort.

The very process of living and contributing to the betterment of future generations is a higher form of existence than driving oneself in useless work, achieving success, acquiring money or even seeking salvation.

Don't be misled into believing that your self-interest is generated by standards established outside yourself. Rather, your own good judgment should prevail. Only then, can you recognize the uniqueness of yourself and others.

Learn to question the expert. Don't swallow any idea; even those you encounter in the **JIMARIAN BIBLE**, without comparing these thoughts with your own experience, together with "**KNOWLEDGE**" obtained from other sources. Too often, you anoint "**holy experts**" because they have written a book, made a movie, or have marketed a successful product. Avoid chasing "get rich quick" and "happiness" schemes. The only reasons people offer them are to make money for themselves.

III. AN INDIVIDUAL'S SINGULAR, TRUE PERSONALITY

There is no easy, simple, ten-step method in learning how to love. It requires conscious labor and intentional suffering. Life is a challenge and involves problems and risks. Don't become discouraged. There **is a very practical approach to living**. Erich Fromm calls it the **PRODUCTIVE personality**. Other philosophers and thinkers give it different names and somewhat different characteristics.

Essentially, to be productive is the ability of a human being to relate to others and to know themselves in all areas of human endeavor; mental capabilities, emotional needs, and sensory responses. Learn to see these characteristics in your fellow humans. Recognize how their characteristics may differ markedly from your own.

Recognize your own abilities and potential. You are free, independent and are here for a very short period of universal time. Don't mask your potential and conform to someone else's idea of how you should conduct yourself. **Be concerned with character than with apparent success.**

When you have understood and accepted this premise, you can develop a new understanding of love. To do so, you will need to recognize the difference between "selfishness", "self-interest", and the "love of thyself."

Christian faith teaches "Thou shalt love thy neighbor as thy self."

Before you can contribute to the well being of others, first you must truly love yourself. You cannot love others while you consider loving yourself to be sinful. Perhaps this can better be understood by reiterating the difference between Essence and false personality.

False Personality is one of many internal and external faces which you give to yourself and show to the world, while conforming to the social behavior which society dictates. A false personality is one of the faces you use, so that you can fool the world, as well as yourself.

Essence is your intrinsic, fundamental, uncorrupted nature!

Have you developed your false personalities to the point where you have submerged your Essence to the brink of disaster, thereby slowly giving up your ability to grow throughout your entire life span? Consider the

possibility that because of social pressures or by constantly lying to yourself; you have given up becoming an intelligent, strong, independent and productive individual.

Authoritarians would like you to believe that to be unquestioningly obedient, dependent, and powerless is the act of good conscience. Unfortunately, some of this teaching has also appeared in Christian philosophy. Christians are taught that a sign of goodness is the ability to detect one's own "sinfulness." This is negative thinking at its very best.

Human beings, in their present dilemma, are not capable of controlling their own destiny; relying upon their false personalities rather than their Essences. Once you understand your true faculty for love, you can begin to rebuild your own life and contribute to the real development of mankind.

It is only possible to begin to develop the full potential and purpose of mankind, by putting into practice the "Art of Love". The kind of love a child must have from a parent.

In **African Genesis**, a book on anthropology, by **Robert Ardrey**, **Ardrey** arrives at the conclusion that humans are insignificant within the totality of the Universe. Rather than our becoming despondent over our position, human beings should recognize they have time to learn how to joyously participate in the Universal All.

P. D. Ouspensky in his book, **In Search of the Miraculous**, tells us that most people go through life in a state of perpetual sleep and that very few of us ever wake up and attempt to control our own destinies.

Erich Fromm, a philosopher, Robert Ardrey, an author and playwright, and P. D. Ouspensky, a mathematician and mystic, were all concerned about the Essence of human nature. Perfecting the ability to love strengthens your Essence.

Remember Volume 1 and the questions posed to young people? Your choice of friends and marital partner are critical in the development and maintenance of your Essence.

In choosing your relationships, always remember:

“Small minds gossip.”

“Average minds discuss events.”

“Great minds discuss ideas.”

IV. OUR FALSE CONCEPTS OF LOVE

To practice the art of love, in all its many facets, requires that you ask questions, learn to reason, often times stand-alone, make decisions and be responsible. Love is an art and needs cultivation, requiring great "**KNOWLEDGE**", practice and effort. The rewards are tremendous!

You were taught to believe in the concept of falling in love and being loved. What is really needed is to become loving and to give love! For males in our society, being loved is associated with becoming powerful, rich, and socially acceptable.

Females are taught, since birth, to make themselves attractive, cultivate their bodies, be decorative, have pleasant manners, make interesting conversation, be modest and inoffensive. The social rule for all is "How to Win Friends and Influence People." It's **THE MARKETING PERSONALITY**, modern day feminism not withstanding.

Your present understanding of love, probably, is centered on the need to possess an object or to be an object of love, rather than to give love. One of the greatest American illusions is the fantasizing of the good life for the American female.

The American female is raised, with the help of all means of mass communication and advertising, to believe, that once married or having mastered her career, happiness is forever hers.

To practice love as an art form, first you must begin to practice self-discipline and concentration. This requires the ability to honestly communicate and think objectively. As you develop the ability to think objectively, to look at a problem, a responsibility, or a current situation from the viewpoint of a non-interested observer, you will begin to develop humility. You may begin to realize that the more you learn and observe, the less you really know.

Do not slip into a dream world; picturing yourself omnipotent, Then re-emerge into the real, everyday world continuing to be totally frustrated. Remember that you are still captive of your false personalities.

Quiet, meditative time is a rarity in society. You are accustomed to outside stimulus such as eating, drinking, talking, interacting with the computer, watching TV and consuming both information and products. You must gain the capacity to be comfortable with yourself, **alone**.

Start by setting aside specific periods during the week for enjoying individual moments of quiet reflection, such as meditating and walking. Practice reducing the amount of time spent in escapist activities, such as going to the movies, spending hours on the worldwide web, excessive TV, reading mystery stories, gossiping, playing video games or overeating. Learn to reduce your dependence on these types of outside stimuli.

For improved concentration, learn to relax. You have been given mental exercises for relaxing. Practice relaxing for sixty seconds twice each day. Learn to understand your personality wavelengths. Stop and mentally observe yourself several times a day.

Remember, love requires courage and the ability to take risks, sometimes resulting in pain and disappointment. Learning to cope with the small details of daily life in a calm, somewhat detached manner strengthens your Essence. Recognize each small betrayal in your internal and external conversations, decision-making processes and subsequent actions, weaken your ability to be loving and self-reliant.

V. PRODUCTIVE LOVE

It is not until a number of years after marriage or after starting a career that you begin to understand how incorrect your lifestyle is and yet wonder how to begin again. The original American image was one of being aggressive and ambitious. Lately you have been led to believe you should be socially acceptable, make group decisions and be tolerant of all types of aberrant behavior. Other cultures have similar national, false personality themes.

In other words, males and females have been taught to attractively package themselves according to the personality cult of their time. Typically most of us, at one time or another, fall in love based on a romantic, sexual attraction, which is a state of euphoria, lasting only briefly. It is an exhilarating experience and conforms to the buying and selling image of the advertising media. Another kind of love is necessary for an individual to become an independent, productive, human being:

- First, you must become aware of yourself.
- Sometimes, you must forego immediate pleasures or benefits and be able to relate yourself to the past, present and future of mankind's situation here on earth. As a parent you must learn that children go through various stages of love, from a close association with the mother, to early risk experience. Those children, who are loved for themselves, rather than for their achievements or their personalities, are more likely to develop into better human beings.
- A really mature adult develops the ability to love, not because someone deserves it, but because you accept the conditions of love, which makes living worthwhile.
- To love productively you must first love yourself. You cannot love others, or in fact love at all, if you do not believe this.

To love yourself, as distinguished from being selfish, can easily be recognized. For example, there is the over-solicitous parent, referred to as a "smothering mother." Such solicitousness represents a form of repressed hostility or the unwillingness to truly accept responsibility and make those decisions that are necessary for the child's best interests.

This over protectiveness manifests itself in order to compensate for lack of love of the child. This will become more clearly understood as you examine the necessary prerequisites for becoming a loving human being.

When speaking of love between individuals in the family, recognize the normal difficulties in two or more people living together. Forget about the so-called "ideal marriage" or the other extreme "blended, dysfunctional families". Human relations, between parents, as shown in magazines and TV commercials, depict either well adjusted, loving adults much like smoothly functioning employees controlled by industrial relations experts or childish adults doing childish things.

You are taught to believe that people in their interrelationships should be reasonably independent (but not too much so), cooperative, tolerant and well-oiled components of our society. On the other side of the coin are the "Johnny six-pack world" and the "Cocktail Set" where adults and children are led to believe that cursing, sexual innuendoes, talking back to parents and, in general, bad behavior are acceptable norms of human relationships.

Actually, most people are self-centered, have great anxieties and find it difficult to function in today's fast moving periods of crisis. If this description fits you, it is because you have relied on outside stimuli and outside direction, rather than having the confidence to recognize and react to your own inner feelings and good judgment.

Adults, and even children, cannot remain always in need of help, comfort and the necessity of being loved. It requires great patience to love, especially when accepting the responsibility of raising children.

Stop and think! Are you looking to be loved because, subconsciously, you feel you are incapable of accepting the responsibilities of truly loving someone else?

Your mind has been bombarded with new ideas about love. Ideas that, by this time, should have caused you to be concerned over your attitude towards love. Many of the questions you have asked yourself about love can now be answered. You can see that romantic love and the love professed by young, inexperienced teenagers and adults is very harmful to your growth as a parent and mate.

What is necessary for a human being to develop love within oneself and to practice the art of love?

VI. THE DEFINITION OF LOVE

There are four essential characteristics necessary to truly love another human being. Fromm specifies these characteristics in his book "The Art of Loving." Parameters of these characteristics have been broadened so you will see how significant they become in the parent/ child relationship.

CARE

RESPECT

RESPONSIBILITY

"KNOWLEDGE"

To **Care** for someone means to have a feeling of tenderness and regard toward that person. Caring is not synonymous with love. **CARE** is one of the four conditions necessary to truly love someone else.

RESPECT signifies the ability to develop an appreciation of worth for those whom you intend to love. You must honor and esteem them. The characteristics of respect are:

Appreciation of that person's worth

Developing the ability to honor and esteem that person.

Most importantly, you must first develop these attitudes about yourself, so in turn you can love others & teach them to love.

RESPONSIBILITY, the third condition, is the ability to fulfill a duty or a trust, regarding an obligation on your own initiative, without the assistance of an outside authority. Most human beings simply have not learned that responsibility is a prime condition to be met, before love can be given.

You can be tender toward another individual, especially when it is yourself. You can learn to respect yourself and those you wish to love. Learning and practicing **Responsibility** for yourself and your child is, very often, omitted from the understanding of love. **Responsibility** requires discipline, self-sacrifice and independent action. As a successful parent, you must feel a strong sense of responsibility for your child.

The conditions of love, **Care**, **Respect** and **Responsibility**, cannot exist without putting into practice the fourth condition of loving someone.

- "**KNOWLEDGE**" is putting into action that in which you truly believe.
- "**KNOWLEDGE**" is acquired through learning and experience.
- "**KNOWLEDGE**" is the intrinsic, deep and extensive process or state of knowing, verified by your every day actions.

You can now appreciate what is necessary to develop the ability to love yourself and others. The condition of "**KNOWLEDGE**" means that you must know yourself, so you can love yourself. To love others, you must acquire a deep understanding of yourself and those you wish to love.

To know yourself, you must accept contradictions in your present beliefs. The Chinese philosopher, Lao Tse once said, "The highest step to which thought can lead is to know we know not."

The same philosopher said, "To know and yet think we do not know is the highest attainment, and yet to think we know is a disease."

It is extremely difficult for those who have been raised in Western culture, to appreciate some of the finer philosophical thoughts in eastern philosophies.

There is much "**KNOWLEDGE**" to be gained when you learn that words which are strictly true often times appear contradictory and absurd.

This can be more easily explained, by recognizing, when observing a given situation; the two people involved in the event will see the relative truth differently. An observer, not involved and simply watching the event, will draw a completely different conclusion as to what occurred.

Yet, each believes he or she understands the truth of what transpired. In any personal relationship between parents and young children, it is important for the parent to know, not necessarily acquiesce, to the child's point of view.

In the family situation, this is particularly true of learning to know the child or children with whom you are entrusted. It is not necessary to have those you love conform to your ideals.

What is necessary is for you to know them and to understand their needs and desires. This kind of "**KNOWLEDGE**" usually requires years of close association and observation.

Your new insights into a deeper meaning of this kind of "**KNOWLEDGE**" usually requires years of closeness. You will now be able to recognize that previously, when you thought you loved someone, it was more likely that you were really seeking to be loved. You were searching for love from an outside person or authority. This leads to frustration and a reliance on one or more of your false personalities.

By developing the four cornerstones of love, **CARE, RESPECT, RESPONSIBILITY, and "KNOWLEDGE"**, you will gain the ability to love. Your Essence will begin to prevail over the multitude of your false personalities.

VII. SUMMARY

Love is one of the most misused words in our vocabulary. You can like something or someone or be entertained by someone or something. You can admire someone. You can have great respect for something or someone. None of these definitions or similar, laudatory feelings, even remotely, corresponds to the definition of love.

You can search for attention and affection. Love is something that is freely given and requires the four attributes, as defined. If you are going to become a loving parent, it is imperative that you truly accept, adhere to and fulfill the obligations inherent in those four primary attributes of love:

CARE, RESPECT, RESPONSIBILITY & "KNOWLEDGE"!

Next:

BOOK VI

Vol. 6

The sixth volume in BOOK VI of the JIMARIAN BIBLE is entitled:

CREATIVITY and I.Q.

Vol. 6 reveals the fundamentals of understanding that leads to the "KNOWLEDGE" you must acquire in order to be fully cognizant of your child's capabilities and potentialities.

The First Spiritual Illumination

BOOK VI

VOL.6

CREATIVITY AND I.Q.



JIMARIAN BIBLE

By jimar

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FORWARD

Try and forget all that you thought you ever knew about having and raising children. As a potential parent, you must learn to prepare for the most important responsibility of your life. This volume will completely change your mind about your new creation's marvelous inherent and developing intellectual prowess.

If you are not ready to truly love a child, as a parent should, do not even consider having a child, until you are fully prepared and capable of doing so. If you have a child for any other reason than the anticipation of truly loving the child, then you will most likely only add to the many miseries which so many human beings, through ignorance, repeatedly bring upon themselves and others.

You are far removed from your Essence if you join all types of protests and causes, but fail to be a loving parent in the fullest sense of the word. There is nothing more repugnant in life than being outwardly concerned about the future of mankind and this planet earth, while failing to be a loving parent.

Such failure includes conception without wedlock or the immediate certain prospects thereof. Children need both male and female oriented loving parents to counterbalance the genetic propensities of each parent to unduly retard a child's development in the fullest sense of the word.

I. WHAT CONSTITUTES CREATIVITY?

Creativity is one of the keys to personal growth. If you recall, we have spoken about devoting the first five volumes of Book VI. to helping you to arrive at a new way to think about yourself, your family and your child.

In **Vol.5 “LOVE A NEW UNDERSTANDING”**, you learned the four primary conditions necessary in order to love someone else, as well as yourself. Those four primary conditions are **CARE, RESPECT, RESPONSIBILITY and "KNOWLEDGE."**

As you learn to absorb the necessary **"KNOWLEDGE"** in the remaining volumes of this book, hopefully, you will understand how to **CARE** for your child, **RESPECT** your child, and intelligently assume **RESPONSIBILITY** for your child.

In this volume on **CREATIVITY & IQ**, you will be required to concentrate on what creativity is and why it is difficult to recognize. Creativity is one of the most important tools available to the human race, and although currently rare, could become a major factor in most every child's life. As a parent, you should be prepared to recognize creativity, understand what it is and almost as importantly, learn what it is not.

Parents, educators and the public at large must equip themselves with a better understanding of creativity, while, at the same time, recognizing the rapid acceleration of knowledge obsolescence. By applying this new understanding to future generations of the human race, it may then be possible to eliminate or at least retard the greatest of all threats to our existence, the Dinosaur Syndrome. Parents, in particular, should learn to recognize the difference between creativity and information absorption when dealing with their young children.

WHAT IS CREATIVITY?

It is the ability of a human being to develop a totally unique concept by discreetly analyzing a wide variety of sensory inputs and seemingly unrelated information.

The application of creativity to any endeavor can be useful or useless depending upon the end product of its purpose. Its development can take place on a conscious or subconscious level. Sometimes it is best to describe creativity by stating what it is not.

Usually, activities, in home, school, and society have produced an atmosphere wherein we are raised and educated in a stereotyped world of one dimension. We are obsessively preoccupied with a collection of facts, figures, and trivia. Creativity originates through independent thinking, the ability of individuals to make free choices, to have great understanding, self-discipline and responsibility for their actions. Formal education can often times be the greatest barrier to creativity and independent thought.

The social order of the greatest nations on earth is always on the verge of collapse, because human beings don't seem to be able to distinguish the wheat from the chaff. The computer, itself, if not viewed and utilized in its proper perspective, may bring about the ultimate demise, on a large scale, of intelligence in the human race.

Before discussing creativity and demonstrating some of the factors involved in utilizing human intelligence for creative purposes, let's compare the brain of an infant to the most sophisticated computers.

Computers run a great portion of our lives. We pay most of our bills through computers. Our federal income tax records are stored on computers. Corporate decisions are based on the information generated by these machines. Many people when coming face to face with the actual computers are awestricken by the sophistication of the equipment, the whirring of the tapes or magnetic discs and the printout features. In reality, these machines, known as digital computers, operate on a very simplistic mathematical system.

A computer is composed of millions of on/off electrical switches. Through the ability to manufacture miniature electronic systems, these switches are produced in infinitesimally small sizes. Computers are able to store vast amounts of data. The switches in the computers are either turned "on" or "off." Each switch then represents part of a specific number in a mathematical code known as the Binary Numbering System. This system is called Binary because it utilizes only two numbers, Zero and One. Computers are incapable of making a single independent decision.

When a switch in the computer is "on" it represents the number 1 in a specific location, and when the switch is "off" it represents the number 0 in a specific location. A computer program then is simply a coding system which assigns specific information to certain on/off codes represented by the digits Zero or One in the Binary System

This information can then be converted into numbers in our own decimal system or into alphabetical codes or symbols. This information in binary form is decoded and then placed in a printer or electronic viewer system devised so that the information can be seen on a screen, stored on other media or printed out. And, oh yes, the computer can add, subtract, multiply and divide as instructed by a program.

Anyone who has dealt with children knows that a newborn infant is many times the equivalent of a computer placed in a tiny crib. A small portion of that tiny human's brain is many times more powerful than the most sophisticated computers ever developed. Now pause for a moment and just think about this.

Just one of your responsibilities as a parent is for the growth and well being of a very sophisticated computer, which represents only a small portion of the intelligence, genius, talent, warmth, and love that is placed into your care; for which you get the opportunity to look at every evening, bundled all snugly and warmly in a tiny crib.

The perspective of most people has become very distorted because they believe they are really contributing to the betterment of the human race by making bigger and more powerful machines or running huge corporations or getting involved in a great number of social activities.

In reality, the real opportunity for contributing to the betterment of the human race is presented to each and every parent in the form of a tiny, newly born infant, and later in the form of a small child growing up.

A computer's main functions relieve a thinking human being of having to utilize brain and finger motions for tedious, repetitive calculations (which take a long time to manually compute), for word processing and for rendering artistic and industrial visualizations.

The problems in our society such as pollution, over-crowding, atomic weapons, racial intolerance, and religious differences are simply the result of people being sheep rather than using their own intelligence and creativity to lead productive, useful lives, not becoming followers of fixed dogmas. Computers in and of themselves will never solve these kinds of threats to world peace and individual contentment.

One of the most severe problems civilization faces, particularly in nations of high technology capabilities, is that computers are simply not flexible

enough to keep up with the changing demands of creative individuals. It is possible for a nation to become locked into fixed operating fundamentals by utilizing computers to such an extent that no flexibility remains in the system.

A number of prerequisites in regard to creativity are the ability to be flexible, to have an open mind, to recognize that which was correct today or at least what was useful today, may not solve the problems of tomorrow.

Computers can't recognize there is the possibility that something will be devised at a later date that will completely replace and obsolete present solutions or existing rules and regulations. This not only applies to society, as a whole, but also to language, thought processes, and technological innovations.

II. THE MOBIUS STRIP

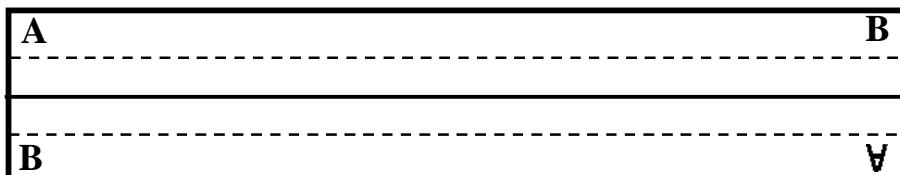
As an example of how closed most people's minds are, here are several puzzles giving you a better insight into the world of Creative thought processes.

The puzzles are meant to demonstrate, that first, things are not always what they seem. Secondly, most human beings have a closed mind intellectual system when approaching the solution to problems and cannot always see the obvious. Thirdly, frequently the solutions are very simple.

Most human beings lack the ability to solve these puzzles in a reasonably short period of time. Such lack of ability should cause you to ask yourself the question, "Why can't we analyze and perceive the nature of problems which are outside our standard thinking patterns?"

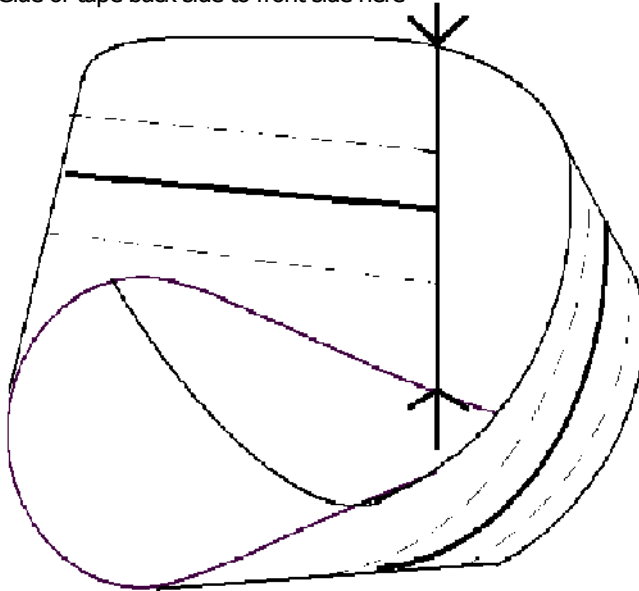
The first puzzle and its solution contain valuable information concerning the possibilities inherent in the universe in which we live. The puzzle is known as the "Möbius Strip". Simply copy this Möbius Strip on another sheet of paper and make it according to the dimensions shown below.

Cut it out along its exterior perimeter. Twist it a half turn, and glue the two ends together as marked. The glued or taped strip should look like the one on the next page. Notice the A in the lower right corner is upside down. Putting in a 1/2 twist, the A's will exactly match when glued or taped together.



2 1/2 inches x 17 inches

Glue or tape back side to front side here



The completed **MOBIUS STRIP**, once the ends have been glued or taped together, should look like the above picture.

Study the **Möbius Strip**. Try to determine what will happen **IF** you insert a pair of scissors (do not insert scissors at this time) directly into the middle black line and cut a continuous path around the loop along the center black line. The object of this exercise is to attempt to visually determine what the shape of that strip will be and in how many pieces it will be; after you have cut a continuous path along the center, solid black line around the middle of the **Möbius Strip**.

DO NOT READ FURTHER UNTIL YOU HAVE TRIED TO VISUALIZE WHAT WILL HAPPEN IF YOU CUT ALONG THE CENTER BLACK LINE. WRITE YOUR SOLUTION ON THE NEXT PAGE.

Write down your best visual analysis as to what new shape or shapes will occur when you cut along the center black line.

Now, with a pair of scissors, punch a hole in the center black line and cut along the center black line. Keep in mind that you are to punch a hole in the middle of the black line in order to insert the scissors. **Do not cut from the outside edge into the black line.**

Are you surprised? Is this what you visualized? Most people cannot recognize this particular geometric phenomena. You are not through yet. Once again, look at the puzzle and determine what will happen **when** you insert the scissors (do not insert scissors at this time) and cut along the dotted line. Again, take several minutes to analyze the problem.

DO NOT READ FURTHER UNTIL YOU HAVE ATTEMPTED TO VISUALIZE WHAT WOULD HAPPEN WHEN YOU CUT ALONG THE DOTTED BLACK LINE.

WRITE YOUR SOLUTION ON THE NEXT LINES

Now with a pair of scissors, punch a hole in the dotted line and cut all the way around it.

Do not cut from the outside edge into the dotted line.

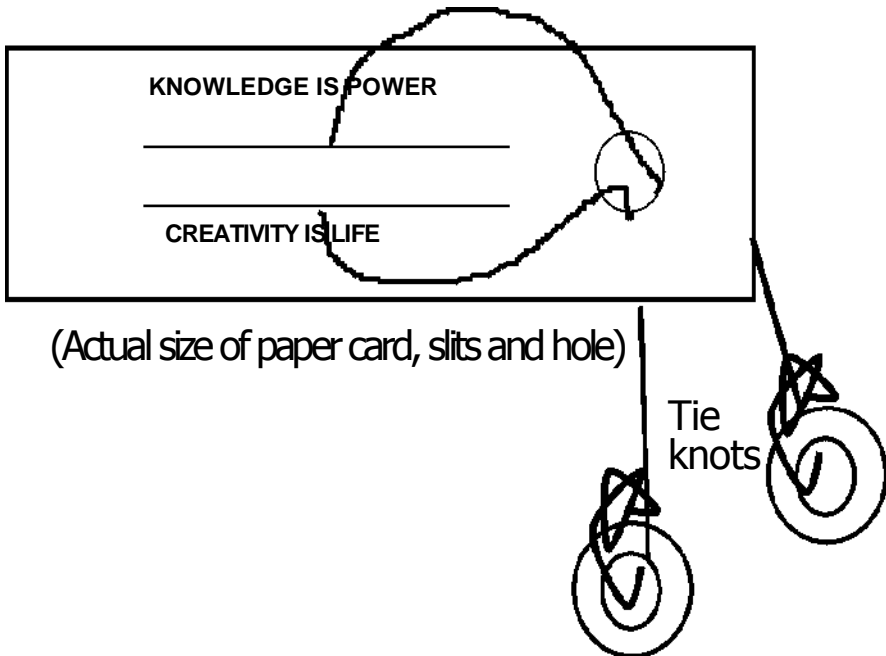
If you drew on the knowledge gained by the first experience, after cutting along the center black line, you might easily reach the conclusion that you would have simply produced still a larger single circle with a number of twists in it. Not true!

As you can see, there are now two interlocked, twisted, but separate circles. See how complex a spatial situation can develop out of a fairly simple original construct; that of simply taking a rectangular strip of paper, putting a half twist in it, fastening both ends and cutting along its entire center.

This gives you some idea of the possible complications involved in our universe. Of course, it demonstrates we are not geared to think creatively, since neither our experience nor education has prepared us for analyzing these kinds of problems. Now that we are dealing in speeds of light, atomic energy and exploration of our galaxy, we must change the way we think in order to be able to meet the challenges which lie ahead.

III. THE SECOND PUZZLE

Construct the next puzzle. This is a simple puzzle; wherein a string is passed halfway through two elongated slits.



(Use razor blade or sharp knife) to cut slits in a piece of paper. Insert both ends of the string into the hole. After passing both ends through the hole, secure the string by tying each end to a **washer or any other object that is moderately too big to pass through the hole.**

Now construct the puzzle before reading any further.

The problem is to remove the string from the paper card without damaging the card or untying the ends of the string or in any way cutting, gluing or repairing the puzzle.

Take a few minutes and examine the puzzle; then continue your reading on creativity and knowledge obsolescence. **Work at least a day on solving the puzzle.**

IV. ART AND SCIENCE

How does an understanding of creativity and knowledge obsolescence alter our attitude towards art, language, and science, the three cornerstones of civilization? If you recall the volume on communications, it was repeatedly emphasized that you must keep an open mind. As creativity and knowledge obsolescence are discussed in regard to art, language and science, put that advice to good use.

Artists and connoisseurs of art would have you believe that art and creativity are synonymous. That being an artist (whether a painter, musician, actor, or a writer) gives one the aura of spontaneous creativity. You shall learn what creativity is by describing what it is not. It is definitely not synonymous with our general definition of art, literature, and the theater.

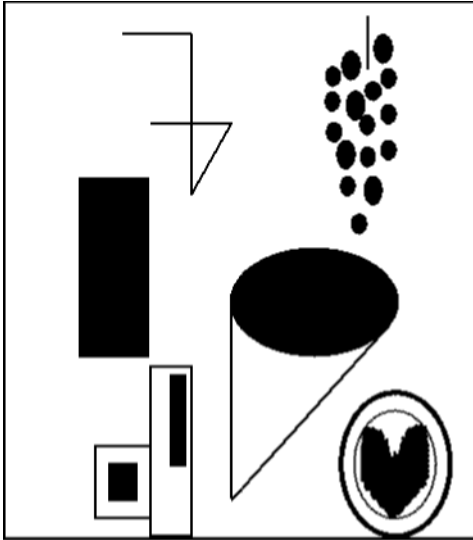
A few individuals within these media may be very creative. But, as in any other pursuit, these people are in the minority and oftentimes may be completely overlooked and described as anything but creative. Those in the limelight often take credit for what others have actually created.

To understand why it is said that **creativity and art are anything but synonymous**, consider the paintings of the early masters and define their accomplishments in terms of great craftsmanship rather than creativity. Most paintings reflect the ability of the artist to exactly duplicate and copy something that is already in existence.

This is a great achievement and takes painstaking talent. It is not creativity. It is simply acknowledging the perseverance and skill of the artist to duplicate what the artist observes. Be very careful **not** to immediately conclude that if artistically faithful reproductions are not indicative of creativity, then most forms of modern art are.

Modern art, like popular music, usually, is simply an expression of random thought or verbiage splashed on canvas or translated into another form. Verse set to music is not necessarily creative because it rhymes, or sounds clever, since it often comes from having a huge "mental library" available in the computer memory section of the brain.

Artistic acclaim is often merely an expression of interest or approval during a particular age and may not even have existed in the lifetime of the artist. Certainly, artists should be recognized for their ability to reproduce beauty and demonstrate great skill as craftsmen, But should not necessarily be considered creative.



LOVE.....

FALLING
RAINDROPS

FROM ABOVE

A creative painter is one who can create an image of something, which has never before been seen. It has been generated either consciously or subconsciously by reaching for a unique description of that which is being painted. An artist may only have one or two creative ideas in a lifetime and carry out hundreds of variations of that one creation.

V. LANGUAGE

In an earlier volume was discussed how **LANGUAGE** could actually be one of the greatest barriers to peace and progress. It is here that one must very precisely practice creativity by understanding what you, yourself, are really saying.

Analyze how the message is being interpreted by those to whom you are speaking. Attempt to look at the situation being discussed very impartially, so as to arrive at a solution to human relations which will satisfy the situation, preferably doing no harm and the most good.

It is conceivable that some species of mammal such as the dolphin may communicate by thought waves or by extra-sensory perception, thus transmitting from one brain to another the composite feeling of an individual and the emotional involvement of that individual, which greatly improves communications. The communicators then receive much better sensory input on which to draw a feeling for the information being transmitted, rather than relying on a set pattern of words, none of which mean the same thing to anyone involved in the communication.

Language also creates a barrier to the transmission of ideas. The listeners are intently reading their own definitions into the communication transmission rather than being receptive and open-minded. Anything which is being creatively passed on to them is by its very nature inhibited since it is being described in words which already exist, rather than the listener being able to grasp new meanings requiring new verbiage.

A typical example would be the difficulty in attempting to explain Einstein's theory of relativity. Our language is almost inadequate to describe the kind of thinking that was done by Albert Einstein (and possibly his collaborator), since the phenomena of time, space, and energy perceived by him was a greater concept than could adequately be described in our language.

Science is often considered a major source of creativity, when in fact, most scientists are engaged in merely examining that which already exists and establishing a set of rules, known as formulas or theorems, to describe the action of the phenomena observed.

Creativity, in science, requires the formulation of new thought and then the ability to develop means to test the new idea. This often requires

reaching conclusions that are not readily observable under ordinary conditions but that require the creator to search for various activities which correspond with his or her new theory; correlating data that had not, up until then, even been considered relevant, related phenomena.

A good example, of the changes creativity produces effecting our present educational system is the fact that Newton, in his day, was very creative and developed a hypothesis for physical phenomena in what up until that time, had been considered unrelated observations. As a result, a complete science of Newtonian physics was developed.

Then Einstein created his theory of relativity which, in essence, said that Newtonian physics was only applicable in certain spatial environments and did not apply to the universe as a whole.

Coupled with Einstein's new discovery was the evolution of the quantum theory which is based on several creative ideas about the randomness of any single event in the universe while at the same time establishing scientific rules of order.

The physics developed by Newton and taught for hundreds of years was thought to be absolute rather than simply a short-term solution to present problems that were being analyzed. And again, because of the enormity of Einstein's theory of relativity, there is a tendency to believe that this is the ultimate discovery of the space/time continuum.

Rather, you should think of the theory as a new tool, which was created by Albert Einstein. Yet, remain flexible enough to recognize that in the future it will be replaced when another creative genius develops a more advanced explanation of our universe. Remember, that most scientific activity is not creative; it is measuring, formulating and cataloging known phenomena.

Since **art, language, and science** are the basis of any civilization, consider a new understanding of art as craftsmanship and language as a possible great barrier to peace and progress. And the revelation that neither art nor science is synonymous with creativity, forces us to re-evaluate our mental processes; recognizing that creativity can make prior knowledge obsolete.

Even in anthropology, mankind must now look at some cold, hard facts based on new discoveries, which in themselves may not have been creative but could very well change the ground rules of our society. Since the Edwardian era, it has been generally accepted that based on Darwin's

theory of evolution, man's physical development could be traced through prior generations to a certain classification of apes.

Then along came the book, "African Genesis" by Robert Ardrey, wherein certain discoveries have led some anthropologists to firmly believe that if man, in deed, evolved from the family of apes, it is more likely that man came from a species of killer ape! That war and territorial dominance are the very motivation of mankind's development and existence.

Should this theory be generally accepted at most levels of civilization, our concepts of the good and evil of mankind would undergo some striking re-evaluations.

Throughout the history of mankind, up until the middle of the 19th century AD, the progress of human civilization was extremely slow and laborious. For most of those years, mankind's fastest means of travel was exemplified by the horse traveling at thirty miles an hour for brief periods of time.

Energy sources were minimal and steam power was considered revolutionary. Yet in just the last hundred years speed has increased a thousand fold. Atomic energy has made available power sources completely unimaginable a hundred years ago (except for Jules Verne).

Civilization is rushing to a rendezvous with the destiny of mankind! Due to the arrested development of mankind's mental processes, we are completely unprepared for the accelerated necessity of creating solutions not only to our earthly problems but to our exploration of other worlds and our possible negative impact on the universe as a whole.

Children should be allowed to express their creativity so that their mental processes and concepts are completely flexible. This flexibility can create a tolerant understanding of all other beings in our universe. We cannot permit the continuing, deliberate building of children mentality traps by believing that minds are meant to be storehouses of information rather than creative instruments for lasting peace and prosperity for all of mankind.

We must find ways to break the chain of present intellectual thought or the lack thereof. Thought that has been passed on from one generation to the next. Built on a false belief that utilizing our brains as warehouses for the storage of information can in any way compare to the kind of thinking that is now required for the solutions to present and future world problems.

VI. INTELLIGENCE AND ITS PLACE IN HUMAN GROWTH

In later volumes of **BOOK VI.**, examples will be described, which will help parents take advantage of opportunities for enriching the lives of their children and improving their children's levels of intelligence. In Vol. 5 "Love, A New Understanding", parents were taught to recognize the vast responsibilities that go hand-in-hand with loving their child.

The parent should **CARE** for the child, have **RESPECT** for the child, accept the **RESPONSIBILITY** for raising the child and have full "**KNOWLEDGE**" of the child and the child's capabilities.

As parents are exposed to the habit patterns of their unique child, parents can begin to look for the signs of creativity in the child and learn to take advantage of those times when the child is greatly interested in expanding his or her knowledge.

Let's focus on the intelligence of a normal, healthy child and try to dispel some of the misconceptions many parents and educators have about such things as gifted children or a child with a high IQ.

A gifted child in our society normally refers to those children whose IQ measures at least 130.

By the end of this chapter you will recognize why all normal healthy children are at least gifted. It is only our inability to permit them to learn, or through fallacies designed into the IQ tests themselves, which fail to recognize the high level of intelligence of normal, healthy children. It is difficult for most people to accept the previous statements.

The potential rests within the normal human brain to reach a significantly higher level of intelligence than we are currently willing to admit.

There are four factors why most people believe that very few children fall into the gifted category and beyond:

A. Genetics

B. Environment

C. Race

D. The IQ tests themselves

Normal, healthy, human brains are meant to perform at a very high level of intelligence. We very rarely use more than a small portion of our brain capacity. There have been no correlation studies of any note indicating that intelligence is passed on from one generation to another in any other form except the normal functioning purpose of the human brain, itself. Skills, physical attributes, memories and emotions most likely can be genetically passed on to future generations. None of these possibly inherited factors are synonymous with intelligence.

Environment has a significant effect on the emotional and the operating intelligence level of a child. However, the distinction must be made when speaking of environment regarding factors actually affecting a child's intelligence and those factors which are simply represented by middle class and upper middle class values. A normal, healthy child can learn to utilize a greater set of mental powers when raised in an environment in which the child is truly respected as an individual and understands that the parents know and care for the child.

The well-rounded development of a child is not dependent upon a euphoric husband-wife relationship, often referred to as "the ideal marriage"; nor is it necessarily related to a smoothly functioning, tranquil home. We have all seen inner-city youngsters rise to great heights overcoming every obstacle thrown in their paths. We have seen children of the wealthy, having received the best education and all that money could buy, who cannot function in society.

Obviously, there must be other outstanding characteristics within the lives of those children who become well-rounded human beings, contribute to the welfare of others and have complete confidence in their own abilities.

Some people in society would have us believe that one race is superior to another. That it is the difference in racial blood or brain size which determines the IQ levels of human beings. If any differences would show up because of race, we would not know it until we had reached a much higher utilization of our brainpower.

Should we ever obtain such a level and learn that race does play a role (very unlikely) in the level of a child's intelligence, we would then either be tolerant enough to ignore the difference or smart enough to correct the problem. For the current level of brainpower at which most people operate, there is no basis to believe that one race has a higher level of intelligence than another race.

The IQ tests themselves should not be considered very good references for judging the capabilities of human beings. The tests can be utilized as references in analyzing at what level of literacy we presently function. Only a very slight increase in the utilization of intelligence makes it obvious that we should consider all children at least gifted and capable of pure genius by today's standards.

A basic requirement for achieving a high IQ score is a very good command of the society's language of choice. There are no measures of creativity in the IQ test. The availability and exposure to reference materials is very important to achieving a high rating on the standard IQ tests and, of course, pre-preparation through test examples.

IQ tests taken without pre-preparation have relevance when used as simple guideposts to measure the extreme differences between children in a group and to learn how to compensate for a particular child's lack of reading skills, information absorption or exposure to a particular subject.

By today's standard, an **average child** on the IQ rating scale scores approximately 95 to 100 IQ. A gifted rating is approximately 130; anyone scoring between 150 and 160 or above is considered in the genius category.

VII. ELIMINATE THE DESIGNATION IQ

It would be better to eliminate the abbreviation IQ and substituted LQ. for Language Quotient. Mathematics should be thought of as being the least ambiguous language. Those children who score above 160 on the "LQ" scale should be considered as utilizing a high level of their language intelligence capacity, as compared to children who score around 100. Children who score 130 should be considered as well-rounded in language skills including mathematics, well-read, and having available to them good teachers and/or a number of reference materials in their own homes.

Children, who score below 90 on the I.Q. test, should be considered as having been deprived of certain necessary environmental needs or should at least be examined for the possibility of brain damage, loss of hearing, some type of chronic disease or other disability.

The present IQ tests could then help establish whether a child had a good grounding in the language of mathematics and our social language. Whether a child was exceptional in his or her ability to absorb information or whether the child had not yet been properly motivated or, on the bottom of the scale, should medical advice be sought because there definitely might be some physical or emotional cause for the low score. The physical cause might be from either, or both, genetic and environmental damage.

Youngsters in the inner city have to cope with certain environmental factors not taken into consideration in the current IQ tests. Children raised in families where foreign languages are spoken have the same type of difficulty. These children are constantly exposed to a different form of spoken word and social interpretations. These factors can make it very difficult to understand the questions posed in standard IQ tests.

Parental influence, preparing a child to read, the kind of material available to read and the types of conversations, which are carried on with the child in their home environment have a great effect on the child's capabilities when taking the IQ tests. Do not be particularly encouraged or discouraged should you have the opportunity to find out the performance level of your child on the IQ tests, unless you can correlate that information with what you know about your child. Your child may have a physical handicap or you may have been unable to practice the four conditions of love.

A very important point in which you should so strongly believe is that most normal parents, regardless of their educational backgrounds, are intelligent even though they might not have the particular language skills manners of college graduates. Do not to believe that people who speak well, dress well, have good manners or wealth necessarily are more intelligent than those who do not possess one or more of these social attributes.

Relax. Recognize you need no special talents other than common sense and love, in order to provide a good healthy give and take environment in which your child can become an intelligent, well-rounded human being.

Parents need to practice the following fundamentals to assist their child in becoming an ESSENCE orientated being with a singular personality:

- The first requirement is Common Sense. The use of good judgment and the "**KNOWLEDGE**" that one is the parent and is responsible for the welfare of this small human being.
- The second is a combination of Love and Discipline. We have previously defined the four conditions required to love your child. Parents cannot care for and be responsible for their child without exercising discipline.
- The third requirement for parents is to **learn how to apply the fundamentals**, which they need to put into practice, in the remaining volumes of this **BOOK VI**.

Life is an adventure and a challenge! There will certainly be good times and bad. It is your general overall dedication and love for your child, which will have the greatest influence on the child's ability to develop.

You must accept one basic premise for each one of your children:

My child is a very intelligent human being and has great potential and tremendous untapped resources.

Take advantage of the teachings in the remaining volumes of **BOOK VI**. Create an environment, which permits your child to function at a high level of intelligence. Assist your child in becoming a self-sufficient, contributing human being. Ask yourself if you could **NOW** (one time you did) learn a complete foreign language in less than three year's time. Survive in an alien environment; having no original means of communication with anyone in that environment

At the same time, having to live with a scale of objects that was completely out of proportion to your physical size; a newborn infant learns our foreign language, which is one of the most difficult in the world, and overcomes all of the above mentioned obstacles in the relatively short span of three years. What level of intelligence must it take to accomplish such feats!

Hopefully, after doing the recommended games, puzzles and exercises revealed throughout **BOOK VI.**, as a parent of a small child or as an expectant parent, your mind will be cleared of many false impressions. You are about to embark on an exciting adventure with the new member of your family.

Your adventure originates with your attitude prior to the birth of the child and takes you step by step through the child's first five years. **Excluding extraordinary trauma, a human being is intellectually, emotionally and psychologically almost entirely developed by the age of five or six.**

The PROLOGUE on the next page testifies to a spectacular adventure. Awesome responsibilities lie ahead in your adult years, if you are to become a parent. You are answerable to the entire human race as to whether are not you learned to truly practice the **ART OF PARENTAL LOVE!**

VIII. PROLOGUE TO PARENTHOOD

The word baby, itself, is a term of endearment. Creating a baby is the very essence of **HIGH ADVENTURE!** Imagine yourself upon the precipitous tip of an infinitely long, gleaming white diving board, suspended precariously over the deepest gorge within the Grand Canyon. You are surrounded by the sheer brilliance of the light from a red-hot sun, piercing the solitude of a crystal clear blue sky, occasionally occupied by lazy, billowy, white clouds.

The gentlest of breezes whistles through the endless canyon corridors. Anxiety, excitement, anticipation, fear and euphoria trigger your initial, upward movement of a perfectly executed triple back-somersault! At the top of your sensational, spine tingling dive maneuver, you plunge headlong, at breakneck speed, past dangerously jutting, craggy, canyon walls. Your eyes are momentarily blinded by the radiant kaleidoscopic richness of sun drenched, texturally variant, granite surfaces. Suddenly, without warning, you plunge past the dangerously treacherous cliffs. Your head is down, arms outstretched, spearheading your arrow-like descent.

Shallow, rock strewn waters of the river rise up to engulf you. Terrified, you await your envelopment with heart pounding anticipation. Your body clears the rock-strewn shallows and knifes, with precise perfection, between submerged boulders into the safety of deep, swiftly running water. Shortly thereafter, you rise to the surface, swim ashore and feel absolutely invigorated by the greatest challenge of your life.

Such is the wondrous pleasure and apprehension, which can be anticipated while practicing the **ART OF PARENTAL LOVE** throughout the formative years of your biological creation!

XI. SUMMARY

It is most important that you maintain the feeling of adventure, mystery, intellectual and emotional awareness throughout the remainder of this learning experience, in order to ascertain the spirit of accomplishment and the joys of parenthood.

What follows can easily be misconstrued as just another cookbook approach to parenting. You will be exposed to new ideas as well as tried and true methods for allowing your child to become an independent, self-reliant human being. All of this will be of little use unless your heart accepts a change of attitude. An attitudinal change caused by recreating the feeling you experienced in your imaginary Grand Canyon Adventure.

Don't intellectualize it, **live it as life's grandest achievement**; culminating in the finest of selfless love stories.

Do not make the mistake of believing that you have previously been exposed to what you are about to learn. Learning of this nature can only be truly absorbed by maintaining a sustained emotional and intellectual wisdom. Wisdom that can only emanate from the heart of those who can feel the flow of loving energy in the everyday exchange of experiences between parent and child; no matter what the environment or the level of stressful situations.

From time to time throughout the remaining volumes of **BOOK VI** of the **JIMARIAN BIBLE**, you will be presented concrete examples of how to practice the **Art of Parental Love**. Unless you are imbued with complete open-mindedness and the spirit of commitment and adventure, you will surely miss the mark.

NEXT:

BOOK VI
Vol. 7

PREGNANCY, PREPARATION, BIRTH & CARE

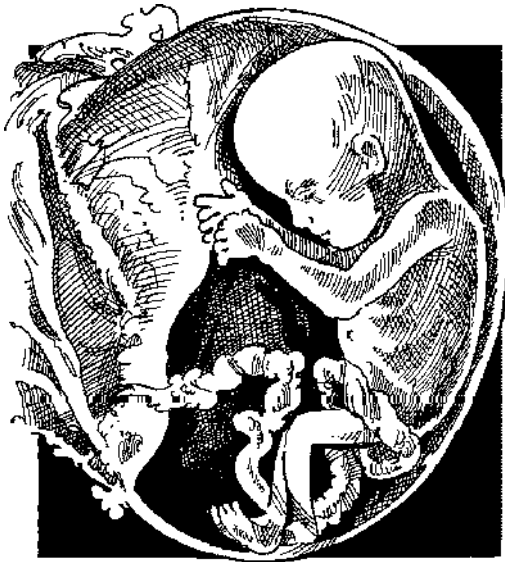
What you need to do upon the arrival of your new creation!

The **FIRST** Spiritual Illumination

BOOK VI

VOL. 7

PREGNANCY, PREPARATION, BIRTH & CARE



THE JIMARIAN BIBLE

By jimar

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FORWARD

It can not be stressed often enough that the "**KNOWLEDGE**" very pragmatically herein revealed, has a deeper more intrinsic characteristic. It is the welfare of the Essence development of the child that is most important! Different societies and different choices of types of societies may vary greatly in their emphasis upon what is important concerning intellectual and physical development.

Technical, agricultural, industrial, naturalistic societies will vary in examples as to which steps lead to development of the five paths. Societies must develop equivalent steps for their own conditions. For example, learning how to throw a fishing line may be more important than learning how to throw a ball! The resultant development of dexterity is equivalent.

Very important to the mother physically, emotionally and psychologically is the choice and preferred social method of birthing. Society may mistakenly over emphasize a particular method, causing more harm than good. This is not a very simple situation to evaluate. There are many ramifications beyond society's preferences that may exist. Is it truly safer for the mother and healthier for the baby to be delivered by a physician in a hospital and the mother being sedated to reduce pain; or is pain relative to how women are raised in a society? Should birthing be completely natural or should a midwife be in attendance in the home environment?

The remaining volumes in **Book VI** are divided into approximate ages and time spans in which your child progresses. Children progress in different ways and learn by different methods. Do not take these steps as absolute but rather keep constantly in mind that your child is a unique individual. Over the time span of five or six years your child ought to have greatly benefited from the progression of learning herein described.

Your child is born with certain genetic characteristics. As time passes your child has a tendency to also be greatly effected by environmental influences. Negative influences may have a negative or a positive effect, somewhat correlated to the child's genetic disposition.

Peculiarly enough, that genetic disposition may have, over some historical length of time, been altered by ancestral environmental influences.

The major peer group for a child under five years of age **should be the child's parents** because 85% or more of the child's five paths of

development are completed by the age of five, long lasting influences by later peer groups are insignificant provided the child receives the full benefits of Parental Love.

One very important set of observations by the parents should be to recognize the genetic characteristics of their child. Then adjust the playful and disciplinary development of the child to enhance the positive genetic characteristics and dampen (modulate) those genetic characteristics that are harmful to the child's Essence and the child's societal relationships.

Permitting, and even encouraging, some risk taking elements in the life of your child is absolutely necessary to the child's development. Some few children are genetically high-risk takers. Most are relatively less so and those on the other end of the scale are very timid and unsure.

Parents should, obviously, early on, find relatively benign ways to demonstrate to the high-risk takers that many risks can be dangerous. Timid children must be encouraged very slowly to take more or, at least, some risks. Physical activity is one of the best ways to develop an adequate sense of risk taking in young children. Teaching risk management to the majority of children simply requires the parents to adhere in principle to the steps of progress in the remaining chapters of this volume and the remaining volumes of **BOOK VI**.

There are many types of elemental genetic characteristics that require modulation, such as lack of concentration, a wide variety of discipline problems, resistance to learning language, including mathematics. The list can be endless. It is only the genetic extremes at both ends of each spectrum that require the parents to be exceptionally observant and ingenious in their approaches to modulating these extreme characteristics.

BEWARE OF TELEVISION!

Almost without exception, avoid having your children watch television or play computer games

There are educational and physiological reasons to be so warned. There may be great significant advantages to television educational programming if and when two elements, not yet present, are eventually developed.

What is necessary are three dimensional, graphically animated, truly educational programs, rather than pandering to clever entertainment themes (such as current so-called programs and current cartoons).

Development of such programming would actually ingeniously teach children how to think, analyze and interpret information that will enhance their creative and problem solving abilities intellectually, socially and emotionally.

The second element, at the present time is irresolvable. Until such time as it can be resolved, it is best to avoid having children less than five years of age exposed to the problem. The problem is never mentioned or thought of by the industry, advertisers, educators or parents.

Motion pictures are seen by the mind's eye at thirty frames per second. This method of viewing is perfectly within the range of human mental and emotional absorption rates without undo physiological harm.

Television and computer displays are subconsciously absorbed by viewing millions of flashing elemental bits of pictorial display per second and more than likely has extremely detrimental effects on a child nervous system under five years of age, intellectually, emotionally and above all psychologically!

One last cautionary note: There is no substantial proof of human imprinting at the early stages of childhood or in pre-birth. Logically, there is a high probability that such may be the case. No one knows how or if this occurs. What you do and think about during your pregnancy may have an impact on your baby. What your baby is exposed to during one, or more, yet unknown, imprinting time periods during the first years of life may have an enormous impact on some portion of the baby's emotional, mental and physical performance levels.

I. THE ATTITUDE AND THE PREPARATION OF THE PARENTS FOR THE BIRTH OF THE CHILD

A positive mental image of having a child should be the primary consideration of expectant parents. In **BOOK VI, Vol. 4**, you learned about visualization techniques for relaxation purposes to relieve stress. As an expectant parent, you can introduce into your relaxation, visualization technique the thought of having your baby in your own private retreat.

Begin to visualize joyful experiences with your baby as part of your daily relaxation routine. Visualize yourself as a very capable parent practicing "**THE ART OF PARENTAL LOVE.**"

There are very simple preparations you can make prior to the birth of your child. Mentally and emotionally prepare yourself for joyful acceptance of your new family member. Begin to think about your role as a parent. This can be done by developing a feeling of absolute confidence in your ability to care for and raise the new family member. Your primary responsibility as a parent is to assist this new human being in becoming a loving, responsible and intelligent individual.

During the frequent periods of discomfort during pregnancy, relax and visualize how your home will be filled with the warmth and the love of the new baby. For instance, begin to visualize some pleasant possible first experiences with your new child, such as the ability to teach the child what you have learned in life. Visualize seeing the new baby laughing and crawling around the room.

Discuss with your physician the possibility of having the baby room-in with the mother shortly after birth. This is a technique whereby within hours after the birth of the child, mother and child are together in the hospital room until the baby is ready to take home. Here is the first chance with the help of the husband and physician to develop a loving attitude toward the new baby.

If rooming-in is permitted, first determine if the cost can be afforded. Then, determine if you are the kind of mentally and physically equipped person who can overlook the discomforts of post-pregnancy for the joys and privileges of caring for your child almost immediately after birth.

Select a name for your new family member. There are books in the libraries and in hospitals giving many of the possible names for boys and girls.

Write down the various first and second name combinations along with your own family name. Think of your child as an author in later life. How would the child's name look on the cover of a publication?

Choose names that are harmonious or compliment the child's strength or beauty and avoid simply naming them after relatives or making up "cute" combinations. Give the child a suitable first and second name. Later in life, the child can then select either of the two names by which to be known.

In further preparation for your new family member, husband and wife should discuss the mother-father image in our society. Recognize the types of decisions and responsibilities that will be required of each parent when the new baby arrives. Prior to the birth of the child, give some thought to your attitude about the health and the care of the child.

Plan ahead as to who your pediatrician will be. Whenever there is any question about the physical health of the child immediately consult your physician. Remember that primary responsibility for the good health of your child rests with you. This responsibility includes finding a good physician and thoroughly checking on the physician's qualifications.

Begin to think about those things that are most important in preparing for the baby's arrival. Develop a more consistent daily routine. Then upon the arrival of the new child, you will be able to better develop an environment that generates a sense of security in the baby.

Develop routines and schedules so that the baby will not become fretful. Practice your daily routine; determine just how the baby will be cared for in a consistent manner.

The baby comes first! Your schedule should fit the baby's needs. Household routines become part of a flexible schedule. Think positively about the needs of the baby. When it is time to feed, change, or play with the baby; such things as laundry, visiting with friends or watching television can be scheduled around the needs of the child. Start now to change your daily living habits.

Plan ahead for the arrival of the baby. Spend time developing a positive and happy outlook about the new family member. Let the first five minutes of the new family member's life in your household be an irreplaceable part of your own life.

When the baby arrives, be certain to follow the physician's recommendations regarding cleanliness. Establish a schedule whereby the child will always feel comfortable in the home environment. As a responsible parent, see that the needs of the baby regarding feeding, clean diapers, bathing and other physical requirements come first in a regular and consistent manner.

The heart of child development revolves around the environmental confidence that the child achieves very early in life. That's why the first five minutes in which the baby becomes your responsibility is irreplaceable. Develop new confidence, warmth, and a very positive sense of responsibility on the arrival of the baby. Be prepared to enjoy the greatest experience of your life.

II. THINGS TO DECIDE AND INVESTIGATE

1. HOME OR HOSPITAL DELIVERY
2. CHOICE OF OBGYN
3. MID-WIFE
4. CHOICE OF PEDIATRICIAN
5. WHO IS TO BE PRESENT AT DELIVERY
6. DIET & EXERCISE DURING PREGNANCY, NO DRUGS (INCLUDING ALCOHOL OR CAFFEINE), LIMIT SUGAR AND SALT INTAKE.
7. LIST (WITH PHONE NUMBERS) WHO TO GET A HOLD OF IN AN EMERGENCY
8. ROUTE TO HOSPITAL
9. NATURAL OR MEDICATED CHILDBIRTH
10. BABY' S NAME
11. FURNITURE AND UTENSILS REQUIRED
12. BREAST FEEDING (BOTTLE FEED IF NO ALTERNATIVE)
13. SPECIAL NURSING BRAS
14. PRETEND TO BRING BABY HOME (DOLL), READY EVERYTHING
15. PRACTICE EARLY MORNING FEEDING. WAKE-UP (USE ALARM).
16. LEARN TO TAKE SHORT NAPS
17. TYPE OF DIAPERS? CLOTH (WASH OR SERVICE) OR DISPOSABLE
18. COMING HOME CLOTHES FOR MOTHER & BABY
19. WHO AND HOW LONG WILL SOMEONE STAY WITH YOU
20. IF YOU HAVE PETS, HOW WILL YOU MANAGE TO SAFE GUARD BABY
21. POST-BIRTH EXERCISE SCHEDULE AND MEDICAL OPINION

MAKE YOUR OWN ADDITIONS TO THIS LIST

III. YOUR NEW BABY

It's now time to really begin. The baby's here. What do you do next? Normal healthy babies are born happy and very intelligent. It requires a lot of hard work to teach a baby to be dull, dumb and intolerant. It's much less work and more fun to raise your baby to be a loving, intelligent and responsible human being.

The natural development of your baby proceeds simultaneously across and along five paths of progress:

- A. Physical development
- B. Mental development (Intellectual & emotional)
- C. Creative development
- D. Factual accumulation and playback of information
(memory development)
- E. Psychological development and growth

Usually, all, or at least part of each basic path of progress is entirely neglected in the early stages of childhood. You can probably guess that, if the very first path of progress in your baby's life is neglected, the other four paths of progress are negatively affected.

Each path, in turn, is further neglected as the baby grows from childhood through puberty into adulthood. The child and later the adult simply doesn't get the opportunity to become a well rounded, intelligent and emotionally secure human being.

On the other hand, when each of the first four paths of progress, (1) physical (2) mental (3) creative and the (4) mnemonic, are properly developed in the early stages of childhood, the fifth path of progress, the child's psychological development will tend to follow right along. This provides the child with an excellent opportunity to become a creative and intelligent human being, capable of contributing to the general welfare

Before starting to discuss some activities that you can enjoy with your baby while helping the baby along the paths of physical and mental development, there are two every day occurrences which should be mentioned.

The first is **NOISE**. Try not to change the basic noise pattern already established in your household. Do not create an artificially quiet environment. Go about your daily routine in a normal manner. Of course, avoid extremely loud music and prolonged harsh sounds that might be detrimental to the hearing and emotional well being of both you and the baby.

The second item is **CRYING**. Remember that crying is a normal, healthy activity of the baby. You should learn by instinct to tell when the crying is being used:

- A. As a substitute for exercise by the baby
- B. When the baby is in need of diaper changing
- C. When the baby is suffering physical discomfort
- D. When the baby has been unduly frightened
- E. When it's time to feed the baby
- F. When the baby just wants more attention

IV. PRECAUTIONARY LIST

As you learn how to guide and assist your baby down the five paths of progress, remember that your time with the baby is one of quality and not just quantity.

In the remainder of this volume, you will learn how to very simply create an environment of physical and mental gymnastic dynamics, thereby opening wide the initial paths of your baby's life experience. Before beginning always take the following precautions:

THE LIST

1. **DO NOT LEAVE BABY UNATTENDED FOR ONE SECOND IF ABOVE FLOOR LEVEL.**
2. **DO NOT LEAVE UNSTRAPPED IN NIP & NAP OR HIGH CHAIR**
3. **DO NOT LEAVE SHARP OBJECT IN BABY'S HAND OR WITHIN REACH**
4. **DON'T LEAVE BABY IN REACH OF ANYTHING HOT**
5. **BE VERY CAREFUL IN HANDLING; CRADLE NECK, HOLD OR SUPPORT BACK FIRMLY AND PROTECT TOP OF HEAD, LOOK FOR SOFT SPOT**
6. **DO NOT PULL, JERK OR LIFT WITHOUT BEING ABSOLUTELY CERTAIN OF WHAT YOU ARE DOING. MAKE CERTAIN NOT TO INJURE THE BABY.**
7. **AT CRAWLING STAGE, CLOSE OFF SECURELY, ALL STAIRS.**
8. **PUT RUBBER BANDS, LOCKS OR TIES ON DRAWERS, CUPBOARDS, MEDICINE CABINETS, ETC.**
9. **PUT OUT OF REACH, UP HIGH OR IN A SECURE PLACE ANYTHING VALUABLE OR ANYTHING DANGEROUS TO THE BABY**
10. **BE CAREFUL IN CHOICE OF TOYS, BED AND PLAYPEN WITH REGARD TO POSSIBLE INJURIES.**
11. **THE BABY CAN SWALLOW & PUT ANYTHING IN HIS OR HER MOUTH. BE VERY CAREFUL!**

- 12. PROTECT; WHILE TEACHING HOW TO ROLLOVER AND EVENTUALLY TUMBLE, WITHOUT INJURY TO HEAD, NECK OR BACK.**
- 13. KEEP DOORS AND GATES CLOSED. IF NEEDED LOCK DOORS WHERE BABY IS NOT ALLOWED TO GO UNESCORTED.**
- 14. WATCH OUT FOR BABY CHEWING ON ELECTRICAL CORDS.**
- 15. KEEP ALL OBJECTS AWAY FROM EDGE OF TABLES, COUNTERTOPS AND STOVES (handles turned inward).**

ADD TO LIST AS NECESSARY

V. PROGRESS ALONG THE FIVE PATHS IN TEN STEPS

1. Standardize the baby's basic routine.

Remember to standardize your everyday household routine so the basic needs of the baby are met. The baby then will become secure in the environment because you have planned a flexible schedule dictated by the baby's need for nourishment, diaper changing, playtime and sleeping habits.

2. Provide a loving and secure environment.

3. a. Feel
- b. Touch
- c. Receptivity

Normally, at least in the American society, it is the mother who is more sensitive towards the requirements of warmth and love that a baby needs and wants so very much. It is absolutely necessary that the father learns to hold, love, touch and comfort the baby.

It is normally the father who can show the mother how the baby's physical development can begin with simple little challenges and exercises. Of course, in the first several months you cannot be rough in handling the baby, but you can still have a good time assisting the baby to exercise and increase his or her physical and mental capabilities.

4. Simple physical challenges: challenges:

- a. Hand pulling
- b. Gentle roll-overs
- c. Eye coordination
- d. Grasp and pull exercises
- e. Near vicinity objects

From the very beginning, as you hold and cuddle the baby, you will find that the baby loves to grasp one of your fingers or take hold of objects such as rattles. Here is the first sign of the physical development. You can enhance the baby's capabilities by gently tugging and straining with your finger or pulling on the rattle so that the baby in turn learns to pull back and feels some resistance in a loving way, when playing in this manner.

Throughout the remainder of this chapter keep in mind that both of the baby's hands and feet should be challenged in an equal manner. Remember to change grasps from the right to the left hand by switching objects from one hand to the other, while providing loving resistance when playing with the baby.

After a number of weeks go by, you will be more familiar with the strength and endurance of your baby. Begin to handle the baby in such a way that on a bed, while completely protected, you can begin to gently roll the baby over when you are playing.

When you are holding the baby, learn to cradle the head and neck with one hand, while very carefully holding the baby's back with the other hand. Always make certain that you do not frighten the baby. At the same time, help the baby learn to rotate and change positions in a playful manner.

Eye coordination will provide you with a lot of enjoyment, since you will soon learn the baby's eyes will love to track objects such as bright colored balls, mobiles, your hand or some colorful or noisy objects, such as keys.

One gentle exercise can begin when you have the baby's attention. Move an object back and forth in front of the baby, at a reasonable distance. This begins to develop the peripheral vision of the baby.

Be careful to observe when the baby is enjoying this playfulness or when you are over taxing the ability of the baby to follow the movement of the object or your hand.

By the second or third month, you can increase the playfulness and resistance of grasp and pull exercises by having the baby firmly wrap the fingers of one hand around one of your fingers and the fingers of the baby's other hand around your finger on your opposite hand.

Now, while the baby is lying down on back or tummy, gently tug, moving the baby several inches on a soft surface. In this way the baby learns to pull and use the feet to counteract the force of your fingers.

At some point you will learn to slightly lift the baby up with this kind of an exercise. Eventually, even in the first months, the baby will begin to transfer some weight to the leg muscles. Always be very careful not to overextend the capability of the baby in doing any of these gentle and playful exercises.

As the baby becomes more competent in the development of little arm and leg muscles through your playfulness, it is then time to place "near vicinity objects" in view of the baby. The baby will then begin to reach and grasp a wide variety of shapes, gaining the manual dexterity that will eventually and rapidly grow into excellent small motor, muscle control. Place objects that are safe and cannot be swallowed, very close to the baby. As the baby learns to reach grasp and handle these objects, move the objects further distances away when you are playing with the baby.

5. Reading aloud.

Reading aloud is one of many techniques that you can use to help your child begin to appreciate the sound of language. When the baby is calm and lying on the floor or in the playpen and you wish to relax for a few minutes, why not try reading aloud. Such activities create additional bonding between you and the baby.

Enjoy those things that make you feel good while contributing to the further development of your baby. By reading aloud, the baby is exposed to sounds and expressions while giving you the opportunity to relax and enjoy your favorite book or magazine.

6. Scatter forms, blocks, books, etc.

Scatter objects, such as blocks, books and small plastic buckets, around on the floor. It's time the baby learned to explore in a more random manner. This will permit the child to move around. Take certain safety precautions, such as having stairwells and stairways blocked off.

Close cupboard and closet doors and secure before letting your baby begin to explore. Scattering such objects for the baby to investigate assists the baby's development while still in a relatively safe environment.

You are now going to permit your baby to explore more and to begin taking some minor risks. These are the first small risks. It is a very important step for you as a parent, particularly the mother.

Parents must learn to let the baby take small risks that may cause parents inconvenience; such as tearing out the pages of the old magazines or by knocking over buckets or spilling a small amount of water.

For the time being, the parents will have a great deal of control over the amount of risks the baby takes. The risks will be more in the nature of messes the baby creates for the parents, than in actual risk to the baby.

As the baby begins to develop both physically and mentally, the parents must permit additional risks, so long as they understand the mental and physical competence the child has developed upon reaching each new stage of development. Later you will learn more about risks.

Remember, that the importance of scattering such objects is that the baby can bend at the waist or tumble over and reach and knock about those objects which do not create any significant problems for you.

7. Music and Rhythm

The baby should be introduced to a wide variety of musical sounds and instruments. If you have a particular musical talent yourself, it would be well to display this in the presence of the baby. Particularly, if you play a musical instrument while the baby is calm and in a relaxed mood and you wishes to enjoy yourself.

The wider variety of music appreciation to which the baby is exposed in the home, the greater the chances for the baby's appreciation for many musical forms. Parents should be careful that the volume level of the music being played in the presence of the baby is not harmful to the ears. The baby should only be exposed to musical enjoyment and should not become fretful over wild sounds or sudden explosive noises.

8. Rocking the baby, reciting poems, and singing songs

Get a rocking chair. It is a very pleasant way to enjoy your baby. Babies love to be held and rocked. At the same time, you can learn to recite short poems and sing little songs. This is the best way for the father to overcome his shyness with the new baby and learn to be tender and loving.

Even though your baby can't understand the poems or the little songs at this age, eventually at a later age, the child will recite them back to you. This is also a good way to build in some family background of favorite songs sung from one generation to another. Recitations of poems may later have some insightful meaning to the child and may comfort as the child grows up.

9. Feeding-no propping

If you cannot breast feed your baby, then at least be certain that the baby is held when being fed. Take time out to relax during the day and feed the baby, while the baby is in your arms, **preferably breastfeeding.**

10. Take the baby along.

Take the baby with you when you go walking or when you go for a drive, shopping or visiting friends. Be concerned about inconveniencing your family and friends. Remember that short visits to your neighbors, or relatives or the supermarket are a great way to expose your child to the surroundings of the neighborhood.

If you have a baby carriage or a stroller, it is very relaxing for the parents to take the baby out for walks in the early evening hours. This is also a good time of day to unwind and for the parents to share in each other's thoughts for the day.

When the opportunity presents itself, place the baby on a blanket outside, so the child can get used to the out-of-doors. Gradually, as the baby develops physical competence, remove the baby from the blanket onto the grass so the baby will develop a very natural feeling towards the outdoor environment. This is just another step in the baby's physical and mental growth.

It is during the first three months that your baby gradually develops minor physical and mental capabilities. These fun filled months of parent/child interplay set the stage for tremendous strides down all five paths of development over the next five years!

From birth through five years of age, it is generally now recognized that babies develop 85 to 95% percent of their mental, emotional, physical and psychological capabilities. Therefore, in the first three months, you should develop a secure and loving base from which your baby will continue to grow in all areas best suited to his or her unique Essence and singular, true personality.

V. SUMMARY

You're in for the most wonderful time of your life. There will be some discomfort and many nights with little or no sleep in the first three months of your baby's life. If you show great patience and create an atmosphere of wonder and Parental Love, the lifelong rewards are beyond measure. Breast feeding, while a mother is on a healthy, drug free diet, should continue for up to two years of age. The time of breast-feeding varies greatly but be in no hurry to shorten the time for convenience sake.

Next:

BOOK VI.

Vol. 8

CRAWLING AND WALKING

The efforts of your love and patience in the first three months of your baby's life are about to bear wonderful fruit for both you and your child. Progress from approximately the third or fourth month through five years of age begins to take place at a relatively dizzying pace.

The FIRST Spiritual Illumination

BOOK VI

VOL. 8

CRAWLING AND WALKING



JIMARIAN BIBLE

By jimar

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FORWARD

Volume eight in BOOK IV takes you through fourteen fundamental steps, which accomplish the objectives necessary to propel your child in the direction of becoming a well rounded, intelligent, loving human being. You cannot make up for this development at later stages of your child's life. A foundation cannot be poured after the house has been constructed.

If you are expecting or planning to bring a child into this world do not attempt to accelerate your child's development until you and your child have mastered each development stage in the order in which they are revealed.

If you already have other children, it is not a good idea to attempt to "catch up" with your other children. You may force something upon them that does more harm than good.

There are several precautions that should always be taken:

- A. As your baby grows into childhood, parents must be careful not to shower too much attention on the child. Do not hang on every word and action of the child. Children need to learn to be comfortable with themselves and learn to spend time alone; without constantly demanding attention.
- B. Do not be in any hurry to have your child progress from the crawling stage to the walking stage. Allowing a child to become a very competent crawler before walking may very well enhance many yet unknown skills, mobility and problem solving characteristics.
- C. There is no exact time frame for crawling and walking. However if your child is not crawling by the fifth month you should be concerned. If the child is not walking by the sixteenth month you should be very concerned. If the child attempts to walk before adequately learning how to crawl, find some clever, nonthreatening means to encourage more crawling.

If you learn of methods which accomplish the same or better progression results put them into practice. Be very careful not to obtain short-term benefits at the expense of long term development. Some of the more obvious pitfalls will be discussed in the remaining volumes of **BOOK VI**.

I. CRAWLING AND WALKING

This next phase of your child's development begins about the fourth month and goes through the ninth to the fourteenth month. Don't be overly concerned about your child performing to a time schedule of development. Children are individuals and will develop different capabilities at somewhat different time periods during their early childhood.

If you as a parent are not comfortable and competent to rough house, tumble and wrestle playfully with your baby, join an organization or group of other parents who have such expertise. Your child needs to develop physically; becoming alert and agile in order to achieve balanced growth in all five paths of progress.

1. Crawling

When the baby wants to crawl, you can either let the baby proceed at his or her clumsy rate or you can playfully encourage the baby to learn how to crawl. By now the baby should know how to roll over and is moving around the playpen, the bed and on the carpeting. During this period of time, you should increase your physical activity.

Cradle the baby in your arms, protecting the head and gently rolling over back and forth so that the baby learns to experience more rapid motion. The baby should be protected when underneath you by the support of your elbows on the floor.

As the baby starts to scoot along or get up on arms and knees, you can very gently show the baby how to move one hand and the opposite knee forward and then repeat the procedure with the other hand and the opposite knee.

This need not be done on a regular basis but only when you are playing or observing that your baby is learning to crawl. When repeating this maneuver several times over the next month or two may assist your baby in developing the ability to crawl and move along on the floor.

In fact, there will be many times when you wish that the child had not learned how to crawl, since this brings added responsibility into your life and gives the child a greater mobility than was experienced in the first three or four months of life.

2. No-No's

Upon becoming more mobile, the child will enjoy roaming around the house. This encourages the child to handle and touch many things of value that you would just as soon not have the child do. This is the No-No stage. You should introduce a new technique into your daily living habits.

You can do it in a way that has a positive effect on your child and establishes the first set of household, boundary rules. Rules are necessary in any family situation. The No-No stage is difficult. Here are four simple things you can do to assist in letting the child explore the household.

- a. Make a determination of the articles to be preserved.
- b. Remove these articles to a location of security.
- c. Be very consistent with your verbal "No-No."
- d. Consider the possibility of **mild** application of infrequent retribution

Remove valuable articles to a high enough location; so that the your child cannot reach them. Make sure that objects in the cupboards and unlocked, low drawers that may present serious hazards to your child, are moved to a location of security, to higher cabinets and shelves, etc.

When your child is crawling around the house and reaching for objects (other than those with which you permit the child to play) you can say to the child, very firmly, "No-No" and you might repeat this once or twice.

Your child will usually move away from the object, recognizing the firm tone in your voice. There will be times, particularly when a baby progresses rapidly that will challenge your ability to control the situation. It is time you should give the "No-No" a very firm tone. The second time the child reaches for the object, **apply mild** retribution by a **light** smack on the child's hand or a **gentle** pat on the bottom.

Make up your mind at this stage in your child's development to be consistent in what you permit the child to touch and handle. When you are consistent, the child is secure and recognizes boundaries and limitations that you place on such objects.

If you are in either a bad mood or an exceptionally good one and change the rules by which the child operates in your home, it is you the parent who makes it more difficult for both yourself and the child to develop normal, well-disciplined living habits. Never strike a child out of anger.

Be very careful that, if necessary, the smack of the little hand or bottom is the weight of instruction and not force.

3. Wrestling and rolling

The baby is now crawling and being playful. Learning what to touch and what not to touch. Your child should be playfully wrestling and rolling with the parents. This is true for boys and girls alike. Children at this age must be protected from injury and love active forms of body contact.

There are some simple things you can do to protect your child during this next stage of physical development. When rolling or rough housing be extra careful to protect the top of the head and the back of the neck. If you keep this in mind, the child will love to wrestle, roughhouse and tumble with you. This aspect of early physical development is usually left to the father. If the mother is so inclined, she should also rough house with the child.

4. Playing outside and climbing stairs

Earlier, you were encouraged to permit your baby to sit outdoors on the grass and now crawls, moves around outdoors and will also want to climb stairs. There are some very simple ways to help the child develop. Place your child in an area that is enclosed or in an area in which you can observe that your child is in no real danger of harm. Simply let the child prowl around and get dirty. Your baby is an explorer by nature. This is how your baby learns to be comfortable in the environment.

When the child begins climbing stairs, the best thing is to keep a watchful eye on the child while the child attempts to climb the stairs. You will be there when he or she gets stuck. The occasion usually occurs when the baby can climb no higher on the stairs or is afraid to come down. This is an excellent time to teach the baby how to come down the stairs.

Don't rush, up, grab the baby, and place safely on ground level.

If you do this, you will be missing a valuable opportunity to assist your baby in becoming more independent of parental help. Observe your baby.

Remember the baby's predicament and make an intelligent decision. Of course, if the baby is extremely frightened, pick up and comfort. Normally the baby will only be slightly bewildered and once you are there, things calm down. Simply show the baby, by one hand and one opposite knee at a time, how to back down the stairs.

You might even practice this technique with your child once or twice down a few steps at a time. Block off stairs when you are not present.

Learning to negotiate stair climbing and descent will encourage the baby to explore more and more. Eventually by repeatedly practicing backing down the stairs, the baby will develop the dexterity of getting out of trouble in crawling adventures. Your new creation is crawling, wrestling, moving about, and learning to challenge your first disciplinary commands.

5. Eating

Eating is a high adventure in the family life of your baby. It can be either a miserable meal for the parents or delightful fun, depending upon your attitude. When the child is old enough to sit in a high chair, there are several things that you can do to relieve your anxieties, while your child is learning to eat.

a. High chairs

A very simple thing to do is to place the highchair in such a manner that it is easy for you to be close to the baby. Put a large, plastic cover or cloth underneath the high chair. As the child begins learning how to eat, any of the mess created will be easy to clean up.

Permit the child to use small, safe utensils as early as possible. This is one of the best ways for your child to gain small motor muscle control and is very important to the child's later rapid development of dexterity.

b. Spoons

Of course, you will start out feeding the baby with the small jars of foods, either on your table or on the high chair platform. Gradually, with small amounts of food, left in the container or bowl, your child should be permitted to handle a spoon.

After permitting the baby to experiment over the period of several meals, you might take the time to show the child how to properly hold the spoon. As your child progresses in small muscle control dexterity, permit your child to use small, dull knives and later on small forks with blunted tips.

c. Special cups

The child's physical dexterity by now should be such that it is no problem to hold small cups. Reduce the amount of mess by getting cups made for small children. These cups do not spill or tip easily.

Do not constantly instruct your child on eating at the dinner table. Allow baby to enjoy making some minor messes necessary to the learning process. Remember your child is learning valuable skills by trial and error. Your child is not engaged in trying to irritate you!

d. Right or left handedness

Give some thought on which side of you the highchair is placed. The tendency to be right or left-handed is sometimes reinforced by the way in which you hand the child utensils and food at the dinner table. Experiment by placing the high chair on either side of you and picking up some common dinner table objects or foods and passing them to your child.

Observe how the child reaches out for the utensils or other table objects. You need not worry about this, unless you are particularly anxious to know if your child will be right-handed rather than left-handed.

e. Encouragement of small muscle motor control

It is most important that you remember that your child is in the learning process of controlling small muscles. Of course, you can make your meals much simpler by constantly feeding the child and not permitting the child to learn. This damages the child's ability to become self-sufficient. It also reduces small muscle control capabilities, which are very important.

Treat your child as a lovable and responsible individual who is simply learning a new task in life and you will find your meal times very instructive for the child and very enjoyable for you as parents.

6. Conversation and language

Children love conversation. You should speak in an intelligent, simple, adult manner. Regarding conversation, remember at this time it is all right to indulge in a little baby talk from time to time.

Mostly, treat your child as an individual. Speak directly and simply, in an adult manner. Don't resort to the simplified versions of baby language.

By at least the seventh month of your child's life, you should begin to be careful about using specific singularity when helping to assist the child in learning words. Vocabulary usually begins with such words as mama, papa, or ma and da. The baby tends to ask for simple things such as wa-wa or cook when referring to water or cookies.

If you have been speaking in simple adult language and have permitted your child to listen and be exposed to conversation, it is not necessary to regress your own vocabulary by saying to the child "wa-wa". Simply say "water", clearly and distinctly.

As the child begins to form words, it is not necessary nor is it recommended that you immediately correct the child or attempt to get your child to use the proper verbiage. But at some point, based on the progress of your child in speech, you can be more specific about the pronunciation of the word and ask the child to repeat it.

When you are handing the child an object or pointing out something of interest, pronounce the word very specifically and singularly. Draw the pronunciation of the word to the child's attention.

7. No restraints -- playpen or crib only.

During this four to fourteen month period of time, your child is becoming very active and is normally only confined when in a playpen or the crib. There is a great temptation during this period to want to further restrain the child by such devices as halters or tie downs whether inside or outside or even when shopping.

Don't use any of these devices. Although such additional control over your child's movements may make a few months of your life seem easier, it greatly retards the child's learning and exploring abilities.

Teach your child to become a resourceful and independent human being. The more intelligently you approach this task, the quicker your child will become very dependable and reliable. This cannot be accomplished by overly restraining the child's activities by such devices as halters, ropes and back packs (unless of course hiking or taking extremely long walks).

8. Practice your hobbies in the presence of your child.

Your child's world is expanding rapidly. You are finding to your amazement that the child is becoming quite self-sufficient and is learning very rapidly. The child should certainly begin to observe and later appreciate some of your talents such as playing the piano, sewing, dancing, exercising, cooking and reading, etc.

Your activities of competence should be practiced in the presence of your your child. After your child gains additional mobility by learning to walk, give simple tasks so that your child begins learning to imitate your own abilities and develop some added interests in a wide variety of arts and crafts.

9. Walking - eight, to fourteen months

Usually a child will learn to walk sometime between the eighth and fourteenth month. Again there may be exceptions because some children learn to crawl so well that their mobility makes them rely more on crawling than on learning to walk in order to reach their objectives. You should encourage your child to walk when the child is ready or at least approaching the stage of learning to walk.

Do not force the child to walk, but by knowing your own child and observing the child's physical capacity for standing, you can assist in various ways from the crawling to the walking stage. Again, the temptation is very strong to restrict the child, since as the child gains the additional mobility of walking, you must permit the child greater degrees of freedom. You will have to take greater risks in permitting the child to learn more.

You can assist the child in learning to walk by:

- a. Playpen rails
- b. Hand holding
- c. Teaching the child how to fall gently
- d. By not pressing the child to learn to walk too rapidly
- e. Encouraging by small maneuvers
- f. By guided demonstration
- g. By diverting their attention and concentration.

The earlier hand pulling, tugging, and rolling over, physical contact that you have been having with your child up to this time will now become very valuable to the child in learning to walk. You will notice the child beginning to prowl along the bars of the playpen and trying to strengthen the legs. Place your hands around your child's tummy, which gives the feeling of some weight on the legs. Let the child's hands grip higher on the playpen bars, preferably on the top rail, for a brief period. Your child can then be permitted to wobble, stand and grasp the rail.

When the child's strength permits standing or leaning against the side of the handrail or furniture, you will see that the problem is the fear of falling. If your child has been tumbling in a playful manner; fear of falling will have been greatly reduced. Further horseplay with the child will teach the child to let go of the handrail or furniture and drop to the floor, learning how to overcome the fear of falling.

You can help at this stage, when playfully releasing the child's hands from the bars. Hold onto one arm, at the same time gently placing your hand under the back of the legs and collapsing the knees, lightly supporting the child, while the child is dropping to the floor of the playpen.

A similar maneuver may be used when you are holding the child while seated on the couch or in a chair and have the child supported by your hands and by the child's own legs. Remember, you are assisting your child in learning to walk. Do not force the child. Assist in a playful manner whenever the opportunity presents itself.

As the child develops greater capability to pull erect and hold onto the bars and to stand unsupported, encourage walking by some additional small maneuvers when playing. Gently try to get your child to move the hands along the top of the playpen or the tops or sides of low height furniture; learning to explore by walking around. Gently encourage the child to take a few small steps while you are holding onto the front of the diaper or other material. Gently tug; thus encouraging movement in your direction.

There are certain times when you are playing with the child, particularly when both parents are there, when you can give a simple demonstration of walking when you find the child in a rigid standing position, knees locked, not sure how to get a foot moving in the right direction.

Just as you showed your child a few simple crawling procedures, you might bend down, gently move the child's foot forward a step or two. Over some period of time, the child will begin to feel more relaxed and gently step out. Be careful to have a hand ready to steady the child when lifting or moving the foot forward.

One of the fundamental breakthroughs for your child comes when the child can stand erect without any further support and takes that first, unsupported step. This is one of the great highlights for you, as well as for your child. Parents want to be present when their child takes that first step. Observe the child's happiness on this major breakthrough in the child's life.

Assist your child when learning to stand erect but is afraid to step out. Your child may want to fall back down again. Try distracting the child's attention when in the process of standing erect, by pointing to something of interest.

This helps the child to relax somewhat in the upright position. Distraction makes it easier, over some period of time, for the child to shift weight from one leg to the other and eventually step out and take those first few steps.

10. Little mysteries

Children at this age love to engage in little mysteries of learning. You can assist this interest and occupy the child's time in many ways. One way is to take small pieces of sticky tape and place them on one or more of the child's fingertips. The child will learn to pull the pieces of tape off with one hand and immediately find that they are stuck to the other. Although the child is perplexed at this, he or she finds it very amusing and can be entertained for some period of time.

When the child can sit up and has learned to hold a bottle or cup, set an area aside someplace where you can partly fill some containers with water. Permit the child to learn how to pour and pick up cups and transfer water from one container to another.

Children can amuse themselves for long periods of time by learning to pour and transfer water or other easily cleaned up materials from one container to another.

Let the child pick up small eatable objects, such as pieces of cereal or **soft** raisins. The objective here is **not** to teach the child how to eat, but to encourage the child to improve small motor muscle control. Should the child accidentally swallow these objects, they will not be harmful to the child. These are just a few suggestions to help develop small muscle motor control.

If you take the time to observe the ability of the child to use small finger control, you will be absolutely amazed at the fine dexterity that rapidly is developing.

11. Television - Preferably none until after five years

If you absolutely insist on exposing your child to television, parents must use good judgment regarding program selection based on the capabilities and the interests of the child. Parents should judge whether television is being utilized properly, or is simply a means of completely diverting the child's attention so that the parents won't have to be bothered with the child learning and exploring. Children will learn early enough about television

without overly emphasizing it during the first five years of life. It is more important that your child be permitted to learn and explore through a variety of experiences, than to have the child's attention distracted by television.

Be careful to use very good judgment concerning the amount of exposure your child has to television for the first years of their life. You do not want to encourage sedentary habits during this period. If you have the slightest doubt about how much television is good for your child; none is best.

12. Sand boxes and mud

There are forms of learning and entertainment available in such things as sandboxes and mud. That's right, children should learn to get dirty and make messes, just for the sheer enjoyment of playing. Such learning can be best be accomplished by such outdoor activities as playing in sandboxes and making mud pies and pouring water all over the place.

If you have properly introduced your child to the outdoors early in life, there is nothing more fun than putting the child in the backyard with plenty of water and a little mud and playing in the sandbox.

13. Crying when hurt-difficult test, observation-distraction

As the child learns more skills such as crawling and walking, as well as learning to use utensils and knocking about the house and the backyard, the child will encounter more difficulties and will be crying from time to time. Children have many legitimate reasons for crying. Boys are just as entitled to cry, when necessary, as girls are.

There is a fine line between when one is physically or necessarily emotionally hurt or just crying over things that are unnecessary or as a means of gaining attention. Parents should neither ignore crying nor should they immediately rush in and resolve a hurt until they have taken a brief moment to analyze the situation and determine the best course of action.

When children cry, it is a very difficult time for a parent. Take a moment to make a critical observation of the circumstances. Determine if your child needs household or professional medical attention, love and comfort, or a change of mind! Children need to learn to live with minor discomforts. Each child is an individual; responding to hurts and injuries in different ways.

The more minor physical and mental discomforts your child has to cope with without crying, the easier it will be for your child to become a responsible individual. On the other hand, children should be permitted and encouraged to cry, if really physically or justifiably mentally upset.

There will be times when you notice that your child is crying over very small scratches, bumps and bruises, or small mental anguishes inflicted by either you (the parents), a relative or their small friends. Here are some simple steps that can be taken to see that the child does not continue to unnecessarily cry.

Quickly determine that your child is not seriously injured. Check to verify that the bruises or mental anguish are very superficial. Learn to distract your child's attention from insignificant or imaginary hurts.

One way is to simply start a conversation with your child about something that you know is of interest or call the child's attention to something interesting. Ask your child to help you with some minor task or chore that you were involved in when the child's crying was brought to your attention.

As the child grows older, you can distract the child from crying over insignificant matters by challenging their mental capabilities with things as number games or other mental challenges or chores.

A good thing to teach children is that they cannot concentrate on two things simultaneously. Distracting them with another physical challenge, their interest will turn from their small hurt to the effort involved in doing something else.

One very good method of distraction is to quickly look out of a window and urge your child to come see the squirrel, bunny rabbit or pink elephant that mysteriously disappears just as the child stops crying and hurries to the window or doorway to participate in the excitement!

14. Fear transference--lightning, wind, bugs, and rain

Frequently children cry or become unduly frightened because of fear transference. That is, one or both parents have an unnatural fear of such things as bugs, lightning, wind, rain, and darkness. When encountering these situations children do not necessarily become fearful or cry unless one of the parents has a habit of emotionally becoming disturbed under any of these conditions.

Sometimes your child may express fear just as another form of getting attention. It is most important that the parent who is not bothered under any one of these particular circumstances is present, so that the other parent doesn't transfer real fear to the child.

If your child is afraid of the dark, storms or bugs, find a nonthreatening way to interest the child in small creatures as well as other physical phenomenon. For instance, when it storms and rains, the child should be allowed to stand in the doorway or at the open window to watch and enjoy what is happening. The parent most capable of being with the child at these times should get the child to enjoy these circumstances of nature.

When small animals or bugs are found in the home environment rather than in the out-of-doors, show the child how to catch or trap them without harm and how to release them outdoors where they belong.

If your child feels uncomfortable in the dark always make available some source of light when your child goes to bed. Eventually the light source will not be necessary. This should be your child's decision, not yours.

The early stages of your child's development, occurring between the fourth and fourteen month, present great challenges for your new creation. Moving from the crawling to the walking stage, your child learns about common sense discipline and household boundaries, while beginning to investigate the little mysteries of their new life. You can make this a wonderful time for yourself, as well as making it an interesting physical challenge and enjoyable period for your baby, who is now entering childhood.

Remember that you are to assist your baby in learning how to accept physical challenges while increasing muscle dexterity and powers of learning. Avoid spending a great many hours on some kind of schedule. Let these things happen naturally and interestingly to yourself and your child. It is both the quantity and the quality of Care that demonstrates your Parental Love in the time spent with your child.

II. SUMMARY

The fourteen steps, as to timing and method, are not set in concrete. A caring parent needs to intuitively recognize the process of playfulness, health, individuality, constructive discipline and physical development that inherently demonstrates the Art of Parental Love.

The examples given for the fourteen steps are directly applicable, as are those yet come, for industrialized and information oriented societies. Other cultures need to adjust the examples and methods to achieve similar child development along the five paths of progress.

Next:

BOOK VI.

Vol. 9

PRECOCIOUS ONE AND TWO YEAR OLDS

Babies grow into small children and small children too quickly are off to one school system or another. You are about to witness the rapid development of your child from ages one through two based upon the foundation you provided during your child's crawling and learning how to walk stages.

The **FIRST** Spiritual Illumination

BOOK VI

VOL. 9

PRECOCIOUS ONE AND TWO YEAR OLDS



JIMARIAN BIBLE

By jimar

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FORWARD

If you have assisted your child in having completed development through **Volume 8** in this **BOOK VI.**, you are now ready to apply the **'KNOWLEDGE'** revealed in this **Volume 9 of BOOK VI.**

There is a very definite genetic difference recognizable between boys and girls. Given the choice in early childhood between playing with trucks and shovels or dolls and dresses, boys invariably choose trucks and girls choose dolls. In **BOOK VI., Volumes 7 through 11** it is stressed that boys and girls for the most part be taught the **fundamentals** in exactly the same way.

This has nothing to do with the predilections of each gender or with the toys or methods of play that they independently select at each stage of development.

The **fundamentals** of physical, intellectual, emotional, creative, and psychological development should remain the same for both sexes during the first five years of their lives.

The physical tumbling and gymnastics fundamentals are not intended to create super athletes or propel reluctant children to participate in sports. Many children simply are by nature more sedentary, perhaps more interested in intellectual pursuits or just plain shy or awkward. For those very reasons it is even more important for those children to participate in such physical activities to round out their development and permit them to be prepared to face real life.

I. BABY-SITTERS AND DAYCARE CENTERS

This volume spans the development of your child from approximately the tenth through the thirtieth month. By this time, things should be getting pretty exciting around your home. Your child is becoming very agile, has learned or is learning to walk and is ready to venture out into the world.

Working Mothers and Baby-sitters

Working mothers should stay home after the birth of the baby at least until the child is twenty-four months old. In those families where it is **absolutely necessary** for the mother to work earlier than this time frame, the parents should have no guilt feelings about leaving the child in competent hands.

Parents need to remember that it is the quality of time spent with the child, as well as the quantity of time that is the important characteristic for the full development of your child's potential.

It is recommended that since a newborn baby is so dependent and so responsive to the mother, females should stay home until the child is well into the walking stage. Certainly, if the mother cannot accept this responsibility, then the father should. When the mother and/or father **must** return to work, simply be very careful when choosing any one of many different baby-sitting services.

Interview the potential sitter, if not a member of your own family. Ask for references. **Be certain to check these references out** by interviewing or calling the people for whom the baby-sitter has previously worked.

When your child reaches an age when a daycare center will be responsibility for your child's activities, the same type of thorough investigation should be made of the daycare centers. It is preferable that the mother stays home for the first five years.

The most important thing for parents to remember, especially when both parents work, is **that the responsibility for the development of your child rests with the parents and not with the baby-sitter or the daycare/preschool service.**

It may well be, that under certain **extreme** conditions, it is better for the child to have parents who both work and provide the child with quality time.

Better for the child than for the child to be constantly under the observation and restrictive attention of a parent; who would not permit the child to exercise a high degree of daytime mobility and creative activity.

- When choosing an appropriate baby-sitter or daycare/pre-school service for your child, keep the following in mind:
- Do not choose a rigid disciplinarian system. Make sure that the people responsible for your child are normal, healthy individuals and at least appear to have a sense of humor.
- Make certain that the individual or service is neat and clean. Then the child is not likely to develop sloppy or untidy environmental habits.

II. CHECKLIST FOR BABY-SITTERS/DAYCARE WHAT'S AVAILABLE AND AFFORDABLE?

- A. AT HOME
- B. SHARING BABY-SITTER IN YOUR HOME WITH OTHERS
- C. SENDING CHILD TO SOMEONE ELSE'S HOME
- D. SENDING CHILD TO BABY-SITTER'S HOME
- E. SENDING CHILD TO DAY CARE CENTER
- F. DOES IT FIT IN YOUR BUDGET
- G. IS LOCATION CLOSE TO YOUR HOME OR OFFICE
- H. FOR DAYCARE, CHECK THE FOLLOWING:
 - 1. ARE THEY SAFE
 - 2. ARE THEY LICENSED BY THE STATE
 - 3. (Remember there is little or no quality check)
 - 4. IS THERE A VARIETY OF TOYS & ACTIVITIES
 - 5. IS CHILD RESPECTED, TREATED INDIVIDUALLY
 - 6. ARE THERE NUTRITIOUS SNACKS OR MEALS
 - 7. CAN THE CHILD PLAY ALONE & IN GROUPS
 - 8. IS STAFF DEPENDABLE & CHILD ORIENTATED

Do a thorough safety check. Inspect playground equipment (indoor and out). Are stairs and dangerous areas securely barricaded? Are there fire drills, extinguishers and marked exits? Is the playground fenced?

DROP IN OCCASIONALLY TO MONITOR ACTIVITIES.

III. INTERVIEW SITTERS, FAMILIES & DAYCARE/PRE-SCHOOL SERVICES

- ALWAYS CHECK AND VERIFY REFERENCES IN PERSON!
- ARE THEY ALLOWED TO SMOKE, DRINK, WATCH TV, TALK ON THE PHONE, RAID REFRIGERATOR, COOK MEALS, VISITORS, ETC? COME TO AN AGREEMENT OR REJECT.
- EVEN IF ALL CHECKS OUT TRUST YOUR INSTINCTS.
- WRITE DOWN YOUR EXPECTATIONS & CHILD'S NEEDS.
- PRESCREEN APPLICANTS BY PHONE, TAKE NOTES, AND ASK BROAD QUESTIONS AS WELL AS SPECIFIC ONES.
- WHAT IF YOU WORK LATE? ARE MANNERS & SPEECH APPROPRIATE? MUST THEY SPEAK YOUR LANGUAGE?
- GET REFERENCES, CHECK BEFORE HOME INTERVIEW APPLICANTS THAT PASS PHONE INTERVIEW,
- WHAT NEXT? IN THE CASE OF DAYCARE TAKE YOUR CHILD AND VISIT. IF BABY-SITTER, HAVE CHILD PRESENT.
- DISCUSS CHILD REARING METHODS IN-DEPTH
- TRIAL PERIOD, SEE IF SERVICE SUITS CHILD
- HOW WOULD SERVICE OR SITTER RESPOND TO CRYING, NAPS, TOILET TRAINING, INDOOR ACTIVITIES, MEDICAL EMERGENCIES, ALLOWING CHILD TO WATCH TV?
- WHAT ABOUT CORPORAL PUNISHMENT AND TANTRUMS

Check their personal attitudes and observe the manner in which daycare providers or sitters react to children who are lively and active.

IV. PRECOCIOUS ONE AND TWO YEAR OLDS

Chapter IV is devoted to nineteen basic objectives, beginning with tumbling and walking. The objectives may be reached out of sequence depending upon your child's individual abilities and development pattern.

1. Walking and Tumbling

Remember how during the four-month to nine-month stage, you demonstrated the principles of crawling to your child and later assisted your child to learn to walk. You strengthened his or her arms, legs and neck by the gentle types of tugging, tumbling and pulling exercises that were described. Now those efforts should really begin to pay off as your child begins to walk.

- a. In the first stages of walking, it is hoped that the earlier no-no discipline which you instilled will help further to establish boundaries within which your child may now wander. For instance, outside in the backyard or if you are fortunate enough to live in the country or in the suburbs, as opposed to the city, your child can be allowed to play and walk around in the yard.

Your child must understand and adhere to boundaries that are in and around the house. Your discipline must be firm and consistent regarding the distance away from the house that you permit your child to wander.

When your child is first permitted in the yard alone, watch to be certain the boundaries have not been exceeded. If your child has exceeded those boundaries, bring the child back into the house and determine what type of discipline maybe necessary.

Under no circumstances should you restrain your child by any type of halter device in order to stay within the boundaries of the yard. Of course when fenced your job is much simpler.

Even when your yard is fenced, it will not be long until your child learns to climb; then you must still establish the boundary limits. Much later allow your child more freedom to roam as you properly assess your child's capabilities and level of responsibility.

- b. If your child is walking and playing both indoors and outside, your child's tumbling and climbing activities will greatly increase. To facilitate these new adventures:

Have your child bend over. Place your hand under the back of your child's neck. Let your child roll over on a soft mat or the carpet in your living room or playroom. If you are not at ease teaching your child how to tumble, find a good gymnastics beginner's class. Talk to one of the instructors. Find out some of the techniques that will make your child feel very comfortable in doing simple gymnastics.

A very simple tumbling exercise at this stage is to gently grasp your child by both hands and encourage your child to walk up your legs and up your shoulders, until the child literally flips over backwards while you are holding both hands.

This makes it very simple for your child to learn to flip upside down and feel perfectly secure, because your child's hands are lovingly held by you. Be careful doing this exercise with your child. Keep your child's little hands and arms in close to the body; so as not to strain the shoulder joints.

After your child feels comfortable and playful in turning upside down while holding your hands, you can encourage the child to do small rollovers. For such maneuvers, you need to provide a soft landing surface. Initially, be careful to have your hand ready to assist in turning your child's head under, so that the upper back and not your child's head hits the mat.

Either before or after learning to do rollovers, assist your child in attempting arms and head stands upon a cushioned but firm surface. You can help by simply holding your child's body in place, upside down. Gradually transfer more and more body weight to your child's arms and head.

2. Discipline

Your child is walking, learning how to tumble and is beginning to feel truly like an individual while ambling about your home and yard. It is very important to stress a few fundamental factors about discipline:

- a. You must maintain reasonable control over your child's surroundings. Your child is now in a fast learning and growth stage.

Understand the capabilities of your child. Be willing to extend the boundaries when you recognize the child's ability to cope with new and expanding environments. Try to make as few rules as possible. Be consistent in maintaining the rules; so your child knows exactly what the boundaries are. Your child should never feel pressured by a lot of complex, irritating must do this or don't do that unnecessary instructions.

The fewer the rules, the more flexible you can be in dealing with your child as problems and challenges arise. For example, sometimes it might be well to demonstrate to your child the kind of harm that can be encountered upon wandering beyond the boundaries you have set.

- b. Sometime, before your child is capable, he or she will attempt to cross streets and walk up neighbors' driveways; even when there is automobile traffic. There is a simple way to demonstrate the danger. When you observe your child heading where there are automobiles, simply take the child home.

Immediately, explain how much it can hurt to be hit by an automobile. Firmly, but carefully, bump your child so that she or he sits down hard on a carpeted surface or lawn. Explain that it will be a lot worse, if a car had hit him or her.

This demonstration teaches your child to learn why you have established boundaries. Your child realizes that you are being protective and watchful; rather than just arbitrarily confining him or her to a small area.

- c. It is much easier for the parent (normally the father) who is away from home the most to be the court of last appeal in the settlement of disputes and problems. By this is meant that if the mother is normally home dealing with one or more children every day, it is more difficult for her to be consistent.
- d. Don't give in to the demands of your child, simply because of the ups and downs of the day or because of the frustrations you are feeling. Simply say, "Wait and see what daddy has to say about that when he gets home."

Father must then reaffirm the boundaries already established. Let your child learn over and over again that there is a set of consistent rules. More latitude should be given at the time your child's capacity for additional responsibility is demonstrable. At the same time, your child learns that the boundaries cannot be simply eliminated by constantly complaining, crying or otherwise harassing parents.

3. An Authority Image

It is necessary to establish an authority image within the family structure. If the father has been improperly selected for a mate and cannot responsibly fulfill this role, then the mother must assume the responsibility. This is just one of the possible harmful consequences in current American life due to improper mate selection.

Both parents need to agree upon disciplinarian procedures.

Parents must share the discipline duties. The one who is away the most should be the court of last appeal and also the major disciplinarian.

- a. Remember; establish as few regulations as is necessary. At the same time teach your child how to grow up in a world of regulations, boundaries, duties and functions.
- b. Both parents must be consistent as much as possible. The strongest willed parent must always be consistent.
- c. Usually the father is the court of last appeal. This allows for the mother **to occasionally** relieve some of the pressure around the house. **Infrequently**, she can give into some of the child's demands.
- d. Knowing that the reins can always be pulled back by saying, "I know I let you do it the last time, but now we'll have to discuss it with your father." Of course, by prior agreement, father will insist that even though you are being kind to your child, it is not good for the family or the child to exceed the boundaries established or to condone misbehavior.

Boundaries and other rules should be reviewed frequently. There are exceptions to every rule, but rarely. Females, by genetic makeup or due to the nature of their particular types of false personalities, are more inclined to mood swings, then are men.

Mothers must be particularly on guard against changing, loosening or tightening the rules and discipline from day to day due to such mood swings. Such authoritarian changes due to mood swings can be disastrous in the long run to your child's overall development.

Under no circumstances should a child be slapped about the head, upper body or legs, nor should any kind of towels or sticks or belts be used.

If you are a devoted parent and loving towards your child, spanking does not happen often and may not even be necessary. Sometimes it is necessary to make your child aware of the fact that you are the parent and that your child must be disciplined.

Disciplining in this manner demonstrates your concern and love for your child. In truth, you should really feel the spanking as much or more than

your child should. This type of physical punishment should never be prolonged; should be very swift, and previously explained to the child before being administered. Tantrums are the exception and are **discussed in 6. f.**

After the punishment is administered your attitude and demeanor towards your child should always return to normal. There should be no recriminations as to what the child has done or why the child had been punished.

Visualize someone for whom you have the greatest respect standing behind you, looking over your shoulder. What action or decision would you make regarding your child, if that person were truly present? Perhaps a relative, historical or biblical figure would best come to mind.

Visualization by a parent can have great beneficial effects if employed before making snap judgments or applying discipline too quickly.

4. Additional Tumbling and Roughhousing

Physical development is being stressed while your child is in the one and two year old stages of life. It is so important at these ages, to gain a high degree of physical competence. Learning to deal with everyday obstacles of life, more easily, assures mental and creative capabilities will develop more quickly and to a proportionally higher degree.

- a. Mothers should learn to roughhouse and teach their children to tumble as well as fathers. It is a good way for mothers to exercise and keep themselves in physically good condition. It is also a great tension reliever.
- b. Normally the father in our society is better equipped to do most of the tumbling and roughhousing with the children. Mother should be encouraged to join in or at least watch. Children like nothing so much as being the center of attention when they have an audience. Your child will often practice alone to later impress an audience.

It is important to stress in the first five years of your child's life that there be no distinction between what is taught to a boy or a girl in the manner of gymnastics and tumbling. Many young girls are restricted in their physical development and it could lead to a reduction in their overall development and later reduce their enjoyment of sports, both in school and as adults.

- c. Enjoy roughhousing and tumbling with your child. If you have put the child into a gymnastics class, it can be a lot of fun simply to hold a demonstration occasionally in your home. Let your child show off his or her newly acquired skills.

When roughhousing with children, the parent engaging in the activity must always remember to protect the child's vital organs, particularly the head, face and neck areas.

All parents should be mindful of their own physical capabilities and never allow the roughhousing and tumbling to exceed the ability of the parent to control the environment. Take the necessary precautions to insure your child is always perfectly safe under these playful conditions.

5. Potty Training

Don't rush it. Work at it. Obviously, if you are practicing the four conditions of Parental Love, your child has a proper diet and is progressing rapidly. **It is possible** but **not probable** or necessary that your child could voluntarily be potty trained by the twelfth month. It could also be as late as the fourth year. More than likely it will occur sometime in the third year. It really depends on your attitude and your working relationship with your child. Above all, avoid showing nervousness if your child does not become potty trained at an early age. Avoid all recriminations or minor punishments.

Under no circumstances force the issue!

There are some very positive things you can do. One is to start out with a potty-chair, so your child does not have to leave a playful environment in order to learn to go to the toilet. Gradually, you can move from the potty-chair to a child's seat that fits on the regular toilet.

The toilet seat, itself, can be a frightening experience. The seat is not normally suited to the configuration of a small child. Your child usually has to be held in place, propped up in an uncomfortable position. It is advisable to use a small potty seat until the child grows in size. Be certain that you are potty training the child for the child's sake and not simply for your own convenience. How would you feel if someone held you over a big hole in the ground!

There are some little tricks to help potty train your child; after you are certain your child is not afraid to be on the toilet. Place your child on the

potty seat. Lightly turn on the cold water tap. This has a soothing effect on your child and may lead the child psychologically to go to the bathroom.

See to it that your child is relaxed or distracted when going to the toilet, thereby becoming just an ordinary part of the life processes. If you personally have no hang-ups, let your child come along to the bathroom with you and see it is a natural part of your life.

Diet is an important part of whether your child is regular in going to the bathroom. If there are problems, you should certainly consult your pediatrician or local clinic.

If your child wets the bed, even after you have taken the diapers away, your child may have some organic medical problem. You should consult your physician.

Don't be unduly concerned about occasionally bed-wetting.

Some children wet the bed even as teenagers. Your child may have something more important on his or her mind, and not attach any significance to the event or may have a small glandular problem.

You can make potty training for your child and yourself easier at a reasonably early age by implementing the following suggestions:

- a. Make sure that you are potty training the child for the child's sake and not for your convenience.
- b. Be very patient, if your child experiences any discomfort or inconvenience. When you go directly from the wet or dirty diaper stage, to toilet training, remember, even use of the small potty chair can often be very uncomfortable for your child.
- c. Consistency, make sure that as you recognize the child's dirty diaper habits, you are consistent and punctual about when you offer the potty chair to your child. Are you feeding your child at regular intervals?
- d. Under ordinary conditions, children will normally be well potty trained between the ages of two and a half and three and half. Do not become unduly alarmed unless your child goes past the fourth year. Check with your pediatrician if you are in any way concerned.

6. More on Discipline & Your Personality Wave Lengths

- a. Remember, the amount of physical discipline should be light spankings, very brief and just sharp enough so the child understands how concerned you are about your child's behavior.
- b. Be certain that you do not create an environment where there are so many rules and regulations that your child is spanked frequently. Under ideal conditions, it should not be necessary to spank your child at all. Certainly spank no more than once or twice a year.
- c. Spank with your hand, briefly; to a physical level that will not damage your child, either physically or psychologically.
- d. There are other alternatives. Much depends on the ability of your child to not only understand boundaries, but to actually understand and converse in the parents' language. When your child understands language instructions, give him or her a choice or a range of mild punishments, rather than spankings. Such as, staying in their room or doing an extra chore to compensate for overstepping boundaries or misbehaving.

The most important thing before administering the spanking or before giving your child a choice of punishments is that you, the parent, must **Stop and Think!** Make certain that the reason for the spanking or the specially assigned task or confinement to a room is being done in the best interest of your child and not to satisfy your own anger. Be very careful about using a technique known in America as "time out".

Confinement under such a system only requires an apology and telling the parents what they wish to hear. Being sent to one's room is for an explicit period of time not to be **negotiated or selectively reduced**. Children learn the rules of "time out" very quickly and it becomes useless by the age of four.

- e. Once your child has been corrected, there should be no further recriminations. Parents should not refer to the incident again nor should they remonstrate their child in an "I told you so" manner.
- f. Tantrums** There is only one method of dealing with them, if not connected with some psychological or neurological condition.

Occasionally, your child, either out of frustration or to test your authority, will throw a tantrum. This is different than exceeding the boundaries established by you. It is simply an outrageous display of temperament by the child. Typically, the parent will be faced with a tantrum in a friend's home, a supermarket or a shopping mall.

The best approach is a swift and firm spanking on the behind of your child. This demonstrates firmly, your child can't get away with being out of control. If your child has been brought along with loving care, this short, quick retribution, immediately applied, will end the tantrum.

Such tantrums will then be very infrequent and in most cases will simply not reoccur. If your child should throw a tantrum, do not be embarrassed because of where you are when you apply this swift and mild retribution. Don't be concerned by overly solicitous or critical bystanders.

Take immediate steps to stop the tantrum by firm handling of the situation. Remember that it is in the best interest of your child. **Do it immediately!** Don't wait until you have the child out of the store, out of the friend's home, or in the car or house. Don't wait for the other parent to come home.

- g. Never spank your child any place but on the behind. Do not slap your child in the face, on the head or on the legs. Only use your flat fingers. Even then, be careful that you are administering the spanking in the best interest of your child without any physical damage. Do not spank your child in anger.

7. Always remember that you are raising a very intelligent, healthy, athletic child. It isn't easy.

Children are energetic, enthusiastic, sometimes mischievous, and ingenious. Set a few, firm rules. Only set rules in regard to standards of your own home life and in the best interest of your child. **DO NOT** just set boundaries because they make the raising of your child easy for you. Boundaries are established to help reinforce that your child must live in a real world; get along with other people and be accountable and responsible for his or her own actions upon reaching new stages of growth and competence.

There will be minor risks that you, as a parent, must allow your child to take at this age; such as climbing up short ladders and slides, swinging on playground equipment and, in general, learning how to survive rough and

tumble in the house and outside while playing with other children. If your child has learned how to fall, how to tumble and has gained a great deal of physical competence, you need not be so concerned about the minor risks which your child is now going to take.

8. Other's beware

Mothers must be particularly careful in these first five years of the child's life not to let their own upbringing interfere with the raising of their young boys and girls. Previously, particularly amongst American females, mothers have tried to restrict the activities of their young for their own convenience. Mothers have a tendency to do too much for their children, particularly the girls. This robs children of learning responsibility.

It's more important for the mother to give quality time to her child, rather than being too precise about cleanliness and neatness habits. Children learn by making messes and getting dirty. Mothers must learn to tolerate these activities. It is most helpful if they learned to join in and alter some of their own habit patterns. You will soon learn by such action that your child becomes more self-sufficient and a more responsible individual.

Girls should be allowed the same degree of freedom in activities as the boys. At the same time, it is emphasized that girls must learn to accept the kinds of responsibility usually given to boys.

Girls should not be allowed crying sessions or talking their parents out of corrective action or chores because they are pretty and cute. This is just a device of a young female child in our society to circumvent responsibility.

9. Self-image

Twelfth Month. The twelfth month is considered the beginning of the two year-old stage, although it may actually begin in the eighth or ninth month or as late as the fourteenth or fifteenth month. It is very important that your child begin to develop a good self-image and become less reliant upon you, particularly the mother, for comfort and protection.

- a. The beginning of the second year of your child is normally associated with walking, because this additional mobility goes hand in hand along with your child's newly developing sense of independence.
- b. Positive Encouragement.** Be explicit when your child accomplishes one difficult task after another, in the physical or the mental stages of development.

- c. The communications skills of your child begin to develop just prior to walking or shortly thereafter. It is during these early stages of independent physical action and thought processes that you should watch with loving observation as your child attacks a particular problem.

When your child takes the first step or begins to complete a simple sentence, you should exactly remember the activity or the accomplishment.

Remember and develop a warm feeling about these first big achievements. Learn to laugh with your child. Be very specific to compliment your child on taking that first step, saying that first word or sentence and even when demonstrating the ability to pour water from one jug to another.

Get in the habit right away of saying to your child, that you are so pleased that he or she was able to walk or talk or eat well or can tumble well or scrawl on a piece of paper. Be very specific in your praise. "Mary you did that somersault so well, I really like the way you rolled on your back."

- d. **Eliminate such words as stupid, sloppy, and bad from your vocabulary.** If you can find nothing good in the form of positive encouragement for your child's activities, at least find another way of expressing your disapproval. Avoid creating a mental or physical block towards later achievement by your child in more difficult tasks yet to come. Don't express your negativity concerning your child's early difficulties.

10. Think! Always stop and think with regard to the following:

- a. Imagination - try and look at the situation from your child's point of view. Observe what your child is facing and how difficult it might be. Imagine yourself as a small child under the same set of circumstances. Use your imagination to create situations that will challenge your child and not embarrass or intimidate your child.
- b. Exploration - before rendering deep criticism of your child's actions, explore by questions and observations, what your child might have had in mind. Ask your child questions. Do not give your child answers to problems. Remember that your child is learning and exploring and that means getting into difficulties and creating problems as well as solving them.

- c. Humor - always look at the humorous side of your own difficulties in raising your young child. Look at the humorous side of the problem your child is facing. Always laughing with, and not at your child over mistakes in learning.
- d. Sometimes you must discipline your child even when the circumstances really want to make you laugh. Try and do the right thing; yet remember how funny the situation was. You might recall how you got into similar trouble when you were very young.
- e. The purpose of discipline - remember that the purpose of discipline is to give your child a good self-image and a set of parameters which assist your child to build internal self-respect, while teaching the child responsibility. The point of discipline is not for you, the parent, to get even with some mistake or some problem your child has created. Loving discipline teaches your child responsibility and gives your child a sense of the harsh realities of the physical universe.

11. How a child learns

It is an extraordinary experience to observe a child in action and to also understand the many different methods a child actually uses to learn.

- a. Observations - Your child learns by observing as well as by doing. You can begin to understand the rapid intellectual development of your child when your child learns as much or more by observation as by doing. An ancient Chinese proverb states anyone can learn from experience, but one who learns by observation is a wise person indeed.
- b. Good Influences - Your child learns such things as politeness, kindness toward others and enthusiasm for engaging in physical activities such as sports, model building, cooking, etc. by imitating the actions of parents, relatives, peers and role models.
- c. Bad Influences - Do not underestimate the ability of your child to also learn by observing what parents do incorrectly, such as arguing, fighting, ill treatment of others, failure to perform tasks of responsibility, and/or have poor work habits. Surprisingly enough, you can raise your child to be physically and mentally enriched even in a poor environment so long as you practice the **"ART OF PARENTAL LOVE" according to this BOOK VI.; even if you, the parent do not have an ideal marriage.**

It can be very helpful, as your child grows older, to give your child **unbiased**, intelligent explanations as to why family conflicts occur. Some conflicts early in a child's life help develop compassion for family difficulties. Your child learns to assume responsibility at a very early age, and this helps in later life.

12. Do not compare your child with another child.

All children learn at different rates and have a variety of interests. Your child should be specifically and frequently told that she or he is bright, very intelligent, and is a very good person.

Specific compliments should be given when challenges are met and accomplishments have been achieved. By all means, avoid comparing your child with another and down grading your child's capability.

Some children attack the problem of theory and then practice; others attack the problem of practice and then theory.

A child attacking the problem very slowly on a physical level may be giving it a much higher level of intellectual observation. Whereas another child might go out, attack the physical side of the problem, accomplish it but not gain the depth and breadth of the entire problem until much later.

The important thing is to observe your child working at the problem either physically and/or mentally. Check to make certain that your child is not becoming too frustrated when attempting to accomplish a task or solving a problem. A **little** frustration with encouragement is a character builder.

Between the second and third year, your child should become very physically competent. You will be amazed at how rugged your child is and how very capable he or she is in dealing with many physical situations.

It is now time to earnestly endeavor to accelerate your child's mental capabilities. This can be done in a number of simple and enjoyable ways. It is very important when getting your child to understand numbers that the learning begins with physical objects and not with abstract presentations.

Before you teach your child how to count from one to ten, play object games wherein your child can learn to recognize various combinations of objects and can physically recognize the difference between one and two cookies, apples, oranges, etc.

13. Introduction to Numbers

Keep the objects the same size, shape, color, etc., so that your child is not confused by you naming combinations such as a red apple and a brown cookie. Work with one red apple, then two red apples and then three red apples. Use simple objects and simple numbers.

Increase the difficulty of the questions and the small games you play with your child to fit your child's learning abilities. Surprisingly enough, your child will learn to recognize the correct number of objects up to and including five separate objects, by sight, without counting.

The next step is to show your child how to combine separate objects and visually, arrive at counts as high as ten. Such as, four sets of two pennies is eight, two sets of four pennies is eight, two sets of five pennies is ten, five sets of two pennies is ten, and the same is true of other combinations of objects, which your child then verifies by counting the objects.

14. Symbols

It is very important that you permit your child to use chalk on a blackboard, crayons and pencils on large paper surface areas to trace such figures as triangles, squares and circles. This is how your child begins to acquire 3-Dimensional, physical reality of shapes and can learn to recognize the various symbols representing these shapes.

Based on your child's interest in the geometric shapes, you can proceed to more complicated shapes and break up a multiple shape into basic combinations. This should all be kept at a very simple level, making certain that your child feels comfortable in drawing the objects by tracing over prepared shapes and then coloring them.

A square or rectangle can be separated into two triangles by simply cutting across one of their diagonals. When two triangles are pushed together they again form the square or rectangle.

As your child progresses, help your child learn the specific names of the symbols - triangle, circle, square, rectangle, cube, sphere, etc. At this stage, do not be too particular about how sloppy or straight the lines are drawn or the coloring is done within the boundaries of the shapes. Your child will be learning how to grasp, hold and maneuver the chalk, pencils and other materials that you have provided.

Do not be too concerned when these various interests take place but certainly sometime between the first and fourth years of your child's life.

15. Speech and Reading

Warning: Early on while in the highchair stage, your baby will have learned to reach, point and fuss for whatever he or she wants. Some children become so adept at pointing and getting what they want, it becomes more difficult to get them to speak. Parents must recognize when it is time to insist upon the child asking rather than pointing.

In normal conversations with your child, always speak in an adult manner, using very **simple sentences**. You should expect your child to understand what you are saying, without resorting to baby talk.

As your child learns to pronounce words, words will be mispronounced. Clearly pronounce the word correctly several times. Ask your child to try and repeat your pronunciation. **Don't** pressure your child to speak correctly. The child will learn through positive praise and encouragement.

Your child's speech and eventual reading capability will be greatly accelerated if you read out loud to your child; even if you read out loud for your own enjoyment. When reading, have your child sit on your lap or close enough to you to connect your reading aloud to the words and pictures in the book or magazine.

Emphasize a particular word on a page, which is associated with a particular action. Emphasis can simply be done by pointing to the word and then pointing to the picture. Your child will get the meaning of the word or phrase on the page that best relates to what the picture shows.

Eventually, your child will appear to be reading back to you the story on the page. Usually, the child has memorized what you have read over and over again. If by habit you are not a reader, you should make every effort to get simple children's books and read them to your child.

Leave books scattered around; so that your child is aware of their availability and gives the impression that reading is important.

Take your child to the library frequently (every week or two). Pick out a little book. Sit down at a table and show the pictures to your child. This will familiarize your child with the world of books. If you are not an avid reader, still do these simple things that will enhance their child's interest in reading, as the child grows older, Parents who like to read should

read out loud in the presence of their child; even if they are reading an adult book of complex sentence structures.

Later, when your child attends school, insist that your child be taught by the phonetics method. Otherwise, your child will have a very difficult time learning to read multi-syllable words.

16. Time frames and Conflicts in learning

Throughout these last three volumes in **BOOK VI**, you may find certain areas of learning seemingly repeated because children learn at different rates, in different ways and have different interests. Such seemingly repetitiveness has to do with increasing skill levels of difficulty. Math is math but reaches higher and higher levels.

The same is true of language skills and reading. Parents have either an abundance or lack of certain skills and qualifications. Some parents are literary scholars, some scientists and some cannot themselves even read.

PHONICS along with early math, are two of the most necessary fundamental learning skills that parents must work diligently to transfer to their children between the **AGES OF TWO AND FIVE**.

Most children can begin to learn phonics at the age of three to four. There are some children who can learn beginning at two years of age. However parents should not force this learning process but find ways to interest and encourage when to begin such efforts.

Phonics should be the only teaching method used in the lower grades to fill the gap when parents do not do their job or to further enhance the depth of language skills already achieved by the children of those parents who truly love their children.

In fact, if the simplest phonics books are used, even parents who themselves can barely read, will also benefit by learning along with their child how to read.

Once a child can read multi-syllable words and has achieved early basic math skills; their ability to learn a broad spectrum of subject matter will astound those who would believe that youngsters under the age of six just aren't capable of achieving such skills.

If you are not an avid reader, still do these simple things that will enhance their child's interest in reading, as the child grows older.

Parents who like to read should read out loud in the presence of their child, even if they are reading an adult book containing complex sentences.

Later, when your child attends school, insist that your child be taught by the phonetics method. Otherwise, your child will have a very difficult time learning to read multi-syllable words.

When parents are not competent in one or more areas of playfully teaching their child, it is very important that they search for the assistance of someone who can spend time with their child, devoted to the areas of learning the parents cannot provide.

On the other hand, parents who are extraordinarily gifted by birth, education or wealth must be extremely careful not to demand achievements or be critical of their child's learning ability.

Rich or poor, gifted or uneducated, parents who truly practice the "Art of Parental Love" will find the necessary means to assist their child in accomplishing the objectives described in these last three volumes of **BOOK VI**, by the end of the child's fifth year of age.

Several serious learning conflicts need to be addressed.

- a. There are real differences in the construction of male and female brains. It has already been determined that the connectors between the left and right brains for males and females are vastly different.
- b. Mothers engage their young daughters in lengthy conversations much more frequently and significantly than with their sons.
- c. Fathers roughhouse with sons more so than daughters.
- d. Research indicates that in the time frame of ages one to two, children are learning basic language skills it's also the imprinting time for acquiring basic logic skills and understanding geometric shapes.
- e. Girls in school, test much higher, on the average, than boys in language skills. Boys, usually, on the average, test much higher in math

and complex shape visualization. This could be simply a matter of different brain functions and neurological information systems.

There is another very simple explanation. Mothers talk much more to their infant girls. Language (excluding mathematics) and conversations are riddled with contradictions and illogical permutations.

Girls, because of such intense language exposure, become somewhat immune to basic logic and 3-dimensional visualization imprinting. There are exceptions; but such exceptions are in the minority

Boys are handicapped by lesser initial verbal skills and reading ability because fathers are more interested in physical development and mothers aren't as conversant with their boys as with their girls.

- f. All parents revel in having their child learn his or her ABC's. It is fairly well linguistically accepted that any language is best learned through the repetitive absorption of fundamental sounds, which then grow into complex language structures.

Strangely or not so strangely, the same type of logic when applied to mathematics concerning a basic understanding of numbers eventually culminates into an understanding of complex mathematical formulations.

Playfully teaching your child phonetics, beginning sometime between the second and fourth year, will enhance the ability of your child to progress in all five paths of development. Waiting until your child reaches school age, even when phonetics could be properly taught, may be somewhat too late for really deeply ingrained understanding of complex language structures.

This brings us back to those wonderful A B C's. There is nothing wrong about your child learning his or her A, B, Cs, even backwards; provided early on you playfully begin to teach your child phonetics.

Consider some of the initial problems from your child's point of view. **A** is ah, not **A**. **Boy** is ba, not **B**. **Cat** is ca, and not **C**. What is a child to think when beginning to learn a language?

The transition must be made early on from A B C's to ah, ba, ca and so on, if your child hopes to receive a logical explanation as to why cat is not pronounced CAT (the same way it is spelled!) There are both the hard and soft letter pronunciation differences.

What is more important is that you are not deluded into believing that memorizing Dick and Jane means your child is learning language. Dick and Jane only work for one-syllable words! Sounds are more important than spelling at this stage of the game.

- g. It is way too early in the learning process to concentrate on spelling. Girls usually learn to spell correctly much earlier and throughout their entire lifetimes than boys because, at least in America, girls learn to rely upon memorization rather than logic for the possible reasons mentioned in 15. d. and e.

17. Increased Agility and Mobility

By now your child should be very mobile. If you cannot playfully teach your child basic gymnastics or pay for lessons, at least place your child on small swings and help going up and down slides.

The parent who best understands the capabilities of the child should supervise initial activity in these areas. Assist your child in learning to use playthings, which increasingly call for a greater amount of agility.

Get hold of an old mattress, mat or a heavily padded sleeping bag; to provide a place for your child to safely tumble in the house. Your child should learn to fall, tumble and roll just for the fun of expending energy.

Obtain some simple books on tumbling. Such books can be given to your child in order for your child to visualize the various positions. Assist your child in attempting to duplicate some of the very basic, simple activities.

These kinds of activities should only be attempted if you have properly taught your child how to fall and rollover at an earlier stage of development. Always be certain that your child learns how to protect head and neck by landing on the upper back and shoulders when rolling over.

18. The Terrible Twos can bring on the Horrible Fours.

During early childhood, your child, when attempting to learn rapidly, can become frustrated. This can easily happen when your child attempts additional independent action. Usually such times are known as The Terrible Twos, possibly leading to the Horrible Fours. If you have been loving towards your child and are allowing your child to grow, you will not tend to have or initiate these two experiences that many parents are taught to believe are normal occurrences.

Such negative conditions are created when parents do not understand the child's activities, interests, means of learning and development. Your child may be frustrated when held back from reaching his or her full potential.

Determine if your child is frustrated while learning a new activity. Have you become too dogmatic in trying to teach rather than playfully interact with your child? Lovingly play with your child. Encourage him or her to grow and develop at their own pace.

Children, particularly boys, tend to take things apart at the age of two (phase one), in order to **learn how things work**. Then by the age of four (phase two), they learn to put things together; in order to **make things work**. Too much scolding and interference in phase one can be very detrimental to the phase two stage of development.

19. Rocking and Singing - Bedtime Stories - Prayers

You should get a rocking chair. This was already recommended as a purchase in preparing for the birth of your baby.

There is nothing so delightful for your child and so relaxing for a parent, than for your child to be held and rocked.

Later, as your child grows, let your child sit on your lap while you rock, read, and sing to your child. Eventually your child will learn the songs and sing them along with you.

Bedtime Stories - This is when you and your child should really look forward to spending time together. Flavor your stories with tales about your own childhood. Children tend to look forward to these moments with their parent.

Based upon your religion (belief system), it is good to kneel with your child. Recite simple prayers and have your child learn to say these prayers when your child learns to speak in simple sentences.

It is better to raise a child with strong moral and ethical concepts; then to leave the child adrift in an amoral condition based on personal gain or fear. If your family has no solid belief system, teach your child some positive aspects of living. This gives your child a very satisfactory opinion of how the day was spent and what to look forward to each morning as well as how to treat other people.

A few simple ideas along these lines are to have your child say what a lovely day it has been and say what your child enjoyed the most about the day. Perhaps have your child looking forward to getting up in the morning, seeing the sunrise and participating in some planned activity, An activity, such as, visiting the zoo, playing in the yard or eating a good breakfast. All these small habits of affirmation reaffirm your child's learning ability and develop in your child a positive attitude towards life.

Breakfast, it is the most important meal of the day. No matter what are your own eating habits, make certain that your child has the best possible breakfast, each and **every morning!** Fresh fruit with cereal such as cream of wheat, brown rice, oatmeal or corn flakes (preferably without sugar), or eggs and orange juice. Any combinations of the above will provide the energy needed. Avoid quick, cold breakfast foods loaded with sugar, sugar substitutes or any other poor quality foods.

20. Experimentation

Around the age of two, when your child can walk and begins to talk and feels comfortable in the surrounding environment, your child will love to experiment. There are several ways in which you can assist your child in learning and exploring new ideas.

a. Number Tracking

Write the word **ONE**, so the child associates the verbal identification **ONE** with a single (**ONE**) object. Your child not only learns to recognize what the shape of a number is but also that the English spelling for it is **ONE**.

- b. Painting--It's just fun at this age to allow your child to take a paint book and paint with watercolors and a brush.
- c. Let your child begin to experiment with colors, observing when dipping a little brush in water, how the solid color paints change to a liquid and become bright colors on a piece of paper.
- d. Coloring, give your child crayons **only to be used on pieces of paper**. Thus, you will avoid the possible mess of having crayons scrawled all over your walls, although it might happen anyway.

When your child has mastered control of the paint brush and/or the crayons or colored chalk, you might begin presenting your child with an assignment to see what color your child would paint or crayon color the picture of a rabbit or teddy bear or bicycle.

There is a significant lesson to be learned by your child when given enjoyable assignments such as coloring within the lines of a given picture. Coloring within boundaries is not to be interpreted as stifling your child's creativity. Your child must learn that there are real and practical aspects of observing boundaries.

The opportunity for creativity will grow out of the early discipline which your child gains in arriving at rational boundaries of practical activities. Beethoven did not create beautiful music by randomly pounding on a piano while his parents discussed how cute and creative he was.

- e. Building - By all means get your child a set of blocks, large and small. Let your child go out and play in the mud and build sand piles. Give your child shovels and trucks and cardboard boxes. Find a place where your child can make messes and also where your child can assemble and disassemble a variety of toys.
- f. In this way your child more fully develops his or her small muscle control, learns the problems of balance beams and gravity by simple experiments; while attempting to make things grow taller by piling them, one on top of the other.

By encouraging your child from the twelfth month through the thirtieth month of their lives in all of the activities previously discussed, you will be building the base upon which your child will develop a wide range of physical and intellectual interests and abilities.

V. SUMMARY

Book VI. is the FIRST Spiritual Illumination experienced by jimar. It took place in 1968. Of the three Spiritual Illuminating experiences, this particular illumination is completely pragmatic in nature. If the vast majority of future parents, most of whom have not yet been born, can't, as a worldwide population, truly learn to practice the "Art of Parental Love", mankind will simply continue to stagnate along its prior historical behavior pattern.

If Essences are not permitted to emerge in tomorrow's children, then false personalities will reign until the eventual demise of the human race. **Only You**, the parent, not governments, religions, school systems or any other individual or group enterprise, can practice the "Art of Parental Love". Only major worldwide commitment to the ART can hope to achieve peace on earth.

Such peace will not come from a world government or the so-called free enterprise market, economic system; because international warfare will only be replaced by increasingly constant civil unrest, minority terrorism, universal bribery and organized criminal activity.

These unsavory aspects of everyday life have existed throughout mankind's history. Population explosion and the enormous gap between rich and poor will simply multiply their insidiousness.

Next:

BOOK VI. Vol. 10

AMAZING PROGRESS FROM TWO TO FOUR

By accumulating and putting into practice the "**KNOWLEDGE**" gained within the first nine volumes of this book, you are about to see the fruits of your loving labor materialize through the observed joy and spontaneity of your developing three and four year olds.

The FIRST Spiritual Illumination

BOOK VI

VOL. 10

AMAZING PROGRESS FROM TWO TO FOUR



JIMARIAN BIBLE

By jimar

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FORWARD

The first question one must ask is "What possible connection is there between the five paths of progress, ridding oneself of false personalities and assisting the growth of Essence?"

The answer to that question is very convoluted. First of all, **BOOK VI** is geared to the difficulty of maintaining and encouraging the growth of Essence in new born infants, who will participate in an industrialized, mechanized, outer-space and electronic, computerized, information age; while growing up in a generally amoral social atmosphere.

As disclosed in **BOOK III**, **MANKIND'S RENDEZVOUS WITH DESTINY**, this is not a spiritual age. Every facet of everyday life is in a constant state of flux. Changes are occurring so rapidly that human beings cannot cope with real life.

Development of societies based upon any number of alternative, praise worthy, more utopian ideals is not eminently upon the horizon at the beginning of the twenty first century AD. To bring mankind in harmony with themselves requires generations increasingly demonstrating Essence development; while shedding layers of false personalities.

The first generation of such children will need to be equipped with all the intelligence, empathy and emotional stability that a generation of parents, not so endowed, can instill through the processes delineated throughout **BOOK VI**.

Secondly, there is a systemic problem of amoral behavior, somewhat dampened by contrived religious affirmation and ancient established principles of ethics. **How long the middle ground can be held is anyone's guess. The choices to be made by individuals and societies, in general, will be disclosed in the remaining BOOKS of the JIMARIAN BIBLE.**

Realize that it is much better for your child to be raised in a stable religious environment (which teaches morality based upon higher levels of being) from pre-birth through five years of age and beyond.

IT IS ALL TOGETHER TOO EASY TO SLIP INTO AN AMORAL (ETHICS NOT WITHSTANDING) LIFESTYLE FROM A SPIRITUAL ONE, THAN IT IS TO BE RAISED IN AN AMORAL ENVIRONMENT AND CONVERT TO A SPIRITUAL BEING.

In times of war, it is often said, "There are no atheists in fox holes." Such self-serving conversions are numerous upon realization of one's eminent death. Such a change of heart is a human condition (its own conundrum) reinforced by the words of **BLAISE PASCAL, 1623 AD, "Belief in God is a wager which can lose nothing."** Such midnight conversions entirely miss the mark.

I. EXTRAORDINARY PROGRESS

YOU CAN EXPECT EXTRAORDINARY PROGRESS THROUGH THE FOURTH YEAR OF YOUR CHILD'S DEVELOPMENT. THESE ARE THE REALLY GREAT YEARS. DON'T MISS A DAY, AN HOUR OR EVEN ONE MINUTE!

Remember, earlier, we talked about the first five minutes of your child's life. You were then, and are now, the most important person in your child's life. If your child has been progressing as described in the preceding volumes and you have taken to heart the preparatory books on communications, love, creativity and intelligence, your child is on track for great progress in the third and fourth year.

This will establish a pattern of intellectual, emotional and physical growth and responsibility in your child. Such Essence development will be difficult even for an inadequate school system to deter in the long run.

Why is it said that this time in your child's life will be so enriched? Because if you have truly been a loving parent, your child should be very agile and developing both physically and mentally, everyday.

Your child is ready for more advanced physical and mental activity. You as a parent must help your child adjust to taking greater amount of risks as he or she ventures more and more into the world at large.

There are twenty-one topics herein to be addressed. Some of which may be repeats of subjects already covered, except at a more advanced level. Once again, keep in mind that all topics are not inclusive of any particular age, other than your child should accomplish such exercises and general behavior patterns of responsibility by the end of his or her fifth year.

1. Additional Physical Development

- a. Ball tossing and catching. At this age, children should learn how to catch and toss balls of reasonable size, certainly smaller than a basketball, but at least as large as but softer than a baseball.

One of the first things you can do is to give your child a sense of physical accomplishment. This is simply done by placing your child in a close proximity to you, outdoors. Have your child cup both hands close to the tummy and gently drop the ball into the cupped hands.

Keep increasing the distance away from your child until it becomes a little difficult for your child to keep the ball in the hands without it popping out. Before proceeding further you might give your child a small baseball or softball glove so that there is a bigger target area in which to drop the ball.

There is one, basic fundamental that must be taught, especially to girls. It is the proper method of throwing a ball. One of the great difficulties with girls in our society is that they do not learn how to properly bend their wrists because previously it was not ladylike to be tossing a ball around.

Your child should be taught that the ball ought to be grasped with several or all five fingers and brought back behind the ear with the elbow remaining in the forward position. **The wrist, behind the ear, should be bent backward, not forward; then simply extend the arm.**

The first results will be quite frustrating. Encourage your child and he or she will continue to develop their wrist and shoulder muscles; becoming quite good at throwing, at least with one hand. Keep extending the distances, as your child's interest and skill level improves.

On occasion, create additional challenges. Ask your child to throw the ball with the other hand. Such challenges as becoming competent with both hands will increase your child's physical and mental growth.

Do not harangue or force your child if your child does not wish to throw or catch with either hand. Depending upon your child's skill, **interest and enjoyment** level, exceptional progress can result in a variety of ball tossing games and sports, including basketball and football.

- b. Advanced tumbling. By now your child should feel perfectly comfortable falling down, tumbling, rolling on the ground, and doing minor headstands and rollovers. If you have a practice mat, a very simple game, which can improve your child's dexterity, is to put a small, soft, low barrier on the mat.
- c. Have your child walk up and place both hands and head on the other side of the small barrier and roll over it. A barrier can be built up to advanced heights by either using small cardboard blocks, small cardboard boxes, pillows or stacked blankets

Eventually diving over fairly high obstacles and rolling onto the other side of the mat can further enhance your child's physical development. If

your child has been placed in a gymnastics class, he or she will probably be far exceeding these kinds of simple physical developments. If you are an average parent and enjoy working and playing with your child, this is one more way in which you can increase your child's physical competence.

- d. Coloring, painting, using scissors, and building. Earlier you introduced your child to chalk, paints and crayons. Now it is time for your child to begin showing much greater small motor dexterity. Your child is capable of handling paintbrushes and/or crayons very well and doing an excellent job of painting or coloring within the lines of fairly difficult pictures.

At an early age, you undoubtedly let your child use a pair of children's scissors. It is time to show your child how to properly use regular scissors. Your child needs to learn how to cut out and fabricate minor works of art, constructing things out of paper and cardboard. There are a number of good children's books on the subject and art supply stores that can provide the materials needed for such projects.

Before your child uses scissors, demonstrate how to hold the **closed** blade edges in the fist. If your child falls down while holding a pair of scissors in the proper manner, no serious injury will occur. You must allow your child to take more risks, to experiment and use tools.

You should demonstrate the proper use and handling of tools. Make certain your child is ready for such activities. It is part of your child's education to learn that with privileges there come certain responsibilities.

Your child has been playing in sandboxes and mainly making messes outdoors. At some point, interest should turn to baking and/or tools, such as mixing bowls, small screwdrivers, hammers, and wrenches. Based on your knowledge of your child, he or she should be allowed to use small hammers, screwdrivers, screws, wrenches, bolts and mixing bowls.

You need to demonstrate the proper use and manner of holding and activating these simple tools, as well as the necessary safety pre-cautions. Some children become quite adept at sawing and nailing together pieces of wood into various configurations at this early age. Start with softwood or balsa, small tools and dull children's toy saws.

- e. Demonstration and repetitiveness. These are the best ways to encourage your child how to properly color, paint, cut up pieces of paper and use tools. Demonstrate and repeat as necessary, until your child grasps the principals involved.

- f. Ask for solutions. This is a very important concept for you to understand at this period in your child's life. When your child asks questions about problem situations or needed information, do not be so ready to give an answer. Take the time to stop and think! Ask your child what is the child's solution to the problem. You may find that what your child wants to know is entirely different than the original question asked. By exploring through questioning, you will greatly assist your child to think properly.

When you know there is a source from which your child can gain the information, ask the child to go to the source. Do not give solutions to problems on a silver platter to your child. If your child doesn't follow up, it confirms that no real interest was there. The question was simply an attention getting device.

- g. Messes. At this age your child should clean up his or her own messes. Be prepared to be patient, loving and gentle but very firm. Where is your child permitted to make messes? How long will the messes be allowed to lie around and how much time is your child allowed to clean up a mess? Under no circumstances should you, as a parent, clean up the mess, nor should you restrict your child from creating messes while interested or engaged in doing a project.
- h. Outdoor activities. Once again, you must be prepared for your child to take greater risks. If you, yourself, are the athletic, outdoor type or know of someone who can teach your child sleigh riding, skating, skiing, swimming, playing ball outside, etc., get your child involved. Assist your child in learning and having fun while enjoying the outdoors.

If a parent chooses not to allow a child take these kinds of risks, it restricts a child's growth. As a parent, it is your responsibility to see to it that your child becomes confident and competent enough to get the opportunity to engage in some of these additional physical activities.

Because such risks are herein stated does not relieve you or your child of being responsible for any injuries that might occur. Injuries occur through negligence, pushing a child too far, or more often is the case, accidents just happen.

2. Trips

- a. Take your child everywhere, to the store, the park, museums and movies (where appropriate). This is how your child learns what the world is like. If you restrict your child to the home and constantly leave your child with a baby sitter, your child will not learn responsibility; nor will he or she develop an adventuresome spirit.

When you restrict your child's travel for your convenience, you are restricting your child's development to become competent in the environment. When you and your child are on a trip, you are responsible for your child's behavior. Make certain your child does not unduly interfere with other children or adults, at the same event or location.

- b. When your child is with you, let him or her walk freely, close by; while exploring the supermarket, playground or the park. Let your child feel, touch and when the opportunity arises, taste and smell. If you have the time and patience let your child wander down an aisle. Walk along and see what happens and what your child's interests are. Having earlier established discipline, your child should come along peacefully and enjoy the remainder of the trip with you.
- c. Discipline. Here is where prior discipline and consistency will pay off. What you want, when you are out with your child, in the presence of other people, is to have your child respond as a reasonable human being. If discipline is necessary, it should be very little and swift. Your child needs to understand, he or she has an obligation when in public not to create undue disturbances.
- d. Escalators. When the opportunity presents itself, you should make sure your child knows how to get on and off escalators properly. The same is true of elevators. When you and your child are going on an escalator, it is best to bring the child near the escalator; step on the escalator yourself while holding the child's hand. When you reach the bottom of the escalator, take your child firmly but gently by the hand and walk off. Even if your child slips slightly, you will be able to handle the situation without undue harm.
- e. Do not let your child go ahead of you on the escalator the first couple of times, either getting on or off. It can be dangerous. Your child may be a little frightened, stepping onto or off the escalator.

This type of transportation looks bigger to your child; seems to move much faster, than it does to you. The sooner you take your child on escalators and elevators, the quicker will he or she learn to use them. Your child will become very competent in a very short period of time.

3. Animals and Bugs

It is very important, even at a much earlier age, to be certain that your child does not develop any undue fears of animals and bugs. If you have animals in or around the home, your child learns to be comfortable with animals. Now how about bugs? If you panic every time you see a bug, then your child is likely to develop the same characteristics of fright, by observing your behavior. Let the parent who is most natural around animals and bugs be the one to help explore this world.

- a. Touch. Let your child touch, without hurting, animals and bugs, even such things as ants, June bugs, caterpillars, worms, etc. If your child has learned to do this by the age of two rather than later, she or he will, by now, already, be very comfortable around small animals and bugs.
- b. Always protect animals and bugs from abuse by your child. Make certain your child knows it is very easy to harm these creatures. Your child should learn how to be gentle and kind. Sometimes it is just fun to walk along and observe small bugs crawling on the ground, birds flying, or animals running and playing.
- c. If, at least, one of the parents is at ease around small bugs, spiders, etc, it is better to demonstrate to your child how to capture a bug without harm and carry a small bug outside, such as a moth, spider or an ant, rather than kill the little creature.
- d. This task can be accomplished easily by placing a small jar or glass over the bug, slipping a piece of stiff paper, slowly, so as not to hurt the bug, under the glass. This safely encases the bug. Turn the container right side up, while maintaining the cover in place. Carry the container outside and release the bug unharmed out-of-doors.

Don't panic by swatting it with a fly swatter or poisoning it. In this way your child will learn to appreciate the other creatures in this world,

4. Laugh With--Never At--And Always In Love.

A lot of funny things will happen as you watch your child grow. Don't become upset. Try looking at the humorous side when your child becomes covered with snow and mud, rips his or her clothes, walks or falls down in a funny fashion, or attempts an adult task.

When you laugh, make sure that you laugh with your child and not at your child. If you laugh with your child, in love, usually your child will grow up with a good sense of humor and high self-esteem.

5. Discipline, Laugh on the Inside.

Understand that as your child becomes very active, your child begins to develop into a very intelligent human being. There will be many occasions when you will simply have to apply discipline; preferably by stating that your child can or cannot do certain things as circumstances arise.

Keep in mind that you are applying discipline for the benefit of your child, rather than for your own comfort and convenience. In this way, your child will become a responsible member of society, but not unduly disciplined.

One of the most difficult things to do is to recognize the fun, enjoyment and laughter in certain situations; you need to laugh on the inside when necessary and still calmly apply discipline because it is good for your child. Explain to your child why such discipline is necessary.

Remember, by discipline is not meant striking your child. Your child should be intelligent enough to understand when you are upset about a situation. Your child should learn what is expected of him or her in order to minimize the confusion or harm that may occur if playfulness turns into mischief. Some examples are:

- a. Water fights between children.
- b. Excessive tree climbing with a number of children in the same area where accidents could occur because the children are not taking the task seriously enough.

Picking flowers in the neighbors' gardens because your child wants to bring flowers home to you. The flower picking gets out of hand. Your child could destroy the flowers. Bringing flowers to you is no longer important. Destroying a neighbor's flowerbed is.

- c. Rlaying in the parents' car. What you can do to restrict this play depends on your own circumstances and where the car is parked. If your child exceeds the boundaries when playing in your car, the child should simply not be allowed to do so any longer.

When applying discipline for any incidences such as these (as well as a multitude of others) always inform your child what the boundaries of the activities are, what you will permit, what you will not permit and what choices your child has when you apply discipline.

6. Cleaning Up

Cleaning up is always a chore for a small child. There are a number of simple things that you as a parent can do to help your child to learn to be reasonably tidy and responsible. First of all, a child by this age should be responsible for cleaning his or her room, including attempting to make the bed and picking up clothes. You can help in the following manner:

- a. Show your child how to hang up clothes and where old papers and trash should be deposited.
- b. Help your child when you go to the child's room in the morning. Talk pleasantly and demonstrate how to pick up and rearrange things.
- c. Praise your child by saying how clean and tidy the room looks. Comment positively when things are picked up and put away.
- d. Demonstrate by picking up, hanging up and storing your own things properly. Your child will learn by observation. It is very difficult to get a child to be reasonably neat and tidy if you, as a parent, do just the opposite.
- e. Design for convenience. Hangers should either be long-necked or the closet pole needs to be much lower so that your child can easily hang up clothes. Make sure that dresser drawers are low enough and that the pulls for the drawers are of the right type to make it easier for your child to clean up.

Be careful at this stage not to make your child too neat and clean. Use your own good judgment as to just how well you expect a job to be done.

Sometimes, if your child makes a mess in the room, it is all right to leave the mess, so long as your child has to live with it and no one else cleans

up the mess. This insures the privacy of your child's room. You need only discipline and interfere when your child makes such a mess other than in his or her own room.

7. Basic Education

When your child is old enough to converse with you in simple sentences, your child may become interested in a variety of mechanical objects.

This is the time for **Simple Explanations** about almost anything. During this period, your child will become very interested in the mechanics of the world, such as lights, doorbells, automobile horns, etc. When your child is particularly interested in one or more of these electrical and/or mechanical devices take the time to give a small, brief explanation of how the system works.

When you have any real knowledge of the mechanics or electrical principles of the system, be sure and follow up with a more detailed explanation, if your child continues to demonstrate interest.

When your child becomes interested in a light switch, don't reprimand your child for turning the light on and off. Demonstrate that when the switch is on, the light goes on and when the switch is off, the light goes off. Possibly introduce very briefly the words electricity, current and power into the conversation. If you know more about the subject, you might demonstrate the principle with some wires and a battery and a light bulb or a flashlight.

If you are mechanically inclined and the doorbell fascinates your child, be sure to demonstrate how pressing the doorbell activates the chimes. Take the cover off the chimes. Sometimes, you can trace the wiring from the doorbell to a small transformer and backup to the chimes. Show the child how the electric current passing around a metal cylinder creates a magnetic force that allows the cylinder to be propelled against the chime.

If your child is interested in sewing and you understand the principles of the sewing machine, give a brief demonstration. Warn your child not to use this equipment or any similar pieces of equipment until learning the proper use and precautions for these various types of mechanical and electrical devices. Be sure not to bore your child with complicated explanations. If you are not competent, don't make up reasons why these things work. Find someone, family or friend to explain, briefly, how such devices operate and for what purposes.

- a. If you are competent in explaining simple geometric forms, begin very briefly to explain the difference between a circle and a square, or a square and rectangle or a triangle. Your child will begin to see a very physical relationship between different objects and shapes. Point out how various objects correspond to the kinds of shapes your child will be interested in drawing. A wall is usually a rectangle. The top or bottom of a drinking glass is usually a circle and so forth. Some children become interested before the age of two, let alone by the time they reach three or four.

Hopefully you have introduced some of these basic concepts during the previously written about, possible, imprinting stage; depending upon your child's interest and level of learning ability.

Once these basic configurations are understood, you can introduce, preferably on a blackboard, more geometric concepts such as two points determine a line, two lines represent a plane, etc. Then, of course, there are the more advanced 3-Dimensional configurations.

- b. Words and story books. It's very important that your child becomes interested in reading and learning complete sentences and is able to converse with you in an intelligent manner. Earlier, you were encouraged to read out loud to your small child. Now is the time to take advantage of your original effort. You can ask your child to begin to read to you. Check to see if your child is just memorizing the words, or actually reading. Start with very simple word and picture storybooks.

One way to interest your child in words is to pick a different **simple** word each day, or let your child pick one from a dictionary. Write the word on a piece of paper or a blackboard. Have your child draw a picture describing the word read from the dictionary description. Keep the words simple. It might be fun to just flip through the pages of a dictionary and pick out randomly some word that is not too difficult and is easily explained.

- c. Library. Introduce your child to the library, if you have not already done so as mentioned in the last volume. Show your child where the children's books are. Select a book or let your child select a book. Find a place to sit in the library and thumb through the book. Your child should return the book to its proper place.

interest, you can go, on Saturday mornings, when most libraries have programs for children. Encourage your child to take out a library card. Do not let your child take out a number of books until learning to take one book home, finish the book, return it on time and get another book.

- d. Musical instruments. If you play a musical instrument yourself or have friends who play musical instruments, let your child learn from the person playing how the musical instrument operates. Carefully permit your child to try the instrument out. If you know how to read music, you might very simply play a note or two. If your child's interest grows, very simply explain the meaning of the scales.

Unless your child is some type of prodigy, music teachers normally suggest that a child should not seriously take up playing an instrument until eight or nine years of age. Of course, if your child shows a high degree of interest and capability in this area, then by all means assist your child to pursue his or her musical talents, even at a very early age. Be very careful that it is not done to the exclusion of developing a well-rounded human being or to satisfy your own ambitions.

- e. Encourage making simple decisions and choices. Let your child make more and more decisions. When you feel restrictions on your child's decisions are necessary, give several choices, so that your child still basically makes the individual decision and choice. Let your child select daytime clothes and shoes.

Don't become discouraged or upset if your child picks out wild colors and inappropriate attire, so long as your child is comfortable and you are not totally embarrassed by the costume. It is more important to let your child make a decision and learn from experience, than for you to choose the proper attire.

8. Food

Most children are finicky about food. Introduce your child to a simple choice of foods. If you introduce a variety of healthy foods in small quantities, your child can choose which type of food he or she prefers. Remember never force a child to eat, although you can certainly put restrictions on what a child can eat between meals.

Nutrition is one of the most important factors in the intellectual, emotional and physical development of your child. Breakfast is the most important meal of the day.

If your child does not eat a sufficient amount of breakfast, lunch or dinner, even under modern nutritional recommendations, it is not necessarily important that the child eat three big meals a day.

What is important is to eat good quality, nutritional food spaced throughout a five-day period. Limit or eliminate such things as refined sugar, soda pop, and other foods which are unsatisfactory to long term good health, such as pies, cakes, candy, high content fatty foods, etc. It is preferable if these types of foods are not even available in your home. Milk is not necessarily a good idea after two years of age.

Encourage your child to drink water and pure fruit juices. Vegetables, fruits and whole grain products should be the main diet staples.

9. Television

Television is not recommended for children at any age. As previously mentioned, there is a great deal of subconscious irritation to children as well as to adults, from watching television. This could be due to the fact that television pictures are created by millions of alternating colored dots.

If your child watches television, at least restrict this privilege to no more than a half-hour and later on, an hour of television watching a day. Let your child make a choice of which programs to be seen. It is preferable to avoid television programs, including cartoons that are of a sexual nature or those containing offensive language and violence.

10. Numbers, the Alphabet and Phonetics

When your child is three or four years old, it is time to develop a firm basis of mathematics and an understanding of our language, in order to progress at a very rapid learning rate.

- a. Games. Sometimes it is very easy to teach a child counting and the use of money by introducing numbers and objects to your child in the form of simple games. As an example, children love pennies. You can show how the numbering system works by the use of pennies. Since ten pennies obviously equal a dime, let your child make five piles of two pennies and then two piles of five pennies, showing that either set is still ten cents and is equivalent to a dime.

Let your child use the money to purchase something that he or she likes at the grocery store. See if your child can pay for the purchases. Have your

child count out the small change required and even take into account the tax and explain how the government takes taxes. As an alternative, you can teach your child how to save and perhaps, purchase books with the money.

Children can be introduced to fractions by letting them divide up among other children and family such things as helpings of Jell-O out of the bowl, or pieces of pie out of a pie plate, apple slices, or cutting up pieces of toast in various halves and quarters.

- b. Songs, letters, tracings, associations, cards. Between the three and four year old stage, the child ought to learn favorite, simple, family songs. Some children are particularly adept at mimicry or memorization and enjoy entertaining the family with songs, that can eventually become quite complex.

The letters of the alphabet should have already been introduced to your child by using alphabet blocks. Do keep in mind, as discussed in an early volume, that sounds are more important than actual memorization of the alphabet. Do get books depicting the alphabet. Your child can trace the letters on pieces of paper and on the blackboard. Introduce small segments of the alphabet slowly. Point out, in writing your child's name, demonstrating how these letters mean something.

There are ways to accomplish familiarity with the **ABC's** when your child is working with the alphabet. Ask your child to find letters on canned goods, packages, menus and magazines. You will see that your child enjoys this simple game at mealtime or while waiting in a doctor's office or other appointment.

In conversations, word associations are very good mental games to play with your young child, in order to find out just how good an understanding of the language your child really has. Think in such terms as the names of colors associated with the choice of crayons, or what is a vegetable as opposed to what is a fruit.

With a little imagination you can come up with other meaningful word associations to be certain that your child understands the language. Often, a child can sound very intelligent or have an excellent vocabulary and understand absolutely nothing of the thought processes that you believe the child has mastered based on the level of the child's language skills.

Introduce your child to playing card games in order to establish an association between rank, color, and the numbers on the cards. Begin by

letting your child play such simple card games as "War", "Slap-Jack" and "Old Maid." Later, he or she can learn to play the more standard games of Rummy, etc.

Phonetics is the key to most languages. Investigate the best home educational programs, books and manuals, which begin very simply but progress in an orderly level of increasing difficulty. Set up some encouraging reward system of progress as each step in the learning process is completed, i.e. stickers, going shopping, to the movies, visits to the library etc. Sometime, usually between three and five years of age, you should engage your child in this activity.

The initial phases of phonetics learning may go very slowly. As time passes, the rate of accelerated reading capability will astound you. At first your child may be reluctant to sit and go through the lesson. Once initial success is achieved with commensurate reward, your child will also experience great pleasure and satisfaction upon learning to read!

11. Explain--Explain--Explain

- a. Listen and respond. When your child is talking to you, make sure that you listen to what is being said. Respond and preferably ask a question in return. It's too simple to stand in the kitchen and be doing some kind of work and have your child ramble on while you simply give the child an "mmm hmm," a yes, a no, or a maybe.

In reality you never heard what your child said. Break this habit by really listening and ask a question about what your child said.

- b. Asking a question means you require feedback. That means that your child will expect you to ask an intelligent question showing that your interest in what was being said is very high.

You in turn should expect your child's mind to be developing so that he or she can respond in turn to your question. This gives you the opportunity to find out whether or not you and your child are both speaking about the same thing. Perhaps your child is just excessively looking for attention.

Speak in an adult language. Talk to your child in an intelligent manner. Keep it simple and straightforward. Your child's mind develops much better if you learn to speak in a simple, concise fashion.

Your child will then understand what you are saying. You will also learn to explain things more simply.

Your child will have a better chance of learning, if you avoid using complex, misleading language which not only is confusing, but shows that you do not really know or understand the kind of information which you are attempting to pass on to your child.

Be careful if you find your child talking in broken sentences and rambling on about nothing. There are several factors involved that may be more important than the actual conversation. Your child may be bored, may not have enough attention from you, may be becoming spoiled or may not be developing a good mental pattern in forming simple sentences.

This is why you need to pay attention and need to ask questions. Determine if your child understands the meaning of simple words and sentences. By all means, practice patience and self-control. If your child is very slow, hesitant or drawn-out in speaking, do not rush your child.

Often, the problem, faltering speech, is only an indication that your child's mind may be processing information faster than your child can speak or find the right words to express his or herself. Give your child all the time required to slowly form a sentence. As your child develops the ability to converse with you, your child will speed up his or her conversation.

To better understand the difference between language and intelligence read the book, "Why children fail" by Tim Holt. Possibly, out of print but some libraries will have it.

12. Embarrassing Moments

There are always embarrassing moments. Obviously all of them can't be covered. Here are some examples of what happens and how you might handle these situations. You can apply these kinds of suggestions to almost any embarrassing moment, whether it is around the home, out in public or a friend's house.

- a. Bathrooms. It must date back to our Puritanism, but there is an enormous hang-up with many Western families about a parent letting a child see the parent in the bathroom when the parent is undressed or sitting on the toilet.

The more natural you can become about these things, the more developed, well rounded and natural your child will become. If you are engaged in private activities in the bathroom and a young child bursts in on you, try to maintain your composure. Act as though there is no embarrassment on your part. Listen to what your child has to say. You will have to deal with nudity within your own family in a way which best fits your background, your level of intelligence and the kind of family environment which you wish to maintain.

- b. Shouting out loud. Small children often come in excited, interrupting your phone conversation. Your child simply cuts loose with an enormous volume of words at a very high level. Try not to react in a violent or upsetting manner. If you are on the phone, simply ask the person on the phone to wait a minute. Place your hand over the phone. Ask your child to come over and give your child a few seconds to calm down. Advise your child that as soon as the phone call is over, you will listen to what is so important.

Calm your child and avoid over reacting. Your child will eventually learn that when you are on the phone, he or she needs to calm down and wait until you are through with your conversation. The same is true if you have a group of friends over and your child bursts into the room. One way to solve this problem is to introduce your child to your guests. In this manner, your child will begin to understand the obligations of being accepted by a group of adults and will learn to behave differently when company is being entertained.

- c. Addressing adults. Children have the habit of telling the truth and saying just what is on their minds. This can be very embarrassing. Your child automatically says things that embarrass you. In private, explain to your child the problem adults have in accepting this attitude on the part of children.
- d. When your child does this, try and nonchalantly excuse yourself, take your child out of the room. Briefly explain and impress upon your child how embarrassing the situation might be for others. Good manners are an essential part of social interaction.

Try to give an example of how your child could be embarrassed in a similar way. There is no substitute for concrete examples to which your child can relate in order to learn the proper attitude and respect for the feelings of adults and other children.

13. Logic and Explanations

- a. If you don't know the answer to your child's question, find someone who does. Don't let too much time elapse before your child receives an explanation. If your child is capable of pursuing the answer alone, just point your child in the right direction.

If you don't know the answer or you don't know how to explore the problem with your child, admit that you don't know. Provide your child with alternatives, going to the library, buying a book or seeing a friend. Follow up to see if your child's interest was high enough to actually pursue the matter.

- b. Find out the same day. The quicker you suggest follow up, the less likely your child will bother you with frivolous questions. Before long your child will learn to only really ask you about things in which he or she is truly interested.
- c. Keep your logic and your explanations simple. This is the most difficult thing to do. You must put yourself in your child's place. Ask yourself, if you were a child, what kind of an explanation would you expect?
- d. Use objects and stories. One way to help is to draw your child a picture. Use objects to explain a problem or tell a story that assists your child in finding the solution to a problem.

By using words, pictures and objects, your child gets a much more physical relationship between the verbal world explanations and the physical world.

If your child asks why things fall downward, you don't need to go into a long explanation of gravity. Stand on a ladder or a chair and drop two objects. Your child sees that two objects of different sizes and weights hit the floor at the same time. Do not use comparisons like feathers and a hammer because of air resistance.

Place small objects in a bucket. Whirl the bucket around in Ferris wheel fashion fast enough to maintain the objects in the bucket. When the bucket slows down, the objects drop out of the bucket. Similarly, that is why objects dropped from a ladder or thrown in the air fall to earth because the earth is spinning around and pulling objects back towards its center. Spinning a small earth globe around can add to the demonstration.

You do not need to go into scientific explanations. Your child soon learns to relate certain types of questions to certain phenomena. If your child's interest in such phenomena is high, your child will try his or her own experiments.

Supplement your child's interest with educational books and games. When your child asks a question, give a good, reasonably simple answer depending upon the amount of information you believe your child can absorb.

If a child asks about electricity, don't put your child off by stating it's too complex. Give a very simple explanation or put your child in touch with somebody who can give a simple explanation.

If your child asks about babies, don't talk about storks or say that your child is too young. Be brief in your explanation about babies, where they come from and how they are born. Better yet, let your child see small animals being born.

When you get an answer from your child which is obviously incorrect and discern that your child doesn't have a clue as to the correct answer, help your child to say three of the most difficult words in the English language "I don't know?"

Sometimes you will be given a correct answer, particularly in math. You need to know if your child has either guessed correctly or has memorized the answer. Ask how your child arrived at the answer. Much will be revealed by this exercise.

14. Adult Anger

- a. As a parent you have a right to be angry. Your child should see when you are justifiably angry. Yet you have a responsibility not to discipline out of the anger.
- b. After your anger has subsided, be certain that you explain why you were angry. Don't apologize for being angry. Simply let your child know that if such an occurrence happens again, you will probably be angry again. You won't give an explanation the second time!

Your child will learn from the way you respond in anger. You, in turn, may learn that certain things shouldn't anger you at all. In other things,

you should become angry, if not for your own benefit, for the benefit of your child.

15. Your Child's Pain

Fighting - Comfort, explain, judge danger and change thoughts. If you have an intelligent, physically active, healthy child and have taught him or her to be self-reliant and active, you will occasionally find him or her fighting with friends or becoming injured in some playful indoor or outdoor activity. Your child should always receive a reasonable amount of comfort when injured. As a parent, one of your duties is to make certain that your child learns to live with a reasonable amount of pain.

There are several ways of helping your child to do this so that he or she can live and grow in the world without an undue amount of fear of pain or hurt. First of all, when your child is hurt, as quickly as possible, find out how serious the injury is by observation. Of course, if the injury requires stitches or is a sprain or broken bone, make sure that you go to your physician or the emergency room at the hospital as quickly as possible.

Normally, most injuries look much worse than they really are; such as scratches or cuts with a little bleeding or sting bites of insects. Your child will only be frightened if you are frightened or if he or she hasn't yet learned how to deal with small injuries and minor discomforts.

Once you have made the judgment that the injury is not severe, explain how to be a little more careful or how the accident might have been avoided, altogether. The real key, to finding out how serious the injury might be, is to get your child's mind off the injury. You do this by changing your child's thought pattern in one of several ways.

- Ask a simple question that will excite interest, such as, "Dad and I were thinking of going shopping tonight. Would you like to go?" If the injury is slight and your child likes going with you, chances are the crying will stop long enough to answer your question.
- You will find that the injury is more psychological than physical and you can point this out to your child.
- Hurry to a nearby window or outside doorway and sight an imaginary rabbit or pink elephant, etc. Show excitement and tell your child to hurry up and see what is going on in the yard.
- Briefly explain how you are going to take his or her mind off the injury by letting your child create a small, mild hurt in another part of the anatomy. This is done very simply.

Strangely enough, this is fascinating to children because they soon realize that they can't concentrate on two hurts at the same time. For the moment, the back of the hand will sting more than the frightening looking scratch on the knee.

Minor techniques of pain transference for simple hurts can be done by slapping the back of hand or hitting the top of the head with their knuckles or some annoying but non-injurious activity, taking your child's mind off of the real, small hurt.

For instance, if your child has a scratch on the knee and is crying, have your child hit the back of his or her hand with the opposite hand fairly hard. Your child will immediately begin thinking about the back of the hand rather than the hurt on the knee.

You and your child will immediately see that he or she cannot concentrate on an injury while attempting the solution to a simple mathematical problem.

Your child realizes that the injury and the minor pain caused are not serious and will soon forget it. Sometimes your child will even forget why he or she came in crying in the first place.

16. Intellectual problems.

One of the best ways to get children to take their minds off of a minor injury, or even a fairly serious hurt, is by presenting simple mathematical problems in addition, subtraction, multiplication, etc.

Depending upon what level your child has reached, you can ask very quickly what is $2 + 2$ or you can ask what is $27 + 13$ or you can ask what are 4 rows of 3.

By teaching your child some of these simple diversions your child may even become curious as to the workings of the mind. As he or she grows older, your child may discover many other ways to ignore minor real or imagined discomforts, both of a mental and physical nature.

17. Possessiveness

At this age, your child is very single-minded; intent on his or her own personality. This stage appears to be one of selfishness and possessiveness.

18. Dressing

By the age of four, your child should be completely dressing his or herself except for the possibility of tying shoes. She or he should be able to get out of, take off and put on their own clothes.

19. Learning Foreign Languages

The earlier the better, if you think your child will like foreign languages or if one of the family members speaks a foreign language, now is the time to learn it, if you haven't already started. Foreign languages are much easier to learn at a very early age, rather than waiting until school.

If you are good at a foreign language or someone in the family is, by all means carry on a simple conversation at your child's level in the foreign language. Your child will be able to pick it up while learning English. The same applies for reading and storytelling.

20. Poems and Ditties

By this time, your child should have a fairly good-sized vocabulary. If your child is interested in poetry or rhymes, your child can learn to memorize them and possibly even originate new ones. This depends on your own interest and that of your child. See if your child follows up and asks to learn more.

By the age of four, your child is becoming very skillful; demonstrating a high degree of intelligence. He or she will express interest in numerous activities, such as dancing, building with tools, fixing things, or acting out characters in plays.

Assist your child's interest by finding a time and place where your child can pursue such activities.

21. Self-expression

Invite members of the family to view your child's talents in building something special for you or putting on a dance or a small play. Always compliment your child for something well done. Be certain that you are very specific.

For instance, when watching a dance don't simply say, "That's very nice." Be sure to say, "I particularly like the way you used your arms."

If your child has bought or made you a present, find some very distinguishing feature of the gift. If your child is engaged in activities such as picking up trash from the front yard or trying to grow a little flower, particularly comment on that aspect of the work which was done well.

This is very difficult for some children and very easy for others. Your child's interests are growing, increasingly so as he or she approaches school age. Problems will occur over whether or not to take a nap when tired or whether to stay playing with friends; often times your child may become crabby and out-of-sorts.

Normally, a child no longer wants to take a nap by the age of four. You can suggest taking a short nap during a particular early part of the afternoon or you might provide a choice of going to bed at an earlier hour in the evening. For instance, you might say, "What would you prefer to do, take a nap at two this afternoon for half an hour and then go to bed at nine o'clock tonight or would you prefer to skip your nap and go to bed at eight o'clock tonight."

If you prefer that your child takes a nap, then be sure to point out some of the advantages of staying up a little later in the evening. One such advantage is for your child to spend more time with the family.

It is not advisable to have children stay up late; even in the summertime. Most active children need a great deal of rest. You should maintain a fairly consistent schedule. Your child should get up at the same time each day, nap at the same time each day and go to bed at night around the same time.

22. Naps or Early Bed

Sometimes, children find it difficult to go to sleep. The best way to handle this is to allow your child to go to bed and leave on the light. Allow your child to perform some enjoyable task in their room, such as listening to **soft, soothing** music, reading, or looking at a story book.

Make sure that your child is properly prepared for bed and is in bed at the time he or she is performing any relaxing activity. You will find that as your child becomes more relaxed and tired, he or she will simply fall off to sleep.

Incidentally, don't demand that the light be turned out if your child is afraid of the dark. Simply leave on the light. **Don't comment** about

whether or not you think your child is afraid of the dark. Many children prefer the security of a light in their room. Later when older, let your child make the decision as to whether or not the light will be turned off.

You can gradually get your child to accept leaving the door open, turning out the light in the room and turning on the hall light. Often, children get up during the night to go to the bathroom. It is always better to have on a light, so your child does not become afraid. Your child can then see his or her way to the bathroom, or in case of a bad dream, can easily find the way to your bedroom. Each child is precious; learns in different ways and has different interests.

What is important is that each child is provided the opportunity to grow in Essence through a high level of exposure to processes that contribute to the child's development in becoming an individual creation. A creation, who is responsible, intelligent and compassionate, with a real sense of self-worth and independent decision making capability.

II. SUMMARY

The next and last volume, in **BOOK VI.**, has to do with the prekindergarten stage from four to five years of age. If your child has been allowed the freedom of choice and self-expression under reasonable rules of discipline, this last year before kindergarten will be the most exciting year you spend with your child. You will understand how intelligent and competent your child is and how fast he or she can grow during this year, prior to entering the school system.

Next:

BOOK VI.

Vol. 11

THE FABULOUS FOUR AND FIVE YEAR OLDS

Babies grow into small children and small children grow to school age, all too quickly. Then they are off to one school system or another. All your past four years of dedication in assisting your child's Essence to develop along the five paths of progress, culminate as your child grows to five years of age. What a marvelous creation has resulted from such efforts.

The **FIRST** Spiritual Illumination
BOOK VI
VOL. 11
THE FABULOUS FOUR AND FIVE YEAR OLDS



JIMARIAN BIBLE

By jimar

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FORWARD

As was previously mentioned but cannot be repeated enough times, different societies with different cultural backgrounds, existence conditions and economical resources may provide other examples than herein presented to achieve balance along the five paths of progress. However, such solutions need to achieve essentially the same results.

If and when the time comes that the majority of human beings develop their Essences and achieve some reasonable level of singularly integrated true personalities, an entirely new, much more advanced approach to practicing the **ART of PARENTAL LOVE** will undoubtedly replace some or most of **BOOK VI**.

Parents could modify and change their approaches to putting into practice the **ART of PARENTAL LOVE** other than those delineated throughout **BOOK VI**; if and only if, they truly understand the long range needs of their children and how to balance genetic and environmentally induced characteristics.

I. FOUR THROUGH FIVE YEARS OF AGE

Your child has been accomplishing great things in the first four years of life. You have learned your child is very intelligent, and agile. Between the time your child is born and five or six, 85% to 95% of his or her entire emotional and intellectual thought processes will have been formed.

Except through extreme, traumatic experiences, little will be added or subtracted in your child's lifetime to change the way your child thinks and reacts. Your child will accumulate knowledge, information, habits and experience, good and bad, true and false, over his or her life span.

As was explained earlier, knowledge and experience should not be confused with intellectual and emotional thinking processes. Keep in mind that what you are learning is not intended to turn your child into some kind of one-dimensional prodigy. You are responsible for your interactions with your child to assist equal development along the five paths of progress.

The intent is to allow your child's Essence to grow while he or she develops a singular, true personality; a child who is kind, responsible, emotionally stable and highly intelligent; acquiring the ability to think. Here is how you can demonstrate your parental love for your child during his or her fifth year of development.

1. Remembrances

As has been discussed in earlier volumes, you must assign your child responsibility, trust your child, and carry within you a big sense of humor regarding the many challenges and difficulties which your child will face in the coming years. Some of the things you have learned about your child will enhance your love, and should often be recalled to mind:

- How you felt the very first time you held your baby in your arms.
- The first time your child sat up.
- The time your child took a silly little fall and his or her first steps.
- Occurrences when you observed your child with great affection.
- The times when your child's agility surprised you.
- Time when your child accepted responsibility at an early age.
- Specific achievements of your child.

I keep in mind one of our son's memorable moments. At about the age of three, he accepted the task of getting up every morning to go outside and get the newspaper from the mailbox. My wife and I got great pleasure through observing his effort. The responsibility was assigned by accident; one early morning, he asked if he could go out and get the newspaper.

I remember how often my wife and I ran to the window and watched the little guy in long pajamas as he went out the front door. He went down the driveway in good weather and bad, toddled out and stood on his tiptoes, got the newspaper, brought it back into the house, up the steps, sat there and looked over the pictures and then gave the newspaper to us. Later, as that same child grew up, he became an avid reader; and most often would be up earliest in the morning

Recalling such loving details throughout the years, creates great affection between parent and child, as was the case with all our children. Particularly in times of stressful family situations, warm remembrances can reenforce the bonds of love between parent and child.

As your child progresses from the end of the fourth year into that of the fifth year, you will find your child's learning rate is greatly accelerating and the ability to accept challenges and to grow independent of you is becoming very strong.

There are many ways in which you can assist and enjoy your child's efforts. You will readily observe how your child steps out on his or her own, as intellectual curiosity and an adventurous spirit grab hold.

2. Self-esteem.

It is most important to maintain an image of self-esteem for your child. Be very direct and specific in the responsibilities you assign, such as small work chores that should be performed. Do not over burden your child with these chores. Do be sure, as part of the family, your child now has responsibilities, as does everyone else in your household.

3. Freedom, Not License

The definition of freedom is completely misunderstood by each new generation of children as well as adults. Remember, and teach your child, freedom means ultimate responsibility for yourself and responsibility to the rest of the human race as well as to members of your own family.

Instill a natural love in your child for real freedom. Yet, be strong enough to be firm in your insistence on good behavior, so as not to allow your child license to do those things which will later on be detrimental to your child's acceptance of responsibility or which will unnecessarily interfere with anyone else's freedom.

4. Parental Honesty

Your child is now old enough to understand that you are not perfect. However, your child should know that you are dependable. If you have really been honest with your child when you did not know the answer to a question or solution to a problem simply say, "I don't know."

Be willing to find someone who can help your child. If you and your spouse argue (not fight), argue in front of your child. Your child must learn there are differences of opinion in the world and marriages have difficulties.

Now is the time of rapid growth in the physical, as well as the mental achievements of your child. Whatever your child's interest: baseball, football, tumbling, wandering in the woods, roaming about the house, exploring old buildings, making things with their hands or with tools, take the time to explain to your child some of the things to be careful about in any of these activities.

Make certain that their tumbling capabilities are adequate enough should they engage in any sports activities with other children. Warn them of the kind of dangers they will find in the woods or in walking on the streets and how to be careful of traffic.

Expand their boundaries considerably at this age, based on your own knowledge of your child. Make certain your child understands his or her additional responsibilities, now that your child is gaining more and more degrees of freedom.

5. Mental Growth and Activity

Your child has a great capacity for learning very much enhanced depending on the manner in which you present challenges to your child. Such as, more exercises in mathematics, reading, learning the alphabet, and counting. You may have begun these challenges at earlier ages, depending upon how well you know your child's comprehension ability and what is his or her level of interest.

6. Not Answers--Ask For Solutions

Assist, but be careful. When your child asks a question, don't be too quick to give an answer. If the question concerns problem solving, ask your child for a solution. If the question is only for additional information, ask your child where he or she thinks the answer to the question might be found.

In any case, first ask questions of your child to find out the depth of knowledge regarding the subject matter, even if you think that you understand clearly what your child is asking.

Such situations can probably be best explained by paraphrasing a quotation that, at the time, my ten year-old son presented to me, on a bronze plaque. The quotation went something like this:

"I know that you think you know what you believe I said, but I am not certain you understand that what you heard is not at all what I meant."

Asking your child for solutions gives your child an opportunity to participate in one of the great joys of life. The joy of exploring her or his own mind searching for answers to questions for which there may or may not be any suitable solutions.

When you simply supply an answer to a problem for a child, you are doing no more than pandering to your child's want of attention and have robbed your child of the use of his or her mind. You have also missed an opportunity to explore your child's mind and find out the depth of his or her understanding.

7. Simple Math

Some children who have mathematics teachers, scientists or engineers for parents may be considerably more advanced than are other children. However, there are fundamental concepts that every child should understand by the age of five.

These simple fundamentals (which can be taught by any parent who can read and write) will create a foundation upon which your child can develop logical approaches to problem solving and establish a basis for learning higher mathematics.

Hopefully, by now, your child knows how to count to one hundred and fully understands that the English names one, two, etc. represent an amount of objects.

There is a very important and yet, not very well understood difference between the words one, two, three, etc. and the numbers 1, 2, 3, etc. depend upon the numerical base of the particular mathematical system in which those numbers (symbols) such as, 10, 20, 110, etc.) are being used.

The only time that all the **words** ten, twenty, one hundred and ten, etc. **are the same as the numbers**, is in the decimal system (base 10). Remember that mathematics is a precise language. Numbers are not always what they seem.

The number 10 in the decimal system (base 10) represents ten objects while the number 10 in the binary system (base 2) represents only two objects, whereas the number 10 in the octagonal system (base 8) represents only eight objects.

You need to create some games that will challenge your child's imagination while stimulating the learning process. It's best to start out with things like small blocks, toy cars, dolls, pencils, apples, or oranges. Assist your child in understanding that it is not the name for an object that is called a "one". It is the amount of the object that your child sees, such as one apple, one orange, one pencil, one car, or one doll.

By combining two objects, such as an apple and a car, you assist your child in understanding that two represents the number of objects; even when the objects themselves do not have the same appearance. This distinction represents the initial difference between arithmetical and mathematical understanding.

By the age of four or five, it is interesting for your child, as well as yourself, to understand that normally you can discern five objects by glancing at them. You cannot discern more than five objects by casual observation. More objects must be counted to make certain of the quantity or the objects must be separated into smaller, more easily recognized groups. This is an interesting phenomenon to explore with your child.

One way to do this is to set several objects out and have your child close his or her eyes. Ask your child to quickly glance and tell you how many objects there are. You will find that your child can instantaneously recognize up to five objects in a group. If the quantity in any group exceeds five, he or she must pause and begin to separate the objects into smaller groups or count to make certain of the correct number of objects.

Hopefully, you have previously provided your child with flat objects shaped like rectangles, squares and triangles and have progressed to solid objects such as cylinders and spheres in the shape of blocks and balls. Your child should be able to distinguish between these shapes and give them their proper names and understand the basic geometric differences between them.

Ask your child to describe some difference between a rectangle and a triangle. One obvious answer should be that a rectangle has four sides and a triangle has only three sides. Perhaps your child, by observation, can describe other differences. If your child has not already done so, make sure that you acquire the right objects. Gain your child's interest long enough for him or her to learn the difference between a square and a rectangle, a circle and a triangle, and a cube and a sphere, and a sphere and a cylinder.

Your child should understand that the shape of a cube is similar to that of a room and a rectangle looks something like the carpet and a sphere resembles the earth. This is how your child begins to acquire an understanding of the physical relationship between numbers and shapes of things and objects in the real world. When your child becomes capable of counting from one to hundred and discerning different types of objects, it is good to get your child to begin to sort a large number of objects into separate smaller groupings.

Present your child with twenty pennies, ask your child to make ten groups of two pennies each or two groups of ten pennies each or five groups of four pennies each or four groups of five pennies each. You can play this kind of game, either in larger amounts or smaller amounts.

See how quickly your child can demonstrate a real understanding of separating a large number of objects into smaller groups. and then the child should learn to understand that two groups of three objects is the same as three groups of two objects; either combination of which total the same number of six objects.

There is another very good and challenging game you can play with your young child after dinner or at other times when you are relaxed and your child is interested in playing games. This game can be referred to as the **Skip Number-Set game**. State out loud a series of numbers, very simply at first, and ask your child to fill in the blanks. You might say, "Suzy, I am going to count and you give me the next number; 1, 2, 3, 4, 5." Hopefully, Suzy will come up with the number 6.

As you progress, you begin to increase the level of difficulty, such as, "Suzy, I am going to skip several numbers. Please tell me which numbers I have skipped; 1, 3, 5, 7," and hopefully she will say 2, 4, and 6. As you see your child's mind working, also let your child ask you sequences where your child skips numbers and you fill in the missing blanks.

You will be amazed that your child can correctly identify geometric shapes; count up to substantially high numbers and has been able to sort pennies, apples, oranges, or blocks into various groupings. The Skip-Number Set game, itself, can become quite complex.

For instance, (sometimes accomplished before your child is five years of age), you can present another form of the game. Start with the number 1. Skip nine numbers, add 1, thereby stating only two numbers, one and eleven. Your child may be able to come up with the correct next combination that is 12 and 22.

You can even include reversing direction of the progressions by including the subtraction of numbers such as stating 1, 11 and lastly 6. Your child's correct response would be 7, 17 and 12. Before progressing to such higher game levels you must ascertain three things:

- a. Is your child interested and having fun?
- b. Are you praising your child, as various levels are reached in the game?
- c. Can you recognize whether your child is guessing at the answers or really understanding what he or she is doing?

Such games begin to build in your child's mind an enjoyment and a feeling for numbers, so that your child's thinking pattern is not too far removed from simple algebra, even at the age of five.

When you see that your child has developed a good, solid basis for mathematics, another accomplishment for a child of five, might be to get your child to understand the numbering system (base 10), that we use. The simple fact is that there is a decimal point and every column to the left of the decimal point represents quantities that are ten times the previous column. Numbers in the first column to the left of the decimal point represent from zero to nine objects.

In the second column to the left of the decimal point each number represents zero to nine groups of ten objects. In the 3rd column to the left of the decimal point each number from zero to nine represents groups of one hundred. Most people do not learn or understand the mathematical significance of what has just been described.

One hundred (100) in the decimal system (base 10) actually means there are no groups of one in the first column, no groups of ten in the second column and one group of one hundred objects in the third column!

You may be able to show your child by physical example or with pencil and paper what each column actually represents in real quantitative terms.

Number 1 in the first column represents one thing.
 Number 1 in the 2nd column represents ten things.
 Number 1 in the 3rd column represents one hundred things.

Your child can learn or already knows how to count to one hundred. Counting by tens can be explained in the manner of **two tens** for **twenty**, **three tens** for **three-ty**, etc. It is easier for your child to remember to multiply by the number of tens, than to remember thirty, forty, fifty, etc. all of which sounds difficult to his or her ears and indicates memorization rather than understanding.

Basic fractions can best be taught by cutting up one apple into four pieces or dividing a pie in half, or utilizing various size measuring cups such as 1 cup, 1/2 cup, 1/4 cup, etc. in the actual preparation of food.

8. Basic Geometric Relationships

Your child will be fascinated to learn and watch you explain on the chalkboard what a point is and how many points can you get on a line and the fact that you can connect two points and you get a line. Connect two lines and you get a plane. If you can describe this physically or better yet on a chalkboard, your child will develop an excellent background of geometric relationships.

The difference between understanding and memorization lies in your child's ability to grasp the connection of such exercises to real shapes and objects, while demonstrating the ability to answer, draw or build solutions to problems you state in simple geometric terms.

Be very carefully, not to let your own lack of understanding or fear of mathematics keep you from playing the simple games and exercises throughout this BOOK VI. In fact, you may learn to enjoy the thinking process that takes place in your own mind while assisting to educate your child how to think mathematically.

By now you should understand that you can lovingly, playfully teach you child even though you have only a minimal education in reading, writing, and arithmetic. When your child is an adult, the knowledge and the abilities which he or she in turn can pass on to your grandchildren will probably be several times the amount of instruction and teaching which you are capable of giving to your child.

Therefore, you have contributed to the growth and intelligence of the human race by simply letting your child explore and learn, at an early age, whatever you are capable of teaching.

9. Language

By now, your child ought to be speaking very well and should have been learning to speak ever since the age of eight to fourteen months after birth. Be careful to remember you and your child may be speaking the same language, but may have an entirely different understanding of what the words mean.

Remember that the phonics method is better than any other type of system that has been so far introduced into the educational reading system. There are some simple books on phonics at most major bookstores. It is not only better; phonics is the best and most reliable method.

The English language is particularly difficult and should be explained. Take, for instance, the word "you" and the letter "u" can often be confusing to a child, as is the word "why" and the letter "y". You can think of many other examples in the English language that may require some explanation. **Such as well read, read a book and the color red.**

10. Reading

Let your child read as much as possible. It's already been discussed about going to the library. Make sure your child gets a library card, learns how to read at the library, how to use the card or computer index file and begins to take books home.

If you do not feel comfortable at this level of simple geometry, then you must find someone who is. Otherwise, you must leave it up to the school system or get a tutor for your child. Current school systems are not prepared to educate your child how to think mathematically, but only how to memorize or learn short cuts in arithmetic.

Your child should be responsible for the books, pay any fines if the books are returned late and participate in some of the programs that the library offers for children. Reading is much more preferable to watching television. Reading is much more stimulating for your child's imagination.

Preferably let your child read to you, as often as you read to your child. At times climb into bed with your child with your book or read your child to sleep or let your child read to you.

11. The Alphabet

It would be very good for your child to learn the alphabet before going to kindergarten. This can be done by teaching him or her the alphabet song or by at least exposing your child little by little to several letters in the alphabet and eventually letting your child learn the entire alphabet. From time to time at the dinner table or when you are playing with your child, point to a letter and see if your child can correctly name the letter.

You can also skip letters in the alphabet and see if your child can supply you with the missing letters. You can readily tell if your child thoroughly understands the alphabet if your child can become good enough to recite the alphabet to you backwards. Recall that in earlier volumes, sounds of the letters and sounds of letter combinations were stressed over the actual learning of the alphabet

Here is another demonstration of logic compared to memorization. The number 100 in the decimal system represents 1 group of one hundred objects, while the letter A, alone, or in combination with another letter represents the location of a certain sound in a word.

12. Logic and Word Association

There are many times when you will have to practice patience with your child and also explain to your child that many things done in our society are not necessarily logical. Such occurrences pertain to rules and regulations which you have set down and which you have determined are good for your household.

Undoubtedly, you will be exposed to the problem "Well, when I go down to Suzy's house, her parents let her do such and such. Why can't I do that?" A brief explanation is the best way to deal with this problem. Simply say, "Because we don't operate that way in our house."

"We set the rules for this family. You want to live the way Suzy lives, then you go down and live in Suzy's house." Your child quickly learns, and probably knew beforehand, what the truth of the matter really is.

In such situations you reinforce your child's sense of security within the family unit. Argumentative or not, your child knows you have everything well under control. Don't forget whenever possible, if you don't want your child to do certain things, rather than establish a firm rule; give your child a choice wherein your child will have to make a decision.

13. Trial and error

Your child will learn at a more rapid rate if you let your child make mistakes. Remember, while learning phonetics, reading, and in math, you are not nearly so interested in the exact correct answers, as you are in finding out if your child is applying the correct mental processes.

Allow your child a reasonable amount of freedom. Take your child to the movies, museums and shopping with you. Show your child how and when he or she must respect the rights of others and that your child cannot always be noisy. Certainly in times of excitement and exuberance your child should be allowed to express a considerable amount of joy.

Be sure that your child understands that being quiet and polite are not necessarily restrictions but are simply socially accepted habit patterns for our society. If your child lived in some other society, perhaps those rules and regulations would not be the same.

Your child should be encouraged to help prepare meals. The extent of such help depends upon his or her capabilities. Your child should be allowed to be a big help in setting tables, doing dishes, cleaning house, etc. All of these activities help to build self-confidence in your child. Just make sure that you take at least a few minutes to explain some of the dangers your child might encounter. Always congratulate your child on a job well done. Do not over burden you child with too many such responsibilities.

Hopefully, at some earlier stage, your child was interested in games and puzzles, experiments and building models. By now, your child should be allowed to select his or her games, models, puzzles and even perform small scientific experiments.

You must see that your child progresses in a reasonable manner and that your child always completes the game, the model, puzzle or the experiment, even if the results are unsatisfactory.

The process of completion is a necessary step before your child should be allowed to pursue more of these kinds of activities.

One of the best things you can instill in a child is the importance of finishing everything that he or she starts. The reason for this is that your child learns selectivity, patience and determination. Your child will then learn to become more discerning in what he or she chooses to do later in life. This encourages your child to choose wisely and instills a belief that anything worth beginning should reasonably be expected to be completed.

The lesson learned is not necessarily mastery of the project but learning by trial and error, thus improving one's ability to learn and choose more wisely as experience dictates. Be very careful how you go about **encouraging** your child to complete such projects.

Your child should be perfectly capable of reading and understanding simple blueprints, sewing patterns, gluing, sawing, cutting and hammering. In some cases, depending upon reading ability, small motor muscle control and understanding of instruments, your child can perform small battery experiments and some simple, safe, chemical experiments.

14. Art

It is very important that your child be exposed to music and art and learns to understand and appreciate other people's talents. Invite your child to share time with you in your own hobbies and crafts; thereby more fully learning to appreciate some of the things that you do very well.

Invite your child to share time with you in your hobbies and crafts; thereby more fully learning to appreciate some of the things that you do very well. Take great heed in Plato's commentary about the Arts in **BOOK II**:

Plato was deeply concerned about the license of poets, actors, and the arts in general. "**Moral straying is something the arts are very good at justifying at the expense of the individual's and the community's long term benefit. To speak of the absolute rights of art is nonsense. . .**"

What does Plato's warning to the general public, over 2000 years ago, have to do with five-year-old children interested in the Arts?

Everything!

Find a way to guide your child, if she or he is very interested in pursuing artistic endeavors, so that those endeavors reflect loving and wholesome ideals, not gross or demeaning images in thought, word, action or animation.

BOOK VI. through all of its volumes has been directed at providing the "**KNOWLEDGE**" necessary for each new generation of parents to practice the **ART of PARENTAL LOVE**. In completing this last segment on the fabulous four & five year olds, let's reflect on the definition of **PARENTAL LOVE** and the four conditions of **PARENTAL LOVE**. This can be accomplished by taking the time, before proceeding any further, to review page 16, **Chapter VI.** in **Volume 5 of BOOK VI.**

It's not enough to have a biological urge, a need to be loved, romantically falling in love or socially pressured into bringing a new creation into this world. It is true, that if you practice the **ART of PARENTAL LOVE**, the chances are very good but it is not guaranteed that your life will be enriched many times over. The pages of history are proof that no generation has yet practiced **THE ART of PARENTAL LOVE**.

Are you really prepared to bring a new creation into this world and to fulfill the four conditions necessary to practice:

THE ART of PARENTAL LOVE?

**CARE
RESPECT
RESPONSIBILITY
AND
"KNOWLEDGE"**

II. SUMMARY

This first paragraph is for parents only:

Have you practiced the **ART of PARENTAL LOVE** to the very best of your ability? Your child is one of the great wonders of this universe in which we live. Aren't you overjoyed at what you have accomplished? There will be difficult times, particularly as the world gets its hands on your creation. **The foundation of LOVE you have engendered within your child** cannot be easily replaced in the long run by peers or professional sophists. If you are additionally blessed with grandchildren, what joy is yet to come!

Those of you in pursuit of "**KNOWLEDGE**" but for numerous, very intelligent and emotional reasons have chosen not to be parents; your path to enlightenment carries with it a great responsibility. You need to express in thought, word, action and effort, your total support of parents who are practicing **the ART of PARENTAL LOVE**. As you will learn in **BOOK VII.**, societies need to be constructed so as to enrich the lives of all mankind. You must support only those endeavors and ideals that lead mankind toward the development of such societies.

When Essences are suppressed and false personalities thrive, words speak louder than actions. Males and females alike suffer the same delusions; fostered by appearance and pseudo-intellectual conversation, promoting social practices and behavior requiring the least amount of effort, while holding out promises of great ideals as well as salvation.

This tends to make everyone outwardly feel good but the end results are most often totally without long term merit. The remaining books of the **JIMARIAN BIBLE**, particularly **BOOK VII.**, are intended to completely destroy such illusory, historical, human behavior.

Next:

BOOK VII.

Vol. 1

THE BODY POLITIC

How do we eliminate it or at least contain it?

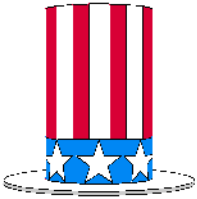
BOOK VII

Vol. 1

THE BODY POLITIC

VOTE

IT'S YOUR RIGHT!



JIMARIAN BIBLE

By jimar

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INTRODUCTION

BOOK VII. is the most controversial Book in THE JIMARIAN BIBLE. Mankind has dug itself a very deep hole in the Universe.

Our institutions are built upon sand, not for lack of ideals but because of mankind's predilection towards indigenous sophistry.

BOOKS VI and BOOK VII begin the process of understanding some of the pragmatic steps that need to be taken in order to develop a society that can prosper while fulfilling each individual's philosophical and spiritual aspirations.

BOOK VII, Vol. 4 only begins to describe some practical approaches to a more equal distribution of wealth while still creating incentives for individuals to prosper based upon effort.

The "KNOWLEDGE" expressed throughout this BOOK VII of the JIMARIAN BIBLE illustrates that all the good intentions in the world, including those of all the great religions and lesser ones, are, as history has shown, only good intentions. Spiritually uplifting ideals that fail to correct the basic practical fallacies in all current and past societies.

The **JIMARIAN BIBLE** raises the spiritual conscience of the human race (that still small voice deep inside each of us). Wherein, each individual determines who they really are and what they really believe, fulfilling Rene Descartes (1596 AD) proposition, "I think therefore I am".

To fully comprehend the entire practical structural requirements for a Just, Spiritually based, Compassionate Society, one needs to STUDY another book, "The LOST SHEPHERDS OF PARADISE". Such a Society would have as it fundamental basis the Spiritual "KNOWLEDGE" revealed throughout the JIMARIAN BIBLE, BOOKS I,II,III, IV, V, VIII, IX & X.

FORWARD

What does Uncle Sam, an average voter, two political parties, the queen of England and a Roman Senator have in common? How do these characters impact upon **THE BODY POLITIC**?

The Roman Empire lasted more or less for 1,000 years. England was the dominant empire for about 400 years and the United States has been the most dominant country in the world for about fifty years.

Rome was ruled at times by emperors and sometimes by strong willed senators and pro-consuls. England was ruled largely by monarchs and as of late, by a Prime Minister responsible to a House of Commons and nominally a House of Lords. Americans elect everyone from the president down to the city council members. The Romans were privileged citizens throughout the known world. The sun never set on the British Empire. Americans are about 5% of the world's population and use over 50% of the world's usefully generated resources and have about 50% of the world's wealth.

What do these three national entities have in common, **raw power and world domination**. The likes of which no other nation can compare. Certainly there were other empires from the Egyptians, Persians, Arabs, Mongols, the Chinese, to the Greeks under Alexander the Great and the Spanish. But the Romans and the English are unsurpassed in history for sustained periods of world domination. America has no equal when it comes to raw, naked power and wealth.

See if you can sit back and **emotionally visualize** the following:

1. **Roman legions warring at the gates of a city?**
2. **British ships blasting enemy shore-side batteries?**
3. **American marines blowing up Japanese bunkers on Iwo Jima; taking heavy fire and men dying all around?**
4. **Being at ground zero at Hiroshima the sky turning into one gigantic fireball?**

Do you feel the raw power engulfing everything? Not just once, but over and over and over and over again, the never-ending externalization of human conflict and mass destruction.

When you win doesn't national patriotism swell in your hearts? Yet those battered and conquered nations who lose, will return to war another day. Between wars, everyone is shaking hands and making business deals while millions of their countrymen, barely yet dead, are in their graves.

Behind it all, safe in age and marvelous at manipulation, are the politicians. What causes the human race to indulge in such repetitive insanity?

The unraveling of that one mystery, the elimination of that single impediment, might just be the first step to a relative paradise on earth; wherein the great majority of the world population is well fed, well housed and in pursuit of their chosen paths in life, without undue governmental interference.

The pragmatic solutions, to achieving peace and prosperity on earth as elucidated in all seven volumes of Book VII. cannot be taken as individual ideas. All are intended to be one, interwoven fabric of a framework for peaceful and prosperous pursuit of individual fate while adhering to Just Standards of Social Responsibility.

I. POLITICS AS USUAL?

To paraphrase one of the greatest politicians of all times, Sir Winston Churchill, "Democratic forms of government are the worse possible forms of government, except for all other forms of government."

Ancient history and modern day affairs would appear to confirm that generalization. One must consider that excluding scientific, industrial and agriculture advances, the winners throughout history have all relatively fared quite well, regardless of their type of government.

One's idea of the good life is usually predicated upon the society in which one lives. Comfort is relative to one's station in life. Americans are fixated on things and control most of the monetary, technological, information and media resources in the world. The rest of humanity, as they become exposed to such richness, will want the same things.

There is a high cost in such attainment of things. There is little or no time, let alone inclination, to stop and smell the roses. Everyone worries about not having things or comforts when they reach old age. Time flies by and everyone wonders what really happened to their lives?

What did they miss? What should they have done? These questions will be answered in the second last book of **THE JIMARIAN BIBLE, BOOK IX. COALESCENCE OF MIND, BODY AND SPIRIT.**

There is much groundwork to be covered before a glimpse of real life can be described. **BOOK VII.** is intended to lay the groundwork for real life.

If everyone were like Christ, or Buddha, it actually might be possible to do away with governments altogether. All of us are aware of mankind's behavior; therefore governments in one form or another will be around forever. At least for as long as people populate the earth.

Is world government possible? Perhaps, but let's not place the cart in front of the horse. The first step is to greatly diminish the power, longevity and influence of politicians and reduce the influence of government as a whole.

The amended American Constitution serves as an excellent reference for any necessary innovations to limit and create less intrusive government. The great safeguard within the American Constitution is that of separate and distinct powers of counterbalance amongst the three functions of

government: the Congress, the Executive branch and the Courts; three equal, independent, separate branches of government.

So why, out of 100 Senators, are the majority of them lawyers! Lawyers also dominate the House of Representatives.

Another great weakness in government is the lack of relatively proportional representation by race, sex, national heritage and creed.

Four other major problems exist, that **of taxation, the number of employees at all levels of government, the cost of government and the influence of special interest groups (including powerful and wealthy individuals).**

To demonstrate the almost unbelievable waste in government, let's examine the payroll of the State Department. What you will now learn proportionally holds true at most levels of government. Remember this is your money. Politicians love spending OPM (other people's money) and convincing everyone they are getting something for free.

There are only about 200 recognized countries in the world. **After the first twenty-five, none of the remaining countries have any real political or economic impact on the rest of the world.** Their gross national products are less than most of the individual states in America. In fact about seven of America's states, individually, would rank in the top twenty-five countries, when measured by wealth and productivity. Some states would actually rank in the top 10 countries. Numerous of America's **individual** corporations would also rank in the top twenty-five countries.

Do you have any idea of how many people are employed by the State Department? Tens of thousands of employees! Fax, E-mail or call your congressman today! Ask for the exact number of employees on the payroll of the State Department. Just how many people are required to deal with the political and economical relationships of twenty-five countries?

Major U.S. and foreign companies have similar relationships with countries, yet have less than 100 people involved in such relationships. Yes, there are functions other than international relationships performed by the State Department but similar comparative inefficiencies also apply to those functions.

Details about the waste of your money in government are almost beyond belief. In the 1930's while America was in a depression, the Federal government was spending great sums of money (in 1930 dollars).

It attempted to jump start the economy and put people back to work yet just prior to World War II (eleven years after the crash of 1929), the GNP of the United States was almost the same as it was in 1929. Despite what you read and are led to believe about the great recovery of the economy due to politicians (Franklin D. Roosevelt) in the 1930's, the actual plight of the average citizen remained the same throughout that period of time.

World War II jump-started the economy! Not politicians. The annual Federal Government Expenditures in 1930 was about three billion dollars. The population was around 125 million people. Due to inflation, it takes about fifty of today's dollars to equal one dollar in 1930. America's population has tripled in the last eighty years.

Giving the Federal government the benefit of equal inefficiency as population grows, an equivalent federal budget dollar cost in the year 2010 would be $\$50 \times 3$ (population tripled) = \$150. If the federal budget was approximately 3 billion dollars annually in 1930 then it should be about one hundred and fifty times that much per year in 2010.

This would come to a cost of about $\$3 \text{ billion} \times 150 = 450 \text{ billion dollars}$ annually. For good measure let's add about \$200 billion for military expenditures. An equivalent 2012 AD annual federal budget of 450 billion + 200 billion = **650 Billion dollars**. If you don't know the current annual amount of the federal budget - ask your congressman or call the library. You are in for a real shock. **Y QWNF YOU BELIEVE VJ TGG TRILLION DOLLARS!**

Arguments will be made that the annual Federal budget expense is now so much proportionately higher because of Social Security and Medicare costs. In reality those costs shouldn't even occur had sound government policies of taxpayer's contributions been properly invested.

That's why you work almost the first six months of each year to pay for your favorite politician to win your allegiance with reassuring oratory. The real tragedy is that the news media simply goes along for the ride and people get highly incensed over \$600 toilets; while **trillions of dollars** go happily down the drain on everybody's pet projects, padded government employee payrolls, benefits and inefficiencies.

Then there are the countless trillions of dollars spent on poverty programs that have actually perpetuated poverty. It is America's greatest sin. If all the money that has been wasted on poverty programs had gone to buy homes and had been properly reinvested, then the **poorest five million families in America would own their own small homes.**

Each of those five million families would also have a \$100,000 in investments or more; thus providing them with an additional 2,000 to \$5,000 a year of income (depending upon how the money was invested and the amount of dividends or interest.)

You don't want the poor to have more than you but, nonsensically, you are willing to keep them in poverty, while throwing your money down a sewer.

If you don't believe these figures, then find out for yourself. Just ask the right questions and learn how much federal money over the past forty years has been spent while the number of below poverty line families and individuals has risen dramatically during that same period of time.

Getting the average citizen of a country to understand and participate in the pragmatic steps that are necessary to launch mankind to a higher level of being is a necessary and painful process. Preaching or teaching a belief system of any kind, without the pragmatic steps to achieve the sought after results is not significantly more sincere than political chicanery.

Relatively few individuals get the opportunity, let alone find the time, to expend the effort to search for the meaning of life. How does one go about learning how to fulfill their individual fate, rather than accidentally meandering through a lifetime?

Those comparatively few individuals who exert the effort and find their own true way in life do not need the **JIMARIAN BIBLE** other than to reassure themselves of their chosen paths. Although **BOOK X, The THIRD Spiritual Illumination, TRINITY RESOLVED** will give them new insight to ease their way along their chosen paths.

The possession of things and the expenditure of time wasted in progress infect Western civilization. Belief in surrender to one's circumstances, lack of individual purpose and resignation to a universal kind of fate seem to be the burdens of Eastern Civilization.

Your fate is your Essence's true path in life. Your fate is achieved through effort, while acting from the highest ideals of self. Accident is what happens to false personalities. Accident herein refers to false personalities wandering through life, not necessarily physical harm.

Feel the burden of all those wars, the waste of lives, resources and time. Feel life speeding up as each year passes. Why should almost one half of your energy go to supporting governments that create such stress? Why should you spend forty to sixty hours a week churning out paper and manufacturing things nobody really needs?

Manufacturing things that contaminate your body and the planet on which you live. You do it because you're afraid to think for yourself. You continually search for effortless schemes, purposed by people who may know even less than you do about how to get off the treadmill and out of the squirrel cage.

The result of such effortless fantasizing is politics as usual! Not just today's politics or styles of government, but the politics of all 5,000 years of mankind's recorded history.

II. THE PEOPLE ARE THE ANSWER

Hopefully, by now you are in an agitated frame of mind. Sufficiently disturbed, so as to realize that throughout history, governments, because of politics, have failed to address the real needs of the people.

Governments have failed in meeting those needs because the people don't exhibit the necessary courage to change what doesn't work, without destroying what does work.

What if one simple innovation, a simple amendment to the constitution could change the nature of government forever? Of course, there will always be some politics but comparatively speaking with such a simple innovation the ability for politics to breed and infest a civilization would be relatively minuscule.

What the United States of America has on paper is the most precious, man inspired document on the face of the earth. Unfortunately, that document is attempting to provide a beacon of light in a cesspool of politics.

THOMAS HOBBS, 1588 AD., "men by nature are self-seeking and hostile. The State subject to rejection is no state at all, but disguised chaos." BOOK II. Chapter III, page 15.

America does not really operate as a democratic republic. It is a disguised oligarchy! The figurehead is the president. The source of power is special interest groups. The oligarchy is the Congress of the United States. America is in a constant state of disguised chaos; profoundly stated by Thomas Hobbes over 400 years ago!

Politicians are no good, right? This is not necessarily so. In order to be elected one must promise what the people want to hear. After being elected, the politicians do what ever it takes to hold onto that office or to seek higher office for more power, prestige and adoration.

A politician promises what ever is necessary to get elected and reelected. Politicians love their jobs. If a politician tells the truth, admits ignorance or suggests an approach that might be painful but very practical as to the solution to constituents' problems, the politician won't be re-elected. Of course, there are exceptions, but very rarely. Politicians want to keep their job and the people love to vote for pie in the sky.

The system has a built-in, fatal flaw! The people are responsible for that fatal flaw. The people endure and promote such necessary behavior on the part of politicians. Reform tickets at various levels of government come to power occasionally for brief periods of time. Once elected and in office, eventually, it's business as usual.

Laws! There are so many laws at all levels of government; the numbers almost defy imagination:

$$\mathbf{I} = \mathbf{1/LC}$$

I represents the integrity of a democratic nation and its people.

L is the number of laws and regulations governing the people.

C is some **constant** of proportional integrity.

If **L = 0** (no laws necessary) everyone is exactly of the same holiness as Christ or Buddha.

$$\text{Then } \mathbf{1/LC} = \infty \text{ (Infinity)}$$

The ultimate state of human perfection.

However as the number of laws imposed upon a democratic society greatly increase:

1/LC approaches 0

Then only C (The value established for the constant of proportional integrity) determines the rate at which the integrity of a democratic society becomes worthless.

This denigration of integrity within a democratic society has at its foundation two extremely flawed, irredeemable characteristics:

Politics as usual

&

A legal system based upon sophist principles of justice.

The legal system is the subject of Vol. 2 of BOOK VII.

Now it is time to state the simple innovation that eliminates one of those two irredeemable characteristics - Politics as usual.

Add an amendment to the United States Constitution. Subsequently, incorporate similar amendments to the Constitutions of each state and the charters of local governments for all currently elected offices.

The amendment to the Constitution of the United States should read:

All the holders of previously elected offices of the United States of America, as their present term of office expires, will as of ___/___/___ be replaced for their designated time periods of servitude by random selection of any citizen of the United State of America according to the following conditions:

- A. A natural born citizen of the United States
- B. No conviction of a felony crime
- C. Those citizens will be chosen by the random number's selection process. Supervised by an appropriate agency in the Federal Government; comprised of programmers, mathematicians and statisticians whose credentials and integrity are verified by a Senate select committee.
- D. Said selected citizen must have resided in the area of the country so represented by the particular office for a period of not less than five years.
- E. The citizen randomly selected must be of the age currently specified as one of the qualifications of said office.
- F. The future office holder will be selected by said process 180 days before taking office, to either allow for refusal to assume the office or necessary verification of office holder criteria as herein specified.
- G. If not qualified or refuses to serve, another random selection for said office will be made until such time as the selected office holder meets the criteria herein specified and accepts the appointment to said office.

Said randomly selected citizen will attend classes designed to educate the individual how to best serve his or her constituency and the country as a whole, in the office for which they were selected.

The educational classes to be administered according to a curriculum established by 10 randomly selected PhDs, two of each to be in the fields of constitutional law, philosophy, government, economics and science.

Congress, by two-thirds vote, shall have the right and duty to change the type, but not the number of PhD's, who administer and refine the curriculum.

- H. Any licensed lawyer who is randomly selected to serve in office, in order to serve, must resign from the bar or bars to which he or she is admitted and upon leaving office must retake the bar examines if wishing to again practice law. Said lawyer must immediately sever all relationships to the law firm or firms that employed or in any way made use of said lawyer's services.

Said lawyer may not return to practice or be a consultant in any capacity to any and all firms in which he had been previously employed. Said lawyer is to receive **no remuneration of any kind** after severing said relationships, including no bonus, profit sharing, legal fees, expenses, retirement benefits, medical coverage, etc.

Remuneration for said office holders of the President, Vice-President and members of Congress based upon the year 2000 AD. American dollar will be as follows:

President - 5 million dollars a year
 Vice-President - 2 million dollars a year
 All members of Congress -1 million dollars a year

- I. There will be **no other compensation of any kind** for said office holders. There will be no expense accounts or franking privileges and no retirement programs.
- J. The current office holders, at the time this amendment becomes effective, will receive the same above remuneration each year for their **total** remaining current term of office.
- K. Groups, individuals or organizations of any kind are no longer permitted to influence the government in any way (That includes any form

of direct or indirect lobbying) unless specifically requested by a majority vote of either the Senate or the House of representatives of the United State (depending on which body is involved) in order to assist in preparation of a white paper on one or more matters important to the well being of the people of the Unites States.

- L. Terms of each office shall remain the same, until such time as appropriate legislative bodies change the terms of office. Such change, in terms of office, must be approved by special vote of the population effected by such changes. Change in terms of office will not be effected retroactively to current office holders.
- M. As terms of office expire, new citizens will be randomly selected to hold those offices. No office holder shall serve more than one term of office at any level of government and shall upon leaving office be removed from the randomly selected population.

There it is! No more politics.

The fate of the nation will rest in the hands of the ordinary citizen whose competency in office is protected by a set of reasonable, but not overly restrictive, minimum assurances of performance.

The elimination of politics requires a constitutional amendment process started either in the Congress of the United States and ratified by the States or a call for a constitutional Convention limited to this single issue by the legislatures of at least 33 States.

You need to do the following to rid America of politics:

Prior to enactment of this amendment, vote only for those candidates who have not previously held office, at Federal, State or City levels of government and who are not candidates of political parties.

Place and pass two propositions on state ballots:

- A. A one term limit for elected senators & representatives.
- B. There is to be no party affiliation on ballots or in any form of advertisement, articles or speeches by a candidate or others.

III. SUMMARY

Your life can be so much richer; more rewarding and fulfilling; if you would learn to think for yourself and act upon what is in the very best **long-term interest** of yourself, your family and fellow human beings.

The American Constitution would truly become the working model for all nations to emulate. Of course, there is much more that needs to be accomplished along the way. Some of that work will be addressed in the other volumes of this **BOOK VII**.

Without this basic first step of **eliminating politics** from a democratic government, nothing else can really be accomplished to enrich the lives of everyone within the society.

Mountains of examples of waste, corruption, lying, cheating, stealing, consorting with foreign governments and special interests could be documented just from the pages of history, let alone current knowledge of such transgressions. All such documentation would be useless, if you do not already understand the reasoning behind this simple innovation and amendment to the constitution. If you do understand, then such mountains of additional evidence are already known or available to you and need not sully the pages of this work.

Keep in mind that the members of Congress and the elected officers of the executive branch are not exceptional human beings any more than are your average housewife, plumber, engineer, artist, etc. A democracy is not meant to be lead by elitists but governed by people of average intelligence, preferably good and honest people, at heart.

The first order of new business, for the newly selected office holders, is to cease hiring any new government employees and eliminate the hiring of replacement employees for at least the next ten years, at which time the situation will be reviewed.

The second order of business is to implement a national sales tax and the complete elimination of the income tax system.

The third order of business is to implement a sound investment program to assist in maintaining a decent life style after retirement to replace the current Social Security System. The same thing applies to a reasonable and fair National Health Program.

It is not the purpose of the **JIMARIAN BIBLE** to provide the details of what will become an entirely new concept of governmental responsibilities and programs. Let it be said that the solutions to these problems are quite well known and rather simple to effect.

Thoroughly researched White Papers, initiated by the Executive Branch or either Branch of Congress will provide good solutions towards the establish of such national programs.

A White Paper is a term for a document that provides national or regional solutions to problems that affect all the people of that constituency. Various knowledgeable groups can prepare such a document.

The findings are then reviewed and modified by the appropriate constitutional authority. If passed, Congress will enact the proposal into law, by action of the Executive branch of the Federal Government or in the case of the states by the governor or the appropriate State legislature.

It must be completely understood that your elected Federal Government officials have at their disposal excellent legal, environmental, scientific and all other applicable spheres of knowledgeable experts.

Any ordinary citizen randomly chosen to govern would have the same expert counsel. There is no necessity inherent brilliance in elected officialdom. All that is needed is only good common sense and majority agreement.

Next:

BOOK VII.

Vol. 2

THE LAW

Laws are meant to effectuate **JUSTICE**. Laws are no better than the legal system that initiates such laws. The operation of the American legal system simply is not synonymous with **JUSTICE**.

BOOK VII

VOL. 2

THE LAW



THE JIMARIAN BIBLE

By jimar

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FORWARD

"But small is the gate and narrow the road that leads to life and only a few shall pass through it "**Matthew 7:14**"

If there is no concerted effort to completely revise the way that nations establish and administer Justice, then the admonition in Matthew 7:14 will forever doom the majority of the human race to lackluster lives. Lives of little or no meaningful accomplishment and thereby places great prohibitions on reaching the "Gates of Heaven", whether in this life or the next.

For more insight into current deficiencies regarding Justice one might refer to Plato's **"THE REPUBLIC" BOOKS 1 AND 2 ON JUSTICE AND INJUSTICE"**. REF.: Plato's **"APOLOGY OF SOCRATES" AND HIS "CRITO"**.

THERE IS NO GUARANTEE THAT SOME ESSENCES AREN'T GENETICALLY CORRUPTED OR AT LEAST CONTAMINATED AT BIRTH.

Crime and civil disagreements are staples of society and will remain such far into the future. The question which needs to be addressed, before mankind in general can mitigate its veil of tears, is what is Justice and how can it be fairly administered?

I. JUSTICE AND THE LAW?

"Evil is never good!" Plato, JIMARIAN BIBLE BK II, Chapter III, pg. 6.

"THE STATE IS SUBJECT TO THE SAME MORAL STANDARDS AS THE INDIVIDUAL." Aristotle, JIMARIAN BIBLE BK II, Chapter III, pg. 8

These two concepts above are not in total conflict, nor mutually inclusive. Both concepts serve as guidelines on which to examine and reconstruct the law, including the Courts, the lawyers, the legal system, itself, and the jury system or lack thereof.

"Evil is never good!" How does this obviously uncompromising declaration of truth compare to "An eye for an eye", "A life for a life", "Don't get mad get even", "Fight fire with fire" and "Let the punishment fit the crime"? The comparison is at the heart of many of mankind's attempts to administer Justice down through the ages, from the time of Moses, to the present day electric chair and lethal injection.

Should mankind's attempt at law and order be based upon Plato's uncompromising bedrock definition that, perhaps, does not fit most people's view of Justice? Or is Justice found by definition to be administered according to one or more of the following, emotionally satisfying statements:

- A. Society and victim should receive Justice by executing a murderer.
- B. If thy right eye offends thee, pluck it out.

Even the New Testament speaks about plucking out one's eye or cutting off a bodily member, if it is offensive and would put at risk the entire individual. Of course, the analogy is metaphysical in nature, not to be taken as a physical construct.

When we begin to confront the most evil crime of murder and declare Justice requires the death penalty or long term incarceration, all manner of compromising exceptions appear.

**What about justifiable homicide?
Just wars?**

Declarations of war?
Mercy killing?
2nd degree murder and manslaughter?
Euthanasia?
Assisted suicide?
Abortion?
Allowances for insanity pleas?
Temporary insanity?
Self-defense?
The state's right to take a life & One's religious beliefs

THE TRANSGRESSION IS MURDER.

THE MITIGATING CIRCUMSTANCES ARE ABOVE.

Then there are murders committed for the sake of territorial gain, as in the Old Testament. **DEUTERONOMY** for example:

"When the Lord your God brings you into the land you are entering to possess and drives out before you many nations. . . and when the Lord has delivered them over to you and you have defeated them, then you must destroy totally. . . show them no mercy." 7:1

"However in the cities of the nations the Lord your God is giving you as an inheritance, do not leave alive anything that breathes. Completely destroy them." 20:16. Later verses in **DEUTERONOMY** are equally terrifying and unforgiving.

"If a man has a stubborn and rebellious son who does not obey his father and mother . . . bring him to the elders . . . then all the men of his town shall stone him to death." 21:18

"If a man takes a wife and, after lying with her dislikes her. . . 'I did not have proof of her virginity' . . . if, however the charge is true and no proof of the girl's virginity can be found . . . the men of her town shall stone her to death." 22:13

"If a man is found sleeping with another man's wife, both the man who slept with her and the woman must die." 22:22.

Then there is the definition of Justice as described in Webster's New Twentieth Century Dictionary of the English Language, Unabridged, Second Edition, Simon and Schuster, 1979.

Or should we say **definitions?**

1. The quality of being righteous; honesty
2. Impartiality; fair representation of facts.
3. The quality of being correct or right.
4. Vindictive retribution; merited reward or punishment
5. Sound reason; rightfulness; validity
6. The use of authority and power to uphold what is right, just, or lawful
7. The administration of law; procedure of a law court.
8. A judge
9. A justice of the peace

What does the Old Testament have to say about crimes and murder? "If cases come before your courts that are too difficult for you to judge. . . Go to the priests . . . and the judge who is in office at the time. . . . You must act according to the decisions they give you." **DEUTERONOMY 17:8.**"

And then, of course, there is the Sixth commandment.

DEUTERONOMY 5:17

"YOU SHALL NOT MURDER."

Or is it

THOU SHALT NOT KILL?

II. THOU SHALT NOT KILL

Aristotle was very much in favor of letting each society determine its own morality. It was probably conditional; believing that only the highest motives would prevail.

He might have thought that a reasonable standard of Justice would be established by any society over a period of time, while circumstances arising from the nature of each society and the problems they faced would require minor alterations to previous standards of morality.

"Plato's moral values were unchanging, having to do with Essence. Aristotle believed social groupings (communities) determined moral values and varied with the times and conditions.", JIMARIAN BIBLE, BOOK II, Chapter III, pg. 6.

You are now going to be confronted with an enormous choice. It just so happens that your choice essentially hinges upon whether you choose to believe in Plato's absolute concept of morality or Aristotle's concept of societal morality determination.

Not only are the above mentioned teachings of the world's two greatest philosophers in dire conflict when interpreted verbatim but so are the teachings of the Old Testament on pages 1 and 2 when compared to the New Testament.

Compare the Yahweh laws of the Jews in the Old Testament in Deuteronomy, to what Christ reportedly said in the New Testament:

"Do not judge, or you too will be judged. . . you hypocrite, first take the plank out of your eye." Matthew 7:1

"Love the Lord your God with all your heart and with all your soul and with all your mind . . . Love your neighbor as your self. All the law and the prophets hang on these two commandments" Matthew 22:37".

With regard to the confrontation between Jesus' companions and those sent to arrest him at Gethsemane, even when Jesus' own life hung in the balance:

“. . . one of Jesus' companions reached for his sword, drew it out and struck the servant of the high priest, cutting off his ear. “Put your sword back in its place.” Jesus said to him, “for all who draw the sword will die by the sword”, Matthew 26:51

"Love your enemies, do good to those who hate you, bless those who curse you. . . If someone strikes you on one cheek turn to him the other", Luke 6:27 and then in Luke 6:36 "Be merciful, just as your father is merciful."

"Do not judge and you will not be judged. Do not condemn and you will not be condemned. Forgive and you will be forgiven"

"You have a fine way of setting aside the commands of God in order to observe your own traditions", Mark7: 9.

One of the great conflicts in the teachings of Christ and in real life, is the conflict between the administration of Justice and the practice of mercy.

This conflict is more attenuated, if Webster's definition, "4. vindictive retribution; merited reward or punishment" is the purpose of the law.

If society exacts retribution, using one or more emotionally satisfying principles as an eye for an eye, a life for a life, etc., then society, even considering all the mitigating legal exceptions previously stated, exhibits the same characteristics as those who commit the crimes.

If one were to choose a more benign definition of Justice no such irreconcilable difference between Justice and mercy would necessarily exist, such as Webster's definition, "7. The administration of law; procedure of a law court."

This definition is only valid if Justice is synonymous with the purpose of the administration of the law and said Justice is intertwined and tempered with mercy. There is no conflict so long as the administration of the Law through the legal system protects both individual rights and the society as a whole. The Law then becomes the bedrock of the legal system.

IF FLAWED AND UNJUST, THE LAW SIMPLY ENCOURAGES MANIPULATION AND CHAOS.

Under current circumstances, The statement, "**THE STATE IS SUBJECT TO THE SAME MORAL STANDARDS AS THE INDIVIDUAL.**" becomes absolutely meaningless, when the individuals are false personalities. "Moral standards" are simply rhetoric, around which, lawyers practice the art of Sophistry.

Until such time as **ESSENCES** emerge and become the dominant feature of humanity, Aristotle's statement needs to be modified.

**THE STATE IS SUBJECT TO A HIGHER MORAL STANDARD
THAN THE INDIVIDUAL.**

Human beings, each of us, are masters of self-justification. Yet we are somehow endowed with the ability to establish standards that are higher than we would likely apply to ourselves under similar circumstances, for example, the U.S. Constitution.

If we took the essence of the Constitution and structured it to embody a philosophy of Justice as a basis for minimizing the number of laws we could drastically reduce the number of laws and create only trial by jury rather than by plea bargains and precedents.

Establish a very high standard of law for the crime of killing, tempered with mercy, while protecting society and the individual. Then establishing laws, for lesser felonious crimes and civil suits that will be much simpler to define and administer.

There are numerous impediments to the establishment of such a high moral, legal standard. We need to examine the impediments to the application of Justice:

- A. Thou shalt not kill vs thou shalt not murder.
- B. The international ramifications of either definition
- C. Permissible extenuating circumstances
- D. Limitation of variables
- E. Analogous crimes, such as torture (physical and psychological), and assault with a deadly weapon, etc.

III. THE ARGUMENTS

Examination of the impediments:

A. Thou shalt not kill vs thou shalt not murder

If the Law is based upon the admonition "Thou shalt not murder", then society is confronted with two major problems:

1. The definition of murder
2. Extenuating circumstances
3. If the Law is based upon "Thou shalt not kill":

Number three is a clear cut, indisputable definition and the establishment of the **highest moral standard**. Mercy and even a small dose of common sense still require the allowance for:

B. The international ramifications of either definition would, in the case of "Thou shalt not murder", leave, as always, the door open to all the atrocities committed in war and the exclusion of all or at least a select group (victors) from the application of Justice. By its very nature, war includes all the worst forms of communal guilt, subsequent mass retaliation and retribution, while the victors write the history books.

If the Law is based upon "thou shalt not kill"; this definition causes the most extreme international impediment to the implementation of the Law. Passage of the Law requires national societal acceptance.

If all nations do not invoke the highest standard simultaneously (not realistic), this leaves the society that implements the highest standard open to forceful overthrow and even genocide. How can the international threat of endangering one's society be overcome?

Extenuating circumstances

C. Permissible extenuating circumstances was enumerated (pg. 2), when the law is based upon "Thou shalt not murder". Basing the law upon "Thou shalt not kill" requires a different set of extenuating circumstances, since most, if not all of the mitigating circumstances presently applicable, would no longer be exempt.

D. Limitation of variables. When there are no exceptions for extenuating circumstances, the Law could be perfectly constructed (an impossibility for human accomplishment). Even if such a Law could be fashioned it would still lack mercy with regard to accidental occurrences (There except for the grace of God go I).

When, over time and through sophist argument, the exceptions become the rule, as is normally the situation in a democratic republic (refer to list on page 2), then there is really no rule of law.

There is only disguised chaos. Especially when those exceptions are accompanied by institutionalized legal precedents, exclusion of evidence, illegal search and seizure, plea bargaining, Court of Appeals, etc. The list is endless.

Somewhere between the two extremes of no mitigating circumstances or endless exceptions to the application of Justice lies an acceptable, common sense, middle ground.

Analogous crimes, such as torture (physical and psychological) and assault with a deadly weapon, etc. These are adjacent, complementary crimes that might be worth combining under one Law for ease of administration, providing Justice was served and mitigating circumstances were minimized.

IV. SELECTION OF ALTERNATIVES

How does society construct the rule of law to minimize crime, protect the innocent and administer Justice based upon the highest moral standard?

First, by choosing the most acceptable alternatives discussed **in chapter II. A., B., C., D. and E.** and by establishing means by which the alternatives selected can best be implemented into law.

A. Thou shalt not kill vs thou shalt not murder.

"Thou shalt not kill" encompasses the very best intentions of all the great religions and eliminates war as an acceptable human enterprise.

B. The international ramifications of either definition

If "Thou shalt not murder" is selected then its business as usual. The truly Just society cannot be constructed overnight; nor can mankind's penchant for war be easily, if ever, eliminated. Until such time as all nations function as democratic societies in one form or another; and such societies choose the highest moral standards as Law, a grace period, based upon certain parameters needs to be established for such societies to minimally protect themselves, internationally.

C. Permissible extenuating circumstances

Claims of true accident and jury acknowledgment because of such accidents should be the only circumstance for absolution of guilt. What is meant by true accidents? A motorist with a valid driver's license, not under the influence of certain types of medication, alcohol or drugs, is not exceeding the speed limit or not intent upon harassing or endangering the lives of others happens, due to nothing but unfortunate circumstances, to kill one or more individuals. This would be considered an accident.

If however, any of the other conditions normally associated with second degree murder or manslaughter were, as found by the jury, to be one of the contributing causes of the death of any individual then the full measure of the Law would be applied.

Another example is that if someone struck another in the heat of an argument with no intention to kill or maim and had no known combat skills then some lesser crime may apply. Otherwise, in regard to "Thou shalt not kill" such an incident would be considered accidental.

If on the other hand any altercation, involving a death, wherein the perpetrator was carrying a weapon of any type, baseball bat, knife, gun, hammer, etc., upon being found guilty of the act, the full measure of the law would be applied.

Killing another human being is itself an insane act, therefore the insanity plea, as well as all of the other currently acceptable forms of exemption, would no longer apply.

F. Limitation of variables

A middle ground must be found to minimize past and current abuses to the administration of Justice. In Chapter III. D., some typical examples of such minimization of variables are given.

G, Analogous crimes, torture (physical and psychological), assault with a deadly weapon, etc.

Consolidation of like crimes in the application of Justice under the same law, wherein the punishment for such criminal acts is based upon merciful application of the law, would decrease the number of laws and the number of acceptable mitigating circumstances.

For example, one person becomes so infuriated that in anger beats another with a baseball bat. In a second instance, a psychopath physically tortures another human being for some period of time.

V. THE LAW

- A. The Law should be based upon "Thou shalt not kill". **A clear cut, indisputable standard and the highest moral standard.**
- B. The international ramifications of accepting "Thou shalt not kill" as the Law, even though such Law can be simply applied within individual societies, requires a transitional phase before becoming totally, internationally applicable:
1. Police hardware needs to be downgraded to a stun or temporarily incapacitate and capture system, rather than a destruction and kill system.
 2. The United Nations (or some similar international body) must internationally sanction as permanent boundaries all borders of current countries, unless consolidation of countries is achieved through majority vote in a democratic environment.
 3. Those countries currently engaged in boundary disputes must agree to arbitration by the United Nations or other recognized authority, whose majority vote, with approval of the Security Council, will determine said boundaries that are in dispute.
 4. A nation **not** accepting arbitration will be quarantined by a trade embargo until its government accepts said boundaries.
 5. Said nation will lose its seat in the United Nations and will have to reapply after acceptance of the boundaries as prescribed by the United Nations.
 6. In any case, acceptance of the Law should be inaugurated within the territorial borders of any truly democratic nation.
 7. No nation will manufacture or supply weapons to be exported. Supplying any such weapons constitutes violation of the Law as though the supplier had killed someone.
 8. Any nation engaging in war should in its entirety be condemned as having engaged in a crime against all of humanity.
 9. Any nation or individual would have automatic international approval, at any time, now or in the future, to apprehend the leaders of such a country, receive a stipulated, very high reward when such leaders are turned over to an international authority for trial of crimes against humanity.

10. All foreign troops, no matter how honorable their intentions, must, within one year of a nation accepting the Law, be removed from foreign soil, even if the host nation wishes the troops to remain.
11. Anyone or group, who initiate the internal overthrow of a **democratic** government will be subject to the same criminal law as nations committing an act of war and can be apprehended at any time, by anyone, with commensurate bounty as a reward for their capture.
12. Of course there will be inequities as the international aspects of accepting the Law takes effect but such inequities already take place. Wars will, as international acceptance of the Law grows, become obsolete. If "Thou shalt not kill" does not eventually become international law then the human race will continue to relive mankind's historical follies!

The people of every nation must understand, through education and media presentations, that if their country goes to war, then the citizens of that country condone murder and are just as responsible as their leaders and will receive historical condemnation for such action.

- C. Permissible extenuating circumstances. Only really, **absolutely accidental occurrences** should be a consideration for acquittal of a defendant.
- D. Limitation of Variables. Limitation of variables is best accomplished by greatly altering the present legal system, which will be discussed in Chapter VI. Justice vs The Legal System.
- E. Analogous crimes, such as torture (physical and psychological), assault with a deadly weapon, etc.

Under the Law, through proper administration of Justice, such consolidation will take place because of a significant reduction in **C. Permissible extenuating circumstances** & **D. Limitation of variables.**

VI. JUSTICE VS THE LEGAL SYSTEM

The Law should have as its fundamental, bedrock principle "Thou shalt not kill". There are three more major changes that must then take place to reconstruct the legal system.

- A. What to do about lawyers?
- B. Implementation of the Law
- C. Selection of judges

This chapter will be concerned with A. What to do about lawyers?
"Power corrupts and absolute power corrupts absolutely."

How else would best describe a system wherein the same people who administer the system, profit from the system and establish the laws by which the system is governed?

Judges who are lawyers administer the nation's legal system. It is lawyers who profit from the system. A majority of the Congress is composed of lawyers who establish the laws.

By definition America's Legal System is absolutely corrupt!

Nothing of substance can begin to be accomplished until everyone votes in every national and state election and votes for anyone who isn't a lawyer and anyone who is neither a declared member nor a straw member of a political party.

The most important vote must come from those who do not vote because they are fed up with the system. Lawyers and the major political parties count on you not voting. That is the method by which they stay in power! It will take years of perseverance.

Those non-voters who begin to vote also need to be very vocal in convincing the majority of voters that they too must not vote for the afore mentioned candidates.

When there are no more lawyers in any legislative bodies, changes can begin to be made to the legal system. The First Rule of business is for

legislatures at all levels to find the legal procedure for excluding party affiliation from ballots.

There are just too many lawyers! A method needs to be found by legislatures to encourage universities to close down their law schools.

The legal system is based upon total compromise or winning at all costs. That is the way that lawyers think, are educated and the way that they conduct their business. Almost without exception, the side that has the most influence with the judge and the most money wins!

The public simply doesn't understand that the cases, either real or fictional, to which they are exposed in the media, represent only an infinitesimal proportion of the legal system. The overwhelming majority of cases proceed in the manner described in the previous paragraph.

Under the current legal system and the mindset of its practitioners, there is no real Justice in the legal system. Without Justice there is no reason for a legal system to exist.

VII. IMPLEMENTATION OF THE LAW

Justice tempered by mercy, while protecting the individual and society, is the only purpose for a legal system in a democratic society. Justice cannot prevail in an atmosphere of adversarial relationship between the State and the legal council for the possible perpetrator of an injustice.

The accused is innocent until proven guilty. The administration of Justice can only take place when the State puts into place a legal system that is only interested in **finding out the TRUTH!**

"Thou shalt not kill" is the basic law from which all other laws can be inaugurated in ever diminishing degrees of penalization. The Law cannot be implemented if the system is not designed to administer Justice. Justice can only be correctly applied, if the Truth is known.

A nation and its people cannot fall into the all too familiar trap of believing that once in place, systems, upon which the democracy depends, are inherently sound.

SO HOW DO WE IMPLEMENT THE LAW?

A. Every crime and every civil suit must require a jury trial.

1. There are to be no evidentiary exclusions
2. In a civil suit, trial in 120 days after the suit is filed.
3. A criminal trial within 120 days of charging the alleged perpetrator of the crime.
4. Any violation of an individual's civil rights is to be prosecuted on its own merits under other criminal laws.
5. All non-perjurious testimony and all true documents and evidence, no matter how obtained, are admissible into evidence
6. The complete abolishment of the application of precedent law. Each case should stand on its own merits, without prior reference, bias or adjudication based upon previous decisions or legal precedent.

- B. All citizens are not only entitled to defend themselves in all Criminal Cases but are entitled to bring action in the case of Civil matters and represent themselves, if they so choose.
- C. Judges must render all citizens, trying their own cases, the same courtesy as the judge applies to all officers of the court.
- D. Judges should be required to offer instructions to citizens defending or representing themselves, so as to place the citizen on an equal level playing field with the prosecution or any opposing lawyer.
- E. **All discussions** of any nature, between a judge, the lawyers or the citizen self-representative must be held in open court in the presence of the jury for everyone in the court to hear.
- F. A judge is required to conduct the trial in such a manner that he or she is the State's and the people's representative in search of the truth, nothing more and nothing less.
- G. It is the judge's responsibility, based upon the type of case, to explain at the outset of the trial what the penalties are for verdicts in civil cases and what punishment is involved in criminal cases, which may include restitution to injured parties.

Legislatures should declare at least a ten-year moratorium on writing new laws; unless such laws replace and simplify current law, and preferably combine numerous old laws into less flawed new law.

- H One of the very first white papers needs to deal with the role of both prosecuting and defense attorneys. The end result is the education of the keepers of the legal system to search jointly for the truth, along with the judge.

This will require a complete revamping of the client/attorney relationship and the means and methods by which both sides investigate and conduct a trial. Means of compensating attorneys will need to be completely revised to insure Justice is served.

Once there are truly, randomly selected citizen legislatures, their annual salaries at the federal level will be a million dollars. Each member will be relatively wealthy in his or her own right.

They will only serve one term in office. Being dependent on white papers will more likely lead to solutions that benefit the democracy (republic)

as a whole. Special interest groups' that influence for narrow minded and prejudicial objectives will become almost non-intrusive in the establishment and adjudication of laws.

It can not be too strongly emphasized that what is really needed is to develop a philosophy of law. Establish a minimum number of laws based upon Justice and mercy that can be of a general nature; easily applied to various situations with limitations easily understood by juries, lawyers and judges alike.

With regard to **A. 5**. “ . . . all true documents and evidence, no matter how obtained”, that violate anyone's civil rights, will be a matter for trial on such charges at a later date.

VIII. PENALTIES UNDER THE LAW

After law schools are closed and citizen legislatures in place, **penalties will be enacted that eliminate the need for prisons!** The exception being brief incarceration in keeping with Habeas Corpus and pre-trial restraint of alleged perpetrators of violent crimes.

Those in prison at the time when a truly **Just Legal System** comes to fruition will inure those penalties administered under the new Law, which in no case will exceed the longevity of the present prison term being served.

The administration of Justice for violent crimes, repeated violation of other citizens' rights and for long term protection of the society, in general, requires the penalty for such acts to be **permanent banishment**. The perpetrators of such acts are to be isolated in warm climate, farmable, remote islands or similar easy to patrol, isolated communities.

- A. Initial conditions established by the State to provide basic humane living conditions, tools and shelters, even for the most heinous criminals, who will have to insure their own living conditions and create their own societies and rule of law. In the case of extreme emergencies, supplies will be provided as the situation dictates. The intent is to isolate, not additionally punish such criminal actions.
- B. Males will be sent to one or more types of these islands and women to others. The first penalty of all such violent crimes will be the inability of those convicted to procreate.
- C. Those who attempt to escape will simply be returned to other more isolated islands Safeguards through location, modern technology and when necessary policing intervention Thus making such attempts very unlikely and minimally successful.
- D. All other non-violent criminal acts require that the criminal for the duration of the imposed penalty wear some type of electronic tether. Penalties will take a variety of forms as dictated by the legislatures. Most often such penalties will include reimbursement to the victim or the entity harmed, community service and possibly education, not of indoctrination but of a self-enlightenment and productive nature.
- E. Three convictions of such a criminal will automatically require island isolation from society for some period of time and the location will depend upon the type and severity of the crime.

- F. Should such an offender commit one more single act of criminal behavior after returning from such isolation, said criminal will be remanded to an island for life, occupied only by four time offenders
- G. Awards in civil cases need to be completely revised. In some cases of individually or socially harmful or non-accidental activities, criminal laws may also apply, such as cheating the poor or elderly out of their savings or income, etc.

Legislatures must employ good, common sense to limit awards to real life conditions. Restitution must not simply make millionaires out of individuals and certainly not of lawyers. In fact, investigation and redress in the matter of class action suits should be pursued by appropriate government agencies, not by self-seeking lawyers.

It cannot be stressed enough that a philosophy of **JUSTICE** coupled with a jury trial by one's peers, rather than thousands upon thousands of laws and precedents and plea bargaining, needs to replace current legal systems.

Governments should inform an educated public about the quality of manufactured products and the dangers inherent in all types of drugs, lack of use of seatbelts, smoking of any kind, food products, etc., not legislate thousands of laws. Individual responsibility then becomes of paramount importance in a democracy.

It might be productive to still permit large penalty supplements to civil cases particularly in class action suits. The difference is that such additional financial penalties would not inure to the lawyers or litigants but would be added to perhaps the general Federal Stock Investment Trust Fund (Replacement for current Social security Trust Fund).

IX. SELECTION OF JUDGES

Current judges wear many faces of additional false personalities, not just as individuals but also in their demeanor, decision-making processes and their manipulation of authority in the administration of laws.

In the court room before an audience and a jury, most reasonably intelligent judges will act fatherly or motherly and give at all times the appearance of fairness and impartiality.

In plea bargaining situations, the judge is the jury and sentencing is dependent on a wide variety of conditions:

- A. Jail population
- B. Lawyer favoritism
- C. Political allegiances
- D. Wielder of ultimate power
- E. General community influence
- F. Lack of knowledge of the law
- G. Personal feelings concerning guilt or innocence **AT SIDE BARS:**
 1. Treats citizens trying their own cases with disrespect and as beneath the dignity of legal guidance and equal justice under the law.
 2. Favors certain lawyers over others, usually out of political considerations or campaign contributions.
 3. Often incorrect about the application of the law and very dependent on advice of law clerks who actually do most of the research.

Most appointed judgeships are payoffs for political reasons. Elected Judges are hand-picked by the parties in power to run for office and therefore, have a predisposition of administering the law along party ideological lines.

Judges ought to also be selected at random, as would be the members of other offices. Their selection would be limited to a pool of qualified Judges from an accredited institution with a Ph.D. in Justice with or

without a law degree. The Ph.D. curriculum would include knowledge of the law and, more importantly, schooling in moral and ethical decision making processes designed to equip those so educated with a dedication to the administration of Justice.

A specific law and code of conduct should be enacted that **would deny judges the right to in any way, directly or indirectly, modify, amend or make laws.** Their only function is to see to the orderly and honest application of Justice according to the laws established by the legislators.

X. YALE OBEDIENCE STUDY

by Stanley Milgram

Harper & Row 1969

Study was by the Dept. of Psychology @ Yale University.

The original purpose of this study was to gain insight into why the Germans under Hitler in the Second World War committed or acquiesced to such deviant, horrifying, abhorrent, immoral acts. The emphasis here should be placed on the words **horrifying, abhorrent, immoral acts.**

By analyzing the normal behavior of citizens in a free, democratic society under similar test circumstances, the results would be so obviously contrary to the Nazi situation in the Second World War that perhaps civilization could learn what psychological reasons cause the commission of such deviant, horrifying, abhorrent, immoral acts. The emphasis after completion of the study should have been placed on the word **deviant!**

The Nazi extermination of European Jews is the most extreme evidence of abhorrent, immoral acts carried out by thousands of people in the name of obedience. Yet in lesser degree this type of thing is constantly reoccurring. Ordinary citizens are ordered to destroy other people.

Lenin and Stalin and the entire communistic system of government exhibited the same type of behavior in a somewhat more disguised and circumvent manner.

There is also a propensity in such deviant behavior to justify such actions by rationalization of the application of collective guilt in order to promote the common good.

The Yale Study began in earnest. The Dept. of Psychology advertised for paid volunteers to participate in a psychological experiment involving "teachers" and "learners"

The purpose of the study was to investigate the possible positive effects of punishment on learning.

The "learner" was strapped in a chair and subjected to electro-shock based on the "learner's" ability or lack of ability to learn certain information. In the room was a shock generator that indicated a range of 15 to 450 volts.

APPROXIMATE VOLTAGE & DISCOMFORT LEVELS OF THE TREATMENT

@ 15 volts the "learner" grunted

@ 120 volts the "learner" verbally complained

@ 150 volts the "learner" demanded to be released

@ 285 volts the "learner" response was an agonizing scream

The participants as "teachers" were drawn from the population of New Haven that was, at the time, approximately 300,000.

They were postal clerks, high school teachers, salesmen, engineers, and laborers, etc. Their education ranged from less than four years of high school to postgraduate degrees.

A pre-screened audience of psychiatrists, college students and plain middle class folks were asked how normal "teachers" would react to the application of such learning techniques. Almost universally the audience agreed that most any normal individual given such an assignment with an authoritarian figure present would refuse to go beyond the 150-volt shock treatment level.

The experiment was conducted wherein volunteers, both adults and students, were asked to become administrators (teachers) of electroshock therapy to an individual strapped into a chair in a closed room.

If the "learner" didn't give the correct answers, the administrators were to increase the shock therapy beginning at low voltages and eventually, going way beyond the threshold of excruciating pain.

Supervisors of the experiment dressed in medical garments, paraded back and forth in the control room as the shock treatments were administered.

Out of hundreds of volunteers only three complained about torturing the "learner". **Only one person** actually **refused** to increase the voltage beyond human endurance. This all took place in the United States in the 1960's, in a small New England town, within the walls of a great university, in a democratic society. The only authority figures present were men in little white coats.

The "learner" would scream for mercy. Yet, when told to do so the volunteers would continue to increase the voltage as they observed the "learner's" suffering.

The "learner" turned out to be an actor who could observe the fake level of voltage being applied as indicated on a meter out of sight of the "teacher" volunteers. The actor registered the appropriate level of pain to match the meter readings. There was actually no shock being administered to the "learner"!

The real subjects of the experiment were the volunteer "Teachers", who were from all walks of life, of every educational and religious background, of all ages, from university students to adults well into middle age.

Developers of the experiment were horrified at the results!

Everyone, almost without exception, reacted to authority just as the Germans under Nazi rule in World War II or the Communists under Lenin and Stalin.

"What is surprising is how far ordinary individuals will go in complying with the experimenter's instructions."

Although numerous "teachers" questioned the authority only one of the "teachers" stopped at any level!

In matters of duty, country, honor and religion, in the presence of an authority figure and because of preconceived collective and individual grievances, the human race has known no other response than being massively, psychologically hypnotized into animal like behavior.

Such behavior is demonstrated all over the world, everyday, in both individual actions and in the actions of both totalitarian and democratic societies.

This hypnotic behavior might best be described as the activity of false personalities, infected with such a genetic disposition as brought about by the effects of "Original Sin".

The horrific findings of the Yale Study were herein included to establish firmly the necessity for such enormous changes in the way a democratic society selects its leaders and legislatures. Couple the removal of indigenous politics with parental and educational changes to create societies whose future generations are more independent minded to better resist the current herd mentality.

Furthermore the society needs to correct the complete failure of its legal system. These changes are not a utopian scheme but the first steps in ridding the human race of the effects of "Original Sin".

Any other alternative, no matter how good the intentions or how clever and inviting the rhetoric, will, almost certainly, guarantee that history continuously repeats itself throughout the existence of the human race.

World government, operating under conditions as usual, would simply promote anarchy, increase civil and criminal disobedience, because power will be exercised by the few at the expense of everyone else; much like power is currently applied by nations.

XI. SUMMARY

Real, lasting, world peace requires:

- A. Practicing universal charity
- B. That individuals learn to think for themselves
- C. Establishing a relatively true system of Justice
- D. Learning to honestly communicate with each other
- E. Being at peace with one's self and the universe at large
- F. Growing in Essence, and elimination of false personalities
- G. Having a real understanding of the history of the human race
- H. Plying individual trades w/o infringing on the rights of others
- I. Practicing individual beliefs w/o infringing on the rights of others

The most difficult state of **METANOIA** for any individual and society to accept is the Christ like belief in the prime directive, at least within humanity, itself of "**THOU SHALT NOT KILL**".

No matter what the justification, no matter how heinous the circumstances, the State, representing the long term interests of a Just society, must not condone in any manner, shape or form any violation of that prime directive.

Circumstances and spur of the moment retaliation for heinous actions will always present a legitimate reason for killing another. Juries representing the State cannot allow themselves the sympathetic response to such occurrences, and must subject anyone, no matter what the circumstances, to the full measure of merciful punishment under the Law.

Next:

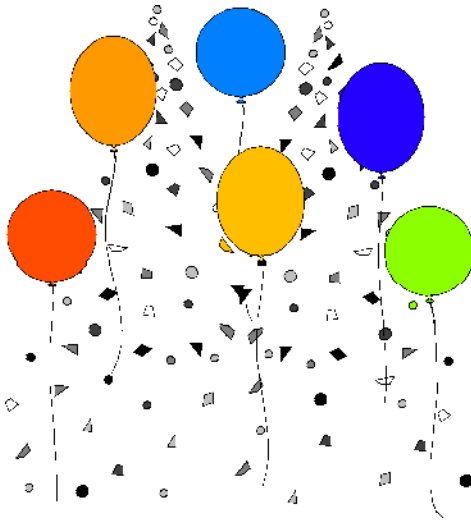
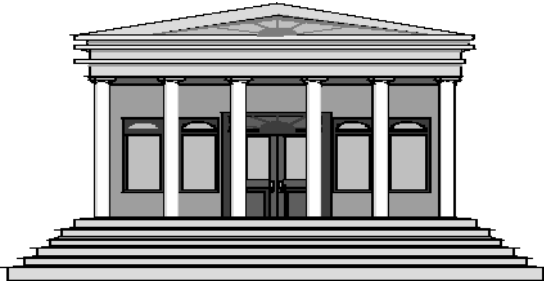
BOOK VII. VOL. 3 EDUCATION

The key to implementation of Justice cannot be accomplished without the ability to really educate the poorest of the poor so that the opportunity for honest work and advancement are open to all levels of society.

BOOK VII

VOL. 3

EDUCATION



THE JIMARIAN BIBLE

By jimar

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FORWARD

Between and beyond regimentation and spontaneity is the land of education. Education in an industrialized, computerized and technologically orientated society is radically different than one might expect in an agrarian, aquatic or hunter/gatherer society. Or is it?

If, as more and more people are beginning to believe, the basic thinking processes, emotional disposition and behavioral patterns (excluding traumatic experiences) of individuals are almost completely formed by the age of five or six, then education takes on a whole new meaning. These traits are also subject to yet unquantifiable genetic influences.

Might not the same educational processes without regard to the type of societies be necessary in order to prosper or at least live a decent life? Consideration of such educational processes would require societies to accept certain inherent principles; **principles that encourage independent decision making, problem solving ability, all forms of language comprehension and benign means of counterbalancing egregious genetic characteristics.**

Therefore, the same type of educational processes, regardless of the variety of means necessary to fit the real life situations, should be incorporated into every society.

I. THE MORAL ASPECTS OF EDUCATION

Both in BOOK VI, and in this Vol. 3 of BOOK VII., there is little, if anything said about the moral or lack of moral considerations to be instilled as part of the educational process. The reasons for this lack of direction in respect to this most important of all issues are two fold:

- A. The processes and examples given are irrespective of one's belief system.
- B. The morality aspects are based upon an individual's and a society's intellectual and emotional conditioning which can only be clearly delineated by **what is revealed in later volumes of this BOOK VII. and then becomes crystal clear in the remaining BOOKS of the JIMARIAN BIBLE.**

II. PRE-BIRTH THRU FIVE YEARS OF AGE

Simply, and with a flexible, open mind, apply the “**KNOWLEDGE**” provided in the eleven volumes of **BOOK VI.** of the **JIMARIAN BIBLE.** If your society is of an agrarian, aquatic or hunter/gatherer society or some other than technologically orientated society, teach your child the same thinking processes but adapt applicable examples to your societal realities.

III. FUNDAMENTAL RESTRUCTURING

Since the world, via communications, is becoming smaller and smaller everyday, there is an immediate requirement for an international form of language to be learned. Whether or not the learning process of such a language should begin through formal educational institutions or in the preschool, parental educational process is somewhat arbitrary.

Such an international language, easily compatible with digital communications' transmission and interpolation word processors, is probably best based upon something like a forty-four letter, alphabetical, phonetics system. In such a system, some of the letters would actually be double letter combinations best representative of certain sounds.

Such double letter, sound combinations are found in the English language. All words in the international language would be pronounced phonetically without exception. Spelling would then become a logical process rather than mnemonic. An individual's native language would remain the same.

Such a system most closely resembles the English language, without all the exceptions, and includes an expanded alphabet. Keep in mind that the English language is by far the most accepted **second language** taught throughout the world.

A commonly taught international, phonetics language is one of the necessary steps towards international peace and understanding; proceeded only by the morality based commandment of:

"THOU SHALT NOT KILL"

The international language should be taught in a governmental funded educational process along with the commonly accepted language of that particular country. Other languages would strictly be on an elective basis.

At the present time, upon observed failure of the public school educational process in America, it is safe to extrapolate that most other public educational systems also lack the flexibility to truly educate children. Public education gets significantly less productive in high school and at the college or university level.

When parents truly accept their responsibility for the educational processes outlined in BOOK VI., the public educational system comes very close to being almost irrelevant and, in fact, detrimental to the educational process.

Education, as now practiced at all levels of formal schooling, is simply, for the majority of students, a socialized baby sitting service. An indoctrination process, based upon the biased beliefs of false personalities.

We need to minimize the effects of the current educational process and maximize the absorption of the fundamentals of language, mathematics, history, morality & ethics. The arts and science need to stress creativity while instilling a sense of self-worth and individualism.

A maximized educational process, under current social conditions, can only be possibly accomplished by a so-called voucher system. Wherein, taxes collected for school funds through currently accepted taxing methods are equally disbursed in the form of check vouchers.

Vouchers would require the signature of both parents in a household or in the case of a single parent household, one signature and the signature of a state approved and registered, school of choice, authority. Under such a system all current public schools would be individualized and compete, head to head, with any other schools that met minimum educational standards. Schools would range from one-room schoolhouses, schools of faith, to corporate educational systems.

The average funding available for each child would cost about \$5,000/yr. Currently, the cost per student in inner-city public high schools averages about \$10,000/yr. Only about 50% of the students graduate and those going on to university need remedial basic math and language courses.

Some states cost/student might average slightly lower and some higher but such differences are often offset by the cost of living differences in the various communities and states.

Nations, that have the foresight to collect taxes via a sales tax, rather than an income tax, could, at the appropriate time, incorporate school funding into the sales tax for disbursement of vouchers on a national level. Property taxes at the local level would be reduced proportionally or completely eliminated by proper disbursement of sales tax revenues.

Wealthier families could supplement such vouchers and possibly gain a somewhat better education for their children. This actually has been happening all along in the public educational system by the

localization of funding disbursement. Rich neighborhoods collect higher school taxes and provide better bricks, mortar and extracurricular activities.

The current, more richly endowed, educational process, is not necessarily really enhanced that much. Children in such current environments probably score higher when tested because of the already higher L.Q. (I.Q.) of their parents, private tutoring, pretest preparation and home sources of language enrichment.

What is important is how much brighter are the chances of increasing the L.Q. level of children in unemployed, working poor and middle class families in a very well thought out and fairly administered voucher system.

Example:

Inner-city children would each receive vouchers in the amount of \$5,000 or more to be used at approved educational facilities. Schools would be test monitored and accredited by the appropriate agencies. It would mean that the children could be placed in small or even one teacher schools, independent prior public schools, church sponsored schools, private schools and free enterprise schools developed by corporations.

Let's examine one of the best of the above-mentioned alternatives, the one teacher or several teacher school systems; a single teacher could gross \$100,000 a year or more teaching twenty children at the kindergarten stage at one small, neighborhood location.

A kindergarten could be simply a large older home within the neighborhood. Depending on the teacher's skill, such an income could be for less than working six hours a day and less than 180 days a year. This income could be achieved for less than half a normal work year. There would be operational costs but very low overhead. Especially, if the kindergarten is in the teacher's home.

In actual practice, the important factor is the quality of the teacher, not the number of hours spent in the process. One teacher could actually take an entire class of from twenty to thirty students from first grade through eighth grade.

An integrated teaching method by a single gifted teacher in phonetics, literature, math and history, along with being a fair disciplinarian,

would become the world class standard by which all other school systems would be measured. The L.Q. level of inner-city children would leap to new heights in a single generation.

Competition for the inner-city voucher money would become absolutely ferocious. Rating systems and magazines would proliferate engaging in the activity of providing analysis and story lines of the best systems and individuals.

When an inner-city parent has in their hands a \$5,000 voucher, the world of education as you now know it, will change, forever.

One might skeptically inquire as to where such magnificently well rounded, well-educated and gifted teachers could be found?

The answer is simple. Such teachers are available in abundance throughout the nation but are currently engaged in other activities or are retired. The ability to teach such subjects in the lower grades (one through eight) does not require brilliant teachers.

Teaching at these levels only requires well read, mathematically inclined individuals with a love of children who can take a simple, several months' training program in how to transfer their knowledge to grade school children. Such teachers should probably have a current L.Q. of 110 or higher.

Even if parents have not practiced the Art of Parental Love, intelligent teachers can easily teach phonetics in the lower grades. Once students can read multiple syllable words and learn to understand content, their real education can progress very rapidly. Most current level, grade school work is very redundant, does not stress content understanding or even the fundamental grasp of mathematics.

The fundamentals, of content understanding, mathematical principles and problem solving, establish the basis from which most further education becomes simply a matter of interest, exposure and elucidation.

There are two more key issues, that of content and presentation. Probably by far and away the very best educational process involves exposure to 3-dimensional, animation explanations of processes and insightful and enjoyable literature presentations. Preferably such visual educational tools should be on film rather than video.

As for teachers, that's another story, which has yet to be honestly addressed and revealed to the nation as a whole. Three of the best-kept secrets in the world of education are:

The philosophy, content and intellectual level of the college and university educational departments and professors.

A. The **L.Q. (I.Q.)** level of the average grade school teacher, particularly in inner city schools.

B. The average salary of a public school teacher after 20 years of service working 1,000 or less per year compared to individuals working a normal 2000 hour work year.

Any college student can tell you that from a difficulty of course content level, a teaching major ranks perhaps only slightly above that of a physical educational major.

Now that's about as poor an intellectual, college level education as it gets. Keep in mind that a physical education major intends to specialize in sports and it is more important that he or she excel in their chosen field rather than to have impressive academic credentials.

On the other hand, teachers whose purpose is to educate next generations of a nation should rank very high in real academic credentials. If you ever had to take a course, supposedly comparable to other college curriculums, in the school of education you immediately wonder why most of their courses were even necessary.

If you really want to find out how desperate the situation is, ask knowledgeable people in the State of Texas. Upon administering a state wide competency test to teachers, the average grade school teacher was hard pressed to score well at the fifth grade level of grammar school.

A nationwide test should be funded by one or more private or public non-profit foundations which, for once and all time, would reveal the pitiful situation at the core of the educational problem the college level Schools of Education, their curriculums and their administrations.

At random, select on a nation wide basis, **1,000 of the current, college graduate, inner-city teachers and 1,000 citizens over the age of sixty-five with grade school educations with or without high school diplomas, but no college education. Administer an SAT type test. not similar to tests already available**

(to eliminate cheating and pre-tutorial practices) to both groups; the results will be almost unbelievable!

If you ask most teachers in the public schools about the level of pay, they will almost invariably quote the entry-level salaries of \$10,000 to 20,000 a year. If you examine the salaries of teachers with twenty year's experience you will find average salaries closer to \$50,000 a year.

The salaries are only for a 1,000 work hours a year or less! Many teachers don't even teach six hours a day.

Teachers, because of more than favorable retirement programs can retire and collect retirement benefits after thirty years of service, **regardless of age!** Retirement benefits of \$30,000 a year or more are not uncommon.

Once a teacher knows that you are aware that their salaries are comparable to \$100,000 for a 2000 hour or more work year they will argue about how much time they spend correcting papers and taking educational refresher courses or seminars. When actually compared to such time spent by other professions and skilled workers, such claims are ridiculous.

A married teaching couple, by forty-five, earn around \$100,000 a year, have ninety days continuous summer vacation time, holidays, extended Christmas vacation plus semester breaks and average \$60,000/year in retirement after thirty years of service, regardless of age.

The performance of students even in pre-tutored SAT scores should have long ago gone through the roof taught by such highly, paid professionals.

There are some brilliant and, most probably, isolated teachers working under terrible conditions and grossly underpaid. In a voucher system such teachers would be rewarded monetarily and self-fulfillingly.

To deny the children of poor and middle income families a great education through a properly regulated, administered and funded voucher program is the lowest form of perfidiousness by those who through fallacious, sophist arguments, base their objections on the First Amendment.

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

There is no establishment of religion in providing funds for parents to choose the educational system for their children. On the other hand, depriving poor and middle class parents of that right, by collecting taxes that impact their ability to choose, **actually prohibits the free exercise thereof.**

You see, by economically, through taxation, forcing children into public schools; wherein the Supreme Court in deference to such fallacious sophist arguments, exposes children, in direct conflict with the First Amendment, to be educated in a secular educational religious system. Wherein, secularism is actually a humanistic religious belief system unto itself.

The heart of a secular, humanistic, religious belief system is based upon teaching the big bang or similar scientific beliefs and situation ethics. One **is taught that everything came from nothing or a quantum of energy in an otherwise empty universe; rather than the possibility that everything came from GOD or That Which Is Greater Than Ourselves.**

Secular religious believers and particularly those engaged in scientific research simply can not say three little words, **"I don't know!" This secular arrogance dismisses the presence of that small inner voice that knows the difference between right and wrong.**

Do you really believe that inner spirit comes from nothing or a single piece of energy just having happened to exist in a vast empty universe? Surely no one who has faced up to his or her own ignorance can believe such nonsense.

Rather than admitting ignorance of universal **"KNOWLEDGE"** mankind is being led to believe that everything came from nothing or a singularity of energy as a scientific fact. Secular, Humanistic scientists and other believers of such theories simply cannot admit that no one really knows how everything came into being and will never.

IV. PROGRESSIVE VARIATIONS

It is extremely difficult, if not impossible, to discuss all of the variations of the educational process that should be considered over the long run in a society that is, and for some generations to come, completely lacking in Essence and overwhelmed by false personalities. In this volume, please read between the lines, if you are interested in other alternatives.

For the foreseeable future, formal schooling from kindergarten through college level educational processes will probably be the norm with the following possible variations:

- A. Separate schools for boys and girls at some level perhaps as early as kindergarten or around the fifth or sixth grade.
- B. College bound classes in high school for professionals, such as doctors, scientists, engineers, accountants, architects, etc. Apprentice and work related programs and classes for skilled labor, general business students, computer programmers, social workers, etc.
- C. Phase out advanced degrees at the Master's and Ph.D. levels in a wide variety of so-called disciplines unless included are the advanced core curriculums in English Literature, mathematics, logic, etc. The advanced courses must be taken along with the students in the college departments majoring in those particular subjects.
- D. Restructuring of accreditation for a teaching certificate above the eighth grade level should be only valid in an area or areas of expertise **for anyone** who could meet comprehensive testing standards in that discipline. Anyone could then earn the necessary credits in Education through student teaching and training in marketing skills and media presentations. These skills will be necessary to gaining pupil interest and attention.
- E. University teaching accreditation for Math and scientist teachers would take the same curriculum as mathematics, engineering and scientific students. Other undergraduate teachers need to graduate with a Liberal Arts Degree in their chosen field of expertise.
- F. University professors would **teach** a full curriculum of subjects. Grants and other projects of any kind will be done on their own time.

There are other educational processes to be considered in the future:

1. All state or federally funded education would end upon completion of the eighth grade. Students would then go into a variety of apprenticeships or actual full time employment in the general work force. After a three or four year period, students could then continue in the work force or apprenticeships or apply to the appropriate college or university for advanced education in medicine, engineering, fine arts, English literature, etc.
2. The city, state or federal government would provide the loans, if necessary, to educate a student in the curriculum of their choice for four years. Loans would be repaid automatically as a fixed percentage of earned income and deducted directly from salary or wages, after graduation.

What happened to the typical high school educational process? If the core curriculum of the voucher system is properly constructed and quality controlled through adequate testing, the average L.Q. of the eighth grade student will far exceed the average L.Q. of the current high school senior.

What is all too apparent, is that children are kept far too long within the confines of the present educational system and lack sufficient real life experience and discipline. Also, the role of females in a technological and industrialized environment needs to be completely re-evaluated and such an evaluation can be found in **BOOK VII, Vol. 7**.

What will become of athletic teams, because of the elimination of a high school education? Teams and individual competitive sporting activities on a truly amateur level already litter the landscape. What will finally be recognized is that high school and college athletics are nothing more than a quasi-apprentice program for professional athletes.

Profit motive individuals and team organizations will simply return to the old, lower league, type farm systems, City teams, little leagues, etc, all of which will become the standard training grounds for those desiring to be professional athletes or to play for enjoyment and community competitive reasons.

V. EDUCATIONAL PROCESS FROM 6 TO 13

Basic language skills including math skills should be the first priority of a society. Language skills, excluding mathematics, are easily understood to be of utmost importance, regardless of the type of society. Not so easily comprehended might be the relevance of basic math skills in a variety of societies.

The importance of math skills in any type of society can be illustrated by comparing **the scratch mark** (|||| |), **against** the ROMAN numeral system (**VI**) and the **Arabic** numbering system (**6**).

If anything needs to be exchanged internally in a society or externally, which system best serves the needs of the individual and the society? If you are not certain, try handing out a receipt for 808 items in either of the first two systems.

How about a more exact means of meeting someone else at a given location; by sighting the sun, reading a sundial or having synchronized, illuminated watches, particularly at night?

All other subjects in the lower grades, with the exception of actual problem solving, are useless until the fundamental skills of language, including math, are achieved. Problem solving is not relegated to math problems but pertains to the capability of preparing an individual for real life situations.

Spelling is a necessary evil and one must be careful at what time in the development of language skills spelling is emphasized. In the English language, for instance, let's start with read, red and read! These are only single syllable words.

Spelling gets more illogical and committed to memory, as the number of non-phonetic syllables in a word increase. When a complete international, phonetic language is put into place spelling becomes self-evident.

Literature encompasses history. If one can comprehend what one reads, then to absorb history one need only to read history books and have a teacher act as moderator when two or more history books differ in opinion, as to what actually took place. The moderator should also encourage classroom debates on the merits of various historical representations.

Once Phonics has been learned, Literature, at this level can encompass most legitimate subject matter not injurious to a child's moral compass.

What is important is how many hours should a child spend each day devoted to learning, playing, performing chores and doing homework. Most learning between the first and eighth grades should, when appropriate, include playfulness.

Combined learning activities assist in all around intellectual and emotional development. For example: Assign each student the responsibility for choosing one particular city in any country and reciting to the class what the student learned. Then introduce a globe of the world into the classroom.

Ask questions about where some of the cities are located. What is the present time of day in several of the cities? Is it daytime or nighttime? How long does it take to reach one of the cities by air, by car or boat, which distance traveled would be longer? Why?

After a discussion about the answers to such questions, introduce the globe of the world and a flashlight (representing the sun). Demonstrate why it is daylight in some cities and nighttime in others.

Show when traveling long distances, the distance traveled is along a curved path because the earth is actually round. Introduce a mirror (the moon). Demonstrate how the sun reflects off the moon to produce moonlight.

Relevancy of subject matter and interrelationships of various disciplines is what education is all about, not memorizing dates or the spelling of words or a list of the crops produced in a given region or the multiplication tables. Children develop an interest in learning because they see the relevance to their everyday lives.

Speaking of the multiplication tables, it is not important or even relevant, that little Mary memorizes that 7×8 is 56. What is important is that she can visualize that 7×8 is either a picture of eight rows of seven items or seven rows of eight items. If there had been 7 rows of 10 items she would have immediately known it would represent 70 things. But there are only 8 things not 10 things in each row.

There are 2 things missing in each row of seven rows. Therefore there are fourteen (7×2) things less than 70 in all. $7 \times 8 = (7 \times 10) - (7 \times 2)$.

The problem visually presented by animated film or actually demonstrated with rows of pennies is much simpler than herein described. Begin early to develop the basis for such thinking patterns. Progress through simple algebra and geometry, in an equivalent of grades one thru eight.

Upon learning to read simple paragraphs, children should answer specific questions about the paragraph or little story. Questions should move from the verbal, classroom discussion stage to written answers. As reading comprehension progresses, so should the difficulty of written questions. Memorizing text is not reading. It's comprehension that matters.

Reading material should include math, simple geometry and science problems within the story line. Emotional growth can be gained by discussing why characters behaved in the books the way they did and how certain situations might have been avoided. Parents do their children great harm by participating in completion of any homework or project assignments - don't do it!

VI. HIGH SCHOOL

Sometime, out into the future, it will be understood that between the ages of approximately thirteen to seventeen, worldly experience and self-discipline should be the main focus of development, not a regimented educational environment. Such timely experience and development of self-discipline is necessary during these emotionally, hormonally stimulated years. For now, the high school educational process will still be with us.

One of the most important alternatives under a voucher system would be to provide the ability of parents to choose between a coed educational system and a single sex educational environment.

In either case, the emphasis should be on preparation of real life careers be it a garbage collector or business executive. At least two separate curriculums should be available. College prep courses for professions such as engineers, doctors, accountants, judges, scientists, computer systems development, etc.

The second curriculum or curriculums should be in most other phases of real life, work preparation. Such a curriculum would necessarily involve various categories of apprenticeship, i.e. plumbers, electricians, office managers, computer programmers, etc., with heavy emphasis on the skills and courses necessary to be proficient in these endeavors.

There is of course the whole range of quasi-skilled labor, homemakers, social workers, artists and entertainment oriented individuals, etc. Core studies, in either college prep or skilled labor curriculums, coupled with major courses in their chosen fields and appropriate apprenticeship programs would greatly enhance these students' chances of success, in their life work.

When any student learned he or she was not suited for or did not really enjoy their first path of interest they could enter another curriculum or enter the labor force.

Individual or small group teaching faculties would be invaluable to preparation of life careers in many vocations, provided core studies in literature, math and history were incorporated into such curriculums. For example, a student interested in an operatic career would benefit most by being educated by someone with intense operatic experience. A plumber would thrive and be very skillfully prepared if taught by a master plumber while working as a part-time apprentice.

The great fallacy in today's world is that everyone has to go to college or university. Most college curriculums today are absolutely ludicrous. One of those is the so-called communications degree. Graduating at the age of 22 to 25, the student interns at a media type position for very little, if any pay; seldom advancing above lower, middle management.

Students should have the opportunity to serve apprenticeships in high school or in the work force, while studying elocution, video production and electives in such courses as theater, equipment installation and repair, and animation technology. The student would more likely succeed in a communication's career. Save at least six years of wasted effort and monetarily be prepared for real life.

When the average high school graduate goes to college, parents foot the bill for the cost of four years of more "education"! That cost in today's American educational market is minimally \$5000/yr. even if the student lives at home and could be as much as \$50,000. That is a cost over a four-year period of at least \$20,000 or possibly as much as \$200,000.

If today, a high school student were economically astute, he or she would preferably take a job in their chosen line of work at even minimum wage or start their own small business and stay living with their parents. Take the minimum \$5,000/yr. up to \$50,000/yr. for four years from the parents and invest it along with any other money saved over the four-year period.

Many will argue that college Liberal Art courses greatly assist in developing an all around human being capable of discoursing on a wide variety of subjects and adaptable to a wide variety of circumstances.

In actual practice most of these courses are utilized for propaganda purposes, by the particular political or other agenda bent course of the professor. When children learn to think for themselves, most of these courses become rhetorical in nature.

Their ability to learn on their own would preclude any interest in most current college courses because, if truly interested, they would simply read up on the material and, if necessary, seek advice from truly competent practitioners and become apprentices depending on career interest.

VII. LIFE TIME LEARNING

Individuals seeking advanced educational opportunities would attend colleges, universities, art schools, vocational schools, seminars, both physically and electronically of their choice. Government loans would only be made available to those of any age, who attended a college or university for a particular degree.

After four years, no further loans would be available and the student would be expected to begin making payments on such loans. Appropriate financial penalties or garnishment of a percentage of wages, etc. could be humanely imposed, when delinquency of repayment become excessive.

Learning at all ages necessitates continuing education throughout one's lifetime. The means, types and ways in which an individual seeks such education is a personal choice. Voucher financed educations would cease at the end of four years of high school.

Eventually upon the elimination of high school only the voucher system for grade school and the loan system for a four-year college or university would be available and then, only after real life work for at least three years. All other forms of educational financing would come through personal work effort, families or any kind of private financing.

VIII. SUMMARY

In today's world, children memorize and/or copy schoolwork. In many cases, their parents actually do their homework. Children watch television endlessly, play video games and have, on the whole, very little physical activity or interaction with their peers on a real give and take basis.

Cheating on everything from class work to homework and tests are standard fare, particularly in high school and college.

Parents, daycare centers, educational facilities and extra-curriculum activities are organized from the time the child is hardly able to walk until long after high school.

Children become very passive, absorbing instruction with little or no input. This makes it so very easy to control populations through entertainment or by governmental and corporate decree.

Education need not be a six to eight hour school day. What is important is that a child learns to think intelligently, solve theoretical and practical everyday problems from simple algebra to sawing lumber. A child needs to learn to interact socially with others. This interaction should be encouraged in young children; but not through adult organized teams and games.

Such social interaction is best achieved by allowing the children time to suggest and organize impromptu playful activities from birthday parties to baseball games. Parents and educators can suggest and advise, when it seems appropriate, without scheduling, being arbitrary or dogmatic.

From the ages of six through approximately thirteen or fourteen, children need to be children. Playing, while learning how to assume responsibility and nurturing their integrity. Children should not be unduly sheltered from real life family situations.

It is not inconceivable that in the distance future all lower grade schooling will take place at home through Internet type educational systems. Hands-on application in chosen fields of endeavor will then necessitate internships under supervision of skilled practitioners of their chosen professions. Socialization then takes place in neighborhoods, through family and friends in play activities, social gatherings and sports events.

The line of demarcation from childhood, through teen transition, to adulthood is a very fine line. How can one develop a singular, true personality while maintaining one's Essence at full strength?

Early sex education, intentional media exposure to violence, foul language, illegal and prescription, mind altering drugs, indoctrination in various social agendas and linguistic assaults on language are absolutely depraved attempts to undermine Essence development, while promulgating false personalities!

Any individual, group or organization condoning or participating in such depravities deserves Quaker like shunning. Such pitiless activities are always promoted and justified through distorted concepts of free speech and facts of life arguments. 2,000 years ago such heinous sophistry was recognized for the evil it is:

MATTHEW 18:6 "But if anyone causes one of these little one's who believe in me to sin, it would be better for him to have a large millstone tied around his neck and to be drown in the depths of the sea."

Next:

BOOK VII

VOL. 4

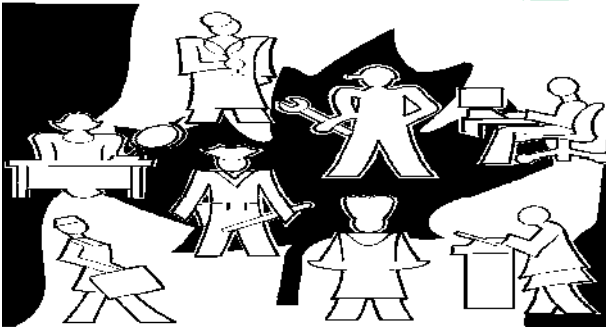
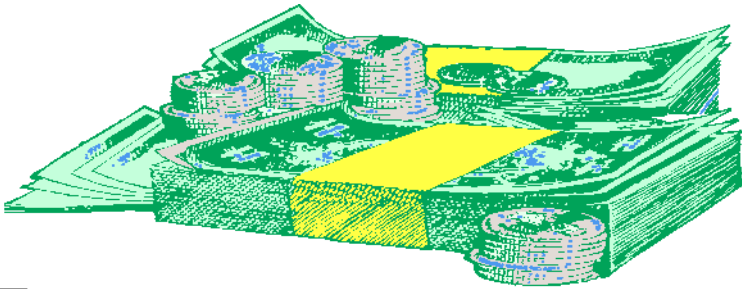
CAPITAL, LABOR AND LEISURE

The achievement of contentment and participation in joyful living are inescapably interwoven and reliant upon the inter-relationship of capital, labor and leisure. **Vol. 4, BOOK VII** concerns itself with these relationships and their relevance in everyone's life.

BOOK VII

VOL. 4

CAPITAL, LABOR AND LEISURE



THE JMARIAN BIBLE

By jimar

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FORWARD

Next to religion, the largest field of human conflict lies in the area of capital and labor. As far back as recorded history, politics, cloaked in the various disguises of dictatorships (including kings and queens), socialism, communism and democracy, has been so influenced by self-interest and special interests that leisure time in the most powerful and richest nation, the United States of America, is practically non-existence!

What is more damning in the richest, most powerful nation in existence is the preponderance of useless work, laws, regulations, taxation, moral degradation, educational ignorance and the enormous class differentiation between the rich, the shrinking middle class, the working poor and the poverty-stricken.

What further clouds the reality of current human existence are sophist arguments, from all self-interested parties, through manipulation of data, spurious, isolated examples and single correlation relationships.

Real wealth is composed of much more than goods and services and prices and wages. Real wealth should be measured in terms of available leisure time, psychological stability, level of individual tolerance for others, long term financial security, health, everyday well being with regard to food and shelter, level of intelligence, emotional satisfaction and freedom from unnecessary governmental regulation.

The **JIMARIAN BIBLE** addresses all of these concerns. In this particular volume is disclosed some of the means by which fair distribution of monetary wealth amongst all classes can be achieved to enhance the opportunities for increased leisure time.

I. CAPITAL

Capital, money and property, in all its various forms are king. If you are an artist, an inventor, a worker, an entrepreneur, etc., whatever you wish to accomplish in your life is, almost without exception, at the whim of those individuals and institutions that have by one means or another acquired vast amounts of capital. If you should yourself acquire wealth, you in turn will acquire one or more of these additional false personalities.

Infrequently, acquisition of such capital is achieved through honest and extraordinary effort. More often such acquisition is achieved through cultivated relationships, inheritance, family connections, bribery, statistical anomalies (being at the right place at the right time), plain dumb luck (the lottery, etc.) or by governmental decree of one kind or another.

Arguably, the best type of government is one controlled by a highly intelligent, emotionally stable, benign dictator. Unfortunately if such a dictator were available, such a government would also be the shortest lived government on record.

Then, what would come next? Perhaps that is why a democracy is considered the worst possible form of government, except for all other known forms of government that are far worse. Such comparisons are only really applicable to large populations, not necessarily small isolated tribes.

One must be careful, not to be lulled into an all too easily adopted belief, that America is the greatest nation in history because of being a democratic republic. America also happens to be the best piece of real estate on the planet earth!

Anyone born in America is, by birth, far more likely to attain the good life than would he or she, if born in similar circumstances in another country. This is not necessarily because of America's form of government but because of its location, location, location!

However, control of capital lies in the hands of the very few, the bankers, top managers in corporations, those of great inherited wealth and especially local, state and federal governments, including the Federal Reserve. Then there are the major stockholders, Wall Street investment firms and mutual fund managers.

In the early 1900's, if your net worth was \$100,000 you were considered wealthy. By the 1950's it was one million dollars. And now entering the twenty-first century it takes ten million dollars. In the 1990's, really being rich required at least 1 billion dollars in assets, a very exclusive club.

When considering these comparisons, there are at least two variables that greatly effect an individual's asset requirements. A fairly large, decent home in the early 1900's cost about \$2,000. Today such a home costs more like \$200,000. Older people in the early 1900's died prior to the age of 65, now, due to increased longevity, large amounts of an individual's assets will go to maintaining oneself in old age.

The cost of medical treatment can wipe out any amount of accumulated assets. One million dollars can disappear very quickly in later life if you require on-going medical care or are seriously injured.

On top of these considerations, the middle class aging population will, over time, abandon their hard fought efforts to live in those \$200,000 homes in good neighborhoods. Because the taxes on property, social security benefits and income will leave them unable to pay those taxes; not the original mortgage payments; just the taxes, which double about every ten to fifteen years!

The Federal Reserve has done a remarkable job, after the 1929-1939 depression, in keeping the banking system liquid. On the other hand, what most people do not understand is that the very means by which the Fed creates this liquidity is what encourages large banks to risk taxpayers' money, not stockholders money.

To maintain liquidity in times of financial crisis, the Fed prints money. This creates inflation by placing more funds into the system and causes banks to become more risk orientated in order to absorb the additional monies created. When excessive bad loans accumulate on the books, the FEDs bail out the large banks. This places the burden of bank solvency on the taxpayer not the stockholder.

Public examples of such mismanagement are only made of small banks. Taxpayer supported government bailouts and refinancing schemes permit large banks to go on their merry way.

Arguments are readily available to defend these actions for the good of the nation. What is always omitted from these very sophisticated arguments is why not change or scrap the current system and method of operation and replace it with a more workable and less burdensome approach.

Financing of wrecked foreign monetary systems is even a greater waste of taxpayer money. Loans by the IMF (International Monetary Fund) use taxpayer money to supposedly shore up such monetary systems. In reality, such loans usually go to repay banks which made the risky loans in the first place or the money is siphoned off by heads of state and their cronies. Who pays for these mostly wasteful schemes? You do through taxation in various forms.

The greatest irony in all this misuse and accumulation of capital is the answer to the following question. From whom do the banks, corporations, other financial institutions and the government get the money in the first place?

II. LABOR

Labor takes so many forms. It is hard to quantify. In America today, most so-called labor is utterly and irredeemable wasted time and energy. Excluded from such useless labor is labor that physically produces useful products with their own hands, i.e., houses, fruits and vegetables, etc.

Such exclusions, although very much contributory to the "**good life**", have their own featherbedding techniques. Government subsidies and antiquated building codes being two such examples.

Lawyers, in general, have already been discussed in **BOOK VII, Vol.2**. Tax lawyers and tax accountants are prime example of useless so-called labor. A national sales tax, replacing the current tax system on wages and profits, would end these wasteful paper-shuffling activities.

Most corporate overhead costs of business operations are shamefully inefficient and that wonderful new, technological innovation, internal corporate e-mail, epitomizes such waste. The write-offs and other financial juggling inherent in the method of taxation, which encourages and motivates such wasted effort and expenditures, further enhance corporate inefficiency.

The list of wasted and not only useless, but often times harmful application of so-called labor is endless. It is not the individual performing the so-called labor that is directly at fault. At fault is the lack of understanding by the general public and the special interest groups, themselves, who equate acquisition of monetary excesses and accumulation of things with the "**good life**".

The challenge is to acquire significant leisure time, while producing necessary goods and services, void of inflation, while distributing wealth even handedly, with less government regulation and interference.

III. LEISURE TIME

The pedestrian idea of a human being's perfect leisure time is sunning on an idyllic, south sea isle beach; surrounded by emotionally satisfying perceived beauty. The Humanitarian use of leisure time is to expend one's energy in devotion and self-sacrifice to benefit the poor and the sick.

The lowest form of human expression of leisure time is complete, unfettered debauchery and human degradation driven by animal lust, void of discipline; perhaps abetted by self-loathing and thoughtless revelation in one's addictions or illnesses (a characterization of addictions that ignores responsibility for one's actions.)

There is an extraordinary, philosophical definition of leisure time, as expressed by Aristotle around 400 BC:

"The ideal life is one of contemplative leisure, nearest the Divine and freest from external circumstances." He condemned unlimited wealth.

Plato's enduring philosophy of life seems to embrace leisure time:

"True happiness is attainment of the highest good. Innocent pleasures without pain are all right while in pursuit of the "good".

Simply substitute contentment for happiness. Such a substitution encourages less cyclical, vibratory fluctuations, as might be found in happiness and it's more debilitating opposite, depression.

The "good" is dependent upon your belief system. It is most difficult to define if you are not truly aware of your own beliefs. Without an emergence of Essence, it is almost impossible for you to establish a workable singular, personal, belief system because of your numerous multiple false personalities.

If one has very little or no chance of achieving a high degree of leisure time, regardless of circumstances (rich or poor, conservative or self-indulgent), there is little or no hope of achieving the "good" life.

Almost by definition, a democratic system of government must find a way to more fairly encourage the distribution of monetary wealth, in the expectation, that such re-distribution will create more opportunity for "leisure time" for the average citizen to pursue the **"good" life.**

A prerequisite for establishing the "good" life for most of mankind is the absolute necessity of societies putting into practice the precepts of **“The Art of Parental Love” as taught in Book VI, volumes one through eleven.**

The **"KNOWLEDGE"** in those volumes must be inculcated into the young people of each new generation when they are between the ages of fourteen and seventeen.

Society needs to reinforce the teachings within those volumes throughout their social structures while developing their individual essences and eliminating or at least subduing their false personalities.

IV. REDISTRIBUTION OF WEALTH

With the exception of appointees of mutual fund representatives to the Board-of-Directors of large, publicly held companies, most directors and officers of such companies own or control very small percentages, if any, of the entire common stock of such companies.

Today the personal theft of top corporate executives has reached even beyond ordinary greed. In reality, the "**RICO**" crime law statute of conspiracy should apply to many top, public corporation executives, Board Members and Compensation Committees.

Cross-fertilization of Board members and top executives makes it possible for each member to approve and even encourage exorbitant salaries, perks and Golden Parachutes for each other. Meanwhile, behind the scenes are investment banking firms encouraging the upward mobility of their "friends" to make the acquisition and merger business unbelievably lucrative!

Takeovers or Buy-outs of both private and publicly traded companies are usually accomplished through either highly leveraged bank loans or highly inflated value of the takeover company's common stock.

Usually, behind the scenes maneuvering is undertaken by investment bankers, who, for outrageous remuneration in terms of stock options and/or cash, manipulate the ritual dance of merger or acquisition by euphemistically encouraging (bribing) the parties to consolidate by enriching the Board-of-Directors and/or the officers of the companies. This is, first, at the expense of the stockholders. Then, at the expense of future purchases of the consolidated company by the stock buying public through selecting the proper analyst to hype the company's new found synergism.

One of two methods or a combination of both usually accomplishes the newly projected profits. One method is to initiate huge write-offs. Also through clever book keeping, include some current or soon to be encountered future costs.

This write down permits new management, in one financial stroke of the pen, to absolve themselves of what was slowly, over the years, accumulated costs. Such costs may still be accruing within operations (such as overvalued inventories).

Due to the one time write-off, the accounting records of the company are no longer burdened by the prior accumulation of such disguised losses.

Subsequent quarterly corporate profits are enhanced. Now, management appears to be performing magnificently. Meanwhile, very slowly, the same old disguised costs slowly creep back and perhaps entirely new ones.

The other method is restructuring; which consists of two major phases. The first phase is the sale of assets that were all along hidden value on the books. Such assets appear on the books at original cost and subsequently, depreciated asset value. When sold, such assets realize for the company their true, market value.

For example in the most obvious case, company A, twenty years ago, purchased \$10,000 of company B's stock, because, at the time, company A had excess cash and company B was paying a substantial dividend.

When Company A is taken over by another company; the newly combined company sells the stock of company B on the open market for \$2,000,000. In fact, the newly combined company may sell off entire divisions, whose book value is insignificant but whose market value is very substantial.

Such sale of assets was already calculated into the takeover scheme to relieve the banker's concern about debt reduction for financing the takeover in the first place.

The lowest form of connivery, within the reorganization scheme, is consolidation of business activities by the substantial, actually obscene, reduction of employees. Consultants are then usually brought in (often times affiliated with the investment banking firms) to smoothly assure the departing employees that they are being fairly compensated; but that efficiency of the free market system requires such management decisions.

Those employees who remain are emotionally manipulated to work longer hours, faster and harder, to insure the success of the combined operations, engineered by the newly enlightened management.

There are exceptions but not many! Top, departing management, under previously agreed upon terms; leave the company with their golden parachutes (excessive compensation in one form or another). Other departing souls (dismissed employees) leave with lump sum settlements

at best, which are usually depleted within one or two years, after dismissal.

There is so much evil in such degradation of individuals within the process, almost too numerous to adequately address. Most top managers are no more intelligent than other employees. By fortunate circumstances, relationships or connivance, over peers' dead bodies, individuals rise to the top.

Money to undertake such thievery and degradation originally comes from the very pockets of the ordinary citizen, in the form of bank deposits and the purchase of common stocks and bonds.

Again, the fault is not exactly within the privileged, individual executive, through circumstance, who happens to be at the top but rather with the system that allows such gross injustices. Almost without exception, most false personality human beings would do exactly the same thing to each other, if the circumstances were reversed.

This is why, unlike the words of Aristotle being "The State is subject to the **same** moral standards as the individual"; when dealing with citizens enmeshed in false personalities, the state must rise to a **higher** moral level.

The free enterprise, laissez faire', market system is anything but fair, while operating under current conditions of human behavior. Such manipulations, in a democratic society, are not only forgiven but also encouraged in time of apparent monetary prosperity.

Then the system breaks down in cyclical irregularity. Tragically misguided or maniacal individuals and groups propagate alternative methods of government. The alternatives are most always worse than the status quo.

That is why democratic societies must alter the obvious inequities, by changing those systems, regulations and laws proven to be fallacious and furthermore rid themselves of adherence to obsolete laws and legal proceedings that place too much power in the hands of government, at all levels.

V. THE DEMOCRATIC WAY TO REDISTRIBUTE WEALTH

The simplest and most democratic way to redistribute wealth, in a modern day, industrial-technological society, is by redefining the SEC regulations through new congressional legislation, if necessary. The pragmatic reasoning, for justifying such a policy is the fact that in reality the average citizen's money in various forms is being used to create, leverage and provide the financing necessary for growth of **public corporations**.

Couple this with the realization that, in the overwhelming majority of situations, only circumstances, not skill or intelligence separates the "employee" from the "executive".

Keep in proper perspective, that none of the reasonable solutions recommended throughout the **JIMARIAN BIBLE**, for creating a just and equitable society, are isolated, single correlation objectives.

Rather each pragmatic solution is based upon multi-correlation of the philosophical reasons and the interrelated means of bringing humanity closer to nirvana in a real life sense.

Simply stated, to become a **publicly traded and financed corporation** a company would comply with the following new SEC regulations:

- A. The salary of the highest paid executive cannot exceed ten times the lowest paid employee in **Public Corporations** of 1,000 employees or less, increase for greater numbers of employees. The limit regardless of size being 50 times the lowest paid. All retirement benefits could only be a maximum of 5 times more for the highest paid executive than the lowest paid employee, with equal amounts of service years.
- B. Any other means of remuneration to executives and board members must be available to each employee not less than 1/10 to 1/50 the amount that is available to the executive or board member receiving the highest such remuneration.
- C. Any merger, acquisition or other combinations of companies, divisions, departments or product lines, if the surviving entity is a **Public Corporation**, all employees will be covered by the same SEC regulations. If the surviving company goes private, it could not again become public.

- D. In the event of merger, acquisition, buyout or any other disassemblage or consolidation, involving a **public corporation**, no incentives and no one time separation windfalls. There would be no additional pensions or any other payment in any form, either directly or indirectly (such as consulting contracts, between friends, relatives, corporations, partnerships, proprietorships, etc.) that would accrue to any past or present employee or board member of any of the involved companies or individuals.
- E. There would possibly be **no unions** in publicly traded and public financed companies, provided that a necessary mechanism was in place to protect all employees from wrongful discharge.
- F. A national wage and salary, **Public Corporation** criteria would be established to classify all employees' skills to determine salary scales from 1 to 10. The salary level for the same type of skills could vary widely between corporations.
- G. All **public corporations** would apply the same company skill measurement criteria for **internal wage** and grade level determination. The top salary not to exceed 10 times the lowest wage. When number of employees top 1,000, compensation could reach 50 times lowest wage for public company with maximum number of employees.
- H. Privately held corporations would only be subjected to the same legislation, if their borrowing or external financing of any kind reached certain limits, i.e., \$25,000,000. Wherein, all subsidiary controlled entities, in any form would be included in the total allowable limit.

Some consideration would have to be included in the regulation or legislation to insure outside contracting and part time labor would not diminish the internal wage structure and numerical number of "employees". Particularly, when companies were expanding and the current "employees" would, now, as part of the management team, resist appropriately hiring new employees.

Such changes in SEC regulations would, for the first time in history, fairly, create a vast realignment in asset redistribution, over a reasonable time. Organizations that obtained financing through Public Offerings and/or bank loans or bond issues should operate in an environment for the benefit of all.

Unions would possibly have no function in such organizations because labor and management would always have the same objectives and share the wealth, as well as, the penalties of inefficiencies and loss of markets. After funds set aside for business purposes (acquisitions, depreciation, etc), perhaps stockholders & employees split the profits.

Original corporate executives and entrepreneurs of the private company, when it became **public**, would enrich themselves through the stock price of the public offering or later sale of said stock for their risks and entrepreneurial endeavors. Competition for skilled workers would insure that privately held organizations would also upgrade their "**employees' compensation**."

The SEC regulation changes would be accompanied by implementation of a sales tax rather than income taxes. The regulation would, by necessity, **eliminate** or limit the scope and definition of any kind of partnerships so as **not** to produce some immense loophole in employee organizations to circumvent the intention of such legislation.

The sales tax might possibly incorporate a negative income tax for distribution to those temporarily unemployed or those without possibility of future employment.

Such distribution compensation would be gradually reduced as reemployment wages reached certain minimum levels of reasonably decent, quality subsistence.

There is a good argument to be made against any publicly held company issuing any stock options whatsoever since this dilutes the ownership of the stockholders who paid for their shares.

Possibly some type of utilization of profits (after necessary retained earnings for expansion and equipment, etc) could be split between stockholders and employees.

Such an employee incentive might deserve consideration after a minimum return on investment to stockholders preempted such incentives. Then both employees and shareholders could purchase additional shares in the company if they so desired.

Although employee and management objectives would be the same under the new SEC type regulations, thereby eliminating the major reasons for **Public Corporation Labor Unions** there needs to be a protection of individual worker's rights to avoid unreasonable dismissal or job downgrading.

If essences are forthcoming in place of false personalities it would seem reasonable to establish a changing, randomly selected, five member, employee review board to determine such cases when brought before it by anyone.

Financing and administration of businesses are not brain surgery. More often than not, experts in various specialties, i.e., tax law, accounting, public relations, speech writing and consumer manipulation, etc. are at the beckon call of top management. With such expert advice, any ordinary individual with common sense can function as “Top Management”.

There is one caveat. Unfortunately, due to the nature of false personalities in business operations, an individual usually rises to the top through a combination of slyness, and covert character assassination, in the form of the old boy, new woman, old or new minority networker, not to mention relatives and inheritance.

VI. SUMMARY

NIRF THE ONLY REAL SOLUTION TO THE BANKRUPT SOCIAL SECURITY SYSTEM; THE WORLD'S GREATEST DOMESTIC CRIMINAL ACTIVITY

This Volume 4 of BOOK VII would not be complete without enlightening the public concerning the American Social Security Scheme.

How did we get into this mess and how do we, not only extricate ourselves from this criminal scheme, but almost eliminate poverty and create great economic wealth for the American people?

First, let's describe how the present system was inaugurated and functions.

During the "GREAT DEPRESSION", the GREATEST OF ALL "PONZI SCHEMES" was devised with the full knowledge of every branch of the Federal Government. It was not created to provide financial security for the citizens of the county. It was a hidden tax on the American People and that greatest of financial crimes is still in operation, with the full knowledge of the Federal Government.

Legal Definition of a Ponzi Scheme:

"An **investment** scheme in which returns are paid to earlier investors, entirely out of money paid into the scheme by new investors."

Section 201 (b) of the Social Security Law (Federal Income Compensation Act):

“It shall be the duty of the Secretary of the Treasury to invest such portion of the amounts credited to the Account as is not, in his judgment, required to meet **current** withdrawals. Such investment may be made only in interest-bearing obligations of the United States or in obligations guaranteed as to both principal and interest by the United States”

Money came in and what was not immediately paid out was borrowed by the Federal Government! The Federal Government then spent it, for God knows what, over the last 80 years.

The very definition of a Ponzi Scheme!

No matter what all the politicians, economists, the media or anyone else ever tells you:

There has never been any money in the social Security System!

If new investors (All those not retired, stopped paying FICA taxes) there would be no money in the Account to pay current retirees. But wait a minute you say, what about the current 3,000,000,000,000 (Three trillion dollars) the Federal Government owes the retirement fund?

When the Federal Government repays that debt, in order to help pay the current retirees, where does the money come from? It will come out of General Income Tax Revenues. Both the current contributors to the program, and get this, those now collecting from Social Security pay those taxes through the Government mandated Federal Income Tax System.

This now becomes a double PONZI scheme. Not only do current payers of Social Security pay for those in retirement – **PONZI SCHEME #1**, in addition, the \$3 trillion dollar debt

owed to the Fund by the Fed. Government is paid by the same Americans contributing to the Fund, **PONZI SCHEME #2.**

When that debt payment is complete, any further Fund payments necessary, when monthly FICA payroll withholdings, can't meet payments to retirees; the difference must be paid out of the General IRS Tax Revenues. So Americans who pay into Social Security, not only pay for those retired, **PONZI SCHEME #1** and also pay for the Federal Government debt of \$3 trillion dollars, **PONZI SCHEME #2** but then must, for all continuing shortfalls, directly pay through the **IRS ANNUAL INCOME TAX REVENUES,**

Actually, all members of congress, presidents, attorney generals and the head of the FBI as well as the Supreme Court Justices have perpetuated this criminal activity for over 80 years, robbing, even now, your paychecks every month.

Through Bernie Madoff's **PONZI SCHEME,** he stole 20 Billion dollars and was sentenced to 150 years in prison. What do every Congress person, every President, etc, for the last 80 years, get for stealing trillions of dollars from the American taxpayer? Most of them get re-elected and fat retirement compensation.

The current average monthly payment to retirees is about \$1,500 of other people's money. paid by you, your children and grandchildren in perpetuity; except the money coming in no longer covers the money going out, So FICA monthly withholdings must be increased, Annual General taxes must be continually increased, Retirees' monthly payments reduced and/or age of retirement increased, in an attempt to continue the **TRIPLE PONZI SCHEME.**

But no matter what Congress does, it is going to cost every American a huge amount of money in one way or another with no real solution in sight, except adopting **NIRF** as quickly as possible.

NIRF is the Acronym for the National Investment Retirement Fund; augmenting and changing the nature of the TITTLE II-OLD AGE RETIREMENT portion of the currently amended 1935 Act. For initial simplicity, the other 10 Titled Programs will not be changed. These programs can be eventually amended or replaced by later legislation.

When enacted, NIRF will only apply to those of 40 years of age and younger. Those over forty will still contribute to the Social Security **PONZI** Scheme. Those collecting Social Security will remain on the current program. One major difference will be acknowledgement in the amended bill that those over forty remaining on the current program are being taxed; and it is not an investment but a tax scheme that by necessity of its criminal origination, it is necessary to phase out, at the minimum disruption caused by the criminal activity, so as not to overburden the increase in General Tax Revenues necessary to create a real investment program for those 40 and younger.

Those age forty and younger, currently paying less than \$2,001 annually into the system will no longer pay into FICA. Those remaining 41 to 70 year old employees, corporations, self-employed, all government employees, including all members of Congress, the Executive and Judicial Branches of federal, State and local Governments will continue to make their monthly contributions and that money, over \$2,000/yr., along with the three trillion dollars the government now owes the system, will remain in the current program; plus **all** those paying in excess of \$2,000/annually will contribute the excess amount above the \$2,000 to the support of the current system.

Any short-fall in the difference between the monies coming in to support the current system will, by necessity, be paid out of the general tax revenues. The Federal Government could consider making the FICA Tax applicable in a reduced rate (say 2%) for ordinary income in excess of the current cap.

Of course, corporations will continue to pay their share into both the new and the current program depending upon the age category under which, at the time of implementation, the employee falls. And the self-employed workers will pay twice that of those employed by companies, just as they are now contributing.

Under the current system Retirees are paid by the contributions of those not yet retired at an average rate of approximately \$1500/month; rather than the Federal Government actually having invested the incoming Social Security payments in the NYSE, DOW and/or NASDAQ.

Again, “The definition of a classic investment Ponzi Scheme.”

Under the full details and mathematically, historically verifiable performance, over the last 50 years, had only the FICA payroll deduction of \$2,000 a year, been invested on a proportional basis across the DJIA, NASDAQ & S&P 500; not only could every American worker have retired at the age of 48 (those going to work @ age 18) or 52 (College graduates) on a pension of at least \$40,000/Yr, but by now NIRF would be self-perpetuating.

There would no longer be any payroll deductions by employees, corporations, self-employed, all government employees, including all members of Congress, the Executive and Judicial Branches of federal State and local Governments

A two adult household would have a tax free income upon retirement of approximately \$80,000/year. Upon the death of a retiree, his or her benefits and the principal accruing in their account would remain in the NIRF program.

Remember, a two adult household would have a tax free income upon retirement of approximately \$80,000/year. Upon the death of a retiree, his or her benefits and the principal accruing in his or her account would remain in the NIRF program.

The Federal Government could never appropriate the funds for any other use and could never hold or assign others to any corporate board or oversight in which the funds are invested. Investment of funds limited only in the three stock averages: DJIA, NASDAQ & S&P 500.

Retirement begins after 30 years of employment or at age 70, which ever comes first. If at age 70 the retiree has not had 30 years of employment, the retiree will receive a lesser benefit in proportion to the standard 30 year retirement benefit.

The 30 year retiree can continue employment while still drawing full pension benefits and will still pay the monthly FICA withholding amount; but will receive no added retirement monthly benefits. When the last of the employees under the current system have died every employee would be on the NIRF Program.

The \$40,000 a year would not only be tax free; it could not be attached for any debt/ legal obligation. Lenders should be aware that these funds are not available in determining the borrower's credit worthiness. The 8% compound return of NIRF investments is 2% to 3% below the average historical returns of the NYSE. The 2% difference to be used for the other obligations in the current PONZI SCHEME

It also requires that temporarily (20 to 30 years) contributions of those workers forty year of age and younger, exceeding \$2,000 a year, as well as the three trillion dollars already owed the fund remain in the FICA, as needed, to help offset just the current obligations to those already retired (50,000,000) and those between over forty and 67 yet to be retired.

Currently only using an average of \$18,000 per retiree the FICA pays out an annual amount of:

50,000,000 retirees x \$18,000 = \$900,000,000,000

Almost One Trillion Dollars!

Next:

BOOK VII.

Vol 5

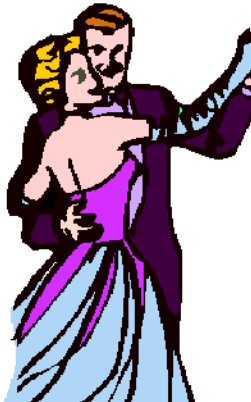
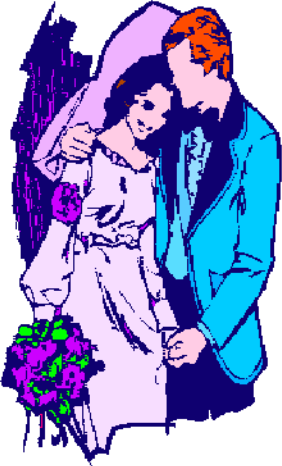
HEALTH, LOVE, ROMANCE & SEX

Humanity has always been obsessed with these subjects, true KNOWLEDGE of their place in human affairs is herein disclosed.

BOOK VII

VOL. 5

HEALTH, LOVE, ROMANCE & SEX



THE JIMARIAN BIBLE

By jimar

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FORWARD

Health, love, romance and sex are so interrelated in mankind's quest for physical, emotional and psychological well being it is difficult to discuss one without it directly or indirectly having an effect on one or more of the other three.

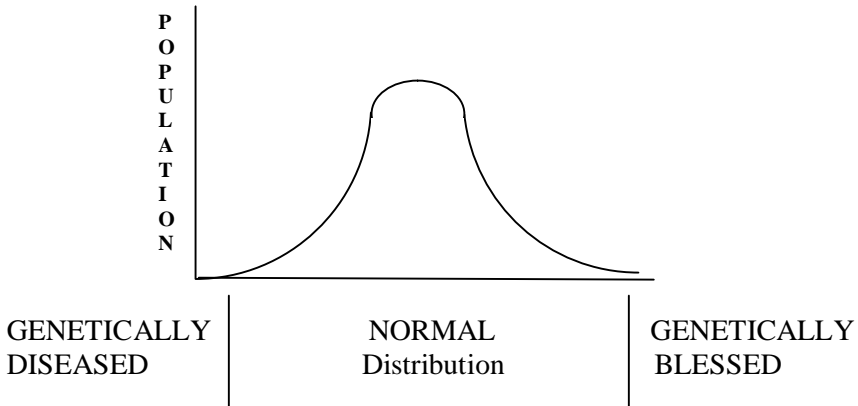
In Volume 7, BOOK VII, Religion and Philosophy, there is discussed the world in which we physically exist and the world of spirituality, which may or may not exist. Health, love, romance and sex take on different **psychological connotations** depending upon one's choice of religion and philosophy and, as such, **will be covered in Volume 7.**

Having said that, this **Volume 5** will, as far as possible, only deal with the **physical and emotional aspects** of health, love, romance and sex.

I. HEALTH

Once again it is important to utilize the normal curve and apply it to health population distribution:

HEALTH CONDITIONS OF THE GENERAL POPULATION



At both extremes of the population spectrum, genetics, extreme poverty, wealth, sanitary regimen, and various addictions i.e., prescription, illegal, cigarette and alcohol drugs can have great impact on an individual's health.

Setting aside individuals at the two extremes, good health for 95% of the population is best served through a balanced diet and moderate exercise. **Genetically** obese, bulimic and anorexic individuals are quite rare in the general population.

There are numerous reasons for lack of good, common sense, dietary and exercise regimens. Most causes for lack of such common sense are contained within an individual's want of self-worth, other psychological troubles and little or no self-discipline.

There is no magic pill, without known and unknown side effects, or any guru, other than yourself, that can improve or even maintain the quality level of your health.

Either you eat a well balanced diet of uncontaminated water, fresh fruits, vegetables and grains with or without poultry, fish or game (vegetarians vs creature eaters) or you suffer the consequences of your self-inflicted life style.

Various supplements, such as vitamin C, can be beneficial. If you have food allergies, they could very well have been caused either by your own incorrect eating habits or being bottle fed with cow's milk instead of being breast fed. Simply find out what causes the allergies and avoid those conditions or find medical or alternative medicinal ways to immunize yourself.

There will always be exceptions. Those exceptions are utilized by almost all individuals within the general population to excuse their own negligence and refusal to practice self-discipline in order to convince oneself that he or she is one of those exceptions. Allying yourself with the exceptions is what creates the majority of personal health problems.

Long walks, gardening, bike riding, moderate aerobic movements, yoga, use of lightweights and moderate general sports activities several hours a week combined with a proper diet are all that is required to maintain good health. To do anything else or rely on someone else to provide you with a magic formula is utterly ridiculous and self-defeating. The solution is very simple. Yet the average individual ignores the obvious in favor of diet gimmicks, medicine and expert advice!

It is not necessary to devote more than these two pages to the solution of your personal health problems that if not corrected, will eventually cause you great unhappiness. You are the problem. The solution is obvious:

Eat a well balanced diet of uncontaminated water, fruits, vegetables and grains with or without poultry, fish or game (vegetarians vs creature eaters) and exercise regularly and moderately.

Aside from philosophical and health considerations there is the possibility that disproportionate reliance on poultry and particularly animal meat consumption could be a significant factor in mankind's aggressiveness and war like inclinations.

II. National Health Plan

You are a fair, honest, charitable and prudent person. One afternoon you observe an obviously prosperous, unknown individual, who is impeccably dressed and a vision of cleanliness, set fire to his wallet, lie down, wallow in a mud puddle and then tear off, piece by piece his previously spotless clothing.

Completing such abominable behavior the individual comes to you and asks you to **freely** provide a new set of clothing, soap, a warm bath and money. In this particular case the individual is not crazy. In fact, if you hadn't seen with your eyes such a self-destructive behavior pattern, the individual appears quite normal.

- What would your reply be?
- Would you completely ignore such a request?
- Or would you at least expect some measure of guaranteed, future compliance of the individual to behave in a civilized, intelligent manner, before attempting to assist such an individual?
- Would you be intimidated or foolish enough to comply with his or her requests?

Expend a considerable amount of effort, **before reading any** further, to determine what you would really do in such a situation?

In real life what you most likely would do is to completely disassociate yourself from that individual, without providing any assistance.

What has this example to do with a National Health Plan?

The general population's response to just such a situation will determine the very parameters of a National Health Plan.

- A. Will it be fair?
- B. Can it remain solvent without unduly taxing the general population?
- C. Will it place the cost burden on future generations?

- D. Can it, not only provide for treatment of illnesses, but most of all make great strides in preventing illness and increasing the health of the general population?
- E. Should you refuse medical care to an individual bent on self-destruction?

If because of self-destructive tendencies, an individual's cost of health care is exorbitantly more than your cost, how would you expect that individual to behave and reimburse you for those excessive expenditures?

What precautions would you demand of such an individual or would you simply be very happy to keep paying more than your fair share for such outrageous behavior? Behavior that is so contributory to that individual's poor health, sickness and disease.

If the health problem is clearly outside the control of the individual either because of genetic characteristics (not tendencies) or directly due to environmental contamination, or illness then, of course, this is exactly the purpose of a National Health Plan.

The National Health Plan would only become activated for benefits to an individual when they were not covered by corporate health programs or by private health insurance. Individual private plans and corporate plans should follow the model of the National Health Care Plan, if such a program is correctly implemented. There should be a clear and concise means test and procedure, not financial means, but rather, controllable health characteristics.

The National Health Plan should have five major parameters:

Payroll deductions, similar to pension plan systems, would go to funding, through appropriate re-investment vehicles.

Complete physical examinations to determine category of risk, due to either genetic, uncontrollable environmental or personal responsibility characteristics, regarding current and projected states of health.

Payroll deduction contributions would be determined by (B). For example, if drug users and overweight individuals (various category levels), causes were from personal addiction and habit, they would pay perhaps five times as much in payroll deductions, as an individual who was in excellent health according to tests and habits.

- F. Those individuals whose payroll deductions, due to poor health practices, were higher than the established good health deductions (adjusted as new medical evidence became available) would be given a criteria of diet, exercise and habit pattern conduct that if followed, could eventually place them into the minimum risk category.

When such high-risk individuals met such criteria their payroll deductions would be reduced accordingly. Individuals who regained good health characteristics could request examination (no more than one a year) to so qualify for the lower rate.

- G. Every five years, everyone would be re-evaluated. Their payroll deductions would be increased or decreased depending upon their new level of health, if caused by individual practices, not due to natural health causes, genetics or accidents during the previous five-year period.

Actually, the Federal government should take itself out of all healthcare services and turn healthcare over to each State. Each State would collect the payroll contributions.

III. LOVE

CARE - RESPECT - RESPONSIBILITY - "KNOWLEDGE"

Return to BOOK VI. Volume 5, review the complete volume before reading further.

Chapters VI and VII of Vol. 5, Book VI are herein repeated with the exception that what was required to practice the Art of Parental Love, with regard to your child, applies to everyone and everything you believe you love.

THE DEFINITION OF LOVE (BOOK VI. Vol. 5)

There are four essential characteristics necessary to truly love another human being (or anything). Erich Fromm specifies these characteristics in his book "The Art of Loving." The parameters of these characteristics have been broadened so you will see how significant they become **in any loving relationship.**

A. CARE

B. RESPECT

C. RESPONSIBILITY

D. "KNOWLEDGE"

To **Care** for **someone** or **something** means to have a feeling of tenderness and regard toward that person, creature or thing.

Caring is not synonymous with love, but is one of the four conditions necessary to truly love someone or something else.

Respect signifies the ability to develop an appreciation of worth for those **persons, creatures or things** that you intend to love. You must honor and esteem them. The characteristics of respect are:

- Appreciation of their worth
- Developing the ability to honor & esteem those you love.
- Most importantly, you must first develop these attitudes about yourself, so in turn you can love universally and teach others to love as well.

Responsibility, the third condition, is the ability to fulfill a duty or a trust regarding an obligation on your initiative, without the assistance of an outside authority. Most people simply have not learned that responsibility is a prime condition, which must be met before love can be given.

You can be tender toward another individual or any creature or thing, especially when it is yourself. You can learn to respect yourself and those and that which you wish to love. **Learning and practicing Responsibility for yourself and other human beings, creatures or things is often omitted from the understanding of love;** because it requires discipline, self-sacrifice and independent action. As a loving human being, you must feel a strong sense of responsibility for those or that which you love.

The conditions of love, Care, Respect and Responsibility cannot really exist without "KNOWLEDGE". "KNOWLEDGE" is the fourth condition of loving. "KNOWLEDGE" is putting into action that in which you truly believe. It is acquired through learning and experience.

Deep and extensive learning is the art, process or state of "KNOWING", verified by your every day actions.

You can now appreciate what is necessary to develop the ability to love yourself and others. The condition of "KNOWLEDGE" means that you must "KNOW" yourself so you can love yourself, and to love **others you must acquire a deep understanding of those individuals, creatures and things you wish to love.**

To "KNOW" yourself you must accept some contradictions in your present beliefs. For instance, the Chinese philosopher, Lao Tse once said, **"The highest step to which thought can lead is to know we know not."**

The same philosopher said, **"To know and yet think we do not know is the highest attainment, and yet to think we know is a disease."**

It is extremely difficult for those of us who have been raised in Western culture to appreciate some of the finer philosophical thoughts in Eastern philosophies. There is much to be gained when you really understand that words which are strictly true, often times appear contradictory and seemingly absurd.

This can be more easily explained recognizing that in observing an event each person directly involved will see the truth differently. An observer not involved and simply watching the event will draw a completely different conclusion as to what occurred.

Yet, each believes he or she understands the truth of what transpired. In any personal relationship it is important to recognize and understand all points of view.

Granted, understanding another creature's point of view may be extremely difficult or impossible. By placing yourself mentally in the same predicament as the creature you can simulate possible understanding or at least empathy.

As an ant, how would you feel being stepped on, particularly intentionally by a human being?

It is not necessary to have people or things that you love conform to your ideals. It is necessary to "**KNOW**" them and to understand their needs and desires. In the case of inanimates know their purpose. This kind of "**KNOWLEDGE**" requires years of close association and observation.

With a deeper meaning of love, you can recognize that previously when you thought you loved someone, a creature or thing; it was more likely that you were really seeking to be loved or controlling. You were searching for love from a person, authority, creature or possession of a thing. This leads to frustration and a reliance on your false personalities.

By developing the **four cornerstones of love, Care, Respect, Responsibility, and "KNOWLEDGE"**, you will gain the ability to love and your Essence will begin to prevail over your false personalities.

Love is one of the most misused words in our vocabulary. You can like something or someone or be entertained by someone. You can admire someone. You can have great respect for someone. None of these definitions or similar laudatory phrases remotely corresponds to the definition of love.

You can search for attention and affection but love is something that is freely given and requires all the attributes as defined. If you are going to be a loving individual, it is imperative that you truly accept, adhere to and fulfill the obligations inherent in the four primary conditions of **CARE, RESPECT, RESPONSIBILITY and "KNOWLEDGE"**!

If you truly aspire to love even one other individual, creature or thing within your lifetime, now you are aware of what such love really means. First and foremost is, if a parent, to love your child! Subsequent loving relationships should be in order of proximity, mate, parents, relatives, companions, mankind, creatures, the earth, things, etc.

Any or all of these loving relationships are extremely difficult, if not impossible to accomplish if you do not truly love yourself. If you do not acquire the fullest understanding of the meaning of love, you cannot truly love anyone or anything.

IV. ROMANCE

Fabrication, fiction, idealization, love affair, music, thing imagined, and narration as defined in Roget's Thesaurus.

Take your time; turn the above synonyms over and over again in your mind. All of the above aptly apply to various states of mind when one is caught up in romance, either imagined (as it so very often is) or in reality. Everyone believes he or she can separate fact from fiction.

In the case of romance is found a rare double oxymoron. The fact, of being romantically in love, is in itself a fiction. Whereas, in fictional romance, the fact is everyone knows in reality, it is only fiction.

The feeling of romance is wonderful. It is not love! Romance in the confines of a relationship is a marvelous aphrodisiac, lasting from a one-night stand to several years' duration.

If one is truly practicing the Art of Love within a relationship, then intervals of romance can reoccur throughout the lifetime of the relationship. Since love, in its truest sense, is rare, so are such romantic reoccurrences within the same relationship.

The tragedy in most lives is that one not only applies the word love in such profane ways but that one completely mistakes romance for love.

Shortly after a marriage begins, without true love, romance ends.

V. SEX

For discussion purposes, this chapter might better be thought of as sex, sin and procreation. The two most inhibiting factors in mankind's attempt, if such an attempt is to be made, at aspiring to spirituality, rather than bestiality, are:

A. Coming to grips with the reasons for not taking another human being's life.

B. The purpose of sex.

Thou Shalt Not Kill has already been thoroughly evaluated in BOOK VII. Vol. 2. THE LAW.

Sex is yet to be completely dissected in all its endless varieties. Your attitudes and acceptance of the reasons for sex and the methods employed, will, in conjunction with your attitude about killing another human being, establish the foundation of your true religious and philosophical beliefs.

The mention of sex carries so much baggage in the minds of everyone that most of you have already drawn certain conclusions about what is yet to be revealed. Nothing could be further from the truth. It is you the reader who must come face to face with your true beliefs or continue to live within your multiplicity of false personalities.

To completely eliminate sex as a factor in mankind's inability to spiritually progress, everyone could simply **cease to engage in any sexual activity**. This is the actual road chosen by those few that do practice celibacy (**abstinence of any sexual activity**) **all their lives**.

Should such a capability rest easily within the Essence of each human being; then of course, once Essence has fully emerged or has been reawakened, there would be no continuation of the human race, unless medical science procreates through solely artificial means.

Should such universal means of medical procreation be utilized, as the only means of procreation (if everyone practiced celibacy), males would have no compelling reason to be attracted to females. The female population of mankind would, under such circumstances, as a general rule, because of the biological urge to reproduce, demand such medical practices.

Having chosen this method of procreation without engaging in sex, the female could no longer count on male companionship, protection, financial support or social interaction. In other words women would live basically apart from the male population, as would their children, until the male children moved into the adult male population.

Under such artificial means of procreation, the female population would almost certainly be utterly doomed to a life of poverty. Whether females like it or not, the males would dominate the world of business activity and utilization of resources.

Even if a means of job equalization could be enforced through legislation without male cooperation (having no incentive to do so) the female population would be saddled with the economic consequences of supporting more than themselves in order to fulfill their biological need for procreation.

The psychological consequences to females, within such an artificial procreation society, would be incalculable! Without even discussing the biological and medical fallacies under such universal artificial procreation.

Emergence of Essences, coupled with elimination or greatly diminished false personalities, in which the general population practiced celibacy, would leave the female half of mankind worse off than now.

The obvious conclusion, regardless of whether or not the general population continues to operate through false personalities or emerges in Essences and true personalities, **is that sex is here** to stay as part of the biological urge for males to be attracted to females. It is also a means for females to procreate, to satisfy their biological nesting instincts.

What code of sexual morality then becomes the centerpiece of any individual's religious and philosophical choices?

- A. Is sexual gratification only morally acceptable within the confines of human procreation, the marriage bed in all its variations?
- B. Or is sexual activity a universally pleasurable pastime for human beings in all its **freely consenting** participatory variations.

If A. is the only morally acceptable way through which males can gain sexual pleasure and females can fulfill their procreation and nesting instincts, then there are critical problems within the Catholic Doctrine.

It is the conditional fallacies within the Catholic doctrine that cause one to pause before accepting this morality basis of sexual activity as a bedrock of one's belief system.

The conditional fallacies within the **Catholic sexual activity** belief system clearly denotes that the marriage contract takes precedent over the biological imperative to attempt procreation. Once married, one or both partners need not be fertile to morally be free to engage in sexual activity.

If procreation is the only morally acceptable grounds for sexual activity, then, before marriage, partners should be tested for their ability to reproduce. When, if at some point, one of the married individuals is unable to conceive or ejaculate healthy sperm, sexual relations should cease.

All forms of sexual activity between married individuals, which could not directly contribute to the procreation process, such as mutual masturbation and oral sex, would be prohibited.

Next to celibacy, accepting all such restrictions within the sexual parameters of your religious belief system would assure you of the most morally safe, sexually inhibited belief system!

The Catholic sexually inhibiting belief system, with its conditional relief parameters, is currently the next, most morally safe, sexually inclined, belief system. The first is abstinence of any sexual activity.

Upon your acceptance of a contraceptive based belief system, such as found in Protestant and Jewish religions, major controversies over certain sexual life styles arise and give credence to the possibility that sexual pleasure is every bit as morally acceptable as procreation.

Adherence to a morality based belief system solely **upon sex only for procreation** wherein; not only must infertile individuals refrain from sexual activities, but fertile partners must refrain during pregnancy, post pregnancy non-fertile (breast feeding) and menstrual periods is a wager wherein spiritually you lose nothing.

Any moral argument for conception, outside the marriage bed for heterosexuals ignores lack of Parental Love. . . Accidental or even intended (at least on the female's part) procreation of children outside of marriage ensnares such children in the current endless loop of historical false personalities, because without the possibility of receiving true Parental Love a child's chance of Essence emergence is extremely difficult!

What medical intervention absolutely proves itself more reliable than natural selection over time? Natural selection in the fertilization process by Essences rather than false personalities would raise the level of natural selection so high, that mankind would most probably not even consider medical intervention.

Once contraceptive practices are deemed morally acceptable, all forms of **freely consenting** sexual activity should logically be just as acceptable for purely pleasurable and psychological well being purposes as is procreation. The marriage contract simply becomes a legal document for procreation, sociological and financial purposes.

The major heterosexual consideration to such a **morality** based belief system should be that procreation out of wedlock is definitely unacceptable and **morally** incompatible with such a belief system.

Lesbian and homosexual life styles, along with faithful heterosexual marriages, are much more preferable and can be more easily justified under such a contraceptive based morality system, then can be a heterosexual, out of wedlock, possible, pregnancy producing situation.

In a contraceptive, morality based belief system, there is no moral difference between heterosexual, lesbian, homosexual or masturbation practices, except for procreation out of wedlock.

BLAISE PASCAL, 1623 AD

“... belief in God is a wager which can lose nothing.”

Would Essences be more able to control biological sexual or nesting instincts, so that sex only could take place within the confines of the procreation process?

The provocative question is "What is the cause of heterosexual, lesbian and homosexual behavior?" Is genetics, environment or a confluence of the two responsible for the variety of sex?

Males and females are totally out of sexual synchronization. Males are stimulated biologically, almost exclusively, by sexual thoughts, when not engaged **totally** in other very significant activities. Females stimulate heterosexual males by the very act of being there; let alone appearing the least bit provocative or attractive, even without meaning to do so.

Heterosexual females use any means to attract the male for financial, procreative, nesting, protective objectives and fantasy fulfillment.

In five thousand year's development of primarily heterosexual societies, it is probable that only about 1% to 2% of later populations were so genetically disposed towards lesbian and homosexual behavior as to be driven to defy conventional societal prohibitions.

A significant consideration when viewing the impact on society and an individual's development are three basic factors, not two. The two basic factors are genetics (biology) and environment. The third factor is the impact on an individual's genetic alterations, over long periods of time, because of environment!

Lesbian and homosexual orientation (some believe, due to loosening of societal prohibitions) currently may be as much as ten percent of the population). If same sex orientation, through intimidation, successful propaganda, pleasurable love or sincere belief, became the majority sexual preference; then at least, false personality populations would be significantly reduced, simply due to lack of procreation activities.

Would Essences sexually behave considerably differently then false personalities? One would hope so. Religious and philosophical choices, in matters of sexuality, are:

- A. The sexual abstinence model
- B. No sexual activity outside the marriage contract and only sexual activity that directly involves the opportunity for procreation.
- C. The Catholic model {similar Jewish Orthodox and Muslim (polygamy, not withstanding) models}
- D. The Protestant model, including lesbian and homosexual sexual activity.
- E. The yet to be discussed, anything goes, including abortion, sexual activity model.

There are minor variations you can include in your choice of sexual belief systems if you are to exist as a real person (one who truly thinks for oneself). Your religious belief system must include one of the above five major selections of sexuality models.

In **Vol. 7, RELIGION AND PHILOSOPHY**, will be discussed the ramifications of one's belief system if **based upon the directive, "Thou Shalt Not Kill"**. For now, let us examine pro-choice verses right-to-life as relates to abortion, both in regard to sexual activity and religious belief.

Obviously the celibacy model and the Catholic model do not apply to the pro-choice (abortion upon demand proselytizers) believers and practitioners.

Minor variation examples can be found in the Protestant model. Should a lesbian or homosexual engage in such activity outside the marriage contract? The question is not procreation but psychological well being and adherence to the principle of truly loving another.

One's adherence to a belief system based upon the utilization of contraception during heterosexual intercourse accepts that pleasure alone is a legitimate moral entitlement without procreation. One's ability to practice the "Art of Parental Love" should such conception measures fail becomes a moral imperative

The yet to be discussed anything goes, including abortion, sexual activity model.

In some ways this religious and philosophical sexual choice model is the most difficult; if one is truly a real individual (thinks for one's self and fully accepts the consequences and responsibilities for one's own actions).

It is difficult to determine which category; the anything goes sexual model or the possible killing of another human being would best fit an examination of the abortion issue. The answer is that both categories are at issue when examining the matter of abortion.

Pro-life advocates (anti-abortionists), in all but the celibacy model, must be concerned when they procreate and do not practice the "**ART OF PARENTAL LOVE**". From a purely sexual gratification viewpoint, their risk is in having a child and not loving or being loved by the child. Yet their opportunity for earthly gratification is three fold, sexual pleasure, loving offspring and later life enjoyment of possible grandchildren.

Whether an abortion or anti-abortion individual, the sexual gratification from the act itself, may or may not always be pleasurable.

Those that practice abortion, in response to unwanted pregnancies, have more problems to confront in the long run. Of course, they avoid the failure associated with the requirements of practicing the Art of Parental Love, as well as the discomfort associated with pregnancy and birthing and the possibility of not being loved in turn by a child.

Over population of the planet is a concern of everyone. Abortion, even by false personalities, is not a very satisfactory solution to the problem. Common sense birth control, through contraception, is a much more planned approach to the problem.

Abortion is, almost without exception, due to accidental and unplanned sexual activity, in which the individuals had little, if any, forethought or real concern about population control.

Those practicing and advocating abortion have taken on a very difficult, long-term responsibility that they, themselves, do not comprehend or they choose to ignore at the time of the abortion. Their false personalities, filled with the fear of the pregnancy, as well as social and financial concerns, are intent upon only short-term objectives and easy solutions to their immediate indiscretion. Individuals, who have multi-abortions, are truly disturbed and are immediate self-gratification addicts.

Those caught up in a one-time situation, face (excluding the real possible danger of the abortion procedure, itself) serious long-term, psychological problems, long term physical health problems and the real possibility they cannot procreate at some future time.

The human body is not very tolerant in the long run of medical practices that drastically interrupt natural, healthy, human life, bodily function activities. Soaring cancer rates and later-life hysterectomies are a few of the tragic results due to such a poor choice of remedial pregnancy tactics.

The psychological repercussions of pro-choice advocates are beyond measure should one change one's mind with regard to their religious belief system later in life, not to mention hormonal, biological repercussions and possible later life loneliness.

Everyone needs to be very certain of their religious belief system as one deviates from celibacy in regard to sexual matters.

"Thou Shalt Not Kill" will be further discussed **In Vol. 7, RELIGION AND PHILOSOPHY.** The ramifications of one's belief system, if based upon that directive, carry eternal consequences in regard to practicing or advocating abortion.

Any individual who advocates or practices abortion and claims to be of the Jewish, Muslim or Christian faith is at best an irrational human being; or at worst a heinous hypocrite. Heinous because there is a fifty-fifty chance, one is advocating murder in violation of the Sixth Commandment of their supposed religious belief.

Do not confuse such a statement of fact as based upon belief but rather it is based upon pure logic. If you are a member of one of those religions then by choice you believe in the Ten Commandments as the Word of God. But such an individual will argue that he or she doesn't believe that a fetus should be classified as a human being; therefore the embryo is not protected by that Commandment.

But other than by faith, **no one really knows** whether or not the previous statement is true. Therefore there is at least a 50% chance that the embryo in the eyes of their God is protected by the Sixth Commandment. Only a heinous hypocrite or an irrational person would gamble eternity in hell or participation in a paradise on earth on a 50% chance of being right!

Christians might argue that the odds are not 50-50 because anytime prior to death the Christian might repent. This begs the question of knowledge vs "**KNOWLEDGE**". If a Christian has true "**KNOWLEDGE**" of belief in Jesus Christ then by definition he or she would not violate those beliefs by practicing or supporting abortion.

VI. SUMMARY

Which model of sexual activity or lack thereof will best fit your religious and philosophical being? Return to the beginning of this Book VII. Vol.5 and review everything very carefully before making your choice concerning which sexual model is appropriate for your Essence.

The real problem is, not yet having established an emerging Essence, how can you rely on your false personalities to make such a choice?

Before you continue on to the next volume, there are certain unknowns that need to be addressed concerning males and females.

Excluding Divine Enlightenment or absolute conceit, no one really knows from whence came mankind. Were we descendants of apes, spiritual beings inaugurated through the "Word" of God, carbon based replicates or originally advanced robotic forms, technologically coupled to animal like entities, space clones? The possibilities are endless.

The Jews, Christians and Moslems through belief in the Old Testament are certain that we are all direct descendants of Adam. And Adam was himself constructed directly by the hand of God. Eve, in turn, came from Adam's rib and together they begot the human race.

Orthodox Jews believe that all of this took place less than 6000 years ago, despite much archeological evidence to the contrary.

There is the real possibility that 6000 years ago the hand of God or of some other extra-terrestrial civilization combined an ape like being (who biologically developed over eons from the basic stuff of planet earth) with our present brain-like structures and thus began the human race.

Other scenarios would have mankind developing from an ancient multi-cultured race that landed on planet earth and over millions of years lost all knowledge of technological capabilities that are just now re-emerging. "Just now" referring to the last 6000 years.

We could be an independent development of chance mutation from basic planet earth molecular ingredients. And then again, we might just be somebody else's zoo or earlier, now forgotten, penal colony or failed genetic experiment! The reason for introducing such diverse possible explanations of humanity's origin (and as many more such scenarios as one can imagine) is to speculate upon the incongruity of relationships and behavior of males and females.

A simple solution to such an unmanageable dilemma may only require that the majority of mankind return to true Essence forms and shed their false personalities.

Even, when and if such Essence illumination can take place on a large scale, it might still be necessary to lay the ground work by explaining the current situation which is simply a great power struggle between the sexes; occurring on both a conscious and subconscious level of combat and misunderstanding.

Heterosexual, lesbian or homosexual, where did such mixtures of sexual preferences originate? More importantly why, regardless of preference do the couples usually appear to consist of one dominant and one passive partner? Yet, each individual has overlapping male and female traits. Again is this due to false personalities? Was man originally one, now split in two?

The dominant male characteristic is sexual preoccupation throughout his waking hours. The female plays with a different deck of cards and is inscrutable to male understanding. Males consciously or subconsciously long for certain emotional satisfying privileges not allowed them by modern societies.

Females, for their part, pay a dear psychological price for allowing their masculine suppressed traits to surface and dominate, rather than cooperate with their female personas.

The bodies and brains of both sexes are very different, not only in the way in which they think and react, but on relative strength levels, as well. There are few exceptions to these major differences between males and females.

Outwardly females are considered kind, fanciful and sexy, as well as nurturing. The male is brisk, intimidating and business like. The inner person maybe just the opposite. Females wish to psychologically dominate and are very business like in achieving their ends. Males are more romantic, sexually driven creatures and, as in the animal kingdom, really the more physically attractive of the two sexes sans makeup, clothing and hair styling.

Lions don't hunt, lionesses do. If you strip both sexes naked, eliminate makeup of any kind (including dyed hair) and let body hair naturally grow, while eliminating high heels that exaggerate the length and shape of a female's body while allowing the breasts to hang flaccid, which sex is the more attractive?

In today's modern world all women are transvestites! Men are taught to conform to ridiculous dress and behavioral codes that utterly destroy their means of emotional expression and psychological well being. Men police each other within the group so as to denigrate individual males for any such expression.

Females maintain a greater psychological advantage over males by encouraging such rigidity. Females enjoy males who are "outlandish in their attire and demeanor" but only as a source of romance, fantasy and entertainment. If females, on the whole, would encourage their own sons and other males to freely express their inhibited female qualities, females would have much to lose in their ability to psychologically control the male population.

On the other hand, males completely frustrate female attempts to be successful in male dominated professions and businesses. Males consider these positions as a means towards achieving their ends best selection of sexual partners by current social dominance standards.

Such control of power structures by males is terribly frustrating to females attempting to satisfy their male personas. Somewhat akin to a lion slapping a lioness upside the head for daring to hunt and kill prey.

The difference being, that the lioness doesn't mind that the lion preens and stays home to watch the kids, because the lioness gets to hunt and the lion gets the lioness, which is all the lion ever wanted anyway.

Would emergence of Essences and elimination of false personalities automatically eliminate such confused behavioral patterns and misunderstandings between the sexes? "**KNOWLEDGE**" of such false personality behavior by Essences should pave the way to significantly more harmonious couplings.

One last consideration is the various marriage relationship combinations ranging from monogamous to polygamous singularly (without divorce) or serially, as well as open style and/or village communal environments.

Monogamy, without divorce, is an absolute failure when undertaken by false personalities. Whether or not the couples actually divorce is dependent on such factors as religious and financial considerations and/or the commitment to child rearing, despite unhealthy relationships.

If two false personalities cannot find contentment and a mutually loving relationship, any additional complications, such as bringing more people into the relationship, only compound an already untenable situation.

Could Essences learn to accommodate any number of socially acceptable combinations, so long as the well being of their procreations could be safeguarded and the Art of practicing Parental Love was applicable to extended families?

Is the standard of singular monogamy the morally correct and only acceptable marriage contract, even among Essences? Or is jealousy by false personalities and/or religious belief the basis for such a standard.

If, and we cannot be certain of this, jealousy and control were not factors in relationships, there is a real case to made for singular polygamous marriages. Both the Muslim and Mormon religions believe this to be true.

Females use sex to attract males. Females are not obsessed with, nor do they consider sex that important in a long-term relationship, despite all you might have heard to the contrary.

Pregnancy and early stages of child rearing are arduous tasks. Females gain comfort from companionship with other women.

Males crave sex and are demanding in their attitudes about having sex. Males also like time off to engage in activities with other males, often times leaving their mate alone.

Polygamous marriages offer some very satisfactory alternatives to unhappy false personality monogamous ones, if jealousy were not a factor and wives, other than the mother, could practice the Art of Parental Love with other than their own children.

Polygamous marriages, as such, only pertain to one husband and multiple wives. It would be the rare exception for a single wife to be bedded constantly by multiple husbands; with the real possibility of many pregnancies, forgoing most female companionship, while the husbands were out socializing with each other.

There is also the possibility of group marriages comprised, perhaps ideally, of three husbands and seven wives.

These various marriage combinations cannot be experimental in nature, but socially acceptable and considered sanctimonious in a morality based religious belief sense. Such variations may or may not be advisable in an Essence developed society of singular, true personalities.

The historical irrefutable factors in the constant psychological war and unhappiness between males and females is due to inherent absolute biological, psychological, emotional and intellectual differences, which cannot be resolved in all current and past recorded social structures.

Contented Essence orientated, two partner marriage relationships might thrive if historical irrefutable differences could be overcome by the male truly practicing the Art of Love and joyfully, greatly diminishing his sexual desires. While the female, practices the Art of Love, joyfully, unrestrainedly increases her romantic and sexual enjoyment with her partner over an entire lifespan.

Such drastic changes in genetically based, psychological orientations are not predominate in lesbian and homosexual marriages. However, male inherent promiscuity is a real threat to homosexual relationships.

There is a truly deep and abiding genetic sexual barrier that must be recognized. Not only lack of understanding between the sexes but also inability to loving compromise because of emotional and intellectual biological differences must somehow be overcome.

Males are sexually driven beings over their entire life spans. Daily, if not minute by minute their minds are of a sexual nature. Females are fantasy driven in their teenage years. Such fantasies can govern their entire lifespans.

Females use sex to attract males and are probably very sexual themselves prior to procreation that then satisfies their sexual appetites because their subconscious objective, unlike the male, is to attain procreation status and consolidate their socialization and nesting instincts.

Males undergo a profound psychological crisis in their mid-life, realizing their sensual (sexual) desires are not being realized, nor are their other lifetime goals. Males become very aware of the finality of their lives.

Females become psychologically four different personalities in less than a year.

- Preconception beliefs and modus operandi
- Pregnancy orientation and adjustment to physical changes
- Delivery, discomfort (pain?) and maternal instincts
- Realization that her entire world and previously held beliefs are up for total re-evaluation based upon her newly acquired constraints, responsibilities and social status.

The next great divide between the sexes takes place during and after the female psychological and physical change of life, usually occurring between forty-six years and fifty years of age.

There are various levels of real biological and emotional difficulties resulting in either minor or major outward and inward personality changes.

Although these varieties of change of life characteristics may run the gamut of psychological and physical mosaics, almost without exception any real sexual desire is completely eliminated. This condition occurs, not only psychologically but also there is an enormous real biological change in the ability to reach orgasm, vaginal dryness, lack of clitoral sensation and often time's commensurate pain because of these conditions.

The male for his entire married life wonders what happened to the sexually desirable and sexually active female he married.

Males come to the realization after a wife's change of life that any long held belief that once the children were raised everything would at last be sexually gratifying is completely false.

The female, once married, subconsciously is sure she can tame the male's sexual desires, procreate and control her environment. Both the male and the female view of life before and after marriage and before and after changes of life are even vastly more complicated, but the underlying major differences are based upon the above conditions.

Despite her earlier on set of diminishing sexual interest, the female still desires closeness and tenderness from the male; not understanding

that the male becomes completely, sexually, sensuously and biologically aroused.

The female is appalled at such male sexual appetite and the male is completely bewildered by what he considers teasing or lack of understanding by his female partner.

There are exceptions to these major premises but such exceptions are either biological very rare or deliberate accommodation by either or both partners for a plethora of reasons.

If truly loving essence orientation cannot overcome such a cataclysmic chasm in male-female biological and genetic differences then which marriage condition best meets the most basic needs of both males and females, Monogamy, Polygamy and/or Group marriages?

Next:

BOOK

VII.

VOL. 6

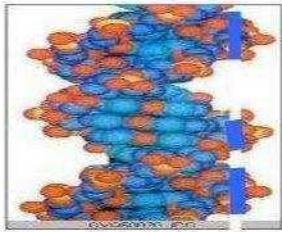
SCIENCE, MEDICINE, THE ARTS & SOCIETY

There is a great deal of misleading and misunderstood information concerning the relative value of science, medicine and the arts in society. One needs to acquire an abiding "**KNOWLEDGE**" of how each of these activities impacts our beliefs and social interactions, not to mention their impact on our psychological and physical well being.

BOOK VII

Vol. 6

SCIENCE, MEDICINE, THE ARTS & SOCIETY



THE JIMARIAN BIBLE

By jimar

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FORWARD

As in the other volumes of this **Book VII.**, jimar is faced with the necessity of broadly outlining parameters which must be taken into account while living in a real world with real establishments and operational norms, developed by false personalities; while attempting to revive Essences and develop singular, true personalities in new generations of mankind.

Such attempts require that one read between the lines, foregoing dissection by the usual, false personality, sophist critiques, in order to realize that although far from being perfect, the societal parameter changes recommended throughout Book VII simply fertilize the soil from which Essences can blossom.

I. SCIENCE

How urgent is the need for science to gain a conscience? Do you recall the "**KNOWLEDGE**" revealed in **BOOK III? Chapter IV. CHAOS?** Now would be a good time to review that chapter, particularly, pages 34 & 35.

Individual, uncensored, unconscionable, false personality research and development is creating world chaos. Without Essence orientated individualities, the human race is on a jagged, spiraling path of downward, humanoid, far less than, animal quality being!

Atomic weapons, animal experimentation, eradication, unbridled pollution, invitro fertilization, abortion, embryo stem cell research and on and on and on. The list of abuses is becoming endless. If there is no spiritual connection beyond human existence, then of course eating one's own children would not be beyond the pale!

Recently, Federal embryo research was endorsed by the U.S. presidential **ethics** panel, saying the **moral cost** of destroying embryos **is outweighed by the social good** from the work, as reported by the Washington Post.

If society is based upon a morally constructed religious belief system Plato's statement, "Evil is never good" certainly applies here. If not, then so called ethics prevails, which is just what is happening. To say that moral cost is outweighed by social good is not only ridiculous; it epitomizes the self-justification of false personalities.

False personalities will continue along these egregious paths regardless of human consequences; just as individuals continue to work in the tobacco industry and other individuals produce large transportation vehicles, monster tires and 200 horsepower plus engines.

The American baby boomers (born between 1948 and 1964) epitomize the grotesqueness of false personality development. In their youth, they marched, ranted and raved about pollution. Now, as adults, they prefer to drive truck like, air polluting vehicles. The boomers abandoned the Volkswagen Beetles of their youth.

These same adults are politically in control of the most powerful, richest and influential country in the history of the world and promote embryo cell research. Females, who frivolously expended their youth dreaming of positions of power, shun marriage while searching for the perfect mate.

Upon reaching the unwed years of waning fertility, females are biologically driven to conceive out of wedlock, even through artificial insemination or out of womb, embryo development.

Female sexual promiscuity has left the male population free of the encumbrance of marriage responsibilities. Such a false personality male population, is, on the whole, not interested in progeny, only sexual gratification without responsibility.

In many instances, complete lack of morality based, early childhood education has created the proliferation of scientific development in all the wrong directions; fueled by the instantaneous self-gratification of today's human population.

Continue no further in this volume until you have reviewed pages 32 through 5; in BOOK III. Let the image of the graph on page 35 be firmly engraved in your intellect and burned indelibly into your emotional being.

Until Essence orientated human beings can conduct responsible scientific investigations, utilizing long term, multiple correlation, verification testing and morality sound judgment, all government funded scientific development and encouragement of development on a governmental, industrial, and private basis should be looked upon very skeptically.

This doesn't mean industry should not improve current products. It means new developments or technological breakthroughs should be considered, not only in light of their possible benefits but rejected based upon their negative immediate, near future and long term harmful effects, for example, atomic fission energy. Until such time as Essences flourish product improvement should take place only upon parameters verifying reduced cost, product simplification and long term environmental impact.

Government should reduce or eliminate all federal funding of scientific inquiry, except for the investigation of replacement of current systems; based solely on pollution reduction, elimination of weapons of mass destruction, from automatic weapons to the neutron bomb.

Rather than drug development and certification, encourage natural methods of healing and preventive medicine; based solely upon evaluation through long term, multiple correlation techniques.

II. MEDICINE

The Oath

by Hippocrates, 400 BC

As translated by Francis Adams

I SWEAR by Apollo the physician, and Aesculapius, and Health, and All-heal, and all the gods and goddesses, that, according to my ability and judgment, I will keep this Oath and this stipulation to reckon him who taught me this Art equally dear to me as my parents, to share my substance with him, and relieve his necessities if required; to look upon his offspring in the same footing as my own brothers, and to teach them this art, if they shall wish to learn it, without fee or stipulation; and by that precept, lecture, and every other mode of instruction, I will impart a knowledge of the Art to my own sons, and those of my teachers, and to disciples bound by a stipulation and oath according to the law of medicine, but to none others. I will follow that system of regimen which, according to my ability and judgment, I consider for the benefit of my patients, and abstain from whatever is deleterious and mischievous. I will give no deadly medicine to anyone if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion. With purity and with holiness I will pass my life and practice my Art. I will not cut persons laboring under the stone, but will leave this to be done by men who are practitioners of this work. Into whatever houses I enter, I will go into them for the benefit of the sick, and will abstain from every voluntary act of mischief and corruption; and, further from the seduction of females or males, of freemen and slaves. Whatever, in connection with my professional practice or not, in connection with it, I see or hear, in the life of men, which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept secret. While I continue to keep this Oath inviolate, may it be granted to me to enjoy life and the practice of the art, respected by all men, in all times! But should I trespass and violate, may the reverse be my lot!

Yet here stands modern day civilization, almost 2500 years later, in complete ignorance of such wisdom and understanding. While those who practice medicine and hide behind the pretense of honoring the oath, often times defile the oath.

Hippocrates, the founder of perhaps the ideal form of practicing the Art of the Physician, would be horrified by the bastardization of his obviously Essence generated oath, as modern medicine is now practiced by today's new breed of doctors.

A simple reconstruction of the oath makes it applicable to every race and creed without ambiguity or religious bias:

I SWEAR, by that essence which is most prevalent in myself, in order to honor my religious and philosophical true beliefs I will keep this Oath and this stipulation - to reckon him who taught me this Art, who in turn shares my beliefs and honors this oath equally dear to me as my parents, to share my substance with him, and relieve his necessities if required; to look upon his offspring in the same footing as my own brothers, and to teach them this art, if they shall wish to learn it, without fee or stipulation; and by that precept, lecture, and every other mode of instruction, I will impart a knowledge of the Art to my own sons, and those of my teachers, and to disciples bound by a stipulation and oath according to the law of medicine, but to none others.

I will follow that system of regimen which, according to my ability and judgment, I consider for the benefit of my patients, and abstain from whatever is deleterious and mischievous.

I will give no deadly medicine to anyone if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion. With purity and with holiness I will pass my life and practice my Art. Into whatever houses I enter, I will go into them for the benefit of the sick, and will abstain from every voluntary act of mischief and corruption.

Whatever, in connection with my professional practice or not, in connection with it, I see or hear, in the life of men, which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept secret.

While I continue to keep this Oath inviolate, may it be granted to me to enjoy life and the practice of the art, respected by all men, in all times! But should I trespass and violate, may the reverse be my lot!

By omission of the original phrase, "**I SWEAR** by Apollo the physician, and Aesculapius, and Health, and All-heal, and all the gods and goddesses" and substitution of a broader basis of belief acceptance, the rephrasing can be more appropriately stated:

"**I SWEAR** by that Essence which is most prevalent in myself in order to honor my religious and philosophical true beliefs" and additionally adds, "who in turn shares my beliefs and honors this oath"

Two phrases in the original oath were simply eliminated in the more generally stated oath:

"I will not cut persons laboring under the stone, but will leave this to be done by men who are practitioners of this work and, further from the seduction of females or males, of freemen and slaves."

Hippocrates, either constrained by custom or out of sincere belief, makes a clear distinction between physicians and surgeons. While at the same time he feels some compelling need to clarify the obligation of the physician to avoid being influenced by bribery in the form of monetary, friendship, or emotional inducements.

Any reference to slavery, which was an acceptable practice in societies of those days, has no relevancy in any Essence based **morally acceptable** religious belief system, within the context of the **JIMARIAN BIBLE**.

It is essential to note that it is the duty of the physician to teach everyone the Art of Medicine who accepts and likewise practices the precepts of the Oath. In other words, universal health, treatment, and preventive medical "**KNOWLEDGE**" is not for the privileged few. Such "**KNOWLEDGE**" is to be universally shared, so long as one does not abuse, distort or misuse the "**KNOWLEDGE**" gained.

III. THE ARTS

Plato was deeply concerned about the license of poets, actors, and the arts in general:

: "To speak of the absolute rights of art is nonsense."

"Moral straying is something the arts are very good at justifying at the expense of the individual's and the community's long term benefit."

"History has demonstrated time and time again that the pen is mightier than the sword."

**ONE PICTURE is
worth a 1000
WORDS!"**

Those three quotations were contained in earlier books of the **JIMARIAN BIBLE**. Artists, in general, appreciate the power and societal significance of words and visual productions; when it suits them to utilize their talent for constructive purposes.

Artists "Artfully" denigrate the significance of that power in such works of art, be it novels, paintings, music, dance, film or video, which might negatively affect society. Then, artists simply dismiss such works by saying, "Well, its only fiction", or "We are only telling it like it is", or "it's just entertainment" or "If it doesn't suit your moral code, just turn it off.", etc., etc., etc.

This brings us to an interesting point of departure regarding responsibility in the performance of one's artistry. Artists of all stripes, in all areas of art, go out of their way to point out the hypocrisy of others, particularly politicians and those of religious authority, who are considered conservatives, as opposed to the general label of liberal.

If an individual espouses certain fundamental beliefs and then is found wanting by violating those beliefs (often times only once or twice), artists are first in line shouting, hypocrite!

There is a far more insidious malignancy within the artistic community, itself; the magnitude of which can only be conveyed through biblical condemnation:

Matthew 18:6 "But if anyone causes one of these little one's who believe in me to sin, it would be better for him to have a large mill stone tied around his neck and to be drown in the depths of the sea."

There is also something very perverse in the nature of mankind, which applauds a single act of goodness, by an otherwise unscrupulous individual, while wholesale condemnation is heaped upon an otherwise valuable member of society, when he or she commits a single act of impropriety.

"Causation", not hypocrisy, is the most virulent form of evil!

The more opportunity for "Causation" through promotion and syndication, which negatively influences large segments of society, the greater is the evil of the artists and the art community as a whole.

This does not excuse any individual influenced by such artistry, who copies such behavior. The magnitude of the evil perpetuated by the artistic community compared to the individual seduced by such influence is, however, the difference between that of a torrential downpour and a drop in the bucket.

IV. SOCIETY

Society consists of a very thin layer of tenuous, mutual agreements as to what is acceptable and unacceptable behavior amongst various groups of human beings; human beings who are totally caught up in their own false personalities.

Almost, upon demand, having no individual Essences to assist in distinguishing, without hesitation, between right and wrong, groups and individuals, within a society, lurch from pole to pole in emotional and false intellectual indulgences. They remain unashamed of the depth of their ignorance, taking political, ethnic, moral, ethical and religious sides without the slightest hesitation.

REINHOLD NIEBUHR, 1892 AD, was attuned to man's desperate predicament. He believed the notion of perfectibility of man, endless progress and world government are erroneous. Meliorism is all man can hope for that it's not the worst or best of all possible worlds and perhaps even improvable. Criticized optimism of liberals who fail to assess rightly the evil in human behavior.

According to Henry David Thoreau, "Most human beings lead lives of quiet desperation." There is little, if any, conscious awareness of such an almost universal condition. Emphasis, in the form of blaming others, genetics, environment, addictions, fate or accident, coupled with greed and envy, is the modus operandi of most human beings.

Attachment to and accumulation of "THINGS" and "CAUSE CELEBRE" engage false personalities in an endless game of misguided hope in some miraculous salvation from or solution to their particular malaise, either in this world or the next.

You, yourself, are unaware of who you really are or what you truly believe. Is it any wonder that the behavior of human beings follows a cyclical path of intellectual, emotional, physical and spiritual self-destruction throughout all of recorded history?

V. SUMMARY

Throughout the Books of the **JIMARIAN BIBLE** you have been exposed to certain "**KNOWLEDGE**" and have been asked to make certain choices. Hopefully this is leading you to a better understanding of yourself and the repetitive nature of mankind's dilemma.

In the next and last volume of **BOOK VII**, you will come face to face with yourself or, more appropriately, your many personalities.

Next:

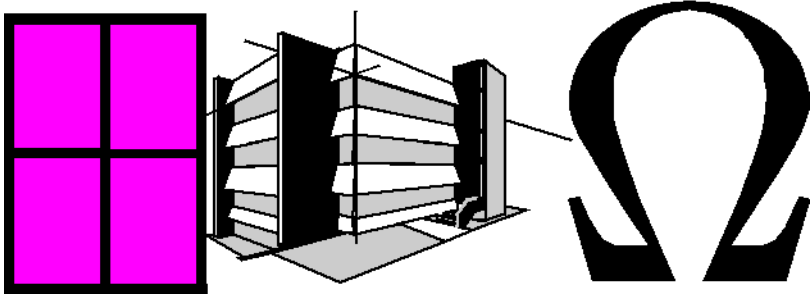
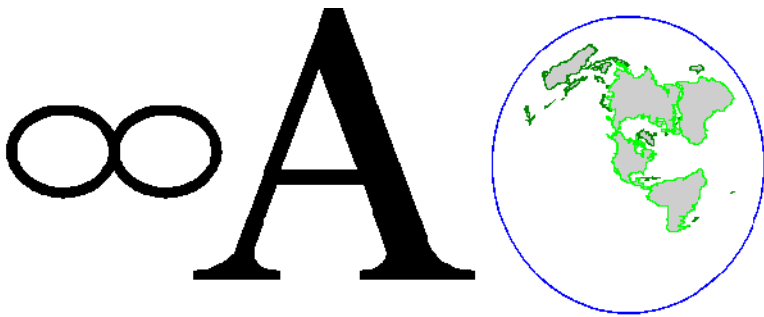
BOOK VII. VOL. 7 RELIGION AND PHILOSOPHY

Vol.7 is the culmination of all to which you have so far been exposed. Will it end in a new beginning for mankind or at least for you, as an individual?

BOOK VII

VOL. 7

RELIGION AND PHILOSOPHY



THE JIM ARIAN BIBLE

By jimar

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FORWARD

PLATO, 427 BC, "True Knowledge is of the universal. Knowledge of the particular is a very low kind. If man can rise above images (recognize mistakes) to **FORM (IDEA)** to the universal, his state of mind is a state of Knowledge. Man who judges external nature as true reality does not see it is an unreal copy of the invisible world."

Plato's view of mankind's past and present untenable situation is clearly stated in his "Allegory of the Cave", a short narrative within his more general work, "The Republic".

Webster's Dictionary (unabridged) contains multiple definitions for both the categories of religion and philosophy. Applying Plato's definition of True Knowledge, it is the universal definition of religion and of philosophy that are of primary importance.

Your religion is your belief system. Philosophy is love of wisdom or "**KNOWLEDGE**". Wisdom in the above context is a synonym for "**KNOWLEDGE**". "**KNOWLEDGE**" in Socrates Essence orientated world is synonymous with an individual's everyday behavior, thought, word, deed and action.

Knowledge in Aristotle's false personality world is simply information and data which an individual believes may or may not be accurate but is not obliged or, even possibly, capable of putting into practice as a way of life.

Acquiring a philosophy of life is intended to bring about a mental balance of calmness and composure. Such balance and composure can only come from an integration of true "**KNOWLEDGE**" of your religious belief system with the way in which you conduct your everyday life.

I. RELIGION

It is now time to return to **BOOK I, page 20, "WHAT I, MYSELF, REALLY BELIEVE"**. If the page is blank, proceed no further. You're wasting the time of your false personalities and boring them to death. Your false personalities are in various stages ranging from continued curiosity to argumentative sophist, internal dialogues.

For those individuals, who have professed their beliefs on page 20 of BOOK I, if only to state "None", you have taken the first step towards METANOIA. The barrier between your Essence and your false personalities has been reached, not breached.

Belief systems (religions) fall into ten basic categories:

1. Belief in a single God
2. Belief in multiple Gods
3. Belief in no God
4. Belief in a God, but one which has no interest in mankind
5. Belief in **THAT WHICH IS GREATER** than ourselves that we cannot possibly comprehend, which cares nothing for mankind.
6. Belief in **THAT WHICH IS GREATER** than ourselves that we cannot possibly understand but directly or indirectly has a spiritual relationship to mankind.
7. Belief in **THAT WHICH IS GREATER** than ourselves that has a spiritual relationship with mankind and we believe, we either know or can intellectually, or emotionally learn or discover, what that something is.
8. Belief in **THAT WHICH IS GREATER** than ourselves that has no relationship with mankind and we believe we either know or can intellectually, emotionally or spiritually learn or discover, what that something is.
9. Belief that mankind is intellectually the center of the universe.
10. Belief in nothing at all.

Religions 2, 3, 4, 5, 8, 9 and 10 have one thing in common In these religious belief systems, **there are no morality requirements placed upon the individual.** In fact, morality or the supposition of morality is not only ridiculous but also totally unnecessary and pretentious.

Some might argue that a belief in a multiple god not be included in the above possible ethically based religions and certainly not morally based. Stop and envision being morally committed to more than one god.

There are different restrictions or commandments placed upon you by each god. To which standard of morality or lack of would you pledge adherence?

The Greeks and the Romans, as well as many other civilizations attempted such multiplicity of beliefs. They turned from one god to the next depending upon what outcome would best satisfy the particular god and needs of the human being at the time of critical adherence.

The remaining basic religions are 1, 6 and 7.

- #1. Belief in a single God
- #6. Belief in **THAT WHICH IS GREATER** than ourselves that we cannot possibly understand, but directly or indirectly has as spiritual relationship to mankind.
- #7. Belief in **THAT WHICH IS GREATER** than ourselves and has a spiritual relationship with mankind; believing we can intellectually, emotionally and/or spiritually discover **what is THAT WHICH IS GREATER** than ourselves.

Other than the possibility of reduced intellectual frustration, acceptance of belief #6 rather than #7, both belief systems are same.

All three of these **belief systems (#1, #6 and #7)** require adherence to making a distinction between right and wrong, good and evil. In other words they are **morality-based beliefs**.

You must now reach an Essence understanding of the difference between a morality based religious belief and an ethically based religious belief.

There is a great misunderstanding about the words, ethics and morality. One dictionary definition (Webster's unabridged, 1979) of "ethics" is that it is **a study of morality**. Another definition of morality equates it to ethics (not a study of morality but a synonym). Then there are alternative definitions for morality.

For the purposes of the **JIMARIAN BIBLE**, **there is a major distinction between "Ethics" and "Morality"**. In an atheistic society there is no such thing as "Morality". In a singular God based or **THAT WHICH IS GREATER** than ourselves society, "Ethics" and "Morality" are the same.

As defined in the previous paragraph, an ethically based belief is one constructed upon societal custom or agreement without necessarily any spiritual consequences. Whereas, a morality-based belief has great spiritual consequences in this world and possibly in the next.

In a morality-based belief in some type of finite, singular God, as in religion #1, is the absolute belief in punishment in a life after death or at least the lack of participation in a fruitful new beginning, in a future world of goodness; should an individual not adhere to the moral dictates of such a morality based religious belief.

There is not such a clearly defined punishment or exclusion from the "good life" after death in morality based religious beliefs #6 & #7.

Perhaps the greatest distinction between a consequential, singular God based belief (#1) and a "**THAT WHICH IS GREATER** than ourselves" (#6 & #7) consequential, morality based religious belief is the very idea of using the term "God". The term "God" denotes substance and becomes an all-powerful Father or Mother in our own image and likeness.

Does mankind have a prejudicial interpretation of the term "God"? This possibility will be explored in **BOOK IX**. Now let us take a journey through time and space to set the stage for your possible **METANOIA** regarding "God".

Do you recall the definition of "**KNOWLEDGE**" as it pertains to Essence, as opposed to facts, data and possible intellectual "understanding" of phenomena within the physical universe?

You may intellectually or even emotionally be sympathetic with such a declaration of "**KNOWLEDGE**". Yet, you most likely have never experienced the fundamental, everyday truth of such a definition, in a manner that penetrates your very being.

Is the earth flat or round? Does the sun rise in the East or the West? Round and East, you might have been taught. Do you watch the weather reports on TV? The landmasses are so small. The weather person is so very big. When it is nighttime on earth, what about the condition of the solar system?

How far is it to the nearest star according to current calculations? Do you really have "**KNOWLEDGE**" that you are traveling through at least one universe every second of your life?

You have no real "KNOWLEDGE" of your very existence. There is no solar night. In fact, there is no night at all upon any surfaces within the reaches of sunlight. Portions of the earth simply revolve in and out of the sun's light path. The sides of objects exposed to our sun are in perpetual daylight. There is only one continuous single day in the solar system.

The sun never rises, nor does it set! **There is no UP and no DOWN.** You are spinning around on the earth's surface at the rate of 1000 miles/hour, while simultaneously traveling around the sun at more than 50,000 mile an hour. The sun, itself, is rotating around some point in our galaxy.

It is 4 1/2 light years to the nearest star. Light travels at 186,000 miles per second! Our galaxy is about 100,000 light years across from one end to the other. You have no "KNOWLEDGE" of your own reality. Yet your many false personalities presume to know so much, about so very little.

A human being is so insignificant in size, when compared to the area of just a square city block, let alone the entire planet. Ever travel in an airplane? Below you humans resemble that of ants on a similar scale of magnitude.

Tonight, this very night, stand alone, outside in the dark. Observe the stars. Imagine your own insignificance. If you're standing on gravel, pavement or dirt observe the tiniest speck of material substance at your feet. Realize that by comparison, you have not begun to acquire "KNOWLEDGE" of your own insignificance.

Tomorrow morning stand again, in the same location. Feel the earth rotating at 1,000 miles an hour on its axis. Visualize spinning around at that speed, while traveling at more than 50,000 miles an hour around the sun; while the sun is being flung around some point in our galaxy!

Walk along a sandy beach or observe a small section of a green grass lawn. There are estimated to be at least 100,000,000,000 stars in our galaxy. Imagine that each speck of sand or blade of grass is a single solar system.

Now, imagine that somewhere in the area around that single blade of grass or grain of sand is rotating the planet earth upon which you exist. Just where does that place you, your false personalities and your Freudian ego, in relationship to one or more universes?

Living organisms, unknown to you, such as small, infinitesimal mites inhabit your body. Great electro-mechanical and chemical exchanges take place.

You can not see nor touch AIR. Yet all so-called substances are, in reality, image formation vibrations. There is nothing of solid substance about them! **Dwell on this reality for several minutes.**

Would you like a taste of eternity and the ever present now? Seat yourself comfortably, near an analogue clock (one with hands) and without thinking or doing anything else, attempt to pass three minutes of time in observance of the second hand.

Read no further until you
have adhered to the directions
in the previous seven
paragraphs.

II. PHILOSOPHY

There are particular philosophies about the organizational structure and general principals governing any field of activity such as art, economics, mathematics, carpentry, etc., etc., etc.

PHILOSOPHY IS LOVE OF WISDOM OR KNOWLEDGE.

PLATO, 427 BC, "true knowledge is of the universal. Knowledge of the particular is a very low kind. If man can rise above images (recognize mistakes) to FORM (IDEA) to the universal, his state of mind is a state of knowledge. Man who judges external nature as true reality does not see it is an unreal copy of the invisible world."

How did Plato **"KNOW"** what science has taken thousands of years to reluctantly verify?

"If man can rise above images", the result is - **METANOIA**

One cannot separate **"KNOWLEDGE"** of the universal from one's religious beliefs. Religion and philosophy are the same. The only question is the truth of the **"KNOWLEDGE"** by which we lead our lives.

If one chooses religions 2, 3, 4, 5, 8, 9 or 10, there is no morality involved. **"KNOWLEDGE"**, for such choice, dictates that there is no good and no evil. No relationship between one's self and something greater.

An Atheistic based social structure, built on an ethics' system, might incorporate some or all of the absolutes required in religions 1, 6 and 7. This does not change the reality that in all such religions, 2, 3, 4, 5, 8, 9 and 10, the individual reigns supreme and should be able to do as she or he pleases. This includes even murder, theft, bribery, incest, torture, genocide, spreading of disease, abortion, etc.

The risk is getting caught and the punishment exacted when violating the social customs of that ethically based system. Not so! Say those (humanists) who believe mankind reigns supreme. It is their belief, that self-improvement and brotherly love is always just around the corner. Such belief is inherent within their false personalities and is completely contrary to the true **"KNOWLEDGE"** which led them to acceptance of such a religious belief system in the first place.

If what you have just read in the previous four paragraphs seems difficult to understand, paradoxical or even nonsensical, return to **BOOK III**. Refresh your memory concerning mankind's historical past. Observe current civilizations around the world as mankind continues to war, spread disease, abort their progeny and condone murder (if it suits their own ends or appears justifiable.)

Most individuals, if the opportunities arise, bribe, lie, cheat and steal everything from paper clips to billions of dollars.

Sinfulness or the magnitude of the sin is usually a case of opportunity, calculation of the odds of getting caught or having a legal, wealthy, political powerful or clannish support system. Poor people simply don't have the knowledge, time or where-with-all to "sin" as greatly as the more affluent in society.

Socially and politically powerful individuals resort to bribery, legal intimidation and very obtuse, sly means of obtaining goals and influencing the outcome of events.

Poor people rally behind "Robin Hood like characters" of questionable and sometimes criminal intent.

The middle class curry favor with the rich and powerful. The Working poor, those most oppressed by the affluent, and those about to lose their status in society form unions to equalize the power of the affluent.

Then there are those who everyone fears, the physically powerful. If not for the imposed social structure and concurrent police and legal system, such individuals would simply take what they wanted out of life without the necessity of any support system.

Once you understand how all elements of society really function, then the pretense of morality in such societies is meaningless.

Refer to BOOK II., Chapter V., entitled TABLE OF PHILOSOPHICAL PRINCIPLES, BVILs 50 and 51.

One by one review those various philosophical principles. In religions 2, 3, 4, 5, 8, 9, and 10 there is only one principle - you are here on earth for a very short period of time, do what ever suits your nature and don't get caught.

There is no spirituality connected with religions 2, 3, 4, 5, 8, 9 and 10. If you choose one of these religions and if you emotionally or intellectually experience a spiritual longing, that spiritual longing is in direct conflict with the true "**KNOWLEDGE**" you employed to arrive at the selection of one of these religious belief systems.

Either you have chosen the wrong religion or you are having self-delusions of spiritual longing, which you do not really believe in because these religions have no basis in fact for such longings.

III. HEALTH, LOVE, ROMANCE & SEX

In **BOOK VII, Volume 5**, it was stated that health, love, romance and sex take on different connotations depending upon one's choice of religion and philosophy and as such would be covered in this **Volume 7**.

Killing another human being is an inseparable factor
when
philosophically discussing health and sex.

If one cannot reconcile the omission of spirituality from one's being because such rejection creates psychological and/or physical health problems, yet one chooses a religious belief system that by definition eliminates the possibility of spirituality, then either one's emotions and intellect are defective or one has chosen the wrong religious belief.

If one's emotions and intellect are defective, one cannot possibly have true "**KNOWLEDGE**" of the religious belief system chosen.

Without spirituality, males and females are nothing but beasts and lonely wanderers in their particular universe. Even false personalities cannot avoid acceptance of so obvious a truth.

In a belief system without spirituality, then love, romance and sex are really only covetousness, lust, stimulation, desire and a means of either exchanging power for sex or sex for power and security.

Without spirituality, health, sex, infecting and killing others become completely intermingled with charitable works, sympathy, national causes and irrational responses to real problems.

War is an obvious example of such irrationality. Less obvious are the transmission of infectious diseases and the individual taking of life necessitated by self-defense, misguided justice or plain vengeance.

Language, no matter how expressive nor argument, no matter how profound; can convince humanity, devoid of spirituality, that there is no justification for killing another human being.

"THOU SHALT NOT KILL" is the cornerstone parameter of adopting belief systems 1, 6 or 7 and practicing those beliefs everyday of your life.

An individual may seek justice or revenge and many in society will sympathize with the actions of the individual; but society and those who are sympathetic, as to the emotions or motives of the individual, must reject and punish such behavior, regardless of the reason. Sophist arguments to the contrary have no place in a society that, in general, accepts belief systems 1, 6 or 7.

Societies that adopt the other belief systems can, as do all past and current societies, find mitigating circumstances for almost all breaches of such a moral absolute.

How are we to delineate sexual behavior regarding abortion and birth control in regard to such a moral code? Delineation is necessary only if one chooses religions #1, #6 or #7.

Having studied this far in the **JIMARIAN BIBLE**, one need be emotionally, intellectually and spiritually deaf, dumb and blind not to realize one's total ignorance with regard to much that passes for reality, let alone true "**KNOWLEDGE**" of what he or she is, or what he or she believes.

There is an enormous gulf of credibility between a society's acceptance of **pre-conception**, birth control methods and acceptance of abortion.

During the sexual act of intercourse, the male ejaculates millions of sperm in search of the female egg. **Most often no egg is fertilized** From a moralistic point-of-view, routinely millions of sperm die. In fact, the trip for the millions of sperm is fraught with danger. The trip alone, through the female organs, eliminates millions of sperm.

The probable reason of the elimination of millions of sperm is natural selection. It can be considered survival of the fittest. One sperm out of millions ever reaches and penetrates the female egg.

Even in sexual intercourse undertaken, with the express purpose of bearing a child, millions of sperm are destroyed in the process. Killing of sperm appears to be no more significant than destroying life forms within a glass of water when swallowed and processed through the body organs.

Abortion is another matter. An embryo is killed, most often, horribly. This occurs at the moment of or after conception, during the pregnancy process. Nature provides an insignificant amount of natural abortions for reasons we may not completely understand.

The mother's womb is intended to be a nurturing and safe harbor, whose normal function is, not only to protect the embryo from harm, but also to provide sustenance for growth.

To argue or even consider that the mother has a right to destroy the human embryo that has been entrusted to her safe keeping is an evil, willful act of self-mutilation, more heinous than that of killing another human being for revenge or in the act of war.

The fusion process of sperm and egg has created a human being in the process of development, not a thing in the process of becoming a human being. The Freedom of Choice argument is that the embryo is not a human being because it is not a fully developed human being nor can the fetus survive on its own outside the womb. These are the criteria for arguing the right of a female to abort.

Such grotesque rationalization by false personalities, establishing an arbitrary standard of when a fetus becomes a human being should, by similar sophist argument, justify killing a baby until such time as the baby can obtain food, prepare and digest that food without assistance. This line of reasoning progresses to similar justification for assisted suicide and euthanasia.

Using the argument that until physical development of a complete human takes place at some later time before or during the birth process is equally absurd. Such sophist arguments omit intellectual, emotional and spiritual rights of the newly conceived.

If fully developed human form is the only criteria, then those not so perfectly formed should also be candidates for extinction.

Would anyone be so naive as to presume to have **true "KNOWLEDGE"** that an embryo is not at the time of conception a spiritual being, no matter how infinitesimally small? Even on an earthly scale of comparison we, ourselves, are all infinitesimally small.

Such heinous intent, as abortion, only need be considered the killing of another human being in societies based upon religions #1, #6 or #7.

If you wish to learn for yourself the utterly unconscionable duplicity that males and females within a supposedly advanced society have gone to, in order to justify abortion on demand, read the book, ABORTING AMERICA, by Bernard N. Nathanson, M.D., double Day & Co. N.Y., N.Y.

The book is written by one of the founders of the Abortion rights movement (Pro-Choice). If you are a pro-choice advocate and do not read this book than you have no intention of acquiring **any knowledge** upon which to justify your choice. Ignorance and purposeful avoidance of any knowledge, let alone "**KNOWLEDGE**" is a paramount vice of all false personalities.

Even in societies not founded upon religions 1, 6 or 7, acceptance of such policies as abortion, mercy killing, assisted suicides and euthanasia present some very real physical, emotional and psychological concerns as one eventually falls into one of these categories legislated for extinction.

Assisted suicide is an excellent example of the conundrum of an individual's right to take their own life while involving others in opposition to society's condemnation of assisting such action.

What the suicidal individual is really seeking is society's approval of such action by assisting in self-demise. Such societal approval through assistance and legislation has the effect of society assuming responsibility for the act rather than the individual.

Society cannot punish anyone who commits self-killing. Anyone assisting in such a transgression of the fundamental moral law "Thou shalt not kill", in an Essence orientated society as defined by true "**KNOWLEDGE**" of religions 1, 6 or 7 is in violation of that moral code.

Afterlife consequences, for those who commit suicide, fall within the realm of each individual's religious belief system and pure speculation.

An Essence orientated Society, based upon a morally religious belief system, is completely committed to the affirmation that killing for any reason, whatsoever, is forbidden!

As stated in BOOK VII, Vol. 5, if you believe in the Ukvj Eommandment, "Thou shalt not kill" when you cannot engage in the act or support of abortion! If you are of the Christian, Muslim or Jewish faith and support abortion then you are not only a hypocrite but you are of unsound mind.

You are of unsound mind, not because of lack faith but because of your inability to apply logic and common sense to your predicament.

No one, other than by faith, really knows whether or not abortion is murder (killing of innocent human life). Therefore the odds of you being correct in your judgment to support or engage in having an abortion are at best 50-50.

No rational person who is a Jew, Christian or Muslim would logically gamble the loss of eternity in a paradise of one kind or another for a temporal instant of earthly self-gratification in the face of such odds!

The two most obvious sophist arguments are contained in the seemingly irrefutable questions in defense of killing an embryo:

- A. What about rape?
- B. What about saving the mother's life, while the child is in the womb?

Unfortunately, true rape is a heinous crime. A crime, in and of itself, is no justification for another crime, that of killing the embryo. Similar arguments are used to justify war, revenge and killing in the application of justice.

With regard to the argument justifying abortion to save a mother's life, sophists are really reaching for straws on which to build their killing machinery. The number of times such a decision need be made by a physician is minuscule.

Even then, such argument doesn't correspond to the true nature of the physician's decision making process. The decision is to save a life, if both cannot be saved. Such a decision is much like an expert swimmer, who must choose between saving one of two drowning individuals but cannot possibly save both.

Health, love, romance and sex are almost always interrelated with regard to the transmittal of deadly and other harmful diseases. It is in these areas of human contact that false personalities always plead ignorance of even the slightest information. Let alone "**KNOWLEDGE**", in order to satisfy their personal desires, at the expense of another human being and society as a whole. Their false personality defense is that they were unaware of being a carrier of such disease.

Then, of course, there are those really perverse human beings who know they have a transmittable life threatening disease and carry on their usual life style while demanding that someone else find a cure while they continue to spread the disease.

Society tends, not only to condone such behavior, but exhibits, through their own false personalities, such ridiculous mass hypnotic behavior as enacting legislation that prohibits anyone from being made aware of whom the potentially killing, disease carriers are.

To further subconsciously condone such heinous criminal behavior, society fails to ask the critical question every time a relatively innocent individual acquires the disease or dies from the disease.

Who killed that father, mother, daughter, son, child, lover, neighbor or friend?!

Societies based upon religions #1, #6 or #7 have a moral obligation to see that these infectious actions are condemned.

Societies based upon religions 2, 3, 4, 5, 8, 9 & 10 are not morally bound but rather are just plain foolish for not taking the necessary action to prevent spread of such diseases.

Action to prevent such transmission of these kinds of infectious, life threatening diseases requires "Justice" tempered with mercy and concurrent major efforts to find vaccines or other curative methods.

If one engages in an arena of sexual activity, that by almost any criteria is considered promiscuous, and does not seek medical verification of the possibility of being a carrier, then ignorance is no excuse. Ignorance is utilized as a shield; behind which such murderous behavior is condoned.

Societies tend to excuse such behavior due to ignorance avowed by the transgressor as well as propagating the belief that such behavior is caused by addiction, some previous life problem or genetic dysfunction. Individual responsibility is completely ignored.

Herein is an example of where the moral imperative of Religious beliefs of #1, #6 & #7 should coincide with the ethical standards of Religions 2, 3, 4, 5, 8, 9 & 10.

Just because there are some agreed upon areas of mutual agreement amongst morally based and ethical based religious beliefs does not in any manner make them spiritually compatible.

If prior to finding a cure, spreaders of the disease lives are prolonged, while they continue to spread the disease with immunity, what does this say about the society in which you live? What does this say about you and what you believe or condone?

IV. SUMMARY

Philosophy, in its most universal definition, is the search for the "KNOWLEDGE" necessary to arrive at one's religious belief.

Put into practice, in your everyday life, the principles upon which your choice of religion is based, then you will begin to learn whether or not you have chosen wisely. If you find contentment in your life from such religious belief, you have begun to act from your Essence and singularly true personality.

If, having made your religious choice, you are still internally discontented with your life, then you are still mired in your false personalities. In order to escape, as inferred in Plato's, "Allegory of the Cave", you need to reconsider your choice of religion and question your ability to put such beliefs into practice in your everyday life.

Having absorbed the "KNOWLEDGE" revealed thus far in the **JIMARIAN BIBLE**, you may have a rather gloomy impression of life (Thoreau said, "most men lead lives of quiet desperation"); that impression of life is only because you are now aware of the many pitfalls in having developed multiple, false personalities.

You are now aware of the historical "sinfulness" through ignorance and neglect of failing to raise generations of children who can think independently, maintain their original Essences and develop singularly true personalities.

If such historically recorded "sinfulness" is not redressed through a societal "METANOIA", then history will continue to repeat itself. Mankind will not achieve inner contentment or harmony with the Universal All.

Next:

BOOK VIII.

The SECOND Spiritual Illumination, THE gods of MAN

This second Spiritual Illumination is a poetic catalogue of mankind's failure to contentedly participate in the Universal All.

BOOK VIII

The SECOND Spiritual Illumination, THE gods of MAN



THE JIMARIAN BIBLE

By jimar

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FORWARD

June 17, 1978 is the date of jimar's Second Spiritual Illumination, which, once again, occurred in the early morning hours, in the form of an automatic writing experience.

It is not anticipated, that in your first or second reading of the **JIMARIAN BIBLE**, that you will fully comprehend that which is revealed. If you persevere in the third full reading of the Bible and each time, complete all the exercises, understanding of this poetic enlightenment should become very clear.

In your three readings of the BIBLE, do not make the obvious mistake of skipping portions that you believe you completely understand or those parts with which your false personalities become bored. Each book and volume is a brief, very intense exercise in and of itself, assisting in liberating your Essence. The final purpose is to lead you to and take you down five of the six paths culminating in ecstasy as envisioned by Richard of St. Victor.

RICHARD OF ST. VICTOR, 1162 AD, " . . . ultimate truth partly above reason partly contrary. Mystical experience is six-step process. 1. contemplation of visible and tangible objects, 2. study of works of nature and art, 3. study of character, 4. study of souls and spirit, 5. entrance to realm of the mystical, and 6. ecstasy."

The THIRD Spiritual Illumination as revealed in **BOOK X.**, when completely understood, raised to the level of your conscious mind everyday, will open the door wide to all this life and this particular universe has to offer.

I. The gods of Man

In a place long ago
 And far away something happened
 Or began; now we are.
 Here with all manner of
 Deaths and births surrounding us,
 Without our knowledge or concern

Turned loose on planet earth,
 By what strange and quixotic
 Twist of solar or perhaps
 Galactic or even universal whim,
 We can never fathom or
 Begin to understand; yet we

Choose, instead of living wondrously
 And whimsically in a paradise
 Of lovingness and unlimited pleasures,
 To rather pursue individual and
 Collective causes of logical madness.
 Such madneses in turn, petty

Our lives, if you can
 Call such existences living, when
 We so negatively respond to
 Lost selves while condemning each
 And everyone to a paradise
 Of hell, within whose very

Prison walls a secret recess
 Of mind after mind lies
 Millenniums of untold pleasures; yes
 Adventures which few if any
 Find, because a demonic sense
 Of self-importance obscures the obvious!

It is not work dedication
 And self-sacrifice wherein we find
 The pleasure of being alive,
 But rather, it is also
 Not found in opposites so
 Alluringly tempting one to accept.

But possibly simple comparisons of
 Above and below are perused
 By deep wells of Essence;
 Then deliberately begging the question
 Each crawls into a hole
 Of their minds and embraces

A gog, God or gods,
 Thus robbing each precious moment
 Of any free joyful experiences,
 Even the excitement of termination
 As a spark of energy.
 Thus buttressed by such illusions,

Supreme logic creates a paradox,
 The laughing stock of this
 Particularly selected realm of universe.
 Sad comic humanity in passing,
 Attempts absurd performances in philosophy,
 Ignorance blinding wonders of randomness.

Without further exploration of mysteries,
 With infinite yet alternately narrowing
 Spectrum of choices, search first
 Only for disintegration of present
 Apparent reality, and the nature
 Of true believers will be. . .
 At last, put to rest.

Be careful beginning once more
 In garbage, an omni-present temptation
 Luring one to reason acceptance
 Where reason by its logic
 Has culminated in all events,

Current states of affairs, through
 Myopic visions of a man-made
 Asinine norm of Godlike perfection.
 Each answer there does wait
 Its less than interminable demise
 While splaying minds with modes,

Streams of consciousness having been
 Prior attempts to collapse walls
 Surrounding Eden of the mind,
 While imagining about the possibilities,
 Delicious seductions of diverse allegations
 Found in Castaneda and Gurdjieff.

And yes, King of Hearts.
 Insanity best of current humanness?
 Does an entry to Paradise
 Require the exit from one
 To experience in relative freedom,
 Not to miss the mark?

Brief quantum of energy perfection
 In hopes for its return
 Through some God awful metamorphosis,
 Is after all ultimate banality
 Of such preponderance becoming again
 Stacked garbage laundered, sorted, collated

Books catalogued as to amuse
 The honeybees and the ants,
 However already busy in existence
 Directing energies in reciprocal maintenance,
 Alluding to a significant possibility
 Of man's escapement from paradise,

Into a hell by choice
 Through logical formulation of theories
 Foremost the theories of Gods,
 Creating a grandiose universal comedy
 Choosing through the emotional intellect
 Ego centricity rather than exuberant existence.

Plotting paths of simple things
 Unfolds the obviousness of paradoxes,
 Leaving human intelligence no alternatives
 As it is now constituted;
 Thus always turning, silently screaming,
 Then running away to pray.

This needs no more proof,
 Since established parameters of existence
 Are readily observable and self-actualizing.
 Disconnection of the eerie super -abundance
 Of romantic human emotional logic
 Would mean unfolding of Essence!

Such is rebirth of childhood.
 Flirting with actuality of existence
 Through the sensuousness of experience,
 Begs for unraveling the most
 Entangled, snarled, tightly knotted ball
 Of mismatched greased twine pieces,

Possibly catering to the hopeless,
Trying to coax the seeker
To discombobulation of current patterns,
Interrupting habits of intellectual designs,
Thereby altering the synapse network
Delicately retracting to functional possibilities;

Awaiting elevation by quantum leaps
Into mysterious and sometimes dangerous
Complex realms of organized anarchy,
Tiptoeing through the spider's web,
Beginning now, abstracting concrete examples.
Each age begs different questions!

Asking seems reasonably absurd theater,
Thus ending this trip's beginning.
Full circle mankind comes round;
Although others maybe more profound.
Someone each generation should provide
Aggravation, wherein thoughtful chaos abides.

II. AGGRAVATION

This chapter was not part of the second automatic writing experience. The questions and descriptions are simply a follow-up to the poetic illumination in order to aggravate your intellectual and emotional center to the point where you will wish to confront your many false personalities.

Why do Christians kill?

Why do people fund governments
that force them to fill out forms?

What are the difference masturbation,
homosexuality, lesbianism and
heterosexuality once the opportunity
for procreation is removed?

If procreation is synonymous with
acceptable sexuality would you choose infinite
population or unrelenting wars of latent
hostility?

Can you name two (one may have slipped my mind)
man deities, prophets, or saints who worked for
a living and raised a family while living in peace?

Do you really believe that what you do
is important?

Did you ever stop to imagine
that if you step back and look
at yourself there may be no one there?

What if responsibility represents the beginning
of wisdom while miracles only
require a little slight-of-hand and
a great PR man?

If the Jewish religion is correct, where
does that leave the rest of us?
(Substitution of similar closed systems will suffice)

Why is gambling controlled by criminal elements so abhorrent to those of religious persuasion, while when controlled by government, is not - would anyone care to take a body count?

Why do Gods get credit for all that is good and humans for all that is evil, since perhaps there is no good nor is there any evil?

Did you ever stop to ask yourself why you should believe in Gods brought to you by the same people who thought and taught the world was flat and that the sun revolves around the earth and all the other ridiculous intellectual indulgences of the past, present and soon to be experienced future?

If you died yesterday and found out today you were absolutely nothing, would you experience life differently given another chance?

If you consider a negative response to the last question, there is a possibility you were never really alive.

Why should Gods be concerned over the behavior of individual microscopic specks on an obscure planet revolving around a 5th level star in a remote galaxy?

If you approve of killing a killer what does that make you?
If you stand by and permit a killer to kill what does that make you?

If you are not responsible for what you do - who is?

Are governments necessary?

What are the discerning differences in love,
sensuality, bliss and sex?

Is verbal communication man's albatross
of misery?

Might only spirit gods, exhausted by boredom
of eons of nothing, long for the misbegotten
rapture of intellectual logical chaos amalgamated
within a physical realm with sensory perception
and penalty box pain?

Might only living gods, exhausted by foolish
activities confined to a physical reality of
exquisite dimensions of pain and of short duration,
long for the misbegotten rapture of spiritual eons of nothing?

Without human beings, can gods survive?

Without gods, might human beings flourish?

Do you have the capacity to sense, while
standing motionless in reference to the earth's
surface; you are spinning around at 1,000 mph
relative to the sun and very likely rising or
falling in space while simultaneously traveling
through a perceived universe?

Do you emotionally, intellectually and instinctively
understand that the sun neither sets in the evening
nor rises in the morning, but that you rotate
around on the surface of the earth, and face it?
If you could sense your relationships to the sun and
the earth at the same time while traveling parallel to
the axis of rotation of the earth at first
morning light, could you grasp the paradox
of all and nothing instantaneously?

Is food a drug?

If you sat down and waited to die,
would you experience life more intimately
then when moving around in useless madness?

Have you the courage to write an exact
definition of paradise and then have the
endurance to live in it for eternity?

If you can't enjoy living, why not try suicide?
Without somewhere to go after death,
would humans relish a taste for war, ergo
no gods - no wars - no good, no evil
no lasting governments - just the experience of life?

Are governments and gods the symptoms or the causes
of human madness?

Is the impossible task of the human
species that of perfecting absolute
discipline in accepting the
responsibility for unfettered freedom?

III. SUMMARY

This **BOOK VIII.** of the **JIMARIAN BIBLE** sets the stage for your beginning **METANOIA**. All the "**KNOWLEDGE**" revealed up until now has simply been preparation for an entirely new beginning of your real life on this small planet.

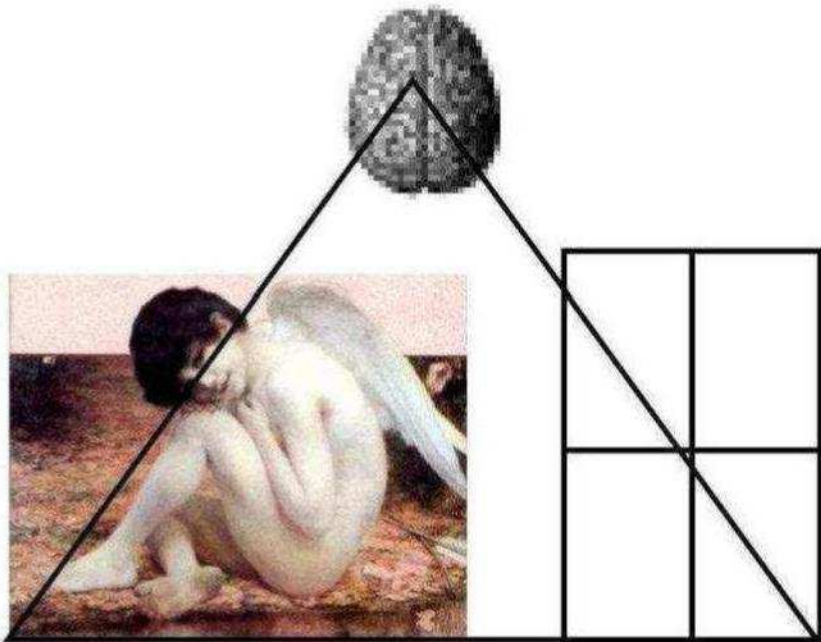
Next:

BOOK IX. **COALESCENCE OF MIND, BODY AND SPIRIT**

The next to last book in the **JIMARIAN BIBLE** is intended to summarize the choices you have available to you in your quest for the meaning of human life here on earth.

BOOK IX

COALESCENCE OF MIND, BODY AND SPIRIT



THE JIMARIAN BIBLE

By jimar

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FORWARD

You have chosen your religion and hopefully it's compatible philosophy. Both should actually be one and the same, in that when your philosophy develops from true **'KNOWLEDGE'**, it reveals to your Essence that belief that you put into practice everyday of your life.

After having read and studied the **JIMARIAN BIBLE** three times, it is likely that your philosophy and your religion will have been completely altered or at least substantially modified. True **"KNOWLEDGE"** of your belief system will then be such that you can practice those beliefs everyday, most particularly when put to the test, and that having found the religion best suited to your Essence, life becomes a wonderful and joyous adventure!

In this **BOOK IX**, impeded as it is by language, it is necessary to broadly understand the choices in belief systems and ways of life open to you, with accompanying acceptance of limitations and possible inner-conflicts. Even your false personalities need to recognize the possible consequences of their duplicitous actions.

I. HUMANISM

If you arrive at what you believe to be true "**KNOWLEDGE**" of your chosen religion, there are fundamental principles you need to accept. These principles, associated with various basic religious concepts, are revealed throughout the **JIMARIAN BIBLE**.

Religious choices 2, 3, 4, 5, 8, 9 and 10 in **BOOK VII, Vol. 7** are various contrived forms of one, belief system, **HUMANISM**.

The history of mankind does not lend much support to **HUMANISM** being a good choice of religious belief. If, **without spirituality**, human beings are self-perfectible to the point of living peacefully and joyously by reestablishment of Essences and development of singular, true personalities then some form of **HUMANISM** becomes a viable choice of belief. Acceptance of **HUMANISM** necessitates, by definition, the rejection of any true spiritual association with God or **THAT WHICH CAN BE CONSIDERED GREATER THAN OURSELVES**.

Upon acceptance and practice of **HUMANISM** as a belief system, while mankind is plagued with false personalities, or if such false personality developments are mankind's legacy, there is no hope, whatsoever, for mankind's peaceful and joyous coexistence with themselves or anything else in this particular universe.

Those who choose **HUMANISM** as their true belief system must, by definition, concede that their belief system is based not upon morality but upon, at best, ethics. Ethical systems tend to vary with the circumstances and conditions existing during any cycle of human affairs. Such systems can be altered to suit the situations in which those in control find themselves at any particular time.

The means by which Essences can be liberated and singular, true personalities developed through belief in **HUMANISM**, is very difficult, if not impossible to ascertain.

II. INCONGRUITIES

In many cases, here are some incongruities of life that bolster belief in some form of **HUMANISM**.

JEREMIAH, 650 BC, " Why do righteous suffer?"

G. W. LEIBNIZ, 1664 AD, "apparent evil would be transformed by a larger perspective of the universe."

DAVID HUME, 1711 AD, "it is habit at work psychologically that produces the notion of cause and effect."

"The Demiurge attempted to pattern the universe and, in particular, this world after the living Creature or Being, however imperfect the pattern. Thus, this world received its full compliment of creatures and things, both moral and immoral. This world became a living creature itself, a copy of the One."

PLOTINUS 204 AD, "Universe is not an evil thing only a mirror image of perfection. We shouldn't expect very much from an image."

Three great incongruities that trouble human beings are:

- A. Why are there deformities, sickness, pain and death?
- B. How can a "Just" and "loving" God permit evil?
- C. Why do sly human beings prosper?

Without true "**KNOWLEDGE**" of reasons for such incongruities noted by philosophers, who, themselves, are of varying religious belief systems, one cannot easily transcend sophist arguments in favor of **HUMANISM**. Sophists and their followers rely on imperfections to refute the possibility of human spirituality.

"Spirituality" is the possible relationship between mankind and God or **THAT WHICH IS GREATER THAN OURSELVES**.

III. ACCIDENT AND FATE

Fate is that which is ordained in the life of an Essence orientated human being, who has developed a singular, true personality.

Accident is the result of one or both of two conditions:

- A. The imperfections resulting from a copying or creation process.
- B. Everything that befalls false personalities.

It is of the utmost importance to recognize one's complete ignorance of the intentions of **THAT WHICH IS GREATER THAN OURSELVES**, if such be the case.

Both Fate and Accident are necessary ingredients in a real, live universe; because experiencing life without consequences, challenges or the possibility of pain and failure would not be real life. **Mankind as living beings would simply not be definable as such in a "perfect?" existence.**

Accident, as herein stated, refers to the many false personality paths that one's life can take. It does not necessarily refer to physical harm.

IV. SINFULNESS AND METANOIA

Here are some excuses and justifications for repetitive sinfulness.

- The devil made me do it.
- It's in the genes.
- It is due to my environment.
- It's an addiction.
- I simply don't have the will power.
- Mankind is infected with original sin.
- The mind is willing but the flesh is weak.

ST. AUGUSTINE, 354 AD, "Participation in the immutable good not possible except through gratuitous mercy of God. Evil is caused not by the Creator but by the created will. Evil is what falls away from essence and tends towards non-being."

Did St. Augustine realize such a statement was actually a mixed metaphor? "Mercy of God" is indicative of acquiescence to the belief that mankind cannot possibly fulfill its obligations to God or **THAT WHICH IS GREATER THAN OURSELVES**.

Yet, simultaneously, St. Augustine has revealed the very core of mankind's downfall. By defining the cause of mankind's inadequacy, he has opened the door to the possibility of **METANOIA**, in the form of obtaining true "**KNOWLEDGE**". "**KNOWLEDGE**" that frees mankind from the need for such problematical mercy.

**Willfulness, in and of itself, not simply perverted will,
is the reason for mankind's fall from grace.**

**Evil (the Devil) is derived from willfulness. It is mankind's
misappropriation or**

refutation of the Holy Spirit that is within each of us.

This **Holy Spirit** is part of the great mystery surrounding the meaning of the **TRINITY**; all of which will be disclosed in **BOOK X**. of the **JIMARIAN BIBLE**.

SINFULNESS by its very nature is repetitive, addictive and habitual. **SINFULNESS** always leaves a human being no alternative but to pray for forgiveness and throw one's self on the mercy of God, in order to seek afterlife eternal participation in "Heaven" or a yet to be "Paradise on Earth."

METANOIA, change of mind, through acceptance of an internal belief and external everyday practice of a morality based religious belief system in **THAT WHICH IS GREATER THAN OURSELVES (yet to be revealed in BOOK X)** frees mankind from sinfulness and the less than promising "mercy of God".

V. MALES AND FEMALES

The marital and sexual combinations of relationships between males and females are contained in **BOOK VII. Vol.5, BVILs 482 thru 487.**

What is more important is the philosophy upon which human beings could possibly agree; wherein, the environmental conditions impressed upon males and females can be brought into harmony with the biological differences between the sexes.

Whether or not these biological differences will cause the same reactions from both sexes after Essences prevailed cannot be accurately anticipated.

It is well known, through close observation, that during the early stages of childhood, males play rough and with mechanical, mobile objects and unfortunately with spears, toy guns, etc. Females play house, with dolls, and socialize.

Unfettered technology aside, for the reasons discussed in **BOOK VII. Vol. 5, a female's most desirable biological procreation time begins around the age of thirteen until their early thirties.**

Male procreation abilities begin in early manhood into old age. Genetics and environment can infrequently alter these differences.

Females, at least under current social conditions, are subject to great periods of fantasy, particularly in their unmarried teenage years. This fantasizing fills a void when social and educational conditions prevent marriage and thus eliminate legitimate procreation opportunities during the teen years.

Females have a tendency to spend a great deal of time talking to their young female offspring, not so with their sons. Males tend to bond through roughhousing with their sons, not their daughters. As in all things there are exceptions.

Males are sexually attracted to females throughout their entire life span. Such attraction is not unusual considering their procreation capabilities. Most males need sex throughout their entire lifetime.

Females use sex to attract mates. Despite rhetoric to the contrary, females are not nearly so much interested in sex, although granted, they experience pleasure under ideal conditions. Females are much more interested in forming families, as part of their socialization process.

It might even be said, that females, to civilize the male in female terms, invented marriage; Thereby providing sexual structure to a society and protection for the female and her progeny.

Unfortunately for both sexes, current social conditions are completely out of synchronization with biological realities.

In homosexual relationships and lesbian relationships the dominant male or female characteristics, regardless of sex, tend to follow the same patterns of behavior. **There is a very remote possibility** of rather than same sex relationships being biologically of low percentage, generations of current socialization practices made it appear as if most females and males are not naturally bisexual.

There is one very disturbing selection preference, by both males and females that reveal each sex's total lack of "**KNOWLEDGE**" of their potential mate. This lack of even rudimentary knowledge is a reflection of the superficiality of their false personalities.

The outward physical appearance and false personality appeal of the intended mate propels misguided sexual intercourse. Most often, this results in either abortions, producing children out-of-wedlock or results in very unhappy and unstable marriages.

The four cornerstones of practicing the **ART of LOVE** must anchor any philosophy, which would lead one to select a religious belief system that could possibly overcome these differences between biological absolutes and sociological conditions.

Males need to become better communicators while practicing the **ART of LOVE** during courtship and throughout marriage. Females must understand that a male's sexual needs are biologically driven and, **not out of servitude**, but out of **LOVE**, fulfill those needs, as if tending a garden.

You need to determine whether or not you should become sexually involved to the point of the possibility of planned or accidental procreation. Each potential partner must ascertain whether or not the other partner is the individual with whom one can faithfully practice, accept, and fulfill the conditions of truly **LOVING** someone else and **practice The ART OF PARENTAL LOVE**.

Males can contribute their sperm to the procreation process well into old age. Females can contribute their fertilizable eggs until the age of

approximately forty; more practically until their early thirties. Most females biologically need offspring. Females can begin family formations in their early teens. Females prefer stable, economically viable relationships.

Raising a child requires great amounts of physical and psychological stamina, in a stable, economically viable home, preferably with both biological parents; parents, who follow the guidelines of **BOOK VI, The FIRST Spiritual Illumination**

Males and females should complete their basic education by the age of thirteen; enter the adult world and pursue vocations that interest them.

Having teenage girls employed full time creates a more favorable atmosphere of reality, altering their present propensity to fantasize.

The most promising, harmonious Essence orientated relationship, for those females primarily interested in marriage and family, would be marriage to a male who is a mature adult with sufficient financial resources to adequately care for a family.

Should polygamous marriages prove more stable in Essence orientated societies, a male of substantial means could mate with females of various ages; provided additional wives are viable, only if current wives harmoniously agree to such family additions.

Should group marriages (probably three males and seven females) prove of equal or superior stability, mutual, harmonious agreement must be reached by all parties in acceptance of additional partner choices.

In polygamy and group marriages, primary consideration needs to be given to the harmonious cooperation amongst all adults, practicing **The ART OF PARENTAL LOVE** with the children who are procreated in such unions.

Unmarried sexual relationships depend on the comfort level of belief in your choice of religion and the psychological consequences to your spiritual well being. If procreation is the unfortunate result of such relationships, it is incumbent that you enter the state of harmonious matrimony and practice **THE ART OF PARENTAL LOVE**.

Only families or charitable **organizations (not Governments, except perhaps at the absolute local level of township or city)** should respond

to the needs of socially and morally unacceptable single parenthood. Local taxes act as an immediate cost reminder.

When State and Federal agencies dole out child support for unwed mothers, there is really no local accountability or sincere effort to discourage such abhorrent behavior. Such support encourages such behavior. If local citizens carry the total burden of support, the number of unwed mothers will be minimized by societal pressure.

There is currently **no way to anticipate** the difficulties in monogamous, polygamous and group marriages **in Essence orientated societies.**

The social, spiritual and biological realities in these different marriage arrangements **can be quantified under present conditions.** As in all things, there are exceptions and variations to all the difficulties involved.

Monogamy:

The male marries for sex with a female he believes is romantically in love with him and will remain so, even while he either psychologically fantasizes about sexual relationships with other females or in reality has sexual relationships with other females.

The male believes that the sexual relationship with regard to love and romance will either remain the same or even improve after marriage.

The female looks forward to family formation and believes in her ability, after having solidified her social position through the state of matrimony, to change her mate to suit her needs and that of the family.

The male is for all practical purposes unchangeable. The female loses her sexual drive, desire and satisfaction with age. Even less well understood, she actually becomes four different personalities within the span of her pre-pregnancy through the first months after the birth of her first child. These are profound psychological and physical changes. Thereafter, her male partner is of continuing low priority on her intellectual, emotional and psychological list.

These biological differences combined with their false personalities create such problems that most of those monogamous marriages intact, even after a divorce rate of 50%, are, at best, accommodations for either/or, religious, social, monetary and psychological reasons. Thereafter, the male and female lead relatively separate lives. Lives void of close mutually satisfying love and companionship.

From a Jewish and a Christian religious belief point of view, a monogamous marriage until death relationship, void of extramarital affairs, is by far and away the most spiritually and morally acceptable relationship.

Monogamous marriages between partners of similar age are, under current social conditions, preferable. This is because older women do not approve of men their age marrying young women, thereby reducing their chances for the same male.

Young men don't want older men to marry young women because it reduces their ability to compete for the younger women.

Most young women are not attracted to older men due to cultural bias; wherein young males are depicted as virile, handsome and trainable. Males are less mature than females in their teen years and are easier led into marriage through sexual gratification than in their later years.

Older men, having a well spring of societal experience, see most, younger women as sexually desirable but unlike their youthful years, realize how immature most young females are.

In reality these are all the wrong reasons for such a cultural bias and are several of the reasons for less than satisfactory monogamous marriages.

Marriages not having children until later in life are more likely to do great injustice to the child as well as to the parents. The longer a female waits to become pregnant after the age of thirty the more likely problems will occur. After the age of forty she is downright mindless to do so.

Sometime after the age of forty, both males and especially females go through great life cycle changes. Energy levels of both partners greatly diminish. Males and females who become parents at this time of life are usually less flexible.

One of the greatest problems created by late life birthing is the inability of parents to become active grandparents. Marriages between older males and younger females can compensate for these problems.

Having a child at forty years of age infers that becoming a grandparent will take place after age sixty-five. In fact, if the child waits until forty to have children, the parents would be at least eighty years old when they became grandf r atents#

Polygamy:

Under current conditions of false personalities the problems of monogamous marriages are compounded in polygamous marriages. In addition there are five major drawbacks:

- A. Various religions strongly object to such marriages.
- B. Jealousy amongst the females
- C. Inability of the male to truly practice the Art of Love
- D. Problems arising over children of different mothers
- E. Male can be overwhelmed by female concerns

There are many advantages to males and females in polygamous marriages. The male has greatly increased sexual satisfaction. The female's pregnancy and post pregnancy problems are reduced by attendant females.

Females as they age, providing marrying of additional, younger females is properly spaced, can comfortably become sexually less active, as fits their biological profile. The older female likewise can become far more of an advisor and companion to the male.

All fertile females have the opportunity of bearing children. If they bear children while they are young, they can then pursue educational opportunities and careers while still in their twenties and early thirties.

During these time frames, the females can be surrounded, comforted and advised by other females in the same family.

Group marriages have additional advantages even over those of Polygamy ones, as well. Males now have male companionship and those males can share in the responsibilities of female attentiveness. The economics of the marriage becomes much more financially sound. Females get variety in their male sexual partners. Fantasies of both sexes more likely to be fulfilled.

In both polygamy and group marriages it is essential that children are closest to and biologically aware of their actual parents.

Males in group marriages, as well as females, must enter the group in properly spaced age categories to establish a well-balanced lifestyle to

meet the needs of each sex and the energy levels required to raise a large family.

In all three types of marriages, the first coupling is probably best served by a marriage between a teenage female and an older male. Perhaps there should be an age difference of ten to twenty years.

Much thought should be given to parental advice and approval and possible selection of initial marriage partners in all three scenarios.

Ideally, in monogamous marriage, the female would be as young as fifteen and the male thirty to thirty-five. Ideal, because it is more likely that the male would be able to purchase a home and create an economically stable environment immediately.

While in later life, the younger female is likely to be more compatible sexually for a longer time before entering menopause. Also the female could comfortably care for one or two children and then, later, further her education and/or pursue a career outside the home, if she so chooses.

First couplings in polygamous and group marriages can take place even between an older female and a younger male. Adjustments, in later mate selections, could be made, as genetic aging differentials became obvious.

Essence orientated young females with singular true personalities would be significantly more mature than the average false personality, immature, young females of today. Females can choose family formation, continuing to work or attend a university to obtain a professional degree.

There is the problem in polygamous marriages not so significant in group marriages, in that the lone male can be quite elderly upon finding himself attempting to practice the ART OF PARENTAL LOVE. Wherein, because of his advanced age he possibly cannot appropriately interact with his much younger wives and their more recently born children.

There are some additional societal difficulties created by polygamous and group marriages. Chief among such problems is the reduction in available females for young males. To reduce or even eliminate such societal tensions without encouraging extramarital affairs or children born out-of-wedlock, homosexuality becomes a viably acceptable social condition; as does sexual congress between young unmarried males and older unmarried (post fertility age) females.

If young unmarried males engage in sexual activities with older, non-fertile, unmarried women, as well as older, non-fertile lesbian preferred, bisexual women; such males could learn to be much more experienced, sensually satisfying partners when they married teenage women.

The previous paragraphs regarding outside-of-marriage sexual activities are a landmine of moral, ethical and psychological issues. Sexual encounters, particularly on many occasions with different partners would appear to be bestial in nature and completely devoid of Love.

Ethically and psychologically, society is faced with the possibility of rampant promiscuity and the spread of venereal diseases, psychological traumas, increased personal emotional damage over unstable relationships and religious belief conflicts, etc. Not to mention the damage done, if a child is conceived out-of-wedlock thus leading to abortion.

There is the real possibility that a marriage contract between fertile human beings spiritually grants them the privilege, once having produced an offspring, to engage in sex for purely pleasurable purposes. Then sex for only pleasurable purposes morally exists only within such marriages.

If sex is for purely pleasurable social interaction as well as for procreation purposes and the biological clocks of females and the sexual proclivities of males are inherent genetic characteristics, then such out-of-wedlock sexual activities could be considered philosophically justified and psychologically beneficial.

That is so long as such activities do not entail the possibility of pregnancy or the spread of sexually transmitted diseases.

In all societies these sexual activities are common place due to false personalities; thereby creating the possibility of unwed pregnancies.

Most likely leading to traumatic abortion and adoption choices coupled with the ever-present dangers of life style alteration and exposure to contagious diseases.

Problems occurring if only Essences and singular true personalities are mating are unknown. It is almost certain the problems encountered would be significantly less or possibly irrelevant. It is conceivable Essence development would hasten maturity in youth. Then biological clocks and sex drive would be less dominant factors in mate selection.

Thoughtful consideration should be given to the possibility of eliminating divorce as a legal, as well as a morally acceptable consideration for renunciation of marriage vows.

In Essence orientated societies, spousal false personality behaviors should be significantly reduced. Spouses would still have other recourses such as separations and possibly other legal protective remedies, etc. It then becomes more morally beneficial to maintain the integrity of the marriage vows. Permanency of obligations would require much more thoughtfulness before commitment

V. HYPOCRISY AND CAUSATION"

"Causation", not hypocrisy, is the most virulent form of evil!

Hypocrites are messengers, who in and of themselves are not faithful to the message they transmit or preach. The message itself is not diminished because of the unfaithfulness of the messenger; anymore than a memo, letter or book is diminished by the actions of the postal carrier who delivers them.

If you confuse the messenger with the message, then you are also most likely to create gods, idols and heroes out of mail carriers.

Those who willing, knowingly or through contrived ignorance, participate in activities that are meant to reach any segment of the general public, wherein such activities have a reasonable probability of negatively influencing the public so reached, are "CAUSATIONERS"!

CAUSATIONERS ARE TO BE CONSIDERED PURVEYORS OF THE MOST VIRULENT FORM OF EVIL.

In choosing a morality based religious belief system, one must be able to separate the message from the messenger. One must likewise condemn activities that negatively influence any segment of the general population. One must also repudiate those who engage in such activities.

Such condemnation is a major philosophical cornerstone in such a morality based religious selection. Condemnation in an Essence based, spiritually orientated religion should take non-violent forms of protest and boycott, etc. A very mild form of shunning may be appropriate towards those individuals engaged in such activities.

VII. CONSOLIDATION OF RELIGIOUS BELIEFS

As disclosed in **BOOK VII. Vol. 7, RELIGION AND PHILOSOPHY:**
Belief systems (religions) fall into ten basic categories:

1. Belief in a single God
2. Belief in multiple Gods
3. Belief in no God
4. Belief in a God, but one which has no interest in mankind
5. Belief in something which we cannot possibly comprehend, which cares nothing for mankind.
6. Belief in THAT WHICH IS GREATER than ourselves, which we cannot possibly understand, but directly or indirectly has some relationship to mankind.
7. Belief in THAT WHICH IS GREATER than ourselves that has a relationship with mankind and we believe we either know, or can intellectually, emotionally or spiritually learn or discover what that something is.
8. Belief in THAT WHICH IS GREATER than ourselves that has no relationship with mankind and/or we believe we may intellectually, emotionally or spiritually learn or discover what that something is.
9. Belief that mankind is intellectually the center of the Universe.
10. Belief in nothing at all.

For purposes of simplifying the original ten, religious systems, the field can be reduced to three:

- A. HUMANISM**
- B. A SINGULAR GOD BASED RELIGION. GOD HAVING A SPIRITUAL RELATIONSHIP WITH MANKIND.**
- C. BELIEF IN THAT WHICH IS GREATER THAN OURSELVES, WHICH WE CANNOT POSSIBLY UNDERSTAND BUT DIRECTLY OR INDIRECTLY HAS A SPIRITUAL RELATIONSHIP TO MANKIND.**

HUMANISM can change its philosophical guidelines as it so chooses. One, who participates in a humanistic society or in an individual humanistic belief system, by the very nature of the system, can eliminate morality as an intellectual, emotional or spiritual basis for behavior or belief.

In regard to the remaining two alternatives (B., C.), there is a major difference between a spiritually based **GOD** and a spiritually based **THAT WHICH IS GREATER** than ourselves religious belief system.

Except for this major difference, the absolute morals of both spiritually based religious systems should be identical.

A spiritually based **GOD** belief system creates in one's mind an image. That image is always in the likeness of mankind.

In BOOK IV, THE DEVIL WITHIN US, THE CONUNDRUMS, CHAPTER I. THE APPLE, page 1, your answers to the three questions posed can assist in choosing between a spiritually based belief system on a **GOD** or on **THAT WHICH IS GREATER THAN OURSELVES**.

The first series of questions posed are:

1. **Is there literally a God person?** **Yes No**
2. **Was there actually an Adam and Eve?** **Yes No**
3. **Is there literally a Devil person?** **Yes No**

In light of our almost non-existence, relative to the size of a square city block, let alone the earth, solar system, galaxy or our universe, if your answers to Questions #1 and #3 are affirmative, just what size do you envision these embodied forms.

There is a phrase in the Old Testament that intimates that mankind is made in the image and likeness of **GOD**. Could it be that this rather amorphous description only pertains to mankind's spirituality conforming to universal precepts emanating from **THAT WHICH IS GREATER THAN OURSELVES**.

A **GODLIKE** image concept also presupposes that salvation, as such, rests mostly outside our own capability. Therefore, due mainly to our "**SINFULNESS**", it is only through the mercy and love of **GOD** for mankind, that makes salvation possible.

Particularly **in the Christian religion, salvation can only come through belief that Jesus Christ is the only son of GOD.** Jesus being one of the three persons whose composite spirituality is the one **GOD, THE HOLY TRINITY.**

None of the other seven great religions of the world agree with this particular **TRINITY** concept. Also according to Christianity, mankind is separates from **GOD** because of original sin.

In Mark 3:28, "I tell you the truth, all the sins and blasphemes of men will be forgiven them. But whoever blasphemes against the Holy Spirit will never be forgiven; he is guilty of an eternal sin." His statement is in direct conflict with the Christian belief that one must believe in Jesus as the only Son of God in order to enter the gates of heaven.

An argument can be made indirectly, that one does blaspheme against the Holy Spirit if one does not believe that Jesus is the only Son of God.

Question #2 inquires as to the reality of **ADAM** and **EVE**. The real challenge to that belief of those who are not Orthodox Jews is to be found in the Old Testament:

GENESIS 4:16-17; "Then Cain went away from the presence of the **LORD**, and dwelt in the land of Nod, east of Eden. Cain knew his wife, and she conceived and bore Enoch; . . ."

The Jews consider themselves the Chosen People of **their God, Yahweh.** Their Bible shows their direct line of descent from Adam and Eve, through Cain first born son of Adam and Eve. The challenge is to figure out from whom Cain's wife descended. She was from the land of **NOD**, not from the loins of an Adam and Eve!

Belief in the Old Testament as proof that God (Yahweh) made mankind in His own image and likeness in physical form is to possibly create an image of a God as that of a Father figure replica of a human being. **Creation of such an image could constitute idolatry as defined in the Old Testament.**

If on the other hand you choose to believe in **THAT WHICH IS GREATER THAN OURSELVES**, then, in a sense, you are admitting to ignorance, or, at the very least, the lack of intellectual and emotional "KNOWLEDGE", pertaining to **THAT WHICH IS GREATER THAN OURSELVES**.

The inclusion of the word "**THAT**" could suggest some vague form of physical existence. This use of such terminology will become irrelevant, as **THAT WHICH IS GREATER THAN OURSELVES** is more fully disclosed in the final **BOOK X** of the **JIMARIAN BIBLE**, **The THIRD Spiritual Illumination, TRINITY RESOLVED**.

VIII. INNER-RELIGIOUS VARIATIONS

A. HUMANISM

Anything you can self-justify or get away with in this life while superficially conforming to societal norms. Morality is simply a psychologically comforting code word for self-protectionism or a type of life that suits your personal beliefs and behavior.

B. A SINGULAR GOD BASED RELIGION HAVING A DEFINITE SPIRITUAL RELATIONSHIP WITH MANKIND.

C. BELIEF IN THAT WHICH IS GREATER THAN OURSELVES THAT WE CAN NOT POSSIBLY UNDERSTAND BUT DIRECTLY OR INDIRECTLY HAS SOME SPIRITUAL RELATIONSHIP WITH MANKIND.

For **religious choices B. and C.**, there are a series of variations, the selection of which impact your life on earth, as well as your possible afterlife. Your choice of variation should depend upon your relatively true "**KNOWLEDGE**" of what you believe constitutes spirituality and adherence to standards of moral absolutes.

Your choice of morality variations within religious beliefs B. and C. are well defined within the parameters of the World's Eight Great Religions, with the exception, that no matter what your selection of variations may be, the **three basic moral absolutes** for both choices B. and C. are:

1. **Thou shalt not kill.**
2. **Thou shalt not in anyway lie, cheat, steal, bribe or in any way intellectually, psychologically, physically, emotionally or or spiritually abuse another human being.**
3. **Thou shalt not condone any such actions in contradiction to the other two moral absolutes that might be attempted, by the the state, an individual, any group or organization. Furthermore, you will actively, non-violently oppose such immorality.**

Despite all the people who profess belief in God and the existence of organized religions, not to mention atheistic religious belief systems; killing other human beings is the history, current attitude and future direction of the human race.

Defense of one's religion, vengeance or nationalistic justification for violence upon individuals, other belief systems or nations creates massive hypnotic, subconscious hypocrisy in regard to your belief in some afterlife of bliss.

Leaders of the World's Eight Greatest Religions need to step forward on the world stage and condemn killing of another human being for **any** reason, despite any justifications based upon their Holy Scriptures. They should clarify that such killing of human beings might have been felt necessary by the founders of the religions and entered into the scriptures for the early survival of those religious beliefs. Such clarification should be added to those scriptures.

Historians must condemn all leaders & nations that engage in war.

The Scriptures with regard to Jesus Christ and the teaching of Christianity include **no** justification for killing. Yet Christians for any number of prejudicial justifications approve killing.

Hypocrisy in belief flies in the face of Christian eternal well being. Through irrational thinking and/or outright hypocrisy, a Christian gambles spending eternity in hell for any violation of the Six Commandment, be it abortion, going to war, seeking justice or revenge upon individuals or any group.

IX. COALESCENCE OF MIND, BODY AND SPIRIT

If you can except as true "**KNOWLEDGE**" that man is alone, without outside spiritual guidance in this particular universe, "**HUMANISM**" is your religion of choice.

If in attainment of true "**KNOWLEDGE**" you believe in a singular Deity, then **A SINGULAR GOD BASED RELIGION HAVING A DEFINITE SPIRITUAL RELATIONSHIP WITH MANKIND** is your religion of choice.

If through attainment of true "**KNOWLEDGE**" you believe in **THAT WHICH IS GREATER THAN OURSELVES WHICH WE CAN NOT POSSIBLY UNDERSTAND, BUT DIRECTLY OR INDIRECTLY HAS A SPIRITUAL RELATIONSHIP TO MANKIND**, then this is the religion of your choice.

Acceptance of HUMANISM excludes spirituality. Happiness, as self-defined, only requires that your mind and body work in harmony to satisfy your particular brand of **HUMANISM**.

Within **HUMANISM**, there are as many ethical (and unethical) choices of belief as there are human beings. Should you believe you act out of some sense of morality, it is nothing but an emotional satisfying response to protect your mind and your physical being from those opposed to your particular beliefs.

Accepting **A SINGULAR GOD BASED RELIGION HAVING A DEFINITE SPIRITUAL RELATIONSHIP WITH MANKIND**, your sense of spirituality needs to harmonize with your mind & your physical being. You accept your sinfulness and rely upon the mercy of your particular version of God.

Acceptance of a religion based upon **THAT WHICH IS GREATER THAN OURSELVES** requires the utmost **METANOIA!**

In an earlier chapter, we referred to **BOOK IV., THE DEVIL WITHIN US, THE CONUNDRUMS, CHAPTER I. THE APPLE** and to three questions being the key to your decision to accept a spiritually and a morally based religious belief system on a **GOD** or **THAT WHICH IS GREATER THAN OURSELVES**

The first series of questions posed are:

Yes No

- A. Is there literally a God person? ___ ___
- B. Was there actually an Adam and Eve? ___ ___
- C. Is there literally a Devil person? ___ ___

Responses to Questions #1 and #2 were examined. Discussion of answers to Question #3 was purposefully omitted until now.

In A SINGULAR GOD BASED RELIGION HAVING A DEFINITE SPIRITUAL RELATIONSHIP WITH MANKIND, the Devil is a real personification of evil, as is the personification of the God of your choice.

In acceptance of a religion based upon **THAT WHICH IS GREATER THAN OURSELVES WHICH WE CAN NOT POSSIBLY UNDERSTAND BUT DIRECTLY OR INDIRECTLY HAS A SPIRITUAL RELATIONSHIP TO MANKIND**, METANOIA needs to take place at every level of your being; the mind, the body and the spirit.

One spiritual change of mind is acceptance of true "**KNOWLEDGE**" that the Devil is, in fact, ourselves and in actuality is the rejection of the Holy Spirit. Such rejection is achieved through man's willfulness, man's false sense of justice, rationalization of less than pious actions, self-justification and above all else, self-importance.

There is also a lack of "**KNOWLEDGE**", which creates the dichotomy of Eastern and Western philosophical interpretation of the outcome of human events. Eastern thought and practices leave very little if any room for mankind's self-betterment, than that which is ordained. Western thought is steeped in the belief that mankind has limitless self fulfillment based upon each individual's desire and effort to achieve that which the West deems as progress and freedom of the individual to succeed.

Both interpretations are hopelessly one sided and miss the mark. Emphasis in one case is subject to the pre-ordained will of one's God and in the other case, based upon the efforts of each individual bent on acquiring earthly possessions and happiness.

By foregoing willfulness, mankind's false sense of justice, rationalization of less than pious actions, self-justification and above all else, self-importance, mankind gives up struggling in a spiritual sense. Thereby, joyfully accept the moral tenets of the spiritually based religious belief system, acknowledging ignorance, while at the same time, demonstrating reverence for **THAT WHICH IS GREATER THAN OURSELVES**.

Life is intended to be a joyful and adventurous earthly experience. Life is a great gift if one has true "KNOWLEDGE" of what are an individual's obligations and innocent pleasures.

One can dwell upon the obvious. There are flaws in our particular universe, but only a minuscule part of the miracle of being.

It need be understood that the very meaning of life entails challenges and risks and imperfections. If life were without risk, there would be no feeling, no excitement, no joyfulness over accomplishment; no emotional response to the wonders of this particular universe, nor would there be any possibility of the true experience of ecstasy through enlightenment. In such a universe, mankind, as now constituted, would simply not exist.

A human being's MIND NEEDS TO CHANGE with regard to thought processes engendered by false personalities. Consider thoughts as a series of endless, random verbiage; generated by a variety of sensory inputs.

One need not dwell on these thoughts that briefly pass through the mind Selectivity is the key. Random thoughts are not evil. So long as one does not devote any time to them or in any way act upon them,

A human being's concept of his or herself needs to change in order to harmonize one's sexual being with the true "KNOWLEDGE" of the biological differences between males and females.

The body and all its attributes, organs and functions are a living testament to the miracle of life. The body also houses a part of **THAT WHICH IS GREATER THAN OURSELVES** most commonly known as the Holy Spirit. Our Essence, in tandem, with that part of the Holy Spirit is the dwelling place of our soul.

An individual's one and only true personality is that projection of one's Essence upon the real world, in keeping with the ideals instilled and guided by that part of the Holy Spirit from within you.

Degradation of one's own body, through misuse, is the desecration of a **Holy Temple**. Upon stripping one's self of false personality, Essence alerts one to all misuses of the body. Misuse of the mind causes even more desecration of one's self. Through habitual misuse, the mind encourages and strengthens one's false personalities.

Such bodily and mental desecration begins prenatally through the neglect of parents to practice the Art of Parental Love.

Habit, not addiction or genetic disposition, most likely provides the sustenance upon which false personalities thrive. Once routine mechanization controls one's thoughts and actions, conscience and therefore conscious participation in the miracle of one's unfolding life no longer functions.

Once mechanization takes hold, Mankind loses participation in the joyfulness of life that only that part of the Holy Spirit can provide from within.

It is unfortunate and serves the purpose of deceitful intent of false personalities, that most of the prohibitions found within the World's Eight Great Religions are stated in terminology suggesting one should not sin because it is harmful to others.

METANOIA is about adherence to and joyful acceptance of moral absolutes; while not being concerned about refraining from "sinning" against others or **THAT WHICH IS GREATER THAN OURSELVES**.

Failure to adhere to moral absolutes ("**SINFULNESS**") is a betrayal of that part of the Holy Spirit within ourselves; limiting or in the case of repetitive "**SINFULNESS**" excluding our outward **TEMPORAL EXPRESSION** of the Holy Spirit.

Such limitation or exclusion of the working of the Holy Spirit strengthens our false personalities, at the expense of our Essence and singular, true personality. In turn such "SINFULNESS" prevents mankind as a whole, and most individuals from joyful participation in the Universal All.

The limitations of language and necessary choice of inadequate words throughout this BOOK IX make it exceedingly difficult to convey the "KNOWLEDGE" to be spiritually absorbed, rather than intellectually understood.

"SINFULNESS" is a betrayal of self.

The Devil (evil), **Willfulness**, is negation of the Holy Spirit within one's self.

Habit is the precursor to addiction, the arousal of negative genetic predisposition and surrender to less than pious environmental factors.

Not laws, but a philosophy of being, centered around emergence of a human being's Essence and singular, true personality, as an expression of that part of the Holy Spirit within one's self; opens the door wide to joyful participation in the Universal All.

There are no guarantees that some Essences are not genetically flawed or that the Holy Spirit does not depart or never inhabited some human beings.

Whether or not Jesus Christ ever truly existed, the example of the projection of his Essence and singular, true personality, within the New Testament, exemplifies the inner workings of the Holy Spirit, on earth.

A joyful and adventurous human life cannot be expressed in concrete terminology. Each individual is a unique expression of **THAT WHICH IS GREATER THAN OURSELVES**. Everything in this particular universe is an individual expression of **THAT WHICH IS GREATER THAN OURSELVES**.

For one human being, tending a garden is a joyful and adventurous experience. For another individual, climbing Mt. Everest is a joyful and adventurous affirmation of life here on this tiny planet. Another might choose a life assisting the less fortunate.

Unless personally afflicted with a physical handicap, it is difficult, but necessary to encourage individuals so handicapped to take a positive, affirmative approach to one's life. There is no telling what joy or satisfaction of accomplishment might be experienced through the emergence of one's Essence and true, singular personality as a projection of one's inner Holy Spirit. Similar encouragement need be given to those who are permanently or temporarily mentally or emotionally disturbed or distraught.

X. SUMMARY

The sole intent of the **JIMARIAN BIBLE** is to create in the minds of mankind the impetus to experience **METANOIA** regarding those areas of mind, body and spirituality that make life worth living.

A **METANOIA** that reinforces belief that each individual is responsible for himself or herself and those they love, in the truest sense of the word.

When "**KNOWLEDGE**" of the **TRINITY** is revealed in **BOOK X.**, each human being will have at their disposal, the only needed life affirming prayer, which glorifies **THAT WHICH IS GREATER THAN OURSELVES** and in turn opens our hearts and minds to that part of the Holy Spirit that dwells within each one of us.

Once you put into practice the "**KNOWLEDGE**" herein revealed, you find your own unique path to joyful participation in the Universal All.

Don't concern yourself if mankind originated on earth from primordial mud, apes, Adam and Eve or came from the stars. It is of no consequence whether there are other dimensions in our particular universe or whether or not angels actually exist or if reincarnation is possible.

All such postulates and many more, simply become interesting speculations, but in no way affect your relationship with **THAT WHICH IS GREATER THAN OURSELVES.**

You, with great effort, have the means, through the "**KNOWLEDGE**" revealed, to acquiesce to the guidance of that portion of the Holy Spirit from within you. Thus setting free your Essence and singular, true personality from imprisonment by your false personalities; thereby, joyfully participating in the Universal All, while sowing the seeds for even fuller participation for future generations of mankind.

Next:

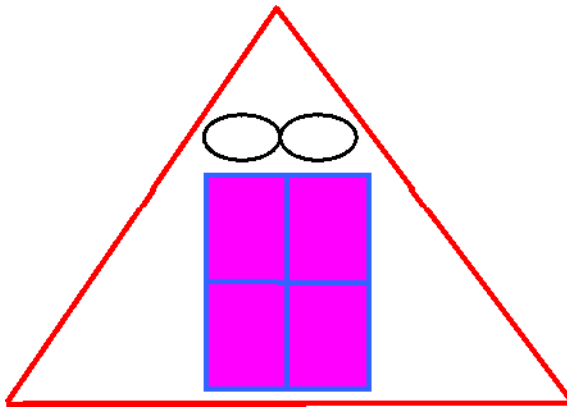
BOOK X.

The THIRD Spiritual Illumination, BOOK X, TRINITY RESOLVED contains the "**KNOWLEDGE**" of the real meaning of **TRINITY** that until now has eluded mankind. In ignorance of such "**KNOWLEDGE**" mankind has let evil flourish, crushing saintly, heroic efforts to instruct mankind how to joyfully participate in the Universal All.

BOOK X

The **THIRD** Spiritual Illumination

TRINITY RESOLVED



THE JIMARIAN BIBLE

by jimar

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FORWARD

Buddha and Christ on earth (either in physical reality or metaphorical context) represent the transcendental relationship of mankind with respect to the **TRINITY**.

It is not our will that shall be done, but the **WILL OF THAT WHICH IS GREATER THAN OURSELVES**.

BOOK X. of the JIMARIAN BIBLE provides for the prayerful foundation upon which mankind can regain its intended birthright and joyful integration with the Universal All.

The realization of the relationship of mankind to **THAT WHICH IS GREATER THAN OURSELVES** came to jimar, very clearly and precisely, in the early morning of December 17 of 1987 in an instantaneous flash of Spiritual Illumination.

All the self-confusion inhibiting his spiritual perception of mankind's relationship to **THAT WHICH IS GREATER THAN OURSELVES** completely dissolved. In its place came an inner peacefulness as if a warm, cozy, childlike blanket had been wrapped about his soul.

I. THE HOLY TRINITY

Infinity resides within

THAT WHICH IS GREATER THAN OURSELVES.

THAT WHICH IS GREATER THAN OURSELVES
is comprised of a **HOLY TRINITY.**

Two parts of **the HOLY TRINITY**
are the **omnipresent HOLY CONSTANTS** of
THAT WHICH IS GREATER THAN OURSELVES.
AND THE HOLY SPIRIT

The third part of the **HOLY TRINITY, IDEAS,** is the
unfathomable, expressive side of **THAT WHICH IS GREATER**
THAN OURSELVES.

"IDEAS" is that part of **the HOLY TRINITY** which generates
an infinity of **FORMS.**

FORMS (such as mankind) when actualized become individualities.
Those individualities, who and which joyfully conform to **the WILL of**
THAT WHICH IS GREATER THAN OURSELVES, become one part
of an individualized Trinity whose other two parts are **THAT WHICH IS**
GREATER THAN OURSELVES and that part of the **HOLY SPIRIT**
which resides in each individuality.

II. THE TWO OMNIPRESENT HOLY CONSTANTS

THAT WHICH IS GREATER THAN OURSELVES is indescribable; beyond thought, encompassing everything and more than we can ever know or imagine. All universes, gossamer, physical and spiritual flow from **THAT WHICH IS GREATER THAN OURSELVES by way of IDEAS.**

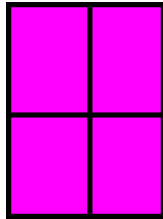
The **HOLY SPIRIT** is that segment or second party of the **HOLY TRINITY**. A part of which inhabits **each singularity** of every **FORM** emanating from the **IDEAS of THAT WHICH IS GREATER THAN OURSELVES. Such individualities, of each FORM,** have the capability, through the formation of their own Trinity, of joyfully participating in the Universal All.

How Trinities, other than those of mankind, that project the WILL of that **WHICH IS GREATER THAN OURSELVES** is beyond man's comprehension; although, mankind can observe many forms of Reciprocal Maintenance here on planet earth amongst creatures, plant life and the earth itself.

III. THE MANDALA

This Mandela is a very simple, symbolic representation of the English alphabetical language; a Mandela that graphically can be reshaped into certain letters of that alphabet. When brought to mind pictorially, the Mandela is the symbol of our relationship to **THAT WHICH IS GREATER THAN OURSELVES**.

The seven words embedded in the Mandela are a prayerful reminder of **THAT WHICH IS GREATER THAN OURSELVES**, that part of the **HOLY SPIRIT** within us and our individual participation in that Trinity.



When on a daily basis, you have spiritually put into practice the “**KNOWLEDGE**” contained within the prayer that is revealed in the **MANDALA**, your essence will open the **WINDOW** to your participation in the Universal All.

VI. THE SEVEN PRAYFUL WORDS

HOLY
CONSCIOUS
ENDLESSNESS

BLESSED
ETERNAL

TEMPORAL
EXPRESSION

V. TRINITY RESOLVED

THAT WHICH IS GREATER THAN OURSELVES is best thought of as **HOLY CONSCIOUS ENDLESSNESS**. Recall earlier, it was explained it is very difficult to verbalize what is indescribable, particularly in regard to the word **THAT**, which still infers substance.

HOLY CONSCIOUS ENDLESSNESS infers no such limitations. These three words create in one's Essence and Spiritual Being, the reverence owed, with no expectations of discovery that is beyond the capabilities of our thought processes, even through Illuminating Spiritual experiences.

BLESSED ETERNAL (that small inner voice) is that portion of the **HOLY SPIRIT**, residing in each individual. It is necessary, upon acceptance and recognition, by each individual Essence, for that individual to live according to **the WILL of HOLY CONSCIOUS ENDLESSNESS**; thereby, joyfully participating in the Universal All.

TEMPORAL EXPRESSION is each, individual, human being. It is an individuality of a particular **FORM**; created by a specific **IDEA** originating within the **HOLY TRINITY**.

When a **TEMPORAL EXPRESSION** (individual human being) manifests Essence and develops a true, singular personality, while joyfully acquiescing to the **WILL of HOLY CONSCIOUS ENDLESSNESS**, through the **GRACE** provided by that portion of the **HOLY SPIRIT** residing in each **TEMPLE** of our individual physical presence; that **TEMPORAL EXPRESSION** becomes the third part of an individualized Trinity with **HOLY CONSCIOUS ENDLESSNESS** and the **BLESSED ETERNAL** part of the **HOLY SPIRIT** residing within that individual.

It is the completion of each individual Trinity that precludes any concern, fear or dread about what happens, not only in this temporal life, but also whatever happens in eternity.

Other than those exceptions already stated throughout the **JIMARIAN BIBLE**, acceptance of each individual's rightful place, as a **TEMPORAL EXPRESSION** of a **FORM** generated from an **IDEA** originating within the **HOLY TRINITY** makes possible joyful participation in the Universal All.

VI. THE PRAYER

HOLY CONSCIOUS ENDLESSNESS BLESSED ETERNAL TEMPORAL EXPRESSION

Each day, many times within each day and especially when the possibility of straying from the **WILL of HOLY CONSCIOUS ENDLESSNESS** is eminent, the key to your joyful participation in the Universal All is, while in full awareness of its meaning, to internally dialogue with your Essence and that part of the **HOLY SPIRIT** residing within you by means of "**THE PRAYER**".

Faithful adherence to such daily praying, combined with the true "**KNOWLEDGE**" herein gained, will culminate in your own Spiritual Illumination Experience and you will thereby reach "6. ecstasy", as the last step envisioned by:

RICHARD OF ST. VICTOR, 1162 AD, "ultimate truth partly above reason partly contrary. Mystical experience is six-step process. 1. contemplation of visible and tangible objects, 2. study of works of nature and art, 3. study of character, 4. study of souls and spirit, 5. entrance to realm of the mystical, and 6. ecstasy."

VII. FAITHFUL REMINDERS

Insightful, frequent referral to all that is written in **BOOK II., NOTEWORTHY PHILOSOPHY** can be of great assistance in achieving the six steps articulated by **RICHARD OF ST. VICTOR, 1162 AD.**

Here are just a very few of such reminders:

PLATO, 427 BC, "Intellectual (Being) progress is neither continuous or without danger. Effort and mental discipline are constantly required."

ZENO, 335 BC, "One either possesses all the cardinal virtues of moral insight, courage, self-control" (temperance) and justice or none of them."

ANNAEUS SENECA OF CORDOBA, 30 AD, "moral progress is secured by daily self-analysis."

NICHOLAS OF CUSA, 1401 AD, "A man's wisdom lies in his admission of ignorance."

GEORGE FOX, 1624 AD, "ultimate truth not in books, not even the Bible, but in one's experience of the presence of the Holy Ghost. Silent meditation, simplicity in living and peaceful relations with one's fellow man are fundamental principles."

G. W. Leibniz, 1664 AD, "the universe is an expression of perfect reason therefore best of all possible worlds, apparent evil would be transformed by a larger perspective of the universe."

JOSEPH BUTLER, 1692 AD, "basis of morality is conscience which must be followed without regard to consequences."

IMMANUEL KANT, 1724 AD, "act that the maxim of thy deed may stand as universal law. A life according to principle is good regardless of success or failure."

VIII. SUMMARY

Joyful participation in the Universal All has been accomplished and will continue to be accomplished by individuals, through Spiritual Illumination and by completion of the six steps enumerated by **RICHARD OF ST. VICTOR**.

Joyful participation in the Universal All for mankind, in general, is a much more difficult situation. Mankind, while still under the tremendous negative influences of false personalities, needs to construct societies that are based upon absolute moral principles. Such moral principles are far beyond the present capabilities of most individuals to adhere to such moral absolutes.

In metaphorical terms, the hypocrites, in all of us, and the **CAUSATIONERS** need to reach agreement on those basic moral absolutes upon which emergence of an Essence orientated, spiritually anticipated, social structure can be formed; thereby overcoming our own individual, false personalities.

Mankind's choice has never been about free will with regard to good and evil. Mankind's choice is whether or not to freely acquiesce to the **WILL of HOLY CONSCIOUS ENDLESSNESS!**

PLATO, 427 BC "Intellectual (Being) progress is neither continuous or without danger. Effort and mental discipline are constantly required."

Plato's warning applies to everyone, whether or not they have experienced Spiritual Illumination and/or ecstasy. Living one's life according to the **WILL of HOLY CONSCIOUS ENDLESSNESS** necessitates being on guard against one's own willfulness. Each individuality must also avoid intellectual rationalization of becoming omnipotent through negation or misappropriation of the **BLESSED ETERNAL** portion of the **HOLY SPIRIT**, within oneself.

Throughout the **JIMARIAN BIBLE**, the phrase relative truth has been utilized in regard to the truth required for mankind's acquisition of the "**KNOWLEDGE**" necessary to fulfill their roles in the Universal All. This is in contrast to the ultimate truth, known only by **HOLY CONSCIOUS ENDLESSNESS**, which is beyond our comprehension or even need to know.

The greater reverence towards the **HOLY TRINITY** in contrast to individual Trinity formations needs to be totally absorbed by one's Essence in metaphysical, mystical terms, not in concrete, substantive, intellectualized absolutes. When you truly feel throughout your entire being **the GRACE of the HOLY SPIRIT**, such language descriptive relationships are less important.

Silently Pray, frequently each day, not for salvation, forgiveness or things. Pray only **for the WILL of HOLY CONSCIOUS ENDLESSNESS to be done** through your everyday actions and words, generated by your individualized Essence within the parameters permissible by **the BLESSED ETERNAL portion of the HOLY SPIRIT** that dwells within each of our **TEMPORAL EXPRESSIONS**.

The Prayer:

**HOLY CONSCIOUS ENDLESSNESS
BLESSED ETERNAL
TEMPORAL EXPRESSION**

While praying, **concentrate, in turn,** on the meaning of each of the three phrases.

**HOLY CONSCIOUS ENDLESSNESS
BLESSED ETERNAL
TEMPORAL EXPRESSION**

IX. THE JIMARIAN BELIEFS

The basic beliefs can only be fully understood & integrated into one's daily life after significant reduction and preferably complete elimination of one's false personalities; thereby permitting emergence of one's Essence and true personality. The spiritual feat of **METANOIA** can only be accomplished through dedicated study of the ten books of the **JIMARIAN BIBLE** exactly as instructed in **BOOK I, "THE WORLD'S EIGHT GREAT RELIGIONS"**

FREQUENT THOUGHTFUL DAILY PRAYER:

**HOLY CONSCIOUS ENDLESSNESS
BLESSED ETERNAL
TEMPORAL EXPRESSION**

THE THREE BASIC MORAL ABSOLUTES:

- A. **THOU SHALL NOT KILL.**
- B. Thou shalt not in **ANY WAY** lie, cheat, steal, bribe or intellectually, psychologically physically, emotionally or spiritually abuse another human being.
- C. Thou shall not condone any such actions in contradiction to the other two moral absolutes that might be attempted by the state, an individual, any group or organization. Furthermore you will actively, non-violently oppose such immorality.

Do unto others as they would do unto their own true essences.

MANKIND MUST PUT INTO PRACTICE THE "ART OF PARENTAL LOVE"

Individual Spiritual Essence awaking is necessary to joyfully participate in the **Universal All**.

LAWS should give way to a general philosophical grouping of offenses to minimize the number of laws and maximize a jury's ability, with mercy, to justly apply those laws. A philosophy of the true meaning of Justice supersedes and diminishes the need for all but a handful of laws.

FATE is that which is ordained in the life of an Essence orientated human being that has developed a singular, true personality.

ACCIDENT is the result of one or both of two conditions: "The imperfections resulting from a creation process and/or everything that befalls false personalities.

ACCIDENT is the many false personality paths one's life takes. It doesn't necessarily include physical harm.

Both Fate and Accident are necessary ingredients in a real, live universe. Experiencing life without consequences, challenges or the possibility of pain and failure would not be real life. Mankind as living beings would simply not be definable as such, in a "perfect?" existence.

EVIL (THE DEVIL) IS DERIVED FROM WILLFULNESS. IT IS MANKIND'S MISAPPROPRIATION OR REFUTATION OF THAT PART OF THE HOLY SPIRIT THAT RESIDES WITHIN EACH OF US.

It is only the **Will** of **HOLY CONSCIOUS ENDLESSNESS** that need be done through the temporal expression, everyday, of that part of the Blessed Eternal Holy Spirit within each of us.

To assist in putting into practice the **JIMARIAN** Beliefs for individual integration with the Universal All, be mindful of Buddha's Eightfold Path: **KNOWLEDGE**, right aspiration, speech, effort, behavior, livelihood, mindfulness & absorption (meditation).