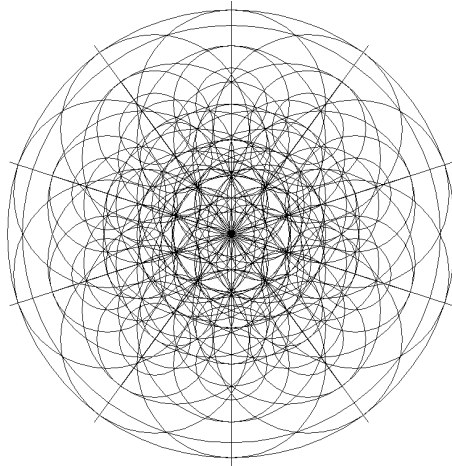


mandalas that are in keeping with your personal philosophy. Remember though, the figure you choose must not be so 'busy' that it distracts. This may counteract the effect of the later affirmation exercise.

And...if you pick a picture or symbol (as opposed to making one), you may miss the one-point focus reference used later.

*This application consists of:*

- **To make four different mandalas, one to be used later; or, find four mandalas that you can use.**
- **Construct at least one geometric mandala or yantra without symbols, words, figures, animals, etc. and keep it purely black and white.**



## **Application #4 – That Which Is Around You**

This tool helps you access the truth around you by using mundane objects. With this application, you are introduced to the idea of perceiving comprehensive truths using mundane objects that are around you. You do this by thinking in parallels.

### **Exercise 4 – Truth perception (or parallel parking)**

This is a long-term exercise and involves one truth a day for an extended period – 10 weeks to a year. This 'truth' is to be entered into a notebook or journal. This 'truth' is not to be something you read or you are told. It is to be picked up from an everyday object around you.

This application can help give your limited mortal mind another dimension. Working with parallel concepts allows for a broader scope of perception. (Our mind tends to do patterns and parallels cross referencing in the 'background' as a data referencing device.)

In this exercise, you will be involved with mentally jumping parallels through truth perception and cognition using something around you. You will use mundane objects to see universal concepts.

This is how do you do this exercise. Pick an object, any object around you. Examine it and ask questions.

Ask: Who?, What?, Where?, When?, etc.<sup>18</sup> Then ask, "What is this like?"

Pick an object that is around you! Break it down in to function and ask questions like who, what, where when, how, etc. After answering some of these questions, make a parallel to something that is much grander or bigger than the original object. You are to take an everyday object and parallel it in to Life, People, the World...

The end product – what goes in the journal -- should appear something like; "A \_\_\_\_\_ is like a \_\_\_\_\_. Because of \_\_\_\_\_." Your explanation should be only about two sentences.

Some common parallels that may prove useful may be:

- Light: almost any thing dealing with light parallels to truth, knowledge, or education.
- Air: parallels into change, life, or people.
- Water: can parallel into life, softness, people, or flexibility.
- Food: can make parallels into learning, growth, people, and survival.
- Fire or chemical reactions: make great metaphysical parallels into change, both passive and active, or people's passion.
- Tools and utensils: can parallel the human condition.
- Anything that deals with the earth or soil: can parallel into that which is solid, basic, or unmovable.

The author learned this exercise as a high school sophomore in Mr. Zehren's English class. In the class, the author had to do one truth a day and put it down in a notebook. The author had Mr. Zehren everyday (5 days a week) for two semesters; so, the author at fifteen years old had to do this exercise for nine months.

Being lazy, the author seldom did his until he got to class. He must have gotten over thirty truths looking at or through the classroom windows. Some examples of this are:

- ❑ Some people are like windows and let knowledge or truth into our lives.

---

<sup>18</sup> Be careful of 'Why?', because you can always ask 'Why not?'.

- The glass and the teachers teaching in the classroom.
- ❑ Some people are like windows and let fresh air in our lives.
  - Opening the window and the 'changes' we like. (laughter, joy, 'warm fuzzy', etc.)
- ❑ Some people are like shades and block the light/knowledge coming to us.
  - Pulling down the shades for AV purposes and some unpleasant inter-personal interactions.
  - When the light is blocked from without us, perhaps it is to have us watch the movie within us.
  - If this is a cosmic lesson plan, whose hand really controls the shade?
    - ❖ The teacher directing a student to close the shade.
    - ❖ Watching the internal movie.

Be advised that adding modifiers like *some* or *sometimes* can make your truths more accurate or comprehensive. For example, saying, "Some people are like windows..." is more accurate than, "People are like windows..." Not everybody is like this. In saying *some*, there will always be someone somewhere acting like this (if not just a parent to a child). These modifiers can help make your 'truth' more accurate and comprehensive.

The author did this exercise with another person and this is how it turned out.

Pick an object! The person the author demonstrated this to picked an on-off switch on an in-line power supply and amplifier mounted on the cord of a microphone.<sup>19</sup> The power supply uses a battery. It has a little clip on it so it can mount on the belt or shirt.

(*Anything around you can be used for this exercise!* Whatever you do use, give it the **K.I.S.S.** [**Keep It Simple Stupid**]. Do not try to have an explanation for everything at once.)

Once you pick an object and mentally examine it, start looking for parallels.

To begin, start asking questions about the object. Who, what, when, where, why, how, sequencing of relationships, etc., and make a list.

---

<sup>19</sup> We were recording this at the time.

For example:

- ❑ Who would use this?
  - Somebody who wishes to record.
- ❑ Who would make that switch?
  - Somebody who wishes to eat.
- ❑ How does it work or what is it?
  - It is something that aids the microphone in the transmission of sound to a tape recorder.
  - It is a go/no-go device
- ❑ When is it used/not used?
  - When you wish to record on a tape recorder.
  - You do not use it when you want to play the tape recorder; it might give feedback.
- ❑ Without that on-off switch, amplifier, or battery, the mike system will not work.

The next thing to do is examine some relationships. The microphone is recording, but what is it recording?

The mike can record a myriad of things: music, words and discussions, or nonsense and noise. At the time, the microphone was being used to record the author's words. The mike, switch, and amplifier are totally neutral in terms of what they let through to the tape recorder or not.

The sound is coming from the source, through the medium of the air. The mike takes the sound, changes it to electrical energy, which travels down the wire into this battery back and amplifier. It is amplified by the battery (which is engaged by the switch) and then is picked up by the tape recorder. The mike, amplifier, on-off switch, and cord are a whole transducer assembly. It transduces sound to electricity. What the on-off switch and amplifier are doing is allowing the change of electrical signals (created by sound), to go from the mike to the tape recorder; again, it is a go/no-go device.

The object was mentally dissected. What does it do, how is it used, and what is it for? Next, is to jump into parallels. Ask what else does this, or what is this like? For example, what else acts a go/no-go device between an amplifier between what is done on one end, as the mike (a transducer), and how it is received on the other, as the tape deck?

The mike and the tape deck have a specific relationship, one is sending and one is receiving. The mike's inline amplifier switch is there to facilitate that. If we look at the mike, amplifier, and tape deck as being all in one person, then we can say our grasp of language acts as an amplifier

switch or transducer of what we hear to ideas we recognize. This go/no-go device is like your grasp of language.

When it was said in Chapter 1, "Some of the squared legs equals the square of the hippopotamus."<sup>20</sup> That may have been nonsense to you until it was explained. Your grasp of language translates what comes in and determines what is recognized. There is a flow from the mike (author's words), through an amplifier (language/perception), to the tape deck (cognition).<sup>21</sup> "Oh, I got it." Click! One go/no-go device facilitates a flow of electrons; the other facilitates a flow of ideas.

Who or what can also act like an on/off switch to the flow of ideas? How about a language translator; someone who allows the flow of ideas between two languages?

So it can be said, "*A language translator is like a switch – a go/no-go device -- to the flow of complex ideas between peoples with different languages.*"

Because, without a language translator, complex ideas do not flow. Ideas flow with a language translator.

That is only one parallel to this mike/amplifier/recorder go/no-go array. It is possible to have other parallels.

As was just done; extend the everyday object into comprehensive generalities, things that tend to be all encompassing: Life, God, humanity, growth, people, etc. The more inclusive or comprehensive the result, the better.

This exercise will help facilitate the 'ring' necessary for part of the first exercise -- the Mine box.<sup>22</sup> Through this exercise, you can generate that 'ring' inside you.

That previous mentioned truth 'ringing' is also facilitated as you, the individual, begin to assemble the truths perceived, and applying them.<sup>23</sup> A mystical operator or metaphysical student's goal should be making their truth matrix similar to the Absolute Truth Matrix, rebuilding their human matrix – mortal mind. Or, more accurately, reprogramming their existing human mind/matrix so it is similar to the Absolute Truth Mind/Matrix – create common tangent points. Having their matrix store 'absolutes' they perceive, helps facilitate this.<sup>24</sup>

---

<sup>20</sup> Pythagorean Theorem

<sup>21</sup> *I AM A I*, Chapter 4.4 and 4.5, The Human Matrix - *Storages* and The *Perceptual Lens Array*

<sup>22</sup> *Application 1A*

<sup>23</sup> *I AM A I*, Chapter 4.8, Ring My Bell

<sup>24</sup> *I AM A I*, Chapter 9 and 10

A review of this exercise: you select an object and you examine it for what, where, when, how, and the sequencing of events that determine its use. Just examine for the facts that you see in it.

Okay. Suppose we have a container with us (a plastic one-liter container with a snap top) and it holds water at that moment, but it can hold other things. It's made of plastic; has a removable top,

Assuming the liquid is for human consumption (which is what it was used for at that moment in time), the liquid -- no matter what it is -- has water in it. The liquid in the container could be plain water as the one the author had in his hand, juice with water and other nutrients in it, or wine. One way or another, whether it is water or juice or whatever, the container is holding a liquid with a life-giving element (water).

The exercise is for you to look at it, determine whatever it is for, and in the end, jump parallels into your perception of life. So...what, in the human system, is life giving or is a vessel for life giving? (The parallels can go in multiple directions. For this example, it will be narrowed down and given a direction.)

What is it or what something is necessary for peoples -- as a whole, something we need within us, outside us, for our learning or growth? What else is like this vessel that holds water? This -- the water -- is something that is absolutely necessary whereas the vessel can hold a liquid that is not absolutely necessary, like wine. So, what in our lives is as a vessel that can be used for something we absolutely need, or just to hold something that we use and do not absolutely need?

How about knowledge? It holds truth (or truth applications<sup>25</sup>).

In one way, knowledge (truth applications) based on **Absolute** and **Actual** reality<sup>26</sup> are truths essential for survival, and we cannot do without them. Otherwise, we would not be able to walk, talk, eat, and survive.

Yet, though there is knowledge that is based on Absolute and Actual Truths -- essential, there are truths that make up some of the **Individual**, **Consensual**, and **Imaginary** realities and are not essential to physical existence. This is knowledge that is based on relative truth applications (language, society, politics, etc.). We can take both in; the fantasy book sitting over there or playing with the computer on the Internet. These are not essential for physical survival within the natural system; and, it is knowledge that we take in.

So we can say, "Knowledge is like a container. Some things in our knowledge are necessary to survive while other things held by our knowledge are not essential to survival."

---

<sup>25</sup> I A M A I, Chapter 4

<sup>26</sup> I A M A I, Chapter 4.2, 'What's Reality Papa?'

With this exercise, hopefully you can see how you can take anything, jump into parallels, and you see something way beyond a mere jug of water.

Now, as to your categorizing of the truths that you pick up from these parallels; after a while, you will notice some parallels apply to all or everybody. In addition, you will see other parallels will apply to some cases and not to others.

Some of the determining factors will be:

- your wording,
- individual perceptions, where you are 'standing' when you 'look' at something
- what truth is stored in your knowledge already.

Next to each truth formulated in this exercise, mark a category you perceive the truth to be. The categories are *absolute (A)*, *unknown (?)*, or *relative (R)*.

**A** ⇒ The *absolute* category is when the truth appears to apply to everything applicable in a situation or scenario.

**R** ⇒ The *relative* category is when you see it applying to some things, while not to others.

**?** ⇒ The *unknown* category is when you are not sure.

If you find one exception to a truth in the *absolute* category, it becomes a *relative* truth or possibly a (?). Use the geometric postulate analogy: if one exception is found to a postulate, it ceases to be a postulate.

However, exceptions must be examined just as carefully as the original truth. What may be an exception in one way may not be an exception when perceived in another way. What you 'see' will be dependent on where you are 'standing' when you look at it.

For example: what you may see as an exception may be due to how you are perceiving -- looking at it. The changing of your perception can cause the exception to disappear. The exception becomes a special case.

Be like the 'fair witness' concept, presented in the book *Stranger in a Strange Land*.<sup>27</sup> When a woman Ann, who was a fair witness, was asked the color of the house on the hill, she turned to Jubal and said, "It's white

---

<sup>27</sup> A science fiction book by Robert Heinlein, Copyright 1961... A fair witness was trained in observation to such an extent that whatever a fair witness said happened, was accepted in a court of law as fact.

on this side, Jubal." Be objective. Recognize what you see is on 'this side'. Just because one side of a house is white does not mean the whole house is white. Then look around to the other side, it might be black.

*24 ounces, 700 milligrams (markings on the plastic container).*

Like the plastic container, changing where you stand changes what you see. On one side is metric measure and it says 700 milliliters, which is speaking one language. Looking on the other side, the markings say 24 ounces -- which is speaking another measure language, and both languages have to do with the same thing, volume. Two symbol systems, one is from Napoleon and the other from English; and yet, the two symbol systems are talking about the same thing -- quantity.

So...it can be said:

*The same knowledge can be expressed through multiple symbol systems – languages.*

Be like the 'fair witness'. By being open and not shut anything out, you are observing like the 'fair witness'. Being honest with yourself more than anything else; get rid of your preconceived notions, be open. Or...“In the eyes of a child...”

There may be some truths you may not want to believe, or not even want to recognize. We can recognize and not want to believe it. But, we must re-cognize it at least. (Recognized -- re-cognized -- or not, Absolute and Actual Truth still exists.)

That is what is meant by an honest frame of mind, dispassionately. If we refuse to re-know the Truth, it will not do us any good. We must re-know it, re-cognize its existence, if not believe it. Through this the Cognitive Input of our mind programs our *Knowledge*.<sup>28</sup>

*Here is the application:*

- ***A truth/day taken from an everyday object and to enter it in a notebook or journal for an extended period of time -- ten weeks to a year.***
- ***State what was the original object, and then, state the 'truth' perceived. The format: A/Some \_\_\_\_\_ is like a \_\_\_\_\_. Because they both: 2 sentences .***
- ***In the margin before your truth enter the category you perceive it to be in: **Absolute, Relative, or ?** (you do not know).***
- ***In addition, five slashes are required in the cover of the notebook for the Mine category of Application 1A.***

---

<sup>28</sup> *IAMA I*, Chapter 4, Realities and the Human Matrix



## *Advantages of this application*

There are a multitude of advantages to learning this exercise. Some of the advantages produced by doing this exercise everyday over an extended window of time -- months -- are:

### **1. Learning to think in parallels adds another dimension to your mind.**

This exercise can expand your mortal perceptual window on things. You can see beyond the object at hand, as you begin thinking in parallels.

### **2. Things become simpler as you start thinking in parallels.**

Looking at things, what one sees becomes increasingly complicated: *BTRs*<sup>29</sup> within *BTRs* within *BTRs*..., matrices within matrices within matrices..., mirrors within mirrors within mirrors..., etc.

With so many variables, the diversity can give the mortal brain a cramp. However, once you begin thinking in parallels, things can get simpler instead of more complicated. The similarities and connections can be seen. You can begin to generate a more non-exclusive mind or a mind with Love in it. You can start seeing connections between things.

As stated previously, you are starting to put your human mind/matrix to work and reprogramming it according to the lines of the Absolute Truth Matrix. As the mind becomes increasingly non-exclusive, an individual begins to see more. This effect makes it possible to relate all the information in *I A M A I* (or in spiritual philosophies) into reoccurring themes.

### **3. Since absolute truth is invulnerable and unchangeable, this exercise can give you a place to 'stand'.**

This can be important in a sea of changes. Keeping to absolute truths can be like standing on a rock in troubled seas. This application can be useful when doing *ESP* experiments along with the truthful questioning of an *ESP* event.

In addition, this exercise can be quite helpful for you to understand mundane events (as well as mystical events).

### **4. This exercise facilitates comprehensive truth storage within the mind.**

This is why you categorize. When the fictional character Sherlock Holmes first meets Watson in the story *A Study in Scarlet*,<sup>30</sup> Watson and Holmes are students together at a University. Watson sees that Sherlock Holmes is equivalent to a genius, and is very much learned in a number of different subjects: chemistry, forensics, ballistics, etc. He also learns Holmes is totally ignorant on other subjects like astronomy. This is in an

---

<sup>29</sup> Bubbles of Temporal/spatial Reference, *I A M A I*, Chapter 3

<sup>30</sup> Sir Author Conan Doyle

antithesis of the popular concept of the times (the *enlightened man*).

The *enlightened man* had to know a little bit of everything. Watson asked Holmes, how it is that he could be so learned in one field and completely ignorant of another.

To paraphrase Holmes' response: I look at my mind like an attic. Most people store anything they come across, throw it in their attic, and their attic becomes one big clutter. I choose to store only specific things in my attic. I do not want my attic cluttered.

If a person uses this concept with the Absolute Truth and starts storing in their 'attic' only Absolute Truth – that which they can find no exception to, this lesson will produce results over time.

This exercise can expand your understanding and knowledge base, while simplifying it, as in *Advantage 2* above. Storage of 'absolutes' automatically starts to regulate incoming unknowns to being 'special case' applications of the 'absolutes'.

We can input Absolute Truth into our human matrix. When we use these parallels between metaphysical and physical, we begin to generate an inclusive mind through Truth; Love's Truth is all encompassing – non-exclusive. The more absolutes we input and connect together, the more our human matrix becomes similar to the Truth Matrix.<sup>31</sup> The Truth in our minds – temporal -- will have an affect by aligning itself with the Truth Matrix – eternal -- naturally.

It is the truth in the matrix that defines the matrix. Yet it is the matrix that defines the exhibited properties. Take the molecule H<sub>2</sub>O for example. The H<sub>2</sub>O molecule has intrinsic qualities. The matrix formed by H<sub>2</sub>O may be ice or a snowflake. The water molecule defines two states, both ice and a snowflake.

Another example is carbon. It is the matrix that the carbon molecules are in that defines its exhibited properties. The exhibited properties could be soot, activated charcoal, anthracite coal, or a diamond. Carbon has not changed; only the matrix the carbon is in has changed.

Personal beliefs and philosophies are defined by the truth in the philosophy. Truth defines its own matrix. The philosophies are important in that they help you array the truth within your mind. As new absolute truths are learned, the philosophy must change (to accommodate it). Either that, or be in some form of denial of that truth.

This exercise facilitates truth storage in your mind and has a comprehensive truth matrix assemble within you as you do so.

---

<sup>31</sup> *I AM A I*, Chapter 2.5 - *Postulate 4*, God's Logical Mind is a matrix of Absolute, Eternal Truth.

## 5. The "Know the truth and the truth will set you free" mechanism

How does this work? A review of some of I A M A I material may be helpful here. In Chapter 2 and Chapter 3, two concepts were introduced:

- ❖ The concepts of infinite and finite or eternal and temporal as being mutually exclusive.
  - ⇒ If something is not infinite, it is finite. If something is not finite, it is infinite.
  - ⇒ If something is not eternal, it is temporal. If something is not temporal, it is eternal.
- ❖ The concept that a logic system can create something alien to that logic system.
  - ⇒ In mathematics, the concepts of division by zero ( $\frac{x}{0}$ ) and taking the square root (or even root) of a negative number ( $\sqrt{-1}$ ).
  - ⇒ These two examples are how a complete and comprehensive logic system, which deals with infinities within infinities within infinities...infinitely, can create something that is outside of that logic system.

The postulates and theorems of Chapter 2 focus on an infinite/eternal Mind manifesting a finite/temporal condition; and, it can go the other direction as well. This means, if a finite/temporal mind – mortal mind – creates something alien to it, that creation will automatically be infinite/eternal – Divine Love -- related in some way.

When a finite/temporal mind – mortal mind -- programs itself with eternals and absolutes, it becomes easier to for that mind to create something that is alien to it or initiates something that 'exits' the mortal mind.

In the bible, it is written that Jesus said, "Know the truth and the truth will set you free." Because Truth is constant, this is just as true now as it was in Jesus' time. Once truths are accumulated, they start appearing in/assembling themselves into matrices they are normally in. Again, as the water molecule defines the nature of a snowflake; so does the nature of the truth define the nature of the thought construct -- philosophy.

When absolute truth starts assembling with other absolute truth (this absolute truth together with this absolute truth together with this absolute truth) within a mortal mind, a 'whirrr click' can occur inside a person; a cognitive jump occurs. This 'whirrr click' (a specific 'ringing' of the individual matrix/mind<sup>32</sup>) is an instant change of a mental/emotional state --

---

<sup>32</sup> "Ring" as in *Application IA*.

consciousness. This change tends to be comprehensive in scope when you are dealing with absolutes.

You perceive the truth matrix involved. Any truth you learn regarding that particular subject matter afterward, you can 'see' where or how it 'fits' in the matrix.

This change of state can give a quiet peace and an understanding based on whole concepts of comprehensive truth - a comprehensive '*quiet understanding*'. Alternatively, it can also be an epiphany.

In both cases, the matrix the truth is in becomes part of your individual mind matrix; an alignment occurs.

After this has happened a number of times, and a number of '*quiet understandings*' – comprehensive cognitive jumps -- have been stored in your mental matrix. One '*quiet understanding*' (based on absolute truth) assembles with another '*quiet understanding*', with another '*quiet understanding*', and with another '*quiet understanding*'... the 'whirrr click' (the cognitive jump) is going to be a religious experience, independent of whether you believe in God or not.

Because...God is the source of all Absolute Truth. In the end, you are just following the Truth to its Source. So, if you keep on working with comprehensive or Absolute Truth within an honest framework of mind, you are going to end up with a religious experience of some sort, because God is the Source of the Absolute Truth.

Or, in other words, when you start assembling Absolute Truths together, you get these peaceful points of knowledge, which -- when assembled -- bring you to God independent of whether you even believe in God.

Belief in a system is not that important to the process. It is the truths in the thought system that facilitates the process.

What is being described here is a mechanism. This is how the mechanism "Know the truth and the truth will set you free" works.

And be advised, if this type of cognitive jump occurs without a supporting absolute truth matrix in the mortal mind, this cognitive jump can fracture some **Individual** realities.

The ~~truths~~ can dissolve in that mortal mind matrix to such an extent that the mortal mind has a problem functioning for a while.

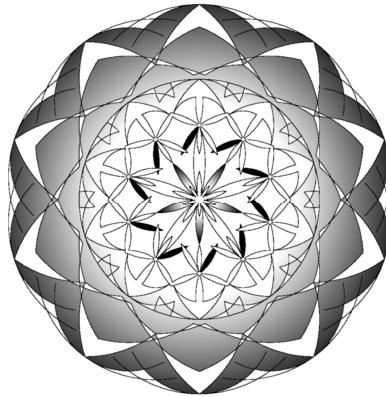
**6. An old spiritual axiom is. "There is nowhere you need to go to learn the Truth. Everything you need to know is right there in front of you."**

If you really learn this lesson -- how to think in parallels from a simple common object to something all encompassing, everything you need to know, spiritually and metaphysically, becomes accessible. You only have to be aware and have your eyes open.

Spiritual knowledge becomes assessable to you and it always has been right in front of you in common everyday objects. You just have to look at the object, learn to jump in parallels, and everything really you need to know is there.

God is not hiding anything; everything you need to know is right in front of you.

This application works best when you make no judgments as the objective observer (mentioned previously). Be aware of your ignorance because your ignorance is going to be part of this application.



## **Application #5 – Resetting the Mind**

This is a tool that helps you reset your mind. Here you use a temporal limit of your finite mortal mind to prevent mentation -- thought.

### **Exercise 5 – Temporal mind limits, surfing the mechanism**

Our mind has many mental paths and feedback loops. Because we are dealing with a temporal mind, each path or loop takes ‘x’ amount of time to occur. Some happen quicker while others take longer to occur. For example, the loop from an Event, to our re-cognition of the Event’s existence, to our focusing, and re-cognizing the Event itself (Chart 4-4, N5),<sup>33</sup> takes a specific amount of time. This time lapse can be used.

The Cognitive path is a high priority path. It is a survival path. All mortal minds, including animal minds, have a Cognitive input. It involves the sensory input going into the mind. When it is in constant use, lesser priority mental paths must give way.

---

<sup>33</sup> *IAMA I*, Chapter 4 and Figure 4-4 in the back of this book