

Christin de Roncy

*Earthling Spiritual
Instruction Manual*

Table of Contents

Three days to change the school system	9
Introduction.....	11
Purpose of School.....	13
How to reach the purpose of school?.....	15
The second move.....	17
Third move, organize the students	19
Viewing Life as a Teamwork – Education Is a Teamwork	21
Mutual Help.....	23
It doesn't take time to change the school system	25
Going for quality of know-how	27
Civilization begins at school.....	29
To summarize	31
Making Study as Close to Life as Possible	33
Teamwork.....	35
What is a team?.....	37
To the struggling students	39
To those who help them.....	39
How to help him?	41
Dictation Drill for Language and Grammar Practice	43
The old school dictation	45
Raising dictation to the level of professional know-how	47
Teamwork Dictation	49
Using Multiple-Choice Questionnaires to Facilitate Memorization	51
Multiple Choice Questionnaires	53
Realizing my old dream of flying.....	55
Repeating to learn	57

MCQs + repetition = powerful learning tool	59
The technique explained	61
When it doesn't go in	63
Different Ways to Use Repetition to Memorize.....	65
What makes a drummer a talented drummer?	67
Doing the motions without thinking about it	69
Back to school!	71
Rote learning technique	73
Filling a blank map.....	73
Learning the itineraries.....	75
A technique to learn addresses	77
The Secret of Memory Problems in Rote Learning.....	79
The secret.....	81
Language memory	83
About memory problems or abilities.....	85
Repetition and understanding.....	89
Practice.....	91
Don't Learn Grammar! Practice Grammar Know-How!.....	93
Presentation	95
Asking What? or Asking How?	97
Grammar: how to communicate thought.....	99
Grammar is a tool.....	101
Learning to practice grammar	103
Practice.....	105
Separating things.....	107
Four main difficulties.....	109
Difficulty #5 is specific to the verb: the conjugation.....	111

The key that opens the doors of all your studies	113
Dreams and Know-How Open the Doors to Freedom	115
Learning “how” instead of “what”?	117
Mystical?	119
Know-how is a doorway to freedom	121
Can we perceive and change the future?	123
Opening or closing the doors to the future	125
Each door opened or closed means a different future	127
Understand how to reorient the future.....	129
Earthling Spiritual Instruction Manual	131
Welcome to the Earthling Training Course	133
The Learning of Love	133
Saving our neck	137
Critical analysis of the education system.....	139
Education organization in the right order.....	143
Instruction and love.....	145
What is Love?	147
To Be and To Remain Wanted Is the Aim of Education	149
No dreams	151
Being and staying wanted.....	155
Wanted or unwanted characteristics	157
Basic honesty with oneself	159
Knowing one’s friends from one’s enemies.....	161
Everything that’s difficult becomes a team effort	163
A very useful reasoning: extrapolation	165
Earthling Spiritual Computer Programming.....	167
Earthling Spiritual Computer	169

Introduction.....	169
About religion, spirituality, soul or what else?	171
Another theory	175
Unlimited number of solutions.....	179
Unlimited self-education	181
Data, programs and education	183
Unlimited programming	185
Enforced or chosen education.....	187
Telepathy.....	189
Eternal Infinite Education to The Stars	191
Introduction to infinite education	193
About data.....	195
About spiritual elevation	197
The hardware data of a spirit	199
Software type of data	201
Mastering your data	203
Interrelation Spiritual Space Responsibility and Education	205
Civilizational goals	207
Obedience under threat versus Responsibility	209
About Responsibility.....	211
Responsibility and education.....	213
Responsibility for one's data	215
I do what I want!	217
Space, data, education, responsibility	219
Responsibility, space, police, justice, war	221
Spiritual power	223
Conclusion	225

Principles of Eternal and Infinite Spiritual Education	227
From education to space and responsibility	229
Universes	231
What data would give you space and responsibility	233
Who else’s space and responsibility can I raise?	235
Eternal civilization means each and every spirit	237
Responsibility includes security against evil	241
Spiritual Viruses and Their Effects.....	243
Introduction to spiritual data	245
Taking the problem by the other end	247
The end of a game is the beginning of the next.....	249
You are an eternal infinite creator of life.....	251
Space, love, responsibility	253
People and activities that suck you up	255
Putting things in perspective	257
Opting for Quality of Spiritual Education	259
Educating a free spirit.....	261
Going for a free spiritual galactic civilization	261
Data are not virtual	265
Going for quality of data.....	269

*Three days to change the school
system*

*School: from learning knowledge to dreaming
Earth's future*

Introduction

Here is a series of little books, each one treating of a specific technique. One takes it or not depending of the needs.

The first one is not a technique as such but rather an observation of a main problem with schooling.

The main reason why a struggling student is struggling has nothing to do with his general ability or intelligence. It has to do with the speed with which the knowledge is taught.

The fact that the society agrees with the actual teaching system doesn't mean that it is right. It means that it is difficult to change such an institution as school.

There is a parallel one could do. We have a worldwide economic system that is actually destroying the planet resources, polluting the oceans, etc. We know that. We know it since quite some time now. We know we are flying high speed toward big, big trouble. Do we change? No. Why? Too many factors involved. Or, we don't know how to do it. Or, we just don't want it. Or, I don't know any good reason to keep at it, working steadily, at our own final destruction.

It is a very strange phenomenon. I wonder if other living species are that stupid – observing they are going to die and just carrying on toward death.

School has a similarity. The way to teach is really screwed up with very poor results average. Severe judgement? Okay, I explain.

The purpose of school is to educate populations. Agree?

Particularly, to educate the kids and young people to live their future citizen life.

Citizen life in which society? A country? A continent? Mankind? This is already far-fetched. The reality today is that the old world is over, finished, done, lost!

The old society was the one of the arrogant Man, “superior race”, dominating, exploiting, and just eradicating entire parts of nature at large. Without talking about slavery, violence, bad treatment of man by man (all colors and races are guilty of this one). It is civilization?

Today in France, you have kids committing suicide because some other kids destroy their reputation on social networks? It is a known situation. I am wondering sometimes????

It was not my plan to begin this book series that way. But I think it is a good thing to mention a context. We go for another civilization. Many people and associations are working actively in that direction. So why not the school systems?

Purpose of School

For a student, the purpose of school is understanding how things work, whatever the subject.

It means to have enough basics understood and practiced until one have them down cold.

These basics serve one purpose: opening the access to other knowledge and know-how.

Example: when you learn grammar and vocabulary, you have to get it to such a point that it opens your way to understanding other subjects.

Why is that? Because you want each citizen doing his own part of the job later on.

This is the role of school – each kid and student having sufficient knowledge and know-how, at his level of capacity and within his own life choices, to do his job and assume his responsibilities within the society.

And the society today is not only one's country or mankind. Society today includes mankind and all living species and all of Nature in fact.

A whole world able to work in harmony, fair exchange, toward higher civilizational goals.

The purpose of school is to form the citizen of this future universal and natural society.

How to reach the purpose of school?

By making sure each student is making the grade!

By making sure each student is able to gain enough knowledge and know-how to live a decent life in his future society.

That's all.

No, no, no, impossible! It can't be that simple!

Hey, it's like in chess. You make one move and from a lost game you win in one shot.

Move the teacher from his position in front of the students and place him at the middle of the classroom.

He stops talking to a class.

The students stop listening to a speech.

The students open their books and starts to learn at their own speed.

The teacher is not a teacher but a master. He is not talking anymore but guiding, helping and advising.

The individual student is doing the work.

The teacher is watching each individual student to make sure he is making it.

One single move!

One move and you'll change the future society.

The second move

Tell everybody – students, parents, professionals in any field, everyone, what you are going for with school: which society? which citizenship? which future?

You don't look if it is possible. You look for one thing: does it need to be done?

The problem with politics is a problem of very poor purposes – no ambition, no imagination, no dream. We lack a worldwide body whose only activity would be to analyze and dream the long-term future of mankind in relation to nature and the universe. There are no worldwide plans.

Anyway, this second move would give school the general educational programs.

Yes, if you know the civilizational goals, you can imagine what the citizens will need to know to be able to accomplish these ends, participate, make the society prosper, and so on.

Then you work out the basics – the essential knowledges and know-how that each one should have to be able to participate.

We want a harmony between Mankind and Nature. We want to be there in the long-term future. We want to be free and stay free to live a decent life and prosper happily. Knowledge and know-how are the ways to make it.

Third move, organize the students

There are only three types of students:

The student who can and want to study. He needs very little help

The student who wants to study but can't. His willingness is there. But he needs help to various degrees.

The student who does not want to study. Maybe he can, maybe not, but his willingness is not there. By definition, he is not a student till he finds some interest in having a knowledge and know-how.

The following peculiar kind is not a student because study is both an award and a duty. It is an honor to deserve the right to being a citizen. One deserves it by assuming one's duty as a student: study and be a teammate!

This last kind is the one who is fundamentally evil. He intends to destroy others around him and acts that way. He is not working for the good of others, life and nature as a whole.

Whether bright or not is not the point. He is destructive for the morale of others.

His first lesson must be to be able to be a team member. When he is able to be a team member, participate and help others, he can be taught the other discipline bodies and be trusted as a team member.

If he can't and will not no matter what, this is the responsibility of society to make sure he will not attempt to destroy others or prevent them to reach the civilizational goals.

From those simple categories, it should be easy to organize the students in small teams.

*Viewing Life as a Teamwork -
Education Is a Teamwork*

*School: from individual education to forming the team
for Earth's future*

Mutual Help

Mutual help is the workhorse of a team member.

Nobody fails is the motto of the team member and the whole team.

Life is a teamwork. So must be education – a teamwork.

In a team, one never lets a comrade drown.

In a team, one is responsible for the success of each member of the team.

A nation is a team.

Mankind is a team.

Life is a team with its own rules.

Fair exchange is the mark of a decent civilization.

Fair exchange between Man and Nature is civilization.

A student is someone who wants to get data and know-how for life and livingness.

Speed has nothing to do with education.

Team spirit and quality of know-how are what counts.

It doesn't take time to change the school system

It takes time to change thought and fixed ideas.

To organize a change of the school system, one has first to become aware of the relationship between the quality of education of each and every student and the future society.

What society do we want? Same as this one?

To organize a change of the school system, one has to understand that the abilities of a student are not the same as those of another student. Observation will do.

But the hardest lesson will be to abandon totally the speed racing type of school we have since a century or two.

One has to realize that the speed of learning and teaching is determined by the student's ability to grasp the data and know-how.

And that is INDIVIDUAL!

There is no escape.

The choice is between letting the slower student drown more and more or not letting the slower student drown more and more.

To prevent the student from drowning more and more, one has just to get him back to a study at his own rhythm, level of grasp, understanding and know-how. Then letting him be part of a team of students at his level, whatever the age.

The question is quite simple: do we want to continue to let people drown or not?

The handling as such is quite simple.

To change the school system, there are two main actions:

Move the teacher to be in the midst of his students.

Let the students organize in small working teams of similar affinities and competence.

They must be happy and willing to work together.

The age is of no interest. If a 12 years old student has the mathematical level of another teammate of 15, they can work together to progress.

Going for quality of know-how

Yes, quality of know-how gotten by each student is what will count in society later on, not the quantity of knowledge memorized.

The solution is to adapt the program to each student.

You give the quick student his program and you let him fly.

You concentrate the help on those who need help.

You bring them back to a level of competence where they can study by themselves, whatever the speed.

The quality of know-how gotten is what counts.

When he knows how to do things well enough to be a teammate, and exchange his knowledge and know-how for a livelihood, you have a citizen.

Whatever the level, can he do his job well enough?

Is he honest with a good morality?

Is he courageous and able to work?

Is he competent enough?

If the answers to these questions are yes, you can consider the educational system had done its job.

Civilization begins at school

The future civilization needs the intelligence, competence and general life ability of each citizen.

The age is of no consideration.

Only ability and willingness to serve others and life is of consideration.

One doesn't slowdown a quick student.

One doesn't overwhelm a slower student.

A citizen is a teammate of his group, his nation, mankind, life and nature at large.

School trains and produces competent teammates whatever the age, whatever the specialty.

If one is competent enough to serve his group, society and life, he can either pursue his studies to be even more able to serve or he can go into the business of life to serve his other teammates.

We never let a pupil or student fail in one subject.

We never force a student to continue study if he is already lost. Doing so will damage his ability to think, to work and to serve others, society and life.

Man will rise to a high-level society – most probably a space civilization.

The quality of this civilization will depend on the quality of education.

One never let down a teammate will be the rule as long as someone is a teammate and not a generally destructive individual.

Life is a teamwork.

Life is exchange.

Education is learning one's future job and working at getting one's place in the team, society and life at large.

Education should comprise giving the student an ability to continue studying well after school so as to progress and raise continuously his abilities.

To summarize

Make the school as a team.

In your school, nobody fails. Nobody is left in a ditch.

Nobody is left prey to the insane and destructive individual.

A student is there to study and be a teammate.

No insane evil individual is part of a school. He is handled separately.

Only teammates are part of a school.

One doesn't let down one single goodwill benevolent student.

You don't let the bad vanquish the good.

Unless you desire such a society in the future.

This is the moral rule of your future school.

*Making Study as Close to Life
as Possible*

Teamwork as a solution to study problems

Teamwork

Instead of going a long way in explanations, I'll rather give the student and anyone helping students some techniques issued from the professional fields.

Here is the first one.

Work method: find a partner.

Life principle: life is a teamwork.

Study principle: do it as in life – make it a teamwork.

First thing first, work as a team.

Life is a team effort. Everything that's difficult to do is done as a team.

Training ace pilots is difficult to do: it is done as a team.

Sending a rocket in outer space is very difficult to do: it is done as a team.

Going to the moon, walking on it and coming back, in 1969, was very arduous task. It was done as a team.

Running a kitchen for a school is quite a difficult organizational work. It is done as a team.

For some students, study is very easy. They apparently would not need a team. However, if you look at it closely, even if they would not need a teacher, they need books or any means of communication to get data for their studies. Well, this requires the work of people who give out data. Still, there is a team.

Life is a teamwork!

Teamwork is a life principle!

Make study a teamwork!

What is a team?

People working or doing something together to achieve or realize something. A football team, a kitchen, a restaurant, a company, a hospital, even a family can be a team.

Well, this is our first drill.

Look out in real life and find real teams.

What are they doing?

Why?

What are they going for?

Ask people.

Is it useful to be part of a team?

Is it good to work as a team?

What qualities are needed or necessary from the teammates?

Do they have a purpose?

Whatever you can think of. Take notes.

You are looking for HOW IT WORKS in real life, not only WHAT it is.

If you are in trouble as a student, find a teammate or several teammates.

I'll give you some techniques that should help you out. But first and foremost, form a team.

Studying is difficult; work as a team. A team is made up of people with whom you want to work, with whom you get along and with whom you want to get results, and if possible, things done well.

Find someone you could work with, someone you would like to work with, and him or her with you.

If he doesn't want to, find someone else. Find a partner, one or more. It could be the last five in the class or the last ten. If you can work together, you have your team.

And one thing important: don't be unpleasant.

The first one you have to convince is you.

If you don't want help from anyone and if you don't want to help anyone, you'll not have a team.

A team is mutual help toward achieving something.

To the struggling students

To those who help them

There are no problems whatsoever with the struggling student – young or adult.

The problem is with society's study system that is trying to treat everybody the same – a total lack of observation of individuals.

It is contrary to the most basic life principles. Nobody is the same. Not superior nor inferior – no, just not the same.

There are many techniques and tips on the Internet and in books designed to help the struggling student, most of which seem to be very good advice. Some more complicated than others, but definitely interesting and useful.

They all treat the struggling student as different. Yes, they are right. Except for one point: that there is not a natural category called a "struggling student". It is an artificial category in a no less artificial school system. It's fake. It's a lie.

Then, what's the truth?

There are 7.8 billion people on Earth today (2020). This means 7.8 billion categories of humans – all different, all individuals, all with their own specific qualities, abilities, intelligence, speed or quickness, intentions, good, evil, choices, likings, viewpoints, judgements, goals, purposes, emotions, reactions, you name it.

Nobody is the same nor even similar. This is what makes human so rich in qualities and possibilities.

People can help each other to accomplish purposes, small or big. Mutual help works as a life principle.

Do you really want to solve all that with schooling as it is done today – same program, same knowledge, same speed of teaching, for a class of totally different young individuals?

How to make a struggling student out of a young normal human being? Send him to school!

Today, school should develop know-how and mutual help – team spirit, teamwork – based on the natural abilities of each individual.

The struggling student is not guilty of laziness or whatever the term. He is not guilty of being forced into a system not adapted to him.

He is forced into a system not based on life principles.

He has to adapt to it which is counternatural and counterproductive as well as extremely degrading for him.

Pretty mean in fact. And no, he should not be treated as a struggling student. A kid should not deserve to be treated that way.

How to help him?

Might be a good thing to do like for anybody else: make him win.

Make him participate.

Make him a team member in a team he feels and likes to be in.

Give him some know-how and let him practice and demonstrate his competence; use his own qualities and know-how.

Train him, correct his know-how and team spirit and make him win. I mean, a normal civilized human treatment.

I am not an idiot but if you put me at the middle of a team of fighter pilots and we are getting explained the most recent electronic weapon systems, I am afraid that I'll be very fast put into the situation of a very badly struggling student.

Solution? Get the f... out of there and join people I can compare with. Then get a know-how I can learn. Just arrange to be winning. No?

I mean, there is something called life and when you observe it, life works in a certain way. Especially human's life.

As the school system is not going to change, at least not immediately, let's try to give a sort of universal principle that could improve remarkably the study results of any student, struggling, average or bright.

This principle is actually obvious: Make study as close to life as possible!

*Dictation Drill for Language
and Grammar Practice*

*Using dictation as a practice to raise language and
grammar skills*

The old school dictation

At school, at least in the past, the dictation was done this way:

The teacher slowly dictates a literary text to the students. At the end, the students may or may not have time to correct any mistakes.

Then the teacher takes all the copies, go over them at home, makes a sign on each mistake and gives a mark for the student's work.

Next course, the teacher distributes the copies. The students get their marks and that's it.

No deep study of each and every mistake in a grammar book or a dictionary.

No time for that, the teacher has a course to give and that is precisely scheduled.

He gives his next lesson and the students continue to learn new knowledge over more basic mistakes.

Thus, the slower students are lost and get worsen and worsen results, usually at least.

This method is not learning a know-how.

It is just a demonstration of how good or bad you are doing in a subject.

This is not the way to get a know-how.

A know-how is knowing how something works and how to do something. This is superior to just knowing something.

This is superior learning because you have to work on your subject to get it.

And for that, you repeat motions. You repeat the use of your senses to get it. All your being is intent in getting it.

It is difficult and it takes the time it takes to get it. But when you have this type of knowledge, usually this is for life.

The dictation done the old way did not teach actual spelling and grammar. It was just an exam to check how good or bad the student was doing.

We change the method to add some professional skills in it and we raise the exercise of dictation into learning a know-how, a skill: spelling, language and grammar.

Raising dictation to the level of professional know-how

Writing properly is a know-how.

It is a teamwork. Why? Because it is difficult.

A long time ago, I had the idea of extending the know-how of translation and proofreading to school dictation in order to improve student results.

Here is how it works.

When you write, you always leave spelling or grammar mistakes.

The proofreader is there to read after the writer or translator and pick up what was missed. And it's quite a job.

I was not a professional proofreader, but when I was a translator (from English to French), I was working with a colleague and we were proofreading each other's texts.

How did we do that?

The best way we found was actually to read the text aloud.

For example, I was taking a translation I had just finished.

I was reading it aloud while my colleague was reading silently. Thus, we both were catching up mistakes I did not see alone.

I found that this technique could be of use at school, to help students on their spelling and grammar. It can be turned into a training drill: learning how to write properly.

You'll notice this is a know-how and a teamwork. It requires a lot of work to get it right.

Teamwork Dictation

Now, here is the technique.

Out of school, decide of a time when you can meet with your team.

One of the teammates takes the role of the teacher. He dictates slowly, giving the punctuation as he goes along.

Next time, another student will take the role of the reader.

At the end, each student goes over his own copy.

He uses any tool needed to correct his mistakes – Internet, grammar, dictionary, anything.

Why?

Because, one important thing is to learn to spot one's own mistakes.

Then, work as a team to spot and correct each other's mistakes.

You will learn that way – practice, hard work, precise observation, identifying and correcting what's wrong, helping each other as teammates: isn't it like life apprenticing?

This is teamwork and know-how!

This is called know-how drilling!

*One actively works at a specific piece of work till it is
done right!*

An important point is to watch for the level of difficulty when you choose a text so as not to drown the whole team. You all need to win as a team.

Another thing: don't take too long texts otherwise you'll not be able to do the job in one session. It is a very tiresome work and you need to stay alert otherwise you are going to be disgusted. Even if it is a work, keep it light and fun. After all it is a game in itself.

If the teacher is with you on that, it will be a pleasure for him to review your work and correct some mistakes you left.

Actually, if you are in trouble as students, your teamwork will attract sympathy and goodwill.

This will be very helpful. You are not anymore "bad students" or "lazy people"; you are working and improving.

Very good stuff indeed! People like good attitude and this is one.

Writing is a difficult activity. You will make many times the same mistakes. Language is learnt by repetition. Clearing rules and repeating, repeating, repeating.

*Using Multiple-Choice
Questionnaires to Facilitate
Memorization*

Learning by repeating: Technique No. 1

Multiple Choice Questionnaires

(Abbreviated “MCQ”).

Here is how it looks for an exam.

You have a questionnaire.

Under each question, you have several possible answers.

Only one is correct. You read the question and the possible answers, then you check the answer that you think is correct.

At the end, the correct answers are added together to give a percentage.

Realizing my old dream of flying

This is to give you a context of how MCQs can be used to learn.

When I had my 60th birthday, I made my old dream come true: I learned how to fly an ultralight aircraft.

There is a big manual to study, about one inch (2 or 3 cm) thick. There are chapters on weather, flight physics, aviation regulations, pre-flight inspection, radio jargon, navigation and a few other things.

At the theory exam, a 40 questions MCQ, one has to get 75% of good answers.

That was quite a challenge for me, considering the amount of theory to learn and to understand.

This big textbook looked complicated to me. I was having a hard time trying to understand flight physics for example.

I had done some physics at school but that was a long time ago and I was not using it in day to day life.

There are many aspects of regulation that you have to know cold. Meteorology is another complex subject when you know nothing about it.

That was really a lot for me. But flying was a dream, and when you have a dream...

I noticed however that there were multiple choice questionnaires (MCQs) at the end of each chapter. Looking at them, I figured it would be useful to learn the theory.

These MCQs were on paper but looking on the Internet, I found many of these on computerized forms.

Repeating to learn

I was facing a mountain: this big manual! How to learn all of it?

Memorizing a lot of materials is difficult. It can be a problem when one has to prepare important exams. The best way has always been REPETITION.

You repeat things over and over again until it becomes second nature. It's a great way to learn.

Repetition is used in most professional fields.

Judokas, boxers, skiers, pilots, footballers, fencers, and so on, all learn by repetition of the same gestures.

Singers, actors, musicians repeat their texts until they know them so well that they don't have to think about it.

You repeat and it goes in – nothing new.

MCQs + repetition = powerful learning tool

What is it consisting of?

You can find MCQs on many subjects, either on the Internet or in books.

Take as many different questionnaires as you can find on the subject you want to learn.

Do the first over and over till there are no more mistakes.

Do the next one, over and over till no more mistakes.

Do the next and so on.

Then go back to the first and redo it until no more mistakes.

And you continue that way till you have the subject down cold.

You should try.

The technique explained

Let's explain the details of the technique.

For example, in the subject meteorology, we find 3 MCQs of 50 questions each.

You have just to click on one of the five answers under each question.

Take the 1st one and do it.

At the end you get the percentage of right and wrong answers. It is all automatic.

It lists as well all the correct answers. So, you can check what was the right answer when you got it wrong on some point.

Check what were the right answers.

Do the 1st MCQ again.

If you have one or more wrong answers, look for the right answers.

Do the 1st MCQ again.

Repeat the same procedure with the 1st one till no more errors.

Take the 2nd MCQ. Repeat the whole procedure till no more errors.

Take the 3rd and do the same.

Repeat number 1 again till no more errors.

Do the 2nd the same.

Do the 3rd the same.

Repeat the whole procedure till you have no more errors in any of them.

Take the next subject, for example, navigation.

You do the same procedure as above with all the questionnaires for navigation.

Take the next subject. Same procedure.

Once you have finished with all your subjects, you go back to the 1st one and you repeat the same procedure.

Do that with all the subjects till you have not one single wrong answer.

I already knew repetition as a learning technique. But when you join repetition to MCQs to make one powerful learning tool, it is just dynamite. The theory goes in like a hot knife in butter.

When it doesn't go in

Repeating doesn't replace understanding.

Here is an example of difficulty I had. I was doing the questionnaire about meteorology and I really had a hard time learning it.

I realized during the MCQ that I was always answering wrongly around the subject of cold front and warm front.

I went back into the manual and Internet to clarify how it was working and on what principles.

I did not know the cold air masses and the warm air masses were not mixing up. Not at all, these huge moving masses of air actually slide along each other when they meet, one above the other.

That was really new to me. For me air was air, cold or warm. Not at all. This is what we call a cold front and a warm front. And then the consequence of each is a certain kind of weather with specific clouds.

After that clarification, I could make the drill right.

I don't know if it would work for your various courses at school but if you find multiple choice questionnaires, this can be helpful.

*Different Ways to Use
Repetition to Memorize*

Learning by repeating: Technique No. 2

*What makes a drummer a talented
drummer?*

Repetition!

Only repetition makes a talented drummer.

Of course, each drummer has his own qualities, personality, and other things which make each drummer unique.

However, to make a good drummer, it takes repetition, a lot of repetition.

He has certainly a great deal of understanding of all kinds of rhythms and music.

Logically, if a musician is so passionate about repeating the same movements for hours, we can expect him to understand what he is doing. Repetition and understanding go hand in hand.

Doing the motions without thinking about it

Think of something you do very well. Do you have to think about it?

What about dancers. Do they think about their movements when they are on stage in front of a public?

Dancing is not natural. It's beautiful, but unnatural. The dancer learns his movements by repeating them.

And the result is that the movements become natural, so natural that the dancer only has to follow the choreography. He no longer thinks about his movements.

Back to school!

I'll take three examples of application of the rote learning technique.

When I was fifty, I had to “reboot” my life including finding a new job. I met a taxi driver who explained me his activity. That was for me.

I went into a school and the teacher explained what I would have to do. Gosh! I was back in school the bad way. There was a lot of things to learn by rote.

But I was on, going for a job of taxi driver.

In Paris, there are 20 districts – one district to learn every day. For each lesson, you had to learn:

Two itineraries going from one side of the city to the other end, with the name of each street and square in between. It was a long and frightening list.

Two squares with all the streets around.

Ten addresses of locations like hospitals, monuments, restaurants, city halls, etc.

The map of the district.

We had to learn all verbatim.

The funny part of it is that it is completely useless. The training is conceived by administration personnel who probably never drove a taxi. In any case, for the examination, it was just mandatory to learn everything by rote.

Rote learning technique

Filling a blank map

A blank map for each district to fill in with the names of all the streets and squares.

1st day: District 1. I have the blank map, a pencil and a rubber (to economize on paper). I have also the original district map with a way to hide it.

Part 1 of the technique:

At first, copy the names on the blank map using the original. Do it a few times till you memorized at least the most important streets and squares.

Part 2:

Look at the map without trying to memorize it. Don't try, just look at it.

Hide it.

Fill in the blank map with what you retained.

Look at the map and hide it.

Fill in the blank map.

Continue that way till you have filled the blank map.

Do the drill again till the point you don't have anymore to look at the original.

Do it, till it is natural and you don't have to think about it.

But it is not finished!

The next day, same drill on 2nd district.

When you have finished to learn the 2nd district, go back on the 1st and repeat the procedure till you have it again down cold.

Do the 2nd district again.

Continue back and forth till you know both of them in a row.

Every day, you learn the district of the day plus all the districts you learned before.

At the end, you'll have memorized all the districts.

Learning the itineraries

There were 2 itineraries to learn per lesson. Each one was a list of all the streets and squares from one side of Paris to the other side. Crazy!

Technique:

Read the 5 first names. Just do it without effort. Don't try to memorize. Be lazy! No pain!

Hide the list and repeat what you got.

Read again the 5 first names.

Hide the list and repeat what you got.

Read again the 5 first names.

Continue doing it till you have the 5 names down cold without effort.

Take the next 5.

Same drill.

Then take the 10 items you just learned.

Do the drill.

Take the next 5.

And so on till you have the whole list down cold.

Then you take the 2nd list and you repeat the same drill.

Then you take again the 1st one and you repeat.

You do that back and forth till you have the 2 lists down cold in a row.

Next day, you'll have 2 more lists.

Do the same.

Then you repeat the lists of the day before 1-2-3-4-1-2-3-4.

At the end of the 20 districts, you'll have to repeat 40 lists.

Do them in disorder.

Just repetition. No effort! No pain! No trying to memorize! Just repeat!

In case I could not make it, I would take my bicycle with the map of Paris and I would follow each itinerary I had to learn, step by step, to see how it was looking like.

A technique to learn addresses

The hardest drill was the one of the addresses to know by rote. That was really hard – I mean, 200 addresses. It's a lot!

So, I took 200 little pieces of paper. On one side, I wrote the location (cabaret, museum, city hall, etc.) and on the other side I wrote the address.

When I was in the subway and in the bus to go to the course and back, I had the pack of addresses.

Of course, I had to learn 10 addresses on each lesson. Meaning 10 on the first course, 20 on the 2nd, etc. I was reviewing each time all the addresses I learned before. It was quite something to repeat 200 addresses.

I had the pile in the hand and I was looking at the place and just instantly giving the address. If I could not, no effort of memory, I turned the piece of paper, looked at the address then turn it back and saying the address till I get it cold. Then next place, etc.

I even put the labels in disorder to not take a mechanical remembering that would just blow up at the exam. The target was to

know instantly the address in whatever order it was coming up. Finally, I would make it.

Well, the motivation was there because I wanted the job. This is as simple as that.

The Secret of Memory
Problems in Rote Learning

Learning by repeating: main technique

The secret

YOU HAVE NO MEMORY PROBLEMS!

Do you know your name? The name of your friends?

Do you know where is the bakery?

You have no memory problem!

Speed of memorization is individual. And it depends what memory. You have at least one memory type per perception: view, touch, smell, taste, hearing, your motion, the external motion, internal sensations, rhythm, harmony, colors, pain, you name it. The truth is you have plenty of memories.

Then there is the memory of language.

Language memory

There is the sound language memory (speech) and the view language memory (written signs and words). Let's not go into technical terms here. We are talking about life.

The sound language memory is simply the recording of special sounds and series of sound that mean something.

When you are talking with your friends, you know what they mean. You receive a message and you send a message.

Honestly, how would you send words and sentences meaning something if you did not have a file recorded somewhere with a list of words and their meanings?

Consider the complexity of it. You are a genius!

Hey, again, nothing wrong with your memory!

You could not exchange with your friends if you did not have this memory. No kidding, imagine the number of things you have already memorized and that you are using in your day to day life.

The view language memory is more complex.

About memory problems or abilities

There we go with our “memory problems”: written words and sentences. This one is a very specific type of memory as it depends on grammar and vocabulary knowledge.

Qualities and abilities are individual. Mental and physical speed is individual.

The most apparent problem with people is that they are not treated as individuals with their own qualities and abilities.

People will not learn the same things at the same speed. That’s a life fact.

When kids have difficulties memorizing school texts, they can get desperate because they think they have a memory deficiency. They even can think they are different than other kids, less able.

Different, yes! less able, no! differently able, yes! Everybody is different! Life fact!

One cannot say that a factory worker is less able than a lawyer. Totally different abilities and qualities are used in these two types of professions.

Yes, some workers are more able than other workers. They can have a gift or experience, or passion for what they are doing. This is normal individual differences.

But the comparison is just on the work ability, the precision of gesture, the concentration, the love of the craft. It is a specialized comparison. It is mainly used to distribute the jobs. The most expensive and delicate works will be given to the best workers.

In this case, we are not considering the general individual qualities. If he is not the best worker, maybe he can do a good job anyway. Maybe out of the factory, this person is the most marvelous husband and father.

However, at school, the child is put into a sort of mould. He is made a pupil or a student like any other kid. He is made to learn the same things at the same speed as all the other kids. He is forced into using very specific parts of his memories and abilities whereas they may be not his best qualities and abilities.

If in addition he has a hard time with memorizing words and sentences, this memory will become damaged because misused.

The memory of written language can be damaged. If you give a kid too much to learn too fast, and if you put pressure on him because if he doesn't learn, he will get into trouble, his general ability will be artificially lowered.

There is nothing wrong with his memory from the beginning. His own personal learning speed is getting squashed by a wrong schooling system.

And maybe his personal abilities are not in the area of memorizing written words and sentences.

Maybe his touch and motion memory is the best one he has.

Maybe it is a sound and rhythm memory that is the best in this particular individual.

I can imagine a young acrobat who barely reads but who is just flying with all kinds of motions over a circus ring. The guy has an incredible memory and control of motions.

He is very, very able. But not with words, his abilities are not there. So what? We can always train him in this area too. Just we take the time needed to do it.

So, to say an individual, kid or adult, has a wrong memory is pretty insulting.

Repetition and understanding

Look at on the Internet how theatre actors are memorizing their lines. There is no secret. They repeat.

There are many techniques, but all come down to one general way: ***repeating without effort while understanding what one is saying. And to do it till one has it cold without thinking of it or hesitating. Exactly like a theatre actor.***

All the basics of arithmetic have to be learned by rote. If not, anything else learned above an uncertainty or slowness in calculation will be lost time, useless. So, it is well invested time to learn these fundamentals properly.

This is an example. Poetry has to be done that way too. It is less important than calculation, maybe. But it is a good thing to learn to voice beautiful texts in front of a public. In this case, the best is to learn it with a teammate or as a group activity.

History dates can be learned that way. Mathematic or geometry formulas on how to calculate this or that, anything can be learned with that method in addition to practice.

The two barriers are a) lack of understanding of what you are learning and b) not repeating enough.

It is difficult to learn something when you don't understand the words, the grammar and the general context and meaning of the text.

You have a marvelous tool to clear things up and get more data: Internet. Use it.

The next obstacle is to stop learning your lines before you have them down cold. At the end, when you stop, it should be easy. You just tell the line without effort, without having to think about it.

Practice

Look at the text and read the first sentence. If it is too long, read a small part of the sentence. Don't make any effort to memorize it. Read it once.

Look up and say aloud what you read. If you say two or three words or nothing, it is just fine.

Read that part again once, always without any effort to memorize it.

Look up and say what you read. You remembered two words. Perfect!

Read it again. Say it. You said four words.

Read it again. Say it. This time you said the text, but hesitantly.

Read it again. You realize you don't understand what you're reading. You look up the definition of a word on the Internet. You reread and you understand the text.

Read again. Say it. This time, you hesitated once.

Read it again. Send it. You voiced it without hesitation and with the idea of the text. You got it.

Go to the second part of the sentence. Read the text. Look up and send.

Keep going like this.

Now read both parts.

Repeat the exercise with both parts of the sentence together.

And so on, until you get there with the whole sentence.

Continue like this until you have the whole text down cold and you can express it like an actor sends his text, naturally and effortlessly.

Yes, it's hard, but once you get the hang of it, it goes without much effort.

Don't Learn Grammar!
Practice Grammar Know-
How!

How to elevate grammar to a life skill

Presentation

You are really lucky, you, English-speaking people! You have a very simple grammar. No kidding, you should see the French one! That's a complicated grammar! French is a beautiful language coming from many sources throughout history, but it is really complicated. English too, but somehow it is much simpler.

However, easier or not, grammar is a difficult subject and too many students hit a wall on it.

One can find many valid methods of learning grammar on Internet and that should provide some good help. It proves also that grammar is not taught properly – hey, if it was taught well enough at school, one would not need other approaches to somehow get it understood. Just look at Internet. You don't need solutions when there are no problems.

Therefore, we are not going to offer another solution, another grammar course. There are already many very good ones.

No, we are going to show how to learn grammar so as to turn it into a know-how for life – not something to know but something to use.

Kids are actually very bright when they invent a whole language with its own ultra-simplified grammar: I mean the SMS text message language. This is something they use and they are right. I wonder if one day they'll not invent an international SMS language.

I mention this because it is a valid grammar. It is not English grammar but English SMS grammar. As long as they can send ideas and get understood by the receiver, it is valid.

Valid or not, this should not prevent a student from learning English grammar as such. Because for lack of knowing how to use it, one will be considered illiterate later and unable to use written communication for any important message or procedure.

Not knowing how to use grammar will cut any possibility to have access to literary culture. This is another limit – and who needs limits?

There is a rule when it comes to know-how: ***the more you understand how something works and the more you practice, the more freedom you gain.***

Why? Because when you have the ability to do something well enough, this is as much freedom you have at your disposal to reach your purposes in life, and accomplish things. Know-how and skills open the doors of life.

Asking What? or Asking How?

Rather than trying to find definitions for these two words, “what” and “how”, let’s explain them by showing examples of use.

If you see a plane and you ask the pilot “what is it?” he can answer something like “it is a Spitfire”. That’s good enough for you. You are not studying this plane, you just wanted to know the kind of plane it was as you were not sure.

This doesn’t give you a know-how. It gives you a knowledge. Nothing wrong with it.

If you want to have a know-how about this plane so as to learn to DO something, you have to ask HOW? How is it working? How is it flying? How do you start it? How do you pilot it? How do you take off? How does this instrument work?

Let’s take the last question. You ask “What is this instrument?” The pilot answers “it is the altimeter, it measures altitude”. This is a good answer, but not good enough if you want to use it.

If you want to do something with it, you have to ask “HOW does it work?”

There is a whole bunch of things to know about the altimeter. If you don't know these things, you just can't fly safely. Do you know that all the planes flying in a specific area have to have the same altimeter set-up otherwise they can crash into each other? It is that important to know how it works and how to set it up. Then you understand and can use it.

Grammar: how to communicate thought

Grammar is used to transmit life thoughts.

A big problem of the slow and struggling student is not his thinking speed. You could have a kid who is a very smart and quick observer when he is not using words but his senses. He can think very fast and draw very bright conclusions. He can use his imagination to build worlds of his own. This child is quick and smart!

Put the same kid in a school and he can very well be lost. His natural abilities do not comprise using a complex language.

But the only tool that is used in a school is a language: words and grammar. And in that school, nothing fits his own imaginary, his own personal knowledge and know-how about life. He can feel degraded by the injustice of the situation.

In fact, thought is a very quick activity. Language is much slower. It is a grossly built machine or tool designed to express the infinity of creative possibilities of thought.

We are using grammar like any tool. It has to be learned like you learn to use any tool or machine: the needed theory to understand and

then a lot of drills and practice. And the most complex tools have to be learned and drilled part by part till one can use them properly.

Grammar should be learned the same way.

Grammar is a tool

You have noticed we are not doing a grammar course. There are plenty on Internet and at school.

What we are doing here is to extract grammar from its artificial status of academic subject.

Instead, we give it back its righteous place of life tool.

What is a tool? It is something you use to make something. Instead of digging a ditch with your hands, you use a shovel. A tool is a help. When you want to make something easier or more effective, you invent a tool that could help you make the job.

A tool is a help, not a drag! Of course, if you are forced to dig ditches all the day long, the shovel might become heavy and painful; especially if you don't see why you are digging ditches.

Same with grammar. It is fun to learn to use it as long as you see what you can do with it and how it will help you to do other things.

It is fun as long as you have enough time to practice it till you can use it properly for your needs and purposes.

The more you practice, the more you can handle it, the better you will be with language. It is a freedom to know well how to use it.

Learning to practice grammar

From the grammar lessons that you did already, you can see that the sentence is analyzed into its various parts. You can see that some words are changing depending on their use. For example, the verb “to sing” is changing into “sang” and sung depending on what you do with it. If you say “I sing a song”, or you say “I sang a song” or even “I have sung a song” you have the same action of singing but with a different place in time.

How to memorize that? By practicing it. By working with it. By using it. There is no secret.

If you are lost and can't use what you are trying to learn, the best way is to go back to what is easy to use and work with it till you have it down cold. Then you progress in the grammar lessons from that point.

Practice

Let's take the word "preposition". A real tough one. It means nothing to you unless you use it in many different ways. It is a tool.

Let's take an example.

The house of my mom is white with a gray roof.

You learned "of" and "with" are prepositions. What the heck? What does it tell you? Nothing! In the world of action, it means nothing.

Now if you look well, you'll see it connects things. Let's try the same sentence without prepositions.

The house my mom is white a gray roof.

It makes no sense. These two little words have to be used to connect things so that the whole sentence makes sense.

You add two other prepositions instead of "of" and "with".

The house out my mom is white in a gray roof.

Makes not much sense. True enough, it connects the words but the sense is not the same.

So, if you compare the examples, you can see the right prepositions connect the word or words before and after, plus give a specific significance, a relation between them.

Another example:

The house beside my mom is white without a gray roof.

You can see it makes sense but a different one, just by changing these two little words.

Separating things

You already know there are 8 types of words that we call “parts of speech”: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, and interjections.

Then you know also there are what we call the “parts of a sentence”: the subject, the verb, and (often, but not always) the object.

The subject is usually a noun or a pronoun.

The verb (called also predicate) comes usually after the subject and indicates an action or a state of being.

Then (but not always), an object receives the action.

In the sentence *I eat a cake*, *I* (a pronoun) is the subject, *eat* is the verb, and *cake* is the object.

You can see we are in something a bit more complicated that is the analysis of the parts of the sentence. And the example above is a very simple one. It will become much more complex as you already saw in your grammar lessons.

Again, we are not here to make a grammar course. ***It is rather how to study grammar as a know-how so as to be able to use it.***

For that, there are not many ways: ***separate things and practice them till you know instantly what they are, how they work and how to use them.***

As grammar is a complex subject, if you want to learn how to use it, you have to separate it into its various parts. That's pretty much what is done at school but the problem is the lack of time to drill them, practice with them till one has them down cold. There is no other secret – practice a lot each separate type of items!

Four main difficulties

You can see that the little work we did shows a bit what a preposition does – not what it is but what it does.

Again, you don't learn what it is but how it works. And sometimes, it takes a lot of practice to begin to see the light!

Difficulty #1: to recognize each as a “part of speech”. You learned these, there are eight parts of speech. They are the eight categories of words one uses to express ideas and messages (thoughts).

Difficulty #2: Let's take the preposition as in our examples. The second difficulty is that as prepositions (part of speech), they have another role to play in the sentence. This is a tough point which is called “parts of a sentence”. It goes from very simple to very complex.

And again, if you don't work enough with each simple item, you can't understand and work with more complex things.

Difficulty #3: The third one is that each of these words have one or several meanings. You find them in dictionaries or on Internet.

Difficulty #4: The fourth difficulty is the spelling. Many words have one single spelling and it doesn't vary. But many words are spelled differently depending of their use in the sentence.

There is a fifth difficulty which is the verb and its numerous forms.

*Difficulty #5 is specific to the verb: the
conjugation*

And there you go. It goes from very simple usual day to day talk to extremely complex ideas.

What you have to know about verbs is that they are the talked and written forms of all the innumerable life actions and states of being in “hard” (physical and material) and in “thought”.

There is who or what is doing the action or being in a certain state.

There is when it was, either in the past, in the present or in the future (the tense).

And there is another use of the verb showing either a fact or not a fact (for example, an order or a desire). This is the mood.

Yes, you are in something complex that has to be observed in life and practiced. Life, just life – verbs are life actions or states.

If you say, “*I am predicting my next vacations*”: “predicting” is an action. This form of the verb indicates that you are doing it in the present and that it is a continuing action, it is in progress.

If you say, “*I have predicted my next vacations*”: it is what we call a present perfect. It means the action is done, finished in the present.

If you say, “*I had predicted my next vacations*”: it means the action was completed in the past.

If you say, “I was predicting my next vacations”: the action was continuing in the past.

Do you see how it works? Okay, I must admit it is really complex. But if you take it apart like you would with a motor, you can make it.

And you have to drill it like a Marine Corps Commando would do. Repeat, repeat, repeat the same motions till you get it as an instinct.

This is how you get a theory into the realm of practice, application and creation – you possess a know-how, something you can use in your life.

Today, we have Internet. You can browse through the numerous data on grammar. Work at each term, each of the fifth difficulties one by one. Again, the key question is “how does it work?” not just what it is.

And let your imagination working it out for you. How does it look in real life? Words, all of them, are found in real life, either physical world or immaterial thought.

The key that opens the doors of all your studies

This work will pay. Consider that you are using written words and sentences in all the subjects you study: mathematics, history, geography, chemistry, physics, any and all subjects have one common point: words.

If you know what words mean and how to handle them as tools and if you know how to use grammar, the doors will be wide open toward understanding and ability to use what you learn, whatever the subject.

Dreams and Know-How
Open the Doors to Freedom

Learning how to reorient our future

Learning “how” instead of “what”?

Thought is the lever that moves the universe.

It bases its action on know-how.

Dream is the motor.

Dream is powerful if you dare, if you believe in your dreams.

Learn “how” not only “what” will open the doors to your dreams.

But first and foremost, dream what you want for your future, for our future, for the future of our planet.

All begins with a dream.

Mystical?

No, it is not mystical? It is magical!

Look at reportages or documentaries about people who did make it in life when they started from nowhere. They all had something in common: an incredible ability to dream and to make their dreams come true.

The power of thought when one makes good use of it is incredible – utterly magical!

There is one hidden factor in it: know-how!

Dream puts a future there.

Know-how is the essential tool that allows you to build the dream.

Know-how is a doorway to freedom

Know-how is something you build.

What is know-how? What's the difference with knowledge?

Let's say knowledge is data. "The plane is taking off" is a data. It is knowledge.

"How does the plane take off?" is the question that will give you a know-how, or at least the beginning of one. If you learn how to take off an airplane, then you have real know-how.

This know-how gives you a freedom: piloting a plane and flying.

One could say there are two steps to know-how.

The first step can be done on any school subject or any subject. The main question is: "How does it work?"

You'll learn much more by asking that question than by asking "what is it".

The second step which gives you a real know-how is to practice or to learn doing the actual action. It is this one that will turn into freedom for you and others.

And if you add wisdom, ethics, common sense, mutual help, you are a god!

Can we perceive and change the future?

The future is something weird. It is real without being real. The houses, the streets, the trees, the sky, the clouds, all these things seem to continue or to stay there without visible end.

Some people worry more than others about the future.

Some take it as it comes.

Others would rather change it.

Change it? Change what?

Curious idea this changing the future, or changing a certain part of the future.

But I have a question, don't you? How can we wish to change something that we don't perceive?

Can we perceive the future? Can we perceive something that doesn't exist yet?

If this is the case, can thought perceive a part of the future? Even vaguely?

It could very well be. It seems some people can not only perceive the future but they can as well change it.

Wow, wow, wow!!!

Would we all have the keys to the doors of our future? All of us?

Opening or closing the doors to the future

The know-how or lack of it is the key.

Of course, one has to dream first to even see the doors.

If you don't dream of anything to put there somewhere in the future, you'll not see the obstacles.

The know-how is what will allow you to overcome the obstacles.

But if you're not dreaming, what skills are you going to train strenuously for?

You're not going to fight a battle to take a fortress if you don't put a dream in it. Likewise, if you don't know how to take over a fortress.

Each dream plus some skills arduously won will open a door.

No dreams plus an absence of know-how = all doors closed to the future.

This is just the observation of life.

*Each door opened or closed means a different
future*

This is a very interesting phenomenon – changing the future. Well, how do you want to change something not yet existing?

I have a lot of fun writing this one. This is the first time I am thinking of it. Maybe it is obvious for some people but honestly, not for me. It is weird.

After all, it is just an observation. If Joe decides to eat properly, he'll feel fine in one hour. If he decides to drink one bottle of gin instead, he will not feel fine in one hour. Nothing complicated.

However, what could be the consequences in both cases. It could be the same future in two hours.

It could also be a totally different path.

If he drinks this bottle of gin, he gets on a different time path. Actually, he is shutting down some big gates – his awareness and his intelligence.

Even his freedom is at stakes.

Then, as Joe is not anymore thinking right, he decides to take his bike to go for a ride. He is drunk. He thinks he perceives well. He doesn't.

He is driving very fast. He doesn't see a turn and crashes into a tree. He is badly wounded. He can't move. Now, he is stuck forever in a bed.

A totally different future time stream.

Yes, we can change our future and freedom, for better or the worse.

Thought is absent. Dream is absent. Know-how is absent. Suddenly, doors that could have been wide open to happiness and freedom in the future have slammed shut.

Understand how to reorient the future

Even if you are a bright student, take the opportunity that you are at school to understand more than what the teacher demands from you.

Ask the maximum of questions you can about HOW things work in real life. Ask professionals.

Try to observe directly how things work. There is Internet. It is a fantastic tool.

Be interested in people's life. They KNOW HOW!!!

Observe life as much as you can.

And learn how to do things, anything.

The more you know how to do things the more doors will open into your future.

The more you know how other people do things the better.

Learning the know-how of our relations with the nature will also open plenty of doors.

Because this interrelation of all these understandings will put you into a position of being able to solve an innumerable quantity of problems.

Understanding how things work and practice to real know-how are part and parcel of freedom.

If you add your dreams to your own practical skills, you might suddenly find yourself with plenty of doors opened toward a very bright future.

Earthling Spiritual Instruction
Manual

Earth education, the ultimate learning of love

Welcome to the Earthling Training Course

The Learning of Love

Curious title, especially the word “earthling” that you don’t find on every street corner.

Well, let’s say that education, since that’s what it’s all about, has something to do with the future, life or survival in the future. But, what life, when, how, where, why? And then, in what society? Yes, we know, education aims at life in a certain society.

As things go today, it is very probable that pure materialism is at an end. It seems we are sailing toward a different spirituality or rather a different spiritual civilization. An equilibrium in our relation with Nature seems part of the whole picture. Sure enough, Spirituality and Nature go hand in hand. I am personally fond of animism.

It is becoming obvious that we are something else than a flesh body, even if this one is extraordinary in its conception and workings.

Yes, the soul, or the spirit, might become more important than it has been over the past.

And there is another factor: time. There are limits to our destructive behavior. It can go only up to a certain point. We will have to reach a harmony between our species and Nature at large. We know this is not an option, not anymore.

If we are spirits, all of us, the future might very well be without end – yes, for each of us. Better be a harmonious one, isn't it?

The word “society” as we used to understand it during the last two centuries no longer makes much sense.

But then, is society Mankind? Well, no, because today, given the extent of ecological problems, given that the artificial superiority of the Man of yesteryear is already a museum curiosity, perhaps we should extend the idea of society to all living species, all of Nature in fact.

Like one big team!

It so happens that today there is something that unites us all: Love.

I know it doesn't seem so obvious.

Then, one could say that we cannot love everyone, that there are only a few people that we really know and love. Of course, love is free. Love implies being free to love not love. That is natural.

True, except that there is on Earth and perhaps elsewhere an almost infinite potential for Love.

You don't know who, where or how, but there are people you would like so much if you knew them – friendships, loves, comradeship, fellowships like you may never have known them before.

Our future is much richer in love than we can imagine!

And it's not limited to human beings. Who did not love a cat or a dog or a horse or...?

Maybe you loved a diplodocus once upon a time. I like this idea!

There are certainly other people and living forms from other species that you would love if you knew them. They're far away from you, perhaps in another time in the future. Somehow, in some way, love binds us together.

And love includes everything. Yes, all forms of life but not only. Motorcycles, cars, activities, countryside, cities, sceneries, atmospheres, houses, castles, with their ghosts, stars, spaceships, there are no limits to love.

Who knows where love will bring us?

So, we are potentially linked to an infinite number of living beings and things.

The glue that binds us together is Love. And that is you, that is me, but each one of us and each one of these potentially loved individuals also has an infinite number of potential bonds of love, and it crosses and crosses again. Yes, we are connected, all connected in some way.

We are not sailing on a ship called Earth. Our ship is called galaxy. Our ship is called Universe. And God knows what else!

But then, what about education in all of this? Instruction, ha, instruction, let's see, let's see, what's the point of that?

Learning things, yes, that's learning things. Good, but... there's something more important. Well, but then what, what's the point of instruction? And then we were talking about love. How do we assemble that together?

Let's just say that education is about learning to do things that allow you to live, survive and, most importantly, to love and continue to love!

But that's new! Yes, but we want a caring society. Ah? But how do we do that? Well, that's the question, the right question.

The answer is as simple as the question: we do it through education.

Done well, it teaches how to build a caring society. Caring among human beings? Not only; benevolent towards others and benevolent towards our cousins of other species, benevolent toward Nature, benevolent simply!

Love is the powerful tool, the glue that unites us and especially unites us to all of Life and the future!

Saving our neck

It could very well save our neck.

Because the direction we are following is not naive. We find ourselves on a makeshift raft made of loose logs on a tumultuous river. We are holding on as best we can as events unfold, but there is a turning point and behind it, a cataract that will engulf us, and at the bottom of the dizzying waterfalls, rocks that will break us like glass.

Education – learning about Love – offers us a shore on which to lay our baggage.

Without Love, destiny doesn't matter.

With Love, we have a beautiful reason to live: to continue to love Life.

Instruction is learning to Love!

Earthling Spiritual Instruction is all about Love!

Critical analysis of the education system

For that, we need to put some data in order of importance.

In a topic, some data are more important than other data. For example, in the subject of car driving, “staying alive by preventing collision” is more important than “driving 100 miles in one hour for the fun” – nothing really complicated.

Let’s use our “Importance Rating Scale” to analyze the current education system.

Let’s say we have a scale of importance with 6 as most important, going down to 1 the less important.

Now, we are not talking about truth or logics. We are seeing things from the viewpoint of the actual thinking or decisions or hierarchy about school organization system.

At the very top at 6 we have “Law and Regulations” that defines the structure and actions of the Education Department. The Law and Regulations is at 6, since no one can question it. It is considered “essential, vital”. It is a kind of “thinking” or “non-thinking” God who governs everything.

Let's go down the scale of importance.

At 5, we find the top of the administrative hierarchy. They are in charge, but their decisions cannot violate the Law.

From 4 to 3, we have the lower rungs of the hierarchy.

At 2 we have the teacher. He is relatively "unimportant" since his opinions, observations and powers to change the methods of education and organization of the classroom and school are very limited.

He obeys the hierarchy. He teaches the official program. The senior hierarchy is in command. The teacher obeys!

This is where he is unimportant in the system – he obeys the hierarchy and the Law. The parent of the student must be within this zone of the scale. He or she can't be heard or heard so little.

This is where he is unimportant in the system – he obeys the hierarchy and the Law. The parent of the student must be within this zone of the scale. He or she can't be heard or heard so little.

At 1, we have the student. Not important. He obeys without discussion. He learns the school program within the time limits given. No possible discussion. He obeys or else!

Who ever heard of a student or group of students making proposals to change the school system and being heard? They don't even try. The student complies fully with the system. He obeys and has the whole school hierarchy and the Law above him.

Again, we are lot talking of logic and common sense. We are looking at a military type of org board. At the bottom you find the soldier. He is not supposed to think or give an opinion. He obeys the hierarchy.

Education organization in the right order

Let's put hierarchy of responsibilities according to our logic.

At first glance, I would have put "the student" in the highest place. But it would have been a mistake.

In actual fact, there is something superior in the education hierarchy: ***Nature, Life itself, Earth – the harmony between Mankind and Nature at large.*** These are our most important reasons to love and to educate.

At 6, essential, vital, we have the harmony between Mankind and Nature at large, the top of the scale of importance.

Then, at 5, a bit lower as it depends on the goal above, the next in importance, we have the student, all students without exception. Once educated, they are those who will make the goal a reality.

At 4, very important, we have the teacher. Its value lies in the success of the student, of each student and finally the accomplishment of the goal at 6.

At 3, we would have the head of the school who depends on his teachers and students for his value. If he makes his teachers succeed by making their students succeed, we have a formidable leader.

As we go down the ladder, we have higher and higher hierarchy, yet less and less important by our standards.

The higher the level, the more responsibility they have to make the levels below them succeed, all the way down to the student and to Nature itself (the most essential of all).

In fact, their own personal importance would rely on their ability to help the areas they are supervising.

They would only be as important as they consider the goal, the student and the teacher to be the most important parts of the grade.

Why? Because these are the building blocks, the future builders of a sane relation between our species, Mankind, and Nature and Life.

This is the target. This is why education is there.

At the very bottom, the least important, we would have the Law and Regulations. These things are interesting because they standardize ways of doing things, of organizing and managing. But they have to be based only on the goal and the success of those who will make the goal a reality.

We want an equilibrium between Mankind and Nature. Right now, this is the most important. Any educational and organizational methods that would help us progress toward and accomplish that endeavor are of the utmost importance.

Instruction and love

If we follow our reasoning, for the student and for the teacher, the most important thing to keep on sight is the goal – Nature, Life itself, Earth – the harmony between Mankind and Nature at large. These are our most important reasons to educate toward universal love.

For the passionate beekeeper, himself is not important; from his point of view, his bees and hives are more important than he is.

That's what love is all about. This is what leads him to acquire knowledge and know-how in order to take care of hives and bees.

We can infer from this that instruction consists in developing the students' love and know-how for their subject.

This opens the door to environmental solutions.

It opens the door to another organization in the school.

We need to gather all our living forces, all our minds and get to work to repair the Earth.

It will be done with a lot of love.

What is Love?

Love is our main spiritual power. It is the vigor of the spirit, the enthusiasm, the “sus to the enemy” – the enemy being ignorance, darkness!

Love is the desire to know, it is curiosity, the desire to discover, the unstoppable want to be part of the game, to participate, to contribute, to do one’s part, the pride in the success of beautiful things, the pride in the work accomplished.

Love is the force that leads us to surpass ourselves, to accomplish the impossible.

Yes, education is the learning of Love.

And speaking of love and know-how, if you don’t like to kill spiders and one comes into your room, here is a proven technique:

One day, I see a big black spider on the ceiling of my room. With all due respect for this useful animal, I don’t want to sleep with a big one above my head.

Since I love most animals and spiders are one of them, I don’t want to kill them. Here is the recipe to not kill spiders.

Take a glass jar or a glass. Put slowly the open side of the jar above the spider to lock her in.

Slide a piece of paper between the jar and the wall gently enough so as not to break our friend's legs.

Remove everything, taking care not to leave an opening between the edge of the jar and the sheet.

Then, put the spider gently out.

And above all, don't panic when the animal runs in the glass jar.

*To Be and To Remain
Wanted Is the Aim of
Education*

*The secret to making a living: being and staying
wanted*

No dreams

What a terrible idea. And yet, when you're stuck in a cloud of insoluble problems like a mountain of bills to be paid when the money is no longer coming in, the future is reduced to a gigantic threat and the ability to dream is squashed to naught.

Yet the ability to place a dream can be a lifesaver in a lose-lose situation. Some people have gotten out of the worst situations with a simple idea. For example, a business reorientation or a new market. This is imagination at work – the ability of a spirit to place a dream. It goes hand in hand with a wide range of know-how, abilities or skills.

And then there is the classic “what could I do with my life?” Lack of goals? Lack of dreams?

The word “dream” is interesting. The “lack of dreams” is just as interesting. What's the difference between dreaming and not dreaming? What are the consequences of not dreaming at all?

I don't know the difference for each person. It's a discovery that everyone has to make.

And then we talked at length about “know-how” in previous books and its relation to “dreaming”.

It drives us into the realm of the spirit. It is the realm of magic, of our personal magic. It is like a parallel universe that we possess – an immaterial universe of our own.

There is the physical universe, the one that surrounds us, and then there is our own universe which is invisible to others, but which has a real reality.

Well, we can overflow our universe and make it impact the physical universe to change it. That's what we mean by "dreaming".

We talked about love in the previous book. We're right in the middle of it. Love is a quality that "overflows" the mind to impact the universe of other people, other minds, as well as the physical universe.

When two people are in love, they can feel the magic universe of each other. It is an incredible feeling well above the purely physical sensations. It is magic.

You have the same spiritual phenomenon between two friends. But you can feel it too in a close-knit team like a very well-managed company or a football team. The enthusiasm of the fan is the same kind of spiritual magic. It spills over into the stadium.

This is what the ability to dream means. Our "magical thinking" impacts the universes around us. This includes dreaming about the future. We place a thought into the future or we dream directly the future to make it take the shape we want.

I can't say what a person does or will do with their ability to "dream". All I can do is define what is meant by "dreaming" or "not dreaming".

For example, you want a motorcycle. That's an idea, a dream. You like the motorcycle and you like the idea of having one. By dreaming about this motorcycle, you're putting it into the future. It's as simple as that.

Know-how is the "how" to get a motorcycle. You may have to earn money, save money, learn about insurance, budget, utility, convince your spouse, etc.

You may or may not get your motorcycle, depending on the circumstances and you have the right to change your mind.

No dream, from my point of view, is dangerous. It means giving up all use of our magic. It means letting ourselves be carried away by collective thought and the physical universe, the material. We "adapt".

I can't say what the consequences are for everyone of not dreaming or not using our magic.

What is certain is that the more know-how we have, in other words, the more skillfully we know how to do things, the easier it is to dream. The relationship between the two is debatable. Which one comes first is debatable and depends on each person or rather each spirit.

Being and staying wanted

What a funny title! Hey, you cannot destroy everything and everyone around you and be wanted. You might be wanted by gangs or sociopaths, but to stay wanted, somehow or another you have to become agreeable, know your business, and exchange with the majority of people who are honest and benevolent.

Of course, this is the real aim of an education – being wanted and staying wanted.

I mean, we look for basics isn't it? If you finish your school or whatever education and nobody wants to engage you or use you for your competences, abilities, and general social behavior, it looks like your education did not hit home.

And you are not going to earn a living if nobody wants you or your products.

In addition, once you are on board with a job, your education should be sufficient so that the boss wants to keep you. Which means basic honesty, quality and sufficient volume of work, good products, relatively good character (nobody is perfect), good enough presentation for the type of job, this type of stuff.

This is what we mean by “being and staying wanted”. And this is something to go for, all along the education.

This is valid for a student or any citizen, but not only!

Consider our behavior as our species – Mankind.

Let’s imagine you were an observer of a civilized space society.

You are sent on a mission to observe the life forms of Earth.

What would you think of the behavior of Man?

Okay, okay, we already know the answer.

We would not be wanted isn’t it?

And if ever they wanted to go into contact with us, they probably would not want to continue to deal with us. We would not continue to be wanted.

Why?

It must have something to do with education, right?

The basic education of mankind is lacking in one way or another.

Wanted or unwanted characteristics

Sane handling of the environment, truthful, honest, decent, kindness, sane values, courageous, working hard, quality of work, responsible, reasonable, sane exchange, good reason, common sense, helpful, mutual help, sane treatment of life forms, sanity, sincerity, mobile emotions but tendency to be creative and positive, etc.

We all agree that these are good human qualities. We can say that such a person in a company, a group, a club, a family, etc., would be wanted and probably would stay wanted.

And if these were the qualities of a race or a species like ours, we would be welcome in any sane sector of the galaxy.

Let's see the characteristics that would make anybody unwanted.

Betrayal or treachery, not to be trusted, lying, manipulative, secretly vicious, exercising violence on benevolent people, continuously or repeatedly, unpleasant and nasty, rude, incompetent, rude behavior, you name it – people who display or demonstrate such behavior are undesirable and if by chance or manipulation they hide their deep meanness, sooner or later sane people would detect them and kick them out for good.

To be wanted and to stay wanted, one has to exhibit or acquire sane qualities. One cannot just drive one's comrades or colleagues or spouse to depression and suicide and stay wanted.

Basic honesty with oneself

There is a “but” in this “being and staying wanted”. It is an important one and to dream one’s life, one has to include the reasonable “being and staying wanted” and one’s own dreams, purposes, and fundamental beliefs of what one should be and do. And sometimes one’s purposes and deepest dreams go against the “common sense” and agreements of society as to what you should become.

I give you an example. Your deepest dream is to become a musician. You have the abilities to do it. But becoming a musician can include going against what your parents expect from you – becoming a medical doctor, a scientist or even a factory worker.

Nothing wrong with their own dreams about you. But this is far, very far from a dream for you. It even looks like going straight to hell! And if you are still a student, these studies seem to drive you directly into a bad trap.

In fact, it is up to each “spirit” to make his own choices, honestly and with responsibility for his own future.

Choices, purposes, dreams are spiritual. They are the “products” of a spirit independently from his agreed upon identity as a “somebody” – the physical body identity. Quite a trick to do that.

There is definitely a balance between “being and staying wanted” and one’s integrity. Sometimes, one has to reach an agreement between both – realizing one’s dreams and “being acceptable and accepted”.

When one has to revolt against evil, one can be alone against “everyone”. A school yard can turn into a lynch mob through social networks. It can be dramatic. And the victim can be very lonely.

If you want to defend the victim, you have to be above the “being and staying wanted”. Against a devious mob, the reasonable individual is not “wanted”.

These are extreme examples, but they are real. A balance must be found between: a) one’s integrity, deepest beliefs, goals and dreams, and b) being and remaining desired to earn a living and be part of a community.

Knowing one's friends from one's enemies

This is probably the weakest point of education, though it is a vital one.

The devious and vicious manipulator is one of the worst “acquaintances” one can have. He seems friendly and helpful or worse, indispensable... while stabbing you in the back at the first opportunity under the pretext of helping you. It’s for your own good, he says.

Having one of these birds in your immediate environment is one of the worst “killers of future” you can find. They are artists to shut your doors to the future.

There are plenty of literature on the Internet about it. Psychopath, sociopath, antisocial, are the names under which you can find numerous data.

It is definitely part of the know-how of life. With such “invisible” and “insidious” personalities around, anybody will find the doors to his future as closed as Fort Knox.

When they become discovered and unwanted, they always wonder why and they protest. They can’t change.

Security for yourself and those you love is part and parcel of your general know-how.

These guys drive you insane. They make you commit mistakes. They make you unstable and you end up being undesirable at your job or in your own family.

Make sure your friends, relations, activities are the sanest as possible. Watch it if your moral is going down, if you find yourself introverted, if someone tells you very unpleasant things “for your own good”. It is vitally important. Especially on the social networks.

You can have a verbal fight with a friend. Nothing wrong to that. But usually it is as direct and open as two male cats for one female. Fur is flying about but nothing to worry about.

Psychopaths are very cunning and sarcastic. They act from underneath. They are covert. They introvert people to make them weak. And then they take over.

As a spirit, enjoy life and stay awake and alert! And bite as needed!

Everything that's difficult becomes a team effort

Yes, I'm always talking to you, struggling student. Nothing derogatory (negative) in what I say. A pilot in difficulty is not a bad pilot. He is simply caught in circumstances that deserve a lot of attention from him and from the people in the control tower to help him get out of this bad situation.

You see, there's nothing wrong with him. He's a perfectly normal pilot. No, really nothing wrong with him, although he may have made some mistakes. He's still a pilot, someone very qualified to fly.

Nevertheless, mistakes and unforeseen events sometimes lead to situations that require a great deal of composure and flying qualities far superior to those used in normal circumstances.

This is why the pilot asks for help with his radio. He feels that he is not going to get out of the situation alone. And in this case, the result is the crash and death. He knows this and he becomes very worried, a little feverish and he starts to panic slightly. That's why he calls for help from the control tower. They are experienced and they know how the pilot feels. They give him his location, the course to take to the next field, and they guide him until he is out of danger.

You see, together, we increase our chances of success. It's called teamwork. That's what a team is. That's helping each other. What a great human quality!

Does that put you in the mood? It's so much like life, you know, even if it's not so obvious. Make too many navigational or piloting mistakes and you end up crashing.

That's why learning about life is a team effort. School should be a team effort. When you finish your studies, you find yourself right in the middle of the air, facing life, facing the future. If you know how to do it, then you fly. If you know how to navigate and direct your life, then you travel. And when you know how to do well, you overcome problems and difficult or unforeseen circumstances.

A very useful reasoning: extrapolation

The knowledge you find in this book is based on observation and a very useful way of reasoning: extrapolation.

You know a subject well. You have a lot of data on the subject. When you say, “here, let me apply this and that to something else to see if it works”, that’s extrapolation.

It is also part of the dream. You dream or imagine something and you “place” it into the near future.

You know a lot about football. What bothers you is that when it rains, the field gets muddy. There’s a handball court nearby. You have an idea; you think, “what if we applied the rules of football, but on a handball field”. That’s extrapolation.

You and your buddies try it, you see that it’s better with a small number of players, you change a few rules, and indoor soccer is born.

One little thing I want to point out to you: when you do that, you change the future. Wow! Wait, wait, wait! You used to play football with your friends. The likely future was playing football with your friends. Do you get it?

When you got the idea to play soccer in a handball hall, your imagination took some data about soccer, plus the handball hall nearby, bam! The future's starting to unravel. You introduce another line. You and your buddies put the idea into practice. You change it together to adjust the rules, make it a game.

That's it, the new future is on its way. Suddenly it takes shape; the game is born. Others join you. Social networks are bubbling. There are videos circulating. Enthusiasm gets in the mix; it's time for a new collective future.

Do you understand the magic of it? Doing so made you change the future or at least a part of the future. Dream plus know-how is hot magic!

You used a very special and yet quite common reasoning: extrapolation.

You will see that this reasoning is very useful for navigating your life. You can change your future with it. It requires observation and fundamental know-how.

*Earthling Spiritual Computer
Programming*

A new theory about infinite self-education

Earthling Spiritual Computer

Introduction

Let's go really crazy! I mean, really!!! Let's compare us with a self-programming computer. And let's mix it with spirituality and eternity meaning no beginning and no end. And let's put all that into a human body with an earthling life. What a soup!

Let's go now into a non-limited dream into a non-limited personal life.

Education would mean self-programming one's own personal spiritual computer in order to progress continuously toward eternity as an educated spirit.

I like this one. But progress toward what?

Yes, this is a real question. Eternity is simply the idea of no end, no limits in time – for better or for worse.

*So, a real education, terrestrial or spiritual or both,
should provide means to elevate oneself, either as a
human or as a spirit or both.*

*Which gives us the next questions: elevate toward what?
And elevate what? How? Why?*

About religion, spirituality, soul or what else?

I don't know about you, but as far as I am concerned, I think the idea of one life and nothing else is very boring – no ambition, no purpose, no space, no time, nothing worth a good fight! It is a very, very small game.

On Earth, we have real heroes, tough guys and girls, good people really. But this one lifetime game is really tiny. Why not giving them a real big one, for a duration of several millennium – at least! Really something ambitious!

I would not write about education if I deeply thought life was limited to a one shot and only body life. I mean, you are born, you are raised, then you go to school, then you work, you marry, have kids, then you retire and then you die. And that's it! That's all! But then what? No, no, no, there is not "but then what?" Nothing, nothing, nothing!

It could be that we forgot our memories. Which does not mean that before this life we were not alive in one form or another.

One of the most stupid nonsense in religions is the contradiction that we are an immortal soul but this soul would be born with the body this lifetime, a body who is mortal and limited in time by the birth and by the death.

So, as a soul we would be born but then we would not die??? But if we don't die, what are we? Flesh? No, it can't be. So, what are we? What are we made of – I mean, as a soul?

Let's be a bit logical. If a soul doesn't die, it means it is not born either. No?

And if it is not born, what else?

And in addition, religion says there is Heaven and H

ell. On one side, this is eternal pleasure or happiness and the other side is eternal suffering. And the general manager of all that would be God.

Which means what? It means awareness – endless awareness.

Yes, look at it this way, if true of course. When you suffer, you are aware of your sufferings. If you are happy, you are aware of your happiness. Nothing mystical, really.

It would postulate, logically, an eternal awareness. This would be the first obvious quality of a soul.

Weird idea – frightening as well – because if true, better not miss the boat! There is no ejection seat much less a parachute! It would be either Heaven or Hell! – Forever!

You know, these are data that are spread over the planet in many civilizations. These are data. This is knowledge mostly composed of beliefs. Again, these are data. And as data they can be true, partially true or false.

How to know for real? Or do we want to know? Do we dare to know?

Let's propose another possibility.

Another theory

There are several reasons why I adopt such a direction.

Education is already treated with plenty of valid solutions.

Spirituality is treated and it takes many forms.

Religion is multi-form and is very ancient.

The brain has its theories and partisans. Its knowledge is moving ahead though very far from being complete and I noted quite some arrogance from some adepts. A new religion is coming into the game – it seems at least – with new priests and AI as an all-powerful God! Beating our brain, they say!

Knowledge is widely spread today via the Internet. There was not much place for a new civilizational theory.

“Spiritual Computer Programming” is not treated as such. Meaning treating “Mankind” as a spiritual species, the individual as a soul or spirit, immortal and potentially infinite, and the body as a tool to communicate, and furnish a recognizable identity to the spirit to play the civilizational game with other people and life forms. Being on Earth in a body would mean the spirit operates on data and programs much

like a computer. The difference with a computer would be the addition of life as a powerful energy coming from the spirit plus the power of choice.

Education would mean self-programming with data and programs with the purpose of living a great life as a man or woman and infinite elevation of self as a spirit.

When you adopt a theory, you can ask yourself if it does offer more solutions than other theories for your purposes. Does it fit you and your deeper beliefs?

I am not going to tell you what to think. I'll rather propose to you different ideas that can make you travel as a spirit. Ideas that can make you dream better dreams for your future.

As we will see in the next books, you choose your education – what fits best your abilities, purposes, ambitions, desires. You are the boss and you create your life and your future. This assumption will be valid all along this series of books “Dream and Know-How”.

We are not sailing into a new religion – another one – another set of fixed beliefs.

Let's rather have fun with various possibilities, various dreams.

Let's imagine there is no end to the game. As a spirit, your real self as a powerful source of life, you would never die. No “believing”, okay, we just dream.

The only problem I can see with death is leaving people and life forms you love the most. This is really annoying. There is something wrong with that phenomenon.

Unlimited number of solutions

Does this theory offer more possibilities and opportunities for you than another one?

Is one life only more interesting for you?

Do you like better be a brain (soon overcome by the Artificial Intelligence)?

Or you rather don't care – you live your life the best you can and don't look for anything else?

Or you prefer the idea of being a soul and go to Heaven after all is said?

Or you wait for the judgment of God and let him decide?

You see, you have plenty of choices. But are they choices?

The one I adopted has the advantage of offering an unlimited number of solutions, plans, games, creations, education patterns, chances to do better, improvement, etc.

There is the reverse too. Of course, this viewpoint gives us an unlimited number of possibilities to degrade oneself, lose one's honor

and live lives of suffering, each new one being worse than the one before.

If true or close to truth, one should be a master in dreaming and changing the future.

And if our theory is true, it offers an infinity of possibilities to program one's personal earthling spiritual computer.

How?

Unlimited self-education

We have invented a marvelous machine: the computer. There is an analogy to make with our own mind. The computer works on the data and programs one puts in its memories.

This is very similar to what we are doing in our day to day life.

An example is if you put your computer in a very unsafe and insane data environment. It is going to go berserk with viruses and other malware. The memories and main programs are going to be infected with wrong data and they are not going to do what you want and give you the answers you want. Once infected, your computer is insane.

A spirit in a body acts also on data. In fact, he is making his own education. He is making his own programs for life and this is very similar to computer programming.

There are two main ways to go about it. You are getting enforced data and programs. Or you are looking and taking in the data and programs you want.

The last one is a luxury. When one is free enough to be able to choose one's education and life's ways, this is a rare luxury.

This should be verified but I believe most people have a mixture between enforced data and education and chosen data and education.

Now, we have to see exactly what we mean by “program”, “data” and “education”, enforced or chosen. We will probably cover that in several books of this series as it is a very broad subject.

Data, programs and education

For a spirit, a program is a set of data working as a whole.

You learn mathematics: you are going to record different theories (data) and methods to do something like calculating (programs, which are also data).

Altogether, they give you an ability to do something. Very similar to a computer. Once you have it down cold, you can do plenty of things.

Then, when you have your basic “education” in mathematics, you can add more theories and methods to calculate more things. And it can go in different directions and uses. Each method would be a program, each one depending on a more basic program, very similar to computer programming.

A computer has onboard various programs (composed of data put together in a certain order). With these programs, you can do something or the computer can do something.

Once you have these programs, you can record other programs somehow plugged in on the more basic programs.

It is the same with the spirit except that there is a power of choice and a powerful life energy that the computer doesn't have. The computer runs on electrical energy not life.

And there is a time factor that the spirit doesn't have or at least is not limited by it.

Unlimited programming

You are a passionate of aviation. Flying is your life. This is your game, your art, your soul.

When you learned flying, you programmed your body and mind to understand the environment in a specific way and to do specific actions. You educated your mind and your body to compute and execute various motions and actions. You self-programmed your education.

Now, let's imagine there would be no end to that passion. There could be variations of it; there could be temporary stops or intervals where you would not fly but as soon as you could or would be ready again, you would fly. No end to that marvelous game.

Now let's extend the idea of "no end" which would mean no end in the future.

Let's see a no end into the past. Vertiginous concept! Okay, okay, "nothing" being unpleasant, let's fill a bit this long eternal past.

Let's imagine you have been flying – flying very fast – flying very far – flying any type of spaceships and "flying saucers".

You have been a pilot, you are a pilot, you will be a pilot.

Isn't it a cool idea?

Or you can just change viewpoint and try something else.

You have plenty of time in front of you if this is endless after all. As well as in the past you would have been playing all kinds of games apart from flying.

Enforced or chosen education

In the last example – flying – we had a “chosen” education as a pilot. It was a free choice.

But an education could be enforced. Like the soldier going to war. He is training to fight and to kill other people. It is rare when it is a free choice. He is obliged to do it; it is not a free choice, unless the guy is a volunteer.

There are many types of enforced education for different reasons.

When a kid goes to school, unless he likes studying what he is told to study, he is receiving an enforced education. The school system is programming him for a specific life style and knowledge.

Telepathy

From now on, we will take this theory as our fundamental “program”.

Why?

Because the majority of education is done by telepathy. The space of a spirit is not limited to the space of the body and its usual senses.

It is very common that we impregnate an area to know it, to feel its atmosphere and danger in it.

It is very common that as a spirit we “feel” the space of another person to know who he or she is and to know if he or she is a hostile, a neutral or a “friend”.

Education is not limited to official school subjects. It is rather multifaceted.

Anything you do, anything you experience, good or bad, any person you meet, any situation you go into, any activity you learn and practice, these things are data that you record and they are part of your education. And in many things you experience, you feel things without the perceptions of the body.

You are getting many data directly by telepathy.

With these data, you continuously make new programs for your life computer and you continuously change the old programs, or cancel them, or validate them, or improve them.

There are a lot to know about this “programming”. Like any computer, if you do it well, you have good performance. If badly done, you have bugs and viruses, malware and unwanted things happen as a result.

In the next books, we’ll try to travel into this spiritual programming stuff.

The possibilities seem infinite.

Welcome to our new subject:

Earthling Spiritual Computer Programming!

*Eternal Infinite Education to
The Stars*

Introduction to spiritual data

Introduction to infinite education

We have an advantageous position. Eternity and infinity as our time and space is a winning proposition.

Why?

Because as a spirit, potentially our space is infinite. It is not the physical space but an actual personal space that doesn't depend on the material barriers. And in that space, you can put a lot of creations, learnings, data in the order you want, you name it. You can make it ugly or beautiful or whatever you want or like.

This is something we will cover as it is also part of the vast subject of education.

Regarding eternity, this is a winning one, because this point of view changes a lot of things. Instead of being limited by old age and death, we have time to learn and to create without any end, because a spirit doesn't die – really plenty of time ahead.

Yes, we have plenty of time in front of us, to get the correct data for our lives, remove old inapplicable or poisonous data, improve continuously our life programs (whole sets of data) and generally raise our abilities.

All that in addition to playing the games you want. You want to be a baker, raise your education to the point you can be a fantastic baker, or whatever else you want to be, or do.

True enough, there are barriers and obstacles in life. But having plenty of time can remove quite some stress, because if you don't have what you want now, you can always place it for later, meaning really later, in another life.

This will lead us to verify the quality of our learning. The quantity of learning is a factor, but much less important than the quality of our data.

About data

We are going to talk about a fascinating subject: data!

Why?

Because education means getting data for use.

What do we mean by data?

You learn to cook a cake. The recipe you read is data, actually a set of data – the elements of the cake, the cooking equipment, how to put the elements together, in which order, the cooking time, etc. These would be theoretical data.

Then there is the practical, the action. It is another set of data which is called experience.

Then there is the result. There is the marvelous smell of the cake. These are data as well.

Then there are your ideas, conclusions or decisions about it. These also are data – self-made data. You are going to use them for your next cake.

All this is part of your continuous education.

And yes, it elevates you not only as a human but as a spirit.

This feeling of satisfaction, happiness, pride of having made this cake, is a spiritual feeling. It is marvelous. And all the admiration you get from your kids or your spouse when they see the cake and smile at you, this is pure spiritual sensation and exchange.

There is no end to that. There is no end to the creativity unless you decide so.

What we are going to look at from now on is data and their evaluation.

About spiritual elevation

In the last book, we were talking about elevation, spiritual elevation.

What does that mean?

It means being and doing better.

You improve your diet to eat healthier food, you have an elevation.

You put order into your room and personal belongings, you have an elevation. You noticed that when you do that, you feel better.

You take a medicine to eradicate or put under control an illness and you feel now better, you have an elevation.

You have better results at school, this is an elevation.

It goes the same way with all your sane activities – work, relations, ecology, family, mankind, mutual help, etc. Every time you do things better, you improve an area or an activity, you help someone, you participate in a worthwhile endeavor, this is an elevation for you.

Even learning from a bad experience would be an elevation. It makes you better, generally or in a specific area. Better is better and it is an elevation.

Which means getting more or better data or improving data. It includes removing false data or worse, evil and destructive data.

The hardware data of a spirit

Data are not just theory. It is either physical or spiritual. Data implies calculation or computing. It implies problems and their resolution. Solutions are data.

We are so used to do it that we don't realize it is our main activity on Earth. It equates to simple survival – continue to live despite all the obstacles and things that could kill us.

True enough, since prehistorical times, we have learned a bunch of things on how to do this and that. We have accumulated data on how to stay alive and try to be happier.

Creativity could be a different activity. Not sure on this one. Artists invent data, especially esthetical data – music, painting, sculpture, etc. They make beautiful things. It does, in fact, touch on the spiritual.

What we mean by physical data is the material environment of a spirit.

From the viewpoint of a spirit, his body would be the hardware as well as all his material environment.

All objects, spaces, durations, points in time, life forms, air, water, liquids, weather, wind, conditions, circumstances, positions, events, sequences of actions, order, disorder, actions, solidity, adherence, oiliness or dryness, all the touch sensations, smells, taste, energies like electrical, wind, sun, radiations, heat, cold, etc., these are all data.

You perceive all these environmental data by your physical perceptions: sight, hearing, taste, smell, touch, as well as more direct spiritual perceptions.

Anything you perceive as well as your means of perception and the state they are in are data.

All of that is part and parcel of your continuous education in the physical or material universe.

You will notice that grammar and vocabulary represent all these things. We could call them symbols. They are signs that represent all the physical and non-physical things, life forms and actions.

Software type of data

All what we observe with our senses are physical data as we just saw.

All what we record or create as part of imagination or ideas, we'll file it under spiritual data.

It doesn't matter how things are recorded or on what support. Is it in the brain? or in a special personal universe of the spirit? or both? we don't know.

We don't know and we don't mind. We are not looking at what are they, but how they work or how we can use them.

Here are examples of spiritual data:

Beautiful, ugly, honor, thought, decision, hypothesis, postulate, conclusion, reason, sadness, happiness, unhappiness, enjoy, suffer, purpose, goal, ambition, mental, persistence, resilience, love, like, friendship, compute, calculate, define, understand, learn, evaluate, judge, create, imagine, dream, memorize, invent, agree, exchange, encompass, include, differentiate, assimilate, compassion, empathy, sympathy, danger, freedom, right, wrong, goodness, evil, intention, attention, perception, consideration, etc.

If you look well, you cannot physically measure any of these actions or things above. They are all ideas and thought activities – the activity of a spirit in relation to life or pure creation and invention.

It is important to know how these data stuff function to make one's education more precise and more appropriate to specific environments.

And as environments do change, part of the education comprises getting or rejecting data, evaluating data, adapting the data, improving them, etc.

Okay, this is very theoretical and we will develop. We have plenty of time for that.

One can easily see how a substance is good or bad or neutral for one's organism. If you take a bad mushroom, it's going to give a very bad result if not kill you. It is not difficult to understand that and get the right data. If you don't know, you can easily find people who can look at your mushrooms for you before you eat them. Thus, you don't make a mistake by eating a poison.

It would be much more difficult to detect a psychopath who is the equivalent to toxic or even lethal mushrooms but on the spiritual side of life. Yes spiritual does not imply goodness. It is both, good and bad, sane and insane, benevolent or evil.

If you know how to use these types of immaterial data, you can do a very interesting navigation of your endless life.

Mastering your data

In the next books, we are going to develop many aspects of this subject of spiritual (software) and material data (hardware).

It is not something that is taught at school. True enough, a kid doesn't have enough experience to do a lot about data.

The first thing in basic education or school education is to trust the teacher and the books and learn what they teach.

But data evaluation and handling is definitely a subject as such and it is good to know that it exists and how it works and how one can use it.

Self-taught people have an instinct for that.

It is one of those subjects you learn to handle by using it.

*Interrelation Spiritual Space
Responsibility and Education*

Understanding the space and responsibility of a spirit

Civilizational goals

We are on our way to the stars and the galaxies. It is going to happen – may be not in the next decades, maybe not in the next centuries, though, who knows when. But it will happen. And we will be there. This is our assumption. We build an education system for infinite, eternal dimensions – spiritual dimensions.

What will happen too is we are going to rise to attain the true meaning of civilization which is a highly developed culture.

We know that we are not quite a “highly developed culture”. Yet we are making great strides.

One of the next big goal we are going to accomplish is the cleaning and rehabilitation of our good old Earth. We are going to reach a balanced relationship between Mankind and Nature.

We have some problems to solve, such as economics and ecology. But we can be sure that we will find solutions. We become brilliant with a sword of Damocles hanging over our heads.

Obedience under threat versus Responsibility

A very interesting topic of debate for students. Obedience implies that there is an authority that decides what is to be done or not done. It involves a senior and a junior.

There is nothing wrong with obedience as such. It means someone has a global vision and he distributes or orders what has to be done for the good of the group. It would mean a common agreement to be a senior and to be a junior, and to give and receive orders. No threat, no duress, common responsibility is high.

"Obedience under threat" is something else. There is no common agreement. Threats, violence and blackmail are the rule. It's the hallmark of a very backward society or relationship - a police-like state. It can be in a country, in a company, in a neighborhood, in a family, in a school, anywhere in fact. You have a person or a group that exercises violence or threatens violence, and obedient people who don't stand up to oppose or revolt – the condition of master and slave. It's quite common.

It goes without saying that in order to have an authentic civilization, such situations will have to be totally eradicated. Civilization amounts to individual freedom. It amounts to Responsibility. It amounts to highly educated populations.

Fortunately for us and for the future, this tyrannical system is becoming obsolete. It is increasingly being replaced by shared mutual responsibility.

About Responsibility

Responsibility is a remarkable word. It belongs to spiritual data – a very essential spiritual state.

Responsibility would mean extending one's spiritual ability and control to a broader space than one's body.

When we talk about “infinite education”, it means getting the data and managing them in a broader and broader dimension. It means one's space as a spirit is extending to broader areas than one's body.

It's something you do all the time without realizing it.

When you get married and have children, you take care of them. You make sure they are doing well, that they are successful in their ventures, even on a small scale, when they are babies. You exercise a certain amount of control, just what's necessary. You are not tyrannical; you do not dominate them to the point where they have no space and no responsibility of their own.

Responsibility would be taking care of (someone or something).

You may have noticed that when a house or castle has no one to take care of it, it automatically enters a spiral of deterioration and decay. Nature itself goes out to conquer the old stones.

You could have this when a degraded or crazy mind “takes care” of a material such as a car or a house. It follows the same cycle of decay.

When you have a sane spirit in a sane or normal environment, usually he can exert his responsibility over an area and all is fine. And people are normally happy of their living conditions.

Responsibility and education

Lack of education can have the same effect. Not having the data on how to take care of goods and people can have the same effect as lack of responsibility.

If you don't know how to take care of a car and how to drive it, it will be soon a mess. Even if you like your car and want to care for it, if you don't know how to do it, you better find someone who does or learn it yourself.

And we are back to our old "know-how".

Reversely, if you know how to do it, but you don't give a damn, it doesn't fly either.

This is what happens when you accept a post because it is well paid or other reasons, but you really don't like it and you don't want to care for it – your responsibility is out.

Physically, yes, you are on post, but as a spirit you do not want to reach the area, its materials and people. You don't want to be there at all. You don't want to extend your space and feelings to the whole area.

You are not going to do a good job because people around do feel that you are not with it.

It is real telepathy at work.

This is why sincerity is a quality. It means as a spirit you are truthful. It goes hand in hand with honor.

This is why the quality of your data is important. It is in your space as a spirit. It is yours. If your data are screwed up, your space and responsibility will be as well. Telepathically, other people around you will feel it. They will not trust you.

Honesty is a vital tool for a spirit. It means your data and actions fit with what you really want to take care of – your area as a spirit, your responsibility.

All the above is part and parcel of education. It is your creation, your own personal universe, your spiritual data. Responsibility go hand in hand with it. It is your wish and will to care for your data and your sphere of control.

Responsibility for one's data

This is also part of your control area. You have a responsibility for your own space and what is in it or what you create in it.

Let's say that you have decided for whatever reason that "you are a piece of shit".

Do you know that it will pervade your space and life as a spirit from there on?

It can appear and disappear, affect you on and off, poisoning your decisions, your reasonings, your handlings of problems. It is a data and an important one.

This would be a software data. Your first area of responsibility is your own space as a spirit. It will determine anything else you do. The decisions or conclusions about you are essential. If you say very bad things about yourself, this is what it will be from that point on, unless you change viewpoint.

That's why it's important to have a healthy lifestyle. This goes for your body, your possessions AND your spiritual space. If your house is just a monstrous garbage, you will not feel good and happy in it. If your

spiritual space is also a monstrous garbage, you are not going to feel good and happy.

Reversely, if you keep your house reasonably clean and orderly, you are going to feel better. At the condition of course that your own spiritual house it also clean and orderly. You may have to get rid of some old and dirty stuff, which might be quite a task.

The main point in this book is to understand this viewpoint of personal space, either material or spiritual and its relation with data, education and responsibility.

As far as material is concerned, you can even destroy your “hardware” by taking bad drugs, too much alcohol or junk food. Then for sure, it is like a computer. If you put it under your shower to clean it, then you bath it in motor oil, it is not going to give you the answers you want.

I do what I want!

This type of data we are covering can hit another data someone can have. I can hear someone telling me: “mister know-it-all, I do what I want of my life”. To that, I would answer: “Of course, you do what you want, as you always did”.

There is a fundamental freedom that we have – our power of choice.

Do you know why this book - like all those before it - is not a “know-it-all” book?

Because it implies anyone does what he wants with his hardware and software.

These data are usually not known or at least not treated by usual educational means.

Anything in this series of books can be observed by anyone. It is a collection of know-hows coming from many life sources, even animals, even trees or other life forms.

Space, data, education, responsibility

Space is the extent of a spirit. It is not the physical dimension extent. It is rather the reach of the spirit, his area of perceptions, his area of responsibility.

If he has a company, and if he is really perceiving it, everything in it, like a living being, we could call it the space of that spirit.

He can have as many spaces or as much space as he has responsibilities. It can be his family, a zoologic parc, an association, an animal, a motorcycle, a football stadium, any space where he feels “home”.

Several or many spirits could share the same space like the supporters of a sport team. All that area is theirs as a common responsibility sphere. They feel it is theirs. Space is also a sort of ownership that can be shared.

Data, we already covered quite a lot.

Education is getting data for use in the material world or the spiritual one. We already covered it. We will go over various aspects of it in the next books.

Responsibility is also covered.

Now we can see that these words are interrelated. They depend on each other. It is easy to see that responsibility is difficult if one has no data about an area or how to manage it.

Responsibility is difficult without extending one's space to the area for whatever reasons.

Difficult to have a real education without putting out one's space in the area one wants to be educated.

Space, data, responsibility and education are depending on each other.

Responsibility, space, police, justice, war

A spirit can be attacked. His space can be invaded and disturbed. If he is strong enough, a spirit can hold his position, keep his space and repel the attack.

This is exactly the same as for any society. As long as the responsibility is there, with a good, sane and knowledgeable control of one's space, all is fine and there is no need for any police action.

Police action becomes necessary when responsibility is disturbed, space is disrupted and disordered, and the safety, security and well-being of individuals and the group are threatened. Police action only puts responsibility back in its proper condition.

Justice goes in when the police actions are insufficient to restore order and responsibility.

War is the next action when the attack is so violent or insidiously destructive that no police or justice action is effective. In this case, the individual or the whole group has to fight to keep or recover his space and restore his responsibility for his areas.

When reason, knowledge and responsibility cannot maintain peace and order into an area, police, justice and war can be necessary tools.

In real life, you cannot maintain your space if you are totally unable to fight for it. A spirit can fight. He can hold his position against an attack. Enemies feel if you are weak and again, telepathy is playing a role in it. One can feel if a person or a spirit is able to fight and is strong enough or smart enough to win. Such a being is rarely attacked excepted by an insane being.

Psychopaths attack the spirit, the space of the spirit, rarely the body. It's quite a trick to see them or rather to feel them at work.

Spiritual power

The spirit has inherent power and ability!

You as a spirit have power!

Each spirit is different!

Different power!

Different intelligence!

Different reason!

Different character!

Different purposes!

Different data!

Different potentials!

Different present state!

Each of these points can be improved, raised to the stars.

Education, in whatever form, can improve all of the above and probably many more.

Conclusion

In the next books, we will cover the data as such, especially the spiritual data and how they can be infected. A vital subject in education.

*Principles of Eternal and
Infinite Spiritual Education*

*Education leading to expansion of spiritual space and
responsibility*

From education to space and responsibility

Education should lead to the expansion of space and responsibility of a spirit.

It should be a continuous process.

Meaning a spirit should be in a continuous state of mind of being able and be willing to learn.

It doesn't matter where a person is beginning from. As we covered it, each spirit is different, totally different. Some will do good in some area and it has nothing to do with "intellect".

The only point that counts is whether a person will be able to continue his education forever. If one lives life after life, one should be able to keep the main parts of one's past education while continuing to expand one's knowledge.

What do we mean by education leading to expansion of space and responsibility?

In the last book, we saw that responsibility is the extension of a spirit into other spheres or areas than his body.

Meaning that a spirit can extend his space and, in that space, he is simply taking care of what's going on. He can or not interfere and act. But he is making sure that the area – with its materials, its life and its people – is doing well and achieving its goals or purposes. This would be the responsibility area of a person or spirit.

The education of a being would procure means and ways to expand into more areas and more responsibilities.

If the education is done well, the result will be the permanent ability and willingness to get more knowledge and know-how, thus expanding more and more one's space and responsibility.

Universes

Let's review our basics.

We have the physical universe or material universe. There is **time**, indicated by calendars and clocks; there is **space** with its three dimensions; there are the different kinds of **matter** and there is **energy**.

Then, there is your own universe as a spirit.

When we use the word “spiritual” that’s all we mean: all the states of being and activities that happen within you, as a spirit. You are like a god on Earth, inhabiting temporarily a body. And as a god, you, spirit, have power, intelligence, etc. – and you can’t die – you have your own universe.

Though it is very simple, it may be difficult to grasp this, because it is totally disregarded. From a scientific viewpoint, you don’t exist! Your body exists, your brain exists, but you, as a spirit, have no official existence. Your official identity is the one of your body. Your father is so and so, your mother is so and so, you are born at a specific date, in a specific place. But nobody knows who you really are, YOU, as an immortal spirit. Today you are a nice man or woman, but just recently,

maybe you were one of the best pirates of the galaxy – just taking some vacations on Earth – incognito.

There is a difference between your body – with its identity and life – and you as an independent, immortal being. Your character, for example, has nothing to do with your body. It belongs to you as a spirit.

When you marry someone, you can marry a body, or you can marry a spirit that also has its own universe. In this case, you are forming a new spiritual universe of two independent beings. When you just marry a body, you realize very fast that this body is stinking – really much less fun than marrying a spirit!

When we use the words spirit and spiritual, this is what we simply mean: you, the real you.

And this “you” – the spirit – you have your own universe, your world, totally beside the physical world.

When we are talking about space, responsibility and education, we mean you, as a spirit, with your own universe.

If you pay a bit attention to these phenomena, you’ll start to notice the difference between the spiritual beingness and activity and just the physical part of it. You can get quite easily used to perceive the space or the universe of another person. This is actual telepathy. You don’t necessarily perceive the words or ideas he has, but you can perceive his real emotions, feelings, worries, the sort of “masses of energy” he can have around or inside his universe, or if he is big or small, etc. You can feel these things quite easily. It is much fun to do that.

What data would give you space and responsibility

When you help someone, you can perceive that you feel like having more space as a spirit. You are happier. You were exerting your spiritual responsibility.

You actually took care that someone else achieved something or that he felt better, or that he succeeded with your cooperation on some purpose. He was happy and you were happy.

It can be as simple as being proud of some work you did that was well done. Something like saying to yourself “good work, man!” like congratulating oneself. You can also feel like having more space as a spirit. It translates better into “feeling good”.

There is nothing really mystical in this.

The word responsibility is not a “serious” word like one can imagine a politician or other “responsible” person. This is not what we are talking about.

When you care for yourself, physically and spiritually, and when you are with family or friends, you can perceive they are caring for you and they are happy just by your presence.

Reversely, you feel their space and presence and you are happy to see them and to be with them. You are all sharing a spiritual space and the feeling is great.

Now, this is responsibility, the real one. It means “caring for...” someone or something. You are important for them as they are for you. That’s why responsibility includes taking care of oneself physically and spiritually. Because, people who love you do care for you, and one of your “duties” or spheres of responsibility is to have a sane space for them like for you. It makes them happy as it makes you happy. It is important.

Each time you care for an area, with sincerity, with all your being, this is the same space and responsibility, your put out as a spirit.

A good salesman who do a good sale, when both the client and himself are happy with a good deal, this is valid spiritual space and responsibility.

A job well done, if you are really involved into it, procures that feeling.

What data would result in more space and responsibility for you, from your viewpoint?

We could simply say? What would you like to do or learn to do? This would be your next educational step. But there is more to it.

*Who else's space and responsibility can I
raise?*

This is the next question.

It is one thing to expand your space and responsibility for your own personal area.

*The second step is: Who else can I help getting data
and raise his space and responsibility?*

*In your turn, you help someone else to get the data that
will help him to elevate his sphere of influence.*

*And in his turn, he will help others get the data that
will help others elevate their sphere of influence and so on
for eternity.*

This creates a cumulative effect, a virtuous cycle. The more you help others raising their space and responsibility, the more you get yourself plenty of space and responsibility.

This the real sense and what we mean by education and elevation.

Getting or sharing data to elevate one's own or another's sphere of influence - space and responsibility - is named "education".

It means the education must lead to an elevation toward higher values.

But the elevation starting from where or what?

*Eternal civilization means each and every
spirit*

We are considering an eternal, sane and free spiritual civilization.

Which means everybody is concerned, no matter the situation, difficulties, or the physical, material and spiritual state – meaning the real conditions one is in, to begin with.

We can start from anywhere and go up from there – for each individual, group or nation.

If one envisages a free civilization, it must encompass the lowest as well as the highest, the worst as well as the best, and all shades of grey in between.

In one of the first books of this series, I talked about team spirit – one doesn't leave a companion in a ditch. Responsibility includes a simple ethical rule: we don't let people down.

We are starting from so low on Earth that it should not be difficult to reach higher values. We have poverty, suffering, wars, torture, misery, famine, water scarcity, ignorance, darkness, massive environmental destruction, and so on.

Which means plenty of room for starting a worldwide elevation.

Starting low, for some, really means something as bad as a guy getting drunk every evening and beating up his wife and terrifying his kids. Well, an elevation would be to drink less and stop beating up his wife. This would be a great advance.

For a pupil or student who spreads undeservedly degrading information about others through social networks, an elevation would be to control his or her nastiness and death wish and just refrain morally torturing other kids. And it would be up to the group to convince the evildoer to stop acting in such a wicked way.

Why?

Because pain, threats and torment reduce the space of a spirit and prevent him to assume responsibility over an area.

Well, just try to care for your home when you have one of those toothaches. Your spiritual space is just collapsed to the size of a quarried molar. Sure enough, you don't give a damn about vacuum cleaning your dining room!

This is stupid but you can't educate nor elevate a spirit in presence of too much pain and suffering.

Have you ever noticed that when you recover from a pain or an illness, you feel like having more space and you are active again? This is a sort of elevation. And what about when your loved ones are recovering from illness or a difficult situation. You also feel your space is bigger. When you love, you share your mutual spiritual spaces. You kind of feel what the other feels.

And going very, very low, how to elevate a psychopath? You can't. But you can elevate his victims by raising their knowledge and training to the point that it would be impossible for any psychopath to crush them. In many cases, there should be as well the individual's knowledge and the group's knowledge and responsibility. Because the victim is usually alone and unable to rebel. Of course, a society where individuals can be crushed by an insane being let loose on people had not yet reached a sane state of Reason.

Responsibility includes security against evil

You see, responsibility is not just a sweet and nice thing. It includes protecting one's space from the intrusion of psychopathic and destructive personalities with their rotten data and vibrations.

It includes preventing the evil from invading the spaces of your loved spirits and areas.

The subject of data we are going to cover in the next book includes the effort of evil individuals to take over the space of other spirits for whatever mad reasons. This is all covered by the subject of data.

I would call these "rotten data" or "infected data". These can and actually do mess up the space and life of people.

*Spiritual Viruses and Their
Effects*

The end is the beginning

Introduction to spiritual data

We already compared the human spirit to a computer with its programs and data. We saw also the spirit's data and programs can be infected much like a computer.

However, if a computer engineer would look at the destructive power of a "virus" in a spirit's universe, he would balk in terror. This is much, much, much worse than all viruses a pirate could imagine.

Let's imagine we all would be gods – I mean each and every human being would be a god.

Let's imagine that we would be omniscient, omnipotent and omnipresent.

Well, why not? I don't know if it could be true, I have really no clue. But let's decide it could be possible.

What viruses could almost eradicate a potential god – immortal, infinite, hyper powerful?

What viruses could "convince" such an omniscient spirit that he is a body, that himself has no existence, no reality, no power, and that he has one little lifetime and that's it?

Taking the problem by the other end

You see, we are taking the problem by the other end. We are not going to do the usual thing which is to look at what could be our possible abilities, looking at the possible future, from our homo sapiens viewpoint. This would be asking some questions like: What can I become? What will I do?

Instead of looking from our actual viewpoint, we are moving to the other end: we are gods and we have topnotch abilities as a natural thing. Then, let's look at what was holding us in a very low condition of just being a flesh body with no spiritual memory, ability, power, creativity and telepathy – I mean, in comparison with what we could be naturally.

Okay, I'll explain. I just imagined that sort of thought and I find it funny. True enough, it is usual to consider some kind of purpose. Starting from the conditions one is in now, one imagines another condition somewhere in the future.

But I never tried to write by taking the problem by the other end. You are in the condition described by your purpose and you move back to detect what obstacles or data were in the way that were holding you back.

We can postulate that the only thing that could maintain us in a powerless body condition would be data, special kinds of rotten data – much like viruses – whole programs actually.

We can also postulate that by reverting our way of reasoning, moving from the top back down, we can discover what types of data could prevent us from being a spirit with our original abilities.

Crazy? Yes, absolutely!

The end of a game is the beginning of the next

We are postulating a completely different handling of time. When you end a game, instead of going for something smaller or nothing, you just go for a bigger game. You get the data you need; you extend your space to everything about the game, and you simply shift your responsibility to every aspect of the game.

What do we call a game? From the spirit's viewpoint, this would be any job, any art, any relationship, any sport, or other life activity that he would choose to be or do.

The other day, I was looking at a reportage. There was a lady holding a hotel restaurant for truck drivers. You had all these big tough guys surrounding that lady. She was around 60, kind of strong woman.

However, she was about to close her restaurant due to various changing conditions – a new highway, trucks not stopping anymore, you name it. She was not anymore making enough money to pay the bills and that was it, end of game.

She was very sad and obviously that was the end of a universe she had built for 40 years with all her clients truck drivers that she loved like her kids. Imagine, 40 years of that life with the ups and downs, good and bad times. She had a lot of fun with that. She had overcome

all the usual problems of this type of job. But she could not handle that last change of environment. And she was very unhappy.

When I saw that, I was feeling sorry for her. What a sad condition! And what a lie!

Yes, it is a lie. In the reality of life, the end is always the beginning of something else.

Now, let's place a very nice virus into it. Let's say "the end is the end and that's it!".

What would be the next thought? The next thought would be to contemplate the glory of past times – and feel very sad about it – with the regrets and emotional states of having lost it forever. It contains another "virus" that confirm the first one. It could be something like adding a very high sentimental value to these past times. On a scale of 0 to 10, the value of it would be 10. The regret about the past is very strong.

Another hidden virus in it would be: "can't happen again – can't redo it – can't create even more aesthetic, joyful times". This is also a package of thought. It is not voiced as with mental words. It's rather a conceptual thought without time in it.

What a nice package of deadly viruses! It just kills any creativity.

If you believe such stuff, you are toasted and creating a new life can be very difficult or even impossible.

What would be the truth?

You are an eternal infinite creator of life

That's the truth? I mean, if our theory is right.

*You are the source of a spiritual space and
responsibility.*

This is a basic spiritual ability.

When you are involved in a game like holding a restaurant, you have your space and life energy impregnating every part of it, the kitchen, the personnel, the dining rooms, the clients, and every action comprising the life of a restaurant – you love all of it. People can feel it. You are it! Your responsibility is there, this is your involvement – you are caring!

You can win or you can lose that game. This is life and everything can happen, good or bad.

Let's say you lose the game. For whatever reason, you have to put an end to it or the tax office puts an end to it, whatever.

What would be an ideal handling? You act it. You lost! You put an end to it. You can cry a bit if you want; but you know it is instantly, right now, the beginning of a new creation.

It is not the end! It is the beginning! That's the bare truth. It is factual. Life is in front. Life is now and this "now" continues on and on and on as a time travel in the future.

But isn't that being cold and calculating?

Space, love, responsibility

It is all one life package. This is your magic. When you start a game, you put out your life energy. You extend or expand your space little by little to the whole area. You touch it with your life energy that is love. This is your magical wand. The whole thing is responsibility – you care for each and every detail, materials, life forms and people.

You are a magician and people will feel it.

What's happening when you have to put an end to your activity?

Two things can happen: a) you remove your life energy and you instantly consider building another life area; b) you don't remove fully your life energy and you leave a few viruses into it that will glue you forever to that part of your past.

In the situation (a) you don't leave any life energy in it. You keep your full power as a spirit.

In the situation (b) you leave a part of your life energy in the past. Instead of having a simple joyful concept of that experience, you leave negative energy in it, some kind of film or movie with all kinds of emotions, decisions, regrets, sometimes you blame someone – or the

tax office – with quite some hate with it – all this bad energy stuff is a package of viruses that will stay there in your space.

Each of these is a data and the whole data together makes a program – a virus program in the spirit space.

It is so bad that it can prevent further creation, a very dangerous condition for a spirit.

And we are back to the purpose of our education: having the know-how about handling our time stream – our continuous creation – how to fill infinity and eternity – the handling of our magic wand.

People and activities that suck you up

Here is another type of virus that can lead people to expand their space, love energy and responsibility in an area occupied by a parasite like a psychopath.

I don't know how they manage to do it, but somehow these guys seem to somehow hypnotize their victims into believing them and trusting them. It installs immediately a set of viruses that makes the victim blind. It looks like as if it was shutting off the defense systems of a spirit.

As a result, the victim will make mistakes. The psycho will make sure the victim thinks it is his fault and that the psycho is the one to be even more trusted.

It would be like a computer virus that would build up its own defense and attack by attracting and trapping the computer's energy and computing mechanism to turn them into the virus "intelligence and power". Thus, the computer would have less and less computing power and the virus would have more and more until the point it takes over all of the computer.

I don't know if that exists but sure enough this is what is happening when a spirit is falling into the energy web of a psychopath.

There are two main reasons why a spirit would fall into such a trap: (a) simple ignorance of the mechanism – lack of data and know-how and (b) There is a preinstalled virus in the spirit preventing him from perceiving insidious enemies or analyzing such situations.

Data like “loving everyone” or “forgiving one’s enemies” or “not paying attention to attacks” or other such religious or moral data could be deadly.

The truth is that an enemy is an enemy, not someone wanting the best for you. If someone eats up your space and efforts, the safest thing to do is to kick him out or run away.

And if it is too late, God help you! At least, you can observe and learn about the situation.

Putting things in perspective

We are talking about a totally different form of education. We consider two factors: eternity and infinity, one for time and one for space.

We are considering you as an eternal being which means you cannot end. You can't die, it is just impossible.

Now, I am not telling you to believe. From the beginning, we are taking it as a possible theory. If we take the spirit as a fact, we have to go to the end of the reasoning and see if it brings more solutions than a materialistic viewpoint such as we are a brain and nothing more.

Our hypothesis does bring more solutions than anything else.

In terms of responsibility, it means that the future of the individual as well as mankind never ends.

What does that mean? It means our responsibility goes far into the future because we will be there. Our thoughts go very, very far into the future.

Our plans, our politics, our economics have to be thought with an eternity and infinity viewpoint.

Infinity can be for space as for time. Let's take it for a being who has no limit of space.

What we are taking up is very, very, very important. The data that you absorb and on which you'll base your life, actions, purposes, decisions, etc., must be clean and clear data. If you introduce or absorb rotten data – viruses – you are going to compute wrongly and get unworkable solutions. And your life energy can be destroyed little by little because of getting stuck into failures of the past, all caused by these rotten data at the basis of it.

One of the most dangerous things a spirit can do is to neglect or disregard his power... and his data to manage that power.

*Opting for Quality of Spiritual
Education*

Spiritual data are not virtual

Educating a free spirit
Going for a free spiritual galactic civilization

We are on the way. It will happen. One day, mankind will reach such a civilizational level. We will be a galactic civilization, scientifically, technologically and spiritually very advanced – a free civilization.

In that civilization, nobody must be left alone. Every benevolent, well-intentioned people, no matter the rank or quality in society, must have his place in the bigger game.

It will be an ecological society. There will be plenty of jobs of all kind, interesting ones but not needing highly technological education. Each person must find his place, his game and participate.

We know now how to raise spiritual abilities. There are all kind of educational methods that can increase spiritual space and responsibility. One can really live a happy and productive life.

Individually, what does that mean? It means each individual will be able to continuously elevate his knowledge, his ethics, his balance with nature, life, mankind and his group.

His education will be based on know-how, whatever the area of knowledge, and on understanding of how things work in real life.

It means not one single spirit will have dangerous virus data manipulating him or crushing him.

It means one has to understand the subject of data and how it works.

One has to understand that there is nothing wrong with a spirit. All what is wrong is inside his data. And it can be really violent.

That's the first condition. One cannot be free if one is not managing one's space, responsibility and data.

I wonder actually if the spirit of a psychopath has not been totally taken over by a special type of data. If you observe closely the spirit of a psychopath, there is no empathy in it. Whereas a spirit has empathy for others or life. A psychopath can fake smiling and being compassionate but when you put your attention on his spirit, you find nothing. He can even be very "intelligent" in a way, very calculating, but no empathy, no feelings. When you look at him, really in the eyes, it is empty, it is cold, it is... Look at him. This is definitely a subject that

should be taught, not for a witch-hunt – just to be sure we recognize one when we meet one, just to stay alert and on one's guard.

Data are not virtual

When we talk about data, especially spiritual data, we are not meaning “virtual”. True, we make a comparison with a computer, its data, programs and viruses. But the comparison ends up there. A spirit is a powerful unit that feels things at a distance.

He can either handle data or be manipulated by them.

A spirit in actual fact touches things, people, life forms and other spirits. He touches the data – hey, otherwise how he would handle them? How he would feel them, how would he feel the emotions of people and animals if he could not “touch” them, contact them in some way. There is a real contact.

This would be the difference between having a party with friends and representing the same party on a computer with animated people. It might be nice as a video game but it is not the same as living the thing.

As a spirit, you “touch” directly the atmosphere, the other people and spirits there, their emotions, their energy, their state of mind, the general group emotion – you are impregnating the area with all your spiritual perceptions, not only the five body perceptions. It is as concrete as it can be. It is nothing virtual.

Now, talking of data, it is not virtual at all. Some of these data are actually impregnating the spirit and even his body. The spiritual data we are talking of are not just pictures with 2 or 3 dimensions or even simple ideas.

Some data for example seem melted in bit blocks of raw energy like anger or terror or worse, apathy. This energy can react on the spirit and his body by constantly triggering outbursts of rage or panic, or drive the being into a sort of apathetic depressive very dark or gloomy feeling – depending on the circumstances.

And some other data are totally harmless. Like $1+1=2$ – harmless data.

What's the difference? For sure there is one. Is it the emotional content?

You see, we just start from the end: ***a naked powerful spirit, totally free***. What can make some person react with rage, terror or apathy? Not the body.

If we compare with other life forms, an animal can flee, can hide and simulate death, he can attack to kill either for defense against a danger, keep a territory, or for nutrition.

But we will never see in animals the overreaction of some people. This is far, very far from being reasonable. It is not even animalistic because animals seem to act actually quite sanely.

By difference, we can deduct that some irrational reactions are based upon crazy virus data packages.

Reversely, when you go to a concert, the various sounds, the atmosphere, the musicians, the singers, the volume of sound, the

rhythm, the public, their emotions and feelings all of those are data, highly emotional data. But they are positive data as they elevate the spiritual emotion and state of mind. It gives also a very strong spiritual sense of group.

This is just to show that when we are talking “data” we really mean something not virtual at all. This is a down-to-earth subject, even if spiritual in nature.

But this should as well demonstrate that when you deal with sane, proven, useful data, you can actually make good choices in life and can conduct a very successful one.

Going for quality of data

When you learn, you get data.

Opt for quality of data.

If you learn a poem, choose a quality of diction. Don't mumble it. You are going to record a mumble, not a poem.

Each word, each part of the line means something. Learn it verbatim but articulate each syllable to make sure everyone, anywhere can hear each syllable and each word.

Really opt for the quality.

Understand the words and their meaning, understand what you say and say it perfectly each and every time. Make it beautiful.

You can even write the lines. I heard an actor saying that when he has a long text to learn by heart, he does the above. He even exaggerates the diction of each syllable. And he said that he used to write his text by hand using cursive writing with an ink pen. Which is by the way a very good training for handwriting.

When you mumble very fast your lines, all you are recording is a mumbling, not a poem.

There is an advantage to do that. It doesn't tolerate laziness. Going for quality is a spiritual or mind training as such that will follow you all along your life.

Mind is like a body. It needs training. As a spirit, never allow your mind to be soft, slack and lazy.

Going for quality, each and every time you need to learn something, is one sure way to eradicate any trace of mind laziness.

And the data you will record or understand will be clean and clear data that you'll use all along your life.

Do you remember what was said in the book *"To Be and to Remain Wanted is the Aim of Education"*? This is exactly it. We usually don't discard nice quality objects. One discards valueless things. Same for people. Valueless people are rejected too. Look in real life – you'll see this.

The way to escape such a bad fate is to go for quality in everything you learn and do.

The quality of your know-how must be flawless.

It doesn't mean that you'll be able to learn anything.

You have a power of choice on what you want to know

- or have to know. But sure enough, in what you learn, work on your quality.

This is what will be recorded as data, valuable data.

In addition, as we go for eternity - eternal education - of course if you specialize in quality, you will go up and up and up forever.

Even if you have a hard time now, if you go for quality, improving your quality in everything you do, all the time, there will be a point where you will not have to "think" about it.

It will be natural.

From this point on, you will only rise.

Nice to go for it, no?

