

THE ORDER OF THE ESSENES

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DEPARTMENT OF INSTRUCTION

THIS LOVE THY NEIGHBOR

BUSINESS -

Here is Instruction Number 108. We are not endeavoring to manufacture psycho-analysts. We give it to you that you may be informed upon a subject that is receiving more and more attention by press and the public. The thing we trust you will be impressed with is that missteps in thinking can cause havoc and that emotional reactions often overrate the importance of the matter at the time, and such overvaluation can and does influence the subsequent life - physical and mental.

Perhaps in your life - way back in childhood - there were errors made by parents, teachers or others - and you need some rationalizing of your reactions to those errors.

From every pulpit in the land there has been echoed "Love thy neighbor as thyself" and perhaps not once has there been a pause to question the rightness, the soundness, and the wisdom of the admonition.

If a man hates himself - what kind of love is it if he loves his neighbor "as himself". We would teach first, "Love thyself" and your foreign relations with your neighbor will bear the imprint of love.

If you mistrust yourself - your love of neighbor would be flavored with mistrust if you loved him as you "love yourself".

If you judge harshly of yourself - as against a standard of perfection (to which no man has attained) your love of neighbor will bear the taint of harshness if you followed the age-old admonition.

Let's let this "love of neighbor" business rest until such time as it flows naturally and as a sequence of proper love of self -- and it will.

Be good to yourself -- don't be a self nagger. It is later than you think. -- "To thine own self be true, and it must follow as the night the day, thou cannot be false to any man."

Then will you give to your neighbor love and service and a helping hand, and from it receive inexpressible joy.

Sincerely,

*S. Hamur Davis*

Enc. 108



# THE **Essenes**

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INSTRUCTION 108

Assuring to the Acceptable and Accepted  
HEALTH, HAPPINESS AND SUCCESS.

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"I SOUGHT MY SOUL,  
BUT MY SOUL I COULD NOT SEE;  
I SOUGHT MY GOD  
BUT MY GOD ELUDED ME;  
I SOUGHT MY BROTHER  
AND I FOUND ALL THREE."

PSYCHO-ANALYSIS ASSOCIATION TEST

In the last instruction we promised that in this instruction would be an outline of an association test.

In the use of this the patient or subject must not have a copy of it in advance of the test. He must not be instructed or told what the ultimate object of it is, and particularly he or she must not get an intimation that it is designed to discover any secret he is withholding or that it is meant to pry into his private affairs.

A happy introduction to the use of it might go something like this: "My friend - I am confident I can be helpful to you with your problems - and I am not one who would want to treat your symptoms. You are aware that every ailment has a cause, and the scientific and sensible thing to do is to try to find that cause - and when that is found and properly attended to - then the difficulty is forever banished. You know some people take aspirin to relieve the pain of a headache - and when the pain is gone they think everything is alright. They don't stop to think that the headache had a cause. It might be one of many things - such as an upset stomach."

"In this little test I must have your strict attention, and your confidence that I am not doing anything out of mere curiosity - nor am I trying to pry into your private affairs to satisfy the curiosity of any other person."

"The little test I am going to give you is nothing difficult, but it is scientific and it has taken years of experimenting to develop it and some of the outstanding characters of the scientific world have contributed to make it useful in the alleviation of suffering both mental and physical."

"This will take quite a bit of your time and my time - so I want you to take this comfortable chair, facing me. Relax and get as comfortable as you can - You can take your shoes off - or unbutton your collar or unloosen your belt - if that will make you more at ease."

"I am not going to touch you. There is nothing to fear. This is going to be the most pleasant and least painful of any operation you ever heard of."

"Now, before me I have a list of words - also a stop watch and a pencil and paper. Pay strict attention. I am going to pronounce one word - plainly and distinctly. The minute I say that word you tell me the first word that comes into your mind. Thus if I should say 'wood' - and the first thing that came into your mind should be 'fire' - you say the word fire. You can say a proper name. - Thus, if I should say 'handsome' - and 'John' came to mind, say it."

"Understand, I do not want you to repeat the word I say - but I want you to say the one word that first pops into your mind (which you associate with the word I pronounce). Now don't think of one word and feel any embarrassment and then try to think of another.

We are working with a very definite law - called the law of association and that I may be helpful to you, you must be helpful to me - and speak right out."

"Remember - I am going to say one word and you are going to say another - the first one you think of. This word you give is not to be a definition of the word I speak. I am not asking for definitions. I just want what spontaneously comes to mind."

"I am going to speak distinctly - You must not repeat the word I say - which in this science is known as the stimulus word. You must not ask me to repeat the word I say - if you do not understand it just guess at it and say the word that comes to your mind."

"The words I say are just simple everyday words - and the word you say - in this science is called the reaction word. When I write down something after you say your word - don't let that make you nervous, and don't be thinking about what I am doing. I am just writing down your word opposite mine and making a mathematical notation - This is an exact science - mathematically correct."

"You understand? I say a word - and you say the word that spontaneously comes into your mind -- Don't try to conceal anything and try to think of some other word. Say the word as quickly as possible."

"It is quiet here. We are not going to be interrupted and we are not to carry on a conversation. I say a word - and you say a word. No one else is going to hear your answer."

List of Words

<u>Stimulus</u>	<u>Reaction Word</u>	<u>Reaction Time</u>	<u>Reproduction</u>
Auto	_____	_____	_____
Sad	_____	_____	_____
Book	_____	_____	_____
Anger	_____	_____	_____
Custom	_____	_____	_____
Chair	_____	_____	_____
Heart	_____	_____	_____
Pride	_____	_____	_____
Blue	_____	_____	_____
Cook	_____	_____	_____
Box	_____	_____	_____
Lake	_____	_____	_____
Jealous	_____	_____	_____
Art	_____	_____	_____
Fall	_____	_____	_____
Despise	_____	_____	_____
Big	_____	_____	_____
Cold	_____	_____	_____
Fought	_____	_____	_____
Mirror	_____	_____	_____
Quit	_____	_____	_____
Bride	_____	_____	_____
Pencil	_____	_____	_____
Friend	_____	_____	_____
House	_____	_____	_____
Kiss	_____	_____	_____

<u>Stimulus</u>	<u>Reaction Word</u>	<u>Reaction Time</u>	<u>Reproduction</u>
Abuse			
Choose			
Bread			
Consent			
Fear			
Dance			
Blood			
Fly			
Lamp			
Pure			
Shade			
Brother			
Narrow			
Bible			
Salt			
Village			
Bath			
Part			
Bed			
Paint			
Clothes			
Dead			
Ridicule			
Stem			
Dream			
Family			
Day			
Feel			
Enemy			
Child			
False			
Die			
Pay			
Needle			
Bad			
White			
Unjust			
Wall			
Fun			
Hair			
Window			
Foolish			
Long			
Quick			
Indignant			
Glass			
Pity			
New			
Sing			
Yellow			
Rich			
Night			
Tree			
Gun			
Lie			
Month			
Girl			

<u>Stimulus</u>	<u>Reaction Word</u>	<u>Reaction Time</u>	<u>Reproduction</u>
Want	_____	_____	_____
Green	_____	_____	_____
Trouble	_____	_____	_____
Sweet	_____	_____	_____
Knife	_____	_____	_____
Joy	_____	_____	_____
Hungry	_____	_____	_____
Play	_____	_____	_____
Quarrel	_____	_____	_____
Protect	_____	_____	_____
Sin	_____	_____	_____
Foot	_____	_____	_____
Marry	_____	_____	_____
Head	_____	_____	_____
Father	_____	_____	_____
Luck	_____	_____	_____
Sleep	_____	_____	_____
Voyage	_____	_____	_____
Snake	_____	_____	_____
Wash	_____	_____	_____
Money	_____	_____	_____
Stork	_____	_____	_____
Poor	_____	_____	_____
Wild	_____	_____	_____
Swim	_____	_____	_____
Mother	_____	_____	_____
Reject	_____	_____	_____
Slick	_____	_____	_____
Old	_____	_____	_____
Water	_____	_____	_____
Sick	_____	_____	_____
Resist	_____	_____	_____
Secret	_____	_____	_____
Man	_____	_____	_____
Teeth	_____	_____	_____
Love	_____	_____	_____
Ship	_____	_____	_____
Sister	_____	_____	_____
Prick	_____	_____	_____
Trip	_____	_____	_____
Woman	_____	_____	_____

The examiner will have this list before him - on sheets of paper - and it will be noted there are three spaces after each word. He calls out a word and immediately starts the stop watch. The patient responds with a word. The stop watch is stopped. The operator writes in the first column (under reaction word) the word that the patient speaks. In the next column the examiner writes the time consumed by the subject in giving the reaction word --- thus 3.4 indicating three and four tenths seconds. It will be found that the time varies - and this is highly important to note.

After all words have been called and the reaction word given and recorded and the time of each response noted - the patient should

be instructed to get up - stretch a little and take a few minutes rest. Then he takes his seat again, facing the examiner, but never close enough to see and read the examination sheet.

The examiner then tells the subject: - "Now I am going to give you those same words in the same order that I gave them to you before, and all I want you to do is to repeat to me the word you said before. If you cannot remember it - guess at it - say some word -- just what you thought you said before."

"As before, do not ask me to repeat a word. If you cannot think of the word and cannot even guess what you said, and no word comes to mind - do not say, 'I forgot' or start a conversation. Do not try to inject humor into this examination. It is a serious problem to handle and is not to be made light of."

The examiner then, as before, pronounces the word clearly and distinctly. This time you do not use the stop watch.

If the subject remembers the word correctly as you have it in second column just mark an X or O. K. in the third column. If a different word is given - write it in the third column. If no word is given then just mark the third column with a dash or a cipher.

Having completed the examination, there will appear to the examiner a very noticeable difference of time in the "reaction time" column. He should then examine this "reaction time" - and approximate about what the normal reaction time for that individual is. Some people think slowly - others rapidly.

What we are searching for are the reactions that took more than a normal time. If the ordinary reaction time was more than three and five tenths seconds - then there is the possibility that some emotional disturbance was the cause of the overtime reproduction.

If there is any attempt at concealment and one word came to the mind of the patient and he then searched for another and gave that word - then he went through a mental process which would cause him to exceed his normal time reactions.

The examiner should watch the patient during the test. If at any stimulus word there appears blushing - fidgeting - nervousness or outward emotional expression this should be noted by a question mark (?) before the word - for here is a spot that will call for further procedure in the test.

Now let us suppose that in the examination there are thirty reaction words which took more than the normal time for the subject - and we will suppose that there were twenty-five faults in memory - either a new word was given or none was given.

Now we have what might be called complex indicators. Forgetting is a complex indicator because we tend to forget the unpleasant - (The subconscious is at work on the pleasure principle explained in the last instruction). There is a direct connection between emotional disturbances and forgetting.

If you would be a good examiner - never jump to quick conclusions. Psycho-analysis is a slow tedious undertaking often stretching over days - weeks and months.

We are not going to stimulate the imagination by giving results of psycho-analyses. Each will find many surprises and marvel at the unfolding of the inner-workings of minds.

We now come to the point where we are to use what we call the free association method.

We take a stimulus word, where the reaction time was above normal - and we say to the subject:

"At the word \_\_\_\_\_ you responded with the word \_\_\_\_\_, and when I asked you to remember in the second examination the word you had given you gave a different word, \_\_\_\_\_."

"I want you to think of those words and I want you to talk freely and frankly to me -- just tell me what kind of a scene do you see? What event does it remind you of? Just why do you suppose you gave that word or those words?"

"Just don't hold back anything that is brought to mind - either in childhood or in the recent past. In this science there is much we can discover by finding the ideas that are associated with your responses."

The examiner should get the patient to talk freely - and build up confidence that it will surely lead to feeling better, to a feeling of relief, and to the end of the difficulty for which relief is sought.

The examiner should not keep asking questions. The idea is to get the subject to talking of himself or herself and of experiences, events or emotions he has had.

The examiner should make notes of all the subject says. - No stenographers or recording machines should be in evidence - they would tend to bring up fears or at least speculation as to what it is all about, and the end object is to get free expression - the events associated with the stimulus word - the reaction word or the reproduction word.

It is a long process to get the free association response to all of the faults in the test. It can be extended from day to day. In fact it is a good idea not to tire the subject too much - and to send him home with a set of words where a fault lay and tell him when he comes back the next visit you will want the free association connected with those words - but never let him or her take away more than one association request -- and never let him read or see the test sheet or the notes.

As the analysis progresses the examiner by careful observation will detect where there is hesitation -- hesitation often indicates covering up or concealment.

Facial expressions - and nervous peculiarities such as pulling at an ear - rubbing the nose - twitching of muscles - rubbing the hands - scratching the head will also give indication of an approach to tender spots in the memory.



In the process of the free association revelations there may be a reference to other response words - recorded. Keep a close lookout for these.

After the examination has proceeded far enough the examiner will develop some pretty fair ideas of the nature of the difficulty. Then he can develop a set of about twenty or twenty-five words - related to the suspected difficulty - and go through an examination similar to the first association test.

After his idea of the difficulty has been seasoned and certainty as to the nature of the trouble develops, then he can begin to question the subject along that specific line of research.

Pretty generally there will come about a breakdown - a sort of confessional - and both examiner and subject will be at the heart of the difficulty. If there is crying - hysteria - noticeable embarrassment - there should be a calming and an assurance period.

No matter what the difficulty uncovered the examiner must, to get results, study carefully his assurances he is to give that everything will be all right. - Here can be used suggestion to rationalize the matter - and to explain that to dwell on the past and let morbid reflections mar the efficiency and life of the subject is unwise.

Let us caution the examiner at this point. When he comes to the point of asking questions based upon his definitely formed idea of the trouble - he must have a sympathetic attitude -- no boastful questioning indicating the attitude of "Ah - you see - I uncovered the secret."

The successful examiner leaves himself out of the picture. What he should be endeavoring to do is unlock muscular tensions - put mind action of the subject into normal, useful and satisfying channels and show by his helpfulness that he is the champion and defender of the subject - and that the burden is lifted - and by suggestion give assurance that it is not a life burden - but a burden of yesterday to be forgotten - that all have strengths and weaknesses - and that as long as we live we have the privilege of growing. We can learn new skills - engage in new kinds of work, devote ourselves to new causes - make new friends.

It is true as a general rule that the rejection of self in the service of others is a sure road to happiness - but this does not mean that we should treat ourselves more rigidly and more vengefully than we do others - and that our attitudes towards ourselves should be more complicated than our attitudes toward others.

Let this be thy commandment -- "Thou shalt love thyself properly and then thou wilt love thy neighbor."

And finally -- "Love is the universal solvent" -- May you be strong and be able to truly bless those you help and successfully suggest "Peace is yours."

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