

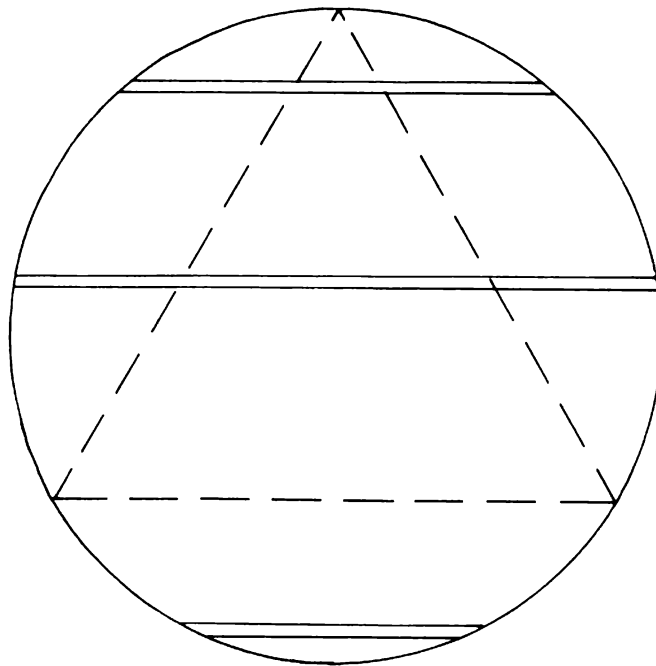
the
ENNEAGRAMA
of the
MAN of UNITY

IRMIS B. POPOFF

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IRMIS B. POPOFF

SAMUEL WEISER

NEW YORK

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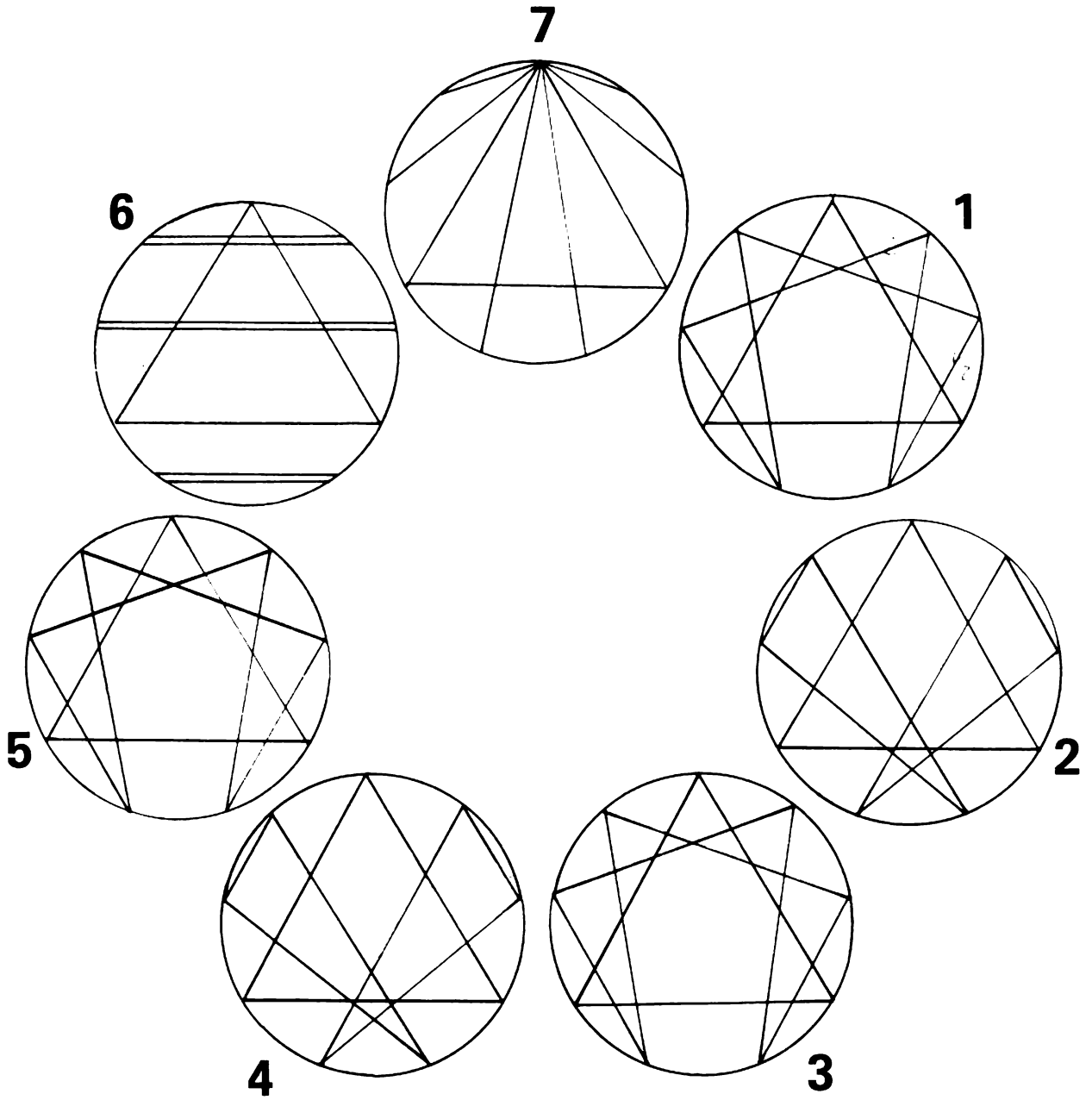
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COSMIC OCTAVES

INTRODUCTION

“It was when Mr. Gurdjieff came to New York shortly after the death of his famous pupil, P.D. Ouspensky, that the Enneagrama leaped into prominence for me all of a sudden. I believe it was the day following his arrival that I, together with all the members of the group who had just been doing the movements with him, came for the first time to his apartment at the Wellington Hotel.

“Many persons were gathered already in the living room, and many more people were still coming in when I entered. The first thing that caught my eye was the large Enneagrama made out of large leaves over the mantelpiece. This gave me a feeling of reassurance; I felt at home. And suddenly I remembered that the Enneagrama had never moved for me . . .

“I had not seen the serial multiplication exercise with the mystic number 1 4 2 8 5 7 when I worked with Mr. Ouspensky because I never did the movements or saw them done while he was here, and no reason ever arose for me to become interested in it. But now Mr. Gurdjieff bracingly took us through the paces, and all of us did the movements with him whether or not we knew them. I speak of myself and those who were in my group; there were others, particularly among those who lived at Mendham, who were far more advanced than we and knew much more about the movements and the Work.

“In any event, now that he was with all of us, Mr. Gurdjieff gave great importance to the Enneagrama and to the Multiplication Exercise related to it. One day, while he was teaching it to us, he bore down like thunder upon our standing rows and electrified everybody by falling now upon one, now upon another would-be dancer student like a veritable ton of bricks. It was not so much that he was doing anything or saying anything to anyone; it was the mere proximity of his person that rooted one to the spot. This was particularly true of myself, who had no previous contact with him. I was standing fourth in line 5, alongside my friend Annette H. who stood trembling by me in line 8. Mr. Gurdjieff had called a ‘STOP’. I presume she moved, because he came swiftly to her shouting ‘Idiot!’ as he took hold of her arm to return it to the posture that she should have kept.

“Shivering with fright, she began to mumble. He let go at once and relaxed every muscle in his face. Gone were the apparent signs of anger. I caught the look of compassion that came into his eyes. His eyes met mine, and presumably because I was handy he yanked me out of place and shoved me to line 2, saying. ‘Your place there.’

Whereupon he went back to his chair, facing the group, and the Multiplication Exercise began at once with my new line moving into first position.

“When this happened I had not memorized as yet the 142857 sequence. The exercise was new to me, much was taking place, and I was too slow in realizing that the six canon changes that followed depended upon a very definite rule. Now I saw that a change of place followed each multiplication by a different number (2, 3, 4, 5, 6), and that the mystic number itself changed although its digits remained the same: 1 4 2 8 5 7

multiplication by 2: 2 8 5 7 1 4
multiplication by 3: 4 2 8 5 7 1
multiplication by 4: 5 7 1 4 2 8
multiplication by 5: 7 1 4 2 8 5
multiplication by 6: 8 5 7 1 4 2

“We worked strenuously that night. But the realization that had dawned on me made such an impression that I felt as light as a feather and exuberant with energy. I became imbued with these movements; they soaked through me, and influenced all my subsequent work on myself.

“This incident became responsible for the Enneagram ‘moving’ for me. Also, it meant a great deal to me in connection with many other System ideas. And just as Mr. Ouspensky had once told me it would come to pass, this ‘moving’ of the Enneagrama interrelated for me many concepts and many statements particularly with regard to recurrence and the ‘300 years’ which Mr. Ouspensky jokingly would tell us we still might have left over in which to ‘see’ into the meaning of ordinary things . . .

“The Multiplication Exercise held foremost place throughout all our practicing. We expected Mr. Gurdjieff to return in the Fall; we wished to be in very good form when he returned.

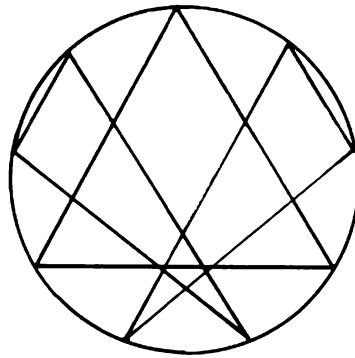
“He had scarcely gone, when the readings from *In Search of the Miraculous* began. And it was not too long thereafter that the order came from him for me to translate this book into Spanish.

“It was while engaged in so doing that the Enneagrama once more leapt into prominence for me. I noticed for the first time that the numbers 1 4 2 8 5 7 accompanied the diagram. This phase interested me, and I began vaguely to wonder about it but was too busy with my translating work that summer to give time to long thinking on my own . . .

“I was indeed among the fortunate having remained in a group led by Mr. Nyland who gave most of his time and put all his presence into working with those of us who had become his responsibility . . . following Mr. Gurdjieff’s death.

“There followed long dreary months of work that apparently led nowhere . . .

“It was during this period, so different for me, that I began giving the longest possible thought to the Enneagrama. I began wondering what would happen if I were to multiply and record the changes that ensued in the diagram itself. And then it happened! The Enneagrama became alive for me. The first diagram was the same as the one known to me, but it changed in multiplication by two and by four! I offer without comments the result of my scribbling.



“For me this was a beginning . . .

“I must repeat that these diagrammatic changes in the Enneagrama through application of movement according to the Multiplication Exercise are a product of my own personal scribblings. I offer no interpretations, and merely mention them to point out one of the ways in which I proceeded to work in search of enlightenment. Those to whom the concept of Unity, or Recurrence, or any other Work idea may be related to these diagrammatic changes is particularly appealing are free to interpret them as they wish in this specific instance. But all must remember that this is not anything backed by Mr. Ouspensky’s authority, since he was long dead by the time that it came into my mind and I could not obtain his confirmation; nor is it authorized in any manner by any leader in this Work, for I have not consulted anyone because I may well be lying, and there is no reason why they should assume responsibility for my foolhardiness.

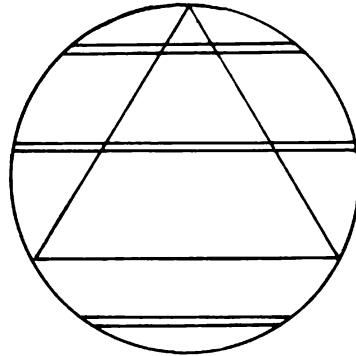
“It was amazing to see the many beautiful patterns obtained from the movements in this diagram! One thing became especially clear to me through this entirely personal and, I repeat, unauthorized effort on my part. Namely, I understood for myself Mr. Ouspensky’s statement when, referring to our complaints that we did not understand something or other, he would say to us, ‘You will understand, later. You have at least 300 years.’

“And then, again, the reason why he always insisted on telling us that to understand the idea of recurrence was very dangerous because when one knew about it one had to do something; he who knew nothing about it did not lose anything. But he who did, had very few lives left in which to escape from the ‘prison’ in which we live. I had always found this to be terribly unjust. Now it became quite clear that it had to be so. That is, if we take 1 4 2 8 5 7 to be the key number for ‘all and everything’ standing still in its Mayan condition in Life, which naturally includes man.

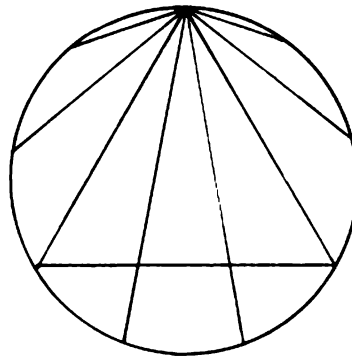
“The person who begins to understand, to have a feeling about recurrence may be said, perhaps, to be about to make the first move. Multiplication by 2. Line 2 moves into first position.

“There will follow four, possibly five more moves toward awakening. Beyond that, circumstances cannot change; for the next multiplication—multiplication by 8—begins a different octave and one’s ‘chances become fewer,’ as Mr. Ouspensky used to say to us. This I found in the following manner:

“In multiplication by 6 we obtain what I might call Unity, the condition of the Balanced Man:



“And Multiplication by 7 brings completion of the Octave and liberation through harmony:



“But Multiplication by 8 starts an entirely different series, namely: 1 1 4 2 8 5 6. Complication is introduced, harmony is shattered through the splitting of 7 into 6 and 1; there is separation instead of integration. This leads into further complications introduced into the possibilities that are open to man for development; and the chance, again, to hear the bell when it strikes the opportune moment to move forward to 1 4 2 8 5 7, may not come back to us before the Earth has finished its evolution and we have been able to escape.”*

By carrying the multiplication further, new insights will result and the reader is given the privilege of making personal discoveries about the properties of the number 9 in the cyclic progress of the multiplication.

* Popoff, Irmis B., *Gurdjieff, His Work on Myself, with Others, for the Work* (Samuel Weiser, Inc. New York, 1973) pp. 165-172

The Enneagrama contains an unending series of mathematical variations and relationships to make its study a remarkable and most valuable exercise.

It is further suggested that the reader study the late John G. Bennett's monographs on the Enneagrama (the Kitchen Enneagrama and several other remarkable ones) as he made the most splendid contributions to the understanding of this all-embracing symbol.*

Irmis Barret Popoff

This book is dedicated
with essence gratitude

to GEORGE I. GURDJIEFF

with sincere devotion

to PETER D. OUSPENSKY

with deep affection

to WILLEM NYLAND
and JOHN G. BENNETT

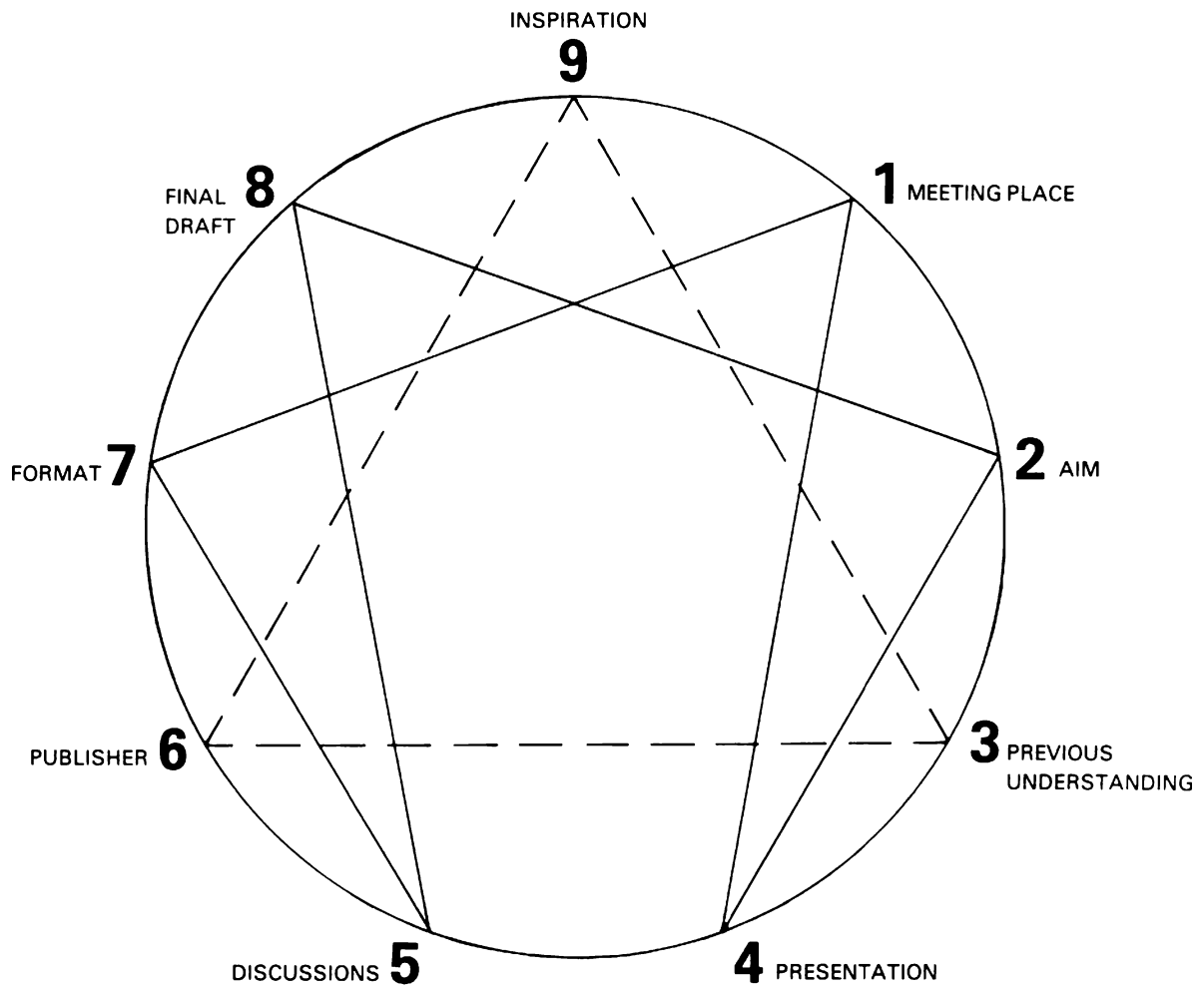
and to the many members of the Pinnacle groups in Sea Cliff, Maine, New Jersey, and North Carolina, whose efforts, dedication, and interest resulted in a long study of the Work concepts and intense cooperation in the preparation, presentation and discussions that made the final arrangement of the material possible.

* Bennett, J.G., *The Enneagram* (Coombe Springs Press, London, 1974) U.S. distribution c/o Jack Chromey, Claymont Society, Box 112, Charles Town, West Virginia 25414

A man may be quite alone in the desert and he can trace the enneagram in the sand and in it read the eternal laws of the universe . . . If two men who have been in different schools meet, they will draw the enneagram and with its help they will be able at once to establish which of them knows more . . . ”

—P.D. Ouspensky,
In Search of the Miraculous

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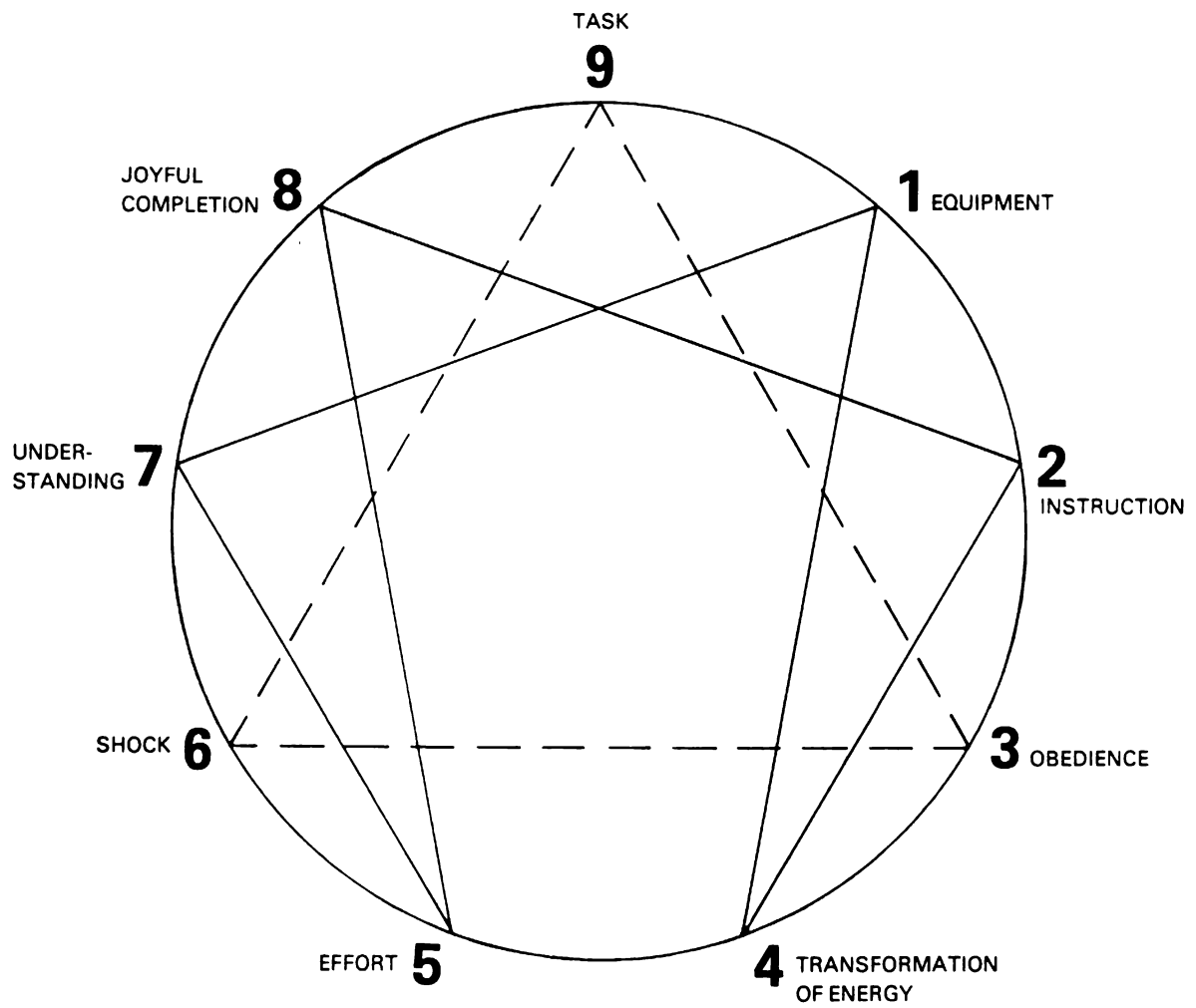
A GROUP WORKBOOK

LINEAR

1. Members of the Group meet at the Pinnacle to prepare a book illustrating their Work with the Enneagrama.
2. The aim is to study the movement of the Enneagrama in ordinary life situations.
3. Previous understanding of the Enneagrama makes it possible to direct its motion successfully.
4. Each member submits to the Group for consideration the material that has been gathered.
5. Discussion follows. The diagrams submitted for consideration reflect the members' understanding of the action of the Enneagrama.
6. Enneagramas are chosen for presentation to the publisher.
7. Various forms suitable for presentation of the diagrams are studied.
8. The finished product is handed over to the publisher.

INNER

- 1-4. The Group comes together but not just physically. There is a common body of ideas about the Enneagrama that we share and which provide an opportunity for greater interaction.
- 4-2. Our reason for choosing this particular idea as a bond of union relates to our wish to see the Enneagrama in motion.
- 2-8. But to achieve our aim we must have an idea of the form that our work will have when we hand it over to the publisher.
- 8-5. The book should reflect our common understanding of the Enneagrama as reached in our discussion.
- 5-7. This common understanding must have a form that will make a clear presentation possible.
- 7-1. When this has been achieved a new work cycle will begin at the Pinnacle where we are always ready for more work.



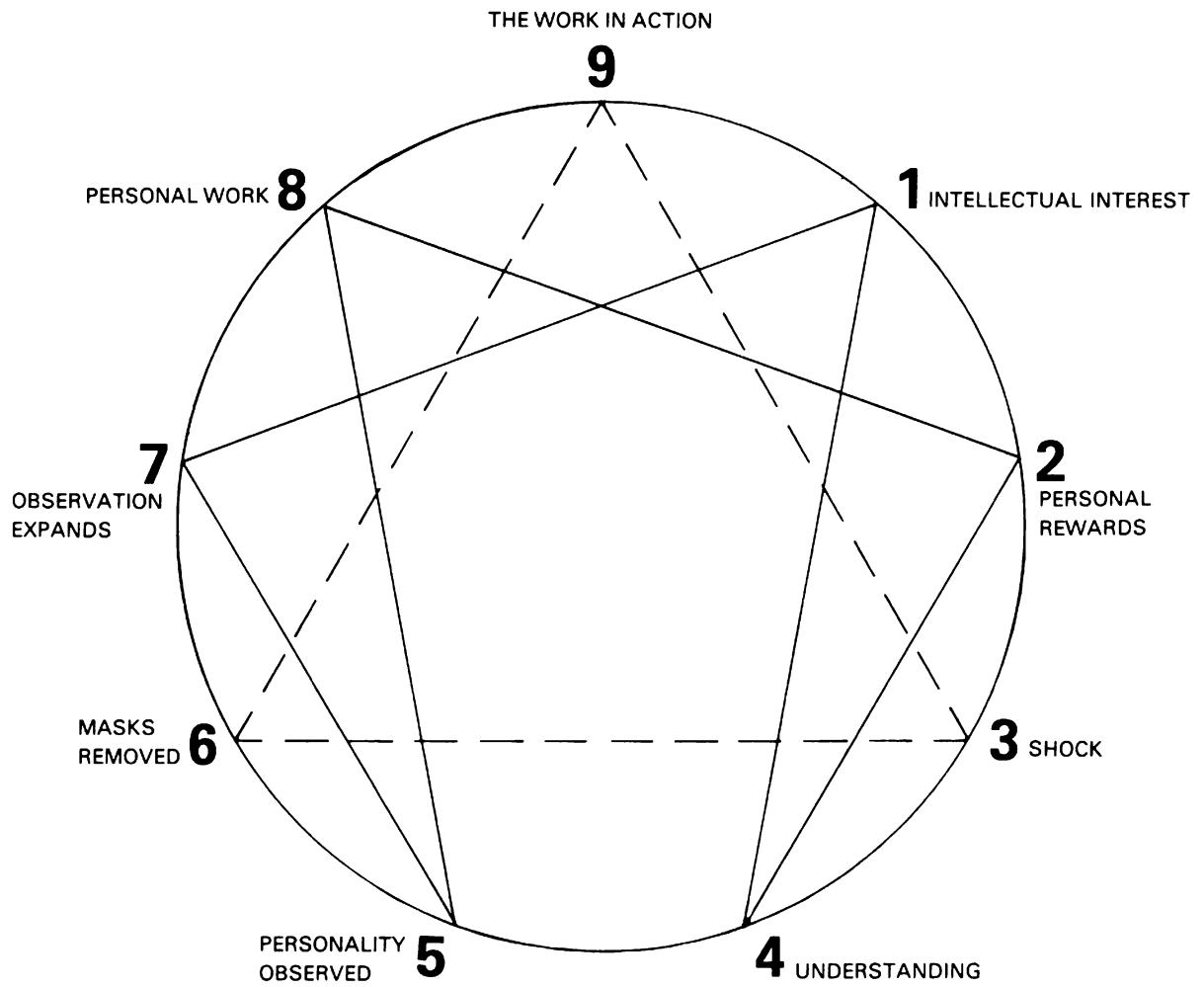
PRACTICAL GROUP WORK

LINEAR

1. The equipment required to shampoo a rug was prepared.
2. The Supervisor gave instructions for doing the shampooing.
3. The instructions given were not followed. The Supervisor drew the shampooer's attention to this fact.
4. This aroused anger which had to be transformed intentionally for the Work to continue.
5. Transformation efforts provided the physical effort needed to shampoo the rug and inwardly to work on oneself.
6. At this point the equipment was washed in the kitchen sink. The Supervisor stopped this activity, adding a slight reprimand for this thoughtless action.
7. The truth of the situation was evident and understanding grew.
8. Joy entered and the task was completed.
9. Trust the Work: all is well.

INNER

- 1-4. Supervisor's remarks regarding improper handling of the equipment aroused violent anger in the shampooer.
- 4-2. Work efforts aiming to transform the anger into a finer energy yielded results.
- 2-8. Harmonious working together and completion of the task depended upon intentionally following Supervisor's instructions.
- 8-5. Joyful completion of difficult work is made possible by inner and outer effort.
- 5-7. Understanding entered as a result of the efforts made.
- 7-1. A new attitude towards practical group work resulted.



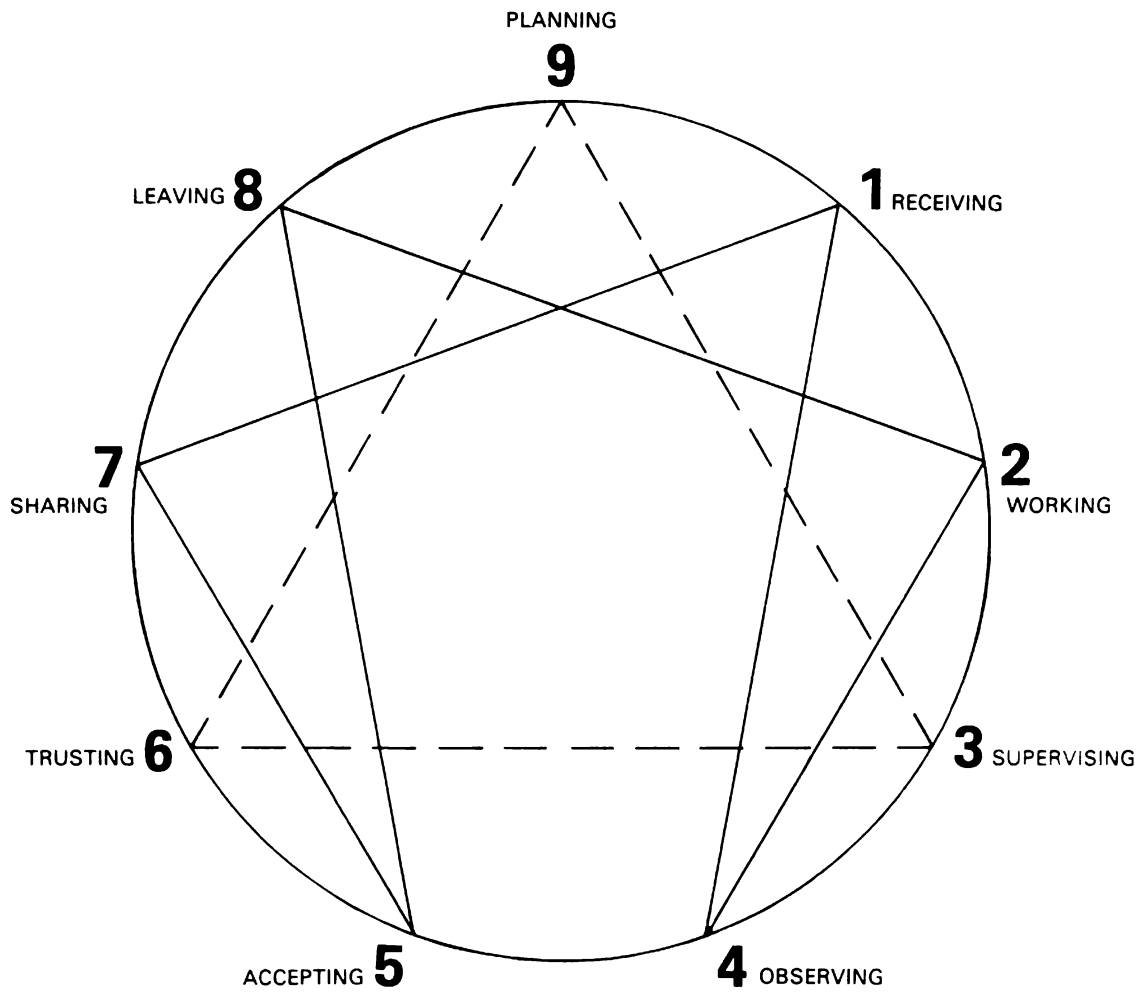
WORK ON MYSELF

LINEAR

1. The work creates an intellectual interest.
2. By working on yourself you get almost immediate personal rewards.
3. A shock comes that exposes a partial realization of yourself and the awareness of the difficulty in the road ahead.
4. An understanding of the work really begins.
5. The leader helps you to expose your personality.
6. The leader creates tremendous discomfort for you, unmasking many things that you kept hidden.
7. You are forced to expose and question your feelings.
8. The leader works with you toward an understanding of the work to be done on yourself.
9. The work can now be used in daily living.

INNER

- 1-4. Interest develops further and a wish appears to understand the work.
- 4-2. The importance of applying the work becomes imperative from observing the small changes in attitudes.
- 2-8. The small changes that take place in yourself, create a strong desire for a change in being.
- 8-5. The need to educate your personality becomes apparent.
- 5-7. Exposure of your personality makes you feel the wish to be.
- 7-1. You begin to see the value of struggle, and that intellectual understanding of the situation manifests in its efforts to do the work.



A WORKSHOP EXPERIENCE

LINEAR

1. New people arrive and the workshop begins.
2. Physical work and tasks begin.
3. The workshop is staffed by the group according to work rules. Doing the work. Moving Functions.
4. The food for the stomach of the work is gathered. The workshop participants try to observe self and others.
5. The food for the stomach of the work is digested. The workshop participants try to accept the complaints and observations they have made during their practical work experiences.
6. The workshop is experienced by the group through the manifestations of the work rules. Feeling the work. Emotional Function.
7. The workshop participants begin to experience the workshop together, i.e. as a group and as a three-centered activity or event.
8. The workshop ends and the participants are given the final task: to “let go” of the experience intentionally. Aim accomplished.
9. The (next) workshop is planned according to work rules. Thinking the work. Intellectual Function.

INNER

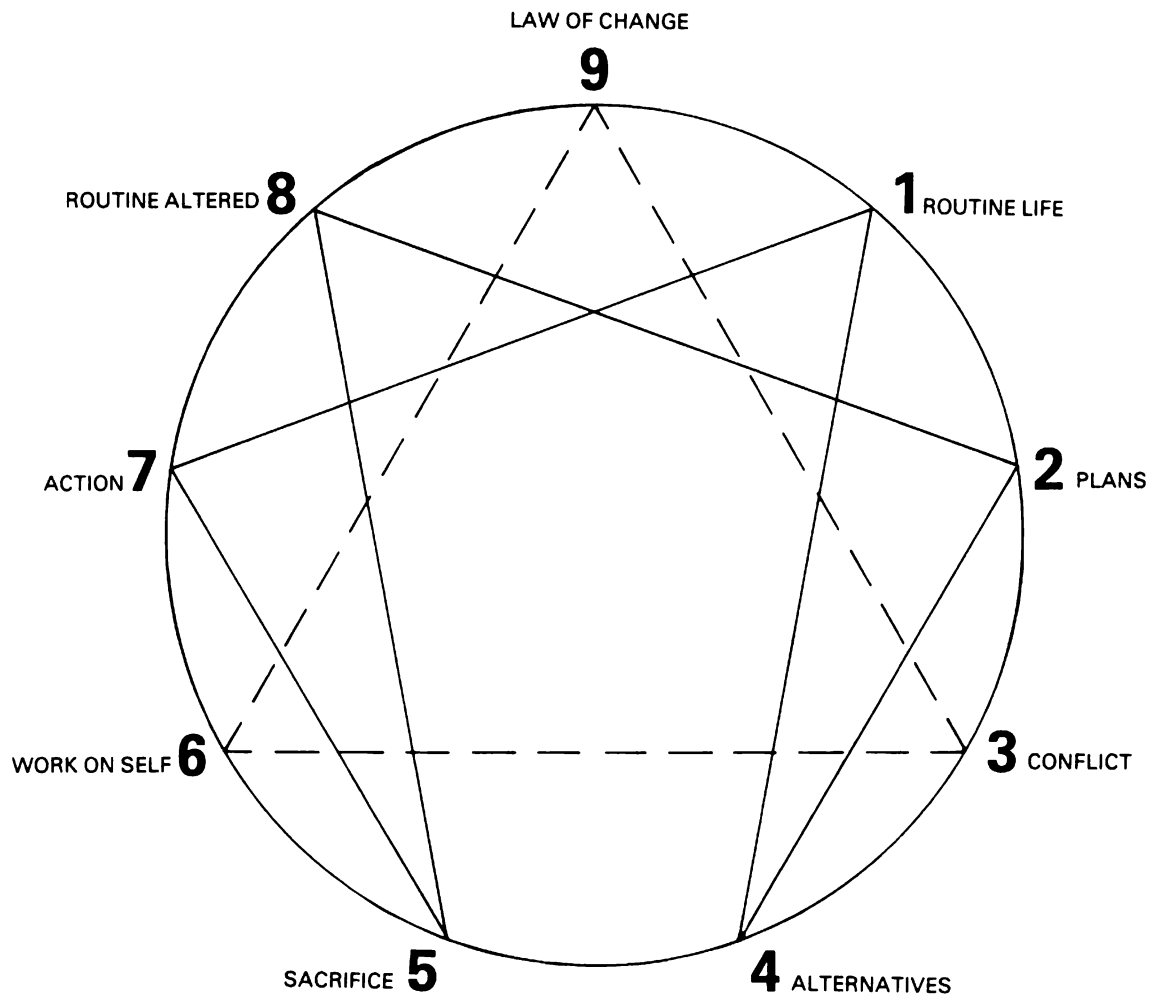
- 1-4. When the new people arrive, the technique of observation acquires a focus and begins to be used.
- 4-2. At point 4, the process of observing, we look back to point 2, working in a practical sense, which is the source of many useful workshop observations.
- 2-8. As work begins, the close of the workshop must be anticipated so as to plan for the completion of work projects which were started during the workshop. Similarly, as the first task is given, we can look ahead to the giving of the last one.
- 8-5. Before we can leave or let go of the experience of the workshop, we must have accepted that experience, i.e., we can't give up what we don't have.
- 5-7. In accepting the observations and manifestations of others, negative emotions may be transformed and energy made available for a communal communion.
- 7-1. As the group shares, it accumulates new impressions, and higher energies may be touched which can be used as the next workshop begins.

LINEAR

1. Movement begins with the wish to change.
2. Understanding makes clear the necessity for help.
3. Change is sought with the help of sources outside oneself.
4. Constant efforts to work result in the right attitude.
5. Reorientation takes place.
6. Our prayers are answered.
7. A transformation occurs.
8. Harmony prevails.
9. Change is a fundamental law of existence.

INNER

- 1-4. The wish must be strengthened through continued efforts.
- 4-2. Understanding radiates therefrom.
- 2-8. Visions of higher values reveal the possibility of change and give incentive to work.
- 8-5. The right attitude is needed to deal with the impermanence of change.
- 5-7. Vigilance ensures readiness to meet the opportunities for transformation.
- 7-1. Energy, released in transformation, fires the wish.



LAW OF CHANGE

LINEAR

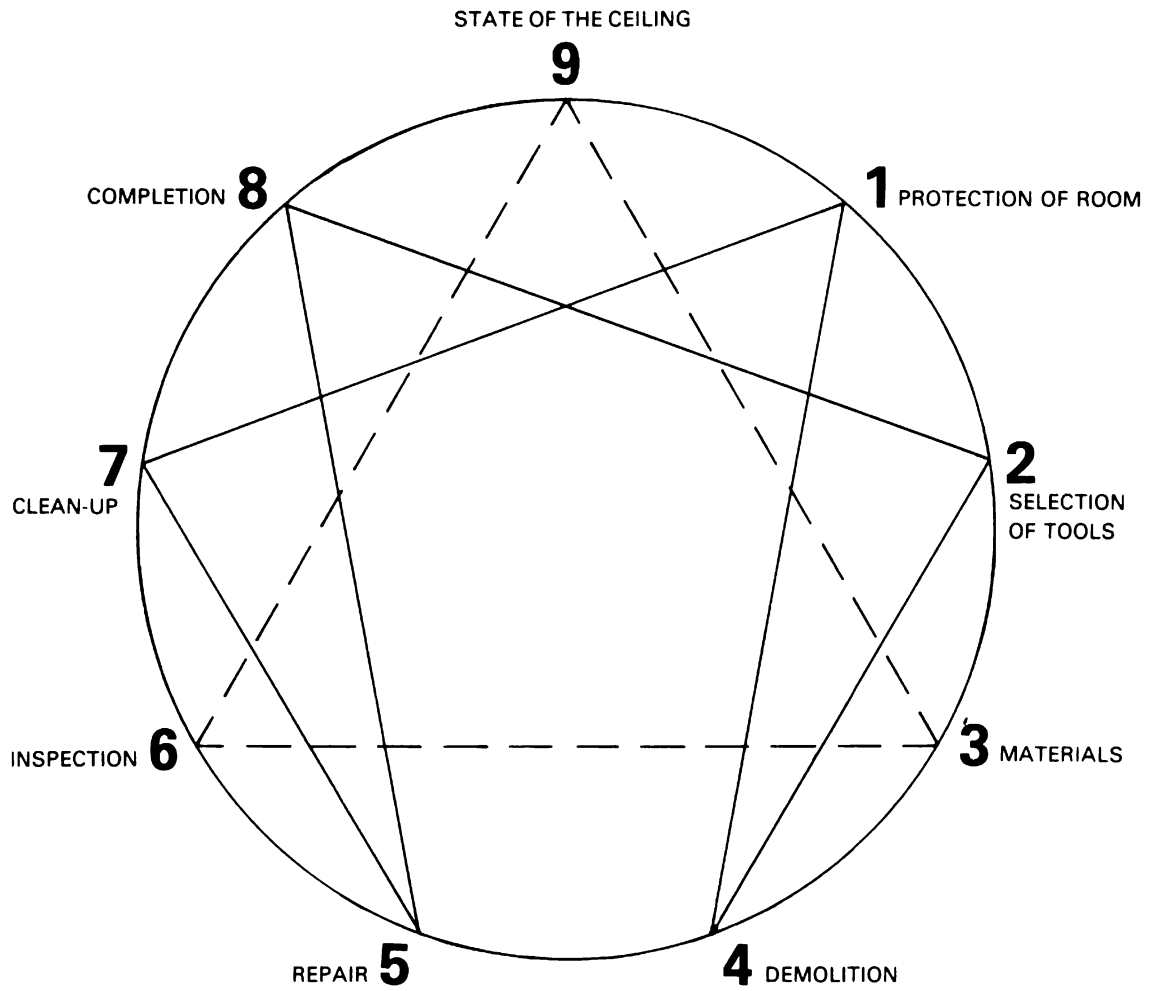
1. Ordinary routine life.
2. Small, daily and immediate future plans.
3. “Conflict” enters - the manifestation of change.
4. Alternatives are considered.
5. The necessity of sacrificing some thing, idea or feeling.
6. Self-observation brings about self-remembering and transformation.
7. The action chosen is now taken.
8. The routine is altered with a temporary new commitment.
9. The Law of Change (which is always imminent).

INNER

- 1-4. Routine life is constantly beset by unexpected interruptions of plans.
- 4-2. Being prepared to consider alternatives, one can make an adjustment.
- 2-8. Having altered the routine, one has accepted the need for change without undue stress.
- 8-5. It is clear that one must sacrifice in order to set forth on the next step.
- 5-7. Having overcome one’s obstacles, a new course can be put into action.
- 7-1. What was new settles back to being part of routine life, until the moment the Law of Change enters again.

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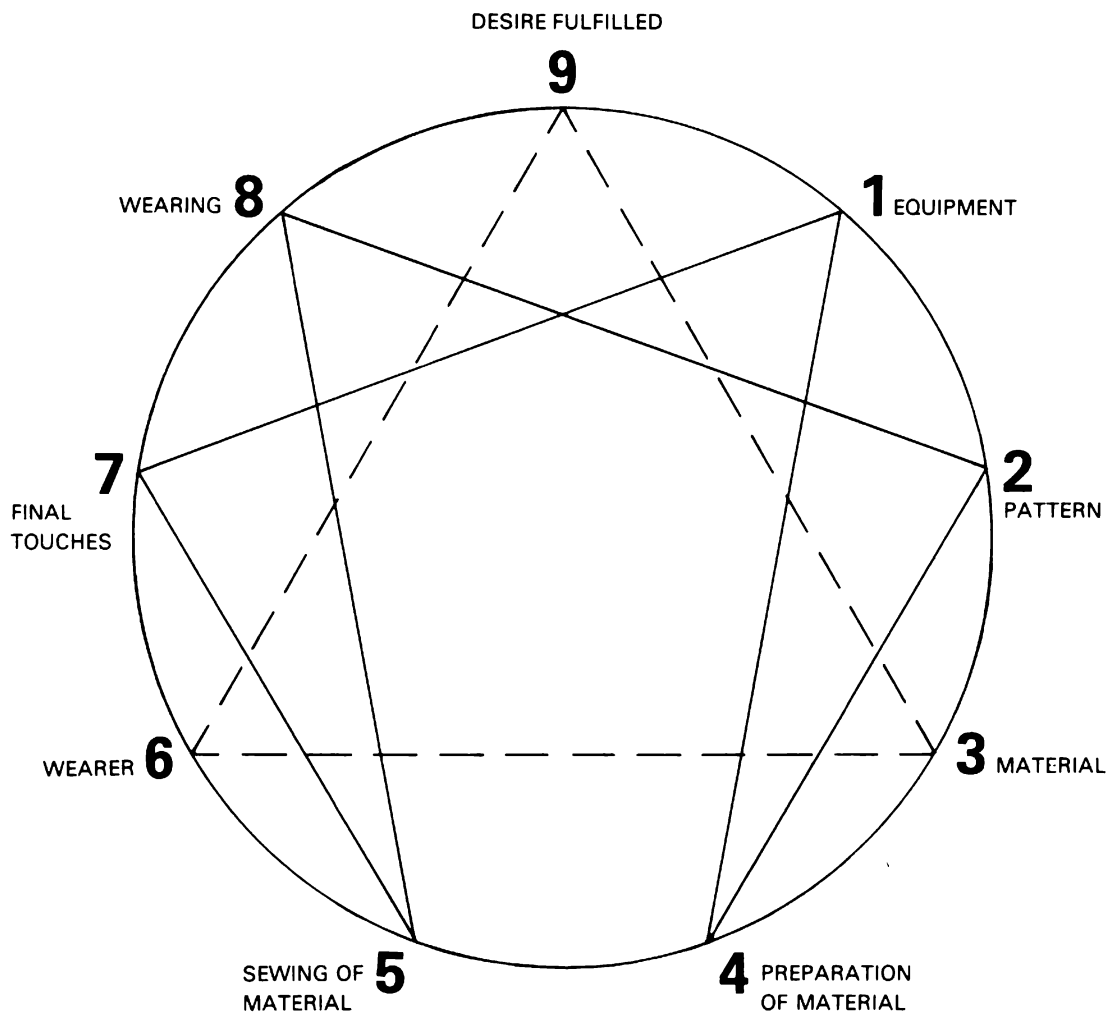
CEILING WORK PLAN

LINEAR

1. The room must first be prepared for the work ahead.
2. Before any work can go on, the tools must be selected.
3. Now we bring in the materials necessary for the job.
4. We proceed with the destruction of the falling ceiling.
5. We install the new materials.
6. We inspect the work.
7. We restore the room to its former condition.
8. The finishing work is done on the ceiling.
9. The state of the ceiling: both originally in disrepair and finally in its finished condition.

INNER

- 1-4. In preparing the room one must look ahead and be aware of what type of effect the work will have.
- 4-2. By knowing the type of work to be done, the tools may be properly selected.
- 2-8. By looking forward to the completed work at this point, one gets a greater perspective on what materials will be necessary.
- 8-5. With the aim in mind one can easily see what must be done successfully to reach this aim.
- 5-7. Once the work is completed, one must bear in mind that the room must be restored to its original order.



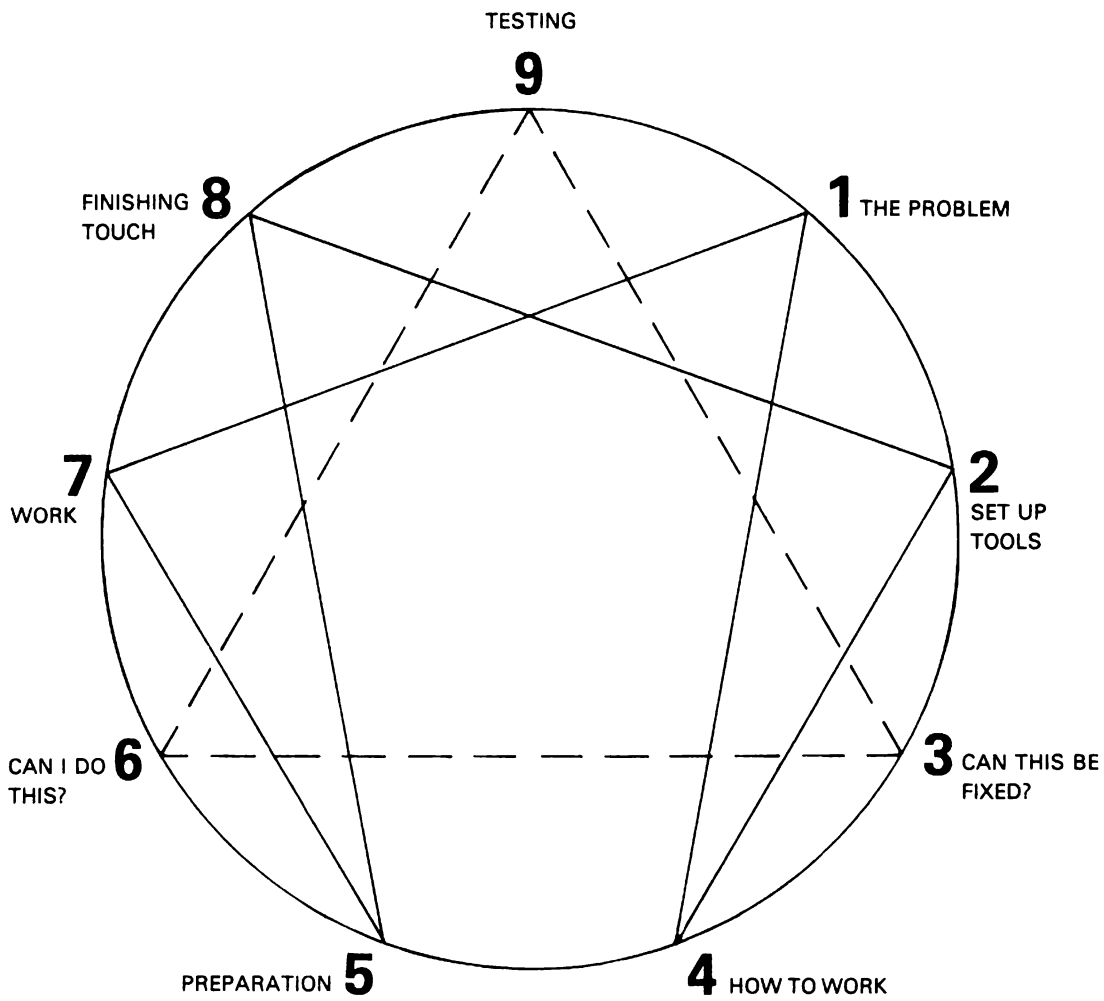
SEWING A DRESS

LINEAR

1. Desiring to make a dress, the sewing equipment is made ready for use.
2. The pattern is selected.
3. The material is chosen.
4. Preparation of material: shrinking, pinning on pattern, cutting out pattern, marking.
5. Sewing of the material to make a dress.
6. The dress is tried on for the first time by the person who will wear it.
7. Final touches and alterations: hand sewing, hemming, taking in seams, fitting and decorations.
8. The dress is ready for wearing.
9. Fulfillment of the desire: the dress becomes an actuality.

INNER

- 1-4. The sewing equipment must be available and ready in order to proceed to the first step of preparing the material for sewing.
- 4-2. The material must be pre-shrunk and laid out before the pattern is pinned on and pieces are cut. Pattern will determine the kind and amount of material needed.
- 2-8. The pattern provides the plan that will lead to the aim of the completed dress.
- 8-5. With this aim in mind, the sewing begins.
- 5-7. Final touches and alterations are dependent on how well the dress was sewn.
- 7-1. The dress is ready to be worn and the sewing equipment is put away. Desire fulfilled.



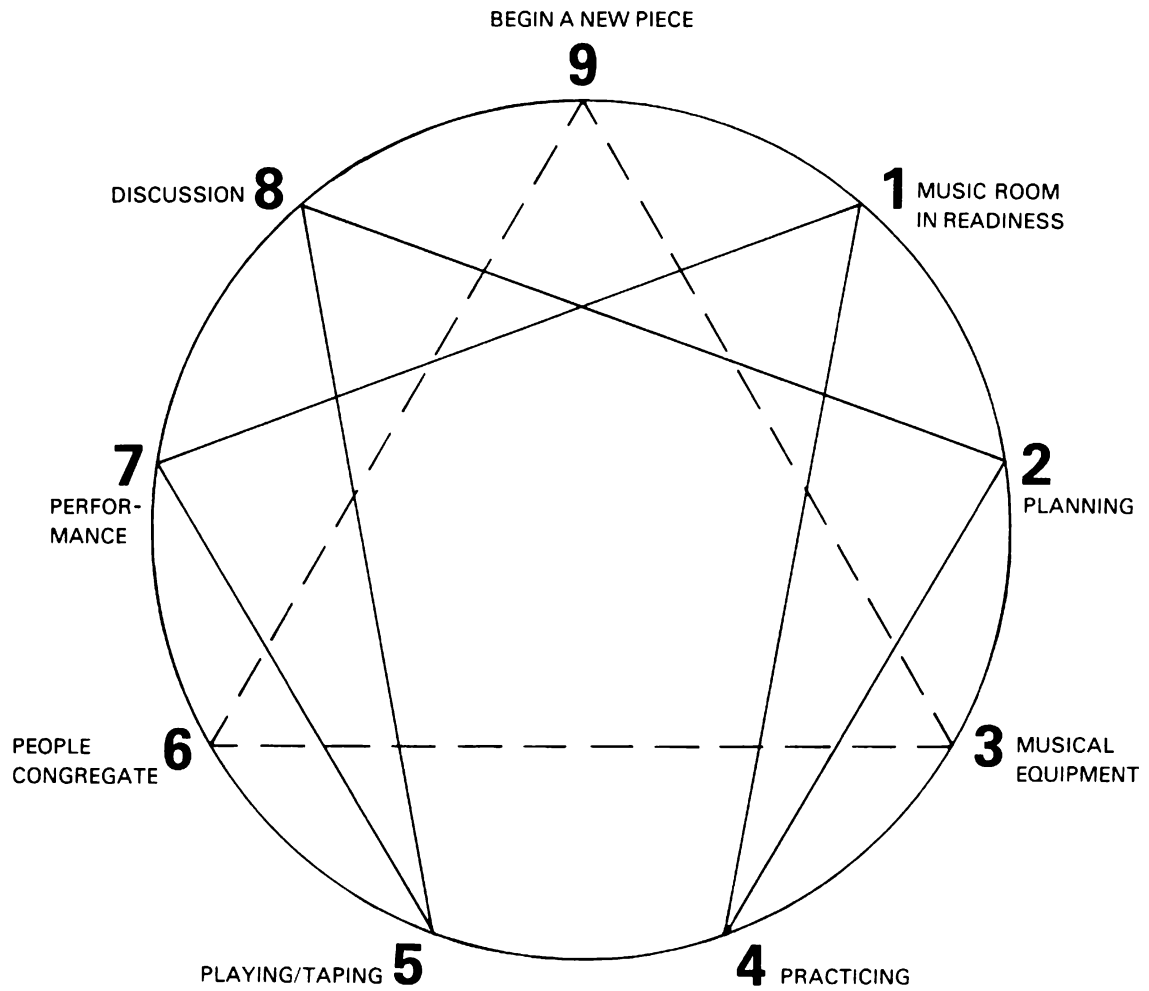
REPAIRING AN OBJECT

LINEAR

1. The Problem—what part of this object is broken, why doesn't it function.
2. Getting the tools in order and ready for work, so that once you start you won't have to stop to go and find a tool.
3. Giving second thoughts to the problem - can this be fixed? You will already have an idea but this is a time to reconsider.
4. How can this be fixed? Looking at the problem and the tools you have, you can see how to go about repairing the object.
5. Preparing - the downward step - this step often makes the object appear worse before it gets better - i.e. scraping, sanding.
6. Can or will I in fact do this? -facing the work to be done, and actually committing yourself to seeing it through.
7. The actual work - doing the repair, the combining of the processes at 1, 2, 3, 4, 5, and 6. This is the merging of theory and action, the Synergy.
8. The finishing touches - the work is complete as far as actual repair goes but here there is a chance to make the object better than it was originally.
9. Testing is both the beginning and the end of the repair cycle - first to see what is not working right and at the end to see if the repair will stand up to normal conditions.

INNER

- 1-4. The reason why the object does not function and what is broken must be properly understood at 1 before you can know how to go about fixing it.
- 4-2. Once you know what methods you are going to employ in repair of the object you will know what tools to set up.
- 2-8. In setting up the tools it must be realized that the object will need finishing off and tools for this purpose must be set out along with the tools for the repair work.
- 8-5. The finishing touches will not be satisfactory or really serve any purpose unless the preparation is well done.
- 5-7. The quality of the actual repair work depends on the way in which the preparation is done- it is useless to build a house without first digging down to lay a foundation to support it.
- 7-1. The actual repair work must relate to the problem as seen at 1. Once you know what is broken the actual work must be to repair the broken part.



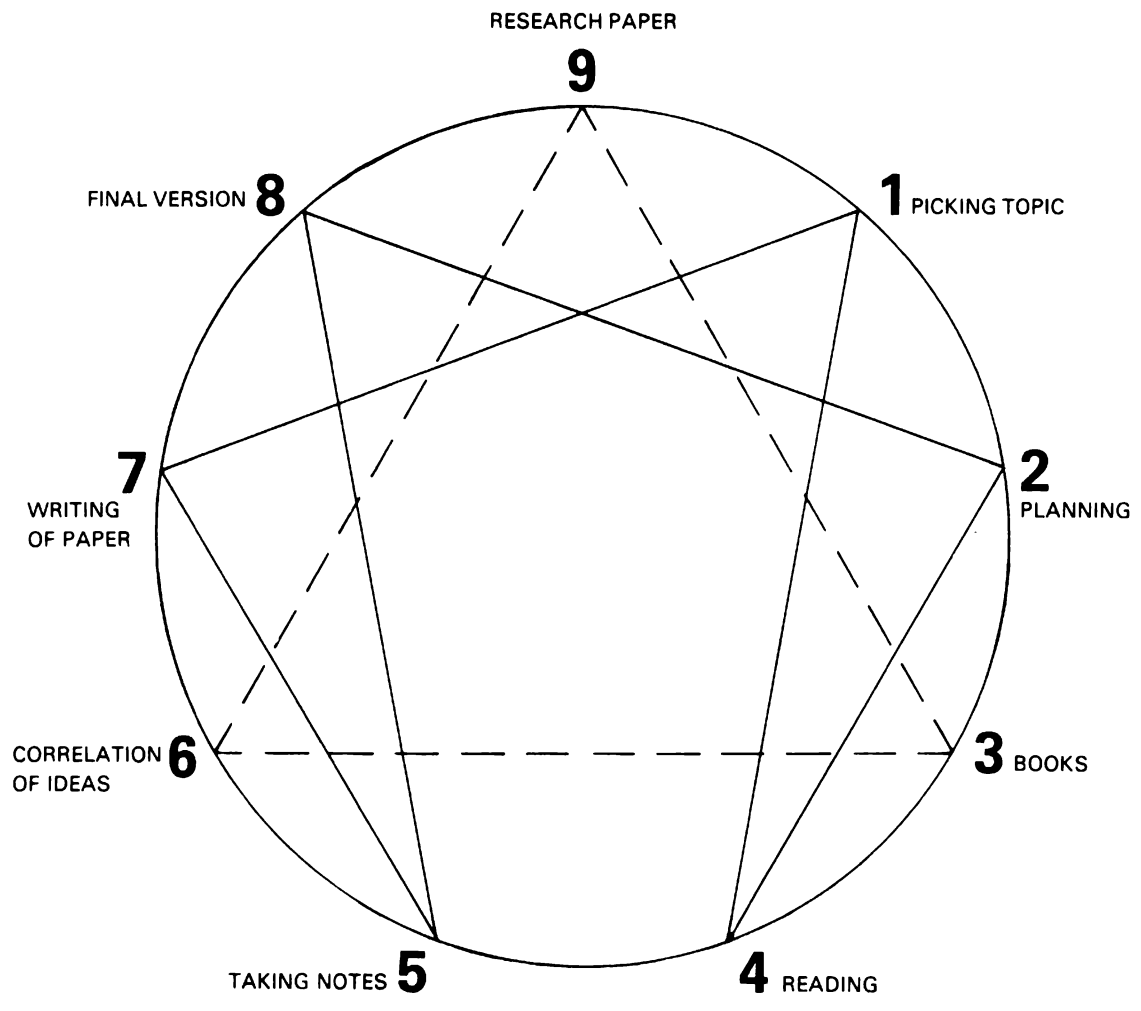
A NEW PIECE OF MUSIC

LINEAR

1. The “music room” (our dining room) is in readiness.
2. The planning, practice, and learning of the piece, including the setting, items needed, and taping.
3. The guitar, music, foot stool, and tape recorder are brought in and set up.
4. The piece is practiced according to plan, including exercises, part-by-part learning, and taping.
5. The piece is played in its entirety and taped. The written music is now sounded.
6. People congregate to hear the enneagram: in musical form.
7. The enneagram, music, is presented at The Pinnacle.
8. There is a hush: inner communion takes place. The situation unites the group.
9. Begin a new piece of music.

INNER

- 1-4. The setting must be quiet and soothing for best results.
- 4-2. Success of the preparation depends on the plan.
- 2-8. Successful assimilation of the event depends on the plan meeting the requirements.
- 8-5. The playing of the piece becomes the listener.
- 5-7. The completed “plan” is to be received.
- 7-1. The finished product embodies the raw material and vice versa.



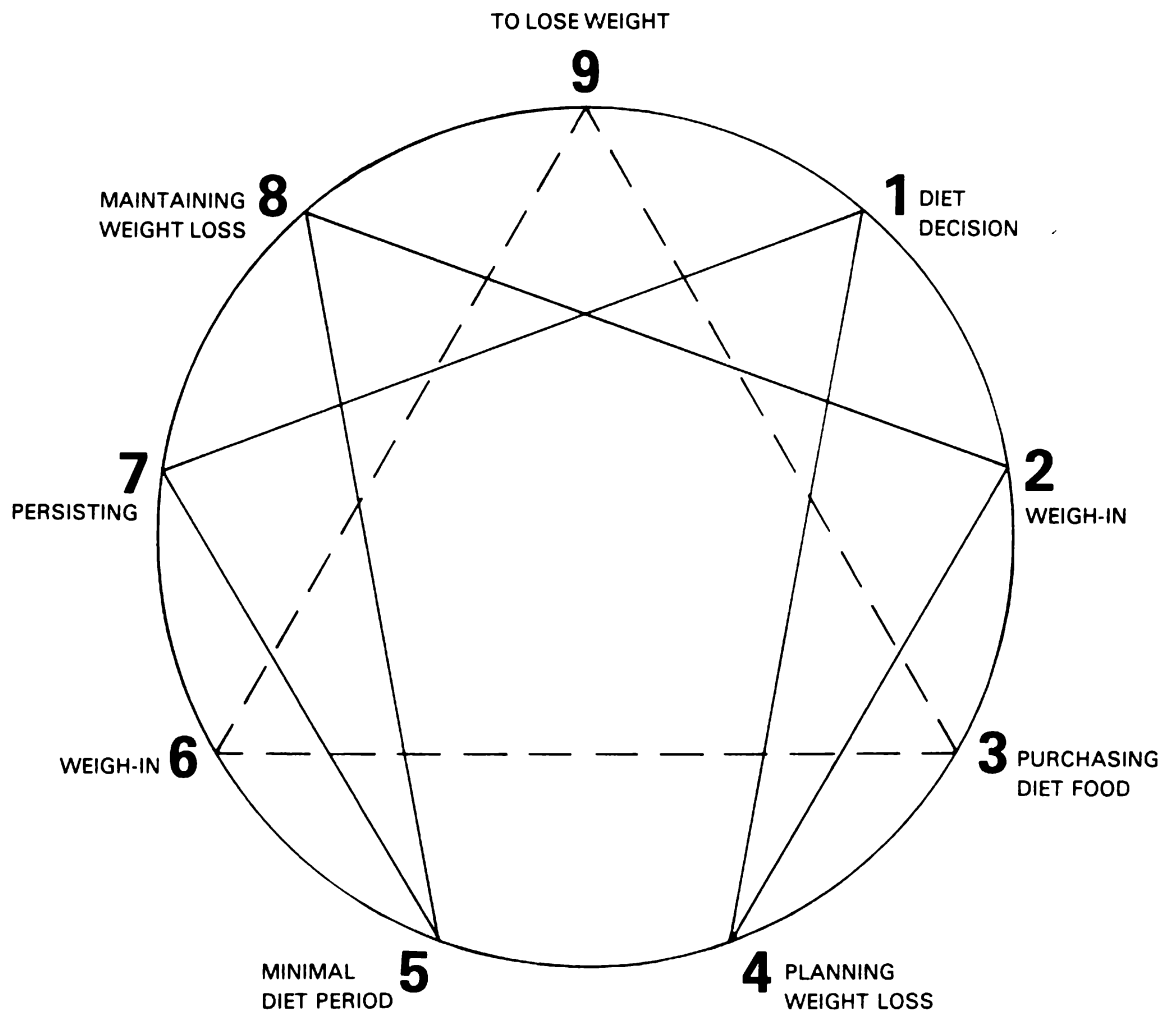
RESEARCH PAPER

LINEAR

1. Picking a topic for paper—to learn about progressive educational theory.
2. Planning how to do paper—by reading books written by innovative teachers and writing my opinion of their value to education.
3. Books—obtaining the books that are relevant to this topic.
4. Reading the books.
5. Taking notes on material read—choosing the most important points.
6. Bringing in personal ideas and viewpoints concerning the issues raised in the books. Correlating them with the notes.
7. Writing the paper.
8. Final version—revisions made; type-written.
9. Finished research paper.

INNER

- 1-4. The topic determined which books to read, and the treatment of the topic is influenced by the content of the books.
- 4-2. The material read is useful only if a plan has been made to use it.
- 2-8. The planning is directly related to the idea of the final paper, the quality of which depends on the correctness of the plan.
- 8-5. Final paper largely depends upon the particular notes taken.
- 5-7. The notes taken must be correlated with the writer's thoughts to form one cohesive paper; while writing, the notes are taken into consideration.
- 7-1. The paper is written on the topic originally chosen which must be kept in mind to avoid digression and irrelevancy.



REDUCING

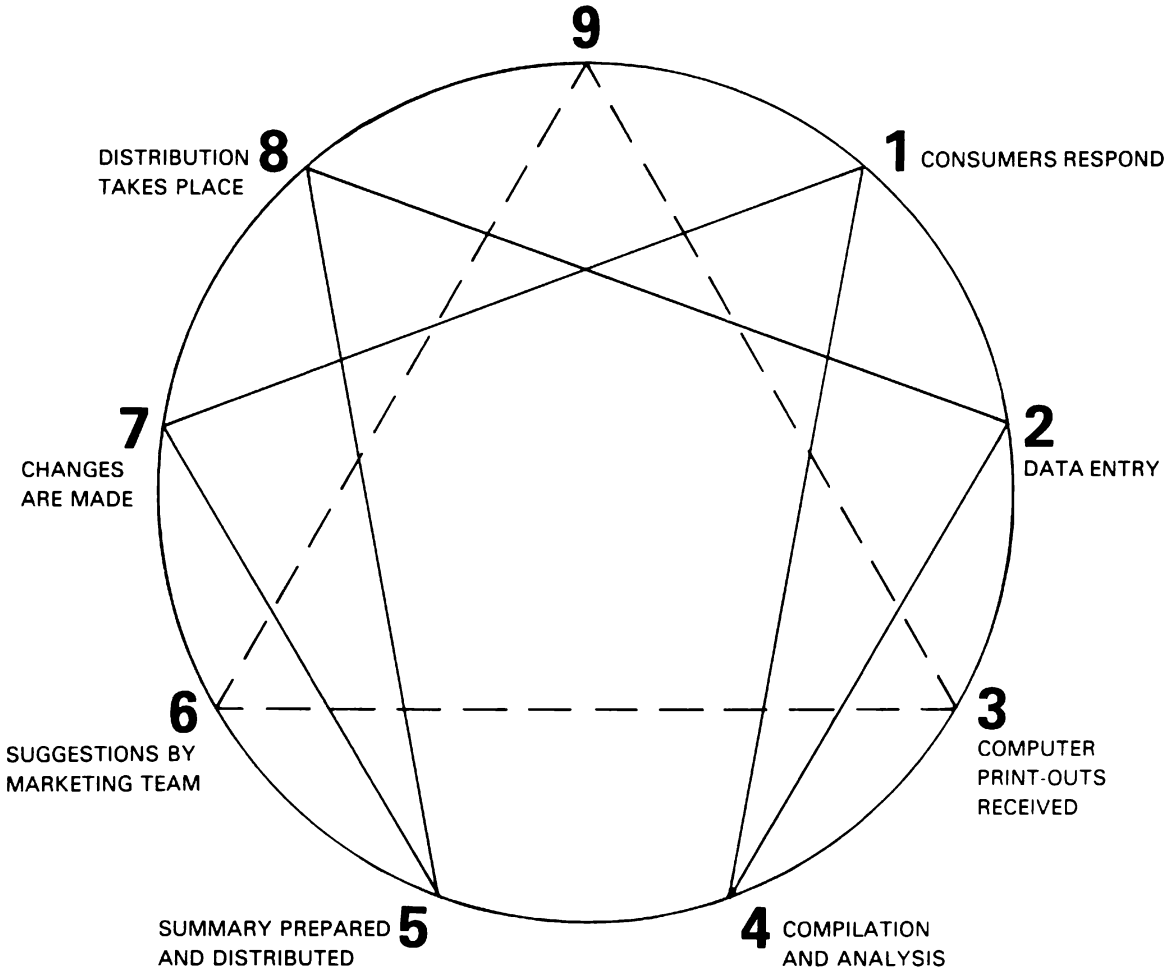
LINEAR

1. I decide to go on a diet for the purpose of losing weight.
2. Weighing myself is a necessary first step towards seeing how much I must lose.
3. Buying diet foods will ensure that the decision will be carried out.
4. Now I must plan how much I can safely lose each week.
5. Staying on the diet for at least two weeks to enable me to get into the habit of eating less.
6. At this point I shall weigh myself again to see how much I have already lost.
7. Keeping on the diet is more likely now that I see the diet is working.
8. Maintaining the weight loss by careful eating is the last and most difficult part of the decision.
9. Having achieved the desired weight loss, a slimmer, happier person is the result.

INNER

- 1-4. In order for my diet to be effective, I must plan my weight loss on a weekly basis.
- 4-2. Therefore I must weigh myself to see how much weight I must lose and how a reasonable weight can be reached.
- 2-8. Having achieved the desired weight, it will be necessary to see that it is maintained and this is one of the most difficult aspects of dieting.
- 8-5. Getting discouraged easily is one of the problems I shall encounter, so I resolve to be rigid in my eating habits for the first two weeks.
- 5-7. The diet must be adhered to because of the investment of effort and money, and because my health is involved.
- 7-1. Dieting is the only way I know in which I can safely break my compulsive eating and to lose weight. It is the right path towards satisfaction at being at normal weight once again.

REPORT RE:
CONSUMER/PRODUCT TEST



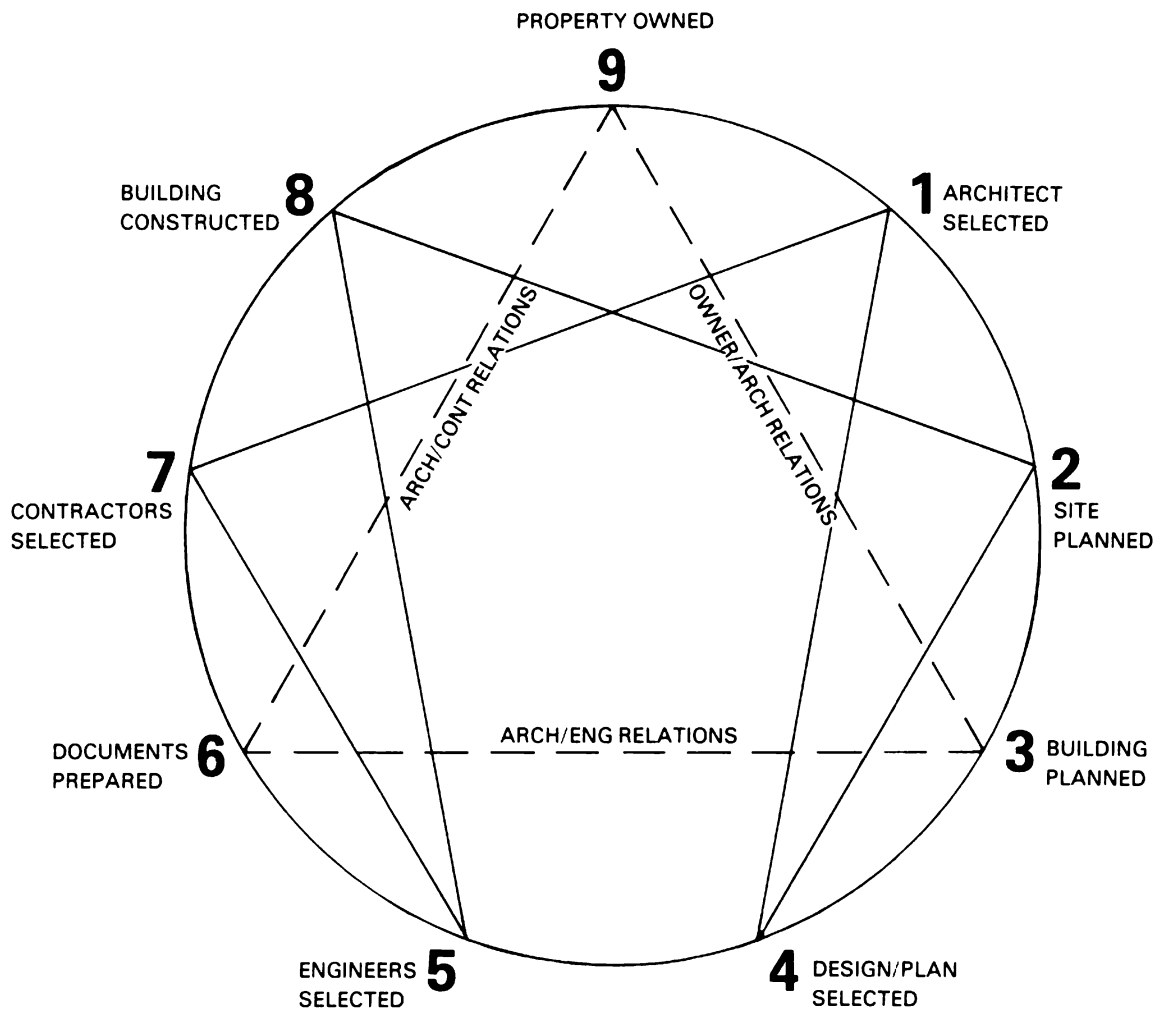
CONSUMER / PRODUCT TEST

LINEAR

1. Consumers respond to product by completing and returning questionnaires.
2. Questionnaires are read, coded, and keypunched onto cards.
3. Data cards and program-deck yield computer printouts.
4. Information on file and computer printouts are compiled and statistically analyzed.
5. Results of the test are summarized, typed, and distributed in preliminary form.
6. Product developer, managers, market researchers, make comments and suggestions.
7. Modifications are made to reflect comments and suggestions.
8. The final report is reproduced and distributed.
9. Issuing the report of a consumer product test.

INNER

- 1-4. Response from consumers must be organized into a form that will aid decision making in a product's development.
- 4-2. The information can be understood only after questionnaires have been processed into a tabulation of the panel as a whole.
- 2-8. The action of the office staff on the questionnaires has the final report as the aim.
- 8-5. The purpose of the report is to record and to communicate the test results.
- 5-7. The original summary is made clearer for readers before it becomes a permanent document.
- 7-1. After the proper changes have been made in the report, the process begins again with a new test based on the results of the previous one.



AN ARCHITECT'S PRACTICE

LINEAR

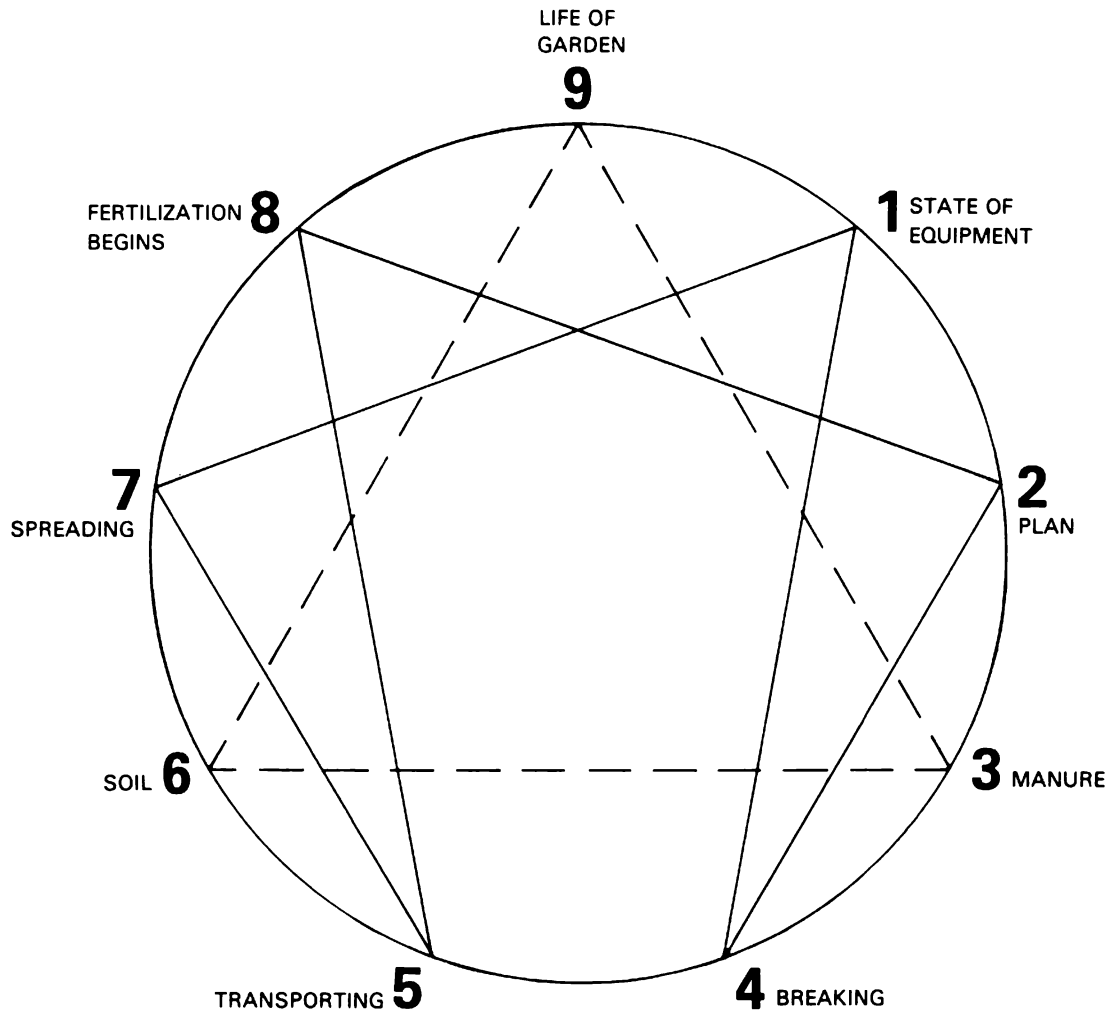
1. Architect called before a corporate review board to submit past work experience.
2. Site analyzed to determine allowable limitations and feasibility reports.
3. Space areas and their relationships are clarified. First hazard point rectified by 9-3 process to avoid deviation.
4. Dimensional design alternatives are evaluated for final approval.
5. Outside specialists are called in for consultation.
6. Second hazard point rectified by 3-6 process of collaborative efforts and endeavors.
7. Bidding proposals are reviewed to determine contract awards.
8. Multi-building trade coordination and field supervision take place.
9. Final inspections of mechanical systems and workmanship occur.

INNER

- 1-4. Architect refrains from preconceiving design solutions prior to Site Analysis.
- 4-2. Design selection will be a consequent result of site feasibility studies.
- 2-8. Architect realizes building construction costs are predetermined by soil data and his responsibility to the Owner to keep within an outlined preliminary budget estimate.
- 8-5. Architect selects engineers and consultants on the basis of their experience with type of building to be constructed.
- 5-7. Architect and engineers look to the proper shop drawing submittals for approvals or disapprovals.
- 7-1. Selected contractors realize that unless good workmanship and building completion schedules are met their future projects may be limited.

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III



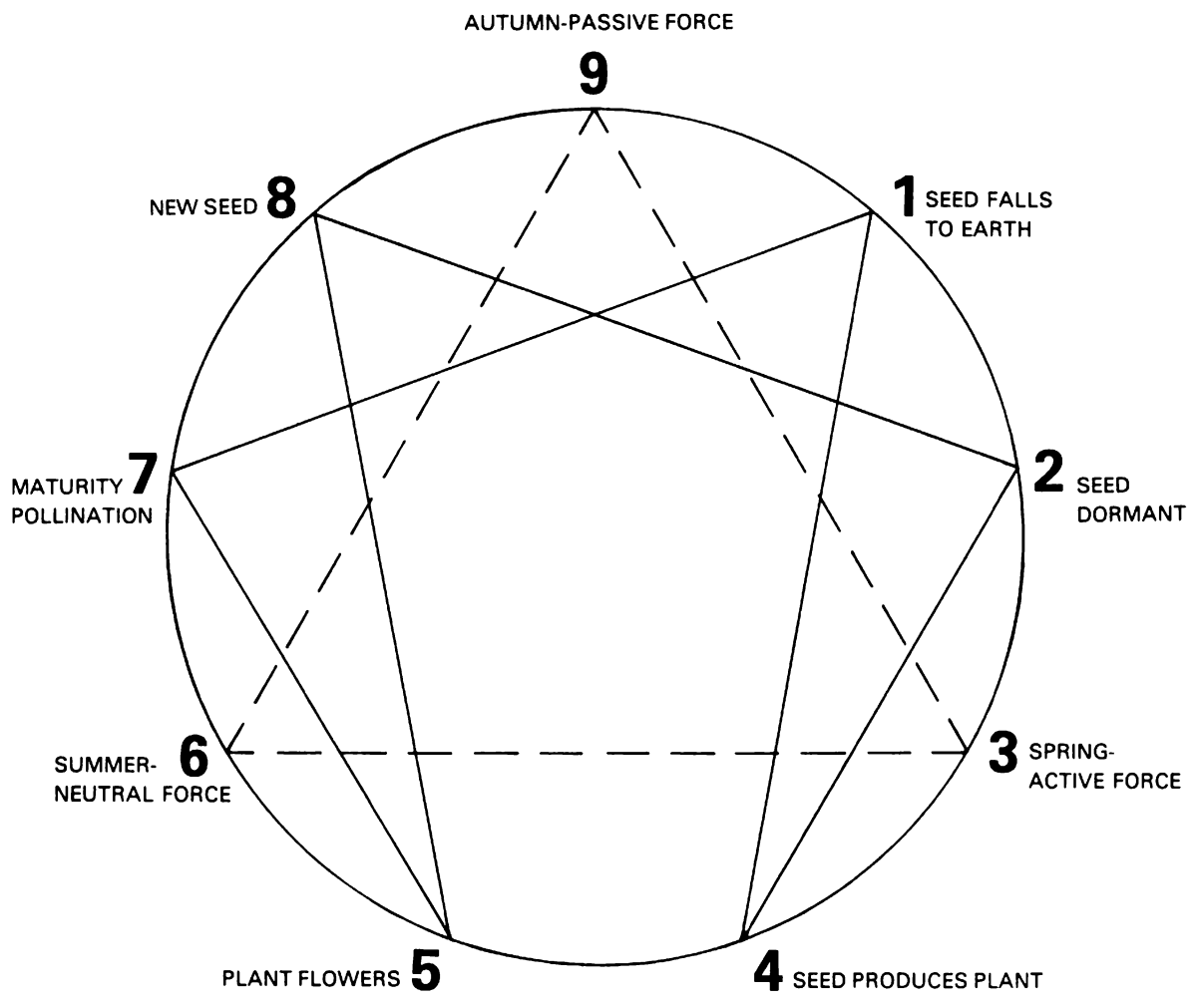
MANURE

LINEAR

1. Equipment and tools—truck, pitch fork, and shovel are made ready for use.
2. The plan to take the manure from the barn to the garden is made.
3. The manure itself enters.
4. The manure is broken up on the floor of the barn, and pitched into the truck.
5. The manure is transported in the truck to the garden.
6. The soil enters as the guest who is to consume the food, manure.
7. The manure is spread on the soil.
8. The manure now becomes food for the garden and the process of fertilization begins.
9. Life of the garden.

INNER

- 1-4. Before the work of breaking up the manure can begin, the equipment and tools must be in a state of readiness.
- 4-2. The manure is broken up and pitched into the truck, according to plan.
- 2-8. In the plan the goal of fertilized, productive soil for a garden is worked out.
- 8-5. In order for fertilization of the soil to begin, manure must first be transported to the garden in the truck.
- 5-7. When the manure has been transported to the garden, it is spread on the soil.
- 7-1. Equipment and tools are cleaned and returned to their appropriate places, in readiness for their next cycle of use.



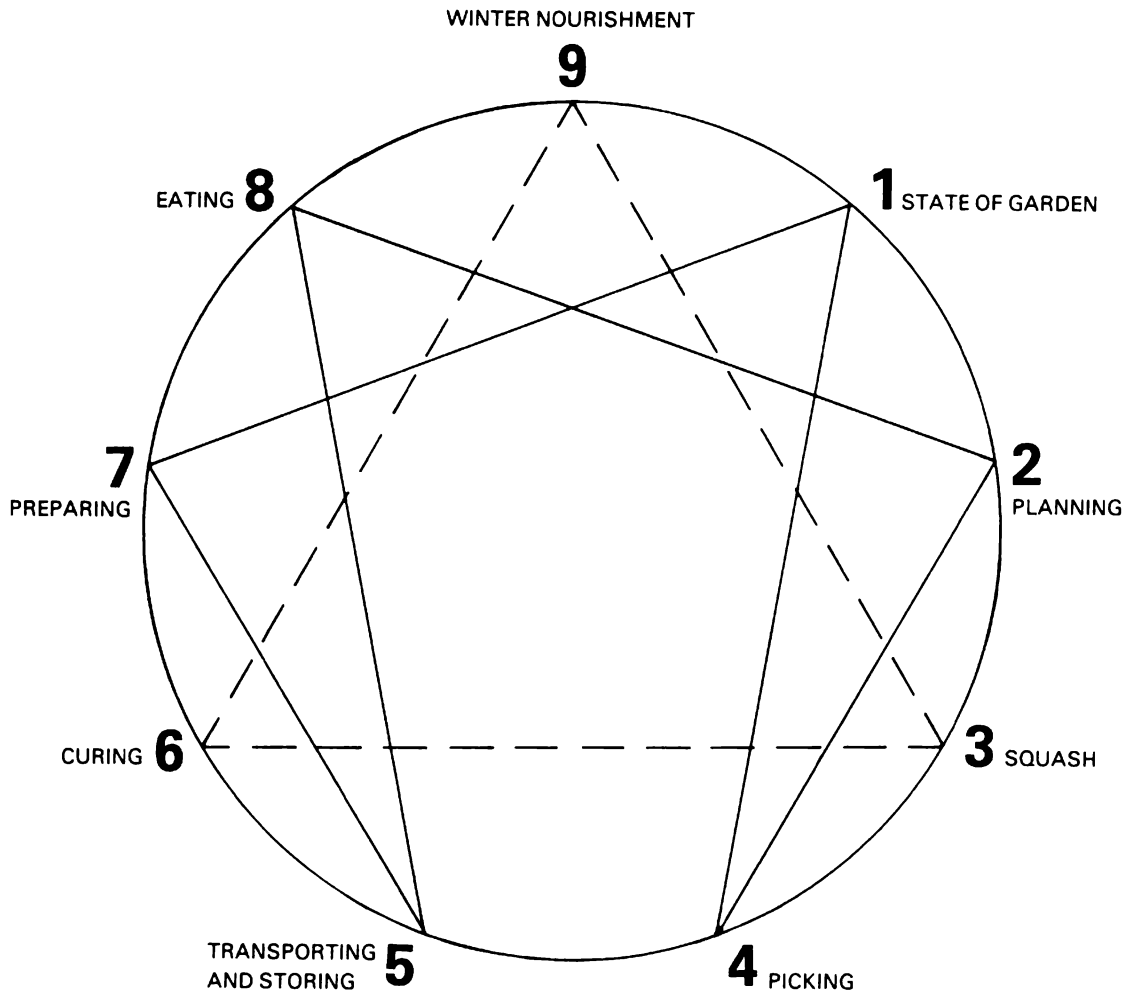
THE SEED

LINEAR

1. The linear cycle starts with the seed falling from the parent plant and starting a life on its own as a separate being in a new environment.
2. Once the seed becomes embedded in the earth a period follows throughout the winter in which no changes occur within the dormant seed.
3. The seed will continue in the dormant stage until a "shock" is introduced from outside to awaken it. The coming of Spring when the soil around the seed becomes warmer and wetter is the active force which stimulates the passive seed into growth.
4. The seed grows into a green plant.
5. The plant produces flowers.
6. The plant cannot continue to the next stage of self-reproduction without a "shock" being introduced from outside. Summer and the pollinating agents of wind, bees and other insects act as the neutralizing force, bringing together the active and passive elements (male and female).
7. The mature female organ in the flower is pollinated.
8. A new seed is formed in the receptacle of the flower.
9. The seed cannot by itself fall from the plant. Autumn and the seeding agents of wind and birds act as the passive force for the active seed.

INNER

- 1-4. The seed must leave the parent plant and fall to the earth because it is from the earth that the new green plant will grow. If the seed falls on rock or in the sea no growth can take place.
- 4-2. The whole pattern for the form of the new plant is contained within the seed. However, the seed cannot develop into a plant without the introduction of outside forces at point 3 which crosses the line 4-2.
- 2-8. The ultimate purpose of the seed is to give rise to a new generation of seeds—the wheel turns a full circle.
- 8-5. The seed cannot be formed before the plant has flowered; the flowers protect the male and female organs and attract insects which act as pollinating agents.
- 5-7. The heart of the flower is the female organ which must be fertilised to complete the cycle of reproduction. This cannot happen without the outside forces at point 6 which crosses the line 5-7.
- 7-1. The pollinated female organ produces seeds which must be capable of falling away from the parent plant and surviving in the earth. These factors dictate the characteristics of the seed: sweet fruit coverings to attract birds; feathery wings so they are easily carried by the wind, and hard coatings to keep out cold. The line 7-1 crosses point 9, the seeding agents.



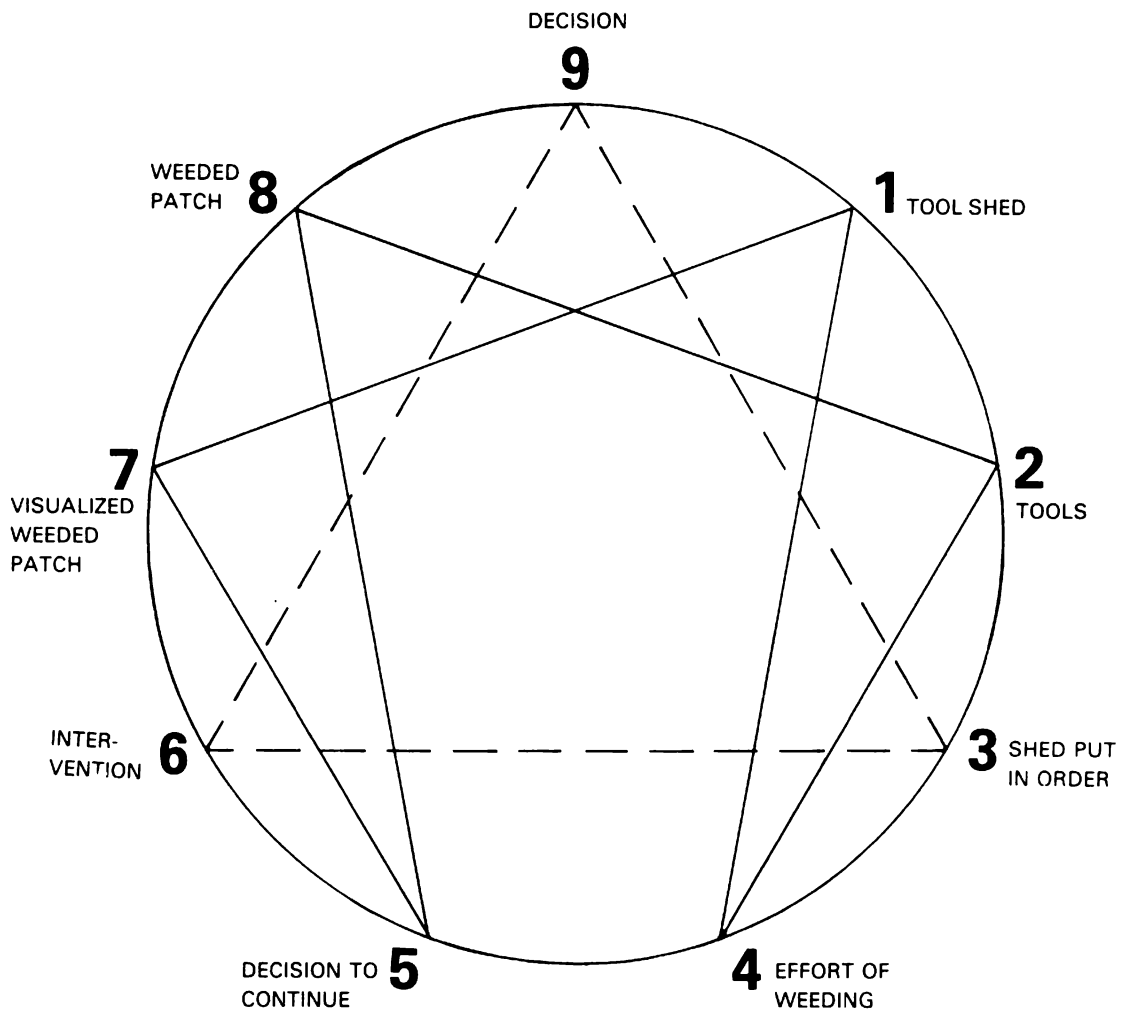
WINTER SQUASH

LINEAR

1. The developed garden with fully mature squash. The nature of the form of the squash area. The tools, pruning shears, and wheelbarrow.
2. Visualization of the plan to pick the squash, move it to stone wall, cure it, store it for food.
3. The entrance of the squash as an outside force which resists the plan.
4. The movement of transecting the thick stem from the vine using pruning shears. The placing of the squash into a wheelbarrow.
5. The moving of the squash from the garden to the stone wall, and storing it for curing.
6. The curing of the squash on the stone wall, in the sun. The sun enters as an outside force necessary at this point.
7. Preparation of squash for eating: peeling, slicing, cooking, serving.
8. The eating of the squash during the cold winter when the garden is under snow.
9. Having nourishment during the winter months.

INNER

- 1-4. The state of the garden must include an awareness of the need to pick the squash. Obstacles to the future event must be limited. The picking of the squash depends upon the "state" of the garden. This sets the tone of point 4.
- 4-2. The plan in order to be complete must visualize the process of picking. The process of picking requires a plan for its full manifestation to be harmonious with the aim (point 9).
- 2-8. The plan must account for the necessity of preparing food at a later time. Preparation of food depends on adequate planning, otherwise the quality will not meet our aim.
- 8-5. Moving the squash to the wall for curing affects the moment of preparation. Without point 5, the squash would decay.
- 5-7. Moving squash to a curing area is necessary if storage is to reach its potential.
- 7-1. The state of the garden affects the storage by the quality of the substance of the squash; the fully mature squash in the garden must be "ripe." The storage of squash is affected by the type of squash, its substance and the effect of its growing environment upon its development.



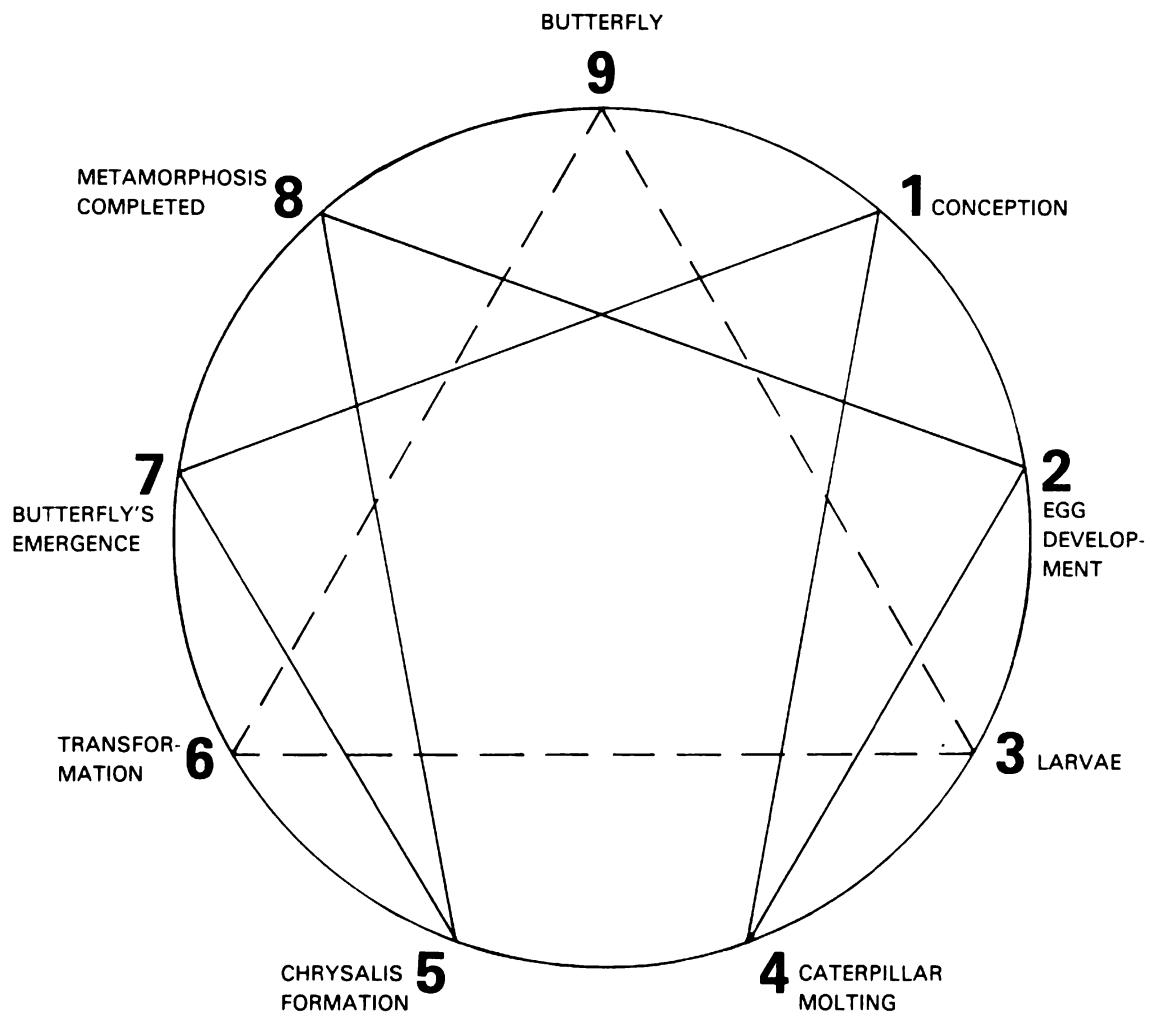
WEEDING THE GARDEN

LINEAR

1. We begin by going to the tool shed.
2. We select our tools.
3. We see that the tool shed is a mess. The decision to put the tools in order is in front of us, so we use this seeming diversion as the shock which is needed.
4. An effort is made to weed the garden.
5. The decision to go back out to the garden patch is made with the help of Will.
6. The intervention of finding someone weeding the garden provides the second shock.
7. The work of bringing the “visualization of the weeded garden” into manifestation.
8. The project is finished; the patch has now been weeded.
9. A decision has been practiced with the use of the enneagram.

INNER

- 1-4. We look back at point 7, visualize the weeded patch, select tools, and begin weeding.
- 4-2. The effort to weed is more difficult than anticipated, and the proper tools have not been brought out.
- 2-8. Return to tool shed for needed tools. We look back at point 8, and realize that the project requires a shock for completion.
- 8-5. It is necessary to get back on the track of weeding. Interest is lagging. Real Will through a decision is needed to get back out to the garden patch.
- 5-7. With the help of the decision and the intervention of someone who lends moral support, the weeding of the garden is brought into manifestation.
- 7-1. The patch is weeded as was earlier visualized back at the tool shed.



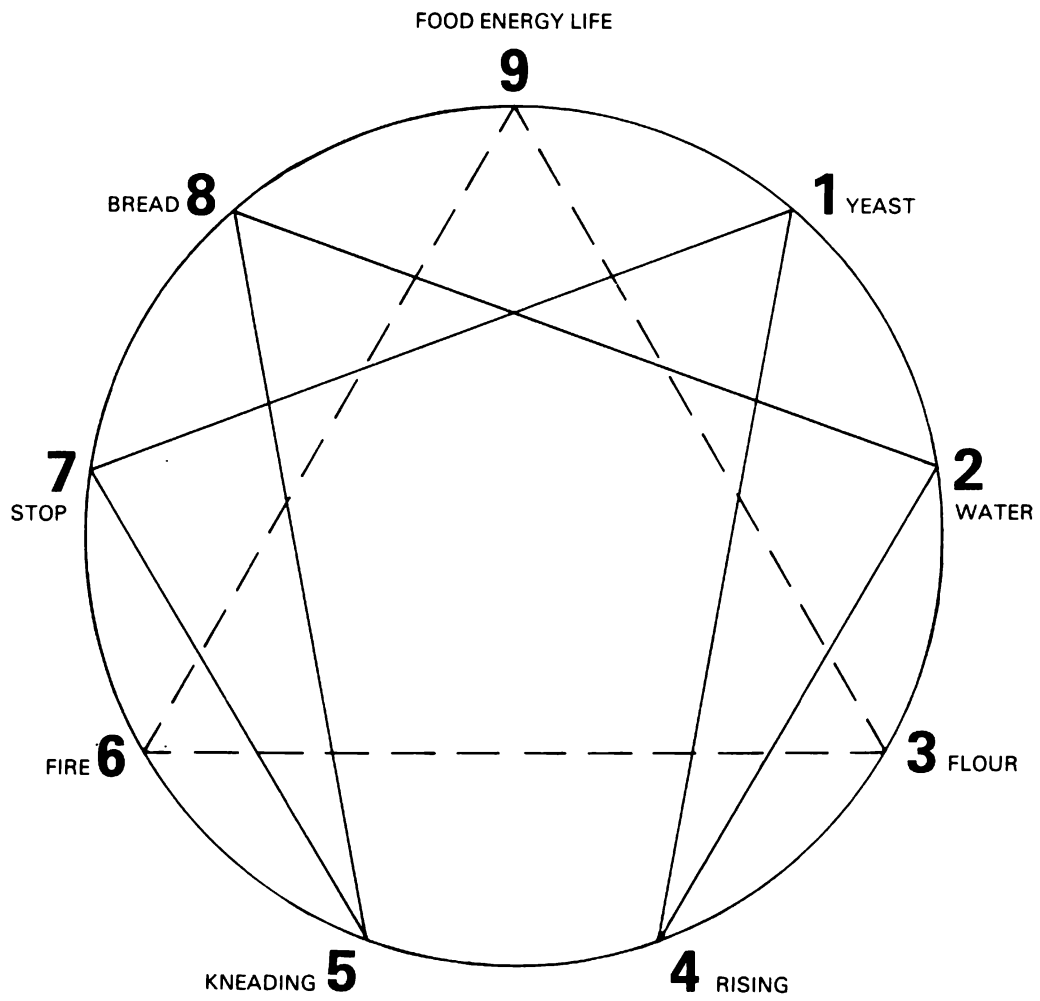
METAMORPHOSIS

LINEAR

1. Fertilization of ovum occurs. Development of embryo varies with each species; from a few days or weeks to a few months.
2. Eggs are laid on or near food plants upon which they will develop and later feed as larvae. (1st Stage)
3. The ovum hatches into the larval or caterpillar stage.
4. Larval growth—A voracious appetite and rapid growth (by molting or shedding of skin) for storage of nutrients for new tissues in the transformation of the chrysalis. At this stage of maturity the caterpillar spins a silk button to attach itself to some object. (2nd Stage)
5. Forming a chrysalis in which the body turns into a soft creamy liquid encased in a hard shell from which the new form of a butterfly later emerges. (3rd Stage)
6. Transformation of caterpillar or larva into butterfly in the chrysalis.
7. Splitting of chrysalis and emergence of butterfly with wet and crumpled wings. Beating action of wings brings air and fluid to strengthen and stiffen the wings for flight.
8. The butterfly has completed its cycle and is ready for its life in the air. (4th Stage)
9. The completion of metamorphosis of the butterfly. It is now ready to mate and procreate. A new life and process in the life of a butterfly will begin.

INNER

- 1-4. At conception 1 looks to 4, to becoming a caterpillar which must occur before its transformation into a butterfly.
- 4-2. The second stage looks back to its first stage; to its essential growth as an embryo in an egg.
- 2-8. Once an embryo begins and survives it will find its final completion at 8 as an airborne butterfly.
- 8-5. Before a butterfly can be realized it must first go through an internal process of dissolution and development within the chrysalis.
- 5-7. It is from the chrysalis that the caterpillar emerges as a butterfly.
- 7-1. The emergence of the butterfly connects with point 1 where its life began and this connects with point 7 since conception will ultimately lead to the emergence of an adult butterfly.



MAKING BREAD

LINEAR

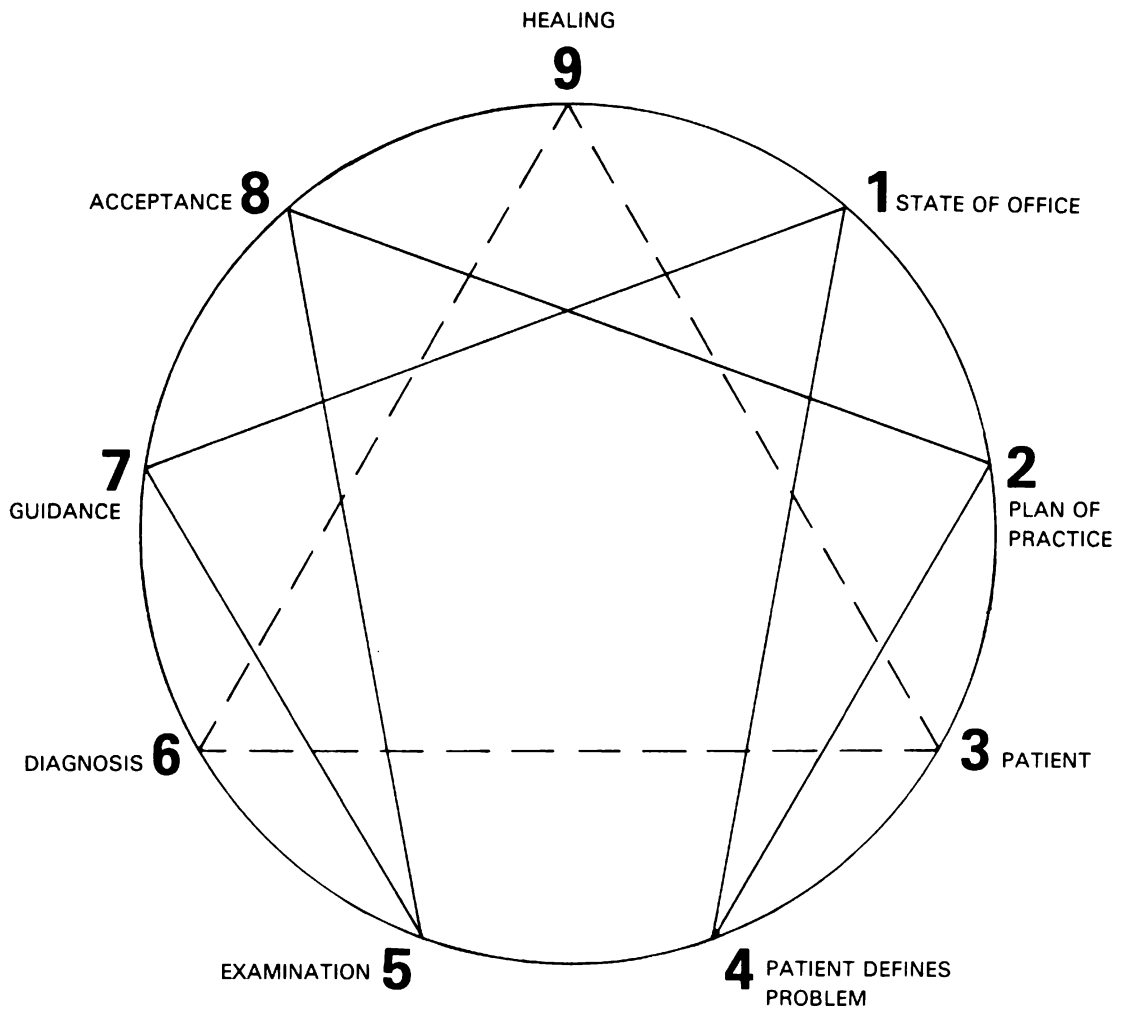
1. We begin with yeast in an inactive state.
2. Water is added to activate the yeast.
3. Next, flour is added to form dough.
4. The rising or growth process takes place at four.
5. At point five the dough is kneaded, thus facilitating further growth.
6. The dough is put into the oven and baked.
7. A change of substances from raw into cooked takes place.
8. At point eight the new product is ready: **BREAD.**
9. This point is both a beginning and an end, being food, energy and life.

INNER

- 1-4. We wish to change the dormant yeast into an active, growing organism.
- 4-2. That which is necessary to awaken the yeast so that it can grow.
- 2-8. The purpose behind awakening the yeast.
- 8-5. The reflection on how to knead well in order to produce bread of fine quality.
- 5-7. The final step in the process of transformation.
- 7-1. Looking back at the beginning, the yeast in its original sleeping state, from its newly transformed state.

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IV



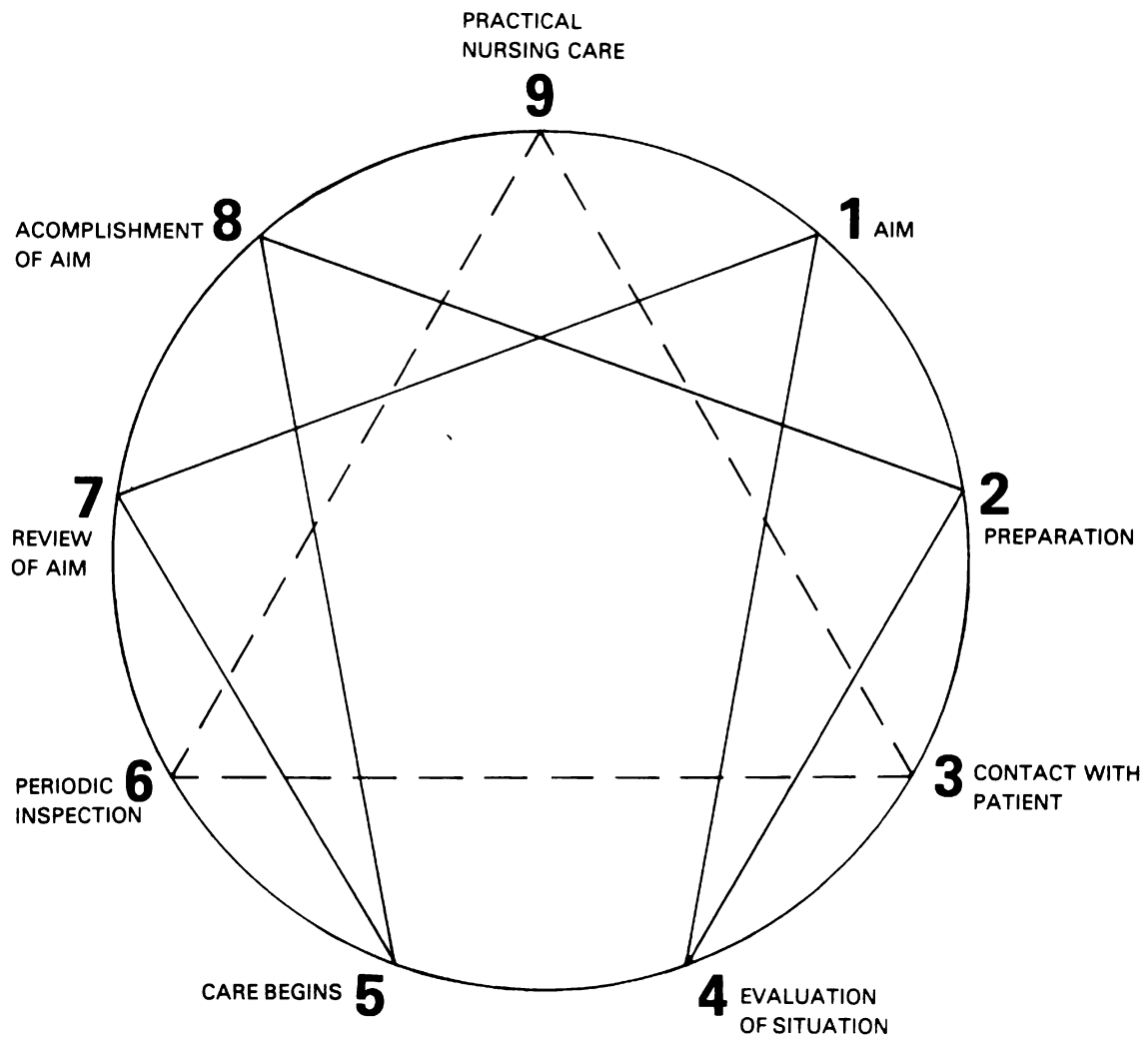
THE DOCTOR'S PRACTICE

LINEAR

1. The office should have a well ordered and friendly atmosphere which reflects the doctor's desire to come into contact with patients.
2. The doctor's conception of his practice in action.
3. A patient comes into the office.
4. The patient gives the doctor the history of his illness.
5. The doctor examines the patient in order to define his problem.
6. The diagnosis is given.
7. The doctor guides the patient's treatment and tries to educate his attitude regarding health.
8. Acceptance of the treatment by those involved.
9. Restoration of the harmonious flow of energy in the patient shared by the physician.

INNER

- 1-4. The ease with which the patient is able to confide in the doctor is facilitated by a positive office atmosphere.
- 4-2. The doctor must plan his practice, i.e. consider his methodology, so that it inspires his patients' confidence.
- 2-8. When the doctor plans his practice he must choose those methods that will encourage the patients to accept his treatment.
- 8-5. The examination must be conducted skillfully and with great care so that the patient will accept the subsequent diagnosis and treatment.
- 5-7. By his manner and attitude as he examines the patient, the doctor begins to guide him successfully.
- 7-1. His health restored, the patient pays his last visit to the doctor's office.



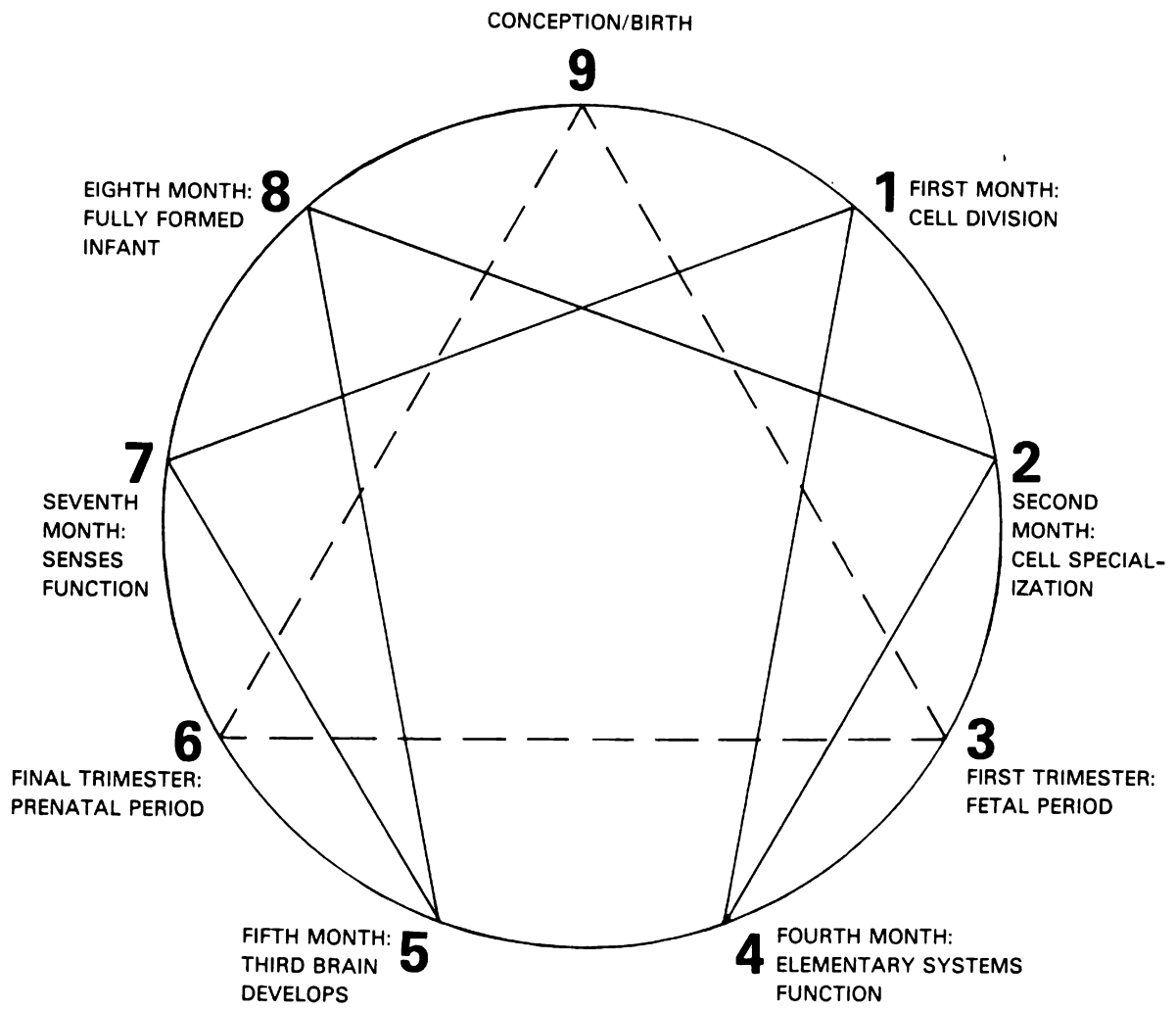
PATIENT CARE BY LPN

LINEAR

1. The care of the needs of one's patient at the bedside, also lending emotional and moral support as needed.
2. Proper uniform and supplies; rested, with a positive attitude of interest and attentiveness.
3. Introducing yourself, making relevant inquiries, observance of patient's condition and needs, both physical and emotional.
4. Obtaining information and reviewing diagnostic card index with doctor and charge nurse; seeing that all supplies are available.
5. A.M. care, help at mealtimes when needed, medicine or treatment when ordered.
6. Checking regularly for significant changes, giving attention to needs as they arise.
7. Examining yourself to see if you have maintained a cheerful, helpful attitude, especially making sure you have carried out all orders and responsibilities.
8. One's aim is achieved.
9. One day's cycle ends in anticipation of the next one.

INNER

- 1-4. As you evaluate patient's condition, keep in mind primary aim of attending to his needs and keeping him comfortable, for you become important factor in healing process. All facts at hand at point 4 give general idea of your plan of action.
- 4-2. In evaluating patient's needs and getting information and orders, keep in mind your own preparation and ability to meet the situation.
- 2-8. Looking ahead towards aim of well-cared-for patient, one is guided and made confident in her actions by her own state of readiness for her tasks.
- 8-5. The nature and quality of care and attention given at point 5 will be an important factor in state of patient at point 8.
- 5-7. As you progress with care and treatment, make effort to be present to the total situation in reviewing your work. You will be satisfied that you have done your best to contribute to the healing process.
- 7-1. Make last review of patient's condition, making sure none of his needs have been overlooked, all duties you have attended to were duly recorded, a full report made to charge nurse or doctor. You can end workday with the satisfaction of your aim accomplished.



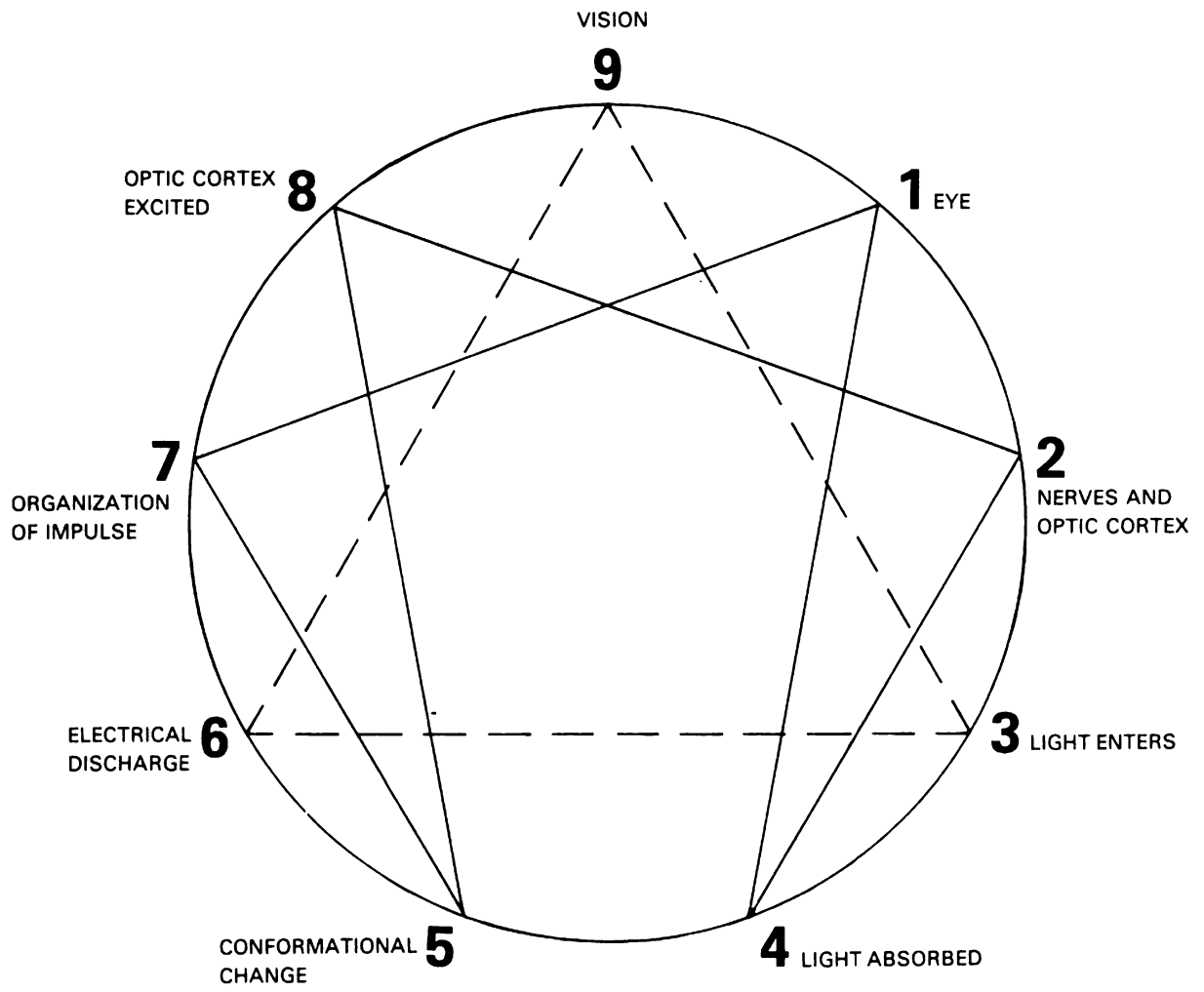
PREGNANCY

LINEAR

1. The embryo is growing rapidly and attaches itself to the wall of the uterus.
2. The embryonic cells become specialized, forming bone, blood, heart, arm and nerve cells.
3. First trimester—the fetal period begins. If specialization has occurred without mishap, the chances of miscarriage will have in most instances passed.
4. The elementary systems are complete, and are being strengthened and supported by muscular development.
5. The cerebral cortex begins to convolute. This is the third brain which is found only in man.
6. Final trimester—the fetus has evolved into a prenatal infant which is clearly recognizable as a human being.
7. The infant's senses begin functioning. His eyes open in the womb and through the processes of myelinization and nerve growth the brain can receive impulses from the sense organs.
8. The fully formed infant gains in strength, size and maturity.
9. Birth is the end of the pregnancy process: conception the beginning.

INNER

- 1-4. The growth process which began in the first month has now in the fourth month successfully formed all the elementary systems.
- 4-2. The correct functioning of the elementary systems depends on the specialization of the cells in the second month. Faulty cell specialization would result in a miscarriage by the third month.
- 2-8. The cell specialization process produces an infant with all the body organs necessary for survival on the earth.
- 8-5. An essential aspect of a human being is the development of the third brain, the cerebral cortex, which sets man apart from the animal world.
- 5-7. The development of the brain is an essential factor for the recording and interpreting of sense impressions.
- 7-1. At this point, the infant first begins to take in impressions whereas at point 1 the embryo first began to absorb first and second being foods. At point 7, the infant can survive for a short period outside the womb although it is not yet fully mature.



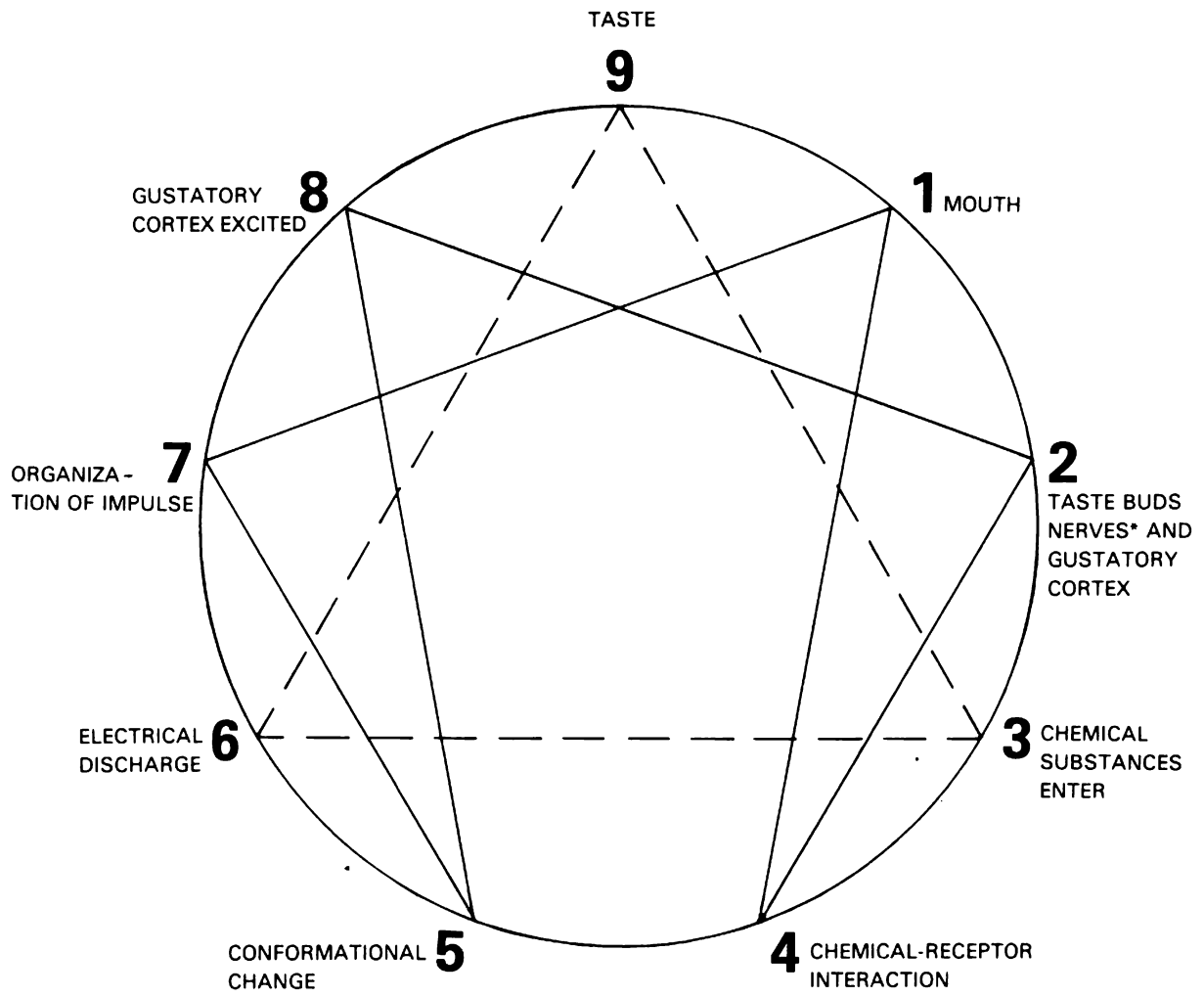
VISION

LINEAR

1. The parts of the eye; cornea, lens, iris, etc. are anatomically intact and healthy.
2. The visual nerve pathways and optic area of the gray matter are physiologically prepared.
3. Light enters the eye.
4. Light strikes the retina and is absorbed by the visual pigment.
5. The visual pigment is energized, changing shape and releasing energy.
6. The energy released by the visual pigment is electrical and enters the nervous system.
7. The ganglia within the eye are first to receive, organize, and amplify the nervous impulse.
8. The gray matter concerned with vision receives the signal and transmits the message throughout the brain.
9. The visual impression is constated.

INNER

- 1-4. The absorption of light by the retina requires the appropriate alignment and transparency of the eye parts.
- 4-2. The information gleaned from absorbed light must be carried as electrical energy by the nervous system.
- 2-8. The correct reception and decoding by the visual cortex requires correctly functioning nerve tissue.
- 8-5. The signal received by the visual cortex is electrical, and must be generated by a transformation of mechanical energy, stored in the shape of the visual pigment molecule.
- 5-7. The specific pattern of electrical discharge elicited in the nerve plexus of the eye reflects specific changes in the state of many molecules of visual pigment.
- 7-1. Without the correct and healthy structure of the eye the ganglion could not function.



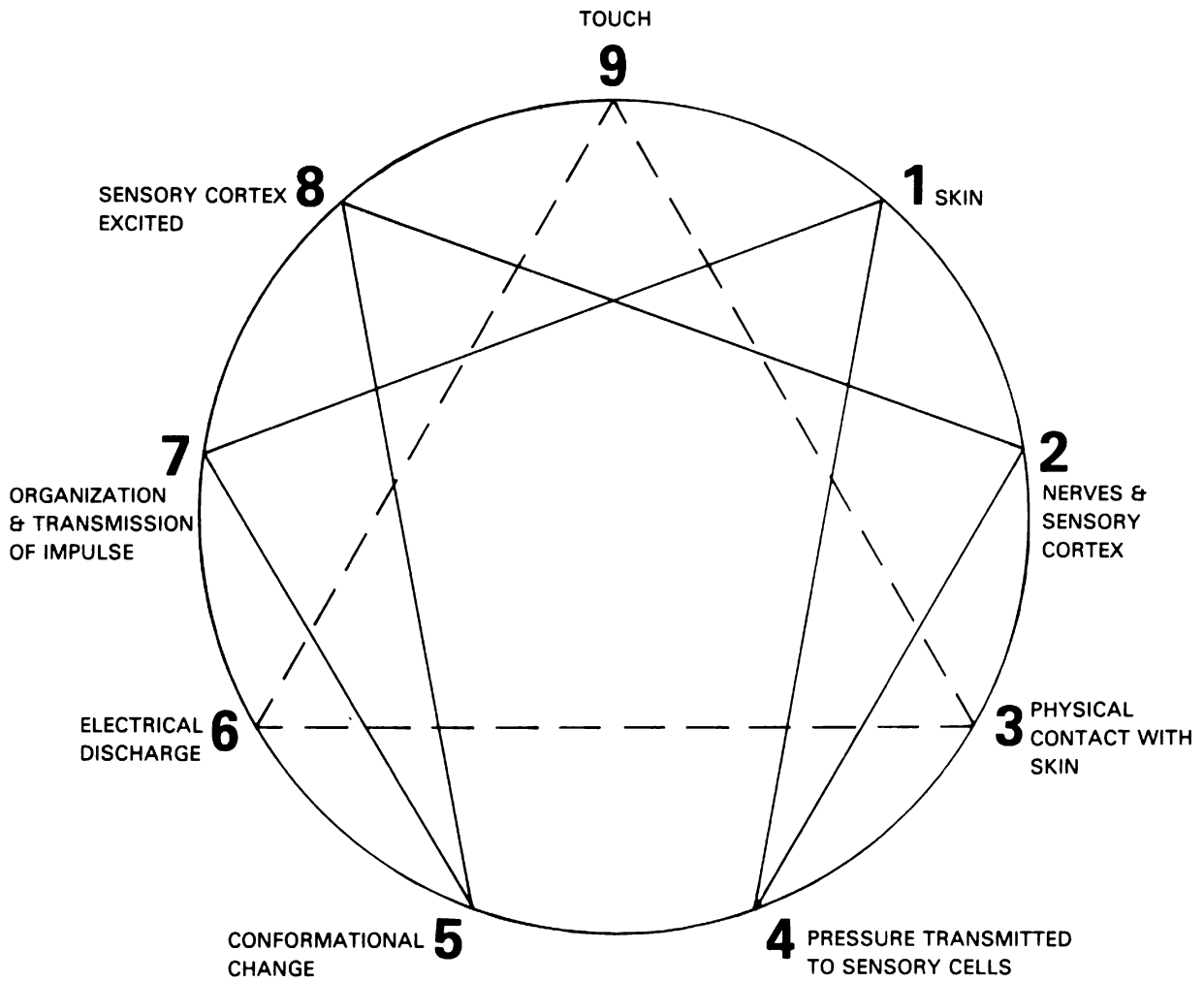
TASTE

LINEAR

1. The mouth is healthy. It is the entrance way for food and other tasteful substances.
2. The taste buds of the palate and tongue are well formed, and the nerve connections are intact.
3. Chemical substances; food, salt, harmful materials all enter the body through the mouth.
4. The chemical substances interact specifically to protein receptor molecules within the taste buds.
5. The specific chemical-receptor bind induces a change in the shape of the receptor's molecular structure.
6. When the receptors in the taste cells change shape, an electrical discharge occurs.
7. The array of taste buds on the tongue and palate correlates with a specific pattern of nerve fibers. This enables discrimination of shades of taste.
8. After passing through lower brain centers, the signal reaches the gustatory cortex and is relayed throughout the brain.
9. The impression of taste is constated.

INNER

- 1-4. A burned tongue has diminished sensation. For the appropriate chemical-receptor interaction to occur, the anatomy must be intact and healthy.
- 4-2. The function of union of chemical and receptor in the taste bud is to generate a nervous signal. Without the healthy nerve apparatus, the signal is meaningless.
- 2-8. The nerve pathways stand in relation, intermediate between the taste buds which generate the signal and the brain which receives it.
- 8-5. The impulse pattern reaching the gustatory cortex is the specific product of the conformational change.
- 5-7. Nerve fiber conduction is specialized to serve each class of taste bud independently.
- 7-1. The impulse pattern reflects the specific sensitivity and arrangement of taste buds in the mouth.



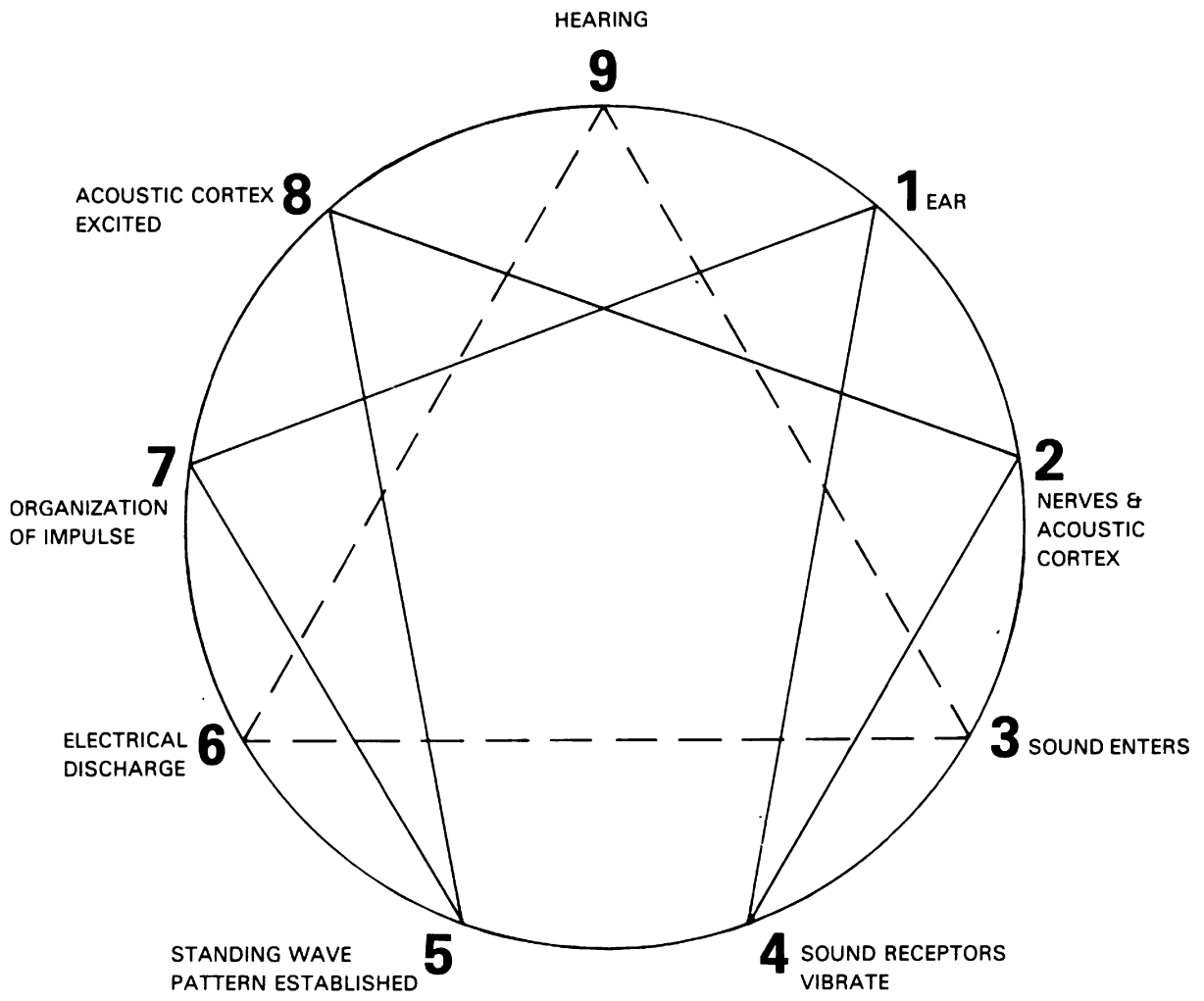
TOUCH

LINEAR

1. The skin is the organ of tactile sensation.
2. The nerve pathways within the skin itself, the spinal cord, and the brain must all be well formed and healthy.
3. Physical contact with the skin is made through the atmosphere.
4. The physical pressure is transmitted from the surface to the sensory cells by the soft tissues and the surface hairs.
5. A change in the shape of the sensory cell occurs, resulting in an alteration of the characteristics of the cell membrane.
6. An electrical discharge is generated by the appropriate change of cell surface.
7. The nerve pathways which serve each type of tactile sensation are dependent upon the anatomical structure of the skin as an organ (touch, vibration, etc.).
8. The sensory cortex, or gray matter, is stimulated and relays the incoming information throughout the brain.
9. The impression of touch is constated.

INNER

- 1-4. The ability of the parts of the skin to function adequately in recognizing touch is absolutely dependent upon a healthy and correct anatomy. A deeply burned area of skin does not appreciate touch.
- 4-2. The signal generated within the skin must be transmitted along nervous pathways.
- 2-8. The conducting pathways in the skin, spinal cord, and lower brain centers stand midway between the sensory cells and the brain which integrates the sensation of touch.
- 8-5. The nervous signal incoming to the sensory cortex is specifically patterned by the signal generated in the sensory cell.
- 5-7. The nervous pathways and lower centers organize and transmit the initial nervous signal.
- 7-1. The long nerve fibers which act to transmit the signal of touch through the skin to the brain are absolutely dependent upon the skin as an organ to supply food, oxygen, and support, through the blood and surrounding tissues.



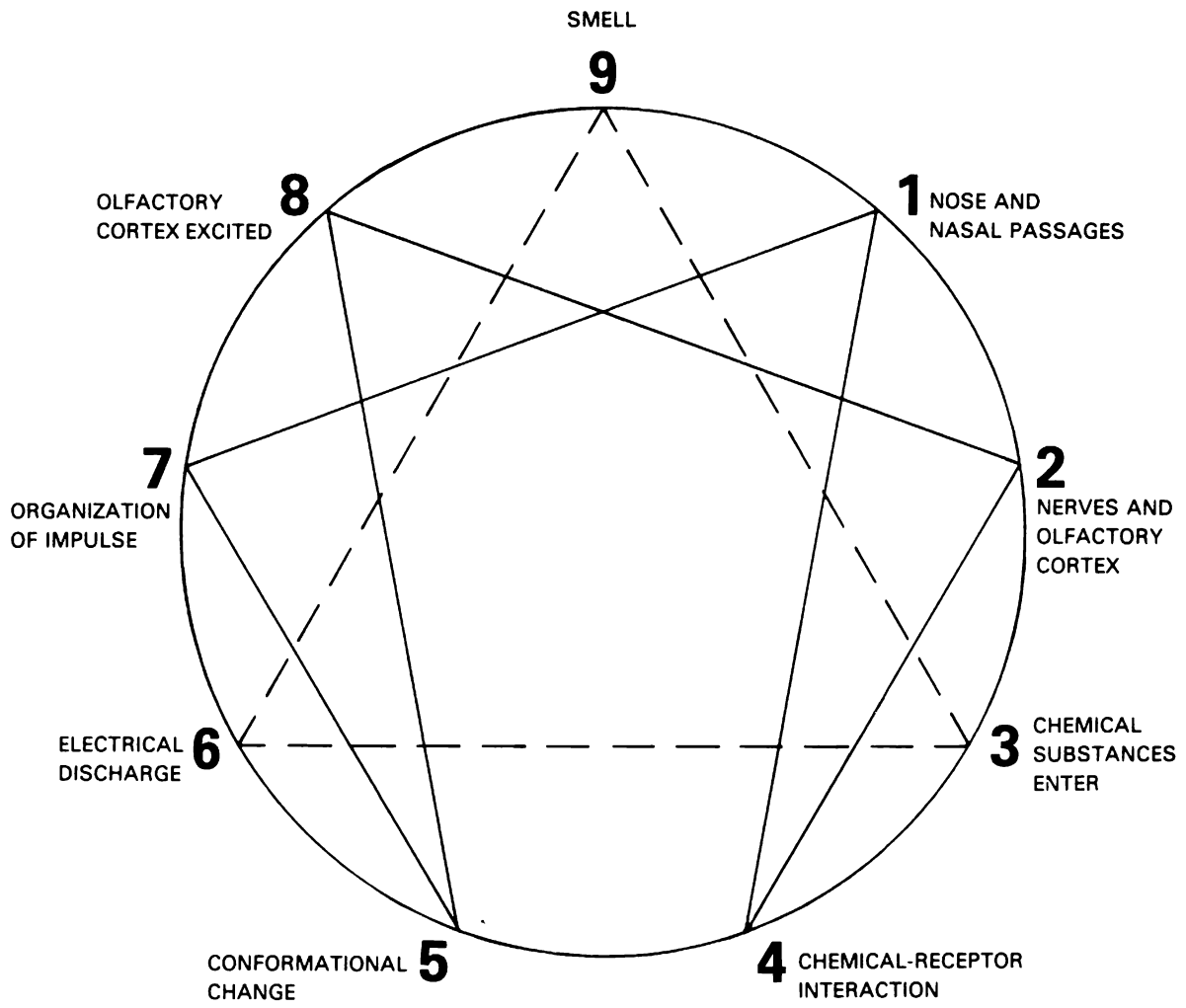
HEARING

LINEAR

1. The parts of the external, middle, and inner ear are well formed, and healthy.
2. The nerve pathways and hearing centers of the brain are intact and functional.
3. Sound enters the ear through the atmosphere.
4. The eardrum and middle ear bones: anvil, hammer and stapes, vibrate.
5. The vibration induced in the membrane of the inner ear assumes a particular standing wave pattern.
6. The sensory cells of the inner ear membrane release electrical discharges.
7. The nerve ganglia within the ears, organize and amplify the incoming signal.
8. The nervous impulse is transmitted to the auditory cortex and fibers of association relay the message throughout the brain.
9. The impression of sound is constated.

INNER

- 1-4. In order for the ear to respond appropriately to sound, its parts must be in order.
- 4-2. Activation of the ear is meaningless without an intact nervous system to transmit and decipher its signal.
- 2-8. The anatomy and chemistry of nervous pathways and brain centers must be in readiness for the incoming signal.
- 8-5. The deciphering of the electrical signal in the auditory cortex is possible because of mechanical excitation in the inner ear.
- 5-7. The specific pattern of electrical discharge organized and amplified by the ganglion of the inner ear is a translation of the energy pattern of the standing wave.
- 7-1. Function of the inner ear ganglion pre-supposes correct physical structure of its environment.



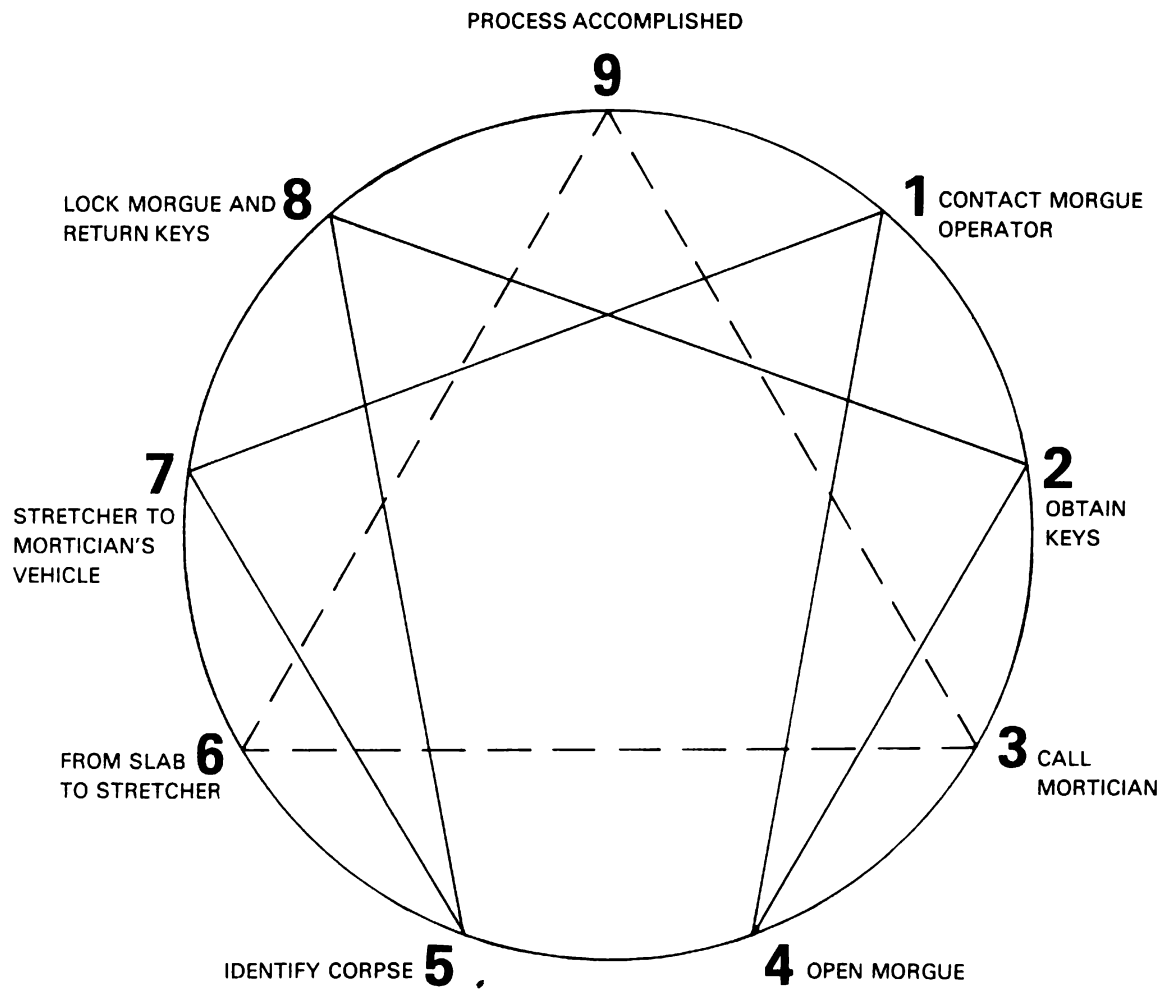
SMELL

LINEAR

1. Health of the nose and nasal passages is necessary for olfaction.
2. The special sensory cells in the nose and nerve pathways must be properly formed and intact in order to carry the signal.
3. Airborne chemical substances enter the nose.
4. The chemical substances interact specifically to protein receptor molecules on the olfactory mucose.
5. The specific chemical-receptor bond induces a change in the shape of the receptor's molecular structure.
6. As a result of the receptor's change in shape, an electrical discharge occurs at the synapse between a sensory cell axon and brain neurons.
7. Local organization of the nervous signal occurs at a location anatomically near the site of the chemical receptor.
8. The olfactory cortex receives the signal generated at the nose and relays the information throughout the brain.
9. The impression of smell is constated.

INNER

- 1-4. The role of the olfactory receptor in binding chemical substances depends on a healthy structure.
- 4-2. Functional nervous pathways are prerequisite for the transmission of olfactory input.
- 2-8. The nerve pathways stand in relation, intermediate between the sensory cells of the nose which generate the signal and the olfactory cortex which receives it.
- 8-5. The specific change of shape which the receptor undergoes becomes meaningful in the gray matter of the brain.
- 5-7. The electrical discharge released by the change in the state of the receptor is modified by the lower brain.
- 7-1. Function of the olfactory nerve pathways presupposes correct physical structure of its environment. If the sensory cells are seen as fixed on the ceiling of one apartment, then the brain centers lie on the floor of the apartment upstairs.



MORGUE

LINEAR

1. The Special Morgue Operator must be contacted for instructions to remove corpse.
2. The proper Office gives instructions to obtain delivery of Morgue keys.
3. Consultation with Mortician takes place relative to removal procedure.
4. The Morgue is opened for access to the Refrigerator door.
5. The body to be removed is identified.
6. The corpse is transferred from slab to stretcher.
7. The corpse is placed in the Mortician's vehicle.
8. The Morgue is locked and the keys are returned to the proper Office.

INNER

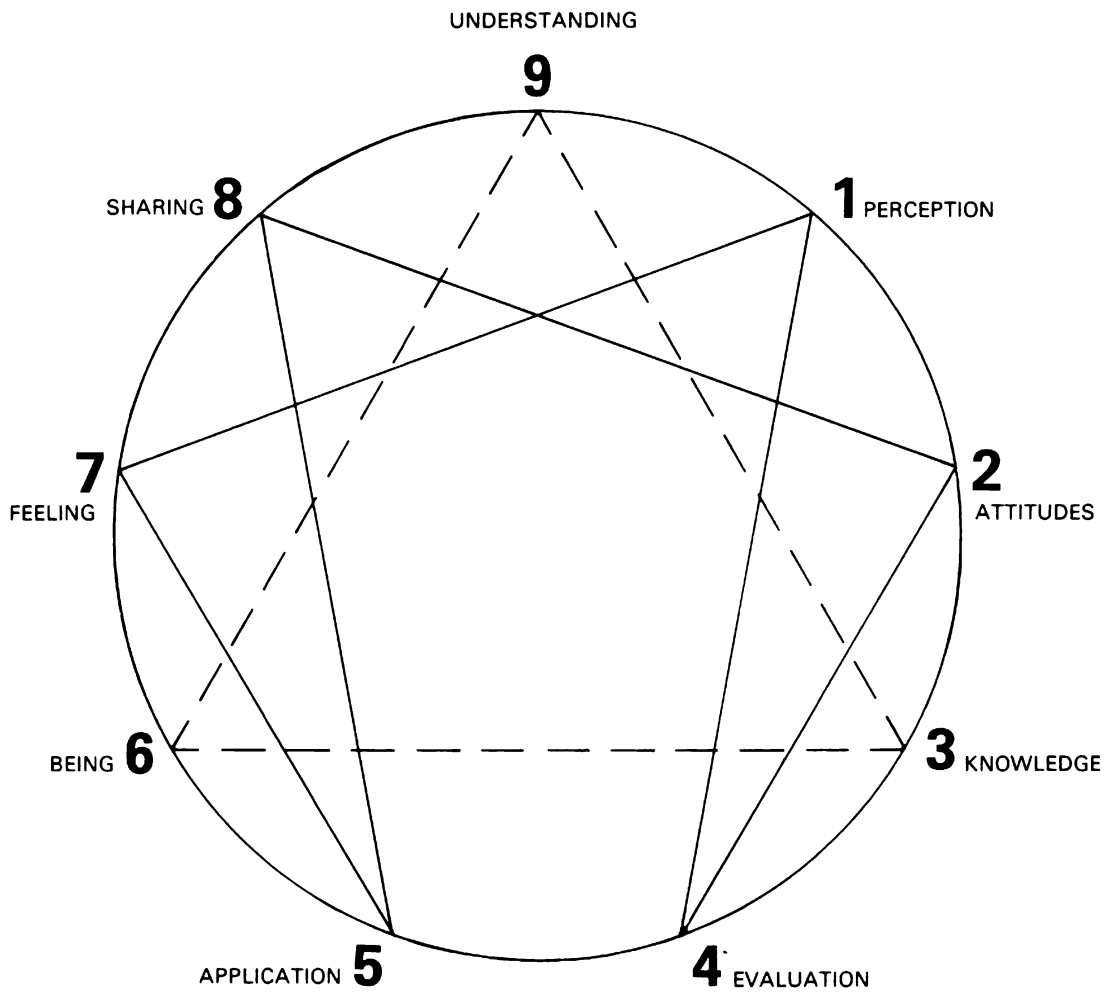
- 1-4. Before the mortal remains of a person may be removed from a Morgue, it is necessary to obtain a Removal Order from the proper Office.
- 4-2. Having obtained the Morgue keys, the Morgue can be opened for access to the Refrigerator.
- 2-8. Upon completion of the removal process, the Morgue door must be secured and the keys returned to the proper Office.
- 8-5. Before removal takes place and the Morgue is locked, the cadaver has to be properly identified.
- 5-7. Identification made and discharge papers signed, the corpse is ready to be placed in the Mortician's vehicle.
- 7-1. Completion of the procedure is duly reported.

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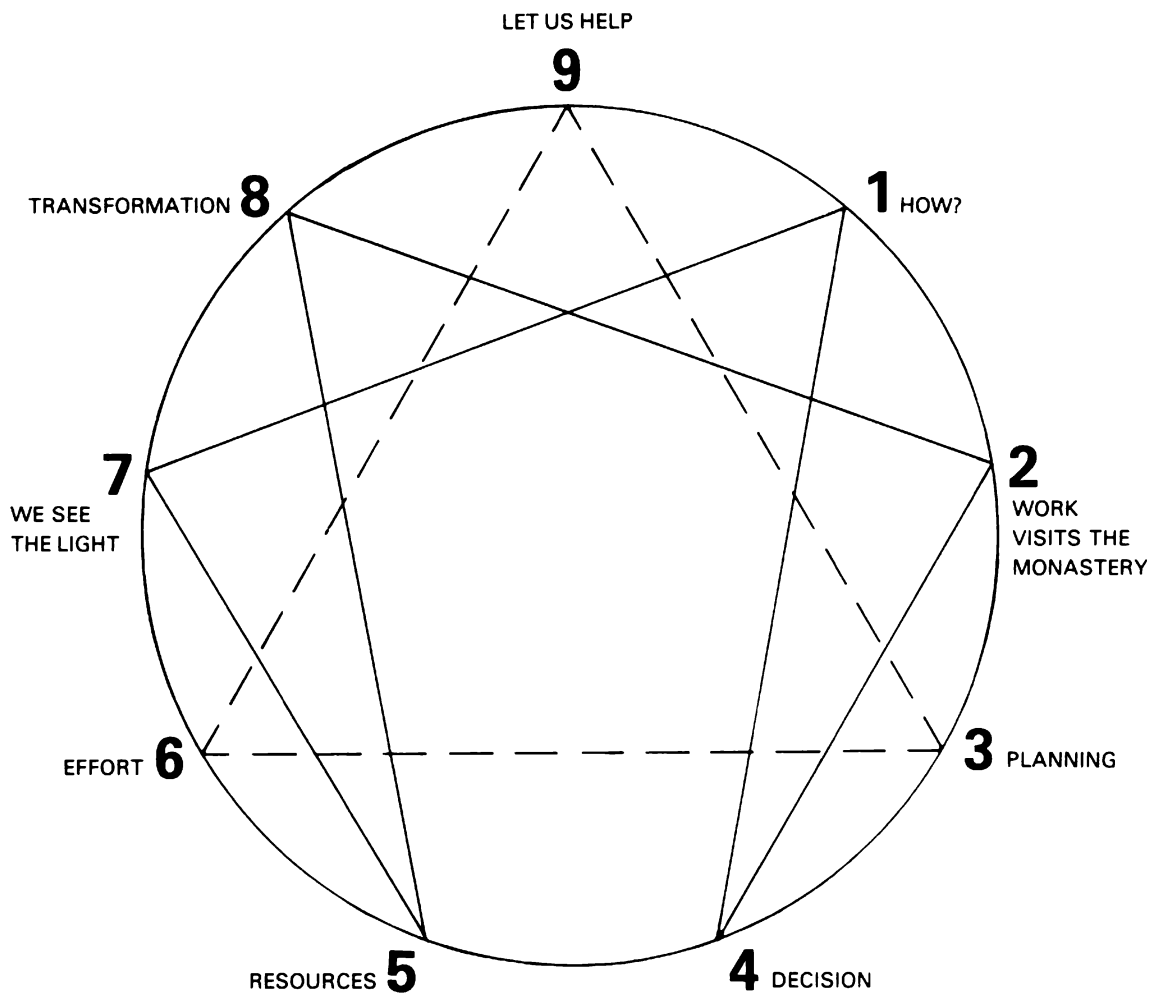
POSSIBILITIES OF AN IDEA

LINEAR

1. We perceive an idea through all our senses.
2. The idea is subjected to inspection by our attitudes; if it clashes, forces within us must struggle with our attitudes to permit further growth of the idea.
3. The first outside shock confronts the development of the idea—the mind relates it to the knowledge it possesses.
4. Evaluation of the idea through long thinking.
5. Unless efforts are made to assimilate the idea, it cannot enter the level of actuality.
6. The level of our being may influence the development of the idea.
7. A new perspective enters with feelings.
8. The idea must be shared to develop fully.
9. Our understanding changes.

INNER

- 1-4. The process of understanding starts through evaluation of the perceived idea.
- 4-2. The level of our thinking and attitudes prevailing determine the process of growth and application of the idea.
- 2-8. Sharing the idea with others may change attitudes. Also the idea may clash with others' attitudes and generate struggle.
- 8-5. This sharing cannot take place successfully until the idea has been experienced and understood through practical application.
- 5-7. The application of the idea brings about an emotional experience which will give it the necessary force to reach a new level of understanding.
- 7-1. Feeling adds a new dimension through understanding of the idea.



LET US HELP

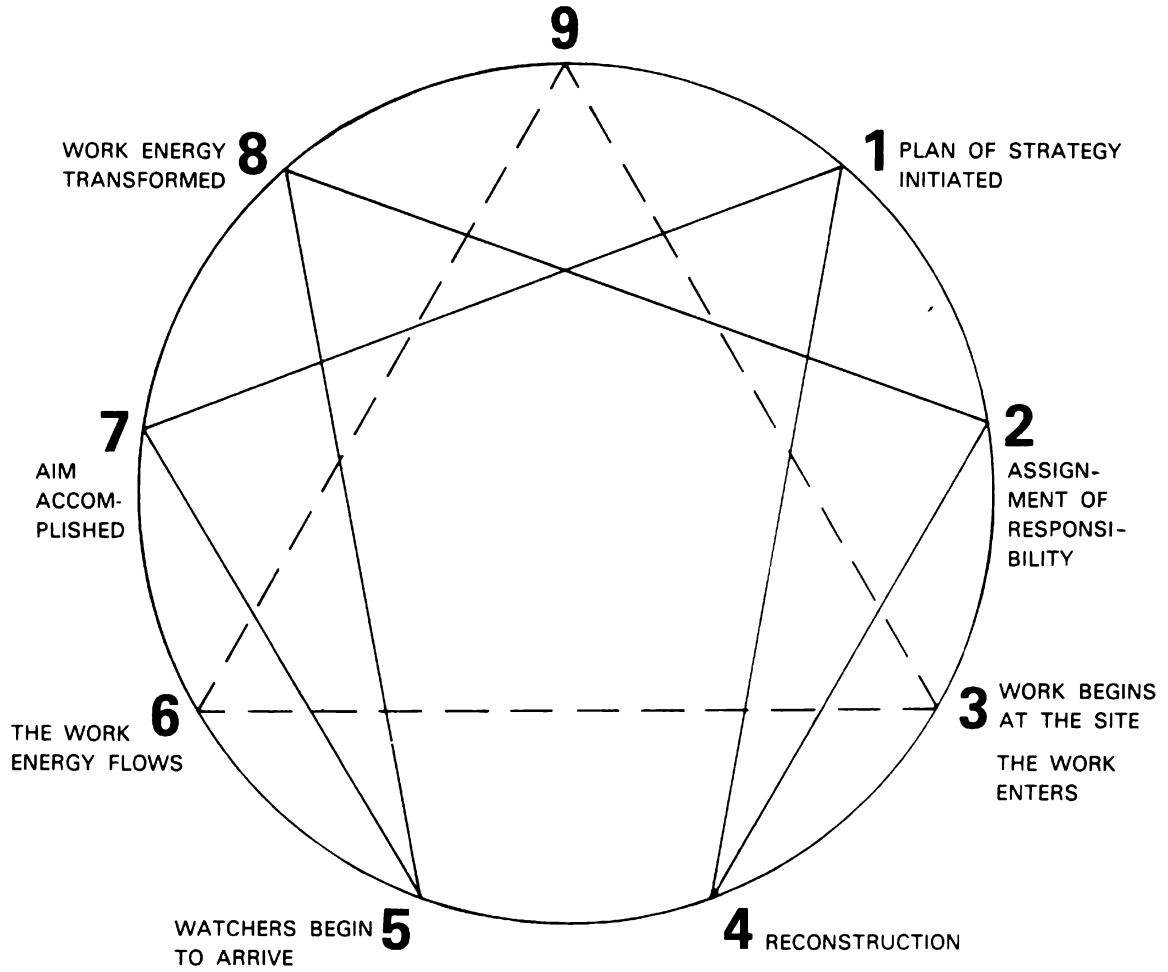
LINEAR

1. This is what we had told the monk that came to visit us during a Seminar and explained to the Group the need that he had to repair his monastery in a nearby town and his total lack of funds to defray the cost. When confronted with the problem our first question was: How?
2. The Group representing the Work visited the monastery in order to determine existing conditions where help was most urgently needed.
3. The extent of the repair work required was established. The probable amount to be spent estimated.
4. The group decides to undertake the repair job: date is set forth, teams are assigned to look after the various parts of the project.
5. How to defray the cost?
6. A special effort is needed to amass the sum required. Effort enters here to think of ways and means to get the funds. Each group member is assigned the task to think of a plan to raise the needed sum.
7. At the final meeting the group sees the Light: each member will beg on the street from passersby to amass the sum needed at least in part.
8. Through the very special experiences undergone as a beggar by each member of the group, the light of understanding permeates the repair activity and transformation takes place as each person opens his or her self to the humiliation of begging.
9. Mission accomplished. Monastery restored. Group benefits from experience.

INNER

- 1-4. The monk had to explain the condition of his monastery, his difficulties, for the group to feel the urge to help remedy the situation.
- 4-2. The first question arose—what can we do to transform the condition?
- 2-8. Transformation through repairing comes first to mind.
- 8-5. Repairs imply expenses and the group faces the fact that without means nothing can be done.
- 5-7. Trying to face the issue, the need for funds not on hand, the group sees clearly that a concerted effort in the Work sense is needed; and it is decided to emulate the Monk, i.e., to beg in order to raise the funds required. The experience was a rich group experience shared by all and which helped each one of us really to understand the effort involved in begging.
- 7-1. Strengthened by our humiliating begging experiences we came to do the work required with the attention and interest that made the transformation possible.

OVERCOMING VANDALISM
IN THE REBUILDING OF A
BRICK ENCLOSURE



OVERCOMING VANDALISM

LINEAR

9. Foundations of brick enclosure built by group member are destroyed by vandals. Group decides to rebuild it as a group effort to overcome vandalism.

1. Plan involves rebuilding the enclosure during the day and having group members guard it during the night until the bricks set hard—24 hours work project.

2. Foreman is appointed and schedules drawn up for shifts of builders and watchers. Parents are asked to bring children to see the vandalized foundations.

3. Work starts and workers attempt to be present to the activity. Entrance of foreman brings new energy and direction to hasten completion of the work.

4. The enclosure is completed and the bricklaying is completed.

5. Group members arrive at the site in shifts to guard the enclosure and read *All and Everything*. * Interaction with passers-by.

6. Strong connection is felt between shifts of watchers and the group meeting at the house. Work energy also flows out to passers-by.

7. Aim is accomplished when the enclosure sets permanently and the last shift of workers returns.

8. Group gains energy in overcoming vandalism that is transformed for future work efforts. Parents bring children to see the completed enclosure—the product of group effort.

INNER

1-4. Without the planning strategy of the group, the reconstruction of the brick enclosure could not have succeeded. One person alone could not have built and guarded it.

4-2. Successful reconstruction of the enclosure in one day depended on careful assignment of work responsibility.

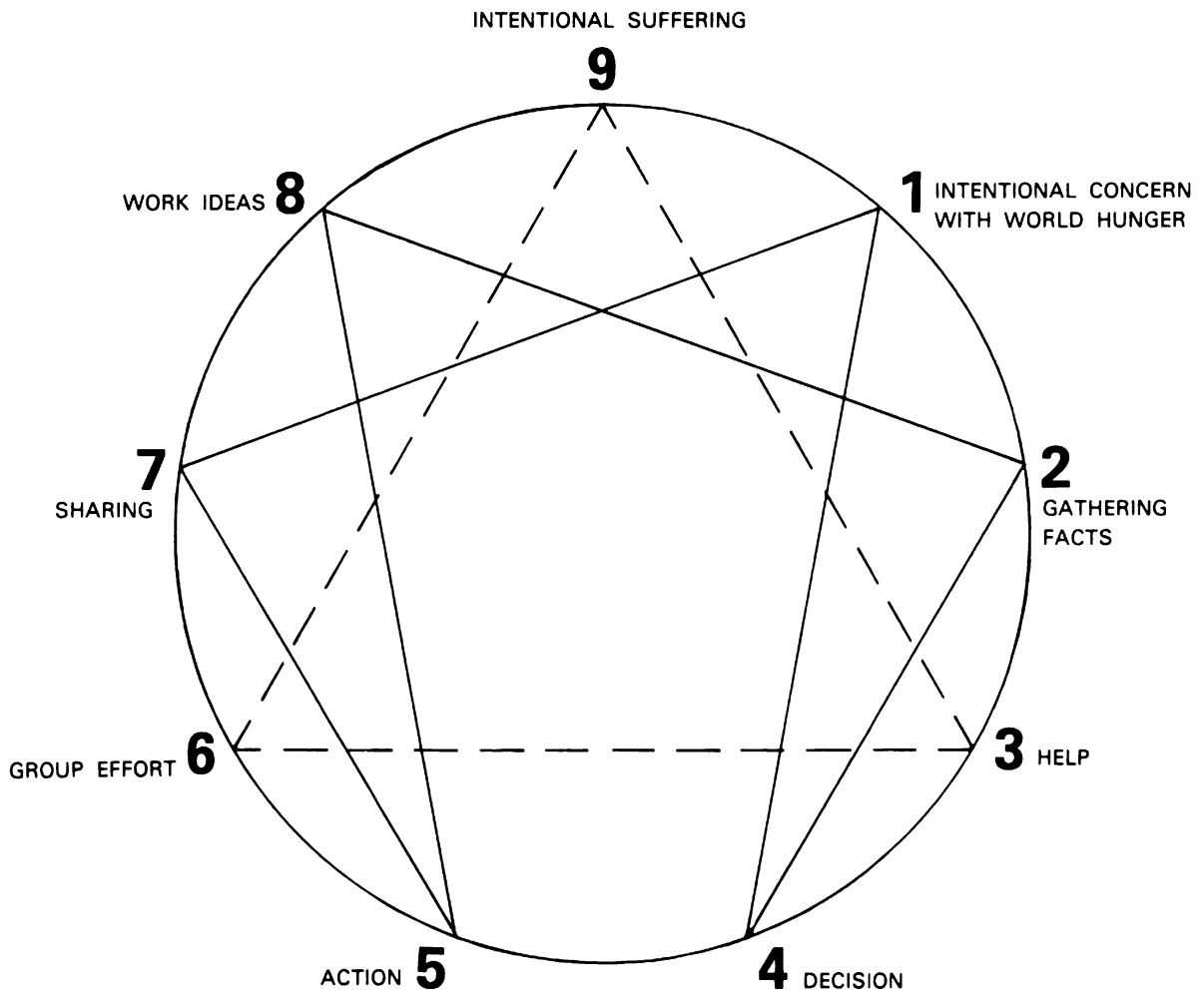
2-8. Assignment of responsibility among group members as builders and watchers actualized the reconstruction and work energy flowed. Children could see the tangible result of group cooperation.

8-5. The children could not have experienced the completed project without the efforts of the watchers.

5-7. The aim could not have been accomplished without the watchers, as vandals could have destroyed the enclosure before it hardened and became permanent.

7-1. Aim is accomplished due to successful planning.

*Gurdjieff, G.I., *All and Everything*. (E.P. Dutton & Co., New York, 1964)



SHARING HUNGER'S GRIEF

LINEAR

1. Becoming aware of the extent and importance of the World Hunger problem.
2. Facts about the situation must be gathered.
3. Wish to help. What can I do?
4. Decision: accept some of the responsibility.
5. Action: mailing letters, begging, writing to proper agencies, etc.
6. We work together as a group.
7. Making public aware of situation.
8. We use Work ideas to maintain right action.
9. Sharing the grief of hunger.

INNER

1-4. Having attended as a group, Friends' lectures on World Hunger, it was decided to take part in their program against World Hunger.

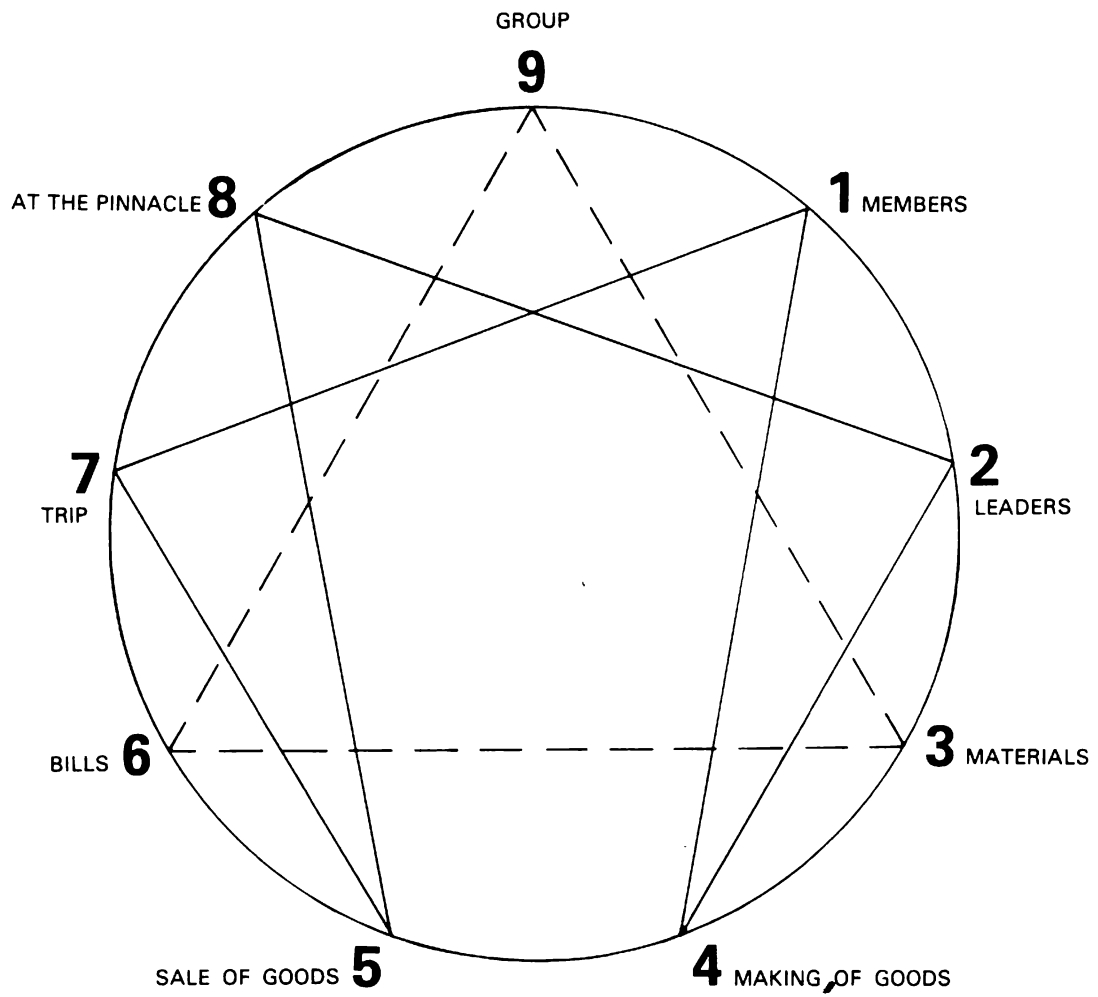
4-2. Having accepted this responsibility implied becoming aware of its extent and learning the means to combat it.

2-8. We gathered facts about it, and applied Work ideas to take right action.

8-5. Action taken involved Group singing carols at Rockefeller Center and St. Patrick's Cathedral's door to collect funds for the relief of the hungry through established agencies.

5-7. Posters and literature regarding World Hunger attracted the attention of the passers-by who joined in the spirit of our effort and responded emotionally and financially to our plea.

7-1. This action deepened our personal interest in the problem and we continued our efforts by purchasing "grain bags" for the political approach to the problem through our respective representatives in Congress.



FUND RAISING

TO PARTICIPATE IN WORKSHOP

LINEAR

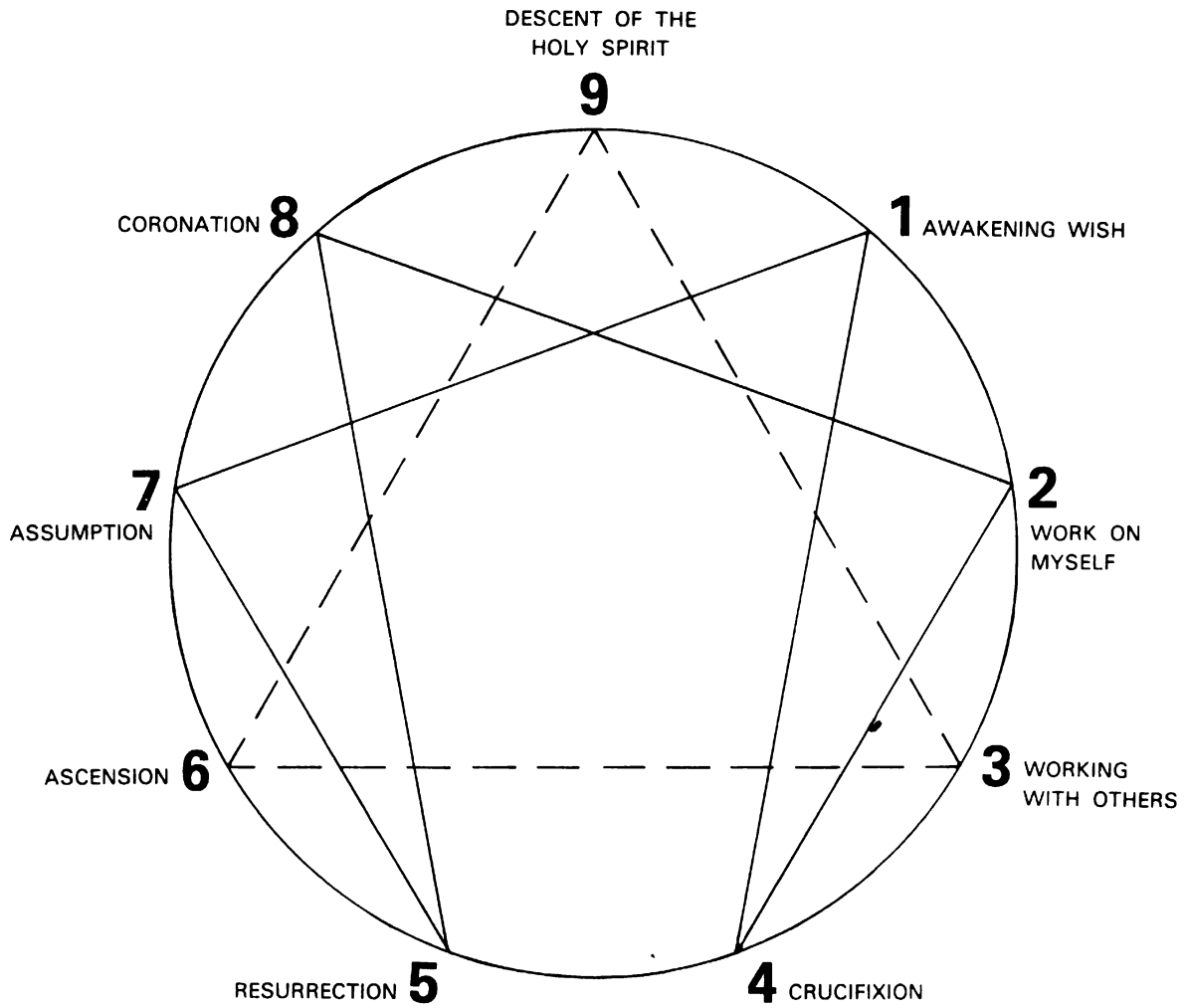
1. Members meet to plan means to attend workshop.
2. Leaders help them to formulate a plan.
3. Resources available to the group.
4. The preparation of goods for sale takes place.
5. The finished products are sold.
6. Balancing accounts.
7. The group travels to workshop.
8. Participation.

INNER

- 1-4. The members of the group must hold a meeting to consider the possibility of attending the workshop.
- 4-2. The group leaders help the members to plan on goods to make in order to sell them and raise the funds needed for the trip.
- 2-8. Leaders direct activities for sale and participation.
- 8-5. Funds raised through sales of goods prepared enable members of the group to participate in the workshop.
- 5-7. The expenses of the group are met by the sales of the goods.
- 7-1. The efforts made strengthen bond between members and actualize their plan.

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VI



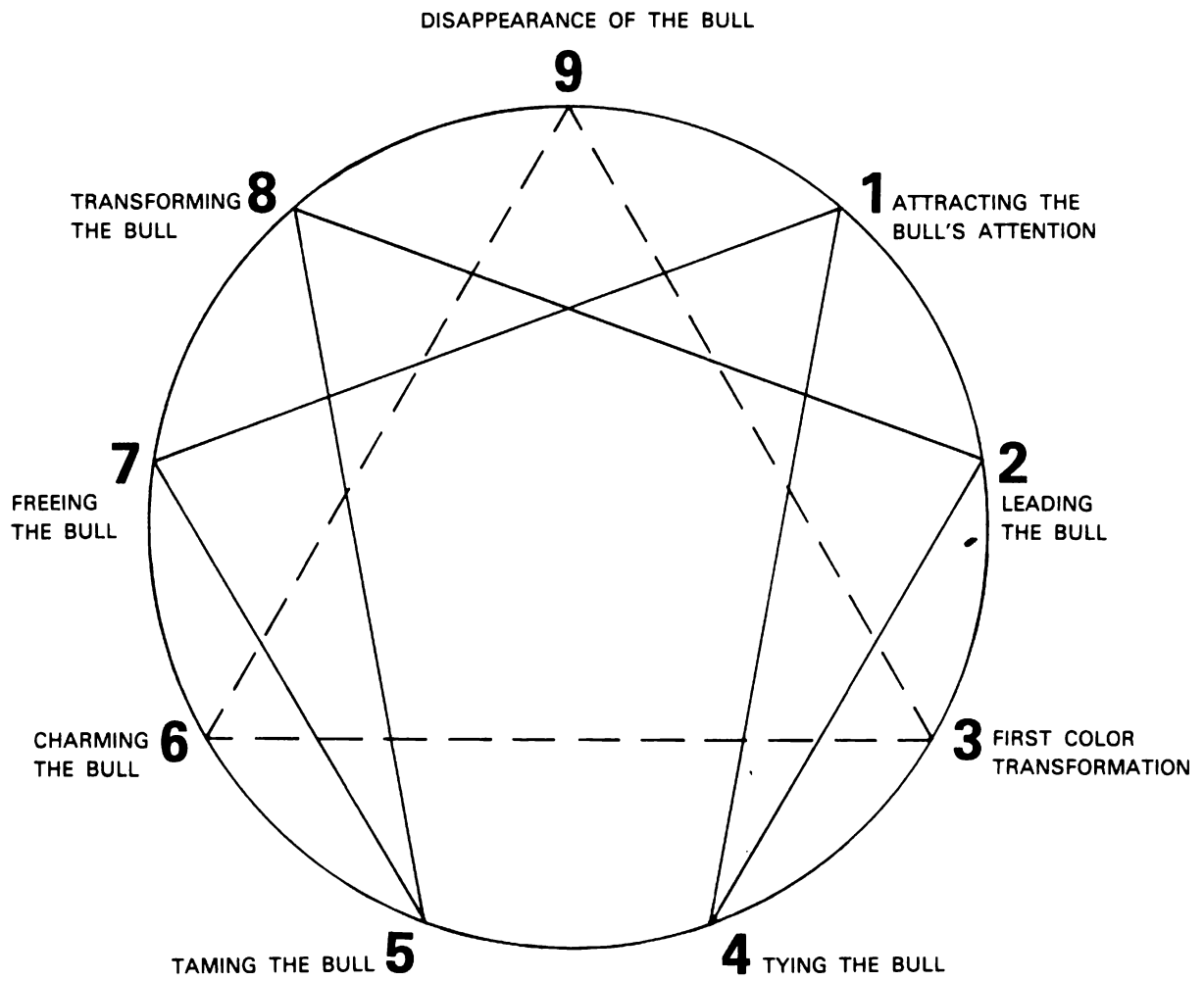
DESCENT OF THE HOLY SPIRIT

LINEAR

1. The possibility of a change in being starts with my wish to awaken.
2. I start to struggle with my negativity.
3. Acceptance of the unpleasant manifestations of others.
4. Intentional Suffering.
5. The glorious arising of a changed being.
6. Passing on the Work through others.
7. On the way to the Path of Glory.
8. Inheritance of an Everlasting Kingdom of Inner Life, Light, and Love.
9. The Path of Redemption begins.

INNER

- 1-4. I carry my wish to awaken as a cross to Calvary, because my negativity must be crucified before I come to the Path of Glory where the work of the awakened man begins.
- 4-2. Constant struggle with sleep may bring about moments of awareness.
- 2-8. My efforts may bring me to the Promised Land.
- 8-5. My work is directed now to helping others to work on themselves for the arising of a new being.
- 5-7. Sharing with others I earn the right to ascend a step on the ladder that leads to the Everlasting Kingdom.
- 7-1. On the Path of Glory I reaffirm my wish to be.



THE TEN BULLS

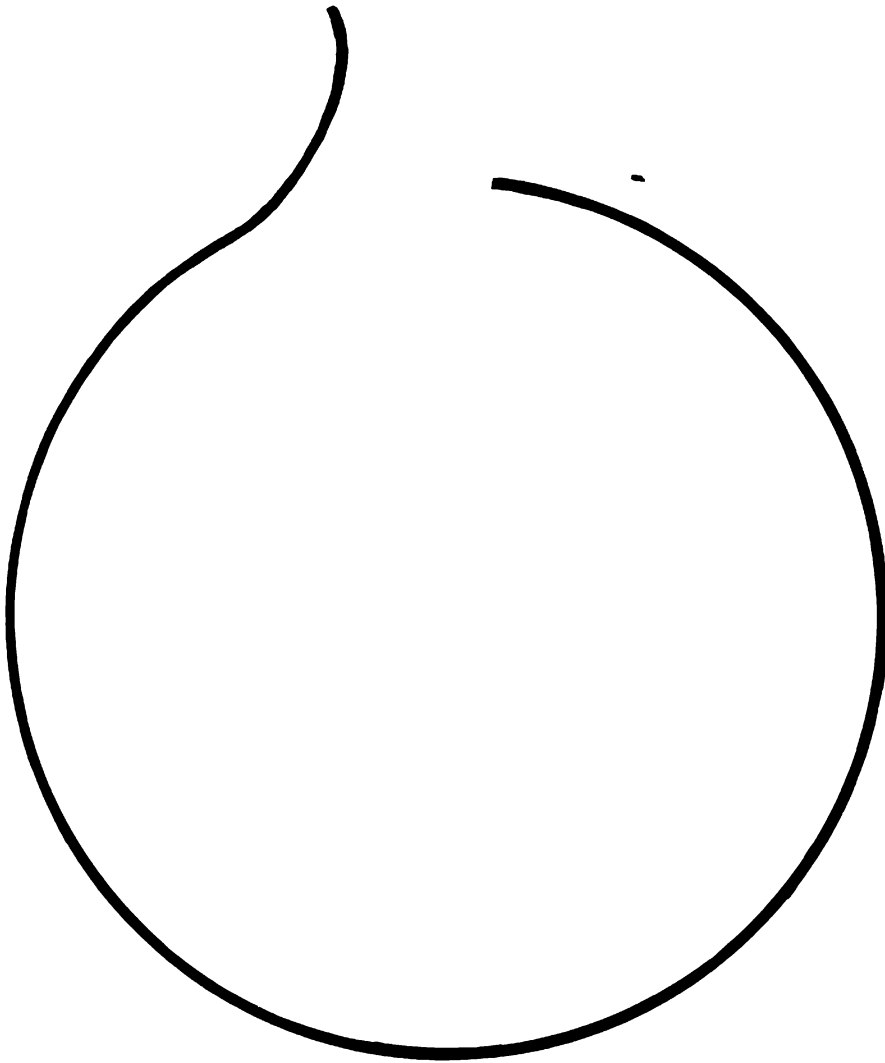
FROM THE CHINESE CLASSIC

LINEAR

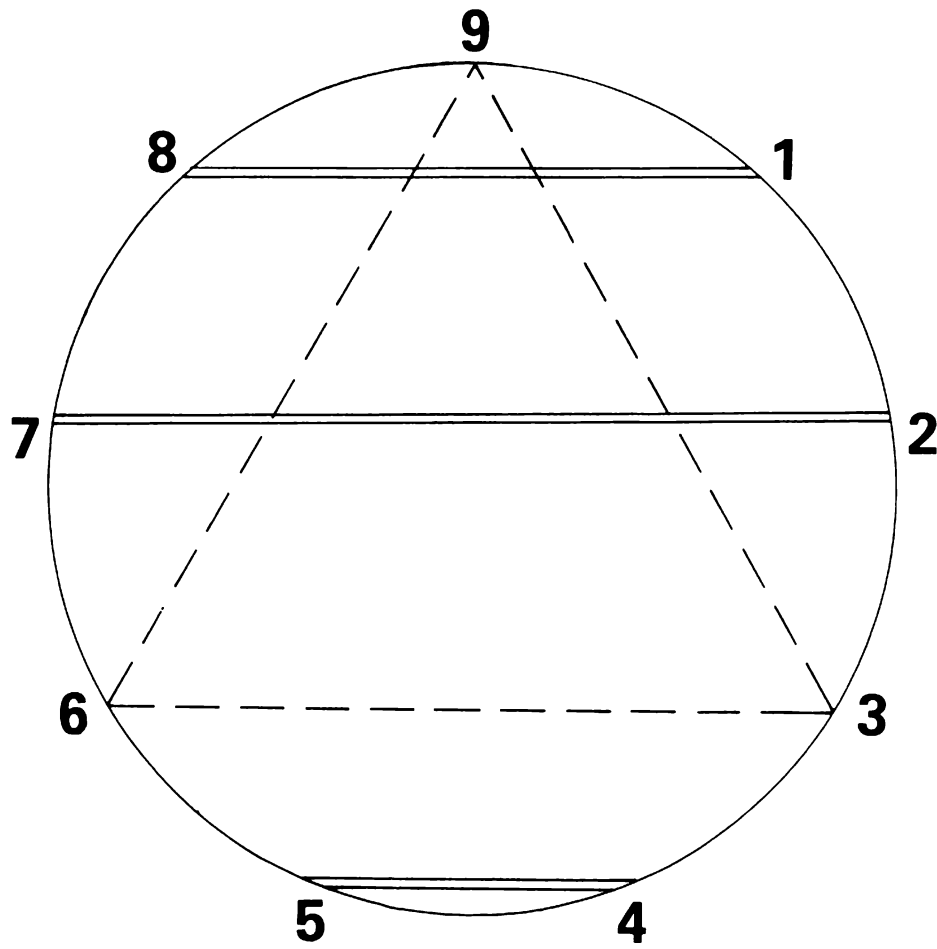
1. The bull is seen; his attention is attracted. The bull may be understood to represent the Path, the Way, or the Work.
2. His attention is won and he can be led toward the seeker's direction.
3. The first color transformation occurs, the bull begins to become lighter in color, and he becomes lighter and lighter as the steps proceed.
4. The bull is now tied; he is physicaly in the seeker's possession.
5. Now that the seeker begins to lead the bull, he begins to have a certain amount of control which is the result of effort and reason.
6. The bull begins to become a part of the seeker and the color transformation continues.
7. The bull can be freed once the seeker has become unified inwardly with the bull.
8. The bull is now transformed. His presence is now within the seeker.
9. The bull becomes white, illumined. A part of the seeker, he is now free of this world and is one with the Infinite throughout eternity.

INNER

- 1-4. Tying the bull. The bull's attention was attracted in order to bring it into the seeker's physical possession.
- 4-2. The bull is tied by first leading him to oneself (the seeker).
- 2-8. The aim is the transformation of the bull, of communion with the bull. It is held before the seeker's mind.
- 8-5. Thus the seeker struggles and begins to gain command of the bull by taming it.
- 5-7. The bull is now known by the seeker, and he can therefore be freed.
- 7-1. The attention of the bull is attracted by the seeker.



DISAPPEARANCE OF THE BULL

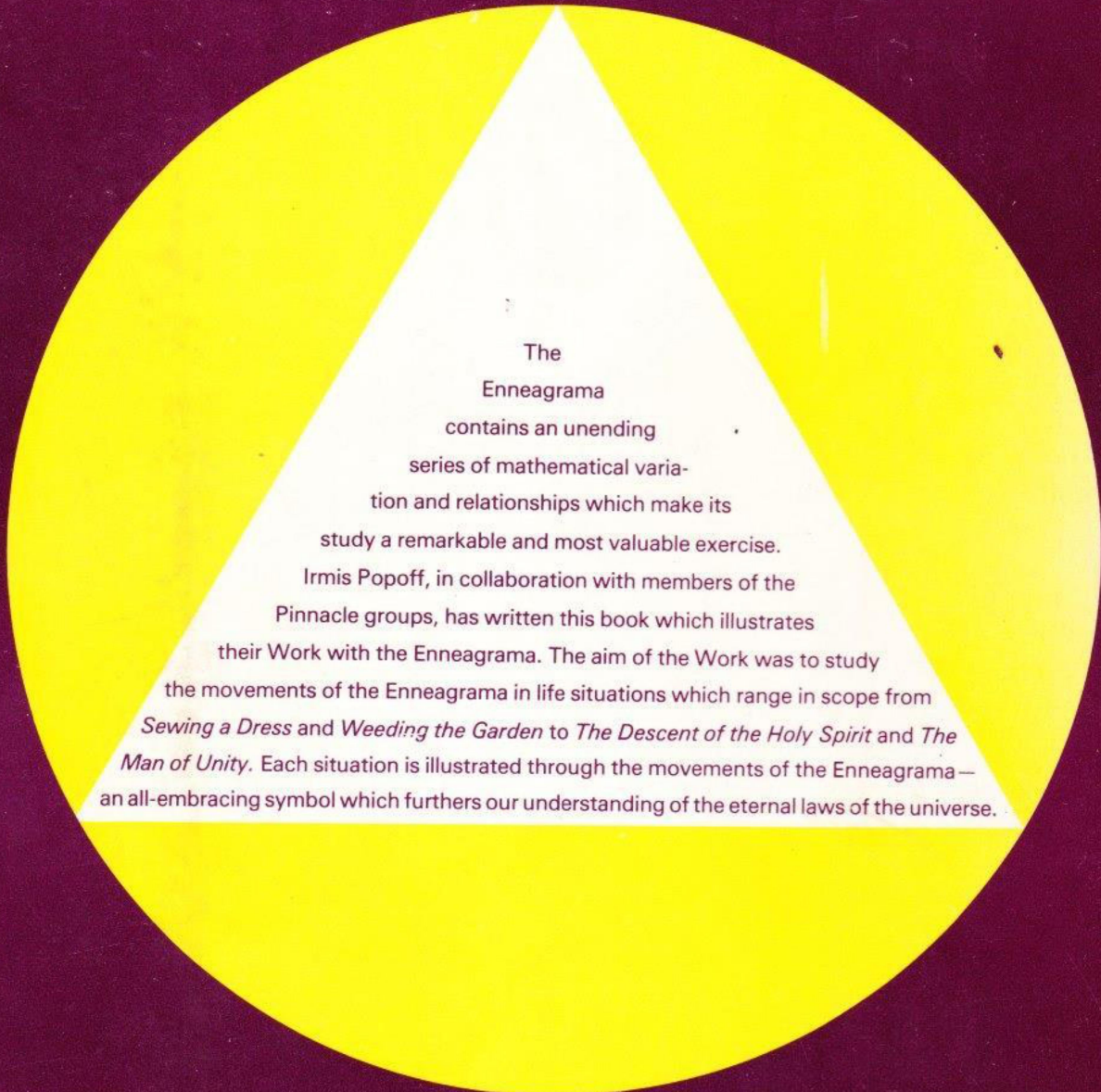


**THE MAN OF UNITY:
HIS ENNEAGRAMA**

Errata

1. Page v, paragraph 4, "Gurdjhieff" should be "Gurdjieff"
2. Page 13, Inner, 4-2, "chosing" should be "choosing"
3. Page 27, Inner, 7-1 omitted, should be "7-1. Clean-up. End accomplished."
4. Page 73, Linear 4, "mucose" should be "mucosa"
5. Page 81, Linear 8, "his or her" should be "him or her"

All errors and spelling inconsistencies found in this work are reflections of the Divine Imperfection.



The
Enneagrama
contains an unending
series of mathematical varia-
tion and relationships which make its
study a remarkable and most valuable exercise.
Irmis Popoff, in collaboration with members of the
Pinnacle groups, has written this book which illustrates
their Work with the Enneagrama. The aim of the Work was to study
the movements of the Enneagrama in life situations which range in scope from
Sewing a Dress and *Weeding the Garden* to *The Descent of the Holy Spirit* and *The
Man of Unity*. Each situation is illustrated through the movements of the Enneagrama—
an all-embracing symbol which furthers our understanding of the eternal laws of the universe.