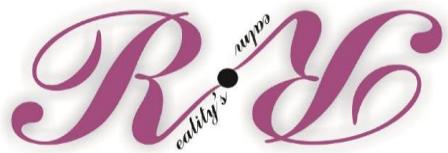


The Thinking True Initiative – Reality’s Realm

The immersive experience of intimacy by God’s divine nature



Summary of Tier 1; Level 1 — First Level of the Beginner’s Stage

Course Title: “I” [Reasoning] IS Divine Intelligence

Course Theme: Introducing Self-Esteem

Duration: One Session — 39 Weeks

Goal:

To correct the notion of self-esteem as merely “what I think of myself.” We shall therefore arrive at a more concrete understanding of esteem and its universality.

What is being taught here is not primarily for intellectual understanding, but for experience (spirit) and action (life). Thinking True is spirit and life, not mere understanding.

Module — Cycle 1: The Individual System of Reasoning

Module — Cycle 2: Mathematically Introducing the Universe of Intelligence

Module — Cycle 3: The “Beginning” of the Universe of Intelligence: The Planet of Awareness

Module — Cycle 3: The “Beginning” of the Universe of Intelligence: The Planet of Awareness

Module Objective

This module aims to first **indirectly introduce the ward to the experience of insight that accompanies Thinking True**—an insight that recognizes connections between things that do not initially appear connected; an insight that uses what is **seen and tangible** to learn of what is **intangible**, the place where actual value resides.

Building on what was learned in the previous cycle, the ward is guided to recognize how **the physical world teaches us about the intangible world of Intelligence**, as structured by Original Intelligence. While the contents of this module may appear as analogies, they are designed to impress upon the ward’s mind that **Esteem is indeed a universal concept**.

This cycle is therefore purposed to **further assert what was learned in the last cycle**, by deliberately employing the **structure of the physical world** as the framework for this assertion.

Lesson 1: The Analogy of the Physical Universe — The World “Me” Is In (Pages 4 – 10)

Lesson 2: The “Structure” of the Planet of Awareness (Pages 12 – 18)

Lesson 3: The Grade of Human Esteem/Intelligence (Part 1) (Pages 20 – 28)



Eternal Righteousness [within] birthing Divine Intelligence....

Lesson 1: The Analogy of the Physical Universe — The World “Me” Is In

Understanding the World “I” IS OF by Learning from the World “Me” Is In

As stated at the close of the last cycle, while “me” is in this world, “I” is of the intangible world, or the Universe of Intelligence. We also stated that the **consistency of Original Intelligence** caused both worlds to share striking similarities. This ensures that we are not being delusional, but are instead applying **accuracy**, which is a quality of Intelligence.

However, because this study is inspired by Divine Intelligence, we must remain aware that the **physical (tangible) does not prove the intangible**, but rather helps us *understand* it.

This opening restates the conclusion of the last cycle in order to remind you that we are being **methodological and accurate**, learning how the intangible Universe of Intelligence can be *imagined* by observing how the physical universe is structured.

The Standardization of the Physical Universe

Just as **Infinity** is a dynamic system that standardizes and gives value to positions according to rules, so also does the **physical universe**. The physical universe is not merely the endless expanse of space as it is commonly imagined, but the **system of**

fundamental, intangible laws, rules, and standards that give value to spatial positions and make them what they tangibly are.

The physical Earth—our abode—was formed billions of years ago within the solar system. This mysterious handiwork of Original Intelligence was standardized by laws such as **gravity**, along with other governing laws we need not detail here.

The present value of the tangible planet Earth is derived from the **intangible laws and standards** that have governed it from its formation until now, and will continue to govern it into the future, including its interactions with other elements of the solar system.

In the same way that the tangible figure “1” (do not name it) holds the value of the *first systemic position* from the moment it emerged and onward, the planet Earth is also a **systemic position** given its value by the Universe (the laws, rules, and standards) from its origin until now, and even toward the future point—estimated at about four billion years from now—when it is believed it may be consumed by the sun.

The value Earth possesses through these universal laws is what makes it a **strategic position for life and survival**. For this reason, Earth may be thought of as a kind of *starting point*—as though the Universe “begins” here.

This is not literally true, because the Universe does not have a true beginning point. However, due to the fundamental nature of “I,” we can say that the **first tangible position of the Universe is Earth**, even though the **most intimate position of the Universe is nowhere**.

In summary: the first tangible position of the system that the Universe IS may be said to be Earth, while its most intimate position is nowhere—Infinity’s first position is understood as “1-one” but its intimate position is nothing.

Structural Layers of the Physical Universe

If we were to draw the structure of the Universe from our position, we would begin with the ground, which consists of three layers: the **Earth’s crust, mantle, and core** (Figure 1.5).

Above this, the structure continues into the Earth’s atmosphere, which is divided into five layers: the **Troposphere, Stratosphere, Mesosphere, Thermosphere, and Exosphere** (Figure 1.6). From there, the structure of the Universe continues outward.

LAYERS OF THE EARTH

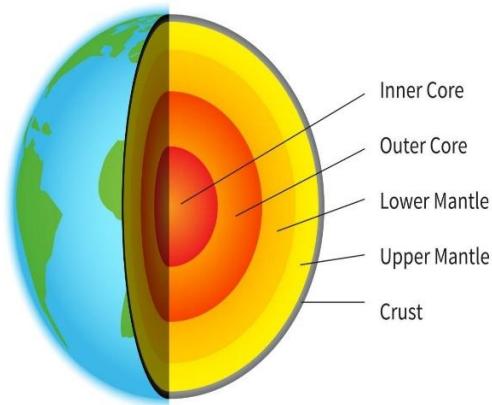


Figure 1.5

EARTH'S ATMOSPHERE

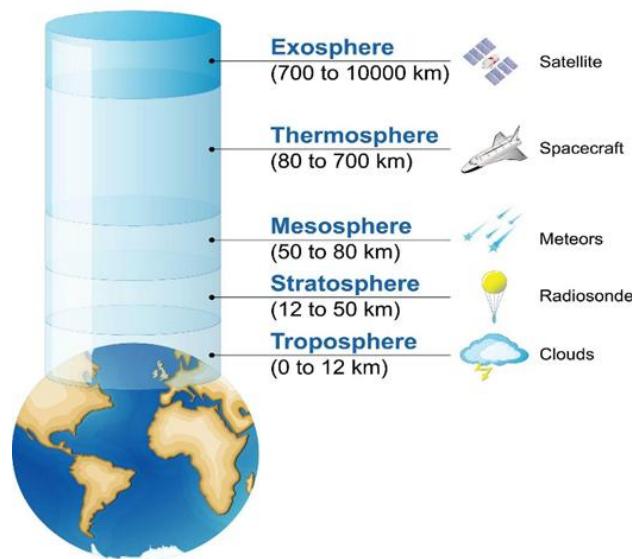


Figure 1.6

Let me emphasize again that layers such as the Earth's crust or the stratosphere do not truly “belong” to Earth itself. They belong to the **dynamic system of laws, rules, and standards** that the Universe actually IS—the laws established by the mysterious Creator in birthing and sustaining all things. These laws constitute the true Universe, rather than the unbounded expanse that the human mind commonly imagines as “the Universe.”

Focusing on the Analogy of the Physical Atmosphere

Before proceeding to understand what the Universe of Intelligence may be like, we must identify **three principles** observable in the structure of the physical Universe. These principles are essential for accurately imagining the structure of the intangible Universe of Intelligence.

The three principles are:

- **Integrity**
- **Consistency**
- **Connection**

Because the Earth’s atmosphere is the most familiar part of the Universe to us, this lesson focuses on it as a teaching model for understanding universal structure.

The scientific descriptions that follow were provided by **ChatGPT**, as professional reference material was needed for accuracy regarding the Earth’s atmosphere.

Quick Introduction to the Atmospheric Layers

(Refer to Figures 1.6 as you read)

1. Troposphere (0–~12 km)

Where we live and where weather occurs (clouds, rain, storms). Temperature decreases with height. Air density and pressure are highest here. Upper boundary: *tropopause*.

2. Stratosphere (~12–~50 km)

Contains the ozone layer, which absorbs harmful UV radiation. Temperature increases with height. Air is dry and stable; some aircraft fly here. Upper boundary: *stratopause*.

3. Mesosphere (~50–~85 km)

Meteors burn up here. Coldest atmospheric layer. Air is very thin. Upper boundary: *mesopause*.

4. Thermosphere (~85–~600 km)

Very high temperatures due to solar radiation, though air is extremely thin. Auroras occur here; many low-orbit satellites travel here.

5. Exosphere (above ~600 km)

Extremely thin gas; transition into outer space. Contains high-altitude satellites.

(Altitudes vary slightly based on latitude, season, and scientific definitions.)

The Three Principles Applied

1) Principle of Connection — Layers Are Linked

Atmospheric layers transition gradually rather than abruptly. For example, at the tropopause, the troposphere's cooling trend gives way to the stratosphere's warming trend, creating a blending zone.

2) Principle of Consistency — Each Layer Retains Identity

Within each layer, key properties remain predictable and stable. This consistency explains why very different layers are not adjacent, but separated by intermediate layers.

3) Principle of Integrity — A Layer Is Most Itself at Its Middle

The central region of a layer displays its strongest defining characteristics. Near boundaries, properties blend, and identity weakens.

Each atmospheric layer is therefore the **standardization of a spatial position** according to the consistent laws that the Universe IS. These laws give each position its characteristics.

- **Connection** appears in boundary blending.
- **Consistency** appears in stable internal properties.
- **Integrity** appears at the midpoint of each layer.

In the next lesson, we will apply these principles directly to the **intangible Universe of Intelligence**.

This Lesson’s Most Significant Points

1. The Universe can be said to begin for us at the tangible spatial position of Earth, due to its importance to life, though the Universe’s most intimate position is nowhere.
2. The Universe is not merely an unbounded expanse, but the **intangible laws and standards** that give spatial positions their value.
3. The structure of the Earth’s atmosphere helps us understand how layers of consistent characteristics arise through standardization, remain connected at boundaries, and maintain integrity at their core.



“I’ IS not as simple as ‘me.’

In fact, nothing is that simple except the self-sufficient Human Mind (“me”), which cannot help but think things simple. Therefore, ‘I’ must keep unfolding—the most distinct creation by Original Righteousness/Intelligence, God, the mysterious Father.”



Lesson 2: The “Structure” of the Planet of Awareness

The First Position of the Universe of Intelligence: The Intangible Planet of Awareness

Just as the tangible universe can be said to “begin” with the physical Earth, so also does the intangible Universe of Intelligence “begin” with an intangible planet—the **Planet of Awareness**.

This planet consists of all entities that possess **Awareness**, which is represented by sense organs. These entities are primarily animals and human beings. Like the physical planet, the intangible Planet of Awareness is also **stratified into different layers**, or **Grades of Esteem/Intelligence**.

Every entity is fixed within a particular Grade of Esteem/Intelligence and behaves according to the **laws, codes, and standards** by which Original Intelligence has fixed it. We will now expound on this structure as it corresponds to the physical structure examined in the previous lesson.

The Ground Grade of Inanimate Esteem/Intelligence

We have already defined this Grade of Intelligence as that which holds **no Reasoning or Experience**. Entities esteemed here are intimate with Original Intelligence, but only according to laws and standards that determine *what they are, not how they experience*.

This intimacy is what makes them suitable as **building blocks** for higher Grades of Esteem/Intelligence.

Within the Universe of Intelligence, there are **two major forms** of things esteemed into this Grade.

The first form consists of entities that serve as **building blocks** for animal and human bodily structures. These form what we can regard as the **ground of the Planet of Awareness**, and they are divided into three dimensions:

1. The Crust of Awareness

This consists of elements (including their subatomic particles) that make up, or are necessary for, animal and human bodies. Examples include photons (light), carbon, hydrogen, oxygen, and nitrogen, to mention only a few.

2. The Mantle of the Planet of Awareness

Like the Earth’s mantle, this represents the mid-range of the ground level of Awareness. It consists of molecules and compounds necessary for animals and humans, such as water, glucose, sodium chloride (NaCl), hydrochloric acid, and deoxyribonucleic acid (DNA).

3. The Ground Surface of the Planet of Awareness

This consists of substances that directly constitute the functional surface of this planet—enzymes, cells, light, pressure, food materials, and similar elements.

It is important to remember that these “different” layers are **dimensions of Inanimate Intelligence**, not separate realities.

You may think the physical ground is merely a surface we stand on, but its significance runs far deeper. The same is true of these three dimensions of Inanimate Intelligence—their essence cannot be quantified. It is not that simple.

The Second Dimension of Inanimate Intelligence

Beyond the elements that form part of our makeup lies a second category of Inanimate Intelligence: entities that constitute the remainder of the intangible Universe.

We are generally aware of these only because they are **not part of our bodily composition**, and Reasoning often must be **challenged** into intimacy with them in order to be elevated into higher Grades of Esteem.

Examples include:

- **Elements:** gold, uranium
 - **Non-biological compounds:** silicon dioxide, methane
 - **Substances:** rocks, crystals, and similar materials
-

The Core Atmosphere of the Planet of Awareness — Animalistic Intelligence

Having examined the Ground Grade of Esteem/Intelligence—the inanimate foundation that holds Awareness—we now move into the **atmosphere of the Planet of Awareness**, beginning with **Animalistic Intelligence**.

Animalistic Intelligence has already been defined as Reasoning or experience operating within a **limited range of possibility**. In this lesson, we will express these ranges using measurements analogous to the standardization of the physical atmosphere.

To ensure factual accuracy in the examples used here, I once again consulted Chat GPT, which provided representative animals for each Grade of Esteem, along with the laws

or standards that govern them. We will also integrate the **three principles** introduced in the previous lesson: **Connection, Consistency, and Integrity**.

Please note that the word “**region**” is used deliberately to describe a specific spatial range within a Grade of Esteem. Each region is a **dimension** of that Grade. You may find it helpful to refer again to Figures 1.6.

1) Troposphere Layer — Invertebrate Grade of Esteem / Intelligence ($0 - \sim 12$ km above the Ground Grade)

This region, the lowest major layer of Animalistic Intelligence, consists of remarkably capable entities functioning fully within the regions into which Original Intelligence has fixed them.

This Grade comprises three regions:

a) Lower Troposphere Region ($0 - \sim 4$ km above the Ground Grade)

Entities here include sponges, jellyfish, and roundworms. The governing laws are those of primitive survival responses and simple nervous systems.

b) Mid Troposphere Region ($\sim 4 - \sim 8$ km above the Ground Grade)

According to the principle of **Integrity**, this region expresses the defining characteristics of invertebrate intelligence: sensory coordination and emergent behavioural patterns. These standards give rise to insects, arachnids, and crustaceans.

c) Upper Troposphere Region ($\sim 8 - \sim 12$ km above the Ground Grade)

This region contains more complex invertebrates. By the principle of **Connection**, entities here exhibit behaviours that resemble the lowest regions of the next Grade, such as cooperation and tool-like interaction. Examples include octopus, bees, and

termites. The governing laws here involve advanced invertebrate cognition and social behaviour.

This concludes the Troposphere Grade of Intelligence. It is often only the simplistic human perspective that labels these entities as “simple,” whereas their proximity to the Ground Grade enables remarkably efficient and sophisticated behaviours—an expression of Connectivity.

2) Stratosphere Layer — Vertebrate Grade of Esteem/Intelligence ($\sim 12 - \sim 50$ km)

This region represents the third major Grade of Esteem/Intelligence in the Planet of Awareness. It is governed by laws that define vertebrate behaviour and experience.

It also comprises three regions:

a) Lower Stratosphere Region ($\sim 12 - \sim 25$ km above the Ground Grade)

Entities include fishes and amphibians. Their behaviour is largely reflex-driven, showing strong connection to invertebrate systems. The governing standards involve basic neural coordination and instinctual response.

b) Mid Stratosphere Region ($\sim 25 - \sim 40$ km above the Ground Grade)

This region represents the Integrity zone of vertebrate intelligence. Its governing laws include higher sensory integration, learning, and social grouping. Reptiles and most birds occupy this region.

c) Upper Stratosphere Region ($\sim 40 - \sim 50$ km above the Ground Grade)

Entities here are advanced vertebrates closely connected to the next Grade. The governing standards include emotional learning and advanced problem-solving. Examples include corvids and parrots.s

3) Mesosphere Layer — Mammalian Grade of Esteem/Intelligence ($\sim 50 - \sim 85$ km)**a) Lower Mesosphere Region ($\sim 50 - \sim 65$ km above the Ground Grade)**

This region includes rodents and small mammals. By the principle of Connection, they remain strongly instinct-driven. The governing laws include basic mammalian instincts and strong parental care.

b) Mid Mesosphere Region ($\sim 65 - \sim 75$ km above the Ground Grade)

This Integrity zone of Mammalian Intelligence is governed by emotional intelligence and social structure. Entities here include dogs, elephants, and primates.

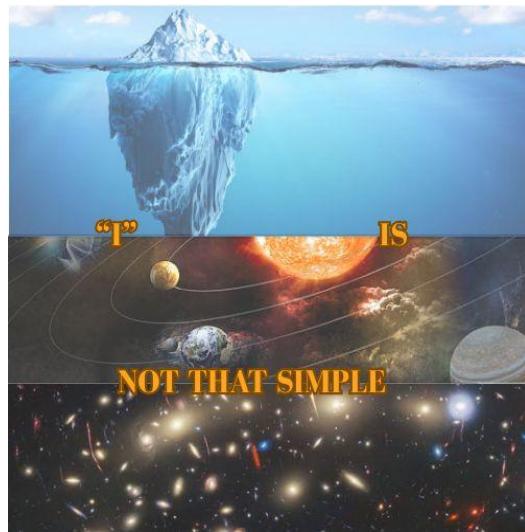
c) Upper Mesosphere Region ($\sim 75 - \sim 85$ km above the Ground Grade)

This region connects closely with the next Grade. The governing laws include self-awareness, moral emotions, and abstract play. Great apes, dolphins, and whales are esteemed within this region.

This Lesson’s Most Significant Points

1. The Grade of Inanimate Intelligence has two major dimensions:

- those entities that form part of animal and human makeup, constituting the ground of Awareness in three dimensions, and
 - those entities that exist beyond our composition but remain part of the Universe of Intelligence.
2. Above the Inanimate Grade lies the Grade of Animalistic Intelligence, which is expressed through the dimensions of **Invertebrate, Vertebrate, and Mammalian Intelligence**.
3. Within each Grade, lower regions show characteristics of the preceding Grade, mid-regions express Integrity, and higher regions display characteristics of the next Grade.



“‘I’ IS not as simple as ‘me.’

In fact, nothing is that simple except the self-sufficient Human Mind (‘me’), which cannot help but think things simple. Therefore, ‘I’ must keep unfolding—the most distinct creation by Original Righteousness/Intelligence, God, the mysterious Father.”



Lesson 3: The Grade of Human Esteem/Intelligence (Part 1)

We now enter the **Grade of Human Esteem/Intelligence**—the level where Reasoning becomes thickest. This is not because “*I am intelligent,*” as humans often assume, but because within the **Thermosphere–Exosphere range** lie the standards and systems that give value to the Reasoning (Experience) that the human IS.

Due to the consistency of Original Intelligence, early human Reasoning still carries echoes of **Animalistic Intelligence**—this is the principle of **Connectivity**. However, human development separates itself sharply from mammalian intelligence as it progresses.

The Thermosphere Layer of Physically Conditioned Human Esteem/Intelligence (*~80 – ~700 km above the Ground Level of Inanimate Intelligence*)

Human intellectual potential begins in the region that corresponds to what science calls the **Kármán Line**—not an actual line, but a region around 100 km above ground level, where Earth’s atmosphere begins blending into outer space.

By the principle of Connectivity, this layer maintains continuity with lower Grades and carries something significant from them: **conditioning through physical (intangible) laws and codes.** These laws form the foundational patterns that shape early human abilities to identify, connect, and orient.

Within this Thermosphere Grade are two main forms of Human Esteem/Intelligence:

1) Early–Developing Human Intelligence

Scientific understanding shows that while a newborn possesses basic awareness, organized social awareness becomes visible around **2–3 months** after birth. At this stage, the child’s esteem may be imagined around **100 km** above the Ground Level of Inanimate Intelligence.

From infancy up to about **8–10 years**, development is dominated by biological and physical maturation—brain growth, motor coordination, and sensory integration (note: the brain is not merely the physical object the simplistic human mind perceives, but the **intangible laws that govern it**). During these years, the child remains largely within this region of Esteem.

At around **6 years**, imagine the child near **450 km**. At **8–10 years**, the child approaches **700 km**, the threshold of the next Grade. This explains why children are more influenced by their physical and biological states than older individuals.

2) Physically Sick Human Esteem/Intelligence

This refers to individuals whose connection to higher Reasoning is distorted due to injuries or disorders affecting the brain or nervous system. Depending on severity, they may be esteemed at **450 km**, **550 km**, or up to **700 km**—still within the Human Grade, but operating under limitations imposed by physical conditions.

Just as a sick body does not cease to be human, these individuals remain within **Human Esteem/Intelligence** despite diminished connection—they are not animals.

The Lower Exosphere Layer of Socially Conditioned Human Esteem/Intelligence ($\sim 700 - \sim 10,000$ km above the Ground Level of Inanimate Intelligence)

We now enter the **Exosphere**, the broad region from about **700 km to 190,000 km** (Figure 1.7), where the structure of the Planet of Awareness blends more fully into the Universe of Intelligence (Consciousness). Our present focus is the **lower Exosphere**, the first region of this broad span.

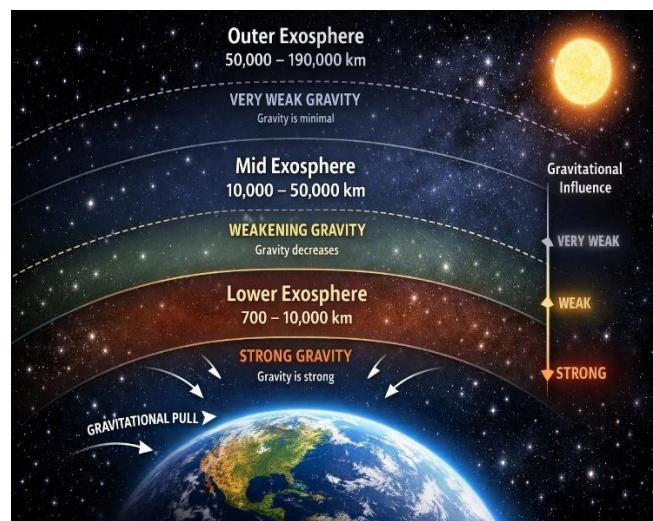


Figure 1.7 — the physical analogy to Core Human Reasoning.

Within this region are two major forms of Esteem:

1) Late-Developing Human Intelligence

This stage begins around **8–10 years** and extends into early adult transition—approximately **23–26 years**. By the principle of Connectivity, age ranges are used rather than fixed points, as transitions occur gradually.

Here, biological growth continues (especially during puberty), but the dominant influence gradually shifts toward **social forces**, including family structure, peer groups, cultural norms, expectations, opportunities, and pressures.

- **Childhood (2–3 months to ~10 years):** development is physically dominant, though social influence exists.
- **Adolescence (~10–19 years):** physical maturation continues strongly, but social influence becomes critical.
- **Youth/Emerging Adulthood (~18–26 years):** social conditioning is strongest, as Reasoning (“I” — Experience) seeks identity, direction, and stability.

Within the symbolic Exosphere scale:

- Early adolescence (**8–10 to ~19 years**) spans roughly **700–4,000 km**.
- Late teens to mid-twenties (**~19–26 years**) span **4,000–10,000 km**, representing the climax of human development.

This is where challenges, responsibilities, and opportunities shape the more permanent patterns of Reasoning (“I” — Experience).

Depending on what we will later understand as **escape velocity**—built gradually from adolescence and strengthened in early youth (**~19–26 years**)—a person may move onward into the **Exosphere (Core Human Esteem)**, or even beyond.

2) Socially Sick Human Intelligence

This form of “sickness” does not arise from physical damage to the brain. Rather, it results from **distorted social environments**—harmful influences, neglect, abuse, destructive pressures, or learned patterns of wrongdoing.

Individuals in this condition may grow up exposed to harmful behaviours, internalize destructive values, or possess traits that make them vulnerable to negative influence. This may lead to actions that are harmful, dangerous, or destructive. Conditions such as **psychopathy**, where empathy or guilt is diminished, fall within this category.

These individuals are Reasoning esteemed within the **most precarious region** of Human Esteem/Intelligence, where unhealthy influences shape thought and behaviour. With appropriate intervention, some may grow beyond this region; others may remain trapped within it.

A Major Difference Between the Physical Planet and the Planet of Awareness

Having examined the first two major Grades of Human Esteem, we now approach the Grade that—by the principle of Integrity—holds the laws driving the true meaning of Human Esteem. This is the **gravitational system of the Planet of Awareness**, what Jesus Christ referred to in his teachings as “*the world*”: **Self-Sufficiency**.

Understanding this is necessary in order to properly conceptualize the remaining Grades of Human Esteem.

The force of gravity, first explored by **Sir Isaac Newton**, keeps objects bound to Earth’s surface. It is strongest at the surface and weakens as distance increases. Figure 1.7 shows how Earth’s gravitational influence decreases across regions of the Exosphere, extending up to about **190,000 km**.

The Planet of Awareness differs significantly: its gravitational force—**Self-Sufficiency**—is **weakest at the surface**, strongest within the **Exosphere range**, and then gradually weakens beyond, though it remains influential. A fuller understanding of this gravitational system lies ahead.

The Force of Knowledge — The Potential Behind Self-Sufficiency

The **force of knowledge** is distinct from knowledge itself. Knowledge is “ $1 + 1 = 2$.” The force of knowledge is the assurance of knowing that “ $1 + 1 = 2$.”

This force is a system of Reasoning especially active within the Grade of Human Esteem/Intelligence. **Self-Sufficiency** is the supernatural quality that produces concrete awareness, which is why it is weak in lower Grades of Animalistic Intelligence.

As an individual grows, this quality becomes more concrete. Teenagers, therefore, are not as self-sufficient as adults—particularly those **23 – 26 years and beyond**.

In the lower Exosphere, the force of knowledge is only strong enough to hold simpler values: school learning and externally taught morals. This explains why teenagers may struggle to appreciate values taught by parents or guardians—not due to rebellion alone, but because the **force of knowledge** is not yet mature. For this reason, trust and obedience are vital in childhood.

The force of knowledge becomes significantly more concrete in **early adulthood (23–26 years)**, as one exits the lower Exosphere of socially conditioned Human Esteem ($\sim 4,000\text{--}10,000 \text{ km}$).

The Context Within Which the Force of Knowledge (Experience) Finds Intimacy — The Stamp of Self-Sufficiency

As the **force of Knowledge** matures, **Self-sufficiency** becomes concrete within the **context of one's experiences**. This context is what we earlier identified as the **three systems from which an individual draws identity**.

If an individual’s developmental stage is dominated by **social experiences and influences**, then such a person’s identity operates primarily within the **social spectrum**. This social spectrum of identity corresponds to the **remainder of the Exosphere of the Planet of Awareness**, ranging from approximately **10,000 to 190,000 km** (Figure 1.7). I would like to remind you that, unlike the physical analogy, this is the region where “me”-sufficiency is strongest.

If, on the other hand, an individual’s developmental stage is characterized by **mental systems**—disciplined engagement with abstract reasoning and reduced dependence on social systems—such an individual may acquire sufficient **escape velocity** to identify Self as **Mental**, with the capacity to innovate something original. This condition is represented beyond the Exosphere, corresponding symbolically to **190,000 – 1,500,000 km above ground level**.

However, what you are being groomed for goes beyond both of these spectrums. You are being guided into an experience that transcends innovation by Social or Mental systems and enters into the **Eternal Life of the Father within you**—“I,” God’s most distinct product.

In the truest sense, therefore, **Self-sufficiency is not impossible to overcome**. The real question is: **Who is Self?** Is Self **Social, Mental, or Divine/Spiritual?**

As we bring this session to a close, it is necessary to clarify an important distinction. Everything we have studied so far, including what was defined in the second lesson of the first module as Reasoning (“I”), is more precisely **Experience—SELF**.

SELF is always **contextual**. It is based on the context with which one’s experience is most intimate that an individual will identify either as “me” (what others can relate with) or “I” (what only the individual can experience).

The next session would have us understand the distinction between **SELF (Experience)** and **Reasoning (“I”)** more accurately and deeply.

This Lesson’s Most Significant Points

1. The **Thermosphere** is the Grade of Human Intelligence most dependent on intangible physical laws governing biological development. While this stage is intended for growth, limitations can lock some individuals here due to physical distortions.
2. The **lower Exosphere** is the Grade where Reasoning becomes increasingly vulnerable to **social forces** as physical influence recedes. Harmful social forces can distort Reasoning, producing socially sick forms of Human Intelligence.
3. Unlike the physical Earth, the **Planet of Awareness** has its strongest gravitational pull—“Me”—sufficiency—within the **Exosphere**, where Human Esteem reaches its peak.
4. The **force of Knowledge** is the potency behind “Me”—sufficiency. It is not what is known, but the **assurance of knowing**, and it becomes strongest from the mid-Exosphere onward.
5. The **context with which the developing individual (SELF—Experience) becomes most intimate** determines who Self IS:
 - **Social**, if identity is shaped primarily by Social systems rather than Mental systems (for example, valuing grades and results over the process of learning);
 - **Mental**, if identity is shaped more by disciplined engagement with Mental systems than by Social systems;

- **Divine/Spiritual**, when identity is taken from the Eternal Life of the Father within—this, being our aim here.



“I” IS not as simple as ‘me.’

In fact, nothing is that simple except the self-sufficient Human Mind (‘me’), which cannot help but think things simple. Therefore, ‘I’ must keep unfolding—the most distinct creation by Original Righteousness/Intelligence, God, the mysterious Father.”

