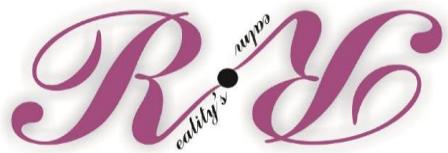


The Thinking True Initiative – Reality’s Realm

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 2: Mathematically Introducing the Universe of Intelligence

Module Objective

Using mathematical analogy, the ward is introduced to what Jesus meant by:
“And whosoever shall exalt himself shall be abased; and he that shall humble himself shall be exalted.”

This module first establishes that **self-exaltation** is not the conscious arrogance people are often accused of, but a **fundamental mode of experience** that is intimate with societal systems—a position of **low Esteem within the Universe of Intelligence**.

The mathematical concept of **place of value** is then employed to demonstrate that **humbling must precede exaltation**, and that both the process of humbling and the act of exaltation are carried out solely by the **original owner of Esteem: God**.

Lesson 1: The Process of Standardization — Value Creation (Pages 4 – 7)

Lesson 2: Infinity — The Actual Mathematical Value (Pages 9 – 14)

Lesson 3: Introducing the Universe of Intelligence — The Universe “I” IS OF (Pages 16 – 21)



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

Lesson 1: The Process of Standardization — Value Creation

Discarding the Common Notion of (Self) Esteem

Simplistic human Reasoning, being confined within social systems, often seeks not to be defined by what others think. As a result, such Reasoning follows dictates that insist one must *esteem oneself*—though only within limits that society considers “not too arrogant.”

If we are to identify “I” rather than “me,” we must break away from the world’s notion of Esteem. To help us understand this, let us turn to the words of our principal:

“And whosoever shall exalt himself shall be abased; and he that shall humble himself shall be exalted.”

A person who exalts himself is, in truth, functioning from a state of being debased—because such a person is operating from the “me” **Grade of Reasoning**, rather than “I.”

My dear boy/girl, exalting oneself does not necessarily mean speaking arrogantly about oneself. Rather, it means esteeming oneself according to **standards that align most closely with societal status and social systems of value**.

You may not fully grasp this yet, but as we proceed, clarity will emerge. For now, let me offer a hint.

A Hint: Plane and Rocket

Consider an airplane and a rocket. If asked which is more valuable, you might quickly say the rocket—because it travels farther and costs more. While this appears accurate, it is not entirely so.

From the standpoint of **social systems**, the airplane is often more valuable than the rocket, because it is **more useful** to society. Society therefore esteems the airplane more.

In more realistic terms, the rocket is more esteemed—not merely because of what it can do, but because of the **challenge involved in building** it. That challenge represents the *humbling process* of the rocket, followed by its elevation.

Thus, the words of **Jesus Christ** reveal something critical: **Esteem belongs to Original Intelligence—God—who alone possesses the authority to elevate.** Though evidence of this is everywhere, we will now reason **mathematically** to understand it more clearly.

It Takes Value to Discover Value

If Esteem belongs to the mysterious Creator rather than to human systems, then Esteem is **universal**, because everything possesses a certain **Grade of value**.

This is why your mathematics teacher may ask you to find the value of x in the equation:

$$2x + 7x = 18$$

This seems simple, doesn't it? The value (esteem) of x is **2**.

But nothing is truly that simple, my dear. Recall our binding principle: it only *appears* simple because you have become accustomed to the process. The danger of familiarity is that it hides how much **value is required to discover value**.

Every component of that equation carries a **Grade of value**.

The equation contains three mathematical figures: **2, 7, and 18**. These figures represent a grade of mathematical value—values that Reasoning (“I”) is aware of and experiences.

Next, there is the value of **mathematical signs**: + and =. These signs represent **procedural value**—they instruct Reasoning on what operation must be carried out.

Then there is the alphabetical letter **x**. This letter conceals what is to be found. Its original value is concealment—it hides a mathematical figure that must be discovered. Once solved, we realize that $x = 2$.

So when we say *it takes value to discover value*, we are referring to **Value as a system**, not a thing. Discovering the value of x requires the collaboration of **multiple forms of value**.

Tangibility Is Valueless — Value Is the System Reasoning IS

Consider this symbol: **2**. Immediately, the word “two” likely came to your mind. That is correct—but the symbol itself is actually nameless. It is the **value assigned to it** that enables it to represent the number *two*. That number is **intangible** and exists only within Reasoning (your mind). You cannot touch, see, taste, smell, or hear the value itself—only its representations.

The process by which a tangible thing is enabled with value is called **Standardization**. Standardization is the process by which the **system of value**—Reasoning—operates. It is also the reason you can relate to the words you are reading right now.

Let us remain with the figure **2**. Standardization begins with the **connection of different things** that are each real to different sense organs. The written symbol **2** (sight) is

connected to the spoken word (sound), and both are connected to the intangible number that exists only within Reasoning.

Likewise, the written word “*two*” (sight) is connected to the spoken word (sound), which again refers to the same intangible number.

Thus, “**2**,” “**two**,” and the spoken word are entirely different things, and each is, by itself, valueless. Their value exists only within the **system of Reasoning (“I”)**, through their connection.

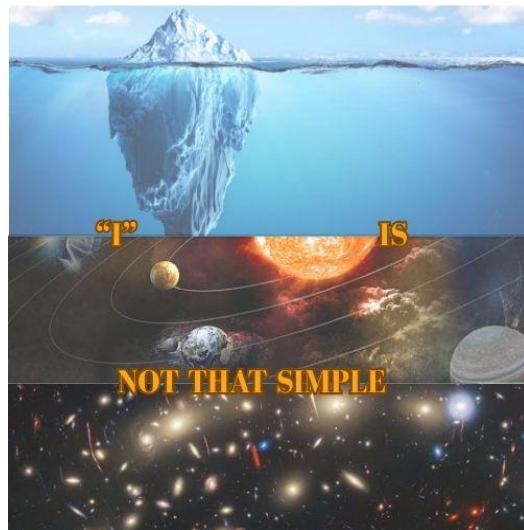
I hope you are resisting the temptation to view “I” through the lens of tangible “me.”

This Lesson’s Most Significant Points

1. Esteem does not belong to Self, but to **God—Original Intelligence**.
 2. It takes a **system of value** to discover value, because the system of value—Reasoning—is the actual place where value exists. Tangible things, by themselves, are valueless.
 3. **Standardization** is the process by which Reasoning (the system of value) operates. It begins with the connection of different tangible but valueless things, which obtain value within Reasoning.
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Class Activity

We shall further discuss how basic symbols such as “*a*”, as well as other tangible things, are standardized, to ensure that the wards understand this appropriately.



“‘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: Infinity — The Actual Mathematical Value

Dedicated Task for This Lesson

Research why there are **ten basic figures** and not more or less.

Standardization Works According to Place of Value — Grade of Esteem

Towards the end of the last lesson, we considered **Standardization** as the process by which the system of Reasoning accords value to a tangible and actually valueless thing. However, what we mostly examined was the **standard of name**—what a thing is called.

Standardization, as the process by which Reasoning operates, actually works through **standards**, which are tools of categories that determine **what a thing is valued as**. For example, there is the standard of *name*. By this standard, “2” is valued as that number which is real to Reasoning (your mind).

However, the truth is that the standard of *name* is not the most important standard in Mathematics. The most important standard is the **place of value**, which is the tool of categories that determines the specific value of a tangible figure.

Place of value considers whether a figure stands alone as a single digit or exists within a sequence of digits. The figure “2,” by itself, is realistically nothing until its **place of value** is known. For example, in the sequence “324,” the figure “2” occupies the **tens place**, and therefore cannot be referred to as “two,” but as **twenty**. For this reason, the entire sequence is read as *three hundred and twenty-four*.

This shows that Standardization is not simple. Before a mathematical figure can be standardized, its **place of value** must be recognized: units, tens, hundreds, thousands, ten-thousands, tenths (0.2), hundredths (0.02), and so on.

The standard of place of value is extremely powerful—and it belongs to **Original Intelligence (God)**. Its power is seen in the fact that **ten tangible and mathematically valueless figures** are sufficient to represent the entire range of numerical possibility: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

This is the power of Standardization by Original Intelligence.

Thus, the figure “2” (do not name it as a unit) can represent multiple intangible values experienced by Reasoning, depending on place of value:

0.0002 (ten-thousandth),

0.2 (tenth),

2345 (thousands),

76,234,897 (hundred-thousands), and so on.

Reflect on how powerful and mysterious Original Intelligence is, that ten valueless tangible figures are enough to represent an innumerable range of values. That, my dear boy/girl, is truly mind-blowing. The reason behind this is what we now consider.

The Actual System of Value in Mathematics Is Infinity

When I was your age, I might have described **Infinity** as the last number after the last number—but then, what is the last number? This made Infinity a deeply puzzling concept, and it still is.

However, Infinity can be better understood as the **dynamic and incomprehensible system** that represents the mathematical dimension of Original Intelligence—the way God expresses mathematical Reasoning.

Infinity is the system that makes all mathematical procedures possible: from basic numbering and addition, to calculus, integration, and every other mathematical operation.

Infinity, as the actual mathematical value, is experienced only by Reasoning—“I.” It is the intangible “number” from which tangible figures and the letters connected to them derive value. It is therefore the driving force behind Mathematical Standardization.

By “number,” we are referring to a **system of value**, not a tangible object. This is why we must recall the importance of **dimensions**, as we are focusing on the intangibility and systemic nature of Infinity.

The existence of ten tangible figures points to the reality that Infinity is an **intangible system of ten dimensions**. These are not static numbers, but **dynamic positional realities**, represented (only symbolically) as follows:

Nothing (0), First (1), Second (2), Third (3), Fourth (4), Fifth (5), Sixth (6), Seventh (7), Eighth (8), Ninth (9).

These positions are not separate entities; they are the same system made distinct by the **standard of position**. Standards are tools of categorization by Original Intelligence, creating dimensions of the same reality.

Earlier, we said dimensions appear different, but now we see that **standards create dimensions**. The standard of position therefore creates ten basic dimensions that are one within the system that Infinity is.

However, ten positions alone are insufficient to represent the full system of mathematical value. This introduces the **standard of place of value**, where figures become intimate with Infinity’s most intimate systemic position—**Nothingness**.

This is how a tangible figure is standardized into a higher place of value. It is also how elevation occurs through humbling.

For example, for “2” to exist in the tens place as “20,” it must become intimate with “0,” which represents Nothing. To exist in the million place—2,000,000—it must become intimate with six zeros. The more intimate a figure becomes with Nothingness, the higher its place of value.

Thus, **Nothingness is the position of elevation**, because it represents intangibility. Tangibility is valueless; intangibility is valuable.

Standardization and Reasoning

In terms of Reasoning, Standardization is “me” gaining intimacy with **intangibility**, and this occurs through **grave challenges**.

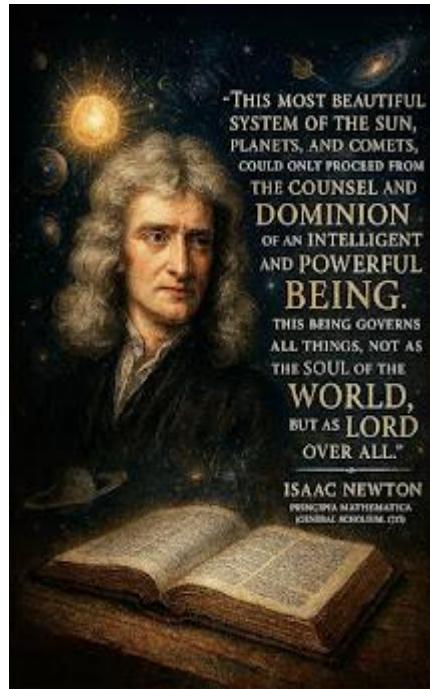


Figure 1.3

Unlike mathematical figures, which are elevated instantly once standardized, Reasoning undergoes this process gradually. As seen in the lives of thinkers such as **Sir Isaac Newton** (see Figures 1.3 and 1.4), elevation is always preceded by humbling—and this process is not carried out by humans, but by **Original Intelligence**.

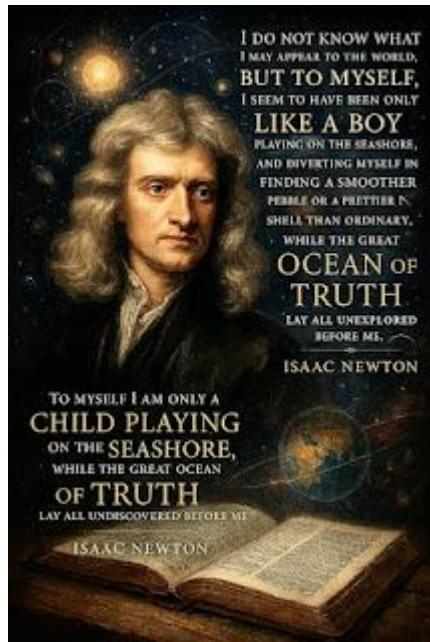


Figure 1.4

When **Jesus Christ** prompts us to humble ourselves, it is not self-humbling that produces elevation, but vulnerability to the humbling process performed by God.

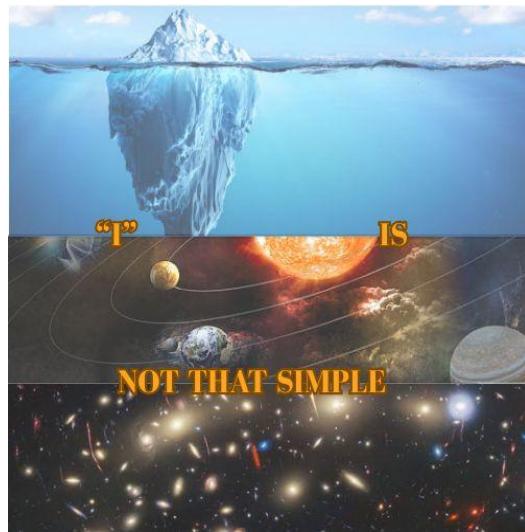
This Lesson’s Most Significant Points

1. Place of value is more important than name, because it is the position a figure occupies within a sequence that determines the name it bears. The power of place value is evident in how ten tangible, valueless figures represent an innumerable range of mathematical value.
 2. Mathematics is infinite because **Infinity is the actual system of mathematical value**, within which all procedures—from the simplest to the most complex—are possible. Figures such as Sir Isaac Newton accessed this system to discover laws that help us understand the physical universe designed by Original Intelligence—God.
 3. Discovery occurs through intimacy with **Nothingness**, the most potent position of possibility. Vulnerability to challenge is what intimacy with Nothingness truly is.
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Dedicated Task (Highpoint — Add to Cyclic Summary)

Title: Vulnerability to Being Challenged and Intimacy with Nothing

Discuss what you believe each of these means, how they connect, and share your thoughts on **positions as systems** rather than static points.



“‘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: Introducing the Universe of Intelligence — The Universe “I” IS OF

We are now moving into the true meaning of **Intelligence**. We have discussed Reasoning as “I,” and we have seen that Reasoning takes its identity from certain **atmospheric conditions**, which are the actual systems of Intelligence, Value, or Esteem. Therefore, Esteem is what gives a particular Reasoning the Intelligence or value it appears to have.

Defining the Universe of Intelligence

During the second lesson of the previous cycle, we briefly examined the three systems available to humans. The word *human* there is defined according to physical structure, because—as you will come to understand more clearly—the **Spiritual System/Esteem/Intelligence** is not naturally available to Human Reasoning.

Our focus now is to go beyond the Human. The **Universe of Intelligence** is not primarily about humans, but about **everything**. The Creator of the Universe—Original Intelligence—created all things within a certain **Grade of Esteem**, which we have mathematically understood as **Place of Value**.

This lesson is only a brief introduction. The next cycle and beyond will be dedicated to a deeper and more precise exposition.

We therefore define the **Universe of Intelligence** as the original creation by Original Intelligence, where God standardized every tangible thing within a certain Grade of Esteem, from which each thing takes its function.

The **physical universe** is only a product of this actual Universe. It is the physical experience the Father exhibits to *you*—and you alone (even though this may not yet be fully understood).

The Universe of Intelligence is the Universe “**I**” **IS OF**, while the physical universe is where “**me**” **IS IN**. In other words, “**me**” lives in the physical universe, but “**I**” belongs to the **intangible Universe of Intelligence**, where actual value resides.

“*Ye are from beneath; I am from above: ye are of this world; I am not of this world.*”

The Grades of Intelligence/Esteem That Make Up the Universe of Intelligence

The Universe of Intelligence can be understood as being structured into **four major and distinct Grades of Esteem**. Human Reasoning may consider this imaginary or delusional, which is understandable, because Human Reasoning is more tied to **valueless tangibility (“me”)** than to the real world where **value (“I”)** resides.

However, we must maintain **methodological accuracy**, and for this reason, we will draw inferences from tangible concepts.

My dear young mind, the consistency of Original Intelligence—God—is astonishing. It is through this consistency that both tangible and intangible realities display striking similarities. Although we shall explore this more deeply from the next cycle, we will retain the analogy of **mathematical figures** to explore the intangible Universe of Intelligence in this lesson.

Methodological accuracy is *supported* by physical evidence—not because the tangible proves the intangible, but because the physical world helps us understand the actual world that “**I**” **IS OF**.

Let us now briefly consider each Grade of Intelligence / Esteem.

The Grade of Nothingness — Zero Point: Inanimate Intelligence

This Grade comprises all things that are neither animals nor humans. **Nothingness does not mean non-existence**, but the absence of Reasoning—“I” (experience).

This includes all levels of inanimate matter, from atoms to microorganisms, plants, and stellar systems (planets, stars, galaxies), and everything in between.

Like the position of **zero (0)**, this Grade of Intelligence is the **most intimate position of Intelligence**. For this reason, entities governed by this Grade are suitable as the **building materials** of higher Grades of Intelligence.

The Grade of Inanimate Intelligence is ruled entirely by **Standards/Laws of Nothingness**, implying the absence of Reasoning. Different inanimate things are governed by different standards—sand by one, wood by another—yet all are dimensions of the same Grade of Inanimate Intelligence.

The Unit–Million Grade of Animalistic Intelligence/Esteem

At this Grade, Reasoning (experience) is present, but only within a **limited range of place value**, which is animalistic.

Using the first position represented by “1,” we infer that animals possess Reasoning within specific ranges of value. For example:

- **Invertebrates** (simplest animals): Reasoning within the hundreds range (approximately 0.01 – 100)

- **Vertebrates:** Reasoning within a wider range (approximately 0.0001 – 10,000)
- **Mammals:** Reasoning within an even wider range (approximately 0.000001 – 1,000,000)

These ranges determine the experiential capacity of animals. Though diverse, they are all dimensions of the same reality: **Animalistic Intelligence**.

It is not the animal itself that is intelligent, but **God**, through the Grade into which the animal has been esteemed.

The Infinity-potential Grade of Human Intelligence/Esteem

At this Grade, Reasoning becomes more tangible, experiential, and qualitative. This is the basis of **Human Self-Sufficiency**.

Human Reasoning typically operates within ranges such as **billion, trillion, quadrillion (10¹⁵), or quintillion (10¹⁸)**, including decimal placements.

Here, Infinity remains a **potential**, not an actuality, because the Human places confidence in “me” and attributes Intelligence and Righteousness to self—this is Self-Esteem. It is easier to show that an animal is not Intelligence than to convince a human that he or she is not Intelligence.

The Infinity-actuality Grade of Divine Intelligence

At this Grade, Reasoning—though tangible and deeply experiential—is **continually in motion**, as “I” actively explores Infinity.

Infinity can never be exhausted. Reasoning may appear to pause at a level such as **tredecillion (10^{42})**, not because Infinity ends, but because Reasoning was created with limitation in tangibility, even while being aware of Infinity.

Those who follow continue from where others stop. This is what I desire for you, my dear young mind.

Let us not forget decimal placements. Divine Reasoning that reaches tredecillion must have been rooted in the **tredecillionth (10^{-42}) place of value**. This descent is what deters humans—the process of going down is terrifying. I speak from experience, yet it is profoundly worth it.

At this Grade, no threats or external persuasion are required. The experience itself becomes the proof of Original Intelligence and Righteousness—God, the mysterious and Almighty Father.

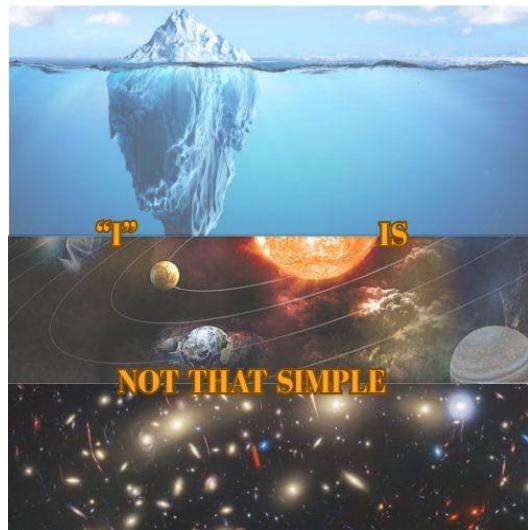
As we will explore more carefully from the next cycle, I must conclude by saying that **a great change is underway**. This change will be led by those willing to make themselves **vulnerable to challenge**, allowing the Human to diminish and the Divine to blossom.

The likes of **Sir Isaac Newton** did what TIME allowed them to do. The moment we live in now offers us the opportunity to **ride with TIME** and accomplish extraordinary things—perhaps even things that would make Newton jealous.

I look forward to *you* making *me* jealous.

This Lesson’s Most Significant Points

1. The Universe of Intelligence is the original creation of Original Intelligence and the actual value system that “I” IS OF. “Me” lives in the physical universe, which is experienced by “I.”
2. The Universe of Intelligence is structured into four Grades ruled by different standards: **Inanimate, Animalistic, Human, and Divine.**
3. A transformation is underway. Reality is not merely what it appears to be, but the systems that operate beneath appearances. The present moment calls for greater vulnerability to challenge, so we may ride with TIME and explore the Universe—both intangibly and tangibly.



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