



MASTER MONOGRAPH

ROSICRUCIAN ORDER
AMORC

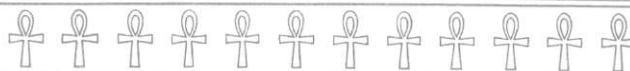


NEOPHYTE SECTION

Analytical Series No. 1

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Dear Fratres and Sorores,

With this special monograph the study of the First Atrium of the Neophyte Section ends. The purpose of this lesson, as you will soon notice, is not to transmit any new knowledge, but rather to have you reflect on those subjects we have been examining since you began your affiliation with AMORC. Each of the points it contains should help in your meditations, for all concern laws and principles you have studied and to which we will return regularly in the course of the upcoming studies. By meditating seriously on these points, your current understanding will be reinforced and thus the groundwork will be prepared for your future work.

Therefore, after carefully noting all the information contained in this lesson, do your best to write down in your study notebook your answers to the questions we pose. Do not hesitate to review this particular lesson several months from now, for the new knowledge you will have acquired by that time will enable you to understand more readily what may now seem difficult to grasp. You will then discover that time works in your favor and that your mastery of mystical laws and principles does not stop developing.

TIME & SPACE: In the Postulant Section we examined these two concepts and came to the conclusion that both correspond to an objective state of consciousness. Since then you have undoubtedly probed these subjects and found that your own conclusions coincide with what we taught you. In other words, time and space correspond to arbitrary notions conjured up by human beings to structure their daily lives. However, we cannot act as though time and space exercise no influence on our existence, for daily experience proves that such influence is continuously exerted upon us.

- At an early stage in our history, humanity confronted the limits imposed upon us by time and space. During our evolution, we became aware of the necessity of measuring distance and time so as to have at our disposal certain reference points in organizing our lives. In your opinion, did our early ancestors first establish certain measurements with the intention of dividing up *time*, or did they define norms to structure *space*? How do you explain the choice of priorities they made?

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- We have explained that humans will never succeed in mastering time or space by calling upon science and technology alone, because it is impossible to master a state of consciousness by using laws inherent to matter. But supposing it were possible, in what direction should science and technology orient their efforts: toward mastery of time or toward mastery of space? Why?
- A child does not have the same conception of time and space as an adult. To verify this, try to recall a house or a place you knew well in your childhood and then did not see for a considerable length of time. Returning to that house or place some years later, did you not have the impression that the house's dimensions were far smaller than those locked away in your memory? Likewise, try to remember a distance you traveled many times when you were a child and which seemed long to you then. In traversing it some years later, did you not have the feeling that its duration was shorter? In both cases, to what do you attribute such a phenomenon?

CONSCIOUSNESS: At this point in the studies you need to develop a good understanding of the various phases of human consciousness. Naturally, we will return to this subject in detail in future degrees, but it is important now that you remember our explanations regarding the *subconscious*, as well as the *objective consciousness* with its *objective* and *subjective aspects*. On the other hand, it is important that you understand that these phases only constitute different and specific manifestations of the same stream of consciousness—Cosmic Consciousness—which is alike for every human being.

- Our five objective faculties of sight, hearing, touch, smell, and taste enable us to experience the external world, allowing us to define the qualities or the characteristics of what we see, hear, touch, smell, and taste. A listing of such qualities and characteristics are listed below. After considering each one, please refer to the subsequent table and place that quality or characteristic in the appropriate column under the objective faculty which best enables us to perceive it. Then analyze the results and make note of your conclusions.

| | | | |
|------------|------------|-------------|------------|
| acute | beautiful | circular | cold |
| colored | colorless | deaf | discordant |
| disgusting | finished | foul | gaseous |
| hard | harmonious | indefinable | infinite |

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| | | | |
|------------|------------|------------|-----------|
| intangible | invisible | known | liquid |
| mild | perfumed | pleasant | repulsive |
| rough | rounded | salty | sharp |
| sickening | soft | solid | square |
| sweet | tangible | triangular | ugly |
| unknown | unpleasant | visible | warm |

[illegible]

- We have seen that the purely objective aspect of our objective consciousness concerns the immediate interpretation of impressions received through our five senses. Its subjective aspect consists of all the mental processes linked to that interpretation, as well as all of the functions that enable us to think independently of our exterior environment. The subconscious, in turn, is responsible for all physiological and psychological

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activities that do not depend on our will. In looking over the faculties and functions listed below, determine which ones are objective, subjective, or subconscious, and classify them in the following table. If you think that some of them involve several phases of consciousness, then indicate that in the table:

| | | | |
|--------|---------------|---------|-------------|
| anger | day-dreaming | doubt | dreaming |
| fear | habit | hearing | imagination |
| love | meditation | memory | observation |
| prayer | reasoning | sight | smell |
| touch | visualization | will | |

| OBJECTIVE CONSCIOUSNESS | | SUBCONSCIOUS |
|-------------------------|------------|--------------|
| objective | subjective | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

THE VIBRATIONS OF SPIRIT: Spirit energy is one of the most important subjects discussed in the Neophyte Section because it concerns a fundamental aspect of Rosicrucian tradition. For centuries, the teachings of our Order have stated that this energy forms the basis of matter. Without it the tangible world would not exist, for all things constituting our earthly surroundings owe their material structure to spirit vibrations. Moreover, these vibrations enable us to have awareness of the world surrounding us as they affect our objective senses. Finally, if we are capable of distinguishing one form of matter from another, it is only because their respective vibratory frequencies are not the same.

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- It has been explained that a human's objective faculties are incapable of perceiving all the wavelengths characterizing the vibrations of Spirit. For example, the human eye cannot see the infrared or the ultraviolet. Moreover, we cannot hear either infrasounds or ultrasounds, something which is quite possible for certain animals. Do you think, therefore, that there might be certain vibrations which leave no impression on our sense of touch? Likewise, in your opinion, are there odors and tastes we cannot sense? Whatever your answer, explain the reasons for your point of view. Supposing that you state that certain vibrations do not leave any touch, smell, or taste impressions, do you think it is because their vibratory frequency is too high, or on the contrary, because it is too low?
- Vibrations give rise to five forms of sensory impressions: visual, auditory, tactile, olfactory, and taste impressions. Each category corresponds to a certain level of vibratory frequency. In your opinion, what sensory impression corresponds to the lowest vibratory frequency? Place your answer in Box No. 1. What sensory impression, in your opinion, corresponds to the highest vibratory frequency? Indicate your answer in Box No. 5. Then fill in the other boxes with the remaining three impressions, making sure that they are classified in rising order of vibratory frequency.

5

4

3

2

1

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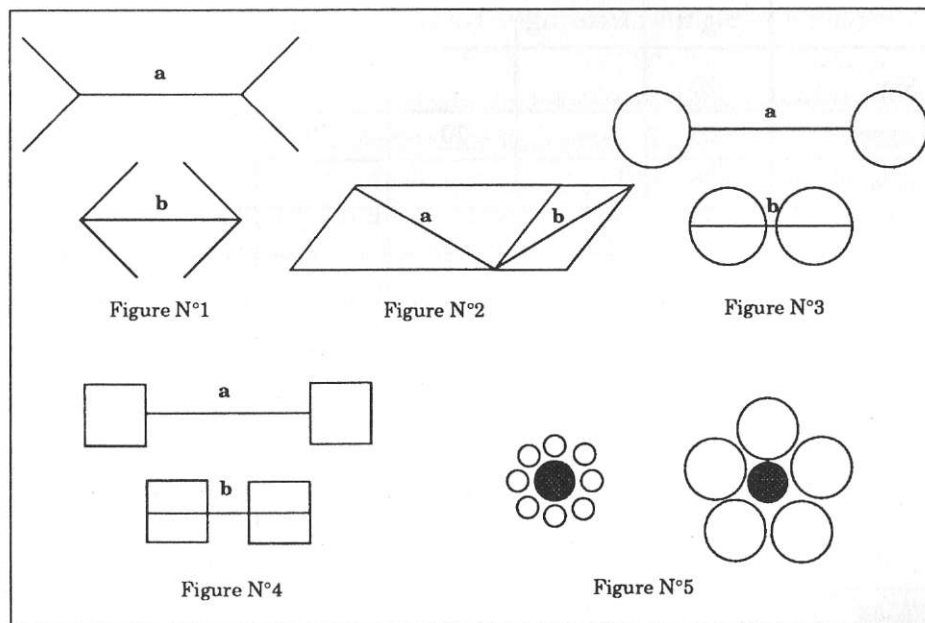
- In a previous lesson, we examined the nature of visible colors. We explained that they are distributed along seven spectrum bands, each corresponding to the basic colors: yellow, green, red, blue, orange, violet, and indigo. These seven fundamental colors can also be classified according to their respective vibratory frequencies. Referring to the following table, write in Box No. 1 the color which, in your opinion, corresponds to the lowest vibratory frequency. Fill in the other boxes, proceeding upward toward the color which, in your judgment, possesses the highest vibratory frequency. When completed, place the ultraviolets and the infrareds in the table.

| | | | |
|----------------|--|--|---|
| COLOR SPECTRUM | | | 7 |
| | | | 6 |
| | | | 5 |
| | | | 4 |
| | | | 3 |
| | | | 2 |
| | | | 1 |

THE INTERPRETATION OF VIBRATIONS: The comprehension of things we see, hear, touch, smell, and taste is possible only because of the interpretation our brain gives to vibrations emanating from a given object. On several occasions we have emphasized that such interpretation is subject to error for we can be deceived by the physical organ involved. Of our five objective faculties, sight probably most effectively reveals the illusions continuously created by the functioning of our sensory organs. If that is so, it is because sight operates according to complex physiological

mechanisms and because it is the faculty called upon most often in everyday life.

- / By simply looking at Figures 1, 2, 3, and 4, try to determine whether segment *a* is longer or shorter than segment *b*. In your opinion, which is the larger of the two black circles in Figure 5?



- The whole of our sensory perception covers all the impressions we can receive and interpret by means of our five objective faculties. In effect, each of those five faculties represents 20% of our perception potential. Depending on the character of the object we perceive, the percentage represented by the sense or senses involved varies. For example, when you look at the sky, only your faculty of sight is called upon, for you can neither hear, touch, smell, or taste it. In that case, only 20% of your sensory perception is used. On the other hand, an apple can be seen, touched, smelled, and tasted under normal conditions. We can then say that the apple calls upon 80% of our perception potential.

The next table lists various things which are part of our environment. For each of the things listed, determine the objective faculty or faculties which make it possible to perceive the thing and then write the number 20

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(indicating 20%) in the appropriate box. Then for each thing listed, add up the percentages to determine the total percentage used to perceive the particular thing. For example, perceiving the sky uses approximately 20% of our entire sensory perception, while perceiving an apple uses 80%. After filling in the table below, you may want to add other examples of your own.

| | Sight | Hearing | Touch | Taste | Smell | % |
|----------|-------|---------|-------|-------|-------|----|
| Sky | 20 | | | | | 20 |
| Apple | 20 | | 20 | 20 | 20 | 80 |
| Rose | | | | | | |
| Dolphin | | | | | | |
| Stone | | | | | | |
| Book | | | | | | |
| Darkness | | | | | | |
| Light | | | | | | |
| Void | | | | | | |
| Silence | | | | | | |
| Noise | | | | | | |
| Wind | | | | | | |
| Earth | | | | | | |
| Water | | | | | | |
| Air | | | | | | |
| Horizon | | | | | | |

THOUGHT: From a Rosicrucian standpoint, thought vibrations result from the interplay occurring in the brain between spirit and soul energy. We have seen that scientists currently classify these vibrations as delta, theta, alpha and beta waves—each of these categories corresponding to a specific state of consciousness. By using the term *state of consciousness*, we wish to emphasize that we must not confuse *conscious activity* and *cerebral activity*, for we may have consciousness of things independent of

the functioning of the brain. We wish to remind you that this organ is only the seat of mental processes constituting the objective and subjective aspects of our objective consciousness. We will later show you that psychic consciousness, of which the subconscious is one manifestation, possesses a perception all its own. On the other hand, we will explain to you that death, which is accompanied by a final cessation of our brain activity, in no way corresponds to a loss of all phases of consciousness inherent to a living being.

- In the awake state, our mental activity takes the form of waves with beta waves predominating on an electroencephalogram. Such waves characterize those mental processes continuously operating when we interpret impressions emanating from the outside world or when we reflect on a particular problem. Depending on the origin of those impressions and on the nature of our reflection, our thoughts may be positive or negative. Since the vibratory frequency of corresponding brain waves lies between 13 and 50 hertz, or even more, how do you place positive and negative thoughts in that interval?
- An undeniable link exists between our mental and our emotional states. For instance, when we are at peace with ourselves, our thoughts create harmony. If, on the other hand, we are anguished, or worse still, angry, we create inharmonious conditions. Thus when we think angry or selfish thoughts, our emotional state reflects our lack of harmony. On the other hand, when we think beautiful or peaceful thoughts, we relax and become peaceful. Therefore, an interaction exists between our thoughts and emotions. In your opinion, in what direction does this influence exert itself? Do our thoughts act upon our emotions, or do our emotions act upon our thoughts?
- For centuries, Rosicrucians have stated that energy follows thought. Therefore, ugly thoughts can trigger ugly emotions, leading to the third point of the triangle—a power destructive to our general well-being. This comes about because these thoughts and emotions bring about biochemical changes in the body whose nature or frequency opposes the physical and psychic harmony of our body. In fact, many illnesses have their origin not in external causes, but within our own consciousness. In the Sixth Temple Degree we will see why and how this occurs. For the moment, reflect on the following question: What is a negative thought or emotion? After writing your answer in your study notebook, look over the following series

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of words:

| | | | |
|----------------|------------|-------------|--------------|
| Aggressiveness | Anger | Deceit | Dishonesty |
| Envy | Fear | Hatred | Hypocrisy |
| Intolerance | Jealousy | Laziness | Meanness |
| Pride | Resentment | Selfishness | Superstition |
| Vanity | | | |

As you can see, each of these words corresponds to a negative mental or emotional attitude. In the following table, beginning with Line No. 1, try to classify these words, starting with the word that seems most negative

| | Negative | Positive |
|----|----------|----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | | |

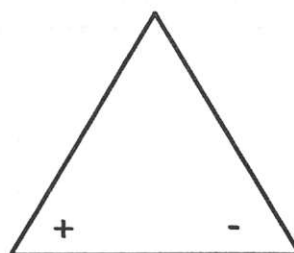
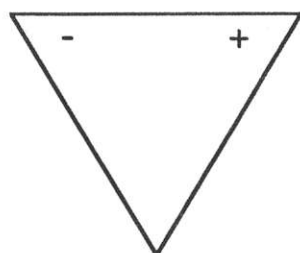
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to you. Then complete the "Positive" column with words indicating the opposite mental and emotional attitudes. In some cases, you will notice that it is difficult to find a corresponding word or expression.

THE LAW OF THE TRIANGLE: In closing this special monograph we wish to return briefly to the Law of the Triangle. That law, we remind you, is based on the fact that any complete and perfect manifestation results from the union of two conditions of opposite nature. Referring to the two triangles below, if we consider that two angles are opposite forces that interact forming a third angle, and use numbers to illustrate this law, we obtain $1(+) + 1(-) = 3$ (the third point of the triangle). Or, 1 and 2 equal 3.

- Two triangles are represented below, one with the point turned downward and the other with the point turned upward. Indicate in each box what type of manifestation (*material* or *spiritual*) each triangle represents, and then imagine some example which can be applied to either of these two triangles. Then, in the spaces provided, write the three points involved to achieve manifestation. (In completing this exercise, you may wish to refer to previous material on the Law of the Triangle.)

For example: On the *material plane*, visualization + training = employment.
On the *immaterial plane*, experiences + study = inner growth.



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We hope that this monograph has helped you to consider the major subjects you have studied in the First Atrium from a new perspective. We recommend that you pay careful attention to it because the various points discussed concern mystical laws and principles of the highest importance. These laws and principles will naturally be the subject of far more detailed explanations in subsequent degrees. In the meantime, we are convinced that you will truly benefit from the analysis you had to perform when answering the questions asked in this lesson.

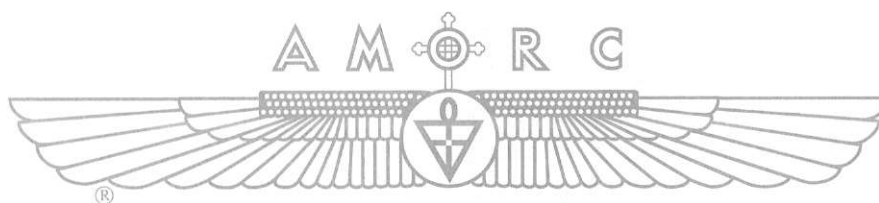
Your next sanctum period will be devoted to an initiation into the Second Atrium of our Order. Consequently, prepare yourself for that special occasion which will, we hope, constitute for you a new privileged phase on the path of the Rose-Cross.

With all best wishes for Peace Profound,

Sincerely and fraternally,
YOUR CLASS MASTER



*Consecrated to truth
and dedicated to every Rosicrucian*



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