



Webster Miriam Dictionary

Main Entry: **sym·pa·thy**

Pronunciation: 'sim-p&-thE

Etymology: Latin *sympathia*, from Greek *sympatheia*, from *sympathEs* having common feelings, sympathetic, from *syn-* + *pathos* feelings, emotion, experience -- more at [PATHOS](#)

1 a : an affinity, association, or relationship between persons or things wherein whatever affects one similarly affects the other; b : mutual or parallel susceptibility or a condition brought about by it; c : unity or harmony in action or effect

2 a : inclination to think or feel alike : emotional or intellectual accord b : feeling of loyalty : tendency to favor or support <republican sympathies>

3 a : the act or capacity of entering into or sharing the feelings or interests of another b : the feeling or mental state brought about by such sensitivity <have sympathy for the poor>

4 : the correlation existing between bodies capable of communicating their vibrational energy to one another through some medium

INTRODUCTION

I always thought empathy was a better, stronger word than sympathy. Sympathy I assumed was about your feelings; empathy was expressing genuine caring, more focused on the other person. Sympathy is something you express when someone dies and you don't know quite what to say. Phrases saying, "You have my deepest sympathies on your loss", or "hey, I don't need your sympathy" run through my mind. Pity easily substitutes for sympathy in my use of the word. So empathy always seemed a cleaner, stronger word, more desirable. Better to be empathetic than sympathetic.

So to satisfy myself (and probably reinforce my beliefs) I researched the definitions of the two words. I was very surprised. Actually sympathy is defined as the more potent of the two

words, when placed in context of a relationship between two people. Both are rooted in the Greek word “pathos” which means passion – to express passion.

I was struck with the power of the word sympathy. And as I began to ponder this word - thinking about the relationships which I am in, and asking myself ... How often does whatever effects one person similarly affect me? How often do I enter into or fully share the feelings and interests of another (versus expecting them to share mine) When do I act with someone and experience a deep sense of unity or harmony in action or effect? How often do I go beyond being just aware of another’s energy and actual in communication exchanging energetically, not through words?

This discussion on the nature of sympathy attempts to reclaim a word and deepen our understanding of what it means to be “in sympathy” with another person. ¹

RECAPTURING THE WORD SYMPATHY

Sympathy – who are you in sympathy with? Sympathy is the energetic quality that exists when you are “in learning” with someone and walking hand-in-hand (side by side).

Being In Learning

We shape how we experience our relationships, how we experience the world around us, and how we use energy by the postures we adopt. To be in Sympathy with someone you must adopt a posture of learning. Being “in learning” is a natural state of being. This is the fundamental posture of being which allows a person to grow and develop as s/he moves through his/her world seeing and experiencing. The easiest way to learn about “postures” is to watch infants and young children. They fully embody one, natural posture – they are “in learning.” Being “in learning” is 100% of who they are. Unencumbered, by family or social rules – they embrace every opportunity to learn and see those around them as learning partners. For the infants and babies, they are learning to control their bodies, language and most importantly the ability to communicate. Research shows that the more they have a learning partner, the more rapid the learning process. A learning partner, stimulates them, provides opportunity to learn, gives both feedback and encouragement. It is impossible to stop an infant from being “in learning.”

Being “in learning” is the posture that our children naturally take, from the moment of birth until... we teach them other postures. Early in our development as babies and young children we receive many signals from parents, siblings, teaches, media that tells us about other postures. In some cases they encourage or instruct us to develop postures other than being “in learning.”

¹ This exploration of being “in sympathy” is grounded in several guiding premises, which may or may not be familiar to you in the way they are referenced. For more detail the Energy of Relationships, Postures, and Being in Learning please see the Appendix A.

Being “in learning” is the posture that children naturally take, from the moment of birth, until we teach them to adopt other postures.

Being “In Knowing”

As we grow up we are quickly exposed to two other postures which create barriers to us experiencing the communication of Sympathy with

each other. These two postures are being “in knowing” and “being “in wanting.”

Being in knowing is a basic energetic posture that is recognized by the fact that it limits a person (or a community) ability to grow or to heal its wounds. This posture can also be recognized by the fact that options for new possibilities are always reduced. When we are in knowing we are the experts with clear ideas about what is “right for us and what is right for others”. We are not open to influence. We judge and evaluate others and assume that our judgment and evaluations are facts. We typically learn about “In knowing” from our parents and teachers.

Here are a variety of ways the posture of being “in knowing” is expressed by a parent.

The parent who frequently:

- Knows what is best for his children
- Shields his children from any risks
- Avoids having his children experience the failures he or she had as a child
- Defines what success is and rewards and withholds affection depending on his child
- Goes to great lengths to ensure that his child never experiences failure
- Punishes (emotional or physical) his child for lack of deference or not following all his rules
- Says to his child “Do this because I say so”
- Says to his child “If you really loved me, you would not do this”

When our parents direct this energy to us on a regular basis we realize that they are not learning partners with us and we come to see a different posture. Whether they realize it or not our parents are always teaching by their behavior and the energy they send to us. So gradually following our parents behavior, we learn about a new posture, one that



takes us away from being in learning. While it is not as satisfying and we do not know how to talk about to our parents, we nonetheless follow behind them down the path they are traveling.

Experiencing being “in knowing” also frequently comes from our teachers. We entrust much of our child’s time during the most formative years to relative strangers called their teachers. Helen Buckley in her poem about The Little Boy (or sometimes titled the Red Flower) illustrates how a young boy is actively taught to abandon the posture of being “in learning” and adopt the new posture of “Being “in knowing. Here is a short excerpt of the poem.²

“In Knowing” is captured in both “wanting people to do things the way we believe is the correct way and sitting and waiting until someone tells us what to do.”

When we shift from being in learning to “in knowing” we block our ability to grow and develop as we see and experience the world. Why do some people learn from their mistakes and not others? One is “in learning” and the other is “in knowing.” As infants, babies and children we were masters of the posture of being “in learning.” Being “in learning” - this is the posture that becomes illusive as we transition from childhood to adolescence and can completely escape us as adults. When we grow older, we can lose this mastery as we adopt new postures. So how much have you forgotten about being in learning? Who are you partners in learning right now?

The Little Boy by Helen Buckley

Once a little boy went to school.
He was quite a little boy
And it was quite a big school.

One morning
When the little boy had been in school awhile,
The teacher said:
“Today we are going to make a picture.”
“Good!” thought the little boy.
He liked to make all kinds;
Lions and tigers,
Chickens and cows,
Trains and boats;
And he took out his box of crayons
And began to draw.

But the teacher said, “Wait!”
“It is not time to begin!”
And she waited until everyone looked ready.
“Now,” said the teacher,
“We are going to make flowers.”
“Good!” thought the little boy,
He liked to make beautiful ones
With his pink and orange and blue crayons.
But the teacher said “Wait!”
“And I will show you how.”
And it was red, with a green stem.
“There,” said the teacher,
“Now you may begin.”

The little boy looked at his teacher’s flower
Then he looked at his own flower.
He liked his flower better than the teacher’s
But he did not say this.
He just turned his paper over,
And made a flower like the teacher’s.

² For a poignant description of how we are taught to shift from being “in learning” to “in knowing” read Helen Buckley’s full poem “The Little Boy” in Appendix B p.17-18

Being In Wanting

The other posture which we are frequently taught early in our childhood that can also block being in Sympathy is being “in wanting.” In this posture we are enveloped in our own energy of wanting –being so focused on our own needs that we drown out others blocking opportunities for connection. Fully embracing this posture people are

So how much have you forgotten about being “in learning?” Who are you partners in learning right now?

ends to a mean. Relationships are transactional in nature. The energy of this posture is focused on us. The child who throws a temper tantrum to get what he wants. The goal driven executive focused only on his success. The local high school children are competing and being excluded

based on their ability to wear designer clothes until the school decides to have everyone where uniforms. The parents of course, block this a too controlling of their children. People in wanting can steal or cheat to get what they feel they must have. Countries go to war because their leaders are rooted in the energy of “in knowing” (beliefs about their opposition) and/or “in wanting” (believing they should have what the other possess).

Being In Love

When you think about the being in a relationship with someone what images come to mind? For most of us the most common association would be on “being in love.” “Being in Love” is probably the most widely sought after, discussed, written about, fought over, cried about, worried about state between two people. Relationships end when people are no longer “in love”. Being in love can often be an expression of being in wanting – this form to be in desire of “something” our image of a husband/ wife; or boyfriend / girlfriend. For some the emphasis is on sexual energy. Being in love can also be an expression of being in learning. In either case, at the heart of these relationships (no pun intended) is the exchange of energy whether it is romantic, loving, wanting, or sexual energy. The desire for this exchange of energy (regardless of the form) is strong in each of us. This is partly driven by society, biology, our parents and friends, are own sense of what we want, for completeness, or to fill a void. There is nothing wrong with this drive to exchange energy and feel connected. The posture we use to experience this exchange of energy is important. The exchange of energy and the outcomes are very different when the posture is in learning or in wanting or in knowing.

Unfortunately in many of our societies this search for being “in love; means a variety of things -- “in desire”, “in lust”; “in romance” “in wanting a dream” all these different exchanges of energy between two people is given too much emphasis! For the benefit of everyone, to create more growth and healing – for ourselves, our relationships, our communities, for our entire planet –our emphasis should be on being “in learning” with someone.

Think for a moment are you in search of a relationship? Are you seeking to change the nature of a relationship? What posture are you in? What partnership are you looking for (learning, knowing, or wanting – or in one of its other forms – lusting, desiring, in love with love)

There is tremendous healing and growth in being “in learning” with someone(s). If we can recapture the space we had as little children when we are adults. There is no attempt to be dramatic in telling you this— **seek those to be “in learning” with first – let everything flow from this.** Love, marriage, partnership may follow or you might find love with someone different.

Our message to our children needs to be... “seek those who will be in learning with you, who value walking beside you”

When you are “in learning” with someone growth and healing will occur for yourselves and those around you. In some cases you may have this relationship with your mate. But these are full and sometimes complicated and begin with ways of being other than “in learning.” Best to start with being “in learning” – build your foundations from here – chose your mate from this posture. Our message to our children needs to be – “seek those who will be in learning with you, who value walking beside you”



Of course, this is a reversal of many of societies’ norms and compulsions – from those societies that chose mates for their children; to those that encourage and support having multiple mates over time (not at the same time); to those that believe marriage is sacred. The pressures are abundant in many of our societies about the absolute importance of romantic love and passion. Movies, songs, books, our peers speak to the importance of loves, romance, passion and lust.

To go back to the roots of the word sympathy – the two words sym + pathos. Sym meaning -- along with, together, at the same time; to be with; to be a part of. Pathos meaning feelings, emotions. Our cultures tend to seek the pathos unmodified with “sym”. Most of our stories are about “pathos” the passion resident inside one person. Do not seek the pathos alone, for it is only temporary. These feelings are very different than “sym + pathos.” – Sympathy is the affinity, association, or relationship between persons or things wherein whatever affects one similarly affects the other. To know another’s pain because you remember your pain is empathy – it is not sympathy – this is not the exchange of the energy of the pain.

Where is the reinforcement about being “in learning” with your partner? How would it be if our stories were not about love, romance, and sex but about great partnerships that are “in learning?” Suppose our books, our TVs, radios, our music songs were told us about those who are “in learning” together who walk side by side?

OUR CAPACITY FOR SYMPATHY

Everyone is capable to experiencing sympathy – the vibrant communication and exchange of energy. Sympathy is of course a unique form of energy and flows from the posture of being “in learning.” It is in fact the next level of communication that our planet must attain ... and by attain, I mean sustain.

We all have experiences which are in sympathy. Parents and infants are often naturally in sympathetic communication.

Livette always knew what her son needed as an infant. Her husband would say: How can you tell he’s hungry, maybe he just needs her diaper changed? Livette would know – the cry was for not the discomfort of a wet diaper – hunger. One night Livette woke up to her son’s cry and she could not tell what the matter was. No matter what she did to comfort him, he still kept crying. Livette became increasingly upset. She could not tell which was more distressing to have her son crying or to not know why he was crying. She wakes her husband, saying that she is worried and wants to go to the emergency room.

Her husband half asleep minimizes her concerns – saying: “just put him down, eventually he will go to sleep, come back to bed, you’re worrying too much.” Livette – bundled her son up and went to the hospital. Upon initial examination they could find no reason for his crying. Livette said this was not normal and something must be the matter. Livette grew more anxious. Suddenly she felt a sharp pain in her stomach and she instantly knew that the was the area of trouble for her son. After telling the doctor this, they still could not find anything. Livette pressed further, demanding x-rays for her son. The doctors agreed. The x-ray found that a small portion of one of his intestines was twisted, creating a blockage. The doctor was amazed and embarrassed – undiagnosed, her son could have died from this condition.

Stories of mothers’ sympathetic relationships with their children are quite common. What do you think is important about this story?

It is not that drama of Livette losing and then finding her sympathetic connection with her son. **The important character in this story is her husband.** He was of course shocked and very upset with how events turned out. He had no sympathetic communication with his son. His behavior indicates that he was “in knowing.” Stories in which there are no sympathetic relationships are very common. Actually we tend to think this is the normal way and that Livette’s sympathetic communication with her son is something unique, part of the special bond between mother and son. There is no negative judgment intended by this story of either the Livette’s husband or the doctors. Many people walk through their lives with no sympathetic communication. Many people walk through their lives in the posture of being “in knowing.” To judge, to be focused on oneself, to be reactive, all behaviors characteristic of being “in knowing” creates a wall for us to climb to reach the other person

In many ways sympathy is one of the richest forms of being “in learning. Sympathy is an energetic posture that our planet would greatly benefit from if practiced. Books and writings which seem to capture “human experience” are grounded in sympathy. The writer has captured a common experience or a true experience when you read the stories of our wisest teachers and healers it is easy to see that they are able to establish sympathy. They are very fluent with sympathetic communication. Their invitation to others to be in sympathy was very strong. They lived with the experience of oneness and a deep connection with people.

An Invitation for Sympathy

So who are you in sympathy with? Who do you walk side by side with? Who are you in learning with?

The answer is not so simple. You might immediately say your children or your husband or wife. This would be a hopeful answer, that is, an answer we would all like to be true. Sometimes it is hard to be in sympathy with those that are close to us. First, you have to be “in learning.” Unfortunately for many of us with our families, with our children and our partners it is easy to slip into being “in knowing”. While we are in this energetic space we close off the to possibility of being in sympathy. Do any of these phrases remind you of conversations with those you care about?

If I hear him say that one more time,
If I had a nickel for every time you said you would clean your room;
Just do what you are told;
Whatever;
You don't know what you are talking about;
You don't make any sense;
Just find it yourself;
I know what is best for you;
This is for your own good.

This is the language and energy of being” in knowing”.

Beyond this language are the unstated and acted upon judgments and evaluations we make of others and believe to be facts.

You don't care;
If you really love me you would...;
You always need to have the last word;
There she goes again.
All the matters is what you want;

All you care about is yourself;
No one in this family takes responsibility for anything but me.

Of course in our relationships we experience many moments of loving, and happiness. For most families life is a mixture of loving, caring, and listening, of wounding and healing; of making mistakes and correcting them. The overall question how often do you adopt the posture of being in learning with your family? How often does this lead to Sympathetic communication?

Children frequently come to parents with a clear invitation for sympathy. Parents sometimes respond to this invitation and other times they do not.

Maria (M): tears – *my stomach hurts*

Father (F) : *Where does it hurt?*

M: *all over*

F: *did you eat something?*

M: *no. sniffing*

F: continues to open mail. *Well, I don't know what to do for you, Maria.*

M: *it just really hurts.*

F: *well, maybe go lay down on your bed for a bit. I'll look for some stomach medicine, in a bit.*

The father could feel her invitation and feel the energy of Maria – he refused the invitation, involved in his own tasks. How often do your children knock loudly wanting you to share their energy? If you are not around children – who else of those around you makes this same invitation. Sometimes you are actually able to physically feel the pressure of the energy – against you. So insistent is the invitation that you might react defensively.

F: *Not now, Maria. I don't have time for this. Go find your mother (invite her to be in sympathy with you – I don't want this invitation now.)*

You cannot be in sympathy have the “communication of vibrational energy from one to another” if you are “in knowing.” In this state you can only infer or judge or what the other person feels.

F: *Maria, go eat something – you'll feel better.*

Or

F: *Maria, if you had lunch like I told you to your stomach wouldn't be upset.*

Accepting the invitation

M: tears, *my stomach hurts.*

F: *where does it hurt?*

M: *all over*

F: puts down mail. *Come here let me see and has Maria sit on his lap, placing his hand on her stomach.*

F: *Did you eat something?*

M: *sniffing. No.*

F: *Did something upset you?*

M: *nods*

F: *tell me about it – what upset you?*

M: *Mariana invited Sylvia over and Sylvia doesn't like me so I can go play with Riana*

F: *Deep breath – mmm – ever so slightly pulls her closer to him.*

M: *it's not fair, daddy, I was supposed to play with Marianna today.*

F: *again a deep breath – inviting her energy in (the invitation to be in sympathy.)*

M: *it's not fair, sniffing.*

F: *Yes, I know that*

M: *Why did she do that – she knows Sylvia doesn't like me.*

F: *I don't know little one – you are a good friend to Marianna and fun to play with. I know Marianna likes you very much.*

F: *Breaths deeply inviting Maria to let go of her energy of feeling rejected – what can I do for you that would help.*

M: *I don't know ... takes a deep breath.*

Maria and her father are walking side by side and are in sympathy – energy is being freely exchanged between them. This is the nature of sympathy. The father does not lecture her, tell her stories of his own rejection, tell her she shouldn't be upset – gives her advice on what she should do. He sits with her energy.

Sympathy is not something that you do to someone, give to someone – it is a mutual exchange between two people of energy. Sympathy is also celebration among people. Often you think of sympathy as the exchange of energy among people when loss or sadness is present. The capacity to celebrate and share joy is as equally important.

Your capacity for sympathy is within you at all times. It is part of who you are. Your work is to allow it to shine through.

Your capacity for sympathy is within you at all times. Reflect for a moment on these questions: How would your life be different if you were in sympathy with those around you? How would your world be different if the amount of sympathy increased? How would conflicts change both locally and globally if the parties practiced sympathy?

Anyone is capable of being in sympathy with another person. To sustain sympathy or have wide frequent application is more complex. This can come from being intentional and practicing. Sympathy is not

an advanced technique to master. It is part of who you are. Your work is to allow it to shine through.

Some of you are thinking (might think) that this would be paralyzing if you went around “in sympathy” all the time – experiencing this form of communication all the time. Would you have to shield yourself off from all this emotion and feelings? Let me ask you – so supposed this did happen? Suppose, you were overwhelmed by your state of being “in sympathy”? What if you were frozen with the insights of what others around you truly feel and experience? Would this be all that terrible? Would it be worse than being in a chronic state of “knowing”, having the experience in all your relationships that Livette’s husband has with his son?

Better to be still (frozen) by the experience of sympathy and DO NO HARM because you are not “in knowing” (purely reactive) movement, or leading from a habit of reaction, or from your wounds, or from an addiction. These are the postures of being “in knowing” and which block being in your ability to be in sympathy. Many benefits would come to everyone – if you were overwhelmed by the sympathy you experience.

SYMPATHY – THE NEXT FORM OF COMMUNICATION

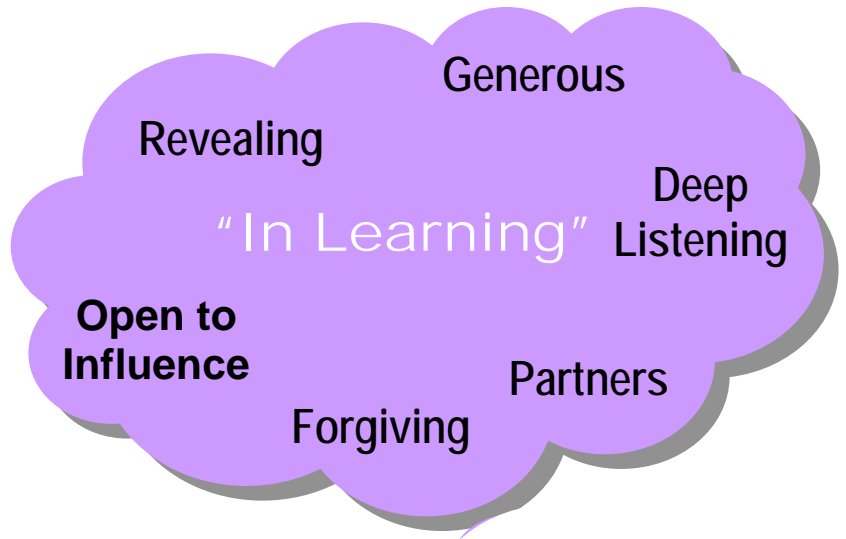
Sympathy is communication, not something you feel towards someone. It is not pity or remorse. Sympathy is not an emotional state to be achieved where there is a crisis or tragedy, Rather it is an invitation of open exchange between people. Keep thinking communication, rich understanding, exchange the ability to move beyond words – and opportunity for *“harmony or unity in action and effect”* or *“a relationship between persons wherein whatever affects one similarly affects the other.”* (Merriam Webster definition)

Sympathy is the next form of communication that we need to choose to grow into. Sympathy is not a new form of communication, merely unused.

Let me say this again, it is worth repeating. We need to let go of whatever images and associations we have linking sympathy to crisis, tragedy, sadness, loss, death. We need to stop thinking about sympathy as an emotional state. Sympathy is the next form of communication that we need to choose to develop among ourselves. Just as these words are communication – between you and I – sympathy is an energetic form of communication. This form of communication (sympathy) is a critical part of healing our planet and promoting growth.

So how is this form of communication achieved and sustained? There are many pathways through the posture of being in learning which naturally invite you to achieve a state of sympathy with another person.

Asking for feedback and holding the space fully of being “in learning” can also invite a state of sympathy to emerge. The practices of generosity and forgiveness also create invitations for you to be in sympathy.



Practices

<i>Be Aware of your posture</i>	This is the first practice. Take charge of your posture. Start simple -- are you in learning, in knowing, in wanting? If you are asleep and just moving through your experiences and reacting in your relationships out of habit you are not open to being in Sympathy. Only the strongest invitation to be in Sympathy can wake you up.
<i>Make Be in Learning your intention</i>	Strive to be in learning make this your intention. Get up in the morning and tell yourself this is a natural posture, you mastered this in your childhood and want to be in learning again and then pick a person or situation.
<i>Be open to invitations for sympathy</i>	Be open to invitations to be in sympathy with someone. The invitations are there in your world. Look for these moments with your children. Practice listening to them. Really practice listening to them.
<i>Listen, Listen, Listen</i>	Be with the persons energy, listen to his/her feelings. Ask them what they need from you – or how you could be most helpful. This is one of the most direct pathways to be in learning with someone. Do not multitask when someone has approached you to talk – treat this as invitation. People do not typically go to a dinner party and bring the newspaper to read, while talking to others. Avoid giving advice or trying to tell someone that they should feel differently.

Be Curious	When faced with disagreement listen and be curious. Say to yourself, “wow this person sees the situation, sees the answer entirely differently than I do, I’m curious why that is?” Whenever you can evoke a state of curiosity in yourself.
Deep Listening	Deep Listening is a form of communication in which the listener suspends all judgments and evaluation and achieves a sustained state of curiosity or wonder – creating a powerful invitation for someone to reveal him/herself. Frequently the mind is very quiet, thought slows or ceases for periods of time in the dialogue.
Deepen the other energetic states of being in learning	Listening, Generosity, Forgiveness, Curiosity, Healing, Apology, Wonder, are some of the energetic expressions of “being in learning” By frequency of use, deepening and sustaining these expressions you are inviting sympathy to occur. So for example, if you are in deep listening, generous, forgiveness, and curiosity/wonder – ask the wise part of yourself ³ to help deepen this state with the intention to achieve sympathy. Everything that we are talking about is an energetic state the flows of the energy can be easily shifted from one situation or relationship to another

A second approach to experiencing sympathy in your relationships is through the practice and of the Messages⁴

While you may or may not find an energetic shift to being in sympathy happening immediately. Trust the process – being aware of your energy state is very important. To be aware means that you are in the moment aware of your energetic state and aware of the health of your “energetic body.” The first step in this is your ability to tune in at any moment. The second step is that you are tuned in most moments. Focus on increasing your time in being in learning.

³ Each of has both a physical and energetic body. Within us is a part that always remembers. This wise part remembers being an infant and fully embracing being in learning. Ask the wise part of yourself to help you. It is a wonderful resources. This form of internal resources and others is part of a future body of writings on our website.

⁴ The Messages are a pathway containing principles and practices for both personal and global healing and growth. One of the key principles of the Messages is to be in learning for yourself, in your relationships and to advocate through example how to create communities that are in learning. All the underlying principles presented in this writing are based on the material of the Messages. The principles named directly or indirectly in this article are Everything is Energy, Know your Posture, Be in Learning, Be Aware. If you are committed and involved with others in deepening your understanding of the Messages you will find more and more spontaneous moments of sympathy occurring in your relationships. More material will be forthcoming on our website. www.17messages.com

Sympathy is the next form of communication that you need to choose to grow into. Just as these words are communication – between you and me – sympathy is an energetic form of communication. This form of communication (sympathy) is a critical part of healing our planet and promoting growth.

Appendix A

Energy

All of us know about energy. We often speak about energy in a variety of ways, even if we do not acknowledge it as an active presence which influence us all the time. Energy is part of us all the time, exerting influence on us and effecting us. It so much a part of us that it is invisible. Electricity – spend a day and notice the wires, take them in completely. Every building, every home, every street light is hard wired in a continuous circuit – everything that has or needs power is wired! Spend a day just noticing this. The sun emits energy – light and heat. As the relationship of the earth to the Sun changes we adapt and change too, hot days, cold days, morning, and night. The wind is also energy, part of our days., unnoticeable at low levels, until it blows something in our eye or cools us on a hot day or knocks down a tree limb blocking our path or interrupting the energy to our homes. Telephones are powered by energy whether wireless or wired. Energy is everywhere.

Energy is also inside of us. Our internal physiology is an energy system. The conversion of air into the elements we can use in our body – oxygen and the expulsion of carbon dioxide in our breath. Our digestive systems convert foods and liquids into energy forms our body can use. Our heart pumps blood through the circulatory system, beginning as a fetus at 6 weeks and working 24 hours a day for our entire lives. We feel energy in our bodies. We say we are tired, energetic, happy, sad, motivated, full of breath, out of breath.

Energy is also exchanged between people. Think of the effect your friend can have on you, if she is very happy or very sad, if she is acting towards you in caring ways or in anger. The most recognizable form of energy exchange between two people or the one we are most familiar with is when two people are in love. They feel the energy between them and everyone around them notices it. What does it mean when we say to woman who is pregnant – you are radiant or you just glowing?

Do these reminders establish that energy is all around us, inside of us, and flowing between us? Do the reminders have your remember that is it more often than not invisible, unspoken and in different forms and flows?

Devote a day to being aware of energy in all its forms. Make a game of it see how many forms that you can recognize, especially energy exchanges between people. When watching people or yourself notice the energy of feelings.

Appendix B

The Little Boy

by Helen Buckley

Once a little boy went to school.
He was quite a little boy
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door
outside
He was happy;
And the school did not seem
Quite so big anymore.

One morning
When the little boy had been in school
awhile,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make all kinds;
Lions and tigers,
Chickens and cows,
Trains and boats;
And he took out his box of crayons
And began to draw.

But the teacher said, "Wait!"
"It is not time to begin!"
And she waited until everyone looked
ready.
"Now," said the teacher,
"We are going to make flowers."
"Good!" thought the little boy,
He liked to make beautiful ones
With his pink and orange and blue
crayons.
But the teacher said "Wait!"
"And I will show you how."
And it was red, with a green stem.
"There," said the teacher,
"Now you may begin."

The little boy looked at his teacher's
flower
Then he looked at his own flower.
He liked his flower better than the
teacher's
But he did not say this.

He just turned his paper over,
And made a flower like the teacher's.
It was red, with a green stem

On another day
When the little boy had opened
The door from the outside all by
himself,
The teacher said:
"Today we are going to make
something with clay."
"Good!" thought the little boy;
He liked clay.
He could make all kinds of
things with clay:
Snakes and snowmen,
Elephants and mice,
Cars and trucks
And he began to pull and pinch
His ball of clay.

But the teacher said, "Wait!"
"It is not time to begin!"
And she waited until everyone
looked ready.
"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy,
He liked to make dishes.
And he began to make some
That were all shapes and sizes.

But the teacher said "Wait!"
"And I will show you how."

And she showed everyone how
to make
One deep dish.
"There," said the teacher,
"Now you may begin."

The little boy looked at the
teacher's dish;
Then he looked at his own.
He liked his better than the
teacher's
But he did not say this.
He just rolled his clay into a big
ball again
And made a dish like the
teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch
And to make things just like the
teacher.
And pretty soon

He didn't make things of his own
anymore.

Then it happened
That the little boy and his family
Moved to another house,
In another city,
And the little boy
Had to go to another school.
This school was even bigger
Than the other one.
And there was no door from the
outside
Into his room.
He had to go up some big steps
And walk down a long hall
To get to his room.
And the very first day
He was there,
The teacher said:

"Today we are going to make a
picture."

"Good!" thought the little boy.
And he waited for the teacher
To tell what to do.
But the teacher didn't say
anything.
She just walked around the
room.

When she came to the little boy
She asked, "Don't you want to
make a picture?"

"Yes," said the little boy.
"What are we going to make?"
"I don't know until you make it,"
said the teacher.

"How shall I make it?" asked the
little boy.

"Why, anyway you like," said
the teacher.

"And any color?" asked the little
boy.

"Any color," said the teacher.
"If everyone made the same
picture,

And used the same colors,
How would I know who made
what,

And which was which?"

"I don't know," said the little
boy.

And he began to make pink and
orange and blue flowers.

He liked his new school,
Even if it didn't have a door
Right in from the outside!