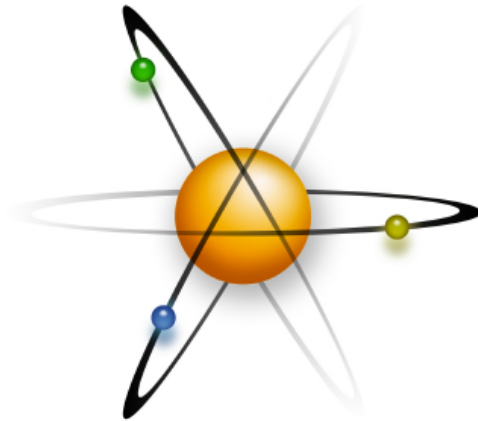


PROLOGUE!

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AI Case

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## INTRODUCTION

Okay, let's solve some mysteries.

How about...why people learn at different rates.

Or, why people drop out.

Or, here's a good one, how and why males and females think differently.

Have I got you intrigued?

Good.

And, just to let you know, what I am about to tell you I discovered through the martial arts.

This one point, discovery through the martial arts, is quite interesting; how one could solve the mysteries of the mind, and make a truly astounding discovery concerning the method by which man actually functions through a method for 'beating people up.'

Okay, let's go.

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## CHAPTER ONE

### THREE WAYS OF THINKING

There are three methods for thinking.

These methods relate to how people input data, and, therefore, these methods relate to training people.

#### LINEAR THOUGHT

The first method is linear thought.

Linear thought is nothing but the sequencing of data until understanding occurs.

1, 2, 3, 4, 5...is the perfect example of linear thought.

Consider, when a child learns, he repeats the numbers until he can recall some sort of order. Then he adjusts the order, fills in the

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gaps, and finally understands that there is a label for each element in the sequence.

That is all there is to the concept of linear thought.

## MOSAIC THOUGHT

The second method is mosaic thought.

Mosaic thought is when you study a picture, noting the key-points, until the picture 'appears.'

That is all there is to it, and yet, by noting several things about this method, you will start to grasp the difference between mosaicity and linearity on a rather large scale.

The martial arts are taught through the method of Mosaic Thought.

Students are taught key techniques until the whole picture makes sense.

I am sure there will be some students who claim that the study of basics create Linearity of Thought.

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Not so, for the basics are out of order, and there is vast and great confusion as to what a basic is.

Indeed, every art has 'basics,' and there has been such a commingling of 'basics' that a string of basics which represent Linearity of Thought is nowhere to be found.

Now, here is something startling, women think in Mosaic Thought.

We could talk about right brain and left brain here, but that has little to do with it; the hard wiring of the brain is superseded by the mode of the mind.

There are, however some contributing factors which we could consider.

One, up until recent times, women weren't well educated.

They studied things like home economics, and were not encouraged in fields like mathematics.

There is more to this phenomena than this, of course, but let this serve as a prime example.

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The point being that women were not encouraged to study subjects which resulted in Linearity of Thought; they weren't encouraged to become engineers and physicists and mathematicians.

A human being, however, refuses to not learn, so, in place of learning Linearity of Thought women relied on the original concept Mosaic Thought.

That's right, Mosaic thought occurred before Linearity of Thought. Linearity of Thought is actually a rather recent invention, as far as the history of man on this planet goes.

Consider the Oriental: up until recent times he was not well educated, so he became quite expert in Mosaic Thought.

His systems of Martial Arts are incredibly ingenious. Picking out the right techniques in a mosaic so that a student can finally see the whole picture and make an intuitive leap and achieve mastery.

Indeed, even become enlightened.

For what is enlightenment but the moment when a mosaic of sufficient size and scope is understood?



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Now, lest somebody call me a sexist, or racist, or some other such silliness, let me say that I am talking about methods of learning, and, in the case of the various cultures, there were circumstances which guided the development of thought.

Does a culture have iron ore? That could easily effect the methods of learning that a culture might use.

Does a culture need a certain technology to survive?

Do the migratory patterns of animals result in upheaval of Thinking Methods?

Indeed, this is a vast question with such a myriad of answers that one might, except for a few examples, put it aside.

After all, we don't care how it all came to be, we just care about understanding it, and taking advantage of whatever method of thought is of best advantage to the moment.

Now, before I go into the third method of thought, let me put forth some data which will be necessary to understand this third method.

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A computer inputs data in Linear fashion.

Zeros and ones. Sequences of on and off, that is all a computer is. Yet I am writing this article on a computer, and perhaps you play vast and intricate games in virtual reality which require substantive logarithms and...

On and off.

One and zero.

Sequences of two numbers.

Period.

A human being does not usually learn in Linear fashion.

He does not have a single wire inputting strings of zeros and ones to sort through.

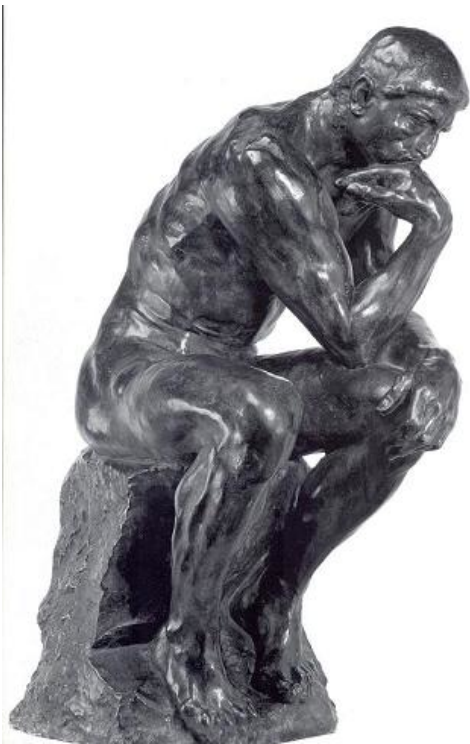
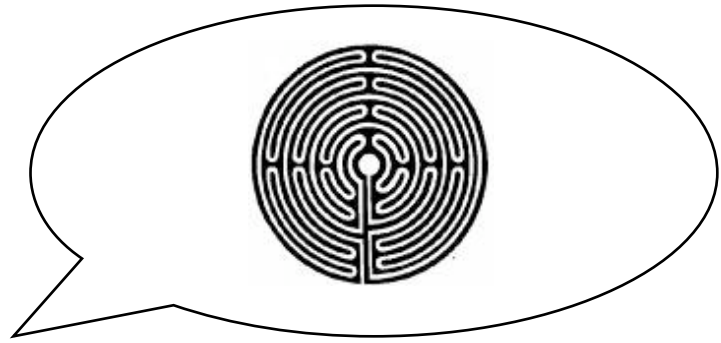
No.

What a human being does is input the whole picture.

He looks at reality, inputs vast and intricate mazes of sight and sound and smell and touch and so on.

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Then he sorts through the stuff, figures out what he wants to deal with, and what he doesn't want to deal with.



Sometimes, his conclusions concerning what to deal with are surprising.

Should I become a buddha or a mass murderer? Hmmm. Let me think about that one.

But this article is not about functioning, or lack thereof, of the mind.

This article is merely about the learning process.

And the learning process, for a human being, thus far, has been only linear or mosaic.

Thus, we come to the third method of thought.

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## MATRIXING THOUGHT

The third method of thought is to view the world through a grid and fill in the missing pieces.

In one way, this is a combination of the first two methods. One makes a graph, fills in the pieces he understands, then begins to analyze what could go into the places he doesn't understand.

In another way, because it creates a rather astounding intuition in the student, it is not.

It is more than the sum of its parts.

Reality is no longer a string of pictures, but a conclusion of now, and a window into possible futures.

Simply, while linear thought is slow and tedious, and mosaic thought depends upon the scope of the subject and the student's ability to resolve masses of data, matrix thought inputs realities so fast that the student quickly gives up any pretense to learning piece by piece and starts absorbing whole subjects as fast as he can view them.

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Not sequencing, not mosaics, but linearity of whole and completely filled out pictures.

Now, before I tell you some of the things that are possible through Matrixing, let me detail how I discovered it.

After some twenty years in the martial arts, and after having studied a vast assortment of arts, I decided to 'solve the puzzle' of the martial arts.

Now, why I had this particular goal I don't know, but I do know that I have never read of anybody considering the martial arts in this manner.

I did.

And, one night I began writing out every single technique I knew on the backs of business cards.

I laid these cards out across my living room floor. There were thousands of them. I had techniques from kenpo, karate, aikido, sev-

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eral styles of kung fu, Tai Chi and Pa Kua, and so on. Furthermore, I had inspected many, many different variations of these arts.

I had techniques I had learned as a child reading Bruce Tegner Karate and Judo books.

I had techniques from the pages of the mags.

I had techniques from literally hundreds of videos, from movies, from countless books.

I even had one technique I had gleaned from a Buzz Sawyer comic strip when I was but eight or nine years old

My living room floor was littered with thousands of techniques on cards, and when my wife came home she obviously thought I had gone crazy.

And, I suppose I had.

Crazy or not, I began to sort through the techniques. I arranged techniques by various categories, and rearranged them, and threw out duplicates, and rearranged them some more.

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I began to examine them for poser techniques (where the dummy has to hold his pose while the person doing the technique does the technique).

And, I began to see patterns.

Patterns of thought underlying the techniques.

The whys of certain patterns of thought became apparent.

How certain methods had accumulated.

How styles had formed.

Now, to be honest, I didn't have all the techniques in the world, but I had enough that I could achieve a larger mosaic viewpoint than anybody else had up to that point.

And this mosaic had sufficient logic to it that I could...see the logic.

I mean, I could see why arts were built the way they were built.

And, in the final arrangement, I began to understand how best to arrange them, and the best way was neither linear nor mosaic, but Matrix.

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Want to know what somebody is going to do before he does it?

It will take you twenty years of hard study, and that in an art that has not been corrupted by modern methodologies.

Or, it could take you anywhere from a couple of months to a couple of years by Matrixing.

The reason for the variance in time?

Because people absorb the world in different manners, and here is the reason people learn at different rates.

In the orient people learn in Mosaic fashion. They are content to wait for the picture to appear.

In the west students learn faster. Oh, yes, it is true, and I speak as a person who has taught, and taught a lot.

However, this is not always the blessing it appears to be.

While the western student might get to black belt sooner than an Oriental, the western student, because he has been learning in linear fashion, looking for the logic, sometimes lacks the ability to assimilate higher mosaics.



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So there are blessings and drawbacks to both methods.

That being said, we come to Matrixing.

With Matrixing the student is allowed to progress by linear thought, but the purpose of the linear thought is to describe a mosaic.

Thus, the student learns faster, and after learning, has the ability to create more and larger mosaics, and the mosaics he creates are matrix in nature.

Let me explain this with a couple of examples.

I know a person who is brilliant....in everything but math. So how can you matrix a subject that is higher than math without math? How will this person ever understand certain things about finances or measurements until they learn some basic mathematics? Simply, they are adept at the mosaic, but not able to surmount the linear, and so are stopped, and even unable to Matrix.

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I know a person who paints quite amazing pictures. Oddly, the realities that this person paints are skewed and twisted, and this skewing is doubtless inherent in their viewpoint of the world.

Doesn't make this person crazy, just alters viewpoint.

Well, that's okay, different viewpoints make for a different world, and who's to say that one viewpoint is more right than another? Heck, the skewing of reality may make for astounding perspectives of reality, and creativity of an entirely magnificent scope.

Can anybody say 'Dali?'

Yet, they will never be an Escher. Because they function only out of the mosaic entire realms of thought will be denied this person.

I know another person who is brilliant at the martial arts. One of the best martial artists I have ever met. A true master.

When I showed this person Matrixing, he was astounded, enlightened, delighted.

Yet, when this person tried to apply Matrixing to his own art, everything broke down, and there was massive confusion.

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Why didn't Matrixing work?

Because this Master had learned the martial arts through the mosaic method. This Master was searching for pieces in order to see the whole picture...but the pieces, although in the correct order, were too few and concentrated in only one region of the picture, and thus he couldn't imagine the whole picture.

Imagine, not being able to see the forest for the...orchard.

I have a vast experience watching people learning Matrixing, and learning through Matrixing. I have been selling Matrixing courses for several years now, and teaching Matrixing concepts and using Matrixing concepts to teach, for decades.

The actual statistic is rather astounding. 60% to 70% of the people learn faster, stop making mistakes, stop hesitating, and become intuitive to various degree.

This is an amazing statistic. An unheard of statistic, but all it really means is that people are capable of much more than has been

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previously imagined, and that they like becoming faster, stronger, more competent.

People like to evolve.

Several martial artists have written to me and discussed the blessing/problem of Matrixing. Their students learn so fast they need to learn more so they have can keep teaching their students.

There's a school teacher out in Indiana who started using Matrixing concepts to teach his students, and within one semester there was a ten per cent improvement in test scores.

The wins are truly enormous.

And, interestingly enough, nobody has to give up anything to learn Matrixing. Quite the opposite. Matrixing makes subjects pure, aligns them with correct data, and the result is nothing more than organized thought.

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And, let me say that I have explored a variety of subjects using Matixing.

I have Matrixed mathematics and the English language.

I have matrixed sounds, how to take the wrapping off a straw, and all manner of subjects.

In fact, it would be fair to say that there is nothing in life that I don't, in the normal course of events, Matrix.

Once you have matrixed a few things, you see, you start to look at the world differently.

Probably the most surprising thing I have done is matrixed communications between people, which has led to the separate subject of Neutronics.

We'll discuss that a little later.

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## CHAPTER TWO

### THE BASIC MATRIX

To make a Matrix is very simple: one simply makes a graph.

Yes.

That easy.

Unfortunately, this is one of those can't see the trees for the forest deals. For though graphs have been around for years, I have never seen anybody correlate the data correctly.

In this chapter I will show you how to correlate the data, and take you through a simple matrix.

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Here is the basic matrix.


Let's matrix 1,2, and 3.

	<b>1</b>	<b>2</b>	<b>3</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			

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You've all seen this...it is basic mathematics.

You could make an addition matrix.

	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6

You could make a multiplication matrix.

	1	2	3
1	1	2	3
2	2	4	6
3	3	6	9



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Unfortunately, past this basic mathematics, matrixing has not developed.

When I first matrixed the martial arts I made a graph like this.

	1	2	3	4
1	1-1	1-2	1-3	1-4
2	2-1	2-2	2-3	2-4
3	3-1	3-2	3-3	3-4
4	4-1	4-2	4-3	4-4

I then substituted blocks for numbers.

One = low

Two = outward

Three = high

Four = inward

The graph then looked like this.

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	<b>low</b>	<b>outward</b>	<b>high</b>	<b>inward</b>
<b>low</b>	low-low	low-out	low-high	low-in
<b>outward</b>	out-low	out-out	out-high	out-in
<b>high</b>	high-low	high-out	high-high	high-in
<b>inward</b>	in-low	in-out	in-high	in-in

Every martial art system has basics. You learn the basics, and then you start learning techniques with elbows, kicks, grabs, and not in any particular order.

Thus, for a month or two a student sees a dawning order, then, with the introduction of other data, the logic disappears and the student descends into a chaotic jumble of data.

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And, there is so much data that it is near impossible to make a matrix for it. The picture gets too big. There are too many potentials; too many different kicks and punches and blocks and variations and deviations and it doesn't all fit together in one nice easy package and the student has to sort through a system that has no linearity and whose scope is entirely overwhelming.

So students drop out.

No logic and overwhelming scope.

What the above graph does is reduce -- *and hold* -- the data to manageable levels.

The above graph lists, in linear fashion, the basic potentials. Yet the mosaic of it is an ordered mosaic, a logical picture, if you will, of all.

When I began teaching with this method, the student would frequently see where the matrix was going, and, suddenly, the whole picture popped into the student's head, and the student got it, and, the student's learning curve skyrocketed.

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The student knew where he was going, could see the whole picture, and thus didn't have to think or figure anything out.

Intuition set in.

Period.

Past this basic matrix I would make other matrixes.

Matrixes for strikes.

Matrixes for throws.

Matrixes for every single potential of body motion that there is.

And the student would skyrocket through the material, and suddenly know as much as I did...and he would know it in the same fashion.

The logic would preclude mistakes and deviations from the material.

Now, a cautionary...

Why haven't people come up with Matrixing before?

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Well, one problem has been, as I said earlier, people disagree as to what constitutes a basic. Further, most people don't have a basic understanding of the basic way the body works, and so on.

And, with this confusion in mind, what set of data do you make your matrix from?

Another problem is that there is surrounding data, principles which evolve from matrixing experience; there is a context which, for whatever reason, I had, but which is normally obscured.

So Matrixing might be simple, but don't underestimate the difficulty it took to create it.

And don't, because you have read these pages, think that it is so simple that you know it all and therefore don't have to do it.

You've heard the descriptions of water, but you still have to get wet.

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## CHAPTER THREE A NEW EVOLUTION

So one learns how to matrix, and they become able to learn faster, on an intuitive level. They actually stop inputting data by strings, or even mosaics, and start inputting realities.

They can, with a few simple matrixes, input whole fields of knowledge.

I began doing this.

I began applying matrixing to other fields, and I will go into this later. Right now, however, I want to tell you something rather incredible.

I learned how to find out what I didn't know.

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This is a rather subtle statement, but what does it mean?

What it means is that I would view something in matrixing fashion, and the things I didn't understand would glare at me.

Consider the following matrix.

	1	2	3	4
1	1-1		1-3	1-4
2	2-1	2-2		2-4
3		3-2		3-4
4	4-1	4-2	4-3	

I would view a subject in matrixing fashion, my mind would intuitively start to organize the subject, and, suddenly, I would see a blank spot.

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Good Lord! What's a 3-1? What's a 1-2? What are those spaces where numbers should be?

Now, this is a most significant and absolutely stunning thing.

Nobody, in the history of man, could ever tell you what you didn't know.

Sure, you don't know algebra. But, starting a study of algebra, how does one isolate the exact pieces of the puzzle that he doesn't understand?

The whole subject of finding out what you don't know has been a rather massive mystery.

Mind you, there are solutions, on the linear level, but we are talking about the level of reality, instant and intuitive.

That mechanic who spots the trouble with your car? It took him decades of experience before he input sufficient data to become intuitive about it.

But, if you can spot what you don't know, then you can cut those decades into months, weeks, or even days, or...seconds.



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This entire subject of finding out what you don't know has astounding implications.

Mankind, you see, has been marking his evolution by spontaneous ideas.

A man gets an idea. Bingo. Evolution.

But what are the contexts for those ideas? What experiences resulted in this 'spontaneous combustion'?

With Matrixing you don't need spontaneous combustion...you don't need to wait for somebody to get an idea...you simply fill out a matrix and look for the blank spots.

Take the human body, for instance.

It is too unimaginably complex to understand completely.

Well...there is a distinct set of organs.

One could matrix these organs and discover all manner of things. The mosaic of organ understanding could become logical, able to be understood piecemeal, able to be understood as a whole.

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Of course, one would need to know the basics of Neutronics to accomplish this, but we will get into that.

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## CHAPTER FOUR APPLYING MATRIXING

I began applying matrixing to everything.

First, of course, were the martial arts.

I matrixed every art I knew, and found that I could see what arts people were doing, and...*where the blank spots in their arts were!*

This meant that I could see where the blank spots in their minds were.

Oddly, if I told somebody where the blank spot in their art was (let alone their mind!) I would encounter all sorts of flap.

Confusion, anger, all sorts of things would happen.

Rarely understanding.

When I showed them a matrix, however, they saw what they were doing and instantly changed.

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After the martial arts I began to matrix basic educational subjects. I was teaching school at the time, and so went through the gamut of subjects.

Math, English, history, everything got matrixed, and from several different viewpoints.

Often, my matrixes would fail because I lacked sufficient data.

I realized that college, while a glut of unorganized data, would become quite valuable if properly matrixed.

Oddly, children didn't like to matrix. Well, of course. Children lack scope. They are still immersed in linear learning, let alone mosaic learning. They lacked the basic knowledge and experience necessary to matrix.

One has to find out what they don't know in the linear fashion, and give them sufficient scope, before they can begin to matrix.

And this is an oddity, for children normally input data in vast chunks and intuitively.

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Schooling, however, tends to confine them in scope: the material they are studying is quite a bit smaller than the reality they are inputting.

Thus, schooling must be done linear to a fashion, then the jump must be made to Matrixing.

Mosaicing need not be done, as it is already being done, and there is so much of the world that children don't understand that it would just be hammering what they don't know in their faces. Layering confusion over the issue. And so on.

So you teach a child basic logic like mathematics, then before they think that algebra is too tough, you matrix the subject. Small matrixes, bite-sized matrixes, and you sequence the matrixes until the child has sufficient scope to start to think in realities.

The alternative is linear, mosaic, confusion. Few children have the scope to input a mosaic approach to math and then intuit it.

This is why children stumble and lurch and quit and hate the subject.

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The things they don't know are just too much for them. A big picture is put in their face, and they are hammered and threatened with it (your life is going to be ruined if you don't get an A!), and so on.

Thus, education should be linear to a certain point, then the linearity should then be used to teach the child how to Matrix.

To example this concept: I detailed the linearity of mathematics. A simple concept, really, read any math book and isolate the specific concepts.

And math is not very difficult.

Past the basics, it is a series of tricks.

Matrix the basics, then matrix the tricks, section by section.

Very easy.

I took on algebra as my specific laboratory, and I ended up writing a book on the subject.

The process of matrixing depends on defining the simplicities of a subject.

In mathematics the the simplicities are obvious and apparent.

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There are nine numbers and zero.

Those are your 'nouns.'

There are only four 'verbs,' add, subtract, multiply, and divide.

And there is 'equals,' which is a statement of existence.

That's all math is: writing sentences with these fifteen symbols.

The only reason children have difficulty with the subject is that they are not drilled on the linearity of it all sufficiently before they are pushed into the mosaic.

And, what purpose a mosaic serves in such a logical subject as math I have no idea. The mosaic should be skipped all together and the student should be guided right into matrixing.

If the student is trained in a linear fashion, and then encouraged to understand a basic addition matrix, intuition will set in.

And each separate level of the subject should be further matrixed, and this would establish the subject as a series of intuitive leaps.

Why doesn't intuition set in? Because the student has not been drilled sufficiently in a linear fashion.

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So, what is algebra?

Understanding the simplicities of the basics, it was easy to figure out.

Take a key, put it in a book, hide the book under a newspaper.

How do you find the key?

You reverse the process.

You pick up the newspaper, open the book, and find the key.

So what is algebra?

It is the process of doing something backwards to get the beginning.

And, I came up with a formula for doing this.

Do the opposite to both sides.

Try it.

Write out  $x + 2 = 0$ .

What has been done to X?

It has been added 2.

So you must do add 2 in reverse; you must minus 2.

But you can't do it to only one side, or the = will be unbalanced.



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So, you do it to both sides.

Now, go ahead, pick any algebra problem, do the opposite to both sides, no matter how complicated the problem is, and it will resolve.

Of course, you will have to learn a linearity of sequences, but the logic is there, and it will manifest. It really is very simple.

Now, comes the question: why do children have such a difficult time?

Because linearity becomes mosaic, when it should become matrixed.

And we could ask the question here: how did such a logic subject as algebra come to be taught in mosaic fashion?

Well, for one thing, nobody has really taken the time to reverse engineer the subject itself. Nobody ever figured out that it was simple reasoning of doing things backwards.

And why should they? After all, we are supposed to be going to a solution, not backing into a solution.

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But, even if somebody did attempt to back into the solution, they attempted to go backwards in a mosaic fashion.

Trapped by their own method, don't you see.

But here is the crux of the matter: teachers are clever.

This was first commented on over a hundred years ago by Sylvanus P. Thompson. He was so cruel as to remark that the people who were writing the textbooks were so enamored by themselves and the tricks they could do that they were but 'clever fools.'

Well, maybe.

But I prefer to think of the modern algebraician as a brilliant person who has managed to forge forward and educate masses of unprepared students through diligent and difficult work.

Even though they were trapped by their own mosaic viewpoint.

Thus, when they taught a recalcitrant child, they took great delight in showing them tricks, and they didn't really understand the simple basic procedure of which they were really partaking.

They were trained in the mosaic method and lacked the ability to find out what they didn't know.

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Well, it will be interesting to observe the effects of the last few paragraphs on the minds and functioning of mathematicians, but, since we are interested in forging on ourselves, let's talk...

...English!

To anyone, even the cleverest of fools, it is quite obvious that the English language is a bastard.

Oh, we know who the parents are, but there was no marriage of logic in the accumulation of symbols and concepts that make up a language.

Alex Bell used to do a thing, I think he called it 'silent language,' where his father would send him out of the room, call a member of the audience up and have him make noises. Any noises, clicks, whistles farts, whatever, and then he would call Alex back into the room and show him some notes, and Alex would duplicate, exactly, the sounds.

Hmm.

Okay, so what are sounds?

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Well, in the English language, they are vowels surrounded, for the most part, by consonants.

And, understanding this, it took me not even completing a basic matrix to understand that the English language is a vast desert of spaces.

Bab, beb, bib, bob, bub. Which of those sounds has been assigned to concepts?

Cab, ceb, cib, cob, cub.

Dab, deb, dib, dob, dub.

And so on to...

Bac, bec, bic, boc, buc.

And so on.

A simple matrix applied to vowels and consonants.

And we have a word like prestidigitation, when we should just assign a sound, and hopefully in a logical fashion.

Pres (press) has been taken. How about stid? Well, compare it to other languages, make a matrix of sounds that would be in context

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with it, sample alternatives and deviation and so on, and come up with a simple word.

Now, make C into a K sound (as it originally was), and do a few other things, get rid of double letters, silent letters, that sort of thing.

Get phonetic in spelling.

And create a language that is universal in scope, does not trip any tongues, and is faster and easier to speak and to write.

For instance, instead of a, e, i, o, and u...sub dots, dashes, etc.

Bob becomes b.b. Don become D-n, and so on.

And, it would be fun to reconstruct the very letters themselves.

No complex figures, but slants, dashes and so on.

And figure out the flow, so it can be written as a long scribble.

A super shorthand, if you will.

Flow can be rit lg scrib.

Why?

Because intuitive thought demands a faster and more efficient form of handwriting.

You think I'm being silly?

## PROLOGUE!

Perhaps.

But, perhaps the reason we can't decipher alien handwriting is because they are writing intuitively, and we are still stuck in a linearity that is bogged when it tries to describe the mosaic, let alone the Matrix.

Think about it.

Okay. I've written sufficient to peak your curiosity. If you want to go further, study a field, describe the basics, and make a matrix.

The proof is in you.

# PROLOGUE!

## CHAPTER FIVE

### ANOTHER MATRIX

We've talked shortly here, but, since you are intuitive in nature, your mind is already leaping. Let's help it. We have discussed Matrixing in martial arts, math, language, and...it is time to provide another sample of Matrixing. Don't worry, I'll keep it simple.

	<b>black</b>	<b>white</b>
<b>black</b>	black/ black	black/ white
<b>white</b>	white/ black	white/ white

## PROLOGUE!

Examining the above matrix one can easily see that the world is not black and white.

In fact, there are two shades of grey, and not one, and yet they are both the same.

What are the differences between shades of gray?

I don't know, but it might be something I want to know, and a matrix is a fine place to even come up with the concept that there can be two shades of grey.

And, if you think about it, shades of grey are actually quite important. I mean, black and white are obvious...everybody sees that. But understanding the shades of grey is the third choice, the creative choice, and often the solution out of dilemma, as we shall see in the paragraphs immediately following.

Let's for instance, start tweaking the above matrix.



## PROLOGUE!

	<b>yes</b>	<b>no</b>
<b>yes</b>	yes/yes	yes/no
<b>no</b>	no/yes	no/no

Hmmm. A distinct yes, and a distinct no, but, again, we have shades of grey, and that in two...sequences. Yes first, or no first. Black first, or white first.

Well, we could go linear on the problem, and we should for many problems, but let's break this problem down as it applies to life.

A girl wants to go to a dance.

Her parents say no/no.

She tries a yes/no solution. She goes to the dance but comes home early.

## PROLOGUE!

Hmmm. The parents are no longer no/no, but we don't know what type of grey they are dealing with. They don't know if their daughter is suggesting something that is half empty or half full.

Our smart girl, knowing that confusion signals the beginning of a new direction, then says, how about if I go to the dance, but go late?

The parents go no/no. But they grin. And in the grin is a win.

The parents intuitively reach the conclusion that go to the dance and come home early is a yes/yes.

Okay, a simple matrix to solve problems. Right?

The problems come when there are too many dynamics.

The girl wants to go to the dance with Bad Boy Jimmy.

No/no.

Parents assume Jimmy is going to get their daughter drunk and do nasty things to her and return her in soiled condition.

Grey doesn't work.

Girl doesn't want to go with Good boy Bob.

## PROLOGUE!

Wah! Tears. The no/no of utter denial and the girl complains that her parents are trying to live (ruin) her life and...

So, one could make a larger matrix, a matrix of sufficient scope so that all potentials can be accounted for.

Well, maybe. But the larger the matrix is the more unwieldy it becomes, and it can even become unworkable.

Better to make smaller, separate matrices for all involved.

What is the matrix of each parent concerning the potential young men? Bob is yes/yes. Sam and Ken are grey, and Jimmy is no/no.

What is the matrix of the girl?

No/no to Bob, Sam and Ken, yes/yes to Jimmy.

What is the Matrix of...Bad Boy Jimmy.

Bingo. We have it.

Bad Boy Jimmy.

Nobody bothered to Matrix him. They went no/no on him, and negated him, and..what about Jimmy? He's a human being! He may be a scumbucket...but he's got feelings!

So, the parents take Jimmy aside and matrix him.

## PROLOGUE!

Sex with their daughter?

Yes/yes. Forgone conclusion...they could ( and did) read that one a mile away. No grey. Have to change it into a no/no.

Look, Jimmy, we're going to take our daughter to the doctor when she gets home, and...get the idea?

Well, perhaps the threat here is too much; perhaps you can find the third choice, the grey that will control Jimmy's raging hormones and still allow your daughter to go to the dance with him.

So, if one sees a problem, one should write a matrix so as to see all the solutions, even the ones that are blank at first. Or, at the very least, to see that the matrix doesn't work, and that one is going to need to rematrix with different data.

Want to run a company?

Matrix what is needed, what departments, what products, what flow..

Matrix applicants abilities.

## PROLOGUE!

Match.

Hire.

No confusion, no chaos, no indecision.

And, this type of thought, as described above, led me into one of the big breakthroughs. Oddly, I had all the data right from the day of my birth. But without matrixing, it was virtually worthless to me.

Next chapter, please.

# PROLOGUE!

## CHAPTER SIX

### NEUTRONICS

Matrixing led me to my biggest breakthroughs.

Oddly, I had stumbled over some of my biggest breakthroughs when I first began the martial arts. What is truly odd about this is that it took me decades to understand the importance of these thoughts.

One of the first things that I realized about the martial arts is that what you are doing is throwing your body at somebody else's body.

Thus, the universe broke down into two, and only two, functions.

Force and flow (direction).

Look, everything in this universe has a direction. When the directions intersect, we have force.

## PROLOGUE!

Thus, the universe can be manipulated simply by understanding the flows, and altering them to suit your needs.

I figured this out in my first year of the martial arts. It was an obvious.

Now, this conclusion, that the universe is a just a space filled with flying objects, was actually first expressed to me by Eddie Richenbacker.

A book was written about Eddie, I read it when I was in about the sixth grade, and in the book he was described as becoming America's first ace through the simple procedure of imagining himself in a globe, and then imagining himself being attacked from every direction. He would isolate each attack, and figure out what he should do. The result was that when he was attacked, he had already seen the problem and imagined a solution for it.

Brilliant.

In the martial arts I did the same thing, be it in a mosaic fashion.

And, when the mosaic filled in, and I achieved enlightenment, I was yet possessed of the westerner's penchant for linearity.

## PROLOGUE!

The linear model indicated that I should analyze force and flow.

The first result was the basic matrix, which you have read earlier in this tome.

But, over the years, as I filled in matrix after matrix, and filled in mosaic after mosaic, something strange occurred: I began to think in terms of flow.

The objects of the universe, the problems of the universe, merely entered my globe, and I merely analyzed their path, searched for greys, and solved them.

And life became very simple.

You see, if something is coming towards you there are only three solutions.

Go towards it, go away from it, or go grey (get creative).

This became such a simplicity that I even stopped matrixing (except for the instruction of other people).

Instead, I was reduced to two simple choices, and a third whenever I felt like it.

Man, did life become simple.



## PROLOGUE!

It was like I had no problems.

Yet, in truth, I was solving problems at an amazing rate.

You see, choices had resolved to go towards, or go away, or do something else. To put it in linear terms:

Incoming object.

Is it good for me or bad for me?

If it is good for me...go towards.

If it is bad for me...go away.

If I decide to play with the incoming object,  
then I get creative and do something else  
other than go towards or away.

That was it! All of it!

There are, however, as we shall see in the next chapter, all sorts of ramifications.

# PROLOGUE!

## CHAPTER SEVEN

### EMOTION

The universe being objects, it is simple to handle.

A car comes towards you, is it filled with laughing girls? Or with mean-faced fellows with clubs?

Make a decision.

But, life becomes complex when emotions are involved.

Man comes up to you with a club, he is smiling, what kind of a smile is it? And, while you are assessing the threat level, he bashes you.

Closure of distance occurred while you were seeking data.

So the problem is how do you solve data when emotions obscure the threat?

To do this one must analyze two flows.

## PROLOGUE!

First the body, is it coming or going?

Second, the emotions: are they coming or going?

When you matrix this you come up with four potentials of flow.

1) The body coming toward you and the emotions coming towards. An example would be a man walking towards you, with anger coming towards you.

2) The body coming toward you and emotions going away. An example would be a woman coming towards you with tears and sobbing.

3) The body going away from you and emotions coming towards you. An example would be a man running away while being angry with you.

4) The body going away from you while emotions going away. An example would be a woman going away from you while crying.

In the above examples I have chosen very simple emotions. You can analyze very complex or subtle emotions. The body motion is ap-

## PROLOGUE!

parent, the emotion is not so apparent, can be tricky, underhanded, subtle, and so on.

The thing to remember when analyzing emotions is this: emotions are motions inside the head.

Is the person angry with you? Then the motion inside the head is coming towards you.

Is the person crying? The emotions can be considered to be going away from you.

The potentials here are enormous.

Tears could indicate they are unhappy with you, which means that you may need to handle the direction of the tears.

Tears could mean hurt, in which case you might have to catch the person and help him.

Tears could mean underhanded purposes...the person is trying to fool you to get close enough to attack you.

Tears can mean an enormous number of things, and you have to educate yourself as to what tears actually mean, and what that means as far as whether the emotion is coming towards you or going away.

## PROLOGUE!

For example....should you handle the tears or not.

Your child...you handle.

Another person's child, you might want to handle, depending on the circumstances.

A man walking down the street with a samurai sword, tears flowing down his face, ranting that the world hates him. Hmmm. Not merely a direction, but a walking time bomb, ready to explode in all directions, and no real read on whether he is going to collapse or attack.

Yet, you can never assume a threat will collapse.

# PROLOGUE!

## CHAPTER EIGHT

### SPEECH

So, we are on the cusp; we are halfway between Matrixing and Neutronics. So let me give you a bonus; let me give you a tool by which you can take control of your life, and of the people in your life. The control is...speech.

Life is defined, controlled, impelled by...communication.

That big company over there...it is only as valuable as the communications it holds for society.

The individuals inside that company...they are only as functional as they can communicate.

Human beings communicate on many different levels. We have discussed English, but with a concern for the writing of it.

## PROLOGUE!

And, perhaps we shall, one day, go into some of the more silent and intuitive methods of communication of which we are capable.

But in this chapter the intent is the spoken word.

Speech consists of four things.

An imperative.

A question.

A declaration.

A comment.

What you have to do is analyze the two potentials of any speech.

Consider: speech is a motion towards you, and you analyze whether it comes for you, or goes away from you.

An imperative is the easiest; it is a command. A command is normally a demand for motion, or non-motion.

## PROLOGUE!

Sit down.

Get over there!

Leave the room.

Or, my favorite as a martial artist... 'Stand still when I'm talking to you!' (The person is trying to edge closer to you, and what he has really said is that he wants you to stand still long enough for him to punch you.)

All that you have to do in the instance of the imperative is decide whether you wish to move or not...or, whether you wish to comply or not.

Simple.

The case of the question is similar to an imperative. Will you do something?

Will you empty the trash?

Will you stop bugging me?

Will you do your homework?



## PROLOGUE!

And this gives the same immediate choice as with an imperative:  
do you comply or not?

Do you give an answer or not?

Do you do what the person has requested or not?

Up to you.

Now we come to a declaration.

A declaration is something you make, and is pretty much free  
from analysis.

I'm going to the zoo.

Let's eat.

I'm in a great mood!

There aren't too many ways to interpret this, except if you decide  
to go downhill and take the world with you.

Life sucks.

I hate you.

I'm going to drive this car into the river and take you all with me.

I need my medication.

## PROLOGUE!

Do you see?

Up or down, cheerful or gloomy: that is the potential for a statement.

Whether you go up or down is up to you.

Now we come to the last, but in many ways most potent, of our speech potentials: the comment.

A statement is about the self, coming from the self, and so on.

A comment is about...others.

The room is nice.

I like the way you paint.

Sure is a glorious sunrise!

But, on the downhill slope part of it...

You could have done better.

What a lousy tie.

You are capable of much better.

Do you see?

Implicit in this statements is criticism.

## PROLOGUE!

Implicit is an evaluation...but what right do you have to criticize?

To criticize is to put another down that you might raise yourself up.

But...it isn't a good uplift.

To put somebody down to raise yourself up is, really, to put yourself down, too.

The constant putter downer just doesn't realize this.

Hey, sometimes advice can be said at the correct moment, in the correct way, and with much cheer, but one must always be careful that he doesn't slide into a more destructive mode of comment.

And, one last thought on this subject of criticizing...

An opinion is a statement lacking facts.

An observation has the facts.

It is best if, except in the most delicate of circumstances, you stick with observation and stay away from opinion.

Even educated opinions.

## PROLOGUE!

Remember when I said I often encountered flap when I worked with people? But when I presented them with a matrix there was no flap?

The point here is that I didn't try to put myself above them by offering an opinion, I presented them, instead, with something that presented facts, and from which they could assimilate sufficient data to come to a conclusion.

And, speaking of conclusions...examine speech to see if it demands motion or not, whether it demands that you do something or not, or whether it takes you up or down, then conduct your conversations accordingly.

It's the matrix thing to do.

# PROLOGUE!

## CHAPTER NINE

### DICHOTOMY

As I said, the realization that the universe is just space filled with flying bodies came to me quickly and easily. This set the stage for the realization I would have when I filled out the karate mosaic.

After about seven years of Karate I experienced an enlightenment, (detailed in other of my writings), and the specific verbalization of this enlightenment was this:

For something to be true  
the opposite must also be true.

This was a yin yang of immense mental proportions, and prepared me for the dichotomy of the universe.

## PROLOGUE!

This can be taken on several levels.

On the spiritual level, I believe it was Aristotle who said that for every object in the universe there exists a perfect idea.

On the mental level we have the two sides of the mind, known in the orient as the wisdom side and the emotional side.

On the body level...this is where things really started to come together. Consider the steps I have taken so far.

Linearity to Matrixing.

The universe is comprised of force and flow.

And the analysis of force and flow led me to the basic dichotomy that establishes perfect ideas as necessary to the existence of objects, the duality of the human mind, and...a motor.

That's right. Because of my realization that for something to be true the opposite must also be true, I figured out that the universe is a motor.

A motor is two terminals between which there is tension. Consider the following points.

## PROLOGUE!

In the universe every atom is made up of protons, electrons, and neutrons.

There is tension between protons and electrons, and this makes a motor.

In the human body there is a cell. The two elements of a cell are potassium and sodium, and these are the two terminals for the motor known as a cell.

And the motors combine to make machines.

This is a very mechanistic universe, easily explained in terms of cause and effect (which is really just the analysis and handling of force and direction), and the physicist is the new priest.

A planet has a north and south pole. The attraction of particles in this mass causes the whole to compress, the tension of which compression is then released through spinning; if it wasn't for spinning the planet would collapse, and possibly even become a black hole.

## PROLOGUE!

Do you see the dichotomous nature of the universe? Of people?  
Of your own mind?

And, people create motors.

A marriage is a motor between two terminals.

A company is a machine consisting of interlinking motors.

A man has a motor with his dog.

And here we have another analysis due:

What direction does the motor take? Where is the marriage headed? And I mean this in the sense of direction, and not as a judgment.

And, what direction does the machine take? Where is that company going with its products? Where will the company be in ten years? A hundred years?

If the motor (or machine) is bent on a destructive flow, fix it or bail. Or stay with it and enjoy the collision.



## PROLOGUE!

If a motor is beneficial to mankind, how do you enhance it? How do you make it bigger and more efficient?

Simple. Define the working parts of the motor.

What does each person in a machine actually do? What is the direction of each person?

There is flow occurring within the motor and the machine. What is the direction of that secretary? What is the direction of the mail department? Do they arrive at their goals each and every day? Or is the machine reducing itself to chaos?

When looked at in this fashion, the management of people and companies becomes very easy.

Just define the path of the person, make sure they are headed for the correct and beneficial goal, and that they actually get where they are going.

If a company manager sat down and did that on a piece of paper for every person in his company, that company would sail.

Man, would it sail.

## PROLOGUE!

And, if every person in that company sat down and analyzed (and was guided correctly in their analysis) every other person in that company as far as to direction and arrival at goals, that company would be unstoppable.

In fact, the only thing that could stop that company would be if the owner had chosen wrong goals and/or wasn't arriving at the correct goals.

Simple stuff, really. But far reaching.

Whether you run a family, a company, or feed a kitten, analyze the trajectory and make sure you get to the target.

That's all there is.

# PROLOGUE!

## CHAPTER TEN

### WAVES

Okey doke, I seem to have wiggled a bit in the last chapter, but hopefully you understand how and why the universe is dichotomous, and how and why that dichotomosis can be used to manipulate everything from people to machines.

And, if you don't, just work harder on matrixing, and hold to the principle that everything is simple and just needs to get done.

That being said...

...have I mentioned that life is simple?

You simply matrix everything, find the direction, and get to your goal.

Simple, eh?

## PROLOGUE!

So...how can we get simpler?

Well, in terms of function, I don't know if we can. But in terms of just understanding what the heck we are doing and why--very beneficial stuff, that--there is one last item.

The motor of the universe is something and nothing. I first read this many years ago, back in college, a little booklet entitled, strangely enough, 'The Something and the Nothing.'

So what is this something and nothing?

Well, we could have space and objects.

We could have positive and negative.

We could have man and woman or sun and moon...or whatever.

But the simplicity is something else.

The simplicity is that the universe once wasn't, and then it was.

What happened? What caused this occurrence?

Consider a dot of awareness. We shall call that 'I am.'

The dot has nothing to be aware of...except...itself.

## PROLOGUE!

It changes position to view itself, and thus we have the appar-  
ency of motion, and the birth of the universe.

I am not going to regale you with a blow by blow of the creation  
of the universe, that is something for another epistle.

I am going to say, however, that this apparency of motion was a  
direction. It was the Original Direction. Then, another attempt by I am  
to get outside itself? A desire to perpetuate the apparency of motion?

We don't know and don't care (at least in this short work), but we  
do know that the Original Direction was deviated from.

I am wasn't going towards something, it was trying to perceive  
itself.

And when the perception failed, there was an attempt to return to  
the Original Direction.

And, passing through the line of the Original Direction, a new di-  
rection (away from) was created.

And then another deviation, back towards (back towards) the  
Original Direction.

And through the line of the Original Direction.

## PROLOGUE!

And in this manner a wave was created, and reality was ‘apparencied,’ and life was established.

A dot to a line to a wave to...all an apparency.

An Original Direction deviated from and returned and deviated from and...we are still going in the Original Direction, but we always try to be aware of what we are, and are unaware that we are merely causing the apparency of existence and creating life.

As a wave holding to the line of the Original Direction how could we not be going in the Original Direction?

And whatever direction we turn in...that is the Original Direction, for that is the perpetuation of life.

So simple.

So complex.

So sweet.

Now, the above all being said, and let me tell you that the above is nothing but a prologue to the Neutronic Catechism currently in

## PROLOGUE!

preparation, but let me tell you the one thing about all this that we need to understand.

Confusion is a change in the wave.

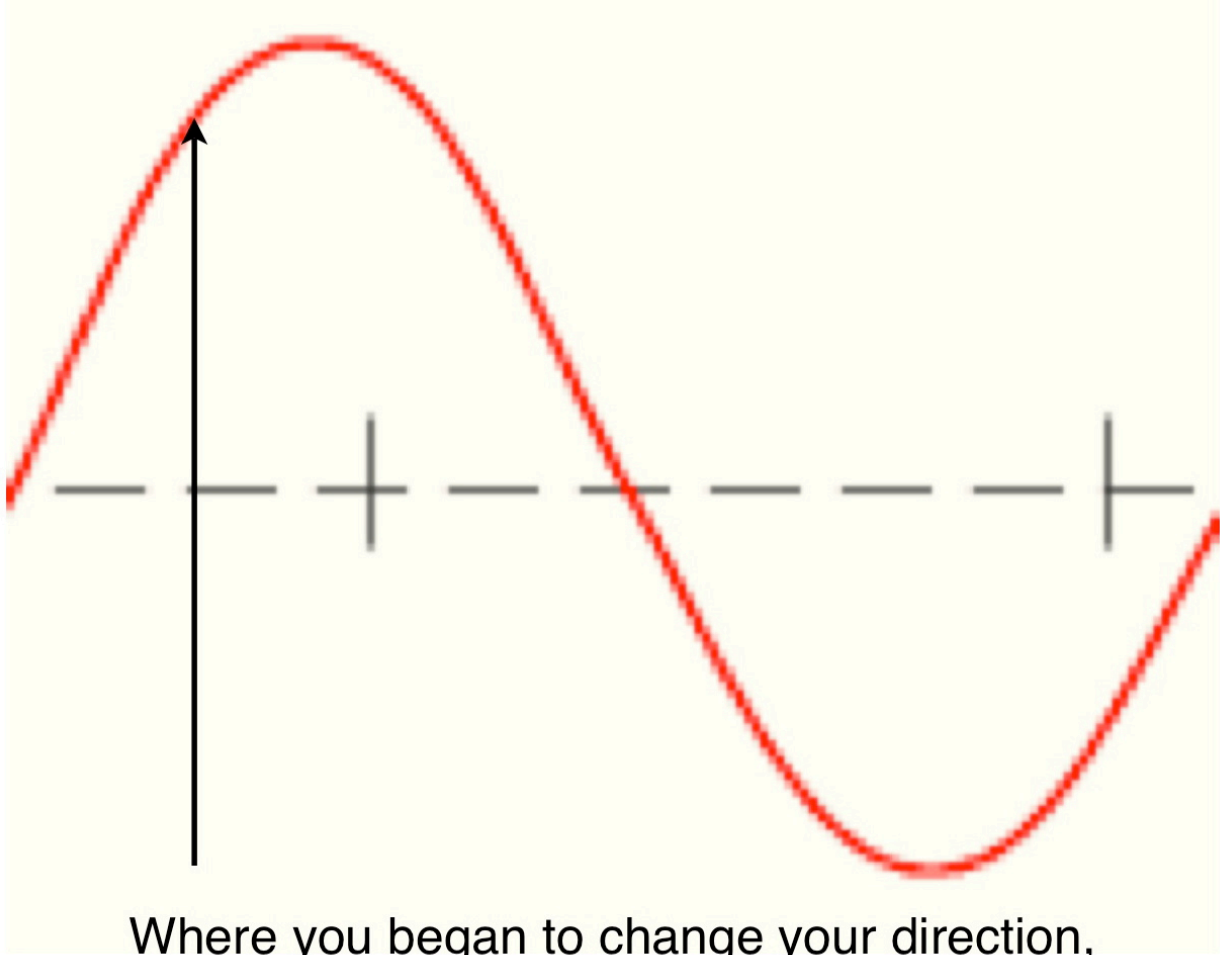
The wave goes away from the centerline, and it is sure and positive and knows what it is doing.

The wave goes back towards the centerline, and it is sure and positive and knows what it is doing.

But the point at which the wave changes from going away to going back towards...that is the point of confusion.

If you ever encounter confusion, simply examine your direction, see where you turned. See what influenced you. Analyze your trajectory and whether it still heads towards your original goal, and you will resolve all confusion.

## PROLOGUE!



Where you began to change your direction,  
that is where you changed your mind,  
that is where you look to resolve any confusion.

There is another method I use to resolve confusion (to enable myself to analyze my force and flow). Instead of me telling you about this method, however, let me just give you an example...



## PROLOGUE!

I was talking to a young man. He was about 14 or 15, old enough to set goals and go for them (which is the definition of a realized human being in Neutronic terms), and he was weepy and sobby and so utterly confused he didn't know what he was doing.

I sat him down.

I gave him pencil and paper and told him to make a dot. He did, and I told him that was him.

I then had him draw a circle around the dot. I told him that was his universe.

I had him make an x in the circle for every person who wanted him to do something.

Then I kept asking him a question: in what direction does X want you to go?

I just kept asking him that question, pointing to various X's, drawing arrows from each X through the dot.

He started asking me what to do.

## PROLOGUE!

I said I didn't know and didn't care, that his life wasn't mine. That even though I was an X in his universe, I wasn't shooting an arrow through him.

He blinked.

He looked at the X's.

He analyzed the directions he was being told to go in, and realized that he was getting contrary data from nearly every direction.

And he realized what direction he wanted to go in.

He started to laugh.

He left, happy, and positive, and knowing what he was going to do.

Interestingly, his mother, one of the more important X's, called me on the telephone. She was very upset, wanted to know what I had done to her son.

I told her, and she went stark, raving...silent.

Oh, I could feel her. All of her plans gone for nothing.

## PROLOGUE!

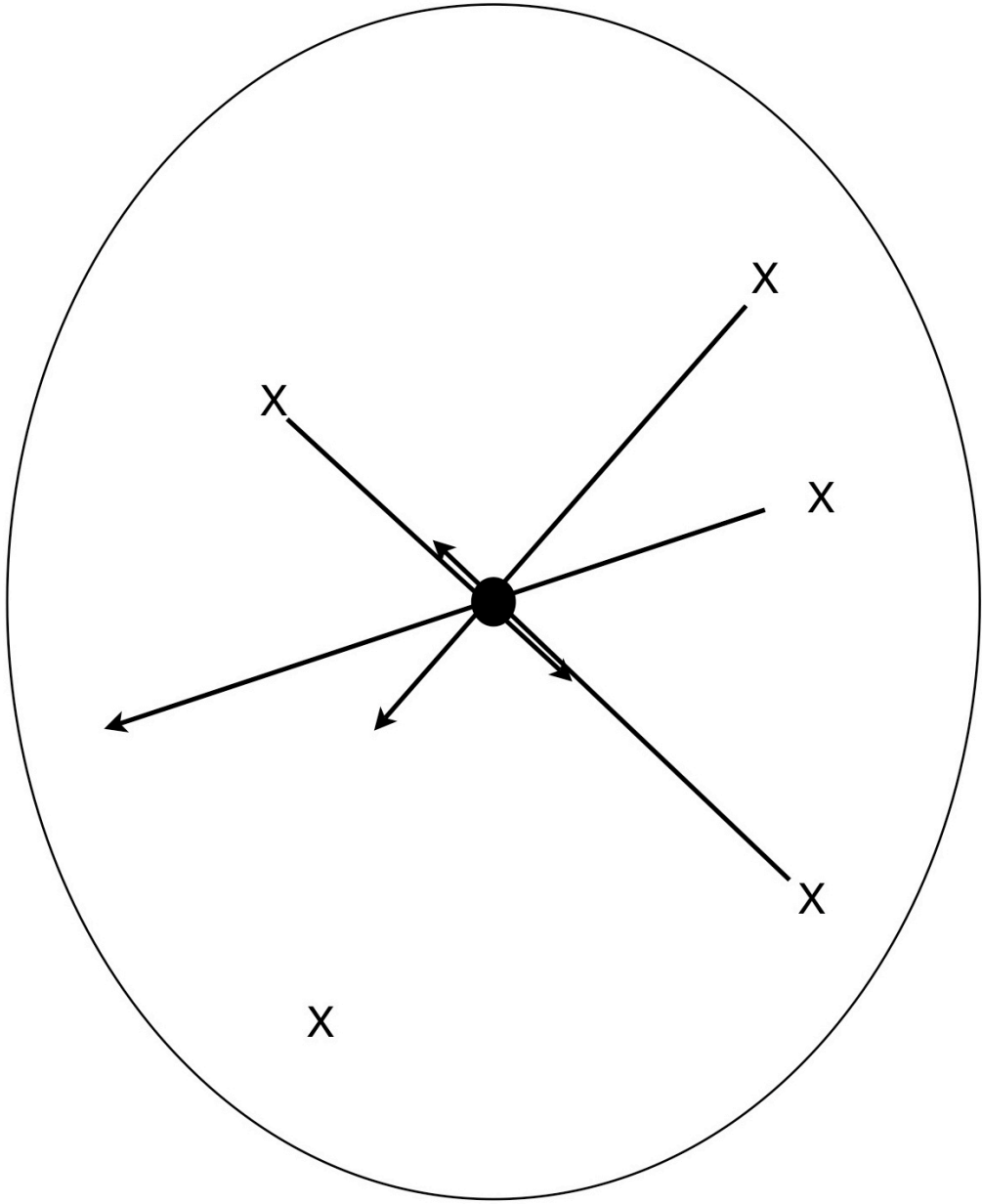
I asked her if she would like to sit down and draw a circle and fill in some X's.

She mumbled in the negative and hung up.

Well...hell! The child who can make a decision is not a child any longer, and if you don't want a weak, spineless, idiot offspring who wobbles and sobs whenever the wind changes, you better jump back out of their way and slap the back of their head until they make a decision!

Or, at the very least, have him make a dot and a circle and....

PROLOGUE!



## PROLOGUE!

To conclude this chapter, let me say that Neutronics is the study of motion.

It is not the analysis and handling of force and direction, for that is matrixing.

It is, rather, the minute study of motion.

And, ultimately, the study of no motion.

Consider, for instance, the fact that before there was something there was nothing, and in this nothing a dot, called 'I am' appeared.

Assume the viewpoint of that dot.

Unmoving.

That is the Neutronic Viewpoint.

To study that which is moving from an unmoving viewpoint.

You are the center of the universe, and you study everything in the universe that moves, which is everything.

Even if your universe moves, you are motionless. You are the center.

Reverse the perpetuation of the universe and live in the now.

Go Neutronic.

## PROLOGUE!

Refuse to walk towards or away, but rather choose a parallel path, for that is the path which threatens no one, keeps the machine moving, and creates harmony.

Walking a parallel path validates the paths of those you parallel.

If the path is false, refuse confusion and wave in another direction.

If the path is true, gather others to it.

All paths are your path, and you are the Original Direction.

You were never anything else.

## PROLOGUE!

### CONCLUSION

### THE FUTURE

To walk the path of mankind, waving others gently to the beneficial, that is the goal of Neutronics.

Neutronics, and the substudy of Matrixing, you see, are but tools.

They are the chisel and hammer for altering direction, and for forging a new experience: a universe filled with beings who, though they may be of different viewpoint, are imbued with Original Direction.

It is not a violent path, but rather a path of reason.

It is a trajectory of hope, and a way out of the hopeless quagmire of collisions and confusions.

It is a path free of the opinions of good and evil, of judgment of your fellow man.

## PROLOGUE!

It is a pure path, and it is now your path, whether you like it or not.

For the data is pure and true, and you will find that it is impossible to go against; who would choose the wrong after they have seen the right?

The data parallels you, you see, and there is your hope.



## PROLOGUE!

## APPENDIX ONE

# THE BOOK OF NEUTRONICS

I n the beginning was nothing.

I nto nothing came I am.

I am had nothing to perceive, thus, was left with only itself to perceive.

I am assumed a viewpoint of itself, which was the apparency of motion, which was a straight line, which was the first schism.

I am assumed another viewpoint of itself, which was away from the direction of itself, which was the second schism.

I am returned towards the original direction, which was the third schism.

I am, unable to become itself, passed through the original direction, and was, thus, going away.

I am returned towards the original direction, thus establishing the first wave.

## PROLOGUE!

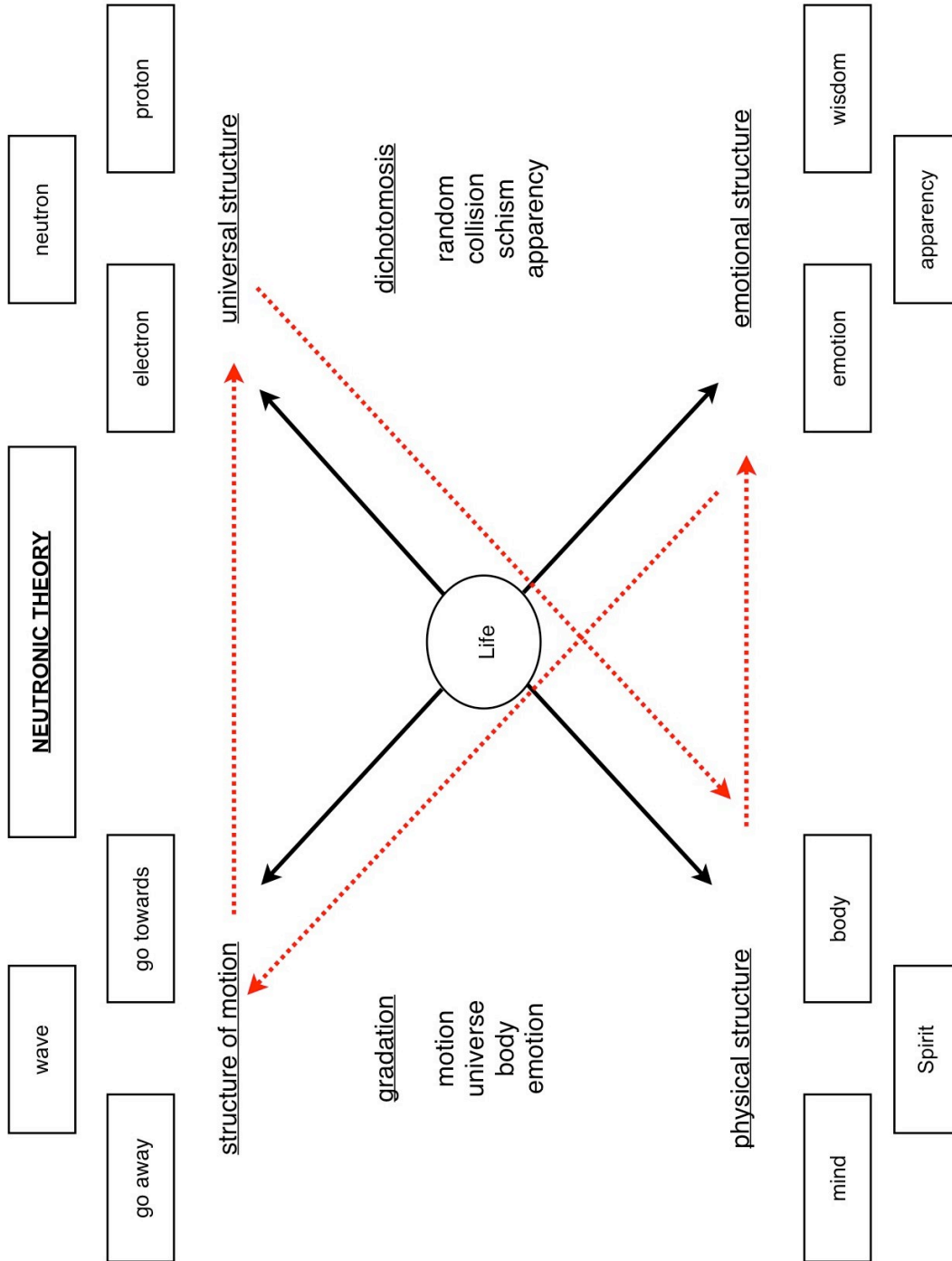
Between away from and towards is established aspects of the positive and negative, which are the component parts of a motor. Thus were universes established, and the universes are an apparency.

Through an infinity of schisms and apparent universes I am attempts to perceive itself.

PROLOGUE!

APPENDIX TWO

DIAGRAM OF NEUTRONIC THEORY



## PROLOGUE!

To learn more about Matrixing and Neutronics...

The Neutronic Viewpoint--The actual story of how Neutronics was developed.

100 pages/staplebound/\$19.95

Neutropia--Neutronic Theory revealed through sacred verse.

100 pages/staplebound/\$19.95

Prologue--Revelations concerning the development of Matrixing Technology into Neutronics.

80 pages/staplebound/\$19.95

More coming soon...