

The Glory of Going On
Chapter 5
HOW DOES INNATE CONTACT EDUCATION?
By B.J. Palmer, 1961

Words are used to explain thots. How put into words the characteristics of a thot, idea, ideals, ideations? We find ourselves word-bound to present OUR thots AS thots, to another. This article is an attempt to use semantics to try to do just that.

It is one thing to suggest the possibility of this subject; another, to present a method of its becoming a reality; and still another, how to use it when it arrives, to overcome handicaps of limitations of education, to act upon the boundless and permanent talents to convert failures to successes. It is more difficult to prove such is factual and realistic in terms and methods of science, commerce, professions, and of personal benefit to individuals.

Humble was the beginning of existence of the author. As a kid, he slept in dry goods boxes, in alleys in Davenport. Jumping the gap of 68 years, we find him surrounded by many huge PSC buildings at the top of Brady Hill; many acres of ground; largest non-medical school in the world; Clear View Sanitarium; 12 different properties in Davenport; 3 in Des Moines; 32 different businesses known as "Palmer Enterprises" on the materialistic side.

On the professional side, we find a practical workable philosophy, science, and art, involving tremendous values to many thousands of disciples who serve our work and works to millions of sick people over the world. All this and more have profited from thots and labors of this self-made boy-man. One man? NO! He was surrounded by several hundred loyal helpmates.

HOW did all of this come about? Was it accident, happenstance, good luck; or was it based on sound rational methods of approach and deliveries?

At the age of 18 (when this author FOUND HIMSELF) he observed that an Innate INTERNAL to LIVING man contacted EVERY tissue cell, EVERY second, with EVERY organ in the living human body, from ABOVE-DOWN, INSIDE OUT. This Innate sent messages, via nerves, from brain to body; told each cell WHAT to do, and received reply messages in return, whether it was or was not done, all the time from birth to death.

Any internal intellectuality great enuf to build what is estimated to be 400 trillion human tissue cells, formulate specific organs to do specific duties, locate them in respective groups, correlate these systems into specific over-all duties, start ALL working TOGETHER harmoniously, is great enuf for our comparatively insignificant education to listen to, IF WE COULD GET IT to tell US what WE should and should not know; how, when, where to do its bidding. IT has succeeded in doing right things, right ways, for millions of people, for aeons of time; therefore, should be good enuf guide, informant, and teacher for us. It would be wisdom on OUR part TO LISTEN, heed, take advice and suggestions FROM Innate TO education.

If Innate was immaculate enuf to conceive, build, direct, control, regulate, and repair the building of a new complete unit of a child in uterus in 280 days, surely it was immaculate enuf to tell the petty education of a few short years what to do, where, when, and why. After all, the educated BRAIN is one of Innate's organs, builded for one definite purpose, to make it possible for man to think with in his contact with environment, to compare relative values with ideas of surrounding conditions OUTSIDE its completed body. While man lives entirely with THE INTERNAL, he also contacts external worlds as well. To this end, Innate constructed one brain solely to control INTERNAL functions, another to limit contacts with the EXTERNAL world. This knowledge of Innate has been repeating itself, in exactly same forms, same organs, placed same way, functioning same way, in millions of people.

Here are two simple tests YOU can perform to separate one educated performance from the Innate performance.

Spread your hand on your leg, palm down. Separate your fingers, spread, put them together. Repeat this several times.

Spread your hand on your leg, palm down. Raise one finger, separately, then lower your finger, one by one, and repeat this several times.

WHO or WHAT delivered your EDUCATED thot desire TO, into and thru the RIGHT sets of muscles to perform each act? Did YOU educationally sort out which sets of muscles to alternate each separate action? Did YOU, educationally, know HOW much or HOW little mental impulse nerve force to flow down to, into and thru the right sets of alternate contractions and relaxations of muscles?

If YOU did not, then WHO or WHAT did ? Have YOU educationally any way of knowing how many, which sets, when to contract or relax, how much energy to accomplish the right action of muscular activity to perform ?

Some OTHER intelligence, WHICH KNOWS EXACTLY, performs the act YOU educationally desired to have done; but YOU, the I, did not do it.

The intelligence that is, which does everything of like kind in a living human body which YOU, the I, have no control of, is THE INNATE INTELLIGENCE that governs, controls, regulates, directs, ALL muscular functions in every cell, organ, viscus or system thereof.

The absence of any or all of this force is a **paralysis** of function, commonly called dis-ease.

Every living person HAS an Innate, or he wouldn't be alive. EVERY such has organic functions as proof such exists WITHIN him. EVERY person GETS Innate thot-flashes. Vast majorities do not realize this, therefore are not conscious of such. The MORE educationally you DENY, the LESS you will RECEIVE. The MORE you ADMIT such, MORE you CAN receive. Education is considered the ne plus ultra, most essential, it is THAT which he seeks, struggles and strives to get MOST of. Innate is the silent partner, unobserved, unknown. Because education is 99 per cent ambitions of people, they think mostly in terms of cramming more OF IT from OUTSIDE-IN BELOW-UPWARD, getting little of Innate percolating **down and thru** to education. By reversing that order, all would realize Innate is the wholesome and reliable knowledge of ALL things, while education is artificial, superficial, side-tracked counterfeit of THE REAL YOU WITHIN YOU. Is it sensible and logical to have more faith in a spoonful of medicine from outside than the intellectual power which built your body from inside ?

Quantity and quality of Innate are 100 per cent at ALL TIMES, on ALL subjects. As it filters down thru educated brains, with scholastic trainings, its value diminishes rapidly even to zero in many people. This DROP in quantity and quality of reception between the two portrays man's inequalities, preventing peak of perfection of thots and actions. If educated man would think LESS of too much scholastic educational training, and DEPEND MORE upon Innate thot-flashes, he could and would take his place amongst the original thinkers of history who conceive greater understandings of dormant potentials WITHIN HIM, which are usually submerged by contrast.

(In the egotistic exaggeration of his ego, man speaks of "the other fellow," his "conscience," "that something" in behind, as a "SUB-conscious, NON-conscious, UN-conscious" mind; as tho HE, with his "conscious" mind was the greater. Any intellect great enuf to build a completed child-unit in 280 days, when man with his boastful "education" could not make ONE tissue cell and cause it to functionate life, is NOT BENEATH OR INFERIOR to his petty thinking. In reality, IT is a SUPER-conscious intellect.) It was when he FOUND HIMSELF in his relations with his INNER SUPER-SELF, he decided to LISTEN TO INNATE MORE, and give LESS attention to education, especially in gaining a knowledge of self, **within** himself, thereby gaining a greater knowledge of **what** made man tick in relation to his studies of life, health, sickness, and act upon ITS advices when thot-flashes came thru in a split second.

Man seeks to go TO the moon. To attain this goal, education correlates scientific-mechanical brains, plus billions of dollars, to create a rocket, cramping a living body inside to get there.

Paradoxically, the internal-human-natural-normal source of **all** intelligence comes from ideas stored in that unseen, unknown Innate above. By the time Innate's knowledge reaches education, it becomes perverted, distorted, modified by multitudinous theories coming IN from OUTSIDE-IN BELOW-UP, becoming overexaggerated, grotesque, drawing less from Innate from its natural and normal, down to educated's monstrous and sensational concepts. Man's great ambition is to conquer outer

worlds beyond HIS inner world, then contemptuously keep idle THE SUPERIOR SOURCE from which he interprets negative, contradictory understandings.

This young man found there existed a world-wide breach between Innate people AND educated people. The small group were non-conformists. The large group were conformists. When Innate's thot-flashes came thru to smaller group, from ABOVE-DOWN INSIDE-OUT, larger group of educated people developed OUTSIDE-IN BELOW-UP innumerable complex arguments, debates, compromises, endeavoring to prove smaller group were wrong, and there WAS NO SUCH THING. The larger group worried, stewed, fretted-days, weeks, months, and years—to prove smaller group were wrong. To deny contact between small and large groups was the chore undertaken by larger group.

With all its evaluations of building human bodies, Innate flashes its inspired messages in split flashes of time. Usual education misses all, denies what it does receive, then begins the struggle of perspirations opposing them. No wonder education misses much of internal realities. In ONE FLASH visions and wisdoms of the ages can come thru. Education then takes years to bitterly oppose them.

Difference between these two types of people is that the Innate thot-flash person is an originator, comes up with new and startlingly different presentations, something which moves human understandings to new unknown fields. Educated type plods along in old established ruts, takes paths of least resistance, does what grandparents did as they did them, scoffs at something new he cannot understand. The **Innate** personality makes history. The other, with **educated** misunderstandings, puts on brakes and ridicules them, because "they can't be done!"

Every impression received by Innate from its material internal body functions, or received thru external environmental abstract senses of seeing, hearing, tasting, feeling, or smelling, is recorded indelibly in Innate memory. Like a taped talk, they are invisible, waiting to be played back when needed. Each is mentally interpreted, stored, card-indexed, catalogued, filed, subject to recall in an emergency, or upon desire, as listener's circumstances warrant. This is not a new theory. It is recognizable and is constantly happening to everybody. It occurs with regularity with the Innates of all people, regardless.

From boyhood to mature manhood, ours has been a full and crowded life. Its trials, troubles, and tribulations; joys and sorrows; handicaps and victories, are endless. Responsibilities and burdens have been light in many ways, and tremendously heavy in others. Our diversifications of interests and mental activities are beyond computation.

We enumerate some:

- we have traveled many times around the world
- mileage (1960) is 1,764,000
- social
- professional
- legislative
- legal
- associations
- secret orders
- public speaker
- writer
- [60]
- author
- printer
- publisher of 37 volumes
- ten scientific laboratories
- researcher
- mental institution for mental cases
- private clinic for sick
- world's largest, finest only-chiropractic clinic in the world.

- cafeteria
- philosopher
- scientist
- artist
- musician (pipe organ)
- circus fan
- oriental art connoisseur
- caveologist
- volcanologist
- osteologist
- anthropologist
- hobbyist
- B. J.’s trophy room with more than 400 citations, honors, awards, tributes, degrees, resolutions, complimentary memberships, presentations of endless gifts, etc.
- two radio stations, AM-FM-TV
- two farms on which are transmitters
- 23 acres of Palmerton
- deep sea fisherman
- A Little Bit o’ Heaven with its almost two million visitors
- institution of Chiropractic with 1,000 students, including 165 from foreign countries
- professional friend of thousands of legitimate, vaudeville, radio, movie, TV, and circus folks
- winter home in Sarasota, Florida

All pile up a prodigious store of data, memories, ad infinitum. Education could not possibly recall all items of information stored away.

Suppose you entered into a conversation. Something somebody said recalls to YOUR mind that cliché, “That reminds ME,” where YOU educationally WOULD LIKE TO recall some experience or photo you HAD LONG FORGOTTEN and had not resurrected for years, yet you couldn’t dig it up out of the past, at that moment. Millions of incidents forgotten. That one you NEED RIGHT NOW soon comes forth clearly, with its details.

Have you ever talked about friends, long-gone, long-obliterated, and you WANTED to recall a name, town, date, and couldn’t? Conversation continued. Suddenly, WITHOUT ADVANCE NOTICE OR WARNING, it thot-flashes back with ALL details surrounding THAT person, name, town, place, and time. WHERE did it come from ? Innate storehouse brot it out of the warehouse of memory and thot-flashed it TO education. There is nothing so fickle as a lapsus linguae, non compos mentis, when you need it. Memory OF EDUCATION is as devoid as the memory OF INNATE is exhaustless. Our Innate relationships with many educated people frequently recall many diversified items; yet Innate, knowing we needed them, thot-flashed them direct, pronto. If permitted, this flashing back of ideas into the past becomes a habit we rely upon.

Thruout this explanation of the supreme values of Innate thot-flashes, we have depreciated values of “education” per se. We do NOT under-estimate any and all PRACTICAL applications of any and all USEFUL educations in sciences and arts based on conformity with truth, which work with rigid and dynamic constructions and are DEFINITE realities, present POSITIVE facts, have RELIABLE evidence and proof, such as the sciences and arts of astronomy, chemistry, mathematics, and all kindred forms based thereon.

Peculiarly, this boy began to rely MORE AND MORE upon Innate thot-flashes and less on educated opinions of those who surrounded him. They sincerely and honestly advised him NOT to do this THAT way, but preferably he should do what THEY WANTED him to do some educated way which his

executives and advisors that was better. More and more, he followed advices of Innate. Eventually, he was able to get many helpmates to ALSO see Innate's ways had paid big dividends in HIS success; therefore they began to listen to THEIR Innates and they, too, came thru as followers of Innate's processes.

Realizing an odd and different kind of transformation was taking place in himself, he wondered if other men and women went thru a similar process. How about men who evolutionized and revolutionized old problems into new philosophies, sciences, and arts? Had they also come thru from ABOVE-DOWN INSIDE- OUT, with Innate thot-flashes ? Being an avaricious reader of the products of intellects of other people, he found they, too, possessed this same secret method. Occasionally, some writer would endeavor to explain it, trying to aid others to see the light. Time after time, he saw writings of others explaining the same process in them. It wasn't long until this youngster realized it was not A NEW process but old, and was used knowingly by others. These types were non-conformists. They refused to fit into usual patterns of education, doing same things same ways as multitudes that surrounded him; and IF they wished to develop a NEW philosophy, science, or art, all had to go to a source beyond and deeper than the hordes who squeezed in their outmoded and stagnant products.

When is the best time to get an Innate thot-flash thru to educated brain? Obviously, when there is "nobody home," when the halls are empty, when rooms are vacant. When IS that? When education is asleep, when it is not there to interfere or oppose a clear passage, when channels are open, when there is no interference FROM education TO Innate, between the two brains. For this reason, the clearest and best of Innate's vast wisdom thot-flashes come thru at night. Innate is so often insistent that this youngster many and many a time found his nights consistently awakened with his most brilliant solutions of the most bothersome problems.

What usually happens to the average person WHO WANTS TO KNOW HOW TO RECEIVE INNATE'S THOT-FLASHES?

In day-time, you get them and pass them by. At night, you are relaxed, asleep, education is blanked out. Quietly and easily, Innate has a solution for some problem which worried education. Innate flashes thru to your NOW empty educated brain; it awakens education; you begin to get ready to commence to think YOU have a solution.

Silently, Innate sneaks upon your sleepy self. Innate flashes answers so you MAY have them. Instead of getting up, having a pad and pencil handy along-side your bed, writing while the idea is in full clarity, you roll over on the other side, education saying "I'll remember that tomorrow and then I'll think about it and if it is worth while will write it." Right THERE AND THEN you made your BIG mistake! In the morning, education is top man again. Innate is back in its retreat, doing only those things it has to do to keep physical functions in motion. You didn't CAPTURE that idea when Innate WANTED TO and WAS WILLING TO GIVE; so you educationally lost it. The more this indifference occurs this way, the more Innate becomes discouraged and eventually ignores YOU because YOU ignored Innate, until it becomes a fixed habit both ways, each ignoring the other.

The ordinary human being has what are commonly called "hunches, intuitions, instinct, wee sma' voice," and sometimes a "conscience." There are FIVE accounted for. There are other senses unaccounted for which birds and animals have. When asleep, certain ones are dormant. Others are on the job, such as hearing, smelling, feeling, etc.

Suppose at night, while asleep, the baby cries, telephone rings, a fire occurs, a prowler breaks in, you become too cold or too warm. Innate HEARS the baby, the fone ring, the prowler in the room; your nose smells smoke; if cold or hot, you pull up or throw off blankets. All these can awaken EDUCATION. These are typical thot-flashes FROM Innate TO education.

Describing this process of what to do when an ABOVE-DOWN INSIDE-OUT thot-flash comes thru, or how to KNOW what is or when it is a thot-flash, or how to recognize such, this keen fundamental recognition was difficult for OUR education at first. We had so much education outside-in below-upward, bucking Innate, for a long time outside environmental complexes of education completely overshadowed and blanked Innate out of consideration.

As days, weeks, and even years wore on, this man and Innate became intimately acquainted. Eventually, he looked up to, listened for the wee sma' thot-flashes. Was he imagining ALL that came thru? Were they wild phantasies of his flighty and meager education? He decided to test them. When in trouble with worries, problems of business, profession, or social misunderstandings, he decided to let Innate solve them in ITS own way, in ITS own time. He decided to NOT PRESS for an immediate answer. He soon learned that if HE arbitrarily followed usual educational routes, he lost what he sought. If he turned the problem over to Innate, eventually Innate in ITS own astounding way, at its own discretion, would flash thru a correct and right answer. The more this occurred with beneficial conclusions, the stronger became the tie between Innate and him.

When there are no restrictions between the greater and lesser personalities, all conflicts cease. Instead of bucking failures with regularity, he was succeeding in attaining his objectives with no internal conflict. Eventually, when this comradery became fixed and firmly established in his life, he realized this was a law and A WAY of life—one which had succeeded WITH HIM, would succeed with others. It became to him a way to live, to convert failures into successes. If this could occur IN HIM, it should be told to all who would listen, that THEY, too, might use the same law and repeat THE SAME route of travel thru life. Innate then impressed upon him that it became HIS DUTY to explain the process, method, and way HE succeeded, that THEY might duplicate WHAT he did, AS he did it.

Innate, seeing he DID accept its solutions of unsolved problems, became MORE bold, flashed thru MORE frequently, and usually without hesitation. As intimacy grew deeper, Innate became a constant companion, coming best when needed most. Innate soon had no hesitation in flashing its answers thru to him at most unexpected times and places. Inasmuch as ALL thot-flashes were FROM Innate TO education; and knowing how fickle is education and its short memories, this man ALWAYS carries pad and several ink-pens, to then and there, WITHOUT ONE MOMENT'S HESITATION, make notes on issues involved. On trains, cars, planes, no matter where, OUT COME THAT PAD AND PEN.

At first, while he knew there was an Innate personality within him, living in the same home WITH him, it was like a far-distant total stranger. He knew, if he were to become what he wanted to be, he had to get better acquainted. Being humble in the presence of this nether great personality that was all, knew all, and was the great intellect it was, he hesitated receiving its thot-flashes. Were they real? Were they of value? Would he find them so, or would he some day wake up to the realization they were spurious, questionable, not reliable or to be depended upon? One by one he began to get Innate's thot-flashes. At first, he accepted them with fear, trepidation, and hesitation. It seemed Innate was testing him, questioning his ability TO RECEIVE; and, if he received, would he act upon them? Once Innate knew education appreciated their values, then was when Innate became a living pal, always ready, willing, and anxious to serve HIS best educated interests.

Innate cannot and seemingly WILL NOT flash thots thru to a super-educated muddled brain filled with complex misunderstandings, misinterpretations, and misconstructions of itself. It would be like trying to get one clear sane thot into a brain filled with violent insanity.

Innate, knowing RIGHT answers to all living problems, will not take time to unmix, dissolve the millions of errors, provoking, unreliable, irresponsible, capricious, silly theories born of violent emotions, absurd passions, and hysterical prejudices, concocted BY education FOR education, mounting them mountain-high from OUTSIDE-IN BELOW-UPWARD.

As Innate began to realize education of this young man WAS understanding IT more and more, and education was relying more and more upon Innate for directions, Innate replaced education as the guiding director, and education was more and more submerged to Innate.

To one who is educated, education is ne plus ultra at all times, all ways, all places, for all purposes. He brags about his high school, college, and university degrees; where he went; how many semesters; and for what subjects he received degrees. The demand for "educated scholars" is deviously obvious and they are in demand. They are a dime a dozen on the open market.

History repeats—all people who are and have been deep thinkers, who have promoted evolutionary and revolutionary ideas, have been poor, struggling geniuses. They are Innate types—subtle, concealed, as it were behind a curtain, retiring and modest. These men pull OUT from within. It is

difficult for educated groups to see the brilliance of silent personalities of inner fellows who reveal themselves ONLY under most adverse difficult conditions.

In presenting this thot-flash subject, we are asked many questions:

“What is the duration of a thot-flash ?”

This depends upon the subject. Some idea which education has been worrying about may come as one simple single flash. When one begins writing the received answer, it may continue during the entire time until that particular subject has been completely finished. It may run for minutes, hours, or days, depending upon how extensive the subject is.

“Is there any language used?”

Words are vehicles of thot. Words in any individualistic language could be translated to fit the problem once each person’s language education begins to correlate answers you seek. In OUR writings, it comes in English. Not knowing any other, we have NO idea what form words would take in any other. The thot-flash itself comes as AN IDEA. Later, you fit words to THE IDEA. Innate, being non-linguistic, thinks without words.

“How can THOT take on the characters of language?”

It doesn’t.

“How can education break down AN ABSTRACT THOT into words which have no words?”

This is difficult to answer for THOTS or THOT-FLASHES have no alphabet or language.

When this man, who had outgrown the usual pretense of evaluating comparative differences BETWEEN educated thots and Innate thot-flashes, tried to explain to others that they might profit also by the same method, they usually and incredulously thot HE had gone daft or was turning to the mysteries of so-called spiritualism, communing with lost soul of some departed person now “on the other side,” etc. He ran into skepticism from his followers. Here and there, however, were a few who knew he HAD made a success, that he MUST HAVE had a method which brot it about, so they listened AND TRIED to understand what he was endeavoring to tell them.

In later years, this man, desiring to prove thot-flashes were an anatomical, physiological and psychological reality, developed the electroencephaloneuromentimpograph. With a set of eight electrodic pick-ups and a ninth second time measuring device, all eight of which could be placed at strategic places on or over differing sections of the Innate AND educated brains, they could and did prove definite paths from one to the other; ascertain and prove direct nerve connections between the two brains; could and did measure, evaluate, and calibrate the quantity flow of mental impulse supply between one and the other. By this process, a distinctive pattern was graphed which, for the first time in the history of man, PROVED there WERE thot-flashes FROM Innate in Innate brain TO education in educated brain. In this research work no quantity measurement was ever more than five-millionths of one volt. To graph this very minute quantity, it was necessary to amplify same 100 trillion times. The graph recorded nine channels simultaneously giving us a comparative record of what was passing from one place to another, timing same. We have isolated 18 distinctive patterns. For the purpose of this article, when one certain pattern was graphed, we knew then a thot-flash was passing between two brains.

In this man, possessing little if any formal education (however, with one brain flashing to the other), Innate directed him thru ALL his years with his world’s greatest, finest-equipped, scientific research clinic, based on studies, observations of hundreds of thousands of cases, after which he brot forth a simple, long-buried, now-discovered, exhaustless fountain of logic which solves all man’s mysteries as it did in him.