Pursuing Relevance (Part 1 & 2)

Summary

What separates true knowledge from mere information overload — and what does "testing the spirits" actually require of a believer? This two-part essay first distinguishes practical, relevant knowledge from the information overload modern education prizes, then applies that same principle to discerning true spiritual experience from deception.

- Part 1: "Information" distinguished from "knowledge" — knowledge is information that has become genuinely useful and applicable, not merely accumulated.
- Part 1: Conventional education's obsession with "standards" and "fundamentals" challenged as training students to perform rather than to think or genuinely learn.
- Part 1: True learning described as "educing" understanding from within the learner, rather than depositing information into a passive recipient.

- Part 2: The modern tendency to let each person define "God" and "spirituality" however feels comfortable challenged using Yah'shua's instruction to "test the spirits."
- Part 2: A practical test proposed for distinguishing the Holy Spirit of Truth from a spirit of deception, centered on whether credit for miracles goes to Yahweh's will or to the healer's own reputation.
- Part 2: Spiritual advancement tied directly to Yahweh's revealed Word as the one dependable "first premise," since spiritual understanding can only be revealed, not self-generated.

The full article begins on the next page.

Pursuing Relevance (Part 1 & 2)

We have great difficulty exercising our imagination to believe that those around us are "smart", if we hold on to the belief that the "stuff" we know or that we would like to know, constitutes the only, or one of few ingredients of "smartness".

Once we abandon this idea, we may find that the people around us do indeed know a great deal of their own "stuff", and that it is then much easier to imagine they are the brightest people around. But what are we really doing by giving credibility to "stuff", whether theirs or ours?

The "stuff" we are talking about is commonly referred to as "information". But, information, or bits thereof, only become knowledge when they can be practically "applied". Information on its own is merely trivia, and is in the preponderance, impractical, in that it is generally not possible to convert most available information into knowledge that can be applied to cause change. We have tremendous volumes of information, even libraries

*(physical or techno-driven) f*ull of it, but it is almost all totally irrelevant in terms of applicable knowledge.

Knowledge is relevant. It is the information that has become of use - it can be applied to some set of practical circumstances to effect the status quo; It may be utilized to maintain the status quo, or it may be utilized to change the status quo. If the status quo is perfect, then obviously so is all of the current knowledge. If the status quo is imperfect, then obviously, new knowledge must be recognized and applied in some practical sense so as to effect the desired changes.

By extension, if the status quo is imperfect, then most certainly so is all of the available information; even the current voluminous amounts that are available, as it cannot be formulated into the requisite knowledge to cause the desired effects.

By further extension, it is "knowledgeable" to avoid filling your mind with the ever-inefficient, ever-increasing volumes of available information, because as you do, you eliminate by virtual overload, if nothing else, the only tool known to mankind that possesses the ability to "produce" knowledge - the kind that may indeed be utilized to actively effect positive change. This may actually be "relevant"!

The most strident, traditional advocates of high "standards" on knowledge, insist that these be "applied" particularly to "basic fundamentals". Indulging our propensity to inquire into the language of education, we find that the essential portion of the word "fundamental", is the word "fundament". It is poetically appropriate that "fundament" also means the buttocks, specifically the anus.

We will resist the temptation to explore the subconscious motives of these "fundamentalists", but must state that their "high" standards actually represent the lowest possible standards imaginable for rating our education or information dissemination systems in any arena of human knowledge.

What one needs to ask of a standard is not, "is it high or low?", but, "is it appropriate to our goals and objectives?". If our goals and objectives are to continue to make people more alike, to prepare them to be docile functionaries in some bureaucracy, and to prevent them from becoming vigorous, self-directed, inquiring learners, that are incapable of educing from within and therefore "producing" knowledge, then our current standards are apt. However, the very survival of the true learner's skill

and interest in learning; his ability to "create" knowledge, are at stake. Perhaps this is also, relevant!

We must rather be centrally concerned with the hearts and minds of competent, confident learners when they are genuinely engaged in learning - in contrast to those merely concerned with the fundament. No competent learner ever says to himself, "In solving this problem, I will read 2 books, write a report of 20 pages with a minimum of 15 footnotes and prepare an oral review. . ."

The only place we find such "standards" are in a school syllabus - where we are first trained not to learn, simply to "perform". It is initially instilled, rehearsed and practiced until we are "conditioned" to believe it is the "acceptable" method. These false standards do not exist in natural, human learning situations where knowledge is actually produced, since they have nothing to do with the conditions of learning - with what the learner needs to be and to do in order to learn about learning, or indeed learn about anything.

Consider this: The first hole dug on the moon with man-made machinery has been done. It is the most expensive hole in the history of mankind - and it is still, empty! Now, what does it mean? How do we

know whether this is one of man's noblest achievements or if it is a game being played by a small group of lunatics for their own amusement - at our expense? Is this relevant? To what? Maybe not even to this article!

"Progressive" thinkers, transmitters of our "cultural heritage" and lovers of "standardised" education everywhere, are defenders of this type of "achievement". Learners - capable knowledge producers, know that none of these types of things have any direct bearing on them, and that it is all part of the "conditioned" response to accept the teaching of lies! Furthering this premise, the main thing children in school practice in their "learning" is how to lie!

The game is called "Let's Pretend", and if its name were chiselled onto the fronts of every school and announced or printed at the beginning of every news article, scientific or medical journal, we would at least have an honest announcement of what takes place. The game is based upon a series of pretences which include: Let's pretend that you are not who or what you really are and that the sort of work or training that you are doing actually makes a difference to your lives; let's pretend that we must continue to amass

great libraries of "information" and let's pretend that it is of vital importance in and of itself, and let's pretend that to "know" a lot of this information - as much as possible - is important and that whoever knows the most of this crap is the smartest; let's pretend that what bores you is important, and that the more bored you are the more important it is; let's pretend that there are a great list of certain boring things that everyone must know, and that both the questions and the answers about them have been fixed for all time; let's pretend that your intellectual, personal or business competence can be judged on the basis of how well you can play Let's Pretend. There may not be much positive relevance in "Let's Pretend"!

A learner soon comes to understand that what he is asked to think about in school or in the workplace has no bearing on what he needs to think about in order to learn anything or to produce new knowledge. He therefore removes the best, most important, most vital part of himself from his learning process - his mind - the inquiring thought process, the primary motivation for learning anything and everything of substance. It seems that this might just be extremely relevant!

It is not uncommon for "teachers" to make such statements as "Oh, I taught them that, but they didn't learn it". There is no utterance more extraordinary than this one. It is on the same level as a salesman saying "I sold it to him but he didn't buy it", in other words, it makes no sense at all.

There are thousands out there teaching or propagating their information, who believe that there are certain "subjects" that are "inherently good", that are "good in themselves, or good for their own sake". When you ask "Good for whom?", or "Good for what purpose?", you will be dismissed as being "merely practical" and told that what they are talking about is literature qua literature, grammar qua grammar, computer techno-information qua computer techno-information, mathematics *per se*. Such people are commonly called "humanists" - mostly by themselves, and are our teachers, scientists, traditional researchers, analysts, and disseminators of information - our "fundamentalists".

Thousands of these fundamentalists propagate their subjects because they are inclined to believe it to be important and they enjoy talking about it to others. That is why they become involved so. It is also why they predominantly fail to teach anyone anything.

They typically define a "bad" student *(learner)* as anyone who does not respond to what they have prescribed for him.

They teach or provide information on one thing or another under the supposition that the "subject" will do something for their audience which, in fact, it does not, never did, and indeed, which most evidence indicates, does just the opposite of the proclaimed intention - it forces the participant to remove his "mind" capacity from the equation. In other words, we are conditioned to "conform" to the information provider's version - and if we don't, we are told we just "don't get it" and/or we are judged/marked into "low performance" categories.

Contrary to conventional education and information dissemination models, true teaching or sharing of information, is the art of eliciting from the learner the meanings they have already stored up so that they can be re-ordered, re-classified, modified or extended to new and practical applications. The learner is not as is supposed, a passive recipient, he is an active producer of knowledge. The word "educate" is related to the word "educe". In the oldest pedagogic sense of the term, this means to draw out of a person something potential or latent. We can after all, learn only in

relation to what we already know. Again, contrary to common misconceptions, this means that if we don't know very much, our immediate capability for learning is not very great.

Further, if the information we already possess is flawed, or is based upon flawed premises, we will also have limited capacity to learn anything of real value; we will not be able to effectively and efficiently produce and recognize new knowledge - we will only, as evidenced by those great many fundamentalists around us, be able to continue in our efforts to memorize vast amounts of readily available information - interesting to them - boring and impractical to us. This is also, extremely, relevant!

There is a very fascinating and simple source of basic information that provides the first basic premise for the pursuit of knowledge. This has been freely provided us by our Creator. It is the basic premise from which all further knowledge can be produced and recognized. To search for knowledge beginning with any foundation other than this one and only true foundation, is risky at best, and entirely flawed at worst.

This source reveals to us the cause for true "education" from within. It shows us the way to

educe from the knowledge written in our hearts and minds the very nature of life; its purpose, its design and its function. It reveals the awesome potential of mankind to learn, produce and recognize knowledge; to be creative as is our Creator - to be gifted with the ability to do original thinking, to understand the magnitude of our future potential, and even to understand the nature of and to be filled with the very mind power of our Creator.

It shows us clearly how to seek solutions for all of what we now perceive as problems or difficulties and it provides answers to every unknown that we may have ever wondered about. We simply need to "inquire" into it, and all this and more will be opened to us. This is undoubtedly, relevant!

Would you like access to that first basic premise to knowledge that would enable you to easily solve *(or provide solutions for)* any real problem you were able to recognize? Would you like the first basic premise to knowledge that would enable your ability to recognize problems? If you wouldn't, then maybe you perceive yourself as "irrelevant"!

Before you prejudice your next thoughts, think of what it was you were going to learn tomorrow or the next day. What purposeful learning - what experience

had you in mind - what knowledge were you going to produce from it? Can you honestly say that whatever you thought of learning could come even close to understanding the very mind and character of your Creator - Yahweh? Maybe!

Well take the next step - then how close do your ambitions come to actually putting you in the position of being able to prove, unequivocally, the existence of your origins, of your current and future potential, of your Creator and all things about Him. There is absolute, irrefutable proof, readily available, all you need do is ask for it! It is relevant in the extreme, and so are you!

Pursuing Relevance Part II

Part I in this series was designed to educe the reader's inherent awareness of, and understanding of, the significance of starting any pursuit of knowledge from the right basic first premise. Starting from a Yahweh-centred, Yahweh taught premise, is what this chapter is all about.

It is increasingly obvious, that many people in this day and age, believe in some form of "God", and therefore possess what could be described as a

knowledge of the "God of their understanding". Many, especially the trendy New Age thinkers, and even a considerable number of "traditional" thinkers, have a propensity to believe in a God, simply when they see or hear of, and because of, certain events that might otherwise be deemed "spectacles", or miracles.

It is even more common for the "accepted" version of a God, to be "whatever you want a God to be". In other words, whatever makes many comfortable with a definition of a God, turns out to be precisely what the "God of their understanding" is.

This "creative license" being applied to the very definition and character of Yahweh is also readily applied by many in terms of their own understanding of "spiritual" status, or "spiritual enlightenment". To be able to "do" something miraculous; to walk on hot coals, to speak in tongues, to do "good" things, to be able to heal people as an example, is to many people, a definitive "sign" of "spiritual advancement".

Recently, one particular person was pointed out to the writer by several independent parties, as being "the most spiritually advanced or evolved person on the planet", simply because he was able to heal many people of their physical infirmities. Each of these same people claim to believe that spiritual growth is

something that “only comes from within”, yet they do not even recognize the paradox of these two statements. That paradox is relevant to truth.

Interestingly, it is the writer’s opinion that none of these people have ever read their Creator’s version of spirituality. Or perhaps, it would be more generous to say, they have probably read all, some, or portions of it, but have obviously not observed nor have any regard for the true meaning set forth regarding spiritual growth and/or spiritual knowledge. Wanting to believe in our Creator and in Yah'shua the Messiah seems to be consistent, as does wanting to be “spiritually evolved”, but wanting to believe our Creator and Yah'shua the Messiah seems to be most inconsistent, almost non-existent, and “justifiable” by means of a great many euphemisms. We must first believe Yah'shua the Messiah when He pointed out that He never actually healed anyone! He made it abundantly clear that it was the “power of Yahweh” that caused every one of His healings and other “miracles”.

Second, we must also believe Yah'shua the Messiah when He instructed us to “Test the spirits” (1 John 4:1). What Yah'shua the Messiah meant here was precisely what He said - “Test the spirits”, whether

they be of Yahweh *(His Holy Spirit of Truth),* or of Satan (the Spirit of Deception). If only His Holy Spirit of Truth were able to empower us, Yah'shua the Messiah would not have warned us to "test" them! There is vital relevance here!

It was of paramount importance to Yah'shua the Messiah to point out on many occasions as recorded by his disciples, that none of the things He said or did, were of His own doing or ability, but were either provided for Him by Yahweh the Father, or were merely the result of His faith in the Power of Yahweh the Father. Yah'shua was quoted as saying He could do nothing of His own accord, only Yahweh the Father, working through the power of His Holy Spirit *(or Will)* could do anything associated with each of Yah'shua's miracles.

Each and every time a miracle was recorded in Yahweh's word, it was also recorded that the miracle was accomplished by "the Will of Yahweh", not by Yah'shua or any of His disciples. Yah'shua's faith, was the catalyst, Yahweh's power - His "Will" *(Spirit or intent)* was the "power to perform miracles" in each and every case.

There is a simple and true test of the Spirit - whether or not it is His Holy Spirit of Truth or the Spirit of

Deception working in an individual. His Holy Spirit of Truth always makes it kno*wn that any appearance of miraculous* healing *(or any other miraculous event),* is being accomplished by the Power of Yahweh working from within the individual being healed, and the healed party will recognize the internal revelation of Spiritual healing and be thankful to Yahweh and to Yahweh alone. His Holy Spirit of Truth, like Yah'shua, does never take credit for directly healing any one.

The Spirit of Deception will on the other hand, allow the "healed" *(or the audience - the "admirers"),* to thank him, to effectively believe "he" did it and to therefore, "worship" him, allowing the Healer to directly or indirectly, accept credit for the miraculous healings, further allowing the healed party's to believe that the Healer was therefore a very "spiritually evolved" individual.

In most cases, the Healer is himself deceived, and also believes himself to be highly "spiritually evolved", as evidenced purely by the good works. If we were not meant to apply this test as Yah'shua instructed, I wonder why He was also inspired to write: "For many shall rise up and show great signs and wonders, so as to deceive if possible, even the elect". These first basic

premises from which to educe knowledge of spiritual growth are relevant to its truthful analysis.

To accept the premise that all knowledge comes from, and is therefore "educed" from within, is easy as related to most things. We need to realize that if this is the case with even simple forms of knowledge, that it most assuredly is the case with Spiritual knowledge. A progressive awareness of Spiritual knowledge as revealed from within the individual, is the effective catalyst for Spiritual Growth of that individual. Without more awareness, more growth will not occur.

As Spiritual awareness CAN ONLY COME FROM WITHIN as and when revealed by Yahweh *(as Yah'shua said: "No one can come to me except by Yahweh who draws him" – John 6:44),* it is obvious that Spiritual growth must also of necessity, come from within, and therefore, be based upon the only true, reliable first basic premise for knowledge.

If even for one minute, a healed person, or one desiring to be healed, or one desiring to learn how to heal (and by extension - desiring spiritual advancement), looks outside of himself - to a "faith-healer", or to anyone other than Yahweh the Father, then that person has been successfully seduced into

looking toward and seeking closer ties to the Spirit of Deception.

The Spirit of Deception, like His Holy Spirit of Truth, will provide the most “miraculous” results; will provide those great “warm and fuzzy” feelings of “wholeness” within you, while concurrently providing the most crafty diversion necessary to keep you from seeking His Holy Spirit of Truth - the revelation of knowledge from within. You will no longer seek that which you perceive you have already found. That’s relevant!

If one small human mind could educe this knowledge, and formulate an hypothesis for its application, do you not suspect that the all-powerful “god of this world”, as Yah'shua declared the Spirit of Deception to be, could not also?

Your very spiritual survival, let alone your desire for spiritual advancement, depends entirely upon your recognition, that, of course he could. And that’s relevant!

← Return to the Articles Index