

The Enlightenment Intensive

Monitor's Manual

Third Edition (Revised)

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Table of Contents

Introduction	iv
Enlightenment Intensive Monitor (Master's Assistant).....	1
The Classes of Monitors.....	2
Silent monitor	2
Monitor	2
Chief monitor	3
Senior monitor	4
General Monitoring Jobs	8
Afternoon and evening before the Intensive begins	8
Enlightenment Exercises	8
Calling changeovers	9
Walking contemplation	10
Sitting contemplation	10
Work period	10
Rest period	11
Breathing exercises	11
Cook	13
General Guidelines for All Monitors and Cooks	15
Staff 's Relationship with the Master	15
Staff 's Relationship with Staff	16
Staff 's Relationship with Participants	16
Cook's Relationship with Participants	16
A Final Word	16
SUPPLEMENTARY MATERIAL	17
Examples of Correct Instructions	18
Chief Monitor's Job List	19
Standard Supplies for an Enlightenment Intensive	21
The Enlightenment Technique	24
Enlightenment Intensive Rules for Participants	25
Standard Daily Schedule of an Enlightenment Intensive	26
Participant Information Sheet	27
Enlightenment Intensive Sample Menus	28

Introduction

This *Enlightenment Intensive Monitor's Manual* should be read and studied by all monitors on an Enlightenment Intensive so that the highest standards of monitoring may be maintained. Masters should also be thoroughly familiar with the material in this manual. Copies can be made and given to monitors to study before the Intensive.

The supportive role that monitors play on an Enlightenment Intensive is essential to the success of the Intensive. If you as a monitor do your job consciously, using this manual as your guide and having the intention always to serve as an extension of the enlightenment master, you will give the participants maximum opportunity to achieve enlightenment on the Intensive.

Enlightenment Intensive Monitor (Master's Assistant)

The Enlightenment Intensive monitor is an assistant to the enlightenment master and must always act in the assistant role. The guidelines set down in this manual have been found to be the most helpful for a monitor in his role of supporting the master and are based on the material in *Consciousness of Truth, A Manual for the Enlightenment Intensive*. However, every statement should be considered to have the phrase, 'or as directed by the master', attached to it. The master is responsible for the Intensive and everyone in it, and the monitor assists him in that task. The master's role is to have the absolute certainty that he can get the participants enlightened and to construct the inner and outer environments so as to provide the participants with the greatest opportunity for enlightenment. You as a monitor are to assist him in the construction of these environments. Set aside all other projects while being a monitor. You are engaged in one of the most helpful actions one being can do for another. Do the best that you possibly can. Devote yourself to the participants and to the master for the entire period of the Enlightenment Intensive.

The Classes of Monitors

Silent monitor
Monitor
Chief monitor
Senior monitor

Silent monitor

A silent monitor is a beginner. As silent monitor, you must not speak to the participants but watch, listen and learn from all that goes on during the Intensive. Be particularly attentive to what the monitors say and do, especially the senior and chief monitors. Familiarize yourself with the kitchen procedure. Watch the master very closely. If you have any questions about what the master, monitors or participants are doing, ask the master at an appropriate time. At any time you may be asked to sit in as a participant during the dyads only, or to be a participant full-time in order to make an even number of participants. This is called de-odding. Running errands and doing odd jobs that come up are also included in the job of silent monitor.

In terms of interaction with the participants, the following applies to the silent monitor.

1. If you see or hear any infraction of the rules (see page 25), immediately report it to a monitor, senior monitor, chief monitor or the master.
2. If you perceive a participant adding anything to the Enlightenment Technique (see page 24), or leaving anything out, immediately report this to a monitor, senior monitor, chief monitor or the master.
3. You may listen to a participant during breaks if one speaks to you but you must not say anything or interact non-verbally.

The silent monitor is a student and learns through observation and asking appropriate questions of the Intensive staff. The master may promote you from silent monitor to monitor at any time.

Monitor

As a monitor, you may interact with the participants within certain constraints. Your primary job is to watch and listen to the participants during the Intensive. If any rules are broken, you may remind the participant of the rules and give an appropriate instruction (see page 18). Instructions to participants are always to be phrased positively, never negatively. For example, 'Speak only of enlightenment' is a positive instruction. 'Don't gossip' is a negative instruction.

Know what is happening before you correct something. Many times things are not as they first appear to be. Inexperienced monitors sometimes misinterpret what is happening with a participant because they tend to connect it up with a past experience

of their own or a similar experience of some other participant on a previous Intensive. Realize that each situation is unique. If you make an error, tell the master.

If you observe a participant adding anything to or omitting anything from the technique, tell a senior monitor or the master. Correcting technique errors is a job only for senior monitors or the master.

You may talk about enlightenment with the participants during the breaks and share your own experience of being on an Intensive. However, you should not give any advice or implications of what enlightenment is or is not. You should never tell participant what is happening to him or be evaluative in any way. Be positive but avoid telling him the value, good or bad, of what he is doing. The purpose and value of you talking and sharing with the participants is to receive what they are saying and to give support and encouragement, primarily by your presence. If a participant asks your advice or evaluation, refer him to the master or a senior monitor.

As a monitor, you may not be promoted to senior monitor during the Intensive. However, the master may do so at the end of the Intensive. While not primarily student, you should continue to study this manual and learn from the senior monitors and the master.

Chief monitor

The chief monitor is responsible for the physical aspects of the Enlightenment Intensive. This includes scheduling the staff 's breaks, handling the food and supplies purchasing, overseeing the setting up of the Intensive environment, and seeing to the smooth running of the Intensive at the physical level. (See page 19 for chief monitor's job list). As chief monitor, your work begins before the Intensive starts with food and supplies purchasing, and ends with clean up after the Intensive is over.

Chief monitor is the most physically demanding job of the Intensive. It is your job to understand clearly how the master wants every detail of the Intensive handled, and to see that everything necessary gets done accordingly. It is your job to delegate jobs to the monitors and silent monitors effectively.

All logistical problems should be taken to you so that the master is as free as possible from such matters. However, any problems not immediately resolvable should be taken to the master. A good chief monitor frees the master to do his work without distraction.

Important tips for chief monitoring:

- When you delegate a job to a monitor or silent monitor, check to see that the job has been done satisfactorily.
- Stay in open communication with the staff. Avoid letting stacked-up communications get in the way of the staff 's effectiveness.
- Bring a dependable wind-up alarm clock.

- Try to accomplish as much as possible before the Intensive begins. Do not plan to handle any important jobs during 'spare time' after the Intensive begins.
- Keep lists and write things down, crossing each item off as it is handled. Do not attempt to remember things that need to be done without writing them down.
- Go over the 'Chief Monitor's Job List' on page 19 and use it in conjunction with the master's instructions.

Senior monitor

A senior monitor is a technician. He has the responsibility of seeing that the participants assigned to him are doing the Enlightenment Technique as well as they can (see page 24). When on the floor, a senior monitor may be placed in charge of watching the entire room from time to time; otherwise, he watches his participants closely to 'track' how they are doing with the technique. An additional important duty of the senior monitor is to call changeovers as directed by the master (see 'Calling Changeovers' on page 9).

If you see a participant under the charge of another senior monitor making a persistent error in the technique, you should do one of two things:

1. If the senior monitor in charge will be available in a reasonable period of time, he should be informed of the error as soon as he returns to the floor. He can then check the situation and make the correction.
2. If it is necessary to make the correction yourself, do so and communicate the instruction given to the senior monitor in charge of that participant as soon as possible.

The senior monitors should decide by lunch on the first day who will be in charge of which participants. Participants are assigned to senior monitors by agreement among the senior monitors.

Such cooperation and coordination between senior monitors is necessary. Otherwise, a participant can easily be confused if he receives seemingly conflicting instructions.

As senior monitor, you may break into a dyad at any time to make a correction, if necessary. Corrections during the dyads should be succinct and direct. In general, very few corrections should be made during dyads; it is usually best to make corrections during breaks and meals. However, a correctly timed, accurately put correction during a dyad can sometimes be the best support for a participant.

If you are unable to get a participant to do the technique, or if you are having trouble tuning into what is going on with a participant under your charge, talk to the master immediately.

If you are going to make a correction during a dyad, proceed as follows:

1. Lightly touching the participant to be instructed on his right shoulder, say to his partner, 'Stand by'.
2. Give the instruction to the erring partner in a positive form. Restart the dyad in the correct direction, noticing other dyads if necessary. Restart the dyad by saying to the listening partner, 'Give your partner his (or her) instruction'.

To increase rapport, originate communication with your participants whenever the opportunity is available during breaks, meals and rest period. Do not initiate contact during walking contemplation period. When initiating this contact, ask such questions as 'What's happening?' 'What do you do when your partner gives you your instruction?' or any specific question relating to the individual and what you know about how he's doing. While talking with a participant, look for errors in the technique, signs of stress, and distractions.

You, the senior monitor, are the master's greatest tool in getting the participants to do the technique as given. Go to the master about anything that will help the participants toward this end.

There are two errors commonly made by inexperienced senior monitors: over-correcting and correcting prematurely. Over-correcting will occur if you give the participant too many instructions at one time (usually this means more than one), or if you give one instruction with too much explanation or complexity. Note all errors that are being made by a participant, but do not act on them all. Choose carefully what correction to make. Take into consideration what is going on with the participant and what he seems capable of assimilating successfully in terms of instruction. Always correct errors one at a time, even gross errors. Give the participant one instruction and then watch to see that he has received it and has complied. Check back later to see that he is continuing as corrected. After he has assimilated the instruction, consider making further corrections. Give your instructions simply, without unnecessary explanations.

A participant can only be taught so much at one time. Offering him more than he can absorb and put into practice only causes confusion, even though the instructions may be technically accurate.

Correcting prematurely occurs when, in his exuberance and enthusiasm, an inexperienced senior monitor makes a correction that is too difficult for the participant to understand, or that he does not yet have the ability to carry out. The proper way to correct a technique error is to:

1. Spot the error accurately.
2. Determine that the participant is able to correct the error under the circumstances. For example, a participant in an emotional crisis will normally be unable to assimilate a correction without being pulled out of the crisis. Also, a participant who has not yet grasped the basic steps of the technique should not be given corrections for subtle errors.

3. See exactly how to best make the correction, that is, how to phrase it clearly and simply.
4. Wait until an appropriate time before making the correction.

Gross errors are to be corrected immediately. Some examples of common gross errors made are: the listening partner speaking out of turn or responding non-verbally; the listening partner giving the instruction incorrectly; the speaking partner agreeing or disagreeing with his partner's last communications; the speaking partner dwelling on something that is not at all related to his contemplation.

Unless a participant is making a gross error, wait until he has had time to run out some of his mental patterns before correcting him; otherwise, if you correct him too quickly, he will follow your instruction for a few minutes and then revert to the old pattern again. *The participant advances most rapidly with the Enlightenment Technique if allowed to follow his own unique path toward enlightenment, with your support and guidance.*

Knowing what error to correct, when to make the correction, and how to communicate the correction effectively, are three qualities that make for a top senior monitor.

When a participant's case gets very much in the way, guide him toward disconnecting from it. For example, a participant who is obsessed with a personal problem at home, or one who is very irritated with another participant on the Intensive, should be encouraged to disconnect from these problems. *Do not try to resolve these problems yourself through any clearing action, and do not encourage the participant to resolve them himself.* Give instructions such as, 'Set that aside for now' or, 'Work only on enlightenment for now'. Guide the participant unflinchingly toward conscious, direct knowledge of himself, rather than resolving life problems.

Let the participant handle himself whenever possible. If a participant falls off a chair and starts to get up by himself, let him. If a participant spills some water during a break and starts to clean it up, let him.

If a participant wants to leave the Intensive, ask what he does when his partner gives him his instruction. Insist on an answer, find the error, and correct it. If this does not remove his urge to leave, instruct him to stay in the format of the Intensive and tell him that you will arrange an interview with the master. Then inform the master immediately. Sometimes it is not possible to keep a participant in the format of the Intensive; in this case, take him personally to the master. If the master is unavailable, stand by with the participant until the master becomes available.

The first day of an Intensive is very important for the senior monitor, especially the first three hours. Watch the participants closely and correct all gross errors immediately. Particularly watch for and correct any deviation from the correct form of a participant giving the instruction in a dyad. Remember the participants' names at roll call during the opening lecture and note what question each is working on within the first two dyads. During the first day, pay particular attention to participants who are taking their first Intensive. A correct start for a participant will aid him greatly and prevent many difficulties later on. However, do not push the participants. Be firm, steady, patient and friendly. First see that a participant is established in the fundamentals of the technique before considering more exacting corrections.

Listen to every word in a dyad. Do not hesitate to invade the privacy of the dyads. Invade it and listen to the actual words being said. Do not float over their heads or watch from a distance. Be in contact with each and every participant you watch. *Facing this contact with the individual is the key to what makes a good senior monitor.* Be conscious as you move in and out of the energy field of the participants, especially on the second and third days, since by this time their bodies will have become more open and sensitive. Be conscious, gentle and natural in your movements, never abrupt. As senior monitor, always work in harmony with the other senior monitors and with the master of the Intensive.

General Monitoring Jobs

Afternoon and evening before the Intensive begins

The chief monitor will designate the time he wants the monitors present. Monitors of all classes should be willing to do whatever is necessary to get the Intensive environment set up according to the chief monitor's instructions. In addition, all monitors share in the responsibility of making the participants feel welcome. The monitor acting as receptionist and registrar should give clear instructions as to what the participants are to do and where they are to go. They should be told where to park, where to store their gear, where they will be sleeping, and where the bathrooms are. The registrar should also make sure they have paid in full and have with them adequate bedding, rain gear, and a warm coat, if necessary. All monitors should follow the instructions of the chief monitor since he is overseeing the flow of events according to the master's instructions.

Enlightenment Exercises

It is important to run Enlightenment Exercises as perfectly as possible since this is the time of the most power of the Intensive. The staff on the floor should consciously create a safe environment that is free of distraction and conducive to the participants doing the Enlightenment Technique.

The physical environment should always be neat and orderly. Schedules and lists should be kept out of sight of the participants.

To set up for an Enlightenment Exercise, a five-minute call should be given: 'Five minutes to the next Enlightenment Exercise'. This gives the participants a chance to finish their meal, go to the toilet or find a partner. During this time, the monitors should help stragglers to be on time and set up the rows of chairs and pillows so they are straight. If several people are waiting to use the toilet when it is nearly time for the exercise to begin, have them return to the main room and start the exercise on time. Let them know they can go the toilet during their first speaking turn after the exercise has begun. Enlightenment Exercises must always be started on time. If a person cannot be found after fifteen minutes, report this to the master.

Attend to as many of the participants' needs as possible. On a physical level, this includes such help as bringing tissues when they are asked for, arranging an interview when requested, or bringing a glass of water. On other levels, your openness to facing a crisis with a participant is critical to your ability to help. Your guidance and support in disciplining a participant to do the technique will often bring on a crisis.

On the floor, keep your attention on the participants with the attitude that your purpose is to serve them on their path to enlightenment and that they could break

through at any moment. Realize at all times that each participant is a non-physical individual.

Sometimes in a crisis, the participant's partner becomes sympathetic. Have him set such sympathy aside and continue his job of listening and trying to understand without responding. Sympathy will often cut off a crisis before a participant is through it. As a monitor, be there for the person, keep him doing the technique, and be willing to let him go through whatever he has to. Be sure to avoid cutting him off. For example, if he is crying, pushing tissues on him will often bring him out of whatever he is going through. Wait until the participant requests tissues before giving him some. Do not let his partner give him tissues before requested either.

On the floor, place yourself in a position so that with respect to the other monitors and your function on the Intensive, the entire floor is covered. The chief monitor or senior monitor in charge of the floor should have his attention on the entire floor. Other senior monitors should pay special attention to their participants when they are not in charge. The senior monitor in charge of the floor should handle both functions, giving the entire room his priority.

If you leave the floor, even for a few minutes, let the monitor in charge of the floor know. When you are going off the floor for a break or any other reason, and other monitors are coming on, inform them of anything they need to know about what is happening with the participants and the running of the Intensive. Always be on time when returning from a break; be alert and ready to work.

If you notice yourself becoming fatigued or spacey while on duty, try to ignore it and do your job anyway. If this becomes impossible, talk to the monitor in charge of the floor and request some time off. It may or may not be possible to give you that time off and you should always be willing to put the Intensive first whenever necessary.

Calling changeovers

As with all instructions, the monitor calling changeovers is to direct his instructions to the individuals on the Intensive in a clear, firm voice without any affectation in it. Do not merely get the instruction out in the air; actually get it to the participants as individuals. When you say, 'Thank your partner', direct the instruction primarily to the listening partners. When you say, 'Change over', direct the instruction to all the participants.

There is a proper rhythm or cadence in calling changeovers that can be learned by observation and practice. Say, 'Thank your partner', allow just enough time for a 'thank you' to be said, then say, 'Change over'. If you are using a gong timer tape, the changeovers are called as follows: Gong. 'Thank your partner'. Gong. 'Change over'. Gong.

If a caller's cadence is a fraction of a second ahead of the energy of the Intensive and the pace of the interactions of the participants, he will pick up the energy and move the Intensive along. As the caller, your voice should be vibrant and alive. If you become fatigued or spaced-out, another monitor should call. Calling changeovers is responsibility of the monitor in charge of the floor.

Walking contemplation

At least one monitor should always be outside during the walks. Participants are to be silent and walk alone. Five minutes before the end of the period, the monitor should give a five-minute call. The boundaries of the walk should be clearly set and communicated to the participants, who should be kept within those boundaries.

A monitor should also be on duty in the main room to see that participants who come in early remain silent and do not lie down until the end of the period. The main room should be vacuumed and cleaned by a monitor right after the participants go out for the walk.

All monitors on duty during the walks should have their attention on the participants at all times.

Sitting contemplation

At least one monitor should be on duty during this time. He should place himself in a position where he can be clearly seen by the master and receive any communication from him. As monitor, you may be called upon to adjust the physical environment (i.e. close a window), or give a directive to a participant. You should not initiate such actions yourself. During the sitting contemplation, have your attention on the master and the participants and be alert.

Work period

The purpose of the work period is to give the participants a change of pace physically and to give them the opportunity to contemplate while doing some work. The work that is actually accomplished is secondary.

When the work period is not properly organized, or is handled in a slipshod fashion, much confusion and unnecessary interaction results. Therefore, the chief monitor should have the period well organized and the monitors involved should do everything necessary to see to the smooth running of the period.

To prepare for the work period, the chief monitor should draw up a job list before the Intensive and have it approved by the master. It should be noted how many people can work on each job and what tools are necessary. Avoid listing jobs which are dangerous or complex.

Before the work period begins, tools and supplies for each project should be set out ready for use at the work sites. The chief monitor should assign monitors to oversee the work on the jobs.

The chief monitor should normally allow the participants to choose the project on which they prefer to work. On Intensives with a large number of participants, it may be necessary to assign projects. If work projects are assigned, the chief monitor should consider the participants' mental and physical conditions in making assignments.

If a job is finished well before the period is over, the chief monitor should direct the participant to another job. A list of extra jobs should be kept on hand for this purpose.

When the five-minute call is given at the end of the period, the monitors should assist the participants in storing the tools and returning to the Intensive room for rest period.

Rest period

During rest period, lighting should be lowered and conversation on the floor should be subdued. If the kitchen is nearby, noise should be held to a minimum during this time. A monitor should remain on the floor during this period and, depending on the physical layout, a second monitor may be necessary to supervise the taking of showers.

If facilities are limited, it may be necessary for participants to be limited to one shower during the Intensive. In this situation a list should be prepared and participants should be instructed to sign up for shower times. Even where shower facilities are ample, the time of each shower should be limited to a few minutes, just enough time to wash and rinse the body.

The end of the rest period should be announced firmly but quietly before the lights are turned up. If a participant sleeps through the announcement, wake him by gently moving one of his feet and speaking quietly but directly to him. Do not speak loudly or be physically rough to wake him.

Breathing exercises

If you are assigned to lead the breathing exercises taught by Charles Berner, known as the Burmese Technique, proceed as follows. These exercises are designed to charge the participants' bodies with energy, to wake them up in the morning and enable them to get through the final Enlightenment Exercise of the evening.

All breaths are inhaled through the nose and exhaled through the mouth. Begin by having the participants stand in a place where they are able to stretch their arms over their head, in front, behind, and to the sides without hitting anyone or anything. Weather permitting, it is always best to lead the exercises outside, except where there is a strong wind. Open the windows of the main room to clear the room of stale air, whether the exercises are held inside or out.

Remember that many participants may never have done breathing exercises before. Before each exercise, briefly explain it and demonstrate it with your own body.

1. Stand with feet parallel and together, legs and buttocks tight, and arms down at the sides. Keeping the arms straight and hands extended, sweep the arms up at the sides in one swift motion, hands meeting above the head, while inhaling through the nose. Then bring the arms sweeping down at the sides, shooting the air out through the mouth. Repeat this three times, keeping the legs and buttocks tight throughout. Then relax with your attention on the spine.

2. Stand with feet shoulder length apart, feet parallel, hands at the waist with the elbows straight out to the sides. Exhale completely and bend from the waist down to the right side and then straighten up; bend down to the left side and then straighten up. While bending, keep the body in the same plane. Exhale all remaining air while bending to each side. After bending down once to each side, inhale completely after the body is back in the straight up position. Do this exercise five times at your own rate.

3. Same stance as number one (legs and buttocks tight, arms straight down by the sides, feet together and parallel). Inhale, then swing the arms with hands extended in backward circles seven times. Then exhale. Repeat this cycle three times total. The exercise consists of three breaths and twenty-one arm circles. Keep the legs and buttocks tight throughout; relax at the third exhalation and put your attention on your spine.

4. Same stance as number 2 (feet shoulder width apart, feet parallel, hands at the waist). Inhale while bending back from the hips, face looking up; exhale bending forward, face looking down. Do this seven times at your own rate. On the seventh exhalation, remain bent forward, letting the arms drop down and the head relax for a few moments. Then slowly return to a standing position.

5. This exercise is identical to the first except that on the third exhalation, bring the arms only halfway down, shooting only half the breath out. Hold the breath and the position for as long as comfortably possible. Then slowly lower the arms, exhaling the remaining breath, and relax with your attention on the spine.

Pause to allow the participants to contemplate and relax between each exercise. If you notice participants drifting off from their contemplation say, 'Continue contemplating'. In total, these exercises should take about eight to twelve minutes, done once each. Use the exercises only in the above order and amounts.

There is a talent to leading breathing exercises which you will acquire with practice. Keep watching the participants and giving clear instructions, so that they may gain the most benefit from the exercises.

Cook

The cook prepares and/or supervises the preparation of the food for the participants and staff. As cook, always plan the menu in accordance with the master's instructions.

Your main jobs, in order of priority, are:

1. Be on time.
2. Prepare the food with love and attention.
3. Have the food taste good.

During the Intensive, be in communication with the chief monitor. He is your link to the actual running of the Intensive. For example, if you see that you may be late with a meal, tell the chief monitor immediately. He will do whatever is necessary to help get it out on time.

Food is always best when prepared and served with love. The food should be delicious while being simple. When preparing the food, keep in mind that the amounts you will be serving will be moderate, enough to satisfy actual hunger but not so much that a participant will feel full. When in doubt, prepare a little more than you think you will need.

For serving the food, pre-planning will help a lot toward eliminating confusion or long waits. Work with the chief monitor on setting up a food service procedure which allows the participants to pick up their food, utensils and drink as smoothly as possible. Serving pre-measured plates of food is best whenever possible, although this requires good timing to prevent the hot food from getting cold. Small signs indicating what to take are useful for reducing the amount of interactions, for example:

Honey One Teaspoon	Yogurt and Fruit or Cereal and Butter
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Each Enlightenment Exercise is scheduled for forty-five minutes. However, if the exercise starts on time, it will end five minutes early because the actual dyad is only forty minutes long. Therefore, if lunch is scheduled for 12:00 noon, for example, the food should be out and ready by 11:55 unless you have word from a monitor that the exercise began late. This is important to remember for calculating the correct serving time for each meal.

Never give a participant extra or special food without first checking with the master. In general, you should not enter into discussions with the participants about the food; tell them nicely and firmly to talk to the master or one of the monitors.

Ignore all remarks about the food, positive or negative.

Normally, the staff will be allowed extra food. It is best to designate certain food as available for the staff, to avoid pilferage of the main supplies.

Each cook has his own style of running a kitchen. Try to articulate in advance what kitchen policies work best for you. For example, some cooks prefer that the staff eat their meals and snacks outside of the kitchen; others don't object to the staff eating in the kitchen. Stay in communication with the chief monitor about what works best for you but be flexible and always put the Intensive first. At times this may mean doing things the way the master or chief monitor wants them done, rather than the way you would like to do them. At the end of an Enlightenment Intensive, the cook usually gets the biggest round of applause. Your service is a direct form of real support which is enormously appreciated by the participants while they are going through the process of the Intensive. Recognize this and devote yourself to the job with your heart as well as with your skills.

See pages 28-29 for sample menus.

General Guidelines for All Monitors and Cooks

1. Come with your body rested. Disconnect from all personal and business matters so you can devote your entire time and energy to the Intensive.
2. Clear any incomplete communications you have with the master or fellow staff members, especially any withholds you may have. Do this before the participants begin to arrive.
3. Do not involve yourself in any sexual activity, including masturbation, during the Intensive. Even on the mental level, restrain yourself as best you can.
4. Avoid overeating during the Intensive.
5. Learn to pace yourself. Work hard, but take breaks in coordination with the other monitors. This is particularly important for inexperienced monitors and cooks to observe, otherwise you will tend to exhaust yourself within a day and a half.
6. Bring an accurate watch and an alarm clock.

Staff's Relationship with the Master

1. The monitor's role is to support the master in doing his job of guiding the participants to enlightenment. Every master is unique and has his own style. Adapt yourself to the tone and style that the master sets and always do things his way.
2. The Intensive should run as a precision instrument with everything on time and in the right place. Everything should proceed with beautiful accuracy, as the master dictates. Always work toward this end.
3. Difficulties with the functioning of the Intensive or with relationships with other staff members are to be solved away from the Intensive activities in consultation with the master only when necessary.

Staff's Relationship with Staff

- 1 Work in close coordination with other monitors and the cooks, in accordance with your particular assignment.
- 2 Be willing to help in all work: cooking, cleaning, errands, anything.

Staff's Relationship with Participants

1. Be available to whomever wishes to communicate to you.
2. See that the rules are followed; exceptions are made only by the master.
3. Avoid any sexual intent or acts of favoritism toward the participants.
4. Always be a staff person towards the participants, rather than a personality or a casual friend. Be pleasant but formal, gentle but firm.

Cook's Relationship with Participants

1. Prepare and serve the food on time and with love and attention.
2. Avoid interactions with the participants. Refer all questions to a monitor or the master.

A Final Word

Enlightenment is a divine gift which you as a monitor or cook are entrusted to help give the participants. Treat the participants, the staff, and yourself accordingly.

SUPPLEMENTARY MATERIAL

for

Monitor's Manual

Examples of Correct Instructions

1. 'Good morning. Today is the first day of your Enlightenment Intensive. You have fifteen minutes to get dressed and be ready for the opening lecture by the master.'
2. 'Pick a new partner and get set up for the next Enlightenment Exercise.'
3. 'Keep a balance between contemplation and communication.'
4. 'Communicate only what comes up as a result of your contemplation.'
5. 'Thank your partner' (pause). 'Change over'.
6. 'Thank your partner' (pause). 'Take a five-minute break'.
7. 'Thank your partner' (pause). 'Stand by'.
8. 'Speak only of enlightenment.'
9. 'Good morning. Remember your contemplation (pause). Today is the second (or third) day of your Enlightenment Intensive. You have fifteen minutes to get up and get ready for the first Enlightenment Exercise of the day.'
10. 'There are five minutes until the next Enlightenment Exercise.'

Chief Monitor's Job List

By being in communication with the master and devoting your attention to the job of chief monitor, you will tend to see what needs to be done and how to handle things as they occur. However, the following general reference list will help you take care of as many items as possible before the Intensive begins.

During the week before the Intensive begins, be in communication with the master and find out how he or she wants the following handled:

1. Menu and food purchasing
2. Supplies list and purchasing
3. Contacting any neighbors or authorities who should know about the Intensive so as not to be disturbed
4. The physical layout and logistics of the Intensive, including:
 - sleeping arrangements for the staff and participants
 - bathroom and shower facilities
 - kitchen facilities and food service logistics
 - sound system
 - master's chair and layout of the main floor
 - walking contemplation boundaries
 - what chairs and pillows to use
 - parking arrangements
 - storage areas for participants' gear
 - lighting and heating
 - work period logistics, if there is to be a work period
 - staff schedule during the Intensive
5. Procedure for the first evening arrival of the participants, including:
 - final registration and payments
 - initial interviews and/or questionnaire for the participants
 - time of the Welcoming Talk
 - bedding-down procedure
 - Handling late-comers
6. The basic format of the closing talk and leave-taking to include:
 - final comments by the master
 - any announcements
7. Final clean-up logistics. Contact the monitors well in advance and let them know when to arrive for setting up the Intensive environment. Be sure they bring:
 - their own watch
 - bedding gear
 - clean, distracting clothes for three days
 - an alarm clock
 - rain or snow gear from head to feet, if rain or snow is a possibility

- a rested body
 - an distracted mind
8. Have on hand before the intensive begins:
- an available vehicle for errands
 - petty cash for errands
 - knowledge of the stores in the area
 - knowledge of how to operate the facility's heating system (check it out in advance)
 - knowledge of the circuit breakers or fuse box
 - a flashlight
 - emergency phone numbers

Review the 'Standard Supplies for an Enlightenment Intensive' list on the following page.

Standard Supplies for an Enlightenment Intensive

Intensive room:

1. Cushions, for more than half the participants
2. Straight-backed chairs for at least half the participants
3. Sound system or timing device
4. Tissues, several boxes; waste baskets
5. Drinking water with disposable cups
6. Master's chair
7. Zen meditation benches, if available

Interview room:

1. Two cushions or chairs
2. Tissues
3. Waste basket

Bathrooms:

1. Toilet paper, including extra rolls
2. Non-toxic soap
3. Non-toxic toothpaste
4. Non-toxic shampoo
5. Tampons and sanitary napkins
6. Waste basket

Kitchen:

1. Adequate storage facilities for the produce and refrigerated supplies
2. Large pots
3. Plates (heavy-duty paper plates are best for hot meals and need not be washed)
4. Cups (re-usable styrofoam cups are good. Participants can mark their own and use one a day)

5. Bowls (heavy-duty paper bowls are adequate)
6. Silverware, chopsticks
7. Big frying pan
8. Sharp knives
9. Muffin tins
10. Baking pans for bread and casseroles
11. Grater
12. Strainer for tea
13. Serving forks and spoons
14. Serving ladle
15. Pitchers for water
16. Cutting boards

Registrar's table:

1. Receipt book
2. Cash box
3. Registration list
4. Participant questionnaires with clipboards on which to write, or the equivalent
5. Pens
6. Envelopes for participants' valuables
7. Knowledge of a safe, locked place to keep participants' valuables

Work period:

1. List of jobs, including how many participants for each one and which staff person will supervise
2. List of necessary supplies for each job and where they are kept
3. A list of back-up jobs for early finishers

Other:

1. First aid kit and book
2. A dependable vacuum cleaner

3. Back-up sound system or device
4. Staff 's on-duty schedule lists

Items commonly needed at the last minute:

1. Extension cords, multiple sockets, extra light bulbs
2. Additional lamps
3. Extra rain gear, sleeping gear, and towels for participants
4. Duct tape, tacks, hammer and nails, tapestries for sectioning off areas or for use as a covering
5. Magic marker and material for making signs such as, 'Staff Only', 'Men's Storage Area', etc.
6. Supplementary outside lighting for after dark

The Enlightenment Technique

In any Enlightenment Intensive only the following exact technique is to be used:

1. **Position:** Two individuals (not involved in trying to straighten out their relationship), both sitting on chairs or on the floor, a distance apart that is mutually acceptable to them.

2. **Instruction:** One partner says directly to his partner, 'Tell me who you are'. The only other instruction to be used is, 'Tell me what you are'. Only the 'Tell me' form is to be used.

3. **Reception:** He, the one who has just listened to the instruction, accepts the instruction from his partner.

4. **Contemplation:** Having accepted the instruction, the contemplator sets out or intends to consciously, directly know, in this case, who he is. He is to be open to a conscious, direct knowing of who he is, while keeping his intention to have conscious, direct knowledge of himself. Help the participant to do the technique as well as he can and accept that; do not insist on perfection to start with; gradually work with him toward that. It is the master's job to gradually teach and encourage the person to contemplate.

5. **Communication:** He, the contemplator, is to communicate to his partner as well as he can whatever occurs in his consciousness as a direct result of contemplating. He must use words plus any other method to communicate.

6. **Listening:** His partner is to watch, listen and understand as well as he can. He should say nothing, and should not nod, smile or evaluate his partner in any way.

The contemplating partner is to repeat steps four and five on his own, keeping a rough balance between time spent contemplating and communicating, until the five minute gong sounds.

7. **Acknowledgment:** The listening partner then says to his partner, the contemplator, 'Thank you', or any other words that convey the same meaning as thank you, without putting a value judgment out, so that his partner is acknowledged for his response to the original instruction, number two above.

8. **The roles reverse:** The former contemplator says to his partner, 'Tell me who you are'. Steps three to eight are repeated.

All errors consist of varying the technique, either by leaving out a step, doing it only partially, or doing something else instead.

Enlightenment Intensive Rules for Participants

1. Only the technique given should be used on an Enlightenment Intensive.
2. Participants must follow the schedule.
3. No coffee or caffeine tea.
4. No alcohol of any kind.
5. No smoking of any kind.
6. No illegal drugs of any kind.
7. No gossiping, i.e. talking of anything other than enlightenment (during work period keep talking of anything other than enlightenment to a minimum, just enough to understand the job to be done).
8. No trip laying, i.e. evaluating by word, look, or gesture, or making comments about your partner or other participants.
9. No sex of any kind.
10. No touching unless specifically invited to do so, and then with no sexual intent. No touching at all during the Enlightenment Exercise.

Standard Daily Schedule of an Enlightenment Intensive

6:00 -6:15AM	Arise and dress
6:15 -7:00	Enlightenment Exercise (or Opening Lecture on Day One)
7:00 -7:15	Burmese Breathing Exercises
7:15 -7:30	Tea
7:30 -8:15	Enlightenment Exercise
8:15 -8:45	Breakfast
8:45 -9:30	Enlightenment Exercise
9:30 -10:15	Enlightenment Exercise
10:15 -11:15	Walking Contemplation
11:15 -12:00 Noon	Enlightenment Exercise
12:00 -12:45PM	Lunch
12:45 -1:30	Enlightenment Exercise
1:30 -2:15	Lecture by Master
2:15 -2:45	Sitting Contemplation
2:45 -3:30	Enlightenment Exercise
3:30 -3:45	Snack
3:45 -4:45	Working Contemplation (or EE)
4:45 -5:30	Rest
5:30 -6:15	Enlightenment Exercise
6:15 -7:15	Dinner
7:15 -8:00	Enlightenment Exercise
8:00 -8:45	Enlightenment Exercise
8:45 -9:45	Walking Contemplation
9:45 -10:30	Enlightenment Exercise
10:30 -10:45	Burmese Breathing Exercises
10:45 -11:00	Snack
11:00 -11:45	Enlightenment Exercise
11:45 -12:00	Retire
12:00 -6:00AM	Sleeping Contemplation

On the third day, in order to end earlier in the evening, the schedule changes from dinner on, as follows:

6:15 -7:00	Dinner
7:00 -7:45	Enlightenment Exercise
7:45 -8:30	Walking Contemplation
8:30 -9:15	Enlightenment Exercise
9:15 -9:45	Ending Talk

Note: If an extra Enlightenment Exercise is scheduled in place of Working Contemplation, the rest of the schedule that day will run fifteen minutes earlier than scheduled above.

Enlightenment Intensive Sample Menus

	Day One	Day Two	Day Three
Morning Tea	Lemon grass w/ 1 tsp honey	Lemon grass w/ 1 tsp honey	Lemon grass w/ 1 tsp honey
Breakfast	Choice of: Oatmeal w/milk or 1 cup yogurt with apple and 1 tsp honey	Choice of: Cream of rice w/milk or 1 cup yogurt with peach and 1 tsp honey	Choice of: Oatmeal w/milk or 1 cup yogurt with apple and 1 tsp honey
Lunch *	Tomato soup w/grated cheese, bread & butter; salad w/sesame dressing	Corn chowder; bread & butter; salad w/seeds & green goddess dressing	Vegetable soup; bread & butter; salad w/chunk of cheese and lemon/parsley dressing
Afternoon Snack	Orange-sesame muffin w/butter	Celery stickw/ peanut butter	Apple-bran muffin w/butter
Dinner *	Rice w/butter; mung beans; steamed carrots & broccoli; parsley	Baked potato; broccoli; tofu w/cheese sauce	Lentil loaf, green beans, parsley
Evening Snack	4 large strawberries	Pear	

*Salt and pepper
available at lunch
and dinner

	Day One	Day Two	Day Three
Morning Tea	Spearmint with 1 tsp honey	Hibiscus with 1 tsp honey	Lemon grass w/ 1 tsp honey
Breakfast	Choice of: 7-grain cereal w/1 pat butter or 1 cup yogurt with peach and 1 tsp honey	Choice of: 7-grain cereal w/1 pat butter or 1 cup yogurt with apple and 1 tsp honey	Choice of: 7-grain cereal w/1 pat butter or 1 cup yogurt with peach and 1 tsp honey
Lunch *	Rice, baked tofu, steamed broccoli w/ parsley	Macaroni & cheese casserole, steamed chard, sunflower seeds	Rice, red beans, grated cheese, tomato slices, whole wheat tortilla
Afternoon Snack	Banana smoothie (banana, milk, honey, blended)	Crunchy nut muffin w/1 pat butter	10 raw almonds
Dinner *	Cream of potato & cauliflower bread w/1 pat butter, small salad	Lentil loaf, green beans, cheese sauce	Tofu & vegetable soup, bread w/1 pat butter, small salad
Evening Snack	Pear	Peach	

*Oil and tamari
available at lunch
and dinner

Menus may be revised as necessary. Serve moderate amounts.