

## YOU WILL BE AT PEACE

**'Let each one understand the meaning of sincerity  
and guard against display.  
He will be at peace with men and spirits  
and will act rightly, unseen, in his own solitude,  
in the tower of his spirit.'**

He will be at peace with men and spirits.  
If you are not in any way interested to show who you are,  
you will be at peace with nature, and people.  
Even if they kill you, you will be at peace.

Jesus is at peace when he is crucified.  
Socrates is as peaceful as ever even when the poison is given.  
You will be at peace. What does it matter what they do?  
It does not touch you, you remain aloof,  
detached in your tower of the spirit.  
In your inner nature you are protected.  
Nothing reaches and penetrates you.

**'He will be at peace with men and spirits  
and will act rightly, unseen, in his own solitude,  
in the tower of his spirit.'**

And when chuang tzu says, he will act rightly,  
he does not mean right against wrong. No.  
He does not mean the opposite of wrong, he means the natural.

The natural is right. The easy is right.  
To be yourself is right.  
To be yourself is all that you can really be.  
Anything else is to go astray.  
Enough for today.

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**Mike Pegg & Pag Pegg**

## **Doing what comes naturally**

Do what you enjoy in life. Spend your time on things that give you satisfaction. Simple? In the work we do with individuals, groups, families, and agencies, we find that one of the most basic skills people need to learn—or relearn—is to do what they enjoy. Most people fall into the habit of rationing out their enjoyment. The general belief seems to be that travail (1) is the price that must be paid for a small bit of peace or fun time in life.

It's often true that individuals achieve growth by coming through a crisis period. In overcoming physical or personal obstacles people learn about their own strengths and talents.

But such tests of strength aren't prerequisite for self knowledge or growth.

We often begin by encouraging people to talk about what they enjoy and do well; in other words, to look at the special talents they possess and how they can use them to be more creative. Too often adults forget, or dismiss, their natural gifts and special talents. They too easily fall into worrying about who or what they are not.

Helen is a music teacher. She loves music and sees it as a rich dimension to be developed for children in schools. But Helen felt she had to work at being a teacher—at matching the theory she had learned in training with her own ideals about music and children. The harder she worked at teaching, the further she got from her beloved music and her beliefs about its importance. She was convinced that if she could just become a better teacher, she could spend more time teaching music. Unhappy, frustrated and exhausted, she finally quit her job.

Helen didn't, however, quit her beliefs in music, and, ultimately, in herself. At an ILEA teacher's workshop, she was able to identify what she did enjoy, and consequently what was most important in her work. She returned to a part-time teaching post where she could concentrate on music, and not on those teaching areas which are weak ones for her. Helen didn't need to pass through her obstacle. She needed to move directly to what gives her satisfaction in her work; to tap the flow of her own native talents; and to concentrate on doing what she enjoys. Far from being complacent in her new job, Helen is setting more creative challenges for herself in teaching music to her students and in designing a new music curriculum for her school.

Helen proves that it is important for people to do what they enjoy. By doing what they enjoy or get satisfaction from, individuals gain confidence which helps them to take on further challenges. Enjoyment and satisfaction recreate energy.

Douglas MacGregor looks at these factors in his development of Theory Y management principles. His basic assumption that individuals 'exercise self direction and self control in the service of objectives to which (they are) committed' (2) is borne out by the flourishing garden cultivated by the bored accountant, and by the school-leaver who can adeptly follow the most bafflingly mathematical knitting instructions to complete a special garment. And by people like Helen. Individuals grow by first doing what they enjoy and do well, then by expanding their knowledge and talent from that firm base.

How do people lose track of what they enjoy? Where did the idea come from that people *have* to pass through pain to get to pleasure? Let purgatory speak for itself. The

process of working through pain can be a real and a very valuable one— *except* where people seek out or erect obstacles where are none. That can become a destructive habit. Even therapies which aspire to growth can tend to focus on the individual's problems rather than his potentials.

In the Johnson Family's first session, as in most of our initial family sessions, the therapist asked, 'What's best in your relationship?' They had forgotten. Asked, 'What do you enjoy doing?', they had forgotten. Asked, 'What do you enjoy doing?', they were able to manage, 'Going to the cinema.' However, the Johnson's description of their most recent visit to the cinema didn't sound enjoyable. Mrs Johnson had found the film Mr Johnson chose too violent, but she sat through it, sulking and stiff. Instead of accepting the situation for what it was—in this case a film too violent for her liking—she blamed him for what she thought was wrong.

The film experience illustrated the pattern in their relationship. They had each individually stopped doing what they enjoyed in their own lives. The habit had spread into their life together: plans that started out with high expectations for fun often ended in disappointment or frustration.

It is vital for both husband and wife to take responsibility for his/her *own* individual growth and fulfillment. As the partners grow individually, growth in the relationship occurs as a by-product. It took the Johnsons the major part of their first session to recall what activities had been enjoyable or satisfying in the past. In re-discovering these, they found new goals—areas they could develop individually and jointly to have more fun in their present and future. (3)

We apply this same principle in work with individuals, groups, and training programme. Instead of asking the person to try to stop doing one thing, we encourage him to do more of what he wants to do, what gives him satisfaction. One of the first tasks the individuals in a training group is given is to list thirty things they enjoy—reading, making love, solving word puzzles, anything. Then, with a partner, he must select and plan for three things from the list which he will do more of in the coming week.

The planning phase is extremely important, and can take a lot of work. The person, for example, who enjoys playing the piano will have to invest time and money in lessons and practice. The individual who wants to deliver babies is going to have to train to be able to do what he enjoys. The simple way of doing what you enjoy is not always the easiest way. But just as some people develop a habit of constructing barriers to their growth, they can create a pattern which draws them into doing more and more of what they enjoy. It means identifying what you want to do, planning for how you can do it, then following through.

Do what you enjoy and you will find your way. It does sound simple, but of course there is more to it than that—like doing what you enjoy without stopping the next person from doing what he wants to do. We are trying to teach habits: the creative habit of people identifying what they enjoy and do right, and how they make themselves happy; then how they can build those habits into an overall pattern of personal success—in work, in play, in relationships, in life.

*(For references etc. see page 19)*

# Growth Centres

## QUAESITOR

187 Walm Lane, London, NW2. Tel: 01-452 8489. Director: David Blagden.

## COMMUNITY

15 Highbury Grange, London N.5. Tel: 01-359 1372.

## CRUX

South Wales Growth Centre, offers weekend and evening encounter, Gestalt, T.A. meditation and personal growth groups. Philippa Seligman at 22, West Orchard Close, Cardiff. Tel: Cardiff 561491 or work: 394028 or Peter Gardner, 'Dunsinane', Mountain Rd., Pentyrch, Cardiff (Pentyrch 381) will answer enquiries and supply further information.

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(1) *travail* —an uncommon word for a common concept: 'painful or laborious effort'

## REFERENCES

1. **Fowler & Fowler:** *The Concise Oxford Dictionary*, 1964, Oxford University Press.
2. **Douglas McGregor:** *The Human Side of Enterprise*, McGraw-Hill Book Company.
3. **Virginia Satir:** *Conjoint Family Therapy*, Science and Behaviour Books.

## RECOMMENDED READING:

**Satir, V.** *Peoplemaking*, Science and Behaviour Books.  
**O'Neill & O'Neill.** *Open Marriage*, 1973, Avon Books  
**Bolles, R.N.** *What Color is Your Parachute?'*, Ten Speed Press.  
**Lockland, G.T.** *Grow or Die*, 1973, Random House.