

The Murray Method

CREATING WHOLENESS BEYOND TRAUMA,
ABUSE, NEGLECT, AND ADDICTION

*The Internationally Acclaimed Approach to Becoming
a Healthy Balanced Person*

The guidepost for Wisdom and Maturity is placed upon the foundation of the previous four and is the culmination of our journey.

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The fifth guidepost begins with the definition of wisdom: Knowledge plus Experience plus Understanding equals Wisdom. Many people have only one or more parts of this equation, but each part plays a fundamental and crucial role in the development of wisdom. No piece of the equation can be disregarded. For everything to add up in our lives, it is important to listen to the wisdom we have gained from our Original Child, Controlling Child, and Sobbing Child, as they each make a unique contribution to the personal wisdom that we seek on this final portion of our journey.

In addition to the concept of wisdom, the theme of maturity is a significant component of this guidepost. Maturity is not something that simply happens when you get older. Rather, it develops when you apply the wisdom you have acquired. Maturity encompasses your observable traits—your attitudes, actions and reactions. It determines your belief systems, your actions in rectifying past mistakes and your ability to react in healthy ways to new situations. To progress on your healing journey, it is important to respond from a new, mature strength and to let go of defensive, childish behaviors that are no longer beneficial, but which have instead become hindrances to health. Maturity enables you to experience peace and joy as a Healthy Balanced Person.



The Healing Journey

*Wisdom outweighs any wealth.
There is no happiness where there is no wisdom.*
—Sophocles (495-406 B.C.)

Wisdom

Previously, I defined a segment of this final guidepost with this equation: Knowledge + Experience + Understanding = Wisdom. Many people have a great deal of knowledge, but they are not necessarily wise; nor could the people who only have experience be considered to be wise, and neither could those who have both knowledge and experience. Until you add understanding—especially at a deep level—to your knowledge and experience, wisdom is not possible. It is those “ah-has” and profound insights that come with understanding that engender the remarkable phenomenon know as wisdom.

So far, this book has focused on providing you with knowledge, asking you to add your own personal experiences to that knowledge with the hope that you will gain not only awareness, but understanding. You should already be feeling a little wiser if you and God are working together, and if you are:

- making your Controlling Child more responsible and setting boundaries so as to be neither a victim nor a victimizer;

- allowing your Sobbing Child to show concern and compassion for others while being protected by healthy boundaries;
- encouraging your Original Child to reclaim your soul, and to honor the gifts God gave you by allowing them to grow and thrive;
- actively working on being healthy and balanced physically, intellectually, emotionally, and spiritually.

In doing this work, you will also learn that, while each one of your children has bits and pieces of knowledge, experience, and understanding, they need the input from the other two to obtain wisdom, otherwise their individual efforts will be incomplete and imbalanced. The input from all three children brings wisdom to the Healthy Balanced Person.

(Exercise 32: Wisdom)

Take your time in filling out the chart for Exercise 32. As you complete this chart, you may be surprised at the extent of the wisdom you have gained from your past knowledge, experience and understanding. Do not undervalue the validity of that wisdom. Claim it, it's yours, you've earned it. I have my clients and students repeat the following phrase over and over: *"I know that I know what I know."* I ask you to do the same. Write this statement on sticky notes and place them in your home, your car, your office—any place where you can read them every day until that truth becomes a reality and is imbedded deep inside your unconscious where no one can ever take it away.

Maturity

People are like stained glass windows: they sparkle and shine when the sun is out, but when the darkness sets in, their true beauty is revealed only if there is a light within.

—Elizabeth Kubler-Ross (1926-2004)

Now that you are gaining wisdom about what contributed to who and what you are today, what about correcting past errors and



ensuring a healthier new path for your journey in the future? How will you take this new wisdom and apply it to your relationships on this journey, personally and professionally? This is where the attribute of maturity is vital.

I define maturity as the outward expression of the inward state of a Healthy Balanced Person who acts upon wisdom (gained from knowledge, experience, and understanding,) and upon a value system of love and respect for God, self, and others.

Maturity is not about age; it is about applying wisdom. I know some children who are wise and mature beyond their years and many adults who are unwise, immature, and childish. A Healthy Balanced Person rejoices in maintaining a childlike (not childish) openness to life and love and always desires to continue learning and growing.

And, achieving maturity is not about perfection. We all still slip-up occasionally—because we're human. I always remind my clients and students, "Remember, maturity doesn't mean you'll never make a mistake, what matters is how quickly you course-correct when you do."

We never become fully mature—only God is in that state of perfection.

The Qualities of Maturity

Many of my clients come from families and systems where love and respect were not modeled. They say, "I would like to be mature and loving and respectful, but I haven't the least idea where to start. Please give me some specifics—describe a healthy, mature person to me." As a consequence, I developed a list of attributes that greatly impact our lives and the way we relate to ourselves and to others.

If developing maturity is your goal, then contemplate the following qualities and consider whether or not they describe you. Mark the traits you feel you already manifest, and, using a different color pen, mark the traits you wish to enhance.



- a. If time and money were no object, what would I like to *be* and how would I go about accomplishing it?
 - b. If time and money were no object, what would I like to *do* and how would I go about doing it?
4. Address your Balance chart from Exercise 11 and choose one item from each of the following:
- a. Additional ways I might care for my physical aspect
 - b. Additional ways I might care for my intellectual aspect
 - c. Additional ways I might care for my emotional aspect
 - d. Additional ways I might care for my spiritual aspect

Exercise 30: Your Personal Roadmap

1. From your Healthy Balanced Person Worksheet in Exercise 30, set your current goals by choosing:
 - a. One item from your Controlling Child section
 - b. One from your Sobbing Child section
 - c. One from each portion of your Original Child section
 - d. One item from each aspect of your Balance chart
2. Write your goals on a sheet of paper that you can duplicate and then place in your home and at work.
3. Draw your own roadmap using the outline on Illustration 12 and list each goal underneath the appropriate child on your road map.
4. Continue working on your goals until you feel comfortable with them before you add a new one.
5. When ready, add additional goals.
6. Each time you complete a goal, list it in the open space of your road map leading up to your Healthy Balanced Person.

Exercise 31: Journaling the Parts

1. Use a journal or a piece of unlined paper.
2. At the top of the page, place the date and a brief description of the event about which you will be journaling.
3. List the names of the three children
4. Allow each child to express what they feel about the listed event. (You will find they often have very conflicting opinions and ideas.)
5. Allow each child to speak as often as they want; they will argue occasionally.
6. Fill as many pages as needed.
7. Try writing with your non-dominant hand, especially for your Sobbing Child.
8. Your Angry Rebellious Child and your Stubborn Selfish Child may also want to write. If so, explore the reason for their appearance; it is usually because your Sobbing Child has not been truly heard. Do not allow these two destructive aspects to dominate this exercise as you continue writing—they should gradually begin to disappear as you listen more carefully to the other three.
9. When the children are finished, have the healthy parent—the Healthy Balanced Person—
10. give a summation and/or make a decision (if one is needed) based on listening to the needs of all the children.
11. If there is not enough information to make a wise decision, delay for a few days and actively seek the additional data you need to resolve the event.



Date: _____ Event: _____

Sobbing Child:
(try using your non-dominant hand for this one)

Controlling Child:

Original Child:

Healthy Balanced Person:

Exercise 32: Wisdom

List the areas in which each of the following has contributed to your store of wisdom. When finished, evaluate the resulting wisdom from each child (note examples in parentheses).

Element of WISDOM	Sobbing Child	Controlling Child	Original Child
KNOWLEDGE of	(the prevalence of abuse)	(being responsible for one's own actions)	(the gifts given by God, especially my soul which intimately connects with God; it is the core of who I am)
EXPERIENCE created the	(awareness of the severity and consequences of abuse)	(awareness of the definite need for boundaries)	(need for freedom to be who I was created to be)

Element of WISDOM	Sobbing Child	Controlling Child	Original Child
UNDERSTANDING provided	(compassion and empathy for others and their own pain)	(a desire to become balanced and a willingness to give up control)	(a feeling of deep joy from a genuine relationship with God and others)
Resulting WISDOM	(I realize now that my painful past experiences were not in vain as they give me compassion and empathy for others; I am a more loving person, spouse, parent and friend. I want to give to others out of love, but also to value my own health.)	(I now accept that I am not God. I am willing to allow God to be responsible to bring about growth in the lives of others; my responsibility is to change myself and also to set healthy boundaries so others do not victimize me, and I do not victimize them.)	(God gave me the gift of my soul which is my core from which flows many talents and other attributes; God expects me to use them and for us to enjoy a deep relationship with each other and with other people.)

Exercise 33: Your Legacy

1. Address the definitions of character and contemplate how someone else would describe your character, and the legacy you are leaving.

2. Review this book again and all the exercises, then determine which areas you wish to change. Are you willing to make the commitment for that transformation and growth?
3. Write a paragraph describing your character as it is today.
4. Write a paragraph regarding what *you desire your character to become and the legacy you wish to leave*. Post it in a place where you can view it daily.



Illustration 1: Trauma Egg

Trauma Egg examples featuring Specific Painful Events, Long-Term Chronic Events and Stressors, and details regarding the “Nest” into which child was born (see Exercise 1)

