

COEXISTENCE-THE LAW OF AFFINITY-II

(A DISCUSSION ON THE LAW OF ATTRACTION AND AFFINITY)

A PLAY EXPLORING THE HIGHER LEVEL OF LAW OF ATTRACTION

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COEXISTENCE
THE LAW OF AFFINITY-II

**(A DISCUSSION ON THE LAW OF
ATTRACTION AND AFFINITY)**

**A PLAY EXPLORING THE HIGHER LEVEL OF
LAW OF ATTRACTION**

By

Dr. H. Singh

COEXISTENCE-THE LAW OF AFFINITY-II

By

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M/s Bhagouauty Prime Waves®

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PREFACE

In this second part of the play Art of Affinity, we have discussed the initiation of the Law of Evolution. The Art of Attraction is one of the most popular topics today. In this play, we have taken its higher octave or level, which is the Law of Affinity. The Law of Attraction cannot work without the Law of affinity. The food and eating habits count as of great importance for the beginning of our biological, psychological, and the philosophical way to educate our self for health awareness. Still, more important is the creativity, which is the essence of Law of Affinity.

The context of the Philselfology, the Phil for Philosophy and the 'selfology' is for the scientific study of the self. In nutshell, the Philselfology is metaphysical study of the self, with the blend of ancient and modern wisdom for different faculties of the human knowledge.

Thus, it is the prima factor, not only for studying about the self, but also about the mystical healthcare because while learning for creative thinking and the scientific feelings we follow the nature we cannot have any disease whatsoever.

The pollution in the earth is not just a problem of the technological developments and the presence of the industries with so many other reasons producing pollution. As we say the charity begins at home, similarly, the health begins from our mouth and pen of creativity.

The whole of the process needs the involvement of the self and the conscience, in which our conscience helps to select and

PREFACE

decide the words for creative thinking and scientific feelings. It is the Philselfological treasure of creative thinking and scientific feelings, experiencing the self, the very pivot of self-socialization leading to socially creative communication the free healing power within all of us to heal one another with words. Let us now begin the self and social healing with Philselfology, the vital power of sprouting of the self.

You see the poems, the music is the best naturally mystic way for the creative learners for catalyzing the sprouting of the self, and increasing our hidden talents and the creative arts and you see most of the great people have been the artists, and thus the creative learners. Let us learn how to a creative communicator, which is a hidden art within us.

Let us now begin the self-healing of Philselfology, the vital power of sprouting of the self as we are going to find solutions for the problems of the creative and the gifted learners by means of Law of Affinity.

A sincere request is that you kindly reflect personally and send your valuable suggestions for improving this play while waiting for your reply at the following address:

Contact: childfriends@hotmail.com Dr. H. Singh
September, 2008 51 Punjabi Bagh
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India

 **A NOTE** 

We all have the many creative arts and these are mostly in nonverbal form, for example the music, songs, poems are not the prose. The taste of the prose is not the joy of the poetry. There can be many definitions for the poems and the poems, but our concern is the scientific feelings that we can have from the poems, so our definition of the poems is that the creative art of management of the words for giving the scientific feelings and the creative thinking metaphorically.

The words have the hidden meanings and feelings and it depends how we use these words, so for the scientific feelings we transcend to the high level of the words healing our moods, the breaking disorders of the moods. As these words evoke our moods this is a call for use of the creative thinking, and it is not possible to do so without the metaphorical touch.

It is as if the organic farming, in which we always

A NOTE

depend on the natural ways as the healer heals. The seed hides the tree within and we have many self-hiding creative arts, which sprout scientifically, and we may call it the Philselfological sprouting. The music is the best naturally mystic fertilizer for catalyzing the sprouting of the self and increasing our hidden talents and the creative arts and most of the scientists have been the artists as well.

This health awareness among the learners; the kids, young ones and the others is an important contributing factor to the self, family, others and the nature learning to receive the restoring power and energy as a gift from nature as through the creativity, the fruit of the wisdom tree. You see it is the infinite creativity, which we need to manage, as described in this play for improving the self-evolution.

Let us now begin the self-healing of Philselfology, the vital power of sprouting of the self as we are going to find solutions for the problems of the creative and the gifted learners. We will discuss it as the Law of Affinity in the series of plays. It is the second play of the series. Thanks!

THE MAIN CHARACTERS: AN INTRODUCTION

(TOTAL CHARACTERS: 2 MALES AND 1 FEMALE)

(IT ALSO INCLUDES AN ANCHOR AS THE MINOR CHARACTER)

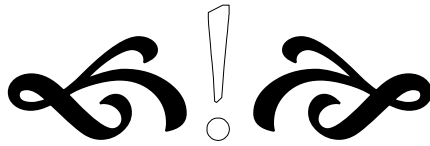
1. Mr. Johnson: He is a teacher of fine and thus creative arts. He is about 30 years old, keeps a sound knowledge about the child health and psychology and is member of the UNICEF, WHO and global bodies for healthcare.
2. Mr. Mathew: He is an engineer in Vancouver in the British Columbia in Canada. He is about 50 years old. He is fond of children and their parents about the problems, which are of great importance for all.
3. Mrs. Mathew: She is housewife, who is keenly cares about her children's career. She is about 45 years of age and is the mother thinker.



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COEXISTENCE

THE LAW OF AFFINITY-II

A lady comes in front of the curtain with beautiful colors, shining as if inviting us to play. She looks at the audience with a microphone in her hand. She makes an impression of the known personality, which her words reinforce.

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The Anchor: Well, Dear Child Friends, I wish all of you a Wonderful Day. You see we all now understand the Law of Affinity. Mr. Johnson will explain more about the Law of Affinity for solving the problems. As you know, William is a brilliant student of grade nine. As I told you last time, his teacher, Mr. Johnson always tells others and to his parents in school reports that that he's a very creative student, who inspires everybody. However, the parents are worried about how he'll lead his life. Therefore, they wanted to meet a psychiatrist. His teachers didn't support this idea so they invited William's parents to meet Mr. Johnson. Now, his parents are going to meet him and discuss about it the second time. We've just managed it as a special day, as we did it before, for the parents, and other concerned ones, who are sitting among you in

the audience. Thanks! (All clap and she leaves). The curtain slowly opens the scene and a very heart touching sight starts to appear. On stage, the message for the 'Happy Creativity, Affinity and Attraction Day' appears on the top of the banner on the back wall, and below it glows the 'Learning, Creativity and Students'. The scene opens a view as a teacher is sitting in the chair, while reading a book. On the left side, there's a hanging a board with glowing words-'Staffroom'. He looks at the wall behind him and then towards the door of the staffroom. On the back wall, the message "Our Children and Our Future" and below it appears the discussion topic, "The Law of Affinity-A Discussion on the Philselfologically Creative Learners and Their Problems." (Mr. and Mrs. Mathew knock at the door;

COEXISTENCE-THE LAW OF AFFINITY

they have come to meet Mr. Johnson.)

Mr. and Mrs. Mathew (after giving a knock at the door): Sir, may we come in the staffroom?

Mr. Johnson: Yes, please come in. (They enter into the staffroom).

Mr. and Mrs. Mathew: Good Morning, Mr. Johnson.

Mr. Johnson: Wow, welcome and Good Morning Mr. and Mrs. Mathew. It's wonderful to see you again.

Mr. and Mrs. Mathew: Mr. Johnson, we thank you.

Mr. Johnson: You're welcome, (while pointing towards the chairs), please take a seat.

Mr. Mathew: You remember Mr. Johnson, we discussed about the role of the nuclei, the intellect and its importance in our body and mind. Previously, you described it well that our stored energy in our

consciousness plays a significant role.

Mr. Johnson: Thanks, it's the beauty of the natural laws, particularly the Law of Attraction and Affinity.

Mrs. Mathew: You know, Mr. Johnson that I found it interesting that the electrons seem to play the major role, but the protons inside the nucleus indirectly participate for acquiring the stability. Thus, the thought and emotion follows the Laws of Attraction and Affinity simultaneously, isn't it

Mrs. Johnson: Yaw, that's right.

Mrs. Mathew: However, you see it needs some explanation as it seems difficult to grasp in our life, the human context, isn't it.

Mr. Johnson: All right, as you've said the work of the proton is very important and now, we can discuss the

role of protons outside the nucleus.

Mr. Mathew: How can we consider the reactivity of the protons outside the nucleus, you see these repel each other so strongly that even if we put the pressure of the weight the universe, these won't combine or unite, in other words, we can't overcome the repulsion present among these, isn't it.

Mr. Johnson: You're right. The protons have great repulsion, but these do co-exist in the nucleus, isn't it.

Mr. Mathew: Then, how can you consider these outside the nucleus, when we consider our thought or idea as a nucleus?

Mr. Johnson: That is the reason that we've ego and problems related with it. We've protons inside the nucleus co-existing with the surrender of ego.

Mr. and Mrs. Mathew: How can the proton surrender ego? (They laugh).

Mr. Johnson: You see the protons don't use the positive charge inside the nucleus and thus don't repel as these would do outside the nucleus, isn't it.

Mrs. Mathew: All right. In any case, what's the ego of the protons?

Mr. Johnson: It's the positive charge, which these don't execute inside the nucleus. Our ideas and thoughts may exist in pairs inside our mind, but if we consider it at the emotional level or outside the thought, it pair of two opposite thoughts can't handle the emotions, isn't it.

Mr. Mathew: Yaw, you're right, we can't handle two opposite thoughts in emotions.

Mr. Johnson: We even can't handle it in actions.

Mrs. Mathew: Wow, it's amazing. If we've more than one thought controlling our action, we make errors and the situation may go out of control. Please tell us more about the surrender of ego.

Mr. Johnson: You know we can't create any idea or thought without ego. However, the idea is the creation of the nucleus, not of the electrons that we need outside the nucleus to make it stable. Thus, we need to surrender to the emotions, which in return give us the desired stability by following the Law of Attraction and Affection.

Mr. Mathew: How can we create nuclei? You know, we don't have any known faculty to confirm that we, the humans can create it?

Mr. Johnson: I see. So, it seems that you've not followed the point that we don't actually create any nucleus. We've energy stored in our consciousness, which our ego uses for fission. Thus, the ego doesn't create the nucleus, rather it create the nuclei either by fission or fusion.

Mr. and Mrs. Mathew: Wow, it sounds interesting. Can you explain how our ego can create the nuclei with the help of process of fusion?

Mr. Johnson: I see. You know, the fusion is creativity, in which our ego doesn't act as ego.

Mrs. Mathew: Well, how can you say that our ego doesn't act as ego in the fusion?

Mr. Mathew: Yaw, how can you claim it?

Mr. Johnson: The creativity is for integration and the

intellect for differentiation is where we use ego as ego. The ego acts as a neutron in the case of fission, thus it has no charge. However, it creates the splitting work for formation of two or more smaller nuclei, and though we claim that we've ego as intellect, but isn't the kind of the way as the protons act. In this case, the neutrons participate. The ego doesn't leave its state of neutron, which is the inert state and thus the reactivity that takes place isn't any kind of creativity.

Mr. Mathew: All right it seems acceptable. Then, what is the problem?

Mr. Johnson: The problem is that the intellectual, particularly the egoist strongly claims to be creative.

Mr. Mathew: Why does the egoist or the intellectual claims to be a creative person?

Mr. Johnson: You see it happens with many of us. We feel that as we've formed many nuclei by intellect so we're creative. On the other hand, we need stability of each nucleus. These are the ideas and the thoughts that we believe we've formed in this way, and it's the self-assumed creativity.

Mr. Mathew: How does it affect our ego?

Mr. Johnson: You see the nuclei so formed are the new thoughts and ideas, which the intellectual person have in abundance and it breeds ego. Thus, the ego by itself needs stability.

Mr. Mathew: How does our ego acquire stability?

Mr. Johnson: We usually don't acquire stability as the energy that we need does come for some moments. It's due to the continuous fission, which though

harms our ego, we seem to believe that it's stabilizing it, isn't it.

Mr. Mathew: It seems an ambiguous statement. You're saying that our ego gets the moments of stability and at the same time it harms it. I can't understand it.

Mr. Johnson: I see. You know the intellectual person usually become egoist and critic. Moreover, by arguing, we as the egoists not only split the nuclei of our own, but also of others. We keep on creating smaller and smaller nuclei, which we name as the minute analysis. It lacks creativity as the focus is on the differentiation, not on the integration of thoughts, which we've termed as the fusion.

Mr. Mathew: I see. So, you want to express that our information and knowledge creates many opinions

and views, which create conflicts and all claim to be right in the own nucleus of ego, isn't it.

Mr. Johnson: Yaw, it seems funny because most of us also name it as our personal philosophy, without having any natural way to prove that it's following any Law of Attraction, Affinity and other ones that nature follow. Our most common statement about it is that we like it so it justifies all the requirements of its being scientific and philosophical, isn't it.

Mr. and Mrs. Mathew: Wow, it seems a wonderful idea. We like it.

Mrs. Mathew: How does our ego act of an ego eccentric person?

Mr. Johnson: I see. Well, you know, the eccentric or the self-centered person stabilizes ego temporarily by

creating and inventing new ideas and thoughts. Thus, it gives the energy of fission, which can give the harmful belief that one has acquired stability without creativity or the fusion of the thoughts.

Mrs. Mathew: What's the fusion of thoughts?

Mr. Johnson: It is creating stability by means of using the various ideas and thoughts to form a concept.

Mr. Mathew: How can you claim that the concept is the fusion of thoughts?

Mr. Johnson: You see nature follows certain laws and principles, which are the concepts. These are the integrated ideas and thoughts to run the biorhythm or the entire system of the universe, isn't it.

Mrs. and Mrs. Mathew: Yaw, it seems right.

Mr. Johnson: So, we, always proceed towards

understanding nature and the hidden concepts by means of fusion of the laws. For example, Newton's three laws if fused together give the concept of linear motion and the related laws and principles in the nature. It further leads to the higher octaves of the concepts.

Mr. Mathew: Why do you say that the concepts are the fusion of the laws and principles? Moreover, what is the higher level or octave of the concepts?

Mr. Johnson: All right. You see the most of the students know the description of the laws and principles present in nature, but they mayn't understand the concept. For example, if I say guess about the animal by telling you that it has a tail, you can't draw a conclusion, while at the same time you've the conclusion in the different context, which

is philosophical.

Mr. Mathew: I can understand that the students need the concept from which they can drive the laws and principles. Now, it seems easy to understand that the concept is the nucleus, which through fission gives the laws and principles hidden in it and at the same time, we can fuse the laws and principles to form the higher level of the idea and thought, which again is the law and principle. However, what is the philosophical concept that we can draw from the idea of tail?

Mr. Johnson: Well, you see the Philosophy generalizes the laws and principles. Thus, the concept of animals has the point in common that all have a tail. It's same as the trees has a leaf in common. All trees have leaves. So, we may call it a philosophical concept.

Mrs. Mathew: I see. It seems acceptable.

However, how can we correlate the concept of fission and fusion with the process of thinking and concepts?

Mr. Johnson: You're right. We always need to have the laws and principles in the context that facilitates to makes these easier to understand. Do you know about the Law of Induction and Deduction?

Mrs. Mathew: Yaw, the Law of Deduction is getting to know the principle from the generalization of the ideas present. The induction, on the other hand, is to split the particular law or principle, which is the process of generalization for getting the facts and figures forming the concept. I see. So, it means that the fission is the similar to the Law of Induction and fusion is similar to the Law of Deduction. Can you explain it?

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Mr. Johnson: I see. You've already explained it. However, when we form a concept in general to a particular; it's not generalization. Rather, it's the formation of the concept. Thus the formation of the concept needs deduction. On the other hand, the induction is generalization of the known law or principle. However, both co-exist as the Law of Attraction and Affinity, so the synthesis, as deduction facilitates the fusion and generalization as induction facilitates the fission of thought and idea.

Mrs. Mathew: it sounds interesting. How can we correlate it in our daily life?

Mr. Johnson: All right. You see the student, who knows the laws and principles, but doesn't understand the concepts working behind each law or principle can be a good example. Even, we forget to

understand the natural laws and principles, which not only govern over thinking, but also facilitate when we think, feel and act. Now, we may consider the Law of Attraction for having joy.

Mrs. Mathew: You mean using the Law of Attraction for money and joy?

Mr. Johnson: Yaw, you see everything in nature follows the Law of Attraction for stability. Even our thoughts need stability by clarity of the thoughts, the emotions need it by satisfaction and the body needs it by being in the state of good health. Thus, we all follow natural Law of Attraction for stability, isn't it?

Mr. Mathew: It seems a mess of ideas and thoughts. Now, you're claiming that nature follows the Law of Attraction as we all do. On the other hand you say

that we follow the Law of Affinity. You also claim that both co-exist. Now, you seem to ignore the Law of Affinity by saying that entire nature, including humans follows the Law of Attraction for stability, satisfaction and health. It seems that it presents an irony, isn't it.

Mr. Johnson: Yaw, indeed nature and we do so. However, it's for seeking the stability. The student learns a lot and feeds the mind with maximum information, which turns into great knowledge. We enjoy a lot to feel satisfied and exercise a lot to remain in the healthy state. So, we all seek it. Thus, it lacks the formation of concepts, the ideal behind all the knowledge, joys and health that we've.

Mrs. Mathew: I see. So, you mean to say that nature follows the Law of Attraction, but doesn't understand

the concept of the Law of Affinity, isn't it. (All laugh).

Mr. Johnson: Here we go. You see nature follows the Law of Affinity at such a higher level or octave that we as humans mayn't understand it. So, we interfere with the nature.

Mr. and Mrs. Mathew: Gosh, you've gone beyond the sky. Please stay with us. (All laugh again).

Mr. Johnson: All right. (While picking up glass of water and pointing towards the glasses), please have a glass of water.

Mr. and Mr. Mathew (while picking the glasses): Thanks, we just ignored the Law of Affinity. (They laugh again. They finish drinking water).

Mr. Mathew: You see Mr. Johnson, I can't imagine

about the higher level or octave of Law of Affinity right now. Please us about it.

Mr. Johnson: The Law of Evolution is the higher level or octave of the Law of Affinity, which nature follows naturally, but we, the humans can't follow it that way.

Mr. and Mrs. Mathew: Wow, it's extremely fascinating idea.

Mrs. Mathew: All right, Mr. Johnson. It seems acceptable that we, the humans don't follow the Law of Evolution. How does it harm us?

Mr. Mathew: You also said that it's the higher level of Law of Affinity; can you explain it as well?

Mr. Johnson: All right. You see we've stored energy in our conscious, which by following the Law of Attraction and Affinity also follow the Law of

Evolution. The student, who has learnt all the laws and principles of nature doesn't understand the concepts, thus it blocks the process of evolution.

Mr. Mathew: How does it block the process of evolution?

Mr. Johnson: You see the student has stored the information in the subconscious mind, but the unconscious stays unaffected and thus nothing further happens and the process of becoming a genius, which is the part of evolution, slows down. So, it blocks process of evolution.

Mr. and Mrs. Mathew: Wow, how can we know that the process of the student' evolution is blocking, for example our son?

Mr. Johnson: I see. You know, the process of evolution

doesn't stop, though it can slow down. However, even in case of slow process of evolution, it affects on the subconscious, but not the unconscious mind.

Mr. Mathew: How can you say that id doesn't affect the unconscious mind?

Mr. Johnson: You see our unconscious mind is attached to nature.

Mrs. Mathew: Well, how can you say that our unconscious mind is attached to nature, why not the conscious and the subconscious?

Mr. Johnson: Well, you see when one is unconscious, for us the person is not attached to the surrounding, but in this case one is attached to nature. Even when we go to bed or sleeping that makes us to disconnect from the surrounding and we rest in the

subconscious, is from nature. We're unconsciously attached to nature. However, consciously we follow the laws and the principles of nature.

Mr. Mathew: I see. So, the student can't stir the unconscious mind to receive the gift of evolution. However, you also said that it doesn't make any difference. How can it be possible that the process of evolution isn't affected even when it is slow?

Mr. Johnson: You see we understand the concept of both the conservation and the dissipation of energy. As the conservation of energy doesn't change its quantity, but the form, so the one can't affect the process of evolution, isn't it.

Mr. Mathew: Yaw, you're right. However, you also

said that the dissipation of energy takes place. How does it affect the process?

Mr. Johnson: Well, as in our daily life we don't want to waste our time and energy, so dissipation of energy slows down the process, isn't it. For example, the student may waste lots of time and energy on gathering and storing information, which always remains the knowledge that can't contribute to the process, isn't it.

Mr. Mathew: Yaw, it seems right. However, how can you say that the dissipation takes place and it lowers down the process?

Mr. Johnson: You see the knowledge that has no connection with our unconscious mind dissipates energy. The student thus can use the entire stored knowledge, however it doesn't contribute towards the

emotional stability.

Mr. Mathew: How can you say that and what the stored energy has to do with the emotional stability?

Mrs. Mathew: Moreover, how can emotional stability save our time and energy that as you can contribute towards the evolution?

Mr. Johnson: I see. You know in the conversion of energy from one form to another has different effects. It always releases energy, whether it's the fission or the fusion. Moreover, it forms various nuclei that carry ideas and the thoughts. To stabilize these nuclei the electrons, which are our emotions, work in a wonderful way. This follows the Law of Attraction for the stability of both the thought and the emotion. Thus, the energy that we could have dissipated is

used in the stabilization, isn't it?

Mr. Mathew: Wow, it sounds wonderful, so you claim that the Law of Attraction works for the Law of Affinity and both combine to work for the Law of Evolution isn't it.

Mr. Johnson: Yaw, you're right.

Mrs. Mathew: How can we save the dissipation of energy? If we save it, does it fasten the process of evolution?

Mr. Johnson: I see. You know, the dissipation of energy is merely due to the splitting of the nucleus or fusing of the two to create a bigger nucleus. You know, the protons can't co-exist together as these have ego. Even nature has ego.

Mr. and Mrs. Mathew: Ego, how can nature have ego?

Johnson: You see the nature resists the dissipation of time and energy to preserve the process the evolution.

Mrs. Mathew: How can nature resist the dissipation of time and energy?

Mr. Johnson: You know, we've sound in two forms, one is the noise and the other is the music. Nature follows biorhythm and never allows any kind of disturbance. If we, the humans disturb it; nature in returns stops supporting us by slowing down the conversation of energy, which is also dissipation of time, isn't it.

Mr. Mathew: Do you want to say that nature is rebellious? Why does it stop supporting us?

Mr. Johnson: Gosh, you seem angry. Can you

challenge nature?

Mr. Mathew: No way, I can't do it.

Mr. Johnson: I was afraid of it. (They laugh). You know, as we discussed we're connected with nature by means of subconscious mind. In other words, we consciously or subconsciously disturb nature, but nature creates diseases and other ailments with the ego, which is also the restoring power with which the biorhythm in nature goes naturally.

Mrs. Mathew: I see. So, we get sick or diseased if we don't follow the natural laws and principles. Thus, if we disturb nature, it disturbs our biorhythm and we waste time and energy to restore it. So, nature lowers human immunity to balance its own process of evolution that is same for all.

Mrs. Mathew: Wow, we waste something more.

Mr. Mathew: You see we waste money and the joy of health. The points can be listed for all individuals. I'll write these points in my personal diary. I am thankful to you, Mr. Johnson.

Mr. Johnson: You're welcome.

Mr. Mathew: You're a genius Mrs. Mathew. (They all smile and then laugh). Mr. Johnson, why do you compare ego with resistance?

Mr. Johnson: You know, resistance always works to control the flow of anything, and it includes our emotions as well. Now, the ego has two sides.

Mr. and Mrs. Mathew: Gosh, why do you've two sides or three levels for everything?

Mrs. Mathew: Which are two sides of ego?

Mr. Johnson: All right. The two sides are just the way we use it. If it's for defense, it's one side, and if we use it for attack it is the other side of it. These two sides again follow the Law of Attraction and Affinity.

Mr. Mathew: How?

Mr. Johnson: For example, nature works through our unconscious mind and thus controls our immunity and the defense system. If we disturb it, we indirectly disturb nature. Now, the nature supports the Law of Evolution, so our biorhythm goes slower and we feel that nature is harming us. Nature is not harming it's supporting the process of evolution, which appears attack to us as we get sick.

Mr. Mathew: Does nature get sick?

Mr. Johnson: Yaw, the pollution in our nose and throat accompanying headache and fever appears sickness to us. However, what causes it is the sickness of nature.

Mr. and Mrs. Mathew: It sounds funny. How can you say that nature gets sick?

Mr. Johnson: What is pollution?

Mr. and Mrs. Mathew: Gosh, we see. It's the sickness of nature due to us, the humans.

Mr. Johnson: Yaw, you're right and it's harming us not nature.

Mr. Mathew: How can it harm us, but not nature?

Mr. Johnson: You see we're part of nature. While defending the process of evolution, nature can slow down and lower our immunity system, so that it can

work without any harm.

Mrs. Mathew: How?

Mr. Johnson: You see the person, who is in comma can live unconsciously without dying. Nature is the superstore of unconscious energy, which can exist even if the living things don't exist. So, the nature can appear as if not suitable for living a healthy life, but it doesn't affect its existence at the unconscious level and the conservation of energy that it uses for evolution, isn't it.

Mr. and Mrs. Mathew: Wow, it's a wonderful idea.

Mrs. Mathew: Does it mean that nature doesn't our trying for higher evolution?

Mr. Johnson: Yaw, it doesn't. It's not possible either.

Mr. Mathew: I see, but I wonder how can you claim

that it's not possible?

Mr. Johnson: All right. What's the opposite of the dissipation of energy?

Mr. Mathew: I see it's again the concept of two. (They laugh). The opposite of dissipation of energy is saving energy.

Mrs. Mathew: I got it. You want to express that the resources and the reservoir of the natural energy aren't being saved. We're trying to overspend these for fastening the process of evolution, isn't it?

Mr. Johnson: Yaw, you're right and we claim it the marvel of human intellect. However, it's fastening the process of fission, the creation of new ideas and thoughts at the cost of emotional instability. Thus, the fastening can't lead to stability and satisfaction at the

emotional level. So, we're destroying the nature and our unconscious connection with it, which is leading to emotional instability and the creation of excessive ideas, thoughts and emotions, isn't it.

Mr. Mathew: Yaw. You're right. However, what is bad in having more ideas, thoughts and emotions? It's the marvel of human development and evolution, isn't it?

Mr. Johnson: We're enjoying the intellect at the cost of emotional instability. This instability is emotional immaturity, isn't it?

Mr. and Mrs. Mathew: Wow, it seems wonderful, but how does emotional instability harms us?

Mr. Johnson: You see the emotions are the active participant and work at the conscious and

subconscious level. Now, emotionally, we're attracting more profit and in a fastest possible way. The unconscious mind doesn't support it. The unconscious is the nucleus and the electron in excess outside it or in its vicinity harms the actual processes of any nucleus. The emotions as the electrons can work as the semiconductors, which we consider the highest level of intelligence in our modern age, but it's not the case.

Mr. and Mrs. Mathew: How?

Mr. Johnson: You see we find the hyperactivity in mind, which is again the major nucleus. The electrons interacting in a fast way appear to be the higher level of intelligence. However, if we consider it minutely, it is hyperactivity, hypersensitivity and thus the instability of the emotions, which we may term as the

emotional instability. It creates ego, which we use to defend our emotions rather than supporting the intellect. We easily get hurt, distracted, disturbed and instable, thus it hurts our ego.

Mr. Mathew: What does happen then?

Mr. Johnson: You see it's a sign of emotional immaturity. The unconscious mind strives for the stability of both the intellect and emotion, isn't it. The mind finds many conflicts at the surface of the unconscious mind.

Mr. Mathew: What do you mean by the surface of the unconscious mind?

Mrs. Mathew: He means that I should read a poem about the cause of it. (They laugh).

Mr. Johnson: Yaw, you may kindly read it. You see we

lack satisfaction and contentment that's why we've many problems at the surface of the unconscious mind.

Mrs. Mathew: Yaw, I feel the same, I recite my poem.

Well, its name is "Satisfaction" and it goes as I recite:

O Satisfaction! You are mother

Of peace and happiness,

From you I have learnt

The value of great humans;

What a Great Thing

In the Creation! And

What a beautiful thing

Is the world that

You taught me

To be satisfied for you,

Yes! To be unsatisfied

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*For satisfaction and yet
To accept things as they are is
The tower of satisfaction
From where I can see
That this world is
Battlefield where we
Fight for to be humans.*

It finishes here.

Mr. Johnson and Mr. Mathew: Wow, what a poem. It's wonderful. Thanks for sharing!

Mrs. Mathew: You're welcome. Let's fight now.

Mr. Mathew: It's not our home, dear. (They laugh again).

Mr. Johnson: Well, we've to fight for it throughout our life. However, you know, Mrs. Mathew, it's a very pleasant poem. It has the

sense that conveys what we all seek, the satisfaction. You're right. The battlefield is what happens at the surface of the unconscious mind, isn't it.

Mrs. Mathew: Yaw, I believe that we all search ways and the means for finding the stability in our mind and emotions by means of satisfaction and contentment, isn't it.

Mr. Mathew: I agree. Well, Mr. Johnson, what is on the surface of the unconscious mind?

Mrs. Mathew and Mr. Johnson: So, you're stuck. (They laugh and the unconscious mind relaxes them, while shining in their shared smiles).

Mr. Johnson: Well, you see the subconscious mind is on the surface of the unconscious as there's no specific boundary to claim that the subconscious starts from

one particular point to end at the other. So, we can assume it, isn't it?

Mr. Mathew: I see. So, we can use our intellect and emotions to enhance the human process of evolution by following the Law of Evolution. However, how can we do it in an easy way in this scientific age?

Mr. Johnson: All right. You see the ego, which is the resistance needs an outlet, which we can term as the surrender of ego.

Mrs. Mathew: What is it?

Mr. Johnson: You know; the formation of two nuclei has different processes, which we've discussed as the fission and fusion. Thus, we've two names for each. One is the creative intelligence and the other is just intelligence, which we may term as the critical

intelligence, isn't it.

Mr. and Mrs. Mathew: Can you make clear it what you call the surrender of ego?

Mr. Johnson: All right. In the process, when the protons with the help of the neutron splits the nuclei from the energy stored in our consciousness, it's the surrender of ego.

Mr. Mathew: Well, even the electrons surrender the charge, while forming the bonds, isn't it?

Mr. Johnson: The electrons don't lose the charge as the protons do inside the nucleus. The electrons share the charge, and thus at emotional level, we've attraction by following the Law of Attraction. If an electron loses its charge, it becomes proton, and thus the human bond that once has strong attraction, now have the

repulsion of as if two protons, isn't it.

Mrs. Mathew: It sounds a wonderful idea. You want to say that our emotionally losing the electron creates the deficiency of the charge and the electron seems to behave as if the proton.

Mr. Johnson: It's worse than that. The electron that has changed into proton by losing the charge, then immediately attracts one electron from our outer circle of the nucleus, and we've the formation of the neutron, which hits our nucleus, the intellect and fission takes place. It creates the conflict in the mind as more than one nucleus so created release the negative energy of hatred. So, the attraction changes into either hatred our getting neutral towards the object of attraction, isn't it?

Mr. Mathew: Why do you label the energy of fission

as negative and causing hatred?

Mr. Johnson: You remember we've already discussed that when there's more than one nucleus, we've low level of creativity and thus the intellect works at the lower level. In our previous examples, we pointed about the cheating, robbery and the hatred is from the same group of negativity,

Mr. Mathew: I see. Now, I remember. So, we go for creativity, but why do we've feelings of hatred?

Mr. Johnson: You see it's not exactly the hatred.

Mrs. Mathew: Then what exactly is it?

Mr. Johnson: It's the bitter apple.

Mr. and Mrs. Mathew: Bitter apple, what do you mean?

Mr. Johnson: You remember the sick person feels that

the apple is bitter. The person, who forms human bonds with the Law of Attraction, faces this problem, which may never be solved.

Mrs. Mathew: How can you say that it can never be resolved?

Mr. Johnson: According to attraction that has changed its form due to many nuclei gets greater reactivity outside the nucleus. This reactivity wants to attract more electrons to make the nucleus stable, however it doesn't happen due to two reasons.

Mr. and Mrs. Mathew: What reasons are these?

Mr. Johnson: Firstly, the electron breakdown, which we know as the emotionally hurt, gives rise to formation of proton losing the charge, and thus the charm turning into neutron. Secondly, the same

neutron hits the nucleus of intellect and fission takes place. Then we've many opinions about the same person, whom we once considered attractive and thus ideal. This fission doesn't stop, as it lowers the creativity, so we try to forget and for doing it many people among us take medicines or the drugs, isn't it.

Mr. and Mrs. Mathew: Yaw, it's a global problem.

Mr. Johnson: Yaw, it's indeed a global problem. (While looking at the watch), we'll discuss about it in our next meeting.

Mr. Mathew: All right. I'll think about it.

Mrs. Mathew: Me too.

Mr. Johnson: We've always solution even before any problem comes into existence because the problem

and the solution co-exist.

Mr. and Mrs. Mathew: Yaw, as we co-exist with the watch. Let's take it to time as it co-exists with it, isn't it.

Mr. Johnson: Mr. and Mrs. Mathew: Yaw, as we co-exist with the watch. Let's take it to time as it co-exists with it, isn't it.

Mr. Johnson: Yaw. We do co-exist with time, but time is leaving. So let's move. (They laugh)

Mr. and Mrs. Mathew: Thanks a lot Mr. Johnson.

Mr. Johnson: You're always welcome. Thanks a lot for co-existing. Let's now co-exist for Law of Evolution to make nature, life and ourselves in the consistent condition of cooperation.

Mr. and Mrs. Mathew: Wow, we cooperate to co-exist. So, we can better find peace through cooperation.

Mr. Johnson: Yaw, let's use Law of Attraction and Affinity for better cooperation with our clock of evolution.

Mr. and Mrs. Mathew: Yaw, we've watches on the wrists, which feel that our arms are hanging as if the walls, isn't it.

Mr. Johnson: Yaw, the hanging walls for watches of evolution with three needles as if the eyes looking at time. (They laugh, with their deep and shared smiles; the curtain slowly dissolves the scene)



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