

COEXISTENCE-THE LAW OF AFFINITY-III
(A DISCUSSION ON THE LAW OF ATTRACTION AND AFFINTY)

A PLAY EXPLORING THE HIGHER LEVEL OF LAW OF AFFINITY

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LAW OF AFFINITY-III

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

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

By

Dr. H. Singh

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M/s Bhagouauty Prime Waves®

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PREFACE

In this third part of the play Art of Affinity, we have discussed the stabilization of Law of Evolution. The Art of Attraction is one of the most popular topics. In this book, we have taken its higher octave or level, which is the Law of Affinity. You see 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 philsellogical 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 Philsellogy, 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 Philsellogy, 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:

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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 philsellogical 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 Philsellogy, 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 third 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 CHARAACTER)

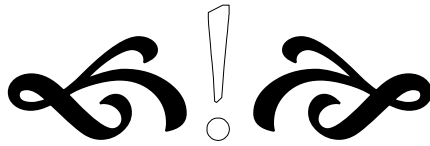
1. Mr. Johnson: He is a teacher of fine and thus creative arts. He is about 30 years old, keeps a sound knowledge about the child health and psychology and is member of the UNICEF, WHO and global bodies for healthcare.
2. Mr. Mathew: He is an engineer in Vancouver in the British Columbia in Canada. He 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.



CONTENTS

<i>Acknowledgment</i>	(v)
<i>Preface</i>	(vii)
<i>A Note for You</i>	(ix)
The Main Characters: An Introduction	(xi)
1. Law of Affinity-III	1





LAW OF AFFINTY-III

The 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, as all know her already with her words reinforcing it.

LAW OF AFFINITY

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 our self-evolution. 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 were 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 for the third 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, Attraction and Evolution 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'. Unconsciously, 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

LAW OF AFFINITY

the door; 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. Let's begin our discussion without any formality.

Mr. Mathew: All right. 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, isn't it. Then how can we handle it?

Mr. Johnson: We've to consider that the Law of Attraction and Affinity co-exist. In resolving this conflict and the hatred so produced, we can surrender our ego, which is the catalyst in the formation of many nuclei causing fission and the splitting of our ideas and the thoughts, while disturbing the reactivity, the behavior and our emotions.

Mrs. Mathew: How can we do it?

Mr. Johnson: As I said, we surrender our ego. You see ego is always hurt and thus produces the hatred and it also produces attraction if pleased. This catalytic activity of ego, that if pleased it works as electron, and

LAW OF AFFINITY

if hurt, it works as neutron. In the extreme cases it causes terrorism or extreme violence as if acting as a proton, isn't it?

Mr. and Mrs. Mathew: We wonder. How does it, the ego work in three ways?

Mr. Johnson: You know; our intellect needs ego to behave. So, when we behave or interact with others, our ego works as an electron following the Law of Attraction. Now, it may wish to repel one point in pair. If we seek joy, it avoids sorrow. In the absence of joy, the electron loses the charge and becomes a neutron, in other words it acts as a neutrally charged.

Mr. Mathew: How does an electron lose its negative charge and act as a neutron?

Mr. Johnson: You see by following the law of

Attraction the electron outside the nucleus reacts with other electrons. Now, when the bond is formed, the electron doesn't have any charge, while keeping up the very bond. Moreover, it can be either an ionic or a covalent bond.

Mrs. Mathew: I wonder about it. You see after all the electrons need to form a stable nucleus or a molecule, isn't it?

Mr. Johnson: Yaw, you're right. We find that the most ideal representative of electron, proton and neutron is the atom of hydrogen; isn't it.

Mr. Mathew: Yaw, the hydrogen atom can act not only as an electron, but also as the proton. In case of formation of acid, as the hydrogen chloride it acts as if a proton. Moreover, in case of alkaline it acts as if an

LAW OF AFFINITY

electron. In case of Sodium Hydrochloride, it bears the negative charge. It's an amazing quality of the hydrogen, isn't it?

Mr. Johnson: Yaw, you're right. And still more amazing is that both its acting both as the proton and electron gives us the most important life giver salt, the sodium chloride, without it our life can't exist.

Mrs. Mathew: You see I find nature a wonder that we can never reveal fully. Now, you see the same hydrogen present in the Hydrogen Chloride and Sodium Hydroxide share the electron and the proton, the positive and the negative charge to form a new product. The new product is neither acid nor base. Thus, the hydrogen is playing its role in the production of salt. Then it goes as for creating our life, the water; isn't it.

Mr. Mathew: Yaw, it's true. Well, Mr.

Johnson, how do you correlate it with the thought, emotion and action?

Mr. Johnson: It's the low and high blood pressure, acidity and stomach disturbance, and all ailments leading to the psychosomatic ailments, diseases and problems, isn't it.

Mr. and Mrs. Mathew: How funny, you're making it burning of sodium in water present in the stomach and hydrogen also catching fire to enhance it; isn't it? (All laugh together).

Mr. Johnson: All right. You see anything that acts with negative and positive charge leads to hydrogenation and oxidation isn't it. For us, the life is impossible without hydrogen, isn't it?

LAW OF AFFINITY

Mr. and Mrs. Mathew: Gosh, you always make fun of everything. (They laugh)What about the oxygen, can we exist without it?

Mr. Johnson: Well, I wasn't here.

Mr. Mathew: Where were you?

Mr. Johnson: You see I landed on the sun and felt that if the hydrogen doesn't convert into Helium; the life wouldn't have existed, isn't it.

Mr. and Mrs. Mathew: Wow, what an imagination.

Mrs. Mathew: It appears that the hydrogen plays a big role in big bang and big crunch. The Sun came into existence and keeps on converting hydrogen into helium until it crunches to a big hole, isn't it?

Mr. Johnson: Yaw, we usually keep on ignoring the importance of hydrogen as we depend on the oxygen.

I would like to ask if life is possible without water, well, is it possible?

Mr. and Mrs. Johnson: No, not at all. Life isn't possible without water.

Mr. Mathew: I see. So, you want to express that our need for water is more than for oxygen and water needs both oxygen and hydrogen. Now; what would you say, about the thought, emotion and action?

Mr. Johnson: All right. We've focused a lot on the nucleus, the central idea of all that we think, feel and act. The hydrogen as a proton acts as if it's inside the nucleus. It's the thought. However, we've emotion as an electron, and it's again the hydrogen outside the nucleus acting as if the negative charge. We think and feel, so the action takes place, it's the salt. Now, the

LAW OF AFFINITY

salt is neutral. So, it's the neutral charge, the neutron, isn't it?

Mr. and Mrs. Mathew: And all of it causes blood pressure, heart ailments, stomach disorders, the psychosomatic problems and so on, isn't it.

Mr. Johnson: Yaw, with the salty tears in the eyes, isn't it. (They all laugh).

Mr. Mathew: I see. It appears that we usually don't both about the balance of the alkali and base in our body, isn't it.

Mr. Johnson: You're right. So, our thoughts, as protons and emotions as the electrons seem to create the water in our body, but we prefer the Law of Attraction and thus our emotions overpower us and also or intellect works to satisfy the emotions. Thus,

we use the alkali, the negatively charged hydrogen as an electron and the acid that could have been used for creativity; now exceeds and we get the acidic troubles.

Mrs. Mathew: How can you say that the acid increases, you seem to inverting the entire concept of formation of acid in our body, causing acidic problems, isn't it?

Mr. Johnson: No, I'm not inverting. I've said that the balance of acid and base is disturbed. Suppose, we've equal quantities of weight on the balance machine, it shows the equal weight. Now, there're two ways to disturb the balance.

Mrs. Mathew: Gosh, not again. What are the two ways that disturb the balance?

LAW OF AFFINITY

Mr. Johnson: All right. You see if we increase the weight on the one side of the balance machine, the other side will automatically show the lowering of the weight, isn't it.

Mrs. Mathew: Yaw, it's natural.

Mr. Johnson: Yaw, it's so natural that we usually ignore the other aspect, which we mostly follow in the absence of creativity. Now, if we decrease the weight from one side what'll happen on the other side?

Mrs. Mathew: I see. It'll have the same effect. So, you mean that we tend to overuse the alkali and blame that more acid is forming in the body.

Mr. Johnson: Yaw, we mentally and physically exert a lot and when in the lack of recreation and relaxation, the acid is formed we believe that it's not our fault.

We keep on checking the high level of acidity, blood pressure and other ailments, which the alkali uses to defend its balance with acid. The poor acid gives psychosomatic ideas to initiate creativity, as if an initial push to go beyond the force of friction and we may have the creativity, isn't it.

Mrs. Mathew: I find it amusing. So, your psychosomatic problems are the force of friction that needs to get to achieve the motion so that it becomes creativity, isn't it. (All laugh).

Mr. Mathew: It's not motion; it's revolving of the electron around the nucleus, isn't it, Mr. Johnson.

Mr. Johnson: Yaw, these are the free electrons, which work as the free radicals once coming around any nucleus achieves the desired motion, and it indeed is

LAW OF AFFINITY

creativity; the reactivity of the nucleus. It's not otherwise possible.

Mr. Mathew: I see. The reactivity needs certain conditions, so does it mean that creativity also isn't possible without certain conditions?

Mr. Johnson: Yaw, it needs certain conditions.

Mrs. Mathew: What're these conditions?

Mr. Johnson: All right. You see any atom can't react without conditions. Similarly the nucleus of reactivity having electrons of emotions can't react. First of all the creativity needs a nucleus.

Mr. Mathew: Yaw, in our discussion, any idea or thought can be the nucleus for creativity, isn't it?

Mr. Johnson: Yaw. The idea or thought works as the nucleus. The creativity is the activity that the protons

of the thought need for stability. The nucleus can form many nuclei of various types, and these are the quality and the characteristic of the very nucleus, isn't it. We've already discussed it in case of formation of salt from the acid and base reactions. The creativity is thus in its initial stage needs the desire to stabilize the thought, which is to stabilize the nucleus. It is also the concept of the Law of Attraction, isn't it?

Mrs. Mathew: Yaw, it sounds a wonderful idea. So, our desire follows the Law of Attraction. Before we proceed, can you tell what follows the Law of Affinity?

Mr. Johnson: The need follows the Law of Affinity.

Mr. and Mrs. Mathew: Wow, so the desire and need follow the laws and principles of nature.

LAW OF AFFINITY

Mrs. Mathew: Mr. Johnson, how desire and need act in the process of creativity?

Mr. Johnson: These two together follow the Law of Evolution because the creativity is evolution.

Mr. and Mathew: We don't agree.

Mr. Mathew: You know, the scientists strongly claim it that intelligence is the cause of evolution, the higher intelligence, the higher is the evolution. Thus, it's the ultimate aim of human evolution, isn't it?

Mr. Johnson: I always wonder about music. The gamut needs more sounds, isn't it?

Mr. Mathew: What it has to do with process of evolution?

Mr. Johnson: It has great impact on the creativity. However, your question is about the intelligence. Do

you believe that the intelligence and the creative intelligence are two different identities?

Mrs. Mathew: You're very fond of two identities, isn't it, Mr. Johnson?

Mr. Mathew: Yaw, these can be considered two different identities.

Mr. Johnson: We've the powerhouse of the intelligence present in the unconscious mind and nature also remains in the unconscious state. Now, the nature and our unconscious mind work together for the evolution. The conscious mind performs the act of reactivity as if an electron and whatever the outcome is all goes to the subconscious mind. It doesn't have any significant link with intelligence, rather the creative intelligence comes to the surface,

LAW OF AFFINITY

which we term as the evolution, isn't it.

Mr. Mathew: Wow, though it seems different from the popular concept of evolution, it seems feasible and interesting. So, you claim that creative intelligence is the sign of evolution, not just the intelligence.

Mr. Johnson: No, I believe that the conversion of intelligence into creative intelligence is the process of evolution. It's same as the intelligence is hidden in the consciousness, and it seems similar to the way as life is hidden in the unconscious, isn't it.

Mr. Mathew: I see. You see your words appear to be right. However, how can you say that the life and the creativity are hidden in our consciousness and in a similar way? Now, it appears as if you're trying to

make consciousness and intellect one and the same thing, isn't it.

Mrs. Mathew: Though most of your points are very clear. However, I also feel that you've the concept in a different way as you're also differencing the process of evolution from intelligence and claiming it to be creative intelligence. Please don't mind it because nowadays most of the people believe that science is the ultimate truth and your concepts appear to be philosophical, which is the higher octave of science as it appears to me. So, Mr. Johnson; kindly explain it in a simpler way.

Mr. Johnson: All right. I can understand what you mean. Now, we need to focus on the difference between the intellect and consciousness. You see in nature we claim that the activity and action whether

LAW OF AFFINITY

mental, biological or physical express the level of intelligence. It applies to the plants, animals and humans in the same way, isn't it?

Mr. and Mrs. Mathew: Yaw, now it appears relevant and more appropriate.

Mrs. Mathew: You may kindly explain it in this beautiful context, thanks!

Mr. Johnson: All right, you see we can't smell as a dog, can we do it?

Mr. and Mrs. Mathew: No, we can't.

Mr. Johnson: I see. Can we view things as far as a hawk can do?

Mr. and Mrs. Mathew: No, we can't even do that.

Mr. Johnson: Well, you know, there're many points in which the animals and even the plants, the green

world seems at advanced level, however we consider their level of intelligence lower than us. We can't compete with them in an individual quality, which they possess. However, we're more intelligent than they're, but it's in the totality, isn't it.

Mr. and Mrs. Mathew: Wow, it sounds very interesting.

Mrs. Mathew: What do you mean that we're more intelligent than they are in totality?

Mr. Johnson: You see the intelligence is a relative term. We can detect with the help of a dog as the police does, isn't it.

Mrs. Mathew: Yaw, it's always necessary and improves the working.

Mr. Johnson: All right, you know we also use the

LAW OF AFFINITY

plants and the animals for making the evolution work at a higher, superior and the faster level. By saying that it's in the totality is that we, the humans don't have the intelligence higher in everything. We can't run, recognize, view, smell, hear and perform other activities of senses, which are directly related to our senses, faster than some animals, birds and in some cases the plants, isn't it.

Mrs. Mathew: Wow, it sounds wonderful. So, it means that we enhance our intelligence by collaborating it with the birds, plants and the animals.

Mr. Mathew: Wow, I can imagine it, we also enhance it in so many ways that we can never count it, isn't it.

Mr. Johnson: Yaw, you see now you've used the term many options. Now, we all understand that there're many options. These options and the using of these

have many ways. Thus, it constitutes many ways for creativity. We entirely depend up on nature for our evolution in totality. The most amazing point is that we believe that we use nature for nature, but nature uses us for the process of evolution.

Mrs. Mathew: How funny, so seem to have gone far away from the point. How can nature use us?

Mr. Johnson: All right. You know we believe that we our mind works as from the conscious level, but the unconscious mind control everything.

Mr. and Mrs. Mathew: Gosh, if it were the impossible statement your statement would have been on the top, isn't it. (All laugh).

Mr. Johnson: Yaw, on the top of the world is the

LAW OF AFFINITY

bottom, isn't it?

Mr. and Mrs. Mathew: Wow, you see at the bottom is the top. It's the bottom of the top, isn't it? (They laugh again with reddish faces).

Mrs. Mathew: What do you mean by the bottom of the top?

Mr. Johnson: You see we're sitting in the chair on the top of the world, isn't it. However, the people under the earth below us claim it bottom. We claim their top as the bottom, isn't it?

Mr. and Mrs. Mathew: Oh no. we can't believe it. (All laugh from top to bottom).

Mrs. Mathew: Why do you say all of it, so amusing?

Mr. Johnson: Mrs. Mathew, You know, we always believe that the unconscious mind is at the bottom of

our mind, isn't it.

Mrs. Mathew: We all believe so.

Mr. Johnson: However, it's the opposite. Our unconscious mind is the top of our mind at the top of our head, isn't it?

Mr. and Mrs. Mathew: Wow, it seems a fantastic view of the world inside. At the top of mind is the unconscious mind and we, gosh, believing it to as if the bottom of the consciousness ignore its importance.

Mrs. Mathew: Now, I understand why you said that nature is connected to our highest level of consciousnesses, the unconscious level, isn't it.

Mr. Johnson: Yaw, it's right. You know nature controls our biorhythmic clock, which we believe to be a little above of the middle of our eyebrow, isn't it.

LAW OF AFFINITY

Mrs. Mathew: Wow, it's so. I believe that the biorhythm of our body and mind, which you claim to be placed at the place above the middle of eyebrows has a great importance, (while looking at Mr. Mathew) isn't it, Mr. Mathew?

Mr. Mathew: Yaw, you're right. You know, people also call it the third eye; isn't it Mr. Johnson.

Mr. Johnson: Yaw, it's because it can see the marvel of nature as at this point the right and left hemisphere of brain work to control our body. Moreover, the left brain takes over to the right body and the right brain controls the left part of the body. Thus, the inversion of mind control is at this point. Most of people believe it as the ultimate of human evolution, but it's not true in my opinion.

Mrs. Mathew: I can understand that the biorhythmic

point is very important. You claim that some people believe that it's the ultimate source of human evolution, but you don't have the same opinion about it. How do you create opinions? (All of them laugh to their full).

Mr. Johnson: I do all that with my eyes closed (he closes his eyes).

Mr. and Mrs. Mathew: Can you see us? (Both of them laugh in a friendly way).

Mr. Johnson (with closed eyes): Yaw, the sight of your is very clear. (While pointing towards them), you're Mr. Mathew, and I can see it clearly that it's Mrs. Mathew, isn't it. (Mr. and Mrs. Mathew exchange their seats)

Mr. and Mrs. Mathew: You're confused. You see it's

LAW OF AFFINITY

not so.

Mr. Johnson: Wow, I can see even that. The voice of your feet movement, though silent, has a sight clearer than your voice.

Mr. and Mrs. Mathew: Wow, your silent answer has many clues hidden in for our connection with nature.

Mr. Johnson (while opening his eyes): Yaw, our subconscious mind stores all that we learn and we can restore it at any time.

Mrs. Mathew: Gosh, you're saying it as if the subconscious mind is our recycle bin. (They laugh).

Mr. Johnson: Mind it that it's the recycle bin, not the rubbish bin. (They smile without laughing, but turns into laughter after a moment).

Mr. Mathew: All right. How do the Law of Attraction,

Affection and Evolution work?

Mr. Johnson: You see your son wrote a poem about it, which I would share to express. The creative thoughts in the poem reflect how we unconsciously struggle for the evolution.

Mr. and Mrs. Mathew: Are you favoring him. You've also left the discussion about the drugs and medicines, which of us use. You know you seem to leave many topics, isn't it.

Mr. Johnson: Yaw, you may think so, however. The poem indicates why we're lagging behind. In any case, we'll discuss it in our next discussion. Should I now read it?

Mr. and Mrs. Mathew: Yaw, for sure. Please read it.

Mr. Johnson (while opening his diary): Thanks, it's in

LAW OF AFFINITY

my diary. The title of the poem is "O Dear Earth" and it says:

*O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.
Your love is
Beyond our appreciation and imaginations,
We, the humans are created
On and from your dust,
We're living on you
It's glory to your dust
We all will die
On and will be your dust!
O Dear Earth! You're Wonderful,
Your gratitude is*

Beyond our speeches and written words,

Our sigh is a cry for you.

You're shelter for the living

You're grave for the dead,

You're food for the hungry,

You're water for the thirsty,

You're clothes for the shamed,

You're mother for the humans,

You're heaven for the wise,

You're home for the visitor.

O Dear Earth! You're Wonderful,

Your gratitude is

Beyond our speeches and written words,

Our sigh is a cry for you.

You love wicked and good alike,

We're you friendly enemies,

LAW OF AFFINITY

*We dig you and wound you,
We bomb you and plunder you,
We use you and abuse you,
Yet, you still love us as before
We always praise you for
Yours is the unconditional love.
O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.
You bear the heat,
You hear the thunders,
You see the explosions,
You feel the pains,
You eat the poison,
Expressing your faithfulness to us,*

*Like a dog,
You smell the danger on you, but you don't forsake us.*

*O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.*

*We hear you crying,
We hear you weeping,
We hear you keeping
All the pains
In your heart,
We know you still want to be silent,*

*Alas! Your silent voice is
More than a painful storm,
O Dear Earth! You're Wonderful,
Your gratitude is*

LAW OF AFFINITY

Beyond our speeches and written words,

Our sigh is a cry for you

Forgive us, we are

Living on you

Like others,

However, it is our promise

That we shall save you,

Please, don't think that

There is no one

For you,

O Dear Earth! You're Wonderful,

Your gratitude is

Beyond our speeches and written words,

Our sigh is a cry for you.

Don't think

That we shall die

*Like others,
We shall save you even if we die,
It's our promise
That our souls will
Not leave you until
We serve until your restoring.
O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.
Human divides you and
Call you by different names,
You weep for that
Yet, you don't speak for that,
Adam and Eve weep everyday
When they see you from heaven,*

LAW OF AFFINITY

*Their tears are falling on you,
Behold! There are many, who can see.
O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.
We're free from pride,
Wow, we're proud of being your children,
You're free from greed,
Wow, you're our greed
You're free from ego,
Wow, your ego is ours,
We may have nothing to give you,
Wow, we're happy, you're ours,
O Dear Earth! You're Wonderful,
Your gratitude is*

Beyond our speeches and written words,

Our sigh is a cry for you.

We're helpless to help you,

Still, our love will serve you,

Since God knows our love for you,

He'll make you

The greatest among stars,

He'll make you

The happiest among stars,

He has listened from his throne.

O Dear Earth! You're Wonderful,

Your gratitude is

Beyond our speeches and written words,

Our sigh is a cry for you.

Forgive all those,

Who divide you and

LAW OF AFFINITY

*Call you by
Names of nations,
Alas, they call themselves nationalists
Yet, they do not serve you,
Forgive both the wise and the foolish,
For they are innocent to their duty,
O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.
You know us, the humans,
We've not created you,
You know us the, humans
We can't destroy you,
You know us, the humans
We can't command the death and life,*

You know us the, humans
We're creating pollution for our destruction.
O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.
Your history is deeper than sea,
Ours, the human's is
Lesser than a drop of the sea,
Please recall, we beg, as
You've always produced
Your lovers and children,
Call them not to help you but to save humans,
Hopeful humans seek this.
O Dear Earth! You're Wonderful,
Your gratitude is

LAW OF AFFINITY

*Beyond our speeches and written words,
Our sigh is a cry for you.
We all have made
Name, fame and money, while
Your body is burning, feels Bhagouauty,
As the Sun and the Moon
Cry without tears as we, the humans
Have made our feelings dry, so
Please give us the patience to know
What you seek from us, the humans,
O Dear Earth! You're Wonderful,
Your gratitude is
Beyond our speeches and written words,
Our sigh is a cry for you.*

Well, it finishes here.

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

(They clap with deep smile on their smile).

Mr. Johnson: Yaw, it's indeed wonderful. Your son wants it for nature, humans and our earth. You know one day, he came to me and gave me an idea along with a poem about it. It says: Once upon a time, there was a great poet. However, after shaking his hand with analytical or the critic people he started to lose his creativity. Whatever he said was right but it started to be irrelevant to the creative people who find good in bad without analyzing. His thoughts weren't clear to his consciousness until he met a noble woman, who gave him all that she had; the knowledge and wisdom of self-felt feelings and the experiences. He read a poem to her saying:

LAW OF AFFINITY

*I may be wrong and
I may be irrelevant to
Other's ways and paths, but,
Like others I see
This beautiful world of
Nature, creation and works
Of divine hand,
And I perceive it and yet
I also conceive and feel it.
Wait! There's nothing old and
Nothing new for
The eyes of appreciation
Admiring nothing but existence
Of anything new or old
When I know what I mean and
When I've written*

What I received from life

Then Bhagouauty have told you a poem.

It finishes here. Thanks!

Mr. and Mrs. Mathew: Wow, we didn't know it.

Mr. Johnson: Do you know what the title of this beautiful poem is?

Mr. and Mrs. Mathew: No, we don't know. What is it?

Mr. Johnson: I wonder. The title of this poem is simply poem. Isn't it wonderful?

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

Mr. Mathew: Well, what is Bhagouauty? I don't understand this word?

Mr. Johnson: Well, you see it's his penname.

Mrs. Johnson: What does it mean?

Mr. and Mrs. Mathew: It means that nature has the

power and energy to restore its original form no matter how many damages occur in it.

Mr. and Mrs. Mathew: It's a wonderful idea.

Mrs. Mathew: Is it a word from Sanskrit or Hindi?

Mr. Johnson: Yaw, it's a blend of both Sanskrit and Hindi. It's same as the power for philosophy and energy for the laws that nature possesses, and our self in the lap of consciousness experiences.

Mr. and Mrs. Mathew: O, so you like it because it bears a resemblance with your research work of Philselfology, isn't it. (They laugh).

Mr. Johnson: Well, in a way. We usually discuss about Philselfology. He likes my research work and hypothesis. (While looking at the watch), we'll discuss about it in our next meeting.

Mr. and Mrs. Mathew: All right. Thanks, you see we'll think about the points that we've discussed, particularly that your hypothesis and our son's penname co-exist.

Mr. Johnson: Yaw, you're right. It does and he also discusses about this hypothesis.

Mr. Mathew: We can now understand it in a better way, (white looking at her) isn't it Mrs. Mathew?

Mrs. Mathew: Yaw, we indeed understand him in a better way. We thank you, Mr. Johnson.

Mr. Johnson: All right. You may kindly also encourage him and it'll improve his personal life.

Mr. and Mrs. Mathew: Yaw, for sure. It'll balance his protons inside and outside the nucleus of his intellect and emotions and boost the evolution. (They laugh and Mr. Johnson joins with a smile).

LAW OF AFFINITY

Mr. Johnson: You're right; after we all wish that our next generations should be able to achieve the higher goals and aims so that the stability in the personal life may lead to family, social and global development.

Mr. and Mrs. Mathew: Wow, hurry up; let's move to the Mount Everest. (They pretend to leave the chairs).

Mr. Johnson: I beg your pardon.

Mr. and Mrs. Mathew: We've the highest mount standing still in the sea reacting with the sky. Our son says that Mount Everest is symbol of Philosophy and sea is symbol of Science, isn't it. He says all creatures are the art of evolutionary works of nature.

Mr. Johnson: Yaw, I remember.

Mr. and Mathew: He also claims that the family is the nucleus of society and individuals are the electrons, so

we'll meet as the electrons next time.

Mr. Johnson: Yaw, we surely will.

Mr. and Mrs. Mathew: You know; the electrons meet at the beach near the Mount Everest, isn't it?

Mr. Johnson: Yaw, as we meet in sitting in the boats.

Mr. and Mrs. Mathew: Which boats are these?

Mr. Johnson (while standing up): Well, these chairs are our boats in the air, isn't it? (They laugh and Mr. Johnson joins them after sharing a smile. The curtain slowly dissolves the scene).

LAW OF AFFINITY