

Time to find new ways of living

18-19 February 2017

A) LIFE, OBSERVATION... AND GOD

01) 09.30 - Observation and metanoia (30')

A) The tool of observation as our main access to knowledge.

Observe nature, yourself, the others, your environment.

What you learn is different from what you have been taught.

Nature = the book about Life and sacredness. Matter makes the spirit visible.

Observation = breaking habits, customs, automatic beliefs.

B) Metanoia: change our way of thinking and feeling.

Litt: complete change of mind, of our way of thinking. (Self)-transformation. New world view.

C) Aim of this seminar: 1) Train to think differently. 2) See the clear and powerful antagonism between our culture and the search of Life (or God).

YU met in Satcitananda Ashram. Satcitananda (Hinduism) = in one word a summary of reality and of what we are meant to be. Sat-Cit-Ananda. Sat = being (invisible). Cit = consciousness (being made visible). Ananda = bliss (our choice how to accept what is)..

D) Method in 3 stages: 1) Observe and see truly what is. Sat = being. 2) Interpret and understand.

Cit = consciousness. 3) Choose how to live free, in harmony with the universe. Ananda = bliss.

No guilt, only an opportunity to experience truth as joy.

SUCH: See – Understand – CHOOSE. SUCH = seeing what is as SUCH. And loving what is.

Freedom = the energy to live within the truth, and not the choice of what I like. No choice.

E) What does direct observation bring into your life? Find an example of change it brought into your life.

02) 10.00 – Obs.1 - Conventional wisdom and alternative wisdom (30')

A) Conventional wisdom = little square box of rules (teaching of popular religion).

How to... One should... What we have been taught. False certainties that make life secure.

Alternative wisdom = the big circle. Life.

B) Describe each of them / compare - oppose them. Subversive like faith. Signs of contradiction.

The limit between conventional and alternative wisdom is paper thin. No black and white contrast. But the difference is essential (touches the essence).

C) Get out of the box into the wider space = death + resurrection. Death of our false self to allow our true self to come back to life. Die to what? Rise to what?

S-U-CH is the antidote to conventional wisdom. How does it help us?

03) 10.30 – Obs.2 – Where is the Sacred? (30')

A) 4 columns:

1) Chance-Necessity: no God, the Universe like a clock; everything is mechanic or chemical.

2) Atheism: we are God, God in us but no transcendental God.

3) Theism: God is somewhere there. Worship at Sundays. Rules how to do it (see: conventional wisdom). Most of religion as taught is theism.

4) God as our true nature and source of life. Be rooted / guided from inside. We are created at the image of God (God in us). Immanent and transcendent. Truth = Life.

B) Describe each of these four approaches of God. They are not exclusive. They have all something true. SUCH: How do you relate to each of them in your life?

90' + 11.00 - MORNING TEA + 90'

04) 11.30 – Obs.3 - Trinity + anti-trinity (power, technology, market) (60')

Myths describe a subtle truth that cannot be described with words. They tell us about the invisible world. Myth of Prometheus, of Oedipus. They are metaphors of life.

Religion is not belief but revelation: Wow! Revelation about what life is truly.

A) Christian Trinity as a metaphor of life (no theology – true or not). Let's take this myth as a description of the essential qualities that are at the core of Life.

Trinity = 3 aspects of fire: 1) invisible energy of fire, 2) light of fire, 3) heat of fire.

Not as theology, but as a myth. A metaphor of what life is. Life = a force like gravity.

Like Sat-cit-ananda: 1) Sat = Father = Ground of being + 2) Cit = Son = Incarnation-expression + 3) Ananda = Hl. Spirit = Love-energy.

Opposition: Trinity and AntiTrin (power - technology – market). The myth of Trinity shows how the AntiTrin is a force that goes against life: inversion.

B) 3 columns of 3 squares: Trinity differs in... / common characters / anti-Trinity differs in...

Describe and compare / mainly oppose (contrast - caricature). One is life giving, the other deadly.

No clear limits between these 3 poles.

SUCH: which change?

05) 12.30 - The 3 revolutions (30') – inversions (twists) from Trin to ATrin

A) How did we come from the Trinity to the anti-trinity? 3 stages in history.

In each of these stages: what did we gain? what did we lose?

1) Agriculture: control of nature. Cain-Abel (Gn...). Myth again.

2) Renaissance: observation + demiurge = creator of world (craftsman).

3) Industrial revolution: surplus and market.

B) British Empire = one of the fruits of the shift from Trin to ATrin. Colonialism as a “superiority” of one race. These fruits in Australia: describe.

13.00 - LUNCH

B) RESOURCES

06) 14.30 – Obs.4 - The laws of nature / universe 1 (45')

A) Nature reveals. Observe what life is. Out in nature – alone.

Walk around, observe what you see in surrounding nature and identify 5 – 10 basic laws of nature:

1) how it manages resources. 2) or broader laws that rule the universe (also non-material). Better if you observe them (nature makes them visible) than think of them. If possible laws that challenge the ways of our society.

Success proportional to your concentration.

07) 15.15 - The laws of nature / universe 2 (75') – (B-H = 10' each)

B) Together. Which are these laws of nature. Classify.

Describe what helped you to become aware of each law. Visibility.

C) List: gravity, attraction, pressure, thermodynamic, cycles, transformation, generosity, gratuity, wonder, expression-visibility, imagination, balance, diversity, complementarity, cooperation, community, intention, subjectivity, depth, attraction, reconciliation.

What is the correspondent (inversion) in our western society?

D) Compare transformation with production. Compare resources and wastes. Natural cycles.

E) What guides the evolution of nature? A) according to the myth of western culture. B) truly. Evolution – for whom? the human exception?
Copernican revolution: is mankind the centre of the universe?
F) Compare these laws of nature with the laws of our western society.
G) Laws mean Justice. How does it work in nature? How does it touch us?
Obedience – no choice. Surrender (spiritual meaning). What is justice? Judgement – penalty. Resistance to the laws of the cosmos.
H) The book of the teaching of life. Harmony. Laws of nature are the laws of life. Metanoia.
SUCH: what happens if we don't see what is, if we don't respect the laws of nature such as gravity, attraction, pressure, thermodynamic or the laws discovered by Galileo, Copernic, Newton, etc. And the other laws we just examined? Where is the inversion?

120' + 16.30 - AFTERNOON TEA + 30'

08) 17.00 – Obs.5 - Land and belonging (30')

What is your relationship with the land?
Places you love, you belong to. Places with special energy?
What means belonging? Land belongs to me / I belong to the land.
Belonging to a life community (all living beings).
Belonging to a human community. The role of the land.
How are mobility and belonging to the land compatible? What is the price of each one?
Reconciliation with Aboriginal people only if we recognise the power of the land.
What would bring a “new start” based on our true rootedness in the land?
SUCH: Where is the inversion?

17.30 – WALK + EVENING MEAL (18.30)

20.00 – EVENING MEDITATION + NIGHT

07.30 – READING + MORNING MEDITATION

09) 9.30 – What did we learn so far? (30')

Summary of what we said the previous day

10) 10.00 – Obs.6 - Resources (75')

A) Groups of two people (20').
What are the main necessary resources, in your everyday life?
How are they provided?
Create categories of resources: natural/social + material/immaterial. 6 degrees of necessity:
Survival, subsistence, thriving, comfort, escape, excess,
B) Energy. Everything is solar energy.
C) What is mad in our behaviour how we handle resources?
Characteristics of the resources we have listed.
Gratuity. Wonder about gratuity. Wonder about the mystery of gratuity.
SUCH: Where is the inversion?

105' + 11.15 - MORNING TEA + 60'

Skip 10b) 11.45 – Obs.7 - Work (60')

A) Groups of same two people.

Chayanov's law: The greater the ratio of workers to consumers in a household, the less each worker produces; production stops as needs are covered.

The corollary of Chayanov's law: When subsistence is ensured, the community can consecrate itself to spiritual search: the intensity of production becomes maximum.

Classify your daily activities into:

Survival. Subsistence work. Shadow work. Paid work. Creative work.

Work as social link. In what consists our true manpower?

B) Work and time. What is the main link between work and time? Subsistence as a duration.

Time as a link between needs and income.

Differences of income.

C) Work = free energy used to transform free resources. Why does work cost?

SUCH: Where is the inversion?

(13.00 – LUNCH)

11) 11.45 (or 14.30) – Obs.7 (or 8) - Needs (60')

1 Apple. 6 people = $(3/4) + (1/8) + (1/8 \text{ for } 3) + (\text{stalk for the last})$.

A) 1% owns 48%, 20% consume 80%, 40% consume 94%. 6% left for 60%. Divide by 4.

As rich people (20%) we believe we have a right to have more “needs”... because we are rich.

B) Needs and desires (15' in groups then together). How do you want to adapt your needs?

Classify your needs in the order of priority and importance as you wish them to be, between 4 poles (material / immaterial / low non-renewable energy / high non-renewable energy / less-more), in 6 same categories: survival, subsistence, thriving, comfort, escape, excess.

Where are the knots? Why is it more difficult to talk about our needs than about resources?

C) Self-limitation. A chosen form of poverty. Divide by 4! How does it impact the order in 6 categories made before?

What is our true self / nature? What is our false self / nature?

What helps what? How do you practise this?

SUCH: Where is the inversion.

13.00 - LUNCH

C) LEARNING TO LIVE WITH OTHER LAWS

12) 14.30 – New ways (120')

A) SUCH: Which are the main contradictions in what we saw?

Describe the 2 ways of looking at life we opposed.

How do these different ways of looking at life combine?

How much is nature our teacher?

B) What did we learn? How much does it concern our happiness?

How does it change the way I'm living? Metanoia. Peace and joy.

C) SUCH leads us to see that:

- 1) The great mistake: we wait for governments to change the way we live.
- 2) Cumulative effect: the world is what it is because of the cumulative effect of our respective personal impacts (for each of us negligible) or of our personal renunciations (for each of us a high cost). There are no other actors than people, although certainly some people have more impact than others. We have the government we merit.
- 3) Whitewashing and corruption: the goods we consume are generally produced in conditions based on the exploitation of the poorest or of poorer countries and on the destruction of the environment. When these goods are repacked and presented on the shelves of our local supermarket, they have lost all traces of this form of corruption which has generated them. They have been whitewashed as so many disruptive aspects of our modern society have become hidden: this form of virtuality makes truth difficult to grasp.
- 4) A choice is a vote: each choice we make is a vote which encourages the production or the behaviour or the belief which is validated by this choice. We are therefore responsible for each choice because it shapes the world as it is.

D) The way:

- 1) See and understand: a new understanding of the meaning of life. How does it impact on the way we live?
- 2) Practise new ways of living (you, me) that are in harmony with the laws of nature. Experiment. Adapt. Learn. Share. Preach a new way to happiness through your own example.
- 3) Explain: Make it known. Convince. Put pressure on governments.

D) Gospel reading.

Remember: Religion is not about beliefs but about the true nature of life. A revelation that should help us to see the truth and live according to it. Why do we resist it?

Here again, as a myth: reading of the Gospel John 5:31-44.

I have replaced the keywords: "God" becomes "Life", "Jesus" becomes "the Universe" inasmuch as the Universe makes Life visible as Jesus (in the Christian tradition) makes God visible. This transcription gives something, I find, very interesting.

How do we understand this text in relation to what we have discussed? What does nature / the universe reveal to us. What if this text were just about climate change and nothing else?

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