

## **Elaborating comments for 'Scientific Revolution'**

The purpose of the document 'Scientific Revolution' is in part to pave the way for a more holistic oriented science, partly to illustrate a principle in our mind, that can be called 'the principle of creation'. The principle of creation illustrates the development for complex structures, e.g. our consciousness, an organization or science as a complex of knowledge.

The principle is used in the text through its composition: Chapter 1, *Introduction*, serves as an appetizer intended to motivate the reader to read the document, also the introduction signals that it is directed towards the left hemisphere. The signals are e.g. the word 'Thesis' and the scientific style used. This puts the consciousness in an analytic mode, and prepares it to perform an analytical piece of work with the document.

If, instead, a picture had been included and the headline were more creative, like e.g.:

### ***The Real Princess***

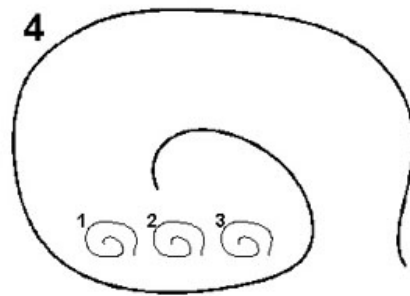


It would also activate the right hemisphere, which is connected to the imagination.

After activating the left hemisphere, the text continues in chapter 2, *Bringing forth the unconscious*, with the analytical and logical style, but with hidden messages to the right hemisphere. The chapter begins with a quote, which is too complex for the left hemisphere alone to make any sense of it. The messages to the right hemisphere are then delivered through small "consensus hiccups" compared to traditional scientific style and by emphasizing certain words, which is especially directed to the right hemisphere. These "hidden devices" activates the right hemisphere (unconsciously) to make it as active in the reading process as the left hemisphere.

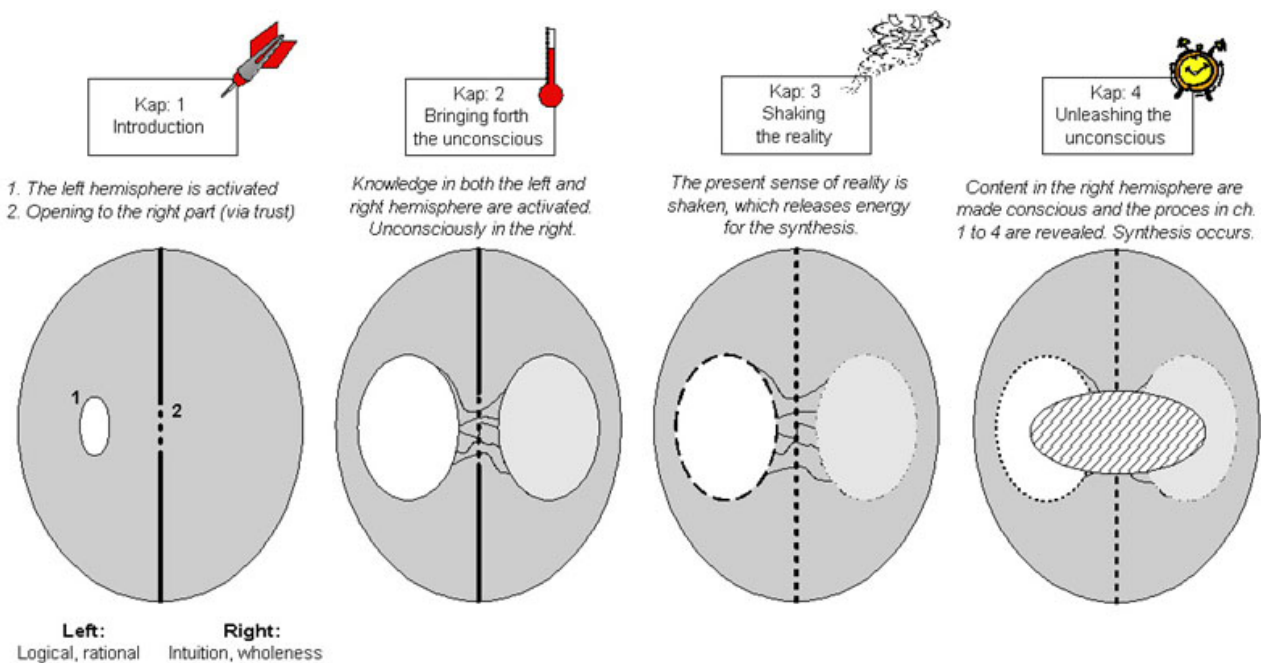
In chapter 3, *Shaking the reality*, our present way of perceiving reality is questioned. In this manner a part of the readers attention is directed towards wondering and perhaps being confused about where the fixed points are. This means that less attention is directed towards the knowledge complex activated in the left hemisphere, which makes it less solid and thereby disposed for changes.

The intention of chapter 4, *Unleashing the unconscious*, can be illustrated by the following conceptual figure:



The figure intends to illustrate that a leap in abstraction level occurs, compared to the first three chapters. In this chapter the intention of the document is revealed for the reader, which means that the knowledge in the right hemisphere, which the text succeeded in activating, are made conscious. The chapter attempts to use this activated knowledge as a stepping stone or springboard, which ideally lifts the consciousness of the reader. In this way the reader are disposed to receive knowledge “face to face” (intuition) in stead of “piece by piece” (rational).

The sequence in the four chapters are illustrated on Figure 1:



**Figur 1: The intended development in the consciousness in the process of reading 'Scientific Revolution'. Activated knowledge are illustrated as ellipses.**

The sequence sketched above is the intended effect. In order for this to succeed several conditions must be met, e.g.:

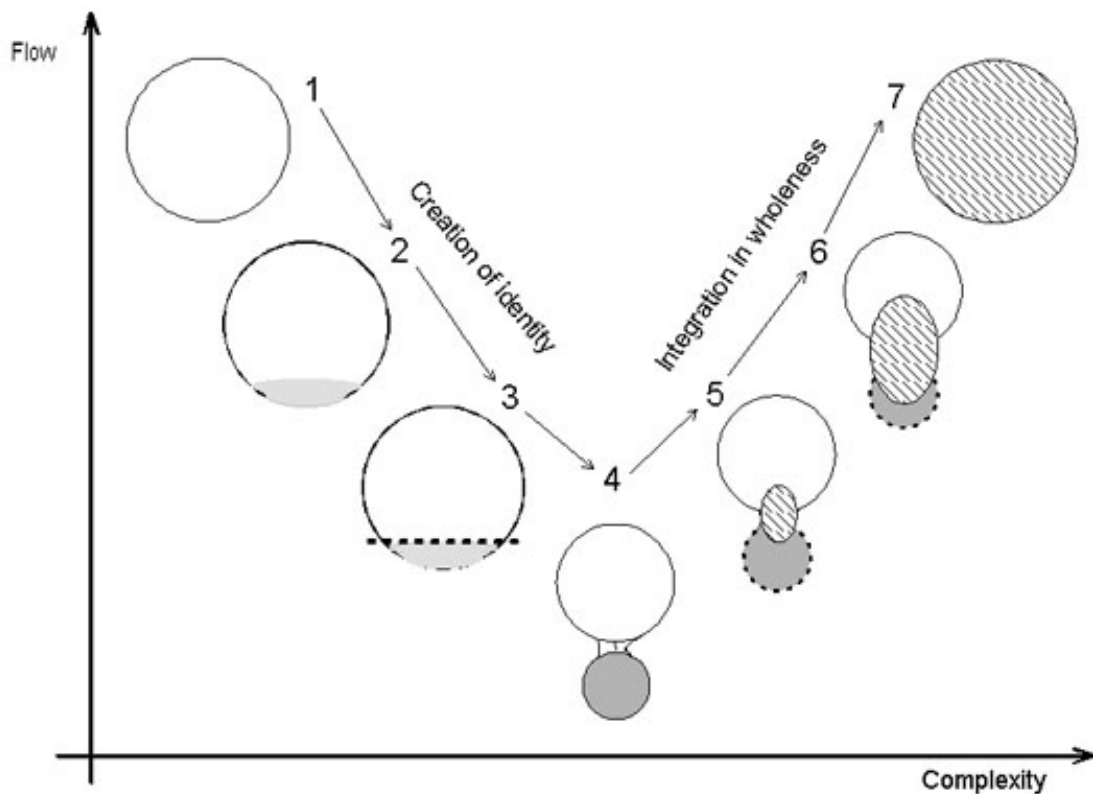
- The subject must be appealing and interesting to maintain the attention of the reader through out the text.
- The signals to the right hemisphere must 'do their work' - if they do not catch on no springboard are build

Assuming that these conditions are met, there are several possible reactions at the end of the text:

Reaction of the reader	Focus of attention	Comment
Joy, sorrow, love, hate	Shifts to emotions	The synthesis does not succeed and the energy are instead directed "downwards" (more coarse-grained)
Greater clarity in thoughts mixed with emotions	Alternates between emotions, thoughts and intuition	The synthesis succeeds partly - the energy is divided
Clarity, eagle-eye perspective, insight	Shifts to intuition	The synthesis succeeds, the energy jumps "upwards" (more fine-grained than thoughts)

## The principle of creation

The principle that are being used in 'Scientific revolution' can also be illustrated as on figure 2:



**Figur 2: Illustration of the principle of creation which is behind every appearance in our universe. The principle, as described in esoteric books, can also be referred to as: The principle of learning, initiation, individuation and fall/redemption.**

The figure illustrates the path followed by all complex structures in their development. In the first four stages an inner division occurs in the structure, where a part of the original unity separates out. In stage four the division is at its highest, which means that the condition of the structure or organism is characterized by the lowest degree of flow occurring in the process. Another expression for this is that the state of being at stage 4 is in disharmony with the wholeness. The separation occurring in stage one to four is referred to as 'Tzimtzum' in the Kabbalah:

### *Tzimtzum:*

*"A term from Lurianic Kabbalah meaning the contraction of the Ein Sof to form a "space" into which all of creation would manifest. God still fills this space, like the fragrance of a rose lingers after it leaves the room. This is the first appearance of the "separation" between God and the Universe necessary for manifestation. In order for anything to become distinct and visible, something else must become invisible. A foreground is not visible unless there is a background. This is the first appearance*

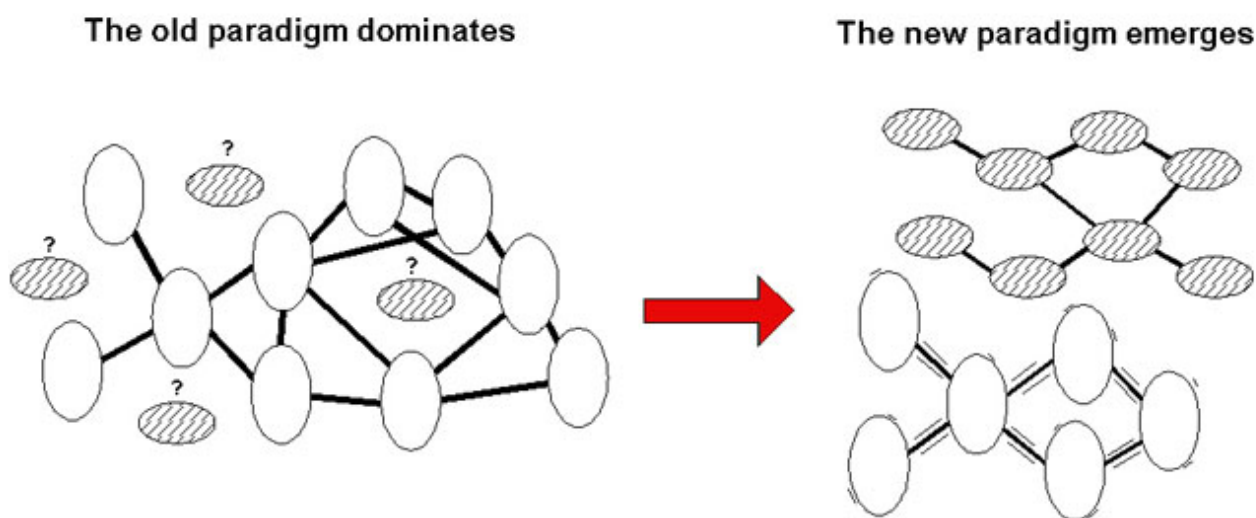
*of the Abyss and also of Knowledge. By the very act of separation God imposes ignorance or latency on Himself in order to create. This ignorance is simultaneously the birth of Knowledge.*“

This separation creates a knowledge in the structure, but the price is that something else is forgotten. In Jungs terminology the organism has become neurotic. It can be compared to the situation where a person plays Hamlet in the local amateur theatre, and forgets that it is only a part he is playing. In his own mind he is Hamlet. When he leaves the stage he remains in his role, and walks around in the village in a rather tragi-comic costume, saying his lines. When his friends and others tells him that he is not Hamlet, he shuts off and will not listen. If the Hamlet-role has a firm grip in the person, it will neither help if his own wife tells him that his name is infact Andrew Smith and they have a carport only half finished back home at Blueberry street 4. On the contrary he will stick to his role even more forcefully and probably show his anger (repressed frustation) towards the poor wife, who - seen from his neurotic point of view - is a threat. It is the neurotic Hamlet structure in his consciousness that struggles against letting go.

To wake him up you have to play along on his terms so to speak. The wife can for example pretend to be Ophelia and gain his trust by acting like her. She can then, during the conversation, hiddenly refer to the knowledge he has as Andrew Smith. If for instance his father had problems with the kidneys, she can ask if his (Hamlets) father had any kidney problems or she can "by mistake" utter words that are off topic, which she knows refer to something the Andrew-Smith identity knows. In this way she activates and build a complex of knowledge in the unconscious part of his mind, which she has the key to trigger since she has build it. The process softens the barrier between his 'Andrew Smith'-identity and his Hamlet-identity. When she sense that its the right time, she looks deep into his eyes and says "Andy come home!" or something similar. If the process succeeds he starts the journey from stage 4 to 7 (see figure 2), after "finding his balance". In this way psycologist heals personality-splits and other neuroses.

### The transition

Today many people have woken up and has moved past stage 4, without they necessarily use these terms. They just know, like Neo in the Matrix, that something is "not right". These people are now organizing their efforts to heal the division, not least thanks to the Internet, and thereby paves the way for a new paradigm which will have a profound effect on our society. The proces is shown on figure 3.



**Figure 3: The change from the old to the new paradigm. Those working for the new paradigm (hatched ellipsis) had difficulties to get along on the old conditions, they are now in the proces of organizing their troops.**

The following keywords illustrates the difference between the two paradigms:

**Old paradigm**

Control  
Creates via blue-prints  
Analysis  
Selfcontrol  
Logic  
Intellect  
Selfishness  
Micro perspective  
The law (all volumes)

**New paradigm**

Trust  
Creates via stage-setting  
Synthesis  
Spontanity  
Poetry  
Intuition  
Charity  
Macro perspective  
Do to others as you want to be treated

We are now in the middle of the battle between the two paradigms, the outcome is certain, the question is merely how easy the transition will occur. The battle are illustrated brilliantly by one of Gary Larsons cartoons, where the hunter is the old paradigm and the moose is the new paradigm:



*"Ok, just relax friend... eeeaaaasy..... I'm coming towards you now, and then you just pass me the riffle... nice and easy... everything is allright, friend."*

*Enjoy the game! ☺*

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