

# *New Physics and Old Sciences*

Calculation and Education  
in  
Different Kinds  
of  
Scientific Discipline

## TWO MODELS OF SCIENTIFIC DISCIPLINE

### **Mechanical physics**

### **Linguistics**

Primary  
and direct  
use

To *calculate* predictions  
and achieve objective  
results

To *educate* living  
faculties of expression  
and understanding

Secondary  
and auxil-  
iary use

To *educate* intuitions that  
inspire successful theories  
and their useful application

To formulate rules  
for *calculating* correct  
word forms and use

Meaning  
of words  
and  
symbols

Defined considerably  
through artificially agreed  
convention, like names  
being used as mere labels  
to identify places on a map

Based essentially on  
nature and history  
like words that evoke  
a meaning through  
their shape of sound

## *Modern physics*

Studies an external world that *excludes* our minds.

Describes the world, through quantitative theories that are used to *calculate* results.

*Mechanically* tested and applied, through instruments and machines that are specified by engineering standards.

External standards, developed and maintained by organized *institutions* in society.

## *Old sciences*

Investigate a living nature that *includes* both world and mind.

Conceive of nature's life, using qualitative theories that *educate* our living faculties.

*Organically* tested and applied, through educated faculties that have been clarified by a reflective questioning.

Inner standards are attained by an *individual* reflection back, to a shared ground of knowing.

# Energy – seen driven or felt inwardly inspired?

*As seen externally, through mechanical instruments*

Energy acts mechanically, from one object to another.

Each object is thus acted upon, by forces and constraints that are imposed from outside.

Life is treated as a special kind of behaviour, which is shown by our bodies in the world.

This behaviour is described by simulating it, mechanically.

Seen thus externally, life is assumed and interpreted, in bodies that are similar to ours.

*As found by reflective questioning, into our living faculties*

As nature functions, a living energy arises from within.

That energy is inwardly inspired, by the unaffected knowing of pure consciousness.

Life is approached as the natural expression of an underlying consciousness.

Reflecting back to consciousness, all that is seen expresses it.

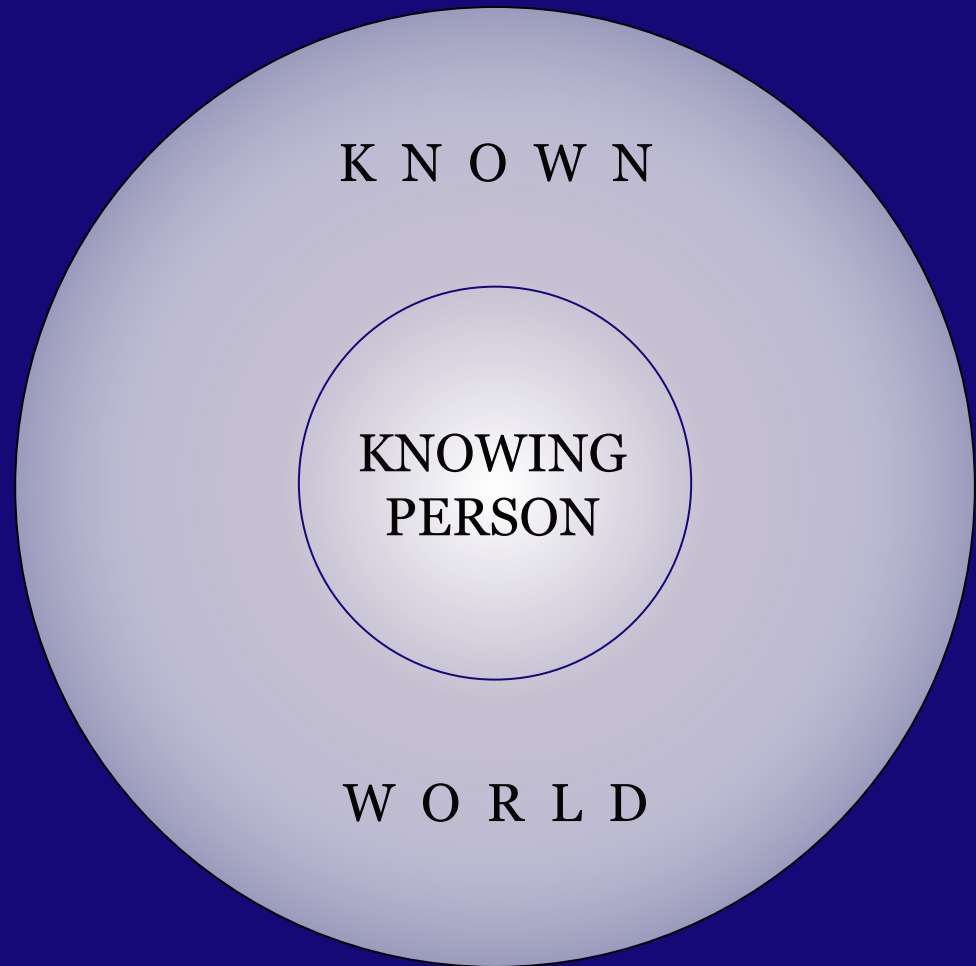
Found thus reflectively, by questioning back in, all nature is experienced as alive.

# PERSONALITY AND WORLD

We each of us identify ourselves as knowing persons, surrounded by a known world

Each person thus appears, as a knowing island of perceiving life.

And that life expresses knowledge – in our actions, thoughts and feelings towards objects in the world.



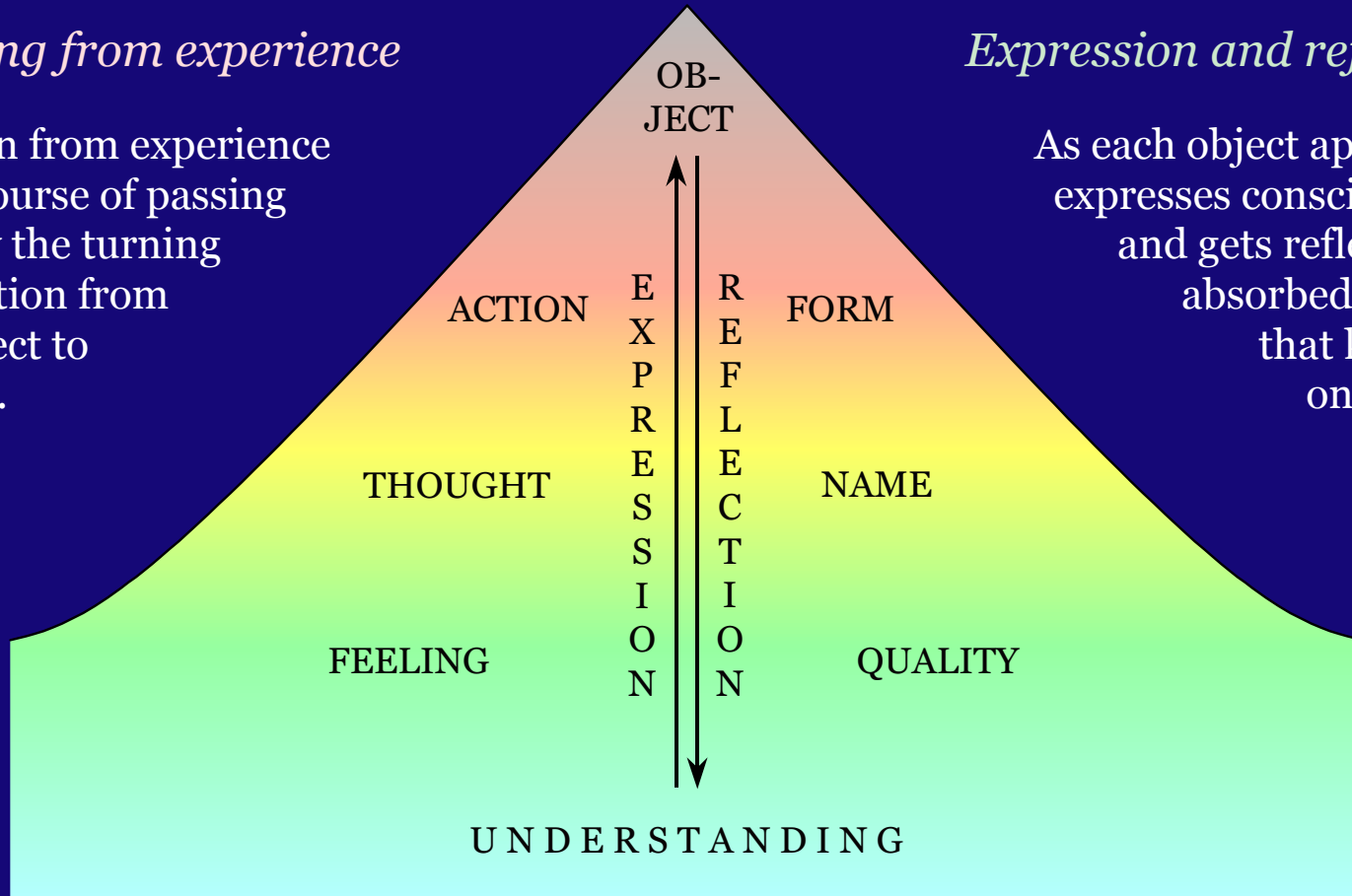
FOCUS OF ATTENTION

*Learning from experience*

We learn from experience in the course of passing time, by the turning of attention from one object to another.

*Expression and reflection*

As each object appears, it expresses consciousness and gets reflected in, absorbed back by that knowing once again



C O N S C I O U S N E S S

## THE OLD 'FIVE ELEMENTS'

<i>Traditional element</i>	<i>Level of appearance</i>	<i>Examining instrument</i>	<i>Scientific disciplines</i>
'Earth'	Pieces of matter	External body	Mechanical physics
'Water'	Transforming energy	Organic faculties	Biological sciences
'Fire'	Meaningful information	Conceiving intellect	Culture studies and humanities
'Air'	Conditioned character	Intuitive judgement	Psychology and meditation
'Ether'	Continuing existence	Reflective reason	Philosophical questioning

Unchanging ground of reality and consciousness

# SPACE, TIME AND CAUSE

<i>Body</i>	Space	Co-existing points	World of objects	Elaborated structure, perceived by body
<i>Mind</i>	Time	Replacing moments	Succession of states	Mediating process, conceived by mind
<i>Consciousness</i>	Causality	Continued consequence	Assimilating capability	Silent seeing, at the depth of insight

Knowing in identity