



Newsletter 8 – March 2021



www.figu.org

Group Update

by Aleksander Pogroszewski

This is the first update for 2021, lockdowns remain in place due to another Corona Virus wave, now with new and more aggressive mutations¹, as predicted by the Plejaren, so our monthly meetings remain online, and although our current numbers remain small, the meetings are vibrant, productive, and well attended.

So, our current group endeavours, are as follows.

- ❖ On the FIGU England website we will provide relevant links to social media platforms such as Facebook and Youtube.
- ❖ Overpopulation letter as below, which has already been sent to over 150 email recipients, to include Environmental journalists, Environmental organisations, broadcasters, television, radio programs, nature and science magazines, and politicians, this is an ongoing project.
- ❖ Second and final part of the Christian Frehner interview and an additional interview of a FIGU core group member to be published in our next newsletter regarding Michael Voightländer.
- ❖ Group project regarding distribution of Peace initiative leaflets, to community centres and letter box drops.

But whatever we can do to create an opportunity for any human being who is unaware of the Creational Truth, even a glimpse of this truth whether we assume or not that it might bear fruit, we should nevertheless try, because the more seeds that are cast out, the more chance that even one or two may find fertile ground to germinate in.

Salome
Aleks

¹ Coronavirus info and recommendation available - [here](#)

Dear Sir/Madam,

We are contacting you with information regarding the increasing damage to our planet, as a direct result of dwindling resources, brought about by rising population numbers and growing demands for food, clothing, medicines, essential and non-essential goods.

We ourselves are associated with the source of this information via a nonprofit organisation called FIGU (Free Community of Interests Universal). FIGU has existed since 1975 and its bulletins are being read by more than 28,000 scientists worldwide. FIGU material has also attracted the interest of various political leaders and other prominent organisations. This is for good reasons, and we urge you to seriously examine the information that we are signposting to you because the information explains some of the following issues:

- Root cause of climate change (environmental destruction)
- Effects of human activity on the environment and on all life on Earth
- How other seemingly unrelated issues have their origin in the overpopulation
- Solutions to solve the 'climate change' emergency by tackling overpopulation

FIGU has been publishing warnings and information regarding the destruction of the environment and overpopulation for many decades now, and due to the recent and growing focus on environmental issues by the public and those in positions of power, we feel it important to disseminate the FIGU material to prominent individuals and organisations, hence this email/letter to you.

The root cause of 'climate change' is still not being recognised or addressed. If the subject of overpopulation is not discussed in an open, honest, logical and rational manner by all, then any attempt to alleviate or solve the 'climate emergency' is and will be ineffective. This information is extensive, and you are urged to read it all, as your time will be well spent and rewarded with new and valuable insights regarding the increasing destruction to our environment.

This destruction is increasingly apparent to all that open their senses and see not only the increasing magnitude but also the frequency of the hurricanes, floods, firestorms, earthquakes, droughts, plagues, diseases, starvation, wars, conflicts, refugees etc...

Our experience shows us that many find the term 'overpopulation' offensive, difficult or even a taboo subject, yet the truth needs to be addressed if the problem is to be tackled. In the last 400 years our world population has increased from an idealistic number of half a billion to now over 9 billion, with no slowing in sight.

We need to urgently ask ourselves, how far does this number have to rise before there is nothing left? What happens then and how can we possibly survive if all nature is decimated?

Therein lies the rub, we only have this one amazing planet to live on at this time, if we destroy species after species and thereby nature (which we are part of and cannot survive without) nothing is going to replace it.

We urge you to read the information presented to you and rationally examine the validity in order to share it with as many people as possible.

Please acknowledge receipt of this email/letter and we look forward to hearing from you with any comments or questions that you may have.

Sincerely,
FIGU Interest group for Mission-knowledge England

FIGU - Interessengruppe für Missionswissen England

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KAMPF GEGEN ÜBERBEVÖLKERUNG
FIGHT AGAINST OVERPOPULATION



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Schweiz/Switzerland Tel. +41 (0)52 385 13 10

Es soll FRIEDEN sein auf Erden
And there shall be PEACE on Earth



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FIGU Core-Group Member Interview

with Christian Frehner - Part 2/2



10. Being part of the CG is clearly a massive commitment. Is the time commitment the hardest thing to overcome or are there more difficult challenges that us outside the CG are not aware of?

To me the commitment of being a Core Group member has become something normal, especially when compared to my first years in the late 1980s when, besides as a family father, a job with a 140% stint and the many mission-related activities and obligations etc., this hardly left any room for spare time. Since the self-imposed obligation based on a free decision, I always saw my commitment for the mission as a duty and rewarding experience, on the one hand for my own benefit, and on the other hand also for the benefit of humankind and, based on the fact of reincarnation of one's spirit form, for my future personalities. I was lucky that my wife, who also became a FIGU Passive member, supported me in my activities and did a tremendously valuable amount of work at home.

11. Is there or was there one thing that made you decide to join the CG instead of just remaining a Passive Group member?

Initially, based on what I had read in the Contact Reports, I was of the erroneous assumption that I would not be eligible for becoming a FIGU Core Group member, but after four years as a Passive member and a conversion with Billy's ex-wife, who was visiting my family, I suddenly knew that the time was ripe and, therefore, I applied for the CG membership. Later, after having been accepted, I was surprised to note that even if I had not yet met all other CG members before, I had been accepted anyway. Well, since that astonishing occurrence, such an "easy" admission never happened again.

12. Regarding meditation does the amount of time that you can be 'free of thought' increase over time?

No. Actually being "free of thought" is just one aspect in the learning process of meditation.

13. What, if any, are your different perceptions from meditating in your own environment to that of the Sohar centre?

Meditating in the Sohar centre, for one hour each time, is a different experience compared to meditating outside, because there is a special "atmosphere" in there. However, the "objects" I am meditating on can be similar to those at home. What is different when meditating in the Sohar centre is that there some special requirements and aspects have to be considered and taken care of.

14. You have recently retired, how has that been for you? Do you miss your previous occupation? Whilst you were still employed were you looking forward to your retirement? Do have any plans/ goals now you are retired?

I was fully and without reduced engagement working until my last day of my occupation, which actually also happened to be my birthday. The next day I sorted the huge number of farewell gifts, and already the previous occupation was "vanishing" into the past and I was facing what lay ahead. Actually I am living in the "here and now" and am more or less constantly planning what I will or should do in the coming times. My goal is being active until my death, fulfilling my obligations and joys as husband, father and grandfather, as a local councillor and of course as member of FIGU and of some other organisations. Actually, and luckily, the term "retired" does not apply in my situation. ☺

15. You have been involved with FIGU for a long time now and must have experienced many things. What are the things that are most memorable to you?

Being a part of, and to benefit greatly from the most important mission/endeavour ever on our planet Earth – a mission that will continue as long as our universe exists – is a profound experience, and an obligation.

16. Do you have any advice for students of the spiritual teaching or for those that read Billy's/ FIGU's writings and want to improve themselves and/or the world?

Don't hurry, but take one firm step after another. Avoid being enthusiastic. When reading the writings, don't believe what you read, but think everything through, compare it with your own experiences and the world around you. If something cannot be confirmed, leave it aside. Do not jump into the public and tell everybody about your finding, and don't try to swallow too big chunks of information. Do not overstress yourself and take breaks, because the learning process needs periods of digestion. Ponder, and analyse your motivation and long-term perspectives. Don't look down on other human beings, because by having read a couple of pages of the Spiritual Teaching you are by far not yet a master and teacher. Set priorities and know that each person is on an individual quest and, therefore, finds different entry ways to the learning stuff. Pondering the absolute nothing, the void and the various Absolutum forms certainly is not the intelligent course you should start your study. The learning path from infancy via kindergarten, primary and secondary school, high school or apprenticeship etc., one step built upon another, and not the reverse, is really recommended.

26th July 2020

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Extra: More to be read about Christian Frehner at www.figu.org and www.morgentau.ch.

Credits: Special thanks to Keith Davidson for this initiative and to Christian Frehner for taking the first step.

NEW BOOK RELEASE

The Billy Meier Case: True or a Hoax? – by Frehner, Christian

“The purpose of this book is to present a fair, neutral and unbiased treatment of, and approach to, the Billy Meier case.”



Available in German/English in the **FIGU - Shop** of the Aquarian Age Publisher



Overpopulation and Overconsumption

by Gregory Cherifi



Many politicians, social organisations, and activists remain blind and reckless when the subject of overpopulation is presented to them as clear and precise because it is part of our daily lives and reality.

The world is in turmoil today because of the unrealistic goal that has dissipated and will always dissipate through mindless and unnecessary overconsumption while overpopulation and its effects still seem to be overlooked despite the many examples that could be concluded by looking at the state of the world in which little control is now applicable.

The overconsumption of material goods and its aggressive enforcement due to trade proves that no common sense is on the agenda of those in power.

¹ Field Report - [here](#)

How many more times do we have to see and experience environmental pollution¹ in order to begin to act as individuals and spread the wise words of those who can truly advise and actually recommend in a trusting manner for over 30yrs.

Since we are all part of the problem and also part of the solution, I therefore invite you to read the following introduction to gradually take the time to reflect on what kind of environment we all intend to share and live in, while taking future generations into account and before the last tree has been cut down².



² Native Cree Message - [here](#)

Population Growth Without Limit? An End to a Taboo Subject!

by Christian Frehner

For more than 30 years, the members of FIGU (www.figu.org) have endeavoured to bring awareness to mankind — especially to the governments — that the rapid population increase on earth poses an immense danger and must be stopped immediately and that a reduction must take place to a mass that is tolerable for the planet. (According to our calculations at that time, this tolerable mass was calculated to be 529 million people — a population total that can guarantee all resources would be available in abundance, that nature's ability for regeneration is preserved and that large areas remain where the animal and plant kingdoms could develop undisturbed.) We feel obligated to throw light on this because we have realised that the fate of humanity rests on whether or not this most pressing of all great problems of our time is solved. Overpopulation is really the determining problem-factor, because the more people that live on the Earth, the greater all the other problems become and the more the demand exists for not only energy resources like oil, natural gas and uranium, but also fresh water, living space and food, etc.

[Continue Reading](#)

Self-Education

by Karl Beaney



At the core of the Geisteslehre (spiritual teaching) is the true meaning of life, the true meaning of life being the process of evolution. The process of evolution is to continually learn by gathering experiences, love, knowledge, wisdom, virtues and all high values. Because the spirit-form that enlivens a human being never ceases to exist, once created, the process of learning/evolution never stops. This attitude of constant learning, which is inherent in anyone who honestly turns themselves towards the FIGU material, is in stark contrast to what I see and experience with the majority of individuals who do not concern themselves with the Geisteslehre, of course there are always exceptions but this article will focus on my observations and thoughts regarding the majority, in my experience.

I was born, grew up in and still reside in England and I come from a working class family. Therefore the majority of my experience with other folk also concerns that cross section of society but is not limited to it. My observations regarding education, in the normal sense of the word, concern the education one receives from external sources and this is normally received as a youngster whilst growing up. Firstly, and generally, the parents educate the youngster. The young person learns to walk, talk, how to behave in all sorts of situations and so on from the parents and close family. After a few years some form of play school or nursery is undertaken where the youngster learns to interact with others of a same or similar age. This is followed by primary school, secondary school then quite often by college, university or even an apprenticeship. Once one has gained employment and has been trained to carry out ones tasks you could argue that 'education' with most folk ceases. A point that must be acknowledged here is that even if an individual ceases formal education or learning once employment has been secured life will always give the individual situations and material in order to learn, albeit at a slower rate compared to someone who is thirsty for further development, education, awareness, knowledge, experiences and so on.

Many adults continue to educate themselves by enrolling in degrees and courses to further their knowledge and qualifications, but this is normally done to further one's earning potential. That is totally understandable and here is another noteworthy point. Most education is directed towards a purely material gain. We go to school to gain qualifications so we can get a job that pays well to enable us to buy a house, a car, go on holiday etc. Typically seen this is the most important reason for a good education because in our capitalist and materialistic society happiness, joy and satisfaction is to be found in material 'things'. Of course material objects can and do bring pleasure, happiness, joy etc. but this is normally only a temporary state, in my experience. This is a reason why materialistic individuals always want more money. Also, I know many wealthy folk that are not really happy at all, quite the contrary in fact. So, the question raises itself: If education is directed towards gaining money and money doesn't give us true happiness then is our common concept of education and life correct? Pondering some of the points raised above leads me to a clear answer of no.

Oftentimes, in my experience, education does not put much emphasis on personal or character development, critical thinking, logic nor rationality, one's behaviour, morals etc. My experience with education is learning something in a parrot-fashion manner from a tutor or text book solely for the reason of gaining a pass mark or attaining a qualification. Forming a comprehensive understanding of the subject matter seems not to be relevant. Often tutors know that students do not have an adequate understanding of the core principles of the subject matter, yet that seems irrelevant to obtaining grades or qualifications. If this is the way in which young folk are educated by the ones responsible for educating them, then there is little wonder why subsequent generations grow up with a skewed impression of what education is.

Let's look at the definition of what education is according to a Collins Concise English Dictionary.

education (,ɛdʒʊ'keɪʃən) **NOUN**

1. the act or process of acquiring knowledge, especially systematically during childhood and adolescence
2. the knowledge or training acquired by this process
3. the act or process of imparting knowledge, especially at school, college or university
4. the theory of teaching and learning
5. a particular kind of instruction or training: a university education; consumer education

I have become convinced in my adult life that the education that I received at school was so that I could read, write and have a rudimental understanding of the core subjects such as maths, science, language and so on. This is only right and proper because youngsters should be educated from a young age, whilst the brain is growing and receptive. Yet, in my experience many youngsters are more interested in other areas of life while attending school, in short some youngsters just don't want to be at school and therefore the job becomes very difficult for teacher and school but I think this is largely an effect of the way in which youngsters are educated. Of course some children just don't want to be at school or are not receptive to education but often, in such cases, domestic and social issues are at play here and these problems are beyond the scope of this article. However, I am convinced that everyone enjoys learning something new and/or interesting if the individual is engaged with the subject. Anyway I am veering off my intended course and would like to raise the subject of self-education because I feel that this is something that should be introduced to all youngsters before formal education is completed. Personally, I could have applied myself to school much more thoroughly than I did and it was only after leaving school that I developed a greater thirst for learning. I began reading and researching subjects that piqued my interest which ultimately led me to the FIGU material. Therefore I am an advocate of self-education, the only prerequisite is that a desire for it has to exist.

self-education (,self-,edu'cation) **NOUN**

1. education through one's own efforts without formal instruction
2. education at one's own expense, without financial aid

The above clarifications are helpful for the purpose of this article but I would like to go further than the self-education mentioned, by adding a more specific term for clarity regarding the rest of this article, and that term being a Geisteslehre-based self-education. But how does one (self- education) differ from the other (Geisteslehre-based self-education). A normal self-education, which will always be of use and benefit, can be on any subject matter and for any reason. It could be that an adult has decided to learn to play a musical instrument as this has always been on the 'to do' list, or to learn a new language because of a new job or partner. In other cases one could want to improve ones general knowledge for self-confidence or it could be that one has just acquired an interest in a particular subject and so on. A Geisteslehre-based self-education, on the other hand, will be focussed on striving to gain a better understanding of the material associated with the Geisteslehre. The Geisteslehre is often referred to as 'teaching of the truth, teaching of the Creation-energy, teaching of the life'.

On the FIGU Switzerland website, the following paragraph is to be found on the main/introductory page of the Geisteslehre tab.

The teaching of the life refers to all facts of the human existence, the consciousness-based and entire mental evolution, as well as the virtues, the development of the personality and of the character, to the correct mode of life, to interpersonal relationships and to partnership and so on and so forth. The spiritual teaching, on the other hand, is directed towards all creational and natural principles in every respect, but also to the creational recommendations, which are regarded as recommendations for following, in order to fulfil the laws of the Creation¹.

¹ Link to the original text - <https://www.figu.org/ch/geisteslehre>

As we can see from the brief descriptions above the Geisteslehre includes many interconnected areas, so a Geisteslehre-based self-education will involve gaining a better understanding of one's own consciousness-based evolution, one's own personal life (both internally and externally), one's understanding of relationships with fellow human beings as well as to all living things and nature in general, in short the entirety of life is covered by the Geisteslehre. For this reason a Geisteslehre-based self-education can consist of multiple areas of importance or focus but will always have a clear and unified goal. As we are all entirely individual an education in this form will vary from person to person but if carried out in an honest and correct manner (information regarding a correct study can be found in various writings available from FIGU, such as Geisteslehre Lehrbriefe, Billy's book 'The Psyche' and Atlant Bieri's booklet 'On reading and studying Billy's writings' (available – [here](#)) amongst others) will always bring benefits.

Because of the great breadth and scope of subject areas it soon becomes apparent that a Geisteslehre-based self-education is quite different than a typical education, and whilst a typical education can provide the same things as just mentioned through similar factors there exists a massive difference. A typical education is largely focussed on one subject or one goal at a time, whereas a Geisteslehre-based self-education has one main goal (evolution/ development/learning) with many interconnected sub-goals which symbiotically compliment and enforce one another. Therefore the whole life and all experiences within it contribute towards this self-education. This type of all-embracing education is far more interactive and beneficial than a 'typical' education which is often segregated from other areas of life and interest, therefore the learning process is often seen as tedious or just boring, hard work.

Another important point worth mentioning is that most folk associate education or studying with books, bookwork and exams. These indisputably play an important role in education but another difference between a 'typical' education and a GL-based self-education is that an awful lot of the GL-based self-education can be carried out through using observation and thinking, instead of books. In this way the book material can be an instructive aid for clarifications and explanations but also becomes a catalyst for initial ideas or new concepts, views etc. but the real study and work is carried out in the daily life by relating what has been read to one's observations, thoughts and living experiences, which one then thinks about in an analytical, critical, logical and progressive manner.

As already acknowledged books and external aids, such as a teacher or fellow student, are of great importance but by using observation, asking logical questions to discover the truth of a matter and by thinking through all the information that is gathered one can learn a great deal. New ideas, thoughts and cognitions result from this process which then propels the search for a greater and deeper understanding. This form of self-education also reinforces the point that education need not be something 'given' to oneself from an external source but can be an engaging and interesting experience that each individual can take part in whilst maintaining complete control over the subject matter or areas of importance/focus regarding the learning, the speed of learning, the depth of knowledge to be striven for etc.

The last point that I would like to touch upon is that learning is seen by many as being boring, square, uncool etc. However, if/when one acknowledges that all of nature is directed towards growth and that the life of the human being is directed towards evolution and progress it becomes inevitable that one takes an active role in one's learning. It then seems rather daft to view the meaning of life as something boring, square or uncool.

A saying that I heard many years ago is:

«What is the point in growing old if you don't become wise.»

To conclude I would like to share a small excerpt/translation from Billy's book OM, as I feel it highlights how important it is for us human beings to always have open and impartial senses in regard to learning.



Symbol der Geisteslehre

aus den Speicherbänken
von Nokodemion und Henok
abgerufen und aufgezeichnet
von
“Billy” Eduard Albert Meier



Lernen / Learning

Symbol of the Spiritual Teaching

from the Storage-Banks
of Nokodemion and Henok
retrived and recorded
by
“Billy” Eduard Albert Meier

OM, Kanon 44

55. Die erdenmenschliche Zivilisation ist nun aber keine Garantie dafür, dass der Mensch richtig lebt und den Weg zur Schöpfungsverwirklichung findet.

56. Diese nämlich ist in andere Gesetze und Gebote eingeordnet als die materiellen Belange.

57. Die Entfaltung des Schöpfungsbewusstseins im Menschen kennt also völlig andere Gesetze und Gebote und Regeln als diejenigen, welche der erdenmenschlichen Zivilisation zugrunde liegen.

58. Trotzdem ist es für den Menschen aber nicht sehr schwer, zum schöpferischen Glück und Frieden und zur wahrlichen Liebe zu gelangen, ohne dass er irgendwelchen wissenschaftlichen Gesetzen nachzugehen braucht, oder ohne dass er gross ein Gelehrter ist.

59. Und die Regel ist dabei, dass ungelehrte Menschen den Weg zur Schöpfung viel eher finden als Gelehrte, Priester, Mönche, Mächtige und Wissenschaftler, denn der Ungelehrte ist oft weniger durch Vorurteile und vorgefasste Meinungen und Denkrichtungen geprägt.

60. Dadurch ist er freier und flexibler und für die Wahrheit zugänglicher.

61. Die Frage nämlich, ob der Mensch sich der Schöpfungserfahrung und damit der Wahrheit zuwenden kann, hängt weitestgehend von offenen und vorurteilslosen Sinnen ab.

OM, Canon 44

55. But now the earth-human civilisation is no guarantee for the fact that the human being lives correctly/rightly and finds the way to the Creation-realisation.

56. This is namely integrated in other laws and recommendations than the material concern.

57. The unfolding of the Creation-consciousness in the human being therefore knows completely/fully different laws and recommendations and rules than those that underlie the earth-human civilisation.

58. But nevertheless it is not very difficult for the human being to achieve creational happiness and peace and true love, without needing to persue any academic laws, or without being a great academic.

59. And the rule is that untaught human beings find the way to the Creation much more easily than academics, priests, monks, mighty ones and scientists, for the untaught one is often less characterised by/formed through prejudice and preconceived opinions and thinking-direction.

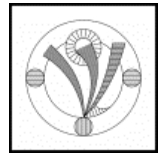
60. Therethrough he or she is freer and more flexible and more accessible for the truth.

61. The question, namely, whether the human being can turn himself or herself towards the Creation-experience and therefore to the truth depends largely on open and impartial senses.

N.B. This translation may contain errors due to the insurmountable linguistic differences between German and English.

Freedom

by Aleksander Pogroszewski



Freedom to think in a logical and rational way is something that those in power since time immemorial have desired to control, because if human beings thinking is stifled and directed, those causing the manipulation can bring about what they truly desire, a complete control of the masses.

This control of freedom not only of thought but of movement has over the centuries steadily increased to encompass the entire planet. However, before the advent of technology, as new continents and countries were discovered those holding the reins of power in the so-called civilised world, sent out their emissaries, nearly always backed by a military presence, to proselytize and coerce the populations into submission, not for the benefit of those peoples but for the purpose of exploitation.

Effectively no choice was given, those refusing to believe or follow the rules were simply removed from the equation, beaten into submission, or would erroneously be told, they would be eternally damned, and it is putting the people in a state of fear and anxiety, which is an essential ingredient, for without the fear of retribution human beings could not be coerced with such ease. Each human being will always think and act differently, not only in their current personality but also in their past and future personalities, this is a part of the evolutionary process as each human in all their varied existences will discover and process new cognitions, to allow a building up of correct core values, in line with creational laws and regulations.

Every human being has a minute part piece of Creational energy to which they are duty bound to evolve in a never-ending process. At our present level of development, it is the material consciousness, which subject to the free will has the task to teach and develop this part piece of Creational energy, which is one's Individuality and which can only learn from a neutral equalised positive thinking.

Each human being also has an Individuum, which can be formed in a way that is totally foreign to the actual Individuality which has piece by piece been developed since our forms were created, in the average Earth human this was about 8 million years ago. This Individuum which is the mentality-block (Material Consciousness) is not only half-material but also of a Creational energy nature, and it is the material consciousness which is influenced by material factors, and it is precisely this Individuum that those craving for power want to manipulate and control.

Those with the desire for complete world domination will do anything to suppress the Creational truth, because if the Earth humans knew their real purpose, and were able to think in a rational and logical way they would be able to freely evolve as intended. But for thousands of years due to the machinations of those in power through false beliefs in religions, sects, ideologies, philosophies etc.. the clear majority, of humans on Earth, have been kept in an atrophied state of evolutionary development. So therefore, the manipulation can still easily be achieved due to this less developed state, and why those in power are so adamant that the Creational truth remains a mystery. Why is this necessary for those pulling the strings?

Die Psyche – p.24

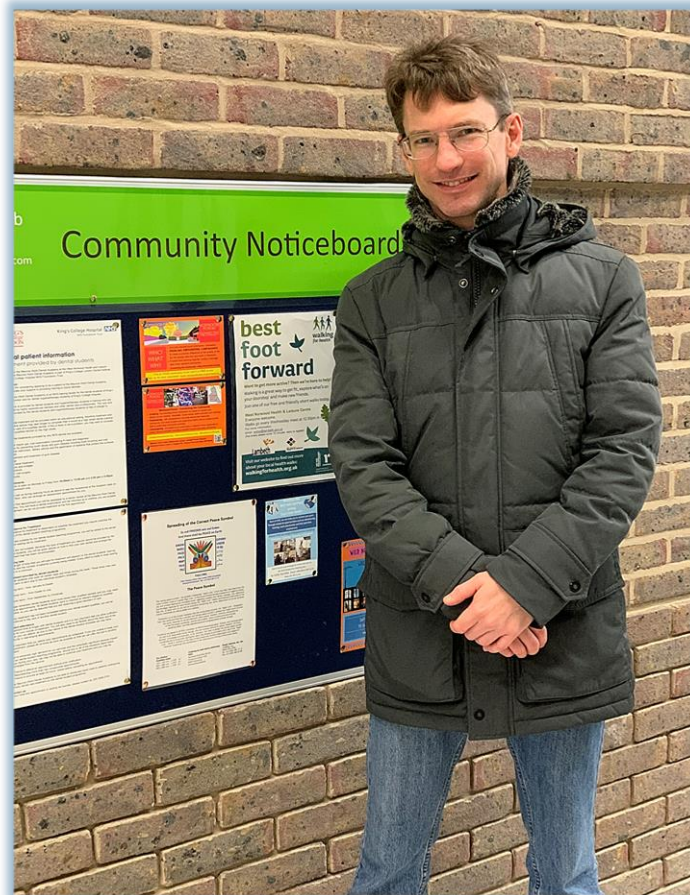
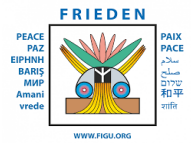
Je tiefer der Mensch in seiner Evolution vorangeschritten ist, desto unkontrollierter begegnet er seinen Gedanken und Gefühlen und also auch seinen Emotionen.
von "Billy" Eduard Albert Meier

The Psyche – p.24

The less advanced the human being is in his/her evolution, the more uncontrolledly they react towards their thoughts and feelings and thus also their emotions.
by "Billy" Eduard Albert Meier

FIGU - Passive Membership and Mission

by Christian Bachinger



I first learnt about Billy in 2008, after seeing a photo of a UFO flying against a tree, which turned out to be Semjase's beamship and it was labelled 'Billy Meier'.

After several years of diligent research both online and reading FIGU books, in 2015 I finally got in touch with FIGU England and have been a regular attending member since then. Then in October 2020, I felt mentally ready to become a FIGU Passive Member and accept its obligations.

Becoming a Passive Member illustrated to me that I was ready for the next step up in my interest and commitment towards the Mission; a new obligation towards something that I wanted to give more to and that I saw and recognised lifelong values worthwhile pursuing and study with renewed intent.

The Mission-Wissen itself adds a whole different light towards any other such current knowledge based practices on Earth.

For those willing to be more open minded to recognising the logic and rationality within its teaching, created billions of years ago from the Laws and directives of the Creation itself, it is truly a path towards the greatest knowledge base in existence.

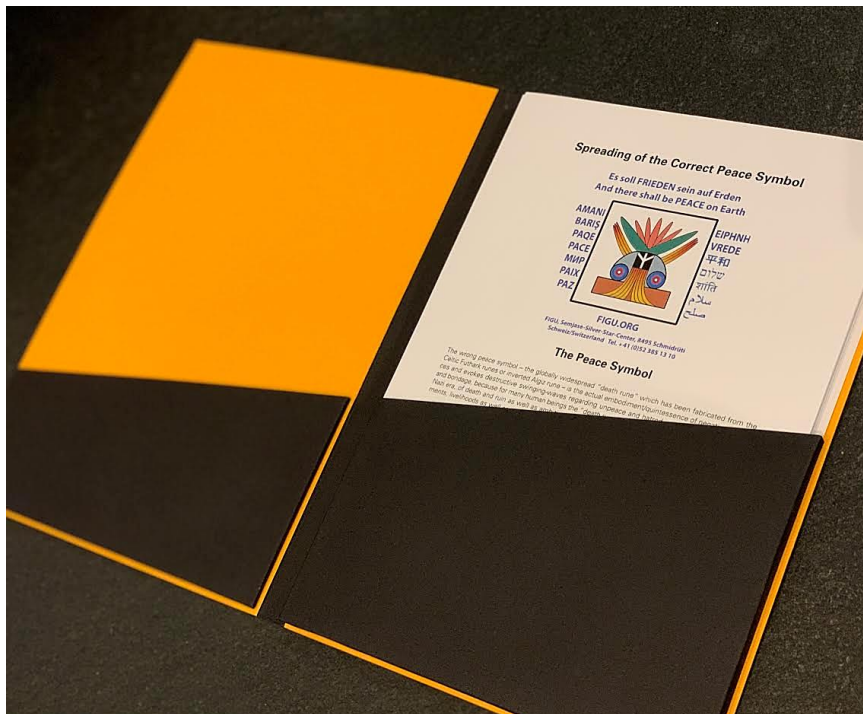
Salome gam nan ben urda, gan njber asala hesporona!
Peace be on the Earth, and among all created-creations!

Small Group Project: the Seeds of Truth

by Gregory Cherifi and Christian Bachinger



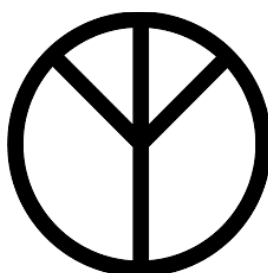
In response to the appeal of the FIGU Core-Group made from the Semjase-Silver-Star-Center (under the supervision of the Plejaren Committee from Planet Erra) and received for the "Spreading of the Correct Peace Symbol", our group has discussed and agreed to implement this request and we are therefore pleased to confirm that the seeds of truth, a joint achievement consisting of flyers and stickers made initially available by 'Billy' Eduard Albert Meier and FIGU – Free Community of Interests Universal Switzerland, can now be found in various places following the initiative of the FIGU – Interessengruppe für Missionswissen England, such as on a local notice board, a library, and in the waiting room of a train station in Greater London, which are sown in what we hope will be a fertile soil and whose good growth we will monitor over the coming months.



**Spreading
of the Correct
Peace Symbol**
(Click [here](http://spreadingofthecorrectpeacesymbol.info/) for PDF)

For more details, please click the link below:

<http://spreadingofthecorrectpeacesymbol.info/>



**FRIEDEN
PEACE**

**Es soll FRIEDEN sein auf Erden
And there shall be PEACE on Earth**



FIGU.ORG

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**TOD
DEATH**