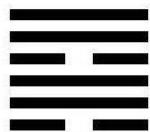


Hexagram 57 - Grounding and Rooting



Grounding and rooting.

Living the sacred ways within the ordinary.

The sacred pervading and nourishing all.

Benefit from furthering life on Earth.

Benefit from viewing the sacredness of all.

The trigram ☵ images tree roots penetrating deep into the ground and adapting to whatever they encounter. The meanings of the ideogram include grounding, foundation, roots, subtly penetrating, nourishing. Rooting denotes the action of the ideogram.

The sacred grounds life, supporting and nourishing it through its blessings and knowing. Life roots itself within the ground of its sacredness by living the ways to further life on Earth in ordinary life.¹

The willingness to harm others, life, and the Earth and then ignoring the suffering cause separates us from the sacred. To overcome our separation from the sacred and the Earth Interbeing, we stop harming life and the Earth and yield to the sacred knowing of how to do that. Like roots penetrating soil for stability and nourishment, we study the Earth Interbeing to know what life values by observing what harms life, what furthers life, how life responds to dangers and difficulties, and what furthers life. Seeking sacred insights into the sacred ways expands our knowing. We come to know how to live as an Earth Interbeing by bringing into balance how we live within the sacred ways with other life on Earth.

We ground and root ourselves within a place on Earth along with the community of interbeing that shares the place with us. The place becomes the ground where we harmoniously interact and equitability share within the interbeing, fulfilling our sacred purpose to further life on Earth. As an interbeing, we come to know the unique work the sacred gives us to further life on Earth.

Line 1: The line advances but then withdraws. Uncertainty arises, and it drifts indecisively. It does not have confidence in its purpose to further life on Earth. The work to free ourselves of our willingness to harm for self-benefit so that we can live the ways of the Earth Interbeing requires the disciplined and strong will of a warrior.

Line 2: Our harmful cultural conditioning slinks into dark, unnoticed corners of our being and urges us to act in harmful ways. Blindness to our conditioning requires an especially vigorous and relentless effort. When we bring these harmful influences to light and know them as ignorant and wrong, they lose their power over us.

Line 3: The wise do not push penetrating investigation too far as they know it cripples their power to act decisively. The line deliberates a concern, discerns the response, and then responds. Over-thinking brings fresh doubts and reservations, which lead to the humiliation of passivity.

¹ **Ways to further life on Earth (work in progress):** honor the sacred, humbleness, humble surrender to sacred knowing, wisely responding to further life on Earth, firm discipline to avoid harming the Earth Interbeing, harmonious interactions, equitable sharing, and staying balanced with the Earth Interbeing.

Line 4: The line comprehends that to interbe it first must resolve the tensions between its willingness to harm and then ignore the suffering caused and living the ways of the Earth Interbeing. The line achieves interbeing by overcoming its wrong views and harmful ways and by living the ways that further life on Earth.

Line 5: This line makes a needed mid-course correction. With a firm resolve, the line abandons the wrong beginning and carefully considers how it should proceed. After making the changes, the line observes the consequences of its corrected path to learn whether it furthers life on Earth.

Line 6: With penetrating understanding, the line pursues injurious conditioned influences into their most secret corners. It goes beyond what it needs to know and seeks to know even more. Analysis prevails over acting on what it does know. The line becomes passive and incapable of fulfilling its responsibilities to further life on Earth as it carries its penetrating deliberations to excess.