

## 2015 Introduction

This is the seminar booklet for a weekend seminar that I gave at an American evangelical church in 1994. The primary feedback that I received from that seminar was a sincere letter from a lady wondering if I really was a Christian. After this incident, opportunities for giving seminars in churches dried up. That is because I was trying to describe truth using universal cognitive language rather than merely quoting from the Bible.

However, major segments of North American evangelical thought are now advocating the type of approach that this booklet describes. For instance, I heard Josh McDowell speak in 2013, and he said that he no longer talks about absolute truth but now refers to universal truth. Similarly, I have found that my cognitive analysis of Christianity now resonates with far more individuals than it did back in 1994.

My starting point is the seven Romans 12 spiritual gifts as arranged in the diagram on page 9. The original purpose of this diagram was merely to explain behavioral traits. However, we discovered in the 1980s that the thinking of each 'spiritual gift' corresponds to the functioning of a specific brain region. Since then, I have realized that this same diagram can be used as a meta-theory of cognition that ties together many theories of human behavior, a paradigm of theology that can be used to derive evangelical biblical doctrine, a philosophy of science that explains the relationship between the mind and the deep structure of science, a model of the mind that corroborates in detail with the latest neurological findings, and a way of integrating the natural, supernatural, and spiritual. Most of this is contained within the book *Natural Cognitive Theology*, released in 2015.

Based upon my current understanding, I would consider this booklet to be accurate but incomplete. I now realize that the path of personal transformation is composed of the three stages of 1) personal honesty: constructing a concept of God in order to go beyond absolute truth to universal truth; 2) righteousness: applying a concept of God in order to go beyond words to application; 3) rebirth: living within the mental structure of truth and righteousness that was constructed during the first two stages. This booklet describes the first stage in detail (the part in which Perceiver thought plays a major role), but devotes only a single page (42) to the second stage of righteousness. Back then, I thought that I understood the third stage of rebirth. Little did I know that I had only gone through the first aspect of rebirth that frees the mind from the absolute truth of fundamentalism.

Some other corrections and additions:

- 1) The diagram on page 9 is an old version of the diagram of mental symmetry in which abstract and concrete lie on the horizontal axes while confidence and emotion label the diagonals. The current version has been untwisted by placing emotion and confidence on the horizontal axes. The actual diagram is the same.

- 2) While page 11 describes how a mental network functions, I did not realize the central role that mental networks play.
- 3) The description of childish identity on page 24 is accurate but incomplete.
- 4) Page 28 describes the rebirth that leads from childish behavior to Contributor driven goal-oriented behavior. A far deeper rebirth occurs when abstract and concrete Contributor thought integrate in order to form a mental concept of incarnation.
- 5) My description of philosophy on page 30 only describes what happens within the mind of the Facilitator person who follows a path of philosophy. Philosophy is far more than merely this single cognitive mechanism.
- 6) The description of a concept of God on page 31 is missing the idea of a Teacher mental network.
- 7) The analysis of guilt on pages 32 and 34 is accurate but incomplete. What needs to be added is the idea of 'enrolling' in a divine 'school' of personal transformation.
- 8) Pages 35 - 40 are especially pertinent to those who are attempting to transcend fundamentalism.
- 9) I now know far more about the relationship between mental structure and science than the brief description on page 41.
- 10) Far more is also known about the neurological basis behind spiritual gifts than the brief sketch given on pages 51-52. (My latest book contains 70 pages of neurology quoting extensively from the latest academic papers.)
- 11) The conversion to PDF is somewhat uneven because I had to scan the original pages and then convert this to a Word document.

In summary, I am posting this booklet both as a historical reference and because it deals with the issues that a Christian believer encounters when attempting to emerge from the blind faith of fundamentalism. As I attempted to explain back in 1994 (and recently in the Christian forum), my goal is not to discard biblical content but rather to show that the Bible is an inhumanly clever book that accurately describes universal truth about the nature of the mind.

In other words, I suggest that both God and the Bible have everything to do with universal truth and rational thought.

## **What will I get out of this Seminar?**

### **An introduction to Cognitive Styles.**

Who am I? How do I relate to others?

### **An understanding of how I think.**

We present a new theory of Mind and Brain.

### **A clearer way of thinking and grasping truth.**

We integrate Secular and Spiritual.

### **An expanded appreciation of Scripture.**

We will try to look beyond 'Churchianity'.

### **An outline of the path of mental renewal.**

What does it mean to 'die to self'?

### **A method for gaining Moral Freedom.**

How can ethics grow in today's hostile climate?

### **This Seminar will give you principles.**

### **Your job will be to turn these principles into reality.**

### **Question? Does understanding undermine faith?**

Understanding destroys magic.

Understanding illuminates truth.

# Mercy

## **How Mercy thought operates:**

- Lives in a world of experiences.
- Associates between experiences.
- Each Experience has an emotional label.

## **Traits of the Mercy person:**

- Learns from experiences.
- Sensitive to atmosphere. Reads between the lines. Aware of expectations.
- Identifies with others. Feels what they feel.
- Social standards: etiquette, dress, appearance.
- Enjoys family gatherings, birthdays, traditions.

## **Strengths of the Mercy person:**

- Solving problems with unusual solutions.
- Sensing and meeting 'spiritual' needs.

## **Weaknesses of the Mercy person:**

- Emotionally vulnerable.
- Has problems expanding beyond experiences.

## **Needs of the Mercy person:**

- Wants friends who are 'kindred spirits'
- Wants sensitivity and sincerity.

## Perceiver

### **How Perceiver thought operates:**

- Thinks in terms of facts and connections.
- Associates between facts.
- Each fact has a label of confidence.

### **Traits of the Perceiver person:**

- An associative thinker: ideas, puns, 'one-liners.'
- 'Black & white', right vs. wrong, good and bad.
- Circles of reasonableness. Lost in the totally new.
- Subject to truth: duty, conscience, repentance, the facts, blunt.
- Attacks the problem: chivalry. Sensitive underneath.

### **Strengths of the Perceiver person:**

- Seeing the connections between different areas.
- Able to work with reasonableness.

### **Weaknesses of the Perceiver person:**

- Often judgmental and insensitive.
- Often has many sides with inconsistent facts.

### **Needs of the Perceiver person:**

- Wants to be valuable and useful.
- Hates hypocrisy. Wants honesty and integrity.

# Server

## **How Server thought operates:**

- Thinks in terms of actions and doing.
- Decides which action to do where.
- Each action has a certain level of confidence.

## **Traits of the Server person:**

- Sees what needs doing; does it himself.
- Practical, does not learn useless theory.
- Usually lives in the present, emotionally stable.
- A place for everything, everything in its place.
- Does the repetitive if it is important.

## **Strengths of the Server person:**

- Never passive; always doing.
- Naturally knows what actions to do where.

## **Weaknesses of the Server person:**

- Uses doing as a way of avoiding thinking or feeling.
- Seldom goes beyond the example of other people.

## **Needs of the Server person:**

- Wants to do action which is meaningful.
- Hates brute force. Wants elegance.

# Teacher

## **How Teacher thought operates:**

- Thinks in terms of words, theories and outlines.
- Looks for general explanations.
- General theories feel good.

## **Traits of the Teacher person:**

- Asks 'why?' Wants general laws.
- Remembers the theory; forgets the facts; poor childhood memory.
- Builds from facts, learns from trusted sources.
- Emotionally identifies with his theories.

## **Strengths of the Teacher person:**

- A natural ability to meditate about ideas.
- Able to form general answers where none exist.

## **Weaknesses of the Teacher person:**

- Has universal answers which shift and change.
- Finds it easy to ignore the world of Mercy emotions.

## **Needs of the Teacher person:**

- Wants friends who think like he does.  
Wants theories to be respected and appreciated

## Facilitator

### **How Facilitator thought operates:**

- Thinks in terms of 'shades of gray'.
- Mixes, averages and balances.
- The *third* stage of the mental pump' of imagination.

### **Traits of the Facilitator person:**

- Adaptable, diplomatic, polite.
- Wants stability and order. Appreciates social structure.
- Analyzes himself; may keep a diary or study psychology or philosophy.
- Likes to experiment and fine tune; hates repetition.
- An excellent administrator; connects people and projects - many acquaintances.

### **Strengths of the Facilitator person:**

- Naturally follows rules and order.
- Able to work with details: experiments, proverbs.

### **Weaknesses of the Facilitator person:**

- Adaptable, weak at connecting different areas.
- He does not know the foundation for his 'knowing'.

### **Needs of the Facilitator person:**

- Wants mental stability.
- Wants a world of order, beauty and elegance.



## Exhorter

### **How Exhorter thought operates:**

- Driven by excitement, and energy.
- Focuses on what has the strongest emotion.
- The *first* stage of the mental 'pump' of imagination.

### **Traits of the Exhorter person:**

- A great imagination: sees the potential; has hope.
- Ties together Teacher and Mercy thought.
- Learns from life, builds truth from experience.
- Prods and teases: 'You can do it.'
- A superb communicator—focuses on the individual.
- Good in emotional crisis. Often exaggerates.

### **Strengths of the Exhorter person:**

- He is naturally good at handling emotional issues.
- He learns lessons and makes theories practical.

### **Weaknesses of the Exhorter person:**

- Uses emotional manipulation to avoid work.
- Not a detail person. Hates red tape. Often clumsy.

### **Needs of the Exhorter person:**

- Needs a vision and constant excitement.
- Hates boredom and frustration.

## Contributor

### **How Contributor thought operates:**

- Looks for the opportunity, creative.
- Improves and optimizes.
- The *second* stage of the 'pump' of imagination.

### **Traits of the Contributor person:**

- A strong will. Wants to maintain control.
- Ties together Perceiver facts and Server actions.
- Follows sowing and reaping—the bottom line.
- Covers his bases, prepares for possible failure.
- Bothered by small talk, small expenses. Likes challenge and adventure.
- A believer in faith, positive thinking or fate.

### **Strengths of the Contributor person.**

- Naturally able to focus on a project.
- Incredible potential - 'the right stuff. A winner.

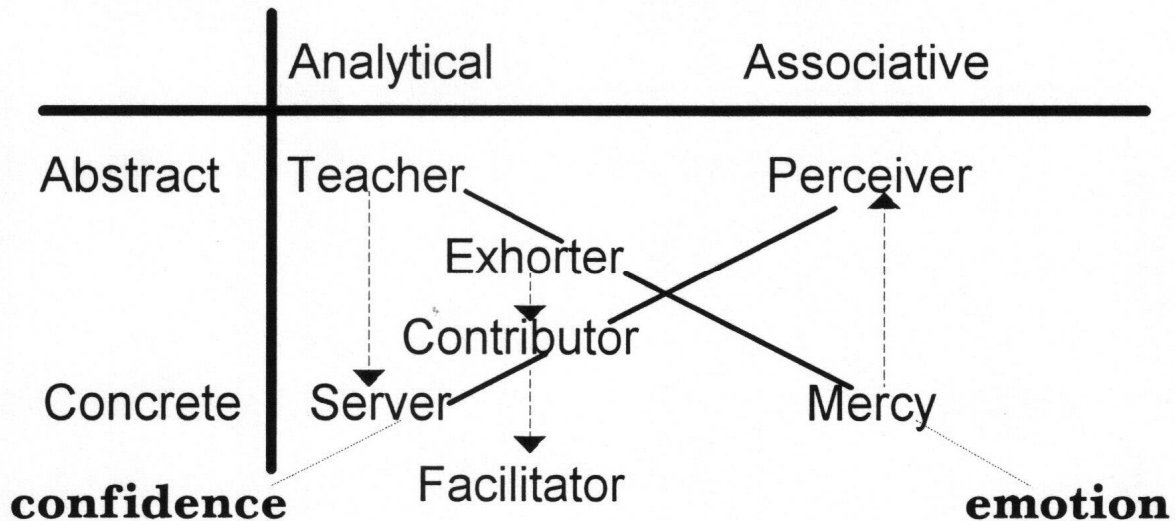
### **Weaknesses of the Contributor person:**

- Often narrows down to avoid failure.
- Places confidence in shaky facts and skills.

### **Needs of the Contributor person:**

- Needs both motivation and confidence in a plan.
- Desires success. Hates failure.

## The Diagram of Mental Symmetry



**Two ways of thinking:** Analytical or Associative

**Two types of memory:** Abstract or Concrete

**Simple styles:** Teacher, Server, Perceiver, Mercy

**Composite styles:** Exhorter, Contributor, Facilitator

**Solid line:** common memories

**Dashed line:** memory flows in direction of arrow

**Dotted line:** common way of operating **Each**

**person has *all seven modes*.**

- Style is the one mode which is **conscious**.
- The other six modes are **subconscious**.

## **The Big Picture**

**We have no control over what we learn as children.**

The mind of the child is empty.

Something will fill it.

**We can only think for ourselves when we grow up.**

As our mind fills, we gain the ability to think.

***Therefore we must all deal with what we learned as children.***

This problem is unavoidable.

Mental maturity can only be reached through mental  
Reprogramming.

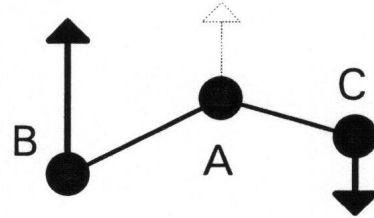
- 1) We will examine how the child thinks.**
- 2) We will see how the adult thinks.**
- 3) We will learn how to think like an adult.**

## The Mind of the Child

**Mercy thought lives in a world of experiences.** Each experience feels good or bad.

Life is emotionally coloured by memories.

**B and C are memories.  
A is a new experience.  
B feels terrific. C feels bad.  
A will end up feeling good.**



**Mercy thought is the first to develop in the child.** We have physical bodies with pain and pleasure. e.g. baby is hungry, sees mother, feels better.

**Mercy memories will organize into fragments.**

*When enough experiences connect, then that fragment becomes 'alive'.*

Any living fragment wants to stay alive.

e.g. The baby becomes a 'person'. Habits.

**Each fragment builds around defining experiences.**

e.g. Possessiveness. Advertising. Symbols.

**One strong experience can start a new fragment.**

e.g. Phobias. Sex. Multiple Personalities.

**A fragment can be triggered by the external world.** e.g.

Temptation. Religion. Altered personalities.

## Idolatry

### **We all grow up as Idol Worshipers.**

*An idol is an experience you cannot do without.*

Mercy thought is emotionally integrated around defining experiences or idols.

e.g. Home, culture, church, job, appearance.

### **Attacking an idol makes a childish mind fall apart.**

A Mercy fragment will be faced with 'death'.

e.g. Getting fired. Getting old. Changing your culture. Committing sacrilege.

### **Emotional pain is different than mental 'death'.**

Losing a possession feels bad.

Losing an idol attacks mental integration.

You can only uncover an idol by trying to live without it.

## Perceiver Thought

### **Perceiver strategy is needed for adult thinking.**

In the average child it starts working at age 6.

### **Perceiver thought works with facts.**

Each fact is labeled right or wrong or uncertain.

- Perceiver mode uses confidence and knowing.
- Perceiver strategy decides a fact is right or wrong because it reminds him of other facts.

e.g. How do you evaluate this information?

### **Perceiver thought must *assume* a set of absolutes.**

These determine how other facts are labeled.

- The Christian assumes the Bible is true.
- The Muslim feels the Koran is valid.
- Science 'knows' the world is logical and ordered.

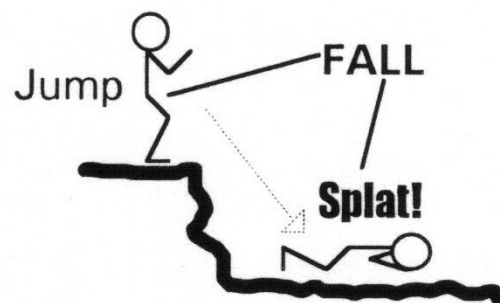
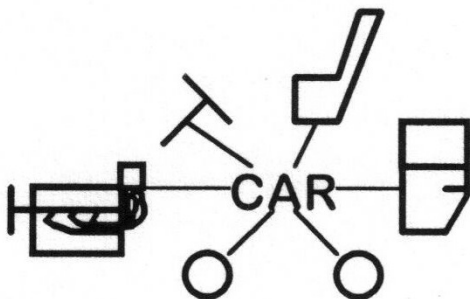
Perceiver thought must start by assuming facts.

- Mercy thought starts with the absolutes of pain and pleasure.

### **A fact is a set of connections between experiences.**

Experiences may be separated by *space*.

Experiences can also be separated by *time*.



## Truth and Knowing

### What makes facts true and false?

A **true** fact describes connections which **repeat**. e.g.  
A car. Falling off a cliff. The holocaust.

A **false** fact has connections which **never** occur. e.g.  
Upside down cars. Fiction and movies.

**There are two ways of knowing a fact is true or false.**

**1) Emotional knowing.** Emotion forces Perceiver mode to accept the connections of one experience as 'fact'.

Mercy feeling overwhelms Perceiver confidence. e.g.  
Experts, parents, books, trauma.

**2) Repeated Connections.** Repetition convinces Perceiver mode to accept certain connections as a fact.

Confidence must survive emotional attack. e.g.  
Science, faith. *Heb. 11:1,3,10*

**How does a person 'know' he is a Christian?** Did he have a defining experience?  
Is there a lasting change in his life?



## Summarizing So Far

**As the mind grows up it goes through stages:**

**1) Emotional experiences fill Mercy mode.** Mercy strategy begins to operate.

**2) Emotional facts provide the first Perceiver absolutes.**

Perceiver strategy starts to operate.

**3) Perceiver mode gains confidence.** Perceiver strategy learns from repetition.

**4) Perceiver mode can rethink its absolutes.** This is mental reprogramming.

**There are three options for the adult.**

**1) He can continue to think like a child.** His 'facts' come from people and excitement.

**2) He can ignore his childhood.** He is objective and suppresses his feelings.

**3) He can analyze and digest his childhood.** He accepts Mercy experiences and feelings. He allows Perceiver truth to determine the connections between experiences.

## **Why Should We Grow Up?**

### **1) Emotional 'knowing' is unstable.**

Any emotional experience will define 'truth'.

'Truth' must be protected by using 'idols'.

e.g. Ethnic conflict, preserving culture, Yugoslavia.

### **2) Confidence gives mental stability.**

Truth is defined by lasting connections.

Facts survive even when the world crumbles. e.g.

the law of gravity. God's Word **Matt. 24:35**

### **1) Emotional knowing leads to failure.**

The emotions of the moment will determine 'facts'. e.g.  
temptation, eating, sex.

Rules must be supported by taboos and dictators.

### **2) Confidence leads to success.**

We can learn facts about sowing and reaping. Law  
in the heart leads to external freedom.

### **1) Emotional knowing needs taboos and dictators.**

Strong 'facts' require the support of strong people.

'Facts' cannot survive exposure to strong emotions.

### **2) Confidence allows freedom.**

With law in the heart, there is no need for dictators. Facts  
have nothing to do with emotions.

# Growing in Faith

**Confidence grows as knowledge is 'bought'.**

Knowledge must survive emotional attack.

Prov. 3:13-15; 4:7; James 1:2-8

Gaining confidence is like exercising your body.

Knowledge is acquired and not just learned.

**Life is full of examples of this process.**

Mt. Sinai -> Old Testament -> New Testament.

Egypt -> Wilderness -> Promised Land.

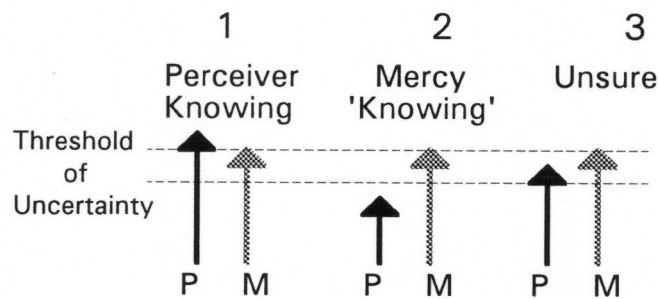
School -> Training -> Work.

Childhood -> Teenager -> Adult.

Bible -> Church Age -> ? Heb. 11:6

# The Threshold of Uncertainty

**Between emotional knowing and confidence is a 'Threshold of Uncertainty.'**



**Emotional and Rational Truth cannot coexist.**

Looking to experts will attack confidence. Building confidence will question the experts.

## **Perceiver and Mercy Interaction**

### **We have looked at Mercy thought:**

- Mercy mode works with experiences.
- Each experience feels good or bad. **We**

### **then examined Perceiver thought.**

- Perceiver mode deals with facts.
- Facts are connections between experiences.

### **There are two ways of knowing facts.**

- Emotional experiences can convince us of 'facts'.
- Repetition can lead to confidence in facts.

### **We will now look at the interaction between facts and experiences.**

- Conscience and patience are the result of facts touching feelings.

## Conscience and Patience

**A fact is a Perceiver connection between Mercy experiences.**

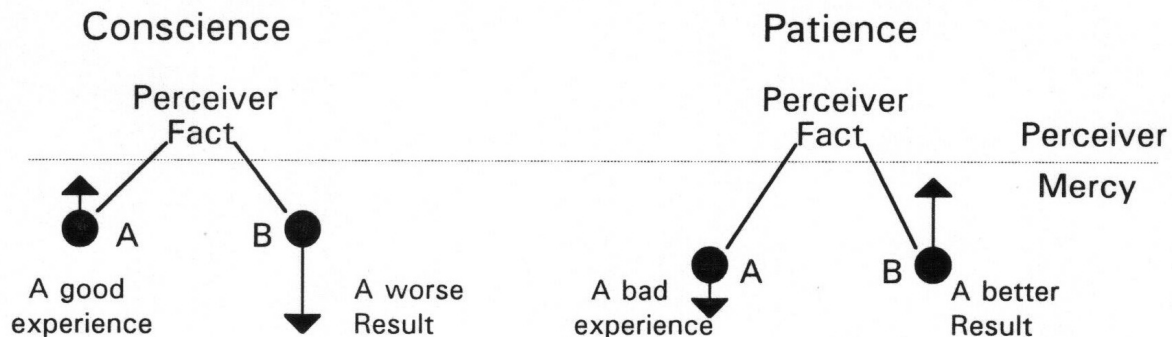
- Perceiver mode knows there is a connection.
- Mercy thought notices that some force is holding experiences together.
- These connections occur over space or over time.

**Conscience: Perceiver thought knows that a good experience leads to a bad result.**

- This is a connection over time.

**Patience: Perceiver thought knows that a bad experience leads to a good result.**

- This also is a connection over time.



**Conscience and Patience come from two sources:**

- A person can provide the punishment or reward.
- The result may come from natural cause and effect.

## Wisdom

**There are two ways to approach morality.**

**If rules come from people, you will attack rules.**

Why should others make you feel bad?

Why should others make you wait for approval?

**If rules come from nature, you will submit to them.**

Why should you be stupid and hurt yourself?

Why would you give up and experience failure?

**Sin should be dumb, not bad.**

**Again we have two conflicting ways of knowing.**

Praise of Men and Faith cannot coexist.

Acts 10:34-35; John 5:35-47.

**Under approval, you will always be tempted.**

You will try to sin without being caught.

You only get bad results if others see you.

**Under approval, you will be a hypocrite.**

You will only do good if others see you.

Others only reward you if they know what you do.

**With natural law, you can go beyond temptation.**

The same result will always occur.

e.g. the law of gravity works on every day in every place on every person.

## **The Law of the Mind**

**I suggest that the mind is ruled by natural law.**

**1) You cannot change your Cognitive Style. A**

Perceiver person cannot become a Contributor.

**2) Each part works and connects in a fixed way. The**

Exhorter part must have excitement. Mercy strategy must have good emotions.

**3) Every person must have an emotional source. We**

cannot let go of feelings, we are not machines.

**4) Fragmentation will always hurt more than pain.**

People will do almost anything to avoid falling apart. The goal is either approval or pleasure.

**I suggest that the Laws of the Mind are inescapable. You**  
can run away from other people.

You can hide in a hole and avoid the world. You cannot run away from your mind.

e.g. Schizophrenia.

**Does the mind really follow rules of sowing and reaping? Gal. 6:7-10.**

If so, you search for rules to avoid problems.

If not, you attack rules to remove consequences.

## **How to Overcome Temptation**

### **You cannot overcome temptation with disapproval.**

People may be stopping you from having fun. God may be preventing you from having fun. You will try to get as close as you can to sinning.

**Approval only works in the world of the child.** Certain people are absolute sources of truth. There are no strong emotions or great dangers.

### **Look for principles of sowing and reaping.**

What are the lasting results of following temptation. e.g. free sex leads to fragmentation; food to fat.

### **The choice is life vs. death, Light vs. Darkness.**

James 1:12-18, Ps. 84:11

### **Don't suppress the facts.**

This uses emotional effort to impose 'facts'.

### **Don't suppress your feelings.**

This also uses emotional effort to impose 'facts'.

### **Learn to separate Perceiver fact from Mercy emotion.** Your

Mercy part has certain feelings.

This has nothing to do with the facts.

**Over time, Perceiver facts will gain in confidence.** Sin will change from bad to stupid.



## Morality Today

### **How can Morality *survive* today?**

The Bible is no longer accepted by society.  
People feel morality cannot survive.

### **The Bible teaches rules of mental cause and effect.**

Choices lead to life or death.

**Emotional 'knowing' preaches the Bible at pagans.** This is the approach of the child.

**Confidence reveals laws of sowing and reaping.** This is the approach of the adult.

### **How can Morality *flourish* today?**

**Everyone is open and honest about their sin.**

They believe that rewards come from people. They are coming out of the closet of disapproval. They share their sin in order to get approval.

The worse the sin the more they need approval.

**This honesty teaches laws of sowing and reaping.**

By observing, we can learn the stupidity of sin.  
II Cor. 10:5; Hab. 2:14.

**As confidence grows, the result is moral freedom.**

You can look sin straight in the eye and know that it is **dumb.**

## **`Me'**

**`Me' is the Mercy experiences which the internal and external world continually bring to mind.**

e.g. my home, my body, my skills, my past.

**`Me' of the child is constantly being hurt by idols.**

- 1) An emotional experience comes along.
- 2) The child emotionally focuses on this experience.
- 3) The experiences passes.
- 4) The child feels shattered.

**The child goes from one trauma to another.**

e.g. I want that! Give me! Mine! No!

**The child must live in a small world with small hurts.** The child would be devastated by adult emotions.

**Self Image is the facts which Perceiver strategy knows about 'me'.**

Perceiver mode sees repeated Mercy experiences. This Perceiver object is 'self image'.

**Perceiver facts give stability to 'me' of the adult.**

Perceiver thought knows which experiences repeat.

Perceiver thought knows which will not come back.

Mercy thought avoids hurt by only getting emotionally involved in that which repeats.

e.g. ownership, marriage, family, home.

## **Dying to Self**

**To build an adult `me' we die to the childish 'me'.**

**Dying is like moving from one house to another.**

- 1) We build a new house.
- 2) We tear down the old house.
- 3) We move from the old to the new house.

### **1) Building a new 'me'.**

Learn Perceiver rules of cause and effect.  
Accept truth irregardless of how you feel.  
Each principle adds to the new 'me'.

### **2) Tearing down the old 'me'.**

`Me' will never move unless it has to.  
Without death, there is no ego transfer.  
The old 'me' centers on emotional experiences. It  
dies by taking away our idols.  
e.g. religion, jobs, status, wealth, beauty, etc.

### **3) Moving into the new 'me'.**

Every person must have an emotional source. Mercy  
death is impossible without a Teacher theory. Otherwise  
we go to the edge and stop.

**Death is followed by Resurrection.**

You fall off the cliff and ... land on solid ground.

## **Suffering and Patience**

**There are two ways to kill the old 'me':**

**1) You can choose to die to self.**

This is the path of patience.

**2) You can be forced to die to self.**

This is the path of suffering.

**1) Patience uses Perceiver facts to limit 'me'.**

**Perceiver mode decides what experiences are `me'**

This builds the new 'me'.

**Perceiver mode decides what is not `me'**

This attacks the idolatry of the old 'me'.

**Facing 'me' forces a person to start thinking.**

**Patience is only possible if you do not run away.**

e.g. sit in the corner and meditate.

**2) Suffering uses the external world to hurt 'me'.**

**The world forces 'me' to face hurt.**

The repetition of hurt teaches Perceiver facts.

The pain of hurt destroys the old 'me'.

**A person is stopped in his tracks and must think.**

Suffering will only help if you do not get bitter.

## Death and Resurrection

**Death is followed by Resurrection.**

**1) Contributor strategy begin to operate.**

Frustration will lead to action, not escapism.

Faith works, not talks: James 1:26,27; 2:14-17.

**2) You look for *value*, not just emotion or excitement.**

Facts help you to compare Mercy experiences. The bottom line will be lasting happiness.

Heb. 12:2, John 15:10,11.

**Contributor strategy with the old 'me' is Capitalism.**

'Mine' is improved and 'me' is ignored.

God wants glory, not idols. Matt. 16:24-27, Rom. 8:18-23. The bottom line is money, not happiness.

1 Tim. 6:10-12.

**'Dying to Self' is a general principle.**

You must work before you can have fun.

**Learning to enjoy anything has a cost.**

You must learn Perceiver facts.

You must learn skills.

It takes time and effort to build up this confidence.

**Without paying the mental cost, enjoyment is shallow and fleeting.**

e.g. Buying a new car, or computer, or home.

## The Problem of Hurt

### **Perceiver facts give stability to 'me'.**

They also force 'me' to face hurt, guilt, and failure.

Dying to self is impossible without an answer for guilt.

No Perceiver fact can survive constant pain.

### **Each Style uses conscious thought to avoid hurt.**

- 1) The Perceiver is the source of facts.** He will choose 'safe' facts which do not trigger hurt.
- 2) The Server uses action to limit thought.** Doing will limit experiences to now and here.
- 3) The Teacher lives in his abstract theories.** This distracts emotional attention from experiences.
- 4) The Mercy becomes an emotional 'dictator'.** He sets the standards of kindness and love.
- 5) The Exhorter is the source of excitement.** He controls the center of emotional attention.
- 6) The Contributor controls the plan.** He tells others how to act and respond.
- 7) The Facilitator is the censor.** He decides which parts to accept and reject.

## The Result of Hurt

**We must find a solution for dealing with Mercy hurt.** We will examine exactly what hurt does.

This will lead us to the only possible solution.

**We will analyze emotions and the internal world.**

We have an emotional problem to solve.

Only Mercy and Teacher parts work emotionally.

Lasting emotion can only be produced internally.

**Emotional hurt will attack Perceiver facts.**

The emotion forces 'facts' on Perceiver strategy. e.g. rationalization, blame, denial.

**Emotional 'facts' will destroy Teacher theories.**

The world and mind must be understood with logic.

Philosophy is based in emotional 'facts'.

- Philosophy has reached a dead end.

- Each philosopher rejects previous answers.

Science is rooted in logic and repetition.

- Science has produced technology and comfort.

- Science grows in understanding.

**Conclusion: Hurt kills either Mercy or Teacher mode.**

Accept the facts and Mercy strategy dies.

Deny the facts and Teacher theories fall apart.

## God and the Mind

### **Mercy strategy lives in a world of experiences.**

Mercy thought cannot see the rest of the mind.

Mercy thought interprets everything as experiences.

### **What is a person?**

A person is a set of connected experiences.

A person 'personifies' skills, facts, and experiences. A person is intelligent, emotional, and active.

### **Mercy mode sees a Teacher theory as a person.**

It connects experiences.

It is intelligent, emotional and active.

- Teacher thought talks, feels, and concentrates.

### **The Teacher 'person' will be a very strange person.**

He 'sees' everything and knows everything.

He is present everywhere and works with time.

Mercy thought will conclude: 'God lives in my head.'

He reveals himself through words and order.

He demands a penalty of death for failure and guilt.

### **An image of God requires a general Teacher theory.**

Philosophy concludes that 'God is dead.'

### **Your Teacher theory will determine your God.**

This happens as long as God stays hidden.

This happens even if there is no God.



## The Answer for Guilt

**Any answer must protect Perceiver facts.**

Therefore rules and facts must be accepted.  
Without facts, Teacher strategy will die.

**The answer must also allow for Mercy emotions.**

Without emotions, Mercy strategy will die.  
Objective science and capitalism ignore feelings.

**The only possibility is to change who is punished.**

Perceiver strategy looks at facts and not people.

The answer for guilt involves substitutionary punishment.

**The substitutionary punishment must be from God.**

Mercy hurt destroys Teacher theories.  
Mercy strategy sees a Teacher theory as God.  
Only God can decide to punish someone else.

**The substitutionary punishment must be death.**

The penalty for guilt was Mercy death.  
This penalty must be paid.

**This answer is the only logical solution for guilt.**

No other answer allows mental wholeness.  
It does not matter if there really is a God or not

**This answer is especially true if there is no God.**

Then there is no One to change mental principles.

## The Spiritual World

**'People' are living fragments of Mercy experiences.** A person is integrated, operates and feels.

**Three sources can form 'people' in Mercy thought.**

The *external* world may impose experiences.

The *internal* world may impose a 'living' fragment. The *unseen* world can influence Mercy strategy.

**Internal and unseen worlds appear the same.**

How can we distinguish God from our minds?

**There are two ways to learn Perceiver facts.**

Emotions fool the Perceiver into 'knowing' facts' Logic looks for repeated connections.

**There are also two types of Spiritual Reality.**

The spirit of this world lies and lusts. Gal. 5:16-25. The spirit of truth rooted in the unseen. Heb. 11:3.

**What lasting test separates good from evil spirits?**

Not religious and secular. OT vs. NT.

Not heaven and earth. Matt. 6:10.

Not physical body vs. unseen. Rom. 8:11; I Cor. 15:44.

Not understanding and supernatural. Eph. 1:17.

Not even obedience to God. Phil. 2:10-11.

Only Truth and Error. John 16:13; John 8:44.

The *same* division appears in internal *and* unseen reality.

## **Forgiveness and Emotional 'Knowing'**

**`Forgiveness of sins' is taught as emotional 'truth'.**

It comes from the Words of a 'Holy' Book.

The 'facts' are supported with Mercy emotions.

*'He lives, because He lives within my heart.'*

**Forgiveness of sin is a major Mercy experience.**

We feel 'God' is linked to Mercy experiences.

***Mercy thought sees the Teacher theory as 'God'.***

We think God deals only with Mercy strategy.

**This leads to a childish view of 'spirituality'.**

We approach God and forgiveness with emotional knowing and the old 'me'.

**Dying to Self requires a Teacher theory which explains God, spirituality, and forgiveness.**

Every person must have an emotional source.

Teacher theories only help what they explain.

**Emotional and logical 'facts' cannot coexist.**

Emotional 'forgiveness' can only cover guilt.

Logical 'forgiveness covers both guilt *and* failure.

Dying to Self requires an adult view of God, forgiveness and spirituality. **II Cor. 5:16-17.**

## **Spiritual Warfare**

**Growth is possible with emotional 'truth' of the child.**

Both Teacher and Mercy thought work emotionally.  
Mercy emotion will lift one theory above another.

**This process is called 'spiritual warfare'.**

Words and truth are spoken.

Mercy emotion supports Teacher fragments.

Mercy mode 'sees' this as dueling spirits.

**Spiritual warfare uses the method of the old 'me'.**

It claims promises for 'me'.

    `Faith' pretends that something good is 'me'.

    Spirits and problems are confronted with 'facts'.

    `Faith' pretends that 'facts' have changed.

**It always leaves a core of the old 'me' behind.**

e.g. accountability, church, habits, crisis. e.g.  
OT and fighting.

**The method can help if the content is accurate.**

**Eventually one must die to the method.**

The Method itself is childish and part of the old 'me'.

The information may be accurate.

It has been 'stolen' and not 'bought'.

## Spiritual Reconciliation

### **Adult growth 'purchases' truth.**

Dying to self changes 'me'.

The old `me' uses emotion to alter truth. The new 'me' accepts truth about myself.

### **Adult growth uses Teacher understanding.**

Logical thought builds general theories. One Teacher theory *explains* another.

### **This process is called 'spiritual reconciliation.'**

Words are formed into understanding.

This understanding touches 'me' and my feelings.

Mercy mode 'sees' this as light vs. darkness.

### **Understanding is used to shine light on evil. 1 Jn. 1:6,7.**

The new `me' is never afraid of light. Jn. 3:19-21.

### **Spiritual Reconciliation is the way of the new 'me'. We**

capture thoughts, and don't suppress them.

II Cor. 5:18,19; 10:3-5.

It is the way of peace, not conflict. Matt. 5:8,9. e.g.

Sin is stupid, not evil. This seminar.

### **There are two forms of wisdom. James 3:13-18. Earthly**

wisdom uses conflict and threatens truth. Heavenly wisdom is pure, rational, and peaceful.

## Sowing and Reaping

**God's promises usually have a condition attached.**

Perceiver facts describe laws of cause and effect.

**Gal. 6:7-10.**

**Here are some principles.**

Forgiveness requires forgiving. **Matt. 6:14,15.**

Full of light requires a single eye. **Matt. 7:22-24.**

A disciple leaves culture and 'dies'. **Luke 14:26-27.**

Freedom comes from following truth. **John 8:31,32.**

Honor follows after service. **John 12:26.**

The Father indwells if we guard truth. **John 14:23,24.**

If we obey, then we are friends. **John 15:14.**

No condemnation if we are in Christ. **Rom. 8:1.**

A son of God is led by the Spirit. **Rom. 8:14.**

Life is given to those who endure. **James 1:12.**

Work which survives is rewarded. **I Cor. 3:13,14.**

Those in Christ are new creatures. **II Cor. 5:17.**

Fellowship requires walking in Light. **I John 1:6,7. We**

know God if we guard truth. **I John 2:3,4.**

**'Claiming' these uses the old 'me' and dishonesty.**

**Gal. 6:3.**

**You cannot combine *Warfare* with *Reconciliation*.**

**James 1:3-8.**

## Knowing God

### **Steps which build a General Understanding.**

Let us compare understanding with knowing God

**1) A general understanding explains everything.** All words, concepts, and fields must be related. There is one God. *Deut. 6:4.*

**2) Understanding builds over time.**

A general theory must explain other theories. The *one* God is above other gods. *Deut. 5:7.*

**3) It can't be limited to an object, place or person.**

Theories cannot be guided by Mercy emotion. No idols — no reverence or ritual. *Deut. 5:8.* God is omnipresent - not limited to place.

**4) Understanding is related to words and speech.**

Teacher thought uses words to think.

God is known through words. *Deut. 5:11.*

God speaks, and it happens. *Gen. 1:3-24; Is. 55:10-11.*

**5) Understanding is gained by stopping and thinking.**

Teacher emotion is different than Mercy emotion. God wants us to sit and meditate. *Deut 5:12-14.*

**6) General understanding explains everything.**

Teacher theories include even emotional events. We must not block off the past. *Deut. 5:16.*

## **7) Understanding is warped by my actions.**

We always form a 'god' in our image. Deut. 5:17-20. My sins separate 'me' from God. Is. 59:2; I Pet. 3:12. The end never justifies the means.

**Steps which attack a General Understanding.** Certain decisions will stop me from knowing God.

**1)'God is unfathomable'.** This says that an understanding is impossible.

**2)'God can do anything He wants'.**

Understanding is limited by action.

God acts in certain ways which do not change.

**3)Asking for personal exceptions.**

This creates an area where theory is violated.

God is no respecter of persons.

**4)Looking at size or position or place.**

God is revealed by His ways in any circumstance.

**We cannot be like God in person.**

He is infinite, we are finite.

**We cannot be like God in position.**

He is the Potter. We are the clay. Is. 14:10-14.

**We can be like God in character.**

We can act the same way that He acts. II Pet. 1:4.



## Fear of God

**The Fear of God is a method of personal growth.**

It handles truth and Perceiver facts honestly.

It leads to an incomplete view of God.

**Fear of God will build the new 'me'.**

**1) God is a 'Person' who follows Perceiver repetition.**

God does not change—His rules are solid.

God sees everything—His rules always apply.

**2) Fear of God teaches Perceiver confidence.**

God has the power to destroy 'me'.

Facts must be followed despite feelings.

**Fear of God cannot move into the new 'me'.**

It has built up the wrong image of 'God'.

**1) It feels that God avoids sin.**

Really God saves sin—death and resurrection.

**2) It sees God as limited to emotional hurt.**

But God has created all for our pleasure. **Ps. 84:11.**

*A fear 'God' is judgmental and sends people to hell.*

**The root problem is trying to preserve the old 'me'.**

Mercy fear restricts action and thought.

There is no universal Teacher understanding.

**Perfect love casts out fear. 1John 4:18.**

## Objective Science

**Objective science is another way of making progress.**

It also handles truth and Perceiver facts honestly.

It also leads to an inaccurate view of God.

**A desire for understanding will build the new 'me'.**

**1) Nature is ruled by Perceiver repetition. Rom. 1:20.**

The laws of nature do not change.

The laws of nature apply everywhere.

**2) Fear of consequence teaches Perceiver confidence.**

If I make a mistake I can get killed.

I must apply truth in the middle of possible failure.

**Objective science cannot move into the new 'me'.**

It has built up the wrong image of 'God'.

**1) It feels God ignores the individual—evolution.**

But, personal mental maturity is the key to science.

**2) It sees God as limited to objective experiences.**

The real goal is lasting *pleasure* for the *individual*.

A scientific 'God' is impersonal and ignores feelings.

**The root problem is trying to preserve the old 'me'.**

Mercy hurt and guilt restricts truth and research.

Any Teacher understanding ignores the subjective.

**Both religious and secular are born in sin. Rom. 3:9-12.**

## **'Righteousness'**

### **Teacher thought involves Time and Sequence.**

Interaction with God means time and sequence.

### **Righteousness is a process, not a state.**

There is a path of righteousness. Ps. 23:3; Ps. 103:7. It is a nature which acts in a right way.

### **Justification declares me as part of God's process.**

I accept truth about 'me' and God. Rom. 4:1-13.

This makes me part of God's plan of salvation.

- e.g. buying an airplane ticket.

### **A 'holy' person is part of God's plan. Rev. 13:10.**

God can declare us to be 'holy'. Rom. 1:7.

A 'saint' is equipped for action. Eph. 4:12. God's plan is one of salvation. I Pet. 1:2-9.

### **'Sin' and 'perfection' refers to operation not position.**

To 'sin' is to fall short of the mark. Rom. 3:23.

To be 'perfect' is to be completely functional.

### **When God chooses a person or group, He guarantees they will reach the goal.**

He applies whatever pressure is needed—Pharaoh.

The reward is still up to us—the Jews. I Cor. 9:16-17.

### **The Righteous man practices intercession. James 5:16.**

His 'name' puts one Teacher theory above another.

## **Exhorter - Facilitator**

***Why marry?* E likes someone who handles details.  
F likes someone who produces change.**

**F wants small change or else feels muddled. F likes rules and procedures. E hates red tape.**

**E wants big change or else feels bored. E pushes for the goal. F hates anarchy.**

**F is polite and often puts things under the rug.  
E faces issues head on and uses emotional words.**

**E changes the situation. F adapts to the situation.**

**E thrives in emotional crisis. F handles physical crisis well.**

**F is attracted to the energy of E.  
F is aware of his senses. E finds this exciting.**

**F builds theories that are objective and theoretical.  
E builds emotional and practical theories.**

**E can have crazy ideas and get F to do them.  
F is devious and skilled enough to be successful.**

**This is a stormy marriage with potential.**

***Kids:* If the marriage is successful, and parents have content, children usually turn out fairly well.**

## **Perceiver - Mercy**

### ***Why marry?***

**M likes the principles of P.**

P likes the sensitivity of M.

P wants truth and speaks plainly.

**M wants mercy and talks around the issue.**

P attacks verbally but is defenseless at the core, often escaping mentally.

**M can't defend himself personally, but ends up running the house.**

P sees M as lawless and illogical.

**M sees P as heartless and unloving.**

**M attacks P personally if M continues**

P: this is below the belt  
P lets go and rips M apart.

**M has summer storm anger and says horrible things to communicate.**

P accepts the words at face value and turns cold.

***Kids:* Kids usually have a strong conscience and know how to identify sin.**

## Exhorter - Contributor

***Why marry?***      **E has the vision.**  
C carries out the vision.

**E is good at talking and starting.**      C is good at doing and finishing.

C knows who owns what.      **E shares with others.**

C seldom makes the same mistake twice.      **E can move on without learning from mistakes.**

*C will pick up after E's disasters but they reappear.*

**E does well in crisis.**      C has fears and anxieties.

*E helps deal with C's fears - but they reappear.*

***Marriage works well if there is mutual respect.***

C may feel E is clumsy.      **E feels C must control.**

C plans for all possible problems.      **E: you take away the excitement.**

**E starts and handles problems as they arise.**      C feels out of control.

***Kids:*** Are usually capable and achievement oriented.  
They handle pressure well, but aren't self motivated.

## Teacher - Server

**Why marry?**    **S admires the mind of T.**  
T admires the practicality of S.

**Usually not much interaction - each lives their own life.**

T is usually theoretical.                    **S hates impractical theory.**

**S follows peoples' example.** T is seldom himself.

**S protects emotion by having fixed friends and culture.**

If T tries to think, this threatens the culture of S.

(T usually learns ready-made theories from others.)

T can have a new earthshaking theory every month.

**S gets burned, and then rejects the theories of T.**

***Kids:***

**Often live in a restricted world.**

**Often do not learn appropriate behavior.**

**(T jokes about and S suppresses the Mercy part.)**

## Contributor - Mercy

**Why Marry? C is attracted to the sensitivity of M.**

**M is attracted to the independence of C.**

M is driven by emotion.

**C is the professional  
without emotion.**

M: money is for enjoyment.  
**score.**

**C: money is to keep**

**M loves special occasions.**

**C hates small talk.**

**C: everything must have a purpose.**

M: you have ulterior motives.

M temper is like a summer storm.

**C: you lost control.**

**C can be sarcastic.**

M: you shut down your Mercy part.

**M usually needs more sleep.**

**Kids:**

**M may pour his life into the kids until they grow up.**

**C: what the kids do is not good enough, or else threatening.**



## **Contributor - Facilitator**

***Why marry? C has a plan and wants help with it.***

F wants a plan for mental stability.

F is often the secretary for C.

F may filter out information that C wants.

**C hides his personal life. F shares all the details.**

***Without mutual respect, the following will happen:***

**C: F is an empty windbag with no stability.**

**C will use others for his plan.**

F: C always stuffs things down my throat.

F will look to others for mental stability.

The desire of F to be at the center can suppress C.

**If C has a bad self-image, he can be stubborn in avoiding change.**

***Kids: Often taught politeness and achievement, but may not develop character.***

## Facilitator - Server

**Why marry?** F likes someone to do the repetitive.  
S likes someone to plan and bring variety.

S wants to protect emotion. **F likes politeness.**

**F may organize S.** S does all the action.

(The relationship is stable and looks very efficient.  
S is busy but does not develop mentally.)

S may try to limit F to his fixed culture.

**F adapts to S but dies inside because no change.**

**F may become the philosopher with the airy theory.**

S will accept this theory and provide the practical balance.

**F may be the wimp in control - his latest opinion is law**

S becomes the robot who lives in the workshop or the home.

**Kids:**

**If F is the philosopher, children will find it difficult to escape the distorted environment.**

**If F is the wimp, children will despise F and find S empty.**

# Environment, Birth Order and Gender

## Introduction:

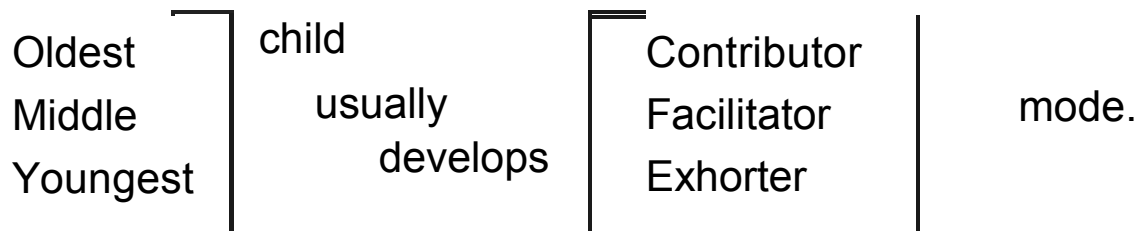
- Every person has all seven parts or modes. One mode is on the surface - conscious.
- The other modes are subconscious. Different people see different parts of modes.

## Environment:

- Cognitive style describes the way your brain is 'wired'.
- Environment influences which modes are programmed.

## Birth order:

- Birth order affects programming.



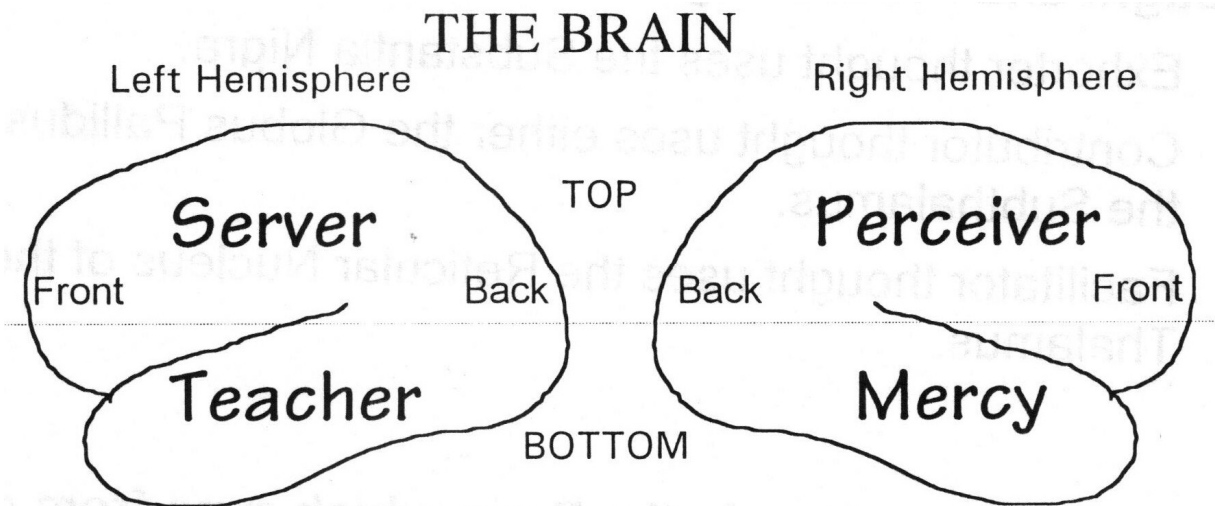
## Gender:

- Gender affects which modes tend to operate.
- The Male tends to develop Perceiver and Teacher parts.
- The Female tends to develop Mercy and Server parts.

## Cognitive Styles and the brain

**Each type of thought occurs in a different brain region.**

Each cognitive style is born conscious in one region.



### **The Simple Styles:**

**The Simple Styles are located in the cortex of the Brain.**

- Teacher uses Left Temporal and Inferior Frontal regions.
- Mercy uses Right Temporal and Inferior Frontal regions.
- Server uses Left Parietal and Superior Frontal regions.
- Perceiver uses Right Parietal and Superior Frontal regions.

### **Thought and processing:**

- Teacher thought occurs in the Left Amygdala.
- Mercy thought occurs in the Right Amygdala.
- Server thought uses the Left Hippocampus.
- Perceiver thought uses the Right Hippocampus.

## The Composite Styles:

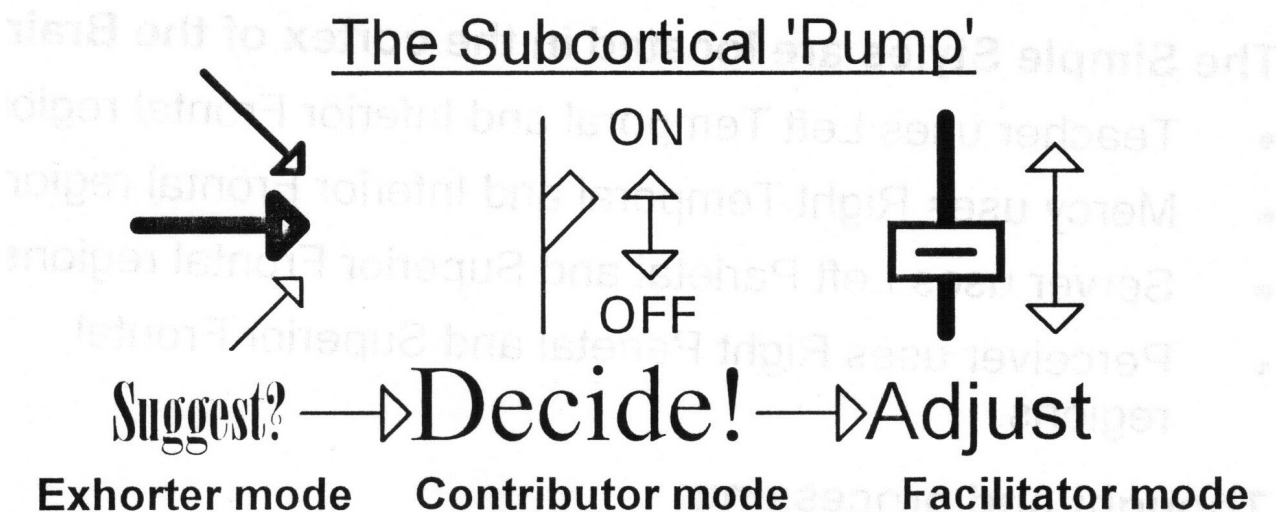
### The Composite Styles use the Subcortex of the Brain.

- Exhorter and Contributor thought use the Basal Ganglia.
- Facilitator thought occurs in the Thalamus.

### Thought and Processing.

- Exhorter thought uses the Substantia Nigra.
- Contributor thought uses either the Globus Pallidus or the Subthalamus.
- Facilitator thought uses the Reticular Nucleus of the Thalamus.

**There is a major loop in the Brain which runs from cortex to Basal Ganglia to Thalamus back to cortex.**



## Romans 12 Spiritual Gifts

**Growth involves mental transformation and action. (2)** The process is one of living sacrifice. (1)

It requires sane thinking and an accurate self image. (3)

**People are different. (4)**

We need each other in order to be complete. (5)

We are given different abilities, we didn't earn them. (6)

**Prophecy or Perceiver: (6,9)**

Absolutes for truth come from *the faith*.

Hypocrisy is used to check love, not facts or doctrine.

Love good and hate evil.

**Server: (7,10)**

Action should be emotionally involved.

Willing to learn from others in order to expand abilities.

**Teacher: (7,11)**

Thought and research must go beyond the ivory castle.

Intellectual theories should include Mercy emotions.

Understanding leads to knowing and following God.

**Exhorter: (8,12)**

Finding excitement from a vision.

Sticking with the situation and not 'moving on.' Going to God for solutions and not the in-group.

**Giver or Contributor: (8,13)**

Giving without strings attached.

Helping those who pursue solutions, not the helpless.

Opening up personal feelings to strangers.

**Leader, Ruler or Facilitator: (8,14)**

Move beyond observation into participation.

Do not censor those who offend or restrict you.

**Mercy: (8,15)**

Be willing to open up your feelings.

Allow the success of others to make you happy.

Do not ignore the hurts of others.

**Principles for interacting as different thinking styles.**

Do not think that you are superior or self sufficient. (16)

Follow common principles and let go of hurt. (17)

Build bridges of peace and reconciliation.

**Allow laws of sowing and reaping to operate.**

Do not take personal revenge. (19)

Use light as the weapon for punishment. (20)

**This type of interaction only becomes possible when  
understanding rules people.**

Community abandons the old 'me' of emotional force.

Society follows the new 'me' of Teacher understanding.