

Know your Belief, Understanding, Faith: The Theory of Human Being

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Abstract: The theory is simply that we humans are all unique, independent with two elements to our being; the physical and non-physical. Proof of the non-physical is creativity. It exists, not defined or explained by science with no rules or boundaries established. Rules and boundaries can be devised for our physical existence; intellect, instinct, memory, emotions and feelings, but not for creativity. Why? Creativity is not a physical attribute to our existence during our being and is therefore non-physical in nature. The same reasoning applies to love with the added note that love can dominate all other functions of the mind. The mind is where the two opposing elements interact and form the whole being.

Keywords: Doctrine, mind, non-physical, love, empathy, creativity, unique, individual, knowledge, truth.

1. HOW WE LEARN

INTRODUCTION:

What exactly are humans beings? What are the components or elements that make us whole as individuals? To understand this, we need to know why the individual mind thinks like it does. The mind grows by learning. Human beings learn in two ways; they learn via instruction and they learn from personal life experience. As human beings we learn as we live and store that information as memory. How we collect that information is either learnt or experienced. An explanation how this learning occurs will assist in understanding of the theory which will follow.

I. DOCTRINE:

Humans are social animals and form groups[1]. All human groups develop doctrine. I define a group as more than one individual.

I define doctrine as a set of rules and boundaries complimented with ritual which pertain to a particular group. Doctrine may be unspoken, an understanding between members of a group. Or it may be formally documented.

I define indoctrination as the formal instruction of an individual or group of individuals, using both message and ritual, in a doctrine so the target(s) of indoctrination can be both fully accepted by the group and become functional members. Repetition is used in both message and ritual.

People are constantly interacting with other people throughout their lives, being exposed to many groups and therefore, doctrine. Doctrine encompasses human life. And it starts from birth as learning does. It is one of the two ways human beings learn, by being instructed or taught.

Family doctrine: Each family, a partnership between at least two adults including at least one child, develops it's own doctrine. Meal times, bath time and bed time become ritualized as well as other daily activities. Boundaries are developed regarding do's and don'ts for all members. When a member pushes and exceeds those boundaries there is punishment for breaking the doctrine. The children are made aware their behaviour is unacceptable to the family group; a scowl from an elder at least, the displeasure is shown. The child learns the doctrine, learns to abide by it. Adults will make their

displeasure known to another adult offending member if an action threatens the integrity of the family group by not adhering to the, perhaps unspoken, doctrine. From purchasing a selfish, personal luxury item to having an affair.

Best friend doctrine: This is between two people who may or may not be of the same sex. The relationship does not have to be sexual but can be. Best friends will form ritual and develop their own boundaries and rules. A favoured shared activity may become so ritualistic that if the activity is conducted with an outsider by one member, the other will feel threatened as the doctrine has been broken, weakening their two person group. Best friends have an understanding with each other. They set their own rules and boundaries, unspoken but still there. Trust. Best friends change when their doctrine has been irrefutably broken by one or both members. If a member is replaced, a modified new doctrine will be formed in conjunction with a new best friend group member. These one on one doctrines are the most intimate of all groups. These are the people we confide to. Your best friend. You trust them like no other.

Associate doctrine: These are groups of like minded people who gather to varying degrees of regularity. A circle of friends, clubs, extended family, street gangs, work colleges, classrooms, surfers and all other activities where a group forms. They will develop rules, boundaries and ritual amongst themselves and enforce the groups will through peer group pressure at least or more formally eg suspension from a club. The stronger the doctrine/ group is the stronger the ritual becomes, often displayed in symbolic fashion and thus identifiable eg jewelery and similar clothing, hairstyles.

Education doctrine: With education the group students are joining is the community and the societal group at large. Education adds value to a member, and teaches them how to join and function within the group. Each and every school learning facility also formulate their own doctrine whilst conforming to the wider groups or society. The rituals of classes and uniforms, lunch breaks and travel to and from the places of learning. The formally set instruction is given by formally trained instructors. This is a doctrine devised by societies so that young human beings may learn the rules and boundaries of that society, so they fit in with the group. Young people learn what choices are offered by the group, by society, so they may contribute when adult.

Science doctrine: Science is the pursuit of knowledge. There are rules for accepting something as knowledge, the scientific methods of observation, measuring, testing and repeating results. Hypothesis and scientific theory. This is the doctrine of known fact with well defined and documented rules. Science doctrine guides the process of science, resulting in the sum of human discovered recorded fact at this moment in time, commonly known as knowledge.

Ideological doctrine: These form the largest groups of human beings. It includes the political persuasions such as communism, socialism and capitalism. Political parties and "rights" groups. Many group members may never meet but they are like minded and agree with a particular ideology. Ideology, like doctrine, has rules and boundaries.

Belief ideology and national ideology use indoctrination of its young and are constantly reinforcing the doctrine with repetitive ritual and the use of symbols. This occurs during the whole lifespan of members of these groups. National and religious holidays, flags and national anthems and national sporting events, symbolic jewelery and clothing, oath taking, worship and prayer all reinforce the ideology. Repetition is the favoured tool for reinforcing instruction, often accompanied with ritual, and thus a successful indoctrination process.

Individual doctrine: An individual does not have doctrine, only groups do. The rules and boundaries an individual assigns themselves is commonly known as morals and/ or ethics. These do not need others approval for an individual to possess.

Language doctrine: This is an essential doctrine to be learned if an individual is to be fully accepted by the group. If this doctrine is not learnt or complied with, communication becomes reliant on body language and not as effective.

Time doctrine: The 24 hour day and calendar year is a doctrine. There are not many human beings who have no knowledge and do not care what time of day, week, month or year it is. It is a doctrine otherwise incorporated into every human life. It is a very useful doctrine for science allowing the measurement of speed, decay and navigation. Contemporary society would not function without it. Yet it is merely a human created doctrine, relevant to one species only, on one planet with a unique rotation and orbit. Away from these things, time is irrelevant.

Financial doctrine: As with time, not many avoid the rules of finance which is used by the group. Relevant to one species only. Money.

Doctrine is developed whenever a group forms. Doctrine is needed if the group is to function without chaos as everyone is individual. Traffic laws or language are needed for example. Individual human beings respond to doctrine in different ways[2]. Some will embrace doctrine fully whilst others more loosely. For an individual to join a group they are required to surrender some individuality at least or totally submit to the groups all encompassing doctrine. But individuals vary in their degrees of accepting the doctrine. Rules and laws bind both individual freedom and bind the group together. Some dislike being bound and are unwilling to fully surrender individuality to the group. Others will embrace the doctrine with vigor.

II. HISTORY:

With no doctrine, history also requires mentioning as it is something we learn neither from experience nor a set doctrine. Instead it is stories of humanity. Time, places and personalities may be considered fact but that is all. This is because if more than one person, one group was involved in the event there will be many individual stories from both participants and observers. What is recorded as history is a limited account at least. There will be other accounts that were not recorded for prosperity. So it cannot be said any full history of any event is known. We merely have stories. This includes new recent history. News. Repetition in message will reinforce the story told is accurate[3]. This is why history is included as it is something human beings learn and repetition reinforces with all learning[3] whether from experience, instruction in doctrine or history.

III. LIFE EXPERIENCE:

The second method a human being learns is through personal experience[4] which is unique to every human being. No one has exactly the same experiences, in the same order, throughout their lifetimes as another does. We all learn different things in different ways from our experiences. Sensory input varies. Intellect varies. All are unique in this learnt knowledge from personal experience. Experience is a far more effective method of learning as repetition is not needed[5]. If a complex task is to be learned from experience, this is the doctrine of the task and therefore repetition may be required.

Human beings learn through experience and developed doctrine. History also influences how and what we think we know. All learning is about the physical world humans find themselves in during their lifetimes. The universe we live in as human beings as well as our daily lives in society on Earth. We hope we know the truth. But there is only one known and many truths.

IV. KNOWN

The only real knowledge of humanity is science. On a personal level, reality ie if you broke your leg, you know you cannot run. Otherwise, to become known is to join science.

V. TRUTHS

Known truth: A known truth is a fact. Verifiable. Accepted by science.

Assumed truth: Assumed truth is from both peer group pressure and repetition. If your peer group says its true, you will abide with the group, assuming the group knows best. Non-conformity to an assumed truth of the group will have consequences ie breaking group doctrine. The power of repetitive messaging as is used in advertising. If a message is delivered and received repetitively, it will become normalised and assumed to be true by the mind.

Doctrine truth: These are truths that pertain only to the group and no other. They may be formally written down and instructed such as laws or dogma. Or more informal such as always meeting at the public house after work. An example is a class of students with a strict teacher. It will be a truth that if they talk in class there will be punishment. However, the next class has a different teacher instructing so a different doctrine applies. The group is now different even though only by one member. This casual teacher encourages talking in class therefore a truth for one group's doctrine does not apply to other groups an individual may belong to. It is a truth which is doctrine and group specific.

Believed truth: To belief something is true, faith is required. This need not be taught and may be created or formed by an individuals mind. Superstitions. They may not be taught but they are learned and assumed by the mind through experience and personal history. This is when the mind judges some idea as fact, whether it is or not, and treats it as knowledge. But it is belief and not known.

Historical truth: As mentioned, history may have some factual merit such as time, place and event. But history cannot be known fully. Therefore any truths devised from history are not known truths but rather deduced truths from recorded accounts written, most often, with bias. To say person or group "X" caused "Y" event may be historical truth but it cannot be said it is known to be true. New history, or news, provides daily examples of this. Choose any news event then source that same event from differing media outlets. They will not be the same therefore the question is; "Which is the true history?".

Knowledge requires facts. Belief requires faith. Faith is not fact. Belief is not knowledge. I predict humanity, each human being with honest self reflection, would conclude that they know less than they think they do and assume much more than they realise.

2. HYPOTHESIS FOR THE THEORY OF HUMAN BEING

"The capacity to create and love is a phenomenon inherent in each human being. The results of love/ empathy and creativity can be observed, but not the act or action which makes it occur. Physical science is unable to detect, observe, measure, test or replicate the action processes of creativity or love/ empathy in human beings, even though it exists. Therefore creativity and love are non physical in nature. To have two separate elements interact there must be an interface. Sciences current concept of mind is therefore where this interaction would occur."

I. DEFINITIONS:

In order to explain the hypothesis, certain words will need redefining.

Brain: The brain is where the physical element of the mind exists. It responds to physical sensory input and/ or workings of the mind. Activity observed in the brain without physical sensory input[6] is physical responses or reactions to the non-physical activities of the mind, located symbiotically within the physical brain during human life ie Any physical activity detected in the brain during sleep, whilst dreaming, do not originate from the physical brain. The brain is instead reacting to the non-physical stimuli, workings of the mind.

Mind: The mind is where the physical brain interacts and processes stimuli with the non-physical elements of creativity and love. The mind is what makes a human being whole and conscious, combining the physical and non-physical elements together. Mind is personality. It is who we are as individuals.

Consciousness: Consciousness is when one or more of the physical senses of sight, hearing, touch, taste or smell are stimulated and provide stimuli to the mind via the brain. The mind will react with a human physical response. If there is no physical stimuli being processed by the mind it is unconscious or isolated from the physical world. Whilst isolating itself from input via the physical world, the non-physical element of the mind may still be active. This is the dream state, non-physical creativity at play. Total unconsciousness is when the mind is processing neither physical nor non-physical input.

Our minds are what make each person a unique individual. Personality, why you think what you do and how you feel and act. Feelings. There are two elements to us all as a mind or as a unique human being; physical and non- physical. Your mind is conscious you, your thoughts and dreams, desires and distastes. With two elements, it is possible to classify which traits of our mind and thus our being, belong to which category; Physical or non-physical.

II. THE PHYSICAL MIND:

The following can be attributed to the physical element of the mind, contained within the brain and detectable by science.

Intellect: Intellect can be altered by our physical environment, most influential whilst maturing[7]. Diet, the presence of toxic substances and trauma to the brain can influence developing intellect. Science can observe, measure and compare intelligence between individuals with IQ tests. Science can test for intelligence and scale it. It is known. All these are physical traits and therefore belong to the physical mind.

Instinct: Instinctive reflex actions are biological in nature, a response to sensory input[8]. What many consider instinctive has actually been learnt, both from doctrine and from experience eg standing on the edge of a high structure. We learn not to be too close, it is not instinctive. An infant has not yet learnt and may fall. We learn what should be perceived as dangerous. Instinct is a reaction to physical things that pose some kind of learned threat. Perceived instinct about other

people, a common use of the word, is all about the physical attributes of that person, the way they look or their actions and a person's judgment of these attributes. This is a non-physical, judgmental creation of the mind which may prove to be true or not.

Memory: Memory is also known to science. Trauma to or physical degeneration of the brain will affect memory and the ability to recall, to remember[9]. Memory can be tested and measured. It can be replicated in computers.

Emotions: Emotions are included in the physical mind as emotive reactions are to a very large extent learned. They are an innate ability in all biological humans. A product of the mind. To learn we use intellect and memory, whether from group doctrine or experience. Repetition will alter emotional responses. Emotions are an integral part of our being but are learned and trained to respond to certain situations by the mind. Why the mind does this is so individuals may conform to a group. Emotions are suppressed and hidden, or else they are formed to conform with a group. When group doctrine is threatened or mocked, emotions run high. If a group rejects a member by expulsion from the group, emotions run high. When best friend doctrine is broken, emotions run high. Our emotions are also trained from experience, specifically repetition. Emotion will dull with repetition, with familiarity of similar experience. What once made you happy will cease to have the same emotional impact with repetition. Emotional responses will dull. To witness death shocks. To witness death repeatedly will no longer shock. They are learned from our physical life and are a form of non-language communication. Emotions are therefore categorized in our physical element, responses to our physical interactions as human beings, with the note that they are controlled by the mind which also processes non-physical input.

Feelings: Feelings are also an innate ability of all humans. But they are also learnt to a large extent and are largely responses to physical sensory stimuli as are emotions. The same reasoning for emotions apply to feelings. Hate, the often misquoted opposite of love, is learnt behaviour from the physical world. On a personal level it comes from repetition of bad experience. Hate does not happen instantly, dislike will come first. With groups it is doctrine driven, also reinforced by repetition, directed towards those who mock or threaten the doctrine and thus the group. Both of these hates are taught in the physical world. Feelings are physical but may be influenced by non-physical input from the mind.

Emotions and feelings are uniquely human, a part of the mind, reflecting human personality. They are influenced by both physical and non-physical stimuli in the mind. But they are very much responses to the physical, material world we live in. There is an overlap into the non-physical with both emotions and feelings. Intellect, instinct and memory are much more easily defined as purely physical. These attributes may be replicated using computers. A computer equipped with sensors can "instinctively" react to threats detected if programmed to do so.

III. THE NON-PHYSICAL MIND:

Creativity: Arguably the greatest creation of humanity, as a whole, has been language. This has given us the ability to convey abstract ideas, to plan and record. Every time a human being talks or thinks in the abstract, they are creating. The mind is creating scenarios. Every time a human speaks they are creating words. If this was not true then all humans would say exactly the same when describing a commonly shared experience, relying purely on intellect and learnt language. Human beings are constantly creating in everyday life. If a recipe or other set of instructions is consciously not followed that is creation. To do a task differently from what was taught is creation. Daydreams and dreams are creations of the mind. Critical thought is creation. Imagination. It can be said about creation that there are no rules and boundaries. Doctrine cannot be written for creation as you merely create ways to avoid the doctrine. The mind's, the human being's, creative abilities are only restrained by the physical world we exist in and the mind itself. Every human being is constantly creating on a daily basis. The results of creation are everywhere. All the arts are results of creation. Creation is unique in every individual. Creation does have an opposite, destruction. The ability to create is also the ability to destroy. An irony of physical life is that in order to create you must first destroy. Materials to build creations are obtained by destroying what was. Otherwise, creative imagination is limitless. All this is undetectable by science, only the resulting actions if any which can only be judged and not measured.

Love/ empathy: There is no finite definition for love. This is because like creativity love has no rules or boundaries. It can be said love and empathy are one and the same. There can be no doctrine for love. Love is pure and cannot be taught or learned. Certain words currently used to explain emotion and/ or feelings are in fact describing love. Joy and sorrow. Grief and longing. Awe is a love of the moment. To please the mind via our physical sensors, pleasure, comes from love. Perhaps the greatest facet of love is empathy; to step outside of self and place in another's situation. To bring joy to or

pleasure others. Love can be directed anywhere. A child has a love for a favoured toy or other inanimate objects. Individuals love a specific piece of art or a pet. Human beings love creation first and foremost, as it stimulates our senses and inspires. If an object(s) of creation is destroyed that pleases the mind, sorrow will be felt. The arts are creations designed to stimulate our senses, invoke emotions and feelings in the mind. This pleases the mind. Love inspires creative art which is illustrated in all the arts; in popular music and motion pictures, sculptures, poetry and paintings. Love is a common theme. Love can extend to other species or just things; a love of art or sport and play. A love of self, of life in general. A love of humanity. This is the love of empathy, love extended outside of self. What makes love unique is it will override every other input to the mind when at its most powerful, when two human beings fall in love. The mind will ignore intellect, instinct and everything we learn via doctrine or experience in our memory when love comes to the fore. Best friends, family, material needs and concerns are discarded. Emotions and feelings become raw and come unbidden, uncontrollable. This dominance of love is also valid with extreme acts of empathy. There is much truth in the statement "love conquers all" when it comes to the mind. Love is empathy is pleasure. Love is truly unique with no opposite as creation has. All this workings of love is undetectable by science, only the resulting actions if any, which can only be judged by an individuals ethics/ morals or else by a group and their doctrine. Love cannot be detected nor measured scientifically.

IV. THE COMPLETE OR WHOLE MIND:

It is important to understand our five physical sensors of sight, hearing, taste, smell and touch are not only for collecting information for our biological, physical being. They are also imputing the mind which can utilize love and creativity with this information. Stimulation of the mind from physical sensory input can and does inspire creativity. Inspiration is our creative mind working, vitally important to humanity's progress. Progress could not happen without a creative mind or inspiration. Creation and uniqueness is what inspires us, not knowledge. Knowledge is our physical mind, intellect and memory. Being physical, when stimulated intellect will be excited, not inspired. To excite is a physical term appropriate for physical stimulation of a sense, in this case physical intellect stimulating the mind. The creative arts inspire, knowledge or science excites. Any inspiration is from how new knowledge is adopted and incorporated by a creative mind. Science is exciting, not inspiring. Art is inspiring, not exciting. The complete mind consists of intellect, creativity and love/ empathy all working in unison constantly. Pleasure comes from love and it pleases the mind to have sensory input, creative and new. The mind loves creation which is why humanity has popular art, to stimulate our sensors so the mind may be inspired. For the sensors to absorb the sounds, sight's, tastes, feels and smells of the arts, of uniqueness and be inspired to create. Intellect also likes stimulation which is why people have an interest in news, facts and history. Real stories of humanity. Comedy is a combination of intellect and creativity. What makes us laugh is uniqueness and creativity that will trick intellect, surprising it. The "punch line" and the unexpected. Irony and sarcasm. Play is where the mind rests and lives in the moment. Intellect just focuses on real time sensory input, as does creativity and love. The mind can relax for a time on the more complex pursuits it may be processing, past or future. Other living in the moment pursuits such as live art or sport events are also a time when the mind can relax and just process real time sensory input. To do what causes pleasure, hobbies and interests or indulging one or more of the senses are also experiencing the moment, relaxing the mind and pleasuring it. The moment is from where individuals learn from experience. The mind lives in the moment and has the ability to recall past experience from memory, including instructed memory. It has no sense of future but can create scenarios and plan. Play allows these processes to pause, only processing real time input.

V. APPLIED HYPOTHESIS:

A mind is made of two elements and they have been identified and defined, physical [intellect, instinct, memory] and non-physical [creativity, love/empathy], then you can use reasoned logic to predict the extreme attributes these human beings would display and ask "Can we see examples of this amongst humanity? Does the majority of the human population fall between the extremes, or is one element being favoured over the other?"

Non-physical: A person who focuses solely on the non-physical world would be extremely unique, independent, one who does not subscribe to ideology or only loosely so, who is very creative. They would have an abundance of love for all things including a great empathy. They will gain pleasure and joy not only by receiving but also by giving. They accept the physical world and biological needs, their human being, but are not interested in physical wants, the material wealth objects of human society. It is nature, life that interests them as unique natural creations inspire their creativity. Other creative people inspire them, not material things. The most extreme will totally neglect their biological needs and create in

their mind without physical restraints. Their body will be neglected with all focus on the non-physical. People displaying some or all these traits can be observed in human populations.

Physical: A physical extreme would be an extremely unique individual and a loner. Love is directed inwardly, self interest in a material world, selfish. There would be a total lack of empathy. Their status within a group, their place in the physical world, is important and they will adhere to the doctrine of the group as it suits them, but this will be easily abandoned for self interest. Accumulating material wealth and elevating ones status are measures of success. They will mainly consume and destroy, creating only for self interest. Create more wealth. They are hoarders. They will overindulge their senses with physical pleasures. But pleasure will be taken not given for that needs empathy. They will take pleasure in forcing others to pleasure them and seeing the giver takes no pleasure from the act. Taking pleasure away to pleasure themselves. Obsessed with the physical world, intellect and knowledge are their primary concern which will be used for their selfish advancement in the material world of human society. They will have an interest in history and their place in it, their physical identity. They will want eternal physical life. There are examples of these characteristics in individuals within living human populations.

It must be stated when illustrating extremes that human life is very fluid and any traits observed are influenced by experience learned and doctrine followed to a large extent. Any inherent trait, the mind leaning one way (physical) or the other (non-physical) is unknown. The ebb and flow of daily life fluctuates between the two elemental extremes of the mind. Our concerns change daily. Hourly. People change their mind. It is not a static thing, a creative mind. People will display different traits at different times and can consciously change their behaviour. Accumulating material wealth is doctrine, a measure of success. This is accepted by the group. If it was no longer accepted by the group as a measurement of success, the doctrine would change accordingly.

The first logical conclusion is that every human being is unique and independent in their mind due to differences in life experience and acceptance of doctrine.

The second logical conclusion is that creativity and love is present in all human beings, are non-physical in nature because although resulting actions may be observed, the action that initiates these results cannot.

The third logical conclusion is the separate physical and non-physical elements interact within the mind in human beings, located with the brain.

3. CONCLUSION

THE THEORY OF HUMAN BEING:

"Each human being is unique, independent and consists of two basic elements; 1) the physical and 2) the non-physical. The mind is where the two elements interact."

Another term that may be used for "Non-physical element in human beings" is spiritual or spirituality. This term has been avoided but will be used in conclusion.

Spirituality has always been correctly classed as a belief as it is not known. Knowledge is science. This hypothesis has reached conclusions which can be challenged and verified. Proposes a hypothesis that can be tested ie either detect the spiritual elements of creativity and/ or love, or else recreate these elements with AI. Have machines which show random acts of love/ empathy/ pleasure or will create at will without instruction. To do this a program, doctrine, must be written and creation and love have no doctrine. The conclusions from hypothesis will hold. The theory will be validated and be shown to compliment current studies concerning mind and personality. This will do a marvelous thing. By this theory being accepted by the scientific community through peer review, spirituality in human beings will change from belief to knowledge. A new branch of science. Spirituality will become a known to science.

Science will now know two things about human spirituality if accepting of the theory. Every human being has it and every individual human being is unique. This is not a new concept. The idea of a "soul". All other spiritual ideology should and will remain belief until accepted as fact by science. Two things are not much for science to know about a topic, but they mean much.

Human beings have a spiritual element: Spirituality is no longer belief, but is now known to science. Science can now search for it. A base line, a starting point now exists. This search will provide new insights and discoveries as all searches

do. And if creativity or love are detected, then that will be an exciting development. To do this science will need to devise a reliable, accurate device that can sense the non-physical. This device would enable science to then look at other species, organisms and elsewhere. Witness and record the moment of physical death. So the challenge goes out for science to challenge or disprove the hypothesis, prove the theory invalid. Let science do its work, adding to and discovering more knowledge for the benefit of all humanity. This theory may also be applied and incorporated into treating mental health issues, Artificial Intelligence research and personality disorders. Post Traumatic Stress Disorder, PTSD, becomes easier to understand considering war is about destruction and hate, the anesthetist of the spiritual values of creation and love. The theory has practical applications now for science.

Individual human beings are spiritually unique: This benefits not so much science but human kind as individuals. This is no longer belief, it is known we are all unique physically and spiritually. All are unique in how and what they create and love. These three words of unique, create and love say a lot. None of these qualities in human beings can have doctrine. No doctrine means no rules. With no rules, what is good and bad? To attempt to judge and compare unique is an oxymoron, to try and compare love with other love and creativity with other creativity is impossible because they are currently undetectable, the basis of this theory, and also unique. Individual love/ empathy and creativity do not require group doctrine. A group is required, more than one, in order to judge.

Freedom can be defined as a lack of rules and boundaries. Doctrine is rules and boundaries for a group. Human beings are unique individuals spiritually, not a group. There is no doctrine for love and creativity, proof of the spiritual. Therefore "Spiritual doctrine" is an oxymoron. Yet human societies around the world instruct their young in spiritual doctrine, instruct as a truth. Instruct that love can be directed and has rules. Instruct that creations of the individual mind, imagination, has boundaries. They will be judged. The young mature into adults who then have young whom are also instructed. Love has no rules and creation knows no bounds, groups do. So to bind these two extremely personal spiritual elements with doctrine is to retard the individual mind and thus the unique human being's movement of thought, creative intellect, restricting where it may wander. It is a caging of the mind as you would a bird.

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