

Mind Over Disease – A Personal Experience

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**Introducing the Remarkable Dr John Kellogg Meyer San Diego CA
Research colleague and friend since 1978**

Dr John Meyer's inimitable work in fathoming out a new way of substitute reinforcement theory of prayer helped me greatly as it evolved in my later recoveries. This fine research scientist not only as a former PhD supervisor in the late Seventies but as a friend and colleague influenced my thinking in interpreting communication problems, as it seemed almost from a Galaxy, far, far away. In a gifted way he exemplified far out ideas explaining the essence of creativity and inventiveness but following a congenial yet fundamentally very logical path.

Dr Meyer earned his PhD and MA in Psychology at Purdue where his research was in creativity and later in his career in Polling & Demographics with highly advanced statistical analysis working in the US Army Department of Defense. Happily retired, he gives generous pro-bono work to the San Diego Aero Space Museum. My father thought more like an American than an Australian teaching me about the Wright Brothers and the Spirit of St Luis which still is housed at the San Diego Museum. When last visiting the Aero-Space Museum I was terribly ill but attended my most memorable and acutely edifying presentation by General Tibbetts. Dr Meyer arranged for me to learn even more about the US atomic bomb from the sagely reasoned man himself. At age 8 my father took me as a child to the Melbourne Museum educating me at this tender age to see and understand the horror of the inevitability of war. This was through an exhibition of the Japanese Rice Paper Murals depicting the same terrifying theme. General Tibbet's exceptional presentation, punctuated with Gulf war jets taking off simultaneously was painful but essential continued learning. Drs Meyer & Cassel facilitated my Aussie US hybridization over twenty eight years. However I also had the honor of educating them too. Footnotes following this paper offer an abridged summary of Dr Meyer's career life mission.

***Prayer in a Skeptic's Guide to Mainliner Congeniality
Or
Psychoneural Rigor to Amplify Ecumenical Hegemony***

John K. Meyer, Ph. D. August 30, 2006

Our skeptic's goal will be to reduce the problem of getting "main line" religions to employ our management pattern for the amplification of civilization in the pedagogy at least in current generations and enduring in many decades to come.

We offer an attempt concisely to conceptualize the universe of religious phenomena. Writers often seem to approach it but instead they become reluctant, possibly because fearing protests that concise conceptualization may contradict allegiance to an accepted deity or God-figure.

We will proceed on the premise that study of God's performance is a form of faith and allegiance. Faith needs to be transformed, but not lost.

The effectiveness of the founding of *The International Council of Integrative Medicine* introduced into medical therapy a previously un-exploited sector strategically and technically combining rigorous scientific reasoning with the leavening influences of certain main religious components such as Resolution, Ethics, and - - - Compassion.

Accordingly we offer five systematic components and dynamics, required for explanation of worship, derived from established "Main Line" practice in the western hemisphere and Europe.

First, the Main Line proclamations (mainly from the Twelve Commandments and comparable proclamations from other religions:

1. Ethics,
2. Compassion,
3. Resolution ("Will Power");

and finally, the obscure components and their dynamics to be psychometrically researched documented and explained.

4. Quantity of Memory Banks Access ("Window; Dependent Variable")
5. Control of Memory Banks Access Quantity ("Window, Independent Variable").

The first three components, 1. Ethics, 2. Compassion and 3. Resolution "Will Power" emerges as the basic, explicit rational verbal summary like the "beliefs" outcome of a factor analysis of the Ten Commandments and/or counterparts from all religions.

For exemplification and elaboration of religious Ethics, Compassion, and Resolution ("will power"), see the Bible, the Quran, and Sunday morning homiletic texts.

In the area of homiletic drafting there is no deficit of effort and no end of beneficial religious influences, consequences, and effects. Categorically speaking, no civilization has probably ever endured without just such consequential benefits (and mistakes and liabilities).

Unfortunately there are many significant influences attempting to downgrade the beneficial consequences of positivistic, active attempts at accuracy and comprehensiveness in study of the operations of Ethics, Will Power, and Compassion. On the other hand there should be and must be no negative influences emanating from efforts at positivistic accuracy toward theology. (What happened to Forgiveness anyway?).

The positivistic, microbiological efforts at comprehension can emerge in the areas of inter-religious and inter-cultural world relations and ultimately, ecumenical hegemony of all religions. Toward such goals we will aspire unhesitatingly.

On the other hand no rival, no quasi-religious "gods" are offered by the goals of accuracy and comprehensiveness.

Accuracy and comprehensiveness have always been a part of Christianity, Judaism, Islam, and other religions in the amplification of our capabilities and our civilizations. Congregations can expect an expansion of compassion, Will, and Ethics, not a deficit, reduction, or loss.

Is science atheistic?

How could any researcher ever attempt to achieve professional civil success without for example, the true benefit of Compassion?

The items then left to our research and explanation is

4. The dependent quantity ("Y-axis") of the Access Window outputs from remote memory banks "omniscience," and

5. The independent, psychological source ("X-axis"), the Substitute Reinforcement controller, of the size of the Access Window entry into remote memory banks.

Access Window Quantity and the management and control of Access Window Quantity are encountered frequently in connections with conceptual Task Assignment problems, most familiar to researchers and found in technology, scientific research, and in the derivation of many religious absolute and non-absolute postulates and declarations.

Items 1, 2, and 3 amount to a God-figure's impression of omniscience accepted by all adherents and congregations. God projects a personal spirit of being instantly able to confront and resolve every problem and answer all queries (please read on). He gets that way by having processed them beforehand, by applying Component 5, Substitute Reinforcement itself and similar heuristics in response to all queries, and by cultivating frequent instantaneous access and largely unreserved immersion within them.

Component 5, Substitute Reinforcement, is a major psychological, independent source of control ("X axis") of the available size ("Y axis") of the "window" of instantaneous access to remote (and non-remote) information storage.

This is the injection and employment, surface-wise input unrecognized, of non-dominant hemisphere, quasi-"emotional" reward phenomena into the search activity of and by a God image and his/her aspirants.

I believe we have run onto a large plurality of just such resources in "Substitute Reinforcement," Component 5, a gross pattern of my own experience and hypothesis configuring.

Questions about the capabilities of a "god-figure-possessed-like" memory bank concept involve psychometric relationships with Component 4. First we must acknowledge the Component 4 concept.

Component 4 is the size of the Window of Access to memory banks.

The qualities of the Window of Access, particularly its apparent size and possibly its penetrability and viscosity, are subject to information to be obtained through psychometric research. From the standpoint of the management of research effectiveness, Window of Access qualities and quantities may need to be postulated at the beginning of the first experimentation.

"Substitute Reinforcement?" What is it and how does it work?

Substitute Reinforcement Component 5, is a closure-targeted reward. Substitute Reinforcement expands the Window of Access. Substitute reward:

Is of an active, process type, not a content or cross-sectional type.

Is anxiety-averse.

Is injected into mental activities of inquiry.

Is reward-believable for inquiry team members in current, real time.

Often tangential relative to task efforts, anecdotes used to create Substitute Reinforcement need resemble the Task Assignment mainly in requiring expansion of the Window of Access, Component 4. These anecdotes need not closely resemble the task assignment in any content-wise sense.

Enlargement of the Window of Access (Component 4) in a difficult assignment may be gradual, and may take an appreciable amount of resources and time. Achievement of success with difficult assignments may seem to require something like "hibernation." At the same time many small anecdotes and Substitute Rewards (Component 5) can generate enlargements in the Window of Access (Component 4) on the Task Assignment.

Psychometric questions remain about the efficiency of the relationship with Component 5, Substitute Reinforcement. How much is required? What variables of intensity and concentration may also be involved? What are the positive effects? What negative effects may enter? What other, parallel, contributing variables may be present?

What about boundary level of information and education? What about hubris, bureaucratic fears and intimidations? We will attempt to intentionally exclude these by definition, fiat, and pertinent performance.

A task group and leader may be involved in a problem-solving occupational activity. The assigned "main" problem of the day is too difficult for all his/her perceived, tentative resolutions. The memory access of the leader is of insufficient magnitude to retrieve a resolution or "family" of quasi-mathematical resolutions.

A Task Assignment group displaces their main field of effort slightly to the location of a subsidiary ("Substitute") problem assignment anecdote that is more rewarding, is easier or funnier...

Working deductively on this subsidiary, "substitute" problem anecdote has the indirect effect of gradually expanding the size of the memory access for all problems presently impinging on the group's locus, not excluding the Task Assignment locus. Presently, or in due course, the "main" "Task Assignment" may offer an input, and the access to memory storage will be found to expand and yield a resolution family or families.

A group leader becomes known for success with a large majority of one's Task Assignment" sequences. A leader is one who has performed this in many areas of interest to adherents (Hebrews, Moslems, and Anglicans). On the basis of individual psychiatric counseling, the designation of "sublimation" has sometimes become useful. Members of primitive societies called it "theology." In informal modern contexts I think I would call it a management ploy or a "heuristic." Could one possibly expect to find it explained somewhere in learning theory? Substitute Reinforcement is not learning theory. It is a management pattern.

The writer learned about Substitute Reinforcement when a "SES" (Synectics Education Systems) trainer asserted the writer might be ignorant of lesson plans. The trainer then assigned an overnight test: to write up the lesson plan sequence. This was done without hesitation, and in the course of that exercise found that the SES "operational mechanisms" were all old friends. The writer had had extensive home-life experiences using them all day every day for many years. To all appearances the family thought it was nothing out of the ordinary, just a major component of parental personhood.

By analogy these few items of information offer a hint of the sociable, psycho-neural evolution complex of what is called a religion. Parallel, subsidiary, external sources parallel to Substitute Reinforcement may be readily uncovered in such expected rigorous research. The ancients and primitives had no science of remote memory and remote memory access, so they attributed it to magic and quasi-magical sources. In so doing, they made possible amplification of their civilization neighborhoods at pre-historic, primitive levels.

Of the Components 1, 2, 3 attempts theological anecdotes of which many appear to manifest a "Pie in the sky" character. Nonetheless however these sociably have somehow brought our present civilization to a "post-modern advanced state

The problem of getting "main line" religions to employ this management pattern for the amplification of our civilization is a Task Assignment of some current generations and at least many decades to come. The rapprochement of medical counseling and psychotherapy in such quarters as ICI Medicine may offer a prospect of progress not only in medicine as well as toward ecumenical hegemony and maximized amplification of civilization.

Foot Notes on the Inimitable Dr John Kellogg Meyer

For many reasons in 1984 my wife and I chose to live on a small ranch far away from the madding crowd. In a deliberately quiet and somewhat isolated location abounding in beauty although distracted by a couple of noisy kids, my research work was facilitated with the tranquility of our Australian bush-land, just outside the back door. With intense Mind/Body Medicine research, especially in recovering from so many illnesses, my mind turned to difficult questions of religion, philosophy and metaphysics.

My PhD course work was extremely difficult and on occasion I entered very controversial areas in the “Applied Psychology of Religion and Metaphysics” but that is not the subject of this introduction. However Dr Meyer’s slim volume entitled “Psychic – The Science of Psychical Activity” remains one of the most precious books in my library.

When one is going intensive chemotherapy there is plenty of time to spare. Painful confinement offers a timely unique opportunity for introspection and reflecting on conversations and experiences throughout an entire lifetime while preparing to die.

Initially I found it difficult to understand Dr Meyer’s new paradigm but gradually it all made a lot of sense as slowly it evolved over the years as he emailed continuous manuscript notes and later on, several hurried drafts. It was Doctor Meyer who kept pressing Dr Cassel to employ email because he was using it from the very start.

By way of introduction, Dr Meyer’s philosophical scientific thinking returns to his childhood learning through the Wittgenstein model of education, especially in Music. The following notes are extracted from the Wikipedia, “As an Austrian philosopher Wittgenstein contributed several ground-breaking works to contemporary philosophy, primarily on the foundations of logic, the philosophy of mathematics, the philosophy of language, and the philosophy of mind. He was widely regarded as one of the most influential philosophers of the 20th century. On Wittgenstein's account, language is inextricably woven into the fabric of life, and as part of that fabric it works unproblematically. Philosophical problems arise, on this account, when language is forced from its proper home and into a metaphysical environment, where all the familiar and necessary landmarks have been deliberately removed. Removed for what appear to be sound philosophical reasons, but which are for Wittgenstein, the very source of the problem”.

In Munich 1978, I first met Dr Meyer when attending his presentation on a new “congenial but logical way of creativity and inventiveness”. His paper embraced novel ideas like the inventions of Scotch tape, disposable diapers, NASA space suiting, the paper clip, safety pin and more complex inventions like the electric stair chair conveyor for invalid patients. He introduced a new subject called Synectics and the astonishing history of “Think Tank” returning the Xerox and the work of his colleagues Gordon and Tony Poze. Quote from Synectics website, “In that creativity framework learners were able to use the Synectics to jump start the creative process and find “fresh” views to solving problems. This brainstorming tool enabled learners to avoid “white fright,” the fear of starting a creative piece, and provided a method for gaining new insights into otherwise mundane or uncomfortable topics”.

Googling references offered the following notes, “Synectics (Gordon, 1961) is an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor. The approach, which is often used by groups, can help students develop creative responses to problem solving, to retain new information, to assist in generating writing, and to explore social and disciplinary problems. It helps users break existing minds sets and internalize abstract concepts. Synectics can be used with all ages and works well with those who withdraw from traditional methods (Couch, 1993). Teacher-facilitators can use Synectics in the classroom by leading students to original ideas”.

As pioneers in the field of organizational creativity they helped literally hundreds of the world's leading companies to succeed in their goals since they began in 1960. Unlike many innovation agencies their methods are based on a robust body of knowledge which is the result of 45 years of continuous action research.

It was no wonder that quietly at night when I could "walk and talk" and if necessary walk and talk to myself that I began to understand what made Dr Meyer tick. Unlike some people, as is what sometimes happens frequently, cancer patients are not contacted because friends fear the worst so it is embarrassing to phone them. John and his dear wife Donna always remained in contact.

While pondering by the pond late one night after another day of excruciating pain that finally I recognized this unique logical way of thinking about prayer. Frequently in fact on every visit to the US I had the opportunity of visiting First Methodist Church where they were active members of the choir. In those terrible years since 1979 I learned so much on reflection, thinking on conversations and so many unique experiences in the US, the notion of prayer came very naturally while saying the Declaration of Independence, given to me by Drs Meyer and Cassel so long ago.

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