

**Presenting a new EBook in preparation  
for February 2017**

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**Erotic Brainstorming  
Workbook  
(With examination sheet)**

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## Quick Overview

Brainstorming is the name given to a situation when a group of people meet to generate new ideas around a specific area of interest. Using rules which remove inhibitions, people are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions. The participants shout out ideas as they occur to them and then build on the ideas raised by others. All the ideas are noted down and are not criticized. Only when the brainstorming session is over are the ideas evaluated.

If you follow the brainstorming rules then brainstorming will work whatever your personal style. Naturally, there are techniques and environments which suit certain people better than others but brainstorming is flexible enough to be able to suit everyone. Whether you do brainstorming with a group of excited colleagues or you do advanced brainstorming by yourself in an isolated room will be up to your personal preference and circumstance.

Right brained thinkers are typically comfortable with a variety of shapes, ideas, and patterns. Right brains don't run from chaos. The artistic side of the right brain enjoys the process of creating--and it doesn't really matter whether they start with cluttered ideas or clumps of clay. The right brain may be most comfortable with clustering or mind mapping as a brainstorming method. We will see this later.

Brainstorming for Left Brain Thinkers. If the process above makes you break out into a cold sweat, you may be a left brain. If you aren't comfortable with chaos and you need to find a more orderly way to brainstorm, the bullet method might work better for you.

Brainstorming is a method authors can use to generate ideas for writing a paper. In the process of brainstorming you should suspend any concerns about staying organized. The goal is to pour your thoughts onto paper without worrying about whether they make sense or how they fit together. Because authors have different learning styles, some students will be uncomfortable with the disorganized frenzy of spilling thoughts onto paper. For instance, left brain dominant students and sequential thinking students may not benefit from the process if it becomes too cluttered.

The aim of the brainstorming session should be to generate the most ideas possible within a specific period of time. An effective brainstorming session will last anywhere from 15 to 45 minutes, and 30 minutes is usually ideal. Ideally, this activity can be followed by: Things to Talk About Before Having Sex  
Brainstorm. Man's main task in life is to give birth to himself, to become what he potentially is, a Master or a slave. The most important product of his effort is his own personality.

## From the Author and Editor



That which enables me to write EBooks and this one on “Brainstorming” is that very early in my life at about 22 of age, I was interested in psychology but being also religious at the time: metaphysics. For about nine to ten years I took an extension study course with Unity School of Christianity, Lee’s Summit, Missouri, USA. They had at that time a correspondence course (no longer today), and finally obtained my end of study certificate, signed and dated by the founders themselves. The studies had a religious character like “Christian Science” would. Leaving the Christian background behind, it gave me a deep knowledge in the study of the mind and behaviour as mentioned on my certificate, “redeeming the mind and healing the body.”

Everything is not religion, but everything is first of all psychology: (the brain, the mind). Everything is grounded in Psychology! Everything is affected by psychological factors and those factors govern all that goes on, whether you choose to take control of them or not. With the knowledge and power of psychology at hand, you can rule the world. It is so true, that man created God and religious dogmas to obtain political obedience in utmost fear and trembling. Disobedience to religious laws as it happened so many times in history led innocent people to imprisonment and finally execution as observed today with the Islamic State, simply using religion to arrive to their political ends.

Psychology comes from two words: psyche and logos. Psyche is the Greek word which means soul, or spirit, more accurately translated as mind. Logos means knowledge or study like all “logies”. The first Greek letter psi in psyche is used as the international symbol for psychology. Hence, Psychology was originally defined as: the study of the mind.

Psychology is the key mind science because it is the understanding of how perception governs behaviour. How we think affects everything else. Psychology is about understanding. It is about understanding people and the mind.

Human nature is perpetual. It is the same today as it was from ancient history. So the principles of psychology are fixed and enduring. You will never need to unlearn what you learn about them. Art being a thing of the mind, it follows that any scientific study of art will be psychology. It may be other things as well, but psychology it will always be.

Youth is not a matter of time. It is a mental state. You can be just as fast, just as agile and just as active as you were ten or twenty years ago. Youthfulness is a perfect state of health. You can have that health, and the boundless energy and capacity for work or enjoyment that go with it. You can cheat time of ten, twenty or fifty years, not by taking thought of what you shall eat or what you shall drink, not by diet or exercise, but purely through having right understanding of your physical being and conditions.

We can learn much about the mind without knowing a neuron from an astrocyte. As I often repeat to myself and occasionally to others, “If you want to understand human performance, study human performance.” But brain data provide information about the mind that cannot be gleaned from even the most careful studies of behaviour. In short, brain data provide a physical grounding that constrains the myriad otherwise-plausible models of cognition. They give us a direct window into which mental processes involve similar and different neurobiological processes, allowing us to use biology to ‘carve nature at its joints’ and understand the structure of mental processes (Kosslyn, 1994). Brain function also provides a common language for directly comparing and contrasting processes that are otherwise ‘apples and oranges,’ such as attention and emotion.

This common language is a basis for the integration of knowledge across different types of research—basic and clinical, human and nonhuman.

For many, many years I am using radiesthesia (but not professionally), I make and dowse on diagrams, written in English. I may question in English, Dutch or French, my own languages, the result will always be accurate in English providing the question are precise. Questions must be very precise, and that means no pitfalls at all.

Yes, there are many ways in which neuroimaging data can be misused or misinterpreted, and create pitfalls. Gross levels of regional brain activity might in some cases be uninformative about the similarity of psychological tasks: Two dissimilar tasks may involve the same regions but use different populations of neurons or involve different patterns of connectivity between regions. Two similar tasks might involve different regions but involve the same type of computation. Neural activity may be missed, as observed imaging signal only indirectly reflects neural activity, and observed imaging activation may not be essential for the task.

Problems may be significant, but there is no perfect method—an understanding of the mind must emerge from a coordinated effort using converging evidence from all the tools at our disposal. Many of the issues above are being addressed by advances in data acquisition and analysis methods, the accumulation of more data on the mapping between brain structure and psychological function, and more nuanced views of what kinds of inferences are plausible. I believe that as the field matures, the exuberance of youth will give way to a more level-headed view of when and how neuroimaging can inform us about the mind. What we have learned already is considerable, and the accelerated integration across fields is leading to ever more and sophisticated and veridical models of the mind.

Brain research on mental illnesses has made substantial advances in the latter years, supported by conceptual and technological developments in cognitive neuroscience. Brain-based cognitive models of illnesses such as schizophrenia and depression have been tested with a variety of techniques, including the lesion method, tract tracing, neuroimaging, animal modelling, single-cell recording, electrophysiology, neuropsychology, and experimental cognitive psychology. A relatively sophisticated picture is emerging that conceptualizes mental illnesses as disorders of mind arising in the brain. Convergent data using multiple neuroscience techniques indicate that the neural mechanisms of mental illnesses can be understood as dysfunctions in specific neural circuits and that their functions and dysfunctions can be influenced or altered by a variety of cognitive and pharmacological factors.

Imagination is surely one of the things that makes us human. It allows us to escape from the here and now, and to travel into the past and the future, the minds of others, the centre of the atom and the outer reaches of space. It allows us to

envisage unrealised possibilities, and, sometimes, to bring them about. Our ability to ‘visualise’, the see things ‘in the mind’s eye’ is a key part of our ability to imagine. This project investigates the ability from both scientific and artistic positions, pursuing three related constituents of enquiry:

### **Constituent One**

A systematic meta-analysis of the large body of research that has examined what happens in the brain when we imagine—and specifically ‘visualise’—searching for consistent patterns in the varied and sometimes conflicting results of previous studies.

### **Constituent Two**

A review of the insights into and theories of visual imagination which artists, students of art, philosophers and others have proposed over the two and half thousand years since such thinking began. What are the questions to be raised, by these insights and theories, for the science of imagination.

### **Constituent Three**

A study of individuals whose visual imagery lies at the extremes of the vividness spectrum. A small proportion of healthy individuals, perhaps two or three in a hundred, lack visual imagination completely. To this end, we may recruit a group of thirty such people and compare them with thirty people who use imagery constantly in their work as visual artists, using interviews, brain imaging techniques, and psychological tests.

More than ever, the mind is being treated as a fit subject for scientific inquiry. As cognitive science and empirical psychology strive to uncover the mind's deepest secrets, it is fitting to inquire as to what distinctive role is left for philosophy in the study of mind.

Finally, The brain is a foraging learner. For our ancient hominid ancestors, remembering how and where to hunt prey or find shelter was crucial to survival. The human brain evolved to pick up valuable pieces of information here and there, on the fly, all the time, and put it all together, it is well-known. It still does that — absorbing cues from daily life, overheard conversations, its own internal musings. It keeps things in mind that are important to you (an unfinished project, for instance) and adds to your thoughts about them by subconsciously tuning in to any relevant information you see or hear around you. By foraging in this way, the brain is “building knowledge continually, and it’s not only during study or practice,” And, we’re not even completely aware of that.

The traditional advice on learning has been to “study hard,” in a quiet place and with the same routine, yet that doesn’t say much about what to specifically do. But students today can change the way they study to exploit the brain’s quirky learning processes, using the strategies revealed by memory and learning

research. While that science is still maturing, “it’s at a place now where it can give you a specific tactical plan.” Students can tailor their preparation with techniques targeting different kinds of content or skills, and manage their schedule to optimize their time. “That’s a powerful thing, because we go through our whole lives never knowing that.”

Knowing the basics of how the brain actually learns can offer breathing room from societal expectations about “good” academic habits. A fidgety teenager who has trouble concentrating and forgets her physics formulas might think, “I’m no good at this” or “I’m not so smart, and maybe it’s not worthwhile for me to pursue this.” But that’s not necessarily true, according to the cognitive research. Students need to understand that learning happens not only during reading and studying, but in all sorts of ways, so that they can examine their own habits to know which ones may be helping or not, and make adjustments, he said. Only then can they evaluate whether they’re good at something.

Ultimately, the value of these learning strategies isn’t just about earning better grades. In the modern jungle of society, learning is still about surviving: For young people, it’s about finding out what they’re good at, what rings their bell, and what they want to do with their lives. “It’s informing you of: Who am I? Where do I place my bets? Do I major in physics or do I major in architecture or design, or do I major in English? Do I belong here at all?” Those are important decisions. “Being self-aware about what’s effective learning and how it happens, I think, gives you a real edge in making those choices.”

To end up with what I have been saying, while modern science originated from an attempt to weed out all subjective religious and fancy lapses—what that great 17th century theorist of the scientific method, Francis Bacon, dubbed the “idols of the mind.” Even if individual researchers are prone to falling in love with their own theories, the broader processes of peer review and institutionalized scepticism are designed to ensure that, eventually, the best ideas prevail.

Our individual responses to the conclusions that science reaches, however, are quite another matter. Ironically, in part because researchers employ so much nuance and strive to disclose all remaining sources of uncertainty, scientific evidence is highly susceptible to selective reading and misinterpretation. Giving ideologues or partisans scientific data that’s relevant to their beliefs is like unleashing them in the motivated-reasoning equivalent of a candy store.

You can follow the logic to its conclusion: Conservatives are more likely to embrace climate science if it comes to them via a business or even a religious leader, like the Pope or the Dalai Lama, who can set the issue in the context of different values than those from which environmentalists or scientists often argue. Doing so is, effectively, to signal a *détente* in what it has been called a “culture war of fact.” In other words, paradoxically, you don’t lead with the facts in order to convince. You lead with the values—so as to give the facts a fighting chance.

*Unity School of Christianity*

(Incorporated)

Lee's Summit, Missouri

*Correspondence School Department*

To whom it may concern Greeting:

The Unity School of Christianity hereby certifies that

*Philippe De Coster*

has completed the course of instruction required by the Unity School of Christianity in its Correspondence School Department and has passed all tests.

This course of study has been of a spiritual character. It covers fundamental principles in the teachings of Unity and their application in redeeming the mind and healing the body. We are satisfied that this student has an understanding of the Unity teaching.

In witness whereof we have hereunto set our hands and the seal of said School this 15<sup>th</sup> day of May A.D. 1970

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