



## Solutions to Mental Blocks Year-2 Thinking Tools

### I. The Whole is Greater than the Sum of its Parts

Failure to comprehend this will result in the following mental blocks:

Unable to comprehend “Emerging Phenomenon”

e.g. An uninitiated person may think “How can the whole body be the manifestation of tiny DNA molecule? A miracle explanation is more desirable and preferable.” Consequently, imaginary postulations, superstitions and religion override intelligent knowledge and understanding. The uninitiated has committed the logical fallacy of composition.

### II. The whole may consists of physical and metaphysical parts

Failure to comprehend this will result in rejection of metaphysical concepts. Metaphysical concepts usually over time can be proven as physical concepts when the advance of science catches up with the experimental proof; e.g. the God particle Higgs boson was experimentally discovered in March 2013 but the abstract concept was mathematically conceived by theoretical physicist Dr. Peter Higgs as early as 1964. <https://www.youtube.com/watch?v=Rlg1Vh7uPyw>  
[https://simple.wikipedia.org/wiki/Higgs\\_boson](https://simple.wikipedia.org/wiki/Higgs_boson)

God is a metaphysical concept too, though an “out-of fashion” concept. But we should not throw the baby out with the bath water.

### III. Confusions and inability to comprehend both I and II simultaneously

This block can be overcome by [dualistic thinking](#).

### IV. Inability to understand quadratic thinking

The following is a helpful quadratic table and a diagram to visualize the table.

Table 1

		VISIBLE FORM / APPEARANCE	
		YES	NO
SUBSTANCE	YES	Physical things	Qi (Chi), energy, electromagnetic radiations
	NO	Dreams, rainbow	Metaphysical “things”, Dark Energy, Dark Matter

Which quadrant does thoughts belong?

Which quadrant does consciousness belong?

Table 2

		形	
		有	無
質	有	物質	內氣
	無	夢	形而上本體

Figure 1 Blue bars represent substance (質).

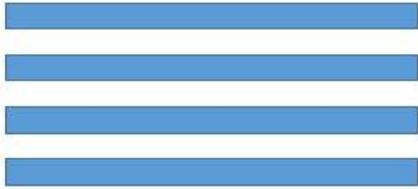


Figure 2 Red bars represent visible appearance (形).

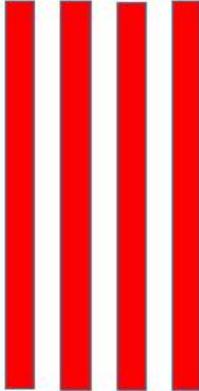


Table 3

		VISIBLE FORM / APPEARANCE	
		YES	NO
SUBSTANCE	YES		
	NO		

**V. Inability to assimilate large amounts of information**

It is easier to be a specialist than a generalist. The specialist knows specific things in a narrow area and these specialized things are inter-related so that it does not require a big thinking box to accommodate them. The generalist has to know everything; things known to the public and then more. Thus a huge thinking box is required. The solution is to organize the huge data into sets by Table of Content or mind map. The organization must include gradation i.e. from simple to complex in an orderly progression such as an academic curriculum. AWE curriculum is a good example of how to teach and learn large amounts of information. The organization of big data is illustrated in “2018 Full Curricula”.

## **VI. Inability to provide succinct answer to complex questions; answer that hit the bull's eye of the target**

First, you have to find out exactly what is the question. Solution is to rephrase the question in your own words and ask the questioner if I understood his question correctly.

Second, you have to know what the correct answer is! Our “monkey mind” jumps around and come up with a whole slur of information, which all seems relevant. Remember this is too much information. The solution is to do some samadhi (to quiet the “monkey mind”) and then do some Vipassana filtering to visualize which points are critical. Distill the information down to a maximum of 2-3 bullet points to answer the question.

Third, you have to determine the thinking box of the questioner. This is achieved by asking the questioner “What do you think the answer is?” Then, use what the questioner thinks to gauge the thinking box of the questioner. Determine roughly which level the questioner fits at AWE Year-1 to Year-3. If Year-1, give a direct duality answer. If Year-2, give a dualistic answer. If Year-3, give a quadratic answer. Before you answer, always find the slide in the curriculum power point that refers to that Q&A. Remember, there is nothing outside of AWE curricula; you just have to be very familiar with the AWE curricula. This is background knowledge, one of the 5 pillars of critical thinking. Do NOT entertain the next question; apply the 5% perimeter rule. Let the person digest the one and only question. Then, entice the person to learn systematically by enrolling to class or don't skip class as the case maybe.

Finally, remember Shakyamuni used 4 techniques to answer questions depending on the questioner's thinking box. (1) Direct straight forward answer, (2) Use example or metaphor, (3) “What do you think?” (4) Inexpressible silence. In Mahayana tradition, the teacher must break the so called “inexpressible silence” when the disciple demonstrates sincerity and readiness of learning skills by respectfully asking the same question to the teacher three-times at one occasion.

## **VII. Inability to assimilate correct answers or quick to forget what was taught.**

Enlarge thinking box means capacity to assimilate big data or profound messages. Suppose you don't know what is enlightenment. You ask a single question “What is enlightenment?” I gave you the definition but you cannot assimilate it. You acknowledge but cannot comprehend let alone understanding my definition. Why? It is because the small thinking box cannot relate and accommodate the message. This mental block happens because the thinking box is too small; it contains insufficient background knowledge. For a solution, try doing the following exercise. Ask all six “Ws”; when, where, why, who, how, what. Formulate a question about enlightenment use each of the “W”. After this exercise, you have asked 6 questions rather than one. You gained 6 areas of background knowledge. Your thinking box expanded by containing 6 contents. Now you can put your single question “What is enlightenment?” in context. Follow this dharma path and zero in while at the same time expanding.