

# Lead With Innate Knowledge

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## 1. THE TEACHER

We know a lot of knowledge, but yearn for more. We know that there remains much potential for learning. Who will advance human understanding into the future? Who taught us before? Do we teach each other? We talk and write and, because others appear to learn from us, we think that we are teaching them. It is believed that learning comes from the outside world. However, the teacher and student are exchanging only photons. Photons are the particle nature of electromagnetism. Along with the arrival of the teacher's photons, are innumerable numbers from other sources in other places and times. What we effectively receive from others are signs. The photons form signals for which we must find meanings. That rush of wildly mixed bits of data doesn't teach us. Who then is the teacher?

## 2. INNATE KNOWLEDGE

The photons come to us like a turbulent wind. They form signs of events, many unrelated, occurring in the outside world for which we must internally determine meanings. The photons are not the events. They are tiny bits of data about changes of velocities of particles of matter that have participated in the events. Individual photons signify tiny pieces of a complex whole. It is their arrangements that signify events in the outside world. Those always unique, fleeting arrangements are the signs we receive for guidance.

We then subconsciously fit meanings to them. We choose from our store of innate knowledge, the meanings that best fit the photonic data. It is sometimes easy to make correct associations. For example, when our eyes are 'observing' events, our subconscious mind is working wonderfully well at telling our conscious mind what we are seeing. An incredible amount of data is analyzed faster than we can see.

This ability to interpret photon data could not have been acquired by repetition. There has never been repetition. The arrangements are not repeated. We must discern patterns in data that varies very quickly. The data is never exactly known because it is constantly undergoing changes. There is no opportunity to study a fixed arrangement for patterns. We must look for patterns as the photons fly at us.

We must already know what patterns are before we can look for them. We are born with the ability to analyze photon data. We successfully identify patterns. We do it instinctively. It is evidence that our understanding of what patterns are is innate. We are born with that knowledge. We instinctively find patterns in the photon storm. This instinctive behavior is evidence of the existence of innate knowledge.

Instinct means that we have the knowledge necessary to carry out an act without having previously been made aware of it. It is genetically delivered. We are not consciously aware of it. It is stored inside our

subconscious and must be sorted out from a great deal of other innate knowledge waiting its turn to be needed. Knowing that something is needed is instinctual.

Our ability, or even an insect's ability, to analyze hoards of always changing, almost random data coming to us at the speed of light is demonstration that something magnificent is occurring within our minds. The universe sends us information for which we must already know possible meanings. Meanings do not arrive with words.

Whether spoken or written, our words are physically received as patterns of photonic bits of data. The words are signs in the form of photonic arrangements. The signs point us to where we can find the arrangement's meanings. We have the meanings. Knowledge of meanings must already be in our possession before signs can point us toward them. Since we successfully interpret the photon storm, we can know that knowledge of meanings is innate.

### **3. EMOTIONS**

Our subconscious mind chooses meanings that appear to fit the patterns that it thinks are in the photon data. When our subconscious mind accepts a conclusion it moves that thought forward, and the conclusion becomes a conscious thought. A critical part of that transition is that our subconscious activates an emotional feeling along with the thought. An emotion is communicated along with it as an indication of the level of confidence in the conclusion.

Some conclusions are accompanied by a feeling of confusion. Others by a good feeling indicating they make sense. If it weren't for this feeling we wouldn't know the difference between a confident conclusion and a questionable one. This emotional stimulation is a vital part of communicating between our subconscious and conscious minds.

An example emotion is the feeling of desire. We may desire a material object and upon gaining possession of it feel the emotion of happiness. We might smile or laugh, speak with excitement or even shout triumphantly. We may gesture enthusiastically or perhaps leap with delight. This kind of emotional feeling is tenuous. It is not the special emotion that I want to address.

The special emotion is fundamental to us. It identifies real happiness. It is the emotion that confirms a universal truth. I will refer to it as joy. Joy is the feeling we experience while witnessing the birth of a loved baby. There are other examples; however, it is the uniqueness of the emotion that I wish to make note of. We can know that the feeling of joy is instinctual by the surprising uniqueness of its effects. Our responses are opposite to those of the pleasure of gaining material possessions.

Joy does not cause us to laugh. Instead we tear up or cry. It does not cause us to squeal with delight. It causes us to become quiet. If we try to speak, we may find we have lost that ability. We do not leap into the air. We feel weak in the knees. It does not cause us to act proud and haughty. It reduces us to a posture of humility and humbleness. Joy is a wondrous example of our being directed toward a fundamental truth.

It is an emotional response that lets us know that this is foundational happiness. It is an example of our being internally directed to recognize universally set core values. It is not taught to us by others. It was a part of us when we were born. It is instinctual. Our emotion of joy confirms our humanity. It consists of innate knowledge and instinct that is shared by all peoples. The universe bestowed it upon us.

#### 4. INNATE MEANINGS

Innate means we were born with it. Instinct means we were born with it. The meanings are innate. The process of assigning meanings is instinctive. The concept of innate knowledge may seem uncomfortable for one trained to believe in a mechanical interpretation of the universe. However, which is more comfortable to say about our response to observing the universe?

First, the universe exerted forces on us and parts of us changed their velocities. Or second, the universe communicated with us and we understood its meaning. The second description reflects our reality. The universe communicates with us and we communicate with it. We pick out patterns and attach meanings to them until we subconsciously form an image and to present the image to our conscious mind as a conclusion. We remember our conclusions.

When new data appears to have some of the same patterns with new ones added, we can more easily and quickly form the new conclusion. We know innately all meanings that allow us to understand what a person is, but the outside world guides us to arrange meanings that form an image of a specific person. We didn't know that image, but we know the ideas that mix together to make it.

There is incompleteness and discontinuity in photon data. That makes matching it with meanings a trial and error process. We sometimes have to make a best guess. That is why optical illusions work. We know the conclusion is wrong, yet our subconscious mind insists on its correctness. The result is that we continue to see the illusion instead of reality. Usually we perform better than that. Usually our subconscious mind delivers a vision that quite accurately portrays the outside world.

Sometimes conscious thoughts are not accepted at face value. We can cause ourselves to think things through more thoroughly. The subconscious mind will then search longer for ideas that can improve our level of thought. The search for best meanings can be left to stew subconsciously. We put it aside and no longer think consciously about it. But our subconscious mind remains hard at work on it.

A better conclusion might later burst forth as a conscious thought. Days may have passed without related thoughts, when suddenly our subconscious forces a new conclusion forward as a conscious thought. We are abruptly made aware of a better conclusion. The better conclusion sometimes results from our subconscious mind adding information that was not included in the photon data. Our mind can fill in, from its store of knowledge, what it deems to be missing meanings.

For example, the mind anticipates change. That is the only kind of data it ever receives. This is why still pictures can be used to create the illusion of motion. Motion pictures do not include motion. The motion is formed in the mind. Our conclusion is wrong but our subconscious approved it. So we see the illusion as being reality.

The interpretation process involves making choices. One can make wrong choices by adopting a wrong standard. An example might be "I believe in what I can see." One can become a believer in an illusion. It is not difficult to stretch image into imagine. We can imagine an unreal universe. If one loses their connection to foundational innate knowledge and instead builds upon an imagined reality, they can become its fervent believer.

They will find another standard for their logic. Mathematics commonly becomes a standard to depend upon. It readily accepts imagined properties. It does not have the means to know reality. It is dependent on its author's ideas for its handling of variables. Arbitrary decisions about the existence and treatment of variables is a common practice in some disciplines. Theoretical physics makes guesses about

properties. Physics equations contain variables that represent those guesses. This results from our failure to subconsciously discover much needed meanings. The use of the guesses allows theory to advance in spite of what remains unknown. If the needed meanings remain inside us undiscovered and unlearned then the failure of the process was not due to natural reasons.

We can fail for natural reasons. If our innate knowledge does not contain the required meaning then, we cannot interpret that part of reality. Our subconscious mind can fail to find meaning for the data. All the senses can be working. The data is received. However, the mind will not find the missing meaning. The photons are signaling it. The senses are not the cause of the failure. It is the missing knowledge that has failed us. If we do not subconsciously know it, then we cannot consciously know it.

Even when our minds contain the knowledge necessary to achieve understanding, we can fail to correctly interpret the information. The problem is that the data may be unclear. It is always imprecise. We do not experience exactness. The mind is the source of the concept of exactness because no data has ever been communicated in exact form. Exactness is an innate idea.

Continuity is also an innate idea. No living creature has ever seen a continuous line. The concepts of a line or of continuity in general are ideas that come from innate knowledge. Another example is changelessness. We have never received data about the existence of 'no change'. The outside world data is always only about change. The idea of 'no-change' is innate.

We control what is innate. We decipher the photon storm with all decisions being under our control. The conclusions reached are what we decide they will be. We control our thoughts. We are capable of breaking free from past modes of thought. We can even endeavor to discover knowledge without the need for external signage. This self-stimulated process of discovery yields intuition. It yields foresight.

People who discover these thoughts are sometimes described as having moments of brilliance. These ideas are the thoughts that free us from bondage to knowledge of the past and propel our thinking into the future. The abrupt conscious appearance of new unexpected conclusions is evidence of the subconscious learning experience that is constantly in process. We are consciously unaware of it, but we can be intellectually aware of its presence.

If we are intellectually unaware of the subconscious learning process then we will know only what comes afterwards as a conscious idea. We will know only about the presence of conscious thoughts. We will believe we are seeing our teacher and fail to understand that we are seeing an image that has been constructed completely subconsciously. We believe that we are directly experiencing the real thing as if there was nothing more to the process.

We will believe that we are seeing them and hearing them talk. We will appear to learn from them as we watch them draw their figures on the chalkboard. They might show us something remarkable and we sincerely appreciate that they taught it to us. If we fail to grasp it the first time, they might patiently repeat themselves taking care to make sure we are following along. How could we not think that they are a great teacher? They have without a doubt performed a valuable service for us.

The whole experience can seem as if there was nothing more to it, when all the while there has been a great deal more to it. But the subconscious process all occurred before we consciously saw and heard our image of the teacher. An understanding of the subconscious learning process shows us that the teacher did not teach us. Instead the teacher was a great signer.

## 5. FREE WILL

How does individual freedom of thought exist? How do humans have free will? We can know that free will exists because we can choose to not be chained to knowledge of the past. We regularly advance into new levels of understanding that break with the past. Not all pieces need to be in place, and yet we become aware of missing information that was not discernable in the data. We subconsciously decide that adding our own information can improve the initial conclusion. The process is similar to that of jogging our memory. We 'will' more complete knowledge into a conscious existence.

The subconscious conclusions we reach about the meanings of photon data are compilations of innate meanings. We consciously know nothing until after we have subconsciously decided what it is that we will know. Someone else can be expertly communicating their viewpoint, but, we can get it wrong because, we decide the meaning of their communication. We choose our conscious thoughts.

The orderliness of the universe is not communicated to us intact. The photon data is discrete. The discreteness lacks clear direction. Continuity is needed for clear direction. We connect the pieces together forming an interpretation of the universe. We smooth the information into a cohesive image. We see the universe in a form of our own making.

The process followed is instinctual. Collectively we see the universe in the same manner. However, we have individual abilities. None of us have the exact same innate knowledge or receive the same data. The meanings we choose can be different. People can honestly disagree for natural reasons. This flexibility is the essence of free will.

Change is constantly occurring everywhere in the universe. Along with that change the universe also has stability. The properties that cause change are stable. Their orderliness is what makes change purposeful. There is also an induced stability. The inducement of stability is due to commonness of culture and environment. Society introduces stability. Sharing a common environment and culture offers stability. Our culture and environment tend to establish norms for us. However, we are not fully predictable.

At any time we can decide to be more thoughtful. That conscious pondering stimulates our subconscious to compare long standing interpretations with other possible meanings or new combinations of meanings. We add and subtract parts. We can mix or massage or toy with meanings. Our choices are not forced to be the same. We subconsciously decide conclusions based upon those choices. We do not know enough to be perfectly correct. It is the rationing of knowledge that gives rise to free will.

Free will exists because of undiscovered knowledge. We can change our beliefs by drawing upon our reserve of untapped knowledge. This can be an ongoing or on and off again struggle. The opportunity is always there but may lie dormant unless it is vigorously pursued. Those who do not make the effort can foster doubt in the existence of free will. Those who succeed in discovering untapped knowledge and reach new and better conclusions that break with the past, prove the existence of free will.

## 6. LEADERSHIP

Access innate meanings and one's message will resonate emotionally with others. The people will feel it because the process of realization takes place inside themselves. Direct their attention inside their own intellect, passed their store of superfluous knowledge, and connect with their foundational knowledge. When foundational knowledge becomes a conscious thought, they experience it emotionally. They feel emotionally connected. Followers follow along because they are feeling along. Stir their emotions with words of caring and unity for both social and scientific goals. Care and unity are emotionally satisfying.