

A Comparison of the Definition of Intelligence in Psychology and Psymentology

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ABSTRACT

Psymentology, or the supra-holistic approach to the study of the mind (*mento*) and psyche (psychology), is an Iranian complementary medicine founded by Mohammad Ali Taheri that identifies the mind and the psyche as distinct and separate from one another. Psymentology holds a very broad and supra-holistic view of human beings and the universe and aims to identify the various existential dimensions of the mind as well as the psyche and to heal the maladies related to both. In psychology, what is known as IQ (Intelligence Quotient), representing the potential of learning, computation, language, comprehension, memory, and abstract reasoning, from the standpoint of Psymentology, are considered "Wisdom" (*Aql*) or "Apparent Intelligence" that are aspects of Wisdom (*Aql*) and are called WQ (Wisdom Quotient). In Psymentology, "creativity" is defined as the "Inner Intelligence" (*Bātin*), a potential in all humans that needs to be activated. This activation requires a high degree of thirst for knowledge and discovery of Truth, in addition to other measures. According to the Theory of Intelligence in Psymentology, Intelligence is the ability to create and bring about new information in various fields; Wisdom (*Aql*), on the other hand, is the ability to apply, make use of, and utilize anything; while Memory is the ability to store and recall information. The ability to memorize information and events and the recollection of them is represented as MQ (Memory Quotient), which in Psymentology, unlike in psychology, is not considered among the faculties of Wisdom (*Aql*), but it does function in relation to Wisdom and Intelligence. Most current education systems are based on a memory-oriented approach that relies on rote memorization of the material. However, it is imperative for the education systems to be creativity-oriented if they are to foster the growth and development of individuals and help human societies thrive and flourish. For this to occur, it is necessary to activate the creative potential in children and adolescents, which is not activated through simple memorization of content; otherwise, their mental capabilities will gradually diminish over time and will be replaced by stereotypical teachings that are dry and devoid of any creative spark. Although with respect to scientific discoveries, human intuition is known to have elicited creativity, to this day, no method has been proposed to cultivate and enhance this faculty. Psymentology aims to introduce novel methods to make accessing constructive and productive insights and intuitions possible that would promote human growth and evolution and would lead to the activation of the creative genius in individuals and the emergence of new ideas in various areas of knowledge.

Keywords: Psymentology, Inner Intelligence, Wisdom, Creativity, Memory, Mind, IQ, MQ, WQ.

INTRODUCTION

This study examines different critical theories in the field of intelligence, memory, and creativity and compares the previous definitions with those of Psymmentology theory on these topics. The present study is a review study that has been done using the keywords of multiple intelligences, intelligence, wisdom, memory, Inner intelligence, and apparent intelligence, and books and research papers in Persian and English in the fields of psychology and Psymmentology.

Mohammad Ali Taheri is the founder of Psymmentology, an Iranian complementary medicine that explores the existential dimensions of the human mind and psyche and their complications.

Taheri Consciousness Fields

The nature of consciousness and its place in science has received much attention in the current century. Many philosophical and scientific theories have been proposed in this area. In the 1980s, Mohammad Ali Taheri introduced novel fields with a non-material/non-energetic nature named Taheri Consciousness Fields (TCFs).

T-Consciousness is one of the three existing elements of the universe apart from matter and energy. According to this theory, there are various TCFs with different functions, which are the subcategories of a networked universal internet called the Cosmic Consciousness Network (CCN). The influence of the TCFs begins with the connection between CCN as the whole consciousness of the universe and the subjects of study as a part.

The major difference between the theory of TCFs and other theoretical concepts about consciousness is related to the practical application of the TCFs. TCFs can be applied to all liv-

ing and non-living creatures, including plants, animals, microorganisms, materials, etc. This connection called "Ettesal" is established by the Faradarmangar's mind (a certified and trained individual who has been entrusted with the TCFs). The human mind has an intermediary role (Announcer) which plays a part by fleeting attention to the subject of study and then the main achievement obtained as a result of the effects of the TCFs.

Mohammad Ali Taheri, the founder of Erfan Keyhani Halqeh, a school of thought with over 40 years of history, and the founder of Cosmointel Research Center introduced a new science in 2020 as a branch of this school. He coined the term Sciencefact for this new science because it utilizes scientific investigations to prove the existence of T-Consciousness as an irrefutable phenomenon and a fact. Although science focuses solely on the study of matter and energy, in contrast, Sciencefact explores the effects of the non-material/non-energetic TCFs, has provided a common ground between the two by conducting reproducible laboratory experiments in various scientific fields, and it has used the scientific approach in proving T-Consciousness Fields. These fields cannot be directly measured by science, but it is possible to investigate their effects on various subjects through reproducible laboratory experiments (Taheri, 2013).

Psymmentology

From a Psymmentology point of view, understanding the human being requires a comprehensive and supra-holistic view. From this view, human beings, in addition to physical sensors (five senses), also possess mental and supra-mental sensors. Supra-mental sensors are recipients of intuition. They have the ability to create information that does not exist previously and the ability to receive awareness from



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beyond the mind.

Psymontology offers tried-and-true knowledge that can lead to a practical and precise definition of creativity and intelligence. From a Psymontology point of view, all intellectual activities comprise three categories: (Taheri, 2011)

- **Intelligence (the creating agent)**
- **Wisdom (Aql) (the utilizing ability)**
- **Memory (the archiving ability)**

Today's humans are familiar with the concept of mental invention and creation; however, they are not familiar with the center of the Software-based activities in the field of processing creativity and mental perceptions through supra-mental sensors, hence they have not discovered a lucid interpretation of how they function.

In psychology, what is considered the Intelligent Quotient is referred to as IQ, is, in fact, a quantitative measure of Wisdom (Aql), known in Psymontology as "Wisdom Quantity" or the "Apparent Intelligence". While the extent of intelligence, which in Psymontology is the extent of creativity and ability to create, is the true IQ (Intelligence Quality) or what we consider "Inner Intelligence" (Bātin), which is not quantifiable. Psymontology names it IQT. This IQT is qualitative in nature, and as such, cannot be measured by numbers.

A part of the brain translates Inner Intelligence, and another part translates Apparent Intelligence. For innovative people, part of their brain is translating Inner Intelligence. For many, this part remains unused. Based on a hypothesis in Psymontology, it is expected that humans would no longer suffer from memory disorders such as Alzheimer's disease provided that they could utilize their Inner Intelligence.

Psychology

The findings on intelligence showing that many definitions have been proposed for it so far:

According to A. Binet's definition (1916), intelligence is the ability to understand, reason, judge, and solve problems. Hence, IQ is the quantitative measurement of intelligence abilities within the scope of reasoning, mathematical calculations, learning, memorizing, abstract thinking, general information problem solving, interpersonal and spatial perception, and linguistic abilities.

D. Wechsler (1958) defined intelligence as the individual's ability to adapt to their environment effectively and to act purposefully.

According to H. Gardner's theory (1983), in order to assess all the abilities and talents of a person, the IQ alone should not be examined (which is equivalent to the logical-mathematical intelligence), but also other types of intelligence and talent, including musical, intrapersonal, interpersonal, visual-spatial, bodily kinesthetic, verbal-linguistic, and naturalist intelligence should be considered.

D. Goleman (1996) presented a definition of Emotional Intelligence (EQ) as the understanding and managing the emotions of oneself and others. In human beings, emotions react without a moment's delay and prevent a conscious and analytical reaction, which can be controlled by boosting emotional intelligence. In addition to humans, emotional intelligence is also found in mammals.

Spiritual Intelligence (SQ) is the third type of intelligence that has only gained attention in the late twentieth century. This intelligence is unique to human beings and deals with the underlying beliefs about the meaning of life, understanding the integration between human beings and their environment, the ability to receive intuition, a holistic view of the world, and the fundamental questions about why and how humans were created (Zohar, 1997). Conclusively, the three main fields in which intelligence is defined are Wisdom Intelligence, Emotional Intelligence, and Spiritual Intelligence.

Memory is a state or process that arises through progressively encoding, storing, and retrieving information, according to S. H. Klein (2015) in his paper "What Memory Is." Based on these criteria, memory or its traces can be seen in almost any state of mind that we can have.

Based on A. D. Baddeley's model of working memory (1974), human thought processes are supported by an integrated system for the temporary storage and manipulation of information. This memory is the center of attention and the primary process of sensory information and communication with long-term memory. It also takes on the roles of learning, storing, and removing irrelevant information.

M. Mumford suggested that "creativity involves the production of novel, useful products" (2003, p.110).

Much like "intelligence," no single definition exists for "creativity." Creativity requires the simultaneous presence of a number of traits, such as intelligence, perseverance, and the ability to think in a particular style.

T. Amabile (1983) divides the components of creativity into three categories:

- 1-** Having a skill in a specific field
- 2-** A person's traits and cognitive characteristics, such as independence, being a risk-taker, having novel perspectives on issues, regular working routines, idea construction skill
- 3-** Intrinsic motivation to implement work

Creativity and innovation are among the most sublime characteristics of human beings. All sciences, productions, technologies, industries, innovations, inventions, arts, literature, music, architecture, and in general, the basis of all kinds of civilizations since the beginning of history until now, and all human achievements are multifarious manifestations of creativity and innovation. The development of human civilization and their lives are impossible without

creativity.

C. R. Cloninger (2008), the psychobiological theorist, considers the following three fundamental aspects, effective in the formation of human personality:

- 1.** Temperament or instinctual nature exists in humans the same as the other mammals. Temperament is actually the cause of the formation of EQ.
- 2.** Character or personality traits developed in humans, during life and following environmental education are related to using Wisdom or IQ.
- 3.** Psyche or Intuitive Self Awareness, which is the cause of wisdom, creativity, and well-being. Cloninger deems the growth of the psyche to be a factor in the growth and development of human personality. Psych is equivalent to SQ.

The quality of intelligence from the perspective of Psymontology

From the Psymontology point of view (Taheri, 2011), Intelligence Quality (IQT) is the ability to manifest creativity, innovation, and to create information and things that did not formerly exist or, one was unaware of those, that is, whatever human inspirations create. It also can occur during sleep or wakefulness. Characteristics of intelligence include the following:

- Intelligence is innate, common, and latent, and therefore it is not inherited.**
- Intelligence needs awakening and activating.**
- Intelligence, often described as the amount of creativity, is a qualitative concept, hence it's not quantifiable.**
- Unlike wisdom, intelligence cannot be learned or programmed and cannot be increased by learning. Therefore, if personal ability is increased by learning, it is an effect of wisdom, not intelligence.**

In psychology, intelligence equates to intellectual abilities, and memory is its component.



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Intelligence is also considered to be distinct from creativity.

The definition of IQ in psychology differs from that of in Psymontology so that in psychology, IQ is quantitative in nature and IQT in Psymontology is qualitative in nature. (Taheri, 2011).

In Psymontology, creativity usually emerges as placeless, timeless, languageless, and in the form of a mental spark. Its occurrence is not time-consuming. While rational thinking is time-consuming, it is within the framework of the faculty of reason and Wisdom and results from putting a set of information together.

Memory Quotient (MQT), which is the ability to memorize events and information in Psymontology, is not part of the capabilities of Wisdom (Aql)) and IQT, but it is a separate software that works in conjunction with Wisdom (Aql)) and intelligence.

Conclusion

Looking at the history of humanity, it is clear that the extent of Inner Intelligence or insight has decreased throughout history. As Apparent Intelligence or wisdom has grown over time, the dilemmas and abnormal tendencies have become more complicated.

This is because the development of rationale, with no regard for the Inner Intelligence of people in the society, leads to the desire for superiority over others, the emergence of false emotions, energy accumulation, inner restlessness, and imbalance.

These imbalances led to the definitions of new types of intelligence called emotional intelligence (EQ), and then spiritual intelligence (SQ) to eliminate the mentioned defects according to these aspects of intelligence. However,

er, the truth is that human beings cannot only grow by employing their mental, psychological, and physical abilities. It will not be perfect, but intuition and the benefit of inspirational information are the controlling factors of false emotions. Therefore, addressing this issue as a social and human matter must be seriously considered.

Core memory forms the basis of current education systems, which rely on content memorization. While it is imperative for the education systems to be creativity-oriented in order to foster the growth and development of individuals and help human societies thrive and flourish. For this to occur, it is necessary to activate the creative potential in children and adolescents, which is not activated through simple memorization of content; otherwise, their mental capabilities will gradually diminish over time and will be replaced by stereotypical teachings that are dry and devoid of any creative spark.

Connecting the humans' minds to the Consciousness and Intelligence that governs the universe (CCN) is an effective way to promote intelligence and cause the emergence of inventions and innovations. However, cultivating mere Wisdom or faculty of reason generates a waste of existing mental capacities and a memory-oriented education system.

In this regard, although human intuition is scientifically known to be the cause of emerging creativity, so far, no effective way to cultivate and promote it has been presented.

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