

## **CHAPTER SEVEN INTELLIGENCE**

A retarded man who had become a Christian wanted to attend church in the nearby community, so I called a pastor who I thought might be interested. He was indeed interested and the church bus stopped by to pick up the young man the next Sunday. Unfortunately, some of the staff of the facility where the retarded man lived had not been informed that he was to go. As a result, the bus arrived late at church and a number of church people were angry because of the delayed bus. The retarded man probably sensed their reaction and demanded to be taken back to the facility where he lived. A church member did so, and the church let it be known that retarded people were no longer welcome.

While some would be critical of the church in this situation, and perhaps justifiably so, I suspect there was a deeper problem involved. A church that is truly interested in helping people with retardation needs to prepare itself in a number of ways before stepping into such a ministry.

If you decided to include a special ministry for retarded people in your church, how would you prepare the church for such a venture? How would you prepare the teachers? Would you allow them to join the church, receive communion, and be baptized?

Before going further, try answering the following questions.

1. An IQ is best defined as: (A) a general estimate of intelligence (B) a precise description of potential (C) a predictor of future grades.
2. If a person scores very low on an intelligence test, the person is considered: (A) uneducated (B) retarded (C) neither of these.
3. The method best suited for helping retarded people is: (A) behavior modification (B) cognitive counseling (C) psychotherapy.

Compare your answers with those on page 57. If they are all correct, you may skip to the Applications section.

## WHAT IS AN IQ?

Nearly everyone has heard of the **IQ** or “Intelligence Quotient” which is derived from taking an intelligence test. Many believe it is a measure of a person’s innate intelligence, the mental potential one has to work with in life.

Actually this view of IQ is considered overrated by most psychologists, including those that support the use of IQ tests. IQ scores are considered useful in predicting future school grades and as one measure of retardation. They certainly are *not* considered to be a measure of everything people refer to as intelligence.

4. A teacher examined two files on his students. Mary had an IQ of 95 and John an IQ of 100. However, Mary received a better grade on her math test than John. The teacher began to wonder if Mary might have cheated on the test, reasoning that she shouldn’t have done better because of her lower IQ. Was the teacher justified in her doubts? Why or why not?

Compare your response with that on page 57.

## DEFINING MENTAL RETARDATION

IQ tests are sometimes used as one measure of **retardation**. However, to be classified retarded, a person must technically meet all three of the following criteria:

- An IQ of 70 or lower
- Lack social adaptation skills
- Both of the above must exist prior to age 18

If the first two characteristics are initially manifested after age 18, the person would probably be diagnosed as having **dementia** rather than being considered to be retarded.

Several levels of retardation have been identified. The **mildly** retarded are those who have the highest IQ’s and often develop considerable self-care skills. Often the mildly regarded can learn to live on their own and hold a full-time job. Those diagnosed **moderately** retarded can develop self-care skills but often need considerable training to do so. Often **severely** and **profoundly** retarded individuals have difficulty learning many skills but usually can learn at least basic skills such as feeding themselves and using the bathroom. A few acquire elementary job skills.

5. Fred was 16 when he had a severe automobile accident. Because of head injuries, he tested low on an IQ test and was unable to care for himself. Now 18, he is only

beginning to be able to feed himself and still cannot talk. Is he retarded? If so, at what level?

Compare your response with that on page 57.

### **THE STIGMA AND TRAINING OF RETARDED INDIVIDUALS**

Often retarded persons and their families are made to feel uncomfortable in public. Certain employers have been known to deny retarded people employment, not because they lack skills but because of the **stigma** of being retarded.

Part of this stigma is from the fact that in years past individuals with retardation were automatically institutionalized after classification. More recently this policy has been seen as deficient, and thus many states have begun to **deinstitutionalize** or transfer retarded individuals to private homes or small group homes. Yet, many still remain in older institutions and are subjected to neglect and avoidance by outsiders.

New training methods, based upon the principles of learning (see Chapter Four), have been used with retarded people and have produced considerable success. Basic care skills and job skills have been learned through the use of shaping and reinforcement procedures. These behavioral methods have also been used to teach social interaction skills, such as not interrupting, staying on topic, and self-control. While learning these skills may not “cure” low test scores, people with retarded mental abilities can often develop higher levels of adjustment than what was once thought possible.

6. A family has recently discovered that their six-year old son has been classified retarded by a school psychologist. A friend informs them that there is no cure for retardation and the best thing would be to “put the poor thing away.” In what respect is the friend accurate? What should they do?

Compare your response with that on page 57.

### **APPLICATIONS**

1. Your church has discovered a nearby institution or group home that houses retarded people. Upon a visit, you discover that a number of the residents have not been visited for many years. You decide to organize a group to visit retarded people and want to begin a Sunday school for them. What rationale and biblical references might be used in a sermon intended to develop interest in the program?

Compare your response with that on page 58.

2. A Sunday school teacher states that one of her pupils is also her student at the local public school. She complains that the child has a low IQ and thus can't be expected to learn much in Sunday school. How might you respond?

Compare your response with that on page 58.

3. An individual in the church wants to begin teaching retarded persons in the church. The class is set up and the first Sunday those that attend constantly interrupt the instructor and each other. Since the teacher's goal is that her class have fellowship, she does not want to discourage the talking, but she feels that all the interruptions are hardly fellowship. What would you suggest to her?

Compare your response with that on page 58.

4. Your church wants to grow and at the same time you, as a pastor, have a concern to reach retarded people. What rationale could be used to support the idea that the church could use such a ministry to produce growth?

Compare your response with that on page 58.

5. A prospective teacher of individuals with retardation wants to know what adults at the different levels of retardation can learn. He asks, "Can we reach all the levels at the same time? Aren't some beyond help?" How would you respond?

Compare your response with that on page 58.

6. A fellow Sunday school teacher wonders if it might be good to give all of the children an IQ test to find out “how intelligent they all are.” Would you agree or disagree? Why?

Compare your response with that on page 59.

7. Read the opening account of this chapter once more. How would you prepare your church to teach retarded people?

Compare your response with that on page 59.

### **FEEDBACK**

1. c
2. c
3. a
4. From the information given, the teacher is not justified in her doubts of Mary’s honesty. Since an IQ does not measure all of intelligence, it may have little to do with the child’s actual achievement. In addition, a difference of 5 points in IQ may not be significant. (Given the IQ test again, it is quite possible that Mary could score a 99 and John a 96 because of normal variations in scores.)
5. Fred would probably be considered retarded if the IQ was 70 or below and if his lack of self-care was due to poor skills rather than physical injury to the arms or legs. If the IQ was extremely low and the adaptive skills also very low, as seems to be indicated, he would be in the severe to profound range.
6. While the friend is accurate in saying there is no “cure,” the advice is mistaken. The training methods previously described can often be used in the home by parents, perhaps with some help by a visiting social worker. The parents should not give up on the child but get him involved in special programs available in the school or community. A group home might eventually be needed, but it is possible that the child could learn to live independently and perhaps even have a good job and get married someday. More important, the parents should communicate a sense of

confidence in the child, avoiding those such as the neighbor who only see futility in the diagnosis of retardation.

### FEEDBACK ON APPLICATIONS

1. The rationale would probably be linked to the Christian concern for the underprivileged and needy. While many references are related to compassion, one might particularly consider the biblical command to visit those in prison, as well as Christ's statement that whatever is done for the least of the brethren is done for him (Matthew 25:35-40). Francis Schaeffer and C. Everett Koop make a strong case for Christian responsibility for the disabled and cite the benefits for the ones who assist the disabled in their book *Whatever Happened to the Human Race?*. The pastor might not only encourage visitation but also foster care placement for retarded adults and children.
2. You might point out that an IQ score is not a measure of overall intelligence. In fact, the teacher's negative expectations from the low IQ might cause the child to not try as hard.
3. Behavior modification would help the teacher train retarded individuals in conversation skills such as non-interruption, staying on topic, and appropriate self-disclosure. Shaping with reinforcement for appropriate responses and ignoring (or withdrawing reinforcement) for interruptions would help these skills be learned. While these are not "spiritual" skills, they are needed before fellowship can occur. Later, after retarded people are able to converse more normally, they might even be encouraged to do so within the regular church service.
4. As was mentioned previously, the family of people with retardation often feels excluded and thus may avoid church. As a result, a ministry for retarded people will attract not only retarded persons but also their families, thus producing a great potential for church growth.
5. You should probably describe the four levels of retardation, emphasizing that *everyone* can learn something. Here are some guidelines:

Mildly retarded people are the most likely to be in your church, as 75% of retarded people are in this range. Since they have mental abilities similar to the 5 to 10-year old child, they should be taught at this level (see Chapter Eight). You should avoid using condescending language and illustrations that are clearly for children. Since children of this age are believed by most to be able to make a commitment to Christ, the mildly retarded are also likely candidates.

Those who are moderately retarded, making up 15% of the population of people with mental retardation, are more like 3 to 5-year old children in their mental abilities. Simple stories and skill training may be best, with a lot of pleasant recreation such as a walk outdoors with the teacher describing the beauty of God's creation.

The severely and profoundly retarded, a very small minority of individuals who are retarded, need specially-trained people to help them. Some church groups have developed special live-in training centers for persons at this level, but in-church teaching is less feasible.

6. It would probably be best not to agree. IQ does not necessarily measure general intelligence and there is no guarantee that the ability of the test to predict grades means it can predict learning in Sunday school. It might be noted that a test of mental ability has been developed using religious concepts, "Thinking About the Bible" by John Peatling. Peatling bases this test on both his own research and the general theory of Jean Piaget (see Chapter Eight).
7. Clearly the instructors of retarded people should be flexible and "go the extra mile." They should be knowledgeable of both the limits and potential of people with retardation so that their expectations will be realistic.

## CHAPTER EIGHT

### MOTIVATION

A missions committee is attempting to set priorities in their overseas work. Several suggest that the widespread hunger should be a primary concern, while others on the committee emphasize the people's need for love and belonging. Which should be concentrated upon first?

Before going further, try answering the following questions.

1. Is the need for love or the need for self-esteem more basic in life?
2. Which kind of moral reasoning tends to occur earliest in children? (A) Being a nice person (B) Emphasis upon fair exchange (C) Orientation toward law and order
3. The body's drives are the most important factors in motivation. True or False
4. Maslow described which of the above questions?

Compare your responses with those on page 63. If all are correct, you may skip to the Applications section.

### MASLOW'S THEORY

Abraham **Maslow** has developed an important theory of **motivation**. He indicates that the most basic needs a person has are in the **physical** realm: air, food, and water. These basic needs must to some extent be met before other higher needs surface.

The second level of needs, says Maslow, consists of **safety** needs such as shelter and a safe environment. After safety needs to some extent have been fulfilled, the need for **belonging and love** is discovered. The fourth level of his hierarchy is the **esteem** needs of the individual. Finally the person realizes the need for **self-actualization**, a level achieved by relatively few people. The self-actualizing person is concerned with justice, honesty, and other great human values. The self-actualized person has peak experiences which may be religious in nature, and the individual is natural and spontaneous.

5. If our goal is self-actualization, what level or levels of Maslow's hierarchy of needs must to some extent be fulfilled first? As a Christian examines Maslow's hierarchy, what level would appear to be the goal of faith?

Compare your response with that on page 63.



## **KOHLBERG'S THEORY**

Maslow's highest level in some ways resembles some of the highest stages of moral reasoning suggested by Lawrence **Kohlberg**. Though not usually associated with motivation theory, Kohlberg's stages help to identify some of the thinking that can lead to a person's actions. Moral reasoning can be part of motivation.

Kohlberg believes children lack consistent moral reasoning until the preschool years when they begin to reason from a **punishment** orientation. Power and the likelihood of punishment influence the child's reasons about why particular acts are good or bad. Soon the child advances to the second stage when the desire to fulfill needs characterizes his or her thinking. **Reciprocity** (fair exchange) marks this stage, "I'll scratch your back if you'll scratch mine."

Later in childhood, the **good boy-good girl** approach to moral reasoning begins where the approval of others becomes paramount. Being "nice" is the child's main concern in reasoning about right and wrong. By the teenage years, a fourth stage may begin which consists of an orientation towards **law and authority**. Doing your duty and maintaining the social order are considered important.

In adulthood, Kohlberg believed two higher stages develop—the **social contract** stage and the **principled** stage. These stages go beyond the conventionality of the former stages. It should be noted that the research for the last stage is lacking because so few people reach either of the last two stages. Some believe that stage six reflects Kohlberg's values (and perhaps American values) rather than advanced styles of thinking.

6. An adult is asked why she obeys the speed limit. She answers that she does so to avoid receiving a ticket. At what moral stage is she thinking? If she answered that she obeyed the speed limit because she wanted others to think well of her, what stage is she?

Compare your response to that on page 63.

## **THE DRIVE THEORY**

According to the **drive theory** of motivation, the body constantly tries to achieve a balance (**homeostasis**). Thus when your body lacks nutrients, you are motivated to eat so that the body will once again be in a state of balance. Likewise, when the body lacks water, the individual is motivated to obtain water resulting in homeostasis.

While the drive theory explains certain kinds of biological motivation, it gives us only part of the story of motivation. People are also motivated by the rewards and punishments they receive for actions (see Chapter Four). Many hidden personality

factors may be involved (see Chapter Nine). Even biological activities such as eating and sleeping may occur when the body is already in homeostasis. For example, people often eat snacks at a party or while watching TV when they really aren't hungry.

7. Biological needs of the body explain \_\_\_\_\_ motives of the individual.  
(A) few (B) many

Compare your response with that on page 63.

### APPLICATIONS

1. It is ten minutes past noon on Sunday and the preacher is still exhorting. All you can think about is the chicken dinner waiting for you at home. At what level of Maslow's hierarchy are you? Is your thinking best explained by the drive theory or some other theory?

Compare your response to that on page 63.

2. Earlier in the Sunday service you noticed a deacon nodding off. Is his response best explained by the drive theory? Yes No Can't tell

Compare your response to that on page 64.

3. In a Sunday school class, one adult keeps emphasizing the need for fairness among Christians. When asked to give an example, she describes a non-Christian who returned a favor recently. What stage of moral thinking does this response indicate?

Compare your response to that on page 64.

4. A local ordinance has been passed which forbids groups of ten or more from assembling in homes. Your church breaks into groups of ten to fifteen people who meet in homes on Sunday evening. In an elder's meeting called about the problem, Elder Jones says the church must stop the home meetings because "we must be law abiding citizens." Elder Smith adds "and besides, who would pay the fine?" Jones is at Kohlberg's stage \_\_\_\_\_ while Smith is at stage \_\_\_\_\_.

Compare your response with that on page 64.

5. Consider the missions committee account at the beginning of this chapter. According to Maslow, which should be satisfied first?

Compare your response to that on page 64.

6. The youth group of the church filled out a questionnaire which asked what they worried most about. Many stated that they were concerned that their parents didn't respect them, while others described a lack of self-worth, and still others worried about being attractive to the opposite sex. What levels of Maslow did they reflect?

Compare your response to that on page 64.

### **FEEDBACK**

1. love
2. fair exchange
3. false
4. #1
5. Since each level requires the one preceding it, all four of the lower levels are required. The goal of faith is much like self-actualization, particularly the aspect of peak experiences. Since self-actualization requires prior fulfillment of all the other levels, it would appear to be the ultimate goal of faith.
6. In the first case, she reflects stage one (punishment), while the second case reflects stage three ("good boy—good girl"). Note that adults may, and often do, think at lower stages. Some adults never get beyond one of the lower stages, while others use lower stage thinking occasionally.
7. Considering the complexity of the human motivations, few motives are explained by merely biological needs. As was pointed out, even eating and drinking are not always the result of a biological need, yet they are clearly biological functions.

### **APPLICATIONS FEEDBACK**

1. Your thinking reflects the first level of Maslow, physical needs (food). While the drive theory is a plausible explanation, especially if you had no breakfast, your hunger may be due to your responding to the clock rather than your stomach. This

would be due to prior learning, not actual physical drives. (By the way, research indicates that overweight people are especially sensitive to external cues such as clocks.)

2. This is quite likely, although boredom might make one more sensitive to the inner need to sleep.
3. This best describes Kohlberg's second stage which involves reciprocity. It might be noted that Kohlberg states that a person is able to understand only one stage higher than their highest stage of reasoning and may advance in their moral reasoning if exposed to that one stage higher. Thus, if someone else describes fairness in terms of stage three reasoning, the woman will probably understand and possibly begin to reason at that higher level.
4. The reference to law is suggestive of stage four (law and order) while the reference to a fine is more of a stage one response (punishment). Note that neither is necessarily the highest stage either person is capable of.
5. Maslow's first level is physical needs, thus the need for food would be primary. However, other higher needs should also be considered since Maslow did not say people must be perfectly satisfied at lower levels before other needs surface. He would suggest that meeting physical needs should be a priority, if not the priority.
6. Their responses most reflect level four and level three. An alert teacher will focus the lessons around these needs and later on consider self-actualization needs. The principle of targeting our presentation of the gospel at the level of present need is an important one. The Bible speaks to every kind of need and Christ, the perfect example, met people at their level of need.

## CHAPTER NINE

### PERSONALITY

A neighbor of ours on the mission field, a national, attended church faithfully and was a model Christian. She had a half dozen children to take care of and also worked in the fields trying to keep her family fed. Her husband, a fisherman, often spent what little they had on liquor and would sometimes abuse his wife and children when he was drunk. They had two daughters of about the same age, one of which the father adored and the other he ignored. As a result, he insisted that the second daughter be given extra chores around the house. She generally felt unloved.

One day the father came home to find that the second daughter had become pregnant. When he received the news, he became uncontrollably angry, condemning the girl. He then turned to his wife and began to beat her worse than he had ever before. She received many injuries and died about two weeks later.

What defense mechanisms did the man apparently use? How could he resolve his conflicts? What would you have suggested had he come to you afterward?

Before going further, try answering these questions.

1. A test that attempts to measure deeply-hidden traits is likely to be: (A) an IQ test (B) a personality test (C) an interest test
2. The defense mechanism where the person adopts the opposite attitude of what is felt at the unconscious level is called \_\_\_\_\_.
3. The transfer of feelings from the person who is the source of those feelings to a more convenient target is called \_\_\_\_\_.
4. Inventing a false or secondary reason to substitute for the actual reason is called \_\_\_\_\_.
5. An action or statement made to cancel a previous misdeed is called \_\_\_\_\_.

Compare your responses with those on page 74. If all are correct, you may skip to the Applications section.

## **PERSONALITY THEORY AND PERSONALITY TESTS**

You will recall our mention of **Freud's** personality theory in Chapter One. Of course, there are other theories of personality as well, such as the behavioral theory. Behaviorism states that learning through classical conditioning, operant conditioning, and modeling accounts for personality (see Chapter Four). Yet the best known theory of personality is Freud's view of the **id** (basic energy, primarily sexual) being in conflict with the **superego** (the conscience), and the **ego** (self) making final decisions and compromises between the id and superego.

A number of tests have been developed which attempt to measure personality, most of which have been influenced by Freudian theory. Basically the assumption of these tests is that there are hidden influences buried below the surface of the conscious mind. **Personality tests** attempt to explore this hidden area of which the person is generally unaware. If the unconscious mind contains hidden problems, a personality test is thought to reveal them.

6. At a party, a young lady who was usually optimistic and happy was very sad and withdrawn. I asked her why she was unhappy and she replied that she had just received the results of a personality test she had taken. It revealed that she actually had hidden depressive tendencies. What would you have told her?

Compare your response with that on page 74.

## **DEFENSE MECHANISMS: REPRESSION AND DENIAL**

One of the more useful products of Freud's personality theory is his identification of **defense mechanisms**. Defense mechanisms are processes by which the unconscious mind attempts to avoid anxiety. Thus, genuine problems are not dealt with; they remain hidden below the surface and are often not recognized by the person, although others may be aware of the mechanisms. While it is possible to be *too* sensitive to defense mechanisms (either in ourselves or others), it can be helpful to be aware of some of them and attempt to deal with the real problems more directly.

The most basic defense mechanism is **repression** because it is required for any other defense mechanism to occur. Repression describes the banishment of unacceptable ideas and feelings so that they are kept from surfacing into the conscious mind. In repression, problems are buried, but they keep reviving in the form of other defense mechanisms. Putting a problem out of your mind does not always solve the problem.

A second defense mechanism is **denial** in which a person denies a problem which may be obvious to others. As Shakespeare said, "Me thinks thou protesteth too loudly."

Since the problem is threatening to the person, it is easier to deny that a problem exists than to acknowledge it.

7. After Mary's mother died, a friend told her that there were many things regarding the estate that needed to be taken care of. Mary replied, "I don't want to think about it" and went on doing something else. What defense mechanism does this illustrate?

Compare your response with that on page 75.

### **PROJECTION, ISOLATION, INTELLECTUALIZATION, AND RATIONALIZATION**

With the defense mechanism of **projection**, the person "projects" his or her unconscious desires upon another person. Thus their own problems are seen in other people rather than themselves. The problem may not even exist in the other person, yet the one using this defense mechanism sees it that way.

The defense mechanism of **isolation** describes thinking which is separated from unacceptable emotions. As a result, the person may become unemotional. Another defense mechanism that may accompany this is **intellectualization** in which intellectual vocabulary, discussion, and philosophies are excessively used to avoid hidden conflicts.

**Rationalization** is the process of inventing a false or secondary reason for an action when the genuine reason is unacceptable to the conscious mind. A convenient answer is given rather than the best answer.

8. Even though Susan, a teenager, has never given any indications of being sexually active, her father regularly accuses her of sexual involvements with boys. Assuming this is the father's problem, what defense mechanism would this describe?

Compare your response with that on page 75.

### **REACTION FORMATION, DISPLACEMENT, AND IDENTIFICATION**

**Reaction formation** describes the adopting of an attitude or behavior opposite one's genuine but unconscious thinking. Often this takes the form of outwardly hating what is secretly desired, or outwardly loving what is secretly disliked. For example, it is

thought that “smother love” from an overprotective mother is actually disguised resentment of the child on the unconscious level.

**Displacement** refers to the unconscious transfer of feelings from the source to a convenient substitute target. A standard example is the boss who makes an employee angry, the employee then goes home and takes his feelings out on his wife. Perhaps the wife then displaces her anger on the children, who take their anger out on the family pet.

**Identification** refers to the imitating of others unconsciously. This takes place particularly when another person is admired, but sometimes those who threaten us will produce inner conflicts. As a result, we become more like them. This defense mechanism is similar to modeling, which was discussed in a previous section. Modeling becomes a defense mechanism if we do not realize we are imitating and if the imitation occurs because of hidden conflicts.

9. When Gary received a failing grade on his last test, he went to the basketball court and threw the ball so hard that it broke a window in the gym. This is an example of which defense mechanism?

Compare your response with that on page 75.

### **REGRESSION, FIXATION, AND UNDOING**

**Regression** is described as a return to a style of behavior and emotional expression characteristic of an earlier stage of life. Similar to regression is **fixation** which describes the person who stops developing emotionally once he or she reaches a certain stage of life. A four-year old boy may begin crawling on all fours again because of the birth of a younger brother (regression). On the other hand, if a girl becomes a teenager and has normal intelligence yet acts like a four-year old, she would be fixated.

**Undoing** is defined as an unconscious action or communication to cancel a previously-made mistake. An example would be the practice of being overly nice to someone you snapped at earlier in the day. This defense mechanism especially becomes a problem if the person attempts to undo something which never actually happened. An example is the person who apologizes a great deal, imagining they are hurting others when they actually are not. This may occur because of unconscious anxiety related to events from the past buried in the unconscious.

10. One of the classic accounts of an extreme defense mechanism is a teenage girl whose mother died and father was sent to jail. As a result of such intense trauma in a short period of time, she cut her hair in the style she had as a preschooler and began to use the vocabulary and mannerisms of a small child. This is an example of what defense mechanism?



Compare your response with that on page 75.

### **COMPENSATION, SUBSTITUTION, SUBLIMATION, AND COMPARTMENTALIZATION**

**Compensation** is defined as the attempt to excel in certain areas of life to make up for other areas of real or imagined deficiency. Thus a person who is weak academically may place emphasis upon doing well in athletics, or conversely the person who is not athletic may emphasize excellence in scholarship. An extreme form of compensation, called **over-compensation**, is counterbalancing failure by using socially-unacceptable actions. An example of the latter would be a person who feels inferior becoming a showoff at a party, thus further alienating herself from others.

**Substitution** (sometimes called “aim inhibition”) refers to the partial or modified fulfillment of an unconscious desire. The person who has strong sexual impulses at the unconscious level and expresses those impulses by telling off-color jokes would be an example of substitution. Similar to substitution is **sublimation** in which an acceptable manner of releasing energy is used, even though the underlying conflict is unacceptable. An example of sublimation is the person who tries to satisfy sexual desires by playing football (I’m told this doesn’t work too well!).

**Compartmentalization** results from the unconscious conflicts between real feelings or motives and one’s ideal feelings and motives. The result on the conscious level is experiencing attitudes as though they are unrelated—as though they were in separate compartments.

11. What is wrong with the statement “All law-abiding adults should tar and feather law breakers”?

Compare your response with that on page 75.

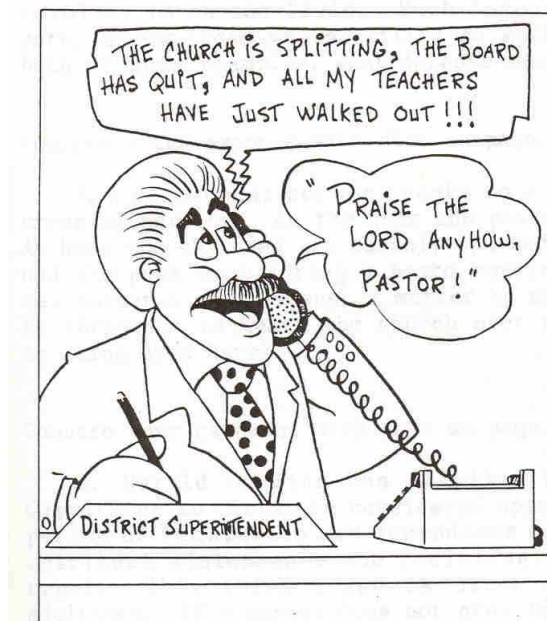
### **APPLICATIONS**

1. Some have suggested that because of the weaknesses of personality tests, some other procedure should be used to screen missionary candidates. Can you think of some method other than testing?

Compare your response with that on page 75.

2. Pauline spends a great deal of time at the church and is involved in a great many committees and other functions. She spends very little time at home because of the fact that her husband is constantly criticizing her appearance and cooking. This best describes what defense mechanism?

Compare your response with that on page 75.



3. Some people in the church emphasize ideas such as “possibility thinking” and “making a good confession” to the extreme of glossing over genuine problems both in themselves and others. A layman refuses to admit to obvious difficulties and requires a “praise the Lord” in all situations. These are examples of what defense mechanism?

Compare your response with that on page 75.

4. Some pastors tend to use the same ideas over and over, perhaps using different texts but preaching the same sermon. We all have favorite topics but to only preach what we like to preach is a distortion of God’s Word. I am amazed to see how much of the Bible evangelists and pastors have never used in sermons, while certain passages have been used to the point that one can nearly predict the major points of a sermon once the reference is given. If asked why this occurs, I suspect many would suggest that “God’s Word won’t return void,” or “you can always get more out of the Bible,” when the real reason may be that he is too lazy to research and study. The real reason is too threatening, so it is kept in the unconsciousness. This is an example of what defense mechanism?

Compare your response with that on page 76.

5. The field superintendent makes a missionary on the field anxious because in some ways the superintendent resembles a childhood enemy. The missionary has recently developed an odd twitching of the mouth that the superintendent also has. What defense mechanism does this describe?

Compare your response with that on page 76.

6. Joan is very friendly and pleasant to people when talking to them, but then talks about their faults behind their backs. Her friendliness to people she dislikes is an example of what defense mechanism? Another example of this defense mechanism was a well-liked missionary I once heard who spoke out strongly against sexual unchastity. But when I later talked with nationals from his field, they described affairs the man had been involved in on the field. Such inconsistency is a rare exception, I'm sure, among those who sacrifice so much to minister cross-culturally. In both of these examples, what defense mechanism was used?

Compare your response with that on page 76.

7. A particular sermon speaks to a weak area in a person's life, thus creating anxiety. At the door, the pastor receives a smile and a handshake. At home, the children are harshly spanked that afternoon for minor misdeeds, and the next week during a board meeting, the adult makes the color of the new carpet a major issue, a matter he cared little about the previous week. He threatens to leave the church over the carpet. What defense mechanism is being used here?

Compare your response with that on page 76.

8. Harold Darling has detailed four stages of spiritual growth. Commitment to Christ is considered spiritual birth, which is followed by a period of immaturity and dependence called spiritual childhood. During spiritual adolescence, the individual begins to question and sometimes rebel. This third stage is often followed by a fourth: spiritual adulthood. If a person does not grow beyond spiritual childhood, remaining immature and dependent upon the views of the pastor or others in the church, what defense mechanism is this most like? If the person develops into spiritual adolescence and meets a great deal of opposition to honest doubts, the person is likely to revert to earlier immaturity and dependence upon others. This is most like what defense mechanism?

Compare your response with that on page 76.

9. A student once told me that a person shouldn't apply psychology in the church because psychology is psychology and church is church. Assuming this response comes from hidden unconscious conflicts, what defense mechanism is being used?

Compare your response with that on page 76.

10. During a sermon a particular point begins to arouse inner conflicts within Bob. He begins to think about others who might have that particular problem the pastor is preaching on.

Likewise, Reverent Bliss has problems thinking about the possibility of having sex with someone other than his wife. During the last two months, he has preached on adultery five times.

June realizes one day that she had believed God wanted her to go to Africa as a missionary because she unconsciously wanted to be near her missionary parents who are in that part of the world. All of these are examples of what defense mechanism?

Compare your response with that on page 76.

11. The conflicts between a no-sickness theology and the reality of disease may result in suppressing that conflict through refusing to admit to symptoms felt. Perhaps some espouse a perfectionistic religion by refusing to admit to obvious sin in their lives and others in their churches. These are all examples of what defense mechanism?

Compare your response with that on page 76.

12. In the church, excessive use of theology and religious jargon can easily replace genuine expression of the self, including the emotional self. This problem is compounded by the insistence of some that Bibles with dated language be used in the service. The pastor may find himself interpreting problems with intellectual or theological terms, rather than empathizing with the individual, due to conflicts that are deeply hidden within the pastor. These illustrate examples of what defense mechanism?

Compare your response with that on page 76.

13. While on vacation, I visited a church where the Sunday school class was taught by a teenager. The young man spoke at length of sexual thoughts he had about certain girls,

even naming the individuals he had thought about! I suspect his talking was an attempt at making amends for thoughts about which he felt guilty. What defense mechanism does this illustrate?

Compare your response with that on page 76.

14. I know there are many who call themselves Christians who have separated their lives into the sacred (Sunday in church) and the secular (the rest of the time). It is a sad fact that many attend church for years and see no connection between faith and everyday life. This is an example of what defense mechanism?

Compare your response with that on page 76.

15. Snell and Gail Putney, in their book *The Adjusted American*, mention an atheist and a Christian who spent hours trying to convince one another the other was wrong. Since the Christian was raised in an agnostic home, he was attempting to dispel unconscious doubts about his Christian faith by arguing vehemently with the atheist. The atheist, raised in a religious family, argued just as strongly, trying to be rid of his unconscious doubts about his atheism. If either had changed his mind, they both would search out someone else who disagreed and the process would continue. This is a description of what defense mechanism?

Compare your response with that on page 76.

16. In the church I have heard some make sarcastic remarks about a pastor, although such people would generally say they like their pastor. It may be that sarcasm is partial expression of an unconscious hatred or resentment of him, particularly if the sarcasm is of the biting variety. This is an example of what defense mechanism?

Compare your response with that on page 77.

17. I have heard some argue strongly for keeping the King James Bible as the main text for study or worship, supporting their statement by saying that there are too many versions today or that the King James is the most accurate or most accepted. I wonder if the real reason is that leaders are afraid of ruffling feathers among rigid parishioners or unwilling to let God put His finger on some problem areas by a fresh reading on the subject. This best describes a defense mechanism called \_\_\_\_\_

Compare your response with that on page 77.

18. It is possible that some church people manipulate others by calling themselves servants in order to assert their own dominance. If this is the case, it would be an example of what defense mechanism?

Compare your response with that on page 77.

19. Certain doctrines and practices may be elevated beyond their biblical positions. This may be due to other doctrines and alternative practices producing psychological threat at the unconscious level. This is an example of the defense mechanism called \_\_\_\_\_.

Compare your response with that on page 77.

20. Review the opening illustration. What defense mechanism did the father use?

Compare your response with that on page 77.

NOTE: We will consider the issue of how to deal with defense mechanisms in Chapter Eleven on Therapies.

### **FEEDBACK**

1. B
2. reaction formation
3. displacement
4. rationalization
5. undoing
6. Different psychologists would respond to her differently. My response was to assure her that tests were subject to error since they are created and given by human beings. It is interesting to note that according to one survey, a large majority of psychologists felt that personality tests do not aid in understanding and helping people. Even if one accepts Freudian personality theory (which many psychologists do not), this does not assure us that the tests are a valid measure of the unconscious mind.

7. Repression. It would not be denial because Mary did not deny that her mother had died or that she had a problem.
8. This best describes projection. He believed she was doing what he unconsciously wanted for himself.
9. This is an example of displacement because the energy is displaced upon the ball. Taking out one's frustrations on a neutral object is usually to be preferred over using people, although there is still a need for control. Preferably it should also be a conscious process, and thus technically it would no longer be a defense mechanism (defense mechanisms are always unconscious).
10. This is a rather extreme example of regression.
11. This does not allow for due process of law, thus the statement requires that law-abiding citizens break the law. As a result, they are no longer law-abiding citizens! The person who compartmentalizes cannot see this logic and would state that law-abiding citizens can break the law, since the person with this defense mechanism holds the two ideas in separate compartments.

### **FEEDBACK ON APPLICATIONS**

1. I suspect there are a number of good possibilities. Walter Mischel, who has summarized the many criticisms of personality testing in *Personality and Assessment*, has suggested that relevant past history is better at predicting future adjustment. In addition, a good interview in a relaxed setting might help. On the other hand, neither of these would provide much insight regarding how likely the person is to adapt well to a new culture or how they will get along with other missionaries on the field. These two issues are the most common sources of difficulty in missions.

Instead of personality testing, a brief internship would be far better. I have heard of missionary groups who simulate a cross-cultural experience for candidates in which they are exposed to a wilderness survival situation for several weeks. Such a context would seem to be nearly ideal for evaluating interpersonal relationships within a non-standard setting. Such would be especially helpful for pioneer missionary efforts in the bush but might be adapted for other contexts such as urban missionary efforts (how about a few weeks in an American inner city setting?). Such an approach would seem to be of far greater worth than personality test scores.

2. Compensation
3. Denial
4. Rationalization
5. Identification

6. Reaction formation
7. Displacement
8. Fixation, regression
9. Compartmentalization. The reason for such a statement is that perhaps the study of psychology has illuminated areas within their lives which fail to meet the ideals they have. These conflict at the unconscious level, so the mind separates church and psychology into two separate compartments. It refuses to see any possible relationship between the two. Yet it is clear that principles which are valid in everyday life are also valid in church life.
10. Projection. It is possible to project our own unconscious desires upon God and see them as His will rather than actually our own will (see Isaiah 55:9 and Proverbs 16:9).
11. Denial. This vividly contrasts with Paul's open admission of difficulty (Romans 7) and John's realization that Christians sin (I John 2:1).
12. Isolation. It is emotionally taxing to "feel with" the person or to say "I don't know" and much easier to use clichés and technical terms. Agape love is like that of Christ, who listened and empathized as well as analyzed. The Holy Spirit is not only cognitive but also affective. Theological terms are important, but they should not be used to avoid feelings. A biblical church service should have a balance of both the mental and emotional.
13. Undoing. In contrast would be the processes of conscious restitution or apology. These need to be done so that the circle of confession is the circle of commission: if a sin is against God alone, it should be confessed to God alone. (I suspect this was the case in the young man's situation.) On the other hand, if one wrongs an entire congregation, the congregation should receive the confession. I believe this is what James had in mind when he said "Confess your sins one to another" (James 5:16).
14. Compartmentalization. On the other hand, what a joy it is to see scientists who believe in God and also see how the Bible relates to their scientific work. All of us can apply principles of honesty and integrity in our work that were learned in church. We need to see that all of life, not just church life, is sacred.
15. Projection. In contrast, I can imagine the Christian who shares Christ with others yet is able to understand and allow contrary views to be held. Jesus never forced his views upon anyone.
16. Substitution. On the other hand, humor may help release tensions that may have built up. Appropriate levity during a rough church business meeting may be the best thing to help calm the atmosphere and pave the way for genuine accomplishment.



17. Rationalization.
18. Reaction formation. How different from Christ who not only suggested that we must be servants but also was an example by washing his disciples' feet.
19. Because this does not clearly describe any of the other defense mechanisms, it is considered repression of the conflict produced by the other points of view.
20. Probably displacement is the best answer, although the extremes to which the man went suggest additional psychological problems.