

Colleagues on the Journey—

Our initial IHOP Bible Study session for 2008 was held this last Tuesday, January 8, 2008. The purpose was to review the principles of Gut Trip Analysis and to do a study on the power of charting. The following is provided for your review. When you have questions please address them to me at wsalmon@cox.net. Do not send them to either biblestudy or sermonstarter as they float off into cyberspace.

Have a great year. Our studies continue to create interest on the internet, through personal referrals and through denominational channels. At present we have about 160 subscribers to the IHOP Bible Study and about 70 subscribers to SermonStarter.

Thanks for your continuing interest and support.

Pastor Bill

“A Rational for the IHOP Bible Study:

Context, Method, Theology and Process”

Developed by Dr. William E. Salmon

January 8, 2008

The Context--

The IHOP Bible Study is an intentional effort to explore a new approach to Bible Study. This effort began 15 years ago. The product of this line of thinking is the development of the on-line IHOP Bible Commentary.

Some claim this is a Gnostic approach in which secret knowledge is shared that reveals The Truth about life. No doubt this is the case. However, the “secret” is not all that secret as the theology has been around since the beginning of the Christian era. What is “secret” is that this term is taken seriously and seeks to be applied in all human circumstances.

As the author and teacher of Gut Trip Analysis, I found that theology and the study of the Bible made sense to me when it is pulled through this process. Many people have affirmed that they, too, find it helpful and meaningful. To this end, this method was put to the test in 1994 - 1997 as the subject of a Doctor of Ministry program at Perkins School of Theology. Beginning in November 2000, each week a real-world test to a diverse group of people that tests the Theology, the Method, and the Process.

The Theology--

At-One-Ment:

Gut Trip Analysis is based in the theology of the Atonement. This takes seriously

Secular Religious

Concerns only one reality

The Method--

Gut Trip Analysis is experiential, existential and relational. This is essentially a Jewish-based world view that replaces Head Trip Analysis that is intellectual and cognitive and essentially a Greek world view. The central question is not what do we know but what we do we experience.

Not supernatural

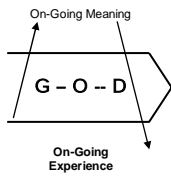
The Process—

The IHOP Bible Study is a weekly test of these principles.

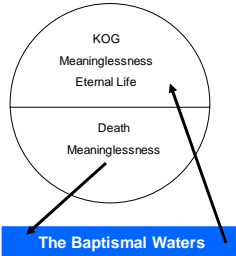
The IHOP Bible Study asks each participant to answer the question does this approach help make sense of Christian theology, and can it be demonstrated in each of our human circumstances and situations? If it is faithful to you human experience, it is possible that it was faithful to the experience of the early church and to that of the Apostles.

For a helpful set of images see the next page!

The Jewish Mindset
Life is lived THROUGH
God!



The Greek Mindset
Dualism



The way Christians Escape Death is
through baptism

REALITY IS A CONTINUUM

Miracles
Angels

Awakened Understanding
Cognitive

Faith
Experience

CHART TITLES OF THE NEW TESTAMENT MATERIALS

These titles represent summary statement of the purpose of each book

MATTHEW –	A Teacher's Manual for Teaching the Deeply Satisfied Life
MARK --	The Good News is at The End of The Story
LUKE --	The man Jesus and the Message of Jesus is the same thing
JOHN --	The Significance of Baptism
ACTS --	The Activity of the Holy Spirit in The Vision and Ministry of Peter and Paul
ROMANS --	The Model for living the Awakened/Transformed Life
1 CORINTHIANS	Identifying and Solving the Deeper Barriers to Living in Christian Community
2 CORINTHIANS	The Applied Ethic of Working Together in Christian Community
GALATIANS	The Authentic Life in Christ and Guidelines for Guarding the Authentic life
EPHESIANS	Guidelines for Living the Enlightened Life as New Selves
PHILIPPIANS	Living the Mature and Purposeful Life
COLOSSIANS	The Experience and Result of Waking To Our Intended Purpose
1 THESSALONIANS	The Apostle's 1 st Thessalonian Relationship and Teachings
2 THESSALONIANS	Paul's Theory and Praxis of Christian Theology
1 TIMOTHY	The General Administration of The Church

Remaining Scriptures to be studied

2 TIMOTHY	4 chapters, 82 verses
TITUS	3 chapters, 46 verses
PHILEMON	1 chapter, 25 verses
HEBREWS	(No chart) The Christology of Paul, 300 verses
JAMES	5 chapters, 108 verses
1 PETER	5 chapters, 105 verses
2 PETER	3 chapters, 61 verses
1 JOHN	5 chapters, 84 verses
2 JOHN	1 chapter, 13 verses
3 JOHN	1 chapter, 14 verses
JUDE	1 chapter, 25 verses

It is anticipated that this study will finish the New Testament during the year of 2008.

THE VALUE OF CHARTING AS AN EDUCATIONAL TOOL THE VALUE OF CHARTING AS AN EDUCATIONAL TOOL.

Kenneth Boulding: "The Image" 1953

An educational philosophy

To change behavior is to change operating images

Ghetto experience of those in Chicago's 5th City

Linear Learning:

Add words, phrases, sentences and paragraphs

Deductive and Rational

What happens when the telephone rings?

Spatial Learning: (Charting)

Capture the big picture and then add details

Inductive and Intuitive

Building the chart is prayer time

Now, what happens when the telephone rings?

Use of the Group Mind: synergistic

Advantages

Discovers the author's method of writing

The charter dialogues with the author

Use while distracted

Always know where you are

Get the Big Picture

Four levels of dialogue ("Little Miss Muffet") See the next page

Objective

Reflective

Interpretive

Decisional

CHARTING: A dialogue with the author

The first act—“An objective stage.”

Be certain you hear what the author has to say. Actually, it is best to skim read and look for “word clues” such as highlighted, underlined and italicized words. Also contextual statements and hints such as “next,” “again,” “and again.” The push here is to use as much of your **intuitions** as possible.

The second act--- “A reflective stage.” (This is an **intuitional exercise**)

This is where the reader and the author begin their dialogue. The process is to group (or gestalt) material that shares a single theme or thought, and then for the reader to give a name (a word or short descriptive phrase) to this theme or thought.

The third act--- “Continue building upward the various group until you give the entire assignment Your descriptive summary name or phrase. At this point you have a good grasp on what the author is saying and you have made the authors thought your own but summarizing it in your own words.

Two-level charts are necessary!

There is a fourth act--- “An interpretive stage,” works on the bottom of the chart and turns each “reflective stage” statement up-side-down. Here the process is to write interpretive statements.

Also, there is a fifth act--- “An existential stage,” that again reverses the boxes and develops personal statements that are emotional, philosophical and/or psychological in nature.

Four-level charts are infrequently used.

Your overall title					
2. Reflective Summation					
1. Objective	Sat on a Tuffet	Eating her curds and whey	Along came a spider	And sat down beside her	And frightened Miss Muffet away.
1	2	3	4	5	6
3. Interpretive					
4. Existential or emotional					