
Open Letter and Appeal for Academic Awareness, Responsibility, and Justice

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To: World Colleges, Universities, and Institutions of Higher Education

cc: Departments of Language, Literacy, and Literary Education, Psychology, Psychiatry, Pharmacology, Medicine, Sociology, Political Science, Law, Business, Communication, Philosophy, and Religion

Subject: The ambiguity inherent between (a) 3000 years of destructive emotionally driven behavior literary linguistic programming and (b) evolutionary cognitive-emotional dynamics for individual, cultural, and societal health, well-being, and success.

[Reference: Jackson, A.O. \(2025\). \(Technical Paper with Supplements.\) Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation. Symbiotic Psychology Press. \(15,500-word paper, free PDF download, new tab\)](#)

YouTube Link: How Education is Squashing Critical Thinking (29-min): Why don't today's primary, secondary, and collegiate educators understand their role in a society's uncontrolled, self-destructive, and violent behavior. <https://youtu.be/PSjSXXG2zI4>

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*Do not fixate on the broken and mangled hand,
for it is indeed a soreness to any beholder.
The message is not within the hand, nor within the moon and stars at which it points,
but rather lies within another Universe that surrounds us...
known only through its quiet revelations.*

Dear Academia,

How much of our understanding of destructive emotional behavior has been previously neurolinguistically programmed into our brains from our primary school language, literacy, and literary education and has become an automatic and reflexive response and understanding? Destructive emotionally driven behavior has been linguistically defined since Homer inscribed the "Iliad" nearly 3000 years ago. The very first line reads:

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“Goddess, sing me the anger of Achilles, Peleus’ son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment” (Homer, 800-700/2009).

Achilles’ *anger* brought countless sorrows. Achilles’ *anger* sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, anger is the cause of Achilles’ behavior. This literary linguistic paradigm of emotionally driven behavior demands emotional regulation, management, and control (even with the use of pharmaceuticals) because dangerous emotions drive destructive behavior.

Because of the brain’s neuroplastic capacity, more advanced and intricate cognitive-emotional plot-lines in such works as Shakespeare only reinforce habitually used neuro-networks and strengthen even further the literary belief that dangerous emotions drive destructive behavior and therefore, emotions must be actively controlled, regulated, and managed by the mind.

Are psychological academic publications on emotional behavior and control aprioristic? Has academic anthropology, business, economics, history, law, political science, sociology, philosophy, and neurobiology research predefined emotions as causal to the changes and states of neurological, biochemical, and physiological being in the brain and body that drives destructive behavior? Do you realize that it is possible that cognition, not emotion, can precipitate the changes and states of physiology that drive behavior and is then perceived as emotion? This would mean cognition is causal, and emotion is a perceived correlative effect. If so, then it would be these cognitive activities that must be controlled, regulated, and managed for the health, well-being, and successful decision-making prowess of the individual and the society in which they live. And as in well-proven, evidenced based cognitive behavior modification therapies, emotional awareness would then be an effective indicator of therapeutic success (or lack thereof).

My attached technical paper provides the necessary arguments to demonstrate that cognition, not emotion, precipitates the good or bad-feeling physiology in the brain and body that drives behavior. Emotion is not causal to these changes and states of neurological, biochemical, and physiological being in the brain and body as typified in our cultural movies, videos, songs, plays, and television programming, cognition is! Cognition is causal and emotion is a perceived correlative effect. Cognition precipitates the physiology that drives destructive behavior and is perceived as emotion. And it is these dangerous cognitive activities of the mind that are controlled, regulated, and managed by scientifically proven, well researched, and published evidence-based cognitive behavior modification therapies that utilize good or bad-feeling emotional awareness to evaluate their effectiveness.

If we add in evolution, we can logically deduce a biological significance of feeling-good or feeling-bad. If our genetic ancestors were to survive the evolutionary mill, then the perception of feeling-good must correlate with healthy physiology and feeling-bad must correlate with unhealthy physiology in the long term. However, in the short term, feeling-bad emotional awareness stimulated by dangerous external events does have evolutionary survival significance.

Think of a modern day good-feeling drunk, stumbling into his car to drive across town in rush hour traffic to buy food. It is not going to happen. Similarly, imagine a feeling-good, early humanoid on the savannahs of Africa... uncoordinated, weak, and stumbling out of camp to hunt down some food while surrounded by lions, tigers, and all sorts of dangerous situations detrimental to survival. Is his *feeling good and unhealthy physiology* going to keep him alive...

Yet, to the detriment of the health of our children and our society, psychological academia and language, literacy, and literary primary and secondary school educators are still neurolinguistically programing into their students (and future academics) the belief that dangerous emotions drive destructive behavior and therefore emotions must be controlled, regulated, and managed, even with pharmaceuticals; all the while ignoring emotions evolutionary role to guide cognitive behavior towards the good-feeling and constructive physiology of health, well-being, and successful decision-making prowess.

How long will the academic institutions of language, literary, and linguistic education, and psychology, sociology, political science, history, business, economics, philosophy, and law continue instruction within an erroneous and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics when there are, yearly, nearly 800,000 deaths by suicide worldwide (W.H.O., 2019) and millions of other people are being put through a school-to-prison pipeline (LDF, 2018) within conditions of incarceration that only amplify their psychological injuries; and when indiscriminate “random” shootings, bombings, murder, war, and personal dehumanization continues? When will academic professors review, analyze, and question the psychological literary linguistic environments their teachings foster within all these atrocities because they are oblivious to emotions’ evolutionary design? Lack of academic and personal questioning and critique, and the continual education of emotionally driven behavior found in pre-school, primary, secondary, and collegiate institutions only continue the misfortune of these “children of a lesser God” (Medoff, 1979).

Psychology is failing to address the issue that, to accept today’s literary, video, and musical cognitive-emotional plot-lines of Homer’s 3000-year-old linguistic psychology of emotionally driven behavior, primary, secondary, and collegiate language, literacy, and literary educators *are neurolinguistically programming their students into, and reinforcing, a suspension of disbelief and critical thinking as well as sabotaging millions of years of cognitive-emotional evolutionary dynamics to maintain an individual’s and societal health, well-being and successful decision-making prowess.* Look! Look at the Fascist America its

primary, secondary, and collegiate institutions of education have produced! ([See reference supplement: “Dangers and Hazards of Homer’s Theory of Emotionally Driven Behavior.” Free PDF, new tab](#))

I have had over 28000 hits on my websites from researchers from over 70 countries including Russia, China, Japan, Hong Kong, Singapore, India, Pakistan, Iran, Israel, and the countries of the European Union. There is world-wide interest. If my arguments do have any validity, maybe *YOUR* Institution of Higher Learning would hold a world forum to delineate the future of cognitive-emotional psychological science in academic philosophy, political science, law, business, and the economics of a cognitive-emotional health education for the health, well-being, and successful decision-making prowess of the individual and of the culture and society in which they live?

Justice based on falsehood is itself false and unjust. If law is ignorant of what drives human behavior and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)?

I will continue to educate and coach my students into a symbiotic psychology where mind, body, emotions, and awareness have evolved to work in synergistic harmony. Emotions have not evolved to be controlled and regulated by the cognitive mind, but to guide cognitive activities towards the feeling-good physiology of health, well-being, and successful decision-making prowess. Isn't that what well researched, and evidence-based cognitive behavior modification therapies have proven?

Passionately,

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Emotional Wisdom

A nation of peace, harmony, and justice cannot exist in a masculine psychology and literary linguistics of emotionally driven behavior and control, conflict, and suppression. Cognition, not emotion, precipitates the good and bad feeling neurological, biochemical, and physiological changes and states of being in the brain and body that drives behavior.

Emotions are the perception of these changes and states of physiology. Our feminine emotional being has evolved not to be controlled, regulated, or managed by our masculine mind, but to empathetically guide cognitive behavior towards good feeling, healthy, and successful decision-making prowess and abilities.

Ancient Greek philosophers and today's academic dissertations of emotional suffering, slavery, and vulnerability exist only when cognitively dwelling upon the lack or absence of that which is wanted, desired, or intended. When these emotionally negative cognitive activities are re-processed, re-structured, and re-developed into emotionally positive cognitions, a being of emotional suffering, slavery, and vulnerability is transformed, transmuted, and renovated into a being of joy, freedom, and power with the imaginative, artistic, and creative mind necessary to fashion and manifest their wanted, desired, and intended world, reality, truth, and favored fortune.