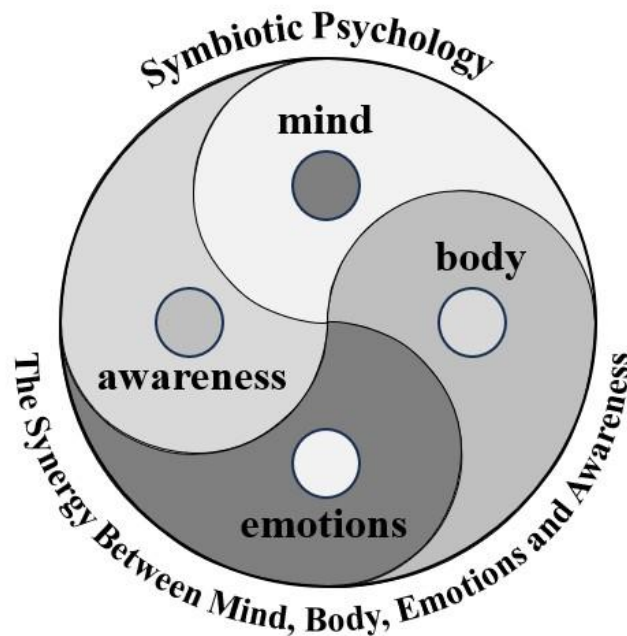


(Rewrite for greater clarity and understanding.)

Can Academia Escape the Allegory of Plato's Cave?
(rev2026-05-21d)

By: Andrew O. Jackson



Note: further logic, arguments, citations, and references for claims made in the following essay can be found in my technical paper, "[Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation](#)" (a free PDF download is available from <https://symbioticpsychology.com/>).

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All my work is dedicated to a promising young University of
Wisconsin long distance runner who committed suicide.

Sarah Shulze (2000-2022)

We taught her how to run, but not how to live.

If law is ignorant of what drives human behavior, critical analysis, and decision-making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis)?

Justice based on falsehood is itself false and unjust.

Plato's Allegory of the Cave describes prisoners chained in a cave, seeing only shadows of objects projected on a wall, mistaking these illusions for reality. One prisoner escapes, experiences the true world (the intelligible realm of Forms) outside, and realizes the shadows were mere copies. Upon returning to share this truth, the enlightened prisoner is met with disbelief and hostility from the others, illustrating the struggle to attain true knowledge beyond sensory experience and the philosopher's duty to guide others, even against resistance.

Google AI Summary

“Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”

Sifting and Winnowing Plaque on Bascom Hall, Madison, Wisconsin USA

(1) Our Culture of Emotionally Driven Behavior

Have you seen Disney's *“Inside Out”* movies, a story within the mind of Riley where personified emotions manage her thoughts and actions? Our primary, secondary, and collegiate language, literacy, and literary educators are teaching this psychology of “emotionally driven behavior” as inscribed by Homer's *“Iliad”* nearly 3000 years-ago:

“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). *“Iliad”* (A.S. Kline, Trans.), Benard Picart & Hendrick Goltzius

Achilles' anger brought countless sorrows upon the Greeks. 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 by the cognitive mind because dangerous emotions can drive destructive behavior. With the advent of our ancient Greek

philosophers, Homer's language and linguistics of emotionally driven behavior was well established.

(2) Biological Neural Networks (BNN)

Neurogenesis and neuroplasticity are here the brain, with comparable and repetitive use, develop and reinforce the nerve pathways linking different activated areas of the brain into a common biological neural network (BNN). Because of these principles, as students' (and future academics) learn the emotional linguistics within language and literature, these reinforced neural networks become "hard-wired" as the brain becomes "neurolinguistically programmed". Has a life of neurolinguistic programming of emotionally driven behavior and control impacted today's current understanding of emotions, physiology, and cognition?

A person's core beliefs of emotions and emotional behavior have been neurolinguistically molded from childhood through family interactions, childhood movies and videos, and our music; and in later years, through our education, reading, and comprehending such literary works as Dickens's "*Great Expectations*", Poe's "*The Raven*", Shelley's "*Frankenstein*", and Austen's "*Pride and Prejudice*". A shared cultural and linguistic development of core beliefs and conceptual understandings about emotions is required for young students to comprehend and follow the emotional twists and turns within these famous English literary works.

As students mature and are introduced to the more advanced pieces of Shakespeare, Tolstoy, Dostoevsky, and others, comprehension is even more dependent upon the prior

assimilation of these cultural and linguistic norms. Conceptions of emotions are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotional behavior. Controlling emotional behavior by changing cognitive activities of the mind (that produce thoughts, memories, beliefs, imaginings, perceptions, and reasonings) and even with the use of pharmaceuticals forms the basis of today's psychology of well-researched and evidenced based cognitive behavior modification therapies.

But missing from 3000-years of carefully crafted logic, reasoning, and emotional conceptual understandings and definition are our modern, scientific conceptual developments of:

- 1) *Changes and states of neurological, biochemical, and physiological being in the brain and body as fundamental to body movement and emotional awareness.*
- 2) *The neuroplastic brain as a highly intricate and advanced biological neural networking processor that orchestrates change and states of neurology, biochemistry, and physiology.*
- 3) *Evolutionary survival of the fittest eliminating weak biological neural networking vulnerable to injury, disease, and poor decision-making and reinforcing strong and powerful biological neural networking conducive to health, well-being, and success.*

I propose that like the citizens of Plato's Cave, our professors and academic culture have only witnessed the shadows of emotional behavior projected on a wall and not only have they never been exposed to a different paradigm of cognitive-emotional behavior, that when they are

presented with another archetype of emotional behavior, because of neurogenesis and neuroplasticity reinforcing existing neural networking of carefully cultivated and “rational” understanding and knowing of emotional behavior, any new conceptual understandings of emotional behavior would be irrational, gibberish, incomprehensible. and summarily dismissed. After a lifetime of learning, study, research, publication, and teaching within the paradigm of emotionally driven behavior and cognitive control, would acknowledging another archetype of cognitive-emotional behavior be neurolinguistically possible?

(3) Literacy Education and the Science of Human Physiology

Has educational psychology and literacy education properly researched and understood the basic hypothesis and foundation of human behavior where “emotions drive behavior”? Well researched and evidenced based cognitive behavior therapies (CBT) use the bi-directional interrelationships between mind, emotions, and behavior where each influences the other but focus on the mind-emotion-behavior directional relationship and mantra... “change your thoughts and change your emotions and your emotionally driven behaviors”. CBT psychology has proven the 3000-year-old literary paradigm of emotionally driven behavior. Or has it?

Technically, from an engineering vantage, human behavior is driven by neurological, biochemical, and physiological changes and states of being in the brain and body. The brain is a highly advanced, biological neural processor, and lead orchestrator of these changes, states, and flow of our biochemical, neurological, and physiological being that drives behavior. What moves the body...what makes the legs run with fear from a charging mother bear... are changes and

states of neurology, biochemistry, and physiology orchestrated by a highly sophisticated and complex biological neural processor called the brain.

(4) Emotional and Physiological Evolution

Also missing from our 3000-year-old linguistics of emotionally driven behavior is human evolution. Evolution, survival of the fittest, strongest, most able... through struggle, hardship, and conflict as well as with cooperation, unity, and success... to pass on their genetic prowess to the next generation. Imagine a prehistoric humanoid surviving the dangers and hazards found within the savannahs of Africa to hunt and gather food, shelter, and the basic necessities to stay alive. What has a greater chance of survival, (1) an emotionally feeling-good correlation with a strong, healthy, and balanced physiology of the brain and body conducive to health, well-being, and successful decision-making, or (2) an emotionally feeling-good correlation with a weak, unhealthy, and imbalanced physiology of the brain and body susceptible to illness, injury, and poor decision-making ability?

Instead of the ancient savannahs of Africa, picture a modern day drunk joyfully stumbling into his car to drive across town during rush-hour traffic to buy groceries for his family. This mismatch of mind, body, and emotional conscious awareness and being is not going to survive. This scenario highlights the nature of how human attributes of mind, physiology, emotions, and awareness must symbiotically exist together. For humanity to survive the evolutionary mill, the following correlations between mind, physiology, emotions, and conscious awareness and focus must have developed:

- 1) *There is a necessary evolved correlation between emotionally feeling-good and a healthy, robust, balanced, and empowered physiology. As also does emotionally feeling-bad correlate with an unhealthy, weak, imbalanced, and disempowered physiology.*

- 2) *There is a necessary evolved correlation between cognitive activities (that produce thoughts, memories, beliefs, imaginings, perceptions, and reasonings) when dwelling upon that which is wanted, desired and intended and feeling-good emotions, moods, attitudes and feelings. As also when cognitive activities are dwelling upon the absence of what is wanted, desired, and intended and feeling-bad emotions, moods, attitudes, and feelings.*

- 3) *Therefore, whatever other genetic and environmental factors that may influence the changes and states of neurological and biochemical physiology, an empowered, strong, and robust human physiology capable of fighting off illness, sickness, and disease and conducive to health, well-being, and successful decision-making prowess is also dependent on the individual realizing their emotionally good-feeling moods, attitudes, and feelings when dwelling upon the outcome which is wanted, desired, intended.*

Emotionally good-feeling cognitive behaviors (such as thoughts, memories, beliefs, imaginings, perceptions, and reasonings) must correlate with a well-balanced physiology of strength, power, agility, and stamina of the brain and body. And, is not this emotionally good-feeling, empowered, and robust physiology conducive to health, well-being, and successful decision-making prowess? And would not emotionally bad-feeling cognitions correlate with an imbalanced physiology of weakness, disempowerment, and frailty of the brain and body

susceptible to illness, injury, and poor decision-making? Emotional awareness with a cultivated response towards emotionally good-feeling cognitive activities becomes critical in attaining and maintaining physiological strength, power, health, and well-being necessary for evolutionary physical survival as well for an empowered mentality needed for successful decision-making prowess.

(5) Cognitive-Emotional Health Education

Emotion's evolutionary role has not been integrated into modern psychology's paradigm of emotionally driven behavior that demands emotional control by the cognitive mind. And every writer since Homer reflects this same emotional linguistic psychology developed in his "*Iliad*".... and millions of years of cognitive-emotional evolution have been (and are being) linguistically redefined and obscured by our language and literary institutions. Emotions have a very significant evolutionary function that is weakened by today's literary and linguistic psychology of emotional control, regulation, and management, even with the use of pharmaceuticals if deemed necessary. (Note: pharmaceuticals do have a very necessary therapeutic function... when incorporated as a crutch facilitating emotional evolution awareness and response to guide cognitive behavior towards a strong, robust, and biochemically balanced physiology conducive to health, well-being, and successful decision-making prowess.)

Emotions have evolved, not to be controlled, but to guide cognitive behavior towards health, well-being, and success through cognitive reprocessing with emotional awareness. That is, emotions have evolved to guide cognitive behavior away from emotionally bad-feeling mental

activities (indicative of a weak, disempowered, and imbalanced physiology vulnerable to ill-health, accidents, and poor decision-making) and towards emotionally good-feeling cognitions that precipitate an empowered physiology of health, well-being, and successful decision-making prowess. Physiologically speaking, emotionally good-feeling cognitive behaviors are good. And emotionally bad-feeling cognitive behaviors are bad... physiologically speaking.

Acknowledging cultural ramifications of a feels-good-is-good evolutionary biology is an absolute necessary topic for our educational institutions. A child may feel good having a new bike but not understanding why there are social consequences when stealing one is our cultural responsibility. Without any moral and ethical education of cultural responsibilities, a student may grow into an adult justifying stealing a new car simply because it “feels good”. Empowerment feels good but does that justify control over others... which can easily advance into controlling the powers of commerce, law, and government simply because such empowerment feels good? Yet, we have a criminal “justice” culture not based within the cultivation of our emotionally feels-good evolutionary nature and its importance for health, well-being, and successful decision-making prowess, but within a physical and mental pain and punishment, emotionally driven behavior algorithm that actually negates health, well-being, and successful decision-making prowess.

(6) Feminine Emotional Body Guiding the Masculine Cognitive Mind.

Taoist yin and yang comes from the harmonious movement of light (yang) and shadow (yin) on a mountain as the sun moves across the sky throughout the day. This symbiotic dance of

light and shadow is also the dance of male (yang) and female (yin) where yang represents the masculine mind, and yin represents the feminine emotions. Thus, hidden within our culture, language, and linguistics, of emotionally driven behavior and control taught within our academic arenas is a very sexist language of an inferior, dangerous, and aberrant “feminine” emotional body driving maladaptive and destructive behavior that must be controlled, regulated, and managed, by the superior and “masculine” cognitive mind.

Emotional awareness has evolutionary significance. Emotions are integral to our natural, operant conditioning mechanisms where pain discourages and pleasure entreats behavior, but with a very important caveat, emotions are about one's own internal cognitive behavior and environment, not about one's own (and others') external behavior and environment. Emotional awareness has evolved to guide an individual off emotionally bad-feeling and physiologically imbalanced cognitive behavior susceptible to illness, accidents, and poor decision-making capacity and towards emotionally good-feeling and physiologically balanced cognitive behaviors conducive to health, well-being, and successful decision-making prowess.

Emotional awareness is similar to perceiving the instruments on the dash of a car. They inform the driver of mechanical conditions within the vehicle where lack of awareness or response can result in catastrophic failure... of the mind and body. Another analogy would be “burnt hand disorder” where the biochemical or genetic signature of an emotional disorder, say depression, is similar to a burnt hand left on a hot stove. The biochemical and neurological signature of *psychological depression* is not the result of an emotional disorder but of an ignorance and failure of an individual to respond to their own emotional pain and get their brain's bad-feeling cognitive activity off the proverbial “hot stove”. The abnormal biochemical

and neurological signatures within psychological disorders have evolved to exist when the mind is continually dwelling upon emotionally bad-feeling cognitions.

(Note: Continual, abusive, bad-feeling cognitive-emotional awareness can be ignored and tolerated to such a degree as to be effectively blocked and no longer effective... as with frozen, frost-bit fingers that no longer hurt but continue to be destroyed from traumatic abuse. As such, an individual's natural bad-feeling cognitive-emotional operate conditioning mechanisms may no longer provide psychological or physiological limits on good-feeling cognitions from becoming destructive, psychotic, or worse.)

It is the cognitive mind that must be controlled, regulated, and managed and “taken off the hot stove” through emotional awareness. Good-feeling emotions have an evolved correlation with a strong, balanced, and robust physiology conducive to health, well-being, and successful decision-making *when the cognitive mind is focused and dwelling upon that which is wanted, desired, and intended in life*. Bad-feeling emotions have an evolved correlation with a weak, impotent, and unhealthy physiology vulnerable to illness, sickness, accidents, and poor decision-making *when the cognitive mind is focused and dwelling upon the absence of that which is wanted, desired, and intended in life*. Getting the “hand off the hot stove” means re-processing current cognitive behavior focused on that which is not wanted and onto that which is wanted.

What is being outlined here is a cognitive-emotional behavior modification therapy. Good and bad-feeling emotions are used to understand and evaluate cognitive behavior activities such as thinking (thoughts), remembering (memories), believing (beliefs), imagining

(imaginations), perceiving (perceptions), and reasoning (rationale). Feeling-good cognitive behavior has an evolved correlation with a healthy physiology (or at least movement towards) and bad-feeling cognitive behavior has an evolved correlation with an unhealthy physiology (or movement towards). What is not factored in here is the amount of time spent in which behavior. Years of bad-feeling, unhealthy, disempowering, biochemically imbalanced cognitive behavior is not going to be “healthy” because a person momentarily feels good. And, as mentioned earlier, a what-feels-good-is good and what-feels-bad-is bad is in reference to human physiology, not human moral and ethical behavior.

(7) Returning to Plato's Cave of “Emotionally Driven Behavior”

Now, the key question, what precipitates these changes and states of physiological being that drives behavior? 3000 years of emotional linguistics says, “emotions drive behavior” and therefore emotions precipitate the changes and states of physiological being in the brain and body (that drives behavior). This is “reaffirmed” within well proven and evidenced based cognitive behavior modification therapies which simply states, “change your thoughts and you change your emotions... and your emotionally driven behavior”.

What is missing from this mind, emotion, and behavior cognitive triangle is today's research into changes and states of physiological being within the brain and body. That is, changes and states of neurological, biochemical, and physiological being within the brain and body drives human behavior. “Emotionally driven” behavior means that emotions must precipitate these changes in physiology (that drives behavior). But consider the following scenario:

Walking through the woods, I see scratches on a tree. I then perceive something in the bushes that I conceive to be a bear. When I get closer, I understand that not only is it a bear, but a mother bear with two cubs and I recall from nature videos found on YouTube how aggressive mother bears can be. I imagine this mother bear attaching me and rationally believe myself to be in danger. Now... after all this cognitive activity producing thoughts, memories, beliefs, imaginings, perceptions, and reasoning ... then the physiological changes and states within the brain and body are precipitated to activate my fearful emotional fight, flight, or freeze behavior responses.

If emotions change the physiology that drives behavior and this behavior driving physiology is also perceived as emotions, emotions are both cause and effect of the same phenomenon (changes in physiology). Emotions cannot be both causal to changes and states of physiology and a perceived effect of these changes. But there is a simple and superior Occam's Razor to eliminate this cause-and-effect paradox.

Can I have my emotional fight, flight, or freeze behavior without any changes in physiology? No. Can I have the perception of emotions without changes in physiology? No. Then my question is, what is causal to these necessary changes and states in physiology of the brain and body that drive behavior and are perceived as emotions? Is it possible to have cognitive behavior as causal to these changes in physiology that 1) drives behavior and 2) are perceived as emotions? The emotion fear must come after the cognitive activities of awareness and knowing of the bear. Could the emotion called fear be the perception of cognitive changes and states of

physiology in the brain and body and therefore emotion is a perceptual corollary effect rather than causal?

As this bear analogy demonstrates, changes in physiology from cognitive perception, recognition, and conception are necessary before the perception of emotions are possible. Is emotion or cognition causal to changes in physiology that drives behavior? Could emotional awareness and perception be a corollary awareness of physiological changes and states of being in the brain and body precipitated by cognition? That is, *emotions are the perception of changes and states of neurological, biochemical, and physiological being in the brain and body that drives behavior. And these changes and states of physiology are precipitated by cognition.*

Behavior is not emotionally driven, but cognitively driven. Although, the cognitive perception and awareness of good and bad feeling emotional states of being certainly can, and do, drive a person's thoughts. But again, it is these thoughts that are precipitating the physiological driven behavior, and emotional awareness is the perception of these changes and states of physiology.

From a mechanical engineering perspective, emotions don't drive behavior... changes and states of physiology drive behavior. Emotions are the perception of this physiology. It is mental activities (thinking (thoughts), remembering (memories), believing (beliefs), imagining (imaginings), perceiving (perceptions), and reasoning (rationale) of meeting a bear in the woods that precipitate the changes and states of neurology, biochemistry, and physiology in the brain and body that drives behavior. And emotional awareness is the perception of these changes in physiology. Isn't the goal of an author's cognitive literary dissertation...to create a "rational"

emotional context that drives each character as well as emotionally carries their audience through their own journey?

When cognitive activities of the mind (thinking (thoughts), remembering (memories), believing (beliefs), imagining (imaginings), perceiving (perceptions), and reasoning (rationale) come first and precipitate the changes and states of physiological being that drives behavior and are perceived as emotions, a logical process flow order is restored. Cognition precipitates the changes and states of biochemical, neurological, and physiological being in the brain and body that drive behavior. And it is these changes in physiology that are also perceived as emotions. Cognition is causal, emotions are a perceived, corollary effect.

Cognition, not emotion, precipitates the neurological, biochemical, and physiological changes and states of being that drives behavior. Emotions are the perception of these changes and states of physiology. Cognition drives behavior. Emotions don't drive behavior, per se. The cognitive perception and awareness of one's own emotional state of being CAN further drive cognitive behavior and therefore emotions can and do influence behavior.

The cognitive perception of existing emotional states of being can further drive cognitive thoughts, memories, beliefs, imaginings, perceptions, and reasonings which can reinforce existing physiology and emotional awareness, if desired. If not, then the individual must work and re-develop new cognitive activities and different thoughts, memories, beliefs, imaginings, perceptions, and reasons that enforce a new and desired physiology, behavior, and emotional awareness.

As a therapy, using emotional awareness to guide re-processing of cognitive activities is called cognitive-emotional behavior modification therapy. A collaborative pharmaceutical therapy would be a temporary crutch to empower an individual to “appropriately” respond to their emotional awareness. As an individual becomes cognitive-emotionally empowered, less invasive pharmaceuticals can be prescribed until they are no longer necessary.

Of course, using the burnt-hand analogy, a hand can be so physiologically damaged, that medical and pharmaceutical interventions may be necessary for life. But where is the research that defines these separate lines of therapeutic intervention?

(8) Consequences of Today's Flawed Cognitive-Emotional Literary Education

The linguistics of emotionally driven behavior and the need for emotional control, regulation, and management as inscribed in Homer's *Iliad* is a flawed shortcut utilized by today's literary artisans that obscure an evolved symbiotic mind, body, and emotional awareness archetype necessary for the health, well-being, and success of the individual and of the culture and society in which they live.

The emotional rollercoaster ride provided by the entertainment industry through such mediums as movies, videos, television, books, songs, and music *is dependent on a certain denial of the evolved emotional bio-feedback and control mechanism to guide cognitive activity towards well-being* (within an emotionally good-feeling, balanced, and healthy

physiology). This suspension of evolutionary emotional understanding bleeds into daily life and disrupts emotions' evolutionary role in guiding cognitive behavior, critical analysis, and effective decision making. Good and bad feeling emotions (moods, attitudes, and feelings) have evolved as a natural operate conditioning mechanism, similar to pain and pleasure to sustain life enhancing healthy behaviors and dissuade life degenerating unhealthy behaviors.

To enjoy the thrill and excitement of a literary or video fantasy world and to understand and comprehend the more complex emotional behaviors within the intricacies of advanced character and plot progressions, an audience *must be even more willing to suspend their natural cognitive-emotional regulatory mechanisms and accept a self-indulgent reality of emotions driving behavior*. Literacy becomes problematic when natural cognitive-emotional re-processing development is usurped by a singular reality of reflexive and self-indulgent emotionally driven behavior void of any re-processing skill, education, and training.

The current linguistic semantics of emotional behavior and control foundational to today's secular, political, religious, and philosophical literature also obscures cognitive regulation through emotional awareness and reinforces a self-indulgent reflexive behavior driven by emotions. Any animalistic portrayal of emotional behavior ignores any conscious cognitive-emotional re-processing towards better-feeling (or less bad-feeling) cognitive activities indicative of movement towards a healthy and empowered physiology.

Rather than demonizing emotions as aberrant, destructive, out-of-control, and in need of regulation because of an emotional disorder, emotions (as an evolved sensory system akin to the senses of pleasure and pain) give conscious feedback on the healthy/unhealthy state of neurological and biochemical physiology of the brain and body. Cognition, not emotions, precipitates the neurological and biochemical physiology of the brain and body that drives behavior. Instead of being regulated by cognitive behavior, emotions, moods, attitudes, and feelings have evolved to guide cognitive behavior and decision-making towards emotionally good-feeling cognitions indicative of individual health, well-being, and successful critical analysis and decision-making.

Today's pharmacological and neurological sciences have experimental research evidence outlining dysfunctional biochemical, neurological, and physiological changes and states of emotional disorders, dysfunction, and "disease". Among the possible causes remains the question... are these dysfunctional physiological states due to emotional dysfunctional or cognitive dysfunctional activities? Modern pharmaceutical and neurological research and therapies are based within our 3000-year-old emotionally driven behavior linguistics of Homer. Shouldn't today's pharmaceutical and neurological research and therapies be founded within an algorithm where cognition precipitates the changes and states of a dysfunction physiology that drives maladaptive and destructive behavior. And emotions, as the perception of this physiology, have evolved to guide this cognitive behavior? Any and all pharmaceutical and neurological research and therapies must be couched within an understanding of how past emotional awareness and response conditions (to reprocess unhealthy cognitions into healthy cognitions, or lack thereof) have impacted a patient's current physiological state of being. And as important is a

patient's past history of cognitive-emotional reprocessing behavior, will be the patient's future history of actively being engaged in healthy cognitive-emotional reprocessing behavior towards health, well-being, and success.

(9) Using Emotional Awareness to Guide Cognitive-Emotional Reprocessing

The dysregulation of dysfunctional cognition, not emotion, is causal to the aberrant changes in an individual's neurological and biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional neurological and biochemical physiology susceptible to disease, illness, and poor critical analysis and decision-making prowess. Well researched and evidenced based cognitive-behavior modification therapies work because changing cognitive activities of the mind... such as thinking (thoughts), remembering (memories), believing (beliefs), imagining (imagination), perceiving (perceptions), and reasoning (rationale) ...changes the neurological and biochemical physiology of the brain and body. Ultimately, cognitive behavior therapies (CBT) are validating a natural and evolved cognitive-emotional operate conditioning mechanism where cognitive behavior – dwelling and focused upon that which is wanted, desired, and intended – precipitates a healthy, empowered, and biochemically balanced physiology which is reinforced with emotionally good-feelings. And cognitive behavior dwelling and focused upon that which is not wanted, desired, or intended within one's life experience is discouraged with bad-feeling emotional awareness of an unhealthy, disempowered, and imbalanced physiology.

Any psychological therapies (including meditation and mindfulness) or pharmaceutical therapeutic activities based within today's linguistically flawed emotionally driven behavior and control paradigm *can camouflage aberrant cognitive behaviors normally exposed and regulated through emotional dissonance, awareness, and response*. These unabated cognitive behaviors can continue to surreptitiously change neurological and biochemical physiology until an individual erupts uncontrollably into dangerous, psychotic, and schizophrenic behaviors associated with suicides, mass shootings, gender degradation, and our cultural wars of grievance, aggression, and genocide.

Modern psychology (and research) attributes the power of causality to negative, bad-feeling emotions without integrating a person's natural capacity to use their own emotional awareness to guide re-processing, re-construction, and re-development of cognitive behavior that solicits other, good-feeling, healthy, and empowered emotional responses. Neurological and pharmaceutical research that fails to account for individual's cognitive-emotional reprocessing capacity, or lack of capacity, to self-create a healthy physiology based on conscious emotional awareness, automatically skews and negates their experimental designs. And, if emotions, stemming from an "emotional disorder," are managed pharmaceutically, science is again usurping emotions' evolutionary role in accentuating bad-feeling, aberrant, and destructive cognitive behavior for reprocessing towards the natural precipitation of good-feeling, healthy, and empowered physiology.

How big of an impact are psychological and pharmaceutical therapies themselves causal to the very symptoms and illness they propose to be helping? And is criminal justice

without cognitive-emotional re-processing health education, justice or is it unconstitutional cruel and unusual punishment and law preventing an inmate the capacity to follow one's own empowering, good-feeling emotional awareness and religious beliefs towards health, well-being, and successful decision-making prowess? Can academic sociologists, educators, and philosophers become aware of the how primary and secondary language, literacy, and literary education itself are causal factors in our crimes of passion and vice, gender degradation, and our cultural and religious wars of aggression and conflict? All these questions.... with no hope of answers because the problem is an unacknowledged, unseen reality behind the shadows of Plato's Cave.

(10) Integrating a Symbiotic Psychology into Our Culture of Emotional Manipulation and Suppression

Ever since Achilles' fatal rage brought countless sorrows upon the Greeks, humanity has been erroneously programed to believe that aberrant, dangerous, and feminine emotions drive aberrant and destructive behavior and therefore the "inferior" feminine emotional body must be controlled, regulated, and managed by the "superior" masculine cognitive mind. Our language of cognitive-emotional conflict, control, and slavery not only influences how we think and behave but imprisons our soul.

Yes, we must continue our language and linguistic education of emotionally driven behavior and control to understand, comprehend, and to learn from our past 3000 years of literature, poetry, art, music, religion, law, philosophy and social behavior. In addition, our

educational system must integrate a symbiotic psychology where mind, body, and emotional conscious awareness and focus have evolved to empower, strengthen, and free an individual imprisoned within the a masculine cognitive language and emotional linguistics found within today's universities, governments, philosophies, and religions designed to suppress our feminine emotional awareness and guidance.

The linguistic structures of emotionally driven behavior and control exist in our language of entertainment, science, medicine, sociology, religion, politics, philosophy, and laws of crime and punishment where hate crimes and crimes of passion have their own "vice" classification. The logistics of an inferior feminine emotional body that must be controlled by a superior masculine mind to discipline a subservient population has been passed down from generation to generation for the last 3000 years, as the "*will of God brought to fulfillment*" (first line in Homer's "*Iliad*").

The time has come for humanity to realize that the masculine mind and feminine emotions have evolved in a symbiotic synergy to work together in harmonious cooperation. The cognitive mind has not evolved to control, manage, and regulate emotions. The cognitive mind must join together with emotional awareness to understand the manifestation of physiological health and well-being, or absence thereof, precipitated by the mind's own thoughts, memories, beliefs, imaginings, perceptions, and reasonings. Our educational institutions must empower our children with the science of health, well-being, and successful decision-making prowess, not with a literary linguistics of emotionally driven behavior that demands cognitive control of emotional behavior. Our educational institutions must reestablish the evolutionary,

physiological, and philosophical logic and order where cognitive-emotional symbiotic reprocessing of one's own disempowering, negative, and emotionally bad-feeling mental activities means empowering, positive, and emotionally good-feeling cognitions that precipitate the physiology of health, well-being, and successful critical analysis and decision-making prowess.

(11) Primary and Secondary School Cognitive-Emotional Health Education

Just as primary and secondary literacy and literary educators teach how an author's prose develops and establishes each character's cognitions, emotions, and behavior, these teachers can teach their students how their own internal cognitive prose (thoughts, memories, beliefs, imaginings, perceptions, and reasonings) manifests their own emotions, behavior, and world order. And what's most important, just as an author moves their story and characters along a journey of discovery, each student can use their own cognitive-emotional awareness and guiding principles within a symbiotic psychology and harmony of mind, body, and emotional conscious awareness and focus to develop and continually improve their own life-long journey towards health, well-being, empowerment, and success.

Language acquisition and literacy development through our primary, secondary, and collegiate education are currently neurolinguistically programming a culturally defined psychology of emotions and advancing a paradigm of emotionally driven behavior and control to the detriment to a child's health, well-being, and success. Without our primary, secondary, and collegiate language teachers incorporating any understanding of human's evolved cognitive-

emotional re-processing mechanisms, language acquisition and literacy education sabotage an empowering philosophy, religion, science, and law and limit the growth and development of the culture and society in which they serve. Human evolution (apart from animal) has created the cognitive-emotional mechanisms and capacity used to re-process, re-construct, and re-organize one's own cognitive activities (that produce thoughts, memories, beliefs, perceptions, imaginings, and reasonings) towards better emotional feeling states of being that signify a person's empowered, health, well-being, and success... if the skills, abilities, and beliefs are nurtured to do so.

Modern primary and secondary school education provides a wonderful opportunity to integrate a language and literary education of cognitive-emotional reprocessing *with athletic performance coaching and development*. Current sports psychology is based within our traditional psychology of emotional control through mental toughness activities that limit necessary emotional awareness and responsiveness. Instead of mental toughness and mindfulness training to ignore, tolerate, and even block negative, bad-feeling, emotional awareness... education and coaching should align with evolutionary survival of the fittest, strongest, most powerful, and clever where mental discipline, education, and training of mental activities are guided by good- and bad-feeling emotional awareness. World class athletic performances *are based not on mental toughness, but on a powerful and disciplined mental focus* away from emotionally bad-feeling mental cognitions so often forced upon students and athletes within their literary, social, and philosophical educational environments without providing the beliefs, understandings, and skills needed for applying useful and beneficial cognitive-emotional re-processing and re-structuring habits. Cultivating an automatic and habitual transition into

emotionally good-feeling thoughts, memories, beliefs, imaginings, perceptions, and reasonings conducive to attaining and maintaining a physiology of strength, power, agility, and stamina necessary for successful critical analysis and decision-making flexibility and prowess capable of prompt, instantaneous, and effective action is an absolute necessary foundational pillar required for sport's competitions and for life's challenges.

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, over 700,000 deaths by suicide worldwide (W.H.O., 2026); the U.S. cradle to school to prison pipeline has resulted in 1.8 million people incarcerated (Bureau of Justice Statistics, 2026) with current conditions that only amplify their psychological injuries; and when indiscriminate "random" shootings, bombings, murder, war, and personal dehumanization continue around the world?

When will literary artisans and academic professors review, analyze, and question the psychological literary linguistic environments their language fosters 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). Individual and societal survivability, growth, and

future is now dependent more than ever upon our academia.... *“should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”*

(12) 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 bad-feeling emotionally negative cognitive activities are re-processed, re-structured, and re-developed into good-feeling 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.

Being confined within a language of conflict, control, servitude, and destruction, can a person, their culture, and society exist any other way?

The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters to cross with their own stars to navigate towards. Intent is that guiding star and our emotions perceive its light. The more joyous the feeling, the more harmonious and powerful the wonders revealed through life's journey.

Andrew O. Jackson

Andrew O. Jackson has an MS in Technology Education and an MS in Management Technology from the University of Wisconsin – Stout. He was a high school shop teacher, wrestling coach and professional alpine ski instructor; a college CAD (computer-aided design) instructor; a guest instructor in China teaching quality and inventory management; and a quality manager at an OEM (original equipment manufacturer). He is happily married and retired from mechanical engineering and twenty-five years of sailboat racing and coaching on the Melges E-Scow and is now spending his summers sailing and winters alpine skiing with his wife Barbie and their two cats. He is currently campaigning for academic and athletic coaching understanding and awareness of our natural cognitive-emotional reprocessing mechanisms that have evolved to attain and maintain our health, well-being, and successful critical analysis and decision-making prowess.

“I like to say I have a PhD in Psychology from the School of Hard Knocks. The difference being that an accredited school requires classes, exams, and a successful defense of one’s own dissertation. I, on the other hand, either realize, develop, and self-prescribe a new psychology of cognitive-emotional behavior more in line with natural evolution and live, or fail and die.”

Andrew O. Jackson suffered from psychotic mania, suicidal depression, and schizophrenic tendencies. He was in and out of mental hospitals from 1979 to 1996. Once after another “blackout” period, he “awoke” in a mental ward and wondered how he got there this time. The nurse said he went up to a police car and told them that his friend needed help. His “friend” was a trash can. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue his painful and torturous existence a while longer. He replied, “Yes” and got himself to a hospital.

Around 1993, in a moment of inspiration that led him away from academia’s 3000-year-old literary linguistics of emotionally driven behavior and control, he began a self-directed healing program using his good-feeling emotions, moods, attitudes, and feelings as indicators of, and a progression towards a healthy biochemical, neurological, and physiological state of being. After a couple more psychotic episodes (one that landed him in the El Paso County jail and led to a divorce from his first wife) and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication-free and without disassociation, depression, or mania episodes since 1996.

Since 2005, he has been writing to academics around the world advancing a new emotional paradigm that defines cognition as causal to and emotions as an effect of biochemical, neurological, and physiological states of being. Emotions, instead of being regulated by cognitive behavior as current psychological academia prescribes, have evolved into a cognitive-emotional control mechanism to guide cognitive behavior towards the health, well-being, and prosperity of the individual.
