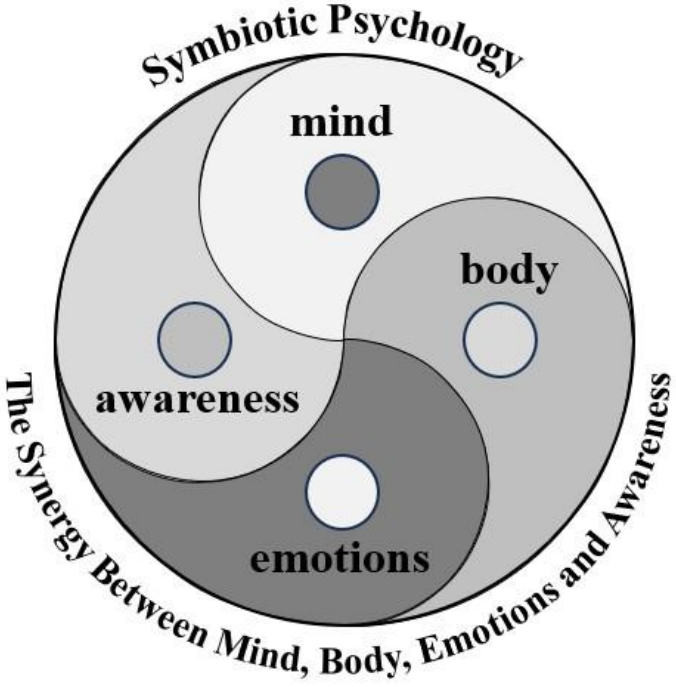
Can Academia Escape the Allegory of Plato's Cave?

(rev2026-11-19a)

By: Andrew O. Jackson



How language not only influences the way we think but imprisons our soul.

2026

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How long will the academic institutions of language, literary, and linguistic education condone current psychology, sociology, political science, history, business, economics, philosophy, and law continue their erroneous instruction within a flawed and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics?

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Note: further logic, arguments, citations, and references for claims made in the following essay can be found in my technical paper, "*Cognitive Regulation with Emotional Awareness: 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.

How valid is any genetic, neurological, biochemical, and physiological research into mental illness, emotional disorders, and human behavior as well as into any physical diseases, illnesses, and cancers… if individual conscious activity within an evolved and natural cognitive-emotional operant conditioning mechanism to enhance one's own mental, physical, and emotional health and well-being is not integrated into academia's experimental research designs?

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, U.W.- Madison, Wisconsin USA

(1) Our Culture of Emotionally Driven Behavior

Disney's "*Inside Out"* movies animate a story within the mind of Riley where personified emotions manage her thoughts and actions. Today's 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 and emotional control were well established.

(2) Biological Neural Networks (BNN)

Neurogenesis and neuroplasticity are where 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, videos, and music… and in later years, through their 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 emotionally driven behavior and control are 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 modern, scientific conceptual developments of:

1) ***Changes and states of neurological, biochemical, and physiological being in the brain and body as fundamental to physical behavior animation 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, professors and their 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 neurolinguisticly 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 you 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 critical analysis and 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 critical analysis and decision-making prowess is also dependent on the individual consciously realizing their emotionally good-***

feeling moods, attitudes, and feelings when dwelling upon an 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 critical analysis and 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? Conscious emotional awareness with an educated and cultivated response towards emotionally good-feeling cognitive activities becomes critical in attaining and maintaining the physiological strength, power, health, and well-being necessary for evolutionary physical survival as well for an empowered mentality needed for successful critical analysis and 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 critical analysis and 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 critical analysis and 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 a 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 humanity's emotionally feels-good is good evolutionary nature and its importance for health, well-being, and successful critical analysis and decision-making prowess, but within a physical and mental pain and punishment, emotionally driven behavior algorithm that actually negates health, well-being, and successful critical analysis and decision-making prowess.

(6) Returning to Plato's Cave of "Emotionally Driven Behavior"

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 and therefore emotions that must be controlled, regulated, and managed, by the superior and "masculine" cognitive mind.

Missing from 3000 years of "emotionally driven behavior and control" are the modern sciences of neurological, biochemical and physiological changes and states of being orchestrated by a highly advanced biological neural networking processor called the brain… that actually do drive behavior. "Emotionally driven behavior" physiologically means that emotions must precipitate the 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 emotional fight, flight, or freeze behavior exist without any changes in physiology? No. Can there be 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? The emotion fear must come after the cognitive activities of awareness and knowing of the bear. Could the emotion called fear simply 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? It is possible to have cognitive behavior as causal to these changes in physiology that 1) drives behavior and 2) are perceived as emotions.

As this bear analogy demonstrates, changes in physiology from cognitive perception, recognition, and conception are necessary before the existence and perception of emotions are possible. Is emotion or cognition causal to changes in physiology that drives behavior? Could emotions 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 emotionally driven thoughts that are precipitating the physiological driven behavior. 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. Mental activities from meeting a bear in the woods 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?

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

Emotional awareness has evolutionary significance. Good and bad-feeling emotions are similar to our natural, operant conditioning mechanism where pain discourages unhealthy behavior and pleasure encourages healthy behavior, but with a very important caveat, emotions are about one's own internal cognitive behavior and environment. Emotional awareness has evolved to guide an individual off mental activities that precipitate emotionally bad-feeling, biochemically imbalanced physiology susceptible to illness, accidents, and poor decision-making capacity and towards mental activities that precipitate emotionally good-feelings of a biochemically balanced physiology conducive to health, well-being, and successful critical analysis and decision-making prowess.

Emotional awareness is similar to perceiving the gauges on the dash of a car. Gauges inform the driver of mechanical and electronic conditions within the vehicle where lack of awareness and response can result in catastrophic failure. What would happen if a driver stopped responding to their gas gauge? Or, what would happen if their mechanic altered the gauge's internal electronics and wiring with "pharmaceutical"

chemicals and changed the gauge's capacity to properly be aware of, and respond to the quantity of gas in the tank? Emotions exist to inform "the driver" of the health, or lack of health of the physiology an individual's mental activities are precipitating within their brain and body so "the driver" can take appropriate actions to change their own mental activities and precipitate a physiology conducive to healthy, well-being, and successful critical analysis and decision-making prowess. Psychological and pharmacological therapies should act as a temporary crutch until the individual has gained the wisdom, experience, and agency to "appropriately" respond to their own cognitive-emotional operant conditioning mechanism. (Should this not also be the objective and justice of our incarcerating institutions?)

Another analogy would be "burnt hand disorder" where the biochemical and 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 operant conditioning mechanisms may no longer provide psychological or physiological limits on pleasurable, 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 critical analysis and 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 also being outlined here are cognitive-emotional behavior modification therapies based on humanity's natural and evolved cognitive-emotional operant conditioning mechanism. Good and bad-feeling emotions are used to understand and evaluate cognitive behavior such as thinking (thoughts), remembering (memories), believing (beliefs), imagining (imaginations), perceiving (perceptions), and reasoning (rationale). Feeling-good cognitive behaviors have an evolved correlation with a healthy physiology (or at least movement towards) and bad-feeling cognitive behaviors have 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 producing cognitive behaviors are 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.

When cognitive activities of the mind (thinking (thoughts), remembering (memories), believing (beliefs), imagining (imaginations), 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 architype 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*

operant conditioning 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 operant 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 operant conditioning mechanism 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, biochemical, 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 patients 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 (imaginations), 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 operant 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. Genetic, physiological, neurological, and pharmaceutical medical and psychological 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 critical analysis and 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 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 critical analysis and decision-making prowess, not disempower our children 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, reconstructing, and redeveloping one's own disempowering, negative, and emotionally bad-feeling mental activities towards empowering, positive, and emotionally good-feeling cognitions means the precipitation of a strong, balanced, and robust physiology conducive to 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 3000-year-old 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 humanity's evolved cognitive-emotional operant conditioning and 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 student 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 athletic coaching should align with evolutionary survival of the fittest, strongest,

most powerful, and clever where mental discipline, education, and training of cognitive behaviors 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 valid is any genetic, neurological, biochemical, and physiological research into mental illness, emotional disorders, and human behavior as well as into any physical diseases, illnesses, and cancers… including all their psychological and pharmaceutical therapies as well as in radiation, electric-stimulation, and vaccines… if individual conscious activity and ability to respond to a natural cognitive-emotional operant conditioning mechanism that has evolved to enhance one's own mental, physical, and emotional health and well-being are not integrated into academia's experimental research designs? How are genetic and environmental influences that effect an individual's capacity to recognize, respond, and utilize their own emotional awareness and cognitive-emotional operant conditioning mechanism accounted for? These factors include… 1) language and literacy neurolinguistic emotional behavior programing, 2) parental behavior conditioning, 3) meditation and mindfulness

training, 4) sports psychology training, and 5) psychological and pharmaceutical therapeutic conditioning.

How long will our academic institutions of language and literacy education allow a misleading and flawed cognitive-emotional linguistics in medicine, psychology, psychiatry, sociology, political science, history, business, economics, philosophy, and law and continue instruction within an erroneous and dangerous cognitive-emotional dynamic regulatory language based in a 3000-year-old literary and religious linguistics that disempowers an individual's health, well-being, and successful critical analysis and decision-making prowess… 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 linguistic environments their language fosters within all these atrocities because they are oblivious to emotions' evolutionary design? Lack of personal and academic questioning, critique, and 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 are now dependent more than ever that our academia…. "***should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.***"

Medical Research Web Letter

(rev2026-05-10a)

TO: Worldwide University Faculty Doctors of Medicine

CC: University Faculty Doctors of Psychology, Psychiatry, Pharmacology, Education, Linguistics, Sociology, Criminal Law and Justice, Philosophy, and Religion

Subjects:

1) Identifying unknown and unintended consequences of a pre-school, primary and secondary school, and a university education within an emotionally driven behavior and control linguistic language have on an individual's capacity to attain and maintain a healthy, robust, and balanced neurological and biochemical physiology of the brain and body.

2) How reliable are existing medical and pharmaceutical experimental designs if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics towards an empowered, robust, and balanced physiology of the brain and body is unaccounted for?

Reference: Jackson, A.O. (2025). *Emotions-as-effect and emotional control theory: The linguistic semantics of emotional vs. cognitive dysregulation.* Symbiotic Psychology Press (Note: All my works are self-published and freely available as a PDF download from my websites,)

Date: 2025-06-19

Dear Doctors of Medicine,

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:

"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, precipitates the changes and states of physiology that drive behavior and is then perceived as emotion? That is, cognition is causal, and emotion is a perceived correlative effect. Therefore, it is these cognitive activities that must be controlled, regulated, and managed (with emotional guidance) for the health, well-being, and successful decision-making prowess of the individual and the society in which they live.

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 determent 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.

University administration and academia are 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.*** (See attached reference supplement: "Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior.")

An individual's evolved propensity to pivot off physiological unhealthy cognitive behaviors and onto physiological healthy activities is an unrecognized defense against illness, infections, disease, and injury. Neurological, biochemical, and physiological abnormalities that are emotionally perceived may not originate from psychological cognitive activities. Instead, they may be attributed to illness, infection, or disease. However, by consciously working to feel good, the body builds another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with being physiologically healthy and vigorous. Therefore, evolution has set two layers of resistance to fight off illness, infection, and disease; (1) within an individual's evolved unconscious propensity to dwell within good-feeling healthy cognitions and (2) when an individual consciously works to focus upon good-feeling cognitive activities rather than succumbing to emotionally negative physiological activity.

What does the impact of University emotionally driven behavior linguistic education have on neurological, biochemical, and physiological experimental design in medicine? How reliable are existing medical and pharmaceutical studies if variation within an individual's capacity for re-processing, re-structuring, and re-organizing one's own cognitive-emotional dynamics (that correlate with an individual's physiological health) is unaccounted for?

Feeling good cognitive-emotional behavior must have an evolved correlation with an individual's healthy and robust biochemical and neurological physiology in the brain and body. Negative feeling cognitive-emotional behavior, although in the short is a necessary survival mechanism, in the long run negative feeling emotions, moods, and attitudes correlate with the negation of physical and mental health, well-being, and successful decision-making prowess. Because of this, research on human physiology in medicine and pharmacology is dependent upon an individual's psychological capacity to re-process, re-structure, and re-develop one's own cognitive-emotional feelings, moods, and attitudes to a healthier state of being. If this capacity is unaccounted for in experimental designs on human populations, how valid or biased and skewed are the results?

Every individual has an evolved and human (apart from animal) cognitive-emotional re-processing, control, and regulatory mechanism. If this mechanism has been subdued, camouflaged, or even made ineffective through a restrictive emotionally driven behavior linguistic education and these variables have not been experimentally accounted for and factored in, how reliable is psychological, psychiatric, and physiological science, medicine, and pharmacology?

I have had over 30,000 hits on my websites from researchers from over 80 countries including Russia, China, Japan, Hong Kong, Singapore, India, Pakistan, Iran, Israel, and the countries of the European Union and South America. There is world-wide interest. If my arguments do have any validity, maybe we need 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?

Reference:

Jackson, A.O. (2026). *Emotions-as-effect and emotional control theory: The linguistic semantics of emotional vs. cognitive dysregulation.* Symbiotic Psychology Press (Note: All my works are self-published and freely available as a PDF download from my websites.)

Epilogue:

The Innocence of Accused Nick Reiner:

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

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.

Epilogue: The Innocence of Accused Nick Reiner

Malicious behavior like that accused of Nick Reiner can be foreseen and prevented… as well as nearly 50,000 yearly suicides, mass shootings in our children's schools, our cradle to prison pipeline with nearly 2,000,000 persons incarcerated, billions spent *daily* on prescribed and over the counter medications, unprovoked wars, the degradation of our feminine humanity, and a legal and political culture and government that has gone insane.

We, as a society and culture, must realize the environmental factors responsible for the possible corruption of Nick's evolved, cognitive-emotional operant conditioning mechanism that is necessary for critical analysis, self and moral agency, and self-determination and how for Nick, alleged conscious decision or choice to stop malice aforethought became biologically impossible. What is our "evolved cognitive-emotional operant conditioning mechanism" and how did it become corrupt, possibly within not only Nick Renier, but within millions of other human beings throughout our nation?

Language and literacy education have corrupted how good and bad feeling emotions (moods, attitudes, and feelings) have evolved as a natural operant conditioning mechanism, similar to pain and pleasure, to dissuade life degenerating, unhealthy, and emotionally bad-feeling cognitive behaviors and to attain and sustain life enhancing, healthy, and emotionally good-feeling cognitive behaviors that precipitate an empowered and robust physiology conducive to successful critical analysis and decision-making prowess.

Emotion as depicted by our actors, directors, and playwrights within their plays, videos, movies and song, music, and dance, was inscribed nearly 3000-years-ago in Homer's *"Iliad"* where Achillies' anger drove his destruction upon the Greeks and his fatal wrath sent many a valiant souls to Hades in an epic of dangerous and aberrant emotions driving destructive behavior. Modern psychology and psychiatry have adopted this popular linguistic construct of emotionally driven behavior and therefore, because

dangerous and aberrant emotions can drive destructive behavior, emotions must be controlled, regulated, and managed by the cognitive mind and even with pharmaceuticals if necessary.

But this culturally developed and accepted construct of cognitive-emotional behavior has sabotaged how the mind, body, emotions, and conscious awareness have symbiotically evolved over millions of years. Emotions, instead of being regulated by the cognitive mind as current literary artisans and psychological academia prescribe, have evolved within a cognitive-emotional operant conditioning mechanism. That is, emotionally bad-feeling thoughts, memories, beliefs, imaginings, perceptions, and reasoning diminish, and emotionally good-feeling mental activities enhance the physiological health and well-being necessary for proper neural development, critical analysis, and successful decision-making prowess associated with self and moral agency and the self-determination to reconstruct malicious aforethought into a wonderful life.

Emotions are analogues to the gauges on the dash of a car. They inform the operator of the health, or lack of health within the many operations and goings on under the hood. Emotions are not dangerous, aberrant, and even deviant per se because they do not drive behavior as culturally inscribed. Emotions can and do influence cognitive behaviors that precipitate the changes and states of physiology in the brain and body that do drive behavior and… are also perceived as good or bad-feeling emotions. The dangerous and dysfunctional physiology that drives criminal behavior is the consequences of educational neurolinguistic programming and neural development of an erroneous cognitive construct of emotionally driven behavior. This conviction mistakenly demands emotional control, regulation, and management because of emotional disorders and dysfunction rather than the reality of cognitive control, regulation, and management because of cognitive disorders and dysfunction within mental illness and criminal behavior.

If good and bad-feeling emotional states are culturally misconfigured, misconstrued, and misinterpreted as an emotional disorder, emotional dysfunction, or mental illness and therefore must be controlled, managed, and regulated, the human

operator cannot be consciously aware of, and distinguish between a) emotionally good-feeling mental activities precipitating a biochemically balanced and healthy physiology and b) emotionally bad-feeling mental activities precipitating biochemical imbalanced and unhealthy physiology. Emotions are not dangerous when accurately portraying the neurological, biological, and physiological changes and states of being within the brain and body and fulfilling their evolutionary function to guide cognitive behavior towards a biochemically balanced, strong, robust, and healthy physiology.

Unfortunately, our pre-school, primary and secondary school educators are programming our children (and our future academic authorities) by neurolinguistically reinforcing the biochemistry, neurology, and physiology of a malleable, neuroplastic brain into an emotionally driven behavior and control reality that corrupts millions of years of evolutionary processes. Emotionally good-feeling mental activities have and an evolved correlation with a strong, healthy, and biochemically balanced physiology when consciousness is dwelling and focused upon what is wanted, desired, and intended within life's adventures. And emotionally bad-feeling mental activities have and an evolved correlation with a weak, unhealthy, and biochemically imbalanced physiology when consciousness is dwelling and focused upon what is not wanted, desired, and intended within life's adventures. This natural cognitive-emotional operant conditioning mechanism exists to enhance cognitive behavior's precipitation of a healthy physiology capable of the critical analysis and successful decision-making prowess necessary for self and moral agency and the self-determination to restructure malicious aforethought into a wonderful life, culture, country, and world.

Yes, we must continue the education, language, and literary portrayal of an emotionally driven behavior and control reality found within thousands of years of literary, religious, and social linguistics. But our children must become cognitive-emotionally bilingual and understand and utilize their good and bad-feeling emotional awareness as evolved… to guide their mental thoughts, memories, beliefs, imaginings, perceptions, and reasoning towards health, well-being, and success. And we must change our laws of crime, punishment, and incarceration to include education, training, and neural re-development into a linguistic culture where good and bad-feeling emotional

awareness can guide mental activities towards the precipitation of a strong and healthy physiology capable of the critical analysis and successful decision-making prowess necessary for self and moral agency and the self-determination to restructure malicious aforethought away from separation, pain, violence, and slavery and towards unity, peace, wisdom, and the freedom to pursue joy and happiness.

Maybe it is not yet possible for the public, friends, and family of Bob and Michele, but I wish to acknowledge that we… our 3000-year-old psychological science, language, and literary culture of emotionally driven behavior and control… lack malice aforethought, but we are the true responsible parties to Rob and Michele Reiner's deaths. Did Nick's cultural, educational, and environmental language and literacy programming undermined his neurological, biochemical, and physiological state of being in the brain and body so that it could no longer biologically support the self and moral agency and abilities necessary for self-determination and to stop malice aforethought at the time of this atrocity? Law has yet run its course.

If an individual is biologically incapable of stopping malice aforethought and ensuing violence because of environmental, societal, and cultural neurolinguistic programming and hard wiring of the biological neural networks within a neuroplastic brain… can they be not guilty of said action but still held accountable to develop the skills, abilities, and training necessary to utilize their evolved cognitive-emotional operant conditioning mechanism to attain and maintain their health, well-being, and an empowered physiology required for self and moral agency and the self determination to restructure malicious aforethought into a productive and successful life… despite our current erroneous culture and education into a 3000-year-old language and literary linguistics of emotionally driven behavior and control?

How valid is any genetic, neurological, biochemical, and physiological research into mental illness, emotional disorders, and human behavior as well as into any physical diseases, illnesses, and cancers… how valid is forensic psychology and our laws of criminal justice, punishment, and incarceration if individual conscious activity within an evolved and natural cognitive-emotional operant conditioning mechanism to enhance

one's own mental, physical, and emotional health and well-being is not integrated into academia's experimental research designs?

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 critical analysis and 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 bad-feeling cognitive activities are re-processed, re-structured, and re-developed into emotionally good-feeling 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.

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 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 decision-making prowess.

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…again.

"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."

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 and emotions as a perceived effect of biochemical, neurological, and physiological changes and states of being in the brain and body. Emotions, instead of being regulated by cognitive behavior as current psychological academia prescribes, have evolved into a cognitive-emotional operant conditioning mechanism to guide cognitive behavior towards the health, well-being, and prosperity of the individual.