

# SANITY

## TIME FOR DEMOCRACY



(page 1 of 12)

top illustration:  
Steele, Frederic Dorr (1873-1944) (artist) (1928) Girl writing on chalkboard in Stone, Elinore Cowen (author). The Making of a Journalist Woman's Home Companion, 56:30 (March 1929) Library of Congress Prints and Photographs Division. Washington, D.C. 20540 USA Accession # DLC/PP-1933-0080 Call # CAI - Steele, no. 137 (A size) (digital file from intermediary roll film) cai 2a15037 Card #cai1996003465/PP

A host of criticisms have been levied against the categorical approach to the diagnosis of personality disorders. The model makes a basic assumption that a disorder is either present or absent, even though most personality features occur on a continuum without a clear demarcation of what is normal from what is abnormal. Many patients with personality disorders create much more distress in others than in themselves.

Glen O. Gabbard, M.D. (The Menninger Clinic)  
Editorial, American Journal of Psychiatry  
volume 154, issue 7 (pages 891-893)  
1997 January

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essays, tutorials & books



historical records of US Congress

references on the internet, 2018 September:

The amount of satisfaction you get from life depends largely on your own ingenuity, self-sufficiency, and resourcefulness. People who wait around for life to supply their satisfaction usually find boredom instead.  
Menninger, William C.  
(US Army psychiatrist and co-founder of Menninger Clinic in Kansas)  
found at [www.azquotes.com](http://www.azquotes.com)

War and Military Mental Health  
Pols, Hans and Oak, Stephanie  
American Journal of Public Health Volume 97, Issue 12 (2007 December) (pages 2132-2142)  
found at: [www.ncbi.nlm.nih.gov/pmc/articles/PMC2089086](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2089086)

Hans Eysenck (1916-1997)  
Eysenck was born in Germany and opposed Hitler, but his conclusion that genes determine intelligence supports racism. He associated with Jensen of Stanford University, who received a Nobel Prize for inventing the transistor, and achieved notoriety for promoting the genetic source of intelligence. Eysenck's controversial writings include:  
a paper that concludes that psychoanalysis fails to facilitate recovery from neurotic disorders (1950s)  
a chapter, What Is Wrong With Psychoanalysis, in a book, Uses and Abuses of Psychology (1953)  
a book, The Psychology of Politics (1954)  
article, The Rise of the Mediocracy (1969)  
a book, Race, Intelligence and Education (1971)  
autobiography, Rebel With A Cause (1990, 1997)  
found at: [en.wikipedia.org/wiki/Hans\\_Eysenck](http://en.wikipedia.org/wiki/Hans_Eysenck)

Not In Our Genes: Biology, Ideology, and Human Nature  
Lewontin, Richard C., Rose, Steven, and Kamin, Leon J.  
New York: Pantheon Books (1984)  
isbn 0394728882 (ISBN13: 9780394728889)  
call # BF341.L49 1984

My takeaway from Lewontin is that there is as much or more diversity in the gene pool of a small and isolated African village as in a mid-sized and cosmopolitan European city.

The Myth of Mental Illness: Foundations of a Theory of Personal Conduct. (297 pages)  
Szasz, Thomas  
New York (NY): Harper & Row (1974)  
isbn 9780060141967  
call # RC437.5.59 1974

internet forum  
found at [www.quora.com/Is-the-psychiatric-diagnosis-of-schizophrenia-a-deceptive-medical-hoax?redirected\\_qid=8275781](http://www.quora.com/Is-the-psychiatric-diagnosis-of-schizophrenia-a-deceptive-medical-hoax?redirected_qid=8275781)

Groundbreaking New Schizophrenia Research, Five Things You Need To Know  
Young, Joel L. (MD)  
2016 March 23  
found at: [www.psychologytoday.com](http://www.psychologytoday.com)

Schizophrenia  
Bellack, Alan S. and Mueser, Kim T.  
Chapter 17 in International Handbook of Behavior Modification and Therapy  
New York (NY): Plenum Press (1990)  
online pdf file named 978-1-4613-0523-1\_17

Media's Damaging Depictions of Mental Illness  
Tartakovsky, Margarita (2016 May 17)  
found at: [psychcentral.com/lib/...](http://psychcentral.com/lib/)

Case study of living with schizophrenia (2017 May 2)  
found at: [www.ukessays.com/essays/nursing/...](http://www.ukessays.com/essays/nursing/)

Dependency issues in long-term treatment of schizophrenia  
Pike, Jennifer M.  
Issues in Mental Health Nursing, Volume 4, Issue 1 (1982), pages 77-85  
found at: [tandfonline.com/doi/ref/10.3109/01612848209141044?scroll=top](http://tandfonline.com/doi/ref/10.3109/01612848209141044?scroll=top)

Schizophrenia (2009 May 3)  
found at: [www.health.am/psy/more/schizophrenia2/](http://www.health.am/psy/more/schizophrenia2/)

Schizophrenia: A Brief History  
found at: [www.livingwithschizophreniauk.org/information-sheets/schizophrenia-a-brief-history/](http://www.livingwithschizophreniauk.org/information-sheets/schizophrenia-a-brief-history/)

Schizophrenia Screening Test (introduction)  
[www.schizophrenia.com/sztest/](http://www.schizophrenia.com/sztest/)  
provides link to pdf file:  
Yale University PRIME Screening Test

National Alliance on Mental Illness (NAMI)  
online pdf file named Schizophrenia-Fact-Sheet

Schizophrenia  
Community Counseling Centers of Chicago (2014)  
found at: [www.c4chicago.org/services/schizophrenia](http://www.c4chicago.org/services/schizophrenia)

Correspondence  
New England Journal of Medicine Volume 341, Number 5, pages 369-378 (1999 July 29)  
online pdf file named [nejm199907293410513](http://nejm199907293410513)

Author Ann Rule reports on real-life crime stories that reveal family problems that may have caused criminal behavior.

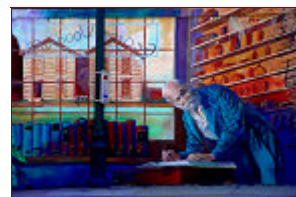
Author M. Scott Peck, a former US Army psychiatrist, shares anecdotes about family problems that may have caused obnoxious and distressing behavior. His books, such as People Of The Lie and The Road Less Traveled, define schizophrenia informally and in a way that is useful to laypersons. The books are on the Alcoholics Anonymous reading list.

My takeaway from Peck is that schizophrenia is a relationship between people and not an affliction of an individual. In the relationship, a dominant person forces lies on his/her dependents; which they treat as truth, even though it isn't in their best interest. A dependent who speaks truth and challenges lies is disloyal; and must be ostracized and destroyed. However, ostracism is a blessing. It forces a dependent to become independent.

Sanity in pdf format  
12 pages



The website is a work in progress.  
All texts are drafts.  
The author takes it for granted that you can say the same things better, and will.



updated 2018 September

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PREVIOUS

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Most, or all the professions and academic disciplines of the world have originated with one creative genius. Moments after he/she originates the field of study, hordes of disciples and competitors crawl out of the woodwork, each of them hoping to cut into and enjoy a slice of the economic pie. First, the original genius has to defend himself against diehards who profited from the way things were before he/she started to make waves. Then the besieged genius has to cope with the opportunists he begat while they act out their young lion impulses to drag down the old lion. Even his awestruck disciples are likely to get his message wrong.

The dynamic has occurred throughout history and everywhere on earth. It has probably occurred most intensely in the social sciences, and especially intensely in religion and psychiatry or the mental health sciences—the sciences devoted to making people better than the beasts from which they're descended. Even a fervent creationist has to admit that evolution has been spotty.

The problem for a modern layperson is that a lot of professionals seem to have imposing and intimidating university degrees and state certificates in the various social and mental health sciences, but all they've really got is a license to form educated opinions. They have very little factual terra firma on which to stand. The members of their professions can only agree to disagree.

The one common ground they've found is a belief that they should be paid generous salaries—more than enough to hire landscapers, cleaning ladies, and automobile mechanics, to send the laundry out, to have meals sent in, to buy a second home, and to still take expensive vacations. Professionals who profit from certificates issued by the allegedly democratic state actually have more in common with the monarchs and the nobility that were ousted, or allegedly ousted, back in the day.

For most of the millennia and centuries that monarchies, plutocracies and their equivalents have existed world-wide, only the ruling class suffered formal education. Having suffered it, they believed they were exempt from performing the tasks of daily life or of acquiring the skills necessary to embellish their lives with castles, carriages, tapestries, and Louis XVI armiores.

The lords got their status by being the most educated people around, and when a commoner invented a printing press, they dutifully purchased books and posed for portraits in front of them. But, the majority of the ruling class whiled away their time chasing after hounds, playing the horses, throwing dice, and luxuriating in gossip. Their pastimes were and still are entertaining and seductive. But the lords were mostly frivolous. Their only marketable skill was bossing around and nitpicking the work of productive people.

The democratic principle that all people are created equal begs the question, at what level are all people equal? Allegedly democratic mass education has provided the answer. All people should be and most actually are equal at the level of the lords. The proof, or evidence, is in the pudding.

When children get home from school, the two things they least want to do are (a) homework and (b) wash the dishes. 'Wash the dishes' means all tasks of daily living their parents assign. The next morning, when the child wakes up, the one thing he/she most doesn't want to do is go back to school—unless he/she has been suckered by social cliques at school.

By the time a person has acquired even one diploma, he has a life-long aversion to being on time, following orders, being useful, looking things up and checking facts. Thus, in the era of mass education, children spend the K-12 or K-16/20 years and all subsequent years avoiding both intellectual strain and menial labor. Malingering has become a bad habit for the majority. Cheating is the new morality because diplomas grant a person a permanent exemption from vacuuming, Escapism is a booming industry. Its professionals leech an increasing percentage of the economy from productive people.

Mental health professionals and their patients have passed through the same educational system and come out of it the same. As a result, therapist and patient form a symbiotic (co-dependent) relationship. The existence of the patient exempts the psychiatrist or psychologist from productive labor. And vice versa. The existence of the psychiatrist and his list of afflictions exempts the patient from preparing his/her own meals, washing his/her dishes, changing the sheets, feeding quarters into the automatic washer, mopping the floor, and scrubbing the toilet.

In my opinion, the patient developed his alarming behavior because he received a series of rewards for obnoxious, manipulative, and/or helpless behavior that began soon after birth. To blame his genes is profitable to gene therapists and lets the actual perps off the hook. To blame his biochemistry is useful to pharmaceutical companies and druggists and lets the actual perps off the hook. To blame his parents lets his teachers off the hook.

A shining light in the dismal swamp of mental health literature is a review of mental health professionals who've reported on their use of operant conditioning (behavior modification techniques) on inpatients in psychiatric hospitals. Behavior modification techniques make sense because, if a series of positive and negative reinforcements got patients into the pickle they're in, perhaps a series of positive and negative reinforcements will get them out. Negative and positive reinforcements are electro-shock therapy without the electricity or the shock. Getting feedback might upset the patient or it might charm him. Feedback isn't cruel, and it has the potential to tone down spoiled brats and make big babies grow up.

In the opinion of some researchers and theorists, the problem isn't the glaring failures of schools, but the alleged successes. People who started going along to get along at a young age already had damaged personalities. They were unable to be true to themselves. When the gang of thugs in their inner cowboy movie shot bullets at their feet and told them to dance, they danced. Public servants who acted like public masters in their schools were the obvious problem, but so were parents who believed the hype that going along to get along with teachers is the only means by which parents can raise the social status of their children.

Because mental health professionals need a state certificate to get their paychecks, they are creatures of the state. They are slaves of the state. Their livelihood depends on doing what politicians tell them to do. Politicians, for their part, have to jump to the commands of their backers.

In the democracy of the US democracy, as in the dictatorships of the proletariat of various other nations, the true function of mental health professionals isn't to make people better. Their real job is to discredit and punish intelligent and creative people who threaten the status and power of politicians. Their predecessors in the old plutocracies, empires and monarchies had even fewer facts to work with, but their job was the same.

The need for status and power over other persons is infantile. What is reasonable and normal for a newborn is a serious personality disorder that has afflicted humanity since the beginning of time.





top illustration:  
The Abyss

In the 1800s, the London district of Whitechapel was home to over 8000 homeless & destitute people. It was referred to as 'the abyss'  
<https://pbs.twimg.com/media/C7hVT-cXUAIJxF.jpg>  
<https://twitter.com/whoresofyore/status/844519315244269568>

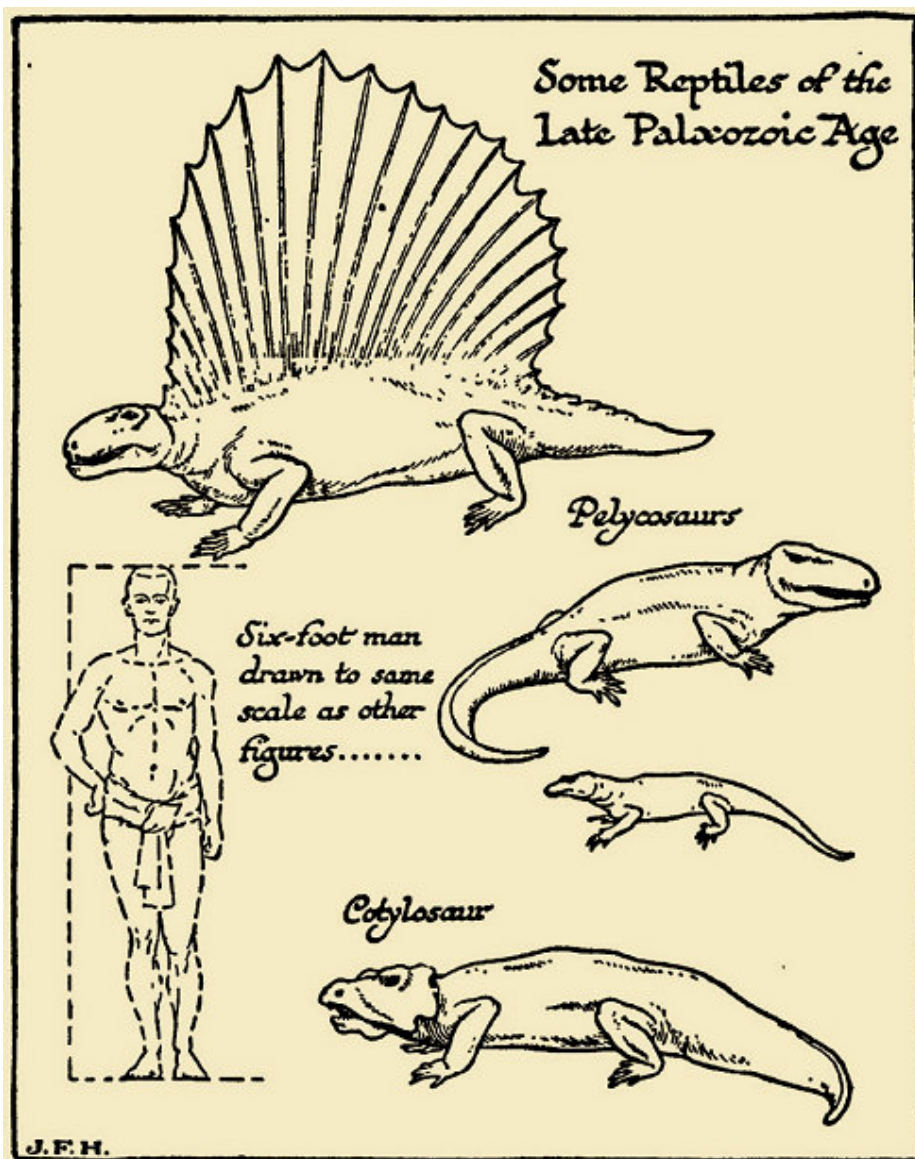
CONTENTS



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historical records of US Congress



page 43 in  
Wells, H.G.

The New And Revised Outline Of History (1255 pages)  
 Garden City (NY): Garden City Publishing Company, Inc. (1931)  
 contributed by Santiniketan Library, Viswa-bharati  
 digitalized by Digital Library of India  
<https://archive.org/details/in.ernet.dli.2015.553559>  
<https://ia601903.us.archive.org/4/items/in.ernet.dli.2015.553559/2015.553559.The-New.pdf>

Other editions:

Wells, Herbert George (1866-1946) (author)  
 The outline of history: being a plain history of life and mankind (652 pages)  
 London (England): Cassell and Company, Ltd (1920)  
 contributed by Cornell University Library  
 digitalized by MSN  
<https://archive.org/details/cu31924028328759/cu31924028328759.pdf>

Wells, Herbert George (author)  
 The Outline of History: Being a Plain History of Life and Mankind (1395 pages)  
 New York (NY): The Review of Reviews Company (1922)  
 contributed by Stanford University Libraries  
 digitalized by Google  
<https://archive.org/details/outlinehistoryb06wellgoog/outlinehistoryb06wellgoog.pdf>

Wells, H.G. and Postgate, Raymond (authors)  
 The Outline Of History (1260 pages)  
 London (England) Cassell and Company, Ltd. (revised 1951)  
 contributed by E. C. C. Allahabad  
 digitalized by Digital Library of India  
<https://archive.org/details/in.ernet.dli.2015.261972>  
<https://ia601600.us.archive.org/12/items/in.ernet.dli.2015.261972/2015.261972.The-Outline.pdf>

H.G. Wells lived to 1946 but stopped writing The Outline in 1919. His book covers history through World War I. Raymond Postgate added chapters through World War II. Both writers are considered socialists because they proposed a one-world state and universal law.

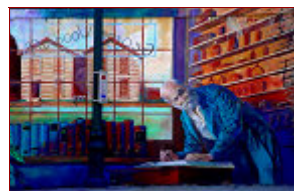
In Wells' brave new world, humans will resume a nomadic lifestyle. The beautiful and convenient cities of the coming age will have seasons when they are full of life and seasons when they sleep. Life will ebb and flow to and from every region seasonally as the interest of that region rises or declines. There will be little drudgery. Natural power harnessed in machines will be the general drudge. Drudgery that is inevitable will be done as a service and duty for a few years or months out of each life. It will not consume or degrade the whole life of anyone. Many sorts of men and ways of living will dwindle. There will be no fighting men and custom-house officers. An increased multitude of teachers will abolish large police forces and jail staffs. No mad-houses. World-wide sanitation will diminish the proportion of hospital attendants and nurses. World-wide economic justice will end the floating population of cheats, sharpers, gamblers, forestallers, parasites and speculators generally. But, there will be no diminution of adventure and romance in the world to come.

(page 1190 of 1951 edition)

A summary of nomadism in Europe prior to the mass migration of Europeans to America —

Chapter III, The Nordic Conquest of Europe  
 pages 39-64 in  
 Grant, Madison (author)  
 Conquest of a continent: or, The expansion of races in America (450 pages)  
 New York (NY)/ London (England): Charles Scribner's Sons (1933)  
 contributed and digitalized by The University of Florida, George A. Smathers Libraries  
<https://archive.org/details/conquestofcontin00gran/conquestofcontin00gran.pdf>

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We must think of human progress, not as of something going on in the race in general, but as of something going on in a small minority, perpetually beleaguered in a few walled towns. Now and then the horde of barbarians outside breaks through, and we have an armed effort to beat the process. That is, we have a Reformation, a French Revolution, a war for democracy, a Great Awakening. The minority is decimated and driven to cover. But a few survive—and a few are enough to carry on.

Henry Louis Mencken  
 On Religion

H. L. Mencken, the curmudgeonly Sage of Baltimore, ruled American letters as critic and journalist 1910 to 1933 and is the author of:

- A Mencken Chrestomathy (1916)
- In Defense Of Women (1918)
- The American Language (1919)
- Selected Prejudices (1921)
- A Book of Burlesques
- Notes On Democracy
- Treatise On The Gods (1930)
- Treatise On Right And Wrong
- On Politics: A Carnival Of Buncombe (compiled 1956)

Most immigrants enter the US from corrupt societies to which their families adapted hundreds and thousands of years ago. They know how to go along to get along. I'm an American baby boomer who, starting in the 1960s, struggled to improve my own city and country. In my experience, immigrants are spoilers. Some talk revolution, but their revolution is only an expression of their narcissism. They don't object to tyranny and excessive force. They're just pissed because they aren't the tyrants. Castro is an example of alleged revolutionaries who perpetuate the perks of the tyrants they oust. Though Castro used guns, many other revolutionaries use guilt trips and emotional blackmail, much like spoiled brats manipulate their parents. In the 1970s, it was common knowledge that revolution is a stage of middle class life in Latin America. A few years past college, revolutionaries revert to the selfish, exploitive and domineering ways of their parents.

The eighteenth century may be described as a period of mental squalor on both sides of the Atlantic. In Hispanic America, universities had been founded by the representatives of the Spanish crown and were in the hands of the clergy. Education was monastic, medieval and dogmatic. Its object was to make men submissive to monarchic rule in Church and State. There was no liberty of thought, no free study of history, no practical curricula. The object of the universities was to graduate a creole clergy who should keep the principle of the divine right of kings alive and strong in the colonies.

By virtue of the revolution against Spain, the creole or common people came to have some voice in the government and the right to demand more and better education for their children. San Martin, Bolivar, O'Higgins, Artigas, and a host of less known leaders were the heralds of the new democracy and it was largely through their help and sympathy that the distressing conditions of the preceding century gave place to an era of progress and it became possible to undertake the education and social uplift of the youth of the hitherto submerged classes.

(pages 49-52)  
 Browning, Webster E (author)  
 Joseph Lancaster, James Thomson, and the Lancastrian System of Mutual Instruction, with special reference to Hispanic America pages 49-98, Volume 4, The Hispanic American Historical Review (1921 February 1)  
<https://archive.org/details/jstor-2506084>

So then, this is the nation of Romulus and Numa, of the Gracchi and the Horaces, of Augustus and Nero, of Caesar and Brutus, of Tiberius and Trajan? Here every manner of grandeur has had its type, all miseries their cradle. Octavian masks himself in the cloak of public piety to conceal his untrusting character and his bloody outbursts; Brutus thrusts his dagger into the heart of his patron so as to replace Caesar's tyranny with his own; Antony renounces his claim to glory to set sail on the galleys of a whore; with no projects of reform, Sulla beheads his fellow countrymen, and Tiberius, dark as night and depraved as crime itself, divides his time between lust and slaughter. For every Cincinnatus there were a hundred Caracallas, a hundred Caligulas for every Trajan, a hundred Claudiuses for every Vespasian. This nation has examples for everything: severity for former times, austerity for republics, depravity for emperors, catacombs for Christians, courage for conquering the entire world, ambition for turning every nation on earth into a fertile field for tribute; women capable of driving the sacrilegious wheels of their carriages over the decapitated bodies of their parents; orators, like Cicero capable of stirring crowds to action; poets, like Vergil, for seducing with their song; satirists, like Juvenal and Lucretius; weak-minded philosophers, like Seneca; complete citizens, like Cato. This nation has examples for everything, except for the cause of humanity: corrupt Messalinas, gutless Agrippas, great historians, distinguished naturalists, heroic warriors, rapacious consuls, unrestrained sybarites, golden virtues, and foul crimes; but for the emancipation of the spirit, the elimination of cares, the exaltation of man, and the final perfectibility of reason, little or nothing. The civilization blowing in from the East has shown all its faces here, all its parts. But the resolution of the great problem of man set free seems to have been something inconceivable, a mystery that would only be made clear in the New World.

I swear before you, I swear by the God of my fathers, I swear on their graves, I swear by my Country that I will not rest body or soul until I have broken the chains binding us to the will of Spanish might!

Bolivar, Simon (1805 August 15)  
 Oath Taken In Rome  
 pages 113-114 in  
 Bushnell, David (editor); Fornoff, Frederick H. (translator)  
 El Libertador: The Writings of Simon Bolivar  
 New York (NY): Oxford University Press (2003)  
<http://www.historyisaweapon.com/defcon7/simon-bolivar-el-libertador-writings-of-simon-bolivar-david-bushnell-editor-1.pdf>

Same Circus, Different Clowns.

Track from The Last Mad Surge of Youth by Henry Priestman  
 Lyricists and composers: Henry Priestman, Pete Riley and Tom Gilbert  
 released 2014 February 16  
[www.youtube.com/watch?v=9xzV2OZqfDo](http://www.youtube.com/watch?v=9xzV2OZqfDo)

Track from Something Weird Going On In My Head  
 by Steve White and The Protest Family  
 released 2013 August 14  
 Free download  
[stevewhiteandtheprotestfamily.bandcamp.com/track/same-circus-different-clowns](http://stevewhiteandtheprotestfamily.bandcamp.com/track/same-circus-different-clowns)

Musical group:  
[www.facebook.com/Same-Clowns-Different-Circus-SCDC-356822774442664/](https://www.facebook.com/Same-Clowns-Different-Circus-SCDC-356822774442664/)

Research to support the saying—the more things change, the more they stay the same:  
[dvrb.com/world/SameCircus-DifferentClowns.htm](http://dvrb.com/world/SameCircus-DifferentClowns.htm)

Motto of disabled people organized against government cuts:  
[dpac.uk.net/2015/02/social-media-events-for-the-day-of-action-against-maximus-2nd-march-scrapwca/](http://dpac.uk.net/2015/02/social-media-events-for-the-day-of-action-against-maximus-2nd-march-scrapwca/)

A firefighter's motto:  
[www.firehouse.com/blog/10454506/same-circus-different-clowns](http://www.firehouse.com/blog/10454506/same-circus-different-clowns)

T-shirt marketed to firefighters:  
[www.gettinsaltyapparel.com/catalog/gettin-salty-firefighter-t-shirt-apparel/same-circus-different-clowns-firefighter-t-shirt-131.html](http://www.gettinsaltyapparel.com/catalog/gettin-salty-firefighter-t-shirt-apparel/same-circus-different-clowns-firefighter-t-shirt-131.html)

Gift recommendation:  
<https://www.amazon.com/Anne-Taintor-Magnetic-Postcard-Different/dp/B00GGDQOFA>

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(page 3 of 12)

top illustration:  
The Maw (spirit of a girl). Two attendants announce her coming and look after her interests. (page 224)  
There is much alleged intercourse with the spirit-world, and the making of maw (ju-ju) is an almost daily affair. Certain maws represent spirits of departed virgins (abaw-maw). Chapter 22 (Secret Societies) (pages 235-236) in Basden, George Thomas (author). Among the Ibos of Nigeria: An Account of the Curious & Interesting Habits, Customs, & Beliefs of a Little Known African People. (315 pages) Philadelphia: J.B. Lippincott Company (1921)  
Contributed by Harvard University Libraries. Digitalized by Google  
[https://books.google.com/books?id=GaUSAAAAYAAJ&dq=Nigeria&source=gbs\\_navlinks\\_s](https://books.google.com/books?id=GaUSAAAAYAAJ&dq=Nigeria&source=gbs_navlinks_s)

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historical records of US Congress

It is a common fallacy to suppose that men's actions are inspired mainly by reason.

The most elementary investigation of the psychology of everyday life is sufficient to reveal the truth that man is not, as a rule, a pre-eminently rational creature.

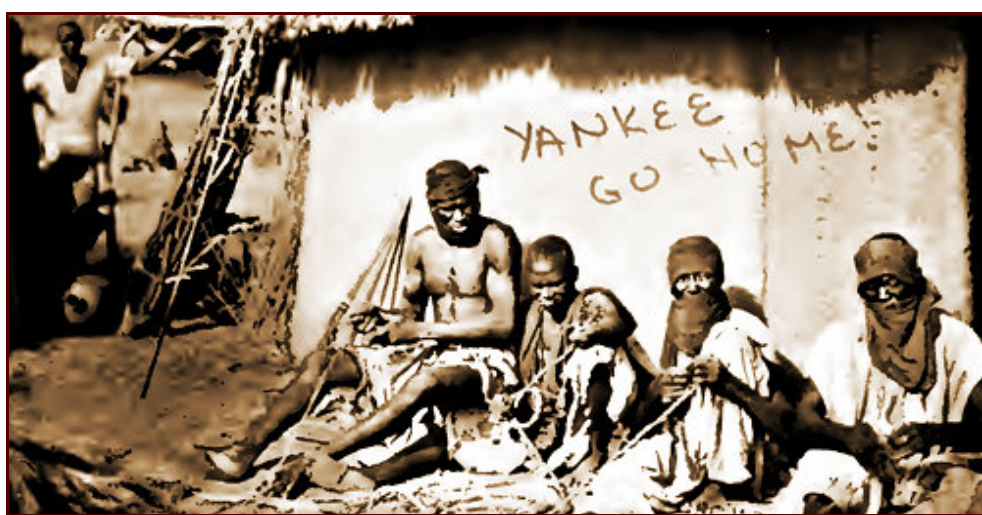
He is impelled to most of his acts by instincts, the circumstances of his personal experience, and the conventions of the society in which he has grown up.

But once he has acted or decided upon a course of procedure he is ready with excuses in explanation and attempted justification of his motives.

In most cases, these are not the real reasons, for few human beings attempt to analyze their motives.

There is implanted in man the instinct to interpret for his own satisfaction his feelings and sensations, but of necessity this is mostly of the nature of providing satisfying interpretations of thoughts and decisions, the real meaning of which is hidden.

Professor Elliot Smith  
pages 87-88 in Dawson, Warren Royal (author).  
The Custom of Couvade (118 pages)  
University of Manchester Ethnological Series, Volume 4 (1929)  
Contributed by Osmania University  
Digitalized by Digital Library Of India  
<https://ia801507.us.archive.org/4/items/in.ernet.dli.2015.77569/2015.77569.The-Custom-Of-Couvade.pdf>



The industrious Hausa (page 20)  
Hazzledine, George Douglas (author)  
The white man in Nigeria (274 pages)  
London: E. Arnold (1904)  
contributed by University of California Libraries  
digitalized by MSN  
<http://www.archive.org/details/whitemaninnigeri00hazzrich>



A gateway in the wall at Kano  
The wall, which is made of mud, is 40 feet in thickness, 50 feet high and 7 miles in circumference (frontispiece)  
Raphael, John R. (author)  
Through unknown Nigeria (462 pages)  
London: T.W. Laurie Ltd. (1914)  
contributed by University of California Libraries  
digitalized by MSN  
<https://archive.org/details/throughunknownni00raphrich>



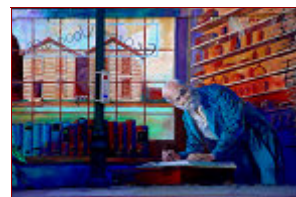
A juju to which human sacrifices are made (page 121)  
Talbot, D. Amaury, Mrs. (author)  
Woman's mysteries of a primitive people—the Ibibos of Southern Nigeria; (358 pages)  
London/ New York: Cassell & Co., Ltd. (1915)  
contributed by University of California Libraries  
digitalized by MSN  
<https://archive.org/details/womansmysterieso00talbrich>

The website is a work in progress.  
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(continued on page 4 of 12)

PREVIOUS

NEXT



updated 2018 September

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Laurel Lee  
Time For Democracy  
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All the various tribes of the Yoruba nation trace their origin from Oduduwa and the city Ile Ife. In fact, Ile Ife is fabled as the spot where God created man, white and black, and from whence they dispersed all over the earth.

Johnson, Samuel (died 1901) and Johnson, Obadiah (authors)  
The origin of the tribes. page 15 in  
The history of the Yorubas from the earliest times (746 pages)  
Lagos (Nigeria): C.M.S. Bookshops (1921)  
contributed by The Boston Public Library  
digitalized by Internet Archive  
<https://archive.org/details/historyofyorubas00john>

On the theory that humans originated in Africa, the quotations about Africans below describe the essence of humans as they've developed world-wide, so far. The adjectives civilized and uncivilized are worthless because tyrants corrupted their meanings a long time ago. In a nutshell:

- Some people have a pathological need to lead.
- Others have a pathological need to follow.
- Leaders impose religions on followers to justify domination.
- Men play war games for several purposes. On the one hand, they scare their female relatives half to death. On the other hand they expand breeding ground for the females and gift them with the spoils of war.
- Many women refuse to cut the umbilical cord. They've invented the word 'family' for the afterbirth their children drag around. Their families are blood-in-blood-out and of no more value to humankind than gangs of every other name.
- Some children get the scissors and cut the cord themselves.
- Jealousy is the primary motivator of human activity. It afflicts males and females alike. It's a bad habit that takes hold of them too early in life to be remembered. They can't own it; and nobody else can pry it loose.

The more one mixes with the uncivilized native, the more one wants to know about him, and the study of one's fellow-men is a fascinating pursuit when once one has begun to look for meanings and origins.

Tremearne, Arthur John Newman (1877-1915) (author)  
Mohammedans v. Pagans. page 61 in  
The tailed head-hunters of Nigeria. (435 pages)  
London: Seeley, Service & Co., Ltd. (1912)  
contributed by Cornell University Library  
digitalized by MSN  
<https://archive.org/details/cu31924028649170>

Like Nature, these natives, taken in the mass, are a people of moods, passive and apathetic on the whole, but active when aroused, their passions and energies, like an inactive volcano, lying but dormant, and although intensely and realistically human, they are at the same time animalistic to the core. Conservative to a degree, they are moody and variable, in spite of the fact that they are not only averse but opposed to change and innovation.

Leonard, Arthur Glyn (author)  
A preparatory character sketch. page 51 in  
The lower Niger and its tribes (616 pages)  
London: Macmillan and co. (1906)  
contributed by University of California Libraries  
digitalized by MSN  
<https://archive.org/details/lowernigerstri00leonorich>

In theory, the whole of the land of the kingdom of Edo belonged to the king, and all the people were his slaves. There were, however, certain differences between landlords in Edo itself and those recognised in the villages. The inhabitants of the city claimed the right to hunt anywhere in the kingdom, but permission had to be asked by a stranger who wished to hunt on village land. A settler in the village obtains his farm and land for his house by application to the headman of the village. In the city, however, all land appears to have been paid for, and no length of possession would give a title to an intruder.

Thomas, Northcote Whitridge (born 1868) (author)  
Inheritance, Adoption and Property. page 91 in  
Anthropological report on the Edo-speaking peoples of Nigeria, volume 1 (184 pages)  
London: Harrison and Sons (1910)  
contributed by University of California Libraries  
digitalized by MSN  
<https://archive.org/details/anthropologicalr01thom>

Tribal Chiefs had a right to certain presents and could take corn. All land outside village boundaries was in their gift, and in granting the right to farm it the Chief received a present, or a part of the first-fruits, but it was the habit for him to waive this right in the case of a poor man. He claimed all bush-hunting rights, and received a proportion of the game killed. The tribal Chief granted all fishing rights and received a small proportion of all fish caught. He exercised rights over virgins in his domain, though it was customary for him to give a fair dowry to the parents. Any dispute between villages was appealed to the Chief, as also any case of law that could not be settled between the families concerned. He appointed the headman for every township, and though he usually nominated a man recommended by the villagers, he had the right to make an arbitrary selection. It was the custom for a newly-appointed headman to present the Chief with a horse, a cow, or a cloth, according to his wealth. The Chief in turn gave him a drum and a spear, and either a cap or a gown, sometimes both, unless for some exceptional circumstance the headman held his title for life. He does not, however, seem to exercise any great power, as the administration is well defined. It is worth mention that in the Bashamma township of Dimuso there has been a female Chieftainess from time immemorial.

Temple, Olive Susan Miranda Macleod (born 1880) (author)  
Batta and the kindred tribe of Bashamma  
page 50 in Chapter B, Notes on the tribes, provinces, emirates and states of the northern provinces of Nigeria. (608 pages)  
Lagos (Nigeria): C.M.S. Bookshop (1922)  
contributed by University of California Libraries  
Digitalized by MSN  
<https://archive.org/details/notesontribespro00temp>

When the people saw the girl they agreed that she was very fine and quite worthy of being the prince's wife, and begged the king to cancel the law he had made altogether, and the king agreed. As the law had been made under Egbo law, he sent for eight Egbos and told them that the order was cancelled throughout his kingdom, and that for the future no one would be killed who had a daughter more beautiful than the prince's wives.

Dayrell, Elphinstone (1869-1917) and Lang, Andrew (1844-1912) (authors)  
The Tortoise With The Pretty Daughter  
page 4 in Folk Stories from Southern Nigeria, West Africa (182 pages)  
London/ New York: Longmans, Green and Co. (1910)  
contributed by Cornell University Library  
digitalized by MSN  
<https://archive.org/details/cu31924029908062>

Give thy mother no cause to be offended at thee, lest she lift up her hands to the god, who will surely hear her complaint and will punish thee. Be most careful how you treat the mother who suckled you for three years and carried bread and beer to you every day you were at school.

Talbot, D. Amaury, Mrs. (author)  
Maxims of Ani. page 19 in  
Woman's mysteries of a primitive people, the Ibibos of Southern Nigeria; (358 pages)  
London/ New York: Cassell & Co., Ltd. (1915)  
contributed by University of California Libraries  
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<https://archive.org/details/womansmysterieso00talbrich>



# SANITY

## TIME FOR DEMOCRACY



top illustration:  
 Pothast, Edward (artist)  
 He co'ted me setting' down fannin whilst I flung de hoe. (page 12)  
 Stuart, Ruth McEnery  
 Napoleon Jackson: The Gentleman of the Plush Rocker  
 New York (NY): The Century Co. (1901-1902)  
 Published by The DeVinne Press

### CONTENTS



essays, tutorials & books



historical records of US Congress

To add to the teacher's troubles, he is looked down upon by the whole community, because to share a wealth of knowledge is among the most beautiful of deeds, but to sell a meager stock of it is unworthy.

'One should not make an axe of the Torah,' it is said.

Almost every Jew in the shtetl knows enough to teach little children, but almost everyone would prefer to make his living at some other occupation.

The teacher who lives by selling what should be given, is not even a learned person. If he were, he would be a rabbi or a teacher of advanced students. It is generally assumed that a man who teaches little children has failed elsewhere.

From the Kheyder to the Grave  
 Part II Chapter 2 (pages 89-90)  
 in Zborowski, Mark, and Herzog, Elizabeth  
 Life Is With People: The Culture of the Shtetl  
 New York (NY): Schocken Books (1952)  
 Introduction by Margaret Mead

Vague and conflicting definitions of unfitnes and child abuse in Illinois statutes  
 compiled 2003 October 28



I can't find my notes or photocopies of a reference I found in the stacks at the Harold Washington Chicago Public Library when I was doing intense research in the late 1990s and early 2000s. The author of the weighty tome is a former US Army psychiatrist. I thought his name is Eysenck, cited on page 1, but it isn't. To spend my time digging through boxes of papers to get the proper reference would be cruel and unusual punishment.

My takeaway from mystery psychiatrist, which could be entirely my own projection on him, is that there is only one mental illness.

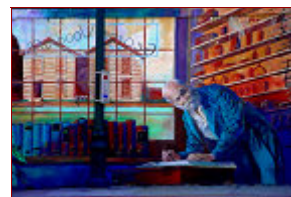
The vocabulary and jargon of mental health professionals that gets into our minds through audio-visual and print media don't describe a variety of mental illnesses, but only the symptoms of an *uber* disease. The symptoms are the same for all the afflicted. Only the intensity varies from person to person. If and when the science of mental health settles into a body of useful facts, it should be possible to make a graph, probably a bar graph, of the mental illness of a particular person, one bar per standard symptom. A particular individual might score low on neurotic and high on grandiose compared to another individual, as well as high on paranoid and low on narcissistic compared to the same other individual. The word delusional describes more behaviors than currently conceded. A few new terms might be necessary to create accurate graphs of mental illness. If the graphs are useful, they might or might not be used to improve the human race.

The most encompassing terms of mental illness are confusing. Their definitions stand on shifting sands. Psycho-path, sociopath, and schizophrenic seem to all mean essentially the same thing. Two of the three terms should be thrown away. I've kept psychopath for my writing because it means sick mind, regardless of whether or not the afflicted is dangerous, and if he is dangerous to himself and/or to others.

I don't see any difference between white collar crime and street crime. I think the distinction between civil and criminal offenses is false. My observations and personal experiences lead to the conclusion that making another person's life a living hell is as heinous as killing a person, unless, of course, the person deserves whichever kind of punishment the perpetrator chose to inflict. A significant number of people in my neighborhood, my social life, and my family are exemplars of criminally insane people who get away with murder and major thefts because criminal codes, civil codes, professionals in law enforcement and science haven't caught up with their MOs.

A television reporter provided the information that people who knew Charles Manson when he was little didn't think of him as a psychopath. They thought of him as a spoiled brat. Perhaps spoiled brat is the only term we need to distinguish sane from insane.

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Like most people, my study of psychology started the moment I was born, if not before, while I relaxed in my mother's tummy. My parents were the first subjects of my study. Over the next several years, the study expanded to include relatives, neighbors, teachers, classmates, and co-workers. When I got married (twice), my husbands and their families were extremely rich mines of information about psychopathology.

My parents were born just in time to be of interest to the US military after Japan bombed Pearl Harbor. My parents had been destined for productive and respectable lives until their country asked too much of them and their families gave them too little. They didn't recover during my childhood. My upbringing wasn't unique, but it was also not typical of people of my heritage.

My parents were averse to television and didn't have one in their home. I read and enjoyed standard child literature, but I was hell-bent on watching tv. Children walked home for lunch when I was in elementary school. One of my friends invited me for lunch a few times. I was then able to watch Captain Kangaroo. The Captain's theme song advises children to cut their parents some slack because their parents are going through a difficult stage of life. Good advice has a long shelf life, even if a show that promotes it is canceled.

My grandparents made up for the deficits of my parents. After my first husband was drafted and while he was in Vietnam, my maternal step-grandmother took a special interest in me. She gave me The Once And Future King to read. I thought the book's idealism was something everyone should read. Therefore, I applied to a university to get a degree in the Teaching of High School English.

I'd been an academically gifted child though I was never pushed, prodded, tutored or any of the other things that ambitious parents do to their children. I took a mandatory aptitude test when I was a junior at an up-scale suburban high school. The test results I received said my personality was most like those of social workers and librarians. Nonetheless, the counselor called me to her office to say she was arranging a scholarship so I could go to university to become a special education teacher. I had no idea what a special education teacher is; and I had no wish to be a teacher. Indeed, I eventually learned to be leery of all teachers and police officers who brag that they'd wanted to be what they are ever since they were little. Really. All a little girl knows of teaching is somebody jerking around little kids. All a little boy knows of policing is playing with the siren and running red lights. Policing is an excuse to kick down doors. It allows a playground bully to lay hands on people and take them into custody.

I wanted to work full-time after high school so I could liberate myself from my parents. During the 8 years between high school and college graduation, I worked full-time and part-time in the Departments of Obstetrics and Gynecology and Ophthalmology at two large university teaching hospitals in Chicago. I typed grant applications and research papers for world-class medical scientists; and I learned how they think. They aren't perfect. If I thought their thinking was wrong, I said so. I typed papers about intelligence for a PhD in Biochemistry who was associated with Dr. Jensen at Stanford University. My boss and I spent several hours a day for more than a year arguing about the influence of heredity vs. environment on IQ test scores and school performance. The arguments started while I took an introductory Psychology course at a junior college at night.

Previously, while my husband was stationed on the west coast waiting for his orders to Vietnam, I lived with him and worked in an Army hospital for a few months. We bought a car and drove around Washington and Oregon on weekends. I loved the area; and my dream was to live the rest of my life there. So, when I worked for my teaching degree, I didn't take two of the courses required for an Illinois certificate.

At the time I graduated from college, I didn't argue science with the scientists I typed for, but I did correct their grammar and spelling. The office manager thought I was qualified to be an editor. She did the paperwork to open a new position as department editor and offered it to me. Proofreading is one of the state requirements I didn't take because proofreading is something typists with high school diplomas do all day every day. Library Science was the other requirement I didn't get credit in. I knew my way around libraries. I didn't know what editors do, but I was pretty sure I wasn't qualified to be an editor. Indeed, after so many years of working on other people's ideas, I wanted to work on my own the remainder of my life.

I told the office manager, 'Therese, I've just spent 4 years to become a teacher. I should follow through.'

English teachers were a dime a dozen and I didn't have chance of getting a job. However, at that time, it was said that a mafia of Irish spinsters ran the Chicago Public Schools. Therese was an Irish spinster, as were three of my paternal grandmother's sisters. I was raised to get along with Irish spinsters. Therese happened to know an Irish spinster who was principal of a special education school a few blocks away. So, without the benefit of a scholarship, I became an inner-city high school special education teacher something like a suburban counselor had said I should be.

When I became a special education teacher, a cancer was metastasizing in schools. Teachers blamed their victims for their failures; and psychologists backed them up; even though school reform has been a constant concern of professionals and the public for 200 years. The large-scale putting of special education labels on school failures created more job slots for special education teachers than there were teachers with proper credentials. Like most of my colleagues, I was hired on the condition that I take a long list of courses in psychology and special education. I earned the basic 32 graduate level credits and went on to earn approximately 55. The continuing education rule wasn't enforced, and as far as I could tell, most of my colleagues ignored it.

The Chicago Board of Education had its own Office of Teacher Certification. It awarded me a certificate in the Teaching of High School English. It also jumped me up to the pay level of people with Masters' degrees because of my diligence.

I still dreamed of buying a few acres under a canopy of trees in eastern Washington not too far from Spokane, where I could build an interesting-looking shelter of found materials, grow my own food, and commune with animals like people were doing around Woodstock, New York, before and after the famous festival. But I used my extra pay to buy a house in Chicago's blue collar bungalow belt. The Northwest Side had a bad reputation; and my house was in a Roman Catholic parish with the worst of bad reputations. I'd met two other young, female teachers who'd worked at the parish school. Both of them said it had to be the most brutal parochial school in Chicago, and they got out of it as fast as they could.

I blew off the wisps of rumors I heard because I had happy memories of the area. I'd lived a few blocks away when I was little; and one of my paternal great-uncles had lived across the street from my new house. But, I eventually remembered that my uncle had moved out to an isolated rural area around the same time my new neighbors had moved in. After he moved, his nearest neighbors were at the far edges of his 5-acre lot. His old neighbors were 3 to 33 feet from me. When I met my neighbors, I learned that there'd been a turnover of 33% in owners/occupants during the 12-month period I bought my house. Something was definitely wrong. I thought I knew a lot about people. I was to discover that there was/ is a lot more to learn.

I worked as a CPS special education teacher 11 years and didn't have even one opportunity to assign the idealistic The Once and Future King. Now the title bothers me. I hope I don't write anything that would convince people that monarchy is preferable to democracy, regardless of how imperfect people are.

(continued on page 5 of 12)

PREVIOUS

NEXT



# SANITY

## TIME FOR DEMOCRACY



(page 5 of 12)

top illustration:  
Gallant legionaires of Czechoslovakia on parade, Prague (1914-1918)  
Meadville (PA), New York (NY), Chicago (IL), London (England): Keystone View Company (1923)  
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  
Call # LOT 14008, no. 272 [P&P]  
Digital ID stereo 1s04270 //hdl.loc.gov/loc.pnp/stereo.1s04270. stereo 2s04270 //hdl.loc.gov/loc.pnp/stereo.2s04270  
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https://cdn.loc.gov/service/pnp/stereo/1s00000/1s04000/1s04200/1s04270v.jpg

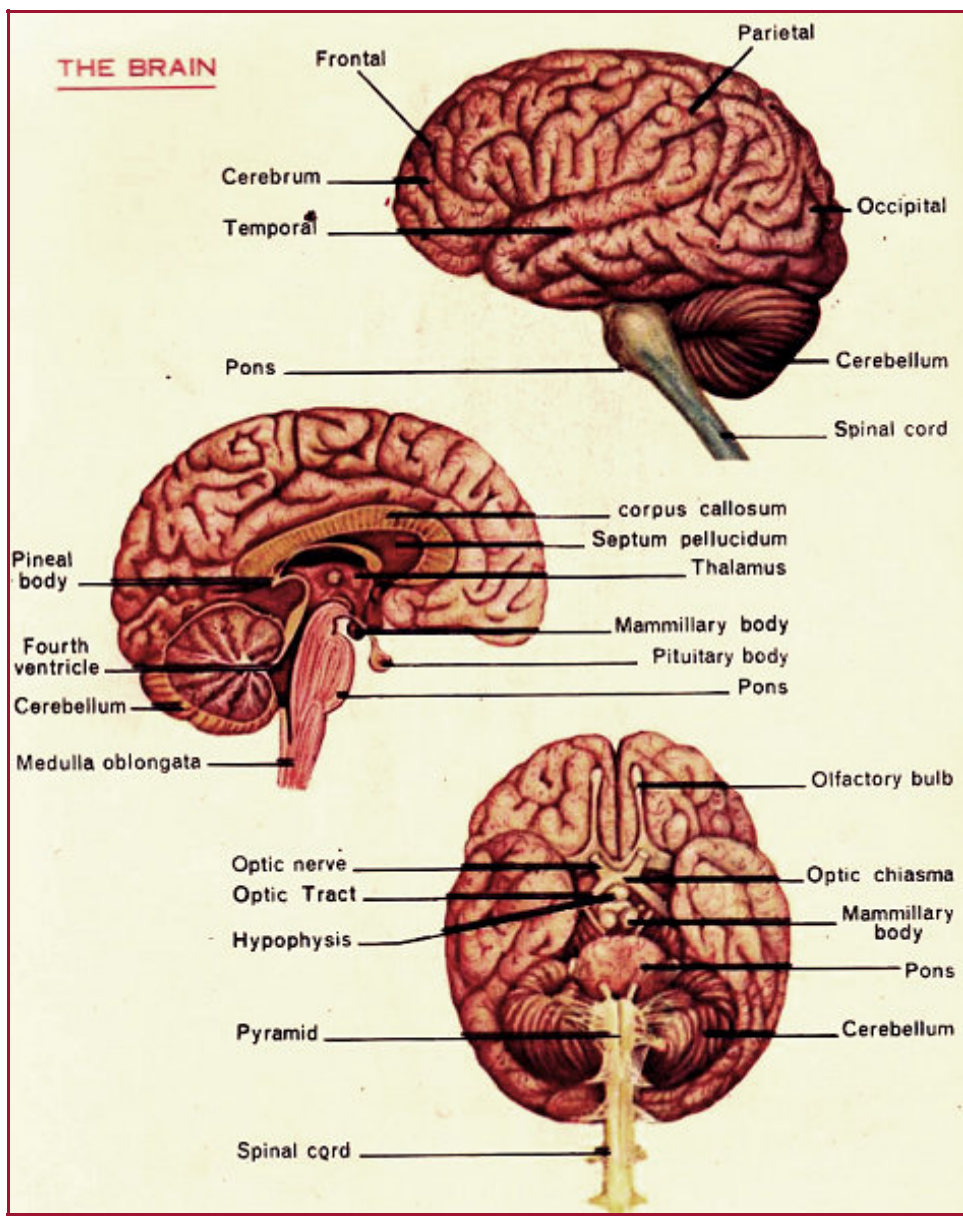
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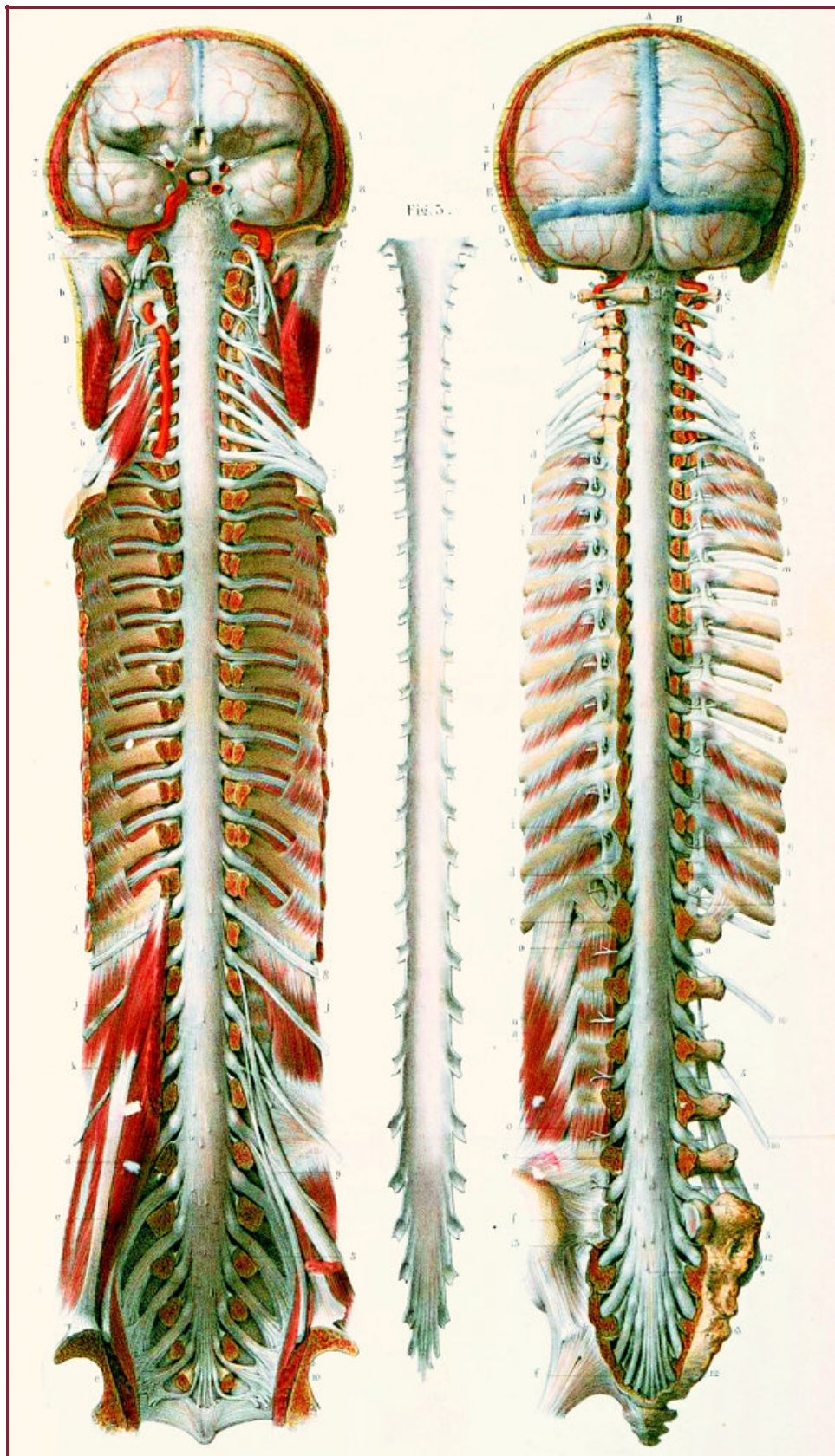
essays, tutorials & books



historical records of US Congress



The brain  
plate 6 in Firoze, Bedar A. Human Anatomy in Pictures  
open source; undated  
<https://archive.org/details/HumanAnatomyInPictures-BedarA.Firoze>

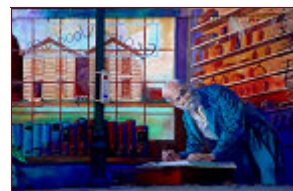


Nervous System  
plate 2 in Hirschfeld, Ludovic. Human Anatomy Atlas (1866)  
<https://archive.org/details/Hirschfeld-1866>

My lizard brain pops up every now and then.  
I feed it a cricket and put it back in its cage.

pocket mirror (\$3.82 plus shipping)  
[www.etsy.com](http://www.etsy.com)

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The names Freud, Jung and Adler were in the air when I was a college undergraduate, but they weren't on reading lists when I took psychology courses after graduation. I know only that Freud was the genius who originated psychotherapy; and Jung and Adler were a next generation that disagreed with each other. A person could be a Jungian or an Adlerian but not both.

When a friend gave me a biography of Franz Kafka to read, I learned a little about the environment in which Freud developed his ideas. Kafka was from a middle-class family and Jewish community in Prague, Bohemia. Freud was from the same in nearby Vienna, Austria. If there are problems in Freud's ideas, they might have occurred because he was culture-bound—he might have thought that what he observed locally was universal.

I tried to read a book by Freud, but I had problems with his writing or the translator's. However, people who mentioned Freud's name usually also discussed his theory. I learned their takeaway.

The human mind, or personality, is divided into three parts. The parts are named id, ego and superego.

Psychiatrists go to medical school. They see illustrations of human anatomy. They have to get up close and personal with cadavers. Most have to perform, or at least observe brain surgeries. Therefore, it's reasonable to trust psychiatrists to develop ideas about human personality founded in human biology, generally, and the contents of human skulls, specifically.

My first special education teaching job was in a large, university-based teaching hospital. No two hospitalized adolescents came from the same towns, schools and classes. I had a classroom, but didn't use it for students.

I used the classroom to eat lunch and read the newspaper. I read several newspapers a day in the year leading up to Watergate. Don't believe a word about Watergate the media is pushing now. Nixon saw one of the problems I encountered in the bungalow belt before I encountered it. Chicago politicians get into office with the votes of a small minority of Chicago residents. They buy the votes with tax revenue that they dispense several different ways. One way is to get control of federal welfare money and then convince beneficiaries that they owe their benefits to local politicians. The alderman of many years for the ward my house is in was worst-case scenario and notoriously corrupt. Like-minded politicians in the US Congress passed even more generous welfare laws than previously. Nixon couldn't veto the laws but he could stall on implementing them. Watergate was his punishment. As my step-grandmother said at the time, you'd have to be very naïve to think Democrats didn't trespass and spy on Republican National Headquarters. Nixon was a Quaker; therefore, he was a pacifist. The Vietnam War made a lot of money for other special interest groups and voters. Watergate was also Nixon's punishment for planning to end the war.

Most of my teaching was 'bedside' or field trips through the corridors and tunnels of the vast hospital complex. The hospital had two museums with rotating exhibits for medical students.

The Pathology Museum featured the lungs of coal miners with black lung disease on one rotation. It had the livers of alcoholics on another.

The Anatomy Museum featured a preserved human brain that had been sliced from front to back, or vice versa, like pastrami in a delicatessen. Each slice was encased in clear plexiglass. The slices were then hung from an overhead rack like suits at the dry cleaner. The slices were spaced apart far enough to see both sides.

I saw three main parts in the brain in the Anatomy Museum. I figured that Freud probably saw three main parts back in the day to explain why he posited three parts to personalities.

Sitting at the top of the spinal cord is Main Part One (MP1). It looks like a clenched fist. It combines an area that is sometimes called a lizard or rabbit brain with an area named the cerebellum. Most, if not all nerves pass through the lizard brain in humans as in primitive animals. The nerves carry information from receptors (sentries) positioned all over the body. The lizard brain's job is to effect the organism's first response to the news. The lizard brain's vocabulary is limited. It can say, 'fight' and it can say 'flight'. Both responses are muscular and performed by limbs. The cerebellum picks up the message on the receiving end of its crackling field radio and then sends it out to the muscles.

MP1 correlates well with the Id, as I understand the Id. Scientists allege that cerebellum comes from the Latin for 'little brain'. However, bellum is the Latin word for war. The lizard brain, being paranoid, and the cerebellum it's officer in charge of communications, scientists might have tacked on the 'cere' because they were in denial about how paranoid a basic human being is.

Basic human beings are like all other basic animals. They like to think they were born to enjoy life and fulfill their talents, but they have parents and in-laws who think they were born to make grandchildren. Thus, the root cause of paranoia—the reason to fight and flee from enemies—is to stay alive long enough to reproduce yet another pitiful exemplar of family, race, and species.

All's fair in love and war. The Id isn't a conscience, and should never be mistaken for being a conscience or having one. The lizard couldn't care less if he does or doesn't violate the rights and trespass on the breeding ground of other lizards, let alone other species, in his quest to reproduce.

If he has to be handsome to attract a mate, he won't be scrupulous about how he gets money for wardrobe and hair pomade. If he has to be rich to buy a mate, he won't be scrupulous about how he acquires wealth. If he has to kill competitors of the same species or clear out another species to make room for his female's eggs, he'll kill. If he sees his own sons as competitors for fertile females, like male swordtail fish do, he'll be a family annihilator.

Narcissism is a function of the Id. Despite the Id's reproductive imperative, the Id thinks he/ she is the end-all-and-be-all of all existence of every kind. If the Id could be truthful, it might admit that its host organism is the only or one true organism on earth. Every other organism is delusional. Really, they're mere objects that exist solely to meet the needs and fulfill the wishes of the one true organism.

Most people have had to tell at least one other person at least one time, It's not all about you. A person wastes his/her breath when he/she says it.

The reproductive imperative is stressful. A lizard with a Type A personality can die of a heart attack triggered by the slightest hint that he might fail at reproduction for any reason. To him, it doesn't matter that he's 93 years old, he's had 17 children, and they've created hundreds of great-grandchildren for his mother. He has lost awareness of first causes, and he isn't thinking reproduction when his chest clutches. Instead, his stressor is a guy with a better suit, or a full head of thick, wavy hair, or the plummeting value of the stocks in his portfolio.

(continued on page 6 of 12)

PREVIOUS

NEXT





top illustration:  
 School in the village of Pidma named after His Imperial Majesty, Sovereign, Heir Apparent, Crown Prince  
 Grand Duke Aleksei Nikolaevich [Russian Empire] (1909)  
 Prokudin-Gorskii, Sergei Mikhailovich (1863-1944)  
 Digital color composite by Blaise Agüera y Arcas (2004)  
 Library of Congress Prints and Photographs Division, Washington, D.C. 20540 USA  
 LC-DIG-prokc-20917 (digital color composite from digital file from glass neg.)  
 LC-DIG-prok-10917 (detail of digital file showing single frame from glass neg.) LC-DIG-prok-00917 (digital file from glass neg.)  
 Card #prk2000000096

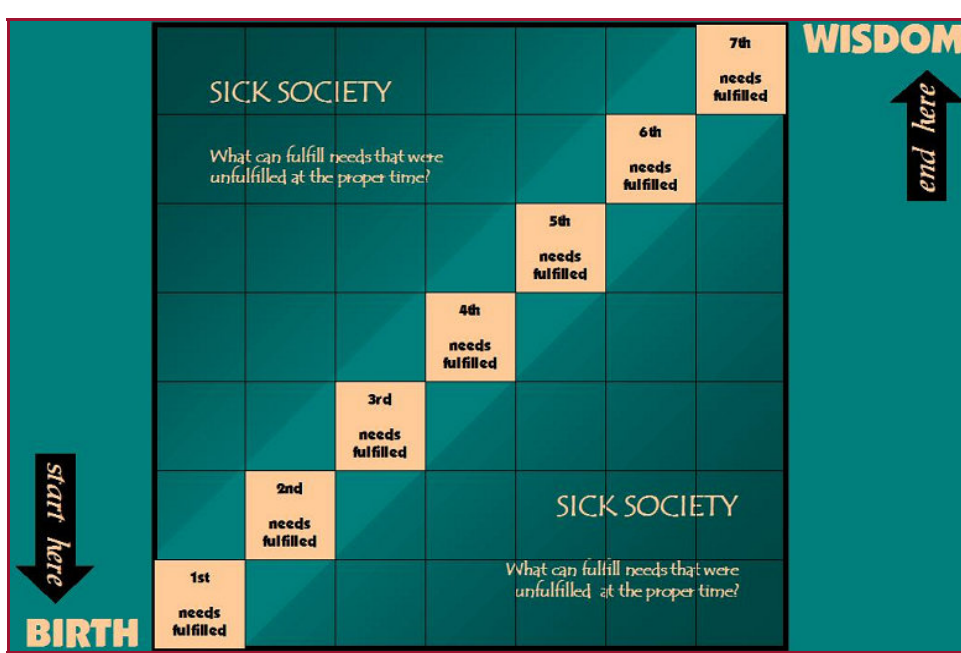
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historical records of US Congress



Step. Chronological age. Conflict. Arena. Outcome

1. Oral-Sensory. Birth to 12-18 months. Trust vs. Mistrust. Feeding. The infant must form a first loving, trusting relationship with the caregiver, or develop a sense of mistrust.
2. Muscular-Anal. 18-36 months. Autonomy vs. Shame/Doubt. Toilet training. The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control but may develop shame and doubt if not handled well.
3. Locomotor. 3-6 years. Initiative vs. Guilt. Independence. The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings.
4. Latency. 6-12 years. Industry vs. Inferiority. School. The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence.
5. Adolescence. 12-18 years. Identity vs. Role Confusion. Peer relationships. The teenager must achieve a sense of identity in occupation, sex roles, politics, and religion.
6. Young Adulthood. 19-40 years. Intimacy vs. Isolation. Love relationships. The young adult must develop intimate relationships or suffer feelings of isolation.
7. Middle Adulthood. 40-65 years. Generativity vs. Stagnation. Parenting. Each adult must find some way to satisfy and support the next generation.
8. Maturity. 65 years to death. Ego integrity vs. Despair. Reflection on and acceptance of one's life. The culmination is a sense of oneself as one is and of feeling fulfilled.  
 from Erikson, Erik. Microsoft® Encarta® Online Encyclopedia 2000 at <http://encarta.msn.com>

The people of the United States and a few other 'first-world' countries are taught that they are special because they've had the benefit of mass education since the early 1800s. Actually, mass education started up world-wide at around the same time, in the 1840s. The earth's nations were colonizers or colonized. Colonizers instituted mass education in their homelands and in their colonies. Wild overpopulation, savage world wars, genocide, and insults and injuries to the earth that followed the institution of mass education are profitable to the same people who invest in municipal bonds that finance schools. The stifling of competence, the steering of people away from true love, from truly human parenting, from feelings of self-worth, and from wisdom were probably intended.

Schools bump a significant number of people off the path to wisdom at Step 4. Of those who don't commit crimes overtly because they lack useful skills, some go into teaching, some into policing, and some into politics. Their professional façades, uniforms, badges, certificates and mutual appreciation societies hide their incompetence and alienation. They bully their way into a monopoly on judging others because they want to escape being judged themselves. Intimidation, blaming victims, and discrediting witnesses are almost the entirety of their skills. Teachers and police evade the consequences of incompetence the same way. They manipulate other people to do their jobs for them. For example, a publication of the US Department of Education reported on research that says kids who do best in school are kids who do homework. The kindergarten I sent my son to was one of the experiments. Teachers and administrators weren't up-front about the program; they used children as guinea pigs without parental consent; and classroom activities were inappropriate. Therefore, classrooms had revolving doors; and class rosters weren't stable. When the public educators alienated families, they invalidated any results of the experiment that say homework is good. Nonetheless, homework is now a requirement nation-wide. In other words, teachers take credit and demand high pay for work that parents do at home for free.

Police jobs appeal to playground bullies and neighborhood punks. Police jobs allow them to turn the table on constituents who saw them for what they were when they were young and tried to thwart them. The storyline on fictional cop shows—as well tax-financed public relations campaigns—misrepresent the generality of police officers. The shows are recruitment posters. They play to the exact same psychopathology that street gangs exploit for recruitment. They offer feeble-minded youth surrogate fathers and families with more bragging rights than God gave them at birth. Their practical skill levels are low. Police departments offer better pay and benefits than they can earn in menial private-sector jobs and in street gangs. Where I live, police are goons for corrupt politicians who sign budgets and levy taxes that finance police pay. Police slack off and fool around between politically-motivated assignments.

In the 1960s, I had Thanksgiving dinner at the home of the assistant superintendent of police. Completely off-topic, he blurted out, 'Chicago cops are the biggest gang in the city.' I didn't know enough then to confirm or deny his remark. I know more than enough now to confirm it. Recently, his modern equivalent got in front of tv cameras—after retirement—to say that CPD gangbangers are worse than ever. It wasn't news to me. The corruption of public servants is infectious and it is currently an epidemic.

What Works  
 forward by William J. Bennett, Secretary, US Dept. Education

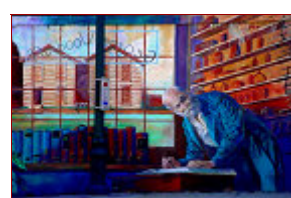


1986



1987

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The instructors and professors of psychology courses I took didn't put Freud, Jung and Adler on their reading lists. They did assign two other household names.

Benjamin Bloom was the main event in a Psychology of Teaching course. His Taxonomy (of learning) describes approximately four stages of learning. First, a person acquires information. Next, he analyzes it and puts it on a back burner to simmer until done. Finally, he uses his well-cooked knowledge to create something original. There's no guarantee that anyone will get through the first stage of learning, let alone get all the way through the last. In the 1980s, Benjamin Bloom got media attention for worrying about the dumbing-down of Americans.

Tests of intelligence try to measure the ability to perform all but the last of Bloom's learning tasks. Other tests measure Creativity. Apparently, test-makers think creativity and intelligence are two different things.

Also in the 1980s, concerned psychologists pointed out that IQ test scores correlated with and seemed to be almost 100% congruent with scores on math, reading and other academic achievement tests. In their opinion, IQ tests measure the ability to take achievement tests. They don't measure intelligence. When children are told they can now pick up the pencil and open the booklet to page one, their thoughtful and creative minds are all over the map. Scoring high on a test might not be their first concern. In one study, researchers discovered that a significant number of elementary school teachers score low on the achievement tests they administer to children.

In California, a group of black psychologists pointed out that black children were far more likely to score low on achievement and IQ tests. Therefore, black children were far more likely to be labeled mildly retarded and put in special education classes. The black psychologists took umbrage. They argued that IQ tests are culturally-biased. A California court agreed. IQ tests were thrown out.

Children still scored low on achievement tests. Something was still wrong. Teachers and other profiteers of government schools refused to say, My bad. Instead, they overworked a special education category known as learning disabilities (LD). LD had one definition when I first became a special education teacher. The definition was altered during the years I did other things with my life. In the late 1990s and early 2000s, the definition of LD was 'two grades or more below grade level on standard achievement tests in reading and math'. Psychologists were supposed to rule out other problems, like psychiatric disorders, but they didn't want to be the ones to tell parents their children are loony.

A factor left out of every discussion I've read is that in Illinois, if in no other state, single black mothers receive an extra welfare check if their children are labeled with a disability, mental or physical. In the 1980s, the US Congress adopted nation-wide, the Illinois 3-21 special education act of 1976. Mothers can get extra welfare checks until their children are 21, if they don't graduate at 18.

Erik Erikson is another well-known psychiatrist and author. His book, Childhood and Society, was assigned in a basic Child Psychology course. Later, I read a comprehensive biography of his wife, Margaret Mead. Erikson and Mead were pioneers in Anthropology under a mentor named Franz Boas.

Boas sent Mead to South Sea islands to learn how primitive people handle incestuous feelings between brothers and sisters. I learned from both my marriages that the question is very important.

However, all my closest relationships begged an even more important question. It is the question of how parents and societies deal with the rage that a second-born child feels because he/she wasn't born first. My observations and experiences indicate that the jealousy of second-borns is the original sin. It can be insatiable and lead to extreme behavior. How parents deal with the jealousy usually depends on their own birth order. A typical jealous second-born makes himself attractive to people outside the family so he can make them scapegoats. He wants to preserve his family long enough to succeed at taking down and supplant the first-born as supreme sibling. The younger of two sisters is trouble. Hell hath no fury worse than that of a second-born boy with a first-born sister.

Birth order can't be changed, rectified, altered or shared. The second-born is stuck with being second-born. The overt goal of his jealous acts is to take and destroy the first-born's property. The covert goal is to destroy the first-born's person. Second-borns are skilled at degrading scapegoats while they think their way through to degrading their older sibling. First-borns live at least 9 months without competition. The second-born's rage is a blind-side. A person who feels worthless has probably been the victim of a second-born.

Erikson cut his Anthropology chops on US soil. He studied several indigenous American tribes. My takeaway from Childhood and Society is that diverse sub-groups of humans raise their children diversely. The result is peculiar but cookie-cutter personalities that vary tribe to tribe. The whole tribe has a personality that deviates tribe-to-tribe, but there is little deviation within a tribe. The sameness of personality of people who come through a particular style of child-rearing and education might or might not be deliberate and plotted by psychologists. Nonetheless, the majority of a demographic thinks and acts in a manner that tribal leaders believe is useful and serves their purposes. In other words, if you've met one mainstream American, you've met them all.

For more than a thousand years, the nomadic Mongols of Central Asia produced people who limited their skills to horse-breeding and archery for the purpose of destroying the settled and productive populations of Europe and the upper Middle East. Mongols defined psychopathology with a capital P. They pillaged, leveled and rode away with the wealth of towns and villages. Eventually, they realized that they could return year after year to demand tribute if they left the villages, craftsmen and their tools intact. Mongols raped and murdered whole populations, leaving at most only one eyewitness to tell the story to monks. Monks are the primary source of information on Mongol depredations. Eventually, Mongols realized that they could improve their gene pool and raise the standard of living in their homeland if they kidnapped and enslaved the prettiest and most skilled of the people.

If there really is a gene for psychopathology to be found in populations everywhere on earth, it is because the Mongols traveled far and wide for thousands of years. However, an Erikson-type explanation makes more sense to me.

The social interactions in groups of people resemble chemical interactions on the intertwining strands of DNA and RNA. A psychopath can replicate herself by influencing a developing child and manipulating weak-minded people. She can masquerade as normal to strangers, though her behavior and her goals are unconscionable and entirely of the primitive Id. To the people of her family, she's normal. She influenced them. They influenced her. They're like each other.

Erikson posited 8 stages of personality development from birth to maturity (wisdom). Each stage includes a conflict that can be resolved successfully, or unsuccessfully. One person or a whole tribe can interfere in a particular stage of personality development to create deviants from ideal humanity who, nonetheless, seem normal. An ideal, perfect, truly human being develops along a straight and narrow track from birth to old age. Most people get derailed at one of the stages. Then the question is, can or can't they be bumped back on track to reach a wise old age? If it is possible to bump a person back on track, how can it be done? The method, whatever it is, involves the brain and its structures.

(continued on page 7 of 12)





top illustration:  
Little Baby Goes Back Home  
Holton, Margaret (artist)  
page 95 in Dopp, Katharine E., Pitts, May, and Garrison, S.C. (authors)  
Busy Days With Little Friends in Series: Happy Road to Reading  
New York (NY): Rand McNally & Company (c. 1935)

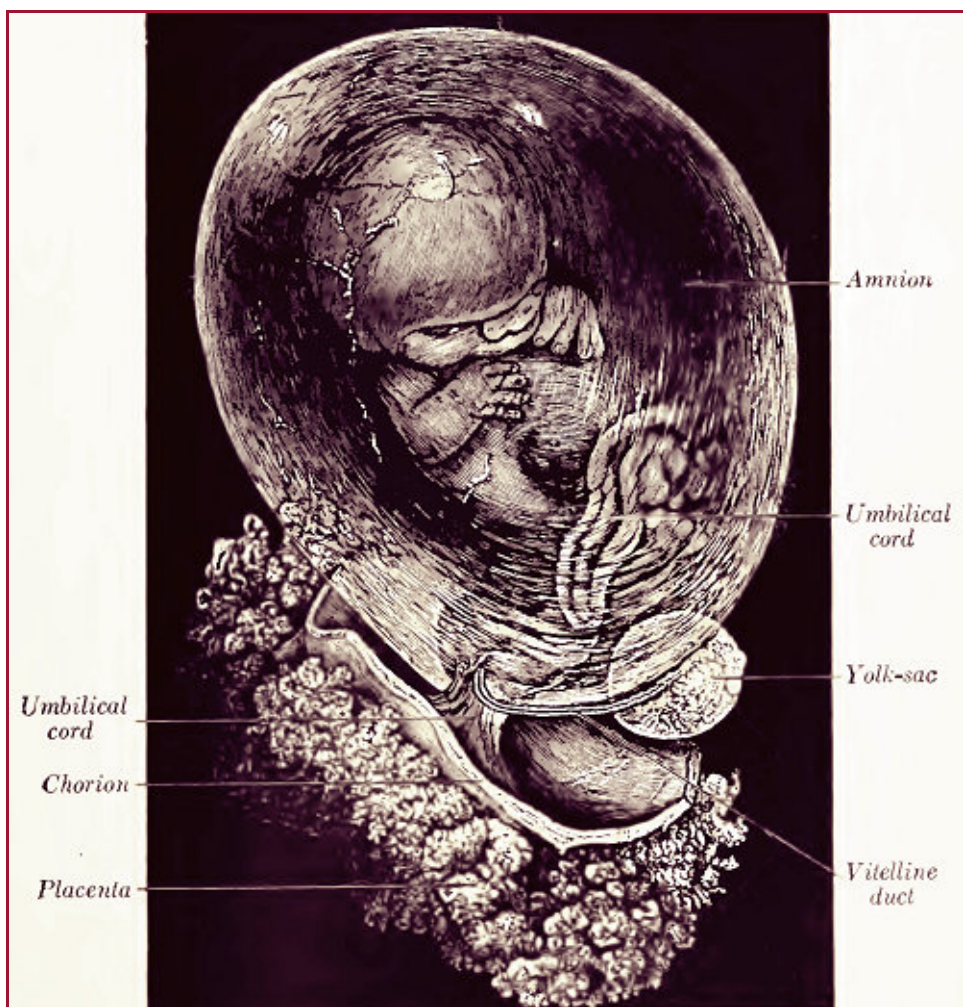
CONTENTS



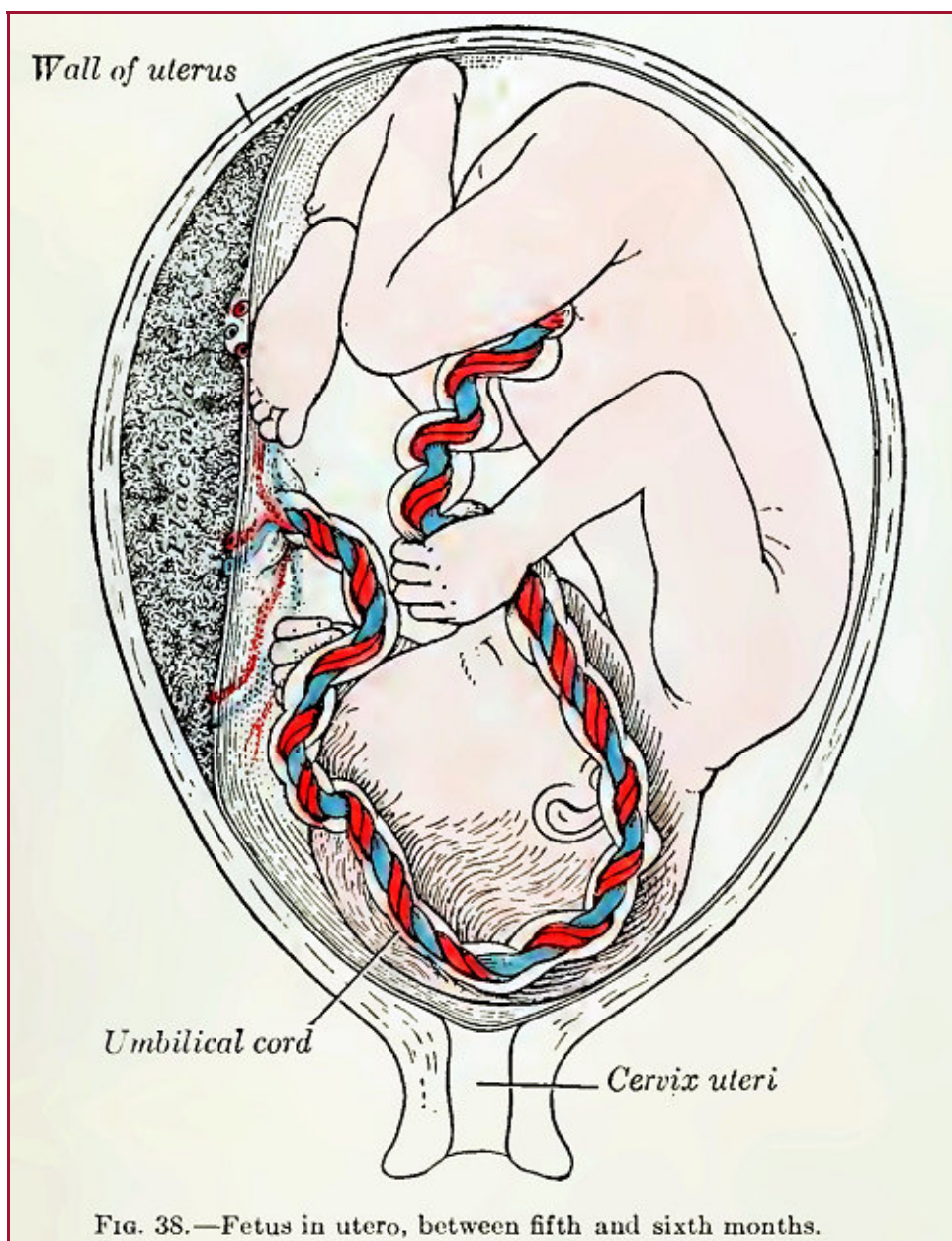
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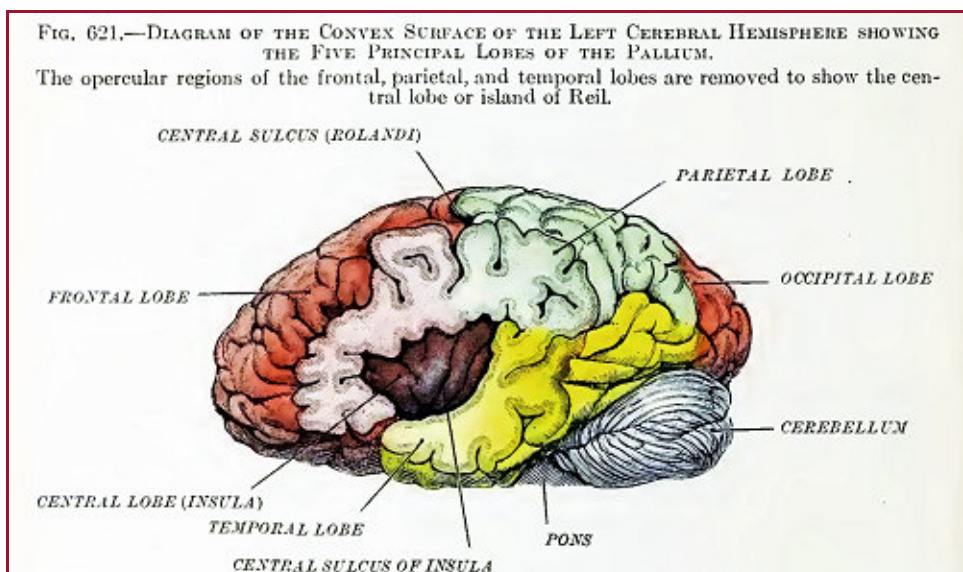
historical records of US Congress



Human Fetus  
page 57 in Gray, Henry (1825-1861) and Lewis, Warren Harmon (born 1870)  
Anatomy of the human body (1404 pages). Philadelphia (PA): Lea & Febiger (1918)  
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Human Fetus  
page 63 in Gray, Henry (1825-1861) and Lewis, Warren Harmon (born 1870)  
Anatomy of the human body (1404 pages). Philadelphia (PA): Lea & Febiger (1918)  
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page 834 in Morris, Henry, Sir (1844-1926), and McMurrich, James Playfair (1859-1939)  
Morris's human anatomy. (392 pages) London (England): Churchill (1907)  
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The Ids of children and adults have only enough vocabulary to say fight or flee. A birthday party guest will fight tooth and nail for a gift the birthday boy received just then at his party, and tell as many lies as he can fabricate to explain why it's his. Or, he might just wail and squeeze out tears to get the pity vote.

A woman newly arrived in the United States will throw everything she's got into a war for the property of her deeply rooted next-door neighbor. After she wins the war, the property is entirely hers and woe to anyone who trespasses. While she fights for it, she says God owns everything and private property is a profane concept. The Id is a hypocrite.

An infant Id has neither rhetoric or motor skills to achieve its goals. The Id of a baby can say only, I want and I don't want, and only in a non-verbal way. I do want milk. I don't want the pain of diaper rash. I want reassurance that I am as protected outside the womb as in it.

Parents jump to the baby's commands. People who would usually take up arms against a tyrant with the magnitude of their newborn, enslave themselves voluntarily. However, they enslave themselves with the expectation that the child will quickly learn to grasp the sippy cup, grab his own morsel of meat off the table, and use the toilet, including the steps of flushing and putting the seat back down.

The toddler's vocabulary is still limited to I want and I don't want, but as his parents learn to liberate themselves from his demands, he finds a place in his brain to fulfill his wishes on his own, ideally and hopefully, but there's no guarantee that he will.

The part of the brain that fulfills a person's needs is clever, but it is as unconscionable as the Id. The better part of wisdom is to recognize the difference between clever and intelligent. Ego is the clever slave of the Id and smart enough to enslave other people. Superego is the intelligent conscience. Superego is empathy. It is a democratic spirit. It is the ability to see and solve equations to achieve fair play and equal rights. Superego balances minds. Without it, a mind is unbalanced.

Ego can only fill the pages of a playbook with diagrams ranging from simple to complex to get what it wants and escape what it doesn't want by hook and by crook. There is no such thing as an intelligent criminal. At least a few researchers of schizophrenia have reported a correlation of low scores on tests of cognitive ability with high scores on tests of psychopathology. The sick brain blocks all images and information that don't serve its selfish wishes.

Some Christian churches put children through a ceremony at age 7 in the belief that at age 7 a child has a conscience and can live by the Ten Commandments forever after.

Research by psychologists indicates that 12 is the average age at which a conscience can be detected in humans. However, the existence and quality of Superegos vary from individual to individual, family to family, and tribe to tribe. Practical definitions of right and wrong are diverse, though most of the earth's people pay lip-service to a universal ideal.

Id operates in a fist-like set of organs and appendages at the top of the spinal cord. Where do Ego and Superego operate?

Even after medical scientists drew accurate pictures of the brain from every aspect and depth, phrenologists studied bumps on the exterior of the skull to determine the personality of their subjects. At the next stage of developing mental health science, life-drawings of the interior of the skull led to a belief that personality is divided into distinct characteristics and the means to act them out, each to be found in the sections of the brain known as lobes.

I'm not convinced that lobes and areas within them are specialized file folders in a rigid, cabinet-like brain. I also think that the right brain and left brain are essentially the same. One half doesn't have a monopoly on emotional, and the other half on technology.

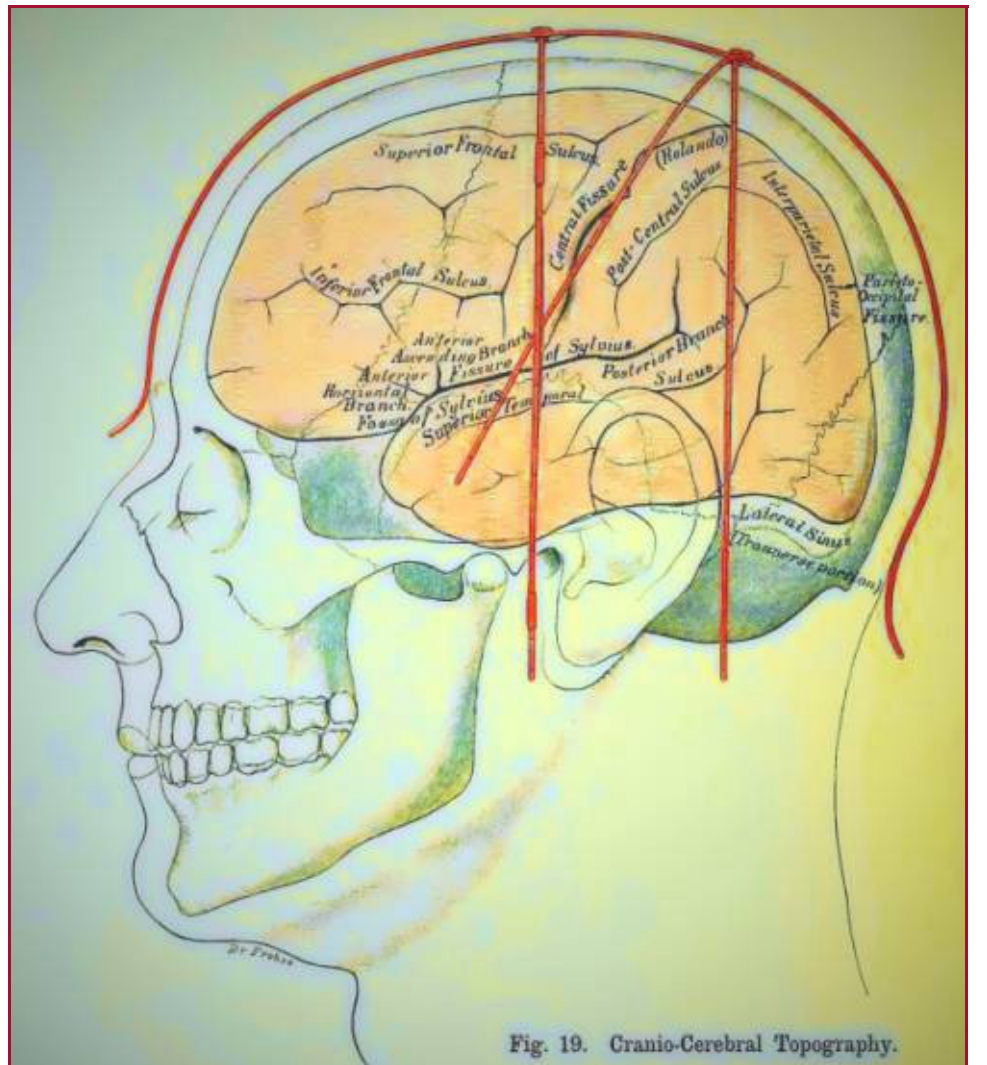


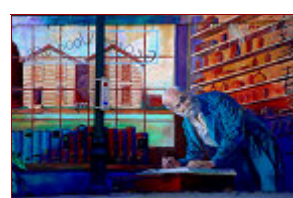
figure 10: crano cerebral topography  
figure 124 in Bardeleben, Karl Heinrich von (1849-1919) and Haeckel, Heinrich  
Atlas of applied (topographical) human anatomy : for students and practitioners  
London (England) & New York (NY): Lebman (1906)  
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# SANITY

## TIME FOR DEMOCRACY



(page 8 of 12)

top illustration:  
figure 154: convoluted cerebral hemisphere  
page 217 in Cutter, Calvin (1807-1873) (author)  
New analytic anatomy, physiology and hygiene human and comparative for colleges, academies and families  
Philadelphia: J.B. Lippincott Company (1870)  
contributed by Cornell University Library. digitalized by MSN  
<https://archive.org/details/cu31924031271202>

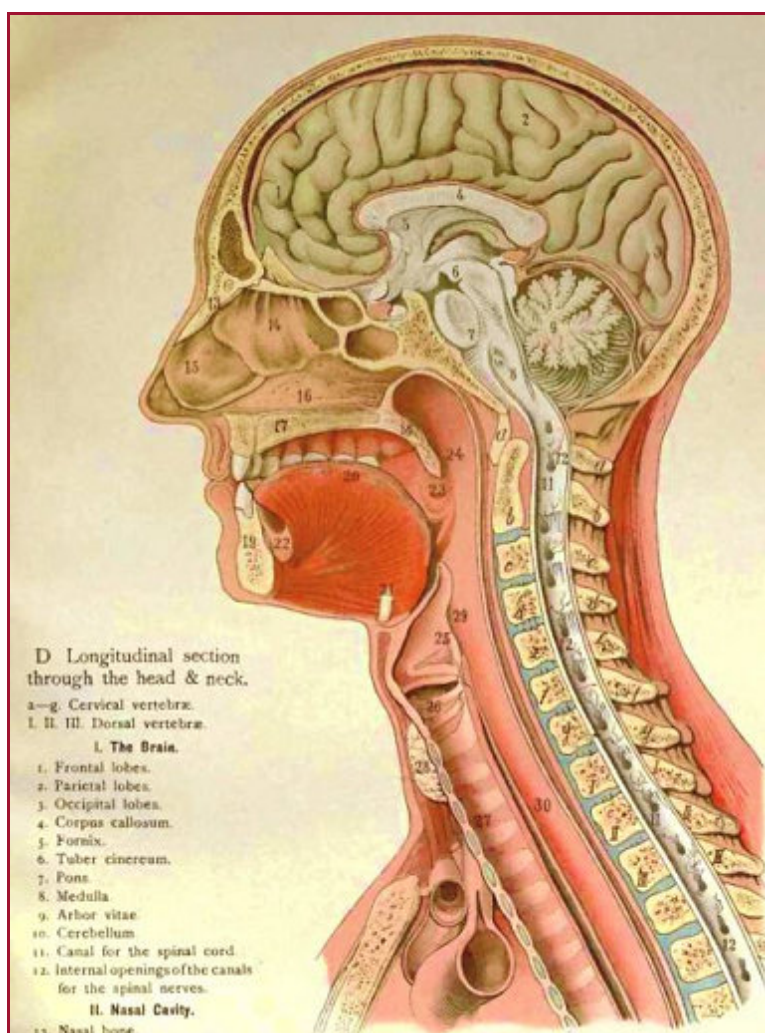
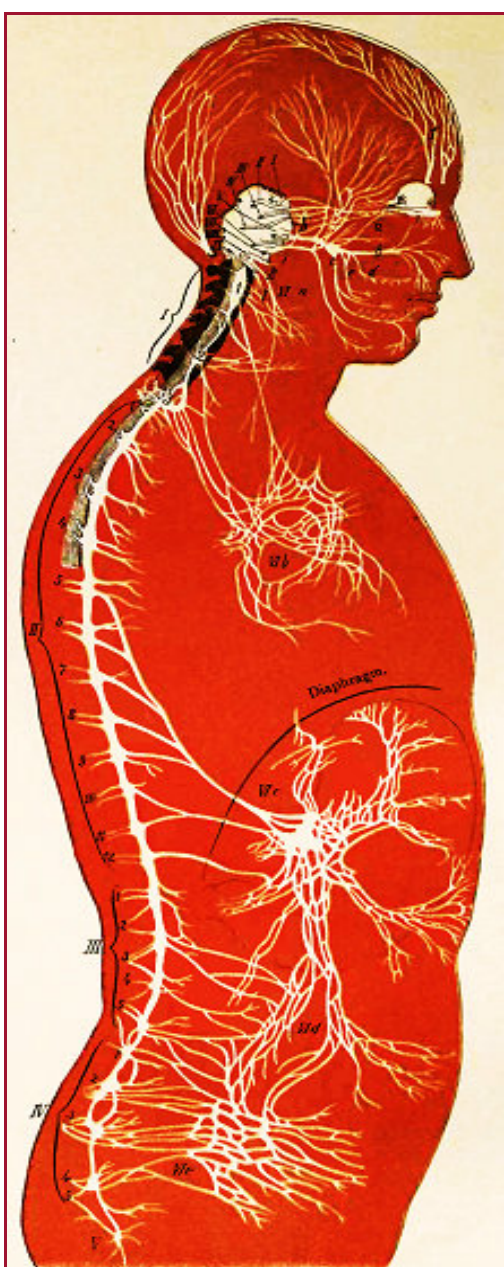
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Brain. plate 13  
Nervous System. plate 14  
in Ebenhoech, P. and Warwick, F.J.  
The structure of the human body; an elementary atlas of anatomy (86 pages)  
London (England): Allman & Son, Ltd. (1897)  
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<https://archive.org/details/structureofhuman00ebenrich>

When I was fulfilling my obligation to get credit in special education and psychology courses, I had access to the medical school library. I came across research about human brains done in Russia. The World Wars gave Russian scientists a lot of damaged brains to study. They discovered that when a particular part of a brain had been blasted to hell, and it was supposed to be the only place where a particular mental activity occurred, the wounded soldier regained the ability anyway. A part of the brain not previously associated with the activity pitched in to keep it going.

The word 'plastic' describes the versatility of brains. (Silly putty might be the better imagery.) In theory, child brains are plastic and adult brains are rock, but the World Wars didn't support the theory.

The brain of one Russian casualty was rock. Before his injury, he loved music and wooed his fiancée with it. Nothing seemed to obstruct the full recovery of his faculties, but he didn't recover. At the time, I thought the explanation was in his anecdotal history. His fiancée had dumped him. He wasn't going to get her back; and he'd probably never get another woman. So what was the point of even trying to make beautiful music again? His emotional pain must have been excruciating. His case exemplified the important role that emotions play in brain function.

The instinctual cause of emotions is in the lizard brain. The complex emotions of adult humans are in the cerebrum, as well as their fund of clever and intelligent strategies to get what they do want and disappear what they don't want.

The exterior of the cerebrum resembles a head of cauliflower. The lobes of a real cauliflower sprout out of a central core. The lobes of the cerebrum don't do the same. They fill up the space around the lizard brain, but it isn't a core out of which they grow.

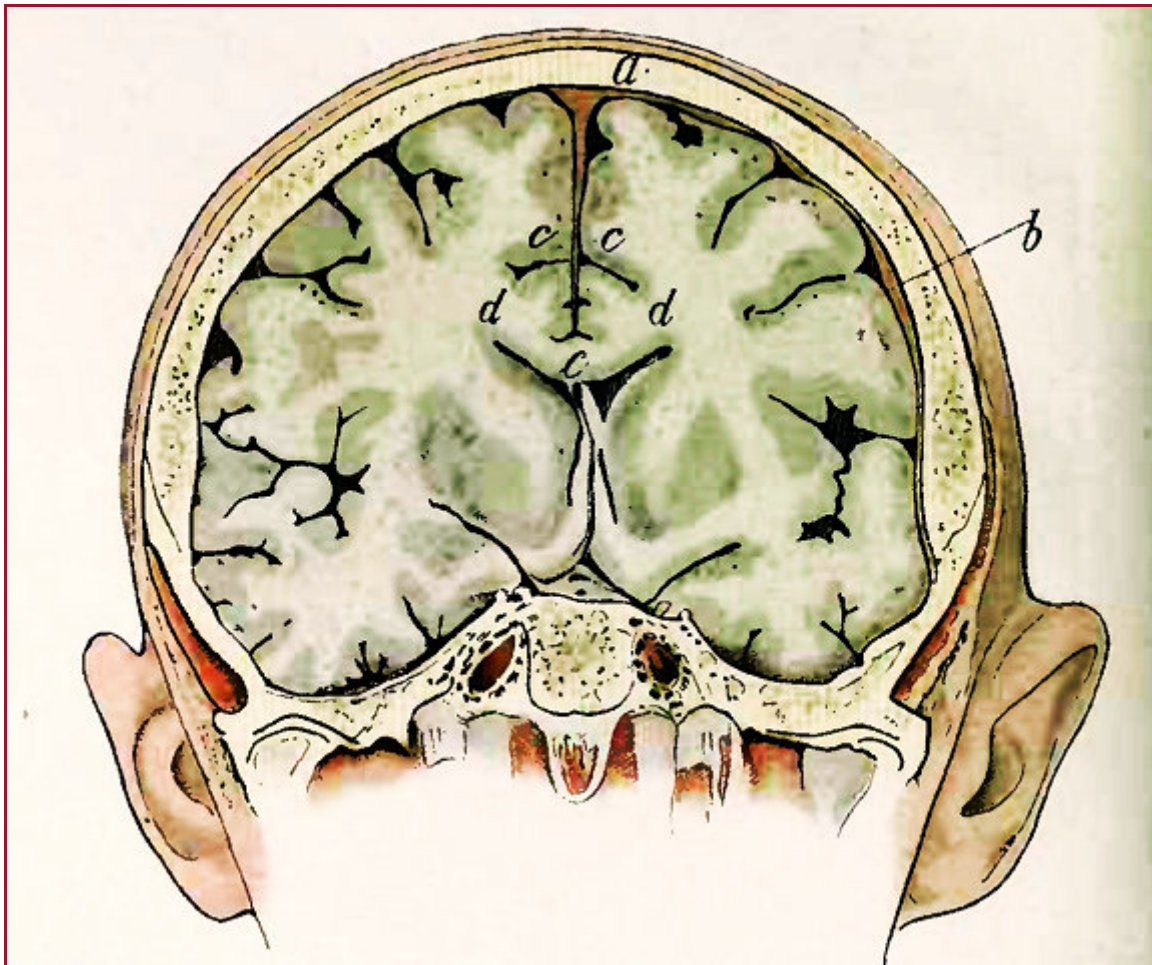
Some scientists think the cerebrum was originally a flat sheet spread over the lizard brain to receive incoming information, process it, and respond with outgoing messages as needed. Thinking and feeling evolved from simple responses limited by sparse information to complex responses informed by a large amount of information. Complex responses were the result of large numbers of connections between many units of stored information.

If a person needed information at opposite corners of the flat sheet the connections would be long. Communication would be strained and weak. Thus, scientists thought that maybe perfectionist connective strands decided to go so far and no further. Instead of stretching and reaching for far-flung bits of information, they began to pull the sheet into the folds and lobes of the modern brain. In this way, they shortened the distance between relevant (and irrelevant) bits of information. It was a way to maximize the quality of thinking within the hard limits of the skull.

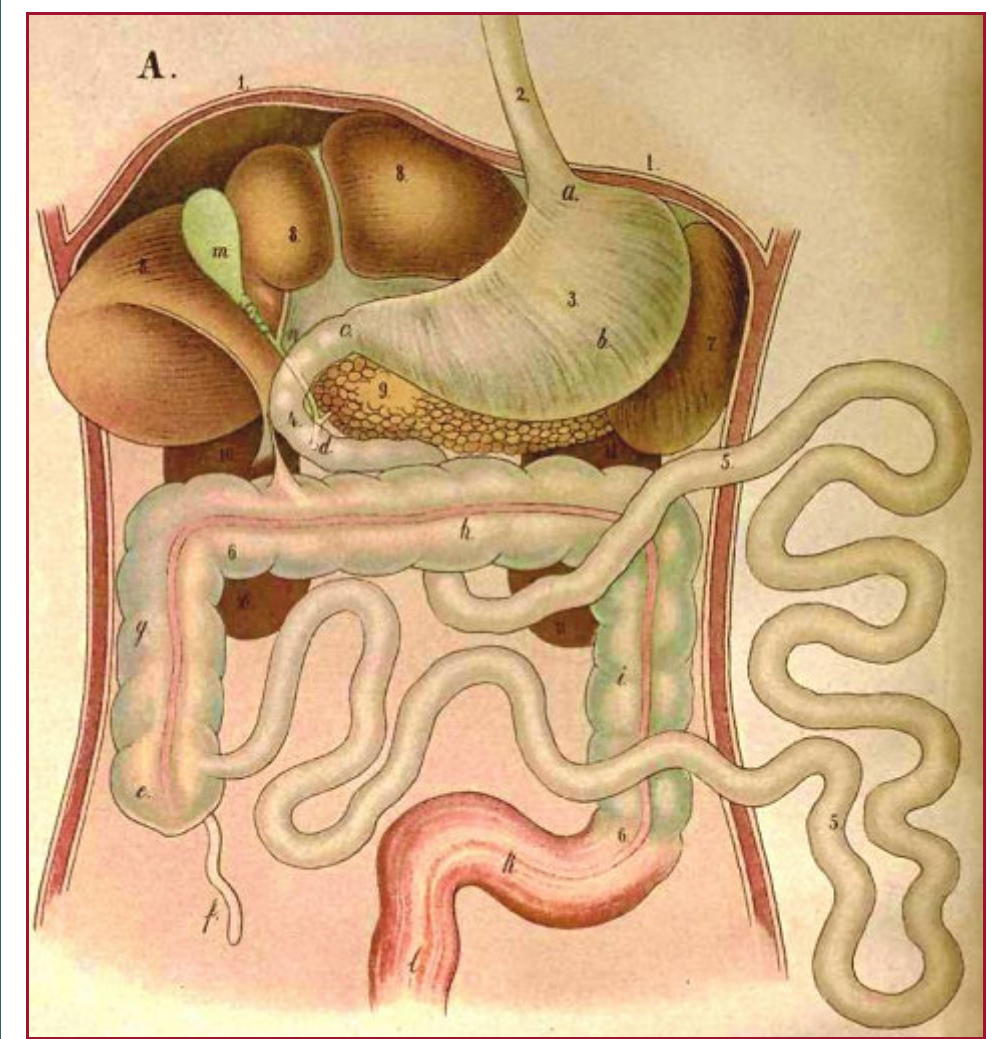
Maybe all the information in one fold is on one topic. Maybe not.

The folds of the cerebrum packed into the skull resemble the folds of intestines packed into the stomach. One brain function is similar to a function of the digestive system. We digest information. We digest food. Both organs are processors, but the style of processing is different. We put sprouts and 7-grain bread in our stomach. The food stuff travels along an assembly-line where various chemicals work on it. When the body finishes extracting what it can use, it discards the remainder at the far end of the intestine.

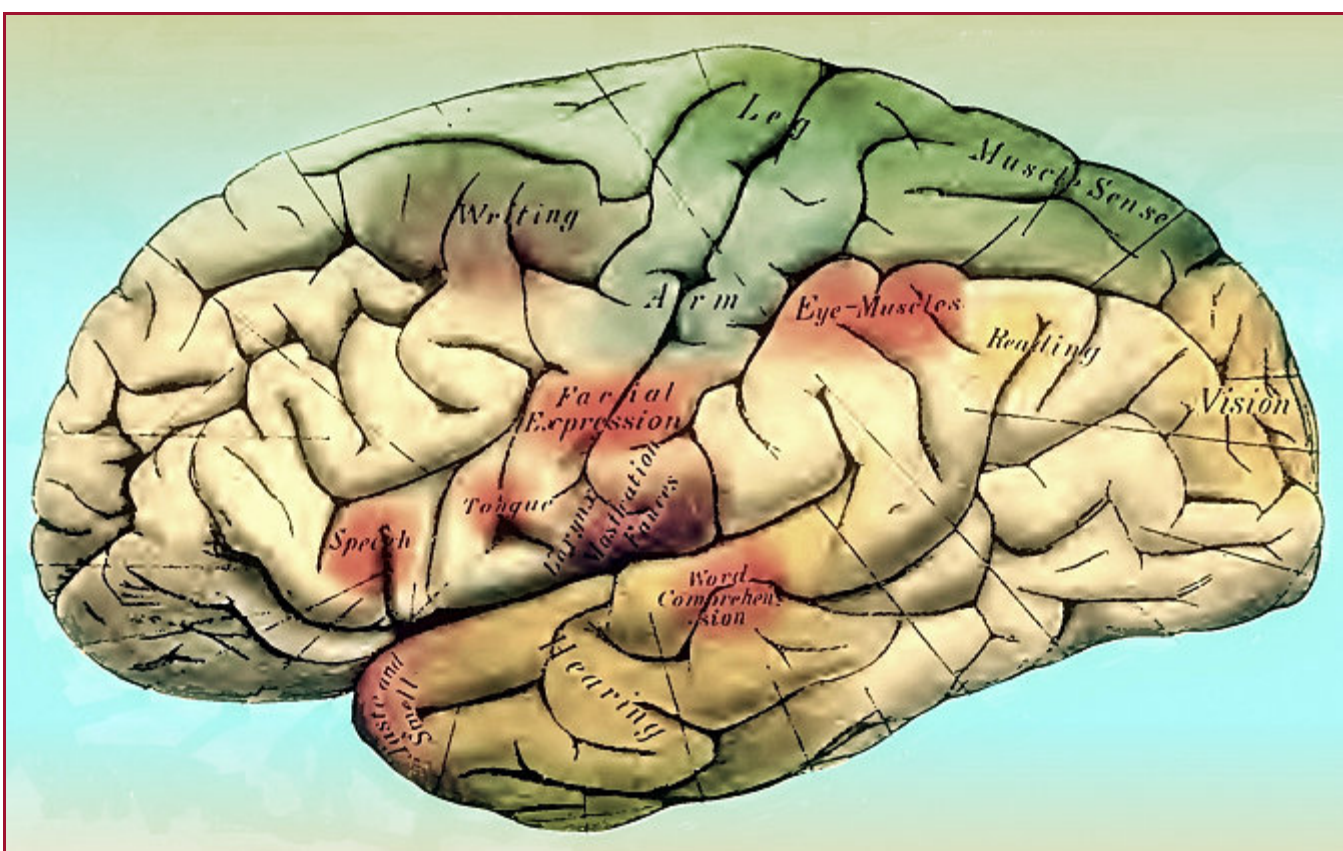
Scientists use the word 'pruning' for the brain equivalent. Strands that carry information and shape the cerebrum are in a state of flux. They get rid of the old and create new connections to maximize accessibility of useful information and get useless information out of the way. They don't disappear currently irrelevant knowledge. They just make it more difficult to reach.



vertical section through brain. plate 13 in Ebenhoech, P. and Warwick, F.J.



abdominal viscera  
in Ebenhoech, P. and Warwick, F.J.  
The structure of the human body; an elementary atlas of anatomy (86 pages)  
London (England): Allman & Son, Ltd. (1897)  
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lateral aspect of cerebrum sulci and convolutions  
figure 4 in Bardeleben, Karl Heinrich von (1849-1919), Haeckel, Heinrich; Evans, and Howell, John  
Atlas of applied (topographical) human anatomy for students and practitioners  
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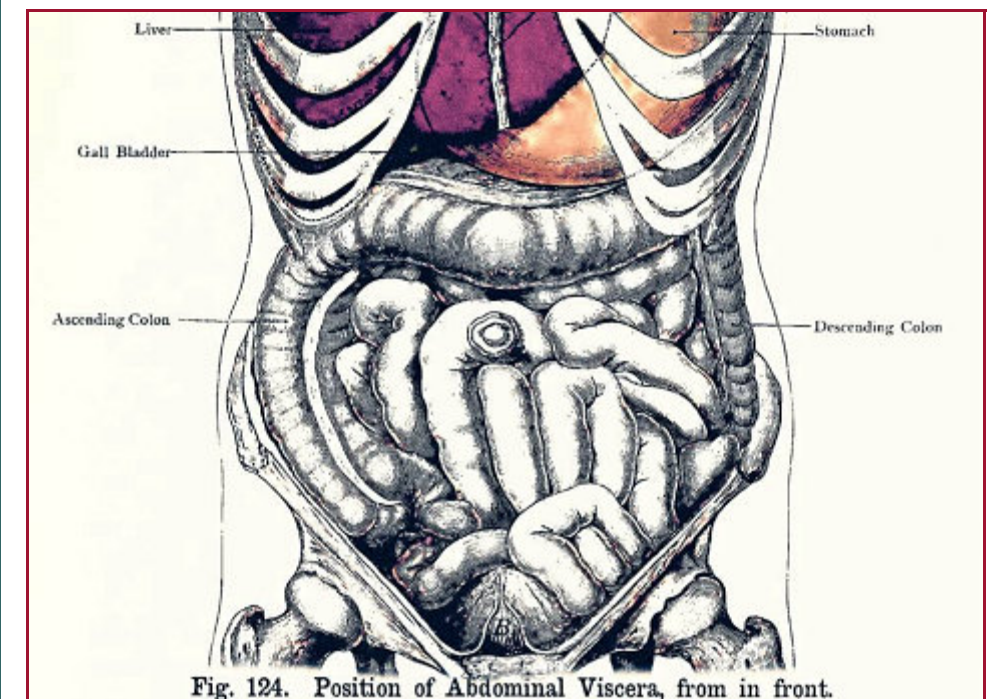


Fig. 124. Position of Abdominal Viscera, from in front.

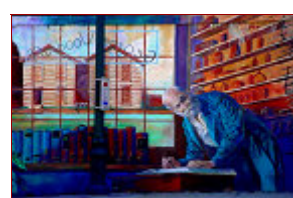
position of abdominal viscera  
figure 124 in Bardeleben, Karl Heinrich von (1849-1919) and Haeckel, Heinrich  
Atlas of applied (topographical) human anatomy for students and practitioners  
London (England) & New York (NY): Leberman (1906)  
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PREVIOUS

NEXT



# SANITY TIME FOR DEMOCRACY



(page 9 of 12)

top illustration:  
figure 69: an improper but not unusual position when writing  
figure 70: a proper position when writing  
page 97 in Cutter, Calvin (1807-1873) (author)  
Philadelphia: J.B. Lippincott Company (1870)  
New analytic anatomy, physiology and hygiene human and comparative for colleges, academies and families  
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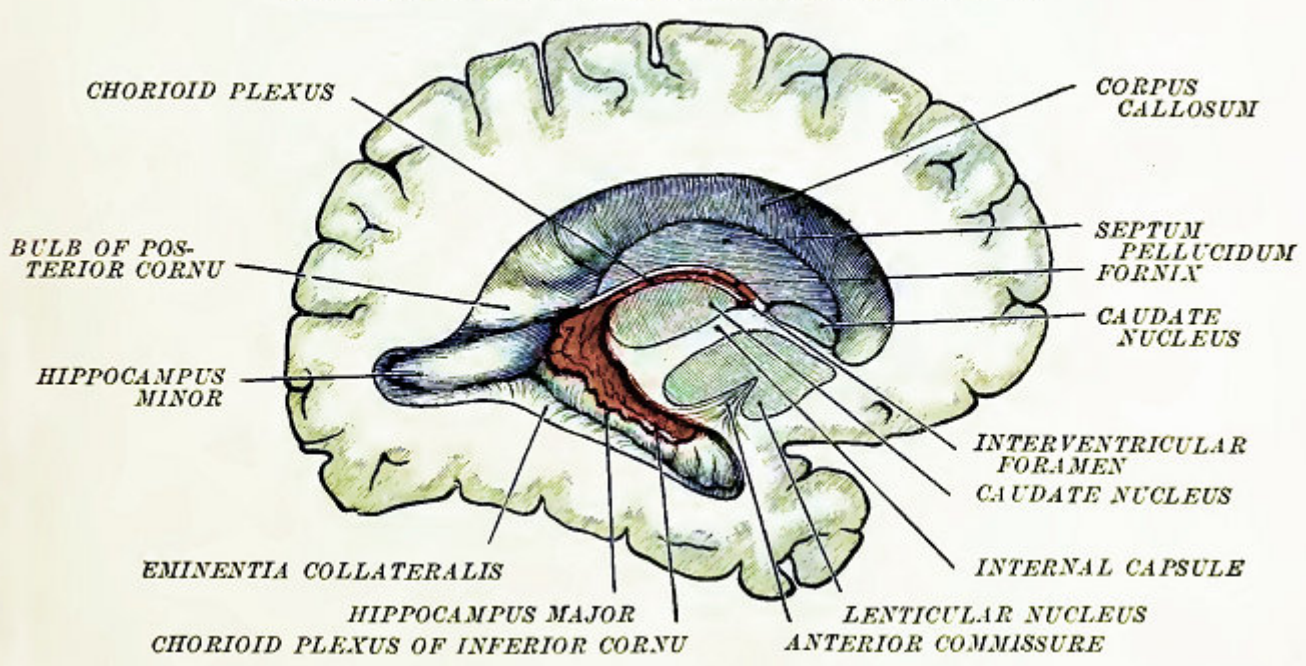


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FIG. 633.—DIAGRAM OF SAGITTAL SECTION THROUGH LATERAL PART OF RIGHT HEMISPHERE SHOWING LATERAL VENTRICLE FROM THE OUTER SIDE.



page 851 in Morris, Henry, Sir (1844-1926) and McMurrich, James Playfair (1859-1939)  
Morris's human anatomy, Part 3. (392 pages) London (England): Churchill (1907)  
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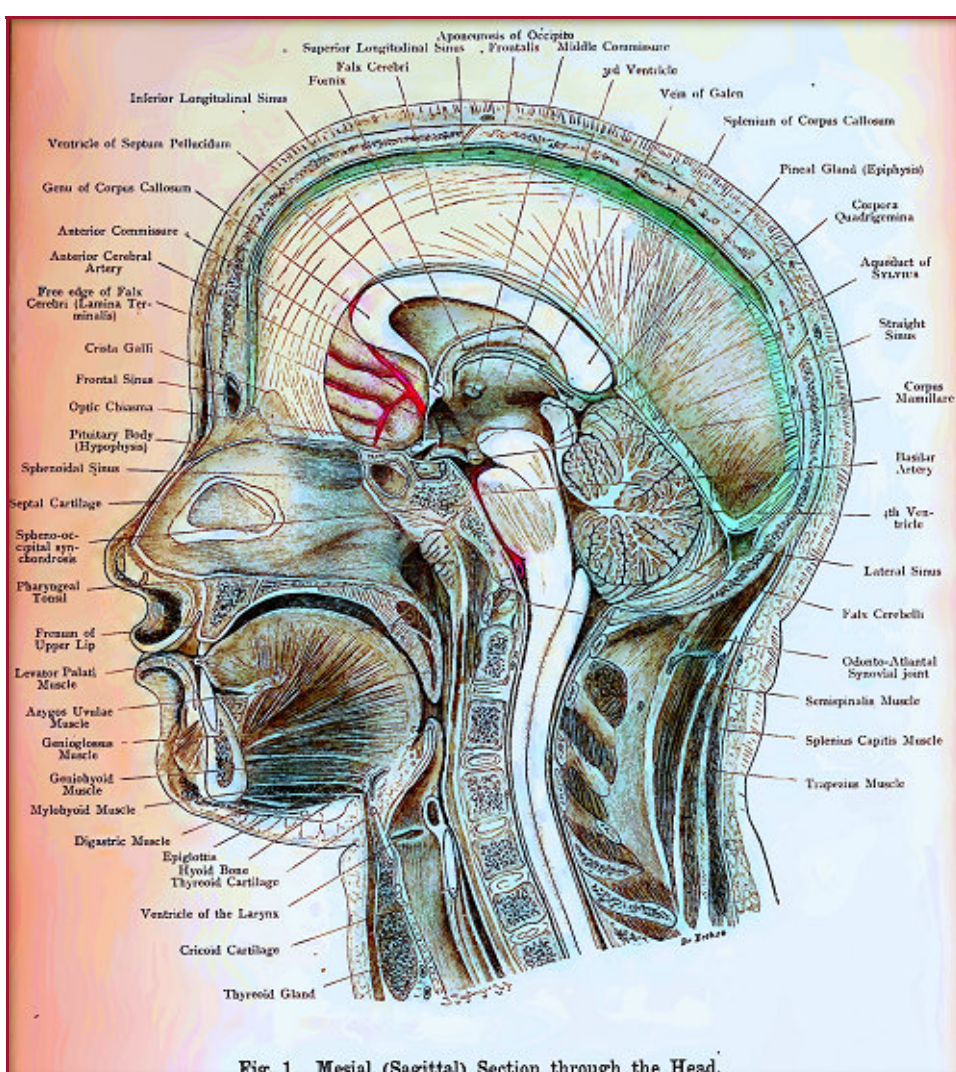
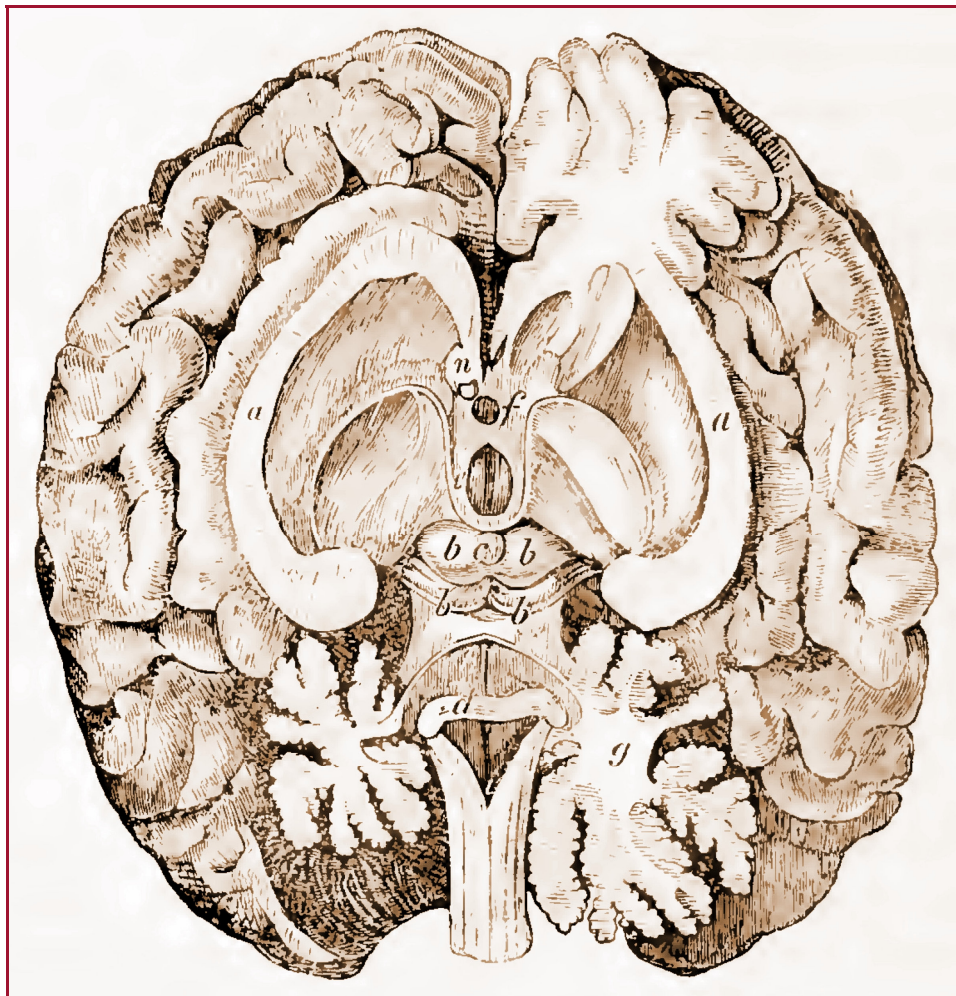


Fig. 1. Mesial (Sagittal) Section through the Head.

median section through head  
figure 1 in Bardeleben, Karl Heinrich von (1849-1919) & Haecckel, Heinrich  
Atlas of applied (topographical) human anatomy for students and practitioners (344 pages)  
London (England): Rebman (1906)  
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nervous system  
figure 19, page 72 in Paxton, James (1786-1860)  
An introduction to the study of human anatomy, 1st edition, volume 2 (390 pages)  
London (England): Sherwood, Gilbert & Piper (1831)  
digitalized & contributed by Wellcome Library  
[https://archive.org/details/b29333696\\_0002](https://archive.org/details/b29333696_0002)

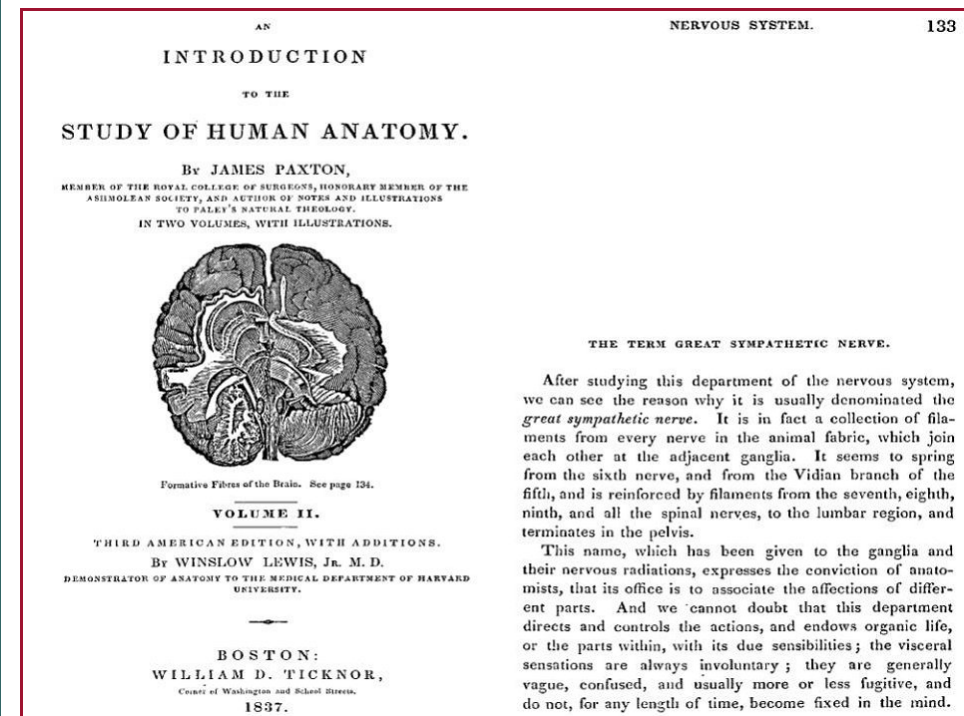
The two halves of the cerebrum are clearly visible in views of the brain from the front, back, top and bottom. Contrary to most ideas of the brain, I think the two hemispheres—or thinking parts of the brain—are mirror-images of each other. The cerebrum is a pair of identical twins for the same reason that eyes, ears, nostrils, lungs, kidneys, arms and hands, and legs and feet are pairs of identical twins. Preferably, you will retain both members of each pair your entire life, but if you lose one of a pair, you've got the other and can get by. You'll be playing with half a deck if you lose one of your cerebral hemispheres, but you'll still be playing.

Most, but not all information that nerves carry to the brain comes in duplicate from both members of the other pairs and varies only to the extent the situation of the members vary. When the brain sends information back to the body's outposts, it must, by necessity, send the information in duplicate.

An organ named Corpus Callosum (CC) sits between the lizard brain and the twin halves of the cerebrum. CC is the equivalent of an administrative assistant who works for both of two joint CEOs of a major corporation, or maybe just a small business. It's her job to organize incoming documents as best she can and put them in as many binders and folders as make sense. Then she spends hours and hours at the photocopy machine. She prints out a second set of tabs so she can duplicate the set of documents and give identical sets to each of her two bosses.

The bosses do what bosses do. They scribble on the documents if they don't have a program to make digital comments. They meet and work out their differences; and then they dictate instructions to the field offices that sent them data in the first place. CC types up the instructions and makes as many copies as there are field offices that need to read them. She emails, texts, faxes, or snail mails the instructions to the far-flung outposts of her little empire.

She goes home, enjoys her leisure time, wakes up the next morning and returns to the office to do it again. She's the heart of the corporation. It can't get through a day without her.

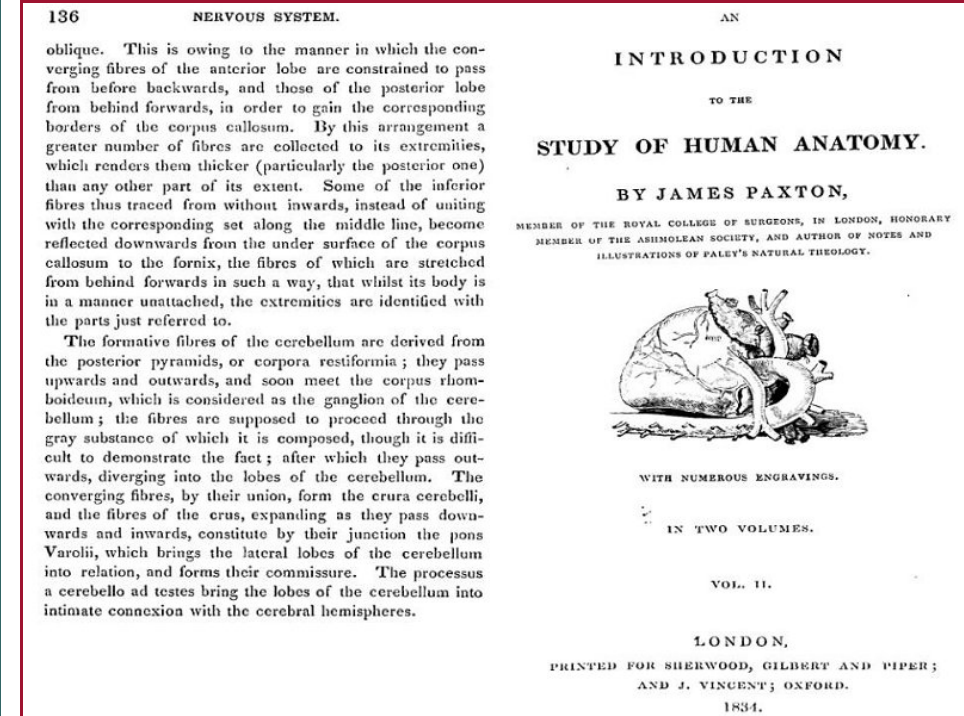


134 NERVOUS SYSTEM. 135 NERVOUS SYSTEM.

If our internal organs act according to the ordinary laws of organization, the sensations which arise from them are agreeable, and the healthy actions may give us the most vivid pleasure; but if the actions of our functions are interrupted, if our organs are wounded or diseased, the internal sensations are painful, and according to the disordered state, or the injury, they assume a different character.

FORMATIVE FIBRES OF THE BRAIN ACCORDING TO GALL AND SPURHEIM.

Having completed the anatomy of the nervous system as usually described in elementary treatises on the subject, it may not be considered superfluous to give briefly the views of Drs. GALL and SPURHEIM, relative to the manner in which the cerebral hemispheres are formed. The following appears to be the simplest exposition, and is selected from recent writers. The cerebral hemispheres are considered by the above anatomists as resulting from an expansion of the fibres of the medulla; hence they are termed primitive or formative fasciculi. The fibres of the anterior pyramids may be traced upwards to the margin of the pons, where they become somewhat constricted. From the inner border of each, fibres pass across the middle sulcus, and mutually change place, or decussate, those of the right side passing to the left, and vice versa. If an incision, a line or incision in depth, be made through the pons, so that one lateral half of it may be turned outwards, the fibres of the pyramid will be observed to pass into a quantity of gray substance lodged in the interior of the nodus semiovalis. In this situation the fibres diverge and separate, and are also considerably increased; at the upper margin of the pons they become continuous with the crus cerebri. Here an additional increase is derived from their passage through the gray substance lodged in the interior of the crus, after which they proceed through the inferior cerebral ganglion (*Anterior nervi optici*), and in the next place through the superior one (*corpus striatum*), being successively increased and rendered still more divergent, until they finally reach the anterior and middle lobes, where they are evolved into their inferior, external, and anterior convolutions. The corpus striatum contains within itself a small ganglion; its fibres pass, without any decussation, into the gray substance lodged in the cerebral protuberance, where, like the pyramids, they receive additions, after which they pass into the crus cerebri, of which they form the posterior and inner part. Continuing their ascent, they pass through the optic thalamus, and thence into the corpus striatum, receiving additions as they radiate through each, and finally, are continued upwards into the convolutions at the summit of the hemisphere, and backwards into those of the posterior lobe. Previously to entering the optic thalamus, some fibres of the corpus striatum have been observed to turn inwards, so as to give to the tubercula quadrigemina their medullary investment, and also to unite with those of the opposite side, to form the valve of Vieussens. The diverging fibres, thus traced up through their successive steps of increase, terminate in the gray substance of the convolutions; but another order of fibres may be observed quite distinct from these, and taking a different direction. These are called the converging fibres, as they commence at the peripheral terminations of the preceding set, and pass from without inwards to the middle line, so as to connect the lateral parts, and bring them into relation with one another; on which account they are called commissures. The anterior and posterior commissures are formed in this way, as is also the corpus callosum; though the greater number of the fibres which compose the latter are transverse, those towards its extremities are



72 NERVOUS SYSTEM. 73 NERVOUS SYSTEM.

Fig. 19.

f, part of the pituitary stem.  
g, the medullary portion of the cerebellum.  
h, the fourth ventricle.  
i, the calamus serripiformis, at the inferior part of the fourth ventricle.  
k, the medulla spinalis.  
l, the traxis semicircularis.  
m, the peduncle of the pineal gland.  
n, a section of the anterior commissure of the brain.

The brain is the primary organ of sensation; the mind is supposed to be most intimately and intimately connected with it, and, from observations and experiments, it is found to communicate nervous influence to all the other parts of the body. That the brain is the organ of the mind, is evident by the connection between the brain and the organs of sense, by our consciousness, and by the mental disturbance which ensues under disease of the brain. In asserting, however, that the brain is the organ or instrument of the mind, it is not intended to convey an idea that the mind is material, but that the exercise of the mental powers depend on the living brain.

Fig. 19, exhibits the brain placed on its base, with a vertical incision made through the corpus callosum, as far as the anterior commissure, by which the two hemispheres are separated from each other and turned to each side. The septum lucidum and fornix are removed. The cerebellum, in a similar manner, is divided as far as the fourth ventricle.

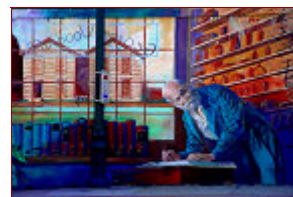
a, a, the cut edges of the corpus callosum.  
b, b, b, b, the tubercula quadrigemina.  
c, the pineal gland.  
d, medullary axis in the fourth ventricle, which form the beginnings of the auditory nerves.  
e, the third ventricle.

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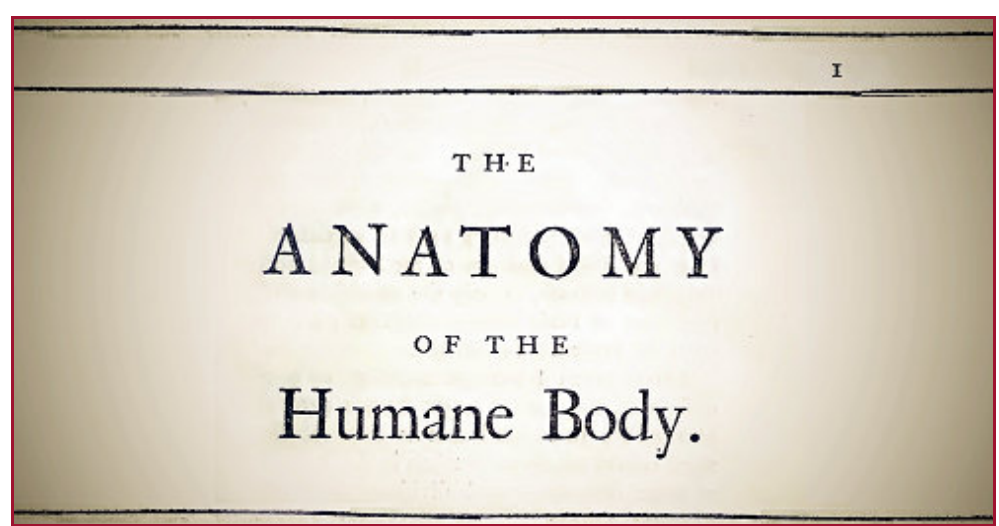
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top illustration:  
page 1  
in Cheselden, William (1688-1752)  
The anatomy of the human body with XXXIV copper-plates. (466 pages)  
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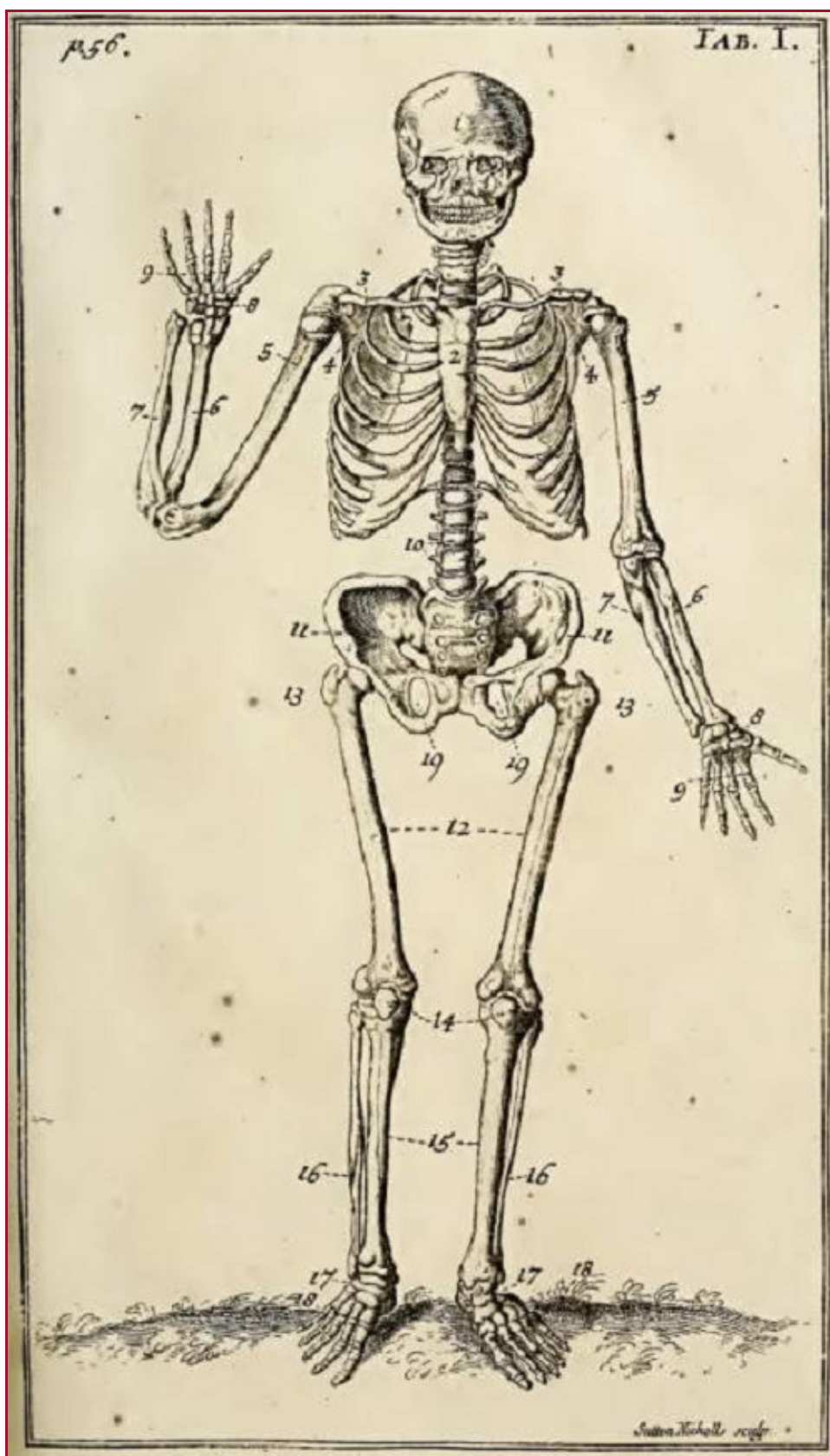
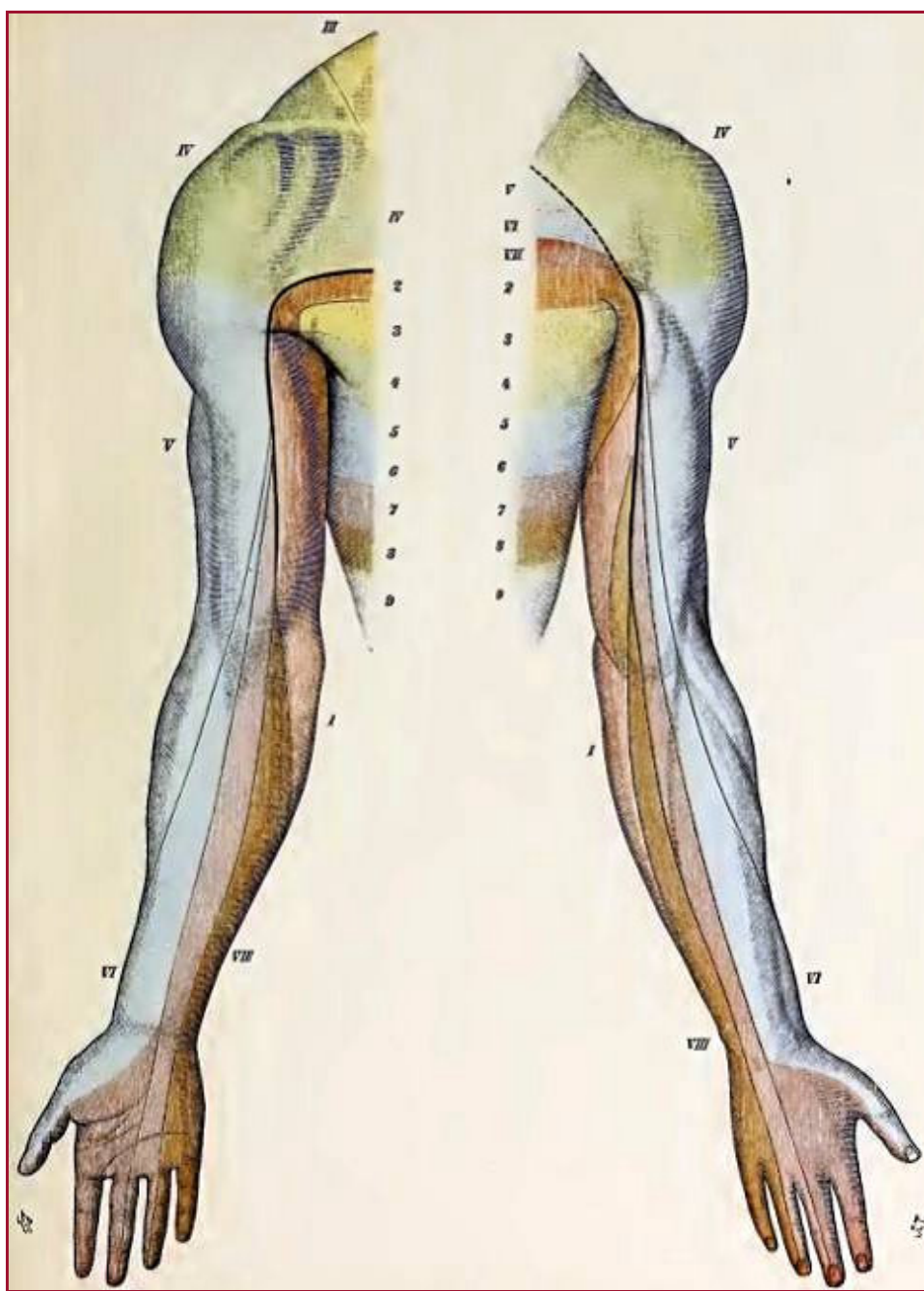
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(top)  
cutaneous nerve supply of the upper extremity according to spinal segments from which the nerves are derived  
figures 107-108 in Bardeleben, Karl Heinrich von (1849-1919), Haeckel, Heinrich; Evans, and Howell, John  
Atlas of applied (topographical) human anatomy for students and practitioners  
London (England) & New York (NY) Rebman (1906)  
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(bottom)  
page 56 table 1 in Cheselden, William (1688-1752)  
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After I'd been a teacher six years, I had two children. The older child went to school when he was 5. The teachers and administrators of his all-day kindergarten and the subsequent first grade were obnoxious. They alienated all but two parents. I was one of the last parents to yank my kid out of the school. I'd never been comfortable with teachers and schools as a child and teacher. I didn't think any other school would be an improvement on the first school I experienced as a parent. I decided to home educate my children.

Thus, I was at home when a special news report broke into regular day-time programming, instead of being at a job outside my home so I could shop til I drop. A plane crashed near New York City. A news crew grabbed an eyewitness and wouldn't let her go even though she couldn't find words to describe what she saw. She repeated a single phrase over and over. She reversed the words she wanted to say.

Children get referred to special education for learning disabilities because they perseverate and make reversals. The supposed explanation is a permanent glitch in their neural pathways that they'll suffer forever, but can learn to get around. The special news report was evidence that repetitions and reversals are a normal result of stress. Of the approximately 97% of people who don't get referred to special education for learning disabilities, 100% will probably make repetitions and reversals when they're stressed out.

I began to notice that I reversed numbers when I paid bills. Of the many causes of stress, the most heinous might be seeing your bank balance sink when you record checks in the register.

The first year I was a classroom teacher, the 16-year-old students were 'cross-categorical'. They were in special education because of serious physical problems, as well as mild mental retardation combined with learning disabilities. One boy was completely illiterate. He couldn't read. He couldn't write his name. When I asked him to write his name, he wrote the mirror image of it. On a hunch, I asked him if he could write it the way most people would write it. He could. I realized that he'd made a reversal back in first or second grade, and his teacher's reaction was a personally satisfying reward. Teachers allowed him to mangle an entire decade thereafter. Writing or reading something backward totally exempted him from schoolwork and tests. Nobody expected anything from him. When I stood or sat facing that boy and other children at their desks, I read backwards, too.

I told the boy that in my theory of learning, every lesson he'd ignored for ten years was stored somewhere in his brain. With a little effort, he'd remember it and progress rapidly. I asked a male Child Welfare Attendant (CWA) to work with him individually, using sight word flashcards and a high-interest, low vocabulary reader in the hall outside the classroom. The boy started to make progress. Two female CWAs got jealous. They told the principal that the male attendant was a pedophile; and he molested handicapped boys in the john. He was fired, and the boy went back to Square One.

My teaching career was 11 years long and spanned 31 years of my life. The last four years were non-stop trouble. CWAs went after me tooth and nail the last three years I was a teacher. CWAs and Teacher Assistants (TAs) have clout because schools are 'political'. Schools are educational only to the extent they teach politics. In Politics 101, principals learn to buy power and votes with tax revenues. An alleged School Reform Act specific to Chicago in the 1980s, gave principals discretionary power in hiring non-teaching employees. Principals can fill job slots with people from their church and family to win vendettas in and out of school. Jealous people and their unfounded complaints have immense political power.

In year 9, I spent 4 teacher orientation days and 4 student attendance days with the 'cross-categorical' class at a South Side elementary school. The children were mildly retarded and/or learning disabled and/or emotionally and behaviorally disturbed. They were aged 6-10. Two boys had asthma. One asthma boy came to school the first day. The other boy didn't. My ultra political TA came in the room long enough to say the boy had gone to the emergency room and been admitted to the hospital the night before the first day of school. He'd come to school in a few days.

Everything that can be wrong with an elementary school was wrong with the school the boy ditched the only way he could. I thought he was like the canaries that coal miners brought into mines as an early warning system. The thought of going back to school made him sick because adults who worked there were toxic. During the weak of teacher orientation, I learned that there'd been a turnover of 33% in the teaching staff. I was one of many new teachers. Some returning teachers told me they were getting out as soon as they could. I resigned as soon as I got the children with asthma safely through a dangerous heat wave. I said why I resigned in the resignation letter.

Then I was home days. I searched the internet to follow through on a hunch. I was right. There was currently an epidemic of asthmatic black children dying in school buildings and on school grounds in Chicago and across the nation. The black adults who hired me weren't stupid. They knew the canary would die sooner than later. If he died on my watch, they could scapegoat a white woman and evade their own guilt.

As a sidebar, I learned that researchers had created lung problems in baby fish by stressing out mother fish while their eggs developed. Many black mothers suffer a lot of stress. Emotional stress, and not the fumes of coal-burning electricity plants probably explain the high rate of asthma in black neighborhoods.

I didn't trust the hype against coal to explain asthma in poor black neighborhoods for several reasons. Owners of residential properties didn't switch to natural gas furnaces until I was a young adult. When people heated with coal, they had to clean house more because coal dust and soot settled on everything. I'd lived in poor black neighborhoods off and on to age 30. From ages 25-30, I lived directly across the street from the incinerator smokestack of the original Chicago Housing Authority project on the near west side. I've never had asthma. My father and his father worked in the boiler rooms of big boats and large buildings. They shoveled coal and breathed fumes. They didn't have asthma. My great-grandmother and two of my grandmother's sisters lived across the street from a Bunge coal yard, and one of the sisters worked in the coal yard office for decades. They didn't have asthma.

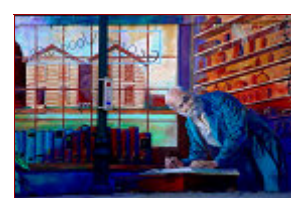
My mother had asthma; and she was the person who had the least contact with coal dust. She had asthma when she was a child. It went away when she had me. My mental light bulb continues to light up because I continue to figure out yet another reason why my mother was stressed out growing up.

(continued on page 11 of 12)

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# SANITY

## TIME FOR DEMOCRACY



(page 11 of 12)

top illustration:  
Girl With Bird  
in McCrady, Elizabeth F. (author), Goddard, Kate Cox (poet), and MacKnight, Ninon (illustrator)  
Maria and Carlos of Spain, a chapter in Children of Foreign Lands  
New York (NY): The Platt & Munk Co Inc (1936)  
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Boiler Room: my paternal grandparents' Chicago



Abe: my maternal grandparents' world  
(Warning. Includes disturbing photos of a pogrom in Lviv, Ukraine 1941 July)

When I was born, my mother had been under the influence of my grandmother, her mother-in-law, for several years. Her own mother was dead. Her father and brother lived far away. Her in-laws were her only family.

Her mother-in-law had converted to a religion that teaches Mind Over Matter when she was a new bride; and she introduced my mother and me to it. The religious component of the religion didn't convince me, and I was expelled from Sunday School at age 8 for independent thinking. I spent the remainder of my grandmother's life sitting with the big people during regular church services. I got an adult's knowledge of the religion as well as the benefit of a primary caregiver who took it seriously.

The scientific part of the religion made sense. My takeaway is that emotional distress causes biochemical abnormalities, and not the other way around. The abnormalities can alter every physical part of the body, including the brain. The best, and probably the only way to heal a brain (and a personality) is to eliminate stress.

The problem of healing is complicated because the source of stress for some individuals is their unreasonable expectations. They calm down momentarily if you give them what they want, but they don't deserve it; and it won't appease them for long. To intensify their personal stressors might be the better remedy for the evil they put on earth.

For example, if one whistleblower throws a corrupt politician into a rage, the remedy might be to afflict him with a hundred more. The dynamic of the rage involves Corpus Collosum (Ms. CC, the working girl). Her bosses, Id and Ego of Senor El Corrupto, had enjoyed life for years except for a few minor irritations. El Corrupto assumed, rightly, that he'd bribed and intimidated everyone into compliance with his wishes. He dominated. He was perfect. He judged other people. Other people didn't judge him. Until, one fateful day, a whistle-blower came out of nowhere. He/she said he wasn't perfect. If he thought he was going to Heaven, he was wrong. If he thought he would never be prosecuted, he was wrong about that, too. Did he think everyone loved him? Well, not everyone did. Suddenly, El Corrupto stood on air over an abyss instead of the solid rock and hard currency of tyranny. He panicked.

His administrative assistant got the worst of it. Documents flew at her from all the extremities and outposts. The copy machine jammed. Sheets of file labels flew out of the printer and scattered all over the floor. She didn't have time to stack folders and binders neatly. To be truthful, she didn't have the space to stack them. She filled up desk tops, cabinet tops, table tops, chairs and the floor. What she put on windowsills blew out the window and littered the parking lot. She couldn't remember what she'd put in the office to the left and what in the office to the right. Both hemispheric executives were confused. One executive would get two copies of one document; and the other got none. The foul-ups disturbed the CEOs' usual façade of professional competence and detachment. When it was time to send orders back to the outposts, they could only stammer and go blank.

During the years of my home-school, I used the un-schooling model. To fulfill state requirements, I documented that my semi-autonomous children learned spontaneously. Certain state requirements and the fear of going to jail fouled the experience. My children didn't understand the legalities and refused to fulfill certain unavoidable requirements.

Both children displayed talent in psychology and graphic arts. Other children threw tantrums and were violent. My children showed concern and tried to figure out why. The older boy constructed three dimensional artworks with whatever caught his attention. I learned from him that if you turn something 45, 90 or 180 degrees, it might become something entirely different and more like what you're trying to make. The younger boy drew hundreds of detailed, pictures on paper too large to scan at home. I recognized some of the pictures as an illustration from the Peter Pan book. It is a scene illuminated by a shining lantern. He liked lanterns. He drew the picture from memory and not from the original. His memory of the illustration was accurate, except that what was oriented right to left on the page was oriented left to right on his paper.

Because of a stressful divorce that was in the making a long time, he was enrolled in a suburban school at age 9. He'd received no formal instruction in reading and math. He'd shown no interest in reading more than the words on a few signs we passed in the car. All he'd done in math was blurt out a couple arithmetic facts he'd figured out himself. Nonetheless, he tested above age and grade level when the school tested him for grade placement.

A few years later, I spent a day as a substitute teacher in a West Side kindergarten. A little girl handed me the yardstick her absent teacher used to discipline children. I refused the stick. I thought I understood why a boy was acting up. His mother worked long hours. When other kids went home at the end of the all-day kindergarten, he had to stay in the building for an after-school program.

Several more years later, when I resigned from the South Side elementary school, I thought my teaching career was over. But previously, I'd sent out a lot of resumes, and principals kept calling me. At another West Side elementary school children vomited in the hall while they waited in line for lunch, my first day on the job. Several adults acted like maniacs. At the end of the day, a fat young blond woman wielded an evil looking stick while she chased a black boy into my room. A boy who was already in the room told me, 'If you don't have to come back tomorrow, don't come back. If I could get out of here, I would.' As soon as I got home that afternoon, I faxed my resignation letter and explanation to the Board.

The two schools hired me in year 9 of my teaching career when I participated in a program that awards 'Master Teacher' certificates—not to be confused with Masters' degrees. I wrote about my experiences with black and Hispanic administrators, teachers, CWAs and TAs, and what I did to alleviate stress for their victims. Master Teacher candidates were instructed to send their papers to an address in Texas. Mine came back with very, very low scores. Somebody had graded my papers subjectively and with false standards instead of objectively with proper standards.

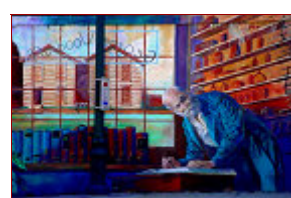
Two years later, my teacher re-certification documents disappeared from the Board of Education office where they were filed. The administrative assistant who managed the files also disappeared. The head of the re-certification office was a former principal of the South Side school with the two asthmatic boys. She was friends with the current principal. Both women were friends with a well-known alderman, for whom the school was a pet project.

My teaching career ended when a principal solicited an unfounded complaint against me from a very guilty CWA about whom I'd made a founded complaint. I'd also been able to get state investigators to follow through on a complaint about irregularities in the school's compliance with state and federal special education laws. The investigators were reluctant, but had to find themselves in 100% agreement. First, I was sent for a mental health evaluation, which I passed. Above-average intelligence has always been my only mental problem. Next, I was assigned to a detention center pending a DCFS investigation of the unfounded complaint. It could take three or more years. Another detainee mentioned that the Master Teacher office in Texas doesn't grade papers. It sends papers back to the school district where they originated. This explained the low grades on my papers and more.

I'd written my Master Teacher papers to shame the monsters I'd worked with. It turns out they'd positioned themselves to censor and punish everyone who spoke up against them.

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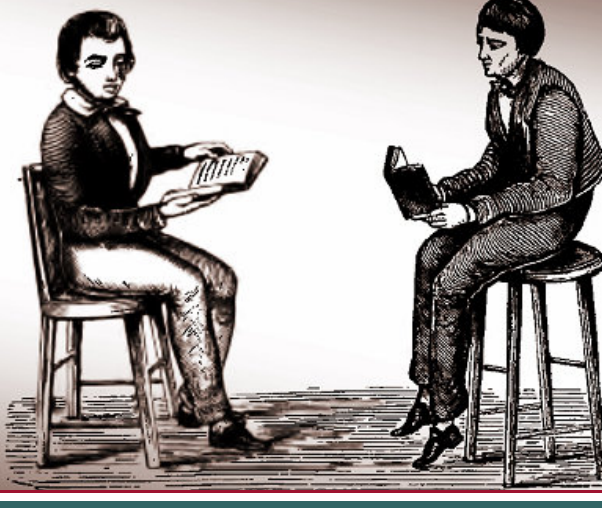
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# TIME FOR DEMOCRACY

## SANITY



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### THE BRAIN AN ORGAN OF MIND

BY  
H. CHARLTON BASTIAN, M.A., M.D., F.R.S.

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IN UNIVERSITY COLLEGE, LONDON; PHYSICIAN TO UNIVERSITY COLLEGE HOSPITAL  
AND TO THE NATIONAL HOSPITAL FOR THE PARALYSED AND BLIND

WITH ONE HUNDRED AND EIGHTY-FOUR ILLUSTRATIONS

NEW YORK:  
D. APPLETON AND COMPANY,  
1, 3, AND 5 BOND STREET,  
1887.

CHAPTER XXX.  
FURTHER PROBLEMS IN REGARD TO THE LOCALIZATION OF  
HIGHER CEREBRAL FUNCTIONS.

The study of the various defects of Speech, and of Intellectual Expression in general, produced by Cerebral Diseases is of great importance in many ways. An accumulation of instances more or less crudely observed must almost necessarily precede the attempt to analyze and classify these various defects. Thereafter observers will work better and with more chance of success in two directions. They will (1) have learned more fully how to observe such cases, that is, what is specially to be looked for in the way of ability or defect in persons so affected; and (2) they may, whenever the precise mental defects manifested during life have been clearly recognized and recorded, as the occasion arises, note with more hope of profitable scientific result the exact region of the Brain which has been damaged.

The error of massing together all the varieties of 'loss of speech' under one name, such as 'Aphasia,' and then altogether rejecting doctrines of Cerebral Localization, because the lesions in such dissimilar cases have not always been found in some one part of the Brain, is manifest and absurd, and yet it is one which has been too often repeated in recent years. Even such an accomplished physician as Trousseau spoke of a representative case of Amnesia as a typical instance of Aphasia.

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CHAP. XXX.] HIGHER CEREBRAL FUNCTIONS. 675

and based his explanation of the Aphasic condition a good deal upon the phenomena by which it was characterized. This missing together, under one name, of wholly dissimilar defects, and the confusion thus created, would of course, so long as it lasted, effectually defeat all attempts at Cerebral Localization.

It is, therefore, absolutely necessary if further advance is to be made in regard to the 'localization' of higher Cerebral Functions, first, that we should learn carefully to discriminate the different Speech-defects from one another during life; and, secondly, that where opportunities occur, the locality of lesions should be principally observed and recorded in typical and uncomplicated cases.

A few brief additional details (beyond those which it has been found convenient to mention in the last chapter) will now be given as to the extent of knowledge already garnered within this second sphere of observation and inference—which, though not at present co-extensive with the other, nevertheless includes some facts of a rather startling description.

In 1825, Bouillaud\* affirmed that the Frontal Lobes of the Brain were the parts principally concerned with Speech, because, as he said, these were the organs "for the formation and recollection of words, or the principles signs which represent our ideas." He had collected 114 observations of disease of the Frontal Lobes accompanied by loss of defect of Speech, and upon these he based his views.

Andral, however, in 1838, recorded fourteen cases where Speech was abolished without any alteration in the Frontal Lobes, but in which a lesion existed in the Parietal or in the Occipital Lobes.

\* "Traité de l'Encéphalite," p. 284.

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In 1836 Dr. Marc Dax called attention to the great frequency of loss of Speech in association with right rather than with left-sided Paralysis. The title of his essay was this:—"Lesions of the left half of the Brain coinciding with the loss of memory of the Signs of Thought."\* In support of this view that loss of Speech depended especially upon lesions of the left half of the Brain, Dr. Dax brought forward 140 observations.

But in 1831, Broca went still further. While affirming, with Dr. Marc Dax, that the left Hemisphere was the one principally concerned with articulate Speech, he precisely defined the seat of lesion in that condition which we now call Aphasia as "the posterior part of the third frontal convolution of the left Hemisphere."

This view, originally based upon a very small number of cases, was received at first with the greatest surprise and scepticism. It was thought by many to be most improbable that such a faculty as Speech should depend upon the integrity of one small portion of only one of the two Cerebral Hemispheres. Yet by reason of the observations which have accumulated during the last eighteen years, it is now admitted by most of those who are best entitled to judge, that Broca's localization is in a certain sense correct, and that in the instances of real typical Aphasia the lesion is, in a large majority of cases, found to involve the posterior part of the third frontal gyrus on the left side, or else the immediately subjacent white substance intervening between this convolution and the Corpus Striatum. The reason why lesions in other parts may, according to their situation, either occasionally or invariably lead to a more or less similar Speechless condition, is a question upon which we shall have to throw additional light in this chapter.

\* "Gaz. Hebdomad.," April 23, 1835.  
\* "Bulletin de la Soc. Anatom.," Aug. and Nov., 1831.

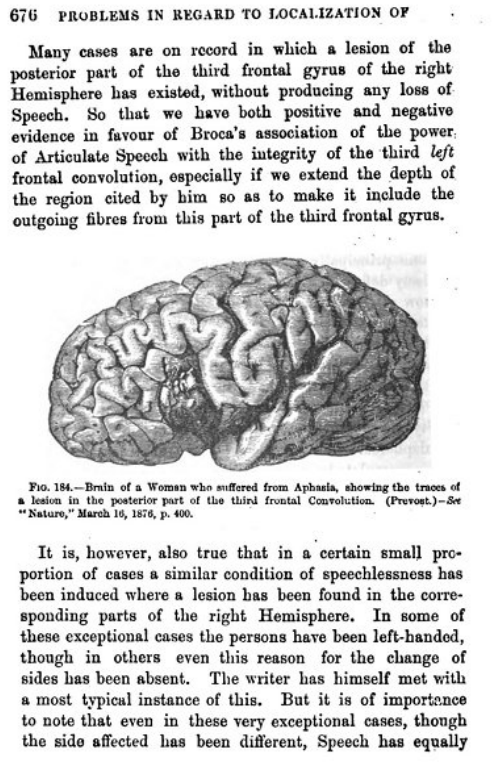


FIG. 134.—Brain of a Woman who suffered from Aphasia, showing the traces of a lesion in the posterior part of the third frontal convolution. (Preston)—See "Anatom.," March 19, 1876, p. 466.

Many cases are on record in which a lesion of the posterior part of the third frontal gyrus of the right Hemisphere has existed, without producing any loss of Speech. So that we have both positive and negative evidence in favour of Broca's association of the power of Articulate Speech with the integrity of the third frontal convolution, especially if we extend the depth of the region cited by him so as to make it include the outgoing fibres from this part of the third frontal gyrus.

It is, however, also true that in a certain small proportion of cases a similar condition of speechlessness has been induced where a lesion has been found in the corresponding parts of the right Hemisphere. In some of these exceptional cases the persons have been left-handed, though in others even this reason for the change of sides has been absent. The writer has himself met with a most typical instance of this. But it is of importance to note that even in these very exceptional cases, though the side affected has been different, Speech has equally

been lost by a unilateral damage of the same definite and extremely limited region of the Hemisphere.

Thus it would follow, that the motor incitations sufficient to call the articulatory centres into activity during Speech, are accustomed, in the large majority of cases, to emerge from the third frontal gyrus of the left side; though in a small minority of persons it may happen that the effective motor stimuli are wont to pass off instead from the right third frontal gyrus. The halves of the bilateral Articulatory Centres in the Pons, Medulla, and upper part of the Spinal Cord are so welded together by commissures that each of them practically constitutes one double Centre. And these may (after the manner of such bilateral Centres) be incited to action by stimuli coming through the Corpus Striatum either from the left or from the right Cerebral Hemisphere—though, as a matter of fact, as above stated, such stimuli seem to reach it in the large majority of persons, from the left side of the Brain.

But if bilaterally-acting muscles are always in association with closely welded bilateral Motor Centres, and if such Centres may generally be called into activity by stimuli reaching them from either side or from both sides simultaneously, then the habitual excitation of the Speech Centres and their related muscles from the left side, must be regarded as a remarkable peculiarity.

There is, however, some reason for believing that if the habitual outgoing channels of the left side are damaged (so that Speech has been lost), the route for stimuli from the right third frontal gyrus to the corresponding Corpus Striatum may, under certain circumstances, be more effectively opened up, so that the power of Speaking is after a time regained. In such a case the stimuli would, of course, impinge upon the right rather than upon the left side of the lower bilateral Articulatory Centres.

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Broadbent indeed maintains that, as a rule, Loss of Speech is only temporary with lesions of the left Corpus Striatum, or of those parts of the outgoing fibres from the third frontal gyrus which are contiguous to this body. And he ingeniously attempts to explain his supposed speedy restoration in these cases. If the left third frontal gyrus be itself undamaged, and if the fibres of the Corpus Callosum which extend from it to the right third frontal gyrus be intact, then the outgoing stimuli not being able to take their usual course may, he thinks, find their 'way round' from the left to the right third frontal gyrus and thence downwards to the Corpus Striatum of the right side.\* In these cases Loss of Speech would possibly only exist for a few weeks, till the new route and new mode of action could be thoroughly opened up and established. It is difficult, however, to understand how the previous education and organization of this right Corpus Striatum can have been brought up to the stage necessary to enable it to specify to assume such functions, if, to take the most favourable supposition, only feeble and ineffective stimuli have previously been reaching it.

There are difficulties also in the way of the acceptance of some of the reasoning upon which this theory is based.

\* "Lectures on the Brain," p. 112.

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incitations in 'imitative' Speech do not, like those in Voluntary Speech, also find their 'way out' through the third frontal gyrus. In fact, we have every reason to believe that the route from the Auditory Perceptive Centre to the Corpus Striatum is one and the same for every kind of Speech, whether its mode of incitation may be strictly 'imitative,' Ideo-motor, or distinctly Volitional.

This latter conclusion is found to be in accordance with the evidence derived from disease. No fact has been more certainly established in regard to Aphasic patients, than that there is in them a loss not only of Voluntary, but of Ideo-motor, and, to just as marked an extent, a loss of 'imitative' Speech. A really Aphasic patient cannot copy the simplest word or vowel sound, which he has just heard, nor does he even do it unaided and auto-chole, in the most purely imitative reflex style.

Others again have assumed that a separate route exists by which Emotional stimuli may be transmitted to the lower centres for Articulation in the Pons and Medulla, without passing through the Corpus Striatum, simply because Aphasic patients occasionally utter new words of an interjectional order—as oaths, or such phrases as 'Oh dear!' 'Thanks!' and other simple exclamations, under the influence of a strong emotional stimulus. Even for this kind of connection, however, no independent evidence exists (see p. 680); and perhaps the facts can be equally well explained by the supposition that Emotional stimuli of greater energy, or which emanate from a wider area, may occasionally force their way through damaged tracks, the resistance in which could not be overcome by mere Volitional stimuli.

As to the causes which have determined the greater or almost exclusive influence of the left Hemisphere in inciting Speech-movements, only conjectures can be

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offered. It has been thought that a certain more forward position of development in the left Hemisphere—as a result of hereditary right-handedness recurring through generation after generation—might gradually become sufficient to cause the left Hemisphere to 'take the lead' in the production of Speech-movements. Some little evidence exists—though at present it is very small—to show that it is left-handed people more especially who may be affected by a loss of the power of the third frontal gyrus. It is practically certain, indeed, that the great preponderance of right-hand movements in ordinary individuals must tend to produce a more complex organization of the left than of the right Hemisphere, and this both in its sensory and its motor regions. We may confidently look for the existence of the organs of a vasty greater and more complex tactile experience; and as movements of the right arm and hand are more frequent, both as associated factors of this experience and in other ways, we have also a right to expect that the Kinesthetic Centres will be similarly developed to a notably greater degree in the left Hemisphere. And as a matter of course also the nervous mechanisms for the movements with which these sensory impressions are associated would be much more complex in the Motor Ganglion of the left than in that of the right Hemisphere.

Many years ago, moreover, the writer ascertained a fact which at the time seemed very difficult to understand, viz., that the specific gravity of the cortical Grey Matter of the Brain in left frontal, parietal, and occipital regions is often distinctly, though slightly, higher than that from corresponding regions of the right Hemisphere.\* But such an increase in specific gravity might be produced by

\* See a paper "On the Specific Gravity of the Human Brain," in "Tran. of Mental Science," 1856, pp. 26, 32.

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the existence of the greater number of cells and commissural fibres which the extra sensory and derivative functions above referred to would probably entail.

Having considered some of the questions of cerebral 'localization' relating to the production of Aphemia, Agaphia, and Aphasia, something must now be said in regard to the seat of lesions productive of the very varied conditions comprised under the term Amnesia.

Our knowledge on this point is at present rather vague and indefinite, since it is only quite recently that the necessity of not confounding such cases with Aphasia has been at all generally recognized. Moreover, no distinct attempt has hitherto been made to analyze and classify the various conditions comprised under this name.

Still the knowledge we possess of Amnesic conditions, as well as of the distribution of 'ingress' fibres in their passage from the base of the Brain to the Convolution, already enables us to point roughly to the neighbourhood in which lesions or injuries would be likely to produce defects of Speech and Writing of this type.

Lesions of the convolutions about the posterior extremity

\* See also pp. 390-404.

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of the Sylvian Fissure of the left Hemisphere will probably prove almost as instrumental in producing one or another variety of Amnesia as lesions of the right or of the left frontal area of inducing Aphasia. In Broadbent's case (p. 645) the lesion was found in this region, and in a fairly typical unpublished example of Amnesia the writer has also recently found a lesion in this region.

The reason for looking to this region will, moreover, be obvious if the attention be directed to the posterior third of the peduncular fibres (that is of the so-called 'internal capsule') spread out from beneath the posterior part of the Thalamus; and that, stretching backward and outwards across the floor of the lateral ventricle from near the beginning of the descending cornu, they distribute themselves in the main to the Occipital and the Temporal Convolution. And if the conclusions of Ferri in regard to the important relations of the 'supra-marginal lobule' and the 'angular gyrus' with the Visual Centre, and of the posterior part of the 'upper temporal convolution' with the Auditory Centre, be in any way correct, there would be these still more precise reasons for expecting to find the lesions productive of Amnesia, with some frequency, in or about the situation indicated. Such a 'localization' may, therefore, be provisionally entertained, and no more promising means of ultimately ascertaining with tolerable certainty the comparative localities of Amnesia in the Visual and Auditory Perceptive Centres in man would seem to present themselves, than the careful clinico-pathological study of typical Amnesic cases whenever the opportunities may occur.

Another question of great interest now arises, and that is, whether it will be necessary to assume that the degree of such impairment will, other things being equal, increase as lesions of the left Hemisphere recede in site from the 'third frontal convolution' and approach the Occipital Lobe. The older doctrine of Marc Dax seems to be justified, whilst Broca's more special localization must be held to hold good only for one particular, though very common form of Loss of Speech—viz., that upon the broader and more accurate physiology, loss of the power of Intellectual Expression.

The conclusions above arrived at are found to afford a new and quite unlooked for confirmation of the view recently announced as to the special frequency with which lesions of the Occipital Regions of the Hemisphere are apt to be associated with marked mental degradation; they will also tend to make us appreciate more fully the real validity of the objections raised by some against the doctrine that the posterior part of the left 'third frontal gyrus' is the region always damaged in cases of Aphasia; and they may pave the way for more and more exact differential observations, by means of which alone we can expect to make real progress in a task of extreme difficulty, in which we are now only breaking ground in a tentative manner—that is, in the endeavour to determine what kind of functions are principally carried on in different regions of the Cerebral Cortex.

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can be taken with any chance of success in this direction till the preliminary enquiries to which we have been devoting our attention have been reduced to a more settled condition. The foundations of the subject must clearly be laid before we can begin to rear a superstructure.

Yet that every higher Intellectual and Moral Process—just as much as every lower Sensorial or Perceptive Process—involves the activity of certain related cell-and-fibre networks in the Cerebral Cortex, and is absolutely dependent upon the functional activity of such networks, the writer firmly believes. He, however, as decidedly rejects the notion which some would associate with such a doctrine, viz., the supposition that Human Beings are mere 'Conscious Automata.'

It must be conceded that if Conscious States or Feelings have in reality no bond of kinship with the molecular movements taking place in certain Nerve Centres; if they are mysteriously appearing phenomena, differing absolutely from, and lying altogether outside, the closed 'circuit of motions' with which they coexist, no way seems open by which such Conscious States could be conceived to affect or alter the course of such Motions. The logic of this seems irresistible. The conclusion can, indeed, only be avoided by a repudiation of the premises; and this the writer does. He altogether rejects the doctrine that there is no kinship between States of Consciousness and Nerve Actions, and consequently would deny the view that the 'causes' of Conscious States lie altogether outside the circuits of Nerve Motions.

Consciousness or Feeling must be a phenomenon having a natural origin, or else it must be a non-natural, non-material entity. For reasons which have been set forth in various parts of the present volume the writer adopts the former of these views.

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Similarly, it is possible that Agaphia, accompanied by 'word-blindness,' might result from a lesion of the left Visual Word-centre, and that the site of such lesion might be contiguous to the posterior extremity of the left Sylvian Fissure.

Aphasia (that is, mere loss of Speech) could not be produced by a lesion of this region of the Brain, because destruction of the Auditory Word-centre would destroy the revival of words for spontaneous Writing, as well as for Speech—so that the double condition Aphasia (or an approximate state in which 'imitative' Writing only is possible), would necessarily result, instead of the more special Aphasic state.

It is clear, also, that if important tracts of the Auditory and Visual Word-Centres are in reality situated somewhere about the end of the Sylvian Fissures, and if the Kinesthetic Word-Centres, both for Speech and Writing, are situated in or somewhere in the neighbourhood of the third frontal convolutions, Aphasia might in addition be caused by lesions cutting across the commissural fibres in any part of their course between these pairs of centres.

Clearly, if stimuli caused by the mental revival of words do not (a) issue from the Auditory and Visual Word-Centres; if (b) they are stopped on their way thence from the corresponding Kinesthetic Word-Centres; or (c) if they are stopped in or on the other side of these latter Centres, that is on their way to the left Corpus Striatum, the result would, in each case, be the production of Aphasia, although the situations of the lesions in these cases would be altogether different. In the first case, too, we should have Aphasia with much mental impairment; in the second case we should have Aphasia with trifling mental impairment; whilst in the third case we should have the

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arise which underlie Conscious States, and how they again subside into more ordinary nerve actions, must, from the very nature of the problem, ever remain impossible. But we situated in or somewhere in the neighbourhood of the third frontal convolutions, Aphasia might in addition be caused by lesions cutting across the commissural fibres in any part of their course between these pairs of centres.

Clearly, if stimuli caused by the mental revival of words do not (a) issue from the Auditory and Visual Word-Centres; if (b) they are stopped on their way thence from the corresponding Kinesthetic Word-Centres; or (c) if they are stopped in or on the other side of these latter Centres, that is on their way to the left Corpus Striatum, the result would, in each case, be the production of Aphasia, although the situations of the lesions in these cases would be altogether different. In the first case, too, we should have Aphasia with much mental impairment; in the second case we should have Aphasia with trifling mental impairment; whilst in the third case we should have the

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It is commonly believed that 'living matter' has now, or has had in past times, a natural origin; Nerve Tissues also have a natural origin in or from elemental forms of 'living matter'; and if Conscious States or Feelings are admitted to be an appanage only of Nerve Actions, so also (as far as we can ascertain) does their mode of appearance, their increase in intensity, their modifiability by agents modifying the nerve tissues, and the limitation by which they occur only in association with certain nerve actions taking place in the higher and most complex of an animal's Nerve Centres, harmonize with the notion that they are in some way an actual outcome of such Nerve Actions—no more capable of being discovered from the physical conditions on which they depend, than is Heat to be discovered from its physical conditions (see p. 142). To say that Heat is a 'mode of motion,' takes for granted the underlying fact that we cannot have motion except through a something which moves. Heat has no abstract and isolated existence as an entity. Consciousness also is a result of a something which moves. But just as it is the very material motions on which Heat depends which do the work ascribed to Heat, so do the very material motions on which Consciousness or Feeling depends, do the work which we ascribe to Feeling. These particular motions, be it remarked, enter as components into the 'circuit of motions' constituting Nerve Actions, and may, therefore, easily co-operate as real motors. Hence it is that States of Feeling may, in very truth, and in accordance with popular belief, react upon Nerve Tissues so as to alter the molecular motions taking place therein. Feelings, whether purely personal or of the moral order, thus have, as they seem to have, an indubitable effect in modifying our Intellectual Operations, our Volitions, or our Movements.

To show how these particular motions in Nerve Tissue

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the existence of the greater number of cells and commissural fibres which the extra sensory and derivative functions above referred to would probably entail.

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Lesions of the convolutions about the posterior extremity

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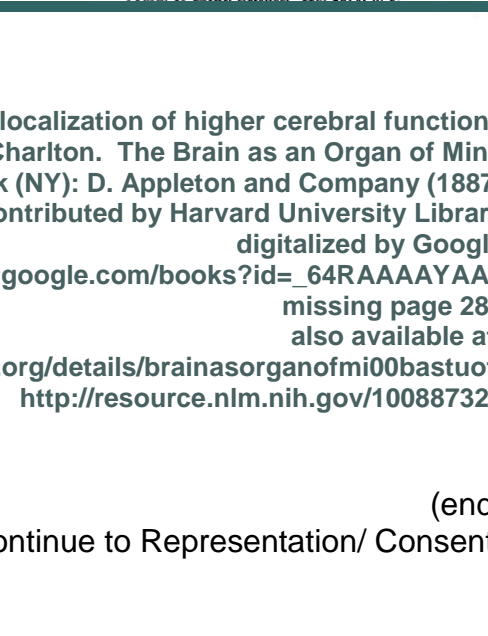


FIG. 165.—Longitudinal Section through the centre of the Brain, showing the base of the left Cerebral Hemisphere (1); 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Further problems in regard to localization of higher cerebral functions Chapter 30 in Bastian, H. Charlton. The Brain as an Organ of Mind New York (NY): D. Appleton and Company (1887) contributed by Harvard University Library digitalized by Google https://books.google.com/books?id=64RAAAAYAAQ missing page 289 also available at: archive.org/details/brainasorganofmi00bastuoft http://resource.nlm.nih.gov/100887322 (end) (continue to Representation/ Consent)

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