Excellence in Education versus Substance Abuse (Accomplishment)

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Abstract

Purpose: This paper is about institutional betrayal that is driven by the focus on bottom up versus top down mental processing, with no progress towards the resolution of substance abuse a collateral issue to include participation in lethal criminal and terrorist organizations.

Design/Methodology/Approach: This paper’s base is an application to a U. S. Dept. of Health & Human Services funding opportunity that was about “Job Opportunities for Low-Income Individuals”, an application that was not approved. The funding opportunity was based on candidate individuals as being immediately employable failing to recognize rampant lack of employability. The application was about the molding of employability to comport with employable. Tacit admission of problematic issues is a current U. S. Dept. of Education funding opportunity which states in part “…that achieving powerful outcomes is still sometimes inhibited by obstacles”.

Research limitations/implications: This paper approaches top down mental processing by merging the results of modern data collection with the work of Sigmund Freud, causing one to wonder if there is real-world value in the current emphasis given to bottom up mental processing.

Findings: The methodology developed in this paper is extensible to persons regardless of income and other personal demographics who are at risk of a sense of alienation to include disenfranchised and thus are prone to pursue an avocation/ideology that makes the person feel important on the strength of a stated purpose and orientation, at the expense of excellence in education that hones a person’s right to notable accomplishment.

Social implications: The focus on college as an objective creates a ‘have’ versus ‘have not’ environment, which in turn results in diversions (crime, substance abuse) as the analgesic versus an alternative safe-harbor solution.

Originality/value: Sigmund Freud’s intellectual origin in neurology, particularly his “Project for a Scientific Psychology”, is parallel to today’s Cognitive Neuroscience. Freud’s overall top down focus on mental procession needs to be merged with this era’s emphasis on bottom up mental processing.

Keywords: Education, Social policy, Public policy, Public health, Economics, Sociology, Community health services.

Paper type: Original article.
Introduction

This paper is about institutional betrayal that is driven by the focus on bottom up versus top down mental processing, defined below, with no progress towards the resolution of substance abuse a collateral issue to include participation in lethal criminal and terrorist organizations.

This paper is presented along seven tracks – (1) static baseline, (2) dynamic baseline, (3) accounting for causal, (4) denial as the prime human motive that frustrates progress, (5) education as the counter to motives that support denial, (6) system of education that affords realization of notable accomplishment and (7) the steps to be taken.

The endgame focus of this paper is notable accomplishment with emphasis placed on affect (Pressman, 2005) with respect to both emotional and physical health leaving focus on hard currency (Sacks, 2012) to the dictates of a chosen career path.

Bottom up mental processing is defined as “processing that is directly influenced by environmental stimuli” (Eysenck, 2000, p. 528). Top down mental processing is defined as “stimulus processing that is affected by factors such as the individual’s past experiences and expectations” (Eysenck, 2000, p. 537).

Static baseline

Bottom up and top down mental processing operate with varying strength and in unison except in rare circumstances such as when a person realizes that they are in imminent danger for some reason and mental processing is about bottom up only. A parallel case can be made for top down in isolation that however transcends ‘rare’, Freud’s assessment of the psychopathology of a war-oriented society – “You [Einstein] are interested in the prevention of war... Yet, I would like to dwell a little longer on the destructive instinct which is seldom given the attention that its importance warrants. ...it might well be called the ‘death instinct’ ... becomes an impulse to destruction” (Nathan, 1960, p. 198). The two are however interdependent as will be shown on the strength of many of Sigmund Freud’s theories in the ‘dynamic baseline’ below.

At the base of this paper is an application to the U. S. Dept. of Health & Human Services “Job Opportunities for Low-Income Individuals CFDA 93.593” (CFDA, 2005) grant opportunity for the benefit of a Community Development Corporation in Inkster, MI, a drug-infested community with the Inkster School District defunct as of mid-2013 – drugs as an ethic overpowered community as an ethic. The application was rejected noting that there was too much focus on education versus the immediate-employment objective. No recourse to the rejection was available although today implicit recourse does exist in the form of a U. S. Dept. of Education “Performance Partnership Pilots CFDA 84.420A” (CFDA, 2014) which states in part “...that achieving powerful outcomes is still sometimes inhibited by obstacles”.

The population of Inkster in the 1960 and 2010 U. S. Census data was at 39,097 and 25,369 respectively. While crime cannot be claimed to be the sole factor behind the fall in population it certainly is significant – according to the City of Inkster’s web site “Inkster had a crime rate of 750.2 per 100,000 residents in 2012, in comparison to the national average of 301.1”. The closing of the Inkster School District can also be attributed to crime.

The grant application was written by this author with a lot of help which included faculty from Eastern Michigan University, Lawrence Technological University and the University of Michigan. Beyond this census faculty from Michigan State University, University of Detroit-Mercy and Wayne State University stated “get the program going and then deal us in” – to include English faculty and not just the likes of Psychology. That wide base of talent was for a reason. The president of the Inkster Community
Development Corporation, the grant applicant, was quite capable in recruiting each of the faculty one at a time as that person was not averse to knocking on doors without an appointment. As the recruiting went on and with side discussions in tandem, people began to realize the need for an aggressive push through the school district, which included many innovative ideas, e.g., teacher in-service being conducted in the classrooms by doctoral students with full participation by the students, MSW interns in the middle school classrooms as MSW interns and not as teacher aides, and a tutoring center in the basement of the building occupied by the Inkster Police Department which would guarantee casual contact between the students and police officers versus the all-too-often confrontational contact.

The rejection of the grant application was correct given no focus on immediate employment, but was incorrect given the focus on durable employment – CFDA 84.420A makes the immediate versus durable distinction very clear – “...that achieving powerful outcomes is still sometimes inhibited by obstacles”.

A condensed version of the grant application is included in track 6 – system of education that affords realization of notable accomplishment

To put what follows in perspective, a simple scenario followed by a question: The board of trustees of a clinical services entity votes a resolution to hire a therapist to treat one patient for one session. The therapist is hired, the patient is identified, the therapy session is executed, after which the patient commits suicide leaving a note behind blaming the therapist. Now the question – what is the outcome: With respect to the board resolution the outcome is 100%. With respect to the dead patient the outcome is 0%. However, with respect to the therapy session no outcome is applicable given that no understanding of purpose was stated. No understanding of purpose is the issue that begets institutional betrayal and that issue is not a new idea.

In 1987 U. S. Secretary of Education William J. Bennett stated that government [any government] is a poor substitute for family (Bennett, 1987). Taking this one step further it follows that the family represents health which may not always be true. It has taken 54 years – 2014 versus 1987 versus 1960 Bennett’s starting point – “How did American children fare during those 20 years of unparalleled financial commitment? Regardless of the intentions of the social policies of the 1960s and 1970s, the answer is clear: Our children did not face as well as we hoped they would. Here is a sample of the record during those 20 years from 1960 to 1980--a record not of the money spent but of the outcomes ... [all of which are poor with youth alone bearing the brunt]”. With this it is fair to declare that the CFDA 84.420A is fancy-speak for clueless.

To discover a hint of what the terse word clueless is about, institutional betrayal must be the starting point. This reference to betrayal is not about broken promises and/or programs (e.g., Smith, 2014), but is about the failure to recognize the inertia in top down mental processing, which does not mean that focus on bottom up is to be jettisoned. Betrayal begins by not addressing the conditions that result in neurologic and psychiatric disorders that are responsible for 1.4% of all deaths and 28% of all years of life lived with a disability the bulk of which is unipolar depression (Menken, 2000, Murray, 1997).

The immediate (bottom up) versus durable (top down) distinction is the origin of institutional betrayal, with betrayal advanced through the lack of understanding of purpose. Immediate is about assumptions that fail to take into account the humanness of the person, that there is no acknowledgement that a person may have some array of emotions that conflict with the expectations of immediate. Emotions form the base from which debilitating neurologic conditions emerge with the all too common “terrible twos” (Suinn, 2001), anxiety and anger, as coconspirators especially the latent form of each.

Now, to allow durable to consideration, a restatement of the baseline: Let the reference to low-income individuals be replaced by a non-descript any-person, and let the reference to employment be replaced by employability while leaving immediate and durable unchanged. The focus on a non-descript any-
person allows the routine of life to be a generic basis while the focus on employability extends character to the understanding of purpose to the extent that uncertainty is absent.

Uncertainty is now the issue as uncertainty does have two natural companions – fear and modesty, with each in their primitive form and each void of phobia.

Fear is fundamental – “The acquirement of the power to become frightened is plainly a most important requisite for self-preservation, and thus is indicated as a very early factor in conscious life” (Stanley, 1894). Fear is not exclusively bottom up or top down but is molded in a manner that is consistent with Freud’s source-aim-object, his theory of instincts – or drives, as developed in the ‘accounting for causal’ below.

Modesty is equally fundamental, but, given Bennett’s analysis – “The birth rate for unwed teenagers rose 200%”, modesty requires commentary from two angles – as an emotion and as a social issue. As an emotion – “Modesty—which may be provisionally defined as an almost instinctive fear, prompting to concealment, and usually centering around the sexual nature…. The subject is indeed complicated by the difficulty of excluding closely allied emotions,—disgust, shame, shyness, bashfulness, timidity, etc.—all of which, indeed, however defined, adjoin and overlap modesty…. Thus disgust, as Richet has truly pointed out, necessarily decreases as knowledge increases. As we analyze and understand our experiences better, so they cause us less disgust” (Ellis, 1899). As a social issue, in 1909 Freud delivered a series of lectures at Clark University during which Emma Goldman a feminist and political activist pressed Freud on the topic of sex with Freud detailing sexuality as preeminent in the makeup of women as well as men (Buhle, 1998, p. 2). As both an emotion and a social issue – “… it is impracticable to hope that a child will long retain his [her] ignorance as regards sexual matters, and that, as the sources from which he [she] will draw his [her] information are only too likely to be impure, it is safer deliberately to implant a healthy knowledge in his [her] mind which will prevent him [her] from being evilly influenced later on… the first thing we have to learn is to stop doing harm; then, perhaps, we may learn to do good” (Jones, 1910).

The task now is to resolve uncertainty to manageable, and then to fully account for the dynamic character of bottom up and top down separately and jointly, with the conclusion of this ‘static baseline’ offering parameters.

Plato gave us an analogy that is independent of bottom up and top down – “Plato’s image of the cave in Republic Book VII is offered as ‘an analogy for the human condition – for our education or lack of it.’ He tells us explicitly how to unpack some of its details: the cave is the region accessible to sight or perception; the world outside and above the cave is the intelligible region accessible not to perception but to reasoning; the upward journey out of the cave into daylight is the soul’s ascent to the intelligible realm. The educator’s task is a matter of turning souls around rather than introducing ‘knowledge into a soul which doesn’t have it’ (Losin, 1996). Thus, Plato’s advice is about purpose and is silent regarding immediate or durable objectives.

Piaget’s position was also about purpose and has bottom up and top down comingled, perhaps on equal footing – “that intelligence is deeply affected by the total environment” (Boyd, 1971).

Purpose by itself however is not enough as purpose does have a dark side – addiction as a subset of compulsive-obessive, which is effectively top down only. “The approach to drug addiction was (and still is) profoundly influenced by the concept of regression. The opposite view of a progression in psycho-pathological states has never been explored to the same extent. The idea of progression implies that psycho-pathological states are exaggerations of ‘normal’ stages in the mastering of anxiety and can be arranged in a rough order of precedence. It is, of course, implicit in Freud’s original pronouncement regarding paranoid states: namely, that the symptom is in part an attempt at restitution, i.e., an advance
from the unconscious situation it covers. Not only does it restore some link with reality, however inadequate, it performs also a protective function. ...the core of an addiction or even of a severe obsessional state may depend more on the reduction of an underlying paranoid layer than on the most careful analysis of the recognized habit-formation or obsessional superstructure” [Italics in original] (Glover, 1936).

**Dynamic baseline**

Bottom up and top down mental processing operate in unison and in varying strength except when circumstances such as an impending danger results in bottom up mental processing only. Otherwise, top down is dominant as will be illustrated with Freud’s views of the human mental apparatus – structural, topographic, formulations, drives, and general, with a discussion of seduction, then causal, the basis.

**Seduction**

As one might guess the mention of seduction is a lead-in to the topic of sex, and it is on two of four counts, with all four counts anchored in the 1890’s.

The first count is about Freud’s “seduction theory” (Freud, 1896|1962, pp. 207-208), a hotly contested topic which extends into recovered memories and with reason (to include Bennett’s extensive evidence) not a consideration (e.g., McCullough, 2001). Freud encountered evidence of his clinical practice adult patients as having been sexually victimized with some evidence hidden behind repressed memories and other evidence hidden behind fantasy, phantasy to be correct. Of interest here is his scientific approach – “Tracing a hysterical symptom back to a traumatic scene assists our understanding only if the scene satisfies two conditions; if it possesses the relevant suitability to serve as a determinant and if it recognizably possesses the necessary traumatic force” [Italics in original] (Freud, 1896|1962, p. 193). Allowing the reference to hysterical to be a matter of degree provides a global definition of seduction to be qualified in this discussion’s third count.

The second count is about Freud’s assessment of clinical inquiry, which was preempted by Krafft-Ebing. Freud’s position was his recognition of resistance to any discussion of a person’s sex life must be met with professionalism, today’s therapeutic alliance (Freud, 1898|1962, p. 284). Alternatively, Krafft-Ebing, a forensic psychiatrist, gave visibility to sexual deviations versus Freud’s focus on the trials of daily life – “The poets may be better psychologists than the psychologists and philosophers; but they are men of feeling rather than of understanding, and at least one-sided in their consideration of the subject. They cannot see the deep shadow behind the light and sunny warmth of that from which they draw their inspiration... Schopenhauer thought it strange that love had been thus far a subject for the poet alone, and that, with the exception of superficial treatment by Plato, Rousseau, and Kant, it had been foreign to philosophers” (Krafft-Ebing, 1894, p. iii), with ‘foreign’ largely operative today.

The third count is the transference. The first two counts, sexuality as a physical phenomenon and as a social phenomenon, offer nothing definitive about bottom up versus top down, it is the transference that asserts top down as the master, and when relaxed to everyday life provides the definition of seduction as an environmental controlling dynamic. The assertion is accomplished by extending Freud’s “tracing a symptom” above thru his accounting of the transference as an active dynamic – “This struggle between the doctor and the patient, between intellect and instinctual life, between understanding and seeking to act, is played out almost exclusively in the phenomenon of the transference” (Freud, 1912|1958, p. 108). Fully relaxed to everyday life, an example that any reader who is a parent can relate to – a small child has an accident during potty training, which is followed by their frustrated parent’s you-ought-to-be-a-shamed-of-yourself admonishment (Cook, 2014a, p.35). Thus, one person is
seduced by another person into believing that they are wrong, with ‘as a person’ likely internalized. A generic example is the common consumer advertising which with some combination of overt and covert messaging asserts that product ‘A’ is superior to the competing product ‘B’ – seduction with professionalism.

The fourth count is contained in a series of letters from Freud to Wilhelm Fleiss, an ear and throat specialist, during the years 1892-1902, with that series containing what is now known as Freud’s “Project for a Scientific Psychology” (Freud, 1892|1966, pp. 173-397). The Project accounted for all activities by the human mental apparatus on the strength of only 8 variables – 2 quantities (the external world and the inter-apparatus communications), 3 dedicated systems of neurones (permeable, impermeable and perceptual), and 3 activities (idea, motor and perception) (Freud, 1892|1966, p. 294). His dual accounting of perception is tantamount to an accounting of seduction, e.g., “... hysteric compulsion is (1) unintelligible, (2) incapable of being resolved by the activity of thought, (3) incongruous in its structure” [Italics in original] (Freud, 1892|1966, p. 348). He implicitly challenged Darwinian thought by wondering “Is heredity anything other than a multiplier?” (Freud, 1892|1966, p. 177), with Josef Breuer’s analysis of the Anna O case providing the answer of ‘no’ to that question – “She [Anna O] aptly described this procedure, speaking seriously, as a ‘talking cure’, while she referred to it jokingly as ‘chimney sweeping’” (Freud, 1893|1955, p. 30). Seduction is real with current neuroscience research off the mark, e.g., “Together these results suggest that neuronal competition is important for neuronal allocation and memory formation [in a mouse brain], and that neurons with relatively higher CREB [a binding protein] are competitively advantaged (and therefore, more likely to ‘win’ the competition)” (Yiu, 2014) – a stunning contribution to the resolution of human pain and suffering. It is time for the proponents of cognitive neuroscience to retrace Freud’s footsteps from 1897 to 1902, beginning with his first letter to Fleiss, the initial outline of the yet-to-be-written Project (Freud, 1892|1966, pp. 177-178). An example of where Freud’s understanding evolved is “Of the phenomenon of consciousness we can at least say that it was originally attached to perception” (Freud, 1937|1964, p. 97).

Causal

This is about two dynamics – affect-void dynamics within a biological generation and affect-void dynamics across biological generations.

Affect-void dynamics within a biological generation is about lifestyle with focus limited to ischemic heart disease, the number one killer in the 2020 baseline scenario (Murray, 1997). Ischemic heart disease is not a disorder unto itself but is at the end of a casual chain of lifestyle decisions (WHO, 2009, p. 2) as shown in Figure 1.

There is enough evidence in this Figure to declare that each bottom up and top down are selectively predominant and are not acting in concert on three counts. (1) The five lifestyle attributes – physical activity, fat intake, overweight, alcohol and smoking – are about immediate gratification, addiction, with bottom up predominant. (2) The three demographic attributes – age, education and income – are about top down socio-economic

![Figure 1 - Ischemic Heart Disease](source: Global health risks: mortality and burden of disease attributable to selected major risks, p.2 World Health Organization 2009)
circumstances leaving to discovery an impetus. (3) The allowing of the maturation of the three debilitating conditions – Type 2 diabetes, cholesterol and blood pressure – are clearly an invocation of Freud’s death drive – repetition, aggression, compulsion and self-destruction (Freud, 1920|1955, pp. 53-54). In summary Ischemia is Glover’s progression, with top down uniformly predominant and with bottom up the everyday-life enabler. Now, to address the impetus behind top down mental processing with the three socio-economic circumstances attributes the source.

Affect-void dynamics across two biological generations sets the stage for asserting that top down is uniformly predominant versus bottom up. This takes two sets of data plus a composite of the two. The first is the consumption of alcohol by age group which exposes Pavlovian conditioning as dominant, Figure 2. The second is completed suicides by age group which exposes operant conditioning as dominant, Figure 3. And the composite of the two has causal generations spanning biological generations, Figure 4.

Figure 2 shows the percentage by age groups of the character of consumption of alcohol with the definition of the terms use, binge and heavy – (1) current use (at least one drink in the past 30 days), (2) binge use (five or more drinks on the same occasion on at least 1 day in the past 30 days) and (3) heavy use (five or more drinks on the same occasion on each of 5 or more days in the past 30 days) (NSDUH, 2013, p. 31). The age 21 peak in the data likely reflects the onset of adult-like responsibilities – food, shelter and clothing – a Pavlovian learning process (Rescorla, 1988).

Figure 3 shows the percent of suicides by age group in the U. S. Dept. of Health & Human Services WISQUARS system for the 10 year period 2001-2010. Within the data is a display of myth as a plausible conclusion. (1) The uptick in the male data at age 20 just might reflect the hoped for career was just a myth – hence, loss. (2) The uptick in the female data at age 45 just might reflect the hoped for till-death-do-us-part marriage was just a myth – hence, loss. Specifically with the female – and male – the person marries at age 25, by 30 there are three children aged 2, 3 and 4, by age 35 the marriage is on shaky grounds, by age 40 the divorce is final, by age 45 the children have little interest in the parent. The pursuit of the myth is Pavlovian.
conditioning with evidence noted by Krafft-Ebing, while the realization of the myth is the launch of the punishing backside of operant conditioning, “behavior that is ‘controlled’ by its consequences” (Staddon, 2003).

Figure 4 is the result of the age-21 peak of Figure 2 and marks a shift from operant conditioning as dominant, to Pavlovian conditioning as dominant, while the age 50 peak of Figure 3 marks the opposite, a shift from Pavlovian conditioning to operant conditioning as dominant. Thus, Pavlovian conditioning is the initiator of a causal chain as shown in Figure 4, with its initiator the reflex-related subject matter and largely bottom up undercurrent of burnout (Maslach, 1981) from the waning of operant conditioning.

The idea of the causal chain was anticipated by Freud in his development of his Project. James Strachey notes is his comments to the Fleiss-Project collection that “This brings us to another major difference between Freud’s theories in the Project and his later ones. All the emphasis in the picture here is upon the environment’s impact upon the organism and the organism’s reaction to it. It is true that, in addition to external stimuli, there are endogenous [synthesis] excitations; but their nature is hardly considered” (Freud, 1892|1966, p. 291). In short, not having access to modern data collection methods but clearly convinced that heredity may be a multiplier only, Freud’s synthesis and the causal chain are synonymous.

Structural

The id, ego and superego are fundamental elements of Freud’s understanding of the human mental apparatus (Freud, 1938|1964, pp. 144-146). Yet, he questioned his own thinking “In yet another group of cases the distinguishing characteristics of the ego, which are to be held responsible as sources of resistance against analytic treatment and as impediments to therapeutic success, may spring from different and deeper roots. Here we are dealing with the ultimate things which psychological research can learn about: the behavior of the two primal instincts, their distribution, mingling and defusion – things which we cannot think of as being confined to a single province of the mental apparatus, the id, the ego or the superego” (Freud, 1937|1964, p. 242). Thus, reality has each the id, ego and superego as indicative of the non-static dynamics of life – some of which are describable while some are not.

Figure 5 reflects the non-static dynamics – (1) Freud’s question about the reach of heredity beyond being a multiplier has the id countered with the entire bio-psycho-social continuum, the socio-economic characteristics of the causal chain, (2) Freud’s analytic treatment concern has the ego countered with concept of self as a person’s reaction to the inherited socio-economic circumstances from the prior causal chain, and (3) Freud’s dual accounting of perception in the Project has the superego extended to seduction only.

Figure 5 alone accounts for the motivation behind

![Figure 5 - Alternative configurations of the human mental apparatus](Source: Cook, 2014, pp. 32-35.)
the five lifestyle attributes of Figure 1, and will be extended to the objectives of education as this paper develops.

Now, a tweak of the above restatement of the baseline: The reference to the non-descript any-person remains, as well as references to employability, immediate and durable. The tweak is limited to two modifications – (1) the routine of life must be regarded as a dynamic that is driven by seduction as a singular force and (2) with uncertainty deleted but not the fear and modesty non-phobic primitives. This tweak however allows both bottom up and top down to be presented as natural extensions of Freud’s work as this discussion traverses the balance of this ‘dynamic baseline’. The focus now is to retrace Freud’s view of the dynamic while accounting for seduction’s position in the entire scheme, which in turn will account for the fundamentals behind the lack of understanding of purpose.

To illustrate his work Freud provided many schematics over his years of writing. Four are of interest here as each gave a different picture of what leads to the ‘pcpt-cs’ tag found on two of the schematics with that tag implied on the other two. This discussion will account for the above tweak and will close with a composite figure that incorporates bottom up and top down.

The first, Figure 6, is from the Project – “W [Wahrnehmungen (perceptions)] are neurones in which perceptions originate, to which consciousness attaches, but which in themselves retain no trace of what has happened. For consciousness and memory are mutually exclusive. Wz [Wahrnehmungszeichen (indication of perception)] is the first registration of the perceptions; it is quite incapable of consciousness, and arranged according to associations by simultaneity. Ub [Unbewusstsein (unconsciousness)] is the second registration, arranged according to other (perhaps causal) relations. Ub traces would perhaps correspond to conceptual memories; equally inaccessible to consciousness. Vb [Vorbewusstsein (pre consciousness)] is the third transcription to word-presentations and corresponding to our official ego. The cathexes proceeding from this Vb become conscious according to certain rules; and this secondary thought-consciousness in subsequent in time, and is probably linked to the hallucinatory activation of word-presentations, so that the neurones of consciousness would once again be perceptual neurones in themselves without memory.” [Italics in original] (Freud, 1892|1966, pp. 234-235). From a footnote on p. 234, Bews stands for ‘Bewusstsein’ (consciousness).

The second, Figure 7, is from the Interpretation of Dreams – “We now introduce the two systems into our schematic picture and give them names to express their relation to consciousness. We will describe the last of the systems at the motor end as ‘the preconscious’, to indicate that the excitatory processes occurring in it can enter consciousness without further impediment provided that certain other conditions are fulfilled: for instance, they reach a certain degree of intensity, that the function which can only be described as ‘attention’ is distributed in a certain way, and so on. This is at the same time the system which holds the key to voluntary movement. We will describe that lies behind it as ‘the
unconscious’, because it has no access to consciousness except via the preconscious, in passing through which its excitatory process is obliged to submit to modifications.” [Italics in original] (Freud, 1900|1953, pp. 540-541). The reference to ‘modifications’ is taken as a placeholder for seduction beginning with consumer advertising.

The third, Figure 8, is from The Ego and the Id – “We shall soon see we can derive any advantage from this view for purposes either of description or of understanding. We shall now look upon an individual as a psychical id, unknown and unconscious, upon whose surface rests the ego, developed from its nucleus the Pcpt. System. If we make an effort to represent this pictorially, we may add that the ego does not completely envelope the id, but only does so to the extent to which the system Pcpt forms its [the ego’s] surface, more or less as the germinal disc rests upon the ovum. The ego is not sharply separated from the id; its lower portion merges into it. But the repressed merges into the id as well, and is merely a part of it. ...It is easy to see that part of the id which has been modified by the direct influence of the external world through the medium of the Pcpt-Cs; in a sense it is an extension of the surface-differentiation. Moreover, the ego seeks to bring the influence of the external world to bear upon the id and its tendencies, and endeavours to substitute the reality principle for the pleasure principle which reigns unrestrictedly in the id.” [Italics in original] (Freud, 1923|1961, pp. 24-25).

The fourth, Figure 9, is from the New Introductory Lectures – “I should like to portray the structural relations of the mental personality, as I have described them to you, in the unassuming sketch I now present you with ...As you see here, the super-ego merges into the id; indeed, as heir to the Oedipus complex it has intimate relations with the id; it is more remote than the ego from the perceptual system. The id has intercourse with the external world only through the ego – at least, according to this diagram. It is certainly hard to say today how far the drawing is correct. In one respect it is undoubtedly not. The space occupied by the unconscious id ought to have been incomparably greater than that of the ego or the preconscious. I must ask you to correct this in your thoughts.” (Freud, 1932|1964, pp. 78-79). Taking the lead from Einstein (Nathan, 1960, e.g., p. 191), Professor Freud, the response to your request follows with comments on the Oedipus complex deferred to the summary of this ‘dynamic baseline’ – otherwise, no corrections, but with the passage of time a practical qualification....

A person is born and as time rolls on each new day occupies a declining percentage of a person’s entire life. This guarantees that ‘shape’ of the non-neuronal mental apparatus will take the shape of an iceberg with the greatest percentage of life – the id (alternatively, the bio-psycho-social continuum) well below the water line, and with the id essentially a stew that includes phobias as well as the likes of forgotten recipes for various deserts and memories of goals that morphed to myths. This includes below the waterline the superego (alternatively, seduction), but not as deep as the id. The ego is a different story as the ego is a series of compartments – from Figure 6, consciousness and memory are mutually exclusive. The pcpt-cs dynamic is part of the story, a small part. The larger part of the story is the dash character between the ‘pcpt’ and the ‘cs’ – the dash character is a placeholder for an interpreter, the origin of seduction, with seduction emerging as a self-fulfilling prophesy. Figure 6
describes the interpreter while Figure 7 at play with the preconscious describes the terminus and the
determinant of the durability of prophesy. Thus the shape of Figure 9 is entirely correct with the idea of
an iceberg a diversion from the importance of the included dynamics.

The task now is to extend Figure 8 and Figure 9 through material available only recently.

Figure 10 (Cook, 2014b, pp. 59–97) describes the interpreter with emphasis
drawn from “The starting
point of this investigation
is provided by a fact
without parallel, which
defies all explanation of
description – the fact of
consciousness. [Fn] One
extreme line of thought,
exemplified in the
American doctrine of
behaviorism [over trumped
by cognitive psychology],
thinks it possible to
construct a psychology
which disregards this fundamental fact!” (Freud, 1938|1964, p. 157).

Figure 8 alone accounts for the placement of bottom up and top down in Figure 10, with each the ego
and bottom up and the id and top down synonyms. In turn, there two pairs of synonyms highlight the
importance of an understanding of purpose to the extent necessary to circumvent institutional betrayal
when the likes of CFDA 93.593 is the focus.

Figure 9 alone accounts for the extensive placement of working memory in Figure 10 with that portion
of the graphic and the superego synonyms. The construction of Figure 10 implies an ego-superego-id
hierarchy, not so, as each the ego (bottom up) and the id (top down) are regions as in Figure 8 – the
implied hierarchy is a graphical presentation issue – two dimensions versus three. From this it follows
that terminal uniqueness as a subset of the reality principle and remorse management as a subset of the
pleasure principle have a common antonym – notable accomplishment, which circles back to an
understanding of purpose. For emphasis, each fantasy and bottom up and phantasy and top down are
antonyms.

Attention now returns to Figure 6 and Figure 7. If graphical presentation issues could be resolved in two
dimensions, both Figures would be blended with the inertia of influence in Figure 10. By some clever
design with the inertia of influence a graphical container, Figure 7 would be the superset of Figure 6,
with the W of Figure 6 aligned with the Pcpt of Figure 7, while the Bews of Figure 6 would be aligned
with the M of Figure 7. Then, somehow, the composite of Figure 6, Figure 7 and the inertia of influence
would be the subset to the dash character of the pcpt-cs dynamic while leaving that dynamic aligned
with more selective attention. For emphasis – consciousness and memory are mutually exclusive.

Now, a diversion – the modern cognitive psychology, a discipline that is oriented to bottom up only, is
host to two concepts, working memory and the central executive. That invocation of working memory
comports to a small extent with more selective attention in Figure 10, while the central executive
comports to a smaller extent with less selective awareness. At issue is life and not some book that sells
but does not address the dynamics that allow the continuance of substance abuse to include participation in lethal criminal and terrorist organizations. For bottom up to be unconditionally operative requires that consciousness and memory to be mutually inclusive – not so!

Professor Freud, when one looks at the information available to you in the days leading to your publication of Figure 9 in 1932, ‘correct’ is the only possible conclusion. Focus on Figure 9 continues....

Topographic

The specification of the conscious, preconscious and unconscious (Freud, 1915|1966, pp. 159-204) specifies the ‘what’ of motivation. From this it follows the shape of Figure 9 is correct as it comports with the time-dependent nature an individual’s life – that during hours of awake bottom up is, and must be, fundamental while during the hours of sleep bottom up is probably being coached by top down in varying degrees from day to day. A single day is however only a percent of a person’s total life, with life’s experiences guaranteeing coaching by top down. Thus, the perception component of Figure 10 determines what is available to reasoning and then on to working memory. Preconscious is then the conductor of the orchestra of life as it determines what is retrieved from the store of memory images with no regard for a square peg versus a round hole – that uncertainty is forced to certainty regardless of the consequences. It is the less selective perception that is the all of reasoning that must be addressed with the presumption of Glover’s progression the focus.

Formulations

The reality and pleasure principles specifies the ‘why’ of motivation and are implied in Figure 9 – reality and pleasure comport with the ego and the id respectively. Figure 10 however exposes the reality and pleasure principles as a dynamic – a memory image is delivered to working memory with no guarantee that it will be available for retrieval to the preconscious.

“The place of repression, which excluded from cathexis as productive of unpleasure some of the emerging ideas, was taken by an impartial passing of judgement, which had to decide whether a given idea was true or false – that is, whether it was in agreement with reality or not – the decision being determined by making a comparison with the memory-traces of reality” [Italics in original] (Freud, 1911|1958, p. 221).

Drives

With the mere mention of drives one is confronted with libido. The term libido has absolutely nothing to do with sex – human sexuality, perhaps, but, sex as an explicit topic – no. This qualification is about equilibrium as defined in the field of economics (sublimation in psychoanalysis).

Early in his career Freud was concerned with defining psychic energy with that effort originating in his specification of instincts from the points of view of source, aim and object. Libido, the sex drive, provides information about the biological source only. When Freud included the aggressive drive in his thinking, his focus shifted to the object of instincts. Thus, Freud’s theory of instincts – or drives, is essentially a theory of motivation (Mendelson, 1974, pp. 249-252).

Figure 9 can be aligned with source, aim and object. But that would not account for a very important dynamic – Newton’s Third Law of Motion, for every action there is a reaction – libidinal energy does have a dark side which is more about fixation than regression, which is exposed in Figure 10 where aim is aligned with working memory, the host of repression.

The opposite, which is more about regression than fixation applies to Figure 3, else the percent of suicides across the age groups would be reasonably constant.
General

The opening remarks of Freud’s "General Theory of the Neuroses: Lecture 19 Resistance and Suppression" lecture at Clark University on September 7, 1909, were: "When we undertake to cure a patient, to free him from the symptoms of his malady, he confronts us with a vigorous, tenacious resistance that lasts during the whole time of the treatment. That is so peculiar a fact that we cannot expect much credence for it.... The patient, more-over, produces all the phenomena of this resistance without even recognizing it as such; it is always a great advance to have brought him to the point of understanding this conception and reckoning with it. Just consider, this patient suffers from his symptoms and causes those about him to suffer with him. He is willing, moreover, to take upon himself so many sacrifices of time, money, effort and self-denial in order to be freed. And yet he struggles, in the very interests of his malady, against one who would help him" (Freud, 1920, p. 248).

Figure 9 exposes resistance and separation as containment of the interplay between the id and the ego—the superego to the left, and repressed to the right. More to the point however is the interplay between working memory and aim in Figure 10 with the unconscious clearly in command and is the result of two powerful dynamics. First is the dash character between the ‘pcpt’ and the ‘cs’ in Figure 8 and Figure 9—the placeholder for an interpreter, the origin of seduction, with seduction emerging as a self-fulfilling prophesy. Second, consciousness and memory are mutually exclusive, and, widely separated—consciousness is aligned with more selective attention while memory is aligned with the inertia of influence. Thus, the starting point in addressing what allows institutional betrayal is to incorporate the advice given by Plato, Piaget and Glover.

Summary

The Oedipus complex is not an issue in this paper, only a placeholder for two summary issues, with discussion of each dependent on the relationship between human physiology and the external world as depicted in the 4 quadrants of Figure 11. The first is the expansion of the three socio-economic circumstances to ischemia in Figure 1. The second is the expansion of affect. The starting point is the Oedipus complex, a hotly contested issue, with only associated realities addressed here. (The 4 quadrants of Figure 11 are defined by the ego and somat-psych boundaries.)

Regarding the existence of the Oedipus complex and with ‘concerns’ set at neutral, any reader who is a parent—a mom who refers to her young son as handsome, a dad who refers to his young daughter as a doll—must in all honesty admit that there is sexual attraction within the family dynamic that is not always exclusively a mom-dad issue. In turn, nothing prevents a young boy or girl from thinking that their same gender parent is ‘attractive’—attraction that is definitely promoted when a parent turns to their child and says “how do I look”.

Stepping away from the Oedipus complex and moving to human sexuality in a more general sense is what happened with Freud’s specification of the libido—the Oedipus complex does not mean that
everybody is in a bed together, but does mean that there are physiology based attractions, an attraction that reaches into motivation. To challenge Freud’s specification as Jung did fails to acknowledge human pain and suffering that is associated with sexuality and not necessarily sex. Jung equated libido not with the sexual drive but with general psychic energy (Maddox, 2006, p.96), despite Krafft-Ebing’s commentary on poets above and other evidence the kind of which the average psychiatrist is privy to, now and in Jung’s time. To the graphically imaginative reader and with physiology only the focus, there is no difference between ischemia as a destination in Figure 1, the neurologic and psychiatric disorders that are responsible for 1.4% of deaths and 28% of all years of life lived with a disability as a condition, and the lower left quadrant of Figure 11 as a given. Worse, the Jungian-type thinking promulgates the true villain – denial. The Jungian approach is the kind of thinking that gives us reason to focus on immediate employment versus the more desirable and affect-supportive durable employment.

Returning to the Oedipus complex and the two summary issues – the expansion of socio-economic circumstances and the expansion of affect – a reference point first. “In order to make anything of this material, we need some fixed points of departure. These seem to be provided by the following considerations: (a) The affect corresponding to melancholia is that of mourning – that is, longing for something lost. Thus in melancholia it must be a question of a loss – a loss in instinctual life. (b) The nutritional neurosis parallel to melancholia is anorexia. The famous anorexia nervosa of young girls seems to me (on careful observation) to be a melancholia where sexuality is undeveloped. The patient asserted that she had not eaten, simply because she had no appetite, and for no other reason. Loss of appetite – in sexual terms, loss of libido” [Italics in original] (Freud, 1892|1966, p. 200).

With the expansion of socio-economic circumstances the focus, the “how do I look” comment is about the nurture of instinctual life. In this vein nurture is the polar opposite to Jungian-type thinking that allows individual persons to traverse known dangerous territory to a known deadly destination – start on the left of Figure 1, then get sized for a burial casket on the right of that Figure. This is tantamount to declaring the id in Figure 9 to be a slave to the ego, the reverse of Freud’s thinking – and of logic. This is also the thinking that gives us institutional betrayal, which begets addiction and terrorists, and other dangers to society. And, what is probably taken as strange by some readers – the focus on college as an objective creates a ‘have’ versus ‘have not’ environment, which in turn results in diversions (crime, substance abuse, terrorism) as the analgesic versus a safe-harbor solution – college must be an earned destination and not an un-earned front door to hard currency.

With the expansion of affect the focus, combining Jones’ “the first thing we have to learn is to stop doing harm; then, perhaps, we may learn to do good”, with Mendelson’s “Freud’s theory of instincts – or drives, is essentially a theory of motivation” is about the nurture of libido. This allows one to accept Figure 9 as presented, and then to move on to the advice given by Plato, Piaget and Glover.

**Accounting for causal**

Causal has two sides – measureable and inertia. In a sterile either-or sense, that which is measureable allowed construction of Figure 4 which in turn exposed inertia in data, while that which is not measureable provided the basis for the advice given by Plato, Piaget and Glover which in turn discloses the inertia that is central to causal.

Central to this paper is measurable and inertia as a homogeneous mixture with bottom up and top down included in the mixture, versus, the either-or, the crux of institutional betrayal with bottom up the presumed conspirator versus top down. For emphasis, the data behind Figure 2, through application of some clever construction of advertising, could cause the peak of Figure 2 to be moved to a different age band. This is no different from the assumptions behind CFDA 93.593 where low-income individuals can be moved to a different and higher income band through application of the contained programming.
A non-data centric definition of causal is implicit in the restatement of the baseline above. The first modification, the routine of life must be regarded as a dynamic that is driven by seduction as a singular force, aligns with the superego (alternatively, seduction) in Figure 9 while spanning working memory in Figure 10. The second modification, with uncertainty deleted but not the fear and modesty non-phobic primitives, together with Krafft-Ebing’s reflections about poets, aligns in part with the id (alternatively, the bio-psycho-social continuum) with the balance a concurrent revision of the id by a backdrop of culture, and, (real and/or imagined) feelings about poverty and privilege.

The first modification allows bottom up to be merged with deduction which in turn is formed by the memory images that are retrieved from the working memory store and then passed on to deduction in Figure 10 and with that retrieval accounting for the ‘repressed’ notation in Figure 9. The second modification is a nimble at best introduction to the character of the interpretation of available top down influences by the entire unconscious in Figure 10, which in turn are subject to real and/or imagined distortions by conscious decision – attention is never absolute.

The core of this accounting for causal is assumptions about inertia at the expense of measureable.

In 1913 Wilhelm Wundt, an experimental psychologist and a physician, published a paper titled “Psychology’s Struggle for Existence” (Lamiell, 2013). His position was that the pending divorce between philosophy and psychology would harm psychology the most by denying the poetry of life, the subject matter of philosophy, to psychology as a whole and in particular to incoming psychology students – that poetry is the inertia of causal.

Recall Freud’s comment about the importance of recognition of consciousness “One extreme line of thought, exemplified in the American doctrine of behaviorism, thinks it possible to construct a psychology which disregards this fundamental fact!” John B. Watson, who established the behaviorist line of thinking asserted “… the easiest way to bring out the contrast between the old psychology [introspective] and the new is to say that all schools of psychology except that of behaviorism claim that ‘consciousness’ is the subject matter of psychology. Behaviorism, on the contrary, holds that the subject matter of human psychology is the behavior or activities of the human being [a bottom up specification]. Behaviorism claims that ‘consciousness’ is neither a definable nor a usable concept; that it is merely another word for the ‘soul’ of more ancient times. The old psychology is thus dominated by a kind of subtle religious philosophy. … No one knows just how the idea of a soul or the supernatural started. It probably had its origin in the general laziness of mankind. Certain individuals who in primitive society declined to work with their hands, to go out hunting, to make flints, to dig for roots, became keen observers of human nature” [Italics in original] (Watson, 1925, p. 3). Watson capitalized on his formulation of behaviorism by joining the J. Walter Thompson advertising agency where he moved advertising to a science that was predicated on prediction and control, the goal of both the proponents of social control and of the business community with respect to consumer loyalty (Kreshel, 1990) – thinking that is the base of CFDA 93.593. In effect, Watson with advertising created the obverse of Adler’s inferiority reaction (Bagby, 1923), a class of individuals who react with confidence in social situations and who have an underlying feeling of superiority as evidenced by their brand loyalty – basically, upscale primates who can be taught to ‘fetch [a brand]’ on demand, thus replicating Pavlov’s work with dogs while contributing nothing to the resolution of substance abuse to include participation in lethal criminal and terrorist organizations.

Wundt’s position was precisely the opposite of the track taken by Watson. Wundt’s position descended from Plato’s reference to the cave – that psychology was in dire need of the human heritage as recorded in the writings addressed by philosophy, particularly metaphysics which “involves what it is to be and to become, that is, what must be involved for anything to occur” (Hibberd, 2014). The more general issue is the nature versus nurture issue, alternatively, being versus becoming. Returning to CFDA 93.593 in
general and Inkster in particular, Inkster is predominately a black community with the spirit of the CFDA 93.593 adding fuel to the institutional betrayal issue – black children are oriented to independence and survival while children are prepared for academia (Rubin-Rabson, 1974), a poor invocation of a global understanding of purpose.

Plato’s reference to the cave is an economic issue and is taken as such in the condensed version of the CFDA 93.593 grant application that is included in track 6 – system of education that affords realization of notable accomplishment. A stronger accounting of Wundt’s position which comports to the idea of notable accomplishment is Aristotle’s account of moral development – “...that ethical development proceeds through three processes: perceiving morally relevant situations, making reasonable ethical decisions, and participating in a fruitful communal life. Navigating through each of these phases requires ‘moral habituation’ which produces a ‘settled character’, oriented toward producing ethical outcomes for actions” (Silverstein, 2013).

Bottom up - more selective attention

A person’s sensory world has a peripheral quality which allows attention to be imagined as a Poisson distribution – attention in an absolute sense is the mean while static received from the environment reaches into the third standard deviation.

The behaviorist’s belief about the human is pragmatic and quite technology driven – clearly bottom up. What is fascinating is that memory is regarded as being other than conscious, preconscious and unconscious, that somehow Watson’s the behavior or activities of the human being becomes infallibly repetitive once learned. There is nothing wrong with an allegiance to pragmatic for in a person’s everyday world that is probably what life is about with the Poisson distribution rater tight, much like the shape of a carrot. This however does not mean that pragmatic is bottom up exclusively for habit enters the picture probably via a top down influence, which most definitely allows for causal.

There is no clearer example of this than art – and advertising.

“Because contemporary psychology is overly pragmatic, ... it has notoriously little to say, for example, about beauty, art, fun, play, wonder, awe, joy, love, happiness and other ‘useless’ reactions. It is therefore of little or no service, as compared, say, with psychoanalysis, to the artist, the musician, the poet, the novelist, to the humanist, the connoisseur, the axiologist, the theologian or to other end- or enjoyment-oriented individuals. This is the equivalent of an accusation against psychology that it offers little to the modern man whose most desperate need is a naturalistic or humanistic [hierarchy of needs] value-system” (Maslow, 1949). Art has no immediacy, it is inherited through the ages providing a ‘super’ causal influence and the Egyptian pyramids are a fair example.

A stronger example is a celebration following the completion of a creative act. The celebration is not the accomplishment, the creative act is, thus, the celebration is probably in the domain of the first standard deviation relative to the act at the mean. But then perhaps not. Perhaps the creative act is in the domain of the first standard deviation, thus nudging the celebration to the second, leaving the creative thought only at the mean (Malik, 1982). Thus, across the celebration-act-thought region the celebration comports with the mean of the Poisson distribution that is attention and is clearly bottom up as is the act which is executed through the mean of attention leaving the thought that is driven by the experience that is life, a top down issue.

Freud’s assertion that consciousness and memory are mutually exclusive resides across the full Poisson distribution that is attention. Further, that distribution is the initiator of the dash character of the ppcps dynamic as a placeholder for an interpreter of what is experienced through attention – perhaps only within the third standard deviation – the origin of seduction (e.g., advertising), with that seduction
having the potential to emerge as a self-fulfilling prophesy. And, it is fair to assert that the full Poisson distribution of attention, particularly the ‘more selective’ sense of attention, is heavily influenced by experiences inherited from the causal chain, clearly top down.

**Top down - less selective awareness**

This is where institutional betrayal (to include adverse motivational messages) enters the picture – it provides a believable illusion that in turn sets in motion selective impulsivity, the five lifestyle attributes of Figure 1 at the minimum, that allows the collateral issues of substance abuse and participation in lethal criminal and terrorist organizations. The driving element is esteem as a primary influence in three forms – the influence as acceptable to a person (ideation), the influence as it relates to the inner person (introspective), and the influence as it relates to the perceived environment (operant).

Within less selective awareness there is an association –

\[ \text{esteem} = \text{ideation} + \text{introspective} + \text{operant} = \text{terminal uniqueness}. \]

Remove the three interior terms begets the fundamental character of ‘less selective’ –

\[ \text{esteem} = \text{terminal uniqueness}. \]

This equality is the precise situs of institutional betrayal and exposes understanding of purpose as the critical issue, the solution of which is required if substance abuse and participation in lethal criminal and terrorist organizations is to be resolved.

The solution that is required is –

\[ \text{esteem} = \text{notable accomplishment}. \]

In tandem with the lack of understanding of purpose as a general issue, a person’s distortion of ideation and/or introspective and/or operant begets a faulty execution of Freud’s source-aim-object, his theory of instincts or drives. This is a top down issue only with the causal chain engaged.

With ideation only the focus, less selective awareness begets selective impulsivity with that person’s understanding of culture and society. The understanding is in part personal, habit and unconscious. The personal component is the explicit implementation of ideation and could be an active loyalty to a socio-economic group, an ethnicity, or even a gang (Linton, 1938). The habit component is a very selective pragmatism and includes the likes of employment and periods of socialization. The unconscious component is a child of inherited attitudes, ideas and values neither of which is necessarily firm. The unconscious component is a result of changes to the personal and/or habit components, e.g., a new job, advertising, moving to a new living arrangements, and exposure to ‘convincing’ messages. The causal chain may or may not be a factor.

With introspective only the focus, less selective awareness begets selective impulsivity with that person’s motivation decisive. Over time a person acquires information much of which is the dash character of the pcpt-cc dynamic with the rest peripheral of some sort that is not necessarily forgotten, with both the dash-related and peripheral material combined in the unconscious kind of like a stew, the id (alternatively the bio-psycho-social continuum), to add inertia to what is that person’s jurisprudence. The result in a static sense is a person’s introspective awareness of “afterimages, pains, sense impressions, visual contents, and thoughts” (Natsoulas, 1970). Introspective is certainly moldable and the causal chain may or may not be a factor.

With operant only the focus, less selective awareness begets selective impulsivity with that persons inherited casual chain decisive, with B. F. Skinner’s specification the focus. Skinner’s contribution to the knowledge base of psychology is spread across “…the purpose of science, methodology, determinism,
locus of behavioral control, consequential causality, materialism, behavior as subject matter, reductionism, nonreductionism, organism as the locus of biological change, classification of behavior into respondent and operant, stimulus control of operant behavior, and the generality of behavioral principles” (Delprato, 1992). Focus here is limited to operant behavior per se, “behavior that is ‘controlled’ by its consequences” (Staddon, 2003), where operant is the cross-biological component of the causal chain. Deduction in Figure 10 has two inputs – less selective awareness and what is retrieved from the store of memory images. What operant is saying here is that if there is a mismatch between less selective awareness and the retrieved memory images, that the images will over-trump the less selective input. This is the crux of the inertia in thinking that allows the collateral issues of substance abuse and participation in lethal criminal and terrorist organizations – e.g., logic says “do not get drunk” which is powerless versus memory images that are supportive of terminal uniqueness.

Returning to Wundt versus Watson above, selective impulsivity is about nature versus nurture. Selective impulsivity from the perspective of nature (alternatively being) enforces terminal uniqueness, while selective impulsivity from the perspective of nurture (alternatively becoming) enables notable accomplishment. Thus, to insure that less selective awareness is supportive of the likes of [becoming] employable, the task is to influence the array of memory images that are available for retrieval in the working memory component of Figure 10, the superego of Figure 9 – excellence in education is a certain conduit.

Repression versus denial

The focus here is the reference to repressed in Figure 9 and remorse management in Figure 10, and is presented in three veins – the inertia that is the core of repressed and remorse management, rationalizations in everyday life, and the fallibility of repressed and remorse management. Denial is not addressed directly by is implied as a latent theme that is protected from recognition by repression.

On average, people who have repressed memories and/or are entrenched in remorse management will make their best self noticed. The imposter phenomenon (Langford, 1993), which can be associated with unexpected though earned accomplishment as well as efforts to conceal felt incompetence, is the defense. The imposter phenomenon is implied by Freud in the reference to perception in Figure 6, the overall process of dreams in Figure 7, and allowed for in the pcpt-cs captions of Figure 8 and Figure 9. However, the imposter phenomenon is explicitly allowed for in the transaction between reasoning and the production of memory images in Figure 10. The realm of remorse management (and of repressed) is the unconscious which is bounded by the rule making inertia of influence and the ruling enforcing of less selective perception. The inertia of influence is driven only by seductions, be they punitive, supportive or nonsense, and they are stored like a stack of dinner plates with the newest on top. Remorse management takes its lead from the majority influence – punitive or supportive, nonsense included – and submits that influence to less selective perception, which determines what images that reasoning will pass on to working memory. Perception in isolation is the subject of everyday life.

Rationalizations in everyday life (Jones, 1908) are associated with specific events as they occur, and are resolved by perception – which asserts the immediacy of impact of the dash of pcpt-cs. If a person considers an event to be too obvious to require an explanation, it is probable that the real motive is concealed from consciousness, and remorse management is operative. Alternatively, if an individual considers an explanation to be appropriate, consciousness is the domain, and terminal uniqueness is operative.

The fallibility of repressed and remorse management is where Plato and Watson are on equal footing, and, ironically, Watson’s reference – “No one knows just how the idea of a soul or the supernatural started. It probably had its origin in the general laziness of mankind” – is critical to analysis. For
reference – two non-descript global persons, A the leader and B the follower. Let A be the person who writes the likes of CFDA 93.593, is the leader of a gang, or is the leader of a terrorist organization – and, yes, the crafter of persuasive advertising. Once A’s job is done laziness is affirmed to include A being exposed as the Achilles’ heel of the overall process of institutional betrayal. B’s contribution is the primitive form of both fear and modesty, which matures into an allegiance to A’s persuasive presentation. Now, two steps, Plato then Watson, affirm the presence of the Achilles’ heel, Plato’s emergence from the cave, then Watson’s behavior or activities of the human being, with neither prejudiced to bottom up versus top down, but taken together account for the distance between employment and employable, the understanding of purpose. The two steps are the anti-thesis to the work of A albeit small. The larger anti-thesis is B’s own persona with respect to hedonic well-being. Remembering that B is a global non-descript follower, it follows that A’s message is unary while B’s desire is with many facets on five counts, all of which are denied in the face of A’s persuasion. “First, individuals’ set points are not hedonically neutral. Second, people have different set points, which are partly dependent on their temperaments. Third, a single person may have multiple happiness set points …. Fourth, and perhaps most important, well-being set points can change under some conditions. Finally, individuals differ in their adaptation to events, with some individuals changing their set point and others not changing in reaction to some external event” (Diener, 2006).

**Notable accomplishment**

The focus on college as an objective creates a ‘have’ versus ‘have not’ environment, which in turn results in diversions (crime, substance abuse) as the analgesic versus an alternative safe-harbor solution. The safe-harbor solution is to recognize that basic education must be the focus as society needs more than college graduates – a dishwasher is a solid example.

The dishwasher like any person in any avocation – the developmentally disable include – has a right to the feeling of a job-well-done at the end of a workday. Some persons may find this to be a trite statement. To those persons and with focus limited to the dishwasher, a suggestion – eat where food is served on dirty dishes, a water spot on a knife does not count.

Piaget’s belief that intelligence is deeply affected by the total environment has an equal in the above five counts about hedonic well-being – intelligence is relative as is hedonic well-being. The condensed version of the CFDA 93.593 in track 6 below includes 48 possible exit points for an individual with college one of the 48. That design is intended to give a person strong reason to feel comfortable in their own life while allowing the rationalizations of everyday life to be just part of living – there are days when the Poisson distribution that is attention is shaped like a carrot and then there are days when the distribution is shaped like an upside down dinner plate.

Returning to the two non-descript global persons, A and B above, the greater the number of B’s who are comfortable in their own life, begets a lower number of B’s who might be approachable by the number of A’s each of which has a unary message.

In a very sterile and technical sense, Freud in the Project, Figure 6, accounted for the capacity of a person to focus on their own theory of notable accomplishment – to be comfortable in one’s own skin.

**Denial as the prime human motive that frustrates progress**

This discussion focuses on remorse management of Figure 10 and covers the subjective molding of the conscious, preconscious, helplessness and conscious goals. The next discussion focuses on terminal uniqueness of Figure 10 and covers the objective molding of the conscious, preconscious, helplessness and conscious goals. The former is devoted to top down and the latter to bottom up.
Denial sits at the end of a causal chain in Figure 4, the segment that spans two biological generations. The immediacy of denial is to envision Freud’s depiction of dreams, Figure 7, as laying on top of the left half of his depiction of the mind in Figure 6. To put this in perspective, any reader who has written an academic paper that is about 5,000 words in length knows (a) there are times that the paper takes on a life of its own, and (b) it is best to keep a notepad and pencil near their pillow. A solid example, Freud himself.

Freud “dashed it [the Project] in two or three weeks” (Freud, 1892|1966, p. 290). The Project is about 40,000 words, hence, daily production was about 2,000 words a day – insane is a practical assessment. And, in a letter to Fleiss dated September 21, 1897, Freud admitted that “Things are fermenting in me, but I have finished nothing. …The chief patient I am concerned with is myself.” (Freud, 1892|1966, p.259) – obsession is now the practical assessment. To understand denial, one need only take the obverse of Freud’s pursuit of the Project.

In an essay titled the “Neuroses of Defence” which was attached to a letter to Fleiss date January 1, 1896, Freud provides a formula (Freud, 1892|1966, p. 220) –

Unpleasure – Pleasure – Repression.

Let this equation stand as the practical definition of remorse management.

Unpleasure is about conflict – Illogical and impulsive versus logical and rational, the former is reactive and the latter is what one wishes to avoid (Hilgard, 1962).

Pleasure is about the power of pragmatic rationalization – the intent to morph experience to the presumption of logical (Baldwin, 1904).

Repression is about the power of the excuse – failure to acknowledge personal responsibility, a self-efficacy of convenience, and a sense of autonomy that defies external logic (Walters, 1992).

Subjective molding of conscious

This is about Unpleasure in Freud’s formula, and is less about defeat and more about entrapment that allows for a feeling of defeat thus paving the way for unipolar depression (Taylor, 2011). This is a precursor to the non-descript global person A gaining the allegiance of the non-descript global person B.

B’s contribution is the primitive form of both fear and modesty, which matures into an allegiance to A’s persuasive presentation.

Subjective molding of preconscious

This is about Pleasure in Freud’s formula, and is about a necessary defense, as denial of defeat, against the feeling of entrapment.

On the surface, given the reference to preconscious and not unconsciousness, one can assume secrecy that is private to the person. However, “neuroticism/emotionality, impulsivity/ disinhibition, and extraversion/sociability” are observable (Sher, 1994) thus making clear that messages can be crafted that directly contradict the messages of the non-descript global person A.

Subjective molding of helplessness

This is about Repression in Freud’s formula, and is about the comingling of defeat and entrapment. Repression in this sense is tantamount to a vacuum that is ready, and willing, to absorb the messages of the non-descript global person A.

There are two possible reactions with each exclusive of the other.
The first is Adler’s “‘Inferiority Reaction’ ...a class of individuals who react with fear to social situations generally, and who have an underlying feeling of personal inferiority ...in association with these traits, certain others of a secondary sort subsequently develop. They include: a tendency to set a plan of life which cannot be carried into effect, an exaggerated desire to excel, a derogatory attitude toward others, etc. ...An inferiority reaction is a system of habits, ever increasing in complexity” (Bagby, 1923).

The second is addiction to drama, a superiority reaction – “The Dark Triad of personality is composed of narcissism, psychopathy, and Machiavellianism. Despite the common belief that these traits are undesirable, the media is awash with characters that embody the Dark Triad” (Jonason, 2012).

These two reactions highlight the principal crime of institutional betrayal – helplessness must be recognized as fundamental to the statement of purpose.

These reactions alone expose the explicit (versus the practical Unpleasure – Pleasure – Repression) definition of remorse management from two perspectives. The first is the overt reaction to helplessness while the second is the covert reaction. For emphasis, the second reaction, the covert reaction, is the dangerous reaction as it is only one step away from a person being amenable to participation in lethal criminal and terrorist organizations.

**Subjective molding of conscious goals**

Included here are two alternatives to rationalizations in everyday life – the first is overt which succumbs to the inferiority reaction of helplessness and the second is covert which emphasizes drama and crushes helplessness. And, each is independent of the shape of the Poisson distribution that is attention – like a carrot, or like an upside down dinner plate.

The first alternative is self-imposed oblivion – “In our every-day life we frequently note what might be termed imperfections in our mental functioning. We fail to do just what we intend to do, or we do other things which we do not intend to do. These inadequate or seemingly purposeless acts usually go unexplained, or are merely attributed to chance and accident. ...there is no chance and accident in mental operations. ...determinism prevails in even the most trivial bit of mental functioning. ...slips of the tongue, slips of the pen, symptomatic acts, certain failures to perceive or to remember, as well as false perceptions and false recollections” (Mayer, 1912).

The second alternative is self-declared superiority, which. In turn, fits with the Dark Triad and all of its implications – “Conventional wisdom has regarded low self-esteem as an important cause of violence, but the opposite view is theoretically viable. An interdisciplinary review of evidence about aggression, crime, and violence contradicted the view that low self-esteem is an important cause. Instead, violence appears to be most commonly a result of threatened egotism – that is, highly favorable views of self that are disputed by some person or circumstance. Inflated, unstable, or tentative beliefs in the self’s superiority may be most prone to encountering threats and hence to causing violence. The mediating process may involve directing anger outward as a way of avoiding a downward revision of the self-concept” (Baumeister, 1996).

**Education as the counter to motives that support denial**

This discussion focuses on terminal uniqueness of Figure 10 and covers the objective molding of the conscious, preconscious, helplessness and conscious goals, and is about bottom up.

Denial is at the start of a causal chain in Figure 4, the segment that is within a biological generation. The immediacy of denial is to envision Freud’s depiction of the mind that is no covered by his depiction of dreams, Figure 7.
To put this in perspective, a simple invocation of terminal uniqueness is – given the certainty of an answer, what remains is the construction of a question that satisfies what is expected by the answer. Thus, there is an ordered three step process – (a) faith in the answer, rationality in reverse, (b) optimism about the evolving question, and (c) realization that the expected question is not forming which begets hopelessness.

Education provides the contra thesis.

**Objective molding of conscious**

Faith in the answer, rationality in reverse, exposes two issues – the pursuit of self-esteem and the role of goal focus, with both probably operating in tandem and largely comingled.

In this vein, self-esteem is not a volumetric issue but driven by a person’s perception of their external world versus their internal world. If the external world has priority then self-esteem will be invoked as a nature (being) issue. If the internal world has priority then self-esteem has the capacity to be personal, as a nurture (becoming) issue (Crocker, 2004).

Like self-esteem, goal focus is not a volumetric issue but driven by a person’s perception of their external world versus their internal world. If the external world has priority then goals will be rationalized to the understanding of the external – a nature (being) issue. If the internal world has priority then goals have the capacity to be creative and personal, a nurture (becoming) issue. With externally driven goals procrastination has the capacity to take hold, while with internally driven goals the primitive forms of fear and modesty have the capacity to take hold (Krause, 2014).

**Objective molding of preconscious**

Optimism about the evolving question exposes two issues that must be taken in order – first, the valuing process and second the readiness to pursue goals. Each are dependent upon emotional maturity. However, the valuing process is a nurture (becoming) issue while the readiness to pursue goals is a nature (being) issue that operates from accomplished becoming. One must be careful to keep the horse in front of the cart, else, institutional betrayal rears its ugliness.

The valuing process is altruistic – “…that there is an organismic basis for the valuing process within the human individual; that this valuing process is effective to the degree that the individual is open to his experiencing; that in persons relatively open to their experiencing there is an important commonality or universality of value directions; that these directions make for the constructive enhancement of the individual and his community, and for the survival and evolution of his species” (Rogers, 1964).

The readiness to pursue goals is pragmatic which in turn implies a plan that enumerates the steps to be taken with commitment to the earlier steps strong while commitment to the later steps reserved with modification as experience is gained (Ferguson, 2008).

**Objective molding of helplessness**

Realization that the expected question is not forming, which begets hopelessness, exposes personality differences as a single issue.

This is about a person’s faith in their fundamental strengths versus persons around them – “A great deal of emphasis has been placed upon the definition of ‘traits’ that are popularly declared to be present and socially significant. …From a careful consideration of the results from the application of the two-factor theory [Herzberg’s motivation-hygiene] methods, it is concluded that there is, underlying personality traits, a ‘general factor’ of perseverance. There does appear to exist, as a unitary functioning factor varying in degree from one individual to another, a tendency for mental processes to have a certain lag
or inertia and in this meaning to ‘perseverate’” (Rogers, 1935).

As noted above, Piaget’s belief that intelligence is deeply affected by the total environment has an equal in the above five counts about hedonic well-being – intelligence is relative as is hedonic well-being. The condensed version of the CFDA 93.593 in track 6 below includes 48 possible exit points’ accounts for this variability. Piaget began his professional career in the shadow of the creation of the Simon-Binet intelligence tests and did participate in research on intelligence testing. Piaget never was interested in the either-or theme of intelligence tests, which is consistent with Rogers, but was only interested in how children reasoned. His "Sixth Stage: The Invention of New Means through Mental Combinations", particularly, “This new type of behavior patterns characterizes systematic intelligence" (Piaget, 1952, p. 331), is a statement that confronts helplessness.

Objective molding of conscious goals

This is about neutralizing the capacity of any and all messages as crafted by the non-descript global person A. Discussion traverses attachment, hope and otherness.

Attachment theory is about person-to-person bonding as formulated by John Bowlby and Mary Ainsworth. With but one difference, the same reasoning holds true for goal orientation – “Although the theories [attachment theory versus goal orientation theory] differ in important ways ...there is a striking similarity in their depiction of an adaptive pathway leading from stress to learning goals and constructive strategies, and a contrasting pathway leading from stress to self-validation goals and defensive strategies” (Rusk, 2010). The difference is that with attachment the relationship is between persons, while with goal orientation the relationship is between a person and their self-validation.

In this vein, hope is pragmatic and has no relation to wishing – “…its key purpose being the avoidance of despair, with the secondary function of permitting the individual psychologically to bypass ongoing unpleasant or stressful situations” (Korner, 1970). Thus, hope is about grit or perseverance.

Otherness is what the non-descript global person A intends to accomplish but with a monopoly on the basis. With attachment and hope the foundation to otherness, the task is to identify “…what factors best motivate individuals to work toward shared goals. …when individuals do not identify highly with a group, their contributions will mimic others’: An emphasis on things done will increase their contributions toward achieving a goal, because such emphasis suggests the goal is worth pursuing. [versus] …when individuals identify highly with a group, their contributions will compensate for others’: An emphasis on things left undone will increase their own contributions, because missing contributions suggest insufficient progress toward a goal they already consider worthwhile” (Fishbach, 2011). This is Glover’s projection – from nature (being) to nurture (becoming).

System of education that affords realization of notable accomplishment

The system of education that is about to be described is not a methodical trek through the 3 R’s – reading, writing and arithmetic but is about attachment, hope and otherness.

Attachment is about language, i.e., phonics. Hope is about humanism with emphasis on intelligence being as relative as is hedonic well-being, the 48 possible exit points. And otherness is about conscious inclusion.

Phonics

Phonics encompasses language acquisition (Meissner, 2008a), thoughts and words (Meissner, 2008b) and pronouns (Meissner, 2008c). Now to retrace Plato’s image of the cave in Republic Book VII with phonics the focus.
The cave is the region accessible to sight or perception – language acquisition and the development of the self are complimentary tasks and the rudiments of self-concept.

The world outside and above the cave is the intelligible region accessible not to perception but to reasoning – thoughts become words, words require thoughts. In a sense this is circular reason, but is not. Words comport with achieved becoming (nurture), thoughts comport with evolving being (nature). As the inventory of words and complementary thoughts expands, communication becomes creative – again, Glover’s progression.

The upward journey out of the cave into daylight is the soul’s ascent to the intelligible realm – recognizes being as relative as well as hedonic well-being, while discriminating between the self as autonomous and independent while being a participant in dialogue with others.

Humanism

Hope is about humanism with emphasis on intelligence being as relative as is hedonic well-being, and does not allow for institutional betrayal – e.g., CFDA 84.420A, “…that achieving powerful outcomes is still sometimes inhibited by obstacles”. Hope acknowledges the lack of balance between investment and the burden on youth as exposed by Bennett – the lack of an understanding of purpose.

From this paper’s introduction – The endgame focus of this paper is notable accomplishment with emphasis placed on affect (Pressman, 2005) with respect to both emotional and physical health leaving focus on hard currency (Sacks, 2012) to the dictates of a chosen career path. Notable accomplishment does not allow for the creation a ‘have’ versus ‘have not’ environment which is what the focus on college is about – college exists as one of 48 exit points.

The application to the CFDA 93.593 funding opportunity included in its design a global element and a targeted element.

The global element was to have teacher in-service being conducted in the classrooms by doctoral students with full participation by the students recognizing that an understanding of process would differ considerably from the first grade to the twelve grade, but that as children moved from one grade to the next their understanding would broaden.

The targeted element was the deployment of MSW interns in the middle school classrooms as MSW interns and not as teacher aides – only. The rationale was, due to the problem with drugs in the community which was actually a culture (the non-descript global person A), that the MSW interns would be met with abuse with the high school students, that widely circulated progress reports would be distributed with no recourse available to any reader.

The larger goal was to counteract the ‘have’ versus the ‘have not’ emphasis on college – “Over 21% of children in the United States today are poor, and the income gap between our nation's richest and poorest children has widened dramatically over time. ...field experiments suggests that low-income children's self-regulation is modifiable by early educational intervention, offering a powerful policy option for reducing poverty's negative impact” (Raver, 2012).

Professionalism

Professionalism is the implementation of otherness, of inclusion. There is absolutely no reason why gender needs to be relied upon in any writing. A mature reference to persons in a writing is simply ‘an individual’ with ‘that person’ used as a backward reference. This is a boundary issue (Nicholson, 2001).

This however does not extend to the dilution of ethnicity.
Design

A system of education with phonics the pivot. Figure 12 is a summary.

This discussion describes a configuration of education that is intended to develop an individual to precisely that stage of completeness at which they can enjoy a normal healthy life.

The configuration includes six focus bands and eight content areas resulting in a macro sense, forty-eight possible exit points for any individual.

The first focus band is limited to young people with infants and is intended to help each through dependency. The second covers the period from kindergarten through the 5th grade, the third 6th through 8th grade, the fourth 9th through 11th, the fifth is limited to 12th grade, and the 6th is a 13th grade that is about competency exams that must be successfully completed before a person is allowed to enter post-secondary education, typically college.
The core of this design with respect to the focus bands assumes that persons enter education at different stages in life, thereby requiring the discipline of education to address the needs of persons who do not possess the level of experience that typically is realized prior to that age of entry, or are developmentally disabled. This design recognizes as a starting point five human experiences deferring other characterizations of experience to discovery on the strength of time.

The first human experience is about a person whose life begins with birth that is void of stress, and the newborn is nurtured through turbulent free opportunity to confidence. And, the second human experience is about a person whose life also begins with birth that is void of stress, but with the newborn burdened with a turbulent life. The first experience is the ever-evolving objective while the second is accepted as the likely circumstance until proven otherwise. This sets the foundation for an idealistic but achievable view of scholarship – competent and dedicated janitors are as important to society as are competent and dedicated surgeons.

The third human experience is about a person who has not had the opportunity to benefit from formal education but is endowed with practical experience, while the fourth human experience is about a person who can reflect only on day-to-day survival. The third experience is about the maturation of society's infrastructure while the fourth is accepted as the likely challenge and opportunity to a formal system of education – the identification of human talent to be nurtured to a practical level of achievement irrespective of any prior exposure to formal education. This sets the foundation for a practical view of scholarship – masters of the trades are as necessary to society as are members of the academic driven avocations.

The fifth human experience is about a person who can only handle selected challenges in life in general and education in particular. Incorporating the developmentally disabled into this model as one of the many elementary components extends equality to scholarship versus honest effort.

Four of the eight content areas encompass academic disciplines – phonics, critical writing, relational mathematics and technology. The remaining four content areas introduce ‘life skills’ to the educational environment – pre-natal, learning to learn, service sector bound and developmental disabilities. The first four are the basis for the popular view of scholarship, and the second four extend the notion of scholarship to a right to notable accomplishment.

The left-right sequence of the eight areas are pre-natal, learning to learn, phonics, critical writing, relational mathematics, technology, service sector bound and developmental disabilities. The first six of the left-right sequence are academic. The critical writing, relational mathematics and technology content areas are about an individual learning as mutually exclusive tasks that which is unique to problem identification skills, that which is unique to problem definition skills, and that which is unique to problem solving skills. The pre-natal, learning to learn and phonics content areas are prerequisite to critical writing, relational mathematics and technology, with the intent of each decidedly independent of the other. The seventh area, service sector bound, is directed to the needs of those who do not participate in the traditional kindergarten to 12th grade curriculum with the intent to elevate to the status of career the day-to-day relationship that those persons have with the economy such as a family business. And the eighth area, developmental disabilities, is a collection of carefully crafted programs that join appropriate elements of the academic and career oriented content areas to the strengths of the developmentally disabled thus enabling those persons to blossom to excellence. The sequence of the six academic content areas is not a by-chance listing. Instead, the sequence is designed to contribute to an ever-evolving sophistication that treats any person’s unique socio-economic circumstances as the superset of scholarship. In this vein, the naive or popular view of scholarship is accounted for by only phonics, critical writing and relational mathematics and is aligned with the first human experience. It
however takes all six academic content areas – pre-natal through technology – to describe the practical view of scholarship and the right to excellence implied by the first human experience if the social order is to endure as something other than being only the enabler of some semblance of biological survival.

This design concludes with details about each content area.

Pre-natal extends the common focus on the mother’s health during pregnancy to the nurture of a human being from conception to that person’s healthy communications with their age-appropriate peers. Thus, pre-natal is about responsibility to self in particular and public health in general, and is presented in two phases. The first phase is about both a mother-to-be and a father-to-be learning the all of what is required to nurture the unborn through a stress-free birth and on to the formation of confidence in self – the root of competence. The second phase begins with the age that adolescents attain sexual maturity and is about both cultural and sexual responsibility recognizing that without this ethic that society might only be populated by selfish and self-centered people. The second phase culminates in an individual being afforded the opportunity to prove competency in family studies as a subset of public health while focusing on the unique characteristics of each.

Learning to learn is about how a person receives new information, with repeating back what is heard the starting point. As a person learns a style of learning that is appropriate to their persona, they are then exposed to the scientific method from the perspective of the social sciences. An individual's exposure to learning to learn as an independent content area culminates in that person being afforded the opportunity to prove competency in the social sciences, to include such fields as Anthropology, Economics, Psychology and Sociology.

Phonics is about a person learning to read and spans the rules of language. Thus, phonics is that which is necessary to communications in general and the clear expression of a thought or idea in particular. An individual's exposure to phonics culminates in that person being afforded the opportunity to prove competency in Logic and Philosophy.

Critical writing is about a person learning problem identification skills. Critical writing is also about the economy of presentation that is appropriate to the business world versus well-organized treatises about points that are believed to have no conclusion. The individual's exposure to creative writing culminates in that person having the opportunity to demonstrate competency in the organization of the argument in a demanding environment.

Relational mathematics is about precision with respect to problem definition and solving. An individual's exposure to relational mathematics culminates in that person having the opportunity to demonstrate competence in the rudiments of the Calculus and Physics.

Technology is about the scientific method from the perspective of the physical sciences. Thus, technology is about an individual learning problem solving skills with a deliberate focus on problem identification and definition techniques that are repeatable and verifiable. An individual's exposure to technology culminates in that person being afforded the opportunity to demonstrate competency in such fields as Astronomy, Biology, Chemistry and Computer Science, where these listed fields are suggestive labels only as each contains much of the other.

Service sector bound is the superset of precedence, which includes two sets of relationships – the first is about education as a subset of community, the second is about the incremental intent of education and is a subset of the first. A reference to ‘uneducated’ in any society is a relative term, is about education as a subset of community, and has narrow and broad implications. The narrow sense has ‘uneducated’ as a relative term and never as an absolute reference with practical experience the safe harbor. The broad sense has as a necessary assumption that ‘uneducated’ does not preclude an individual striving to be a
part of a community versus accepting simple biological existence. Education as a subset of community begins with Pre-natal and continues to Technology with service sector bound an optional route to immediate participation in economic activity with age-appropriate the only consideration. Pre-natal is the pathway to an individual learning to be loyal to the social fabric in general and the family in particular. Learning to learn is about an individual recognizing thought as a right, while phonics as the obverse is about that person accepting the clear expression of thought as an obligation. Critical writing is about an individual learning that critique and responsibility are inseparable, while relational mathematics as the obverse is about that person recognizing that accountability and problem solving are equally inseparable. In this vein, technology is then the proof of competence with respect to an individual resolving the boundless sense of thought to the specificity of problem solving with precision, while service sector bound is the obverse and the crux of scholarship, and is about that person electing to apply their learned competence to immediate participation in economic activity.

Developmentally disabled represents human capital and is the super-super set of education. A focus on human capital diverts attention away from the traditional academic content areas to the immediacy of human experience with the intent to reduce the time lapse between an individual’s effort and that person experiencing a real sense of notable accomplishment.

The steps to be taken

A society that is built around communications, phonics in particular, is a society that is built around people who are capable of expressing themselves without the reliance on the likes of substance abuse to include participation in lethal criminal and terrorist organizations.

What has been present thus far is not without caveats - there are two.

The first is phonics has been touted as the limelight topic while in the preceding description of a system of education phonics as one of six academic competency areas and as an equal. The counter is that phonics is a silent companion to the early stages of learning to learn.

The second is denial as if it operates in isolation, it does not. The non-descript global person A is exceedingly imaginative and can attack the design at any point. The defense to any such attack is a concerted focus on both the subjective and objective molding of conscious, preconscious, helplessness and conscious goals. “The human experience of meaning in life is widely viewed as a cornerstone of well-being and a central human motivation. Self-reports of meaning in life relate to a host of important functional outcomes. Psychologists have portrayed meaning in life as simultaneously chronically lacking in human life as well as playing an important role in survival” (Heintzelman, 2014).

The balance of this paper covers humanism, professionalism and concludes with a call for a continuing clinical investigation.

Humanism

The critical component of the system of education is communications in both a macro and micro sense, with trust in the system of education and amongst all persons the objectives.

The macro sense is the social psychology of John Dewey. “He identified the problem of social psychology as the relationship between human nature and changing social circumstances …suggested that functional rather than structural characteristics differentiate childish from adult reasoning, and proposed a theory of noninevitable child development in which social values and practices play essential roles” (Cahan, 1992).

The micros sense is collegial trust amongst all persons with a sense of family. “Nearness of minds is a
feeling of community between one person and others. It not only exists solely in the mind of the person who experiences it, but it is entirely free from any implication of necessary reciprocity. Mental distance is not dependent upon spatial relationships, so arbitrary units like millimeters are not applicable. Like the graduations of sentiments, measurement is possible by the rank order method of the degrees of mental nearness. One of the factors that sometimes evokes feelings of nearness is physical propinquity. Yet too close propinquity not infrequently destroys what lesser degrees evoke. Most people crave physical nearness to those who are mentally near to them. All family ties count in the gradient” (Dodge, 1933).

Professionalism

This is about the training of educators on two fronts – openness and the rigor of preparation.

Openness is an expansion on what was presented above – The application to the CFDA 93.593 funding opportunity included in its design a global element and a targeted element. The global element was to have teacher in-service being conducted in the classrooms by doctoral students with full participation by the students recognizing that an understanding of process would differ considerably from the first grade to the twelve grade, but that as children moved from one grade to the next their understanding would broaden. Teacher in-service being conducted in the classrooms by doctoral students with full participation by the students goes beyond a single event – the in-service session. The session serves as a basis for a participative culture that asserts an understanding of purpose by all parties.

The rigor of the preparation of teachers, curriculum design, will not be addressed here. Instead, experience with the training of medical doctors with pre-medical education outside the norm is the focus. Educators and medical doctors have a common goal – they’re goal is to nurture their ‘customer’ population – students, patients – to a better life. This is an extension of the ‘nearness of minds’ above. Experience at the Mt. Sinai School of Medicine with students who entered medical school with a humanities base versus the traditional science base were more global in their focus on medicine. “In fact, the [humanities] students were overrepresented among students who earned membership in the Alpha Omega Alpha National Medical Honor Society, honors in clinical clerkships, and other academic awards. These data suggest that although medical students with majors in the humanities may not succeed as well in the preclinical curriculum in comparison with peers with more extensive science backgrounds, they do excel in their clinical clerkships, where textbooks and Petri dishes give way to real patients and clinical problem solving” (Schwartz, 2009).

Openness needs to be exploited.

Continuing clinical investigation

The reference to ‘clinical’ in this final discussion may seem out of line to some readers. It is not. It follows from the above – Educators and medical doctors have a common goal – they’re goal is to nurture their ‘customer’ population – students, patients – to a better life.

For educators to succeed they need to market their activities via ‘an update’ type of communication to family practice physicians and general practice dentists. This is another extension of the ‘nearness of minds’ above, is definitely about nature (being) versus nurture (becoming), but is not about the teaching of counseling/psychotherapy to physicians and dentists (Borins, 2007).

The ‘an update’ type of communication accomplishes two goals.

First, the physician or dentist has an opportunity for an equal-ness of communication without compromising their position as a doctor. Yet, a simple few minutes with a student talking about their feelings about school and ‘an update’ if one is available, enhances that student’s capacity for expression
throughout life.

Second, the physician or dentist has an opportunity for professionalism in tandem with equal-ness of communication, with emphasis on their position as a doctor and the student as a patient. In only two or three minutes the doctor can teach the student how to be a good patient – “three areas of competent patient communication: (1) patients' knowledge of their own health, diagnosis and medications, (2) communication skills in organizing and prioritizing, and presenting clear, concise descriptions of symptoms, and (3) personal attitudes of ownership, trust, and honesty” (Talen, 2008). Such an experience prevents the student from becoming a non-descript global person A against their own self with any focus on substance abuse to include participation in lethal criminal and terrorist organizations not even a consideration.

A vote of confidence in the tone of this paper is from Einstein.

In 1932, Erika Fromm nee Oppenheimer, was a student of Max Wertheimer, the father of Gestalt theory. Wertheimer challenged the class to write a paper on productive thinking. Rather than engage in research in the library Miss Oppenheimer sent a “...letter to 100 scientists and famous philosophers (such as Albert Einstein, Max Planck, Ernst Kretschmer, Kurt Koffka, Kurt Goldstein, Kurt Lewin, Sigmund Freud, Sandor Ferenczi, Edmund Husserl, and Martin Heidegger), asking them to reflect on the process that occurred when they had their most productive thought. I made it very clear in my letter that I was only a student” (Fromm, 1998). She received 41 replies two of which were from Freud and Einstein.

Freud’s response was –

“Philosophical thinking and ways of expression are unfortunately so unfamiliar to me that I am not even able in my own thoughts to distinguish from each other the possibilities you describe in your questions. Therefore I really cannot give you an answer.”

Clearly, an answer that one would expect from an investigator of mysterious processes that lead to observable events.

Einstein’s response closes the loop by making clear that there is a vast boundary between scientific inquiry and the human mental apparatus –

“I will describe for you, as example, the situation which led to the construction of the special theory of relativity.

... It was always the search for a logically simple meaning of empirically established relationships, propelled by the conviction that there existed a simple logical meaning.

The psychological situation is comparable with the attitude of somebody who wants to solve a puzzle or a chess problem, who is convinced that the solution exists, because the creator of the problem possesses the solution. The only difference lies in that the psychic energy arises from the generality of the problem, and from its root in the relationship to reality.”
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