

#### IV. Review. VMI Alumni Letter. Review: Theology of Neurology, 7-8

##### Illustration of confusion

**Stephen C. Fogleman to Brett M. Turner, 6 August 1996, VMI Alumni Association.**

[NOTE: Italicized words indicate precepts which validate the obvious fact that the sexes are unequal and thus the very presence of women at VMI would fundamentally altar and thus eventually destroy its traditional mission of developing Citizen Soldiers. JBG]

... in the wake of the adverse Supreme Court decision handed down on June 26, 1996 ... The Institute can resolve to remain state-supported and must as a consequence become co-educational; or

The Institute can resolve to sever its state support, become a private college, remain all male, and continue its current policies and traditions.

The majority opinion from the Supreme Court states:

*In contrast to the generalizations about women on which Virginia rests, we note again these dispositive realities: VMI's "implementing methodology: is not "inherently unsuitable to women,"; "some women ... do well under [the] adversative model,"; "some women, at least, would want to attend [VMI] if they had the opportunity,"; "some women are capable of all of the individual activities required of VMI cadets," and "can meet the physical standards [VMI] imposes on men,". It is on behalf of these women that the United States has instituted this suit, and it is for them that a remedy must be crafted, a remedy that will end their exclusion from a state-supplied educational opportunity for which they are fit, a decree that will "bar like discrimination in the future."*

However, this general statement is made subject to serious qualification by footnote 19 of the opinion which states:

*Admitting women to VMI would undoubtedly require alterations necessary to adjust aspects of the physical training programs. ... (academic and other standards for women "shall be the same as those required for male individuals, except for those minimum essential adjustments in such standards required because of physiological differences between male and female individuals").*

Accordingly, any plan for co-education will be subject to intense judicial review to determine if the plan proposed will meet the Supreme Court mandate. VMI and the Department of Justice will each have the opportunity to argue for or against provisions of any plan proposed by either side, and any plan will necessarily involve numerous details which will have to be resolved after the plan is implemented. The plan eventually approved by the court will be subject to ongoing scrutiny by the Department of Justice and further court involvement in the event of any alleged deficiencies.

These problems ... include such details as the housing and location of the different sexes, the degree of privacy to be afforded women but not men, co-educational physical standards and training, whether such standards may or must be different or whether a common standard capable of performance by both sexes may or must be implemented, modification of Rat Line traditions and intensity of the emotional and physical challenge, use of common haircuts and uniforms, what constitutes impermissible harassment as opposed to challenge, what restrictions must be placed on cadet speech to create a climate favorable to co-education, additional staff requirements, what affirmative steps must be taken to recruiting and retention of women cadets, what changes will be required in VMI's athletic programs to meet Title IX requirements.

The task of defining sexual harassment, educating cadets and faculty to its approved meaning, and creating appropriate sanctions to deter and punish it as defined will be a core requirement of any plan of co-education. Again, the parameters of this issue are difficult to discern. At all three service academies, for example, the mere comment by a cadet that standards have, in the cadet's opinion, been lowered due to the admission of women is deemed to be a form of sexual harassment.

For these reasons, it is almost certain that further litigation will be required to arrive at the precise plan of co-education which will eventually be adopted.

The majority opinion of the Supreme Court adopts the initial judgment of the Court of Appeals for the Fourth Circuit. That opinion sets forth the opinion ... of privatizing VMI through the withdrawal of state funding.

Nevertheless, ... the Department of Justice has indicated that privatization is not acceptable, despite the ruling of the Fourth Circuit Court of Appeals. If this position remains unchanged, further litigation would be certain.

Another issue of concern to us all is the continuation of ROTC at VMI. In April, the Defense Advisory Committee on Women in the Service recommended to the Secretary of Defense that ROTC programs be withdrawn from publicly-supported, all-male military schools. Many ... have expressed the view that this could be a federal pressure point against privatization. However, it is more accurately a pressure point which can be applied not only against privatization, but also to discourage adoption of any plan for co-education with which the federal government may disagree.

## VII. Short- & Long-Term Memory Summary

Information which is useful for only a few seconds is retained very briefly in short-term memory and then discharged. However, that information which is considered of value for future reference can be retained in long-term memory.

The catalyst for storing data in long-term memory is human volition. A positive response to information centralized in the association cortex initiates an electrochemical sequence which creates a permanent neural pathway called a memory trace or, more precisely, an engram.

### Conclusion

Since long-term memories cannot be forgotten it follows that under the proper stimulus, it may be recalled to working memory. This process reaches maximum efficiency under the recall ministry of the Holy Spirit.

**John 14:26 - The Helper, the Holy Spirit, whom the Father will send in My name, He will teach you all things, and bring to your remembrance all that I said to you.**

The word for “*teach*” is the future active indicative of the verb *didasko* and refers to the didactics of the Grace Academy.

The Holy Spirit teaches doctrine to the believer's human spirit which interprets divine thought in Wernicke's and Broca's areas resulting in academic understanding in the association cortex.

If volition positively responds to what is understood, then the Holy Spirit initiates the electrochemical process which results in a permanent memory trace. This side of the didactic process is called learning. Teachers teach, students learn. If you learn a fact, it is by definition placed into long-term memory. Only that which is in long-term memory can be recalled.

When it comes to divine guidance, the believer filled with the Holy Spirit is enabled to recall any and all doctrines which relate to his problem, circumstance, or exigency—“*He will bring to your remembrance all that I have said to you.*” The word for “*remembrance*” is the future active indicative of the verb, *hupomimnesko*: “*to cause one to remember.*”

You have the capacity to remember doctrine by means of the enabling power of the Holy Spirit.

The Lord uses the future tense for both verbs because He is speaking in the Incarnation about a mystery doctrine which does not become operational until the Church Age, namely, the filling of the Holy Spirit. The indicative mood says it will be a reality in future time therefore it is a prophecy.

### **VIII. Memory, the Brain's Electrochemical Filing System Summary**

Memory occurs when learning provides the stimulus that causes permanent changes in neural tissue.

**Guyton, Arthur C. Textbook of Medical Physiology. 7th ed. Philadelphia: W. B. Saunders Company, 1986; p. 29:**

*Since almost all DNA is located in the nucleus of the cell and yet most of the functions of the cell are carried out in the cytoplasm, some means must be available for the genes of the nucleus to control the chemical reactions of the cytoplasm. This is achieved through the intermediary of another type of nucleic acid, ribonucleic acid (RNA), the formation of which is controlled by the DNA of the nucleus; and in the process the code is transferred to the RNA. The RNA is then transported from the nucleus into the cytoplasmic cavity where it controls protein synthesis.*

Protein synthesis determines the chemical code of a memory trace. This is the transformation process mentioned in Romans 12:2 which results in the renovation of thought.

New proteins are produced by the cell nucleus's DNA which then begins a process of permanently encoding the knowledge into a unique memory trace. This memory trace is recorded forever into long-term memory and may be recalled to the conscious mind by means of the proper stimulus.

### **Conclusion**

The plasticity of the brain enables it to change its physical properties to accommodate a change in thought and to permanently record that change in a unique electrochemical memory trace.