arm in arm with another man than himself—three days later he granted permission but on condition that she skate unaccompanied.

Another possibility for the meaning of his wife’s pregnancy, which bore Anna Freud, suggests itself. One element of the dream is Freud’s wish to have acceptance from his colleagues. The dream took place not long after Freud’s intellectual break with Breuer. The initial “we-ness” of the dream, as pointed out by Erikson (“numerous guests, whom we are receiving”) is replaced by isolation as his medical colleagues disagree. Freud felt disappointment at the lack of professional recognition of his theories. He must have dreamt of a perfect colleague, a consistent, accepting disciple to spread and defend his views.

His wish for such a perfect disciple and colleague is expressed in the dream in his associations of a “birthday party” and multiple references to pregnancy. The importance of this pregnancy is understood by the abundant references to pregnancy in his letters at this time, and by the fact that he would have named the child after Wilhelm Fliess, which Freud considered a great honor, if it had been a son.

His wife will give birth to his wish, Anna will be the perfect disciple he longs for. Perhaps this conclusion was reinforced by reaction formation against a possible unconscious fantasy that Anna was illegitimate. She would now become the truly legitimate one.

Thus we foresee Sigmund Freud highly cathecting Anna, and influencing her to become, as he called her, his “Anna-Antigone,” the daughter who always stood by her father, Oedipus, so that the frightening intellectual isolation of “Irma’s Injection” would never be repeated.

Ralph W. Moore, M.D.
Stephen Rojcewicz, M.D.

Double-mind Theory

The following is a theoretical investigation into, as yet, undeveloped possibility. It is based upon prior theory and research. It is not meant to be dogmatic or predictive but simply to pose possible lines of thought, theory, and future areas of pioneer investigation. The primary hypothesis is developed from Gregory Bateson’s paper, “Toward a Theory of Schizophrenia,” wherein he states that the child may receive a ‘double-bind”; that is, double messages from the parent that are contradictory in nature and imply opposite forms of action. This confuses the child so that he becomes angry or passive and ineffectual. An example taken from the article refers to a schizophrenic patient who was visited by his mother. He ran to her with open arms but was only greeted by a tense body pushing him away. Confused, he withdrew. The mother responded, “What’s the matter, don’t you love me any more?” Whether he embraced her or not he received a reprimand. He was told to love her and not to love her simultaneously. One message was verbal and the second non-verbal.

This same process can now be generalized and explained in terms of physiology and results in this “double-mind” theory.

In this paper, I will attempt the following:
(1) Discuss present experimental research.
BRIEF COMMUNICATIONS

(2) Connect this research to Bateson's theory through an explanation of the "double-mind" theory.

(3) Discuss theoretical conclusions with reference to Freud's Unconscious and Behaviorism.

(4) Give additional suggestions for future theoretical and experimental research.

TWO EXPERIMENTS

(1) Sperry in an article entitled "Cerebral Organization and Behavior" studied the role of the corpus collosum in the brain functioning of monkeys. Using the 'split-brain' surgical method, he determined that the corpus collosum transferred information from one hemisphere to the other so that the hemispheres could function jointly. Other findings conclude that on a post-operative level, with a severed corpus collosum, these animals can integrate within each hemisphere different material or learning while each hemisphere is separately restricted and controlled. Findings state that each hemisphere has its own mental sphere or cognitive system. "It is as if each of the separate hemispheres is unaware of what is experienced in the other... it is as if the animals had two separate brains." Split-brain monkeys are able to learn reverse discriminations at the same time in the divided hemispheres. In a split condition, one hemisphere maintains dominance over higher processes while the other deals with background functioning. Unity remains in the lower centers despite separate functioning of the hemispheres. These hemispheres can also display separate emotions simultaneously, and the researchers suggest that one side may be taught to be passive and the other side aggressive or vice versa so that the animal could have two personalities.

(2) Recently, split-brain surgery has been done on human epileptic patients. Results determine that much the same occurs with humans as with animals; the two hemispheres can function independently.

In one experiment a board separated each patient from the experimenter. There were two openings at the bottom of the board. Numbers were placed on the experimenter's side. The subject would put in one hand through the appropriate opening and would be given a number (e.g., No. 3). He was then told to raise the same number of fingers on that hand as the number given. All subjects answered correctly. However, when they were told to place the other hand through the board, locate the same number among many numbers and verbalize it, virtually all picked the wrong number (e.g., No. 4, 5, 7). Again, as in animal studies, the right side didn't know what the left was doing, even though both sides had total cognition and recognition, independently.

In both these experiments a transfer process was hypothesized to occur between the two hemispheres through the corpus collosum, which was severed during the operation. In the human subjects, the verbal or speech-centered hemisphere was distinguished from the non-verbal hemisphere. Non-verbal hemispheric learning could not be verbalized after the operation due to lack of transfer.

In the normal individual information that is fed into one hemisphere is transferred through the corpus collosum to the other hemisphere, and integrated, so that there is consistency between the two hemispheres and they function jointly. If the new material or information is contradictory, the way