

тне Living Brain

THE Living Brain

W. GREY WALTER



New York · W· W· NORTON & COMPANY · INC · 1953

COPYRICHT, 1953, BY W. W. NORTON & COMPANY, INC.

PRINTED IN THE UNITED STATES OF AMERICA BY THE HADDON CRAFTSMEN, INC., SCRANTON, PA.



此为试读,需要完整PDF请访问: www.ertongbook

Contents

Foreword

11

1. Lords of the Earth

15

In what Man differs from Ape · The living cell · From nerve-net to ganglia · Distinction of plant and animal · Sex orgies of the plants · Significance of mobility · Feedback physical and metaphysical · Mutations and missing links · Emergence of brain · Lords of the sea · The great migration · Amphibian holocausts · Reptile and bird · The double-brained dinosaur · His 100 million years' reign · Survival of the mammals · Origin of sleep · Mastery of fire · Homeostasis, the inner calm.

2. A Mirror for the Brain

40

The unsuspected organ · Other seats of the emotions · Foresight of Hobbes · Hartley's "doctrine of mechanism" · Galvani's key to the brain · Animal electricity · Experiments on a battlefield · Pavlov and classical physiology · Verifications at Cambridge · Berger discovers "the alpha rhythm" · Golla foresees its clinical value · Adrian and Matthews demonstrate · Physiology accepts the brain · Variety of rhythms · Their cryptographic character The toposcope exhibits "the enchanted loom" · From clinical technique to a science.

3. The Significance of Pattern

65

New horizons for old controversies \cdot Neither cocksureness nor defeatism \cdot First notions of pattern \cdot The raw material of order \cdot Patternseeking origins of science \cdot How sensation patterns reach the brain \cdot The cerebral apparatus \cdot Confusing taste and smell \cdot Other hallucinations \cdot Pain a separate sense \cdot Touch and the brain's handicap \cdot The

art of touch \cdot Refinement of the blind \cdot Why deafness is so hard to bear \cdot Some processes of vision \cdot Why the eye must scan the scene \cdot Its million transmission cables \cdot Projection room of the brain.

4. Revelation by Flicker

8:

Four periods of research \cdot Discovery of other rhythms \cdot Location of tumours \cdot The flicker technique \cdot New light on epilepsy \cdot A functional atavism? \cdot Maladies not diseases \cdot Public flicker incidents \cdot A feedback flicker device \cdot The laboratory staff see visions \cdot Illusions a clue to reality \cdot The sense of time distorted \cdot Final process of vision \cdot Alpha and the moving image \cdot A scanning device \cdot How the mechanism may work \cdot A general scanning theory possible.

5. Totems, Toys and Tools

114

Magical and mechanical images · How they impress us · Some realities for Frankenstein · A new question for brain physiology · Interconnection theory · Seven modes of existence · Fresh approach to working models · Such is life · Computers and organ-grinders · Automatic trams and other primitives · Ashby's Homeostat, M. sopora · M. speculatrix, tortoise to the profane · Nine principles of organic construction · Unexpected behaviour · Conditions of true mimicry.

6. Learning about Learning

133

Some theories summarised · The psychological approach · Instinct or imprint · Learning by repetition · The significance of failure A long dawn of learning · Meaning means association Pavlov's discovery of inequality · His heterodox theory of types · Little known aspects of his work · How much? but not, How? · Hints of learning mechanism · Brain records as cryptograms · Illumination by toposcope · Function of rhythms in learning process.

7. The Seven Steps from Chance to Meaning

158

Converging paths of learning \cdot The education of M. speculatrix \cdot Guesswork of the brain \cdot The Black Box mystery \cdot Rewards and punishments \cdot The mechanism of association \cdot The seven operations \cdot God a mighty gambler \cdot How the brain picks a double \cdot A learning box named Cora \cdot Some tests of validity \cdot Breakdowns human and

CONTENTS 7

mechanical · The penalties of intelligence · Abstraction and birth of an idea · Brain propaganda · A toposcope mystery solved · No learning not to learn.

8. Intimations of Personality

197

Crossing the frontier \cdot Rhythms related to age \cdot Brainprints of the unborn \cdot Rhythms of growing children \cdot Records of original \sin ? \cdot Constancy of frustration \cdot Surprises in delinquent boys \cdot Records of self-control \cdot Three ways of thinking \cdot Test your alpha grouping \cdot Differentiation of twins \cdot Why Peggy and Michael quarrel \cdot Designations for diplomats \cdot Sex disturbances \cdot Brainprints of genius \cdot Old age and death \cdot Lack of psychological correspondence \cdot Psychosurgery, symptomatic and other effects \cdot Summary of intimations.

9. Beyond the Waking Scene

233

Vigilance and stability · Effect of closing eyes · The various stages of sleep · Rhythmic changes recorded · Utility of dreams · Patterns of slumber · The origin of sleep "Failure to safety" · Relation to protective fits · A phylactic hypothesis · Nature of hysteria · Mystery of fatigue · Hypnotism and the learning process · Peculiar forms of behaviour · Second sight and telepathy · Is the brain a transmitter?

10. The Brain Tomorrow

255

Summary \cdot The duty of prediction \cdot Education and the mind A case for mentality \cdot Meaning and causality \cdot Future of psychiatry \cdot The teacher's Black Box \cdot Dangers of one-way mentality \cdot Greater aptitudes of the brain \cdot Montessori method A new deal for genius \cdot Unreason of "inherited" or "acquired" \cdot Chances of a new human species \cdot An atomised world \cdot More delegation without specialisation \cdot Application to better living.

Appendix A. An Electric Model of Nerve	280
Appendix B. The Design of M. speculatrix	287
Appendix C. A Conditioned Reflex Analogue	2 93
A Short Bibliography	300
Index	302

Illustrations

Figi	ure .	
1.	"Difficulties of communication increase with the number of units."	19
2.	" but the lake must be perfectly calm"	37
3.	"The line did show a wobble at about 10 cycles per second."	
4.	"A compound curve is more easily put together than	55
5.	taken apart." " a moving panorama of the brain rhythms."	59
6	facing page " always a meaningful pattern though never an	64
	abiding one." facing page	65
7.	" the frequency of a rhythm is more significant than its amplitude"	85
8.	" the recognition of still smaller voltages is possible."	89
9.	" strange patterns, new and significant,	og
10.	emerged" " the alpha rhythms may be a process of scan-	92
	ning"	110
1 1.	" moderation gives place to appetite." facing page	129
12.	" what lies between the two reflexes in the Learning Pay"	

Figu	vre -	
_	"What becomes significant is a private image an idea."	178
14.	" three types of 'memory' are needed."	187
15.	" how the seven operations of learning could be performed by an assembly of nerve cells."	191
16.	" a much greater number and variety of childhood rhythms have been identified."	202
17.	"Are we then at the mercy of these theta rhythms?"	208
18.	" a discrepancy in their ways of thinking."	215
19.	"Fortunately extreme types are rare."	221
<i>2</i> 0.	" these rhythms are the wardens of brain function."	237
21.	Circuit of Model Nerve.	281
22.	Circuit of M. speculatrix.	2 89
23.	Circuits of M. docilis.	294

Foreword

This book is intended for general reading, for those who are interested in themselves and other creatures. Most of it is matter of recent discovery, but it has been presented simply so that even the most unexpected information should be intelligible to all. To some, the subject itself may seem risky: after giving a series of talks on it in the Home Service of the BBC I was told that one or two listeners said they felt a kind of impudicity about brain surveying brain, as if suddenly coming upon themselves for the first time naked in a looking-glass. Our peeping here is as innocent as Alice and kinder than Analysis. While mirroring indeed some parts of the human organism too long hidden, this book will be found a gentle book. There is no immodest exposure, no baring of the soul; nor any shattering of illusions, except perhaps for those who may have been so simple-minded as to think the mechanism of mind simple. Neither the new facts of life nor their philosophical consequences are presented as conclusive. Fresh realms of knowledge and conjecture are explored without pretence of reaching the limits of either, their boundaries always receding as we advance. Thus it is also a pious book if measured by standards of habitual reverence for the known as well as the unknown in face of successive revelations. Omar said: "I have learnt nothing from

life except my own amazement at it." That is too little, but it is a beginning. It is an aspect of the matter which to some readers—modest, thoughtful, religious—may seem more important than the excitement of discoveries, whatever their clinical or social utility, or the desirability of removing error from our way of thinking about the brain. And in this reverent attitude to Man the author is with them, standing bareheaded among the villagers where "still they gaz'd and still the wonder grew That one small head could carry all he knew."

W.G.W.

тне Living Brain

"... an enchanted loom where millions of flashing shuttles weave a dissolving pattern, always a meaningful pattern though never an abiding one; ..."

Sir Charles Sherrington, O.M.

CHAPTER 1

Lords of the Earth

Consider the original of all things, the matter they are made of, the alterations they must run through, and the result of the change. And that all this does no manner of harm.

Marcus Aurelius

By Brain is meant, in the first instance, something more than the pinko-grey jelly of the anatomist. It is, even to a scientist, the organ of imagination. "Enchanted loom" it was called by a great physiologist. Another has likened it to a calm lake on which ripple-systems weave patterns. The first image is a reminder that magic may be a function of mechanism. The second invites us to embark on the surface of something deeper than we know, and subject to storms.

With licence of such teaching, we may begin by saying that cogito ergo sum is physiologically true. Man, for our present purpose, is specifically what he is by virtue of thought, and owes his survival in the struggle for existence to the development of that supreme function of brain. He is sapiens, the thinking species of genus Homo—the discerning, discreet and judicious one, even if he does not always live up to all these meanings of the name he has given himself. But the brain has many other functions, so many and so various that it may be well to proceed first by elimination.

No other animal is equipped for being sapiens. It is in fact a difference of equipment and not of opportunity. In terms of behaviour, the gist of it is that, when we come across something new, we do not necessarily respond to it at once in a particular manner. We think it over. We can imagine making one of a number of possible responses, and imagine it so clearly that we can see whether it would be, if we made it, a mistake, without having to commit ourselves to action. We can make our errors in a thought and reject them in another thought, leaving no trace of error in us.

Very early in the human story the brain must have acquired the mechanism of what we recognise in action as imagination, calculation, prediction. Later came the processes of abstract reason and the control of what we call violence. The operation of these mental controls, as will be seen, can be recorded as electrical eddies swirling in subtle patterns through the brain. But our most sensitive instruments, amplifying the electrical changes ten million times or more, detect only isolated and intermittent elements of these higher functions in the brains of other animals.

Thus the mechanisms of the brain reveal a deep physiological division between man and ape, deeper than the superficial physical differences of most distant origin. If the title of soul be given to the higher functions in question, it must be admitted that the other animals have only a glimmer of the light that so shines before men. Aristotle's frontier of learning stands. The nearest creature to us, the chimpanzee, cannot retain an image long enough to reflect on it, however clever it may be in learning tricks or getting food that is placed beyond its natural reach. Unable to rehearse the possible consequences of different responses to a stimulus, without any