
Chalcedon and Volklore provide a well-documented review of the literature available on impairments as experienced by young adults with Acute Epimedium Disorders (AED), preliminary to presenting the results of two experiments conducted on children with AED. The first experiment found similar deficiencies in face recognition in AED children and in young adults exhibiting the particular AED symptom cluster associated with epimedium pubescens (EP), and therefore suggested that difficulties in "rapid processing and recognition of facial stimuli" are neither age nor syndrome specific. The second, extended experiment confirmed the researchers’ thinking that face-recognition problems occur in both AED children and PE adults, but also showed differing difficulties, causes and results.

Chalcedon and Volklore are both associated with the Child Study Center of the Yale School of Medicine and therefore may be considered credible sources. Published seven years ago, their study has been cited by 32 articles listed in Google Scholar, some of those articles being their own. It is clearly written and would be accessible to most interested readers with minimal training in child psychology and development.


In this early study of late-stage EP, Chalcedon and Volklore raised the attention of the scientific world to a problem they claimed to be spreading rapidly through the U.S. young adult population. The study closely examines the lives of six EP victims and concludes that, given the consistent nature as well as progression of symptoms, EP should be considered a separate and dangerous category of AED. In many ways, this article sets the foundation for Chalcedon and Volklore’s later “Impairments in Human Face Recognition.”


Written for a popular audience, this article informs readers of the growing problem of synesthesia and the “emotional incontinence” that may arise in extreme cases. Synesthesia, a late-stage set of symptoms associated with AED and especially early onset epimedium pubescens, was unheard of just twenty years ago but now strikes one in every 2500 young adults, according to author Ira Haullum. A source of disruption in families, schools, and social clubs nationwide, it shows itself in a victim’s uncontrollable mood swings, incoherent speech patterns, and inappropriate punctuation.


Haullum’s book (over 1000 pages long) is an exhaustive study of EP. Its fifteen chapters cover every phase of the disease in painstaking detail, from what Haullum considers its beginning in Fowler’s aphasia dysgrammica through synesthesia and its often accompanying pseudobulbar affect to the utter devastation of total prosopagnosia. In a scathing critique of S.T. Runk and Eben E. Wite’s work on Fowler’s syndrome, Haullum debunks the notion that an unwillingness to learn basic grammatical rules and structures (including citation formatting) is a cause rather than outcome of EP.


Labile et al. report on a 2009 Supreme Court decision that declared a New England university’s 34-year-old guidelines for assessing student responsibility for class conduct outdated and instructed school officials to “put in place safeguards that take into account...
scientific studies showing how *epimedium pubescens* may affect adolescent behavior.” The ruling specifically challenged a practice standard in Massachusetts and other states’ schools of requiring all students to attend classes and participate in required academic activities. The court ruled this practice prejudicial insofar as students suffering from *epimedium pubescens* may not recognize their instructors and may therefore not recognize the persons responsible for instruction or instructional activities. Although this *NYT* article offers little scientific information and no additional resources, it does provide understanding of the real-life implications of the complexities of EP.


Odder’s 15-minute video focuses on his sister Eve’s struggle with EP and its effect on the family. Odder interviews his sister, who makes little or no sense, her talk a tangle of empty words, random phrases, and mindless political sound bites. Still, much is said as Eve balances, with difficulty, on the top of a twenty-seven inch computer screen, which she has apparently mistaken for her bed, and looks directly into the Coke bottle she thinks is her brother’s camera lens. Crying one minute and laughing uncontrollably the next, she shows us the sad reality of living without style or structure, of life without syntax.


In "Tangled in Words," Runk and Wite return to a subject they introduced in the title chapter of their 1998 collection of case studies, *The Writer Who Wrote for Himself Alone*, severe non-fluent *aphasia dysgrammica* or more specifically *paragrammatism*. This time, however, the aphasia Runk and Wite discuss is their own as the two neurogrammarians recount instances in which together they lapsed into what writer and linguistics professor Uriah M. Haullum called a “toxic mix of atavism and personal eccentricity” (32). In addition, Runk and Wite present other famous people who have suffered apparently congenital *paragrammatism*, such as former presidential candidate Michelle Bachman and former president G.W. Bush.

Runk and Wite may write about personal lapses but this essay is flight of perfect prose. “Tangled in Words” is written in their typical style: clear, lively, lucid and warm. This is after all a *New Yorker* article, but it provides an excellent overview of the topic as well as direction for further research.


In this slim volume, neuro-grammarians Runk and Wite present twenty-four cases of terrible neurological disorders and portraits of the twenty-four marvelous human beings who suffer them. Dividing their text into four sections -- "losses" of grammatical function; "excesses"; artistic "transports" involving altered perception and remembrance; and "the simple," or the world of memoranda and thank-you notes -- Runk and Wite reveal the strengths of "the suffering, afflicted, fighting human subject[s]" and the responsibilities school teachers must take for them. Most germane to the current study is the book’s title chapter, which discusses the strange case of Young Master P., “a student of distinction” (10) whose increasingly debilitating *paragrammatism* ultimately leaves him unable to distinguish sentences from sentence fragments or his dorm room from his desk

While the case of Young Master P. is most germane to the study of *epimedium pubescens*, every chapter in this book is worth reading. Runk and Wite make the world of writing instructors and their students not just accessible but welcoming to anyone interested.


This long and sometimes rambling article on the FAD (Fowler’s Aphasia Dysgrammica) website offers a wealth of information on the stages of EP and on its place in the general hierarchy of Acute Epimedium Disorders (AED). According to the authors of this article and the members of the site’s sponsoring organization, *paragrammatism* always precedes other symptoms of EP, leading some researchers to think the late-stage inability to distinguish parts of the body may derive from, and not merely follow, an initial reluctance to study grammar and the parts of speech. “Write a sentence right,” the authors advise, “or see the world wrong.”

1 The formatting of these entries is accurate for MLA citation style; the sources themselves are entirely fabricated.