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# Introduction

## Dear me

You are going to die someday. This book is for you if there is something in the meantime worth maximizing.

### Read this book (you are ready to)

I want you to engage your life. This book is meant to help you break through mental barriers, into action, starting right now.

Please get a pencil and note the date and time, right now: \_\_\_\_\_\_-\_\_\_\_\_\_-\_\_\_\_\_\_ YYYY-MMDD-HHMM.

The words in this book hold meaning only in your application of them, to your life.

If you completed step one, you have proven enough that you are open to trying new ideas. You are prepared to grow and continue reading.

If you left the line blank, you might think tell yourself you are open to new ideas. You will be right only when you complete the task.

Either write the time above or stop reading and take a better action to improve your life, right now.

Every word you say to yourself is at best a plan for action, meaningless until you take that action. Consider every word I write a plan to improve your actions.

Why was writing down the time the first action I asked you to take? There are many things that explain themselves when you act and are not worth the time to put into words. What is important will appear, and what isn’t will be forgotten. Never forget the time, though.

### Campin homeless

This book describes obvious facts of life. Very little should surprise you because it falls awfully close to reality.

So let me offer two experiences as examples to help illustrate the point:

#### Go camping

When you prepare to go camping, you overpack, are late or unprepared.

Planning and executing your life are not fundamentally different.

If you’re not unprepared or late to camp, you’ve learned from mistakes. We don’t have past lives to learn from.

You are very likely late to your own life.

The reason is a disconnect between your mind’s reality, and the one you are physically acting in. It can be described in many ways, and all of them are versions of a single error: miscalculation of time on task. The most common version of this is forgetting necessary subtasks for an intended task. Another is that you simply don’t do the things you think you will. The result is you will die in two worlds, the world you imagine you could have lived, and the one you did.

Part one, the Garden, is a tool for remedying all the knowable versions of this problem.

#### Be homeless

The odds are you haven’t been homeless but imagine the closest experience you’ve had. You couldn’t find your car in the middle of winter, or you went camping without waterproof gear and it rained. In the first moments, there is shock and terror, frustration and suffering. Your habit protests for a change in plans.

In any environment, even far into the spectrum of clear suffering, habits will acclimate in time. What you call suffering will change.

Now, suppose you are hungry, and you have two choices to pursue: food, or cake. In your pre-homeless life, often you can have food and cake, but if you must choose, you should choose food1. Throughout this book, Food refers to needs and Cake refers to wants.

**1-** This is a claim for action. What follows assumes (presupposes) it. Consider whether you are receptive to this style of discourse. There is much more to come, and you won’t help yourself by reading if you disagree with this premise. You value hypotheticals m ore than constructive exploration.

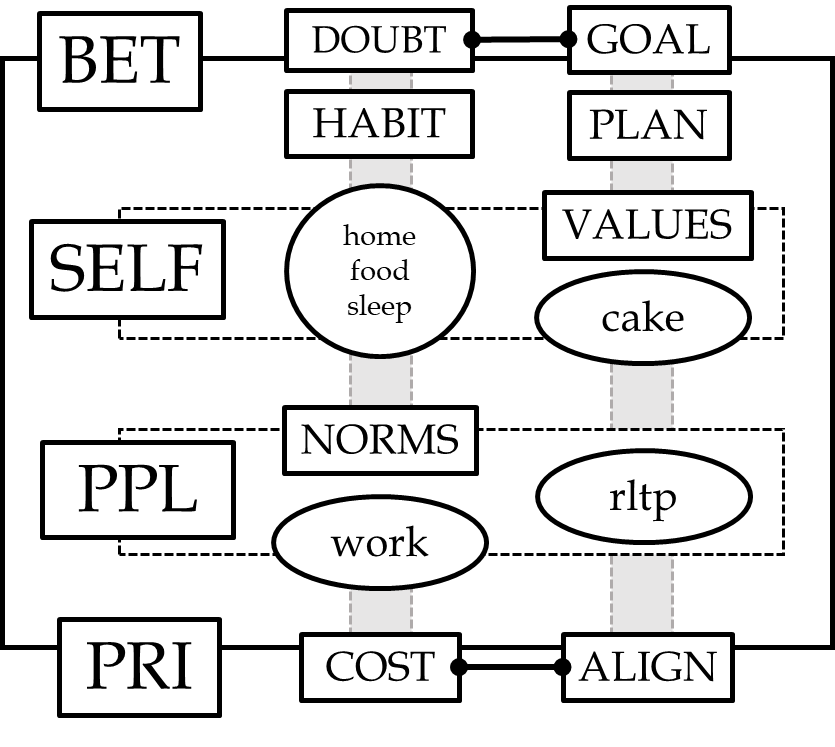
To make sure you are on time for life, the single most important mental decision to make is to identify the Food and Cake in your life. Always guarantee Food is identified and first to be packed. What time remains before you need to go (act), may be spent thinking, trying out, and admitting which pieces of Cake to bring.

Often, extreme experiences like being homeless or taking a cold shower, help illuminate the difference between Food and Cake, what really matters, and what you can live without.

Part two is a group of guidelines for sharing ideas with the goal of identifying what matters. The key arguments are radical application of brevity, value-assessing, and clarity. These are accomplished with concrete guidance on actions.

## The Garden

The Garden foregrounds the things we often lose sight of when conceptualizing life goals: life is brief, and we are mortal. The Garden describe the key IDEAS of this book.

Your imagined garden is a mental model of reality, strategic and powerful in bringing clarity. You need the Garden to combat the other strength of your mind, its inherently idealistic nature, which sets you up for failure and suffering.

### IDEAS and Plans

The second part of each chapter, “IDEAS and Plans” provides additional concrete language to the key ideas and claims in that chapter.

IDEAS (ALL CAPS) and claims are always describing some, but not all sense(s) For example “WORK” is an IDEA referring to “careers”, but not ‘yard work’. Claims assume not that they are always relevant, but in the cases where they are self-evidently relevant, they are precisely the valuable way to think about the ideas.

Generally, this is to give IDEAS measurable, consequential meaning (See WORDS).

A special case of plans is a LESSON (See SR). The LESSONS are much like “The Garden”, meant to activate relevant parts of your reality or beliefs, in a way that applies the IDEAS introduced. They are exercises that take between 10 and 60 minutes to complete.

## Version

This is the second version of “Skilled Reflection”. The first version was under 20 thousand words. Since the first version I have taught an Undergraduate course that tested much of the core principles of the words–action premise. The result is deeper integration between ideas and clarification. A second result is that I am explicitly aware that my communication can be confusing and disorganized. Treat this either as your final suggestion to stop reading, or encouragement to read between the lines.

The relationship between core IDEAS of this book. These will appear throughout in capital letters.

The first column refers to a Chapter, signifying broad themes (forces) under the words in the same row-box, fall. Roughly, the second column contains forces, concepts that require energy to deal with (food, work) or tend to work against your goals (doubt, habit), and the last column suggest ideal goals (e.g., cake and relationship) and strategies (plan and align).

Circled concepts are Example Goals. All boxes are forces or attributes of them. Roughly, words are arranged by association strength, in terms of row, column, and boxes. The relationships are too complex to summarize, and the subject of respective chapters.

Diagram

Description automatically generated with low confidencePart One: The Garden

# Self

## “Student vs. School”

**Task 1. 3m, 40w.** List four course objectives or program requirements that are most on your mind right now.

Courses impose a few conditions on your life: 1. Fixed time: courses 2. Variable time: assignments 3. Uncertain time: studying

**Task 1. 3m, 40w.** What are your top 4 goals for the next 10 years? You could work on any part of yourself, move toward any goal you want.

List four goals, Each no longer than 10 words

**Task 3. 3m 40w** Your current program requires things your 10-year plan does not. What’s the difference?

### Afterword

Imagine a perfect course exists, designed to teach you to fulfill your specific ambitions. Every aspect of what you NEED to know, that is known and communicable, is the only thing written. Everything that cannot be known but must be discovered or practiced, is laid out as a set of instructions, described in the words that maximize the learning opportunity, and your progress.

Rather than a course in a classroom, the perfect class is a manual to reference as you live your life, or at least until you’ve internalized its contents: when to take a break to strategize your decisions, lessons on what opportunities to watch for and resist, and so on. Any social role you wish to take on, artist, engineer, therapist, insurance salesperson, reliable partner, is customized intimately, curated perfectly for what you need.

Any relationship, interpersonal skill, that is realistically possible for you, is preceded with the guidance and education that prepares you emotionally to choose the right experiences that set you up to be most likely to find and make the most of opportunities to share yourself with another.

If you then take this notion of a personal book and consider one for all the humans in the world, then identify what is in common, in theory you have a description of the social sciences.

This is silly to imagine, because such books are far from reality. The thesis of *this* book is that social sciences are

missing a vital factor to approximates such a book, a census of all human thought and actions.

### To Education

(No one chose to be born.) Everyone begins life with problems that do not have names.

School books tell a student what the answer is not (quite).

The gap between problem and book answers is left for the student to “apply”.

ANSWER: let the student Define the problem through their reality and life goals.

Let them write the plan and teach them only what is needed to succeed.

## Self

Imagine your life is a garden. Every one of your life ambitions, GOALS, is buried in the ground as seeds. Finding a life partner, acquiring a car or promotion, or resolving a conflict with your childhood friend are all matters spread across the dirt in need of water, sunlight, and—most important—your time.

Other goals, like naps, your favorite hobbies, or TV shows, take little work and grow almost anywhere. Whether they are dear to you or weeds, if they take your time, they are in your garden.

### Today

Today, you are on one end looking out across the entire garden. What has already been planted? What will you add and how much time will you devote to those goals? Every seed you plant — even an abstract one like passing a course or making a friend— implies things in and out of your control like work and weather, or beyond your awareness, like what your boss loses sleep over.

Meditate on the final products of your garden. Is there a more important plant that deserves your time today?

Meditate on the priorities of your work. Do two plants grow better when together?

Make a quick and accurate assessment, but don’t sit here all morning thinking about it. A garden is for working in, to get the goods you need. What do you need to cultivate, today? What do you want to cultivate in this life?

### L4: Time

These are two exercises that can be used to plan your day. They are set up in a way that confronts one of the most common mistakes of planning: being unrealistic in your expectations.

#### A. Typical Day

Think about a day and how much time you spend on various activities, averaged over 365 days in a year. Then pick a GOAL, and estimate the changes required to make it happen. The first step reflects your HABITS, and the changes reflect COSTS.

\_\_Table 3. \_\_First approximation of how my time is spent (hours), sorted by GOALS and subgoals, and any details that are worth noting. Hours total 24 and assume 365 days / year. Non-daily activities such as visiting the dentist are factored in, accordingly. Second approximation (ideal) reflects where I would like to be over the next 3-4 months of my life.

#### B. Morning Bets

Task 1. 5m, 50w.

Take five minutes to produce the words that are most likely to accomplish your goals for the day. This may include describing the goals, the plan, and/or the doubts.

Task 2. 5m, 50w.

Copy those 50 words and revise them according to the following instruction.

Replace “accomplish your goals” with “do”. In 50 words, what should you (or an all-knowing observer) bet on that you will do, today? Regardless of what you assumed in Response one, do not write with the intention of ‘motivating’ yourself, but to simply describe your day. (If this is too hard, simply evaluate what you did yesterday.)

Task 3. 5m, 0w.

Compare your responses. Positive differences (more optimistic) in your first response reflect bets you are making against your habits.

@## today’s answer.

First, you want what your body and mind best respond to. Many of these seeds will be obvious. It is up to you how curious you are for what better life is possible.

The only way to know is to make the best assessment you can about past outcomes to make predictions about what new seeds or gardening techniques you should try. You don’t have enough time in the day to tend to try everything, and many are not worth trying. There is not always harm to planting something that does not grow, but sometimes there is. —you could run out of space, time, or  
energy that could have been devoted to better crops; you might get a weak yield for trying to grow something not suitable in your climate, or find you have no taste or stomach for the fruit.

In the garden, the COSTS of goals are grounded in their most basic sense: time and attention.

## Ideas

### GOAL

A GOAL names a problem,  
comprises a PLAN for an ideal outcome, and has COSTS associated with exercising the PLAN.  
It can be finite or persistent, singular or recurring, or [realistic or not](file:///C:\Users\Owner\Desktop\skilledReflection_v2_git_repo\book\REALITY%20or%20FANTASY).

### PLAN

Words intended to improve the chance and decrease the cost of achieving your GOAL.

PLAN types:  
1. INSTR. Instructions for learning, making, changing, reminding.  
2. DOC. Document-based goals, like manuscripts and resumes.

PLAN templates:  
1. Lessons are a template for thinking. Read and complete steps in order.  
2. Tools. Physical or mental objects.

### Self

Every day, as a human, you spend time and attention just meeting basic needs: eating, drinking, pooping, and sleeping.

SELF is what’s necessary and sufficient to manage CHUD and maximize bets.

FITNESS is ALIGNING CHUD toward CAKE.

Good self-management is maximizing the homeostasis of these needs, on the bet that they will maximize your values. Each person’s CHUD will vary.

1. Keep a clean HOME, and LIB

Cake can appear as VALUES that are sufficient but not necessary for SELF. 1. Identify and revise. 5. Separate what you need from what you want.  
6. Master the SELF (survive well).

7. Build routines for health and fitness, physical safety (shelter), a sound mind, healthy relationships.

8. Satisfy HOME, and SELF goals

### HOME

The collection of places and tools needed for the habits that underscore SELF-maintenance, are “HOME”. Home is an example of a GROUP.

A HOME further groups related actions into rooms, such as a room for eating, for pooping, for sleeping. Take the eating room, a kitchen. It is also for storing, preparing and disposing of food.

This definition of HOME is expanded to include all physical material and resources you own, including MONEY, and environment and basis for HABITS.

A good HOME is a PLAN for SELF, simplifying the GOALS of eating, sleeping, and other basic needs. A bad HOME facilitates bad habits and takes more time to maintain than provide homeostasis.

### VALUES

Anything fulfilling, including the reason for living.

VALUES are a good basis for GOALS. Any non-SELF value is called CAKE.

## Lesson: Self250

How accurately can you describe yourself? Relate to those who care, including your better self, by practicing the right words.

### A. SELF-past

Task 1. 20m, 250w

Look back on your life. What are your values, and where did they come from?

### B. SELF-future

Where are you going? Imagine your life plays out - ideally,  
- terribly, and  
- typically.

Consider 1. What could go right or wrong, 2. What it depends on and the likelihood. 3. Who you will be if it happens.

Create a “choose your adventure”, ordered by likelihood.

For example:

80% make enough money to be content. 50% marry, and - 50:50 ends well or in divorce.  
10% major accident leading to depression.

### C. SELF-now

Task 3. (20m, 250w)

If you have not done **Lesson: Times**, skim it.

Task 3a. 2m, 50w.

Choose a goal you named in **Self-Future** with a probability of outcome that you would like to increase. What change is needed in your daily schedule to make this increase?

List the activities and durations you will reduce or increase.

Task 3b. 3m, 50w.

List most likely reasons this plan fails, especially reverting to old habits.

Task 3c. 10m, 150w.

Add steps to create and protect changes in your schedule.

Task 3d. 1m, [decide-date]

Bet on this (Task 3b vs 3c). Set a date on the calendar to assess your commitment to this plan.

## Lesson: Food vs Cake

Often you will define experiences by your priorities and immediate desires. Experiences out of line with your desires are dreaded, and those in line with them are eagerly anticipated. For example, a college student dreads midterms and anticipates spring break.

Each are about one weeklong, yet the feeling of time passing and the motivation to engage with challenges are very different. Anticipations can create disappointment, so reduce speculation, especially its harmful effects on you.

Do more of what you like when you most need it, try to appreciate what you dread, as it is, including the suffering.

Task 1. 4m, 50w.

List 4 goals to accomplish for midterms, before spring break

Task 2. 4m, 50w.

List 4 goals for the best spring break you can imagine.

Task 3. 15m, 200w.

There are only so many hours in a day. What aspects of self-care can you incorporate during your midterms to improve your sanity, and hopefully your midterm performance? We know what happens if you don’t. You’re staring at your phone; you’re reading random articles on the internet and wasting time. Let’s take that same honest realism and intentionally plan better alternatives: instead of garbage breaks, how about spring breaks? In what strategic ways can you get a head start on your spring break goals, as a form of self-care and therapy during your marathon of midterm work?

Write out your midterm goals with self-care and/or spring break strategically built in.

Task 4. 15m, 200w.

Now imagine that spring break more fully. You’re spending time on one of your goals, when suddenly you remember something, you need to do for midterms. Maybe you get an email from your instructor or boss, or there’s a project that looms large.

What are you going to do to be okay with this intrusion? Would it help to allow some time to work on it, without feeling guilty or beating yourself up, or is it vital that you embrace your independent needs and resist any urge to do work? Regardless of how you might ideally respond, incorporate compassion toward yourself for how you might end up responding, including feeling anxious for the entirety of spring break.

Write out your spring break goals with midterm goals incorporated.

## From intro-reader

A perfect human is one who sees their destination as clear as the sun on the horizon, able-bodied to get there.

This framework considers two interrelated ideals: a FIT self with WIT.

Your intention is to be FIT for the actions the world requires, and have WIT to decide what’s required, and act accordingly.

# The Garden: Pri

### LIFE, LOVE and DEATH

Many people believe in seeds with special powers, like true love, or winning the lottery. One seed grows the duration of your life, which you rarely notice but are often aware of. When you eat it, the sun sets for  
the last time and you bite the dust. Think about this, but don’t dwell on it. It happens to all of us.

Think of what you can grow from the seeds of the best apple in  
your crop, which you tended to with dedication and skill.

*REALITY* Think of what’s happening  
right this very moment: nothing in your garden, while you’re sitting  
here thinking. Reflect only enough to improve your actions.

Visualizing your life as a garden allows you to ground actions and plans. The mind analyzes well with visual space. Into a medium the mind is well-equipped to analyze: visual space.

Maybe it  
seems unnecessary to represent work satisfaction and relationship  
quality in terms of carrots and tomatoes.

When you get bored, ask yourself why attempting to understand and define yourself bores you. What is happening in your life, and what is in your control if these are unclear? If you are not reflecting on your life, your garden is a foggy labyrinth, and you are a drunk gardener wearing oven-mitts.

### Bad days

Maybe you are sick, down or depressed.

Do not look out onto your field as a day to work. You have assumed your field is only meaningful for its future. Today your field gives to you, and you should take what you need. This is what it is for. Do not beat yourself up for what you cannot give today.

Prevent the urge to be disappointed the next time you are less than productive. If you must work to feel worthwhile, work to budget for a fact of being human: you are always sometimes less than productive, and occasionally your setbacks come in unfortunate forms, at inconvenient times.

## Ideas

Planning for goals requires attention. All goals rely on a single, limited source of attention, and existence: you.

Diagram

Description automatically generatedManaging the set of goals in your life is the goal of PRI. At its best, this limiting fact drastically improves the reality of plans and GOALS. At its worst, it is the most common oversight responsible for bloated CHUD. GOAL importance (pris) partly depends on context.

### SAVINGS

Completing an action that serves various goals.

An example is Grouping. (See Fig. 3) Grouping works for  
IDEAS, PLANS, GOALS, or HOME things.

### TIME

The constant (or denominator) for FORCES, FORGETTING, PRI, and LIB.

### PRI

Group goals by shared actions, places, or times. Make/group/keep, order, reduce in the order presented in Figure 4. “A place for everything, everything in its place”

ALIGN SELF and VALUE Adopt all your goals to REALITY (“above”, e-you will die). Think about the sum of your GOALS,

1. Ask what it would take to change (if possible), and whether change is worth it.

### TIME

Do not ignore time.

Estimate durations accurately for GOAL accomplishment.

1. Study Time to learn reality, SELF, and the LINK between the two.
2. Ask/reflect/study: Does the benefit of a GOAL outweigh the cost of time?

Savings are illustrated as a function of groups, across three rooms. The same objects are: As you find them (Room 1), labeled clearly (Room 2), and grouped by function (Room 3). Letters reflect different things, and shape differences reflect different kinds of things.

# The Garden: PPL

Think of the seeds of people that clarify and cultivate your garden.

In someone else’s garden, you have (only) what you see immediately before you, and their word about what came before. Maybe they are your friend, and he needs help with some unruly vines, or maybe you are captivated by some apples you haven’t seen before. Everything that happens in their garden could be thought of as a seed in your garden: how much time your visit takes and what you’re left with, after.

Sometimes, people are like water, bringing extra life to needy crops. Sometimes people are careless and track weeds in on their boots, or over-encourage your interests until you sprain an ankle, or come to your garden and distract you, make you anxious or bored or excited. How are people affecting your garden?

*NORMS* Where do you get seeds from and how did you know to plant them? From other people, right? No silly, you don’t know how to plant all these plants! Lucky for you, many of the most important crops, products, and savings are already grown, prepared and handed to you—in exchange for money, which you have from spending time on a much larger, collective garden called society, doing some very specialized thing called WORK. You’ll do about 80,000 hours of work in your life in exchange for already grown apples and baked cake, and things like toilets to take your poop somewhere else.

The expectation that you will WORK for money for goods is normal (NORMS). NORMS may or may not always be the most reliable way for you.

## Ideas

### FORCE

Cause of change. There are forces within your control, and forces outside your control.

MAINTENANCE is what it costs to neither move toward nor away from a GOAL.

RISKS are covered by INSURANCE.

Name CHUD; better to know them

Study how forces work against you.

### ALIGN

Adjust direction of your goal to be more similar to another force, usually one acting against your goal.

ALIGN GOALS with FORCES.

### Norms

NORMS are the web of FORCES of all actions of all people, including WORK, religion, popular attitudes, and DOUBTS.

NORMS benchmark the COST of living. Norms pay out MONEY for WORK and can also negatively impact your goals.

When you are individual, NORMS push against you.

PPL’S LANGUAGE is made from NORMS.

### Work

WORK is made to serve norms, not you.

It takes 80,000 hours of your time.

WORK pays the broadest INSURANCE: MONEY.

Money is traded for MAINTENANCE of SELF and VALUES.

### RLTP

(Relationship.) Goals about PPL (people). Good ones are aligned with your VALUES, Bad ones cost you. Rltps are reciprocal BETS, yours of them, and vice versa.

Rltps, especially family members, coordinate many GOALS for SAVINGS.

### PPL

Pick WORK and rltps that maximize your other pris including possibly one that maximizes time and money to apply to other pris.

I-Pick friends the same way. Consider your actions and choices about people carefully. Maximally ALIGN with NORMS with least compromise to pris. Align (get along with) people.

# Bet

You can take control of your life, or you can let the world bet for you.

You can’t help but think how to make your life better. You can leave it to chance or commit yourself to finding out which thoughts are right and live that better life.

A commitment is the first step, but far from the last.

If you want your dreams to become real, listen to your doubts.

Then test them. The outcome will either move you toward your goal, or to adjust your expectations.

Winning means your reality is one step toward your goal. Losing is the wake-up call to be more realistic.

Betting is a protocol to guide you to reality, and, if you’re lucky, your dreams might fit in.

How real will your dreams get before you die?

### L1: Imagine

A stranger comes to your garden at the end of a long day, chopping his jaw. You look up.

“No really, consider it, right now. Imagine the most realistic, attainable, best life you could have. Imagine taking the first step and then stay with the thought. Listen to the fear that surfaces. For the moment, never mind how the world has gotten in your way. How are you in your own way?”

He seems to be in your way. He’s staring past your wet forehead.

“See your doubts with curiosity. Now bet on what you tell yourself you believe. Bet on overcoming them.”

You would like to say something like, ‘I don’t need to bet to better myself or know my doubts.’

But you mostly only think of frustration and say, “I appreciate the suggestion.”

“Let’s both bet. Name what you believe you can accomplish tomorrow, in terms of what you think holds you back most. If you make it happen before sun-up, you’ll be over the most daunting hurdle between you and your outcome. And I’ll give you the equivalent of your harvest, today. If you fail, you leave me today’s harvest.”

“Okay,” you say. And then this is exactly what you decide to tell him will help you and show him who you are.

“The rocks on the far field. They’re on a slippery slope. To build the home I want, I need those rocks, but I’m afraid of falling. I’ve collected every rock on my land and I need those rocks. Tomorrow I’ll finish my foundation with rocks from the slippery slope.”

## BET

A BET is a PLAN template for reconciling REALITY with CHUD, to accomplish goals.

Betting is confronting costs, habits, unknowns and doubts that stand in the way of your wants and dreams.

The time that passes and the status of your goal when it runs out are an intersection of reality: the world and you. To name them, is to shed CHUD.

Every IDEA you hold is a BET with a rolling deadline, idiosyncratic successes, and revisions.

BET wins shorten your PLAN, and the distance to your GOAL. Losses should guide revisions to your CHUD.

1. To bet, **name**:
   1. a step in your PLAN,
   2. a **deadline** to achieve it, and
   3. the C.H.U.D. for that duration.
2. **Blitz** to **revise** and win**,**  and **log** your actions.
3. When the deadline arrives, take stock.
   1. Compare your action log to your PLAN.
   2. Identify CHUD factors that best explain discrepancies.
   3. Revise PLAN, updated with CHUD factor predictions.
   4. (Record time to do the next BET or GOAL, Revise, etc.)
   5. Start the next BET or GOAL.

## C.H.U.D.

CHUD encompasses the changes in you, the world, and your goal for you to achieve it.

### COSTS

COST is the change needed - time (labor and resources) from your current state to accomplish a GOAL

### HABITS

Your dominant tendencies (FORCES). Bad HABITS are FORCES working against your GOALS. Good HABITS are ALIGNED with GOALS.

### UNKNOWNS

As long as you have not arrived at the goal, there are Unknowns. It is unclear if you can control it, but you can estimate it. Failures reveal DOUBTS.

The difference (error) between your Plan’s estimate of reality, and Reality.

Explore and learn where the line of control is, expand control productively, and let go of unhelpful attempts to control.

### DOUBTS

Good DOUBTS temper an optimistic PLAN. Bad DOUBTS fuel bad habits and fantasies.

Fear, anxiety, and jealousy, reflect overestimation of unknowns. Resistance to change due to arrogance and ego reflect underestimation of unknowns.

To be **distracted** from or bored of your plan is - anxiety about your future. - discomfort toward present reality. - distrust in your past.

## L9: Doubt (Pandemic)

Imagine receiving the perfect email that meets your needs; addresses your fears, frustrations, paralysis. One that gives you the guidance only you could dream of.

Task 1. 4m, 40w

List things the email should include feelings, tangible things, states, words of wisdom, anything you need to hear.

Task 2. 4m, author name, revise

Consider who could write this: a boss, a best friend, a stranger. Add an author and revise as needed.

Task 3. 15m, 200w

Now write that email. Don’t worry about how or why “they would say this.” Focus on making sure the letter covers the things you NEED to hear.

Task 4. 2m, “your name”

Plot twist. Russia sends long range missiles that take out U.S. infrastructure including the internet. The government issues a full lockdown, and you’re home alone without Netflix.

Two days in, an email appears on your computer.

It’s the letter! How is this possible? Slowly you realize, you must have written this letter. You did!

Add these words at the bottom of your letter:

“Respectfully, (your name)”

Read what you need to hear, in the true leader’s voice: yours.

Task 5. 15m, 0w

Your original author may have had the authority, resources, or information you don’t. For example, “Here’s 20 thousand dollars to build your classroom.”

Revise to make the letter practical.

Some tips: 1. For resources you don’t have– money, time, influence– accept that indeed, you do not have power over these things, give up attempts to control, and welcome your feelings.

1. For guiding your behavior– decisions, actions, confidence– give permission to take action.

## Back to the Garden

The next morning you woke to a field in disarray and a letter. You had worked harder than you planned, and still fell short of your goal. “If you did more than you would have without the bet, you won something, including evidence that there is some commitment in you to make your dreams come true.”

The biggest reward is not a positive one: you should accept you failed, and, in part, due to a miscalculation. Such a failure suggests other aspects of your plan are likely misguided, and your goal is further than you estimate.

If you disagree, let’s bet again. Otherwise, to fix your miscalculated life plans, you’ll need  
the Intellectual Bootcamp.

# Education

## Intellectual Bootcamp

### Admissions

On the computer screen:

#### Information

This is a boot camp whose purpose is to train adults to think harder, clearer and more effectively; to produce intelligent solutions for personal and social puzzles; to have a higher cognitive discipline; to instill shared values about reason, thinking and discourse; and to empower.

It is a training program designed to break down bad habits of thought, and build good ones while immersed here, a culture of rational thinking isolated from the outside world.

Here you will relentlessly confront your ideas about the world, with instructors drilling intellectual skills (writing essays, arguing for ideas, and developing proposals for action).

You will be trained to move toward your goals with focus, even in the face of perceptual, physical, or emotional distractions. Over time, students could expect to cultivate a sharper focus on cognitive objectives, resilience to distractions and challenges. If you graduate, it will be with the ability to identify, develop, and communicate ideal critical, rational arguments, positions or plans (orally or written) given the available knowledge, finite time, and resources at hand (reference material, teamwork).

you will also learn a code of behavior for being a community leader; collaborating or competing with an idiosyncratic, irrational world.

The central requirement for applicants will be a commitment to better understand the self and world.

#### Consent and Commitment

Hi.  
0.Your name doesn’t matter.  
1.Is there a better version of you?  
2.Are you capable of moving toward it?  
3.Are you ready?

If your answers are yes, then you are a student. To live a better life, you will commitment to change your actions. First, you will learn what changes are needed.

## Student

Students are PPL with IDEAS from EXPERIENCE toward selfish GOALS.

Lessons depend on students’ prior knowledge.

A STUDENT

1. has a goal that can be better named and planned.
2. requires time away from BETTING.
3. admits not knowing but capable.

Students learn to represent their knowledge in words; to prefer better, alternative words. A student sees the impersonal as more reliable both for selfish GOALS and social ones.

A bad student studies to avoid action, or for its own sake.

A Student WRITES IDEAs and GOALs to their INSTRUCTOR.

##### Goal

Your goal is clear.

You want 1. The strength needed to a. take the right steps and  
b. make a habit of it, 3. keen eyes to a. estimate the destination and b. correct course, and 4. a focused mind to steady the foot.

#### Agreement

This is an in-person immersive experience.

You only really learn what you need to know to be who you really want. You won’t learn unless you cannot escape needing it; in a dedicated environment that fosters acquisition, minimizes interference.

Whether you’re here for the 7- or 30-day experience, you will work hard every minute.

For every minute of lesson on my time, students are to provide two minutes of writing, either toward others’ learning or in direct application toward their goal.

Dedicate to identity growth. Be:  
1.Quiet, except when tasks require verbal response.  
2.Receptive to work and feedback provided by the instructor.  
3.Committed to producing genuinely inspired ideas, working quickly, and seeking improvement.  
4.Respectful that all are equal in voice, and aim to describe solutions with collective values.  
5.Receptive and responsive to prompts and observations (from peers and/or instructors) especially CHUD, vague language, and cognitive bias.  
6.Motivated to describe solutions that benefit others, when possible, including peer-review

Now, what is it you’ll learn? Precisely and only what is needed to trust a clear picture of what your life is. You will first learn how to make a plan, a map of who you are, and who you want to be. You will exercise Part one of this book, until you plan is good enough to be wrong, and truthful enough to hurt.

This will be the beginning of change, and the first test of your commitment. Your performance is evaluated simply: whether or not you end up eating, sleeping, thinking, talking, and acting differently.

## Lesson in Roles

### Think

Think, student. Do not take notes, simply pay attention. Everything I say is meant plainly. If you get confused, forget it, and pay attention to right now.

Our goal here is thinking. Thinking happens in your heads.

Right now your job is to think about the truth you see in what i say.

A student has two roles to think in: Reader and Writer.

### READER

A reader is a listener and observer.

Reading is the same as listening to me, except the pace of my words don’t determine how fast you have to think, or remind you to PAY ATTENTION!

You’ll get good at thinking, but not because of attention. Your attention cannot be trusted to be left alone while reading, so we will take away distracting technology. There will be no phone or internet access.

the simplest scientific instrument. so the clock will babysit you.

your attention is not reliable, The clock is. The clock is a cue to think. When it goes off, get back on task.

Your goal in reading is to isolate the truth from the lie. Try reading this sentence: “Everyone is best off running weekly until they die.” You’re thinking, “this can’t be true for everyone, so it’s a lie.” Not so fast.

There are many components to this idea, and likely many that you believe are truthful. We’ll get nowhere in an all-or-nothing philosophy class. The most common delineation of truth and lie, is a matter of changing the pronouns in the writing.

In our example, consider this revision: “I am best off running weekly until I die.” Now the author’s words are consistent with your truth.

Doing this makes a clear relationship between your belief and the author’s. Becoming smart is the discipline of understanding how you relate to others.

When reading, you may only dismiss writing where the author has convinced you they are intentionally lying.

Read to assess your BET on the WORDs reflecting TRUTH for 1-the author. 2-you. Ask yourself how you saw the world before, and after reading. 3-others. Ask if this generalizes to others.

Assign WEIGHTs (0 to 9) to what you read. Whether to a book, sections, or a word.

I BET this is true for:

0 = not even the author. 1 = only the author. 2 = the author and me (Us), but less than 30% of PPL. 3 = Us and 30% of PPL. 9 = Us and approx. 90% of the human population.

### WRITER

How will your life look if you put it on paper? Like a bunch of words.

How do you change it? By deleting the words with lies, and replacing them with better words.

The right words will change your actions and your life. To live a better life, starts with your words.

*push-writer* In order to do something about thoughts, we need to think on paper. [You’ll write a lot. You’ll delete a lot. You’ll get good at writing.]

BET on WORDs. A writer invests time and energy to map feelings onto words.

Good writing is discovering, curating, and applying insight. Bad WRITING has an author; *ad hominem*

Revisions also make you a WRITER. When you revise words (yours or others’) to maximize your BET, you are a writer.

Separate thought and self (author), by BETTING explicitly.

State your assumptions, do not justify them. -is-STYLE-bad

Replace "I am." with tag words.

Strive for COMM-CONTENT and brevity; Write only valuable BETs, or WORDs that manifest valuable BETs. Prioritize understanding over original writing.

WRITING for LIB-PPL, relatable, depersonalized, objective words, minimizes ROT, maximizes PLAN utility.

## Instructor

I am instructor, a guardian of  
1. True IDEAs and 2. WRITER of a general PLAN (this book).

An instructor READS, and enforces BETs on LINKs toward a PLAN.

My goals are to  
1. Minimize student effort and time to write.  
2. READ for cognitive biases, illogical appeals, and imprecise language, and WRITE feedback that is dispassionate and neutral, yet invested and True. 3. Reward arguments based on (Truth:) REALITY, SELF, and VALUES. 4. Reward IDEAS shared (vs kept).

# Words

## Cognition

### Change your thoughts. Change your life.

Comprehension is involuntary. You cannot help but recognize meaning if you see or hear language. This means that your involuntary response to this section title was likely similar to “Easier said than done.”

Sometimes real meaning requires voluntary thought. Often, all it takes is a seemingly incompatible pair of ideas. For example, this time when you think about the title, assume it is a reasonable, serious, seriously valuable suggestion. All it would take is for you to honestly believe you can. ## Intro

This chapter can be reduced to the following problem and solution. Words said (out loud or written) and understood (heard or read) are not usually what people mean. They do not reflect what people want or need.

By engaging the gap between words and reality, you increase self-awareness (BET).

Better words mean more practical understanding and expectations, more complete desires, and the capacity to make a concrete plan for achieving your goals. This will naturally include healthier communication and more rewarding relationships.

A community with better words has clearer idea sharing, synthesizing, developing, teaching and learning.

### Speaking your mind is difficult.

A memory system dealing with language is tasked to translate thoughts into the right words from thousands. It is prone to inaccuracies.

Similarly, a listener focused on comprehending, is not likely to monitor all the incidental priming effects of words on a memory system. Words said and words heard have a latent impact on one’s beliefs and behaviors.

These effects are each discussed in terms of how words can be used for the better or worse.

## Word: Kinds and Uses

This book deals mainly with actions and the felt experience of the world. Like any book, this book uses words to describe the world and its conditions.

This chapter is about the act of describing, itself.

Saying WORDS is a very small physical action, to describe real actions and consequences. Hearing and understanding a word are also a small action, that engages with WORDS– a description about the real world.

The issue is that descriptions can be more and less right, more and less helpful, and we have little guidance on how to use them.

### As-hypothetical

Words are BETS on hypotheticals: - truth and reality. - lies and fantasy.

A PLAN is an arrangement of WORD BETS.

Words efficiently simulate possible worlds. You can think through far more situations with words, than you can (or should) try in reality. Your goals can be described in words, and words can be easily crossed out and revised.

Good words maximize productivity of thought, move you beyond pitfalls of CHUD, direct attention to PRIS, and predict reality; improve decisions and make you smarter.

By thinking about all words you experience (LIB), you can take control to limit your WORD use toward more productive ones, improving READ and WRITE decisions, increasing focus and time for goals.

Bad words keep CHUD expensive, and waste time.

The COST of an individual word is tiny, but we say tens of thousands per day (Levelt). Reading, thinking, saying, and writing a word perpetuates that word’s IDEA over others, either moving you toward a GOAL, or your HABIT.

Do not use a word that is more of a Lie. Say the truth or be quiet. Use words for decisions, not emotions. Use to facilitate your life PLAN. Stop talking for other reasons.

Choose what you listen to: assert boundaries against exaggerated words or unreliable ones.

Do not write plans you won’t follow. Read to revise plans into ones you’d follow.

### EXAMPLE

An EXAMPLE is an individual, particular event or object, of reality. An example with consequence is a USE-CASE. An example in-principle is a HYPE (hypothetical/hype).

### IDEAS and LINKS

Words are one of two types:

1. LINKS: words that give relationship between EXAMPLES, IDEAS, describe ACTIONS, ROLES, and transformations
2. IDEAS: words that refer to EXAMPLES.

An IDEA is a set of criteria that LINK EXAMPLES as similar (vs not).

The most basic IDEA classifies EXAMPLES as A or not-A. “blue” is an IDEA that certain colored things are BLUE (A), and all other colors are not BLUE.

Good IDEAS group EXAMPLES in a way that directs attention toward PLANS and GOALS. Bad IDEAS distract.

The right LINK between ideas is the foundation of every thought, recipe or terrible calculation.

### RECIPE

A well-formed plan, especially lessons and instructions, adhere to a RECIPE format. The RECIPE format highlights the IDEAS and LINKS of your point and minimizes excessive STYLE.

1. List key IDEAS.
2. Describe actions and transformations (LINKS).

*Push-words, from c09-ibc\_ed* ## manifesto  
the following are principles of knowledge, language, and action.

#### Speak

Speak, write, initiate or respond only

In limited duration and words dictated by intended outcome. - Define everything empirically - comparison group/quantity (has unique outcome) - Speak to bet. - Idea > authorship (anonymity)

Do not at all when actions or listening are needed.

#### Listen

Listen / read be with

When you need to learn / connect - limited in duration/words needed - to assess consent (agreement).

Not when - speaking values unadhered

Listening: - Distrust words and ego. - Take nothing personally - Remove / ignore style - Read to refine beliefs and doubts.

## ROLES

### Scientist

A scientist works to win BETS against the UNKNOWN. They are a professional writer, evaluated on two metrics:

1.For their MEMES of CONTENT. 2.The net benefit of their MEMES on GOAL outcomes.

A scientist-researcher is a WRITER, a data-collector and hypothesis tester. A scientist-scholar is a READER, curating toward theory development and COMM.

### Scholar

A professional READER and Peer-Reviewer, especially in curating the Scientist’s insights.

Evaluated by repost statistics (others as readers),  
akin to evaluating twitter users by their retweets.

# Revisions

## Skilled Reflection

The value of words (meaning) changes over TIME, because the READER’s values change over TIME (x-COMM).

The GOAL of words is to express ideas that at least retain today’s value, at best maximize tomorrow’s value. Since few words meet these criteria, your first benchmark is to write few words.

Work to make IDEAS clear and concrete. Put IDEAS at the top of a DOC. Provide just enough CONTEXT to remember the basis of the key ideas.

Precision depends on purpose.

1. LIST. Name relevant ideas for GOAL.
2. WRITE a PLAN, (ordered LINKS).
3. DOUBT. Assert the strongest rebuttal to the PLAN.
4. BET. Improve IDEAS and LINKS by addressing weakness and clarity.
5. READ. Wager its value (e.g., Relative to another PLAN).

Always reflect to address the question, how can I help my future self? And impose time and word limits.

A bad doc begins with stream-of-consciousness.

### PROMPTS

Prompts elicit conflicts (truth) between SELF and NORM, to improve PLANS for your GOALS. TIME and WORD limits work together to encourage a balance between reflecting on truth and describing it.

### WORD\_CT

Docs revisited and revised later are better with fewer words.

Word limits combat needless words and distracting tangents. A word limit keeps your attention.

Try to write the exact number of words. Good word limits require cutting out unhelpful words, change figurative words to concrete, ideally assertive and falsifiable.

A DOC’s word count is a proxy for its complexity.

PLAN- For every PLAN you make: Assert a word limit before writing, to be reminded of your initial intentions, and be challenged to express ideas clearly. Become skilled at using only the fewest words necessary, to reveal and clarify values.

If you exceed the limit and there is no end in sight, stop and reassess.

#### TIME\_LT

The **time limit** dictates how precise your words should be. Extra time is for better words. For example, a one-minute, 50-word limit (1m, 50w) encourages free writing with minimal restrictions on quality of thought. Conversely, a 4-minute, 40-word limit (4m, 40w) is meant to encourage more careful selection of words.

#### LESSONS-SR

LESSONS are an ordered set of prompts, usually three to four, up to 60 minutes and 250 words. A prompt’s word count is the number of words to be added to your document.

Note: A 0w prompt means revise, but do not increase the word total.

The first prompts in LESSONS are warm-ups to direct your attention. They ask for names of IDEAS.

The next prompts are for thinking, requiring you to make LINKS between your warm-up IDEAS. Done right, you will face some new truths.

## REVISE

Improving WORDS to improve actions of yourself or others is REVISION.

REVISION is how we know reflection is happening, described here in VERSIONS (v#) of a response.

EXAMPLE: What caused this reaction?

Response-v1:

1. I work hard on an intellectual activity.
2. I’m not secure about it.
3. Someone I admire undermines it.

Response-v2:

1. I make something I think is well done.
2. I expect validation.
3. Criticism catches me off guard.

Version 1 is less generalizable. Version 2 is plainer and more verifiable, making it more useful for plans.

You may also revise answers to prior prompts, but only to keep up with or help address the current prompt.

**Revise the prompt.** The prompts encourage reflection, but truth-seeking defines the prompt.

While reflecting you may uncover truths less relevant to the prompt than to your GOALS. Revise the prompt in a way that best promotes development of the insight at hand. This may be toward the end, or on the first prompt. For example, a prompt referring to University student experiences should be adapted for your non-University experiences.

Prompts can also be “irrelevant” if they are too emotionally overwhelming, for critical thinking.

Do not change the prompt so you can be lazy.

#### NOTES

NOTES are general plans for REVISION. (Available on request.)

#### PEER-REVISION

Peer revision is a powerful learning tool. Forget *who* provides REVISION and how much. Get answers from others.

The peer WRITER works with uncompromised objectivity, and liberty to employ Truth, however subjectively “harsh”.

### SAVE

X-LIB Assuming you have given honest attention and honest work, Save your DOC.

RECOGNITION, reading familiar words is easier than RETRIEVAL from memory, of words to write. Is- savings on revision.

Lessons are only valuable for the insights that will make tomorrow helpful. Lessons are designed to be revised over time.

Only save docs that you BET will be useful enough later to save time, overall.

## DOC

A recipe is the ideal DOC template. Here is additional guidance.

Given an IDEA: 1. Estimate relevance to - pris, - problems, - undeveloped PLANS, - SELF-MAINTENANCE

2.Keep docs short enough that the title and CONTENT address only one thing.

3.Save selectively and

4.delete frequently.

These suggestions are only as valuable as your experience with them. In the next section, COMM, your goal is to understand how to make the most of your experience with WRITING and READING.

### COMM

Once saved, we assume a DOC will be READ later, and provide value. This is the primary type of COMM we engage in.

COMM is the exchange of WORDS from oneself to another. Other examples include a traffic sign, something you wrote and are rereading, a carefully crafted party invite, or a Lease Agreement.

The goal of COMM is to maximize that likelihood, by engaging in the inherent and practical problems that arise.

This section, COMM, describes the inherent problem. The next section, STYLE-VERSION describes the practical problem.

The general problem of COMM is the discrepancy between READER and WRITER of the same word. No person is identical with a future or past self, with any other person, and all of these relationships are in part unknown. Writing a word creates a static record of a word. The cognition which wrote the word is under a specific state and intends a specific meaning or value for that word. At the future time when the word is read, it is the same static record of a word, but the cognition reading the word may be different enough to understand a meaning different than intended. Additional words on part of the original writer might be added to attempt to minimize unintended interpretation on part of the reader. Additionally, the reader may apply an additional interpretation attempting to reconcile the same problem.

GOOD COMM attempts to systematically reconcile these issues. BAD COMM takes advantage of them at the cost of clarity and honesty.

#### Ambiguity 1: PPL

Because PPL vary in pris, they vary in how they apprehend the world, and therefore in precise meanings.

#### Ambiguity 2: COMM

As individuals with distinct pris, there may be distinct, potentially conflicting motives. READER and WRITER will vary in how much they TRUST COMM.

#### Ambiguity 3: WORDS

The real world is particular; each experience is an EXAMPLE. A WORD describes groups of experiences in common, whether an IDEA or LINK. As such, WORDS are always less precise than reality.

Words are never definite and certain in what they describe of the real world.

A word’s definition is a generalization. (Thus, WORDS are better designed to hypothesize and predict.)

X-PRI Two people with identical pris see the world identically. To improve COMM, study the difference between CONTENT and STYLE.

### STYLE, VERSION

Pris between PPL (WRITER and READER) differ. Difference in pris alter CONTENT of ideas.

Good STYLE is change in words to minimize change in ideas between READER and WRITER.

Versions describe identical CONTENT with difference in STYLE between them. A PLAN for a DOC is an earlier VERSION of the (same) final DOC.

E-you today vs you in five years.

COMM-PPL (x-NORMS) assume READING and WRITING have no intrinsic goals. A DOC’s arguments for why to READ it are a STYLE called PITCH. For example,

1. Stroke ego and intelligence of others.
2. Frame attacks as agreeable observations.

The maximum common SELF-pris across PPL are the optimal arguments for PITCH. E-FOOD vs. CAKE.

However, if PPL do not have a real appreciation for FOOD vs CAKE, they will not be persuaded by PITCH.

Therefore, they will be compelled more by lies. BRAND is PITCH that distorts truth, a form of bad STYLE.

### LIB-CURATioN

This book is a DOC among many you have encountered, and you have written many, yourself, even if just a to-do list. LIB is the explicit effort to maximize the use of what you WRITE, SAVE, and READ, by organizing it for best application, and providing feedback to help your future decisions to WRITE, SAVE, and READ.

The scope of LIB is the collection of your words over a lifetime. LIB is to docs as HOME is to possessions.

LIB aims to maximize the value of words you save, and ideally, reduce future efforts to plan and accomplish PRIS, through making the best of your prior thoughts easy to find by your current SELF’s context.

A bad LIB is the sum of your WORDS, void of curation.

A good LIB is the closest approximation of SELF.

Library = sum (GOALS + PLANS) / 1

For learning what you don’t know you don’t know.

Vs-whereas WORDS deals with involuntary ideas, LIB is post-WRITING cache to facilitate future production.

Risks 1. FALSE POSITIVE: Writing, saving, and finding bad docs. 2.FALSE NEG: failure to save or find good docs.

### LIB-RETRIEVAL

Studying links will improve ideas and bets in your life.

Plans, and anything else you write down, should be part of a PRI.

Facilitate RETRIEVAL: 1. Index (list) docs worth rereading. 2.Assign a number that indicates its relative importance (abs or relative weight). 3.Add tags and metadata for easier sorting. 4.Make and revise only for high-PRI GOAL(s). Record and study LIB RETRIEVAL patterns.

# Epilogue

## Your Calling (to Students)

Your calling,  
your highest value,  
is yours to name;  
an idea about the world,  
bounded by reality and your doubts.

If you overcome your doubts,  
and see reality plainly,  
you will want peace.

But we all have doubts, so  
you want some form of  
dignity and affirmation.

Tell me your calling, student,  
and subtracting from peace,  
I’ll tell you your doubts.

On mastering my book  
your life will be regimented  
to afford your calling.

Tell me the missing chapter  
that lets you achieve peace  
instead of a life of regimen,  
so that I may find mine.

### to Instructors

Welcome, you vibrating sack of meat  
taking up my space and time.

A teacher and student take on a debt of time to bet on my life, a radical co-dependency. Why would you do this?

Effective teaching assumes a shared rationality.

You are crazy for wanting to be a teacher. You have only one thing to teach: me to believe you.

You will do everything to put the truth in front of me.  
If I find out you withhold truth, I will punish you with it.

You are a teacher when you re-do your shitty lecture, until your student has earned both your time.

## Next

This book has been a storm for me. It is the eye, from which I see many horizons. The young idealist me, - about 15 - felt perched outside civilization. Twice this age, I am the translator I wished I wasn’t. At 25, I descended into town, from the military, to be among people. After 30 I had crossed into the formal observatory, the ivory tower.

This book’s object is to define the individual absolute, central terms of necessity, desire, and pursuit.

From this book I see horizons, future work I aimed to imply from the core premises laid out above.

### H1: Theory

**Argument 1**  
From PPL and NORMS, lay seeds for a definition of being and seeing, that provide magnitude approximations which should be investigated at population scale. The product is a precise centroid of all humans, no individual, the most of all individuals.

**Argument 1**  
Such centroid is defined by coordinates from theory, dictating measurements of the full population. Where measurement is noisy, so too must theory acquiesce.

**Argument 1**  
The successful theory makes economic predictions which increase NORM-SAVINGS or reduce the net COST of PPL given FORCES of REALITY. A capitalist society argues that industry offers solutions, here.

**Argument 1** COSTS and RISKS generated by PPL, I-inherent independence, selfishness, antagonism, where behavior is patently (observed) adversarial to the centroid, are the object of social sciences and govt.

### H2: Education

**Argument 1**  
This book offers two scales of self-betterment: - skilled reflection and - the intellectual bootcamp.

Both programs assume that ALIGNMENT is the key to SAVINGS, and self-betterment is social betterment.

**Argument 1**  
I see skilled reflection as a micro-solution to any and all personal, cognitive dilemmas, whether daily or lifetime.

The intellectual bootcamp is an experimental BET to pursue a maximal ideal individual, both in practice, and in concept. Through immersive training, graduates should provide vantage points worthy of think-tank productivity, demonstrating, testing, and proposing solutions beyond norms.

What new HABITS can PPL adopt, which effectively cut down suffering?

**Argument 1**  
Perhaps it is my duty, but it is my dream lately, that untapped magic lies in the power of WORDS.

What lies beyond effortful skilled reflection, truth telling, truth seeking, disciplined altruism?

What new WORDS maximize Argument 2?

**Argument 1**  
My horizons may be mirages; this is the domain of fantasy. Nonetheless, what is possible when we assume that human potential IS untapped, and coordination is not yet perfect, and improvements are possible?

Neal D. Tyson asks, “What questions lie beyond our comprehension, that we cannot think to ask?”

Let us first think to ask all the best questions.

**Argument 1**  
Then let us answer them. Let us perfect and give away the cheat sheet to all.

A book of answers, an almanac collecting that which defines the centroid, the possible destination, styled properly from the vantage of the centroid, with the best plan laid out to arrive there.

### H3: Revision

This is for the ivory tower. Humans are in motion, imperfect. That is, they exist physically restless, and are simultaneously mentally restless, seeing an ideal in contradiction with existence. The social sciences, for too long, blunder the language game around the duality of reality and fantasy; application and theory; observation and description.

At the least, we must model and explain 1- the magnitude gap between, 2- let alone its nature, but most critically, 3- what it is that we journey with an ideal in mind, and how it is that such an ideal (words), lead to changed reality, vs fail.

All this is to document and theorize about drafts of an idea, revisions, and the personal empirical account of body and mind over a lifetime.

In a symbolic way, we might document the process of developing an argument. Here I have theories about how NOTES, and BET move us forward; how LIB and PRI set precedent for REALITY to maximize FANTASY.

This book is the first revision. Books will come to emphasize each horizon, and in turn, revise this book further. What transformation to the ideas will come?

At least, we fail to account for behavior, and we fail to relate to each other NOW, when we hold out for perfect ideals, instead of sharing the first MOMENT an impression could be communicated. See the Introduction for this point in practice.

## Verses

### Questions

It’s been asked, “What is the diff between loving, and being in love?” What evidence would support an answer beyond the feeling associated with the idea of a difference?

What’s the diff between loving and being in love with yourself? Or with God?

### Answers

You wanted to make sure my passwords were easy to find if I died. These words are my passwords.

### V-10001

### X-death\_cab\_for\_cutie-binary\_sea 2021-08-13-2145 v10001 init

It appears that over 10k years ago, humans moved a certain way that suggests an intelligent era yet a time before the Answers.

Recently we discovered a magnet inscribed with patterns we eventually discovered you called language. We are still in the process of understanding how it relates to Answers, as it is far too inconsistent to be a proto form of Answers.

It is unclear yet how much Language it will take to get you here. We hope as little as possible.

What you call questions, and recognize as suffering, deserve immediate attention.

As we continue to work on this communication bridge, let me end this first message in 10000 years to say:

You have given hope through the patterns represented in skilled reflection, structured enough to give systematicity in complex representation that dimly illuminates the world it attempts to project.

Sincerely,

Student0-v-the **Answerword**