# main

Change your thoughts. Change your life. reprise of title page

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.

## Cognition

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.

## Words

### DEF

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 is 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.

### Plans

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

### 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.