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March 31st, 2004, Wednesday
Re-started May 16th, 2006, Tuesday

Front
Inside
Cover

- the school that
has the best program
for the study of ^{and} ~~logic~~ ^{law}
and ethics and get:
1. course listing
 2. Book listing
 3. instructor
 4. instructor contact information.
 5. syllabi & syllabi will list good books & topics that are important to the instructor.

use your
philosophical
writing to
get yourself
into a graduate
program.

Writing Organization

Number all pages pid ^{mark} like 4 or 5 for added details.

- leave at least 2 sheets, both sides, in the back of each section for contents
- write contents as you write - when it is fresh, you know the context of your writing &
- Before writing - when it isn't spontaneous - and you are building - consult the contents page and review all previous work
- When the book is filled, tear out pages that fit clearly together. or find a better way of grouping them together.

A Program for a Study of
Theology and Mythology

~~Abstract~~

Method

The first thing you will do is read all of the important primary books for each religion - for example - you will read the Bible, Koran, Bhagavadgita, Tao Te Ching, etc...

When you have completed each, you will read commentary on each.

At the same time as you read the primary documents, you will also read about the history of religion and the philosophy of religion.

This plan is only tentative - it is very possible that you will see a better way of going about things once you have done some studying - this is fine. Simply make sure that you add any changes to your plan here.

The Holy Bible

The New Oxford Annotated Bible w/ Apocrypha.

Method.

- You will not have time in depth notes on the text. What you will do is write subject headings for each major section of the Bible. Your task is to do your best to be able to locate specific parts of the Bible strictly through memory.
- In addition to this, you will write down any notes that seem important to you (ideas) while you are reading the text.

- abate - covenant (def in footnotes - pg 22)
 - look into "Gilgamesh" - bitumen
 - reckoning (biblical sense)

The Book of Genesis

- 1.1 - 11.26 - The primordial history
- 1.1 - 2.3 - Creation culminating in Sabbath
- 2.4 - 2.25 - Creation in a garden
- 3.1 - 3.24 - Garden disobedience and punishment
- 4.1 - 4.16 - Cain and Abel.
- 4.17 - 4.26 - First overview of generations from creation to flood
- 5.1 - 5.32 - Second overview of generations from creation to flood
- 6.1 - 6.4 - Divine-human reproduction
- 6.5 - 8.19 - The great flood. - the dove story
- 8.20 - 9.17: Divine commitments after the flood.
- 9.18 - 9.27: Noah and his sons.
- God's blessing to Noah and his sons - to be fruitful and multiply
 - declaration that ~~every~~ ^{all living} things shall be food for the people - flesh shall not be eaten w/ its life blood.
 - the command of vegetarianism
 - laws given from god to man concerning killing and eating.
 - God establishes his covenant w/ Noah - sign - bow in the clouds
 - speculation about Ham may have had sex w/ his father - that Ham's behavior was bad nevertheless (see annotation)
 - curse of Canaan, son of Ham
- 10.1 - 10.32: The table of ~~the~~ ^{the} nations
 - ethnic groups rather than ancestors
 - Genealogy, relationship between national groups (conf)
- the warrior Nimrod.
- 11.1 - 11.9: The Tower of Babel the tower
- one ethnic & linguistic community broken up by ~~the~~ ^{the} tower
 - confusing of the single human language.
- 12.20 - 11.26 - The descendants of Shem.

11.27-11.32 - introduction of the Abraham story.

- use of 'Abram' in the text.
- barrenness of Sarai
- Abraham's homeland of Haran - Abraham ancestors in the genealogy are place names in Haran

12.1-12.3: The Lord's call and promise to Abraham

- 1st of three divine speeches in which travel directions are given
- combination of command and promise
- relation to the command of Jacob
- The promise of a great nation & Sarai's barrenness
 \rightarrow for the meaning of "nation"
- The promise of blessing. \rightarrow for meaning
- to make one's name great \rightarrow
- so that you will be a blessing \rightarrow
- the curse of those who curse Abraham
- "do you all of the families of the earth shall be blessed." &
 the Christian tradition. St. Paul's interpretation

12.4-9: Abraham's first journey to the land.

12.10-13: First story of enslavement of the patriarch

- distrust of the promise of Abraham's protection

13.2-13.18: The split of Abraham and Lot.

- strife between Abraham's herders & Lot's herders
- About Abraham's great number of possessions
- Lot leaves for Jordan - set his tent in Sodom
- Abraham goes to Canaan - The Lord "gives" this land to Abraham and his offspring

14.1-14.24 - Abraham's rescue of Lot from the eastern kings

- Lot taken by the enemy kings of the kings of Sodom & Hammorath.

eschatology
revelation
deuteronomy

- Abraham rescue Lot
- Abraham offered goods by King Melchizedek of Salem
- This section along w/ 15 link w/ the previous history in several ways.
- El (God Most High)

a name for Jerusalem

15.1-15.21: The First Covenant w/ Abraham

- Abraham expresses skepticism about God's promise
- Abraham's sacrifice of various animals
- Lord speaks to him in his sleep. Gives him details concerning his ancestors. ^{Slaves in Egypt / Judgment etc..} ~~He~~ ^{He} in the annotation
- first evidence of ~~parallel~~ intertwined non-priestly text. ^{g&e} ~~He~~ ^{He} in the annotation
- about the promise-objection-reassurance pattern
- about the practice of dismembering animals & the relation to the meaning of "making covenant" ^{He} in the annotation

16.1-16.16: Hagar's encounter w/ god and the birth of Ishmael

Determinism

- What would it really mean for morality, values, and the way we view our lives, if it is accepted as true?
- What supports this view - begin collecting evidence for and against this view. Make your former ideas on the subject less vague.
 - Attention: What are the principles of attention? What catches our attention? What keeps our attention? Why does it matter? (And more...)
 - Ideas/Thoughts: Where do they come from? How do they arise? Why does it matter?
 - Memory - What causes us to remember some things and not others at different times? Why does it matter?
 - Foundationalism - What is it? What does it say about determinism.
 - Externalism - Why does it matter? What is it?

Ethics/Writing

New writing goal

Create a book of ethics solely for yourself. Come to conclusions about religion

Create The book of cl or Why Ethics

A book intended to be a personal ethic - to replace all ethical & religious systems - solely for yourself, but at the same time needs how it will apply to others... A book that is written for yourself but at the same time is to be ~~not~~ conceived as a work for others - in that others are likely to be very much like yourself

Anyone who reads this will think you are a wizard.

You need to spend some more time studying ethical theory.

Ethics

Determinism

Blame & Praise

Banal

That ideas spring from the sub/unconscious, and at times are inaccessible when needed, or do not come to consciousness when they would have been useful.

You were spending time with Kim at your parents house when your watch said it was 11:00 and that you should leave. Upon leaving, Kim was angry with you because it ~~didn't~~ you did not decide to leave earlier. She said that she told you that she wanted to wake at 5 a.m., and she expected you to decide when to leave because it would be worse for her to do it.

She is angry about 1 of 2 things (or both)

1. That you did not get up to leave earlier.
2. That you couldn't think about what she was thinking and leave earlier.

1 - is about your not thinking about it - about how it didn't occur to you to leave.

2 - is about your being the type that does not remember what she tells you and being unaware of her thoughts.

1. It makes little sense to get angry about something entirely outside a person's control. But it may still make sense to blame, so

Mathematics

Study Method

To prepare for your calculus class.

- Review the things you don't remember from intermediate algebra - including factoring, graphing, slope etc...
 - List each thing in a review packet for continual review as you progress in mathematics.
- Review your pre-calculus text. Create a review packet containing all important concepts.
- Review all Calculus I material. Do this throughout your calc II course as well. Create a review packet for this as well. Make sure to do many practice problems.

Q1. Create a study packet to use for review. Make sure the study packet is perfect and gives good advice. Continually update and review this packet to maintain your mathematical ability.

Q2. Continually work out problems from previous sections to maintain your skill. Refer to your study packet for any assistance you may need.

Q3. In review, instead of doing work in all sections, just work in the review sections.

Ethics

Security

The discovery of an embarrassing secret, and an analysis of your reactions - and how you should deal with it.

Today when preparing for work Eva was cleaning in your office, and you had to sit up your desk in front of her. While she was mopping the floor beside you you opened your computer and started your web browser - when to your surprise a pornography web directory you were looking at the previous day. You saw her look at the screen and you quickly turned off the browser. After she left you re-opened the page to see if she probably saw what kind of page it was - because the pornographic images were very small. Unfortunately they were not small enough to go unnoticed - so you are fairly certain she saw what it was.

After realizing she discovered that you were viewing pornography you were immediately embarrassed and quickly imagined ways of covering it up. Eva does not know how to speak English, so you knew there was no way of explaining it away - there was no way to convince her otherwise about the ^{only} couchman she does. You wanted to tell her that it was a pop up, or that it came from spam email, ~~but~~ something you would tell another person if they discovered what you were doing.

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On realizing there was nothing you could do, you became angry at Eva, and thought to yourself that she is overly judgemental, and how you would never have loved someone who cared (or did) so little to learn English. You also remembered when you first met her - and how when she asked you if you like Spanish you said no - and the look on her face when you said it - and how a Spanish speaking guest had to explain what it meant in an argumentative way. Her reaction seemed to you as judgemental and stupid - that she should have immediately realized that it was a miscommunication. Because of this incident you imagined that she thought you were dirty, and assumed the worst without being able to verify it. You became angry and thought her to be a stupid judgemental woman who refuses to learn English despite its clear benefits, and expects you to speak Spanish.

This experience teaches you several general things about yourself, society, and about others in relation to secrecy.

First - Why did you care so much about what she thought?

You have secrets that you keep from people so that they will view you more positively. You present yourself in an ideal way - you partially misrepresent yourself. You came to believe that this representation

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is actually what you are like, and even though this
closely is not true you go on believing it because
it normally does not come to your attention - your
secret self usually remains secret, and when someone
discovers that secret their new view of you conflicts
with your idealized self. You don't want to be
your full self, and you don't want others to ~~know~~ to
think that is who you are. You come to believe
your own act, and it only becomes apparent to you
that it is an act when someone discovers secret
aspects of your life.

Why did you think and feel the way you did after the events?

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How you would tear out writing from your journal that did not seem to be good writing.

Ethics

Prayer / Praise / Thanksgiving / Adoration

Ethics

Ritual and the sense of discomfort of strangeness.

Writers

Journal Writing

When you write in your journal you do not take effort to improve your writing. At times it is good, because you need to quickly work some thoughts out for yourself. When you have time you should practice refining your writing ability. You want to become good enough at writing to decrease the need for editing. You want to be more time efficient and skillful.

Idea

Careless errors are errors made, by accident, when one is performing some operation automatically while thinking of something else, ~~or~~ when the possibility of such an error (the act makes the error) is not presented to consciousness.

Determinism

use a scenario which involves
action stemming from attention

Rejects the idea of exhausting the ^{substance} causal laws etc. of a situation to the explanation of Human action. All what general idea you can take from this. Clearly people do not do their in accounty for human action - this fact may serve for persuasive argument against our general view of free will & subsequent explanations of human activity.

Suppose you are a high school student that is normally inattentive in class (or think of some situation in which you were expected to listen to some lesson or instructions, and you can't help but be bored and daydream.). One usual day your instructor is teaching, and you are not listening. Suddenly you find yourself drawn into a debate about whether or not the government should be allowed to monitor trafficked lights and take pictures of red light violators to give them tickets. You find yourself so interested that you get actively involved in the debate and argue that the government should not be able to take pictures of red light violators.

Later that evening you turn on the news and ~~see~~ ^{they} are discussing the same issue. You find yourself compelled to look more into the matter, and find yourself researching different legal perspectives relevant to the debate.

The next class the issue comes up again, and having learned what you did the previous night, you argue forcefully for a more sophisticated version of your initial position. To your surprise ~~even~~ ^{even} ~~now~~ ^{now} everyone in your class, including the teacher, came to agree with you, and the debate is concluded in your favor.

For the next few nights you continue to study similar topics becoming increasingly more detached from the debate of your class. You become highly interested in law in general, and you sign up for the next semester legal theory course. → Become lawyer/legislator

Philosophy moves from system to piecemeal approach. Why? what is the response?

This story may be broken down into different steps that build on each other. Each step will have its own causal explanation.

- Became attentive to a subject in class
- Engage in debate
- Became attentive to debate on television
- Follow up on subject because of newfound curiosity
- Use new info to debate successfully in class
- Maintained interest in subject - studied subjects more remote
- Took new class on legal theory
- Go on to college → law school → become lawyer → become senator.

- Similar storyline - Try new sport, love it, become athlete
- Try instrument, love it, become instrumentalist
etc...

Writing idea

1. Write a storyline - a short story
2. Write about how we would think of the story - how we would explain the events to ourselves and others
3. The ridiculousness of these thoughts/feelings/explanations
4. Analysis of the situation.

Children

Religious/Christians

"Matt, what is being possessed?" Selvia

"That is when a person has a demon or the devil inside them and the devil/demon controls the person. But it is not true though." Matt

"It was true a long time ago though right?" Selvia

"No - it is not true now and it was never true." Matt

- Pause -

"Well, we're Christian so we believe that stuff." Ashley
"the bible Jesus..."

"I suppose we can say that it is not true now but was in biblical times" Matt

"Yeah" Ashley

"Yeah" Selvia

This is part of a conversation on June 6, 2006 (6,6,06 - "666 day") during a history session w/ Ashley () and Selvia () from

The conversation was begun by Selvia asking whether or not 666 day was really bad (and that if other myths are real - like saying bloody Mary 3 times in a mirror in the dark) Ashley strongly disbelieved in these things and instructed her sister that they are not to be worried about. She spoke of Selvia as being too naïve. After hearing Selvia ^{ask if} ~~say that~~ it was true a long time ago, she disagreed w/ my response - it made her remember biblical stories of possession. Had she not remembered she would have disbelieved it.

rebuttal

If you were to discuss this with her in the lecture, she would likely point out all of the contextual information you did not include in the situation. For this reason you have to write as much detail about the interaction as possible in order to be as accurate as possible.

She was satisfied with the answer that it may have been true then but not now because she wanted both the bible ^{to be} true and for demon possession to not be something that doesn't happen.

Following the discussion Silvia said that she believes anything that is in the bible, and expressed agreement w/ her.

The way Ashley said "Well, we're Christian so we believe that stuff!" it sounded as though she merely recognized that it is in the bible and made the connection that she (as a part of her Christian group) believes what is in the bible. She said it was "matter of faith" - at a quick rebuke, in a way that indicated half-heartedness. She had no problem adopting the conclusion that it was true in the past and not in the present, indicating that she accepted it as possible in the past by logical connection to believing all that is in the bible - in preference to the idea that there is uniformity over time and demonic possession should be happening today if possible.

This reaction seemed to be pattern more than anything else - a repetition of what was told by parents - Silvia even expressed it ~~in a way~~ as though she was repeating from memory from a past that was repeated to her time and time again - in the way children repeat rules, like "A before E unless after C" - in a slow dreamy sort way.

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Ethics

Communication

The quality of reflecting before speaking

May 8th 2006

Business

Business Ideas

Both you and Adam are working on web-sites - you do it professionally on a day to day basis, and he soon may as well.

Because you already have a business name/entity you should think of starting a web development firm - you and Adam as founding members.

After you develop more experience you can hire a staff and delegate certain simple aspects of the jobs to them: graphic design, web programming, updating etc -- You and Adam would oversee everything and try to get more business. You may even be able to hire salespeople to get other businesses to open a web-page through you.

- Selling Marketing
- Selling Logos.
- SAT Prep
- ^{poss.} Get degree to do in future to improve yourself professionally.
 - Get Degree Business Marketing / Business Finance
 - Business Finance Licenses
 - Series 6, Series 7, Real estate etc...
 - Pass Bar Examination

\$50 per hour
or
\$500 for 10 sessions
1 hr.

CNY SAT Program

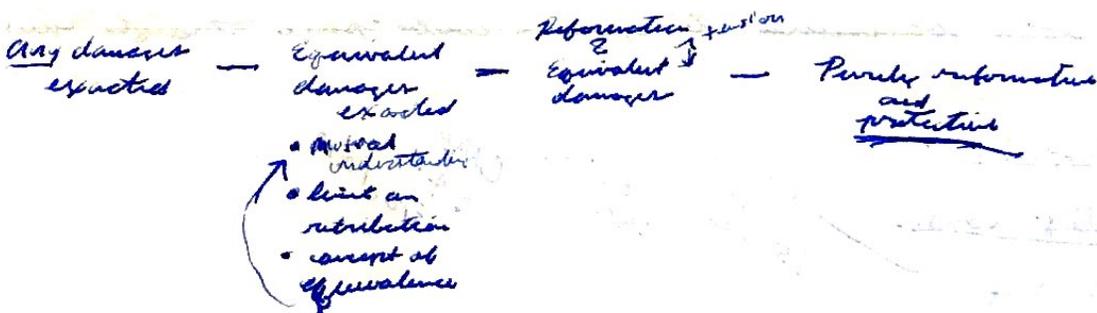
- Purs the idea of cleaning & painting ceilings. distribute outlets - get fluorescent lights

Look into the origin of law.

Ethics

Praise and blame continued.

- important question - what role should the desire for retribution play in law? What role should the idea of reformation play?
- If mutually exclusive, can reformation be preferred to retribution because it is more compassionate and humanitarian? Or should basic human nature, and desire to punish, play the major part - and law need? "Eye for an eye" seems to be a kind of balance of the two - just punishment for victims and limitations on punishment of the blameworthy.
- Killings remain better die explained by ^{previous page} part 4.
- a purely reformatory principle would be a step in the same direction - away from primitive self interest / rage to objective humanism. It also removes contingencies from law and the punishment. See drunk driver example.



Equivalent direction taken in child rearing →

- Those that cannot be reformed, and ~~those~~ those whose crimes are so severe cannot rest allows their freedom, will have their freedom take be permanent.
- ~~Another~~ Another aspect never to consider - mentally handicapped killers, and soldiers. - of mine and over and Ranko - was.
- The ~~role~~ role of determinism

Ethics

Praise and Blame

- Should we use these guidelines for praise and blame in our personal situations? Why this connection between legal theory and personal morality? Read about different ideas concerning the relationship between personal morality and law

Ethics

abortion

Ethics & Reasoning

Reductio ad absurdum

Lying

Argument against the absoluteness of the rule "Thou shalt not tell a lie."

This subject
is important because
it affects anyone
attending a formal learning
institution or hoping
of using it to obtain
occupation

Ethics

, Grading

Systematic Ethical Reasoning about Classroom Organization

This discussion stems from my idea that teaching method
in class, as expressed in the syllabus, about grading,
can be much improved. (Sentences should be revised or replaced.)

Several years ago I noticed that there were large differences
in the ways that teachers grade ^{& assess} students - even within the same
department at a University. There is not much uniformity - it
is at the teacher's discretion.

One important thing to consider in testing and grading and planning
the course is whether or not you should attempt to
filter out the higher quality students from the lower in
terms of grades. An other ~~words~~ your object is to
ensure a pre-determined grading distribution. One such
grading distribution may be the following - w/ grades ~~from~~ range
from E/F - Failing to A.

- A. 10%
- B. 30%
- C. 50%
- D. 10%
- E. 0%

The motivation for this particular grading distribution may be to
ensure that no-one receives a ~~failure~~ failing grade,
that most receive satisfactory grades, while few will be
given exceptional grades

This is a very frequently found grading organization, and is supported by a great deal of teachers. The reasons for using such a system, however, are largely unsupported - most give only a very superficial examination of it. The following are reasons frequently given in support of such a system:

- The classroom has as one of its responsibilities the task of filtering out weak students from average students from superior students.
- Grades are rewards. Only the highest level of achievement should receive As, most Cs, and some poor grades. But no-one should fail*.
- Grades are incentives. If As and Bs were given easily, there would be no incentive for superior students to study hard.*

* Why? - other assumptions have been injected here

What incentive is there to work hard?
 Why not the reverse?
 why is ~~failure~~ failure easy?
~~and~~
 why?

Ethics

Writing/Animal Ethics

You are becoming less sharp in your discussion about your position on animal ethics - and you've forgotten some of your previous arguments. You need to do two things -

1. Write extensively about your personal position on the subject. Anywhere research exists you need to spend time thinking and reexamining.
2. Reading more about animal ethics - you have a concept book on the subject you have not even ~~touch~~ touched.

Subjects you must look into to get a better understanding of Animal ethics:

1. Manufacturing of synthetic goods and effects on the environment
2. Economics & Business practices - ramifications of actions - real ramifications - actually understanding the effects of making adjustments as a consumer.
3. Animal biology - psychology - nociception

Think about which actions are justifiable given the consequences involved. Ex. you choose to buy synthetic leather instead of regular leather, and you are contented that that is better, despite not knowing where it comes from & how it is produced. effects on environment. do this what you may call an acceptable compromise?

Teaching

Tutoring - Ashley and Silvia

Aphorism

- Most of my views are vague, fuzzy, and unsettled. I can hardly be confident of the ^{and conclusions} validity of much of my work, its being incomplete and superficial. Shortness of time only allows for brief speculation from time better spent enjoying variety in life.

Writing

Creative Writing Ideas

A character who comes to know that he and everyone around him will inevitably end up in hell. What to do when it is known that there is no salvation. (Probably unoriginal)

Ethics

Animal cruelty

~~the majority believe that it is wrong to use animals for food or clothing~~
~~the majority believe that it is wrong to use animals for food or clothing~~

In choosing to be a vegan you've decided not to purchase items that come from animals - ~~and~~ such purchases may give money to those who harm animals. Items that you've refrained from purchasing are ~~meat~~ food items made of or coming from animals, leather, drugs and cosmetics tested on animals etc...

~~It's~~ ~~difficult~~ to write. Some things should be attempted about in more depth prior to writing down.

Tutoring

Your agenda

- Arrive on time
 - ask children about homework. Understand what they have to do - you may have to take a moment to review their assignments
 - plan the work they must finish for that day. Set a time table for them to complete each assignment, and have breaks for 10 minutes.
 - while they are working prepare their added assignments.
 - Spend at least 30 minutes helping each child (16 total) individually - they learn best this way and tend to be more well behaved.
 - In the short space of time the children work take notes, write an entry in your teaching journal, or spend more time planning future assignments.
- * The time at the house should be spent working on tutoring only
- Depart
 - A short period of time at the end of the session is to be devoted to planning the next day.
 - Part at the beginning of the session is for talking to them about their day, how they are feeling etc - and to let them know what they have to get done.

- encourage speed for homework assignments
- guide them in solving things for themselves - make them understand self study techniques. Urge to solve problems by themselves.

• Above Children should be prepared in arrival.

0-10 minutes - Ask about homework. Make sure directions are understood. Set time for completion. Talk about how they are doing/feeling.

10 minutes -
~ 70 minutes - Complete homework. Spend an equal time working together with each child. When homework is complete do additional work. You should be working with them - this is the time where you actually do the tutoring.

70-80 minutes Break-time

80 minutes - 110 minutes. Tutoring - doing additional work. For this time focus on new subjects, areas where special attention is needed, and games.

110-120 - Finish up work. Talk about what will be worked on the next day, next homework assignments, and things they need to know.

→ Try to give equal attention, encourage equal speaking time, give very positive reinforcement, and adhere very strictly to the rules. Make sure they had fun and remain curious.

Keep marking this progress on your PDA.

you need to make sure you are reviewing everything and progressing in every subject.

think about alternatis workbooks on different days. They get bored of the same old. They require novelty.

Mental Limitations

Suppose the set ~~of~~ of $\{x_1, x_2, x_3, \dots\}$
information learned from
reading a book contains 100 elements x_{100}

The amount retained.

— going in the wrong direction

Sometimes I become keenly aware of my mental limitations, when I make a comparison between how my mind works and how I would like it to work.

This most frequently occurs when I recall something at a time later than when it would have been useful. It also happens when I have a flux of new ideas & no time to write them down. By the

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I have a very strong ability to make use of thoughts I've recently had, but much difficulty w/ old thoughts. I have difficulty recalling things I learned over several months in the past. So I now continually worry myself on all studies.

time I can write them they are more vague or I can't remember them at all. Sometimes I remember parts, but do not understand why I thought they were significant. Other times I feel discomfort when I know I cannot conceive of a whole but only large parts - this is when I have a large group of relevant facts to consider in relation to a decision I must make - like to build a web page. Thus I make my decision with discomfort, because I know I am missing something relevant. I wish I were able to conceive of all relevant facts at once, but I cannot - and usually later I will recall what I had not considered.

Usually my disappointment involves low capacity in my ability to recall things I've come across or to process very large amounts of information all at once. Other times I wish I could simply think better, as when I have drunk a large amount of caffeine.

~~the~~ I envisioned some solutions to this - to work up my level of mental ability.

1. Create charts - to see all aspects of a problem at once.
 2. To continually review materials
 3. To write more - and build an idea I've written, and make decisions after ^{reviewing} ~~revising~~ all I've written.
- so here. Write all about web design, Probs etc. Re-read - then make decision.

Ethics

Highly Practical Ethics.

Daily consideration - Balancing life.

Aspects of your life in which you must be continually aware:

- Earning Money Business ed. ^e
new - firm - time/cost
old - carries over
 - Competition
 - Free time comes - Hobby, worked
 - internship
- Family new - time
old - consistent
- Friends good
exercise
modern visits
- Health school
reading
writing
- Morality exercise
exposure
- Education - Doing new things
- Doing what you always wanted to do
- Nature - hygiene
- Natural
- chatting
- Novelty / Opportunities
- Appearance

e = connection

Frequency of consideration i.e. - To check if better something

Health - Diet - Daily

Money - Daily

Education - ~~Practically~~ ^{Practically} ~~Review~~ ^{Review} every 3 days

Nature - Every week.

Appearance - Daily - Reevaluation - Monthly

Novelty - Weekly

Between all these you must strike a balance, and cannot forget one. When you feel you're balanced all, you're probably forgetting at least one.

Make all these things approx at once before you

Money
Expenditures
Investment
Work
Planning/Budgeting

Life's hard
Budget

Music
Images
Art.
Pleasure generally
Spirituality
Insouciance
Music
Images

Family
Marriage
Friendship
Close family
Distant Family
Caring/protecting

Things
Leisure
Work

Relationships

Friends
Retention/Maintenance
Building
Bonding
Caring/protecting

Appearance/demeanor
Clothing
Hyping
Image
Style

Health/safety
Mental & physical
Doctor visits
Post/Diet
Exercise
Dangers

Contemplation of
Apparent
perfection

Cleanliness
Hygiene
Environment
Aroma

pleases
the lot
Music
Deep sadness
w/ great
joy
transience
meditation
calmness
Release after
physical exertion
Contentment
truth.
Self-satisfaction

Education/Mind
Reading
School
writing
morality/ethics

Morality/Ethics
Personal Progress
Self-understanding
right action.
life method

Nostalgia/Adventure
Travel
Spontaneous activity
Exploration - w/ friends/family
Trying new things - not being limited.

Outdoors/Nature
Exercise outdoors
walks hiking
relaxing
Sports, Contemplation

Time

Work

Leisure

- Likelihood
- Relationships
- Health/Safety
- Education
- Pleasure/Art.
- Appearance/Hygiene
- Morality
- Outdoor/Nature
- Environment

Description

Expenditure

The most important things to do ~~are~~ need to happen in your leisure period of time

Ethics

Self Control

Apathy/ self talk / Mental Transformation

Why would I want to eat when I am full?

(When you are hungry, but recognize that you have enough, and feel fine.)

Why ~~that~~ would I want a ~~thing~~ ^{thing} ~~that~~ ~~is~~ ~~not~~ ~~needed~~?

I ~~don't~~ when I have what I need and more?

Why would I want something to drink when I am

~~not~~ satisfied

Why would I need X when I have enough X, and

I have no desire for X. I have

too much X.

Persistent discomfort

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Suppose you notice your stomach growl, and you feel that you have an empty stomach. You then think about what to eat - but you are far from home and you know you shouldn't spend money. So you think to yourself and you say: - Why would you go buy something to eat when you are full? And you focus your attention to your supposed fullness. Suddenly you realize that you are not that hungry after all. Some may say that you've deceived yourself - that you are really hungry but tricked yourself. - But there is another way to think of it:

You used a method to gauge how hungry you really are - or how much food you really need. You tested yourself.

You're not being specific enough.
 ex. Goal - Develop Shmattana.com w/ friends.
 Goal - Finish Book on Religion.
 etc...

Ethics
 Diagram

Now that you've created diagrams (or a list) of these general areas of life that you should continually keep in view/monitor, you also ought to do the same for your objectives in each of these areas. You often find yourself forgetting about goals you've had, that were important to you, but haven't worked toward or progressed toward, because you've forgotten about it, or become diverted.

- Start the things that are most important or greatest level of immediacy

General Area	Short term	Long term
Wealth	<ul style="list-style-type: none"> Spend less - esp. food / occ. large purchases & salaries Finish school program Work hard / successfully at work - slow personal value & increase income Develop ability to make money & invest 	<ul style="list-style-type: none"> Become a millionaire or work steadily high income Assets, savings, good credit, no debt Have many of beneficial good friends
Relationships	<ul style="list-style-type: none"> Get closer w/ parents Satisfy friendships Decrease stress - meet people, remember to contact more distant friends 	<ul style="list-style-type: none"> Similar family / friend relationships - very close / understanding Close - extremely disclosed, comfortable, unreserved - not secretive, totally unbreakable - can be with friends
* Health / Safety	<ul style="list-style-type: none"> Recognition of Danger Exercise, heart/11.14 Good diet / avoid salt Doctor / Dentist Control 	<ul style="list-style-type: none"> Superb (athletic) Continually good look Excellent understanding of self - You it works & health records
Education / Study	<ul style="list-style-type: none"> Read / write daily Study what did / relearned. daily Program / maintain Make notes / progress continually 	<ul style="list-style-type: none"> Finish Book on ethics on character Rationality / good decision making Expresses the beauty of your own culture artistic perfection w/ in your own mind
Art	<ul style="list-style-type: none"> Admire / Keep art. Use if possible Meditate 	
Ethics / Morality		
Outdoors		
Environment		

ex: worked close

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Rationality is the making of two aspects of a person work harmoniously together - consistently

• Right Thinking + Right Motivation/activity

• Premeditated action (Usual characteristic)

• Spontaneous action ~~from~~ in harmony w/ Premeditation - not accidentally. Automatic flow of actions from right thought - even if previously considered.

Relationships

Close / Intimate Relationships

Secrecy versus Complete Disclosure / Openness

Shame / Self-consciousness / Personal Values - Acting / Forgetting

the act / eroticism / self satisfaction & contentment.

Depth of Relationship / Equal Capacities & Unequal Capacities / Privacy

Diagrams

Conceiving of whole or large groups ~~at~~ once.

Personal experiences leading to the belief in God or the
 supernatural are much like the process by which people
 come to believe in alcohol. Most of the reasons/
 arguments in favor of the conclusion are secondary,
 and protect/shield the believer from discussing the
 primary reason. When the primary/reasoned reasons
 are fully considered they are not ~~very~~ ^{very} convincing, and
 in both cases the believer resorts to claiming that
 inside information or the need for the experience. It
 transcends language. The inability to convince/persuade
 or such basis becomes evident to the believer, with the
 result that they are reluctant to substantiate the topic
 with others, thereby increasing their reliance on
 emotional arguments.

Causality of Beliefs and Reasons for Belief

- When the causality of beliefs can be taken as grounds for dismissing belief - persuading one to change ones view.

Example case of Brainwash and entirely unreflective beliefs (start w/ brainwash).

Ethics

Work

Positive aspects of your workplace

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Ellis -

Objects - Possessions

Things you really want. Things you've always wanted and enjoyed. Objects/ things that will give you enduring pleasure

List of things you really want.

1. Nice portable tent and sleeping bag. Backpacking camping gear.

2.

Relationships

Keep an eye on balancing relationships into your sched.

When times are tough make sure imbalance is temporary

- notice your degree of imbalance not too large. Complete imbalances are always to be avoided w/ etc. for emergencies.

Balance

level
of
contact.

- Preserve friendship w/ worthy friends - must contact even if uncomfortable,

Ethics

Relationships

Sharing People - Jealousy.

Conversation

- Attention & Disagreement.
- Lack of recollection of conversations in which one has disagreement

Ethics

- Being a physical person

Guidance - a comparison used for elucidation or to determine if a rule can be extrapolated from one and applied to the other

at necessary moments in comparison it becomes harder to detect relevant differences - it is easier to simply assume there are none than to delve deeper into the subject. Thus it becomes more acceptable as it becomes a closer comparison. But acceptability here is to be contrasted with quality.

Reasoning

Think about how you can explain analogies with the word comparison.

Argumentation

Fallacy

Comparisons (Analogy?)

Handbags

A. 3,000 B. 6,000 C. 12,000

Environment - a boutique

Reporter speaking to a handbag salesperson

sentence that lost its meaning & now is some idiosyncratic

Reporter "Who in their right mind spends that kind of money on a hand-bag?"

Salesperson presents an argument for buying a handbag

Well, ask your husband how much money he spent on his golf clubs, or his Rolex, or any of his large appliances. All of those things are really quite expensive.

A handbag is an appliance. You see it for a great deal of things. Not only is a symbol of status in a small package, women carry them everywhere they go, it holds all of their personal possessions, and they are beautiful.

Study Methodology

• Look up search techniques for search engines.

Forced attention. Directing attention to listening - listening and understanding everything a teacher tells you.

Things to remember for school.

1. Be on time to class.
2. Appear attentive - even if by pretence. You may actually become more interested by forcing yourself and by imagining that it is interesting. Even if you fail to become interested you will win points with your instructor.
3. Study for Exams and begin papers at the beginning, and work on them throughout the semester.
4. Be an active participant in class - it builds interest, improves memory, and wins points.
5. Be memorable so that you can contact teachers for assistance in the future - so they remember you friendly.
6. Be continually aware of course requirements, rules, deadlines etc... Know your syllabi - even if you must continually review them.

Mnemonics

Things you can easily bring to mind that can be used as pegs.

- Numbers
- Shapes
- Colours
- Farm animals
- Common objects
 - Furniture
 - Vegetables
 - Tableware
 - Food brands
 - Cooking utensils
 - Cars
 - Desk tools
 - Power tools

Places which can be used for the mental journey mnemonic - pegs.

- The condo
- Your parents house and backyard
- Jacob's old house
- Chris's family's house
- The cabin
- The neighborhood
- Journey's indefinitely extendable.
add images relating to the words or things you want to remember

to do this you must choose very vivid places.

- Journey's easily extendable because the places you encounter are themselves composed of parts

The Amazing Memory Test
(Duncan Baird)

Scott
Haywood
U.S. Grandmaster - competition?
of memory

Farm Animals

- | | |
|-----------|---------|
| • Cow | • Dog |
| • Pig | • Duck |
| • Sheep | • Cat |
| • Chicken | • Horse |
| • Goat | • Goose |

Basin
Vegetables

0. onion
1. pepper
2. carrots
3. cabbage
4. tomato
5. squash
6. potato
7. broccoli
- 8.
- 9.

1. Cow
2. Goose
3. Chicken
4. Goat
- 5.
6. Duck
7. Sheep
8. Horse
9. ~~Chicken~~ Cat
10. Dog

- or -
By type

- | | |
|------------|--|
| 0. Chicken |) Birds
Meat
or
Egg (Chicken) |
| 1. Duck | |
| 2. Goose | |
| 3. Cow |) hoof animals |
| 4. Horse | |
| 5. Sheep | |
| 6. Goat |) the smooth |
| 7. Pig | |
| 8. Egg Dog |) pets. |
| 9. Dog Cat | |

→ final version →

→ leading towards this →

- Geometric shapes
1. point
 2. line
 3. plane
 4. triangle
 5. rectangle
 6. pentagon
 7. hexagon
 8. heptagon
 9. octagon
 10. nonagon

Philosophy

An interesting comparison can be drawn between the mind of the experienced philosopher and the idealist mature mind / style of thought.

Philosophical thought is characterized by a much more critical mindset than most people.

- Comparison. Children are very gullible - they are likely to believe anything they are told, especially if told in a plausible sounding way or by a person they feel is trustworthy

As a person ages they typically become more critical / less gullible, and use more sophisticated means for determining whether or not they should believe in something. Still they are more likely to accept things for the wrong reason or out of undue trust, misunderstanding of credibility etc..

As people age they become less capable of recognizing their own received opinions however. ^{of less standing} ~~Old~~ old ideas carry more weight. So while more critical in seeing new ideas they hold more steadfastly to old ones.

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while adults lose the gullibility of children then
often become critical in the wrong way - ~~induly~~
critical, critical in a biased way, or

- The overall methods of analysis or procedure of reasoning
through topics (for determination of belief), though
more sophisticated than children, are flawed in a
variety of ways.
- Philosophers seek to use more valid methods/procedures
in reasoning through things. They take very little
for granted. They seek to be able to ~~start~~ scrutinise
any topic, and potentially change beliefs if solid
reasoning calls for it.

This is the general tendency of more mature stages
of thought. First there is recognition that some
previous beliefs or assumptions are overly simplistic
and are incorporated into accepted thought hastily
or without analysis (never considered fully but nonetheless
incorporated for ease or for initial intuitive
plausibility). Upon recognition the views are re-examined,
in favor of ~~not~~ withholding judgement ~~and~~ pending
further examination. (except for accepting it as more complex).

The next stage of examination is more critical and
eventually a judgement is made. Usually after
this it is thought to be final - but people are
lazy and the depth of thought on the subject
could not have been exhaustive enough to justify conclusiveness.

The depth of analysis people do is usually very superficial. People simply do not spend enough time doing it to consider all relevant topics or to reason each detail thoroughly. In addition to this people have difficulty surveying large areas ~~at~~ that require diverse subjects to be analyzed - and in the end bring all the facts together for a reasoned judgment.

The last stage of maturation reaches the ideal of the philosophical point of view, and is generally considered a necessary element of human wisdom. That is to be highly critical, hold tentative beliefs rather than permanent beliefs, be unafraid to renounce beliefs if reason calls for it, and to have less than absolute confidence w/ their own views and the views of others. It is characterized by philosophical perpetual skepticism.

No belief is conclusive without conclusive evidence. The problem is that it is easy to show that evidence is not conclusive, so confidence in a belief is related to the reasons why counterexamples are untenable or unlikely.

Beliefs may be thought to be conclusive ~~in their~~ if a particular context is assumed. So with the existence of assumptions, even a belief can become absolute, given the ^{given} conclusion of the context. So even if not true in reality, it is ideally true.

This is the point where formal demonstration would be useful.

Mnemonics

- | | |
|-----------|--------------------------|
| 0. Chikan | 0 Doughnut |
| 1. Duck | 1 Matchstick |
| 2. Goose | 2 Goose |
| 3. Cow | 3 sideways butt - cheeks |
| 4. Horse | 4 axe |
| 5. Sheep | 5 Aisle |
| 6. Goat | 6 Ladel |
| 7. Pig | 7 Boomerang |
| 8. Dog | 8 Pretzel |
| 9. Cat. | 9 Club |

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Things you really want. (Later you can revise this list, to exclude things you don't want that bad or ~~are~~ things you want but would never use.)

Backpacker equipment - tent - hiking boots
- walking sticks - poles

Cash saved specifically for travel

Portable (or at least transportable) Telescope

Full length keyboard & Trainers for the piano/organ

Short McMill keyboard for use with Macintosh music program

Marshall Acle lessons

A home w/ a large yard w/ animals (Chickens/Cats/Dogs etc.)

Campus

Gym bag w/ extra gym clothes, w/ lock. Gym equipment

Food Dehydrator (Will not interfere w/ costs of other wish items. 39.99 -
79.99)

Psychology

Thoughts fluttering under emotional stimulation

During times of confrontation, and sudden confusion, we become highly stimulated and our thoughts flutter - they become quick and disorganized, and impressions thoughts are suddenly more available and spring automatically into the mind. Times like these call for silence. We should give ourselves more time to think before speaking, not only to keep ourselves from saying the wrong thing and offending others, but to make for meaningful conversation.

When someone becomes angry with you, and it comes as a surprise, it is usual for thoughts to flutter in the manner described above. Do not do anything to save yourself or redirect the anger to the other becomes more available to the mind - things not fully considered - these things often become part of the conversation. In this case it is better to slow your speech intentionally and speak less. The approach should not be one of reactionary anger, but of caecillation. Be genuinely kind - and seek to understand. Being for understanding possible in a far more positive approach. Seek to transform the communication to something about mutual quest for enlightenment.

How can we achieve w/ a dialog for an honest question - choice the direction of communication

Writing.

You write slower than you speak. While you are catching up with your writing, think of alternative ways of expressing the same thing, or modifications in word choice.

- Writing is greatly affected by the relationship between the way you think while you write, and the way you think while you think (more importantly). For example:

You can think while you write out each word.

This is not a good technique because you are not utilizing the speed of your thought. You are thinking as slow as you are writing. By the midway through the sentence you may realize that you are going to have to adjust the sentence in a way that could have been better figured out before. You think halfway about something, you should have thought of previously. So you have to re-read the sentence & erase it out, write a bad sentence, as adjust the next few sentences is what you didn't want to. Thought should always be next ahead of writing, and writing should be

your sentences will hang together, you can write better sentences now - you know beforehand the role the sentence must play in relation to subsequent sentences, the paragraph it is in, and within the whole document.

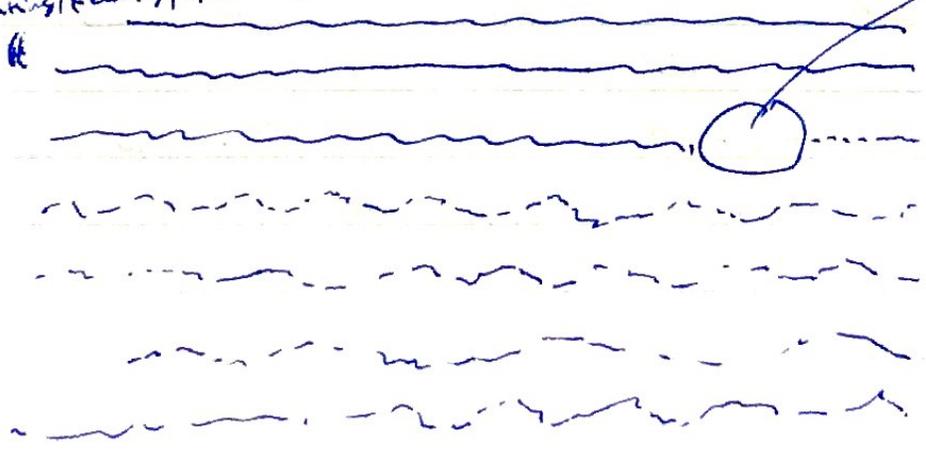
So speak while you think of several sentences, prior to writing a sentence.

This can be taken one step further. It is good to envision how the sentence will tie to later sentences, it would also be good to occasionally (environmentally) backtrack to reread previous sentences ~~forth~~ to see how your writing fits in with what was already written, and what you will write.

So the following is the rule of thumb:

Speak as you think of sentences prior to writing, both before and several sentences after, where you are right now. Then partially catch up.

Thinking/Reading/Speaking



current writing position

catch up.
repeat process.

toan this process will occur automatically without thought, and will be performed very quickly. In fact, though it sounds as though it would add time, it saves time. ~~off~~

If you write while you think you will frequently pause when you reach the end of a sentence. You will also make more corrections - you will find that you will start sentences and realize they are unhelpful. If you think while you write - you are writing without planning. As you can start a sentence and realize it is going in the wrong direction - or nowhere at all.

This method and typing from a hand written document.

When you've written a draft ~~of~~ by hand, and you wish to copy it digitally, use the principle described above, and refrain from typing the paper word for word. Re-read several paragraphs to get it into your mind, then go through it sentence by sentence, first reading, then rereading upon it when you type. Take advantage of the need to type the paper by editing while you do it. It will improve your writing, and speed up the editing process in the long run. When you type the paper you don't get through the whole thing. You might as well improve upon it in the process.

Study

Recording Lectures

Recording your lectures is a good idea for many reasons. But you don't want to use it so that you don't have to pay attention in class.

1. You may not even listen to it
2. Listening to the lecture (especially if prepared) is the best way to keep yourself motivated and to remember what was in class.
3. When you don't pay attention in class you get worse grades. Your best/most successful times at school were when you studied hard before class, stayed up to date, reviewed material & the syllabus before class, and did not record your lectures.
4. Recording your lectures & worrying about the recorder is a distraction.
5. You need to be simple in your study.

Disinterest - Misinterpretation of.

Usually, from experience, the cause of your disinterest in a class at school is lack of study and time spent preparing for more difficult lectures. Your interests are very diverse compared to other people. When you are able to pay attention to a lecture you stay interested.

sometimes it is because of the quality of the teacher, but usually not. Usually you become bored and inattentive because you do not understand what you are reading/hearing.

Sometimes you misinterpret this lack of attention for lack of ability, or genuine lack of interest. Really it is lack of preparation, and also due to something like lack of attention.

Class Study Sessions

When you study for your classes in a session, prepare your materials before you start so that you don't become distracted later, and can easily transition study of one subject to the next.

Also, quickly prepare what you will study and for how long.

Skipping Study Sessions

You often attempt to skip study by claiming you do not have food, coffee, water - or that you don't want to walk, carry books, or you are tired. Avoidance of study for these "reasons" is usually preceded by a feeling of ~~distress~~ dread at the prospect of doing it. So the thought of the activity alone makes you not want to do it. It is work.

1. You need to realize what you are thinking and what you will try to do. Convince yourself of the necessity of the study. Avoid thinking of alternatives - there are none.
2. The reasons you will imagine are not enough for you to justify not studying - especially if you have a deadline to meet. ~~What if?~~ Also, the reason will be about arrangements - but they will can be endured. - You don't need to eat for a while, you'll have water ... etc..
3. You reinforce a habit of neediness. You create preconditions that cannot be met before you can do something. The list becomes long, and so you forget something & you don't do it. Well you don't need much to get your work done, and you need to become more tough. Force yourself to experience discomfort to produce toughness. Be able to accomplish goals - complete projects even if you lack a perceived need.

Reasoning / Ethics

Superficiality and Depth of thought.

The number ~~and~~ subjects to be examined seem endless. It is hopeless that anyone should analyse each topic with enough depth to draw conclusive judgements in each area. It is difficult enough to bring finality to any topic of enquiry. Most subjects, for each person, will only be superficially examined, and unfortunately most people will judge their analysis sufficient for drawing final conclusions with a high degree of confidence.

People think things through only so far as they attain a level of confidence about conclusions they make. When the conclusions they draw seem correct, they finish their examination. So what happens is people think about a topic for a very short period of time until they feel comfortable, and then move on to another topic, often without ever returning to that previous topic, for a very long period of time. In those cases where one does return to that topic, if it has been long enough, one has to think through it from the beginning, anew, and ~~then~~ ^{then} continue until comfortable wth conclusions. Once this becomes tiresome the personal is given up, either in favor of new conclusions, or the ^{analysis} ~~topic~~ as time goes unpurged and the previous conclusions ~~remain~~ ^{are kept without} being overruled.

People simply do not have the time to fully analyse any topic of interest. For those that seek it out, the situation is hopeless, only a very small amount of the times they consider can reach finality. For this reason some people

become generically less confident in their ideas and conclusions, and hold even well thought out judgement as tentative only, always capable of being reconsidered with an open mind.

The following is an effect of this on Vegetarianism

People initially think of the issue of Vegetarianism at a young age, most drawing the conclusion that it doesn't make sense, based either on jokes, stereotypes, or very basic arguments. The depth of analysis is very shallow - it has been considered for a short period of time, and eventually one draws and the person becomes confident or comfortable with their judgement. These conclusions previously drawn are "stored in memory" and lay dormant until a situation arises when they are once again recalled and brought into relevance. The judgement still has comfort/confidence attached - along w/ finality/rightness, so any idea in opposition is avoided - denied, while anything in agreement w/ their previous judgements are supported. However, the person has matured and will detect that the idea is not right, and it will create discomfort, and the idea will be re-evaluated and new judgements will be made. Other times the evaluation is forced by an especially appealing argument.

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Rebate to the idea that people do not pay attention
to ideas conflicting with their own - it doesn't
occur to them they forget them in the long run.

People cannot fully think through all topics. There is too much
to do in too little time. People need to make quick effective
conclusions / decisions about topics that are definitive for use
later, so they can move on to other important matters.
The thing to remember is that they ~~are~~ should be tentative
only, thank goodness, and we should vary our confidence to
the degree / quality of thought we've given to the subject.

When you tell people you are a vegetarian, or you have
a belief deviating from the norm, most likely the person
has not given the topic much thought. Most likely they
accepted it tacitly through socialization and probably will
have as their immediate thought negative ideas and
poor arguments - ~~then~~ they will express the ideas most
readily available to themselves - ~~the~~ over they previously
considered. Like - "Animals eat other animals" or

"We were made to eat animals" or "We have teeth that
make us designed for eating meat" or "We can't live without
meat" or "But meat is so good" ... etc.

Initially - attitude is negative

- surprise at arguments never considered / new information.
- A day or two later

- Newfound respect / anticipation / partial agreement

- charitably to some admission.

- Conclude that they like the idea, but ~~some~~ and
shut-often reason... (add reasons for respect)

- or stamp out admission that they cannot do it's too hard.

- More positive feelings.

continued
feeling
positive
is
wrong w/
the
view

To Write About

good features

- 1. List of words that most frequently makes a claim false
- 2. Arbitrary selection of acceptable degree of error in statistics.
- 3. Death - What it is, our scary unrealistic thoughts, ^{almost unbearable experiences,} ~~considerations~~
- 4. Understanding - Depth, our manner of ^{focus on something, dividing} ~~or becoming content w/ our thoughts,~~ putting it to the side and the feeling of ^{conclusionism.}
- 5. Logic - Analogy
- 6. Ethics of Tax evasion. ^{taking exception to} ~~systematic things~~
- 7. Ex. Mike at HS ^{sometimes} ~~dislikes~~ Google. ^{100 dislike for} ~~people~~ ^{reasons,} ~~People~~ ^{multi-dimensional} ~~many~~ ^{parts.} ~~How should we reason about the whole of the person?~~
- 8.
- 9.
- 10.

value involved.

How should we reason about the whole of the person?

Analogous to reasoning piecemeal about a situation and judgments which ought to be taken of the whole analysis.

Another instance of Superficially very deep

Rental
Station.

T.C. book

Web - Reach

doesn't see it doesn't know it.

• #s focused to advertisements

• use the #s from the telephone company ~~advertisers~~ to gauge the usage of the ad - how many calls you are getting. A good method.

• but what about generating a phrase & recognition (not really relevant).

What should be covered?

What ads currently?

How much expenditures are there.

What is the current

allocation to advertisement?

- must budgeted for advertisement.

V to yell.

9 to 1 shows.

(Yearly?)

Know all of the principles of advertising

In handbook ad.

• Credibility -

• Miss. on statement

• map in the ad.

And can make it the same in all of the ads.

• Most low NFE certified.

Ad spend.

• Target Co-op.

7 months to five months

7:5

The Iliad - Homer

Book Number One

page 15.

Continued Book Content Listings for "The Illusion of the Conscious Will."

32. Bion's study of people and ear-movings.
- i. Actions that can't be willed. Voluntary act - one that can be done ^{in order} when someone speaks.
 - ii attempts to help them move their ears. Can only ^{be} heard ^{when} ^{voluntary} ^{action} ^{is} ^{performed} ^{by} ^{the} ^{person} ^{themselves}.
 - iii voluntary & involuntary movements not similar - vol. more graceful ^{movement} ^{than} ^{involuntary} ^{movements}.
33. Success came after a process of voluntary movements of the tongue.
- ii learning voluntary action & its malleability. animal example. ^{relate to Animal ETHICS}
 - iii not vs inv. determined in part by bio. Being started ^{Blacks & others}
34. i. smiling muscles Real & faked smiles
- ii different nerve pathways for voluntary & invol. facial expressions ^(Kinn 1934)
- iii observations from ear wiggles & facial exp research ^{St*}
36. Sensory Effort
- i. feeling of effort & sense of will - locality "where" it takes place
 - ii "at what point in sequence last consciousness experiences the action"
 - afference copy, collateral discharge, sense of effort
 - iii sense of effort & eye movement
 - eye movement - voluntary - still environment. inv. moving environment
37. i. big toe experiment
- ii studies on those w/ no muscle sense. Loss of return sensation only.
38. efforts to learn to move about Waterman.
- ii retains sense of effort. effort may ^{be more exp. on afferent nerves} than afferent nerves
 - iii Ernst Mach after his stroke.
39. i. ^{experience of} muscle effort seems to depend on some movement capability
- ii. Waterman ~~without these~~ ^{two senses combined can allow for independence of movement}
 - iii Patient like Waterman who trained virtually. Very good on mirror drawing task, St for info.
 - iii feeling of effort may ^{depend on outward signals from brain and sometimes also on the reverse}

40. Phantom Limbs

i.

Logic / Linguistics

"Babies cry all of the time. That's true."

Pinpointing what is meant by this is somewhat difficult - but it is easy to see that it is not to be taken literally as:

ok
said
too
soon
(This is
acting)

Babies are always crying - there is not a time when babies are not crying

Babies cry frequently. - This is what is meant, and in relation to other people it is true.

At first sight the sentence looks obviously false - or an exaggeration - but it is neither

It is a very interesting way of expressing "frequently" without having that word at disposal - Very good use of limited language by a child.

The above is a good example of the general effects of psychological efficiency.

For efficiency, the mind incorporates general principles. ^{← rewrite}

With a very limited vocabulary we can still express more complex ideas than can be expressed literally - through phrases that have other sense and the use of illustrations or symbolism.

When someone says "Babies cry all of the time," they make efficient use of limited language. They say it in a way that others can understand not to be taken literally - it is used frequently in this way and so it is expected to be understood.

As with most examples of efficiency it ~~there~~ increases the likelihood of error.

1 "Babies cry frequently"

- Though more efficient than 2, in some ways, it is less efficient in that one must ~~to~~ learn more - have a higher vocabulary

efficient in two different ways.

2 "Babies cry all of the time"

"less vocabulary expressing same idea"

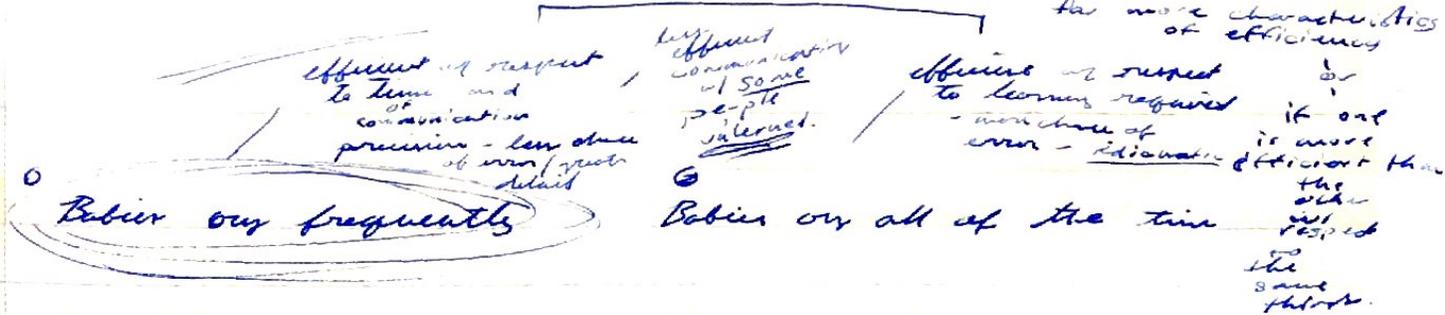
3 ~~After thinking this through further~~

1 & 2 are both very efficient in different ways.

2 is efficient in that with limited resources much can be expressed.

1 is efficient in that less speech is required to express the same idea.

Does it make sense to say one is more efficient than another? If one has far more characteristics of efficiency



A child says 2. An adult says 1 (or 2)

Throughout language development there is a great increase in thought efficiency - Many ideas can be expressed which formerly could not, ideas can be expressed more precisely, with less chance of misunderstanding (with them at the same level), and can be expressed more concisely and in less time. Thought itself is more efficient for similar reasons - ~~as~~ information processing is improved.

your ideas are ~~more~~ more efficient about efficiency are vague

Children are able to use their limited language very efficiently to express ideas that seem to transcend their linguistic ability - they make use of imagery for this - ...

- Efficiency and errors.

Speaking efficiently - using images & symbolism for example - quickly conveying information in a short period of time - there is an increased likelihood of misunderstanding. With lengthy detailed ^{precise} speech, ~~then~~ there is less likelihood of error.

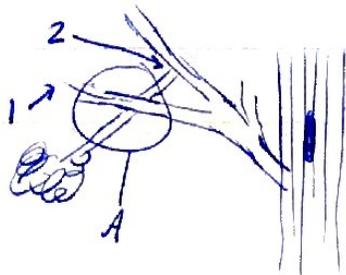
Efficiency

You have it stuck in your head that efficiency implies error - but you have not sufficiently clarified this idea to continue thinking it is true. It is on a vague unsubstantiated intuition that probably only applies to some things which have the characteristics of efficiency but not others.

Making use of a principle or rule for a large number of situations that fall under that rule is highly efficient.

Law - basic systems of law are highly efficient because they are easy to apply but result in error when used to cover scenarios that were not taken into consideration in the formulation of the law. When the law attempts to amend itself to all possible situations it becomes far more complex and less easy to apply. In this sense it becomes inefficient.

Visual Perception



As our brains develop they incorporate general rules for interpreting surroundings. We assume things about our environments

because we encounter the same thing over and over again. Look at part A in the drawing of a tree. We learn from extremely uniform experience that branch 2 is behind branch 1 and is continuous. Illusions can be created in which this is not the case - and when we see them we are surprised.



Situations such as the one above are so rare that there is no need for there to be anything in our perceptual systems to notice them - it is better, and more efficient, to always assume that objects of this kind are continuous when behind another. This is because it is highly uniform.

Int. When a rule does not cover something that is very uniform, or is covered broader than it ought to be, it may be efficient but will have a higher level of error.

Efficiency is relative - and it does not imply error. - we will usually say something is more efficient if it remains simple yet results in less error.

time-efficiency
costs-efficiency
precision-efficiency
precision.

efficiency
is
not
the
best
concept.

efficiency
is a
somewhat
vague
concept
that
relates
to
ratio

Why can't you draw a general conclusion about efficient things?

Not really

① The word efficient covers many disparate types of things. It is a concept used to show that something works effectively with little waste, expense, or unnecessary effort which may include error.

So this is contrary to what you've thought - something that is highly efficient will have less error

but really you were thinking that with efficiency there is always risk of error. But that isn't especially interesting because it is more true of the inefficient.

But there are gains & losses to becoming efficient. ^{still} seems cost to be a kind of error.

Use prejudice as an example.

50 people of a particular class are observed to have the same characteristics. ^{- of smelling good} The class contains 200 people.

Another person of the same class is encountered - because of previous encounters of people of the group you expect the next person to smell good. Along w/ this expectation comes risk. risk of error is determined

by its inductive validity. Use of a rule w/ high inductive validity is more efficient than another because there is less risk of error. [efficient in that domain]

Try to find a look at
these phrases. ^{It so} ^{memorable} ^{many}
at ^{them} ^{they} ^{would}
have ^{been} ^{useful} ^{to}
you.

Phrases, Slogans, Maxims

"The right tool for the job."

People in Texas are brought up on odd phrases such as these and use them in their moral judgments and their general evaluation of things. They are analogous schemata covering a wide range of situational forms.

"Don't count all your chickens before they're hatched!"

This can be used for any situation in which someone is expecting something rewarding, but may be overestimating and having unrealistic expectations about what they will get. It is a look of realism.

These phrases are vivid and highly memorable. They spring immediately to the mind anytime a situation resembling it comes about. As long as one can determine when they are not applicable, and that they are idiosyncratic only.

"The right tool for the job."

I heard this several times in the past, but it was not strongly impressed upon me until I began working for my father's business, and several employees made use of the idea ~~several~~ several times. Since then it

has greatly assisted me in analyzing relevant situations.

here are variants

Right person for the job.

Right method for solving a problem

Right program for the task

Right x for the y , where x can be appropriately compared to a tool for y which is compared as a task.

Right x for the y , where x is the means and y is end.

The last one in the list is an abstraction/generalization of the phrase "The right tool for the job," if you understood this phrase to be an exemplification of the last, it becomes a more useful thing to remember - more useful in practice than your formulation at the end.

So such phrases can have every expressive application and ~~at~~ also be highly available to the mind.

Etter

Technique for Learning Life Division Chart. For Below.

- Wake up early in the morning. Start your day right / knock items off to-do list.

Early in the morning is a great time to do many of the things that you would be too tired or busy to do later in the day.

You can go for an early jog, and get your days done at both outdoors and exercise. You can prepare meals for later in the day, and clean. You can also do a short power daily stretching while your mind is fresh and you are excited/stimulated from your exercise. By doing this you also start your day right - you put yourself in the right frame of mind, you are more likely to get where you need to go on time, and you stay on top of things you need to do to balance your life.

- In the evening you can make phone calls to reinforce your text. Everyone is off work so it is a time everyone is available. It is also the most exciting time to talk to people.

Reasoning, Argument, Rhetoric

- The appeal to authority or trustworthiness when reasons are absent, missing, or unconvincing.

Appealing to yourself as trustworthy or as an authority

After a long time has passed, we can more easily remember our judgments/conclusions of our reasonings than the reasons themselves. This is partly ~~due to~~ because our main concern is coming to a conclusion - it is the object of our reasoning. Sometimes arguments are complex, and cannot be simplified - in these cases it is much easier to remember the conclusion.

The your English teacher seems to have a false appraisal of you. It is because you do not speak much in class, and ^{all} the ~~has~~ are verbal cues.

"Everything was almost saved"

You immediately knew this meant "Nothing was saved"

When the teacher looked at you, you looked confused, and you were looking around. She took this as meaning you did not understand what was being said. If she knew you, and you spoke more frequently, she would know that you were thinking more deeply than that.

You were wondering what the immediate impression of the sentence was - if it was what was intended or not. So I was thinking about whether it was conversationally permissible. That is, whether

Ethics

Practical Morality

Categories of, according to social issues

- Suffering - prevention
 - Happiness - promotion
- / reflects non-subjective focus.

Prevention of suffering - large scale

- Animals
- Human
 - Violence
 - Hunger
 - Corruption
 - Structural / institutionalized evil (
 - Women
 - Abortion
 - Euthanasia

Small scale - Personal -

Think you want & need.

get these for camping!!!

- Either laser-eye surgery ~~or~~ or contact lenses
- new sleeping bag - to fit in backpack ✓
- new tent ✓
- new shoes for exercise
- new hiking boots ✓
- duffle bag for the gym - heavy duty (tho to Lowe's Store)
- new exercise clothes - for hiking, for running when cold outside, for basketball, for the gym.
- new clothes for work - to look great / professional
- new keys for your roof rack for kayak
- new rim for replacement tire
- water shoes for kayaking

Does a kind of neoprene jersey exist??

102
with religious ideas have not been articulated the best
they can. Work in this area is still young, and has
received nearly as much effort in writing, as Christianity.
- Prob. due to the degree in which such views
influence life (time - Christianity takes a bigger
chunk for christian than philosophy for non-
christian)

Religion

Anti-Religion

Practical Morality

Christian Religion has a very different focus for its
practical morality. This difference is due to the
belief in an afterlife, and how one can enter
heaven. It also differs in that people believe
following God's will will bring about a better life
(Despite obvious contradictions in situations where people
suffer greatly and it is seen as "God's will").
It covers the ~~same~~ initial categories of Christian
practical morality

- Salvation of self
- Salvation of others
- Happiness
 ^{medless}
- Pain & suffering

fascination and restraint - only fascinating when the right comparison is used.

103
- Athletic skills is fascinating when compared w/ other humans
- ~~often~~ not interesting when compared w/ animals

The ^{same} ~~same~~ ^{method} ~~method~~
- well structured
are much more ^{than} ~~than~~ ^{interesting} ~~interesting~~ ^{than} ~~than~~ ^{running} ~~running~~ ^{back} ~~back~~. Heroin.

Ethics
My Ethics

I have tried to create an ethics w/ absolute absolute validity. I failed.

Things I care about.

- prevention of needless pain and suffering to men, women, and animals.
- preserving pristine natural environment
- living life in the best possible way
- Anti-dogmatism. - freedom
- ⋮

There are conflicts in the things I care about. These conflicts result in occasional moral dilemmas.

I don't fully know why & if I should care about the things I do. I haven't fully justified my placement of values.

People differ greatly - sometimes great enough to ~~make~~ ^{make} my value placements to incompatible to that person - especially when ~~they~~ ^{their} principles have formed very specific to my own life

Europe is so so similar, our principles ~~to~~ ^{should} be ~~similar~~ ^{similar}. Is this the right town.

The Protopathos This will be much different.

104 tendency towards polarity. Why? Effects of?

→ In Mr. Ethic I faced a dilemma between wanting to argue w/ purely rational arguments, and being forcefully persuasive w/ rhetoric. Do I care more about swaying people, or arguing rightly. Should I support principles of rhetoric which may be used for much evil? Which should I care more about?

Theoretical Orientation

My sympathies (empathies) & how they developed.

Categories

Animals

- Symbolism
 - Objectification / Commodification
 - Pain & Suffering in animals
 - Animal Cognition
 - Animals for food
 - Animals as pets
 - Hunting
 - General actions towards animals
 - Animal experimentation
 - Animal similarity to humans. [focus attention to one species at a time - animals not all the same]
- Animal Abuse

Gender Feminism

What are all the ethical aspects of sex & gender

- Gender equality
- Social Change
- Intoxication
-

9

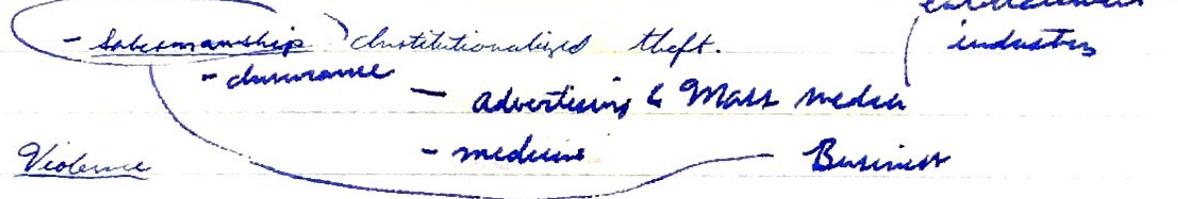
Permissible Consumerism

- Animal Products
- International Products Fair Trade Products
- Products from corrupt companies - Business practices

"Tax collectors" - Prohibition of "lending at interest"

- Modernization of principle
- Institutionalized evil
 - Credit Card Companies & other high interest corp
 - Casinos ^{to prevent mistake bet}

8
Hotels
to make
money supported



Violence

- War
- Destruction

No sharing

Envy

- Prejudice / bigotry

Gossip

Misery / Vanity

Pride

general issues we face stem from less virtuous human characteristics.

institutionalized evil can be viewed as institutions arising from poor characteristics - but

Greedy bankers, lending at high interest etc... and it is allowed are institutionalized

Animal classes

-
-
-
-
-

Woman classes

-
-
-

Minority/Racial classes

-
-
-

Money/Greed/Vanity

-
-
-
-

Government Corruption

-
-
-

Human Nature

- typical biology
- developmental/cultural - environmental based
- Variations of biology
- Variations of Resilient People
- beliefs, habits etc...

- character

||

Personal choices



Broad issues



list all relevant psychological principles

Ethics

Human Shortcomings

Thinking piecemeal

Characteristics of Thought / Cognition

Phenomenology

Psychology

People cannot see, process too much information at the same time. It was unlikely to be able to summarize

to

Personal identities

Parts - not wholes only

Universal Judgements

Love, Hate, Respect - Attitudes

- People are not unified wholes - ^{identities} people are composed of parts that cannot be reassembled as true wholes. There is no single id, but many.

- People's judgements towards one another tend to have a universal character - in that they are applied to the entire person & not parts of that person's identity. This can be useful in several ways, but is usually more harmful than useful.

for survival, for avoidance, for staying or generally good people etc.

- People's attitudes towards a person can be determined by parts of a person's identity. This attitude will be applied generally. So if someone sees another act in a way they dislike, they will have a general attitude towards that person which does not in reality ~~belong~~ belong attached to anything but that one behavior - or that one part of the person's identity.

- More than their first impressions can be enough to create an ^{improper} universal judgement. That is very common.

First impression can be mixed w/ misunderstanding - because the person is not known, we cannot know the motivations for certain behaviors - so we fill in blanks from our own experience. So if a person we just met does not laugh when we tell a joke, ^{it} they might not be due to lack of sense of humor, but because he/she didn't hear it well, and smiled politely but did not understand.

If we didn't know this we must go on to have a disingenuous attitude about the whole person and wish to avoid that person.



leads to
reply to whole things
and not parts.

The style
is born.
Too general -
should use a
specific case
instead.

People ought not be thought of as simple wholes. If someone is seen to do good, we cannot assume they are all-good. That persons may be bad in many ways (e.g. someone who steals or even robs/kills, may in probably not thoroughly bad, as we would like to think they are).

We love, hate, and suspect people as wholes. This results from our characteristics of our mental/linguistic shortcomings. Follows the general duality of like/double - better. Indicators of common thought. I like him when his like this, but not like that... - but at the same time knows who to avoid and who to be around.

If you look carefully at all of the things you do during the day, not with an unprejudiced view of good & bad, evil and not evil, from a Christian perspective you will see that you are more bad than good. You do much less that can be seen as good than bad.

(like skimming on page)

Like
The
high
high
page ends
when
you
write
this.

Reading

- Daily knowledge - re-usable examples/anecdotes - like historical examples - real
- Wordy answers - contacts, fiction - news

Currently you get your news from whatever sources you happen to come upon in your daily activities - friends, co-workers, T.V., newspaper headlines.

Like most other areas of life, you could benefit by organization - you need a creative method for getting high quality news, that is broad, extensive, trustworthy, and manageable.

You should:

- Learn about the various sources of ~~new~~ reliable news. List them
- Select those pieces of news you can access easily. - cheap, accessible
- Think of a way to manage each of those sources
- Use!!

Ethics.

de/ought.

The idea that someone "should" do something has been criticized for being subjective. Hume mentions in his Treatise that there is an unexplained leap taken from ~~ought~~ "what is" to "what ^{ought} ~~should~~" to be done, i.e. there is a leap from a simple fact to the idea that some action should be taken - some value judgement.

You formerly took the following line of reasoning against this:

- It appears that the state of affair - fact - does not justify that some action best take place.
 - Pomegranates are healthy, therefore you should eat them
- ~~That~~ That you ought is contained implicitly in what is. You need not say that you ought - it is understood.
 - Pomegranates are healthy. [Most people then think - it would be best to eat them than not - all things considered.]

"4 - Here is where it is uncertain that this line of argument works. Clearly the implicit judgement is one characterized by value commitments. "All things considered is best" a comparison. No other values has been made. But what if

health is not much valued by the person who is making the judgment. The fact alone will be superfluous for action - except will be denied by this person.

* The persuasive route here would be to point out that the person really does value health, or should give as other things valued - for consistency.

* This leads to a question that hits the core of what what Hume saw - Why should I care about health? Why should we value the same things?

• "Eating your burger is actually good for you."

This sentence gives the listener the sense that the speaker is saying we should eat our burgers. But I doubt that is what the research says. It probably says

"Eating burgers, though socially abnormal, is really not so bad after all, and may in fact have health benefits."

This sentence ~~gives the listener a sense~~ doesn't seem to imply that we ought to do it in the way the first does. The second seems to imply that maybe it should be thought of as permissible.

Each sentence expresses far more than that it says literally. The first is something as a person would say in conclusion to thinking about various aspects of burger eating, and in the end finding that we should like the activity

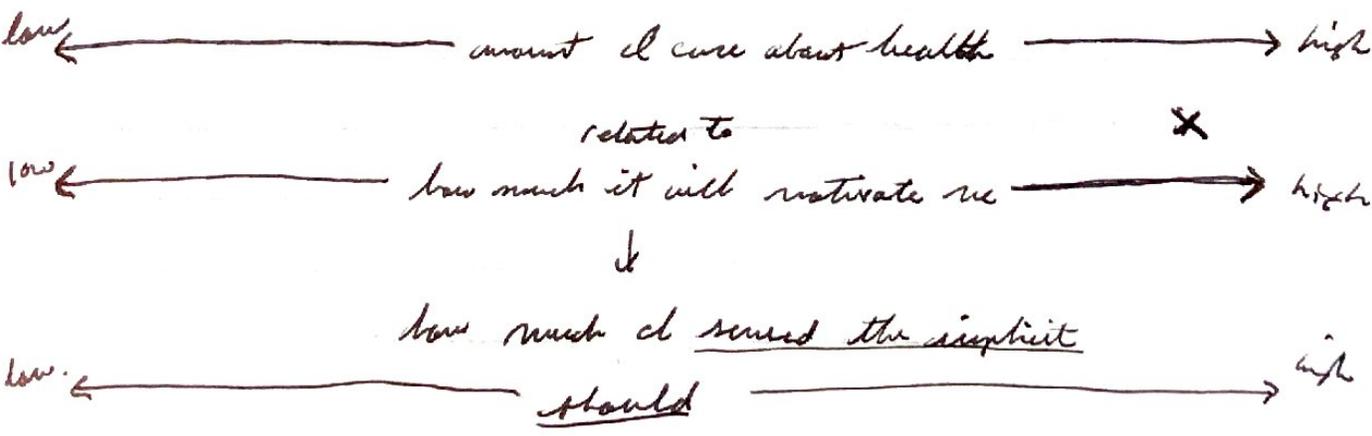
Need example
Imagine a doctor tells you to eat green vegetables for health - nothing compares w/ green vegetables ... write out

Taking vitamins is very healthy.

Anyone who values health will take this to mean that we should take vitamins, all things considered. It will also be a motivational force if it appears ^{to the listener} conclusive. However - Even if it seems conclusive, it will vary in degrees of how motivational and persuasive it is. Depending here the way it is presented, the amount ~~of behavior~~ a person values personal health the more it will motivate.

Degree of motivation may be thought of as degrees of a sense of should.

Taking vitamins is very healthy



The implicit "should" depends on how much we value the object - i.e. taking vitamins, eating leafy greens.

The amount we value things depends on many factors - mainly our experiences (incl. education) and our biology.

- We cannot conceive unaided, diff.
- We can conceive it aided - by some work.

Assists in the progression towards higher levels of organization

we can use special methods to overcome certain limits. the limits.

compare of tactile & auditory Aids. Mood

Charts - Visual Aids
Outlines - Symbols

Outline symbols

- So - insofar as people are similar, and ^{they} perceptive/experienced similarly, will also have a similar value theory.

This ignores much - values differ over time. The shortcoming of humans also makes them unable to have value constantly, strength, and scope - We cannot conceive of all our values at once, and are forced to periodically emphasize some & deemphasize or even forget others.

Bible problem.

- Imagine each of us experienced the full range of experience. Impossible of course but I think it will reveal theoretic truth.

If starting similarly, and experiencing similarly we will value similarly.

~~This is a~~ Though approached abstractly, we see this in ~~today~~ the world clearly.

Cultural Homogeneity.

Ethics

Time - shortage - lack of
Occupation and Life

Most people are not so fortunate to have a job that blends with the sort of life they want to live.

People don't want to think of their work as their "life". People aren't fortunate enough to get jobs that match their self image - who they want to be. A conflict arises when one is unable to get a job that is satisfying enough for them to say that is what they really want to do. Most people get stuck in a job that pays bills but is unsatisfying and takes up all their time and energy. Once they have free time they are too tired to do anything but watch t.v. - plans are broken.

- all work no play
- live to work instead of working to live.
 - ↳ reflects the fact that almost noone has a job that is how they really would like to spend their time.
- "giving too much" to an employer. Giving ones life to a job you don't want like.
- slave to money.

-> continue later.

Ethics

- Human Mortemings



- Consequences of



- Superstition / Religion

strategies for overcoming the limitations

- that they don't work

Human Mortemings

very well

- Dogmatism

- devotion

- Skepticism

Religion

- Damnation to never Only life guided by a fantasy
Damnation never Fantasy life

Writing / Research idea

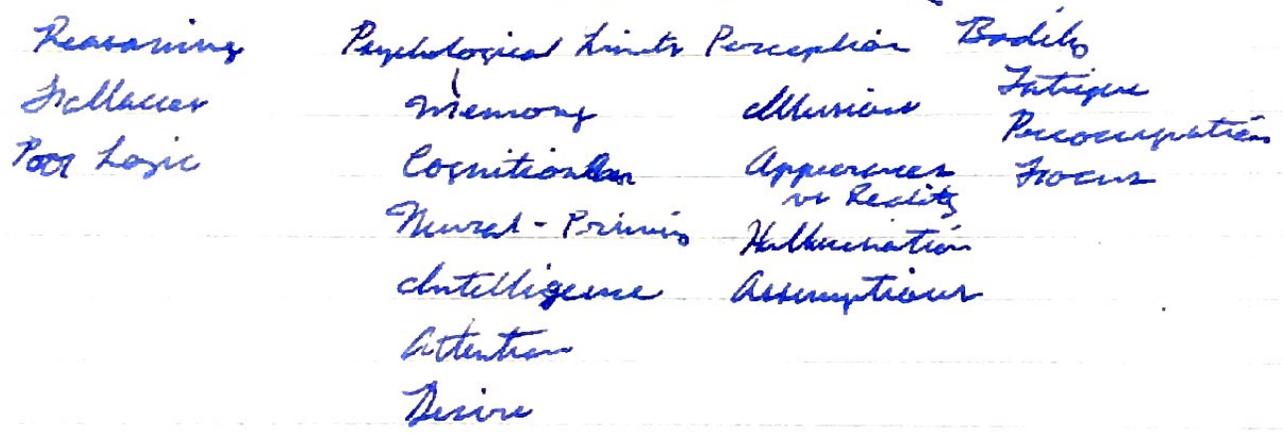
Outline - possible organization

~~Human Shortcomings - Limitations of the mind~~

Human Shortcomings

[This part should be]

Human shortcomings



Consequences of ~~shortcomings~~

Overcoming

Right Philosophy

Philosophical method must take human shortcomings into consideration

a new approach
to a study of
human nature

Human Shortcomings - roots

Ethics | copying of human shortcomings is
Government | a large part of
what ethics is about.

Right now you're not sure the way human shortcomings relate to the other topics you're interested in. No doubt it is a worthy study either way (anyway). You'll have to research it, write about it, and interpret it into your general notes.

If you can keep your shortcomings in their contexts clearly in mind, you will be better able when you ~~write~~ ^{get} equipped to make better claims. (John, ...)

in argument, use the cumulative approach
summarizing the argument and point
the weakness of each step.

- It appears that nothing will be able to out-do detractors
but rather religion. Or else a reader work to his spirit,
of such beauty that ~~nothing~~
~~is not to be compared to anything~~ ~~people~~
and not
let go.

Religion

Analogical Preference - unjustified



When people wish to show that we have a creator
they compare the orderliness of human beings
and the world
with watches, and infer that ~~the~~ thing
is a creator of earth like a watchmaker.

Why is this preferred to other analogies - like
the animals, ~~when~~ (and all life) when they
die their life is over. Likewise for humans -
life is not everlasting.

Writing
Editing

Editing can take much away from a work, as much it can add to it.

Editing and revising a work can allow a person to better convey their ideas. As all writers know, it is often difficult to fully represent with language ideas we have - but are not immediately able to express.

Editing on the other hand, further removes you from the original thoughts of the writer. If the audience seeks to know the mind of the writer, they must be somewhat disappointed if the work was greatly edited. Greatly edited works may better express the core of the ideas of the author, but not the thoughts flowing through their heads.

you also lose thoughts (as usual do - not well
permanently. Unedited written). ☺
writing of show you clearly a person's mind.
Some ideas are behind free verse.

Like uninhibited speech (but focused).

Anyone who can envision the whole is a great step higher than others who cannot

Ethics

Ethical issue map

Envisioning the whole and all its parts

Things that suffer - sentient beings

People (our crowd)	Many subdivisions here
non-people	

Map of Practical Ethics Classes of Practical Ethics

you need to write your views here now frequently

- choosing classes of people

* involving non-human animals

- Woman
- Minority
- Handicapped
- Unique / Non-conformist
- Poor / Impoverished / Powerless
- Elderly
- Children

will need to write on a 10th page

Personal Practical Ethics

- | | |
|---------------------------------|--------------------|
| • Consumerism | • Honor |
| • Dress | • Self improvement |
| • Sex | • Forgiveness |
| • Money | |
| • Business / Work (duties) | |
| • Interpersonal / Relationships | |

Many more topics - may you want to think of

- | | |
|------------|--|
| Family | Strangers |
| Friends | coworkers |
| Co-workers | People who very diff from ourselves |

Logic

Modality and imagination

Contingency & Necessity as non-real products of the imagination

- How it looks in
- Limits of use

Research

Things to research

- Modal Logic → and informal logic
- Honor and its relationship to ethics
- Women's studies (for your Psych of Women Class)
- Religion
- Problems involved w/ high speed vehicles - cars not governed at a states maximum speed limit.

Should you write for others
to read & to persuade,
or should you
not care - stick to
the idea & lose the
audience?

Communication

Availability Heuristic (Research)

The speed of the thought "but it isn't true" or "that
isn't the case"

- What is it, what are its effects?
- What does it mean for communication?

Language / Ethics / Racism

Situations what are they? How do we talk about them? What is needed to speak right about them?

130
Real I.V.

The two moose.

A mother and its baby - two moose, walk out onto an icy ~~lake~~ lake and the mother falls in. People gather on a bridge nearby, and watch as the moose struggles to stay above water. Truffler biddle up on the bridge, and as police try to convince people to scatter, they demand that someone go out to help. As a boat finally makes its way through the icy waters, the moose finally gives up and drowns.
after 1.5 hours of struggle

Shortly after the young moose, moving towards its floating dead mother, also falls into the ice. As it struggles to get back to the ice surface, ~~outlook~~ an ambulance says "Oh, my god this is sad" and you can hear the sympathy of the witness. Soon the people from the boat are able to get to the baby and save it. The ambulance drives lightly and leaves the scene quietly and of sadness for the dead mother & concern for the well-being of the baby.

- Death
- Nociception
- Analogy

121

If everyone learned logic, moral theory and spent considerable time doing self improvement, the world would be a better place.

Pain level

The problem is this - how does one know afterward if they are pretending or not? ^{do the actors still} ^{assume the part.} actors, or have they

Old people are supposed to be wise. This is an expectation created by culture. It is a quality old people want. Old people are expected to act wise. When people want a quality they are expected to have, they often pretend to have it already. But usually they don't know they are pretending. They probably start pretending, but then forget they are pretending. But nevertheless they are pretending.

This process holds true for other forms of pretense of having some sort of quality.

- pretend to own stock shift (Knowledge of pretense ^{almost always the case})
- pretend to have ^{2.} ~~his~~ speed (forgetfulness)
- skill that can be lost (basketball, pool)

what pretense is - things that might better be called something else... (show that poverty of vocabulary is everywhere)

analysis goes deep - superficial becomes apparent, clarity could be benefited by new words - \rightarrow show how superficial the ordinary reason is.

relate study of human streaming.

Classification on what kind of Vessel you are.

Ethics

Value Theory

Desire

Ethics

Sexuality

Men & Paddition

Language
Mithradates
Parricidians

Men were intended to leave off to have children, Sex is for making children.

Pain is for survival. ~~The reason~~ There is a survival instinct people avoid dangerous things to survive.

* Confusing an end result ~~for~~ of an action for the reason for that action. The means was for that end.
A very costly logical/linguistic error.

seemingly innocuous uses of language can have disastrous effects - if not only for false beliefs

Teasing

imbalance of effort

"Taking it too far"

12-2-2006

Writing

Plan for submitting to journals

After speaking with John Boyd he asked if you had spent time thinking what you wanted to do with your education - ~~how~~ ^{what} you wanted to do for your future intellectual life. You said to him that you weren't sure. You didn't really think about it because you are a little sick of school. You said you also knew that law school probably wasn't an option because it is so expensive - the same with graduate school. You mentioned that you won't be able to get into a nearby grad school anyway, and you can't travel.

- You said it seemed like it was too much work and since you don't have much free time right now you're not interested in it. You'd rather read & write.
- You said one fact about yourself that's true - You never really keep interest in your classes - it never ends up being what you thought it would be.
- Also - it seems like a waste of time - you can do it on your own.

John came up with the idea that you could try
submitting your writings to journals. You thought of
that before but never had support of the idea. He
thinks it is a good idea. Not going to grad school,
not going to law school - not going at all. Doing
what you like to do. But will you do it? It
would be the best thing you can do for yourself. You
will be free to do whatever you want with your time.
Study what you want & write what you want.

Aphorisms

12-3-06 11:37

I've checked all my rooms. I looked recently through all my things. I know what I have and I have not.

I walk into my office and the first book I see is the last I thought about. I read that book - the one I should like to have read but just I have not cleaned.

I would never begin reading regularly if books did not feel and smell well.

I saw that I had less time than I want. I'll never finish my studies.

You can learn through writing faster than you'd learn through television.

We both see parts of the picture; different parts. We speak to each other unable to show how it relates to the whole - which neither of us see.

I want to see maps everyday. I want to see complete models daily. I want to always be able to envision the whole.

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In the end I'll know what I should have
done. Or more wisely that. The New I
make ~~essays~~ ^{descriptions - a map} for see please I haven't been.

Remember the animal in man. Demagogues.

I can say so little in one sentence. In one
conversation. I can see imagine saying so
much more. How much time is wasted?

What you lack is oratorical skills. You can
only speak in small groups.

Who didn't I think that is seconds ago

Why do I think it when I don't want
it or need it.

Showered from outside, without testing attentively, was
resemble ~~like~~ herds of cattle.

super fine (writing)
types
fountain pen.

Human shortcoming

Mnemonic

- its ^{top} subject
- in general

Writing

When do I really write.

1520
"Can I see it?"

"Yes" (Throws the ball over)

"No. I asked 'Can I see it?'"

Literally, 'can I see it?' means can I have a look from afar - without touching it. Merely to see it.

If a person is holding an object, and I say "Can I see it?" the answer yes would be followed by handing it over.

In this case the context is highly important.

If a person holds out their hand and says can I see it they are asking to hold it.

If a person looks uninterested in touching - and looks over w/ no intention of receiving it, they would be understanding as wanting to look only.

If it is ambiguous, the listener will hand it over.

Friendly Elicitation ~~is~~ see continuation in next section.

"Can I go to the bathroom Mrs. Appletree?"

"I'm sure you can."

"I mean may I go to the bathroom?"

"Yes you may."

Mrs. Appletree is demonstrating to her student that "may" is used for requests and "can" is used for questions of ability.

She is learning from Mrs. Appletree that she is making a mistake. Mrs. Appletree pretends to not understand her student's question.

Why should she not do this.

Aside from saying that can & may are used frequently in different ways, she is saying that her student is making a mistake of English.

- Chunks of pieces of info about
- Thought to be some kind of significant mistakes

Can I go to the bathroom Mrs. Appletree?"

"Don't sure you can." [sarcastically]

"I mean may I go to the bathroom?"

"Yes you may"

Features

- Typical criticism - traditional
- single situation - not used for similar situations.
- Teacher is pretending
- Only time expression is not useful is when the teacher pretends to not understand it.
- Block to understanding of how English operates.
- Annoying - somewhat embarrassing to student - why not express it in another way
- Unrecursive prescription of the form.
- Ignores the role of context.
- Error not so significant treated disproportionately.

If it were as serious an error as believed, then why do other people continue to use similar constructions - self monitor - and idiomatic language.

Take the dog to a walk.

Not ~~an~~ a serious error, but exemplifies the teacher's lack of understanding of how English works. It shows ignorance of English linguistics - the flexibility and prescriptivism.

Reasoning

Circumstances

Why do people so frequently maintain large amounts of incompatible beliefs?

The reason why inconsistent and incompatible beliefs go unnoticed is because they are considered separately rather than in comparison w/ one another. In other words, people simply fail to compare the beliefs. When they are thought of in comparison w/ one another, they are thought or framed in such a way that the incompatibility is masked and so goes unnoticed.

Those who are more susceptible to conflict, to note quick comparative associations, ~~then~~ ^{are} much less likely to have a large amount of incompatible beliefs

Those that think in a more piecemeal fashion, and do not draw diverse associations will not do as much comparison and so will be much more likely to have incompatible beliefs.

Raising Children

The Resourceful Child

Quick Outline

Introduction

Objective - ~~Develop~~ Resourcefulness

Parenting & Child's play

importance of boundaries.

Ideal activities & learn

Games - list of inexpensive / imaginative games.

teaching kids to create games

Note: Game sections must be easy enough for kids to read. Parents are not going to want to go through and teach kids every game.

We all have dreams about who our children should become. Often we dream we want them to be like ourselves in some ways, but to also have traits we wish we had, and accomplish goals we dream for ourselves. We have an idealized image of our children. More than likely, however, we have not given serious thought about how to make them that way. We cannot produce a child exactly how we want them to be - they will have plenty of say in what they become (and so will school, friends, television ^{Scary} etc), but we can do what we can to ~~create~~ ^{paint} them in a good direction. We ~~can~~ ^{can} mold them to some extent - in fact in profound ways?

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There is strong disagreement about how children should grow up and what they should become. This is not a guide to parenting (I could not possibly teach this or authentically), but it is about giving your child lifelong tools that will enable them to attain qualities and ~~attain them~~ help them in ways everyone can agree about. The following is a list of things everyone hopes for their children:

Happiness

Resourcefulness.

Self-sufficiency (the more ways the more)

Creativity

Motor skills

Cooperation

Morality

This book was designed to assist you in bringing up a child to have these qualities, primarily achieved through the way they play, and enjoy themselves.

Can I use your pencil

Can I use the classroom

Can I go to the ~~classroom~~ writing text.

shall be based on writing.

How can you say something you can't say succinctly and interestingly

Linguistics
English
Errors.

perceived as a larger - if even than it is - if an error at all.

May I? and Can I? characteristics correct versus incorrect English.

"Can I" is frequently used in the place of may I in making requests.

It is an issue about the degree in which the student is making a mistake and should correct their usage. The ~~pattern~~ error is perceived as being as bad as a bad English, or simply as inaccurate - or not as good as another.

If the teacher is asked why she is making such a correction she would probably say that can and may have different meanings. She wouldn't have good cause for making the correction. ~~perhaps~~ she doesn't know her true motivations for why she made the correction. Most likely the effects of Tradition.

Can I see it? see or touch?

prescriptionist attitude. simplistic unreflective teaching
- If the teacher truly did not understand it is the teacher that does not know that aspect of English.

No Depth of thought -
save it little thought but makes a big deal of it.

Theory of Evolution

Building Understanding

Classification

People with common heritage, which have great similarity between them believe themselves to have common ancestry. Tribal cosmological folklore explains the common origin of a large group of similar people. People infer from their similarities that they share the same origin - they came from the same source. In small tribes there is a sharp distinction between the group members and outsiders. Outsiders often thought to have their own source, origin, and even gods.

As groups became larger, it is somewhat more difficult to see that such a large people share the same source. However, people are aware of a shared history, and nationalistic pride drives some to imagine they are a large family with the same origin - the same ancestors.

It is yet even more difficult to admit the great similarity between people of different heritage and those of different races. It is only recently that people thought in terms of a common humanity, and that all have the same origin as in Adam and Eve. Modern science demonstrates that it does seem to be the case that all humankind has a common ancestry - ~~proving it~~ it

is commonly believed that the origin of all humanity
was in Africa, and that humans, being a mobile
group with great ability to control their environment
slowly spread across the globe.

It is the work of geneticists, anthropologists and
archaeologists to work out the common origin of
humanity - to map out our history. There is common
agreement among scientists that humanity originated
from a ~~small group~~ similar ancestry.

There is wider disagreement when it comes to the
origin of humanity itself.

- People within small groups assume common origin
- People with very similar heritage and visibly similar
characteristics assume a common ancestry
- People eventually took notice of the great similarities
between all people - despite small visible differences
between groups - and proposed a similar ancestry.
Christianity gives us a cosmology in which all
humans have a single pair of parents, Adam & Eve and
that their creation coincided with the beginning of the
world.
- At this point there is still a ~~prevalent~~ strong desire to
see "others" not seem to belong within a certain group,
either by difference in heritage, looks, language, or
beliefs - and that these cannot possibly come from
the same source. They are not the same at all.
While this feeling of being opposed to the others,
or thinking that the other is an enemy,

people tend to pay closely to

~~groups of people~~ ~~likes to imagine~~ implications
your mind

people are unlikely to spend time pondering the common ancestry of all humankind.

- ~~This is a common~~ This is exemplified by a current situation. Humans share a very strong resemblance to other species of animal. ~~to~~ Animals such as chimpanzees, like humans, are among the most intelligent on the planet, and share similar appearances - hands, feet, arms, legs, facial features, expression, and more are highly similar. In fact, it has been shown that humans share 98% the same DNA with chimpanzees, although the 2% ~~it~~ is enough to exhibit very noticeable ^{perceptible} differences. Despite these differences, the similarity is undeniable, and ~~it~~ is much greater a similarity than with other species, such as fish or insects. There are a great many species similar to humans, and it may be said that humans and other primates are most similar and similar to some extent across other species of mammal, and all about not existent with some other species.
- People are not recognizing their similarities and focus solely on the differences, much as they do between their own groups and other different humans. It was not until there was curiosity about explaining our origins, and the origins of other species, and mapping them out in detail, and naming them that they noticed gaps in their understanding, and

Not up to date
taxonomy.

species
phylum
the hierarchy

great problems with their theories.

- Taxonomy is a study of naming ~~of things~~
 A method of naming was devised to show
 on animals characteristics and their relationships
 to other animals. The common system is known
 as binomial nomenclature - ~~as name building blocks~~
 are just letters to clearly represent a species ~~with~~
 characteristics and groups. Different categories
 are created and defined to represent important
 differences and mutual communication. An
 example of a taxonomic dispute is over the
 status of Plants as a plant. The debate is over
 what a plant is most usefully defined as. Its
 definition determines whether or not Plants fall under
 the category plant. It is now agreed that under
 a better definition Plants is not a plant.

Taxonomy is a system of organizing information in a
useful way that best represents the structure
of the things named.

- It wasn't until Charles Darwin that some of
 the problems mentioned in taxonomy were
 solved. He supplied a better naming system which
 shows very clearly and with much evidence the
 clear relationships between different species, and
 how they can change over time. It was clear
 that humans were related to animals.

• The system accounts for similarities & differences
between humans and all other animals, with an
understanding and concern about self versus other.

Those who deny the system, such as able people, feminist nationalists, and biots of the past, are preoccupied w/ differences, and fail to see the whole picture - preferring to ignore similarities entirely, and what they tell us about our history.

Evolution has a wide degree of effects

- 1) Religious doctrine conflicts with it.
- 2) It points out gaping holes in our moral/legal systems - it highlights our historical lack of care for the "Other"
- 3) Shows that animals are similar to humans in important ways.

ideas

Morality

Abstracts / Subjects

I think my work is beginning to point out that there ought to be a sharp distinction between morality and legislation. If morality is to apply to all people it must be impersonal.

It must be some kind of ideal. When we think about Legislation and Law, we ought to step outside of ourselves somewhat, and think about the big picture. We must envision a system which is good for all & does not have anything to do with our personal desires. It has to do with the desires of everyone. It is entirely objective. It is a system / method for good of all members.

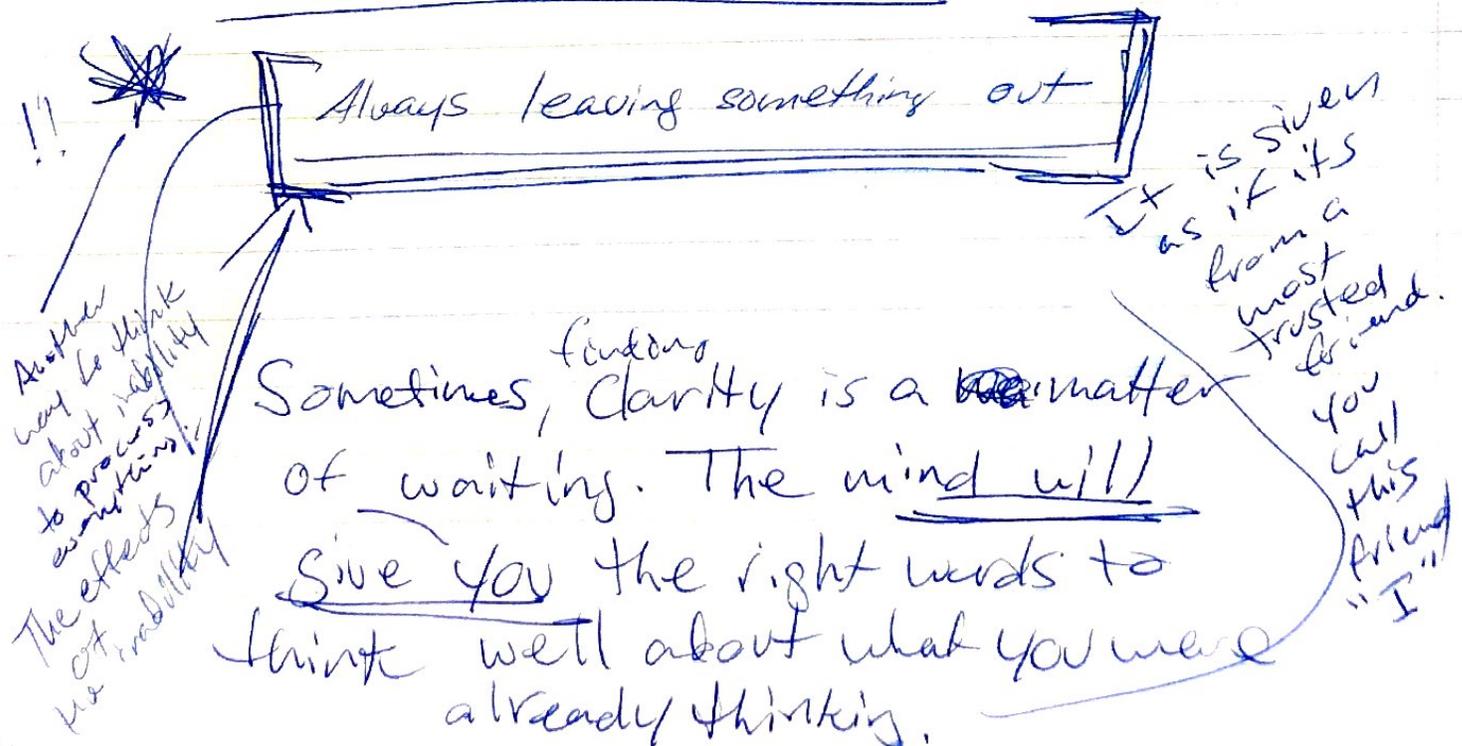
probably different ways of thinking about the object of government. First we need to agree on its object, then its form.

Though there are many differences, some work better than others

highly relevant

sometimes the system is formed & works well - it achieves its object. But sometimes it is hard afterwards there are other desirable objects not envisioned by the builders - they forget to install a ~~water~~ ^{water} pump or gas lines. It is irreversible - or sometimes takes great change

- Hence the limitations of all people and the mind itself. It cannot envision the whole. When it thinks it has it finds it has not. It can never see a little - and at that it seizes, it can process only some at once - like a slow computer that can quickly overload. Our solutions, ideas, plans, almost always leave something out



Always leaving something out.

Without looking at my chart of all relevant
lots I think of, I will most certainly
forget one or them - or one never
comes to mind. The telegraph never
comes. The neuron is proved.

When I have my list, I
can't help to think it is
incomplete. After all, I spend
only 20 minutes (x amount of
time - always less than X+1 -
or Y, all the time needed)

I'll end up thinking, My list was too
short but at least I used it.

- I got broccoli
- cabbage
- lettuce

From
Feelings
about
limits of
my mind.

How to express

Feelings of not
having ability to do
what I feel I
want

Ineffectiveness

Determinism

When I envision the whole - completing
my task - on coming close to it →
when it is in my grasp

I realize I can die and
never achieve it.

I ~~do~~ want to take precautions.

Drive a large car

Live Healthy

Why Do I want to finish my task?

- For others to think what I think.
- To be noticed.
- To satisfy curiosity
- To understand

Create a Poem for
this.

My Path

- My path zig zags
- I try to show it to others
- Sometimes I take follow a new part of it with a companion
- But they cannot follow
- ~~They~~ we both stre up when they fire.
- They forgot how they've come to this spot
- Sometimes it covers terrain their experiance hasn't prepared them for, or that it cannot prepare them for.
- It zigzags too fast. A zag comes when they don't see it coming? or from an unknown direction.

I Don't like straight simple paths.
 I Don't like how friends forget where I take them, or ~~can't~~ can't follow.
 I feel lonely on my path.

~~But I love ~~my path~~ ^{kiking} ~~we~~~~

I can't be real w/ people
about what I really like and think
is important.

though
 often
 times
 you
 can't
 just
 not
 on
 the
 path

Communication
Reasoning
Argument.

Almost no one
does this. Your
technique will be
noticeable
and you will
exhibit your
ability.

When you argue with others it would often work
to your benefit to repeat what others say to
you - in your own words - paraphrase & summarize
to acknowledge to them that you understand.

BUT ALSO

State what techniques they are using, or steps,
to see what they are doing. You may
reveal it to them - and they may agree.

OR

you may show you're headed
in the wrong direction,

You might be able to nip things in the bud

Get it when

you notice what might be
passed by.

It won't grow after you
see it can be
plucked.

& you can pluck more often,
if they sprout new ~~stems~~ stems right after.

Unreel
shoes
usually not
wides,

~~Had~~
Reasons
with it.

On T.V. a dog owner takes his dog to the vet -
it swallowed a chicken bone & was in pain.
- It had a stress induced seizure and
had to stay overnight while waiting for
the bone to pass.

While waiting, the owner was said - thinking aloud
to himself "I feel like I'm a terrible parent"

You immediately thought "You are a bad parent" because
you thought, "How can you not keep a better eye on
the dog?"

Then you immediately realized others may disagree
you. The owner would be offended - and may become
defensive if you actually were there to say it.

things like

Then you remember. As usually "you are a
bad parent" is taken in the unbroad, to
mean "You are a bad parent in every way."

But he might be a great parent in all
ways but one - watching for chicken bones.
But it might even be less - not paying
attention sometimes (like even great parents) but
having had water. - And so not being
that parent at all.

Stimulation

Thoughtfulness

While watching T.V. in the living room, ~~while~~ you were stimulated into a contemplative mood. The theme song for "The Waynes Brothers" television show is a song by a group you love called "A Tribe Called Quest."

The song reminded you of time spent driving in the car from Paw Paw WV, when you were in an insouciant contemplative mood. It didn't remind you of the experience really - it put you in the same mood. Only looking back on the feeling did you realize it.

After hearing it you began to think ~~to~~ about a variety of topics very deeply. You wrote about six pages before you ~~went to~~ wanted to watch T.V.

The music made you very happy and productive.

When you are not active or thoughtful, or you are lazy, you should look to doing something stimulating. The following things can do this for you

- Music (Novels, Movies)
- Observing Artwork.
- Remembering

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Writing \checkmark Human Shortcomings

You often don't know how vague your ideas are until you write them down.

Many of the uncomfortable thoughts you have - that cause you pain & suffering, will be least tormenting once you write them down. The vagueness itself causes grief. Write down what you think, and you will benefit from newfound clarity.

Be \uparrow The above includes beliefs.

- Thoughts that run through our minds about things we believe are often vague - little more than feelings. Once we write about it, we can clarify what it is we really think, and can better judge the quality of our beliefs.

vague ideas, ^{feelings &} beliefs are another human shortcoming.

Many problems result from it

- prejudice
- misunderstandings
- wrong belief

Why You Cannot Convert a Christian

- Why you cannot show a Christian that ~~Christianity~~ the existence of Christianity has been harmful to the world. (Follow up on this)
- A Christian need only insist that the present state of affairs ~~is~~ is an age of ^{unprecedented} evil. Of course, the Christian will demonstrate this from a purely Christian perspective. A non-Christian will not be able to argue otherwise.

Outline of the New Study of Ethics

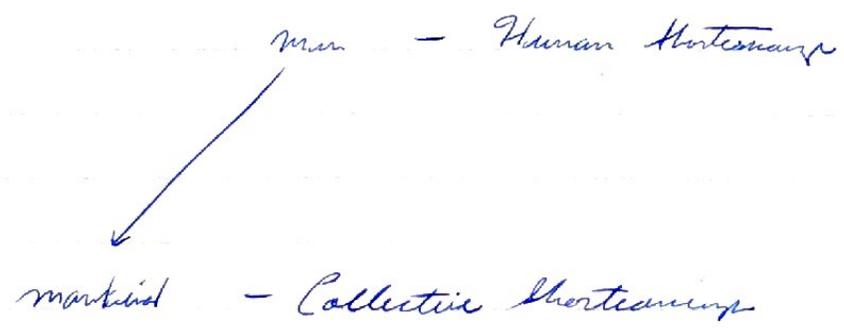
Human Nature.
[Will not remain
at human nature
man nature is

Human Shortcomings

- The variety of ways man are led to error
 - Fallacies
 - Psychological tendencies to mistakes.

man

man-kind



man

personal
error

has its source
with its inner seat of
control.

human-kind

institutional
error

tried to remove
types
of organization

each has its source of
its supposed
control

continued on 178 →

- Ethics

Moralities ought to be divided into two separate systems. Right now it is covering two disparate fields - and it is often confused as being one or the other. There is legislation - or objective legislative morality and personal/private morality. Deontology & ~~that~~ Consequentialism are not conflicting (same as Virtue theory). They are two realms. One is interpersonal order, the other is ~~inter~~ personal desires/needs. One is social & public/universal, one is more subjective.

- Analysis of Heroism from self-interest theoretical perspective

- Social Heroism
- Physical Danger - heroism
- Self sacrifice

- After self sacrifice the pain/despair may be so great that the person thinks "I didn't do the right thing. I should have let it happen."

Analysis: | This is because the result was not rationally taken into consideration

Your objects of Exercise.

- What do you want to achieve?
- How will you organize your efforts?

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Ethics

Moods

- The distinct feeling of laziness. When you think of something that ought to be done - a good thing to do - you get a strong "blah" feeling to put it off. The immediate excuse is - we might not need to do it, or "we can do it later"
- often comes towards the end of a repetitive task worrying
with
individual
of 20
- sometimes laziness has been built into our methods of performing a task (not using the better solution - but trying to perfect the cut of the one you use - forgetting you are using them because you didn't get the other ones.

Human shortcoming

- Trust. Believing what others tell us.

All branches of study on humans point out the variety of human short comings and their manifestations

- Talk about positive aspects of each shortcoming.

psychological stylistic logical bodily Animal

28
Ethics

Emotion

- How negative feelings towards yourself may be resulting from some other mental issue - in other words, there isn't a good reason to think what you are thinking. It can be due to not eating when you normally do, getting bad sleep, or not having coffee etc...
- Today you had an experience w/ it. It was linked to a negative event itself, but your reaction to the event was partially related to your mood.
- Smart idea of giving bad news when someone is in a mood in which we think they will positively react to the news.

Communication

- Voicing suspicion. List them all and see the person's reaction. Then, show that you believe what they are telling you - even if you don't. Use a period of silence to see their emotion prior to expressing your belief.

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Daily Planning

What is your ideal day?

• Must include items from balance sheet.

Writing / Study -

~~Imagination~~
~~Delusion~~

Outline of the New Study of Ethics

Human Shortcomings and Errors

A treatise on the Nature of Human Error

Human ways of
Many ways in which people reason will find thinking have common features

- I will approach this topic by showing many of the forms of bad reasoning

Desires of Reason to Society

controversial

Reasoning
Language
Psychology

Development
childhood

- Perception
- Capacity
- Ability
- Emotion
- Motivation
- Desire
- Compassion
- Grieving
- Expectation
- Assumption
- Inference
- Conspicuous

- many of the shortcomings may be thought to be not bad at all. While this may

be the case; for my purposes here, I am interested in the reasons resulting from this - either defective, error, or results generally if not inherently thought to be bad.

note:

External Circumstances

Physiological

- Health
- pain receptors

Time

Space

Humana (Nov.)

Money

Other people
Trust

Religion

No study than ethics has more pretenses experts.
 Most ~~study~~ assume what they're
 bound these for is
 virtually absolute.

The Ethics follows as solution / way to overcome these
 difficulties. Controls. Safeties. Checks & Balances.

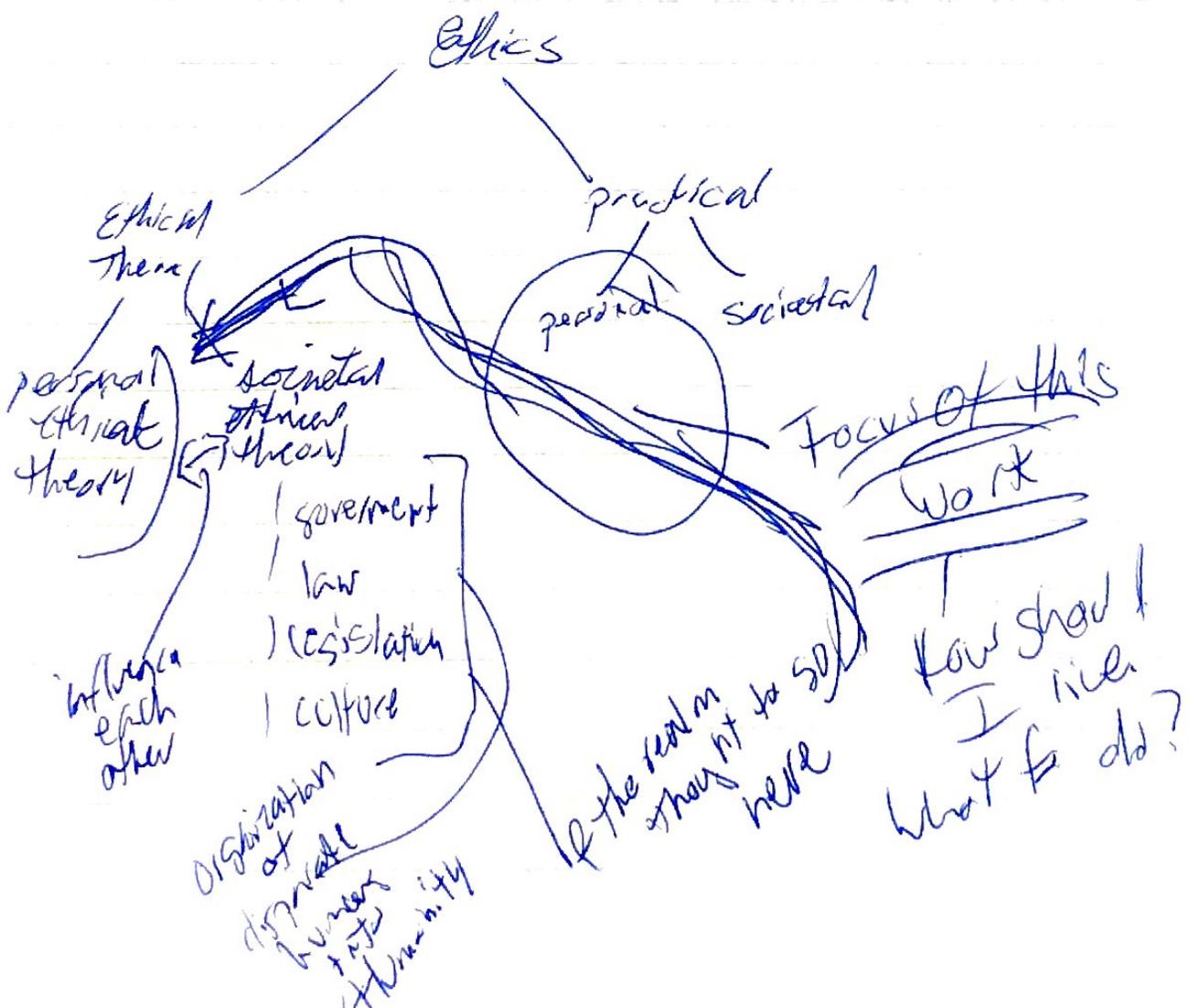
- Reconciliation to the problem &
 Resolution.

- Precision
- Rigidity
- Proven
- Standard

The proper study of Ethics is wide scale
 problem solving & life methodology.
 Learn reality & Virtue theory, & self-help.
 &

Grant seek - Constitutional planning & control

One of the most contentious part of my ethics is
 the sharp division of



How you
start it
it when it
too much
it become
w/ meditation

Give him something like
this - so he can see
how you all
many ideas
how to
and you can't
write them all
and put them
all together

Psychotherapy -

Things to tell your psychologist

been awareness
of
limitations of
your own
mind.

scope their
relationships

Desire to organize
them
all

Sometimes you feel "numb" after you do your writing. After
a surge of good ideas - which you think highly of,
sometimes you have a loss of interest, yourself
and feelings of helplessness & worthlessness - happens a
little bit. - I think it's like a lull - a feeling
like when you're a kid, and something doesn't go
right, and ~~you~~ you feel like you can't do
anything right.

- Write about your history leading up to philosophy
- What philosophy did to you - for you - and important
- What your plans for your work is
 - your work is standing up with the most important
things to all people - ETP yourself.

Write about your work.

- went to great grocery - tell all about it & plan
to go everyday
- gym - how you already feel like you should be there.
 - relate to your extreme in habit forming
 - OCD ish stuff
 - Anxiety

When ideas come too fast & when things are very tangential
like chaos - Caffeine!!! - good & bad.

- How you can work to contain

super intense exercise
mind

Feeling that when you talk to the psychologist
You won't be able to include everything.

— i. so just since him ~~is~~ a written version

— That he won't be able to follow
it all.

loneliness the path.

That no people can't see what I see
That they can't understand what
I do.

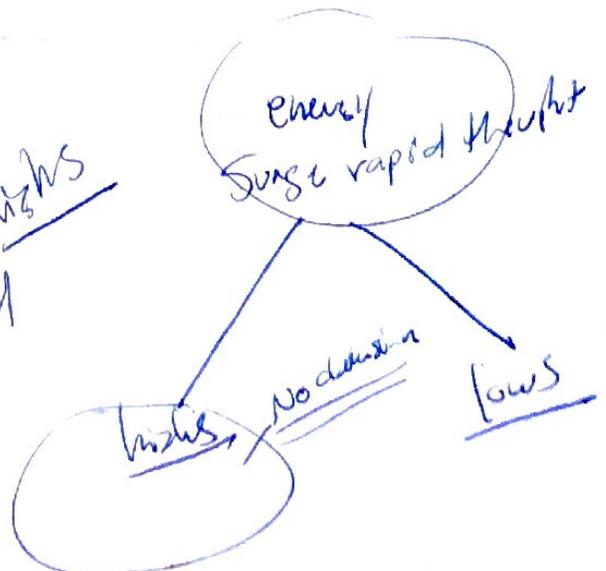
I have a desire for others to
See my picture

It can be too much emotionally. Praying.
Need vacations from writing even.

Caffeine for you

when you have withdrawal's

- Mania about the
delusions
- The downs of
withdrawal combined



Feel this
since I
was doing
People
disregard
my
thoughts

worst
OC
experiences
miscommunications
feeling
dumb

want him
to help
clarify you

see
the director
- Tim
Sobers makes
sense.

- Sometimes happens without caffeine
- a thinker generally
- Sometimes intense

|
Always too much for other
people.

When its very intense its too much for everyone.
can never communicate at this time - no one
would be fast enough to follow

|
Context

Get up early, exercise, and Drink
Coffee just so he
can see what
you're
like.

Feeling of great calm when you "feel"
you've written it all down - even if
you didn't.

Oh - feeling that you'll lose ingenious
thoughts forever - & you ~~probably~~
probably
have.

It's like good ADHD - can't keep complete focus - but focused at the same time. Making very

fast Relations

Owe entire success in education to it.

Coffee Stages after drinking it.

- My mom thought I was bipolar.

- The real low points.

- Anxiety
- lack of school achievement
- want to do what I want
- felt I had to achieve but could not.

A kind of meltdown.

- follows ~~good~~ less good period at MC

- following introduction to philosophy

GOODS & BADS

Ethics

- Different Ethical systems for different cultures.
- Different inborn value systems.

Ought and Should in the OED

Revised Reference Chart to be mapped onto a large sheet
of paper

Ethics.

- A central problem of utilitarian morality is that it may ~~be~~ conflict w/ ~~our~~ some of our most important values.

- For example, a life in pursuit of truth is often ~~considered~~ ~~as~~ the one of the most highly

valued recorded ~~aspects~~

- ~~The~~ Truth may not be pleasant, - in fact, what one learns

12/19/2005

Tutoring

Ashley "When someone cries I'm scared of my mom a little bit. I'm scared that she might over react."

Grandparents criticized them - So her mom smacked them saying "I'm so embarrassed by you. I hate you."

later describe this more fully, and what you thought when they told you this.

1/18/2007

Things to work on to become a better tutor for the kids

- Work with them one on one more frequently. Don't tell them what to do - show them what to do. Mentor them. Teach by example more frequently.
- Be extremely repetitive of the things they need to work on. They a list of things they need to do - read them before every session and point them out every time. Teach them good work/study values/ethic.
- Be more prepared. Make them prepared like you are. Give them school supplies and make sure they always have them. Make them repeat the same preparations & routine everyday.

Ethics

- Balance Chart.

Personal Headings

- Livelihood
- Relationships
- Health/Safety
- Education/Study
- Art
- Ethics/Morality
- ~~Outdoor~~
- Environment

Balance chart may be thought of as a reminder of goals - or a reminder to regularly assess in certain activities to create a personal balance.

- This study is taking depth. You're leaving cells where you left off before. You haven't gotten anywhere.

- You have to stay on top of it and build.

aphorism - a pithy observation that contains
a general truth, such as "if it
ain't broke"

Ethics. Aphorism's laws

Why are you always planning for tomorrow and not
for right now!

Writing

succinct is not always best. example

succinct.

* Supervision is managing others to complete jobs correctly.

- The succinct way gets the info across quickly - in
frequently subtle ways

- subtlety can be passed unnoticed

- sometimes you want to highlight all parts of what you
say - to give equal importance ~~are~~

- subtlety in some parts lowers it, or makes it
seem less important.

* Supervision is managing people to ensure jobs are
finished, and finished rightly.

finished right versus finished, and finished rightly
can have important
differences

To write

- all about acting.

- inauthenticity

Ethics

Human Shortcomings

Pretense / Acting

Common Pretenses

- Pretending to be offended
- Acting.

- You need to spend some time reading about "authenticity" - and acting. You'll have to go into the work of Friedrich Schlegel.

What is authentic and what is not?

Children

Ashley

"Shut up! You're ^{going to make} making me laugh and I was liking my bad mood."

Reasons situations | What are they.

Another near-absolute
An absolute in disguise
Absolutes w/ increased credibility
almost any | almost none 201

Ethics

Premature generalization / universalization

Counterexamples

this way of speaking just happens. It is an easy way to speak.

very close to absolute [almost any] all blah be specific

~~that that that~~ I'm writing this section to show yet another reason why generalizations have a tendency to fail. I noticed today that counterexamples seem to be able to very frequently be thought of to show an exception to ~~that that that~~ generalization we come up w/.

~~When~~ When you find yourself thinking of absolutes, try forming a counter-example to your idea. With creativity you'll find it surprisingly hard. After your ~~generalization~~ absolutes were no good.



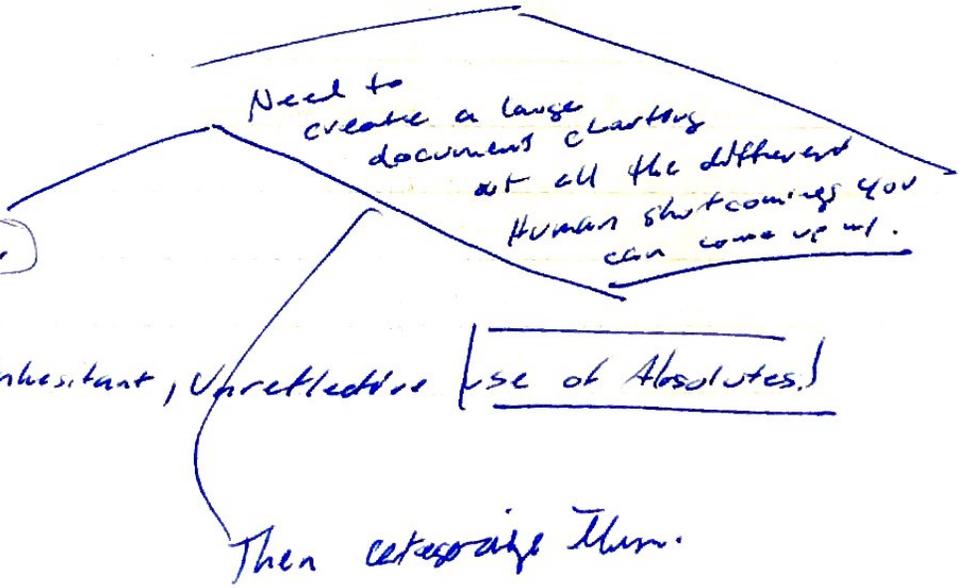
Ethics

Human shortcomings.

Communication

- Habit, Ease, Unhesitant, Unreflected use of Absolutes!

Then categorize them.



January 19th 2007

Ethics

Structure of the Discipline



Proper ethics requires work.

You need to think about ethics in as many possible ways as you can.

What are the tools of ethics?

Reasoning. What is at the core of ethics? What should ethics be about. Etc..?

Outline of the New Study of Ethics.

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Outline of the ~~the~~ New Study of Ethics

one division - ethics of individuals versus
ethics of human kind.

second division - theoretical
practical

important ideas

- method - rules
- tools
- principles

third division - principles -
rules -

rules must be followed. It is a law or few
exceptions

a principle is an idea that covers a wide variety
of situations of the same or similar form.

principles conveniently categorize situations. All
situations falling under that principle, with
no other relevant or special conditions, are
to be handled according to that same principle.
When many situations can be more easily
handled as a group of principles

principles versus techniques - tools for
evaluating situations.

without principles, we are left w/ tools
for analyzing situations.

principles versus analytical tools.

intended to cover situations
having the same form.

to cover work at ^{connected} ~~level~~
ways of handling similar situations
w/ slight relevant differences.

methods
techniques
tools
ways

of evaluating
situations
for best
course of action

- a large supply of principles and
tools when for a more
efficient handling of situations that is identical

- reaching good decision
method of decision - by
calculation is complex

suppose you fully
evaluate same situation.

suppose you encounter a situation

that is identical

morally. - or

so similar, the

same reasoning

or analysis

applies - like an

perfect analogy.

assuming
it
can be.

or simply

"as far as is
reasonable
that is
complete to
you"

1/20/2007

What topics precede ethics? if such a question makes sense.

Key ideas

- individual ethics
- collective ethics
- theoretical ethics
- practical ethics
- general principles
- analytical tools

interesting distinction because thus often require very different tools

The Study of Ethics

To make good decisions, or to do what you ought to do, you will require certain tools. A large supply of quality tools is ~~not~~ good ~~to complete~~ to complete any task well. What kinds of tools are good for making good decisions, and (doing^{deciding} what you ought).

First of all, ~~with~~ a certain manner of thinking would greatly assist in making good decisions.

Good ways of reasoning about situations, truthfulness, skepticism, method, creativity, are all good.

Inborn qualities and talents

Learned methods, education

need tools to become a certain way - a type that would make good decisions

continued on page 213.

1/20/2007

writing method.

- Turn all subject journal books.

Instead of making a heading for writing you plan to do later on, either do it the moment you have the idea (ideally - no pen), or include it on a writing to do list. You can keep the list on a sheet of paper towards the beginning with the contents page, or on a separate sheet of paper in ~~front~~ one of the divider folders.

re-edited first sentence.

Instead of heading pages for planned writing, write the moment you have the idea, or plan it in a to-write list.

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What to do if you are in a dangerous situation?

You can imagine many ways in which you can be put in danger, and except you can save yourself and remain unharmed. You can imagine living through a convenient store hold-up by hurling cans at the intruder head-knocking him out before he can shoot anyone and escape.

I like to imagine getting shot in the face and chest while hurling cans - or before getting to throw them, and the process of quickly dying afterwards.

I imagine it as vividly as I can.

It's true, it's rare that anyone finds themselves under such a threat.

But I want to be prepared to protect myself.

And importantly I want to prepare for my own death.

A general rule you've found that will usefully apply to many situations.

- When you have a new idea about a change for the better
 - you have some ~~to~~ end in mind that you think is desirable
 - also - the change you wish to see is thought to be overall a good change - things thought far considered.
- Give adequate time to decide for certain if you should implement the change.
 - You want time to think about it from enough (not all) angles, you want to consider all relevant information (another way of saying "enough into" - the absolute is justified here).
- Getting enough info, relevant points of view can be assisted greatly by ~~to~~ asking other people questions. Though you may have to sit through irrelevant questions.

Try to be very general

↓

All comes down to:

- decisions about changes will best be made in full view of all relevant information
- for people this implies time to reflect, reconsider (over), and sometimes use the minds of others:

Another
transmission
shortcoming

objects inherit badness from human flaw

- GUNS
- chemicals
- etc...

Argumentation
distortion

- You have an ability to sense intuitively the
foundational weakness of another position

Yuse - ~~op~~ Against GMO
Matt - not against GMO.

- Your position is the superior one.

- How can you convey it more effectively. Is
there a succurable method/technique to quickly
deminute and show weakness in well flawed
arguments. Consider another in which you've
had a similar situation

John Boyd - against physical punishment of children
Matt - not against it outright.

- you made an unexpected connection -

There's one where your tendency is on the weak side,
though you're exposed it's flaw through your
view that despite our best (bad in the other) but in
this connection is human flaw

Matt - against drinking alcohol ~~per~~ or intoxic
Yuse - not against
I wonder you might not like the other intuitive look
Now it is diff

Exercise

- Main focus / most important thing to ^{work} focus on
 - weak point training and muscle imbalance
 - cardiovascular
 - weight loss - caloric burning and ^{continuous} full body muscle tone to ensure continuous caloric burning throughout the day.
 - flexibility

- Exercise Plan

- Weight training focused on specific muscles & muscle groups. Special Emphasis on left side and legs, and core. "left, legs, core" (exc. - Right Pectoral)
- Long-period running & cycling (especially cycling for better leg muscles and reading at the same time).
- Sports - for motivation + extra cardio & work on a wide variety of muscle groups. Agility
- Flexibility - stretches at the end of workout on mat and time spent at home sitting on the floor in various stretch positions
- Weights - focus on legs at the gym and left arm / shoulder at work.

Time

- Workout at work and at the gym (mainly)
- Special focus "left, legs, core" over full body with side workouts for 4 months.

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start 1/20/2006 (today)
end 7/20/2006

The 6 month Plan

4 months

- Focus - Legs, Left side, Core & other weak points.
- Repetition - repeat exercises for maximum soreness
- less rest between days
- Left arm and shoulder at work - where leg exercise and core work is difficult.
- Cardio - focus - endurance and maximum calorie burning.
- Flexibility - w/ special emphasis on lower joints - ^{spine}Shoulders, hips, ankles, elbows.

2 months

- Focus - Full body, coordinated, multi-joint power exercises w/ heavy weights
- Squats, Deadlift, Rows, Bench Press, Lat Pulldowns, Pull-overs

Throughout -

- Sports - athletics. Primarily for motivation but also for full body workout, ^{shock resistance} ~~all~~ shock resistance, calorie burning, ~~and~~ cardio, and agility, anaerobic exercise.

1/20/2007

reformulation

- object / end - 7 | making good decisions /
deciding what you ought to do.
- &
- II | doing good things
doing what you ought to do
acting as you've decided you should.

Tools are required. Methods are needed. Ways of doing things are necessary. It is what distinguishes one who cannot from one who can well.

Before anything can be done, and tools are used, and methods employed, we need things that make activities possible - others for higher / better activities. A situation that fosters ability to use tools, get new ones, and develop them.

object / end.	situation supporting possibilities good decisions	tools for making good decisions
---------------	---	---------------------------------------

The last decision one
may make could
be to allow another
to make their decision,
and to focus on acting
in accordance w/
them.

There are two the
unchangeable and the changeable
the situations
internal and external
the tools / methods

Human Nature
Environment / Resources
Particular nature

What can I do to make good decisions

- Have a better mind ~~and more resources~~ and more resources.

~~resources~~ better mind & resources intertwined, so
not that cho.

main objct for I

Better Thinking

Better strategies

main objct for II

Better motivation to
correspond w/ better
thinking

Another approach - Why are you ever thinking about this?

Because we don't make good decisions.

and

when we do, we often cannot act in accordance
w/ our decisions

Another primary task

- To understand and remove barriers to our accomplishing this goal.

some barriers are permanent & cannot be overcome

nevertheless we can cope or work around these immovable obstacles.

removal of barriers

deciding what good decisions consist of

- ↑ what does this mean? How can this be answered?

- should the response be:

- what to do in all situations?

- * - ~~what~~ the essence of good decision making

that can be used in all situations / many situations

- a supreme moral principle?

- a set of codified moral laws?

- cataloging all situations and good decisions

for each case

* this is the top down approach. Tools can consist of situational evaluations that can apply to good analogues. It can include principles which may cover many situations of the same type. It can include methods of thinking about situations.

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If we were able to make good decisions, and act in accordance w/ them, there would be few barriers to acting rightly. Perhaps in this case the barriers would be to making better decisions. Such as in an unintelligent person who makes quality decisions and act on them.

↓
This might not make sense because an unintelligent person will not make good decisions in cases in which he/she is not informed. Unless you saw this person is full aware of this and uses quality work arounds - like seeking professional assistance and becoming informed.

~~The difficulty of ~~doing~~ acting ethically is~~
~~see ~~above~~~~

It's an important problem in making good decisions is that there are many barriers that must be worked around or overcome.

Remember - even great barriers have been overcome. 217
but usually by people who had
resources. Great people "who come from
nothing" usually had hidden resources.
Good mental & physical qualities - intelligence,
talents. - such that if they were
not present the barriers would not
have been overcome.

Types of Barriers

- Environmental. Basic necessities promoting personal growth | Resources for development. - ^{liberals, time in history}
- Personal Nature - individual qualities that are not in favor of good decision making, acting
 - As is now. Current quality. The barrier aspects of what you are, your thinginess. • The qualities of who you are.
 - Personal characteristics which are your personal barriers beyond what is generally found in all people. Developmental / historical products.
- Human Shortcomings
 - Shared general qualities of man that are kinds of barriers.
 - Shortcomings many people have in common, though not found in everyone

Environmental
External

Human
Internal.

- And so we are drawn into the topic of the interrelationship of man and his/her environment. This is a very complicated subject.

But in looking at the history more broadly, it seems we are looking at processes in the formation of a person of a certain type.

This doesn't mean only one kind of person can make good decisions, though presumably those that do will have many qualities in common. For example, most people believe, rightly, that education produces people who are able to make better decisions. This is made obvious by comparing the child w/ the ~~more~~ ^{well} educated man.

Virtue Ethics. - The idea that moral teaching is to produce a person of a certain type.

yet - obviously the type of education matters. If we have a christian fundamentalist versus a utilitarian we will have very different results.

- so which perspective should this person of high quality have. It's a high quality ethic.

- so we want a person of high quality, of a certain type. One quality a person has is their way of reasoning about the world. Their way of calculating. This is after all a primary quality, because we're down a sharp distinction between child & educated man, ~~and~~ ~~and~~ -

are the main quality difference between one who makes good versus bad decisions is way of thinking, and this includes perspective.

Difficultly in your approach: You will have to give people an ideal. You'll have to select a type or category of people whose thinking is better - includes perspective. So you will have to idealize a particular ethical point of view. You will have to compare ethics, and add in your own.

You've already specified an person

with quality and numerous tools and resources.

- By attempting to ~~go~~ decide on an ideal form of ethical approach, or an ideal person, we are immediately taken into value theory - and the problem of selecting ends. What is the best ends. What are we trying to accomplish?
- at the outset we said our object was to make good decisions. That implies that we want to change ourselves to types of people who make good decisions.
- something is missing here though.

We want to be people that do x
make good decisions.

Well, what are good decisions? We must have
some idea of what we are working towards.

- perhaps we only have an inkling of what
good decisions are, and hope to discover more
fully what they are in our pursuit.

• - Despite our not being sure what good decisions
are, we have an idea of an important
difference between people who make good
decisions continuously and those who do
not.

- When we imagine the person who makes continually
good decisions we see someone who is smart,
and does things that tend to benefit him.

by talking of benefits we are back to the problem
of values.

~~but we need to imagine~~

- The ways in which a person's decisions
benefit him are:

- Intimacy - Livelihood - Relationships - Truth.
- Family - Education - Health.

For the most part, we all imagine that the person who acts well & makes good decisions ~~is~~ does so importantly in these areas.

- Many also think they have good spiritual decisions - such as with religion.

There have also been works of art which glorify those who focus solely on specific causes and do well in them, but disastrous in others.

Notably we self-immolation and religion.

But an important question remains - what should we care about? Should different people care about different things? Should all agree? How much should each thing be valued?

- All of these are issues of value to be discussed later.
- Notice there are boomer to do very well in each of these areas.
- Notice also that people who do exceptionally well

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share things in common

- 1) Good thinking, good thought - tools
- 2) Motivations in line w/ Rational thought.

Also - if people's values agree, their ethics will for the most part agree also.

People w/ different occupations have different tasks because they have to produce very different results. If they have the same values, they perform similar tasks - and one performs the one who performs the other better.

do work - one must understand all aspects of this business to really run it well, and to improve on it.

likewise, people need to have a full understanding of their own lives to make truly good decisions.

People for the most part agree on what living well consists of

- But what is the ideal man? What is the ideal life. To live like Christ? A hermit? a socialite a movie star?

in the end, in this work of ethics, I have to choose my own personal ideal. I will decide personally on what should be valued, and I'll give my reasons for my choice. As at now, I don't know if I can fully (but in part, like personal essential like health) justify it beyond the subjective.

you might be able to after all | I value health for example, but I'm not sure how to convince a ~~codball~~ Buddhist or Hindu destroyer his body for religion. ~~HA~~

What to say to someone who says

- The beauty in life is in our inability to comprehend.
- we ought not work towards comprehension
- but preserve chaos
- The world is most awe inspiring when we look at it without understanding.

What else can be said to someone from another culture who values similar things but in much different proportions. someone

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You need to study theories of
meta-ethics.

who holds the family higher than the
individual members personal freedom, for
example.

I can't help but feel my ideas about
how things should be ordered are but
one of many that would work equally
as well but in very different ways with
very different ends.

But on the other hand - doesn't it
seem or think there can be a best way?
A highest possible way of reasoning
things?

Soccer could have many different ways
of being played all of which would work,
but would not several be better

but ^{by} for what criteria would we judge them?

1/23/2007

You'll have to tackle the value problem
later, but for now you can point out
important things to consider later.

Topic for value theory

- in-born values

- sex
- appearance
- possession
- social acceptance
- likability
- hunger, thirst | - Desire

- These are found by anthropologists to be cross cultural, though the effects of such have different manifestations

- An especially important concept in ^{to} the study of value is desire.

- question to consider - what should a value?

- Differences in in-born value

- human differences
- species differences

alien ethics

think out
how other possibilities
for ethical
systems.

- Differences Developmentally

- do people stop for the better in terms of value?
- Do they value things we they should?

What about our intuition that older people have better value systems than younger people.

Organization & categorization of ~~events~~ moral situations
and our judgments concerning them -

One of the most important ethical tools we have
are systematically organized situations and
judgments.

They are excellent tools primarily because of the
efficiency they create.

• Time

- May not have to reevaluate at all
- When reevaluation is needed, simple
mobilization only may be required
- Not starting from scratch each time
- Heightened information processing.

Structural
to the situation
categorization

Methodical
organizational
categorization

The organization of these things into usable tools are
what I call principles. Rules are principles so are
recognizable analogical scenarios. So are systematic
ways of reasoning about situations.

Several things come to mind when I imagine a principle

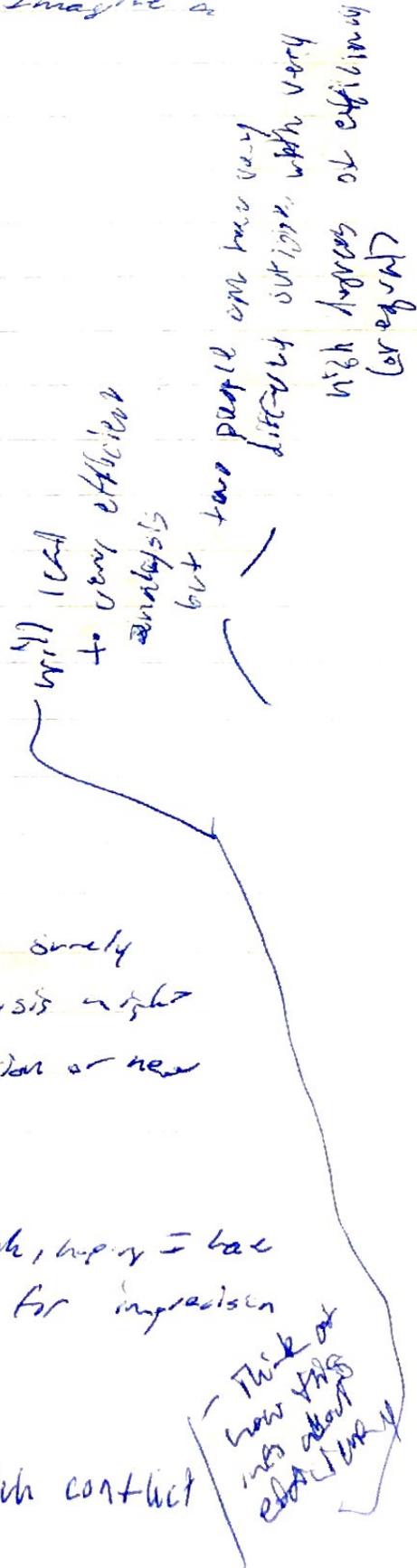
- hierarchy
- tool
- reversibility
- organization
- enhanced information processing
- greater generality
- efficiency
- error.

- examples as seen through
 - principles of weight lifting
 - principles of mathematics
 - repeated mistakes - analogy
 - solving principle

The many things I describe as principles surely resemble one another - though increased analysis might show relevant distinctions warranting subdivision or new terminology.

I may just content myself w/ this approach, hoping I have not missed important differences by settling for imprecision & vagueness.

what if the same situation has two different principles of which conflict because of the organization.



Think out how things are about what I may

223
conversational argument

side
illogical
to me
what

- ending a debate statutorily
- ending w/ isolation, direction, and words about needed evidence & further clarifications

Importance of the idea of criteria?

By the criteria by which you judge others
you too shall be judged.

Fear and Convolutions.

Perhaps the best convolution of fear is supernatural religion that is actually false. Do we value fear so negatively that we will believe all manner of convolutions.

The tool we select for removing fear may depend on the degree to which we ~~accept~~ value ~~freedom~~ the object, or the side effects.

Plan for using PDA without backing up info

PDA Plan - for not losing info.

- Get programmer together and make copies. Put onto disk(s)
- make a file w/ all pass keys.
- Do not store large amount of info on program's your source. Where files are stored - you need to know where the database is kept and backed up.

cross compatible files

- ~~The~~ Only type w/ a program you know is reliable. Learn as much as you can about your device & its software. Test for reliability. Use only reliable software that uses files that can be opened & modified on other computers.

From now on w/ the dev.

- Store files on memory stick.
 - back up stick regularly
- Keep programs & info in an easy to find place - & organized
- When device is reset, all you need to do is
 - put back favorite settings - [save your settings in a word doc!]
 - put back programs - a word file

Anything you think is essential to remember needs

1/25/2006

Children

Factoring

Ashley & Alicia Kim

- ~~xxxx~~ a conversation with Ashley between homework assignments shows that she is very concerned with image ideals

• We had a conversation about African American hair - specifically about Beyonce. She was wondering about how she keeps her hair smooth, straight and shiny. He noticed that her friend's hair is not like Beyonce - and appears that it has not been washed and is dirty. She commented about how Beyonce is very beautiful. He has long straight shiny hair and ^{she is} tan and has light skin.

- Ashley also talked about how she doesn't like her hair now because her hair is too layers -

- Her mom didn't get her hair cut right - the way she wanted

- Her mom doesn't have good taste

- She knows only Korean hair styles

- Ashley hates FOB styles w/ too much hair style

- After this she made a connection to squinty eyes.

- she hates squinty eyes

- she made fun of another boy's eyes saying they look like slits - "paper slits"

- It appears that she is accepting an ideal from television. Rich, designer, white, wide-eyed, etc.

straight, ^{hair} and black, not fair

she is very interested in being ~~rich~~

January 26th, 2007, Friday

Ethics ... more on principles

- Moral situations can be categorized
- imp - At times they can be categorized in a way that all situations in the category have no relevant features other than those required for judgment.
 - Thus a principle applies to each so long as it covers the category. Perhaps the category can be thought of as the principle.
 - But one may argue that ~~there~~ a relevant ~~situation~~ feature can be added to each situation.
 - That would differentiate ~~the~~ one from the others in the category ^{category} relevantly.
 - Thus such a category ~~could~~ exist.
- Such a category can be formed under a pre-established value theory like this
 - One can consider all ~~prospects~~ which are valuable in a situation.
 - ~~one~~ can say that only those things are value matter in the calculation so if someone ^{adds} forms a principle or value ~~so~~ that ~~clearly~~ distinguishes one from the class, we can say that the added "value" or object

has no value at all. ?

idea → Only things of value can be relevant to the evaluation of a situation

But also - other connections must be established
- one may say knowledge has intrinsic value.
- but we can be involved in a situation where evaluation to produce a judgment need not consider it, because it is not relevant in other ways.

So we see there are various ^{aspects} kinds of relevance

- only things of value are relevant
- ~~only~~ things having value (determined by our value theory) must have value in relation to the situation. ~~It must~~
i.e. - It must be a part of the picture of the real situation.
- regular relevance

trying to create
or reference
criteria
for analysis of
situations

Examples will be required to make sense of this,
it is not's sense at all

Also, one may object to incompleteness of the value theory. It cannot be complete, yet it is required for establishing criteria by which to judge moral situations. Thus we may fail to

our dismay in improving our value theory
that our ^{subsequent} moral preferences would have
resulted in the impermissibility of
our previous actions

Pancy - "fails to make sense of regret"

He uses this as a criterion for judging
moral theories. Why? what is he doing

Justification - what do we regret?

- Breake's - duty?

- or resulting status of affairs

- for example - not being able to avoid
an important effect that is valued
necessarily

- or not having been able to not do
an alternative much more valuable.

in other words - not doing something that an
alternative course would have produced a
much higher level value than what we
did -

by our predetermined
value theory

important
because
value theory
may produce
different
effects

you can't
make
more

regret
theory
value
theory

thing of the
ontology of
"substantive"
talk

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Sol. Different
Mediums.

Some truths can only
be captured by
large groups of
contacts & perspectives
Some are too large
to envision at
all

Morality

- What is the overall spirit of morality? What
are we doing?

Learnings - Decisions you make could change the problems
you encounter later - you can waste a lot
as an analogy
for life decisions.

Disagreement about ends with the mean-ends
(usually) disagreements of means.

Must look into the relationship of desire and value.

Ed and Goals.

"Look at the big picture" - looking up P&P instead of
winning it.

Only curiosity leads to learning much (GTE)

Desire for interaction.

Info masked by concept.

Concepts work effectively at a price - you lose emphasis on details. - Detention speaks

Interactional Morality

- A: - Can you do x for me because I did y for you
- B: - No, I won't do y.
- A: - You should do y because I did x
- B: - ~~But~~ I didn't want you to do y.

↓
Alme

- Given the situation as it is, we might be able to find out what B should do.

- But we do not have enough information about reality. Our situation specification is not good enough to see what elements may be introduced. This can be highly unpredictable at times

→ A adds new elements (his thoughts)

- (I'm going to make his life miserable if he doesn't do x)

- It is possible that

ethics
law.

See where this leads.

Very int. Your intuition here is that this will lead to a sharp distinction between personal & interpersonal morality.

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reuse some words by updating their meaning, or
preserving their previous meaning, and
inventing new words.

- what kind of prescriptivism should there be?

Value

- We say we value things like

- good teeth

- but we'll put off ...

- until we're scared.

- and again when we're not

My Dream about my work.

- Full layout of my value system
- Full theoretical approach
- Full set of the methods of ethics
 - situational analysis
 - calculation
- Prescription across each domain
- New direction of Philosophy
- Expanding database of situations. Anytime you are in a situation you can consult the index [the work will be huge]

Redirection of human knowledge - Ingeby to decision making

Pseudos

Idea - Give the principle



- New - Give a value theory
- Give methods/tools of analysis
- Give principles
- [Build a huge Practical Database]

↓

Conversion of Morality to general
decision theory

Writing

- Showing John Boyd what your goal is.

- Reformation of the study of morality/ethics.

- I think the study of ethics is moving in the wrong direction and requires an overhaul.

- ~~The subject/students~~ Current work is characterized by a high degree of specialization, and much time is spent on specific topics many of which I feel are misdirected, flibblish or even pointless.

make a system - try to use it, unless
 know all problems, show why
 - Use this as a tool for building a
 general understanding about ethics.

You've said that principles may cover a class of
 situations, and the preclusion of one situation
 applies to all the others by a kind of analogy.

- It may be true that principles...
 - we need to work out more clearly
 what a principle is.

A principle, or rule, may say that given some
 evaluation one ought to do X.

What that rule or principle is believed to
 be generalizable - such that it fully analysed
 other situations and generates the same result.
 The method we use for determining which
 situations ~~the principles~~ ^{situations} ~~the situation~~ ^{principles} apply
 to is analogy.

Now - when we determine what features must
 the analogy valid, we have the gate for
 membership to a set of a certain sort.

The generalized ^{analyses} ~~principle~~, which we formalize is
 a principle applies to each member of the set,
 but should we say it also specifies the
 rule of membership?

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questionably, for now, I think the answer is
yes. Or, at least, I can define it
that way.

~~It is~~ for Kant a maxim is made of
[not by his account - Situation, principle, ~~etc~~]

I wish to broaden ^{the} principle to incorporate
the situation so

a principle says:

such and such is the case, such and such
are relevant values, such and such are
applicable rules. Therefore you ought to ...

Now keep in mind, there are alternative organizations
which achieve the same thing. Make sure you
don't detract too much from agreed upon terminology.

But what you are trying to show is that we can group
events in a way that our analysis and proposed outcome
for one applies to the other in the same way.



But, that is all only for ~~a~~ perfect analysis - these
things fall in the ~~category~~ category.



The principle may be used as a tool
for quick analysis of similar situations

But keep in mind that because it will often fail, and even we will not have enough analyses, it is primarily a tool

Examples given by neural theorists are usually ~~quite~~ highly specific, isolated from context, short, and only part of more full analyses.

First, ~~do~~ what does a more full analysis look like - a careful versus brief
- what do they have in common?
- how do they differ?

- What would a complete analysis look like.
- What would a cursory analysis look like?
- How about ~~intermediate~~ intermediate analyses
- how do they differ

- Give an example - ~~test~~ and ~~analyze~~ analyze it in several ways - in terms of time or duration - ~~shallow~~ or superficial versus deep.

Compare.

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Things Dan hates. - People who try to
get out of

Getting someone to care about something they probably
not to care about. Write a situation and ~~analyze~~^{analyze}
it the best you can - and ~~also~~ talk about interesting
findings in your analysis.

- written on p. 100 to 242.

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may want to preserve your
idea that analogies are best for

Reader: Make a list of ~~good~~ situation analogies

Look for ones which as full application is easy -
the analogies are easy to find. - One idea
which is set is easy to specify and it
isn't ~~very~~ contentious or controversial.

illustration

A human shortcoming -
- obsession w/ absolutes
- w/ oneness and unity
- black and white duality and
opposition.

what is good about
our use of terms in
duality

Alternative
communication
- spectral
reasoning

best reason from
a dual world
is not entry

Other models
may be
better.

Ethics

Value | Clarification through introduction of new concepts and analysis
of our communication about value.

- When we sit and reflect on the things we value, we
are likely to come up with those things at the peak
on the balance sheet. But we are likely removed
while thinking of these things - they are intellectualized
values.

- I know I need my family & friends. Relationships
are very important to me

- you need to love God

- health comes before other values - it is the foundation.

When people talk of these values they often even
change their way of communication, and express their ideas
slowly & ponderly with pretended importance. - [value that
even if the feeling is not included, it is often because we
are expected to speak that way about those subjects. We
are meeting the expectations of others. It certainly isn't
the only way people speak about it, and it even admits
of degrees. - From the deep conversation to flagrant
tele-angelism.

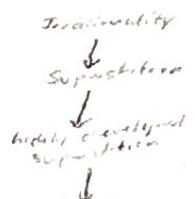
• Intellectualized values differ from values tied to the
emotions. For example, in calm reflective times I
may say to myself that I shouldn't smoke, or
eat fast food, but when I become hungry or
desires of a cigarette, I will have a strong
feeling / desire for something. Then desire shows
how we much we value the object.

emotive values - I suggest be better off not holding each of these
values - but

... the theory, but I'm not sure if it's as easy as it seems for some

- use of balance charts
- inc. awareness
- late, less need through habit
- daily slip can be sign to health professionals

- Health
- Relationships
- Livelihood
- Mental Development
- Appearance
- Sensual Pleasure
- Adventure
- Outdoor
- Art



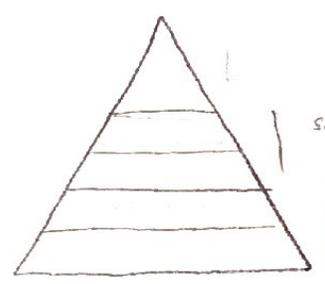
Religions
Symbols
 what they do, why they exist, and how people define themselves as them.

The categories you select for the chart aren't for lumping everything under several for simplicity, but to focus your attention to important areas that need your attention.

You lose important distinctions by putting just Relationships - It may be better to have two categories, family, and close friends - to bring your attention to two very important things.

Perhaps even more specific. You must always choose what to leave out. - You can leave out relationships for now. Another good way would be to keep it simple, such as, and can you get better, improve the complexity.

McLaur's Hierarchy (Rudolf von Arnheim)

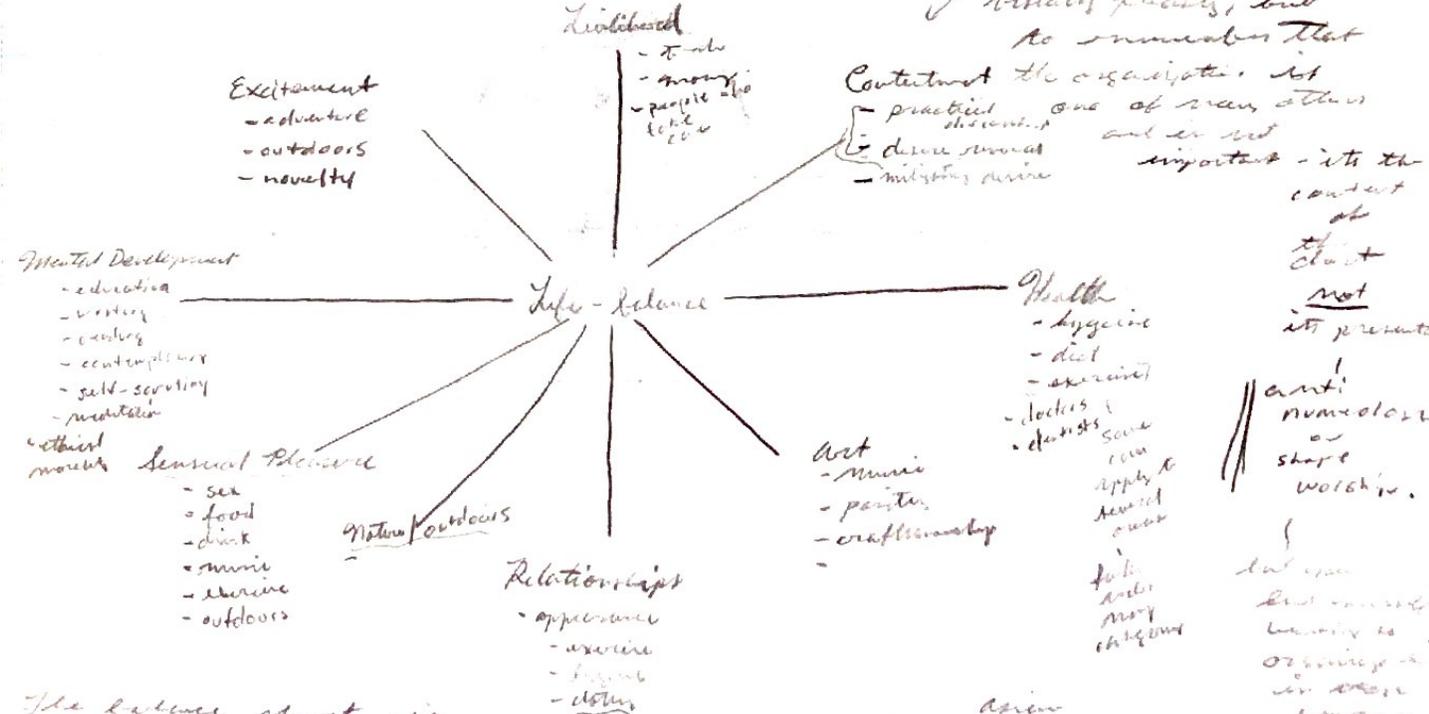


Secondary needs
 Foundation - Basic Needs

Main Cat:

Areas you most focus on - imp. words.
 Can try to make it visually pleasing, but no numbers that

Contrast the organization of practical one of many others and is not important - it's the content of that that not its presentation



anti-numerical or short watches.

but you don't need to organize it in your life

The balance chart is not only a reminder, but for areas of your life to tend to, but the lines of others to avoid or to be careful of. Each category each region

Asian philosophy
 For example
 various forms of children

↓
Drops increasingly
well
↑



↓
but more
precisely

bags
weigh you
down.
They grow
larger and
weigh more
heavily if you
don't tend
to it.



everytime
you tend
to it, you
let out
sand.

after you tend
to it long enough
through discipline
& habit, it
no longer grows,
and you
can drop it.

This just pulled out
a concealed error

Language
can
conceal
errors

I say I don't value water, but
when I am parched, I'll kill for it.

But that doesn't show how much
I value water. It doesn't
mean I value it greatly.

It means I value it when
I'm thirsty, but not so much
otherwise.

The questions
which one
is really
the
are tied
to a
fallacy
of
unity.

can't form 244

use different terms altogether.

intellectualized values. - values we come up with when reflecting
about our lives - and what perhaps - don't say -
we "should value" or should want our desire-
values to match

desire values. - than things we are motivated to act for. We desire
them when we enter into different states of
mind.

we are using the term value because we are talking about
our appraisals of certain types of things.

objects of intellectualized value differ from desire-value also.

ex. int-values are frequently simple concepts or ideas.

Someone may say they value "freedom" or
God. On the other hand we may say they are
bullshit, because they don't know what their concepts
suppose. - but we can look to what thoughts they
may be showing. The one who values freedom may be
thinking of the feeling of being restricted - so something
close to desire value.

may be an abstraction or generalization or copy of
desire values

object copies.

as - How do we determine how much we value certain things?

- Do we have different ways of valuing different objects?

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* We can't sit down and decide a single value we have for certain objects.

we value it differently at different times

Just like w/ value in economics.

I'll pay more for an avocado in the winter when I can't find them, than in the summer when they're plentiful.

* If you love your wife, why do you have sex w/ other women?

• When a man works to prevent it from happening again, he'll reflect on the event intellectually - "I love my wife, and I love my kids - I can't lose my family. Cheating is wrong!" - and even though he may think that way, he is going about it the wrong way - because it isn't how much he values other women in times of regular calm, but when he is desirous for whatever reason. The goal is to make himself value women less, in times when he values them more.

It's like saying "Why did I buy the water? I need to save money, and water is unnecessary" when you have a degree of thirst when you bought it.

• And it isn't that you don't value your wife - that is not what is at issue.

you can have sex w/ other women, cheat up, smoke etc and love your wife.

its a matter of what you are thinking about & where.

about attention!

When your not conscious of your wife and your thinking of other things, and for whatever reason's your wife doesn't come to mind, its as though she doesn't exist at that time.

I love lord of the rings, but I don't experience my love for it all day long.

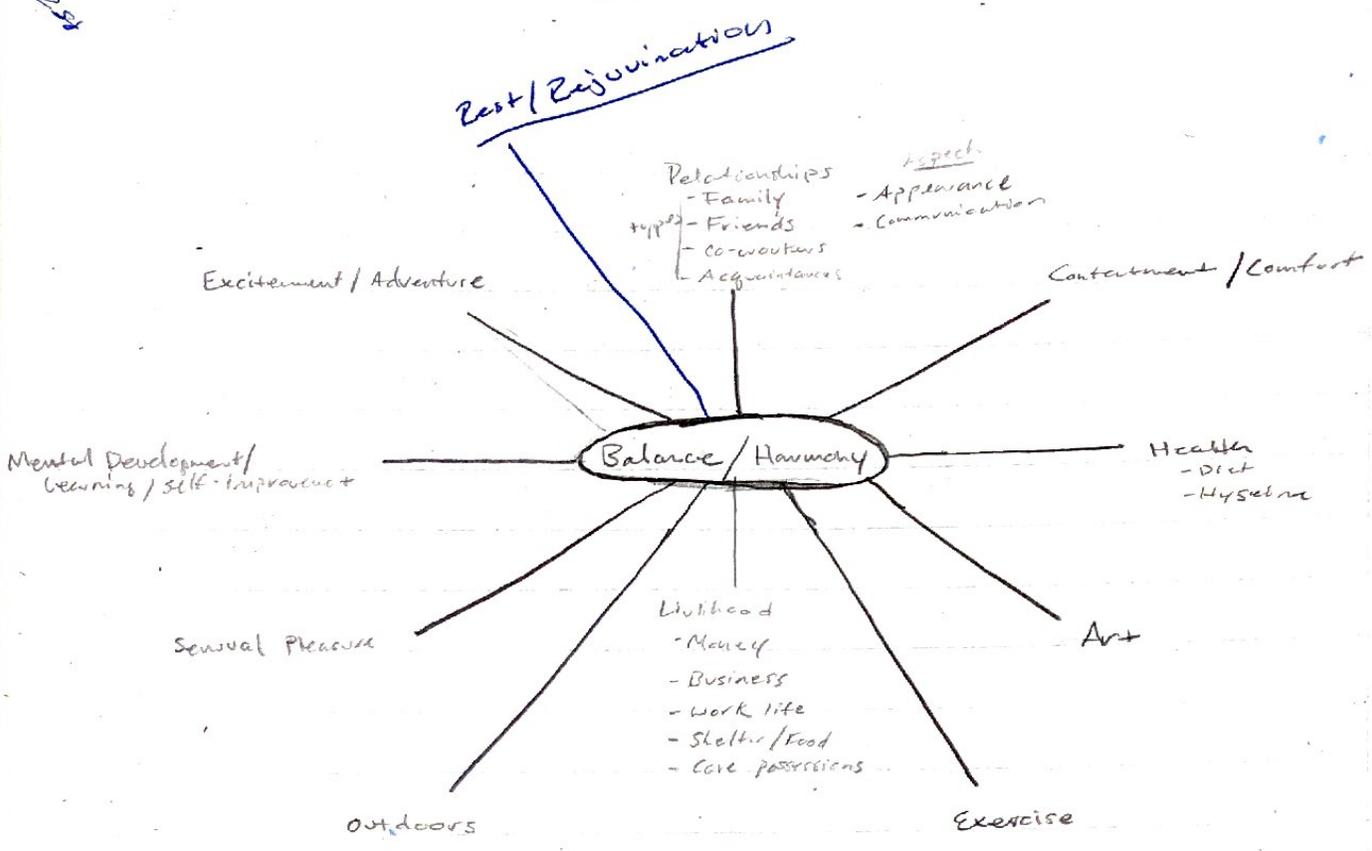
Ask me about ^{my wife} it and I'll tell you I love her.

Ask me about ~~it~~ and I won't tell you I love ~~it~~.

It is another example of masked unility. You don't like something when your not thinking about it.

- Think about dormancy. - Dormant knowledge & feelings beliefs. About how you don't love something when your not thinking about it, though a part of your brain may have that feeling recorded.

If you frame this the right way people will see that it is individual.



You'll see that there is overlap. Don't attempt to remove overlap & clean up. Don't force it and connect concepts. The overlap shows an important fact - interrelatedness of the areas. Harmony, Balance. In fact, try to visually represent the interrelationships.

How will you ever remember all those names? If they are in a system of where all points mouse together into a Porcillo network. White

Duality
Duality
Mental organization and projection onto the world.
Concealed error.



Real about symbols.

John Boyd - (par study) of ethics
what kinds of things they need to

rituals, symbols

Unifier
- Analyse

AM
7:50 AM
will
see
Presenting
Skills

- Job Board

Run
Inside
cover

Your
gift
is
building
Relations

"I'm waiting
for something
not bullshit
to
come to
mind"

speck
too diversly
pull too many things
together.
too many
points.

Lots of these
in front
of your
audience.

Seeing
connections



people see
as excellent
when you
tree use

You are
a
Unifier
of
knowledge

That
is your
only

streamline
your
thoughts
w/ speed

Real
Gift

A
System
builder

Your
not really
that
intelligent as
see as
procession

I walk on
a zigzagging
path
shorter
less
agile
cannot
follow

Curiosity



So you just get
smarter - and
they don't
remember
you

When you talk to people - you can relate more
very well - but people don't know what you're talking about
or how its relevant.

1/15/11
Must place
allow opinions
one to
run

Rear outside cover Mead

assignment assignment

arg A

Look up G. Dworkin

882 m 134

Mead's Promise:
 Our promise to you is that we will never stop striving for even higher results. We commit to you that we will sustain our forests and other natural resources for generations to come. To us, working in a forest and its ecosystem is more than a livelihood, it's a personal investment in the future of our planet.

Watch Television select & Read their webbed & common nature.

Go to Humboldt watch videos on Hutter. What was his overboard technique.



a	c	a z c	z a c
T	F	F	T
F	F	F	T
F	F	F	T
F	F	F	T

Random
 zig-zagging
 paths, diverse terrain
 - Not many can follow it.
 It is my path.
 My path.
 My path zig zags

Chris Gerald?
 Did he buy from our State?
 to Rashed Dworkin.

Christopher Matthew Caron

CAMBRIDGE
 Premium Recycled Writing Surface
WIREBOUND NOTEBOOK

Contains 50% recycled paper of which 30% is post-consumer waste

three subject RECYCLED notebook
 138 sheets • 9½ x 6 in / 24.1 x 15.2 • college ruled



Bills paid?