



Christopher Matthew Lawrence
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Method, Method, Method, Method, Method, Method

Planning and Organization

- 1. Form a daily schematic of time $\text{hr} \leftarrow \frac{\text{No.}}{\text{}}$
- 2. Form daily objective \leftarrow

Daily Schematic - Time Management Methodology

- Time Schematic - in hierarchy of task specificity
- Objective Schematic - goals to aim at in allotted periods in hierarchy of term-length
- Procedural / Methodological Schematic

Daily Schematic is to be formulated in subordinated reference to your Ethics.

Lifetime Management

- Daily Schematics, in sum form weekly schematics. The weekly schematic for a particular area of action or goal may not correspond to the standard 7 day week-convention. Certain goal oriented activities will have no need to be organized in reference to the astronomical cycles.

Thought Economics

↳ Linguistic Segmentation

The Building blocks

Study Methodology

Subject Categorisation / Division

Thought Economics

Helps build present self

- Vocabulary - Objectives - Build vocabulary for increased thought efficiency - An important aspect of Thought Economics.
- Increased, sustained referencing of existing vocabulary
- Increased, sustained creative word-creation where no exact meaning-equivalent is found.
 - Creating / Acquiring masters of a terminative method.
- cherishes / maintains proficiency in ~~one~~ ^{usage} of Vocabulary → increased efficiency in your thoughts.
- Possible requirement - Spend more time by yourself, - or - when with friends refrain as much as possible from simplifying. - talk less - think more - become good at translation - into a more complex, analogical, illustrative form of speech - communicative encoding. Often times translation will not be necessary, perhaps this may be better called translocation or intratranslocation - This will often intrabreak for themselves.

II. Another Part of the Flight Economy is logic - increase your capacity for more complex logic! This will make you more efficient.

- Logic -

- Master the various forms of logic
- this will require: stepwise into mathematics as well.
- increase your ability to do more complex logic!

- increase your speed!

- increase your memory

III. Flight Mode: Limitless speed.

- Think before you talk, but when you do speak, speak quickly - Too often you force yourself to speak & think faster than you are used to.

- exert your self. This means that you relax less - but you will later generate thought endurance.

Do not move forever, build gradually - Flight endurance, will likely be committed by actual endurance. - Have adequate nutrition and make sure you exercise - increase your physical ability and concentration

A smart girl's guide to middle school
for kids

Reminder - before you leave the cafe'

1. Put these things in your daily schedule:
 - Lunch / Dinner
 - Post office / Doctor's Visit
 - Computer Time - for checking mail / writing email, and business.
2. Letters... Create a very rough schedule for the weekend - ~~instead~~ make a schematic involving choice-variations.
 - Schedule Sunday time to be spent at home up to the point.
 - ~~If~~ you also once a week go home to collect mail and visit after testing - Wednesdays perhaps?

To do - 1 pay VW Bill straight away
list

- 1 Tonight create a quick financial plan
 - estimate cash month over. Monthly spending & the amount of income you need each month
 - also - general plan for getting that money.

A smart
or girl's guide to middle
school
for kids

Book content listing for students test

History and present

- 1. Counselling Psychologist
- 2. Journal of Counselling Psychology

Two main
Journals of
Counselling Psychologists

May 3, 2006. D.C. Rape Crisis Center guest speaker for
class to Counselling Psychology class.

info: D.C. Rape Crisis Center

Business number 202.232.0789

24-hour hotline 202.333.7273
(Rape)

Companion Service

Individual Counseling and Support Groups

Self-Defense

Community Education

Founded 1972 - one of first in U.S. - For anyone who has
been raped - men, women, children

Repeatedly used the word "survivor". Not as what she
called rape victims. Obvious difference in word
choice (purposeful ~~term~~ choice)

Hotline - people from out of state can call & get info
about services in their area.

Train people (even those w/ no experience) to counsel and
do the hotline.

Skills of being effective teacher
and leader

- Good thing to do to build a resume if you want to become a counselling psychologist.

Question asked initially by spectator after introduction: What is rape about?

Rape is about power & control and not about sex & sexual attraction.

having control over someone,羞羞 someone etc..

Victims who were under the influence and cannot remember but have physical pain.

- Can have ~~other~~ rape trauma - look for trauma

Continue to refer to victim as "survivor".

Precisely not all true. Def. cases of rape in which attraction is primary.

People don't get that Rape isn't about sexual attraction.

- People use sex as a weapon

PTSD → RTS (Rape trauma syndrome)

guilt

stigmatization

affects sex.

helplessness

withdrawal from other relationships

behavior

why might they feel guilty?

isolation

- Blame on themselves

fear
anger
frustration etc...

(scratches)

Most people who come in for counselling do not report.

#1 underreported crime.

Depression (43% experience major depressive episodes)

Suicide (33% attempt suicide)



Rape in marriage not seen always
as rape, until 1993
in all
50 states

The use
of the
word survivor
is a method of
ment pollution that
necessarily adds - changes
attitudes using an
incongruous characterization.

acquaintance rapes - 80-90% of all rapes

\uparrow less than 10% of this kind reported.

15% of all rape cases get reported.

Not physical examination to help case. Use non-invasive
techniques to get DNA. Take clothing.

- try to find - blood, urine, sperm, saliva, hair, tissue etc.
(DNA?)

Medical exam important either way - STDs, Pregnancy,
trauma repair etc...

14 girls | sexually assaulted as children
1/6 boys

When women rape it usually falls under statutory
rape

Why "survivors" do not report

• Victim Blaming stigma

HIPS - Survive
Helping Prostitutes
individual

case studies

Man using an immigrant woman for
sex as ~~prostitute~~ threat that she will
not get citizenship through marriage unless sex continues.

Gray son beaten by father in disclosure. His sex for money -
was raped by a client at one time

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Book Contest List for ~~December~~ December
~~December~~

December

Illusion of the conscious will
Daniel Wegner

Preface ix-xi. Think - our actions happen to us, but we feel that we are in control of them. These views are compatible.

- Strategy - he's supporting the view that there is no conscious will, and that our actions happen to us, while at the same time giving an explanation for why we feel we cause our actions, and why we feel this way (the process/effects) and that it is not incompatible w/ not having a conscious will.

1. Pierre Simon Laplace - Philosophical Essays on Probabilities
2. Two reasons for having picked up this book to read.
 - The all knowing intellect
 - Scientific explanation
 - Our conviction that the conscious will. *Taylor quotes*
 - Conscious will an illusion
 - ... "the experience of consciously willing an action is not a direct indication that the conscious thought has caused the action".
3. What or meant by "conscious will"
 - CW as a "feeling" & as a "force"
 - book about confusing these entirely different ideas.
- ↑ Home Quote 399 Treatise on Human Nature.

The Experience of the conscious will
exp. needed to qualify as having been willed
4. Alien hand
5. " do complex acts that are demonstrable as willful robotism, i.e. voluntary actions
6. hypnotist.

mis-

look up this prefix

Look into this for
relation to animal
ethics.

22. Gary Probst - Children and intention: objects and minds

23. Children and animism? Boat example

Children mind under development. Intention misattribution

24. Pragler's theory of mind in animals & children
how children come to understand agency
versus physical principles

- Different systems of thinking seem to be necessary

(Donald Hebb 1949) using anthropomorphic explanations to
account for seemingly meaningless (otherwise explained)
activities of chimpanzees.

- Mind shouldn't be eliminated from scientific explanation
mental system sometimes pred. to mech. system.

25. - ~~Basic~~ Human Perception of Mind / Causal Agency important

- "intentionality detector"

- Action: Oliver Sacks (1994) footnote

- Mind perception variable

D. Dennett (1987, 96)

26. Two lenses for viewing causality.

- Illusion explained by using the wrong lens.

i. The illusion exposed

- reconciling conscious will with mechanistic causation

- two largely incompatible ways of thinking

- illusion

"Magic" Harold Kelly (1980). Magic = perception of causally
"perceived causal sequence" vs. "real causal sequence."

27. perceived sequence & magical preparations

the real causal sequence underlying human behavior.

↳ versus the easy explanation - which we prefer. "I intended it"

Monday, May 5th, 2006 (Mixed) and sat

Final exam study session

Acculturation

Know the acculturation chart. Know about cultures A & B are - dynamics of it. -
acculturation - the process of socializing an individual
about one's home-culture

Family Therapy

Didnt go over in class - not much in exam
but in exam: Read the chapter quickly.

Book talk about systems theory - know that
key assumpt.

1. Wholeness & interdependence
2. Family whole greater th. sum of parts.
3. Circular causality
4. Intervention anywhere affects family
5. Families seek to maintain status quo.
6. Subsystems
7. Boundaries - Invisible Barriers

Family Systems

Feminist Therapy

- Just know what's on the handout.

Holland

- Not on exam. Should know from paper - factsheet

Guest Speaker

- Know what D.C. Rape crisis center offers
- Know about barriers
- Common reactions of rape survivors
- Basically just know your notes. Review the pamphlet.

Form

1 or 2 ^{easy} multiple choice questions
about what they say.

25 multiple choice

5/6 short answer or responses or bulleted 1/2s

2 mini essays

Wed. Panel of Grad Students

- 5 Grad students

Be there. Let teacher know in adv. if
you're not going to be there

- # 16, 17 Group and Family

No chapter 3.

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email
teacher - ask if
you can write it
longer than 1 to 1.5
pages.
Tell her you've
handwritten
extra credit
at final.
worst of
about
ability
late-

Advocacy assignment.

Write about a group advocacy project you've developed for your ~~the~~ church.

* Outline

1. You've recognized an interesting dynamic within a Korean church, and the commonality with the situation at ~~another~~^{other} churches
2. You'll project you created with two friends - a kind of outreach for programs joining two groups together - have fun, discuss their identity issues, and ~~solve~~^{like old world-new world/} interpretations conflict. Assist in positive acculturation of FOBs. Also race issues like self segregation.
3. Actual activities engaged in there for.

Relevance to class.

- Application of acculturation theory, Ethnic Identity Theory etc...

I. Introduction

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Book Content Listings for Russell's
The Problems of Philosophy

~~Four factors for Anger~~

~~Example of Anger~~

Person

Others

Relationships

In general people tend to react with anger towards those expressing anger towards them. People have a tendency to feel that they should be angry with a person who is angry with them. "Anger Defensiveness". When a person is yelled at, for example, they are likely to be quiet at first but soon react with anger - justified or not. People may invent reasons to be angry with the person expressing the anger.

Ophism - Relationships - Choosing who you spend time with.

A duck will change over more easily than you will change him. Don't spend time with the unchangeable - they will have their work on you but your effect on them will be none.

Counselling Psychology

Activism Paper.

I've spent much of my life around Korean people. My best friend of 15 years is Korean. I've spent much time with his family and lived with them in Korea for 2 months. I tutored Korean adults in English, and I am now tutoring 2 elementary aged Korean girls for my third year. For 2 years I've regularly attended my friend's Korean church.

Throughout this time I've been observant about all aspects of Korean-American life; I understand their values (and how values differ across generations and times of immigration), their interaction, and the special issues Korean people face living in America. More particularly I've become interested in the special problems 2nd generation Korean youths, and 1st generation Korean youths face living in America. These issues become especially apparent when one spends time with Korean families and at the primary meeting place - Korean churches. My activism project takes place at the church, where I believe I can have the most positive impact on Korean youths.

[more about the church's therapeutic role - harms and positive outcomes - your own experiences]

Special Problems Korean Youths Face

(Each section will relate
to
counselor
psychology.)

- No health insurance - Very little medical visitation
- Belief that church is all that is needed for therapy
 - church is the primary source of psychological education.
- Strong expectations from older generation (and newcoming generation) to preserve Korean language and culture
- uninfluenced [at least less positive acculturation strategy is the norm]
- Maintaining proficiency in 2 languages to ensure highest level of communication w/ parents and grandparents.
- Gender issues - gender roles very different in America than Korea. Desire for American gender role [through ed: & Amer. culture] and friction w/ old & newcoming generation.

Purpose of Program

- Education & Awareness
- Cross national cultural/generational communication
- Positive modelling for conflicted youths. (Almost all are conflicted)
- Science based therapeutic intervention
- Contacts with scientist oriented advice.
- Teach effective coping strategies as some problems have no solution at all, and they will encounter foreseeable distress and depression.

What it is and why it will work.

It will take the form of a purposeful youth group spending time together in enjoyable activities, doing homework; etc..

This is something they already get involved in, and enjoy (unlike most American youths!)

Why I want to do this and why it is important to me.

Wednesday, May 10th, 2006

counseling Psych program

Graduate Program at UMSL

5 students (including our instructor) - Each has their academic advisor.

Dissertation Topic choice - Fully chosen but in close collaboration with the advisor.

Work closely with advisors

lots of people & less funding

(Psy.D)

& (P.H.D.)

less profs no-funds

When looking into programs: How do students feel themselves.

Activism Paper

Submitted August 2023

Project Idea

- How you came to think of it

~~How you are qualified / How it will work~~

- ~~What your main goal is~~

~~What are the challenges you see in your community?~~

~~Outline what you will do to address these challenges.~~

I. Project Idea

- Basic Idea

- Origin of Idea

- Your qualifications

- Why its important to you

II Issues and Goals

- Important issues faced by Korean youth

- Goals of youth group

III The form of the group the form of the group

IV Group activities

Advocacy Paper Outline.

I Project Idea

- Basic Idea P <50 words
- Origin of Idea P <50 words

II Form of the group

- Leadership & your qualifications P <50 words
- Resume old group w/ new vision/activities P <50 words

III Goals of the group

- Goals In community, out of community, Bulleted list
- Issues taken care of goals. Bulleted list
- Activities achieving those goals

3/4 page

IV Activities thus far

- fun, gatherings, planning, discussing P <50 words
- Contact w/ other churches P <50 words

325

V Why it is important. Hopes.

No more than 1/2 page
for each
section

<3 pages

Reasoning

~~Analogy and Sameness / Identity~~

Consider this comparison:

The way I felt during my traumatic event, my feeling of dissociation, was much like ~~to~~ my feeling during an hypnotic trance.

This may be thought of as a kind of similarity analogy. It serves for demonstration.

Consider the identical analogy:

My feelings during ~~to~~ my car accident were much like my feelings during my car accident.

In this case, the characteristics of those things being compared ~~are~~ ~~irrefutably~~ make for an irrefutably valid analogy.



All other analogies will ~~be~~ ~~not~~ be of a lower quality, and depend on ~~other~~ outside information for verification of similarity.

imperfect analogies will never be analytically valid.
in order to determine their validity one well have
to depend on ^{principles of good} induction and abduction.

Extrapolation is a use of analogy, in the
imperfect form, and so depends on induction
and abstraction for strength.

When Humans do such and such you can presume
that they want a particular object

When Animals do such and such (the same or similar) you
can presume that they want a particular object.

Project choice

an elk fight study

Percent of fights.

ask if this is what someone should do.

Hammer A & B are equal in all ways except rd more
consistently hammer walls straight?

Which hammer should you buy?

Just about that.
Elk
Transition
from bottle
to adult.
Vulture
predator.
selfish
predator
Vulture system.

Study Methodology

You know from experience that if you are unable to speak about a subject you are learning it will remain vague to you and will constitute information that is not useful in any connection to ~~any other~~ teaching, argument, or persuasion. You should incorporate into your study practice at speaking about what you are learning. You can do this in ~~two~~ several ways:

- 1) Speaking to yourself in detail either mentally, or better orally.
- 2) By getting involved in a study group and communicate with others or ~~each~~ attempt to teach others about it.
- 3) Write about it in detail and later examine it for errors - for fixing & elaboration

All of these will make the information more useful to you.

Another general use of the learning maxim "Practice makes perfect."

Study Methodology

- Create Exam study packets long before exams - instead of just before. Then when ^{the} test comes update packet for test relevant material only.

Linguistic/Kosher Minim and Negativity

"We live to die."

This is a strange concept because it is difficult to see the rationale behind it. It is a mistake of death as the purpose for life rather than the end of life. It seems to be a mistake of ~~death~~ death as an end of all human life, for being the object of human life. Clearly the end of a life (or object) does not give us the purpose of a life.

Ex. A spoon is fashioned from metal. Its purpose would be it is to act as a tool for spearing and scooping (among others), food for use in eating. Now suppose all spoons, along with all other objects made of the same metal, are required by law to be recycled by being melted. The end of the object would be its destruction by heat. According to the above reasoning about life, the end of spoons (and all things made of the same metal) is melting.

Tip: heated texts to make you look at a person in a diminished way - not only do you disregard that person's feelings, but you can't forget (perhaps temporarily) that they experience the same range of emotions as you and in similar ways - also you disregard the importance of the person's background in explaining their actions. - sometimes this doesn't matter - but other times you will wish you took this into consideration before acting towards a person in a ~~not~~ hateful way.

Journal

May 15th, 2006

For a long period of time - about two years (my first two years at the University of Mongolia) I was troubled by my thoughts of determinism, and the fact that I have little/no control over my thoughts. Even I have many ideas throughout the day - each of which I would like to write about, pursue, and fully understand, but I was overcome by a feeling of ineffectiveness. I would forget ideas I didn't write down. I wouldn't have enough time to do ~~something~~ ^{persevering all} of my ideas - or even a small amount of them. I also became annoyed that no matter how I organized my day I

couldn't get everything I wanted to done - and I was also annoyed that my moral codes, my ideas about what to do for guidance, and how to manage my time, seemed to come at the wrong times, - after they were needed. This highlighted my lack of control, as often there were problems I could not solve - I cannot make myself remember this at the best times - other ideas may come to mind. I couldn't help becoming distressed. I felt my life was random and chaotic.

The reason I am writing this now is because I began to feel a similar emotion - a despair at knowing I will not be able to accomplish what I want to accomplish because of lack of time and limitations of my mind. It made me reflect on what I heard about Freud, how he wished he had a better brain. I am keenly aware of my mental limitations and the impossibility of becoming much better at thinking than I already am. Much I can improve a little, through learning better strategies & data processing techniques, but the primary limitation will still be there - I'll lose memories, I cannot easily conceive of the whole - but must focus on parts (often forgetting others that are relevant) - and I have limitations on process speed that will never be overcome. And I am limited as to how fast I can write, read, and edit.

EthicWriter

Always carry this notebook with you for whatever thoughts you may have. The method you are using for writing everyday in the same location, with different headings for later compilation, is great - that way you don't have to always have more than one notebook - and you won't get off writing for when you do have the write notebook.

Psych/Ethic/Lazy

Rational Emotive Therapy - and other cognitive restructuring therapy ideas link psychology with ethics with logic. It shows how faulty logic and linguistic misuse can become mental processing patterns - and become structures of the mind. This creates regular or habitual thoughts that can often be harmful emotionally - people who commit suicide are now often afflicted with such problems. Clear thinkers remove ^{the} ~~the~~ problems people create very negative thoughts - that harm people themselves or cause them to harm others. People ought to learn how ~~else~~ to think clearly about things to improve their lives. People with clear thinking often are happy and fully autonomous.

Writing:Organizing work and Planning larger works

Here is the proposed sequence for writing - tentative.

1. Recent ideas in journals with headings
2. Create a contents page initially where each item is located and what category you placed it in.
3. Create a general outline - a contents page of larger scope, so you can visualize all of your writing and how they fit together.
4. Catalogue of larger unified works.
5. Regroup work under new larger categories to be included in individual works - this for example.
 - Find all relevant works from contents page
 - Type, clip, or photocopy relevant work to stick together for planning of larger work.
6. Begin organizing, outlining, writing and re-writing previous writing - to create a unified work for publishing

Writing / ideas / Ethics:

You require stimulation of a variety of kinds to come up with ideas. Without such stimulation you become mortally stagnated. The following is a list of things that stimulate your thinking for creativity and mental growth:

1. anxiety from argument with other people | or anxiety from disagreement with other people
2. reading in general - e.g. reading w/ feelings of either strong interest, agreement, or disagreement

3. deep conversations
4. coffee - stimulates
5. new interests surroundings - ^{stimulates} surroundings
6. music
7. exercise

Journal

Journal May 15th, 2006

Right now you are in an excellent state of mind. Everything feels clear to you. You're are carefree. Part of this feeling has to do with the therapeutic aspect of writing. (You've just written 3 pages). It may also be because you are listening to relaxing music.

You feel that you are in a right frame of mind. You feel that only good actions can flow from you at this time. There is no anger, hatred or frustration. There is no desire - for things, to be ruined good, or to have great accomplishments / success. You are contented.

A little while ago you felt a little despair in thinking about your mental limitations you feel like of frustration, and your desire to complete ^{comprehensive} a book or other. Now you are writing for yourself - ~~and~~ these despairs thoughts have gone away through your meditation (through writing) - all is well before you now clearly.

Better
to forget
it.
now.

Children/Teaching

When children are young, they learn best in close collaboration w/ an adult. While it is good to teach them how to learn independently, you should work closely with them most of the time so they maintain interest, pick up on things quickly, and model themselves on you - they need to see how it is done ^{this way} properly and imitate it.

As a teacher this is what you are supposed to do - it is common sense. But it becomes easy to give short instructions and expect them to apply it on their own. They will not learn as well this way - you should avoid simply giving orders - They will not have the confidence to do it on their own until they do it with them and encourage them positively when they seem to be able to do it alone.

Don't be hasty. Work with them slowly in equal amounts. When working with one child allow the other to work alone - and expect them to work very independently with good study methods. frequently repeat rules to follow and good methods to use.

investigation into the Work of Emanuel Hart.

Contents Page

1. A Summary of the
Investigation into the Work
of Emanuel Hart.

2. An Analysis of the
Work of Emanuel Hart
and the Investigation
into his Work.

3. A Summary of the
Work of Emanuel Hart.

4. An Analysis of the
Work of Emanuel Hart.

5. A Summary of the
Work of Emanuel Hart.

6. An Analysis of the
Work of Emanuel Hart.

Framework for a Metaphysics of Morals

Ideas in relation to Kant's formulation of universal law.

I. A difficulty stemming from the formulation of maxims.

- A hierarchy may be formed by quantity of fact content. Reality would be at the top - it has the greatest quantity of fact. Next to the bottom of this list would be our descriptions of parts of reality - it contains very little fact content.
- A situation is a part of reality. A situation's content, like the content of reality, is spatio-temporal, but unlike the latter, the former is finite.
- A situation is a collection of related information about reality. A situation is a small, connected segment of reality.
- Situations, like reality, is abstract.
- Our subjective selves can make up part of the reality; though in a situation, we are usually the subject... that is, we occupy

a prominent place in a situation.

- We describe situations. We cannot communicate situations themselves - or even details of a situation in any representation of a situation.
- Situation descriptions are to situations as words are to reality. The main difference is that situation descriptions can be false - they can fail to represent the actual situation. We are error-prone in our descriptions of situations.
- We can give many different descriptions of one situation - either by focusing on different aspects of situations in each description, or else by using different words/word combinations to describe situations.
- Descriptions admit of degrees of precision.
- A perfect description of a situation would be complex and lengthy. We take shortcuts. The shortcuts can lead us into making errors - but more is covered w/ less.

Critique of Pure Reason

- vii - ix - General editor's preface
- xi - Acknowledgments
- 1 - Introduction to the critique of Pure Reason

Groundwork notes continued...

- Kant gives us the categorical imperative - law, the formula of universal law:

"Act only according to that maxim whereby you can at the same time will that it should become a universal law."
- a maxim is like a plan - or a rule of thumb - that has three parts, which are: situation (or circumstance), end, and means.
- the categorical imperative says that we are only to act according to maxims of a particular form
- for Kant, the moral content of an action is supplied not by any outcome of the action, but by the will of the action - i.e. - the intention of or behind the act.
- the only thing that is good without qualification is a good will - a good will is something that is good in itself
- "the concept of duty includes that of a good will..."

- "an action has most worth when it is done from duty, and not merely in accordance w/ it."
- "An action done from duty has its most worth, not on the purpose that is to be attained by it, but in the manner according to which the action is determined."
- "The moral worth of an action does not lie in the effect expected from it nor in any principle of action that made the person do it, but in the motivation from this expected effect."
- "Duty is the means of an action done out of respect for the law." To
- "... what sort of law can that be the thought of which must determine the will without reference to any expected effect, so that the will can be called good absolutely in itself without qualification?"
- "... then is nothing left to save the will as principle except the universal conformity of its actions to the law as such. i.e., d. should never act except in such a way that I can also will that my maxim should become a universal law." To

- a situation is something that may or may not be accurately described. The situation itself is the standard of the description. The situation itself is a related notion of reality.
- Question - are we to act according to a maxim that we can will to be a universal law - or are we to act from that incipit? Is there a difference?
- A maxim has three parts - situation, end, means
- The means part of the maxim corresponds with the action which is being evaluated. Because the means portion of the maxim is tied to the action being evaluated, it plays little role in determining whether or not the maxim is universalizable.
- The two parts of a maxim that are key in the universalization procedure are the end and the situation description.
- Question - can any action be given moral content by being supplied the right maxim - one whose situation description and end has been manipulated to make it universalizable?

- Kant gives an example of a maxim that fails the test of universality - a maxim containing the act of making a false promise. The false promise is both the act to be evaluated and is the main part of the maxim.
- The situation that Kant gives us for this maxim is some kind of financial distress. The end Kant gives us is the obtaining of loan money - to remove the distress.
- So the maxim may be phrased thus -
 - Whenever you find yourself in financial distress, make a false promise to a loan officer that you will repay the loan given to you, so that you may get money.
- If someone were to perform the action - making a false promise - according to (or from?) this maxim, the act would be morally wrong.
- If someone were to perform the same act, under a different maxim, one that is universalizable, then the action is not morally wrong.

- The morality of an action has nothing to do with the act itself - or the outcome of the act, but the originator of the act - the form of its willing - by its accordance with the appropriate maxim - action from duty.
- But doesn't all of this lead to the possibility that we may wonder our actions moral, simply by prior rationalization?
- For example - imagine you find yourself in a distressing financial situation. You think about making a false promise to get some money. You begin to wonder if you can will that your maxims should become a universal law - and you see that you cannot. Despite this, the situation remains, and you wonder if you can create another maxim that will make your action a moral one. Of course, this means part of the maxim will remain the same. The parts you will change are your situation description and your end - or one of the two - whichever will allow the resultant maxims to pass the test. So you create a new maxim -

- Maxim number two -

Whenever you cannot afford your chandlery bills, and have no ^{other} way of getting money, make a false promise to a bank, so that you may secure a ^{loan} ~~bills~~ to pay your bills with.

- This maxim does seem to pass the test of consistency, for any and the same act.

- Maxim number three

Whenever you are distressed about the fact that someone stole your favorite Guess blue jeans, make a false promise to a bank; so that you may get money to buy yourself a new pair.

- This maxim does seem to pass the test.

- maxims are evaluated in the universalization process not actions. We might as well speak of wrong maxims rather than actions; or wrong wills rather than wrong actions.

- why not say that morality has nothing to do with actions themselves at all?

- Can someone have a bad will in acting in accordance w/ a maxim that is universalizable?
- Think about the relationship between the good will and the formula of universal law of the categorical imperative. What does Kant think the relationship is?
- Is there a problem with the categorical imperative in that it doesn't really give guidance as to end selection? That it doesn't tell us which outcomes we are to seek?
- The Cd seems to answer the question as to what not to do - but not what we should do. Ifs
- What kind of relationship is the situation description in a maxim supposed to have with the actual situation?
- One cannot say that the situation itself may be part of the maxim.
- We cannot even think the situation itself - we think about situations using mental images and/or language.

- our machine is to be framed using one language.
- Because the situation part of the machine may be composed only of a linguistic transcription of the situation, the machine itself inherits some of the shortcomings of linguistic descriptions.
- In order to make this objection ^{universes law} concerning the formula of ~~law~~ more clear, a clear example is needed.

Important terms from Kant's Groundwork

good	respect
will	prudence
good-will	universalization
duty	end
maxims	means
law	end-in-itself
imperative	humanity
hypothetical imperative	person
categorical imperative	autonomy
freedom	heteronomy
et cetera	situation

More notes on the Groundwork

- How do we know if the situation portion of the maxim really describes the actual situation?
- How do we know if we are acting in accordance with our universtigable maxim and not in accordance w/ one that has not been formulated explicitly and is not universtigable?
- Hart's Supreme Principle of Morality may not be supreme ~~etc~~ or even moral given ones constraint of what morality is and what its purpose is? i.e. The categorical imperative may be a supreme principle of morality as an understanding of morality but not others? Hart's principle fails to be supreme if his constraint of morality is not the right one - or if morality is something that is invented and not something discovered - in which case we can ~~create any~~ consider any number of moral principles as the supreme principle of morality.
- Our understanding of situations may have out relevant information about the actual situation even when we believe we know the situation fully.

- Situations range over reality. The range of the situation is determined by relevance to the situation type. The situation type may be thought of as the thing that determines membership to the set. We may think of a ~~situation~~ ^{situation} reality as a set of related facts.
- What connection is the mapkin to have w/ the actual situation and the actual act?

December 28th, 2005

You are not currently using this section for: studying kat,
so you'll begin using it for your reflections. This
section is a continuation of Section 3 which was
filled up earlier today.

Preoccupation

Today Dan was complaining about the same situation
he was complaining about on Tuesday (yesterday). He
seems to have greatly exaggerated the situation to
the extent that he appears obsessively preoccupied
with it - and the situation really does seem to
be fairly unimportant.

He was distraught about being called early in
the morning on Christmas Day, and early in
the morning on the day after. He wanted to
sleep late, and have a quiet morning to himself.
Instead he was woken up at 9:00 a.m., and spoke
on the phone for a while in the morning.

What is so upsetting about all of this? His situation
really doesn't seem to be as bad as evidenced by
his complaining - he made his brother and sister out
to be villains, and that they were very rude to call
him so early.

The real reason why he is upset, and is preoccupied by the situation now because he made them angry with him by his negative reaction to their call. So now he is dwelling on it because of the negative social outcome of the situation, and instead of accepting personal responsibility for the outcome (he didn't need to answer the phone, he could have called back later). And they were calling to wish ~~so those~~ him a merry Christmas. He could have answered the phone, said "Merry Christmas to you! But I'll call you after I get a little more sleep." He justified them, and mocked their "merry Christmas".

Thus a situation which really was no big deal ~~falling~~ became a big deal, after the fact, due to his reaction which made them angry with him.

The reason why you are writing about this isn't because it is bizarre, but because it exemplifies a common reaction most people exhibit, ~~in~~ only in a more pronounced degree. People often react negatively to a very unimportant situation, and magnify its importance due to the negative outcome of their reaction. Instead of realizing what have been done, people often blame the others for what they did, in order to justify their own reaction (which they perceive nonetheless, however slightly, to be negative). They make their reaction seem alright, by convincing themselves that what the others did was ~~as~~ even worse than it really was.

17

~~that all
can be related
to your psychology but
into your talk not
action.~~

for they react in a way that is not proportional to the ~~situation~~ - they become very angry for example, and this in turn causes anger in the other involved so an argument ensues. Rather than recognizing their own action as "blowing things out of proportion", they seek to see their action as good. They do not want to negatively evaluate themselves. So they proportionalize their reaction by making what aroused their reaction more negative than it really was - they raise it to match their reaction. They actually delude themselves, and transform the situation from what it really was to something worse.

Continued Rationalization, and seeking to see oneself as good, is the reason for the pre-occupation with events that others would consider ~~unimportant~~ unimportant.

This is something that you certainly do occasionally - you'll do it when you do not realize that your not in a good social mood. You can sense that things like this won't happen if you become adept at monitoring your mood. When it happens anyways, remember this principle: When you have a strong negative reaction to something, and you become very angry, you are almost certainly over-reacting, for how often is such a reaction proportional to its cause? It would have to be a profoundly negative thing to provoke such extreme reactions.

Can you "put on"
Fully "put on"
Christianity
or
is Christian tattoo clothing
a tattoo on?

Religion

& DAPD

v DSD
Explain what you've written
about in Trust & Testimony -
Experiences of others as
primary in provethis
conversion

- You will need to touch on the importance of conscience and shame and embarrassment.
- You will need to talk about the historicity of biblical events - or at least to justify your lack of treatment of the subject.
- This must include a section on Testimony and the Miraculous. You will need to do more research.
- About ~~saints~~ religious vision and being spoken to by God or angels etc... and possession by Satan
 - That it would be difficult to determine the nature of the speaker when you hear a voice or the nature/origin of a message or a vision.

* Consider a variety of ways for organizing your work. Don't simply use the first one you thought of.

- That the devil can imitate god well. (Read about the varying conceptions of the devil and the devil as found in the Bible.)

Why is the book needed? What is its originality?
→ DAPD

- Justify writing this book in general.

It ADD (or add now)

As grounds of incompleteness & the need of the secular materiality - How it was proved but

- Distortion & real grants.
- External pressure to conform, and childhood chris. pressure.
- Find Demographic data on Religion - Various relevant bits of information
- Talk about loaded religious question:
 - Who created us? What creates us?
 - What is the origin of the universe?
 - Why are we here? What is our purpose?

S I add.
How common it is for people to think
that is important
- etc.

In relation to the above talk about the ~~terrible~~ Human tendency to anthropomorphize the unknown.

(To treat this fully you need to have a better understanding of the rules of using analogy.)

What does:
your
own
view

- Must do more research on the debate over the historicity of the biblical stories - Ancient evidence.
- Lack of moral guidance in the Bible. Moral Reformation by Christ - Christ often appeals to secular moral standards - perhaps showing that Christ accepted extra-biblical moral reasoning and clearly expects us to follow his lead.

Children / ~~Adult~~ Education

Avoid giving them too much information when teaching them about simple things. Children have a very limited capacity for attending to large amounts of information at the same time. By your standards their knowledge about the subject will be juvenile and very incomplete - but keep in mind that you want them to have enough information to function properly to accomplish tasks. They require working knowledge - they do not need to understand all aspects of basic subjects abstractly - keep things simple.

Take smaller steps. You are overestimating their ability & their capacity to understand abstract ideas.

- Kids have a very limited ability to absorb those things you want to teach them. You must ~~show~~ repeat the same things over and over again for them to retain it. It is different for things they are actually interested in. When they question you about things they really want to know, they tend to remember it after being told only once - occasionally, they'll ask again if they are not sure they remember it right. The trick is: How do I get them interested in what we need to teach them.

Religion

7.3 ADD

The similitude of the biblical stories to other prehistoric fables [You will have to do some research]

Anthropomorphism

Anthropomorphism is the ~~opp~~ attribution of human qualities to something non-human.

Explanation that anthropomorphism ~~not~~ do not always incorporate fallacious reasoning, ~~but~~ but - anthropomorphic arguments that are generally suspect - and should be evaluated with added caution

The extreme of anthropomorphism

Anthropomorphism ranges from the extreme and absurd, to the subtle and complex

(Greek religion, ~~and~~ (Christianity)
portions of Christianity)

Anthropomorphic arguments/explanations are special instances of arguments prohibited under Occam's razor (recall that there can be grounds for discrediting Occam's razor in certain circumstances) that ~~these~~ include unwieldy human characteristics in the explanation.

(Look up — a bunch of church web-pages and find differences in them all.)

Extension of Faith

8/1 ADD
think
about
it

The degree of conformation of a person to the beliefs of the denomination, and beliefs of the church members (on moral/ethical issues) may be thought of as a ~~test~~ a kind of faith in the church. (If this idea is any good, expand on it. - You may just want to approach it in a different way - like not with faith.) simply address the fact that people tend to match their ethical beliefs with those of their church. Talk about why this happens and what is wrong with it. (You need to find proof for this kind of things).

Persecution and improper moral proportion

R.
8/1 ADD
NonProportion

Hatred towards homosexuality - Not proportionate. Carter does that a sin is a sin receives a special arena of intolerance. ~~Shows~~ Obvious grounds to rejecting the religious position. ~~Shows~~ Exhibits the shortcomings of Christian morality and influence of the church.

Differences of the Church

and liberal
multiple
intolerances

Oppose

Need to get info. on this. Church by many is the primary source of ~~stages~~ moral information (sometimes the only abstract source)

25

ADD. That
Christianity
supplies moral
conviction

16. □ ADD
Internal. Related
to Freedom
determination

Repentance/ acceptance of Christ earns salvation

12. □ Role
of
Analogy
(Study)
you know
nothing
about
this

- That this seems absurd when one considers the external factors, and timing of death.
- Reasons that one does not know how God makes his judgment makes the idea seem faulty.

Contents/ General or Preliminary Outline

Begin adding some of these topics as subdivisions in the sections placed in the outline. Think about what you're going to do about the overlaps.

Extended faith continued...

Faith not just in the essence of God but how God is / what God acts. God's characteristics we know from the bible. Faith in God's doing requires faith that God is how the bible describes. Faith in the bible ~~says~~ requires faith in the intentions of the bible. One ~~can~~ ^{must} use the God as described in the bible to prove that He ensured the bible would be trustworthy. ^{think} ^{more} ^{about} ^{it} ^{as} ^{it} ^{was}.

If the bible is true/trustworthy, then God is as described, and therefore God ensured that the bible would exist at it does today w/ accuracy.

A ^X intuitions
we say virtuous etc. But one must be convinced of A before accepting B, therefore C. B cannot prove anything

February 13th 2006. 12:10 a.m. Monday

Limitations of the Human Mind

(tentative)
Conceived as part of a general work on
Ethics.

- Logic, Limitations of the mind, Epistemology / Belief
- Agnosticism (currently in work), Value Theory
- Practical Ethics (largest portion of the work)

(The idea behind the work on ethics is to be more justifiable than any other previous system, ~~and~~ to win a larger audience ^(including the religious) than any previous secular ethic, and to be the most useful of any works on the subject - that is, to have a huge range of explicit applications, to ~~have~~ ^{not} require as little interpretation as possible, to be truthful, to be convincing (because of its inherent quality as an ethical system) and to be easily extensible / applicable to unanticipated / new situations.)

Introductory Practitioner Intuition

Nowhere for me has my intellectual and mental limitations been more clear to me than when I have pushed myself to accomplish difficult mental tasks, like my continuing work on ethics. In order to ~~be as~~ efficient as possible in my

From Telmissios - Ralph Ellison, as a method of improving his writing, studied the works of masters of control, wrote by regarding closely ~~parts~~ sections of their work in English - whilst paying attention to the subtleties of techniques used by the master writer writing and research, he have spent time formulating a method that would enable one to complete the work in the way he want in the shortest period of time. The more work he tried to do, and the more efficient he tried to be, and the better he tried to make my work, the more evident ~~and~~ my limitations became to me.

Principle discovered (Roughly Writing without having reflected on the subject).

1. Things unconsidered do not influence thought & action. ~~it~~
2. There are limitations on those things which can be considered.

- Time
- Circumstance
 - History
 - Mental limitations - foolishness
 - Mental ability

Notes about this

Limitations of Human Mind

Divide the limitations into two parts -
 1. Mental Limitations (or - Limitations of mind)
 2. Physical Limitations (or - Limitations of body)

Mental Limitations (or - Limitations of mind)

- Memory (ability to remember and do well)
- Cognitive capacity (ability to remember)
- Efficiency (Software - Analogy of computers)
- Sequence (Based by sequence of time - one thing follows from the next - one may not voluntarily introduce just any thought)
- Subconsciousness
- View (one cannot envision too many things at once. Related to cognitive capacity)
- Perceptual limitations
- Sensory limitations
- Attention
- Behavior

Decision Theory

Religion - decide a section on Probability, include
in the section on Reasoning.

- Personal choice & Religion (Christianity) - lack
of explanation for why one behaves in certain ways
dictated & how to change them.

Determinism - the subconscious and unconscious
mind.

- Part of your reasoning for thinking that
Determinism is probably true ~~is because~~
~~is~~ is because of the subconscious &
unconscious mind. Where do thoughts
originate? ~~they do not control~~ You do not
/ control ~~over~~ your attention

- Go over your ideas on this subject and elaborate -
~~as~~ ~~you have not studied this, and there~~
is a great deal written on the
subject. Your ideas here are not
original, and are probably better explained
~~by~~ by previous writers than you
could yourself.

Read on this subject. It is very important
for your work on ethics.

Writing

Idea for method

Piecemeal approach using short stories.

Create contexts to your ideas w/ start each manageable stories. Take them can be modified and put together to make long works of fiction. Or they can be used as fictional examples in themselves also - ~~anything you like~~ you need to elucidate an idea for an audience you can use it. You can use them for teaching purposes, or you can use them as fictional case examples in various works.

Difficulties

You do not have a strong working adjectival vocabulary. Try to make use of more vivid and precise adjectives. Look up adjectives ~~you~~ you are uncertain about. Use a thesaurus more frequently.

Define, look for alternatives (synonyms, antonyms or different ones), practice using, study & review.

Topic Proposal for Advanced Composition

You will use a variation of the following topics:

- 1) The need/benefit of roadside and automotive animal deterrent devices.
- 2) The need to include a section on animals in driver instruction/regulation manuals, tests, and driver education.

Associated Problems & Benefits of the

- A. # of animal accidents.
 - # of animal accidents resulting in injury or human fatalities
- B. Costs of such accidents (many)
 - individual costs
 - government costs
 - business costs
- C. Confusion & Trauma to those involved.
 - people in accident
 - police
- D. Harm to animals - civilian kills.
- E. Education - speed control, Probability, etc.

Addresser B.

Writing

In writing your study on Religion you shouldn't treat it as a purely logical work but a persuasive work. You will need to use different appeals. You should ~~try to~~ do so in a responsible honest way. Include humor. Include ~~some~~ appeal to emotion (as attached to reasonable claims) - in order to keep it from being too dry. You will want to balance Pathos, Ethos, and Logos.

Religion

You thought of the following aft. read. by chap 2.

The author talks about the two positions which ~~logos~~ invoke acceptance of a framework, judgement of alternatives in terms of that frame work "cut off the possibilities for dialogue across boundaries." "being everything in terms of a framework."

Like: There is an external framework (not in the same sense) that as it both necessary to accept, and universally ~~beliefs~~ accepted among intellectuals of Phil, theology, etc... They are pre-condition for right thoughts & right judgment

Author uses the term "external framework" - ~~sometimes objective~~
~~as regards to Christian theology or its literature~~
much like your idea to
division

This framework clearly includes rules of reasoning, but what else does it include? What is its scope?

Is this agnosticism now present a framework of this alone type - a result of the propositions rightfully applied? ~~So is it another kind of division that God~~

The above are questions that reader will be trying to answer for themselves (you need to spend time justifying this).

Establish common ground with theology. Like From what you've read in your book on Theology, theologians wish to avoid the two extremes you think to be ridiculous, for the same reasons. It often seems that they adopt the same 2 ideas concerning reasoning. They do:

- The pre-conditions of other intelligent judgments on the common ground. The common ground is one other principles of reasoning.
 - The pre-conditions build up to sensible sense.
- Most Christians are not theologians, but as theologians, would fit into the fundamentalists (probably not true - Colloher do not fit into this).

35

Reasons for various reactions to organization
about Christianity / The approach
of the evangelist.

The story of Jesus & the wholly spirit is in line
with the story of the burning bush. - 37
a very short chapter to Theology.

Is this true? What does this mean? Does this
rectify or make sense of the differences exhibited
by God in the Old Testament ~~versus~~ God in the
New testament. What about the fact that "I am
what I am" can be used to ~~justify~~ ^{to support points}
true misinterpretation, or explain away

idea - when ~~we~~ ~~others~~ some idea is general
enough to explain away any opposing idea (which
may actually be true) it leaves ~~the same~~ ^{the}
problem of unprovability - ~~because it does~~
~~expectations~~

Theology

- pg 53

Prophets in the Test
full of assumptions

Why?
For what reason?

"The corruption of the best is the worst," and when the
dynamics of worship are distorted or misdirected
they can be devastating in their effects.

Not into this idea for yourself. Which
kinds of forms lead to poor results/despair
and which lead to good ones?

No support
given
by script.
like
this should
be verifiable
by science

What is Theology? You should be able to explain this
in your own words. It will be included in your
book. - In the book the author ~~claims it is~~ often
uses the method of assumption and deriving
from the assumption.

What is the proof

of the

page 47

"This is because each major faith tradition is a radical, life embracing commitment. It is a whole way of life which is not just about beliefs or truth claims."

Desire & Christian Ethics pg 56. (A parallel between Christianity and Buddhism)

- The expansion of forms and of desire, and unceasing ease of directing all attention to them.

"Because of the intertwining of desire, morality, and every significant area of living, there can be no separation of morality from other areas of life..."

"...The major religions have recognized this. They have:

Intuition - A way to relate the idea of a need.

? To examine 'possible outrages' with the commonality of centrality of ^{desire} ~~worship~~, and worship of what is deserved rightfully,

and the fact that this is in agreement with secular moral sense. Why

do the religions have this in common
and have it in common by similar

moralities. A highly plausible answer is that

Anthropomorphization - Extrapolation from Humanity to the divine. Sometimes Justifiable 37
intuition - why?

one plausible explanation among others.

Elements of secular morality is found in each, for humans are always in part secular thinkers, and it may be the secular ~~possibilities~~ agreement with it which has been able to preserve religion that have this aspect.

{ Religion, , R₂, R₃, R₄} & {Secular, , secular₂}

Verification of core principles of the core argument.

- Freedom/Determinism
- Multiplicity of Differing Options

[How ~~does one~~ does one justify the selection of one over others?]

58. Argument: God infringes on Human freedom. Ways in which it has been addressed.

- Non-causality between divine and human - given more lengthy treatment by the authors.

Think about the possibility - Religion as the result of literary lack and personal inadequacy of expressing ^{i.e.} ideas - The form of the works of religious is what resulted in religion -

T probably. The Bible was written in a way which seriously promotes worshipping a god - was not intended for children

Intuition → Shot down → Intuition → Elimination.
without noticing this (one would rather accept intuition)

spontaneous
combinations
deductions
indirect
connections
etc.

as placement) work notwithstanding - notes independent
student condemned which with
spells - redundant

already see

multiple meanings

Religion

In your writing you will have to qualify much of what you say due to the existence of theologically minded people ~~elsewhere~~ like the guy who wrote your book.

Religious groups in Spain and elsewhere
Keep in mind that there are many kinds of Christians, and that anything you say will offend someone - especially because you are not a member of the general religious community.

Compile a list of groups for all of the different categories of Christians. Make sure you understand the basis of each division. If you do not understand these, and it becomes evident in your writing or in conversation w/ a religious scholar, you will receive less respect.

Character Concept Paper Choice

- Pick your own character
but have choice approved.

School

(Forgot what you were going to say originally.)

Continually review and re-read your course notes and syllabus during most productive time in college - this is what you did.

Study methodology & school April 3rd, 2006

*checklist
is quickbook*

1. You've written about the need of attending class regularly, not missing any classes. But when you're been in class, you haven't been paying ^{even} very good attention. In your most successful period, you sat in the very front of the class, from the outset, and you felt a need / curiosity to be attentive to everything the teacher had to say - you had a real interest which you've lost. This is in part due to your attitude towards lecture and class discussion - you feel it is a waste of your time to pay close attention at times. But what have you been doing instead??

2. When you read over your own work you have difficulty understanding what you've written. You need to either write in print, or to write more clearly in cursive.

and not toward others
towards news paper
possibly finds about that

High Practical Ethics - Corporal Punishment

Justification

- Justification of writing about such small matters ^(you want)
waste ~~exposed~~. Think to yourself, before writing, that it is a waste of your writing time, & which is better used on more important matters, on ~~an~~ ^{other} an issue so small. Then are the good reasons for writing on this topic - one is because you will have to make a decision on this topic in relation to your own children. This makes it ~~so~~ important for all the reasons you give for writing in a journal - progression of your ideas, making ~~it~~ better well planned decisions, and for any future writing or advice you will give on this topic. Secondly it tests your ~~ethic~~ methods of ethical analysis, and so it is good practice for improvement of your philosophical reasoning.

^{is for who he included in your comprehensive personal}
^{ethics.}

First point to take about: Corporal Punishment cannot be Justifiably Called Wrong Absolutely.

Not only ~~the~~ ^{the} is Corporal Punishment not wrong absolutely, because it is ~~not~~ the last option in a ^{more} set of measures, but is a good option in somewhat common situations. I think such situations arise infrequently, they occur enough to teach that CP should be used sometimes.

Secondly, we know that Corporal Punishment should not be used often. We should rarely resort to it. ^{There is too much evidence of the harm of frequent use of CP.}

Thus from two obvious facts and universally accepted facts, we know that the answer is to be found somewhere in between. Corporal Punishment should not be used very frequently, and one cannot justify complete elimination of its use. So the proper use of corporal punishment will fall between these two extremes in use.

The difficult matter is deciding ^{when} how often it should be used. For this we should seek out the findings of science, pick out the wisdom from the folly of traditional point of view, and make choices about values ^{and objectives} - what is the purpose of discipline? What kind of child are we trying to create? What kind of people do we want to be? What moral rules do we need to appeal to in deciding what to do? ~~Finally take the time to think about it out~~

Writing

Anytime you need to be very descriptive, or, at times you are having difficulty expressing something, you might want to list all of the adjective/
descriptive phrases you associate with the idea - Then try to expand
it by dwelling on it a little while, or consulting
a thesaurus, or coming up with ~~as many diff~~ alternative
words/phrases as you can. Then begin writing
with an improved vocabulary to work with.
• its like - refreshing your working memory w/
words you use less frequently. ~~If you make~~
You should make use of a Thesaurus
anyway. so you constantly have a better
command of descriptive words.

Precious work.

In this notebook you include all ideas, one after another, mixed with different headings. You will need to put things together in this manner.

Mixed → Grouped → Reorganized into a relevant
bigger topic

22

which is no much money. I am getting a lot
of new books. I am not able to buy all of them.
I have to take care of my books.

Now the question is what are your
books? Books are your
books.

editors

Editors, editors of your books.

decide

Decide, decide which book you want to buy.

communicate

Communicate, communicate with your books.

Writing - Write about your books in your words.

Writing about your books in your words is a good way to express your
limitations on Oral language. (Left off - forgot what
you were going to write) - Come back to this later.

Writing about your books in your words is a good way to express your
limitations on Oral language. (Left off - forgot what
you were going to write) - Come back to this later.

the following two questions
about

Books without authors

44 APP
1. Statement or argument based on a false or invalid inference.
2. The quality of being deceptive

such statements
are in error.

Look up what is normally considered to fall under the heading Fallacies

not even just
reasoning.

Logic

Fallacies

misleading & distorting reasoning

(all of this writing is done prior to any real study of fallacies. You have not studied much informal logic.)

Fallacies may be categorized into two main groups - the same group Logic is divided into. This makes sense - reasoning itself is divided into these two groups, and because fallacies are really mistakes in reasoning, the mistakes will be made in their respective formal reasoning.

Inductive Fallacies Deductive Fallacies

Inductive fallacies are those instances of not adhering to, when needed, principles of good inductive reasoning. This means that they have not appropriately ~~inferred information~~ inferred from particulars to generals.

Deductive fallacies - not using right deductive reasoning.

In addition to these two groups we may add extra logical fallacies. Attempts to influence using rhetoric for example.

Straw-man

your trying to
create a slippery

ground for fallacies that do not fall into the above two categories

Fallacies

Misleading & Distorting argumentation

Misleading argumentation

- Deductive Fallacies
- Inductive Fallacies
- Rhetorical Fallacies.

This is inadequate because logical it appeals to people's purposes for categorisation. It makes no difference what the intentions of the person are when they use fallacies - the fallacy remains the same.

Another tricky/deceptive method of reasoning

Appealing to generality in such a way to make the ideal appear actual. It is a way of ignoring special or distinct actual cases.

Example - man has been built in the most efficient possible way, which

not quite what you had in mind earlier.

the argument from perfection of design to God.

All proof that you need to record your ideas when you first think of them.

Generally, man is made with a high degree of efficiency. ~~The God~~ . . . (Pithik.)

English 391

- Linked assignments in addition to above, etc.

~~①~~ Narrowed down topic: Lack of education and available information about preventing and dealing with animal accidents.

Audience: relevant state government. Will focus on the problem in Maryland, and the audience will be Maryland state government.

What are the relevant divisions of government?

Motor Vehicle Administration (MVA)

Arguments

Planned

Induction

IPS 2013

The problem of induction - an intuition

~~The problem of induction, though important, is usually irrelevant.~~

~~The problem of induction comes~~

Induction relies on itself for its justification.

It is thought to be a justifiable assumption because we assume it ^{and need it} in our everyday lives, and because of the apparent uniformity in nature (itself justified through induction).

It may strengthen the argument that it can be assumed not only because we use it in our everyday lives, and need to use it, but also because it is built into our physical systems - we have no choice in using it.

~~For example, it is the ~~assumed~~ in our~~
We are finite perceptually. Our ~~sensations~~ make automatic assumptions ^{about} ~~about~~ ~~based~~ on our surroundings. We have expectations. These things make us more efficient. They work for us.

- If we adopt the hypotheses of evolutionary theory, these systems have taken a very long time to evolve. Man or mouse as a species, because they have

worked, and had been passed on successfully for millions of years. If nature were ~~united~~, not far the most part uniform, and uniform for millions of years, we could not have survived.

Induction, as based on the uniformity of nature, has a very large amount of indirect support. (The circle is still present.)

The question is whether or not there are grounds to accept the general uniformity of nature without very an indirect argument.

Can abstraction be used?

↑ Qd, all of this about would be enough to show that it would be silly to question it with any great degree of seriousness — ~~no~~ to deny it. But this has already been accomplished so such arguments are not necessary.

Religion

subject that people make religion a need not fear talking about.

Why is religion such an uncomfortable topic for most people? - Work this idea out - That it has to do with the fact that there isn't really any common ground. People do not have an agreed way about discussing it. There is so much division on almost all points one could talk about that it is hard to figure out if what you are going to say is going to result in ~~the~~ an unavoidable disagreement. People do not come to any consensus at the end of many religious debates - this makes ~~it~~ one expect a drawn out argument, with hostility at times, ending with no positive result. Because of this it becomes an almost taboo topic.

Those who have created this intolerance, those who do not know the proper way of conversing respectfully about such topics... speak now about this...

Ramsey.

It wasn't my fault, I didn't have my future self to come back and convince me otherwise

Complete freedom, is nothin but lies
I did it without my future self to come
back and teach me otherwise.

is it irresponsible, but also isn't?

This is quite, with fact, only the block
if you write the first thing on your mind etc.

English 391

More arguments to use in favor of including the section on animals in the Drivers manual.

1. deformation has been included which is less worthy of attention than the problem of animal accidents
2. The addition of this subject in the book can be used to more fully illustrate other dangers - driving & driving: surprise on the road; night driving; the greater chance of animals walking in the road; & reduced visibility - e.g. night / fog - difficulty of reacting in time. speed regulations - importance
3. Some people are concerned about the interests of animals involved - for their sake inclusion is even-voiced and balanced. Swartjie.
4. Higher risk than other things included -
5. Has been a ^{surprisingly} problem larger than others which have been included (cell phones)
6. May be more ^{of a} problem than numbers suggest
7. Not given any treatment, at all.
8. Give examples of important facts that should already be in the book but are not.
9. To lighten the sense of reality of the problem.

Concern
about
animal
accidents
and
challenged

- 3- another thing to remember is that being attentive allows you to sort information important to know for testing/memos into - simply try have the instructor provides information. Dwelling on topics, repeating ideas, special interest on certain ideas. Being attentive will allow for better test taking strategy.
4. You shouldn't have to write these things down. You should be acting in accordance with them already - the only reason you're writing this is because you've forgotten the value of these things by repeating the same negative habits until you forget why they are negative. Observe your current study habits & school/room choices/behavior which is preventing you from performing well in school.
5. Sitting towards the back makes you more distracted. There are more things/people to look at /& The teacher does not command as much attention. You feel as though you are out of the teacher's sights.

Analysis

The misleading information given out that men think about sex every 7 seconds - or 15 seconds or whatever.

Awareness & choice as introduced by the lecturer.

Authenticity / Real relationship

Think about those more

Discussion on the race video

Write about privilege as mental efficiency for the fixed mind and consequent in forms of specific and ~~abnormal~~ behavior and ~~abnormal~~ it is right one that the world is a way it is not.

- Person (cl) mentioned that it seems that people will perceive and interpret experiences as racist even when it might not be. They (some victims of racism) may prefer racism as an explanation to experiences which have a better or non-race related explanation.
- Location and perceived racism by a particular group
- White privilege and that there are many many small details that go unnoticed to whites that others do have to think about and ~~are~~ experienced negatively.
- Girl felt that she is not represented by the white men in the video - and found that she will be associated as having their viewpoint.
- The man who said he was angry did not express his anger as much as another man in the room
- "Everyone is a racist to some extent" Think about the reason for this. About expectations and the ordering of experiences. The victim of racism will view people who appear similar to the victimizer in a different way than they did previously or like someone who didn't experience it at all. But this doesn't mean that they have a more realistic point of view than others - but only different (perhaps with a tint of non-racism - depending on the person/experience)

Think about your own experiences when travelling abroad - or living in several

modestly
in judging
himself. Below
is my
own writing of it.

whether so | I managed
whether it fit | myself

(another hand) of the High

own with more clarity

- You thought for yourself that it seems like people dwell on race issues (same black). You thought about it in a way that it appeared negative - with "think about something else" in the back of your mind. Who do you dwell on it? Is there something wrong with that? ~~do those things~~ what's good about it?

- Do you do similar things (revision etc.)
- Think about affirmative action to write down the obvious things everyone agrees about. Then try to draw some moral/ethical inferences from them.
- People seemed to talk. People moved from talking about feelings to thinking to themselves. Of Feeling → Intellectualisation.

think with each
other don't stop

Prejudice and Racism

Racism taken to be instantiation
but one instantiation
(albeit important)
of beliefs, feelings
of prejudice.

These who are
not racists
have not
been
prejudiced

- People encounter a huge number of other people. Live among thousands or millions of people that we do not know.
- People have finite but highly efficient minds with built in principles ~~and~~ useful for coping with large amounts of information and unknowns. It is making use of regularities and commonality in the world.
- Such efficiencies are what make us able to survive - to recognize danger, to ~~not~~ have expectations about things that are new to us. To order the world around us into manageable pieces of information.
- Along with efficiency comes increased possibility of mistake.
- It is useful to us to be able to group people together - to know something about people before "getting to know them".
- It allows us to anticipate ways in which we ought to communicate with others. It allows us to separate people who are safe from those that are dangerous. It helps us analyse risk. It helps us with decision making. [It would be good to list as many uses for this as you can]. It allows one to "size up" others. ~~A great~~
- A great deal can be known about others, with probability, by simply looking at someone. This information is useful to us because it speeds up mental processing/decision making. Along with this efficacy comes inaccuracy and fallibility. With education this fallibility can be reduced - but never eliminated. Prejudgment is ingrained.
- The less experience we have the more fallible we are. The more prejudiced a person is, it is likely that they fall under one of the three headings:

but have
become
less
prejudiced

their
beliefs and
judgments

have a
greater
correspondence

to reality
than the belief

It
is refined
prejudice

probably
only one
part.

Must
either
great
or
trivial

hate.

- 2) Uneducated / lack perceived [in the particular region in which they are fallibly prejudiced]
- 2) Unintelligent / handicapped (including Trauma) [~~Intelligent~~] Inability to improve on, or lacking in, processes which improve the efficiency mechanisms. * naive
- 3) Stagnant - those with blocks in intellectual advancement in the particular region in which they are fallibly prejudiced. This includes people who like their point of view or hold the point of view to be so valuable to give up - it is part of their identity, or those who are faithfully bigoted - i.e. the seasoned bigot.

To Read.

- 1). Theories/papers on the role of attitudes for survival (Social psych) likes/dislikes.
- 2). Related papers on Cognition/Perception. Justification of your ideas about efficiency. You cannot control

leads to a "falsified" view of racism with an emphasis
on individual racism.

Fallible prejudice is not the only aspect of racism that is important. There are many important dimensions to racism that must be dealt with:

clioquined stereotypes. There are ideas about a particular race that are especially fallible but continue to present themselves to consciousness - present themselves to consciousness despite an understanding that they are irrational. - yet they can come to mind with the feeling that they are true - conviction stems attached. An important thing to discuss and make clear is how these come into existence, how they play out, and how to remove / counter them.

- Talk about your experience in relation to accidental racism. focus on accidental misuse of a communication style - using communication not appropriate to a person type; because you perceived them to be a member of your group. What should you do about this? Should you attempt to use your normal communication style with everyone? A humor style of communication -

P.C.

- Talk about racism relates to non-existent fallible pre-judgment within a particular group - white → white etc -

- Clearly the topic of racism is complex. Be careful not to oversimplify - there are a diversity of topics that must be discussed.

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Eginess and "over-reaction" to subtle racism / one explanation
- gives understanding of

Picking sides Inst. - Identity as a child
and choosing identity / racial
as an adult. / identity

"Racism is bad
for everyone on
an individual level,"
think
about this

People coming from other ^{white} countries - assimilated into
the white population - coming to the U.S. and becoming
deassimilated or unassimilated.

Race

Racism towards whites:

Overgeneralization of the prevalence of racism among white people. → Greater level of division between whites and minorities.

Talk about - problems classifying people in general.

Race/Ethnic Background - knowing history

and you can see that there's a lot of
different ways that people can be
abused and it's not just animals that
get abused, there's also humans and
there's also other things that get
abused.

Ethics/Government/Politics etc.

For a long time you've focused your attention to the
atrocities of making animals out to be "things" to be
used to make money - ~~so~~ human caused animal suffering.
Sometimes you look at the ~~etc.~~ activities of other people
against certain things (some focus at activism) as unimportant -
when you really ~~see~~ this over there are many evils in
the world that need to be dealt with and people are
not going to unite to fight all at a time. It
would help to enumerate all of the different
kinds of evils/atrocities in the world that need to
be fought against or eliminated.

Main issues

- Animal issues
- Global poverty and starvation [Worldwide Human Problems]
- War / violent conflict
- Disease [diff. from the others]
- Genocide
- Racism
- Local poverty and starvation

List more
specifically.

Very good /
selfish
Thomas -
How is it for
working up?
What are the
efforts out of
effort? (+?)

Dr. Phil is successful in part because he focuses frequently on the selfish aspect of people in most scenarios. People behave in ways because they get something they value out of it. He reveals this to Man - and in a wide variety of situations.

Ethic - Psychology - Personal Personality

People distort their own real reasons for their activities by giving them a positive spin. (obv) People are grandiose about the things that move them to do things which others view as positive. People will tend to give an impersonal or altruistic spin to it, both to view themselves more positively (they've accepted a Judeo-Christian Value System and so value altruism) and to portray a positive image of themselves to other people.
Ex.

I read frequently

Grandiose/Benign/Altruistic reason

I have an urge to possess knowledge and positively affect mankind.

Realistic Reason

I have a need to satisfy curiosity.

I desire to be right and to know more than other people. I like books themselves and enjoy

handling them - I like the smell of paper, and the sounds made when I spin/shuffle the pages. I need to believe I'm not stupid.

Religion

Christianity teaches that people are basically bad (original sin) or are tainted w/ concupiscence, and that they are motivated primarily through selfishness. Christians have a tendency to portray themselves as though they've already succeeded in reaching the Christian ideal, not their genuine monetation of Christ, but from a selfish desire to be viewed positively by themselves and others.

- Another argument in relation to religion that you have not written about is the restructuring the world in terms of good and evil - and oversimplification of things.

Writing on Ethics

You need to think of a way to organise your work to give yourself a general direction and to understand how you are progressing and how aspects of the work are tying together. You want to be able to have an overview of everything you are doing - you may be better able to see how pieces fit together, and also to have a more systematic understanding of that as a whole.

Thought or Psychology

Knowing something and not likely to think about it -
 versus knowing about it and not thinking about it -
 a dwelling.

- Part of the difference lies in ~~the fact that~~ agreeing on something someone does thinks (and tells you) what you would dwell on yourself - ~~it has~~ would not be entertained without the other thinker. - Awareness

(obstruction - there are implications to this. People have two thinking about this because it is a general / frequent phenomenon)

- Not exactly original but you haven't given it much thought.

When you thought about this -

You were in class (Kenya People) discussion ^{listening to a} on ~~issues~~.
 A racial identity and the racial relationships.

If a "colored person" were to speak with a white person about their personal experiences, and about the way things are, the white person can express that they know what the other is saying - in a way that gives them the appearance that they've thought about it themselves and had the same ideas/conclusions. It won't be much that they know - but that they are in agreement with what is said - or that they know it but are not aware of it any of the time - it's not something they would ~~have~~ ever spent time thinking about.

School / Class methodology

- Because you have anxiety about speaking in class, you should put yourself "out there" from the start. You do better at it once you get yourself ^{young} ~~young~~.
- Get people's names and start relationships when you get into groups. Don't be anonymous and know people only by face. School offers a perfect opportunity to meet people and make contacts. Knowing who people are will also improve discussion with them in class, and motivate you to listen better and to interact, but will give you people who will help you out if you miss class and need notes. Basically by doing this you will be practicing alliances with people as well. You will also improve your communication skills in introductions and working relationships. It is also a good starting point for networking.
- Find your classroom before the semester starts. Get used to arriving to class early and reviewing notes before class starts. Pick out a seat in the front row from the outside of the semester - get it clear in time early enough to ensure you always have that seat.

Psych Class

Character Conceptualization Paper

Section one - life of character as presented in the text.

- 1. Do you misrepresent how it was presented in the text?
- 2. Justify all unwritten assumptions about the character not written in the book. Cite anything you believe needs citation - esp if its nuanced or ~~not~~ in part of an argument.
- 3. Is it concise and containing all relevant information? Is it well written?
- 4. Did you cover everything you need for all the points

Section two - Theoretical Orientation:

- 1. Did you cover everything needed to score all of the points?
- 2. Did you eliminate all unjustifiable or highly contentious points? Did you sufficiently qualify all claims. Did you eliminate all things that may be distracting.
- 3. Did you discuss everything you need for what you talk about in the next section
- 4. Do you make notes for the next section easy? Good org. & smooth/clar transitions

Action Plan

1. Did you explain your conceptualization method. Explain the point in the story (in her life) you've begun the concept (the end).
2. Were you accurate to her situation? Did you justify your conceptualization using citations? Did you pay sufficient attention to issues of race, culture, and feminism? (Look in the book for anything that may apply) Brownie Points
3. Is it clearly organized and easily relateable to the next section?
4. Did you speak on all topics needed to earn the full award of points? Did you include everything you think the teacher wants?

Action Plan

1. Explain everything about what is needed for her to receive good treatment? (You may need an introduction talking about how you may not make a suitable therapist - explain your choices about how you wish the section)
2. Did you clearly relate to writing in earlier sections.

Q7. Did you cite all things need to be cited?

Q8. Did you end this section with a creative/interesting observation? Does your paper end with an air of creativity and optimism - or something that gives strong positive feelings about the paper.

Q9. Cite everything? APA style? Perfect grammar? Biblio? Additions? Length? Criteria fulfilled? stand out
overall look?

Themes of Approach:

Not talk therapy

DO I
Know this - put in
neutral & final section
of my notes
- no reinforcement
of behavior

expertise

The
Counseling
relationships
prerequisites
as an
analogue
to another.
Parent Child
Approach, etc.

Methods:

Desensitization - SD

Not simply talk therapy.

- Educating

extinction

post neg reinforcement,
approximation.

Operant conditioning (Instrumental learning)

Classical conditioning & Response conditioning.

Discrimination & Generalization

Modelling Flooding

What are the
variables? Must talk about / continuity
of anxiety. / assessment.

Rational-Emotive therapy

Beck's Cognitive Therapy

Role playing / guided imagery
self monitoring. Behavioral
observation

Explanations &
reinforcers

Psych tests.

Relationship building. Rapport. What kind of info.

Gathering? When did prob develop, duration, frequency,
intensity, severity, about, feelings/thoughts. Not much
why Qs

Look for inconsistencies/inaccuracies. Silent waiting for
later use.

Concretizations:

The story not
done full
she a full
picture.
I would
work
with
assessment

1. What is Delores presenting problem?
2. What are the specific solutions to the problems? Goals
to be reached?
3. How can this be operationalized?
4. What methods to use to achieve these goals
5. How much time will it take? How much time does she have?
How deep do you want to work out the problem.

Methods may also be broken down to Cognition & the Behaviours

These that are behavioral focus more on

post-retreatments & modeling.

Cognitive Restructuring

↓↓↓
↓↓↓

Helping them change cognitions - How they think about things and what they say to themselves.

cogn events

processes

structures

"Cogn. events are what people say to themselves, and the images they have, that they are aware of and can report. They are close to the surface."

processes - the way info is processed, appraised.

events, selective attention.

All cog. restuct procedures include:

- 1) eval validity & viability of clients thoughts & beliefs
- 2) gathering expectations and what they tend to predict about their behavior & responses people have
- 3) reexplore range of causes
- 4) more effective attributions to causes
- 5) alteration of absolutistic, catastrophic thinking styles

correct the B.

ABC theory

Beliefs/
cognitions

Adult
vs. child
thought patterns

Depressed /
lost control processes

Dialectical

redefining
considering
healthier
alternative
causes,

practical
decentering.

Ethis

Dividing your life into parts for manageable writing and analysis. Organizing your practical writing.

Learning - Education, Study, Reading, Writing, Philosophy, Ethics

Health - Exercise, Diet, Hygiene, Check-ups

Relationships - Family, Friends, Wife, Coworkers, Children, Parents

Money - Work, Investments, Spending, Progress

Leisure - Music, Writing, Art, Sport, Entertainment, Outdoors

Some of the above deserve special attention because others cannot be addressed without their functioning well. Do this you will adopt Maslow's hierarchy ^(or don't do it).

Basic necessities fall towards the bottom, and are important in that they are required for you to be active in anything at the top, and the ones at the top are important because they are activities that help us improve who we are and they make us happier - they are "higher" activities.

Balance is required in each of the above activities because lacking in any of the areas will eventually cause dysfunction in one of the other areas.

Others

Relationships

Being viewed more favorably, and being more liked by others

Being negatively judgemental towards others usually makes you appear less favorable - it changes the attitude of those present towards you ~~more negatively~~.

Main rules

1. Judging someone negatively in the presence of someone who thinks positively about that person will change the listener's attitude towards you making it more negative.
2. When in a group of people, all of which judge a particular person negatively, you will suffer a drop in positive attitudes if you give the appearance that you disagree.
3. The degree in which you are looked at negatively can be changed by the persuasiveness of your arguments for the judgment. If you qualify your remarks well (like say that "it is one thing you dislike about them," or if you prefix with "I really like him but sometimes...") you will also be less affected by your comments.

Etter:

Relationships

Extended Family & Family in Which Contact has not been Kept.

Today, in discussing Dan's collection of books he received from his father (taken in the mad rush to split up his estate), and talking about possibly selling some books on the internet, Dan began talking about the books David took into possession. David has a collection of thousands of rare & interesting books, many of which came from his father, and my grandfather's personal collection - some are medical military records that are one of a kind. The books are in storage collecting dust.

In this discussion of David's books, I ~~had~~ quickly mentioned that I "should contact David at some point and ask him if I can go through some of the books." Dan promptly told me that David would say "Fuck you! I haven't seen you in twenty years and now you want to contact me just so you can go through my things?" ~~and he'd~~ ~~said~~ ~~he'd~~ ~~be~~ ~~like~~ ~~an~~ ~~old~~ ~~book~~ ~~shopper~~ while holding up the middle finger looking at me. Dan characterized David's book collection as a "treasure" that I have no right to view, because I was not connected with the family (~~not tied~~ ^{now really} ~~involved~~)

and ~~I~~ don't have a relationship with David. ~~This~~

1. Such language has within it a kind of bitterness - like I am to be blamed and thought of negatively for not ~~to~~ establishing or maintaining contact - in conjunction with -
2. Not laying any claim to seeing the books. They are David's possessions; not merely things but his treasure - things to be protected from others because of their great value.

I'm not quite sure how much of what Dan said could be realistically attributed to how David would realistically react to such a request. It is probably somewhat realistic - David would probably suspect my questioning him for somethin' - some of what Dan said may be about he was thinking about how he would react to me asking the question if he were David.

We had not discussed time spent apart - ~~or~~ Dan demonstrated that information was highly accessible in his mind... it is an issue for him..

When Dan reacted the way he did it was startling. He went surprised you and made you confused... and upset. The reason it made you confused and upset was because it's a miscommunication. You

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did not mean to be greedy in any sense. You were not thinking of it as crude, or as a contest; you made simply for using someone to get their treasures.

1. You didn't think about your distance from him and his feelings about it. You imagined that you could talk to him; develop a mutual interest and so forth - and that all would be happy.
2. You did not think about the extent in which you don't know him.
3. You didn't think of the books as his property or his treasures. You thought that he was simply keeping his father's belongings, and that he wasn't protecting it. You were thinking it was accessible because you are his father's grandson - and not that it was off-limits.
4. You did not realize that there is bitterness in your family about the way the estate was split up. It is a matter in which you have little say.
5. You did not give adequate thought to the fact that people transfer their feelings about your father to you, because of your close association to him.

For the most part the situation arose because of Dan's lack of ability to communicate effectively. He did not fully understand where you were coming from. You are ignorant of the situation. He also did not pick up on the fact that you were not speaking seriously. For the most part you were expressing an interest in the items he described to you, and that you would be interested in seeing them. ~~He could have responded more effectively or followed~~

"Yeah, the books are really nice - it's a shame they're just collecting dust. You probably will not be able to see them because Dan's claimed them, and he wouldn't be open to sharing with anyone he hasn't seen in twenty years."

This would have gotten the point across - there was no need for a sudden outburst of emotion - from ~~an idea~~ what I said the way I said it. It was innocuous, innocent.

On the other hand, this behavior is understandable coming from your mom. You don't really know him that well and he is fairly unpredictable in his actions. He is inertious.

But the main reason you are writing this is because you are wondering how you should feel and should react to the situation.

As usual, after thinking about it, it is not something that worries much worry. But it does not have a high level of importance - you must proportion your feelings about it to its low level of importance. And it does not require strong feeling or emotion for effect.

1. You handled it well by becoming silent after the mistake. Dan picked up on this and probably feels bad about it - so you might want to talk to him in a way indicating that you're forgotten about it and there are no hard feelings - especially because you know how he dwells on things.
2. Don't be ashamed of what you said. It was innocuous - it was Dan's reaction, and your surprise itta and confusion that gave the event any importance.
3. No further action is required. You should understand where he is coming from, and understand his reaction. You need not be angered.

Ethics

Writing - Journal keeping.

The last section exemplifies and highlights the reasons for keeping a journal.

- After the event you were confused, your thoughts were not clear and organized, and you did not know how to react.
- After writing you are no longer upset, your thoughts about the situation are clear, and your temper has to react. You also understand your feelings, and go the way you initially react to events better than before. You understand Dan and your family better.
- You now understand how to deal with analogous situations
- Things become clearer as when received an paper. - They are easier All of the info is easier to remember when on a sheet of paper - it creates an "image worth a thousand words") Easier than going through pure sequence of thought.
- Journal keeping helps you build on previous thoughts and conclusions - without ~~the~~ time wasting

Ethics

Relationships

Children

Sometimes, children lie in order to get what they want, or to avoid getting in trouble. They lie more frequently than other people, and their lies are more easily detected. This makes you suspect them of lying very often. ~~often~~

It is easy to assume too frequently that a child is lying in order to get what they want. This sometimes has negative consequences. For the past two days Ashly has been misbehaving, and she blamed her behavior on ~~the~~ the pain she was feeling from a canker sore. She complained of this in the past - and now you assume she is using it to avoid punishment when she misbehaves. You gave her the benefit of the doubt about her canker sore but you didn't believe her about its severity.

Today when she was complaining during work, and said she was acting that way because of the sore. You assumed she was lying again - but she had a large canker sore.

As a rule - be suspect about whether or not they are lying - but don't be obvious - now don't want them to know because they sometimes get upset when you don't believe them.

Don't assume that they are lying. Assume it is very possible they are lying. Collect evidence to determine if they are lying and if they are telling the truth. If you don't know assume they are being truthful. You should teach them intermittently the importance of being truthful.

Ethics

Relationships and Business - Coworkers

Keep in mind that there is competition in business. You become complacent too easily - don't now because you spend most of your time working alone.

Keep in mind that everyone wants what you want - more money and to move up in business. Your employer is the person who determines your position in business. You need to noticeably outperform others at work. You need to show that you are an asset and that you are irreplaceable. You need to fairly produce in ways that can be seen by everyone. Talk more about business and consequences.

183rd page on sets
183rd page consider this
as a separate section
of scripture and that
is the book of the old
testament and the new
testament is the book of
the new testament

- The study of Present and Past Religious ideas
- The Catholic Catechism.

April 8th, 2005

April 11th, 2005

Words to look up in the OED - for further treatment
in defining

1. Liturgy
 2. Dogma
 3. Faith
 4. Organic
 5. Anointing
- nicely look
again

New Testament

6. Christian Charism

1. Marcionism Marcionism - the
belief that the new testament has
voided the old.

7. Allegory

11. Chancellor

8. Chora Analogies, Analogies

12. Manichaeism

9. exegesis, exegete

13. Gnosticism

10. Typology - in the Christian religion

14. Agenda

11. Huntly

15. efflorescence

12. Accost

16. Latchmen

13. grisaille

17. Nicene (for pronunciation)

14. prosaic

Philosophy and Lectures

After studying philosophy for some period of time, I always begin to reflect on what I have learned, and I begin to form original ideas. Philosophy, unlike some other fields, at least for me, gives me ideas that are important enough to me for me to share greatly to show and discuss them with others. The problem with this is that philosophical ideas are usually somewhat complex and abstract - they require effort in order to take about and understand them. Most people are not skilled enough or interested enough to enjoy philosophical thought - so the people who would be willing to talk to me about such things make a very small group. No one else to whom I have the same interest in philosophy as I do - they would not want to put forth the effort to understand the things I think about and believe to be of great importance. They are unable to share with others ^{much of} the thoughts I most wish to share with others.

This produces a vast loneliness in me in the tried of think about my desire to talk to others, people on those matters. It makes me feel alone - that no one really understands me. This may be one of the reasons why I try to avoid my ideas - it gives me temporary relief from my loneliness - it gives me the feeling that I am talking to

someone who is interested in and understands what I am ~~saying~~ writing. It also comforts me to think that perhaps one day someone will read what I have written and gain something from it - and understand the things that I've thought but have had to keep to myself.

The root of this timidity I get from being unable to share my thoughts with others stems from the fact that people want others to understand them - even if they disagree ^{at} to think what you think at the same time - to share thoughts - to communicate. This fact makes the whole human race created by not being able to communicate thoughts seem very odd - almost primitive. Why should I care so much if another person thinks about what I've been thinking - and why should I feel better simply sharing my ideas without the person agreeing with me. Can't I be content to keep things to myself? Is not there many of my 'important' ideas? Some might say that we share them through the word of other people - but I don't think that's quite right - for much of the stuff we hear to share is not intended in any way to tell the other person, but to let them know something you want to tell them - we have an urge to tell

them. Then are things that you don't want
to keep to yourself. - all about us though
you tell people some things for the sake reason
that you don't want to be alone thinking
them.

and a good many names were being
called and, probably, more so in the
absence probably, because the
lectures were largely over and
people had time to go to other places.
The people outside of you who
are in my way either have and have not
the right one, though if you are now in
any form of government which exists with
which all expect doing better than it
has done, then it is up to them to do
what you are waiting for. You will
have no friends in it when they get up
what it is up to them to do.

the hard not to feel at times that you are not the center of attention. When your clothes are dirty, when you receive a bad haircut, when you are ~~very~~ ~~worried~~ not feeling good about ~~yourself~~ your image - when now are at a social gathering. This makes there is something fantastically noticeable about you - people are probably not thinking about other things - or about their own personal image.

An easy way to illustrate this fact is to think about how much attention you pay to others in your everyday life. Usually you think about things which concern yourself of course you do notice other people throughout the day but the depth of your thoughts about others and the amount you judge them is very slight. So they would have to do something or appear particularly interesting for you to take notice.

Facts such as these about the way people are are used to prevent people from theft. Let's talk about theft.

First lets consider the fact that most people do not steal. Why is that? First of all we have trained ourselves from youth that the way to get something we want is to trade money for it. Anytime we have ever wanted or needed anything we've spent money on it.

Since people follow this routine without ever detracting from it, we begin to not even consider stealing. It reaches the point where we never think about taking something - that idea never occurs to us.

Of course, there are numerous exceptions to this. Children have not yet learned the restraint to not take the things ~~they~~ they want. This is why children steal so often. These early experiences of stealing come to be associated with great shame however - children a child will be discovered in their behavior and will receive punishment. This punishment is embarrassing and will ~~make~~. It deters the child from doing it again - so the child will then buy things ~~without~~ ^{within} the way they are expected to.

Another obvious example is that those who are in poverty will not buy things with such regularity that they will not consider theft. This is because their desire or need for certain items far exceeds their ability to pay for the items.

Most people do have sufficient money to pay for the things they want or need or can ~~buy~~ ^{afford} them for a reasonable period of time. Most people also have a degree of tolerance to steal. No one childhood or adolescent punished or punished ~~in~~ known. And in addition to this, as we've noted above, people have a general

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feeling that they are being watched, or that they will be noticed if they attempt to steal - their anxiety about being detected prevents them from attempting it. Most of all, people simply do not think of stealing - it is simply not something that springs to mind in someone who wants something.

Also the fact that people do not themselves ever think of stealing increases the likelihood that they will not detect someone who plans on stealing something. People instinctively assume (without thinking it) that other people are just like them. Those who do not and have not stolen simply do not expect others to do so.

Security companies are well aware of the fact that people do not think about stealing, as that those that occasionally do, have fear of being detected. ~~They~~ must be made to prevent people from stealing if they fall into the first group. The second group also does not give such a threat, but a ~~small~~ number of people fall into this category, and ~~their~~ ~~quality~~ of lost is high enough for companies to notice the incentive to take measures to prevent them from stealing. Not much is required for doing this however & all that is really needed is low level deterrent devices. In the large stores, this form of deterrent might take the form of employees posted to do their work

there exists. This creates a greater level of fear of being detected - and so thieves will suffer enough anxiety to avoid stealing ^{in this category}. This will not deter all theft, however. ~~for~~ Right only takes a little thought and courage to recognize that the staff has a job to do - and is not interested in the customer too much. As long as one remains inconspicuous they will go undetected. As some will be able to overcome their anxieties and steal. That is because of those individuals that others deterrent devices exist.

The next level of deterrent includes two things - alarm sensors at exits, and the covert camera. The covert camera is very effective because it makes people think that they are being watched even if there are no employees around. The security devices are effective because they lead people to believe that the items in the store have security tags (that they may not be able to see or locate) which will set off alarms when they try to leave. Both also heavily greatly increase the fear that the person will be caught. Covert cameras are especially effective because they lead people to believe that even if they take it out - they have been videotaped and will be caught later - not they know that even if they make it out this can be caught later - and so anxiety about being suddenly caught at a later date deters them.

These devices, in addition to keeping personnel more
alert, is usually sufficient to prevent theft.
by people who occasionally think about stealing but
have some reservations and anxieties about carrying
them out.

These second level security devices will still not be enough to deter some ^{more} brazen thief, or anyone intelligent or thoughtful about stealing. Anyone who thinks about the shortcomings of these deterrent devices will immediately see that even these do very little to increase the chances that someone will be caught. They reasons are so obvious that it does not require much thought to realize that very little risk is involved in committing the crime.

~~most~~ Reasons why these will not work ~~as~~ ^{are} ~~concerned~~
~~be put into~~ ~~two categories -~~ ~~incompetence~~ ~~and~~ ~~greed~~.
deniable from the basic fact that businesses
want to maximize profit - and so they
will only try to prevent as much theft
as there is enough monetary incentive for them
to prevent. Theft costs businesses money -
but so does theft-prevention - lots of money.
As soon as prevention ~~becomes~~ reaches a
level of cost that approaches the level of
lost anticipated by the theft it attempts to
prevent, at all circumstances - and the remaining
difference, the remaining amount of lost to be
expected ~~itself~~ begins to be considered as simply

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another business expense - a level of loss that is thought to be acceptable - because further methods of deterrence would be even more costly.

Whether or not the security measures I've spoke of are the limit of security depends largely on the form of business operated - it is a question of numbers so it depends on how much loss is to be expected if nothing more than this is done.

From very simple facts that we would normally pay little attention to, much can be learned. Here are some simple facts that we can draw a great deal of important rules from..

- Long workdays require multiple shifts of workers.
- Workers that leave no particular store in a business - care less about the relative efficiency of the business.
- ~~This~~ level of store in business relates directly to how it can control the status of the business.
- technology costs money. Workers cost money.
- businesses ^{almost} invariably want to maximize profits.
- concern for the well-being of customer discourse - a means to a longer and money (usually - hidden marketing interests.)

Now - lets see what conclusions we can draw from these simple facts in relation to theft.

more facts - most people are self absorbed. Those who are not focus on goodness in others (talk about, why after you've thought it through)

Another interesting fact.

- someone who has totally analyzed the risk involved in a crime, and who has either the ability to act on it ^{without anxiety} (as he acquires it through practice), and can do it naturally - will not be detected under normal circumstances - ~~somthing like~~ would have to someone would have to either expect such a crime, be very sensitive to crime (perhaps a criminal himself himself) or the avoidance instinct be quite good.

On the other hand, and this helps the thief greatly - the fact that if someone does detect him/her, it is highly likely that they will act campainfully - the thief can very easily detect that he has been detected by another person - this gives the thief time either to escape entirely - or to add another to the same backup plan.

Also - when a thief plans an strategy, and he does not detect that someone has detected him - he knows with almost perfect certainty that he has not been detected - and thus his confidence will be diminished and he will most likely accomplish his plan. Also, it will enable him to better analyze the work involved.

Moderation

Certain types of activities admit of no moderation at all - or perhaps you might say instead that to engage in such behavior is always immoderate. Such activities, while they do exist, are not so plentiful. People have a tendency to think that there is a greater number of these activities than there really are. On the other hand there are some that almost demand that an activity can be absolutely immoderate - People who have a tendency to think this may think like "I'll try anything once" as though every type of activity is worth doing at least once - or that all things if done in time only do not become immoderate. Drugs a deadly poison that kills at any dose is inherently immoderate if taken - it consists of no degree of activity - the first act itself is absolutely immoderate. Perhaps we cannot even say this - maybe we can't talk too in terms of moderation - it is absolute in its effect. Really what I am basically saying is that it is always a stupid thing to do so long as you ought not to be killing yourself.

Almost any object you think of can be useful in some situation... think what.

- What does moderation mean? Four obfuscating things.

- Some things do not admit of moderation.

- Moderation seems to mean that you do something

with the proper frequency and intensity.

An activity is immoderate if it is done more frequently or at a higher level/intensity than is appropriate. We don't say something is immoderate if it is too little - only excessive.

No object may be considered bad in itself. If there were no humans or animals on earth - life was mysteriously unpoisoned - guns set down and other weapons and poisons would have no buyers whatsoever. Still when we speak about good and bad we talk in relation to particular human or animal related events.

Even if we include humans & animals in existence objects are still neither good nor bad - they acquire goodness and badness in relation to events.

- it follows from this that there is no object that is absolutely bad / we can always conceive of conditions in which such
- However - some objects used in certain ways ^{not really (they participate or are related)} ^{with} ^{make} ^{good} ^{parts} ^{which} ^{necessitates} ^{this, etc., the} ^{participation} ^{of} ^{the} ^{object}

~~Film, Television, Music; Depression and Loneliness~~

~~Film and Music and~~

~~Depression and Loneliness from reflections on Film, Television and Music~~

Whenever I finish watching a movie or television show that is especially interesting and absorbing, or takes you into an experience that is very much different from ^{my} reality, I feel a strange disappointment, and an odd depression sets in.

When reading a book or watching a film with a character that you are particularly interested in, sometimes you can develop a kind of an imaginary bond with them - you feel you know the person - and sometimes you feel a strong attraction for them - or a feeling that they have done something for you - you feel like you know and understand them. Sometimes you can feel an urge to get to know them even better, learn more about them, develop a closer relationship with them. Soon, after you are done watching or reading, you ~~will~~ begin to feel alone - you will never have the opportunity to meet this person - they are not real - your experiences with them were ~~controversy~~... ~~W~~h~~at M~~o~~re~~...

There is also something dangerous about the fact that you have all experiences of the characters and actors but not with them - it is not a shared relationship - you come to know the other - but you come to realize that you do not even exist to the other. This same vague feeling can come about also from listening the music - someone's music may end up having a profound effect on the listener - and the listener can end up desiring to communicate with the creator of the piece - when one realizes this is not possible - a sort of melancholy or loneliness sets in - and a relief from this is sharing the music w/ another person who can appreciate it but if one thinks that they will never meet the person they've experienced in the music, even this shared experience cannot eliminate the resultant loneliness.

- Realization that the thing capturing your interest is a recording designed to entertain you.

- the illusion social experience of ~~music~~ ^{listening/watching} recorded media - As soon as it ends or turns off the sudden silence brings the realization that one is alone in the world. Even more disturbing are the feelings that come about from reflecting on the fact that you were at alone in listening as you were when watching it.

watch another person watching television you immediately notice that the person is alone staring for a period of time at a box of pictures but this idea is completely absent from the persons consciousness - they ingest the action into the situation - they either have feelings of social interaction or loneliness. This is how you feel when watching - as though you are not alone - but you are. And this disturbing fact is conveyed if you imagine yourself watching yourself watching T.V. as though you are being recorded.

This kind of loneliness is not limited to music and television and film - but also to print. When I used to read books written by Bertrand Russell I would find myself intensely absorbed in what he had to say - I agreed with him - I sometimes extended his points - other times I disagreed with him - after a long time reading many of his works - I came to feel that I knew him - I understood how his mind worked - he shared the way I thought - my thoughts incorporated his way of thinking - parts of his style of communication - I felt the close bond with him - like comrades or mates with similar ideologies - like friends - but all this was torn from me as soon as I would close a book

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written by him - there was silence - I had
questions to ask - no answers. I was
reading something written 100 years earlier -
I came to know how a man who once
existed thought - but the bond of friendship
I felt died - when I realized he
wouldn't have anticipated a person such
as me even picking up his book. I was
alone in my experience - entirely I
fell into the illusion that I was converting.
I yearned to know him - but that was
not possible.

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Praise and Blame

I've spent a good amount of time thinking about these two ideas - and I tentatively believe that they ~~are best understood~~ ^(I know these two things are quite different.) or should be understood and applied - in relation to, or in terms of - their function. To do we explain Praise and Blame in terms of this function, we are saying that they are tools, or instruments for bringing about some more important ends - or to maximize some sort of ends. This is an instrumental approach to praise and blame.

What does praise and blame in fact do? what does it achieve? What do we do when we "praise" or "blame" someone? What is the relationship of these ideas/tools with concepts such as responsibility, culpability, reward, punishment, justice, or just desert?

Most people, when they think of praise, include an associated idea of reward, and with Blame, an associated idea of punishment. I wish to keep the association we have with those terms, but I want to keep them distinct so as to not confuse them. I believe there are three useful categories here - praise, blame, and praise-neutral or blame-neutral. These categories are not opposed - they do not fall onto a continuum - I really would like to think of these in terms of ^{just & better terms} praise, blameworthiness,

and ambiguous, negligible, or permissible^(?) - a person may be considered in reality either blameworthy or not. But sometimes our capacity to make such determination is limited, and so we cannot make such a judgment - so we refrain from judging or we simply say that their action is permissible ... W.M.L.

praiseworthy - not praiseworthy

blameworthy - not blameworthy

class - not praiseworthy and not blameworthy
- neutral

There are a great variety of ways in which we can make such an analysis - however some analyses are better than others - and we can prefer some over others - the full criteria by which we do this is not known - we generally do it ~~one~~ at a time - we look for big obvious flaws - so far we will continue with this analysis - later we will note the strong points & the weak points - compare them with other analyses, and what ambiguities still need to be considered, worked out, or re-worked and

What does and does not count as theft? Relate to the ambiguity of the word and possible misapplication.

Let's first discuss the common or normative use of the word. Theft or stealing usually refers to cases in which a person takes something that belongs to another, without permission, repayment etc...

[- What was your idea concerning this topic?]

Talk about exploitation - explain how it is dissimilar and similar to theft.

Stolen Heart

If a picture speaks a thousand words, more often than not they are very non-specific. Vagueness, confusion and ambiguity are removed when we reflect on the picture using language. (Picture here does not only mean images - but other methods of illustration - figures of speech, parables etc..)

The person who wishes to commit the theft has an advantage over possible detectors - once the thief draws attention to himself he can notice by the nature of the attention - the behavior of the detector, whether or not the person suspects he will be attempting to steal. The thief then has the opportunity to diffuse the situation by doing something to remove the suspicion, or, to abort the plan. If he has already stolen, he can analyse the behavior of a possible detector to determine if he's been caught - then he can either escape, or make a move to show that it was accidental. The person or people who are present in the situation are at a disadvantage - they have no way of determining before the act if the person is going to commit the act - the behaviors of the person doing the theft are not going to draw the attention of the detector - both because the behaviors are not interesting or they are inconspicuous - or they are associated w/ normal behavior and not theft - and those who are present possible detectors are inattention - as or are unprepared for noticing certain theft - behaviors. And when they do notice, their behavior is very conspicuous to the thief. The thief picks up on hints, the detectors don't. Thieves have the advantage of prediction - because they ^{are aware of} know their own intentions and the intentions of others - the others are probably unaware of both. (They don't think to)

thereless "else being scattered... do not pay no
attention to my surroundings & also following
my own agenda in spite of what ever
comes down around them which they have

seen or known seems to me a little
odd & with the time & date it looks like a
lesson in life & death all mixed up together
with the whole thing going on.

It appears as though the person who has

done this is still here & trying to teach us

something about life & death & how we

should live our lives & die when we

are ready & how we should go about it.

He has turned his eyes on me &

now he will just look at me & I am

not sure what to do with him right now.

He has turned his eyes on me & I am

not sure what to do with him right now.

He has turned his eyes on me & I am

not sure what to do with him right now.

He has turned his eyes on me & I am

not sure what to do with him right now.

He has turned his eyes on me & I am

not sure what to do with him right now.

~~Manager~~ Sticker - and the one way bond.

"Title is pretty bad - but surely you'll think of something better in the near future."

[Intro - two friends are watching television - one relaxed
music perhaps - on the television. Two are joking around,
the other is fully engrossed. - later there is a
break - now both friends are sleeping on the couch
the one guy remains watching - he is attached, he
interacts ^{or reacts} with to what he sees with & he is very
into the story. The movie ends, and a commercial
comes on. He turns the television off. suddenly it's
silent - not a sound, the silence is striking.

~~A~~-factor The character gets a look of obvious disappointment, then he begins to feel bored. He thinks - goes into the kitchen - the lights are making noises - he can hear all of the small sounds of the house. He comes back in the room - he looks at his friend who is dozing - you can see his eyes moving back and forth - a disturbing facial expression] 'sullen'

- He lays in bed - thinks about his own life - he becomes distressed, depressed, and ~~or thoughts~~ ^{his} ~~feels~~ exhibits an expression on his face showing ~~deep~~^{deep} regret - but he battles it esp. He goes to sleep]

The next day he goes to work - then school - at school he reads ~~and~~ ^{the} a book he's been enjoying immensely. He's invigorated - thinks about what he's read - he communicates with the author in his mind - expresses agreement or disagreement.

- Meets w/ a friend. He is disappointed that his friend isn't interested in his ideas - but he's ok - overcomes himself ~~that~~ ^P ~~that~~ ^{somewhat} (think about it.)

- Home: home, ~~what~~ ^{that} ~~he~~ ^{has} ~~had~~ ^{had} ~~had~~ ^{had} ~~had~~ ^{had} besides his book - clearly looks disappointed / depressed. - Talks on his favorite novels - and when it ends, feels the desire to contact him.

(This idea probably will not work for a movie - how do you convey the long term feeling of a bond with an actor or writer with visuals? - it won't really work. you are going to have to combine this with large amounts of ^{internal} dialogue - ~~that~~ and it must be compelling - people must be able to empathize with the character - and ~~not~~ see him as a freak. And you could do to thoroughly examine the feelings involved - you want the film to have some depth. The character will express his feelings and ideas in a detached way at first - then he will become more passionate about it as he feels desperate and more lonely.)

Another idea for a screenplay - a comedy about ~~a criminal~~ theft - and the things a person learns from stealing. You will also need a side plot to keep up the interest, say, a ~~guitar~~ he comes across that he ~~learns~~ learns - ~~and~~ takes the positive and negative aspects of his theft over into his ordinary life.

You will have to think through this one much more - it would probably ~~make~~ make for a pretty boring movie - perhaps it would better be adapted into a movie ~~that~~ that can utilize this idea in a scene - or for a movie now generally about crime - with multiple stories going on at once... I know.

Another story, oldie - as a preceptuary:

- A man, who speaks to converts with the devil. Only he does not think of him as the devil, but as an alternate God. The object of his god is the same as the object of the Christian conception of the devil. His methods of attaining his end is surprising however - you can outline it later. However, his major method involves the timing of death - he wants people to die at the right time - his primary object is to kill, let another die, assist in killing, and get people to kill or support a killing of a person at the proper time. He does this so that he can acquire as many souls as possible for his God. This person - along with others working alongside him, believe that The Christian God (They are not monotheistic) has desired man - His object is to make lives as miserable as possible - creating misery on earth through religious persecution, and years of mental anguish - guilt & shame - and that after death, humans are ~~told~~ not going to enter ^{the} heaven as they conceive of it, but an enforced subservience to God - a world of complete brainwash.

- you can modify these details as much as you want.
- But those following the devil (or God?) believe that man is to have an euphoric experience on earth, but has found a loophole - a path to salvation that involves further deception - but the heaven there will live in after death is tangible and ultimately is what people tend to desire in a heaven anyway.

The one devil is the main character. The hero of the story, or the one we root for, is an agnostic - who sees through both sides - and is a worldly innocent.

~~the main idea of the story~~
What will happen

*but they will
be better with
their friend*

The agnostic is the trying to prevent the devil guys from killing - they present the more serious threat to the ~~innocent~~ happiness in the world. We see in the story his dislike of Christianity, but it is mainly people, except for a single attraction with ^{unshakable} confidante. There is a climactic stage where the agnostic appears victorious [Add more later ---]. The demon guy was originally his friend

Parental Methods - Towards a Reassess Approach

Parental Punishment - Corporal and Retrial

Outline

- I. Most children grow up thinking themselves fine human beings, and eventually end up glorifying their parents' parental methods.
- II. Parental methods are not to receive instant praise - unless we believe their attempts to have approached close to perfection.
- III. As a rule, we can assume that the actions taken, and the method used (if there was one) were imperfect - usually ^{very} far from perfect, and can be improved upon.
- IV. It follows that we ought not imitate completely the methods used by our parents.
- V. People who did very ~~badly~~ ^{badly} in life still tend to follow in their parents' footsteps.
- VI. Corporal Punishment - its greater usage in the lower economic strata, among ~~poor~~ immigrant parents - etc.
- VII. Characteristics of corporal punishment. That make it ~~too~~ ^a ~~bad~~ ^{bad} appear not to be punishment at all.
- VIII. What punishment is.
- IX. That corporal punishment usually lacks forthright - it usually occurs due to spontaneous aggression.

Get statistics to place at the end - do not intersperse
~~with~~ in the rest of the text.

VII. That corporal punishment, once it has begun to be used, has a tendency to be used at the wrong times - especially when one is in a particular mood. It also tends to cause more abusive bouts spontaneously without planning.

VIII. That CP can become habitual - That its effectiveness is usually (not always) very good at accomplishing its object, and so becomes overused, and eventually makes parents less inclined to think deeply about handling & disciplining children. The habit kills forethought.

IX. By forethought - when CP is useful.

X. Effects of CP on child.

XI. Effects of CP on the child-parent relationship

XII. Importance of the principle of Consistency

XIII. That traditional or CP or CP as used today eliminates the possibility of finding consistency between parents.

XIV. That traditional or common CP makes consistency for one parent difficult

XV. That CP loses its impact the more frequently it is used.

XVI. This essay's main purpose is to show that Corporal punishment is almost never an appropriate method for punishment. It is also intended to show that one should take time & forethought in deciding how to discipline children - children need time for things to sink in.

ideas in relation to Russell's "In Praise of Idleness"

- Space - Architecture, Church, and Family
- That amount of time spent working has created an obsession with an early selection of occupation...
 - Occupation as the life and chosen - rather than the means of supporting ones personal interests
- Greek / Latin ~~formally~~, necessary, techniques to determine if certain biblical parables were fowries
- uses of the study of history
 - understood now (dichi)
 - have analogies that teach and ~~make~~ teach something about the world.
 - stories are interesting but real, and can be used for other purposes
- more convinced by the fact that they are true.

Logical Analysis

Example of Linguistic efficiency

Suppose you own a computer - and you use this computer for work. One day your boss asks you to complete a project - but the software you need to use is not supported by your computer. Your computer hardware simply does not meet the minimum requirements to run the software. So you go to your boss and you present this argument:

My computer is too old for me to complete the project.

Since I need to complete the project, I will be needing another computer.

The age of the computer has nothing to do with its ability to perform the task.

If I say: my computer is 4 years old, therefore I need a new computer, the argument is invalid.

What was said, however, is that the computer is "too old" and not merely that it is old. A great deal of information is implied by this, and is usually immediately understood by

the speaker and the auditor. To each ~~and~~ person, the argument is taken to be valid, because there is implied information that is known to each person in the conversation - and if it were made explicit the argument would become invalid.

The reason this is an efficiency is because much less is required to be said for both parties to understand ~~and~~ the argument, and to determine its validity. What also exemplifies the efficiency of it is the possibility of error - the same premise "too old" may be used to draw conclusions which do not follow even when all implied information is made explicit. Also though usually the auditor usually catches the sense and implied info instantly, sometimes it will not be grasped - or only partially.

With efficiency there is both increased speed and increased risk of error.

What is implied in the "too old" - is one - that it is excessively old - old to a point that it is ineffective in some way. Also there is the mutual understanding that

technology progresses - that at some point technology already owned will become unable to meet ~~some~~ higher demands.
 So "too old" becomes equivalent to "no longer meets modern needs" or "new software has made it ineffective". Let's rewrite the argument with the implied premises:

Not Ok. analysis:
 Classified -

I have a project that I need to complete
 I will buy any tech. that will make
 completion possible, if and only if, I cannot
 complete it w/ what I already have.
 I cannot complete the project with what
 I already have [why - does not meet ~~the requirements of new software~~]
 Therefore, new tech. will be purchased for
 completion of task.

Embedded.

Not
 ok

- New Software will exceed the capacity of older hardware.
- This software exceeds the ability of the hardware
- New hardware is needed to use new software
- Therefore I need new hardware.

some people are much more efficient communicators than others. Those that are highly efficient risk some amount of miscommunication and misunderstanding. Those who do not want to risk miscommunication end up doing too much talking - and then there is miscommunication/inaccuracy due to lack of speaking - not enough is communicated w/ precision.

Those who are highly efficient, even though they make errors, can virtually ~~make~~ eliminate the possibility that such errors will have bad results by being able to quickly detect the errors, and correct it. - like ~~an~~ ~~effec~~

Most Efficient Are Efficient because they have better feedback loops

The more efficient, the more feedback systems there are for correcting errors.

Long-term study planning

1. Before you've thought of how you would go about attaining expertise in a particular subject, as it turns out, the organization has already been done for you. Follow this process:
 - Visit a University's course catalog (preferably a university that is well known for the subject you are looking into).
 - Look at the arrangement of courses. There is always a hierarchy, with several routes that may be taken from beginning to advanced.
 - Create a visual diagram of the hierarchy of classes and the books used in those classes.
 - Choose your basic tentative direction: Email professors who are teaching the courses you are interested in, and obtain their course syllabi.
 - Borrow or purchase the books to be used in the courses. Read these books, putting emphasis on the sections & subjects emphasized in the course syllabi.
 - Do the same thing for each class you think you should take in the hierarchy.

- Do this for all of the subjects that you are interested in.
 - Ex. Math Physics
 - Geology Astronomy
 - Psychology History
 - Biology etc ...
 - Choose ones that you genuinely think are worth pursuing. Follow each sincerely as long as it is worth it for your purpose.
 - As you progress, you will need to use a method of knowledge maintenance

For each subject get supplementary videos. Videos about the topics (from YouTube for example) that will help you generate or maintain interest in particular subjects. Make a library of informative videos - for you may want to re-watch the info you've Nova Tuesday, forgotten or simply to see an interesting video again - it's more beneficial entertainment than other things on television anyway.

- Another method - The general or anthropological
to more specific methods.
 - History of world → History of Region - or -
 - History of a time period → History of a short
time period or small region etc... → to
levels of greater specificity that are of interest.

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→ Confident
their will
help us
the thought
clear out!

Fallacies and Other Errors of Reasoning

sections to add

A sophistry

- Red herring
- Straw Man

etc ... look to your english book that included a list of errors of reasoning

Category Mistakes

- cross categorial inconsistency - subcategorization requirement overlooked

Potentiality and errors of identity

Statistical errors - intuitive & deductive errors

- premature generalization
 - over generalization
 - misapplication
-
- add more - many many more.

In itself errors - obverseness errors (Relativity)

- Age / duration
- Size
- Quantity

~~408~~ ~~What's new?~~ ~~What's right?~~

Sink errors - ~~Distortion~~

Availability heuristic

- too much ~~too~~ weight for intuition
- transferring current ~~as~~ properties to the past. That mistake.

- Authority

- Simplification

- ~~Assume~~ assuming it must be simple or complex
- premature generalization

- Abstraction

- False analogy

- Analogical errors

- Selection (?) forgot what you were thinking

- preferring one explanation over others

- Oklahoma razor - multiplication of entities

- division of catastrophism - & scientific expectation.

- errors of equivalence

~ paraphrases

~ summary

- characterizations

(an error in a paraphrase does not imply an error in the original)

Availability
Heuristic

~~Characteristics~~
~~good/bad~~

con justified preference
of characteristics

~~not~~
~~more~~

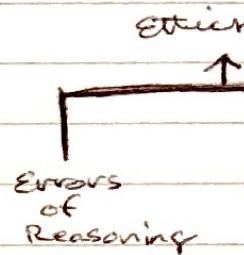
related
A new
approach
to the
study of
ethics

Cause-effect mistakes

- confusion
-

ch / caught

error of
objectification



Efficiency &
Physiological
factors
errors

The attempt is
to build our
own free of
shrink
over

Errors of association

Property assignment errors, Property transfer
errors

error of completion -

- ideas for the organization of this work

~~Generalization~~ Generalization of subjects covered -

1. Sophistry - Fallacies often used deliberately to get the audience to do something to benefit the speaker. The object is to deceive the audience in some way. These forms of reasoning are found most frequently in Politics and Advertising.
2. Errors in inference - Logical mistakes, misunderstandings of induction (like statistical errors), misunderstandings of deduction.
3. Other common errors ~~in~~ organization
 - Problematic premises, Error of valuation, problems in ethical reasoning
4. Emotion and Reasoning -

an interesting fact that relates to "emotional-momentum"

sometimes a child will show a strong emotional response to ~~some incomplete information~~ their perception of an event. - example.

- Birthday - Ashley Oct. Sept. 3; birthday Silvia Feb. I buy Ashley a birthday present. Silvia, forgetting that I also bought her a birthday present, and believing I didn't, begins to cry and is angry that I bought her nothing. On reminding her that I did buy her a present, and it was what she wanted, she will search for a reason to justify her sadness and anger, despite the fact that the justification has been taken away. Adults ~~also~~ do this, in a lesser degree.

- Use videos on perception & psychology, and interesting illusions and illustrations to prove that things are going on in their brains, that are not in their control, to shape their experience. & compile these things together to illustrate these phenomena to people.

- you may be able to use some of these things to demonstrate determinism, and to show the complexity of human identity

- The error of not subcategorizing - The fallacy of concept continuity, or the fallacy of misaplying or misusing a concept or category.
- When formally the argument is valid, but when the concept or category used is treated as identical in different premises or the conclusion when further refinement of the concept is required (like subcategorization) due to relevant differences in the things signified by the concept or category.
- ex. "President. Please bring our children home!"
- Then are several interesting analyses of this; here's one.

Here is a paraphrase of this same idea, with the implicit argument made explicit.

1. We, as adults, are responsible for the well-being of our children, and we should protect them from danger.
2. Our children are currently at war in iraq. This is a danger we are not protecting them from children.
- and 3. We should bring them home to protect them from danger.

The word children is taken to signify the same thing in each case. A person arguing against this argument will surely bring up the obvious fact that ~~the book~~ we do not have "children" in Iraq - this is obvious without the paraphrase - and the paraphrase (or re-statement) makes it clear that children are used in (is diff from bath 2&3.)

- On the above case someone may argue that this is simply a misapplication of the word "children". As will be shown in a moment this mistake can be made (and less conspicuously & more frequently be made) even when the concept is properly applied. That is, it's been overlooked that there is an relevant diversity of the things (or things) signified by a single concept. In other words more concepts or names or subcategories are required.

Example:

BEGIN A PERSONAL GUIDEBOOK FOR THESE SUBJECTS.
 / MAKE THEM WELL WRITTEN ENOUGH, AND
 PUBLISHED ENOUGH, SO THAT THEY ARE
 PUBLISHABLE. THIS IS GOOD PRACTICE FOR
 YOU, SINCE YOU WANT TO BE A WRITER,
 BUT PERHAPS IT WILL ALSO
 BE PROFITABLE FOR
 TEACHING, TUTORING, PARENTING, CHILDREN ...
 IDEAS YOU WANTED TO WRITE ABOUT AND EXPAND
 ON.

- 1. Partial truth and partial falsity of the phrase "A parent or mentor isn't to be a child's friend."
 - You wanted to relate it to the level of comfort you want a child to have in speaking to you on particular subjects.
- 2. Kids when young need to experience strong positive and negative reinforcement in relation to their studies. They need to know that when they don't work hard there will be consequences they would greatly wish to avoid, and that when they do well benefits ensue.

Book idea: A programme for teaching children - a step by step teaching process - ~~an~~^{highly specific} order for of this teaching ~~the~~ children from ~~the~~ early childhood to ~~the~~ Early adulthood. A teaching system - not how to teach, but what to teach, in what order and when.

- 3. Children need to be aware of your rules and have a clear understanding of what will happen if they break them. There must be a rigid consistency of application, and in cases that are new, which you have not considered, and are unsure of how to react, you must consider letting it slide - you must always be a keeper of justice - ~~yet~~ the children must strongly come to

Death

- Whenever we think about death, and we experience an acutely dreadful feeling about it has appened to us everyday "fear" of death - a negative attitude towards death; we are usually thinking about it in a way that doesn't really reflect death's actuality at all - it is a characterization - it is our imagined view of what death is and what dying lead is like. Our feelings about death stems from this very inaccurate (or altogether false I should say) view of what death is, and how we will experience it. Much of what scares us about death can be alleviated by simply thinking slightly about the subject, and truly understanding what such a Pdying death would be like, what it would feel like. The deeply ingrained feelings and most negative feelings ideas we have ^{had} associated about death can be supplanted by a realistic (not nec. wholly pos. but at least realistic) view of what it's about. Once we have thought it through slightly, and we meditate on those thoughts concentrating and frequently, we will lose much of the fear we originally felt about it. Or too bad children we, ~~were~~ not brought up on such ideas now, at adults, we have to overcome years of faulty thinking we may not be entirely able to replace.

Date _____

Why Read? Why Write?

- Continue to write on this subject - no one really does not seem to understand deeply the benefits of these things. Remember to include a section on proper application of the rules you put out.
- Keep a list of all the subjects you want to write about (sort of) compile them by relevance, create categories and (mixing) subcategories. Make sure to continually update and refine so that you ~~will~~ actually complete the writing you want to add planned to do.
- Main Reasons for Reading & writing - by subject (so that you have starting points for continued writing)

Reading

1. Reaping the benefits of others long term efforts - not having to start from scratch yourself.
2. Unpredicted News and unexpected perspective.
3. Development of attention - ~~depth~~ Create depth of thought on particular subjects

Writing

1. Thinking things through to a deeper level. - ~~Bob~~
2. Building on previous thoughts - rather than starting from the beginning to build.

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3. Records your ~~toote~~ mental development - probe deeply and objectively into your previous thoughts and feelings. A mental history. Instead of looking back and changing what happened - by putting our present self into the past situation, you distort your past self. write your thoughts and you will see yourself for who you really were - or who you represented yourself to be.
 4. ~~Progress~~ Progress more fully as a person - and spread your works to others so that they may also benefit.

Short stories for children
and
plays

Bobby loves his food. It doesn't matter what kind of food you put in front of him - he'll eat it. Now that doesn't mean that he likes everything he eats - he just eats everything. There are some foods he doesn't like, and like most other kids, they are the foods his parents are always trying to feed him.

I said Bobby would eat anything, but did I tell you that sometimes he needs to be bribed to eat the foods he doesn't like? His mom always wants him to eat stuff like cabbage, carrots, broccoli, cauliflower, and other vegetables, too! and he'll eat them - but on one condition - that he gets his roasted chicken.

Roasted chicken is Bobby's favorite food. His second favorite food is every other kind of chicken - Bobby loves smacking on chicken!! And when his mom wants him to eat anything that doesn't taste good - it had better come out with some chicken!

Last year Bobby ate \$100 ~~chicken~~ - but Bobby never feels thankful for his meals. He was almost never thankful his parents for making him dinner, and worst of all - he never thanks the chickens!!

Bobby will soon find out that this is one of the worst things he could ever ~~do~~ do.

Idea. Make this a play - there will be a narrator, characters, a setting etc... lost into how people are written and emulate their form. May be best

Narrator - ~~Father~~ The guy who watches what people do... without them even noticing! (How dare he... do that!?)

Characters: Bob, Matt, Silvia, Bobby, etc.

Bobby (Another name?)

Matt (Matthew! God bless you!)

Ashley (She has it with other girls now)

Silvia (She's a real bitch, I mean there's nothing

Bobby's parents will be hot, whatever

Matt's parents will stop at nothing with

your parents!! (Just kidding!)

Chickens (Lots of them) in the garden

Pigeons (A lot of them) in the garden

Vegetables (Lots of them) in the garden

Marigolds (Some were eaten but so many fresh)

Flowers (A lot of them) in the garden

Grass (A lot of it) in the garden

Shrubbery (A lot of it) in the garden

Plants (A lot of them) in the garden

Splitting wood

At the cabin you needed to split wood with an axe in order to have fires in the fireplace. Ordinarily, at home, this is something you would not really be motivated to do (aside from the fact that you do not have a fireplace), but at the cabin you need the heat, and you know that if the wood was not split, there would not be a fire. So you quickly went out to work - you were self-motivated - no coaxing from yourself or others was required.

To your surprise it was a very enjoyable thing to do - and it was rewarding. The experience was much like the other things you do outdoors - after convincing yourself to actually do them, you realize that you love to do them outdoors even if it is simple work. You love the feeling of the breeze - the sun, and seeing the trees and hearing the sounds - you remember how stimulating it is, and how you originally fell in love with the outdoors. And once you start doing it, you cannot help but become excited and plan the next time you will be able to do it; your next outdoor adventure.

But after this experience, you realize your need

activities and even once again encounter the obstacles to your outdoor life - laziness, fatigue, the television - and most importeth forgetfulness - you forget the feelings you have while you do your outside activities - you forget how stimulating it is and how beneficial it is to all other aspects of your life. You remember of course what you thought about, but you do not actually feel it - you don't re-live it - if ad if you did remember it with great clarity and feeling, you would have no trouble going out and repeating it - just as you repeated those activities at the cabin.

- Thing about yourself that you've noticed in relation to the above? When you over-exercise, you become aware to exercising the next time. This same effect is true of ~~too~~ many other things that you do - like if you study too long one day you will not want to ~~study~~ the next day - if you work to hard - next time you don't want to work. You noticed this also about going for walks with Kim. Last time you walked it was for three hours - it was very tiring and you were sore afterwards - so now when you simply think about going for a walk you have vague negative feelings about it even though you well know that you love doing it. (too nervous about this later. Generalize?)

Things to add to your work against religion

- The continued influence, use, and adherence to old theological proofs in the existence of God - and that these have been summarily discarded in recent philosophy, modern and ancient philosophy.
- The fact that so called "proofs" of God's existence continue to fail that the grounds for belief in God is not to be found in philosophical reasoning, but elsewhere.
- Those proposing proofs for the existence of God would not discontinue their beliefs and adherence to God if it were shown that these reasons are no good. This exhibits a certain level of dishonesty - as they usually propose such arguments for persuasion and proselytization, but if these arguments would be discarded without affecting their beliefs, they are argument of little importance for grounding the belief - which shows that the arguments used are supplementary, and also that they serve to convince others. But why convince others w/ arguments that aren't fundamental.

- another argument against talking too much. Allow people to enjoy themselves - some things you say can ruin their mood completely - it's a simple matter of timing - if it is not a good time to say what you are thinking, simply don't say it.
- We can prefer some arguments to others based on the characteristics of the argument - even if they are clearly false. We must remember this: When we consider an argument that sounds good, and far exceeds in quality other arguments, it can often still be as false as the others.

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- When you imagine yourself in dialogue, the things you imagine yourself saying are things that you potentially would say (frequently, possibly) under the right circumstances. Example - sometimes you imagine scenarios in which someone does something you find irritating - things which make you angry - and you immediately respond with angry phrases, insults, obnoxious etc... the fact that you think these things so effortlessly & automatically shows that you may actually respond in these ways in certain real life situations.

Suppose you never actually end up in a situation that will bring these actions out ~~together~~ the things that you would be ashamed of, and angry with yourself about. ~~Should~~ You still have these same qualities as the person who actually says and does the things - it is the external condition that is determining whether or not you seek ~~for~~ to change this thing about yourself.

- ↑ About 1. Obviously you ~~can~~ imagine actions that you would never do under any circumstance - the character of the thing imagined can drive you into whether or not you would ever do it. (if it is possible)
2. something can be said here about those that ~~create~~ ^{external} conditions that will deserve the poss. that these behaviors will not ensue. But w/ it is still entirely

Excessive use of extensions and abstracts = Universal

Collection / List

Nothing

Something

Everything

Nowhere

Somewhere

Everywhere

No-one

someone

Everyone

No...

some -

Every / all -

All

Some

none

Omnipotent (All powerful).

Powerless

Perfect

imperfect

worthless

Worthy

all valuable

all knowing

knowing nothing

Buddha

advise others well, even though
talks with others are full
just words, no action, foolish
disorderly, and no discipline.

plus

The Analogy of Workmanship with Workgodship

- anthropomorphization
- First - causatory, reliance,
- False analogy

functions of spirit

spiritual

functions of spirit

spiritual

functions of spirit

spiritual

spiritual before the

spiritual) wants

spiritual

all of us

spiritual

spiritual, spiritual things

spiritual things

spiritual

spiritual

spiritual things

spiritual

Only

*most over-used
and misapplied*

concerns speech acts that make weaker their arguments true. They believe saying, unless they are clearly hyperbolical.

*- qualifications
are usually
needed.*

All
Nothing

Some

*statements require proper
indication / usually this proper
indication cannot
be supplied*

Perfect / flawless
~ blemished

→ Perfect / flawed.
blemished

Whole
part

Unity] Ambiguity

Existtent

inexistent

diversity

Forever / Everlasting



Never

Eternal

~ temporal limit

not eternal
temporally limited

est suffix / most / least
- least

biggest, brightest, smallest,
most dim.
know.

Unlimited

limited

*Absurd
absoluta.*

immediately
instantly
constantly
spontaneously?
completeness.

Potential (You must investigate the idea of potential - it is a strange concept.)

impossible
→ possible

possible

(Modality)

degree
highest
lowest

biggest
smallest

first

last

intensive
most
intensive.

some

few

many.

Most people didn't like George Bush. Even this statement is difficult to justify on the grounds of lack of evidence and there has been arrived at by invalid

Logical Analysis of Arguments.

First analyze the argument as it was said or written. Examine all speech and writing aspects - tone, attitude etc... Then examine the context of the argument - this means you must know more about the book/article in which it was presented, includes audience, PURPOSE and the subject/writing of the rest of the essay - (is the argument self-contained?) - or if it is a speech you must know where it took place, audience, ~~writing~~ purpose of the gathering, PURPOSE, etc.. All of this can be a difficult task for the simple analysis of a short argument, but much can be bypassed by quickly determining which contextual aspects are relevant (Later give examples.)

The next stage is interpretation of the message and translating into one or more literal arguments. Determine afterwards which ones best capture the meaning of the original - narrow down to the equivalent translation (sometimes you will be stuck w/ more than one when there is no good justification for selecting one among them).

^{literal}
Break down the argument into parts. If it is needed, you can formally symbolize the argument for analysis. This is not required for all arguments. For certain short ones it might be easiest to

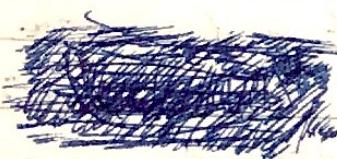
simply visualize it in graphical form or need to simply analyse it purely linguistically. This can be done by locating the pivoted connectives. Sometimes full analysis is not necessary if a large chunk of the connective is found to be false it falsifies the entire argument.

- useful - placing arguments into categories - so that each argument you encounter isn't perceived as novel
in this way we can anticipate the best way of approaching this analysis.

Choosing an activity to pursue.

From a young age it is very important to stay focused and choose activities that will be interesting and can be developed life long. - It should also give some opportunity for a related job - the activity should have the possibility to make money. This can be accomplished in almost any activity or hobby as it is eventually mastered. If mastered, people you may be useful for information - for reference, or as a teacher.

Freedom & Determinism



The possibility of freedom is greatly diminished when we look into the actual sources of our thoughts that lead us into what we called "free action" or "free volition." Suppose, for instance, that we are driving down the road when we are confronted with a choice: "What will I have for dinner? Should I go home and cook dinner, or should I get take out?". After this thought we begin to consider our options, and which we would rather choose - we might think "You have plenty of food at home and it will not cost you additional ~~money~~ - but on the other hand, you are hungry right now and you haven't bought anything in a long time."

This appears to be a free choice - there is certainly no one preventing me from choosing an option. Of course

my choices are limited in several respects, and I cannot simply buy any meal I wish, as I do not have the money for an extravagantly expensive meal, and I cannot buy something hundreds of miles away (my girlfriend would leave me!). But you have at least two options that you may choose "freely" at least in the sense that there are not no external obstacles. But as we've seen before there are further internal or mental barriers. Do we have a habit of ~~disliking~~ buying carry out, and are we simply saying we haven't gotten it? Our habits are barriers - they are not absolute barriers that cannot be overcome - they are partial roadblocks that ~~present~~ decrease the likelihood of choosing a particular option. And there are other internal factors as well - like the mood for example. What if you are sick of buying and are tired - and you just want to sleep. What if you're too lazy to make yourself a meal. Then we further barriers. And as we've said above, if we knew all of those things beforehand we would do a good job of predicting what this person will do - suggesting fewer governing the behavior. - Much of this still needs to be discussed.

Agnosticism.

American Heritage Dictionary

- A person who believes that nothing is known or can be known of the existence or nature of God or of anything beyond material phenomena; a person who claims neither faith nor disbelief in God.

Skepticism

a person inclined to question or doubt all accepted opinions

Philosophy - An ancient or modern philosopher who denies the possibility of knowledge, or even rational belief, in some sphere.

Agnosticism - From Merriam Webster online

Etymology - Greek agnōstos - unknown, unknowable, from a + gnōstos known; from gnōstikē to know.

American Heritage College Dict (Packed (vise PDF))

agnostic

1. one who believes that there is no proof of the existence of God but does not deny the possibility that God exists
2. one who is doubtful or noncommittal about something.

skeptic

1. one who doubts, questions, or disagrees with assertions or generally accepted conclusions
2. one skeptical in religious matters

ambivalence

1. the coexistence of opposing attitudes or feelings
2. uncertainty or indecisiveness as to which course to follow.

gnostic

1. of, relating to, or possessing intellectual or spiritual knowledge.

Agnosticism

To avoid confusion, and to justify my alternative usage of this term, I will briefly discuss what it normally means and how it is normally used, forms of agnosticism, and what I believe to be the core idea within most conceptions of agnosticism.

Agnosticism in relation to religion - or God. ~~Theological types~~

- 1) - agnostic as one who neither asserts nor denies the existence in God (simply)
- 2) - Agnostic as one who neither asserts nor denies the existence in God, and thinks it is unlikely God's existence can be proven
- 3) - " " and thinks it impossible to prove the existence of God.
- 4) - " " and " and that no one really believes in God.

There can be other forms & modifications of ~~the~~ agnosticism - all you need to do is append something ~~not~~ extending the definition (non contradiction).

At the root of each of these forms of agnosticism (at least the first version) is skepticism (or ambivalence).

The agnosticism I wish to discuss here is the purely skeptical version. Versions 3 & 4 have lost their purely skeptical standpoint - or you may say, they are only agnostic in relation to their belief in the existence in God, but not other aspects of religion or religious belief.

Agnosticism is a more general sphere.

I do not wish to use the term agnosticism simply in relation to belief in God - but to other beliefs as well.

Agnosticism & Ambivalence. Agnosticism is weakness

One may be agnostic globally without being ambivalent to the point of being considered mentally weak. A critic may say: surely there are some things you may be certain about, or at least believe in. Some things are obvious - and anyone who denies their truth, or refuses to believe, is of weak mind - the motivation for not believing is an irrational fear of making a mistake. One may also argue that agnosticism is a single-minded dogma - and that it is unnecessary

that it should range over all questions whatever, and that agnosticism should be restricted to certain areas such as religion, and other speculative areas of philosophy.

Freedom and Determinism.

But before getting into ~~this~~ further details, I would like to take this discussion in another direction.

What caused us to get into this decision making thought process in the first place. We were on our way home, driving our ~~old~~ car, when we suddenly thought "What's for dinner?" So this was this question may seem odd to some. Someone may instantly reply "It came from my mind." But anyone who takes a moment to really think about what is being asked - "Where did this thought, or any of your other thoughts come from?" will ~~discover~~ come to see that our thoughts "Just sort-of... pop up" from seemingly no where. We are thinking of one thing, then suddenly we are thinking another thing. But what was the cause of this or that thought. People instinctively think that they are ~~the~~ the source of their own thoughts. Clearly, however, we do not make ourselves think things - we think whether we like it or not, and the things that come to mind, and the way that they come to mind, and the form that they come to mind, are not chosen by us - we are bound as we are here. It cannot begin to think

spontaneously in a way that is not characteristic of the way that I think now.

Some people would want to include the source/origin of our thoughts as who we are. But this is strange once considered closely - we don't know the source of our thoughts, and we are not conscious of our thought sources - we do not experience the creation of our thoughts - "They come to us" → this is about the only way we can even speak about this phenomenon - we can say things like - "They pop up from nowhere" or they are "injected into my mind" etc.. each of these thinks of our conscious mind as "us", and that the thoughts ~~are~~ come from something other than ~~us~~.

This own discussion of freedom leads us to questions involving personal identity. ~~etc.~~ How can I say I am free, when I have not fully analyzed what I am? If I knew more about what I am, perhaps I can then determine whether or not I am free? Or is it that we know little about my personal identity, I at least know that I am free.

If we accept that my ~~all~~ thoughts about whether or not I am going to get cancer will come not from me, but elsewhere, and have been injected

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into my stream of consciousness, then look we must say that our decision to set areas out (if we do) was not entirely free - for one thing, such an idea was thrust upon me, and each thought up to the point of me making a decision was thrust upon me - ~~thrust upon me~~ that one standard gained preference ~~over others~~ but and even the preference was thrust upon me.

~~Jeffrey H. Miller~~ Other things to consider about personal identity:

- ~~Jeffrey H. Miller~~ Do there a unified self. What am I - am I a singular being?
- The possibility that "I" is simply ~~the~~ useful biologically ~~soul~~ and that the only time it may be used for a single entity is to name the collective entity which I am part of - (think about ^(propective) in relation to this - speed is not a characteristic of a car).

Are you a bad writer or is this something that is just difficult to talk about.

* All of this will require reading about consciousness & theories
of personal identity ^{more}

Our conscious experience can be viewed as the foreground, and the thought source may be considered the back-drop - or the background. ~~of course~~ The question is whether or not the foreground and the background are ~~the~~ part of I. No doubt the background plays a role in determining who I am, what I think, and what I do etc... but does ~~it~~ is it ~~then~~ a part of who I am ~~as well~~? certainly the foreground is - but what about what goes on behind the scenes? so to speak?

This is a very difficult question to answer and involves an understanding of what we consider ourselves to be.

~~Mathematics~~ analogy - the proper use.

Find a work an analogy — learn about what constitutes proper usage in different kinds of situations.

Study examples of bad analogies. Workmanship/Workgodship analogy, for example.

~~The best~~ analogies may be thought of as parallel with that in which they are the analogies of — they have similar form.
(this will probably take you into the analysis of a "situation.")

do the analogy of a form of abductive argument?

What kind of argument is Ockham's razor?

Consider the qualities of the analogy of weather predictions and human behavior

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Teaching, Children, Parenting ...

People have a tendency to believe that an adult is something entirely different than a child, and that development is discontinuous - as an adult does not have child-like qualities. But an ~~adult~~ ^{adult} examination one can see in most adults those same behaviors that we hold to be childish, but forget them as childish when in the context of adult behaviors. We immediately notice it in children - and we seek to change this so that they no longer behave in such ways, but once those behaviors enter into adult life they are disguised ~~and~~ ^{and} and often go unnoticed.

Adulthood is a matter of perspective - if we lived to 200 we would be calling 50 year old men and women children - or we would introduce new stages in development to differentiate the highly experienced from those who have recently reached physical maturity.

You began to write this because of a parallel you noticed between a 40 year old woman (and many others) with a childlike behavior you notice in a child you tutor (Ashley).

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Ashley has a tendency to think something will be very bad in the future - some new change that she immediately dislikes, and does not want to happen - she'll cry about it. She has difficulty truly determining the positives and negatives about that... they - she gives it a disproportionately negative effect - and she reacts to it with disproportionate fear and anger - she makes a big deal of nothing. An adult looking at this situation sometimes cannot understand what the big deal is; why it would make this person so upset. Adults are better able to determine how good or bad it really is, and react to it with a more proportional emotional response. Even adults have a tendency to do the same thing - ~~they too~~ ^{it is} less pronounced and less extreme. Adults ^{still} have a tendency to overexaggerate the negativity of some anticipated change - they and ~~others~~ therefore react disproportionately to what the situation really is (they people react proportionally to the perceived importance of the thing in question). There are many examples of this - people probably do this every day.

ex. - Reluctance to do some task (believing it will be ^{more} difficult and unpleasant than it really will be).

- Change in the workplace (this clearly distinguishes well of normal development in the area).

situation, event

What is the situation

Situation (Continued)

- A situation is a set of pieces of connected reality.
- A situation may be composed of a variety of element types - ~~things~~ ...
- A situation set can be expanded indefinitely, until all reality is included, but it is ~~shortened~~ ^{more} (not indefinite then) according to relevance -
- The relevance ~~possibly~~ has to do with the purpose of the situation (why the situation is being spoken of).
- Add more later... (Relate above to the shortcoming of language in speech and in writing ^{this})

Part.

When in a position of monetary need,
~~obtain a loan~~ ^{from} by ~~lying~~ ask for
a loan on the ~~principle~~ that you will
repay it.

Univerifiable - no.

Only part is
adding specificity

When in a position of extreme need which may result in starvation, obtain a loan with a signed promise to repay it.

Univerifiable - yes.

(or maybe)

When you have a terminal illness only one known doctor, and you will die without surgery, obtain a loan with or lie promising to pay it back.

Downer Music

When juxtaposed with other types of music it is immediately evident that rap, and ~~most~~^{not} heavy metal, are forms of music that will put you in a lower mood. They put you in a more negative mood. It is noticeable when you listen to each genre of music at different times, but when you quickly switch between them, and compare them while each is fresh in mind, it is quickly evident.

Intuition

- Availability of intuition
- Trust of intuition (even when completely inaccurate)
- Availability Heuristic

an intuitive solution can take the form of a situation
do to an unexpected addition to the situation add-
the addition of more relevant information.

intuition

just you write it as
you know you tend to do
that.

situation

What has to consider this into.
Given this into.

Should I pay? Yes or no.
How can't pay?
If I don't pay what will
I do? ..

example:

- a) [The bill collector wants me to pay \$100 within the next 10 days. (pay bill)]
- b) The bill collector wants me to pay \$100 within the next 10 days, but I will not receive payment until day 11. (Consequently, any money elsewhere (in the bank, another job)?)
- c) The bill collector says that I have no other source of money than from work to make money (can you borrow from a friend?)
- d) " And I have no-one to borrow money from. (Do you have to pay the bill? Really?)
- e) If I do not pay the bill I will lose my home. (Can you find another place to live that's cheaper?)
- The situation is expanded in order to supply all the information perceived to be relevant for making a decision about what to do. The question here that lies at the core of the desire to analyze the situation is the whether or not what to do about the bill. We continue to incorporate more information into our list (or our "situation") until we feel we have enough relevant information to make a best available decision.

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The using an impersonal perspective is making yourself - depersonalizing yourself while studying yourself as an adult.

selves.

Thinking about yourself (add later - age toothed.)

- I don't know what the real motivation for the things I do are. They are behind the scenes - they are larger than foreground type of reasons - though the reasons at the foreground may have been "pushed" into the background.
- Question of traits that will enable you to pursue your long term aims (e.g. dutiful/obedient etc.)

Religion

As an argument against denominationalism, and choice of religion in general, was point out that people's ^{beliefs} are likely (highly likely) to conform with the beliefs popular in their area (if not, it usually conforms to the beliefs of the family). So your claim is that environment determines religious selection (or belief in general).

If you use this argument most people will simply deny it and affirm that they've made a rational choice - others will reverse it and say that you are only an atheist because of your upbringing and your environment. How are you to reply to this argument? You must reason this through.

You've used or an argument for the against atheism (or at least against a large number of acts deemed atheistic) that the fact that the person in question does not desire to do the opposite refrain from the atheistic act - that is, they feel discomfort in the consideration of refraining from doing the so-called atheistic act. This ~~means~~ that they, to avoid that discomfort, would choose the atheistic act, to refrain from having that feeling (not with more about this.) - But ~~this~~ this argument can also be used to make it clear to samers that there are pressures for them to have their beliefs conform with

those of others. They may continue to deny that there have a decisive factor in determining their beliefs, but you can claim that it does have an impact - ~~people they~~ These pressures can cause (int. approves) people to avoid second guessing, or following other courses of thought - it is easier to conform - And of course, much of the effect of the pressure may be subconscious subconsciously (even though the use of subconsciously is justified without more evidence - its too easy to use it to support even contradictory arguments).

It might work to simply discriminate the differences between someone who chooses the a religion based on their immediate surroundings and those who ~~have chosen~~ contemplated alternatives.

What you are doing here is seeking justification for your intuition. What truth does your intuition reveal?

¶ Most often we live on the spot - at new conversation or argument, if simple intuition - has not been thoughts through

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1. One difference between the two is the amount of time devoted to learning and making a decision.
 2. The consideration of a large number options versus a small ~~no~~ number of options (or none at all - other options excluded.)
 3. A proclivity towards conformity with those around you versus greater independence and proclivity towards consideration of alternatives.
 4. Frequently - Outlook concerning other religious view - less respect & more negative feelings about other religions. Persecution.
 5. Unquestioned conformation, in areas not considered except superficially, with conclusions made by others in their religious community.
 6. Degenation in areas in which experts of their religion would not be Expanded Faith.
 7. Forgetfulness - after it is pointed out that certain moral conclusions are inconsistent, wrong perspective etc... they will admit that they know little except their primary object of faith (which they will not give up) — later, after a short period of time, they will adhere to or affirm those same ~~religious~~ more ideas.
talk now about the forgetfulness of this population

↓
someone with all of these characteristics may progress and become sophisticated Christians, but will deny that they were ever of that type.

Argument

- The majority of Christians are not saints or highly moral, but are bigoted and confused.

most, majority, minority, typical, average, usually,
are all terms that are somewhat difficult to use in relation to personal experience because it will mostly be
unjustifiable inductive inference. These are terms that are much better than abstractions, but require care in their usage due to lack of proof or lack of evidence sufficient for such an inference.

same, Part, several etc...

all terms that ~~usually~~ can be freely used in relation to personal experience because they do not recognize a large breath of experience.

Universals, Existentials, Descriptives (what is the more of terms like most, majority etc...)

Many - simply indicates large quantity but is relative and agreed upon ~~definite~~ ^{predetermined} way of determining distinguishing if few versus many. It is a highly subjective term.

- If people were more scrupulous with their use of universal^{existential negation} and ~~ad hoc~~ other words that require large amounts of evidence ~~to be open~~ for good inductive inference, there would be far less works of bigotry in the world - because at every step in an argument weak points would become more clear, and things will have to be re-thought and re-worked out.
- This is a simple adjustment in the way we use language can have a dramatic effect on our professed knowledge - naturally we will come to realize that we know much less than we do.
- This does not mean that we will become entirely absent of conviction, nor getting ourselves caught up and never achieving anything, but that we will question our more dubious belief more frequently, and so be less convinced ~~in uncertainty~~ of things we should not be convinced of, all while ~~affirming~~ ~~sticking on~~ things. Convictions will increase with the less time and greater importance our decision making is.
~~in uncertainty~~
Mark by this, in times of peace, it will be diff. to convince others that something really needs immediate drastic action, because they may have become complacent. but it is likely that if those conditions were fulfilled ~~that~~ ~~play~~ ~~play~~ people would better realize what needs immediate action and what doesn't.

- Ways of justifying the use of most, usually, majority, ~~for this~~ from the limitations of private experience.
- ~~Methodology~~
 - 1. Appeal to a scientific study that appears to have been conducted according to sound scientific principles.
 - 2. This is ~~of this~~ results in a vast second-order experience (twice removed from actual experience).
 - 3. Shows that even though your experience is limited (you live in a small sample) your observations are true of that sample and there are valid grounds for ~~refuting~~ making an inference from your sample to your population.
 - 3. Most dubious - on trust of a highly trustworthy authority.

If ~~these~~ H₁ & H₂ are by far the best.

- Study different options.
- Choose Christianity - appears to be the best option (2 yrs of study for example)
- New information comes to their attention relevant to their original choice
- ~~Blanks~~ The choice for Christianity will likely beat this person in later evaluation of evidence.

— More ~~superior~~ than you are here allowing.

(We're for an atheist about God but we've got some positive choice)

should be given for making choices

why? and their effects

like
 I don't need to
 see anymore. I
 know the best
 options
 close yourself
 off to alternatives
 Even those never
 considered - reasons
 & other reasons
 / stay open to
 alternatives,
 change
 new reasons.
consider Absolute choice versus tentative selection

- Studies Religion for a couple years.
 - Selects Christianity - it seems true on the evidence so far considered. The evidence ~~covered~~ is narrow.
 - ~~Selects~~ This choice itself is likely to bias the person's later consideration of evidence - ~~you forgot~~ lost your intuition
- it will result in discounting of evidence that may be good.
- the result of this choice is a ~~stifling~~ of the process of reviewing the evidence, all due to a ~~of~~ quick decision

A person who did not make the selection at 2 years, and continued studying for ten years will probably have a more balanced understanding of religion, and will not have been biased by a poor decision. The person who made their selection will probably divert from a balanced study to a focus on the religion they've selected. At 10 year person two, the one who did not get closer, will then be able to make a choice on the entire breadth of 10 years of study. Person 1 will almost certainly not do this. They've made their decision, they are unlikely to change in any way, ~~and that choice~~ they almost wouldn't have a ~~strong~~ choice.

- Closing yourself up to other alternatives
- Likely to become adversarial to other options and evidence (even those never before considered.)
- When you bring a new alternative to their attention they will immediately want to deny it (demon induced intuition) even if they've never considered it. They will dig for reasons. They will deny what you tell them is true even if they do not know how it is false. They will assert that it is false - they have faith it is that it is false. They have faith that it is wrong because they have faith that their religion is right.

Note this will be the case even if they perceive it is false - they ^{will} assume that certain ideas are incompatible with their belief system

see if there are parallels between superstition and Christianity - study superstition

- Give an example of how this would work - it clearly shows how mad and fanatical each belief are.

- ~~Even though~~ They usually don't even know which beliefs are compatible or incompatible with their core beliefs (often don't know what the core beliefs are) Logic is required to see if all beliefs are consistent ~~they~~

Difficulty of Systematic Morality.

- System builders strive for internal consistency.
- New information not considered & will often require re-building.
- The frequency in which unanticipated things come along that have many times system may need to be re-built.
- Analogy up as brand new building project and the many mistakes.
- All previous systems of morality ~~such~~^{have been} shown to be deficient

- This is a difficulty if the ~~systems~~ system is rigid. If a system is built up that is inherently flexible, then making changes and absorbing new ideas will not be catastrophic for the system in place.
 - For a system to be flexible, at its foundation there must be some principle ~~of~~ expressing tentativeness. A system of agnosticism would meet this requirement because it is ~~never~~ fully decided - it ~~always~~^{allows} open for open consideration of new ideas and

Next time you exhibit why literality everyday language, can have very negative consequences, and that a push towards a kind of literality will have positive results.

When you are proofreading your writing or when you are searching for the proper word while writing, try to keep in mind the Qualification Requirement. You will keep track of weak points in your arguments - sections that require qualification - and you will make sure all qualifications are given; and also, you will consider if there is another way of putting it so that it strengthens the argument.

If you ignore the qualification requirement, you misrepresent your own personal knowledge - your lack of understanding in each area should be disclosed to the reader so that they can also see the points of weakness in your argument. From the rhetorical perspective, or the baptist's perspective this isn't the best idea - because it makes it more difficult to convince people of things if you raise so many objections to your ~~own~~ own argument. - In cases of law, for example, you are expected to present your case in the best possible light, using all the tricks possible to convince people to go with your plan. Ignoring the qualification requirement is dishonest - and it is sad that today, ~~not~~ many people speak in a way that exhibits their ^(some consciously of course) subconscious desire to represent themselves at having more knowledge than they do, or that they are better people in general.

Appellee tendered the original copy of the first Report to
which was unacceptable.

Much literature would become less beautiful if submitted to the rating of the gratification requirement.

If people were able to meet the qualifications required, in all but their writing and most of their everyday speech, the Biblical commandment would immediately be set in half.

- Effects - Propaganda and Advertisement would become much less effective unless the products and ideas to be sold actually have worth, and arguments convincing you to act in such a rush in a way are high quality.
 - People would have gained a habit of lying truthful.
 - the qualitative requirement would foster a respect for truth, and not simply the false glorification of the self.

The place to start with this is with yourself - you will want to be an exemplar - pushing it on others will make others copy you — after ~~such~~^{no longer} ~~warnings~~, we often assume in language that the meaning taken from certain expressions is to be the qualified form, and that it is a mistake not to stick to assume the qualified form.

More on Absolute versus Tentative Humanism

- Decisions about religion, or about topics, are like conclusions
- If you examine the conclusions we make about other common topics in our lives, you will see that conclusions are often sought for, and usually result in ~~some~~ intellectual closure.
- We seek closure on some topics for a variety of reasons - when something is bothering us we want to make it right for ourselves - to think about it in a way that makes us comfortable about it. These ideas are concluding thoughts about that topic. Other times we seek to reason things out and come to conclusion that are abstract - so we do not feel they are subjective and relative only to ourselves. These are conclusions brought about primarily by social ^{motivations} motivations.

Another reason among many others is simply to satisfy curiosity - we become curious about something we do not understand, so we seek to understand it - and though some like the process of seeking answers in themselves itself, usually the goal is some kind of conclusion in understanding the object of the curiosity, but even in that case conclusions are made to make one feel they can progress to something new.

- People often feel that they only know something if it has some completeness - they seek conclusions as ways of thinking that has some kind of depthness absolute to it.

This is not true
at the same time
is that
something
opposite

- we ~~would~~ draw conclusions often in order to cease thought about that topic and to move to something else - in order to progress in knowledge

- it brings closure to that topic. closure

chess - This is the point at which I think people make intellectual mistakes - and stagnate themselves, or恨不得ly select something without among all the relevant options. It is the common, some belief that before making a choice, at least when there is time, to consider all of the important relevant options before making a decision. As the matter in question increases in importance, the greater the importance there is for considering all alternatives, and using creativity to invent alternatives, all so the choice taken approaches the best possible.

- People choose a religion, draw conclusions about religion and bring closure to their enquiry prematurely.

People choose the religion of their parents while they are children, and learn their religion exclusively - growing up / from entirely ignorant of alternatives - and stay at ^{before} ~~the~~ ^{they are} Dogmatism as they are ignorant.

- Others spend time, and make a selection, but when new option or alternative come up, and even when they are immediately known to be relevant, and interesting, and not yet ~~as~~ considered the options, that option is not fully considered - or, though this (be to be decided) it is reduced to a ~~con~~ option without justification.

Difference between agnostics & ~~those~~^{the} may religion

- Greater exploration of options before selecting
- Other criterion of options to consider is attainability
- Try to differentiate between possible and impossible
- Agnostics
- claim - We chose Islam or became Muslim because of where they are from (but social, culture, people, schools, their parents etc...) and the very limited extent of their education.
- sceptics - Those you may ~~be born~~ not have chosen the ^{the} religion of your parents, but everything you ~~know~~ know, and all of what you've become, was determined a great deal by your environment, perhaps even mind as d.
- agnostic - but it has not made an absolute decision on the basis of my limited experience, and I've allowed room for new experiences

you
but
I
with
when
your
teacher
shoulder

A choice for Agnosticism is ~~the other~~^{an} choice which is not a commitment. It allows for evidence that would prove that it is not the ~~case~~^{but case}. to think about things. It is not Dogmatic; it is not an absolute creed - it is open mindedness itself. Open mindedness is a quality which lets in arguments for becoming closed minded, but only follows this route with the highest level of proof. open mindedness is ^{a form of} personal freedom.

To what extent should government and law be related to personal morality?

(This is a very complex subject - cannot be that they should be highly related or very loosely related.)

Personal Guidebook.

When you set out to work on some project expect unanticipated problems to arise. If you assume that all is going to go well, and it does not, or if there is a very difficult problem, you are more likely to become angry or frustrated, or in the least stressed. You can decrease the possibility that you will become frustrated or stressed by changing your outlook - by changing the way you approach your project. Instead of taking it very seriously, as though difficulties will be huge problems ~~that~~ and will lead to things you don't want to do - or less of this etc... You should proportionalize ~~the~~ ^{the project} emotional status in your life, and approach it with that level of importance.

Approach your work as though it is a game (though with a higher degree of seriousness). Expect this game to involve problem solving - try to do your best in the game, but if things don't go as planned, your reaction should be the same as if it really were a game. You'll play again tomorrow, and maybe do better.

A game
you will
have to
win at
least to
get to
the end

view unanticipated difficulties not
as problems or difficulties but as
challenges - move yourself to
confront them challenges - or you would

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an interesting fact about this is that this way of thinking about it is no less true than the other ways of thinking about it - you are not fooling or deluding yourself by thinking about it in these ways. For example - what you normally think of as a problem - or an unanticipated difficulty, is equally a challenge. You may think of a challenge as a problem in its naturally, neutral connotation - it is simply that you've encountered an obstacle you need to work around. You can also justify in thinking of work as a kind of game - both are things you can work to become better at, both have challenges you must face and overcome. There are rewards to both, there are pitfalls if ~~things go~~ you don't perform as well, and lastly, you can enjoy it. When you master it it is something to be proud of.

Though work is important, in your case, as with most Americans, it shouldn't be your sole occupation. Losing your job doesn't mean losing your livelihood; you almost always have options. This for ~~most~~ people in your situation you are instead in thinking of it as a game; a game in which a loss does not have an ~~extreme~~ extreme degree of consequences. If you treat it as a game, and you show discipline and try to become good at it, ~~you will~~ it will be very unlikely that you'll lose completely; ~~yes~~ a loss ~~is~~ will usually constitute a ~~setback only~~.

All of this falls under the idea of putting a positive spin on things rather than a negative one. It also adheres to the idea that one characterization is as good or another (as true or another if it preserves the important aspects of what it is characterizing), but does so in a way that is more appealing or is apolitical rather than pessimistic - it preserves reality, while presenting it to us in a way that is not as depressing - in a way that can contribute to happiness. It also conforms to the idea that one emotion should have proportionate to the seriousness of the situation:

- If a friend dies, cry about it.
- If you ~~accidentally~~ spill a soda do not cry about it.

(Write about how we should proportionately our affect to the situations. And specify exceptions to this idea that ~~the~~ proportionality yields acceptable reaction).

Of course a game is only an analogy - and you are not expected to make a game of your work in a strict sense. Games are generally recreational, and the outcome of the game is generally not going to affect your livelihood, or your results in your work will. This immediately implies that you should take it more seriously, or the degree to which it affects your livelihood increases.

So, in your case, you should think of it as a more serious sort of game, a ~~wast-game~~, which you must play, and which has a medium-high level of seriousness due to your current financial difficulties.

Another point to be made, is that while ~~somethings~~ may deservedly be considered lightly serious, perhaps justifies a proportionately serious emotional state, it is not particularly healthy to be unflinchingly serious. The serious may remain as a backdrop to your activity - while the remainder of time, while you are playing, it may be viewed with less seriousness, specifically to decrease stress and increase personal efficiency. In such a way, the very seriousness of the situation may require a degree of light-heartedness so the ~~serious task~~ task itself can be completed. ~~than this~~ This is a clear exception to the idea that ~~the~~ effort should be proportioned to the situation, or if not an exception, a further development of this idea. ~~the~~

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Matthew
come
to me: ever seen them?
I took them
they said
about our
opinion - that one
we must be able
to make a request.
Presentation request
or what
you knew

Things to include on checklist:

1. Clean office
2. make plan about what to do each day of the week = day specific activities
 - make a more specific plan
3. Give the job more purpose
4. Find your block you - if you cannot you will have to set a new one

! to move to
another position

Things to add to the To-do list:

1. Apply for re-admission
2. September Movie
3. Look up late spring classes I would like to take.

- You thought when writing pattern:

You can't simply think in terms of methods (like what to eat for (in the morning)) - but take each human in particular, but really - that is itself also. whereas there is pre-thought there is not that.

to prepare long audio files for the car

