

It's a gift, not a power. The Good Witch affect

purpose Home Page Foreword - visual aid School of thought

His true intention, and a lofty one it must be counted, was to affect the course of events by affecting the course of thought. "A.C.E. around you... conversion disclosure reveal"

The Master's Craft is the art and science of crafting yourself and the world resonant around you... conversion disclosure reveal

The Hand of the Master... Tiller of the World... temperament

Script Segmented Outline (3-25-19) - I suspect... speculative philosophy...

All presentations and representations are for entertainment purposes only... My purpose is to share ever closer approximations of what I suspect to be insights into the human condition...

7. 4. 2. 1. Stand and Point I caught a glimpse... The big picture emerges

Say what you are going to do... Choose your treasure... standard of measure! conversion cascade:

Treasure Quest - Share a Treasure Map - An ontological map of the human condition employing a nautical theme "... a tall ship..."

\* - The treasure is in the toil... command performances... peak experiences... Sur hero stories

Choice of 1st Magnitude! - "and a star to steer her by..." Choose your treasure... Unclaimed Inheritance - Lost Treasures... standard measure

Playground for the Children (Amusement Park) - Work play

The Bridge Function Crafting Practice is The Master's Craft

- we live in the gap... possibility (probability) The Essence of Being Is Becoming...

Lost Treasures - Individual - workplace

The Delicate Balance - Standard of Living vs. Quality of Life... wherein when the magic happens!

8. 5. 9. 2. Two Steps Back

Say how situational you are awareness going to do it... In the trenches - commanding perspective "Check Yourself Before You Wreck Yourself" - comprehensive view "The Big Picture" - emerges

1st level - conscious awareness

2nd level - ontological awareness

3rd level - teleological awareness

in the trenches - competition for resources & opportunities

human conflict - competing ideologies... The Delicate Balance... Living a Quality of Life vs. Standard... Full life...

... wherein when the magic happens... Quality of Life vs. Standard... adversarial conditioning...

chain of custody - the age of man - sustainability vs. extinction - conflict of forces - The Master's Craft... Literally the hand of the master on the tiller of the world... course corrections

teleological purpose - materialized creative consciousness... Grand Unification... omnipresence... omnipresent singularity...

A state of being... A presence of mind...

6. 4. 3. Metaphysical Big Bang Explore all possibilities of existence, creative expression, and experience

UNIFICATION

Singularity omni... creator

Singularity - infinite creative potential of pure consciousness

- existing in a pure state of being... at rest... singularity... consciousness

The Bridge Function

conscious unified field

teleological purpose

boundary conditions

materialized creative consciousness - presence

became self-aware... infinite potential became fully aware in an instant... beings in a state of pure potential... became infinitely self-aware in an instant...

Boundary Conditions - Goldilocks conditions... The Delicate Balance... \* Conflict of Forces... Sustainability versus Extinction...

wherein when the magic happens. Conditioned Entanglement... the weft thread is akin to the inherent human condition (modal constants) that bind us together in a shared experience of the fabric of our collective reality (basis or foundation of scientific method)

Carrier Wave modulated by a signal of intelligence, intent (entities (signal to noise ratio) that act with intent: individual, legal fictional, artificial intelligence)

individual actualities are combined to render collective reality

- Spread Spectrum Modulation - conscious unified field INTENTIONAL (e.g. ACT)

5. 4. Signs and Indicators = It's not that I know more than others, it's that I ignore less... tells you've done!

7. 4. - The Crow's Nest - The Lookouts as Agents of Early Detection

perceptual learning - signal to noise ratio - evolving focus of attention... mental acuity... keenness of perception...

Ignore Less! (Beware! confirmation bias...)

Looking through the spyglass towards the event horizon... raise the alarm!

I spy (see)... foresee... forewarn [timeline vs. eventline]

caught a glimpse waypoints channel ref. markers... the narrow path... difficult and/or unsettling coordinate coincidence coordinated

Clues and Cues (Turn-Based Gameplay) - "Cues and Clues"

Pattern Recognition - connect-the-dots -> jigsaw puzzle... the big picture emerges expanded consciousness

Token Reality - Name It to Claim It... If you can name it, you can command it... token distinction - to call... recall... to represent... re+present... recon, count, appreciate...

if you lose structure, you lose everything

Token Gifts = Token Triggers... see: The Wizard of Oz... never did give anything to the Tin Man that he didn't already have...

Treasures

Hidden from View (occultation, proximity) or Lost to Notice (inclination, bias)

enlightened -  
: freed from  
ignorance or  
misinformation  
: full comprehension  
- to grasp -  
8. 6. 5.

1. standard 7  
2. Fulcrum  
3. Anchor Points  
- Tether  
- The

Extraordinary  
Becomes  
Ordinary...  
- The Becoming  
is folded into  
the Being

2. 3. 7. 6.  
2. 11

\* A tall ship  
and a star  
to steer  
her by.

3. 2. 8. 7.  
3. 2

\* The  
Extraordinary  
Becomes  
Ordinary...  
Resonant  
Ring of  
Truth...

9. 8.  
4

sports metaphor  
of human conflict...  
competing ideologies...  
teams, tribes  
turn based  
game play  
riggers... rigging  
mutually supportive  
and adaptive  
reinforce/diminish  
probability  
amplitude...  
standard  
references...  
- precedence...

conflict of forces  
sustainability  
vs.  
extinction  
see: metaphysical  
Big Bang

iron sharpens iron... shared mentorship... conflicts of competing ideologies...  
a parting of the ways... past peak protection from controlled crash landing...  
I became grounded to stand and point... Unclaimed Inheritance... Lost Treasures  
Wakefulness... Awakening Awareness... to enliven consciousness...

Cardinal Awakenings <sup>to rush</sup> [of a hinge] gambol - a skipping or leaping about in play

- Turning Point, Pivotal, Watershed Event = Occasion + Occasioned  
Event Horizon... <sup>caught a glimpse... a startlingly (especially, strikingly) revealing</sup> viewpoint (experience, realization)

- Awakening Awareness → Awoke with a start... <sup>Woke</sup> conversion cascade  
<sup>choice of 1st magnitude... Standard of Measure... Choose Your Treasure.</sup>

- The Big Picture Emerges... The inherent form, the conditioned form, the emergent form.

- conversion cycles of self-exploration, self-discovery, self-actualization

- dwell anale. of list and duration... we get stirred up... command performances,  
peak experiences... embody, incorporate @ REST

- impact imparts excitation... we get stirred up... energy is imparted... command performances...  
energy is radiated... energy is conserved... the essence is conserved...

An Invitation to Consider - An Invitation and a Challenge - I suspect...

- An invitation to consider and a challenge to attempt to falsify →

- Something believed can just as easily be disbelieved and therefore discarded

- My perspectives to share... Our story to tell... Conversion Cascade...

- Cycles of self-exploration... self-discovery... self-actualization...

- Cycles of awaken... work... play... rest

- Command Performances... Peak Experiences... Ambassador: friend on assignment!...

\* The history of our world is... a history of extinction!

- consider: to observe the stars... REGARD, REFLECT, SUPPOSE: CONTEMPLATE

- standard of measure... and a star to steer her by... SEE: choice of 1st magnitude...  
<sup>- choose your treasure -</sup>

Proceed With Caution! ref: Conversion Cascade; Capture & Escape  
<sup>Attention... Intention... The value escapes then...</sup>

\* Storm Warning... The potential impact of an Awakening Awareness... <sup>Emotional Turbulence</sup>  
we get stirred up... spiritual or divine discontentment! Beware... Drama Alert!

- Full Disclosure... of Intent... Conversion... <sup>\* cultivate an anticipation of what is yet to come... knowing it's a recursive cycle... that will wash over you again! room to grow!</sup>

- It Isn't Free... Time (non-renewable individual resource) to Practice... universe...

- It's Easily Resisted... External Pressure (crisis crush depth) vs. internal desire...  
<sup>True or actual value is in application only!</sup>

- Once Aware... You Can't Unring A Bell (The ring of truth... (divine resonates... spiritual or divine resonate cavity or vessel) (discontentment)

- crustacean analogy of the essence of being is becoming... the essence is conserved!

It Is As If... Immense Production... World Wide Reality Game... <sup>poss. multiverse competition of competing species or collectives</sup>

- Immense Production of Infinite Possibilities... Treasure Quest...

- Choice of 1st magnitude... Standard of Measure... Choose Your Treasure!

- Quality of Life vs. Standard of Living... Trying to fill our lives up vs.

living a full life... Quality of Life vs. Quantity of Stuff... Feathering the Nest

"I asked for all things that I might enjoy life, I was given life, that I might  
enjoy all things..." Anonymous Confederate Soldier

- I have little interest in playing the blame game. I am intensely interested  
in working the puzzle. Identifying contributing factors and discerning  
which if any of the factors I can, or we can, impact!

- precedence = order (weighted values) of principled priorities

command -  
performances,  
peak-  
experiences  
crash &  
brief(ing)  
incident  
report(ing)

fear & doubt  
fear & trembling  
i perfect  
love  
no fear  
he is his  
heaven

entities  
that act  
with  
willful  
intent...

# Invitation - I'

1. An Invitation To Consider... "Check yourself before you wreck yourself!"  
source unknown

- Greetings

- My Chosen Discipline

- A Philosophical System  
- speculative philosophy

- An Invitation And A Challenge

- An invitation to consider and a challenge to attempt to falsify... something believed can just as easily be disbelieved and therefore discarded... the meaning and potential value of conceptions is to be sought in their practical bearings, that the function of thought is as a guide to action... thoughts are like instruments whose value is determined by the results they produce... thought instruments... you don't have to persuade anybody. They experience it and become certain of it!...

# Invitation

## An Invitation and a Challenge

"you cared enough to share...  
you had courage enough to listen...  
to turn and face the threat...  
ignorance is the most loathsome disease!"

Greetings - fireside chat  
bliss of ignorance → awakening awareness  
friends are teachers - care enough to share -  
reproof - rebuke - reprove  
upon whom we love - let us consider  
how to stir up one another to love & good works - I would have wished better for you...

My Chosen Discipline - Philosophy, Metaphysics, Ontology  
the nature & relations of being

A Philosophical System - I am an unpublished author  
The author of a philosophical system  
An ontological map of the human condition. Treasure map of sorts

An Invitation and a Challenge - An invitation to consider

✓ "The important thing is that people experience it."  
C - You don't have to persuade anybody. They see it happen and they believe it.  
- experience it - ... become certain of it!  
- witness it - (observe it)  
- hear tell of it -

the impact you can have on your quality of life & the quality of experiences you radiate into the world around you.  
- Presented as a challenge.

✓ C - Falsification vs. Verification - certainty = conversion factor -

C - Intro to Conversion Factor

✓ C - The meaning of conceptions is to be sought in their practical bearings, that the function of thought is as a guide to action...  
If → Then... If you change the course of thought, then you change the course of events.

b/c 7, 8, 12, 13, 16, 18, 20, 22...  
Choice of 1st Magnitude: Standard of Measure  
Truth is knowing the exactness of measure - Only as fast as the art & science...  
develops the idea of measure; this makes possible the notion of exactness.  
Standard of Measure = Choice of 1st Magnitude

C - a predisposed disposition for yielding to a manifest source of latent potential. (note: USMC 1975 - Change) "True power is..." CONVERSION  
- temperament... template... pattern... matrix... potential resonant vessel

b/c - spiritually discerned vs. folly  
- tuneable resonant cavity - quantum entanglement - coupling - form of redundancy...  
CONVERSION

2a - Thinking is the hardest work there is, which is probably the reason so few (few central roles) engage in it. Henry Ford

13 - Eventually, knowledge is swallowed up in wisdom. Knowledge shrinks constants (contracts) as wisdom grows, for details are swallowed up in principles. The details are picked up ad hoc in each quest (task). Active utilization of enduring principles become the final possession of wisdom.

13 - wisdom is where character & competence overlap. I-1-1-3

# Invitation.

## An Invitation & A Challenge.

12

- generally speaking people are not aware of the relative nature of their existence. I wish to contribute to the remedy of this condition, we are immersed in a matrix of choices (3rd level envelopes) matrix - womb

✓c - An account stranger than fiction. "The important thing is that people experience it. You don't have to persuade anybody. They see it happen and they believe it."

5 or 4 ✓c - a game is a process to help people think critically about a problem that is complex. - render transparent the veil of complexity. \* Turn based game... a chance to uphold and support or to deny and diminish the standard references... Choice of 1<sup>st</sup> Magnitude - Standard of Measure -

13 ✓c - The emphasis is thus on falsification not verification. A powerful theory is one that is highly vulnerable to falsification, and so can be tested in many detailed and specific ways. A theory that is too vague or general, or makes predictions concerning only circumstances beyond our ability to test, is of little value.

? a - private detective - investigator. to understand how we came to exist & continue to exist in our current 'state of affairs' - bequeathed to our inheritance

c - closest approximation of truth that I am currently aware of.

c - purpose is to share -

c - a work in progress - the intellectual material is meant to complement, not replace, other sources of guidance

c - I offer my thimble full of knowledge + yours + your family + friends + neighbors + etc = our cup runneth over! + understanding, & wisdom

g - an invitation to consider the material I am offering to share and an indication of the value inherent in the material and the impact we can have on our quality of life and the quality of experiences we radiate into the world around us.

✓b/c - practical tools for responding to daily events whose value is determined by the results they produce.

7, 8, 12, 13, 18, c - we solve for the unknowns using the knowns - \* basic tool of algebra - transposition - ; triangulation - navigation tool

# Invitation

## An Invitation & A Challenge

8 b,c - I don't know if we can be friends, but I know I can act in friendship - caring enough to share

5,6,7<sup>b</sup> - an invitation to engage as a craftsman in the most worthy of all projects - yourself - personal growth & development - in the art & science of crafting yourself & the world around you - 'architects of reality'  
- invitation to intentionally & purposefully engage in crafting...

6 - I invite others to engage in a practice, be patient with yourself, be willing to do things poorly until you develop the skills that enable you to do them skillfully - acquire the knowledge, practice to develop your skills - license to practice!  
tools, thought instruments

5,6,8 - my focus, in my chosen discipline of ontology, is on two specific kinds of categories of existence or entities; the individual, considered both individually & collectively (team, tribe) & the organizational entity (institutions, corporations, governments, religions, cultures) and 1 emergent entity... artificial intelligence ... the singularity  
individual, legal fictional, artificial intelligence (singularity)

a - It is as if I'm trying to fill a prescription for a 'reality check' combined with 'adventure training', reflects that the use of a map, like a mall map - can be useful to help us find our way (a course, as a series of actions or sequence of events) leading in a direction or toward an objective

① c - His true ambition, and a lofty one it must be counted, was to affect the course of events by affecting the course of thought.

✓ c - "Truth is what we must somehow take account of if we are to survive" and to thrive.

✓ b - thoughts are like instruments whose value is determined by the results they produce - thought instruments

✓ b - everything begins as a thought!

✓ - all the engineering marvels, medical miracles, scientific discoveries and resulting technological wonders of our modern age were the result of the conversion of resources that have existed since time immemorial... the only difference now is the knowledge, understanding, and wisdom that has resulted from the human quest for it through imagination and experimentation.

# Invitation - 2'

## 2. Proceed With Caution!

### - Greetings

- knowledge, understanding, and wisdom are of potential value... true or actual value is in application only!... establish a practice in the art and science of crafting yourself and the world around you!... The Master's Craft
- "You have a gift, but it's not enough. You have to develop yourself."
  - that's why I couple becoming aware with establishing a practice... willful intent... choose your treasure... purpose... Aim

### - It Isn't Free

- emotional suffering... divine discontentment...

### - It's Easily Resisted

- Once Aware - "You Can't Unring A Bell"

# Invitation

## Proceed with Caution!

### Greetings -

- g - willingness to do something we may find unpleasant or difficult to create something of value.
- g - willingness to do something poorly until we are able (practiced) to do them well

- It's not free - initial investment + time + practice = results

- ▷ - willing... to act <sup>initiate</sup> <sub>seek</sub> initiative ... "willin... driven every kind of rig (mechanism) that's ever been made..." And if you give me a sign... I'd be willin'
- emotional suffering... we get stirred up... divine discontentment...

- It's easily resisted - resists new information; ceases to grow, evolve; they become fixed - predictable - revolve around references, priorities - radiate recurring patterns ∴ predictable - no growth, change - 'folksy' expression - "set in their ways" chosen a stance of a stubborn resolve - they do not welcome any new information that would bring their perspectives into question; they resist; become defensive... \*exhibit confirmation bias can add noise to the signal path... chain of custody... possibly a form of tunnel vision...

Once you engage the quest you can't return to where you started.

- 'You can't unring a bell' "divine discontentment"

5,7,2 - consequence - once an individual, team, tribe, organization experiences higher levels of empowerment, self-actualization, they will no longer settle for less. embody in individuals; incorporated in organizations. raise the standard - paradisa slust

g,c - the curse is the realization, awareness that all the results of the past - you contributed to. you are responsible, accountable - some individuals are resistant to their contributing roles to the past & present circumstances. If they can successfully adopt the role of a victim, then they have a perceived right of entitlement. If an approach calls into question their role as a victim, then their right to entitlement is at risk. They may become defensive, sensing that they may stand to lose something. Even though their part may have been entirely passive - they are a participant! (elevate your aim) contributory negligence... forfeit... forfeiture (miss the target... Aim) I 2-1 2-3

# Invitation

Proceed with Caution!

- inclination - predisposed disposition for yielding to a manifest source of  
g1c latent potentialities. proximity & inclination... close enough to hear the call.  
temperament calling (identify with)... inclined to cross (conversion)... resonance
- 5, 13, 16, - invitation to become a task master - a true craftsman - hurriedly  
18 g1a vs. thoroughly - when we do things hurriedly, we give them a cursory  
treatment; when we do things thoroughly, we pay attention to detail (critical thinking)  
true craftsmanship.
- 5, 6, - when we are exposed to or experience an attribute or characteristic that  
g1c is closer to our true self - 'written upon our heart' - are we open { a predisposed disposition...  
(inclined) to 'identify with', or resistant to, defensive, 'distance  
from' - ego is a point of view attempting to survive - stubborn  
resolve - 'set in their ways' you cared enough to share the truth.  
you had courage enough to listen.
- g1a - Thinking is the hardest work there is, which is probably the reason  
so few engage in it. Henry Ford  
- can be one of the most unsettling experiences an individual  
can engage in... see The Road Less Traveled by Scott Peck

# Invitation - 4'

## 4. It Is As If...

Interference Pattern -  
Superposition

- Greetings
- Immense Production of Infinite Possibilities
  - Many Bit Parts... extras, consumers, passive participants
  - Fewer Central Roles... stars, producers, active participants
- My Perspective to Share... Interference Pattern → Excitation
  - Impact Imparts Excitation
  - Imparts Impact → Reinforces / Diminishes Probability Amplitude →
  - Course of Events → State of Human Affairs > change the course of thought... change the course of events.

Our Story to Tell... World Wide Reality Game - Cast of Characters

"It is unnecessary to assume that participants have full knowledge of the total structure of the game or the ability and inclination to go through any complex reasoning processes. But the participants are supposed to accumulate empirical information (solution) the relative advantages of the various pure strategies at their disposal." (set)

A game is a process to help people think critically about a problem that is very complex

- Who and What
  - who - Unlimited # of Participants
  - Active vs. Passive
  - what - Unlimited # of Beneficiaries
    - Macro - Unclaimed Inheritance
    - Micro - Lost Treasures
- 'Playground for the Children'
- 'Workplay'

### - When and Where

- when - you joined @ 'game in progress'

where - You Are Here! - current 'frame of reference'

The Bridge Function - "It is not enough merely to write down an expression and expect it to be understood... To make an expression (sharing) meaningful, we must add to it an indicator to present a place from which the observer (participant) is invited to regard it." G. Spencer Brown

### - How and Why

- how - establish a practice

- why - enjoy the best the game has to offer

Teleological? What would the human condition be like for the individual in what I suspect is the intended state? see 4-2 Unclaimed Inheritance → Lost Treasures:

Playground for the Children → Work Play

# Invitation

## It Is As If... Immense Production... World Wide Reality Game

- g - Choice of 1st magnitude <sup>Standard of Measure</sup> bit part (def'n) or central role
- g - Infinite possibilities
- - who, what, when, where, how, why Explore... Our options together
- g - my perspective to share... <sup>Let's</sup> ~~War~~ <sup>Let's</sup> ~~Against~~ Ignorance - Our Story to Tell... World Wide Reality Game... Unclaimed Inheritance, Lost Treasures
- g - cast of characters - current cast of characters + chain of custody
- g - we are architects of our reality!
- g - everything begins as a thought!
- \* - "If ain't the work, it's the worry!"
- a - intro - stake claim to our right - unclaimed inheritance - lost treasures - playground for the children, workplay
- b - cite home page - we joined the game in progress
- g - a game is a participatory process to help people think critically about a complex problem (system, mystery) <sup>render transparent the veil of complexity.</sup>
- g - became interested in investigating how, why we became deprived of our inheritance - beguiled - misdirected, misinformed, misguided
- g - a quest to reclaim (stake a claim to) that which had been forfeited and remains unclaimed - or to actualize an unrealized potential
- g - the game continues because what is not is of greater value than what is - upon what is, is of greater value than what is not, then the game ends - discontinuous historical event
- g - I believe we long for the simplicity of the cycle - we awaken, we work, we play, we rest and then we 'do it again.' "The greater the complexity of mind, the greater the need for the simplicity of play - workplay"
- g - beguiled to undervalue our work, our productivity, our workplay
- g - talents - each entrusted with gifts - talents & abilities
- 3g - master a task, complete a job - there's a feeling of fulfillment
- g - western culture focuses on (promotes) consumption rather than production - consumer is King! - supersized ordinary experiences. vs. Content is King - extraordinary experiences + Command Performances + Peak Experiences - Hero Stories - we carry the day - rise to the occasion

# Invitation

## It Is As It...

- a - ref. teleological. what would the human condition be like for the individual in the suspected intended state - intro to the concept of 'work play'
- 7 a - when an individual discovers an activity that brings them joy and fulfillment, then work becomes play (a form of the 'conversion factor')
- a - when what you do is something that you look forward to doing - anticipation (a child's anticipation of another day's play)
- a - the potential value that is added to the human condition manifests at two basic levels. The macrocosmic (collective, team, tribal) level, an outcome that can only be fully realized by humanity of large groups & team 'a playground for the children'. This potential 'state of affairs' is based on sharing a common vision of a state of human affairs. (playground for the children)  
(workplay)
- a - This is a state of affairs where we are enveloped in a quality of experience that is almost timeless, the day passes in a flash because we have been folded into the play and companionship of good friends and fun activities. When the day ends we lay our head down to rest so that we can awaken refreshed, with an anticipation of looking forward to another day's activities. - Let's do it again!
- 9 - A game is a process to help people think critically about a problem that is very complex. = render transparent the veil of complexity!
- a - work & play need not be mutually exclusive!
- a - lost treasures can be laid claim to by the individual - work play
- a - unclaimed inheritance can only be claimed by the 'collective'.
- - see pg. 26 55:38 - ambassador, a 'friend on assignment'
- 57:55 & 59:02 Fear - 3 - fear & doubt, fear & trembling, - perfect love knows no fear

# 9 Immense Production -

Boundless (all the world's a stage)

Many bit parts (extras)

Few central roles (★)

Each has a 'gift' - inherent talents & abilities  
line from the 'Natural' you've got a gift ... but it's not enough  
you've got to develop yourself. Rely too much on your own gift and you'll fail.

The greater the desire to shine (★)

the greater the need to develop oneself.  
one's self.

## Central Theme

### World Wide Reality Game.

a { who - unlimited # of participants actualities (individual) combine to render reality  
what - unlimited # of Beneficiaries unclaimed inheritance; lost treasures

b { when - you're in @ game in progress inherent system (teleological?)  
where - you are here! Bridge Function

c { how - participant training (development) - establish a practice

why - enjoy the best the game has to offer.

union - intersection - reunion { unclaimed inheritance? lost treasures 4-7

# Orientation - 7'

94, 99, 99, 104, 109, 112, 113

Are we our brother's keeper? - The parents don't, the teachers can't, the police must!  
7. Cardinal Awakenings → Initiate → Awareness enlightened = the accurate knowledge of the truth

Greetings → 'you're either part of the solution (sustainability) or you're part of the problem (extinction)'  
- "Thales, a member of the species philosopher, student of nature..."

evolve - Δ  
frame of reference  
reframe your rationality  
- reason  
understanding  
question  
contemplation!

- exaltation = non-ordinary intensification of a mental state or the power of a function
- occultation - relates to hidden from view or lost to notice
- the concept of an initiate - someone instructed or adept in...  
secret knowledge - hidden from view or lost to notice...
- focus is shifted from individual sharing serving as a link in the chain of custody to source.  
→ enduring & unlearning principles & practices

the extraordinary life - what is highest in ourselves  
usher in advent  
SCITE  
paradventure  
perhaps a chance  
upon  
Awakening Awareness  
that I needed to...

Claim to assert, invitation to attempt to falsify. If claim is valid, then attempt to falsify is verification. Certainty = Conversion Factor  
Catalyst - bringing about or hastening a result...

Awakening Awareness - Participant - the part by, through which the whole gains meaningful (conscious) existence  
Woke - the part of avatar, champion, exemplar; of magnitude is being recognized by... choice of...  
Awoke with a start - you cared enough to share the truth - being close enough to hear the calling - PROXIMITY & you had courage enough to listen - becoming inclined to cross (to make the crossing) INCLINATION

Establish a Practice - to commit, entrust to one's charge  
Command - literally, to put into one's hand, command, entrust  
Performance + pp. of dare, to give  
The Rock of Ages - Isaiah 26:3-4 "the Rock eternal" "everlasting strength"  
Insulate from the current, establish proper grounds.  
→ establish proper grounds, insulate from the current, don't become the path of least resistance

Wisdom = proper use of knowledge  
- reference - constituting a standard for measuring or constructing  
standard - [realizing point to stand and to point]

Internal Anchors - vs. External Validation @ REST catalyst is essentially unaltered, unalterable state of reason, exaltation

Standard References - Established Standards  
- Fixed, Known, Tried & Trued References → guided by our values  
vs. driven by our emotions, circumstances  
- certainty = conversion factor  
Steadfast as an Anchor - C. Felines Hold Fast vs. Give Way  
tether - the limit of one's strength(s) or resources: \*SCOPE (the end of his tether) these bind us to our values and the principles that we choose our life to revolve around. (narrows) the boundaries of our personal solution set. scope of activities

The Fulcrum for Leverage - the support about which a lever turns  
Lifelines to Storms of Circumstances  
External forces 93, 38, 37, 36  
House of Cards  
Storms of Circumstances - procrastination leads to panic, opposite of early detection - proactive command

drama [a deed, drama, tragedy, to work where to do] a telling story use of or human conflict  
Closing - a state, situation, or series of events involving interesting or intense conflict of forces

Beware... DRAMA ALERT! - capture - escape  
wary [careful, aware, wary; aware, attentive, to fear, to see] marked by keen caution, cunning, and watchful prudence in detecting and escaping danger - the black hole of emotional, intellectual, physical, spiritual energy  
The Imposition of Expectation - relates to external validation  
impose - [lit. to put upon, to put - more @ POSITION]  
1st touch upon it; 2nd - poke at it; 3rd - push it.  
O-7'7-1

structure human conflict competing ideologies  
conflict [together + to strike]  
competitive or opposing actions of incompatibles; antagonistic, incompatible, or contradictory state of action as of divergent ideas, interests, or persons.  
emotional disturbance by emotional struggle resulting from incompatible or opposing impulses  
or internal or external demands

C. A.

- Internal Anchors - ? closer approximations of truth  
- narrowing the boundaries of the solution set

- Standard References - A Delicate Balance - The source of magic, magical  
wherein when the magic happens!... if → then  
Emergence is conditional!

pattern recognition

The 'Natural' form  
intrinsic essence

The 'Conditioned' form  
extrinsic conditioning

The 'Emergent' form → External Validation

- intimate knowledge, understanding, & wisdom vs. ignorance - modal  
- Fulcrum for Leverage - The Rock (enduring) vs. Sand  
what pops out was unstable...

House of Cards

- Anchor Points - Hold Fast (steadfast as an anchor) vs. Give Way  
→ what pops out was unstable, what settles out was stable

- External Forces -

- Storms of Circumstances - Rock vs. Sand (House of Cards)

victimized by chance ∴ entitlement

? 1<sup>ST</sup> approach: 'Contributing Factors' - definition of accident -  
1- an event occurring by chance or arising from unknown causes "romantic" "enigma"  
2- an unfortunate event resulting from carelessness, unawareness, mystery, "classic"  
ignorance, or a combination of causes - 'contributing factors' "rational"

- Beware... Drama Alert! - conflict of opposing forces -  
- sustainability vs. extinction -  
- Human Conflict - opposing views -

Capture and Escape - The Black Hole of spiritual, intellectual, emotional, & physical energy of well-being  
extricate  
To the Benefit vs. Detriment - intended to cultivate (? an act of malice)  
constructive or destructive patterns (of thought, behavior)

- The Imposition of Expectation  
- impose [lit. to put upon, to put - more @ position]

Scripted vs. peradventure - perhaps a chance

pattern interrupt

emergent patterns (systems)

if produce 1<sup>ST</sup> - touch upon it; 2<sup>nd</sup> - poke at it; 3<sup>rd</sup> - push it - accept or reject  
(producer) - positioned to play a role - a scripted role  
↓ direct (director) - positioned to perform - to carry their load  
then - star (puppet) 1<sup>ST</sup> they unburden themselves  
of... the role (master) 2<sup>ND</sup> they blame you for their burden in the first place  
being recreated by... - remain open to possibility of acting as a contributing factor

pattern interrupt  
extricate

DAB

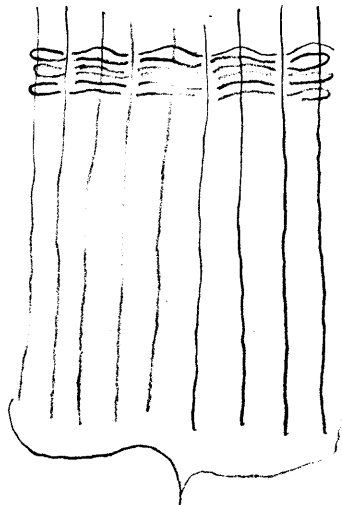
- producer 1: one that produces 3: a person who supervises or finances (emotional currency) a production (an immense production of infinite possibilities)
- produce [forward + to lead - more @ TOW] 1: to offer to view or notice: EXHIBIT 2: to give birth or rise to: YIELD 4: to present 5: to give being, form, or shape to: MAKE esp: MANUFACTURE
- director -n: one that directs: as a: the head of an organized group or administrative unit b: one of a group of persons entrusted with the overall direction of a corporate enterprise c: one that supervises the production of a production with responsibility for action and supporting elements d: CONDUCTOR
- direct [to set straight, direct - more @ DRESS] vi 1: to point out, prescribe, or determine a course or procedure 2: to act as director  
syn see CONDUCT, COMMAND
- conduct [act of leading] 1: ESCORT, GUIDE 2: the act, manner, or process of carrying on: MANAGEMENT 3: a mode or standard of personal behavior esp. as based on moral principles
- conductor n: one that conducts: GUIDE
- command [to commit to one's charge - more @ COMMEND] 1: to direct authoritatively: ORDER 2: to exercise a dominating influence over: as a: to have at one's immediate disposal b: to demand as one's due: EXACT c: to overlook or dominate from a strategic position 3 obs: to order or request to be given ~ vi 1: to have or exercise direct authority: GOVERN 2: to give orders
- magic <sup>n</sup> 1a: the use of means believed to have supernatural (exalted) power over natural forces b: magic rites or incantation  
2a: an extraordinary power or influence seemingly from a supernatural source (exaltation) b: something that seems to cast a spell ... The Power of Suggestion!...  
<sup>adj</sup> 2a: having seemingly supernatural (exalted) qualities or powers

wilki - weave, cotton gin

let's explore how <sup>together</sup> we weave the fabric of our <sup>collective</sup> reality...

the romantic view - complementary views - become weighted in value  
vs.  
the rational view when accounting for specific context of application -

- romantic 2: having no basis in fact 4: marked by the imaginative or emotional appeal of the mysterious. (occurring by chance or arising from unknown causes)
- arm [to fit] 4: POWER, MIGHT to furnish with something that strengthens or protects
- rational [ratio] 1a: having reason or understanding b: relating to, based on, or agreeable to reason: REASONABLE
- reason [ratio, to count, to calculate, think, to fit - ARM] 2a(1) the power of comprehending, inferring, or thinking esp. in orderly rational ways: INTELLIGENCE (2) proper exercise of the mind (3) sanity: the sum of intellectual powers



the results of our experimentation, the insights gained from our observations, and the knowledge learned through our experiences are what bind us together in the shared human condition

→ as dissected by Phaedrus (Robert Persig): A classical understanding sees the world primarily as underlying form. A romantic understanding sees it primarily in terms of immediate appearance.

form follows function

The romantic mode is primarily inspirational, imaginative, creative, intuitive. Feelings rather than facts predominate. "Art" when it is opposed to "Science" is often romantic. It does not proceed by reason or by laws. It proceeds by feeling, intuition and esthetic conscience. The classic mode, by contrast, proceeds by reason and by laws - which are themselves underlying forms of thought and behavior. Although motorcycle riding is romantic, motorcycle maintenance is purely classic.

entropy as applied to a belief system is the portion of the belief system that is baseless and therefore without application in a truth system.

- fatalistic, deterministic, predestination vs. the power of individual choice (free will)
- determinism 1a: a doctrine that acts of will, occurrences in nature, or social or psychological phenomena are determined by antecedent causes. b: a belief in predestination
- antecedent [one that goes before] 2a: the conditional element in a proposition (if b; then) 2a: a preceding event, condition, or cause b: 1 - the significant events, conditions, and traits of one's earlier life
- weave vb 4a: to produce by elaborately combining elements: CONTRIVE b: to unite in a coherent whole c: to introduce as an appropriate element: work in - use. used with in or into 5: to direct (as the body) in a winding or zigzag course esp. to avoid obstacles
- fabric n [MF fabriquer, fr L fabrica workshop structure - more @ FORGE] 1a: STRUCTURE, BUILDING b: underlying structure: FRAMEWORK (the fabric of society) 2: an act of constructing: ERECTION 3a: structural plan or style of construction 5a: a predecessor in a series; esp. a model or stimulus for later developments 5b: 1 - ANCESTORS, PARENTS 7-5

truth or consequences - the patterns of consequences recur because the acts or behaviors recur → if we are not subject to conversion → then our lives revolve around the same references and we project the same recurring patterns, our daily routines. → insanity is... continuing to do the same things and expecting different results.

boundaries  
empowerment  
zones

narrowing  
the boundaries  
of the  
'solution set'

it ain't the  
work, it's  
the worry

The 'Natural' form  
intrinsic essence

The 'Conditioned' form  
extrinsic conditioning

The 'Emergent' form,  
learned through inherent &  
introduced aspects,  
elements (modal)

protagonist - [competitor @ games, to compete, contest, competition at games more @ AGONY]  
1: one who takes the leading part in a drama, novel, or story  
2: the leader of a cause:  
**CHAMPION**

- proper [one's own] 1: marked by suitability, esp. specially adapted or suitable to a specific purpose or specific conditions; appropriate: FIT  
3: conforming to an accepted standard or to good usage; correct  
- prudent [more @ PROVIDENT] 1: capable of exercising sound judgement in practical matters, esp. as concerns one's own interests  
2: cautious or discreet in conduct; circumspect; not rash  
3: managing carefully and with economy

antagonist - one that opposes another, esp. in combat:  
**ADVERSARY OPPONENT**

knowledge [to acknowledge] 1: COGNIZANCE 2: the fact or condition of knowing something with familiarity gained through experience or association  
Wisdom - the proper & prudent use of knowledge -  
2: the fact or condition of being aware of something  
3: the fact or condition of apprehending truth or fact: COGNITION

→ through our experimental or observations, & experiences (being) we stand to gain natural, conditioned  
(becoming) knowledge, understanding, & wisdom /  
facilitation threshold /  
exemplar model  
recurring pattern recognition

'It's not that I know more than others...'  
ignore less concept...  
when signs and indicators have been ignored opportunity to detect something was amiss.  
opportunity for growth, development, self-actualization

"continuous successive application of the necessary stimulus" resultant of our current 'feedback' frame of reference  
truth is what we must somehow take account of if we are to survive and to thrive  
MICRO gain → we make our stand upon the truth...

we revolve around the same references and we project the same recurring patterns

high tide associates hard crank sweaters  
- roller gear -

"We make our stand upon the truth, like the rock as our foundation, or we dash ourselves against it."  
when you seek the truth, you have to be willing to venture where ever it leads

## Awoke With A Start

adept - [APT] a highly skilled or well-trained individual; thoroughly proficient, EXPERT

- 1<sup>ST</sup> - Craft [strength, power, force, skill] skill in planning, making, or execution; adept in  
- It can be learned, acquired
- 2<sup>ND</sup> - It is meant to be practiced
- 3<sup>RD</sup> - It is best shared, taught by example (exemplar - practiced as being a beacon to others)

## Command Performance

## The Rock Of Ages

Awakening Awareness  
Awoke With A Start

Command Performances

The Rock Of Ages

# Orientalism

## 'Cardinal Awakenings'

- True Power is ... (or presentation - Power > Limit < Power)

g1d  
5,6  
3/a

- It is unnecessary to assume that participants have full knowledge of the total structure of the game, or the ability and inclination to go through any complex reasoning process. But the participants are supposed to accumulate empirical information on the relative advantages of the various pure strategies at their disposal.

g1a ✓ - Born into an inherent system, an inherent set of circumstances.

g1a ✓ - The system is a participatory system.

g1a ✓ - Choice, the power to choose, trumps all other factors.

g1a ✓ - Choice of 1<sup>st</sup> magnitude - bit part or central role.

g1a {  
6 - Star - to shine - to become as a beacon to others.  
6 - Slide - Desire - to long for - Embrace Your Passion. Insanity is... we want to be loved...  
6 - The Essence of Being is Becoming

? g1a 6 - Engine - natural talent or ability - entrusted talent - thought to be 'divine trust'

6,20, 18 - A system is any synthesis of process resulting in an intended (or unintentional) outcome. <sup>beneficial vs</sup> detrimental

g1a ✓ - teleological? directed toward an end or shaped by purpose. Form follows function! <sup>exhibiting or relating to design or purpose, esp. in nature</sup>

g1a ✓ - the majority of conditions inherent with the 'system' are beneficial to our 'quality of life'

g1a ✓ - the majority of conditions that are a detriment to the 'human condition' are introduced by choices made by individual & collective participants.

? 1<sup>st</sup> magnitude  
6,18,20 g1a ✓ runaway reactions consume resources without yielding desired results!

g1a 4 - Reality, the current state of human affairs, reflects the choices we make as individuals, the references around which our lives revolve from those references we project recurring patterns as individual actualities. The inherent system averages these inputs and renders our 'collective reality'.  
a combines

# Orientation - Cardinal Awakenings

8,9 - slide - Cardinal Awakenings - we get stirred up... we become aware that we have some work to do... we seek the knowledge and guidance needed to reach our goal... practice makes our work easier and playful... we begin to structure our knowledge and understanding of our activities...

a,b we master our 'practice' and are at rest in our 'command' of it... we begin to share and direct others in their quest for knowledge and guidance - "...the energetic activity considered in physics is the emotional intensity entertained in life." Alfred North Whitehead

9c - an invitation to practice (license to practice) - emotion is created by motion, practice patterns that create confidence, a sense of strength, grace. best practices

a1a ~~20,21~~ 18,20 - inherent system is sustained operational by a continuous conversion of resources

g1a ✓ Awoke with a start - cardinal awakening - impact - safety @ Bell Steel - complementary contributing factors - unsafe conditions + unsafe practices - woke to the understanding of - affect the source of events by affecting the course of thought. see definition of insanity & definition of system

5? ✓ - parts affect the whole & the whole affects the parts. - organizations are perfectly aligned to produce the results they get.

g1a ✓ If the majority of conditions that are a detriment to our quality of life and experiences are introduced by human choices - then... that means they can also be changed. Reality is responsive to our choices.

g1a ✓ If you are not part of the solution, then you are part of the problem.

g1a - An opportunity to bear witness - In the beginning there was childhood innocence and simplicity. Enveloped by the trusting love of kin my memories are joyous. Adventure was lurking behind every veil. So many waking moments of the soul. Some experiences so ordinary, yet fresh when first impressed upon the conscious mind of a child. Some events so non-ordinary (extraordinary), the awakening is ageless and can stir the imaginings of even the eldest (oldest). As I reflect on my past adventures, I consider some of my acts (performances) were to accomplish nothing but to leave questioning in the minds of others. A wondering that maybe they don't know the 'whole' truth. That even in the waning moments of our lives there may still be great insights & wisdom to awaken to.

a,b - Discovery of active imagination - Development of exercising command of projections. Introduction of trust overcoming fear - Revelation of truth overcoming doubt. - Discovery of source of inspiration 'Divine' - Development of extraordinary catalyst 'Faith' - To reduce latent potentials 'Fulfills' - "Let nothing human be alien to me." 'Abilities' - talent 'thought to be divine trust.' math. 25: 14-30

And in his law he doth meditate both day & night.

# Orientalism - Cardinal Awakenings

- g, a - Awakening <sup>1</sup> Da's spark path - an introduction to trust overcoming fear.
- g, a - <sup>2</sup> elementary school boiler room - first realization of technical (technique) responsibility (accountability) - those under one's direction are also under one's protection.
- g, a - <sup>3</sup> 6<sup>th</sup> grade skip UFO sighting - first experience of intervention - cite (triangulation) awakening when Charles distracted daughter after fall with an ice cream.
- g, a - 10<sup>th</sup> grade out of body experience - first absolute questioning of ordinary reality (the unenlightened mind)
- g, a - '76-'78' DCC - investigations, research & development
- g, a - return from Adventure Training - period of reflection & consideration of probabilities - practical application - producing results.
- g, a - Exaltation [non-ordinary intensification of a mental state or the power of a function]
- 6, 18, 20 g, a - inherent system is sustained operational by a continuous conversion of resources - and the system fixes the individual as the 'bridge' between all that is inherently possible and that which becomes probable
- g, a - intro to interference pattern - cite <sup>World Wide Reality Game</sup> <sup>World Wide Reality Game</sup> <sup>who</sup> - system combines/averages the inputs - reinforce/diminish probability amplitude -
- g, a - continual improvement of closer approximations of truth (enduring & endearing principles & practices).
- g, a - acquisition brings a temporary feeling of fulfillment - ref. sex, money (gratification)
- g, a - individual 'gifts' talents & abilities are both a privilege & a responsibility.
- g, a - we live in the area between our present 'state of being' and the potential 'state of becoming'
- ~~g, a - cite: Thales - a member of the species philosopher, student of nature. (ontology - concerned with the nature & relations of being)~~
- g, a - acquisition brings a temporary feeling of fulfillment (feeling) - refer to last tape for additional detail.
- g, a - 'gifts' - are both a privilege & a responsibility -
- 1, 8, 12, 13, 18 g, a - we solve for the unknown using the keywords - e.g. transposition - basic tool of algebra. triangulation, navigation tool

# Orientalism

## Cardinal Awakenings

- b 6 - become intimate with that which is written upon your heart - discovering our true self through a series of closer approximations - the essence of being is becoming
- g, a - cardinal awakening of spiritually discerned gifts - the miracle by which our spiritual existence was wrought
- a, b 16, 18, 22 - starting down a path of finding (realizing) the path is not meant for us - it may not or does not lead to our ultimate goal - REST 'At Ease' - critical path analysis - render 'reproof' of oneself.
- 3, 4 g, a - referred to as a 'cardinal awakening' because these truths that are spiritually discerned become turning points in our lives - future choices are hinged on the truths they reveal.
- 1, 5, 6 g, a a, b - to engage as a craftsman in the most worthy of projects - yourself - personal growth & development - in the art & science of crafting yourself & the world around you - 'architects of reality' - invitation to intentionally & purposefully engage in crafting... A<sup>I</sup>M
- g, a - Insanity is continuing to do the same things and expecting different results
- g, a - if-then statement - if I accept that our existence is made possible by- through an inherent system and if a system exists to render an intended outcome then logic begs the question; what is the intended outcome (purpose) of this inherent system - quality questions (contemplation) lead to quality evaluations which can lead to a superior life
- g, a - my perspective to share, & from that perspective - our story to tell - 'a playground for the children'
- g, a - in my estimate, we do not exist in this evolved state of affairs, but the potential of it is inherent and therefore I engaged in a 'war against ignorance'
- ? - G. Spence known - the taste of a cake, although literally indescribable, can be conveyed to a reader in the form of a set of injections called a recipe. Music is a similar art form, the composer does not even attempt to describe the set of sounds he has in mind, much less the set of feelings occasioned through them, but writes down a set of commands which, if they are obeyed by the reader, can result in a reproduction to the reader, of the composer's original experience.
- 5 ? - spark gap - the level of or threshold at which a stimulus initiates a response - 'sparks an interest' - facilitation threshold - a 'cardinal awakening' moment when a differential, or a distinction in value is recognizable -
- 5 ? - I think they are part & parcel, as soon as you become aware of the distinction, you become aware of the difference in value and the gap between the two

? teleological purpose  
↓  
sustainability!  
Survival -  
to survive  
& to thrive

# Orientation Cardinal Awakenings

- ? g,a - exaltation - non-ordinary intensification of a mental state or of the power of a function.
- g,a - occultation - state of being hidden from view or lost to notice  
- ECLIPSE
- g,a - detect - to discover or manage to perceive something hidden or not easily noticed - something hidden or lost to notice.
- g,a - part of this adventure is facing the daily dilemma of making decisions based on incomplete information... inferences (to bear... as true) and projections based on limited experiences and observations. This is a shared condition of all human beings. It is a common thread that binds us together in a similar experience.
- g,a - we get stirred up. realizing we have some work to do - we wish to be at rest

- g - Thales, a member of the species philosopher, student of nature, was the first man to have seen the cause (map, the case that is) of, and to predict, an eclipse (occultation) of the sun (source). This means he figured out that the heavens move in regular (recurring) ways that accord with mathematical reasoning. He was able to reason from visible effects to invisible causes and speculate about the intelligible order of nature as a whole. He at that moment became aware that his mind was in accord with the principles of nature, that he was the microcosm (? acting captain)
  - This moment contains many elements: satisfaction at having solved a problem (puzzle, mystery); pleasure in using his faculties (gifts, talents & abilities); fullness of pride, more complete than that of any conqueror, for he surveys & possesses all, certitude drawn from within, requiring no approving authority; self-sufficiency, not depending for the fulfillment of what is highest in himself, on other men or opinion or on accidents such as birth or election to power, on anything that can be taken from him; a happiness that has no admixture of illusion or hope but is full of actuality.

- g-c {
  - current - now going on, commonly or generally accepted
  - conductor - leader or one in charge; that which carries or conveys a charge (command, to entrust with a duty or responsibility)
  - proper insulating will protect you from direct contact with the current. Proper grounding will create a low resistance path for the current to travel rather than you becoming a conductor. If you become a conductor, the path of low resistance, current can cause shock & burning. The flow of current, not the potential, can cause injury. The current required for a fatal shock is small.
  - I was not properly insulated to prevent becoming a conductor - path of low resistance
  - I needed to establish proper grounding

# Orientation 'Cardinal Awakenings'

- one of the aspects of a catalyst I find most interesting is that it may be recovered practically unchanged (what pops out was unstable, what settles out returning to 'rest state' is stable) at the end of the reaction.

- unalterable state of reason - (internal anchors)  
certainty = conversion factor → Exaltation -
- occultation - n: the state of being hidden from view or lost to notice -  
occult - adj. 3: available only to the initiate; secret  
v. transitive 1. to conceal or cause to disappear from view.
- occultation relates to 1 Corinthians 2:14 "The physical man does not receive the gifts of the Spirit of God for they are folly to him, and he is not able to understand them because they are spiritually discerned."
- internal anchors with or without external validation →  
external validation based on views, opinions, beliefs of others versus experimentation, observations, and experiences  
(certainty = conversion factor)

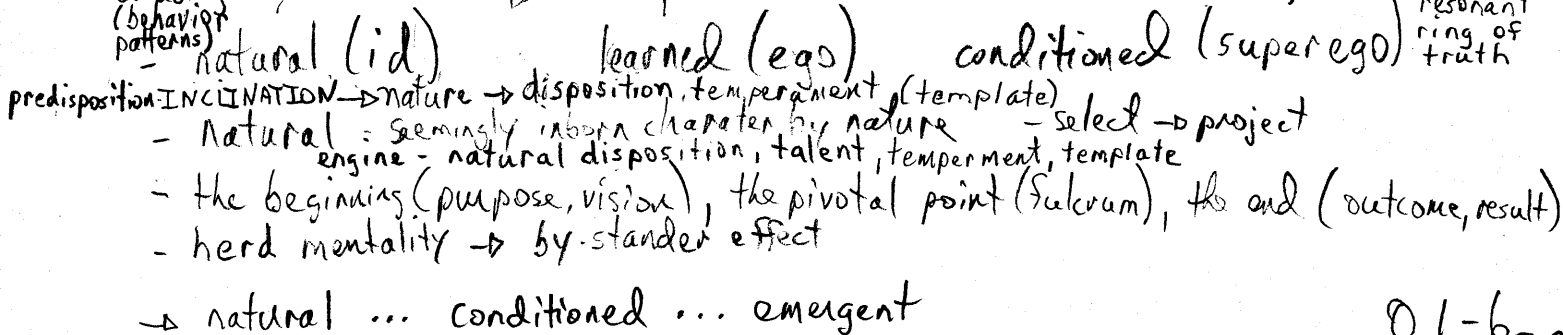
delicate -  
marked by  
minute precision

- a delicate balance → internal anchors (certainty → trust is the rest of truth @ rest in our certainty of known standard references → unalterable state of reason → time tested and proven) → external validation → remaining open to the questioning and/or signs & indicators of a gap in our knowledge, understanding, or wisdom

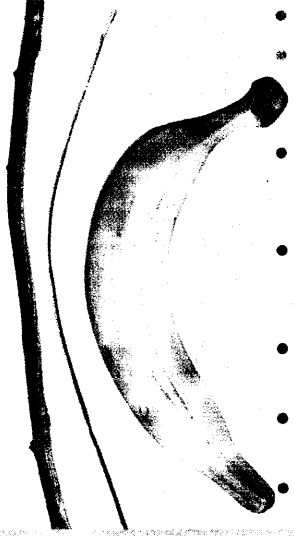
pattern n [ME patron, hence something to be imitated]  
1: a person or thing considered worthy of imitation or copying 6: a regular, mainly unvarying way of acting or doing (behavior patterns)

carefully crafted callouts  
proximity (calling)  
inclination (crossing)  
conversion

Weave the fabric of our reality  
weaving is done by intersecting the longitudinal threads, the warp (i.e. that which is thrown across), with the transverse threads, the weft (i.e. that which is woven)



# 5 Learning Objectives



- 5.1 What does the term *learning* really mean?
- 5.2 How was classical conditioning first studied, and what are the important elements and characteristics of classical conditioning?
- 5.3 What is a conditioned emotional response, and how do cognitive psychologists explain classical conditioning?
- 5.4 How does operant conditioning occur, and what were the contributions of Thorndike and Skinner?
- 5.5 What are the important concepts in operant conditioning?
- 5.6 What are some of the problems with using punishment?
- 5.7 What are the schedules of reinforcement?
- 5.8 How do operant stimuli control behavior, and what kind of behavior is resistant to operant conditioning?
- 5.9 What is behavior modification, and how can behavioral techniques be used to modify involuntary biological responses?
- 5.10 How do latent learning, learned helplessness, and insight relate to cognitive learning theory?
- 5.11 What occurs in observational learning, including findings from Bandura's classic Bobo doll study and the four elements of observational learning?
- 5.12 What is a real-world example of the use of conditioning?

## Definition of Learning

### 5.1 What does the term *learning* really mean?

The term *learning* is one of those concepts whose meaning is crystal clear until one has to put it in actual words. "Learning is when you learn something." "Learning is learning how to do something." A more useful definition is as follows: *Learning* is any relatively permanent change in behavior brought about by experience or practice.

*What does "relatively permanent" mean? And how does experience change what we do?*

The "relatively permanent" part of the definition refers to the fact that when people learn anything, some part of their brain is physically changed to record what they've learned. This is actually a process of memory, for without the ability to remember what happens, people cannot learn anything. Although there is no conclusive proof as yet, research suggests strongly that once people learn something, it is always present somewhere in memory (Barsalou, 1992). They may be unable to "get" to it, but it's there. **LINK** to Chapter Six: Memory, p. 239.

As for the part about experience or practice, think about the last time you did something that caused you a lot of pain. Are you going to do it again? Of course not. You don't want to experience that pain again, so you change your behavior to avoid the painful consequence.\* This is how children learn not to touch hot stoves. Of course, if a person does something resulting in a very pleasurable consequence, that person is more likely to do that same thing again. This is another change in behavior. Think back to the prologue. Stephanie's experience with the white coats changed her behavior when she saw the photographer in a white coat later on.

So, is any kind of change learning? Not all change is accomplished through learning. Any kind of change in the way an organism *behaves* is learning. Changes like an increase in height or the size of the brain are another kind of change controlled by a genetic blueprint. This kind of change is called *maturation*, which is not the same as learning. For example, children learn to walk *when* they do because their nervous systems, muscle strength, and sense of balance have reached the point where walking is possible for

What does "relatively permanent" mean?  
And how does experience change what we do?




An instantaneous learning experience.

\*Consequence: an end result of some action.


them—all factors controlled by maturation, not by how much practice those children have had in trying to walk. No amount of experience or practice will help that child walk before maturation makes it possible—in spite of what some eager parents might wish.


## It Makes Your Mouth Water: Classical Conditioning

### 5.2 How was classical conditioning first studied, and what are the important elements and characteristics of classical conditioning?

In the early 1900s, when Freud was just becoming famous in Europe and the structuralists and functionalists were arguing over consciousness in the ivy-covered halls of American universities, research scientists were unhappy with psychology's focus on mental activity.  to *Chapter One: The Science of Psychology*, pp. 6–10. Many were looking for a way to bring some kind of objectivity and scientific research to the field.

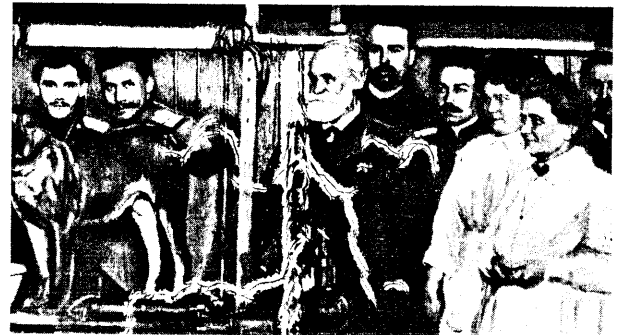
It was not a psychologist who accomplished that goal. It was a Russian *physiologist* (a person who studies the workings of the body) named Ivan Pavlov (1849–1936) who accidentally stumbled across the basic principles of a particular kind of learning (Pavlov, 1906, 1926).

Studying the digestive system in his dogs, Pavlov had built a device that would accurately measure the amount of saliva produced by the dogs when they were fed a measured amount of food. Normally, when food is placed in the mouth of any animal, the salivary glands automatically start releasing saliva to help with chewing and digestion. This is a normal *reflex* (involuntary\* response) in both animals and humans. The food causes a particular reaction, the salivation. A *stimulus* can be defined as any object, event, or experience that causes a *response*, the reaction of an organism. In the case of Pavlov's dogs, the food is the stimulus and salivation is the response.  [See more on MPI.

 See more video classic footage of Pavlov. [www.mypsychlab.com](http://www.mypsychlab.com)

### PAVLOV AND THE SALIVATING DOGS

What first annoyed and then intrigued Pavlov was that his dogs began salivating when they weren't supposed to be salivating. Some dogs would start salivating when they saw the lab assistant bringing their food, others when they heard the clatter of the food bowl from the kitchen, and still others when it was the time of day they were usually fed. Pavlov spent the rest of his career studying what eventually he termed **classical conditioning**, learning to make a reflex response to a stimulus other than the original, natural stimulus that normally produces it.



*Dr. Ivan Pavlov and students working in his laboratory. Pavlov, a Russian physiologist, was the first to study and write about the basic principles of classical conditioning.*

### ELEMENTS OF CLASSICAL CONDITIONING

Pavlov eventually identified several key elements that must be present and experienced in a particular way for conditioning to take place.

**Unconditioned Stimulus** The original, naturally occurring stimulus mentioned in the preceding paragraph is called the **unconditioned stimulus (UCS)**. The term *unconditioned* means “unlearned” or “naturally occurring.” This is the stimulus that ordinarily leads to the involuntary reflex response. In the case of Pavlov's dogs, the food is the unconditioned stimulus.

**Unconditioned Response** The reflex response to the unconditioned stimulus is called the **unconditioned response (UCR)** for much the same reason. It is unlearned and occurs because of genetic “wiring” in the nervous system. For example, in Pavlov's experiment, the food given to the dogs is the UCS (unconditioned stimulus), and the salivation to that food is the UCR (unconditioned response).

**classical conditioning** learning to make an involuntary (reflex) response to a stimulus other than the original, natural stimulus that normally produces the reflex.

**unconditioned stimulus (UCS)** a naturally occurring stimulus that leads to an involuntary (reflex) response.

**unconditioned response (UCR)** an involuntary (reflex) response to a naturally occurring or unconditioned stimulus.

\*Involuntary: not under personal control or choice.



Classical conditioning in the real world. These children are no doubt salivating to the sound of the ice cream truck's bell, much as Pavlov's dogs were conditioned to respond. What other kinds of stimuli might make a person salivate?



Could this be you? The anxiety that many people feel while in the dentist's office is a conditioned response, with the dentist's chair and the smells of the office acting as conditioned stimuli.

**neutral stimulus (NS)** stimulus that has no effect on the desired response.

**conditioned stimulus (CS)** stimulus that becomes able to produce a learned reflex response by being paired with the original unconditioned stimulus.

**conditioned response (CR)** learned reflex response to a conditioned stimulus.

**Conditioned Stimulus** Pavlov determined that almost any kind of stimulus could become associated with the unconditioned stimulus (UCS) if it is paired with the UCS often enough. In his original study, for example, the sight of the food dish itself became a stimulus for salivation *before* the food was given to the dogs. Every time they got food (to which they naturally salivated), they saw the dish. At this point, the dish was called a **neutral stimulus (NS)** because it had no effect on salivation. After being paired with the food so many times, the dish came to produce the same salivation response, although a somewhat weaker one, as did the food itself. When a previously neutral stimulus, through repeated pairing with the unconditioned stimulus, begins to cause the same kind of reflexive response, learning has occurred. The neutral stimulus can now be called a **conditioned stimulus (CS)**. (*Unconditioned* means "unlearned," and *conditioned* means "learned.")

**Conditioned Response** The response that is given to the CS (conditioned stimulus) is not usually quite as strong as the original unconditioned response (UCR), but it is essentially the same response. However, because it comes as a response to the conditioned stimulus (CS), it is called the **conditioned response (CR)**.

### PUTTING IT ALL TOGETHER: PAVLOV'S CANINE CLASSIC, OR DING, DONG, BELL

The whole idea of classical conditioning is not as complex as it sounds. What gets tough is keeping all the letters straight: UCS, UCR, CS, and CR. Pavlov did a classic experiment in which he paired the ringing of a bell with the presentation of food to see if the dogs would eventually salivate to the sound of the bell. Since the bell did not normally produce salivation, it was the neutral stimulus (NS) before any conditioning took place. The repeated pairing of the NS and the UCS (unconditioned stimulus) is usually called *acquisition*, because the organism is in the process of acquiring learning. Figure 5.1 is a chart of how each element of the conditioning relationship worked in Pavlov's experiment.

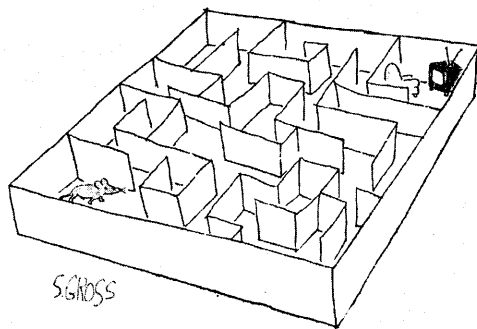
Notice that the responses, CR (conditioned response) and UCR (unconditioned response), are the same—salivation. They simply differ in what they are the response to. An *unconditioned* stimulus (UCS) is always followed by an *unconditioned* response (UCR), and a *conditioned* stimulus (CS) is always followed by a *conditioned* response (CR).

Is this rocket science? No, not really. Classical conditioning is actually one of the simplest forms of learning. It's so simple that it happens to people all the time without them even being aware of it. Does your mouth water when you merely *see* an advertisement for your favorite food on television? Does your stomach get upset every time you hear the high-pitched whine of the dentist's drill? These are both examples of classical conditioning.

After all the dog stories, the salivation to the TV ad probably needs no explanation, but what about the dentist's drill? Over the course of many visits, the body comes to associate that sound (CS) with the anxiety or fear (UCR) the person has felt while receiving a painful dental treatment (UCS), and so the sound produces a feeling of anxiety (CR) whether that person is in the chair or just in the outer waiting area.

Although classical conditioning happens quite easily, there are a few basic principles that Pavlov and other researchers discovered:

1. The CS must come *before* the UCS. If Pavlov rang the bell just after he gave the dogs the food, they did not become conditioned (Rescorla, 1988).
2. The CS and UCS must come very close together in time—ideally, no more than 5 seconds apart. When Pavlov tried to stretch the time between the potential CS and the UCS to several minutes, no association or link between the two was made. Too much could happen in the longer interval of time to interfere with



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**Figure 5.7 A Typical Skinner Box**

This rat is learning to press the bar in the wall of the cage in order to get food (delivered a few pellets at a time in the food trough on lower left). In some cases, the light on the top left might be turned on to indicate that pressing the bar will lead to food or to warn of an impending shock delivered by the grate on the floor of the cage.

**reinforcement** any event or stimulus, that when following a response, increases the probability that the response will occur again.

**primary reinforcer** any reinforcer that is naturally reinforcing by meeting a basic biological need, such as hunger, thirst, or touch.

means something that comes before another thing). But in operant conditioning, learning depends on what happens *after* the response—the consequence. In a way, operant conditioning could be summed up as this: “If I do this, what’s in it for me?”

## THE CONCEPT OF REINFORCEMENT

### 5.5 What are the important concepts in operant conditioning?

“What’s in it for me?” represents the concept of **reinforcement**, one of Skinner’s major contributions to behaviorism. The word itself means to strengthen, and Skinner defined reinforcement as anything that, when following a response, causes that response to be more likely to happen again. Typically, this means that reinforcement is a consequence that is in some way pleasurable to the organism, which relates back to Thorndike’s Law of Effect. The “pleasurable consequence” is what’s in it for the organism. (Keep in mind that a “pleasurable consequence” might be something like getting food when hungry or money when you need money, but it might also mean *avoiding* a tiresome chore, like doing the dishes or taking out the garbage. I’ll do almost anything to get out of doing the dishes, myself!)

Going back to Thorndike’s puzzle box research, what was “in it” for the cat? We can see that the escape from the box and the food that the cat received after getting out are both *reinforcement* of the lever-pushing response. Every time the cat got out of the box, it got reinforced for doing so. In Skinner’s view, this reinforcement is the reason that the cat learned anything at all. In operant conditioning, reinforcement is the key to learning.

Skinner had his own version of a puzzle box called a “Skinner box” or “operant conditioning chamber” (see Figure 5.7). His early research often involved placing a rat into one of these chambers and training it to push down on a bar to get food.

**Primary and Secondary Reinforcers** The events or items that can be used to reinforce behavior are not all alike. Let’s say that a friend of yours asks you to help her move some books from the trunk of her car to her apartment on the second floor. She offers you a choice of \$25 or a candy bar. Unless you’ve suffered recent brain damage, you’ll most likely choose the money, right? With \$25, you could buy more than one candy bar. (At today’s prices, you might even be able to afford three.)

Now pretend that your friend offers the same deal to a 3-year-old child who lives downstairs for carrying up some of the paperback books: \$25 or a candy bar. Which reward will the child more likely choose? Most children at that age have no real idea of the value of money, so the child will probably choose the candy bar. The money and the candy bar represent two basic kinds of *reinforcers*, items or events that when following a response will strengthen it. The reinforcing properties of money must be learned, but candy gives immediate reward in the form of taste and satisfying hunger.

A reinforcer such as a candy bar that satisfies a basic need like hunger is called a **primary reinforcer**. Examples would be any kind of food (hunger drive), liquid (thirst drive), or touch (pleasure drive). Infants, toddlers, preschool-age children, and animals can be easily reinforced by using primary reinforcers. (It’s not a good idea, however, to start thinking of reinforcers as rewards—freedom from pain is also a basic need, so pain itself can be a primary reinforcer when it is *removed*. Removal of a painful stimulus fills a basic need just as eating food when hungry fills the hunger need.)

A **secondary reinforcer** such as money, however, gets its reinforcing properties from being associated with primary reinforcers in the past. A child who is given money to spend soon realizes that the ugly green paper can be traded for candy and treats—primary reinforcers—and so money becomes reinforcing in and of itself. If a person praises a puppy while petting him (touch, a primary reinforcer), the praise alone will eventually make the puppy squirm with delight.

*That sounds very familiar. Isn't this related to classical conditioning?*

Secondary reinforcers do indeed get their reinforcing power from the process of classical conditioning. After all, the pleasure people feel when they eat, drink, or get a back rub is an automatic response, and any automatic response can be classically conditioned to occur to a new stimulus. In the case of money, the candy is a UCS for pleasure (the UCR) and the money is present just before the candy is obtained. The money becomes a CS for pleasure, and people certainly do feel pleasure when they have a lot of that green stuff, don't they?

In the case of the puppy, the petting is the UCS, the pleasure at being touched and petted is the UCR. The praise, or more specifically the tone of voice, becomes the CS for pleasure. Although classical and operant conditioning often "work together," as in the creation of secondary reinforcers, they are two different processes. Table 5.1 presents a brief look at how the two types of conditioning differ from each other.

**Positive and Negative Reinforcement** Reinforcers can also differ in the way they are used. Most people have no trouble at all understanding that following a response with some kind of pleasurable consequence (like a reward) will lead to an increase in the likelihood of that response being repeated. But many people have trouble understanding that the opposite is also true: Following a response with *the removal or escape* from something *unpleasant* will also increase the likelihood of that response being repeated. Remember the idea that pain can be a reinforcer if it is removed? If a person's behavior gets pain to stop, the person is much more likely to do that same thing again—which is part of the reason people can get addicted to painkilling medication.

There are really only two kinds of things people ever experience as consequences in the world: things they like (food, money, candy, sex, praise, and so on) and things they don't like (spankings, being yelled at, and experiencing any kind of pain, to name a few). There are also only two possibilities for experiencing these two kinds of consequences: Either people experience them directly (such as getting money for working or getting yelled at for misbehaving) or they don't experience them, such as losing an allowance for misbehaving or avoiding a scolding by lying about misbehavior. These four consequences are named and described in Table 5.2.

◀ That sounds very familiar. Isn't this related to classical conditioning?



**secondary reinforcer** any reinforcer that becomes reinforcing after being paired with a primary reinforcer, such as praise, tokens, or gold stars.

**Table 5.1 Comparing Two Kinds of Conditioning**

OPERANT CONDITIONING	CLASSICAL CONDITIONING
End result is an increase in the rate of an already occurring response.	End result is the creation of a new response to a stimulus that did not normally produce that response.
Responses are voluntary.	Responses are involuntary and reflexive.
Consequences are important in forming an association.	Antecedent stimuli are important in forming an association.
Reinforcement should be immediate.	CS must occur immediately before the UCS.
An expectancy develops for reinforcement to follow a correct response.	An expectancy develops for UCS to follow CS.

**Table 5.2 Four Ways to Modify Behavior**

	REINFORCEMENT	PUNISHMENT
Positive (Adding)	Something valued or desirable	Something unpleasant
	<i>Positive Reinforcement</i> Example: getting a gold star for good behavior in school	<i>Punishment by Application</i> Example: getting a spanking for disobeying
Negative (Removing/Avoiding)	Something unpleasant	Something valued or desirable
	<i>Negative Reinforcement</i> Example: avoiding a ticket by stopping at a red light	<i>Punishment by Removal</i> Example: losing a privilege such as going out with friends



Javier Bardem receives an Academy Award for his role in *No Country for Old Men*. The award, the applause of the audience, and the attention of the photographers are all positive reinforcement.

**positive reinforcement** the reinforcement of a response by the addition or experiencing of a pleasurable stimulus.

**negative reinforcement** the reinforcement of a response by the removal, escape from, or avoidance of an unpleasant stimulus.

I'm confused—I thought taking something away was a kind of punishment?

First, take a look at the left column of Table 5.2, the one labeled “Reinforcement.” Getting money for working is another example of **positive reinforcement**, the reinforcement of a response by the *addition* or experience of a pleasurable consequence, such as a reward or a pat on the back. That one everyone understands. But avoiding a penalty by turning one's income tax return in on time is an example of negative reinforcement. **Negative reinforcement** is the reinforcement of a response by the removal, escape from, or avoidance of an unpleasant stimulus. Because the behavior (turning in the return before the deadline) results in *avoiding* an unpleasant stimulus (a penalty), the likelihood that the person will behave that way again (turn it in on time in the future) is *increased*—just as positive reinforcement will increase a behavior's likelihood. Examples are the best way to figure out the difference between these two types of reinforcement, so try to figure out which of the following examples would be positive reinforcement and which would be negative reinforcement:

1. Arnie's father nags him to wash his car. Arnie hates being nagged, so he washes the car so his father will stop nagging.
2. Trey learns that talking in a funny voice gets him lots of attention from his classmates, so now he talks that way often.
3. Allen is a server at a restaurant and always tries to smile and be pleasant because that seems to lead to bigger tips.
4. An Li turns her report in to her teacher on the day it is due because papers get marked down a letter grade for every day they are late.

Here are the answers:

1. Arnie is being negatively reinforced for washing his car because the nagging (unpleasant stimulus) stops when he does so.
2. Trey is getting positive reinforcement in the form of his classmates' attention.
3. Allen's smiling and pleasantness are positively reinforced by the customers' tips.
4. An Li is avoiding an unpleasant stimulus (the marked-down grade) by turning in her paper on time, which is an example of negative reinforcement.

#### TWO KINDS OF PUNISHMENT

*I'm confused—I thought taking something away was a kind of punishment?*

People get confused because “negative” sounds like it ought to be something bad, like a kind of punishment. **Punishment** is actually the opposite of reinforcement. It is

any event or stimulus that, when following a response, causes that response to be less likely to happen again. Punishment *weakens* responses, whereas reinforcement (no matter whether it is positive or negative) *strengthens* responses. There are two ways in which punishment can happen, just as there are two ways in which reinforcement can happen.

Now take a look at the right column of Table 5.2, labeled "Punishment."

**Punishment by application** occurs when something unpleasant (such as a spanking, scolding, or other unpleasant stimulus) is added to the situation or *applied*. This is the kind of punishment that most people think of when they hear the word *punishment*. This is also the kind of punishment that many child development specialists strongly recommend parents avoid using with their children because it can easily escalate into abuse (Dubowitz & Bennett, 2007; Saunders & Goddard, 1998; Straus, 2000; Straus & Stewart, 1999; Straus & Yodanis, 1994; Trocmé et al., 2001). A spanking might be *physically* harmless if it is only two or three swats with a hand, but if done in anger or with a belt or other instrument, it becomes abuse, both physical and emotional.

**Punishment by removal**, on the other hand, is the kind of punishment most often confused with negative reinforcement. In this type of punishment, behavior is punished by the removal of something pleasurable or desired after the behavior occurs. "Grounding" a teenager is removing the freedom to do what the teenager wants to do and is an example of this kind of punishment. Other examples would be placing a child in time-out (removing the attention of the others in the room), fining someone for disobeying the law (removing money), and punishing aggressive behavior by taking away television privileges. This type of punishment is far more acceptable to child development specialists because it involves no physical aggression and avoids many of the problems caused by more aggressive punishments.

The confusion over the difference between negative reinforcement and punishment by removal makes it worth examining the difference just a bit more. Negative reinforcement occurs when a response is followed by the *removal* of an *unpleasant* stimulus. If something unpleasant has just gone away as a consequence of that response, wouldn't that response tend to happen again and again? If the response increases, the consequence has to be a kind of *reinforcement*. The problem is that the name sounds like it should be some kind of punishment because of the word *negative*, and that's exactly the problem that many people experience when they are trying to understand negative reinforcement. They get negative reinforcement mixed up with punishment by removal, in which a *pleasant* thing is removed (like having your driver's license taken away because you caused a bad accident). Because something is removed (taken away) in both cases, people think that they will both have the effect of punishment, or weakening a response. The difference between them lies in *what* is taken away: In the case of negative reinforcement, it is an *unpleasant* thing; in the case of this particular form of punishment, it is a *pleasant* or desirable thing. For a head-to-head comparison of negative reinforcement and this particular type of punishment by removal, see Table 5.3.

*You said earlier that there are some problems with punishment, and that many psychologists don't recommend using it. What are the problems?*

## PROBLEMS WITH PUNISHMENT

### 5.6 What are some of the problems with using punishment?

Although punishment can be effective in reducing or weakening a behavior, it has several drawbacks. The job of punishment is much harder than that of reinforcement. In using reinforcement, all one has to do is strengthen a response that is already there. But punishment is used to weaken a response, and getting rid of a response that is

**punishment** any event or object that, when following a response, makes that response less likely to happen again.

**punishment by application** the punishment of a response by the addition or experiencing of an unpleasant stimulus.

**punishment by removal** the punishment of a response by the removal of a pleasurable stimulus.



*This young man's father is applying punishment by removal as he takes the car keys away from his son.*

You said earlier that there are some problems with punishment, and that many psychologists don't recommend using it.

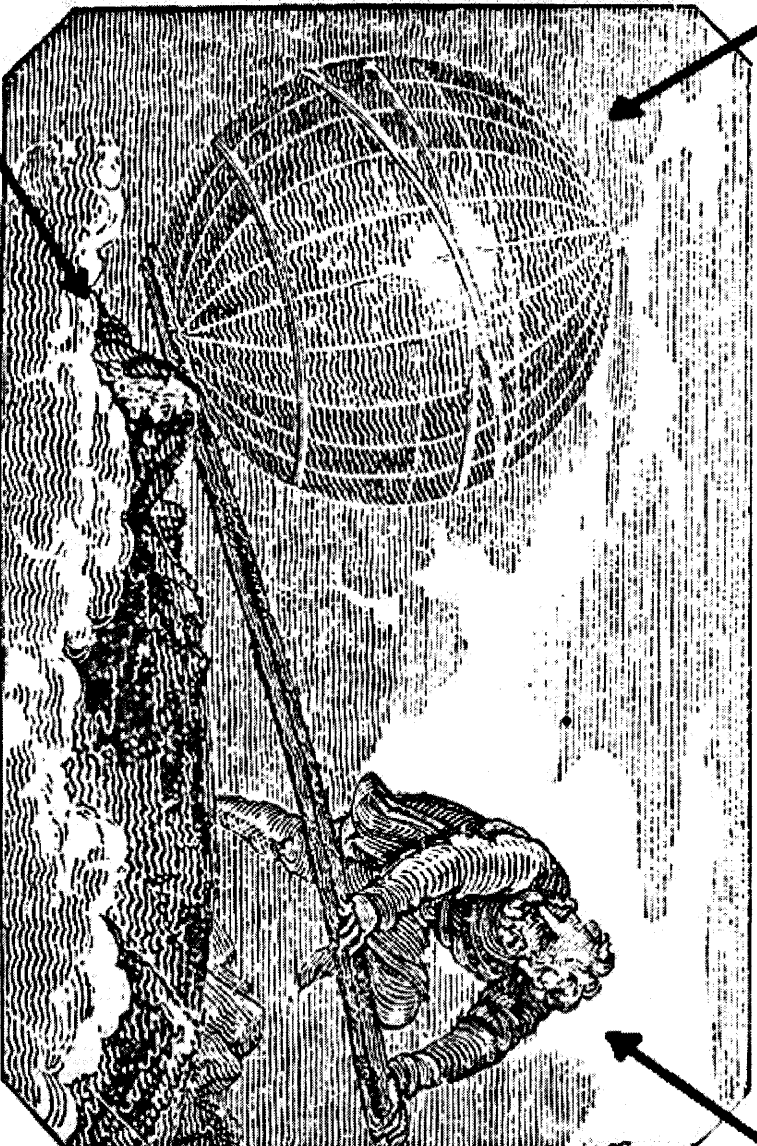
◀ What are the problems?



The Course of Thought,  
The Course of Events...  
The Load

The Master's Craft

The Bridge Function  
Acting Captain



Enduring and  
Endearing  
Principles...  
The Fulcrum

"Give me a place to stand on,  
and I will move the Earth."

Attributed to Archimedes - Wikipedia

Engraving from Mechanics Magazine, London, 1824

Enduring and  
Endearing  
Practices...  
The Lever  
Literally the  
Hand of the  
Master on  
the Tiller of  
the World

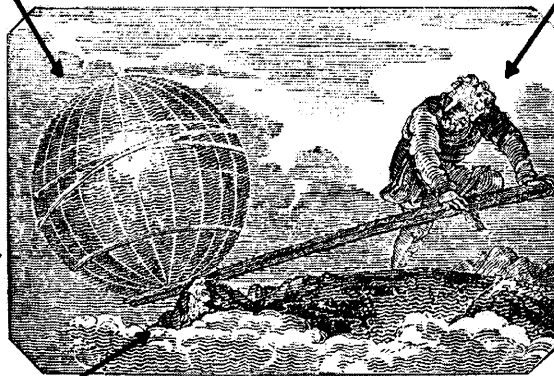
The Course of Thought,  
The Course of Events...

**The Load      The Master's Craft**

*Establish a practice in the art and science of  
crafting yourself and the world around you.*

**The Bridge Function  
Acting Captain**

*"His true intention,  
and a lofty one it  
must be counted,  
was to affect the  
course of events  
by affecting the  
course of thought."*



*Acting Captain,  
You Have the  
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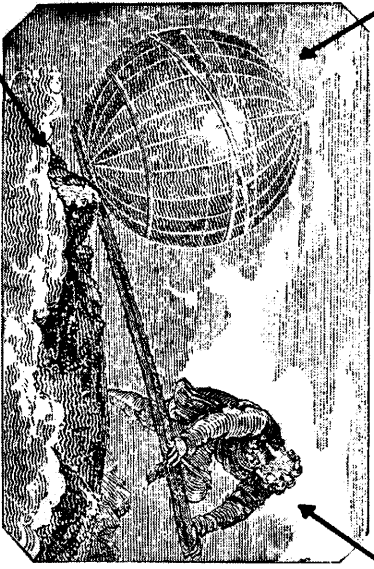
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