

Observations on the Puberty of the Human Mind

A Living Document

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"War does not determine who is right - only who is left." (Anonymous)

Introduction:

This treatise must be written. I didn't know it until 10:13 UTC on 22.02.2023, when the idea suddenly occurred to me, that I've been preparing it all throughout my life. This document will be updated at every opportunity until I am no longer able to update it further.

I shall prepare two different versions of this document (normal and sequenced) and write them in two different languages (English and German) for at least two reasons:

- 1) Some readers, if I'm honoured to have them, will want to reference or compare what I've written when later versions become available. To aid in this effort there will be a primary document which reads as a book we expect from a library. In a complimentary document, each idea will receive its own sequence number.
- 2) To aid my reader's understanding, I shall translate the ideas within this document in both directions. Since I think in and speak both English and German, why not use this opportunity to better clarify my meaning by providing what I write in both languages for comparison?

The Nature Types:

All of the events I have examined thus far have shown that humanity tends to congeal and/or divide itself into two different sides of a spectrum of mindsets arising within a continuum which is shaped like a bell curve. Both halves of that curve tend to express their dominant tendencies according to their nature as they occur. There may seem to be repetition in some of these tendencies, but there are subtle differences in each juxtaposition which shall be explained when they turn up as examples for comparison.

Their names are "Destructive" and "Constructive".

Here are a few examples of these tendencies by which each can be identified (more in the appendix):

Destructive	Constructive
Fear	Trust
Need for control	Need for cooperation
Superficial perspective	Profound perspective
The ends justify their means	The means determine their ends
Secretive	Forthcoming
Collective	Individual
Complexity	Simplicity
Exceptions determine the collective's freedom	Standards determine the individual's freedom
Exterior-focused	Interior-focused
Surfaces and appearances are primary	Contents and values are primary
Particle perception	Field perception
Egoistic	Altruistic
Deceptiveness	Honesty
See Appendix for more examples...	See Appendix for more examples...

1 Definitions and examples for these tendencies shall be provided later.

2 The assertion of these tendencies, by choosing the first nature above as an example, would be: “The
3 destructive-dominant mindset tends to reside in and find expression of a **fear-orientation**, whereas
4 the constructive-dominant mindset tends to reside in and find expression of a **trust-orientation**.

5 Care must be taken with these tendencies however; because, each person or group involved could
6 switch sides according to the context in which they find themselves. There are also instances where
7 both sides share the same orientation and may even share identical reasons for being and doing so.
8 Therefore, other parameters are required to correctly evaluate them. The other parameters will be
9 introduced as we proceed.

10 Also, these orientations rarely, except when they have been polarised, find expression in their most
11 “pure” form. I am referring to spectrums and not absolutes. There are even extremes found on both
12 sides of each. Then there are outliers which signal relationship to higher or lower rungs of a
13 continuous spiral of available being and acting between them.

14 **The Two Nature’s “March” through time:**

15 Both have endured a war throughout history with one or the other getting the upper hand. I now
16 provide my understanding of how these wars manifest themselves.

17 One or more ideas or perspectives are artificially created or organically arise in the consciousness of
18 those whose interests or concerns are influenced or affected by them. These **contenders** then invite
19 or compel others to participate in a discussion or action which expresses these interests or concerns.

20 The definitions (or lack of them when based upon assumption) and the mindsets which underly the
21 contending sides (and there may be many contending sides) begin to coalesce in their adherents as
22 they evolve and refine themselves. **A “fugue” of polarisation and synthesis ensues.**

23 Our “march through time” is this very process during its evolution or even, devolution. It winds its
24 way through many dimensions of context, direction, stage, and state, as well as on many lines, rungs,
25 and levels: often many of these dimensions find expression simultaneously.

26 Also, each side may affect the other in the opposite way. For example, a destructive event can
27 produce an evolutionary chain of events and vice-versa.

28 Here is an overview of the dimensions I refer to (more pending!):

29 **The Dimensions of the March Through Time:**

Dimensions of Polarisation & Synthesis	Devolutionary	Evolutionary
Context	Hostile	Friendly
Context	Dangerous	Prudent
Direction	Regression	Progression
Direction	Disarray	Focus
Stage	Result of a destructive phase	Result of a constructive phase
State	Conflict	Harmony
Line	Destructive change	Constructive change
Line	Conformity	Individuality
Rung	Devolution	Evolution
Rung	Retrograde	Progress
Rung	Decline	Advancement
Level	Polarisation	Depolarisation

Level	Polarisation	Synthesis
Direction	Push and pull	Stability
Context	Yang	Yin
Context	Survival of the fittest	The universe is big enough for all of us

1 Definitions and examples for these dimensions shall be provided later.

2 **Introduction to the Dimensions**

3 Imagine a winding staircase reaching up and down in a building. Dimensions describe the
4 perspectives and outcomes along it.

5 Also remember that we are dealing with at least two perspectives here: that of an observer
6 observing another who themselves, is also observing from its own perspective. The taking of
7 perspective can be in both directions, multipolar, and connected indefinitely as well.

8 **They are intertwined, interdependent, and weave meaning into being together all at once.**

9 I define them now briefly in those terms and elaborate on them in the appendix.

- 10 • *Context describes the aspects within and without both an observer on the staircase or those
11 observing another who is on that staircase. It also includes the aspects both share or not
12 share with another, or are at present, unknown to both or either them.*

13 *In music they are the modes of the scale (Ionian, Locrian, Lydian...), chord types (minor,
14 major, augmented...), dissonance, harmony...*

- 15 • *Directions are perspectives of both observer and observed as they move on the staircase and
16 if that movement is “up”, “down”, “between”, “across”, “from”, “to”, “into”, “onto”, “within”,
17 “without” or results in some other transition or change of location.*

18 *In music they are the movements up and down a music scale, changes of volume, and
19 dynamics.*

- 20 • *Stages are the steps the participants stand upon on the staircase. Which steps are present
21 may vary depending on the perspectives those who observe and participate may have.
22 In music they are the tones themselves and how they sound, reverberate...*

- 23 • *Lines are the “paths” a staircase may follow and describe the form, order, or arrangement
24 they represent or are involved with. The observer and the observed both determine this from
25 their own perspectives.*

26 *When one or both are aware of each other it may include their take on the other’s view of
27 things.*

28 *In music these are the lines of the melody, chord changes, and movements according to their
29 respective attributes.*

- 30 • *Rungs are the “steps on the stairway” considered together as a group between any arbitrary
31 or intended levels (described below).*

32 *Rungs describe the journey and aspects between levels of development. They allow
33 perspective on what changed during a cycle or transition. It may refer to intermediary rungs
34 around, near, or distant to it.*

35 *In music they are intervals and the notes between chords or octaves.*

- 36 • *Levels are the “floors” which the stairs connect. Their location or occurrence may be inherent
37 or imposed.*

38 *Levels may be demarcations, areas of focus, concentrations, milestones of achievement...
39 They may appear as hierarchies, holarchies, phases of development, skills, and even of
40 consciousness.*

1 *In music they are the intervals on a music scale: they refer to octaves, and the chords*
2 *comprising them (without modality [context]).*

3

1 "*Reality is that which, when you stop believing in It, doesn't go away.*" (Philip K. Dick)

2 **Dangers within and without the “March”**

3 This march poses danger to all of us in at least six ways.

- 4 1. Most of us are unaware it is even happening.
5 2. Those who are aware of it may not understand the ramifications of the events they see: or if
6 they do, they may not identify many or all of them.
7 3. Or those who cluck like the dodo birds before they were brought to extinction: always
8 complaining about and exposing the deeds of others who are not going by the rules as they
9 themselves are incrementally consumed.
10 4. The majority of us are in denial. We simply want to get on with our lives. Knowing these
11 dangers only gets in the way of our contentment and need to focus on what life offers us.
12 These people must know, that as long as they decide “It’s not my business”, “I have better
13 things to do with my time”, “Let others take care of it”, “I create my world”, ... are only
14 postponing their participation in the outcome!

15
16 In history there are countless examples of how thriving and harmonious cultures were
17 annihilated out of their “wonderful way of being” by seafaring pirates (which happened in
18 my Irish family history) or marauders (the “Sea Peoples”, for example), or even the misdeeds
19 of an out-of-control NGO or government agency.

- 20 5. Then there are those who are steering events by playing one or more sides against each
21 other.
22 6. It precludes us from maturing out of puberty. We condemn ourselves to an endless cycle of
23 deconstructive, followed by constructive phases of repetitious being and doing.

24 In order to better understand this danger, I begin by examining it in terms of the strata of its
25 participants: how they play destructive or constructive roles creating and maintaining it, and those
26 who are forcibly “condemned” or “blessed” to make the best of being involved in it.

27 For my atheist and agnostic readers: you may not believe in God or doubt in God’s existence – it
28 matters not, because those instigating the war very much do... and that’s what matters.

29 **The Landscape’s Strata in the “March” Through Time:**

Stratum of Participation	Destructive	Constructive
Highest Level	Satanic	Godly
Higher Levels	Power	Excellence
Middle Levels	Antithesis	Synthesis

30 The definitions required to make effective use of this comparison are found in their section below.

31 —————

32

Mechanisms Influencing Decision-Making and Behaviour

- There are many mechanisms which can influence or manipulate our decision-making and behaviour. The destructive part of humanity takes it upon themselves the responsibility to “save” the rest of us by capitalising on the traits we all share in common.
- I provide a few of these mechanisms here, with a short description of their meaning, and place the rest in the Appendix. This list may seem comprehensive, but it’s not. I’ll continue to add to it as necessary. This first batch is more or less alphabetical. Later their ordering may change or prioritised according to specific examples. Each and every one of them shall enter centre stage to be examined more thoroughly.

Name	Short Description
Anchoring	Setting of an “anchor idea” to influence people’s judgement and choices
Choice Architecture	Careful design and arrangement of options which influence behaviour and decision-making
Cognitive Dissonance	Manipulating conflict arising out of beliefs, attitudes, or values
Commitment and Consistency	Exploiting our need to remain consistent by encouraging us to make small, initial commitments which later make us likely to make larger related commitments
Counter-Attitudinal Advocacy	Forcing others to advocate for a position opposite to their current attitudes or beliefs and thereby creating cognitive dissonance leading to increased acceptance
Default Options	Specific options for choice are set (restricting the domain)
Education and Awareness Promotion	Changing behaviour or decision-making through increasing awareness or understanding of an issue
Ego Depletion	Creating an environment where self-control and willpower are limited resources which can be depleted after exertion
Environmental Design	Changing an environment to make certain actions more or less convenient or appealing
Feedback and Reinforcement	Providing feedback on performance and reinforcing desired behaviour
Framing	Influencing how issues and information are presented
Gamification	Introducing game-like elements into not-game contexts to motivate or engage others (points, levels, badges, competition...)
Goal-Setting	Establishing clear, specific, and achievable goals to motivate action in order to encourage commitment and persistence to a desired behaviour
Group Dynamics	Utilisation of group identity, cohesion, and norms to influence individual behaviour and decision-making
Habit Formation	Behaviour which becomes automatic through repetition and reinforcement
Incentives	Encouraging specific behaviour or decisions by offering rewards or imposing costs
Incrementalism	Gradual and continuous adjustments over time
Loss Aversion	Setting choice in terms of potential loss or gain
See Appendix for more examples...	See Appendix for more examples...

10

More mechanisms in the Appendix

*1 "But of the tree of the knowledge of good and evil, thou shalt not eat of it: for in the day that thou
2 eatest thereof thou shalt surely die. " Genesis 2:17, King James Version*

Definitions

4 Scope and Depth:

5 Scope is also called Span in some contexts. Scope is my preferred term, because it's more general
6 and includes the concept of span.

7 [Pending]

8 **Interiority and Exteriority:**

9 [Pending]

10 Direct and Lateral:

11 [Pending]

12 Emergence and Regression:

13 [Pending]

14 Signature of Entities:

15 [Pending]

16 Centre of Gravity:

17 [Pending]

18 Memes:

19 [Pending]

20 The Many-Few-Dilemma

21 [Pending]

22 The Many-Few-Dilemma:

23 [Pending]

24 The “Conspiracy Theory” Meme:

25 [Pending]

26 The Meaning of “Eating from the Tree of Knowledge”:

27 [Pending]

28 The Gaming of the Landscape:

29 There are countless kinds of gaming of the landscape as we march down our path into the future.
30 The world has been “gamed”.

31 Marxism, for example, is much more than an economic system or a social justice phenomenon,
32 because it's not about fixing economic systems and injustices, it's a kind of religion. A commitment to
33 a single idea which is its primary goal: **Revolutionary Dialectic**. There's not necessarily a utopia at the
34 end of its process; rather, regardless of whether the process ends in a utopia or not, the commitment

1 is solely for revolution. Everything serves to perpetuate revolution – even, if necessary, revolution
2 against revolution.

3 War is a primary method of realisation of revolution. The adherents, who so tirelessly and selflessly
4 aided and abetted those who set this “wheel” in motion, are themselves consumed in its aftermath:
5 they too were just “cannon fodder” at the end of the cannon’s trajectory.

6 This process is based upon an old and out-dated idea: **Thesis, Antithesis, leading to Synthesis.**
7 Modern Philosophy has much to say regarding this. I shall explain this in further detail, but first other
8 definitions need to be established.

9 [More pending (with sources and explanation)]

10 **The Sound of One Hand Clapping Always Has an Echo:**

11 [Pending]

12 **To be continued...**

13

14

1

Appendix

2 Continuation of the Tendencies...

Destructive	Constructive
Novelty-driven	Consistency-driven
Synthetic-Artificial acceptance	Natural-Real acceptance
Heteronomy	Autonomy
Conflict-based	Consensual-based
Creation through disruption	Creation through harmony
Discovery by any means possible	Discovery with ethical restraint
Intends the destruction of their opponent and thereby unintentionally, even of themselves	Intends the betterment of all
Ignorance of how their nature, even after having success with a destructive purpose, only leads to their own demise	Conscious of their nature to betterment through mutual success leading empowerment and ensured survival
They turn on each other when things go wrong	They support each other when things go wrong
Scarcity	Abundance
Disdain for those not like them	Respect for those not like them
Dislike debate	Enjoy debate
Ridicule as a means to discourage others	Reason as a means to convince others
It's us against them	It's for our mutual welfare
Action or being not what it seems	Action or being always what it seems
Ruthlessness is prised	Magnanimity is prised
Reductionism	Holism
Materialism	Integralism
Impression made to others most important	Value providing to others most important
Chutzpa	Modesty
Bravado	Sincerity
Selective empathy	Inclusive empathy
Obsequious (suck-up and cow-down)	Self-assured (respect is earned and given)
Zero-sum	Win-Win
Evil prone	Goodness prone
Vengeful	Forgiving
Cruelty	Compassion
Pessimism	Optimism
Freedom is restricted to group membership	Freedom is guaranteed to individuals
Oppression	Sovereignty
A need to fix others in order to make a better world	A need to fix oneself to make a better world
Hubris	Humility
Nihilism	Love
Projection making others responsible for one's thoughts, feelings, or impulses	Navigates the Projection/Introjection domain with wisdom and insight
Narcissistic	Humility
Treat symptoms	Treat causes
Strong desire to "shift the dials" of ideas or perspectives	Strong desire to "maintain the current setting of the dials" of ideas or perspectives

Inversion (or some degree of same) of ideas or perspectives	Stable maintenance of currently established ideas or perspectives
Polarisation	Synthesis
Nothing is taboo	Standards are set
Despising	Respectful
Weakness is rewarded and strength is punished	Strength is rewarded and weakness is supported
Diversity and inclusion	Excellence and achievement
Feelings are more important	Facts are more important
Relies on external validation	Relies on internal validation
Prefers to know what to think	Prefers to know how to think
Tribal	Independent
Hedonistic	Ascetic
Dogmatic	Open-minded
Intolerant	Tolerant
Deterministic preference	Indeterministic preference
Others not like them are obstacles to reaching their goal	Others not like them are valued as assets towards achieving a goal
Contradiction is a fact of life	Contradiction is to be examined and rectified
Narrative is factual and truthful	Coherent ideas and concepts are factual and truthful
Justice is more important than Liberty	Liberty is more important than Justice
Disidentifies with others not like them	Identifies with others not like them
Wants to teach others to be like them	Uses others to learn about themselves
External evaluation of oneself is primary	Internal reflection of oneself is primary
Extrospection	Introspection
Conformity	Individuality
Ignorance	Knowledge
Wilful disregard	Deliberate attention
Confusion	Insight
Non-contextual	Contextual
Unconsciously driven	Consciously driven
Mindless	Mindful
Forgetting	Learning
Misinterpretation	Understanding
Entropy focus	Syntropy focus
Antagonistic	Synergistic
Very susceptible to propaganda	Resistant to propaganda
Actively use propaganda to achieve its aims	The use of propaganda is repugnant
If I lie repeatedly everyone believes it, including I	When I lie and I begin to lose track of my identity
Prone to hysteria	Prone to reason
Hyperbole to convince others	Precision and restraint to convince others
It's more about party (political)	It's more about values
Investigate people	Investigate crimes
Equity	Equality
Pay back for injustice	Pay forward of justice
Owed favour	Generous favour
Hypocritical (doesn't practice what they preach)	Consistent (practice what they preach)
You can't take it with you	You take the person you have become

Indignant	Composure
Gullible to incentivised outrage	Resistant to manipulative messaging
Absolutes don't exist	Absolutes do exist
Turmoil	Equanimity
Co-dependency	Independence
Speech which makes me uncomfortable is violence	All speech which doesn't incite violence is free
Violence coming from me is free speech	Violence coming from anyone is not free speech
Utopia is a place we must create in others	Utopia is a place we must discover in ourselves
Truth is subjective	Truth is objective
Narratives are the means to convey what is true	Cogent arguments are the means to convey what is true
Classify adversaries into groups	Classify adversaries as individuals
Woke	Awake
Revolution	Revival
My character makes no difference towards achieving my goals	Character is everything and any goal achieved without it intact is a Pyrrhic victory, because it cost my identity

1 Definitions and examples for these tendencies shall be provided.

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1 Continuation of the Mechanisms...

Nudging	Subtle indirect suggestions, constructive or destructive reinforcements, and small environmental changes
Overton Window	Discourse which is deemed acceptable or politically viable
Paradox of Choice	Having too many options can lead to decision paralysis or reduced satisfaction with any option chosen
Peer Pressure	The influence acquaintances, friends, colleagues... have on an individual's behaviour, decisions, opinions, perceptions...
Persuasion	Techniques of communication to change someone's actions, attitudes, or beliefs
Priming	Subtle exposure to certain concepts, ideas, or stimuli to influence them
Public Commitment	Encourage the "coming out" of a desired model behaviour to play self-image against disapproval by others in order to propagate and motivate others to accept, adopt, or retain that behaviour
Reciprocity	Using our desire to reciprocate to encourage desired behaviour in return
Restrict the domain of discourse on an issue by arguing over its definition	Making a contentious issue less so by limiting the debate to how it is defined
Role Modelling	Exploiting how we see and imitate role models
Scarcity and Urgency	Creating a sense of scarcity or urgency to encourage others to make decisions more quickly
Self-Efficacy	Providing opportunity for access to emotional states or experiences, verbal persuasion, or by encouraging others to mastery as motivation to change themselves in some way
Social Comparison	Encouraging individuals to modify themselves by comparing themselves to others
Social Influence	Exploiting an individual's need to conform to the expectations or norms of a collective
Social Learning Theory	Exploiting how we learn from observing and imitating the behaviours, attitudes, and emotional reactions of others
Social Proof	"Herd mentality" manipulate how individuals perceive others engaging in a particular behaviour or belief
Storytelling and Narrative	Using stories and narratives to convey messages and evoke emotions which inspire change or shape opinions
Sunk Cost Effect	Exploiting reluctance to abandon behaviour or decisions where time, effort, and resources have already been invested
The actor-observer bias	We tend to explain our own actions and behaviour based upon the circumstances we find ourselves in, while explaining the behaviour of others based upon their personality or character
The affect heuristic	We often rely on our emotional response to a stimulus when making decisions or judgments
The anchoring effect	When individuals rely too heavily on an initial piece of information ("anchor") when making decisions
The authority principle	Propensity to comply with requests or persuasion by people perceived as having authority expertise
The availability cascade	The more we hear or read something, the more likely we are to believe it

The availability heuristic	Importance of a desired change is based upon the ease with which relevant examples come to mind by making them more available, accessible, or memorable
The backfire effect	We tend to strengthen our existing beliefs or attitudes in response to evidence or arguments which challenge those attitudes or beliefs
The bandwagon effect	Individuals adopt attitudes, beliefs, and behaviours more readily when they perceive others are doing the same
The base rate fallacy	We tend to ignore or undervalue the prevalence or likelihood of an event for everyone when we evaluate one in a specific case
The bystander effect	Exploiting how individuals are less likely to help or take action in an emergency when other people are present
The confirmation bias	Individuals tend to search for, interpret, and remember things in a way which conforms to their pre-existing beliefs or hypotheses
The consistency principle	Initial commitments are highlighted or past actions are encouraged to engender desired behaviour or decision-making
The contrast effect	Alters the perception of one stimulus by introducing contrasting stimuli to alter behaviour or belief
The curse of knowledge	Individual with a high level of expertise or knowledge have problems remembering or understanding how it is to be a novice or have less knowledge
The decoy effect	The introduction of a third, less desirable option makes one of the original options appear more attractive by comparison
The door-in-the-face technique	The initial demand made is large and likely to be refused, but is followed by a smaller and more reasonable one which is desired
The Dunning-Kruger effect	Individuals with low ability or knowledge in a particular domain overestimate their competence, while those with a high ability or knowledge underestimate theirs
The endowment effect	Using how individuals place a higher value on items they possess compared to similar items they do not by creating a sense of ownership or psychological attachment
The escalation of commitment	The tendency for individuals to continue investing in a course of action, even in the face of negative outcomes, due to the belief that further investment will eventually yield success
The false consensus effect	Our tendency to overestimate the extent to which others share our attitudes, beliefs, and behaviours
The foot-in-the-door technique	Gaining compliance with a small request first, making it more likely for individuals to accept larger requests later
The framing effect	Presenting information in a positive or negative frame to influence their perceptions and decisions
The fundamental attribution error	The tendency of people to attribute the behaviour of others to internal factors, such as disposition or personality, whilst overlooking the influence of external factors, such as situation or context
The gambler's fallacy	We tend to believe the likelihood of an outcome in a random sequence is influenced by the outcomes of previous events
The halo effect	Using pleasant unrelated traits to manipulate cognitive bias to blot out negative traits (A Day in the Life of a Twitter Employee)

The hindsight bias	"Knew it all along" effect is our tendency to believe, after an event has occurred, that we would have predicted or expected the outcome
The identifiable victim effect	We are more likely to feel empathy and provide assistance to a single, identifiable person in need, as opposed to a large, anonymous group of people in need
The IKEA effect	The increased value individuals place upon products they have partially created or assembled themselves
The illusion of control	Manipulation of tendency for individuals to believe that they have control over events and outcomes which are largely determined by others or chance
The illusion of transparency	Our tendency to overestimate the extent to which our thoughts, feelings, and intentions are apparent to others
The in-group bias	The tendency to favour members of our own group over those from different groups
The just-world hypothesis	A belief that the world is fundamentally fair and that people generally get what they deserve
The law of the instrument	Also known as Maslow's hammer, suggesting the individuals tend to rely on familiar tools or approaches to problem-solving, even when other tools are more effective or appropriate
The least-worse option	Providing a choice which contains only negative options which restricts choice to the option desired at the outset compared to worse
The liking principle	Individuals are more likely to comply with persuasion from people they like or admire
The mere exposure effect	We tend to develop a preference for things they are repeatedly exposed to, even without conscious awareness of it
The mere-measurement effect	Exploits our tendency to prefer things which we are exposed to frequently or for just being asked about them in order to foster acceptance to them
The optimism bias	Individuals tend to overestimate the likelihood of positive events and underestimate the likelihood of negative ones
The ostrich effect	Our tendency to avoid negative or uncomfortable information, often by burying our heads in the sand
The paradox of choice	When presented with an overwhelming number of options we tend to enter a decision paralysis or a reduced satisfaction with the resulting choice we make
The placebo effect	When individuals experience real or perceived improvements in their condition due to their belief in the efficacy of a treatment, even if the treatment is inactive or has no therapeutic effect
The planning fallacy	Our propensity to underestimate the time, resources, or effort required to complete a task or achieve a goal
The primacy and recency effects	The tendency to better remember items presented at the beginning of a list while the recency effect refers to the tendency to better remember items presented at the end of a list
The reactance effect	When we resist or push back against perceived attempts to control our behaviour, thoughts, or freedom of choice
The reciprocity principle	Providing something of value first, because individuals feel more obligated to return favours, gifts, or acts of kindness
The representativeness heuristic	Individuals judge the likelihood of an event based upon how similar it is to a prototype or stereotype

The scarcity heuristic	Emphasising the scarcity or uniqueness of a resource causes its value to increase (Diamonds are a Girl's Best Friend)
The self-fulfilling prophecy	Our beliefs and expectations influence our behaviour such that they make the belief or expectations can come true
The self-serving bias	We tend to attribute our success to our own abilities and efforts whilst those of our failures to external factors
The similarity-attraction effect	We tend to be attracted to others who are similar to us in some way
The sleeper-effect	Persuasive messaging from a low-credibility source becomes more effective over time as the source's credibility fades from memory
The social proof principle	Individuals are more likely to engage in a particular behaviour or adopt a particular belief if they observe others doing the same
The spotlight effect	Our preference for maintaining the current state of affairs or avoiding change, even when change may be beneficial
The status quo bias	Our preference for maintaining the current state of affairs or avoiding change, even when change may be beneficial
The sunk cost fallacy	When individuals continue to invest in a decision or course of action based upon the amount of resources already invested, instead of evaluating the current and future value of the investment
The Zeigarnik effect	Exploits the tendency to remember unfinished or interrupted tasks better than completed ones

1 Definitions and examples for these mechanisms shall be provided.

2
3

1 Fundamental Concepts

2 Mathematicians will very likely vehemently object at the outset to the framing of mathematics under
3 the following dimensions. This is much less so with linguists, because some of it has already been
4 done before. Philosophers may have issues as well. I ask them all to bear with me as it shall become
5 very clear why and how this is being done. This is a high priority, but there are definitions which need
6 to be established first.

7 **Context:**

8 **Context** can also be represented by categories and types such as “odd”- or “even”-numbers or
9 how these numbers are being used in calculation. They may even contain higher dimensions
10 of geometry for their scope and depth: surfaces, volumes, hyper-surfaces, hyper-volumes, ...
11 Their boundaries may be diffuse or precise. In context, resonance and dynamics play
12 dominant roles. Context is also what is described on either side (or both) of an equation.

13 Context is an expression of the domains of circumstance surrounding events and the ideas
14 which are their source. It comprises the people involved, the setting, and any other relevant
15 information which can help to provide a more complete understanding of the situation under
16 consideration.

17 Context may include many subdomains such as the personal, interpersonal, cultural, social,
18 historic, or linguistic aspects of the ideas and the events they lead to or stem from. They are
19 the expression of interiority and exteriority (defined in Definitions) and always appear in
20 dualities. The only exception to their dual nature is found in the non-dual: a subject I shall
21 discuss later.

22 There are many situations where context can go awry or be manipulated. Misunderstanding,
23 lack of informed decisions, bad or ineffective communication: even breakdowns in verbal or
24 nonverbal communication, destructive shared experiences, and social cues. I shall return to
25 this often when it requires more explanation.

26 **Direction:**

27 **Direction** can also be seen as a movement along an axis, curve, surface...

28 Direction is relative to the framing which encloses it. A destructive-tendency observer may
29 see up as down, for example.

30 It implies movement. It may even imply transition or development of some kind. It orients
31 itself with respect to other dimensions (other Dimensions, Contexts, Lines, Stages, States...)
32 When crossing boundaries, they can refer to themselves or towards neighbours as relevance
33 dictates. Emergence and Recursion are expressed via direction, but not exclusively.

34 I use the word Recursion instead of some other word like “Regression”, because movement
35 can be constructive or destructive: the same is true for Emergence. It’s the idea of movement
36 first and then the tendency that movement attends. Destructive recursion or emergence can
37 then both mean regression with this distinction in mind.

38 **Stage:**

39 **Stages** can also be seen as ordered points, faces, volumes... on an axis (axes) or objects in an
40 ordered space which may also have an imposed or inherent distance from each other.
41 Geometry, Topology and logic are found here when there are transitions involved. Important

1 *are those entities which change, or are involved in change, which can be ordered and*
2 *disordered.*

3 Stages are characterised by phases or steps which an individual, group, or system goes
4 through in a particular process or development. The steps are usually sequential and can be
5 destructive or constructive (or both). They build upon each other to reach a particular goal or
6 outcome.

7 They also manifest themselves in the personal, interpersonal, cultural, social, physical, and
8 psychological domains. They are not restricted to these domains however. There are more.

9 Sometimes milestones or achievements aid in the tracking of the emergence of stages; and
10 set-backs and failure signs of a regression of stages. Stillstand is also possible.

11 Stages are useful in navigating complex processes, transitions, and to recognise unique
12 challenges and opportunities which arise as they reach their outcomes.

13 Effective planning, communication, and decision-making are examples of how an awareness
14 of stages crucial. This awareness provides us with the ability to adapt and respond to
15 changing circumstances and in planning for or anticipating new stages in the future.

16 It is very important to realise that each stage solves or reinforces the challenges which
17 caused it to be and also introduces new challenges which the stages to follow will have.

18 **Line:**

19 *Lines can also be seen as axes conceived of as straight, curved, convoluted, inflection points,*
20 *and disjunct curves and volumes. Essential is that they have distinct paths; even if those paths*
21 *are infinite or lead to locations unknown.*

22 Lines refer to the domains or aspects of growth and development. They apply to and affect
23 the subdomains described above (personal, interpersonal, cultural...)

24 Skills such as competencies and domains of functioning are integral to lines. Gross or fine
25 motor skills, and sensory development are examples.

26 More examples for each domain shall be put forward later in this document, but I can
27 provide a summary of a few now in order to better understand them:

- 28 1) Cognitive lines (occupying both personal and interpersonal domains) may include
29 self-awareness, other-awareness, sensory strengths or weaknesses, and memory
30 skills to name a few.
- 31 2) Emotional lines (also occupying both personal and interpersonal domains) may
32 include emotional regulation, interpersonal communication, empathy, or
33 relationship-building skills. Even self-awareness or other-awareness (in 1 above)
34 may be considered here as well.
- 35 3) Cultural lines (collective “personal”) would include the expression and
36 development of cultural identity and world views. They express language,
37 traditions, beliefs, values, norms, and customs which are shared by a particular
38 community or group. The sense of identity and belonging, and the appreciation
39 of same or difference in other cultures, are their results. They are maintained by
40 traditions and practices; which may even include adapting to new cultural
41 contexts or engaging in cultural exchange and dialogue with other groups.

- 4) Social lines (collective “interpersonal”) are expressed by social skills, interpersonal communication, and relationship-building skills.
 - 5) Spiritual lines (relationship between the interior and exterior domains [interiority/exteriority]) may include meaning-making, purpose-building or discovery, or establishing and sharing of values.

In general, lines of development are important, because they are useful for individuals, collectives, and systems in identifying areas of strength or weakness, in setting goals for growth and improvement, and in making informed decisions designed to support or facilitate further development. They can reinforce the interconnectedness of different aspects of development and aid in the creation or discovery of more holistic and integrated growth and transformation.

Rung:

Rungs can also be seen as groups of change (periodical or directed) along one or more axes and the attributes their members share. Classes of numbers (Whole, Integer, Real, Complex, Hypercomplex...), Factorials, Groups, and Rings, belong to this dimension.

Level:

Levels can also be seen as intersections, coordinates, jumps, junctures, discontinuities, tendencies in direction, basis vectors, scalars, matrices, tangents, cusps, inflection, path branches, crossings, branch cuts, exponentials, logarithms, and are the answers to equations.

1 **Bibliography**

- 2 Anonymous. *<https://quoteinvestigator.com/2015/10/10/war-not/>*. n.d.

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