

Table of Contents

Nothing to Offer	454
➤ The Hordes	454
Orator of Military History	455
➤ Empirical History	455
College Bound	456
➤ First Lesson	456
➤ Foundation	457
➤ Mission	458
➤ Humanities	458
➤ Endowment	459
Campus Life	459
➤ Frat House Flop	459
Student Loans	460
➤ Dynamic Sessions	461
Amended Charter	462
➤ New Mission	462
Gradgrind	463
Bobbing Lights	465
➤ Non-Traditional Students	465
Asymmetric Advantages	465
➤ Talent	466
➤ Family Business.....	466
➤ Flipping the Switch On.....	467
➤ The Flipped Side.....	468
Endnotes.....	469

See Appendix COL – College Charters Examples

See Appendix PAT1 – Power Activations Tables 1 – Power Activation Costs

See Appendix PAT2 – Power Activations Tables 2 – Normal Sequence of Power Activations

See Appendix PAT3 – Power Activations Tables 3 – Scenes, Planets & Stars

“In Persia and China they [the Mongols] were soon overthrown and absorbed, and they lasted longer in Russia only because the environment suited a return to barbarism. Unlike the armed zealots of the Prophet, who gave more than they took, and who came in time to be praised by the vanquished, the men of Jenghiz Khan appear little better than bandits and slave drivers. The world of the thirteenth century might have benefited by the spread of Chinese culture, but the Mongols themselves had derived only lessons in the craft and guile of conquest. Except for the sword they came empty-handed, and within a few generations they followed the Goths and Vandals into that limbo awaiting the conqueror who has nothing to offer save force.”

– Lynn Montross, War Through the Ages (3rd Ed., 1960), p. 157 ¹

Nothing to Offer: The Islamic State, like their forebears, e.g., the Mahadist State of Sudan (1885-1899), quickly followed the Goths and Vandals and the Dodo... The problem with the Islamic State is that they failed to convince anyone who wasn't already convinced, they added only the force of arms to arguments and medieval religious fantasy that the intelligent majority considered suspect and/or had repudiated. Those under their rule just nodded and hunkered down, hoping to survive the apocalyptic battle sought (and obtained) by the extremist.

- ✓ “Groups like ISIL can't destroy us, they can't defeat us. *They don't produce anything.* They're not an existential threat to us. They are vicious killers and murderers who perverted one of the world's great religions.” – President Barak Obama (2015) (emphasis added).

Religious fundamentalism is a state of conviction into which more moderate people wander over time due to events and their perceptions. Religious fundamentalist rarely convince anyone who isn't already a religious fundamentalist; thus they are usually arguing instead to reassure themselves. The more extreme their fundamentalism, the less convincing their arguments. For those who are not wandering in that direction, their arguments have one of two usual effects, depending on the environment: Either they impel others to try the things they are arguing against – that is, in the opposite way, or they create fear and intimidation in non-fundamentalist when fundamentalist have power.

- ✓ Failure to convince people under your rule without resorting to naked threat or force of arms is a failure of legitimacy leading to failure of sovereignty, see 2 and 3 Government Titles generally, *infra*. At what point does 'sovereignty' become hostage-taking of entire populations? See The Day I Became History discussion, 5 Government Titles, p. 643, *infra*. See also Pacification Theory discussion top of 6 Combat, p. 1020, *infra*.
- **The Hordes:** The story of the Hordes is much more complicated than presented by Montross and anyone familiar with the intricate and protracted history of the Hordes in Russia, the Middle East, and China may be repulsed by gross oversimplification. Montross, of course, was trying to make a sweeping point in a macro-historical sense and it does appear to be true that the Hordes did very little to spread traditional Chinese culture or technology; the Hordes fragmented and fought each other, many converted to Islam, some converted to Christianity,

those in China became Buddhist, and some of the later intra-Horde fighting were tinged with religious conflict.

The Vandals, on the other hand, disappeared much more quickly; the Vandals were Arian Christians who took over significant Roman territories in North Africa and were intolerant of other religious beliefs, but soon found themselves on the wrong side of both the power struggles with the Byzantine Empire and religious struggles against Trinitarians and Orthodoxy, while their successive leaders lacked the drive and ingenuity of the great King Genserich.

“But when I have allowed that they may debate these subjects in their holes and corners, to pass an idle hour, it is to the orator none the less that I shall entrust and assign the task of developing with complete charm and cogency the same themes which they discuss in a sort of thin and bloodless style.”

– Marcus Tullius Cicero, *Of Oratory* (55 B.C.), Bk. 1 (trans. E. W. Sutton and H. Rackham) from Patricia Bizzell and Bruce Herzberg, *The Rhetorical Tradition* (1990), p. 208

Orator of Military History: Among the plethora of excellent military history writers of the latter half of the 20th Century, Lynn Montross, historical writer for the U.S. Marine Corps, is the most underappreciated, unrecognized Western post-World War II military historian. The influence of his work can be seen in Dupuy & Dupuy’s *Encyclopedia of Military History*, including Montross-like commentary sections and the same L.K. Hartzell illustrations used in *War Through the Ages*. According to the University of Syracuse special collections, he corresponded with popular American Civil War history author Bruce Catton.² I began reading Mr. Montross’ *magnum opus* (3rd Ed.) when I was 15 years old, and had read it three times by the time I graduated high school (i.e. not reading the books I was supposed to be reading). It is probably the seed of my peculiar macro-intellectual view.

I still marvel at his monumental work of macro-historical prose, whose style and tone is said to have been influenced by Edward Gibbon’s *The History of the Decline and Fall of the Roman Empire* (pub. 1776-1789). His historical voice, his analysis, have a polished, ethereal quality that is both grand, sweeping, and also pragmatic and practical. He was a wordsmith. Aspiring writers as well as macro-historians, military historians and military cadets should read Montross.

Lynn Montross, in a sense, seems to be Cicero’s orator in the field of military history.

- ✓ “Wordsmith,” first used in 1873 according to Merriam-Webster, was probably coined to equate writing to the other working professional crafts, a problem confronted by Robert E. Howard, see THINKING AS RECREATION, 5 Fallen to Earth, p. 1578, *infra*. It is a term still commonly used in law firms referring to letter- and legal-brief writing.
- **Empirical History:** Trivia-obsessed empiricism is the dominant history today; trivia being easily confused with the search for ultimate causes. Like the social sciences, early 20th Century historians felt conformist pressure to become strictly empirical to become respectable.³ Six years after Mr. Case’s comments (see Aspects of Sociology 2 Culture, p. 371, *supra*), J.B. Bury dismissed non-empirical history, so ‘the struggle is real’ as the millennials say:
 - ✓ “I may remind you that history is not a branch of literature. The facts of history, like the facts of geology or astronomy, can supply material for literary art; for manifest

reasons they lend themselves to artistic representation far more readily than those of the natural sciences; but to clothe the story of human society in a literary dress is no more the part of a historian as a historian, than it is the part of an astronomer as an astronomer to present in an artistic shape the story of the stars.” – J. B. Bury, “The Science of History,” Selected Essays, 1930 (text available on Google Books).

It might be fair to say that Lynn Montross (who is quoted throughout GGDM) was a writer first and historian second. His historical narrative is sweeping, and often assumes the reader is familiar with the facts from other sources; e.g., I did not obtain any great understanding of the (confusing) events of the Thirty Years War from reading War Through the Ages in high school, my understanding began to develop with the factual chronological presentation in Dupuy & Dupuy’s Encyclopedia of Military History. Whether or not this is a damning criticism of Montross is another issue; but it probably explains generally his lack of popularity and appreciation in the modern military and historical cohorts.

- ✓ Professor Elwell has essentially accused modern data- and questionnaire-driven sociology of the same, of being “thin and bloodless.” The legacy of GGDM might be similar to that of Lynn Montross. In the microsociology, social psychology, data-manipulation, questionnaire-design (see Frank Elwell feature quotes, 3 Fallen to Earth, pp. 1529, 1539-1540, *infra*) cohorts of sociology, I and my opus might be considered to be something else first – perhaps primarily a science-fiction game design, pseudo-scientific mysticism, or humanist philosophy first – and macrosociology second, as an afterthought (if at all). Thus, GGDM will not be taken seriously by professional sociologists as a work of or anything similar to macrosociology.

“Towards the end of the third century, an emperor named Diocletian (r. 284-305) had finally proved able to stabilise imperial government after 50 years of regime change and violence. In 293, he established a college of four emperors, all senior generals unrelated to one another except by marriage. The idea was to ensure that one emperor would always be on hand to deal with any outbreak of violence and to prevent rebellion or civil war. Diocletian intended for himself and his senior colleague to retire, after which their junior partners would bring two new emperors into the imperial college to replace them. The goal was to ensure a handover of power at a convenient and peaceful moment so that the framework of government would remain undisturbed. But Diocletian’s intentions were thwarted by rivalries, in which Christianity played an important role.”

– Prof. Michael Kulikowski (Pennsylvania State University), “Christians were Strangers: How an obscure oriental cult in a corner of Roman Palestine grew to become the dominant religion of the Western world,” Aeon, January 30, 2017

College Bound: A College is the entire recognized, organized body of knowledge and professional organization in a civilization dedicated to advancement of a particular purpose. A College is also the social and government recognition of the body of knowledge and professions, sanction, and a resource commitment. A Writ is not required to found or Host a College.

- First Lesson: In addition to the normal references to institutions of higher education, Merriam-Webster online dictionary provides the following at *college*: **1:** a body of clergy living

together and supported by a foundation, and **4**: company, group, specifically: an organized body of persons engaged in a common pursuit or having common interests or duties.

- ✓ The Oxford Living English Dictionary has the following at *college*: 2: An organized group of professional people with particular aims, duties, and privileges.
 - ✓ McMillan online dictionary at *college*: 2 [countable] used in the names of some organizations whose members belong to a particular profession, especially a medical profession.
 - ✓ Finally, the KJV Dictionary, taking its definitions from the Webster's American Dictionary of the English Language (1828) offers the following in part at *college*: “In Russia, the denomination, college, is given to councils of state, courts or assemblies of men intrusted with the administration of the government, and called Imperial college; the college of foreign affairs; the college of war; the admiralty college; the college of justice; the college of commerce; the medical college. In Great Britain and the United States of America, a society of physicians is called a college. So also there are colleges of surgeons; and in Britain, a college of philosophy, a college of heralds, a college of justice, &c. Colleges of these kinds are usually incorporated or established by the supreme power of the state.” This is the College in GGDM.
- Foundation: Colleges must be Founded by an activation of the Culture Power for that purpose, which costs *three Acts and a Scene*. Each activation of the Culture Power for the purpose of Founding a College may only be used to Found one College.

At the time of Foundation, a position must provide the following basic information: College Mission, Initial and Per Turn Endowment, and Host Colony location. This information taken together forms the College Charter; each Charter must be unique. The Scene used in the Foundation must be on the planet where the proposed Host Colony is located. A College Charter is not an ‘official interpretation’ in the game (i.e. it is not a Writ) and thus cannot be used to satisfy the Interpretation requirement of the Culture Power Activation.

- ✓ As Taxation only requires three Acts, while activation of the Culture Power for the purpose of College Foundation requires *three Acts and a Scene*, if the two Powers are activated in the same Regular Turn, Taxation will occur first and may provide the funds necessary for College Foundation. But there is a possibility that one or more colonies may fail the Taxation Power Activation then ... uh oh! In the Marines, we used to call this ‘kiting a check,’ i.e. writing a check and hoping it doesn’t hit the bank before the next paycheck is direct deposited.

Foundation of a College is the most expensive Power Activation in GGDM. All else comes before, including Census and Taxation (see *Clockwork Universe*, 3 *The Streams of Time*, p. 90 and *Life, Taxes, Death, and Taxes*, 1 *Taxation & Census*, p. 296, *supra*). It is also taxing in RPs to endow Colleges. Whether it is the best expenditure of resources for the position is a long-term strategic question.

While it is possible to Found a college by use of an Expose’ (maybe Hari Seldon explaining to Emperor Cleon I that the Galactic Empire is doomed) if the stars align correctly – check with the Sidereal Astrologers College first – the College will still need a simultaneous Initial Endowment. Although GGDM does routinely allow players to create ‘something from nothing,’ Founding a College with Initial Endowment from an Expose’ would require a very big

Expose’ and the *careful* judgment of the Concierge. See *The Little Secret*, 4 Writs, p. 450, *supra*.

- ✓ A College Charter is not a Writ, it does not have Writ form or Writ function game mechanically (see Writs generally, *supra*), nor does it have an expiration like an Article of Incorporation (a Special Writ, see *Someone Stole the Stage*, 1 Corporations, p. 1247, *infra*). Admittedly there may be some conceptual overlap. While the College Charter does have a form and rules, it is not an ‘official interpretation’ and does not need to be ‘accepted’ by the Concierge as long as it is in correct form (see *Official Interpretation and Flavors of Fact*, 1 Dreamtime, pp. 130, 134 respectively, *supra*).
- **Mission:** The Mission of the College must be definable in game terminology. Each College may only have one Mission, and the Mission must be one to three words naming a Power, Aspect or Proficiency, Constructural Element, or some other game-specific term, such as “ships,” “defense bases,” “orbital shipyards.” The first three are commonly called Power Colleges, Proficiency or Aspect Colleges, and Constructural Colleges, respectively, while the latter are called Special Colleges.⁴

Colleges are typically named by their Mission, for example, the “Combat College”⁵ (Power College) or the “Police College” (Proficiency College) or the “Ship College” (Special College), whatever the case may be; a position may not have Colleges with duplicate Missions.

- ✓ From the movie, *John Paul Jones* (1959): In Paris, Benjamin Franklin said to John Paul Jones, “These are honors few people have achieved. (referring to his medals) Nevertheless, in this kingdom and as of now, quadrants of nobility take precedent over ability, courage, or for that matter, intellect.”
- ✓ ...Later, John Paul Jones is ‘loaned’ to the Russian Empress as a naval ‘advisor.’ Rear Adm. John Paul Jones follows the Russian Chamberlin through the ante-chamber outside the court of Russian Tsar Catherine the Great; the ante-chamber is full of men in high ranking military uniform. John Paul Jones’ assistant (looking around) said: “There are a lot of generals and admirals!” (clearly wondering why the Empress of Russia needs their assistance with so many military men standing around). Chamberlin: “They’ve never heard a shot fired, save for a salute given on her Imperial Majesty’s birthday. *Boudoir* promotion.”
- **Humanities:** Could a position Found a Special College named after itself, as the name of the position is a specific game term? It would be difficult to argue against it when we have this vast group of pre-interstellar academic disciplines called the Humanities. To wit:
 - ✓ “The humanities can be described as the study of how people process and document the human experience. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to understand and record our world. These modes of expression have become some of the subjects that traditionally fall under the humanities umbrella. Knowledge of these records of human experience gives us the opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries.” – from “What are the humanities,” Stanford Humanities Center, Stanford University, captured November 23, 2018.

Just substitute the name of an alien sapient species. See meta-consciousness discussion, In the Mirror, I Meta Me, 2 Constructural Elements, p. 195, *supra*.

- **Endowment:** The Endowment is the initial and ongoing resource commitment to the College. A College with no Endowment does not generate anything and will eventually “close” if not Endowed for three consecutive Regular Turns (i.e. “bankrupt”).
 - ✓ The Initial Endowment is the commitment of resources (RPs) currently in the Treasury to fund the College. Obviously, the Treasury must have sufficient funds for the Initial Endowment and those RPs are subtracted from the Treasury at the time of Foundation.

“An institute for advanced research with no funds for research. It’s a provocative concept.” – Dr. Harry Wolper (Peter O’Toole), from Creator (1985)

Campus Life: While Colleges do represent the entire body of professional knowledge and commitment on a particular subject or group of subjects throughout a civilization; Colleges do need a “place,” a Host Colony (aka “campus colony”).

- ✓ The colony designated to Host a College must be a Friendly or Naturalized Colony (see Colony Politics, 2 Order, p. 538, *infra*) with at least ten population factors.
 - ✓ An eligible colony may Host any number of Colleges as long as it has ten population factors *for each*.
 - ✓ The location of a College on a Host Colony has no effect on the colony as the College is publicly funded by the interstellar government, except that a colony Hosting a College may never voluntarily remove population such that it has less than ten population factors per College hosted (i.e. minimum population is locked).
 - ✓ A colony does not become a “specialized colony” (see 4 Expansion, p. 925, *infra*) by Hosting a College, but it is possible to create “specialized” College Host colonies.
 - ✓ If the Host Colony of a College is captured, operation of the College is suspended, but no funds are lost from the current Endowment. If the Host Colony is recaptured, operation of the College re-commences on the next turn. If a Host Colony cannot be recaptured within three Regular Turns (Turn Cycles), the College will “close” and half of the Endowments will be lost, while the other half are returned to the Treasury.
 - ✓ Ownership of Colleges is non-transferable as the College is related to (and a product of) the specific cultural milieu and the interstellar government that created it.
- **Frat House Flop:** The ten population factors per College is a somewhat arbitrary – no – actually is an obviously arbitrary baseline. In fact, any removal of a large percentage of population from a colony hosting a Capitol, College, MegaCorporate Headquarters or any colony with a large industrial and shipbuilding output, should result in “brain drain” of that colony.
 - ✓ Merriam-Webster online dictionary at *brain drain*: the departure of educated or professional people from one country, economic sector, or field for another usually for better pay or living conditions.

Brain drain is almost impossible to quantify and because of the dualistic nature of the representative structures in this game, the effects of brain drain (aka ‘capital flight’) are better left to Concierge Interventions than some convoluted section of rules. Historical examples include the expulsion of the Jews from Spain, mass emigration to the New World, flight of the

German Intellectuals from Nazi Germany, exodus of the Huguenot craftsmen from France, and the current exodus of professionals from India. Ghost towns remain.

- ✓ “The Host World of a College must have an active Epistemological Constructural Element; if it becomes inactive, the operation of the College is suspended.” (see Skool Tyme, 2 Constructural Elements, p. 190, *supra*).

Although the rules do not require that the Host World must have an active Epistemological Constructural Element at the time of Foundation of the College, it would be a sub-optimal situation, since Cohering is random (see Money Can’t Buy You Love, 5 Culture, p. 422, *supra*). An inactive Epistemological Constructural Element (among others) may however, prevent Cohering Attempts at the Host World of the College, a snowballing effect.

“But there is little discussion of the way that massive college costs effectively keep students beholden to their parents throughout college and, with massive debt, potentially far beyond that. ‘Students are infantilized by the university and by their parents,’ [Matt] Gabriele [at Virginia Tech] says. ‘They’re not treated like they’re financially independent.’ A big part of being an adult is being financially responsible for yourself – which is impossible for young people struggling to find work while paying loans and healthcare costs. All of which means they have less financial independence and are more at the mercy of their parents when choosing majors.”

– Noah Berlatsky, “Are millennials really to blame for the decline in the liberal arts?” NBC Think, October 10, 2018

Student Loans: At the end of each Regular Turn after Foundation, *whenever actions are processed for the position*, the College will operate automatically (positions cannot choose not to operate an Endowed College, except by skipping their Regular Turn) and the “Per Turn” Endowment (provided on the Charter) will be subtracted from the current Endowment of the College.

- ✓ Therefore, to continue operating the College, additional resources (RPs) will need to be committed to the Endowment by activation of the Culture Power for the purpose of *replenishing the Initial Endowment up to its original level*.
- ✓ A College can never be ‘over-endowed,’ that is the Initial Endowment serves as the limit for future endowment replenishments.
- ✓ Activation of the Culture Power for the purpose of Endowing Colleges requires one Act and may be used to Endow *any number* of Colleges in a single Regular Turn.
- ✓ A position with multiple Colleges should specify which College Endowments are to be replenished.
- ✓ Activation of the Culture Power for the purpose of Endowing Colleges allows a position to add RPs to the Endowment of *any number* of previously-founded Colleges in the same Regular Turn. The RPs are immediately subtracted from the Treasury, which must have sufficient funds and RPs committed to Colleges cannot be retrieved.
- ✓ If the Treasury is insufficient to meet endowments in a Regular Turn, all RPs will be taken and distributed approximately equally to the Colleges listed. A position might

intentionally do this if it simply wants to dump all remaining RPs into the Colleges (but cannot meet all of their Initial Endowments) to keep them running and wait for Taxation to replenish the Treasury later.

Colleges can seem like a ‘black hole’ into which the Treasury flows. Positions are encouraged to think of them in the very long term.

RPs committed to the Endowment of a College do not need to be located on the Host World of the College to replenish the Endowment (i.e. do not count against turn GDP of the Host World).

- ✓ “Millennials, we’re told, are shallow careerists who don’t understand the value of a liberal arts education. The truth though is that in many cases it’s not students who are abandoning the arts and humanities, it’s their parents. And thanks to skyrocketing college costs, parents arguably have more power over their kids’ choices than ever before. The number of English majors has fallen by almost 50 percent since the end of the 1990s. And many writers, like history professor Benjamin Schmidt at the Atlantic, have expressed concerns in recent years that the next generation of students doesn’t understand the importance of a broad, liberal arts education. When I started asking people about this phenomenon on social media, however, I heard a different story. People were reluctant to go on the record for fear of embarrassing their parents or straining their relationships. But current and former students told me their parents had absolutely forbidden them to pursue interests in the humanities, on pain of losing financial support.” *Id.*, feature quote *ut supra*.
- Dynamic Sessions: There is a dynamic between the Initial and Per Turn Endowment of Colleges and activations of the Culture Power to Endow Colleges. The smaller the Initial Endowment, the more that later activations will be required to replenish the College, but conversely, less RPs will be required each time. Larger Initial Endowments will require more RPs each time, but less Power Activations later. Per Turn Endowments also regulate the frequency of the need to replenish Colleges.

The intent is that a College Endowment should be automatically completely replenished, so the determination of the Initial Endowment level is very important. The Concierge may also decide that Colleges can be replenished to any amount (reducing somewhat the importance of the Initial Endowment level) to a minimum of what is needed for one Regular Turn of College function (this would be offset by more required activations of the Culture Power due to smaller Endowments). This could change game play significantly.

- ✓ “It’s about the relentless economics in which we came of age and the lasting skepticism those economics have, I believe, instilled in us. Take our \$1 trillion-plus in student loan debt. No one told us that our education would be part of a massive cash grab orchestrated by high education fat cats. Once this becomes clear, however, you start to question other things as well. It’s not a coincidence that the first generation to carry so much debt so young is the one that occupied Wall Street (as well as a few old hippies, it must be said)...

Just as millennials were supposed to be entering the workforce, we were hit with the biggest financial crisis since the Great Depression. We were sold on the idea that getting a so-called good education would set us up for success in the working world. We could have everything our parents had, if we only followed their example and pulled

ourselves up by our bootstraps. They were giving us the map to financial freedom, and most of us listened. It might have worked, too, if the price of that education didn't rise to become completely unaffordable at the same time unemployment doubled from five percent to 10 percent. But our student loans didn't go away just because the job market did; instead of being given the roadmap to financial freedom, we were given a map that drove us straight into a trap. While our income potential declined, basic living expenses didn't, and it set our generation back years from where we 'should have been.' From where we were told we would have been." – Catherine Baab-Mugira, "Failure to launch: Why so many American millennials feel adulthood is a lie," NBC Think, July 8, 2018.

"It's a damn poor mind that can only think of one way to spell a word! That quote, ascribed to Andrew Jackson, might have been the motto of early English spelling. The concept of orthography (a term that derives from the Greek words orthos, meaning 'right or true,' and graphein, meaning 'to write') was not something that really concerned people until the introduction of the printing press in England in the second half of the 15th century. From then on, English spelling became progressively more uniform and has remained fairly stable since the 1755 publication of Samuel Johnson's Dictionary of the English Language (with the notable exception of certain spelling reforms, such as changing 'musick' to 'music,' that were championed by Noah Webster)."

– from Merriam-Webster online dictionary Editor's Note at *orthography*

Amended Charter: The Charter for the College cannot be changed except by Amending the Charter (aka changing the tune). This includes the Host Colony; if the Host Colony is lost for any reason, and cannot be regained, it may be necessary to Amend the Charter to Host the College on a new Host Colony before the College "closes." Any change in the Faculties or per turn use of the Endowment would also require an Amended Charter. A College Charter may only be Amended if the College currently exists, "closed" Colleges cannot be "re-founded" by activation of the Culture Power for the purpose of Amending the Charter. Activation of the Culture Power to Amend a Charter requires two Acts and one Scene on the Host World to Amend one Charter.

- **New Mission:** Amendment of the Charter should not allow a College to change its Mission because a College represents the entire body of knowledge and professionalism on a subject across civilization. It is not impossible however, but the implications would be profound. One possibly relevant historical example, the 18th and 19th century decline (and near extinction) of the teaching of classic rhetorical theory in primary education; to be replaced by teaching standardized grammar, spelling and composition in primary school – for social cohesion and to integrate immigrant populations (my rhetorical theory class was in graduate school). This is the classic problem of human history, in 1377, Ibn Khaldun called it 'asabiyyah' (social cohesion) and wrote about nomads and city dwellers. In some other cases, charitable organizations, schools and businesses whose original purpose has been achieved, or became non-viable, have successfully rebranded themselves with a new mission or model (e.g., the non-profit March of Dimes mission evolution and name changes in 1958 and 1976). It is suggested that any change of College Mission by Amendment should at least bear relationship to the previous mission and be a special event in that position's story arc.

“Slowly I began to realize that the bells and the confinement, the crazy sequences, the age-segregation, the lack of privacy, the constant surveillance, and all the rest of the national curriculum of schooling were designed exactly as if someone had set out to prevent children from learning how to think and act, to coax them into addiction and dependent behavior” – John Taylor Gatto

Gradgrind: John Tyler Gatto is the nightmare sort of problem for any institution. If a non-educator had made the same criticisms, they would have been dismissed with, “Well, he’s not a public school teacher, so he doesn’t know what it’s like.” But they named him Teacher of the Year.

Just as GGDM will be by sociologists, philosophers, professors, public intellectuals, and game designers (if they think it matters). It’s the same reaction that we hear to any criticism of the police; you are not a police officer, you don’t know. But Mr. Gatto was not only a public school teacher, but they gave him an award, said he was the best. To say he is wrong is in some degree, to repudiate their own award criteria. I can imagine stunned silence and furious seething reaction to his award acceptance speech after which he resigned.

John Gatto’s ‘realization’ follows more than a century after Dicken’s satire and produces U.S. Marine Corps training-depot ready high-school graduates. I was one. Dickens-style satire of fact-based, utilitarian education systems were the staple of dystopian and totalitarian state of the future science-fiction stories well into the 1970s at least, and can even be seen in traces now.

- ✓ “Again and again, the trouble with the ‘utilitarian economist and Commissioners of Fact’ satirized by Dickens is not so much their basic aims as the detailed arrangements they thought necessary to achieve them – the fanatical tidy-mindedness which had so little sense of freedom, the room for free movement that we need as organic, sentient beings. ... Why did Dickens dwell so much on the educational forms taken by the new fanaticism? Partly because it was there, among the young, that one could see most strikingly how the still plastic human being was forced into an iron mould; partly because the schooling systems favored by go-ahead cotton masters were themselves like living satires on Utilitarianism in practice, even before Dickens had recreated them in the mode of satire. The Gradgrind model school with its regimen of pure fact is in no way an allegory or symbol of what a cult of fact would run to if carried to an extreme. ...

The fact is that the first two chapters of the novel are an almost straight copy of the teaching system in schools run by the two societies for educating the poor. In the Manchester Lancastrian School a thousand children were taught in one huge room, controlled by a kind of military drill with monitors and a monitor-general, and taught by methods derived from the Catechism. Groups of facts, mechanically classified, were drummed in by methods that might have been meant to squash forever the children’s urge to find out or understand anything for themselves.” – David Craig, Senior Lecturer, University of Lancaster (now listed as Professor Emeritus on the University website), Introduction for Charles Dickens’ Hard Times (The Penguin English Library edition), May 1968, pp. 21-22.

- ✓ Note 2 to the Introduction: “No doubt in practice the Bell or Lancaster kind of schooling system tended to loosen up somewhat. Once inspectors began to visit

schools from 1840 on, they found that great numbers of them, so far from being over-organized, were filthy, battered, stinking holes, with dozens of pupils absent and the teachers often reading the papers or dozing. But the utilitarian systems were at the same time in full swing. The rigidly ranked hundreds of children can be seen in prints (e.g., Mary Sturt, *The Education of the People*, 1967, plate 2a; Brian Simon, *Studies in the History of Education, 1780-1870*, 1960, plate opp. p. 129). The Bell and Lancaster systems, in Dr. Sturt's judgment, 'dominated the educational scene' for the first thirty years of the nineteenth century and 'the results of their work and rivalry endured beyond that ... The system of instruction became continuously more elaborate and more inhuman.' Middle-class opinion was quite solidly in favour: the Lancastrian system was copied in Edinburgh High School, discussed approvingly in the House of Commons, and picked out for praise in the *Edinburgh Review* (Stuart, op. cit., pp. 21, 31; Frank Smith, *A History of Elementary Education 1760-1902*, 1931, p. 74). The atrocious punishments and the more ludicrous drills are the worst side of what was an earnest attempt to do something about the barren wilderness of elementary education but, as with the New Poor Law, the tidying-up was done at the expense of humanity, e.g., the reading and writing drills, including the kind of catechism satirized by Dickens were 'elaborate methods for destroying meaning' which, according to one inspector, caused the children's 'faculties' to be 'stunted in their growth and they sink into inert listlessness.' The utilitarian systems were also aimed at reinforcing the *status quo*: Lancaster used to set his best pupils to write rebuttals of Tom Paine's arguments and defenses of revealed religion (Sturt, op. cit., pp. 21, 31-2)." *Id.*, pp. 317-318.

- See discussion of context and Pink Floyd's *The Wall* (1979), *Wall of Understanding*, 2 Dreamtime, p. 152, *supra*.

The U.S. Marine Corps uses the Lancastrian system to drill 'knowledge' into recruits' heads in basic training (a highly regimented, isolated shock treatment for kids just out of high school), and continues to try (with less success) in later training during the Marine's enlistment. 'Understanding' is a lower level priority in Marine Corps basic training; factual knowledge and effectiveness at doing are naturally emphasized.

- ✓ Such training is, of course, necessary for what Marines do. In terms of understanding the problem, it is important to understand the combat organization nature of the U.S. Marine Corps, and the nature of combat operations. The process was potentially reinforced historically by the experience of 'McNamara's Morons' (discussed in 4 Colleges, p. 502, *infra*) in the late 1960s; I went to boot camp just a generation later.

"In college I learned how to learn from other people. As far as I was concerned, writing in college didn't consist of what little Annie had to say, but what Wallace Stevens had to say. I didn't come to college to think my own thoughts, I came to learn what had been thought."

– Annie Dillard quoted by Lawrence Malcolm, "Lunch with Annie Dillard," April 30, 1982 (free online)

Bobbing Lights: I wish I had figured that out in college 25 years ago. I was a non-traditional student and as you can imagine, quite full of my own thoughts. GGDM was begun before then and I spent considerable college time (and over the summers) working on GGDM.

Inactive Constructural Elements have no effect on activations of the Culture Power for the purposes of Endow Colleges (*ut supra*) or Doctrinal Template (see Combat Formations, 4 Colleges, p. 503, *infra*), as they are non-localized Power Activations.

- ✓ Activations of the Culture Power for the purpose of *Founding Colleges* or Amending Charter are subject to the *Host World's* Constructural Elements and might fail due to inactive Constructural Elements. If the attempt to Found a College fails, no RPs are taken from the Treasury for the Initial Endowment and the position can try again later.
- **Non-Traditional Students:** I have thought that ‘traditional student’ is a mistake anyway. They graduate high school and immediately go to college. They come into the freshman undergraduate year with a high school attitude (e.g., “Why do I have to go to school, why can’t I just do whatever?”), pushed by parents, family and society, and they bring the high school attitude to college with them. That is, they show up with a few inactive Constructural Elements and don’t do what they are supposed to do, leading to wasted RPs.☺

Non-traditional students are those who want to be there, who have worked their way back to college, or at least, had a couple of years of mental separation from high school, instead of more of the same. The question is frequently asked, “why are non-traditional students happier?” The answer is in front of you. In terms of value for educational dollar, non-traditional students get much more. But are still, ironically, treated as children by the system (*ut supra*).

“Asymmetric Advantage: an asymmetric advantage goes beyond a normal advantage of knowledge into the realm of having asymmetric information and knowing things others do not. ... Asymmetric advantage is based on knowing something that creates value or has an edge that others don’t. An asymmetric advantage is protected and maintained through the distinctions between knowledge of a concept vs. actually being able to do it.”

– Mike Shell, “Asymmetric Advantage,” *Asymmetry Observations* (asymmetryobservations.com), captured June 26, 2019 ⁶

Asymmetric Advantages: Human talent in all endeavors is one of those most elusive and hotly-debated topics and the favorite subject of biographies, history lessons and literary fiction.

Sometimes it is argued to be genetic, biological sex, or bio-developmental (e.g., pitch perception, relative and perfect pitch may be tied to a lobe in the auditory cortex which is slightly enlarged, if you don’t have it by the time you are four years old, you will likely not be a musician); sometimes the argument is based on environmental factors (talent seems to run in families or groups), and a whole lot of it involves actual interest, will (tied to approval, sanctioning and the sublime) and a lot of effort – no one gets a free ride in any *merit- or market-based system*, children of professional sports stars, famous actors or writers often try to follow but don’t make it, don’t live up.

- ✓ For the converse, see discussion of the Affair of the Poisons and Prince Eugene of Savoy, 3 Special Operations, p. 1308, *infra*.

The effect, regardless, is that people who have talent, skill and have developed it through learning, practice and encouragement, seem to be taking a shortcut, seem to grasp important concepts intuitively, while the rest of us are still trying to figure out what is the problem or where to start – rather akin to some sort of emergent behavior or an alpha particle escaping the potential energy well, suddenly appearing outside (i.e. quantum tunneling). They can ‘feel’ their subject in the way that a mathematician feels – almost *groks* – the processes and equations, that a fighter pilot feels his combat jet, that Wolfgang Amadeus Mozart felt his music, or as the analogy went, the way that Wesley Crusher in Star Trek TNG had an intuitive feel for warp fields (ST TNG: “Where No One Has Gone Before,” (1987)). They have perhaps an asymmetric advantage.

The degree of personal difficulty in learning something has long been associated with talent or lack of talent, for example, in fantasy stories where the student learns quickly and exceeds the master, e.g., Ged in Ursula K. Le Guin’s *Wizard of Earthsea* (1968), Sauron and the Elven-smiths and the Númenórean in the *Lord of the Rings* works, Red Sonja and the Sword Master in the 1985 movie, or even Paul Atreides in *Dune* (1965).

- **Talent:** Merriam-Webster online dictionary at *talent*: **1a:** a special often athletic, creative, or artistic aptitude, **b:** general intelligence or mental power: ability, **2:** the natural endowments of a person, **3:** a person of talent or a group of persons of talent in a field or activity, **5 archaic:** a characteristic feature, aptitude, or disposition of a person or animal.

- ✓ “The toughest thing I know of in baseball is evaluating talent.” – Steve Blass (World Series Pitcher and Pirates Broadcaster), June 22, 2019.

Talent is sometimes not called by name, but other words are substituted for it; it is perhaps in the sense of 5 above that Robert E. Howard used ‘race’:

- ✓ “Howard’s attitude towards race and racism is debated. Howard used race as shorthand for physical characteristics and motivation. He would also employ some racial stereotypes, possibly for the sake of simplification.” – from Wikipedia article, “Robert E. Howard.”

- **Family Business:** I was intrigued many years ago when I heard in a science history documentary about the Swiss family Bernoulli who produced eight highly regarded (or genius or ‘academically gifted’) mathematicians over three successive generations in the 17th and 18th Centuries. And I thought, ‘Wow, isn’t that interesting?’ Was it genetic? Was it environmental? Was math just the family business?
 - ✓ Because of their long outsider status and transient lifestyle, children of circus performers have traditionally learned the craft from their parents. I suppose that now there is some place you can go to school to learn to become a circus high wire act, but that would be a modern invention. Karl Wallenda was born into an old circus family and learned his craft from his first employer (sort of an apprenticeship). While countless families have plied the circuses for generations as their business, the Wallendas are the most famous family act in modern times. The current Wallenda family, who performed at the last show ever of the Ringling Brothers and Barnum & Bailey Circus in 2017, is now in the seventh generation.

The Bernoulli family also includes notable astronomers, physicists, painter, architect, designer, geographer, art historian, archeologist, and social campaigner. This is the family after which the Bernoulli Numbers, Bernoulli Distribution, and Bernoulli Principle are named.

Similarly, the Dupuys represent at least *three generations* of military officers, military historians and analyst;⁷ and of course, the phenomenon is best known in music, e.g.:

- ✓ The three generations of the Doruzka family (David Vaughn, “Three generations of a Prague musical family talk to Radio Prague,” December 31, 2007, www.radio.cz),
- ✓ In the United States, three generations of Hank Williams,
- ✓ In classical music, the Bach family,
- ✓ In jazz, the Marsalis family of New Orleans,
- ✓ In film, three generations of the Newman family (JPW, “Generation music: 6 incredible families who rocked history,” WhizzPast, October 18, 2013),
- ✓ And sometimes all the siblings of a single familial generation emerge as a group of highly-talented individuals, e.g., The Jackson 5, the four Brothers Gibb (i.e. the Bee Gees and Andy Gibb the solo artist – with lots of help from his already successful older brothers).

Page | 467

As frequently though, children have no feel or desire for the business that their parents understand intuitively, do not show good judgment or follow on (e.g., King Gaiseric’s family).⁸

- ✓ It’s a maddening thing, for example, the descendants of Napoleon Bonaparte have not shown any special ability nor did his brothers who tagged along (except possibly Lucien); certainly nothing has been shown that approaches the energy, intuition and intellectual ferocity of Napoleon up to about 1810. What made Napoleon Napoleon?
- Flipping the Switch On: The Pittsburgh Pirates (and most other small market professional sport teams) have talented players, even star players. However, their pool of talent (even in the minor league farm system) is just a few ticks below the pool of talent in other teams in larger markets against which they compete every year. I have watched the Pittsburgh Pirates for at least 15 to 20 seasons now. They generally begin well, sometimes even surprising themselves and the broadcasters.

But the determining question of any Pirates season is when, at what point in the season, do they ‘fall off the table’? The later it occurs in the season, the better the end. It is not a question of *if*, but *when* they fall off the table – baseball’s annual journey from hero to zero, as in zero games left to playoff elimination. The Pirates broadcasters do their best to put lipstick on a pig – like recent White House press secretaries – but that’s what it is really. At some point in the season, they begin backsliding; the small tenths of a percent in talent begin to take their toll over the course of 50 or 100 games.

In the recent years when they reached the Wild Card game in the playoffs, the Pirates have held their own into mid-August before significantly losing ground (sometimes with a drop off before or after the All-Star Game and then a resurgence), in other years, they begin falling off in mid-June and never really recover. I am sure this happens to every team (two teams play for the World Series title, 28 other teams fail at some point) and this is the reason behind the number of games played in a MLB season, but it is particularly pronounced with the Pittsburgh Pirates. Baseball (and other pro sports) has tried to remedy the competitive balance problem somewhat by instituting a ‘luxury tax’ on big market teams, instituting salary caps to prevent big market teams from simply buying championships, changing the trade deadline, and the draft lottery where the teams with the worst records receive the first picks

in the first round of the draft. There are even compensation picks in later drafts for failure to sign previously drafted players (like an Enlightenment reroll, see 2 Colleges generally, *infra*).

In 2019, the Pirates fell off the table starting immediately after the All-Star Break; they had fought their way to 2.5 games back going into the All Star Break, but then lost 11 of 13 games to teams ahead of them in the NL Central following the All Star Break. Pirates broadcasters frequently discussed on the air the sudden failure of the Pirates, Joe Block pointed out that the four days off for the All Star Break doesn't account for it, and Bob Walk commented that it was like someone flipped a switch, adding that a switch has two directions (obviously thinking of a standard wall light switch), and a switch can be flipped back on.

Going into action on July 26, 2019 against the NY Mets, the Pirates were 46-56, ten games under .500. With 60 games left in the season, the Pirates would need to win 36 of the remaining 60 games to finish with a winning record of 82 wins, the current projection is 73 wins, 89 losses. And that mediocrity, winning just six more games than they lose in the last 60 games, isn't going to make the playoffs. The 2019 team has shown flashes of greatness, perfection but that is not going to happen this year or any year. The small percentages long-term caught up with the earlier brilliance. The trading deadline is July 31, 2019 at 4:00 p.m.

As of the morning of August 8, 2019, the Pirates were 3-21 since the All Star Break and 14 GB; the Pirate's official MLB website headline finally used the word 'freefall.' I noticed over time that the broadcasters talked less and less about the game in front of them, and filled air time talking about other – more fun, silly – baseball-related topics. I watched part of the game on August 7th, and the broadcasters hardly talked about the game; the Pirates were completely non-competitive.

- ✓ The effect of the development and use of (or failure to use) Enlightenment in GGDM (or life even) over the course of the game (see 2 Colleges generally, *infra*), is the same as those *small percentage differences in talent* and depth between teams over the course of a sports season, whether it is accounted for by individual *arete* or by cohesion, team psychology, or the elusive 'why factors' – sometimes a team tumbles into a losing streak and you wonder about the team psychology, has defeat and failure become inevitable in their minds? The Colleges in GGDM allow positions to decide where, to what areas, they want to apply their *small percentages* of extra talent.
 - GGDM, whatever it is, is my personal College of meagre talent.
- The Flipped Side: The flip side of gains in small percentages is the cost-benefit analysis and diminishing marginal returns. At what point does adding more decimals to π add little to the understanding? In the common vernacular, this is saying that at a point, more is sometimes less (or in sports, 'less is more, don't try to do too much'). This question has long been asked as GGDM developed into its final form – the final acceleration toward c has been one of gains in small percentages: At what point does adding more to this conversation (and btw, attorneys are frequently guilty of saying too much in oral arguments before judges) result in diminishing marginal returns – in both the business and psychology sense?⁹ I had to decide, and you the reader will decide: Game, treatise, or gigantic bore? How many rerolls do I get?

“For it is a paradox of this strange corps that former slaves should eventually have acquired a power over their masters which may be compared only to the prerogatives claimed by the Praetorians of Ancient Rome. As their influence grew, the Janissaries made and unmade sultans with supreme insolence, while over a period of three centuries fully half of the Ottoman grand viziers came up from their ranks. Originally trained as foot archers, they adopted the arquebus early in the sixteenth century. Yet the brains of these military monks proved more valuable than their brawn, since they were virtually recognized as the staff college of the Ottoman army.”

– Lynn Montross, War Through the Ages (3rd Ed., 1960), p. 220 ¹⁰

Endnotes.

¹ Commentary: The full copy of War Through the Ages (2nd Edition) is available *for free* on archive.org through the digitallibraryindia (Public Library of India) collection in searchable PDF/A format and Kindle .mobi format (their Kindle conversion, however, did not come out well and is not recommended) as of October 2018.

- ✓ Note that there are significant differences, especially in the history of WWII, between the 2nd Edition published in 1944 and the Revised (i.e. 3rd Edition) published in 1960; the final chapters were expanded and rewritten in the final edition. Most of the chapters up to WWI are unchanged or only have small edits between the editions. Mr. Montross died in 1963 and thus his history ends with the Korean War, the last chapter in the 3rd Edition.

² Commentary: In early 2019, I accidentally discovered, to my astonishment, by Google search that his papers are in collection at Syracuse University. The collection comprises of 14 boxes taking up 7 feet of shelf: “American military historian, author. Collection contains correspondence, scrapbooks, notes, manuscripts, and published material. Correspondents include Bruce Catton, H.L. Mencken, and Francis E. Walter.” – abstract from collections webpage.

³ Citation & Commentary: “British journalist and military theorist B. H. Liddell Hart asked [Heinz] Guderian to say that he had based his military theories on Liddell Hart’s; Guderian obliged. ... Guderian’s memoirs remain popular to this day. The favourable descriptions started with the British journalist and military theorist Liddell Hart, who described Guderian as one of the ‘Great Captains of History,’ in a book published by the mass-market Ballentine Books in 1957.” – from Wikipedia article, “Heinz Guderian,” citing (for the first sentence) to Pier Battistelli, Heinz Guderian: Leadership, Strategy, Conflict (2011).

Quid pro quo between the historical figure and the admiring historian? Do you think this hasn’t happened before? Still, continuing historical analysis always has the last laugh:

- ✓ “Guderian was a capable tactician and technician, leading his troops successfully in the Invasion of Poland, the Battle of France and during the early stages of the invasion of the Soviet Union, especially in the advance to Smolensk and the Battle of Kiev. [Russell A.] Hart writes that most of his success came from positions of such strength that he could hardly lose: he was never able to accomplish victory from a position of weakness. Hart adds his deficiencies outweighed his strengths, such as deliberately creating animosity between his panzer force and the other military arms, with disastrous consequences. [Guderian’s] memoirs omitted mention of his military failings and his close relationship with Hitler. James Corum writes in his book The Roots of Blitzkrieg: Hans von Seeckt and German Military Reform that Guderian was an excellent general, a first-rate tactician and a man who played a central role in developing Panzer divisions, irrespective of his memoirs.” Wikipedia, *Id.*

⁴ Commentary: The first three Colleges in 1996 were the War College, Social College, and Industry College. They were constructed as tables with cumulative investment levels and technology-like abilities.

⁵ Citation & Commentary: “When the new White House chief of staff, then a Marine general, John Kelly received a knock on the door in November 2010, he became the highest-ranking military officer to lose a child in combat... The Kellys’ legacy of service is not unusual among military families. This type of lineage has led to generations of

flag officers, fathers and sons who reunite while deployed, and families who bear the loss of a war America has forgotten we are fighting... It's a lot easier to go along with the president's plans for military action when it's someone else's sons, daughters, or parents doing the fighting.... Who serves when not all serve? ...In the United States, perhaps the strongest predictor of military service is having a family member who served – allowing for extended family members, it averages to about 80 percent of new recruits across the services.... The military draws many recruits from the same communities and the same families, isolating those in uniform from society and vice versa. In essence, the self-selection dynamics have created a 'warrior caste.'" – Amy Schafer, "The Warrior Caste," *Slate Magazine*, August 2, 2017.

- ✓ "Even when his own men displayed the spirit of the age, Caesar needed only his personal sway to quell the mutiny. He put the malcontents to shame by calling them 'citizens,' for the designation which was once a Roman's greatest pride had become a term of contempt among professional soldiers. Rome at last had acquired military spirit." – Lynn Montross, *War Through the Ages* (3rd Ed., 1960), p. 81.
 - Thus, in the Masada television mini-series (1981, Part III) when Legate Lucius Flavius Silva (misnamed in the movie as "Cornelius Flavius Silva") yelled, "Citizen, get out of my seat!" at Pompeius Falco (a political usurper), it was not a complement. Or a kindly request even.
 - Caesar's insult had not gone out of fashion 2000 years later: "Wolseley, who had been led to believe that his expedition was the initial phase of the British conquest of the Sudan, was furious, and in a telegram to Queen Victoria contemptuously called Gladstone '...the tradesman who has become a politician.'" – from Wikipedia article, "Charles George Gordon," citing to Mark Urban.

⁶ Citation: See 3 Information, p. 1364, *infra*, for full feature quote.

⁷ Commentary & Citation: Col. R. Ernest Dupuy died at 88 years old on April 25, 1975. He was General Eisenhower's acting director of public relations, and it was he who first broadcast the official announcement on June 6, 1944, that the D-Day landings had begun ("Col. R. Ernest Dupuy, 88, Dead; Publicist and Military Historian," *NYT Archives*, April 25, 1975, available free online). His son, Trevor N. Dupuy served in Burma in WWII while his father was serving Eisenhower, also achieved the rank of Col. and later, he also served under General Eisenhower in the Supreme Headquarters Allied Powers Europe. Col. Trevor N. Dupuy pioneered Qualitative Analysis of military operations, the Dupuy Institute he founded still exists (see <http://www.dupuyinstitute.org>); he died in 1995 at age 79.

- ✓ "Trevor came by his interest in military history through his father, R. Ernest Dupuy, who was a prominent military historian and a career army officer. Trevor wrote, 'I was brought up by my father to be both a soldier and a military historian. To him the two were inseparable, and that is the way it has always been for me.' His writing career began in 1952, when the Army reinstated the teaching of military history in ROTC courses, and Trevor received a faculty appointment at Harvard University as a professor of Military Science and Tactics. Because there was no text, Trevor asked his father to help him write a textbook to be used by his students. They each wrote a chapter every two weeks, and each week Trevor mimeographed the new chapter to distribute to his students. By the end of the academic year, the father and son had completed the two-volume textbook, *Military Heritage of America*, the first of many such endeavors. From 1960 to 1962 Trevor worked for the Institute of Defense Analysis." – Susan Rich, biography page for Trevor N. Dupuy at The Dupuy Institute website (<http://www.dupuyinstitute.org/tndupuy.htm>).
- ✓ Arnold C. Dupuy is the son of Trevor N. Dupuy, and is also an analyst. He is listed as co-author with Trevor N. Dupuy in *How to Defeat Saddam Hussein* (1991). The 'about the author' section of "Cyber-Energy Infrastructure Vulnerabilities in the Hybrid Warfare Environment: Some DOD Mitigation Efforts," *Information & Security*, Vol. 39, states that he has 25 years of military experience in the active duty and reserves, and is an assistant adjunct professor at Virginia Tech (CV available in PDF on site).

⁸ Commentary: On a personal level, my mother was studying undergrad psychology, sociology, and education while I was in kindergarten and first grade, and spoke to me freely about whatever she thought I could understand (and I also sat quietly in the back of a few classes when she couldn't find a babysitter). GGDM is something however that my mother would never have imagined. I don't do it in memory of my mother, but rather, it's just what I do naturally, what I am, what I want to do.

⁹ Citation: "The Law of Diminishing Marginal Utility states that all else equal as consumption increases the marginal utility derived from each additional unit declines. Marginal utility is derived as the change in utility as an additional unit is consumed. Utility is an economic term used to represent satisfaction or happiness. Marginal utility

is the incremental increase in utility that results from consumption of one additional unit.” – Reviewed by Will Kenton, “Law Of Diminishing Marginal Utility,” Investopedia, updated June 24, 2019.

- ✓ *Utility is satisfaction and happiness*, see Thorsten Polleit quote, Music Utility, 4 Culture, pp. 411-412, *supra*. Constant music playing, even music I like, loses utility after an hour or so, it becomes either annoying or I begin not noticing it, depending on my mood and what I am doing (and the music volume).
- ✓ “The Law of Diminishing Marginal Returns states that, at some point, adding an additional factor of production results in smaller increases in output. For example, a factory employs workers to manufacture its products, and, at some point, the company operates at an optimal level. With other production factors constant, adding additional workers beyond this optimal level will result in less efficient operations.” – Reviewed by Will Kenton, “Law of Diminishing Marginal Returns,” Investopedia, updated May 22, 2018.
- ✓ “The law of diminishing marginal utility, as developed by Carl Menger (1840–1921), is *axiomatic* in nature; that is, it is *irrefutably true*. In mainstream economics, however, this fundamental economic law is typically interpreted as resting on psychology, namely the law of satiation of wants. Such an interpretation, however, does not actually conceive the law of diminishing marginal utility as a fundamental economic law – which has truth value irrespective of time and place – but as a fleeting explanation of certain economic phenomena, which may or may not hold in a given situation. Given the importance of the law of diminishing marginal utility for economic theory and policy, it is important to keep advertising that the law of diminishing marginal utility is *irrefutably true* – because it follows from the axiom of human action. For ignoring this truth leads to fallacious and erroneous conclusions, and eventually to false economic theory and economic policies.” – Thorsten Polleit, “What Can the Law of Diminishing Marginal Utility Teach Us?” Mises Institute, February 11, 2011 (emphasis in original).
- ✓ C.f. “According to the Law of Diminishing Returns (also known as Diminishing Returns Phenomenon), the value or enjoyment we get from something starts to decrease after a certain point. Let’s say we go to an amusement park and ride our favorite roller coaster five times in one day. The first time is exhilarating. The second and third times are also exciting. But after the fourth or fifth ride, we start to feel sick and bored – we’ve had enough. The law of diminishing returns also applies to performance. Although it’s important to study for an exam or practice for a game, there is a limit to how much time and energy we can invest and still expect to see an improvement. If we practice too much we’ll start to feel burned out and may even start performing poorly.” – AlleyDog.com (psychology student website), “Law Of Diminishing Returns” (unattributed, undated), retrieved June 26, 2019.
 - Diminishing Returns Phenomenon is why binge-watching or even listening to the music app or radio all the time is not good. I find that I rarely can watch more than two or three episodes of a show that I am interested in watching in a day or two days. I frequently cannot watch an entire baseball, hockey or football game, I get bored or tired-eyes, after-dinner sleepy. I like to think about what I watched; the more I watch in a short time, the less enjoyable, and the less I get out of it. If I watch a movie, I’ll think about it for a day or two before I watch another, and frequently it is subsequently mentioned, commented on or quoted in GGDM. This argues in favor of the original weekly schedule of television programs in the pre-binge watching internet streaming service days. Yet, I have known co-workers who came to work each week and said they binge-watched an entire season of this or that show in a day or over a weekend! Similarly, my attention to music wanes after a few songs have played, even though I like the songs being played, at some point, it is just background noise, and sometimes is even annoying if I am trying to type (I like to actually, actively listen to my music). I remember when I was young we’d have the radio on all day long, sometimes it was just noise, other times I’d actively listen to it.
 - See discussion of sublime, Something Sublime, 3 Culture, p. 380, *supra*.

¹⁰ Commentary: On July 3, 2018, while reviewing the Wikipedia article on Carl von Clausewitz, I noticed a quote from Lynn Montross’ War Through the Ages, linked back to the Lynn Montross biographical article that I started in 2005. I believe that this is the first time I have ever seen a Lynn Montross quote outside of GGDM (there is no Wiki-quote page). I also started Wikipedia biography pages for Harry Summers and William Ledyard Rogers in 2005, the latter of which has been extensively expanded by Wikipedia users. Another user started the biographical article for Trevor N. Dupuy a little over a year later (early 2007) and linked the name in the Montross article.