

## Table of Contents

<b>Hand-Wringing Aspect</b> .....	487
<b>Institutionalized</b> .....	487
➤ Letters Patent .....	488
➤ Land Grant.....	488
➤ Meets and Bounds .....	489
<b>College Educated</b> .....	490
<b>Laconic Humor</b> .....	491
<b>Tyranny in the Nursery</b> .....	491
<b>The First is Last</b> .....	493
➤ Native Intelligence .....	494
<b>Cloaked Genius</b> .....	494
➤ Naked Apes .....	495
<b>Arete for All</b> .....	496
➤ Heroes are Some .....	497
➤ Mediocrity for Most .....	498
➤ Warming a Seat .....	498
<b>Another Silly Space Game</b> .....	499
<b>Endnotes</b> .....	499

*See Appendix WR – Writ Examples, Land Grant Writ, Naturalization*

*“Any political movement can choose to grow large and lose some of its doctrinal purity, or to remain small and lose some of its electability. ...*

*A society given to a romantic narcissism about its presumed exceptionalism, the United States has not been well served by those who spin myths about its accomplishment and repeatedly deny its faults.”*

– Alan Wolfe, Time.com, September 7, 2016

**Hand-Wringing Aspect:** “Romantic narcissism” is a good example of an Aspect. It has been in our society for a long time – national politicians routinely open and close political speeches with unabashed, glowing praise of the United States and its citizens; President Obama has been criticized for providing a less glowing assessment of our culture. But a particular brand of romantic narcissism was brought to the fore in the U.S. 2016 Presidential Election leading to a considerable and unprecedented level of hand-wringing and critical analysis on this and related issues.

- ✓ “Nevertheless, all these theses, however baseless and disproven, are being boldly put forward again today. What does this indicate? It indicates that Soviet party line is not based on any objective analysis of situation beyond Russia’s borders; that it has, indeed, little to do with conditions outside of Russia; that it arises mainly from basic inner-Russian necessities which existed before recent war and exist today.” – George Kennan, U.S. Ambassador to the Soviet Union, from the Long Telegram, February 22, 1946.

Unfortunately, as the 2016 U.S. Presidential Election demonstrated, this condition is not unique to the (defunct) Soviet Union.

- ✓ See also Sebastien Roblin (2017) quote in Dirty Business, 3 Commerce, p. 1217, *infra*, and Romantic Nationalism discussion, 3 Government Titles, p. 618, *infra*.

*“Let’s be frank with each other, Father. I can’t fight the prince who makes my work possible – no matter what I think of his policies or his politics. I appear to support him, superficially, or at least to overlook him – for the sake of the collegium. If he extends his lands, the collegium may incidentally profit. If the collegium prospers, mankind will profit from our work.”*

– Walter M. Miller, Jr., [A Canticle for Leibowitz](#) (1959)

**Institutionalized:** Institutes are non-technological installations created by use of a Special Writ called a Land Grant. Institutes are “social installations” at or on a specific colony such as temples, amusement parks, prisons, schools (but not Colleges), command centers, financial markets, social services, and such, which are not related to any specific technology, i.e. Patent (see Patents generally, *infra*), and the existence of which probably predate interstellar civilization.

- ✓ A Special Writ is simply a Writ that is named in the GGDM rules and performs a function specified in the rules. Examples include the Land Grant for Institutes, the Writ of Naturalization (see Naturalization, 3 Order, p. 557, *infra*), and Articles of Incorporation (see 1 Corporations, p. 1246, *infra*).

The naming of a University, Academy, Temple, or other “educational” institution as an Institute is not prohibited, *per se*, as such Institutes will be considered more localized, physical installations than the Colleges; and as long as their operation doesn’t significantly or generally *overlap* the function of Colleges in GGDM. And as long as doing so doesn’t cause great confusion.

Perhaps one of the most famous interstellar-level Institutes in science-fiction literature is the hospital space station that is the setting of the long-running (1957-1999) Sector General medical and alien First Contact novels and short stories by space-opera pacifist writer James White. Sector General has been attributed as the inspiration (or at least notably similar) to the two 1990s space station television shows, *Star Trek: Deep Space 9* and *Babylon 5*. Mr. White is now in residency at Sector General Hospital. Other examples of possible Institutes include Rush 2112’s Temple of Syrinx, the vast interstellar cartography facility from Mike Resnick’s book *Birthright: The Book of Man* (1982), and, the University of Trantor and the Foundation on Planet Terminus from Isaac Asimov’s *Foundation* series.

Institutes can be singular; there is no requirement to construct Institutes across several colonies. Universities, like other institutions in a space-opera setting, can morph, take on outsized importance, be something not quite like the term used on Earth, at the judgment of the Concierge.

- ✓ “Institution” in various forms is a widely, generically used term in our civilization and is found in dozens of sections of GGDM used in quotes and commentary – usually without a capital ‘I.’ GGDM College-related non-technological installations – which could be called Land Grant Institutes – are referenced throughout GGDM as Institutes with a capital ‘I’ to differentiate them from the generic use of institution.
- Letters Patent: Land Grant Writs are created and introduced the same way as normal Writs (see *Tabula Rasa*, 1 Writs, p. 436, *supra*). The Land Grant Writ must provide all of the special information necessary for the Institute. Specifically, a Land Grant Writ must include a Power Activation (as a normal Writ), the name of the Institute being created, a specific College with which the Institute is associated, which will be used to supply Faculties, the number of Faculties used per turn per Institute location, and the building cost and operational effect of each Institute (i.e. what does it do with those Faculties?). Institutes may never be used to affect die rolls. Ownership of Institutes is non-transferable, but they might continue operating for awhile or indefinitely, to a greater or lesser degree, after capture.
  - ✓ For example, schools and medical facilities on alien population planets would probably continue as long as the urban centers were not significantly disrupted. To what effect is highly circumstantial and at the judgment of the Concierge.
- Land Grant: Specifically, the ability to build a particular Institute is created by the use of a Land Grant Writ; however, the building of Institutes on or at colonies requires:
  - ✓ The activation of the Writ that created the Institute (by actualization of a designated Fuzzy Group and concurrent activation of the Power listed on the Writ) and,
  - ✓ The simultaneous activation of the Construction Power at any *Friendly or Naturalized Colony* where it is desired to build the Institute (cost counts against the GDP),
  - ✓ One activation of the Land Grant Writ may be used to build Institutes in as many places as legally possible in the same turn with Construction Power activations.

- ✓ Institutes will have a building cost, as any other installation, and only *one* of each type of Institute may exist on each colony at any time (they can be rebuilt as above if destroyed, as by Raids, Orbital Bombardment Black-ops, etc.).

The restriction of building Institutes on Friendly or Naturalized Colonies is based on the idea that the Institute represents the high ‘state of the social art’ in that particular area in the local planetary civilization, is generally in accord with the larger interstellar civilization and is approved and promoted by the interstellar government. This approach then generally omits the building of Institutes on Conquered or Converted **alien colonies**, but like many rules in GGDM, there are some possible gray areas that could develop with regards to Lost Colonist Primal State positions (see 6 Beginnings, p. 63, *supra*), reversions of unguarded Conquered or Converted Colonies (see Conquered Colony and Converted Colony, 2 Order, pp. 539-540, *infra*), Diplomatic Spaces and Shared Meanings (see 2 Diplomacy, p. 1116 and 3 Diplomacy, p. 1131, respectively, *infra*), and possibly MegaCorporations (see 2 Corporations generally, *infra*) and technologies and sundry other possible situations. These situations will be left for the Concierge and participants to work out and judge in-game.

- Meets and Bounds: In order to operate, an Institute must be supplied with Faculties each Regular Turn. An Institute will operate automatically (no Power or Writ activation necessary), and use available Faculties, each Regular Turn that the College to which it is associated has enough Faculties in its “class” *after* pre-committed Faculties are subtracted for use in rerolls (however, see Skool Tyme, 2 Constructural Elements, p. 190, *supra*<sup>1</sup>).
  - ✓ Institutes generally operate at the end of the Regular Turn, before Colleges operate, unless otherwise specified in the Land Grant Writ.
  - ✓ Institutes generally have a strictly local effect, although that is negotiable.

It is through the use of Institutes that Faculties may be applied to general, and *non-die-roll situations* such as Taxation and Census. Institutes cannot produce Faculties for either the position’s use generally, or for its own use or the use of another Institute. Institutes that fail to operate for five consecutive Regular Turns are closed and removed from the colony.

Institutes may not be used to force a reroll in situations where their world fails to obey a Power Activation due to inactive Constructural Elements (see Power Off, 2 Constructural Elements, p. 193, *supra*), but through the use of Faculties, any chance of failure could be affected on the world where the Institute exists, if built for that purpose, which will be defined in the Land Grant Writ. This is an example of the distinction, above.

There is a very slight crack in the door where an Institute might be used to create Faculties for some other local, *non-Institute use*. There are no such uses currently in the GGDM rules, however.

- ✓ “The barbarized inhabitants of the four kingdoms believe that the Foundation’s technicians are magicians. Being unable to make these people understand the difference between magic and science, the technicians finally give up and allow themselves to be worshipped as holy men. Back on Terminus, Hardin accepts the situation, and organizes the Foundation’s technical assistance program as a religion. The technicians are organized into a priesthood, and the Foundation’s ambassador to each kingdom becomes the High Priest, with Hardin himself assuming the role of Chief Primate of

the whole religion. ... the church also recruits priests from among the native populations of those worlds. They travel to a Temple School in Terminus City, where they are taught the operation (though not the theoretical underpinnings) of the Foundation's technology, along with more traditional religious instruction in church dogma, theology and ethics. Any novitiate priest at the Temple School who is bright enough to see through the mystical surface to the scientific principles underneath remains on Terminus to become a research student. The rest return to the Four Kingdoms to form part of the priesthood." – from Wikipedia article, "Church of Science" (about an entity in Isaac Asimov's Foundation (1951)).

*"[Gadalla] Gubara was born in Khartoum in 1920. His father, an impoverished farmer, was part of the extended family of Muhammad Ahmad ibn as Sayyid Abd Allah. Muhammad Ahmad had proclaimed himself Mahdi and led a jihad against Sudan's Turkish-Egyptian rulers and their British deputy, General Charles George Gordon. The rebellion culminated in the battle of Khartoum, with Gordon slain at the steps of his palace. It was at the Gordon Memorial College that Gubara received his education, earning his school fees by working after class."*

– Nadja Kornith, "The Omega Man – Gadalla Gubara and the half-life of Sudanese cinema," Bidoun (bidoun.org), Issue 20, Spring 2010

**College Educated:** Ok, got all that? Feeling educated now? Have you been Enlightened? No? Here is a little abstract of the Colleges scheme in GGDM:

- ✓ College plus endowments produces Faculties (College Tries based on Endowment/Population favoring urbanization and stability). This occurs at the end of the turn so that the position knows how many Faculties they have available on the next Regular Turn.
- ✓ Faculties belong to the "class" of the College that generated them, and also generally to the pool called The Enlightenment.
- ✓ Faculties can be used to cause rerolls of unfavorable rolls both in Regular Turns and Combat Rounds. They must be pre-committed and are generally subtracted from The Enlightenment starting with the oldest college class.
- ✓ Faculties can also be used to support/operate Institutes (non-die-roll) established by Land Grant Writ on Friendly or Naturalized colonies. These faculties are pulled from the specific College to which the Writ relates, as long as the College has Faculties available.
- ✓ Faculties pre-committed to die rolls support are subtracted first. This may affect the operation of Institutes if not enough Faculties remain during the Regular Turn.
- ✓ Unused Faculties in Regular Turns are returned to the pool. Unused Faculties committed to Combat are lost at the end of Combat. Expended Faculties are removed.
- ✓ Half (more or less) of the Faculties not used on the previous turn are lost before new Faculties are generated.

*“He may look dumb but that’s just a disguise...”*

– The Charlie Daniels Band, “Uneasy Rider” (1973)

**Laconic Humor:** “... [the Spartans] conceal their wisdom, and pretend to be blockheads, so that they may seem to be superior only because of their prowess in battle ... This is how you may know that I am speaking the truth and that the Spartans are the best educated in philosophy and speaking: if you talk to any ordinary Spartan, he seems to be stupid, but eventually, like an expert marksman, he shoots in some brief remark that proves you to be only a child.” – Plato, Protagoras (cited in Wikipedia article, “Laconic phrase”<sup>2</sup>).

Page | 491

- ✓ “... [the Spartans] claim not to have any interest in [philosophy] and put on this big show of being morons... because...they want people to think that their superiority rests on fighting battles and being manly... You can tell that what I say is true, and that Spartans are the best educated in philosophy and argument, by this: if one associates with the most inferior Spartan, one at first finds him somewhat inferior in speech; but then at some chance point in the discussion he throws in a remark worthy of noticing, brief and terse, like a skilled marksman, so that the person he’s talking to appears no better than a child.” – alternative translation by A. Beresford and R.E. Allen, *Id.*

‘Out of the mouths of babes’ humor is laconic: Children expose the ignorant pretentiousness of adults with a single childish question or statement of the obvious, e.g., “The Emperor’s New Clothes” (1837) or The Prince and the Pauper (1881). The American commander’s legendary laconic response (“NUTS!”) to German demands for the surrender of forces at the Siege of Bastogne is also very Spartan.

*“Wherever is found what is called a paternal government, there is found state education. It has been found that the best way to insure implicit obedience is to commence tyranny in the nursery.”*

– Benjamin Disraeli, 1<sup>st</sup> Earl of Beaconsfield, Prime Minister of the United Kingdom (1868, 1874)

**Tyranny in the Nursery:** One of the most literal onscreen depictions of Disraeli’s “tyranny in the nursery” is the unforgettable nauseous elementary classroom scene in the 2013 movie Snowpiercer. Though the whole train premise/setting stretches credibility to the breaking point, the movie is well enough done that it holds for two hours of viewing time.

In 1982 the U.S. Supreme Court heard a case captioned *Board of Education v. Pico*, 457 U.S. 853 (1982) about the removal of The Naked Ape (1967) and eight other books from junior and senior high school libraries (“which the [School] Board characterized as ‘anti-American, anti-Christian, anti-Sem[i]tic, and just plain filthy,’” *Id.*) and First Amendment Rights in public schools. Although other books, such as “Kurt Vonnegut’s Slaughterhouse-Five and Langston Hughes’s Best Short Stories by Negro Writers,” (*Id.*) were removed, The Naked Ape clearly was the center of attention in the debate of the time.

- ✓ “The Supreme Court ruled in the students’ favor on First Amendment grounds, holding that the right to read is implied by the First Amendment. The government – in this case, a public school – cannot restrict speech because it does not agree with the

content of that speech. The decisions called libraries places for ‘voluntary inquiry’ and concluded that the school board’s ‘absolute discretion’ over the classroom did not extend to the library for that reason.” – Bill of Rights Institute (billofrights.org) article “Island Trees School District v. Pico (1982)” (authorship unattributed).

Justices Burger, Powell, Rehnquist, and O’Connor dissented.

- ✓ “In his dissenting opinion, Justice Burger said, ‘If the school can set curriculum, select teachers, and determine what books to purchase for the school library, it surely can decide which books to discontinue or remove from the school library.’” *Id.*

Justice Burger’s dissent was simply practicality; it is hard to disagree for example, when schools had encyclopedias sets in the library which needed to be updated every few years. They could choose to discontinue encyclopedia subscriptions due to duplication of material, shelf space, etc.

Justice Rehnquist wrote:

- ✓ “With these differentiated roles of government in mind, it is helpful to assess the role of government as educator as compared with the role of government as sovereign. When it acts as an educator ... the government is engaged in inculcating social values and knowledge in relatively impressionable young people. Obviously, there are innumerable decisions to be made as to what courses should be taught, what books should be purchased, or what teachers should be employed. ... In the very course of administering the many-faceted operations of a school district, the mere decision to purchase some books will necessarily preclude the possibility of purchasing others. ... In each of these instances, however, the book or the exposure to the subject matter may be acquired elsewhere. The managers of the school district are not proscribing it as to the citizenry in general, but are simply determining that it will not be included in the curriculum or school library.” – Justice Rehnquist, dissenting opinion in *Board of Education v. Pico*, 457 U.S. 853 (1982), cited in Wikipedia article, “Island Trees School District v. Pico,” December 16, 2018. (The 33-page opinion is available free online).

Indeed, not only were students able to obtain and read the books elsewhere – I read a lot of books I wasn’t supposed to be reading in high school, which I could obtain from the community library, at home or at book or game stores (like AD&D books) – and soon the students would be adults off to work and college, and out of the control of the School Board in any case. It is unlikely that such a case would reach the Courts now since the *emergence of the internet* (and portable reading devices); I found a poor but readable PDF conversion of The Naked Ape free on the internet with a simple Google search, just as I found a similarly poor but readable copy of Red Storm Rising (1983) on the internet in PDF (in English but with foreign punctuation marks). Imagine pro-Soviets or the Communist Party suing to keep Red Storm Rising out of school libraries...

- ✓ It is literally irrelevant what books are in the school library now, from the view of the creationist argument. Thus, in *Kitzmiller (ut infra)*, the fight moved to the more direct issue of which textbooks would be required.<sup>3</sup>

The internet has always been about being something big and dispersed beyond the control of local and individual sovereign governments, clergy and censors; this applies to Wikipedia as much as Wikileaks and Pirate Bay, Tor, Torrent, Bitcoin, Spamhaus, and Cyberbunker.

- ✓ The 1960s to 1980s strategy of the Christian right, literalist, or fundamentalists of attempting to control what students could read through the power of school boards over

libraries – silencing the opposition with political control while also screaming very loudly – was a losing argument, or more precisely, the strategy a side follows when it knows it has lost the argument already and along with it, most political and moral authority (that is, ‘pounding the table’). It is the timeless strategy of tired despots and radical ideologues.

- ✓ The case of *Kitzmiller v. Dover Area School District*, 400 F. Supp. 2d 707 (M.D. Pa. 2005), thus arose because the School Board took the additional step – lacking control over what students read due to spread of technology and the internet – of trying to make the flagship intelligent design textbook, *Of Pandas and People* (1989) the required textbook for biology classes (and thus, required reading by being testable).
  - See also Dating Man discussion, 5 Beginnings, p. 57, *supra*.

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*“My perspective on this controversy comes from 33 years of working with New Guineans in their own intact societies. From the very beginning of my work with New Guineans, they impressed me as being on the average more intelligent, more alert, more expressive, and more interested in things and people around them than the average European or American is.*

*At some tasks that one might reasonably suppose to reflect aspects of brain function, such as the ability to form a mental map of unfamiliar surroundings, they appear considerably more adept than Westerners. Of course, New Guineans tend to perform poorly at tasks that Westerners have been trained to perform since childhood and that New Guineans have not. Hence when unschooled New Guineans from remote villages visit towns, they look stupid to Westerners. Conversely, I am constantly aware of how stupid I look to New Guineans when I’m with them in the jungle, displaying my incompetence at simple tasks (such as following a jungle trail or erecting a shelter) at which New Guineans have been trained since childhood and I have not.”*

– Jared Diamond, *Guns, Germs & Steel* (1997), p. 20

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**The First is Last:** While Colleges are the primary means of generating Faculties, each position will naturally receive some Faculties each turn based on the number of Fundamental Realities taken by the position during set up, due to the natural intelligence and cultural heritage each species brings into the game.<sup>4</sup> Faculties received from Fundamental Realities are called Non-Specific Faculties, or NSF.<sup>5</sup> One Faculty is received at the end of each Regular Turn for each Major Fundamental Reality. The number of NSF received each turn is reduced by one for each College founded during the entire game, regardless of the current state of the College or its eventual fate.

- ✓ The way in which the *Tawantinsuyu* (aka, the Inca Empire) were defeated at Cajamarca by a Spanish force of 168 men is almost incomprehensible to the modern mind (the Inca force outnumbered the Spaniards more than 45 to 1). Just the smallest amount of initiative by the common warriors or low level chieftains massed outside the town, or more thoughtful caution by the *Sapa Inca* leadership group changes the entire result. The *Tawantinsuyu* leadership already knew what the Spaniards had done to the Aztecs, and their allied tribes had already fought the Spanish along the coast. On the other hand, the desperate situation in which the Spanish had placed themselves, and their ambush of the *Tawantinsuyu* leadership was an insane do or die gambit, had their surprise failed, they would have been summarily annihilated by 8,000 native warriors. This was civilizations on the edge.



- **Native Intelligence:** NSF have all of the properties of normal Faculties, including aging, and are most likely to be used early in the game. It is possible also to create Institutes by Land Grant that use NSF by listing NSF as the “College” on the Land Grant Writ. Use of NSF are blocked 25% of the time by inactivation of the Epistemological Constructural Element on the target colony or ship (see Skool Tyme, 2 Constructural Elements, p. 190, *supra*).<sup>6</sup>

This latter should not be confused with the failure of a colony or ship to obey Power Activation due to inactive Constructural Elements. This applies only to the attempt to use a NSF as a Faculty (an intangible object) on the target colony or ship.

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*“Talent hits a target no one else can hit;  
Genius hits a target no one else can see.”*

– Arthur Schopenhauer

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**Cloaked Genius:** Can genius be *glacial*? If one hits the target no one else can see, no matter how long it takes, is that genius? The problem is that we are *mortal and frenzied*, genius usually is associated with youth, the younger the person, the more likely they will be praised as genius.

If I could have completed GGDM – in its current, final form – 20 years ago, when I was about 30<sup>-ish</sup> that would have been genius. At age 50 plus, having taken an extra 20 years to arrive at the same place, it probably is not (it is mediocracy, even if no one else would have done it). The tortoise takes an extra day to reach the finish line, no one calls him speedy. Unless he invented a rocket pack while doing it.

- ✓ “A genius is a person who displays exceptional intellectual ability, creative productivity, universality in genres or originality, typically to a degree that is associated with the achievement of new advances in a domain of knowledge. Despite the presence of scholars in many subjects throughout history, many geniuses have shown high achievements in only a single kind of activity. There is no scientifically precise definition of genius, and the question of whether the notion itself has any real meaning has long been a subject of debate, although psychologists are converging on a definition that emphasizes creativity and eminent achievement.” – from Wikipedia article, “Genius,” captured January 14, 2019, citing to Catherine Cox, [The Early Mental Traits of 300 Geniuses](#) (1926).
- ✓ “Persons with genius tend to have strong intuitions about their domains, and they build on these insights with tremendous energy. Carl Rogers, a founder of the Humanistic Approach to Psychology, expands on the idea of a genius trusting his or her intuition in a given field...” *Id.*, Wikipedia article.
  - See also pre-theoretical intuition.

Yet, genius is something decided externally by society and circumstance, not internally – we all know the comedy of people who claim they are geniuses; genius is not for you to decide, it is simply for you to do the work to make others decide. Without external comparators, how would you conceive you are a genius? For the same reason, one should also not claim to be a polymath, yet, Nick Bostom, a public intellectual and apparently not the least humble, a man whose education suggests he should know better, makes that very claim on his page, to wit:

- ✓ “Nick Bostrom is Swedish-born philosopher and polymath with a background in theoretical physics, computational neuroscience, logic, and artificial intelligence, as well as philosophy. He is Professor at Oxford University, where he leads the Future of Humanity Institute as its founding director.”

Even if he didn’t write it, he ‘owns’ it now because it’s on his webpage.

Page | 495

- ✓ “In the philosophy of David Hume, the way society perceives genius is similar to the way society perceives the ignorant. Hume states that a person with the characteristics of a genius is looked at as a person disconnected from society, as well as a person who works remotely, at a distance, away from the rest of the world.” – from Wikipedia article, “Genius,” captured January 14, 2019.
- ✓ “In the philosophy of Bertrand Russell, genius entails that an individual possesses unique qualities and talents that make the genius especially valuable to the society in which he or she operates, once given the chance to contribute to society. Russell’s philosophy further maintains, however, that it is possible for such geniuses to be crushed in their youth and lost forever when the environment around them is unsympathetic to their potential maladaptive traits.” *Id.*

The paucity of recognized female geniuses in history is attributable more to the social environment, the constancy of sex-based intellectual suppression in society through 50,000 years than to any lack of genetic intelligence. I have always wondered what sort of ‘ignorant genius’ thought that society was better served by systematically, perpetually suppressing half of the population?

- ✓ For the record: “By the 1937 second revision of the Stanford-Binet test, Terman no longer used the term ‘genius’ as an IQ classification, nor has any subsequent IQ test. In 1939, David Wechsler specifically commented that ‘we are rather hesitant about calling a person a genius on the basis of a single intelligence test score.’” – from Wikipedia article, “Genius,” captured January 14, 2019, citing to Lewis M. Terman and Maude Merrill, Maude, Measuring Intelligence: A Guide to the Administration of the New Revised Stanford-Binet Tests of Intelligence (1937).

Thus, there is no ‘genius’ level IQ although clickbait ads and spam-emails regularly continue to suggest that there is, so you now know it is BS; “Telling someone you’re a genius doesn’t make you a genius, in fact, probably suggests the opposite.” – Chris Cuomo, CNN, August 27, 2019.

- Naked Apes: It is an interesting question to consider why so much genius, ability, and talent develops outside of formal education, academia? The question does not bode well for our education system (and makes selling the restrictive cost of college much more difficult), but it does go some way in explaining how important parts of civilization developed prior to the idea of formalized education. It was a glacial process (e.g., cave paintings), the records show, but one that is ever constant, and remains in case we crash.

The primary value of education I believe is in the guidance of youth in and along the historical paths of thinking to a holistic appreciation; rather than on the Lancastrian sense of factual instruction. GGDM is in fact a testament to this in its entirety. For example, I already had an idea of methodological dualism by the year 2000, and much of the core of GGDM was my struggle to express it and against what I perceived as an epistemological fraud of Western social sciences. This latter finds particular expression in the discussions of Aspects of Sociology, 2 Culture, p. 371, *supra*, and the Looking Rules discussion 2 Expansion generally, *infra*.

My self-education in the latter stages of the GGDM project led to the very late discovery in 2019 of Ludwig von Mises, praxeology, and the Austrian School; this discovery put the label ‘methodological dualism’ on what I had already been arguing in GGDM for over 20 years.<sup>7</sup> However, Austrian School Economics and praxeology are not new, not even within my lifetime of a half century are they new news, rather, with proper instruction, perhaps as an undergrad in my 20s or in graduate courses in my 30s, I would have learned all of this cognitive history (and been able to better express it earlier in the GGDM evolution) rather than discovering it in a backwards process through GGDM self-education. But instruction nowadays is solely in the cognitive history of empiricism, especially with the renewed catechism-like focus on STEM, and praxeology (like rhetorical theory) just doesn’t fit into that steel box.

- ✓ Admittedly, I may be blamed as well for my own ignorance. I suppose that had I more intensely engaged in cognitive history earlier in my life, I might have discovered the Austrian School without formal instruction. We are all ultimately to blame for our own ignorance once we have learned to read and write – whether it be willful ignorance or ignorant ignorance – or as Erasmus said, “Do not be guilty of possessing a library of learned books while lacking learning yourself.” Or if you have internet. This enters into the territory of the ‘teachable moment’ (see discussion, 1 Kairotic Moments, p. 1418, *infra*); perhaps the sabbatical to finish GGDM, the end-processes of bringing GGDM up to the vision of what it could be, was my midlife ‘teachable moment’ that did not occur during the work-grind of my 20-year career in law firms.
- ✓ For most of my life, I never thought of economics as a ‘social science’; economics, as presented in our civilization, always is a math analysis of economic data, followed by policy arguments and (usually gloomy) predictions. It was not until I encountered praxeology that I realized any claim that economics is a social science.

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*“Quality is not an act, but a habit” – Aristotle*

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**Arete for All:** Readers may see in GGDM Enlightenment the ancient Greek concept of *Arete*:

- ✓ “Arete ... in its basic sense, means ‘excellence of any kind.’ The term may also mean ‘moral virtue.’ In its earliest appearance in Greek, this notion of excellence was ultimately bound up with the notion of the fulfillment of purpose or function: the act of living up to one’s full potential.

The term from Homeric times onwards is not gender specific. Homer applies the term to both the Greek and Trojan heroes as well as major female figures, such as Penelope, the wife of the Greek hero Odysseus. In the Homeric poems, Arete is frequently associated with bravery, but more often with effectiveness. The person of Arete is of the highest effectiveness; they use all their faculties – strength, bravery, and wit – to achieve real results. In the Homeric world, then, Arete involves all of the abilities and potentialities available to humans.

In some contexts, Arete is explicitly linked with human knowledge, where the expressions ‘virtue is knowledge’ and ‘Arete is knowledge’ are used interchangeably. The highest human potential is knowledge and all other human abilities are derived from this central capacity. If Arete is knowledge and study, the highest human knowledge is knowledge about knowledge itself; in this light, the theoretical study of human

knowledge, which Aristotle called ‘contemplation,’ is the highest human ability and happiness. ...

The meaning of the word changes depending on what it describes since everything has its own peculiar excellence; the *arete* of a man is different from the *arete* of a horse. ... By the 5<sup>th</sup> and 4<sup>th</sup> centuries BC, *arete* as applied to men had developed to include quieter virtues, such as *dikaiosyne* (justice) and *sophrosyne* (self-restraint).” – from Wikipedia article, “Arete,” July 23, 2019 (emphasis in original).

Enlightenment in GGDM perhaps differs in a couple of respects.

- ✓ First, it is focused on excellence in the critical moment of a task rather than overall lifelong excellence, though the two must be related. Further, individual excellence is not required exactly for Enlightenment, frequently it is as much organizational excellence. Nor should excellence be assumed to exist solely in leadership, sometimes the actions of just one person is enough to favorably resolve the situation.
  - In this sense of the ‘critical moment’ and ‘vital place,’ GGDM Enlightenment is somewhat related to Kairotic Moments generally, *infra*.
- ✓ Second, Enlightenment as used in GGDM is devoid of reference to moral virtue except where critical to the moment when it is applied; not all critical moments involve moral virtues, for example, if the critical task of the moment requires excellence in computer code, which it may in GGDM but not in ancient Greece.
- ✓ Finally, Enlightenment roosts on a different level, it is not personal development philosophy that belongs to the few pre-destined, divinely-blessed heroes, to the educated aristocracy (the word ‘aristocracy’ derives from *arete* via *aristos* meaning ‘best’), or even to individuals generally (as we well know), but rather, a civilization trait in the spread of excellence in whatever form necessary, through education (e.g., literacy, critical thinking, knowledge), the information and print revolutions, raising up the bottom of civilization as a whole, leading to those times and places when it is critical.

The expression of all of this in game terms is the classic do-over, reroll mechanic that designers have long used to express *arete* in heroic characters (e.g., RPGs, card games) or special abilities of positions in the game; there is nothing original in this in GGDM. All of this is, perhaps arguably, more in the sense of modern sports moments, movie heroes, and making hit singles in popular music than in the ancient sense, but it is also accessible to game participants in that way.

- Heroes are Some: The word ‘hero’ is a bit overused now, and as such, has had an increasingly muddled meaning: The ‘hero of the game’ in a sporting event is not in the same class as a firefighter who rescues people from a burning house. But they are sort of related.

There are two senses in which ‘hero’ is used in the current society and meaning runs the continuum from *arete* to selfless sacrifice. I believe the original meaning of hero was that of *arete*, which not only meant individual excellence, but more so, effectiveness. Excellence is measured by effectiveness. Add circumstance and timing (*kairos*) and you have the hero; the one who is excellent, effective, at the critical moment.

This may or may not imply personal risk, selflessness, courage, or sacrifice. But somewhere, I think it likely in the 19<sup>th</sup> Century, the literary idea crept in that heroism meant death, that is, to be a hero, one had to die in the act (at least suffer significantly); this may have been a result of the Napoleonic Wars. The idea was still strong when I was young, possibly due to

WWII, Korea, and Vietnam, but has faded somewhat. Military leaders hate this idea; George Patton famously said, “No bastard ever won a war by dying for his country. He won it by making the other poor dumb bastard die for his country” (1944).<sup>8</sup> This anti-self-sacrifice sentiment is also reflected in the 1974 hit, “Billy Don’t Be a Hero,” by Paper Lace.

The latter qualities developed with the introduction of Christianity to the West. To make Jesus Christ a hero, they added self-sacrifice. His excellence then as a heretic wilderness preacher and his timing during the Roman occupation of Palestine wasn’t quite enough to become transcendent. His divinity required self-sacrifice for all humanity and thus the continuum of heroism extended to selfless risk – such as rescuing a wounded buddy in small arms combat or catching an autistic child falling from a third-floor window – to selfless sacrifice of one’s life, health or wellbeing to ‘win’ – such as Swiss national hero, Arnold von Winkelried or the hundreds of people who secretly helped Jews escape Nazi-occupied territories.

- Mediocrity for Most: Mediocrity is failure. Avoiding the possible, probable bad result is not greatness, it is merely bland competence, mediocrity. “Late Bloomer” is just a euphemism for LOSER (epic life failure); for not being fast enough, smart enough or good enough when it mattered (see related term, *opsimath*). When not making excuses, casting blame or retreating into our favorite escape from reality, when looking at our lives unblinkingly, most of humanity – myself included – must admit that they have failed to achieve or become what they should have or might have been, that we have settled for mediocrity. These moments of conscious understanding, without distraction or recreational substances – rare for some people – drive a considerable sum of human behaviors.
  - ✓ What does this have to do with GGDM? First it suggests that the vast majority of population factors, the innumerable numbers of sophont subjects, accept mediocrity in their daily lives. Second, failure to use Enlightenment in any endeavor in GGDM is a concession to mediocrity in that task, it is acceptance of ‘average’ results in relation to die rolls in the sense of the Law of Large Numbers.

The glowing moment of walking across the stage at graduation, the praise from friends, co-workers, employers for whatever reason, the things we pride ourselves on, having a job, career, house, car, staying out of jail and trouble, doing the things that we are expected to do – are just banal and temporal motions. They are so ultimately unsatisfying, we must look elsewhere for a framework of meaning, a construction where we are a hair more than a nobody. In my framework, this is true and it doesn’t matter to me if anyone likes it or not.

- Warming a Seat: Just because you graduated high school doesn’t mean you aren’t a high school ‘dropout.’ I went to a large high school; more than half the kids who graduated with me had mentally checked out sometime between 7<sup>th</sup> and 9<sup>th</sup> grades. I knew kids in 8<sup>th</sup> grade – my neighbors – who stopped in the alley next to the school and popped a pill before entering the school building. Most of the rest who weren’t actually on drugs, were just there warming a seat, coming to school to socialize, or so they could play football or basketball, being passed along, waiting for graduation. And ten years later, probably a lot of those kids have children who are in grade school; and the parents can’t or won’t help their children with their homework. I would not be able to help a child with algebra homework past the intro level; I got lost in Algebra I, but each year, they gave me a passing grade so that I could take Algebra II, III, and Geometry/Trig in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. I was just warming a seat in math and being passed along to graduation.<sup>9</sup>

*“Acting is a really simple job – it’s just hard to do. You just have to be that person with their background in that situation. That’s all it is. My kids do it all the time when they’re dressing up and playing games.” – Jason Isaacs*

**Another Silly Space Game:** In my youthful glow of the early 1990s, I once asked a sociology professor what reception or effect Alvin Toffler’s Future Shock (1970, which I read on my own in high school in the early 80s) had on the social sciences? The professor, with only slight hesitation, said, “Not much really” – very likely, if he did not immediately recognize the author or the name of the book, it was an easy (and casually unimportant) question to answer. I expect the same conversation might be repeated twenty years hence, perhaps in relation to some terminology that filters into the social science lexicon from GGDM. Like Toffler’s futurology, GGDM speaks its own ‘language,’ hopefully the language of the fourth order of natural phenomenon.

Page | 499

Looking back, I would guess that sociologist would not have considered Toffler’s work as a ‘futurologist’ to have anything useful for sociology – speculations on the future are for science-fiction writers and crackpots – just as a space-opera game about interstellar civilizations, written by a nobody (*ne hemō*), no matter how meticulously crafted – will never be anything more than a silly space game with laughable pretensions of redeeming intellectual or academic value.

- ✓ I have no reason to think that GGDM will be appreciated holistically and every reason to think that it will not: Everyone who cares enough to comment will be too busy criticizing this or that part, taking it apart, or the overall tone, or the length of it, or the arrangement and presentation. Reduce and divide, criticize, the way it has always been.<sup>10</sup> And despite knowing it, despite it being long observed, we seem to be unable to change it – just as we have long known we need to breathe air but cannot change it – making this trait of humanity definitionally a Fundamental Reality.
- ✓ See continued diss discussion in SILLY SPACE GAME FALLACY, 2 Fallen to Earth, p. 1519, and FALLACY OF PRETENTIOUSNESS, 3 Fallen to Earth, p. 1546.

*“The secret message communicated to most young people today by the society around them is that they are not needed, that the society will run itself quite nicely until they – at some distant point in the future – will take over the reins.*

*Yet the fact is that the society is not running itself nicely... because the rest of us need all the energy, brains, imagination and talent that young people can bring to bear down on our difficulties. For society to attempt to solve its desperate problems without the full participation of even very young people is imbecile.”*

– Alvin Toffler, Learning for Tomorrow: The Role of the Future in Education (1974)<sup>11</sup>

## Endnotes.

<sup>1</sup> Citation: “Any object – ship or colony planet – that does not have an active Epistemological Constructural Element may not (50% chance) be able receive the effects of College Faculties (whether for use in die rolls, including Combat, or Institutes on that colony).” See Skool Tyme, 2 Constructural Elements, p. 190, *supra*.

<sup>2</sup> Commentary: Probably the most famous attempt at making a laconic extraterrestrial was Mr. Spock in Star Trek OS; the Vulcans were initially presented as being somewhat Spartan in nature – befitting the original vision and

budget of Star Trek. This has not held up over time; Mr. Spock wasn't exactly laconic even then (as aspiring actors need important lines for their character) and over time, in keeping with our own cultural development, the Vulcans, Earthers and the rest of Star Trek became big, flashy and materialistic. And talky. A laconic wit needs a big talker to work as a foil, and that "loud-mouth tin-plated dictator" Captain Kirk (along with most Klingons) was excellent for the job of being a foil.

- ✓ Ironic humor has taken over civilization and our mindset in the last century – e.g., when I make a mistake playing Freecell, I say to myself, 'yeah right, brilliant!' when I obviously mean the opposite but it would be interesting to see development of an laconic advanced alien civilization in film or television (or GGDM).

<sup>3</sup> Citation: "If God hadn't written [the Bible], we would be trying to keep it out of public libraries, not in the public schools." – Betty Bowers (Deven Green), "Save the Hole in Front for Marriage," YouTube, September 6, 2010.

<sup>4</sup> Commentary: Conversely, consider the many historical instances where a small native band, under the leadership of a brilliant, clever indigenous warrior or chief, have confounded colonial forces or their former masters (if enslaved) who hold superiority in education, numbers and all material aspects.

<sup>5</sup> Commentary: It's no accident that NSF also happens to be the abbreviation for "Non-Sufficient Funds," i.e. a bounced check at the College Registrar's Office.

<sup>6</sup> Commentary: There are two oft-repeated sayings that when put together, describe human enlightenment on the individual level: "know thyself" ... and ... "familiarity breeds contempt." Think about that for a moment.

<sup>7</sup> Commentary: I actually rediscovered Clarence Marsh Case through his 1924 book that I had rescued from a garbage pile in the rain back in or around 1990 or 1991, and incorporated his arguments into GGDM several months before I discovered praxeology and shortly I determined that Mr. Case was influenced by praxeology of his day.

<sup>8</sup> Commentary: There is some dispute about the authenticity of this quote. Many refer to it as a misattributed quote, the problem being the "Patton speech" delivered by George C. Scott in the film Patton (1970). On the other hand, it is claimed that this was said by Patton when opening a speech to the 6<sup>th</sup> Armored Division on May 31, 1944.

Still, the line is consistent with his legendary gruff character and with other quotes attributed to him, such as:

- ✓ "All of the real heroes are not storybook combat fighters, either. Every single man in this Army plays a vital role. Don't ever let up. Don't ever think that your job is unimportant. Every man has a job to do and he must do it. Every man is a vital link in the great chain."

<sup>9</sup> Commentary: *Conversely*, there was a cantankerous old high school science teacher with a Ph.D. in physics who was assigned to teach two classes of Algebra I in my 11<sup>th</sup> grade year; I was not in those classes. He caused a scandal by failing 90% of the students, literally, giving them a F for the course. Parents were outraged. As an adult, I can see the probable outlines of the arguments. He might have said, 'Well, they didn't learn the material, so why should they be given a passing grade? What good does that do?' (*ahem*) While on the other side, the argument might have been, 'But you had them for an entire school year. If 90% of your students didn't learn what you were supposed to teach...?' (*cough*) After an investigation, the school supervisors overrode him and changed the grades to passing.

<sup>10</sup> Citation: "Fantasy is a natural human activity. It certainly does not destroy or even insult Reason; and it does not either blunt the appetite for, nor obscure the perception of, scientific verity. On the contrary. The keener and the clearer is the reason, the better fantasy will it make. ... For creative Fantasy is founded upon the hard recognition that things are so in the world as it appears under the sun; on a recognition of fact, but not a slavery to it. So upon logic was founded the nonsense that displays itself in the tales and rhymes of Lewis Carroll. If men really could not distinguish between frogs and men, fairy-stories about frog-kings would not have arisen." – J.R.R. Tolkien, "On Fairy Tales," (lecture-essay, 1939), included in Tales from the Perilous Realm (2008).

<sup>11</sup> Commentary: This is by far the best known and most oft repeated quote from Alvin Toffler, who has otherwise been mostly forgotten. A Google search turns up this quote in ministry speeches, luncheon speaker remarks, mission statements of various organizations, and of course, two dozen quotes collection pages. It always sounds good as an opening or launch point for speakers who want to seem proactive, engaged and progressive in education. But – despite all the speeches and mission statements – it is not much less true now than it was in 1974.

- ✓ The message of my youth was clear; you're a weirdo, you are interested in stupid, boring things, go away. And blank looks from adults. GGDM continues that fine tradition. It was cool to be stupid, a druggie, a jerk, a jock, and uncool to be smart, intellectual, interested in things, educated, caring, ambitious. Not much has changed.