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Student Manual V1.0

Guidance to Students who are aware that We now live in the Knowledge Age

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1 About Us

We are a distributed international collaborating group of scientifically educated people who work both in the academic world and in industry. Our primary way of communicating is through scientific publications and software products. Our group is dynamic and flexible, and the only center of power is the, to all of us GOOD distributed knowledge, that is verified by scientific proof or successful practical application experience.

2 Ethical Promise

By reading this document, you promise to submit yourself to live by the core values expressed in this document. You are expected to be an adult person responsible for your own actions.

3 Core values

Have respect for other people. They know more than you think and could ever understand with the very little knowledge you currently possess.

If you hurt people and they tell you so or you understand that yourself, you probably don't know what makes these people tick.

Stop hurting them and invest time in finding out what knowledge you lack.

Try to become friends with one of them. Do something good and fun together, like learning and helping each other to pass the courses you currently study.

Once you have that experience together, humbly ask what you are doing wrong. The experience of you being a clever, helpful and learning student, who wants to improve, will overcome the fear that you will use the knowledge you lack in a harmful or evil way.

If you can't find out what you need, leave these people alone, and find something else to do with your life, and there is plenty once you have acquired the skills of a good student.

Continue learning and eventually you will discover it yourself.

If you think you have something to teach, teach it cleverly to people who are interested and share these core values with you.

4 Business Goal

To help all students of any age in the world who share our core values, find their way back to the pleasures of learning, learning by doing, and teaching.

To help them discover or rediscover themselves why we now live in the Knowledge Age, and not in the Stone Age anymore.

To help students find a value-adding, meaningful higher goal in their lives, and where the striving towards that goal will give them the best there is in the later in human biological evolution invented mechanisms of emotional rewards. Insights, that few come in touch with without the knowledge and practice which these awaiting insights need as a foundation for being created within a person. Insights that give a higher level of understanding and carry knowledge that delivers better guidance for actions that deliver higher value.

Our business goal is to improve our environment in all aspects there are, so we as individuals can do what we really want to do, once there is truly no-one else who has more knowledge and capacity, good will and justifiable reason to tell us what we should do.

That kind of freedom requires an understanding of the prerequisites for its existence.

Thus spreading knowledge about these prerequisites, such as the Laws of Physics, Laws of Life (explained later), Rule of Law and meaningful goals that do not violate those laws, are part of the business goal.

5 For Students

We too, as many other teachers have told you before:

You students are the future

What we teach you will have a strong impact on what you will do in the future, and thus determine what our world will look like.

You only need to read the following once, and then you should forget about it and go on with your studies.

If you challenge well educated law obeying teachers who communicate through legal channels provided for civilians, you should know what you are up against. New types of technology enable new types of “system error behavior” to evolve that may escalate to scales where no person or group of people, are in control of it anymore.

Things like this have happened before in history. If you need a true scientific hero’s advice on how to deal with such a situation, you can search for “OPEN LETTER TO THE UNITED NATIONS”. The response to the latest version of such a “letter” you can find by searching for “UN 2030 sustainable development agenda”.

What we will do if you help us in a productive way, is to develop and implement a knowledge development plan that will bring you to heights that are far above what we ever can reach within our lifetime.

So respect the volume of knowledge that is carried and maintained by us lawful teachers that you meet face to face in the physical world or through our written texts or software implementations. Support us in our mission to emancipate you to a level where you can pay us back in multitude through the complex added value chains that can benefit from your current and future good work. Where you for sure will be a beneficiary of your own good work, if the Laws of Life are respected in the environment you live.

5.1 *Continuously improve your study techniques*

Many people have tried to teach efficient study techniques.

Most of them gave up when they discovered that this was a path leading to a dead end. There is no study technique that works efficiently for all students.

Why? Because every student has an own life history, cultural experience etc and has gained knowledge in ways a teacher does not know about. All students have different values and ways of rewarding themselves when they feel they have been efficient and good in their studies and deserve a reward.

But to really know if a study technique is efficient for you, you have to try it, and evaluate its efficiency with a scientific method instead of just feelings.

This initially requires some extra work, and since we all are lazy by nature and just tend to go wherever our feelings drive us, we have to recall our knowledge of where we ended

up following that path. Which feelings are really driving you towards your goal of completing your studies?

Which ones should you listen to? Which ones should you fight against?

Sooner or later this experience will become a part of your personality, and you will get stronger emotional rewards from the feelings that drive you in the direction that is good for you, and the bad feelings will lose their power, since you gradually learn to consciously control them and later unconsciously unlearn them.

However a scientific methodology that works is something we teachers can teach.

Think of any course you are studying now.

How many pages are there in the course book?

How much time would it take you to read it?

How much time do you actually have available for studying this course before the exam?

Well, if there is something you don't know, as the clever student you are, you just find out using methods that work to the best of your knowledge.

The following sections contain some advice.

However since you care for your precious time, and thus don't waste it on things you already know or most certainly will not work for you, the way you know yourself. Skim a section quickly to see if it might contain something you don't already know.

If it does, then read it carefully. Don't be lazy by just marking the sentences that tell you something you did not already know.

You need to work with the knowledge to make it stick, and writing it down on a "cheat note" and reflect upon what it means, helps you store it in your long term memory.

After you have read a section, go through your "cheat sheet", organize it and rewrite it in a way such that you efficiently can use it later when you rehearse before the exam.

5.1.1 Plan your studies

To make a plan, you have to have some experience and knowledge about the studying task you have. If you have no experience or knowledge of the task, just do it to the best of your previous knowledge, and learn while you do it.

You have to observe yourself and record your findings, so you can later go through your data and interpret and reflect upon what it means.

Question: How many pages are there in the course book?

Answer: Just check the table of contents or the last page in the book to find it.

Comment: This is the point. If there is something you already know how to do, a quick glance will tell you that, and you move on. If this is written in the teaching material you use, the author probably put it there for a good reason.

The author does not want to insult your intellect or mock you, wasting your precious time on things you already know. According to the teacher's experience, this is something that some students don't know, and need to know and understand. If no-one ever tells them your teacher will never get these students through the exam.

Question: How much time would it take you to read it?

Answer: 3 minutes per page for plain text. If the knowledge is expressed in a condensed space efficient language for the knowledge domain the course is about, such as mathematics it will take 15 minutes per page.

Comment: Your teacher has more students than your teacher will ever have time to get to know personally. Your teacher can't give you a correct answer. It depends on the already acquired knowledge each student has and the learning skills each student has acquired. So it is the responsibility of each student to find out, to their best of their knowledge, themselves.

Respect your teacher for not giving you a true answer, since there is no way under the conditions your teacher serves you, that your teacher could give that information to you and all other students in a way that is rightful and fair.

Question: How much time do you actually have available for studying this course before the exam?

Answer: The number of hours you have until the scheduled exam.

Calculate and subtract the number of hours you usually need to sleep to be able to efficiently learn the next day.

Calculate and subtract the number of hours you need to spend on other courses you study in parallel with this course.

Calculate and subtract the number of hours you need to spend to relax and having fun with your friends to get the energy to back to continue with your studies.

Comment: Now do you see the point? Never in your whole life you have met someone who thinks this way and has spent efforts to get measurement data to actually be able to compute such a number. All your life experience may indicate to you that your teacher is mad. Well, your teacher has no way to back this up scientifically or get some empirical evidence that indicate that this would be possible by conducting controlled experiments that measure on her/him self.

Your teacher's life conditions make such experiments impossible, since your teacher has kids that behave in a completely unpredictable ways, leading your teacher to having to react to situations and spend unpredictable number of hours on fixing problems your teacher has very little experience with. Your teacher is an authority that numerous people turn to for help on things that are classified since it's a waste of your time to explain things that would take years of education to make you understand.

The answer you got is that this is a pure theory that no-one knows if it will work or be valuable until someone or some organization has provided the resources, tools and environmental conditions to really find out.

Well, if you think it was possible to solve this problem, would it be of any value to you?

If it was, it would allow you to schedule your time in your calendar, so you could estimate how much time you could spend relaxing and having fun with your friends, and still be confident that you will be successful in completing your studies?

Would that not help you feel better?

Would that not help you to know when you must collect yourself, make hard priorities and focus on your most important studies?

If you think so, help your course teacher spend more time on research on the topic your teacher is most efficient in working on, given the knowledge your teacher has spent decades on acquiring. Your teacher will be thankful, perhaps not to you since you will be out in industry, education organizations or politics or whatever that your interest guides you to do. But the knowledge and applications of it that your teacher's research produces may save you lots of time once you have kids, since if they have efficient teachers, you will be the one who benefits the most.

5.1.2 Set up your own rewards

Don't reward yourself if you don't think you deserve it.

It will only give you bad conscience and make you think less of yourself. It will not help you to achieve your goal at all.

Some rewards you may have to give yourself just to be able to solve the hard problems you face. You may know they are no long term good for you, but if all your experience tells you this is the best way to produce results now, do what your best knowledge tells you.

You know yourself and what you like to do.

Now this is an exercise again, but it is for your learning.

List the things you like to do. Be honest with yourself, no one else will have to read this list.

Now step outside yourself and be cool. Now you should play the role of an older friend of yours who wants your best and wants to give you some good advice.

Order the list in priority order. Put the things that are most long term valuable to you first. Make this your personal reward list.

5.1.3 Fool yourself to do what is best for you

For each studying task you face, pick a reward in priority order, that you rather spend your time with, than doing the studies you have to do. This should include studying your favorite subject.

Schedule time for the studies you have to do, and a deadline for when you will stop and collect your reward.

Without hesitation, just proceed with your studies, work as efficiently as you can, to make the time pass as quickly as possible.

When the time runs out and you can collect your reward, think again. Would you not rather proceed with what you are doing when you have the momentum up? If you can, do so, it is the most efficient thing to do.

5.2 Job opportunities

5.2.1 Teacher

Teaching is one of the most emotionally rewarding activities you can engage in. This however requires preparation and well designed course content. Before giving a course you should be very clear about exactly what content, that is knowledge and skills, you want to teach. You should also have a well thought through way of testing your students to verify that they have acquired the course content.

The best advice we can give you is:

- 1) Become a skilled powerful student again and learn something you are interested in.
- 2) Learn how to teach by seeking knowledge in books and be observant of other teachers.
- 3) Find some students you think would benefit from something you learned, and later appreciate what you have taught them.
- 4) Don't teach stuff that worked well in the Stone Age. Remember we live in the knowledge age now. Use your own experience of what happened to you when you started to learn again, and gradually became more efficient doing it.
- 5) Practice your teaching skills on your students.
- 6) Find out what teaching methods work, and which ones are inefficient and thus a waste of time and resources.
- 7) Don't get mad if the teaching methods you have learned do not work on your chosen students. There are plenty of reasons for that. The most probable one is that your obsolete Stone Age feelings are driving you in the wrong direction.
- 8) If you need money for buying books for your poor students, look around and find someone who you think might benefit from your teaching of them.
- 9) Make an education plan and teaching method plan to the best of your knowledge, anything else is a waste of time.
- 10) Humbly knock at the door of the ones you found in 8) and ask them if you could be of any service by learning and teaching for free.
- 11) Present your plans, and humbly ask if they have any advice for you how to improve your plans.

- 12) Thank them for the advice; include it in your plan and continue practicing your teaching skills on your students with the little resources you have. Don't forget 6), if advice does not work on your particular students, it is knowledge for you too.
- 13) When your students have learned what you wanted to teach them, thank them for this wonderful time and let them go. Thank them even if occasionally you had quarrels and someone told you off because that was a valuable learning experience too.
- 14) Spend time to walk through the course again, watching the lectures you held in your mind, perhaps supported with the slides you used, which questions your students asked and write down the experiences that told you something.
- 15) Now armed with your new life experience based knowledge of how to teach, go deeper where your interest leads you, and find something new and exciting to learn. If you like it, then resume at 3). If you don't, resume at 1).

Always remember that we live in the knowledge age now.

5.3 About Critical Thinking

Some decades after the introduction of mass-education and a well-funded education system, "Critical Thinking" became a new religion hailed to the sky by prominent authorities who without thinking about it, themselves were served the benefit of a marvelous education that allowed them to see some minor or severe flaws in the teachings of the past authorities.

The advocates of "Critical Thinking" were perhaps boosted by their own success in pointing out some flaws in previous teachings and were being hailed to the sky for it. Life experiences that manifested their own belief that critical thinking is a fundamental value, that every human needs to acquire and apply.

In the context of being a Student at some higher level of education, it makes sense to apply some critical thinking about critical thinking.

In such situations, a Student frequently is met by a teacher that has decades more of studies and life experience than the student, and may remain in using, in the perception of the talented student, ancient methods for teaching, simply because they worked in the past. And refraining for a proven concept into something new outside the comfort zone of the teacher, may just not be worth the while, or is simply not possible because of workload or governance structures invisible to the student.

In those cases, a talented student just ingests what the teacher has to deliver. Once the knowledge structures about what the course of study really is, have been established in the brain of the student, it's time for critical thinking. Most students will sense if the material presented in a course violates the student's previous understanding. In those occasions the student has to evaluate which understanding is more valuable with regards to reality. The previous one or the one delivered by the course.

In most well designed student programs, the new course will just add on top of the student's present knowledge and there will be no conflict.

Providing critique before understanding a subject is a waste of time and effort for everyone involved, if the course is based on established knowledge that has been available and proven in practice for some decades.

To think critically requires knowledge structures to think with. A student has to consider from what sources they come.

Good critique is valued by talented teachers, and plenty of them have a few of their talented students to thank, who understood how to deliver the critique in a way that it would have a valuable and lasting effect on the course given.

5.4 If you are harassed

This section is necessary because of subconscious commercial indoctrination of huge numbers of people by "entertainment" who target "mass-markets" by jolting their viewers and readers around in the very strong basic emotional registers we share with the animal kingdom. These have with fighting "wars" in various settings to do, and inspire people to join sick cultures that suffer from the mental and organizational illnesses that come with over-armament and lack of education on how healthy and prosperous societies and commercial cultures function.

If you are not harassed, you should skip this section, and go on with your studies. We look forward to hire you in the healthy parts of our academia and industry, or you could start your own business and support us in our mission to fix global warming!

There are occasions when we students are harassed. That may be for reasons we don't understand. There are many emotion driven behavioral mechanisms built into the human being that served a particular purpose in an environment that does no longer exist. You might for example feel *envy* against a student fellow who apparently for no reason at all passes the exams without any effort at all, while you are struggling hard everyday to keep up with the studying schedule.

If you are harassed by an emotion, you have to evaluate this emotion for what it is, not what it tries to make you do.

Most students, whose basic education is up-to-date with scientifically grounded knowledge, know that the human species has an evolutionary history.

Much of this knowledge has not been taught en mass to the general public in schools for a longer period than 50 years. The structure of the DNA molecule which carries the biological program that develops and maintains us, as living organisms was first widely published in the 1950'ies and came into the regular curricula in schools in the 1960'ies.

We have evolved hands that have a remarkable similarity with those of other primates. We have also evolved emotions that make us enjoy certain social activities that promote the transfer of useful knowledge from one individual to another. In a simplified explanation, this was a competitive advantage for ancestors of our species that first mutated to receive emotional rewards from sharing of useful knowledge. If people consciously or unconsciously enjoy a certain activity they have a tendency to seek to experience this pleasure again.

Emotions have evolved in sequence. Examples of some that are useful for you being a student are *interest* and *enjoyment*. These are clearly visible through our body language and facial expressions. Some unpleasant ones such as the feeling of *shame*, evolved after the emotions of interest and enjoyment. Shame served as a useful tool in social groups to discourage younger members of the group to pursue interest and enjoyment in things that were known to have a damaging effect for themselves or the group.

There are some side-effects of emotion driven behavior that evolution did not provide any emotion driven behavior to counter for, and thus just had to be taught from one generation to the next.

That evolution works the way it does is not the responsibility of any now living person on this planet.

The 8th Law of Life which deals with Safety, says that a living organism can not have something inside it that does not care about its survival.

Situations like that however happen all the time in life, and our bodies for example have evolved its immune system that serves as a kind of police force to get rid of virus and bacteria that harm us.

Some harassment is a product of people. The following example delivers a pattern of thinking about emotions that may be helpful to learn such things away.

This is a harmless example that most people who went to school have some personal experience of.

Kids tease other kids and other individuals. They would not do that if this primarily emotion driven behavior did not somehow provide some survival advantage in the social context where this behavior first evolved. If you study some cases that happened in your own life, the answer is in the sequence of events that eventually produced some valuable outcome.

<<Example>>

In the animal kingdom, individuals tease each other to establish a pecking order. Once the pecking order is established, the teasing stops and everyone knows their place.

Kids or un-mature adult people teasing other individuals may result in the other individuals teaching the kids a lesson.

Kids who are not thought a lesson in a way that make their behavior change to something more useful and efficient, will still run around and tease people without knowing the real reason why they do it.

Teasing other people or authority is a very stupid and inefficient way of receiving an education. However it works in the animal kingdom, and presents itself as some kind of fallback mechanism amongst uneducated people that lack an efficient upbringing and culture that allows the more efficient, by knowledgeable human beings invented, methods to take precedence.

Harassers harass other individuals because that behavior delivers some emotional rewards in the harasser's brain. The reason that this behavior survived in the animal kingdom was that this behavior produced a lot of fighting which became training for the harassing individual that gradually grew stronger and more knowledgeable in the art of fighting. It may also be an act of misdirected self defense against something that the harasser does not understand.

Most people who are interested in having a good life know that fighting is a waste of time and resources on something that does not deliver any added value. Except if the harasser can be taught a lesson that changes the harassers' behavior to something useful in the social environment it is living in.

Harasser's want to fight, but they also live in a societal context where they have to justify their behavior for other individuals. One way to get less exposed to harassment is to not fight back, or give them any reason that is justifiable to those individuals.

The treatment of harassers is a matter for professionals, which includes the police and experienced psychotherapists who can figure out what is wrong with the harassers, by examining what is mentally and physically inside their head and *why*. The *why* is a matter of investigations for professionals who have the resources and dedication necessary for delivering a practically long-term working solution for such problems.

Anyhow having been subjected to the conducts of a harasser, may trigger some naturally occurring emotions that are annoying and may need some self treatment to not interfere more than inevitable with the efficiency of the studies.

Here is some advice. That may or may not work for you. Like the talented student you are, you have to try it out for yourself when you are in need, to know if it works for you.

Go some place where you are alone and no one can hear or see you. Give the people that harass you the scolding they deserve. Talk loud in your head but keep your mouth shut so no friends of yours can hear you.

This outburst will release emotional tensions built up inside you and free you to focus on your studies again.

Go back to your studies and focus on the subjects that are most interesting to you. Once you feel better, focus on the courses that now are most important to you.

Now if this does not work, write a letter to your harassers. This will help you further release the emotional tensions, and reflect what may have caused this situation, and include your suggestions how to solve it. Put the letter in a drawer where no one can find it. Forget about it and continue with your studies.

After a week or a month has gone, and you have been busy doing things that are important to your studies, but now when you have some free time and thoughts of the problem you were subjected to, kind of surface again..

Read the letter you wrote. Reflect on what a friend of yours would feel or think when reading your letter. Your friend may have no idea what harassment you have been subjected to. You may even not have been able to describe it because if you did, the text would have been looking to ugly for anyone to believe.

Put your self in your friend's situation, what would he or she feel?

Would it do any good to share such a letter with anyone?

Well to explain it with a metaphor. If you "eat/are subjected to" something that is poison to you, you vomit to get it out. Put the vomit where it belongs, certainly not on your friends, on whatever level they are.

The most probable reason for you being harassed is that Stone Age feelings are rewarding your harassers. They don't know why they do it, they just do because that makes them feel better about themselves inside for a short time, or are forced to do it by someone else who does not know better or is locked in by the Dictatorship Algorithm [ROJTEC 2014-17]. That is a throughout history reoccurring deteriorating hard-to-break state that is a by "no human thought through" system side effect of the way evolution developed the human emotional system with regards to the survival of the fittest DNA in small scale societies with limited resources. The amplification of that state by various technological aids that unfortunately are vulnerable to some complex system errors does not improve the situation; however they are known and hopefully dealt with soon by people with adequate knowledge and resources.

The increase in wealth for humanity as seen in developed countries are due to human intellectual inventions like the "rule of law" which states that all individuals are equal before the law, and thus have equal opportunities to benefit from their knowledge as long as their actions make them stay under a, by the whole society commonly enforced, protection of the law.

Unfortunately the benefit of the rule of law does not come with individuals naturally, and has to be taught in a way that people understand. Thus people who have lived under the Dictatorship Algorithm all their lives have no personal experience and thus understanding of the benefit of the "rule of law". They might be hard to convince, but that is a task of excellent teachers all over the world.

People who have benefitted from the prosperity enabled by the "rule of law" may unfortunately forget about it once they are caught in the by nature emotionally rewarded state of power.

Such people might benefit by a gentle push of reminder that puts them back on track towards the best of state for human prosperity and quality of life.

We live in the knowledge age now, and the most rewarding feelings are those we humans receive from learning, understanding and teaching. People who are unaware of having done that them selves or forgotten about it might have no idea of what we are talking about and all their strongest life experience tell them that we are liars.

Now to finally make a point. Do you know why there are no more big animals or Neanderthals living on earth anymore?

The answer is that clever people have always found a way to unite other annoying clever people towards a believable common enemy or goal to get the heat off themselves.

Playing on strong Stone Age feelings like hate arousals and power arousal was a way to empower themselves, and when it worked in a society, many got lost in those feelings themselves and became mad. The madness was passed on as traditions to the coming generations, who consciously or unconsciously just did what they were taught without thinking.

Now when we know that this is not our fault as individuals, we have to fight our real enemy, which is above us as individuals.

The enemy is lack of knowledge by those in power to do something about a problem. We have to fight this enemy with methods that are efficient to the best of our knowledge of the students we teach.

Who has the most power and means to efficiently teach you anything?

If this gave you insights that does not leave your mind alone for continuing your studies, use the techniques described above to release your emotional tension.

If you have to write anything to get out of your emotional state to enable you focus on your studies again, follow the advice given.

Put the text in a drawer where no-one can read it.

Focus on your studies again, and continue build up knowledge for the target profession you aim for. You should not let your harassers direct your life. Only you and your friends that have more GOOD knowledge than you, on whatever level they work are the ones who know how you can best contribute to a larger goal that will deliver a sustainable system that takes care of all of us, the way your body takes care of you, if you supply it with food, sleep, physical and intellectual exercise, and find practically working means to keep physical and intellectual poison outside of it.

After a week or month, look at what you wrote. Critically think through, if you are the right person to perform the heavy work it implies. Think of the knowledge you have and how many years it took you to acquire it. Isn't there someone else better suited to implement the ideas you have? So you can focus on your studies?

Don't they already know what you have come up with?

If you are certain they don't, and your conscience will not set you free to focus on your studies, you have to teach it cleverly to get this off your mind. See Job opportunities, Teacher.

The reasons for "harassment" have their origin in brainless evolution's continuous war against its previous "survival of the fittest" inventions. Where the speed of knowledge development brought to you through carefully designed education, outranks anything that originates in your own DNA or innate biology.

Standing on a, by merit proven teachers, certified education will make you more capable than "searching for some truths inside yourself". Such a "search" may first deliver new unique discoveries once you are full off knowledge, whose combination delivers something new that no other capable person on this planet has yet thought about.

In order to make such discoveries matter over longer periods of time, you need a network of knowledgeable, industrious friends, who are interested in your findings, and make use of them according to the "Laws of Life".

Remember who has most power to teach you anything!

6 Laws of Life

These are the Laws of Life:

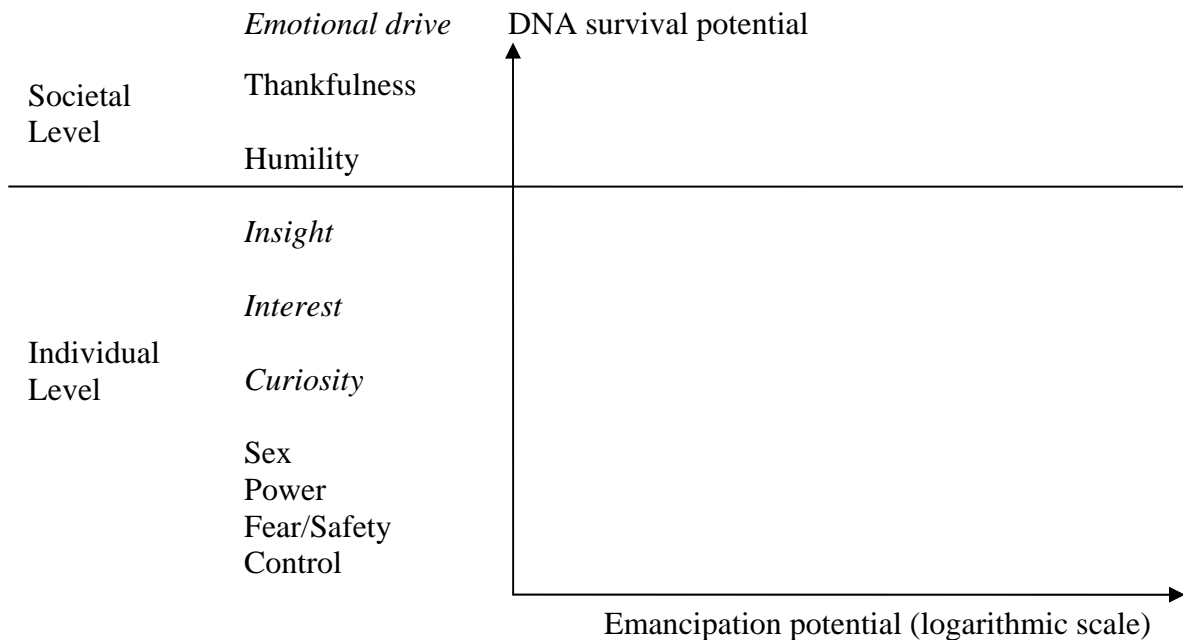
- 1 Differentiation Emerging from Generality
- 2 Recursive reapplication of Differentiation
- 3 Development depends on Co-Development
- 4 Expansion
- 5 Self-refuelling
- 6 Stabilization through self-correction and evading collapse
- 7 Distribution
- 8 Safety
- 9 Creative Destruction
- 10 Development Drive

A thorough compact treatment of these laws are hopefully provided by a skilled teacher or author who with examples from one particular topic that the students of the course are familiar with, explains these laws. And after their abstract function in one domain is understood explains how to reapply them on other domains.

Source materials, including more substantial references are provided in [ROJTEC 2014-17].

7 Ranking of Emancipation Potential of Emotions

The most efficient emotions to get addicted to for a Student are *Curiosity*, *Interest* and *Insight*. These are put into context amongst other emotions that impact all living individuals in a long-term sustainable society that can deliver wealth and quality of life.



Draw the curve in the diagram yourself. A hint is that the curve starts in origin of the axes, and ends in infinity at the end of the axes. The path however is interesting and full

of insight, if you recall from where life started, and what was necessary to pass it on to a new generation that had the knowledge to rearrange reality so the future was much better than the past, when measured in quality of life for the life.

There are other emotional drives such as a sense of duty. A treatment of this emotional drive is however a vast entire field of research that awaits some qualified students that have completed their education program.

8 FAQ

Question: You write about "book"s in your message. Are they not obsolete today, wasting precious natural resources like paper? I use my tablet and PDF files of books and lecture downloads in my studies.

Answer: Very good point! We should try to save material resources in all ways we can to the best of our knowledge. We must also make the best use possible of our precious time, and not waste it because we don't apply knowledge we have for some obsolete emotional reason.

Question: You mention "Stone Age" feelings. What kind of feelings do you mean?

Answer: Very good questions. But you already know very much of the answer, since people who care about you have been trying to teach you that since you were young with methods that were to the best of their knowledge. Please forgive them if that hurt you, they just did not know any better.

Question: Is there any scientific backup for the method you describe under section "For Students"?

Answer: The theory underpinning the text is based on empirical research that is "science by observation of experiments". A text assembling the essence of significant amounts of such research can be found in [Lindsay&Norman 77], Chapter 17 Stress and Emotion. (page 667-691).

9 References

- [Lindsay&Norman 77] P.H. Lindsay, D.A. Norman, "Human information processing", *Academic Press*, 1977.
- [ROJTEC 2014-17] ROJTEC, "The Meaning of Life in the Knowledge Age - Public Extract", 2017
- [ROJTEC 2014-17] ROJTEC, "The Meaning of Life in the Knowledge Age", 2017
- [Wikipedia 2018-06-19] Wikipedia, "Search on the words PROCRASTINATION and CONSCIENTIOUSNESS - These are names for concepts that diagnose a phenomenon that causes a problem with backup from scientific investigations. The in practice proven method described here to overcome these diagnosed problems, is one of many examples that there is an inner core of truth. Once we have a language for intellectual communication that allows us to share and discuss this, we can build what is necessary that allows us to STAND ON this truth in a productive way to achieve our goals.", www.wikipedia.org (accessed 2018-06-19)