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Rockefeller Distinguished Visiting Professor, Woodrow Wilson School and Center for Human Values) at Princeton University; Dr. Richard Dawkins and Edwina Rogers at Richard Dawkins Foundation; Dr. Michael Behe (Discovery Institute) at Lehigh University for generous and respectful correspondence on a topic with known political charge, and not self-censoring; Pippa Sloane of MarilynvosSavant.com; Marilyn vos Savant of Parade Magazine and MarilynvosSavant.com for select, thoughtful discernment for publications, and apology for the mistake, and thank you for the opportunities; Derren Brown and Greg Day; Craig Cantlie (Principal, Caulfeild iDEC/Eagle Harbour Montessori, West Vancouver School District), Cari Wilson (Elementary District Innovation Support Leader in SD45 - West Vancouver), Brooke Moore (Vice Principal and teacher at West Bay Elementary), and Garth Thomson at TEDWestVancouverEd; Dr. Janet Metcalfe (Professor, Psychology, Neurobiology and Behavior) at Columbia University; Dr. Massimo Pigliucci (Professor, Philosophy; co-host, Rationally Speaking Podcast; Editor-in-Chief, Scientia Salon) at City University of New York: Lehman College; Dr. Wendy Suzuki (Professor, Neural Science and Psychology, Center for Neural Science) at New York University; Michael Chaoui at Laverne College; Luisa Kregel and Dr. Lupita Hernandez; Jeri Barrett at SENS; Shawn Brouwer and Natalie Anturri at Trinity Western University; and others unstated, i.e. unknown to me, but involved - and to those assisting in innumerable ways, but unbeknownst to them - in direct coordination or assistance in coordination, support and personal encouragement, and suggestions for advertising and contacts.

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In-Sight People

Editor-in-Chief

Scott Douglas Jacobsen

Athabasca University*; *University of California, Irvine*; *The University of British Columbia*; *Simon Fraser University*; *Kwantlen Polytechnic University

Scott Douglas Jacobsen presents posters, panels, and papers independently and with varied research labs and groups. University of California, Irvine's (UCI) Interdisciplinary Center for the Scientific Study of Ethics and Morality (Ethics Center) awarded him with the distinction of *Francisco Ayala Scholar* (2014) for mentoring, presenting, researching, and writing. He authored/co-authored *Inquiry: Musings from Mentorship* (2014), *The Dr. Jonathan Wai Interview [Academic]* (2015), *The Rick G. Rosner Interview [Academic]* (2015), *KPU Psychology Insights: Instructor & Alumni Interviews [Casual]* (2015), *An Introduction to Informational Cosmology [Academic]* (2015), *Rick G. Rosner: Collected Journal Writings (1991-2014) [Academic]* (2015), *The Ben Best Interview [Academic]* (2015), and *The Paul Cooijmans Interview [Academic]* (2015). He works on one book entitled *Women of the Academy* with the UCI Ethics Center. He works on another with Richard G. Rosner entitled *Tweets to the Universe*. He works on another book entitled *Female Academic: Volume 1* alone. He published numerous articles in *The* Peak, *The Ubyssey*, *In-Sight*, *Synapse*, *American Enterprise Institute (AEI*), *TeenFinancial*, and *Noesis: The Journal of the Mega Society*. He founded *In-Sight: Independent Interview-Based Journal* and *In-Sight Publishing*. He wrote and edited for TransplantFirstAcademy and ProActive Path. He collaborates with Dr. Manahel Thabet on numerous initiatives, productions, and projects. He works as a Special Advisor and contributing writer for the Economic and Social Council (ECOSOC) for Northwest Model United Nations (NWMUN), Board Member and Foundation Volunteer Committee Member for Fraser Valley Health Care Foundation, and Psychometric Society Graduate Student Committee Member. He sings bass in a university choir, assisted in a student policy review, performed with the Vancouver Symphony Orchestra, competes in Model United Nations (MUN) conferences including Harvard World MUN. If you want to contact Scott, you may inquire or comment through e-mail: Scott.D.Jacobsen@Gmail.com.

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Advisory Board

Interview views do not equate to positions of Advisory Board members at individual or collective levels.

Advisory Board listing alphabetized by first name and relevant hyperlinks active.

Dr. Aubrey de Grey

Chief Science Officer & Co-Founder, SENS Research Foundation; Editor-In-Chief, Rejuvenation Research

Dr. Aubrey de Grey is a biomedical gerontologist based in Cambridge, UK and Mountain View, California, USA, and is the Chief Science Officer of SENS Research Foundation, a California-based 501(c) (3) charity dedicated to combating the aging process. He is also Editor-in-Chief of *Rejuvenation Research*, the world's highest-impact peer-reviewed journal focused on intervention in aging. He received his BA and Ph.D. from the University of Cambridge in 1985 and 2000 respectively. His research interests encompass the characterisation of all the accumulating and eventually pathogenic molecular and cellular side-effects of metabolism ("damage") that constitute mammalian aging and the design of interventions to repair and/or obviate that damage. Dr. de Grey is a Fellow of both the Gerontological Society of America and the American Aging Association, and sits on the editorial and scientific advisory boards of numerous journals and organisations.

Dr. Azra Raza, M.D.

Columbia University, Medicine, Professor; Myelodysplastic Syndrome Center, Director

Dr. Raza is the Director of the MDS Center at Columbia University in New York, NY. Dr. Raza completed her medical education in Pakistan, training in Internal Medicine at the University of Maryland, Franklin Square Hospital and Georgetown/VA Medical Center in Washington, D.C. and her fellowship in Medical Oncology at Roswell Park Cancer Institute in Buffalo, New York. She started her research in Myelodysplastic Syndromes (MDS) in 1982, moved briefly to Cincinnati, Ohio and then to Chicago, Illinois in 1992, where she established a highly productive translational research program in MDS. This program, along with a Tissue Repository containing more than 40,000 samples from MDS patients was successfully relocated to the University of Massachusetts in 2004 and to St. Vincent's Comprehensive Cancer Center (SVCCC) in 2007. Before moving to SVCCC, Dr. Raza was the Chief of Hematology at the University of Massachusetts in Worcester.

Dr. Daniel Bernstein

Tier 2 Canada Research Chair, Lifespan Cognition; Principle Investigator, Lifespan Cognition Lab; Instructor, Psychology, Kwantlen Polytechnic University

Dr. Daniel M Bernstein works as the Tier 2 Canada Research Chair in Lifespan Cognition for the Psychology department of Kwantlen Polytechnic University. He is the principal investigator for the Lifespan Cognition Lab. Dr. Bernstein earned his Bachelor of Arts at the University of California, Berkeley, Master's at Brock University, PhD at Simon Fraser University, and did Post-Doctoral work at the University of Washington. His research interests lie in "belief and memory; developmental metacognition; hindsight bias; mild head injury; sleep and dreams."

Dr. Diane Purvey

Dean, Arts, Kwantlen Polytechnic University

Dr. Diane Purvey is the Dean of Arts at Kwantlen Polytechnic University. She is the co-editor of Child and Family Welfare in British Columbia: A History (Detselig Press) and, with John Belshaw, the co-author of Private Grief, Public Mourning: The Rise of the Roadside Shrine in British Columbia (Anvil) as well as Vancouver Noir, 1930-1960 (Anvil). Her research interests include the history of deinstitutionalization as part of a Canada-wide project and educational leadership internationally. She is a contributor to *Vancouver Confidential* (Anvil). A homegrown Vancouverite, Diane attended the University of British Columbia (B.A., Ph.D.) and the University of Victoria (M.A.) and for several decades taught history in various BC colleges and universities.

Father George V. Coyne, S.J.

McDevitt Chair, Religious Philosophy, Le Moyne College

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Fr. George V. Coyne, S.J., born January 19, 1933, in Baltimore, Maryland, completed his bachelor's degree in mathematics and his licentiate in philosophy at Fordham University in 1958. He obtained his doctorate in astronomy from Georgetown University in 1962. After several decades on the faculty at the University of Arizona (UA), Coyne became Director of the Vatican Observatory (VO) in 1978. He became the founding director of the VO Foundation (VOF) in 1986. In 1980 he established the VO Research Group in Tucson, AZ. During his time as Director he founded the VO Summer Schools, which over the years have introduced more than 300 students from more than 60 countries to professional astrophysics.

Dr. Kirsten Johnson, M.D., M.P.H.

CEO, Humanitarian U; Program Director, Humanitarian Studies Initiative (HSI), McGill University; Assistant Faculty Member, Harvard Humanitarian Initiative, Harvard University; Director, Canadian Consortium for Humanitarian Training (CCHT); Emergency Medicine Physician, McGill University; Assistant Professor, Family Medicine, McGill University; Board Member, International Humanitarian Studies Association

Dr. Kirsten Johnson practices Emergency Medicine at McGill University's Health Centres, Esthetic Medicine at Julien & Marin Dental Clinic and is an Assistant Professor in the Department of Family Medicine at McGill University in Montreal, Canada. She is Program Director of the McGill Humanitarian Studies Initiative (HSI), Director of the Canadian Consortium for Humanitarian Training (CCHT) and President of the Humanitarian Training Initiative (HTI). Dr. Johnson's research has focused on genocide, child combatants, sexual gender-based violence and conflict-related mental health and psychosocial support. She is involved in humanitarian professionalization, working on the development of competencies for training, education and certification of humanitarian responders globally. In 2010, Dr. Johnson was awarded the Segal Centre's *Januscz Korczak* award for her work on protecting the rights of children in conflict and the *Award of Excellence* for her work in global health by the College of Family Physicians of Canada. She was recognized as one of *Canada's Top 40 Under 40* in 2011.

Dr. Manahel Thabet

President, WIQF; President, Smart Tips Consultants; Vice-President, WIN, Vice-President; Vice-Chancellor, The Gifted Academy; Patron, Women's Leadership MBA, Synergy University

Dr. Manahel Thabet is the president of World IQ Foundation (WIQF) and Smart Tips Consultants, Vice President of World Intelligence Network (WIN), Vice-Chancellor of The Gifted Academy, and the patron of the first Women's Leadership MBA program in the Middle East operating out of Synergy University. WIQF and WIN are devoted to the high IQ communities. For educational background, Dr. Thabet earned a Ph.D. in Financial Engineering at the age of 25. Furthermore, Dr. Thabet earned a second Ph.D. in Quantum mathematics at the age of 31. In addition, her distinctions range through awards such as the Excellence of Global International Environmental and Humanitarian Award, L'Officiel Inspirational Woman of the Year Award, Genius of the Year Award for 2013 (Representative of Asia), and numerous others. Recently, Dr. Manahel has been assigned as the Vice Chancellor of The Gifted Academy and earned the Avicenna Award as a successor to Tony Buzan (Founder of Mind Mapping).

Dr. Maryanne Garry

Professor, Psychology, Victoria University of Wellington; Deputy Dean, Faculty of Graduate Research, Victoria University of Wellington

Dr. Maryanne Garry is a Professor in Psychology at Victoria University, and the Deputy Dean of the Faculty of Graduate Research. For nearly 20 years, she has studied a puzzle of memory: how is that otherwise intelligent, rational people can remember things they never really saw, or experiences they never really had? Professor Garry's interests in applying science to the law predate her interest in memory research or even in psychological science. Her undergraduate degrees are in Forensic Science and Chemistry. Professor Garry received her PhD in 1993 from the University of Connecticut, and did postdoctoral research at the University of Washington under the direction of Professor Elizabeth Loftus, the world's foremost researcher on human memory distortions.

Paul Krassner

Founder, Editor, and Contributor, The Realist

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Paul Krassner published *The Realist* (1958-2001), but when People magazine labeled him "father of the underground press," he immediately demanded a paternity test. And when Life magazine published a favorable article about him, the FBI sent a poison-pen letter to the editor calling Krassner "a raving, unconfined nut." "The FBI was right," George Carlin responded. "This man is dangerous — and funny, and necessary." While abortion was illegal, Krassner ran an underground referral service, and as an antiwar activist, he became a co-founder of the Yippies (Youth International Party). Krassner's one-person show won an award from the L.A. Weekly. He received an ACLU (*Upton* Sinclair) Award for dedication to freedom expression. At the Cannabis Cup in Amsterdam, he was inducted into the Counterculture Hall of Fame — "my ambition," he claims, "since I was three years old." He won a *Playboy Award* for satire and a Feminist Party and in 2010 the Oakland branch of the writers' organization PEN honored him with their *Lifetime Achievement Award*. "I'm very happy to receive this award," he concluded in his acceptance speech, "and even happier that it wasn't posthumous."

Rick G. Rosner

Member, The Giga Society; Member, The Mega Society

Rick Rosner has written for *Remote Control*, *Crank Yankers*, *The Man Show*, *The Emmy Awards*, *The Grammy Awards*, and *Jimmy Kimmel Live!*. He has also worked as a stripper, a bouncer, a roller-skating waiter, and a nude model. In a TV commercial, Domino's Pizza named him the World's Smartest Man. He was also named Best Bouncer in the Denver Area by *Westwood Magazine*. He has received eight Writer's Guild Award and Emmy nominations and was named *2013 North American Genius of the Year* by The World Genius Registry. He lives in Los Angeles, California with his wife and daughter.

Dr. Sally Satel, MD

Lecturer, Medicine, Yale University; W.H. Brady Fellow, American Enterprise Institute

Dr. Sally Satel, MD is a resident scholar at AEI and the staff psychiatrist at the Oasis Clinic in Washington, D.C. Dr. Satel was an assistant professor of psychiatry at Yale University from 1988 to 1993. From 1993 to 1994 she was a Robert Wood Johnson policy fellow with the Senate Labor and Human Resources Committee. She has written widely in academic journals on topics in psychiatry and medicine, and has published articles on cultural aspects of medicine and science in numerous magazines and journals. Dr. Satel is author of *Drug Treatment: The Case for Coercion* (AEI Press, 1999) and *PC, M.D.: How Political Correctness is Corrupting Medicine* (Basic Books, 2001). She is co-author of *One Nation Under Therapy* (St. Martin's Press, 2005) and co-author of *The Health Disparity Myth* (AEI Press, 2006).

Dr. Sven van de Wetering

Head, Psychology, University of the Fraser Valley

Dr. Sven van de Wetering works as an Instructor for the Psychology Department of University of the Fraser Valley. Dr. van de Wetering earned his BSc in Biology at The University of British Columbia, and Bachelors of Arts, Master of Arts, and PhD in Psychology from Simon Fraser University. His research interest lies in "conservation psychology, lay conceptions of evil, relationships between personality variables and political attitudes."

Dr. Wayne Podrouzek

Instructor, Psychology, Kwantlen Polytechnic University; Instructor, Psychology, University of the Fraser Valley

Dr. Wayne Podrouzek works as an Instructor for the Psychology Department of University of the Fraser Valley and instructor in the Psychology Department of Kwantlen Polytechnic University. Dr. Podrouzek earned his a Bachelor of Arts in Child Studies and a Bachelor of Science (Honours) from Mount Saint Vincent University, a Master of Arts from Simon Fraser University, and Ph.D. from Simon Fraser University under Dr. Bruce Whittlesea.

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Overview

In-Sight Publishing began fall, 2014. It publishes ebooks, for free and charge, and operates in independent and public interests rather than for private gains, and is committed to publishing, in innovative ways, ways of cultural, community, educational, moral, personal, and social value that are often deemed insufficiently profitable. It operates inside and outside of the bounds of non-profit/not-for-profit. *In-Sight: Independent Interview-Based Journal* began fall, 2012. It publishes interviews, articles, and issues. It operates inside the bounds of non-profit/not-for-profit. It equates to the first independent interview-based journal in the world. All informal statuses.

Open, General Acknowledgement and Appreciation

In-Sight Publishing and *In-Sight: Independent Interview-Based Journal* exist because of three identifiable sectors of support: academics, contributors, and readers. Therefore, all time and effort does have identifiable people, groups, and organizations. Each earned acknowledgement and appreciation for single or continuous, individual or group, contribution in the construction of *In-Sight Publishing* and *In-Sight: Independent Interview-Based Journal*. Many of them without mention of name contributed time and effort to the production of the journal. Some with provision of interviewee recommendations, connection to the interviewee, assistance in social media, social networks, and academic circles, photography or portraits, time for considered and comprehensive responses to questions, and assertive, constructive, and positive feedback too. Finally, and greatest, readers give the most support. For every person, group, and organization involved in this project, we express deepest gratitude to all types of direct or indirect assistance from every side for contributions to this initiative. Your effort, interest, and time support independent publishing purposed for the encouragement of academic freedom, creativity, diverse voices, free speech, and independent thought.

Design and Development

- *Phase 1*, August 1, 2012: foundation with "Independent Interview-Based Undergraduate Journal" status.
- *Phase 2*, January 1, 2013: production capacity increased with "Tri-Annual" status.
- *Phase 3*, January 1, 2014: stricture removal, both implied and actual, based on "Undergraduate" status through cessation of "Independent Interview-Based Undergraduate Journal" status and instantiation of "Independent Interview-Based Journal" status.
- *Phase 4*, January 1, 2014: increased presence through incorporation of social media.
- *Phase 5*, September 1, 2014: creation of *In-Sight Publishing*, and inclusion of reference styles in American Psychological Association (APA, 6th Edition, 2010) and Modern Language Association (MLA, 7th Edition, 2009).
- *Phase 6*, January 1, 2015: inclusion of footnotes and bibliographic references in full PDF issues, and Chicago/Turabian (16th Edition) and Harvard reference styles, and creation of the ebooks section for the first stages of construction of *In-Sight Publishing*.
- *Phase 7*, January 1, 2015: incorporation of American Psychological Association (APA, 6th Edition, 2010), Chicago/Turabian (16th Edition), Harvard, and Modern Language Association (MLA, 7th Edition, 2009) reference styles in website interview publications.
- *Phase 8*, April 1, 2015: creation of "Academic" and "Casual" sections for ebook publications. "Academic" includes footnotes, bibliographic references, and reference styles. "Casual" does not include footnotes, bibliographic references, and reference styles.
- *Phase 9*, May 1, 2015: inclusion of footnotes and bibliographic references in website interview publications.
- *Phase 10*, July 1, 2015: incorporation of common reference styles such as American Medical Association (AMA), American Psychological Association (APA, 6th Edition, 2010), Brazilian National Standards (ABNT), Chicago/Turabian Author-Date (16th Edition), Chicago/Turabian (16th Edition), Harvard, Harvard (Australian), Modern Language Association (MLA, 7th Edition, 2009), and Vancouver/ICMJE reference styles in website interview publications in addition to one complete list of 27 reference styles (manual insertion without access dates).
- *Phase 11*, August 22, 2015: article website layout refinement: article title, biography, abstract, keywords, common reference style listing, article title, bibliography/references/reference list, footnotes, appendix I: complete

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reference style listing – if any, other appendices including tables, figures, and images, and license and copyright. Updates to *Copyright*, *General Philosophy*, *In-Sight Publishing: Overview*, *Journal Overview: Section B*, and *License*.

- *Phase 12*, September 1, 2015: previous *Letter of Appreciation* appreciations moved to *Acknowledgements and Appreciation*. Major appreciations remain in *Letter of Appreciation*. In addition, the refinement of interview layout on the website: interview title, interviewee image/photograph/portrait/sketch, abstract, keywords, common reference style listing, interview title, bibliography/references/reference listing, footnotes, appendix 1: complete reference style listing, and license and copyright; refinement to interviews in full issues: interview title, interviewee image/photograph/portrait/sketch, contents, abstract, keywords, common reference style listing, interview title, bibliography/references/reference listing, appendix 1: complete reference style listing – if any, other appendices including tables, figures, and images, and license and copyright. Footnotes for each page remain in their respective page. An update to ebook inside cover with respect to mandate and copyright. All informal statuses.

Near future phases will incorporate donations, paid ebooks, and ebook listings. Far future phases will develop from re-design and transformations of *In-Sight Publishing* and *In-Sight: Independent Interview-Based Journal*.

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Journal Overview

In-Sight: Independent Interview-Based Journal

In-Sight: Independent Interview-Based Journal exists as the first international independent interview-based journal. Submissions remain international and interdisciplinary for interviews, articles, and others. Individual publications throughout the year: January 1 to May 1; May 1 to September 1; September 1 to January 1, and so on. Each publication on the 1, 8, 15, and 22 of the month. Tri-annual full issue publications on "Spring," "Summer," and "Winter": January 1, May 1, and September 1, respectively.

General Philosophy

Where imperatives, utility, and virtues interrelate, and where accuracy/authenticity implicates honesty, credibility implicates integrity, fairness/balance implicates justice, and news judgment implicates prudence, honesty, integrity, justice, and prudence converge on the ethical utility in the moral imperative of truth. Truth necessitates honesty, integrity, justice, and prudence. Academic freedom permits the possibility of truth; academic freedom necessitates destitution of dogma or obfuscation. An ability to question anything, pursue implications, and express these implications in spite of harboured biases and fear of backlash. All without alteration or omission to discover knowledge. *In-Sight: Independent Interview-Based Journal* aims to attain academic freedom through its core interview format.

Format, Overview

In-Sight: Independent Interview-Based Journal formatted by subjects or ideas per issue. Each issue divides into interviews (A), submissions (B), and responses (C).

Sections 'A', 'B', and 'C'

- Issue titles implicate format, e.g. "Issue 1, Subject: Psychology," "Issue 2, Idea: Epistemology," and so on. Interview, essay, and response sections segmented by issue content. Interviews specified by "A"; submissions specified by "B"; responses specified by "C", e.g. "Issue 1.A, Subject: Psychology," "Issue 2.B, Idea: Arts," "Issue 2.C, Idea: Arts."

Subject Issues

- Interview sections contain *only* experts from *one* discipline with emphasis on *a subject*, e.g. "Psychology," and so on. Submission sections contain *only* experts from *one* discipline with emphasis on *a subject*, e.g. "Psychology," and so on. Contribution exceptions permitted with sufficient reason sent to the Editor-in-Chief.

Idea Issues

- Interview sections contain *many* experts from *many* disciplines with emphasis on *an idea*, e.g. *Women in Academi*a, *Outliers and Outsiders*, and so on. Submission sections contain *many* experts from *many* disciplines with emphasis on *an idea*, e.g. *Women in Academi*a, *Outliers and Outsiders*, and so on. Contribution exceptions permitted with sufficient reason sent to the Editor-in-Chief.

Frequency

- Individual publications throughout the year: January 1 to May 1; May 1 to September 1; September 1 to January 1, and so on. Each publication on the 1, 8, 15, and 22 of the month. Tri-annual full issues publications on "Spring," "Summer," and "Winter": January 1, May 1, and September 1, respectively. Frequency dependent upon material quantity and completion dates. **Multiple delayed completions will accelerate the publication rate until issue fulfillment.**

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Interview Guidelines ('Section A')

An overview of the interview process for this section. Interview submissions not accepted from external sources.

Research

- Preliminary research required for interview solicitation. If interview consent obtained from interviewee, **a typical, but not absolute, minimum of one to four weeks** for comprehensive research. This includes purchasing, acquiring, and processing articles, audio-visual material, books, interviews, social media material, and their respective synthesis to produce questions.

Consent

- Interviewees either provide written or verbal consent based on an interview request. Written or verbal consent relate to the interviewee having the power to deny/accept the interview, and for final decision of publication as a single interview on the website or in the full issue publication with all other issue-interviews in PDF and on the website. It remains casual in consent. See *Copyright* for information on ownership of publications.

Conducting

- Interview form depends on interviewee preference: email via *Microsoft Word* or *Open Office* file, in person, phone call, question set, or Skype. Most prefer question sets in email via *Microsoft Word* or *Open Office*. Most questions mix standardized and specialized formats. Standardized for consistency of journal format. Specialized for relevant-to-interview questions. All questions have design to elicit in-depth and full responses from interviewees.

Editing Stage One

- Editing consists of the interviewees original interview with minimal editing to keep the intended meaning and message of the interviewees intact, even where certain answers may contain controversial or 'politically incorrect' statements, opinions, or information.

Editing Stage Two

- Interviewer sends draft back to the interviewee to confirm the originally intended meaning and message seem sustained to the satisfaction of the interviewee. If the interviewee requires any further alterations, omissions, or edits, the interviewer repeats the cycle of edit to confirmation of accuracy of message and meaning to re-edit until the interviewee evaluates the final version of the interview as sufficiently accurate to their intended meaning and message. Any major editing consists of corrections to grammatical and/or spelling errors. This editing aims to optimize the correspondence between the interview and the interviewees intended message and meaning to the satisfaction of the interviewee.

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Submission Guidelines (Section 'B')

Material

- Contributor status access restricted to undergraduate students, graduate students, instructors, professors, and experts. Each submission considered on appropriateness of grammar and style, comprehensiveness, coherence, and originality of content.

Scope

- Depending on the issue, the accepted submissions consists of articles, book reviews, commentaries, poetry, prose, and art.

Submission

- It must not have publication or pending publication elsewhere. For exceptions, sufficient reason should be sent to the Editor-in-Chief along with the material. For written scholarly material, it must be in 12-point font, Garamond, double-spaced, and with APA or MLA formatting. Length of material ranges from 2,000 to 7,500 words. Material should be sent to the following:
    - Scott.D.Jacobsen@Gmail.com

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Response Guidelines (Section 'C')

Responses to interviews ('A') or essays ('B') must have the following format:

Material

- Preferable for respondents to have experience or expertise in area relevant to interview or essay content.

Scope

- Response material should relate to current or prior issue on specific points in one essay or article.

Submission

- Responses must have the following format: APA format, Garamond, 12-point font, double-spaced, citation of interviewee and each 'Question-and-Answer' section of response (maximum of 5), and reference list of relevant articles, books, prior interviews, watching of video material, reading of social media material in APA. Length of material should range from 500-1,000 words, exceptions will have consideration with appropriate reasons provided to the Editor-in-Chief. Material should be sent to the following:
    - Scott.D.Jacobsen@Gmail.com

Research Ethics

In-Sight: Independent Interview-Based Journal does not answer a research question. Interviews hold total control over final published responses for as accurate a representation as possible of an interviewee as possible. Hence, zero mandatory ethics board consent necessitated by its operation. Monetary detachment removes constraint by an institution or individual for published content, despite academic positions or alma maters for the Editor-in-Chief and Advisory Board. Please see *Internal and External Funding* for monetary information.

Internal and External Funding

Scott D. Jacobsen provides complete internal funding *In-Sight: Independent Interview-Based Journal.* All internal funding includes purchasing of articles, books, chapters, prior interviews, video material, social media material, and all marketing efforts of *In-Sight: Independent Interview-Based Journal.* In the case of external monetary funding, only monetary funding not restricting academic freedom for *In-Sight: Independent Interview-Based Journal* will have consideration. **At this time, *In-Sight: Independent Interview-Based Journal* operates with internal funding from Scott Douglas Jacobsen with the addition of one website renewal donation from Richard G. Rosner.**

Attachments

Attachments means constraints or restraints through functioning out of institutions or groups. For instance, an institution or group would consist of a university, an agency, a think-tank, and/or an interest group of some form. *In-Sight: Independent Interview-Based Journal* functions autonomous from any institution or group. This provides total freedom of content for consistency with principles of operation for academic freedom.

Advertising Policy

All advertising for the journal exists as open-access for any individual. See 'Open Access' for more information.

Open Access

In-Sight: Independent Interview-Based Journal exists as open access for online contents, where any content *In-Sight: Independent Interview-Based Journal* becomes accessible for ***reading or downloading*** to any interested individual/group.

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Letter of Appreciation

Outsiders and Outliers continues with the fifth issue for winter, 2015. Reminder of the footnotes and bibliographic references for personal research, this remains encouraged for the journal with the few percent with the inclination. Bibliographic references continue selection from numerous legitimate venues. Bibliographic references will have listing online and in PDFs. Footnotes will have listing online and in PDFs. I extend appreciation to the following: Paul Cooijmans for the opportunity to conduct one comprehensive interview, care in considered responses, time and effort, personal research over decades into subjects including Asperger's syndrome, economics, ethics, human evolution, informatics, intelligence, music, philosophy, politics, psychology, running, occultism, personality, psi, psychometrics, and other areas – an airgonaut of the intellect, foundation of numerous societies with emphasis on The Glia Society and The Giga Society, and for permission to construct an academic ebook for cultural, community, educational, moral, personal, and social value as per the present incarnation of *In-Sight Publishing*'s mandate; Ben Best for the comprehensive lifetime of research to undergird the complete interview, and for permission to transform the interview into one book, an academic ebook, for the purpose of cultural, educational, and social value; Eric Adriaans at Center for Inquiry Canada for the direct and honest responses to complex questions, and prompt correspondence; Ryan Eshaghi for the solid essay from an expert position as a high school senior and being a strong mentee; Dr. Manahel Thabet for complete support, decency, deep insight into the future direction of the Arab world and its intellectual possibilities - in an intelligence era and knowledge economy, encouragement, extensive conversations, fighting for women's rights, mentorship, opportunities with dependent and independent work, positivity, provision of personal resources, and tireless work for science education, and setting an example with this based in principled living; Dr. Sven van de Wetering for coffees and insightful commentary, and mentoring; Richard G. Rosner at the Giga Society and the Mega Society for months of intensive daily collaboration and wonderful thought experiments tied to calculations, and persistence in spite of misconceptions of personal character; Dr. Daniel M. Bernstein for compassion, mentoring, research opportunities, thoughtful feedback, virtues, and patience with an at times guarded-heart individual; Dr. Kristen Monroe for mentoring, research opportunities, the publishing opportunity, absolute kindness, and complete support; Dr. Betty Rideout for mentoring, consistent presence in my life, and thoughtful correspondence; Dr. Wayne Podrouzek for academic tough love and setting an example of the pursuit of academic freedom; Dr. Aubrey de Grey for support and an interviewee recommendation with a fascinating fellow; Dr. Sadrollah Alborzi for generosity of spirit; Dr. Sally Satel, M.D. for encouraging remarks, insight into campus culture, and work opportunities; Dr. Maryanne Garry for support; Dr. Diane Purvey for consistent support; Reverend Ivan Stang for the one rule about taking a joke; Dr. Francisco Ayala for setting an example of one's duties to others, especially the young, and that work never ends – and that it's a good thing; Dr. Farhad Dastur for early inspiration; Dr. Azra Raza, M.D. for consistent support and a sense of values rooted in a common humanity; Abbas Raza for consistent, long-term support, and an acute sensitivity to personal plight with a kind letter at the right time in the right way; Father George V. Coyne, S.J. for opportunities, support, and setting an example of the ability to hold controversial convictions and intellectual opinions; and the advisory board for their respective interviewee recommendations and feedback. I express gratitude and respect for the Athabasca University, Simon Fraser University, The University of British Columbia, Kwantlen Polytechnic University, and University of California, Irvine librarians, I appreciate all assistance in collaboration necessary for required sufficient comprehension of new disciplines, research, and interviewees involved in this project coinciding with improvisatory and comprehensive feedback. Above all, I - for those who know their contributions in innumerable aspects - reciprocate the genuine love to the utmost.

Scott D. Jacobsen

Editor-in-Chief

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Ben Best (Part One)



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Abstract

Interview with Ben Best, director of research oversight, Life Extension Foundation (LEF). In part one, he discusses the following subject-matter: *Ben Best in a Nutshell*, general letters of personal description from Gael and Shannon, and the struggle in remaining honest; BSc (1970-1974) in pharmacy from The University of British Columbia (UBC), BSc (1977-1987) in computer science and physics from Simon Fraser University (SFU), BBA (1977-1987) in accounting from SFU, and earning the greatest number of credit hours ever accumulated by an SFU student; reasons for interest in those disciplines; positions held prior to involvement with the Life Extension Foundation (LEF); positions of president and chief executive officer (CEO) of the Cryonics Institute (CI), and feasibility of cryonics; Dr. Aubrey de Grey's subdivision of aging into seven separate categorizations; an old daily regimen for health and wellbeing including supplements; and the five best supplements for the extension of life.

Keywords: aging, Ben Best, cryonics, Cryonics Institute, Dr. Aubrey de Grey, health, honest, Life Extension Foundation, Simon Fraser University, supplements, and The University of British Columbia.

Common Reference Style Listing

No access dates.

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Ben Best (Part One)[1,2,3,4]

1. **Based on the frankness expressed within your works, I leave those with the desire to understand you better to the article *Ben Best in a Nutshell*[5] for some preliminary background for this interview. In addition to this, I direct attention to supplementary articles – more general letters - by "Gael"[6] and "Shannon"[7].**
   Gael says, "Honesty is his number one value. The expression 'honest to a fault' might apply here. It sometimes feels like he is rubbing his honesty in your face to get some kind of reaction."[8]
   Shannon says, "Ben is scientific and like a monk in how he sequesters himself to work. He is devoted to topics that interest him, he will do what he says he will do and he usually attempts to be very honest."[9]
   Any response to these commentaries past the preliminary comments online? Do they hinge tacitly on the article *Diogenes of Sinope*[10]?
   Gael's comment that I am intentionally trying to rub something about honesty in her (or other people's) face is an incorrect interpretation. I struggle to be honest, but it is a continual struggle. I have a hard time relating well with people who intentionally lie, or who lie without scruple or even without consciousness that they are doing so because the process is so automatic. I certainly can't say that I have never lied or never intend to lie, but I try to be very conscious and concerned about the matter. The argument is correctly made that lying to Nazis about Jews in your attic is justified because saving lives is a higher moral objective than not lying. Sometimes I do feel that it is necessary to lie to survive, and when confronted with situations where the truth could be terribly hurtful to another person, I have chosen silence. My Diogenes of Sinope and "Some Philosophizing about Lying" articles were inspired by my interest in this topic. It is never a closed subject, and with time I will try to explore the topic more and clarify my understanding of the issues.

2. **You earned a BSc (1970-1974) in pharmacy from The University of British Columbia (UBC), BSc (1977-1987) in computer science and physics from Simon Fraser University (SFU), and BBA (1977-1987) in accounting from SFU. Of particular note, as you recount in *Ben Best in a Nutshell*, you write, "I took two degrees, one in Physics & Computing Science and another in business (concentrations in Accounting & Finance) *ending with the largest number of credit hours ever accumulated by a student in the history of SFU*."[11] [Emphasis added] Why accumulate such a large number of credits towards accreditation beyond the first degree at UBC? How have these disciplines and degrees assisted in the intellectual activities pursued in your own life?**
   I certainly wasn't attempting to accumulate a record number of credits. I enjoy learning greatly, and I particularly am interested in learning about subjects that can objectively improve my thinking or understanding of the world. I have also always been very concerned about my health, which motivated me to get a degree in Pharmacy. Unlike many people, I have not been interested in health because of health problems. The pharmacy degree also gave me a health profession where I could work evenings and weekends while being a full-time student. I was able to use my computing and finance degrees in my profession as a Senior Programmer Analyst at Scotiabank where I supported the largest bond database system in Canada. As President of the Cryonics Institute, my accounting background helped me greatly improve the accounting systems there. And the physics, computing, and pharmacy training gave me great understanding of research that I pursued to improve cryonics procedures. I have been treasurer of a few organizations on a volunteer basis, namely MENSA, the New Westminster housing co-op and the SFU sailing club, where I applied my accounting skills for the benefit of these organizations.

[1] BSc (1970-1974), pharmacy, The University of British Columbia; BSc (1977-1987), computer science and physics, Simon Fraser University; BBA (1977-1987), accounting, Simon Fraser University.
[2] Director of Research Oversight, Life Extension Foundation.
[3] First publication on May 1, 2015 at www.in-sightjournal.com.
[4] Images/photographs/portraits/sketches courtesy of Ben Best.
[5] See Best, B. (n.d.). Ben Best in a Nutshell.
[6] See Gael (n.d.) Ben Best in Another Nutshell.
[7] See Vyff/Trice, S. (n.d.) Ben Best as I Have Known Him.
[8] See Gael (n.d.) Ben Best in Another Nutshell.
[9] See Vyff/Trice, S. (n.d.) Ben Best as I Have Known Him.
[10] See Best, B. (n.d.). Diogenes of Sinope.
[11] See Best, B. (n.d.). Ben Best in a Nutshell.

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3. **What provided the interest in these particular disciplines for you?**
   I have mostly answered this in question 2, but I will add that I am an avid learner. Most of what I know about biology is self-taught or, at least, learned independent of what I learned in the process of getting my pharmacy degree. My current occupation has me going to scientific conferences related to health and longevity, and learning from the top scientists in these fields and writing about them. My love of learning is closely related to my love of life and my desire to live thousands of years. While I am currently immersed in biological topics related to aging, I hunger for more education in math, physics, chemistry and computing. This motivation is purely psychological and personal. But I love my job and I can't expect to be doing everything at once.
4. **Following these accomplishments, and prior to involvement with the *Life Extension Foundation*[12] (LEF), you held numerous roles at varied organizations. What organizations? Why choose work within these organizations? What motivated the transition from these organizations to the LEF two and a half years ago, i.e. into the position of director of research oversight? How do you find the position up to the present?**

   I have mostly answered this in question 3. Aside from the volunteer work, I have not worked for many organizations on an extended full-time basis. Before LEF I was at the Cryonics Institute for 9 years and before that I was at Scotiabank for 15 years. Before that I did not work full-time at anything. I worked part-time or temporarily as a pharmacist, truck driver, taxi driver, computer instructor, computer operator, and lots of odd jobs. I left the Cryonics Institute because I had become ineffectual and I had become the whipping-boy of too many people, which caused me more suffering than I wanted to endure. I have move to a job that I love at LEF. In my early days at CI I had been very effective in making dramatic changes, which I found to be very satisfying, but that situation changed more and more the longer I stayed at CI.

5. **In a previous line of work, you held the high-ranking positions of President and Chief Executive Officer (CEO) of the *Cryonics Institute* (CI). Those with deep interest can ascertain deep information in the article *Cryonics – Frequently Asked Questions (FAQ)*[13]. Where does cryonics stand now – as a practice? What do you consider the strongest argument against the possibility – even feasibility – of the ultimate goals of cryonics?**
   Cryopreservation still involves many forms of damage, notably cracking damage and cryoprotectant toxicity (and too often freezing or ischemic damage due to poor planning or unfavorable circumstances, despite the fact that vitrification is intended to eliminate this). Possibly future medicine will be able to repair this damage, but possibly not. Possibly we will develop technologies to prevent this damage, but possibly not.
6. **Dr. Aubrey de Grey[14,15] defines the colloquial term "aging" through subdivision into seven processes: 1) cell loss and cell atrophy, 2) division-obsessed cells[16], 3) mitochondrial mutations, 4) death-resistant cells, 5) extracellular crosslinks, 6) extracellular aggregates, and 7) intracellular aggregates. Does this figure into the LEF research program at all? If so, how much?**
   Aubrey de Grey has become an LEF advisor since I introduced him to Bill Faloon a couple of years ago. LEF has provided funding for a couple of projects at Aubrey's SENS Foundation, but that is only a tiny part of LEF research funding. Much of LEF research funding is cryonics-related, which is handled by Saul Kent, not by me. I mostly handle the research funding specifically designed for anti-aging effects, although there is a small amount of overlap. Most of the anti-aging research funding that I have inspired lies outside of Aubrey's SENS paradigm. One project in particular is contrary to Aubrey's claim that nuclear DNA damage does not contribute to aging. With LEF funding, Victoria Belancio at Tulane University has shown that retrotransposon nuclear DNA damage increases with age (probably contributing to both aging and cancer). I am most proud of helping to fund the world's second largest naked mole rat facility, where the fact that naked mole rats are virtually immune from cancer (and show no signs of aging) has been explained – causing the naked mole rat to be named "Vertebrate of the Year" for 2013 by SCIENCE magazine.
7. **Based on the personal experimentation catalogued within your website[17], I would like to make this concrete to provide a sense of the depth of research. For instance, your morning**

[12] See Life Extension Foundation (2014). Life Extension Foundation.
[13] See Best, B. (n.d.). Cryonics – Frequently Asked Questions (FAQ).
[14] Dr. Aubrey de Grey: SENS Research Foundation, Chief Science Officer and Co-founder; Rejuvenation Research, Editor-in-Chief.
[15] See de Grey, A. & Jacobsen, S.D. (2014, June 8). Dr. Aubrey de Grey: SENS Research Foundation, Chief Science Officer and Co-founder; Rejuvenation Research, Editor-in-Chief.
[16] Ibid.
[17] See Best, B. (n.d.). Welcome to the World of Ben Best.

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supplement regimen described in *My Health Regimen – Exercise, Diet, Supplements*[18] consists of the following supplements:[19]

- "Life Extension Mix 4 capsules[20]
- CoEnzyme Q10 capsule 100 mg[21,22,23]
- N-AcetylCysteine (NAC) capsule 600 mg[24,25]
- Vitamin E (alpha-tocopherol) capsule 400 mg[26,27]
- Vitamin E (gamma-tocopherol) capsule 340 mg[28,29]
- Vitamin C time-release tablet 1000 mg[30]
- Carnosine capsule 500 mg[31,32]
- Max DHA capsule (50% DocasaHexaenoeic Acid, 250 mg)[33,34,35]
- Kelp 1000 mg[36]
- Acetyl-L-Carnitine capsule 500 mg[37,38]
- TMG (TriMethylGlycine = Betaine) tablet 500 mg[39]
- DHEA capsule 30 mg (if available)[40,41]
- DMAE Ginkgo capsule (if available)[42]
- Pure Gar capsule (Garlic 1600 mg, EDTA 200 mg)[43]
- Cal Mag tablet (Calcium 300 mg, Magnesium 300 mg)"[44]

The description of my diet and supplements on the webpage you cited is badly outdated, although my exercise regimen has not changed much, except for the addition of 30 push-ups. To compensate for my ever-changing supplement regimen I have added Section I "Update" which contains an EXCEL file of my latest supplements

http://www.benbest.com/personal/Supplements.xls

although even this does not include changes made within the last couple of weeks, with includes addition of MitoQ and Product B (better than TA-65 for telomere lengthening) and deletion of ribose (which is more glycating even that fructose). I am now taking LEF's vegetarian sourced DHA and have not taken garlic for many years.

My diet is still undergoing radical changes. For the last several months I have been working on getting on a lacto-ovo vegetarian low-protein ketogenic diet, which I am monitoring with urine and blood test kits. This continues to undergo changes almost on a weekly basis. I have also been attempting intermittent fasting – I had my first 4-day fast a few weeks ago.

8. **Within this subset of the supplement and comprehensive regimen described in the article and elsewhere by you, of these fifteen items, what five supplements appear to provide the most return on investment (ROI) for specific and overall health?[45]**

The omega-3 fatty acid DHA rates pretty high on the list, but should be combined with anti-oxidants insofar as PUFAs are vulnerable to oxidation, so gamma tocopherol and N-acetylcysteine are important. Also, exercise increases free radicals, although there is some argument that anti-oxidants reduce at least some of the benefits of exercise. Since becoming an LEF employee, I get my supplements at employee prices, so I mostly use LEF products these days. Exceptions to that would include Product B and Mito Q. Most free radical occurs within the mitochondria. LEF's Mitochondrial Energy Optimizer attempts to address this problem (especially with the combination of Acetyl-L-Carnitine and Lipoic acid), but MitoQ is a newer product which gets into the mitochondria and is not an LEF product.

[18] See Best, B. (n.d.). My Health Regimen – Exercise, Diet, Supplements.
[19] Duly note, all footnotes with direction to supplement webpage on the LEF website do not necessarily match the precise formulation provided by Mr. Best in the morning regimen listing.
[20] See Life Extension Foundation (2014). Life Extension Mix™ Capsules.
[21] See Buchanan, L. (2013, January). CoQ10: The Longevity Factor.
[22] See Life Extension Foundation (2014). Super Ubiquinol CoQ10 with Enhanced Mitochondrial Support™.
[23] See Best, B. (n.d.). CoEnzyme Q_{10} (Ubiquinone, Ubiquinol and Semiquinone).
[24] See Life Extension Foundation (2014). N-Acetyl-L-Cysteine.
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[26] See Life Extension Foundation (2014). Natural Vitamin E.
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[28] Ibid.
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[34] See Best, B. (n.d.). DHA for Hearts and Minds.
[35] See Best, B. (n.d.). Fats You Need — Essential Fatty Acids.
[36] See Life Extension Foundation (2009, October). Abstracts: Iodine.
[37] See Life Extension Foundation (2014). Acetyl-L-Carnitine.
[38] See Best, B. (n.d.). Acetyl-L-Carnitine (ALCAR).
[39] See Life Extension Foundation (2014). TMG.
[40] See Life Extension Foundation (2014). DHEA Complete.
[41] See Best, B. (n.d.) DHEA Hormone Replacement.
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[45] See Best, B. (n.d.). Nutraceuticals Topic Index.

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I also take forms of Coenzyme Q_{10} intended to get into the mitochondria. Vitamin D_3 also rates pretty highly, having many health benefits besides prevention of rickets. I understand some high-powered Vitamin D clinical trials are currently in progress.

Appendix I: Complete Reference Style Listing

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Ben Best (Part Two)

Abstract

Interview with Ben Best, director of research oversight, Life Extension Foundation (LEF). In part two, he discusses the following subject-matter: LEF and prediction of the near, and far, future; Caloric Restriction with Adequate Nutrition (CRAN), and the main factors and processes of CRAN; LEF's legal battle with the Food and Drug Administration (FDA) and the Insurance Revenue Service (IRS); an in-progress essay entitled *Mechanisms of Aging* with condensed information in relation to the variegated mechanisms of aging; thoughts on three key mechanisms of aging including metabolic damage, cellular senescence and death, and toxic & non-toxic garbage accumulation; academic and professional venues for the public to read more about aging; brief listing of interest in writing in philosophy, political economy, historical writing, and computers; commentary on articles on personal writings on business/investment based in knowledge and personal opinion, and the emphasis of a libertarian philosophy with reasons for its strength as a philosophy; the possibility of many figures' extrapolation of technological change into the singularity and if this plays into his plan to live for thousands of years.

Keywords: aging, Ben Best, business, caloric restriction with adequate nutrition, computers, health, historical writing, Internal Revenue Service, investment, Life Extension Foundation, philosophy, political economy, singularity, supplements, The University of British Columbia.

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Ben Best (Part Two)[46,47,48,49]

9. **How does the LEF research program split organizationally? Where do you project each stream of research in the near and far future?**
   I have mostly answered the first question in 6 above. As the Danish proverb says, prediction is hard, especially about the future. This implies lack of control, which is not accurate, but I cannot foresee changes to the current policies in the near future and the far future is beyond my vision.
10. **Some of the best means of life extension amount to the reduction of calories relative to one's daily recommended amount of caloric intake.[50] You describe one of the most robust means of life extension: *Caloric Restriction with Adequate Nutrition* (CRAN).[51] You write about this in the article *Caloric Restriction with Adequate Nutrition – An Overview*[52]. In brief, how does caloric restriction extend life and improve health – main factors and processes?[53]**
    Whether CRAN would extend maximum lifespan in humans is an open question, but I think there is plenty of evidence that it improves health and reduces the chance of all aging-related diseases such as cardiovascular disease, cancer, Alzheimer's Disease, and certainly type 2 diabetes (which accelerates aging). Luigi Fontana has studied humans practicing CRAN, and I reported on Dr. Fontana's discoveries in the June 2014 issue of *Life Extension* magazine.
11. **With respect to reading many of your productions, one article stood out to me: *The FDA versus the Life Extension Foundation*[54]. In the piece, you describe the U.S. Federal Drug Administration[55] (FDA) legal battle with the LEF in a "long & vicious battle against the Life Extension Foundation," which had conclusion in "February, 1996" because "this charge was dropped. It was the first time in the history of the FDA that the agency had given-up on a criminal indictment against a political opponent."[56] Where does the current relationship lie between the FDA and the LEF? What about the relation of other organizations to the LEF with regards to legal battles? Does research of this nature tend to come under intense scrutiny?**
    LEF is not currently fighting the FDA, but LEF is currently fighting the IRS. This fight has been going on for a few years and has put a damper on LEF research funding. The issue resolves around the relationship between LEF (which funds research) and the Buyer's Club (which sells supplements, generating money for LEF funding of research). Negotiations have been proceeding somewhat encouragingly between LEF and the IRS. Some structural changes will be made between LEF and the Buyer's Club, and there is reason to believe that the conflict will be resolved soon.
12. **You have an ongoing manuscript in production entitled *Mechanisms of Aging*. You intend to continue research for this manuscript for some time. It contains tremendous amounts of condensed information in relation to the variegated mechanisms of aging. What inspired the original production of this work-in-progress?**
    As I have mentioned, I am highly motivated to live thousands of years. See my article "Why Life Extension?"
13. **Too much to cover here. You state three categories for summarization of personal research into the mechanisms of aging: 1) Metabolic damage, 2) cellular senescence and death, and 3) toxic & non-toxic garbage accumulation.[57] What comprises each category? How might these rank-order in terms of their general contributions with respect to general aging?**
    The Summary & Conclusions section of "Mechanisms of Aging" specifies what comprises each category. I am not sure which is worse between 1) and 3), but I am not too concerned about 2) in the context of the next 30 years because I think stem cells and organ replacement will make that form of damage less important. 1) and 3) will remain important because the brain,

[46] BSc (1970-1974), pharmacy, The University of British Columbia; BSc (1977-1987), computer science and physics, Simon Fraser University; BBA (1977-1987), accounting, Simon Fraser University.
[47] Director of Research Oversight, Life Extension Foundation.
[48] First publication on May 8, 2015 at www.in-sightjournal.com.
[49] Images/photographs/portraits/sketches courtesy of Ben Best.
[50] Ibid.
[51] See Best, B. (n.d.). Caloric Restriction with Adequate Nutrition – An Overview.
[52] Ibid.
[53] See Best, B. (n.d.). Articles about Caloric Restriction with Adequate Nutrition (CRAN).
[54] See Best, B. (n.d.). The FDA versus the Life Extension Foundation.
[55] See U.S. Food and Drug Administration (2014). US Food and Drug Administration.
[56] See Best, B. (n.d.). The FDA versus the Life Extension Foundation.
[57] See Best, B. (n.d.). My Health Regimen – Exercise, Diet, Supplements.

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which is the one organ which cannot be replaced. As for my essay, I have become so engrossed in my work at LEF, that my maintenance of that essay in the context of developing science has fallen behind.

14. **What academic and popular venues can professionals and lay-persons alike read on their own time about aging in full detail?**
I recommend my essays "Mechanisms of Aging" and "Alzheimer's Disease: Molecular Mechanisms" as well as Aubrey de Grey's book *Ending Aging*: The Rejuvenation Breakthroughs that Could Reverse Human Aging in Our Lifetime.

15. **You have taken an interest in a variety of other arenas of research and expression. I point to writing in philosophy[58,59,60,61], political economy[62,63], historical writing[64,65,66,67,68,69,70], computers[71,72], and many others.**
I recommend readers to other articles in the bibliography and website for complete information. However, for our purposes, we can discuss some of these ideas in brief. Undoubtedly, these form personal interests relevant to your intellectual pursuits. What do you consider the core discovery in personal research into philosophy, political economy, history, and computers? How do these, and other major areas of research, factor into framework for understanding the world.
Like many libertarians, I have been inspired by the works of Ayn Rand and by Mises's book *Human Action*, as well as Rothbard's *Man, Economy, and State*. I am highly critical of central banks, and am hopeful the cryptocurrencies will replace government money. I have been irritated by the attacks on rationality by those claiming to interpret quantum physics. What I enjoyed especially about my time working with computers, was the way computers will immediately let you know of flaws in your thinking. But programming in APL not only corrected my rational faculties, but inspired my creative imagination.

16. **You wrote on business/investment. In fact, a number of articles on aspects of the economy based in knowledge and educated opinion: *Investing & Trading in Equities: Art & Science*[73], *An Austrian Theory of Business Cycles*[74], *Fixed-Income Securities: Money-Markets & Bonds*[75], *North American Credit Scoring & Reporting*[76], *The Major American Equity Indices: DOW, Nasdaq, S&P 500, Russell 2000 and Wilshire 5000*[77], *Timing the Market: Patterns in American Stock Market Movements*[78], *The Uses of Financial Statements*[79], *Financial Statements in the "New Economy"*[80], *Monetary Systems and Managed Economies*[81], *Funding Cryonics with an Estate*[82], *Offshore Options for Cryonicists*[83], among other articles and recommendations.[84]**

Other writings and redirections in relation to "indices and charts," "investment information news," and "investment research – links and resources." You mentioned libertarianism. Sprinkles of this philosophy seem to exist in indirect quotes from articles. In *Offshore Options for Cryonicists*[85], you quote Mark Twain[86], who said, "The difference between a taxidermist and a tax collector is that the taxidermist only takes your skin." With respect to libertarianism and its evidentiary grounding, what evidence most convinces you? What argument most convinces you? What seem like drawbacks to you?
State power is driven by the self-aggrandizement of politicians, who seek to enhance their power by creating benefits for their constituents through plundering others, which is pleasing to the constituents who are the recipients of the plunder

[58] See Best, B. (n.d.). A Case for Free Will AND Determinism.
[59] See Best, B. (n.d.). Some Thoughts About Wisdom.
[60] See Best, B. (n.d.). The Duplicates Paradox (The Duplicates Problem).
[61] See Best, B. (n.d.). Topic Index for Essays on Philosophy by Ben Best.
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[64] See Best, B. (1990). Schemers in the Web: A Covert History of the 1960's Era.
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[84] See Best, B. (n.d.). Business/Investment Data and Information.
[85] Ibid.
[86] See Mark Twain. (2015).

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and often initiate soliciting the plunder. Regulators may think that they are benefiting the economy by their actions, but they usually do more harm than good. The arguments for a free market are not something I can summarize in a short answer. As for drawbacks, even (so-called) libertarians can be drawn into the self-aggrandizing addiction to power resulting from involvement in the political process.

17. **With regards to one community of researchers, dependent and independent, numerous respected individuals, in and out of the mainstream, emerge in the literature and media including Dr. Aubrey de Grey[87,88], Dr. Peter Diamandis, M.D.[89], Dr. Ray Kurzweil[90], Dr. Terry Grossman[91], M.D.[92], Saul Kent[93] of the Life Extension Foundation[94], and many, many others.**

Most probable in highest prominence –as a figure, Dr. Ray Kurzweil, posits the Law of Accelerating Returns – an extension of Moore's Law – to extrapolate from past and present technological achievements and trends into possible, even probable, future achievements and trends in the progress of technology.[95,96,97,98,99]

Of course, alterations and improvements in technology, especially medical technology and knowledge, yield the *possibility* for betterment of the human condition. Does the technological singularity work into your personal expectations and plans, i.e. intention to live for thousands of years?
I don't think about technological singularity very much. Robert Ettinger, hosts of science fiction writers, and many others have expected continuing technological progress long before Kurzweil. I hope and expect for continued, accelerating technological progress which is what anyone would expect by extrapolating the past into the future. And I hope and expect that this progress with lead to vastly improved heath, youth, and longevity.

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[87] See SENS (n.d.). Executive Team.
[88] See de Grey, A. & Jacobsen, S.D. (2014, June).
[89] See Diamandis, P.H. (2014). Peter H. Diamandis.
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Ben Best (Part Three)

Complete footnotes, references, and reference style listing, respectively, after the interview.

Abstract

Interview with Ben Best, director of research oversight, Life Extension Foundation (LEF). In part three, he discusses the following subject-matter: possible venture capitalist philanthropy towards the LEF's endeavours and initiatives; the technological singularity and life extension; independent computer science research and current work; miscellaneous writing and book pitch; conference reports and the most surprising finding from them; different definitions of nutraceuticals and pharmaceuticals in addition to the government industry favouring pharmaceuticals over nutraceuticals; and motivation for his life's work.

Keywords: aging, Ben Best, computer science, conference reports, Life Extension Foundation, nutraceuticals, pharmaceuticals, philanthropy, venture capitalist.

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Ben Best (Part Three)[100,101,102,103]

18. **Some prominent venture capitalists consider the efforts for life extension of utmost importance. Furthermore, an endeavor thought in high regard because of the financial evidence in the record of one-way distribution of funds, i.e. from venture capitalist to individual, research group, company, or organization. Some venture capitalists provide tremendous amounts of money from personal wealth to research and further the aims of organizations for the increased quality life expectancy of human beings.**

    For instance, Peter Thiel[104] funds numerous initiatives with inclusion of the aforementioned Dr. Aubrey de Grey[105][106]. He provided financial backing to Dr. de Grey in the early stages of development of The Methusaleh Foundation[107].[108] An amount of $3.5 million towards antiaging research.[109] Of course, he's worth over $2 billion dollars.[110]

    Does the LEF receive substantial funds from venture capitalists or others with a philanthropic proclivity? What does the LEF need to pursue more of its bold research projects?
    All of LEF money spent on research comes from supplement sales. More revenue from sales would allow for more research. Less harassment by government agencies (currently the IRS) would be of great benefit.

19. **Insofar as individuals and groups predict the future of medicine and technology, some in the community of transhumanism predict the singularity.[111] A metaphor from astrophysics about the center of a black hole, or a singularity, a point of zero volume and infinite density. Light cannot escape it and, hence, one cannot see past it. No light; no sight.**

    Similarly, some posit the technological singularity. Technology's continued increase in pace of progression at some future point creates an unpredictable future past that moment. A time in the future in which technology will advance beyond predictive capabilities. Same metaphor. It depends on emphasis. How probable does the technological singularity future seem to you? How might this improve the future of life extension research?
    I am more concerned with the near future than the far future. By definition it is impossible to think about anything post-singularity. I am not convinced of technological singularity, but I am expecting continued accelerating progress. Possibly there will be a law of diminishing returns rather than a singularity. But if that happens, I hope it happens after aging and disease have been eliminated.

20. **You include a number of articles on computer science.[112] About half connected to the idea of Y2K. About another half on topics with more modern import: *An Overview of Neural Networks*[113], *Artificial Intelligence and the Preservation of Mind*[114], and *Object-Oriented Programming and APL Language*[115].[116]**

    Each covers a significant amount of territory on subject matter in computer science. Associated with the expertise from the degree earned from SFU in computer science. How does this stream of independent research assist you – as director of research oversight?
    Everything I have ever done or studied was not done for the sake of a job (my current job), which I did not anticipate having until a few years ago. I

[100] BSc (1970-1974), pharmacy, The University of British Columbia; BSc (1977-1987), computer science and physics, Simon Fraser University; BBA (1977-1987), accounting, Simon Fraser University.
[101] Director of Research Oversight, Life Extension Foundation.
[102] First publication on May 15, 2015 at www.in-sightjournal.com.
[103] Images/photographs/portraits/sketches courtesy of Ben Best.
[104] See Forbes Magazine (2015, April 18). #12 Peter Thiel.
[105] See SENS (n.d.). Executive Team.
[106] See de Grey, A. & Jacobsen, S.D. (2014, June).
[107] See Methuselah Foundation (2008). Methuselah Foundation.
[108] See Methuselah Foundation (2008). Paypal Founder pledges $3.5 Million to antiaging research.
[109] Ibid.
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[116] See Best, B. (n.d.). Topic Index for Articles about Computer Science by Ben Best.

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suppose anyone can say that anything they have every learned has somehow been helpful to them in their current endeavors.

21. **You have one portion of the website devoted to miscellaneous writings.[117] Those outside the extensive core of written work. Far fewer exist there: *The Uses of Financial Statements*[118], *St. Bees Man*[119], and *Ancient DNA & Preservation in Amber*[120].[121] Have you thought of a compilation of organized *and* miscellaneous writings for inclusion into a pitch for mainstream book publishers?**
My only past effort in submitting a book for publication was *Schemers in the Web*, which was rejected by every publisher I sent it to. So I self-published by putting on my website: http://www.benbest.com/history/schemers.html. All my writings have either been self-publishing on my website or magazine articles. I have never again considered a book, although some of my articles have been included as chapters in books edited by others.
22. **With respect to some of the work necessary for the LEF, attendance at and reportage from conferences seems necessary, especially to remain apprised on the pre-publication information of academic papers. In fact, you wrote a number of conference reports for the LEF.[122][123] In them, you covered the, at the time, most recent research into life extension at these conferences. In the midst of research into these topics, what finding most surprised you?**
The prospect of genetic engineering and gene therapy with the advent of CRISPR/Cas9 is probably the biggest breakthrough in recent years.
23. **In the *Nutraceutical Topic Index*, you write a frank description of the difference between pharmaceuticals and nutraceuticals.[124] In a firm tone, you state:**

> "Pharmaceuticals are substances which have (or have had) patent protection as a result of expensive testing to conform to the specifications of a government agency. Many nutrients will never receive government approval because no one could justify the expense of government testing requirements for substances & uses which cannot be protected by patent. Both pharmaceuticals & nutrients can both cure & prevent disease -- but only pharmaceuticals have government sanction. Many pharmaceuticals have their origin in plants & animals -- and are no less "natural" than nutrients."[125]

I found this poignant and concise. What other implications of this expensive government testing requirements of substances in addition to the government sanction for pharmaceuticals (but not nutraceuticals) need statement to you?
As I wrote in my review of the World Stem Cell Summit in the June 2013 issue of *Life Extension* magazine, I favor the repeal of the 1962 Kefauver-Harris Amendment that added a proof-of-efficacy requirement to the proof-of-safety requirements for FDA drug approval. Requiring efficacy in addition to safety in the wake of the 1962 thalidomide scare was pure politics; thalidomide was entirely a safety issue.
http://www.lef.org/Magazine/2013/6/World-Stem-Cell-Summit-2012/Page-01

The effect of the Kefauver-Harris Amendment was to reduce the availability of new drugs to the public. The average number of new drugs introduced dropped from 40 per year before 1962 to 16 per year soon after 1962. Average time from filing to approval for new drugs rose from 7 months before 1962 to 7.8 years by 1998. A 2006 study estimated the cost to bring a new drug to market at between $500 million to $2 billion.

After FDA approval, safety rather than efficacy is mainly what matters because physicians are free to prescribe the drug "off label" for any indication they please. And FDA-approved drugs are not very safe, anyway. The American Medical Association has reported that adverse reactions to FDA-approved drugs in American hospitals is a leading cause of death.

24. **With respect to the core ideas of life extension, you wrote numerous other articles on the topic. Some written work covers the personal thoughts on extension of life. Some mentioned earlier in addition to the novel (relative to this interview) articles: *Why Life Extension? Or Why Live At All?*[126], *Causes of Death*[127], *Alzheimer's Disease: Molecular***

[117] See Best, B. (n.d.). Topic Index for Miscellaneous Writings by Ben Best.
[118] See Best, B. (n.d.). The Uses of Financial Statements.
[119] See Best, B. (n.d.). St. Bees Man.
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[123] See Best, B. (n.d.). Report: The 2014 Cardiovascular Disease Prevention Symposium.
[124] See Best, B (n.d.). Nutraceuticals Topic Index.
[125] Ibid.
[126] See Best, B. (n.d.). Why Life Extension? Or Why Live At All?.
[127] See Best, B. (n.d.). Causes of Death.

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***Mechanisms*[128], *Is Longevity Entirely Heritable*[129], *Can Deprenyl (Selegiline) Extend Human Lifespan?*[130], "*Smart Drugs" & the Aging Brain: A Superficial Review*[131], *Whey Protein and Life Extension*[132], and *Life Extension Benefits of Methionine Restriction*[133], and numerous other articles and resources on life extension.**[134][135]

To close with a quote and question, in *Why Life Extension? Or Why Live At All?*[136], you wrote:

> "Existentialists often say "life is meaningless" with the implication that they are describing an objective meaning outside themselves, and independent of any human being. But it is humans who care about things and have feelings. Humans are the source of value and the process of valuation. A mother filled with love for her newborn baby does not wonder whether life is meaningful. An Existentialist who says life is meaningless is describing his or her own emotional state (a statement of values), not a fact about the universe. It is humans who find (or can't find) meaning in life because of what they value (or don't value)."

What motivates this life's work?

The prospect of a vastly long, healthy and youthful life motivates me.

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[131] See Best, B. (n.d.). "Smart Drugs" & the Aging Brain: A Superficial Review.
[132] See Best, B. (n.d.). Whey Protein and Life Extension.
[133] See Best, B. (n.d.). Life Extension Benefits of Methionine Restriction.
[134] More resources exist in the website. Those articles listed for some further reading. One section of the personal website hyperlinks to a number of references and resources sectioned by "General References," "BioMedical References," "General Science/Technology References," "Computing and Internet References," "Literature References," "Geographical Orientation," "Time Orientation," "Telephone Orientation," "Space," and "Generalized and Specialized News or Information."[134] I found these resources akin to the ubiquitous contents of the website. In general, you express thoughtful and coherent arguments for topics of interest in addition to the provision of useful information bolstered by references and resources. See next footnote for reference.
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Paul Cooijmans (Part One)



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Abstract

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: main personal work, information from personal websites, three main websites, and presentation of personal information, publications, and societies, numerous, diverse interests centered in high-range intelligence and its measurement, and family background with respect to geography, culture, and language; the influence of these on development; and additional influences and pivotal moments in major cross-sections of early life including kindergarten, elementary school, junior high school, high school, and undergraduate studies (college/university).

Keywords: administrator, background, culture, elementary school, family, geography, high-range intelligence, high school, junior high school, kindergarten, Paul Cooijmans, psychometitor, publications, societies, The Giga Society, The Glia Society, undergraduate studies.

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Paul Cooijmans (Part One)[137,138,139,140]

1. **Your main collections of personal work and information come from personal websites.[141,142,143,144,145,146] Of those with an interest in this, the three main websites provide plenty of collected works on subject matter of interest to you.[147,148,149] You have presentation of personal information, publications, and societies elsewhere.[150,151,152,153,154,155,156,157,158,159,160,161,162,163,164,165,166,167] One can find numerous, diverse interests centered in high-range intelligence and its measurement.[168,169,170] To begin this conversation, in terms of geography, culture, and language, where does your family background reside?[171]**

   My family is from the south of the Netherlands, from the eastern part of the province of Noord-Brabant, and of a Roman Catholic non-intellectual working class background. My first language is the local dialect as spoken in the village of Lieshout. I learnt Standard Netherlandic later, in primary school. People in this region are anecdotally said to be Burgundians, meaning they are keen on the good life, food, wine, beer, and feasting, but it is uncertain to what extend they are genealogically descended from the Burgundians (this part of Europe did belong to the Duchy of Burgundy in the past). In any case, most inhabitants of the south of the Netherlands are of Frankish descent, and many, including us, are descendants in line of Charlemagne; the Franks settled here in the early Middle Ages.

2. **How did this influence your development?[172]**

   The influence of this family background lies mainly in the non-intellectual and social aspects. In this milieu, only physical labour counts, and any kind of intellectual activity is looked down upon, is not respected, not considered work. Studying, and certainly anything beyond secondary school, is not encouraged but seen as "not for our kind of people", and it is customary and expected to leave school early and find a job. There is no understanding of the fact that one may have talents in intellectual fields, and that pursuing those may lead to societal success and social mobility. These things have changed meanwhile, and I am probably one of the last generation to grow up like this.

   Regarding social matters, one is not taught social and communication skills, including manners and self-care skills, as required in highbrow or posh circles, so that one is unlikely to end up in the right company to get on in life, to end up in the nepotistic networks where the jobs and the money are divided. In fact, I only just escaped needing dentures in early adulthood; in my family it was usual to have one's teeth pulled and get artificial ones by one's mid-

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137 Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.
138 First publication on July 1, 2015 at www.in-sightjournal.com.
139 Please see complete reference style listing in *Appendix I: Reference Style Listings*.
140 Images/photographs/portraits/sketches courtesy of Paul Cooijmans.
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twenties. This, too, has changed now, but my childhood fell just in the days when customs and standards of the 1950s and before had not disappeared yet. The circumstance that my parents were already over forty at my birth will have contributed to these old-fashioned, almost anachronistic conditions.

Being an intelligent child from a non-intellectual background as just sketched, I was an outsider both in my family and in the outer world. I was on my own and had to invent and discover for myself how to get through the maze of life, in the absence of any guidance or beaten path. The overall effect of that is a being slowed down in one's development, leading to late-blooming. A good analogy for that can be seen in the land speed records for freely moving vehicles ("cars") as opposed to vehicles guided by a rail ("trains"); the former is only just over the speed of sound, the latter more than ten thousand kilometres per hour, so about eight times as fast. With guidance, one is clearly faster. However, when moving into unknown terrain, there can exist no guidance. There lie no tracks on land where no man has gone before.

3. What about influences and pivotal moments in major cross-section of early life including kindergarten, elementary school, junior high school, high school, and undergraduate studies (college/university)?[173]

This is a very broad and comprehensive question, so the answer is according:

The educational system in the Netherlands is not the same as that in the United States, and its components can not necessarily all be mapped on to the American concepts in the question, but I did go to kindergarten, primary school, secondary school, and the conservatory (academy of music). A fact that has been influential is that, in those days and in the area where I grew up, there was no notion of "gifted children", and therefore no special attention to such, no dedicated classes where one was among intellectual peers, no "enrichment" or acceleration or how one calls it. All of that came about a decade too late for me. I think it could have made much difference. For a highly intelligent child, to be put through the same curriculum at the same pace in the same classroom as dozens of age peers of much lower ability, that is about the cruelest form of child abuse imaginable.

The first day in kindergarten - late in the summer of '69 - was a pivotal moment; it ended my freedom. I hated being forced to go to school, I was attached to being boss over my own time and activities. I have hated school every single day from then on to the end of secondary school. I strongly felt no one had the right to tell me what to do and claim my time and mental focus. Only decades later I would learn that this is typical of Asperger syndrome, and that Hans Asperger described it in his 1944 article, which I summarized in English in 2009. It is the being self-driven, only feeling well when doing things that come from within, not being able to bear being steered. It is an anarchism from the inside.

A telling example of my way of apprehending the world took place in these kindergarten years: The teacher asked us to make a drawing of little cupboards filled with clay. I set myself to it, although drawing was not my strongest side. When all were ready, our drawings were compared, and to my utter astonishment I was the only one who had got it right, who had actually drawn little cupboards filled with clay! All the other kindergarteners had, by some bizarre misunderstanding, drawn a man; a big black man, with boxing gloves on. For background information, it may be good to mention here that the Netherlandic for "little cupboards filled with clay" sounds almost exactly like "Cassius Clay", the name then still being used for Muhammed Ali, who had defended his world championship title the night before.

Primary school was fairly thorough in those days, especially in a small village where the school had priorly been run by nuns; there was still one nun left at that time. I was excellent at all subjects except for music, gymnastics, drawing, and manual training. When returning after a two-week illness, the class was taking a very difficult examination for which I had not been able to prepare, but the teacher let me try it anyway. Another pupil who had also been ill was told, "No, you had better not take the test without preparation. We are not all called Paul Cooijmans!" It turned out the exam was so hard that, apart from my perfect score, everyone failed and had to redo it. In that period, as well as later in secondary school, it was common that, when a teacher asked a difficult question to the group, a remark would be added along the lines of "Paul does not need to answer, he always knows everything".

It was during the primary school years that I developed a scientific mind, a desire to know and understand all there is. My greatest interests were astronomy, physics, and chemistry (none of which was taught at school) and I was fascinated by the theory of relativity. I read any books I could get from the library about such matters, independently of school, and was aware that I knew far more than I was supposed to. In fifth grade, the teacher - the nun - told us that the sun was the biggest star; obviously I knew that was not true, but said nothing, thus saving

[173] Ibid.

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her the embarrassment of being corrected by a child. I mention this to illustrate I was not only intellectually superior to my environment, but also had the emotional maturity and constraint to handle my being thus, in defiance of the prejudice of "high I.Q. equals low E.Q."

For secondary school I had to travel to a nearby city, 8 to 9 kilometres twice daily on a bicycle. Children were much coarser, ruder, and more intolerant there, and there were competing street gangs. My bicycle got stolen once, under the eyes of a few students. A bystander proposed to steal a new one for me for fifty guilders, and they were genuinely amazed when I refused that kind offer. The next few years, basically my puberty, were the worst period of my life, and I turned to music and started playing guitar and composing, more or less neglecting my scientific interests. Although it went extremely bad with me emotionally, I kept excelling at almost all subjects, again with the exception of those already mentioned. Once on a parents' evening, the chemistry teacher called me a "unicum". I also began writing, mainly short stories, and made a film of one of them, a science-fiction horror story called "Liquidatie", wherein the main character is dissolved in concentrated sulphuric acid. At the end of secondary school I formed a rock band called Catweazle, which would exist, in varying forms, until 1987.

By way of background information, it is relevant that my youth, to my misfortune, fell in the heyday of egalitarianism; no one was supposed to be better than another. There were no honours to be earned at school, and there existed no cum laude predicate when graduating, which I with certainty have deserved. There was also no I.Q. testing of children or students, and no concept of "giftedness" or high intelligence. In short, the hostile and egalitarian environment of secondary school changed my path from science - my biggest strength - to music and writing.

The conservatory was in an old convent, and a dance academy was housed in the same building, so all in all it was much as in the television series "Fame". The curriculum was extremely thorough and demanding, and I devoted all of my time and energy to it. I actually studied even in my dreams, which is what happens spontaneously when one is occupied with something constantly. I was particularly good at a subject called counterpoint, which deals with writing melody and polyphony. One day, the teacher wanted us to write the exposition (the first part) of a fugue in baroque style. When I came to the next lesson I had finished an entire fugue. The teacher played it on the piano with all the students sitting around him, as was common. After my piece had died away, there was an unusual silence. When people resumed breathing, the teacher looked at me and asked, "Did you write this?" I said, "Yes". He said, "Then you must have been moved by the Spirit". None of the other students had more than a few bars completed.

A bit later, in the early 1990s, my scientific interest returned to some extent, and I occupied myself with an aspect of music theory, making a significant contribution to it (the quantification of discordance, not to be confused with dissonance, and involving the discovery of 96 chords that have never yet sounded). To my frustration, no one I presented it to could fully understand it. "When I see those things, that is where it ends for me", said my composition teacher, pointing at a radical sign in my work. He would also describe teaching me as "observing an internal process develop".

Pivotal was also the time when the psychology teacher told us that lying is normal social behaviour, and that everyone does it many times a day. Since I had never lied, that was an extreme insult to me, and I could have killed him on the spot, had it not been for my exceptional emotional constraint; again, one sees that high I.Q. equals not low E.Q. I understood that something had to be seriously wrong with the social sciences if falsehood like that was being presented as established fact. It would take me a few decades more to understand the motivation behind this spreading of lies by people posing as scientists.
Around that time I wrote an essay on "giftedness", as an assignment for psychology class, and an expert in that field whom I consulted advised me to join a certain I.Q. society, which I did a few years thereafter. By that time I was teaching guitar, and as such created a scale to express a guitarist's level of advancedness. In 1994, that led me to try my hand at constructing I.Q. tests, which seemed to me a logical step. From early 1995 on, that became my main activity.

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Paul Cooijmans (Part Two)

Abstract

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: 1986 to 1993 attendance at Brabants Conservatorium, acquisition of academic qualifications through studies in conservatory, composition and guitar, and additional qualifications in the middle of life including programming (2002), web design (2003-2004), CompTIA Network+ (2004, not certified), Cisco C.C.N.A. (2004), and Basic Bookkeeping (2006), and the interest for formal certification in the middle of life; written musical compositions with personal photography or movies, and other productions, published through YouTube, extensive productions on the main website, and inspiration for musical composition, photography and filming; and personal interests in Asperger's disorder, composition, counterpoint, creativity, eugenics, genius, guitar, human quality, intelligence, justice, running, Tourette syndrome, and truth, with emphasis on the interests in Asperger's disorder, eugenics, genius, and intelligence, and the development of these prominent, relatively varied, but focused, interests.

Keywords: administrator, Asperger's disorder, Brabants Conservatorium, composition, conservatory, counterpoint, creativity, eugenics, genius, guitar, human quality, intelligence, justice, Paul Cooijmans, psychometitor, running, The Giga Society, The Glia Society, Tourette syndrome, truth, undergraduate studies, YouTube.

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Paul Cooijmans (Part Two)[174,175,176,177]

4. **From 1986 to 1993, you attended Brabants Conservatorium.[178] You earned one bachelor degree while studying "conservatory, composition and guitar."[179,180] You have upgraded personal education with programming (2002), web design (2003-2004), CompTIA Network+ (2004, not certified), Cisco C.C.N.A. (2004), and Basic Bookkeeping (2006).[181] What produced the interest in these areas of study for formal certification in the middle of life?[182,183]**

   By my own counting, I have two bachelor degrees, to wit one for guitar and one for composition, but I am uncertain if the conservatory counts that way too. The Netherlandic title is "baccalaureus" (abbreviated bc.) and the papers that go with it say I can call myself "Bachelor" (B.) in English. This was the highest degree possible at a conservatory at the time. The programming, web design, and network courses (CompTIA and Cisco) were taken because I was trying to find work in informatics. The bookkeeping course was to be able to do the bookkeeping for my own business, which I formally started in 2005.

5. **You write musical compositions with personal photography or movies, and publish other productions, through YouTube.[184,185,186,187,188,189,190,191,192,193,194,195,196,197,198,199,200,201,202,203,204,205,206,207,208,209,210,211,212,213] You provide**

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174 Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.
175 First publication on July 8, 2015 at www.in-sightjournal.com.
176 Please see complete reference style listing in *Appendix I: Reference Style Listings*.
177 Images/photographs/portraits/sketches courtesy of Paul Cooijmans.
178 Please see Cooijmans, P. (n.d.). Paul Cooijmans.
179 Ibid.
180 Please see Cooijmans, P. (n.d.). Detailed personal information.
181 Ibid.
182 Ibid.
183 For those with complete interest in personal information, the article entitled *Detailed personal information* provides additional resources on Mr. Cooijmans. In addition, and as stated in the core of the interview, there exist thorough representations of personal views within the website. This interview cannot provide the whole suite of interests and information within the question and response format. However, and in light of that consideration, this interview, through a separate venue, might perform a complementary role to the general research and background information in his own resources, e.g. websites, articles, music, photography, and others.
184 A select set of footnotes relevant to the compositions by Mr. Cooijmans following this one.
185 Please see [Paul Cooijmans]. (2011, November 23). Fugue#2.
186 Please see [Paul Cooijmans]. (2012, January 2). Fugue #1.
187 Please see [Paul Cooijmans]. (2011, November 5). Fugue #3.
188 Please see [Paul Cooijmans]. (2011, December 14]. Jan met de pet.
189 Please see [Paul Cooijmans]. (2014, June 9). Sanctus (motet).
190 Please see [Paul Cooijmans]. (2013, November 29). Fourth miserable Paul Paulmans blues.
191 Please see [Paul Cooijmans]. (2014, February 14). Chromatic Phantasy.
192 Please see [Paul Cooijmans]. (2013, November 8). Third miserable Paul Paulmans blues.
193 Please see [Paul Cooijmans]. (2013, March 7). Second miserable Paul Paulmans blues.
194 Please see [Paul Cooijmans]. (2012, March 22). First miserable Paul Paulmans blues.
195 Please see [Paul Cooijmans]. (2012, January 20). Canon, 2-part, d Dorian (1987).
196 Please see [Paul Cooijmans]. (2011, December 22). If music and sweet poetry agree.
197 Please see [Paul Cooijmans]. (2011, December 12). Ut !.
198 Please see [Paul Cooijmans]. (2011, November 12). Anti-hero.
199 Please see [Paul Cooijmans]. (2011, October 26). Composition, dedicated to Pietje.
200 Please see [Paul Cooijmans]. (2009, April 21). Composition, dedicated to the singing of a very strange little bird.
201 Please see [Paul Cooijmans]. (2009, April 21]. Fugue, dedicated to apathy.
202 Please see [Paul Cooijmans]. (2008, December 25). Absurd composition in plusminus B flat.
203 Please see [Paul Cooijmans]. (2009, January 5). Liquidatie (fragment).
204 Please see [Paul Cooijmans]. (2008, December 18). New Amsterdam Times – Computer beats Vagant.
205 Please see [Paul Cooijmans]. (2014, December 14). I wonder....
206 Please see [Paul Cooijmans]. (2012, December 29). Field of eternal integrity – introduction.
207 Please see [Paul Cooijmans]. (2011, April 11). Walking with herniated disk L5-S1.
208 Please see [Paul Cooijmans]. (2011, November 29). For who loves truth, the garrote called "life" is daily tightened a turn.
209 Please see [Paul Cooijmans]. (2010, May 16). Murine Dinner.
210 Please see [Paul Cooijmans]. (2008, December 29). En plezier doen.
211 Please see [Paul Cooijmans]. (2008, December 17). Flying rhomb #0, Autumn 2001.
212 Please see [Paul Cooijmans]. (2008, December 13). Flying rhomb #2, December 2008.
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extensive productions on the main website too.[214,215,216,217,218,219,220,221,222,223,224,225,226,227,228,229,230,231,232,233] What provides inspiration for musical composition, photography, and filming for you?

The musical compositions are written to make others experience how I undergo life, or how my thinking goes, how it feels to be inside my head. I should emphasize that not all of my available compositions achieve this; it is hard to get musicians to play one's music, so that of a huge part of my high-quality work there exist no recordings. The recordings that are available are mostly of pieces that I can play myself or could realize through MIDI, or of pieces that I wrote because my composition teacher now and then wanted me to write something more simple than my usual work, so that amateurs would be able to play it, and in those pieces I did not always succeed in getting my own sound idiom.

The inspiration for photography was the 1970s Netherlandic television series "Q en Q", in which a boy by accident photographs a murder victim, not dissimilar to what happens in my favourite film "Blow up". Photography has only been a hobby, I never reached any level of significance in it, and my talents do not seem to lie in visual-spatial fields. Actual filming I have never done, and I have never owned a film camera. The film "Liquidatie" was shot by a class mate, with me as the director, and almost all of my YouTube videos are collages of still photos. I made those videos primarily to make the music in it available through YouTube and thus reduce the amount of heavy M.P.3 sound files on my own web site. I could just put one photo over an entire composition and leave it at that, but that is too easy for me, I tend to want to make something special out of it, and even include labour-intensive stop-motion animation here and there.

The reason that many photos are of small objects is that my digital camera is from 2001 and only has two megapixels, which is not enough for landscapes or other big things. Macrophotography is what it does best. It still works on the original rechargeable battery.

6. **According to *LinkedIn* – personal profile, your interests lie in Asperger's disorder, composition, counterpoint, creativity, eugenics, genius, guitar, human quality, intelligence, justice, running, Tourette syndrome, and truth.[234] How did these prominent, relatively varied, but focused, interests emerge throughout the years, including ones of some controversy in the modern world, e.g. Asperger's disorder, eugenics, genius, and intelligence?[235,236,237]**

First, I would like to add that my original childhood interests lie in fields like astronomy and physics, as said in an earlier answer. While I have not formally studied those subjects, I have attended a number of lectures on astronomical topics over the years, and am looking at the relation between solar activity and human behaviour, which involves both astronomy and psychology.

The other interests emerged at various points in my life: Truth and justice (in the sense of righteousness) are innate dedications; I was born with absolute sense of justice and the inability to lie. This has everything to do with high

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[214] Please see Cooijmans, P. (2015). Compositions by Paul Cooijmans.
[215] Please see Cooijmans, P. (n.d.). op. -3, 1982-1983: Introduction (played before "Words").
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[225] Please see Cooijmans, P. (1987). op. 10, 1987-1989: Ricercar #3 in Renaissance style (3-part, in g, 1987).
[226] Please see Cooijmans, P. (1990). op 12b, 1990: Tja.
[227] Please see Cooijmans, P. (1989). op. 13, 1989: First to third composition for piano.
[228] Please see Cooijmans, P. (1991). op. 21, 1991: "Easy introduction" to the art of advanced music-making
4-part setting, instruments undefined + 3 voices, percussion, piano 3:45 Recording of middle part.
[229] Please see Cooijmans, P. (1991). op. 21A, 1991: "That's a long story and the sting is in the tail..."
choir.
[230] Please see Cooijmans, P. (n.d.). op. 21b.: Ick ging op eenen morgen.
[231] Please see Cooijmans, P. (1993). op. 34A, 1993: 2-part setting of "Mijn hertze en can verbliden niet".
[232] Please see Cooijmans, P. (1995). op.i (unnumbered), 1995 Educational pieces: Blues (guitar).
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intelligence, as logic, which is a faculty of intelligence, is the basis of righteousness. Life is an everlasting confrontation with lies, liars, and injustice, so these interests are inevitably stimulated daily whether one likes it or not. It took me decades to figure out that much of the lying, truth-denial, and injustice stems from ideological motivations, and that many believe in lies as a result of purposeful political indoctrination.

Guitar, composition, and counterpoint are music-related interests that began in puberty as already explained. Once having started playing guitar, composing was natural to me, and was the main motivation to learn to play. I was an autodidact until going to conservatory. Counterpoint, the technique of writing melody and polyphony (= multiple rhythmically independent melodies sounding at the same time) is the summit of the development of music. It started in the Middle Ages when Gregorian chant was embellished with extra voices, resulting in organum, cantus firmus technique, Ars antiqua, Ars nova, and then Renaissance polyphony, the highest and purest form of music. Although still practised and further developed in the baroque era, the harmonic aspect was becoming too important then, and after Bach it has really only gone downhill. This deterioration from roughly the Renaissance to the present day can be observed in other art forms too, especially and conspicuously in visual art and architecture. I link this to a decrease of visual-spatial ability in Western peoples. Musical ability is somehow related to that, in the brain.

In music, melody (= notes sounding after each other) corresponds to thinking, while harmony (= tones sounding at the same time) corresponds to emotion (do notice that I avoid the word "feeling" here, as that would create a confusion with the tactile sense and other forms of physical sensation). The decadence of polyphony into music with more emphasis on harmony, eventually resulting in homophony (= one melody accompanied by harmonies) corresponds to a decline of raw intelligence and overvaluation of emotion. Nowadays, virtually all the music one hears is strictly homophonic, and can be appreciated and created by persons of quite limited ability, as one may observe daily in the popular media.

Interest in the Asperger and Tourette syndromes arose because I appeared to have those conditions. Regarding Tourette, this became clear to me in my teenage years when I saw someone with Tourette in a television program, and at once recognized I had that too. I had been having tics since about age six. I have never received the diagnosis though, because I mainly have the tics when alone. They stay mostly away in the company of others, so a psychiatrist can not see them, and a diagnosis requires the tics having been observed by a professional. This lacuna in the diagnostic practice is a point of concern, as is the underestimation of the physical damage caused by tics. While the psychosocial problems of Tourette receive attention, it is less known that tics persisting for decades may damage or wear out the pertinent parts of the body, in my case the teeth, jaw joints, and neck. And any damage or wear of the neck may ultimately have neurological consequences, including paralysis and death.

Of Asperger's disorder I only became aware in the late 1990s, and, as with Tourette, immediately understood that it could explain many of my experiences and traits, which I had hitherto put down to either psychological trauma or to a lack of intellectual peers. Unlike with Tourette, doctors had no problem recognizing these symptoms in me. Interesting about Asperger is its possible relation to creativity; a thing that worries me is its confusion with autism. In fact, in the current diagnostic manual, the Asperger label is even absent, due to a consensus among psychiatrists that Asperger and autism are identical conditions, which I believe is a mistaken view.

Running is an interest that began when I was 21, in bad shape, and too heavy. Since graduating from secondary school I had not had much exercise any more, as my prior physical activities had consisted of gymnastics class and bicycle rides to and from school. While I had always been bad at gymnastics, running was the only thing I was good at, and around age 16, I ran 100 metres in 13.5 seconds at school. There was a boy who belonged to an athletics club and was faster than I; at some point he claimed to be a psychic medium and predicted I would once be abducted by a U.F.O. He advised me to stay in good shape to be able to endure what would happen then. Well, having become 21, I finally took that to heart. I remember the first time I went out to run as an adult in 1986; I ran about 1500 metres slowly, stopped, turned around, and ran the same distance back. Laurel and Hardy were on television when I got home, I think it was "A chump at Oxford". Running improved my health and shape a lot, and is certainly the best single thing one can do for self-improvement.

Late 1988 I got the idea to compete in a local 5 km race to be held in April 1989. I became 11th in 18:44, which was surprisingly good, and ever since I have been trying to do well in races when I get the chance. It would take until 2007 to improve my 5 km time to 18:39 though, as I tend to get problems with the kinetic apparatus that hold me back. In 2014, I learnt of a training method that seemed to agree with me and began to apply it. My latest race was in April 2015, 3.8 km in 14:15 (first place). My running now consists almost exclusively of interval training of moderate intensity, and I have also switched to forefoot landing and am transitioning to minimalist shoes.

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Intelligence, creativity, genius, human quality, and eugenics are fields of interest that came forth from the test-related activities and studies of psychometrics since 1994. Human evolution is another such interest.

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Paul Cooijmans (Part Three)

Abstract

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: public recognition of excellence through awards and their personal meaning; personal work, development of intelligence tests separated by verbal, numerical, spatial, and logical factors, and the creation, development, refinement, administration, statistical norming, and publication of a legitimate test; nature of creativity, genius, and human functioning, and associative horizon, conscientiousness, and intelligence; and the existence of alien and extraterrestrial life, absolute as opposed to relative scales of intelligence, average intelligence of previous human civilizations, variegated intelligence of the contents of the universe; and the evolution of intelligence in the possible future.

Keywords: administrator, awards, creativity, genius, human civilizations, intelligence, logical, numerical, Paul Cooijmans, psychometitor, spatial, The Giga Society, The Glia Society, universe, verbal.]

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Paul Cooijmans (Part Three)[238,239,240,241]

7. You earned a number of awards.[242,243] **These include *Winnaar Rabohank Scholenkwis 1976 Peelland* (voor Mariaschool, Lieschout) in April of 1976, second prize in the composition content of Brabants Conservatorium in October of 1990, and the *Raadselige Roos 1994* for Prose (literature prize) in December of 1994.**[244] **What does each public recognition of excellence mean to you?**[245]

Concerning the composition and literature prizes, they tell me that recognition, success, awards and the like are bad indicators of quality. Those works are not the best I have written, and if they had been, I would not have won the prizes. My experience is that when I make something according to my own insights and to the best of my ability, it tends not necessarily to be hugely successful, but is at best appreciated by a rather small audience. Adaptation to a more mainstream taste or to some in-group paradigm does not suit me, and neither do "networking" or any kind of "marketing" trick. I can only use my own intuition to guide me, having been born such that trying to go against it makes me vomit in unpleasant convulsions.

The 1976 school quiz is a different matter. Each school could send four participants, obviously the best they had. We won easily, and someone said afterwards I had had all the questions right. I had announced our victory beforehand in the bus driving to the quiz, and that I would eat my coat in case we did not win. In the week before the quiz, we had been preparing by reading books and following the news, and attending special classes for the four of us, led by our teacher (the nun). This was the only form of "enrichment" I have ever seen in my school years.

The prize, 500 guilders, was used to redecorate the manual training room at school. Since I hated that subject, I was not pleased.

8. You have summarized personal work in the following terms:

> *Designing high-range intelligence tests and studying high intelligence, personality, creativity and genius; Providing communication fora for intelligent individuals; Writing articles and literary prose in English and Netherlandic; Composing music (mainly in the past); Guitar playing and (in the past) teaching; Computer programming and making web sites. Focus is on the intelligence-related matters. A major goal is to explain creativity in terms of personality features*
>
> *Specialties: Statistical processing of data from high-range intelligence tests, and designing such tests.*[246]

You developed a number of intelligence tests of varied difficulty separated by verbal, numerical, spatial, and logical factors – even one with a possible prize entitled *Prize of the Beheaded Man*.[247,248,249] **Other awards too.**[250,251] **How does one create, develop, refine, administer, statistically norm, and publish a legitimate test?**

Those are many questions, but I will try to briefly sketch the procedure. One needs to gather problems to include in the test, either newly created ones or problems from earlier tests or proof tests. The problems should require the candidate to utilize mental abilities, and span a range of difficulty levels. Test administration nowadays goes chiefly via the Internet and electronic mail, and is unsupervised. In the 1990s it was still done by regular mail and publication or advertising in I.Q. society journals or other magazines or newspapers. I have also created a few supervised tests, but extremely few have tried them, possibly because of the need to travel here.

Norming a high-range test is mostly achieved by anchoring it to one or (mostly) more other tests, with methods like rank equation or z-score equation. Norming, in statistical terms, means to predict one variable (for instance I.Q.)

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238 Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.
239 First publication on July 15, 2015 at www.in-sightjournal.com.
240 Please see complete reference style listing in *Appendix I: Reference Style Listings*.
241 Images/photographs/portraits/sketches courtesy of Paul Cooijmans.
242 Please see Letter Kundig Museum. (n.d.). Literaire prijzen.
243 Please see Cooijmans, P. (n.d.). Detailed personal information.
244 Ibid.
245 Ibid.
246 Please see Cooijmans, P. (n.d.). Paul Cooijmans.
247 Please see Cooijmans, P. (n.d.). List of Tests.
248 Please see Cooijmans, P. (n.d.). Prize Of The Beheaded Man.
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from another (raw score or scaled score on the test). The word "predict" is used here in the statistical sense, not as in fortune telling.

The tests are now published as electronic documents and delivered via the Internet or e-mail. When I started publishing tests though, I used to type them on a typewriter and make photocopies, which I sent by mail to people who responded to calls I placed in magazines and papers. My very first, unpublished, tests were written with fountain pen on paper. I have almost always been my own publisher when it comes to tests.

Tests can be refined by studying incoming answers and comments, and by statistical item analysis. One can thus identify bad items and remove or revise them.

Regarding the working mechanism of I.Q. tests, it can be said that intelligence is an all-pervasive unhideable trait that involuntarily expresses itself in virtually everything a person does or says. As a result, it is surprisingly difficult to design a test that does not measure intelligence, hence the relative success of the many dilettante high-range test constructors active today. Indeed, it is easier to create a functioning high-range I.Q. test than it is to create a test that purposely lacks any validity in the high range; the latter may take some quite intricate statistical labour.

The Prize of the Beheaded Man, and other awards and honorary societies, serve to encourage people in taking the tests, thus bringing in more data for norming and other statistical purposes.

Finally, one needs to deal with various forms of fraud, like illegal unauthorized criminal discussing, spreading, and publishing of test items and answers by evil candidates seeking an unfair advantage. For security reasons I can not reveal the strategies used to counteract this, but we are working on a tight network of excutators to track down such offenders and kindly and humanely keep them from repeating. My novel "Field of eternal integrity" provides extensive details as to the treatment of offenders in high-range mental testing.

9. Your personal research into the nature of creativity, and genius separates facets of human functioning. You wrote on the nature of genius based on "wide associative horizon and large amounts of conscientiousness and intelligence."[252,253,254,255,256,257,258,259,260,261] You wrote on creativity too, which you have summarized in the following manner:

> *My current view on creativity (and therefore genius) could be summarized as:*
>
> *Conscientiousness contributes to creativity but disposes for neurosis;*
>
> *Associative horizon contributes to creativity but disposes for psychosis;*
>
> *Intelligence contributes to creativity but disposes for normality.*[262]

In addition, in an interview, you stated:

> *There are three groups of personality traits or aspects that are important to be creative: Ability, Conscientiousness, and Associative horizon. The combination or synergy thereof is what enables the individual to bring into being what was not there before. All three are needed; Each one is of limited value without the other two. And they do not always go together. In fact it is rare to find them combined in large amounts into one individual, and when that happens, you have a genius.*[263]

Furthermore, in the same interview, you wrote:

> *In terms of personality, genius is the high end of creativity, and creativity in turn is a synergy of conscientiousness, ability, and associative horizon. There exists also another type of definition of genius, which says a genius is someone who makes a lasting contribution in any field, but that is of course an "after the fact" definition. Two of the three elements in my definition are related to*

[252] Please see Cooijmans, P. (n.d.). Straight talk about asperger syndrome.
[253] Please see Cooijmans, P. (n.d.). I.Q. Tests For The High Range - Goals.
[254] Please see Cooijmans, P. (n.d.). Genius and Creativity.
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[257] Please see Cooijmans, P. (2010, July). Synergy.
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[260] Please see Cooijmans, P. (2006). Rareness and discontinuity of genius.
[261] Please see Cooijmans, P. (2009). Inferiority - the opposite of genius.
[262] Please see Cooijmans, P. (n.d.). Genius.
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psychiatric disorders; conscientiousness to neurosis, associative horizon to psychosis. The trick is to have exactly the right amounts of those, so that you stay just below the threshold where you would have a debilitating neurotic or psychotic illness.

Intelligence, when that term is used in relation to human personality, is the cognitive aspect of personality, the aspect that comprises mental ability. The word "intelligence" is unfortunately often used in a number of other meanings too, so that is it not usable in scientific contexts; the best term for it is probably "g", the general factor in mental ability. In the above definition of genius, intelligence would belong to the ability element.[264]

What sets of sub-traits exist within each of the core traits of associative horizon, conscientiousness, and ability?

I have written a number of articles about that, but in short I see associative horizon as consisting of three groups of traits: (1) Divergent abilities like fluency in association and mental flexibility. (2) Resistance to narrowing mammalian phenomena, like resistance to conformism, to suggestion, to conditioning, to automating tasks, to non-verbal communication, to socialization, to empathy, and to emotion. (3) Vulnerabilities, such as high sensitivity, disposition for the placebo effect, and disposition for psychosis (but not actual psychosis).

Conscientiousness too has three divisions: (1) Ability-fostering traits, such as accuracy, carefulness, coherence, consistency, dependability, diligence, perfectionism, persistence, punctuality, respect for detail, self-discipline, and tolerance of repetitive work. (2) Ego-strength, such as being determined, driven by inner motivation, holding on to insights despite opposition, impulse-controlling, insensitive to habituation, strong-willed, and uncompromising. (3) Ethics-related traits, such as being fair, loyal, respectful, responsible, sincere, trustworthy, and truthful regardless of consequences.

Ability cascades from the most general level - general intelligence - to the most specific abilities. The more specific an ability is, the greater the degree to which it can be learnt or improved. The more general, the greater the degree to which the ability is inborn.

10. In one previous interview, you answered a query on the existence of alien and extra-terrestrial life, as follows:

Yes, I believe extraterrestrial aliens exist. Whether they have visited Earth is a different matter. I think that would be known worldwide instantly, and not possible to cover up. I also think the vast majority of civilizations in the universe are at a lower level than current human civilization (but those smart enough to travel here would be at a higher level, naturally). I have estimated the average I.Q. of civilizations in the universe at about 80. When rising far above that, forces of a decadent-degenerative nature become active that pull society back toward that more primitive level. This can be observed throughout the history of Earth humans - all civilizations have fallen so far - and it seems reasonable to assume it will be no different on other planets. The development of civilization is not a straight upward line, but is discontinuous in time and space. While theoretically some civilization somewhere in the universe could reach the point where interstellar travel becomes feasible, we have not seen that yet, and it is not a priori certain that such is possible at all. In any case it is very naive to think that the current rate of technological improvement in our civilization will always continue.[265]

You have measured intelligence in absolute, as opposed to relative, terms. From this line of reasoning, and researching, you developed an absolute scale for intelligence in addition to linkages with expectations of civilizations' development at each I.Q. score. You discussed the average intelligence level of previous human civilizations, or even the variegated intelligence of the contents of the universe.[266,267,268] **What might be the mean intelligence level of the human species (or of novel species developed through speciation from *Homo sapiens*) decades, centuries, millennia, hundreds of thousands, or millions of years from the present time, especially in the light of rapid scientific and technological advances in the 20th century alone?**

On the short term, say decades to centuries, there are mixed prospects. On the one hand, genetic intelligence is going down in Western countries through dysgenic effects, and therewith the basis for scientific and technological advance is disappearing. During the twentieth century, this decline has been masked by the "Flynn effect", but that rise of test scores (probably environmental and partly hollow with respect to general intelligence) seems to have maxed out and levelled off meanwhile, so that the true development is becoming more visible and felt. When

[264] Please see Volney, K. (2013, September 2). Interview with Paul Cooijmans: Administrator of the Giga Society.
[265] Please see Ibid.
[266] Please see Cooijmans, P. (2010). Human evolution.
[267] Please see Cooijmans, P. (2010, September). Human degeneration.
[268] Please see Cooijmans, P. (2010, August). Extended intelligence scale.

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average I.Q. sinks too much, progress will stop, and society may even regress to a pre-technological state. All civilizations have ended so far, and it would be a naive and fatal mistake to exclude the West from that rule.

On the other hand, the latest few sunspot cycles indicate that a long-term solar minimum is likely imminent, and such a minimum, according to research by the German psychologist S. E. Ertel, appears to cause an increase of the productivity of eminent scientists and artists, which might counteract a possible decline. Under such a minimum, one may also expect less war, uproar, revolutions, mass migrations, and other such negativity.

And, there is little doubt that a long-term minimum cools the global climate, may even cause a little ice age. Colder conditions stimulate the evolution of genetic intelligence, so help to invert the dysgenic trend, while also discouraging migration from warm (low-I.Q.) regions to moderate and cold (high-I.Q.) regions. As a word of caution, from my privileged position of knowledge I feel responsible to warn that a colder climate will also result in many deaths through decreased food production, and this will hit humanity particularly hard after having been misled by decades of political drum-beating on a coming "warming" by greenhouse gasses emitted by humans.

If the dysgenic trend wins out, average I.Q. may in a bad scenario drop to around 80 in the next several centuries. We are still Homo sapiens then, but technological civilization will have to start over from scratch. If eugenic times return, I believe that biological humans can theoretically reach averages around 130 in that time frame, and eventually form a new species. Cyborgs or completely artificial beings could go higher. But a problem is that the high civilization that results from high average I.Q. levels tends to introduce dysgenic factors that pull the mean down again, so that it is exceedingly hard to reach the stage where biological humans obtain averages of 130 to 140, and where cyborgs, robots, or computers reach, say, I.Q. 200 or more.

In the long run, I fear that humans or their descendants will keep regressing toward 80, with brief periods of blossoming, and if you wait indefinitely - like hundreds of millions of years - there may once be a group, species, or genus with I.Q.'s in the 200-250 range. Those would likely be capable of interstellar and/or time travel. But the fact that we have not been contacted by extraterrestrials or extracontemporaries - and what is more, that my predicted flying saucer abduction has not materialized yet! - tells us it is extremely rare and difficult to reach and sustain such heights.

Far more important than scientific feats and astronomical I.Q. numbers is the inverse and causal relation between I.Q. and evils like violence and crime. Were average human I.Q. to rise to a mere 115, I dare say we would be rid of most of that, and peace and happiness all around. For information, the present world average I.Q., depending on whether or not one weights the national average I.Q.'s by population sizes, is about 90 (weighted) to 84.5 (unweighted). This is based on national I.Q.'s published by Lynn and Vanhanen. It explains why our world is not yet the place of peace we are yearning for.

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Paul Cooijmans (Part Four)

Abstract

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: high-range intelligence testing, three core interests of high-range intelligence testing, a brief warning on megalomaniacs, and the positives and negatives of the ultra-high IQ world; restrictions/qualifications based on specific tests and test scores, issues related to intelligence assessment, and the two groups which join high IQ societies, and the foundation of *GliaWebNews*, *Young and Intelligent?*, *Order of Thoth*, *The Glia Society*, *Order of Imhotep*, *The Giga Society*, and *The Grail Society* with an emphasis on *The Glia Society* and *The Giga Society*.

Keywords: administrator, high-range intelligence testing, GliaWebNews, megalomaniacs, Order of Imhotep, Order of Thoth, Paul Cooijmans, psychometitor, The Giga Society, The Glia Society, The Grail Society, Young and Intelligent?.

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Paul Cooijmans (Part Four)[269,270,271,272]

11. You describe the continuous fascination with high-range intelligence testing, especially in the "gifted" ranges of high-range intelligence tests.[273] With respect to the three core interests in these high-range intelligence tests, you state:

> *The attraction of these tests, to the testee, lies in three aspects: One may derive pleasure from taking them, similar to solving difficult puzzles. Also one learns how one's score compares to those of other high-range candidates, and thus gains insight into one's performance level on different types of hard problems. And finally, there is a wide array of high-IQ societies that accept scores on the tests.*[274]

However, and intimately linked to these positive interests, there exist negative reasons for entrance into the world of high-range intelligence testing.[275] You wrote about this one article, *Beware of megalomaniacs*.[276] You have joked about intelligence tests for the high range as a "megalomaniac's waterloo."[277] You describe, quite frankly, the nature of serious problem behaviors within the intelligence testing business.[278] For instance, you wrote:

> *The truth is there are people, well known in and sometimes outside high-I.Q. circles, who have based their reputation on certain high test scores they claim. They use those scores for publicity, mention them in interviews, have them listed in biographical reference works, put themselves on self-published lists of "highest I.Q. scores" with their own score on top as the god-king with the world's highest I.Q., and so on. The scores help them to become and stay famous, sell books, and make money.*[279]

What other positives and negatives exist in this rare and rarefied world of the ultra-high IQ?

Apart from the megalomania and fraud with tests and scores, a negative development I observe in some I.Q. societies are the committees of quack therapists, occultists, and psychics of all sorts, some using hollow "doctor" titles, who have clearly joined to prey on unsuspecting members. This has to do with the notion, popular in those circles, that "giftedness" is a kind of problem or disorder, and that one needs "help" with it. On several occasions I have attended "Giftedness day" in the Netherlands, and most of the stands were occupied by vultures like this, eager to get their claws on anyone "diagnosed" with "giftedness" and "help" them with methods including astrology, tarot, clairvoyance, and so on. And what is worse, there is an abundance of easy meat for them in I.Q. circles.

But the biggest disappointment about the high-I.Q. world is the lack of females. The higher the pass level, the greater the male/female ratio. When selecting strictly and without compromise at the 99.9th centile, one gets about 15 times more men than women. For males interested in eugenic mate selection, I.Q. societies are thus not the ideal place to be. This phenomenon is not unique to high-range mental testing, but seen in other fields with high cognitive demands too, be it professions, hobbies, or sports; wherever high intelligence is needed, you tend to find more males than females. While answering this interview, I saw a newspaper article about a "high frequency trading" company. The journalist asked an officer of the firm why there were only men sitting behind all of those computer screens, and if women were not interested in the job. He replied, "Oh yes, we get many female applicants. But our standards are high and we test candidates thoroughly before hiring them. Women just do not seem to get through the selection procedure. They are very welcome though". At moments like that, almost by accident, one is confronted with a truth one would perhaps rather not know.

To avoid misunderstanding, I should add that men are not necessarily smarter than women on average. But when focusing on the high range, one sees more men than women. I have tried to attract more females to high-range testing, and even constructed a test consisting exclusively of tasks on which females are known to outscore males, but to no avail. The low representation of females remains a serious shortcoming of high-I.Q. societies.

The biggest plus about I.Q. societies, or at least about the good ones among them, is that they offer possibilities for publication and self-realization to creative individuals who are too unusual, deviant, original, or far ahead of their

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[269] Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.
[270] First publication on July 22, 2015 at www.in-sightjournal.com.
[271] Please see complete reference style listing in *Appendix I: Reference Style Listings*.
[272] Images/photographs/portraits/sketches courtesy of Paul Cooijmans.
[273] Please see Cooijmans, P. (2008, March 19). The fascination with high-range intelligence testing.
[274] Please see Self-Growth.com. (2015). Paul Cooijmans: High-range intelligence test Expert.
[275] Please see Cooijmans, P. (n.d.). Beware of megalomaniacs.
[276] Ibid.
[277] Please see Cooijmans, P. (n.d.). I.Q. Tests For The High Range.
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time to be accepted by the mainstream media or scientific world. Another good thing is that one can get in contact with intellectual equals. Since the rise of the Internet though, those purposes are also served outside the I.Q. societies.

12. Qualification for high IQ societies requires restrictions. Restrictions based on the specific test and test scores.[280] You have described with typical clarity the issues related to assessment or measurement of intelligence.[281] In addition, you provide the relevant definitions of assessment, measurement, and statistical terminology too.[282,283,284,285,286,287,288,289,290,291,292,293,294,295,296,297,298,299,300,301,302,303,304,305,306,307,308,309,310,311,312,313,] You note, in an interview from 2002, two apparent groups take tests and join societies. You wrote:

> *About people joining societies and taking tests, there seem to be two groups, probably with some overlap: the "mainstream" and the "outsiders." The latter are the ones who initiate things like IQ societies. The first start coming in once a group is growing well, and when the group gets to be a certain size - maybe like 300 to 400 - the "mainstream" tends to take over, maybe because of their better persuasive/manipulative skills which do well in democratic and group processes.*
>
> *Once the "mainstream" is in power, which I think is the case in larger Mensa chapters, the ISPE and Triple Nine in some of its periods, the freedom goes and the censorship comes. The "mainstream" want things like a journal that is suitable for the whole family, professionalism, official status, tax exemption, etc. They keep adversary things out of the journal, without ever admitting to censorship, they use euphemisms like "editing for length and civility." (This was a Triple Nine term.) Perhaps a certain organizational structure could avoid the "mainstream" from getting into power.*[314]

[280] Please see Cooijmans, P. (n.d.). Qualification.
[281] Please see Cooijmans, P. (n.d.). Assessment.
[282] Please see Cooijmans, P. (n.d.). Balanced *g* factor loading.
[283] Please see Cooijmans, P. (n.d.). Congruence coefficient.
[284] Please see Cooijmans, P. (n.d.). Correction for attenuation.
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[286] Please see Cooijmans, P. (n.d.). Correlation with national I.Q.s
[287] Please see Cooijmans, P. (n.d.). Covariance.
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You founded high intelligence societies including *GliaWebNews*, *Young and intelligent?*, *Order of Thoth*, *The Glia Society*, *Order of Imhotep*, *The Giga Society*, and *The Grail Society*.[315,316,317,318,319,320,321,322] Two seem like core societies: *The Giga Society* and *The Glia Society*.[323,324,325,326] *The Giga Society* as on "honorary society for very high scorers on my tests."[327,328,329,330,331,332] *The Glia Society* for provision of "a forum for intelligent individuals and assisting in research after high intelligence."[333,334] Each devoted to individuated and interrelated personal interests with provision of journals, games, fora, tests, and general means of fulfillment for the high-range.335[,336,337,338,339] How did you create, develop, and sustain these societies up to the present?

I started in the mid-1990s by formulating the outline of a type of society for which I felt a need, and that did not exist at the time: Nerve-centred in Europe, strict admission requirements, allowing members to express themselves in their own way and at their own level without censorship or editing (so, a verbatim journal that does not make the author look smarter or stupider than one is) and without formal democratic organs and procedures (to prevent the riff-raff from taking over). Thus, I hoped, the society would remain faithful to the real anarchistic-from-within outsiders, and not regress to a mainstream type of club with members of barely above-average I.Q's in official positions and spoiling it for the few truly intelligent ones, whom they see as a burden and would expel if they could.

This became the Glia Society. The first several years were offline, with only a paper journal, and went excellently. In 2001, the transition to an online presence was made with success. A few years thereafter, with a few hundred members meanwhile, occasional problems began to occur with people sending offending messages to the electronic mail forum, which, because of its ease of use, facilitates such behaviour by unconscientious persons, makes them rise to the surface. In a traditional journal, filled with copy by members, one would never hear of such trolls, because the effort involved in writing a proper essay or letter is too high a hurdle for them. It became needed to have "netiquette" rules on the forum, and of course there were one or two idiots who purposely began to break the rules to provoke their expulsion from the forum, to see how far they could go. After having been removed temporarily (not expelled from the society though) such specimens sometimes play victim and act as if they are the ones who have been wronged.

In the late 2000s, the admission policy was improved with regard to homogeneous (one-sided) tests, requiring two qualifying scores on two different types of such tests for admission, while only one qualifying score remained needed on a heterogeneous test. This works to satisfaction. A bit later, an "assessment" procedure was added to facilitate the admission of candidates without qualifying scores on accepted tests. This became useful as a result of the vast number of tests today available on the Internet; it is not doable to establish suitability for admission purposes for every single test separately.

To make an observation about I.Q. societies in general, striking is the individualism: much disagreement, low sense of loyalty to the group, no sense of a common goal, little willingness to conform to rules, tending to treat non-members the same as members, speaking negatively of the group to non-members, joining and leaving multiple

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societies on a whim, and more. Such behaviours are typical of I.Q. society members, and less likely to be seen in political parties, religious cults, ideological interest groups, hobby groups, business enterprises and so on. This individualism is the achilles heel of I.Q. societies, and the answer to the question, "if they are so smart, then why do they not solve the world problems?" There is no group synergy in a group of high-I.Q. individualists. Rather, the outer appearance of the group tends to be determined by the least able members; intelligence is recessive in the group as a result of the members' individualism. What the world sees of high-I.Q. societies is mainly the loud-mouthed braggers and fraudulent claimants of the highest I.Q.

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Paul Cooijmans (Part Five)

Complete footnotes, references, and reference style listing, respectively, after the interview.

Abstract

Interview with Paul Cooijmans. Independent psychometitor and administrator of *The Glia Society* and *The Giga Society*. He discusses: consistent theme of humor or dry humor with samples, and purpose of humor in the high-range intelligence testing business; and the final question from another interview from September, 2011, answered about Mr. Cooijmans.

Keywords: administrator, dry humor, high-range intelligence testing, humor, Paul Cooijmans, psychometitor, The Giga Society, The Glia Society.

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Paul Cooijmans (Part Five)[340,341,342,343]

13. You write on topics including intelligence with analyses connected to definitions.[344,345,346,347,348,349,350,351,352,353,354,355,356,357,358,359,360,361,362,363,364,365,366,367,368,369,370,371,372,373] **Furthermore, you wrote on Asperger's syndrome, psychology, personality and other tests, Psi tests, human evolution, the occult, ethics, music, interviews, and even**

[340] Psychometitor; administrator, *The Glia Society*; administrator, *The Giga Society*.
[341] First publication on August 1, 2015 at www.in-sightjournal.com.
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too.[469,470,471,472,473,474,475,476,477,478,479,480,481,482,483,484,485,486,487,488,489,490,491,492,493,494,495,496,497,498,499,500,501] Even further, you, with generosity, provide hyperlinks to extensive resources and others' writings – even

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[470] Please see Cooijmans, P. (n.d.). Race results.
[471] Please see Cooijmans, P. (2015, January). Safer, better, faster.
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tests.[502,503,504,505,506,507,508,509,510,511,512,513,514,515,516,517,518,519,520,521,522,523,524,525,526,527,528,529,530,531,532,533,534,535] **What inspires the breadth of intellectual interests for you?**

The inspiration has remained the same as in childhood: the desire to know and understand everything. I can not stand it when I do not know and understand the essence of something. Over time, this has driven me to look at an ever wider range of topics. I fear it is a weakness rather than a strength; a sustained focus on one field would have been better to reach my potential, but one has forgotten to explain that to me when I was young. I believe this wide scope of interests is characteristic of intelligent individuals, and also has to do with a lack of guidance, with there being no one to push you in the right direction.

14. **One consistent theme, connected to the presence of information relevant to the high intelligence world, remains humor, sometimes dry humor.**[536,537,538,539,540,541,542,543,544,545,546,547,548,549,550,551,552,553,554,555,556,557] **For**

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504 Please see Johnson, S.C. (n.d.). Psychological Evaluation of Theodore Kaczynski (continued).
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520 Please see Cooijmans, P. (n.d.). Tests by others.
521 Please see Durgin, S. (n.d.). Life is short.
522 Please see Durgin, S. (n.d.). Enigma 10.
523 Please see Durgin, S. (n.d.). Enigma 9.
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525 Please see Durgin, S. (n.d.). Enigma 7.
526 Please see Durgin, S. (n.d.). Enigma 6.
527 Please see Durgin, S. (n.d.). Enigma 5.
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529 Please see Durgin, S. (n.d.). Enigma 3.
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533 Please see Durgin, S. (n.d.). Redemption.
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536 Please see Cooijmans, P. (n.d.). Expressions Of Gratitude From Satisfied Customers!.
537 Please see Cooijmans, P. (n.d.). Watch It Grow!.
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539 Please see Cooijmans, P. (2001, October 2). Maximum joins gigalo.
540 Please see Cooijmans, P. (2001, June 13). Maximum Orange Attempts Spaced-out Admission Test – Pass?.
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544 Please see Cooijmans, P. (n.d.). Interview with P.A. John W. Cageman.
545 Please see Cooijmans, P. (2001, March). Who's Who in Upperland.
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550 Please see Cooijmans, P. (1999). The Ultimate Sleep: V Mr Fredriks -*sh*Brain - The White Lodge.
551 Please see Cooijmans, P. (1999). The Ultimate Sleep: VI Wendy - Eric Hart.
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instance, in the contact information web page under a heading called *Legally required public health warning*, you state:

> *Communication with Paul Cooijmans has proven stressful and traumatic for a small minority of correspondents, and may lead to involuntary hospitalization of persons thus disposed. Please take no chances with your mental health; have a good strong cup of coffee before initiating correspondence, and keep telephone numbers of emergency services within reach. If needed, consult your physician or psychiatrist first.*[558]

Further, I bring to bear some of the individual photographs based in the sets of photographs from the 1960s, 1970s, 1980s, 1990s, 2000s, and 2010s.[559,560,561,562,563,564,565,566,567,568,569] Other sets of photographs remain more regular, mundane of various local objects and areas.[570,571,572,573,574,575,576,577,578,579,580,581,582,583,584,585,586,587,588,589,590,591,592,593,594,595,596,597] What purpose does humor serve in the independent psychometric business from the view of the psychometitor?

(For those harboring further desire for contact information, these hyperlinks exist too, in the following footnotes of this sentence.[598,599,600,601,602])

Humour is an extremely powerful and robust test of intelligence and associative horizon, of which it is a combination. One can cheat when taking an I.Q. test, but one can not feign a sense of humour. When I once

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[558] Please see Cooijmans, P. (n.d.). Contact information.
[559] Please see Cooijmans, P. (n.d.). Photos of Paul Cooijmans.
[560] Please see Cooijmans, P. (n.d.). 1965 – Recording early compositions.
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[564] Please see Cooijmans, P. (n.d.). 1988 – On a dark road.
[565] Please see Cooijmans, P. (n.d.). 1993 - Branches growing out of my head.
[566] Please see Cooijmans, P. (n.d.). 2003 – Briefly after the lobotomy.
[567] Please see Cooijmans, P. (n.d.). 2010 - With blue mirror-sunglasses from 1980 (Please see relevant photo of 1980 above) and matching shirt from early 1970s.
[568] Please see Cooijmans, P. (2015). Catweazle rehearsal 1984: Paul Cooijmans taking a photograph of Paul Cooijmans while looking upward.
[569] Please see Cooijmans, P. (n.d.). 2013 - You may get some strange looks now and then in the streets, but it does help with a stiff neck.
[570] Each of the following footnotes referencing photos have copyright from 1978 to the present, as stated in the index for them. Therefore, their reference dates shall list 2015 rather than some other references with "n.d." standing for "no date."
[571] Please see Cooijmans, P. (2015). Photos taken around Lieshout, winter 1979.
[572] Please see Cooijmans, P. (2015). Winter 1979, around the house.
[573] Please see Cooijmans, P. (2015). Room interior of Paul Cooijmans, 1979.
[574] Please see Cooijmans, P. (2015). Photos taken around Lieshout, summer 1979.
[575] Please see Cooijmans, P. (2015). Autumn 1979, near Lieshout.
[576] Please see Cooijmans, P. (2015). Winter 1980, near Lieshout.
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[581] Please see Cooijmans, P. (2015). Room interior and Sinterklaas 1981.
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[583] Please see Cooijmans, P. (2015). Room interior and moped, 1982.
[584] Please see Cooijmans, P. (2015). Ampeg VT22 guitar amplifier and lock, 1983.
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[586] Please see Cooijmans, P. (2015). Catweazle rehearsal 1984.
[587] Please see Cooijmans, P. (2015). Room interior and studio recording session, 1985.
[588] Please see Cooijmans, P. (2015). Various photos while a conservatory student, 1988.
[589] Please see Cooijmans, P. (2015). Summer 1992.
[590] Please see Cooijmans, P. (2015). Summer 1992, interior and around the house 1993.
[591] Please see Cooijmans, P. (2015). Interior and recumbent, 1995.
[592] Please see Cooijmans, P. (2015). Index of /photography/f2001mariahout.
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[594] Please see Cooijmans, P. (2015). Index of /photography/f2001dec.
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[596] Please see Cooijmans, P. (2015). Index of /photography/f2005autumn.
[597] Please see Cooijmans, P. (2015). Index of /photography/f2007toren.
[598] For those with further information, especially with respect to newsletters, personal contacts, the footnotes following this one give some appropriate web pages.
[599] Please see Cooijmans, P. (n.d.). Contact information.
[600] Please see Cooijmans, P. (n.d.). Paul Cooijmans.
[601] Please see Cooijmans, P. (n.d.). The Glia Society: Contact Information.
[602] Please see Cooijmans, P. (n.d.). Contact Information: I.Q. Tests for the High Range.

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announced that candidates not satisfied with their score could buy additional I.Q. points from me, quite a few indignant reactions followed, most notably from at least two (2) admissions officers of I.Q. societies, who therewith involuntarily exposed their low level of comprehension. When chumps like that are in charge of a society's admission policy, that explains the ineffectiveness thereof, explains the acceptance of many tests lacking any validity in the relevant I.Q. range, and explains the large numbers of clearly unqualified members in such societies.

15. To conclude this interview, you were asked in an interview from September 2011 about desired questions from interviewers.[603] You responded:

> *There are many such questions, and it would take the rest of my life to list and answer them. But a few that come to mind are: "How on Earth is it possible that someone of your quality is not married or otherwise reproducing his genetic material, given that, from the viewpoint of eugenics, those of higher ability should procreate lavishly?*[604]

Therefore, I ask, "How on Earth is it possible that someone of your quality is not married or otherwise reproducing his genetic material, given that, from the viewpoint of eugenics, those of higher ability should procreate lavishly?[605]

That is an excellent question, and I could hardly have phrased it better myself. The answer is that girls and women tend to have extraordinarily bad taste in men, presumably as a relic of earlier stages of evolution when the men who made the most kills in tribal warfare or hunting acquired the greatest procreative results. Not for nothing do or did many cultures entertain the so attractive custom of arranged marriages. When mate choice is left free, the best are left over, as my case so painfully illuminates.

To repair this, may I suggest the implementation of a delightful array of measures to encourage and facilitate the breeding of those of higher quality, who in modern society are at risk of reduced fertility: think of (genome-based) matchmaking services with binding outcome, sperm and ovum banks, and D.N.A. banks. This includes both the natural mode of procreation and methods like artificial insemination, in vitro fertilization, and in certain cases cloning; cloning is the only way to retain a precise genetic configuration underlying genius.

On the other side of the spectrum, it is imperative that criminals are forcefully kept from reproducing; after all, one does not want to be mopping with the tap running, does one? The current softness on crime, with the disproportionately high reproductive fitness of violent evildoers in particular that results therefrom, is a deceptive dead end on our path to a world of peace and safety for all the good people.

There are two modes of contributing to society: procreation and creation. The procreative person passes one's genes on to posterity, the creative individual produces scientific or artistic work for generations to come. Imagine the two biblical arks as symbolizing these modes; Noah's ark housed a male and a female of each species, the Ark of the Covenant contained the laws. Schemes as advised above reconcile the two arks, feeding the modes back into each other in an upward spiral of human quality, leading to a world without violence, crime, terror, or war. Our magnum opus is to realize that Arcadia.

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[604] Ibid.
[605] Ibid.

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Eric Adriaans (Part One)



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Abstract

Interview with Eric Adriaans. National Executive Director of the Center for Inquiry Canada (CFI Canada), and charitable sector leader, legislative drafting student, and writer. He discusses: geographic, cultural, and linguistic family background; pivotal moments in personal belief, personal life, with respect to humanism, secularism, skepticism, and with commentary on other "-isms"; personal writing and poetry through novel personal websites, and the inspiration for this self-expression; and academic, professional, and experiential qualifications with an emphasis on the assistance of each qualification to personal and professional life up to the present day.

Keywords: academic, charitable sector, Center for Inquiry Canada, Eric Adriaans, humanism, leadership, legislative drafting, National Executive Director, poetry, religious affiliation, secularism, self-expression, skepticism, writer.

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Eric Adriaans: National Executive Director, Center for Inquiry Canada/CFIC/CFI Canada (Part One)[606,607,608,609]

1. In terms of geography, culture, and language, where does your family background reside?

My family and I currently reside in SouthWestern Ontario but we have lived just about everywhere a highway will take you in Ontario from Thunder Bay to Ottawa and from Elliot Lake to St. Thomas.

We are primarily Anglophones but like most Canadians and almost everyone who has spent significant time in Ottawa, we have a working knowledge of French. My daughter, Chloe-Lynne, and I have both attempted to pick up some German. She's far more likely to be successful with that than I am.

Culture is an interesting questions, isn't it? My father was born in Germany but when he obtained Canadian citizenship, he proudly identified as Canadian. I don't recall that he ever used the hyphenated language (i.e. German-Canadian) that people use today. My mother's family has English roots but has been in Ontario for many generations. Our home was a secular home – meaning religion did not play any significant role in my upbringing. I expect that my parents would have claimed a belief in a supernatural power but there was no religion in my upbringing. Our house was a blue-collar home with a healthy counter-authoritarian independent streak. Education and intelligence was, and is, valued in my family. Literature and reading were core expectations in my family.

For most of my elementary school years, we lived in Ontario's Durham Region and were connected through my father and sister to the labour movement and the NDP. In today's language, we might fairly be called social democrats.

My wife, who has been one of the most important influences on me as a cultural person is from a small town north of Montreal. In a way that is very Canadian, our slightly different cultures have come together in our house to create our own family culture that I would call contemporary Canadian. We love the diversity that this country offers.

2. What seem like pivotal moments in personal belief, and personal life, with respect to humanism, secularism, skepticism, and the associated suite of "-isms" relevant to you?

I consider myself fortunate to have been raised outside of religion in a home that was open to and embracing of people from other cultures. My earliest childhood friends were variously…. two kids from first nations families, a brother and sister whose family had immigrated to Canada from India and a couple of brothers from England. Basically, if you were different than me, I wanted to meet you and hang out. That eagerness for diversity and wanting to treat everyone as a valuable and equal person was fundamental. I observed the same trends in my older siblings, so I know it was part of how our family worked.

We were very reluctant to associate with "isms" and I continue to be uncomfortable with labels or the assumptions that come with them. That being said, there are perspectives which gain prominence. I suppose my skepticism came from a basic rule of our family. "Don't believe them just because they say it's so," I heard that about everyone from employers and politicians to teachers or priests. Any authority figure was not to be accepted at face value.

Humanism is a term that I struggle with a bit; I prefer humanitarianism; that is charitable work done for the benefit of people, society, animals and the environment…that general "leave the world a better place" ethic but done without any religious framework. When I was in second-year University, I was choosing between English Literature studies and Psychology. Wanting to avoid significant student debt, I worked during the day. As chance would have it, I was out with a friend who was looking for work and learned about a job at the Canadian Diabetes Association. I was amazed that it was possible to have a career in the charitable sector (I assumed it was entirely volunteer driven) and the path for me was suddenly clear. The idea that my working life could be focussed on helping people was simply too compelling not to act on. Humanism and humanitarianism seem to me to be intimately connected as philosophy and application.

Although the organizations I've worked for have always been secular (i.e. not religiously affiliated and embracing modern diversity), I was not a part of the specifically secular movement until I joined CFIC in 2014. As most

[606] National Executive Director, Center for Inquiry Canada (CFIC).
[607] First publication on August 8, 2015 at www.in-sightjournal.com.
[608] Bachelor of Arts (1987-1992), Psychology and English, Carleton University; Volunteer Development Certificate Program studies (1994); Fundraising Management Certificate Program studies (1999); FDZ Licence (2005), Transport Training Centres of Canada; Certified Automotive Fleet Manager (2010), NAFA; PB Diploma (2014), Legislative Drafting, Athabasca University.
[609] Images/photographs/portraits/sketches courtesy of Eric Adriaans.

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Canadians have been exposed to issues of faith-based bigotry and violence, so was I. From religious opposition to women's health progress or physician assisted dying to issues of fanaticism or terrorism…the harms and dangers of religion seemed to have become more prominent to everyone's attention. I recognized that my former status as a polite agnostic might need to shift to impolite atheist-agnostic in order to defend basic human rights.

3. You have done some writing and poetry through personal websites.[610,611,612,613,614,615,616,617,618,619,620] Your writing remains new. In that, the outlets exist, to date, for only a short time. What inspires these forms of self-expression?

Creative writing and journaling has always been an extremely important part of my self-development. Writing allows me to work out my thoughts and try on new ways to communicate. In my poetry, I've explored what I think may be new rhyme structures while retaining a deep respect and appreciation for highly formalized structures like sonnets or haiku. I suppose it is the challenge of expressing an idea or creating an image within a pre-determined structure that appeals to me. So often people think they want to do something that is "outside the box" when they may not even know what they can do inside the box.

Whether it is writing or some other undertakings, I am something of a nomad. I am interested in some pursuits for what I can learn or explore. So my writing is sometimes retained only for a short period of time until I'm ready to move on. I don't hold my prior accomplishments up as significant unless they are informing something that I am working on now or wish to work on in the future. What I do now is intended to help me drive forward.

Sometimes my pursuits are to help me learn something or work on a part of my character. I spent several years watching CFL football and listening to the commentary, because I wanted to understand if the many football metaphors I noticed in the language of business and day-to-day life held any validity. I did eventually become a football fan but it started as an intellectual exercise rather than as a passion. Recently I took up motorcycle riding. I was amazed by the experience of learning a new basic physical skill – the interactions of balance, controlling fear, focussing awareness, coordinating movements.

Self-expression is about communicating something of yourself to others. We do it for strategic reasons whether it is through the way we dress, what we write or anything we do as an attempt to reach others. For me that is all about what I'm learning today, helping others, growing as a person and preparing for tomorrow.

4. You earned a Bachelor of Arts, psychology and English, from 1987 to 1992 at Carleton University.[621,622] In addition to this, you hold the following certifications: Volunteer Development (1994), Fundraising Management (1999), FDZ Licence (2005), Certified Automotive Fleet Manager (2010), PB Diploma (2014) - with continued education in Legislative Drafting at Athabasca University.[623,624,625] Within each domain, the consistent pragmatic elements of charitable leadership and work, management of individuals, and clear communication seem prominent to me, how does each qualification assist in personal and professional life to the present day?

What we learn as individuals today helps to make future options either possible or out of reach. I wanted to learn how to drive large commercial vehicles at one time my life and that positioned me as a uniquely qualified candidate for a specific career opportunity at the Canadian Red Cross Society – not many people have a long charitable sector management background and the capacity to operate commercial vehicles). That career opportunity gave me the opportunity to study legislation and how to communicate the need for regulatory compliance to a variety of people,

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[619] See Adriaans, E. (n.d.). Home: Leviathan.
[620] See Adriaans, E. (n.d.). Shovel the Circumstance.
[621] See LinkedIn (2015). Eric Adriaans: National Executive Director at Centre For Inquiry Canada.
[622] See Carleton University. (2015). Carleton University.
[623] Ibid.
[624] See Adriaans, E. (n.d.). Eric Adriaans.
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which in turn led to further studies and opportunities. It may be that my most valuable skills have been literary, an ability to recognize strategically important information and to communicate what I learn.

If you aren't able to communicate what you know, then the information isn't of much value to anyone. That to me has been the value of my English literature and language studies.

Leadership in the charitable sector has always been a very clear situation to me. Given the dependence of charitable organizations on volunteers, if people don't like you or what you're trying to do, they won't help. Pretty simple. So I have always looked at it as a situation of creating an environment where people are not only able to do the work of the organization but actively want to do it. You have to show that you are aspiring to be the best representative of the organization that you can be.

I actively manage myself more than anybody else; in life and in charitable organizations we have to learn, understand, communicate and drive forward to new and better circumstances and outcomes. We're here to make things better. The status quo is always a launching point to a better tomorrow.

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Eric Adriaans (Part Two)

Complete footnotes, bibliographic references, and reference style listing, respectively, at the bottom.

Abstract

Interview with Eric Adriaans. National Executive Director of the Center for Inquiry Canada (CFI Canada), and charitable sector leader, legislative drafting student, and writer. He discusses: work history up to the present with insights from the diverse and extensive experiences throughout professional work and leadership, and commentary on charitable sector work for those without religious affiliation; current earned position of national executive director of Center for Inquiry Canada, CFI Canada's *Statement of Values* and its representation and general activities; duties and responsibilities which come from influence upon the public mind with an emphasis on the simultaneous holding of an important position in the educational charity sector; and the probable near and far future of CFI Canada.

Keywords: charitable sector, Center for Inquiry Canada, Eric Adriaans, humanism, leadership, National Executive Director, secularism, self-expression, skepticism.

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Eric Adriaans: National Executive Director, Center for Inquiry Canada/CFIC/CFI Canada (Part Two)[626,627,628,629]

5. You worked for the Canadian Diabetes Association (District Coordinator, 1991-1997), The Kidney Foundation of Canada ((A) Executive Director, 1997-1999), The Arthritis Society (Associate Director, Ontario North & East, 1999-2001), Ottawa Humane Society (Manager, Development and Outreach, 2001-2002), Canadian Federation of Humane Societies (Director, Development & Finance, 2002-2005), Avocado Press (Director, Business Development, 2005), The Lung Association (Fundraising Coordinator, 2006), and the Canadian Red Cross Society (Director, Regional Operations, 2006-2014).[630,631,632,633,634,635,636,637,638] **This work occurred in diverse areas including Thunder Bay, New Zealand, North Superior, Ottawa, and Western Ontario. With respect to these diverse and extensive experiences throughout professional work and leadership, what insights come to mind, and seem relevant, about the nature of the charitable sector, especially for those without religious affiliation?**

The charitable sector is about making the world better – not accepting the status quo. It doesn't matter where you live, things can be made better. No charity I have ever worked for has said "OK, our job is done." Just as with science, any question or problem that is investigated brings up a host of new questions and problems. Charitable organizations, big or small, will always need more resources and more time.

The charitable sector is the most socially productive counter-authoritarian undertaking I can think of. Charities tell authorities, whether they are governments, media, religions, judiciaries, political parties, corporate forces or any other form of authority that they must not rest. It is the charitable sector which pushes for human rights, education, health or any priority.

Charities are the community expression and engagement of non-religious people. People get involved with issues that matter to them through charities. Charities are the modern secular replacement for churches. There's nothing supernatural about showing up at a foodbank to help out, coaching a children's sports team or protesting violence or bigotry.

6. Your earned the current position of national executive director of the Center for Inquiry Canada (CFI Canada) on March, 2014.[639,640,641,642,643] **You drafted the *Statement of Values*, in addition to its revision, which, in part, states:**

> *To educate and provide training to the public in the application of skeptical, secular, rational and humanistic enquiry through conferences, symposia, lectures, published works and the maintenance of a library…I. CFI Canada values people above ideas…the leading international voice for critical thinking, secularism, skepticism, humanism, and free-thought…III. CFI Canada values Humanism…IV. CFI Canada values skepticism; we strive to ensure that information or messages we circulate do not require the audience to accept it without validation of evidence…V. CFI Canada values science, rational thought and critical thinking…VI. CFI Canada values free thought…VII.CFI Canada values human rights…VIII. CFI Canada values education…IX. CFI Canada values the wellness of people…X. CFI Canada values excellence…XI. CFI Canada values transparency…XII.CFI Canada is an open and diverse community of individuals that embraces individuals regardless of sex/gender, gender identity, sexual*

626 National Executive Director, Center for Inquiry Canada (CFIC).
627 First publication on August 15, 2015 at www.in-sightjournal.com.
628 Bachelor of Arts (1987-1992), Psychology and English, Carleton University; Volunteer Development Certificate Program studies (1994); Fundraising Management Certificate Program studies (1999); FDZ Licence (2005), Transport Training Centres of Canada; Certified Automotive Fleet Manager (2010), NAFA; PB Diploma (2014), Legislative Drafting, Athabasca University.
629 Images/photographs/portraits/sketches courtesy of Eric Adriaans.
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639 French title of Le Centre pour l'enquête.
640 See CFI Canada (2015). About Us.
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orientation, disability, physical appearance, body size, race, or religion. We do not tolerate harassment of participants in any form.[644]

Of course, more information exists with thorough answers to relevant questions about humanistic values, for instance, in the CFI Canada *Statement of Values* and elsewhere.[645,646,647,648,649,650] Regarding the representation and functions of CFI Canada, what does CFI Canada represent – in terms of direct and indirect constituents, and function as – in terms of its general activities, within the general population of Canada?

CFIC's mission statement includes the term "secular humanist" as a key feature. It also includes key words like freethought and skepticism. All of these words are charged with history and significance for the people who use them. There are even degrees of identity politics associated with them.

Secular humanist is a very near synonym for atheist. Recently I have started to encourage the use of the phrase "Your Community For Science and Secularism" to feature the basic values of an evidence-based approach to matters such as education and healthcare and the separation of religion from governance of people.

Many people have assumed that CFIC is therefore an organization specifically for anyone who self-identifies as atheist, skeptic, agnostic, secularist, secular humanist, humanist, rational, free-thinker or rational. To the extent of active members and volunteers, that is mostly true.

I argue, however, that the organization is for the majority of society, whether they view themselves as religious or not, because it is my perspective that all of society benefits when evidence-based practices are in place and when religious freedom and freedom from religion is assured. I sense that CFIC represents the view of most Canadians, they just don't know it yet.

I very much want people to move beyond arbitrary and partial labels which will never adequately describe any whole person and get to the work that is done to make the world a better and more satisfying place for more and more people.

[644] See Adriaans, E. (2015, February 26). Centre for Inquiry Canada Statement of Values.
[645] See Adriaans, E. (2015, February 26). Centre for Inquiry Canada Statement of Values.
[646] For those with an interest in explicit statements of the principles undergirding humanism, the *Humanist Manifesto I*, *Humanist Manifesto II*, and *Humanist Manifesto III*, provide in depth information about values interrelated with those through the stipulation about section "III." of the CFI Canada *Statement of Values*. Please see the next three footnotes for the versions of the humanist manifesto from 1933, 1973, and 2003, respectively, from the American Humanist Association.
[647] American Humanist Association (2015). About The American Humanist Association.
[648] American Humanist Association (2015). Humanist Manifesto I.
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7. You have numerous representations in the media.[651,652,653,654,655,656,657,658,659,660,661,662,663,664,665,666,667,668,669,670,671,672] What duties and responsibilities come from influencing the public mind through the media – especially whilst holding an important position in an organization in the educational charity sector?

When I joined CFI Canada, I submitted a statement to the Board of Directors with some thoughts closely related to this question. I'll sample that earlier statement here (and modified slightly from my perspective prior to joining):

> *Thank you again for the opportunity to address CFI Canada on matters of leadership and community service. I greatly appreciate the thoughtful and conscientious approach you are taking; your approach demonstrates great care for CFI Canada's current and future work….I have been asked me to clarify whether I would be comfortable leading CFI Canada in context of its atheist, free-thinking, reason and science-based perspectives and to comment on my confidence to act as an effective defender and advocate of CFI Canada's tactics. I hope that I can now give you more perspective on who I am as an individual and demonstrates my position on these matters.*
>
> *On a personal level my outlook is consistent with post-theism; I think the concept of god (or gods, as the case may be) is rooted in humanity's ancient and overwhelmed past and not worth very much of my personal attention. When interacting with friends and family from day to day, I have usually maintained a position of polite agnosticism; I have always felt a greater motivation to accept others for who they are than to attempt to convince them that they should share my views. I feel this is a reflection of my fundamental belief in respect, tolerance, equality and diversity.*
>
> *This is fine for me on a personal level. Except that there are people who continue to use the institutions of religion and the fundamental insecurities and fears of vulnerable people to cause harm and to promote their own interests at the expense of others. This is when the comfort of a post-theist perspective and interpersonal politeness are not adequate. When harms are done, we cannot waive the tactics, lies and illusions that are used by others. We can't win with our hands tied.*
>
> *As a leader of CFI Canada, I actively promote the values and principles of CFI Canada to achieve the objectives of the organization and to protect vulnerable persons. As a leader of CFI, I accept the responsibility to be the best example of the organization's aims. I would present affirmation, aspiration and conviction in my work. As a leader of CFI Canada, my approach is as an inclusive secular humanist; I will employ the methods demanded by the situation or issue at hand.*
>
> *People have a great attraction to confidence. Indeed, it seems to me that religious leaders (and other placebo purveyors) utilize this attraction to their advantage…or perhaps more pertinently, they exploit insecurity. To contrast this exploitation, I would present a credible, assertive and affirmative CFI Canada voice. My intent would be to educate, lead and inspire while exposing, opposing and preventing the harms perpetrated by purveyors of falsehood in religion, medicine and health, pseudo-science and other areas where people's insecurity and vulnerability are exploited. Not only will I focus on demonstrating the confidence of the CFI Canada message, but I will also ensure that earning respect for this message is a top priority.*

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651 See CFI Canada (2015). Eric Adriaans appointed NED of CFI Canada.
652 See Nasser, S. (2015, January 19). Blasphemy Is Still Illegal in Canada Even Though It's 2015.
653 See London Health Sciences Centre (2013, July 30). Lunching for a Cause: LHSC employee organizes fundraiser to help flood-ravaged Alberta.
654 See Tucker, E. (2015, January 8). Charlie Hebdo attack prompts push to strike Canadian blasphemy law.
655 See Nasser, S. (2015, January 8). Canada urged to seek release of journalist sentenced to flogging.
656 See Abbass, V. (2014, February 10). Announcing CFI Canada's New NED.
657 See Nugent, M. (2015, February 12). Atheist Ireland meets with CFI Canada to announce charter of International Coalition Against Blasphemy Laws.
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661 See McGuire, S. (2014, December 27). CFI & Humanist Canada: Yey! ORF: Meh..
662 See Advance, B. (2011, March 14). Donations pour in.
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665 See Nasser, S. (2015, January 24). In wake of Charlie Hebdo attacks, secularist groups to seek end of Canada's blasphemy law.
666 See Mehta, M. (2015, January 31). Atheist Groups Around the World Have Formed a Coalition To Eliminate Blasphemy Laws Everywhere.
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669 See Gershman, J. (2015, January 8). Charlie Hebdo Attack Spurs Effort to Abolish Canada's Blasphemy Law.
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671 See Teotonio, I. (2012, August 17). Recycling wheelchairs, medical devices proves challenging, but Red Cross can help.
672 See Adamczyk, E. (2015, January 8). Canadian groups seek repeal of blasphemy law..

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CFI Canada's Secular Proverb Ad campaign is a good example of tactics and leadership. As I understand the situation, there are people who prevent atheist messages from being placed in public. This blockage is an anti-atheist act; it is an attempt to stifle and oppress. In a secular society, the law must protect the opinions and expression of all individuals and groups and groups like CFI Canada must pursue the rights confirmed in law. If any religious views may be publicly promoted, then all religious and non-religious views must be allowed. Tolerance and diversity demands that any views which do not promote the harm of others must be equally respected and promoted. This is a case where - to paraphrase Marshall McLuhan - the ability to use the medium is the message.

I encourage adoption of a Code of Conduct document as a very useful tool to establish and enable the organization's principles and values. In the ever-more-complex society in which we live, a Code of Conduct provides individuals and organizations with guidance to foster the desired outcomes of the organization. A Code of Conduct allows the organization to secure the expressed commitment to tactics as well as core perspectives; A Code of Conduct also provides a tool for the organization to protect itself from inappropriate and/or inconsistent behaviour of staff or volunteers that could arise from time to time. A Code of Conduct is not an attempt to stifle free-thought but a realistic tool to guide and focus attention on the organization's mission.

8. Insofar as the near and far future of personal and professional activities connected to CFI Canada concern themselves – and you, what direction seems most probable for the future of CFI Canada to you?[673]

CFI Canada is likely to continue to be a leader in identifying the most egregious harms of pseudoscience, religion and superstition and the most significant gaps in Canadian and international systems to bring those to public attention. CFIC may be expected to continue to grow and be more responsive to a diverse membership base and to be more sophisticated and creative in the solutions it develops. The intelligence and talent of the organizations members and volunteers is simply too great not to have that result. More diversity in the leadership in term of gender, culture, age and perspective will be obvious; the work of the organization will continue to be democratically driven by the membership.

In the near future I will be working toward the abolition of Canada's blasphemy law, bringing and understanding of the dangers of superstitious thinking which create a situation where people with albinism are hunted for their body parts in Eastern Africa, and addressing health system issues here in Canada where pseudoscience or religion are threatening the health of people and the sustainability of the system.

In the longer run, I expect to see CFIC launch very significant targeted educational programs and to be the leverage organization known for its ability to partner and lead the Canadian secular and skeptical movement.

As regards, myself, I think I recognize my skills and my limitations. Organizations need different types of leaders at different times in their history. I will need to recognize when I am getting in the way of the organization's will or ability to move forward. It will be a tough thing to recognize but there will be a point that I need to hand the guidance of CFIC over to a different leader with an ability to carry the organization to a new and higher level. Perhaps by then I will have learned and benefitted sufficiently to be ready for a next opportunity.

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Issue 8.B, Idea: Outliers and Outsiders (Part Four)

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The Flaws of High School

Biography

Ryan Eshaghi is a high school senior at University High School in Irvine, California. He is a nationally ranked debater, TEDx presenter, and always strives to find creative solutions to common problems. He is the CEO of his high school's virtual enterprise team and a certified judge for California's public debate program. He has won multiple youth business program accolades and has experience in marketing and sales. He is also the co-founder of startup company Flexbooth. Ryan hopes to shape his future around corporate responsibility and social entrepreneurship.

Abstract

The Flaws of High School **contains Ryan's critiques of his current high school experience and what he and other students believe are issues in the high school curriculum. This short article briefly goes over what the high school experience falls short of in doing and should encompass in the future. As adolescents, high school students are growing, changing, and becoming independent individuals, and this article hopes to highlight some of the areas where teens' education could be advanced.**

Keywords: adolescent years, basic life skills, creativity, critical thinking, high school, skills, student, self-learning, teacher, test.

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The Flaws of High School

When it comes to high school, the typical student goes through a series of changes in which he/she strives to develop a sense of identity as a young adult. Before entering the enchanting and seemingly freedom-filled life of high school, I thought of high school as a new chapter in my life where I could explore life passions, create new friendships, discover new things, and create something of myself, where I would be proud of for the rest of my life. To my surprise, although somewhat true, I felt that my personal development was quite limited. I felt that my creativity was corrupted by the intense focus on grades and standards and the rules and regulations that high school is governed by. Yes there is the chess club, yes there is the magic club, oh and don't forget there is Model United Nations and Junior State of America. But rarely do these extra-curricular activities offer life skills in an attempt to prepare students for the challenges that life presents them with. Memorizing the quadratic formula and the exact years in which subatomic particles were discovered do not represent the academic knowledge I need to have to be successful in my life. Memorizing facts like these basically tell students that in order to receive a good grade, they have to sit in a quiet room and memorize as much text as possible before completely dumping out most information soon after taking the test on it. I have nothing against "useful" knowledge; a knowledge that helps me to become a critical thinker and a problem solver, but deep down I know that memorizing factoids only give me the skills to pass the test and get a good grade. I like to be able to feel the real world and workplace challenges, make smarter decisions, and contribute to society with the activities that I am passionate about. High school provides a basic yet fundamental understanding of important academic knowledge but falls short of providing in-depth life skills essential for surviving in real-world scenarios. Learning life skills should start in high schools and not in colleges and definitely not in the workplace.

High school does not prepare you adequately to evaluate real life situations, calculate risks, deal with emotions, and wisely spend and invest your money once you start making it. It does not even remotely paint a realistic picture on how and why to choose a major in college and how that major will affect your career choices. High schools fail to offer a comprehensive curriculum that teaches one how to cope with emotions, relationships, fitness, career choices, losses, finances, etc. Math teaches you that you need x dollars to purchase y items, but it does not teach you how to evaluate the quality of the items. It doesn't teach you that you may be better off buying a share of the sneaker company instead of the sneakers themselves. Math teaches you about numbers but it does not teach you about how to apply your "math knowledge" in life and when making personal financial decisions mixed with your emotions. And when we do work on word problems, there is always some sort of formula, always some sort of predetermined way of spitting out the information you are looking for. High school surely does not provide many tools for financial preparedness and the importance of why a student should start a retirement plan early. Economics teaches you economic reasoning and about the dynamics of financial markets, but since emotion plays a huge role in financial decisions, the class falls short. It doesn't teach you why it is never too early to start saving and making financial decisions/plans that may affect you for the rest of your life. And classes like these should not only tell you the facts, but also how you, as a unique individual, can deal with your own emotions and behavior while dealing with the never changing information handed to you.

High school teachers are mainly concerned about students reaching standards and making the grade. They usually have a cookie cutter approach to teaching. They teach all the students the same way and either have no time or are not interested to pay attention to how students vary in their learning skills. If a student does poorly in his/her classes, the teacher rarely tries to find out the root of the problem by asking the student "why" they performed poorly. They don't want to know about the student's emotional challenges and how his/her family dynamic is. Teachers do not realize that having a deeper relationship with a student who is struggling academically may benefit both parties. Students will be more interested in learning about the topic at hand when they actually like that teacher and when they know that the teacher likes the same sports team as they do. Mutual interests are the fundamental stepping-stones to good relationships. Don't get me wrong; some teachers are undeniably understanding and caring toward students, but many are not. If teachers learn how to treat students with empathy and respect rather than authoritative oppression, students will undoubtedly like them more and they will put more effort in learning the material. The relationship a student has with his/her teacher indeed contributes to that student's interest in the subject; it may even leave long lasting impressions. Consequently, a student's curiosity towards a particular topic should not be held back by a teacher.

Teachers should cultivate the love of learning in their students and should teach students how to teach themselves. Students need to become problem solvers and critical thinkers. And by problem solving I don't mean graphing a set of solutions to a quadratic equation, or figuring out how Ernest Rutherford discovered alpha and beta rays. I'm talking about the simple stuff, the stuff you need to know to be independent.

Creativity is also a hit and miss when it comes to high school. It succeeds in the sense that critical thinking can be taught and learned in the classroom, derived from an academic topic (math, psychology, English, science, economics, etc.), but fails when it comes to real-world applications. How do you come up with ways to impress your boss if you want a

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promotion? How do you write an attention-grabbing resume? How can you apply for a business loan? What should you do if your best friend goes through a tough break-up or loss of a loved-one? Self-learning seems like the option here. And although personal experience is great, I think an introduction to the things we will see more commonly throughout our lives is necessary. Perhaps switch out the basic, necessary lessons (bills, mortgage, emotions, car payment, jobs, exercise, etc.) for the completely irrelevant, complex, and almost useless facts that students are tested on, information we will most likely never need to know ever again after high school.

Speaking of testing, testing is useless. No, I take that back, testing is important, but I don't think the way students are tested makes much sense. Most tests measure memorization skills and not conceptual understanding of subjects. The goal is to make an "A" and not to learn the material because that 'A' results in a higher GPA. The goal is to have a high SAT score because a high SAT score means a better chance at admission to UC Berkeley. What if somehow, someway, there was a test that could evaluate a student's ability to progress? What if we invested time and money in devising tests that could show a student's learning ability and his/her potential for growth? Instead of a test so focused on pure memorizations, why not present students with case based tests with questions that require the use of information you learned in high school? These are just theoretical ideas. All I am saying is that we need an educational reform in high schools to enhance learning and to teach high school students not only the specifics of math and biology and history but also basic life skills that can help them do well in college and more importantly throughout the course of their life. Students must learn to expand their creativity and to not be confined to formulated methods of thinking. After all, our adolescent years are the ones where we really figure out who we are.

Appendix I: Complete Reference Style Listing

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