

# Erratum to “The Social-Friendly, Learning-Instructional Theory”

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## Abstract

Evidence for the greater effectiveness of the “Social-Friendly, Learning-Instructional Theory” (ST) includes: (1) the design of ST methods to implement (meaningful) convivial social experiences (the sign stimulus) which engender (the joy of) the *Mebir* innate response shown to improve learning, (best (if possible) without use of rewards, punishment, and competition (manipulation)). (2) ST’s basis on the proof of “The Peaceful Composure Theorem” (PCT), (PCT shows that humans are loving, non-competitive and non-aggressive), 1. extolling ST methods as being truly more effective, and 2. unveiling novel, important social-learning methods (eliciting the *Mebir*) including a. topics and creative works of human interest, b. a cooperative thesis (of human interest), and c. (an awakened) heightened social consciousness. Evidence for the greater effectiveness of ST also comes from (3) its’ basis on new and past empirical evidence for the greater effectiveness of ST learning. The *Mebir* response is shown to improve retention, intellectualizing, and (as inferred in part from dog behaviour) elicits sociality, and mental curiosity, creativity, exploration, and playfulness. Other sign stimuli eliciting the *Mebir* (besides ST methods) include Gquic psychology methods (also based on PCT and the *Mebir*), high levels of social consciousness, non-secular spirituality, and individualized attention (with ST methods). The proof of PCT includes a) the acknowledgement of two new theories of evolution, showing evolution is a growth (not a selective) process, (*and resolution of “controversy” plugging them from a culmination of robustness per the concept of natural selection having an extraneous variable (not the new theories of evolution), the Mebir substantiating the social brain hypothesis, the freedom to intellectualize theory being robust in explaining the evolution of higher intelligence (but not the social competition theory), and the evidence that the common bottlenose dolphin evolved higher cognition per “The Freedom to Intellectualize Theory”*), b) nomadic hunter and gatherer egalitarianism, c) (as inferred from comparative behavioural ecology) factors enabling an ability to reason to

evolve including reduced conflict between conspecifics, reduced predatory impact, a friendship-favourable group composition, and possibly eye contact, and d) that the common bottlenose dolphin has a peaceful composure between conspecifics and likely an ability to reason (per the freedom to intellectualise theory), (inferred from their uniquely exceptional evolutionary freedom). Succinctly, the concept of natural selection is refuted. Despite ST and Gquic psychology's basis on the Mebir and PCT, and low social consciousness in certain nations, ST and Gquic psychology have relevance to every nation, school, and class, and are critical for solving global problems.

### **Keywords**

Behavioural Theories, Cognitive Theories, Cognitivism, Connectivism, Constructivism, Humanism, Mebir, Piaget, Social Development Theory, Social Interdependence Theory, Social Learning, Vygotsky

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## **1. Introduction**

Unlike “The Social Interdependence Theory” the “Social-Friendly, Learning-Instructional Theory” (ST) 1. Identifies the mechanism that explicates why social learning facilitates improved learning, i.e., the Mebir innate response. In an ST class the Mebir is elicited from the sign stimulus of the implementation of (meaningful) convivial social experiences, see footnote 2. The Mebir is shown to improve learning, likely improves intellectualizing and retention and as inferred from dog behaviour, likely elicits sociality, and mental curiosity, creativity, exploration, and playfulness, and 2. has a basis on the proof of PCT which shows humans are loving, non-competitive and non-aggressive, a) extolling ST methods as truly being more effective, (best (if possible) without rewards, punishment, and competition (manipulation)) and b) unveiling novel, important social-learning methods (see 2, and Subsection 2.1-6)) (not realized prior to the proof of PCT), including 2.1 topics and creative works of human interest which awaken a high level of social consciousness, releasing the Mebir, 2.2 a cooperative thesis (that is of human interest) releasing the Mebir, 2.4 the topic of the importance of Gquic psychology (see Footnote 1), and PCT, awaken higher levels of social consciousness, releasing the Mebir, and 2.5 the activity of individualized attention, i.e., knowledgeable students helping confused students learn (with ST methods, releasing the Mebir), (students exceptional at this can be announced (only to prospective future employers and the administration of institutions) as ST honor students). Per PCT, in a competitive society, disruption can be curtailed with proactive methods (see next Section 6), (e)), and students can learn to compete in physical education classes. 3. Other unique goals of ST include that students (1) learn the art of (1.1) intellectualizing, (1.2) communicating, (1.3) and resolving conflict (without dominance, submission, or manipulation), (2) appreciate the importance of a high level of social consciousness, (3) to

be knowledgeable with retention from the teacher's use of ST methodology, and (4) to communicate with the subconscious to help others. (5) Proactive methods are used to manage disruption.

#### **A Review of the Benefits of ST Methods to Education**

1) ST lessons are designed to elicit the Mebir of improvements in the effectiveness of behaviour from convivial social experiences, inclusive of a) improvements in learning (Rose, 2022a), and b) intellectualizing and, c) likely (as in dogs), elicit d) sociality and mental e) curiosity, f) creativity, and f) exploration (Rose, 2022a). Sign stimuli eliciting the Mebir include 1. high levels of social consciousness (students of nations with high levels of social consciousness score high on the international PISA aptitude test (Rose, 2022a)), (per PCT, teachers can purposely awaken social consciousness in students for more effective learning, e.g., with topics and creative works of human interest (see footnote 3)), 2. methods of ST (see Section 7) (inclusive of a cooperative thesis), and 3. Gquic psychology (see footnote 1), 4. non-secular spirituality i.e., an ability to love (in communist and socialist nations), 5. individualized attention (with ST methods), and 6. eye contact, e.g., when introducing a creative work of human interest.

2) PCT (derived in part from two new theories of evolution (see Section 5)) shows that the Mebir truly makes ST more effective.

3) wonderful results with topics and creative works of human interest (a method of ST) for university and college classes in (PR) China.

4) in Finland students (15 years of age) score high on the international PISA aptitude test, Finland has a high level of social consciousness, their schools engage in cooperative learning and do not utilize standardized (memorization-based) testing. (Standardized testing is not an extraneous variable in the determination of why Finish students obtained high PISA aptitude scores).

5) witnessing the wonderful result of student engagement from "topics and creative works of human interest" enables teachers to gauge their teaching effectiveness more accurately, and the making of lesson plans enjoyable.

6) ST has new important social-learning methods, inclusive of:

(a) topics and creative works of human interest (see footnote 3),

(b) individualized attention (with ST methods), (if permitted, including from knowledgeable students),

(c) in place of "standardized test-centered classes" all aspects of student ability are tested and the ability to memorize only once. Students memorize important concepts and terms at a rate determined by their memorization aptitude, (if permitted) teachers can help to improve student retention by promoting high levels of social consciousness, for example, by introducing topics and creative works of human interest, and homework that promote intellectualizing, and deductive reasoning are introduced.

(d) certain ST lessons being designed to both stimulate intellectualizing (which elicits the Mebir), including (perhaps with respect to (1)-(3) below, for ages 7 and up) (1) learning the scientific method and hypothesis testing to help others, (2) developing software for cultural development, (3) engaging a cooper-

ative thesis, (4) (for ages 12 and up), lessons to engage logical deductions (to help others), from 1. the components of a collection, 2. inferences as to the best way something is done, and/or 3. a cooperative thesis (see Section 9), (to help humankind). (5) The Jigsaw approach (sub-groups research a different section of a research project and combine their efforts), (as inferred from ST, perhaps best for nations with low social consciousness).

(e) Per PCT, (which shows ST is truly more effective), ST proactive methods ought to be tried first to reduce class disruption including: 1. explaining why a rule exists, and 2. posting each student's interests, bibliography, un-posed photograph, and video (of a student doing research) but not their grades. The resulting student sense of self-worth and identity, and reductions of class disruption (and stress) facilitate (from improved elicitation of the Mebir) improvements in learning, and intellectualizing, and likely elicit the Mebir responses of dogs, including sociality, mental curiosity, creativity, and exploration, and an increase in physical energy, and agility) (in both the student and teacher).

7) From Gquic psychology basis on the same principles as ST, ST methods promote Gquic psychology<sup>1</sup> and that it is critical for solving certain societal and global problems, from being more effective, less disruptive, speedier, and having critical solutions that Darwinian psychology does not offer (Section 9).

### **The Importance of Gquic Psychology**

Gquic psychology like ST, is based on the Mebir and PCT. From being more effective, speedier, less disruptive and more versatile it is of importance to science and thus, is of vast importance to education, society, political ideology, the social sciences and is critical for solving global problems. Despite opposition to Gquic psychology (in nations with low social consciousness (personal observation)), there is nonetheless proof for its greater effectiveness, in part from 1.

<sup>1</sup>Gquic psychology (and ST) are based on (1) the Mebir innate response (improvements in behaviour from convivial social interactions) (Rose, 2022a), see footnote 2, and (2) the proof of PCT (that shows that humans are loving, non-competitive, and non-aggressive, (see Subsection 2.2, and Section 5) showing {1} both ST and Gquic psychology to truly be more effective). Other evidence for Gquic psychology being more effective comes from {2} Gquic psychology being based on the same principles as ST, and there being 15 lines of evidence for ST being more effective, see Subsection 2.1, includes {3} that a strong Mebir innate response is elicited from only a subtle sign stimulus (a subtle greeting) (I observed this in dogs (Rose, 2022a), and songbirds), {4} there being many Mebir innate responses elicited in dogs that are likely elicited in humans, including a) sociality, b) creativity, c) curiosity, d) learning, e) playfulness, f) physical energy, and agility, and g) exploration. {5} ST and Gquic psychology are in harmony with human nature (following PCT) suggesting they truly are more effective. Gquic psychology is also shown to be speedier, less disruptive (see the text) and is more versatile (see Section 6). To solve societal problems a method of Gquic psychology is to engage ST methods of teaching and (an abridged) open debate with cited references. In contrast, Darwinian psychology, derived from the concept of natural selection idealizes the use of manipulation, commercial advertising, social conditioning (the joy of a reward and fear (punishment)), the joy of conflict (competition), and the joy of dominance and submission, i.e., a kind of manipulation. Despite that Darwinian psychology is not in harmony with human nature it cannot be forsaken because there is an extreme unequal distribution of wealth globally. Gquic psychology ought not be banned from use in capitalist nations and if possible, it ought to be prioritized. Gquic psychology and Darwinian psychology are used contemporarily in nations with a high level of social consciousness (for example, in (PR) China) suggesting that they are truly are not mutually exclusive (in the same society). For other advantages of Gquic psychology over Darwinian psychology see Subsection 2.1-12), and Section 6.

its' basis on the Mebir (Rose, 2022a) (improvements in the effectiveness of behaviour from convivial social interactions, see Footnote 2), 2. PCT shows that Gquic psychology to truly more effective (Section 5), and 3. the empirical evidence for social learning being more effective (Gquic psychology is based on the same principles as ST, so evidence for ST's effectiveness provides evidence for the effectiveness of Gquic psychology). (For additional evidence for Gquic psychology being more effective see Subsection 2.1-12), and footnote 1). Critical methods to solve societal problems with Gquic psychology that Darwinian psychology does not have a solution for (see Sections 6 and 9), include (1) its' use to ensure sustainable world peace (in virtue of a new United Nations based on Gquic psychology), from offering critical (more effective) novel solutions to keeping the peace (for example, in a border dispute, between unrelated nations, with Gquic psychology it becomes possible to resolve territorial conflict with the two nations in conflict sharing the government of land in dispute, or taking turns to govern the land, or can decide which nation owns the territory with a toss of the coin, (instead of warring with one another)). A (new) United Nations based on Gquic psychology is critical for solving global problems a. from evidence for Gquic psychology's greater effectiveness (e.g., from being based on the Mebir and the proof of PCT), b. it enables society to realize the existence of serious global problems that face humankind that would otherwise be ignored, such as the problem of the existence of nuclear weapons, c. it offers novel critical solutions that are critical to solving global problems, and d. a highly viable method for establishing a new UN, from proving its worth. With a new UN and Gquic psychology (1.1) the sharing of the laser shield technology between nations is possible, virtue of a new UN, so nuclear weapons can be phased out in all nations, (1.2) the banning of "targeted individuals" in virtue of a new UN is possible, with evidence they exist, (targeted individuals ought to be banned in all nations because (per PCT) capitalism is not in harmony with human nature), (1.3) better management of greenhouse gasses is possible in virtue of a new UN. Fr other global problems a new UN can solve see Section 9. With Gquic psychology (2) better management of racism is possible (see Section 6), and (3) a sustainable high level of social consciousness (in capitalist nations) becomes possible, even during this era of capitalist fascism, as described in Section 6.

## **2. ST, the Most Important Learning Theory from Its' Greater Effectiveness, and Important Novel Methodologies**

ST methods are important from 1 is designed to elicit the Mebir<sup>2</sup> innate response of improvements in learning, and likely (as inferred from dog behaviour), the Mebir elicits mental exploration, creativity, curiosity, sociality and intellectualizing. (I discovered the Mebir from interacting with dogs in passing on the street (Rose, 2022a)). 2. The proof of the peaceful composure theorem (PCT) (see Subsection 2.2) shows that ST methods truly are more effective. 3. The empirical evidence for the greater effectiveness of social learning. 4. Teachers use a memorization assessment of each student when assigning homework, allowing

every student to have time to learn the art of intellectualizing as part of their homework assignment, 3. uses Vygotsky's scaffolding technique (see Section 8) of adjusting the difficulty of a lesson to be only a little difficult (to every student), and 4. idealizes individualized attention (with ST methods), (the knowledgeable students helping the confused students learn).

I realized the effectiveness of "topics and creative works of human interest"<sup>2</sup> as a teacher in (PR) China, which contrasted the three modern textbooks I used (two had creative, artistic illustrations not of human interest) which ceased engaging students after the second class. There are drawbacks of ST methods including that teachers may need permission to use them, and finding (creative works of human interest)<sup>3</sup> is time-consuming (until teachers share ST lesson plans). Nevertheless, students benefit from ST methods, including from a. procuring social and b. problem-solving skills, c. better retention (Johnson & Johnson, 1999), and d. the fullest potential in learning and e. intellectualizing. Furthermore, students are more apt to enjoy their lessons.

### **There will Likely be an Awakening in the Natural Sciences from ST**

Four advancements in education (from ST) will bring the scientific community to appreciate the prominence of the following important break-throughs in

<sup>2</sup>The Mebir innate response of improvements in behaviour from convivial social interactions (and from convivial social experiences) is known to occur in dogs, and humans and likely occurs in other vertebrate species (Rose, 2022a). There is convincing evidence that the Mebir improves learning in humans and dogs (Rose, 2022a). Other kinds of Mebir behavioural responses elicited in dogs (and likely in humans) include a) sociality, b) creativeness, c) curiosity, d) playfulness, e) increased physical energy, and agility, f) exploration, and possibly, g) improved concentration (Rose, 2022a). The Mebir is the mechanism that makes ST and Gquic psychology more effective. It substantiates {1} the social-brain hypothesis, and {2} the freedom to intellectualize theory, see Sections 3 and 4 (i.e., the two new theories of evolution). The sign stimuli which elicit the Mebir includes 1) ST methods, including topics and creative works of human interest, 2) convivial social experiences (including individualized attention, (with ST methods)), 3) a higher level of social consciousness, and 5) methods of Gquic psychology (see footnote 1). Though positive social conditioning is a social experience, praise as social conditioning (i.e., for humans) restricts the elicitation of the Mebir from being a form of manipulation, e.g., in contrast with high levels of social consciousness, and topics and creative work of human of human interest. The use of ST (the Mebir) results in a noticeable increase in physical energy, and agility, and elicits intellectualizing, and social consciousness, which are of importance to political ideology, education, society, and interpersonal relationships. However, inasmuch a friendly greeting to a dog being aggressive will make the dog all the more aggressive, (this along with the evidence that an imperfect society causes extreme aggression (Rose, 2022a)) suggests that society ought to be in harmony with human nature (e.g., a high level of social consciousness ought to be idealized).

<sup>3</sup>Topics of human interest 1. elicit the Mebir (see footnote 2) but (following PCT) are not manipulative (e.g., do not promote cruelty, invested interests, nor commercialism), 2. they turn people onto the importance of PCT values, for example, 2.1 of society having a high level of social consciousness, 2.2 a new United Nations based on Gquic psychology, 2.3 how to use Gquic psychology to solve a societal problem, and 2.4 the beauty and worth of communist and socialist values, and 3. in capitalist nations, when people or animals are depicted, for the purpose of improving learning, the depiction ought to depict them experiencing a Mebir, they ought to be unaffected (not posing, nor ought they be advertising for something or behaving psychotically), and ought to have, without question a high level of social consciousness (e.g., who are being assertive, not aggressive). In communist and socialist nations but only creative works of art that symbolize people's day-to-day life will release the Mebir behavioural response from an association of the illustration with their society's a high level of social consciousness. For examples of creative works of human interest see Section 7. In capitalist nations, creative works of human interest need to accompany topics of human interest.

the natural sciences 1) the Mebir (Rose, 2022a) (described in footnote 2), 2) Gquic psychology (see footnote 1 and Section 6), 3) the proof for humans being loving, non-competitive and non-aggressive (PCT) see Section 5, and 4) the acknowledgement of two new theories of evolution (which PCT is based on), (described in Section 4, in detail in my forthcoming book on evolution, and in the article on the Mebir of dogs (Rose, 2022a)). The four advancements in education which awakened the forementioned scientific breakthroughs, include: 1. ST methods having been shown to be highly effective from their design to elicit the Mebir (see Subsection 2.1) and the empirical evidence for their being effective, 2. PCT shows that both ST and Gquic psychology methodology is truly more effective (both are based on PCT and the Mebir), and 3. PCT unveils novel, important social-learning methods (see Subsection 2.1-6), (ST and Gquic psychology methods from being based on PCT are more versatile, providing critical, novel methods for solving global problems, see Sections 6 and 9). ST is a comprehensive theory, the enlightenment of other teaching theories, methodologies, and approaches from not being based on the refuted concept of natural selection (see Section 4), but instead on the Mebir and PCT<sup>4</sup>. The evidence for the greater effectiveness of ST methods (see Section 2.1) suggests that the methods of other social-learning theories, (and approaches) are (in fact) highly effective including 1) Vygotsky's "Social Development Theory" (Daniels, 2001) which states that learning in children is a socially mediated process, 2), The "Cooperative Learning" approach (Yassin et al., 2018), 3) "The Social Interdependence Theory" upon which the social learning methods are based, (researchers have found evidence that students benefit from cooperation, in comparison with competitive and individualistic efforts (Johnson & Johnson, 2009) (see Subsection 2.1 - 3)), and 4) "The Experimental Learning Theory" of David Kolb (Healey & Jenkins, 2000) which states that learning is mediated from experimental inquiry (I hypothesize experimental inquiry is a social experience that releases the Mebir, is an important ST method).

### **2.1. Fifteen Lines of Evidence for the Greater Effectiveness of ST (More Substantial Evidence Is Numbered with Red, Bold, Underscored Numbers (Numbers 1), 3), 4), 7), 8), and 10)**

The fifteen lines of evidence for the greater effectiveness of ST include 1) the de-

<sup>4</sup>For help designing an ST lesson or class, or to help with collecting data to show that ST lessons (creative works of human interest) improve learning please contact the author via e-mail. As inferred, testing for the effectiveness of "topics, and creative works of human interest" (as defined in footnote 3) on learning is not difficult because 1. A subtle sign stimulus elicits a dramatic Mebir innate response in dogs, 2. students in (PR) China (where the Mebir is commonly elicited from a high level of social consciousness) were interested in topics and creative works of human interest, 3. topics and creative works of human interest are seldom used, so their effectiveness can easily be tested, (they are designed to release the Mebir), and 4. because there is a method to easily test for the effectiveness of topics and creative works of human interest on learning, from introducing them to a class of underachieving students. I hypothesize that in capitalist nations topics of human interest need to be supplemented with creative works of human interest to inspire students to learn (to release the Mebir), (personal observation), from the pleasant visually sensual "creative work of art" effectively awakening the joy of a high level of social consciousness (via association).

sign of ST to elicit (the joy of) the Mebir of improvements in the effectiveness of behaviour from convivial social experiences (Rose, 2022a) (for a description of the Mebir see footnote 2). One Mebir response in humans is improved learning (Rose, 2022a). As inferred, sign stimuli that elicit the Mebir in humans include 1. high levels of social consciousness (Rose, 2022a), 2. methods of ST (see Section 7), and 3. Gquic psychology (see footnote 1), 4. eye contact (for example, eye contact can be used to introduce a creative work of human interest, see Footnote 3), and 5. individualized attention (with ST methods). Learning (in humans) is likely in addition mediated (from social experiences) from similar Mebir innate responses as dogs, including the Mebir response of {1} creativeness, {2} curiosity, {3} playfulness, {4} increased physical energy, and agility, and {5} exploration. Supporting evidence that humans actually undergo the forementioned Mebir innate response of dogs comes from evidence that a) both dogs and humans undergo the Mebir response of improved learning from convivial social interactions (Rose, 2022a), (for a review of the evidence for improved learning in humans from convivial social experiences see 1), 3), and 5)), and b) from praise being known to improve dog and human performance (however, for humans, both rewards and punishment restrict somewhat the elicitation of the Mebir from being a form of manipulation). 2) Another line of evidence for the greater effectiveness of ST comes from inferred benefits of cooperative learning including that it facilitates a) the pooling of, and b) reinforcement of knowledge, and c) greater facilitation of the Mebir. Two cooperative learning approaches include 1. the jigsaw approach (see 3)) (perhaps best suited for nations with low social consciousness), and 2. a cooperative thesis (see Section 9)). 3) “Hundreds of studies have been done indicating that cooperation compared with competitive and individualistic efforts tend to result in higher achievement and productivity, more positive interpersonal relationships, and greater psychological health” (Johnson & Johnson, 2008). Before the discovery of the Mebir (Rose, 2022a) an explanation for improved learning from social learning was derived from “The Social Independence Theory” which states that learning occurs from observations of the consequences of the behaviour of others. The actual mechanism for why social learning is more effective (the Mebir) and why social learning (ST) is in harmony with human nature (per PCT) was unknown. The Jigsaw approach divides a class into subgroups. Subgroups investigate different subtopics and then regroup to combine their efforts (Perkins & Tagler, 2011). The Jigsaw approach is not always effective (Bratt, 2008; Hänze & Berger, 2007). I hypothesize the Jigsaw approach is minimally effective in nations with high levels of social consciousness because students have a wealth of highly meaningful social experiences, and the social experiences associated with the Jigsaw approach are not so meaningful. Perhaps this explains why one case study found that the jigsaw approach had a neutral effect on learning in the Netherlands but a positive effect on learning in US (Hackett et al., 2023). 4) Wonderful results on better student engagement were derived from “topics, and creative works of human interest” in



(PR) China. The following facts suggest it is possible to easily test further the beneficial effect of “topics, and creative works of human interest” on learning a) topics and photographs of human interest held student interest; this was in stark contrast with the three modern textbooks I used (each from a different nation) which ceased engaging students after the first or second class, b) “topics and creative works of human interest” seldom are used in education and thus their effectiveness can easily be tested for, c) “topics and creative works of human interest” interested my Chinese students suggesting that they are effective even in nations with high levels of social consciousness, d) only a glance at an illustration of human interest elicits the Mebir innate response (personal observation) as a subtle greeting to a dog elicits dramatic Mebir responses (Rose, 2022a), and e) there is a method to easily test for the effectiveness of topics and creative works of human interest on learning, i.e., from introducing them to a class of underachieving students. 5) Another line of evidence for ST being more effective is that students of nations with a high level of social consciousness scored higher on the international PISA aptitude test (Rose, 2022a). 6) New, important social-learning methods designed to release the Mebir in students are derived from PCT including a) topics and creative works of human interest (see footnote 3); for examples see **Figures 1-16**, b) individualized attention (perhaps teachers can seek permission to have knowledgeable students tutor confused students (with ST methods)), c) assessment of all aspects of student ability rather than only testing an ability to memorize repeatedly, (i.e., rather than only testing literacy in reading, mathematics, and science (for example, at the end of the senior year of high school, as in Finland)). An assessment of all aspects of student ability would help students (1) explore what would be interesting for them to learn about, and be skilled at, and (2) possibilities for a career or a hobby. d) students learn that the best way to overcome boredom is with meaningful social creativity (of human interest) with someone they are compatible with), to help others, which as inferred best relieves boredom from releasing the Mebir (in meaningful ways); (this activity may only be possible in an ideal government community of a communist nation). e) For a cooperative thesis, before two students make an outline together, they are encouraged to be inquisitive (in doing a literature search) concerning anything of interest to them, related to their topic under study, and share what they learn, that is of human interest, with the other in a spoken dialogue, when making an outline cooperatively. Their (required unaffected) behaviour can be video recorded (with the student’s permission) enabling the teacher to assess a student’s ability to intellectualize spontaneously, make an outline cooperatively, communicate (without dominance or submission), respect and help their cohort, and assess student personality. For the written part of the cooperative thesis each student’s contribution can be in a different font colour (see Section 9). f) Proactive methods to manage class disruption (see the Introduction Section, 6) - e) ought to be tried first. g) Students learn to resolve conflict without coercion, aggression, or dominance, but rather with ST me-

thods, software for consensus decision-making, and a written debate with cited references see Section 7- 9). h) Students explain in their own words a logical deduction they made, what their cooperative thesis is about, and what their creative work is about.

## **2.2. Introduction to the Peaceful Composure Theorem (2.2 Is Nested in 2.1)**

To satisfy the readers acquired curiosity about PCT, from having been introduced to new teaching methods derived from PCT, in the previous section, an introduction to “the proof of PCT” is included in Subsection 2.2. PCT shows that humans are loving, non-competitive, and non-aggressive. The proof for PCT includes 1) the evidence for two new theories of evolution which shows that evolution is a growth, not a selective process (see below, Section 4, and my forthcoming book on evolution), 2) nomadic hunter and gatherer egalitarianism, 3) the evidence for how an ability to reason evolves (inferred from comparative cognitive and behavioural ecology between highly intelligent species), as a function of sexual preferences (not selection), a peaceful composure, reduced predatory impact, and a friendship-favourable group composition, see Section 4, 4) evidence for the common bottlenose dolphins {1} likely having an ability to reason, as inferred (per “The Freedom to Intellectualize Theory” (see Section 4) and PCT (see Section 5), from their uniquely exceptional (cultural and) evolutionary freedom, from their a. peaceful composure between conspecifics, b. apex friendship-favourable group composition for much of their species population, and which allows for avoidance of unpleasant encounters, c. comparatively low predatory impact, d. reduced conflict when consuming prey (in comparison to the wolf), e. cooperative feeding behaviour, and f. large delphinid size, (their lethal aggression against other small cetaceans is shown to be a function of jealousies which emerge from females and males not pairing up in long-term associations). {2} the evidence that they truly have a peaceful composure between conspecifics<sup>5</sup> (from their three close interspecies friends, and a long-term study of their behavioural ecology (in comparison to the temperament of other species). Evidence for PCT also comes from 5) the freedom to intellectualize theory being robust, in contrast with the social competition theory in explaining how higher intelligence evolves (see next section, titled “Six Pivotal Developments in the Natural and Social Sciences and Education”).

Regarding the proof of PCT from the two new theories of evolution which shows that evolution is a growth (not a selective) process). Previously it was erroneously inferred from the (refuted) concept of natural selection (from not considering the extraneous variable that evolution could be (and in fact is) a growth process, and not a selective process) that humans are not loving, and are

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<sup>5</sup>For a review of the evidence for the common bottlenose dolphins ability to reason and peaceful composure between conspecifics see Section 4-2-j), (Rose, 2022a), and my forthcoming book on evolution. Their lethal aggression against other small cetaceans is shown to be a function of jealousies which emerge from females and males not pairing up in long-term associations.

competitive and aggressive. Evolution is instead (shown to be) a growth process, and a function of evolutionary freedom (that it is so also suggested it is a growth process), for the various ways species evolve, i.e., the selection is not needed for evolution to proceed for the various kinds of evolutionary processes that take place, see Section 4, inclusive of the evolution of a) heritable improvements in fitness (not crucial to survival), termed safety characteristics (manifested as a mutation)), b) complex characteristics crucial to survival can evolve without selection, for example, as a function of specialization. Evidence for this comes from the inference that the component parts of the lungs of our vertebrate ancestors originally evolved without improving fitness as liaison characteristics (see Supplement 1), which eventually worked synergistically together to be functional, from enabling respiration (which as inferred, improved fitness) (see Section 4). An ancestral vertebrate species as inferred became specialized in the use of the more complex lung (that evolved without selection, and that improved fitness), so as to become crucial to survival. There is also evidence that the following evolved without selection, as a function of evolutionary freedom and sexual preferences (i.e., as a displaced innate response)), 1. an ability to reason, 2. higher intelligence (in primates, the short-finned pilot whale, bowhead whale, and elephant), (and not as a function of social competition, as researchers had thought), (see Section 4), and 3. elaborate characteristics (not crucial to survival (see Section 9)). Any “controversy” plaguing the two new theories of evolution and PCT is resolute from a culmination of robustness per a) the concept of natural selection having an extraneous variable ((evolution without selection), but not the new theories of evolution)), b) the Mebir substantiating the social brain hypothesis (see Section 4), c) the social competition hypothesis not being robust (previously explaining how higher intelligence evolves), (see Section 4), d) evidence for the common bottlenose dolphin evolving higher cognition per “The Freedom to Intellectualize Theory”) (see Subsection 2.2), and e) that their ability to reason would not be crucial to their survival (deduced from comparative behavioural ecology in my forthcoming book on two new theories of evolution).

**These Break-Throughs in Science from Providing Supporting Evidence for the Proof of PCT are of Importance to Society (Including to Improved Education) 1. The Acknowledgement of two New Theories of Evolution, 2. The Mebir’s Discovery, 3. The Greater Effectiveness of Gquic Psychology, and 4. of ST, and 5. the Common Bottlenose Dolphins Exceptional Evolutionary Freedom and Peaceful Composure between Conspecifics.**

The following advancements in science, from providing supporting evidence for the proof of PCT, are of importance to society (including to improved education), 1. the acknowledgement of two new theories of evolution (see Section 4) upon which PCT is based, which shows that evolution is a growth process (not a selective process), 2. the discovery of the Mebir, and research which shows 3. that ST, and 4. Gquic psychology is more effective, and the Gquic psychology is speedier, less disruptive, and more versatile for solving societal problems (see footnote 1, Subsection 2.1-12), and Sections 3 and 6)). Their greater effectiveness

is supporting evidence for PCT and shows they are critical for solving global problems. 6. the evidence for the common bottlenose dolphin likely having an ability to reason and has a peaceful composure between conspecifics (see # 4, Section 2.2) also provides evidence for PCT.

The proof of PCT in part, from the forementioned advancements in the natural sciences are as outstanding in helping society as the discovery of penicillin to the medical sciences from not only being of importance to improved education, but also for a) establishing a sustainable good social welfare system (in capitalist nations) (with ST and Gquic psychology methods, see Section 6), b) solving global (human health and safety) problems, and c) for sustainable world peace in virtue of a new United Nations based upon Gquic psychology, d) for reversing the uprising in capitalist fascism (see Section 6), e) to more effectively minimize racism and f) so communist values are better understood.

### **Section 2.1 Continued. The Evidence for the Greater Effectiveness of ST**

7) Besides the Mebir eliciting improved learning, it (as inferred) stimulates intellectualization, and not-unlikely (as in dogs) creativity, playfulness (in class, with concepts), exploration, and curiosity. There is also evidence that social learning improves student retention<sup>6</sup>. 8) PCT proves that the Mebir truly makes ST more effective. 9) (As stated previously), ST has effective proactive methods for reducing class disruption (see the Introduction Section, 6) – e). 10) Teachers can infer which methods of the other learning theories to prioritize from learning the principles of ST. The use of ST methods results in less subjectivity in how to help students. A way Darwinian psychology is subjective is in the determination of how much of a reward, and punishment to use, and how much fear to induce in students. Some teachers are strict and harsh, others are more communicative. ST teachers are communicative teachers (inspire students to learn with ST methods, rather than relying on fear (punishment)), and the most effective, least disruptive (ST) methods are prioritized. However, teachers may need permission to first try ST methods, and Darwinian psychology cannot be forsaken due to there being unequal distributions of wealth (globally). 11) From teachers witnessing that topics and creative works of human interest engage students they can better gauge their teaching effectiveness and making (ST) lesson plans becomes easier. 12) The evidence for greater effectiveness of ST methods includes evidence for greater effectiveness of Gquic psychology methods, from both ST and Gquic psychology being based on the same principles, i.e., on PCT and the Mebir (for an introduction to Gquic psychology and the methods of Gquic psychology see footnote 1).

### **Additional Evidence for the Greater Effectiveness of Gquic Psychology**

Additional evidence for the greater effectiveness of Gquic psychology includes a) that variable volume is more influential than loud banging (personal observation), b) a talented musician's improvised classical music on the blockflöte (recorder) (played for a given time period) is more influential than loud threats

<sup>6</sup>There is evidence for cooperative learning bringing improving retention (Johnson & Johnson, 1999).

(personal observation), and c) evidence that nomadic hunter and gather society use Gquic psychology from their egalitarian tendencies, i.e., their society is not conflict-dominance oriented, they do not play competitive games, and they share the food they gather and hunt (that they practice Gquic psychology provides supporting evidence for PCT), d) the convincing evidence for the common bottlenose dolphin having an ability to reason (see Section 4-2)-j)) and practicing Gquic psychology from 1. having a peaceful composure between conspecifics, 2. letting the less robust Indo-Pacific bottlenose dolphin have their preferred coastal region, suggesting the common bottlenose dolphin does not idealize conflict, and that Gquic psychology is in harmony with common bottlenose dolphin and human nature (per PCT), and 3. the personality of their three kinds of close interspecies friends being in harmony with their personality, with their creative, playful, highly social, and peaceful composure between conspecifics, e) As stated previously, Gquic psychology is based on (the joy of) the Mebir, (preferably without use of rewards, punishment and competition (manipulation)), shown more effective both Gquic psychology ST being based on the similar principles (the Mebir and PCT) and the evidence for ST's effectiveness. Furthermore, there are many drawbacks to the use of Darwin psychology, i.e., in capitalist nations including that it justifies exploitation, a class system, fascism and political apathy, the prioritization of civil disobedience over ST methods, racism, unkindness, adultery, low social consciousness, anti-social behaviour, and dishonesty (not in harmony with human nature per PCT). This suggests that ST and Gquic psychology ought not to be banned and (with permission) ought to be tried first. 13) With topics and creative works of human interest both students and the teacher are engaged. Only a glance at an image of human interest releases a Mebir response improving both student and teacher performance, personal observation, as a subtle greeting to a dog has a dramatic response. 14) In (PR) China I discovered as a teacher at public universities that "topics and creative works of human interest" engage students. This was in stark contrast with three modern textbooks which did not (after the second class). (For examples of topics and creative works of human interest see **Figures 1-16**). 15) Finland has a high level of social consciousness their public schools engage in cooperative learning, they have no standardized testing, and rank high on the PISA exam.

### 3. Joy of ST (The Mebir) Provides Learning Freedom

ST methods elicit improved 1. learning, 2. intellectualizing, 3. retention, (and likely, as inferred from dog behaviour), likely elicit sociality and mental creativity, exploration, curiosity, and playfulness. To make class interesting and manage disruption ST methods are designed to release the (joy of the) Mebir (Rose, 2022a), and curtail disruption with proactive methods. Other learning-instructional theories rely on Darwinian psychology, i.e., the joy of a) rewards, b) competition, c) dominance and submission, and d) punishment (fear), (i.e., some teachers more than others). Even teachers who idealize social learning

can idealize Darwinian psychology. However, following the evidence for the greater effectiveness of ST methods, ST methods are preferable, if allowed, even in a competitive society, (where it is appropriate to introduce students to competition in physical education classes, not in academic classes (for which, following ST, all aspects of student ability are assessed)). That the Mebir substantiates the social brain hypothesis (see Section 4) suggests that it provides social species with cultural and evolutionary freedom. This inference (and the proof of PCT) suggests that ST and Gquic psychology methods, from their basis on the Mebir, provide students with learning and intellectual freedom.

#### **4. A Description of the Two New Theories of Evolution (Upon Which ST, Gquic Psychology, and PCT Are Based)**

PCT is an important theorem. It 1) proves that the Mebir truly makes ST (and Gquic psychology) more effective, 2) provides novel, highly effective social learning methods of importance to education, and 3) has critical methods for solving global and societal problems (see Sections 6 and 9) previously not realized. One of the more important lines of evidence for PCT, ST and Gquic psychology is two new theories of evolution (“The Theory of (Cultural and) Evolutionary Freedom”, and “The Freedom to Intellectualize Theory”). These theories are the basis of PCT, which both ST and Gquic psychology are based upon. Evolution is shown to be a growth process (and a function of evolutionary freedom), and is not a selective process (Rose, 2022a), (as explained in detail in my forthcoming book on evolution). Instead of being a nongrowing, and cyclic-selective process’ (where only the fittest survive) it is a growth process, and a dynamic, interactive process (selection is shown as unimportant to evolution biological events that need not occur for evolution to proceed). As the pas de deux of the ballet “Swan Lake” (of the Russian Bolshoi Ballet, and the National Ballet of China), and the Swedish Slängpolska dance are interactively dynamic, so is evolution, in that where one of the dancers (the ecology including the environment) goes, the other (evolution as a growth process) actively go (without selection). Extinctions are irrelevant to evolution. Rather it is evolution as a growth process (the manifestation of species’ culture (i.e., heritable characteristics not crucial to survival)) (e.g. a heritable characteristic that improves fitness high enough so as to not go vestigial), and a species’ ecology (evolutionary freedom) that are of importance (a species’ ecology determines their relative (cultural and) evolutionary freedom). Species continuously adapt to changes in their environment from manifestations of mutations that improve fitness, called safety characteristics. As a choreographer has the freedom to interpret a ballet a species has (cultural and evolutionary) freedom to evolve in more than one way, for example, a complex characteristic, or an alternate characteristic, within the confines of its’ evolutionary freedom, i.e., from a mutation that is manifested as a heritable liaison (transitory) characteristic, that mutates further and 1. eventually goes vestigial from not improving fitness (or from not improving fitness high

enough), 2. does not go vestigial from happening to improve fitness (high enough) (has then become a safety characteristic), or 3. which does not go vestigial as a function of sexual preferences, (a displaced innate response), including elaborate, relief, and alternate characteristics, higher intelligence and “an ability to reason”. I hypothesize that with respect to heritable behaviours, at times they may evolve without selection from first being manifested as learned animal culture (contact me for the evidence for this). Even characteristics crucial to survival can evolve from a safety characteristic without selection as a function of specialization or with a “moderate decrease in evolutionary freedom”. It is a more complex relationship than this between the environment (a species’ ecology) and evolution because a species tends to become a better fit than necessary by tending to evolve safety characteristics (within the confines of its cultural and evolutionary freedom) which lessens the probability of extinction. Certain aspects of a species’ ecology (including its’ morphology) provide greater (cultural and) evolutionary freedom and others restrict it. The evidence for each of the two theories of evolution (one describes how species evolve, the other how higher intelligence and an ability to reason evolve) provides evidence for the other.

With respect to the evidence for PCT from “The Theory of (Cultural and) Evolutionary Freedom”, (i.e., from the proof that evolution is a growth process), evidence comes from a) species with exceptional and restricted (cultural and) evolutionary freedom evolving in characteristic ways, b) the inferred way certain complex characteristics evolve, which, to be functional the individual parts (as inferred) must have evolved independently (as liaison characteristics) and then acted synergistically to be functional, including the lungs, the circulatory, lymph, and nervous system of vertebrates (see Supplement 1), and sexual reproduction, c) evidence for the various kinds of characteristics (not crucial to survival) there are, including (1) safety characteristics which improve fitness, and (2) elaborate, (3) relief, and (4) liaison characteristics which do not, and (5) alternate characteristics. Safety and elaborate characteristics (not crucial to survival) are not only important to the study of evolution without selection, from the evidence for their existence, they also provide evidence for the concept that species have various degrees of evolutionary freedom.

#### **There is also Evidence for PCT from how “an Ability to Reason” Evolves**

“The Freedom to Intellectualize Theory” describes how higher intelligence and an ability to reason evolve, as a growth process. In the evolution of higher intelligence, the evolution of an ability to reason requires the greatest cultural and evolutionary freedom. There is evidence for evolution without selection from the forementioned evidence that a species morphology evolves without selection occurring, as a growth process, including the evidence for the existence of safety characteristics, not crucial to survival, which improves fitness. The ability of the common bottlenose dolphin to turn its’ neck for example is an example of a safety characteristic; inferred from comparative ecology between delphinid species, see **Figure 6**. The evidence that the evolution of higher intelligence is a

growth process also comes from comparative cognitive ability, and ecology (evolutionary freedom), which shows that species with exceptional intelligence have exceptional evolutionary freedom, see my forthcoming book on two new theories of evolution and the next Section). Furthermore, the Mebir substantiates and best explains the social brain hypothesis, (see 2., b) and c) below), and substantiates the freedom to intellectualize theory. Concerning the evolution of an ability to reason (which only one other species is known to have evolved, see d) and j)), an inference is extrapolated (from the facts listed in a)-n)) that it does not evolve as a function of social competition e.g., driving improved communication, but rather as a function of 1. evolutionary freedom, including from low predatory impact (including from reduced stress), a peaceful composure, and a friendship-favourable group composition, and 2. sexual preferences (i.e., a displaced innate response (a kind of animal culture from not being crucial to survival)) for certain kinds of heritable behaviours that do not go vestigial from being desirable, including acts of compassion and therapy (of an individual which inherits an ability to reason), (inclusive of behaviours which alleviate boredom). The (non-sexual) Mebir responses of dogs, and songbirds to my convivial greetings are commonly pronounced suggesting a strong attraction of an animal without an ability to reason (A) to any individual that might happen to inherit an ability to reason (B), and a strong desire of (B) and (A) to interact with each other despite their differences in cognitive ability.

#### **The Facts Concerning How an Ability to Reason Evolves**

The evidence for “an ability to reason” evolving as a function of evolutionary freedom and sexual preferences (i.e., as a function of a displaced innate response, not as a function of social competition) comes from the following facts listed in a)-n). a) The forementioned proof that evolution is a growth process and resolution of “controversy” plaguing the two theories of evolution and PCT from “a culmination of robustness” per 1. the concept of natural selection (but not the two new theories of evolution) having an extraneous variable (evolution without selection), 2. the evidence for the evolution of higher intelligence being a function of exceptional evolutionary freedom, and a function of sexual preferences in primates and other species (including in pilot whales, the bowhead whale, and the raven), in part from the Mebir substantiating of the social brain hypothesis. There is scanty evidence for the social competition hypothesis, as to how higher intelligence evolves (Connor et al., 2019)). (Further reasons for the exceptional robustness of the two new theories of evolution are listed in Subsection 2.2), b) the proof of PCT (which shows that any species with an ability to reason has a peaceful composure between conspecifics), (see Section 5), c) the evidence for social primates and other animals (including the bowhead whale and the short-finned pilot whale) having evolved higher intelligence as a function of sexual preferences, providing supporting evidence that an ability to reason evolves as a function of sexual preferences in species with exceptional evolutionary freedom. It was erroneously inferred from the (refuted) concept of natural selection that a larger brain evolved in highly competitive social species from



improved fitness, e.g., as a function of improved communication. The fact that social predators did not evolve higher intelligence voids this hypothesis. Instead, as inferred from predators having exceptional cultural and evolutionary freedom from having reduced predatory impact, both social and non-social predators have evolved higher intelligence, and from the discovery of the Mebir, higher intelligence of the more social primates evolved as a function of sexual preferences, (i.e., for (higher quality) social behaviours that are a result of less stress), and evolutionary freedom, (following the freedom to intellectualize theory, including from reduced predatory impact), (not as a function of social competition driving a better communication system). In greater detail, supporting evidence that higher intelligence can evolve as a function of sexual preferences comes from 1. social primates with greater egalitarianism having greater eye contact, eye contact is shown to elicit a strong Mebir in dogs (Rose, 2022a), 2. sociality providing cultural and evolutionary freedom in primates from reduced predation and improved learning, 3. the Mebir response of improvements in the effectiveness of behaviour from convivial social interactions resulting in, as inferred, more complex behaviours for more refined sexual preferences, i.e., with reduced stress (with greater cultural and evolutionary freedom); this best explains the higher intelligence in more social primates, 4. both social and non-social predators having evolutionary freedom from heavy predatory impact and evolved higher intelligence, and 5. both social and non-social primates, and predators display competitive interactions between conspecifics so that following the concept of natural selection, the evolution of an ability to reason could evolve in the more competitive species of these taxa, (i.e., in the chimpanzee, which practices lethal aggression), and it did not, see d). Therefore, as inferred, higher intelligence evolved in social primates as a function of greater cultural and evolutionary freedom, refined sexual preferences from a greater influence of the Mebir, and the benefits of sociality to evolutionary freedom (but not as a function of social competition e.g., driving an improved ability to communicate). From these facts it can also be inferred that higher intelligence evolved in both social and non-social predators as a function of evolutionary freedom and as a growth process, (but not as a function of social competition driving an improved ability to communicate), (whether or not it also evolved as a function of sexual preferences in social and non-social predators). For additional evidence for higher intelligence evolving as a function of evolutionary freedom and sexual preferences see the section below titled “The Evidence for the Evolution of Higher Intelligence being a Function of Evolutionary Freedom and Sexual Preferences”. An inference is extrapolated from the facts listed in letters d) through h) (below) as to why *Homo erectus* evolved an ability to reason per the freedom to intellectualize theory, but not other highly intelligent, highly competitive animal species (including primates). d) Inasmuch both species of chimpanzee, the elephant and the gorilla, which are known for being highly intelligent social species, notably have competitive interactions, do not have an ability to reason, inferred from their artwork (Rose, 2022a) and an ability to reason improves fitness (eventual-

ly), something must restrict their evolutionary freedom to evolve an ability to reason. e) as inferred, sexual preferences (and a displaced innate response of attraction to behaviours of an individual which inherited an ability to reason) and evolutionary freedom, (including from a favourable environment, and a peaceful composure) gave hominids evolutionary freedom over apes to evolve an ability to reason (inferred from the evidence for evolution without selection, the proof of PCT, both the chimpanzee engaging in lethal aggression, and the elephant (which engages in aggressive male-male sparring) not having evolved an ability to reason (see d), and both humans (see f)) and the common bottlenose dolphin (which is shown to likely have the ability to reason (see j)) (see Subsection 2.2, {1}) having exceptional evolutionary freedom, including from having a peaceful composure between conspecifics). That early *Homo erectus* was not good at hunting (nor escaping predators, see h)) from originally not being good at running greatly restricted their cultural and evolutionary freedom, suggesting that their ability to reason did not evolve from greater fitness, e.g., from the development of more advanced weapons. It is also inferred their ability to reason did not evolve from *Homo erectus* warring with more advanced weapons as Stanley Kubrick's movie "2001: A Space Odyssey" suggests, i.e., from giving one group an advantage over another, inferred from 1. the evidence that an ability to reason evolves per the freedom to intellectualize theory (listed in a)-n)). 2. Intelligent species with restricted evolutionary freedom not evolving an ability to reason but the ancient hominids had exceptional (cultural and) evolutionary freedom and evolved it. Evidence for ancestral ancient hominids having had exceptional evolutionary freedom comes from (following PCT), the tendency of egalitarianism of nomadic hunter and gatherers (and that the common bottlenose dolphins that likely have an ability to reason have a peaceful composure between conspecifics (see (j))). 3. That there is a population of chimpanzees making spears (tools) for hunting (primarily the female and juveniles) (Pruetz & Bertolani, 2007) and that chimpanzees engage in lethal aggression yet have not evolved an ability to reason (see d)). The most plausible explanation why comes from the freedom to intellectualize theory, i.e., that their aggressive interactions between conspecifics (as I hypothesize, culturally derived, as the result of intrusions of personal space when feeding on fruit), caused sexual preferences to be less refined (as a species). Additional evidence from comparative cognitive, behavioral ecology that an ability to reason evolves per the freedom to intellectualize theory includes f) that few animals have a peaceful composure between conspecifics which nomadic hunters and gatherers have, and the common bottlenose dolphins have (which likely have an ability to reason (see j))), suggesting it is possible that a competitive pre-hominid ape species gained cultural and evolutionary freedom to acquire a less aggressive temperament which allowed their future hominid relatives *Homo erectus* to have evolutionary freedom to evolve an ability to reason as a function of sexual preferences. That the Bonobo chimp lives in favourable environment and has a less aggressive temperament than the two chimp species suggests that reduced aggressive interactions can be manifested from a favourable ecology and

could be important to the evolution of an ability to reason. For convincing evidence that a heritable aggressive temperament can evolve as a function of stress (originally manifested as a kind of animal culture not crucial to survival, for example, from intrusions of personal space), see my article on the Mebir (Rose, 2022a) and the section below titled: “Supporting Evidence for Higher Intelligence Evolving as a Function of Sexual Preferences”. I hypothesize that for the bonobo chimpanzee to acquire a more peaceful composure than it has, to evolve an ability to reason (as a function of sexual preferences) it would need a reduction in stress levels, (they already have an apex friendship-favourable group composition that provides cultural and evolutionary freedom). This could perhaps come about (seeing as though they do not have harems) from (1) the cooperative gathering of marine invertebrates, (2) reductions in predatory impact, and/or (3) reduced aggressive interactions from a change in diet (e.g., away from food patchy in distribution, i.e., reduced intrusions of personal space). I hypothesize a harem mating strategy (for example of the gorilla) genetically locks out the evolution of a peaceful composure (even with a reduction in stress from a beneficial change in the ecology), g) chimpanzees are considerably more agile for hunting than early *Homo erectus* (before *Homo erectus* underwent encephalization), and have aggressive interactions, (including lethal aggression), and hunt with weapons but have not evolved an ability to reason (see d)). h) There was greater predatory impact from larger predators in the Savanah that would have restricted the evolutionary freedom of early *Homo erectus* (which originally were not good at running). That heavy predatory impact restricts evolutionary freedom is inferred from species with exceptional evolutionary freedom evolving higher intelligence, (and the evidence that the evolution of an ability to reason requires yet even greater evolutionary freedom). I hypothesize that the most plausible explanations for why greater evolutionary freedom is needed to evolve higher intelligence are because 1. an individual that inherits higher intelligence (or ability to reason) is distracted from being on the look-out for predators, and engages in creative behaviours that attract predators (as play behaviours in animals are known to attract predators), 2. a species with reduced predatory impact is more free from stress so 2.1 sexual preferences are more refined and 2.2 (learned and heritable) animal culture is more apt to emerge, i) Supporting evidence that an ability to reason could evolve as a function of sexual preferences comes from (heritable) elaborate characteristics (not crucial to survival) evolving in those species with evolutionary freedom, i.e., as a function of sexual preferences (from a displaced innate response). j) the evidence for common bottlenose dolphins “ability to reason”,<sup>9</sup> and peaceful composure between conspecifics (per PCT), (from comparative temperament between species and their three close interspecies friendships). Evidence (per the freedom to intellectualize theory) for their “ability to reason” comes from their

<sup>9</sup>For more information about common bottlenose dolphin close interspecies friendships, from a chapter about these (from my forthcoming book on the zoology of the common bottlenose dolphin), send me an e-mail letter.

1. uniquely exceptional evolutionary freedom (see Subsection 2.2, 4)), 2. peaceful composure between conspecifics, and 3. that their “ability to reason” is not crucial to survival (per PCT) (inferred from comparative behavioural ecology), and 4. that they express social creativity with complex songs (Rose, 2022b, 2022c) is in line with their having an ability to reason.

#### **Other Factors that Likely Provide Evolutionary Freedom in the Evolution of the Ability to Reason**

Additional evidence for an ability to reason evolving per the freedom to intellectualize theory includes evidence for other factors that (as inferred) provide cultural and evolutionary freedom for an ability to reason to evolve, (that provide improved sociality, reduced predatory impact and/or reduced stress which as inferred results in more refined sexual preferences) including convincing evidence for an ability to reason being a function of k) reduced predatory impact and an apex friendship-favourable group composition with opportunities of avoidance of conflict (inferred from the unique behavioural ecology of the common bottlenose dolphin), (many primate species also have an apex friendship-favourable group composition), l) (not unlikely) highly evolved social-creative abilities provide evolutionary freedom, provision more refined sexual preferences (inferred from the frequent social creativity of the common bottlenose dolphin in song (at least for certain populations)). m) (not unlikely) eye contact provides cultural and evolutionary freedom. The most social and egalitarian primates exhibit eye contact and the most social primates have been shown to have a higher degree of intelligence (see my forthcoming book on evolution). The common bottlenose dolphin (which likely has an ability to reason) has a flexible neck, see **Figure 6**, suggesting that they are not unlikely to engage in eye contact. That humans have frequent eye contact, the common bottlenose dolphin likely has eye contact, that highly social (and intelligent) primates exhibit eye contact, and that eye contact with a dog elicits a dramatic Mebir (per PCT) suggests that eye contact in a social-friendly context likely provides evolutionary freedom in the evolution of higher intelligence and an ability to reason. n) There is convincing evidence for cooperative behaviour reducing stress in mammals (including that cooperative hunting in chimpanzees is associated with the sharing of the catch), and both nomadic hunters and gatherers and common bottlenose dolphins (which likely have an ability to reason(see j))) engage in cooperative behaviour suggesting (per PCT) that in the evolution of an ability to reason cooperative behaviour likely provides (cultural and) evolutionary freedom (from a reduction in stress). As cooperative behaviour provides evolutionary freedom, a cooperative thesis provides learning freedom, from improved learning, retention, likely intellectualizing, mental creativity, curiosity, playfulness and exploration.

#### **Higher Intelligence Evolves as a Function of Sexual Preferences and Evolutionary Freedom (as a Growth Process)**

There is evidence for higher intelligence evolving as a function of evolutionary freedom for species with higher intelligence having had this, (see my forthcom-

ing book on two new theories of evolution), and from the aforementioned evidence for the Mebir substantiating the social brain hypothesis, i.e., from the study of the behavioural ecology of primates and predators, which also provides supporting evidence that the evolution of higher intelligence is a function of evolutionary freedom and (at least at times), sexual preferences.

In essence, a species needs evolutionary freedom to evolve higher intelligence, i.e., to engage in complex behaviours without being on the lookout for predators, for refined sexual preferences to manifest a more complex species culture. With respect to my hypothesis that higher intelligence can evolve as a function of learned animal culture, (not only from sexual preferences or improved fitness), learned animal culture (not crucial to survival (whether it improves fitness)) can perchance become heritable from the manifestation of a heritable behaviour that incidentally mimics the learned animal culture (and does not go vestigial from being desirable) e.g., complex courtship rituals in birds in certain species not unlikely evolved in this way (Rose, 2022a).

High levels of social consciousness which release the Mebir have been shown to be of importance to education, and presumably are important to society and a good economy. As inferred from the study of the behavioural ecology of primates and predators, and sexual preferences being of importance to the evolution of higher intelligence in social primates, reduced stress was likely also of importance and is likely of importance to education, society and a good economy, (which a high level of social consciousness helps to bring about). The evidence for higher intelligence evolving as a function of sexual preferences (and the Mebir) substantiates both the social brain hypothesis (Rose, 2022a), and the freedom to intellectualize theory (see the passage of Section 4 concerning the evidence for the freedom to intellectualize theory, b)).

#### **Other Supporting Evidence that Sexual Preferences Are of Importance to the Evolution of Higher Intelligence**

(1) Primate species with greater sociality have a more egalitarian society and eye contact, (see the passage of Section 4 concerning evidence for the freedom to intellectualize theory, a), b) and c)), suggesting that in the evolution of higher intelligence, besides sexual preference, complex social interactions, reduced predation and the Mebir being of importance see Section 4), eye contact, and an egalitarian society are also important, from refining sexual preferences.

(2) Research on the cognitive abilities of the sexes (of humans) and on comparative ecology of the sexes of prehistoric humans (described in my forthcoming book on two new theories of evolution) provides convincing evidence that higher intelligence evolved in women as a function of male sexual preferences. Women are shown to have higher cognitive abilities than men, and as inferred, female nomadic hunters and gathers had more social-friendly and less stressful experiences from living in a camp (to care for their offspring) with a campfire as protection from predators, providing cultural and evolutionary freedom to manifest more refined and complex behaviours, important for the evolution of

higher intelligence as a function of (male) refined sexual preferences.

(3) The following case studies between species with a comparable ecology suggest that a. reduced stress, b. refined social interactions (including creative social interactions), and c. refined sexual preferences allowed higher intelligence to evolve, including for (3.1) the bowhead whale, their EQ (encephalization quotient) is higher than for the humpback whale, they both are baleen whales which feed in the artic. The humpback whale species (unlike the bowhead whale) experiences much stress from 1. fasting for many months 1.1 on their long migration, and 1.2 during the mating season and 2. from their aggressive male-male interactions when mating. (3.2) The short-finned pilot whale's EQ is higher than the long-finned pilot whales and the long-finned pilot whale has a more aggressive temperament and a more stressful dive. (3.3) The raven has a larger EQ than crows. The common raven (*Corvus corax*) is a larger Corvid with a large beak. As inferred, it has reduced stress from reduced predatory impact and has a more curious nature than the American crow (*Corvus brachyrhynchos*) (personal observation), suggesting (from their having a similar diet) that the higher intelligence of the raven evolved as a function of less stress and sexual preferences. This tendency, of species with a less stressful ecology evolving a higher EQ is likely significant (despite that some researchers believe that EQ values are not always accurate (perhaps due to their not considering a species' evolutionary freedom?)), from the species being compared having a comparable ecology. (3.4) Certain tropical bird taxa, (e.g., parrots), the manatee, elephant, the manta ray and red fox are highly evolved cognitively and have exceptional (cultural and) evolutionary freedom from reduced stress, and/or reduced predatory impact, as described in my book on two new theories of evolution. Though the bonobo has less stress (aggression) than the common chimpanzee, the bonobo has restricted cultural and evolutionary freedom to evolve a higher EQ from less refined sexual preferences from engaging in extra-reproductive sex and is more promiscuous as inferred from testes size, (the behavioural ecology of the two chimp species is explained in my book on two new theories of evolution) best explaining the bonobo's lower EQ values, it likely engages in less refined sexual preferences.

(4) the evidence this article presents for an ability to reason evolving as a function of sexual preferences (see Section 4) suggests that higher intelligence could evolve as a function of sexual preferences. However, at times, the evolution of higher intelligence may not be a function of sexual preferences, but rather a function of evolutionary freedom and the evolution of improvements in fitness (the evolution of safety characteristics), or a function of learned culture.

The social competition hypothesis ought not further explain how higher intelligence and an ability to reason evolve because the concept of natural selection is refuted by evidence for the two new theories of evolution see Section 4, any controversy that surrounds them being resolute (see Subsection 2.2), and an ability to reason, and not uncommonly higher intelligence are shown to evolve as a function of evolutionary freedom, and sexual preferences.

## 5. The Peaceful Composure Theorem (PCT) upon Which ST and Gquic Psychology Are Based

ST and Gquic psychology is based on the peaceful composure theorem (PCT), which shows humans are loving, non-competitive, and non-aggressive (Rose, 2022a). For some of the ways Gquic psychology is critical for solving societal (including global) problems (from being more effective, speedier, less disruptive and more versatile) see Sections 6 and 9, and Subsection 2.2. Per PCT self-initiated unkindness (a common circumstance of capitalism), crime and jealousy are not competition. Instead, they are (and even competition itself is) a function of an unequal distribution of wealth. The proof of PCT comes from 1) the evidence for two new theories of evolution (see Section 4) which shows that evolution is a function of evolutionary freedom and species culture, i.e., is a growth process, is not a function of selection. That humans were thought to be unloving in nature from the concept of natural selection was a triple error Error 1: Though scientists believed there is evidence for the concept of natural selection, (despite there is not (see Section 4)), it cannot be inferred that humans are unkind, unloving and competitive from it because it is possible that unkindness is a function of an unequal distribution of the wealth. Error 2: The concept of natural selection in fact has an extraneous variable, that evolution can unfold, and even an ability to reason can evolve without selection, as a growth process, (which there is evidence for, see Section 4). Error 3: the premise upon which the misconception was based (the concept of natural selection) has been refuted, from the evidence for two new theories of evolution, see Section 4. Instead, improvements in fitness evolve from heritable mutations that do not go vestigial from improving fitness high enough (termed safety characteristics). Characteristics crucial to survival can evolve from a safety characteristic without selection, via specialization, or with a moderate decrease in evolutionary freedom. Selection is shown to be insignificant to evolution, unimportant to society's biological event because evolution is not dependent on selection to unfold, certain complex characteristics are dependent upon evolution without selection to evolve, and every kind of evolutionary process that occurs is shown to unfold without selection, including speciation. **The evidence for evolution without selection** includes 1. That species and taxa with exceptional and restricted evolutionary freedom evolve in characteristic ways, and that species of regions which provide exceptional and restricted evolutionary freedom, and species with high and low stress levels evolve in characteristic ways, 2. The evidence for (higher intelligence and) an ability to reason evolving as a function of sexual preferences, and evolutionary freedom see Section 4, 3. it is inferred for certain complex systems (characteristics) composed of two or more parts that the component parts evolved without selection occurring as "liaison" characteristics before acting synergistically to make the complex characteristic functional, such as the lungs, circulatory, nervous, and lymphatic systems, and sexual reproduction (see Supplement 1), and 4. there is evidence for the existence of elaborate (wanderlust), relief, al-

ternate, liaison, and safety characteristics; not crucial to survival. Further evidence for PCT comes from **2**) the study of the egalitarianism of nomadic hunters and gatherer society (those with the greatest cultural freedom are more egalitarian), **3**) the evidence from comparative behavioural ecology for factors that allow an ability to reason to evolve, including refined sexual preferences, reduced conflict between conspecifics, decreased predatory impact, and a friendship-favorable group composition (exceptional evolutionary freedom), see Section 4, and **4**) the robustness of the freedom to intellectualize theory (which PCT is based on) but not the social competition theory, (Subsection 2.2).

## **6. High Levels of Social Consciousness Is Important to Education (and to Societal (Economic and Cultural) Development)**

Student learning is improved 1. when students and their teacher have a high level of social consciousness (Rose, 2022a), and 2. with ST methods, (from the Mebir being elicited more frequently). As inferred, the effectiveness of learning is best in a society with non-secular spirituality (in which the people can love and be loved, which communist and socialist nations have (from not having an exploitive system of government)). Nations with a low level of social consciousness are reluctant to acknowledge (at least until this article's publication) the importance of 1) the proof of PCT, which shows humans are loving, non-competitive, and non-aggressive (despite PCT has shown that ST and Gquic psychology methods are truly more effective (and ought not to be banned)), and are reluctant to acknowledge the importance of 2) ST and 3) Gquic psychology methods, personal observation, (despite that they are critical for solving certain societal problems, including global (human health and safety) problems, and for sustainable world peace in virtue of a new UN based on Gquic psychology, for raising social consciousness and for best-managing racism (see below); ST and Gquic psychology ought not be banned. Even if PCT, ST, and Gquic psychology are used in capitalist nations with low social consciousness in the future, insomuch there is extremely unequal distributions of wealth globally Darwinian psychology cannot be forsaken. Major reasons for the reluctance an accept PCT, ST and Gquic psychology are the rise in fascism in capitalist nations in the 22<sup>nd</sup> century due to 1. a looming economic crisis from global warming, 2. the global (capitalist) economy causing "capitalist values" and privatization to be popularized and 3. possible capitalist secret police mind-reading of influential people, and the targeting of innocent people. (Dean & Duff, 2021; Targeted Justice, 2023). Mind-reading and targeting ought not to be allowed because capitalism is not in harmony with human nature (following PCT). A crucial way to end mind-reading and target individuals in all nations is with the aid of a new UN based on Gquic psychology. Nations with low social consciousness are also reluctant to adopt Gquic psychology from the masses of capitalist nations not yet realizing that both Darwinian and Gquic psychology are not mutually exclusive (there is evidence that they are not from nations with high social consciousness



using both kinds of psychology). The misconception that Gquic psychology cannot be used in a capitalist society also comes from the misconception of the (refuted) concept of natural selection that humans are unloving and unkind. Seeing as though the concept of natural selection is refuted (See Section 4), Darwinian psychology and Gquic psychology are not mutually exclusive in the same society, Gquic psychology is more effective, speedier, less disruptive, and more versatile, and business people and teachers commonly use a weakened version of the Mebir (positive reinforcement, i.e., social conditioning, a form of manipulation), ST methods ought not be banned in education, (but teachers may need to seek permission to use them) nor should Gquic psychology be banned from solving the societal problems listed below, (yet political activists may want to seek permission to use gquic psychology and ST methods because they are highly effective and do not promote invested interest).

Besides ST and Gquic psychology showing the importance of a high levels of social consciousness, a comprehensive social-welfare system (with safe-guards against corruption), and communist and socialist values better known, the following Gquic psychology and ST methods ought to be tried to raise social consciousness in capitalist nations ((first) if and when ST and Gquic psychology is allowed in political (legal) activism) because they are more (sustainably) effective, speedier, less disruptive and are more versatile (than methods of Darwinian psychology), (in that Gquic psychology and ST have important novel methods that Darwinian psychology would not consider using). Methods to include a. conducting further research that shows topics and creative works of human interest to be more effective, b. teaching the masses about the importance of a high level of social consciousness (for example with lessons about the Mebir), and c. campaigning and petitioning to instate various government programs, including 1) socialized medicine in United States, the only developed nation without, 2) free higher education, 3) low-cost housing for the poor, 4) a new United Nations that solely uses Gquic psychology to (effectively) solve global environmental problems, and for sustainable world peace (established from proving its' worth), see the forthcoming book "Global Restoration", 5) a program to better manage racism (with Gquic psychology methods, *e.g.*, those who discriminate are rehabilitated from working alongside the best of the race they discriminated against), 6) A "Beggar's Banquet" and a "Poor-man's Christmas" event in capitalist nations to show that with use of Gquic psychology the poor and homeless are good workers, 7) a volunteer tax scheme (VTS) to fund government programs 1)-7) (sustainably) (a VTS encourages a sustainable federal taxation scheme for these government programs). A VTS in an emergency situation liberates people from not being able to help others due to a conservative administration. 8) Methods to raise social consciousness include the use of ST methodology, giving teachers using ST methods with social consciousness (or perhaps all teachers?, which would seem counterproductive)) high social-status, but all teachers receive equal pay, and teaching students about the importance of the Mebir, ST, PCT, and

Gquic psychology.

## 7. The Social-Friendly Teaching Methods

Proof for the greater effectiveness of ST methodology (see Subsection 2.1) has **1.** a sound basis in science from a) ST methods being designed to release the Mebir, and b) empirical evidence for the greater effectiveness of social learning from new and past research. New evidence comes from {1} the Mebir, {2} that schools with a high level of social consciousness including (PR) China do well on the PISA international aptitude test, and {3} phenomenal results with topics and creative works of human interest in (PR) China (Rose, 2022a), and **2.** have a sound theoretical basis (see Sections 3 -5), from a basis on PCT, which shows that ST truly is more effective. Some ST methods are in use today, for example, 1) high levels of social consciousness as inferred elicit the Mebir in students such that (PR) China, for example, scores high on the PISA aptitude test. Finland also scores high on the PISA, has a high level of social consciousness, and employs cooperative learning (Halinen & Järvinen, 2008) which benefits student learning (from the Mebir more frequently being elicited). Finland “has no mandated standardized tests apart from one exam at the end of a student’s senior year in high school. There are no rankings, no comparisons or competition between students, schools or regions” (Hancock, 2011). 2) Graduate schools utilize experimental learning. As I hypothesize, this is a kind of ST method from being a social experience, i.e., a way to help others (that elicits the Mebir). 3) Corporal punishment is not permitted in public schools in (PR) China, and in other nations, including Norway and Sweden. 4) Social experimental learning is used in the Reggio Emilia schools for children (Edwards et al., 2011). Inasmuch ST methods are already used in education, and commercial advertising employs a weakened version of the Mebir (i.e., positive social conditioning, a form of manipulation) teachers have a basis for asking permission to use ST methods. Nations with high levels of social consciousness will likely be able to use ST methods more freely (i.e., communist, or socialist nations from the people in these nations being free to love and be loved).

As a review, some ST methods include

- (1) Assessment of all aspects of student ability (however a student’s ability to memorize is tested only once).
- (2) Individualized attention (from the teacher and knowledgeable students).
- (3) Encouraging students to be inquisitive about topics that interest them, and to share (explain) what they have learned, when outlining their cooperative thesis together, see Section 2.1-6-e), (without dominance, submission, and manipulation, and video recorded with the student’s permission).
- (4) Proactive class disruption management from explaining a rule, and displaying a student’s biography, unposed photograph, resume, and video of a student engaged in research, providing a lasting sense of identity and self-worth.
- (5) Students only memorize what they can easily memorize. All aspects of

student ability are tested and students engage in intellectual pursuits, e.g., a) in applying knowledge (learned in class) to help an organization, b) using the scientific method to test a hypothesis, c) learning to communicate by explaining what a thesis, logical deduction or creative work is about in their own words, d) writing user-friendly instructions, e) computer software for cultural development, f) learning to be creative from a professional (as in (PR) China), g) learning consensus decision-making processes with aid of software and a written debate with cited references, h) making logical deductions from 1. analysing the best way of doing something, 2. the components of a collection and 3. from the facts a cooperative thesis contains, i) in art class, students experiment and learn from other artists rather than compete, and h) creative games of human interest substitute competitive games, i.e., for learning.

(6) The use of topics and creative works of human interest (see footnote 3) in books, handouts, and lectures. (In capitalist nations a topic of human interest needs to be accompanied by “creative works of art” of human interest to hold student interest, (personal observation), (as I hypothesize, because the pleasant sensationalism from “a creative work of art” effectively awakens the joy of a high level of social consciousness (via association)).

(7) The use of experimental learning (is as inferred a social experience).

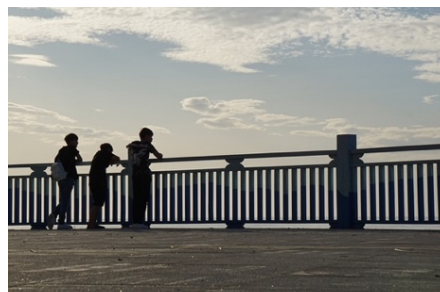
(8) Nurturing a high level of social consciousness in class.

(9) Students mock resolving (domestic, civil, political, and academic) conflict with an analysis of the pluses and minuses of each side of an issue, cited references, an open written debate, without dominance, conflict, competition, arguing, and manipulation, but rather from logical deductions from the facts.

(10) A cooperative thesis.

**Figures 3-8**, and **Figures 10-16** are topics and illustrations of human interest in the natural sciences, physics, and statistics, and works of art which elicit the Mebir.

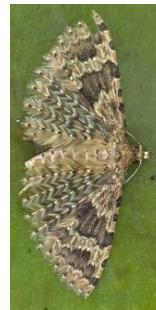
As a teacher in (PR) China I introduced illustrations of Chinese culture to students which noticeably elicited the Mebir, from, as inferred, an association of the illustration with China’s high level of social consciousness.



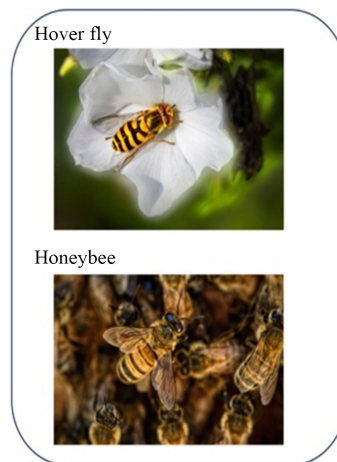
**Figure 1.** A field trip at the beginning of a term will result in students having more intense and frequent Mebir experiences in class which will improve the quality of a cooperative thesis and will improve student learning, intellectualizing and problem-solving skills. Works of art of human interest, such as these photographs, help to make a topic of human interest more interesting.



**Figure 2.** Students like to explain in their own words what their project, creative work and (for children 12 and up), what their logical deductions are about, (e.g., what their cooperative thesis is about) which releases the Mebir in both the student and their audience.



**Figure 3.** In the field of natural sciences alternative characteristics are of human interest from suggesting that species have evolutionary freedom, because humans have had exceptional evolutionary freedom to evolve in complex ways. A topic of human interest is a convivial social experience that releases the Mebir. Plume moths have wings of plumes, a kind of alternative characteristic and possibly a less fit wing, suggesting that non-plume moths may be better fit than necessary. Photographer: Nigel Voaden.



**Figure 4.** Another topic of human interest in the natural sciences, is three possible reasons the honeybee’s communication system is more complex than the hoverfly’s when they both consume flower nectar, the hoverfly looks better fit physically, and the honeybee is a social insect. It evolved either 1) from improving the honeybees fitness (i.e., the evolution of a safety characteristic), 2) the honeybee having greater (cultural and) evolutionary freedom (from storing food in a hive, having easy excess to high energy reserves sustainably and living in hive socially so as to manifest a kind of learned insect culture) that became heritable, and/or 3) as a function of refined sexual preferences, (see text).



**Figure 5.** A baby (joey) wallaby in the mother's pouch. Alternative characteristics are of human interest from suggesting that species have evolutionary freedom, a topic that releases the Mebir. For marsupials, hopping as a form of mobility may be an alternative characteristic. The pouch for the young to grow and nurse is likely an alternative characteristic, inferred from marsupials and placental mammals (which outcompeted marsupials in South America), both having thrived in South America.



**Figure 6.** The common bottlenose dolphin's ability to turn its neck provides it with (cultural and) evolutionary freedom which only one other delphinid evolved, as inferred is safety characteristic (not crucial to survival) that improves fitness, and results in refined sexual preferences.



**Figure 7.** A photograph of a species experiencing the Mebir releases the Mebir in the reader. If the animal in a photograph is engaged in a Mebir and is an endangered species this helps save them from extinction, such as this photograph of the mother polar bear and cub experiencing the Mebir. An explanation as to why it is in danger of extinction becomes of heightened interest. Global warming is causing icebergs to melt which polar bears need to find enough food to eat.



**Figure 8.** A topic of human interest for a physics class. How large should (attractive) lattice beams be to hold up solar panels safely (in a strong wind)?



**Figure 9.** Photographs of people cooperating at doing something (who are experiencing the Mebir) inspire students to work on a cooperative thesis.



**Figure 10.** A topic of human interest for a physics class. How many solar panels are needed in the Gobi and Sahara to provide a nation with its energy needs (to help humankind)? (this releases the Mebir).



**Figure 11.** A topic of human interest for a statistics class. Are cooperative restaurants more cost effective for the restaurant goer and do the members like working once every two years? Can workers follow user-friendly recipes to cook from? (The teacher can fabricate the data).



**Figure 12.** In a statistics class each student can be assigned to learn about, and teach about a certain statistical test. Individualized attention from the knowledgeable students helping the confused students can ensure that all students are proficient at statistics. Learning statistics from applying statistical tests to real life situations to help the community releases the (joy of the) Mebir, especially when done cooperatively.



**Figure 13.** A painting of people cooperating releases the Mebir, can inspire students to do a cooperative thesis. “They are Growing Up”. Song Xianzhen. 1964. National Museum of China, Beijing.



**Figure 14.** It is of human interest that a 1) heritable aggressive temperament can evolve (not crucial to survival), e.g., from intrusions of personal space, 2) that the evolution of an ability to reason is (and higher intelligence is (at least commonly)) a function of sexual preferences, and that though 3) aggressive interactions do not prevent the evolution of higher intelligence, they restrict it. How does (non-sexual) convivial social interactions provide society with cultural freedom? “New Land”. Ma Changli. 1999.



**Figure 15.** Perhaps sensual places in nature elicit a Mebir-like innate response e.g. in songbirds, after a rainstorm, to sing more excitably, which is a topic of human interest. Perhaps a pleasant turn of events elicits a Mebir-like response, (but not a long-term “sensual” event), (Fisher et al., 2023), showing the importance of varied (convivial) social experiences to society. “Growing Up”. Liu Shiguang. 1980.



**Figure 16.** This painting, in context with the topic of the effects of global warming, including reduced agricultural productivity, species extinctions and economic instability release the Mebir, and help students to think of viable ways of how global warming ought to be managed. “The south of the Yangtze River after snow 2”. Shen Xingong. 2007. National Art Museum of China, Beijing, (PR) China. The photograph has been photo-edited slightly.

**Figure 1** and **Figure 2**, **Figure 4** and **Figure 5** and **Figures 7-12** are from Pixabay platform. **Figure 6** is from the Unsplash platform. Paintings 13 – 16 are from the National Art Museum of (PR) China, Beijing. References for figures available upon request.

#### **Enlightenment for Reformation**

Those who discriminate against teachers, politicians, creative people, professionals, or philosophers using ST (or Gquic psychology) methods can be rehabilitated from 1. working alongside the best of the group they discriminated against and from 2. learning about the importance of a) the two new theories of evolution, b) PCT, c) the Mebir, d) Gquic psychology, e) ST, f) the circumstance of when it is beneficial to practice reciprocal altruism, and g) that Darwinian psychology cannot be forsaken for the reason that there is an unequal distribution of wealth globally.

#### **Examples of Topics in the Natural Sciences that Elicit the Mebir**

1) The concept that species have “evolutionary and cultural freedom” releases the Mebir in students in part because we as humans and our ancient hominid ancestors have had it, which has allowed humans to evolve in complex ways. For



example, a favorable environment to reptiles gave herbivore dinosaurs evolutionary freedom to evolve a large size, as a safety characteristic (from improving fitness), releases the Mebir in students via association because we as humans have also had evolutionary freedom which enabled our species, and our ancient hominid ancestors to evolve in complex ways. This realization makes the teacher, a lesson, the class, and the school of heightened interest to students, and engages students to learn (from the release of the Mebir). That the giant redwood tree (*Sequoiadendron giganteum*), amongst the tallest of trees in the world, evolved around the time of dinosaurs as a function of a favourable habitat will release the Mebir in students. In a competitive society, displaying an image of a carnivore dinosaur baring its' teeth to make a lesson about dinosaurs interesting would as inferred inhibit the Mebir response severely from being anti-social, the joy of fear approach, and suggesting that conflict and competing ought to be idealized (exalted by Darwinian psychology), when instead, ST and Gquic psychology methods are proven more effective, and versatile, a high level of social consciousness aids learning (Rose, 2022a), as inferred, stimulates intellectualizing, and ST methods (convivial social interactions) likely elicit (as in dogs) the Mebir responses of creativity, sociality, curiosity, and exploration (Rose, 2022a). Gquic psychology is not only more effective, but also speedier, less disruptive, and more versatile (can solve societal problems that Darwinian psychology cannot solve, such as the banning of targeted individuals in all nations, in virtue of a new UN). (In a competitive society it is appropriate for competitive values to be introduced in physical education class only). Other topics in the natural sciences of human interest that will make classes more interesting from releasing the Mebir include the topics of 2) the proof of two new theories of evolution, and 3) PCT, 4) the importance of ST to teaching, and its' basis, 5) the importance of the Mebir, and Gquic psychology, 6) the discovery of evolution without selection, 7) the evidence for species culture (not crucial to survival), and 8) the ways a species' favourable ecology provides cultural and evolutionary freedom (and a restricted ecology restricts this). For example, (in pinnipeds (seals and sea lions) and pheasants)) there is evidence that intrusions of personal space leads to aggressive interactions, that a favourable ecology leads to a peaceful composure (in the bonobo chimpanzee and bowhead whale) however, high-stress levels during courtship best explains the elephant seals more highly evolved physiology, from intrusions of personal space, but restricts their evolutionary freedom with respect to the evolution of an ability to reason and higher intelligence. There is evidence that a species can obtain low-stress levels from greater ease of foraging, cooperative behaviour, low predatory impact and/or a favourable environment (Rose, 2022a). Evolutionary freedom, in part from low-stress levels best explains the Atlantic common bottlenose dolphin's highly evolved echolocation system and the species' "ability to reason" (for further details contact the author). Species with a habitat that provides many hiding places (that provide good camouflage), (e.g., the endemic bird species of a tropical rain forest, and tropical coral reef fish of a coral reef) and toxic species have evolutionary freedom to evolve

elaborate characteristics. Other topics of human interest in the natural sciences include 10) that the Mebir substantiates the social brain hypothesis, and two new theories of evolution, 11) that a high level of social consciousness (with safeguards against corruption) is in harmony with human nature (per PCT), promotes learning and intellectualizing, is good for the economy, and stimulates (all kinds of human-health friendly) inventing, 12) that the evolution of an ability to reason is a function of the ecology (evolutionary freedom) of a species, and sexual preferences, 13) A comparison of the ways the honeybee and hoverfly evolved (**Figure 4**) i.e., a) The female honeybee (the workers and the queen) have a stinger. The hoverfly species has mimicked (evolutionarily) the barred abdomen of the honeybee, serving as a kind of predatory defense (from the honeybee female, with a stinger having a barred abdomen and a stinger). As inferred, a species that evolves a similar appearance to another species that has an effective defensive mechanism has evolved both an alternate characteristic (an alternate kind of a defensive mechanism that improves fitness), and a safety characteristic. The hoverfly's morphological mimicry of the honeybee's barred abdomen reduces the hoverfly's mortality rate from predation (high enough) to not go vestigial. Furthermore, b) flies, including "the hover fly" have only one set of wings. Most flying insects including the honeybee have two sets of wings. Inasmuch the hoverfly and the honeybee have a similar ecology, their "wing count dimorphism" evolved, as inferred, as an alternate characteristic (both as a chance event and from the ancestors of flies not needing a second set of wings, so as to go vestigial). c) The hoverfly species in **Figure 4** looks a better fit than the honeybee from a larger wingspan for its' body size. Hoverflies and honeybees consume flower nectar. A teacher can help students learn how species evolve without selection from asking: What are three possible ways the honeybee, a social species that live in a hive and that looks less fit, evolve "a complex bee dance behaviour" (to communicate the distance to a good food source, and its' direction?) (1. from improving fitness, as a safety characteristic, (without selection), 2. as a function of cultural freedom (from there being much high-energy food stored in a hive, and from the honeybee's being a social insect), to manifest a learned (non-heritable) behavioural culture (and a heritable mutation which incidentally "copied" the learned animal culture, and not going vestigial, from being desirable), and/or 3. as a function of sexual preferences of the queen bee (Couvilloin et al., 2010) (for a drone (male bee) with a behaviour that improves honeybee cognition), and evolutionary freedom. Though honeybees may have decreased fitness from being less efficient fliers than the hoverfly they have exceptional evolutionary freedom to evolve a bee dance from a) a high-energy food source, b) storing honey in a hive, and c) being a social insect providing a worker (A) an opportunity to learn pertinent information from another worker's (B's) "dance behaviour" (when, as I hypothesize (B) relives the experience of finding a food source in movement (in "a dance").

When a teacher introduces the evidence for the concept of evolutionary freedom from comparative ecology and the evidence from the Mebir, and the evi-

dence for heritable and learned animal culture (not crucial to survival) this releases the Mebir in the student (i.e., yet in nations with low levels of social consciousness, a related creative work of human interest may also be needed to effectively release the Mebir) to improve learning and intellectualizing, (and to elicit mental creativity, curiosity, sociality and the desire to explore). Further lessons in the natural sciences of human interest concerning exceptional and restricted cultural and evolutionary freedom include 16) the hopping mode of mobility of the kangaroo and wallaby. Hopping may have evolved as an alternative characteristic from mammals having evolutionary freedom to evolve an alternative mode of mobility. Kangaroos hop on average at a speed comparable to ungulates (hoofed animals). Yet, the kangaroo's ability to hop may instead have evolved from improved predatory defense (from an ability to kick) (i.e., as a safety characteristic). 17) The unique way that marsupials raise their young (in a pouch) in contrast with how placental mammals raise their young in a uterus is likely an alternative characteristic that evolved from mammals having evolutionary freedom to evolve an alternate mode of reproduction. This is inferred from where marsupials were dominant and thrived in South America placental mammals now thrive. 18) The common bottlenose dolphin can turn their head to the side to have a better look around with a flexible neck. How might this improve fitness and improve social interactions to better elicit the Mebir? Other dolphin species did not evolve this ability, (i.e., except the beluga whale), suggesting their flexible neck is not crucial to survival, but rather evolved as a safety characteristic that improved fitness so as to not go vestigial, or evolved via sexual preferences (as a function of a displaced innate response).

Certain topics and attractive creative works not of human interest can become of human interest (releasing the Mebir) from including a written passage that promotes high levels of social consciousness. **Figures 1-16** are of topics and creative works of human interest that elicit the Mebir, that are included to give a feeling of their value to education and Gquic psychology, and how the context of how a topic and/or creative work is presented can be of importance.

## **8. ST in Comparison with the Other Theories of Education**

Other learning theories are more limited from not realizing the importance of 1. the Mebir, 2. PCT, 3. Gquic psychology, 4. a high level of social consciousness, 5. non-secular spirituality, and 6. new social learning methods derived from PCT including topics and creative works of human interest and a cooperative thesis (of sublime interest to education). Examples of learning theories more limited in scope include a) Vygotsky's "Social Development Theory" (Daniels, 2001), b) The Social Interdependence Theory (Johnson & Johnson, 2009), c) "The Experimental Learning Theory" of David Kolb (Healey & Jenkins, 2000), and d) the cognitive, and e) behavioural theories. Pre-school pedagogy students are introduced to many learning theories and choose the theories and methods they be-

lieve are of worth. Some teachers idealize social conditioning and punishment from their upbringing. From ST being the enlightenment of all learning-instructional theories teachers can determine which methods of other learning theories to prioritize, from (1) knowing the principles of ST, (the Mebir and PCT), and that ST is more effective, (2) the proof of PCT and the evidence that children can love before age 1 (Liddle et al., 2015), (and as young as 3 months (Davidov et al., 2020)), (3) becoming familiar with the unique methods of ST (Subsection 2.1), and Gquic psychology (see Section 6), and (5) applying Vygotsky's scaffolding approach of making a lesson challenging but not too challenging (an ST method), to Piaget's stages of development.

### **Applying Vygotsky's Scaffolding to Piaget's Stages of Development**

Topics of human interest can be introduced to all age groups (accompanied by creative works of human interest that aid in learning). With permission, perhaps infants **from birth to age 2** can be introduced to sensory-active experiences, for example, to 1. creative works of human interest from the visual arts (to sculpts, and paintings), the performing arts (to dance and live theater), and to the best of the different kinds of music genres, 2. to physical activities, including dance, swimming, climbing, body language and manual work (e.g., can learn how to clean up a mess, shovel, rake, use hand tools and sweep (with tools for infants)). **From ages 2-7** attending to symbols, this age group can be introduced to the kinds of symbols (and humor) of human interest (see Footnote 3), and that which is not. An important lesson to child development (per PCT) that may not be permitted in capitalist nations. This age group can also practice communicating their experiences, a sequence of causal events that happened, their original ideas, how to ask for something, and how to reply to a question in their own words. In capitalist nations, 2-7-year-olds can practice these communicative skills without self-initiated unkindness (in communist and socialist nations people already interact in convivial ways). Seeing as though 2-7-year-olds have an imagination it is a good age for them to learn that an imagination is important because it brings about inventions, scientific discoveries, and computer software for cultural development. This age group can be introduced to inventions that release the Mebir, to inspire an interest in inventing and their imagination, including the beauty of books, agriculture, computers, the digital camera, the (electric) metro and train, the sewing machine, the smartphone, and video camera. **Ages 7-11** from being cognitively developed can be introduced to the scientific method, to testing hypotheses, computer programming, and to the various fields of study and professions. Perhaps they can be introduced to a cooperative thesis (see Section 9), and to how to communicate with the subconscious to help others. **For ages 12 and up** being proficient at deductive reasoning students can practice the art of deductive reasoning by a) determining the best way something is done, b) an analysis of a collection, c) the facts a cooperative thesis contains, and d) learning the art of resolving conflict with ST methods and Gquic psychology.

## 9. Conclusion

Though teachers may be required to seek permission to use ST methods, and ST lessons can take time to prepare 1. ST lesson plans can be shared, 2. there are many benefits to ST methods including 2.1 their design to elicit the Mebir which improves a. learning (Rose, 2022a), b. retention, and (as research on dogs suggests) elicits c. sociality, mental d. creativity, e. curiosity, f. playfulness, g. exploration, and elicits h. physical energy, and agility, 2.2 students procure i. social and problem-solving skills, and k. the fullest potential in learning, intellectualizing, and communicating. Additional benefits of ST methods include 2.3 an awakened higher level of social consciousness, and an appreciation for Gquic psychology (also based on PCT and the Mebir), critical for solving global problems from its' greater effectiveness and versatility, and 2.4 (from teachers observing the wonderous effect of "topics and creative works of human-interest" on engaging students) the task of making ST lesson plans becomes enjoyable (personal observation) and teachers can more easily gauge their teaching ability. Two novel ST methods include "topics and creative works of human interest", and a cooperative thesis; these methods engage students in eliciting the Mebir response (I have not tried a cooperative thesis in practice, but believe it works well). A cooperative thesis can have two versions, one in black font and a second in a different coloured font for sections containing a student's deductions, and analysis, and synthesis of information (but not their cohort's). The benefits of a cooperative thesis include a) improved learning (from the elicitation of the Mebir), b) the pooling of knowledge, c) greater feedback of student comprehension (from students engaging reciprocal altruism, if allowed), d) students procuring the art of analysis, and synthesis of information, and e) of deductive reasoning (from the facts a combined thesis contains).

That ST (and Gquic psychology) are proven more effective, has important novel teaching methods, and has a basis on the proof of PCT, and on the Mebir will help to 1. raise social consciousness, 2. make communist and socialist values better understood, and 3. Gquic psychology more prominent. Gquic psychology is pivotal for 1) solving global problems, 2) sustainable world peace (in virtue of a new United Nations) as explained in the forthcoming book "Global Restoration", 3) minimizing racism (see Section 6), 4) raising social consciousness (see Section 6), and 5) ending corruption (in nations where unions are undermined), solving worker disputes, and protecting strikers from abuse. A way Gquic psychology is less disruptive is from its' idealization of an analysis of the pluses and minuses of each side of an issue, an open written debate, and decision-making based on logical deductions (from facts), and cited references, in contrast with Darwinian psychology (i.e., in capitalist nations) which idealizes manipulation to solve any dispute and societal problem. Since the two psychologies are not mutually exclusive (in the same society) Gquic psychology (which is more effective, speedier, more versatile, and less disruptive for solving societal problems) ought not be banned, and be tried first (if permitted). With ST methods teachers

become more a teacher and less entertainers from students being less bored.

This article brings important discoveries in the natural sciences to education, psychology, and the social, and political sciences. That ST methods are more effective and versatile will raise social consciousness, and will make Gquic psychology more prominent, and critical for solving global problems. This will bring about the scientific community's acceptance of (1) ST, (2) Gquic psychology, (3) the two new theories of evolution, (4) animal culture as defined in this article (heritable characteristics and learned behaviours not crucial to survival), (5) the importance of the Mebir, (6) the proof of PCT, (7) the validity of the social brain hypothesis, and the mechanism that explains its' validity, the Mebir, and (8) the evidence for common bottlenose dolphins a) peaceful composure between conspecifics, b) complex song, c) uniquely exceptional evolutionary freedom, and d) their likely ability to reason.

A new UN based on a Gquic psychology would be more versatile in solving global problems because it can 1. end targeted individuals internationally, 2. allow nations to share laser shield technology for the phasing out of nuclear weapons, 3. allow all nations to share fossil fuels by the percentage of what each nation uses prior to a fossil fuel shortage, reducing the probability of world, and nuclear war, 4. enable the better development of solar power for solving the greenhouse effect, and phasing out of nuclear power, (and fission and fusion from being dependent on it) in all nations, of danger to public health, 5. more effective methods for sustainable world peace, previously unknown, and 6. make possible a volunteer tax scheme for emergency situations.

#### **Supplement 1. Evolution without Selection in Complex Characteristics**

As inferred, the circulatory, respiratory, nervous, and lymph systems and sexual reproduction evolved as a complex characteristic (consisting of two or more parts) without selection. The independent parts of the complex characteristic in question must have evolved (as a growth process) without selection before working synergistically to improve fitness. Thereafter, as inferred, it became crucial to survival from the species becoming specialized on its use. In greater detail, five complex characteristics (which provide supporting evidence for both two new theories of evolution, PCT, and ST) include 1. The veins, arteries and heart of the circulatory system, which is intricately tied in with the digestive, and respiratory systems; 2. The branching tubes and alveoli (end section of the tubes) of the respiratory system, that is intricately tied in with the circulatory system; 3. The nervous system which is intricately tied in with the brain; 4. The lymph system which is intricately tied in with the lymph nodes and spleen; 5. Sexual reproduction, as inferred, the male and female evolved separately before working synergistically to undergo sexual reproduction.

#### **Supplement 2. Evolution without Selection of Elaborate Characteristics**

There are many lines of evidence for the existence of elaborate characteristics not crucial to survival, which as inferred evolve from a displaced innate response, out of attraction, (as a function of animal culture, (animal culture is not

crucial to survival)). Evidence for their existence includes evidence for species with exceptional evolutionary freedom more commonly evolving exceptionally elaborate characteristics, and evidence from certain species evolving more than two elaborate characteristics, more than what is needed for identification purposes, as an indication of fitness, as camouflaging, as a warning to predators, or to lure a prey item or attract a mate.

## Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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