

# THE COIN “PARADOX”

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I am publishing this short paper on both my sites, since it cross pollinates several of my recent theses. We begin by watching [this youtube video](#), retelling the story of a 1982 SAT math question “no one got right”.

The problem is this: if you roll a small circle (like a coin) around a larger circle with three times its radius, how many times does the smaller circle rotate in returning to its original position? a)  $3/2$ , b) 3, c) 6, d)  $9/2$ , e) 9.

Pretty easy, right? The answer is. . . 3. You just compare circumferences.

Except that Kyle Hill\* tells us it isn't. He tells us that the correct answer is 4. And he isn't just having a go. For some reason, the math experts consulting for the SAT later decided the correct answer was 4, and they had to re-calculate 300,000 test scores. The *New York Times* wrote it up, claiming the answer was 4. Top mathematicians assure us the answer is 4.

How did they get there? They decided to track the distance **the center** of the small circle traveled in making the complete revolution. To do that, you add the radius of the small circle to the large, getting 4.

But that wasn't the original question, was it? The question was “how many revolutions does the smaller circle make?” That immediately leads us to compare circumferences against each other directly, as we should. So if we track a point on the smaller circle, we are bound to get the number 3. Otherwise the circumference would be a meaningless number. And, in fact, Hill admits in his video that if we track a point on the smaller circle, to see when it has rotated a full spin, we do indeed get the number three [min. 8:30]. But for some reason he does that *after* he introduces a lot of needless complication to the problem.

So not only is there no paradox here, there is no story. Any and all complexity is manufactured.

I will be told that the question was just foggy, and that both answers are correct. This is Hill's basic argument. But I don't buy it. To get the answer 4 you have to completely mangle the question, and ignore the whole idea of circumference and rolling. The question is obviously one of relative circumferences and rolling, so to start doing math on the center of the little circle is just stupid. In comparing circumferences, you are matching points on one circumference to the other, so you have to pick one point on the smaller circle and track it. That isn't “tracking it from the point of view of the smaller circle”, as Hill claims, it is just tracking it, period. You track it *from and with your own eyeball*, which is not part of the smaller circle. It is looking down on the page from above.

This means that **almost everyone** originally got the SAT question right. I imagine almost everyone

answered b). So why are we now told **everyone** got it wrong? Well, I would say this is a cohort of the Mandela Effect, which is a subset of Project Chaos. I am not saying the story has changed since 1982. I didn't see the story written up back in 1982, but Hill shows a screenshot of the *New York Times*, and I assume neither he nor anyone else faked it. But since the test answer did change back in 1982, and since that change was surrounded with misdirection, the project is a sort of precursor to the later Mandela Effect project. With the Mandela Effect, they just add another turn of the screw to the story: no one changed the test score, and you don't just misremember it: we entered a time blip, and history actually changed. Oooo, Spooky!

In both cases, the goal of the project is to create confusion on purpose. They want to foul up even simple questions like this beyond recognition, because it throws everyone off-balance. It gets everyone doubting themselves, and such people are easier to control and easier to fool. In that sense, it is a smaller, less complex example of problems [like the beam splitter experiment](#), or other instances of superposition or entanglement. These have also been mucked up on purpose, both to spread widespread confusion and to protect bad entrenched theory.

This should remind you of the [Two Envelopes Paradox](#), which I have also written about. It is part of the same project. Except that I wrote that paper almost seven years ago, before I understood the extent of the lies we are being told, or the extent of the project. In 2013 I hadn't yet figured out that almost everything we are told is churned out by a propaganda machine, and that this machine has been functioning for millennia. But only recently has it gone to 24/7 and full volume.

And of course this SAT video may also have been produced to create confusion around my  $\pi=4$  papers. There is no real connection, but because we have rolling circles here, some will think there is and their heads will be filled with fog. This is how psychological operations work: they don't ever address anything directly. They always attack from some oblique angle, coming in from your blind spot or digging up from beneath you like moles. I have seen the mainstream doing this on many of my top subjects. As just one other example, [they have hired Sabine Hossenfelder](#)\*\* to blow smoke on youtube around and over many of my papers. She even borrows my vocabulary. Notice how she uses one of my favorite words in that one: gobbledygook. She pretends to be simplifying a physics that has gone off the rails, but she always manages to put you back on track to the mainstream, while ignoring me completely. Amazing that she can remember to borrow all my talking points and vocabulary, while forgetting my name.

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Now that you have it in your head that test scores can be wrong, even on major tests like the SAT—and be wrong for 38 years (the answer has been wrong since 1982, and still is)—you may want to consider this: **a lot of the other answers are also wrong**. I have been cataloging bad test answers all my life, and have found them everywhere, including on the SAT, GRE, Mensa tests, major IQ tests, and everywhere else, at all levels, including the highest. You should have seen this coming, since of course if so much of physics, chemistry, calculus, and other math is compromised, all tests are compromised. But they aren't compromised only in that regard. That level of being wrong is a very high level, and you can't expect the people making highschool-level tests to have read my papers on the calculus or the Lagrangian, for example. In most cases, the wrong answers have nothing to do with that. This bad answer on the 1982 SAT has nothing to do with that. It either has to do with a society that has completely gone off the deep end intellectually, or with a society that has been taken over by the CIA and turned to idiocy on purpose. Or, at the very least, it has to do with a vast and enveloping incompetence, and a general disinclination to address it. Or, actually, a general inclination to

exacerbate it, for political reasons.

I learned this back in highschool, when I was on the physics team as a senior. We would travel around to different high schools in the district, taking tests. The local physics teacher prepared the test. When the contest came to our school, our teacher prepared the test. He was a pretty smart guy, and I am not saying he wasn't. He was considered one of the top teachers at my school, and one of the top physics teachers in the area. But since the test was conducted on our homebase, I got a peek into how these things work. I got fifth, and got a little yellow ribbon for my trouble, but wasn't really happy about it. Not only did I check my test against the key, I checked the questions I missed against the textbook. As it turns out, there were five wrong answers on the test, and my teacher was forced to admit that. . . *to me*. He didn't send out a notice, or re-calculate the scores, since it was too late for that. It was just a little district meet, not the national SAT. In fact, he got mad at me for pointing it out, which I still think was small of him. He replied that it "probably evened out". But, as someone allegedly able to do math, he should have known that five wrong answers didn't "even out". They could cause as much as a ten-point swing in scores, and of course punished the best students the most. It would only even out if there were five other questions I got right that were also wrong. But there was no indication of that. He also advised me that I needed to be more humble. So I also got that dodge early on. It wasn't his problem for being a sloppy ass, but mine for expecting the test to be correct. I quit the physics team soon after that.

And what should we learn from that? We should learn that since my teacher was no worse than the rest, the odds are every other test we were taking also had five wrong answers on it, *or more*. Which means they were all completely compromised and worthless, as tests of anything. You would think that might concern someone, but apparent it doesn't. You would have thought it might have concerned my physics teacher, for instance, who might wish to correct the errors and slap himself awake so that it never happened again. But no, he couldn't have cared less. It wasn't his problem, it was mine. Which you now see is completely typical. This is the way the world works, or fails to work, and no one lifts a finger to correct it. If they lift a finger to do anything, it is to *maintain* it, so we must suppose this is the desired outcome.

In highschool, I didn't understand what that desired outcome was, but now I do. I don't think my teacher *consciously* put wrong answers on the test on purpose, just to mess with me. Possibly he did it subconsciously, to mess with all of us, but we won't go there. But I found out later that this general effect was not an accident. People like me weren't just accidentally targeted culture-wide. Every field was set up to purposely skim the cream off the top and wash it down the drain.

If you think that sounds paranoid, start with the field of art, like I did, and work your way out from there. In hundreds of papers I have proved it beyond any doubt, and I hardly needed to prove it since the mainstream admits it. Art as high achievement was destroyed on purpose, and people like me were targeted with malice. Why? Not so that art could be replaced by propaganda—though that was my initial conclusion. That was a desired side-effect, but the main reason art was captured and re-defined was so that the children of the very rich could take it over. As long as art was defined as high achievement, and as long as there were people like me around, they could never do that. But with art defined to match their own disabilities, it was done.

As it turns out, every other field of enterprise has been captured in the same way, and by the same people. Which is why you see the same families everywhere you look now, creating garbage and selling it as art, science, literature, poetry, politics, economics, or history. Like the fat lady re-labelling her size 18 as a size 10, we have caught the children of the very rich re-labelling all of culture to suit

their ever-dwindling talents.

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But back to the original question. You may have missed this the first time:

**Daniel B. Taylor, the College Board's executive vice president for operations, said that as a result of the flawed question he expected score adjustments of ten points, up or down.**

That's what it said at the *New York Times*, as screen-captured by Hill. Do you see a problem there? If the correct answer wasn't listed on the test, and if everyone therefore got it wrong, how could there be any score adjustments either way? Logically, there should have been no score adjustments possible, so the whole thing was a wash.

And if they had previously given ten points to everyone who answered b), then it seems stupid to dock all those people ten points, while at the same time admitting there was a basis for that answer. And under no circumstances could they add ten points, unless they decided to give ten points to everyone who wrote in later with the answer 4. But that would be giving people credit for writing letters. What about all the people who thought the answer was 4, but didn't write in?

If that is how it worked, we can also now calculate the percentage of people who originally got the question right, but were docked 10 points. We were told about 300,000 scores had to be redone, which was about  $\frac{1}{4}$  of all test takers. So only about 25% apparently answered b). Less than I would have thought.

As you now see, they should have just stuck with the original answer, which was correct. So why didn't they? If it wasn't Project Chaos in action, my only other guess is that someone at the College Board, perhaps even Daniel B. Taylor, had an 18-year-old that desperately needed ten more points to get into Harvard. So they cooked up this fraud to achieve that. Stranger things have happened. Stranger things are happening about every five minutes now.

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I wish to append a short history of college entrance exams here, for your edification. In 1901 the College Boards were initiated, to test incoming students for the top East Coast colleges. More people were applying to colleges every year, and the administrators needed a method to limit those applications. These exams were extremely difficult, and were based on prior knowledge, not just on raw intelligence. They took five days to complete and included long sections on Latin, Greek, German, French, English, History, Mathematics, Chemistry, and Physics.

In 1917 the Army developed a much shorter test to quickly assess intelligence in its recruits. It was multiple-choice and only took a couple of hours. This is what became the SAT. Note that: when you take the SAT you are taking a military test. Colleges borrowed this format not only because it was quicker and easier, but because (they thought) it would allow them to filter minorities out of the top colleges. Being more like an IQ test than an exam, they thought it might filter out blacks who had studied the given categories and so were good at exams. According to the literature at the time, it was

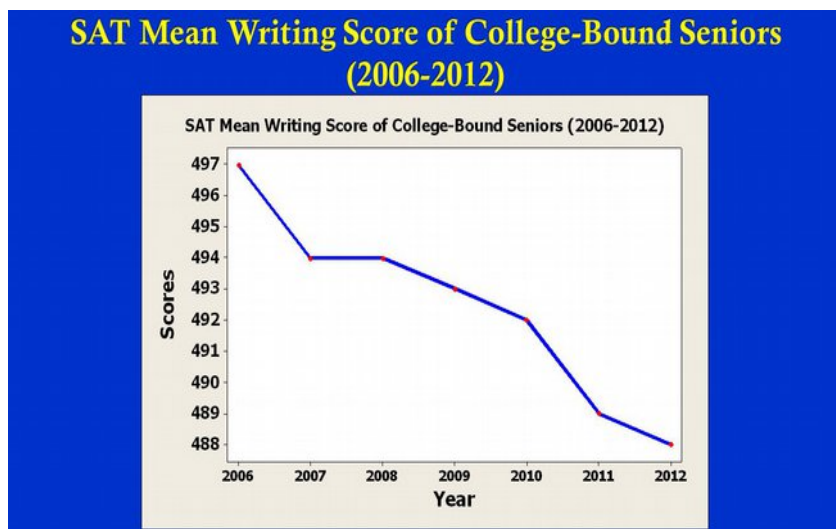
thought that minorities were generally less intelligent.

The early SATs were far harder than the current ones. The first one had 315 questions and took 97 minutes, so you had to work blindingly fast to finish on time. Almost no one did. Compare that to the current test, which has 154 questions in 180 minutes. Giving you about 4 times as long on each question. The current math test has only 58 questions, and that has continually dropped since the beginning. The SAT had already been watered down a lot by 1958, when it had 150 questions in 150 minutes, but now you have an extra 30 minutes to work with.

They tell us the SAT has been watered down and changed to raise women's scores, and that is true in part, but women had higher scores from the beginning. In 1926, the average man's score was 494, while the average woman's was 513. In part that is because there were 85 math/logic questions and 230 language questions. And in part it was because the women taking the test were more elite to start with. There were far fewer of them, so they had been "pre-selected" to a greater extent than the men. Back then, if you were a woman you had to really want to compete in an academic field.

Equating was introduced in 1941, so that SAT scores from different years would remain comparable. Meaning, you could compare your score to your kids' scores and your parents' scores, since all scores were tied to 1941 scores. However, due to the fact that scores dropped every decade, becoming embarrassing in the 1980s, this was ended in 1995. From an average score of 1000 in 1941, the score in 1994 had fallen to 895. And what they don't tell you is that it was even worse than that, since internal changes *had* been made in the test over the decades to address that, but those changes weren't able to keep pace with the drop in intelligence.

By 1943 they were testing about 300,000 seniors, but that number quadrupled by the 1980s. You will say that increase is the cause of the drop in average score, since the pool was polluted by inferior candidates. Yes, we would expect that to drop the average by several percentage points, but not by 11%. College-bound seniors were barely a majority in 1995: only about 22% would graduate college, and about 60% would matriculate. So the worst students should still have been filtered out. Besides, if sheer numbers were the cause of the precipitous drop, the re-centering of 1995 should have pretty much solved it. Instead, the scores continued to plummet—and not just in math:



You will say that is due to boys bombing that section, but girls' writing scores plummeted equally in

that period.

To cover this, in 2005 the test was completely restructured and rescored, with a perfect score now being 2400 instead of 1600. Speaking of perfect scores, these have also been watered down. In 2005, one of 2800 students got a perfect score. In 1990 that was one in 120,000.

In 1951, an SAT-like test was used to defer smart students from the Korean War. We are never told why only dumb people should be drafted, but there it is. If you think about it, this was the opposite of fair, since if anyone should be going off to this stupid war, it was the kids of the parents who had started it. Those kids were far more likely to score high on these tests. Plus, if you want to win a war, do you draft your dumbest people? Are dumb people better able to fire guns, drive tanks, or fly planes? No. So why defer the smartest people? My guess it is because they didn't wish to waste their time pretending to fight these manufactured wars. They had better things to do.

In 1965, Princeton claimed the effect of coaching on the test was slight, but we now know that isn't true. It is considerable, since you can study for any test, but especially a test that is uniform over many decades. Just study old tests. Top students can raise their total scores by 100 points or more. I was given the worst possible advice in that regard, since my mother actually told me studying for an IQ test was impure in some way. I don't remember her exact word. It wasn't "cheating", but it was probably something even worse according to my family: it was *vulgar*.

Anyway, the scores show that it isn't just the average student that has gotten far stupider since 1900, it is the top students as well. That is why fields like physics have imploded along with everything else. Even the smartest people aren't taught how to think anymore, and they no longer have a clue. Not only do they not know how to write or do highschool math—even at the top science levels—they don't know how to spot contradictions or other logical fallacies. They are blithely illogical and uneducated, while thinking they are brilliant for having a PhD or a university chair. But of course neither of those things is a sign of intelligence. They are just signs that someone memorized what they were told to memorize, and taught what they were told to teach. If they are told the answer to the above problem is 4, they go with it, and with a thousand other similar answers, without ever questioning it. Questioning anything might jeopardize their careers.

I have seen this even on University Challenge, which I told my readers I had started watching on Youtube this year. It is a Jeopardy-like quiz show, but much harder, where kids from Oxford and Cambridge and places like that compete against each other in teams. At first I found it somewhat refreshing, but as I watched newer shows I realized even this contest was being eviscerated on purpose. I saw more and more questions on Adele or Oasis, instead of—as previously—on Verdi or Monteverdi. Also more and more questions on contemporary literature or art, which is all propaganda. Anytime Paxman quotes a date after 1990, I roll my eyes, since I know nothing has been written worth reading since then. Almost nothing has been written worth reading since 1950. As we have seen, it is all coming from writing committees in Intelligence, so "learning" it is just a waste of brain space.

But as it turns out, this pandemic stupidity is only one symptom of an even larger problem, that being a complete loss of self-awareness. We saw the cultural jettisoning of a standard with the re-centering of SAT scores, since scholars and academics no longer have to compare themselves to the past. They can pretend they are just as smart or smarter than their ancestors. And they do. And we see the same thing in every field and every subject, down the line. Take clothing sizes, for instance. People have gotten far fatter at the same time they were getting lazier and stupider, but they don't want to admit that, either. What to do? Hide the standard by re-centering the clothing sizes. If you were previously a two

and are now an eight, but want to believe you are still a two, just call yourself a two: problem solved. It is called “bury the past”. You can't go back. There is no. . . yesterday.

So people are now living in a fantasyland, created by a widespread loss of standards, a 1984-like destruction of the past, and a 24/7 propaganda fest that inserts and maintains a faux-reality of pretend achievements, shallow horntooting, and widespread denial. While mainstream science is crashing in big heaps around them daily, they are taught we are just minutes away from omniscience. While their last stunted freedoms are evaporating like water on a summer sidewalk, they are taught they are the freest people in the world and the freest people that ever lived. While they are the fattest and least sane people of all time, they are taught they are just the right diet away from being slim and 12-steps away from being well-balanced.

That's why I am constantly throwing buckets of cold water in people's faces and slapping them silly, figuratively speaking. There is no possible turnaround for this until people understand exactly how far gone they are. And they are *far* gone. In physics, they have accepted a foundation of illogic and irrationality, which has ended up creating a pandemic psychosis in the field, whereby professed scientists and their followers prefer nonsense to sense and magic to mechanics.

But again, we have to ask “why?” Why would physics become non-physical and non-mechanical? Probably for the same reason art became non-artistic, right? Which means that at the top of the field, the psychosis is mostly *feigned*. Those people must only be pretending they don't know any better, in order to capture the field for propaganda. Just as art is no longer really about art, science is no longer really about science. It is about planting confusion in the populace. It is about acting as a cover for gigantic dips from the treasury. And it is about taking the field for the children of the very rich, who can now look in the mirror and call themselves top scientists, without ever doing any real science. As in every other field, they can give each other awards, sit in chairs, make absurd pronouncements, publish fake best sellers, and write articles about one another. All while real science is closed out.

\*Notice that Hill has borrowed his sense of humor and timing straight from Ryan Reynolds. Not a bad thing to do, since Reynolds does have it down. Hill almost gets it. With a lot more work in the mirror, he may get there.

\*\*Hossenfelder has red flags all over her, starting with the Perimeter Institute. I have shown you that is a spook front, tied to many CIA/CSIS projects and much fake physics, including SNOJOB, I mean SNOLAB. She specializes in quantum gravity, which means she specializes in nothing. She might as well specialize in unicorn pajamas. Quantum gravity requires unification to get past the second word, and they don't have that—and they admit it. They have no idea how to unify the math, and don't accept my unification, which means they are floating on air. They have been working on quantum gravity since the time of Einstein, with zero to show for it. This is admitted on the page at Wiki, where it says:

**No theory has yet proven successful in describing the general situation where the dynamics of matter, modeled with quantum mechanics, affect the curvature of spacetime.**

To dodge that, Hossenfelder now specializes in *phenomenological* quantum gravity, in which physicists borrow

a big word from the philosophers and misuse it to try to give their theories some pretend weight. In philosophy, phenomenological means having to do with human experience of the world, rather than the world itself. But that is not what is meant here. Here it is just another word for computer modeling: skipping theory to study data directly, forcing the data to yield numbers or equations. Those equations may then be back-forced to yield theory. It goes without saying that almost no good theories have ever been discovered this way. Yes, theory has always come from studying data and facts, and collating it, but never by forcing it with big computer programs. Computers have been terrible for physics, because they are used to replace human thinking. No one wants to sit and stare at the ceiling for days (which is how these things are really solved), so they instead get busy feeding more information into stupid computers, hoping something will magically get spit out. It never does.