Rule #0
Disproving an argument doesn't disprove the claim

Y2V1

1. Meeting with Tsukishiro, WMI

1.1 General misconceptions

We cut straight into Tsukishiro explaining the situation to Takuya, and giving him details about his mission. Tsukishiro additionally gave Takuya information about all the current students (156) in the second year in ANHS. The information contained but was not limited to; their full names, their dates of birth, former schools, names of their parents and siblings, grades and accomplishments since early childhood, and even who they typically interacted with (friends).

The phrase "was not limited to" should have been treated as a hypothesis, and it needed to be proven that the information the authors added besides listed by Kinugasa was actually presented to Takuya and was not merely their speculation. This proof was never provided.

The most frustrating part is the omission of information that, while not stated in the Prologue, appears to have been included in the junior high school records. In Y2V3, Ichika mentions that Kushida collects secrets:

“Still acting like a goody two shoes are you? You see, I know you real, reeeal well Kushida-senpai. You’re a nasty, vile woman who’s totally caught up in that cute lil’ face of yours. You feast off other people’s deepest darkest secrets, and if you ever get into trouble, you’ll gladly self-destruct just to drag everyone else down along with you.”

This aligns with a line in Kushida's Profile, where the interviewer references "our concerns about other information we have received." These two facts together strongly imply that the school (and Tsukishiro, as Acting Director) has these records. So, Tsukishiro provided extra information beyond what Kinugasa explicitly listed in Y2V1. Yet, the authors completely ignored this point. Instead, they focused on unproved details like home address and other crap.

2. The meeting itself happened in one day. We know this through the wording of the synopsis; “Going back in time to a certain DAY in February two months earlier…” in addition to Tsukishiro’s two implications of it:
A- “With this, we’ve now gone over the data for Ayanokōji Kiyotaka and the other 156 second-year students. Have you committed everything to memory?”
B- “Well then, we’ll leave it at that if you don’t have any further questions. Time is so very precious, after all.”

The phrase "Going back in time to a certain DAY in February two months earlier" does not mean the entire process happened in one day. For example, if the meeting lasted a week and that conversation took place on the final day, this phrase would still be correct, as "a certain day"

refers to the day of that meeting. For this same reason, A and B also do not prove the meeting lasted only one day.

The information Takuya memorized during his meeting with Tsukishiro for each student:

- An image of the student.
- The student's name: First name and surname.
- The student's birthdate, e.g. 2000 12 31 (Weekday).
- The student's home address, e.g. (〒123-4567 Tokyo-to Minato-ku Akasaka 1-2-3)
- The student's ID: 10 random digits/letters.
- The student's parents: 2 names, the mother's and father's.
- The student's siblings: We will assume that every student has 1 sibling, as we have no way of exactly quantifying how many siblings each student has.
- Basic info about the sibling: the sibling's full name and birthdate, so one extra word plus a date e.g.: 2000 12 31 (Weekday).
- The estimates for friendship made before high school are 5-11, we will go with 6, due to the chance of overlapping, that adds 6 full names.
- The schools the students' attended to, such as:
    - Elementary school: The school's name, usually 3–4 words, we will say 3. Their grades there per year (9 subjects x 8 exams = 72 grades), for 6 years. Which is 432 grades structured as (L±) xx (the xx being out of 100)
    - Junior High: the school's name, 3 words again. Their grades there: per year (20 exams), for 3 years. Which is 60 grades structured as (L±) xx (the xx being out of 100)
    - Their grades in ANHS: 20 exams. Which is 20 grades structured as (L±) xx (the xx being out of 100)
- A Student Profile that consists of a paragraph from an interviewer and a short message from the Homeroom teacher. The larger paragraph from the interviewer consisted of around 120 words. The smaller paragraph consisted of around 20 words, so that is about 140 words.

This adds up to 170 words and 1048 digits (numbers) and a sequence of 10-digits mixed of letters and numbers for the ID for each student

There were 7 Special Exams in the first year, and they also had a bunch of formal academic tests/exams. There is a Teacher Evaluation of each class and how well they performed on each Special Exam. Each paragraph consisted of, on average, around 40 words, which adds up to 280 words per class evaluation, to 1120 words.

This all adds up to 26520 words and 163488 digits (numbers) and 156 sequences of 10-digits mixed of letters and numbers for the IDs.
Adding in all the words for the class evaluation we get 27640 words. And now, we also have to consider 14 years worth of Ayanokouji's life records from the white room, in addition to other values we are unable to quantify like club activities, so we will opt to use both to round up the numbers instead.
Our grand-total should be around:
- 27,000 words
- 165,000 digits
- 156 10-digits letter-number IDs.
- 156 face images.

<...>

This ultimately means that Takuya had to use deep processing with his working memory consciously under a time crunch in order to actively make connections, drawing inferences of the students data, and effectively store it in his long-term memory, which is proven by his later usage of them throughout his time in ANHS.

Unfortunately, the authors did not prove that certain information (like student ID or home address) was actually presented to Takuya; they simply claim it was. Yet, they drew a conclusion about the approximate amount of memorized information based on the list they speculatively compiled. There is no proof or explanation for this, and that alone is enough to dismiss the whole part, if it is based on the axiom, that is not proven. Moreover, student IDs or home addresses are completely irrelevant and never used by White Room students, but that did not stop the authors from adding it to the list. But let's dig deeper.

Let's ask whether an individual is capable of using deep processing with his working memory *consciously*. In other words, could Takuya have consciously memorized that information? Here are the results from world memory championships, where people memorized information consciously (using techniques like the Memory Palace):

Records [edit]

Up-to-date lists of world and national records can be found on the statistics websites of the IAM[7] and WMSC.[8] The best of them are listed in the following table.

Discipline	Record	Athlete	Event
Hour numbers	4620 digits	Ryu Song I	WMSC World Championship 2019
5-minute numbers	642 digits	Wei Qinru	IMO Korea Open Memory Championship 2024
Spoken numbers	660 digits	Hu Xueyan	WMSC World Championship 2024
30-minute binary digits	7485 digits	Ryu Song I	WMSC World Championship 2019
Hour cards	2530 cards	Kim Su Rim	WMSC World Championship 2019
Speed cards	12.74 seconds	Shijir-Erdene Bat-Enkh	IAM Korea Open 2018
15-minute random words	335 words	Prateek Yadav	WMSC World Championship 2019
15-minute names and faces	224 names	Katie Kermode	IAM World Championship 2018
5-minute historic dates	154 dates	Prateek Yadav	WMSC World Championship 2019
15-minute abstract images (WMSC)	1048 points	Huang Jinyao	WMSC China Memory Championships 2022
5-minute random images (IAM)	775 points	Enrico Marraffa	IAM French Open Memory Championship 2025

https://en.wikipedia.org/wiki/World_Memory_Championships

Takuya remembered 165,000 digits and 27,000 words, which is dozens of times more information than world champions have memorized at the same time.

This makes him closer to someone like Kim Peek, who could memorize any type of information. He did so unconsciously, as he "Peek read by scanning the left page with his left eye, while reading the right page with his right eye" - a feat impossible for conscious memorization (you cannot understand, and therefore consciously memorize, the beginning of the right page before finishing the left page, but this posed no problem for him).

Now, let's accept the authors' claim that Takuya indeed consciously remembered 170 words and 1,048 digits (~1,200 bits in total) for each of the 156 students in less than 1 hour (3,600

seconds). This means he spent ~23 seconds memorizing ~1,200 bits of information per student. Consequently, he would have memorized 1 bit in 0.019 seconds, or 52 bits per second. Consciously. Is that truly plausible?

To sum up, the most plausible explanation is that Takuya possesses a phenomenal memory that he uses unconsciously, yet he retains access to all memorized information. This, of course, assumes we accept the authors' calculations without proof.

By the way, they also failed to prove that Takuya "had to use deep processing <...> under a time crunch in order to actively make connections, drawing inferences of the students data". They merely claim he did so during the meeting, even though he could have done it afterward.

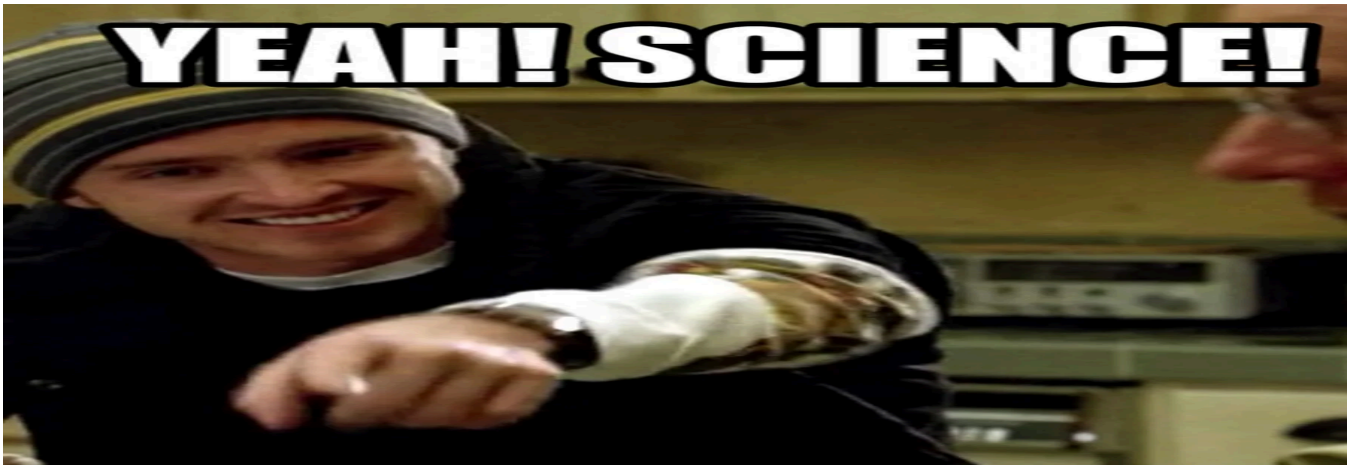
1.2 Data

Now, regarding the list of data Takuya supposedly memorized. It has several problems:

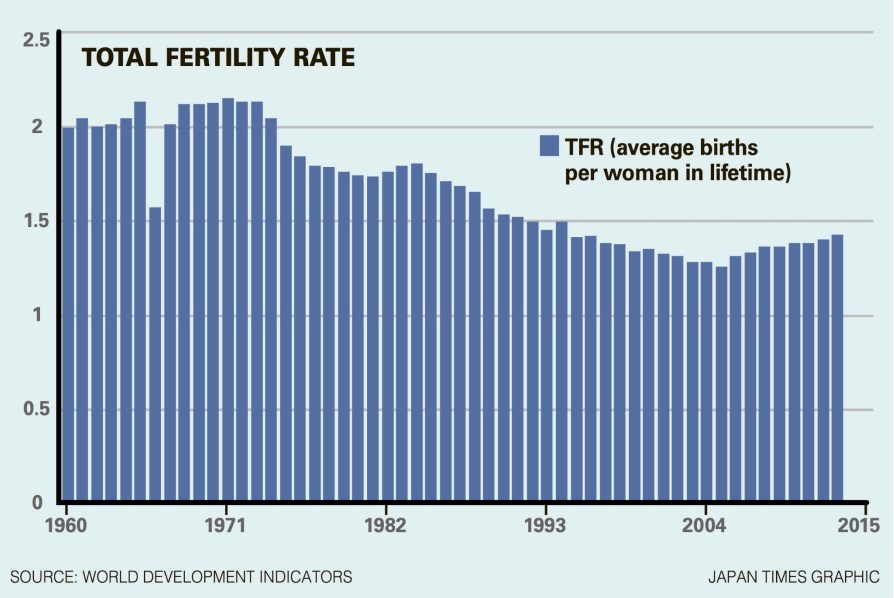
1. The story is set in Japan. In Japanese, the sound of a word and its written form are two different things. For instance, "Ichinose Honami" is not just 2 words. It is also 5 kanji: 一之瀬 帆波. This is crucial, especially for names. "Honami" could be written completely differently, like 星菜愛. Therefore, each personal or institutional name (like schools) should also include its writing.
2. A student's ID is not a string of 10 random digits/letters. Only the last 3 digits are random. Thus, it's not 156 unique 10-digits IDs, but rather a single 7-character code plus 156 3-digits endings.

Year	Class	Name	Surname	Kana	Gender	Student ID	Last 3 Digits	Gap	Note
3	A	Manabu Horikita	Horikita	ほ	M	S01T004396	396	65	Graduated
3	A	Akane Tachibana	Tachibane	た	F	S01T004461	461	109	Graduated
3	A	Nazuna Asahina	Asahina	あ	F	S01T004570	570	9	
3	B	Fuuka Kiryuuin	Kiryuuin	き	F	S01T004579	579	41	
2	B	Honami Ichinose	Ichinose	い	F	S01T004620	620	31	
2	D	Kiyotaka Ayanokouji	Ayanokouji	あ	M	S01T004651	651	3	
2	D	Kanji Ike	Ike	い	M	S01T004654	654	2	
2	C	Daichi Ishizaki	Ishizaki	い	M	S01T004656	656	6	
2	C	Satoru Kaneda	Kaneda	か	M	S01T004662	662	0	
2	B	Ryuuji Kanzaki	Kanzaki	か	M	S01T004662	662	2	
2	A	Hayato Kitou	Kitou	き	M	S01T004664	664	2	
2	B	Sou Shibata	Shibata	し	M	S01T004666	666	0	
2	A	Kouhei Katsuragi	Katsuragi	か	M	S01T004666	666	2	New
2	D	Rokusuke Kouenji	Kouenji	こ	M	S01T004668	668	2	
2	C	Kyougo Komiya	Komiya	こ	M	S01T004670	670	1	
2	C	Reo Kondou	Kondou	こ	M	S01T004671	671	1	
2	D	Ken Sudou	Sudou	す	M	S01T004672	672	9	
1	A	Yahiko Totskua	Totsuka	と	M	S01T004681	681	5	Expelled
2	D	Hideo Sotomura	Sotomura	そ	M	S01T004686	686	4	
2	A	Masayoshi Hashimoto	Hashimoto	は	M	S01T004690	690	8	
2	D	Yousuke Hirata	Hirata	ひ	M	S01T004698	698	2	
2	D	Akito Miyake	Miyake	み	M	S01T004700	700	6	
1	D	Haruki Yamauchi	Yamauchi	や	M	S01T004706	706	0	Expelled
1	A	Kouhei Katsuragi	Katsuragi	か	M	S01T004706	706	2	Old
2	D	Teruhiko Yukimura	Yukimura	ゆ	M	S01T004708	708	0	
2	C	Albert Yamada	Yamada	や	M	S01T004708	708	3	

3. Siblings. “We will assume that every student has 1 sibling, as we have no way of exactly quantifying how many siblings each student has.” Okay. This is pure speculation without analysis. Well made. Setting aside that most characters never mention siblings (perhaps because they don't have any, huh), let's view this academically.



Assuming every student has 1 sibling implies the fertility rate of about 2. The thing is, the story is set in Japan, where the fertility rate has been significantly below 2 for about 50 years:



(see also Japan Fertility Rate (1950-2025))

Kinugasa even mentioned Japan's declining birth rates. This makes the "one sibling each" assumption nonsensical upon even a second of thought. Accordingly, the point about siblings should be significantly reduced. TFR=1.4 would be more plausible here.

4. Birthdate. Why does the basic info for siblings include their full name and birthdate, while for parents it lists only their full names? If the authors are making unproven claims, they should at least be consistent in their speculative parameters.
5. Schools and exams. If there are 432 total grades over 6 years of elementary school, then for 3 years of junior high school, the total should be half that amount (216), not 60 as listed. The calculation is just inconsistent here.
6. Why are there 8 exams per subject per year if Japan uses a trimester system? Assuming two exams per trimester results in 6 exams per subject per year. Or it would be 9 if there were three exams per trimester.
7. According to the official curriculum from The Ministry of Education, Culture, Sports, Science and Technology (MEXT), there are not 9, but 10 subjects in elementary school. Furthermore, several subjects change or are introduced across different grades (see the second picture, left side).

制度の設計

対象となる学校種

小学校、中学校、義務教育学校、中等教育学校の前期課程

対象となる教科等

（小学校）国語、社会、算数、理科、生活、音楽、図画工作、家庭、体育、外国語
（中学校）国語、社会、数学、理科、音楽(第1学年)、美術(第1学年)、保健体育、外国語

以下の各教科等については対象外とする。

・**年間標準授業時数が35単位時間以下の教科等**
… **各教科等の目標を実現するには、少なくとも年間を通して35単位時間の確保が必要**であるため
（小学校）特別の教科　道徳、外国語活動(第3,4学年)、特別活動
（中学校）音楽(第2,3学年)、美術(第2,3学年)、技術・家庭（※）、特別の教科　道徳、特別活動
（※）中学校技術・家庭科の第1,2学年の標準授業時数は70時間だが、「技術」と「家庭」で担当教員が分かれていることから対象外とする。

・**総合的な学習の時間**
… ①標準授業時数を前提に**学校が目標・内容を定める**ため、②**教科等の枠を超えた横断的・総合的な学習等を行う**時間であるため

※標準授業時数に上乗せして授業時数を配当することは全ての教科等において可能。

（参考）学校教育法施行規則に定める標準授業時数

小学校の標準授業時数

	1年	2年	3年	4年	5年	6年
国語	306	315	245	245	175	175
社会	-	-	70	90	100	105
算数	136	175	175	175	175	175
理科	-	-	90	105	105	105
生活	102	105	-	-	-	-
音楽	68	70	60	60	50	50
図画工作	68	70	60	60	50	50
家庭	-	-	-	-	60	55
体育	102	105	105	105	90	90
特別の教科 道徳	34	35	35	35	35	35
特別活動	34	35	35	35	35	35
総合的な学習の時間	-	-	70	70	70	70
外国語活動	-	-	35	35	-	-
外国語	-	-	-	-	70	70
合計	850	910	980	1015	1015	1015

備考
一　この表の授業時数の一単位時間は、四十五分とする。
二　特別活動の授業時数は、小学校学習指導要領で定める学級活動（学校給食に係るものを除く。）に充てるものとする。
三　第五十条第二項の場合において、特別の教科である道徳のほかに宗教を加えるときは、宗教の授業時数をもつてこの表の特別の教科である道徳の授業時数の一部に代えることができる。（別表第二から別表第二の三まで及び別表第四の場合においても同様とする。）

中学校の標準授業時数

	1年	2年	3年
国語	140	140	105
社会	105	105	140
数学	140	105	140
理科	105	140	140
音楽	45	35	35
美術	45	35	35
保健体育	105	105	105
技術・家庭	70	70	35
外国語	140	140	140
特別の教科 である道徳	35	35	35
総合的な 学習の時間	50	70	70
特別活動	35	35	35
合計	1015	1015	1015

備考
一　この表の授業時数の一単位時間は、五十分とする。
二　特別活動の授業時数は、中学校学習指導要領で定める学級活動（学校給食に係るものを除く。）に充てるものとする。

https://www.mext.go.jp/content/20210629-mxt_kyoiku01-000016453_4.pdf

8. As usual, the authors provide no proof that every single subject requires exams during the whole educational process. They just claim it does.

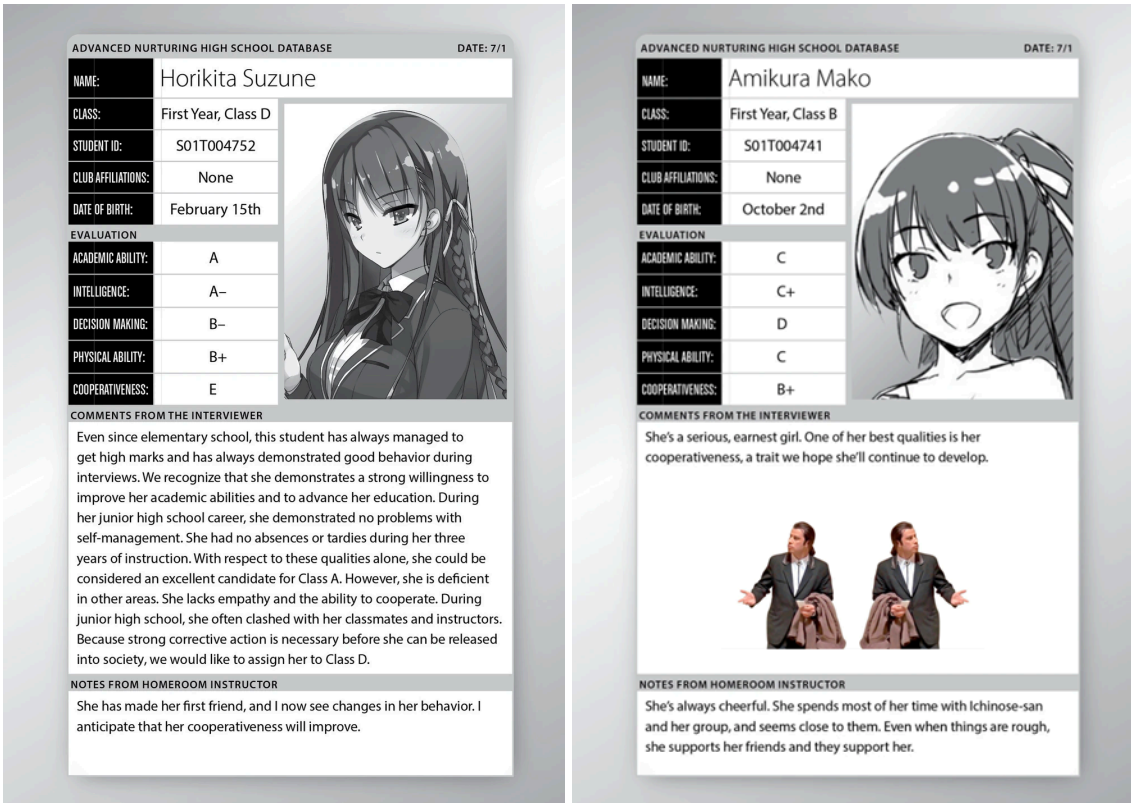
9. The authors assume "grades and accomplishments since early childhood" means “every test or exam student passed during every year”. This is not the only interpretation. It could mean a single final grade per subject per year, or even a cumulative grade after 6 (or 3) years. The latter would result in just 9 grades total instead of 432. The authors chose the most data-heavy interpretation because it fits their narrative, I suppose.

10. The number of exam grades calculated for ANHS (20 total) is inconsistent. If students study 9 subjects in a trimester system with two exams per trimester, this would result in 54 exams per year, not 20.

11. Let’s return to the "processing with his working memory consciously" part. Let’s assume that the “432 grades” thing is accurate. However, does this mean every single grade is unique and follows no pattern? No. High-achieving students (such as Sakayanagi, Katsuragi, Ichinose, Kanzaki, Hiyori, Kaneda, Horikita, Koenji, Yukimura, Mii-chan, Matsushita) would likely have

received all S (or A) grades in every subject throughout all school years. Thus, instead of 432 distinct grades, it would effectively be 1 grade type repeated. This same logic can be applied to consistently low-achieving students as well.

12. A Student Profile. Regarding word count, the difference between the Japanese and English versions is not significant for this argument, so the English version will be used. Let's examine the claimed data of “120 words” from the interviewer's notes. For some unknown reason, the authors completely overlook that most of the known 32 Profiles are not that long. The longest interviewer paragraph is in Horikita’s Profile (128 words). The shortest is Mako's (23 words). Wiki shows that most Student Profiles do not reach 80 words. This is not even close to the 120 words "counted" by the authors.



ADVANCED NURTURING HIGH SCHOOL DATABASE DATE: 7/1

NAME:	Horikita Suzune
CLASS:	First Year, Class D
STUDENT ID:	S01T004752
CLUB AFFILIATIONS:	None
DATE OF BIRTH:	February 15th

EVALUATION

ACADEMIC ABILITY:	A
INTELLIGENCE:	A–
DECISION MAKING:	B–
PHYSICAL ABILITY:	B+
COOPERATIVENESS:	E

COMMENTS FROM THE INTERVIEWER

Even since elementary school, this student has always managed to get high marks and has always demonstrated good behavior during interviews. We recognize that she demonstrates a strong willingness to improve her academic abilities and to advance her education. During her junior high school career, she demonstrated no problems with self-management. She had no absences or tardies during her three years of instruction. With respect to these qualities alone, she could be considered an excellent candidate for Class A. However, she is deficient in other areas. She lacks empathy and the ability to cooperate. During junior high school, she often clashed with her classmates and instructors. Because strong corrective action is necessary before she can be released into society, we would like to assign her to Class D.

NOTES FROM HOMEROOM INSTRUCTOR

She has made her first friend, and I now see changes in her behavior. I anticipate that her cooperativeness will improve.

ADVANCED NURTURING HIGH SCHOOL DATABASE DATE: 7/1

NAME:	Amikura Mako
CLASS:	First Year, Class B
STUDENT ID:	S01T004741
CLUB AFFILIATIONS:	None
DATE OF BIRTH:	October 2nd

EVALUATION

ACADEMIC ABILITY:	C
INTELLIGENCE:	C+
DECISION MAKING:	D
PHYSICAL ABILITY:	C
COOPERATIVENESS:	B+

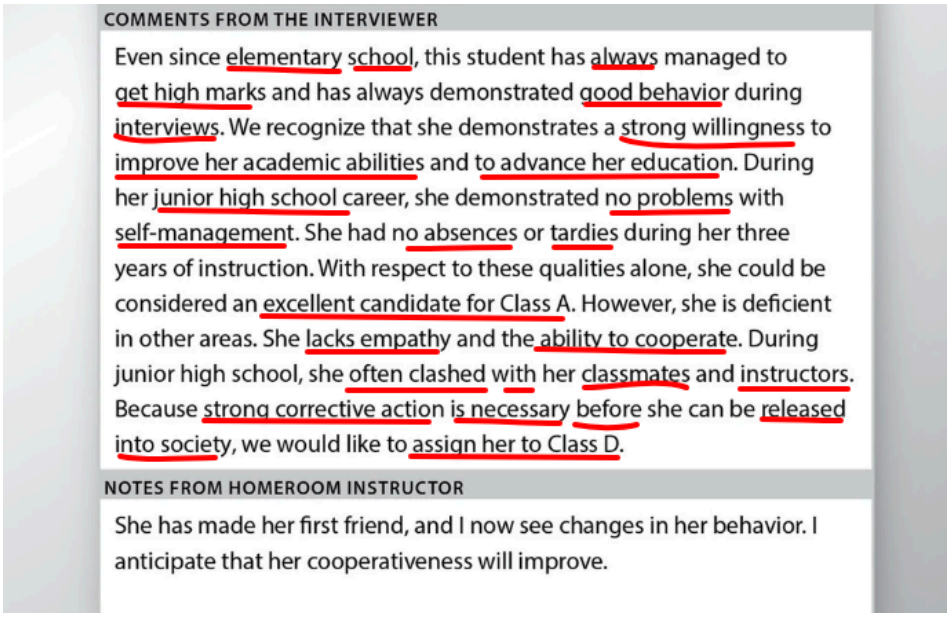
COMMENTS FROM THE INTERVIEWER

She's a serious, earnest girl. One of her best qualities is her cooperativeness, a trait we hope she'll continue to develop.

NOTES FROM HOMEROOM INSTRUCTOR

She's always cheerful. She spends most of her time with Ichinose-san and her group, and seems close to them. Even when things are rough, she supports her friends and they support her.

13. If Takuya truly memorized the Profiles consciously (as the authors claim), he would not need to memorize every single word (he’s not a Baptist and it’s not the Bible). In Horikita’s example below, most words are insignificant (significant words are highlighted with red lines). Therefore, instead of memorizing ~120 words, he would only need to memorize about one-third of each paragraph.



COMMENTS FROM THE INTERVIEWER

Even since elementary school, this student has always managed to get high marks and has always demonstrated good behavior during interviews. We recognize that she demonstrates a strong willingness to improve her academic abilities and to advance her education. During her junior high school career, she demonstrated no problems with self-management. She had no absences or tardies during her three years of instruction. With respect to these qualities alone, she could be considered an excellent candidate for Class A. However, she is deficient in other areas. She lacks empathy and the ability to cooperate. During junior high school, she often clashed with her classmates and instructors. Because strong corrective action is necessary before she can be released into society, we would like to assign her to Class D.

NOTES FROM HOMEROOM INSTRUCTOR

She has made her first friend, and I now see changes in her behavior. I anticipate that her cooperativeness will improve.

14. The same principle of filtering for significant information can be applied to the Teacher Evaluation for each class and their performance on each Special Exam.
15. The authors counted 27,640 words, to which they added extra information about Kiyotaka's life and other details like club activities. They then rounded this up to 27,000. Like, what?

1.3 The timespan

The timespan is not directly stated, however, we can understand how long the meeting took due to the nature of its location and the context of the meeting:

1. Tsukishiro and Takuya both entered the same facility to have this meeting. While Takuya had to be driven all the way from Saitama to arrive here, halting his White Room training for a few hours due to the length of the road to get from Saitama to Tokyo and Tsukishiro having to leave ANHS for quite a while himself, despite being Acting Director, just so he could deliver the information to Takuya through a proxy, means that they were both on tight schedules to get back to their original positions.

1. The authors failed to prove that Takuya and Tsukishiro were on tight schedules to return to their posts. This was a crucial meeting; the White Room instructors could easily have allocated the whole day for it. Tsukishiro could have taken time off for such an important event.
2. Tsukishiro was not yet the Acting Director at the time of the meeting. In V10, Sakayanagi said: "It's a personal matter that I'm a bit ashamed of, but my father was suspended from his position a few days ago (先日)." She said this the day after announcing the Class Poll Exam (March 2nd). Therefore, "a few days ago" refers to a date no later than the end of February. However, the meeting is noted as happening "two months before" the second year began. The period between late February and early April cannot be described as "two months," which suggests the meeting occurred before Tsukishiro became Acting Director.
A counterpoint is that during the meeting, Tsukishiro says, "I'll do whatever I can to support you, but Sakayanagi's faction is definitely going to be more vigilant from now on" implying he and Atsuomi had already moved against Sakayanagi. This raises the question of whether the dialogue in Y2V1 is more reliable. Depends on point of view. But this isn't the only inconsistency in the prologue (see also this post). Regardless, even if Tsukishiro was already Acting Director, he could have taken a day off for the meeting.

2. The White Room relies a lot on efficiency in its curriculum, and specifies 30 minutes for a lot of tasks. This means that Takuya was more than likely expected to finish memorizing the students' data in one short meeting. This is further supported by the fact that such highly classified data cannot be thrown around carelessly, which in turn is also supported by the fact that the meeting was only spread through one day. It can reasonably be assumed that, even in the weakest interpretation, Takuya was meant to memorize the data in less than an hour.

1. The authors provided no proof for the absurd notion that memorizing 165,000 digits and 27,000 words is a standard White Room task bound by its typical 30-minute (or 1 hour, whatever) efficiency standard. Consequently, their assertion that the data had to be memorized in less than an hour remains unproven.
2. "Highly classified data cannot be thrown around carelessly". The White Room literally used trusted personnel to transport its highly classified asset (Takuya) to the meeting. The same people could have been used to bring Tsukishiro's data to the White Room. Furthermore, why would Tsukishiro even have data on Kiyotaka? It would have been far simpler and more secure to present that information to Takuya within the White Room itself, not at an external meeting, especially "under a time crunch". All of this implies the meeting served a different purpose beyond data memorization "under a time crunch".

1.4 Deception

What else comes notable is some of Takuya's actions in the meeting; Takuya had seen through Tsukishiro's words.
Within his explanation, Tsukishiro had explained multiple aspects of Takuya's mission to him, in which Tsukishiro had attempted to deceive Takuya about his purpose, but Takuya saw through this (the look of dissatisfaction in Takuya's eyes), which allowed him to infer that Tsukishiro's words are hiding his true intentions. This allows Takuya to form a hypothesis:
1- Tsukishiro acted abnormally whilst explaining.
2- Tsukishiro is ordering Takuya to stay undercover and not attract unwanted attention.
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Therefore, Tsukishiro is either lying about something, or attempting to misdirect Takuya.
1- Takuya staying undercover is not beneficial to Takuya, at least in Tsukishiro's perspective.
2- Tsukishiro does not know that Takuya wants a fair confrontation with Ayanokouji.

1. The authors failed to prove that Yagami saw through Tsukishiro's "lie" during the meeting. They merely claim he did. This alone is enough to discredit their entire reasoning process regarding Yagami.
2. The authors did not explain why Tsukishiro "acted abnormally whilst explaining" or specify what exactly was abnormal.
3. The authors first state that Yagami saw through Tsukishiro's "lie", but then have Yagami form a hypothesis that "Tsukishiro acted abnormally whilst explaining." So, if we follow the authors' premise and assume Yagami truly saw through the lie, then he wouldn't need to include Tsukishiro's acting in a hypothesis. It would already be a known fact for him.

Takuya cannot infer from this information alone what Tsukishiro is up to, so he subtly probes Tsukishiro for more information by using "isopraxism" or the mirroring effect, in which Takuya repeated Tsukishiro's information in a summarized way as if trying to completely understand what was being asked of him. He does this with absolutely no changes in his behavior whatsoever, which causes Tsukishiro to reveal more information about Takuya's mission,

unknowingly giving Takuya the necessary information to deduce a large part of Tsukishiro's intentions and actions, and predicting that he would interfere with him.

Takuya's single question (*"So you're saying that I shouldn't attract unnecessary attention, right?"*) is a straightforward request for confirmation. Labeling it as a calculated "mirroring effect" is an unjustified imposition of technical terminology onto a simple dialogue exchange.

Takuya's deduction happened in the same instant Tsukishiro finishes his explanation, and to which Takuya immediately misdirects Tsukishiro from his own intentions.

Again, no proof that Yagami *immediately* misdirected Tsukishiro nor what kind of misdirection it was. The authors just claim he did.

4- Tsukishiro is aware of Takuya's hatred for Ayanokouji (not to a full extent), as he understands that the whiteroomers had been dulled with the idea that they should live up to Ayanokouji. It would not be hard to assume that the best of the 5th generation would despise the person he was compared to his whole life.

The authors ignore the narrator's statement that dismisses it: "Each time they hear these words, Tsukishiro thought it would invoke feelings of *competition* lurking within the teenager's mind. To Tsukishiro it probably seemed as though he had dealt with everything flawlessly, but in reality, he had *misread one crucial part* of it. <...> This idea had led them to feel a sense of '*hatred*'. One that a third-party like Tsukishiro, who hadn't been raised in the White Room, *would never be able to understand*." (Y2V1 Prologue)

1- Tsukishiro orders Takuya to stay undercover.
2- The White Room used forceful means to get Tsukishiro to his position.
3- Ayanokouji was not expelled yet, and they apparently have to result to sending 2 white roomers to get him out.
4- Tsukishiro is aware of Takuya's hatred for Ayanokouji (not to a full extent), as he understands that the whiteroomers had been dulled with the idea that they should live up to Ayanokouji. It would not be hard to assume that the best of the 5th generation would despise the person he was compared to his whole life.
5- Tsukishiro tells Takuya that the end of April is his deadline for expelling Ayanokouji.

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1- Tsukishiro as the acting director should be in a position that allows him to expel Ayanokouji way easier than a student.
2- Therefore, out of these statements, one of the following is true:
A- Tsukishiro has the ability to expel Ayanokouji using his position, but his mission is not to expel him.
B- Tsukishiro cannot expel Ayanokouji even with his position, but his mission is not to expel Ayanokouji regardless.
C- Tsukishiro's mission is indeed to get Ayanokouji expelled, however, his position does not allow him to do so.

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1- Tsukishiro knows Takuya hates Ayanokouji, and yet tells him to not attract attention, as in he does not want Takuya to engage with Ayanokouji directly if possible.

2- However, if Tsukishiro actually expects a student to be able to expel Ayanokouji through indirect means, then his position should allow him to bend the rules to expel Ayanokouji or outright his expulsion through other means (ruling out 2-B and 2-C), yet he does not.
3- Therefore, (2-A) is true.
4- Due to (2-A) being true, Tsukishiro will halt Takuya's process to make sure he does not actually manage to expel Ayanokouji, if he ever comes close to doing so.

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Due to the previous point, Takuya can comfortably make these conclusions:
A- Tsukishiro has the ability to expel Ayanokouji, but that is NOT his mission.
B- Tsukishiro will be limiting Takuya's movements, and does not really want him to expel Ayanokouji either.
C- Since Tsukishiro is attempting to deceive Takuya into thinking his mission is to expel Ayanokouji, when in reality he is trying to limit him. He would have also informed Ayanokouji about the existence of a whiteroomer who would come to ANHS to expel him.
D- Ayanokouji will have knowledge about a white room student enrolling into ANHS, and might know that they possess a high degree of social skills, or might infer that through other means.
E- Tsukishiro will attempt to deceive Ayanokouji as well, by pretending to try and expel him, which means that any help Takuya might receive from Tsukishiro to expel Ayanokouji should not be taken for granted, and they would likely have under layered traps for Takuya.

The entire chain of reasoning collapses because the first premise (*"the acting director should be in a position that allows him to expel Ayanokouji way easier than a student"*) is unproven and even wrong theoretically and practically.

Theoretically:

1. The authors failed to prove that Takuya was informed of Tsukishiro's authority within ANHS or that Tsukishiro could actually expel a student way easier than a student could (yes, that needs to be proven). The title of "acting director" alone, without any other information, tells nothing about who can expel a student more easily.
2. The meeting took place in February. V10&V11 are set in March. This means Tsukishiro hadn't even conducted any exams against Kiyotaka yet. Therefore, Takuya couldn't possibly estimate what Tsukishiro was capable of doing against a student.
3. The acting director is limited in what he can do now, Tsukishiro literally said it himself. However, the authors forgot their own point about Yagami's use of isopraxism. "Using" this method, Yagami learned that "*Sakayanagi's faction is definitely going to be more vigilant from now on. That limits any major moves I can make*." Yet, for *some* reason, the authors' interpretation of Takuya did not factor in that information. Of course, Tsukishiro could have been lying, but the authors would need to prove that as well.
4. To support point 3, we can also refer to Sakayanagi's words in V10: "Originally, they had set up the provisional exam with slightly different rules. The votes that classes would use on each other were going to be censure votes, not praise votes, so there's no mistaking what their goal was. <...> It seems the current school staff were vehemently opposed to it and managed to change that part of it."
5. "Far more easily" does not mean "with a 100% chance." Therefore, using an extra option (a White Room student) here is the safer course of action.

Practically:

1. The director can design exam rules and fabricate *some* results. However, the rules themselves won't necessarily lead to Kiyotaka's expulsion. Also, Kiyotaka isn't that stupid to give up or fail to prepare backup plans for such a scenario.
2. Even if an exam is designed to expel Kiyotaka, Tsukishiro would still need a student to make it possible.
3. A capable student could adapt to any exam (even that wasn't designed to expel Kiyo specifically) and find loopholes to expel Kiyotaka.

1- Tsukishiro knows Takuya hates Ayanokouji, and yet tells him to not attract attention, as in he does not want Takuya to engage with Ayanokouji directly if possible.

"To not attract attention" does not mean "to not engage with Ayanokouji directly if possible." The idea was to prevent the White Room topic from becoming public. Furthermore, the Y2V1 exam meant that a first-year student HAD TO engage with Ayanokouji, as it was the way to expel him (something Kiyotaka himself admitted to Tsukishiro at the end of Y2V1). So, the authors simply fabricated this nonsense about not engaging with him directly if possible.

4- Due to (2-A) being true, Tsukishiro will halt Takuya's process to make sure he does not actually manage to expel Ayanokouji, if he ever comes close to doing so.
<...>
B- Tsukishiro will be limiting Takuya's movements, and does not really want him to expel Ayanokouji either.

If that's true, Tsukishiro should have limited not only Takuya but also the second WR student, Ichika. However, she engaged with Kiyotaka directly in Y2V1, tried to expel him (almost successfully) and wasn't limited or punished. Perhaps Tsukishiro didn't restrict her because he expected she wouldn't expel Kiyotaka, but that would need to be proven first. Or he actually limited her off screen, but, again, that would need to be proven.

Takuya afterward draws an unsatisfied look on his face. This is to block any attempt Tsukishiro might get into reading his intentions. Tsukishiro reasonably argues that Takuya was upset due to Ayanokouji's image that was displayed in front of him on the screen reminding him that he, Ayanokouji Kiyotaka, was the masterpiece of the White Room, and not Takuya. Tsukishiro here attempts to fuel Takuya's **hatred**.

That directly contradicts what the narrator said about it: "Each time they hear these words, Tsukishiro thought it would invoke feelings of *competition* lurking within the teenager's mind. To Tsukishiro it probably seemed as though he had dealt with everything flawlessly, but in reality, he had *misread one crucial part* of it. <...> This idea had led them to feel a sense of '*hatred*'. One that a third-party like Tsukishiro, who hadn't been raised in the White Room, *would never be able to understand*." (Y2V1 Prologue)

As previously mentioned, all indications point to Takuya's realization that he will eventually have to oppose Tsukishiro, which is explained from his suspicious demeanor by refusing to face Tsukishiro directly (**a clear indication of deceitful behavior in Japanese culture**) and subtly nodding his head.

That's a meaningless line because in the White Room children don't follow Japanese culture at all. Why should Takuya follow it here?

Tablet Feat

One of Takuya's supposed feats is Tablet Feat.

First, it's important to get a solid range of how long Takuya held the tablet, as we can see from this scan of Y2V4's OTL <…> as soon as Takuya grabs the tablet, Tsubaki pushes him away reflexively in a way that prohibits him from seeing the rest of the tablet, as we see in literally the next page where Tsubaki is shown with Takuya nowhere in image which implies that he's quite a distance away from her now after taking an additional step back for measure <…>. This means that the ONLY time he can see the tablet is the moment where he can grab the tablet for a brief moment from the information we can extrapolate. The average human reaction time for visual stimuli is ~.25 seconds, so it's most logical to interpret this as the lowball for Takuya holding the tablet being ~.5 seconds, and the higher interpretation, and honestly the most fluid interpretation would be for it to be just about ~.25 seconds. <…>

Now that we've established how long Takuya held the tablet, we need to explain how exactly Takuya would anticipate Kitou's route and speed through the tablet. I suggest reading Takuya Document's Cross Year War Strategy for better prior context, but to summarize at this point of holding the tablet, Takuya would have been deducing that Arisu was the leader of the Second Years and thus she would be sending someone with specific stats and qualifications to intercept the First Years. Through a series of multiple inferences, he would anticipate that the person she needed to send out was Kitou; I won't be explaining more of that feat as anything more is not necessary to judge the FSIQ Takuya employs here.

Now that Takuya knows that Kitou will try to thwart them, he needs to anticipate his route and speed to intercept him through some means. In order to do this, Takuya needs to:

1. Filter out irrelevant and extraneous third-year and first-year GPS signals currently on the data, isolating the key second-year signatures. As we know in Y2V1, there are 156 students in the Second Year Class, and if we apply that number to First Years and Third Years, then there should be ~450-500 students currently on the Island, which means that Takuya was manipulating the information in his mind of 450-500 GPS signals while procedurally canceling them all out WHILE doing more complex deductions is insane. Attentional filtering of this magnitude requires outstanding WMI and PSI to hold all the data in mind while simultaneously identifying and segmenting relevant points.

2. Simultaneously, he also needed to visualize the island, running 3D simulations of the people within it in order to get the best idea of where students are currently located. Similar, but faster to what Arisu did on the Island. According to Ayanokoji's words in Y2V3 <…> the Island is divided into 100 sections of 500mx700m areas. Through simple conversions, this means that the Island is about 35km^2 in terms of area. You could probably shave off 7km^2 of that though because some parts consist of water which you don't have to visualize for this feat necessarily. Regardless, this is absolutely broken VSI.

3. Scan these hundreds of names while performing complex deductions about Arisu's strategy, and successfully picking out the name "Hayato Kitou." Recognizing a single GPS signal among a vast stream of information demonstrates incredible PSI.

4. Extract spatial relationships between the GPS markers and his current location using this to predict optimal routes between locations. This entails maintaining the visualization of the map of the entire island and geometrically plotting multiple moving points to create an expected mental route of Kitou's route and speed. He would also have to account for Kitou's path as he would move at constantly differing rates of change. This is a complicated Calculus situation that requires ungodly levels of spatial reasoning, differentiating Kitou's speed from a slightly moving GPS signal and perfectly visualizing the best path for him to take while constantly running the 3D simulations in your head, while maintaining information the whole map of the island is simply incredible, and seemingly impossible. Amazing VSI & CPI.

The motivation for this feat supposedly comes from this passage (Y2V4):

> *"It certainly seems like a second year student is sabotaging them, but if it is ..... who ... will it be."*
> ***Yagami took the liberty of touching the tablet and trying to check the details.***
> *"Hey, get out of my way."*
> *"What?"*
> *"I allow you to be here because you are one of us, but I don't remember allowing you to take it without permission."*
> *Yagami takes a step back, while looking into her eyes full of intensity.*

Some people tried to expand the timeframe or reduce the visualized area. Poor souls. They were so fixated on this one episode that they forgot everything else.

The author deliberately wrote a scene where Takuya was holding his classmate's tablet with the same box as Kiyo's. That means he had at least two tablets (that one + his own).

> *Saying this, Yagami extends one of the tablets.*
> *"What is this?"*
> *"I borrowed it from a group of my friends from class B, first year. Because the owner of this table is in the same square as Ayanokouji-senpai.*

But maybe he didn't actually use them, huh? Let's take a closer look…

> *"Can I talk to you, Tsubaki-san?*
> *"..... what?"*
> ***In the distance, Yagami, who is also handling a tablet, looks back.***
> *"Wouldn't it be possible to corner Ayakoji-senpai with more detailed instructions? It seems like a bit of a tedious progression. "*
> *"It's so depressing." Tsubaki decideded to ignore it, saying it in a whisper that Yagami couldn't hear.*
> *After another 30 minutes or so, the problems appeared. Because the three groups that ordered to advance north from C4 had barely moved.*

Why on earth would he be holding a tablet if not to use the GPS search? Was he just staring at his own position the whole time? And if he already had his own tablet, why would he even need Tsubaki's then?

Next point, just common sense. It's genuinely baffling how some people can't visualize real-world scenarios. Let's pretend for a second that Takuya didn't use his own tablet and instead used Tsubaki's to locate Kito, as the doc claims. Now try using your own tablet or computer: take a screenshot of your entire town map and try to find a specific shop. You probably won't be able to, because the scale is far too large. You'd need to zoom in and then locate the shop.

Now apply that to the story's map: there are ~450 students + dozens of tasks. Is all of that information perfectly displayed on the tablet screen so that Takuya wouldn't need to zoom in on individual points and names? Did none of them overlapped? Or did Tsubaki conveniently zoom in on the right area, so Takuya could instantly recognize all the relevant positions? How incredibly convenient that would be.

And this isn't just my speculation. Kinugasa explicitly stated that Kiyo used zoom-in and zoom-out functions to track students. Because it's a tablet, not a 4K cinema screen, for god's sake.

> 誰かにメッセージを送ったり、写真を送ったりすることは試験中出来ない。だが自らのタブレット画面を保存することは標準の機能で当然備わっている。保存した地図を繰り返し拡大縮小することで全生徒の位置を細かく記録として残しておくことが可能だ。
> *During the exam, sending messages or photos to anyone is not permitted. However, saving the screen of one's own tablet is naturally provided as a standard function. By repeatedly zooming in and out on the saved map, it is possible to leave behind detailed records of all the students' positions.*

To sum up, Tablet Feat doesn’t exist.

Cliff Strategy

Cross-Year War

Love Letter