WR | AYANOKOJI KIYOTAKA – VOLUME 0



- MASTERPIECE
- FALSE GENIUS
- DEMON OF THE 4TH GEN.
- THE BOY WHO WANTS FREEDOM
- THE ADAPTABLE

SCALED WITH THE ORIGINAL JAPANESE TRANSLATION.

VOLUME 0 FULL PDF BOOK TO READ

Made by: CounterKouji

Doc Keys:
Red - Strategy, Planning, Tactics, Setting Traps

Blue - Detective Skills (Observation, Perception, Cold Reading, Information Gathering)
Orange - Social Abilities (EQ + SQ)
Green - Manipulation + Deception
Pink - Logical Reasoning + Overall Thinking + Foresight (Anticipation, Prediction, Trap Evasion)
Maroon - Adversity Capacity
Yellow - Adaptability + Learning Ability
Cyan - Overall Intelligence + FSIQ
Purple - Important Notes
Underline - Scans

(Ch 5) - From the moment of his birth, he only saw White. He cried because he missed people, when others didn't come to help him he would realize that he had to make a choice. He either died or had to choose survival over everything. He idealed himself to the enclosed environment, looked around, and became what they wanted. Emotionless. He adapted to his surroundings and became the perfect student that they wanted. All just to survive. All he saw was white, and he focused solely on survival.

[EE, EM, Environmental Adapt.]

In the WR, the emotionlessness of the students is a big factor of how well they perform. Koji in particular was able to realize this as an infant, and stopped crying the moment he figured out nobody would help him. EE stems from his ability to control his emotions and use it to complete cognitive tasks, problem solving, and being able to change or maintain moods that would help you fulfill your tasks and achieve a certain goal. Koji's lack of emotions support him in his ability to easily observe his surroundings or complete tasks without panicking.
[EE]

Seemingly has a perfect Memory from birth. People who say he has only a 'Picture memory' do not know what a picture memory is. I, myself, have a picture memory. I can only remember some parts of the room I was born in. He could recall his birth perfectly. Not even those who have a hyperthermia memory cannot even remember what they were doing at birth. Also hypothermic memory is only started by the age of 3-4 Years old. So it is implied he truly has a Perfect Memory. Although, even if you don't count it as PMH, it is still long term memory from birth and that is enough to still put him high in CPI and Memory. He also learned that the only way to survive was to be like the other students so he simply adapted to his situation.

THE COLOR. The color that spread across my field of vision.

The first thing I remember was equally as *white*.

As the name *White Room* implies, this facility is based on the color white.

The ceiling is no exception.

I was staring at that white ceiling in my first memory.

Before showing any interest in staring or playing with my fingertips, I simply wondered what this white ceiling was.

Day after day, I spent more and more time just staring at that ceiling.

At first, I cried. I cried because I missed people, and then I learned that no one was coming to help me.

Now that I look back on it, it was instinct, not logic.

This is the first thing a newborn baby, who cannot even speak, learns when it accepts its environment.

After that, I realized the existence of my fingers.

I spent all day long looking at, sucking, and licking my little fingers, and nothing else, in the emptiness.

The nourishment necessary for life was brought to us by the cold adults.

This is no different in the case of illness.

The treatment was carried out without hesitation, and daily life returned as if nothing had happened.

No one panicked, no one worried, no one rejoiced.

Eventually, you learn. You realized that you're being carefully cared for here.

Human beings have feelings of joy, anger, sorrow, and pleasure.

But none of them are of much use in this facility.

The children, with their still undeveloped brains, learned that early on.

No wonder. Whether you laugh or cry, get angry or sad, the instructors weren't there to help you.

[LT. Memory, WMI, PSI, Environmental Adapt.]

By the age of 2, he had already recognized communication as a language. Despite not knowing what the instructor was saying, he had already deduced that the instructor had wanted something and recreated the verbal structure to understand what the instructor was doing. Then started to copy the flow of his own Instructor just to understand what he had wanted.

The only time I could move forward was when I achieved something.

The first time I remember that I recognized communication as a language was when I was two years old.

[VCI, Social-Awareness, Deductive Rsn, Comprehension, Problem Solving]

The fields of study in the WR were diverse, ranging from Japanese and mathematics to economics and political science. The day's curriculum was repeated until noon, with small breaks in between.
Through the WR Koji received a comprehensive education covering various subjects in multiple fields. It also implies a deliberate effort to provide a well-rounded foundation of knowledge and a commitment to developing a broad skill set and intellectual capacity from the earliest stages of a person's life.
Rigorous study in mathematics implies a high level of numerical proficiency, problem-solving ability, and analytical thinking. Education in economics suggests that Koji would have a solid understanding of economic principles, market dynamics, and financial systems.
Studies in political science indicate a deep comprehension of political structures, ideologies, and potentially strategic thinking in the political realm. The diversity of subjects implies that Koji possesses a broad knowledge base across various fields, making him adaptable and capable of engaging in a wide range of intellectual pursuits. The structured, repetitive curriculum until noon suggests a strong foundation in discipline, focus, and time management.
[Knowledge, Problem-Solving, Adaptability, Versatility, Intellect, Self-Management, Comprehension, Strategic thk, Mathematical skills and Analytical skills, Discipline, Mental Fortitude]

At only two years old, Ayanokōji is operating in a state of Unconscious Competence that bypasses the "Preoperational Stage" of human development, a phase where children are typically trapped in egocentrism and simple sensory responses. When the instructor introduces a 50/50 hidden choice, Ayanokōji refuses to rely on luck; instead, he utilizes Social Statistical Inference by observing the outcomes of the 60 other children. This ability to use a "crowd" as a data set to narrow down a correct answer is a feat of Fluid Intelligence that shouldn't be neurologically possible until several years later in childhood.
As the test progresses into a rigged, unsolvable state, Ayanokōji transitions from standard logic into Abstract Lateral Thinking. He identifies the "Choice Architecture" of the game and realizes that the binary options (Left Hand or Right Hand) provided by the authority figure are a false premise. By pointing behind the instructor's back, he demonstrates a mastery of Object Permanence and Inductive Reasoning that allows him to envision a "Third Option" that isn't visually present. This is an incredible leap in Critical Thinking; he is essentially auditing the game's rules for loopholes while his brain is still physically developing the basic structures for language. He rejects the "established reality" offered by the adult and attempts to map the

hidden variables of the environment, a skill that defines his "Masterpiece" status for the rest of his life.
The most "inhuman" aspect of this feat is his Metacognitive Persistence. Even after the instructor "debunks" his third-option theory by showing the gummy was actually in his hand, Ayanokōji does not abandon his logic. He considers the possibility of Second-Order Deception, the idea that the instructor is now "reading his read" and manipulating the result specifically to frustrate his model. This level of thinking, where a two-year-old considers the mental state and deceptive intent of an adult, is virtually non-existent in real-world developmental literature. To top it off, he exhibits Long-Term Memory Encoding by "filing away" the instructors' adult conversations as phonetic strings to be analyzed years later, showing that even at age two, he was already building a database for future strategic dominance.
For those looking to research the "human limits" that this feat shatters, you can look into Piaget's Preoperational Stage to see how toddlers usually fail at logic, or explore the Development of Theory of Mind, which confirms that children typically cannot understand "Double Deception" or "False Beliefs" until at least age four or five.

https://www.simplypsychology.org/piaget.html?hl=en-US
https://www.sciencedirect.com/topics/psychology/theory-of-mind?hl=en-US

[WMI, Memory, FRI, EP, Cognitive Adaptability, Inductive Rsn, Deductive Rsn, Critical Thk, Holistic Thk, Associative Thk, Logical Manip, STP, Psychoanalysis, Problem-Solving, Observation]

In the text, the White Room (WR) students take a comprehensive test covering five writing systems (Hiragana, Katakana, Alphabet, Numbers, Kanji) and equations.

Test Constraints:

1. **Processing Speed Index (PSI)**

Time Limit: 30 minutes (1,800 seconds).
Elite Student Speed: 15–20 minutes (900–1,200 seconds).

Ayanokōji's Speed: He is 5 minutes (300 seconds) faster than the 2nd place student.

Estimated Completion Time: Assuming 2nd place takes 15 minutes, Ayanokōji finishes in 10 minutes (600 seconds).

Operation Load:

A thorough test of the 5 systems mentioned (46 Hiragana, 46 Katakana, 26 Alphabet, 10 Numbers, ~20 Kanji) plus ~50 equations equals roughly 200 high-complexity items. Ayanokōji also reviews previous questions while writing the current one, doubling the mental operations.

The Math:

Total Items: 200

Total Mental Operations: 400 (Solving + Simultaneous Reviewing)
Time: 600 seconds

Processing Speed: 400 ops / 600 sec = 0.66 operations per second.

Latency (Seconds per Item): 1.51 seconds per complex equation/character with perfect calligraphy and accuracy.

Compared to a standard 4-year-old (who averages ~0.08 symbols/sec on WISC-V coding), Ayanokōji is 8.2x faster than the average child and 1.5x faster than the world's most elite "screened" prodigies.

2. Working Memory Index (WMI)

WMI measures the ability to hold, manipulate, and process information in real-time.

Ayanokōji's WMI at age 4 is calculated through his Parallel Processing feat:

Feat: "Solve the equation and move on to the next... At the same time, you review the previous question to see if you've made any mistakes."

WMI Analysis: Most humans have a Working Memory capacity of 7 ± 2 "chunks." Ayanokōji is demonstrating Dual-Tasking Logic. He holds the variables and result of Problem A in his active "check" lane while simultaneously calculating the logic of Problem B in his "solve" lane, all while maintaining the motor control for "neat handwriting."

Estimated WMI: In standardized IQ testing (WISC-V), this level of manipulation is categorized as Extended Norms (160+). Given he does this with "equations" at age 4, his WMI effectively scales to the limit of the measurement (Human Peak/Transhuman).
3. White Room Curriculum (Ages 3–4)
The text reveals that the 4th Generation curriculum was designed to bypass traditional "plateaus."

Note: The White Room intentionally withheld "surnames" to prevent identity leaks, focusing purely on cognitive "optimization" and erasing "unnecessary memories" to free up processing power.

By the time the children were four years old, a new curriculum was beginning to be implemented one after another.

"Now then, let's commence the test."

The most important of these was a written test.

All students straightened their posture and faced the test papers.

The test consisted of five writing systems: hiragana, katakana, *the alphabet*[11], numbers, and simple kanji.

Since we'd already spent a whole year being thoroughly taught reading and writing when we were three, there was no hesitation in their fingertips' movements as they held the pen.

The students were penalized if they didn't achieve a certain level of performance in a limited amount of time.

In addition, the students were also required to have good handwriting.

Even if your handwriting was good, you won't receive any points if you get the answer wrong, but if you write poorly in a hurry, points will be deducted from your score, so we had to be

careful. No one at this facility asked whether or not we can solve the problems we face.

This is only true because the only children left were those that were capable of solving them..

Those who couldn't were dropped at the age of three.

Our group, called the fourth generation, had a total of 74 students in the early years.

However, as mentioned above, children who were deemed to be unable to do so at the age of three had already dropped out of the White Room.

Therefore, all 61 of us then shared almost all of our time together, excluding bedtime.

The written test was 30 minutes long, but there was enough time to complete it in about half to two-thirds of the time limit if we solved the questions without hesitation.

This was true for all the previous written exams held in the White Room.

Solve the equation and move on to the next. Determine the answer and write it down.

At the same time, you review the previous question to see if you've made any mistakes.

When I finished, I raised my right hand straight up.

After signaling that I was done, I turned the paper over.

Getting a perfect score on the written exam was the minimum requirement. At the same time, you were required to be a neat and speedy writer.

[PSI, WMI, LA: Depth Of Comp, Speed of Comp]

By the age of four, Ayanokōji was forced into a brutal daily routine where he had to fight adult instructors in martial arts like Judo. During these sessions, the instructors would slam him into the floor so hard that he couldn't breathe, but he was required to get up immediately or face even more punishment. He watched as other children were kicked until they vomited or fainted, realizing that the adults had no problem pushing kids to the brink of death. Instead of being scared, Ayanokōji's brain treated these painful experiences as "superfluous functions" and simply turned off his emotional reactions. He decided that the only logical goal was to figure out how to be thrown less often, accepting that suffering and injury were just a natural part of his everyday life.

Despite the massive difference in size and strength between himself and the adults, Ayanokōji focused on finding ways to eventually defeat his opponents. He kept a perfect mental log of his progress, noting that out of 144 total fights, he had secured 127 wins and was currently on a 64-fight winning streak. He also developed the ability to analyze the strategies of his peers, such as when he noticed Shiro (the best Judo student in the group) switching to a defensive, counter-attacking style. Ayanokōji actually enjoyed this challenge because he wanted to learn how to attack someone stronger than himself. He understood that his environment was a place where the strong hunted the weak, so he used every bruise and every match to gather the data he needed to stay at the top.

[Crystalized Intel, Fluid Intel, EE, EM, Bodily-Kalisthenics, Medical Knowledge, Environmental Adaptability Stress Tolerance, Mental Fort, Determination, Critical Thk, Analysis, Data-Assessment, Info Gathering]

By age five, Ayanokōji lived in an environment where children were treated like objects rather than people, and he viewed his classmates as part of the scenery rather than friends. In the White Room, no one spoke because there was no practical need to share information; everyone's abilities and stats were already known to the instructors and each other. When a girl named Yuki broke this silence to ask if he liked carrots, Ayanokōji didn't think about the taste. Instead, he analyzed the chemicals in the food, thinking about how beta-carotene turns into vitamin A to keep the body healthy. Before deciding whether to speak, he checked the security cameras to see if the teachers would allow the conversation, showing that he only interacted with others if it was safe and useful.
After dinner, Ayanokōji watched Yuki walk around the room and caught her instantly when she almost tripped. Rather than worrying about her safety, he immediately started a mental checklist to figure out why she fell, ruling out environmental problems or physical tiredness. When Yuki reacted to his help, her face changed into an expression he had never seen on any student or adult before. Ayanokōji didn't understand the emotion behind the look, so he used his knowledge of anatomy to identify the exact muscles moving around her eyes and eyebrows, specifically the orbicularis oculi and the wrinkled brow muscles.

Even though he had never been taught what this look was, he quickly realized through instinct that Yuki was smiling. He figured out that smiling is something humans are born knowing how to do, even if they are never taught it in a place like the White Room. He watched her with curiosity, storing the data of her facial muscles in his memory so he could understand human reactions better in the future. This showed that while he didn't feel the same emotions as Yuki, he was already learning to read the physical signs of how other people feel.

[Knowledge, Knowledge Application, Memory, Analysis, EP, EU, Psychoanalysis, Psycho-profiling, Observation, Perception, Mental Fortitude, Discipline]

By the second half of his fifth year, Ayanokōji's entire existence was managed by a schedule that was set down to the minute. His day began at 7:00 AM when staff members removed electrodes used to monitor him while he slept and performed immediate health checks. The

facility tracked every physical detail, including height, weight, grip strength, and monthly blood and urine samples, to ensure he was developing exactly as planned. Even breakfast was purely scientific, consisting of "blocked nutrition" and supplements designed for efficiency rather than taste. He viewed eating simply as a task to be completed in a specific order, as liking or disliking the food remained irrelevant to his goal of following the rules.
Ayanokōji spent the majority of his day, from 8:00 AM to 5:00 PM, engaged in a diverse range of studies including Japanese, mathematics, economics, and political science. This was followed by two hours of intense physical training, with the expectation that everyone would meet their assigned quotas or be permanently removed from the program. Throughout these twelve hours of constant work, he and the other children did not speak a single word of their own accord. The only time conversation was permitted was during a thirty-minute "meeting" at 9:00 PM, which was specifically designed for students to review their feelings and responses to the day's studies.
Even these nightly conversations were part of the curriculum, as adults listened in to draw out the children's true feelings. Ayanokōji chose to merely listen during these times, never feeling the need to actively participate in the dialogue. By 10:00 PM, he was required to be back in bed with electrodes reattached so the medical staff could monitor his progress while he slept. This cycle repeated 365 days a year, creating a world that never changed and left no room for anything other than the pursuit of total ability.

[Knowledge, Stress Tolerance, Discipline, Perseverance]

In the White Room, the curriculum was designed to get harder by two or three difficulty levels every few months or years, which caused many children to fall behind. The instructors believed that trying to help those who struggled would ruin the "rhythm" of the top students and waste learning opportunities, so they gradually removed anyone who couldn't keep up. Ayanokōji realized that the tests were rigged to be even harder based on how well the best student performed; if the top score was high, the next test's difficulty would slide up, making it nearly impossible for lower-scoring students to survive. During a special high-difficulty exam involving math like the equality conditions of additive and synergistic averages, Ayanokōji showed that he was far ahead of everyone else. While the other children were desperately scrubbing their papers with erasers and panicking as the timer ran down, Ayanokōji finished the entire test with half of the thirty minutes still remaining. He didn't even need to double-check his work because he had a perfect memory; every word and answer was "imprinted" in his mind word for word, and he knew with 100% certainty that he had made no mistakes.
To avoid drawing unnecessary attention, he would sit perfectly still and pretend he was still working until the very end. While he sat there idly, the atmosphere around him was filled with the sounds of other children having seizures, hyperventilating, or even trying to cheat because they knew a single mistake meant they would be kicked out forever. Ayanokōji remained completely calm, even when a grim-faced leader of the White Room entered the room unexpectedly, because he had already mastered the material and was simply waiting for the next step.

[PSI, Memory, Crystallized Intelligence, Stress Tolerance, Knowledge Application, Inductive Rsn, Fabrication, Analysis, Preclusion, Acting, Redirection, Capitalization]

Ayanokōji realized that he was the one unintentionally "setting the bar" for everyone else. In the White Room, the difficulty of the next test was automatically raised based on how high the top score was. By getting perfect scores, Ayanokōji was "sliding the scale" upward, making the questions so hard that the children who were already struggling had no chance of surviving. *He noticed that if the top score was lower, the "ceiling" for the next test was also lowered. By pretending to still be taking the test even though he had finished 15 minutes early, and by occasionally controlling his output, He knew that if he kept pushing the difficulty to its absolute limit, the "rhythm" of the entire group would break, and students would start collapsing from seizures or hyperventilation.* Even though he felt no "fellowship" or friendship toward the other kids, he understood the math of the facility: a perfect score meant a harder tomorrow for everyone. He sat there idly with his pen in hand, perfectly memorizing every word of the test and his answers, just waiting for the clock to run down so he wouldn't accidentally trigger another jump in difficulty that would wipe out the remaining students.

[WMI, Memory, Deductive Rsn, Abstract Thk, Divergent Thk, Critical Thk, Problem-Solving, Misdirection, ST. Planning, Observation, Strategy Control + Alignment]

When Ayanokōji was five, he was caught intentionally holding back on an exam by the White Room leaders, who accused him of being a "fool" for not using his full power. Although the instructors believed he was cutting corners out of "camaraderie" or friendship for his struggling peers, Ayanokōji explained that his reasons were purely scientific. He told them that since they already knew he could get a perfect score, it was more "time-efficient" to leave the answers blank and save his energy. He didn't see the other children as friends, but as subjects to study; he wanted to keep them in the program longer just so he could analyze how "the weak" think and feel before they eventually failed.

Ayanokōji's "knowledge-hungry" brain was more interested in seeking answers and analyzing patterns than in following the facility's basic rules. He realized that by getting a lower score, he could keep the "world" of the White Room from becoming too difficult too quickly, allowing him to gain more experience observing his classmates. While the adults were confused by his logic, they eventually agreed to let him continue his experiment, though they warned him that power is useless if it isn't used. This was also the first time Ayanokōji realized he "didn't like" the instructor, comparing the feeling to the way his classmate Yuki disliked the taste of carrots.

As he was being led back to his desk, he witnessed the harsh reality of what happens to those who can't keep up. A boy who failed the test was sobbing and screaming, desperately trying to keep writing even after the buzzer sounded. The instructors didn't care that the boy was terrified or that he was vomiting from the stress; they simply grabbed him and dragged him out of the room forever. Ayanokōji watched this without any emotion, noting that the other children were only able to feel things when their "survival instincts" kicked in at the very end. He realized that most of the kids were doomed to drop out because they weren't smart enough to recognize which tests actually mattered and which ones didn't.

[EU, ER, Critical Thk, Convergent Thk, Deductive Rsn, Knowledge, Fluid Intel, Analysis, Info Control, Perception]

When Ayanokōji turned six, the White Room introduced a "travel" curriculum using virtual reality (VR) goggles to teach the children about the world outside. The program showed 360-degree views of cities like New York and Tokyo, including details like businessmen, elderly people, and traffic, so the children would be able to adapt to society once they became adults. While Ayanokōji usually didn't have any likes or dislikes, he found this specific lesson uncomfortable because it caused 3D motion sickness. This happens when the brain gets confused because the eyes see movement that the semicircular canals in the inner ear don't feel, leading to a "hallucination" effect that makes the person feel ill. The VR console was a high-stakes training tool for observation and insight. The children were required to find "unnatural points" or hidden details in the virtual environment while being threatened with physical pain if they failed or made a mistake. To avoid being hurt, Ayanokōji and the others learned to sharpen their senses to a superhuman level, staring so intensely at the screens that they wouldn't even blink. They were essentially forced to develop a "life-or-death" level of focus to spot things that normal people would never notice.

During one lesson in Tokyo, the equipment suddenly broke down, leaving the children in total silence. The instructors entered the room to collect the goggles and told everyone to wait for thirty minutes until the next part of their schedule began. Even though the lesson ended early due to the glitch, the children remained perfectly still and followed orders without question, showing how deeply they had been trained to obey. This training ensured that Ayanokōji's ability to watch and analyze his surroundings became an instinct, even when he was under extreme pressure or feeling physically sick. By identifying things that weren't right in a split second, he proved that his brain could process visual information faster than the VR computer could even display it.

[PSI, Cognitive Adaptability, Social Integration, Social Cognition, Social Awareness, Observation, Mental Fortitude]

Ayanokōji's WMI was high enough to track dozens of moving parts at once. While he was virtually walking through Tokyo, he had to remember what he saw behind him, to his sides, and in front of him simultaneously. He had to compare the "machine-like" movements of the virtual people against the "natural" rules of the world he learned in books. He wouldn't even blink because his VSI was so focused on catching a single pixel that looked out of place. He was essentially scanning a massive amount of visual data and "storing" it in his working memory to check for errors. The reason he processed this "faster than the computer could display it" comes down to latency. VR systems have a tiny delay between the computer generating an image and your eyes seeing it. Most humans are too slow to notice this, which is why we get motion sickness (the brain feels the lag). It allowed him to hold the previous frame in his mind and compare it to the current one so quickly that he could predict where the "glitch" was going to be before his eyes even fully tracked it. He was "auditing" the computer's code through his eyes. While the other kids were struggling just to keep their eyes open, he was effectively "debugging" the simulation.

He was staring so hard that he wouldn't even blink, because his brain was hungry for every single pixel of data. By the time the VR headset refreshed the screen, he had already analyzed the previous image and was ready for the next "error." This is why his observation skills are considered "monstrous".

[WMI, VSI, Perception, Observation, Prediction, Problem solving, Critical Thk, Determination]

CARD GAME

First, he performed an external audit of the room, noticing that the instructor was being rushed by an intercom and was likely receiving instructions through a hidden earpiece connected to a ceiling camera. This allowed him to immediately dismiss the idea that the test was about "intuition" or "luck" and instead recognize it as a test of pattern recognition and situational awareness. While the instructor performed ten unnecessary practice rounds, Ayanokōji used the time to scan the backs of the five cards for microscopic imperfections, such as tiny scratches or printing errors, which were invisible to a normal observer. In neuroscience, this is a feat of visual hyperacuity, where the brain's primary visual cortex processes sensory input to resolve details finer than the physical spacing of the photoreceptors in the retina. By "tagging" each specific symbol to its unique micro-scratch, he created a mental catalog of the cards that remained active even when they were face down. During the shuffling process, Ayanokōji utilized Multiple Object Tracking (MOT) to maintain a constant "lock" on the position of all five cards simultaneously. Because the instructor used an overhand shuffle (which moves blocks of cards rather than individual ones) the sequence was mathematically predictable for someone with a high-speed processing rate. Ayanokōji utilized saccadic eye movements, which are rapid, high-velocity shifts in gaze, to track the specific "scratched" cards as they were moved across the table. Ayanokōji executed the test with a 100% success rate by cross-referencing his mental "scratch-map" with the cards' final positions on the table. He didn't just guess; he was reading the "marked" cards as if they were face up. This process involves a high-level Long-Term Potentiation (LTP) in the hippocampus, where the association between the microscopic scratch and the symbol (e.g., the star) is strengthened so rapidly that recall is instantaneous and requires zero mental effort. By the time he called out the symbols, he had already solved the puzzle 50 times over, proving that his brain could process physical evidence and motion faster than the instructor (or even the surveillance equipment) could mask the truth.

[WMI, FRI, Observation, Problem-Solving, Deductive Rsn, Inductive Rsn, Convergent Thk, Critical Thk, Memory, Anticipation, Cognitive Adaptability, Knowledge Application]

The instructor's counter-strategy involved a deceptive use of social engineering and technological concealment. To prevent Ayanokoji from simply memorizing a static sequence, the instructor received real-time data through an earpiece, allowing him to rearrange the cards according to instructions from an external observer. This introduced a dynamic variable into the

game, intended to break any reliance on simple memory. The instructor also utilized psychological framing by rushing Ayanokoji to his seat and limiting his time to scan the room, attempting to narrow Ayanokoji's perceptual field so he remained focused solely on the cards and not the environment. This counter is rooted in the science of attentional blink, where a subject is so overwhelmed by immediate stimuli that they fail to notice secondary information, such as the overhead cameras or the instructor's subtle communication with the intercom.
Ayanokoji anticipated the instructor's deception by observing the man who squeezed his gaze, a technique in behavioral psychology where an actor uses body language to guide a subject's eyes away from sensitive areas like hidden cameras. Ayanokoji purposefully allowed himself to be guided while simultaneously mapping the ceiling via his peripheral vision. He concluded that the game was a Zero-Sum Game where the house was cheating; therefore, he had to deduce the logic of the cheat to win. By identifying the cameras and the instructor's reliance on the intercom, Ayanokoji realized that the random reshuffling was actually a repetition of the very first sequence he observed during the practice phase. He used his photographic memory to recall the initial order of all fifty cards, effectively turning the instructor's dynamic shuffle back into a static, predictable sequence. His 100% success rate was not a result of luck but the application of deductive reasoning to dismantle the instructor.

[WMI, FRI, Memory, Problem-Solving Deductive Rsn, Strategy (Control, Building, Effect, Forecast), Anticipation, Observation]

Ayanokoji figured out that the card game was not about luck or gut feelings. He noticed that only the instructor was allowed to touch, move, and flip the cards. Since the instructor never made a mistake during the demonstration, Ayanokoji realized the instructor had some way of knowing what the cards were even when they were face down. He looked closely and saw that the cards had tiny, almost invisible scratches on them. He treated the instructor's repetitive practice rounds as a hidden lesson. Instead of just watching, he used the repetition to memorize the exact order of the symbols and the specific marks on the cards.
The instructor tried to stop Ayanokoji from winning by using hidden technology and distractions. He wore a tiny earpiece to get secret instructions from people watching through cameras in the ceiling. This allowed him to change the order of the cards so Ayanokoji couldn't just rely on what he saw earlier. The instructor also tried to control where Ayanokoji looked by rushing him to his seat and having another man stand in a way that blocked his view of the room. The goal was to keep Ayanokoji's focus entirely on the table so he wouldn't notice how the instructor was cheating.
Ayanokoji countered this by paying attention to everything at once. He realized the man was trying to lead his eyes away from certain spots, so he used his side vision to scan the ceiling and find the hidden cameras. He understood that the instructor was being told what to do through the earpiece. Ayanokoji then realized that the "new" order of cards the instructor was setting up was actually just the exact same sequence from the very first practice round. By using his perfect memory to recall that first set of cards, he was able to predict every single card perfectly. He then won by figuring out the instructor's plays and using it against him.

[CPI, FRI, Inductive Rsn, Trap Evasion, Trap Setting, Critical Thk, Convergent Thk, Metacognition, Problem-Solving, Prediction, Fabrication, Knowledge Application]

SCANS:

Ayanokoji Risk Calc
Card Game Rules
Instructors Strategy
Metacognition/reasoning Feat
Winning the game

Ayanokoji studies the swimming pool activity to understand how people move and how they learn. He points out that Yuki slows down because of her "Breath-hold." In swimming, if you move your head the wrong way to breathe, your body creates extra resistance in the water. This acts like a brake that ruins your speed. Ayanokoji has mastered the basics so well that he does not have to think about them. This gives him the extra mental space to watch everyone else while he swims. He explains that even if someone has a natural talent or "sense" for a sport, anyone can catch up by practicing the simplest parts of the movement until they are perfect. When it comes to game theory, Ayanokoji looks at every action as a way to get a specific result. He thinks it is "weird" that Yuki talks to him without a clear reason because it wastes energy. In his mind, every conversation should have a goal, like a move in a board game. He notices that Yuki is changing how she acts and talking more often just to be around him. Since he does not feel the same social needs, he decides to treat her like a test subject. He watches her behavior to gather data on how people act when they do things that do not make logical sense.
The instructors in the White Room use a specific teaching style where they stay quiet. They want the children to "find out for themselves" instead of giving them all the answers. This is a way to force the kids to develop their own problem solving skills. By not pointing out Yuki's breathing mistake, the teacher was testing if she could find the error on her own. Ayanokoji passes this test by not only finding his own mistakes but also seeing the mistakes in others. He understands that as long as no one is breaking the rules, he can use this free time to study the other children.

[FRI, EU, EP, Social-Awareness, Social Cognition, Problem-Solving, Knowledge Application, Memory, Info Gathering, Analysis, Data Concording, Deductive Rsn, Critical Thk, Holistic Thk, Observation, Psychoanalysis, Psycho-profiling]

Ayanokoji continues to study Yuki to understand how human emotions work, comparing them to the training modules he takes in the White Room. When Yuki says she does not know why she wants to talk or how she laughed before, Ayanokoji views her behavior through the science of psychology and biology. In normal human development, facial expressions like smiles and laughter are learned through social mirroring, which is when babies copy the faces of their parents. Because the children in the White Room grow up in a sterile environment without normal families, they lack the typical social feedback loops that build these habits naturally. Ayanokoji looks for a clear cause and effect for every human action. He tries to find the rule

behind Yuki's claim that she can only laugh when she is around him. He connects this to conditional probability, realizing that emotions might not be internal settings that people trigger on their own. Instead, he deduces that emotions are social signals that require a second person to act as the trigger, just like how the instructors only show anger when they are directing it at a student who failed. Ayanokoji then tries to copy this behavior by trying to force a smile on his face, but he fails because he treats emotions like a physical skill. He refers back to his learning theory about mastering the fundamentals first. Since the White Room has never given him a lesson on happiness, anger, or sadness, he views emotions as an advanced skill that he cannot perform yet. He concludes that if the curriculum has not taught him the basics of feelings, then having them is completely unnecessary for his survival, so he simply shuts down his thoughts on the matter.

[EU, EP, Social Awareness, Social Integration, Psycho-profiling, Psychology Knowledge, Observation, Divergent Thk, Associative Thk, Deductive Rsn]

Ayanokoji's father and the researchers discuss the science of human memory, focusing on a concept called infantile amnesia. This is the natural process where the human brain cleans out and deletes most memories from the first few years of life as it grows. The researchers explain that while normal babies can learn things, their brains bury these early memories so deeply that they can never be pulled back out. Ayanokoji breaks this rule of biology because his brain can store, sort, and retrieve these early memories without any trouble. This gives him a massive head start over the other children. By the time the official training begins at age three, Ayanokoji already has over a thousand days of saved data, observations, and learned patterns that the other kids have completely forgotten. Ayanokoji's father views the entire White Room as a system meant to create a repeatable winning strategy. He rejects the idea that Ayanokoji is just a lucky genetic mutation or a natural genius, because a true system must be able to take the weakest starting pieces and still turn them into perfect players. If Ayanokoji's success is just a genetic fluke, then the White Room's method is a failure. To fix this and maximize the growth of the other students, the researchers suggest a new strategy based on competition. They want to introduce Ayanokoji as a hidden benchmark or rival for the other generations. By showing players a higher level of performance forces them to shed their limited mindsets, play harder, and push past their perceived limits to survive. This discussion also highlights a learning theory about environment versus genetics. The goal of the project is to prove that extreme, structured training can overcome any natural disadvantages a child might be born with. However, the reality of the data shows a dark truth about how skills are actually acquired under this pressure. While Ayanokoji thrives by perfectly retaining every lesson from birth, most of his peers are breaking under the weight of the curriculum and turning into what his father calls useless junk. This shows that the environment is so harsh that instead of raising everyone to the same high level, it acts as a brutal filter that only a person with Ayanokoji's unique memory structure can actually survive. Because Ayanokōji has perfectly retained every single piece of information since birth, his total knowledge base by the end of his time in the White Room would be vastly greater than that of a normal adult. Human memory usually works like a filter, throwing away most of what we see and hear to save space. Ayanokōji's brain does not filter anything out; it

saves every book, lecture, movement, and conversation in perfect detail. By the time he finishes the curriculum around age 14, he has spent over a decade absorbing advanced data at an accelerated pace, giving him a massive mental library. To understand how much he knows, you have to look at the sheer volume of data his brain has recorded. A normal person goes to school for about six hours a day and forgets most of the specific details over time. The White Room operates around the clock with extreme efficiency. Since Ayanokōji has over 1,000 extra days of memory from his infancy, and since he never forgets a single page he reads, he has effectively crammed multiple lifetimes of study into 14 years. He would know every historical date, every mathematical formula, multiple languages, and entire libraries of scientific literature word-for-word. The White Room teaches university-level and graduate-level subjects to children. By age 14, Ayanokōji has mastered high-level sciences, advanced mathematics, global economics, and legal laws that adults spend decades studying. He also knows about human behavior, martial arts theory, and military tactics. Because he retains the exact ways of every movement he sees, his knowledge extends to the physical world, allowing him to know exactly how to counter any fighting style or physical challenge instantly. In terms of how he uses this data, his brain functions like a highly organized computer network. Knowing a lot of facts is useless if you cannot find them, but Ayanokōji can retrieve any memory instantly. He does not just know what happened; he understands the connections between different fields. For example, he can use a theory from advanced physics to solve a problem in sports, or use a concept from economics to win a psychological game. His knowledge is a complete database of human academic and physical achievement up to that point in history.

[PSI, WMI, Memory, Knowledge, Knowledge Application, Observation, Perception, Mental Fortitude, Determination, Composure, Perseverance, Decision-Making, Cognitive Adaptability, Environmental Adaptability]

Ayanokōji's father and the researchers discuss how to manage information about Ayanokōji to manipulate the other students. Suzukake points out that if the other children see the true, massive gap between themselves and Ayanokōji, they will lose all motivation. If a goal feels completely impossible, people experience learned helplessness and stop trying. To fix this, they decide to hide Ayanokōji's true abilities and only show the other students small, edited pieces of data. By making him look just slightly better than them, they create a believable rival. This trick forces the top students to keep competing and pushing their limits, thinking they actually have a chance to catch up. The researchers also talk about a major flaw in the White Room's fast education system. Tabuchi warns that while the kids will have the advanced intellect of a 30-year-old by the time they are teenagers, they will still have zero real-world experience. In psychology, this mismatch is known as asynchronous development. The children will know everything about science, math, and theory, but they will be completely clueless about basic human life, culture, and society. This extreme imbalance risks making them look incredibly childish and socially awkward when dealing with normal human situations, because their emotional growth cannot keep up with their forced mental growth. This FORCES a dramatic increase in Emotional Intelligence instead of Social skills as a replacement.

[EE, EU, Comprehension of LA, Faster Thinking, Critical Thinking, Fluid Intelligence, NCPS, Knowledge Application, Indirect Manipulation, Mass Manipulation]

Kiyotaka is directly shown doing his White Room work with total ease. Even though the tasks are incredibly hard, he does not struggle, panic, or get tired. He is so calm and fast that he immediately stands out from all the other kids. Arisu Sakayanagi is watching through a hidden mirror, and his smooth performance completely grabs her attention. While the other children are just trying to survive, Kiyotaka is clearing every single test without breaking a sweat, making it clear to anyone watching that he is on a completely different level.

Without it being directly stated, what Kiyotaka is actually doing is breaking the rules of science and genetics. Arisu believes that only kids with elite, genius parents can make it to the top of a brutal place like the White Room. However, the text points out that Kiyotaka's parents and grandparents were totally average people with no special talents. By completely dominating the facility, Kiyotaka is proving Arisu's theory wrong, defying what should be biologically possible.

[NCPS, Fluid Intel, WMI, FRI, Knowledge Application, Cognitive Adaptability]

He is sitting perfectly still in a chair, holding a pen, taking a test, and watching a little girl get kicked out. He follows the basic rules, stops writing when the buzzer sounds, and stares blankly at the room.
He describes it as *"Tomorrow, the day after tomorrow, the day after the day after that."* By repeating this like a robot, Kiyotaka has completely destroyed his own perception of time to survive. He does not hope for a weekend or a break because he has trained his mind to accept that eternity is just a white room. He isn't just taking tests; he is forcing his brain to act like a computer hard drive that only has one function: **Absorb.** If a normal child tried to absorb infinite information without a break, their mind would snap. Kiyotaka is manually overriding his human need for rest. The text says, *"the results were usually known before they were given out. All the children who remained here knew how well they answered."* This means Kiyotaka isn't guessing or hoping he passed. The moment his pen hits the desk, his brain has already run the diagnostic. He knows exactly which answers are correct, what his score is, and precisely how far ahead of the baseline he is. He is sitting in total silence, completely detached, because the actual grading process is just a formality for him. He already knows he won. Kiyotaka states, *"I stared at her blankly, waiting for the right moment."* Read that again. He didn't look at her *after* she was disqualified—he was staring at her **before** the instructor even walked into the room. Kiyotaka looked at the shaking girl, calculated her stress levels, realized she failed, and timed exactly when the instructor would arrive to remove her. He is not feeling pity or sadness for her. He is treating her like a malfunctioning piece of machinery that is about to be discarded. He watches her shake because he is analyzing the exact breaking point of human psychology.

The text notes that the group was already crushed down to just four kids, and now it's down to three. The White Room is actively trying to break them by shifting the goalposts (*"what was normal yesterday may not be normal today"*). The curriculum is designed to cause human

failure. By staying completely calm while the group shrinks to almost nothing, Kiyotaka is actively suffocating the other students just by existing. His perfection raises the baseline, making the instructors harsher and the tests harder, which indirectly crushes the girl in front of him. He is surviving an environment designed to kill him, turning himself into the last man standing in the most brutal generation of the facility.

[PSI, WMI, EP, ER, Crystalized Intel, Memory, Observation, Critical Thk, problem-Solving, Psychoprofiling, Psychology Knowledge, Stress Tolerance, Mental Fortitude, Cognitive Adaptability, Composure]

Kiyotaka is just standing perfectly still while a girl named Yuki cries, begs him for help, and gets pulled away by the teachers. He looks at her, tells her "no," and explains why she failed before letting the adults drag her out of the room. Kiyotaka does something absolutely insane that is never directly stated: he commands the adults with a single look. The text says he *"signaled to the approaching instructors to stop,"* and these terrifying, strict adult guards actually froze in their tracks just because a little boy gave them a sign. This proves that Kiyotaka isn't just a regular student in this place. The adults fear and respect his brain so much that they will literally stop what they are doing just to let a child finish talking down to a failure.

Yuki thinks she just made a small five-point mistake and promises to try harder "next time." But Kiyotaka doesn't believe in "next time." He instantly looks back at years of data from all the other kids who failed before her. He knows that once a human brain hits its genetic wall, it can never get truly smarter. By asking her why she didn't try harder before, he is exposing her major flaw: she has a normal human brain that uses hope as an excuse for being weak. Kiyotaka has completely deleted things like pity or hope from his mind. To him, life is a game. You either pass, or you are just ass ngl.😂

Finally, by letting Yuki get dragged away, Kiyotaka is secretly protecting his own survival and making his environment purer. He knows that if he tries to save her or carry her, she will just become a heavy weight that slows him down. He calls her a "rotten apple" and an "impediment"—which means a total drag on his growth. By standing there with a blank face while she screams his name, he is letting the facility clean up his workspace so he can keep getting stronger without any distractions. Even while she is losing her mind and crying, he is calmly taking notes on how her mental breakdown looks different from the other kids.

[EU, ER, EM, Theory of Mind, Psycho-profiling, Psychoanalysis, Direct Manip, Logical Manip, Influence-Building, Social Integration, Social Awareness]

Shiro starts whispering about wanting to escape and find "freedom" in the outside world. Kiyotaka just listens, tells Shiro he thinks he is being weird, and states that he prefers staying inside the White Room because it is the most efficient place to get stronger. Kiyotaka has no idea what freedom or friends really mean. To him, the outside world is a "virtual world" because it has no data or structure, while the White Room is the "real world." But instead of ignoring Shiro, Kiyotaka completely analyzes Shiro's brain. He learns that the human desire for freedom, friends, and emotions is a powerful force that can make even the smartest, strongest geniuses completely throw away their entire lives.

In the later volumes of COTE, Kiyotaka uses this exact hidden knowledge. He sets up his entire high school life as an experiment to understand the very things Shiro and Yuki wanted. Because he memorized how emotions can break or motivate a person, he is able to perfectly manipulate people like Kei Karuizawa, Ryuen, and Ichinose. He uses their emotional needs and their desire for connection to control them like puppets, all because he studied Shiro's psychological breakdown in this exact moment. The text says that Shiro used to win the first one or two fights in Boxing, Karate, and Jeet Kune Do, but then Kiyotaka would "turn the tables" and never lose again. Without saying it out loud, Kiyotaka's brain is an adaptive computer. He lets his opponents show their best moves, copies them, figures out the counter-strategy, and then permanently beats them.

[FRI, Memory, Convergent Thk, Critical Thk, Analysis]

The adults believe a simple rule, *if we don't teach the kids about the outside world, they will never want to leave.* But Kiyotaka looks at Shiro and realizes the adults are dead wrong. Without any outside information, Shiro's brain naturally created a desire for freedom. Kiyotaka instantly notes that the administrators have a massive blind spot since they do not understand human nature or the true depth of the children's feelings. This shows his insane ability to read a room and spot flaws before the experts even know there is a problem.

The text says he feels Shiro's *"extraordinary determination"* and senses a drive to defeat him that he has never felt before. He correctly identifies that a kid driven by a real emotional goal (freedom) is way more dangerous and focused than a "half-baked adult." He doesn't understand *why* Shiro wants freedom, but he perfectly measures *how strong* that feeling is. Instead of letting emotion sway him, Kiyotaka uses his pure "intellectual curiosity" to make his choice.

[EU, EP, Cognitive Empathy]

Even though he had just fought six adults and was immediately brought into a high-stress meeting with his terrifying father, the monitoring device on his arm showed **zero change in his pulse**. His heartbeat remained perfectly flat and calm, even when his father tried to mentally throw him off by calling him "special." He is able to completely shut down his body's natural fight-or-flight response, a feat that is physically impossible for normal human beings under that much pressure. Kiyotaka reveals a massive cognitive feat by recalling a specific, minor

conversation he overheard when he was only four years old. Normal children cannot retain perfect, context-rich memories from that age, let alone use them to deduce complex social structures like parenthood. His father directly states that Kiyotaka did not just complete the most brutal curriculum ever created, he **exceeded it**. The White Room's difficulty scales up with every generation to patch up old flaws, meaning the fourth generation was already exponentially harder than the first. By entirely outgrowing and breaking the ceiling of a system designed to push humans to their absolute limits, Kiyotaka proved his learning speed is infinite. According to the instructors, Kiyotaka has fully mastered the art of using lies and **perfectly pretending to have emotions** when necessary. Even though he doesn't actually feel them, he has analyzed human behavior so deeply that he can fake normal human expressions and reactions flawlessly to manipulate the people around him. After monitoring thirteen entire generations of children, the directors officially concluded that Kiyotaka is a complete **anomaly** who defies their data. He did not become a genius because of the White Room's teaching or because of his father's DNA, he is a standalone miracle who outperformed the entire system by an impossible margin.

[PSI, WMI, Memory, VSI, Cognitive Adaptability, Knowledge, Knowledge Application]



Doc Keys:
Red - Strategy, Planning, Tactics, Setting Traps
Blue - Detective Skills (Observation, Perception, Cold Reading, Information Gathering)
Orange - Social Abilities (EQ + SQ)
Green - Manipulation + Deception
Pink - Logical Reasoning + Overall Thinking + Foresight (Anticipation, Prediction, Trap Evasion)
Maroon - Adversity Capacity
Yellow - Adaptability + Learning Ability
Cyan - Overall Intelligence + FSIQ
Purple - Important Notes
Underline - Scans

Kiyotaka's most intense feat here is the psychological effect his mere existence has on the people around him. Ishida is a top professional who has watched over Kiyotaka since the day he was born. He has seen every elite student, every dropped-out child, and every high-level instructor. Yet, when another adult casually says they are looking forward to seeing how Kiyotaka has grown, Ishida instantly snaps with deep, genuine agitation. He calls a 14-year-old child a *"monster"* and warns, *"It's not something you should look at with such a carefree mind."* Kiyotaka's raw presence and capabilities are so unnatural that he has completely broken the professional composure of his own lifetime handler, shifting their dynamic from a teacher watching a student to a human being feeling instinctual dread.
Without the text giving a list of his physical stats, his father explicitly notes that by age 14, Kiyotaka has been *"trained to such a degree of perfection that it was almost unimaginable for him to be a young boy."* This means his physical conditioning, martial arts mastery, combat reflexes, and tactical execution have reached a level that completely shatters the normal limits of human puberty. Physically and mentally, his output matches or exceeds that of grown, peak-condition adults, entirely skipping the developmental timeline of a normal teenager.
Kiyotaka is sent to a counseling clinic to meet a heavily traumatized person—specifically Yuki, whose wealthy parents invested massive amounts of money into the White Room after she broke. Her parents shallowly believed that letting her see Kiyotaka would help close her psychological wounds. But his father notes that sending Kiyotaka there is actually *"counterproductive."* He does not radiate comfort, pity, or warmth. His flawless state is so intense that simply looking at him doesn't heal a broken person; it actively reminds them of the terrifying wall they failed to climb, making him a walking trigger of psychological despair for anyone who couldn't survive his level.
Even his cold, unfeeling father admits that because Kiyotaka is the absolute "best of the best" to ever exist in the facility, he is *"entitled"* to special status that makes even his father hesitate.

[Crystalized Intel, Fluid Intel, Cognition, fucking every cognitive definition on earth, Fear Inducement, Trap Setting, Planning process]

In his first moments outside the facility at fourteen years old, Kiyotaka showed instant real-world adaptation. Despite being trapped in a single room his entire life, the sudden exposure to the vastness of the real world does not cause him any sensory overload, panic, or confusion; he notes that he accepts this brand-new reality completely comfortably. He also displays a flawless visual-to-object recognition feat when he encounters a vase of actual flowers for the first time in his life. Although he has only ever seen flowers in digital pictures and data files, his brain instantly bridges the gap between text files and physical reality, correctly identifying them as cherry blossoms on sight. Even though he actively tries to forget Yuki's name because he views dropouts as completely useless data, his brain refuses to let information go, automatically keeping a perfect record of her identity from years prior.

Kiyotaka's blank presence in this scene acts as a devastating psychological weapon that accidentally breaks Yuki's mind all over again. When Yuki asks if he stayed in that brutal facility the whole time, Kiyotaka calmly and casually states the facts: he survived there for fourteen years, and he has been completely alone for years since everyone else failed. He does not say

this to be mean or to brag, but his sheer existence is so terrifyingly superior that it shatters Yuki's fragile mental defenses. To Yuki, the White Room is a place of pure horror that gave her severe trauma, yet Kiyotaka treats surviving that exact same nightmare by himself as just a normal Tuesday. Without it being directly stated, his total lack of fear and his mechanical perfection act as a mirror that forces Yuki to realize just how weak she is compared to him, causing her body to instantly start shaking as the terrifying reality of his monster-like nature triggers her old trauma.

[WMI, Memory, Observation, Knowledge, All AC, Environmental Adapt.]

In this heavy moment, Kiyotaka performs a feat by out-debating and mentally crushing a powerful, adult businessman entirely on his own. Yuki's father is a wealthy, well-known executive used to giving orders, yet the 14-year-old Kiyotaka completely dismantles him using sharp, legalistic logic. When the father physically blocks the exit, Kiyotaka doesn't panic or get aggressive; instead, he asks a single, cold question: *"Is that an order?"* He instantly identifies the exact limits of the father's authority, pointing out that the head of the White Room only agreed to a meeting, not a forced conversation. By trapping the adult in his own words, Kiyotaka forces a massive, powerful businessman to back down, admit it is just a personal plea, and stand aside. He completely dominates a high-stakes social negotiation on his very first day in the outside world.
He is also proving that he can read complex human dynamics much better than the adults who are supposed to be experts. Yuki's parents and doctors thought bringing Kiyotaka in would act as a cure, but Kiyotaka instantly runs a psychological assessment and realizes they made a fatal mistake. He sees that Yuki is trapped in a state of arrested development, still speaking and acting like the young child who dropped out years ago. Kiyotaka realizes that his flawless, unbreaking presence will never heal her; it will only act as a toxic reminder of her own weakness. When he tells her that she will only suffer by looking at him and tells her father that he is refusing because it is what is truly best for her, he is making a completely accurate medical and psychological judgment. He recognizes that he is a walking trigger for her trauma, and by coldly cutting her off and walking away, he is executing the only logical choice to prevent her mind from shattering completely.

[EU, EP, ER, Social Integration, Social Awareness, Logical Manip]

When asked what he thinks of the outside world, Kiyotaka gives a short, deadpan response: *"Nothing."* By acting completely blank, indifferent, and robotic, he successfully tricks his father into believing that the White Room's training worked too well, making him look like a heartless tool who cannot even tell the difference between a computer simulation and real life. This is a massive feat because his father is a master manipulator who monitors him constantly, yet Kiyotaka completely reads his father's mind and successfully plays the role of a mindless puppet. Without it being directly stated, Kiyotaka is intentionally faking a state of total emotional deadness to make his handlers lower their guard. He states that *"it's beneficial for me to keep it*

that way," proving that he is hiding his true thoughts, desires, and curiosity so the adults believe they have 100% control over him. He is wearing a psychological mask to buy himself time and freedom.

While looking out the window, he describes himself as *"always sharpening my fangs."* This means that on his very first day in the real world, he has already mentally declared war on his father and the entire White Room system. He accepts the news that he must continue his brutal studies in a temporary facility without a single complaint because he knows that showing resistance right now is useless. Instead of fighting back outwardly, his brain instantly adapts to the new environment, treats it as a minor hurdle, and begins plotting his eventual escape. Without saying it out loud, he is letting the adults run their schedules while he secretly observes the outside world, gathers data on reality, and waits for the perfect moment to strike back and seize his own independence.

[Misdirection, Fabrication, Info Control, EE, LT. Planning, Intricacies, Process]

Kiyotaka’s most profound feat in this text is his passive destruction of his father's lifelong ideology. Atsuomi Ayanokoji has spent 15 years operating under an "inflexible" 100-year plan to use Kiyotaka as a permanent White Room educator to mass-produce elite assets for Japan. Yet, simply by looking at Kiyotaka's current output, Atsuomi is forced to completely shatter his own rules. Kiyotaka is so good that his father abandons a multi-decade plan just to pivot towards a new, immediate plan which is grooming a 14-year-old child to take over the Japanese government as Prime Minister at the exact legal baseline age of 25. Kiyotaka's sheer quality forces the coldest, most rigid politician in the series to entirely alter his life's ambition just to adapt to his son's capabilities.
The final paragraph states that one year later, Kiyotaka enrolls in Advanced Nurturing High School. While his father believes this move is a controlled environment swap meant to fix his personality and use Kijima's school as a training ground. Kiyotaka successfully utilizes his father's plan to secure exactly what Shiro and Yuki wanted, a ticket to the outside world. By letting his father think everything is perfectly under control, Kiyotaka plays the long game, making escape by walking directly into the one high school designed to keep the government's hands completely out of its internal affairs.

[All Planning]

AYANOKOJI WIS FEATS

Speed

Nanase Beach Flags Speed Calculation
Nanase was competing in a Beach Flags event during the Uninhabited Island Exam Y2V3 or S4 E10.

Note this thread on the canonicity of the COTE anime for scaling. The LN is used for primary canon and the anime can only be used to provide assistance where it directly matches the LN.

The LN scans below are all from the Official Seven Seas TL.

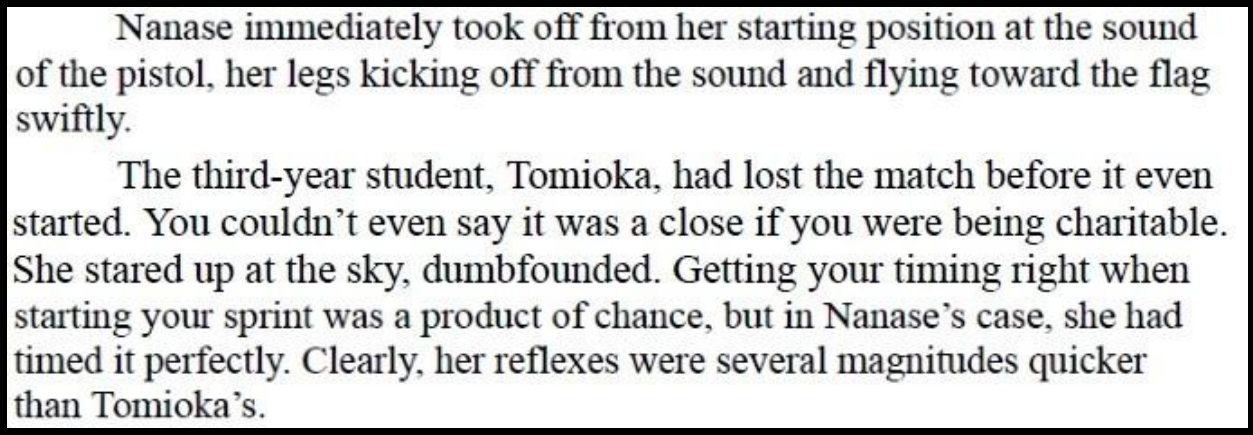
Nanase is racing against a 3rd year student named Tomioka. The participants start laying down facing away from the flag. On the sound of the starting gun they stand up and race to the flag. The person to grab it first wins.

During their race, Nanase took her first step and then in the next motion was able to dive for the flag. Nanase won in the same time that Tomioka was able to stand up.

This is effectively a speed blitz across the distance of the race. Both competitors started from the same prone position, but by the time Tomioka had just stood up, Nanase had already covered the full 20 meters and was diving for the flag.

This is confirmed by the lines "Tomioka, had lost the match before it even started." and "She stared at the sky dumbfounded" which show us that Tomioka was in shock since she couldn't even react to Nanase winning the race.

Nanase is also directly stated here to have reflexes that are "several magnitudes quicker" than Tomioka which further emphasizes that Nanase won the race in the time it took Tomioka to fully react to the starting pistol.



Nanase immediately took off from her starting position at the sound of the pistol, her legs kicking off from the sound and flying toward the flag swiftly.

The third-year student, Tomioka, had lost the match before it even started. You couldn't even say it was a close if you were being charitable. She stared up at the sky, dumbfounded. Getting your timing right when starting your sprint was a product of chance, but in Nanase's case, she had timed it perfectly. Clearly, her reflexes were several magnitudes quicker than Tomioka's.

Tomioka has a C+ OAA rating and Ayanokouji described her as having a "decent level of physical ability". She would be comparable to Ishizaki who also has a C+ OAA rating. As such I am using baseline Athletic Human speed for Tomioka. I am also including a lowball for Average Human.

Beach Flags occurs over a 20 meter distance. So Nanase's speed = 20 meters/0.13 seconds = 153.85 m/s (Subsonic)

Lowball: Tomioka as Average Human speed of 0.2 seconds. 20 meters/0.2 seconds = 100.00 m/s (Subsonic)

ANYWAYS WE GOT NANASE

ICHIKA CALC

Ichika has Kushida as a hostage and Ichika is confident enough to basically break Kushida's arm before Ayanokouji can reach to help Kushida and remove Ichika's grip, but Ayanokouji surpasses her expectations and performs what can be identified as one of the most humiliating blitzes in the verse.

Distance will be 5 meters as specified in the feat.

Ayanokouji blitzed her and, in the meantime, Ichika switched to a position of breaking Kushida's arm. I believe what she did here was tighten the grip which she had previously loosened (as she still failed to break her arm).

Ichika loosened the grip only slightly, and we do know that she never managed to get a hold of Kushida's arm tightly again, because Ayanokouji literally took it without any force and just "slid" it down.

The word "slightly" would be a very low distance in centimeters, because she had gripped over Kushida's arm and the differences between grip span and the wrist circumference can be very less.

I am going to assume those slight gaps and make tallies of 1 cm, 2 cm and 1 inch = 2.54 cm.

Amasawa's speed would be 34.3 m/s.

Reasons for using that speed:

Amasawa is way faster than that. She has been able to punch people before they even realize that they have been punched (scan), and has been able to do the same while being in a near crippled state (scan), often praising people who can stop her attacks (scan), meaning that she herself realizes that her attacks are above human comprehension, by the way, Suzune, the person she blitzed while being in a crippled state, can be placed at the level of athletic to most likely peak human.
She has shown signs of being around that speed while casually attacking people as shown above, and even maintaining such speeds while being severely injured and being on the verge of collapse.
The most important reason, I think. She had her guard up all the time. She was going against a person whom she had heard about for her entire life, a person whose mere existence was seen as a god figure by her (yes, I am talking about Ayanokouji). **She had basically only thought that they were equals, but they never were (as she realized later), so, she should be trying to go at her absolute fast, but we still would be using 34.3 m/s only (low subsonic). She's casually FTE as I proved before, using this speed shouldn't be calc stacking I guess.**
Speed = 5*34.3/0.01 = 17150 m/s (High Hypersonic+)

Speed = 5*34.3/0.02 = 8575 m/s (High Hypersonic)

Speed = 5*34.3/0.0254 = 6751.96850394 m/s (Hypersonic+)

Secondly, I found through some threads that using 34.3 m/s might be calc stacking even though I proved that she can be casually FTE. But still, I will use a different speed. First off, I will use 12.43 m/s low-end superhuman or high-end peak human and average superhuman (12.43+34.3)/2 = 23.365 m/s as she should be an average superhuman with statements too. **The reasoning for this is because Ichika was raised in a facility which trained kids from a young age to go against the human limits of genetics and a lot of stuff, and surpass it.**

With 12.43,

Speed = 5*12.43/0.01 = 6215 m/s (Hypersonic+)

Speed = 5*12.43/0.02 = 3107.5 m/s (Hypersonic)

Speed = 5*12.43/0.0254 = 2446.85039 m/s (Hypersonic)

With 23.365,

Speed = 5*23.365/0.01 = 11682.5 m/s (High Hypersonic)

Speed = 5*23.365/0.02 = 5841.25 m/s (Hypersonic+)

Speed = 5*23.365/0.0254 = 4599.40945 m/s (Hypersonic+)

I don't think the distances travelled by Ayanokouji after the blitz should be assumed, referring to an adaptation for those distances should be better, it's best for just calculating the speed for just the travelling.

The distance between me and Amasawa was about 5 meters.

"Are you serious?"

"Are you serious about breaking her arm? Or are you saying that you don't think I can stop you?"

"Both."

"Then you're wrong about both. You really shouldn't forget who I am."

Laughing, Amasawa loosened her grip on Kushida's right hand, even if only slightly. At that moment I kicked the ground and dove in just as Amasawa switched to a motion to break her arm.

My right hand slid down Kushida's arm and reached her wrist as my left hand went around her mouth to her back, I grabbed Amasawa's right hand.

"No way..."

THE CURRENT KOJI CALC

And after neutralizing Shiba, I'll quickly deal with Tsukishiro in a one-on-one I have a second to think. While they both attack me at the same speed.

The sound of Shiba's fist, balanced with a slight delay, reaches my ears dryly. If I wasn't good at damage exchange, it could have stopped me in my tracks. Shiba's strike definitely has the same power as mine.
It is not more than that....

Tsukishiro came charging towards me. I dodged Tsukishiro's attack without warning and hit Tsukishiro's cheek with my left fist.

- "!!!?"

I jabbed lightly and with speed, hitting hard. The power of each shot is slight because I concentrated only on hitting.
However, upon hitting him repeatedly, Tsukishiro's smile faded.
The target was the nasal pole. A certain effect is activated in the human body if even slight damage is received. That is "tears".

Nanase sets the absolute bottom line for this speed scaling. In the beach flags event, she clears a 20-meter sprint before an athletic competitor can even stand up from the ground. This shows her moving across the sand instantly, leaving her opponent staring up at the sky in shock. Based on the time it takes a normal human to react and stand up, this feat puts Nanase's movement speed at a subsonic baseline of 153.85 m/s.
Ichika Amasawa scales entirely above Nanase because she is a fully trained White Room product from the 5th generation. In her scene, she holds Kushida hostage and slightly loosens her grip on Kushida's right hand before trying to snap her arm. She only moves her hand a tiny distance—around 1 to 2 centimeters—to tighten the grip again. Ayanokōji completely flashes across a 5-meter gap to catch her wrist before her hand can even travel that tiny distance, executing a massive speed blitz that completely catches her off guard.
Tsukishiro and Shiba scale even higher as grown professionals. During their fight, they coordinate their attacks to strike at the exact same speed and power, attempting to overwhelm him together. Despite their perfect teamwork and high-speed assault, Ayanokōji easily calculates their movements, dodges Tsukishiro's charge without any warning, and fires back with multiple lightning-fast, consecutive jabs straight to Tsukishiro's cheek.

=== VARIATION 1: Using Baseline Subsonic Ichika (23.365 m/s) ===

Gap: 1 cm (0.01 m)
Timeframe = 0.01 meters / 23.365 m/s = 0.000428 seconds
Ayanokoji Speed = 5 meters / 0.000428 seconds = 11,682.5 m/s (High Hypersonic)

Gap: 2 cm (0.02 m)
Timeframe = 0.02 meters / 23.365 m/s = 0.000856 seconds
Ayanokoji Speed = 5 meters / 0.000856 seconds = 5,841.25 m/s (Hypersonic+)

Gap: 1 inch (0.0254 m)

Timeframe = 0.0254 meters / 23.365 m/s = 0.001087 seconds
Ayanokoji Speed = 5 meters / 0.001087 seconds = 4,599.41 m/s (Hypersonic+)

=== VARIATION 2: Using Peak Human/Superhuman Ichika (12.43 m/s) ===

Gap: 1 cm (0.01 m)
Timeframe = 0.01 meters / 12.43 m/s = 0.000805 seconds
Ayanokoji Speed = 5 meters / 0.000805 seconds = 6,215 m/s (Hypersonic+)

Gap: 2 cm (0.02 m)
Timeframe = 0.02 meters / 12.43 m/s = 0.001609 seconds
Ayanokoji Speed = 5 meters / 0.001609 seconds = 3,107.5 m/s (Hypersonic)

Gap: 1 inch (0.0254 m)
Timeframe = 0.0254 meters / 12.43 m/s = 0.002043 seconds
Ayanokoji Speed = 5 meters / 0.002043 seconds = 2,446.85 m/s (Hypersonic)

=== VARIATION 3: Using High Subsonic Ichika (34.3 m/s) ===

Gap: 1 cm (0.01 m)
Timeframe = 0.01 meters / 34.3 m/s = 0.000292 seconds
Ayanokoji Speed = 5 meters / 0.000292 seconds = 17,150 m/s (High Hypersonic+)

Gap: 2 cm (0.02 m)
Timeframe = 0.02 meters / 34.3 m/s = 0.000583 seconds
Ayanokoji Speed = 5 meters / 0.000583 seconds = 8,575 m/s (High Hypersonic)

Gap: 1 inch (0.0254 m)
Timeframe = 0.0254 meters / 34.3 m/s = 0.000741 seconds
Ayanokoji Speed = 5 meters / 0.000741 seconds = 6,751.97 m/s (Hypersonic+)

Also note the fact that Ayanokoji is trying NOT to kill them.

WR koji at BARE minimum would be High Hypersonic+

Attack Potency

Kiyotaka pierced through air, causing Nanase's hair to flutter up to the sky. Ayanokoji states that he pierced the air so many times that he could no longer count. The speed needed to pierce through air is 11km per second (11000m/s), making it a High Hypersonic speedfeat. Using Ayanokojis attack power by converting his air penetration (11000m/s) into Kinetic energy.

For this calculation, we need to establish the mass (m) of a human arm. Ayanokōji is an athletic high school male, weighing roughly 65 kg to 70 kg. A human arm makes up about 5% of total body mass, which gives us an average arm mass of roughly 3.5 kg.
Using velocity (v) of 11,000 m/s

Mass of arm (m) = 3.5 kg
Velocity (v) = 11,000 m/s

Kinetic Energy Calculation:
KE = 0.5 * m * v^2
KE = 0.5 * 3.5 * (11,000)^2
KE = 0.5 * 3.5 * 121,000,000
KE = 211,750,000 Joules

Energy in Megajoules (MJ):
211.75 MJ

TNT Equivalent:
1 kg of TNT = 4,184,000 Joules
TNT Equivalent = 211,750,000 / 4,184,000 = 50.61 kg of TNT

A striking energy of 211,750,000 Joules (211.75 MJ) places Ayanokōji's attack potency squarely in the **Multi-City Block tier for a single punch.** This amount of kinetic energy is comparable to the explosive force of over 50 kilograms of TNT detaching from his fist with every single strike.

BUT THAT'S CURRENT KOJI. WR KOJI USING A LOWBALL OF 2X WOULD BE WORSE.

By taking a lowball of just 2 consecutive air-piercing strikes from his prime White Room days, his total output reaches 423,500,000 Joules.

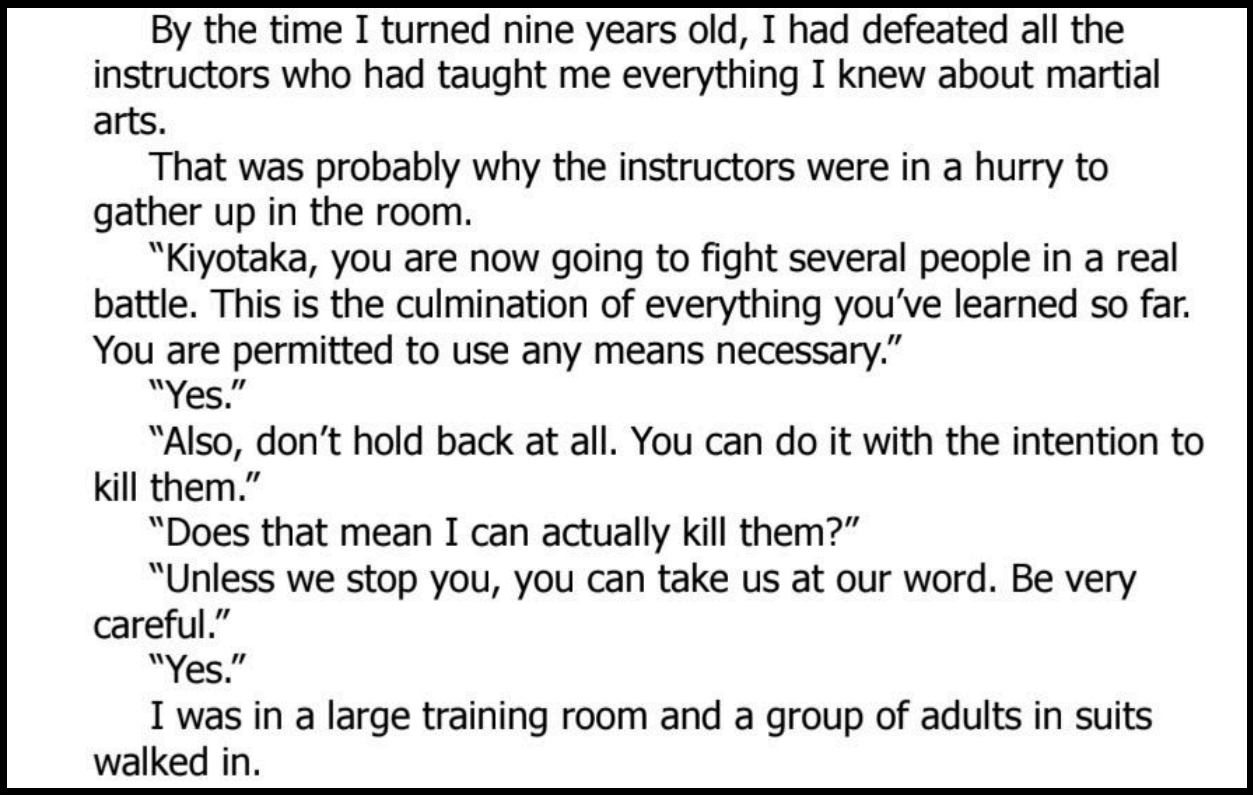
Strength

Ryūen is already sitting at Class 1, so putting Ayanokōji in that exact same tier doesn't do justice to the massive gap between them since koji neg diffed them in a fight. When Ayanokōji

dismantled Ryūen, he was holding back an immense amount of effort, and as you said, pushing just a little bit harder would have literally been fatal.

Since he completely gapes Class 1 characters while suppressed, his true, unsuppressed lifting strength safely pushes him into the next official tier.

By the time Ayanokōji turned nine years old, he had already completely defeated all of the martial arts instructors who had taught him everything he knew. Because the standard facility instructors could no longer push him or offer a challenge, the management was in a hurry to gather a completely different tier of opponents. They brought a group of grown adults dressed in suits (the "Men in Black") into a large training room to test the absolute culmination of everything Ayanokōji had learned up to that point.



By the time I turned nine years old, I had defeated all the instructors who had taught me everything I knew about martial arts.

That was probably why the instructors were in a hurry to gather up in the room.

"Kiyotaka, you are now going to fight several people in a real battle. This is the culmination of everything you've learned so far. You are permitted to use any means necessary."

"Yes."

"Also, don't hold back at all. You can do it with the intention to kill them."

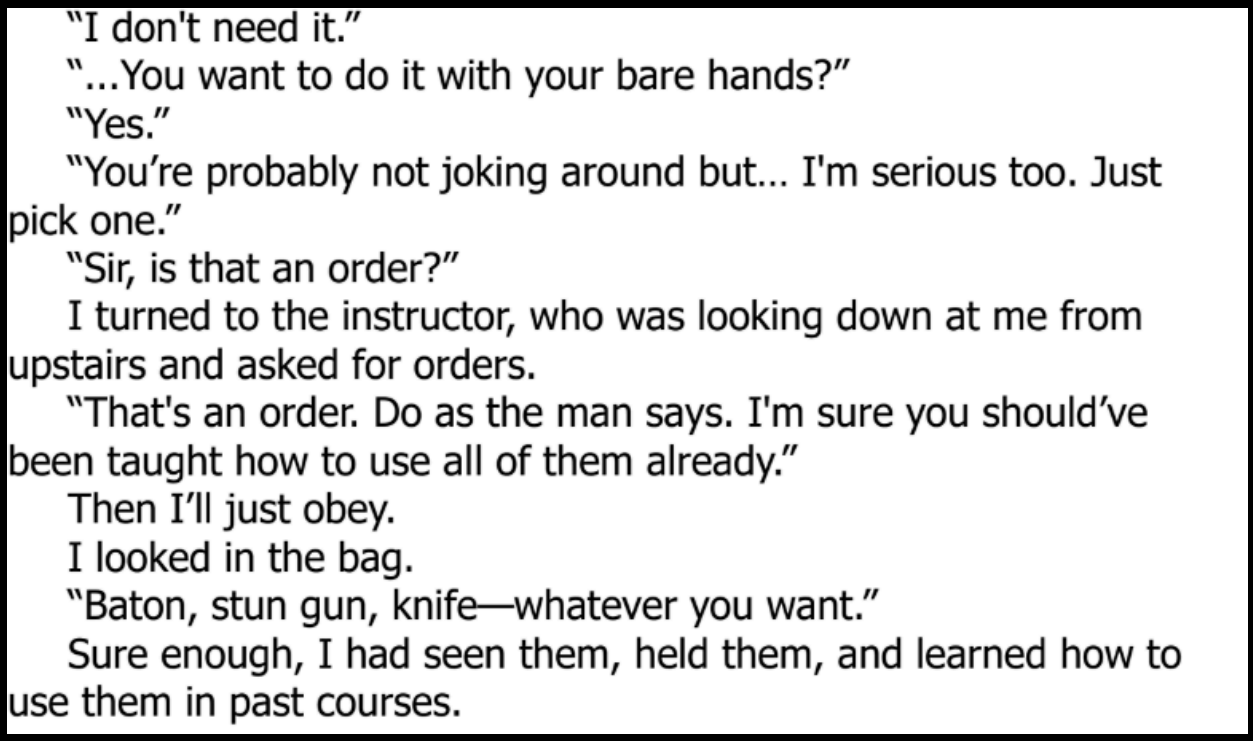
"Does that mean I can actually kill them?"

"Unless we stop you, you can take us at our word. Be very careful."

"Yes."

I was in a large training room and a group of adults in suits walked in.

Upon entering the training room, the leader of the Men in Black immediately recognized the sheer physical difference between them and a nine-year-old child, noting the obvious gap in muscle mass. However, because the White Room's investors were paying an immense amount of money just to subdue one kid, the men were brought in specifically because they possessed unusual, highly specialized skills meant for irregular, uphill battles.


"I don't need it."
"...You want to do it with your bare hands?"
"Yes."
"You're probably not joking around but... I'm serious too. Just pick one."
"Sir, is that an order?"
I turned to the instructor, who was looking down at me from upstairs and asked for orders.
"That's an order. Do as the man says. I'm sure you should've been taught how to use all of them already."
Then I'll just obey.
I looked in the bag.
"Baton, stun gun, knife—whatever you want."
Sure enough, I had seen them, held them, and learned how to use them in past courses.

KOJI SAID HE COULD DO IT WITH HIS BARE HANDS.
The leader of the group openly challenged Ayanokōji, instructing the boy to come at them with the genuine intention to kill, warning him that he would be beaten up if he didn't give it his all. To make the match an actual real battle, the leader placed his own shoes on the ground, revealing a bag containing lethal weapons—including a baton, a stun gun, and a knife—and explicitly told Ayanokōji to pick whatever weapon he wanted to use.

Without hesitation, I reached for the baton and grabbed it.

The baton was about 30 centimeters long.

"Do you know how to use it?"

"You swing it and it grows to about 80 centimeters. You hit with it, right?"

"That's right."

In order to win, I must accurately hit the weak points of the human body.

He had probably never fought a fighter of my stature before.

I needed to take advantage of the fact that I was small and short, making it difficult to face me.

After a few minutes, when the last adult fell down with his leg smashed by the baton, I raised it. I struck him on the skull and knocked him unconscious with one blow.

If that didn't work, I would've just delivered a second blow that would shatter his skull.

"Stop! Stop!"

I heard a voice echoing through the room, and I stopped moving and threw the baton lightly into the distance.

Adults rushed into the room and helped the fallen adults up.

"Oh my god... We've got to get him to the infirmary right away!"

The medical team, who had seen his condition and realized that he was seriously injured, carried him out on a stretcher.

"What the hell were you doing, Kiyotaka?"

Once the fight began, the men used their massive frame advantages and specialized combat skills to try and overwhelm him. Instead of a standard sparring match, they engaged in a brutal, no-holds-barred brawl. Despite their massive size, coordination, and weapons, Ayanokōji exploited his smaller stature to strike their physical weak points. Within just a few minutes, the Men in Black were completely dismantled; Ayanokōji used an expandable baton to smash the leg of the final standing adult before knocking him completely unconscious with a single, massive blow to the skull, forcing the facility staff to rush into the room to carry the defeated men to the infirmary.

At least Class 10 Lifting Strength.

Kid Ayanokoji > Men in black > BC Instructors > Tsukishiro + Shiba >> Nanase > Takuya >>>> Hosen >> Ichika > Ryuen

These were opponents who were capable of irregular fights in an uphill battle rather than an even playing field.

Unlike previously, pure physical strength was no match for them. The difference in muscle mass is obvious.

They were the kind of guys that, in a head-on fight, you'd have no chance of winning 100 out of 100 times against.

"Yes, it's ridiculous, but don't cut corners. We're talking about people paying that kind of money just to subdue one kid. You'd think they'd have unusual skills."

It was one of the men who seemed to have some standing among the men that spoke.

"Listen, come at us with the intention of killing us. No, try to kill us. With that much spirit and determination, if you don't come at me with a general idea of what to do, I'd be a little heartbroken beating you up."

The man who seemed to be the leader of the group instructed me to do so.

I was going to do it. I already had my orders.

"We'll give you some weapons if you need them."

He said and placed his shoes on the ground.

The sound of metal scraping against metal echoed off the floor.

"I don't need it."

"...You want to do it with your bare hands?"

"Yes."

"You're probably not joking around but... I'm serious too. Just pick one."

"Sir, is that an order?"

I turned to the instructor, who was looking down at me from upstairs and asked for orders.

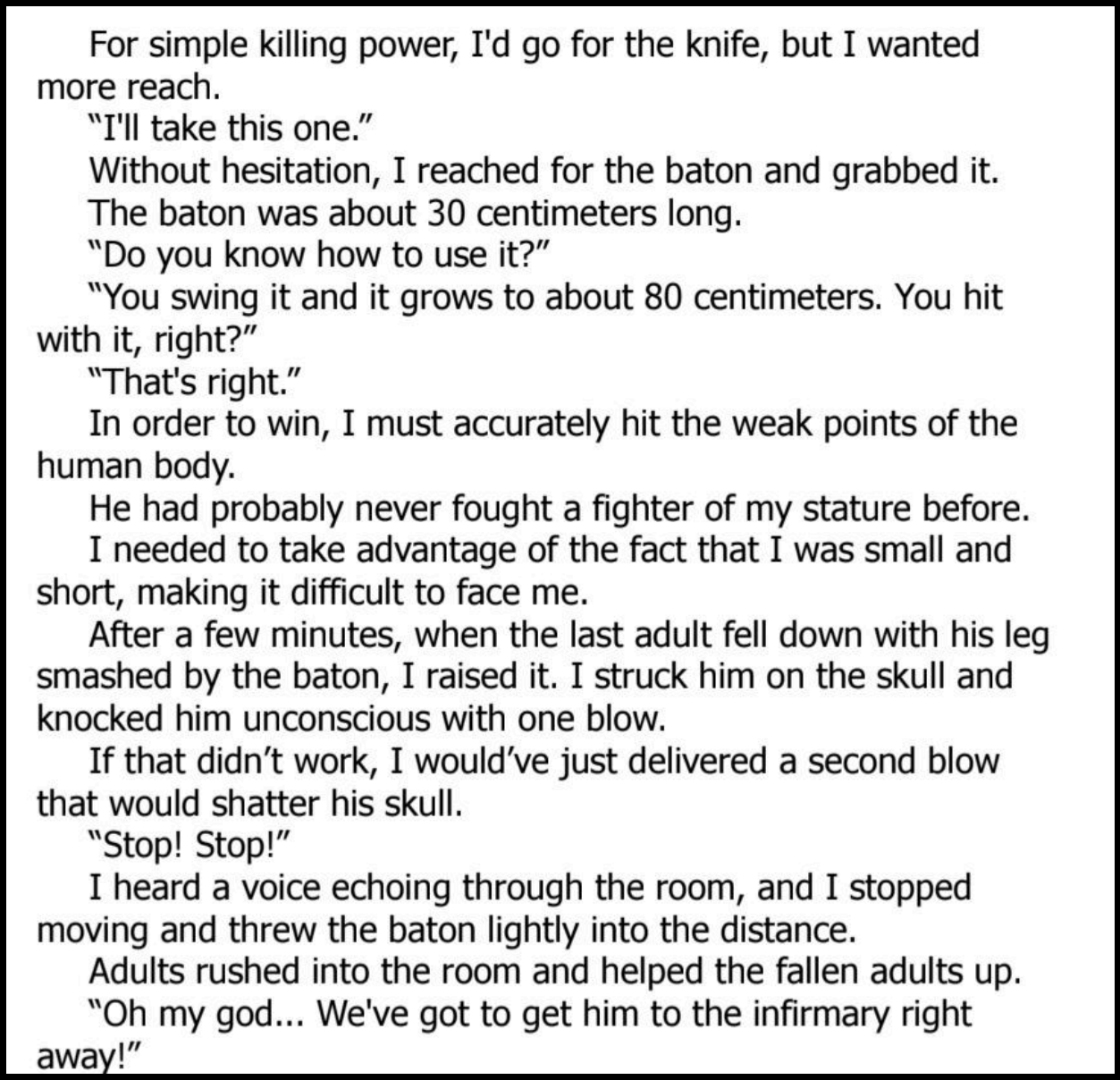
"That's an order. Do as the man says. I'm sure you should've been taught how to use all of them already."

Then I'll just obey.

I looked in the bag.

"Baton, stun gun, knife—whatever you want."

Sure enough, I had seen them, held them, and learned how to use them in past courses.



For simple killing power, I'd go for the knife, but I wanted more reach.

"I'll take this one."

Without hesitation, I reached for the baton and grabbed it.

The baton was about 30 centimeters long.

"Do you know how to use it?"

"You swing it and it grows to about 80 centimeters. You hit with it, right?"

"That's right."

In order to win, I must accurately hit the weak points of the human body.

He had probably never fought a fighter of my stature before.

I needed to take advantage of the fact that I was small and short, making it difficult to face me.

After a few minutes, when the last adult fell down with his leg smashed by the baton, I raised it. I struck him on the skull and knocked him unconscious with one blow.

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"Stop! Stop!"

I heard a voice echoing through the room, and I stopped moving and threw the baton lightly into the distance.

Adults rushed into the room and helped the fallen adults up.

"Oh my god... We've got to get him to the infirmary right away!"

A multiplier of 2.5x is the baseline used to represent a definitive, effortless outclassing (a "no-diff" gap) where one character completely trivializes another's maximum physical output. By starting at Ryūen's established baseline and applying this 2.5x multiplier for every tier up the ladder, we can calculate the exact lifting capacity for each level.

Ryūen
Lifting Capacity: 1,000 lbs (Established Class 1 baseline).

Hōsen (No-diffs Ryūen)
Calculation: 1,000 lbs times 2.5
Lifting Capacity: 2,500 lbs (Enters Class 5).

Nanase (Scales above Hōsen in this progression)

Calculation: 2,500 lbs times 2.5
Lifting Capacity: 6,250 lbs (Mid-tier Class 5).

Takuya Yagami (Scales above Nanase)
Calculation: 6,250 lbs times 2.5
Lifting Capacity: 15,625 lbs (Enters Class 10).

Tier 5: Beta Instructors (Casually no-diff via lvl 10 >>> lvl 4 Takuya)
Calculation: 15,625 lbs times 2.5
Lifting Capacity: 39,062.5 lbs (Enters Class 25).

Tier 6: Men in Black (Adults in suits who outclass the Beta Instructors)
Calculation: 39,062.5 lbs times 2.5
Lifting Capacity: 97,656.25 lbs (High-end Class 50).

Tier 7: Kiyotaka Ayanokōji (No-diffed the Men in Black entirely)
Calculation: 97,656.25 lbs times 2.5
Total Peak Lifting Capacity: 244,140.63 lbs.

Lifting Strength Class: Class 100
Total Lifting Capacity: 244,141 lbs (Approx. 110,740 kg / 122 Tons)

Misconceptions

1. The "Albert Can One-Shot Kōji" Misconception

Some people look at the rooftop fight and claim that because Albert has massive muscle mass, Ayanokōji wouldn't be able to just casually tank a clean hit from him.

The misconception completely ignores Newton’s Third Law and the actual feat scaling:

As the calculations showed, Ayanokōji hits with the kinetic energy of a literal explosion. If his body didn't possess the durability to match that output, his own arm would shatter into dust the second he punched someone.

During that fight, Ayanokōji completely neutralized his power, took his best shots, and casually no diffed him. Albert is a beast compared to normal students, but Ayanokōji has fought specialized adult operatives who completely outclass Albert's physical frame. Saying Albert can break his durability is pure downplay.

2. The Manabu 400m Race "Anti-Feat"

This is the one that drives debate forums crazy. People say, "Well, if he's so fast, why didn't he finish the 400-meter race in a split second? He barely beat Manabu!"

Ayanokōji's absolute number one goal in the entire series is to live a normal, peaceful high school life and blend into the background. He explicitly hates standing out.

If he dropped a massively hypersonic or supersonic speed feat on a public school track field, he would instantly destroy his peaceful life. The entire school, the teachers, the media, and his father's people would immediately know exactly who and what he is. There would be a massive, unavoidable target on his back.

He only pushed himself hard enough to match Manabu because he specifically wanted to test a fellow elite and respect the situation, but he carefully calculated his output to look like a "highly athletic student," not a literal human weapon. He ran exactly as fast as he chose to run, not as fast as he could run.

3. The "Tsukishiro and Shiba Overpowered Him" Misconception

People point to the Island Arc battle and claim that because Tsukishiro and Shiba managed to pin Ayanokōji down or press him in a 2v1

Ayanokōji was fighting a coordinated 2v1 against adults while actively trying to manage the situation politically without leaving permanent damage that would completely ruin his goal of staying at the school.

The moment Ayanokōji adjusted his output to match their pressure, Tsukishiro openly admitted that defeating Ayanokōji in a pure physical clash was completely impossible. He had to resort to underhanded hostage tactics (using Kiryūin as leverage) just to stall him, proving that even elite adult professionals cannot

OVERALL

VOLUME 0:
Class M Strength
City Block+ Attack Potency
Massively Hypersonic+

LEARNING ABILITY

Categories:

Information Absorption - This is the maximum amount of knowledge, skills, and data your brain can hold at one time.

Retention and Memory Recall - The ability to permanently store everything you learn without forgetting old skills to make room for new ones.

Reactive Adaptation - How fast your brain can take a brand-new concept you have never seen before, master the basics, and immediately master that concept.

Cross-Disciplinary Application - Taking a lesson learned in one subject (like martial arts) and successfully using it to solve a problem in a completely different subject (like chess or psychology).

Stress Management - Keeping your physical body and nervous system completely calm so your brain can think at 100% efficiency during a crisis.

Analytical Observation - The ability to look at a room, a system, or a person and instantly spot the flaws, patterns, and weaknesses.

Concept Mimicry - Using pure data and memorization to master a concept you cannot actually physically feel, such as human emotions.

This text reveals just how terrifying Kiyotaka's learning ability is by showing the absolute limits of normal human geniuses. The researcher, Suzukake, explains that they created ten different difficulty levels for the White Room. He admits that Level 5 is "probably the limit" for human beings, and when they tried to push the seventh generation of kids to Level 6, **every single student instantly broke and dropped out.** But without the text saying it out loud, this highlights Kiyotaka's hidden god-level feat. Kiyotaka didn't just survive Level 5 or 6; as the sole survivor of the infamous Fourth Generation, he completely conquered **Level 10**, the absolute maximum difficulty ever created. While a whole room of elite children completely failed and collapsed at just Level 6, Kiyotaka's brain was able to absorb information at a speed four levels higher than what scientists considered the absolute dead-end for human biology.

Without it being directly stated, this means Kiyotaka's learning ability doesn't just put him ahead of other smart kids—it means his brain functions like a completely different species. Suzukake mentions that when they tried to introduce communication and emotions to later kids, their learning speed slowed down massively. Kiyotaka, who grew up with zero emotional distractions, had a brain that operated at pure, maximum efficiency. He absorbed high-level university topics, martial arts, and complex data at a rate that bypassed the biological wall that stops every other human on Earth. By mastering a Level 10 curriculum that was literally designed to be impossible, Kiyotaka proved that his capacity to learn has no ceiling. He doesn't just learn faster than others; he learns at a level that science proves should physically break the human mind.

[IA, RA, RMR]

Kiyotaka's most unique cognitive feat is that he does not start out as a natural prodigy; instead, he possesses an infinite capacity for absorption. Suzukake notes that when Kiyotaka first started academics, karate, or boxing, his initial results were completely "unremarkable and ordinary." His real feat is his speed of evolution. The moment his brain is exposed to the basics of a subject, he instantly absorbs it, perfects it, and sublimates it into his own power. He can encounter a brand-new, unseen problem or fighting style and use his past knowledge to perfectly counter it on his very first try.

Suzukake explains a fundamental law of human biology: every human has a strict mental ceiling. If a normal person's brain is the size of a water bottle cap, the White Room expands a student's brain to the size of a large cup. However, once that cup is full, any new water poured in just overflows, causing the person to forget old skills just to learn new ones. Without it being directly stated, Kiyotaka completely shatters this entire biological rule. He does not overflow, and he never forgets old data to make room for new concepts. His brain acts like a bottomless ocean that expands infinitely with no maximum capacity, defying the very laws of human memory storage.

Kiyotaka performed the terrifying feat of physically and mentally outgrowing his own adult masters by the time he was a pre-teen. Suzukake admits that after 10 to 12 years in the facility, Kiyotaka didn't just learn the curriculum—he **outperformed the researchers and leaders**. He became so deeply advanced that highly educated adults with "superficial knowledge" would try to teach him, realize they were completely outmatched by a child, and flee the facility within days holding their heads in their hands.

The text explicitly states that the Fourth Generation curriculum was completely "reckless" and something "no human being should ever follow." It was so brutal that out of 74 elite children, more than 93% dropped out, leaving Kiyotaka completely alone. Suzukake admits that he was actively hoping the last child would fail because a human surviving this level of torture shouldn't biologically exist. By refusing to break, cry, or slow down over a span of 12 years, Kiyotaka achieved the ultimate feat of completely invalidating the scientists' entire life's work, leaving the head researcher driven to near-insanity because science cannot explain how Kiyotaka's brain is physically possible.

[RMR, CDA, SM, RA]

Suzukake admits that the absolute limit of the White Room's advanced scientific methods is only capable of turning ordinary people into the top 10% of humanity. The scientists openly confess that their system is biologically unable to manufacture true world-class geniuses who sit at the top 0.01%. Yet, Kiyotaka performs the unstated feat of completely bypassing this institutional failure. Without the text stating it directly, Kiyotaka did not just hit the top 10%—he grew so far past the system's maximum capabilities that he entered that untouchable 0.01% tier entirely on his own. He forced a system built for producing solid, high-level workers to accidentally birth a world-dominating monster.
Suzukake uses a scale to explain human talent: ordinary people are the size of a water bottle cap, the best White Room students expand to the size of a cup, and the rare natural geniuses of the world are the size of a whole mineral water bottle. He explicitly states that *“at the moment, I can't see the upper limit of talent in that child.”* Kiyotaka’s feat here is that his brain acts like a bottomless vacuum. He instantly absorbs 100% of whatever he is given without ever filling up or slowing down. His learning capacity is so massive that Suzukake realizes if Kiyotaka were to become the teacher, he could effortlessly expand the minds of ordinary children from small "cups" into giant "plastic bottles," a feat no other human educator in history could ever achieve.

[AO, CDA]

The head researcher runs into a scientific dead end trying to analyze Kiyotaka, concluding that calling him a natural genius or a product of education are both completely correct and completely incorrect. Suzukake notes that if you took away either his specific DNA or the brutal White Room environment, he would have just been a "reasonably competent person."
Kiyotaka's hidden feat is that he is the first human being to achieve a perfect, flawless reaction between genetic potential and environmental pressure. He didn't just survive the curriculum; his brain used the trauma of the environment to unlock a level of human evolution that science cannot reproduce.
Suzukake points out a massive structural flaw in Kiyotaka: emotionally, he is far below an average human, and he lacks basic real-world knowledge. However, the text hints at an incredible cognitive workaround. Even though Kiyotaka cannot naturally feel or understand normal human experiences, he is so smart that he can simply **learn and master human nature through pure memorization**. He treats emotions like a textbook, memorizing how normal people act, think, and respond so perfectly that his lack of a heart doesn't stop him from outperforming everyone else. He effectively uses pure logic to perfectly mimic a complete human being.

[AO, RA, CM]