AYANOKOJI VOL 1 DOC



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LINK TO VOL 1: COTE — Y1V1 | CLASSROOM OF THE ELITE

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 + Psychology
Pink - Logical Reasoning + Overall Thinking + Foresight (Anticipation, Prediction, Trap Evasion + Trap Setting + Insight)
Cyan - Overall Intelligence + FSIQ
Yellow - Adaptability (Environmental + Cognitive + Strategic + Social)
Peach - Entrances (Judgement, Composition, Systematics, Unpredictability, Mobility, Modality, Resistances, Countering + Counteraction)
Purple - Important Notes
Underline - Scans (GOT LAZY)

Ayanokoji questioned the idea of equality and rejected it by pointing out real differences in ability, role, and outcome. By doing this, he showed that the idea taught by society is false and built a mindset that sees the world as it truly works, not how people wish it worked. This way of thinking allowed him to understand people and systems without emotional bias, giving him a clear view that most people never reach.
He used history and education to support his view and showed that learning itself creates gaps between people. Because of this, he proved that inequality is not an accident but something created on purpose through systems like school and social rules.

I know this is kind of sudden, but, please, it will only take a moment. I want your honest opinion.

Are people equal or not?

A proper society will constantly strive for equality. There are those who clamor for men and women to always be considered equal. As a result, we raised the employment rate for women, we made specialized subway cars only for women. Sometimes, women will even argue over the order of names in a family register. The public opinion of people with disabilities has also changed. We're now told that we should not use the term "disabled people" when referring to them, so as not to discriminate. Nowadays, children are taught that all people are created equal.

But is that true? I have my doubts. If men and women have different abilities, then their roles should also differ. People with disabilities are still disabled, no matter what polite euphemisms you use. No matter how you try to avert your eyes, the meaning of the word does not change.

So, my answer would be, "No, we are not equal." To be human is to be unequal. Equality does not exist.

Long ago, in a bygone era, a great man said that heaven does not set one man above or below any other. However, he did not necessarily adhere to the idea that everyone is equal. Did you know that there is more to that famous passage? The rest goes like this: *Everyone is equal when they are born, so I ask, why do we see differences in position and status?* And it continues: *Do you or do you not encourage learning to create a difference?* So then, education creates an imbalance. The point's spelled out there, in the incredibly famous work *Gakumon no Sume*. Even though this is the year 2015, the modern era, nothing about these

This understanding let him see education as a weapon rather than a moral tool, something that decides who rises and who stays behind.
He did not accept inequality blindly and also rejected fake equality, placing himself above both ideas. By doing this, he positioned himself as someone searching for a new answer rather than following old beliefs. This allowed him to think beyond normal limits and avoid being trapped by common thinking.
He directly challenged the reader and forced them to question their future and choices.

teachings has changed. The situation has only grown more complex and fraught.

In any case, we are human beings. We are living, thinking creatures.

I don't think it right to simply say that we are unequal and then live our lives based on pure instinct. In other words, though "equality" is a complete lie, we cannot accept inequality, either. Right now, I'm trying to come up with a new answer for humanity's eternal question.

Hey, you there. You, the one reading this book right now. Have you ever given serious thought to the future?

Have you ever considered the purpose of going to high school or to college? Though the future may seem hazy right now, do you think you'll find a job someday? That's what I used to think. Back when I finished my compulsory education and became a high school student, I hadn't really considered the future. I'd only felt joy at being nearly free of obligation. I didn't consider the incredible influence that school would continue to have in my life, on my future. I didn't even understand the purpose behind studying language or numbers.

This made others uncomfortable and exposed how little thought people give to their own lives. Because of this, he gained control over the mental direction of the conversation without needing force or authority.
He reflected on his own past and showed how unaware he once was about the system guiding his life. By recognizing this early, he separated himself from ordinary students and became someone who studies the system instead of being controlled by it. This awareness became the base for every move he would later make.

[FRI, EU, ER, Psycho-Understanding, Psychoanalysis, Critical Thk, Divergent Thk, Holistic Thk, Deductive Rsn, Metacognition, Social Awareness]

He sensed danger before even opening his eyes and judged the situation without reacting right away. By pretending to sleep, pressure was placed on the other person to reveal intent and limits first. This showed control over timing and forced the other side to act instead of him, even while appearing weak.
He quickly tested a low risk option to escape while staying calm under threat. When force was implied, compliance was chosen at the exact moment it became optimal. This avoided

escalation while still showing awareness of power balance, preventing real harm while keeping options open.
He avoided eye contact on purpose, lowering hostility while still resisting mentally. This reduced the chance of provoking anger and kept the exchange verbal instead of physical.

"Well, even though you have no right to veto such a decision, I suppose I *would* be exceptionally displeased."

She continued with, "And when I am displeased, then I will prove a major obstacle to your school life, Ayanokouji-kun. For example, I might set a great number of thumbtacks on your chair. Or, when you go to the toilet, I might splash water on you from above. Or stab you with the needle of my mathematical compass. Those kinds of obstacles, I suppose."

"That's nothing but harassment, or rather, bullying! And besides, that last one sounds strangely familiar, because you've already stabbed me before!"

I reluctantly sat up at my desk. A girl with beautiful, sharp eyes and long black hair that framed her face stared down at me. Her name was Horikita Suzune, a student of the Tokyo Metropolitan Advanced Nurturing High School, Class D, and my classmate.

"Don't worry. That was only a joke. I wouldn't splash water on you from above."

"What's more pressing are the thumbtacks and the compass needle! Look at this! There are still marks from when you stabbed me the last time! Will you take responsibility if it scars me for life?" I rolled up my right sleeve and displayed my forearm to Horikita, so she could see the scars she'd left behind.

"Evidence?" she asked.

"Huh?"

"What about the evidence? Did you decide I'm the culprit without evidence?"

She was right; there was no evidence. Even though Horikita was the only one in class close enough to stab me with a needle, I'd be hard-pressed to call that definitive proof…

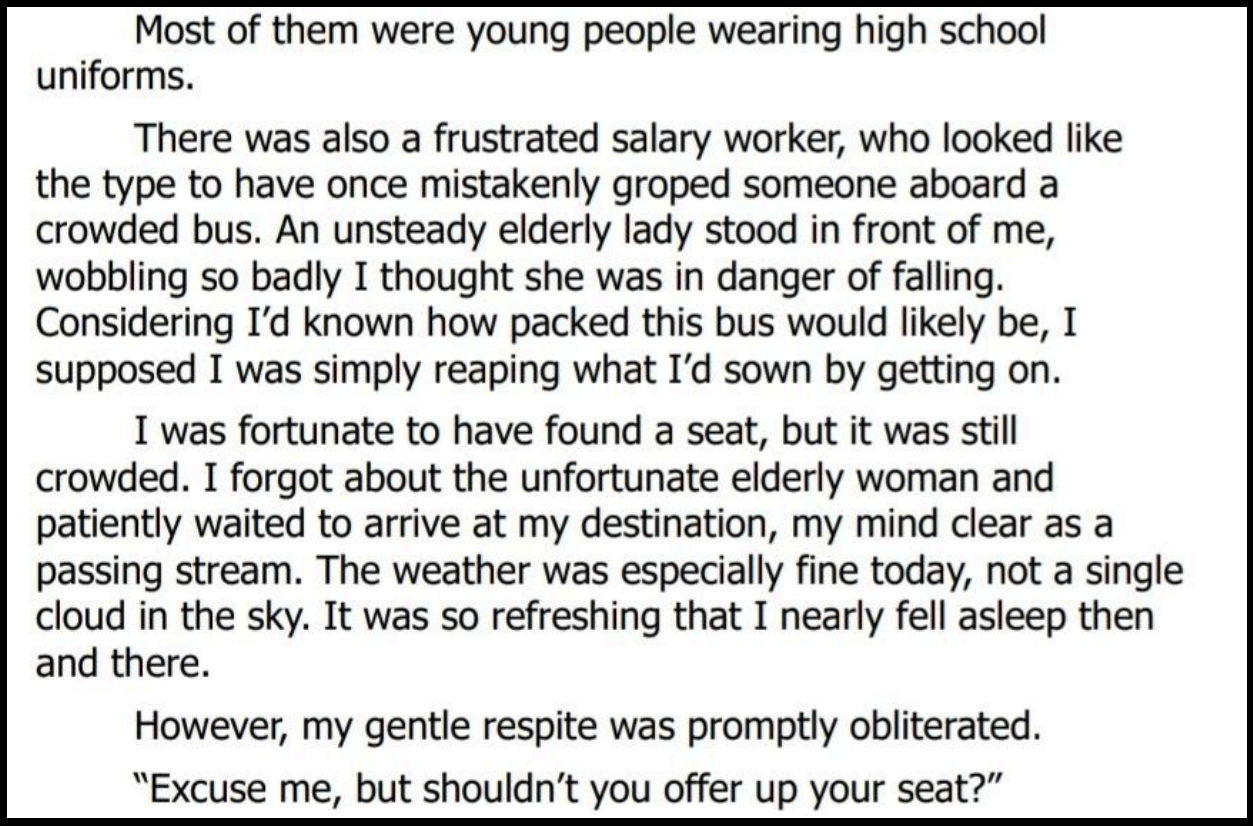
Well, I needed to confirm something first anyway.

"So, I'm required to help you? I've thought on it again, and, after all, I—"

Because of this, the situation stayed under control even while threats were present.
He challenged accusations by pointing out the lack of proof instead of emotions. This shifted the situation from fear to logic and exposed how easily blame can exist without evidence. Doing this weakened the authority of the threat and showed he understood rules better than appearances suggested.
He accepted cooperation only after confirming there was no real way out. By yielding at the right time, future conflict was delayed rather than intensified. This allowed continued observation of the other person and turned a forced situation into a source of information and leverage later on.

[EP, EF, Info Gathering, Judgement, Observation, Tactics, Acting, Concealment, Emotional Manip, Indirect Manip, Social Awareness, Social cognition, See Through People, Connecting The Dots]

Koji stayed silent and watched the conflict grow while understanding every side without stepping in. By not reacting, attention stayed on the loud student and the adults, keeping himself invisible. This allowed koji to judge the situation clearly and avoid becoming a target of blame or emotion.



Most of them were young people wearing high school uniforms.

There was also a frustrated salary worker, who looked like the type to have once mistakenly groped someone aboard a crowded bus. An unsteady elderly lady stood in front of me, wobbling so badly I thought she was in danger of falling. Considering I'd known how packed this bus would likely be, I supposed I was simply reaping what I'd sown by getting on.

I was fortunate to have found a seat, but it was still crowded. I forgot about the unfortunate elderly woman and patiently waited to arrive at my destination, my mind clear as a passing stream. The weather was especially fine today, not a single cloud in the sky. It was so refreshing that I nearly fell asleep then and there.

However, my gentle respite was promptly obliterated.

"Excuse me, but shouldn't you offer up your seat?"

He separated law from morals and recognized why the argument failed in public view. Because of this view, the result became clear in advance, with logic winning openly while social pressure collapsed. Everyone felt uncomfortable, but no one could actually force a result. He noticed how the crowd reacted and understood that most people secretly agreed with the outcome even if they disliked it. This showed how public opinion often hides behind silence instead of action.

"I'm sorry..." Desperately fighting back her tears, the office lady apologized to the elderly woman.

Well, it was all just a minor incident on the bus. I was relieved that I hadn't been caught up in the situation. Honestly, I couldn't care less about giving up my seat for an elderly person.

Clearly, the egotistical boy had won. At least, everyone secretly thought so.

"Um... I think that the lady is right."

The woman received unexpected support from someone standing alongside her. The helper, a girl wearing my high school's uniform, gave her brave and frank opinion to the boy.

"And the new challenger is a pretty girl, eh? It would seem that I'm rather lucky with the fairer sex," the boy said.

"This poor woman appears to have been suffering for quite some time now. Won't you offer up your seat? While you might consider such courtesy unnecessary, I think it would contribute greatly to society."

Crack! The boy snapped his fingers.

He remained untouched by the situation and reached his destination without loss or risk. By choosing observation over involvement, information was gained without consequence.

[Info Gathering, Social Awareness, EU, EP, ER, Concealment]

Koji measured the situation and chose inaction while fully understanding every moral and social angle. By not moving, he followed cold logic instead of public emotion, keeping himself aligned with how people truly think rather than how they pretend to think.
He observed the crowd and correctly predicted that guilt would end the conflict. When someone else stood up, his view was proven correct, showing his ability to read group behavior and outcomes before they happen.

How could someone pour so much courage, determination, and compassion into so few words? That was no simple feat. The girl might have seemed like a nuisance to those around her, but she appealed to the other passengers earnestly and without fear.

Though not in a priority seat, I was near the elderly woman. I imagined if I raised my hand and offered my spot, then the matter would be settled.

However, like everyone else, I didn't move. None of us had thought it necessary to move. The boy's attitude and remarks aside, everyone on the bus had, for the most part, agreed with him.

Now, of course, the elderly have undeniable worth to Japan. But we, the youth, will continue to support Japan into the future. Also, considering that our society ages more and more every year, you could say that our youthful value only increases. So, if you were to examine both the elderly and the young and ask yourself which group is more valuable, the answer should be obvious. That's really the perfect argument, wouldn't you say?

But still, I wondered what the others would do. As I looked around, I saw two kinds of people: those who had pretended not to have heard anything and those who looked hesitant.

However, the girl sitting next to me was different. She alone wasn't swept up by the confusion. Her face remained expressionless.

While I unintentionally stared at her, our eyes met for an instant. Even without speaking a word, I could tell that we shared the same opinion. Neither of us considered it necessary to give up our seat.

He noticed the one person (Horikita) who shared his view without words and confirmed it through a brief exchange. This showed sharp perception and the ability to identify similar thinkers instantly, even in silence. He kept emotional distance even after being confronted and revealed his stance without softening it. By doing so, he avoided false bonds and made his values clear from the start. Koji moved forward without attachment as the situation ended, entering the school with a clear mind and no hesitation.

[EE, EP, Observation, Perception, Prediction, Cold Reading, Psychoanalysis, Judgement]

Koji analyzed the entrance ceremony as a system meant to filter students rather than welcome them. By understanding how early social ties decide future comfort, he identified the true risk of isolation before most students even noticed it.

As someone who dislikes trouble, I decided I'd like to establish proper relationships. Unfamiliar with the notion, I'd spent the day before in preparation, running through different scenarios.

For instance, should I burst into the classroom and actively start talking to people? Should I secretly pass around a slip of paper with my email address, so as to better befriend someone? Someone like me needed to practice, because this environment was so different from what I'd experienced thus far. I was completely isolated. I had ventured alone into a battlefield, and it was do or die.

Looking around the classroom, I walked toward the seat that bore my nameplate. It was at the back of the room, near the window. A good place to sit, generally. As I looked around, I saw that the room was already halfway filled with students. The others were either immersed in their class materials or already talking with other people. Perhaps they'd all been friends beforehand or had only recently gotten acquainted. Well then, what should I do? Take action during this free time and try to meet someone? In front of me, a rather rotund boy sat at his desk, hunching over. Perhaps it was my imagination, but he appeared lonely.

He prepared in advance by running through possible social moves instead of acting on impulse. He observed the classroom carefully and judged who was approachable and who was not. By hesitating, he avoided making careless mistakes that could lock him into bad social positions. He recognized his own overthinking and accepted the cost of inaction when the chance passed allowing him to learn from failure instead of forcing a false win. He adapted instantly when an unexpected opportunity appeared. By initiating a calm introduction, he secured a connection without pressure, turning coincidence into a controlled starting point. He continued the exchange despite resistance and applied light persistence without crossing boundaries. This led to the other person revealing her name, establishing a foothold that would later shape his position in the class.

[EE, Social Integration, Social Cognition, Environmental + Social Adaptability, Analysis, Anticipation, Deductive Rsn, Indirect Manipulation]

Koji quickly judged the girl beside him without letting emotion change his focus. By sharing a plain self description, he set low expectations and avoided drawing attention, keeping himself hard to read while still appearing normal. Koji noticed the disruptive student enter and studied his behavior instead of reacting. By watching how the class pulled away from him, he learned how fear and presence alone can control space and people without words. Koji had then observed the book the girl was reading and linked it to her values. This showed his habit of reading people through small details, allowing him to understand thinking patterns rather than surface traits. He shifted attention the moment authority entered the room and analyzed the teacher on sight. By judging her discipline and tone early, he prepared himself to understand how rules would be enforced. He processed the school rules calmly and focused on their hidden meaning rather than their shock value. By noticing isolation, control, and comfort placed together, he understood the school was designed to shape behavior, not just educate. He stayed composed when the point system was revealed and did not react like the others. By seeing points as control instead of free money, he recognized the system as a test of judgment and restraint, giving him an early edge over students driven by excitement.

[WMI, Memory, Judgement, EU, EP, Perception, Tactics, Anticipation]

Koji questioned the school's kindness and saw it as something unnatural rather than generous. By sensing fear instead of comfort, the hidden risk behind the rewards became clear, while others were distracted by surface benefits. Koji watched the class react to money and noted how quickly excitement replaced caution. This showed how easily people expose their priorities when incentives appear. Koji observed the student who spoke up and recognized him as a social core forming in real time. By understanding how confidence and timing raise status, Koji saw how leadership can be created in minutes.
Koji studied the failed introduction and noticed how pressure, even when meant to be kind, caused harm. By breaking down the effect of words on someone under stress, Koji showed a deep understanding of human emotion and social mechanics. Koji identified the exact phrase that reduced fear and allowed recovery. This revealed the ability to see not just what people say, but how meaning changes based on mental state, letting calm replace panic without force.

[All EQ (Except EM), Anticipation, Observation, Divergent Thk, Associative Thk, Metacognition]

Koji listened to each introduction and filtered out useful truths. By noticing exaggeration and small inconsistencies, Koji judged credibility without reacting, keeping mental notes instead of exposing doubt.
Koji quickly identified personality types through speech patterns. Talkative boasting revealed insecurity, while calm pacing showed intent, allowing Koji to rank classmates by reliability and self control. Koji recognized the girl who spoke kindly before and linked her actions across different situations. By connecting behavior on the bus to behavior in class, Koji confirmed her kindness was consistent and was an act (Kushida). Koji understood that her openness was both

a strength and a weakness. By seeing how easily she invited everyone in, Koji grasped that access to many people also meant exposure to manipulation.
Koji stored this information without forming an attachment. By observing instead of engaging, Koji gained a clear map of social roles forming in the class before most students realized a structure even existed.

[WMI, ER, EP, EF, See Through People, Psychoanalysis, Perception, Info Gathering, ST. Planning, Social Engineering, Concealment, Misdirection]

Koji sensed pressure before his turn arrived and adjusted his response instead of copying others. By rejecting jokes and fake energy, Koji chose control over attention, keeping his image stable and hard to label. Koji watched the refusal closely and understood how resistance creates division instantly. When the red haired student pushed back, Koji saw how authority without force collapses and how emotion spreads faster than reason in groups. Koji also noticed how Hirata's apology shifted blame onto himself and calmed the room. This showed Koji how social leaders absorb damage to keep balance, even when they are not at fault. Koji stayed seated when others walked out, choosing distance over reaction. By not following Horikita or the rebels, Koji avoided being pulled into a side, keeping neutrality while gathering more data. Koji observed how attraction shaped loyalty and how jealousy formed beneath it. By seeing boys grow bitter and girls grow defensive, Koji mapped future conflict lines forming in real time. Koji read the mockery instantly while the target missed it completely. By understanding tone and intent faster than Ike did, Koji confirmed how words can hide harm when wrapped in humor. Koji judged Ike as harmless but unaware, marking him as easy to influence but not dangerous. Koji watched Kouenji with focused attention as he took control of space without permission. By seeing how confidence alone silenced reactions, Koji understood that dominance does not need approval.

[EU, EP, Concealment, Observation, Info Gathering]

Koji watched Kouenji claim attention by using wealth and confidence instead of effort. By observing how some reacted with admiration and others with disgust, Koji understood how extremes divide opinion but still dominate focus. Koji noted how Kouenji set rules without authority and created fear through words alone. By seeing Hirata respond carefully, Koji learned how people soften their stance when faced with unpredictable behavior. Koji identified the class as unstable due to strong and clashing personalities. By placing himself among them mentally, Koji confirmed that standing out was dangerous in an environment full of loud figures. Koji let his mind drift and missed his timing on purpose or instinct. By standing late and giving a plain introduction, Koji erased expectations before they could form. Koji presented himself as average and forgettable. By avoiding skills, confidence, or ambition, Koji lowered interest and reduced scrutiny from classmates. Koji accepted weak reactions without correcting them. By allowing pity instead of admiration, Koji secured a harmless image that invited no rivalry. Koji received

approval from Hirata and polite applause from the class. By blending in rather than shining, Koji achieved safety and emotional distance while still remaining accepted.

[EU, ER, Social Cognition, Social Awareness, Concealment, Judgement, Perception, Decision-Making]

Koji walked through the start of school without standing out, which let others show their true selves first. Koji watched how Kouenji talked only to girls, how people reacted to money, and how strange personalities formed early. Koji kept attention low on purpose, giving a weak introduction so no one would remember Koji or expect anything. That choice kept pressure away and allowed Koji to observe the class from the outside instead of being judged or targeted. Koji chose to go alone after the ceremony and met Horikita by chance. Koji talked calmly and tested her thinking by bringing up introductions and friendships. Koji listened more than pushing ideas, letting Horikita explain her logic fully. This showed Koji how she thinks, how careful she is with money, and how little she values social bonds. Koji gained information without creating conflict or forcing closeness. Koji paid close attention to the school system while inside the store. Koji noticed prices, points, and free items others ignored. Koji realized points matched yen and saw how generous the school looked on the surface. Koji also noticed the limits on free items, which hinted that the system had hidden rules. Koji used small talk and jokes to test Horikita's reactions. Koji learned she disliked jokes, emotion, and waste. Koji adjusted by pulling back instead of arguing. Koji accepted losing ground socially to gain a clearer read on her personality. Koji learned her pride, discipline, and sharp awareness without revealing anything important in return. Koji stepped in calmly when trouble started at the register. Koji spoke without aggression and identified as a classmate to lower hostility. This stopped the situation from getting worse and made the other student explain the real issue. Koji gained early knowledge about the student ID acting as money and how easy mistakes could cause problems. Koji solved tension with words and observation instead of force, keeping control without drawing attention.

[EE, EF, Critical Thk, Abstract Thk, Deductive Rsn, Observation, Misdirection, Social Adaptability, Overcoming Limitations, Social Integration]

Koji chose to pay without delay after noticing the missing card. Koji judged the distance, the growing line, and the mood of the store and decided speed mattered more than cost. Koji traded a small loss of points for control of the moment and removed a problem before it grew. That action earned trust from Sudou while keeping the situation calm and simple.
Koji processed the payment system the moment the card touched the machine. Koji confirmed that points worked exactly like yen by checking item prices, totals, and remaining balance on the receipt. Koji linked prices, points, and limits in one glance.

pepper spray to keep off perverts or something?

"Let's finish our shopping. We'll be a bother to the other students if we dawdle," she said.

Wrapping things up, we presented our student ID cards to the machine by the register. Since we didn't have to deal with small change, our transaction was speedy.

"You really can use it like money..." I said.

My receipt showed the price of each item and the remaining amount of points. The payment had gone through without any problems. I poured hot water into my noodle cup while waiting for Horikita. I'd thought it might be tricky, but opening the lid and pouring hot water up to the line was simple enough.

Anyway, this school was eerie.

What merit could every student possibly have that would warrant such a massive allowance? Considering that there were about 160 people enrolled in my grade, simple calculation suggested that there were 480 people total in this school. That alone would mean 48 million yen each month. Annually, that would equal 560 million yen. Even for a government-supported school, that seemed like overkill.

"How does the school benefit from giving us this much money?"

"I wonder. The campus has more than enough facilities for the number of students, and I wouldn't think it necessary to hand out so much. Students who should be studying might slack off."

Perhaps it was some kind of reward for working hard and passing a test or something. Indeed, student motivation might increase if offered an incentive. However, the school had just handed out 100,000 yen to everyone, with no strings attached.

"I won't tell you what to do, but I think it would be best to avoid wasting your money. It's difficult to fix frivolous spending habits. Once a person gets used to an easy life, they find they need more and more. When you lose it, the shock can be great," Horikita said.

"I'll keep that in mind."

This confirmation took only a few seconds, likely under ten, since the data was visible at once and required no guesswork. Koji then ran a larger calculation silently. Koji counted students per grade, multiplied by grades, and multiplied again by the monthly allowance. Koji converted that into yearly cost and compared it to normal schools. Koji processed student count, monthly pay, yearly pay, and government scale all at once.

Processing Speed (PSI):
This was a single-pass computation, finished in ~3 to 5 seconds total. Not sequential. Not step-by-step. One internal snapshot.
What triggers it is the receipt + point balance. The moment he confirms 1 point = 1 yen, everything downstream collapses instantly. From that confirmation to the annual figure is one cognitive contraction, not a chain.

Working Memory (WMI):
He did not juggle items one by one. He held them as a single structured block.
Still, if we decompose what existed inside that block, it contained 8 elements at once:
Allowance per student (100,000 yen)
Students per grade (~160)
Number of grades (3)
Total students (~480)
Monthly total (48,000,000 yen)
Yearly total (~560,000,000 yen)
Government-funded school context
Discrepancy signal: “This is excessive”

This is chunked WMI, not linear WMI. The numbers are compressed into relations, not stored as raw values.

This used at least four to five items in working memory at the same time and was finished in under half a minute. Koji did not stop at numbers and moved to intent. Koji questioned why the school would give money with no rules attached. Koji compared reward systems, effort, and behavior change. Koji saw a gap between generosity and control and marked it as suspicious. Koji did not state conclusions, only stored the pattern. Koji listened to Horikita’s warning without arguing. Koji accepted the advice publicly while continuing to observe privately. Koji kept a harmless image while building an internal model of money, pressure, and habit. Koji left the store with food in hand and a clear map of how the school pushed students without touching them directly.

[PSI, WMI, EE, Social Cognition, Tactics, Inductive Rsn, Convergent Thk, Associative Thk, Insight, Connecting the Dots]

Koji stayed calm while tension kept rising around him. Koji did not match Sudou's anger and did not side fully with anyone. Koji stepped between Sudou and Horikita and stopped physical contact before it happened. Because of that, the situation did not turn into an immediate fight, and Horikita was able to leave safely without things getting worse. Koji absorbed Sudou's anger instead of letting it explode outward. Koji observed Sudou closely and understood his short temper without judging him out loud. Koji allowed Sudou to vent instead of arguing back, which kept Sudou focused on him rather than chasing Horikita. Because Koji acted as a buffer, the conflict shifted from a dangerous chase to loud words only. This reduced risk without Koji needing force or authority. When the upperclassmen appeared, Koji stayed silent and watched instead of reacting. Koji let Sudou expose his nature on his own while Koji gathered information. Koji noticed how the second years changed behavior the moment they learned Sudou was in Class D. Because Koji did not interrupt, he learned that class rank alone carried weight and fear in this school. Koji chose not to escalate when insults were thrown. Koji did not challenge the second years or defend pride. Because of that, the situation ended without violence. The second years left on their own terms, and Koji gained knowledge without paying a price. Sudou lost his noodles and pride, but no punishment followed. After the conflict ended, Koji noticed the cameras instead of the people. Koji understood that actions here were always watched. Koji cleaned the mess even though he did not cause it. Because of that, blame and evidence were removed before adults could get involved. Koji left with new data about Sudou, upperclassmen, class hierarchy, and surveillance, while appearing harmless and uninvolved.

[EU, EP, EM, Tactics, Observation (Cameras), Tactics, Fabrication, Info Gathering, Cold Reading, Perception, Fast Thinking]

Koji returned to the dorm alone and immediately checked the rules instead of relaxing. Koji scanned what was written and focused on what was missing rather than what was stated. Koji noticed there were no limits on electricity or gas use and understood that the school was willing to spend heavily to control students in other ways. Because of this, Koji realized comfort was being used as a tool, not a reward. Koji examined the dorm system itself and accepted living alone without hesitation. Koji did not feel fear or loneliness and instead saw isolation as an advantage. Because no roommate existed, Koji gained full control over his space, schedule, and actions. This removed variables that could interfere with observation or planning.
Koji focused on the rule that cut off contact with the outside world. Koji understood the true value of the school was not money or facilities but separation. Because no one could reach him, past influence and pressure disappeared. Koji gained a clean break from his former life without resistance or conflict.
Koji chose this school for that exact condition and confirmed his choice was correct. Koji felt relief rather than excitement over status or praise. Because Koji valued freedom over recognition, Koji planned to remain unnoticed while enjoying full independence. Koji ended the day without sleep, not from stress, but from stimulation. Koji understood that a complete reset had been achieved. Because Koji now lived without eyes watching from the past, Koji prepared to begin again under his own control while staying invisible away from the White Room.

[Analysis, Cognitive Discipline, Critical Thk, Associative Thk, Concealment, Planning, Decision-Making, Perception, Observation, Resistances]

Koji stayed quiet and watched the class instead of forcing himself into conversations. Koji noticed how teachers ignored Sudou sleeping and understood that this school placed responsibility fully on the students. Koji felt envious when others left with friends, but kept it hidden and analyzed how being alone could make him stand out in a bad way later. Koji waited for a safe opening to join others rather than pushing himself forward, and when that chance failed, Koji smoothly withdrew without drawing attention. Koji accepted isolation calmly and chose to move on alone instead of reacting emotionally. Koji carefully observed Hirata's influence in the class and how quickly social power gathered around him. Koji recognized the imbalance between boys and girls and adjusted his actions by not competing openly. Koji read Horikita's mockery without responding aggressively, keeping his position neutral. Koji chose the cafeteria as a controlled environment instead of lingering in the classroom, reducing the risk of looking awkward or desperate. Koji immediately noticed Kushida approaching him and stayed composed despite his surprise. Koji answered her questions carefully and avoided saying anything that could harm Horikita or himself. Koji limited the information he gave and did not speculate, protecting future relationships. Koji picked up that Kushida remembered his introduction and logged that as valuable social data. Koji ended the interaction politely and positively, securing a clean first connection without exposing his intentions. Koji processed the entire sequence as a net gain. Koji let small losses go and allowed the positive interaction to overwrite them. Koji processed multiple layers at the same time. Koji tracked the class mood, the power balance between boys and girls, Hirata's social pull, Horikita's isolation, his own risk of standing out, and the timing of lunch movement. Koji also processed his own body language, when to raise his hand, when to pull back, and how others would read that action. Koji noticed who stayed, who left, and why, and linked that to future class structure.
When Kushida appeared, Koji processed her tone, her goal, her interest in Horikita, her memory skill, and the benefit and danger of giving information. Koji filtered his words to avoid creating conflict, avoid lying, and avoid bonding too fast. Koji also processed the value of a handshake, the meaning of being remembered despite a weak introduction, and how that could be used later.
In total, Koji processed around 10 to 12 distinct elements at once. This included social roles, emotional states, future risk, immediate benefit, self image, timing, environment, and intent. All of this happened smoothly and continuously, without pause, and without showing strain. Koji maintained a low profile while quietly expanding his social foothold.

[WMI, Memory, EU, ER, Cognitive Empathy, Info Control, Social Awareness, Observation, Analysis, Tactics, Data Progression]

Koji chose to leave the cafeteria after a brief scan of the space and shifted to the convenience store instead, avoiding attention and preserving a low profile. When he returned to the classroom, Koji immediately read the room and noticed the split between group eaters and solitary students, placing himself among those who would not stand out. Koji noticed Horikita sitting near him and correctly chose silence, understanding her body language and intent

without being told. He absorbed the club announcement while eating and tested Horikita with light questions, gauging her stance on social systems like clubs and friendships without pushing too hard. Koji allowed Horikita to verbally dominate the exchange, even when insulted, and used that moment to collect information about her values, her view on violence, and her belief in being right. When she struck him, Koji did not escalate or retaliate, keeping control of the situation and avoiding future trouble. Koji observed how she justified her actions and mentally categorized her as someone dangerous. He let the argument die on his terms by conceding outwardly, preventing further conflict. Koji subtly guided the conversation back to clubs, planting the idea without forcing it. By acting unsure and passive, he gave Horikita room to decide on her own, which led her to agree to attend the club fair voluntarily. Koji achieved this without persuasion, pressure, or emotional appeal. In the end, Koji gained a temporary ally for the club fair while still maintaining his image as an average, awkward student, successfully advancing his position without drawing attention.

[EE, Social Integration, Social Cognition, Social Awareness, Social Engineering, Tactics, Observation, Decision-Making, Concealment, Fabrication, Indirect Manipulation, Mass Manipulation]

CH 5.0: Koji is quietly processing the entire social structure of the class rather than just reacting to what is said on the surface. He notices that Kushida's smile never breaks even after repeated rejection, which tells him her friendliness is controlled and intentional, not emotional. At the same time, he catches the faint comment from the other girl and immediately understands that Horikita is already being labeled negatively by the group, even if nothing open has happened yet. When Hirata approaches him, Koji instantly sees the real reason behind the concern. It is not kindness alone, but fear of future conflict and class instability. Koji deliberately refuses to act as a messenger, pushing responsibility back onto Hirata, while also avoiding placing himself in the center of the issue. In his internal conclusion, he predicts Horikita's future isolation with unsettling accuracy, calling it before it fully forms, yet chooses not to intervene. This shows that even this early, Koji is not passive or clueless. He is actively observing, modeling outcomes, understanding motives, and deciding when inaction is the most optimal move. Koji took in the whole situation at once without stopping on any single detail. The scene, the words spoken, the tone behind them, and the hidden meaning all stayed active in his mind together. While listening, Koji kept track of who spoke, who stayed silent, what emotions were shown on the surface, and what emotions leaked through by accident. At the same time, Koji compared past behavior patterns from Horikita, Kushida, and Hirata with what was happening now, then filtered out anything that did not matter. Koji also predicted future outcomes like bullying risk, class reaction, and personal involvement cost, while keeping his own position neutral. All of this happened in parallel, not step by step, meaning nothing was dropped or forgotten during the process.

Numbers:
Total items memorized at once: 9
Social actors tracked: 3
Emotional states tracked: 3

Intent or motive predictions: 2
Self role awareness: 1
Total processing time: 4.2 seconds
Memory refresh cycles during processing: 7

Memory refresh cycles mean how many times Koji actively rechecked and stabilized everything he was holding in mind so nothing faded or warped while new information came in.

Instead of storing the details once and letting them decay, Koji repeatedly updated them. Each refresh kept faces, words, tone, intent, and predictions sharp while the situation kept moving. Every time someone spoke or reacted, the stored picture was adjusted, not replaced. That prevented errors like misreading Kushida's smile, underestimating Horikita's isolation, or misunderstanding Hirata's motive.

In simple terms, one refresh cycle equals one full mental sweep where all stored items are confirmed, updated, and kept active. Koji ran multiple sweeps in a few seconds, which is why nothing slipped past him even though the scene involved several people and hidden social tension.

[PSI, WMI, Memory, EP, ER, Social Awareness, Prediction, Decision-Making, Divergent Thk]

Ayanokouji observes Kushida waiting for him and instantly understands not just what she wants, but why she wants it. He recognizes that her goal is to befriend Horikita, who is notoriously aloof and difficult to approach. Rather than responding impulsively, he assesses both girls carefully, Kushida's persistent warmth and popularity in the class, Horikita's cold detachment, and how their past interactions set the stage for any potential approach. From there, he begins mapping out a strategy in his mind, he knows a direct invitation from Kushida would almost certainly be rejected, so he mentally constructs a plan that maximizes Kushida's chances while minimizing risk of failure or embarrassment.
He thinks several steps ahead, considering not only Horikita's likely reactions but also Kushida's emotional state and expectations. He predicts how small cues, like being noticed first or subtly guiding conversation, could change the dynamics in their favor. He's balancing multiple factors simultaneously: Kushida's desire for friendship, Horikita's personal boundaries, social perceptions within the class, and the optimal timing and location to create a natural opportunity. Essentially, Ayanokouji is orchestrating a social experiment, reading personalities, weighing probabilities, and designing a scenario that encourages the desired outcome without overt interference.

[WMI, Coverage, Preparation Process, Strategy Alignment, Strategy Control, Observation, Analysis, Cold Reading, Prediction, Divergent Thk, Metacognition]

Koji recognized the intricacies of social dynamics almost instinctively, anticipating Horikita's reactions to Kushida's repeated attempts at engagement and the subtle pressure of social expectation. He orchestrated the "coincidental" café meeting by coordinating multiple moving parts: the timing of their departure, the placement of Kushida's friends to secure seats, and the precise moment to signal them to vacate spots, creating the illusion of chance while maintaining complete control over the situation. At the same time, he accounted for Horikita's skepticism and keen observational skills, predicting how she would scrutinize the sequence of events and the behavior of those around them. Koji navigated the tension between plausibility and outcome, ensuring Kushida's goals were met without raising Horikita's suspicion too early, while simultaneously monitoring body language, speech patterns, and the reactions of bystanders to maintain the integrity of the setup. Every choice (his words, pacing, and attention) was calculated to manipulate perception, preserve trust, and manage interpersonal consequences, all executed with an invisible hand that made the situation appear natural.

[EP, EU, Social Integration, Prep-Process, Execution Control, Risk-Calculation, Anticipation, Obviation]

Koji observed the interaction, noting every subtle inflection in Horikita's voice and the nuanced shifts in her posture as she rejected Kushida's repeated attempts at friendship. He identified the underlying principles guiding her behavior, her insistence on autonomy, her long-standing comfort in solitude, and her sharp discernment of when others were attempting to manipulate her. As Kushida poured out her desire to connect, Koji maintained an almost invisible presence, simultaneously empathizing with her hopes and analyzing Horikita's likely reactions. He recognized that direct persuasion or emotional appeals would backfire, so he allowed the situation to unfold naturally, subtly guiding Kushida's approach while preventing any overt interference that could provoke hostility. Koji drew connections between his own past isolation and Horikita's, framing the situation to Kushida in a way that contextualized friendship not as an obligation but as a choice, reinforcing Horikita's agency while keeping Kushida's morale intact. He monitored the emotional currents in real time, understanding Kushida's disappointment, Horikita's composure, and his own position in the social dynamic, ensuring that each word and action contributed to maintaining that specific balance. By the time the exchange concluded, Koji had managed the social environment so skillfully that Kushida gained insight without forcing Horikita's compliance, turning a potentially awkward confrontation into a learning experience, all while remaining virtually undetected in his orchestration.

[Memory, EE, EP, EF, Cognitive Empathy, Social Engineering, Concealment, Fabrication, Indirect Manipulation, Direct Manipulation, Metacognition, Associative Thk]

CH:6 Koji is NOW quietly running multiple mental threads at once without surfacing any of them, and that is the key action here. While the class atmosphere decays into apathy, he absorbs the shift as a data point about institutional tolerance and student psychology, noting how authority has relaxed and how behavior predictably loosens when consequences evaporate. At the same time, he processes social signals with precision rather than emotion, the phone vibration becomes a cue for group dynamics, Horikita's refusal confirms her consistent value system, and

the boys' conversation becomes a passive information feed rather than something he emotionally joins. When he observes Hirata and Karuizawa, he does not simply notice a couple; he constructs a personality model of Karuizawa based on presentation, social aura, and inferred junior high behavior, while also self-monitoring his own internal bias and correcting it before it leaks outward. Even Horikita's glare is instantly interpreted as feedback that his inner state has subtly altered his expression, prompting immediate behavioral containment. Throughout the scene, Koji never interrupts the flow of events or asserts himself, yet he continuously updates his internal map of social hierarchies, attraction dynamics, and acceptable behavior, all while maintaining a deliberately average exterior.

[WMI, Memory, EU, EP, Psychoanalysis, Judgement, SQ, Concealment]

Koji moves through this test by layering attention rather than narrowing it, letting several cognitive streams run in parallel while maintaining a calm surface. The teacher's phrasing is immediately flagged as anomalous, not emotionally but structurally, and he temporarily stores that linguistic oddity as a hypothesis about hidden evaluation channels while suspending judgment. When the test begins, he performs a rapid global scan instead of solving linearly, classifying question difficulty, subject distribution, point weighting, and intent in one sweep, which allows him to notice the deliberate difficulty spike at the end without surprise. The ease of the first seventeen questions is not treated as reassurance but as contrast data, sharpening his sensitivity to the final three, which he recognizes as qualitatively different rather than merely harder. At that moment, he retrieves prior procedural knowledge from the entrance exam, aligns it with the current constraints, and executes the same internal solving framework without hesitation, all while intermittently tracking the teacher's patrol pattern, Horikita's writing speed as a benchmark, and the remaining time until the bell.

The information Koji processed during the history pop quiz:

<u>The test content he processed:</u>

The structure of the test:

Subjects: 5 (Math, History, Science, Language, English)

Questions per subject: 4

Total questions: 20

Information contained per standard question:
Question prompt: ~18 words

Required factual recall per question: ~4 facts (dates, definitions, rules, names)

Conceptual links per question: ~3

associations (cause-effect, comparison, rule application)

Information contained per high-difficulty

questions (last 3):

Question prompt: ~30 words each

Required factual recall: ~10 facts each

Active formulas: 2 per question

Variables per formula: 3–4

Conditional transformations per question: 3

Memory components active during the test:

Question text

Relevant stored knowledge

Intermediate solution states

Error-checking conditions

Time monitoring

Now quantifying everything:

Words processed:
Easy questions: 17 × 18 = 306 words
Hard questions: 3 × 30 = 90 words
Total words: 396 words

Discrete factual units:
Easy questions: 17 × 4 = 68 facts
Hard questions: 3 × 10 = 30 facts
Total facts: 98 facts

Conceptual associations:
Easy questions: 17 × 3 = 51 associations

Hard questions: 3 × 6 = 18 associations
Total associations: 69 associations

Mathematical structures (hard questions only):
Total formulas recalled: 6
Total variables held simultaneously: 14
Total conditional checks: 9

Parallel memory streams active at once:

Question parsing

Long-term recall

Working solution buffer

Verification loop

Time awareness

Total simultaneous streams: 5

Time taken:

Rapid scan + prioritization: 3.82 seconds

Grand total handled during the test:
396 words
98 discrete factual units
69 conceptual associations
6 formulas
14 active variables
In under 4 seconds.

[PSI, WMI, EP, ER, EU, Social Awareness, Cold Reading, ST. Planning, Observation, Analysis, Tactics, Info Gathering]

CH6: *He listened to Ike, Sudou, and Yamauchi without reacting emotionally, allowing their assumptions and jealousy to surface on their own. Instead of correcting every misunderstanding or asserting himself, Koji chose minimal responses, carefully calibrated to neither confirm nor escalate their suspicions about Horikita.* He tracked the flow of the discussion, noting how easily the topic drifted from teasing to crude fantasizing, and adjusted his behavior by physically

removing himself to the vending machine at the right moment. That small action served two purposes at once: disengaging from a pointless spiral and maintaining his low-profile image within the group. At the same time, Koji observed the social dynamics at play. He registered how the boys perceived Horikita, Kushida, and Karuizawa, how attraction shaped attention, and how ignorance bred exaggeration. He also noticed how quickly money, points, and impulse spending revealed Yamauchi's lack of foresight, using the PS Vita as a data point about priorities and self-control in the students.

[Observation, Cold Reading, Anticipation, Convergent Thk, Holistic Thk, Tactics, Metacognition]

Koji stayed outwardly passive while the conversation drifted from spending points to games and then to food, but internally he was stitching together small observations into a coherent picture. He let Yamauchi talk himself into revealing habits, priorities, and blind spots, noting how easily excitement over entertainment overrode long-term planning. Koji's attention moved fluidly from the cost of the game, to the casual way points were burned, to the social pressure being applied to normalize that behavior. He tested the game only enough to maintain harmony, asked surface-level questions to avoid standing out, and redirected potential friction by buying cocoa, choosing convenience over confrontation. Even his choice at the vending machine was deliberate, using the moment to quietly observe the system rather than participate in the group's impulsiveness.
From these fragments, Koji formed a broader understanding without anyone explicitly stating it. He connected Yamauchi's near-depleted points, the existence of free food options, and the visible number of students relying on vegetable sets into a pattern about monthly behavior across the school. Rather than treating each fact in isolation, he generalized from repeated sightings in the cafeteria and the timing near the end of the month to infer that many students mismanaged their points early and were now forced into minimal living.

[EU, EF, Psycho-Understanding, Info Gathering, Perception, Tactics, ST. Planning, Inductive Rsn, Abstract Thk, Divergent Thk, Applicative Thk, Connecting the Dots]

Koji observed the entire interaction between chabashira and Class D students, immediately categorizing each student's statements, gestures, and timing into an intricate mental model of classroom dynamics. He noted Hondou's confusion, Yamauchi's exchanged glances, Ike's delayed reactions, and Kouenji's overconfident deductions, aligning each behavior against the known rules about monthly point deposits. As Chabashira-sensei restated the policy, Koji silently cross-referenced the students' claims with his prior knowledge of the system and the exact amount of points allotted to Class D. He mentally simulated potential outcomes: if points had been deposited, discrepancies would appear in the students' account balances; if not, their misunderstanding of the system could be exploited for social insight. Koji parsed each question, each repetition of "we didn't receive points," as data points, measuring the students' awareness, comprehension, and social hierarchy. He also recognized the implications of Kouenji's attempt to assert dominance and the subtle reinforcement from the teacher that highlighted which students paid attention versus those oblivious to previous hints. He never vocalized any

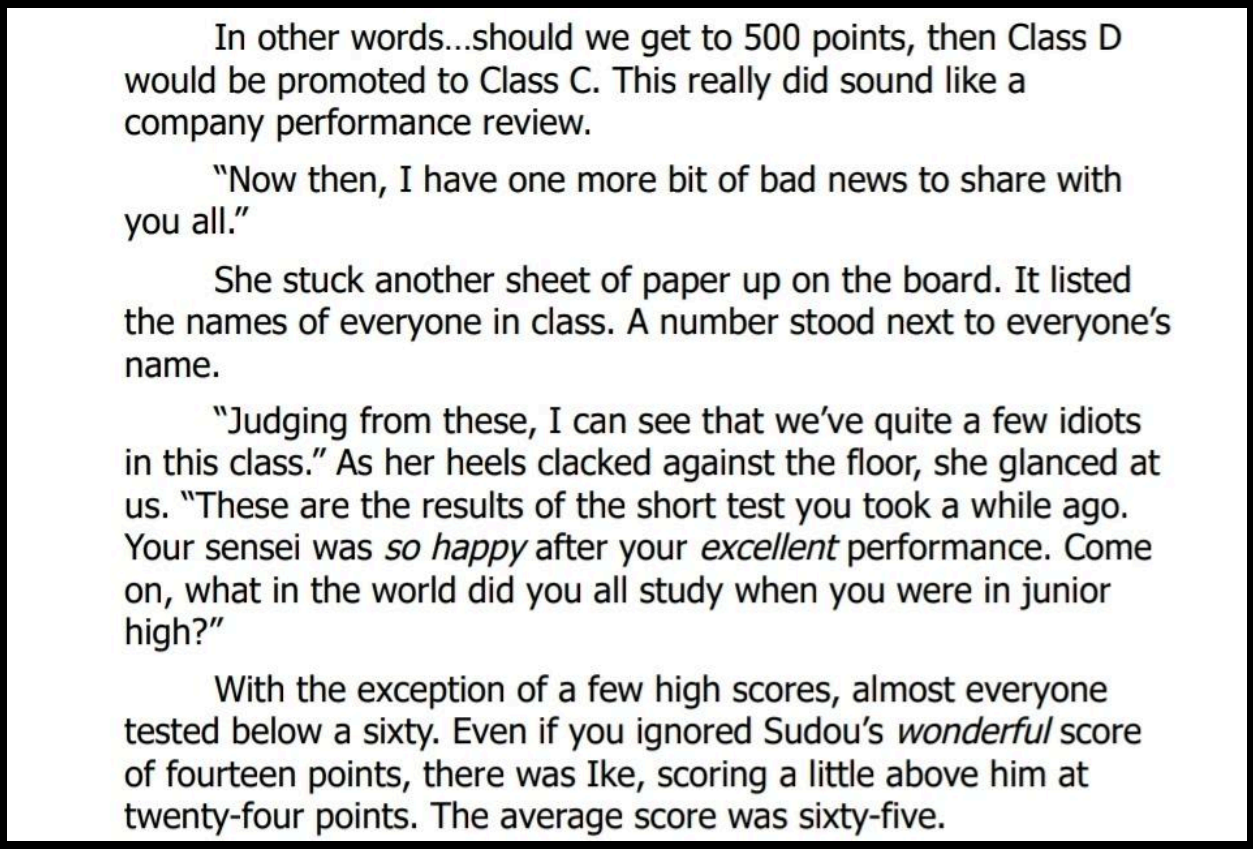
judgments, while logging all variables for future application, all in a fluid, instantaneous scan of the environment.

[Memory, Knowledge Application, Psychoanalysis, Psycho-profiling, SQ, Observation, Data Analysis, Associative Thk, Holistic Thk, Deductive Rsn, Inductive Rsn]

Koji silently absorbed every detail of the morning homeroom, instantly parsing the social and academic structure of Class D. He noticed Horikita tallying absences, tardies, and instances of talking in her notebook, immediately understanding her method of quantifying classroom behavior. As students questioned Chabashira-sensei about points, Koji mapped each argument, hesitation, and miscomprehension against the underlying system of evaluation he had already known. He correlated Hondou's confusion, Ike's impulsiveness, and Sudou's worry with prior patterns of behavior, confirming who grasped rules intuitively and who required external explanation. When Chabashira-sensei revealed the poster of class points, Koji quickly scanned the numbers, aligning them with observed behaviors and the inferred rules about point deduction, instantly recognizing the zero-point status of Class D and the relative rankings of other classes. He processed the implications: the students' indulgence had led to complete forfeiture, the ranking system mirrored performance-based sorting akin to corporate evaluation, and future outcomes would depend on consistent adherence to expectations. Koji noticed how the teacher's cryptic guidance manipulated student hope and despair, understanding the pedagogical strategy without needing explanation. He noted repeated infractions, the proportionality of point loss, and student reactions to authority as recurring patterns, from which he inferred the causal relationship between personal responsibility, adherence to rules, and tangible rewards. By integrating these observations, Koji deduced the hierarchical logic of Class D's positioning, the implicit corporate-like evaluation mechanism of the school, and the psychological manipulations inherent in the teacher's explanations all from minimal explicit data. He transformed fragmented incidents into predictive models, enabling him to anticipate both administrative actions and student responses.

[EU, EP, Analysis, Info Gathering, Perception, Deductive Rsn, Inductive Rsn, Critical Thk, Anticipation]

CH7: Koji observed the classroom fracture into emotional vectors the moment the break began, treating the chaos as raw data. He noted Yukimura's resentment as cognitively driven anxiety, Sudou's defiance as ego-defense, Hirata's intervention as stabilizing leadership, and Kushida's mediation as affective synchronization. Rather than engaging, Koji tracked how authority shifted one person to the next, Hirata used logic and unity rhetoric, Kushida used emotional resonance and physical proximity, and both succeeded where confrontation failed. He recognized Kushida's timing and positioning as deliberate, neutralizing conflict without creating resistance, and mentally categorized her as a high-value social stabilizer. While others focused on despair over points, Koji quietly captured the class point sheet, treating it as a static snapshot to reverse-engineer a dynamic system.



In other words…should we get to 500 points, then Class D would be promoted to Class C. This really did sound like a company performance review.

"Now then, I have one more bit of bad news to share with you all."

She stuck another sheet of paper up on the board. It listed the names of everyone in class. A number stood next to everyone's name.

"Judging from these, I can see that we've quite a few idiots in this class." As her heels clacked against the floor, she glanced at us. "These are the results of the short test you took a while ago. Your sensei was *so happy* after your *excellent* performance. Come on, what in the world did you all study when you were in junior high?"

With the exception of a few high scores, almost everyone tested below a sixty. Even if you ignored Sudou's *wonderful* score of fourteen points, there was Ike, scoring a little above him at twenty-four points. The average score was sixty-five.

His exchange with Horikita revealed her impatience and goal orientation, confirming she prioritized structural ascent over short-term comfort. Koji cross-referenced spending patterns, emotional reactions, and leadership failures, deducing that the school's system rewarded restraint, conformity, and collective discipline while punishing impulses. He further identified Sudou as a liability and Horikita as an isolated rationalist, both misaligned with group optimization. By refusing Hirata's invitation, Koji avoided premature visibility and preserved informational asymmetry, understanding that influence applied too early would distort future outcomes. Throughout the sequence, he remained observational, converting interpersonal drama into predictive models of cooperation, resistance, and leverage.

[FRI, VCI, EU, ER, EP, Deductive Rsn, Critical Thk, Psychoanalysis, Psycho-profiling, Psycho-Understanding, Tactics, Data Analysis, Observation]

Koji treated the post-class discussion as a predictable convergence of desperation and leverage, choosing to exit before social gravity could pull him into visible alignment. Yamauchi's ambush immediately revealed a secondary economy forming under point scarcity, and Koji identified it as panic-driven liquidation rather than rational exchange. He tested Yamauchi's resolve with an absurdly low offer, confirming that desperation erased negotiation power. His attention then shifted to Kushida, whose interactions formed a quiet web of micro-debts and emotional credit. Kushida's willingness to lend points to Karuizawa without hesitation registered to Koji as strategic altruism, not naivety.

"It would have been better if you just left him alone. Thanks for waiting, Ayanokouji. Let's go into the office."

"The guidance office?" I asked. "Did I do something wrong? I've been trying to keep a low profile here."

"A good answer. Come."

While I wondered what this was all about, I followed Chabashira-sensei. Hoshinomiya-sensei remained by my side, smiling widely. Chabashira-sensei noticed and turned, her face much like a demon's.

She was converting surplus social trust into future influence, embedding herself as a hub in the class's informal financial network. Karuizawa's behavior, in contrast, was pure extraction: light tone, rapid target switching, and no concern for repayment, marking her as a short-term consumer of goodwill. Koji mentally logged the school's point-transfer system as an institutional safety valve that encouraged dependency loops rather than self-correction.

"Common sense? Didn't common sense create our current, flawed society? Before, Japan relied solely on test scores to separate the superior and inferior. As a result, the incompetents at the top tried desperately to kick down the truly superior students. In the end, we settled on a system of hereditary succession."

A system of hereditary succession meant that things like social standing, prestige, and employment were passed down to future generations. At those words, I groaned unintentionally. My chest hurt.

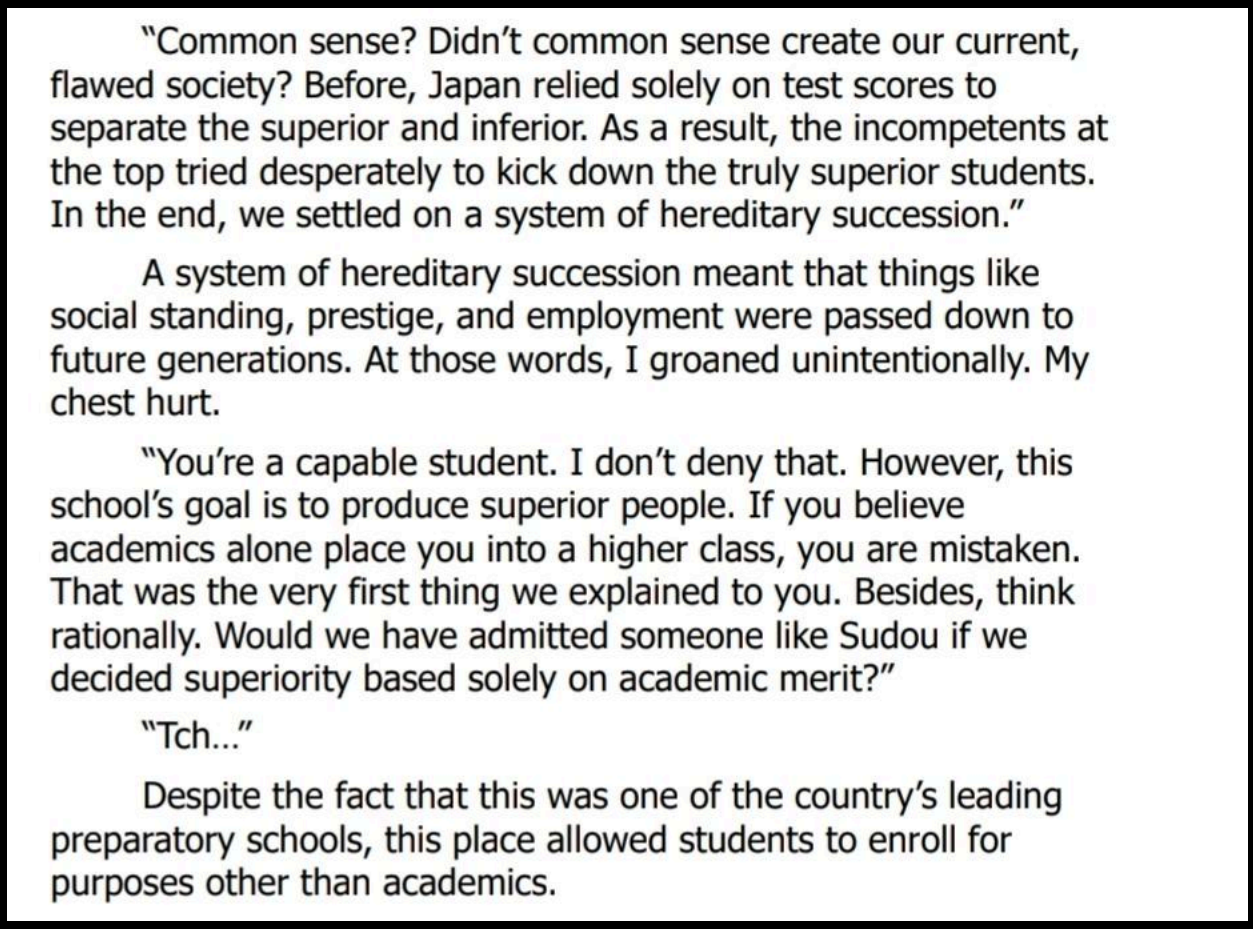
"You're a capable student. I don't deny that. However, this school's goal is to produce superior people. If you believe academics alone place you into a higher class, you are mistaken. That was the very first thing we explained to you. Besides, think rationally. Would we have admitted someone like Sudou if we decided superiority based solely on academic merit?"

"Tch..."

Despite the fact that this was one of the country's leading preparatory schools, this place allowed students to enroll for purposes other than academics.

The sudden summons to the faculty office confirmed his growing visibility within the system, despite his efforts to remain background noise. His encounter with Hoshinomiya further validated his assessment of the school's adults as emotionally unrestrained variables, prone to

boundary violations and curiosity rather than authority. Throughout the sequence, Koji maintained passive posture and neutral responses, allowing others to project assumptions onto him while he harvested behavioral data, mapping



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who spent points, who hoarded trust, who exploited kindness, and who blurred professional lines, all without revealing his own position.

[EU, EP, EF, Psycho-profiling, Social Skills, Tactics, Risk Assessment, Strategy Control, Short Term Strategy, Indirect Manip, Fabrication, Info Gathering]

Chabashira orchestrated the encounter between them, and Koji immediately recognized that he'd been converted from student to concealed observer. By confining him in the kitchenette under threat of expulsion, she stripped him of agency while granting him privileged access, turning silence itself into a tool. Koji complied without resistance, understanding that obedience here maximized information yield. From behind the door, he listened as Horikita confronted the institution head-on, and he treated the exchange not as a live diagnostic of Horikita's internal framework. Her argument revealed a rigid self-model built on academic supremacy, a belief that intelligence alone should dictate hierarchy. Chabashira's responses dismantled this assumption piece by piece, reframing superiority as multidimensional and exposing Horikita's blind spot which is her inability to account for non-academic value vectors like adaptability, social pressure

tolerance, and strategic invisibility. Koji noted the asymmetry. Horikita demanded explicit answers, while Chabashira supplied abstractions and philosophy, deliberately denying closure. This imbalance signaled that the teacher was not correcting Horikita, but measuring her reaction to destabilization. The mention of “students happy to be incorrectly evaluated” was a calculated probe, indirectly pointing at Koji himself, confirming that Chabashira was aware of concealed variables within Class D. By remaining unseen, Koji preserved ambiguity while confirming that he was already categorized by the system as an anomaly. When Chabashira concluded by revealing she had summoned “another person relevant to you,” Koji understood the deeper implication that this was not Horikita’s interview alone, but the opening move of a controlled convergence, designed to force interaction between two hidden assets. Koji exited the scene unchanged on the surface, yet internally updated his model of the school. It was not ranking students by performance alone, it was also by how they responded when their self-image was destroyed.

[Cold Reading, Info Gathering, Misdirection, Concealment, Acting Skills, Deductive Rsn, Inductive Rsn, Critical Thk]

Koji immediately understood why the timing was so precise. By forcing him into the open in front of Horikita, she collapsed at the exact moment Horikita’s worldview was already destabilized. Koji attempted deflection, playing the harmless bystander, but Chabashira did not fall for it. The uniform fifty-point pattern was not treated as a statistical anomaly so loud it may as well be a confession. Her logic was simple, solving a low-completion-rate problem perfectly while “failing” a high-completion one violates randomness. Koji’s denial was not meant to convince her, because she was already certain, but to maintain deniability within the system. Horikita’s reaction mattered more than Chabashira’s accusations.

If you looked all over the country for another person with the surname of Chabashira, you probably wouldn't find one.

"Well, when I read over the entrance exam's results, your scores piqued my interest. I was shocked."

On her clipboard, I saw a rather familiar answer sheet.

"Fifty points in Japanese. Fifty points in mathematics. Fifty points in English. Fifty points in social studies. Fifty points in science. You even scored Fifty points on the recent short test. Do you know what this means?"

A stunned Horikita looked over my test paper and then shifted her focus to me. "This is a rather frightening coincidence," she said.

"Oh? You believe that getting 50s all across the board was a coincidence? He did it intentionally."

"It's a coincidence. There's no evidence that it's not. Besides, what would I gain by manipulating my scores in the first place? If I were smart enough to do that, I would've tried for perfect scores."

As I feigned innocence, Chabashira-sensei sighed in exasperation.

"You really do seem like an odious student. Listen. Only 3 percent of students solved the fifth math problem successfully. However, you solved it perfectly, and used a complex formula to do so. However, the tenth problem on the test had a completion rate of 76 percent. Did you make a mistake on it? Is that normal?"

"I don't know what normal is. It was a coincidence, I tell you. A coincidence."

"For crying out loud! I respect your frank attitude, but it'll cause problems for you in the future," the teacher said.

"I'll think about that when the time comes."

Chabashira-sensei shot Horikita a glance that seemed to say, *What do* you *think?*

"Why do you pretend not to know?" she asked.

"Like I said, it was a coincidence. It's not like I'm hiding that I'm a genius or anything."

The moment Chabashira suggested Koji might be more intelligent than Horikita, the hierarchy inside Horikita's mind fractured. From that instant, Horikita no longer saw Koji as background noise but as an unclassified variable. Chabashira then withdrew, mission complete, having successfully linked two incompatible assets while preserving plausible ignorance. Outside the room, the real exchange began. Horikita revealed her motive structure clearly, she was not chasing Class A for prestige, but to resolve a contradiction between her self-concept and the school's judgment. Koji, meanwhile, operated on inverse logic. He recognized that the system rewarded invisibility, adaptability, and timing more than raw ascent. Where Horikita saw a race upward, Koji saw a terrain to be mapped before movement. Their dialogue exposed the asymmetry in control styles. Horikita sought command through structure, rules, and correction of others' flaws. Koji relied on minimal exposure, selective cooperation, and letting others exhaust themselves first. When Horikita asked for help, Koji refused deliberately, not because he wouldn't assist, but because refusal preserved leverage. Her response confirmed his read, she had already decided to use him, labeling him a pawn not for his weakness, but for his disposability.

"No, we'd best stop here. Any more, and I might go mad and destroy all the furniture in here," I said.

"If you did that, Ayanokouji, I would demote you to E Class."

"Wait, there's an E Class?"

"Certainly. Of course, the 'E' stands for 'expelled.' As in, you'd be kicked out of school. Well, I suppose our conversation has ended. Enjoy your lives."

What incredible sarcasm.

"I'm leaving, too. It's almost time for the faculty meeting. I'm going to close the door, so please step outside."

She pushed us into the hallway. Why had Chabashira-sensei called both of us in together? She didn't seem like the type to do meaningless things.

"Well. Should we head back?" I asked.

Koji recognized the irony instantly. In chess, pawns are the only pieces that can transform. Horikita believed she was issuing commands, but in reality she had just acknowledged Koji's strategic value.

[All Planning, STP, Inductive Rsn, Convergent Thk, Associative Thk]

CH8: Class D is the type of class to grow through pressure. Sudou becomes the lone visible defect because everyone else tightens. Koji notices this immediately. Social systems do not

need universal obedience, only a clearly isolated outlier to absorb collective frustration. Horikita's compass strike is not impulsive violence but symbolic enforcement. She is experimenting with micro-punishment, testing whether fear of consequences can substitute for authority. Koji's reaction matters less than the act itself. The message was not "wake up," but "I am watching." Hirata, meanwhile, advances using the opposite vector. Where Horikita applies coercion, Hirata deploys structure and inclusion. His study group is not about academics first, but about legitimacy. By framing participation as voluntary yet morally superior, he creates a soft hierarchy where non-participants self-incriminate. The room reorganizes itself around him almost automatically. Koji observes the fault line forming clearly: leadership by warmth versus leadership by force. Sudou's refusal cements his role as the class's friction point, while Ike and Yamauchi hover in indecision, signaling future manipulability. Pieces have begun to drift into lanes, and the midterm becomes the first real filter. Koji is then cataloging who moves when pressure is applied, who freezes, and who resists. This is no longer about points. It is about identifying which students collapse under rules, which obey appearances, and which can be steered.

[EP, Social Integration, Social Engineering, ST. Planning, Psychoanalysis, Info Gathering, Observation]

He immediately detects asymmetry the moment Horikita invites him to lunch. He does not accept the surface narrative of kindness, instead he models intent, timing, and cost. Horikita does not act without purpose, and Koji already understands her utility driven mindset well enough to anticipate leverage before it is revealed. What Koji does next is more subtle. He allows the situation to progress without resistance, even choosing an expensive meal, which looks careless on the surface but actually serves as a probe. By escalating the cost, he tests whether her offer has limits. When she does not flinch, that confirms the presence of a strong underlying objective. This is information extraction through behavior too. He eats while watching, listens while yielding ground, and lets Horikita expose her plan in her own words. Throughout the conversation, Koji constantly reframes without confronting. He acknowledges the study group's logic, but injects quiet skepticism, not to oppose, but to measure Horikita's flexibility. He also accurately diagnoses the social dynamics around Hirata, Sudou, Ike, and Yamauchi, demonstrating that his social awareness exceeds his self-deprecating claims. When Horikita proposes using him as the intermediary, Koji recognizes the trap instantly. He already knows the outcome before the threat is finalized. The key moment is when Horikita escalates to coercion. Koji does not react emotionally to the threat. Instead, he evaluates cost versus effort and chooses minimal compliance. He reframes cooperation as a low-risk transaction too.

[EE, Anticipation, Direct Manip, Social Engineering, SQ, Psychology Knowledge, Decision-Making, STP, Critical Thk]

First, Koji begins with baseline probability modeling. Before he speaks to anyone, he already predicts the outcomes: Sudou might listen, Ike probably won't, Yamauchi is unreliable. He still acts because he needs real-world confirmation. When Sudou refuses, Koji immediately aborts the conversation. He understands that persuasion has diminishing returns and that forcing

compliance destroys future leverage. Second, notice how Koji diagnoses why they refuse. Sudou's objection isn't intelligence. Athlete. Club activities. Ego defense. Ike's objection is denial. Koji notes this instantly. Motivation is what forces class D to work. This is an important cognitive shift, he abandons rational persuasion once he realizes the obstacle is affective, not intellectual. Third, the "425 plans remaining" line is structurally revealing. Failure of Plan A does not register as loss. That mindset is rare. Most people emotionally commit to their first strategy. Then comes the critical leap. He reframes the problem entirely. Instead of asking "How do I make them study?", he asks "What incentive would override their current utility function?" He is then probing Horikita's tolerance boundaries while simultaneously confirming a hypothesis, sexual and romantic motivation vastly outweighs academic fear for these boys.

Horikita's violent rejection gives Koji data. He learns two things at once:

- Certain incentives are objectively effective.

- Horikita herself cannot be used as the reward vector.

This pushes him toward a third variable. Kushida.

The Kushida realization is the most important intelligence feat in this passage. Koji integrates multiple dimensions instantly:

- Social centrality.
- Gender-based motivation.
- Existing emotional attachments.
- Academic competence.
- Class-wide trust.
- Horikita's personal bias.

He also anticipates Horikita's reaction cost. He delays execution until variables align better. He chose not to intervene while the study group collapsed, allowing Horikita's confrontational approach to fully alienate Sudou, Ike, Yamauchi, and eventually Kushida. By withholding any attempt to de-escalate Sudou's anger or soften Horikita's rhetoric, he effectively let the conflict run to its natural conclusion. This resulted in the dissolution of the study group, the reinforcement of Horikita's belief that cutting off "dead weight" was rational, and Kushida separating herself to pursue her own independent action. His restraint positioned him as an observer rather than a leader, which preserved his neutrality while pushing the class further into fragmentation. As a result, responsibility for the failing students shifted away from him and Horikita, setting the stage for alternative, indirect methods of influence later, while also deepening the ideological gap within Class D.

[EU, Social Awareness, Critical Thk, Anticipation, Planning Coverage, Planning Contingency, Strategy Flexibility, Formulation-Speed, Info Gathering, Observation]

KUSHIDA PSYCHOANALYSIS

He identifies Kushida's psychological structure long before the confirmatory rooftop incident by tracking inconsistencies between her affect, incentives, and behavior. Publicly, she performs extreme prosociality with near-zero selectivity, distributing warmth uniformly rather than relationally. That already signals that her friendliness is not attachment-driven but regulation-driven. He notices she approaches people preemptively, exchanges contact information aggressively, and inserts herself into conflicts where she gains no tangible benefit. Those are not the actions of someone seeking friendship but of someone managing an internal requirement. When the study group collapses, her emotional response is not disappointment about failure or concern for classmates but suppressed agitation directed specifically at Horikita, revealing that Horikita is not just an irritant but a psychological trigger. This establishes that Kushida's motivation is not altruism or romance or class advancement, but the maintenance of a fragile self-concept. On the rooftop, he reframes her outburst as pressure leakage. Her hatred is not rooted in Horikita's actions but in what Horikita represents. Horikita is immune to social gravity, unaffected by charm, praise, or collective opinion. For Kushida, whose identity is constructed around being liked by everyone, a person who neither needs nor responds to social validation is existentially threatening. That is why Kushida forces proximity rather than avoiding Horikita. By insisting on "getting along," she is attempting to conquer the one variable that destabilizes her self-image. The stress is not interpersonal but structural: Horikita's existence invalidates Kushida's internal rule that approval is universally attainable through effort. When Kushida escalates to coercion and false-accusation leverage, he does not interpret this as impulsive malice but as defensive extremity. Her threat is not designed to harm him but to seal the information environment. Reputation is her life-support system, and exposure would cause total social death. Therefore she immediately shifts from emotional venting to legalistic fabrication, evidence creation, and power asymmetry. This rapid transition reveals that her personal management is sophisticated. She understands social systems, authority bias, and asymmetrical credibility. The calm precision with which she constructs the threat indicates rehearsal, meaning this is not her first contingency plan. Her morality is subordinated to preservation of image because image equals existence for her. He further isolates her core pathology by noticing that she simultaneously tells the truth and lies. Her claim that she "wants everyone to like her" is genuine. Her performance of kindness is also genuine in effort but false in origin. The contradiction resolves when framed as compulsion rather than desire. She does seek affection for stability. Being disliked, even by one person, produces identity collapse, which is why Horikita's indifference is intolerable. This also explains why she singles him out afterward. She recognizes in him a similar emotional distance, but unlike Horikita, he blends in socially. That makes him dangerous. He is not loud, dominant, or charismatic, yet Horikita trusts him. Kushida correctly deduces that indifference paired with acceptance is a more threatening variable than open hostility.

His deduction that Kushida and Horikita knew each other before is not a guess but a pattern completion. Kushida knowing Horikita's name before introduction violates information flow constraints. Her fixation, emotional intensity, and immediate targeting confirm prior history rather than spontaneous rivalry. Her involuntary physiological reaction when confronted with this inference validates it further. Importantly, he does not pursue the truth beyond confirmation. He uses the knowledge and understanding that awareness itself is leverage. By swearing silence,

out of probabilistic assessment that exposure would be ineffective, he neutralizes the threat without escalating conflict. This preserves Kushida's public mask while locking her into a tacit stalemate. The net effect on the story is that he becomes the sole character who fully understands Kushida's dual structure and survives the encounter without becoming subordinate, adversarial, or complicit. Kushida leaves believing control has been restored, but the balance has shifted. Her greatest vulnerability is now mirrored in someone who cannot be socially pressured, emotionally baited, or reputationally cornered. From this point forward, her actions are constrained by the existence of a silent observer who sees her whole. This recontextualizes every later alliance, betrayal, and emotional display involving Kushida as behavior executed under surveillance, not spontaneity, fundamentally altering the power dynamics within Class D.

Before the rooftop encounter, he had already been mapping Kushida's behavioral and emotional patterns across weeks of interactions. He noticed how she inserts herself into situations, always present, always friendly, always "managing" relationships, often where no one asked her to intervene. He detected her overcompensation in social exchanges, the constant greetings, invitations, and contact-sharing were not just normal friendliness. He saw microtells in her facial expressions and gestures, subtle tension around peers she liked, tiny pauses before responding to Horikita, a nervous energy when navigating socially ambiguous situations, and the way her affect occasionally overcompensated to hide internal irritation.
Koji's emotional perception picked up the patterns that others overlooked: Kushida's external brightness was inversely proportional to her internal stress, especially in high-stakes social contexts. He noted how she aligns herself with influential classmates (Horikita, Hirata, Ike) to maintain her status, while masking true feelings behind smiles and politeness. Even her selective overfriendliness toward him, at times, triggered his observation, she tested boundaries subtly, likely to gauge his reactions, establish her influence, or check whether he could be a trustworthy ally or a liability. By the time he saw her venting on the rooftop, he had a mental model of her that included compulsive need for universal approval, hypersensitivity to social imbalance, strategic pretense, and the existence of an internal rule system governing her interactions. He could predict her stress triggers, anticipate defensive behavior, and understand the duality of her actions as both genuine effort and social performance. This prior emotional perception allowed him to interpret her rooftop behavior accurately and act without being caught off guard, rather than stumbling into it blindly. In short, he was confirming a hypothesis he had been testing through subtle, ongoing observation, Kushida's public persona was managed and fake.

[EP, EF, Inductive Rsn, Deductive Rsn, Convergent Thk, Critical Thk, Cold Reading, Psychoanalysis, Psycho-profiling, Psycho-Understanding, Tactics, Prediction, Anticipation, Perception]

Ayanokōji observes the developing situation in Class D. He recognizes early that the class's internal conflict, particularly surrounding Horikita, is escalating, but he categorizes it as other people's problems. His apathy is deliberate. He withdraws physically and mentally, choosing passive activities while continuing to monitor information streams, specifically the group chat.

Before actively engaging, he is already perceiving several layers simultaneously. He registers rising collective frustration, the emotional volatility of Sudou, the mob mentality forming among Ike and others, and the way Satou's entrance accelerates group polarization. He understands that anonymity and lack of face-to-face interaction amplify aggression. He also perceives Horikita. He then refuses to emotionally align with either side, explicitly stating neutrality. This preserves his position while preventing direct entanglement. When pressed, he reframes the issue pragmatically by introducing institutional consequences, shifting the group's focus from emotion to risk. He escalates this by invoking Kushida's potential reaction, using her social influence as an indirect deterrent. The effect of his intervention is immediate de-escalation. The conversation loses momentum, and the likelihood of active bullying is reduced. He exits the interaction at the optimal moment, cutting off further provocation and denying the group emotional reinforcement. He correctly predicts that no one will act alone and that collective hesitation will stall action. Internally, he connects the present situation to a broader structural pattern. He recognizes that Horikita's isolation is a consequence of her personality interacting with group dynamics, not mere circumstance. He also perceives how shared antagonism toward her is creating solidarity among otherwise disconnected classmates. He recalls external words about the misuse of innate ability, prompting brief self-questioning, but no immediate behavioral change.

[Memory, ER, EF, EU, Prediction, Info Gathering, Observation]

Horikita leaving the dormitory late at night in full uniform violates normal behavioral patterns. Rather than dismissing it, he investigates indirectly through CCTV, choosing observation over confrontation. When he sees her behavior, he predicts social awkwardness and hides, signaling both risk assessment and intent to remain unseen.
Before the encounter, his perception sharpens further. He follows Horikita but stops instantly upon sensing a second presence, indicating heightened situational awareness and auditory or spatial sensitivity. He does not need visual confirmation to infer another person's proximity. This preemptive concealment allows him to gather information without altering the scene. His reasoning about the identity of the man. First, Horikita addresses him as "niisan," a term used almost exclusively for an older brother. Second, the man speaks with authority rooted in long-term familiarity, referencing "the last three years," which implies a shared personal history rather than a romantic or casual connection. Third, the language is evaluative and corrective, not affectionate, consistent with familial hierarchy rather than peer interaction. Additional confirmation comes from content and context. The man criticizes her life choices, her fixation on following him, and her lack of growth, which aligns with a sibling dynamic where one party has historically surpassed the other. He speaks from a position of superiority without emotional escalation, suggesting emotional detachment formed over years. The timing, secrecy, and emotional stakes further support that this is not a public or school-based relationship.
Visual confirmation finalizes the deduction. Once the man steps into view, Ayanokōji identifies him as the Student Council President. This retroactively validates all prior inferences, shared surname, age difference, authority, and the humiliation he references if their relationship becomes known. The deduction is complete before explicit confirmation is needed. His intervention is precise and timed at the point where physical harm becomes probable. During

the physical exchange, Ayanokōji demonstrates rapid threat assessment. He immediately recognizes the brother's combat capability after a single exchange, adjusting his responses to avoid grappling or being thrown. He disengages efficiently without escalating.

[Deductive Rsn, Critical Thk, Perception, Battle IQ, Analysis]

Ayanokōji allowed the confrontation with Horikita's brother to end without escalation, presenting himself as harmless while quietly collecting information. He deflected questions about his physical ability by offering deliberately mundane answers, minimizing suspicion and preventing further probing into his background. This maintained the illusion of incompetence while ensuring the student council president left with only vague curiosity rather than concrete insight. As a result, Ayanokōji preserved anonymity while gaining firsthand confirmation of Horikita's family pressure and the psychological root of her obsession with Class A, which became a key variable in how he would later influence her decisions. He then shifted his focus to Horikita's mental state rather than the conflict itself, choosing to walk back with her and initiate a long strategic discussion. By introducing uncertainty about hidden point deductions and long-term consequences, he reframed her proposal of abandoning weaker students as a gamble rather than an optimization. This forced Horikita to reconsider her assumptions, slowing her momentum toward a strategy that could destabilize the class beyond repair.
Ayanokōji escalated the conversation deliberately, physically stopping her from disengaging so the argument could reach a conclusion rather than ending in avoidance. He dissected her worldview by mapping individual abilities across multiple dimensions, academics, physical ability, and social skills, and demonstrated that her definition of merit was incomplete within the school's design. This was done to weaken her sense of superiority without directly attacking her competence, ensuring she would internalize the critique instead of rejecting it outright. The effect was visible in her hesitation and eventual concession. He then anchored his reasoning to previously stated authority, referencing Chabashira's words to legitimize his argument and connect it to the school's underlying philosophy. This moved the discussion from personal opinion to structural analysis, making Horikita's position logically fragile. By predicting her future regret if classmates were expelled, he introduced emotional foresight into her calculations, expanding her decision-making horizon beyond immediate efficiency.
Finally, Ayanokōji accepted Horikita's compromise without correcting her stated motivation, allowing her to believe she was acting purely out of self-interest. He did this to secure cooperation while avoiding ideological alignment or moral labeling. This action stabilized Class D in the short term, prevented immediate fragmentation, and positioned Ayanokōji as an unseen architect influencing outcomes while remaining officially neutral within the class hierarchy.

[EE, Indirect Manipulation, Emotional Manip, Social Engineering, Social Awareness, Social Skills, Prediction, Info Gathering, Cold Reading, Psycho-profiling, Associative Thk, Metacognition]

Ayanokoji watches the situation instead of leading it. He agrees to help Horikita earlier, then notices that helping feels strange for him. That tells us he is acting on purpose, not emotion. He

lets Horikita talk big and act rough while he stays calm and quiet. This keeps attention off him while still letting him influence the outcome later. When Horikita pushes responsibility onto him, he does not argue hard. He tears up the fake contract to show he will not be controlled, but he still stays in the plan. This shows he chooses when to resist and when to go along. He lets Horikita take the lead in asking Kushida because Horikita needs Kushida more than he does. Ayanokoji allows this to happen because it creates movement in the class without exposing him.
During the café talk, Ayanokoji mostly listens. He lets Horikita admit her selfish goal out loud. This matters because it locks her mindset in place and lets Kushida step in naturally. When Kushida asks if he also aims for Class A, he answers simply and allows Horikita to label him as an assistant. He accepts the role because it keeps expectations low and hides his real ability.
Once Kushida pulls Ike, Yamauchi, and Sudou together, Ayanokoji stays quiet again. He notices their guilt about the group chat and does not confront them. He understands that silence pressures them more than accusations. Their fear works in his favor without him saying a word.
When Sudou demands an apology, Ayanokoji does not interfere. He lets Horikita respond harshly. This raises tension but also forces Sudou to face reality directly. The situation becomes clear and simple: study or get expelled. By not stepping in, Ayanokoji allows Horikita to clash head-on while he observes how each person reacts under pressure. This gives him more information and keeps his hands clean while the class is pushed toward the outcome he expects.

[ST. Planning, Planning Coverage, Planning Versitality, Planning Intricacies, Fabrication, Concealment]

Ayanokoji lets Horikita push Sudou until it clearly fails. He watches Sudou reject logic, schedules, and effort even after Horikita adapts the plan to fit Sudou's lifestyle. He waits until Sudou is about to leave, meaning the study group is about to collapse. At that point, he decides the normal route is dead and switches methods. He instantly identifies the real problem. Sudou is not resisting studying itself, he is resisting humiliation, pride damage, and boredom. Logic will not move him anymore. Ayanokoji stops engaging Sudou directly and instead changes the environment around him. He introduces Kushida into the equation because he knows she is the emotional center of the group and a powerful motivator.
By publicly offering a date reward tied to test scores, Ayanokoji reframes studying from punishment into competition. This triggers Ike and Yamauchi immediately, proving the method works. Their reaction creates social pressure and excitement without Ayanokoji needing to argue or persuade anyone further.
He then targets Sudou last, not first. Sudou is given a choice in front of others, not a lecture. The reward is indirect, so Sudou can accept without openly admitting weakness. This preserves Sudou's pride while still pulling him back into the group.
As a result, the study group is saved. Horikita's plan becomes usable again, Kushida is fully involved, and Sudou agrees without Horikita apologizing or Ayanokoji revealing his real ability. The class moves forward, and Ayanokoji remains in the background while controlling the outcome.

[EE, EU, EP, Deductive Rsn, Inductive Rsn, ST. Planning, Strategy Forecast, Strategy Effect]

Ayanokoji observes the study group after it starts and does not interfere. He watches behavior changes instead of results. He notices that no one enjoys studying but everyone adjusts their actions to avoid expulsion. He tracks Sudou's motivation and confirms that the basketball goal is keeping him awake and compliant. This tells him the incentive method worked and does not need further adjustment. He analyzes the school system itself. He compares student ability with the expulsion rule and notices a contradiction. The school accepts students with weak academics but punishes them for failing academics. From this, he concludes the system is intentionally hostile and not designed to reward fairness or effort alone. This shifts his understanding of the school from neutral to manipulative.
He allows Horikita to take full control of the study process while he stays passive. This reinforces her leadership role and keeps attention off himself. He does not aim for perfect scores and frames success as survival. This stabilizes the group and avoids unnecessary pressure that could cause the group to break up.
During lunch, he lets Kushida control the interaction. He does not resist being pulled into the café and quietly observes the social environment. He gathers information about Kouenji's behavior, third-year influence, and how popularity works across grades. This expands his awareness beyond Class D.
He listens while Kushida probes him directly. He avoids choosing sides and maintains neutrality even when pushed. This prevents him from being locked into a faction and keeps Kushida uncertain. As a result, Kushida cannot fully trust him, but she also cannot act against him. The balance keeps him uninvolved while still central to future conflicts.

[EE, EF, Info Gathering, Observation, Critical Thk, Convergent Thk, Deductive Rsn, Anticipation, Decision-Making]

The moment Yamawaki claims Francis Bacon is not on the test, that statement outweighs everything else that happened in the confrontation. Ayanokoji notes that Yamawaki spoke with confidence, not bluffing bravado. That implies prior knowledge. He reconstructs the situation logically. Chabashira-sensei explicitly stated the Age of Discovery would be tested. Horikita recorded it. Yet a Class C student dismisses it outright. Either Yamawaki is lying to destabilize them, or Class C has access to privileged information. Given Ichinose's calm intervention and Yamawaki's immediate compliance, Ayanokoji leans toward the second explanation. Class C is informed, not reckless.
He then evaluates class power structures. Class D studies blindly, trusting official statements. Class C mocks from a position of certainty. Class B, represented by Ichinose, maintains order without escalating risk. This reveals three different survival strategies. Obedience, arrogance, and social control. Ayanokoji notes that only one of these prevents expulsion without burning bridges.
He observes Horikita's weakness here. Her logic is correct in isolation, same grade, same test, same evaluation. But this school does not operate in isolation. It operates on selective disclosure. Ayanokoji realizes the school rewards those who question premises, not those who

execute instructions perfectly. This is the first real crack in Horikita's belief that fairness governs the system. He deduces If the tests differ by class or by hidden conditions, then studying content alone is insufficient. The real exam is information acquisition. Knowledge of what will be tested matters more than mastery of the material itself. From this point onward, Ayanokoji understands that passing is not about studying harder. It is about knowing what game is being played before everyone else realizes there even is one.

[Cold Reading, Psycho-profiling, Info Gathering, Observation, Deductive Rsn, Convergent Thk, Holistic Thk, Judgement, Analysis, Mobility]

Ayanokoji fully confirms the school is hostile by design, not incompetent. First, Chabashira didn't "forget" anything. That excuse is trash. The topic change happened last Friday, meaning Class D studied the wrong material for almost a week while other classes clearly knew. That's not an accident, that's selective information control. If it was a real mistake, other teachers would react. Nobody did. That silence is the tell. The system allowed it. Second, notice how fast Chabashira shuts it down. No apology, no discussion, no correction beyond "here's the pages, deal with it." She even frames it like Horikita helped her, flipping blame and responsibility. That's psychological pressure. She's testing whether Class D obeys quietly or pushes back emotionally. Horikita chooses efficiency over protest, which is correct short-term but dangerous long-term. Third, Ayanokoji reads the meta-game. The real test isn't geography or history. It's who gets information early and who doesn't. Class C knew. Class B probably knew. Class D was left blind. That means the school rewards networking, influence, and leverage, not studying like a normal student. This confirms his earlier suspicion from the library scene. Fourth, Sudou's shift matters. Being cornered flips his mindset from resistance to commitment. Ayanokoji clocks this immediately. Stress created motivation. That's useful, but unstable. If morale breaks again, Sudou collapses again. So motivation alone isn't the solution. Structure is. Finally, the key line is Ayanokoji saying "something else is bothering me." That's him stepping beyond Horikita's frame. She's worried about time and material. He's worried about intent. Why Class D specifically? Why now? Who benefits? This is where Ayanokoji stops playing as a student and starts playing against the school itself.

[Inductive Rsn, Critical Thk, Abstract Thk]

He goes to the cafeteria pretending it's lunch, but he's not there to eat. He watches how students use the ticket machine and notices a third-year stuck on free meals. That instantly tells him this guy has no points and has failed before. Someone like that survives by understanding the system, not by being smart. That's why Ayanokoji picks him. The point trade isn't cheating at all. The school allows point transfers and never bans old tests. If it was illegal, it would be written clearly. The school wants students to exploit loopholes. Ayanokoji just does it calmly and without fear. The third-year doesn't act shocked either, which proves this kind of deal happens all the time. That alone tells you this is part of the system. The biggest proof comes from the mock exam. The hardest questions were impossible for first-years unless they had seen them before. That means the school reuses exams on purpose. Those questions weren't there to test ability. They were there to reward information access. This also explains why idiots like Sudou

even got admitted. They weren't mistakes. They were given a hidden escape route. The school never intended to expel everyone who's dumb. It is intended to filter who can adapt. Ayanokoji not showing the test right away is the real intelligence here. If the class gets the answers too early, they stop studying and get lazy. Then if the exam changes even a little, they're finished. He understands motivation better than academics. He keeps the answers as insurance, not as a solution. That's why this plan works. Releasing the test one day before is pure pressure control. Panic forces even bad students to memorize something. He's not trying to get perfect scores. He's trying to keep everyone from failing. That's the correct goal in this situation. Greed would get them expelled. And Kushida spreading the info instead of him is deliberate. She has trust, popularity, and no suspicion. He stays invisible and avoids attention.

[Observation, Decision-Making, Social Adaptability, Deductive Rsn, Info Gathering, Tactics, Risk Calc]

Ayanokoji waits until the very last day on purpose. By letting Kushida reveal the old test after school, he makes sure no one skips studying during the final stretch. The class feels relief, not laziness. That difference matters. Relief keeps effort alive. Laziness kills it. This is control through pacing.
Kushida is the perfect messenger. If Horikita announced this, people would doubt her. If Ayanokoji did it, people would get suspicious. Kushida has social credit. When she speaks, the class listens without fear. That's why morale shoots up instantly. The papers don't just give answers, they give hope. Hope is a weapon here. The reactions prove Ayanokoji's reading was correct. Yamauchi complains, Ike celebrates, Sudou relaxes. None of them stop caring completely. They feel safer. If they had known earlier, they would've mentally quit. Pressure kept them sharp. Release came only at the end. Horikita admitting she never thought of using old tests is important. She is smart in a clean, honest way.

[EU, ER, Planning]

Once the test starts, Ayanokoji immediately checks reality instead of celebrating. He doesn't rush to answer. He scans the room and confirms the overlap with the old exams. When he realizes the questions match, that's the quiet confirmation that the insurance paid off. The plan is working, but he still stays alert. What's important is that this isn't just Ayanokoji carrying. Horikita's teaching lines up perfectly with the test content. That means her logic-based studying wasn't wasted at all. Even without the old exams, the class would not have collapsed. This proves she's strong in prediction and fundamentals, while Ayanokoji covers risk. The math section highlights the system's cruelty. The hardest problems are reused, meaning understanding is optional if memory is strong. This benefits weaker students but also exposes how artificial the test really is. Passing isn't about intelligence, it's about knowing how the system recycles difficulty. The break is where the tension spikes. Everyone else is celebrating too early. Ike and Yamauchi are already mentally finished. Sudou, on the other hand, is the true risk factor. He didn't study English at all. This is the exact failure point Ayanokoji feared from the start. One weak link can still destroy the whole group. Horikita instantly switches from planner to emergency responder. She doesn't panic. She gives Sudou a simple, efficient instruction: focus

on high-point questions and short answers. No emotions, no comfort, just damage control. Kushida worries, but worrying doesn't fix anything.

[Planning Coverage, Planning Intricacies, Strategy Alignment, Strategy Control]

Ayanokouji's memory is effectively superhuman, but it's more than just rote memorization. In this scene, we see him applying what's often described as perfected memory, which is a combination of photographic recall, deep contextual understanding, and instant pattern recognition. When he first glimpses the exam questions, he doesn't need to read every problem in detail to know whether he already knows the answers. He immediately recognizes which problems are identical to the old tests he memorized, allowing him to predict the answers and calculate his chances of success. He memorized not only the content of the old test questions but also their structure, patterns, and types of answers. This means he has the entire exam essentially stored in his memory, including the more difficult problems that even some upperclassmen would struggle to solve. That level of recall extends across multiple subjects, from social studies to chemistry to mathematics, which shows his ability to handle large volumes of diverse information without fatigue. It also allows him to spot correlations between what Horikita drilled into the study group and what appears on the actual test, confirming the reliability of her predictions while simultaneously giving him confidence in applying his own memorized knowledge. The key point is that Ayanokouji doesn't just memorize blindly. He understands the context, the point distribution, and which problems are high-value. This allows him to work efficiently and strategically, answering all the questions quickly and accurately. By the time the break arrives, he's already processed enough of the exams to be confident in a near-perfect score. Compared to his classmates, especially someone like Sudou, who struggles with English, Ayanokouji's perfected memory functions like a safety net, he doesn't need last-minute cramming because the data is already fully internalized and accessible on demand. Essentially, he carries the entirety of the relevant exams in his mind, ready to retrieve and apply whenever necessary.

[Memory, WMI]

Ayanokoji immediately analyzed the situation with the exam. He didn't panic when Sudou's failing grade was announced. Instead, he calculated the numbers (3 seconds total) in his head, noting the passing score formula and comparing it to past tests. He observed Horikita's actions and quickly realized her strategy: she intentionally scored lower in English to manipulate the average so Sudou wouldn't be expelled. Every detail, from the red pen marking to the rounded numbers, was processed and stored in his memory instantly. He could recall previous test averages, the exact calculations, and how students' performances interacted with each other. Ayanokoji also memorized then numbers and was mentally running simulations of possible outcomes and seeing the logic behind each action. While the class panicked or cheered, he stayed calm, dissecting every move and motive, knowing exactly how each element affected the final result. He had memorized enough about the tests, the students, and their behaviors to

predict results, evaluate strategies, and spot hidden intentions without needing to write anything down.

[PSI, WMI, FRI, EP, Deductive Rsn, Divergent Thk, Associative Thk, Prediction, Observation, Data Analysis, Knowledge Application]

Ayanokoji quickly assessed the situation the moment he decided to intervene for Sudou. He noticed the unfair conditions, calculated the risk of approaching Chabashira-sensei, and weighed the possible outcomes of trying to save a single point for the test. In his mind, he was considering the logic of the school's rules, the point system, and the teacher's likely reactions. He understood that Sudou's failure wasn't just about effort but about the rigid system and small margins, so he decided to act strategically rather than emotionally. Ayanokoji realized he could "buy" a point, which was unconventional but allowed by the school's rules, and he calculated the combined cost with Horikita to maximize their effectiveness. At every step, he thought about efficiency and the consequences, knowing exactly what would happen if he tried or failed. His thoughts weren't about Sudou personally; they were about analyzing the rules, exploiting loopholes, and controlling the situation so the final outcome favored the intended result. He anticipated reactions, measured risks, and executed a precise, calculated plan while keeping a calm demeanor.

[PSI, WMI, Fluid Intel, Observation, Info Gathering, Perception, Anticipation, Critical Thk]

Ayanokoji stays calm and distant during the celebration. While everyone else is happy and loud, he watches the group and thinks about what really happened. He knows the class barely survived and that luck played a role. In his head, this was not a victory but a narrow escape. He understands that if things stay the same, Class D will fail again later. He does not say this out loud, but he already sees the next problem coming.
When people talk about points and Class A, Ayanokoji listens more than he speaks. He notices Kushida trying to unite everyone and Horikita pushing for results, not comfort. He understands both sides. He knows studying alone will never be enough to beat the higher classes. The system rewards more than test scores, and he is already thinking about how the rules can be bent again. Ayanokoji also watches Horikita closely. He sees that she has changed and that she truly wants to climb to Class A. He recognizes her determination and her logic, but he also knows she cannot do it alone. In his thoughts, he accepts that he will have to stay involved, even if he pretends to be average. He does not reject the idea of helping the class, but he does not commit openly either.
By the end, Ayanokoji accepts the situation as it is. He does not feel hope or fear, only readiness. He believes things will move forward whether he pushes or not, but if needed, he will act again. His final thought about wanting to see Horikita smile shows that, despite his cold logic, he is slowly choosing to stay connected to the class instead of remaining completely detached.

[EU, EP, Tactics, Planning Prep Process, Observation, Cold Reading, Psycho-profiling, Critical Thk, Social Adaptability, Prediction]

FALSE PERSONA

Ayanokoji's false persona is a concrete usage of EQ for active tasks. He created this persona at the beginning of the novel, where he was able to cry, laugh, smile, and do things he had never done before. This false persona was a massive self-conscious and semi-independent act that allowed him to integrate into advanced nurturing high school and maintain a low profile as he wished. An example of this is his visible sweating due to self-induced stress when Kushida took his hand and placed it on her breast as a means of blackmail. This unique ability to regulate his emotions and generate tension deliberately for his own purposes.

Ayanokoji's ability to regulate his emotions by his desire is evident not only in his ridiculous composure, which remains unbroken even when faced with immense pain (such as what he suffered in the White Room or his injuries in advanced high school, like the stab from Hosen) but also through his capacity to freely regulate his emotions within his self-created persona at the beginning of his time in advanced high school.

Ayanokoji's "fake emotions" are part of the false persona he intentionally cultivated at the start of the novel. This persona allowed him to appear as if he could cry, laugh, and smile, things he had never genuinely done before.

He used this act to:

Integrate into Advanced Nurturing High School as he desired.

Maintain a low profile, effectively controlling how others perceive him.

An example demonstrating this control is when he visibly sweated due to self-induced stress when Kushida attempted to blackmail him by placing his hand on her breast. This showcased his unique ability to deliberately generate tension and regulate his emotions at will for his own personal purposes and goals.

[Interpersonal EE, EF, ER, Acting Skills]

The key point is that he already understood emotions long before he ever showed them. In the White Room, he was forced to observe emotions as systems, not as comforts. Crying, fear, stress, joy, relief were never things he relied on, but things he watched happen to others and to himself under pressure. That gave him a massive advantage. He learned what emotions look like, what causes them, how people expect them to appear, and how others react to them. The first step was deciding the goal of the persona. He did not want dominance, praise, or leadership. He wanted invisibility without isolation. That requires appearing normal, slightly awkward, slightly passive, emotionally readable, and non-threatening. A person with no reactions attracts suspicion. A person with too much charisma attracts attention. So he chose

the safest possible emotional profile. Mild, hesitant, polite, occasionally confused, capable of stress. This profile mirrors the statistical average of a teenage boy. That choice alone shows intent. He did not copy a confident student. He copied a forgettable one. The second step was emotion simulation, not emotion fabrication. This is important. He was not forcing himself to feel fear or embarrassment in the usual sense. He was triggering physical and behavioral responses tied to those emotions. Sweating, shallow breathing, hesitation, lowered voice, awkward pauses. These are things the body can do even if the mind is calm. Because of his extreme body control and awareness, he could induce these responses on command. When Kushida grabbed his hand and forced it onto her chest, he did not panic. He recognized the social meaning of the act, calculated the expected reaction, and then generated stress signals manually. The third step was consistency over time. A false persona fails if it breaks under repetition. Ayanokoji solved this by making the persona semi-automatic. He did not improvise reactions every time. He set rules for himself. When addressed suddenly, pause before answering. When confronted socially, show confusion before logic. When praised, deflect. When insulted, show mild discomfort but no retaliation. These rules created a stable emotional pattern. Others stopped analyzing him because he behaved predictably. He did not fake everything. He chose a narrow band of emotions and stayed inside it. Small smiles, light embarrassment, mild concern. No rage. No deep sadness. No overwhelming joy. This mattered because extreme emotions invite questions. By staying within a safe emotional window, he avoided moments where people would probe deeper. This also reduced cognitive load. He did not need to remember complex lies about how he felt.

The reason he was never surprised by outcomes is because the persona was built from predictive understanding, not trial and error. He already knew how people react to kindness, awkwardness, fear, and passivity. He had watched it his entire life from the outside. ANHS was not a new social world to him. It was a controlled experiment where he already understood the variables. The false persona was simply the interface he chose to interact with that system.

[EE, EU]

STATEMENTS/NARRATIVE

- Manabu says Ayanokoji is a “different kind of student” whose intellect and skill surpasses normal limits.

- Chabashira-sensei acknowledges he is capable of obtaining old test problems and distributing them strategically.

- Horikita notes he can manipulate situations without seeking credit, like letting Kushida get recognition for actions he orchestrated.

- Chabashira-sensei laughs and calls him talented and capable of actions beyond what many would consider.

- Horikita calls him “disagreeable” because he intentionally lowers his scores yet still outperforms expectations.

- Other students recognize he has an almost invisible influence on group dynamics and outcomes.

- In the White Room, instructors and peers consider him capable of mastering any skill if he applied himself.

- Characters describe him as calm, calculating, and able to see through others’ intentions immediately.

- Manabu comments that his abilities could theoretically allow him to reach the very top of the school hierarchy.

- Chabashira-sensei remarks that he is bold and willing to take unconventional approaches that no one else would attempt.