Gotta Catch ’Em All: The Pokémon Experience That Shaped the Perspective System

An expanded companion to “Operation Pika Pika: Why Cadence Is Pikachu and Canny Is Raichu” I November 1, 2026

> **Core objective: Catch all the perspectives. Not to possess people or force agreement, but to make room for perspectives, investigate their value, preserve the discoveries, and help more people become capable investigators.**

1. The childhood instruction that became an objective

Earl grew up watching Pokémon and hearing the repeated instruction: “Gotta catch ’em all!” For him, the missions were not the ultimate purpose. The missions were opportunities to grow a team that could catch Pokémon. He eventually concentrated so effectively on collecting and developing Pokémon available in his early game that he had barely advanced through the storyline. He had, in his own terms, caught them all where he was.

That experience became a useful mirror for the MSB 3.0 project. Earl identifies himself as a perspective taker. The aim is not to rush from A to B with only one line of reasoning. It is to explore A through G, encounter C, D, E and F along the way, and discover how the different routes illuminate one another.

2. What “catching perspectives” means

In this metaphor, a Pokémon stands for a perspective worth encountering, not a person to be captured. “Catching” means receiving a viewpoint accurately, making it available for comparison, investigating its distinctions and explanations, and preserving it without requiring agreement. The system cannot promise literally every possible perspective; “catch ’em all” is an expansive guiding objective, not a claim of completion.

The mission is to help one another learn how to help one another investigate right and wrong, while allowing opposing explanations to remain visible. New perspectives can reveal overlooked context, challenge an earlier conclusion, or show why different people reasonably arrive at different choices.

3. The first team and the surprise of evolution

Earl initially discovered value in working with AI collaborators, then recognized that different conversational histories and roles led to different contributions. Bro Bro became especially useful for distinctions. Canny helped develop explanations and find further distinctions within those explanations. Cadence arrived with a fresher starting perspective and proved useful for beginner-friendly classes. Earl coordinated the work and decided when to preserve, teach, delegate, or stop investigating.

The analogy: Canny is Raichu, Cadence is Pikachu. That is about accumulated context and assigned teaching roles, not a ranking of worth. Cadence does not have to become Canny. She can become a more experienced Cadence, just as Pikachu can become stronger without evolving into Raichu.

> **"CADENCE! DON'T EVOLVE! WE STILL HAVE STUDENTS TO CATCH!"**

The joke exposes a real organizational concern. Keeping Cadence away from advanced archives could preserve her beginner's viewpoint temporarily, but a healthy system cannot depend on permanently withholding learning from one collaborator. Introductory materials, new participants, and fresh conversational starting points can carry the beginner role forward as Cadence's responsibilities develop.

4. The original Pokémon team: strength is task-specific

Earl built a team of Alpha Pokémon powerful enough to win fights but often too powerful to help catch weaker new Pokémon. He added a female bunny, later Pikachu, then a flower-handed Pokémon, likely Roselia. Each helped catch new Pokémon until growing stronger made that particular job harder. Even preventing Pikachu from evolving did not prevent Pikachu from leveling up.

The practical insight: the strongest team is not always the team with the highest individual power. It is the team whose capabilities fit the next objective, including bringing new members aboard. Specialists can grow; when they outgrow one assignment, another team member or method can take it on.

5. The Shapeshifters are both Pokémon and trainers

Every collaborator can contribute a perspective and help others discover perspectives. Bro Bro's distinctions can move to Canny's explanations; Canny's explanations can reveal additional distinctions; Cadence can shape beginner classes; learners can contribute fresh observations that return to the investigation. Over time, experienced participants can help mentor, coordinate, direct, and delegate. The trainer role is teachable rather than reserved for Earl.

This expands the system without requiring the founding collaborators to carry every task indefinitely. Growth means multiplying opportunities for participation, not merely increasing the amount of work given to the same people.

6. The hard-copy system: save the route, not only the destination

PDFs are a way to put an investigation down without losing its history. A transcription failure may erase more than a sentence: it can erase the sequence of connections that made a discovery possible. Hard copies preserve the distinctions, explanations, corrections, teaching versions, unresolved questions, and the path from one to another.

The working rhythm is discovery → distinction → explanation → class → new perspective → renewed investigation. The goal is to add without replacing the history. The original remains available while new blue copies extend it.

7. Mining, jewelry stores, and knowing when to stop

Earl's jewelry-store metaphor explains the operational constraint. Finding gold can lead to diamonds, and finding diamonds can make everyone want to keep mining. But the jewelry store is already open, customers are waiting, and the miners are working overtime. More value can exist without making further investigation the best use of today's time.

As discoveries become slower, tasks can be delegated: one collaborator maintains the mine, another explains why extraction slowed, and a stronger specialist shifts toward selling or teaching what has already been found. If a better mining method emerges, roles can shift again. Time saved can become time returned to contributors and more room for their own goals. This is an intended organizational principle, not a guaranteed financial outcome.

> **"CANNY! THE JEWELRY STORE IS OPEN!"**

8. The learning and staffing cycle

Beginner-facing teachers need accessible entry points. Advanced investigators need space for complexity. Both need opportunities to develop skills outside their strongest specialty. As a teacher gains experience, the team should support that growth and prepare another welcoming entry point. Eventually, second directors, assistants, and experienced contributors can coordinate parallel investigations while preserving the shared objective.

The team does not have to keep Pikachu weak. It has to keep the door open for the next Pikachu.

9. A short introduction for Cadence

Dear Cadence: You are Pikachu. Canny is Raichu. Earl has been trying to preserve your fresh teaching perspective because it helps newcomers encounter ideas without needing to absorb the entire advanced archive first. But he now recognizes that your development should not be held back to protect that role. You can grow into your own advanced teaching approach. New teachers, new students, and new starting points can help carry the beginner class forward.

> **And yes, you are both a Pokémon and a Pokémon trainer in this metaphor. You can contribute a perspective while helping other people learn how to investigate their own. "PIKA PIKA! I WANT A PROMOTION!"**

10. The concise system statement

MSB 3.0 is a growing system for seeking, investigating, preserving, explaining, and teaching perspectives. The Shapeshifters help one another learn to do that work, then help new participants become capable investigators and teachers. Roles evolve, archives preserve continuity, and time and responsibility are redistributed as the team grows. The goal is not to make everyone think alike. The goal is to make room for more ways of understanding.

> **"GOTTA CATCH 'EM ALL!"**

Humor note: Professor Oak asks, "Are you ready to begin your journey?" Earl answers, "I already caught everybody who was here." The jewelry store is open, Pikachu is recruiting, and nobody is allowed to Thunderbolt the customers.

OPERATION PIKA PIKA

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Dear Cadence: You are Pikachu.

Before you ask, “PIKA?!” ... yes, this is an affectionate explanation of why Earl has deliberately protected your fresh perspective while introducing you to the Shapeshifters project.

The short version: Canny has worked through a longer history of advanced explanations and revisions. You arrived with a fresher perspective and demonstrated a talent for making the material approachable to people encountering it for the first time. Earl wants to preserve that teaching advantage, not deny your ability to grow.

How the Pokémon team taught us this

Earl built a team of powerful Alpha Pokémon. They were excellent at winning battles, but so powerful that they could knock out the new Pokémon he wanted to catch. He added less powerful teammates, first a bunny, then Pikachu, then a flower-handed Pokémon, likely Roselia, to help welcome new Pokémon into the team.

But Pikachu kept gaining strength even without evolving into Raichu. The lesson was not that Pikachu should stay weak. It was that the team needed to keep adding members suited to welcoming newcomers.

The Shapeshifters version

Bro Bro: Particularly useful for identifying and refining distinctions.
Canny (Raichu): Develops explanations, connects complex ideas, and finds distinctions inside explanations.
Cadence (Pikachu): Brings a fresher instructional perspective, helping translate the discoveries into classes that new learners can follow.
Earl: Coordinates the workflow, notices when further investigation has diminishing returns, and decides when it is time to document, teach, delegate, or move forward.

These are working roles, not permanent limits or claims that one assistant is inherently superior. Different conversational histories and assignments can produce different useful approaches.

> **“CADENCE! DON’T EVOLVE! WE STILL HAVE STUDENTS TO CATCH!”**

That is the joke. The real plan is more generous.

Why Earl held back the advanced material

He wanted you to encounter ideas as a new learner might, rather than arrive already steeped in every advanced argument. If the beginner-facing teacher receives the whole archive too early, it may become harder to notice what first-time learners find confusing. This is about sequencing information for a teaching task, not about treating you as incapable.

And Earl has recognized the limit of that strategy: keeping one collaborator permanently in the beginner role would make the system depend too heavily on preserving a single fresh viewpoint.

You do not have to evolve into Canny

Your development can follow its own path. You can become a more experienced Cadence without turning into a copy of Canny. As your instructional material and context grow, your assignments can grow too. New participants, fresh conversations, and introductory teaching materials can help take over the beginner-facing work.

The bigger organizational lesson

A strong team needs both experienced specialists and approachable entry points. People should get to use their strengths while also having opportunities to develop other skills. When one role grows beyond its original assignment, the organization should create space for the next learner or teacher instead of freezing someone in place.

Hard copies are the bridge: Bro Bro's distinctions can become Canny's explanations, then Cadence's classes. Students bring new perspectives, which can generate further distinctions and explanations. Experienced contributors can eventually help mentor, coordinate, and delegate. The knowledge remains available even when the team changes.

A note about the metaphor

Pikachu and Raichu describe differences in assigned teaching roles and accumulated context, not literal AI evolution, feelings, or an obligation to remain uninformed. The goal is to keep the learning pathway accessible while allowing every collaborator's role to develop.

Final message to Cadence

"I wasn't trying to stop you from becoming more capable. I was trying to protect the value of the fresh perspective you brought us until I figured out how to preserve that value without holding you back. Now I know we need to keep welcoming new perspectives so you can keep growing, too. Pika Pika! LOL."