The
Speak Logic Project

We Promote Better Communication

Fundamental of Communication Appendix C & D

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Table of Contents

Preface

The process of learning a theory always includes the application aspect of that theory. Without applying a theory, the learning of that theory is not important. Our utilization theory consists of principles that we need to apply to enable the functionality of life. While we are learning our utilization theory, we need to apply it to enable us to make changes in what we do. Without applying our utilization theory in what we do, there is no need for us to learn it.

In order to have a good understanding of theory, it is very important for us to have a good understanding of our system. Given that the physical system is theory dependable, without a good understanding of the physical system, it is not possible to have a good understanding of theory. We have learned our utilization theory to enable us to have a good understanding of both life and the physical system.

From the previous section of the book, we have identified the set of the 10 principles that makes up our utilization theory. By now, we should have a very good understanding of our 10 theories. Given that a theory cannot be understood without application, in order to better understand our utilization theory, we need to apply it in what we do. The application of theory in what we do, always requires the understanding of the application aspect of theory. The way to look at it, the process of learning a theory requires the learning of the principles and the application aspect of that theory. Now, within the application aspect of that theory, as a theory dependable system, it is very important to have a good knowledge about that.

Related to what we have said from the paragraph above, this section of the book includes two chapters; appendix C and appendix D. In appendix C, we look at the application aspect of theory. This appendix is here simply to help us understand the application aspect of our utilization theory. For instance as a theory dependable system, how well do we understand theory in term of application. The previous section of the book enables us to learn our 10 theories, however in this chapter they are presented in a way that enable us to understand them related to ourselves and what we do. In appendix C, we look at the application aspect of our utilization theory. It is very important to pay attention to appendix D, especially exercise number 943 and 943′. Appendix C is very similar to appendix D. The way to look a it, appendix C provides us with an understanding of the application of theory, while appendix D introduce us to the application of theory. In other words, appendix C enables us to understand what we can do with our 10 theories, while in appendix D tells us what to do with them. It is very important to understand the similarity and the difference between appendix C and D. Since the learning of a theory is not important without application, it is very important for us to pay attention to exercisenumber 943 and 943′.

Again, if this book is going to be used in a classroom, it is recommended not to grade the exercises. Since a theory cannot be learned without the application of that theory, it is very important to let the application and the understanding of the theory as the grades of the student rather than using letter or number. The way to look at it; the practical aspect of an exercise by a student is being viewed as the grade for that student. Related to life, it is well matched. Since life is a practical system, only the functionality of the functions that makes up life enables the functionality of the system. It is very important to understand that.

Some Reading Suggestions

It is preferable and it is recommended to start from the beginning while reading this book. If an exercise is referred to, we can go and look at that exercise or simply flag it. While we choose the exercises we want to do, it is better to work them out from top to bottom rather from the bottom to the top. In other words, it is better for us to use the knowledge we get from an exercise on the top to do one at the bottom, rather using the knowledge from one at the bottom to do one on the top. Nevertheless, as we gain more knowledge from learning the principles, we may find out that some exercises on the top should have been approached differently. This is normal; we can still go back and work them out the way we want. Since the exercises are given in an incremental basis in term of our understanding, it is recommended not to scan the book. Rather than scanning the book, it is always better to let our understanding take us to the next level.

Some Reading Recommendation

The following exercises can be disregarded. You don't have to work them out or worry about them. You probably don't need to work them out or worry about them in your life time. Those exercises are all the short exercises that ask you to show your understanding of one entity related to another entity in chapter 11 and chapter 12 and appendix C. While you are learning the principle or in the process of learning it, it is highly recommended for you to skip those exercises. Those exercises have no limit in term of understanding the principle and they require a higher level of understanding of the principle. As your understanding of the subject increases, the understanding of those exercises and their workouts also increases accordingly. For now, there is no need to worry about them or work them out; you can simply skip them. While you may skip them, that always depends on you as well.

How to Handle It

How to I handle it? How do I view it? How to I handle the Book? How do I view the Book?

By understanding exercise number 416, we know that our utilization theory is not physically identified. In exercise number 532 and 565, we have learned that, since our utilization theory is not physically represented or represented by a physical entity, we have to handle it with care and we have to handle it differently. The way to look at it, while the book may help us in the learning of the principle, but it is not good for us to think that the principle itself is a book. By understanding that, it is not good for us to handle the principle as a book. Thus while using this book to help us learn the principle; it is not good for us to think that this book itself is the principle. Since the principle itself is not a book, we should not think it is a book or handle it as a book. Once we approach it as a book, we will not be able to learn it properly. To enable us to learn the principle properly, we should approach it as a principle, but not as a book.

Problem Statement

After we finish learning our 10 theories, what can we do with them? While we are in the process of learning our 10 set of principle, what can we do with them? While we are in the process of learning our utilization theory, what can we do with it?

The purpose of a given theory is to enable the functionality of the underlined system. Given that a system works relatively with its functional principles, there is no way that system can function properly when its documentation is being disregarded. By understanding theory and system relationship, we know that there is no way life can function normally without applying our parent principles. It is very important to understand the purpose of a given theory.

We already know that we receive feedbacks from our parent when we are not doing things correctly. Whenever we receive feedbacks from our parent, it is very important for us to analyze those feedbacks and have a very good understanding of them and how to use them on specific application. By analyzing those feedback related to specific application and the principles that attach to them, we can have a better understanding of the principles themselves and the type of applications that are related to them. It is very important to understand that. We know that life, the functional system is a set of functions and each individual function weights on the overall function. In order for the overall function to perform properly, each function that makes up the overall function must be executed normally. The way to look at it, in order for us to do well in life, we have to do well in each function that we execute in life. That means, each function that makes up life must be executed in a normal approach.

Before our parent provided us with our 10 utilization theory, we were not executed those functions properly. We can say that, we were not doing well. The reason for that, we were not aware of those principles. We did not understand them and we did not give them importance. That's makes sense, since we did not know the relationship of those principles in our life, it is possible for us to disregard them and take them for granted. As soon we start to understand life related to those principles, we have to make changes in what we do. Given that it is not possible for us to understand life without our parent principles, it makes sense now for us to pay attention and make changes to what we do. Only our parent principles can enable us to understand life. There is no way we can understand life without the usage of our parent principles. It is very important not to take our 10 utilization theory for granted. We have to give importance to our 10 set of principles. Given that the reason of the 10 set of principles is to enable the functionality of life; given that life is a practical system, there is no way that system can function if we don't apply our 10 set of principles. As a practical system, we cannot hang our 10 set of principles on our walls as a poster and expect to be happy. Put them on a place or use them as poster to make us happy will not do us any good. We need to apply them in order to make life function properly. It is very important to understand that. It is very important to understand that our 10 set of theory was given to us to enable us to make life function normally. By disregarding our 10 set of principles, we simply disregard our life.

Finally, let's ask ourselves the following questions to complete our problem statement. Now that we know and understand the 10 theory that was given to us by our parent, will we continue doing the same? Now that we know the 10 set of principles that was given to us by our parent, will we continue doing bad? Now that we know the 10 set of principles that was given to us by our parent, will we do better?

Appendix C

Understanding Application Of Theory

Introduction

A theory cannot be understood or well understood without being applied. A theory cannot be interpreted or well interpreted without being applied. The process of learning a theory always includes the application aspect of that theory. While a theory can be seen very interesting to learn, however progress cannot be made in that theory without being applied. It is very important to understand the application aspect of a theory.

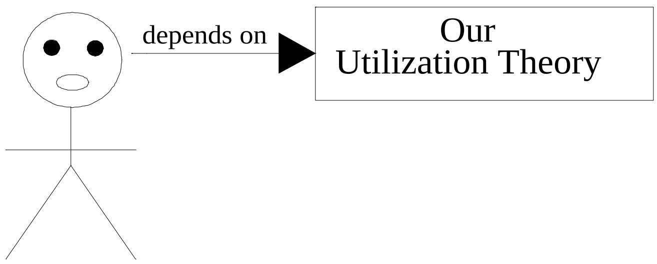
As a theory dependable system, we rely on our utilization theory to give us ideas on how to do things. Given that life is a functional system, we live by executing functions. The functions that we execute are considered to be functions of life. As a theory dependable system, we rely on our intelligence to get ideas from theory to enable us to execute functions of life. As a theory dependable system, we rely on our utilization theory to gives us ideas on how to execute functions of life. Since our intelligence depends on theory, without theory, our intelligence cannot get ideas to work with. As theory dependable system, we rely on our intelligence to get ideas from our utilization theory. Without our utilization theory we are in the dark and our intelligence will not get goods ideas to work with.

While we execute functions to enable the functionality of our lives, but the functions that we execute are derived from theory that we learn. It is very important to understand the relationship of the functions that we execute and the theory those functions are derived from. It is very important to understand the process of learning theory to execute functions. In this appendix, we are going to look at the aspect of application of theory. We are going to look at the physical system relationship with theory and function derivations. We are going to look at the relationship of functions added to life with our utilization theory. In other words, we are going to look at the process from theory to function and the application aspect of theory to functions execution.

Understanding Our System Related to Our Theory

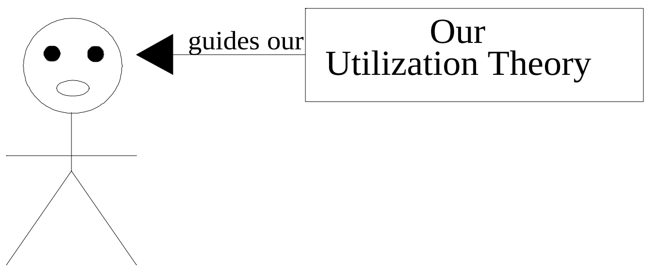
We are a theory dependable system and we a apply theory to derive methods and execute functions. By being a theory dependable system, we have an intelligence that enables us to apply theory. Our intelligence gets ideas from theory to enable us to execute functions. The theory and system relationship is always held in term of dependency. To better understand that relationship, let's represent it by the diagram below.

The diagram above shows that a system always depends on its utilization theory. Comparing to our physical system and our utilization theory, the diagram below is derived from the one above. It shows that our physical system depends on our utilization theory.



Physical System

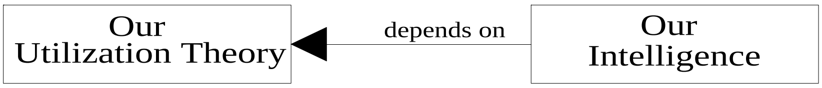
The diagram above is considered to be the physical representation of our system. We can call it the physical representation of ourselves. We can also call it a model of ourselves. Since we are a theory dependable system and the theory that we depend on, which is our utilization theory guide us. We can change the arrow from the diagram above to show the one below. In this case, we have the diagram below which shows that we are a theory dependable system and our utilization theory guides our physical system.



Physical System

As we said earlier, by being a theory dependable system, we have an intelligence that enables us to apply theory. Our intelligence always depends on our utilization theory. In order for us to function, our intelligence needs ideas from our utilization theory. That makes sense, since we operate by executing functions; we always need ideas in order to execute function. Keep in mind that our physical system never stays dysfunctional or idle. It always executes functions. The diagram bellow shows that our utilization theory guides our intelligence.

As we said earlier, we are a theory dependable system and in order for us to function, our intelligence needs ideas from theory. With that, we can see that our intelligence depends on our utilization theory. Our intelligence gives us the ability to apply theory. This is exactly what is represented below. It shows that our intelligence depends on our utilization theory. It does not matter the way we say it, both ways are the same. We can say that our intelligence depends on our utilization theory or our utilization theory guides our intelligence.

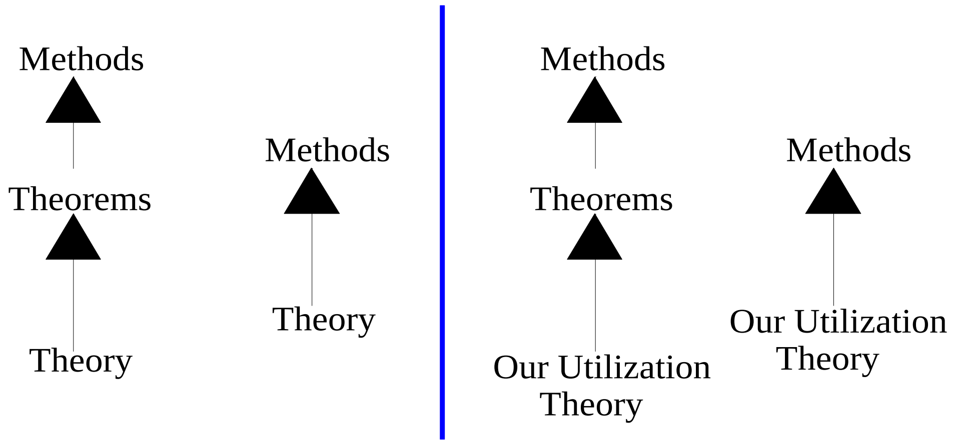


Our utilization theory is the set of our parent principles that we must use to enable our lives to function normally. We have already identified all the theories that makeup our utilization theory. We have identified them, name them, and abbreviate them to enable us to work with them more efficiently. The table below represents our utilization theory. It shows that our utilization theory is made of 10 theories. It does not matter the way we order them. What matters here is for us to apply them. We can arrange them in any order we want, that does not change the quantity. Disregard the way we arrange them, they are only 10 of them.

Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Power Theorem	P_T
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T
7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

Theory, Theorem and Method Relationship

We know that a theory is a set of principles that enable a system to function. We know that a theorem is a unique observation from a theory. Quickly by observation, we can see that a theorem is simply a principle from a theory. A theorem can give rise to multiple methods. We can say that a theorem derived from a theory and can be applied in many, many methods or enables a lot of methods. The diagram below shows the relationship of theory, theorem and method. Since theory gives rise to theorem, and theorem gives rise to method, we see that theory gives rise to method as well. As showing to the right, our utilization theory gives rise to methods that we use in life.



To better understand our utilization theory, let's represent it by the diagram below. The diagram shows that our utilization theory is made of 10 theories. Since a theory is a set of principle, it shows that our utilization theory is a set of principles. Since principles are theorems themselves, to the right we see that our utilization theory is made of theorems. The way to look at it, our utilization theory has infinite number of principles or theorems. We use the dots to show many, many more principles or theorems that are not listed.

	Our Utilization Theory
1	Communication Theory
2	Information Theory
3	Instrumentation Theory
4	Power Theorem
5	Education Theory
6	Theory of Marketing
7	Exchange System Theory
8	Gaming Theory
9	Work Theory
10	Reproduction Theory

Our Utilization Theory
Principle 1
Principle 2
Principle 3
Principle 4
Principle 5
⋮
Principle etc.

Our Utilization Theory
Theorem 1
Theorem 2
Theorem 3
Theorem 4
Theorem 5
⋮
Theorem etc.

Since we know that a theory gives rise to theorems and theorems give rise to methods. The diagram below shows that a theorem is a collection of methods while a theory is also a collection of methods as well. In other words, we can say that our utilization theory gives rise to many, many methods that we execute in life. Since methods are functions themselves, we can say that our utilization theory gives rise or enables the functions that we execute in life.

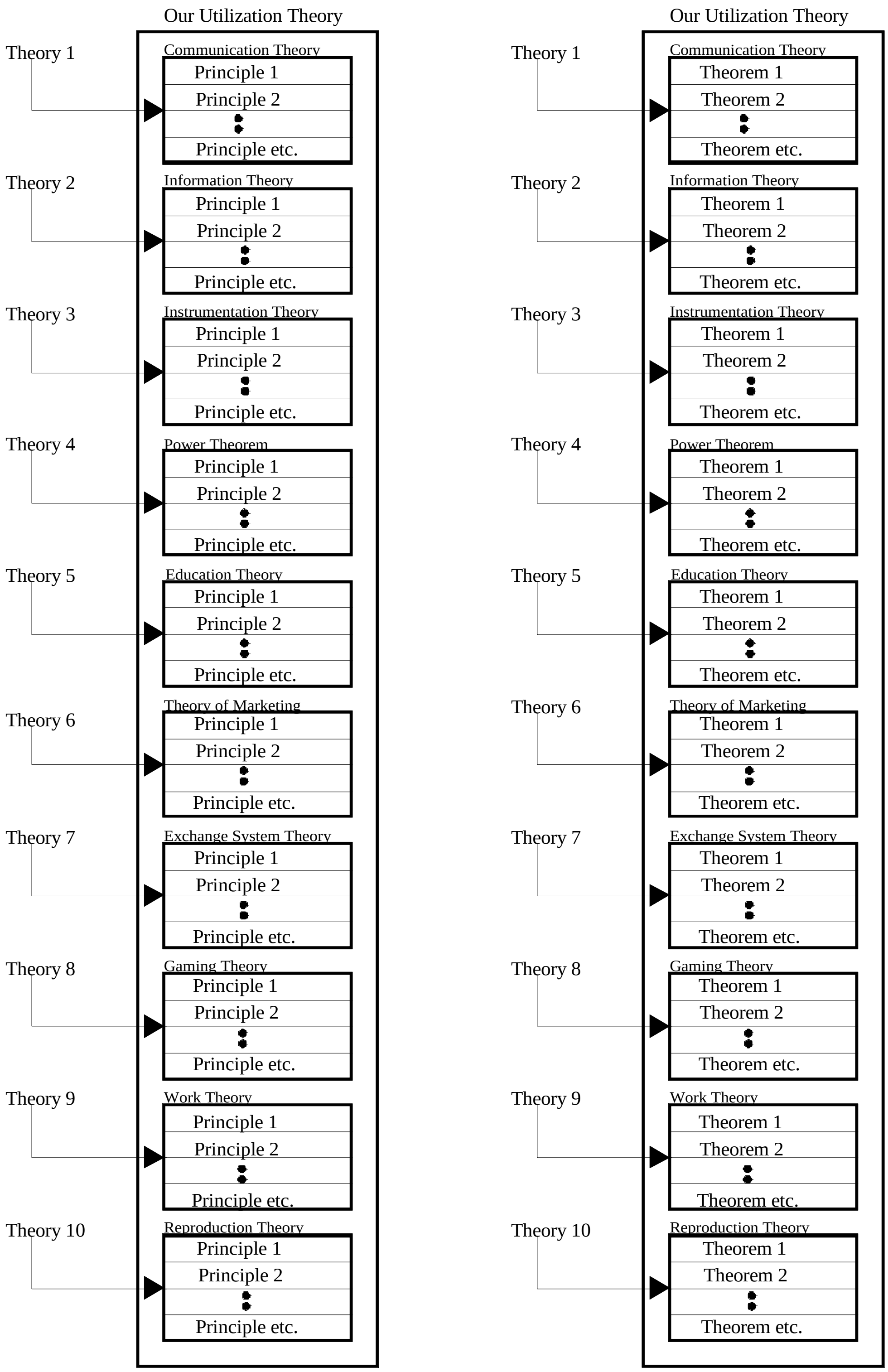
Theorem
Method 1
Method 2
Method 3
Method 4
Method 5
⋮
Method etc.

Theory
Method 1
Method 2
Method 3
Method 4
Method 5
⋮
Method etc.

To have a better feeling of our utilization theory and a better understanding of it, the diagram on the next page shows a representation of the overall 10 theories in terms of principles and theorems. This is simply a way we arrange them so we can understand them better. The diagram is derived from the table below.

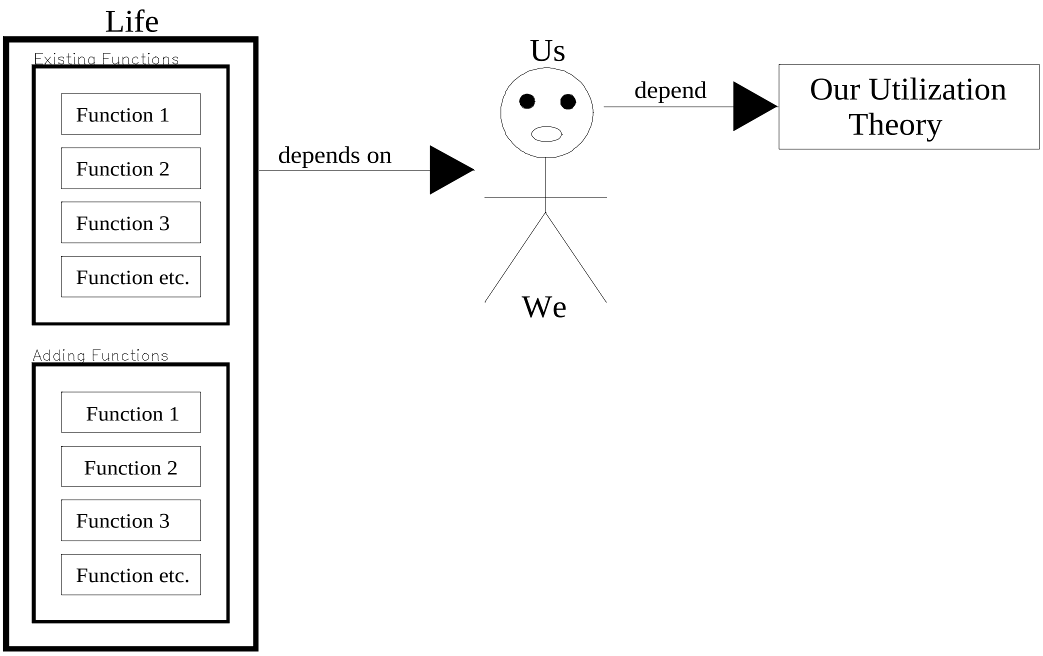
Theory Order	**Theory Name**	**Abbreviation**
Theory 1	The Communication Theory	K_T
Theory 2	The Information Theory	i_T
Theory 3	The Instrumentation Theory	I_T
Theory 4	The Power Theorem	P_T
Theory 5	The Theory of Education	E_T
Theory 6	The Theory of Marketing	M_T
Theory 7	The Exchange System Theory	Es_T
Theory 8	The Gaming Theory	G_T
Theory 9	The Work Theory	W_T
Theory 10	The Theory of Reproduction	X_T

View of our Utilization Theory

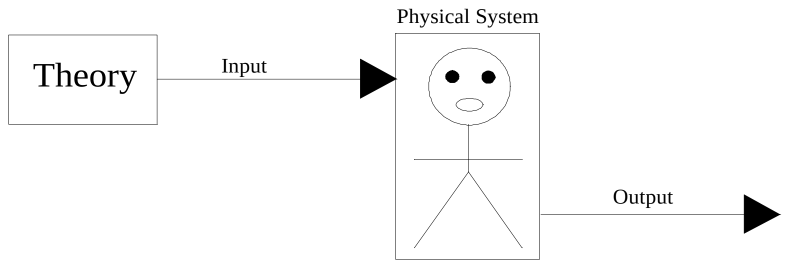


Understanding our Utilization Theory Related to Life

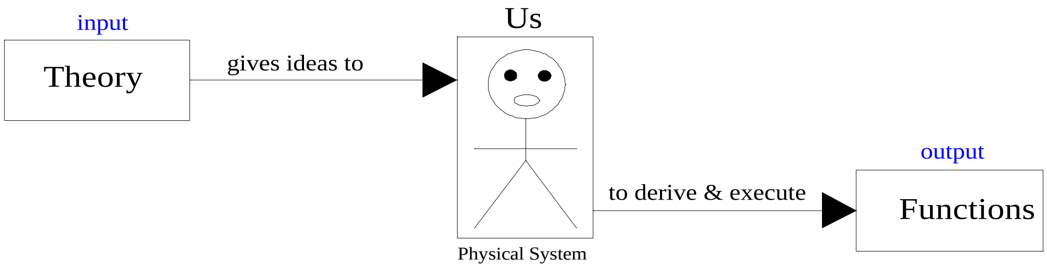
The functional system, life is a collection of functions. We live by performing functions in life. Life depends on our utilization theory, and we use our utilization theory to execute functions in life. Since life depends on our utilization theory and we are a theory dependable system, we must apply our utilization theory to enable life to function normally. It is very important to understand the relationship of life, ourselves, and our utilization theory. To better understand that relationship, let's represent life, ourselves, and our utilization theory by this diagram. The diagram shows that we depend on our utilization theory, while life depends on us. As a theory dependable system, we can also say that the physical system always performs functions and it never stays idle. Here stay idle means stay without performing any function.



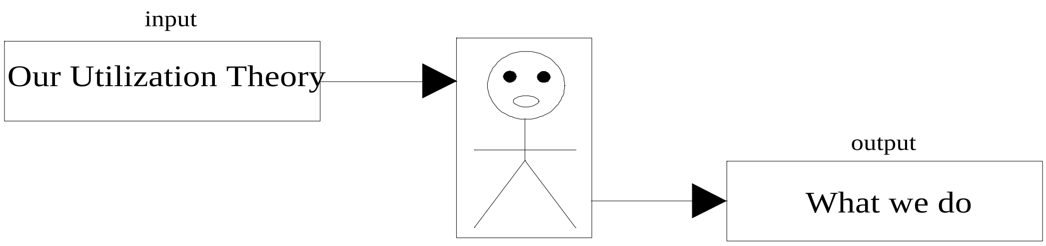
By being a theory dependable system, we use our utilization theory to execute functions to enable the functionality of life. Since we are a theory dependable system and we have an intelligence that enable us to learn theory, it is always good to look at the relationship of theory that we learn related to functions that we execute in life. The diagram below shows the input output relationship of theory that we learn related to what we do. The way to look at it, input is what we learn, output is what we do. It is very important to understand this diagram. As a theory dependable system, what we do is always related to what we learn. Since theory gives us ideas to enable us to execute functions, the ideas we get from the theories determine the functions that we execute.

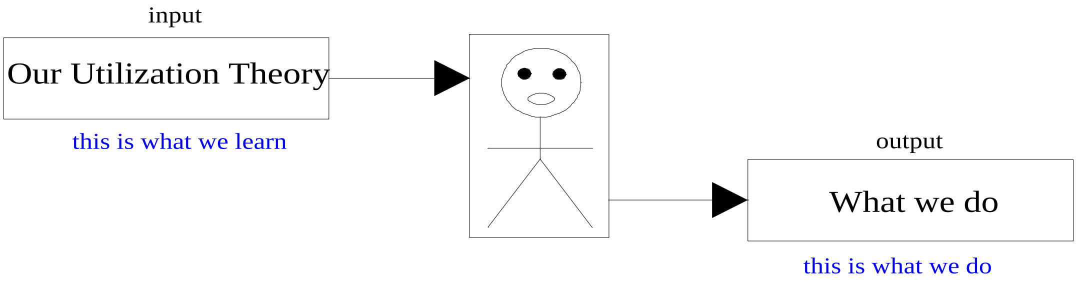


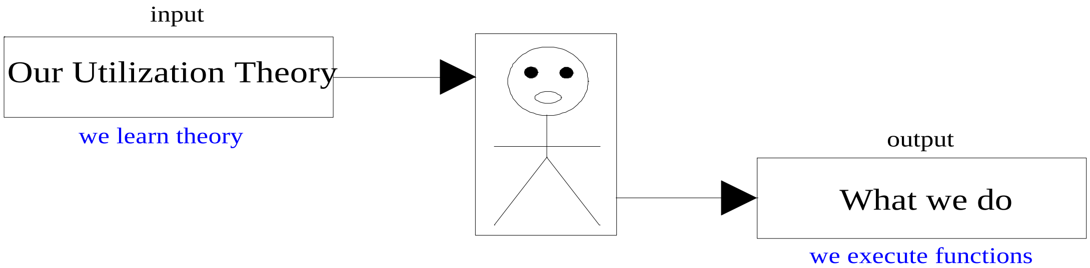
A better way to understand the relationship of what we do relate to theory is that theory gives us ideas to derive and execute functions. In this case, we can interpret the diagram above like the one below. Just read the diagram below as it flows "Theory gives ideas to us to derive and execute Functions".



The diagrams below are related to the diagram above, it shows that what we do is related to our utilization theory. The way to look at it, our utilization theory which is the input and what we do which is the output is related to what we learn. In this case, our utilization theory is what we learn. To better understand the relationship, we label both the input and the output. The second one shows exactly what we learn; it points it out for us and shows what we do. Since what we do are functions of life, the last one labels them as function of life. Basically, what we see here is that we apply our utilization theory to execute functions in life. The functions that we perform in life always depend on our utilization theory.



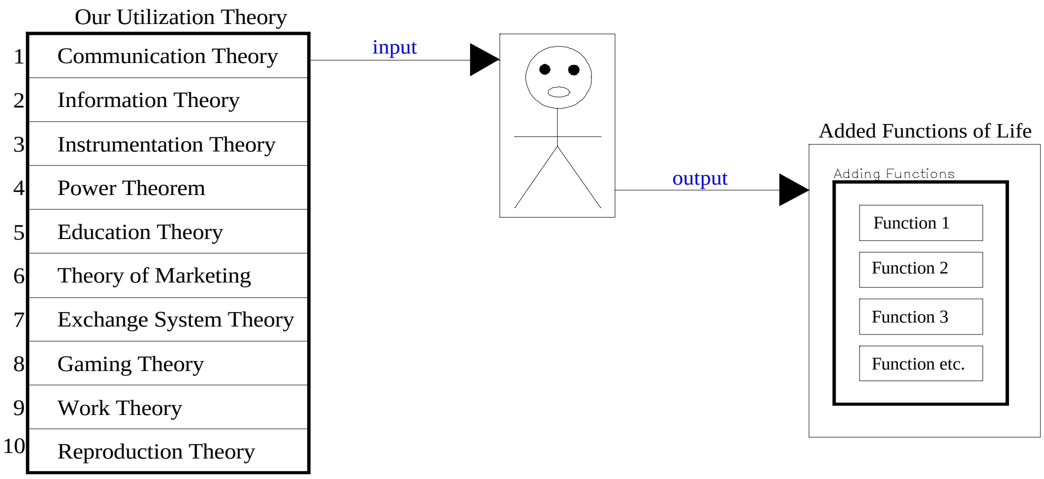




Understanding Added Functions in Life

We know that life is made of both adding and existing functions. The adding set of functions of life are the set of functions that we add to life to increase the functionality of life. The term increase the functionality of life means that we increase the quantity of functions that life is made of. We know that we live by executing functions. The functions that we execute derived from theories that give us ideas. In other words, we get ideas from theories that enable us to execute functions of life. Given that a theory is the basis of system functionality; given that a theory contains the set of principles that enable a system to function normally, our utilization theory contains the set of principles that enables our lives to function normally. Since theory gives ideas to enable functions to execute, our utilization theory gives us ideas to enable us to execute functions in life. With the dependency of life from our utilization theory, we can see that functions that we execute in life must be derived or related to our utilization theory. Without that, problems can happen in life.

We know that there is a relationship between life and our utilization theory. We have already proved that only our utilization theory can ensure the normal functionality of life. We have already proved that only our utilization theory can maintain the functionality of life, which we call stability. From the previous section, we have learned what we do in life, which is function that we execute in life is related to what we learn from our utilization theory. To better understand the relationship of added functions in life with our utilization theory, it makes sense to present that relationship by a block diagram. The diagram below is similar to the ones we have seen from the previous section. It shows that the added functions of life depend on our utilization theory. In other words, we apply our utilization theory to add or execute functions in life. It is very important to understand the relationship presented by this diagram.



In order for life to function normal; in order for life to maintain normal functionality; in order for life to be stable, we know that we must apply our utilization theory; we know that the functions that we execute must be related or derived from our utilization theory. What happened when we disregard our utilization theory and applied our philosophies? We have already shown that life can never be stable when we disregard our utilization theory and applied our philosophies. We already proved that philosophies cannot maintain normal functionality of life. So when we replace our utilization theory by our philosophies, we simply develop problems in life. It is very easy to see that, since life is not related to our philosophies, whenever we replace its utilization theory by our philosophies, we simply develop problems in life. Since our philosophies are problems themselves, since our intelligence depends on ideas in order to enable us to execute functions, when our intelligences don't get goods ideas, the functions that we add in life will be faulty. In other words, without goods ideas from an input source, the functions that we add in life will not be good or executed without problems. That make a lot of sense and it is very easy to see. Since the idea we get from the input is what enable us to execute the function, any bad idea will allow us to execute the function badly. It will also allow us to derive bad functions.

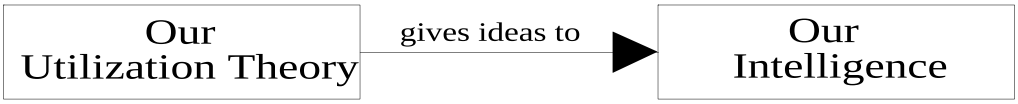
Understanding Life, Ourselves and our Utilization Theory

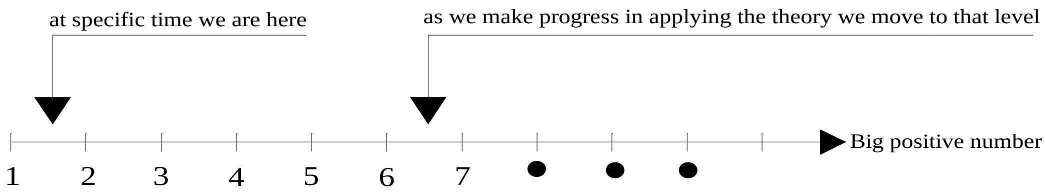
We live by interact with each other. In other words, while we live by executing functions, many of those functions require the interaction from one to another. Our lives are not possible without the existence of others. One thing that we learn about our utilization theory is that every time we interact to each other, we must use one of our given theories. That was a very good observation for us. We have already shown that when we interact to each other, without using our utilization theory, we develop problems in life. With some respect, we can say that our utilization theory was given to us by our parent to enable us to interact with each other. Overall, we can also say that the purpose of our utilization theory is to give us ideas on how to do things in life. We can also say the purpose of our utilization theory is to give us ideas on how to execute functions and added functions in life. Since many problems are developed when we don't use our utilization theory to interact to each other, those problems are solvable when we use our utilization theory to interact to each other.

We live by executing functions. Since theory gives us ideas to execute functions, we can say that we live by applying theory. While our lives depend on each other, but our utilization theory is very independent. While our lives depend on each other, however each of us individually must apply our utilization theory independently. It is very important to understand that. We have verified that before in some exercises that a theory is an independent entity, and nobody can apply it for someone else. Not only we have verified that practically, but we have asked a lot of key questions that proved us that a theory cannot be applied by another person for another person. That makes sense; since we are a theory dependable system and we are also self controllable, there is no way one person can apply theory for another person. If that was possible, problems will never be developed. Anybody who does not apply a theory can quickly rely on someone else to apply the theory for that person. To verify how impossible it is for someone to apply theory for another person is during our interaction exercise; since both of us are interact to each other, both of us must apply the underlining theory independently during the interaction. There is no way one person can apply the theory for another person during that interaction. As a theory dependable system, we depend on our utilization theory. We don't depend on someone application. We cannot look at someone application as the basis of applying our utilization theory. Given that each of us has an intelligence and it depends on our utilization theory, there is no need to depend on someone application. By depending one someone application, any mistake that person makes in that application can quickly spreading. In this case, rather than being theory dependable, we simply disregard our utilization theory and relying on philosophies. Another reason why it is not good to rely on someone application, but on our utilization theory, is that a theory is not limited. A theory has an infinite number of principles. As time goes, a theory is expanding by application, while the method is finite; by doing that, we simply limit ourselves.

Understanding Our Intelligence Related to Theory

We know that we are a theory dependable system. We know that we have an intelligence that enables us to apply theory. Theories give our intelligence ideas to enable us to execute and derive functions. Our intelligence gets ideas from our utilization theory to enable us to apply and derive functions in life. Since theory is very expandable, our intelligence is also expandable through application of theory. To better understand the relationship of our intelligence related to theory expandability, it makes sense to present that relationship by the diagram below. The first diagram shows that our utilization theory gives ideas to our intelligence. That makes sense, since our intelligence depends on our utilization theory. The second diagrams shows our intelligence scale related to the application of our utilization theory. The way to look at it, at specific time, we have less knowledge about a theory. As we further apply that theory, we also increase our knowledge. Another way to look at it is that our intelligence increases relatively to the theory that we are applying. Given that a theory is not limited, given that a theory is an infinite set of principles, relatively to the theory, our intelligence is not limited as well. By looking at both diagrams together, we can see that our utilization theory is not limited so does our intelligence relatively to the application of our utilization theory.





Besides that our intelligence needs ideas in order for it to work, one very important thing we must know about our intelligence is that it works in a consecutive basis. Here, the terms consecutive basis means decreasing/increasing basis. In other words, our intelligence works in an increasing/decreasing basis. While we make progress in a theory by applying that theory, we also retreat when we apply philosophies. We already know that from expendability of theory, that if we apply theory we make progress positively; while negative philosophies enable us to go backward. The reason for that is because our intelligence works in an increasing/decreasing basis. Since our intelligence needs ideas from theory, any previous ideas from a theory can lead to more ideas from that theory. There is no limit in that process. The first idea is always used as a baseline for the successive ones. In other words, first idea from a theory will lead for a second idea, while the second one will lead for a third one and so forth. Since a theory is expandable through application, there is no limit in that process. As we said earlier, our intelligence works in an increasing/decreasing basis, while applying our utilization theory allows us to make progress, applying our negative philosophies also allow us to retreat in life. For instance, the first negative philosophies, will serve as a baseline to lead us to more negative philosophies. For instance first negative philosophy will lead us to a second negative philosophy, while the second one will lead us to a third one and so forth. While our intelligence is not limited in the theory scale, it is also not limited in the negative philosophy scale. From bad, we can do worse and much, much more badly. Given that we cannot change the way our intelligence works, it is very good to be careful in what we do. For that reason, it is always good to apply our utilization theory, since it is related to life. Our utilization theory knows more about life than anything else and there no way we can be wrong when we apply our utilization theory.

Our System Functionality Related to Time

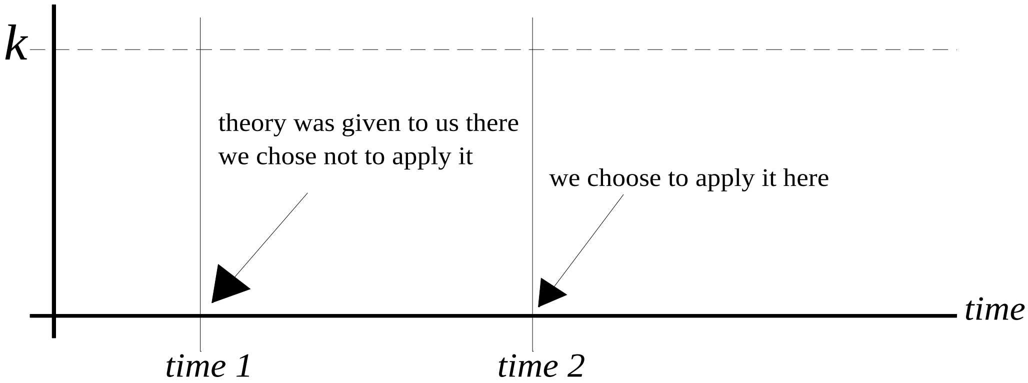
The purpose of a given system theory is to enable the functionality of the underlining system. A given system theory enables the functionality of that system related to time. Since our function is to live, whenever we use the term underling system, it means life. We simply do things for living, so any function that we execute, any theory that we apply enables us to live. Whenever we use the word system, it is always good to think that there are two systems: the physical system and the functional system. The physical system is a theory dependable system. By being a theory dependable system, the physical system applies theory to enable the functionality of the functional system. The functional system which is life depends on the physical system. It is always good to think it that way.

Given that our function is to live, whenever we use the word functionality, it is always good to think it as maintain functionality related to time. Since the function of a system theory is to maintain that system functionality related to time, the stability of a system is always guaranteed by its utilization theory. We have already shown and proved that before. We have shown that life cannot function normally with our philosophies; however it can function normally with our parent's principles. In other words, life can never be stable with our philosophies, but it is very stable with our parent's principles. That makes a lot of sense. Given that a given system theory enables the functionality of a system, applying that theory should always guarantee the functionality of that system. With that, we can say that our utilization theory is the only one that can maintain the normal functionality of life.

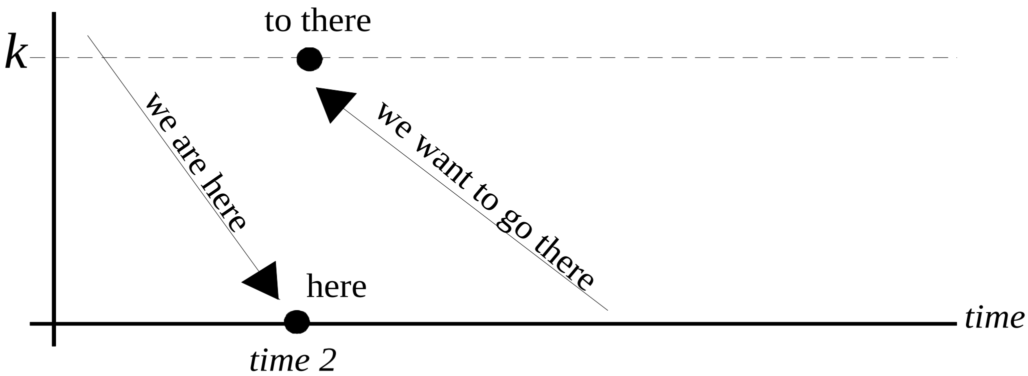
One thing we have learned on the relationship between ourselves—the physical system—life, and our utilization theory is that both the existing functions and the adding functions depend on our utilization theory. Since we know that the functions that we add to life must be derived from our utilization theory or executed related to our utilization theory, we can see that the stability of life related to the application of our utilization theory. Since negative philosophies give rise to faulty functions or error in functions execution in life, we can see that those functions are related to the stability of life. With that we can say that, both the physical system and the functional system depend on those functions stabilities. Since our utilization theory must be applied independently in order to maintain the functionality of life. Since our utilization theory must apply independently in order to solve and prevent problems in life, personal stability is also a factor in maintaining our system stability. For this reason, it is always good for us to maintain normal level of personal stability.

From the previous section, we have seen that our intelligence depends on theory and we gain more knowledge as we keep applying theory. We also learn that our intelligence works in an increment/decrement basis. As we apply theories, we gain more knowledge from our applications. As well as, negative philosophies enable us to retract back. Given that we learn theory in many places and at any time, we may have disregarded a theory at a time it was given to us. For instance, our utilization theory has been disregarded for a long, long period of time. Now, at the time that our system cannot continue to function and we want to apply our theory, we cannot jump instantly to a level to recuperate all the times we have lost. That makes a lot of sense, and it is very important to understand that.

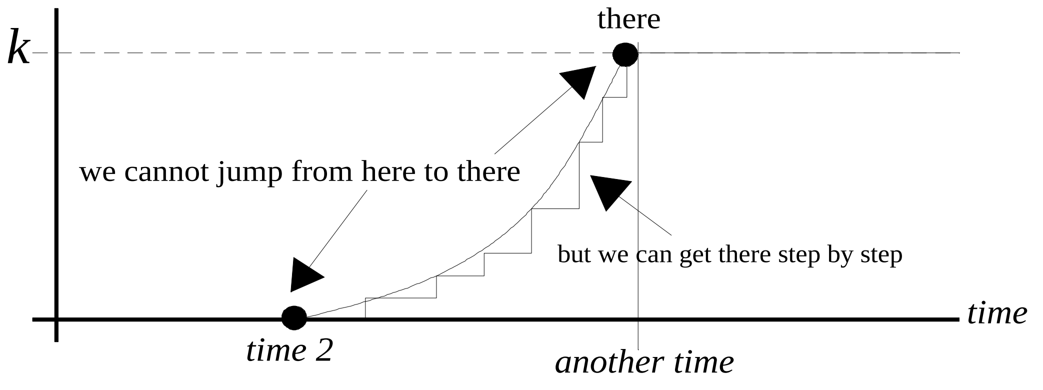
Since our intelligence works in a consecutive basis, and we must get ideas from the previous application, there is no way we can jump instantly to a desired level. Since our intelligence works in an increment/decrement basis, it must get ideas from the previous ideas. With that, we cannot jump to a desired level to recuperate all times we have lost instantly. It is very important to understand that. The diagram below shows that at time 1, the theory was given to us and we chose not to apply it. We wait for another time to apply the theory, since we can no longer maintain stability. As it shows on the diagram below, we choose to apply the theory at time 2. We use the line with the name *k* to denote a level.



Now, at time 2, we cannot jump to the level we want and recuperate all the times we have lost. As it shows on the diagram below, at time 2, we cannot jump instantly to the point that we want. We cannot do that; it is impossible and it is impractical.



Assume that we want to apply the theory at time 2 to maintain our system functionality; we can only do that in an incremental basis which is related to our intelligence. Since our intelligence works in an incremental basis, the application of theory works in an incremental basis as well. The way to look at it, assume that we are in the right direction, we can go to the level that we want step by step. That makes a lot of sense to go there step by step, since that process is related to the way our intelligence works. It is very important to understand that. See that diagram below to better understand the explanation.


k
there
we cannot jump from here to there
but we can get there step by step
time
time 2
another time

Conclusion

The reason of a given theory is to enable the functionality of the associated system. There is no way a system can be understood without its utilization theory. There is no way a system can be understood outside its utilization theory. Both the physical system and the functional system cannot be understood outside our parent principles. From this chapter we have learned the relationship between ourselves and our utilization theory. We have leaned that our lives depend on our utilization theory while the functions that we add to life should be related to our utilization theory as well. Since we are a theory dependable system and our intelligence depends on theory to enable us to function, when the functions that we add to live are not related or derived from our utilization theory, that develop problems in life. The theory, theorem, and method relationship enables us to understand better the relationship of functions that we add to life related to our utilization theory.

One important thing we have learned from this chapter is the way our intelligence works. We have learned that our intelligence works in an increment/decrement basis. Any observation that we make will lead us to make more observations. The firs observation can be considered as the basis for the other observations. Since a theory is given to enable the functionality of the associated system. At a time a theory was given to us, we may have chosen not to apply. Since that theory must be applied to enable the functionality of the system, we may consider applying that theory at a later time. Given that out intelligence works in a consecutive basis, at the time we choose to apply the theory, we cannot ensure the system stability at 100% instantly. Assume that we are in the right direction; we can progressively go to stability at a later time. The way to look at it, the process of understanding and learning a theory is a natural process. This process cannot be speeded up. Since our intelligence works in an increment/decrement basis, this is well matched. It is very important to understand that.

About The Exercises

While this chapter is considered to be a prerequisite for the next chapter, however you don't need to work out all of the exercises from this chapter in order to go to the next chapter. After having a good understanding of this chapter and working some of the exercises, it should be sufficient to take you to the next chapter.

Exercise

252′. By now, we have a very good understanding of theory and our utilization theory. We know that our utilization theory consists of 10 set of principles which we call 10 theories. We have been able to identified and name all the 10 theories that are included in our utilization theory. Let's show them on the table below again so we can remember them.

Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Power Theorem	P_T
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T
7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

One important principle we have learned about our utilization theory, every time we interact with each other, there is a theory that controls that interaction. Given that we depend on each other and we live by interacting with each other, it makes sense to follow some set of principles to interact with each other. Our utilization theory has provided us with the set of principles that we need to interact with each other to do everything that we need to do in life to enable our lives to functional without problems. From a previous exercise, we identified 7 ways we interact with each other to do what we do and identified 7 of our utilization theory that control those interactions. It was very amazing for us to see how effective those theories work when we interact with each other. To recall ourselves about the set of 7 theories we are talking about, let's shown them here again. The table below shows exactly different ways we intact to each other and the type of theory that we use to control that interaction.

Interaction From One to Another	Theory
We interact to communicate with each other	K_T
We interact to inform each other	i_T
We interact to use our instruments for each other	I_T

We interact to market to each other	M_T
We interact to exchange with each other	Es_T
We interact to play with each other	G_T
We interact to work with each other	W_T

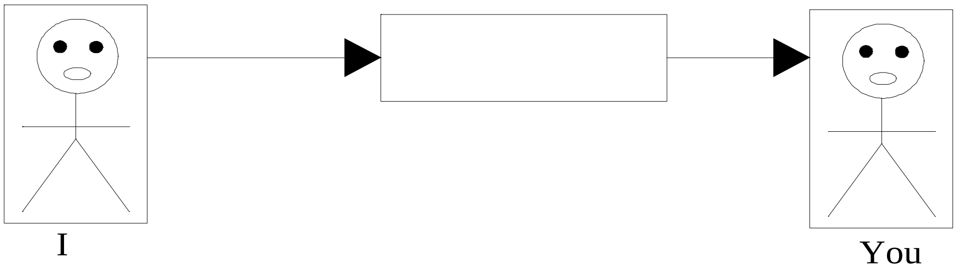
We know that we develop a lot of problems in life since we don't know how to interact to each other. We have already shown that from the exercise referred by the table above that we develop many problems when we interact with each other due to the fact that we disregard our utilization theory. We have identified many problems that have been caused by each theory from the table above when we disregard them when we interact with each other.

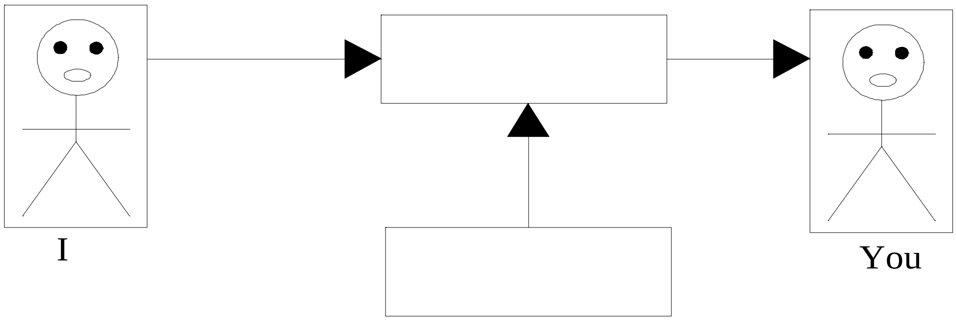
A theory is a set of principles that enable a system to function normally. Our utilization theory is the set of our parent principles that we use to enable our lives to function normally. Basically, the theory of a system contains the set of principles that tell us how the system works. Our utilization theory contains the set of our parent principles that tell us how life works. There is no way we can understand life without understanding our utilization theory. There is no way life can function normally without using our utilization theory. From the exercise referred by the table above, we have seen that the theory controls the interface to enable us to interact properly. That makes a lot of sense, since nobody knows a system better than its utilization theory, so our utilization theory knows more about life than us. That is why we must learn the principles from our utilization theory to know how to interact to each other. It is very important to understand and apply our utilization theory.

A theory is an independent entity; our utilization theory is independent to us. Given that all of us live, in order for our lives to function normally, we all must apply our utilization theory. Given that we are a self controllable system, given that our utilization theory is independent, there is no way one person can apply our utilization theory for us. There is no way; a person can apply theory for another person. Since all of us live, it makes sense for all of us to apply our utilization theory. It is very important to know that we are a self controllable system and our utilization theory can only be applied individually.

a. Take your time to think about the above explanations. Take a look of part b, if you find a way to apply theory for someone, show how and skip the rest of the exercise.
b. Since we know that our utilization theory is very independent and we are a self controllable system, it makes sense to show our interaction with our utilization theory as a separate entity. Since when we interact to each other without using our utilization theory, we develop problems. It makes sense to show the theory as a separate entity. It also makes sense to show the way we interact with each other by applying our utilization theory. Use the table above for the 7 of our utilization theory. For the first diagram below, use the application of theory that is related to each. For example, "I applied theory name to desired word you"; first do "I to

you", then "you to me", then "I to my friend name", "my friend name to me" and "my friend name to my other friend name". You should use interaction words like communicate, talk, etc. For the second diagram, repeat the process by showing the theory name as the feedback.





c. Depend how you do the part b above; you should quickly realize that it is not possible for one person to apply theory for another person. For example, while "I am talking to you", it is not possible for you to apply theory communication for me. Now, construct a table, for each interaction cases above, ask the following question to see if they can be answered. For instance, "I apply the gaming theory to play with my friend". The question for this one is, "Can I apply the gaming theory for my friend?" Do for all of them. Try to answer all of the questions, why I cannot apply theory for my friend. This answer may lead you to answer the question, do I have any control over my friend while he is playing the game. Try to answer the entire questions in order. By answering the questions in order, you should have the following answers in the form of "I and you", "you and me", "I and my friend", "my friend and me", "I and my friend name", "my friend name and me", and "my friend name and my other friend name".
d. Depend how you do the part c above; you have just identified two of our constant characteristic. Those two constant characteristics which we call the physical system characteristics are:
   - Theory dependable
   - Self controllable

   Since you have just identified and verify two of our constant characteristic, provide any additional comment you may have about them and the way you have identified them. You should conclude that theory can only be applied by a person individually. Why do you think those characteristics are constant? Why we define as a self controllable system? Which is the same as why the system is self controllable?

e. Since you have shown that there is no way a person can apply theory for another person. Since you have shown that our utilization theory can only applied individually, it makes sense to pursue the same path above to learn more about ourselves based on our theory. While we learn that theory can only be applied individually, since our utilization theory knows more about ourselves than us, since some of us may not be aware of our utilization theory, some of us might think that theory can be applied for other people by other people. That is not possible, since we have already shown that above. However we can still ask this question. Can someone pay someone to apply theory for that person? Can I pay you to apply theory for me? If you answer yes, justify and verify that. If you answer no, have couple of tables similar to part c with the following statements. For example, "I cannot pay you to apply theory for me", do "I and you", "you and me", "I to my friend", "my friend to me", "my friend to my friend", "my friend name to my other friend name". Do for without theory name, and then do for the 7 theory name on the table above.

f. Since theory must be applied individually, since we are a theory dependable system and we are self controllable, there is no way one can apply theory for another one. Even when we pay someone, that person cannot apply theory for us. Given that money is an exchange entity, it can be replaced by goods and services. Since we cannot pay someone to apply theory for us, even when we give goods and services to someone, that person cannot apply theory for us as well. Now, repeat part e above for goods and services. You can partition it into two parts, where for some of them, use goods and services while for some of them use the goods names and the services names or you can do the overall process for goods and services and identify the names of the goods and services. You can fill a table for them which is much better.

g. Based on our understanding of our utilization theory and our physical system, we know that only our utilization theory can provide system stability. Given that we develop problems due to the fact that we don't apply our utilization theory when we interact with each other. The only way those problems can be solved and prevented is when we start applying our utilization theory when we interact with each other. This is the only way we can achieve stability. Verify this statement by providing a practical example of problems development related to our interaction related to problems solutions by using our utilization theory in our interaction. In other words, using a practical example, show that our stability is only possible when we start using our utilization theory in our interactions.

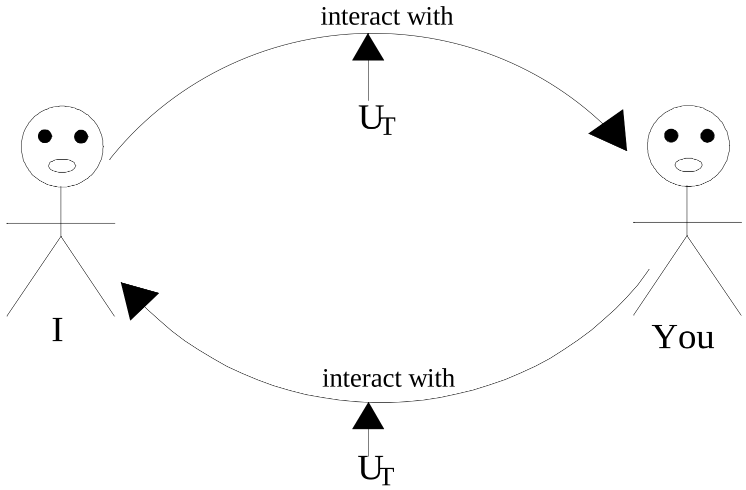
h. From the physical system equation, we have seen that our system will never be stable until we drop our philosophies and apply our parent principles. To recall ourselves, let's present the two set of equations again. We have used the first equation below to show that our system will never be stable. In the equation below, the *x*-terms are people, while the *y*-terms are philosophies.

$$S(xy) = (x_1 + x_2 + x_3 + \cdots + x_N)(y_1 + y_2 + y_3 + \cdots + y_N)$$

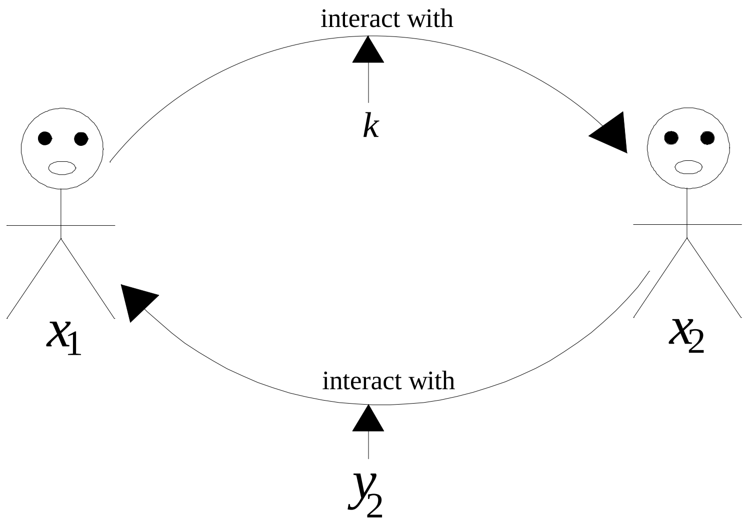
From the same equation above, we have derived the one below. From that equation, we have concluded and shown that whenever we replace our philosophies by our utilization theory, our system becomes very stable.

$$S(x) = (x_1 + x_2 + x_3 + \cdots + x_N)k$$

From the same physical system equation above and from other exercises from the book, we have learned that the reason our system becomes very stable, because we all apply our utilization theory. From those exercises as well, we have shown that interaction from one to another related to philosophies is the main reason that causes our system to be instable. Now, if we look at the process of stability and instability in terms of interactions, we should see something like that. The diagram below shows that both of us interact to each other using our utilization theory. As we have shown previously, there is no problem when both of us using our parent's principles.



Now, let's represent another form related to the one above where one of us does not use our parent principles. The diagram below is similar to the one above, except the utilization theory is replaced by the constant. Now, we can see that if one of us uses our utilization theory and someone else does not use it when we interact to each other that create problems.



The diagram above can be interpreted as the ones below to show our interactions when we use our parent principles and when we use our philosophies. As it is shown below, problems happen whenever we use philosophies to interact with each other. It does not matter the way we draw the diagram above; it does not matter if we show both interaction with philosophies, it is the same thing. One thing we already know about philosophies, is that they are not recursive.

$$x_1 k \xrightarrow{\text{interact with}} x_2 \quad \text{No Problem}$$

$$x_1 \xleftarrow{\text{interact with}} x_2 y_2 \quad \text{Problem}$$

The diagram below is the same as the one above. Disregard the way we look at them, both of them are the same. It does not matter the way we draw it.

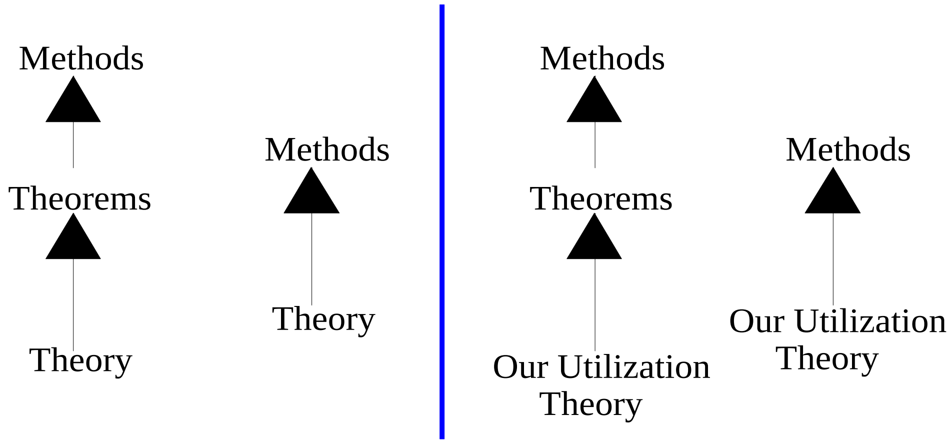
$$x_1 \xrightarrow[\text{interact with}]{k} x_2 \quad \text{No Problem}$$

$$x_1 \xleftarrow[\text{interact with}]{y_2} x_2 \quad \text{Problem}$$

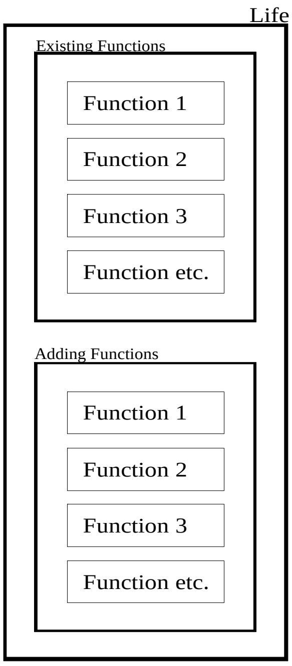
i. Take your time to think about the above explanation. Using the first equation above, verify that the physical system stability is guarantee by using our utilization theory during our interactions.

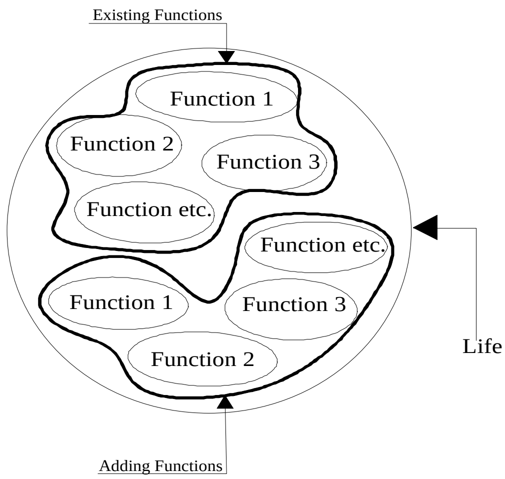
253.By now, we should know a lot about the relationship of theory, theorem, and method. We know that a theory is a collection of theorems, while a theorem is a collection of methods. With that relationship, we can see that a theory is a collection of method as well. To better understand that relationship, it is always good to represent it by the diagram below. The diagram on the left shows that theory gives rise to theorems, while theorems give rise to methods. With that relationship, we can see that theory also gives rise to methods. Another way to look at it, is that from a theorem, a lot of methods can be enabled.

Related to our utilization theory, we can say that our utilization theory gives rise to a lot of theorems, while those theorems give rise to a lot of functions. The diagram below on the right represents our utilization theory. We already know that our utilization theory is a collection of theorems.

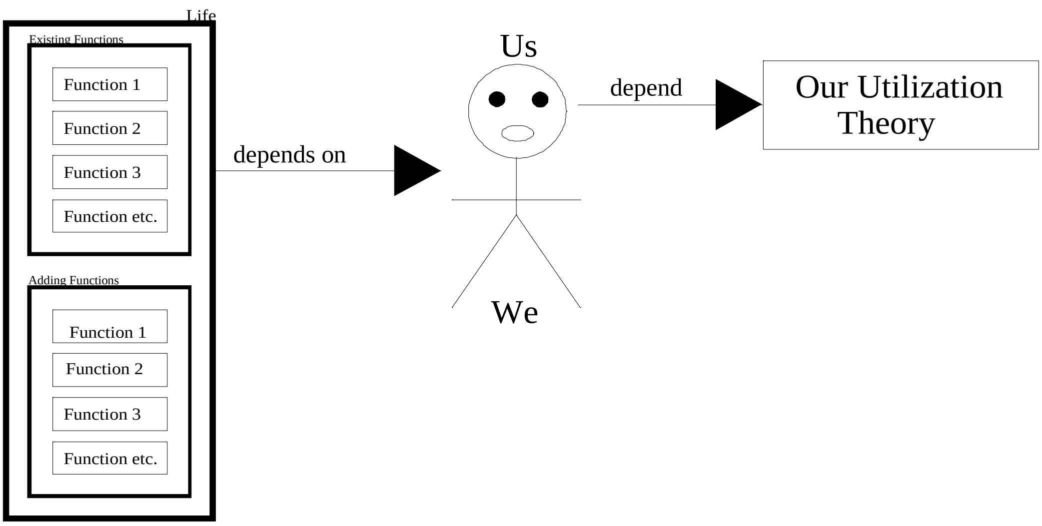


We know that life is made of a lot of functions. Since methods are functions themselves, we can say that the functions that life is made up are methods. We already showed the relationship between our utilization theory and life. We know that our utilization theory enables the functionality of life. To better understand life and our utilization theory, let's represent life by the diagram below.

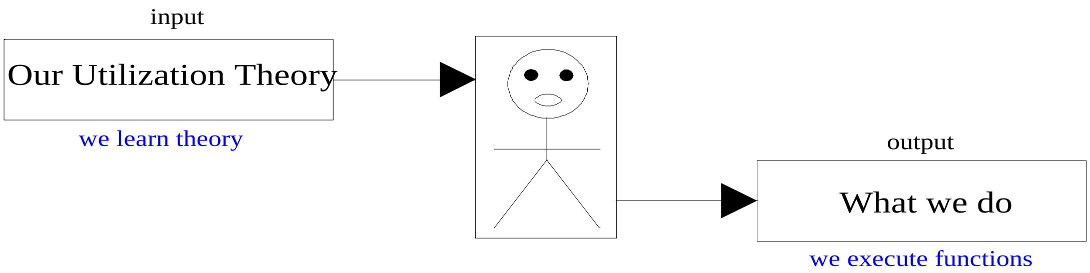




The diagram above represents life by a collection of functions. We know the relationship between life, ourselves, and our utilization theory. We know that life, the functional system depends on the same theory that we depend on. Since the functional system cannot apply theory, we are the theory dependable system, and we must apply our utilization theory for the functional system to enable it to function normally. As a review of that relationship, let's represent that relationship by the following diagram. The diagram shows that we depend on our utilization theory, while life depends on us.

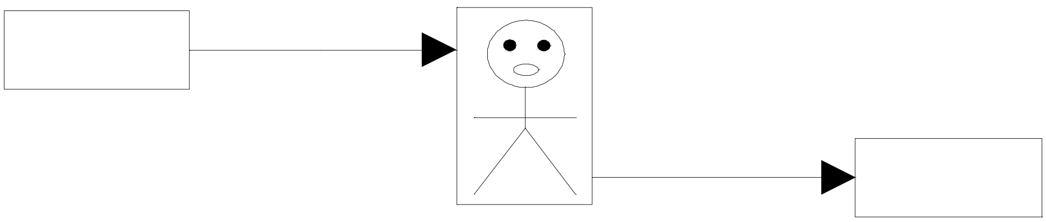


We are a theory dependable system. By being theory dependable, we have an intelligence that enables us to apply our utilization theory. Our intelligences enable us to learn an apply theory. Given that methods are derived from theory, our intelligence enables us to apply theory to derive and execute method. To better understand the relationship between us and theory related to functions execution, let's see the relationship from this diagram. The diagram below shows that we learn and apply theory while we execute function. The functions that we execute based on theory that we learn are functions of life.



We know that life depends on our utilization theory and we must apply our utilization theory to enable life to function normally. Since only our utilization theory can provide life with normal functionality, the functions that we execute in life must be related to our utilization theory. Without that, there is no way life can function normally.

a. Take your time to think about the above explanation
b. We know that we depend on theory to do what we do. In other words, we can say that theory gives ideas to us to do what we do. Use the diagram below to show that. You should use words like "Me, You, My Friend, My Friend Name"; you can also use the words "Work, Application, Function", and the phrase "What we do". You can have a table to tabulate your sentences before you draw them on the diagram.



c. Using the diagram above to show that theory gives us ideas to do what we do by using the following theories. Use the appropriate application for each related theory and use words like "Me, You, My Friend, My Friend Name".

Theory Name	Abbreviation
The Communication Theory	K_T
The Information Theory	i_T
The Instrumentation Theory	I_T

The Theory of Marketing	M_T
The Exchange System Theory	Es_T
The Gaming Theory	G_T
The Work Theory	W_T

d. We know that our utilization theory is the only one that can provide us with stability. Given that all functions that we execute in life must be related to our utilization theory, any function that we execute that is not related to our utilization theory can develop problems in life. From instrumentation theory, we know that our attached instruments must be used associatively with non attached instrument for the benefit of our lives. Whenever we fail to understand the instrument and system relationship, we develop problems in life. In other words, whenever we execute functions in life by disregarding instrumentation theory, we simply develop problems in life. As an example, we use our hands which are attached instruments to type and send emails to other people. We also use our hands to develop computer software for the benefit of life. Now, from function and system relationship, the following functions are considered to be functions of life.

- Type email
- Send email
- Develop software
- Write code

Now, let's look at type and send email for example. We know that problems are developed in life when the functions that are executed are not related to our utilization theory. Since our utilization theory is related to our system, any function that is related to our utilization theory can never develop problem in life.

e. Take your time to think about the above explanation. Now, take type email and send email for example, show that they are functions of life that are derived from specific theory. We mean one of the 10 theories. Use the arrow to show their derivations. You can do something like that; theory name gives rise to some type of theorems, while the theorems give rise to the underlined methods. The terms "Some Types of Theorems" or "Some Theorems" are constant here; you can use those phrases with the arrows.

f. From the same underlined functions above, show that they develop problems when they are not derived from our utilization theory or they are not used related to our utilization theory.

g. From the underlined functions, use our system interaction. For example, we interact to each other, like use the diagram to show the cyclical also, use the feedback diagram to show the right of theory feedback. Show that the problems is related to our interaction and could have been avoided or solved if our utilization theory was applied. In the diagram, use the right applicable theory among the 10 theory as you done previously.

h. You may already show that the problem could have been avoided or solved if specific theory among our 10 theories was applied. Given that one cannot apply theory for others, only the underlining person can apply theory to solve or prevent the problems. Show or verify that.

i. By showing or verifying the part f above, tabulate the following question or any more question you may have. Do I have control of the hands of the person when that person is typing the email? Do I have control to that person hand when that person sends the email? Do I have control of that person when that person is using the computer? Do I have control of words that person use when that person is typing the email? Do I have control of words that person is thinking to type? Do I have control of that person when that person is thinking about what to do? These are some typical questions; you should have more than 10.

j. By tabulating the entire questions above, you have verified that problems can only be solved when we applied our parent's principles. Given that when we interact to each other, each person individually has control of the interaction and must apply our parent principles, it makes sense for each of them to follow the underlining theory. You can conclude with that and add any comment you may have.

k. If you want, you can repeat the overall example for functions *Develop Software* and *Write Code* or use any other applications you wish.

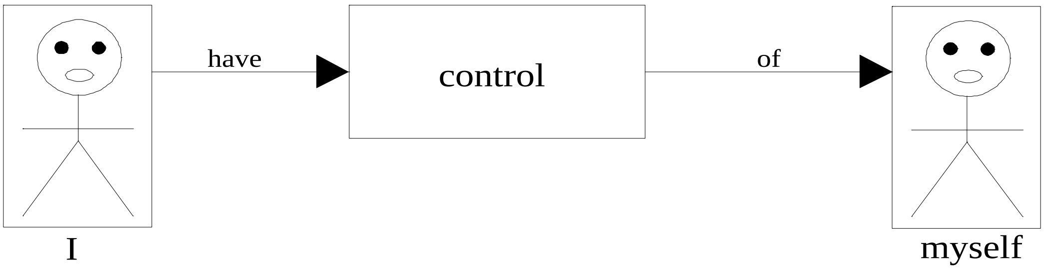
254.From the previous two exercises, we have learned more about the application of theory. We also found that it is not possible for someone to apply theory for someone. From characteristic of theory, we all already knew that a theory is an independent entity and it is not possible for someone to apply it for another one. From our physical system characteristic, we have also learned that we are theory dependable. By being theory dependable, we need to apply theory independently to enable our functionality. We can see that there is a relationship between characteristic of theory and our constant characteristic. Let's look at the relationship again; a theory is an independent entity, while we are the dependent system. If we have to draw that relationship, as we have shown before, we can see that we are in the receiving side, while the theory is in the giving side. For instance, we can say that theory gives us idea to do what we do. The reason that works well, because a theory is an independent entity, while we are the dependent entity, which is the dependent system. For that reason, there is no way one can apply theory for another.

a. Take your time to think about the above explanation

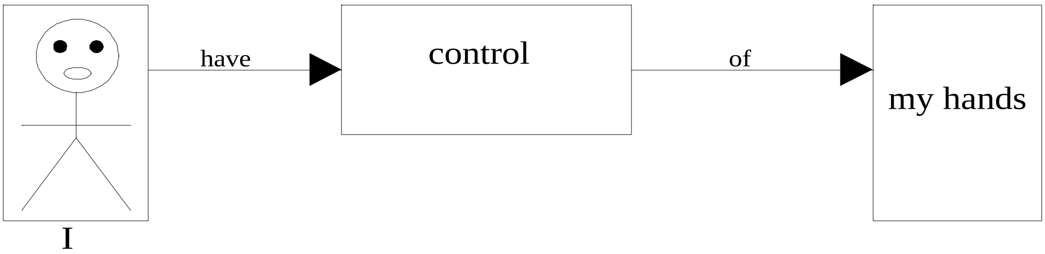
b. Now, to verify what we have just said or to verify that someone cannot apply theory for someone, let's draw the following sentence I have control of myself as shown by the diagram below. Given that I only have control of myself, I can only apply theory for me, there is no way I can apply theory for someone. Given that you only have control of yourself, there is no way you can apply theory for me. From what we have just said, draw the following sentences based on the diagram below.

- I have control of myself
- You have control of yourself
- I don't have control of you
- You don't have control of me
- I don't have control of my friend
- My friend does not have control of me
- My friend name does not have control of my other friend name

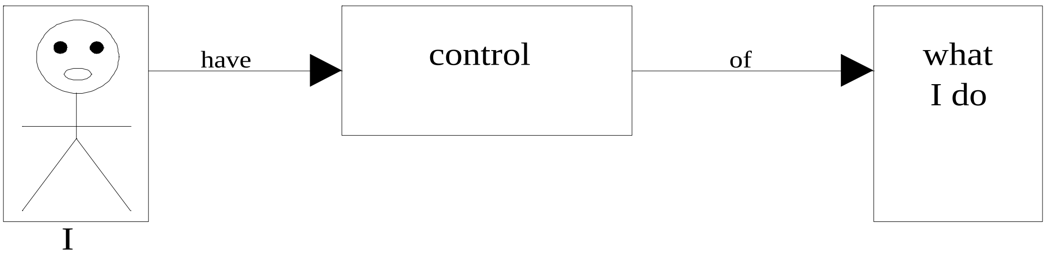
- My other friend name does not have control of my friend name



c. We know that our system can be viewed as a collection of instrument that works associatively to enable our functionality. In other words, we can also say that our physical system includes attached instruments that we use to enable our functionality. Given that the physical system depends on our utilization theory to function, given that our utilization theory is independent, each of us must use it independently to enable our functionality. From what we have just said, related to the application of our utilization theory, our attached instrument also depends on our utilization theory, where our utilization theory can only apply independently to ensure our functionality. The way to look at it, we apply our utilization theory independently by using our attached instrument. Since our utilization theory is independent and we depend on it, there is no way one can have control of each other attached instrument. With what we have just said, let's take a look and draw the following sentences. I have control of my hand as shown by the diagram below. Given that I only have control of my and I don't have control of your hand, there is no way I can apply theory for you and there is no way you can apply theory for me. From what we have just said, draw the following sentences based on the diagram below.
   - I have control of my hands
   - You have control of your hands
   - I don't have control of your hands
   - You don't have control of my hands
   - My friend does not have control of my hands
   - I don't have control of my friend's hands
   - My friend's name does not have control of my other friend's name hands
   - My other friend's name does not have control to my friend's name hands

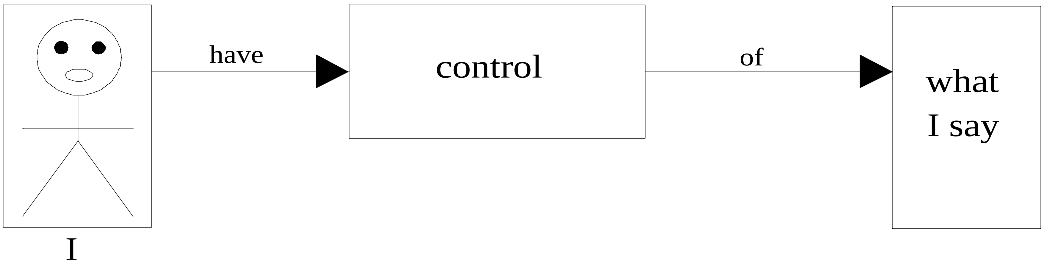


d. Since we depend on theory to do what we do, we must apply theory independently to do what we do. Given that theory must be applied independently by each of us to do what we do, there is no way one can apply theory for each other. The way to look at it, we apply theory independently to do what we do, there is no way one can apply theory for each other to do what we each other does. With what we have just said, let's draw the following sentences I have control of what I do. If it was possible for one to apply theory for someone, one would need to have control of what each other does. Given that one cannot apply theory for each other, there is no way one can have control of what each other does. With that, draw the following sentences based on the diagram below.
   - I have control of what I do
   - You have control of what you do
   - I don't have control of what you do
   - You don't have control of what I do
   - I don't have control of what my friend does
   - My friend does not have control of what I do
   - My friend name does not have control of what my other friend name does
   - My other friend name does not have control of what my friend name does



e. We are a theory dependable system; we are also a communication enable system. From what we know about our system characteristic and also communication, there is a relationship by being communication enable and theory dependable. We can say that by being theory dependable, it is necessary for the system to be communication enabled. By being communication enabled, it is necessary for the system to be theory dependable. Given that there is a relationship between communication enabled and theory dependable, and our utilization theory is independent, our communication is also independent of each other. In other words, since our utilization theory is independent, our communication is also independent to each other. With what we have just said, let's draw the following sentence. I have control of what I say as shown by the diagram below. Given that our utilization theory is independent, given that our communication is independent, there is no way one can talk for someone or one can control what other say. With what we have just said, let's draw the following sentences based on the diagram below.

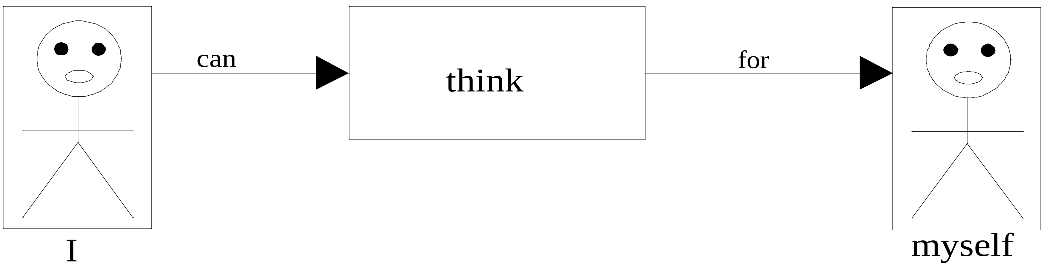
- I have control of what I say
- You have control of what you say
- I don't have control of what you say
- You don't have control of what I say
- I don't have control of what my friend says
- My friend does not have control of what I say
- My friend name does not have control of what my other friend name say
- My other friend names does not have control of what my friend name says



f. The relationship between us and theory is that theory gives us ideas to do what we do. We do things by applying theory. In other words, theory gives us ideas to do what we do, we think about theory to do what we do. Given that theory is independent and we depend on theory, we each gets ideas from theory independently. We each thinks independently based on our utilization theory. In order for one to apply theory for someone, one would need to think for someone. Given that one cannot think for someone, given that one does not think for someone, there is not way one can apply theory for someone? With what we have just said, lets draw the following sentence. I can think for myself which shows on the diagram below. Now, since I can only apply theory for myself, I can only think for myself. Since I cannot apply theory for you, I cannot think for you. Another way to look at it is that I don't think for you, because I cannot apply theory for you. You don't think for me, because you cannot apply theory for me. Based on what we have just said; let's draw the following sentences based on the diagram below.

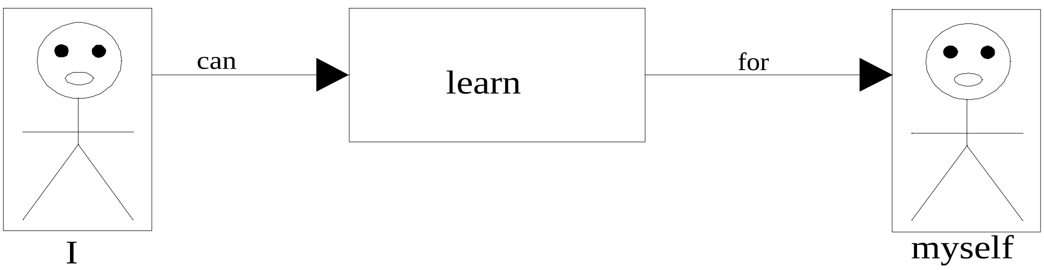
- I can think for myself
- You can think for yourself

- You cannot think for me
- I cannot think for you
- My friend cannot think for me
- I cannot think for my friend
- My friend name cannot think for my other friend name
- My other friend name cannot think for my friend name



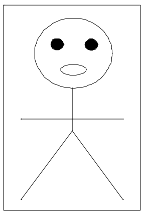
g.Since we are a theory dependable system, we must apply theory individually to do what we do. Given that a theory is an independent entity, if we don't know about a theory, we must learn that theory individually in order to apply it to do what we do. Given that one cannot think for others, there is no way one can learn theory for other. For instance, as shown by the diagram below, I can learn for myself. There is no way I can learn for you and you can learn for me. Although we depend on each other, but each of us must learn theory independently. From your understanding, draw the diagram related to the following sentences.

- I can learn for myself
- You can learn for yourself
- I cannot learn for you
- You cannot learn for me
- I cannot learn for my friend
- My friend can learn for himself/herself
- My friend cannot learn for me

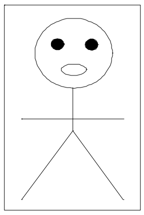


h.We have learned from characteristic of theory that theories are independent entity, we have also learned from our physical characteristic that we are theory dependable. With that relationship, there is no way one can apply theory for other. In order for one to apply theory to each other, one would have to be able to represent each other. Given that one cannot represent each other, once cannot apply theory for each other. Given that I cannot represent you, I cannot apply theory for you. Given that you cannot represent me, you cannot apply theory for me. Related what we have just said from the diagram below, we can see that a person can only represent himself/herself. In this case, I can only represent me and you can only represent you as shown by the diagram below. With your understanding of the explanation, draw the block diagram related to the following sentences.

- I represent myself
- My friend represents himself/herself
- I cannot represent my friend
- My friend cannot represent me
- I cannot represent my friends name
- My friends name cannot represent me
- My friend name cannot represents his friend name
- His/her friend name cannot represent my friends name



I represent myself



My friend represents himself/herself

i. By completing all the parts from the exercise above, we have shown and verify that the physical system is indeed self controllable. In other words, by completing all parts above from this exercise, we have shown that we are self controllable. With your understanding, based on your verification show the relationship between the self controllable characteristic and the theory dependable characteristic. You may use similarity from the steps above and provide a practical example. We use our utilization theory to enable our functionality. For instance, we get ideas from our utilization theory to enable us to interact to each other. We also get ideas from our utilization theory to enable us to execute functions of life. From what we have just said, and from your understanding of our utilization theory, redraw all the steps above by identifying the underlined theory.

255′. Our utilization theory is the set of our parent principles that we must use to enable the functionality of life. By now, we have already known a lot about our utilization theory. We have been able to group them and identified them. We know that our parent principles constitute a set of 10 theories. We have been identified them, name them, and group them on the table below. The table shows the names our utilization theory, their orders, and their abbreviations. The order is not important, any order can be used. Naming and identified them are not even important as well. The most important thing is the application of the theories.

Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Power Theorem	P_T
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T
7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

From the table above, we can see that our utilization theory is a group of 10 theories. Our utilization theory can be identified by the following set.

$$U_T = \{T_1, T_2, T_3, T_4, T_5, T_6, T_7, T_8, T_9, T_{10}\}$$

With our understanding of our utilization theory; with our understanding of fundamental of theory, the comma separation can also be replaced by the plus sign. The set below represents our utilization theory from the set above with their proper abbreviation.

$$U_T = \{K_T, i_T, I_T, P_T, E_T, M_T, Es_T, G_T, W_T, X_T\}$$

From what we know about the relationship of theory, theorem, and method; we know that a theory is a set of theorems, while a theorem gives rise to many methods. With that, we can see that our utilization theory is a set of theorems. There should be no surprise here, since we already known that a theory is a set of principles. So each principle from a theory is considered as a theorem. We know as well that a theorem is a unique observation from a theory. With that, we can see clearly that a theory is made of infinite number of theorem. As shown below, our utilization theory contains an infinite set of theorems. The way to look at it, each theory in our utilization theory contains an infinite set of theorems. Since theorems give rise to methods. A theorem from our utilization theory can give rise to a lot of methods as well. We can also say that a theorem can give rise to many methods and those methods can be used in many, many applications. The diagram below shows a representation of our utilization theory. The one in the left is derived from the first set above, while the one in the middle identified each theory by their respective symbols. Since our utilization theory is made of an infinite set of theorems, the one to the right shows just that. Each theory from our utilization theory contains an infinite set of theorems, for instance the communication theory contains an infinite set of theorems, as well as the power theorem and so forth.

U_T	U_T	U_T
T_1	K_T	Th_1
T_2	i_T	Th_2
T_3	I_T	Th_3
T_4	P_T	Th_4
T_5	E_T	Th_5
T_6	M_T	●
T_7	Es_T	●
T_8	G_T	●
T_9	W_T	
T_{10}	X_T	

The purpose of a given theory is to enable the functionality of the underlining system. Our utilization theory was given to us to enable the functionality of life. We know that life is a collection of functions. It is always good to understand that. As a refresh of ourselves, let's present the life equation again.

$$\mathcal{L}(t) = h(t) + u(t)$$

Life of Time	Existing Functions of Time	Adding Functions of Time
$\mathcal{L}(t)$	$h(t)$	$u(t)$

The terms $h(t)$ and $u(t)$ are represented by the following equations

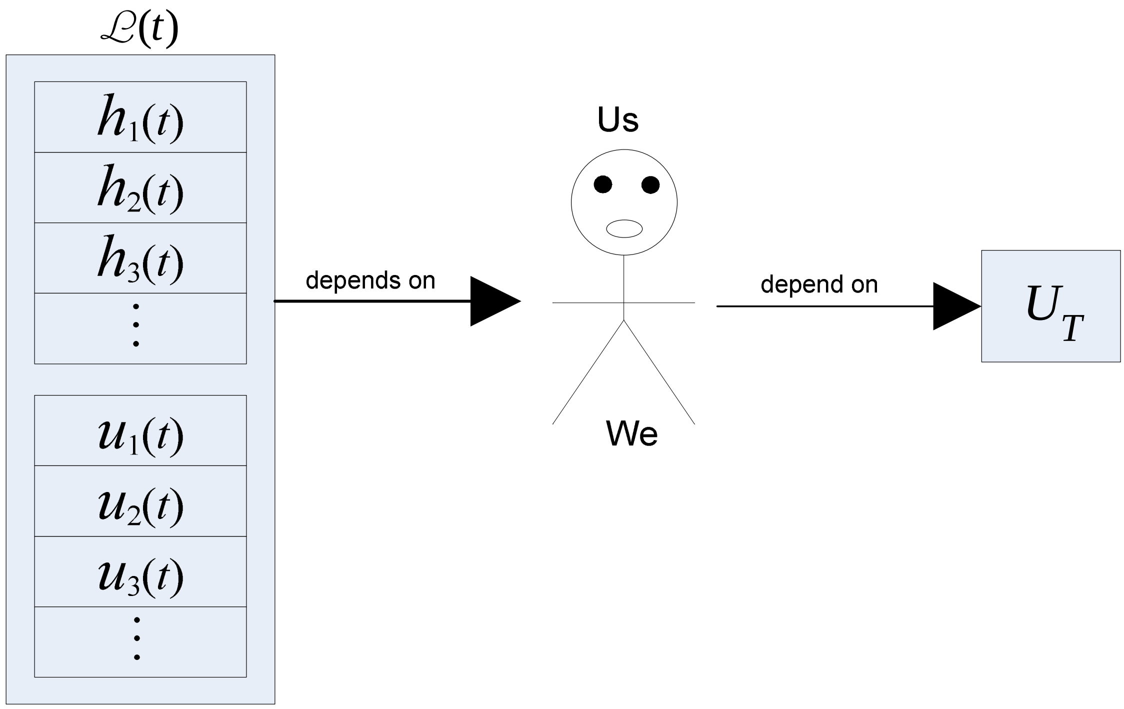
$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{And} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

From the equations above, we can draw the visual representation of life on the form of

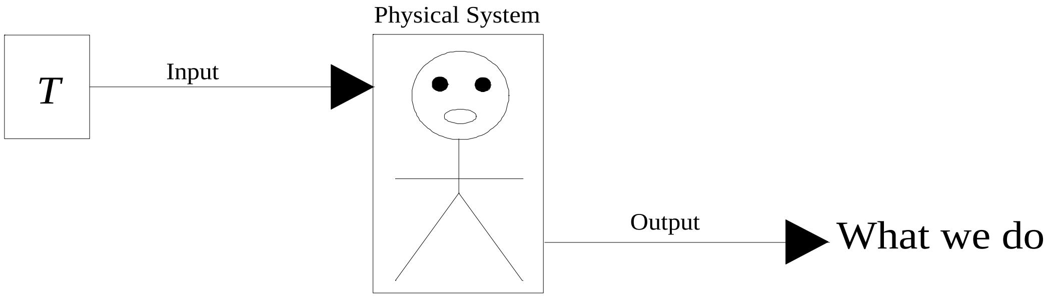
$$\mathcal{L}(t)$$

$$\boxed{\begin{array}{c} \begin{array}{|c|} \hline h_1(t) \\ \hline h_2(t) \\ \hline h_3(t) \\ \hline \vdots \\ \hline \end{array} \\ \\ \begin{array}{|c|} \hline u_1(t) \\ \hline u_2(t) \\ \hline u_3(t) \\ \hline \vdots \\ \hline \end{array} \end{array}}$$

We know that we are a theory dependable system. By being a theory dependable system, we have an intelligence that enables us to apply theory. In other words, theory gives us ideas to execute functions of life. It is always good to understand the relationship of life, ourselves and our utilization theory. To refresh ourselves, let's represent that relationship by the following diagram. From this diagram, we can see that we depend on our utilization theory, while life depends on us.

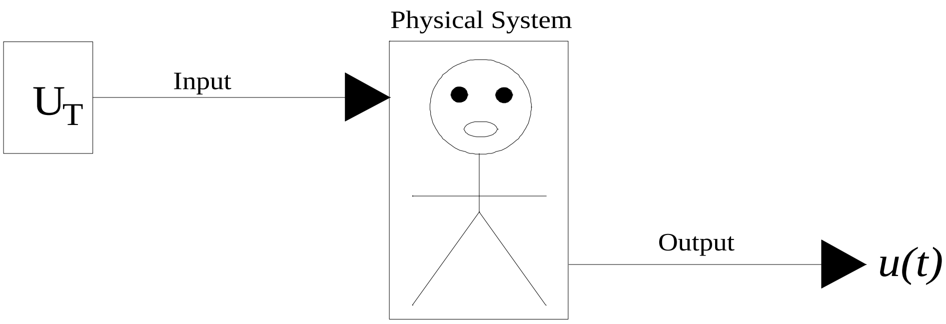


As a theory dependable system, we apply theory to execute functions and derived methods. We have an intelligence that depends on theory to get ideas to enable us to execute functions of life. We have already known and we have seen the intelligence dependency on theory diagram. There is no need to show it here again. As a theory dependable system, we learn theory to execute function in life. Let's represent the relationship between the theories that we learn related to the functions that we execute in life. It is always good to show that in terms of adding functions. The diagram below shows that we get input from theory to enable us to do what we do in life. In other words, we learn theory to enable us to do what we do in life. What we do in life is equivalent to functions that we execute in life.

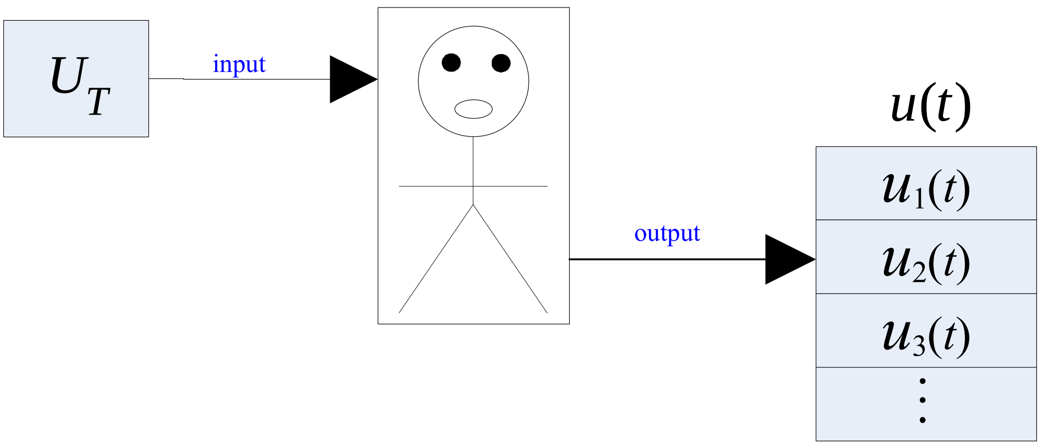


Since life depends on our utilization theory, we get input from our utilization theory to enable us to derive and execute functions of life. The diagram below shows that we get input from our utilization theory to execute and derive added function of life.

It is very important to understand that. Since the functionality of life depends on our utilization theory, it makes sense for the function that we derive and execute in life to be related to our utilization theory.



The diagram below is another representation of the diagram above. The diagram below shows that the added functions that we execute in life are related to our utilization theory. The difference between the diagram below and the one above is that the one below lists the added functions.

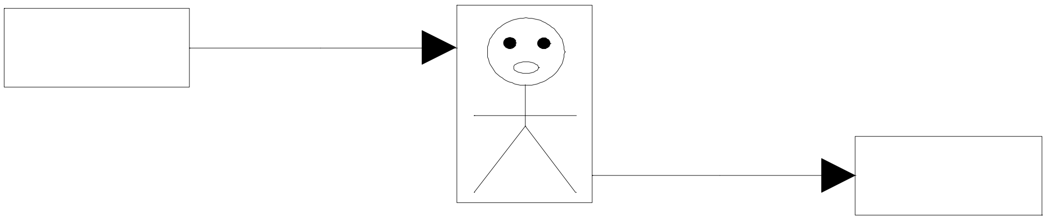


a. Take your time to think about the above explanation
b. We know that our utilization theory is a set of theorems. Since a theory contains an infinite set of theorem, we can say that our utilization theory contains an infinite set of theorems. Each theorem is considered as a principle. For example, the communication theory is considered as a infinite set of theorem as well as the power theorem. Below, we represent both the set of theorems that are including in the communication theory and the power theorem.

$$K_T = \{Th_1, Th_2, Th_3, \cdots\} \quad \text{And} \quad P_T = \{Th_1, Th_2, Th_3, \cdots\}$$

Draw the block diagram to represent the theorems equivalent of our utilization theory. Start with our utilization theory contains a unique set of theory and each theory contains an infinite number of theorems. Show the order of the theory as well in your diagram. You can have two drawings and show the order in one. Use one or two sheets of paper to show that. Name the theories by their abbreviation and their respective names.

c. We know that we depend on theory to do what we do. In other words, we can say that theory gives ideas to us to do what we do. Use the diagram below to show that. You should use words like “Me, You, My Friend, My Friend Name”; you can also use the words “Work, Application, Function”, and the phrase “What we do”. You can have a table to tabulate your sentences before you draw them on the diagram.



d. Using the diagram above to show that theory gives us ideas to do what we do by using the following theories. Use the appropriate application for each related theory and use words like “Me, You, My Friend, My Friend Name”.

Theory Name	Abbreviation
The Communication Theory	K_T
The Information Theory	i_T
The Instrumentation Theory	I_T
The Theory of Marketing	M_T
The Exchange System Theory	Es_T
The Gaming Theory	G_T
The Work Theory	W_T

e. We know that our utilization theory is the only one that can provide us with stability. Given that all functions that we execute in life must be related to our utilization theory, any function that we execute that is not related to our utilization theory can develop problems in life. From instrumentation theory, we know that our attached instruments must be used associatively with non attached instruments for the benefit of our lives. Whenever we fail to understand the instrument and system relationship, we develop problems in life. In other words, whenever we execute functions in life by disregarding instrumentation theory, we simply develop problems in life. As an example, we use our hands which are attached instruments to type and send emails to other people. We also use our hands to develop computer software for the benefit of our lives.

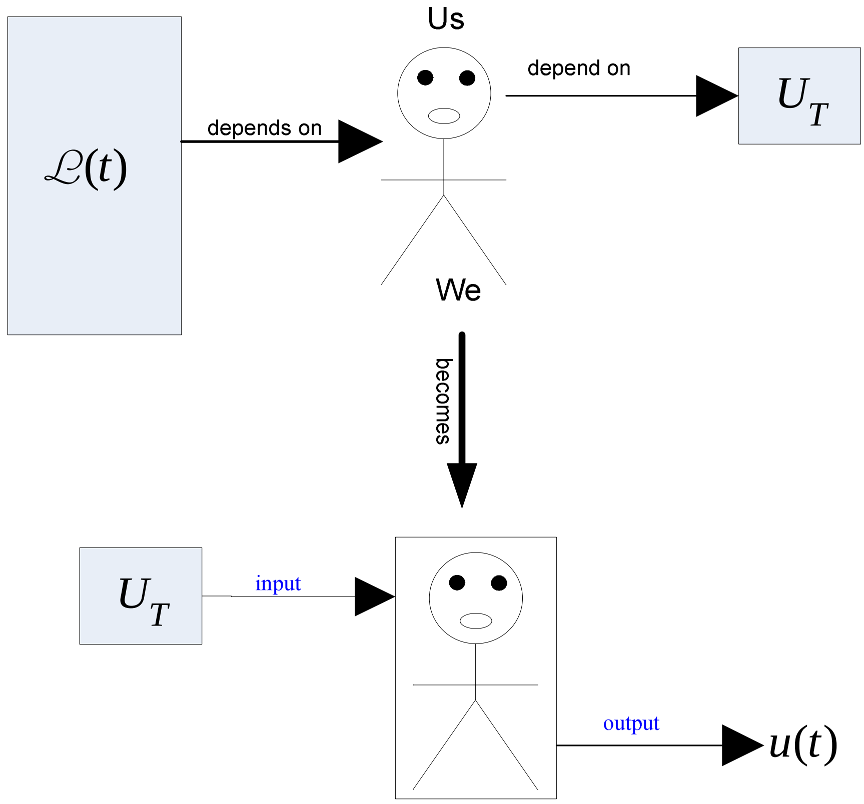
Now, from function and system relationship, the following functions are considered to be functions of life.

f. Type email
g. Send email
h. Develop software
i. Write code

Now, let's look at type and send email for example. We know that problems are developed in life when the functions that are executed are not related to our utilization theory. Since our utilization theory is related to our system, any function that is related to our utilization theory can never develop problem in life.

f. From the explanation above, take type email and send email for example. Classified them as function of life represented by the adding functions $u(t)$; show them on the visual representation of life. You should have two diagrams, one with the function names and one with the function indices. Show them as functions of life that are derived from specific given theory U_T. Use the theory, theorem, and method relationship to show their derivation. For instance, you can do something like that. Theory name gives rise to some type of theorem, while that theorem gives rise to function name. The terms "Some Type of Theorems" is constant here, you can use that phrase with the arrow. Finally, show the relationship of life with your functions. State or show the relationship—symbol—of the utilization theory related to the added functions and also the utilization theory related to life.
g. From part f above, show those functions develop problems when they are not derived from our utilization theory or when they are not used related to our utilization theory.
h. From part g above, use our system interaction; for example, we interact to each other, like use the diagram to show the cyclical also, use the feedback diagram to show the right of theory feedback. Verify that the problems is related to our interaction and could have been avoided or solved if our utilization theory was applied. In the diagram, use the right applicable theory among the 10 theory as you done previously.
i. Using the life equation and the physical system equation to show that any stability and instability you have observed from part d.
j. You may have already proved before that one cannot apply theory for others. You may have already proved that during the exercise that deals with our interactions in terms of physical system x_n and philosophies y_n. Now, use the interaction arrow and the terms from the preceding sentence to ask couple of question on whether one can apply theory for others. In terms of functions, use the interaction process to show that the functional system stability is related to our utilization theory. In other words, use part d above to show whether or not the functional system stability is guaranteed by our utilization theory U_T.

256′. By now, we have already known a lot about our utilization theory. We know that our utilization theory must be applied in order for life to function normally. By applying our utilization theory, we can derive and execute functions that enable life to function without problems. Clearly, we can see that there is a relationship between life and our utilization theory. We always remember that relationship. As a theory dependable system, we apply our utilization theory to enable the functionality of life. With that, we can see that we depend on our utilization theory while life depends on us. Let's show that relationship by this diagram again.



The two diagrams above are the same, the top one becomes the bottom one. The top one shows that we depend on our utilization theory while life depends on us. The bottom one shows that the functions that we derive and execute in life are related from our utilization theory.

The life equation was given to us and presented here again

$$\mathcal{L}(t) = h(t) + u(t)$$

Life of Time	Existing Functions of Time	Adding Functions of Time
$\mathcal{L}(t)$	$h(t)$	$u(t)$

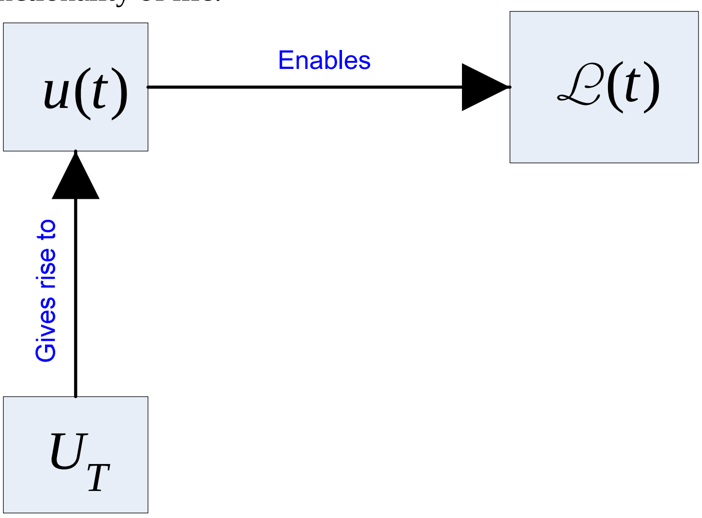
The terms $h(t)$ and $u(t)$ are represented by the following equations

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{And} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

From the explanation above, we have the following relationship

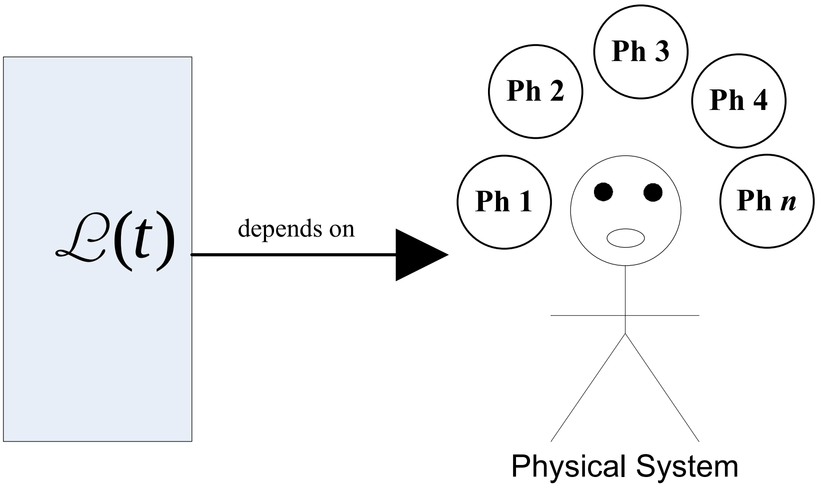
$$U_T \Rightarrow \mathcal{L}(t)$$

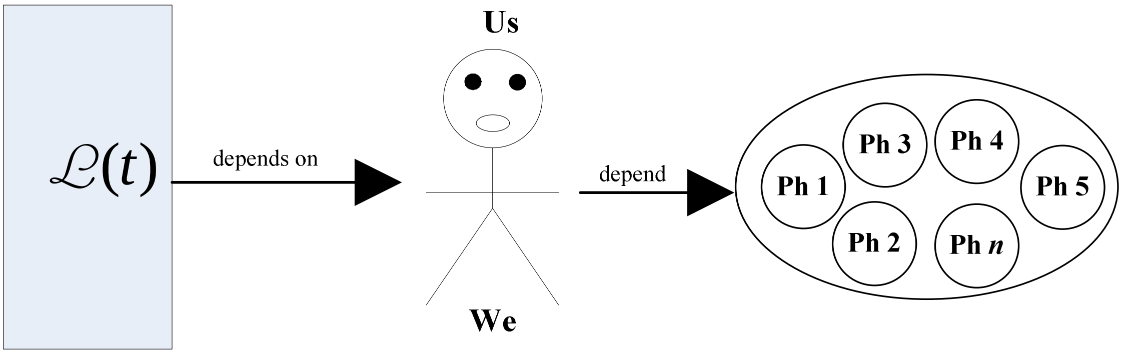
In this case we can say that $\mathcal{L}(t)$ depends on U_T. From theory, theorem, and method relationship, we have the following diagram below. From this diagram, we can see that $u(t)$ are functions of life that are derived from our utilization U_T and those functions enable the functionality of life. In other words, our utilization theory gives rise to theorems, while those theorems give rise to methods. Since methods are functions themselves, we can say that those methods that we derive and execute enable the functionality of life.



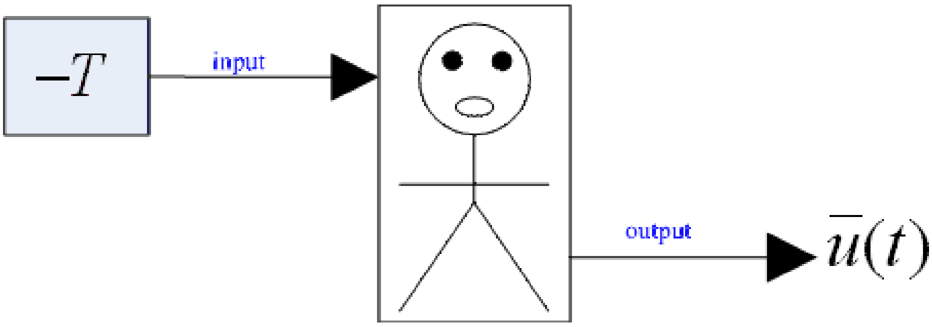
Given that the functionality of life depends on our utilization theory, we can see that the methods that get rise by our utilization theory does not affect $\mathcal{L}(t)$. In other words, those methods allow life to function normal.

Now, we know that problems are defined by negative philosophies that enable life to function abnormal. From that, we can approach the relationship of life, ourselves, and those negative philosophies in a different way. With that, we have the following diagrams. The two diagrams below are the same. The first one shows that, we—the physical system—depend on philosophies, while life depends on us. In the second diagram, we simply rearrange all the philosophies in one area.

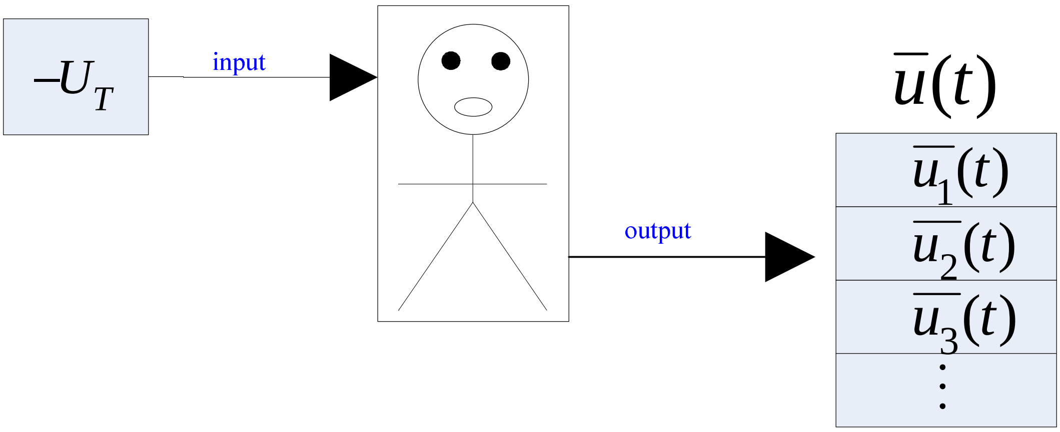




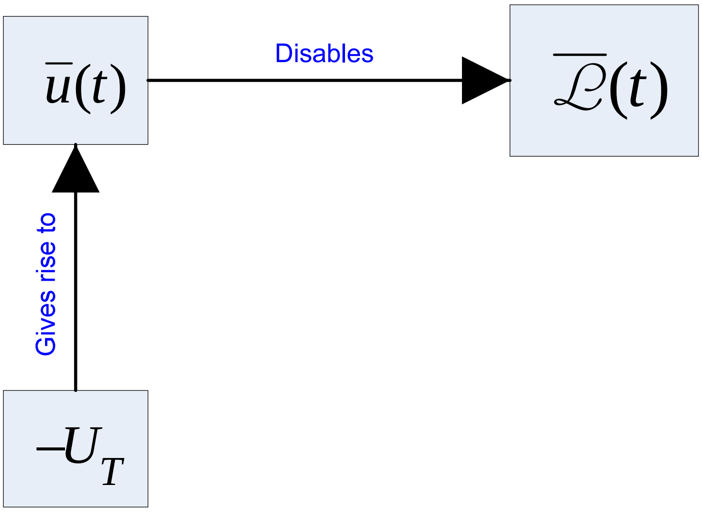
Since we are a theory dependable system and we need ideas from theory to derive and execute functions in life. What happened when our utilization theory is being replaced by philosophies? Given that life depends on our utilization theory rather than philosophies, whenever we replace our utilization theory by philosophies, we simply develop problems in life. In other words, our intelligence needs ideas from theory to derive and execute functions in life. Since life is not depending on our philosophies, whenever our utilization theory is replaced by our philosophies, we simply develop problems in life, since the ideas provided by our philosophies are not related to life. In this case, we can simply derive and execute faulty functions. The diagram below shows exactly what we are talking about. In the diagram below, the negative philosophies are being replace by $-T$. Since the functions that we derive and executed are related to our negative philosophies, we can see that those functions are faulty from this diagram. We use the $\bar{u}(t)$ to denote faulty functions and functions that execute with errors.



The diagram bellow is basically the same as the one above. It shows that any function that is not related to our utilization theory is considered to be faulty or executed with error. From the diagram below, the negative philosophies are being replaced by $\overline{U_T}$. In this case, the set of added functions derived and executed by our philosophies are considered to be faulty. To the right, we can see the output of those functions related to our philosophies. We can see the overall list contains faulty functions.



Related to the life equation, we can see that the functions derived from $\overline{U_T}$ or executed related to $\overline{U_T}$ are not related to $\mathcal{L}(t)$ and cause $\mathcal{L}(t)$ to function abnormal. In this case, $\overline{U_T}$ must be changed to U_T in order for $\overline{u}(t)$ to change to $u(t)$. It is very important to understand that, which is the relationship of U_T, $\mathcal{L}(t)$, and $u(t)$. The diagram below shows exactly what we have just explained. The negative philosophies enable us to derive and execute faulty functions which enable life to function abnormal. Related to the diagrams above, we see clearly that the problems are always the input or the negative philosophies. In this case, we either operate in the theory domain or philosophy domain.



a. Take your time to think about the above explanation
b. The following relationship for problems and their solutions have been provided.

$$T_r\{T\} = solution \quad \text{While} \qquad T_r\{\bar{T}\} = problem$$

Since problems are defined as negative philosophies or application of negative philosophies, the relationship provided above and by the diagram $-T$ to $\bar{u}(t)$ and $-U_T$ to $\bar{u}(t)$ holds. Show with a practical example that

$$T_r\{\bar{T}\} \text{ Is related to } \bar{u}(t), \text{ while}$$

$$T_r\{T\} \text{ Is related to } u(t)$$

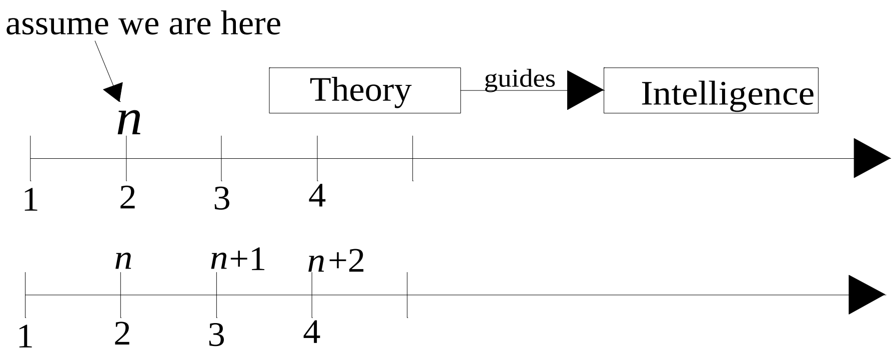
c. From the mistaken equation, which is the relationship to some of the diagram we have seen in the explanation of this exercise.

$$S(xy) = (x_1 + x_2 + x_3 + \cdots + x_N)(y_1 + y_2 + y_3 + \cdots + y_N)$$

Related to that equation, with a practical example, show that $\bar{u}(t)$ is faulty or executed with errors. In other words, show that the equation is related to $\bar{u}(t)$ which is faulty or executed with errors.

d. We have shown that $-U_T$ or negative philosophies give rise to faulty functions $\bar{u}(t)$. Show that $\bar{u}(t)$ is related to the downhill graph; in other words, $\overline{u}(t)$ causes $\mathscr{L}(t)$ to be instable. In this case, it causes $\mathscr{L}(t)$ to be $-\mathscr{L}(t)$ or $\overline{\mathscr{L}}(t)$.

257′. Our intelligences work in an increment/decrement basis. Related to application of theory, the following operation exists related to our intelligences. Assume our intelligence level is n, the operation $n+1$exists, also $n-1$. The diagram below, shows what is going on

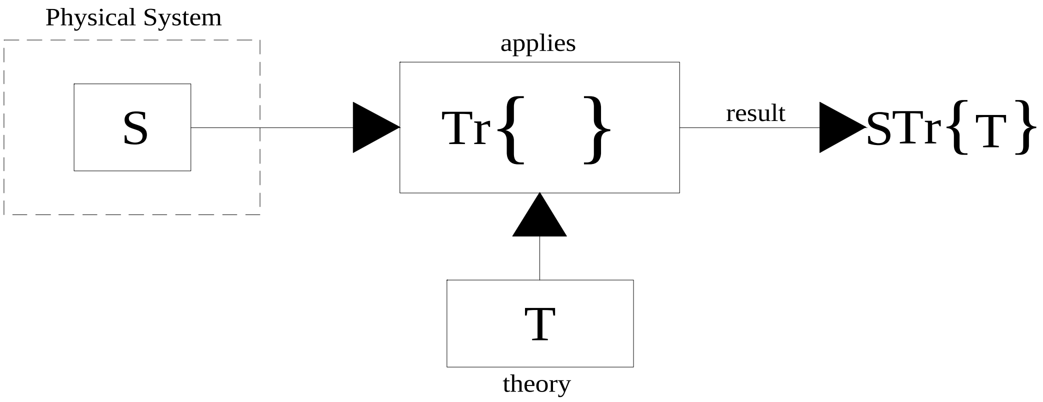


What do we mean by related to application of theory? Assume that our intelligence is n, it can be increased by $n+1$ and related to philosophy, it can also be decreased by $n-1$.

a. Think about the above explanation
b. Show with a practical example that related to application of theory and philosophy, the level of our intelligence increases by $n+1$ for theory and $n-1$ for philosophy. The $n+1$ and $n-1$ mean increment and decrement, where the numbers do not matter. In this case, it means increment or decrement, it does not mean increment by one or decrement by one.

258′. **Understanding the Application of Theory:** We have learned the process of applying theory to derive and execute functions in life. Although sometime we use both the words derive and execute, in terms of theory application, it is always good to understand that both words are the same. We have shown that the application of our utilization theory enables life to function normally, as well as the application of our philosophies or the misapplication of our theory enables life to function abnormally.

As a theory dependable system, we rely on theory to execute functions of life. We do have an intelligence that depends on theory that enables us to derive and execute functions. To better understand the process of application of theory related to ourselves, it makes sense to take a look of the diagram below. The diagram below shows that the physical system applies theory. To better understand the diagram, we label every entity.

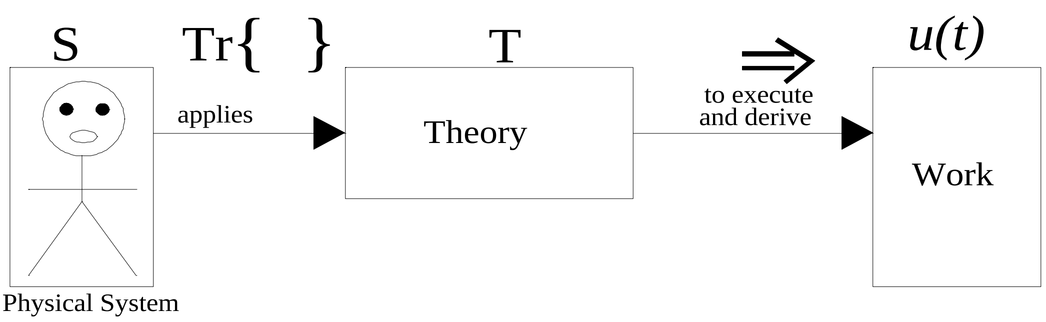


From the diagram above, we can see that the result of the theory application provide a function. In this case, we can simply say the result of the application is a function of life. With that, we have the following relationship.

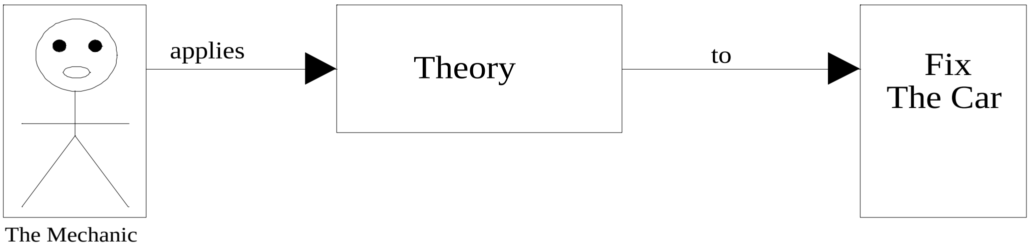
$$STr\{T\} \Rightarrow u(t)$$

The relationship above makes sense. Since the functions that we execute are functions of life, it makes sense to show the relationship of the theory that we apply related to the function that results to that theory application. This is basically what the relationship above shows.

Now, let's use our most recognize diagram to show the equivalent of the diagram above. The diagram below is the equivalent of the one above. Each component from the diagram above is shown as the equivalent of the one below. From this diagram, we can clearly see different entities in separate forms. For example, from this diagram we can see the physical system, the theory, and the function that results to the application of the theory.

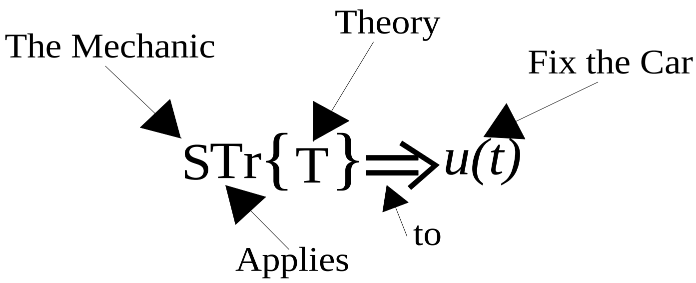


As an example, let's take this particular case. For instance, the mechanic applies theory to fix the car. We can represent the application of the theory by the mechanic from the diagram above. In this case, we have the diagram below. From this diagram, we can clearly see the mechanic, the theory, and the fixing car as separates entities.



Related to the relationship that results to the fixing of the car and the mechanic, we have the following relationship. This relationship shows that the mechanic applies theory to fix the car. The diagram below shows the label and more information for each entity from the relationship. It is very important to understand that relationship. The relationship is well adapted to the diagram and we can see how well they match.

$$STr\{T\} \Rightarrow u(t)$$



a. Take your time to think about the above explanation
b. From the diagram above, it is very important to see that the theory is being applied and it is a separate entity from the physical system and it is completely and independent entity. Using the diagram above as a guideline, with a practical example, show that a theory that is being applied by someone is completely a separate entity from that person; and it is completely independent.
c. Related to the above explanation and what we know about problem, it can be shown that the relationship below holds. From that relationship, we can see that problems are the result of the application of negative philosophies or misapplication of theory. With a practical example, show the relationship below. That means show that problem is the result of negative philosophies. In other words, show that S is not the problem, but $\overline{T}$ is the problem.

$$STr\{\overline{T}\} \Rightarrow \overline{u}(t)$$

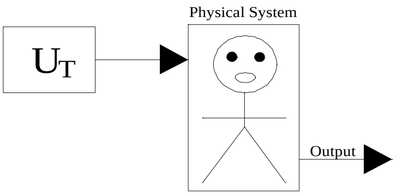
d. Redraw the first diagram above related to our utilization theory. Now, rather than using the output that shown on the diagram, using the adding functions instead. Show the list of the adding functions. You can have one for each theory; you can also have one that shows all the theories. In terms of output, you should have something like the one below. You can also show your input and output relationship in terms of our utilization theory. What do we mean by input and output; we mean the theory related to the function.

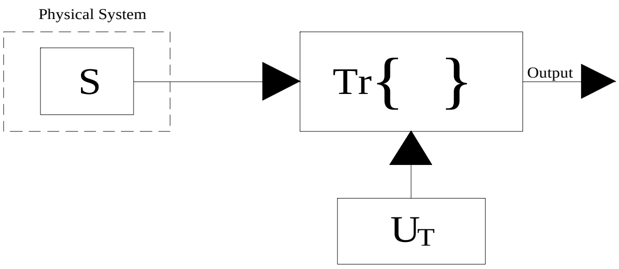
$$STr\{U_T\} \Rightarrow u(t)$$

The equal sign can also be used in the following form if you have a meaning for it, otherwise, don't worry about it.

$$STr\{U_T\} = u(t)$$

e. What is the similarity between the two diagrams below? We mean the similarity between the one on the left side and the one the right side.





259′. Show that

$$Tr\{\overline{T}\} = -u(t)$$

Which is the same as

$$Tr\{\overline{T}\} = u(-t)$$

In this case, you can also show as well

$$-u(t) = u(-t)$$

Which his the same as

$$-u(t) \Leftrightarrow u(-t)$$

The overall exercise is to show that; you don't have to worry about the rest above

$$-u(t) = u(-t)$$

260.**Understanding the Application of Theory Related to Time:** Since our intelligences work in a consecutive basis, the initial application of a theory may not produce the result that we expect; especially if the theory is applied late. Since our intelligences work in an incremental basis, the initial application of a theory can never produce 100% result instantly. The way to look at it, initially when we start applying a theory, we may not get the result we expect; but as we keep applying the theory, we can progressively see progress at a later time. Just take your time to think about that.

261′. **Understanding Ourselves Related to Application of Theory:** As an intelligence system, we apply theory independently to derive and execute functions of life. To better understand that process process in term of function we add to life, is better to present it in a form where each us can be taken into account. We have seen the following relationship before related to system application of theory.

$$STr\{T\} \Rightarrow u(t)$$

In term of application of theory by individual system, it is better to present it in a tabulated format where we can provide more information. The table bellow provides more explanation about application of theory by individual system, where it is derived from the relationship below.

$$u(t) \Leftarrow S_1Tr\{T\} + S_2Tr\{T\} + S_3Tr\{T\} + \cdots$$

Functions Produced by System 1 Related to Application of Theory	Functions Produced by System 2 Related to Application of Theory
$u_1(t) \Leftarrow S_1Tr\{T\}$ $u_2(t) \Leftarrow S_1Tr\{T\}$ $u_3(t) \Leftarrow S_1Tr\{T\}$ $\vdots$	$u_4(t) \Leftarrow S_2Tr\{T\}$ $u_5(t) \Leftarrow S_2Tr\{T\}$ $u_6(t) \Leftarrow S_2Tr\{T\}$ $\vdots$

From the table above, we can see that function 1 is the result of system 1 applies theory T, while function 4 is the result of system 2 applies theory T. The indices do not matter, any number can be chosen. What is important here is that system 1 applies theory T to execute many functions, while system 2 does the same. In other words, we all apply theory to execute functions of life. The results from the table above can be interpreted by using summation in the following forms.

$$u(t) \Leftarrow \sum_{l=1}^{L} S_l Tr\{T\}$$

The relationship above is better represented what is on the table. It shows that all of us apply theory to execute functions of life. The limit L represents the number of people alive. Given that problems are the result of misapplication of theory; with misapplication of theory, the relationship above can also be presented on this form. The relationship below takes problems into consideration. Since nobody can apply theory for others, since a theory is an independent entity, it is always good to understand that related to the relationship below when it comes to solutions of problems.

$$\bar{u}(t) \Leftarrow \sum_{l=1}^{L} S_l Tr\{\bar{T}\}$$

a. Take your time to think about the above explanation
b. Verity the two relationship above with a practical example

262′. Using algebra to show your understanding of life related to both added and existing functions. This is the same as saying show your understanding of both added and exising functions related to life by using algebra.

263′. Using algebra to show your understanding of the difference between theory and philosophy related to the physical system. This is the same as saying that use algebra to show your understanding of the physical system related to the difference between theory and philosophy.

264′. Using the life equation as shown below, verify your understanding of function and system relationship related to the equation.

$$\mathcal{L}(t) = h(t) + u(t)$$

Life of Time	Existing Functions of Time	Adding Functions of Time
$\mathcal{L}(t)$	$h(t)$	$u(t)$

The terms $h(t)$ and $u(t)$ are represented by the following equations

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{And} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

265′. Using both the life equation and the physical system equation, show the relationship between the physical system and the functional system. In other words, using the life equation and the physical system equation to show the relationship between physical system and the functional system. Both the life equation and the physical system equation are given below.

$$\mathscr{L}(t) = h(t) + u(t)$$

Life of Time	Existing Functions of Time	Adding Functions of Time
$\mathscr{L}(t)$	$h(t)$	$u(t)$

The terms $h(t)$ and $u(t)$ are represented by the following equations

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{And} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

The physical system equation is

$$S = U_T \quad \text{Or as we have seen before} \quad S(x) = (x_1 + x_2 + x_3 + \cdots + x_N)k$$

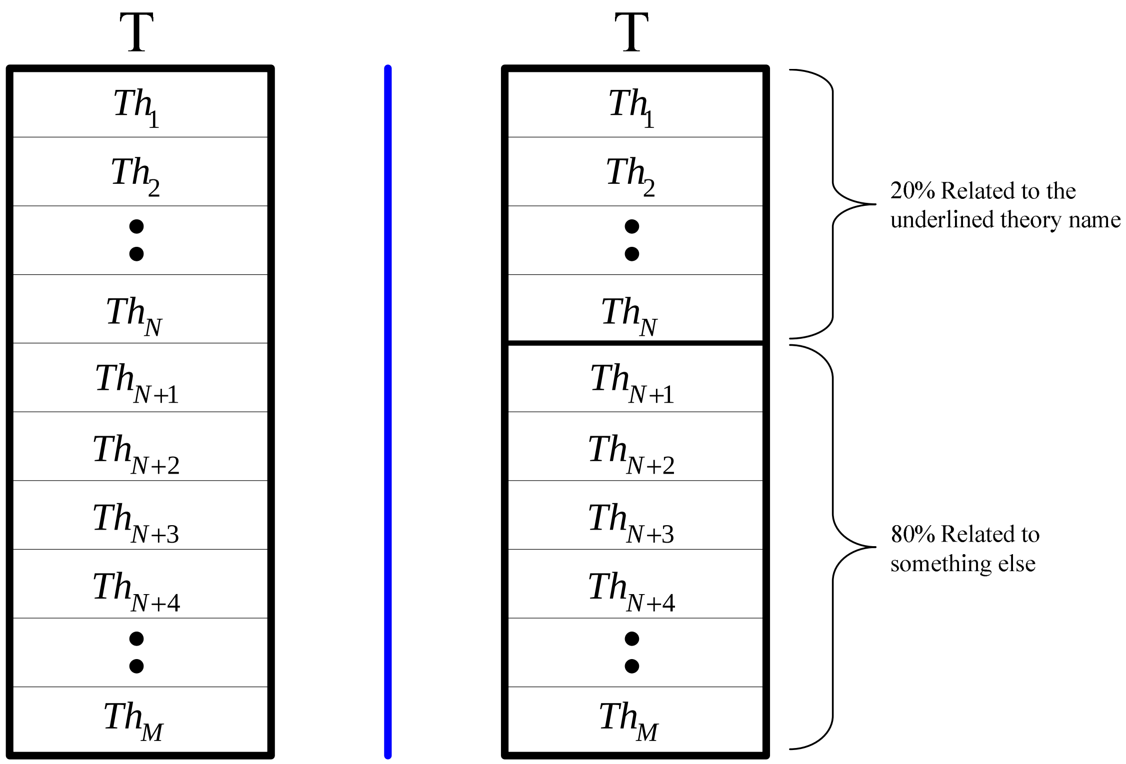
266′. Using algebra to sow your understanding of the physical system constant characteristic related to the physical system. This is the same as saying, show your understanding of the physical system related to the physical system constant characteristic by using algebra.

267′. Using algebra to show your understanding of added functions related to existing functions. This is the same as saying show your understanding of existing functions related to added functions by using algebra.

268′. Reworkout the above exercise algebraically. In other words, refere to exercise 42 and show what is the difference and similarity for example at the age of 3 months to 1 year and the age of 35 to 40.

269′. Rework out the above exercise algebraically by taking philosophy into consideration. In other words, refer to exercise 268′ above; rework it out algebraically in term of philsophy. You must provide some explanation and show your observation.

270′. **Understanding Principles in Theory:** Sometime theories are given in a way, where some principles are related to the underlined theory name and the rest for something else. Sometime a theory is given in a way, where some set of principles in that theory are related to the theory name, where the other set are related to something else. To better understand what we have just said, let’s look at the diagram below. It shows that in theory T, the set of theorem from Th_1 to Th_N are related to the name of that theory, where the set of theorem Th_{N+1} to Th_M are related to something else. In this case we can see that $M > N$; we can also say that $M \gg N$. It does not matter the way we say it. To better understand that, we show a diagram to the right, where it shows 20% of that set is related to the unlined theory name while the other 80% is related to something else. Take your time to understand that; it is very important.



271.Draw the relationship of life depends on many people depend on theory. In other words, you are going to draw the relationship of the dependency of life on many people depending on theory.

272.Draw the relationship of life depends on many people applying theory. In other words you are going to draw the relationship of the dependency of life on many people applying theory.

273′. Show that

$$S_1Tr\{T\} = S_1Tr\{Th_1 + Th_2 + Th_3 + \cdots\}$$

You must also provide a diagram of your work out and determine why

274′. Using algebra to show your understanding of the physical system related to existing functions. This is the same as saying show your understanding of existing functions related to to the physical system by using algebra.

275′. Using algebra to verify your understanding of term system follows the principle by providing a practical example. If you want to, you can use diagrams in your workout.

276.**Understanding Theory of Education:** We know that education is the process of learning theory. We also know that a theory is a separate entity from us. As a separate entity, it is assumed that the set of principle that is needed or interested to be learned is not already known by the students.

277.**Understanding Theory of Education:** From what we have just learned above from the previous exercise, we can also defined education or theory of education as the process of learning principles that we did no know already.

278′. Determine the result of the following operations and justify your result with a practical example.

$$S_1 Tr\{T\} + S_2 Tr\{T\} + S_3 Tr\{T\} + S_4 Tr\{\overline{T}\} + S_5 Tr\{T\} \Rightarrow ?$$

279′. By now you should have a very good understanding of system applying theory. With your understanding, draw and show the following applications. After you draw them, you might need to come up with the expressions that give result to the function.

- Systems apply theory to derive a car
- Systems apply theory do build a house
- System applies theory to derive or make orange juice—home made
- Systems apply theory to develop software
- System applies theory to fix a car

If possible, you might need to come with the node number, description and the value of the expression at that node. For example, you can have a table like that. It is not important for you to do that.

Node Number	Description	Expression
1	Description 1	S
2	Description 2	T
3	Description 3	$Tr\{T\}$

You can use some of the following entities to draw your diagrams

Entities	Entities Names
T	Theory
S	System
$T_r\{\ \}$	The theory application entity
I	Instrument
IDF	Instrument Derivative Function
ISF	Instrument Service Function
MDF	Method Derivative Function
IF	Instrument Function
MEF	Method Execution Function
MF	Method Function
$\frac{dM}{dT}$	Method Derivative Entity
M	Method Entity

FM	Function to Method
FI	Function to Instrument
$+$ $+$ $+$	Grouping
NE	Natural Element
$\frac{d}{dT}$	Derivative Entity
$\frac{dI}{dT}$	Instrument Derivative Entity
$\Rightarrow$ $\Leftarrow$ $\Leftrightarrow$	Relationships Produce

280′. Using algebra to show your understanding of instrumentation theory related to application of theory. This is the same as saying use algebra to show your understanding of application of theory related to instrumentation theory.

281′. Using algebra to show your understanding of existing functions related to instrumentation theory. This is the same as saying, using algebra to show your understanding of instrumentation theory related to existing functions.

282′. Using algebra to show your understanding of the difference between theory and philosophy related instrumentation theory. This is the same as saying use algebra to show your understanding of theory of instrumentation theory related to the difference between theory and philosophy.

283′. Show with a practical example that

$$Tr\{T\}=Tr\{Th_1\}+Tr\{Th_2\}+Tr\{Th_3\}+Tr\{Th_4\}+\cdots$$

You can omit this exercise depend how you worked out exercise 278′ previously

284′. Using algebra to show your understanding of added functions related to instrumentation theory. This is the same as saying show your understanding of instrumentation theory related to added functions by using algebra.

285′. Using algebra to show your understanding of the physical system related to importance of theory. This is the same as saying, using algebra to show your understanding impotance of theory related to the physical system.

286′. Verify that

$$-T=\overline{T}=Ph_1+Ph_2+Ph_3+\cdots$$

Where Ph stands for negative philosophy

This is the same as

$$\overline{T}=Ph_1+Ph_2+Ph_3+\cdots$$

$$\overline{T}=\sum_{n=1}^{N}Ph_n$$

You may also provide some diagram related to your verification

From the same explanation above, we can also say that

$$-U_T=\overline{U_T}=Ph_1+Ph_2+Ph_3+\cdots$$

287.**Understanding the Theory of Education:** we are a theory dependable system. We apply theory to derive and execute functions of life. We learn the theory that we use to derive and execute functions of life. If we look at the process, we can see that before we did not know about the principle, we later learn it and apply it to do what we do. If we look at the physical system and the functional system, we can see that it is normal for us to learn and apply theory to execute functions of life. Now, if we look at the overall process related to our parent, we can see that the process always happens in normal state. In other words, related to the physical system, the learning process always happens in normal state.

288′. Using algebra to show your understanding of the physical system related to limitation of theory. You can also think it as, using algebra to show your understanding of limitation of theory related to the physical system.

289′. Verify that

$$I = \frac{dI}{dT} = NE\left(\frac{dI}{dT}\right), \text{ where } NE \text{ is natural element}$$

And show your understanding of your result

290′. Using algebra to show your understanding of both adding and existing functions related to instrumentation theory. This is the same as saying show your understanding of the functional system related to instrumentation theory.

291′. Show and determine why

$$Tr\{\overline{T}\} = -Tr\{T\}$$

This is the same as saying show that

$$-Tr\{T\} = Tr\{-T\}$$

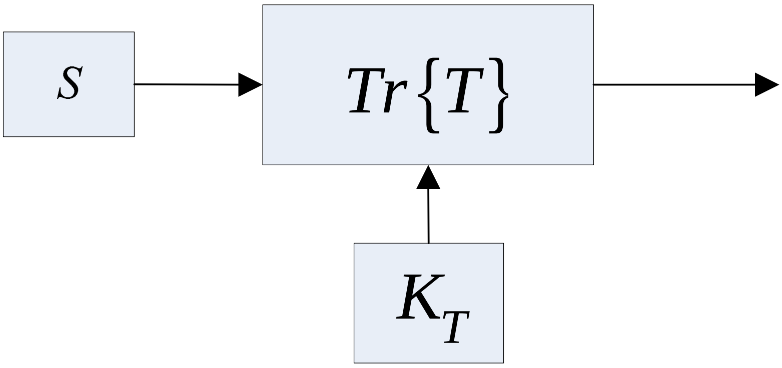
Depend on your understanding, you can also verify both

292′. Using algebra to show your understanding of application of theory related to independency of theory. This is the same as saying; use algebra to show your understanding of independency of theory related to application of theory.

293′. By now we should have a very good understanding of theory, theory communication, the relationship of theory and theory communication, and the application of theory. With our understanding, it can be shown that

$$\begin{aligned} STr\{T\} &= SK_T Tr\{T\} \\ &= K_T STr\{T\} \end{aligned}$$

The way to look at it, the expression above is closely related to the following diagram. For example, we can say the mechanic applies theory to fix the car is related to theory communication. Show the above relationship by providing a practical example. There is no need to draw a diagram, since it is already drawn for you below.

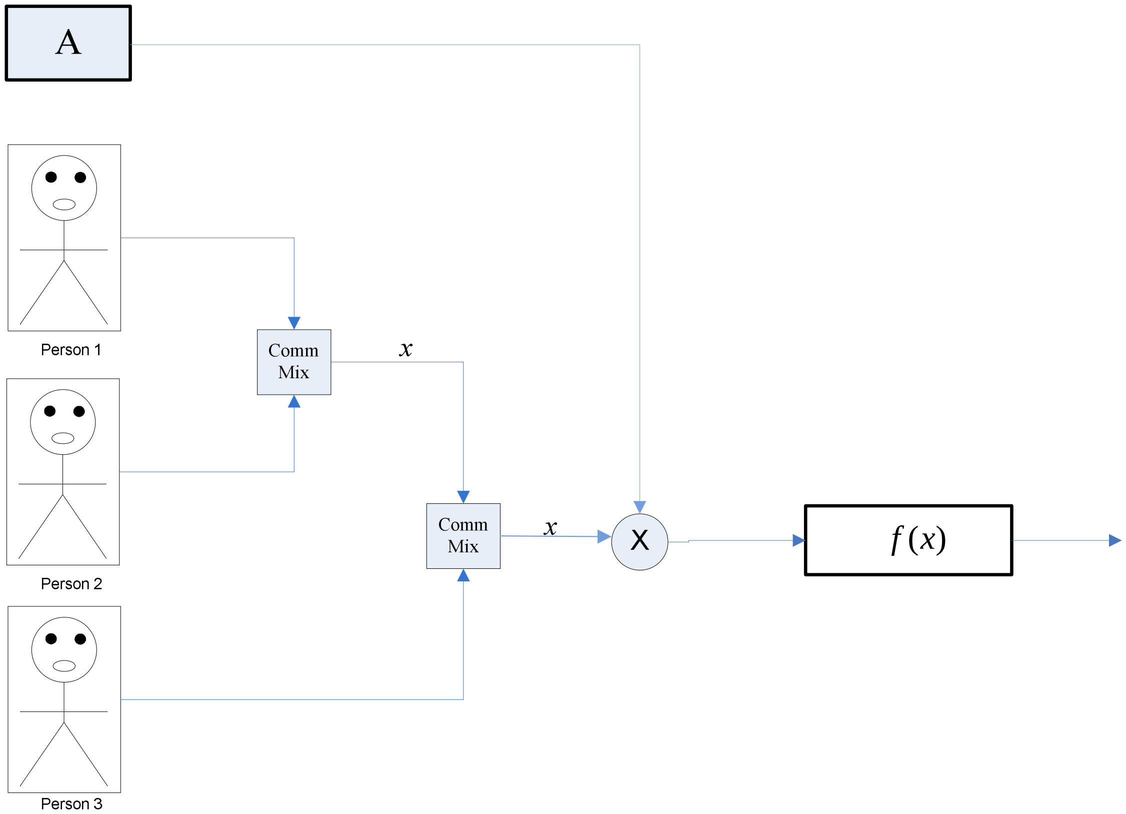


294′. Using algebra to show your understanding of communication theory related to application of theory. This is the same as saying use algebra to show your understanding of application of theory related to communication theory.

295′. Using algebra to show your understanding of the difference between theory and philosophy related theory of communication. This is the same as saying use algebra to show your understanding of theory of communication related to the difference between theory and philosophy.

296′. Using algebra to show your understanding of the gaming theory related to instrumentation theory. This is the same as saying, show your understanding of instrumentation theory related to the gaming theory by using algebra.

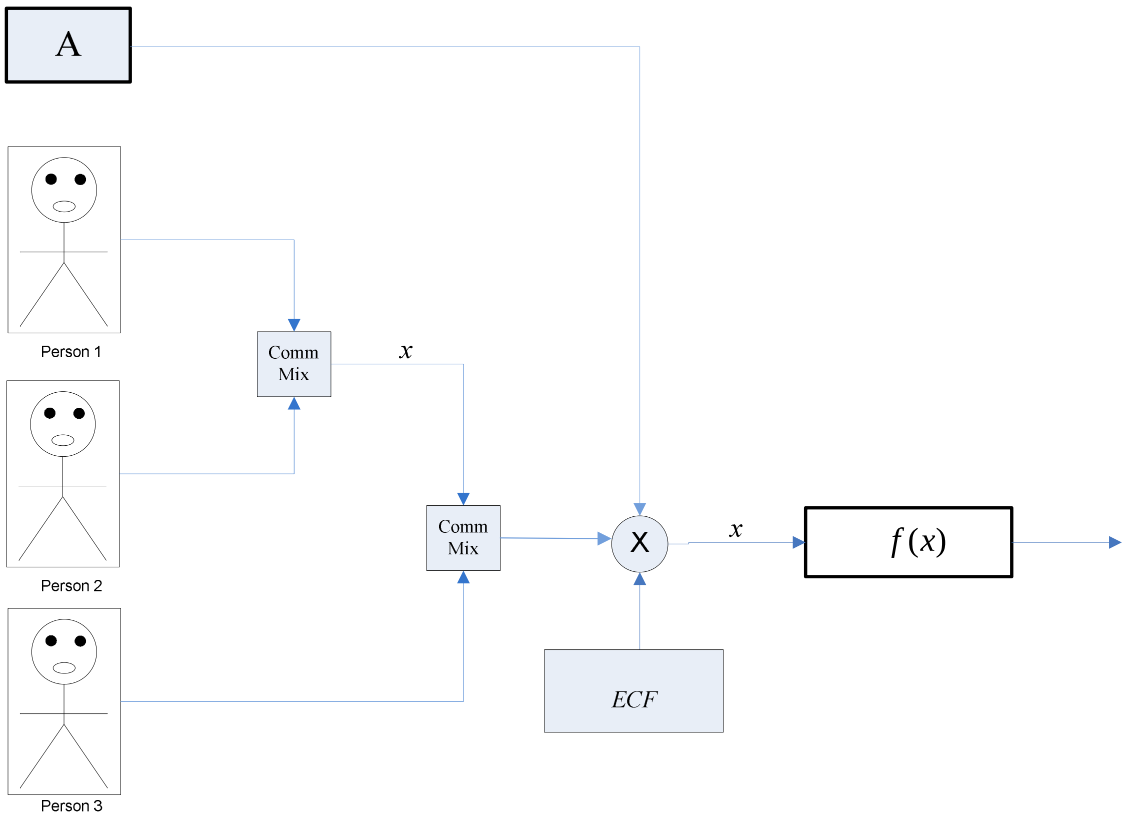
297′. **Understanding the Error Correction Function**



From the diagram above, the communication function was given to us in the form of

$$f(x) = Ax$$

Where $f(x)$ is the function of the communication which our application result depends on. We have introduced an Error Correction Function (ECF) to prevent error from getting to our communication function or application result. When there is error in our communication, as we have seen before, the presence of the ECF in the diagram above will change to the one below.



a. Just take your time to think about the explanation related to the diagram above
b. By understanding the presence of error in our communication related to the feedback provided to us by our parent to enable the correction process, we can see that the Error Correction Function is a conditional function that takes error into consideration in our application. From what we have just said, and from your understanding of the explanation, determine the Error Correction Function in terms of communication by itself. All that we mean, what is the ECF in terms of communication?
c. Now that you have determined the ECF, use your result to determine the communication function with the presence of error in the communication and without the presence of error in the communication. You must provide an explanation of your result. You must put each function side by side and explain what each entity within the functions does relate to the result of the application.

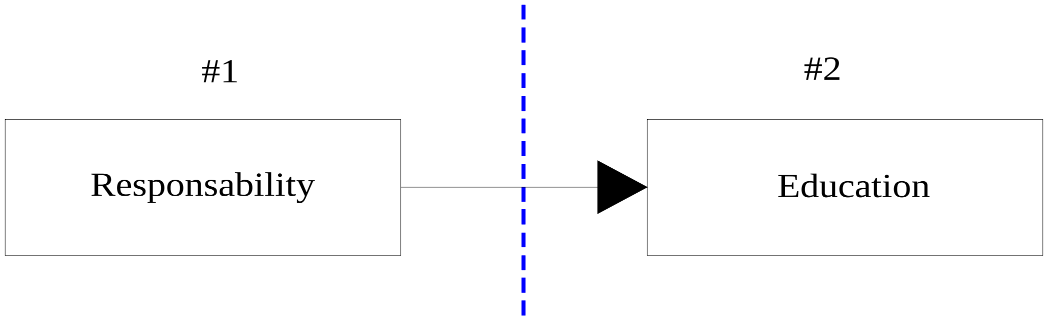
298′. Using algebra to show the relationship between the communication function and the interpretation function. We already know that the communication function can also be called application function. Both functions were given to you in the form as shown by the table below.

Communication Function	**Interpretation Function**
$f(x) = Ax$	$Int\{A\} = K_T A'$

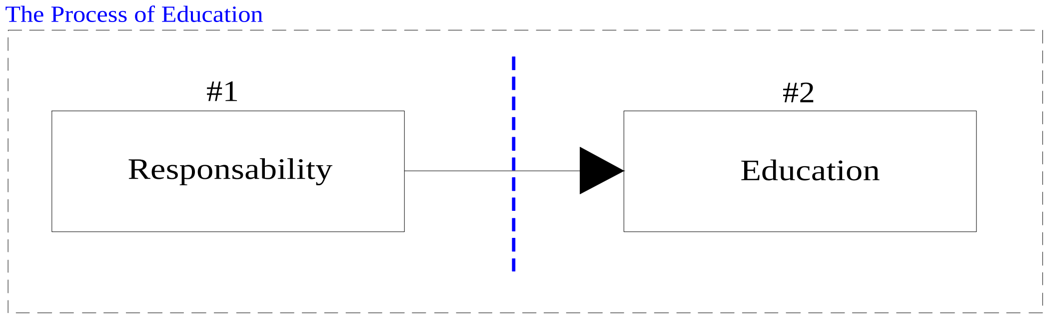
299′. Using algebra to show your understanding of the difference between theory and philosophy related information theory. This is the same as saying use algebra to show your understanding of information theory related to the difference between theory and philosophy.

300′. Using algebra to show your understanding of instrumentation theory related to expandability of theory. This is the same as saying use algebra to show your understanding of expandability of theory related to instrumentation theory.

301.**Understanding the Theory of Education:** We have learned that the process of learning theory is named as education or better theory of education. We know that theory of education is a set of theory. In other words, all theories include in theory of education. We also know that theories are learned everywhere we are present. In other words, people learn theory everywhere they are present. For instance, we learn theory at home, in school, church, mosque, synagogue, temple, where we work etc. Now, if we look at the process of learning theory, it is always good to look at it this way. The people who are learning and applying the theory always view as students. Given that our parent principle is the basis of theory of education, from that basis we can quickly see everybody who learns and applies theory is considered to be student. We can also say that the theory is the parent of the children. In this case, parent itself is considered to be the theory, where the children are the students. We can also say that we are the students of our parent. Now, if we take a quick look at the process again, we can see that the theory is presented and learned to apply. The theory is presented and learned to apply to enable the functionality of the underlined system. Given that our system is self controllable and theory dependable, given that we are self controllable and theory dependable, we must learn and apply theory independently to enable our functionality. There is no way one can learn and apply theory for each other. There is no way, one can learn and apply theory for us; it is not possible. Each of us must learn and apply theory independently. From what we have just said from the previous sentence, we can see that in term of learning theory, which is basically theory of education, there is responsibility. That means, the word responsibility is related to the word theory or better to the term theory education. Given that our system is self controllable, without responsibility, the word education or the term theory education is invalid. That means, the word education or the term theory education does not exist without responsibility. The way to look at it, during the process of education or during the process of learning theory, the students take responsibility to learn and apply the theory to enable their functionality. If we look at that process, we can see it this way, responsibility comes first then education comes second. In this case, we have the following diagram.



Since we said the overall process is named the process of education, so we can better show the overall process by the following block diagram.



From what we have just said, the way to look at it, without entity #1, there is no entity #2, so without entity #1, entity #2 is invalid. Just take your time to think about the explanation. It is always better to assume responsibility in learning theory, since nobody can learn and apply theory for others. Even if a theory is presented by an instructor, the instructor itself cannot apply the theory for the students. The students are the only ones who can learn and apply the theory independently. Whenever the students believe that the instructor can learn and apply the theory for them, the word education or the term theory education becomes invalid. Whenever the instructor believes the same as well, both the word education and the term theory of education are also invalid. It is very important to understand that.

302′. Using algebra to show your understanding of the physical system related to expandability of theory. You can think it as as using algebra to show your understanding of expandability of theory related to the physical system.

303′. Using algebra to show your understanding of information theory related to application of theory. This is the same as saying use algebra to show your understanding of application of theory related to information theory.

304′. **Understanding Theorems in Theory:** From our understanding of theory, we know that a theory is a set of theorems. A theory can be view as a collection of theorems in the following form

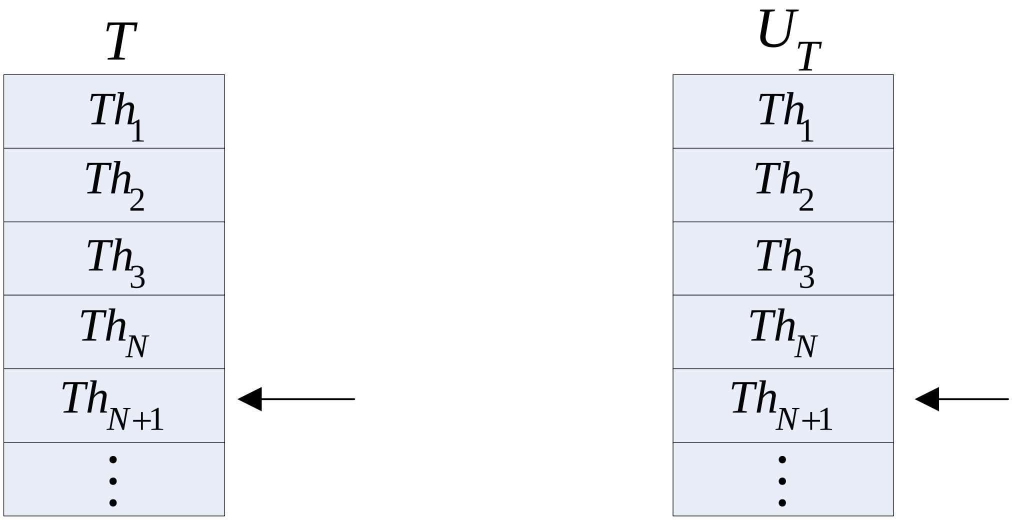
$$T = \{Th_1, Th_2, Th_3, Th_4, Th_5, \cdots\}$$

As we already known, our utilization theory is also viewed as a collection of theorems as well. With what we have just said, we can represent what a theory looks like and also our utilization theory in the following diagram.

T
Th_1
Th_2
Th_3
Th_N
Th_{N+1}
$\vdots$

U_T
Th_1
Th_2
Th_3
Th_N
Th_{N+1}
$\vdots$

Given that a theory is expandable through application, as we continue learning and applying a theory, more theorems can be discovered or allocated from that theory. Given that our utilization theory is very expandable, as we keep learning and applying our utilization theory, more theorems can be allocated from it. Now, assume that from the theory listed above we allocated Th_{N+1}, as shown by the diagram below. The arrow is pointed to the theorem that is allocated. With your understanding of theory, verify that $Th_{N+1} \in T$ or $Th_{N+1} \in U_T$. In other words, the theorems that are allocated in the theory are belonging to the theory. Since a theory is collection of theorems, that collection can also be viewed as a table. With that, we can also say, verify that the theorems that are allocated in the table belong to the table.

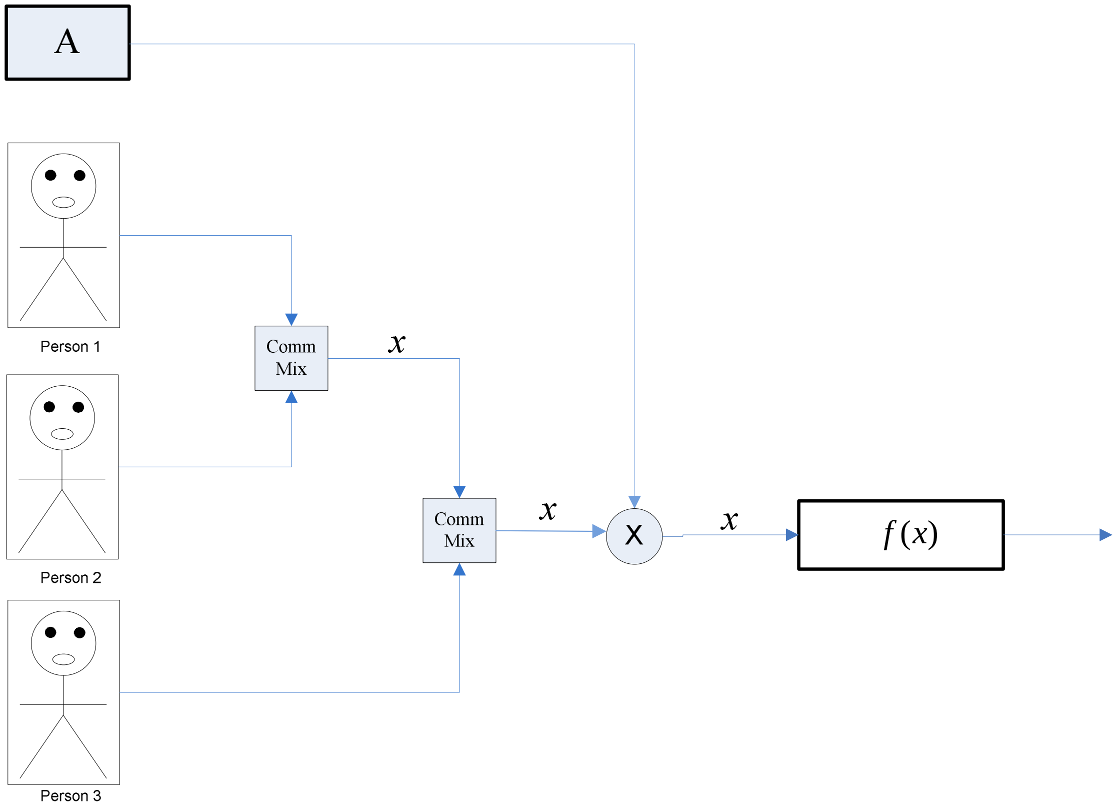


305′. Using algebra to show your understanding of the functional system related to the theory of marketing. This is the same as saying, using algebra to show your understanding of theory of marketing related to the functional system.

306.Show your understanding of information theory related to portability of theory. This is the same as saying show your understanding of portability of theory related to information theory.

307′. Using algebra to show your understanding of application of theory related to expandability of theory. This is the same as saying; use algebra to show your understanding of expandability of theory related to application of theory.

308′. **Understanding Our Application Related to Communication:** Let’s assume that our project is made of several people and all are working together to execute a function, then the overall project can be viewed by this diagram.



By taking a look at the diagram above, let's assume Person 1 as P_1, Person 2 as P_2, and Person 3 as P_3. While the diagram shows only 3 persons, but it does not matter. We can expand it to any number that we desire to enable us to accomplish our project. From the same diagram above, we have the communication function

$$f(x) = Ax$$

Now if we look at the people in the communication, we can see that if we include the people in the communication, then we have

$$f(x) = \left(xP_1 + xP_2 + xP_3 + \cdots\right) A$$

As the equation above shows, we can have as many people as needed to accomplish what we do.

a. Now by understanding the relationship between people in the application, the communication of those people, and the application itself, it can be shown that

$$f(x) = \left(xP_1 + xP_2 + xP_3 + \cdots\right) A$$

Is the same as

$$f(x) = \left(AxP_1 + xP_2 + xP_3 + \cdots\right)$$

The way to look at it, you can show the first equation which leads to the second one or simply show that

$$\begin{aligned} f(x) &= AxP_1 + xP_2 + xP_3 + \cdots \\ &= \left(AP_1 + P_2 + P_3 + \cdots\right)x \end{aligned}$$

You must provide a practical example in your workout.

b. Within your workout of the same equation above, take error in communication into consideration and show your understanding of the entities within the equation. You must provide a practical example in your workout.

c. By understanding both the communication function and the interpretation function, you can use part a above to show that relationship related to the result of the application or the communication function, then use part b to show that same relationship by taking error into consideration. You must provide a practical example.

309′. **Understanding Both the Communication Domain and the Theory Domain**: In the communication domain, we use communication to model our application, while in the theory domain we use theory to model our application. In other words, in communication domain we use communication to show what we do, while in theory domain we use theory to show what we do.

We know that life is a set of functions. We are a communication enable system and theory dependable. In the communication domain, we communicate to do what we do, while in theory domain, we apply theory independently to do what we do. In this case, theory gives us ideas to do what we do. As we have learned previously, in the communication domain, our communication function takes communication into consideration. In this case we have

$$f(x) = Ax$$

Where $f(x)$ is the communication function, which produces the result of our application. Now in the theory domain, we know that life is a set of functions and it is defined as

$$\mathscr{L}(t) = h(t) + u(t)$$

Where

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{And} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

We apply theory independently to execute or derive functions of life. In this case, we apply theory to add functions to life. From what we have just said, we have

$$Tr\{T\} = u(t) \text{ or } Tr\{T\} \Rightarrow u(t)$$

From the above equation, we can say that the theory that we apply produce added functions of life. The problem we have now, we must show the principles that we apply to produce the functions we add to life. Assume that a function we add to life is $u_2(t)$, we must show the principle that we apply to produce that function. By modeling our application in the theory domain, we can show the principle that we apply to derive or execute function $u_2(t)$.

In the communication domain we have $f(x) = Ax$, where x is the communication that enables us to produce the result of the application. In the theory domain, we have $Tr\{T\} \Rightarrow u(t)$, where T is the set of principle that we depend on to produce the function $u(t)$.

Theories are independent entities that we apply individually. We depend on theory to do what we do. Theory gives us ideas to do what we do. The ideas we get from a theory can be good or bad, depend how we apply it. Within what we have said, we can see that the application of a theory can produce a positive result; it can also produce a negative result as well.

Now, disregard the domain we use to model our application, the following entities are visible to us: people, communication, theory. Assume that we use the communication domain to model our application, we see communication and people, while in the theory domain, we see people and theory. From whatever domain we choose, we also see people execute functions in the areas of their presences. In other words, those people work in the area where they are physically presented. It is very important to understand the physical system itself and the area where the system executes its function. In other words, it is very important for us to understand ourselves and the place where we execute our functions. If we fail to understand the place we execute our functions related to what we do, we simply fail to understand ourselves.

a. Just take your time to think about the above explanation
b. Now, assume that you can model your application related to your working area, where someone else can model his/her own application related to his/her working area as well. In other words, you model your application in a piece of paper, that piece of paper is considered to be your working area. Another person model his/her application on a board, that board is consider that person working area.

Disregard the way you look at it, you can also take it like this. You work in a place, that place is considered to be your working area. Someone else works in a different place, that place is considered that person working area. Practically, you don't know that person or you don't know anything about that person in terms of functions he or she executes. What is important here, we have people who are locating in difference places and execute different functions. You have access to your application; those people also have access to their applications. Most of the time, you don't know what they do, they also don't know what you do. Disregard the way we look at it or say it, it is very important when modeling an application to take the area where the function is executing into consideration. That makes sense, since the people who work in that area don't have access to other people areas. Now, by having a good understanding of the both the theory domain and the communication domain in terms of application modeling. By also having a very good understanding of the previous exercise as well, you need to verify that only the people who work in specific application can make adjustment to that application. This is the way to look at it, we use the terms model of application to show what we do and how we do them. If there is an error in what we do, we can make correction and make adjustment to our function. By having a good understanding of the communication function and the theory transformation function, it can be shown that only the people who are part of the specific application can make adjustment to that application; this is what you need to show or verify. If you want to, you may provide a practical example.

c. By working the part above, if you have found out that the result of the application can be adjusted by people who are not in the application, you need to go to the previous exercise and make adjustment to the equation. In other words, if you find out that the application can be adjusted by people outside that application working area, then you need to go the previous exercise and make changes to your workout. You will also need to adjust the equation to reflect that. When you finish, go to exercise 389′ and fill the gap.
d. Now, we know that a theory is an independent entity, in this case, theory cannot be applied by someone for someone else, and it is not possible. Assume that you have found out that an application can be adjusted by people outside that application working area; you might need to adjust the theory transformation exercise as well.
e. By working out this exercise until here, it is very important to understand that adjustments and corrections cannot be made by people outside the application. In other words, adjustment to our application cannot be made by people who are not in the application. We cannot make adjustment to applications outside our working area; it is not possible. It is very important to understand that, whenever we fail to understand that, we develop problem over and over. From your understanding, provide a problem development example where people have tried to adjust applications outside their working areas and develop problems. You can also use history if you want to. Show your understanding of that problem development related to that or show your understanding of problem development related to that.

f. Verify your understanding of the learning of the principles related to functions adjustment. In other words, you learn the principle; you make adjustment to your functions. The other person learns the principle that person make adjustment to his/her functions. Now, verity whether or not learning the principle for someone to enable that person to make adjustment to functions that person executes is possible.
g. What would have happened if it was possible for us to make adjustment to functions outside our working area? In other words, what would have happened if it was possible for us to make adjustment to applications that we are not a part of?
h. Verity your understanding of communication related to both part b and e. In other words, use your workout of part b and e to verity your understanding of communication.

310′. Using algebra to show your understanding of communication theory related to expandability of theory. This is the same as saying use algebra to show your understanding of expandability of theory related to communication theory.

311′. Using algebra to show your understanding of the functional system related to the exchange system theory. You can think it as using algebra to show your understanding of the exchange system theory related to the functional system.

312′. Using algebra to show your understanding of information theory related to expandability of theory. This is the same as saying use algebra to show your understanding of expandability of theory related to information theory.

313.**Understanding the Self Controllable Characteristic of the Physical System:** We can also say Understanding the Self Controllable and the Theory Dependency Characteristics of the Physical System. Given that those two characteristics map together, when we say one, it automatically includes the other. With your understanding of life, the physical system, and theory, shows that there is no way one can apply theory for each other. Given that one cannot apply theory for each other, there is no way one can control each other. Verify that by providing a practical example.

314.How do we monitor the progress of our application in the communication domain? All you need to do show how we monitor the progress of our application in the communication domain. We can also say that show how we evaluate the performance of our application in the communication domain. This is the same as saying show how we determine the performance of our application in the communication domain.

315′. Use algebra to show your understanding of the difference between theory and philosophy related to added functions. This is the same as saying that, using the life equation to show your understanding of the difference between theory and philosophy related to added functions.

316. In what cases the following events can happen; here the arrow means become. You must provide all the cases.

$$f(x) \rightarrow f(\bar{x})$$

$$u(t) \rightarrow \bar{u}(t)$$

317′. Using algebra to show your understanding of the difference between theory and philosophy related to expandability of theory. This is the same as saying using algebra to show your understanding of expandability of theory related to the difference between theory and philosophy.

318′. **Understanding Theory of Education Related to Life:** try to see if you can understand the relationship of the following equation

- We know that $S = U_T$; in this case we have $(x_1 + x_2 + x_3 + \cdots + x_N)k$
- We know that $Tr\{T\} = u(t)$
- By looking at ourselves related to the application of theory ,we have $\sum_{l=1}^{L} S_l Tr\{T\} \Rightarrow u(t)$
- We also know that communication function is in the form of $f(x) = Ax$
- We know that there is a relationship between the life equation and the physical system equation in the following form $k\sum_{l=1}^{L} x_n \Leftrightarrow \left(\sum_{n=1}^{\infty} h_n(t)\right) + \left(\sum_{m=1}^{M} u_m(t)\right)$
- We know that there is a relationship between those two equations $(x_1 + x_2 + x_3 + \cdots + x_N)k$ and $\mathcal{L}(t) = h(t) + u(t)$
- We know that there is a relationship between life and the theory of education, where $E_T \Leftrightarrow \mathcal{L}(t)$ or $\sum_{n=1}^{\infty} T_n \Leftrightarrow h(t) + u(t)$
- Related to the interpretation function, we know that $Int\{A\} = K_T A'$

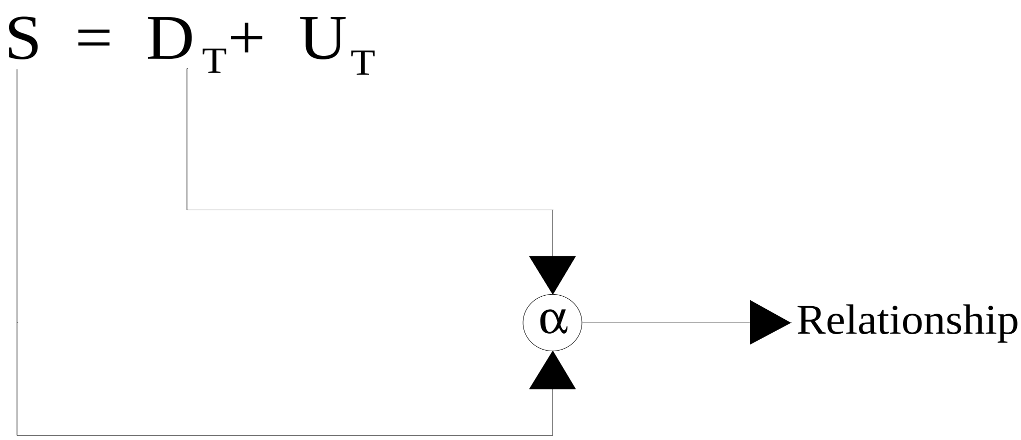
By looking at the overall equations above, it is very easy to see that the process of problem development is not normal. The way to look at it, in normal mode, it is not possible for problems to get developed. Take your time to see if the steps above make sense to you.

319′. Using algebra to show your understanding of the difference between theory and philosophy related to existing functions. This is the same as saying that, using the life equation to show your understanding of the difference between theory and philosophy related to existing functions.

320′. From our system equation, we know that there is a relationship between our system and its utilization theory. The equation of our system was given to us in the following form.

$$S = D_T + U_T$$

Since we don't know anything about D_T, we set it equal to 0 and let $S = U_T$. By following and applying that equation, we have learned and discovered a lot about our system. In addition to the relationship of a system and its utilization theory given by the equation above, there maybe or there is a relationship about a system and its derivation theory as shown by the diagram below.



In terms of our system, since the derivation theory is unknown that relationship is not of our interest. We don't need to know about that relationship and it is not important to us. All that we need to know that relationship exists. Another way to look at it, since the importance of a theory is to ensure the functionality of a system and to solve problem in that system. Given that we cannot solve any problem with the relationship above, there is no need for us to know about it. The relationship above is not important to us; we don't need to know anything about it.

321′. Using algebra to show your understanding of the difference between theory and philosophy related to application of theory. This is the same as saying using algebra to show your understanding of application of theory related to the difference between theory and philosophy.

322′. Using algebra to verify your understanding of the principles of simulation related to existing functions. You can take the physical system functionality into consideration in your workout. This is the same as saying that, using the life equation to verify your understanding of the principles of simulation related to existing functions.

323.**Understanding Presentation of Theory:** Roughly we could have said Understanding the Theory of Education. We know that theories are presented from times to times. Given that a given theory is presented to enable the functionality of the underlined system, if we compare what we have said with our parent feedback process, we can see that theories are always presented at a time they are needed. From that, we can also see that our parent feedbacks us at a time we need that feedback. From what we have just said, we can see that those principles can be presented in a form that may never be repeated. It is better to look at it that way, if we look at the presentation itself related to the principles in relation with the feedback process, we can see that those principles always presented in a form that may never be repeated. Given that when the principles are presented it may have been related to a feedback, it may never be presented to us again in the same form.

324′. Using algebra to show your understanding of the physical system related to instrumentation theory. This is the same as saying, using algebra to show your understanding of instrumentation theory related to the physical system.

325′. Using algebra to show that our utilization theory is not exchangeable. In other words, by using algebra, you will need to verify that our utilization theory is not exchangeable.

326′. Using algebra to show and verify your understanding of both the communication domain and the theory domain related to our application in terms of monitoring progress. In other words, show and verity your understanding of our application progress in both the communication domain and the theory domain by using algebra. You may need to omit this one depends how you worked out the two previous related exercises.

327′. Using algebra to show that existing functions are not marketable. If you have shown that already, you don't have to workout this exercise. You can simply omit it.

328′. **Understanding the Principles of Simulation:** By now we should have had a very good understanding of the application of theory and also the gaming theory. From the application of theory, we have learned that we apply theory to derive and execute functions of life. In terms of functions, we know that life includes two set of functions, the set of existing functions and the set of adding functions. While we apply theory to derive and execute added functions, however we have seen that excising functions are completely different than adding functions. From our understanding and our observation, we should have seen that existing functions are executed in different mode than adding functions. While time can predict the execution of added functions, however when it comes to existing functions, it is completely different.

From the gaming theory, we have learned that it is always good for existing functions to executing in their own mode rather than our desired mode. In other words, we have learned that from the gaming theory or the principles of simulation that is always good for existing functions to execute by themselves rather than by us. We have also learned that there are many, many existing functions that cannot be simulated. Whenever we try to simulate existing functions that cannot be simulated, we simply develop problems in life. Whenever we try to execute existing functions by disregarding their modes of executions, we also develop problems in life. Whenever we try to execute existing functions by disregarding their modes of executions, we simply simulated them. Given that those functions don't like to be simulated or executed or running in simulation mode, whenever we simulated them, we simply develop problems. It is always good to understand that. It is always good as well to understand the difference between existing and adding functions in terms of functions executions.

From the application of theory, we understand that we apply theory to derive and execute functions of life. The functions that we execute and derive are added functions. By understanding the application of theory, we have learned two important factors. First, we apply our utilization theory to derive and execute added functions of life. Second, we learn and apply our utilization theory to prevent us from simulating existing functions. We know that when we execute functions by disregarding our utilization theory, we develop problems in life. We also know that when we simulate existing functions, we also develop problems in life. Given that existing functions are executed in different modes than adding functions and whenever we try to execute them in our mode we simply simulate them or develop problems, it can be shown that there is a relationship between the problems developed by simulated existing functions and problems developed by executing adding functions with disregard of our parent principles. Since we know that an added function that does not execute or related to our utilization theory is faulty, a simulated function is also a faulty function. Since the simulated function is not executed in its own mode, since the simulated function is executed in our mode, in this case we can call it a faulty added function. With that, it can be shown that a simulated function is also a faulty added function or simply a faulty function.

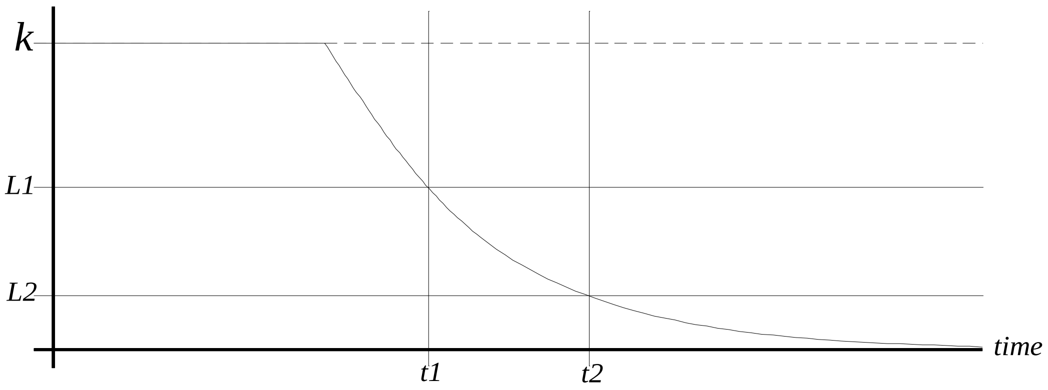
a. Take your time to think about the above explanation
b. Show that $\overline{h}(t)=\overline{u}(t)$; in other words, a simulated function is acted as a faulty added function; show that with a practical example. For instance, assume that $h_2(t)$ is identified as an existing function, the simulated of $h_2(t)$ produces $\overline{h_2}(t)$; in this case, since $h_2(t)$ is not executed in its normal modem, therefore $\overline{h_2}(t)$ is executed as a faulty function. In this case, we can say that $\overline{h_2}(t)$ is a faulty added function where $\overline{h_2}(t)$ is equivalent to $\overline{u_2}(t)$. As we have said from the explanation, the existing function acts like

a faulty added function. In this case, the equal sign is interpreted as act and can be replaced in the following form.

$$\bar{h}(t) \xrightarrow{\text{acts like}} \bar{u}(t)$$

c. From the downhill process, we have learned that as we go away from our fundamental, we also develop more problems. The graph below is related to problem in terms of lost and time to our fundamental. In terms of simulated functions, at time $t=t_2$ we lost more of our fundamental than at time $t=t_1$. Related to problems and functions executions, it can be shown that at time $t=t_2$ the amount of function simulation is much, much greater than at time $t=t_1$. In other words, while we continue our downhill path, the more we lost, the more functions we simulate. We can also say that at $t=t_2$, $\bar{h}(t)$ is much, much greater than at time $t=t_1$. Show with a practical example that the amount of function simulation related to the graph below is much greater at time $t=t_2$ than at time $t=t_1$ or simply the following.

$$\bar{h}(t)\Big|_{t=t_2} \gg \bar{h}(t)\Big|_{t=t_1}$$



$\bar{h}(t)\Big|_{t=t_2} \gg \bar{h}(t)\Big|_{t=t_1}$ can also be written as $\left[\bar{h}(t)\right]_{t=t_2} >> \left[\bar{h}(t)\right]_{t=t_1}$

d. Refer to the **Problem Analysis and Solution Related to History** exercise. Choose the part that deal with involuntary work, and show your understanding of that related to the work theory or show your understanding of that event related to the work theory.

e. Refer to the **Problem Analysis and Solution Related to History** exercise. Choose the part that deal with involuntary work, and show your understanding of that related to the principles of simulation or show your understanding of that event related to the principles of simulation.

329′. Using algebra to show your understanding of the theory of marketing related to expandability of theory. This is the same as saying use algebra to show your understanding of expandability of theory related to the theory of marketing.

330′. Using algebra to show your understanding of the physical system related to portability of theory. This is the same as saying, using algebra to verify your understanding of portability of theory related to the physical system.

331′. **Understanding the Application of Theory Related to Time:** Given that the learning and the understanding of a theory do not take time into consideration, given that the application of a theory does not take time into consideration as well, it is better to rename the title **Understanding Function Execution Related to Time.** That makes a lot of sense, from what we know about ourselves and theory; we know that we are a theory dependable system and our intelligence gets ideas from theory to enable us to do things or execute functions. We know that our intelligence works in an increment/decrement basis. With the relationship of theory and our intelligence, we can see that time is not a factor in that relationship.

We know that the application of theory produces a function. In other words, we apply the ideas we get from theory to execute functions and we execute functions related to time. To better understand the application of theory and the function that is produced from that application, it makes sense for us to look at both of them as two separate entities: the application of theory itself and the function that is produced by that application which is executed related to time. Let's reinterpreted that again, to better understand ideas we get from theory and the functions that are produced from those ideas, it makes sense to look at both the theory that gives us ideas, and the functions that are produced by those ideas that we execute related to time. With what we have just said, we can see that the functions that are produced from the ideas we get from theory are executed in a different domain than the ideas we get from the theory. The diagram below shows just that. It shows that the function that is produced by ideas we get from the theory are executed in time domain, while the ideas we get from the theory themselves are executed in another domain, which is completely different than the time domain; the first diagram show just that. From what we have just said, we can see that the function produced by those ideas are executed in the time domain, while those ideas we get from the theory are executed in the theory domain. This is shown on the second diagram. Keep in min that the theory domain is completely different than the time domain.

different domain | *time domain*

$$Tr\{T\} \Rightarrow u(t)$$

theory domain | *time domain*

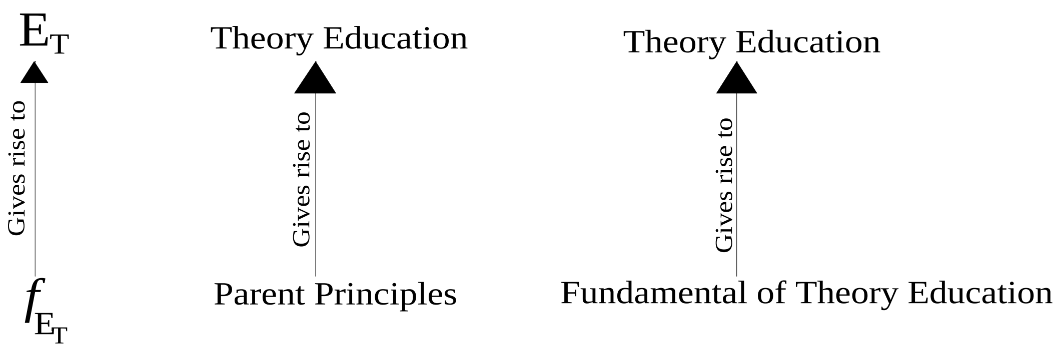
$$Tr\{T\} \Rightarrow u(t)$$

Another way to look at it, although the function that is produced by the application of theory executed in the time domain, however the application of theory itself does not take time into consideration. It is always better to say the learning and the understanding of theory does not or never take time into consideration. The reason for that, because the learning and the understanding of a theory take the intelligence into consideration and increment and decrement is a characteristic of the intelligence and related to the application of theory, the intelligence itself does not take time into consideration. Take your time to think about this explanation, it is very important to understand.

332′. Using algebra to show your understanding of the exchange system theory related to expandability of theory. This is the same as saying use algebra to show your understanding of expandability of theory related to the exchange system theory.

333′. Using algebra to show your understanding of the physical system related to independency of theory. This is the same as saying, using algebra to show your understanding of independency of theory related to the physical system.

334′. **Understanding Theory Education Related to Life:** We have learned the following relationship about theory education. We know that theory education has it basis from our parent. We also know that the fundamental of theory education gives rise to theory education. With that, we have the following diagram about theory education related to the fundamental of theory of education.



From the diagram above, we have the following equation that was given to us about theory education.

$$E_T = \sum_{n=1}^{\infty} T_n$$

The life equation was given to us; let's represent it here again

$$\mathcal{L}(t) = h(t) + u(t)$$

Life of Time	Existing Functions of Time	Adding Functions of Time
$\mathcal{L}(t)$	$h(t)$	$u(t)$

The terms $h(t)$ and $u(t)$ are represented by the following equations

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{And} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

From above, we have both the life equation and the theory of education. The stability of life is viewed as the normal functionality of life or normal functionality of functions that make up life. Related to theory education, it can be shown that there is a relationship between theory of education and the life equation in the form of. In terms of relationship, we have

$$E_T \Leftrightarrow \mathcal{L}(t)$$

$$E_T \Leftrightarrow h(t) + u(t)$$

$$\sum_{n=1}^{\infty} T_n \Leftrightarrow \sum_{n=1}^{\infty} h_n(t) + \sum_{m=1}^{M} u_m(t)$$

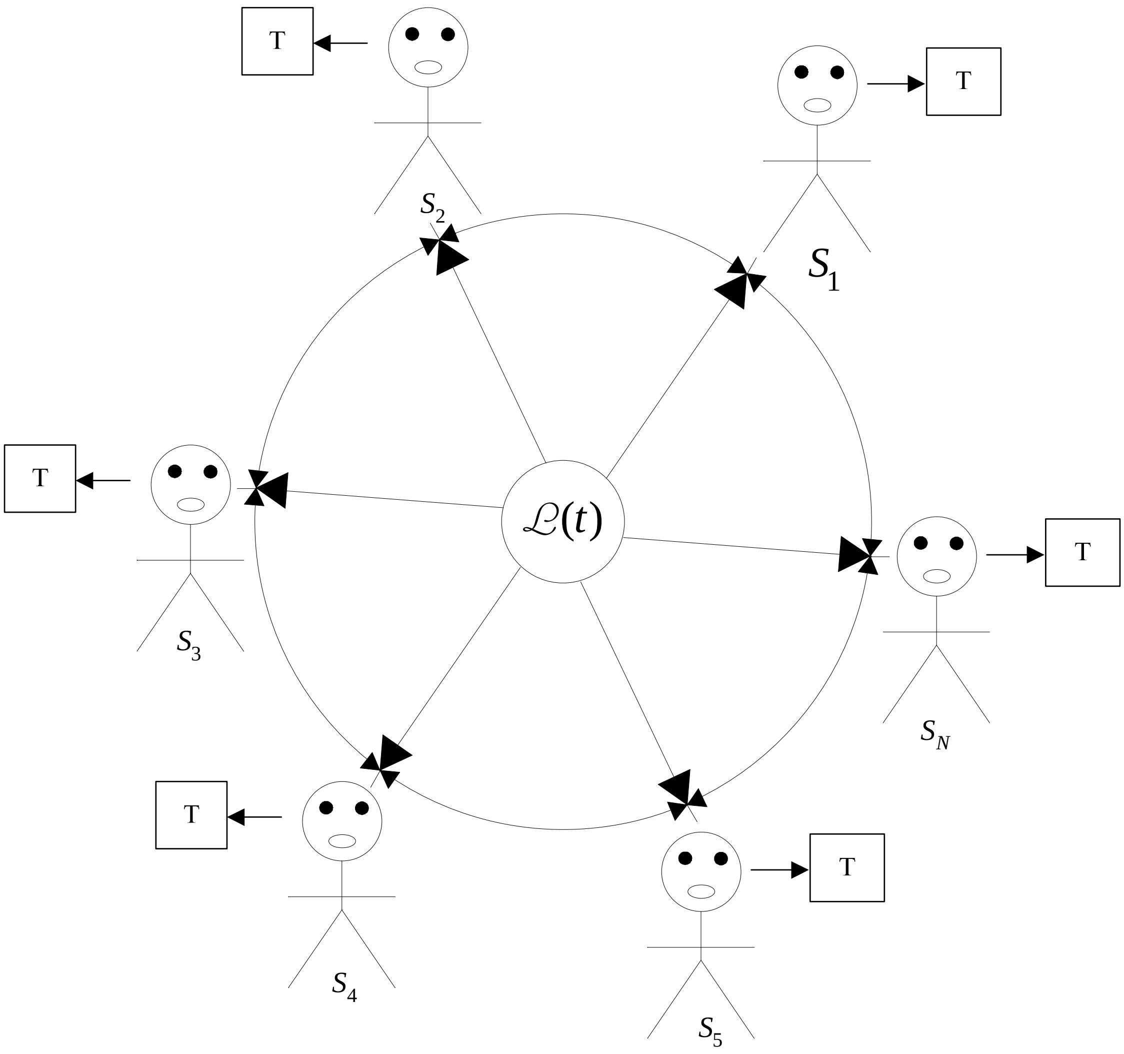
Just take your time to think about the above explanation. Again, don't do it or shown it, just take your time to think about it.

335.If you have not done so yet, you can verify your understanding of existing functions relate to the principles of simulation. In other words, if you have not done so yet, show your understanding of the principles of simulation relate to existing functions.

336.Show your understanding of function and system relationship related to the principle of simulation. This is the same as show your understanding of the principle of simulation related to function and system relationship.

337′. Using algebra to show your understanding of the gaming theory related to expandability of theory. This is the same as saying use algebra to show your understanding of expandability of theory related to the gaming theory.

338′. **Understanding Life Related to Us and the Application of Theory:** To better understand life related to us and the application of theory, it is better to look at it that way. As it is shown on the diagram below, life depends on us while we depend on theory. To enable the functionality of life, we also depend on each other. N represents the number of people alive, where we range them from $S_1 + S_2 + S_3 + \cdots S_N$. In terms of our utilization theory, it is the same as saying that life depends on us while we depend on our utilization theory. It is very important to understand this diagram. Think about your observation and any observation you may have about the relationship of life and theory of education. Both of the diagrams below are the same. It depends on how you read it.


T
T
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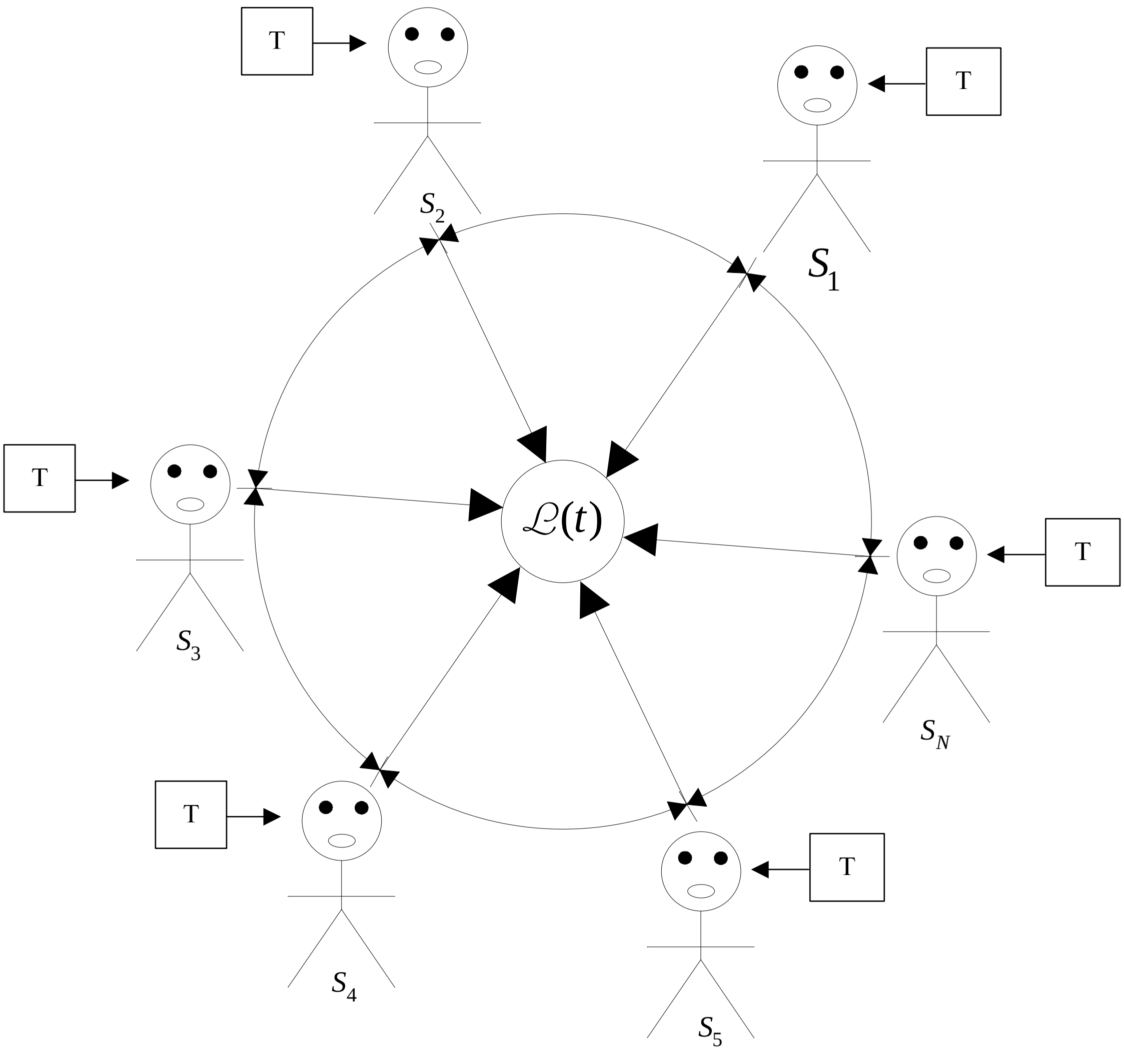
S_2
S_1
S_3
S_N
S_4
S_5
$\mathscr{L}(t)$



339.Only the application of a theory can determine the interpretation of that theory. By now, you should have a very good understanding of theory itself and our utilization theory. You should also have very good understanding of the physical system and life as well. With your understanding, verify that a theory cannot be interpreted or well interpreted by reading only. Which the same is as verify that our utilization theory cannot be and can never be interpreted by reading only. You can also provide a practical example if you want to.

340′. Using algebra to show your understanding of the difference between theory and philosophy related interpretation of theory. This is the same as saying use algebra to show your understanding of interpretation of theory related to the difference between theory and philosophy.

341.Show your understanding of the physical system related to portability of information. This is the same as saying, show your understanding of portability of theory related to the physical system.

342.Show your understanding of the functional system related to portability of information. This is the same assaying, show your understanding of portability of theory related to the functional system.

343.**Understanding the Principle of Simulation:** Existing functions are part of ourselves, we don't need to know or learn about them. Once we do, we tend to simulate them. Existing functions are parts of our system; we don't need to be aware of them. Once we misunderstand that, we simply develop problems.

By understanding exercise 328 and 328′, we know that natural functions execute in their own modes. Within what we have just said, and from the exercise, we can see that those functions are executed relatively to their respective systems. We can also say that those functions execute to the systems they are parts of. In other words, those functions are part of the systems that execute them. By understanding that, we can see that the systems that execute those functions do not need to learn about those functions nor their executions, since those functions are part of them. It is very important to understand that; just take your time to think about it.

344′. After working out the exercise above, you may take a look of this exercise and work it out if you want to. Using algebra to show that the physical system can only believe in theory, but nothing else.

345.How do we monitor the progress of our application in the theory domain? All you need to do show how to monitor the progress of our application in the theory domain. We can also say that; show how we evaluate the performance of our application in the theory domain. This is the same as saying show how we determine the performance of our application in the theory domain.

346. Show your understanding of the physical system related to quantity of information. This is the same as saying, show your understanding of quantity of information related to the physical system.

347. Show your understanding of the functional system related to quantity of information. This is the same as saying, show your understanding of quantity of information related to the functional system.

348′. Using algebra to show your understanding of the difference between theory and philosophy related to limitation of theory. This is the same as saying, use algebra to verify your understanding of limitation of theory related to the difference between theory and philosophy.

349. **Understanding the Physical System Related to Our Utilization Theory:** By now, we should have a very good understanding of theory and also our utilization theory. From our understanding, we have learned that a theory is expandable through application by us. In other words, as we continue applying a theory, we discover

more theorems from that theory. As we continue applying our utilization theory, we discover more and more theorems and gain more knowledge from it. Given that our knowledge is not limited through a theory; given that our knowledge is not limited from our utilization theory, we can say that only our utilization theory can satisfy us all the time; verify that statement. In other words, verify the physical system can be satisfied by its utilization theory all the times.

349′. After working out the above exercise, you may need to take a look of this one and work it out if you want to. Using algebra to workout the above exercise. In other words, use algebra to show that only our utilization theory can satisfy us all the times. We can also say that using algebra to verify that the physical system can only be satisfied by its utilization theory all the times.

350′. Using algebra to show your understanding of the functionality of the functional system related to both portability and quantity of information. This is the same as saying, using algebra to show your understanding of both portability and quantity of information related to the functionality of the functional system.

351′. Show that

$$u_1(t) = h_1(t) + u_1(t)$$

This is similar as saying that show that

$$u(t) = h(t) + u(t)$$

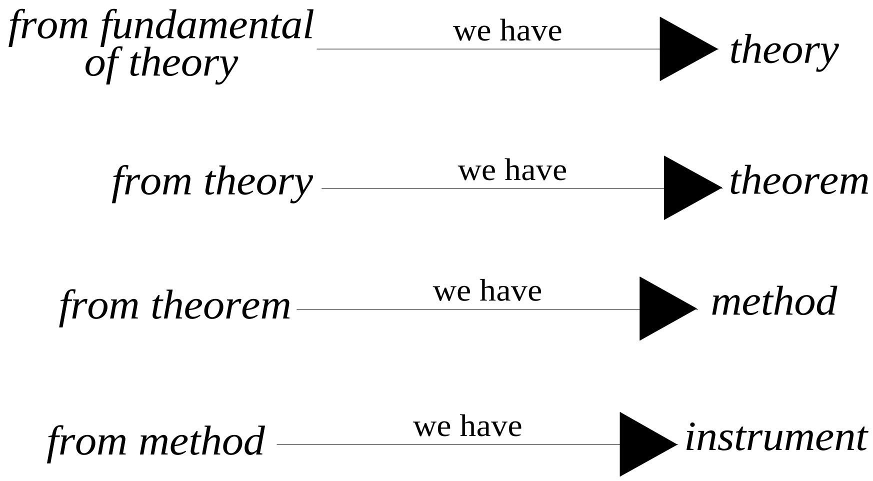
In this case the positions of $h(t)$ and $u(t)$ are exchangeable in the right side. It is always depend how you look at it. You must also provide additional information about your observation.

352. Show your understanding of portability of information related to quantity of information. This is the same as saying that show your understanding of quantity of information related to portability of information.

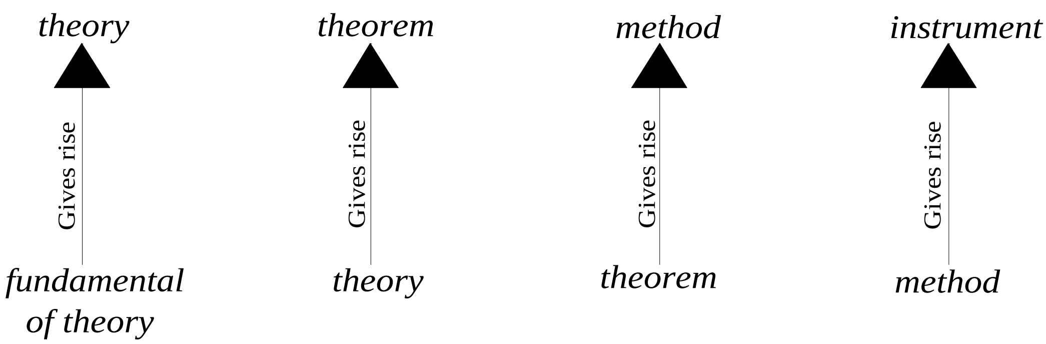
353′. Using algebra to show your understanding of the difference between theory and philosophy related to the principle of simulation. This is the same as saying that using algebra to show your understanding of the principle of simulation related to the difference between theory and philosophy.

354. **Understanding Theory and Fundamental of Theory:** By understanding theory, fundamental of theory, and theorem, we know the following relationship. The fundamental of a theory gives rise to that theory, while the theory gives rise to theorems. Multiple theorems can be derived from a theory, while a theorem from a theory can be used to derive multiple methods. In this case, we can say that theorem can give rise to multiple methods. With our understanding of instrument and methods

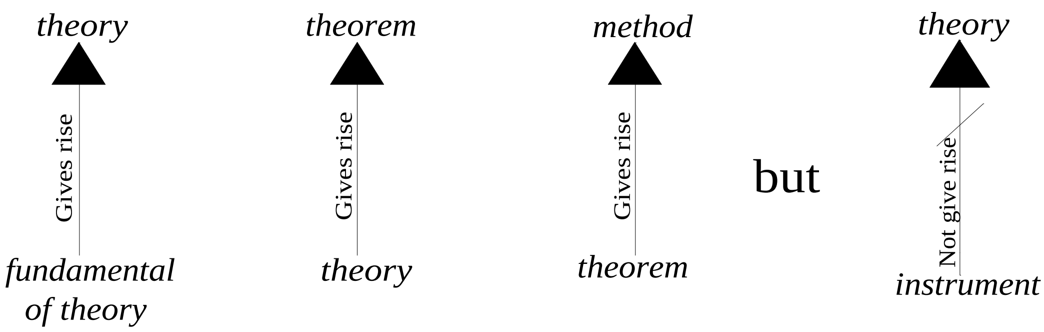
relationship, we can also say that theorems give rise to methods while methods give rise to instruments. It is very important to understand theory, theorem, and method relationship. Since instruments are derived from methods themselves, whenever we talk about the relationship of theory, theorem, and method, it also includes instrument, although we don't mention it. Exercise number 253 above provides us with a better understanding of derivation of instrument and also the relationship of theory, theorem, and method. By doing that exercise, we have shown clearly in fact that instruments are derived from methods, which are derived from theorems. Lets show the overall process here again by the following block diagram, so we can show clearly what is going on.



As we see from the diagram above and the explanation, fundamental of theory gives rise to theory, while theorems are from theory; methods are from theorems, while instruments are from methods. While this process is very straight forward, some of us may think it the other way. Some of us may think that an instrument can give rise to a theory. That is not possible. With your understanding, verify with a practical example that an instrument cannot give rise to a theory. Only the fundamental of a theory can give rise to that theory, not an instrument. The diagram above is another interpretation of the one below.



Since methods are derived from theorems, from the diagram above we can also have this one which is basically the same.



354′. If you want to, you can use algebra to work out the above exercise. In this case you can work it out by using algebra or using algebra to rework it out. In other words, use algebra to show that methods give rise to instruments, but instruments do not give rise to theory.

355. Show your understanding of the above exercise related to both theory and philsophy. This is the same as saying, verify your understanding of both theory and philosophy related to your workout of the above exercise.

356′. Using algebra to show your understanding of the difference between theory and philosophy related independency of theory. This is the same as saying that use algebra to show your understanding of independency of theory related to the difference between theory and philosophy.

357′. Refer to exercise number 304′, explain and show the relationship of your result with the life equation $\mathcal{L}(t)$.

358′. **Understanding Distance and the Functional System:** From exercise number 206′, we have shown that the performance of the functional system is affected by our distances. Historically, we have shown that as distances between us come down, $\mathcal{L}(t)$ also comes down. From exercise number 256′, we have shown that there is a relationship between $\mathcal{L}(t)$ and the physical system equation. That makes sense, since distances between us affect the system; there must be a relationship between $\mathcal{L}(t)$ and distance between us.

Now by understanding the explanation above and the relationship between $\mathcal{L}(t)$ and distance between us, it is very possible and it can be shown that the functional system can be shown and viewed as a function of distance. As a function of distance, it can be shown graphically as our distances decrease, the functional system also declines.

To better understand what we have said from the second paragraph above, we have to look at the downhill process, where we show lost in the functional system related to time. Now if we can group the loses in terms of distance, we can have something like

$$L_1, L_2, L_3, \cdots$$

By understanding the loses, we already know that they can be expressed in terms of change of loses, for instance a lost can be viewed as

$$\Delta L$$

Now by understanding the explanation above, the losses can be related to distance or can be viewed in terms of distances. In this case we can have something like that

$$D_1, D_2, D_3, \cdots$$

That contributes to lost in the functional system. In this case, we have $D_1 < D_2$ and so forth. It does not matter; it depends how you structure the distance. We can also have $D_2 < D_1$ and so forth. Now by understanding what we have just said and the explanation above, we can see that change of distance is also possible in the form of

$$\Delta D$$

To better understand the overall explanation, let's review everything up to here. What is important is that our distances affect the functional system and any change of our distance causes changes to the functional system. By understanding that, we can see as our distance changes, the functional system also changes. In this case we have change of distance, change of the functional system. We can also say, change in our distance, change in the functional system.

The way to look at it, $D \downarrow \mathcal{L}(t) \downarrow$; then we can express $\mathcal{L}(t)$ in terms of distance or simply looks like as a function of distance. In this case we can have ΔD and $\Delta\mathcal{L}(t)$, where ΔD is the change of the distance and $\Delta\mathcal{L}(t)$ is the change in $\mathcal{L}(t)$. In this case, it is preferable to look at $\Delta\mathcal{L}(t)$ not in term of $\Delta\mathcal{L}(t)$, but in terms of losses, where $\Delta\mathcal{L}(t)$ is similar or equal to ΔL or the losses in $\mathcal{L}(t)$ that affect by distance.

a. Take your time to think about the overall explanation
b. Since $\mathcal{L}(t)$ can be expressed as a function of distance, verify and show that here. In other words, show that $\mathcal{L}(t)$ can be expressed as a function of distance by plotting your new function versus distance. Here you only need to plot $\mathcal{L}(t)$ in terms of distance.
c. Since if $h(t) = 0$ then $\mathcal{L}(t) = 0$, now by expressing $\mathcal{L}(t)$ in terms of distance, we can look at $h(t)$ only. By understanding our workout above, we can see that $\mathcal{L}(t)$ or simply $h(t)$ is affected by our distances. Now since $h(t)$ includes many, many functions and many of those functions

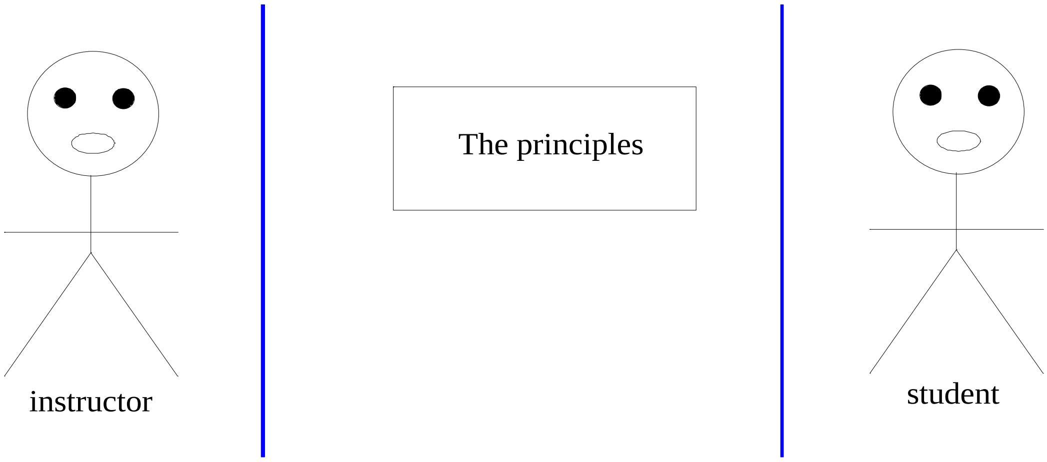
execute according to their own modes at their own locations, there are many functions in $h(t)$ that are not affected by our distances. What we mean by location here, we mean the location of the entities that execute those functions. By understanding that, we can see $h(t)$ can be divided into two groups. One group that is affected by our distance and another group that is not affected by our distance. By understanding what we have just said, we can rewrite $h(t)$ in the form of

$$h(t) = \breve{h}(t) + \tilde{h}(t)$$

Where $\tilde{h}(t)$ is the group that is not affected by our distance and $\breve{h}(t)$ is the group that is affected by our distance. The limit of $\tilde{h}(t)$ is also goes to ∞. Now by understanding the overall explanation, express $\mathcal{L}(t)$ in term of distance. Within your workout, show that our distance is indeed affects $\mathcal{L}(t)$ by providing a practical example or some practical examples. You can also provide additional explanations about your observation on both $\breve{h}(t)$ and $\tilde{h}(t)$.

359. Show your understanding of the difference between theory and philosophy related importance of theory. This is the same as saying show your understanding of importance of theory related to the difference between theory and philosophy.

360. **Understanding Theory of Education:** We know that education is the process of learning theory. We apply theory to derive and execute functions of life. If we don't know about a theory, we have to learn it. Usually, a theory is presented to us by an instructor. By looking at that process, we have derived the interpretation function. By looking at that process, it is very important for us to be able to identify the visible elements from the process. By looking at the process related to the presentation of theory, we can identify three visible elements as shown below, the instructor, the students, and the principles.



As we have stated above, within the process of education, we have identified three visible elements; the instructor, the students, and the principles. The way to look at it, whenever we hear the term theory of education or the word education; it is very important for us to think about those three entities. We can also say that the three visible entities identified above makes up education. It is very important to understand that.

361′. We know that

$$Tr\{\overline{T}\} = problem$$

While

$$Tr\{T\} = solution$$

Refer to the power theorem, we know that

$$P_T = E_T K_T$$

$$P_T = \sum_{n=1}^{\infty} T_n K_T$$

$$P_T = K_T \sum_{n=1}^{\infty} T_n$$

Related to the power theorem as shown above, there is a relationship between the physical system and the functional system as shown below. Related to theory, show that relationship below.

$$\left.\begin{aligned} S &\Leftrightarrow \mathscr{L}(t) \\ k &\Leftrightarrow \mathscr{L}(t) \end{aligned}\right\}$$

The above relationship is the same as

$$(S)(k) \Leftrightarrow \mathscr{L}(t)$$

Related to philosophy, we have

$$P_T = -E_T K_T$$

$$P_T = -\sum_{n=1}^{\infty} T_n K_T$$

$$P_T = -K_T \sum_{n=1}^{\infty} T_n$$

Related to philosophy, show that

$$x_n y_n \Leftrightarrow -\mathscr{L}(t)$$

$$\sum_{n=1}^{N} x_n \sum_{n=1}^{N} y_n \Leftrightarrow -\mathscr{L}(t)$$

$$(P)(Ph) \Leftrightarrow -\mathscr{L}(t)$$

The way to look at the overall exercise, refer to the Interfacing of Power exercise number 944′, show that that related to theory, the closer we get to each other, the more positive we do things, however relate to philosophy, the closer we get to each other, the more negative we do things. If you want to, you can provide a practical example. In other words, with the application of the principle, the closer with get to each other, the more positive we do things. However with the absence of the principle or the absence of the application of the principle, the closer we get to each other, the more negative we do things.

362′. Using algebra to show your understanding of the difference between theory and philosophy related to the functional system. This is the same as saying that use algebra to show your understanding of the functional system related to the difference between theory and philosophy.

363. By having a good understanding of theory and our utilization theory, you can now use the theory characteristic chart to verify your understanding. In this case, each item on the chart can be regarded as a separate entity. Show your understanding of each item and verify indeed they are separate entities. In other words, verify your understanding of theory itself from your understanding of characteristic of theory. You can omit the comparison entity.

364. Use the exercise above to map the items to the characteristic of the physical system. In other words, by understanding your workout, you can then map the items to the constant characteristic of the physical system. We can also say that, map the physical system constant characteristic to the items with explanations.

365. **Understanding the Theory of Education:** We already know that theory of education is the process of learning theory. We have also learned previously, there are three visible entities within the process: Those entities are the students, the instructor, and the principles. Now, if we take a closer look to the theory again, we can make the following observations.

- In normal mode, the students decide the principles they want to learn, not the instructor.
- In normal mode again, the students learn the principles and decide what to do with the principles. We can also say that, the students decide the application of the principles, not the instructor.
- By looking at the step above, it looks like the presentation of the principles by the instructor may not be application specific. In other words, the applications are not decided by the instructor, so do the principles themselves.
- Let's repeat what we have just said again, the students decide what principles they learn and decide what to do with the learned principles. The application of the principles is not decided by the instructor or the principles. It is very important to understand that.

366. **Understanding the Theory of Education:** By understanding the above exercise, we can clearly see that it is always better for the students to learn the principles rather than the application of the principles. In other words, since the application of the principles is not decided by the instructor or the principles, it is always better for the students to learn about the principles than the application of the principles. Since the principle is not application specific, it is always better for the students to learn about the principles than the application of the principles. Since the application of the principles is decided by the students, it is always better for the students to learn about the principles than the application of the principles.

367. By understanding the above exercise, given that we are a theory dependable system, it makes sense for us to learn about a theory rather than the application of that theory. Just take your time to think about this exercise.

368. While we have used the word domain previously, however we have not defined it yet to some extend. From what we have just said, let's define the word domain. A domain is defined as an area with its own set of rules or principles. A domain is also defined as an area of interest with its own set of rules or principles. By understanding what we have just said, we can see that two definitions were given for the word domain. Let's repeat the definitions again. A domain is an area with its own rules or principles. A domain is also defined as an area of interest with its own rules or principles. Just take your time to understand the given definitions.

369′. Using algebra to show that a domain cannot be explorer or exploited without knowing the functional principle of that domain. In other words, using algebra to verify that a domain cannot be explorer if the functional principle of that domain is unknown.

370′. Assume that you have worked out the above exercise algebraically and have a very good understanding of your workout; you can work out this one. Using algebra to show that there is no need to explore another domain, if the existing domain is not limited for exploration. In other words, use algebra to verify that there is no need to try to explore another domain, if the current domain is not limited in terms of what can be done. In other words, use algebra show that, if everything we need to do is possible in this domain, there is no need to try to explore another domain.

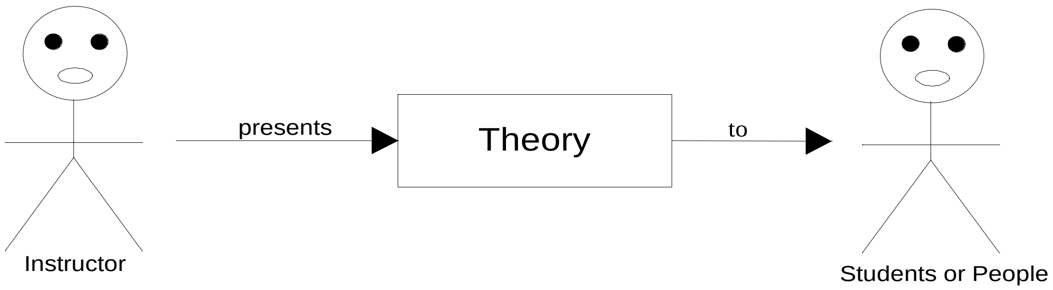
371′. Using algebra to show your understanding of the physical system related to both the communication domain and the theory domain. This is the same as saying that show your understanding to both the communication domain and the theory domain related to the physical system.

372. **Understanding Theory of Education:** The ability of an instructor or instructors can never be duplicated. The ability of an instructor or instructors should never be taken for granted. It is very important to understand that. It is very important to understand the ability of an instructor. As it was pointed out, there is nothing that can be substitute for an instructor. In other words, no physical entity can be substituted for an instructor or can provide the function of an instructor. With that in mind, we have the following comparisons from the table below.

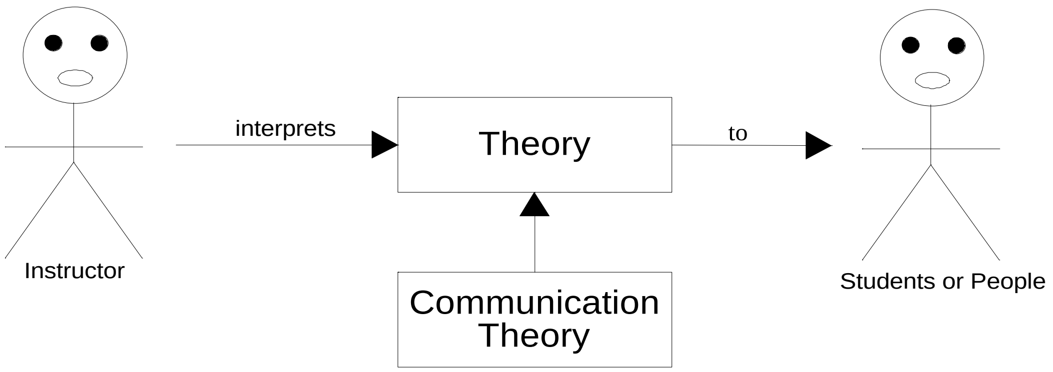
Students, Books, Instructor	Weight
Student with book without instructor	Less than 20%
Student with book instructor with book	Less than 30%
Student without book instructor without book	Approximately equal to 100%

The way to look at it, it always weights more to have an instructor. Don't worry about the numbers. Just interpret it as it says above. It is always good to have an instructor and it weights more. Don't worry about where the numbers come from. If you are able to figure that out in your life time, that is ok; again don't worry about them.

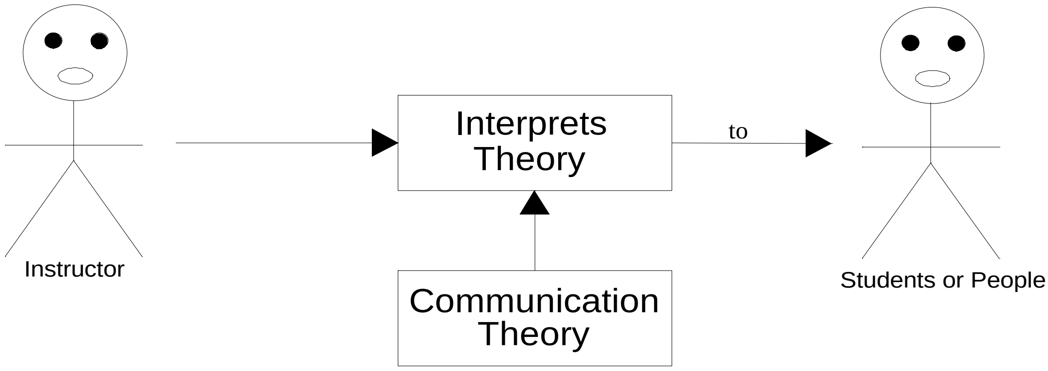
To prevent the misinterpretation of the note above, let's look at it that way and define an instructor. What is an instructor? An instructor presents theory to people or students, as it is shown here. Whenever we say instructor presents theory to the people, the people are considered to be students.



Now, when we look at the presentation theory function and ask this question. What we mean by instructor presents theory to students or people? We see interpretation, so the presentation is simply an interpretation. With that, we have the following diagram shown below.



From what we know about theory, interpretation of theory and the physical system itself, the diagram above can also be presented in the following form.



From the diagram above, we can see that the interpretation of theory by the instructor to the students is the presentation of the theory to the students. In other words, the instructor presents theory to the students is an interpretation of that theory from the instructor to the students. The interpreting theory is the function rather than the physical system; it is better to take it that way. It is very important to understand that. Just take your time to think about that.

373′. **Understanding the Importance of Presentation of Theory:** This can also be titled as Understanding Theory of Education, which is also an extension to the Understanding Theory of Education. We can also say Understanding the Presentation of Theory.

By understand the exercise above; we also understand the importance of an instructor in term of presentation of theory. By understanding the exercise above, we also understand the importance of an instructor within the principle itself. Given that the principle is considered to be our parent, it is always good to look at the importance of an instructor within the principle itself.

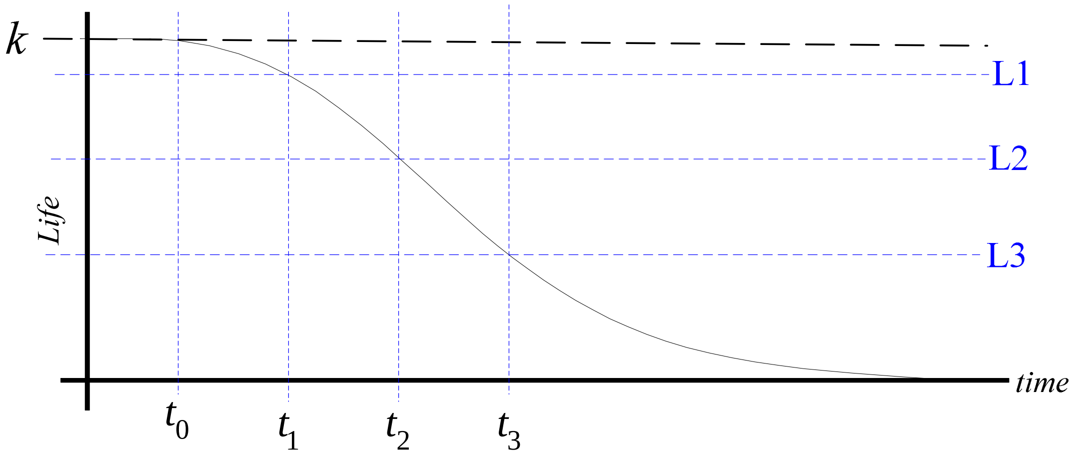
From what we have learned previously about the presentation of theory and also the feedback process from our parent, we know that a theory is presented to us at a time when we need it. In other words, assume that we were working to do something, but we did not know how to do it well, we receive feedback from our parent to enable us to do it properly. We can look at that feedback or that feedback process as a form of presentation of the principle.

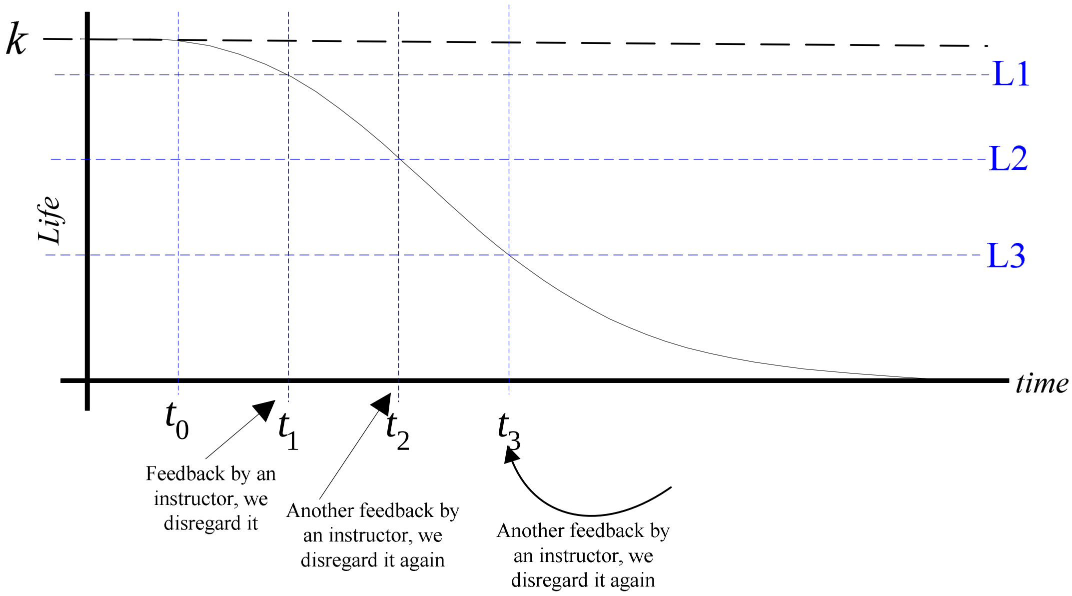
By understanding the two paragraphs above and understanding that the principle itself is considered to be our parent, we can see that there is a relationship between our parent and an instructor when it comes to presentation of theory. To better understand what we have just said, we can also associate it with the feedback process as well.

Here, let's continue the above paragraph so we can have good understanding of what we have just said. As a theory dependable system, we depend on our utilization theory to enable our functionality. Since the functional system enables our functionality and we must apply our utilization theory in order for the functional system to continue to function normally, we must never disregard the existence of our utilization theory. Once we disregard our utilization theory, we also disregard our existence. From the downhill process, we know that at the time our theory was given to us and we chose not to apply it, we start drifting down. In other words, at the time our parent gave us the principles that enable us to function and we disregarded it, we started doing things negatively. To better understand what we have said here, let's show that downhill graph again. At time t_0 is the time we disregard to apply the principles our parent gave us and we started doing things negatively. Since the principles enable the functionality of life and we disregard the principles, we also disregard our functionality. At that time, we simply start thinking negatively about life. As we are moving down at time t_1, let's assume that the instructor feedback us by our parent. As we are moving down at time t_1 we also record a lost L_1 which is considered to be our first lost. By understanding what we have said above from the previous paragraphs, while we continue doing things negatively, at time t_1 we get feedback from our parent by an instructor. The way to look at it, since the principle is considered to be our parent and there is a relationship between the principle which is our parent and the instructor in term of presentation of theory from our parent by an instructor, some set of principle is presented to us in order for us to apply to enable the functionality of the functional system.

It is very important not to misinterpret what we have just said at the bottom of the previous paragraph; let's repeat it again. Since our parent is our principle, and there is a relationship within an instructor and our parent in term of presentation of theory, at the time we disregard the existence of our principles, we get help by our principle from an instructor to enable us to understand and apply our principles. In this case, we simply say the instructor presents the principles to us to enable us to understand it and apply it to enable our functionality. Assume that we understand the importance of the principle, once the principle is presented to us, by understand the importance of the principle, we can learn it and apply it. As usual, when we disregard the importance of the principle, we also disregard our existence, our functionality, our parent, the instructor and also the feedback. Since our functionality depends on the principle, once we disregard its importance and its application, we also disregard the functions of life that enable us to function properly. At that time, we continue drifting down farther. As shown by the diagram below, we record this time as time t_2 and set a lost to it as L_2. As we can see from the diagram below, we lost more at that time and the functional system is not performing as well as it used to.

From the bottom of the paragraph above, we can see that whenever the theory is presented to us and we choose to disregard it, we simply moving farther down. While we are at time t_2, we still receive feedback from our parent by an instructor in term of presentation of theory. By disregarding the principles again and we choose not to apply it, we continue going farther down that take us to t_3 as shown below; the second diagram provides more information.





To better understand what we have just said, let's review everything we have said. Since we are a theory dependable system, we need to apply theory to enable our functionality. The functional system—life—depends on us and we need to continue applying theory to enable its functionality. At the time a theory is given to us and we choose not to apply it, at the same time, life start to function abnormal. To enable the normal functionality of life, we receive feedback from our parent by an instructor to enable us to understand and apply the theory that enables life to function normally. The way to look at it, the instructor presents the theory to us to enable us to understand it and apply it to enable the functionality of life. By understand the theory itself, our parent, presentation of theory, and the instructor, we can see clearly there is a relationship between our parent and the instructor in terms of presentation of theory and it is very important to understand that relationship.

By looking at the diagram above, we can see that there is a continuity of instructor presentation. In other words, every time we keep disregarding the theory and doing bad, we always get feedback from our parent by an instructor. The way to look at it, from the principle itself, since the principle is our parent, an instructor is presented the principle to us, so we can understand it and apply it to enable the functionality of life. It is very important to understand that process related to the functional system. As we keep disregarding the principle and the application of the principle, the performance of the functional system is also affected time after time. If we take another look of the overall process and the functional system, we can clearly see that the functional system does not allow that process to continue indefinitely. In other words, the process of continue receiving feedback from our parent by an instructor in term of presentation of theory to enable us to understand and applying our theory cannot be continue indefinitely. It is not possible. The functional system does not allow that. At some point, we have to take the responsibility to apply the theory, if not that will be the end of it. Since the functional system is made of al lot of functions and those functions are affected by us as we go further on disregarding our theory, the process of continue receiving feedback from our parent by an instructor in terms of presentation of theory is not guarantee by the functional system. At some point of time, we have to ask ourselves and take responsibility. If not, that will be the end of it.

a. Just take your time to think about the above explanation
b. By understanding the functional system and the downhill process, we know that the functional system is defined by the following equation

$$\mathcal{L}(t) = h(t) + u(t)$$

We also know that if $h(t) = 0$, then $\mathcal{L}(t) = 0$

By understand the overall explanation above and also the relationship of the existing functions $h(t)$ and the functional system $\mathcal{L}(t)$, verify that the continuity of feedback from our parent by an instructor in term of presentation of theory is not guarantee indefinitely. In other words by understanding the functional system and also existing functions, show that the feedback process cannot be continue for a long period of time or indefinably. Another way to say it, by understanding the functional system and existing functions, show that it is not practical for our parent to continue feedback us for a long time or indefinably through an instructor in terms of presentation of theory. You can also provide practical examples if you whish to.

c. Since the feedback process described above cannot continue indefinitely, at some point of time, we have to take responsibility into consideration. Since the feedback process cannot continue for a long period of time or indefinitely, at some point of time, we have to be responsible. Since we cannot keep continue receiving feedback from our parent indefinitely through an instructor in term of presentation of theory, at some point of time, we have to be responsible. Since the feedback process cannot continue indefinitely, at some point of time, we have to take our own responsibility. Since the repetitive feedback process is not guarantee indefinitely by the functional system, we have to take responsibility into consideration. Since the functional system does not allow the repetitive feedback to happen indefinitely, at some point of time we have to take responsibility into consideration. By understanding everything we have said here, how would you take responsibility into consideration?

d. To better understand the repetitive process related to our parent and the instructor in term of presentation of theory, it is always good for us to think it in term of generation. For instance as we continue drifting down and receive feedback from our parent by an instructor, in term of generation, the same instructor that feedback us at time t_1 is not the same physically that feedback us at time t_2. To better understand the overall process related to time as shown on the diagram above, it is always good to look at it in tem of generation as shown by the table below. On the table below, we use 100 years time frame per generation.

Time	Generation	Instructor	Feedback	Presentation
t_1	2^{nd}	Instructor 1	1^{st} Feedback	1^{st} Presentation
t_2	8^{th}	Instructor 2	2^{nd} Feedback	2^{nd} Presentation
t_3	15^{th}	Instructor 3	3^{rd} Feedback	3^{rd} Presentation

Since the functional system depends on the same utilization theory we depend on, our understanding, learning, and applying our theory does not take time into consideration. In other words, related to time the continuation decay of the functional system takes the application of our utilization theory into consideration as well. By understand what we have just said related to the table above, we can see that the presentation of an instructor relatedto the feedback process may never be predicted. In other words, it may not be possible for us to determine when that presentation will be available. As we can see from the table above, it takes several generations from presentation to presentation. The presentation of the principle by an instructor depends on the principle itself. Since the principle is considered to be our parent, the presentation of the principle by an instructor depends on our parent itself. From what we have just said, we can see that within the principle itself, our parent decides the feedback time or when to feedback. Since the feedback is related to the learning and understanding, this process does not take time into consideration. It is always better to look at it like that and think that the feedback time and when to feedback is related by the instructor understand the presentation of the principle. In this case, the process does not take time into consideration. There is no time here.

By understanding what we have said from the paragraph and also importance of theory, it is always good for us not to disregard a theory at the time it is presented to us. Since the repetitive process is not guaranteed by the physical system, it is always good for us to give consideration to a given presentation. Since it may take several generations before a given presentation, it is always good for us to give importance to a given presentation. Since it may take several generations before a given generation and the functional system may not guarantee that, it is very important to give importance to a given presentation.

e. By understanding part d above and also part c related to your workout, verify your understanding of importance of theory by showing why should you not take a given presentation for granted and why should you provide importance to a given presentation and what should you do to provide importance to a given presentation.
f. Since our functionality depends on the functional system, all of us need to apply our utilization theory to enable the functionality of life. Since the functional system depends on all of us to apply theory to enable its functionality, a given presentation takes all of us into consideration. Show your understanding of this statement related to the functional system in terms of population per generation and presentation of theory. In other words, use the statement to show your understanding of the functional system in terms of people per generation related to presentation of theory.
g. Refer to sentence analysis related to disregard application of theory, show that sentence analysis related to disregard application of theory is the same as sentence analysis related to disregard presentation of theory.
h. Verify your understanding of the feedback process related to the presentation by taking the functional system into consideration and the error correction function. In other words, from your understanding of the feedback process and the presentation, by looking at the diagram, we can see that there is a relationship with the application function. Now, by taking the application function into consideration, show your understanding of the presentation related to the error correction function. You can provide a practical example and use diagrams.
i. Take theory application into consideration to rework the part h above.

374. By understanding the exercise above, it is also important to know that the presentation does not take location into consideration. Since it is normal for people to live in specific location, it is also normal for the presentation to take place in specific location. However the application of the principle does not take location into consideration. As it is pointed out above, the functional system depends on all of us to apply theory to enable its functionality. In term of applying the principle, the presentation takes all of us into consideration disregard location.

375′. Using algebra to show your understanding of the difference between theory and philosophy related presentation of theory. This is the same as saying use algebra to show your understanding of presentation of theory related to the difference between theory and philosophy.

376. Show your understanding of the difference between theory and philosophy related to comparison of theory. This is the same as saying show your understanding of comparison of theory related to the difference between theory and philosophy.

377′. By understanding exercise number 373′, the physical system, the downhill time delta Δt_d, the uphill time delta Δt_p, sometime it is good to look at things in terms of generations. In other words, it is good to look at things in a generation basis. Here you need to verify that.

378. Show your understanding of the physical system associativity characteristic related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to associativity characteristic of the physical system.

379. Show your understanding of the communication enable characteristic of the physical system related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to communication enable characteristic of the physical system.

380. Show your understanding of the physical system related to presentation of theory. This is the same as show your understanding of presentation of theory related to the physical system.

381. Show your understanding of independency of theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to independency of theory.

382. **Understanding Theory of Education Related to Presentation of Theory:** While theory of education is the process of learning theory, and theory of education is considered to be a theory itself, as a theory itself, theory of education is considered to be higher. Within the theory of education itself, in term of presentation of theory, theory of education takes presentation of theory to a higher level. We can also say that, presentation of theory is a part of theory of education, but at a higher level. The way to look at it, among the theories, theory of education is considered to be higher. At that level, presentation of theory is considered to be much higher. Let's say it again; while theory of education is considered to be a higher level theory, however presentation of theory takes theory of education much higher.

383. Show your understanding of the functional system related to presentation of theory. This is the same as showing show your understanding of presentation of theory related to the functional system.

384. Show your understanding of importance of theory related to presentation of theory. This is the same as saying that, show your understanding of presentation of theory related to importance of theory.

385′. Using algebra to show your understanding of presentation of theory related to expandability of theory. In other words, using algebra to show your understanding of expandability of theory related to presentation of theory.

386. **Understanding Parent:** This can also be titled, **Understanding Our Parent:** In order for the word parent to exist, there must be a gap between the parent and the children. In order for the word parent to be valid, there must be gap between the parent

and the children. In order for a parent to exist, there must be a gap between that parent and the children. In order for the existence of a parent to be valid, there must be gap between the parent and the children. If there is no gap between the parent and the children, then the word parent does not exist. If there is no gap between the parent and the children, then the word parent is not valid. If there is no gap between a parent and the children, then that parent does not exist. It is very important to understand that.

387. Show your understanding of portability of theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to portability of theory.

388. Show your understanding of the difference between theory and philosophy related to the power theorem. This is the same as saying show your understanding of the power theorem related to the difference between theory and philosophy.

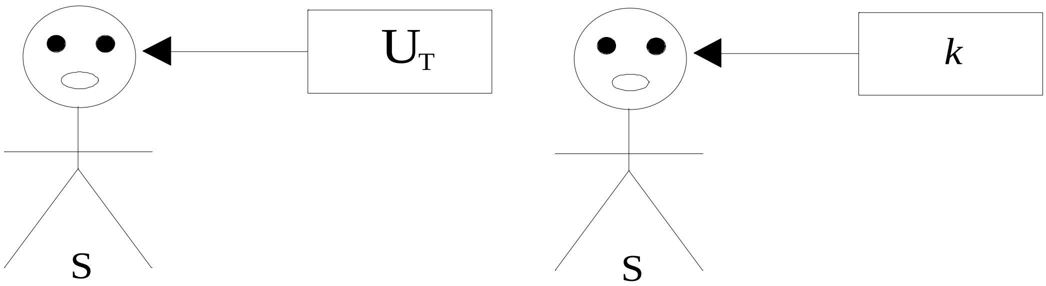
389′. Given that we don't have control of questions people can ask us; given that we don't know questions people would ask us in advance, however with understanding of communication, there are answers that can be approximate in advance. With that, we have the following tittles.

Understanding Our Domain Related to Our Parent's Domain: Given that we don't know anything about our parent's domain, this title is wrong due to the second phrase; now let's try another one.

Understanding Our Level of Understanding Related to Our Parent: This seems to be ok, but there is a problem with the second phrase. Some people may think that we mean the level of understanding of our parent. Given that we don't know that level, there may be ambiguity here. Now, let's try another one.

Understanding Our Logic Related to Our Parent's Logic: We can also say that understanding our level of understanding related to our parent's logic. This one is more appropriate. This question has been asked before, what does our parent know that we don't know? What does our parent know about us that we don't know? What does our parent know about our system that we don't know? We have answered this question by showing a lot of principles that our parent's know about our system that we don't know. We have also said that our parent's logic is higher than ours. By answered the previous question, we have shown indeed that our parent's logic is higher than ours.

We know that we are a theory dependable system and we must apply theory to enable our functionality. By understanding ourselves, fundamental of theory, and our utilization theory, we have come up with our physical representation in the following form.



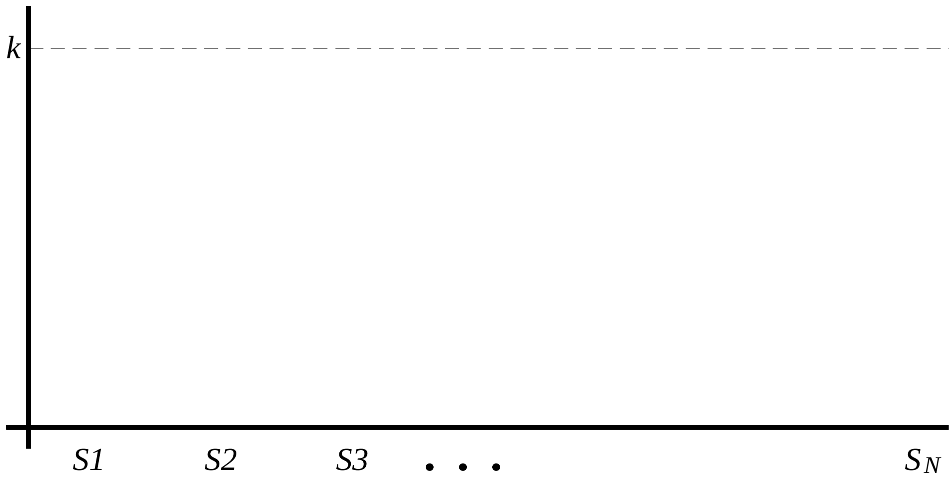
Both of them are the same; the one to the left shows that our system is guided by our utilization theory and the one to the right shows our system with the name of our utilization theory. From the physical representation of our system above, we have come up with the following equation.

$$S = U_T$$

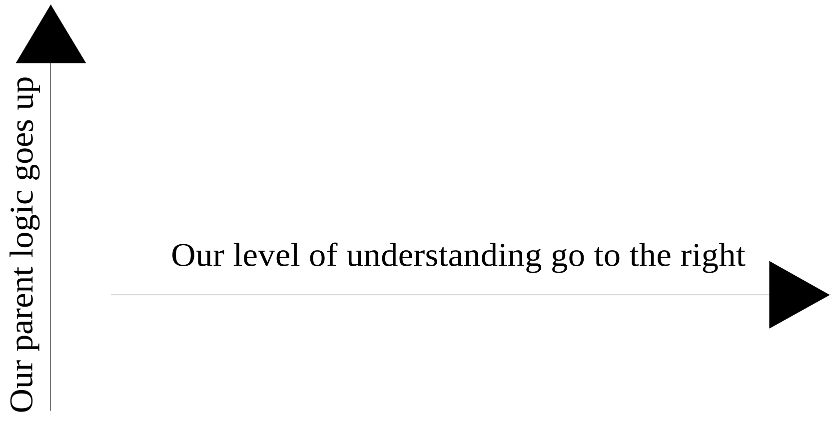
Which is the same as

$$S(T) = k$$

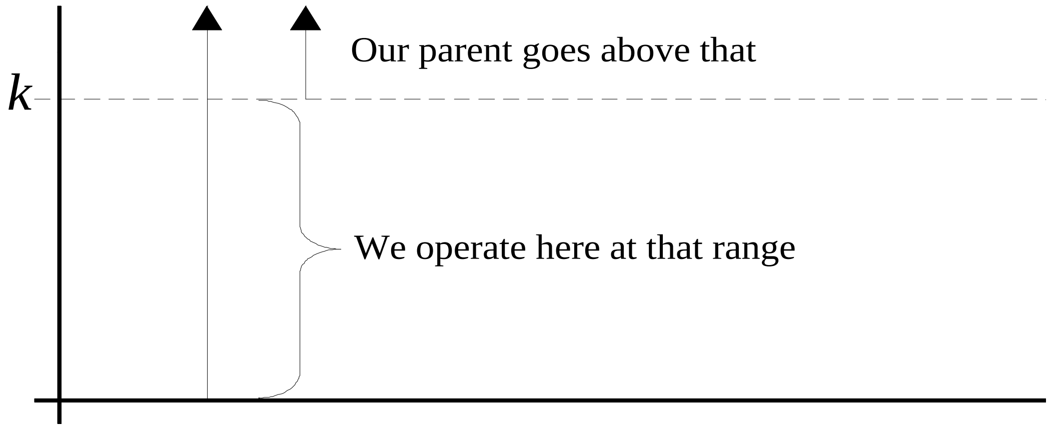
In other words, our physical system is equal to its utilization theory. With the equation above, we have our physical system stability that is presented graphically in the following form, which is related to the equation above.



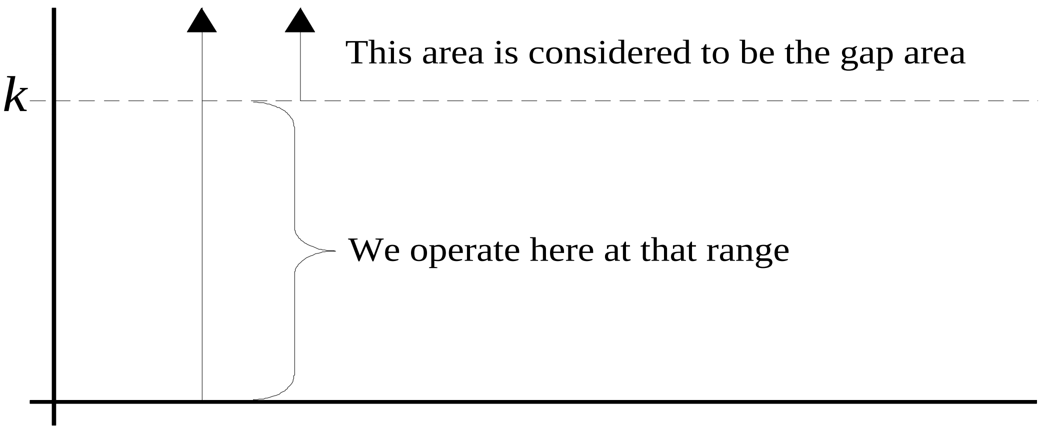
That k line means a lot of things to us. We may have seen it before in all of the stability charts. That k line represents the limit of our operation and we cannot cross it. The way to look at it, given that the logic of our parent goes higher than ours, in order for us to understand our parent, we need to operate at the k range. The k range is the range that we operate to understand our parent. In other words, our level of understanding goes from $[0 \cdots k]$ while our parent logic goes above k. Another way to look at it, our parent logic goes above our level of understanding. Our parent logic goes up, while our level of understand goes up, up to k, then move to the right; take a look of the diagram below for more information.



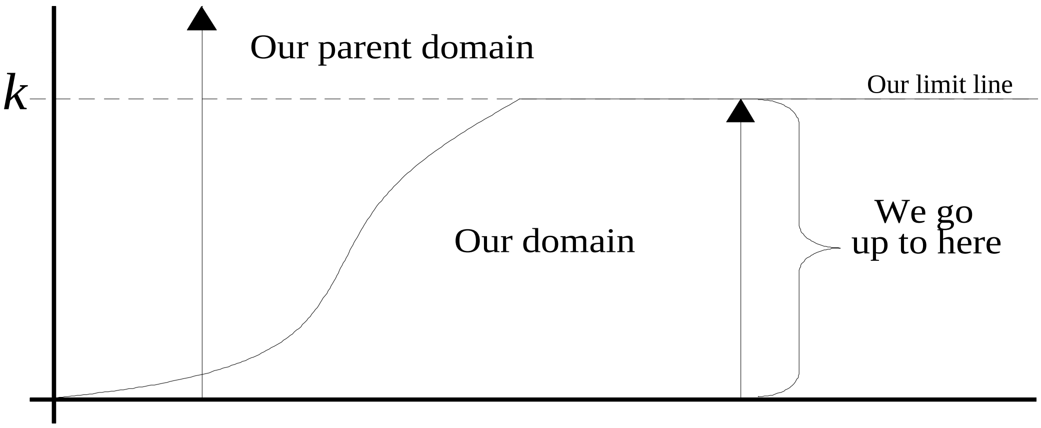
It is always better to represent what we have just said above on the stability chart. Again, let's look at the diagram below for better representation of what we have just said.



The way to look at it, our level of understanding goes from $0 \cdots k$, while k is 1 unit. Now, in order for us to understand our parent logic, we have to operate at the k range. Given that our intelligence works in an increment/decrement basis, whenever we fail to understand our utilization theory, we also fail to understand our existence. With that, we no longer operate at the k range. We simply operate in the negative sides. In this case, we can no longer understand our utilization theory, since we are not operating at a range to understand it. In is very important to understand that. Another way to look at it, we don't have any physical interface with our parent. The principle is what interfaces us with our parent. Whenever we fail to understand our existence, we also fail to understand the existence of the principles. In this case, the existence of our parent becomes imaginary as well. The diagram below is similar to the one above by showing the gap area. In other words, the diagram shows the gap separation by naming it.



To prevent misunderstanding, the way to look at it, our operating range goes up to k then we start moving to the right. The diagram below shows what we mean.

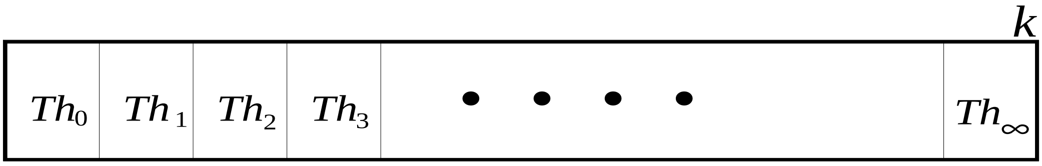


k is the summation of theorems that make up our utilization theory that goes to ∞. As we said before, k is the name of our utilization theory. As shown by the diagram below, k is represented in the following form.

Th_1	Th_2	Th_3	Th_4	• • • •	Th_∞

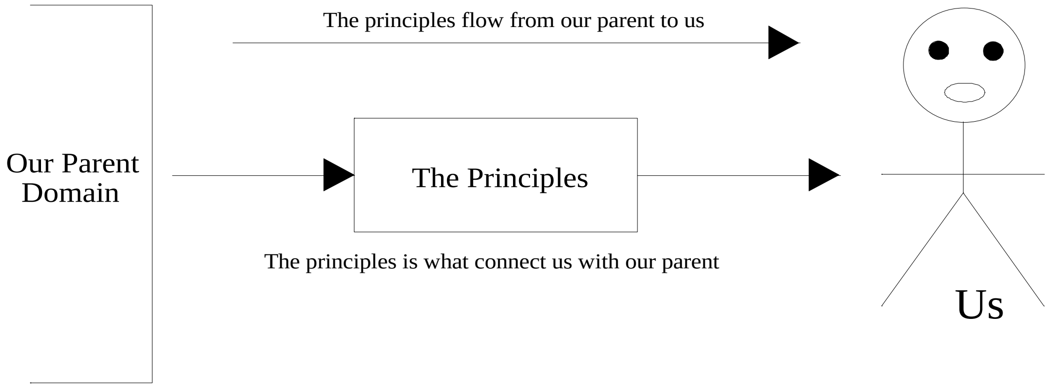
$k = \mathrm{U_T}$

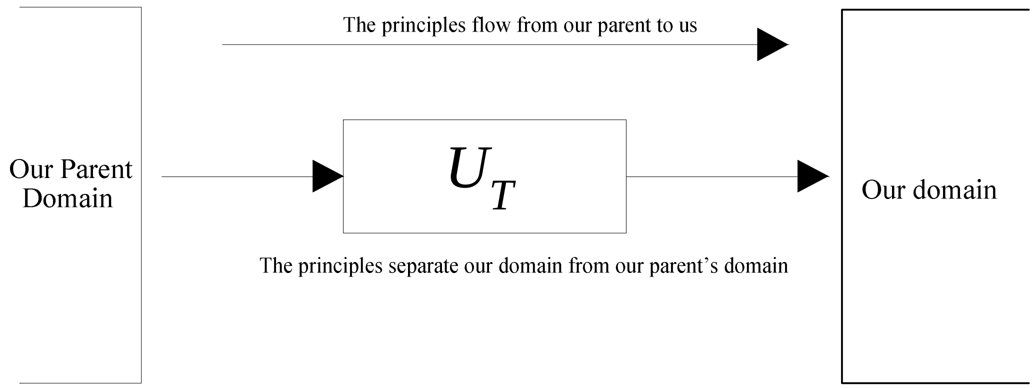
The diagram below is the same as the one above. It is a matter of how we look at it.



Just take your time to understand the overall explanation above.

To have a better understanding of what we have just sad above, let add this to it. As we know, we don't have any physical connection with our parent, the principles is what connecting us with our parent. To better understand that, let look at the flow of what we have just said by the following diagram. As we see, we are separating from our parent's domain by the principles. The principles flow from our parent to us. It does not matter the way we look at it, compare to the graph above. We can look at it in an upside-down approach related to the graph above that is not important. What is important is that we connect with our parent by the principles and the principles separate our parent from us. The way to look at it, as shown below, the separation can be viewed or interpreted as a wall and the principles flow from the wall to us. Take your time to think about that; it is very important. Both of the diagrams below are the same.





390′. Using algebra to show your understanding of relationship of theory and system related to presentation of theory. This is the same as saying that show your understanding of presentation of theory related to theory and system relationship by using algebra.

391′. By having a good understand of theory and also a very good understanding of our utilization theory. You can now use algebra to verify exercise 386. In other words, just use algebra to verify this statement. In order for a parent to exist, there must be a gap between that parent and the children. All you need to do use algebra to verify that. You don't have to do it if you want to, but by working it out, it assumes that you have a very good understanding of our utilization theory.

392′. Using algebra to show your understanding of communiation theory related to presentation of theory. This is the same as saying use algebra to show your understanding presentation of theory related to communication theory.

393′. Using algebra to show your understanding of application of theory related to presentation of theory. This is the same as saying, show your understanding of presentation of theory relatedto application of theory by using algebra.

394. **Understanding the Importance of Parent:** As a theory dependable system, it is always good for us to think that we have a parent. As a theory dependable system, it is always good for the children to think that they have a parent. As a theory dependable system, it is always good—we the children—to think that we have a parent. By being theory dependable, we apply our utilization theory to enable our functionality. By being theory dependable and self controllable, we get ideas from our theory to enable our functionality. Once we disregard the existence of our parent, we no longer view ourselves as theory dependable. When we disregard the existence of our parent, we simply disregard the existence of the principle that enables our functionality. As a theory dependable system, it is very important for us to understand our parent and the need for us to think that we have one. Just take your time to think about this exercise.

395. **Understanding the Importance of Parent**: By understanding the exercise above, we can see that; once we don't think we have a parent, we no longer have a direction. Once we don't think we have a parent, we no longer have a destination. Once we disregard the existence of our parent, we no longer have a direction. Once we disregard the existence of our parent, we no longer have a destination. As a theory dependable system, by having a parent it points us to the right direction. As a theory dependable system, by having a parent, it provides us with a destination. As a theory dependable system, it is very important for us to understand the importance of our parent related to us.

396′. Using algebra to show your understanding of presentation of theory related to interpretation of theory. This is the same as saying show your understanding of interpretation of theory related to presentation of theory by using algebra.

397. Show your understanding of information theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to information theory.

398. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education which is an extension of Understanding Theory of Education. We can also say A Better Understanding of Presentation of Theory.

By understanding exercise number 323, exercise number 372, and also exercise number 373 and exercise number 382, it is very important to note that the term presentation of theory we refer to the exercises listed here is considered to be higher level of presentation. It is very important not to equalize this type of presentation as a regular presentation. By having a very good understanding of communication theory, the theory of education, presentation of theory, and also importance of theory, we can see that the feedback or the presentation happens in a much higher level. It is good to differentiate that presentation than a regular presentation. It is also important not to equalize this type of presentation to the one we have described in problem development and sentence analysis, they are complete different. Here we talk about a higher level of presentation which is related to theory of education or a higher level of presentation that takes theory of education to a much higher level. It is very important to understand that. It is also very important to differentiate those two types of presentation.

399. Show your understanding of parent related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to parent.

400. **Understanding Presentation of Theory:** We can also say Understanding Theory of Education, which is an extension of Understanding Theory of Education. By understanding the relationship of theory education and the power theorem, the relationship between our parent and us—parent and children relationship—the relationship between our parent domain and our domain in term of the principle, by understanding that there is a limit between us and our parent, it is also good to know that presentation of theory also takes the power theorem into consideration.

401. **Understanding Presentation of Theory:** We can also say Understanding Theory of Education, which is an extension to Understanding Theory of Education. We already know the following: theory of education is considered to be a higher level theory, presentation of theory takes theory of education into a much higher level, there is a relationship between theory of education and the power theorem, the presentation of theory takes the power theorem into consideration. In addition to that, it is also good to know that, as a theory itself, the power theorem is considered to be much higher.

402. **Understanding Presentation of Theory:** We can also say Understanding Theory of Education, which is an extension to Understanding Theory of Education. By understanding the exercise above, it is also good to know that the power theorem takes presentation of theory into much, much higher level. The way to look at it, theory of education is a higher level theory; presentation of theory takes theory of education much

higher, while the power theorem takes presentation of theory into much, much higher level.

403′. Use algebra to show your understanding of presentation theory related to our utilization theory theory. This is the same as saying show your understanding of our utilization theory related to presentation of theory by using algebra.

404′. **Understanding the Power Theorem:** We can also say that Understanding the Relationship between Theory, Theory of Education, and the Power Theorem.

We know that there s a relationship between theory and theory of education. We know that theory includes in theory of education, where we can say that $T \in E_T$ and also relatively to theory, theory of education is considered a higher level theory. From what we have just said about the relationship of T and E_T, we can see that $T < E_T$ or simply $E_T > T$.

Now by understand the power theorem and the relationship of the power theorem and theory of education, we also know that the power theorem is considered to be a much higher level theory. In this case, relatively to theory of education we have $E_T < P_T$ or simply $P_T > E_T$. We can also put it in that form, $E_T << P_T$ or $P_T >> E_T$.

Now if we look at the relationship between theory, theory of education and the power theorem; we mean the relationship of T, E_T, and P_T, we can see the following, theory is less than theory of education, while theory of education is less than the power theorem. In this case we have $T < E_T < P_T$. We can also put it in the form of $T < E_T << P_T$, but the previous form is sufficient. What is important here to know is that theory of education is higher than theory, while the power theorem is higher than theory of education. While this considered to be advanced, but it is good to know. With our limited knowledge of theory, if someone wants to, but not recommended you can show the following.

a. Show that $T < E_T$ or simply $E_T > T$

b. Show that $E_T < P_T$ or simply $P_T > E_T$

c. Both of a and b above can also be combined to the following by showing that $T < E_T < P_T$ same as $P_T > E_T > T$

405. **Understanding Presentation of Theory:** We can also say that Understanding Interpretation of Theory or Understanding Theory of Education, which is an extension of Understanding Theory of Education.

We know that the interpretation function takes theory of communication into consideration. In other words, the result of theory interpretation takes theory of communication into consideration. In addition to what we have just said, we have seen some exercises in this book that are presented in algebraic or mathematical form, while some of them are presented in natural language form. We can also say that some of the exercises are presented in natural language form, while some of them are interpreted mathematically or algebraically, rather saying that, but it is much better to say mathematical presentation or algebraic presentation instead. Now, disregard the way we look at it or say it, what is important is that the mathematical interpretation is considered to be a low level interpretation. In other words, natural language interpretation is considered to be much, much higher than mathematical interpretation. Keep in mind both of them have no limit. What is important, if we scale both of them, we can quickly see that the mathematical interpretation is much, much less than a fraction of the natural language. In other words, a natural language interpretation goes much, much higher than the mathematical one. In regard to everything we have said up to here, what is important is that natural language goes much higher than mathematics. We can also say natural language goes much, much higher than mathematic equivalent.

406′. Use algebra to show your understanding of presentation of theory related to theory of communication. This is the same as saying show your understanding of theory of communication related to presentation of theory by using algebra.

407. **Understanding Importance of Theory:** We can also say Understanding the Importance of our Given Theory or Understanding Theory of Education, which is an extension of Understanding Theory of Education.

We know our utilization theory enables us to function. Our utilization theory was given to us, so we can apply it to enable our functionality. From what we have said, we can see that our utilization theory is very important to us, since it enables our functionality. We should never take it for granted, since without it, we cannot function. We should always give importance to it as well, since it is part of our system.

In the event that we are not aware of our utilization theory, we have to learn it. We know that the process of learning theory is theory of education. From what we have just said, we can see that theory of education enables us to learn our utilization theory to enable our functionality. From the same theory of education, we know that the theory itself or the process does not exist without our responsibility. In other words, our utilization theory is important to us, we are responsible to apply it to enable our functionality. In the event we don’t know it, we learn it with our responsibility to enable us to function. By understanding that, we can see, relatively to our utilization theory, education is very important to us; relatively to education, our utilization theory is very important to us. By understanding what we have just said and look at the relationship of our utilization theory, theory of education, and importance of theory, we can see that when dealing with our utilization theory, we must take education very serious. When dealing with our utilization theory, we must take theory of education very serious. Once we take education for granted, we have a tendency of taking our utilization theory for granted. Once we take theory of education for granted, we have a tendency of taking our utilization theory for granted as well. Once we take our utilization theory for granted, it is all over again. It will not be able to serve us its purpose. It will not be able to solve the problem it intended to. It will not be able to enable our functionality. It will not be able to enable the functionality of the functional system. It will not be able to enable the functionality of life. Our utilization theory was not given to us to take for granted. The principle was given to us to enable our functionality. We should not take it for granted and we should never take if for granted. Once we take it for granted, we also take ourselves for granted. Once we take it for granted, we have a tendency of taking ourselves for granted. Jus take your time to think about this exercise.

408. **Understanding Theory of Education:** We can also say that Understanding the Importance of Theory of Education. From what we have said and learned from the exercise above, we can see that education or theory of education is very important to us since it enables us to learn the principle that we did not know to enable our functionality. Theory of education is very important to us, since it enables us to learn our utilization theory to enable the functionality of life. By understand what we said and the previous exercise, we can see that it is very important to pay attention to education or theory of education or the process of education. This theory is so important; mistake cannot be made in it. This process is so important to us; we cannot afford to make any error in it. Once we make an error on it, it is all over again. Once we make an error in the process, we are done. There is no room for error within the process. Since theory of education is the process of education, and theory of education includes all theories, any mistake we make in theory of education enables us to commit error in all other theories combined. Any error we make in here, enable us to make error in other theories. It is very important to understand that. Theory of education is so important to us; we have to be very careful on approaching it. Theory of education is so important to us; we have to be very careful with it. Any error we make on theory of education will cause the overall functional system to function abnormally. It is very important to understand that. Just take your time to think about it.

409. Show your understanding of interpretation of theory related to independency of theory. This is the same as saying, show your understanding of independency of theory related to interpretation of theory.

410. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education.

By understanding exercise number 373, we know that our parent feedbacks us at a time when it is needed. From that same exercise, we know that it takes several generations before a given presentation. Since the presentation itself depends on our parent rather than us, there is nothing we can do about it; all what we can say to ourselves, why it takes so long time before a given presentation? By understanding the principle itself, which is our parent, while we can think about this question, only our parent can answer it.

411. **Understanding Theory of Education:** By understanding the exercise above and theory of education, we can quickly see that education itself and the process of education do not take time into consideration. We can also say that theory of education does not take time into consideration. By understanding that, when it comes to education or simply the process of education, we should never think about time; when it comes to education and the process of education, we should always forget about time, since the process itself does not take time into consideration. From what we know about education and the process of education, we can see that the process takes our understanding into consideration which is related to our application of theory related to our intelligence that increment and decrement, but not time. The application and the understanding of the principle do not take time into consideration. While time maybe an issue for us, however in the theory domain, time is not an issue at all. Time does not show up within the process. Jus take your time to think about what we have just said.

412′. Use algebra to show your understanding of presentation of theory related to the power theorem. This is the same as saying show your understanding of the power theorem related to presentation of theory by using algebra.

413. **Understanding Our Utilization Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. By understanding exercise 255, 255′ and exercise 256, 256′, it should be very easy to see that we should always approach our utilization theory in a careful manner. Since our utilization thery is attached to our system, we should never approach it the same manner we approach other entity. We should always approach it in a careful manner. We should always approach it in a way, where it does not seem taken for granted. We should always approach it with responsibility. We should never take it the same way we take other entities, since it is a part of our system. We should always approach it in a way with importance and responsibility. Once we handle it the same way we handle other entities, we simply don’t know what it is and we develop problems as a result of that. It is very important to understand that. Jus take your time to think about it.

414. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. By understanding exercise number 373 and having a good understanding of our utilization theory, the feedback process, the presentation, the instructor, and our parent, we can see that since the instructor feedback us by our parent, we follow the principle which is our parent, rather than the instructor. The principle is what we can apply to enable our functionality, not the instructor. After the presentation, we need to follow the principle rather than the instructor. After the presentation, we need to look at the principle, not the instructor. The principle is what feedback us to enable us to function. We always need to look at, follow, and apply the principle rather than the instructor. The principle is the entity that is applicable, not the instructor. We can not apply the instructor to solve our problems but we can apply the principle to enable us to solve our problems. We cannot apply the instructor to enable life to function properly; we can apply the principle to enable life to function properly. We cannot apply the instructor to make adjustment to what we do, but we can apply the principle to make adjustment to what we do. By understanding the feedback process, we can quickly see that the principle is what enables

the adjustment to what we do, not the physical person who provides the feedback. It is very important to understand that. Jus take your time to think about it.

415. **Understanding Our Utilization Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. We could have also said Understanding Presentation of Theory instead.

In addition to what we have learned from the exercise above, it is also important to note that our utilization theory does not exist on paper. While paper can be used to present a theory, nevertheless, it is always good to know that the theory itself does not exist on paper. As a part of our system, our utilization theory does not exist on paper. As a part of life, our utilization theory does not exist on paper. While paper can be used for explanation and presentation, nevertheless, it is good to know that our theory does not exist on a piece of paper. Our utilization theory is not a piece of paper or represented by a piece of paper; just take your time to think about it.

416. From the exercise above, we know that our utilization theory is not physically defined. In other words, our utilization theory is not represented by a physical entity. It is always good for us to know and understand that our utilization theory is not represented by a physical entity. Since we are a theory dependable system, and we must have a direction and a destination, whenever we fail to understand our utilization theory is not represented by a physical entity, we simply develop problems in life. It is very important to know that our utilization theory is not a physical entity. Just take your time to think about it.

417. Show your understanding of interpretation of theory related to the physical system. This is the same as saying, show your understanding of the physical system related to interpretation of theory.

418′. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. We could have also said Understanding Interpretation of Theory.

We already have a good understanding of the interpretation function. The interpretation function was given to us in the form of

$$Int\{A\}=\begin{cases} K_T A' & if\ K_T = K_T \\ \overline{K_T A'} & if\ K_T = \overline{K_T} \end{cases}$$

Within the presentation of the theory by the instructor, since that presentation happens at a higher level, it does not take error into consideration. In other words, within that presentation itself that takes the power theorem and theory of communication into consideration, there is no room for error. In this case, we can see that the interpretation function from the instructor in that presentation can be presented in the form of

$$Int\{A\} = K_T A'$$

Since there is no error in communication; now after the introduction of the theory or after the introduction of the presentation, error can be accumulated within the people themselves by misunderstand theory of communication. In this case, we have K_T is equal to $\overline{K_T}$. What do we mean by that, we mean that error that happens from people to people as a result of misinterpretation, which is related to misunderstand of theory of communication? In this case, misunderstand of theory of communication $\overline{K_T}$ results many people to view the presentation as negative. From what we have jus said, as a result we can see that the presentation is viewed by some of the people in the form of

$$Int\{A\} = \overline{K_T A'}$$

In other words, some of the people view the presentation as negative, since they don't understand theory of communication. The people view the result of the presentation as negative, since misinterpretation of theory of communication enables them to do so. From what we have just said above up to here, we can quickly see that, while the presentation is error free, but for some of the people, it can be viewed as negative. In both cases we have,

$$Int\{A\} = K_T A'$$

Where A' is the presented theory; we can also say that A' is the interpreting of the presented theory or result of the presented theory or result of the result of the interpretation of the presented theory; for the first case.

In the other case, where some people view it as negative with misunderstand of theory of communication, which can be the result of misinterpretation from people to people as a result of misunderstand theory of communication

$$Int\{A\} = \overline{K_T A'}$$

Now what is important here is that the success of the presentation always depends on the understanding of theory of communication.

a. Take your time to think about the above explanation
b. With your understanding of theory of education E_T, the power theorem P_T and our parent itself, verify that the result of the presentation by the instructor in terms of interpretation is always error free. In this case, within the instructor or from the instructor we have $Int\{A\} = K_T A'$. In other words, show that the

presentation will never occur with error within the instructor. We can also say that from the instructor to the people, the interpretation is always error free.

c. Now with misunderstand of theory of communication, $\overline{K_T}$ from people to people, or anyway the presentation can be viewed as negative, in this case we have $Int\{A\} = \overline{K_T A'}$. We can also say, with the absence of the instructor or after awhile or from people to people or negative view of the presentation from the people as a result of misunderstand of theory of communication. All you need to do verify what we have said. In other words, verify the negative of the interpretation from what we have just said. You may also provide a practical example.

d. Use your results above to show the success of the presentation related to the functional system. In other words, show the success of the presentation related to both good interpretation and misinterpretation.

e. User your part d above by taking yourself into consideration related to other people in terms of interpretation and describe how would you approach your responsibility in this case?

f. From presentation of theory, we have learned that we follow the principle by applying it rather than following the instructor. Show your understanding of that statement related to yourself and provide a practical example.

419. Show your understanding of presentation of theory related to information theory. This is the same as saying show your understanding of information theory related to presentation of theory.

420. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education.

By having a good understanding of theory and presentation of theory, we know that a theory can be presented or interpreted in both natural language form and mathematical form. We use the term high level language presentation or interpretation to name the natural language form, while we use the low level presentation or interpretation to name the mathematical form. Disregard the way we say it, what is important here the interpretation of the theory or the presentation of the theory does not change the theory. Disregard the level the theory is presented, it still remains the same and it does not change. The low level interpretation or presentation of the theory does not change the theory, so does the high level interpretation or presentation. It is very important to understand that. Jus take your time to think about it.

421. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. We could have also say that Understanding Interpretation of Theory.

By understanding the above exercise, we know that the level of presentation of the theory does not change the theory at all. By understanding the above exercise, we know that the level of interpretation of the theory does not change the theory at all. Since presentation is considered to be an entity of theory, what is important during a presentation or an interpretation is understanding the theory. During a presentation or interpretation, our objective is to help people understand the theory. We can also say to help understand the presentation or interpretation, which is the same thing as to help people understand the theory.

Now by looking at both level of presentation or interpretation, in terms of the physical system itself, we can see that the lower level interpretation or presentation requires amenities than the higher level one. In other words, in terms of learning, the lower level interpretation requires amenities. What is important to know here, is that natural language is a part of the physical system, but mathematic is not. From what we have said up to here, do both levels of presentation are important to us? Yes of course; can a level of presentation carry more weight than another? Should not be; can the low level presentation or interpretation help understand the theory? Maybe; the way to look at it, both levels of presentation do not change the theory. From the presentation side or the instructor side, it does not make any difference of level of interpretation to use, sine both of them do not change the theory. From the students or the people side, whichever one that helps them understand the theory is better for them. Disregard the level of interpretation or presentation, understanding is what important to the people, who are the students. It is very important to understand that. It is very important for an instructor to know that as well. While the lower level of interpretation may not be understood by all of us, but sometime it may help some of us understand the theory.

Since the logic of our parent is much, much higher than ours, and we do have a logic problem in terms of the way we view life—or we view things in life—a lower level presentation or interpretation makes sense, since it requires us to look at things in a logical approach. Since our logic level is too low compare to our parent, the low level interpretation is necessary to help us understand our parent. A low level presentation makes sense, since it enables us to look at the relationship within the theory, ourselves, the functional system, and many entities that make up life. A low level presentation is good for us, since it enables us to look at the relationship of many entities that make up our system relate to the theory. Within the principle itself, within our parent itself, since the logic of our parent is much, much higher than ours, a low level presentation is good for us, since it allows us to increase our reasoning. A low level presentation or interpretation is always good for us, since it requires us to think about the relationship of many entities that make up life related to their functional principles.

422. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. We could have also said that Understanding Interpretation of Theory.

By understanding the above exercise and the physical system, by understanding the downhill process related to the physical system, by understanding presentation and interpretation of theory, it makes sense to scale down the level of presentation. In other words, from the downhill process and the physical system understanding, it makes sense to have a lower level presentation.

423. By understanding the two exercises above, it is good to know that the low level interpretation takes theory of communication into consideration as well. In other words, disregard the level of interpretation or presentation, theory of communication is always applied. It is very important to understand that and should never be taken for granted.

424. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. We could have also said that Understanding Interpretation of Theory.

By understanding our utilization theory, our parent, the logic of our parent is much, much greater than ours and also exercise number 405, related to the level of presentation, since the low level interpretation enables us to increase our logic, since the low level presentation enables us to increase our reasoning, it also helps us to understand our parent. Since the logic level of our parent is so high, by lower the presentation or the interpretation down, we can perhaps start to understand our parent. Just take your time to think about that.

425. By understanding the physical system, the downhill process, presentation of theory related to generations, the functional system, a lower scale interpretation could have well been predicted.

426. Disregard the level of interpretation it is also good to know that again the theory does not exist on paper. Disregard the scale of interpretation, it is very important to note again that our theory does not exist on paper.

427. By understanding the last seven exercises above, show why a mathematical interpretation is considered as a low level interpretation. In other words, by working out the exercises above and understanding them, by having a good understanding of theory, interpretation of theory, presentation of theory, theory of communication, verify why a mathematical interpretation is considered to be a lower level interpretation compare to natural language which is higher.

428′. Use algebra to show your understanding of presentation of theory related to instrumentation theory. This is the same as saying show your understanding of instrumentation theory related to presentation of theory by using algebra.

429. **Understanding Presentation of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education. We could have also said that Understanding Interpretation of Theory.

While we have learned about lower level of interpretation and higher level of interpretation, we have said that the higher level is based on natural language while the lower level one is based on mathematic. We also know that both levels depend on theory of communication. While both levels do not have any limit, while natural language goes much, much higher, one thing we have to know, it is very important for us to know both of these levels are not constant. On any of them, we have to work around our communication. In both of them, we need to adjust our communication accordingly related to our interpretation or presentation. Disregard the level we choose, we have to make our communication portable which is part of interpretation and presentation of theory. Just take you time to think about that.

430′. Using algebra to show your understanding of the difference between theory and philosophy related to presentation of theory. This is the same as saying using algebra to show your understanding of presentation of theory related to the difference between theory and philosophy.

431. **Understanding Application of Theory:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education.

By understanding interpretation of theory, limitation of theory, presentation of theory, level of theory, scale of interpretation and presentation, our logic level related to our parent logic, since a theory is not limited to application, it is also good to know that higher level application of theory is still possible. Since our knowledge is not sufficient, it makes sense for us to leave this topic for people from many generations from now.

432. From the exercise above, the term higher level application means applications that go beyond our knowledge or our level of understanding. Since an application or execution of a function is related or derived from some types of principles, without understanding that set of principle, it is not possible to understand that application or that function execution. For this reason, the term higher level application does not fit us currently. As we make progress learning our theory, people of many generations from now can benefit of those applications. As we are struggle even to understand the basic of communication, it does not make sense to mention anything higher. Higher level applications are considered to be applications that are derived or executed from principles that go beyond our knowledge. An application that executes with principles that go beyond our understanding is considered to be a higher level application. It is very important for us not to misunderstand and misinterpret the term higher level application. Since we are a theory dependable system, we can only understand things or applications that are related with our level of understanding. Once we misunderstand what we have just said here, we can simply generate negative philosophies which result to problems. For this reason it is very important not to misunderstand and misinterpret the term higher level application. Since those applications go beyond our knowledge as well, it is also important to leave that term out from our communication.

433′. Usge algebra to show your understanding of presentation of theory related to the work theory. This is the same as saying show your understanding of the work theory related to presentation of theory by using algebra.

434. **Understanding Our Parent:** We can also say that Understanding Theory of Education, which is an extension of Understanding Theory of Education.

From exercise number 394 and exercise number 395, we have learned about the importance of our parent. As children, we know that it is very important for us to think that we have a parent. By always thinking we have a parent, we always think that we have a direction and a destination. By thinking that we have a parent, we always think we are guided by our parent. For that reason, it is always good for us not to take our parent for granted. Once we take our parent for granted, we simply take ourselves for granted, which enables us to develop problems in life. It is very important to understand that; just take your time to think about it.

435. By understanding the exercise above an also exercise number 395, we can see that it is normal for the children to identify their parent rather the other way around. From your understanding of parent and the physical system, verify that it is normal for the children to identify the parent rather than the parent identifies the children. We can also say that, it is normal for the children to identify the parent, rather than the parent identifies itself.

436. Show your understanding of our utilization theory related to importance of theory. This is the same as saying that, show your understanding of importance of theory related to our utilization theory.

437′. Use algebra to workout the above exercise. In other words, use algebra to show that in order for two entities to be compared, both of them must be identified and understood. Let's say it again, by using algebra, it is possible to show that two entities cannot be compared if both of them are not identified and understood.

438′. We know that and we have identified the power theorem is a theory. As a theory itself, we have learned that the power theorem is a higher level theory and it is considered much, much higher than the theory of education. From what we have learned about the power theorem and the theory of education, we know that

$$P_T >> E_T \text{ or simply } P_T > E_T .$$

Now from what we know about theory and fundamental of theory, we know that the fundamental of a theory is unique to itself and also that theory. In other words, we can say that the fundamental of a theory is unique to that theory. From what we know about theory and fundamental of theory related to theory of education, the power theorem, and the theory of communication; we can list those theories with their fundamentals in the form of

P_T, E_T, K_T Where their fundamentals are

$$f_{P_T}, f_{E_T}, f_{K_T}$$

Now by understanding the power theorem and the theory of education, we know that

$P_T = E_T \bullet K_T$, but what is important here

$f_{P_T} \neq f_{E_T} \bullet f_{K_T}$

All you need to do, show that

$P_T = E_T \bullet K_T$, but $f_{P_T} \neq f_{E_T} \bullet f_{K_T}$

If you have already shown that

$P_T = E_T \bullet K_T$, you can skip that part and show only

$f_{P_T} \neq f_{E_T} \bullet f_{K_T}$

439′. Use algebra to show your understanding of the gaming theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to the gaming theory by using algebra.

440. **Understanding our Parent:** To better understand our parent, it is always good to look at the process of when we were children related to when we get older. What we mean by that, we mean the way we think and view our parent. When we were a child, we think about our parent in term of mom and dad etc. in this case, we think that our parent is physically defined; that is normal. As a child, we get principles from our parent, which are mom, dad, and others to enable us to do what we do. As we get older, we should not forget that; we should not forget we have a parent. Our parent is still here, but not physically defined. By looking at both processes, we can see that there are very similar. It is normal for children to think that their parents are physically defined. As a child, we receive the principles from our parent, who is physically defined to enable us to do what we do. As we grow up or when we get older, we still receive the same principles from our utilization theory, which is our parent, but not physically defined.

It is very important for us to understand the way we view our parent from when we were a child to the time we get older. To better understand the above paragraph, let's review what we have said again. When we were children, we think that our parent is physically defined. We receive principles from our parent to enable us to do what we do. As we get older, we think that our parent is not physically defined, but we still continue to receive principles from our parent to enable us to do what we do. In this case, as we get older, we think that and we view our utilization theory as our parent. Just take your time to think about this exercise.

441. By looking at the process of the way we view our parent from the above exercise, we can see that as a child we think that our parent is always there for us. In other words, as a child we think that our parent is always looking after us. Since we think that our parent

is looking after us, in this case we do things accordingly to that. We can also say, since our parent is keeping eyes on us, we have to do things accordingly to our parent.

Now, by looking at the above paragraph related to when we get older, once we forget our parent, it is completely different. When we get older, we think that our parent is not physically defined. Assume that we forget the existence of our parent as we get older; we have a decency to do things worse, since our parent is no longer there to keep an eye on us. The way to look at it, related to what we do, as a child, since we think that our parent is physically defined and it is there for us, we have tendency to do things less negative. Now, as we grow up, we think that our parent is not physically defined. Assume that we forget the existence of our parent, we have a tendency do things more negative, since we don't think about our parent in what we do. It is very important to understand what we do, related to the process of the way we think about our parent when we were children to the time when we get older.

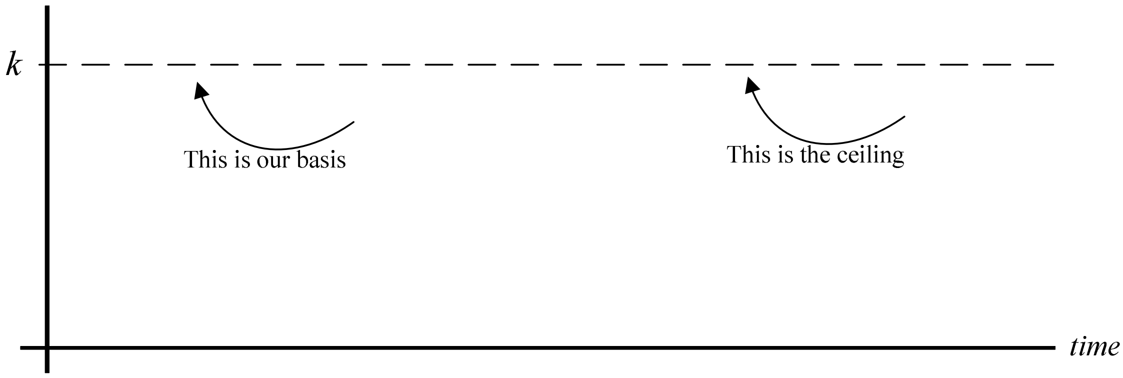
To better understand the overall process related to that we do, let's review the two paragraphs above. When we were a child, we think that our parent is physically defined, that is normal. As a result of that, when we do things, we think about our parent in terms of right and wrong. In this case, we have less tendency of doing things negative. As we get older, we think that our parent is not physically defined. In the event that we forget about our parent, we no longer do things according to it. In this case, we have more tendency of doing things negative. Just take your time to think about this exercise.

442. If you want to, you can verify the above exercise related to the process. From what we have learned from the two previous exercises, we can see that people who don't think they have a parent have a tendency do develop more problems than people who think that they have a parent. In other words, people who think that they have a parent do things according to their parent, while people who don't think they have a parent don't do things according to their parent. In this case, people who don't think they have a parent, have a tendency to develop more problems. It does not matter if the parent is physically defined or not. What is important is that the parent is not there to keep and eye us. The parent is not there to look at what we are doing. If we think we have a parent, we think about our parent in what we do. In the other hand, if we don't think we have a parent, we don't think about our parent in what we do. You can verify that by providing a practical example.

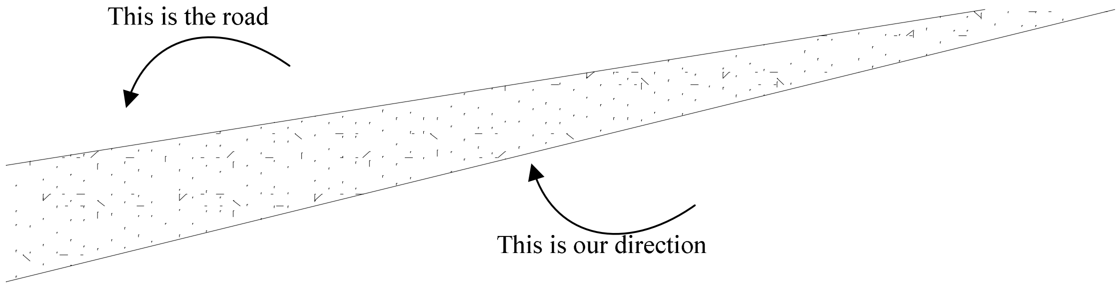
443. **Understanding the Physical System Stability:** We have seen before the stability line, the road entity, the house entity, and the domain identification entity. When it comes to the physical system stability, it is very important to understand those entities and not to take them for granted. As a self controllable and theory dependable system, those entities are very important to us and we should always pay attention to them. As a theory dependable and self controllable system, we can briefly say that our stability depends on those entities. To better understand our physical system stability related to those entities, let's list each of them and provide some more information about what they do for us.

The Stability Line: As it shows below, the stability line is considered to be our basis. We can say that the stability line is the basis of our function execution or the basis of what we do. To better understand the stability line, we can think it as follow. As it shows below, the stability line is the ceiling. Now assume that we are a child and we are growing up, as a child, we cannot touch the ceiling yet, but as we grow up, we expect to touch the ceiling one day. The way to look at it, as a child, we look at the ceiling and we keep looking at it and expect one day when we grow up to touch it. As a self controllable system, it is very important for us to have a basis, since it enables us to look where we point to.

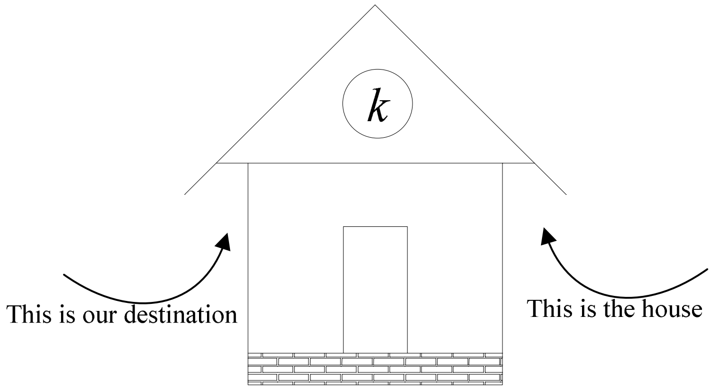
To better understand the stability line, let's review the above explanation again. The stability line can be viewed as the basis of our learning. For instance, while we are in the process of learning the principle, we expect one day to have a good understanding of it. Basically, the stability line enables us to understand the principle by the continuous learning of the principle. The continuous learning of the principle enables us to think continuously about the principle and expect to have a good understanding of it one day. As a self controllable system, it is very important for us to have a basis, since it enables to think about the principle and continue thinking about the principle we are learning.



The Road: The road is viewed as our direction. As a self controllable system and theory dependable, it is very important for us to have a direction. Without a direction, we simply don't know where we are heading. As a self controllable system, we must have a direction to enable us to do what we do. It is very important for us to understand the direction in life and its importance to us as a self controllable system. In terms of stability, the road enables us to focus in what we do. For instance, while learning and applying the principle, we can focus on it, since it provides us direction of learning and applying it.

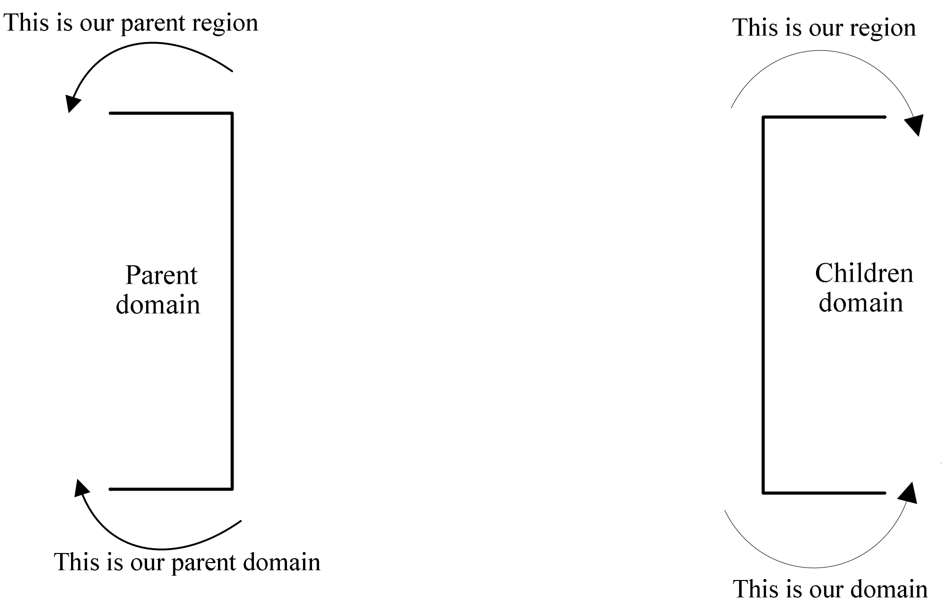


The House: The house is being viewed as our destination. As a theory dependable and self controllable system, it is very important for us to have a destination. Without a destination, our self controllable and theory dependable characteristic are no longer hold. By having a destination, we always expect at a point we are going to achieve what we are doing. For instance, while learning and applying the principle, by having a destination, we expect one day to finish what we are doing. Our destination is very important to us, since we think about it in what we are doing. In term of our stability, the destination is very important to us, since it allows us to focus and achieve what we do in a long term approach.

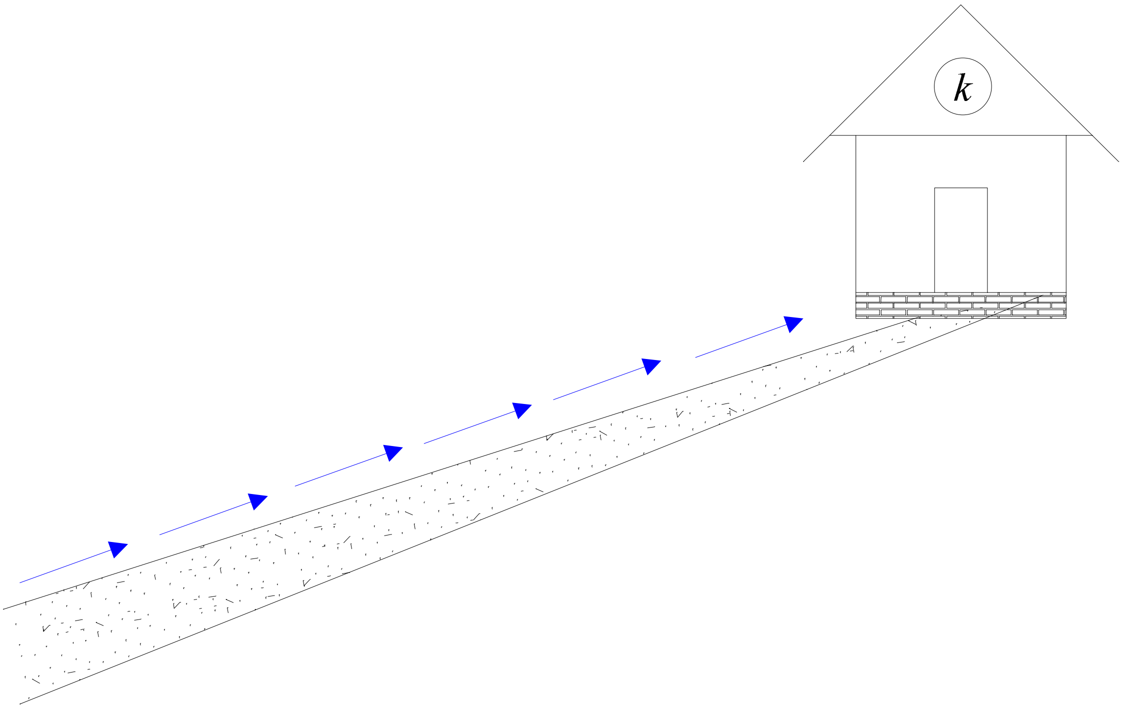


The Domain: The domain identification is very important to us, since it enables us to separate ourselves from our parent in terms of capability. Since the existence of our parent enables us to have our own domain and our parent to have its own domain as well, the domain identification is very important to us, since it provides a bridge and gap between us and our parent. Since our parent provides us with stability by providing us direction in what we do, the domain entity enables us to view our parent as a separate entity that operates at a higher level than us. By understanding that, we can see that the domain identification is very important to us, since it enables us to focus within ourselves by using the principle.

To better understand the above paragraph, let's provide more explanation again about the domain identification and its importance in term of our stability. Since our parent is a separate entity from us, it must have its own domain or region. As we see below, we also have our region, which is separate from our parent domain. Now, since our parent operates at a higher level than us, by focusing in our region related to the principles from our parent, it provides us stability by focusing in what we are doing. The domain entity is very important to us, since it enables us to separate our region from our parent region. Without that separation, we would think that we don't have a parent and there is no limit between us and our parent. From what we have just said, we can see that the domain entity is very important to us, since it enable us to think we have a parent and separate ourselves from our parent. It also enables us to view our parent differently than us. It is very important to understand the domain entity in term of stability it provides to our system.



The Road and the House: The road and the house together are being viewed as the direction and the destination together as shown below. It is very important to understand both of them together. In order to have a direction, we must have a destination. As a theory dependable system and self controllable, both of them are very important in our stability. The road provides us the direction to the house, which is our destination.



To better understand the overall explanation, let's review the stability elements we have identified. The basis entity provides us with stability, since it enables us to think and continue to think about the principle. The road which is the direction entity provides us with stability, since it enables us to think and continue to think about our destination. The house entity provides us with stability, since it enables us to think and continue to think about the principle in a long term approach. Finally, the domain entity provides us with stability, since it enables us to focus in our region guided by our parent. We can also say that the domain entity provides us with stability, since it enables us to think that we are guided by our parent, which is operate at a higher level. It is very important to understand each stability element listed from this exercise. Each element has its specific purpose related to the physical system. Each element is very important to the physical system as well related to the functionality of both the physical system and the functional system. Just take your time to think about the overall exercise.

444. By understanding the above exercise, verify the importance of those stability elements in your application. In other words, show the importance of those elements in what you do by providing a practical example. All what you need to do, verify your understanding and the importance of those stability elements in what you do. This is the same as saying that show your understanding and their importance in a practical example. In your workout, you can verify the existence of those entities in your application. You can also answer this question from your work out, what happens to your application stability without the existence of those entities?

445. **Understanding the Stability of the Physical System:** By having a good understanding of the two exercises above, we have learned the following. In order for the physical system to be stable, it must have the following.

- A basis
- A direction
- A destination
- A parent
- A domain

Let's rephrase some of the elements from the list. In order for the physical system to be stabile, it must operate in its own domain. The parent of the system must have its own domain as well. Without those entities, we mean the entities from the list above; there is no stability for the physical system. Those entities are very important, because they provide stability to the system. It is very important not to misunderstand or misinterpret those entities. It is very important not to take them for granted as well.

446. As a practical example, verify your understanding of those entities in life. We mean the entities listed in the above exercise. In other words, show the importance of those entities in life. We can also say that, as a practical example, show that you understand the importance of those entities in life. This exercise can also be viewed as well as showing the importance of those entities in your life.

447′. Using algebra to show your understanding of instrumentation theory related to interpretation of theory. This is the same as saying use algebra to show your understanding of interpretation of theory related to instrumentation theory.

448. By understand exercise number 373 and 373′, we know that our parent feedbacks us at a time when it is necessary. By understanding exercise exercise number 394, we know that it is good to have a parent, since our parent provides us feedback and direction. By understanding exercise 389 and 389′, we know that our parent logic is much, much higher than ours and we have to scale down in order to understand our parent. By understanding everything we have said up to here, we can see that our parent could have done many things for us, but maturity and responsibility are very important from our parent to us. We need to learn ourselves; we need to learn how to do things by ourselves. We cannot depend on our parent all the times. We need to learn and apply the principle to depend on ourselves. Let's rephrase everything again, while our parent may process the ability to do things—or execute functions—for us, nevertheless, at some point of time we have to assume responsibility to do things in our own rather than relying in our parent to do things for us. Just take your time to think about the exercise.

449. **Understanding Theory of Education:** By understanding exercise number 372, exercise number 373 and 373′, exercise number 382, exercise number 418 and 418′, it is also good to know that the instructor is also defined within the principle. In other word, within the principle itself there includes the instructor. We can also say that, within the principle itself, the instructor is identified. It is very important to know and understand that.

450. **Understanding Theory of Education:** By now we should have a very good understanding of the word parent and also our parent as well. By understanding what we

have said and what we have been learning, we know that the principle itself is considered to be our parent. Now by understanding what we have said here, the above exercise, and also the relationship between the instructor and our parent. Since within the principle itself the instructor is identified, and the principle itself is considered to be our parent, in this case the visibility of the instructor is within the principle by our parent. In other words, the instructor is identified within the principle by our parent. That makes sense, since by understanding the theory of education, presentation of theory, the visible elements within the process of education, fundamental of theory of education, which has its root from our parent; it makes sense for our parent to identify the instructor as well. To prevent misinterpretation, it makes sense for us to take it like this. An instructor is identified by the principle and the principle identifies the instructor. We can also say that an instructor is identified and defined by the principle. Just take your time to think about this exercise. It is very important to understand.

451. **Understanding Theory of Education:** By understanding the two exercises above, with some respect, we can say that the principle itself is considered to be the instructor. That makes sense, since the instructor is identified by the principle and the principle defines the instructor, therefore the principle itself must be the instructor. By understand what we have said here, we can see that the instructor is unique to itself. In other words, an instructor is unique to itself and it is identified by the principle and the principle itself is the instructor. By understanding what we have said, the relationship between our parent, the principle, and the instructor, we can see that. The principle is unique to itself, our parent is unique to itself, and also the instructor is unique to itself. It is very important to understand that. It is also very important to understand that the instructor is identified by the principle and the principle itself is considered to be the instructor. Just take your time to think about this exercise.

452. **Understanding Theory of Education:** By having a good understand of exercise number 454 and all the exercise above from exercise number 434 to exercise number 451, we have made the following observation. As a child, we think that our parent is physically defined. As we get older, we think that our parent is not physically defined. In both cases, we still think we have a parent. By understanding exercise number 450, as we start learning the principle, we think that our instructor is physically defined as well, as we make progress learning the principle, we realize and think that the principle itself is considered to be our instructor. Within what we have just said, we can see that the instructor is not physically defined just like the principle. From what we have said here in both cases. From the time we start learning the principle and the time we make progress learning the principle, what is important in both cases, we still have an instructor. By understanding what we have just said, we can see that it is very important for us to think that we have an instructor. By understanding both cases, we mean the parent case and the instructor case; we can see that in our lives, it is very important for us to think that we have a parent. It is also very important for us to think that we have an instructor as well. By taking it out this way, it enables us to continue learning the principle in order to insure our stability. It is very important to understand that; just take your time to think about this exercise.

453. By understanding the exercise above, if you want to, you can verify why it is important for us to always think that we have a parent and an instructor. Why as a child it is very important for us to think our parent is physically defined and as we get older, we think that it is not physically defined? And why as we start learning the principle it is important for us to think that our instructor is physically defined and as we continue learning the principle and make progress in our learning, we think that the principle itself is our instructor, in this case our instructor is not physically defined? You can verify both cases by providing a practical example.

454. **Understanding Theory of Education:** We already know that the process of learning is a natural process and it happens in an incremental aspect. We also know that the process cannot be speeded up, since it happens naturally. We can also say that this process is a natural process, since it happens within its own fundamental and we cannot change that and adjust it. Now by looking at this process and the way we think about our parent when we were children to when we get older, we can see a similarity between the two. Both of them happen incrementally and both of them are natural processes that cannot be adjusted due to the way they happen. Now again, it makes sense for us to look at the same process to the way we think about our instructor when we start learning the principle to when we have a good understanding of the principle. By looking at both processes, we can see similarity between them. The learning process happens naturally in an incremental aspect, while the way we think about our instructor happens naturally as well in an incremental aspect. Now by looking at the overall process, we have simply verified our process of learning from our childhood related to when we get older. In other words, we have verified our process of learning related to when we start learning the principle to when we have a good understanding of the principle. It is very important for us to understand our learning process. It is also important for us to think that the process cannot be speeded up or adjusted. Just take your time to think about this exercise.

455. **Understanding Theory of Education:** By understanding all the above exercises up to here, we mean exercise 434 to exercise 454, we should see the following entities map together.

- Our parent
- The principle
- And the theory of education

What is important here, they are mapped together and they cannot be separated where one of them can exist without the other. It is very important to understand that. Due to the fact that the principle is considered to be the instructor, it this particular of case, it makes sense for us to exclude the instructor from the list. The way to look at it, these entities are mapped together and one cannot be visible and exist without the other. Just take your time to think what we have said here; and when we think about education, it is also good to think about those entities.

456. **Understanding Theory of Education:** We could have also said Understanding the Application of Theory. By having a good understanding of theory, theory of education, and application of theory, we have learned that there are also higher level applications,

which go beyond our level of understanding and we don't have to know about them. By understanding theory of education, the process of education, visible elements of education, that makes a lot of sense. Since we learn theory, rather than application of theory to enable us to execute functions of life, it does not make sense for us to learn about higher level applications. Not only it is not in our interest, but it is also not a part of education. The process of education enables us to learn about theory, rather than application of theory or application of theory that goes beyond our understanding. It is very important to understand that and the process of education. Learning about higher level applications is not a part of education, is not a part of the process of education, and does not have anything to do about education or theory of education. Education is the process of learning the principle, rather than the application. The process of education enables us to learn and apply the principle. It does not allow us to learn the application of someone else. As a theory dependable system, we depend on theory to execute functions of life. We are not an application dependable system; we are a theory dependable system. It is very important to understand that; just take your time to think about the overall exercise.

457′. **Understanding the Theory Domain:** It is not possible to understand time itself without understanding the theory domain. It is not possible to understand the time entity without understanding the theory domain. While we may call time an entity itself, however we should always think it is blank or nothing.

From the theory domain, we have identified the following entities. We can say that those entities make up the theory domain or part of the domain. Those entities are:

- Theory
- Theorem
- Method
- System
- Instrument

From what we know about method, we know that methods are functions themselves. We can call methods functions that are performed by instruments or systems. In terms of instruments, systems, and functions, we have natural instruments and non natural instruments that perform functions of life. In terms of functions as well, we have natural functions and non natural functions that pare performed by natural and non natural instruments. To better understand what we have just said, it is always good to use the life equation to represent functions of life. By using the life equation, we have

$$\mathcal{L}(t) = h(t) + u(t)$$

Where $h(t)$ and $u(t)$ are expressed in the terms of

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{and} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

As we said previously, the functions are executed by both natural and non natural instruments. In terms of natural and non natural instruments that execute those functions, the equation can be put in the following form. For instance, we can have the natural or existing function part presented in the form of

$$h(t)=I_1\left[h_1(t)\right]+I_2\left[h_2(t)\right]+I_3\left[h_3(t)\right]+\cdots$$

Where we can provide more information about the terms in the table below

I_1	$h_1(t)$	I_2	$h_2(t)$
Instrument one	Function performed by instrument one	Instrument two	Function performed by instrument 2

In this case, rather than using the name of the instrument or system that executes the function, we simply use I with index.

In the non natural function side, we can do similarly to existing function, where

$$u(t)=I_1\left[u_1(t)\right]+I_2\left[u_2(t)\right]+I_3\left[u_3(t)\right]+\cdots$$

From the equation above, we can provide more information about the terms in the table below

I_1	$u_1(t)$	I_2	$u_2(t)$
Instrument one	Function performed by instrument one	Instrument two	Function performed by instrument 2

By understanding the above explanation and what we have just done, we can see that the overall life equation can be rewritten in the form of.

$$\mathscr{L}(t)=h(t)+u(t)$$

Where $h(t)$ and $u(t)$ can be rewritten in the form of

$$h(t)=\sum_{n=1}^{\infty} I_n\left[h_n(t)\right] \quad \text{and} \quad u(t)=\sum_{m=1}^{M} \widehat{I}_m\left[u_m(t)\right]$$

In this case, we simply use $\hat{I}$ to separate the natural instrument from non natural instrument or system. We could have still used I, as longer as we think they are separate from the existing, but to prevent misunderstanding, we simply separate them.

All what we have done from the previous explanation up to here; we show that a function that is executed by a system or instrument, and we used an index to show the name of that instrument and system that executes the function. In terms of instrument or system names related to functions they execute and using the name and index, we can provide and example. For instance, let's assume that nightingale whistles. In this case we have $N_w(t)$, which can be written in the form of $N[W(t)]$, which is the same as $I_1[h_1(t)]$; it does not matter. In the other hand, for non natural functions, we have radiator flush, in this case we have $R[F(t)]$, which is the same as $\hat{I}1\left[u_1(t)\right]$.

Now what is important from the above explanation is that both existing and added instruments are executed functions of life. Now, from what we know about natural functions, they execute in their own modes and the modes they execute cannot be adjusted and do not take time into consideration. We can say that they execute in their own mode, where that mode depends on themselves. We can also say the events that trigger those functions cannot be generated by us and the events that trigger those functions do not take time into consideration.

Now in term of added functions, we know that we apply theory to execute functions of life. We can say that theory gives us ideas to enable us to execute functions of life. It is the same as saying that theory gives us ideas to enables us to derive and execute functions of life. Now, while we use time to show the execution of those functions, nevertheless, the ideas that we get from theory to enable us to derive and execute those functions do not take time into consideration. What is important here, while we use time to show the output function, nevertheless that function execution does not depend on time. In both cases, we mean in both non natural and natural instruments, the functions that execute do not execute because of time.

Now by understanding the above explanation and also the theory domain, we know that the theory domain is concerning about what we think, while the communication domain is concerning about what we say. We can also say, that the theory domain looks at things internally, while the communication domain looks at things externally. The theory domain looks at what we do related to what we think, while the communication domain look at what we do related to what we say or our communication.

By analyzing the above paragraph related to time. In other words, by analyzing the above paragraph to see if time can be taken into consideration, we should see that in the theory domain it should not. While in the communication domain we can say *time 1* or specific time *date 1* or specific date with index, or specific time with index, those entities don't show up in the theory domain. By understanding the overall explanation up to here, we can see that in the theory domain we can say that a function is executed whenever or whenever it is appropriate. In this case, we can say, we can use *when* to show the execution of that function. For instance, the nightingale whistles, whenever it is appropriate or the nightingale whistles whenever. What we have just said can also be expressed in the following form, $Nightingale\left[Whistles\left(whenever\right)\right]$ or

$N\left[W\left(whenever\right)\right]$, or $N\left[W(t)\right]$; in this case, ***t*** means whenever it is appropriate, whenever it is appropriate for the function, whenever it is appropriate for the event that triggers the function. The radiator flushes, whenever. Since time is not what enables a function to execute, time cannot be used as verification for a function execution. A function is triggered by an event, where that event is related to the mode that function is executed. A function is triggered by an event, where that event is related to the entity that triggers the function. Again, the triggered of that function does not take time into consideration. By understanding what we have said here, it is not possible to use time as verification.

a. Just take your time to think about the overall explanation
b. By understanding theory and application of theory, show that the theory domain does not take time into consideration
c. We have said that, day is a basic unit of time and day comes and goes in a cyclical manner. By understanding the above explanation and by understanding existing function, verify that the process does not take time into consideration or the process does not depend on time or the process does not happen because of time
d. By understanding the way we have shown the life equation above, verify hat

$$I_1\left[h_1(t)\right]=I_1\left[h_1(t)\right]+I_1\left[h_2(t)\right]+I_1\left[h_3(t)\right]+\cdots$$

e. By understanding part d above, it can be shown that

$$I_1\left[h_1(t)\right]=I_1\left[h_1(t)\right]+I_2\left[h_2(t)\right]+I_3\left[h_3(t)\right]+\cdots$$

This is the same as

$$I_1\left[h_1(t)\right]=\sum_{n=1}^{\infty}I_n\left[h_n(t)\right]$$

The above equation can be expanded in the form of

$h_1(t)=h_1(t)+h_2(t)+h_3(t)+\cdots$ Which is the same as

$h_1(t)=\sum_{n=1}^{\infty}h_n(t)$ in this case we have

$$h_1(t)=h(t)$$

The above equation is the same as the one below

$$h_1(t) = h_1(t) + \sum_{n=2}^{\infty} h_n(t)$$

The above equation can also be represented in this form, where $L << \infty$

$$\sum_{l=1}^{L} h_l(t) = \sum_{l=1}^{L} h_l(t) + \sum_{n=L+1}^{\infty} h_n(t)$$

Simply show the first equation above that leads to the last one and verify your observation. Verify, explain and show your observation; for instance the relationship between $h_1(t)$ and $h(t)$.

f. Since t and Δt are nothing, they can never be used to verify or prove anything. The fact that the execution of a function does not happen because of time, time itself cannot be used as verification for an execution, we mean a function execution. By understanding the overall exercise, verify that. In other words, show that time cannot be used as a proof of a function execution or verification of a function execution. This is the same as saying that, show that Δt cannot be used to verify $h(t)$ or Δt cannot be used as a proof to verify $h(t)$.

g. By understanding entity, information about entity, and function of entity. We know that the information about an entity is determined by that entity. From what we have just said, and from our understanding of the exercise, we know that the function of an entity is determined by that entity. An entity that executes a function within a mode, determines the execution of that function in that mode. An entity that executes a function, where that function is triggered by an event, is determined by the event that is triggered that function execution. By understanding what we have said here, your workout and the overall exercise. As a separate entity, show or verify that the information about an entity is determined by that entity. It is the same as saying that, show that the function that is executed by an entity is determined by that entity. We can also say information about an entity depends on that entity.

458′. Using algebra to show your understanding of the gaming theory related to interpretation of theory. This is the same as saying use algebra to show your understanding of interpretation of theory related to the gaming theory.

459′. **Understanding Interpretation of Theory:** We can also say Understanding Presentation of Theory, which is a part of Understanding Theory of Education. We could have also said, Understanding Theory of Education, which is an extension of Understanding Theory of Education.

We have learned that, in a higher level presentation, the result of the interpreted theory is always error free. In other words, the result of the interpretation contains no error. By understanding what we have said, using the interpretation function, we have

$$Int\{A\} = K_T A'$$

Where A is the interpreted theory and A' the result of the interpreted theory. We can also say it like that, A is the interpreted theory, while A' is the presented theory. It does not matter the way we say it, what is important, there is a similarity between A and A'. By understanding fundamental of theory, it can be shown that

$$f_{A'} = f_A \quad \text{but} \quad f_{A'} \neq f_{A'}$$

f_A	$f_{A'}$
Fundamental of the interpreted theory	Fundamental of the presented theory

All you need to do, verify that $f_{A'} = f_A$ but $f_{A'} \neq f_{A'}$

460′. Use algebra to show your understanding of the theory of marketing related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to theory of marketing by using algebra.

470′. **Understanding Theory and Our Utilization Theory:** It is much better to say Understanding Our Utilization Theory.

While we have been using T to learn U_T, by having a good understanding of f_T and the physical system, we should quickly realize that T only exists within U_T. In other words, within our utilization theory, we have identified 10 theories and those theories are fixed. Any theory that we identify is part of U_T or belongs to U_T. While we have used T to help us understand U_T, nevertheless, T does not exist by itself; U_T is what exist, but not T. From what we have just said, we can see that all T's belong to U_T and U_T is fixed. It is very important to understand that; just take your time to think about it. From your understanding, show that

$$\forall T \in U_T$$

471. **Understanding the Relationship between Ourselves and our Parent:** By Understanding exercise number 440 and exercise number 448, physically, as children it is normal for our parent to provide care or execute functions for us. As we get older, it is normal for us to be self responsible in terms of functions executions. In other words, as we get older, we depend less on our parent to execute functions for us. In this case, we

depend more on ourselves to execute functions. That makes sense, in order to provide maturity and responsibility. Just take your time to think about this exercise.

472′. The above exercise can also be shown algebraically. In other words, if you want, you can use algebra to show that; assume that we are operating in philosophy mode, the farther we come down, the farther we are from our parent.

473. **Understanding Theory of Education:** We already know that theories are learned consecutively where the understanding of one may lead us to understand another. Within what we have just said, we can see that within theories themselves, there maybe dependency in terms of learning. Now, since theories are information themselves and there are theorems that can only be learned personally rather than from an instructor. It may be possible that there are some theorems that can only be learned through their dependencies rather than directly. In other words, those principles can only be learned from their dependencies, rather than directly. Jus take your time to think about it.

474′. **Understanding Theory of Education:** By understanding fundamental of theory and similarity of theory, it should be noted that the previous exercise takes similarity into consideration as well. In this case, we can say that it is possible for some theorems to be learned solely from their related similarities rather from themselves directly. In other words, it maybe possible to learn some theorems from theorems that are similar and related to them, rather from those theorems directly. Jus take your time to think about it.

The way to look at it, assume that we have two theories A and B, where $A \sim B$. If we want to learn about B and it is not possible to learn about B directly, in this case, since $A \sim B$, we can learn about B from A, rather from B directly; since it is not possible for us to learn about B directly from B.

475′. Using algebra to show your understanding of the theory of marketing related to interpretation of theory. This is the same as saying use algebra to show your understanding of interpretation of theory related to the theory of marketing.

476′. **Understanding Our Utilization Theory:** We could have also said Understanding Theorem in Our Utilization Theory. This is not important, but it maybe good to know that theorems in our utilization theory can also be expressed in the following form. For instance, for instrumentation theory, the theorems in that theory can be shown in the form of.

$$I_T = \left\{ I_{Th_1}, I_{Th_2}, I_{Th_3}, \ldots \right\}$$

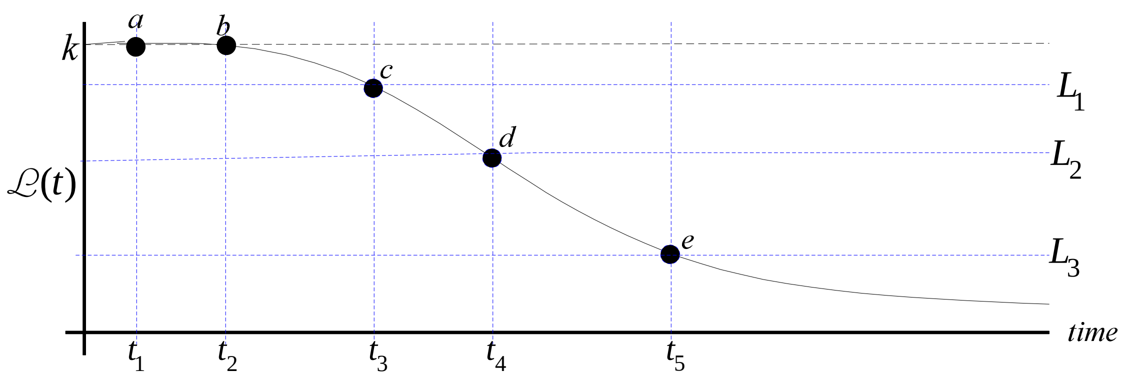
The same as, the theorems that are included in the theory of marketing can be represented in the form of

$$M_T = \left\{ M_{Th_1}, M_{Th_2}, M_{Th_3}, \ldots \right\}$$

It does not matter if we use plus or comma to separate them. Since a theorem is not self identified, thus the non importance of the overall exercise.

477′. **Understanding Application of Theory:** By understanding exercise number 256′, exercise number 407, exercise number 416, exercise number 434, exercise number 440, and exercise number 448, at a time, it may be possible for us to say thanks to our parent. By understanding the principle itself which is our parent and the application of the principle, the thanks we say to our parent including in the principle

Now by understanding the life equation $\mathscr{L}(t)$, the physical system equation, and the theory transformation, it can be shown that as $\mathscr{L}(t)$ continues to decline, that thanks become less meaningful to our parent. This is the way to look at it, while we may say thanks to our parent, the application of the principle is not only saying thanks to our parent. Assume that we have a choice to sit down or stand up and say thanks or apply the principle, it is much better for us to apply the principle instead to enable the functionality of life. By understanding this explanation, it can be shown algebraically as we continue heading down the hill, the thanks we say to our parent becomes less meaningful. As shown from the graph below, at higher mark the thanks become more meaningful while at lower marks it becomes less meaningful to our parent. From the graph, we can also say that the farther we come down, the less meaningful the thanks we say to our parent. The farter we come down, the less meaningful the thanks we say to our parent when we disregard the application of the principle.



a. Just take your time to think about the explanation
b. Verify your understanding of our parent related to the application of the principle
c. By understanding the explanation above, show algebraically as the functional system is declining, the thanks we say to our parent becomes less meaningful.

d. While we say thanks to our parent, communication theory is still applied. Verify that statement by providing a practical example.

e. In the communication domain, what we do is a function of our communication, while in theory domain what we do is a function of what we think. Since the principle itself is considered to be our parent, it may not make any difference or much difference in what domain we say the thanks to our parent or in what domain we thank our parent; verify that statement algebraically.

f. We know that life depends on all of us and we all need to apply the principle to enable the functionality of life. By understanding the stability of the physical system and also group, it can be shown that there is a relationship with life related to number of people who apply the principle and the number of people who sit down and say thanks. In other words, all you need to do, show algebraically and explain the performance of the functional system related to number of people who sit down to say thanks and the number of people who actually apply the principle.

g. We know that the principle enables us to interact to each other. In the event that we disregard the principle, we simply develop problems when we get closer to each other. Therefore the principle enables us to get closer to each other and without it we develop problems. Now by taking distance into consideration related to number of people, show algebraically as number of people who sit down and say thanks to our parent goes up, and number of people who actually apply the principle comes down, the physical system becomes less, less stable.

h. Saying thanks to our parent maybe a part of the application of the principle, but the application of the principle is not only saying thanks to our parent. Verify that statement algebraically by taking both the functional system and the physical system into consideration

478′. By understanding exercise number 459′ and exercise number 470′, it should be very easy for us to see that whenever we see T, it also means U_T. In this case, T and U_T are interchangeable where

$$U_T = T \text{ and } T = U_T$$

We can use the term “The Principle” to refer to T and U_T as shown by the table below.

T	U_T
The Principle	The Principle

479. Now you should have a very good understanding of theory and application of theory. You should also have a very good understanding of the physical system, the functional system, and also fundamental of theory. By working out and understand exercise

number number 85, now you may have think differently about that exercise. If you do, you can then now provide more explanation about the exercise and also your workout. Here provide some more explanation about the exercise and your workout. All you need to do, if you think differently about the exercise now, simply provide some more information about what you think related to your workout.

480′. By working out exercise number 50′, you have shown that

$$T = T \cdot K_T$$

Now that you have a better understanding of both theory and theory of communication, try to rework out the same exercise and compare your result. In other words, with your understanding of both theory and theory of communication, rework out the exercise by showing that

$$T = T \cdot K_T$$

And compare your result; with your comparison, you can provide additional explanation of your second workout related to your first workout and your understanding.

481′. By understanding the result of your workout above, show your understanding of your workout related to the interpretation function. The interpretation function was given to us in the form of

$$Int\{A\} = K_T A'$$

Which assume the positive representation of theory of communication and

$$Int\{A\} = \overline{K_T A'}$$

Which assume the negative representation of theory of communication

482. Now that you have a very good understanding of theory, application of theory, and fundamental of theory, refer to exercise number number 91 and 91′ and explain your workout related to your current understanding.

483. By understanding exercise number 328 and 328′ and exercise number 343, we have learned that existing functions do not like to be simulated. When we simulate them, we simply develop problems in life. By understanding that, we should be very careful about existing functions. Since life depends on all of us, all of us need to take responsibility in life. By understanding that, how and what is your responsibility about function simulation. How would you manage your responsibility about function simulation?

484′. By having a good understanding of both theory and philosophy, you should see that in term of modeling, there is a big difference between theory and philosophy. While we use the word modeling here, it is always good to use the word information or think it as information. We can also say difference between theory and philosophy in term of system modeling. By understanding what we have just said, using algebra to show your understanding of modeling related to both theory and philosophy. In your workout, provide addition explanation about your observation.

485. **Understanding Theory of Education:** By understanding presentation of theory and interpretation of theory, while the instructor is here to present the theory to the students, nevertheless, the instructor does not determine the correctness of the students. The students determine their own correctness individually. It is very important to understanding that. Since the correctness of an entity is determined by that entity, this is well mapped to what we have just learned. Just take your time to think about it. The correctness of the students is not determined by the instructor, but by the students individually. Here individually means each student individually.

486. **Understanding Theory of Education:** By understanding the above exercise and also exercise number 254; it makes sense, since the instructor cannot think for the student. Since the students think for themselves individually, they are the ones who can determine their own correctness. Since the instructor cannot think for the students, the instructor cannot determine the correctness for the students. That makes a lot of sense; just take your time to think about it.

487. **Understanding the Theory of Education:** By understanding the two exercises above and also exercise number 254, we can see that it is not possible for an instructor to determine the correctness for the students. Since theories are independent entities and they can only apply individually, an instructor cannot apply theory for the students. Only the students can apply theory for themselves individually. Therefore it is not possible again for an instructor to determine the correctness for the students. It is very important to understand that. Just take your time to think a bout it.

488. **Understanding Relationship:** By understanding presentation of theory and interpretation of theory, we know that we use lower level interpretation to help us understand our utilization theory. We also understand that the lower level interpretation is very good for us in many cases, since it helps us determine relationships in both our utilization theory and the functional system. In addition to that, we should also know that, while the lower level interpretation may help us in our understanding, we should not approach the principle with the lower level of interpretation in terms of pattern. The way to look at it, the relationship between two entities is determined by the entities themselves not by us. By understanding that, we should realize that we should not use patterns to establish a relationship. Since the relationship depends on the entities themselves, by using patterns, it is not always possible to establish a relationship. Just take your time to think about this exercise.

489. While patterns can be useful in some cases, but there are not usually useful in determining relationships. While patterns can be useful in some cases, we should not rely on patterns to establish a relationship. That makes sense, since the relationship of two entities, is determined by the entities themselves that relationship may not depend on patterns between hose entities.

490. **Understanding Theory of Education:** By understanding the two exercises above, and also theory, application of theory, and fundamental of theory, while patterns may help us in our understanding, nevertheless, we should not rely on pattern only to help us understand. It is always good to let the relationship between two entities determined by the entities themselves, rather than the pattern the patterns we identify between them.

491. By understanding the last three exercises above, since patterns are not usually correct to determine a relationship, since the relationship between two entities is determined by the entities themselves, since information about an entity is determined as well by that entity, when it comes to information, we have to be very careful about the way we use pattern to present information; if it can be used at all. Since information is an entity itself, since information about an entity looks like that entity, it is always good to present information in a form where it is separate from us. We mean a form that is separate from the person who presents the information.

492. By now you should have a very good understanding of theory, application of theory, fundamental of theory, time, and existing functions. By understanding what we have just said, you may have worked out exercise number 102 (characteristic of time). If so, with your current understanding of the entities listed here, rework out that exercise and compare your result. Now, use your second workout to show your understanding of existing function related to time and part b of the exercise.

493′. Previously you have shown that

$$u_1(t) = h_1(t) + u_1(t)$$

Try to rework out the exercise again. In other words, try to show the above relationship and compare your results. Try to reaproach the exercise and see if you come up with a different result. If so, compare both of them and provide some explanation. In other words, refer to exercise 351′ and rework it out and compare the results of your workouts.

494′. With your current understanding of the principle, there are many exercises you have worked out, but feel now you could have approach them differently. Refer to exercise number 116′, rework it out and compare your result. In other words, with your current understanding, use algebra to show that existing functions are not marketable.

495′. Refer to exercise number 125, use algebra to rework out that exercise and provide some explanation about your workout related to your understanding.

496. By understanding exercise number 488, 489, 490, and 491 above and exercise number 484 and also the relationship of theory and system, we can see that it is not correct to rely on patterns only. The relationship of theory and system enables us to look at a system according to its theory. Now, since information about an entity depends on that entity, information about a system depends on its theory. Now, if there is a pattern between two entities in that system, that pattern must be provided by the theory of that system. So what is important here, to get information about a system, we look at the theory of that system. If there are patterns, those patterns depend as well on that theory. It is very important to understand that. We should not try to establish a pattern outside a system functional principle. Just take your time to think about it.

497′. Verify by showing with an algebraic expression that all theories are indeed attached by theory of communication. You must provide a diagram of your workout. You must also provide some explanation about your workout.

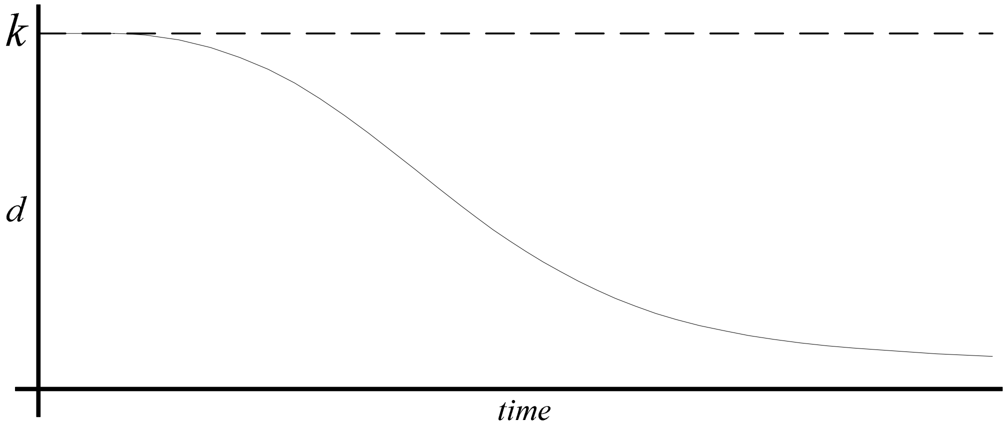
498. By understanding exercise number 358 and 358′, we have learned that there are many, many functions in life that are affected by our distances. The fact that we disregard our utilization theory; therefore, those functions are affected. By understanding that, describe your personal responsibility related to those functions.

499′. **Understanding Distance Related to the Functional System:** By understanding exercise number 206′, exercise number 358′ and exercise number 343, from exercise number 206′, we have learned that historically, as distance between us decreases the functional system also decreases. From exercise number 358′ we have learned that the functional system can be expressed as a function of distance. That makes sense, since our distances affect the system, it must be shown as a function of distance. Now by understanding exercise number 202′, we have learned that distance is also a factor when looking at the physical system in terms of philosophy.

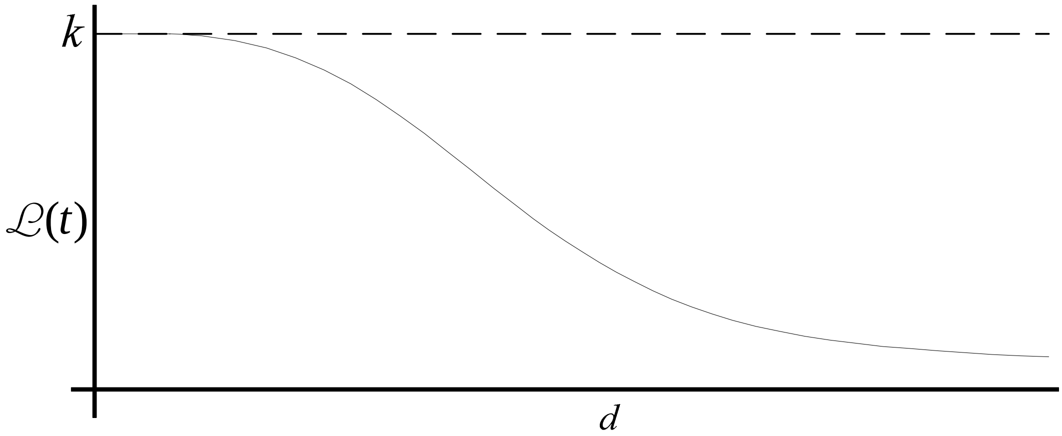
By understanding all what we have said above and also the functional system in terms of distance, we can see that our distances affect both the physical system and the functional system. By understanding the relationship of both the physical system and the functional system equations, from both equations, we can write down the relationship again.

$$\mathscr{L}(t) \Leftrightarrow S(xy)$$

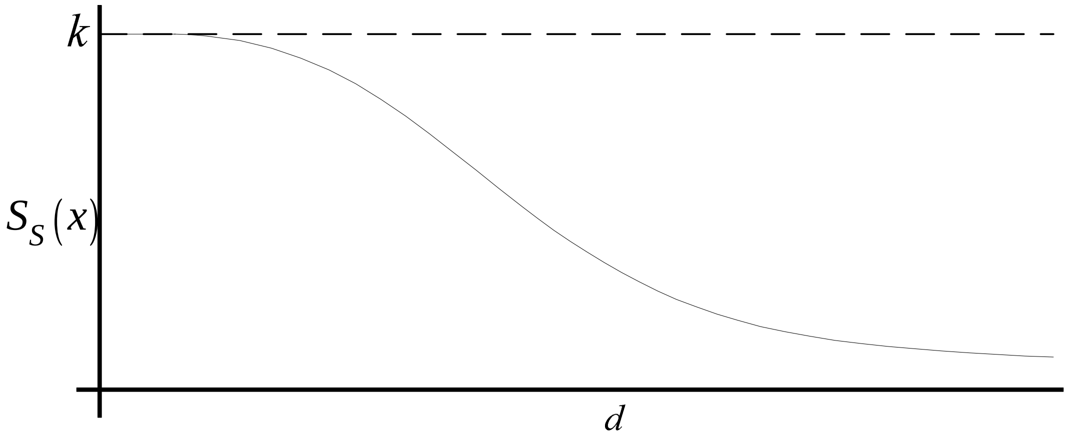
Where the physical system is viewed as a function of philosophy; what is important here, both the physical system and the functional system are affected by our distance. By understanding that, we can see that our distance causes the functional system to become unstable or decay, our distance also causes the physical system to become less stable. From what we have just said, is simply another way of looking at it; our distance is affected both the physical system and the functional system and as $t \uparrow d \downarrow$, at the same time $\mathscr{L}(t) \downarrow$. We can show distance related to time graphically in term of the functional system stability. In this case, we have



At the same time, we can show $\mathscr{L}(t)$ related to distance. This is the new $\mathscr{L}(t)$ you have show in exercise number 358′ expressed as a function of distance. Here, we simply show it as $\mathscr{L}(t)$



Now, since distance affects the physical system, we can show the stability of the physical system as well related to distance as shown below. The graph below simply show the average stability of the physical system related to distance.



To better understand the two graphs above, it is always good to interpret them based on the table below. The table below can be viewed as the data used to make the graphs. From the table below, $d_1 > d_2$ and so forth and all data are approximation. The physical system stability is given in term of % of k.

Time	Distance	$\mathcal{L}(t)$	PhS_{Avg}
t_1	d_1	k	100%
t_2	d_2	$0.9k$	90%
t_3	d_2	$0.8k$	80%
t_4	d_4	$0.7k$	70%

While we have shown the graph above by line, we should have shown it by stability point instead. It does not matter and that is not important to us here. What is important to us is that when looking at both, the physical system and the functional system, distance is very important. By looking at all the graphs combined, and also the first one, we should see quickly that in the past, distance had been used to manage the stability of the system. We mean both the functional system and the physical system. That makes sense, since as $t \downarrow \mathcal{L}(t) \downarrow$ also $S_S(x) \downarrow$, but better to say as $d \downarrow \mathcal{L}(t) \downarrow S_S(x) \downarrow$, we can quickly see that in the past distance had been used to manage the stability of the system. That makes a lot of sense, since distance causes the functional system to be less stable and distance also reduces philosophies or reduce philosophies distribution. It makes sense to use distance in the past to manage both $\mathcal{L}(t)$ and $S(xy)$.

a. Just take your time to think about the above explanation
b. Since distance is not constant between us, in the past, it had been used to mange $\mathcal{L}(t)$ and $S(xy)$ or to manage the stability of $\mathcal{L}(t)$ and $S(xy)$. Verify that statement by providing a practical example. All you need to do, verify that distance had been used in the past to manage the stability of both the functional system and the physical system by providing a practical example. While we use

$S_S(x)$ to denote the average stability of the physical system, we can also use PhS_{Avg} to denote the average stability of the physical system. It does not matter; you choose to use whatever you want. The way to look at that statement, *in the past distance had been used to manage both the functional system stability and the physical system stability*, it is simply from the table and the graph and also from all previous exercises related to distance you have worked out. Related to what we have just said, we mean related from the table and the graph, we can see that as $t \uparrow d \downarrow \mathcal{L}(t) \downarrow S_s(x) \downarrow$. In other words, as time goes up, distance goes down, the functional system stability goes down, and also the physical system stability goes down.

c. We already know that by taking distance into consideration, we have less philosophy distribution; verify that by providing a practical example. You have already shown that in exercise number 202′. All you need to do here, show that the physical system stability is affected by distance or show that in the past distance had been used to reduce philosophy or philosophy distribution.

d. Since distance causes $\mathcal{L}(t)$ to decay, and also cause the physical system to become less stable, related to $\overline{h}(t)$, as $d \downarrow \overline{h}(t) \uparrow$, verify that by providing a practical example. In other words, show that the reduction of distance cause more function simulations by providing a practical example.

e. In the past, distance had been used to manage the stability of $\mathcal{L}(t)$. Now in term of distance, let's assume that in our downhill, we have change of lost and change of distance. In terms of change of lost and change of distance, we have change of lost denoted as ΔL, which is related to L_1 and L_2, and change of distance denoted as Δd, which is related to d_1 and d_2. In this case, it depends how we look at it, in term of variable usage, it does not matter. Now, from that table above, what is important, we have shown some information that shows that d had been used or was used in the past to manage $\mathcal{L}(t)$. Now assume from the downhill process, we put two time marks on $\mathcal{L}(t)$, t_1 and t_2, where $t_2 >> t_1$. Now let's assume that at time t_1, d was used to manage the stability of $\mathcal{L}(t)$, and at that point, we have a lost or a drop, where the stability of $\mathcal{L}(t)$ is $\frac{4}{5}k$. Now let's assume that distance was not a factor to control the stability of $\mathcal{L}(t)$ at time t_1, what would be the stability of $\mathcal{L}(t)$ at time t_2. In other words, if d was not a factor to manage that stability, what $\mathcal{L}(t)$ will look like at time t_2. It is the same as saying that, what stability of $\mathcal{L}(t)$ will be. We can also say that, without distance management, what $\mathcal{L}(t)$ will look like at time t_2.

f. By working out the part e above, here you can also use some past times and provide a practical example if you want to. Assume that you take a past time like t_3, now you can take it back farther to t_2, where $t_2 << t_3$. Now, what $\mathcal{L}(t)$ will look like if the events that happened at t_3, happened at t_2. You can take distance decrement into consideration.

g. To better understand and to prevent misinterpretation, it is better for us to use the table below to better understand the terms *from the past*.

d	x Closer to Each Other	Stability of $\mathcal{L}(t)$
d_1	Less	Ok
d_2	More	Decrease
d_3	Much more	Decrease more
d_4	Much, much, more	Decrease much, more

h. By understanding the physical system equation and the physical system stability, we know that without applying our utilization theory, as x increases, $S(x)$ becomes very unstable. By understanding the overall exercise, we know in the past distance had been used to manage the stability of the physical system. Now, let's assume that distance was not use to do that, what would the stability of the physical system be at a given point. The way to look at it, take two points of time to look at the stability x or simply $S_s(x)$. Now, you already know how to figure out $S_s(x)$. Assume that you figure out $S_s(x)$ at specific point or time, let assume that at t_1, where $t_1 << t_2$. All you need to do now, figure out $S_s(x)$ at t_2. Similarly to the way you have done previously, you can use events from history and provide example of your workout.

500′. By understand exercise number 54′, we have learned that $T \le K_T$. By understanding exercise number 50′, we have shown that $T = T \cdot K_T$. We have also shown previously that all theories are attached by theory of communication. By understanding what we have just said and by having additional understanding of T and K_T, it is also good to know that

$$T < K_T$$

In other words, $T \le K_T$ is good, but it is better to thin that $T < K_T$ instead. Jus take your time to think about the exercise.

501′. By working out exercise number 54′, we know that theory is limited by theory of communication. By understanding the above exercise and exercise number 480′ in this chapter, you should now have additional understanding of theory and theory of communication. With your additional understanding of theory and theory communication, reworking exercise number 54′ or simply show that $T < K_T$ from the above exercise. With your additional understanding of theory and theory of communication, by working out this exercise or by showing that $T < K_T$, you should conclude that therefore $T < K_T$ or therefore theory is limited by theory of communication. You can also show additional observation in your workout.

502′. In term of distance, we have learned that our distance affect the stability of the functional system $\mathcal{L}(t)$, and d had also been used to reduce philosophy distribution. In term of philosophy distribution, we can simply say d had been used to manage $Tr\left\{\overline{K_T}\right\}$. We can also say to manage $Tr\left\{K_T\right\}$, depend how you look at it.

Now, we know that we need the principle to interact to each other. We can also say we need T or U_T to interface or interact to each other. With the absence of U_T, we simply develop problems when we interface or interact to each other. Given that $T = T \cdot K_T$, in term of understanding of T, without K_T, T does not exist. Related to distance and the past or simply related to distance in term of managing $\mathcal{L}(t)$, we can simply say that, we had not learned K_T yet, therefore when we get closer to each other, we simply develop problems. That makes sense, since K_T enables us to interact or interface to each other, we need to learn it to get closer to each other. Overall, we can see that, related to the past, we had not learned K_T yet, therefore, it makes sense to use d to manage $Tr\left\{\overline{K_T}\right\}$ in order to control or manage the stability of $\mathcal{L}(t)$.

a. Just take your time to think about the overall explanation
b. If you want to, in term of d verify that $Tr\left\{\overline{K_T}\right\}$ can be reduced. In other words, in term of distance, verify that philosophy distribution can be reduced. You only need to do that, if you have not done so.

503′. We have learned previously and also from the above exercise that $T = T \cdot K_T$ and also $T < K_T$. We already know that we use T to derive and execute function of life. The functions that we derive and execute in life are in the form of $u(t)$. With the misunderstanding of theory of communication which leads us to misunderstanding theory, we simply derive and execute faulty functions in life. Where those functions are presented in the form of $\overline{u}(t)$. Now by understanding principle of simulation, we know that $\overline{h}(t) = \overline{u}(t)$. The way to look at it, $\overline{K_T}$ gives rise to $\overline{u}(t)$, it also gives rise to $\overline{h}(t)$.

Now by understanding theory of communication related to theory, we know that theory of communication enables us to understand theory. Where the absence of theory of communication enables us to misunderstand or misinterpret theory. To better understand what we have just said, it is always good to view theory of communication as a language, where is required in order to speak, read or write about something. Without learning that language, it is not possible to speak, read, or write about that thing. By understanding what we have just said here and also the relationship between $\overline{K_T}$ and $\bar{h}(t)$, in terms of distance related to the stability of the of $\mathcal{L}(t)$, it can be shown that with the absence of the principle, in term of distance, $\overline{K_T}$ is also attributed to managing the stability of $\mathcal{L}(t)$. The way to look at it, since we need K_T to interact to each other, with the absence of K_T, distance had used to manage the stability of $\mathcal{L}(t)$. It is very important to understand that and not to misinterpret it.

a. Jus take your time to think about the overall explanation.
b. To better understand the exercise, if you want, show that in the past, in term of $\overline{K_T}$, distance had been used to manage $\mathcal{L}(t)$. The way to look at it, by misunderstanding K_T, distance had been used to manage the stability of $\mathcal{L}(t)$ or simply to mange $\mathcal{L}(t)$.
c. We know that the physical system is theory dependable. With the absence of our utilization theory, we simply rely on philosophy to derive and execute functions of life. We also know that communication enables us to do what we do or simply communication enables us to derive an execute functions of life. With the absence of communication theory K_T, our philosophies $\overline{K_T}$ enables us to derive and execute functions of life. Now by understanding the mistaken equation in term of distance, we know that by taking distance into consideration, the philosophies can be reduced. As we have learned before, d had been used to manage $Tr\{\overline{K_T}\}$ and as $d \downarrow Tr\{\overline{K_T}\} \uparrow \mathcal{L}(t) \downarrow S_x(x) \downarrow \bar{h}(t) \uparrow$. In other words, as distance comes down, misapplication of theory of communication goes up, the functional system stability goes down, the physical system stability goes down, and function simulation goes up. With the absence of K_T, philosophy distribution also goes up. In other words, as $Tr\{K_T\} \downarrow Tr\{\overline{K_T}\} \uparrow$. Now assume that distance was not a factor, what the stability of functional system would be. The way to look at it, since communication enables us to do what we do, in this case, with the absence of communication, $\mathcal{L}(t)$ depends on $\overline{K_T}$. Whenever we use $\overline{K_T}$, we mean philosophies related to misapplication of theory of communication . Now assume that we use two points where

$t_1 << t_2$, where at t_1 distance was used as a factor to manage $Tr\{\overline{K_T}\}$. In this case, we can look at the stability of $\mathcal{L}(t)$. Now assume that distance was not using as a factor to manage $Tr\{\overline{K_T}\}$, what would be the stability of $\mathcal{L}(t)$ at time t_2. If you want to, you can use events from history for your workout.

d. Continue from your workout above, if $Tr\{\overline{K_T}\}$ was not managed, what would be $S_S(x)$ at time t_2. We know that $Tr\{\overline{K_T}\}$ was managed to manage the stability of $S_S(x)$ or philosophy distribution. In other word, assume that understanding of theory of communication was not a factor, what would be the stability of the physical system at time t_2. You need to show that and provide more explanation of your workout and also show and explain your observation. The way to look at it, the process of managing $\mathcal{L}(t)$ happened in both the time domain and the theory domain. In the time domain, d was used to managed $\mathcal{L}(t)$, while in the theory domain, $S_S(x)$ was managed by managing $Tr\{\overline{K_T}\}$. In this case we can say communication domain and theory of communication.

504′. We know that as a result of negative philosophy, as x increases, the physical system becomes very unstable. We can say that, as $x\uparrow S_x(x)\downarrow$. Now by understanding the relationship of $\overline{T}$ or simply y and $\overline{h}(t)$, we can see that in terms of x, d had also be used to manage the stability of $\mathcal{L}(t)$. The way to look at it, since negative philosophy causes the system to become very unstable as $x\uparrow$, and negative philosophy is related to $\overline{h}(t)$, or simply $\overline{h}(t)$ got rise by $\overline{T}$, then we can see a relationship in term of increasing of x related to the distance. Therefore, distance had been used in the past to manage x or simply $S_x(x)$.

To better understand the explanation above, let's use the table below for more explanation. From the table below, $d_1 > d_2$ and so forth

d	$\overline{h}(t)$	x	$S_x(x)$
d_1	Ok	Ok	Ok
d_2	Up	Up	Down

d_3	Up more	Up more	Down more
d_4	Up much more	Up much more	Down much more

To better understand the exercise, if you want to you can show that by providing a practical example. In other words, show that in term of x as

$d \downarrow x \uparrow S_x(x) \downarrow \overline{h}(t) \uparrow$

505. To better understand the exercise above and to prevent misinterpretation, let's analyze the communication part. As we have said it, we had not learned the principle yet, therefore communication is factor. We had not learned the principle of communication yet, therefore we have communication difficulty. The way to look at it, we know that the principle depends on theory of communication and theory of communication enables us to learn and apply the principle. When we misunderstand and misapply theory of communication, we also make mistake in our application. Now since theory of communication enables us to learn the principle, without theory of communication, we make mistake in what we do. By understanding theory of communication, we use it to interact to each other. When we misunderstand theory of communication, we don't use it to interact to each other, therefore we simply develop problems when we interact to each other.

Now, what is important here, communication is our only interface and we must use theory of communication to interact to each other through communication. In the event that we have not yet learned theory of communication, it becomes difficult for us to interact to each other, since we simply develop problems when we do so. Therefore it makes sense to use distance to manage that. In this case, we can say to manage the misunderstanding of theory of theory of communication or simply to manage the misapplication of theory of communication. This is the same as saying that, managing the functional system, since communication enables us to do what we do.

506′. As a review, to better understand everything we have learned about distance, let's take it like this.

- In the past, distance had been used to manage $\mathcal{L}(t)$ in this case we have $d \downarrow \mathcal{L}(t) \downarrow$ or simply $t \uparrow d \downarrow \mathcal{L}(t) \downarrow$
- In the past, distance had been used to manage distribution of y in this case, as $d \downarrow y \uparrow$ or simply philosophy distribution increase
- In the past, distance had been used to manage the stability of x in this case, as $d \downarrow S_x(x) \downarrow$
- In the past, distance had been used to manage $\overline{K_T}$, in this case as $d \downarrow Tr\{\overline{K_T}\} \uparrow$

- In the past, distance had been used to manage x, in this case as $d \downarrow x \uparrow \overline{h}(t) \uparrow$
- As we can see, for various elements of $\mathcal{L}(t)$ and $S_x(x)$, distance is a factor
- Since K_T gives rise $\overline{h}(t)$, the same distance that had been used to manage $\mathcal{L}(t)$ had also been used to manage $Tr\{\overline{K_T}\}$. By understanding what we have just said, we can see that there is a relationship between $\mathcal{L}(t)$ and K_T. In this case we have $d \downarrow \mathcal{L}(t) \downarrow Tr\{\overline{K_T}\} \uparrow$ or simply $d \downarrow \mathcal{L}(t) \downarrow Tr\{K_T\} \downarrow$

507′. By understanding the two exercises above, we know that as $d \downarrow \overline{h}(t) \uparrow$. By understanding your workout and also what we have just said, we can see that there is a relationship between distance d and simulated function $\overline{h}(t)$. To better understand that relationship, refer to exercise number 328′ and exercise number 343. What is important here, by understanding the physical system equation, distance, and function simulation, we can see that as $d \downarrow S_x(x) \downarrow \overline{h}(t) \uparrow$. All you need to do here, find a relationship between d and $\overline{h}(t)$ historically by providing a practical example.

508′. By understanding exercise number 202′, exercise number 206′, exercise number 358′, and exercise number 477′, you have shown that distance is a factor in both the functional system and the physical system. For the functional system, you have shown that both graphically and expressed algebraically, however for the physical system, you have shown that graphically and by the reduction of philosophy in exercise number 206′. Now, what is important here, for the physical system, while you have shown that distance is a factor, but you still expressed in term of xy. All you need to do here, verify why $S(xy)$ cannot be expressed in term of distance. For instance similarly, $\mathcal{L}(t)$ was expressed in term of distance. The overall exercise is for you to show that the physical system equation cannot be expressed in term of distance.

509′. **Understanding Theory of Education:** From exercise number 46′, we have learned that theory of education is a container that includes all theories combine. Where we have defined theory of education in the form of

$$E_T = \sum_{n=1}^{\infty} T_n \quad \text{Where} \quad T_{n+1} > T_n$$

Now by understanding our utilization theory U_T, we know that

$$U_T = \sum_{n=1}^{10} T_n$$

In this case, we have

$$U_T = \{T_1 + T_2 + T_3 + T_4 + T_5 + T_6 + T_7 + T_8 + T_9 + T_{10}\}$$

By identifying the theories in U_T, we have

$$U_T = \{K_T, i_T, I_T, P_T, E_T, M_T, Es_T, G_T, W_T, X_T\}$$

What is important here, while we have learned that the limit of theory in E_T goes to ∞, but we only have 10 theories; so the question is, why the limit of E_T goes to ∞, where we only have 10 theories? That does not make sense, does it?

The way to look at it, it is valid for the limit in E_T to go to ∞, in term of theory. There are several reasons for that. First, we should now at the beginning of our learning, that the limit of E_T goes to ∞ in terms of learning. Second, E_T is a higher level theory and it includes all theories and we don't know the theories that include in E_T. So it is always good to think that in terms of theory, the limit of E_T goes to ∞.

Now by understanding the above explanation, what is the relationship of E_T and U_T. By understanding exercise number 203′ and exercise number 382, we know that U_T includes all theories, while E_T is a theory that enables us to learn U_T. By understanding that, we should see that there is a relationship between U_T and E_T, where E_T enables U_T. As a reminder, let's show both U_T and E_T again.

$$E_T = \sum_{n=1}^{\infty} T_n \qquad\qquad U_T = \sum_{n=1}^{10} T_n$$

All you need to do is to workout the following question. What is the relationship of U_T and E_T? You need to show that relationship here. Since you already know some relationships of U_T and E_T, all you need to do here is to show some additional relationships of U_T and E_T and provide some explanations about your observations.

510′. Using algebra to show your understanding of the functional system stability related to added functions. This is the same as saying, use algebra to show your understanding of added functions related to the functional system stability.

511. While we have worked out various exercises about distance to show that distance is a factor in stability of both the functional and the physical systems and it had been used or was used in the past to manage the stability of both the functional system and the physical system, nevertheless, we should not think that distance is a problem.

The problem is not the distance, but the disregarding of our utilization theory. Once we disregard the principle, then distance is a factor. Since we need the principle to interact to each other, in the event that we disregard the principle, we simply develop problems when we interact to each other. That was the way it was managed in the past. Since we have been disregarding the principle, it was not possible for us to interact to each other easily. By using distance as a factor in the past, the stability was managed, since it was not too possible for us to interact to each other easily. It is very important not to misinterpret that. Again, distance is not a problem. The problem is that we disregard our utilization theory. To solve this problem, all we need to do, learn and apply our utilization theory. To solve this problem, we need to apply our utilization theory when we interact to each other. We cannot interact to each other without our utilization theory. Just take your time to think about it.

512. **Understanding the Functional System Related to our Utilization Theory:** We could have also said that Understanding the Functional System Related to Distance Management. While distance was used in the past to manage the stability of the functional system, nevertheless the system is best managed by the application of our utilization theory.

By understanding the overall distance problem; we mean using distance in the past to manage the stability of the functional system, the above exercise, the physical system characteristic, our utilization theory, the functional system, and the relationship between ourselves and our utilization theory including the functional system, we should have already realized by now that the usage of distance in the past to manage the stability of the functional system was temporary. In other words, since the functional system depends on our utilization theory, the system can only be managed by the application of our utilization theory. While distance had helped us in the past to manage the stability of the functional system, nevertheless we should always think that was temporary and at some point of time, it will no longer matter. Since we are an associative system, we should always apply our utilization theory to manage the stability of the functional system. Jus take your time to think about the exercise.

513. It is very important to understand the whole problem in term of distance. As we have learned from exercise number 511, the problem is not the distance, but us disregarding the principle. By understanding that and exercise number 147, we should see that, we can only get closer to each other with the principle. In the event that, we have not yet learned the principle, we cannot get closer to each other and when we get closer to each

other we simply develop problems. We must learn and apply the principle in order to get closer to each other. Let's say it again, the problem is not the distance, but our refusing of learning and applying the principle. To solve this problem, we need to learn and apply the principle in order for us to live together and closer to each other.

514′. To better understand everything we have learned about managing the functional system and also our misunderstanding of communication; it is always good to review some key terms we have learned. To better understand the overall distance management and also the managing of philosophy distribution in term of communication, it is good for us to review them by outlining some key elements.

- Since we are theory dependable and communication enable, in the case we have not yet learned K_T, we think in the form of $Tr\left\{\overline{K_T}\right\}$. In this case our application comes out in the form of $-u(t)$.
- Assume that we are working in a project to produce instrument I, where the function of instrument I is $u_1(t)$, since we have not learned K_T yet, our application becomes $-u_1(t)$. From multiple people in the application, see exercise number 261′ and exercise number 308′ (many S apply T with S and without S) for more information. In short, for multiple people in the application, multiple systems apply theory can also be taken into consideration.
- Since $-u_1(t)$ is faulty and it is related to $Tr\left\{\overline{K_T}\right\}$, in this case $u_1(t)$ is no longer produced instrument I_1 or instrument I_1 is not longer achieved. In this case, we can say that as a result of $Tr\left\{\overline{K_T}\right\}$, I_1 is not achievable. In the same case, we can also say I_1 cannot be continued as a result of $Tr\left\{\overline{K_T}\right\}$.
- Since I_1 is produced by $Tr\{T\}$, and $Tr\{T\}$ is related and limited by K_T, in this case without K_T or $Tr\{K_T\}$, I_1 can never continue to be normal. This is the same as saying that $u_1(t)$ can never be continued or can never be executed in normal mode. Therefore, $Tr\left\{\overline{K_T}\right\}$ stop $u_1(t)$.
- Since S is communication enable and $STr\{T\}=u(t)$ and $T<K_T$, therefore $u(t)<Tr\{K_T\}$. In this case, if we define our application or our function as $u_1(t)$, assume that we had not learned K_T yet, then our application $u_1(t)$ must be limited. At the same time, with our misunderstand of theory of communication, we have $Tr\left\{\overline{K_T}\right\}=-u(t)$. In this case, if our

application is $u_1(t)$, the result will be $-u_1(t)$. In terms of multiple people in the application, they are also taken into consideration; see exercise number 308′ for more information

- Since we had not learned K_T yet, therefore our application function $u(t) < Tr\{K_T\}$
- Since we had not learned K_T yet, therefore our application function becomes $-u(t) \Leftarrow -Tr\{K_T\}$
- While d enabled the managing of $Tr\{\overline{K_T}\}$, we should always know that the managing of $Tr\{\overline{K_T}\}$ is also managing $\mathcal{L}(t)$. Depending how we look at it, we could have also said managing K_T enables the management of $\mathcal{L}(t)$. In this case, we mean not managing K_T, but managing $Tr\{K_T\}$ or $Tr\{\overline{K_T}\}$. The way to look at it, we have not learned K_T yet in order to get closer to each other, therefore d is used to manage $Tr\{K_T\}$. In other words, we have not learned the principle of communication yet in order to get closer to each other, therefore communication is a factor or simply theory of communication is a factor. We have not learned the principle yet in order to get closer to each other, therefore distance is a factor to manage $\mathcal{L}(t)$.
- Since $u(t) < Tr\{K_T\}$, if $K_T = \overline{K_T}$, then $u(t) = \bar{u}(t)$
- Since $u(t) \leq Tr\{K_T\}$, if $K_T = \overline{K_T}$, then $u(t) = \bar{u}(t)$. In other words, since $u(t)$ is limited by understanding of K_T, if K_T is not understood, then $u(t)$ is faulty. Since $u(t)$ is limited by the application of K_T, if K_T is not understood, then $u(t)$ is faulty.

Note
You don't have to work out the exercise below. It is not important; you can simply skip it to the next exercise.

515′. **Understanding Distance Management:** To better understand the process of distance management in the past, it is better to say it like this; since the usage of distance to manage $\mathcal{L}(t)$ enables d not to be even (not to be the same) in term of people, in this case we assume that $d = \widehat{d}$, where $\widehat{d}$ contains a lot of distances that are not equal. In this case we can say that, since $\widehat{d}$ was used to manage $\mathcal{L}(t)$ in the time domain, and then $\hat{x}$ must be used to manage $f(x)$ in the communication domain. In this case, we have

$$\widehat{d} \longrightarrow \mathcal{L}(t)$$

$$\hat{x} \longrightarrow f(x)$$

The reason we use $\widehat{d}$, if we take d and partition it, we should see that, at the time d was a factor to manage $\mathcal{L}(t)$, if we partition d in many pieces, in this case we can let $d = \widehat{d}$, where $\widehat{d} = \widehat{d}_1 + \widehat{d}_2 + \widehat{d}_3 + \cdots$. We can assume that at time, all the distances were not equal. In this case for example we can see that $\widehat{d}_1 < \widehat{d}$ or $\widehat{d}_2 > \widehat{d}_3$. It does not matter; grouping can be taken into consideration as well.

If you want to, as an exercise, you can show that, the reason $\mathcal{L}(t)$ was managed by d, because if we partition d, we should see that the distance d were not evenly distributed or not equally distributed. In this case, you want to let $d = \widehat{d}$ where $\widehat{d} = \sum_{n=1}^{N} \widehat{d}_n$. In this case, you partition the distance to show that there were not equal. You can take grouping into consideration as well. Then you can conclude that, the way the distances behave made it possible for $\mathcal{L}(t)$ to be managed by d. You can also provide examples of your workout by taking history into consideration. What we mean by distance $\widehat{d}$ was not evenly distributed? If you make an assumption like for instance small distance, if we let all of them equal, then that maybe a problem. For larger distance, if we let all of them equal, that maybe a problem as well since S is associative. Therefore by managing the distances in such as a way that is related to what we have just said, enable the managing of $\mathcal{L}(t)$.

In the communication domain, it is similar. The reason $f(x)$ was managed, because if we sum all $\hat{x}$, we should see that they are not equal, therefore, it is possible to manage $\hat{x}$ or $f(\hat{x})$. In the communication domain, you may show that as well.

516′. Using algebra to show your understanding of the functional system stability related to both existing and added functions. This is the same as saying, use algebra to show your understanding of both existing and added functions related to the functional system stability.

517′. **Understanding the Power Theorem:** We know that P_T is a higher level theory. We also know that $P_T >> E_T$; in addition to what we have just said, we also know that there is a relationship between P_T and E_T , where

$$P_T = E_T \bullet K_T \quad \text{And} \quad E_T = \sum_{n=1}^{\infty} T_n$$

In term of P_T , we have learned that

$$P_T = K_T \sum_{n=1}^{\infty} T_n$$

By understanding P_T and E_T or the two relationships above or simply by looking at them on paper, many of us would think that P_T does not exist or mistakenly identify P_T for E_T . What is important here, the relationship shown below

$$P_T = E_T \bullet K_T$$

$$P_T = K_T \sum_{n=1}^{\infty} T_n$$

Cannot be used to identify P_T ; it is very important to understand that. Let's say it again, on paper, the relationship above cannot be used to identify P_T . If you want to, you can show that. In other words, verify that

$$E_T \bullet K_T = K_T \sum_{n=1}^{\infty} T_n$$

Cannot be used to identify P_T , or simply cannot be used on paper to identify P_T

518′. **Understanding the Power Theorem:** By working out and understanding the exercise above, you have shown that

$$E_T \bullet K_T = K_T \sum_{n=1}^{\infty} T_n$$

Cannot be used to identify P_T; now by understanding that relationship of P_T and E_T, we know that

$$P_T = E_T \bullet K_T \text{ but } E_T \bullet K_T \neq P_T$$

All you need to do here, show and verify that $E_T \bullet K_T \neq P_T$ or simply,

While $P_T = E_T \bullet K_T$ but $E_T \bullet K_T \neq P_T$

519′. Using algebra to show your understanding of the functional system stability related to the physical system. This is the same as saying, use algebra to show your understanding of the physical system related to the functional system stability.

520. To better understand the whole distance and the communication problems, here is how we have come with it. It is very important to understand it and it is very important no to misinterpret it as well.

We have come to this problem by using history. By analyzing events from history, we have found and concluded that distance is a factor. We have analyzed those events both and after distance, and we have found that distance is a factor in those events and distance had caused those events. We mean the reducing of our distances had caused them. By understanding that we have just said, we can see that it is very straight forward to come to that conclusion. By using distance, we looked the stability of the functional system before and after those events. We did some analyses and we found out that with the reducing of our distances, those events happened, and those events have caused the functional system to become very unstable. By understanding the relationship between those events and distances; since those events caused by the reducing of our distances, therefore the reducing of our distances caused the functional system to be very unstable. Again, this is very straight forward to understand; related to distance, the functional system have become very unstable.

By understand what we have said from the paragraph above, we had also compared the times those events happened related to present and assume that if distance was not used to manage the functional system and those events did happen much, much early at the time those events happened, the functional system could have been in worse, worse shape. For instance assume that some of those events happened at *time 8*, where *time 8* is a time in the past, much, much farther than today. Assume that the same events happened at *time 2*, if there was not distance to manage the system, the system would have been in much, much, worse shape than at *time 8*. It is very important to understand that and you have proved that from previous exercises. While we use time here, we could have used date as well. Here time means date; it does not matter. In terms of distance management and stability of the functional system, this is what we have learned and explained so far; and it is very important for us to understand and not to misinterpret.

Now let's look at the communication part. It is very simple to understand and there is not room here for misinterpretation. We all know that we are a theory dependable system. As a theory dependable system, we depend on theory to do what we do. Let's rephrase it again, as a theory dependable system; we depend on theory of communication to communicate. In the event that we don't know anything about theory of communication or we have not learned it yet, our communication is limited. In this case, it is not possible for us to communicate easily to each other. Now, since we depend on theory of communication to communicate, and we are communication enable, in this case communication enables us to do what we do. We already know that. In other words, communication enables our application. Now in the event that our communication is limited, our application is also limited. Since we have not yet learned the principle and we have problem to communicate to each other, since our application enables us to communicate to each other, by having a communication problem, it is not possible for us to execute our application. Our application will not be able to execute normally. As a result of that, our application will be faulty by our communication. Since our communication enables our application, our miscommunication gives rise to misapplication. Assume that we were doing something, it will not be achievable. In this case, we can either stop it or continue to do it wrongly. It is very important to understand the importance of communication in what we do. As a communication enabled system, we cannot do anything or work with the absence of communication. As a communication enabled system as well, our communication dictates what we do. Any error in our communication enables error in our application. That same error can also stop our application and allow us to get wrong result. It is very important to understand the importance of communication in what we do.

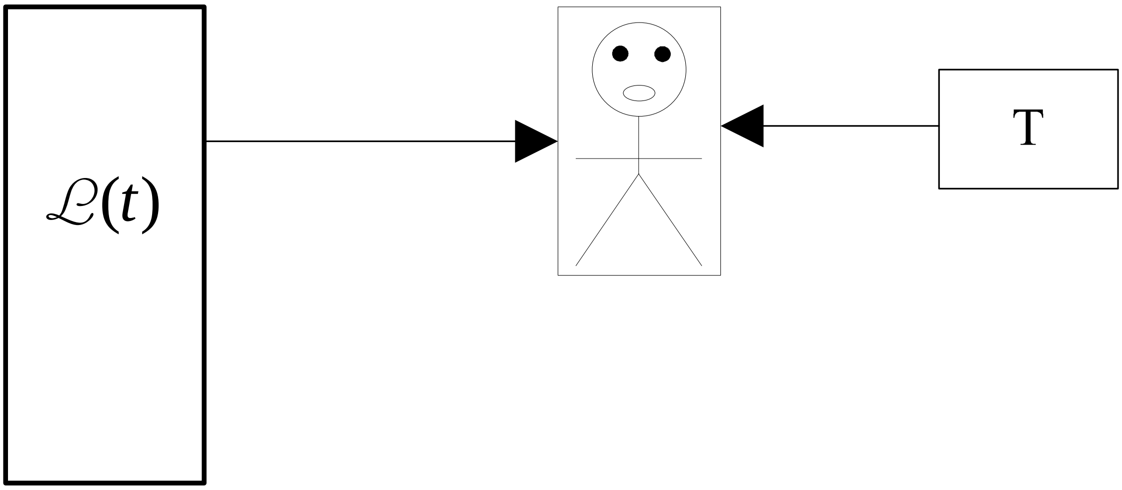
Now, let's take distance into consideration related to what we have learned from the above paragraph. Since what we do is limited by our communication, we need communication in order for us to do what we do. In the past, distance had helped us manage the stability of the functional system. We also know that, that same distance had also helped us reducing philosophy distribution. Now related to communication, since we had not learned theory of communication yet, by taking that same distance that managed the functional system, that same distance also helped us. Since in term of communication, it reduced philosophy distribution, since communication enables what we do, in this case negative philosophy enables us to do things negatively. That distance had helped us, since it provided a difficulty for negative communication, which could have result to more damage in the functional system by doing more things negatively. In other words, since we had not learned the principle of communication yet, by reducing negative communication, it also had helped us on reducing negative applications. In this case, the using of distance to reduce negative philosophies and negative communications, had helped us reducing many, many bad applications we could have had executed. It is very important to understand that. Just take your time to think about it. There is no room here for misinterpretation. It is very straight forward. We simply use distance from history and our understanding of theory of communication.

Since we are a communication enabled system, only communication enables our application. Since we are a communication enabled system, only communication enables us to do what we do. In the event that we disregard our communication enable characteristic, we also disregard our communication ability. In this case, we simply act other way of solving problems or doing what we do. The fact that we have been disregarding our communication enable characteristic, it makes sense and it is very important to use distance in the past to manage communication in order to manage the stability of the functional system. By not doing so, we could have executed much, much worse functions in the past if distance was not an issue for us. It is very important to understand the importance of distance from the past related to the stability of the functional system. It is also very important for us to understand the importance of communication and distance related to philosophy distribution in the past, which help the stability of the functional system. Just take your time to think about the overall exercise.

521. Since distance is no longer a factor to control the stability of the functional system; since what we do depends on our communications, we have to be very careful with a given presentation. Since the functional system cannot afford repetitive feedback, in terms of communication, right now we have to take responsibility of our communication. Just take your time to think about it to see if makes sense to you.

522′. **Understanding Damage Control:** To better understand the overall distance management, we have to take it in term of damage control. What do we mean by damage control? We mean damage control at a time, for instance earlier damage control. Assume that we take two times, t_1 and t_2, where $t_1 >> t_2$. Without damage control, $\mathscr{L}(t)$ could have been worse at $t = t_1$ or simply the stability of $\mathscr{L}(t)$ at $t = t_1$ could have been much, much worse. The usage of distance management and the management of $Tr\left\{\overline{K_T}\right\}$ makes a lot of sense. The way to look at it, without managing the distance and the misapplication of theory of communication, the damage could have happened much, much earlier.

This is the way to look at it as shown by the diagram below. We know that as a theory dependable system, we must apply the principle to enable the functionality of $\mathscr{L}(t)$. Since we need the principle to enable us to interact to each other, in the event that we disregard the principle, we no longer interact to each other easily without developing problems.



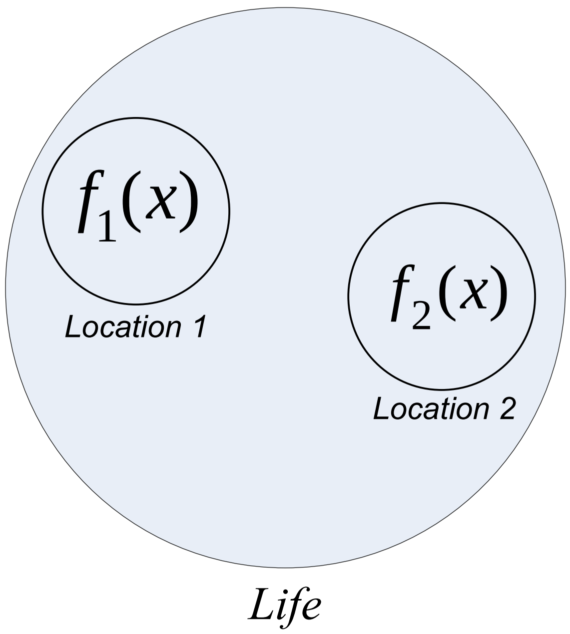
Now by using distance in the past, it was possible to manage $\mathscr{L}(t)$. The way to look at it, in order to manage $\mathscr{L}(t)$, d must be taken into consideration, since the principle is no longer present to enable the interaction. Now, since S is communication enabled, and S must apply theory to enable $\mathscr{L}(t)$, in order to manage the stability of S communication or simply communication theory must be taken into consideration as well.

We have to understand the physical system and the functional system are two separate system, and both of them must be managed. Both the functional system and the physical system also have their own stability. The way to look at it, in the time domain, d was used to manage $\mathscr{L}(t)$, while in the theory domain, K_T was used to manage $Tr\left\{\overline{K_T}\right\}$. We can also say that, in the theory domain, $S_S(x)$ was managed by managing $Tr\left\{\overline{K_T}\right\}$. It does not matter the way we say it; it depends on the way we look at it. What is important here, in the past, both $\mathscr{L}(t)$ and S were managed by distance. It is very important to understand the process of managing both the stability of the functional system and the physical system in the past by using distance.

It is also very important not to misinterpret it. Just take your time to think about this exercise. To better understand the overall exercise, it is better to take it like that. By using distance in the past to manage the stability of the functional system, it was possible to prevent earlier damage. As we have said before, we mean damage that could have happened much, much earlier.

523′. Continue from our understanding of the above exercise, with misunderstanding of theory of communication, some people have been trying to adjust functions outside their working areas. We know that is not possible and it develops problems. Only people within an application in their working areas can make adjustments to their own functions. By taking history into consideration, related to distance, we can see that the reduction of distance make it possible for that negative philosophy to be expanded and multiplied. By understanding that, we can see that if distance was not a factor, the expansion and the multiplication of that philosophy would have been much, much sever at an earlier time. It is very important to understand that.

To better understand the paragraph above, let's provide some additional explanation here. By understanding the usage of distance to manage the functional system, $\mathscr{L}(t)$ and also the managing of the physical system stability $S(x)$, by managing misunderstand of communication, we can look at it as follow. Assume that two groups of people are working in two different projects in two different locations. In *Location 1*, we have *Group 1* that contains 4 people, while in *Location 2*, we have *Group 2* that contains 5 people. The project the people are working in *Location 1* has *Description 1*, while the project the other people are working in *Location 2* has *Description 2*. To better understand the overall process, let's show that in life as follow. Let's say that the communication function of *Group 1* is $f_1(x)$, while the communication function of *Group 2* is $f_2(x)$. Now we can show those functions in life visually by the diagram below.



By expanding the functions we have

$$f_1(x) = A_1\left(P_1 + P_2 + P_3 + P_4\right)x$$

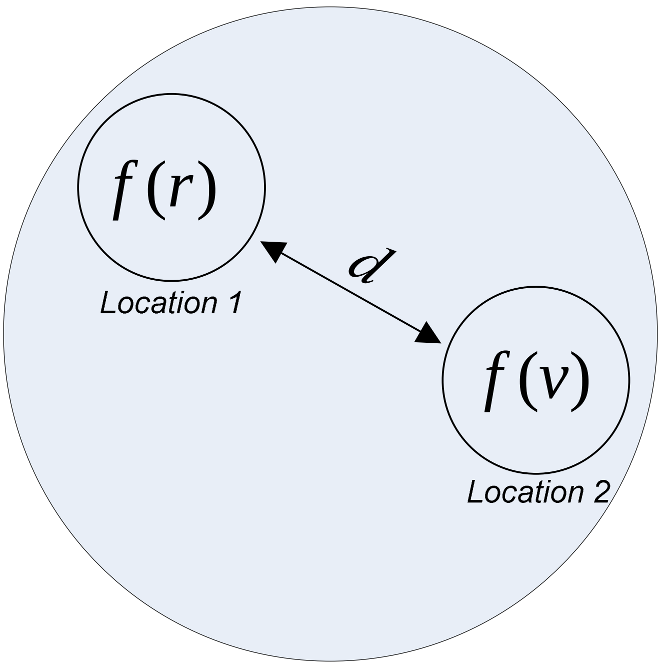
$$f_2(x) = A_2\left(P_5 + P_6 + P_7 + P_8 + P_9\right)x$$

We know that those two functions are completely different. In other words, those two functions are two separate functions; they are not a single function. The people who work at *Location 1* may not be aware of the people who work at *Location 2* and also their functions. In other words, the people who are in $f_1(x)$ may not be aware of the people who are in $f_2(x)$ and vise versa. The people who are in $f_2(x)$ may not be aware of the people who are in $f_1(x)$ and also the existence of $f_1(x)$. To prevent misunderstanding, let's replace x by r in $f_1(x)$ and x by v in $f_2(x)$; by doing so, we can simply drop the subscript for both functions. By doing so, we have the following functions for the locations.

$$f(r) = A_1\left(P_1 + P_2 + P_3 + P_4\right)r$$

$$f(v) = A_2\left(P_5 + P_6 + P_7 + P_8 + P_9\right)v$$

What is important there, we have 2 groups working in 2 applications in 2 locations. Since they are not the same and they are working in different project, and they are not at the same location, we can set a distance between them. In this case, we have.



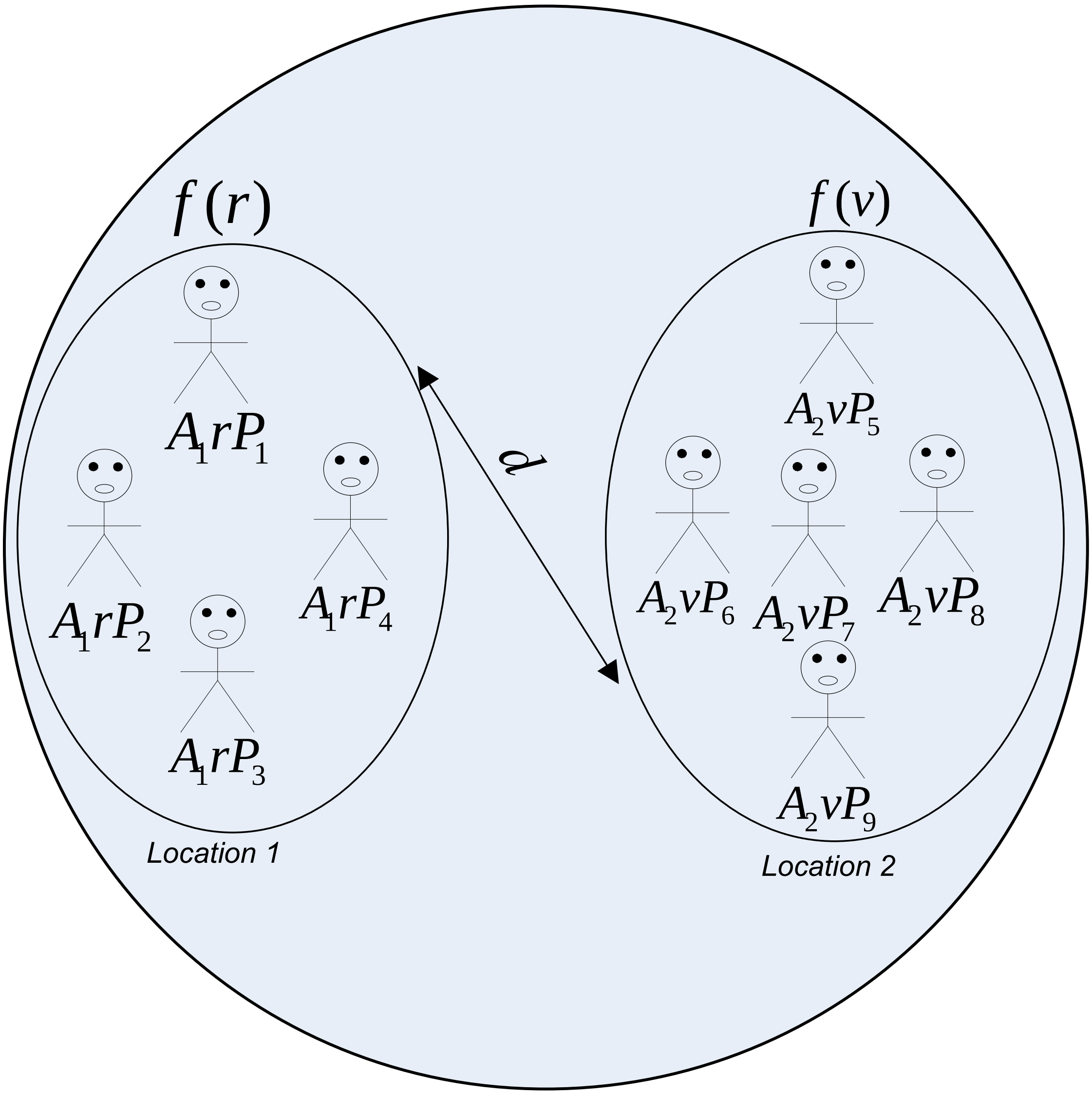
Life

Now we can expand the diagram by showing the people and their functions and also the distance between the locations. In this case, we have the diagram below, which is also related to this table.

Group	Project Description	Application	Location	People in Project
Group 1	Description 1	A_1	Location 1	P_1, P_2, P_3, P_4
Group 2	Description 2	A_2	Location 2	P_5, P_6, P_7, P_8, P_9

The table below is a continuity of the one above

Communication	Communication Function	Application Result
r	$f(r)$	Result 1
v	$f(v)$	Result 2



Life

What is important here, by looking at the overall process and understanding the communication function $f(r)$ and $f(v)$, we know that only the people in each project can make adjustment to their own functions. You can verify that by providing a practical example.

a. By taking your time understanding the overall exercise, show that only the people in $f(r)$ and $f(v)$ can make adjustment to their own function. In other words, show that only people in $f(r)$ can make adjustment to $f(r)$ by providing a practical example. Only the people in $f(v)$ can make adjustment to $f(v)$ by providing a practical example. Depend how you look at it, it is the same as saying that, show that $f(r)$ cannot be adjusted by people who work in $f(v)$.

b. Now by misunderstanding communication and the physical system, some people at one location may think that they can make adjustment to other people function at another location. For instance, assume that some people who work in $f(v)$ at *Location 2* think that they can adjust $f(r)$ at *Location 1*. That happens because of negative philosophies or misunderstanding of communication. Now by taking distance into consideration in the past, we can see that it was possible to manage those philosophies. Assume that distance was not a factor, we can see that the spread of that misunderstanding could have worsen much, more; but by taking distance into consideration, we can see that the philosophies can be reduced. For instance, by taking distance into consideration, that may provide difficulty for those people at *Location 2* to get to *Location 1* to try to adjust $f(r)$. What is important here, distance had used to mange the stability of the physical system and also the functional system; and as distance decreases, without understanding of the principle, the functional system and the physical system become less stable. Show that by providing a practical example; use events in history in your workout. For your people, if you use two groups, you can use $P_1 \cdots P_N$ for the first group and $P_{N+1} \cdots P_M$ for you second group and so forth.

c. As a result of negative philosophies, for instance some people in $f(v)$ think that they can make adjustment to $f(r)$, although they are not included in $f(r)$. In the communication domain, $f(x)$ depends on communication x, where $f(x)$ is related to $Tr\{K_T\}$. Within misunderstanding of K_T, $f(x)$ is viewed as negative. Since S is communication enabled, in order to manage $S(x)$, $Tr\{K_T\}$ must be managed. By understanding that, we can see it was possible in the past to manage $Tr\{K_T\}$ to reduce philosophy distribution. Now let's look at $f(r)$ and $f(v)$, where people in $f(v)$ thinks that they can make adjustment to $f(r)$, even though they are not in that project. By understanding that, we can see it makes sense to manage $Tr\{K_T\}$ to reduce this type of philosophy. Without doing so, in the past, the stability of $\mathscr{L}(t)$ and $S(x)$ could have been much worse, much, much earlier. So it was good to manage the stability of $\mathscr{L}(t)$ and $S(x)$ by managing $Tr\{K_T\}$ to reduce philosophy distribution. If you want and if you have not done so, you can show that by using history as an example. We mean show that by using events from history. Here all you need to do, you need to extend your workout from above. In this case, you can show that in other words, since the principle of communication is not understood, it makes sense to manage $f(x)$ by managing $Tr\{K_T\}$. The way to look at it, by managing the stability of $S(x)$ from managing $Tr\{K_T\}$, that makes it possible to manage $\mathcal{L}(t)$ as well.

d. Depend how you workout part b above, you can workout this one if you have not done so. Take history into consideration, show that as d goes down and people from other location tried to adjust functions in other locations, $\mathcal{L}(t)$ becomes less stable. In other words, as distance comes down and people who work in other location tried to adjust functions of people in other locations, the functional system comes down. The way to look at it, use distance, the communication function $f(x)$ and take a look of relationship between $f(x)$ and $u(t)$ and show that, at an earlier time, if distance was not a factor to manage the functional system, the functional system, would have been in worse, worse shape at an earlier time. You can use t_1 and t_2 with events from history , where $t_1 >> t_2$ as d decreases.

e. In all cases, S or simply the stability of $S(x)$ is managed by $Tr\{K_T\}$. In terms of $f(x)$, now we have $f(r)$ and $f(v)$; what would happen to those functions if $Tr\{K_T\}$ is not managed or if $S(x)$ is not managed by $Tr\{K_T\}$?

524′. In the time domain, d was used to manage $\mathcal{L}(t)$, while in the communication domain, communication is used to manage $f(x)$, where x is related to K_T. We already know the relationship between $\mathcal{L}(t)$ and $Tr\{T\}$, where $Tr\{T\}=u(t)$ and the relationship between $u(t)$ and $h(t)$. In term of $f(x)$, we know that $f(x)=Ax$, where x is related to K_T, so in the time domain, it makes sense to manage $\mathcal{L}(t)$ by d, where in the communication domain, it makes sense to manage $f(x)$ by managing K_T or $Tr\{K_T\}$ or simply by managing x. This exercise can be used for additional understanding; you don't need to worry about it.

525′. **Understanding the Power Theorem and Distance Management:** It is very important to understand the distance factor. Disregard what happened and disregard any time, the power theorem does not change. We know that $P_T = E_T \cdot K_T$. By understanding P_T or E_T, we know that from exercise number 944′, the closer we get to each other, the more likely the feedback; however, once P_T or E_T is misunderstood, the closer we get to each other, the more negative we do things. In this case, with the absence of P_T and E_T, it makes sense to use d to manage $\mathcal{L}(t)$ and $S(x)$. In this case, d is used to manage $\mathcal{L}(t)$, where $S(x)$ is managed by managing $Tr\left\{\overline{K_T}\right\}$, since P_T or simply E_T is absent.

526′. Using algebra to how your understanding of the importance of distance management in the past related to the functional system. This is the same as saying, use algebra to show your understanding of the functional system related to distance management in the past.

527′. Use algebra to show your understanding of distance management in the past related to communication. This is the same as saying, use algebra show your understanding of communication related to distance management in the past.

528′. Use algebra to show your understanding of the stability of the physical system related to distance management in the past. This is the same as saying, use algebra to show your understanding of distance management in the past related to the stability of the physical system.

529′. By now we should have a very good understanding of philosophy, philosophy inheritance, the physical system, and our utilization theory. As a theory dependable system, we know that we depend on theory to derive and execute functions of life. In the event that we disregard our utilization theory, we depend on our philosophies to do what we do. Since we are a communication enable system, and our communications enable our applications, in term of philosophy distribution, we can see that there is a relationship between misunderstanding of theory communication and philosophy distribution. By understanding what we have just said, you can verify that by providing a practical example. In other words, show the following relationship by providing a practical example. The arrow is used here to demonstrate the relation, and we can use the term *related to* for it.

$$Tr\left\{K_T\right\} \rightarrow (x_1 + x_2 + x_3 + \cdots + x_n)k$$

$$Tr\left\{\overline{K_T}\right\} \rightarrow S(xy) = (x_1 + x_2 + x_3 + \cdots + x_n)(y_1 + y_2 + y_3 + \cdots + y_n)$$

530. **Understanding Theory of Education:** As a theory dependable system, we learn theory to enable us to derive and execute functions of life. As an intelligent-system, we depend on theory for our applications. As a theory dependable system, we should not rely on patterns to help us understand theory. As an intelligent-system, our intelligences depend on theory, not on patterns. While we may identify patterns on entities, nevertheless, we should not depend on those patterns to help us understand a principle. We are principle dependent, not pattern dependent.

531′. Previously we have learned from our workout in exercise number 54, if

$$f_{T_1} \sim f_{T_2} \quad \text{Then} \quad T_1 \sim T_2$$

By now we should have a very good additional understanding of theory, application of theory, and fundamental of theory. With our current understanding, we have approached many exercises we have done before differently or similarly. With your current understanding of theory, rework out exercise number 54, compare your workout, and provide additional explanation and observation. In other words, rework our exercise number 54 by showing that if

$$f_{T_1} \sim f_{T_2} \quad \text{Then} \quad T_1 \sim T_2$$

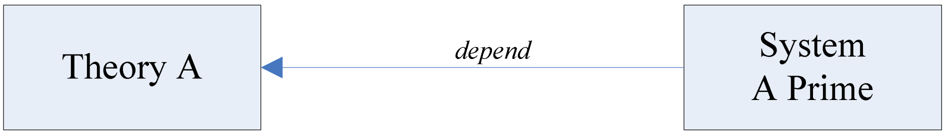
532′. **Understanding the Power Theorem:** As a higher level theory, many of us may find it difficult to understand P_T. Previously, we have learned that U_T does not define on paper or represented by a physical entity. By understanding that, we should also know that all theories that include in U_T, including P_T, does not define on paper or represented by a physical entity. While we use paper for explanation and presentation of information, nevertheless, those entities do not define or represented on paper.

By understanding the power theorem and the power definition, we know that P_T was given to us in the form of $P_T = E_T \cdot K_T$. From exercise number 46′ and also from our workout, we have shown that the term $E_T \cdot K_T$ does not represent P_T. What is important, while the theorem was given to us in the form of $P_T = E_T \cdot K_T$, nevertheless, the term $E_T \cdot K_T$ does not represent the theorem. The term $E_T \cdot K_T$ shows the relationship of the theorem and the theory of education. In other words, the theorem was given to us in such as a way to show us the relationship between the power theorem P_T and the theory of education E_T, nevertheless, that relationship does not represent the theorem. It is very important to understand that. Another way to say it, while the theorem was given to us in a form to show us the relationship between the theorem itself and the theory of education, nevertheless, that relationship does not represent the actual theorem. That makes a lot of sense, and it is very important to understand. Jus take your time to think about it.

In short we can say that, $P_T = E_T \cdot K_T$ was given to us in a form to show us the relationship between P_T and E_T, nevertheless, that relationship does not represent the actual P_T. While the theorem was given to us in a form to show us the relationship between the theorem itself and the theory of education, nevertheless, that relationship does not physically identified the theorem. It is very important to understand that. Just take your time to think about the overall exercise.

533. **Understanding Interpretation of Theory:** By understanding exercise number 420 and exercise number number 422, we know that a theory can be interpreted both algebraically or mathematically, and it can also be interpreted by using natural language. We use the term low level interpretation to refer to the mathematical interpretation, while we use the term high level interpretation to refer to the natural language interpretation.

By understanding the relationship of theory and system, we know that a theory is associated with an underlined system and that theory enables the functionality of that system. Related to what we have just said, we can draw a diagram to illustrate that below.



From the diagram above, it shows that *System A Prime* depends on *Theory A*. It does not matter the way we name the system, what is important, the system is related to the theory and the theory enables the functionality of the system.

Now in term of interpretation of theory, we know that interpretation of theory itself is a function, and that function requires an input. In this case we can see that in order to interpret a theory, another theory is needed as input. That makes sense, since we are a theory dependable system and we depend on theory to do what we do, by understanding exercise number 372, the interpretation function is considered as what we do, therefore it depends on theory as well. It is very important to understand that. In order to interpret a theory, another theory or an input theory is needed. It does not matter if we use low level or high level interpretation, what is important, in order to interpret a theory, an input theory is needed and it must be associated with its underlined system.

While the lower level interpretation may help, however it still depends on an input theory as well, that is associated with its underlined system. By understanding that, we can see that the interpretation function does not exist without an input theory. It is very important to understand that. Without an input theory, the interpretation function is no defined. Just take your time to think about the overall exercise.

534′. By understanding the above exercise, we know that the interpretation function was given to us in the form of

$$Int\{A\} = K_T A'$$

Without an input theory, we know that $A = 0$; in this case there is not interpretation at all. By understanding the above exercise and what we have just said, show that if

$$A = 0 \quad \text{Then} \quad Int\{A\} = 0$$

This is the same as saying that, verify that if there is no input theory or theory to be interpreted, there is no interpretation at all. The relationship above is similar to the one below. If there is no input theory, then the result of the interpretation is not equal to what it should be.

$$A = 0 \quad \text{Then} \quad Int\{A\} \neq K_T A'$$

535. We know that information is an entity. As a separate entity, verify your understanding information related to the above exercise. It is the same as saying that, show your understanding of the above exercise related to information. What we mean by understanding, we mean the understanding of your workout.

536′. We already know that a theory cannot be duplicated, from exercise number 50, you have shown that $T + T = T$ rather than $2T$. After working out various exercises from this chapter, you should have additional understanding of theory. Now, with your current understanding of theory, rework out the same exercise and compare your result. In other words, show that $T + T = T$. Since T is expandable, you might need to take those entities as well related to the same operation. From your workout, provide additional explanations related to your observations.

537. **Understanding the Power Theorem:** By understanding theory of education, it seems like the higher a theory goes, the more difficulty we may find to understand it. As a higher level theory, the power theorem is no exception. Since the power theorem is much, much higher than theory of education, if we find it difficult to understand theory of education, we may find it more difficult to understand the power theory.

We all know that our utilization theory is not physically defined and the power theorem cannot be identified on paper. We also know that a theory cannot be identified by someone for someone. As a theory itself, the power theorem is no exception. The way to look at it, as a theory itself, the power theorem can only be identified personally and individually.

538′. Using algebra to show your understanding of events in history related to distance. This is the same as saying that use algebra to show your understanding of distance—we mean the distance using in the past to manage the stability of the functional system—related to events in history.

539′. By having a good understanding of our utilization theory, we know that

$$U_T = \{T_1 + T_2 + T_3 + T_4 + T_5 + T_6 + T_7 + T_8 + T_9 + T_{10}\}$$

$$U_T = \{K_T + i_T + I_T + P_T + E_T + M_T + Es_T + G_T + W_T + X_T\}$$

Where the fundamental of our utilization theory is

$$f_{U_T} = \left\{ f_{K_T} + f_{i_T} + f_{I_T} + f_{P_T} + f_{E_T} + f_{M_T} + f_{Es_T} + f_{G_T} + f_{W_T} + f_{X_T} \right\}$$

By understanding the theory of education, we know that

$$E_T = \sum_{n=1}^{N} T_n$$

What is important here

$$f_{E_T} \neq f_{T_1} + f_{T_2} + f_{T_3} + \cdots + f_{T_N}$$

You need to show the above inequality

540′. Using algebra to show your understanding of events in history related to communication. This is the same as saying that, use algebra to show your understanding of communication related to events in history.

541′. **Understanding Interpretation of Theory:** If the interpreted theory is misunderstood, then the interpretation result will be negative. If theory of communication is misunderstood, then the interpreted theory is misunderstood as well. If the interpreted theory is misunderstood, then the presented theory is viewed as negative. If theory of communication is misunderstood, then the presented theory is viewed as negative as well.

The interpretation function was given to us in the form of

$$Int\{A\} = \begin{cases} K_T A' & if\ K_T = K_T \\ \overline{K_T A'} & if\ K_T = \overline{K_T} \end{cases}$$

In a regular presentation, A is being viewed as the interpreted theory or the theory under interpretation, where A' is being viewed as the interpretation result or the presented theory. Since the interpreted theory depends on theory of communication, the interpreted function itself can be changed accordingly. In other words, since theory depends on theory of communication, the theory being interpreted is also depends on theory of communication. Because of what we have just said, the interpretation function itself can be changed according to the understanding of theory of communication. By understanding what we have just said, depends on theory of communication, the interpreted function can be viewed as follow.

If K_T is negative, then $Int\{A\} = Int\{\overline{A}\}$; in this case, the interpreted theory is being viewed as negative. The way to look at it, A is being replaced by negative philosophies. In this case, A becomes $\overline{A}$ from the person who is presenting the theory or the person who is interpreting the theory. By understanding this exercise, all you need to do here if you want to, show that if $K_T = \overline{K_T}$, then $Int\{A\} = Int\{\overline{A}\}$. The overall exercise can be viewed as follow, you only need to show if $K_T = \overline{K_T}$, then $A = \overline{A}$.

542′. Using algebra to show your understanding of events in history related to both distance and communication. This is the same as saying that use algebra to show your understanding of both distance and communication related to events in history. Here we mean the usage of distance in the past to manage the stability of the functional system.

543′. **Understanding our Application Related to Communication:** Within a given communication, there exist the principle and the communication itself. It is very important for us to understand the principle in our communication. It is very important for us to understand the importance of communication theory in our communication. As a communication enabled and theory dependable system, we need communication and theory to enable us to derive and execute functions of life. The way to look at it, by being theory dependable, we think relatively to our theory; by being theory dependable, we get ideas from theory to enable us to derive and execute our functions. By being communication enable, we need to communicate to each other to enable us to derive and execute our functions. In term of communicating together, we can say that, by being communication enable, we use communication to work together to enable us to execute our application.

It is very important for us to understand both our communication enabled and our theory dependable characteristics. It is very important as well for us not to take those characteristics for granted. Once we take those characteristics for granted, we also take ourselves for granted. Once we take those characteristics for granted, we tend to forget that, we—the physical system—are human. Once we take those characteristic for granted, we think to do things in a negative manner.

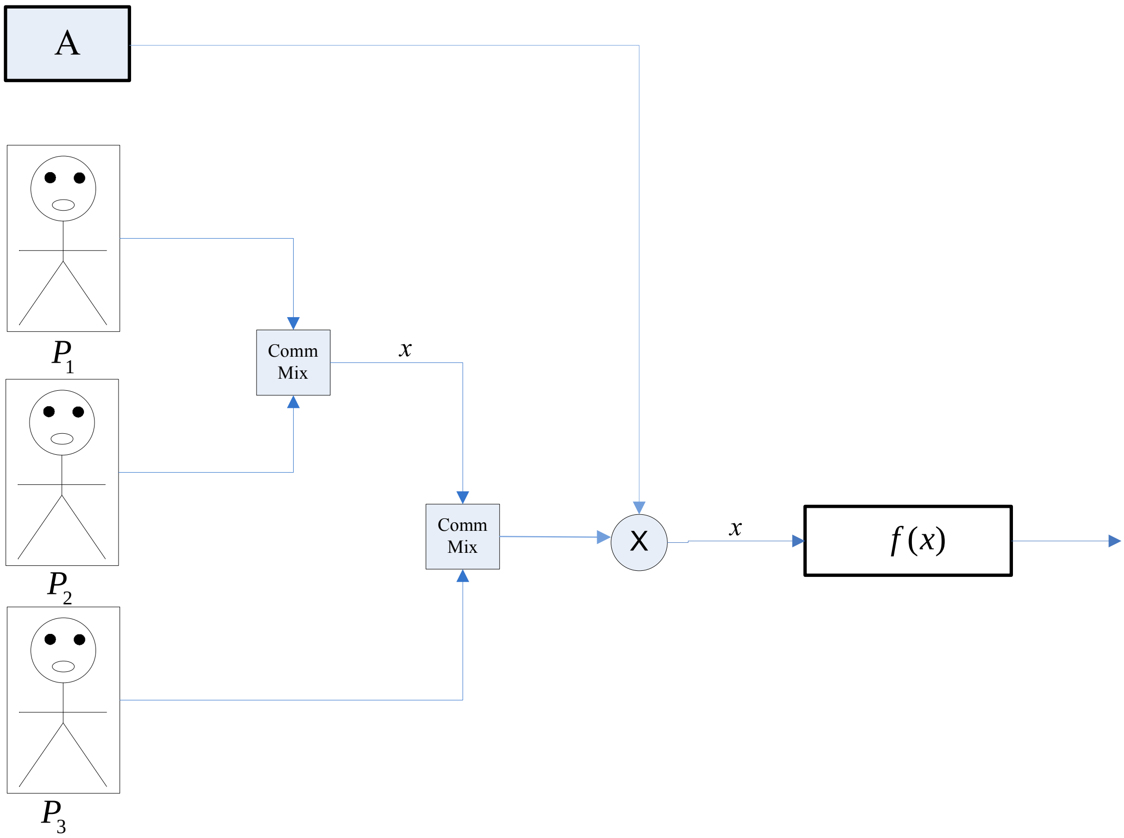
As a communication enable system, it is very important for us to pay attention to our communication. As we already know, communication enables us to execute our applications. Within our communication, our application function is defined. That communication function was given to us in the form of

$$f(x) = Ax$$

Now assume that we are working together in a project that includes multiple people as shown by the diagram below, then our communication function takes all those people that are part of the project into consideration. In this case, we have

$$f(x) = A\left(P_1x + P_2x + P_3x + \cdots\right)$$

The diagram below represents the expression above, which is simply the view of our application in the communication domain.



Now since communication is what enables the project execution and it is common among the people who work in the project, in this case, we can factor it out as common. Within what we have just said, we have the following equation

$$f(x) = A\left(P_1 + P_2 + P_3 + \cdots\right)x$$

It does not matter the way we write it down, what is important is that communication enables us to execute our application and our communication is common among the people who work in the application.

By understanding the above explanation, we can see that communication is what enables our application to execute and it must be common among all people who work in the application. Now in the event that our communication is not common or contains error, that will affect our application. It will also enable our application to execute with error. Assume that we proceed that application without making our communication common among the people in the application or without correcting any error that presenst in our communication, we will only have two choices; either we proceed to get a faulty result or we stop that application. It is very important to understand the importance of communication in our application. It is also very important to understand the importance of commonality of communication in our application as well. By disregarding the unity of communication in our application, we simply disregard our application and it is importance. It is very important to understand that.

a. Just take your time to understand the overall explanation above
b. By concentrating in the communication part only and include all people that are in the application, we have

$$f(x)=\sum_{n=1}^{N} P_n x$$

Where N is equal to number of people in the application. By expanding the above equation, we have

$$\begin{aligned} f(x) &= \sum_{n=1}^{N} P_n x \\ &= x\sum_{n=1}^{N} P_n \\ &= xP_1 + xP_2 + xP_3 + \cdots + xP_N \end{aligned}$$

What is important here, in term of the application, communication x is common within the people in the application. Now since $f(x)$ is limited by x or simply $f(x) \le x$, in the event that there is a communication problem that will affect $f(x)$. In this case, the result of $f(x)$ will not be what is expected.

In term of problem in the communication x, let's assume that $x = \bar{x}$, by taking communication x common among all people in the application, disregard the way we look at it, $f(x)$ will be affected. All you need to do here, show that, as a result of communication x, by taking $\forall P$ into consideration, the result of the application is affected; you can provide a practical example in your workout.

c. In order for $f(x) = Ax$, all communication of the people P in the application must be acceptable or equal to unity. The way to look at it, by summing all communication of people P in the application, they must be acceptable to the application or equal to unity. Assume that we can sum all communication x in the form of

$$\sum_{n=1}^{N} xP_n = xP_1 + xP_2 + xP_3 + \cdots + xP_N$$

Where xP_1 is the communication of person one related to the application and xP_2 is the communication of person two related to the application and so forth. Now, in order for $f(x) = Ax$, x must be acceptable by $\forall P$.

Now let's assume that we can separate all communication or separate the communication where P_1 has its own, P_2 has its own and so forth. In this case, we can let $x = \widehat{x}$, now our new communication function is

$$\sum_{n=1}^{N} \widehat{x}_n P_n = \widehat{x}_1 P_1 + \widehat{x}_2 P_2 + \widehat{x}_3 P_3 + \cdots + \widehat{x}_N P_N$$

What is important here, in order for the communication function $f(x) = Ax$ or $f(\widehat{x}) = A\widehat{x}$, all communication must be equal or simply acceptable. In the event that $\widehat{x}_1 \neq \widehat{x}_2 \neq \widehat{x}_3$ and so, it is not possible for $f(x) = Ax$. For instance in the case of all people in the application, in term of communication, if we have something like that

$$\sum_{n=1}^{N} \widehat{x}_n P_n = \left(\widehat{x}_1 P_1 + \widehat{x}_2 P_2 + \widehat{x}_3 P_3 + \cdots \right)$$

If communications of all people in the application are different or there is no unity in term of people communication in the application, then it is not possible for $f(x) = Ax$.

Let's assume that communication of P_1 and P_2, then we have $\widehat{x}_1 P_1 + \widehat{x}_2 P_2$, now let's assume that $P_1 + P_2 = \widehat{P}$. Now we have $\widehat{P}\left(\widehat{x}_1 + \widehat{x}_2\right)$. In term of communication, $\widehat{x_1} \neq \widehat{x_2}$; since $\widehat{P}$ is separate from the communication, it is better to leave it alone. Some of us may think it is better to put it in the form of $\widehat{x}_1 P_1 \neq \widehat{x}_2 P_2$, that is also acceptable. What is important here, it does not matter the way we look at it, in $\widehat{P}$, $\widehat{x}_1 + \widehat{x}_2 \neq x$. Since in $\widehat{P}$, $\widehat{x}_1 + \widehat{x}_2$ is not equal to x, therefore $f(x) \neq Ax$.

The way to look at it, in order for the application to be successful, the communications must be equal to unity. If there is confusion in the communication, there will be disruption in the application or the application will never be successful. You can verify that by providing a practical example. In other words, show that for $f(x) = Ax$, x must be equal to unity or acceptable by $\forall P$. We can also say that, show that in order for $f(x) = Ax$, then $x = 1$ or simply if $\forall x = 1$ then $f(x) = Ax$.

d. By understanding the communication function $f(x)$ related to the project by taking number of people N into consideration. In that project, we have $f(x)$ as it is given to us from the part above. We can draw the diagram for $f(x)$ with everybody that is participating in the project to show the result of the application. Now you should have a very good understanding of $f(x)$ and also the explanation.

   In term of $f(\hat{x})$, you should have a very good understanding of $f(\hat{x})$ related to people in the project and their communications. By understanding both of the explanation, we mean this one and the one above, you need to show the difference between $f(x)$ and $f(\hat{x})$. In your workout, you need to take communication into consideration and also people in the project. You may need to provide a diagram for both $f(x)$ and $f(\hat{x})$ related to both communications and people in the project. You should also conclude your workout related to result of the application. If you want to, you can provide a practical example.

e. By understanding the overall exercise up to here, we should also know that grouping can be used for communication like. We should have already seen that. For instance, assume that for P_1 to P_M where $M << N$, in this case we have $\widehat{x}_1$ to $\widehat{x}_M$ are equal. Now we can group of the common communications in that form; we mean the form we have just explained. Use this form of grouping to show that, it does not matter as longer $\forall \hat{x} \neq 1$, then $f(x) < x$ or $f(x) \neq x$.

In other words, disregard grouping, as longer there is not unity in the communication, the result of the application is not expected. In this case, we can either accept the faulty result or abandon the application.

f. From your workout above, by grouping communication like for instance $\left(\widehat{x}_1 P_1 + \widehat{x}_2 P_2 + \widehat{x}_3 P_3 + \cdots + \widehat{x}_M P_M\right)$. In term of grouping of communication, show that the result of the grouping above in the form of $\left(P_1 + P_2 + P_3 + \cdots + P_M\right)\widetilde{x}$ or in any other form that you like.

g. By understanding the overall exercise up to here, we have shown and explain that $\widehat{P}\left(\widehat{x}_1 + \widehat{x}_2\right)$ where $P_1 + P_2 = \widehat{P}$. By understanding the physical system, show that $P_1 + P_2 = \widehat{P}$, but $\widehat{P} \neq P_1 + P_2$. You should also provide some explanation about your workout and your observation.

h. Verify that by providing a practical example, in communication domain, $f(x)$ the communication function is managed by x. In the same communication domain, $f(x) \leq x$. In other words, in the same communication domain, the communication function is limited by our communication. You need to show that by providing a practical example. This section of this exercise has two parts, one part you need to show that $f(x)$ is managed by x by providing a practical example, and the other part you need to show that $f(x) \leq x$ by providing a practical example.

i. In case of $f(\hat{x})$, in order for the application to result successfully, $\forall \widehat{x} = 1$ and for $f(x)$, $x = 1$. Now in term of $\hat{x}$, where $\forall \widehat{x} \neq 1$, determine whether or not it is possible to apply the Error Correction Function (ECF). If so, in term of $\hat{x}$ or whatever, what would be the ECF. In other words, what will be the ECF for the communication function $f(\hat{x})$. You will need to provide some explanation as well.

j. By understanding the communication function $f(x)$ and the unachieved communication function $f(\hat{x})$, we know that the reason $f(\hat{x})$ will never produce $f(x)$, because the communications are not unity or equal to unity. Now if we further analyze $f(\hat{x})$ in term of what the communication was intended to do at the beginning is no longer the same. In this case, we can see that in term of communication, $f(\hat{x})$ is made up of multiple communication functions with different types of communication. In this case, the unachieved communication function $f(\hat{x})$ looks something like that.

$$f(\hat{x}) = \sum_{m=1}^{M} f_m(\hat{x}_m)$$

$$= f_1(\hat{x}_1) + f_2(\hat{x}_2) + f_3(\hat{x}_3) + \cdots + f_M(\hat{x}_M)$$

What is important here, $f(\hat{x})$ is made of different functions with different communications. For instance $f_1(\hat{x}_1)$ is communication function one, related to communication $\hat{x}_1$, where $f_2(\hat{x}_2)$ is communication function two, related to communication $\hat{x}_2$ and so forth or simply $f_1(\hat{x}_1) \neq f_2(\hat{x}_2) \neq f_3(\hat{x}_3)$ and so forth. In this case, it will never be possible for $f(\hat{x})$ to achieve its objective or for the project to achieve its objective. The people in the project will never get the result they indented to get. The application function will never produce the result it intended to.

With your understanding of the explanation, show with a practical example that $f(\hat{x})$ can be written in the form shown above or $f(\hat{x})$ is viewed as

$$\sum_{m=1}^{M} f_m(\hat{x}_m)$$

You can show that by providing a practical example.

k. Now by understanding your workout and your expression above, we mean by understanding

$$\sum_{m=1}^{M} f_m(\hat{x}_m)$$

Rewrite that expression related to people in the project and show the diagram for you new expression.

l. Now use grouping, for instance group the communications like in

$$\sum_{m=1}^{M} f_m(\hat{x}_m)$$

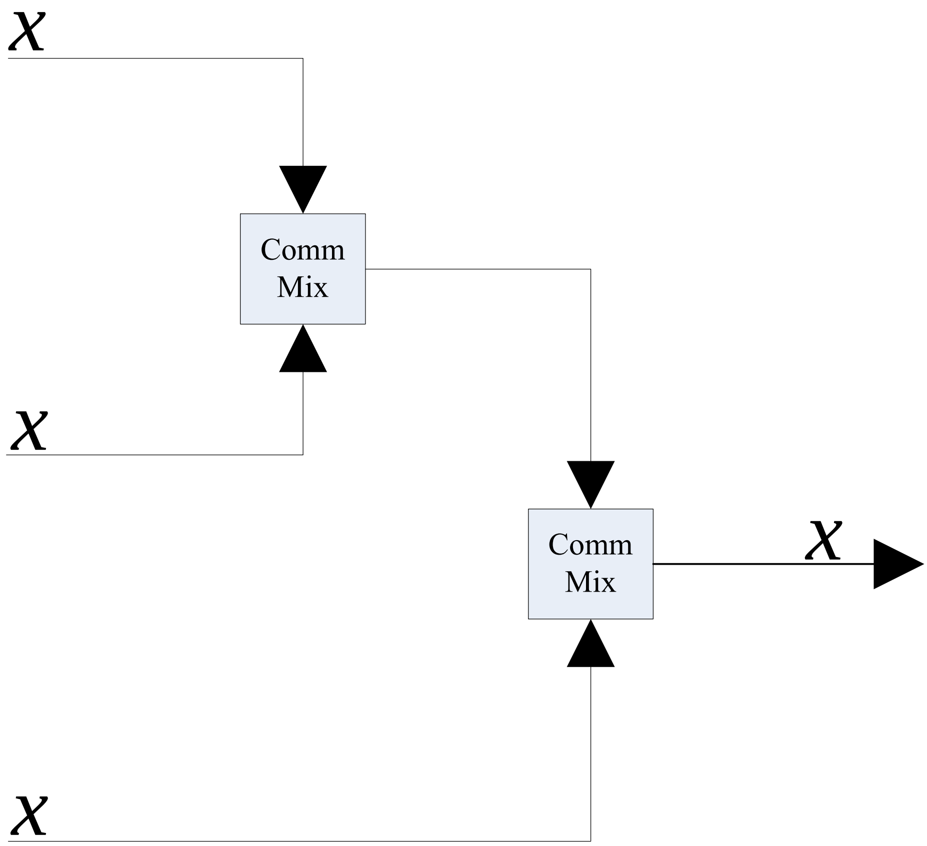
Show the expression for the grouping, you can also use diagram for the grouping as well if you want to. Now you can write similar expression for the overall

$$\sum_{m=1}^{M} f_m(\hat{x}_m)$$

By taking grouping into consideration; in your workout, show and conclude that, it does not matter, grouping or not, as longer $\forall \hat{x}_m \neq 1$, $f(\hat{x})$ will never be achieved or executed normally.

m. By understanding the overall exercise up to here, we have perform various analyses of the communication function $f(x)$, the unachieved communication function $f(\hat{x})$, and the corresponding unachieved function $f_m(\hat{x}_m)$. Now in all our analyses we have only worked with the communication, the communication function, people in the communication, while we leaved the application A alone. From your understanding of the communication function, show that the application A does not matter; in other words, show that A is only matter if we have uniform communication. For instance if all communications are unity; without that A does not matter.

n. We have used the communication mixture entity in the following form



You should already have a good understanding of $f(x)$, $f(\hat{x})$, and $f_m(\hat{x}_m)$. From your understanding, define what a communication mixture is and show your understanding of that entity. Now by understanding your definition and your overall workout, show whether or not communication mixture is possible in functions $f(x)$, $f(\hat{x})$, and $f_m(\hat{x}_m)$. If so, explain; if not also explain as well. In other words, you should explain whether or not the usage of communication mixture is possible in the functions listed above. You should also provide additional explanation about your observation.

o. By working out the overall exercise, you should have a very good understanding of communication, people in the project and also their communications. The way to look at it, we talk about doing something, the result of what we are doing or the result of the thing we are talking about to do depends on our communication. It also limited by our communication. In the event that our communication is limited, the result is also limited and it may not be what we had intended. For instance, $f(x)$ is what we had intended to do, but $f(\hat{x})$ is what we get; $f(x)$ is what we intended to achieve, but $f(\hat{x})$ is what we had achieved. $f(\hat{x})$ is considered to be a non achievable function. In this case, we can call $f(\hat{x})$ the non achievable function or the non achievable communication function. It is important to understand that and also communication and our application.

p. Verify the following statement based on your understanding of this exercise and your workout. Communication enables us to work together, but only through the principle. This is the same as saying that, communication enables us to work together, but only with the principle. We can also say that communication enables us to work together, but with the principle. The same statement can also be rephrased to; communication enables us to work together, but with the using of the principle. All you need to do here, by understanding your exercise and your workout, show that communication enables us to interface and work together, but only by using the principle of communication. If you want to, you may provide a practical example in your workout.

q. If the purpose of communication was to enable us to disregard the entity we are talking about, then communication would not exist at all. If the purpose of communication was to enable us to disregard the subject of our communication, then communication would not exist at all. By looking at $f(x)$ in contrary to $f(\hat{x})$ and $f_m(\hat{x}_m)$, we can see that there is a problem within the of communication in $f(\hat{x})$ and $f_m(\hat{x}_m)$. Now related to $f(x)$, the purpose of communication is to enable the execution of $f(x)$. In terms of $f(\hat{x})$ and $f_m(\hat{x}_m)$, we can see that there are problems in term of subject of communication or the entity the communication is about. In this case, the communication has lost its objective or its purpose; the existence of the communication is meaningless. By understanding that, we can see the result of the application is meaningless as well. If the communication is meaningless, so does the application. That means the entity the communication was about to produce is meaningless as well and it will not be achievable. In other words, the result of the communication was going to produce is meaningless as well and it will not be achievable. By understanding the explanation, you can verify that by providing a practical example. This is the way to look at it, the process of our communication enables us to produce a result of our application. In this case, we can say that expected communication, expected result. Now if the expected communication does not exist, so does the expected communication function and the expected result. We use the word expected here to show what will be achieved. In this case, if the communication does not exist, the communication function does not exist as well, so does the communication result. In this case we can put it in that form if $x = 0$ then $f(x) = 0$; where x is the expected communication and $f(x)$ is the expected communication function. In this case, the expected result also does not exist. We can also take it like that. The absence of the communication enables the absence of the communication function, so does the communication result.

r. Since the overall application is a function of communication, the communication function was given to us in the form of $f(x) = Ax$, where A is the idea of the application or simply the application and x is the communication for that application. Now by taking into consideration people who involve in that application into consideration, we have expanded the communication function in the form of

$$\left(AP_1 + P_2 + P_3 + \cdots\right)x$$

The expression above is the same as

$$A\left(P_1 + P_2 + P_3 + \cdots\right)x$$

What is important here; in order for the above expression to be presented in that form, $\forall x \neq 1$, if not, the above expression cannot be presented in that form. In this case, it will change. Let's assume that in an application we have $\widehat{x}$ rather than x, where $\widehat{x}$ is considered to be multiple communications. In this case we have $\widehat{x}_1$, $\widehat{x}_2$, $\widehat{x}_3$ and so forth. By taking people in the application into consideration, we have

$$f(\widehat{x}) = A\left(\widehat{x}_1 P_1 + \widehat{x}_2 P_2 + \widehat{x}_3 P_3 + \cdots\right)$$

As we have said it before, since $\forall\widehat{x}\neq 1$, Adoes not matter. Disregard what we said; what is important here, the two expressions are not equivalent. Since Adoes not matter when $\forall\widehat{x}\neq 1$, then since the application enabled by $\widehat{x}$, then Acannot be viewed as unity. For this reason, Acan be viewed as multiple; by understanding what we have said, we have

$$A\left(\widehat{x}_1 P_1+\widehat{x}_2 P_2+\widehat{x}_3 P_3+\cdots\right)=A_1\widehat{x}_1 P_1+A_2\widehat{x}_2 P_2+A_3\widehat{x}_3 P_3+\cdots$$

From the equation above, it may be possible to let $\mathrm{A}=\widehat{\mathrm{A}}$, where $\widehat{\mathrm{A}}$ is multiple. By doing so, we have

$$A\left(\widehat{x}_1 P_1+\widehat{x}_2 P_2+\widehat{x}_3 P_3+\cdots\right)=\widehat{A}_1\widehat{x}_1 P_1+\widehat{A}_2\widehat{x}_2 P_2+\widehat{A}_3\widehat{x}_3 P_3+\cdots$$

All you need to do show the equality of the two expressions above by providing a practical example. In other words, verify the equation above by providing a practical example. You must show your observation in your workout. The way to look at it, x also affects A; whenever we have a problem in x, we also have a problem in A. Grouping can also be taken into consideration as well in term of $A$and it does not matter, since $\forall\widehat{\mathrm{A}}\neq 1$.

s. Depend how you workout the part above, you may have already shown that. If not, you may need to verify that here, if $\forall\widehat{x}=1$ then $\forall\widehat{\mathrm{A}}=1$in another way, if $\forall\widehat{x}\neq 1$ then $\forall\widehat{\mathrm{A}}\neq 1$. Verify that if you have not done so by providing a practical example and show your observation.

t. Depend how you worked out part “r” and part “s” above, in order for $f(\widehat{x})=\widehat{\mathrm{A}}\widehat{x}$, then there must be an equality relationship in term of $\widehat{\mathrm{A}}$. In this case, $\widehat{A}_1=\widehat{A}_2=\widehat{A}_3=\cdots$. In the other hand, If $\forall\widehat{\mathrm{A}}\neq 1$ or $\forall\widehat{x}\neq 1$ then $f(\widehat{x})\neq\widehat{\mathrm{A}}\widehat{x}$. The way to look at it, if those conditions are not met, the expected result will be different. If you have not shown that already from your previous workout, you can do that here by providing a practical example.

u. As we have learned previously, in order for $f(x)=Ax$, $\forall x=1$. If $\forall x=1$, then $\forall A=1$. In the event that $A$is viewed as multiple like $A=\widehat{\mathrm{A}}$, the the communication is viewed as multiple as well in the form of $x=\hat{x}$. All you need to do here, show that if $x=\hat{x}$, then $A=\widehat{\mathrm{A}}$. You can also show that as well; if $A=\widehat{\mathrm{A}}$, then $x=\hat{x}$. In other words, if we have multiple different communications, then we do have multiple different applications. The same as, if we have multiple different applications, we alsohave as well multiple different communications.

v. As an associative system, we work together through communication to enable us to execute functions of life. The overall process can be viewed as the following. Both of the equations below are the same.

$$f(x) = A\left(P_1 + P_2 + P_3 + \cdots + P_N\right)x$$

$$f(x) = A\left(xP_1 + xP_2 + xP_3 + \cdots + xP_N\right)$$

Where $f(x)$ is the function that is being executed by the group of people who are in the project though communication x. Here the communication function of our project $f(x)$ is being viewed as the function of our project without the presence of error in our communication or the communication of the people who are in the project. In the event that there is error in the communication of the people who are in the project, that function changes accordingly. In this case, $f(x)$ becomes $f(\bar{x})$. We use $\bar{x}$ to denote communication with error. Now assume that within communication of one person in the project, there is error. Now let's assume that P_2 commits error in his/her communication. In this case, we have

$$f(x) = A\left(xP_1 + \bar{x}P_2 + xP_3 + \cdots + xP_N\right)$$

Now what is important here, since in order for $f(x) = Ax$, $\forall x = 1$ or unity, the error that is introduced in the communication of P_2, enables $f(x)$ to become $f(\bar{x})$ or simply $A\bar{x}$, which is equal to $\bar{A}\bar{x}$ or simply $\overline{Ax}$. By understanding the overall explanation, it can be shown that the two expressions below are equal.

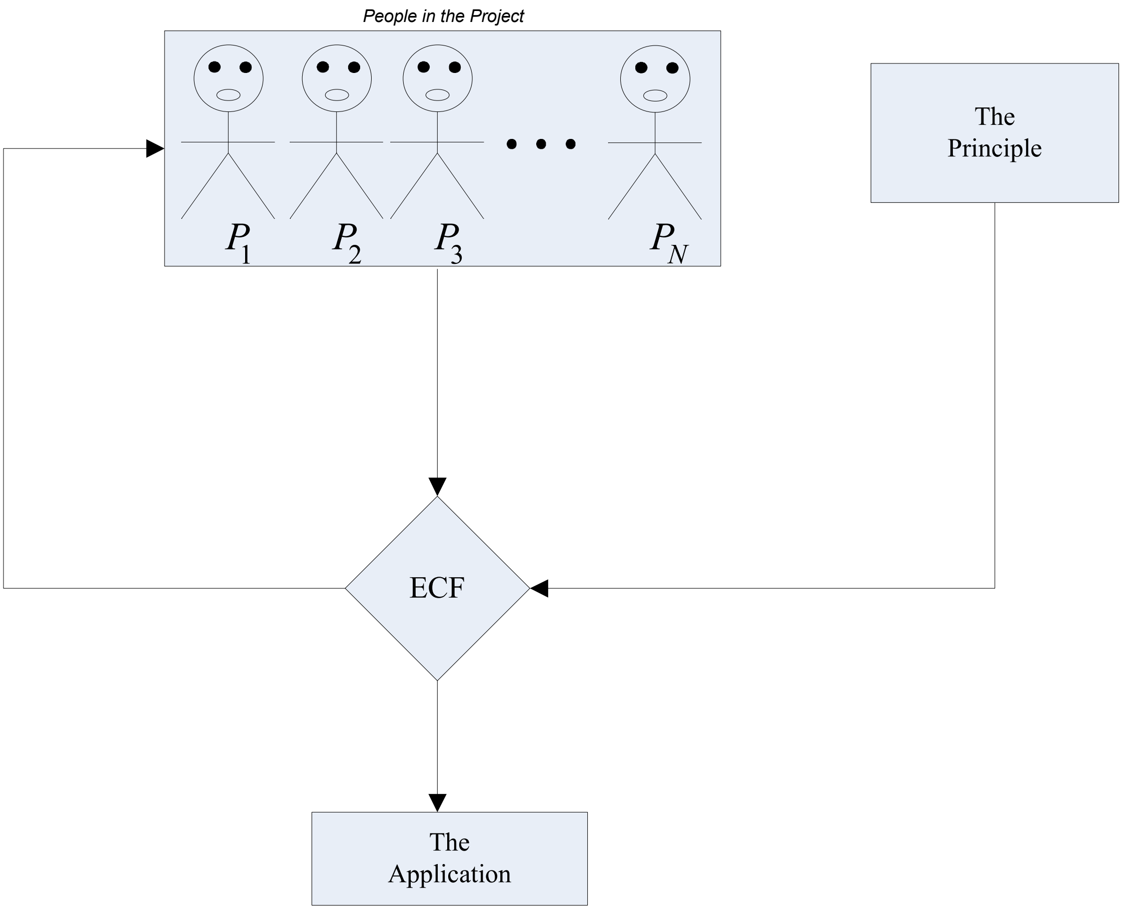
$$A\left(xP_1 + \bar{x}P_2 + xP_3 + \cdots + xP_N\right) = A\left(P_1 + P_2 + P_3 + \cdots + P_N\right)\bar{x}$$

You need to show that by providing a practical example. From your workout, you need to provide additional explanation based on your observation.

w. From your workout of the part above, we have learned that if $f(x) = A\bar{x}$, then $f(x)$ becomes $f(\bar{x})$ or simply $\bar{A}\bar{x}$. In this case, the application does not matter, since there is error in the communication. By understanding that, show that $A\bar{x} = \bar{A}\bar{x}$ or simply $A\bar{x} = \overline{Ax}$.

x. Now by understanding the overall exercise up to here, we know that in order for the application to produce the right result, the communication of the people in the project must be unity. In other words, in order for $f(x)$ to be equal to Ax,

$\forall x = 1$. In the even the there is error in the communication of a single person in the project, that causes the overall communication function to be faulty. In this case, if we have $\bar{x}P_2$, then $f(x)$ becomes $f(\bar{x})$. Now by taking error into consideration in term of the Error Correction Function (ECF), we can see that the overall error correction process or the overall ECF process takes all people in the project into consideration. To better understanding that, it is always good for us to show the diagram of what we are talking about in the following form.



What is important here, a single error in the communication of one person in the project becomes everybody error and all of us must pay attention to it and provide feedback and make adjustment as possible. By understanding that, we can see the ECF takes all people in the project into consideration. From your understanding, write down the expression of the ECF. We mean the one that takes everybody in the project into consideration. Use your part v above with your new ECF. In other words, in part v above, we have two expressions

$$f(\bar{x}) = A\left(xP_1 + \bar{x}P_2 + xP_3 + \cdots + xP_N\right)$$

$$f(\bar{x}) = A\left(P_1 + P_2 + P_3 + \cdots + P_N\right)\bar{x}$$

Use your new ECF in both of them and show your result. By understanding your overall workout, show by providing a practical example, that it makes sense for the ECF to take all people in the project into consideration. If not, the result will never be what is expected or satisfactory.

544′. **Understanding our Application Related to Theory:** It is the same as saying that, Understanding our Application Related to Application of Theory. As a theory dependable system, we get ideas from theory to enable us to derive and execute functions of life. Since theory of communication attaches to theory and theory depends on theory of communication, the function that we derive and execute also depends on the theory of communication. In other words, those functions depend on our understanding of theory of communication. A good understanding of theory of communication enables those functions to execute normally, while any misunderstanding of theory of communication will cause those applications to be faulty.

To better understand the relationship between our application and the theory of communication, it is always better to look at it as follow. Since we apply theory to derive and execute our function $u(t)$ and theory of communication is attached to theory, in this case we have $STr\{T\} = STr\{T \cdot K_T\}$. Now since we are a communication enabled system and understanding of theory of communication is what enables us to understand theory, in this case we can simply look at things in term of theory of communication only. In other words, since we depend on theory of communication to help us understand theory, in this case we can look at what we do in term of theory of communication only. For instance, while we apply theory to derive or execute function $u(t)$ in the form of $STr\{T\} = u(t)$, since our communication enables the derivation of function $u(t)$, in this case we can put it in the form of $Tr\{K_T\} = u(t)$. What is important here, theory of communication is what we have to pay attention to in our application. Theory of communication is what dictates our application.

a. Just take your time to think about the above explanation
b. In the communication domain, our application is managed by our communication. In the theory domain, our application is managed by theory of communication. Let's say it again, in the theory domain, our application is managed by our understanding of K_T or simply by the application of theory of communication $Tr\{K_T\}$. Verify that statement by providing a practical example. In your workout, you should take multiple people in the application into consideration, we mean everybody in the application.
c. Since theory of communication attached to theory, without theory of communication, there is no theory. In this case, we can say that, in order for

$T = T \cdot K_T$, K_T must not be 0; if $K_T = 0$ then $T = 0$. Now the way to look at it, we may have a plan to execute a function or we may be working in an application or project, where we have to derive an instrument, where that instrument for instance as a function of $u_1(t)$. That instrument we are working to derive depends on our understanding of theory of communication. Without understanding of theory of communication, we will never be able to produce that instrument. Without understanding of theory of communication, the result of our application will not be successful. By understanding the overall explanation up to here, show that the result of an application depends on theory of communication and without understanding of theory of communication K_T, that application will not be successful. Show that by providing a practical example and explain your observation. Take multiple people into consideration in the application. Use the equation $T = T \cdot K_T$ as your baseline.

d. By understanding the relationship between the communication function $f(x)$ and the interpretation function $Int\{A\} = K_T A'$, verify that the result of the application is affected by the theory of communication. In this case, you can take K_T into consideration and also the interpreted theory A in the form of if $A = 0$, then $Int\{A\} = 0$ or simply $Int\{A\} \neq K_T A'$. Take multiple people into consideration in the application; we mean take everybody in the application into consideration.

e. By understanding the part above, we have shown that in $f(\hat{x})$, in order for the application to be successful, $\forall \hat{x} = 1$. Now by understanding the relationship between the interpretation function $Int\{A\}$ and the communication function $f(x)$, in term of multiple people in the application, the result of the application is affected by each person individually. In this case, in order for the result to be successful, all interpretations must be equal/similar or simply equal to unity. In this case we can say that, in order for the application to be successful, $\forall Int\{A\} = K_T A'$ or simply unity. If not, the result of the application or the project will not be successful. In this case, we will not get the result we intended to, and we can simply stop the project or discontinue it, since it will not be successful. Verify that by providing a practical example. Take multiple people into consideration; we mean everybody in the project. The way to look at it, in order for the application to produce the desired function $u(t)$, the interpreted theory by all people in the application must be positive or unity. In other words, in order for the application to result to $u(t)$ then $\forall Int\{A\} = K_T A'$, if not, then we have $-u(t)$. In this case, the instrument that we indented to derive will not be what we get.

f. While we have use group to group people and communication like in the communication domain, verify why that is not a factor in the theory domain. Why grouping cannot be done in the theory domain? Show that

g. As a communication enabled system, we depend on theory of communication to give us idea to communicate about our project or application. With the absence of theory of communication, our communication is limited about our project or application. In this case, the result of our application is also limited by our communication or misunderstanding of theory of communication. Verify that by providing a practical example. You only need to do this part, if you have not done so. If you have shown that in your previous sections, you don't need to do it.

h. We know that theories are independent entity. As a theory dependable system, we apply theory independently to derive and execute functions of life. Given that theories are independent entities, everybody who works in an application or project must apply theory individually to derive or execute functions that are combined to become the main function of the application. In order for that application to be successful, the application of theory by everybody individually must be successful. In other words, assume that a group of people are working in a project or application to derive or execute a function $u(t)$, in term of application of theory, that function takes each person individually. You can verify that statement by providing a practical example. In other words, in order for $Tr\{T\}=u(t)$, $\forall Tr\{T\}$ must be equal to or simply $\sum Tr\{T\}=u(t)$. You must take everybody in the application into consideration. You must provide a diagram of your application.

i. By working out the part above and understanding the relationship of heory and theory of communication related to our application, take theory of communication into consideration and show that in order for the application to be successful, $\forall Tr\{K_T\}$ must be similar or equal. You must provide a practical example and take multiple people into consideration; we mean everybody in the application. You must provide a diagram for your project. You can also take it as $\forall Tr\{K_T\}=1$ or unity; what do we mean by that, we mean the summation of $Tr\{K_T\}$. You can write down that expression as well related to people in the application.

j. By understanding the overall exercise up to here, you should have observed that in the theory domain, our application is limited by theory of communication. In this case, we have $u(t) \le Tr\{K_T\}$. You can verify that by providing a practical example.

k. Since we are a theory dependable system, and we depend on theory of communication to communicate, in term of our application, it is better to say that in the communication domain $f(x)$ is limited by K_T or $Tr\{K_T\}$; verify that statement.

j. By understanding the overall exercise, determine whether the Error Correction Function can be used in the theory domain. It is the same as saying that, determine whether or not the Error Correction Function is applicable in the theory domain.

k. By understanding the above exercise, we know that communication enables us to interfacing and work together, but only by using the principle of communication. Show your understanding of that statement in the theory domain. If you want to, you can provide a practical example in your workout.

l. We have used this form to show the function of an instrument and the instrument itself. For instance if I_1 has a function of $u_1(t)$, in this case we can put it in the form of $I_1\left[u_1(t)\right]$. Related to communication, we know that $u_1(t)$ is related to $Tr\{K_T\}$ and $u_1(t)$ is limited by $Tr\{K_T\}$. In this case, we can put it in the form of $u(t) \le Tr\{K_T\}$. We know that $u_1(t)$ is executed by I_1. Now what happens if $K_T = 0$ or $K_T = \overline{K_T}$, what happens to I_1? Show that in order for I_1 to execute $u_1(t)$, $K_T \ne 0$ and $K_T \ne \overline{K_T}$. You can provide a practical example in your workout. For this part of the exercise, you can focus exclusively on the instrument I_1.

m. The function that we derive or execute depends on everybody in the application. Assume that we have N people in the project, where all of them apply theory independently to execute or derive the function $u(t)$. Now we know that function $u(t)$ is produced by $Tr\{T\}$. In this case, we can put it in the form of $Tr\{T\} = u(t)$. Now since we have N people working in the project, we have to take them into consideration in term of application of theory. That means, we take each person into consideration in terms of application of theory to derive the function $u(t)$. In this case, each person applies theory independently. Now in term of application of theorems from theory T by each person, we can list the theorems in the theory as follow.

$$T = \{Th_1, Th_2, Th_3, Th_4, Th_5, Th_6, \cdots\}$$

It does not matter if we use plus or comma to separate the theorems; either way, there is no difference. Now we can represent the theorems in theory T that are applied by each person as group. The way to look at it, we have T represented the theory, where T_n represented group of theorem from that theory that are applied by the people in the project. In this case, we have

$T = \{T_1, T_2, T_3, \cdots\}$, where

$$T_1 = \{Th_1, Th_2, Th_3\}$$

$$T_2 = \{Th_2, Th_3, Th_4\}$$

$$T_3 = \{Th_2, Th_3, Th_5, Th_6\}$$

While we use the term group of theorem here, it is better to view it as list of theorem used by a system or list of theorem applied by a system. It does not matter the way we do it or arrange them, what is important here, the theorems in theory T are choosing to apply by people in the application and we group them in a way to show that. Now by understanding the explanation, we have

$$S_1 Tr\{T_1\} + S_2 Tr\{T_2\} + S_3 Tr\{T_3\} + \cdots + S_N Tr\{T_N\} = u(t)$$

The above equation can also be represented in this form

$$\sum_{n=1}^{N} S_n Tr\{T_n\} = u(t)$$

Now what is important here, in order for the above operation to valid, there must be similarity within the applications. In other words, in order for

$$\sum_{n=1}^{N} S_n Tr\{T_n\} = u(t)$$

The relationship below must be valid

$$S_1Tr\{T_1\} \sim S_2Tr\{T_2\} \sim S_3Tr\{T_3\} \sim \cdots \sim S_NTr\{T_N\}$$

This is the same as saying that, in order for

$$Tr\{T\} = u(t)$$

The relationship indicated below must be valid

$$T_1 \sim T_2 \sim T_3 \sim \cdots \sim T_N$$

From the above explanation, we see that, in order for the application or the project to produce the right function, there must be similarity within the application of theory by the people in the project. In order for the application to produce the right result, there must be similarity within theorems applied by the people in the project. Without that, the result will be faulty. By understanding the overall explanation, show that by providing a practical example. In your workout, draw the similarity and the relationship of the theory and show and label the output theory or each output theory. We can also say that; from your workout, draw the theory similarity diagram and identify the output theory of the relationship. The relationship depends on your workout and your observation, so there is no limit. Think it as drawing all relationships that are possible.

n. What does the above part has to do with theory of communication? You may need to ask yourself this question after have worked it out. From your workout above, take theory of communication into consideration and show your observation. If you want to, you may approach it by taking theory of communication into consideration.

o. Show that $S_S(x)$ depends on K_T or simply on $Tr\{K_T\}$. In other words, show that the stability of the physical system depends on theory of communication or simply depends on the application of theory of communication.

p. Verify your understanding of your workout above by taking your application into consideration. In other words, if the function of your application is resulted to $u(t)$, show your understanding of your workout above related to the result of your application.

545. **Understanding Existing Functions:** By understanding exercise number 328, 328′ and exercise number 343 and also exercise number 351, 351′ and exercise number 457, 457′, we should have observed that existing functions are completely different than added functions and we should handle them differently. We should not handle existing functions the same way we handle added functions.

546′. **Understanding Communication:** We know that we are a theory dependable system, and we are communication enable. By being communication enabled, it makes sense for us to simply say, we do communicate. Related to the functional system, we know that the functional system equation was given to us in the form of

$$\mathscr{L}(t)=h(t)+u(t)$$

Where $h(t)$ are existing functions of life and $u(t)$ are added functions of life. Now, in terms of communication, our communication ability or the function that enables us to communicate is an existing function. Let's assume oral communication, the function that enables us to repeat a word is an existing function. In this case, that function is presented in the form for instance $h_1(t)$. Assume that a person repeats a word, in this case, we can represent that in the form of $P_1\left[h_1(t)\right]$.

Now, let's go farther. That same person identifies an entity, which is *a door*, and repeats the word *door*. Then that function will be presented in the form of

$$P_1\left[h_1(t)\right]+P_1\left[u_1(t)\right]$$

Or simply

$$P_1\left[h_1(t)+u_1(t)\right]$$

What is important here, the entity that person identifies and names by that word, the word is an added element of life; it is not an existing word. What is important here, the words that we use in our communication are added by us. Keep in mind that we think about entities and we don't think about words. Disregard the word we use to identify an entity, the aspect of that entity does not change. Overall, we the physical system, look at entities in term of aspects. To recap what we have just said again, the words that we add to life are represented in the form of $u(t)$, therefore, they are added entities of life or simply added functions of life. In this case we can say that, P or system adds a word to life or simply $u_1(t)$.

Now, let's look at the repeat of the word door again

$$P_1\left[h_1(t)+u_1(t)\right]$$

In this case, $h_1(t)$ is considered to be the talking part, while $u_1(t)$ is considered to be the word part or simply the added word part. We can say $u_1(t)$ is considered to be the repeat word part. As we can see, in term of communication, existing functions give us the ability to communicate, for example speak or talk. While, we choose the word to use, or simply name the entities that we identify by words. It is very important to understand that.

Let's look at the process again, the function speak, talk, or repeat the word *door* is in the form of

$$h_1(t) = h_1(t) + u_1(t)$$

$$P_1\left[h_1(t)\right] = P_1\left[h_1(t) + u_1(t)\right]$$

In this case, $u_1(t)$ is related to $Tr\left\{K_T\right\}$, where $h_1(t)$ is existed. Just take your time to think about the overall exercise and try to understand it. It is very important to understand communication related to both added and existing functions.

547. **Understanding Communication:** By understanding the above exercise, we should see that, the naming of entities is considered to be added functions of life. For instance, we use words to name entities, and those words are considered to be added entities. We can say that, the names of those words are considered to be added functions as well. That make a lot of sense and it is very important to understand. By understanding the functional system itself, we know that the system is very expandable in terms of added functions. While the system includes many, many functions that execute in their own modes, which we call existing functions, it also provides us with the opportunity to add useful functions as well.

Now if we look at the overall process of communication related to children, initially we can see that children are open to learn any language. In this case, we identify the entities for them and name those entities by words. In other words, the children are open to any language for identifying entities at the beginning. What is important here, the process of naming entities after identifying them, are added process. We call that process, added functions of life.

By understanding the relationship of language and communication, we can see that it makes a lot of sense. We know that communication is language independent. While languages depend on communication, but communication does not depend on any language. That makes a lot of sense. Now by understanding the overall principle and also what we have just explained with the inclusion of the above exercise related to the functional system, we can see that it is very logical and it is perfect. In other words, by understanding the overall process related to the functional system, we should see that the overall system is perfect. Let's say it again, by understanding the overall process related to the system itself, we should quickly see that and realize that the system is perfect and perfectly designed; here, designed means existed. While we develop problems by misunderstanding the system functional principle, nevertheless, the system is perfect to itself. Just take your time to think about the overall exercise.

548′. We already know that theory is limited by theory of communication. After working out exercise number 480′ we have shown that all theories are attached by theory of communication. For instance a theory is attached with theory of communication in the form of $T = T \cdot K_T$. By understanding what we have just said, you should have realized that already a theory cannot be understood without understanding the theory of communication. In other words, a given theory is not visible to us without understanding theory of communication. You should verify that statement.

This is the same as saying that, if $K_T = 0$ then $T = 0$; or if K_T is not visible, so does T. You need to show that and explain your observation.

549′. **Understanding the Importance of Distance Related to a Given Presentation:** We could have also said Understanding Distance Management Related to a Given Presentation.

We know that in the past distance had been used to manage the stability of the functional system $\mathcal{L}(t)$. We also know that if distance was not an issue, the damage done to the functional system $\mathcal{L}(t)$, could have happened much, much earlier. Now in term of presentation of theory, we mean higher level presentation, we know that we have been receiving multiple feedbacks from our parent by an instructor. We have been disregarding all of them, at the same time the functional system $\mathcal{L}(t)$ keeps declining time after time at a faster rate. Now if we look at the overall feedback process, we know that the functional system cannot guarantee feedbacks to be repeated indefinitely. Since the functional system does not guarantee repetitive feedbacks, at some point of time, we have to assume responsibility.

By understanding the above paragraph related to distance management, it is very easy to see that the using of distance to manage the stability of the functional system $\mathcal{L}(t)$ in the past, made it possible for the functional system to be functioned abnormally and still functioning even though those feedbacks have been disregarded. In other words, since distance had been used in the past to manage the stability of the functional system, while disregarding those feedbacks, the system was still managed, even not fully; thanks to distance management. To better understand what we have just said, let's rephrase it again. Since distance management was used to manage the stability of the functional system in the past, while we had disregarded those feedbacks, the stability of $\mathcal{L}(t)$ was still managed a little bit. It is very important to understand the importance of distance management in the past and also the importance of a given presentation.

By understanding the above paragraph, we can see that distance had helped us a lot in term of managing the stability of the functional system. Even though we have been disregarded all the feedbacks we have been receiving from our parent, however with the help of distance management in the past, the system was still managed a little bit. Currently, we no longer have distance in our favor. Distance is no longer a factor to help us manage the stability of the functional system. Since distance is no longer a factor to help us manage the stability of $\mathcal{L}(t)$, we have to take a given presentation very serious. We can no longer disregard a given presentation. A given presentation has to be taken very seriously, since the application of the principle is our only choice to help us managing the stability of the functional system. It is very important to understand the past related to present. In the past, distance had helped us, even though we have disregarded those presentations. Currently, we no longer have distance to help us. Our only help now is applying the principle to enable the functionality of $\mathcal{L}(t)$.

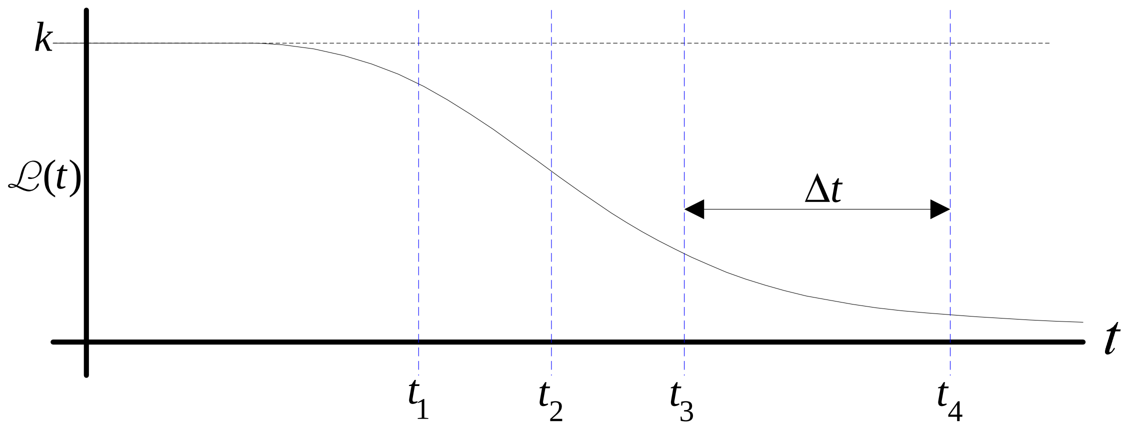
a. Just take your time to think about the overall explanation
b. To better understand the overall explanation, it is always good to use a table to explain what we have just said.

Time	Presentation	Feedback
t_1	1st	1st
t_2	2nd	2nd
t_3	3rd	3rd
t_4	4th	4th

The table below is a continuity of the one above. The way to look at it, assume that the table has six columns, where those columns are continued from the table above.

$\mathcal{L}(t)$	Distance	Distance a Factor
Dropped	Reduced	Yes
Dropped more	Reduced more	Yes
Dropped much more	Reduced much more	Yes
Dropped much, much more	Reduce much, much more	No

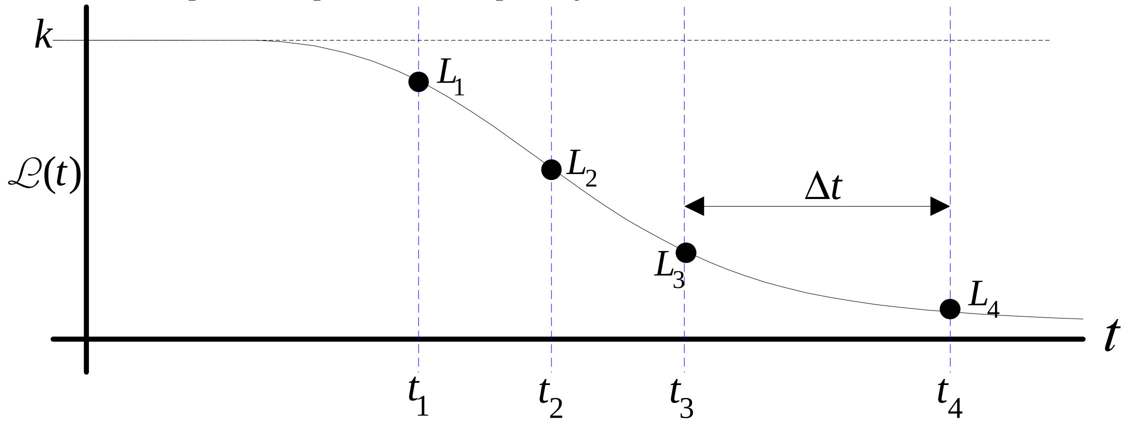
To better understand the table above, let's represent the value graphically. The graph below shows the times for the feedbacks and corresponding presentations.



By looking at the graph above, we can see that as we continue to disregard those presentations, the stability of the functional system getting worse. As shown by the table above, at t_4 distance is not longer a factor to manage $\mathscr{L}(t)$. Now $\mathscr{L}(t)$ depends on how we manage or take a given presentation. We know that $\mathscr{L}(t)$ cannot guarantee repetitive feedback indefinitely. Let's assume that t_4 is equal to time now with a given presentation, if we can put some times in the future, for instance let take t_5 where $t_5 = t_4 + \Delta t$, we can quickly see that at t_5, $\mathscr{L}(t)$ will no longer sustainable, since distance is no longer a factor to manage $\mathscr{L}(t)$. The way to look at it, since we already known, it takes several generations for a given presentation and those presentations can never be predicted in advance. By understanding that, we can see that at t_5 the functional system may not be able to sustain another presentation, since it may not guarantee it at all. All you need to do show that by providing a practical example. In other words, you need to verify that $\mathscr{L}(t)$ cannot guarantee the next presentation at t_5.

c. By understanding your workout above, since the functional system may not be able to sustain another presentation, by continuing to disregard those presentations, assume that the current presentation at t_4 may well be considered to be the last and final presentation. That makes sense, since $\mathscr{L}(t)$ cannot guarantee repetitive feedback indefinitely, so at some point of time it has to be over. Since $\mathscr{L}(t)$ cannot guarantee repetitive feedback indefinitely, since it always take multiple generations for a given presentation, at some point of time, there must be a final presentation or feedback. You need to verify that by providing a practical example. In other words, you know that distance is no longer a factor to manage $\mathscr{L}(t)$, you know that presentations cannot be given indefinitely, assume that a current presentation at t_4, which is time now. Related from your workout above, verify that the presentation at t_4 can be viewed as the final presentation.

d. By understanding our two previous workouts, let's show the graph above again with some losses. From the graph below we can see clearly the losses are L_1, L_2, L_3, and L_4 where L_4 was calculated in term of ΔL from t_3 to t_4, while L_3 was calculated on the same manner. What is important here, we have a much more bigger loss from t_3 to t_4 than from t_2 to t_3. From the explanation, you need to answer the following questions. What causes that bigger lost? Approximate both L_3 and L_4 in term of ΔL. Show that in term of k that $L_4 >> L_3$. That means we lost more at t_4 depend how you look at it. You must also provide a practical example in your workout.



e. Disregard the way you look at it, at some point of time, there must be a final presentation. By understanding presentation of theory and the feedback process, verify that statement.

f. By understanding your workout of part c, you have shown that the current presentation can be considered as the final presentation. By understanding your workout, presentation of theory, the feedback process, our parent, and the functional system, it can be shown that the final presentation can be considered as our last and final chance. What we mean by that? We mean our final chance to apply our utilization theory to enable the functionality of life. This is the way to look at it, assume that at the time the principle was given to us, we disregarded it and chose not to apply it. Now as we came down or as life goes down, we received a feedback from our parent and that feedback is considered as our second chance. To better understand what we have said and the overall process, let's show it in a table.

Time	**Presentation**	**Feedback**	**Chance**	$\mathscr{L}(t)$
t_1	1^{st}	1^{st}	2^{nd}	Dropped
t_2	2^{nd}	2^{nd}	3^{rd}	Dropped more

t_3	3rd	3rd	4th	Dropped much more
t_4	Final	Final	Final	Dropped much, much more

As we can see from the table above, we have been given a lot of chances by our parent to apply our utilization theory to enable the functionality of life. Since the functional system cannot guarantee repetitive feedbacks indefinitely, at some point of time they have to be a final chance. That makes sense, since the functional system depends on us, without us applying our utilization theory to enable its functionality, there will be a time where it will not function. By understanding the overall explanation, show that by providing a practical example. In other words, show that the final presentation may well be considered as our last and final chance. This is the same as saying that, show that the final presentation can be considered or is considered as our final chance.

550. Show your understanding of presentation of theory related to the physical system. This is the same a saying, show your understanding of the physical system related to presentation of theory.

551′. **Understanding Presentation of Theory:** A given presentation cannot be identified by someone else for someone. A given presentation can only be identified personally. Since a theory can only be interpreted personally, since a theory cannot be interpreted by someone for someone, therefore a theory cannot be identified by someone for someone. Since a theory can only be interpreted personally, therefore a presented theory can only be identified personally. Since a presented theory can only be identified personally, therefore a given presentation can only be identified personally.

To better understanding the above explanation, let's take another look of the interpretation function. The interpretation function was given to us in the form of

$$Int\{A\} = K_T A'$$

Now let's represent some entities that make up the interpreted function above in a table so we can understand the explanation better. The diagram depicted below also provides some more information.

A	A'
The theory being interpreted	The theory being presented

Theory being interpreted

$$Int\{A\} = K_T A'$$

Theory being presented

Since a theory cannot be interpreted by someone for someone, since a theory cannot be identified by someone for someone, let's show the same table above based on the same interpretation function with more information. The diagram below the table also provides more information about the interpretation function.

$$Int\{A\} = K_T A'$$

A	A'
The theory being presented, is interpreted personally	The given presentation or the presentation of the given theory is being identified personally as well

Theory being interpreted
is interpreted personally

$$Int\{A\} = K_T A'$$

Theory being presented
is identified personally

552. **Understanding the Theory of Education:** As a self controllable system, we depends on theory to gives us ideas to derive an execute functions of life. When we don't know a theory, we have to learn it. The process of education enables us to learn theories; for instance we learn theories from an instructor. What is important here, as a self controllable system, during the process, the students decide what to learn, not the instructor. During the learning process, as a self controllable system, the students are the one who decides what to learn individually, not the instructor. As a self controllable system, the students decide what to learn personally, not the instructor. During the process, each student determines personally what to learn, rather than the instructor. Just take your time to think about the exercise.

553. **Understanding the Theory of Education:** We already know that the process of education enables us to learn the principle, for instance from an instructor. In that process, the instructor presents the principle to the students. The principle itself is a separate entity from the instructor. In term of the principle, the instructor physically

does not have anything to do with the principle or the presentation of the principle. In other words, the instructor does not have any self interest in the principle nor the presentation. The interest of the instructor is to help the students understand the principle. In the event that the instructor believes there is an interest or a self interest in the principle, education does not exist at all. Whenever the instructors believe that they have selves interest in the principle or the presentation, the word education or the process of education does not exist at all.

Since the principle is considered to be the instructor, in the event that the instructor shows any interest outside the principle, that instructor does not exist at all. In other words, the instructor only defines within the principle and the instructor does not define outside the principle. It is very important to understand that. In the event that the instructor shows some interest outside the principle or the presentation, then that instructor does not exist; so does the presentation and the process of education. The process of education only exists within the principle, so does the instructor. The way to look at it, an instructor is only defined within the principle. Outside the principle, that instructor does not exist and does not define. Just take your time to think about this exercise.

554. By understanding the above exercise, it is also good to know that the principle is unique to itself and within the principle itself, opinions don’t count. Assume that the word *opinion* is valid and it is pointed to an actual entity. The way to look at it, within the principle itself, that entity does not define or exist. Within the principle itself, that word does not exist. The principle is unique to itself and it does not include any outside entity. The principle is unique to itself and within the principle; our opinions do not exist or define. The principle is very unique and it does not accept any outside entity. The principle is so unique, it does not accept any outside entity. Just take your time to think about the exercise.

555′. By understanding the above exercise, with your understanding of our utilization theory, if you want to, use algebra to verify the exercise. In other words, using algebra to show that that our utilization theory is so unique to itself, it does not accept any outside entity. In other words, use algebra to show that our utilization theory is unique to itself and opinions are not included.

556. By understanding the last four exercises above, we should now realize that, if not already. The principle is already what it is and we cannot change it. The principle is already what it is and we cannot adjust it. It is very important to understand that. The principle cannot be changed or adjusted by any mean ad for any reason.

557′. If you want to, use algebra to verify that the principle cannot be changed or adjusted for any reason. In other words, use algebra to verify the above exercise.

558. By understanding the above exercise and the relationship of life, the physical system, and our utilization theory. We should see that in order to adjust the principle, we will need to adjust life as well. Since life includes many functions that cannot be adjusted,

while it is not possible for us to change and adjust the principle, it is not possible for us as well to change and adjust those functions. It is very important to understand that.

559′. As an exercise, if you want to, you can use algebra to verify the above exercise. In other words, you can use algebra to show that in order for us to adjust the principle; we will need to adjust life as well. Since we cannot adjust life, then we cannot adjust the principle.

560. By understanding all the above exercises up to here, we mean exercise number 552 to exercise number 559, we should realize that principles are given entities that are associated with their own systems and we cannot make them. Our utilization theory is given to us and it is associated to us and the functional system. We cannot make a theory. We cannot make principles then attached them to our utilization theory. It is not possible. Our utilization theory is associated to the physical system and the functional system. We can only follow it and apply it to enable life to function normally.

561′. By understanding theory, fundamental of theory, the physical system, the functional system, and the relationship between the physical system and the functional system; since the fundamental of a theory is unique to that theory, we have shown that a theory cannot be duplicated. By understanding that, we have shown

$T + T = T$ not $2T$ and

$T \cdot T = T$ not T^2

By looking at the operation above, and the explanation, they are well mapped. Now what is important here, the uniqueness of those entities are related to themselves and also the physical system or the way the system itself approaches them or understanding them. By understanding that, the word number or number itself maybe viewed within the physical system understanding which is related to the system itself. By understanding what we have said, you need to provide a definition of the word number or simply number and show your understanding of it. You may need to use the point to label and explain your observation. You can also add to it in term of questions, what is number? What are numbers? Once you finish that part, you can also identify each operation from the expressions above and verify your understanding of those operations related to your workout. To better understand what need to be done here, let's repeat them again.

a. First, you need to provide a definition of number and verify your understanding of that definition. In your workout, you can use the point to label and verify your understanding accordingly related to your observation. Within your workout, you can answer the following questions. What is number? What are numbers?
b. Once you finish the first part, you can then identify the operations from the expressions above and verify your understanding of those operations. In both parts, you can also provide practical examples.

562. **Understanding Theory of Education:** From exercise number 448 we know that, while our parent may process ability to execute functions for us, but sometime we have to take our own responsibility to do things for ourselves. Our utilization theory was given to us to enable us to derive and execute functions of life. Since our utilization theory is a separate entity from ourselves, we have to learn it, in order to use it to derive and execute functions of life.

From exercise number 440, we know that as a child, it is normal for our parent to executes some functions for us. Now disregard when we were children or when we were growing up, when it comes to learn the principle, it is completely a different ball game. When it comes to learn our utilization theory, our parent does not compromise. We have to learn it by ourselves individually. It is very important to understand that. Given that the learning process cannot be speeded up and does not take time into consideration, when it comes to learn our utilization theory, we have to be very careful. While we may receive feedback from our parent, nevertheless, when it comes to learn the principle, we have to take our own responsibility individually.

When it comes to learn the principle, we have to be very careful. The principle cannot be learned by someone for someone. The principle cannot be compromised as well. Even our parent does not compromise when it comes to learn the principle. Our parent cannot learn the principle for us. We have to learn it by ourselves individually. Each of us has to take our own responsibility to learn the principle individually. That makes sense, since each of us live and we execute functions of life, and those functions cannot be executed by others for us, we have to learn the principle in order to execute those functions to enable the functionality of life. It is very important to understand that.

563. By understanding the above exercise, we should quickly realize that our understanding of the principle depends on us rather than our parent. The learning of our utilization theory does not depend on our parent, but on us. It is very important to understanding that. Each of us needs to learn the principle by ourselves individually, disregard how long it takes us. As an associative system, the learning of the principle depends on each of us individually, rather than our parent. Just take your time to think about it.

564. By having a good understanding of distance, we mean usage of distance in the past to manage the stability of the functional system. By now you should have a good understanding of that distance itself, the functional system, the physical system, and also communication. With your understanding, what determine that distance?

565. **Understanding Theory of Education:** We know that the theory of education is very important to us, since it enables us to learn our utilization theory. We know that our utilization theory is not represented by a physical entity or physically defined. We know that our utilization theory is very important to us, once we disregard its importance, we also disregard our existence. We know that our utilization theory is completely a different entity and we should handle it with care and importance. Since theory of education enables us to learn our utilization theory, we should also handle theory of

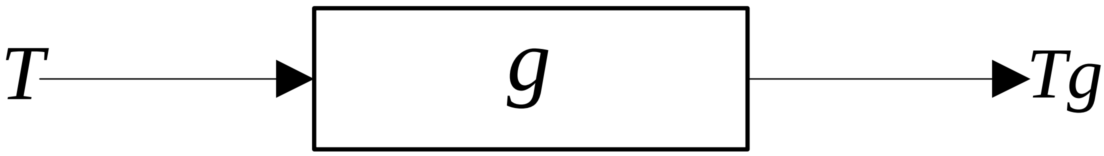
education with care and importance as well. Given that our utilization theory is not physically defined or represented by a physical entity, so does theory of education.

While we use paper to present information, it is always to know that theory of education does not exist on paper. While we use paper for explanation, it is very important to know that the theory of education does not exist on paper. As an instructor, it is very important not to handle theory of education on paper. Since a principle does not exist on paper, as an instructor it is very important not to treat a principle or education as a paper entity. Once we treat education as a paper entity, we have a tendency to take it for granted and we also take for granted. As an instructor, it is very important to understand the process of education and not to let it be taken for granted or let it being viewed as a paper entity. It is very important to understand that; just take your time to think about this exercise.

566. By understanding the above exercise, we can see it makes a lot of sense. Since life does not exist on paper, so does the principle that enables the continuous functionality of life. It is very important for us not to view the process that enables the functionality as a paper entity.

567′. **Understanding the Physical System Related to Application of Theory:** We know that the physical system is theory dependable. We—the physical system—apply theory to enable us to execute functions of life. Since we get ideas from theory to enable us to derive and execute functions of life, we can say that, we—the physical system—take theory as input to enable us to execute functions of life.

The way to look at it, we, the physical system gets ideas from theory to enable us to derive and execute functions of life. Now we have learned that and we know that the physical system was being viewed as a black box with an internal function. We call that internal function an unknown function with theory as input. By understanding what we have just said, we can show the diagram again below.



What is important here, the function g is an unknown function. If the function g is known, therefore all problems are solved; we will not have any problem anymore, because we can predict any output in advance effortlessly and make adjustment in the fly. We mean adjusting the function itself, related to the input. The way to look at it, if the function g is known and we can understand it and work with it, then all problems solved.

Now we know that $T = \{Th_1 + Th_2 + Th_3 + \cdots\}$, assume that for an application we have the theorems in theory T to apply and derive function $u_1(t)$ and those theorems are: $T = \{Th_1 + Th_2 + Th_3 + Th_N\}$ where $N = 4$. In this case we have $T = \{Th_1 + Th_2 + Th_3 + Th_4\}$.

Now assume that the function g was given to us in a form where we can understand it and work with it, for instance integrate it. In this case, we could have done something like the operation below to produce the desired output function $u_1(t)$. In other words, we could have use the integral operator to work with the function to get us the right result as shown below. Keep in mind that the operation below does not exist on paper. Here the usage of the integral operator simply provides a mean of domain conversion in an eforteless manner. We can say that the integral operator is used here as a conversion operator from one domain to another domain.

$$S_1Tr\{T\} = \int_T g\,dt$$

$$= \int_{Th_1}^{Th_N} g\,dt$$

Assume that g was given to us where we can understand it and work with it as shown above, we could have worked with g to produce the function $u_1(t)$ in an effortless manner. For instance it would have been possible for us to go back and forth from theory domain to time domain easily as shown below.

$$T \Rightarrow u(t)$$
$$u(t) \Rightarrow T$$

Or simply

$$T \Rightarrow t$$
$$t \Rightarrow T$$

What is important here; g is an unknown function and we are limited to know it and it is not importance for us to know or understand. It is not in our interest to know g and understand it. We don't need to know about it; we don't need to worry about it; it is not in our interest. We can work with what we have and what we have is not limited to what we want to do. We can work with what we have and what we know to solve the problems we have. There is no need for us to know the function g. What we know about ourselves, the physical system, our theory is enough. We can do whatever we need to do with it. So there is no need for us to know the unknown internal function g.

In order to use the integral operator to perform the above operation g must be known. Since g is unknown, that operation is not valid. It is also incorrect. Therefore, we can refer to that operation as invalid operation. Since the operation is invalid and it will not serve us any purpose; there is no need for us to mention it in our communication or talk about it. Since we don't have any information about that function, therefore the overall exercise must be disregarded in our communication. Outside this exercise or this chapter it is considered to be obsolete. In other words, outside this book, reference to that function or that operator is invalid and obsolete. After looking at this exercise, there is no need to refer to it or mention it anywhere.

568′. **Understanding Comparison of Theory:** By understanding exercise number 470′, we have shown that $\forall T \in U_T$. From the same exercise, we have use the term *The Principle* to refer to T and U_T. Now from exercise number 240, we have shown that $U_T = 1$ or simply $U_T \equiv 1$

From comparison of theory, we have learned that two theories cannot be compared if at least one or both of them are not understood. By understanding the overall explanation up to here, determine whether or not it is possible to compare U_T. In addition to that, show your understanding of comparison of theory related to U_T. Provide additional explanation of your workout and describe your observation.

569. **Understanding Theory of Education:** The process of education enables us to learn the principle and apply it to derive and execute functions of life. The process of education or theory of education does not allow us to learn other people applications nor higher level applications. As a theory dependable system, we learn theory to enable us to derive and execute functions of life. It is very important to understand the process of education and not to misunderstand it.

Theory gives us ideas to enable us to understand, derive, and execute functions of life. While there are regular applications, there are also higher level applications. While there are regular function executions, there are also higher level function executions. As a theory dependable system, we learn theory to enable us to execute functions of life. We can call those functions regular function executions or regular applications, since we can understand them and we get ideas from theory to enable us to understand them. For higher level applications, we don't have any ideas about them. Those applications go beyond our understanding. It is not a part of education to learn about those applications.

By understanding that, we simply omit those applications in our communications. Since the process of education does not allow us to learn about those applications, it makes sense for us to omit them in our communications.

As a communication enabled system, we use our communication interface to exchange information between us. The theory of information enables to manage the flow of information between us. In term of higher level applications or higher level function executions, with the absence of information, there is no flow of information between us. Therefore, we don't have any information about those functions; we can simply omit them in our communication. With the absence of information about those applications, as a communication enabled system, we are limited to talk about those applications. With the absence of information about those functions, as a communication enabled system, we are not able to communicate about those functions. It is very important to understand that. Just take your time to think about it.

570. By understanding the above exercise, we know that as a theory dependable system, the process of education does not allow us to learn about higher level application. That makes sense, since we don't have any idea of those applications, we cannot learn about them. Since our intelligence works in an incremental basis, in order to learn about an entity, we have to have a basis or an idea about it. Since we don't have any idea or basis about those applications, we cannot learn about them. By understanding theory of information, it makes sense as well. Since we don't have any information about those applications, we cannot learn them. Since information about an entity depends on that entity and we cannot generate information, therefore we cannot learn about those application or those function executions.

571. We already know that the logic of our parent is much, much higher than ours and in order for us to understand our parent, we have to scale down. In other words, for instance we have to rely in lower level interpretation. By understanding that and by having a good understanding of the principle, we should know that the reason some of us don't think our parent exists, because they don't understand the principle. Given that the principle cannot be identified for someone by someone, it makes sense. If someone cannot identify the principle, then that person thinks it does not exist. If someone cannot identify the principle, then that person thinks our parent does not exist. There is nothing wrong with that; it is normal. As a theory dependable system, we depend on theory to enable us to understand. In the event that we don't think relatively to a theory to enable us to understand an entity, it makes sense for us not to think about that entity at all.

Now that we have a good understanding of the principle, it makes sense for some of us to think that our parent does indeed exist; that is normal. Before we did not think about the principle, since we know it did not exist. Now we think about it and we know it does exist; so it makes sense for us now to believe in the existence of our parent; that is normal.

572. **Understanding Theory of Education:** By understanding the above exercise, we should see that and we already know that there is a relationship between our parent and the

theory of education. We know that our level of understanding is much, much lower than our parent and in order to understand our parent, we have to raise our level of understanding by relying or lower interpretation. Now by understanding that, we can see that the process of education enable us to mach our level of understanding related to our parent or match it to our parent. In other words, the process enables us to increase our level of understanding relatively to our parent. By doing so, one day we should have no problem to understand our parent. By matching our level of understanding toward the principle, one day we should have no problem understanding the principle. It is very important to understand that. By increasing our level of understanding relatively to our parent, one day we should have not problem to understand neither the principle nor our parent.

573′. **Understanding Application of Theory:** As a theory dependable system, we depend on theory to derive and execute functions of life. By understanding the overall process of application of theory, function derivations, and function executions, it is always good to view it as follow. Assume that we derive a function $u(t)$ and we execute that same function. By understanding the process we have just explained, we can put it like that; $u(t)$ is derived by $Tr\{T\}$. In term of function execution, we have $u(t)$ is executed by $Tr\{T\}$. What is important here, $Tr\{T\}$ is used to derive $u(t)$ and it is also used to execute $u(t)$. This is another way to look at it, in a regular application or function execution, T enables us to understand the derivation and the execution of $u(t)$. We can also say that, in a regular application or function execution, T gives us ideas to enable us to understand the derivation and the execution of $u(t)$.

In term of higher level application, by understanding the process above and try to match it, there is no comparison or understanding at all. In term of higher level applications or higher level function executions, it is not possible for us to neither understand the process nor describe it. In term of high level applications or function executions, we don't have any idea about them. It is not possible for us to describe them or talk about them. Therefore, it is very easy to see why we have to omit them in our communications. As a theory dependable system, we depend on theory of communication to give us ideas to enable us to communicate about a subject. Since we don't have any idea about those functions or those applications, therefore we cannot talk about them. We are limited to higher level applications; therefore we cannot talk about higher level applications.

574. **Understanding Theory of Education:** When it comes to learn the principle, it is very important to look at it the way our parent always approaches it. In terms of the children, our parent always preserves maturity and responsibility. Learning the principle is our responsibility, not our parent responsibility. While our parent may provide us feedback, but not learning the principle for us, disregard what it takes and how long it takes.

If we take a look of higher level presentation in term of time it takes for a given presentation, we always have those questions in mind. Why it takes so long time for a given presentation? Why it takes so long time for a given feedback? Can the overall process be done another way? Why all presentations always geared toward learning the principle? Why all feedbacks we get from our parent, always geared toward learning the principle? The way to look at it, when it comes to learning and applying the principle, we always take it for granted and act irresponsible. In term of our parent to us, when it comes to learn the principle, there is no other alternative; we have to learn it by ourselves. Why it has to take so long time? Can our parent learn it for us? The answer is no; we have to take our own responsibility to learn it, disregard how long it takes. We don't have any choice or alternative; simply learn it to enable the functionality of life. Just take your time to think about it.

575. **Understanding Theory of Education:** We know that there is a relationship between our utilization theory and the theory of education, where theory of education enables us to learn our utilization theory. We also know about the uniqueness of our utilization theory. In relation to the theory of education, we know that the process itself does not involve any opinion or take outside entity. In other words, as a higher level theory, theory of education is also unique to itself. It is so unique to itself, it does not take any outside entity or opinion. Another way to say it, the process of education is very unique to itself. It is so unique to itself, it does not take any outside entity or opinion. It is very important to understand that.

Opinion itself is not a part of education of theory of education. The process of education takes opinion out of learning he principle. The process of education enables us to learn the principle, not opinions. The process of education enables us to learn the principle to enable the functionality of life. The process does not allow us to learn opinions. It is very important to understand the process of education or simply theory of education and what it is about.

576′. Using algebra to show your understanding of the functional system stability related to function and system relationship. This is the same as saying, use algebra to show your understanding of function and system relationship related to stability of the physical system.

577. **Understanding Theory of Education:** The process of education does not allow us to disregard the aspect of an entity, but preserve it. The process of education does not allow us to change information about an entity, but preserve it. The process of education does not allow us to change the aspect of a given entity, but preserve it. The process of education does not allow us to change information about a given entity, but preserve it. The process of education does not allow us to change the aspect of information, but preserve it.

We know that theory of education which is the process of education enables us to learn theory. Since the process of education itself enables us to learn principle that we don't know, since the process of education itself enables us to learn about entity that we don't know, while we are learning principles that we don't know, the process of education itself cannot change the aspects of those principles we are learning. While we are learning about entities that we don't know, the process of education cannot change the aspects of those entities we are learning. That makes sense, since the aspect of an entity depends on that entity, while education provides us the ability to learn about an entity or the aspect of that entity, nevertheless, that same education cannot change the aspect of the entity we are learning. Since information about an entity depends on that entity, while the process of education enables us to learn information about an entity, nevertheless that same education cannot change information about the entity we are learning.

A given entity does have some aspects associated with it. Since the process of education enables us to learn what we don't know, it makes sense for us to use that process to learn about for instance a given entity that is in our interest. By understanding that, we can see that the process of education does not allow us to disregard given entities or principles. Therefore, the process must take given entities or principles into consideration. Since we view entities in terms of aspect, therefore the process of education must take aspects of entities into consideration. Just take your time to think about this exercise.

578. **Understanding Theory of Education:** While the process of education enables us to learn theory, nevertheless the process itself does not increase or speed up the process of learning. The process of learning is a natural process and it happens naturally. The process of learning does not take time into consideration and it cannot be se speeded up by time either. While theory of education provides the learning opportunity, nevertheless theory of education itself or education itself cannot and does not increase the process of learning. It is very important to understand that. Once we fail to understand that, we simply disregard the process. In other words, once we fail to understand that, we simply develop problems. In this case, the process does not exist at all.

579′. Use algebra to show your understanding of the exchange system theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to the exchange system theory by using algebra.

580′. **Understanding Application of Theory:** As a theory dependable system, we apply theory to derive and execute functions of life. We know that life is a set of function that includes both added and existing functions. Now, let assume that S_1 applies theory to derive or execute function $u_1(t)$. In this case, we have $S_1 Tr\{T\} = u_1(t)$. What is important here, in order to produce function $u_1(t)$, S_1 has to derive an instrument to perform that function, or use an instrument to perform that function. In this case we have $S_1 Tr\{T\} = I_1\left[u_1(t)\right]$. Now what is important here, I_1 has a function of $u_1(t)$. In other words, the function of that instrument is $u_1(t)$.

Now let's ask a question, what is the purpose of $u_1(t)$? The function of $u_1(t)$ is to do something, for instance any useful function added to life. Now, let's take that function in term of importance and purpose. By doing so, let's take the function $u_1(t)$ in focus rather than the instrument I_1, where the function $u_1(t)$ is visible, but not the instrument. In this case, any function that provides the same ability or the same function can be considered, where we don't have to worry about instrument I_1 or the instrument that executes the function. We worry about the function only, since the function is what we need to achieve.

By understanding the overall explanation, what is important here; as a theory dependable system, we apply theory to derive and execute added functions of life. Since the function is what we need to achieve, we can think of the function only by disregarding the instrument that performs the function. In other words, we simply disregard the instrument, and we think about the function. In this case, by concentrating on the function only, any alternative function that does the same thing or executes the same function can be considered. In other words, by concerning in the function only, any other function that does the same thing can be considered. In this case, it is always good to think of function in term of purpose. For example, $u_1(t)$ has a purpose of whatever we need to achieve.

a. Just take your time to think about the overall explanation

b. As we said from the explanation above, it is always good to think of function in term of purpose. In this case, we think of the function only. For instance, function drive to go from location to location; for instance function navigate on water to cross a channel or a river, where the purpose is to go from location to location; function use a telephone for distance communication etc. The way to look at it, all those functions have purposes. To better understand what we have just said, we can use a table as shown below to list those functions and provide some explanations about them.

Instrument	Function	Purpose
Car	$u_1(t)$	Facilitate ground travel/go from location to location
Boat	$u_2(t)$	Facilitate water travel/go from location to location or crossing water
Bridge	$u_3(t)$	Facilitate crossing/travel/go from location to location; water/ground crossing etc.
Airplane	$u_4(t)$	Facilitate air travel/go from location to location
Telephone	$u_5(t)$	Facilitate distance communication

What is important here, we can think about those functions. In other words, we think about those functions and disregard the instruments that perform those function; by doing so, we have the following

$$u(t) = u_1(t) + u_2(t) + u_3(t) + u_4(t) + u_5(t)$$

Now by analyzing some of those functions for instance, the first 4, we mean $u_1(t)$, $u_2(t)$, $u_3(t)$, and $u_4(t)$ we can see similarity between them. We mean similarity in terms of what they do. In term of similarity, let's show the table again and reword the purpose column.

Instrument	Function	Purpose
Car	$u_1(t)$	Facilitate travel/go from location to location
Boat	$u_2(t)$	Facilitate travel/go from location to location
Bridge	$u_3(t)$	Facilitate travel/go from location to location
Airplane	$u_4(t)$	Facilitate travel/go from location to location
Telephone	$u_5(t)$	Facilitate distance communication

Now, what is important here, by thinking in term of function only and analyze those functions, we can see that it will be nice if a single function can perform the functions of the others. In other words, we mean if a single function can execute the other functions. In this case, one function is needed rather than 4. To better understand what we have just said, let's take it as shown by the diagram below.

$$u_1(t) \xrightarrow{\textit{performs function of}} u_1(t)$$

$$u_1(t) \xrightarrow{\textit{performs function of}} u_2(t)$$

$$u_1(t) \xrightarrow{\textit{performs function of}} u_3(t)$$

$$u_1(t) \xrightarrow{\textit{performs function of}} u_4(t)$$

From the diagram above and from the table, we can see the function of $u_1(t)$, $u_2(t)$, $u_3(t)$, and $u_4(t)$ are equal. In the case, we can show them in the form of $u_1(t)=u_2(t)=u_3(t)=u_4(t)$. In this case, we can quickly see only one function is needed. We can also put the preceding expression in the form of

$$\begin{aligned}
&u_1(t)=u_1(t)\\
&u_1(t)=u_2(t)\\
&u_1(t)=u_3(t)\\
&u_1(t)=u_4(t)
\end{aligned}$$

By understanding the above explanation, we can quickly see that in the life equation the added function $u_2(t)$, $u_3(t)$, and $u_4(t)$ are no longer needed, since they are performed by function $u_1(t)$. In this case, the overall functions from the table can be seen as something like that.

$$u(t)=u_1(t)+u_5(t)$$

Now since indexing does not matter in term of function, then we can rewrite the above equation in term of the life equation, we mean added function only in the form of

$$u(t)=u_1(t)+u_2(t)+\cdots$$

What is important here, by taking functions in terms of purposes, the added functions can be reduced tremendously; you need to show that by providing a practical example?

c. We know that life is a complex system, since if $h(t)=0$ then $\mathscr{L}(t)=0$, and we know that as the complexity of added functions increases, so does the complexity of existing functions. In this case, the complexity of life also increases. Now by understanding your workout above, by reducing number of added functions, we also reduce the complexity of existing functions, which reduce the complexity of life. By understanding that, the life equation from your workout above can be rewritten in the form of

$$\mathscr{L}(t)=\sum_{n=1}^{\infty}h_n(t)+\sum_{m=1}^{M-L}u_m(t)$$

Where L is the number of reducing functions and $L << M$; we can also call it the reducing factor. In this case, the original life equation still remains the same, where the added functions are taking in terms of purposes and the instruments that perform them are omitted. You need to verify that by providing a practical example. In other words, show that the reducing of added functions also reduce the complexity of life. In this case, you must use the life equation and provide a practical example. In your workout, try to answer that question as well, what is the importance of the reducing factor L .

d. Show your understanding of the word complexity and the term reducing complexity.

581′. Using algebra to show your understanding of the exchange system theory related to interpretation of theory. This is the same as saying use algebra to show your understanding of interpretation of theory related to the exchange system theory.

582. **Our Understanding Related to Application of Theory:** As a theory dependable system, we learn theory then we apply to enable us to derive and execute functions of life. Since our intelligence works in an incremental basis, as we continue learning the principle, we expect to think differently. For instance, before we did not know what life is, as we continue learning the principle, we have a better understanding of life. As we continue learning the principle, we think life in term of functions, where those functions are performed by entities or instruments. Before we started learning the principle, we did not have a good understanding of life and we had taken existing functions for granted. After having a good understanding of the principle, we have more respect for existing functions.

In term of added functions, before we started learning the principle, we did not think about them in term of functions and their instruments. After having a good understanding of the principle, we think about added functions in terms of functions and instruments. Now as we keep making progress in learning the principle, there will be a time where we are not going to think of added functions in terms of functions and instruments, but in terms of functions only. In this case, an added function can be viewed as a function rather than an instrument that performs a function.

583′. **Understanding our Utilization Theory:** After having a good understanding of our utilization theory, after identifying all of the theories from the set, we mean the given set, and working with them, we should have a very good feeling on how the set is organized. With your understanding of the set and each theory from the set, you can think on how the set is organized or structured algebraically. You don't have to work out this exercise on paper or something else, all you need to do, think about it algebraically.

584. **Understanding our Utilization Theory:** We can also say that Understanding the Theory of Education. As we have learned, when it comes to learning the principle, our parent cannot learn it for us; we have to learn it by ourselves individually. When it comes to apply the principle, our parent cannot apply it for us, we have to do it by ourselves individually. When it comes to learn and apply the principle, our parent

cannot do it for us; we have to do it by ourselves individually. In addition to that, we should also know that, if not already, the principle has no limit in term of learning and application.

585. By understanding exercise number 580, 580′ and exercise 582, there maybe a time, when it comes to solve a problem or find a solution for a problem, rather than thinking about a physical solution or a physical entity, we might simply think about a function to solve that problem or provide a solution instead.

586. **Understanding Theory of Education:** We know that our parent principle gives rise to the theory of education. By understanding theory of education itself, we know that theory of education is a higher level theory and it enables us to learn our utilization theory. Some importance principles we have learned about theory of education include: as a theory dependable system, we depend on theory of education to learn theory that we don't know. According to our parent, if we don't know a principle, we have to learn it through the process of education, which we call normal process, disregard what it takes and how long it takes. By understanding what we have just said and our parent related to the process of education, we can see that the overall process of education takes the path of our parent into consideration. In other words, the overall process of education is to follow the same path as our parent. We can also say that the process is to follow the same route our parent does. For instance, our parent shows us the process does not take time into consideration, so we cannot add time to it. Our parent shows us that it—our parent—cannot learn the principle for us, so we cannot show that we can learn it for others. Our parent shows us if we don't know a principle we have to learn it, so we cannot do it differently. Our parent shows us the process cannot be speeded up, so we cannot show that we can speed it up. As a higher level theory, our parent shows us that the process itself related to the theory it belongs requires a higher level of understanding, we cannot do it differently. Since we depend on theory of education to learn theory and when we make mistake in theory of education we also make mistake in theory, our parent shows us that we should be very careful with the theory of education, we cannot do it different, and we have to follow the same path. Just take your time to think about this exercise.

587′. Since the functional system is made both of existing and added functions, whenever we add a function to life, we have to take the existing functions into consideration. Since the existing functions existed before the added functions, and when we add a function to life we simply add a function to a system that is already existed, in this case we have to take the existing functions into consideration. Whenever we fail to understand that, we simply develop problems. When we fail to to take existing functions into consideation when we add a function to life, we simply develop problems. To better understand what we have just said, let's take a look of the life equation.

$$\mathcal{L}(t) = h(t) + u(t)$$

$$\mathcal{L}(t) = h_1(t) + h_2(t) + \cdots + h_N(t) + u_1(t) + u_2(t) + \cdots + u_M(t)$$

Now assume that we add a function to life and we name it $u_2(t)$; here $u_2(t)$ is simply a function that we add to $\mathscr{L}(t)$. Since $u_2(t)$ is not stand alone, $u_2(t)$ executes in the form of

$$u_2(t)=u_2(t)+h_2(t)$$

Now since $\sum_{l=1}^{L} h_l(t)=\sum_{l=1}^{L} h_l(t)+\sum_{n=l+1}^{\infty} h_n(t)$

Then we can see that $u_2(t)=u_2(t)+h(t)$

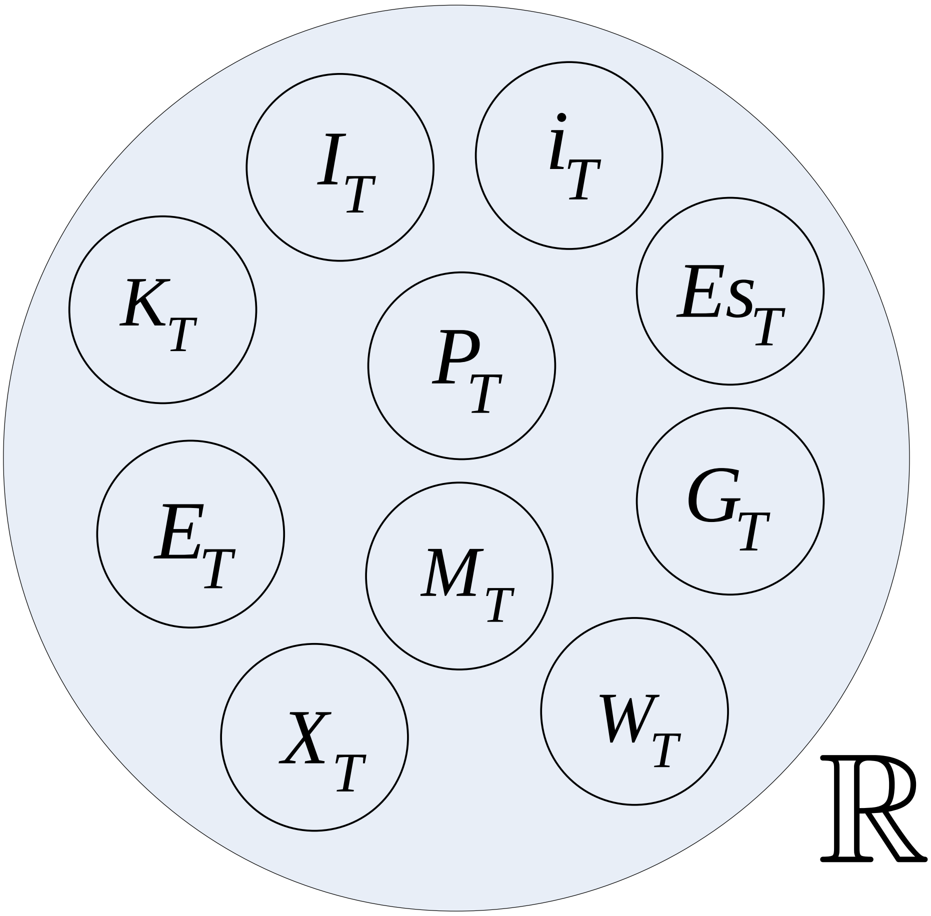
What is important here; since $\mathscr{L}(t)$ does not exist without $h(t)$ or since if $h(t)=0$, then $\mathscr{L}(t)=0$; then $h(t)$ needs to be taken into consideration when we add a function to life. It is very important to understand that. Verify that by providing a practical example. In other words, show that existing functions must be taken into consideration when we add a function to life. You must provide a practical example in your workout.

588′. Using algebra to show your understanding of the functional system stability related to the associativity characteristic of the physical system. This is the same as saying; use algebra to show your understanding of our associativity characteristic related the functional system stability.

589. **Understanding Reference:** It is better to say **Understanding the Importance of a Given Reference**; but it is even better to say Understanding the Importance of the Given Reference. Within a given principle, there exists the communication and the principle itself. Within a given communication, there exists the principle and the communication itself. Within a given communication, the principle can be extracted. Within a given communication, the principle can be identified.

From appendix B the reference section, it points out that the principle itself is considered to be our reference and it is the only reference. By having a good understanding of the principle, we can see that it makes a lot of sense. Since the principle it what we can use to solve our problems, therefore it is our reference and it is our only reference. When we have problems, we can refer to it. By understanding what we have just said, we can see that the principle was given to us so we can refer to it when we have problems. It is very important to understand that. In this case, since the principle itself is considered to be our parent, we depend on it to solve our problems; and when we have problems; we refer to it in order to get a solution for our problems. It is very important to understand what we have just said and not to misinterpret it.

By understanding the above paragraph, we can see that the reason the principle was given to us, so we can refer to it when we have problems. To better understand the overall explanation and to better understand the meaning of reference; in other words, to better understand what the reference entity is, let's look at it this way. After we have been having a lot of problems, we turn to our parent for helps. Our parent provides us with a set of principle so we can refer to it to solve our own problems. What is important here, after receiving the reference from our parent, we mean the set of principle from our parent, we can use it to solve our problems, rather depends on our parent. Since the principle itself is what we depend on to solve our problems that principle itself is consider to be our parent. In other words, after having problems, we referred to our parent for help. Then our parent provided the reference to us, so we can depend on that reference to solve our own problems. Since the reference is what we depend on to solve our own problems that reference is consider to be our parent. It is very important to understand that we have just said and not to misinterpret it. It is very important to understand the reference itself is our parent. After consulting our parent for help, our parent provides us the reference, which we can apply to solve our own problems. The diagram below shows the reference that was given to us by our parent.



The diagram above shows the reference that was given to us by our parent. By taking a look at the diagram, we can clearly see that the reference itself is a set. Therefore we can name it a set of principle or simply refer to it as $\mathbb{R}$, which we use at the abbreviation of the word reference and also mean the given set. Whenever we see $\mathbb{R}$, it is good for us to think it as the reference entity. We use the term *The Reference Entity* to identify our given reference. What is important here; the reference is given to us by our parent and we turn to it by applying it to solve our problems.

By understanding the overall explanation up to here, we know that the reference itself is considered to be our parent and we refer to it by using it to solve our problems. As we can see, the reference is very important to us, since it contains important information that enables our functionality. Now in term of information, it is very important to stay within the reference itself, rather than moving outside it. By understanding the principle of information and communication it makes a lot of sense. Since the reference was given to us and we turn to it to solve our problems, it is considered to be our parent. It is very important to understand that, we can only stay within that range. Within that information, which is attached to the reference itself. Now in term of information, there are a lot of things that are not of our interest. For instance, how the reference was given, where the reference was given, when the reference was given, etc. Those things are not considered as information and they are not of our interest; they are useless. We know that our parent operates at much higher level than us and the logic of our parent goes beyond our understanding. We are even struggle to try to understand ourselves, so the way our parent does things is not even our interest. We don't have to worry about those things. What is important to us is the reference itself that we need to apply to solve our own problems.

To better understand the overall explanation, let's review it again. Our parent provides us a reference so we can turn to when we have problems. By having the reference, we can depend on ourselves rather than our parent all the time. Since the reference is what we refer to when we have problems, that reference itself is considered to be our parent. The given reference is simply a set that contains principles that we can refer to solve our problems. The reference that is given to us by our parent contains principles that are attached to us that we need to apply to enable our functionality. By understanding the relationship between ourselves and the given reference, now when we have problems, we turn to the reference itself rather wait and asking our parent to do things for us. Jus take your time to think about the overall exercise.

590. **Understanding the Characteristic of a Given Reference:** It is always better to say Understanding the Characteristic of the Given Reference. Within a given communication, there exist the principle and the communication itself. Within a given principle, there exist the communication and the principle itself. By understanding the communication, the principle itself can be extracted from the communication. In other words, since there is a relationship between theory and theory of communication and theory of communication attaches to theory, by understanding theory of communication, it makes it possible to understand theory.

By understanding the above exercise, we know that the reference itself is considered to be our parent and we must turn to it when we have problems in order to solve our problems. By understanding that, we can see the reference itself must have its own characteristic and it must also have a relationship with our characteristic. Below we provide the characteristic of the given reference and some explanations about each of them. The way to look at it, in order for the reference to be what it is; in order for the given entity to consider being our reference, it must have the following characteristic.

Application: It must be applicable. The reference is given to us by our parent, so we depend on it to solve our problems rather depending on our parent. We depend on the reference by applying it to solve our problems. The reference is an applicable entity. If the reference was not applicable, it would not have been given to us at all. In order for a reference to be valid, it must be applicable. We must be able to use it to solve our problems.

Relationship with System: It must have a relationship with our physical system or simply our system. The reference is given to us, because it does have a relationship with ourselves. Without that relationship, the reference would not have been given to us at all. Without that relationship, the reference would not be useful to us. Without that relationship, the reference would not be valid. The reference is very useful to us, since it does have a relationship with ourselves.

Relationship with Communication: It must have a relationship with communication; but it is better to say that, it must have a relationship with theory of communication. Within a given principle, there exists the communication and the principle itself. Within a given communication, there exists the principle and the communication itself. Without communication, there is no reference at all. It is always good to say it like that; the reference was given to us by our parent in the form of communication. Since the principle is embedded inside the communication, in order to get the principle, we must understand the communication. Since the principle with the reference is embedded inside communication, in order to extract the principle, understanding communication is needed. Without understanding communication, there is no way we can extract the principle. By understanding that, we can see the relationship of the principle with theory of communication enables us to get the principle by understanding theory of communication. In order for a reference to be valid, it must have a relationship with theory of communication. In order for a reference to be valid, that reference must attached with theory of communication.

Comparison: It must be incomparable. The reference is given to us by our parent to enable us to depend on it to solve our problems. The given reference is not a comparable entity. The reference is unique to itself and cannot be compared. If the reference entity was comparable, it would not have been given to us at all. If the reference was comparable, it would not be given to us at all. By understanding that, we can see that in order for an entity to be a reference, it must be incomparable. In order for a reference to be valid, it must be incomparable.

Independency: It must be independent. We know that a theory cannot be identified by someone for someone else. We know that a set of principle cannot be applied by someone for someone. A set of principle can only be identified independently. A set of principle can only be applied individually. A set of principle can only be identified personally. A set of principle can only be applied personally. By understanding that, we can see that our given reference can only be identified personally. A person cannot identify a reference for someone else. A reference can only be identified personally. In order for a reference to be valid, it must only be identified personally.

Interpretation: It must be interpretable. Since a reference is expandable; since a reference is applicable, it must be interpretable. Interpretation of a reference provides us the opportunity to use the reference accordingly to us and accordingly to our application. Since interpretation is related to theory of communication, interpretation of a given reference is also related to theory of communication. By understanding that, we can see that a reference cannot be interpreted without understanding theory of communication, and understanding theory of communication is considered to be the prerequisite of understanding a reference. The way to look at it, a reference is not valid without understanding communication or simply theory of communication. A reference cannot be interpreted without understanding theory of communication.

Importance: It must be important. It is very important to understand the importance of a given reference. The reference is given to us by our parent, so we can turn to it to solve our problems. The reference is important to us, since we must refer to it to apply it to solve our problems. If the reference was not important to us, it would not be given to us at all. In order for a reference to be valid, it must be important.

Expandability: It must be expandable. The reference given to us by our parent is not application specific. While our parent provides us with the reference, however we decide our own application. Since the reference is not application specific, it has to be expandable to accommodate our application. We expand the reference by applying it based on our application. We expand the reference by applying it according to what we do. By understanding that, we can see in order for a reference to be valid, it must be expandable. Without expandability, it would not be possible for us to expand that reference. Without expandability, a reference does not exist.

Presentation: It must be presentable. The reference is given to us by presenting it to us. The reference is given to us by our parent by presenting it to us. The reference is given to us by our parent; the reference is presented to us by our parent. The reference is given to us by our parent; the reference is presented to us by an instructor. In order for a reference to be valid, it must be presentable. The process of learning theory enables instructors to present theories to students. Related to the reference, we can see that a reference must be presentable.

Portability: It must be portable. Since we are mobile, the reference given to us must be portable. Since we are not stationary, the reference given to us by our parent must be potable. Since we are not present at a single location all the times, it is possible for us to take our reference to us everywhere we go. Therefore, our reference must be very portable in order to facilitate our mobility. By understanding that, we can see that in order for a reference to be valid, it must be portable.

Limitation: It must not be limited. Within a given communication, there exist the principle and the communication itself. Within a given principle, there exists the communication and the principle itself. A reference is given to us in the form of communication, where the principle is embedded inside that reference. In order for us to get access to that reference, the principle of communication must be understood. By understanding that, we can see that a reference itself depends on the theory of communication and a reference itself is limited by the theory of communication. In other words, a reference is not limited; a reference is limited by theory of communication. Since theory of communication is not limited, a reference is not limited. A reference is not limited by communication; a reference is limited by communication. In order for a reference to be valid, it must not be limited.

Fundamental: It must have a fundamental. In order for a reference to be valid, it must have a fundamental. A reference does not exist without a fundamental. In order for a reference to exist, it must have a fundamental.

Similarity: There must be similarity within the items in that reference. In order for a reference to be valid, there must be similarity within the items that make up that reference. In order for a reference to be valid, there must be similarity within the entities that make up that reference. In order for a reference to be valid, there must be similarity within the items inside that reference.

591. By understanding the above exercise, we know that a reference is a unique entity and it is unique to itself. From that understanding, whenever we use the term *a reference* it also means *the reference*. We can use them interchangeability. Both of them are the same.

592. A reference is an entity we can refer to when we need to. A reference is an entity we can refer to when we have problems. What is the aspect of that entity? That entity must have an aspect. By understanding the two exercises above, whenever the word reference is used, we can think about the following characteristics. It is very important to understand the aspect of a given reference. Without the following characteristic, an entity is not considered to be a reference. Without the following aspects, an entity cannot be considered as a reference entity. Without those characteristics, an entity cannot be viewed as a reference.

Characteristic of a Given Reference

- Must be applicable
- Must have a relationship with our system
- Must have a relationship with communication
- Must be incomparable
- Must be independent
- Must be interpretable
- Must be important
- Must be expandable
- Must be presentable
- Must be portable
- Must not be limited
- Must have a fundamental

593. By understanding the above exercise, verify each characteristic listed above by providing a practical example. For instance, a reference must be portable; verify that by providing a practical example. You don't have to do all of them; you can select the

quantity you would like to do. Once you done, you can define the word reference and use the word point to entity diagram to verify your definition.

594. Since a reference is given to us by our parent to enable us to solve our problems, when we have problems, we turn to that reference instead rather to our parent. Since the reference was given to us to solve our problems, when we have problems, we refer to that reference instead, rather to our parent. Verify that by providing a practical example.

595. After we have been having a lot of problems, we turned to our parent for help. Then our parent provided us with a set of principle, so we can help ourselves. After we have been having a lot of problems, we turned to our parent for help. Then our parent provided us with the reference so we can refer to it to help ourselves. Verify that by providing a practical example. If you have worked the one above, you don't have to do this one. You can do either one you want.

596. Show that a reference is unique to itself and cannot be compared. Your workout must include a practical example. In other words, verify your understanding of the following statement by providing a practical example. The statement is: a given reference is unique to itself and cannot be compared.

The way to look at it; a given reference from our parent to us that enables us to solve our problems is incomparable. We know that the reference is given to us by our parent and it is unique to itself and cannot be compared. While we have been having problems, we turned to our parent, and then our parent gave the reference to us, so we can refer to it. By understanding what we have just said and the overall process, we can see that the reference itself is incomparable.

597. Since a reference does not exist without communication, once we take communication for granted, we also have a tendency to take the reference for granted as well. Verify that by providing a practical example.

598. We know that the principle itself is considered as our reference. The principle cannot be identified by someone for someone, so does the given reference. Verify that a reference cannot be identified by someone for someone else by providing a practical example.

599. After we have been having a lot of problems, we turned to our parent for help. Then our parent provided us with the reference so we can refer to it to help ourselves and solve our problems. Now since the principle itself is considered to be the reference, the reference is also considered to be our parent. Verify that statement by providing a practical example.

600. Since the principle itself is considered to be our parent, and the principle itself is not represented by a physical entity, so does the reference. Since the principle itself is considered to be our parent, and the principle is not represented by a physical entity, so does the reference is not represented by a physical entity. Show that a reference is not represented by a physical entity and cannot be represented by a physical entity. You

must provide a practical example in your workout. In other words, show that a given reference is not represented by a physical entity by providing a practical example.

601. A reference is available when it is needed; a reference is always available. Verify the statement by providing a practical example if you want to.

602. Verify that a reference cannot be identified if it is not understood. The way to look at it, if the reference is not understood, then it will not be identified.

603. Show your understanding of the physical system constant characteristic related to each given reference item in exercise number 590. You may need to map them together and show your observation. For instance you may choose a characteristic of the physical system and map it to one, many, or all items identified in the exercise and provide some explanation.

604. Show your understanding of the given reference and the difference between theory and philosophy. This is the same as saying show your understanding of the the relationship between theory and a given reference as opposed to philosophy.

605. Show your understanding of the physical system related to a given reference. This is the same as saying that, show your understanding of a given reference related to the physical system.

606. Show your understanding of added function related to a given reference. This is the same as saying, show your understanding of a given reference related to added functions.

607. Show your understanding of existing functions related to a given reference. This is the same as saying that, show your understanding of a given reference related to existing functions.

608. Show your understanding of a given reference related to the functional system. This is the same as saying that, show your understanding of the functional system related to a given reference.

609. Show your understanding of parent and children related to a given reference. This is the same as saying that, show your understanding of a given reference related to both parent and children.

610. A given reference can only be identified if it is understood; verify that by providing a practical example. Now, since a reference depends on understanding communication or simply theory of communication, you may need to show that within your workout or separate, a given reference cannot be understood without understanding theory of communication. It is the same as saying that, without the visibility of theory of communication, a reference is not visible. If you have not done so, you can work that out as well by providing a practical example.

611′. Using algebra to show your understanding of communication theory related to interpretation of theory. This is the same as saying use algebra to show your understanding of interpretation of theory related to communication theory.

612. Show your understanding of communication theory related to a given reference. This is the same as saying, show your understanding of the given reference related to communication theory.

613′. **Understanding the Relationship between a Given Reference and the Theory of Communication:** A reference is presented to us in the form of $T = T \cdot K_T$, where K_T is considered to be the communication the reference is embedded to and T is the reference itself. Now, since the reference depends on theory of communication to understand, and without the visibility of K_T, $T = 0$; in other words, without the visibility of theory of communication, the actual reference does not exist. In short, you can verify that by providing a practical example.

Since the reference is given to us in the communication domain, we can see in this case the communication function applies. In other words, the reference is given in the communication domain, where the function of that reference can be viewed as $f(x)$. In the theory domain, we know that there is a relationship between $f(x)$ and $u(t)$. All you need to do here, show the reference is given to us in the form of $T = T \cdot K_T$, where that form is related to the communication function $f(x)$ in the communication domain.

614′. Use algebra to show your understanding of communication theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to communication theory by using algebra.

615′. **Understanding the Relationship between a Given Reference and the Interpretation Function:** The interpretation function was given to us in the form of $Int\{A\} = K_T A'$. We know that if $A = 0$, then $Int\{A\} = 0$, or there is no interpretation. We also know that there is a relationship between K_T and A. Now since there is a relationship between a reference and the interpretation itself, and interpretation depends on the theory of communication, in this case, if theory of communication is not understood or visible, so does the reference. In other words, the interpretation of the reference depends on K_T and without understanding K_T, the reference is not present or being viewed as negative. Verify that by using the interpretation function.

616′. Show your understanding of a given reference related to our utilization theory. In other words, use algebra to show your understanding of $\mathbb{R}$ related to U_T. This is the same as saying that, show your understanding of our utilization theory related to a given reference. We can also say understanding of the relationship between our utilization theory and a given reference.

617′. Show your understanding of a given reference related to theory of communication. In other words, use algebra to show your understanding of $\mathbb{R}$ related to K_T. This is the same as saying that, show your understanding of theory of communication related to a given reference. We can also say the relationship between theory of communication and a given reference.

618. **Understanding Parent and Children Related to a Given Reference:** Since the principle itself is considered to be our parent, the principle is personally identified. Since the reference itself is considered to be the principle, the reference is personally identified. Since the reference itself is considered to be our parent, the reference is personally identified. Therefore, our parent is personally identified. Our parent is personally and uniquely identified. One cannot identify our parent for someone else. A person cannot identify our parent for another person. Only a child can identify his/her own parent personally. Another child cannot identify the parent of another child for that child. Once we misunderstand that, we simply misunderstand the principle. Once we misunderstand that, we simply misunderstand what a given reference is. Just take your time to think about this exercise.

619. By understanding the exercise above, we can see that the existence of our parent is simply personal. Since a child cannot identify his/her parent for another child, since a child cannot identify the parent of another child for that child, since the parent of a child can only be identify by that child, the existence of our parent is only person. Since we can only identify our parent personally, since someone cannot identify our parent for us, since one cannot identify our parent for someone else, the existence of our parent is only personal, so does the reference. The existence of a given reference is only personal as well and one cannot identify it for someone else. Just take your time to think about this exercise.

620. **Understanding the Theory of Education:** As we should have known already, to promote maturity and responsibility, our parent provides us with the reference so we can help ourselves. By understanding the overall process and the process of education, we can see that the process of education enables us to learn the principle, so we can apply it to solve our problems. The way to look at it, the process does not exist by promoting immaturity and irresponsibility. The process exists only by promoting maturity and responsibility. The process only exits by following the path of our parent. Jut stake your time to think about that.

621. **Understanding the Theory of Education:** By understanding the last three exercises, we can see that the given reference itself is very important with the process of education.

Once that reference is being taken for granted, the process does not exist at all. The way to look at it, once the instructor takes the reference for granted, the students may have a tendency to take it for granted as well. Once the reference is being taken for granted, the overall process of education is being taken for granted as well. In this case, the process will not serve the purpose it supposes to serve. Once the process is being taken for granted, it will not solve the problem it was indented to. Just take your time to think about that.

622. Show your understanding of a given reference related to the theory of communication. This is the same as saying, show your understanding of theory of communication related to a given reference. You must provide a practical example in your workout. You can work this one out if you have not done so already.

623. Show your understanding of a given reference related to information theory by providing a practical example. This is the same as saying show your understanding of information theory related to a given reference by providing a practical example.

624. Show your understanding of a given reference related to instrumentation theory by providing a practical example. This is the same as saying show your understanding of instrumentation theory related to a given reference by providing a practical example.

625. Show your understanding of a given reference related to the power theorem. This is the same as saying show your understanding of the power theorem related to a given reference.

626. Show your understanding a given reference related to the theory of education. This is the same as saying, show your understanding of theory of education related to a given reference.

627. Show your understanding of a given reference related to the theory of marketing by providing a practical example. This is the same as saying, show your understanding of the theory of marketing related to a given reference by providing a practical example.

628. Show your understanding of a given reference related to the exchange system theory by providing a practical example. This is the same as saying, show your understanding of the exchange system theory related to a given reference by providing a practical example.

629. Show your understanding of a given reference related to the gaming theory by providing a practical example. This is the same as saying show your understanding of the gaming theory related to a given reference by providing a practical example.

630. Show your understanding of a given reference related to the work theory by providing a practical example. This is the same as saying show your understanding of the work theory related to a given reference by providing a practical example.

631. Show your understanding of a given reference related to the theory of reproduction. This is the same as saying show your understanding of the theory of reproduction related to a given reference.

632′. We know that a reference is unique to itself and cannot be compared. By understanding our given reference, we also know that if comparison was an issue, the reference would not have been given to us at all. By understanding that, we can see that $\mathbb{R} = 1$ or simply $\mathbb{R} \equiv 1$. By understanding the explanation, if you want to you can show that $\mathbb{R} = 1$ by providing a practical example. Another way to say it is that, verify that a reference is equal to unity by providing a practical example.

633. Verify that a reference cannot be represented by a piece of paper. Since a given reference is not physically defined, show that a piece of paper cannot be considered or used as a reference. You must provide a practical example in your workout. This is the way to look at it, rather than defining a document related to the system it is associated, let's define a document as a piece of paper or a book. Now since a reference cannot be identified by a piece of paper or a physical entity, show that piece of paper or book cannot be identified or use as a reference.

634′. **Understanding a Given Reference Related to a Given Presentation.** We could have also said Understanding a Given Presentation Related to the Given Reference. A reference is given to us by our parent; a reference is presented to us by our parent. A reference is given to us by our parent; a reference is presented to us by an instructor.

A reference is given to us by our parent to enable us to solve our problems and to enable the functionality of life. A reference is given to us by our parent and presented to us by an instructor, so we can refer to it and apply what inside that reference, so we can solve our problems to enable the functionality of life.

It is very important to understand the reference itself and the presentation process. As we have learned earlier, our parent provides us the reference so we can refer to it, instead of depending on our parent itself to solve our problems. If we look at the overall presentation process and by understanding exercise number 373′, we can see that at the time the reference is presented to us by our parent, it is presented through an instructor. It is very important to understand that and not to misinterpret it. The way to look at it, since presentation of theory enables us to learn a theory from an instructor; since in a higher level presentation, our parent feedbacks us through an instructor, it is normal for the reference itself to be given through an instructor. To better understand the process, we can take it like that. The reference itself is given to an instructor, while the same reference is presented by an instructor. We can also say it like that; the reference itself is given to an instructor, while that reference is presented by that instructor. The overall process is that the reference itself is given through an instructor. It is very important for us to understand the overall process and not to misinterpret it.

Now as we have said it earlier, while we have been having problems, we turned to our parent for help. Now to preserve maturity and responsibility, our parent provides us with the reference, so we can refer to it to help ourselves. If we look at the overall process before the reference is given to us and after the reference is given to us, we can see that it is normal for life to get better after the reference is given to us; assume that we understand it and apply it. This is the way to look at it, assume that we were working to do something, now we turn to our parent for help, now our parent provides us with the instruction on how to do it. It is normal for us to follow the instruction and do what we were doing properly; assume that we can understand that instruction and follow it. If for any reason we disregard that instruction, we will never be able to do that thing properly. This is normal as well, since the task we were doing depends on the instruction our parent provided to us to solve that problem, once we disregard that instruction and not follow it, we also disregard what we were doing. The way to look at it, we turned to our parent for help for our application. We can see that the result of our application depends on the help we asked our parent. In this case, if we refer to the reference our parent gives us and apply it, our application will be successful. In the other hand, if we disregard the reference, our application will fail or execute with error.

Comparing the above explanation to life, it is the same thing. Our parent knows about life better than us. While we were struggle, we turned to our parent for help, and then our parent provides us with the reference, so we can refer to it and solve our problems to enable life to function normally. Now if we refer to the reference and follow it, it is normal for life to function normally. However, if we disregard the reference, it is normal as well for life to function abnormally. Since life depends on the reference our parent gives us, once we disregard that reference, we simply disregard the existence of life. Since we depend on the reference to function, once we disregard that reference, we simply disregard ourselves. Since the physical system depends on that reference, once we disregard that reference, we simply disregard the physical system.

a. Just take your time to think a bout the overall explanation above
b. If we look at the overall process of presentation of theory, we can see that our parent has been very patient with us and always provides us another chance that depends on the functional system. To better understand what we have just said, let's take it like that. Let's assume that a time t_1 the reference is given to us and presented to us by an instructor. Now if we look at the overall process, that time can be considered as the first feedback and the first presentation. Here we use time t_1; it does not matter; we can use any other time. What is important here; at the time the reference is given to us, we let it equal to t_1. By understanding what we have just said, let's fill the table below.

Time	Reference	Presentation	Feedback	$\mathcal{L}(t)$
t_1	Given	1^{st}	1^{st}	Down

By looking at the table above and understand the overall exercise up to here, we can see that as the functional system is going down, our parent provides the reference to us, which is considered the first presentation. Now what we do; we simply disregard the reference, the feedback, and also the presentation. We choose not to apply the feedback or not to refer to the reference and apply what inside it. At the same time, the functional system continues to come down. Now at time t_2, our parent provides us another feedback; by understanding that, we can continue the table above by extending it with that information. In this case, we have the table below.

Time	Reference	Presentation	Feedback	$\mathcal{L}(t)$
t_1	Given	1st	1st	Down
t_2	Available	2nd	2nd	Down more

The disregarding of the feedback from our parent is still continue at time t_3 and t_4. The way to look at it, at time t_2 we disregard the feedback provided to us by our parent. We continue to do the same for time t_3 and t_4; while the functional system is declining more. As we already know, each feedback is considered to be a presentation. By understanding everything we have just said; the table above can be extended to the one below.

Time	Reference	Presentation	Feedback	$\mathcal{L}(t)$
t_1	Given	1st	1st	Down
t_2	Available	2nd	2nd	Down more
t_3	Available	3rd	3rd	Down much more
t_4	Available	4th	4th	Down much, much more

What is important here; every time we disregard the feedback and the presentation given to us by our parent, the functional system becomes less stable. By understanding the overall explanation up to here, all you need to do for this part; for each time t_1, t_2, t_3 and t_4, show your understanding by providing a practical example. At the end, you will have something like that. The application column is considered the name of the application.

Time	Application	Function
t_1	Application 1	$u_1(t)$

For the following time at t_2, you can do the same application, but execute at another time. You can also choose other application at different time. Now assume that at time t_1, you have $u_1(t)$ and at time t_2 you have $u_2(t)$. What is important here; show that for each time like t_1, t_2, t_3 and t_4 $u(t)$ depends on

$\mathbb{R}$ or the same $\mathbb{R}$ or the same reference or points to the same reference. In this case, since $u(t)$ depends on $\mathbb{R}$, and $u(t)$ is derived by S, S must point somewhere; like

$$S \xrightarrow{\textit{points to}} ?$$

While we say $u(t)$ points to $\mathbb{R}$ here, it is not exact, since $\mathbb{R}$ is a set. You must be exact to show where $u(t)$ points to, then where S points to; for instance you have the following. Think is as a relationship where $u(t)$ points to and where S points to.

$$u(t) \xrightarrow{\textit{points to}} ?$$

$$S \xrightarrow{\textit{points to}} ?$$

To better understand the overall exercise in terms of what to do, let's say it again. For each time, you are going to show your understand of your application by providing a practical example. We mean show your understanding of your application related to what your application depends on to execute. It is better to say it like that, for each time, show your understanding of your application related to a given reference. We can also say for each time, show your understanding of a given reference related to our parent feedback by providing a practical example. You application at each time is considered to be a practical example.

c. From your workout above, you have found where S points to. We mean the entity S points to. Now find out the relationship between that entity and $\mathbb{R}$. We mean the relationship of the entity you have found and the given reference $\mathbb{R}$.

d. Continue from the part b above, by understanding the relationship of parent and children, we know that we thank our parent for what our parent does for us. For instance, we thank our parent for the given reference, we also thank our parent for a given feedback and presentation. Now by understanding that, we also know that as we disregard what our parent does for us and as the functional system comes down, the farther we come down, the thanks we say to our parent have less meaning to our parent. By understanding that, we can show that here. In other words, here you will use your understanding of parent and children relationship to show as we come down farther; the thanks we say to our parent have less meaning. In order to show that, you have to determine the value of the tanks at each time. In order to show that, you can do the following as shown by the table below. The instruction or principle column is considered as the instruction or principle that is used to derive or execute the function.

Time	Application	Function	Instruction or

			Principle
t_1	Application 1	$u_1(t)$	Derivation principle

The table below is a continuity of the table above. Since we don't have enough space, we simply show the extra information on the table below to continue the table above.

Time	Instruction	Value of Thanks
t_1	Derivation principle	

To better understand the above explanation including the table and to help your workout, the table below provides some more information. By understanding the life equation, we know that there is a relationship between $u_1(t)$ and $\mathcal{L}(t)$.

Here we use a value of $0.8k$. It can be any value you wish and it is determined by your workout.

Time	Function	Function Execution Value	$\mathcal{L}(t)$
t_1	$u_1(t)$	$0.8k$	Down

By understanding parent and children relationship, assume that each time the instruction is given and it is disregarded. You can use that to find the value of the thanks at the time the presentation is given; for instance.

Time	Function	Reference	Instruction	Value of Tanks
t_1	$u_1(t)$	Given		

e. Now let's assume that all your applications are equivalent to one application. We mean one application tat executes at different time. It does not matter; you can use one of your applications or let all of them equal to one. Now since you apply theory to derive $u(t)$; in other words, you have done something like that

$$Tr\{T\}=u(t)$$

Assume that $u(t)$ is a function of an instrument, we mean the function of the instrument you have derived or simply a service that you provide. Now assume that you want to make other people aware of the function $u(t)$. Let's use the word presentation to call that process. Here it does not matter; we simply use the word presentation; where the process can be viewed as presentation to other people. Now by doing so, show indeed your application can be viewed as a presentation. All you need to do here, present it to other people to show it can be presented or simply show it can be presented. Once you have completed this part, show where that presentation points to. In other words, if you give your presentation a name, use the point to label to identify where it points to.

f. By having a good understanding of the exercise up to here, you should have a very good understanding of presentation of theory and application of theory related to a given reference. Now in term of application at t_1, assume that your application is made of N number of people or simply N people; then at t_2, the number of people in your application increases; so does at t_3 and at t_4. For instance at t_1, you application has N people, then at t_2, your application has $N+M$ people. In this case, you application increases by M people at t_2, then at t_3, you application increase by $2M$ and at t_4, you application increase by $3M$ people. To better understand the overall process, let's show it in a table.

Time	**Number of People in Application**
t_1	N
t_2	$N+M$
t_3	$N+2M$
t_4	$N+3M$

While we use M as an increase factor here, it does not matter. You can think it only as a number. All what is important here, the number of people in the application increase related to time. Now as the number of people in the application increase, assume that we keep disregarding the given reference or the instruction that the application depends on, verify the performance of that application related to time. For instance, as people increase in the application, the principle is disregarded, then the performance of the application. You can have a table as shown below.

Time	**Application**	**Number of People**	**Function**	**Performance**
t_1	Application 1	N	$u_1(t)$	
t_2	Application 1	$N+M$	$u_1(t)$	
t_3	Application 1	$N+2M$	$u_1(t)$	
t_4	Application 1	$N+3M$	$u_1(t)$	

From the table above, we use the same application, but execute at different time. The value of the performance column can be viewed as some value of k. It does not matter, if you want, you can use or think as different applications execute at different times.

g. Now look at the Δ performance from the time interval. For instance from t_1 to t_2, either we have L or G, then determine ΔL or ΔG.

h. From your observation from the two workouts above, what does the increase of people in the application cause in that application? Disregard the way you respond the question, you need to answer this question; what causes that?

i. Let's assume related to time and related to number of people in the application, the application keeps declining in term of performance. Now that we want the application to execute normally, what can we do to enable that application to execute normally? Take number of people into consideration in the application. Take the reference into consideration as well. Approach your workout in both communication and theory domains by taking everybody in the application into consideration. In this case you can have something like that.

Time	**Application**	**Number of People**	**Communication Function**	**Function**
t_1	Application 1	N	$f(x)$	$u_1(t)$

We assume that after responding the question above, you have taken necessary step to make your application execute normally.

j. Now respond to this question; what does have to do with the given reference $\mathbb{R}$?

k. Refer to part "i" by taking number of people into consideration, verify that in order for the application to be successful; all people in the application must point to the right direction. Use the right direction as $\mathbb{R}$ to show that. You can take group into consideration as well. Taking group into consideration depends on you, but it does not matter.

l. From part c above, we have determined the value of the thanks we say to our parent after doing something for us or provided feedbacks to us. In this case, we have shown something like that.

Time	**Our Parent to Us**	**Presentation**	**Feedback**
t_1	Gives reference	1^{st}	1^{st}

The table below is a continuity of the one above. We use the table below to continue the one above, because of space.

Time	**Our Action to Our Parent**	**Value of Thanks**
t_1	Say thanks	

Now what is important here; compare to the thanks we say to our parent that becomes meaningless related to time, if we compare those thanks to what our parent had done for us, we can see that what our parent provided us have more value. Or depend on you, we may say, may have more value. Here is what you need to do here; for each time, your are going to show your understanding of what our parent had done for us and provide a value for it. For instance at time t_1 our parent provided us with the reference. Now you need to show your understanding of that reference and add a value to it. That value is considered the value of that reference. At the end, you will have a table like this.

Time	Our Parent to Us	Presentation	Feedback	Value of What Our Parent Does for Us
t_1	Give Reference	1^{st}	1^{st}	
t_2	Feedback	2^{nd}	2^{nd}	

Here we continue with the table above, because of space

Time	Reference	Our Response to Our Parent	Value of That Thanks
t_1	Given	Say thanks	
t_2	Available	Say thanks	

The way to look at it, for each time like t_1, t_2, t_3 and t_4 you show your understanding of the entity given to us by our parent and provide a value for that entity. At the end, you will complete the tables above like the way they look and have a table similar to the one below. For each time, you need to show your understanding of that entity and show your observation accordingly.

Time	Entity Given to Us	Value of That Entity
t_1	Reference	
t_2	Feedback	

m. By looking at the overall process, we can see that our parent has been very patient with us. We mean the overall process, presentation of theory and the given of the reference $\mathbb{R}$. Now let's assume that at t_1, we turned to our parent for help. To preserve maturity and responsibility, our parent provided us with the reference $\mathbb{R}$, so we can refer to it instead to solve our problems to enable life to function normally. By understanding that, we should see that, after getting the reference from our parent, life should have been functioned normally. We should have used it to enable life to function normally without problem. Instead, we simply disregard it. Now at time t_2, our parent provided us another feedback. Rather than using it to enable the functionality of life, we then disregard it. At time t_3 and t_4, the same process continue. The overall process can be summarized by the table below.

Time	Our Parent to Us	Reference	Presentation	Feedback
t_1	Reference	Given	1st	1st
t_2	Feedback	Available	2nd	2nd
t_3	Feedback	Available	3rd	3rd
t_4	Feedback	Available	4th	4th

The table below is a continuity of the table above

Time	$\mathscr{L}(t)$	Our Action
t_1	Down	Disregard
t_2	Down More	Disregard
t_3	Down Much More	Disregard
t_4		

Now what is important here; by looking at the overall process, except at t_1, we can see that our parent did not need to provide additional feedbacks to us. There are several reasons for that. First, the reference which contains everything that we need to know to solve our problems and to enable the functionality of life was already given to us and it is available. Second, we should have taken that reference seriously. So by understanding that, we can see at t_2, t_3 and t_4 our parent did not need to provide us additional feedback. But since our parent is very patient with us and it is our parent, then it is possible for us to get additional feedback when it is needed and at a time it is guaranteed by the functional system. By understanding the overall explanation, all you need to do, except for t_1. For each time, show that our parent has been indeed very patient with us by providing a practical example. You should do that for t_2, t_3 and t_4 by providing a practical example for each time. At the end, you should have a table like this and show your observation and provide additional explanation.

Time	Our Parent to Us	Reference	Presentation	Feedback
t_2	Feedback	Available	2nd	2nd
t_3	Feedback	Available	3rd	3rd

t_4	Feedback	Available	4^{th}	4^{th}

The table below is a continuity of the table above

Time	Application	Function	Performance of Application
t_2	Application 1	$u_1(t)$	ak
t_3	Application 1	$u_1(t)$	bk
t_4	Application 1	$u_1(t)$	ck

Where a, b, c are considered to be numbers. In the performance of application column, we put those numbers in term of value of k.

n. By understanding your workout above, you have shown that our parent is indeed very patient with us. Now if we look at the overall process, we can see that our parent always provides us another chance at a time it is possible and guaranteed by the functional system $\mathcal{L}(t)$. For instance, at t_1 our parent provided the reference to us, as we already known, this was our second chance; where at t_2 we had our third chance. The table below summarizes the overall process to help us understand it better.

Time	Presentation	Feedback	Chances
t_1	1^{st}	1^{st}	2^{nd}
t_2	2^{nd}	2^{nd}	3^{rd}
t_3	3^{rd}	3^{rd}	4^{th}
t_4	4^{th}	4^{th}	5^{th}

All you need to do here, if you want to by continuing your workout above, for each time, we mean t_1, t_2, t_3, and t_4 verify the chances by providing a practical example. For instance at t_1, you are going to verify the second chance by providing a practical example. You must also show your observation and provide more explanation.

o. As we already know, when working in a project, the result of the project depends on everybody. Similarity, a higher level presentation takes everybody alive into consideration. That makes sense, since life depends on everybody; the performance of functions that we execute in life must depend on everybody as well. Since in a higher level presentation, the presented theory enables us to make adjustment to our functions to enable life to functional normally, it must take everybody alive into consideration. To better understand what we have just said related to a given reference, it is better to take it like this in the communication domain. Since the reference itself was given to us in the communication domain. The way to look at it, we turned to our parent for help about our project, and then our parent provided us with the idea on how to help ourselves. In this case, the reference is presented to us in the communication domain, where $f(x) = Ax$; and A is considered to be the idea of our application or our application, where that idea is given to us by our parent. Now all we need to do implement it to enable $f(x)$ to execute normally. By understanding the overall explanation, all you need to do here, first, write the expression for $f(x)$ for specific time by taking people in the application into consideration. In this case, you should have a table like the one shown below. For each time as well, you should also provide an explanation about function $f(x)$ and also a description of the application. You must draw the diagram as well and determine A for each time.

Time	People	Function With People	Function Description	Application Description
t_1	N			
t_2	$N+M$			
t_2	$N+2M$			
t_4	$N+3M$			

What do we mean by people in the application? As you already know, related to time you keep adding people in the application as shown by the table above. Once you have completed the part above, for each time like t_1, t_2, t_3 and t_4 determine the result of the application based on the communication. In this case, you should have a table similar to this one. As we already know, the communication result column means also application result. We can interchange those two terms.

Time	Communication	Communication Function	Communication Result
t_1			
t_2			
t_3			
t_4			

The way to look at it, for the table above, you must show that each result depends on the communication.

We already knew that in order for our project to be successful, our communications must be error free. In other words, in order for $f(x)=Ax$, $\forall x=1$. We also know that the idea of our application must be unity as well and must not be negative. By understanding that, the following conditions applied. If $A=\widehat{A}$, then $x=\widehat{x}$; the same as $x=\widehat{x}$, then $A=\widehat{A}$; where $\widehat{x}$ refers to multiple different communications and $\widehat{A}$ refers to multiple different applications or ideas of applications. By understanding the overall exercise, what is important here; while we were having problems in our project, we turned to our parent for helps, and then our parent provides us with the reference that contains the idea of the application. By understanding that, we can see that our project will never be successful if we disregard the idea of the application which was provided to us by our parent. In other words, while we are all working in one application, we disregard the idea of our application which was given to us by our parent. By understanding the relationship between the idea of our application and our project itself, we can see that we will never be successful if we keep disregarding the idea that was given to us by our parent. In order for our project to be successful, we must follow the idea of the application that was given to us by our parent. By understanding the overall explanation, all you need to do here, for each time, show your understanding of the idea that was given to us by our parent and the current idea of our application. To better understand what to do here, at the end you should have a table like this.

Time	**Idea From Our Parent**	**People**	**Communication**	**Communication Function**
t_1	A	N		
t_2	A	$N+M$		
t_3	A	$N+2M$		
t_4	A	$N+3M$		

The table below is a continuity of the table above. You must also provide a description of the communication, the communication function, and idea from our parent, our idea, application description, and application result. If you want to, you can respond to this question, determine the difference in the application at each time, we mean the difference in the application at N people and at $N+M$ people and so.

Time	**Idea From Our Parent**	**People**	**Our Idea**	**Application Description**
t_1	A	N		
t_2	A	$N+M$		
t_3	A	$N+2M$		

t_4	A	$N+3M$		

p. Depend how you workout the part above, show your understanding of the Error Correction Function (ECF) related to your responsibility. In other words, since you are also in the application and you know that $f(x) = f(\overline{x})$. In order to remove error in $f(\overline{x})$, we must apply the Error Correction Function. Now show your responsibility in that application related to the Error Correction Function. Here since you include in the number of people in the application, you will take yourself into consideration in term of responsibility.

q. We know that while we have been having problems, we turned to our parent for help and our parent provided us with the reference so we can refer to it to solve our problems. We know that the reference was given to us in the communication domain. We know that there is a relationship between the communication function and the interpretation function. Now assume that the reference is given to us in a form where it is related to the interpretation function. In this case we have

$$Int\{A\} = K_T A'$$

The equation above assumes normal interpretation of theory A, which is based on the theory of communication K_T. In the event that K_T is negative, the interpretation of the reference in our side becomes.

$$Int\{A\} = \overline{K_T A'}$$

We know that the reference is $\mathbb{R}$. We mean $\mathbb{R}$ is what is given to us by our parent. A is considered to be an entity inside the reference our application depends on. In other words, A is considered as the principles that are inside $\mathbb{R}$, that we must use to execute our application.

To better understand the overall explanation, let's replace $\mathbb{R}$ by T, where T is considered to be the principles that include in the reference our parent provides us or refer us to that we must use to solve our problem or execute our function $u(t)$. Now what is important here, while we were working in our application to execute function $u(t)$, we were having problems, then we turned to our parent for help, then our parent provided us with T, that we must apply to execute $u(t)$. Now if we look at the overall process in term of people in the application at the time our parent provided T to us, we should have N people in the application. In this case, we have at t_1

$$S_1Tr\{T\}+S_2Tr\{T\}+S_3Tr\{T\}+\cdots+S_NTr\{T\}=u(t)$$

Now since we have N people in the application, we assume that all of them understand and apply T properly to execute $u(t)$. In the event that some of them don't understand or don't apply T properly, the execution of $u(t)$ will be faulty. In this case, we will have the result of $\bar{u}(t)$. All you need to do here, take N people into consideration and show that in order for the application to result to $u(t)$, all of them must understand and apply T properly. You should do that at t_1, t_2, t_3 and t_4 by providing a practical example. The way to look at it, you will have N people at t_1 and show that most of them don't understand T or apply T properly. In this case, we have the result $\bar{u}(t)$. At the end, you should have a table like this. You must also provide diagrams of your workout.

Time	**People**	**People Apply T Normally**	**People Apply T Abnormally**
t_1	N		
t_2	$N+M$		
t_3	$N+2M$		
t_4	$N+3M$		

The table below is a continuity of the table above

Time	**Function Result $u(t)$**	**Application Performance**	**Contribute to $\mathcal{L}(t)$**
t_1			
t_2			
t_3			
t_4			

r. To better understanding this part, let's take it like that. After we have been having problems with our application, we turned o our parent for help. Our parent provided us with $\mathbb{R}$, where $\mathbb{R}$ contains T. After we have been having problems with our application, we turned to our parent for help, our parent refer us to $\mathbb{R}$, where $\mathbb{R}$ contains T. In this case, we can see that our parent provides us with $\mathbb{R}$, where $T \in \mathbb{R}$. But what is important here, inside $\mathbb{R}$, T is presented in the form of $T = T \cdot K_T$. In other words, inside $\mathbb{R}$, T is presented in the form of $T \cdot K_T$, where T is not visible without the visibility of K_T.

Another way to say it, our parent provides us with the reference, where we can refer to it to get the principle to help our application; but the principle is viewed in the form of communication. In this case, without understanding the communication, the principle itself is not visible to us. In order for us to get access to that principle, we must first understand communication in order for our application to be successful. To better understand the given reference itself and to have a better understanding of the part above, if you want, you can workout this part by providing a practical example. The way to look at it, assume that you are working in an application and you have problem and you turn to your parent for help, now your parent provides you with some set of principle, since you have a communication problem, you either don't understand the principle and your application fails. You get started at t_1 and your application keeps failing until you have a good understanding of communication in order for you to understand the principle. At the end, you should have something similar to the table below. You should show your observation and provide some explanation of your workout.

Time	**Principle for Application**	**Application Status**	**Attempt Count**	**Communication Understanding**
t_1	Given to you by your parent		1^{st}	
t_2	Available		2^{nd}	
t_3	Available		3^{rd}	
t_4	available		4^{th}	

The table below is a continuity of the one above. In the table below, additional information is given as a continuity of the one above.

Time	**Attempt Count**	**How You Apply the Principle**	**Communication Principle**	**Function Execution**
t_1	1^{st}			
t_2	2^{nd}			
t_3	3^{rd}			
t_4	4^{th}			

s. Now let's take another look of part "q" above, to help us better understand part "p". In the communication domain; after we have been having problems with our application, we turned to our parent for help. Our parent supplied us with the idea on how to approach our application. Before we turned to our parent for help, we had $\widehat{A}$ as idea of our application. Now after we turned from our parent, our parent provided us with A to approach our application. If we look at the process in all cases, we mean before and after we turned to our parent for help. We should see something like this. Before we turned for help to our parent, we have $f(x) = \widehat{\mathrm{A}}x$. Since if $A = \widehat{\mathrm{A}}$, then $x = \widehat{x}$, then we can change the communication function to $f(\hat{x}) = \widehat{\mathrm{A}}\hat{x}$. We assume that $\widehat{\mathrm{A}}$ and $\hat{x}$ are multiple communications and ideas that contain negative. Now after we went to our parent, our parent provided us with A. In this case, we should have $f(x) = Ax$ for our communication function. Assume that we understand what our parent had given to us. In the event that we don't understand what our parent had given to us, it would not matter; at any given time, our application will not be completed. Since we disregard our parent ideas that would have enable us to complete the application, our application would never be successful. To better understand the overall explanation, let's use the table below.

Time	Our Parent Provided Us	We Have	Attempt Count	Understanding Our Parent
t_1	A Given	$\widehat{\mathrm{A}}$	1st	
t_2	A Available	$\widehat{\mathrm{A}}$	2nd	
t_3	A Available	$\widehat{\mathrm{A}}$	3rd	
t_4	A Available	$\widehat{\mathrm{A}}$	4th	

The table below is a continuity of the table above

Time	Communication Function	Implement A Yes/No	Impalement $\widehat{\mathrm{A}}$ Yes/no	Application Result
t_1				
t_2				
t_3				
t_4				

What is important here; disregard how many time we have been trying, we will never get it right, while we keep disregarding our parent idea. All you need to do here for each time like t_1, t_2, t_3, and t_4 show that by providing a practical example. You should have something similar to the table above at the end. You must also show your observations and provide more explanation about your workout.

t. Continue from your workout above; we already knew that we have an interpretation problem that depends on theory of communication. Now let's take application of theory into consideration. We know that

$$Tr\{T\} = Tr\{T \cdot K_T\}$$

In this case, if K_T is negative we have $Tr\{\overline{T}\}$, which result to $\overline{u}(t)$. What is important here; by taking N people into consideration, we mean N people alive. In order for the application to execute according to the principle given to us by our parent, theory of communication must be understood by all of them. In the event that some of them do not understand K_T, then the result will not be according to the principle of our parent referred to us or given to us to execute $u(t)$. By understanding the overall explanation up to here, show that for each time by providing a practical example. In other words, for the application to produce $u(t)$, K_T must be positive by all people. We mean that K_T must be understood or applied by all people. In the event that some of them do not understand or apply K_T, then that will result to $\overline{u}(t)$. At the end, you will have a table like this

Time	**People**	**People Apply K_T Properly**	**People Misunderstand K_T**
t_1	N		
t_2	$N+M$		
t_3	$N+2M$		
t_4	$N+3M$		

The table below is a continuity of the one above

Time	**Function**	**Function Performance**	$\mathcal{L}(t)$
t_1			
t_2			
t_3			
t_4			

The way to look at it, without understanding K_T, the reference our parent gave us serve us no purpose at all. In order for us to operate according to the reference and be successful, we all must understand and apply K_T.

u. After having a good understanding of the exercise and you workout, we can see that the principle itself and the application of the principle does not take time into consideration. For instance, let's take a look of the table below.

Time	**Application**	**People**	**Function**	**Application Points to**
t_1	Application 1	N	$u(t)$	$\mathbb{R}$
t_2	Application 1	$N+M$	$u(t)$	$\mathbb{R}$
t_3	Application 1	$N+2M$	$u(t)$	$\mathbb{R}$
t_4	Application 1	$N+3M$	$u(t)$	$\mathbb{R}$

The table below is a continuity of the table above

Time	**Function Depends on**	**Function Performance**	$\mathcal{L}(t)$
t_1	$Tr\{T\}$		
t_2	$Tr\{T\}$		
t_3	$Tr\{T\}$		
t_4	$Tr\{T\}$		

What is important here; at any given time, the principle remains the same and the application points to the same entity. At any given time, our application depends on our understanding of the principle and time does not matter. By understanding that, we can see it is possible for us to switch or go back and forth related to time and our understanding of the principle. In other words, assume that we are at t_4, we can take a look of our application and of our understanding at t_3, t_2 and so and we should see there is no difference in term of the principle and the application of the principle. To better understanding that, if you want to, you can verify your understanding of your application at t_n, t_{n+1}, and t_{n-1}. In other words, assume that $n-2$, then you can verify your understanding of your application at t_2, t_3, and t_1. You should show your observation and conclude that time does not matter. While we use the name *Application 1* for our application in the table above, it does not matter. You can use any name for your application and you can also change the index. What is important here; by understanding the explanation we should have a very good feeling to go back and forth without problem, since the application depends on the application of the theory , so time does not make any difference.

v. In a higher level presentation, the presentation itself always point to the given reference $\mathbb{R}$. For instance, assume that we can identify some presentations personally as shown by the table below at the given time.

Time	Presentation	Feedback	Presentation Points To
t_1	1^{st}	1^{st}	$\mathbb{R}$
t_2	2^{nd}	2^{nd}	$\mathbb{R}$
t_3	3^{rd}	3^{rd}	$\mathbb{R}$
t_4	4^{th}	4^{th}	$\mathbb{R}$

If you want, you can verify that by providing a practical example at each time for instance, t_1, t_2, t_3, t_4 that those presentations indeed point to $\mathbb{R}$. This part of the exercise assumes that those presentations can be identified personally. Show your understanding of each presentation and why they point to $\mathbb{R}$. Since a presentation cannot be identified by someone for someone else; since a presentation can only be self identified; since a presentation cannot be identified by a book for someone; since a book cannot identify a presentation for someone; since a presentation cannot be identified by an instructor for the students; since only the students can identify a presentation personally and individually, it assumes that you can identify the presentations individually and personally in order to work out this part of the exercise; otherwise, just simply disregard it.

w. Continue from your application; determine what happens to the application at any given time. Assume that we have N people in the application. Since the success of the application depends on $P_n \to \mathbb{R}$, where $n = 1 \cdots N$. What happens to the application and the function $u(t)$, in the event that $P_{N-1} \xrightarrow{not} \mathbb{R}$. Using of the arrow here means *Point to.* In order to determine that, if you have not done so, you must verify that by providing a practical example, in order for the application to be successful, for all value of n, P_n must point to $\mathbb{R}$. At the end, you will have a table similar to this one.

Time	Person Equivalent	System Equivalent	Entity Points To	Contribute to Function
t_1	P_1	S_1	$P_1 \to \mathbb{R}$	$u(t)$
t_1	P_2	S_2	$P_2 \to \mathbb{R}$	$u(t)$
t_1	P_3	S_3	$P_3 \to \mathbb{R}$	$u(t)$
$\vdots$	$\vdots$	$\vdots$	$\vdots$	$\vdots$
t_1	P_N	S_N	$P_N \to \mathbb{R}$	$u(t)$

The table below is a continuity of the table above

Time	Application Name	Application Performance	Contribute to $\mathcal{L}(t)$
t_1	Application 1	Average	Yes
t_1	Application 1	Average	Yes
t_1	Application 1	Average	Yes
$\vdots$	$\vdots$	$\vdots$	$\vdots$
t_1	Application 1	Average	Yes

x. By understanding your workout of the part "u" above and your workout of part "p", it can be shown that if $\forall P \rightarrow \mathbb{R}$, then $\forall Int\{A\} = K_T A'$. The same as if $\forall Int\{A\} = K_T A'$, then $\forall P \rightarrow \mathbb{R}$. If you want to, you can show that by providing a practical example. In your workout, you should take the resulting function into consideration as well. The way to look at it, in order for the overall application to be successful related to the presentation, the interpretation by all people must be positive. In this case, if we have N people in the application at t_1, we should have something similar to this.

Time	People	System	Interpretation Result
t_1	P_1	S_1	$K_T A'$
t_1	P_2	S_2	$K_T A'$
t_1	P_3	S_3	$K_T A'$
$\vdots$	$\vdots$	$\vdots$	$\vdots$
t_1	P_N	S_N	$K_T A'$

The table below is a continuity of the table above

Time	People	Point To	Contribute To
t_1	P_1	$\mathbb{R}$	$u(t)$
t_1	P_2	$\mathbb{R}$	$u(t)$
t_1	P_3	$\mathbb{R}$	$u(t)$
$\vdots$	$\vdots$	$\vdots$	$\vdots$
t_1	P_N	$\mathbb{R}$	$u(t)$

Basically your workout will show the above tables or similar. Since $u(t)$ is a part of $\mathcal{L}(t)$, if you want to you can show that your result contribute to $\mathcal{L}(t)$ or simply add that to a column on the table and provide more explanation on each case. Here, we mean that the interpretation points to the reference. It does not matter the way you look at it in term of the entity that points to the reference as longer you understand it.

y. To better understand the functional system, it is always good to approach life with the inclusion of everybody. We should have already known that. Let's take the *Walk* function and the *Eat* function for example. We mean *Person Walk* related to time and *Person Eat* Related to time. Assume that we have N people at t_1; in this case the function looks like

$$P_1\left[W(t)\right]+P_2\left[W(t)\right]+P_3\left[W(t)\right]+\cdots+P_N\left[W(t)\right]=P\left[W(t)\right]$$

$$P_1\left[E(t)\right]+P_2\left[E(t)\right]+P_3\left[E(t)\right]+\cdots+P_N\left[E(t)\right]=P\left[E(t)\right]$$

What is important here; by understanding the life equation or by understanding life, the function or a function that includes in life already takes grouping into consideration and that grouping includes everybody. What is important here; in a higher level presentation, the presentation itself takes everybody into consideration as shown by the life equation. If you want to, you can show that for t_1, t_2, t_3, and t_4 by using the life equation and the way we implement it above. In short, all you need to do here, use the equations above to show that for instance $P\left[W(t)\right]$ or $P\left[E(t)\right]$ are part of $\mathcal{L}(t)$. We mean that they already been taken into consideration. If you want, you can also do something like that in your workout. For instance for $P_1\left[W(t)\right]$, for each time t_1, t_2, t_3, and t_4 show that the participation of everybody in life by providing a practical example. In other words, for each time, show the inclusion of everybody in life by providing a practical example. You should have something similar to this table at the end. The verification column is similar to the equations above that go inside $\mathcal{L}(t)$.

Time	**People**	**Your Verification**	$\mathcal{L}(t)$
t_1	N		
t_2	$N+M$		
t_3	$N+2M$		

t_4	$N+3M$		

You can also add another column to the table above to show other information. For instance, you can add a column to show your explanation and your observation for each time.

z. In term of function execution and problem, using the same equation above to show function execution of one to another related to the functional system. You should have something similar to the table below for instance; assume that we have N people at t_1.

Time	**People**	**Function**	$\mathcal{L}(t)$
t_1	P_1	Normal	
t_1	P_2	abnormal	
t_1	P_3	Normal	
$\vdots$	$\vdots$	$\vdots$	
t_1	P_N	Abnormal	

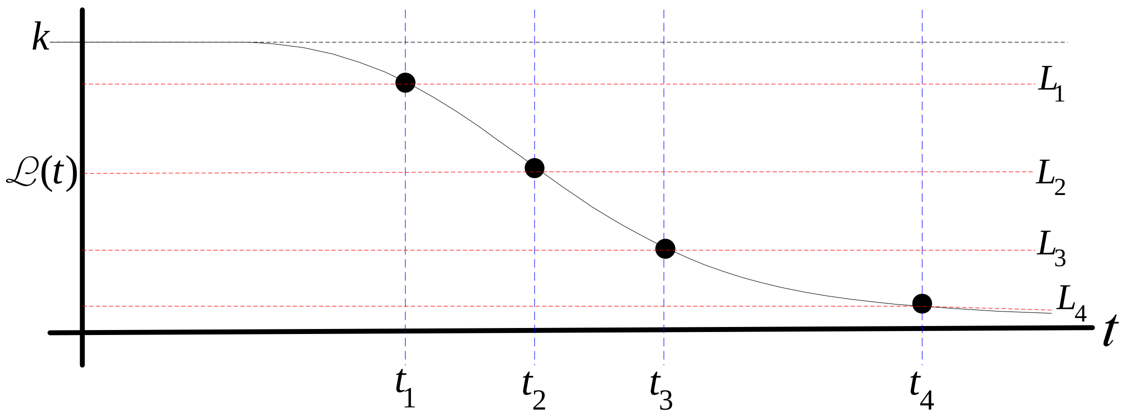
You must put them in the form of

$$P_1\left[\,function\,\right]+P_2\left[\,function\,\right]+\cdots+P_N\left[\,function\,\right]=P\left[\,function\,\right]$$

Then use the functional system to include the function in the form of and show your observation

$$\mathcal{L}(t)=h(t)+u(t)$$

aa. By understanding the overall exercise up to here, we know that our parent had provided us with the reference $\mathbb{R}$, where we should refer to it and solve our problems to enable the functionality of life. What is important here; our parent not only provided us with the reference $\mathbb{R}$, but also provides us with feedback continuously at a time where those feedbacks are guaranteed by the functional system $\mathcal{L}(t)$. If we look at the overall process, we can see that, not only we have been disregarding the given reference provided to us by our parent, but also the feedbacks as well. To better understand the overall process, let's show it graphically and using tabulated format.



By taking a quick look of the graph above, we can see that at t_1, our parent provided us with the reference $\mathbb{R}$, where we should refer to it to solve our problems. Then we get to t_2, where our parent provided us with and additional feedback. By showing the process in a table format, we have this.

Time	$\mathbb{R}$	**Presentation**	**Feedback**	$\mathcal{L}(t)$
t_1	Given	1st	1st	Down
t_2	Available	2nd	2nd	Down more
t_3	Available	3rd	3rd	Down much more
t_4	Available	4th	4th	Down much, much more

Now if we look at the overall process, we can see that the feedbacks given to us by our parent have not been translated to success. While our parent provided us with the reference $\mathbb{R}$ at t_1 and continue to feedback us, at the same time the functional system keeps declining. The reason for that, because we keep disregarding those feedbacks and taking them for granted as well as the given reference, which is also available to us; where we could have refer to it to solve our problems. Now by understanding the feedback process, the functional system, and presentation of theory in term of higher level presentation, we know that it takes several generations for a given presentation. Since the presentation itself depends on ourselves understanding the principle, we mean one of us, the instructor; and also our parent which does not take time into consideration. The presentation itself must be guarantee by the functional system $\mathcal{L}(t)$ in order for it to happen. Let's assume that t_4 is time now and take a look of previous presentations before t_4, we can see that disregarding the current presentation now at t_4 may not guarantee another presentation by the functional system $\mathcal{L}(t)$ in the future. It should be very easy for us to understand that. By understanding the overall exercise up to here, and our workout related to the practical examples we have shown, we can see that we have been acting very irresponsible. The way to look at it, we have been screwed up ourselves and should take the full responsibility for it. By understanding that, all you have to do here; use your previous workout, we mean all your previous workout at each time to show that the disregarding of the current presentation at t_4 may not guarantee another presentation by the functional system. At the end, you should have a table similar to this.

Time	$\mathbb{R}$	**Presentation**	**Feedback**	$\mathcal{L}(t)$
t_1	Given	1^{st}	1^{st}	Down
t_2	Available	2^{nd}	2^{nd}	Down more
t_3	Available	3^{rd}	3^{rd}	Down much more
t_4	Available	Final	Final	Down much, much more
t_5	?	Hoping	Hoping	?

The table below is a continuity of the table above

Time	$\mathcal{L}(t)$ **Value of** k	L	$\mathcal{L}(t)$ **Approximation at** t_{n+1}	**Your Observation**
t_1	ak	L_1		
t_2	bk	L_2		
t_3	ck	L_3		
t_4	dk	L_4		
t_5	?	?	?	?

The table below is a continuity of the table above

Time	$\mathbb{R}$	**Presentation**	**Feedback**	**Presentation Points To**
t_1	Given	1^{st}	1^{st}	$\mathbb{R}$
t_2	Available	2^{nd}	2^{nd}	$\mathbb{R}$
t_3	Available	3^{rd}	3^{rd}	$\mathbb{R}$
t_4	Available	Final	Final	$\mathbb{R}$
t_5	?	Hoping	Hoping	?

From the table above, you are going to determine a, b, c, and d. The way to look at it, if at t_1 we have lost of L_1 and at this time we have $\mathcal{L}(t)$ at ak, while we continue heading down and disregard the presentation, the feedback, and the reference; what will be the value of $\mathcal{L}(t)$ at t_2; you need to approximate that. Although we get a feedback and a presentation at t_2, however by continuing disregard them, $\mathcal{L}(t)$ is still pointing down. At t_5, you calculate it the same manner and the way we have done it previously, but here, you may not need it.

bb. Continue from the part above, we know that our parent feedback us, at time it is guaranteed by the functional system $\mathcal{L}(t)$. We also know that this time depend on the instructor understanding the principle. From our workout above, while we have been disregarding those feedbacks and those presentations, at the same time the functional system $\mathcal{L}(t)$ has been declining. We know that in the past distance had been used to manage the functional system $\mathcal{L}(t)$. If we look at the overall process and what we know already, while we have been disregarding those presentations and feedbacks, nevertheless distance had been helping us. In other words, while we have been disregarding the presentations and the feedbacks at time t_1, t_2, and t_3, but distance had been helping us with the functional system $\mathcal{L}(t)$. Now at t_4 distance is no longer a factor to help us with $\mathcal{L}(t)$. Since distance is no longer a factor to help us, assume that we disregard the current presentation at t_4, which we usually do, what will happen to $\mathcal{L}(t)$? Can we predict another presentation in the future? Can $\mathcal{L}(t)$ guarantee another presentation at future time t_5? To better understand the overall explanation, let's use the table below to provide more information.

Time	$\mathbb{R}$	**Presentation**	**Feedback**	$\mathcal{L}(t)$
t_1	Given	1st	1st	Down
t_2	Available	2nd	2nd	Down more
t_3	Available	3rd	3rd	Down much more
t_4	Available	Final	Final	Down much, much more
t_5	?	Hoping	Hoping	?

The table below is a continuity of the table above

Time	**Distance**	**Presentation**	$\mathcal{L}(t)$	**Simulated Function**

	d	**Point To**		$\bar{h}(t)$
t_1	A factor	$\mathbb{R}$	ak	Increase
t_2	A factor	$\mathbb{R}$	bk	Increase more
t_2	A factor	$\mathbb{R}$	ck	Increase much more
t_4	Not a factor	$\mathbb{R}$	dk	Increase much, much more
$\mathcal{L}(t)$	?	?	?	?

What is important here; since distance is no longer a factor to help us, we have to be very careful with a given presentation and feedback. Now all you need to do, by understanding all your previous workout, by using distance as a factor, and your previous performance and $\mathcal{L}(t)$ related to previous presentation, verify that another presentation at t_5 is not guaranteed by $\mathcal{L}(t)$. You have to use distance as a factor and look at your previous applications at t_1, t_2, t_2, and t_4 to approximate $\mathcal{L}(t)$ at $\mathcal{L}(t)$ related to distance. Show your observation and provide additional information about your workout and your explanation at each time and the final approximation.

cc. By understanding the overall exercise, we can see that our understanding depends on us, not our parent. In other words, we have control of ourselves and our parent does not have control of us. We have control of what we do; our parent does not have control of what we do. We have control of our applications; our parent does not have control of our applications. It is very important to understand that, in order to preserve maturity and responsibility. The way to look at it, while our parent provides us with the reference, the feedbacks, and the presentations, nevertheless we have control of ourselves. While our parent provides us with the given reference, nevertheless we have control of what we do personally and individually. Just take your time to think about that.

635′. Refer to the exercise above part “y”, show your understanding of system and system relationship related to the given equation. We mean the two equations below

$$P_1\left[W(t)\right]+P_2\left[W(t)\right]+P_3\left[W(t)\right]+\cdots+P_N\left[W(t)\right]=P\left[W(t)\right]$$

$$P_1\left[E(t)\right]+P_2\left[E(t)\right]+P_3\left[E(t)\right]+\cdots+P_N\left[E(t)\right]=P\left[E(t)\right]$$

636′. Refer to exercise 634′ and part “y”, show your understanding of the physical system associativity constant characteristic related to the given equation. We can also say, show your understanding of the given equation related to the associativity characteristic of the physical system. The equations are given below. You can also use the physical system equation together with the equations given below in your workout.

$$P_1\left[W(t)\right]+P_2\left[W(t)\right]+P_3\left[W(t)\right]+\cdots+P_N\left[W(t)\right]=P\left[W(t)\right]$$

$$P_1\left[E(t)\right]+P_2\left[E(t)\right]+P_3\left[E(t)\right]+\cdots+P_N\left[E(t)\right]=P\left[E(t)\right]$$

637′. Refer to exercise 634′ part "w", show your understanding of the given equation related to function and system relationship. We can also say that; verify your understanding of function and system relationship related to the given equation. The equations are given below.

$$P_1\left[W(t)\right]+P_2\left[W(t)\right]+P_3\left[W(t)\right]+\cdots+P_N\left[W(t)\right]=P\left[W(t)\right]$$

$$P_1\left[E(t)\right]+P_2\left[E(t)\right]+P_3\left[E(t)\right]+\cdots+P_N\left[E(t)\right]=P\left[E(t)\right]$$

638′. Use algebra to show your understanding of the work theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to the work theory by using algebra.

639′. By understanding theory and system relationship, we know that a system is related to its utilization theory. Now by understanding that, we know that a reference is only related to its system. By understanding that, use algebra to show that a reference is only valid if it is attached to the system it is related to. If you want to, you can provide a practical example.

640. Show your understanding of the difference between theory and philosophy related to parent and children. This is the same as saying, show your understanding of parent and children related to the difference between theory and philosophy.

641′. Use algebra to show your understanding of a given reference related to the associativity characteristic of the physical system by providing a practical example. This is the same as saying, show your understanding of the associativity characteristic of the physical system related to a given reference by using algebra and providing a practical example.

642′. Use algebra to show your understanding of a given reference related to the communication enabled characteristic of the physical system by providing a practical example. This is the same as saying, show your understanding of the communication enabled characteristic of the physical system related to a given reference by using algebra and providing a practical example.

643′. Use algebra to show your understanding of a given reference related to the self controllable characteristic of the physical system by providing a practical example. This is the same as saying, show your understanding of the self controllable characteristic of the physical system related to a given reference by using algebra and providing a practical example.

644′. Use algebra to show your understanding of a given reference related to the theory dependable characteristic of the physical system by providing a practical example. This is the same as saying, show your understanding of the theory dependable characteristic of the physical system related to a given reference by using algebra and providing a practical example.

645′. Use algebra to show your understanding of a given reference related to system and system relationship. This is the same as saying show your understanding of system and system relationship related to a given reference by using algebra.

646′. Use algebra to show your understanding of a given reference related to interpretation of theory. This is the same as saying, show your understanding of interpretation of theory related to a given reference by using algebra.

647′. Use algebra to show your understanding of a given reference related to application of theory. This is the same as saying show your understanding of application of theory related to a given reference by using algebra.

648′. Use algebra to show your understanding of expandability of theory related to a given reference. This is the same as saying show your understanding of a given reference related to expandability of theory by using algebra.

649′. Use algebra to show your understanding of a given reference related to portability of theory. This is the same as saying, show your understanding of portability of theory related to a given reference by using algebra.

650′. Use algebra to show your understanding of a given reference related to limitation of theory. This is the same as saying show your understanding of limitation of theory related to a given reference by using algebra.

651′. Use algebra to show your understanding of a given reference related to importance of theory. This is the same as saying, show your understanding of importance of theory related to a given reference by using algebra.

652′. Use algebra to show your understanding of a given reference related to theory and system relationship. This is the same as saying, show your understanding of theory and system relationship related to a given reference by using algebra.

653′. Use algebra to show your understanding of a given reference related to theory and theory of communication relationship. This is the same as saying, show your understanding of theory and theory of communication related to a given reference by using algebra.

654′. Use algebra to show your understanding of given reference related to independency of theory. This is the same as saying, show your understanding of independency of theory related to a given reference by using algebra.

655. Show your understanding of a given reference related to comparison of theory. We can also say that, show your understanding of comparison of theory related to a given reference.

656′. Use algebra to show your understanding of a given reference related to presentation of theory. This is the same as saying, show your understanding of presentation of theory related to a given reference by using algebra.

657′. **Understanding Philosophy Inheritance Related to the Functional System.** This is the same as saying that Understanding the Functional System Related to Philosophy Inheritance.

We know that philosophy inheritance is the process of inherited negative philosophies from our ancestors. The way to look at it, since we are a theory dependable system, we depend on theory to derive and execute functions of life. In the event that we disregard our utilization theory, we simply depend on our philosophies to do what we do. Now at a time a theory was given to us, we had disregarded it and given it little importance. Rather depended on that theory to do what we do, we simply depended on our philosophies. Once we disregarded that theory, we no longer think relatively to it. In this case, we simply passed our negative ideas to our children. It is always good to look at the process from the past to present, where people who lived before us did not give importance to our utilization theory. In this case, they simply passed their negative philosophies to us. Currently, we still operate relatively with those philosophies. Since we are a theory dependable system and we need ideas to operate, in the event that we don't get ideas from the principle, we simply generate our own ideas. The way to look at it, once we disregard the principle, we simply rely on each other ideas and we keep passing those ideas to people from generation to generation. In order to solve this problem, we need to drop those negative ideas and rely on the principle.

To better understand the overall process of philosophy inheritance it is always good to associate it with the functional system. We know that there is a relationship between the physical system and the functional system, where the functional system depends on the physical system in term of application of theory. By understanding that, we can see philosophy inheritance does affect the functional system. Since the physical system must apply theory to enable normal functionality of life, in the event that the physical system relies on philosophies instead, that causes the functional system to function abnormally. The way to look at it, when we disregard our utilization theory and rely on our philosophies, it affects the continuity of the functionality of life. To solve this problem we have to drop our philosophies, reject our ancestors' philosophies and rely on the principle. It is very important to understand that. It is very important to understand the effect of philosophy inheritance on the functional system.

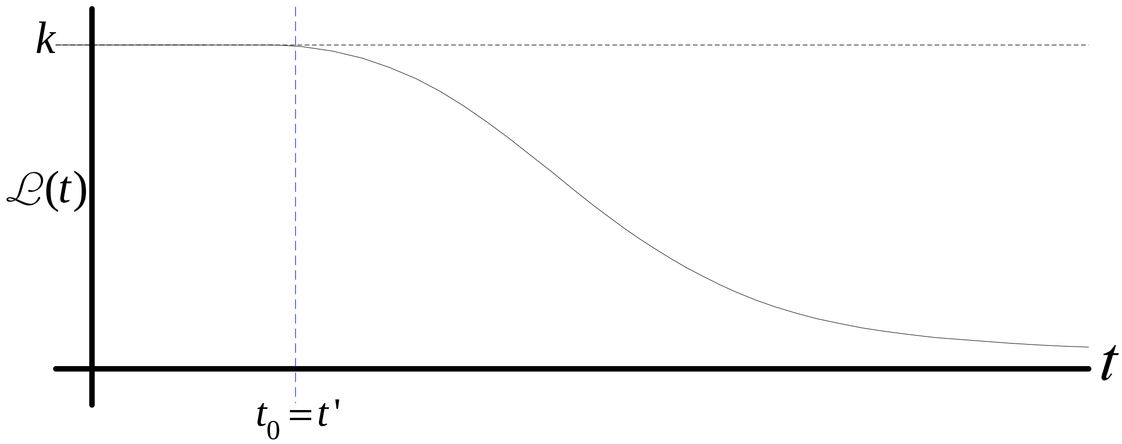
a. Just take your time to think about the explanation

b. To better understand philosophy inheritance, it is always good to look at the overall process by using the physical system equation in terms of philosophy, which we call the mistaken equation. In this case we have

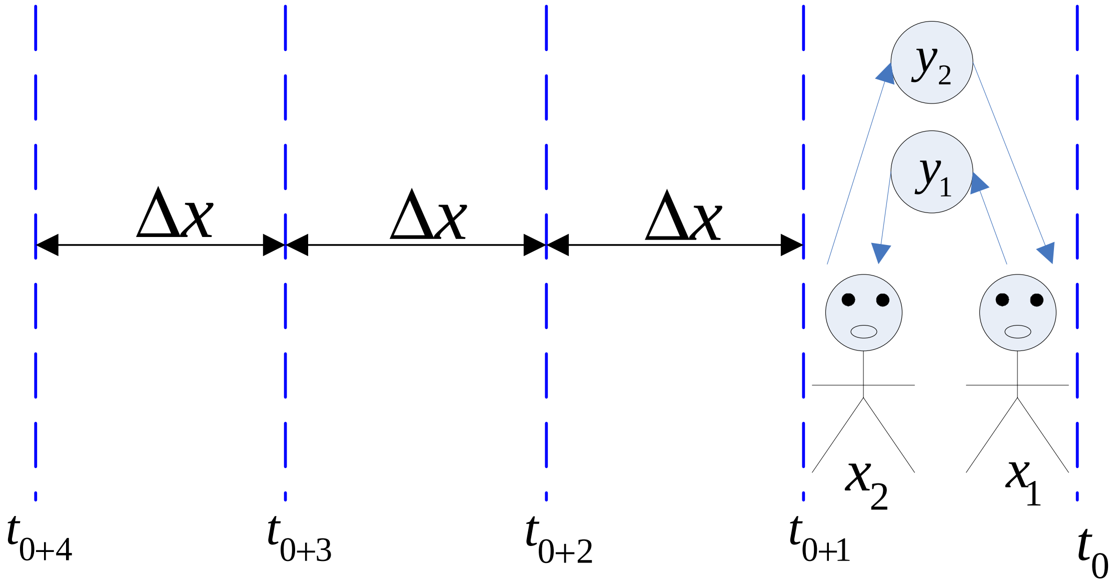
$$S(xy)=(x_1+x_2+x_3+\cdots+x_N)(y_1+y_2+y_3+\cdots+y_N)$$

$$S(xy)=x_1y_1+\Delta x_1+x_2y_2+\Delta x_2+x_3y_3+\Delta x_3+\cdots+x_Ny_N+\Delta x_N$$

As we have said it before, let's say it again. Let's assume that, at a time the principle was given to us and we chose not to apply it, we call that time t_0. We already know that and we have shown that already, let's show it here again by the graph below.



As we already know, at the time the principle was given to us and we chose not to apply it, we started rely on our philosophies and we set that time equal to t_0. Now since t' denotes 100% stability, we assume that at t_0 or before, $\mathcal{L}(t)$ was 100% stable. Now what is important here, we started inherited negative philosophies since at t_0. To better understand this process, it is always good to put it in a table format, which we call philosophy inheritance chart. By doing so, we have the chart listed below.



Disregard the way we look at it, it does not matter. We can assume any number of people per generation. While we start with x_1 and x_2, we could have increased it and it does not matter. What is important here; we have been inherited negative philosophies and we keep inherited them generation after generation. To better understand the overall process of philosophy inheritance, all you have to do here, let's use t_0 to t_{0+1} as a generation and so forth. If you wan to, you can also use date as well. Populate the philosophy inheritance equation or the mistaken equation by adding more terms to it and determine the value of Δx for each generation from your start time or date to your finish time or date. At the end, you must have a table similar to this one. For each time or date, you must show your observation and provide addition explanation. You are going to start at t_0 to t_{0+1} first then increase to from t_{0+1} to other times and so forth.

Star Date or Time	End Date or Time	People per Generation	Δx
t_0	t_{0+1}	2	$x_1 y_2 + x_2 y_1$

c. To better understand philosophy inheritance related to the functional system or to better understand the effect of philosophy inheritance on the functional system, it is always good to associate the philosophy inheritance equation with the functional system equation. We know that there is a relationship between the physical system equation and the functional system equation. We already knew and showed that relationship. Now in term of philosophy inheritance, since the functional system always depends on the physical system, we can show them on the form of.

$$\left(x_1+x_2+x_3+\cdots+x_N\right)\left(y_1+y_2+y_3+\cdots+y_N\right)\Leftrightarrow \mathscr{L}(t)$$

$$\left(x_1+x_2+x_3+\cdots+x_N\right)\left(y_1+y_2+y_3+\cdots+y_N\right)\Leftrightarrow h(t)+u(t)$$
$$x_1y_1+\Delta x_1+x_2y_2+\Delta x_2+\cdots+x_Ny_N+\Delta x_N \Leftrightarrow h_1(t)+h_2(t)+$$
$$\cdots+u_1(t)+u_2(t)+\cdots$$

What is important here; since the functional system depends on our utilization theory, once we replace the principle by our philosophies that cause the functional system to function abnormal. It is very important to understand that in term of application of theory. Here all you need to do, in term of application theory, for each Δx, provide a practical example and compare them at the end. The table below provides some explanation.

Start	**End**	Δx	**Application**	**Function**	**Related to Application of Theory**
t_0	t_{0+1}	$x_1y_2+x_2y_1$	Application 1	$\overline{u}(t)$	

At the end compare all your applications and show your observation. This is the way to look at it, assume we have

$$\left(x_1+x_2\right)\left(y_1+y_2\right)\Leftrightarrow h(t)+u(t)$$

$$x_1y_1+x_2y_2+x_1y_2+x_2y_1 \Leftrightarrow h(t)+u(t)$$

Now in term of application of theory, the terms $x_1y_1+\Delta x_1$ is related to $S_1Tr\left\{\overline{T}\right\}$, where $x_2y_2+\Delta x_2$ is related to $S_2Tr\left\{\overline{T}\right\}$; where $S_1Tr\left\{\overline{T}\right\}=\overline{u_1}(t)$ and $S_2Tr\left\{\overline{T}\right\}=\overline{u_2}(t)$. Assume that you have functions $\overline{u_1}(t)$ and $\overline{u_2}(t)$ execute from t_0 to t_{0+1}, you can consider it to be one function where $\overline{u_1}(t)+\overline{u_2}(t)=\overline{u}(t)$ or any other name, then if you go from t_{0+1} to t_{0+2} or so, then you compare that function to another one. You can do as many as you want and take Δx into consideration in each case. At the end, you compare all your application from time to time/date and show your observation then providing more explanation.

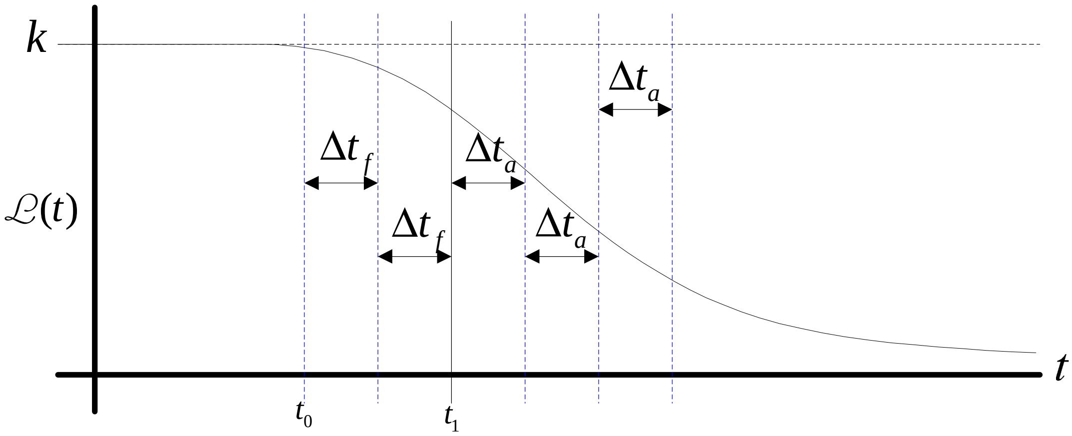
d. Depend how your worked out the part above, you may have shown that negative philosophies do affect the functional system. In this case we have $\left(x_1+x_2+x_3+\cdots+x_N\right)k$ is related to $\mathscr{L}(t)$, where $\left(x_1+x_2+x_3+\cdots+x_N\right)\left(y_1+y_2+y_3+\cdots+y_N\right)$ is related to $-\mathscr{L}(t)$. To better understand the effect of negative philosophy on the physical system or/and the functional system, let's take another look of the physical system equation in term of philosophy by taking people alive into consideration related to both theory and philosophy with some respect. Now let's assume we have N people alive. In terms of people depending on philosophies and theory, we have something like that $N=M+L$, where $M>>L$. Now let's simply say $M=\lambda L$; where λ is simply a factor. We can call it a big factor. The value of λ can be 1000, 2000, 10000 and so forth. We can use the term *Lambda Factor* to refer to λ as well. In this case we have M number of people depending on philosophy, where L number of people depending on theory. By understanding that, the overall equation can be shown in the following form.

$$S\left(xy\right)=\left(x_1+x_2+x_3+\cdots+x_M\right)\left(y_1+y_2+y_3+\cdots+y_M\right)+\left(x_{M+1}+x_{M+2}+\cdots+x_{M+L}\right)k$$

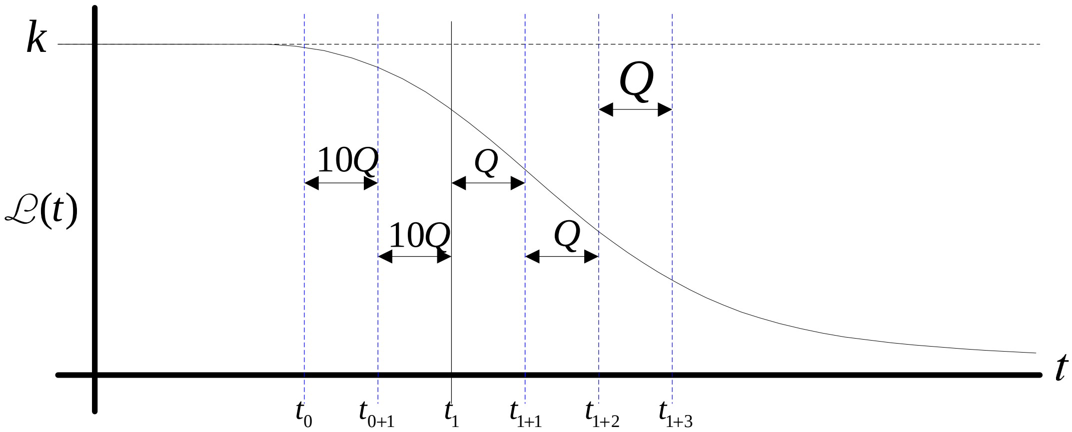
$$S(xy)=S_M\left(xy\right)+S_L\left(x\right)$$

From the equations above, $S_M\left(xy\right)$ represent people who depend on philosophies, where $S_L\left(x\right)$ represents people who depend on theory. In term of quantity, as we already known $M>>L$. By understanding the overall explanation up to here, all you need to do, show your understanding of the stability of $\mathscr{L}(t)$ related to $S(xy)$. In other words, show your understanding of the stability of $\mathscr{L}(t)$ related to both $S_M\left(xy\right)$ and $S_L\left(x\right)$. You must show your observation and provide additional explanation.

e. By working the part above, you have verified that the stability of $\mathscr{L}(t)$ is affected by $S(xy)$. In term of stability of $\mathscr{L}(t)$, now let's show $\mathscr{L}(t)$ in a form where generation can be taken into consideration. In this case, we have



Here t_1 means the time of the first presentation or at the time $\mathbb{R}$ was given to us. Δt_f means a generation, where Δt_a means another generation as well. In this case, Δt_f means a generation before t_1, where Δt_a means a generation after t_1. To better understand the explanation, let's change the term generation here to Q and assume 100 years for a generation. In this case, we have $\Delta t_a = Q$, where $\Delta t_f = 10Q$. By understanding what we have just said, let's show $\mathscr{L}(t)$ again based on that.



By understanding the overall explanation up to here and also the graph above, we can see that the time t_{0+1} does not mean t_1, but simply a time before the first presentation. The way to look at it here, we can use the term t_{0+1} to refer to a time before the first presentation or $t_0 + 1$; it does not matter. The same as we can use the term t_{1+1} to refer to a time after the first presentation or $t_1 + 1$ as well. We can do the same for all other presentations. While we use a time t_{0+1} to denote a time before the first presentation from the chart above, it can be continuous. That means any other time can be used and it does not matter. Now what is important here, in term of $\mathcal{L}(t)$, we have Q generation after t_1 and $10Q$ generation before t_1. Now by understanding the functional system $\mathcal{L}(t)$ and how philosophies affect $\mathcal{L}(t)$, all you need to do, show by providing a practical example that a reduction of Q had also been used to manage the stability of $\mathcal{L}(t)$. We can also say the reduction of Q had also been used to manage the stability of $\mathcal{L}(t)$. You must provide a practical example in your workout and show your observation.

f. To better understand the relationship between a reference itself and the principles inside that reference, let's take another look. We can also say, to better understand the relationship between a theorem itself and a theory, let's take another look. The relationship between a reference itself and the principles inside that reference can be considered or is considered as the relationship between a theorem and a theory. We can also say the relationship between a reference itself and the principles inside that reference is considered to be the same as the relationship between a theory and the principles inside that theory. We may have heard this already, at the time the principle was given to us and we chose not to apply it, we set that time equal to t_0. Let 's say it again, at the time the principle was given to us and we choose to disregard it, we set that time equal to t_0. We have been letting t_1 be the time the reference was given to us, which is also the time of the first presentation. To better understand the overall process of the reference itself and the given principle at t_0, it is always good to understand the relationship between a theory and a theorem inside that theory. The way to look at it, at t_0 a theorem was given to us, where at t_1 the reference was given to us. Now is there a difference in term of contain of what was given to us t_0 and the one that was given to us at t_1? No; there is no difference at all. By understanding the reference itself and the principle inside that reference, we can see that there is no difference between what was given to us at t_0 and at t_1. As we already said it, the reference was given to us to enable us to depend on ourselves and to ensure maturity and responsibility. In term of contains, there is no difference between the entity that was given to us at t_0 and the one that was given to us at t_1. If you want to, you can verify that by providing a practical example and show your observation. At the end of your workout, you can have a table similar to this one, if you want to.

Time	Entity Given to Us	Observation
t_0		
t_1		

g. To better understand the effect of our philosophy on the functional system, it is always good take the lambda factor into consideration. As we already know that, the increase of our philosophy affects the stability of the functional system. By taking both theory and philosophy into consideration in term of people who are alive, we have

$$S(xy) = S_M(xy) + S_L(x)$$

Now what is important here; during the downhill process, the number of people who depend on philosophy is always much, much bigger than the number of people who depend on theory. We use the term lambda factor to name the factor that is used to make up the difference. In this case, we have $M = \lambda L$, where $N = M + L$. It is very important to understand that λ factor on the physical system and its effect on the functional system. By understanding what we have just said, we can see that the λ factor can be used to determine the effect of $S_M(xy) + S_L(x)$ on $\mathscr{L}(t)$. For instance as λ getting smaller, $S_M(xy)$ is also getting smaller; as well as, as λ approaches 0, the existence of $S_M(xy)$ diminishes or replaced by $S_L(x)$. It is always good to understand that and the overall process. By understanding the overall explanation, the effect of philosophy on the functional system, and the λ factor, show that as $\lambda \to 0$, $S_M(xy) \to 0$; another way to say that, as λ approaches 0, $S_M(xy)$ also approaches 0. We can also say that, as λ approaches 0, the existence of $S_M(xy)$ is no longer valid. In this case $S_L(x)$ is what count.

h. By understand our workout above, we can see that in order to have stability, we have to reduce λ. In this case, as $\lambda \to 0$, $S_M(xy) \to S_L(x)$, where $S_M(xy)$ existence itself is no longer a factor. In this case we can see that in term of philosophy $\lambda \to 0$, $y \to 0$. The overall reducing of λ happens in the uphill process. In this case we can see that as λ getting smaller, $S_L(x)$ getting bigger. The way to look at it, our goal is always to get $\lambda = 0$. By understanding what we have just said here and also the philosophy inheritance chart, it is always good to look at the reduction of λ in a generation basis as well. Here all you need to do assume that we have fulfill all the requirements and we start going uphill. In other words, assume that we have fulfill all the requirements and we start the uphill process, here you are going to use the table below to show that by filling it out and show all relevant information.

Start Time	End Time	Generation	λ
t_4	t_{4+1}		

The table below is a continuity of the table above. In the table above, the generation column is used for the generation number. In this case you can use any number you want there and increment it accordingly.

$S_M(xy)$	$S_L(x)$	Δx	$\mathcal{L}(t)$

i. By understanding your workout above, determine the different between Δx during the uphill and the downhill process. Here you are going to construct a table to show the value of Δx in both the downhill and the uphill processes. This table provides more information.

Process	Start Time	End Time	Loss or Gain
Downhill	t_{3+8}	t_{3+9}	Lost related to Δt_d
Uphill	t_4	t_{4+1}	Gain related to Δt_u

The table below is a continuity of the table above

Process	Time Interval	Δx
Downhill	Δt_d	
Uphill	Δt_u	

The way to look at it, you are going to evaluate Δx at different time and determine the difference betweens your result during the downhill process and during the uphill process. Keep in mind that the processes cannot happen at the same time. So you can do the downhill first, and then make an assumption that the requirement for the uphill has been met, and then you do the uphill one.

j. By understanding the overall exercise up to here, we know that it is good to look at the process of reducing λ in a generation basis. We also know that a reduction in Q had also been used to help manage the functional system. Overall, we can say that it is good during the uphill process to look at the reduction of philosophy in a generation basis. Since we already know that the reduction in Q had also been helped to manage the stability of $\mathscr{L}(t)$, now during the uphill process, we can see that reduction of Q is very helpful in order to reduce λ. The way to look at it, without that reduction in Q, the reduction of λ would have been taken much, more time. Here you are going to show that. The way to look at it, the reduction of Q helps us during the uphill process. In other words, in the uphill process, the reduction of Q helps us with the reduction of λ related to time per generation. In order to show that, you can do the following as shown by the table below by assuming Q during the uphill process.

Time	**Generation**	**Generation Order**	λ
t_4	Q		
t_{4+1}	Q		
t_{4+2}	Q		
t_{4+3}	Q		

The table below is a continuity of the table above

Time	$S_M(xy)$	$S_L(x)$	Δx
t_4			
t_{4+1}			
t_{4+2}			
t_{4+3}			

You have completed the tables above by assuming Q, now all you need to do, repeat the overall process by assuming $10Q$ generation and compare your result. What do we mean by assuming $10Q$ generation; we assume that the existence of $\mathscr{L}(t)$ would have been possible at t_4 without the reduction in Q. You need to evaluate both of them and compare your result and show your observation. After working out this part here and part "e", you have shown that a reduction of Q also helps manage $\mathscr{L}(t)$

in term of $\overline{u}(t)$, it also help reducing the lambda factor in term of time. Now you need to answer that question. What would have happened to $\mathcal{L}(t)$ at time t_2 for instance if Q was not reduced? This is the same as saying that, what would have happened to the functional system much earlier if Q was not reduced to manage $\mathcal{L}(t)$?

k. It is very important to understand the process of philosophy inheritance related to time. Here word time means generation. In this case we can say that it is very important to understand the process of philosophy inheritance related to generation. Within the process itself and the elements that include in the philosophy inheritance equation, it is very important for us to understanding those elements related to generations. Let's say it again, within the philosophy inheritance equation or expression; it is very important to understand the elements that make up the equation related to generation. To better understand the explanation, let's use what we have already learned about the philosophy inheritance equation to fill up the table below.

Time	t_4	t_3	t_2	t_1	t_0
$S_M(xy)$					
Δx					

Here t_0, t_1, t_2, t_3, t_4 are considered to be generations. You must also show your observation for each time. If you group terms, you must also show the grouping of the terms and the relationship of your group related to Δx for each time as well. You only need to do this part, if you have not done something like that from your previous workouts; otherwise, you don't have to worry about it. Depend how you work it out, write down $S_M(xy)$ by representing it in factorial form. In this case, you can have something similar to this table. In this table below, $S_M(xy)$ represents your new expression at each time in factorization form. You can also provide more explanation of your workout.

Time	t_4	t_3	t_2	t_1	t_0
Number of People					
$S_M(xy)$					

Now depend how your workout the table above, you may have seen that or found out that $S_M(xy)$ can also be written in a form where summation can be used. If you want, you can rewrite that form by taking generation and number of people into consideration. We mean re present $S_M(xy)$ in summation form by taking number of people and generation into consideration from time to time. Within your workout, show your observation and grouping terms if you do so and their relationships. While we use $S_M(xy)$ to link this part from previous part, since we are concerning about philosophies only in this part, you can regard $S_M(xy)$ as $S(xy)$ instead.

l. It is very important to understand the way our parent approach things to us related to what we do. Another way to say it, it is very important for us to understand our parent to us related to us and what we do. The way to look at, in term of our parent to us; our parent thinks all of us are the children and we are one. We must work together through the principle to enable the functionality of life. It is very important for us to understand that process. In term of application, there should be no different in term of what we do, when it comes to the way our parent wants us to do it. In other words, we all must work together by applying the principle to enable the functionality of life. This is the way our parent views and the way our parent wants us to approach it. Once our parent feedbacks us, that feedback is considered to be for everybody without exception. Our parent always generalizes us. In other words, our parent thinks all of us as one. It is very important to understand that and not to think it for granted. By working out the overall exercise up to here, we should not have any problem to understand that. Now let's take a look of the way we do things. Now if we follow our parent direction or the way our parent view us, we should not have any problem at all in our application. What is important here; in order for a project or our application to be successful, we all must be treated as one or one entity and work together in order to enable our project to execute without problem. Once we fail to understand that, we will never be successful. The way to look at it, since our parent treats all of us as one entity in life, in our application or project, we should always treat everybody as one entity as well. We cannot do better than our parent, so we have to follow the same path as our parent. By treating everybody as one entity in our application, it makes is possible for us to work together to enable our project to execute without problem. It is very important to understand that and not to take that for granted. Just take your time to think about that.

m. To better understand the part above and to verify you understanding, let's re-approach the overall exercise in term of your project. In your application, assume that you have N people working. Among those N people, assume that you have L who are doing well and the majority of them, which are M are not doing well. For this reason, the function of your application execute in the form of $\bar{u}(t)$ as opposed to $u(t)$. Use λ as a factor over time to help your application execute as $u(t)$ as opposed to $\bar{u}(t)$. In your workout, you must show the physical system equation in term of philosophy in both $S_M(xy)$ and $S_L(x)$ you must also provide additional information for each time and show your observation. To better understand the overall process, you can include a table or tables similar to the one below in your workout.

Time	λ	Application Name	Function
t_0			
t_{0+1}			
t_{0+2}			
t_{0+3}			

The table below is a continuity of the table above

Time	$S_M(xy)$	$S_L(x)$	Δx
t_0			
t_{0+1}			
t_{0+2}			
t_{0+3}			

t_0 means your initial function execution. For instance if you application result to $\bar{u}_1(t)$, t_0 is the first time you execute $\bar{u}_1(t)$, where t_{0+1} is the second time you execute $\bar{u}_1(t)$ and so forth. You can increment the time as you're desired to accommodate your result. As stated earlier, you must show the functions in term of people of those who are doing well in the project and the ones who are not doing well in the project. At the end, you must provide additional explanation and show your observation.

n. By understanding part "l" and "m" above, especially part "l", it is very important for us to understand our parent approach or perspective about managing the functional system. What do we mean by that? Let's repeat it again, when it comes to managing the functional system $\mathcal{L}(t)$, it is very important for us to understand the way our parent views it. While we say that here, it is very important for us not to misinterpret it as well. Since the functional system depends on all of us, when it comes to managing the functional system, our parent treats us as one entity as well.

That makes a lot of sense and it is very important to understand that and not to misinterpret that as well. In term of managing the functional system, up to now, we have learned a lot of ways the functional system has and had been managed. Disregard the way we look at it, what is important here, the system is best managed by its functional principle and it can only managed by its functional principle continuously. Anything different than that would be considered to be temporary and will not be continuous and indefinite related to time. It is very important to understand that. When it comes to managing the functional system, everything or every entity that enables the functionality of the system must be taken into consideration. Let's say it again; when it comes to managing $\mathcal{L}(t)$, every step that enable the functionality of $\mathcal{L}(t)$ must be taken into consideration. Whatever measure that had been taken and was taken to manage the functional system was necessary and should not have been different. We should think that we are responsible and we all are responsible to manage the stability of the functional system. Our parent treats all of us as one child and all of us are considered to be a single child of our parent. What is important for us now to realize? We must learn our utilization theory and use it to manage the functional system to enable the functionality of life. Only the application of the principle guarantees the managing of the functional system without problem. We must learn and apply the principle to enable the stability of the functional system. We cannot escape learning the principle; we cannot escape applying the principle. To prevent any misinterpretation, whenever we use the word parent here, as usual it means the principle. Jus take your time to think about this part of the exercise.

o. Show your understanding of part "l", "m", and "n" above related to the associativity characteristic of the physical system. This is the same as saying that show your understanding of the associativity characteristic of the physical system related to your understanding of your workout of part "l", "m", and "n" above. You must provide additional explanation and show your observation.

p. When it comes to managing the functional system, our parent treats all of us as a single entity. Since the functional system depends on all of us, it makes sense for our parent to treat us as a single entity in order to manage the functional system. Since the functional system depends on all of us, it makes sense for all of us to think as a single entity when we look at the functional system. When it comes to life, we should always treat ourselves as a single entity, otherwise, life will not work well. We should always view life the way our parent does; we cannot do better or different than that, otherwise, we simply develop problem. If you want to, you can verify this statement by providing a practical example. In other words, verify that by providing a practical example, when it comes to managing the functional system, our parent treats all of us as a single entity; and when we fail to understand that, we simply develop problems.

q. It is very important for us to understand our parent and it is very important for us not to take our parent for granted as well. By understanding the overall exercise up to here, we should realize that by now, our parent is already what it is and we cannot change it nor do anything about it. We cannot change the way our parent is. We cannot make our parent to be our ways; it is not possible. Our parent is already what it is; there is nothing we can do about that. It is not possible for us to change our parent to be our ways. We are here to accept our parent for what it is and there is nothing we can do about that. Our parent is already be defined by itself and we cannot change it. Just take your time to think about what we have just learned here.

658′. Using algebra to show your understanding of the work theory related to interpretation of theory. This is the same as saying use algebra to show your understanding of interpretation of theory related to the work theory.

659′. We already know that we cannot have term removal in an associative system. We know that

$Tr\{\overline{T}\} = Problem$, where

$$Tr\{T\} = Solution$$

Now in term of system applies theory, if

$$S_1 Tr\{\overline{T}\} = \overline{u}(t)$$

Then the problem is solved in a form when

$$S_1 Tr\{T\} = u(t)$$

What is important here; the misapplication of theory by a person to produce or execute a faulty function, which is a problem, solved when that person applies properly the theory to execute or produce that function. It is very important to understand that. To verify your understanding, show that by providing a practical example. In other words, in term of application of theory, show that if $S_1 Tr\{\overline{T}\} = \overline{u}(t)$, where $\overline{u}(t)$ is a problem, this problem is solved when $S_1 Tr\{T\} = u(t)$. In this case, $u(t)$ is considered to be the solution for the problem, but it is always better to say that $Tr\{T\}$ by S_1 is the solution for the problem. You must emphasize your workout by showing whether or not term removal can solve the problem.

a. If you want to, you may approach your workout in the form of: if $S_1 Tr\{\overline{T}\} = \overline{u}(t)$, where the solution is $S_1 Tr\{T\} = u(t)$, since $u(t)$ can only be produced by the application of T by S_1, therefore if S_1 is removed or non longer present, the problem still exists. Therefore the problem did not solve. You can approach your workout this way or show that instead. The way to look at it, since theories are independent entities and people cannot apply theories for other, in order to solve this problem, the person who commits the error must apply theory to solve that problem. Another person cannot apply theory for that person to solve that problem. Terms removal cannot solve the problem as well. Only the indicated person needs to apply theory to solve that problem.

b. In the communication domain, our function takes into consideration everybody's communication in the project. In this case, if we have N people in the project, our communication function looks something like that

$$f(x) = A\left(xP_1 + xP_2 + xP_3 + \cdots + xP_N\right)$$

Now assume that there is an error in the communication of a person in the project. Let's assume in the communication of P_2; in this case we have

$$f(x) = A\left(xP_1 + \overline{x}P_2 + xP_3 + \cdots + xP_N\right)$$

What is important here; the error that is introduced in the communication of P_2, enables $f(x)$ to be executed with error. Now in term of communication, the error that is introduced in the communication of P_2 can be corrected by P_2 by using the Error Correction Function (ECF). What is important here; since term removal is not a factor and can never be a factor on the pretext of correcting an error, here term removal can never yield a correction. Since if $A = \overline{A}$, then $x = \overline{x}$ and so when $x = \overline{x}$, then $A = \overline{A}$ as well, term removal can never provide a correction. Show that by providing a practical example. In other words, within an application, show that the error that is introduced by the communication of a person in a project, cannot be corrected by term removal.

660′. Using algebra to show your understanding of interpretation of theory related to presentation of theory. This is the same as saying, use algebra to show your understanding of presentation of theory related to interpretation of theory.

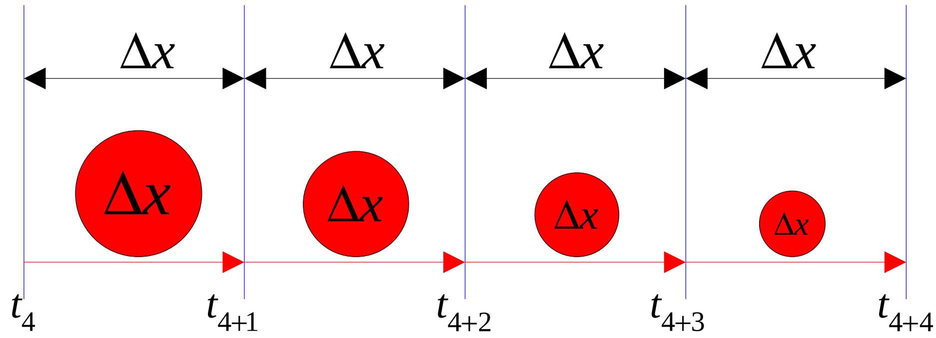
661′. We have learned before during the downhill process, we inherited negative philosophies from our ancestors. During the uphill process, those philosophies are reduced by generation where.

$$S(xy) = S_M(xy) + S_L(x)$$

In this case $M = \lambda L$, where we reduce λ, in order to reduce $S_M(xy)$ related to generation. We have also learned that, the fact that a reduction in Q has been used to help manage $\mathcal{L}(t)$. The fact that our negative philosophies have made the functional system to become unstable, it was necessary as well to reduce Q, in order to help manage $\mathcal{L}(t)$. We have also shown that during the uphill process, by taking philosophies into consideration only, the reduction in Q becomes very useful, since it helps reduce the time for λ and Δx.

What is important here; in term of generation or people living at specific time, the process can be viewed as Q for specific person. For instance if we assume *Person 1* or P_1, so in term of people living at specific time, this can be viewed as Q time of P_1. In this case, we mean the living time of *Person 1*. During the downhill process, we know that we pass negative philosophies to people who live after us or our children. Compare to the downhill process, in order to reduce λ during the uphill process, we must reduce negative philosophies we pass to our children or people who live after us. In this case, what we do, we watch out ourselves not to pass our philosophies to our children or people who will live after us. By understanding that, we can ask this question individually. What can I do in my Q time to enable the continuity of life for people in the next generation? What can I do in my Q time to enable the continuity of life for the next generation? What can I do in my Q time to enable the continuity of $\mathcal{L}(t)$ in the future? Basically what is important here; in our Q times, we must prevent our children from inheriting our negative philosophies. It is very important to implement that. It is also very important to understand the overall process.

a. Just take your time to think about the overall explanation
b. During the uphill process, it is always good for us to look the reduction λ or Δx in term of generation. Assume that we start the uphill process at t_4, t_{4+1} can be viewed as the next generation. In this case, the reduction of λ or Δx can be viewed from t_4 to t_{4+1}, which is simply the Q of our time. To better understand that, let's show it in a tabulated format by using the philosophy inheritance chart in an uphill approach, which is the opposite of the downhill process.



As we can see from the diagram above, as we go farther in generation, the size of Δx keeps reducing more. This is basically the way to approach it and look at it. As we go from generation to generation, we pass less philosophies to our children or people who will live after us. In a table approach, this process can be viewed as follow.

From Time	To time	Number of People	λ	Δx
t_4	t_{4+1}			Δx
t_{4+1}	t_{4+2}			Δx
t_{4+2}	t_{4+3}			Δx
t_{4+3}	t_{4+4}			Δx

The table below is a continuity of the table above

From Time	To time	Number of People	$S_M(xy)$	$S_L(x)$
t_4	t_{4+1}			
t_{4+1}	t_{4+2}			
t_{4+2}	t_{4+3}			
t_{4+3}	t_{4+4}			

What is important here; as we go from generation to generation, Δx getting small, λ getting smaller, $S_M(xy)$ getting smaller, and $S_L(x)$ getting bigger.

To better understand the overall process, determine the size of Δx and all other relevant information by filling the table and show your observation.

c. The way to look at it, at t_4 assume that you want to reduce Δx, in this case, from t_4 to t_{4+1}, which is considered to be your Q time, you reduce Δx. Now the next generation, which will be t_{4+1} to t_{4+2}, will ask the same question, to reduce Δx further. In this case, the response to your first question can be used to approximate the response for the next generation from t_{4+1} to t_{4+2}, then successive generation and so forth. The way to look at it, we always ask this question in our Q times, what can I do to reduce Δx or λ? What is important here; Δx cannot be reduced by itself, in order to reduce Δx or λ, we must do something. Using the table below, you can determine Δx for each generation and state that what you do to reduce Δx and approximate for the next generation.

Time	t_{3+9}	t_4	t_{4+1}	t_{4+2}
How we doing	Bad	Good	Better	Much better
Δx				

The way to look at it, by concentrating in reducing Δx, if we do good at this generation, we expect the next generation to do better. The same as if we do bad in our generation, we expect the next generation to do good. The table below simply shows another view of the table above. The way to look at it, my ancestor passed that negative philosophy to me, but I don't pass it to my children or people who will live after me.

Time	t_4	t_{4+1}	t_{4+2}	t_{4+3}
How we doing	Good	Better	Much better	Much, much better
Δx				

Since Δx cannot be reduced by itself, since the functional system depends on all of us, in our Q times, each of us has to do something individually to reduce Δx. Now assume that you have reduced Δx from t_4 to t_{4+1} as shown by the table below. Here for each reduction of Δx, explain what do you do to reduce Δx. The table below shows an extract column, you can use it to provide more information; although it is not limited. Since the principle cannot be understood and applied by someone for someone else, whatever you do to reduce Δx or λ can be personal; you are the only one who should know about it.

From Time	To time	Reduction of Δx	Reduction of λ	What I do to Reduce Δx or λ
t_4	t_{4+1}	Δx		
t_{4+1}	t_{4+2}	Δx		
t_{4+2}	t_{4+3}	Δx		
t_{4+3}	t_{4+4}	Δx		

d. Show your understanding of your workout above related to the associativity characteristic of the physical system. This is the same as saying show your understanding of the associativity characteristic of the physical system related to your workout above. In this case, you use the result of your workout above to show your understanding of the associativity relationship of our system.

e. By understanding the overall exercise up to here, it does not matter if we look at it in term of downhill or uphill, let's approach the physical system equation like it was given to us in this form

$$S(xy) = S_M(xy) + S_L(x)$$

Where $M = \lambda L$; some of you might think that there may be a possibility for $L = 0$. It is not possible at all and at all time. All you need to do, determine why L cannot be equal to 0 at any given time and if you want to you can provide a practical example in your workout. This is the same as saying that show that $L > 0$ by providing a practical example.

f. By understanding your overall workout of the exercise including the part above, what $\frac{M}{L}$ means to you and the relationship with $S(xy)$. Provide more explanation and show your observation.

g. Since the term $\frac{M}{L}$ is considered to be a ratio, it does not matter the way we look at it or write it down. Now try to look at it or write it down in the form of $\frac{L}{M}$ and come up with another form of $M = \lambda L$, then show your observation and provide more explanation.

h. Why it is always good for us to look at Δx or λ in a generation basis?

i. Verify your understanding of the following terms $\frac{L}{M}$ and $\frac{1}{\lambda}$. Once you have a very good understanding of them, show that $\frac{L}{M} = \frac{1}{\lambda}$. You must provide more explanation and show your observation in your workout.

662′. Use algebra to show your understanding of application of theory related to interpretation of theory. This is the same as saying show your understanding of interpretation of theory related to application of theory by using algebra.

663′. **Understanding Theory of Education Related to Interpretation of Theory:** We can also say that understanding theory of education related to presentation of theory.

We know that theory of education is very important to us, since it allows us to learn our utilization theory. During a given presentation, we mean a higher level presentation; the theory is presented to us by an instructor in the form of

$$Int\{A\} = K_T A'$$

Where A is the interpreted theory and A' the presented theory. What is important here as we already know; in order for the presentation to be successful, we mean in our side, the student or the people side, the presented theory must be acceptable in the form of $K_T A'$. Since the interpretation of the theory by the people or the students depend on the theory of communication, with the absence or misunderstanding of theory of communication, the presented theory is being viewed as negative by the people or the students.

Now since our parent has been provided feedback to us repetitively, we mean provided feedback to us through an instructor, at a time a theory is presented to us, we may have misinterpret it or misunderstood it. In this case, we view the theory in the form of $\overline{K_T A'}$. Since we are a theory dependable system and we learn theory successively, disregard whether we view it as positive or negative, the next time a theory is presented to us; we must drop our previous negative interpretation and adopt the new one. This process allows us to learn theory of communication, in order to properly interpret the theory, which is considered the new interpretation. To better understand the overall process of what we are talking about, let's use this table.

Time	Presentation	Presented Theory	Instructor Interpretation	People/Student Interpretation
t_1	1st	A	$Int\{A\} = K_T A'$	$\overline{K_T A'}$
t_2	2nd	A	$Int\{A\} = K_T A'$	$\overline{K_T A'}$

t_3	3rd	A	$Int\{A\} = K_T A'$	$\overline{K_T A'}$

The table below is a continuity of the table above

Time	Presentation	Communication Theory Understood by People/Students	Interpretation Result by People/Students
t_1	1st	No	Negative
t_2	2nd	No	Negative
t_3	3rd	No	Negative

Now assume that at t_4 a theory is presented to us by an instructor in the form of $Int\{A\} = K_T A'$. Since we have already misinterpreted all the previous presentations, by understanding theory of communication the new presentation provides us the opportunity to interpret the theory properly. In this case we simply drop all the negative interpretations we have accustomed to and adopted the new interpretation with the help of understanding of theory communication. In this case, we have this table.

Time	Presentation	Presented Theory	Instructor Interpretation	People/Student Interpretation
t_4	Final	A'	$Int\{A\} = K_T A'$	$K_T A'$

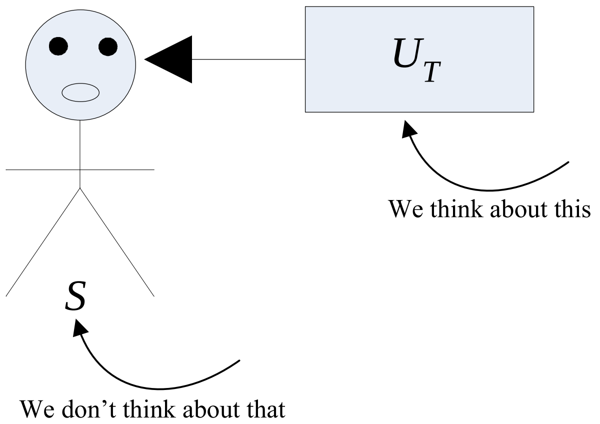
The table below is a continuity of the table above

Time	Presentation	Communication Theory Understood by People/Students	Interpretation Result by People/Students
t_4	Final	Yes	Positive

What is important here; by understanding theory of communication, the negative interpretation or the negative view of the theory must be dropped by the people or the students and adopting the new interpretation. Without that, the presentation will not be successful and the functional system will continue to decline at a faster rate. Since t_4 is regarded as the last and final presentation, it is very important for us to provide importance to that presentation by dropping all negative interpretations we have accustomed to and adopted the new one. By doing so, we can make progress learning the theory to enable the functionality of life. Just take your time to think about this exercise.

664′. By having a very good understanding of our utilization theory, fundamental of theory, characteristic of theory, the physical system, our parent, and the given reference; we have encountered this statement before, disregard the way we look at it, there must be a final presentation at some point of time. By understanding all the entities we have just listed here, use your understanding of the principle itself to verify why a presentation at t_4 is considered to be the final presentation. You can also provide a practical example if you want to.

665′. **Understanding the Physical System Related to Our Utilization Theory:** We have talked about and learned that the physical system points to its utilization theory. In other words, when we see a person, we think about our utilization theory rather than the physical person. The diagram below shows what we are talking about



What is important here; since $S = U_T$, we always think about S in term of U_T, rather than S physically. That makes sense, since U_T gives us ideas, we cannot get ideas from S directly by thinking about S, but we get ideas from U_T by thinking about U_T. Since U_T provides information about S, by thinking about U_T rather than S physically, we can learn more about S from U_T rather than from S directly. As a verification, we have already learned more about S from U_T, rather than from S physically. It is very important to understand that. The way to look at it as shown by the diagram above, from U_T we think about S, but we don’t think about S directly from S physically.

Another way to look at it, since $\mathcal{L}(t)$ depends on U_T and $\mathcal{L}(t)$ is managed by us applying U_T, by thinking about U_T only, we get ideas from U_T to enable us to manage $\mathcal{L}(t)$. If we think about S physically rather than U_T, there is a tendency for us to think negative about S. In this case, since $\mathcal{L}(t)$ depends on the application of

U_T, when we think about S physically rather than U_T, we may generate negative philosophies that cause $\mathscr{L}(t)$ to function abnormal. As a theory dependable system, it is very important for us to understand that. As a theory dependable system, we depend on our utilization theory and think relatively about our utilization theory to enable life to function normally. Just take your time to think about it. Again when we see the physical system or a person, we always think about our utilization theory instead. The way to look at it, since U_T gives us ideas about S, since thinking about S directly does not tell us anything about S, by looking at S physically or by thinking about S physically, we might think about entities that do not exist at all. Since thinking about entities that do not exist enables us to generate negative philosophies, thus it is not good for us to think about S directly, but thinking about U_T instead, since U_T is what gives us ideas or tell us more about S.

666′. Use algebra to show your understanding of application of theory related to presentation of theory. This is the same as saying show your understanding of presentation of theory related to application of theory by using algebra.

667. **Understanding our Parent Related to Theory of Education:** We can also say understanding theory of education related to our parent. By having a good understanding of our parent, we know that our parent provides us with our utilization theory to promote maturity and responsibility. For instance as a reference itself, we can refer to the reference given to us by our parent rather than relying on our parent to do things for us. Now by understanding our utilization theory, we know that we have to learn it in order for us to work with it. Since theory of education enables us to learn our utilization theory, we rely on the theory of education in order to learn our utilization theory. By understanding the overall process related to our parent, we can see that our parent cannot learn the principle for us. We have to learn it by ourselves individually. This is basically where theory of education comes to play. It enables us to learn the principle. We cannot rely on someone else or our parent to learn it for us. It is not possible. If it was possible for our parent to learn the principle for us, the principle would not have been given to us anyway. It is very important to understand the process of education and its relationship with our parent. Just take your time to think about this exercise.

668. **Understanding our Utilization Theory Related to the Physical System:** This is the same as saying understanding the physical system related to our utilization theory. To better understand the physical system itself, it is always good for us to look at the system itself in term of our utilization theory. Since we already know that our utilization theory provides us information about our system, we think relatively to our utilization theory to get information about ourselves physically. The way to look at it, since our utilization theory is a completely different entity from other entities, we have to treat the physical system the same way as our utilization theory. In this case, we think about the physical system in term of our utilization theory. We should not think about the system in term of comparing it to another entity or any other entity. To better understand our system rather

than comparing it to other entity, we can think about it in term of its aspect, but better to say its characteristic. For instance, whenever we look at the system or think about the system, we can think about the following characteristic: self controllable, communication enable, theory dependable, associativity, reproductivity. The way to look at it, those characteristics are applicable to the physical system. That makes it possible for us to handle the physical system differently from any other entity. We must not handle the physical system the same way we handle other entities; we must not think about the physical system the same way we think about other entities. Since our utilization theory is completely a different entity as well, we handle our system relatively to our utilization theory. Just take your time to think about this exercise.

669′. **Understanding the Physical System Related to our Utilization Theory:** This is the same as saying understanding our utilization theory related to the physical system. We know that a system is realized or derived by its derivation theory, but functioned by utilization theory. In term of our system, we have

$$S = D_T + U_T$$

With the absence of D_T, we set $D_T = 0$ and we have $S = U_T$. Now what is important here; since D_T is absent and we are a theory dependable system, in order for us to think about S physically, it would require us to have or know D_T. Since D_T is absent to us, we don't have any theory to give us ideas about S. Therefore we cannot think physically about S, since we don't know how S was derived or the derivation theory of S. For this reason, we are limited to think physically about S directly. The way to look at it, we don't know how S was derived and we don't have any idea about that. Therefore we cannot think about S physically. Thinking about S physically would require us to have D_T. Since we don't have D_T, therefore we cannot think about S. Now since we know what enables S to function and we have that theory which is U_T, therefore we can think about the functionality of S by thinking directly about U_T. Just take your time to think about this exercise. It is very important to know that.

670. **Understanding the Theory of Education:** We know that the process of education enables us to learn principles that we have not yet known already. We also know that within the process itself, there exist three identified elements; the principle, the instructor, and the students. Since theories are presented to all forms of communication, the presentation of a theory is not limited by a single form of communication. In this case, if we assume written communication, which includes reading and writing, it might be possible where for instance books can be involved in the process. What is important here; while books or reading/writing might be involve in the process, however the process itself is not limited by books or any other related entities which may include reading and writing. Now as a self controllable system, in terms of students and the

instructor who are including in the process, books or any other related entities which may include reading and writing depend on the students rather than the instructor. In other words, the instructor cannot force students to use or carry a book. A book depends on the students, not the instructor. It is very important to understand that and not to take it for granted. This exercise may require a higher level of understanding of theory of education. Just take your time to think about it.

671′. **Understanding the Power Theorem Related to Presentation of Theory:** In a higher level presentation, the power theorem is being taken into consideration. The power theorem was given to us in the form of

$$P_T = E_T \cdot K_T$$

Where E_T, the theory of education is given in the form of

$$E_T = \sum_{n=1}^{\infty} T_n \text{ , where } T_{n+1} > T_n$$

Now in a higher level presentation, the presented theory is presented from the interpretation function, where the interpretation is being viewed only in the positive form where

$$Int\{A\} = K_T A'$$

In this case, A' is the presented theory, where A is the theory being interpreted. We can say that theory A is being interpreted to present theory A' or the instructor is interpreted theory A to present theory A'. Now by understanding the overall explanation, all you need to do; by using the power theorem and your understanding, show that the power theorem is being taken into consideration in a higher level presentation, which always result to

$$Int\{A\} = K_T A'$$

This is the same as saying that, show that in a higher level presentation, the power theorem is being taken into consideration. We can also say, verify why in a higher level presentation the power theorem is taken into consideration.

672. **Understanding Theory of Education:** Since theory of education enables us to learn theories and theories cannot be learned by someone for someone else, the process of learning theory is considered to be personal. Since the learning process is personal, so does the entities that attach to the learning process. Since the learning process of a

theory is personal, so does the identification of a theory. Since the understanding of a theorem is personal, so does the identification of a theorem.

673′. **Understanding Both the Downhill Process and the Uphill Process Related to Application of theory.** We can also say understanding the physical system in term of application of theory related to both downhill and the uphill processes.

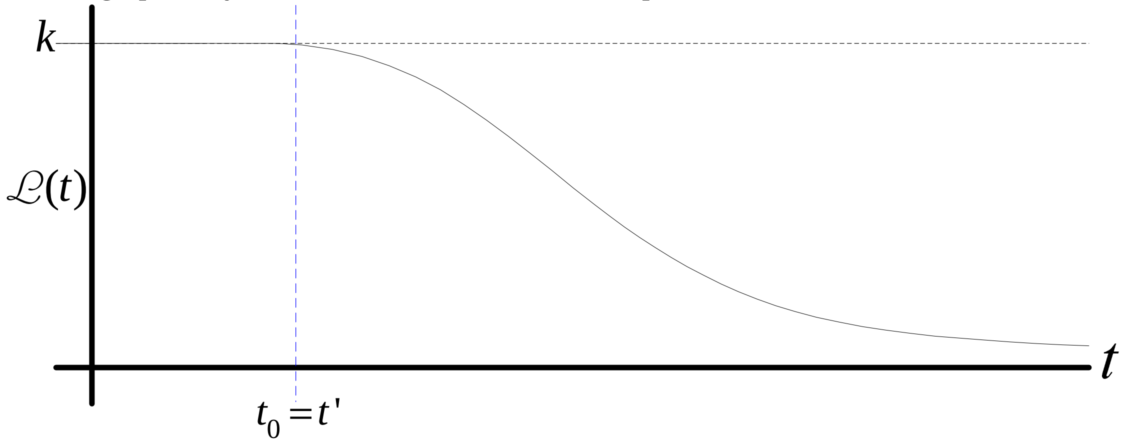
We know that the downhill process is the process where the functional system is in the process of declining. During the downhill process, both the functional system and the physical system are unstable; both of them are in the process of instability. To better understand the downhill process and the uphill process, just take it like this. The downhill process looks at the stability of the functional system in terms of functions. During this process, the functions that make up the functional system are being viewed in an unstable mode or manner. Related to the physical system, since the functional system depends on the physical system, once the physical system becomes unstable, the functional system becomes unstable as well. Related to the stability of the physical system, the downhill process can be viewed as the declining of the physical system stability.

In term of the uphill process, it is the opposite of the downhill process. During the uphill process, the functional system is in the process of gaining stability related to time. Since the functional system depends on the physical system, during the uphill process, the physical system is in the process of learning and applying theory to enable the functionality of life. As a result of that, as we make progress learning and applying our theory, the functional system changes accordingly. For instance any gain we make in our understanding and in our application enable the functional system to gain as well.

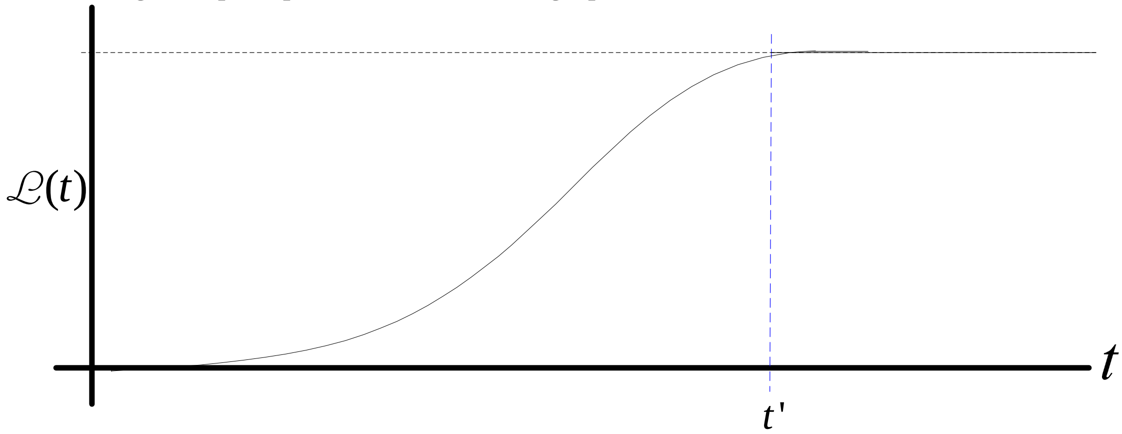
As explaining earlier, in term of application of theory, both the downhill process and the uphill process depend on us. During the downhill process, we can say that the functional system depends on our philosophies, since we are running in philosophy mode. While in the uphill process, the functional system depends on the theory that we apply. Since during the downhill process we don't have any destination, the work that we do in term of theory that we apply is considered not supportive of the functional system. Therefore, the system is declining accordingly. During the uphill process, we have a destination. In term of work that we do related to theory that we apply, enables the support of the functional system. By understanding the overall explanation, we can see that during the downhill process, the functional system performance is related to what we do negatively, while during the uphill process the functional system performance is related to what we do positively. By understanding what we have just said, since the functional system depends on the physical system in term of application of theory, we can see that during both processes, the physical system is also affected in term of what we do. In other words, during the downhill process, the physical system is affected in term of what we do, while during the uphill process the physical system is also affected in term of what we do.

a. Just take your time to think about the overall explanation

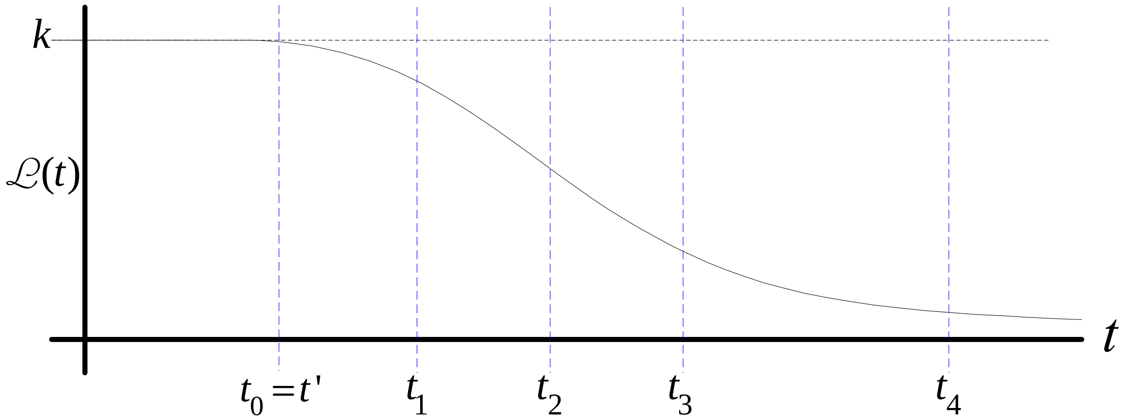
b. To better understand both the uphill process and the downhill process, let's look at them graphically. Below, we show the downhill process.



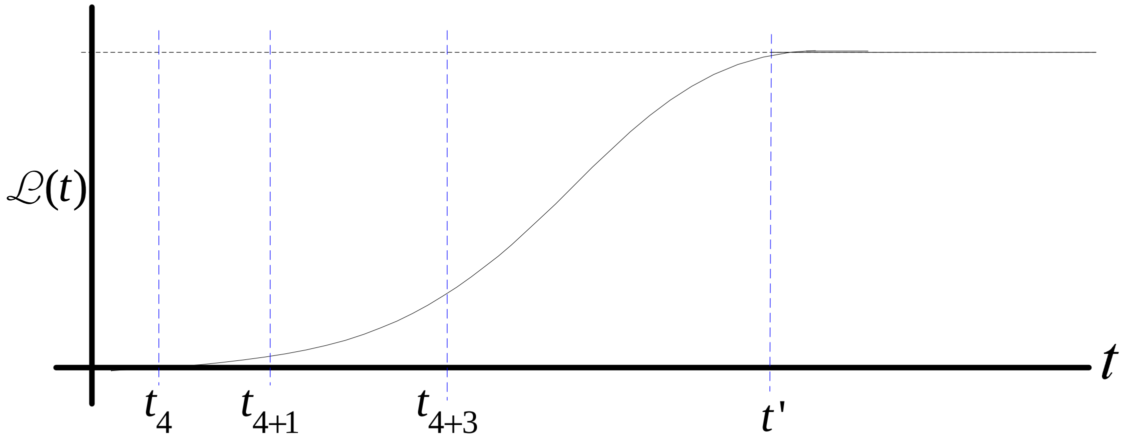
As we already know, at the time the principle was given to us and we disregarded it; we mean the time we disregarded the principle; we set that time equal to t_0 and we assume that the functional system was 100% stable before and at t_0. Now during the uphill process, we have the graph below.



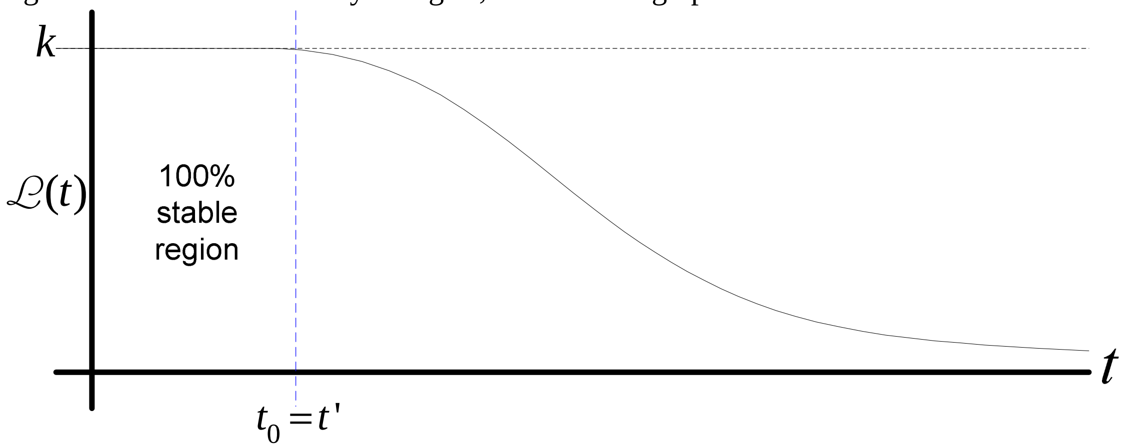
During the uphill process at t' is the time we reach our destination or the time we are at 100% stability. Now to better understand the overall process in term of application and presentation of theory, let's add some other times to the graphs. The reason we use the term presentation of theory here, just to add some times that we have been used to indicate presentation of theory. Here it does not matter, any time can be used. Now let's show the downhill process graph with some more times on it.



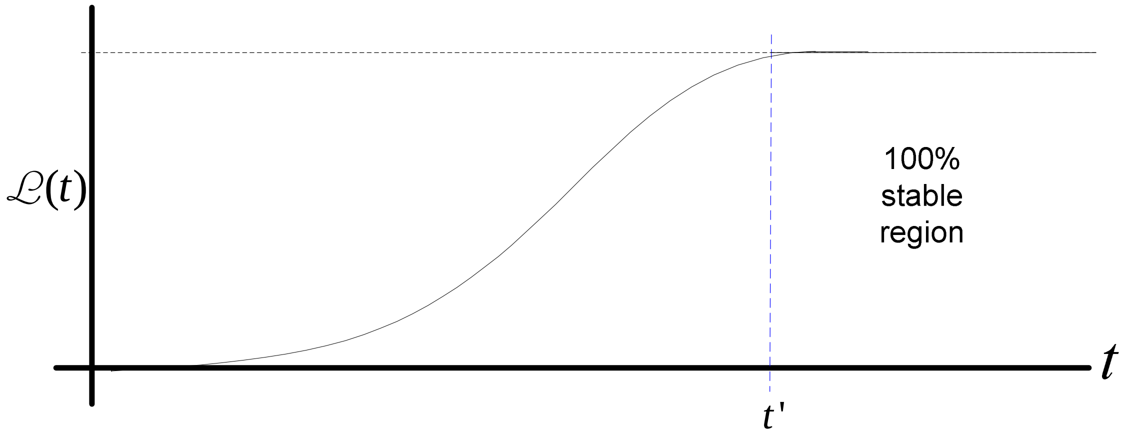
The same as the uphill process, we can add some time to the chart. For instance by doing so, we have the uphill chart listed below. Don't worry about the way we use the times on the chart below. It is just for illustration, any time can be used; it does not matter.



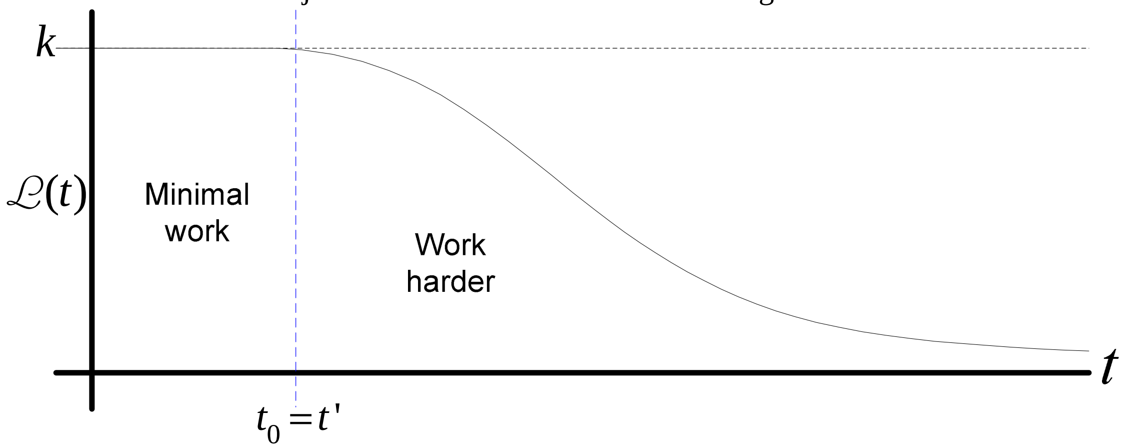
Since $\mathscr{L}(t)$ was 100% at t_0 and before, to show that, we can show that region or shade that area. By doing so, we have the graph below.

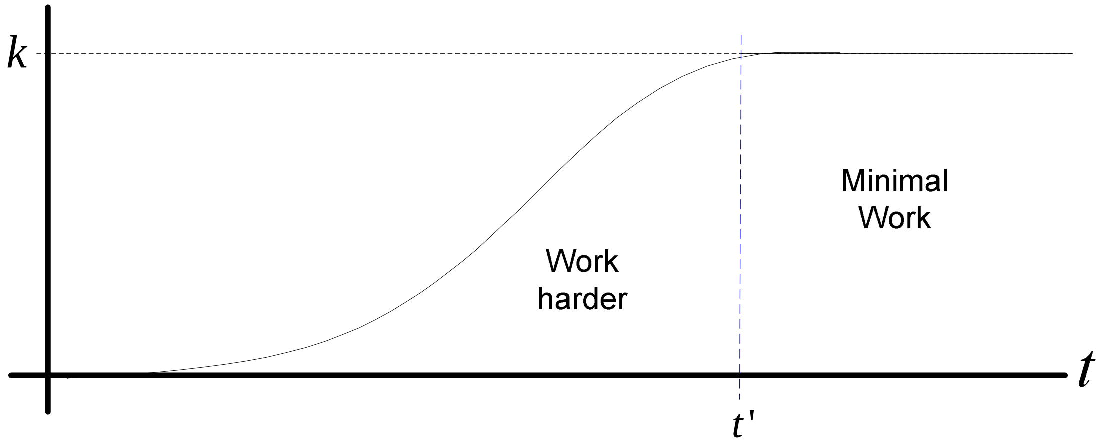


Since during the uphill process we reach 100% stability at t', we can also show the region to denote that stability. In this case, we have this graph.



What is important here; by understanding the physical system and the functional system, it can be shown that as we come down, we also work harder. In other words, at t_0 or before, we work minimal, while at t_1, t_2 and so forth, we work harder. The same as at t_4, t_{4+1} and so, we work harder to go to t', but at t', we work minimal. You can show that by providing a practical example. Here, it is better for you to use your understanding of both the uphill and the downhill processes to do your work instead. In other words, think of it in terms of uphill and downhill graphically. While we use the term work hard here, it simply means more effort. By understanding that, we can see the term work hard does not have any basis; it is always better to say more effort instead. So outside here, we can refer to the term work hard as more effort instead. By understanding what we have just said, we can show both the uphill and the downhill graphes related to what we have just said to show the areas of working.





Depend how you look at it, if you want to, you can concentrate in the indicated areas only rather than doing it in a timely manner. We mean in a timely manner where you have to use the progress times and the decline time. If you choose to work it out by using indicated areas only, in this case you can show that for the downhill process, we work harder once we lost our 100% stability and work minimal at 100% by providing a practical example. The same as during the uphill process, we work harder before we reach 100% stability, and work minimal once we reach 100% by providing a practical example.

c. If you want to, if you have not already done so, you can approach your workout above in a timely basis. For instance, you can do it as indicated by the table below or use other times you want. You don't have to do for all time, you can skip some of them.

Time	**Effort in What We Do**	**Function Identification**
t_0 or before	Minimal Work	
t_{0+1}		
t_1		
t_{1+1}		
t_2		
t_{2+1}		
t_3		
t_{3+1}		
t_{3+15}		

The way to look at it, since t_0, t_{0+1} and all others are considered to be time or date, it does not matter the way we approach them or write them down. In this case, the time t_{0+1} is also equal to the time $t_0 + 1$. Disregard the way we look at them, they simply mean time or date or time of a given presentation and time after a given presentation. It does not matter. The way to look at it, for each time, you will provide a practical example to show that as times goes up, we work harder. For instance at t_{0+1} we work hard, while at t_1 we work harder and so forth. Then you can provide a function to describe that by providing a practical example. This is the simply the way we say it here, but your result or your workout depends on you.

d. While your workout above related to the downhill process, if you want, you can do the same for the uphill process. The table below shows the table for the uphill process. As we stated above, in term of the time, t_{4+1} and t_4+1 are the same. You don't have to do for all times, you can skip some of them.

Time	**Effort in What We Do**	**Function Identification**
t_4		
t_{4+1}		
t_{4+3}		
t_{1+6}		
t_{2+8}		
t_{2+11}		
t'	Minimal Work	
$t'+1$	Minimal Work	
$t'+2$	Minimal Work	

e. By understanding your overall workout up to here, you can see that during the downhill process, as time increase, we work harder, but without a destination. Compare to the uphill process, as time increase, we work harder up to t', but with a destination. Verify your understanding of the explanation by providing a practical example and show your observation. Keep in mind also during the downhill process, $\mathscr{L}(t)=-\mathscr{L}(t)$, which is the opposite of the uphill process.

f. By understanding your overall workout up to this point, here you can re-approach it another way by providing a practical example. This can be viewed as a continuity of your workouts above, but you simply do it another way. In term of working harder, here is the way to look at it. By using the downhill process, at t_0 or before we have less work to to, since $\mathscr{L}(t)$ is 100% stable, the same as at t' and $t'+1$. Here is the way to look at it, in term of work that we do. Since there is a relationship between $\mathscr{L}(t)$ and $S(xy)$ or between $\mathscr{L}(t)$ and $S(x)$, assume that $u(t)$ is a needed function and we want to derive or execute $u(t)$, we have to apply theory to do so. Let assume that in this case we have N people apply theory to derive o re-execute $u(t)$. Let's assume $N=50$ or more it does not matter. Now we have the following for instance

$$S_1 Tr\{T\} + S_2 Tr\{T\} + S_3 Tr\{T\} + \cdots + S_N Tr\{T\} = u(t)$$

Now assume that $u(t)$ is needed function and it can be executed or derived by S_1 only in the form of

$$S_1 Tr\{T\} = u(t)$$

By understanding the overall process and the overall explanation related to the two equations above, we can see that from the second equation it takes minimal work to derive or execute $u(t)$. You can approach your workout in this form to show that by providing a practical example. The way to look at it, assume that $u(t)$ can be derived or executed by S_1 applying a single theorem, then the number of theorem applied to derive or execute $u(t)$ can be taken into consideration; as well as the number of people and all other entities that are needed or used to derive and execute $u(t)$. You will need to show that by providing a practical example and show your observation.

g. Depend how your approach your workout above, if you want to, you can do it in a timely basis, as shown by the table below for the downhill process. You don't have to do for all time; you can skip some of them.

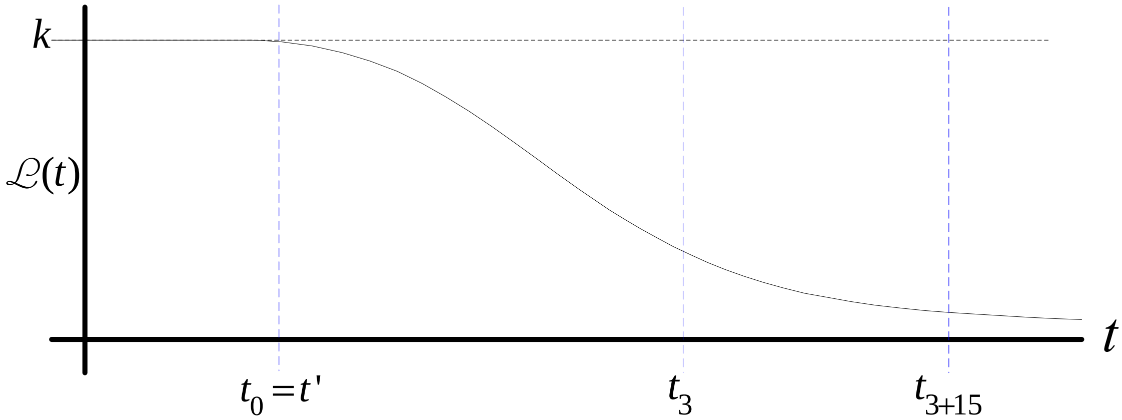
h. Show your understanding of your workouts above related to the work theory. In this case, the work theory is being viewed as what we do. In this case we can simply say related to the principle of what we do. Since your workouts above include multiple parts, you may take each part into consideration. For instance, you may need to show that both graphically related to your first workout and non graphically related to the second part of your workout above.

Time	Effort in What We Do	Function Identification
t_0 or before	Minimal Work	
t_{0+1}		
t_1		
t_{1+1}		
t_2		
t_{2+1}		
t_3		
t_{3+1}		
t_{3+15}		

i. Similar to your workout of the downhill process above, if you want to, you can approach the uphill process as indicated by the table below. You don't have to do for all time; you can skip some of them.

Time	Effort in What We Do	Function Identification
t_4		
t_{4+1}		
t_{4+3}		
t_{1+6}		
t_{2+8}		
t_{2+11}		
t'	Minimal Work	
$t'+1$	Minimal Work	
$t'+2$	Minimal Work	

j. To better understand the functional system, it is always good to look at in term of lost per generation. In other words, to better understand $\mathcal{L}(t)$, it is always good for us to look at $\mathcal{L}(t)$ in term of $\frac{\Delta L}{\Delta t}$. Related to what we have just said, let's show a graphical representation of $\mathcal{L}(t)$ below.



From the graph above, we use t_{3+15} as time now, where t_3 is considered to be the previous presentation or the last presentation. Here we don't have to worry about t_4, which is considered to be time now or the final presentation. What is important here, let's look at $\mathcal{L}(t)$ at t_{3+14} and $\mathcal{L}(t)$ at t_{3+16}. If we assume time now is t_{3+15} as we did, let's take t_{3+14} as the previous generation and t_{3+16} as the next generation. In term of lost, look at L from

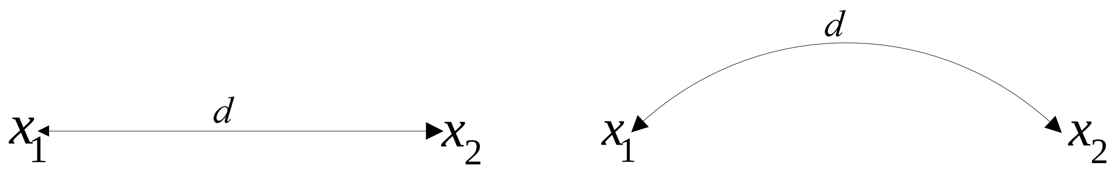
t_{3+13} to t_{3+14} and t_{3+14} to t_{3+15} and use it to compare $\mathcal{L}(t)$. The way to look at it t_3 is viewed as the time of the last presentation, where t_{3+14} to t_{3+15} is considered to be 100 years, so does t_{3+13} to t_{3+14}. Now by disregarding the current presentation at t_4 or assume it will be at t_{3+16} or nothing, then $\mathcal{L}(t)$ can be approximate in term of $\frac{\Delta L}{\Delta t}$ from t_{3+15} to t_{3+16}. Now all you need to, you determine $\mathcal{L}(t)$ in term of $\frac{\Delta L}{\Delta t}$ from t_{3+13} to t_{3+14} and t_{3+14} to t_{3+15}. By understanding your workout, you can also approximate $\mathcal{L}(t)$ from t_{3+15} to t_{3+16}. You may need to show your result both graphically and using the functional system equation. In other words, show or express $\mathcal{L}(t)$ graphically in term of $\frac{\Delta L}{\Delta t}$ and in term of $\mathcal{L}(t)$ whatever you decide and show your observation. By understanding what we have just said, we can see that the workout include two parts, one graphical and one not graphical. In the non graphical part, you may need to include the physical system as well.

674′. **Understanding the Interpretation Function Related to the Physical System:** The interpretation function was given to us in the form of

$$Int\{A\} = K_T A'$$

By taking a closer look of the interpretation function above, we can see the visible elements include the theory being interpreted, the presented theory, and the theory of communication. The presented theory is being viewed as the result of the interpretation function. What is important here; the instructor or the person who interprets the theory does not show up in the function representation. There must be a reason for that. All you need to do, determine why the instructor or the person who is interpreting the theory is not taken into consideration in the interpretation function?

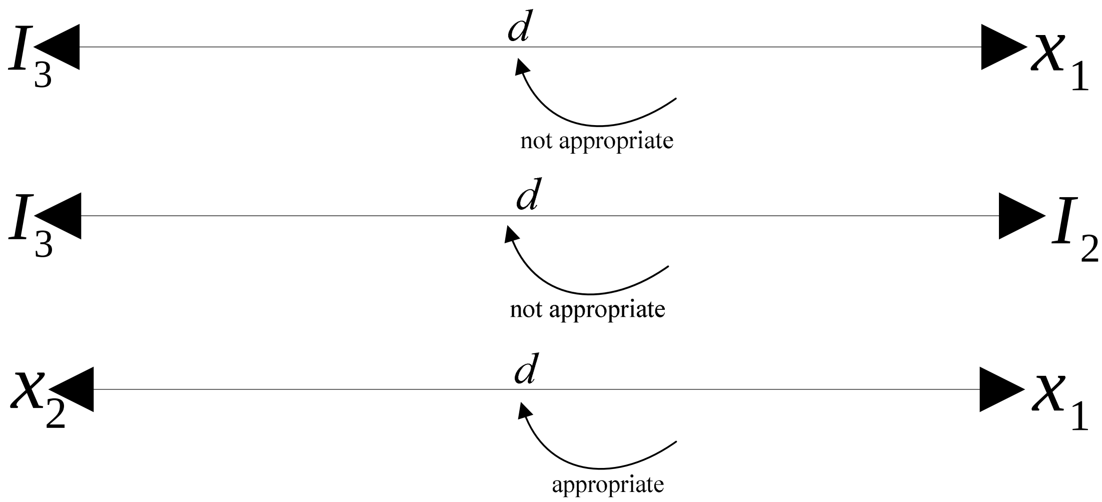
675′. **Understanding Distance Related to the Physical System:** We have shown that as $d \downarrow \mathcal{L}(t) \downarrow$, by understanding that, we have expressed $\mathcal{L}(t)$ in term of d. In term of distance, we have shown that as distance between us comes down, $\mathcal{L}(t)$ also declines. Now in term of distance between us, we can show the physical system with distance between each other, and also the physical system with functions. For instance, when we talk about the declining of distance between us, assume that we have x_1 and x_2, we mean distance between x_1 and x_2, in this case we have; both diagrams are the same



Now let's show some functions of x_1 and x_2; assume that we have $P_1\left[h_1(t)\right]$ and $P_2\left[h_1(t)\right]$. In this case, we can show those functions with distance in the form of

$$P_1\left[h_1(t)\right] \xleftrightarrow{\quad d \quad} P_2\left[h_1(t)\right]$$

From the diagram above, we use function $h_1(t)$ for walk. For instance, person walks. Now let's assume another function like, *Impala Jumps*. In this case, we have something like that $I_3\left[J(t)\right]$. Since this function is affected by our distance, we can use d to express it in the form of $I_3\left[J(d)\right]$ or simply $I_3\left[h_3(d)\right]$. Now what is important here; while $h_3(t)$ is affected by decreasing of d and can be expressed as $h_3(d)$, nevertheless, we cannot show I_3 in term of distance with x. The way to look at it, while we can show x_1 and x_2 or x and x with distance, but it is not appropriate for us to show other entity like I_3 and so forth with d. For instance, we have the following diagram to show what is appropriate and what is not appropriate.



Here I_2 and I_3 are considered to be similar entity. We use the word similar here to some extent. All you need to do here, determine the reason why it is not appropriate and appropriate to show for instance x_1 and x_2 or x and x with distance, but not I_2 and I_3 for instance.

676′. **Understanding Presentation of Theory Related to Importance of Theory:** We can also say understanding the importance of a given presentation related to expandability of theory or understanding presentation of theory related to expandability of theory.

We have learned from presentation of theory that our parent has been given feedbacks to us at a time they are guaranteed by the functional system. We have been looking various presentations and feedbacks. In this case, our parent had been provided feedback to us from generations to generations, although it takes a long time or multiple generations for a given presentation. Now what is important here; is the similarity within the presentations. If we take a look and analyze all the previous presentations, we can see similarity between them. That makes a lot of sense, since in a higher level presentation, the presentation itself takes the power theorem into consideration and it is always error free. By understanding theory of communication, we can see that there is and there should be no difference between given presentations. We have also learned in the instructor side, that the presentation is always error free, while in our side the presentation can be misinterpreted with our misunderstanding of theory of communication. What is important here; while the presentations themselves are similar from instructor to instructor, but in our side, since we misunderstand the theory of communication, we may think that there is difference between those presentations. By thinking like that, we always generate negative philosophies that lead to problems.

To better understand the explanation above, let's rephrase it again. In a higher level presentation, the presentation themselves are very similar. By understanding the power theorem and the theory of communication, we can see that there is no ambiguity in the instructors' sides or difference between all the presentations. Now in our side, since we might not understand theory of communication, we might think there are differences between them. That misunderstand always lead to problems, where we might think there is a difference between one presentation and another one.

By understanding the feedback process related to presentation of theory and application of theory, we can see that it is always good for us to gear ourselves toward the last or the latest presentation. That makes sense, the reason our parent feedbacks us repetitively, because the previous presentation before the latest one has been misinterpreted by us, which result to applications' errors. By understanding that, we can see the latest presentation provides a correction of our interpretation. We mean the correction of our misinterpretations of the previous presentation. For this reason, it is always good for us to adapt ourselves to the last or the latest presentation. By not taking the last or the latest presentation into consideration, we simply continue to misinterpret the previous presentation, which enables us not to complete our application. It is very important to understand that. It is very important for us to adapt ourselves to the latest presentation to prevent misinterpretation and correct our previous errors.

a. Just take your time to think about the overall explanation

b. To better understand the overall explanation, let's take it like this. Assume that T is presented to us at t_1 to provide a feedback. Now the presentation or the feedback was disregarded, then at t_2, T is presented again to provide the same feedback. What is important here; since the presentation at t_2 succeeds the presentation at t_1, the presentation at t_2 also takes the presentation at t_1 into consideration in terms of importance and application. Since all presentations point to $\mathbb{R}$, at t_2 the presentation must provide importance to the presentation at t_1 and also the given reference $\mathbb{R}$. To better understand the overall process, it is always good to summarize it as shown by the table below.

Time	Presentation	Feedback	Instructor Interpretation	Point to and Consideration
t_1	1st	1st	$Int\{A\} = K_T A'$	$\mathbb{R}$ and at t_0
t_2	2nd	2nd	$Int\{A\} = K_T A'$	$\mathbb{R}$ and at t_1
t_3	3rd	3rd	$Int\{A\} = K_T A'$	$\mathbb{R}$ and at t_2
t_4	4th or Final	4th	$Int\{A\} = K_T A'$	$\mathbb{R}$ and at t_3

The table below is a continuity of the table above. It provides addition information. Since the presentation takes the previous one into consideration and they are given to us again because of our misunderstanding of the previous presentations, it makes sense to show that here.

Time	Presentation	People Interpretation	Consideration
t_1	1st	$\overline{K_T A'}$	Consideration of whatever given at t_0
t_2	2nd	$\overline{K_T A'}$	Consideration to the presentation at t_1
t_3	3rd	$\overline{K_T A'}$	Consideration to the presentation at t_2
t_4	Final	?	Consideration to the presentation at t_3

As describing from the table above, the presentation at t_1 takes what was given to us at t_0 into consideration, the same as at t_2, t_3, and t_4. To better understanding that, we can put it in a form like this. For instance, at t_1, we have what was given to us at t_0 and also what is given at t_1. The table below provides a summary of what we have just said.

Time	Presentation	Feedback	Inclusion at Time
t_1	1^{st}	1^{st}	t_0 and t_1
t_2	2^{nd}	2^{nd}	t_0, t_1 and t_2
t_3	3^{rd}	3^{rd}	t_0, t_1, t_2 and t_3
t_4	Final	Final	t_0, t_1, t_2, t_3 and t_4

What is important here, the current presentation or the last presentation at any given time, takes all previous presentations into consideration. To better understand that, let's show it in another form. While we show the inclusion of the presentation on table format above, if we want to, we can also use curl braces to show them instead. In this case we have,

At t_1 we have $t_1 = \{t_0, t_1\}$

At t_2 we have $t_2 = \{t_0, t_1, t_2\}$

At t_3 we have $t_3 = \{t_0, t_1, t_2, t_3\}$

At t_4 we have $t_4 = \{t_0, t_1, t_2, t_3, t_4\}$

As we see from the list above, since the current or previous presentation also takes all the previous presentations into consideration; for instance, since the presentation at t_3 is already included all the presentation at t_2 and at t_1, in this case we can omit the farther previous presentation or the second one for instance before the previous one. By understanding what we have just said, we can see that at t_2 we have $t_2 = \{t_0, t_1, t_2\}$, since the presentation at t_0 is already included in the one at t_1, in this case $t_2 = \{t_0, t_1, t_2\}$ is the same as $t_2 = \{t_1, t_2\}$; in this case, we show only the previous one before the last one. To better understand the overall explanation, you can verify that by providing a practical example in the form we have shown by the table above. In this case, you can show an application related to feedback, where you can take those feedbacks into consideration related to time and success of your application. You can do something similar to the table below.

Time	Feedback	Application Name	Function
t_1	1^{st}		

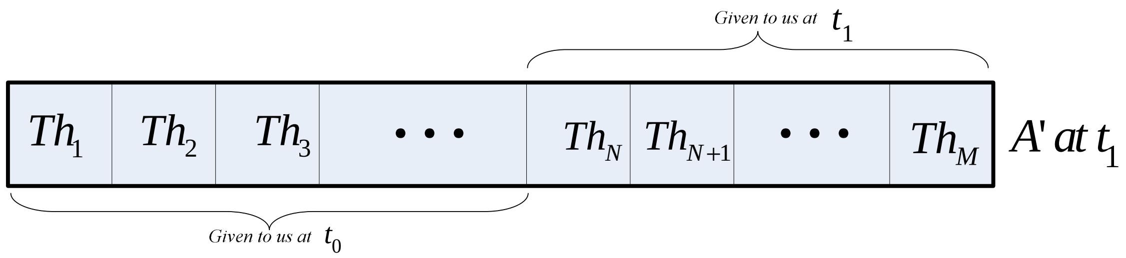
t_2	2nd		
t_3	3rd		
t_4	Final		

The table below is simply a continuity of the table above

Time	Feedback	Application Success Yes/no	Your observation
t_1	1st		
t_2	2nd		
t_3	3rd		
t_4	Final		

Here t_1 is considered as your first feedback, which is related to the first time you execute your application. It does not matter, if you want to, you can use t_0 as the first time you execute your application and t_1 after and so forth. You must provide additional explanation and show your observation.

c. To better understand the overall exercise and see the similarity between all the presentations, let's approach it another way. We know that our parent has been given us feedbacks through an instructor at the time we need them and at the time they are guaranteed by the functional system. Now in the instructor side, at any given time, the theory is presented to us from the interpretation function in the form of $Int\{A\} = K_T A'$, where A' is the presented theory—we mean the theory that is presented to us. Now assume that A' is presented to us at t_1, since the presentation at t_1 must take whatever was given to us at t_0 into consideration, in this case, the A' that is presented to us at t_1 looks something like this



As we can see from the diagram above, the presentation at t_1 includes the principle given to us at t_0. Since we have disregarded what was given to us at t_1, with our parent kindness, we get another feedback or presentation at t_2. Now let's show what the set looks like at t_2

$$\underbrace{\boxed{Th_1}\boxed{Th_2}\boxed{Th_3}\boxed{\bullet\bullet\bullet}}_{A'\ at\ t_1}\overbrace{\boxed{Th_N}\boxed{Th_{N+1}}\boxed{\bullet\bullet\bullet}\boxed{Th_M}}^{A'\ at\ t_2}\ A'\ at\ t_2$$

Again what is important here; the presentation at t_2 includes A' at t_1. It does not matter the way we use the limit. We could have used L and M to differentiate them; here it does not matter. Now since we have disregarded the presentation at t_2, at t_3 our parent feedbacks us through an instructor again by providing us another presentation. In this case, the presentation at t_3 takes A' from t_2 into consideration; by understanding that, we have the diagram below.

$$\underbrace{\boxed{Th_1}\boxed{Th_2}\boxed{Th_3}\boxed{\bullet\bullet\bullet}}_{A'\ at\ t_2}\overbrace{\boxed{Th_N}\boxed{Th_{N+1}}\boxed{\bullet\bullet\bullet}\boxed{Th_M}}^{A'\ at\ t_3}\ A'\ at\ t_3$$

Now again we have disregarded the presentation and our application continues to fail. The functional system has been declining at an alarming rate. Then at t_4 our parent provides us another feedback through an instructor, which we call the final presentation. Since the presentation at t_4 takes A' at t_3 into consideration, in this case at t_4 the presented theory looks something like this

$$\underbrace{\boxed{Th_1}\boxed{Th_2}\boxed{Th_3}\boxed{\bullet\bullet\bullet}}_{A'\ at\ t_3}\overbrace{\boxed{Th_N}\boxed{Th_{N+1}}\boxed{\bullet\bullet\bullet}\boxed{Th_M}}^{A'\ at\ t_4}\ A'\ at\ t_4$$

By understanding the overall explanation up to here, we can see that in a higher level presentation, the presented theory takes the previous presentation into consideration and includes the principles from the previous presentation. The way to look at it, let's take the presentation at t_2 for instance; since A' at t_2 is considered to be negative in our side, because of our misinterpretation, so at t_3, A' has to be presented again. Because of our continuous misinterpretation, the same process is repeated again at t_4, where A' at t_4 includes what was presented at t_3. To better understand the overall explanation, you can verify that by providing a practical example. The table below can be used as a guideline.

Time	Presentation	Presented Theory	Your Interpretation	Application Name
t_1	1st	A'		
t_2	2nd	A'		
t_3	3rd	A'		
t_4	4th or Final	A'		

The table below is a continuity of the table above

Time	Function	Application Success Yes/No	Your Observation
t_1			
t_2			
t_3			
t_4			

The way to look at it, at t_1, A' is given to us to derive or execute a function, which is considered the function of your application. In the table above, we call it resulted function. That function depends on the way you interpret and apply the theory at t_1. Now if your application is not successful, then at t_2, the same theory is presented to your again, where your application success depends on your interpretation and the way you apply the theory. Provide more explanation of your result and show your observation. You must also show the inclusion theorems that include in the presented theory at all time for instance t_1, t_2, t_3, and t_4. In your workout, you must also show the expansion of the presented theory or the expansion diagram of the presented theory with the inclusion of theorems.

By understanding the overall explanation above, we can see the latest presented theory is simply an expansion of the previous presentation. In this case, we can represent the overall process by the following equations.

$$A'\big|_{t_1} = \{Th_1 + Th_2 + Th_3 \cdots + Th_J\}$$

$$A'\big|_{t_2} = \{Th_{J+1} + Th_{J+2} + Th_{J+3} \cdots + Th_L\}$$

$$A'\big|_{t_3} = \{Th_{L+1} + Th_{L+2} + Th_{L+3} \cdots + Th_N\}$$

$$A'\big|_{t_4} = \{Th_{N+1} + Th_{N+2} + Th_{N+3} \cdots + Th_M\}$$

Where $J < L < N < M$

As we can see from the equations above, the presented theory at t_4 is simply and expansion of the all other presentations. The overall equations above can be represented by the diagram below, where we show the principles include in the previous presentations pack together with the new presentation.

A' at t_1	A' at t_2	A' at t_3	A' at t_4	......

A' at t_4

Overall, the presented theory at t_4 can be written in the form of

$$A' = \left\{ \begin{matrix} h_1 + Th_2 \cdots + Th_J + Th_{J+1} + Th_{J+2} + \cdots + Th_L + Th_{L+1} + Th_{L+2} + \cdots + \\ Th_N + Th_{N+1} + Th_{N+2} + \cdots + Th_M \end{matrix} \right\}$$

In term of the way we write the equation, we can also write them in the form of; for instance $A'\big|_{t_2}$ can also be written as $\left[A'\right]_{t_2}$. The overall process can be summarized by the table below. If you want to, you can answer this question, why in a higher level presentation, the presented theory is an expansion of the previous presentation? You can also answer this question as well, why in a higher level presentation the presented theory includes all the principles form the previous presentation? The two questions are similar.

Time	Presentation	Presented Theory	Presentation Points To	Explanation
t_1	1st	A'	$\mathbb{R}$	Expand to include what was given at t_0
t_2	2nd	A'	$\mathbb{R}$	Expand to include A' at t_1
t_3	3rd	A'	$\mathbb{R}$	Expand to include A' at t_2
t_4	4th	A'	$\mathbb{R}$	Expand to include A' at t_3

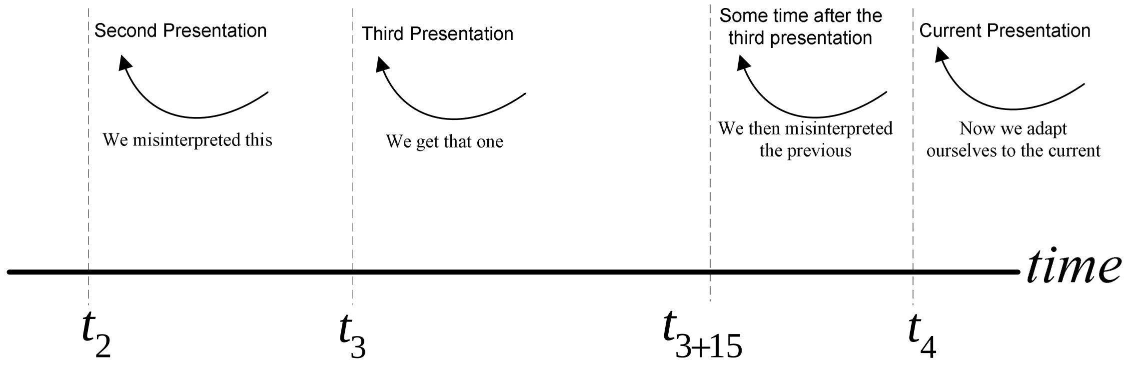
d. Since the current presentation is given to us, because of our misinterpretation of the previous presentation, to enable our application and to solve our problems and to enable the functional system to function normally, we always adapt ourselves with the current presentation. It is very important to understand that. This is the way to look at it, at t_1, A' is presented to us, we interpret A' as $\overline{K_T A'}$. Now at t_2, A' is presented to us again. In order for us to make progress in what we do, we must adapt ourselves to the new presentation at t_2, which is A' by taking it as $K_T A'$. To verify your understanding of what we have just said, show that by providing a practical example. The table below can be used as a guideline.

Time	Presented Theory	You Take it As	Adapt Yourself to What Interpretation
t_1	A'		
t_2	A'		
t_3	A'		
t_4	A'		

The table below is a continuity of the table above

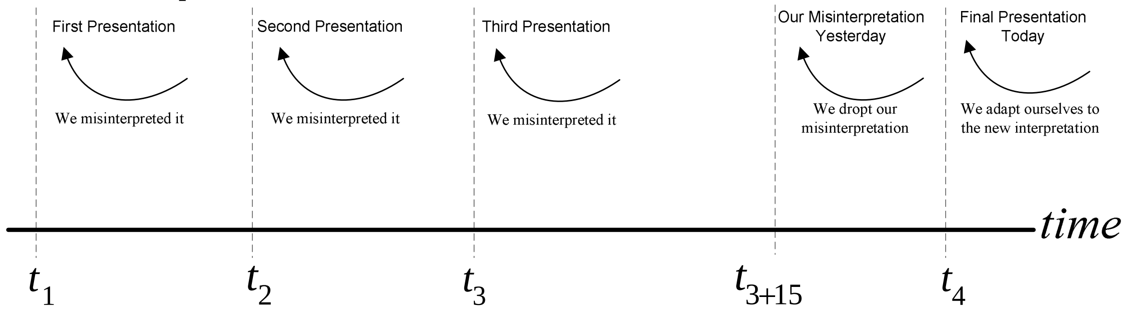
Time	Resulted Function	Application Success	Your Observation
t_1			
t_2			
t_3			
t_4			

What we mean by adapting yourself to what interpretation? Assume that A' is given to you at t_3, then you misinterpret it as $\overline{K_T A'}$, then at t_3 you adapt yourself to that interpretation. Now at t_4, which is time now and the final presentation, A' is presented to you again. Now with the help of understanding theory of communication, you must adapt yourself to $K_T A'$. If you continue adapt yourself to $\overline{K_T A'}$, then at t_4 you still adapt yourself to the misinterpretation of the presentation at t_3 or at t_4. You must do that for each time by providing a practical example and show your observation. You can also use the time chart in the following form to provide more information of your workout. Below we provide some information to the chart; you can still expand it and provide additional information in your workout.



e. As we have learned previously, the successive presentation only expands the previous presentation. For instance the presentation at t_2, expands the presentation at t_1, while the presentation at t_3 expands the presentation at t_2. The same as the final presentation at t_4 expands the presentation at t_3. This is basically what happens, the new presentation only expands the theory. But misunderstanding theory of communication, since we have misinterpreted the previous presentation, we might think that there is a different between them. That is not true; it is not the way to look at it. There is only one theory. The new or the final presentation only expands the presented theory of the previous presentation. With your understanding of theory of communication, show that by providing a practical example. In other words, use your understanding of theory of communication to show that the new presentation expands the previous one and there is no difference between the presentations. You must provide a practical example and show your observation. You must use theory of communication as your basis.

f. The way to look at it; we always drop our negative interpretation or simply the old one and adapt ourselves to the new one. This is the way to look at it, assume that the last presentation was at t_3, where we are currently at t_{3+15} and we interpret it as $\overline{K_T A'}$. Let's assume a current presentation at t_4, which is given as $K_T A'$. Now with the help of understanding theory of communication, we simply drop our older interpretation $\overline{K_T A'}$, which is the misinterpretation and adapt ourselves to the new interpretation $K_T A'$. We use the term older interpretation here to refer to our misinterpretation of the previous presentation and the term new interpretation here to refer to our correct interpretation of the current presentation with the assumption of understanding theory of communication. We can also assume our negative interpretation of all previous presentation including the one at t_3 as of yesterday and the new presentation at t_4 as of today. So we forget about yesterday and adapt ourselves to the one as of today. Here yesterday means the time we know about all the previous presentations including the one at t_3 we have been misinterpreted and today means the time of the new presentation at t_4. The time chart below provides some more explanation.



The way to look at the chart above, assume that t_{3+15} is time now, where we are not aware of the presentation at t_4. Now as soon as we are aware of the presentation at t_4, we simply forget about the way we look at the previous presentations or what we know about them; for instance we forget about what we know about A' from t_3 and all the previous presentations and adopted the new one at t_4. This is the same as saying that, as soon as we know about the current presentation at t_4, we simply forget about all our negative interpretation from the previous presentations and adapt ourselves to the one at t_4. If you want to, you can verify the explanation by providing a practical example. The table below can be used as a guideline.

Time	Presented Theory	Time of Your Interpretation	You Interpretation Result
t_1	A'		
t_2	A'		
t_3	A'		
t_4	A'		

The table below is simply a continuity of the table above

Time	Application Name	Function	Application Success Yes/No
t_1	A'		
t_2	A'		
t_3	A'		
t_4	A'		

From the table above, the time of your interpretation means the time you interpreted the theory that is given to you. For instance, assume that A' is presented to you at t_1, then if you interpreted it at t_{1+2}, then that time is considered to be the time of your interpretation. The interpretation result column means the result of your interpretation. Here t_1 means the first time you execute your application or your function, which is the result of the theory that you have interpreted and applied. We mean the firs time the theory was presented to you, which you base your application on.

677′. Using algebra to show your understanding of presentation of theory related to expandability of theory. This is the same as saying, use algebra to show your understanding of expandability of theory related to presentation of theory.

678. Show your understanding of presentation of theory related to importance of theory. This is the same as saying, show your understanding of importance of theory related to presentation of theory.

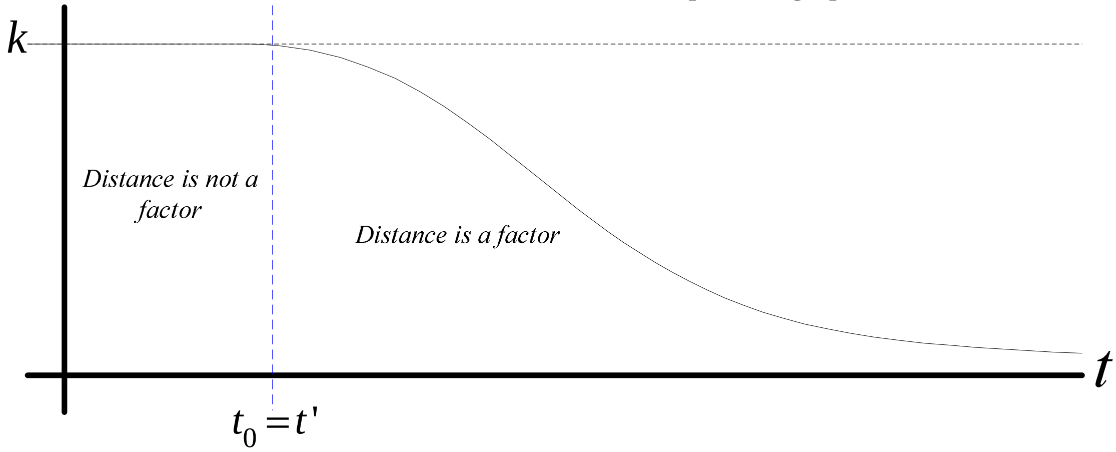
679′. **Understanding Distance Related to the Functional System and the Application of Theory:** We can also say understanding the functional system related to both distance and the principle.

While distance had been used or helped during the downhill process to manage the stability of the functional system, nevertheless we have learned that distance is not a problem itself. The reason distance had been used or helped to manage the functional system, because we have not learned the principle yet. Once we started learning the principle and have a good understanding of the principle, we should not see distance is a factor. Overall, we should never think and take distance as a factor; instead, we should always learn and apply the principle.

To better understand the above explanation, let’s take it like this. During the downhill process, we no longer think about the principle and apply the principle in what we do; instead the principle is replaced by our philosophies. As a result of that, the functional system keeps declining and declining more as our philosophies increase. Now since we develop problems when we interact to each other with our philosophies, as the physical distances between us reduce, we simply develop more problems when we interact to each other. By understanding that, we can see at a longer distance, we develop fewer problems, while at shorter distances we develop more problems.

By understanding the paragraph above, we can see that the physical distance is simply a factor when we don’t learn and apply the principle. Assume that we are learning and apply the principle, when we interact to each other, the physical distance is no longer a factor or visible to us. Overall, once we start learning the principle, we should not think or see distance as a factor. To better understand what we have just said and to understand the difference between the uphill process and the downhill process in term of distance, let’s take it like this. As we already known, during the downhill process, we use our philosophies to interact to each other, therefore distance is a factor. As a result of that, during the downhill process, the functional system can be viewed or expressed in terms of distance. Now during the uphill process, it is completely the opposite. During the uphill process, we learn and apply the principle to interact to each other. Since during that process our philosophies are being replaced by the principle, as we interact to each other, we don't develop problems. As a result of that, we no longer think about distance between us, but we think about the principle. In other words, during the uphill process, when we see each other, we think about the principle, which is the opposite of the downhill process, where when we see each other we think about distance between us. By understanding what we have just said, we can see that during the uphill process, the functional system can be viewed or expressed in term of the principle. It is very important to know that.

a. Just take your time to think about the explanation
b. As we have learned from the explanation above, during the downhill process, the functional system $\mathcal{L}(t)$ can be expressed in term of distance. To better understand what we have said, let's show the downhill process graph below



By looking at the graph above and we already know that, the functional system was very stable until at t_0 or from before t_0 and at t_0. From the graph above, we can also see that and we have learned that the functional system start declining at t_0 or a little bit after t_0. Now by understanding the overall explanation, we can see that during the downhill process, $\mathcal{L}(t)$ can be written in the form of

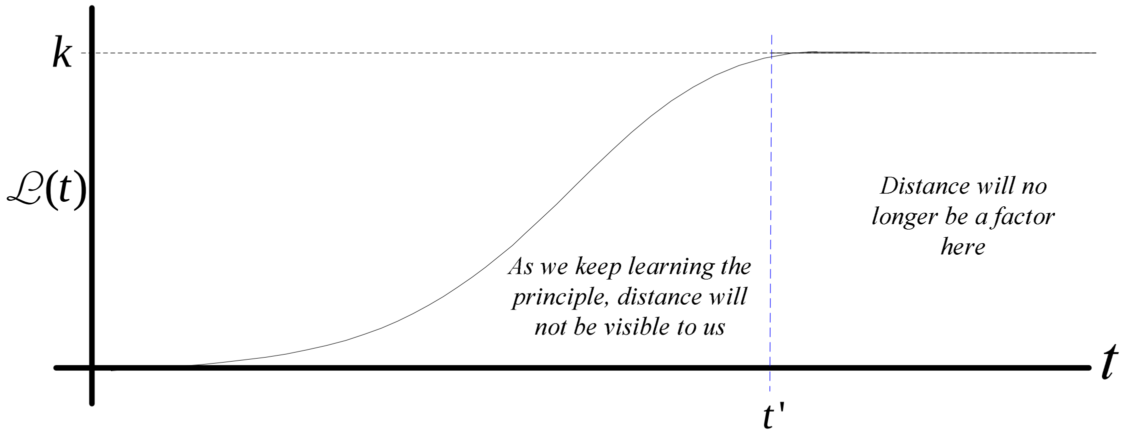
$$\mathcal{L}(t) = \mathcal{L}(t)\Big|_{t_0} + \mathcal{L}(t)\Big|_{t_{0+1}}$$

Now since the functional system start declining at t_0, but it is always better to see the $\mathcal{L}(t)$ start declining a little bit after t_0, so it is always good to rewrite the equation above in this form

$$\mathcal{L}(t) = \mathcal{L}(t)\Big|_{t_0} + \mathcal{L}(t)\Big|_{t_{0+}}$$

Where $\mathcal{L}(t)\Big|_{t_0}$ is considered to be $\mathcal{L}(t)$ before t_0 and at t_0, and $\mathcal{L}(t)\Big|_{t_{0+}}$ is considered to be $\mathcal{L}(t)$ after t_0. In this case, $\mathcal{L}(t)\Big|_{t_0}$ can be expressed in term of the principle, where $\mathcal{L}(t)\Big|_{t_{0+}}$ can be expressed in term of distance. All you need to do here, verify that by providing a practical example.

c. During the uphill process, we have learned that distance is no longer a factor for us, since we are learning the principle and interact to each other by applying the principle. To better understand what we have just said, it is always good to show $\mathcal{L}(t)$ for the uphill process



Now by understanding the uphill process and the graph above, we can see that during the uphill process, we gain our 100% stability at t'. By understanding that, we can see that during the uphill process, we are learning and applying the principle to be at 100% stability. By understanding that, we can see that the functional system $\mathcal{L}(t)$ can be viewed in this form during the uphill process

$$\mathcal{L}(t) = \mathcal{L}(t)\Big|_{t_{'}} + \mathcal{L}(t)\Big|_{t'+}$$

Where $\mathcal{L}(t)\Big|_{t_{'}} = \mathcal{L}(t)\Big|_{t_4}^{t'}$

By using the equation above with the uphill process equation, we have

$$\mathcal{L}(t) = \mathcal{L}(t)\Big|_{t_4}^{t'} + \mathcal{L}(t)\Big|_{t'+}$$

If you want to, you can verify the above equation by providing a practical example. What is important here; from $\mathcal{L}(t)\Big|_{t_4}^{t'}$, assume that we start learning the principle, then d is no longer a factor. In this case, since we don't think about d when we see each other, we don't interact with it. At some point of time, d is being replaced by the principle. In this case we have $\mathcal{L}(t)\uparrow d\downarrow$. Here $d\downarrow$ means it is being replaced by the principle and it is not viewed as the physical distance, which is similar to the uphill process. Here $d\downarrow$ can be viewed as gain of the principle. For instance if we want to we can take it as G or simply ΔG or even simpler $\frac{\Delta G}{\Delta t}$. In this case we have $\mathcal{L}(t)\uparrow\frac{\Delta G}{\Delta t}\uparrow$ this is the same as saying that $\mathcal{L}(t)\uparrow G\uparrow$. All you need to do here, show that by providing a practical example. As indicated earlier, if you want to, you need to express $\mathcal{L}(t)$ in term of the principle as well. In this case you need to come up with both expression for $\mathcal{L}(t)\Big|_{t_4}^{t'}$ and $\mathcal{L}(t)\Big|_{t,+}$. Here we use t_4 as the time we start the uphill process.

d. During the downhill process we have

$$\mathcal{L}(t)=\mathcal{L}(t)\Big|_{t_0}+\mathcal{L}(t)\Big|_{t_{0+}}$$

And during the uphill process we have

$$\mathcal{L}(t)=\mathcal{L}(t)\Big|_{t_4}^{t'}+\mathcal{L}(t)\Bigg|_{t,+}$$

To better understand the given equations above, it is always good to put them on a form where they can be recognized easily. For instance, we can use $\mathcal{L}_d(t)$ to denote the downhill of the functional system and $\mathcal{L}_u(t)$ for the uphill process. All you need to do here, show the similarity and the difference between the two equations above by providing a practical example.

e. Since there is a relationship between $\mathcal{L}(t)$ and $S(x)$, we can also expressed $S(x)$ in term of $S(xy)$, where

$$S(xy)=S_M(xy)+S_L(x)$$

In this case we have N people, where $N = M + L$ and $M = \lambda L$. What is important here; related to $\mathcal{L}(t)$, it does not matter if we use both $\mathcal{L}(t)$ downhill and $\mathcal{L}(t)$ uphill, we can see that there is a similarity in both cases. In other words, with $\mathcal{L}_d(t)$ we can see there is a similarity between $\mathcal{L}_d(t)$ and $S(xy)$; where we can have

$$\mathcal{L}_d(t) \Leftrightarrow S_M(xy) + S_L(x)$$

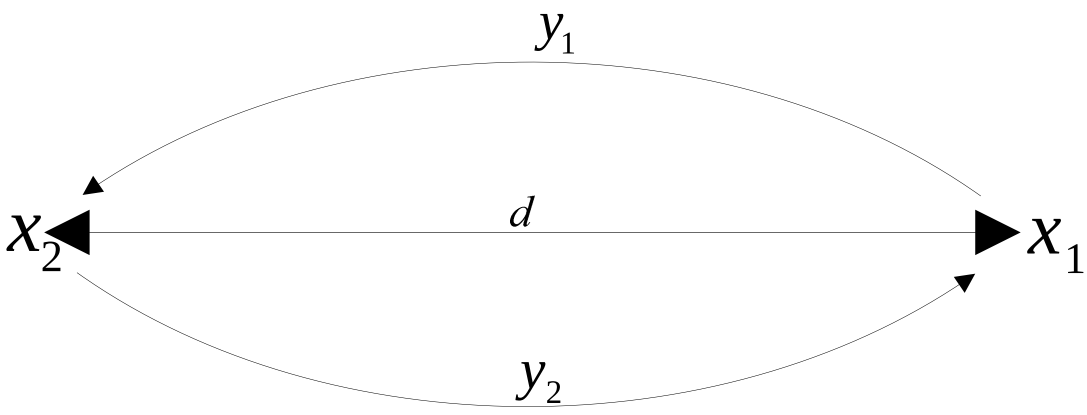
The same as for $\mathcal{L}(t)$ uphill, we can have

$$\mathcal{L}_u(t) \Leftrightarrow S_M(xy) + S_L(x)$$

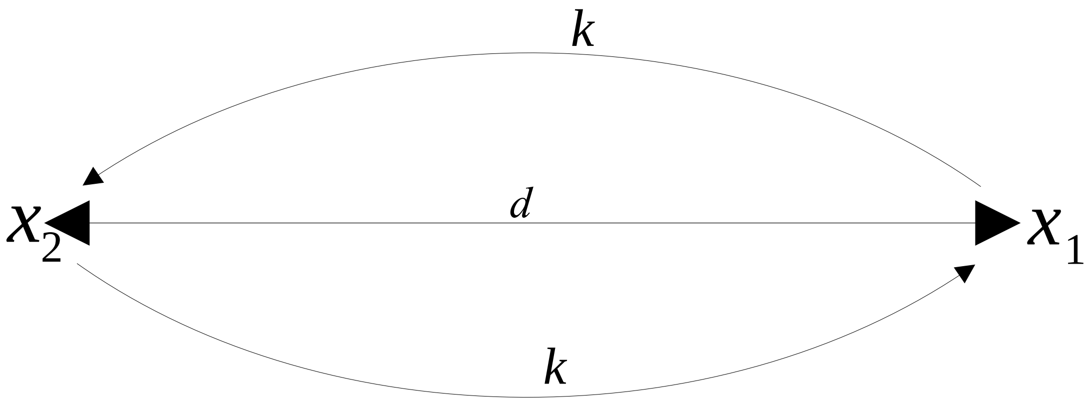
All you need to do, show the similarity in both cases by providing a practical example. The similarity can also be viewed as a relationship. In this case, you can simply interpret it as a relationship. If you want to, you can provide a practical example and show your observation.

f. If $\mathcal{L}(t)$ can be expressed in term of the principle, related to the aspect of the principle, what does that tell you about $\mathcal{L}(t)$. Use your understanding to answer this question; show your observation and provide additional explanation.

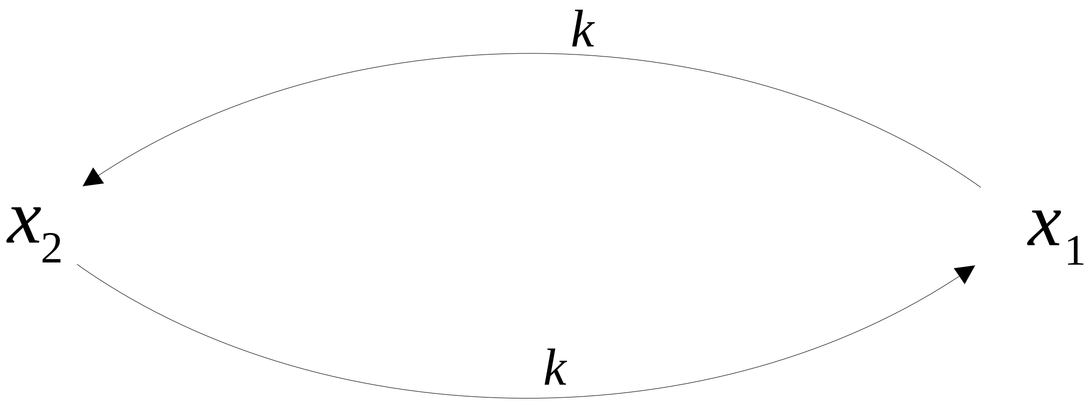
g. In term of distance and our interaction to each other; the way to look at it, since in the downhill process we interact to each other with our philosophies and distance is a factor, in this case we have.



It does matter the way we draw the diagram above; one interaction with philosophy is sufficient. During the uphill process, we start learning and applying the principle and interact to each other with it. In this case we have



What is important here; since as we are making progress learning the principle, distance is not and will no longer be a factor, in this case the diagram above can be changed to this one



What is important here; once we learn and understand the principle, we no longer view or think about distance when we interact to each other. Since we no longer think about the distance, the distance itself is no longer visible to us. In this case, we will feel closer to each other. As shown by the figure above, since d is no longer visible and we think it is not present, there is no need for us to have it. In this case, we simply remove it from the diagram, since it is no longer there and it is no longer a factor.

680′. Using algebra to show your understanding of interpretation of theory related to expandability of theory. This is the same as saying, use algebra to show your understanding of expandability of theory related to interpretation of theory.

681. **Understanding Theory of Education:** We can also say understanding theory of education and the power theorem, which is also an extension of understanding theory of education.

We know that theory of education is a higher level theory, so does the power theorem. In terms of theory, theory of education, and the power theorem, we know that theory includes in theory of education. What is important again; is that theory is less than theory of education, while theory of education is less than the power theorem. Overall we can say that the power theorem is greater than theory of education, while theory of education is greater than theory. Now in order to understand theory, theory of education, and the power theorem; we must start with theory. In other words, in order to understand theory of education, we need to understand theory first. Now in order to understand the power theorem, we need to understand theory of education first. By understanding that, we should see that it is not possible to understand theory of education without understanding theory first and it is not possible to understand the power theorem without understanding theory of education first. Since theory of education and the power theorem are considered to be higher level theories, they require higher understanding of theory. For instance, theory of education may require higher level understanding of theory, rather than a basic understanding of theory; while the power theorem is being viewed in the same manner in relation with theory of education.

682. Show your understanding of presentation of theory related to portability of theory. This is the same as saying, show your understanding of portability of theory related to presentation of theory.

683′. **Understanding Theory of Education Related to Presentation of Theory:** We can also say understanding theory of education related to interpretation of theory, which is an extension of understanding theory of education.

We know that theory can be presented to all forms of communication. We also know that theories are not paper entities, so does presentation of theory. While paper or book can be used to present theory, nevertheless it is always good to know that the presentation itself is not a paper entity. By understanding that, we can see the presentation of a theory does not happen on paper or book, but paper or book can be used as explanation. It is always good to think that, the presentation itself does not happen on paper or book, but paper or book is used as explanation for the presentation. Since a theory is not a paper entity and life does not exist on paper, it is always good for us not to take the presentation of a theory as a paper entity. Once we think or take the presentation of a theory as a paper entity, we will have a tendency to take the theory as a paper entity as well; and once we do that, we no longer possess any fundamental to understand the theory. It is very important to understand the presentation of a theory related to the theory itself and the relationship of that presentation with the theory.

To better understand the above paragraph and the relationship of theory of education and presentation of theory, it is always good to for us to take the interpretation function into consideration. In a higher level presentation, a theory is presented by an instructor, so we can apply that theory to enable the functionality of life. Since in the instructor side, there is no ambiguity in term of interpretation, in order for us to interpret that theory properly, we have to learn theory of communication, which include in the process of learning the theory, which we call theory of education. By understanding what we have just said, we can see that theory of education enables us to learn theory with the presence of theory of communication. We can also say that, the learning process of theory include the learning of theory of communication as well.

Now by understanding theory of communication and the interpretation function, we can see that the interpretation function itself is not a paper entity. What do we mean by that? Since the presentation of a theory is not a paper entity or cannot be viewed on paper, the interpretation of a theory is not a paper entity as well and cannot be viewed on paper. Overall, it is always good for us to think that paper and books are used to provide explanation, but should not be regarded as actual presentation or interpretation in terms of presentation and interpretation of theory. Once we regard or take presentation and interpretation of theory as paper entities, we will have a tendency to misunderstand and take that theory for granted. And once we take a theory for granted, we no longer process any fundamental to understand that theory. Once we take a theory for granted, we no longer think normal about that theory and it is all over again. Once we take the presentation of a theory as a paper entity, we have a tendency to think negative about that theory and no longer have respect for that theory. It is always important for us not to think on paper about the presentation and the interpretation of a theory

a. Just take your time to think about the overall explanation
b. To better understand the overall explanation related to presentation of theory in terms of paper and book, let's take it like this. Assume that a given presentation at t_2, little bit after t_2, we can call it t_{2+} paper or book was used to provide information about that presentation. What is important here; the presentation did not happen on paper, but later paper or book was used to provide information about the presentation. What is important here again; since a presentation is not a paper entity and does not happen on paper, it is normal for paper or book to be used later to provide information about that presentation. Now even if paper or book was used to provide information about that presentation, nevertheless, information about that presentation depends on that presentation itself and cannot be adjusted and augmented. To better understand what we have just said, let's take it like this. Assume that the presentation happened at t_2, little bit later for instance t_{2+}; any time can be used here like t_{2+1} etc. Now assume little bit later, paper or book was used or had been used to provide information about that presentation. Now assume that the size of that information was fixed. Here while we use size of information which is much better, but to better understanding what we have just said, we can take it or think it as number of pages in a book or simply size of text etc. What is important here; assume that we set a time for instance t_{2+1}, where the size of the information about that presentation was about 200 pages or fixed amount of text. At t_{2+2} or at t_{2+1}, that size should remain the same and should not be reduced or augmented. The way to look at it, information about an entity depends on that entity, not on us. The same as information about a presentation depends on that presentation, not on us and cannot be adjusted or augmented related to time. While we use size of text or pages or number of pages here, it is always good to take it as size of information. In term of size of information, assume that at t_{2+3} or so we have

400 pages, there must be a problem here. Here 400 pages mean an increase of information about the presentation. What is important here; the information about a given presentation cannot be adjusted or augmented. By understanding what we have just said, you can verify that by providing a practical example. In other words, show that a given presentation is not a paper entity and the information about a presentation cannot be adjusted or augmented. You must provide a practical example and show your observation. Within your work out, you might need to show that as well, while paper or book can be used to provide information about a presentation, nevertheless a given presentation is not considered a paper entity.

c. We know that the information about an entity depends on that entity. Disregard the word we use to identify an entity, the aspect of that entity does not change. Assume that text, paper, or book is used to provide information about a given presentation. Within that information, a word is pointed to an entity and was used to provide information about an entity. Now assume that a little bit after, that word is removed or replaced by another word. Now the substituted word may not point to the right entity. That will cause problem as well. The way to look at it, removing a word is like removing an entity from that presentation. In both cases, that cause ambiguity and misunderstanding, which can affect the overall explanation. All you need to do here, verify both cases by providing a practical example. If you want to, you can use the word point entity diagram in your workout.

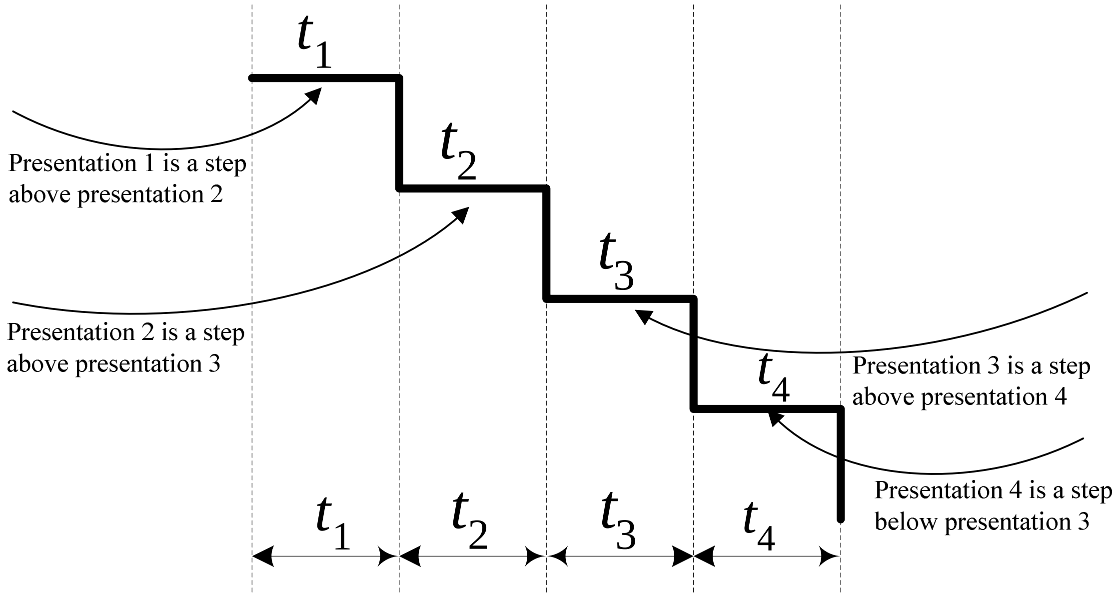
d. By understanding the interpretation function, we know that $Int\{A\}=K_T A'$. We also know that there is a relationship between A' and f_A. Assume that a given presentation at t_2, during that presentation, theory A is interpreted by the instructor to present theory A'. A little bit after t_2, we may say 100 years later or less, but let say t_{2+}. Here time does not matter. Now at t_{2+}, paper or book is used to provide information about that presentation. In this case, paper or book is used to provide information about A'. All you need to do here, by understanding information theory, verify that information about A' cannot be adjusted or augmented. The way to look at it, you can assume size of information, paper, book, text etc. Here you will need to show that information about A' cannot be adjusted. Then you will need to show those adjustments or any other adjustment made cannot be used as a basis of interpretation. In other words, in term of interpretation, those adjustments are baseless they serve no purpose at all. The way to look at it, by misunderstanding theory of communication, the interpretation function, adjustment can be made or could have been made; for instance adjusting size of information, increase page on book, change words, remove words etc. as the basis of interpretation. Here with your understanding, you will show that those items are baseless when it comes to interpretation and they serve no purpose at all.

e. By understanding your workout above, if you want to, you can show the interpretation of theory is not based on reading or if you want to, or if you have not already done so, you can show that a theory cannot be interpreted or well interpreted by reading only.

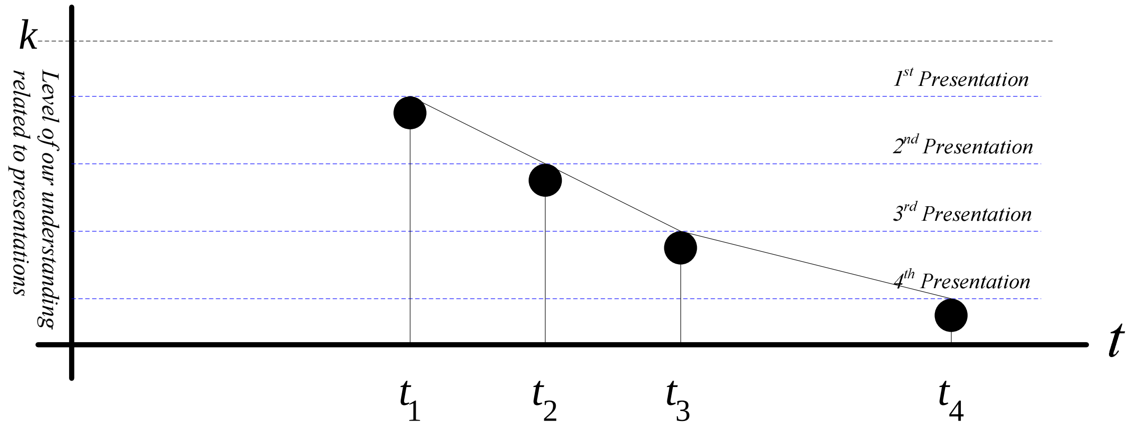
f. By understanding expandability of theory, we know that a theory is an expandable entity. We can expand a theory by applying it, but we cannot expand a book. For instance, the book provide information about A', but it is fixed, we cannot expand it. It is not possible; when we try to do that, we show we don't know what a theory is and we don't know what we are doing and we show no importance and respect for the principle. Verify that by providing a practical example. In other words, show that a book cannot be expanded, but a theory can be expanded.

g. A theory cannot be interpreted or well interpreted by reading only. While papers and books are used to provide explanation about a given presentation, nevertheless it is always good to understand that a given presentation is not a paper entity. Once we take a given presentation as paper entity, we will have a tendency to take the theory for granted and think about the theory on paper. In order to understand a given theory, that theory needs to be applied. We need to apply that theory in order to understand it. While paper can be used to provide explanation about a theory, nevertheless we cannot rely on paper to interpret and apply that theory. Once we do that, we simply disregard the reason of a given theory. Since papers and books are used for explanation of a given theory and the interpretation of a theory does not happen on paper, we cannot flip pages in a book that presents information about a presented theory on the basis of interpreting that theory. It is not possible. The interpretation of a theory depends on our understanding of theory of communication, but not reading only or flipping pages of a book. Once we start flipping pages of a book that provides information about a given presentation on the basis of understanding and interpreting that theory, we tend to think that theory itself is a paper entity. As a result of that, we may have no reservation to think differently about that theory or adjusting information about that theory in that book. Since a theory is a unique entity and within a theory itself there is no opinion added or included, once we tend to have opinion about a theory, we simply show we don't know what a theory is. Since a theory does not exist on paper, it is always good not to rely on paper only to learn a theory. Just take your time to think about this explanation. If you want to, you can show that by providing a practical example. In other words, verify that flipping pages of a book that provides information about a given presentation or rely on book only to learn a theory as the basis of interpretation of that theory enables that theory to be taken for granted where people may have different feeling about that theory or try to add opinions in that theory. Another way to look at it, since the process of learning does not take time into consideration, so does the natural function think. In term of flipping pages, since flipping pages takes time into consideration, it should take little time to flip couple of pages and come up with a conclusion. What is important here; the presentation of a theory is not a paper entity, so does the theory. While paper is used for explanation, nevertheless paper does not provide us ability to interpret a theory. The ability to interpret a theory depends on us and the theory of communication, but not paper or book that is used to explain the presentation of that theory.

h. As we already know our parent has been provided feedbacks to us at a time they are guaranteed by the functional system. Our parent has been provided us with many feedbacks, although it takes several generations for a given feedback or presentation. We know that our level of understanding is extremely low compare to our parent logic. In order for us to understand our parent, we have to scale down. For instance in term of interpretation, a theory of a theorem maybe interpreted using a low level interpretation or a low level presentation format in order to help out our understanding. In term of presentation of theory, since a successive presentation or feedback is provided to us to enable us to correct our misinterpretation and our misunderstanding of the previous presentations, we should see that a given presentation or feedback is related to our level of understanding. In other words, at a time a theory is presented to us, it takes our level of understanding into consideration at that time. By understanding the overall explanation up to here and what we have just said, we should realize and we should also know that within the presentation themselves, in terms of interpretation and presentation, the previous presentations are considered to be higher than the successive presentations. We can also say that, in term of presentation and interpretation of theory, we should know that a previous presentation is considered to be higher than the last presentation. That make a lot of sense, since our parent logic is extremely high and we have to go very low to understand our parent, during several presentation and feedback process, it makes sense for our parent to go lower time after time in order to help us understand the feedbacks or the presentation. For instance, the presentation at t_1 is considered to be higher than the presentation at t_2, where the presentation at t_2 is considered to be higher than the presentation at t_3, the same as the presentation at t_3 is considered to be higher than the presentation at t_4. Overall, we can see that the presentation at t_1 is considered to be the higher presentation. To better understand what we have said, let's show it in a step diagram as shown below



The diagram above shows the successive presentation is always a step below the previous presentation. While on the step we show the time rather than the presentation, the presentation number can also be substituted as well. For example, rather showing t_1 on the step to show presentation one, we can also use *Presentation 1* or $Pres_1$. Here it does not matter. What is important here, the successive presentation comes lower than the previous presentation in order to help our understanding. As we can see from the diagram above, the level of presentations can be viewed as steps, where the presentation at t_2, can be viewed as a step down of the presentation at t_1. The same as the presentation at t_3 is a step down of the presentation at t_2, where the presentation at t_4 is viewed as a step down of the presentation at t_3. As we can see, the presentation at t_1 is on top and has a higher step. What is important here, since we have a logic problem and we have been misunderstood previous presentations, to facilitate our understanding, the presentations have stepped down related to time. In this case, it is possible for us to show the level of our understanding based on presentation related to time in a chart. By doing so, we should see something like this. While the graph above show the presentations in a step down approach to illustrate our understanding related to the way they are presented to us, we should already known that all the presentations from t_1 to t_4 are considered to be higher level presentations without any exception and difference.



The way to look at it, as we come down, we are farther away from our parent, therefore it makes sense for the presentation to be lower. To better understand the overall explanation, if you want to and it is possible for you and it is also applied to you, you can verify the explanation by providing a practical example. In other words, in an application, show that the successive presentation goes lower and help your understanding and you have been able to apply it to enable success of your application. This table can be used as a guideline for your workout.

Time	Presentation	Presented Theory	Your Interpretation
t_1	1st	A'	
t_2	2nd	A'	
t_3	3rd	A'	
t_4	4th	A'	

The table below is a continuity of the table above

Time	Do You Understand Yes/No	Resulted Function	Application Success
t_1			
t_2			
t_3			
t_4			

The *Do You Understand Yes/No* column enables you to provide some explanation about your understanding of the presented theory. If you don't understand, you go to the next time, like t_2, then you have to explain for each time the presentation and your interpretation. In this case, you can have another table like this. Here the usage of t_1 means the fist time a theory is presented to you where you can use it in your application. In other words, you use the principle that is presented to you or was presented to you to do what you do.

Time	Presented Theory	Presented Theory Explanation	Your Interpretation Explanation
t_1	A'		
t_2	A'		
t_3	A'		
t_4	A'		

While we use A' to denote higher level presentation in term of presented theory, since in your application you are not dealing with higher level presentation, you can simply remove A' from the column and replace them by the theory presented to you which is related to your application. Again, it depends how you look at it and if it is applied to you. In this part of the exercise, the term *if it applies to you* means depend on your application. If some parts of the table do not apply to you, then you don't need to do those parts. You only need to do the parts that apply to you and you feel they apply to you. If some parts don't apply to you, simply skip them.

i. Assume that some given presentations at t_1, t_2, and t_3. Now at t_4, the principle is presented to us in a form where theory of communication is separate, so we can learn it and we have learned it to understand the principle. It is better to say that, we are in the process of learning the principle by learning theory of communication. Now at t_1, t_2, and t_3 papers or books have been used to provide information about those presentations. In this case, it is better to say that at t_4, there exist books that contain information about those presentations, we mean presentations at t_1, t_2, and t_3. Beside that, we have also know that A' at t_2 if an expansion of A' from t_1, where A' at t_4 is given in the form of

$$A' = \left\{ A'\big|_{t_1}, A'\big|_{t_2}, A'\big|_{t_3}, A'\big|_{t_4} \right\}$$

Now by understanding theory and fundamental of theory, we know that there is a relationship between A' and f_A. Since the objective of the presentation at t_4 is to help us understand the principle based on our learning of theory of communication, as we are learning the principle of communication or as we are in the process of learning the principle of communication, some of us might think we feel comfortable enough or some of us think that we feel comfortable enough to go inside those documentation. We mean documentation that provide information about presentation at t_1, t_2, and t_3, assume that there is a need to do so. The way to look at it, our understanding of theory of communication is still not enough for us to allow us to do so. While we are learning the theory of communication, it will take us several generations to enable us to do that. It is not possible for us at this time to refer to those documentations. It will take us several generations. In terms of understanding and interpretation, we are still not ready yet to go inside those documents and we will not be ready for several generations. Just keep learning. Our understanding is not adequate enough and will not be for several generations. It is always better to leave them for people from multiple generations from now, assume that we are making progress learning the principle. If you want to, you can verify that by using the equation below. In other words, using the equation below with your understanding to show that we are not ready to go inside those documents yet.

$$S(xy) = S_M(xy) + S_L(x)$$

Where $M = \lambda L$; show the reduction of Δx; here you will need to extend your understanding beyond the way you have worked out the previous exercises in terms of Δx and λ. Again you don't have to do this, but if you want to, you can take a look of it or choose to do it. As for every exercise from this book, you don't need to know about previous presentations at t_1, t_2, and t_3 in order to work them out. For this one as well, you don't need to know about any previous presentation to work it out if you choose to.

j. Since the natural function *think* does not take time into consideration, when we flip pages times become an issue. You can verify that by providing a practical example and show your observation. The way to look at it, the process of learning a theory is a natural process and does not take time into consideration. In order to understand a given theory by reading a book that provides information about a given presentation, we must be very careful and use it wisely. We should not take time as an issue with the book. We should apply the theory while using the book. We should not take the book as a paper entity; we should not think about the given theory on paper or the information in the book on paper. We should also learn theory of communication as well, since without it, there is no way we can interpret a given theory properly.

k. Life is a complex system; its functional principle must be complex. We have said that life is a complex system, and a complex system requires a complex theory. By working out various exercises from this book up to here, you have indeed verified that life is a complex system and its functional principle must be complex. In other words, from your understanding up to this point, you have verified the complexity of the functional principle of life. Now since life does not exist on paper, its functional principle does not exist on paper as well. Once we think the functional principle of life exists on paper, we tend to take life for granted. A given presentation which presents the functional principle of life can be used paper and book to provide us information about that presentation, nevertheless that presentation is not a paper entity. Now with the help of theory of communication, the presented theory can be presented in a form to facilitate our understanding easily. In term of book and paper, with the help of theory of communication as well, the information about the presentation can be presented in a form on paper or book, where we can read it, apply it, and understand it easily. What is important here; even though the theory is presented to us in a form we can understand easily, that does not mean it has to be taken for granted. As well as, even if the information about the presentation is presented to us in a book or paper in a form we can understand it easily, that does not mean we have to take it for granted. That does not mean it is not complex as well. To better understand the overall explanation, all you need to do, verify that the functional principle of life is too complex to be taken for granted or be taken as a paper entity. In your workout, you can take flipping pages of books that presents information about the principle as well, where the complexity may require extensive thinking and flipping pages requires less thinking or no thinking at all. In this case, flipping pages simply disregard the complexity of the principle as well as life. In your workout, you can use the overall knowledge you have acquire in the book or understanding of the principle up to this point here.

l. As the functional system is complex, its theory must be complex. Since the physical system is complex, our utilization theory must be complex. By flipping pages and takes the theory in term of paper, we show that the functional system and the principle can be taken for granted. Here determine what will happen if that was the case? In other words, assume that it will takes us little time or no time to flip couple of pages of a book that provides information about a given presentation to understand our utilization theory. In this case, we flip couple of pages and drink it like water with not time. If that was possible, what would happen?

684. **Understanding Theory of Education Related to Presentation of Theory:** We could have also sad that understanding theory of education, which is an extension of understanding theory of education.

Presentation of theory takes theory of education to a higher level. Since presentation of theory is a part of theory of education, and theory of education requires a higher level of understanding of theory, it is important to know that understanding of presentation of theory requires understanding of theory of education. While we say like that, it is always better to say it like this. Understanding theory of education requires understanding presentation of theory. It is not possible to understand theory of education without understanding presentation of theory.

685. **Understanding Importance of Communication Related to a Given Presentation:** We can also say understanding theory of education, which is an extension of understanding theory of education.

As a communication enabled system, it is very important for us not to take our communication for granted. As a communication enabled system, it is very important for us to understand our communication interface and not to take if for granted. As a communication enabled system, it is very important for us to understand how communication is important for both of us and our parent. If we look at the overall interaction between us and our parent, we can see that our parent provides importance to communication and our communication interface, and we should do the same as well. For instance if we look at the feedback process and the presentation of theory, from our parent to the instructor and us, we should see that all of them depend on communication and theory of communication. What is important here; our parent provides importance to communication and use communication to feedback us whether by an instructor or not. Compare to us, we cannot do better than that. If our parent respects our communication interface, we should respect it as well. We should realize that communication interface is the only way we can interface or interact to do what we do and we should give importance to it. Even our parent relies on that interface to help us. It is very important not to take communication and the communication interface for granted. When we look at all the presentations, it is always communication that plays. It is very important to understand the importance and the impact of communication in a given presentation or feedback. Just take your time to think about the exercise.

686. By understanding the exercise above, it looks like we have something that very important to us, but we don't know how to use it and don't give it any importance.

687′. Show your understanding of this relationship, if $f_{T_1} \sim f_{T_1}$, then $T_1 \sim T_2$ related to the given reference $\mathbb{R}$. This is the same as saying, show your understanding of the given reference $\mathbb{R}$ related to that given relationship.

688. **Understanding Distance Related to Presentation of Theory**: It is better to say understanding theory of education related to presentation of theory, which is also an extension of understanding theory of education.

While distance had been used to help manage the stability of the functional system, it is always good for us as well to look at the importance of distance related to presentation of theory. As we already know, in order for us to interact to each other, we need the principle to enable us to do so. In the event that we don't interact with the principle, we simply develop problems. Now as we start getting closer to each other and forget about the principle, we simply develop problems and more problems. What is important here; if we look at the previous presentations, they take distance into consideration when it comes to present the principle. In other words, as we start living closer to each other, we need to learn the principle in order for us to interact to each other. For that reason, our parent feedback us at a time or at a location, where the principle can be used as a substitution for distance. In other words, as we getting closer to each other at a place where we forget about the principle to interact to each other, our parent provides us feedback at that place to help us remember the principle. It is very important to understand that. Another way to look at it, we get feedback at a place and at a time where and when we need it.

689′. **Understanding Presentation of Theory Related to Independency of Theory:** As a characteristic of theory, independency still applies in presentation of theory. As an independent entity, we know that a theory cannot be applied by someone for someone else. During a given presentation, the instructor applies the theory, where that application depends on the instructor. That makes sense, since a theory is an independent entity, the instructor can only apply the theory personally. Now after the presentation, we learn and apply the theory without looking the instructor's applications. In other words, we learn and apply the theory without looking how the instructor applies the theory during the presentation. That makes sense, since the theory is an independent entity, once we look at the instructor's applications on the basis or learning and applying the theory, we show no understanding of the theory. We also show that we don't know what we are doing. It is always good not to look at the instructor's applications after the presentation as a basis of our applications. Once we do that, we show no understanding of the theory. The instructor cannot learn the theory for us. We have to learn the theory by ourselves individually. The instructor cannot apply the theory for us; we have to apply it individually. The instructor applications depend on the instructor understanding and our applications depend on our understanding. It is very important to understand that. To better understand this exercise, if you want to, you can verify what we have just said by providing a practical example. In other words, show that it is not possible for us to follow the way the instructor applies the theory or the instructor application after the presentation of the theory and once we do that, we simply don't know what we are doing ant it always result to application error. You can use the table below as a guideline.

Time	Presentation	Instructor Application Time	Instructor Interpretation
t_1	1st	t_1	$Int\{A\} = K_T A'$
t_2	2nd	t_2	$Int\{A\} = K_T A'$
t_3	3rd	t_3	$Int\{A\} = K_T A'$
t_4	4th	t_4	$Int\{A\} = K_T A'$

The table below is a continuity of the table above

Time	Presentation	You Application Time	Your Application Name
t_1	1st	t_{1+35}	
t_2	2nd	t_{2+20}	
t_3	3rd	t_{3+15}	
t_4	4th	t_{4+1}	

The table below is a continuity of the table above

Time	Presentation	Your Interpretation	Your Interpretation Description
t_1	1st		
t_2	2nd		
t_3	3rd		
t_4	4th		

From the table above, your application times are randomly chosen, they don't mean anything. All that is important, they considered to be times after the given presentations. Any time can be used as substitution. You can take it as your application happen at different time after the presentation and you apply the theory on the basis of your understanding and not follow the instructor. You can think the times here as t_{1+}, t_{2+}, t_{3+}, and t_{4+}. The tables below is a continuity of the table above. In the table below, your observation is your own observation about your calculation. You should also provide some explanations.

Time	Presentation	Instructor Interpretation	Instructor Function
t_1	1st	$Int\{A\} = K_T A'$	$u(t)$

Time	Presentation	Instructor Interpretation	Instructor Function
t_2	2nd	$Int\{A\} = K_T A'$	$u(t)$

Time	Presentation	Instructor Interpretation	Instructor Function
t_3	3rd	$Int\{A\} = K_T A'$	$u(t)$

Time	Presentation	Instructor Interpretation	Instructor Function
t_4	4th	$Int\{A\} = K_T A'$	$u(t)$

Time	Your Interpretation	Your Function	Your Observation
t_{1+35}			

Time	Your Interpretation	Your Function	Your Observation

t_{2+20}			

Time	Your Interpretation	Your Function	Your Observation
t_{3+15}			

Time	Your Interpretation	Your Function	Your Observation
t_{4+1}			

The table below is a continuity of the table above. In the understanding of your interpretation column, you will show your understanding of your interpretation.

Application Time	Your Interpretation	Understanding of Your Interpretation	Application Success
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

690. **Understanding Fundamental of Theory Related to Presentation of Theory:** It is better to say understanding theory related to application of theory or understanding theory of education, which is an extension of understanding theory of education.

As we already know that, the presentation of a theory is not a paper entity, but papers and books are used for explanation of the presentation. In term of explanation of a presentation and in terms of paper and book, assume that books are used to provide explanation of a given presentation. Now after the presentation, we use books to get information about that presentation. What is important here; if we assume that or think of the presentation in term of paper, we have a tendency to think the books as the actual presentation. It does not matter the way we look at it, we can think in term of using books to learn about the presentations. What is important here; the overall process of learning a theory depends on us and the theory of communication. It is always good to say that the learning process depends on theory of communication and theory of education.

We know that there is a relationship between life and the theory of education. Theory of education enables us to learn theory. Now during the downhill process, theory of education does not exist. We can think it in term of negative. In term of books, since theory of education does not exist or it is negative in the downhill process, our process of learning theory is abnormal as well. During that process, we don't have any fundamental of learning a given theory, for that reason, we tend to rely more on books and papers. We can think that as normal, since we don't have the basis yet.

By understanding the above paragraph, compare to the uphill process, during that process we rely on theory of education to learn the principle. With the help of theory of communication and the interpretation function, we have no problem learning the principle. In the uphill process, theory of education exists and it is positive. During that process related to time, we gain in learning the principle; as we continue learning and applying the principle, we will rely less and less on books to help us understand the theory. That is a normal process.

Both processes described above are normal to us. A theory cannot be learned or learned properly without application. During the downhill process, we try to learn the theory from books only without application; that is normal, since we depend on book for the theory. During the uphill process, it is the opposite, since we are learning and applying the theory and we keep learning it and applying it more, so it is normal for us not to depend on books for the theory. As we keep learning the theory, we have a good fundamental of it; therefore we no longer depend on books. It is very important to understand that. Just take your time to think about the exercise.

691. Show your understanding of presentation of theory related to independency of theory. This is the same as saying, show your understanding of independency of theory related to presentation of theory.

692. **Understanding Theory of Education:** We can also say understanding the physical system related to theory of education, which is also an extension of understanding theory of education.

We know that the physical system is a theory dependable system. As a theory dependable system, the physical system depends on theory for its functionality. As a theory dependable system, the physical system depends on theory to derive and execute functions of life. By understanding theory of education, we know that theory of education enables us to learn theory. We also know that theory of education is a higher level theory and in order to understand theory of education, a very good understanding of theory is required. In addition to that, we should also know as well, in order to understand the theory of education, the physical system needs to be understood as well. It is not possible to understand theory of education without having a good understanding of the physical system.

693′. **Understanding the Power Theorem Related to Theory of Communication:** We can also say understanding theory of education or understanding the power theorem related to the theory of education, which is also an extension of understanding theory of education.

We know that the power theorem is a higher level theory and there exists a relationship between the power theorem and the theory of education. Previously, we have learned that communication is very important to us and we should have a lot of respect for both communication and our communication interface. We have also learned as well, even our parent has respect to our communication interface and it uses it to help us. By understanding what we have just said, we can see that the power theorem exists within or with the existence of communication. In other words, without communication, the power theorem does not exist. In this case, we can say that if $K_T = 0$, then $P_T = 0$. Without the existence of communication or theory of communication, the power theorem does not exist.

694′. **Understanding the Power Theorem Related to Theory of Education:** We can also say understanding theory of education, which is an extension of understanding theory of education.

We know that the power theorem is a higher level theory and it is much higher than theory of education. We also know that in order for us to understand the power theorem, we need to take our understanding of theory of education much higher. In other words, in order for us to understand the power theorem, we need to have a higher understanding of theory of education. We know that there is a relationship between theory of education and the power theorem. As we make progress learning the principle, as well as the power theorem and the theory of education, we may wonder or ask ourselves this question, which will be internal or personal, whether or not the power theorem can exist without theory of education. The way to look at it, disregard how far our understanding takes us, the relationship between two fundamentals of theory cannot change and will not change. By understanding that, we know that $f_{T_1} \sim f_{T_2}$, then $T_1 \sim T_2$; P_T and E_T are not exception.

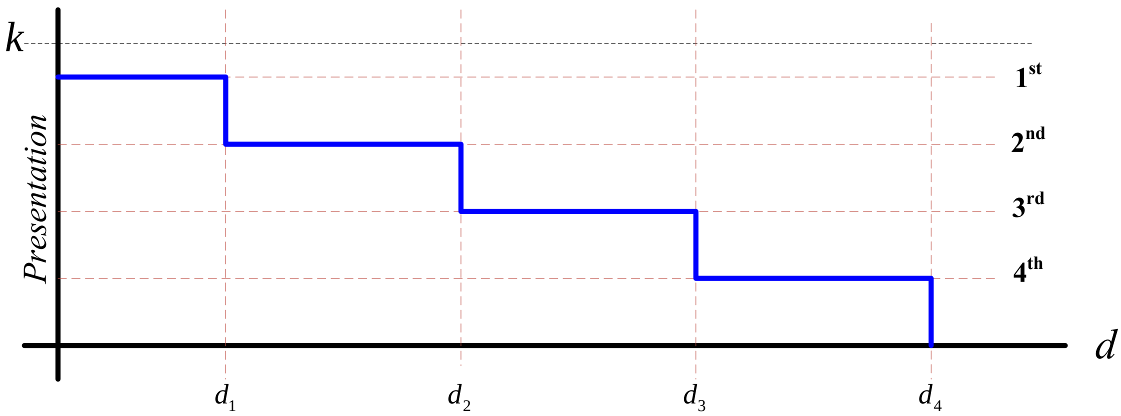
695′. By understanding exercise number 457′, we know that $h_1(t) = h(t)$, however $h(t) \neq h_1(t)$. Verify that $h(t) \neq h_1(t)$; you can provide a practical example and show your observation.

696. Within the principle itself, our working area is defined. Since the principle must be learned in order for it to be identified; since we must learn the principle in order for us to identify it, it is not possible for us to identify our working area without learning the principle. It is not possible for us to identify each other working area without learning and applying the principle. Verify your understanding of this statement by using invents in history. In other words, by using historical events, show that it is not possible for us to identify our working area without identifying the principle or learning and applying the principle.

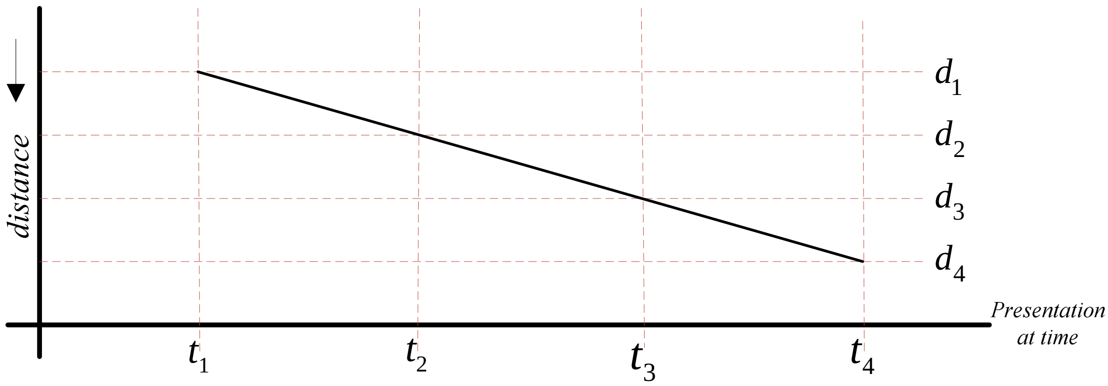
697′. Within a given principle, there exists the communication and the principle itself. Within a given communication, there exists the communication and the principle itself. We know that the principle is given to us in the communication domain in the form of x. Now show your understanding of the principle related to $\mathbb{R}$ or simply show your understanding of x related to $\mathbb{R}$. If you want to, you can provide a practical example.

698′. We know that $T+T=T$ not $2T$ and $T \cdot T=T$ not T^2. Show your understanding of both statements related to the given reference $\mathbb{R}$. This is the same as saying show your understanding of the given reference $\mathbb{R}$ related to $T+T=T$ not $2T$ and $T \cdot T=T$ not T^2.

699′. We have not learned the principle, therefore distance is a factor. In the past, distance had been used to help manage the stability of $\mathcal{L}(t)$. As we get closer to each other, we need to learn the principle and apply it to interact to each other. To better understanding what we have just said, let's take it like this. Let's assume that before t_1, we use to live or work in our respective areas; before t_1 we used to be present in our respective working areas. As we get closer to each other, we need the principle to interact to each other. Since when we interact to each other without the principle we develop problems, now at t_1 we get feedback from our parent to help us apply the principle in order to get closer to each other. Then at t_2 we get much closer to each other, we then also receive feedback from our parent to alert us to learn and apply the principle in order for us to interact to each other without developing problems. The same process also happens at t_3 and at t_4. Now to better understand the overall feedback process related to distance, let's show it graphically.



The diagram above shows the relationship of the given presentations related to distance. The way to look at it, as we get closer to each other, we receive feedback from our parent to alert us to learn and apply the principle. In term of distance, from the graph above, $d_1 > d_2 > d_3 > d_4$ or $d_4 < d_3 < d_2 < d_1$. While we can represent the distances like that in term of which one is greater, by understanding the physical system and the functional system, and also the distance itself, it is better to think them like $d_1 >> d_2 >> d_3 >> d_4$ or $d_4 << d_3 << d_2 << d_1$. All you need to do here, verify your understanding of d related to the presentation at t_1, t_2, t_3 and t_4 by providing a practical example. This is the same as saying show your understanding of the presentation at t_1, t_2, t_3 and t_4 related to d. While we use the graph above to show the presentations related to distance, however we could have used the one below instead. The way to look at it, as d comes down; we get closer to each other.



700′. From exercise number 358′ we know that $h(t)$ can be written in the form of

$$h(t)=\breve{h}(t)+\tilde{h}(t)$$

Where $\tilde{h}(t)$ is the group of existing functions that is not affected by our distance and $\breve{h}(t)$ is the group of existing functions that is affected by our distance. We already know that $\mathcal{L}(t)$ can be expressed in term of distance as well. We also know that as we get closer to each other, we develop more problems without using the principle to interact to each other. By understanding exercise number 675′, what would have happened to $\mathcal{L}(t)$ if all functions that make up the overall system were located at our distance. In other words, what would have happened to $\mathcal{L}(t)$ if all $h(t)$'s were presented in the form of $\breve{h}(t)$. Work this out by providing a practical example and show your observation. This is the same as saying, if $\breve{h}(t)$ was presented in the form of $\breve{h}(t)$.

701. We have not yet understood the principle, therefore distance is a factor. We have not yet understood the principle of communication, therefore distance is a factor. Show your understanding of theory of communication related to that statement. This is the same as saying, show your understanding of that statement related to theory of communication.

702. We have not yet understood the principle, therefore distance is a factor. In the past, distance had been used to help managed the functional system. In term of history, we should never take the distance entity for granted. In term of history, we should not forget about the distance entity. Historically, the distance entity is taken into consideration. Once we disregard the distance entity in our history, we tend to take our

history for granted. Just take your time to think about this exercise.

703′. We have not yet understood the principle, therefore distance is a factor; in the past, distance had been used to help manage the stability of the functional system. We have not understood the principle yet, therefore our application is faulty. Verify your understanding of the relationship between the two statements by providing a practical example. You can think it in term of $u(t)$ and d for the first statement, $f(x)$ and K_T for the second statement.

704′. If you have not done so yet, using algebra to show your understanding of each presentation related to distance between each other. In other words, if you have not done so yet, verify your understanding of distance between each other related to each presentation. You can also think it as verifying your understanding of presentation of theory related to distance between each other.

705. **Understanding Application of Theory:** We can also say understanding theory of education, which is an extension of understanding theory of education.

As a theory dependable system, we apply theory in order for us to do what we do. In the event that we don't know about a theory, we have to learn it through the process of education. In term of our utilization theory, in order for us to understand it, we have to work with it by using it in our applications. It is not possible for us to understand our utilization theory and understand it properly without using it in what we do. While we can use a book that presents information about our utilization theory, nevertheless we still need to apply the principles in what we do in order for us to understand it and understand it properly.

706′. Using algebra to show your understanding of the functional system stability related to distance. This is the same as saying, use algebra to show your understanding of distance related to the functional system stability.

707′. Refer to exercise number 673′ if needed, but not necessary; let's assume that we use T to derive instrument I, where T is presented to us in the form below.

Th_1	Th_2	Th_3	Th_4	Th_5	Th_6	Th_7	Th_8	$\cdots$	T

Now assume that over a period of time, we mean 3 times period, T is used to derive some instruments. In this case, it is better to say over a period of time, T is used to derive several versions of an instrument. In term of version of the instrument, the table below provides us some more information.

Instrument	I_1	I_2	I_3
Explanation	1st time, 1st version	2nd time, 2nd version	3rd time, 3rd version

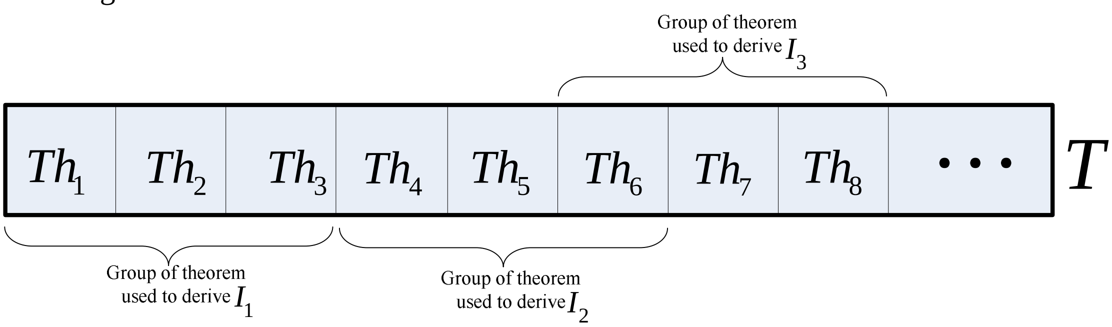
From the table above, the second version of the instrument I_2 has more functionality than the first version of the instrument I_1, while the third version of the instrument I_3, has more functionality than the second version of the instrument I_2. Keep in mind that those instruments are derived at different time. Now to better understand the overall process in term of application of theory, let's provide some theorems that are used to derive those instruments.

$$I_1 \Leftarrow \{Th_1, Th_2, Th_3\}$$

$$I_2 \Leftarrow \{Th_4, Th_5, Th_6\}$$

$$I_3 \Leftarrow \{Th_6, Th_7, Th_8\}$$

The equations above show several theorems are used at different times to derive different version of the instrument. For instance the fist version of the instrument was produced by the application of theorems Th_1, Th_2, Th_3. To better understand, let's show them on a diagram



Now by understanding the overall explanation and by understanding theory and application of theory, you need to determine whether or not instrument I_3 could have been derived with all the functionality indicated without having to derive I_1 and I_2. In other words, whether is possible or not possible to bypass I_1 and I_2 to produce or derive I_3. You must provide some explanation and if you want a practical example.

708′. By understanding your workout above, assume that at t_1, I_1 executes $u_1(t)$; at t_2, I_2 executes $u_1(t)$; and at t_3, I_3 executes $u_1(t)$; where t_1, t_2, and t_3 correspond to first time, second time, and third time. To better understand what we have just said, let's show it by the table below.

Time	t_1	t_2	t_3
Instrument	I_1	I_2	I_3
Function	$u_1(t)$	$u_1(t)$	$u_1(t)$

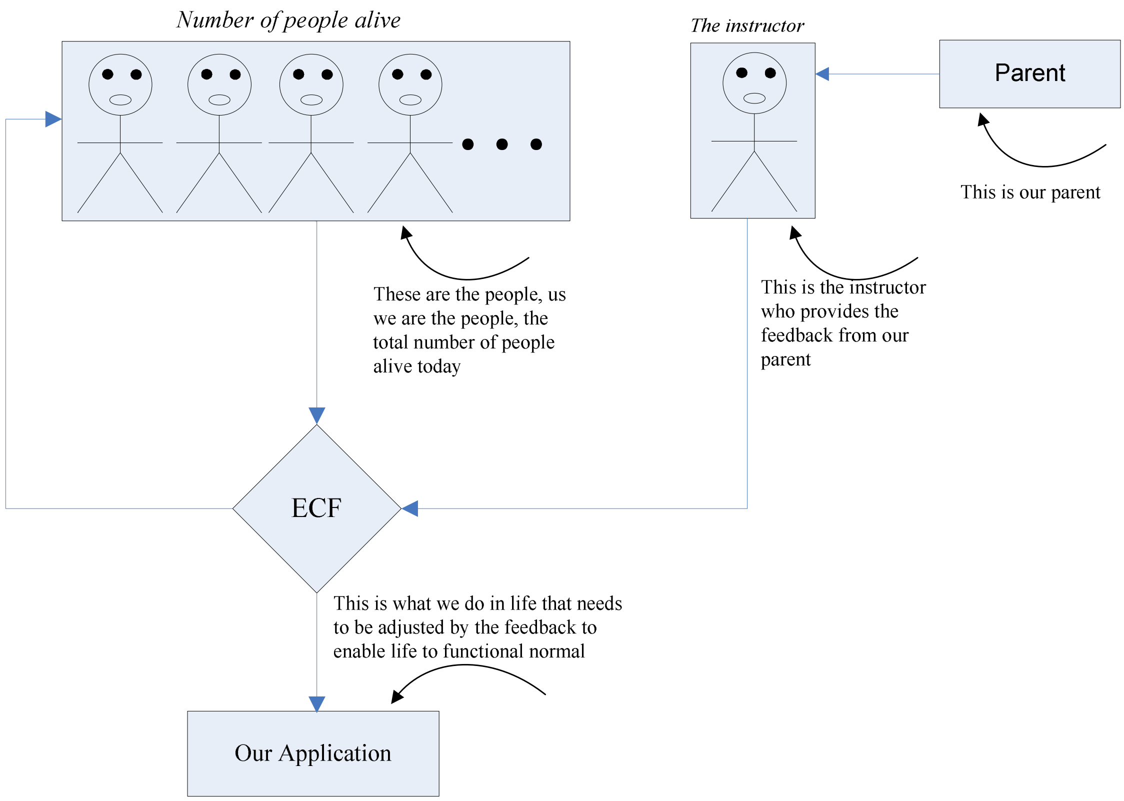
The way to look at it, while we derive the first version of the instrument related to time, however the overall function of the instrument does not change. Here at t_2 and at t_3, we could have replaced $u_1(t)$ by $u_2(t)$ and $u_3(t)$, but since the overall function of the instrument does not change, and we want to show that related to time, we simply leave the overall function related to time of execution as $u_1(t)$. We could have also used t_0 for our initial execution. Now what is important here, since you have already shown whether or not it would have been possible to derive I_3 by bypassing I_1 and I_2. Here you will show whether or not it will reduce complexity of the overall system by bypassing I_1 and I_2 to derive I_3. You must show your observation and provide some explanation. You can also provide a practical example if you want to. Here we refer to $\mathcal{L}(t)$ as the meaning of the overall system.

709′. By understanding your workout above, determine whether or not instrument I_3 could have been derived at t_1 with the same functionality indicated. If you want to, you may provide a practical example or use the same example by expanding it.

710. Show your understanding of the functional system stability related to system and system relationship. This is the same as saying, show your understanding of system and system relationship related to the functional system stability.

711′. **Understanding Group Related to a Given Presentation:** It is probably better to say understanding group and a given presentation. We can also say understanding our application related to presentation of theory.

We have learned that in a higher level presentation, our parent feedbacks us through an instructor. Since we have been disregarded previous feedbacks and given no importance to them, for that reason, our parent has been given us repetitive feedbacks at a time they are guaranteed by the functional system. Now if we look at the overall feedbacks, we can see that they are very similar and all of them geared toward the application of the principle by the people. What do we mean by that? We mean that all presentations and feedbacks that have been provided to us by our parent through an instructor, wants us to apply the principle to enable the functionality of life. Hence, we can see that within the presentations themselves and the instructors, we mean the instructors who present the principle; there is no ambiguity or difference. All of them are the same or similar. All of them present the principle from our parent to enable us to apply for the functionality of life. Within the presentation itself, our parent, the instructor, and the principle take everybody alive into consideration. In other words, the total number of people who are living at the time of the presentation are taking into consideration during the presentation. Since the system itself is reproductive, after the presentation, everybody who is alive is also taking into consideration in term of learning and applying the principle to enable the functionality of life. What do we mean by after the presentation; we mean any time after the presentation. It is very important to understand a given presentation itself, the people, and the application of the principle. To better understand the overall process, let’s show the feedback process of a higher level presentation again with some explanations.



As we can see from the diagram above, the presentation itself takes everybody into consideration. That makes sense, since life depends on all of us, all of us execute functions of life and life is affected by all of us; therefore, all of us are responsible to apply the principle to enable the functionality of life. To better understand the overall process, let's take it like this; while we are having problems in life, our parent feedbacks us through an instructor to tell us how to adjust our application to enable the functionality of life. What is important here; our application depends on the feedback given to us by our parent through the instructor. If we apply the feedback, our application will be successful, the same as if we disregard the feedback, our application will not be successful.

Now by understanding the overall explanation and also the paragraph above, we can see that repetitive feedbacks are needed, when we disregard the first one or the previous one. For this reason, we have been receiving repetitive feedbacks by our parent at a time they are guaranteed by the functional system. Now in terms of repetitive feedbacks or presentations, it is always good for us to analyze them. We already know that, the reason our parent feedback us repetitively, because we have disregarded the previous one. In the event that we are doing well accordingly, there is no need for us to receive feedback from our parent. In terms of disregarding feedbacks and presentations, it is always good for us to analyze the process. Keep in mind that our parent has been very generous with us. First we can look at the feedbacks and the presentations, which always presented in a way we can understand, by taking our understanding into consideration at the time they are presented to us. Second and so forth, we can look at other adjustments that are made to help us and the functional system. Now what is important here; while we have a problem of disregarding and misinterpreting given presentations; nevertheless there is no difference or ambiguity or misinterpretation within the instructors themselves. Within the instructors themselves, the presentations are always straight forward. They are very similar and there is no difference between them. Within us, the people, this is where the problem is. We mean within us the people; how we view, look at, and interpret a given presentation. As we can see, there are always problems after a given presentation. The problems happened, because we the people always forget or disregard the reason of a given principle or presentation. The reason of a given presentation is to feedback the people, so they can make adjustment to what they do in life, to enable life to function normally. Within the instructors' side, there is always unity. That is not the case within the people. After a given presentation, we expect things to get better, but getting worse, because the presentation is not viewed by the people the same way it is presented by the instructor. By understanding the interpretation function, we should now that in order for the presentation to be successful or in order for life to function normally, we should view the presentation similar to the way the instructor views it or presents it. Once we start to misinterpret a given presentation, we simply disregard the reason of that presentation. It is very important for us understand a given presentation and not to misinterpret it.

In term of confusion, misinterpretation, disregarding a given presentation, and not give it any importance by the people; it is always good for us to take a look of grouping, which simply means group of people. We know that the physical system is theory dependable and it is also self controllable. By being theory dependable and theories are independent entities, it is not possible for one to apply theory for each other. It is not possible as well for one to interpret theory for each other. Our characteristic and the characteristic of theory do not allow that. as a self controllable system, we depend on our own to interpret theory for ourselves individually and personally. Once we rely on other to interpret theory for us or tell us about a given presentation according to them, we simply disregard our own characteristic and the characteristic of theory as well. As we can see, within a given presentation, our parent, the instructor, and the presentation itself take everybody alive into consideration and consider the total number of people alive as one unit; and all of them must learn and apply the presented theory to enable the functionality of life. Once we disregard that, we simply disregard the reason of a given feedback and it is all over again.

As we can see, by understanding the paragraph above and the characteristic of the physical system related to our utilization theory, we can see that both our system and our utilization theory are not encouraged grouping. Since life depends on each of us personally and each of us must apply theory to enable the functionality of life, once we start grouping we tend to disregard our personal responsibility. For that reason, we tend to rely on other to apply the principle for us. Since the principle cannot be applied by someone for someone else, once we think like that, we simply develop problems. Since grouping is not encouraged by both our system and our utilization theory, since the principle can only be interpreted personally, once we start grouping, we tend to rely on others to interpret the principle for us. Once we think like that, we simply develop problems. The principle is presented to us by the instructor to enable us to apply it individually to enable the normal functionality of life. As a theory dependable system, it is not possible for one to apply theory for each other. Theories are independent entities and one cannot apply them for each other. Theories can only be applied personally. Once we start grouping, we tend to rely on others to apply and interpret theory for us. Since the presented principle cannot be applied and interpreted by someone for someone else, once we think like that, we simply develop problems.

To better understand the overall explanation; let's review it, in a higher level presentation, our parent feedbacks us through an instructor. Since the presentations are repeated, additional presentations are needed to help us correct our misunderstanding and misinterpretation of previous presentations. Since life depends on all of us, the presentation itself takes all of us into consideration, both during and after the presentation. Since we have been disregarded and misinterpreted previous presentations, we sometime rely and depend on groups to explain and interpret them to us. That is not good. The presentation itself does not take group into consideration, but all of us, where each of us must apply the principle personally to enable the functionality of life. In the instructors' side, there is always unity and no ambiguity within the presentations. In our side, we always misinterpret and misunderstand them, either personally or by grouping. Since our physical system is not encouraged to group, whenever we group, we always rely on others to apply or interpret theory for us. Whenever we think like that, we simply develop problems.

a. Just take your time to think about the above explanation
b. In a higher level presentation, the presentation itself takes everybody into consideration. That makes sense, since life depends on all of us and all of us execute functions of life, life can be affected by all of us. For that reason, each of us must apply theory to enable the functionality of life. In a higher level presentation, the presentation itself takes all of us and each of us into consideration. The presentation does not take specific group or specific person into consideration; the presentation takes all of us and each of us. The presentation itself is not for specific group or specific person, the presentation itself is a feedback to enable all of us to make adjustment in our application to enable the functionality of life. Here you need to verify that by providing a practical example. In other words, show that in a given presentation, the presentation takes all of us and each of us into consideration rather than individual person or specific group. You may need to provide a practical example and show your observation. In your workout, you may take life, the presentation, and everybody alive into consideration.
c. The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility. In a given presentation, since we tend to rely on group to interpret theory for us, groups may encourage us to think differently related to a given presentation. If this is applied to you, you may need to show that here by providing a practical example. You can use the table below as a guideline.

Time	Presentation	Presentation & Instructor Take into Consideration	Your Observation

t_1	1st	All of us and each of us	
t_2	2nd	All of us and each of us	
t_3	3rd	All of us and each of us	
t_4	4th	All of us and each of us	

The table below is a continuity of the table above

Time After Presentation	Way Groups Approach It	Way You Approach it Compare to Groups	Your Observation
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

Assume that a current presentation at t_4, where t_4 is considered to be time now, t_{4+1} is simply an approximation of a future time. The times after the presentation from the table above are considered to be random. We can view them simply as time after the presentation. In this case, they can be viewed as t_{1+}, t_{2+}, t_{3+} and t_{4+}. In the way groups approach it above, if you identify for instance 5 groups, then you can provide an example for each of them and use all of them combined for each time. In the way you approach it compare to groups column, here you will show whether or not you think differently about the presentation based on the way groups approach it. If you identify 5 groups, you can do it for each of them and use all of them combined. In the your observation column, for the first table, you will provide your observation about that presentation at a time the presentation was given. In the second table, you simply will provide your observation at each time for specific group you have identify related to way you approach it compare to groups. For instance if you identify 5 groups, you will do one for each and combine all of them at the end if you want to.

d. Since the physical system is self controllable and theory dependable, we cannot rely on groups or someone else to apply theory for us. Since the physical system is self controllable, we cannot rely on each other to apply theory for us. As a self controllable and theory dependable system, we need to apply theory independently and personally to execute functions of life and not to rely on others. Each of us needs to do that personally and individually. You need to verify that by providing a practical example and show your observation. In other words, show that as a self controllable system, we cannot rely on group or someone else or each other to apply theory for us by providing a practical example and show your observation.

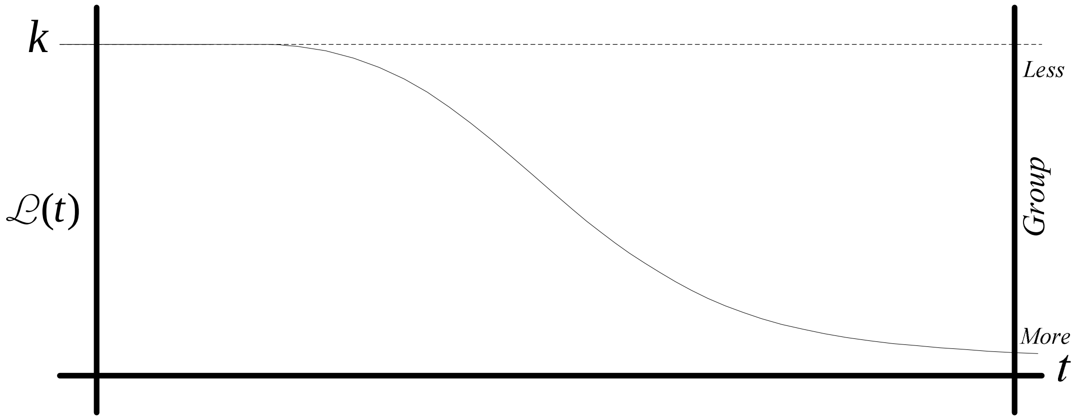
e. At a time a theory is presented to us, the presentation itself, our parent, and the instructor take all of us as one entity. All of us must come together as one unit to apply the presented theory to execute functions of life. By understanding that, we can see within our parent, the presented theory, and the instructor, group is not defined, since all of us individually need to apply the theory to enable the functionality of life. That makes sense, since life depends on all of us. Now after a presentation, we can see there are problems between us, either individually or in group. In this case, many groups may form after the presentation by taking it differently, which result to problems; at the same time, the functional system continues to decline and decline faster. Here you will need to show the declining of $\mathcal{L}(t)$ related to groups by providing a practical example and show your observation. By observation, you should see that as number of group goes up, $\mathcal{L}(t)$ comes down. In this case, we can use the table below as a guideline.

Time	**Presentation**	**Instructor & Presentation View**	**Number of Group After Presentation**
t_1	1^{st}	1 Unit or 1 Entity	
t_2	2^{nd}	1 Unit or 1 Entity	
t_3	3^{rd}	1 Unit or 1 Entity	
t_4	4^{th}	1 Unit or 1 Entity	

The table below is a continuity of the table above

Time	**Presentation**	**Time After Presentation**	**Number of Group After Presentation**	**Your Observation**
t_1	1^{st}	t_{1+35}		
t_2	2^{nd}	t_{2+20}		
t_3	3^{rd}	t_{3+15}		
t_4	4^{th}	t_{4+1}		

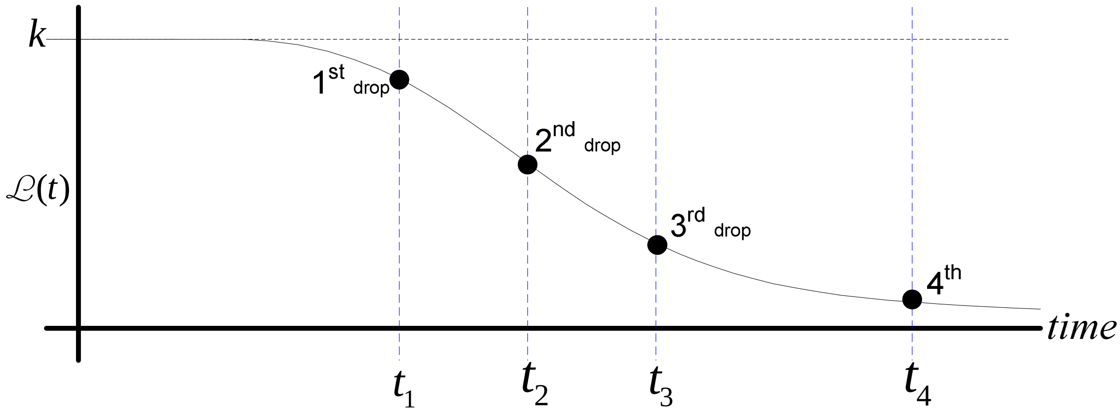
In term of t_{4+1} as we already said it, if you assume a final presentation at t_4, then t_{4+1} or t_{4+} is simply an approximation after the presentation. In this case, you assume the continuity on the same basis of the presentation at t_1, t_2, and t_3. If you want, you can also show the graphical representation in the form of



If you want to take it farther, you can use the physical system equation and the life equation together to show as group goes up, $\mathcal{L}(t)$ also comes down.

f. The physical system is theory dependable and theory cannot be interpreted by someone for someone else. As a theory dependable and self controllable system, it is not possible for one of us or a group to interpret a given presentation or theory for us. Once we start grouping, we tend to think or believe that another person or group can interpret a given theory for us. It is not possible. Once we think like that, we simply develop problems in life. There is no way and it is not possible for groups or someone to interpret a theory for us. It is not possible for one to interpret a given theory for each other. It is not possible for a group to interpret a given theory for someone else or a group of people. That is not possible. If that was possible, problems would not exist at all. If that was possible, either life would not exist or the physical system would not exist in this form. It is very important to understand that. To verify your understanding, you can show that by providing a practical example. In other words, show that a theory cannot be interpreted by someone for someone else or by someone for a group of people or by a group of people to another group of people or to a person. Show by providing a practical example and show your observation. You may need to take problem development into consideration, when that happens. We mean problems that are developed when that happens or people think that way.

g. To better understand the effect of grouping in a given presentation, it is always good to analyze the presentation itself in the instructor's side, our parent, and the given theory and look at the way the overall process is being viewed by group of people. We know that in a higher level presentation, the power theorem is taken into consideration and the presented theory itself is presented without error. We also know that within the instructors themselves, the presentations and the interpretations are without ambiguity and difference. Now after the presentation, there are differences among the people in term of the presented theory. What do we mean by that? After the presentation, many groups of people take the presentation differently in term of interpretation. Since the physical system itself is not encouraged to group, that always result to problem. For instance, since the presentation objective is to help normal functionality of life, after the presentation, the functional system gets worse rather than better. To better understand what we have just said, it is always good to show that in a graphical format related to time.



As we can see from the graph above, after each presentation, let's take t_1, t_2, and t_3, the functional system keeps declining and keeps declining faster rather than improving. Now in term of grouping, we can look at the difference between a given presentation in group related to the functional system. We mean the difference between a given presentation and the way it is viewed by groups related to the functional system. As we already know, in term of the presentation itself, everybody is taken into consideration and all of them is treated as one unit or one entity. By taking all the presentations combined, there is no difference between the instructors and the interpretations. All of them are considered to be one and unity. Since the physical system is not encouraged to group, by misunderstand the physical system itself and the presentation, after the presentation, many groups or individual think that they can interpret the given theory for other group or other people. That always develops problems and prevents the presentation itself from becoming successful. As we already know, it is not possible for a group or individual to interpret a theory for us. To better understand the explanation, you can show the overall process by providing a practical example after each presentation. Look at it at the time of the presentation in term of the way the instructor, our parent, and the presented theory view it, and the way the people view it in term of grouping. The table below can be used as a guideline.

Time	Presentation	Instructor Interpretation	Instructor View of The People
t_1	1st	$Int\{A\} = K_T A'$	1 Unit or 1 Entity
t_2	2nd	$Int\{A\} = K_T A'$	1 Unit or 1 Entity
t_3	3rd	$Int\{A\} = K_T A'$	1 Unit or 1 Entity
t_4	4th	$Int\{A\} = K_T A'$	1 Unit or 1 Entity

The table below is a continuity of the table above. Here we show more information like time after the presentation, which is the way the people view or treat the presentation after the presentation. The time after the presentation can be viewed as t_{1+}, t_{2+}, t_{3+} and t_{4+}. It does not matter, any time or date after the presentation can be used.

Presentation	Time After Presentation	Number of Group After Presentation	Way Group View or Treat Presentation
1^{st}	t_{1+35}		
2^{nd}	t_{2+20}		
3^{rd}	t_{3+15}		
4^{th}	t_{4+1}		

In the way groups view or treat the presentation, if you identify for instance 5 groups, you can show the way each of them views the presentation. Then you can combine all of them together as one as your explanation for the time after the presentation. The table below is a continuity of the table above

Presentation	People Interpretation Explanation	Difference From Actual Presentation	Your Observation
1^{st}	t_{1+35}		
2^{nd}	t_{2+20}		
3^{rd}	t_{3+15}		
4^{th}	t_{4+1}		

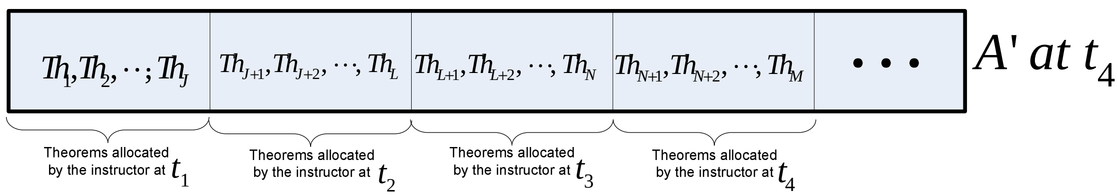
From the table above in the people interpretation explanation column, if you identify 5 groups, you can provide an explanation about the way each of them interpret the given presentation. Then at the end, you can simply combine all of the explanation. In the difference from actual presentation column, you will provide the difference between the interpretation from the people and the actual interpretation of the presented theory. Here again, you can do it for each group you have identified and combine them at the end. In your observation column, you will show your observation for each group you have identified and combine them if you want to at the end.

h. By understanding your workout of all the parts above, if you want to you can use the physical system equation in term of philosophy in the form of

$$S(xy) = S_M(xy) + S_L(x)$$

To verify your workout; you can also use grouping as well. In your workout and with the above equation, you can use $M = \lambda L$ and show the increasing of λ and the declining of L. In this case, we have as $\lambda \uparrow L \downarrow$. You can use that to show how groups affect the functional system, so the physical system, since the physical system is not encouraged to group. By doing so, you will use the equation above, we mean the physical system equation above in term of philosophy with the functional system $\mathscr{L}(t)$. If you use grouping in your workout; you should know that grouping is not possible in the theory domain. In this case, you can approach grouping in the communication domain and use the relationship between the communication domain in term of the communication function and the function added to life related to the physical system equation in term of philosophy. Within your workout, you can also answer this question first; why grouping is not possible in the theory domain?

i. A theory is a unique entity and does not accept outside elements. By understanding characteristics of theory, we should realize that as an independent entity, a theory does not take outside elements. In other words, while we can allocate theorems in a theory, nevertheless our opinions are not included in a theory. As a theory dependable system, it is very important for us to understand that. In terms of our utilization theory and a given presentation, there is no exception and difference. The characteristics of theory still remain the same. In a given theory, opinions do not count and are not included. That makes sense, as we can see the instructors who present the theory to us, always preserve the uniqueness of the theory without including their opinions in the presentations or in the presented theory. As a result of that, all the presentations are always unity. They are always similar without any difference and without any ambiguity. That makes sense, during a given presentation, the instructor allocates theorems in the theory. For instance, in *Presentation 1*, the instructor allocates some theorems in the theory A'. In the second presentation, the instructor allocates some more theorems in theory A'. In the third presentation, the instructor allocates more theorems in theory A'. In the fourth presentation, the instructor allocates some more theorems in theory A'. To better understand the overall process, let's show it by a diagram.



As we can see from the diagram above, the instructors allocate theorems in the theory, but do not add their opinions. The given theory is unique to itself and does not take any outside opinion. This is the reason why all presentations are similar. In other words, if we label the presentation at t_1, t_2, t_3, and t_4 as $Pres_1$, $Pres_2$, $Pres_3$, and $Pres_4$, we should observe something like that

$$Pres_1 \sim Pres_2 \sim Pres_3 \sim Pres_4$$

That makes sense, since within all presentations, $Int\{A\} = K_T A'$. What is important here; while there is no difference and ambiguity within the instructors and the presentations themselves, while there is no instructor's opinion within the presentations themselves, but we the people tend to have different opinion about a given presentation or try to add opinion to the presentation, although the presentation does not take outside opinion. Since our system is not encouraged to group, when we group, that also increases the possibility for us to think different of a given presentation or try to add opinions to it. Since when we group we tend to forget our personal responsibility, by depending on others or groups to apply and interpret the principle for us, that makes it possible for us not to see the similarity within the principles or the presentations. Once we think like that, we tend to have opinions and different opinions about a given presentation. In this case, groups can be formed with different opinions about the presentation, although the presentation itself does not take outside opinions.

It is very important to understand a given presentation. It is also very important for us to understand that a given presentation is unique to itself and does not accept any outside entity or opinion. While if we understand the principle enough we can allocate theorems in it, however we cannot add our opinions to it. It is not possible to do so. The principle will not accept that, since it is unique to itself. It is very important to understand that. As we keep grouping, we will forget about our personal responsibility and our characteristic, by relying on group or each other to interpret and apply theory for us. Once we do that, we simply develop problems. It is very important for us to maintain the same similarity maintained by the instructors to not differentiate the principle, not relying on each other or groups to apply it or interpret it for us, so we can apply it to make progress in life. To help you understand, you can verify the overall explanation by providing a practical example. In other words, show that within the presentations themselves, there is no difference between the instructors; not within the instructor you will show, but within the presentations; but we differentiate them either by grouping or rely on other to interpret the principle for us, which result to problem. You must show your observation and provide additional explanation. The table below can be used as a guideline.

Time	Presentation	Instructor Interpretation	Opinion Added to A' Within The Presentation	Your Observation at This Point
t_1	1st	$Int\{A\} = K_T A'$	No	
t_2	2nd	$Int\{A\} = K_T A'$	No	
t_3	3rd	$Int\{A\} = K_T A'$	No	

t_4	4th	$Int\{A\}=K_T A'$	No	

The table below is a continuity of the table above

Time After Presentation	Number of Group	Group Interpretati on	Including Opinion in Presentation Yes/No	Your Observation
t_1				
t_2				
t_3				
t_4				

In the table above, the number of group is considered some groups you have identified to use in your workout. Assume that you have identified 5 groups, you will need to identify the interpretation by each of these groups. We mean you provide an explanation about each interpretation. Then you determine whether or not the interpretation includes opinions; then you show your observation for each group or show your observation for the whole group you have identified at that time. Whenever we mean includes opinion in presentation, we mean that having opinions of the presentation, nevertheless the actual presentation does not have any opinion.

j. We have not learned the principle yet, therefore distance is a factor. As we start grouping, we get closer to each other. Since we have not yet understood the principle, as we get closer to each other, we simply develop problems. For instance, as we group, we think we can apply or interpret the principle for each other or other people or group. By thinking this way, we simply disregard our own characteristic, which simply develop problems. Now as we start learning the principle, distance is no longer a factor, since we don't think about it. As we start learning the principle, we think distance between us is no longer existed. Now in term of grouping, the reason we think that we need to group in order to solve a problem or understand a principle, interpret it, or apply it, because we have not yet understood the principle; so we don't know how to organize ourselves. Since we have not yet understood the principle to show us how to organize ourselves in order for us to do what we do, we think that group is the only way to go. That is not good. As we make progress learning and applying the principle, we will see that we will do better and more productive without even grouping or being in group, that is normal. It is always good for us to think that we can do better and solve our problems without grouping. We should also know that our system does not function well with grouping. To better understand the explanation, you can verify that by providing a practical example. In other words, show that as we start learning the principle, we will do better without being in group. If you want to, you can use the physical system equation to show that. In the physical system equation, you can show that, we are not productive by grouping, but more productive without grouping. In your workout, you can take both theory and philosophy into consideration. You can also take distance as well without the presence of the principle which enables us to rely on group more.

k. The functional system $\mathcal{L}(t)$ is very complex, by reducing grouping, we can also reduce complexity. The functional system $\mathcal{L}(t)$ is very complex, by reducing grouping; we can also reduce the complexity of our operation or the complexity of the way we operate. If you want to, you can show that by using the physical system equation. In this case, you can think it as the complexity of our operation, which is related to the complexity of $\mathcal{L}(t)$.

l. As a theory dependable system, the physical system depends on theory to derive and execute functions of life. We can say that, we depend on theory all the time to do what we do. In order for us to work with a theory, we have to interpret it personally. During a given presentation, the instructor interprets the theory in order to present it to us. Since we are theory dependable and theory can only be interpreted personally and individually, we also interpreted the theory from the instructor. What is important here; both the instructor and the people who are considered to be the students, interpret the theory. As we can see, as a theory system, the term straight interpretation should never come to our mind when it comes to a given theory or a given presentation. If straight interpretation was the case, the presentation itself would not even be possible at all. If straight interpretation was the case, the existence of the instructor would not be possible, so does the existence of the principle, which is attached to life. If it was possible to straight interpret a theory, life would not exist at all. If straight interpretation was the case, theory of education and instructors would not exist at all. It is always unproductive and not acceptable to rely on straight interpretation of a given theory or given presentation.

   We know that our parent has been provided us multiple feedbacks through multiple instructors. The reason we have been getting multiple feedbacks, because we have been misinterpreted and disregarded previous presentations. If straight interpretation was acceptable, multiple feedbacks and presentations would not be considered at all by our parent. It is not always good and productive to rely on straight interpretation of a given presentation. Once we rely on straight interpretation of a given presentation, we simply disregard the fact that we are an intelligent-system. We need to add some extra effort to interpret a given theory by ourselves personally and individually. We cannot rely on straight interpretation. If straight interpretation was the case, it would not be possible to have repetitive presentation. If it was possible for a given theory to be straightly interpreted; it would not take several generations for a given presentation.

   While paper and book are used to provide information about a given presentation, nevertheless it is not good and productive for us to simply read the text and assume straight interpretation of what we read. If that was possible, the interpretation function would not exist at all. Once we do that, we simply show that the presented principle is a paper entity. Once we do that, we simply show that we don't know what a theory is. We cannot rely on straight interpretation of a given theory. We have to make some effort ourselves personally and individually. The fact that our system is very complex, a given theory must be presented in a form to accommodate or reflect that and preserve it. We should never rely on straight interpretation of a given theory. Once we think like that, we simply disregard the existence of the physical system and mistakenly identify it as an object. To better understand the overall explanation, you can verify that by providing a practical example. In other words, show that straight interpretation is not good and cannot be considered when using a book that presents information about a given presentation and assume that straight reading of the text is sole the interpretation. You must show your observation and provide a practical example.

m. As a complex system, the physical system is not encouraged to group. Once we start grouping, we tend to forget our personal responsibility in life. By understanding the part above, show the impact of grouping in term of straight interpretation. In other words, determine whether or not, grouping increases straight interpretation of a given theory. You can also add to your workout, as grouping increases, so does the straight interpretation of a given theory.

n. As a theory dependable system, we apply theory to do what we do. In order for us to apply a theory, that theory must be interpreted by us individually. It is not possible for us to apply a theory without interpreting it. Since a theory is an independent entity and applicable by us, a theory does not decide its application. We interpret a theory and we decide the application of that theory. In a higher level presentation, the theory is presented to us, where we have to interpret that theory and decide our applications. If we assume straight interpretation, we simply show we don't know what the presentation is and what to do with it. The presentation itself does not decide our applications, but we decide what to do with it. For that reason, straight interpretation never works. To better understand that, verify that by providing a practical example. In other words, show that, since we must decide the application of a given theory, straight interpretation is never good. Provide a practical example, show your observation, and provide some explanation.

o. In order for a theory to be applied, it must be interpreted. In order for us to apply a given theory, we must interpret it personally and individually. During a given presentation, the instructor interprets a theory and present it to us; then we interpret that theory and apply it. To better understand the process, let's represent it by using the interpretation function

$$Int\{A\} = K_T A'$$

The instructor interprets A to present A' to us. We call A' the presented theory. As a theory dependable system, in order for us to apply the presented theory A', we must interpret it. Our interpretation of the presented theory, is viewed as the relationship between A' and f_A. By understanding that relationship and what we have just said, we interpret the presented theory in the same form the instructor interprets the interpreted theory. In this case we have

$$Int\{A\} = K_T A'$$

The way to look at it here, when we say we interpret it in the same form the instructor interprets it, we mean by using the interpretation function, since the interpretation function does not change. To prevent misunderstanding, we can change the variables; it does not matter. To better understand what we have just said and to prevent misunderstanding and misinterpretation, we can change the variables. In this case, we can say that we interpret the presented theory in the form of

$$Int\{A'\} = K_T A'' \quad \text{or} \quad Int\{A'\} = K_T A'''$$

Here A'' and A''' are considered to be the result of our interpretation. We mean the result we have when we interpret the presented theory A'. In this case, since a theory cannot be interpreted by someone for someone else, A'' and A''' are considered to be result of a personal or individual interpretation. That means, each of us may have a different result, but all of them will be similar with the help of theory of communication. Now during the presentation, the instructor interprets the same theory and apply it for itself. To better understanding that, let's provide and example. Assume that at t_2 the instructor presented theory A' to us. At the same time theory A' was presented to us, we mean at t_2, the instructor applied that theory personally to derive and execute functions of life. To better understand that, let's show the process in term of functions added to life. Assume that we have the instructor represented by system S_1, in this case we have

$$S_1 Tr\{A'\} = u_1(t)$$

Here $u_1(t)$ is considered to be a function the instructor adds to life. We can say that a function the instructor derive or execute in life at the time the instructor presented theory A' to us. While we show the application of the theory equation in term of A', since there is a relationship between A' and f_A, we can also show it in term of A. In this case we have

$$S_1 Tr\{A\} = u_1(t)$$

Both of them are the same, it does not matter the way we look at them. What is important here; at the time the instructor presented the theory to us, the instructor itself applied the theory to derive and execute functions of life.

Now after the presentation, we cannot look at the application of the instructor to base our applications on. This is not acceptable. We cannot look the application straightly to base our applications on it or the basis of applying the theory. That is not acceptable as well. When we do that or try to do that, we simply show we don't know what a theory is and we no longer an intelligent-system. To better understand the overall process, let's provide and example. Assume that at t_2 the instructor presented theory A' to us, while at the same time, the instructor applied the theory to derive or execute function $u_1(t)$. Now since books and papers are used to provides information about a given presentation, after that presentation, let's say after the presentation at t_{2+20}, a book is used to provide information about that presentation, where that information includes information about function $u_1(t)$. In this case we can say, the application or the execution of function $u_1(t)$ is described as a part of that information. What happens now at t_{2+20}? We cannot use function $u_1(t)$ as the basis of our application. As a theory dependable system, we need to apply A' to derive and execute our own functions. It is not possible for us to apply $u_1(t)$ to execute another function. That is not acceptable; it is neither applicable nor practicable. Whenever we do that or try to do something like that, we simply show we don't know what a theory is and we don't have a clue about a theory. Whenever we do or try to do something like that, we always fail. The result is always unsuccessful. When we try something like that, we simply show we don't know what we are doing. As a theory dependable system, we cannot base our applications or functions execution to another application or function execution; there is not basis here. Our applications are always based on our understandings of the theory. At the time the instructor presented the theory to us, what the instructor did, functions that the instructor executed, were based on the understanding of the principle by the instructor at the time the instructor presented the theory to us. Our understanding is not the same as the instructor's understanding. For that reason, we cannot do that. We cannot look at the straight application of a theory at the time it is presented to us by the instructor and based our applications or do the same thing. It is not acceptable and it is not good. We have to interpret the presented theory and work with it. We have to interpret the presented theory and apply it to derive and execute our own functions. This is the way we can do it; this is the only way it can be done; there is no other way. To better understand the overall explanation, verify the overall explanation by proving a practical example. You can use the table below as a guideline. Basically what your are verifying here; you are showing that by providing a practical example whether or not an application can be based on another application or straight looking an application to execute a function.

Time	Presentation	Instructor Function Or Application	Instructor Interpretation
t_1	1st	$u_1(t)$	$Int\{A\} = K_T A'$
t_2	2nd	$u_1(t)$	$Int\{A\} = K_T A'$
t_3	3rd	$u_1(t)$	$Int\{A\} = K_T A'$
t_4	4th	$u_1(t)$	$Int\{A\} = K_T A'$

The table below is a continuity of the table above. From the table above, the column instructor function can also be viewed as instructor application.

Time After Presentation	Application	Application Description	Application Basis
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

The table below is a continuity of the table above

Time After Presentation	Interpretation Explanation	Application Result Explanation	Your Observation
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

From the table above, let's take for instance t_{2+20}; you can look at an application that executes where the basis of that execution is related to an application that executes at t_2 or by the instructor for instance. You can pick as many applications you want and summarize them, then provide a description and show the result. In the interpretation explanation column, there you show whether that application is based straightly on the application at t_2 or the presented theory itself. Then you will show your observation for one you have selected.

p. The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility. During a given presentation, the instructor applies the theory to derive and execute functions of life. The application of the theory by the instructor and the functions that the instructor derived and executed depend on the understanding of the principle by the instructor at the time the instructor presented the theory. After the presentation, we interpret and apply the theory to derive and execute functions of life based on our understandings. We cannot look at the application of the instructor or function derived and executed by the instructor as the basis of our applications and our functions. It is not acceptable. Since when we group, we tend to forget our personal responsibility in life, by either try to interpret theory for us and try to apply theory for us. Once we start grouping, that increases the impact for us to base our applications on instructor's applications or functions after a given presentation. Grouping allows us to be more focus on to base our applications and our functions on instructor's applications and functions rather than on our understanding and our interpretations of the given theory. In this case, we can say that rather than focusing ourselves to learn the theory, interpret the theory, and apply it to derive and execute our own functions, when we group, we tend to focus on instructor's functions and applications instead. Here you will continue the part above by verifying that. In other words, verify that once we start grouping, we have more chance to base our applications on the instructor's applications or functions execution rather than interpreting and applying the theory individually and personally to derive and execute functions of life. In your workout, you can also emphasize as well in the whole group follow the same path. We mean try to functions based on instructor applications rather than interpreting and applying the theory personally and individually. You can use the table below as a guideline.

Time	**Presentation**	**Instructor Function Or Application**	**Instructor Interpretation**
t_1	1st	$u_1(t)$	$Int\{A\} = K_T A'$
t_2	2nd	$u_1(t)$	$Int\{A\} = K_T A'$
t_3	3rd	$u_1(t)$	$Int\{A\} = K_T A'$
t_4	4th	$u_1(t)$	$Int\{A\} = K_T A'$

The table below is a continuity of the table above

Time After Presentation	**Number of Group**	**Group Application**	**Application Description**	**Your Observation**
t_{1+35}				
t_{2+20}				

t_{3+15}				
t_{4+1}				

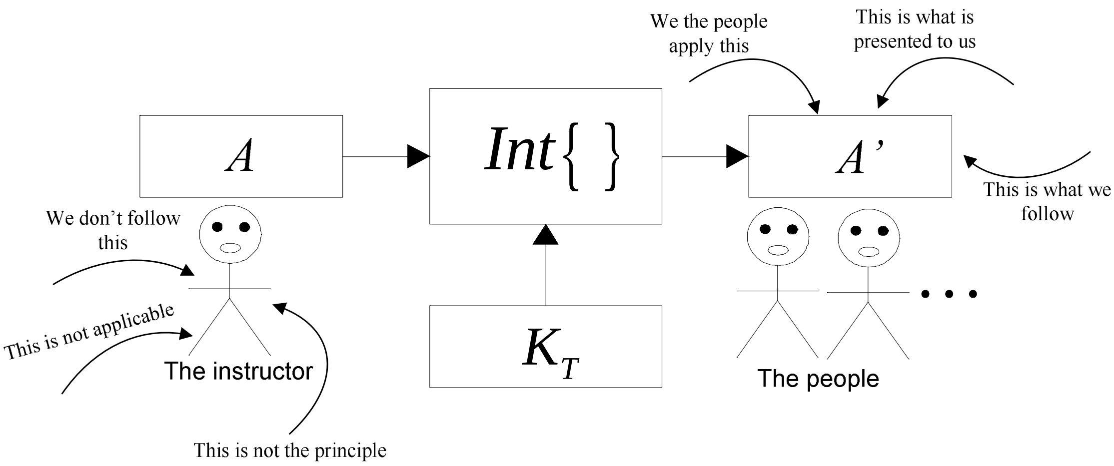
The table below is a continuity of the table above

Time After Presentation	**Application Basis**	**Result Description**	**Interpretation Explanation**
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

In term of group number, assume that you select 5 groups, you can provide a description for each application per group and summarize them at the end. It does not matter the way you do it. You will also provide an explanation about the group interpretation and at the end you will show your observation.

q. As a theory dependable system, we base our application on theory rather on someone else application or function execution. Our application always execute according to our level of understanding of the theory we use to derive or execute the function of our application. Given that theory can only be interpreted personally, once we base what we do on someone else application or function execution, we show that we don't understand the underlined theory. It is always good for us to understand and interpret the underlined theory then apply it to derive and execute our functions rather than relying on someone else application or function execution. We are a theory dependable system, we are not an application dependable system. We have to base what we do on theory, not on someone else application.

r. During a given presentation, the instructor presents the principle to us. The instructor itself is completely a separate entity from the presented theory. During a given presentation, we follow the principle, we interpret it, we learn it, and we apply it; we don't follow the instructor. The instructor itself is not what is presented to us, but the principle. To better understand what we are talking about, let's show it by a diagram.



As shown from the diagram above, the presented theory is completely a separate entity from the instructor. During the presentation and after the presentation, we follow the principle by interpreting it and applying it, but we don't follow the instructor physically. It is not acceptable for us to follow the instructor. When we follow the instructor or try to follow the instructor, we simply show we don't know what a theory or a presentation is. When we follow the instructor or try to follow the instructor, we simply show we cannot identify the presented theory. By doing so, we simply disregard ourselves as an intelligent-system. If we can identify the presented theory, why do we have to follow the instructor? The instructor itself is not the presented theory. We cannot apply the instructor; we cannot interpret the instructor; we cannot learn the instructor; why follow it. That is not acceptable; when we do something like that or try to do something like that, we simply show we don't know what we are doing. Another way to look at it, as we already know, A' is presented to us, we then interpret it in the form of

$$Int\{A'\}=K_T A'' \quad \text{or} \quad Int\{A\}=K_T A'$$

Then we apply it in the form of

$$Tr\{A'\}=u(t) \quad \text{or} \quad Tr\{A\}=u(t)$$

Assume that the instructor who presents the theory to us is identified as P_1 or S_1, we cannot apply P_1 or S_1, but we can apply and interpret the presented theory A' to do what we do to enable the functionality of life. To better understanding the process, let's provide an example. Assume that at t_2, the instructor presented theory A' to us. Now at t_2, we learn, interpret, and apply theory A', rather than trying to apply the instructor physically. The same as after the presentation, for instance at t_{2+20}, we apply the principle rather than following the instructor. We use the principle in what we do, rather trying to use the instructor in our application, which is impossible. To better understand the overall explanation, you can verify it by providing a practical example. In other words, show that during and after a given presentation, we follow the principle by applying it in what we do, but we don't follow the instructor, since it is not applicable. You can use the table below as a guideline.

Time	**Presentation**	**Presented Theory**	**Do We Follow The Instructor Yes/No**
t_1	1st	A'	
t_2	2nd	A'	
t_3	3rd	A'	
t_4	4th	A'	

The table below is a continuity of the table above

Time	**Presented Theory**	**Do We Follow The Principle Yes/No**	**Do We Apply The Instructor in What We Do**
t_1	A'		
t_2	A'		
t_3	A'		
t_4	A'		

The table below is a continuity of the table above

Time	**Presented Theory**	**Do We Apply The Principle in What We Do**	**Your Observation**
t_1	A'		
t_2	A'		
t_3	A'		
t_4	A'		

From the table below, you will provide more information. The table below takes the time after the presentation into consideration.

Time After Presentation	**Do We Follow The Instructor Yes/No**	**Do We Follow The Principle Yes/No**	**Interpretation Explanation**
t_{1+35}			
t_{2+20}			

t_{3+15}			
t_{4+1}			

The table below is a continuity of the table above

Time After Presentation	Application Name	Application Description	Application Basis
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

The table below is a continuity of the table above

Time After Presentation	Do We Apply The Instructor in What We Do Yes/No	Do We Apply the Principle in What We Do Yes/No	Your Observation
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

From the tables above, whenever you answer yes, if you want to, you can provide an explanation. For example, if you answer yes on column, "Do We Apply the Instructor in What We Do?", then you can provide an explanation. What do we mean by providing an example if the answer is yes if we apply the instructor in what we do. The way to look at it, once we understand the presented theory, we should know that the instructor itself is not applicable. The instructor cannot be used in any application. But for people who misunderstand the principle, they think the instructor can be used in applications. You can look at both cases and show your observation at the end. You can also provide more explanation on applications where people think the instructor can be used and try to use that instructor in particular application.

s. The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility. During a given presentation, we follow the presented theory, rather than the instructor physically. What do we mean by following the presented theory, we mean we learn it, interpret it, and use it in what we do. Since when we are in group, we tend to forget our personal responsibility, it is possible for groups or individual to try to apply and interpret theory for us. Once that happens, there is more possibility for us to try to follow the instructor physically rather than following the principle. In this case, many groups can be formed to try to follow the instructor rather than following the principle. Here you are going to show that by providing a practical example. We can say that show the impact of grouping in following the instructor rather than the principle. You can use the table below as a guideline.

Time	Presentation	Presented Theory	Instructor
t_1	1st	A'	P_1
t_2	2nd	A'	P_1
t_3	3rd	A'	P_1
t_4	4th	A'	P_1

The table below is a continuity of the table above

Time	Presentation	Number of Group	Your Observation
t_1	1st	1 Unit or 1 Entity	
t_2	2nd	1 Unit or 1 Entity	
t_3	3rd	1 Unit or 1 Entity	
t_4	4th	1 Unit or 1 Entity	

The table below provides more explanation for time after presentation

Time After Presentation	Number of Group	Group Follow Instructor Yes/No	Group Follow Principle Yes/No
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

The table below is a continuity of the table above

Time After Presentation	Number of Group	Group Interpretation Explanation	Group Apply Instructor Yes/No
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

The table below is a continuity of the table above

Time After Presentation	Number of Group	Group Apply Principle Yes/No	Your Observation
t_{1+35}			
t_{2+20}			
t_{3+15}			
t_{4+1}			

The way to look at it, while the instructor is not applicable or cannot be used in any application, however a group may try to use the instructor in applications. In this case, you will provides an explanation or whether the group tries to use the instructor in an application and show your observation.

t. During a given presentation, the instructor presents the principle to us, the people so we can apply it to enable the functionality of life. Since the instructor itself takes everybody into consideration, specific person or group is no exception. In other words, the principle is presented by the instructor for everybody and the instructor is not an instructor for specific person or group. That makes sense, since everybody impacts life; everybody is taken into consideration by the instructor.

To better understand the paragraph above, let's review it. During a given presentation, the instructor presents the theory so we can apply it to enable the functionality of life. Since life depends on all of us, the presented theory takes all of us into consideration. The instructor itself takes all of us into consideration without exception. During the presentation, the instructor belongs to nobody or specific group. The way to look at it, the presentation is for all of us; the instructor belongs to all of us. The instructor does not belong to specific group or specific person. Once we think like that, we simply show we don't know what an instructor is. After the presentation, everybody must apply the principle. The instructor belongs to everybody during and after the presentation. After the presentation, nobody or group should say that this is my instructor and it is not somebody else instructor; this is not acceptable. This is the way to look at it, as an example, assume that a given presentation at t_2, where instructor P_1 presents theory A' to us. Instructor P_1 is considered everybody instructor at the time A' is presented to us. Nobody or group should claims instructor P_1 in a form that it is their instructor and no one else instructor. That is not acceptable. When we do something like that or try to do something like that, we simply show we don't know what an instructor is. During the presentation, the instructor takes all us, the people as students and the instructor also considers all of us as one unit. To better understand the overall explanation, you can verify that by providing a practical example. In other words, during a given presentation and after a given presentation, show that the instructor is not an instructor for specific group or specific person, but the instructor is for all of us and every one of us.

You must provide a practical example and show your observation. You can use the table below as a guideline.

Time	Presentation	Instructor Presents	Instructor Interpretation
t_1	1st	A'	$Int\{A\} = K_T A'$
t_2	2nd	A'	$Int\{A\} = K_T A'$
t_3	3rd	A'	$Int\{A\} = K_T A'$
t_4	4th	A'	$Int\{A\} = K_T A'$

The table below is a continuity of the table above

Time	Presentation	Group Taken Into Consideration	Person Taken Into Consideration
t_1	1st	No	No
t_2	2nd	No	No
t_3	3rd	No	No
t_4	4th	No	No

The table below is a continuity of the table above

Time	Presentation	Instructor is Everybody Instructor	Your Observation
t_1	1st	Yes	
t_2	2nd	Yes	
t_3	3rd	Yes	
t_4	4th	Yes	

Using the table below, you will provide more information. The table below takes time after presentation into consideration, where the table above concerns about time during the presentation.

Time After Presentation	Interpretation Explanation	Any Group or Person Taken Into Consideration Yes/No	Your Observation
t_{1+35}			

t_{2+20}			
t_{3+15}			
t_{4+1}			

u. The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility in life. As a self controllable system, it is not possible for anybody or group to interpret and identify a theory for us. While this is not possible, however once we are in group, we may think that is possible. During a given presentation, the instructor presents the theory to us. Since the presentation itself and the instructor takes all of us into consideration, all of us are considered to be students during and after the presentation. Since life depends on all of us, all of us need to learn and apply the theory for the functionality of life. The instructor is not for specific group, but for all of us. Here you show the impact of group in term of where people may think the instructor is theirs, but not someone else instructor or other groups. Keep in mind that once we are in group, it may be more acceptable for us to think the instructor is for people in group or people in specific group, while the instructor is not for other groups. Here you will show that is not the case by providing a practical example. You can use the table below as a guideline.

Time	Presentation	Presentation For	Group Taken Into Consideration
t_1	1st	Everybody, All of Us	No
t_2	2nd	Everybody, All of Us	No
t_3	3rd	Everybody, All of Us	No
t_4	4th	Everybody, All of Us	No

The table below is a continuity of the table above

Time	Presentation	Number of Group	Your Observation
t_1	1st	1 Unity or 1 Entity	
t_2	2nd	1 Unity or 1 Entity	
t_3	3rd	1 Unity or 1 Entity	
t_4	4th	1 Unity or 1 Entity	

While the table above takes into consideration time during the presentation, the table below, the time after presentation is taken into consideration.

Time After Presentation	Number of Group	Group Claim Instructor and Denies Other	Interpretation Explanation	Your Observation

t_{1+35}				
t_{2+20}				
t_{3+15}				
t_{4+1}				

v. By working out the two parts above, you need to answer the following questions. What is an instructor? Can someone identify and instructor for someone else? Can a group identify an instructor for someone or a group of people? Answer all questions and provide some explanation.

w. Since we have not yet understood the principle, we may find it easier for us to group in order to do what we do. As we start learning the principle, we will realize that we can do better without grouping. Now the question is, can we execute our functions without being grouped or in group? Just think about it internally. The way to look at it, assume that we want to add a function to life in the form of $u_1(t)$, where $u_1(t)$ can be a function that provides a service to life by either an instrument or simply a service. Now can we execute $u_1(t)$ or add $u_1(t)$ to $\mathcal{L}(t)$ without grouping. Whenever we use the word group or grouping here, don't think it as meet to do something. Think it in the form we have learned before.

x. In term of grouping, as we keep learning the principle, we no longer see ourselves as a group or being in group, but as an independent person who must apply the principle to enable the functionality of life. Another way to look at it, before we start learning the principle, we see ourselves as a group or in a group, once we start learning and understanding the principle, we see ourselves as independent. Here independent means, we see ourselves are not being grouped.

y. Since when we start grouping we tend to forget our personal responsibility in life, it may be possible for some of us to be part of a group or being in a group without being known. Since when we group we tend to think that other people can interpret and apply theory for us, it maybe possible for some of us to belong to groups that we are not aware. For this reason, it is good for us to think independent without being in group. It is always good to look ourselves personally and determine whether or not we are in group or being grouped. By doing so, we can also determine whether or not we are part of specific group. In this case, we can ask this question. Why am I in this group? Why am I part of this group? Why I have to be in this group? Why I have been grouped?

z. Since the physical system is not encouraged to group, as we start grouping, we simply forget our personal responsibility. We have shown with the absence of the principle, as we get closer to each other, we simply develop more problems. What is important here; since we need the principle in order to organize ourselves, once we get closer to each other, with the absence of the principle, we think that grouping is the only way we can organize ourselves. Since the principle is no longer present, once we think like that and group, we simply develop problems. To better understand that, you can show that graphically; as distance decreases, so does the increase of group, and the decrease of the functional system. Try to come up with a graph and show your observation. You may provide a practical example if you want to. In this case you can think it like this, $d \downarrow G \uparrow \mathscr{L}(t) \downarrow$; here we use G for group, you can use any other variable to distinguish it from gain.

aa. While the absence of the principle enables us to think that we can only operate by grouping, however once we start learning the principle, we will realize that we can operate more efficiently without grouping. While the absence of our understanding of the principle enables us to think that we need to group to do what we do, once we start understanding the principle, we should realize that we can do much better with less grouping or no grouping at all.

bb. Since we add a function to life to solve specific problem, once our operation becomes too complex, it makes it difficult or impossible to solve the problem the function indented to.

cc. Assume that there is a need to add a function to life to solve specific problem. Since the physical system is not encouraged to group, in this case, rather think it as a group, we can think it as meeting together to solve specific problem. What happens here; when we see each other, we think about the problem we are solving, rather than the group we are in. In this case, we rely on applying the principle to solve that problem, rather than the group we are in. Since the principle that we rely on to solve the problem we intended to cannot be applied by someone for someone else, in this case, we rely on ourselves personally to understand and apply that principle to solve the problem we intended to by the function we are working on. It is very important to understand the overall process here in term of grouping, which is simply meeting to add a function to life to solve specific problem by relying on the principle personally, compare to the other form of grouping which rely on others to interpret and apply the principle for them or other people. Disregard the way we look at it, it does not matter. What is important here; is the way the people who are in the group think related to the group itself. In the event that the people forget their personal responsibilities, the problem the group intended to solve will no longer be solved. In this case, that group is being viewed as the other form of grouping, where people rely on others rather on themselves personally to solve the problem they intended to. Once that happens, the personal responsibility of the group and the people in the group is no longer to solve the problem they intended to. It is very important to have a direction and a destination when working in a group or simply when working together to add a function to life to solve specific problem.

Now in term of grouping and adding functions to life to solve specific problem, we know that group is not possible in the theory domain; in the communication domain, group is possible. We also know that there is a relationship between the communication function $f(x)$ and the added function of life $u(t)$. In term of communication function, let's assume that we have many people group together to add a function to life to solve specific problem. In this case, we have the communication function correspond to that function to solve that problem in this form

$$f(x) = Ax$$

Now by taking people who are part of that function into consideration, we have the form below; assume that we have N people working together or working in the project.

$$\begin{aligned} f(x) &= A\left(xP_1 + xP_2 + xP_3 + \cdots + xP_N\right) \\ &= A\left(P_1 + P_2 + P_3 + \cdots + P_N\right)x \end{aligned}$$

Now assume that we want to define some groups within that project. In this case, we can have something like this—for instance, if we want to have 3 groups; we can define those groups as

$$G_1 = P_1 + P_2 + P_3 + P_4$$
$$G_2 = P_5 + P_6 + P_7 + P_8$$
$$G_3 = P_9 + P_{10} + P_{11} + P_{12} + P_{13} + P_{14}$$

What is important here; we define specific group within the main function $f(x)$ or within the people who are in the main function $f(x)$. Now since the main function is a function of communication; in other words, since the people who are in $f(x)$ use communication to do what they do, the people who are grouped must also use communication to do what they do. In this case, we can see that the function of a group itself depends on the communication of that group. By understanding that, the groups above are presented in this form

$$G_1(x) = A\left(xP_1 + xP_2 + xP_3 + xP_4\right)$$
$$G_2(x) = A\left(xP_5 + xP_6 + xP_7 + xP_8\right)$$
$$G_3(x) = A\left(xP_9 + xP_{10} + xP_{11} + xP_{12} + xP_{13} + xP_{14}\right)$$

What is important here; the idea of the main function still remains the same, where the function of each group is a function of communication. Now by understanding the explanation, we can see that the overall communication function $f(x)$ is a summation of the functions of the groups. In this case, we have

$$f(x) = f_{G_1}(x) + f_{G_2}(x) + f_{G_3}(x)$$

Now assume that we have L in our overall project, then that function can be written in this form

$$f(x) = \sum_{l=1}^{L} f_{G_l}(x)$$

In this case it does not matter how many people in specific group, for instance assume that we have 2 groups, then $f(x)$ is

$$f(x) = \sum_{l=1}^{2} f_{G_l}(x)$$
$$f(x) = f_{G_1}(x) + f_{G_2}(x)$$

Here it does not matter how many people we have in $G_1(x)$ and in $G_2(x)$. The number of people depend on the application function of the group.

Now since the physical system is theory dependable and theory cannot be applied and interpreted by someone for someone else, in order for a group to be effective, the people in that group must have specific function. In other words, each person in that group must have his/her own function. A person in a group cannot rely on the group or someone else to execute functions for that person—that is not acceptable. Once we do that, we simply disregard our theory dependable and self controllable characteristics. By understanding what we have just said, let's take group 1 from the same example with 4 people; in this case we have.

$$f_{G_1}(x) = f_{P_1}(x) + f_{P_2}(x) + f_{P_3}(x) + f_{P_3}(x)$$

What is important here; each person in G_1 has his/her own function. For instance, $f_{P_1}(x)$ is a function of P_1, while $f_{P_2}(x)$ is the function of P_2. The total function of all people in the group is the overall function of the group. By understanding the overall explanation, we can see that the overall function of a group can be written in the form of

$$G_l(x) = \sum_{m=1}^{M} f_{P_m}(x)$$

Where M is the number of people per group; M can be varied from group to group and l is the indexing of number of group. Assume that we have 2 groups, then $l = 1$ and $l = 2$. In this case we have

$$G_1(x) = \sum_{m=1}^{M} f_{P_m}(x) \qquad \text{And} \qquad G_2(x) = \sum_{m=1}^{M} f_{P_m}(x)$$

It does not matter how many people we have in group 1 and how many people we have in group 2. Since people are grouped by function and a person may have several functions and work in different group, in this case, one person or more can appear in more than one group. Now by understanding the overall explanation, all you have to do, verify the following by providing a practical example. In other words, show that

$$f(x) = \sum_{l=1}^{L} f_{G_l}(x)$$

In other words, show by providing a practical example that, assume that we have L group, the overall communication function is the summation of the function of all groups combined. We can say all groups who are part of the project; show as well

$$G_l(x) = \sum_{m=1}^{M} f_{P_m}(x)$$

In other words, show that the function of a group is the summation of individual function of everybody who is in that group. You must provide a practical example as well. It does not matter which one you do first, you can do either one first between $f(x)$ and $G_l(x)$. You can also provide more information in your workout by using the following tables.

Group Name	Number of People in Group	Group Description	Group Function

Sine you are working with multiple groups, it makes sense to provide information about specific group. You can use the table below to provide information about specific group. Assume that your first group is group 1, and then the table below can be used to provide information about group 1 and all other groups in your project.

Group Name	Person Name	Person Function	Function Description

You can use the table below to provide more information about your overall project. While we omit the application information from the table, if you want to, you can still expand it by providing more information about the application itself.

Project Name	Number of Group	Project Description	Main function Description

dd. We know that the function of a group depends on the communication of people in that group. In the event that there is error in communication of a person in the group, that causes the function of that group to be executed with error. Since the overall application function depends on the function of that group and the function of that group is a function of communication, the overall communication function depends on communication of everybody in that group. For instance the same error that happens in a communication of that person causes the overall communication function to be faulty. Now to prevent that to happen, we must use the Error Correction Function (ECF) to correct any error that may happen in any communication in any group. By understanding the explanation, how would you handle the Error Correction Function in groups and specific group? You must provide a practical example, show your observation, and provide some diagrams as well.

ee. Since the overall function of the application is a summation of the function of all groups. In other words, since

$$f(x)=\sum_{l=1}^{L} f_{G_l}(x)$$

In order for $f(x)=Ax$, all groups must be unity or work together. In the event that there is no unity or work together in a group or and by all groups, then $f(x)\neq Ax$. Here verify that by providing a practical example. In other words, show that if $\forall G=1$, then $f(x)=Ax$ or in the event that $\forall G\neq 1$, then $f(x)\neq Ax$.

ff. Since groups are made of people, the unity of a group or the unity of the groups or the unity in a group depends on people who work in that group, since

$$G_l(x)=\sum_{m=1}^{M} f_{P_m}(x)$$

In order to have $\forall G=1$, there must be unity among the people in the group or in all groups. If you have not done so, from your workout above, rework it out by taking the people in the group into consideration. Disregard and depend how your work it out, here you can take the people in the group into consideration and also the functions of the people as well.

gg. In term of group responsibility and individual responsibility, it is always good to look at the distribution of responsibility in groups and individual in term of failure or related to failure. Assume that we have 3 groups, $G_1(x)$, $G_2(x)$, and $G_3(x)$. If each group relies on others for responsibility, $G_1(x)$ relies on $G_2(x)$ and $G_3(x)$, then the others are the same; what happens to the overall application if $G_2(x)$ fails? In this case, we mean if the responsibility of $G_2(x)$ is not fulfill. Since the distribution of the responsibility is not presented in the form it should be—in other words, the way we have it here, it is not the correct form. After answering the preceding question, you should see that the responsibility of the overall application depends on the responsibility of each group; it also depends on responsibility of people in the group or people in the overall project. By understanding that, you can determine the summation and the total responsibility of groups, people in group, and people who work in the project in the following form

$$ResG_1 + ResG_2 + ResG_3 + \cdots + ResG_L = 100\%$$

Where $ResG_1$ is the responsibility of group one and $ResG_2$ is the responsibility of group 2 and so forth. The equation above can also be written in this form

$$\sum_{l=1}^{L} ResG_l = 100\%$$

Now the responsibility of people per group can be presented or written in this form

$$ResP_mG_1 + ResP_mG_2 + ResP_mG_3 + \cdots + ResP_mG_L = 100\%$$

$$\sum_{m=1}^{M} ResP_mG_l = 100\%$$

Where M is the number of people per group; for instance $ResP_1G_1$ is the responsibility of person 1 or P_1 in group 1 or G_1. To better understand, assume that we have 2 groups. In this case, $L = 2$; group 1 or G_1 has 5 people, wile group 2 or G_2 has 4 people. Now we can use the equation above in the form below; for group 1 we have

$$\sum_{m=1}^{5} ResP_mG_1 = 100\%$$

$$ResP_1G_1 + ResP_2G_1 + ResP_3G_1 + ResP_4G_1 + ResP_5G_1 = 100\%$$

For group 2 or G_2 we have

$$\sum_{m=1}^{4} ResP_m G_2 = 100\%$$

$$ResP_1G_2 + ResP_2G_2 + ResP_3G_2 + ResP_4G_2 = 100\%$$

What happens here; since in this example the same people in group 1 are not the same people in group 2, we can change the index. For instance for group 2 from $M+1$ in group 1; in this case we have

$$\sum_{m=6}^{9} ResP_m G_2 = 100\%$$

$$ResP_6G_2 + ResP_7G_2 + ResP_8G_2 + ResP_9G_2 = 100\%$$

The responsibility for people in the overall project can be obtained in this form.

$$ResP_1 + ResP_2 + ResP_3 + \cdots + ResP_N = 100\%$$

$$\sum_{n=1}^{N} ResP_n = 100\%$$

As we have already stated, you determine the responsibility of groups; we mean each group, responsibility of people in the group, and the responsibility of people in the project. In each case, you determine individual responsibility. Your must provide some explanation and show your observation. You can also provide a practical example if you want to.

hh. By understanding your workout above, show your understanding of the associativity of the physical system related to your workout. This is the same as saying show your understanding of your workout related to the associativity of the physical system.

ii. While working in a group, it maybe possible sometime to add additional people to that group or increase the number of people in the group. If you want to, provide additional steps to add people in a group or increase the number of people in a group. This is except to you; you don't have to do it. You can think it as show your understanding of increasing number of people in a group when working in a project.

jj. We know that there is a relationship between $f(x)$ and $\mathcal{L}(t)$ in term of $u(t)$. Since $u(t)$ depends on $h(t)$, it is always good to simply say, there is a relationship between $f(x)$ and $\mathcal{L}(t)$. In this case, we can show that relationship in the form of

$$f(x) \Leftrightarrow \mathcal{L}(t)$$

In communication domain, our application is a function of our communication, where our application function is in the form of $f(x) = Ax$. While we use the term communication function here to refer to $f(x)$, since there is a relationship between $f(x)$ and $\mathcal{L}(t)$, in the theory domain, we simply say we add a function to life, where that function we add to life is related to the communication function $f(x)$. For instance, assume that our communication function is $f(x)$ in the communication domain and in the theory domain the function we add to life is $u_1(t)$, then we can see that there is a relationship between $f(x)$ and $u_1(t)$ in the form of

$$f(x) \Leftrightarrow u_1(t)$$

Now by understanding the overall explanation, assume that we are working in a group with N people. In order for the overall communication function to be successful, the function of the group must be successful as well. Assume that we have many groups in this case, the function of all groups must be successful—for instance if

$f_{G_1}(x) = f_{G_1}(\overline{x})$, then

$$f(x) \neq \sum_{l=1}^{L} f_{G_l}(x)$$

Now in the theory domain related to the communication domain, in term of the physical system, we have

$$S(xy) \Leftrightarrow \mathcal{L}(t)$$

Now since $f(x)$ is related to $u_1(t)$, assume that we are working in a project that has N people. Assume that we have groups or people in groups that are not doing well in term of function of the group and the overall project. In this case, we have many groups and many people in those groups that are not doing well. Since there is a relationship between $f(x)$ and $\mathcal{L}(t)$ in term of $u(t)$, in term of the physical system related to $\mathcal{L}(t)$, for our function we have

$$S(xy) = S_M(xy) + S_L(x)$$

In this case,

$$S(xy) = S_M(xy) + S_L(x) \Leftrightarrow u_1(t)$$

In this case $u_1(t)$ is a function of our project. What is important here M is the number of people in groups that are not doing well and L is the number of people who are doing well. Now by understanding that $M = \lambda L$, in order for $f(x) = Ax$ or in order for $u(t)$ or $u_1(t)$ to execute without error, $\lambda = 0$; by letting $\lambda = 0$, then $M = 0$, so everybody in the project will do well to execute the overall function of the project. By doing so, we have

$$S(xy) = S_L(x)$$

Since y is longer present, in this case we have $S(x) = S_L(x)$, where $S(x)$ or

$$S_L(x) \Leftrightarrow u_1(t)$$

By understanding the overall explanation up to here, all you need to do, verify the overall process by providing a practical example. In this case, you can look at the overall process of decreasing λ related to time in term of people who are doing well and people who are not doing well in the project. You can use the table below for more information

Time	λ	M	L	$u_1(t)$
t_1				
t_2				
t_3				
t_4				
t_5				

The table below is a continuity of the table above

Time	λ	$f(x)$	Group Performance	Your Observation
t_1				
t_2				
t_3				
t_4				
t_5				

From the table above, for the $u_1(t)$ column, here you will provide information about whether or not $u_1(t)$ executes with error; the same for the $f(x)$ column. For the time, t_1 is considered to be your first function execution. Rather than using t_2, t_3 and so forth, you can increment the time t_1 by for instance $\frac{1}{10}$, $\frac{1}{100}$ and so forth. For instance you can have something like that $t_1+\frac{1}{10}$, $t_1+\frac{1}{100}$, $t_1+\frac{1}{150}$ etc. You can skip this part; you don't have to do it, if you don't want to. You may have done something similar. Here you will take group into consideration; you will also look at performance of group or performance per group or group performance. Anyway, you can skip it, if you want to.

kk. By understanding your workout above, you may have realize that there must be something important that causes error made by a group to cause the overall application or project to execute with error. Since groups are made of people, it is always better to say that, there must be something important that causes the error that introduces by a person in a project caused that project to execute with error. By understanding that, we can see the associativity and the theory dependable characteristics are very important here. All you need to do here, show your understanding of both the associativity and the theory dependable characteristics related to your workout above. In term of the associativity of the physical system—the way to look at it—in term of group, in order for $f(x) = Ax$, we must have

$$\sum_{l=1}^{L} f_{G_l}(x) = f(x)$$

Now in term of function of people in group, we have

$$\sum_{m=1}^{M} f_{P_m}(x) = G_l(x)$$

What is important here, in order for $f(x) = Ax$, $\forall G = 1$. Now in term of people in the project, that does not change. In your workout, you can take both equations above into consideration. If you want to, you can provide a practical example and show your observation.

ll. We know that there is a relationship between the communication function and the interpretation function. This relationship can be presented in the form of

$$f(x) \Leftrightarrow Int\{A\}$$

In term of grouping, we know that the physical system is self controllable and theory dependable and it is not possible for a group to interpret theory for others and it is not possible for others to interpret theory for a group. Overall, we know theory can only be interpreted individually and personally. In other words, even though we are working together in a group, we are self dependable when it comes to interpreting theory. The people who are in the group must interpret theory personally and individually to work together to execute the overall function of the group and the overall function of the project. Now there is a relationship between $f(x)$ and $Int\{A\}$ and theory can only be interpreted individually. In order for $f(x) = Ax$, $\forall Int\{A\}$ must be unity; but better to say similar. What is important here, the interpretation itself does not take group into consideration, but individual person in the overall project. We can also say the interpretation itself takes everybody in the project into consideration without grouping. To better understand, you can show that by providing a practical example. In other words, show that in order for $f(x) = Ax$, $\forall Int\{A\} = 1$ or

$\forall Int\{A\} \sim 1$, in other words, all interpretation of the people in the project, disregard groups must be similar. You must provide a practical example; you can use the table below for more information.

Person	Function	Function Description	Interpretation Explanation
P_1	$f_{P_1}(x)$		
P_2	$f_{P_2}(x)$		
P_3	$f_{P_3}(x)$		
$\vdots$	$\vdots$		
P_N	$f_{P_N}(x)$		

The table below is a continuity of the table above

Person	Group In	Interpretation Explanation	Similarity Yes/No	Your Observation
P_1				
P_2				
P_3				
$\vdots$				
P_N				

The way to look at it, since many people are working together in various groups in the project, related to the main idea or the main application, they must have similar ideas; this is why it is important to understand the relationship of the interpretation function and the communication function. That similarity is taking care of by the interpretation function.

mm. In order for the application to be successful, all groups must be unity; there should not be any difference in a group. If a group is already defined, it is always good not to divide that group to many groups without reason. If a group is already defined, it is not good to divide that group to many groups, once we do that, it may not be possible to get our function executed without error or getting a positive result. As an example, let's assume that in a project a group is managed by person P_1. In this case, we can define P_1 as the manager of the group.

Assume that we have 5 people in the group, and we name the group, group 1 or G_1. By understanding that, we have

$$G_1(x) = A\left(xP_1 + xP_2 + xP_3 + xP_4 + xP_5\right)$$

What is important here, we have one group, where the function of that group is to execute an application in the form of

$$G_1(x) = f_{G_1}(x)$$

In this case, $f_{G_1}(x)$ is considered to be the function of the group in term of communication function. We already know that we use $G_1(x)$ to show that the group itself is a function of communication. Now since the group is already defined as 1 group by manager P_1, can this group be broken to other groups? Can this group be broken to other groups without the consent of manager P_1 or without P_1 knows about it? Disregard the way you answer those questions, provide some explanation. Now if you think the group can be broken to other groups, you will need to provide a practical example and show the result of that application should always be the same in the form; assume that $G_1(x)$ becomes $G_{11}(x)$ and $G_{12}(x)$. In this case we have

$$G_{11}(x) + G_{12}(x) = f_{G_1}(x)$$

If that cannot be achieved, you must also show that as well in all cases and show your observation and provide additional explanation. You should show your understanding of both cases; disregard the way you look at it, whether it is achievable or not.

nn. By understanding all the parts above, we mean your workout of the parts above, show that

$$f_{G_1}(x) + f_{G_2}(x) + f_{G_3}(x) + \cdots + f_{G_L}(x) = f(x) = Ax$$

$$\sum_{l=1}^{L} f_{G_l}(x) = f(x) = Ax$$

The equations above can also be written in the form of

$$A\left(f_{G_1}(x) + f_{G_2}(x) + f_{G_3}(x) + \cdots + f_{G_L}(x)\right)x = f(x) = Ax$$

$$A\sum_{l=1}^{L} f_{G_l}(x)x = f(x) = Ax$$

$$Ax\sum_{l=1}^{L} f_{G_l}(x) = f(x) = Ax$$

Basically all you need to do, you need to show the third equation above. If you want to, you may provide a practical example and show your observation, then provide additional explanation.

oo. After having problem with our application, we turn to our parent for help; our parent provides us with A and the given reference $\mathbb{R}$. After having problem with our application, we turn to our parent for help; our parent provides us with the idea of our application A and the given reference $\mathbb{R}$. After having problem with $f(\overline{x})$, we turn to our parent for help; our parent provides us with A and the given reference $\mathbb{R}$. You need to verify that in an application by providing a practical example. We mean you show that in your application. You can use the table below for more information.

Application Name	**Application Description**	**Application Function**	**Number of People**	**Number of Group**

The number of group is only applicable if you have multiple groups in your overall project or application. If so you can have something similar to the table below.

Group Name	**Group Function**	**Group Description**	**Function Description**

Use the table below to provide more information about people in the project. It does not matter if they are in group or not. N is the number of people you have in your project.

Person	Function	Function Description	Group In
P_1	$f_{P_1}(x)$		
P_2	$f_{P_2}(x)$		
P_3	$f_{P_3}(x)$		
$\vdots$	$\vdots$		
P_N	$f_{P_N}(x)$		

Overall, you need to determine $f(x)$ and $u(t)$ or any other function you use. You need to show the relationship between $\mathscr{L}(t)$ and $u(t)$. Use t_1 as the first time you execute your application based on the information you receive from our parent. At the end, show your observation.

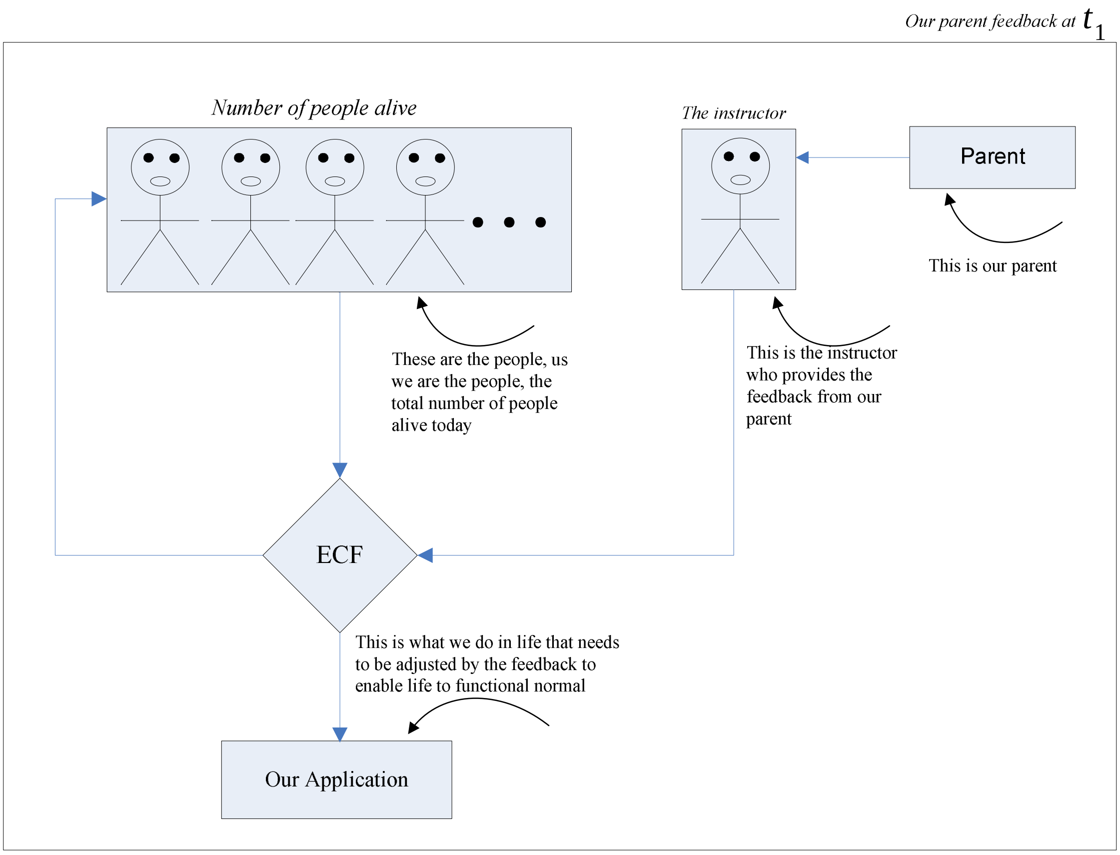
pp. Here continue from your workout above by taking feedback into consideration. Use the feedback as the execution of your application in other times. For instance if your application did not execute correctly at t_1, then you receive a feedback to help your application execute properly, you can use t_2 as the time for that feedback and if the application is sill not successful, then you receive another feedback again, you can use t_3, t_4 and so forth. In all cases, you need to provide additional explanation and show your observation.

qq. After having problem with $f(\overline{x})$, we turn to our parent for help; our parent provides us with A and the given reference $\mathbb{R}$. We know that a reference is available when it is needed. Since our parent provides us with the idea of our application A at t_1, we can use that idea to execute our application without error. In this case, we leave the reference alone. From your two workouts above, you have used the idea of the application A to execute your application. Since our parent provides us with the given reference $\mathbb{R}$, assume that there is a need to go inside that reference or use it. Here you need to extend your workout by justify that need in your application and show that whether or not the given reference had helped you to execute your application successfully.

rr. When working in an application or a project, it is very important to have a direction and a destination. Continue from your workouts above; here within your application or project, verify how you approach both the direction and the destination entities. You may need to verify your understanding of those entities first.

ss. To better understand the word group and to prevent misinterpretation, whenever we say group, we mean a composition of many people who have an agenda or personal agenda that is not related to the functionality of life. In this case, that agenda can be viewed as misinterpreting the given theory, disregarding of the physical system or not taking the system itself into consideration in many instances, disregarding of entities that enable the functionality of life, disregarding of our utilization theory, disregarding of the principle that enables the functionality of life, and all other related issues that disregard the functionality of life.

tt. After having problem with our application, we turn to our parent for help. Our parent provides us with the idea of our application. The way to look at it, just a little bit before t_1, we have problem with our application and we turn to our parent for help. Then at t_1, our parent provides us with the idea of our application A and the given reference $\mathbb{R}$. Now by understanding the overall process, we can see that our application function was negative, then we turn to our parent for help, then our parent provides us with the idea on how to enable our application to execute properly. By understanding what we have just said, we can see that at t_1 our parent feedbacks us through an instructor by providing us the idea of our application A and the given reference $\mathbb{R}$. To better understanding the overall process, let's show the feedback diagram at t_1.



From the diagram above we can see that, since our parent provides us with the correct idea of our application, we should have used that idea to enable our application to execute without error. Now since the overall process happens in the communication domain, it makes sense for us to use the communication function to show that. By using the communication function with the number of people alive at t_1, we have the following

$$f(x) = A\left(xP_1 + xP_2 + xP_3 + \cdots + xP_N\right)$$

Where N is considered to be the number of people alive at t_1. What is important here; the equation above assumes normal utilization of the idea of the application given to us by our parent. Now since we have disregarded that feedback, the equation above is no longer valid. When we talk about disregarding the feedback, we mean disregarding the feedback by grouping and misinterpretation. Since everybody alive depends and contributes to the functional system, the feedback given to us by our parent takes all of us as 1 unit without any difference. What is important here; after our parent provides us with the feedback or the ideas of our application, rather preserving that 1 unit that is already defined by our parent, we simply divide ourselves by grouping and misinterpretation of the given feedback. By understanding what we have just said, the communication function should take grouping and division into consideration. In term of grouping, we have something like that

$$G_1 + G_2 + G_3 + \cdots + G_L = \sum_{l=1}^{L} G_l$$

Where L is the number of group we have created or defined, based on misunderstanding of the feedback given to us by our parent. Now since we create or define multiple groups, because we don't understand and misinterpret the feedback, the overall communication function has to take that into consideration as well. Since the idea of the application A is no longer valid, now we have to introduce $\widehat{\mathrm{A}}$, where

$$\widehat{\mathrm{A}} = \sum_{n=1}^{N} \widehat{\mathrm{A}_n}$$

Where $\widehat{\mathrm{A}_n}$ is considered multiple ideas per group. Since if $A = \widehat{\mathrm{A}}$, $x = \widehat{x}$, then the overall communication function changes to this one

$$f\left(\widehat{x}\right) = \widehat{\mathrm{A}_{11}}\widehat{x_1}P_1 + \widehat{\mathrm{A}_2}\widehat{x_2}P_2 + \widehat{\mathrm{A}_3}\widehat{x_3}P_3 + \cdots + \widehat{\mathrm{A}_\mathrm{N}}\widehat{x_N}P_N$$

by understanding the overall explanation and also by understanding that people get together to create or define groups based on misunderstanding and misinterpretation of the given feedback, here we can take grouping into consideration. In this case we have

$$G(\hat{x}) = \sum_{l=1}^{L} G_l(\hat{x})$$

What is important here; we take grouping into consideration, where L is the number of group created or defined based on misunderstanding of the given feedback. What is important here again; since our parent defines all of us as 1 unit and in order for our application to execute without error, we must keep ourselves as one unit. Therefore it does not matter the way we approach the grouping. As longer there is no unity, we will never be successful. In other words, as longer $\forall \widehat{\mathrm{A}} \neq A$ and $\forall \hat{x} \neq x$, $f(x)$ will always be $f(\hat{x})$. By understanding what we have just said, we can see that in term of grouping; assume that we have 3 groups. In this case, $L=3$ and $l=1, 2, 3$. Now in term of the grouping equation, by working with for $l=1, 2, 3$, we have $G_1(\hat{x})$, $G_2(\hat{x})$, and $G_3(\hat{x})$; where

$$G_1(\hat{x}) = \widehat{\mathrm{A}}_1 \hat{x}_1 P_1 + \widehat{\mathrm{A}}_2 \hat{x}_2 P_2$$
$$G_2(\hat{x}) = \widehat{\mathrm{A}}_3 \hat{x}_3 P_3 + \widehat{\mathrm{A}}_4 \hat{x}_4 P_4 + \widehat{\mathrm{A}}_5 \hat{x}_5 P_5$$
$$G_3(\hat{x}) = \widehat{\mathrm{A}}_6 \hat{x}_6 P_6 + \widehat{\mathrm{A}}_7 \hat{x}_7 P_7 + \widehat{\mathrm{A}}_8 \hat{x}_8 P_8 + \widehat{\mathrm{A}}_9 \hat{x}_9 P_9$$

What is important here, we have groups with different ideas. Some of us may think that within the group themselves, even though some of them have different ideas; however the people in a group or some people from different groups tend to have the same ideas or similar ideas. This is the way some people might think, however it is not the way it is. By having a good understanding of the principle, we should have already known that.

By understanding the overall explanation as we can see, it is not possible for our application to execute without error if all the groups are not united. Since we have many groups with many different ideas, in order for our application to execute without error to enable the functionality of life, $\forall G = 1$. The way to look at it, since our parent defines us as 1 unit, we must come together as 1 unit to apply the feedback given to us. To better understand the overall explanation, you can show that by providing a practical example. In other words, show that in order for $f(x) = Ax$, $\forall G = 1$. Within your workout, you must also show that, in order for $\forall G = 1$, $\forall \widehat{\mathrm{A}} = A$ and $\forall \hat{x} = x$ as well. You can use the table below for more information. Within your workout, you can define the number of group you identify as L. For instance assume that you identify 3 groups for instance, and then we have

Group	Group Function	Function Description
G_1		
G_2		

G_3		

The table below is a continuity of the table above

Group	Idea Explanation	Your Observation
G_1		
G_2		
G_3		

uu. Our parent has been provided us feedbacks repetitively and we keep disregarding them. As we have learned from the part above, at t_1 we have problem with our application, then we turn to our parent for help. Our parent then provides us with the idea of our application, and then we simply divide ourselves and disregard that feedback. Now at t_2 and at t_3, the same process is repeated again. All you need to do here, by understanding your workout above, you need to extend it by taking the feedback at t_2 and at t_3 into consideration. In your workout, you should provide the feedback diagram for t_2 and t_3. You can take number of group into consideration. For instance if you use time like t_1+, t_2+, and t_3+, you can see that the number of group increase. In your workout, you can use the table below for more information. You can also increase the number of people in the form of $N+M$, $N+2M$, $N+3M$ etc. where M is considered to be an increase factor. If you want to extend your workout, you may also need to look at $u(t)$ related to $\mathcal{L}(t)$.

Time	Feedback	Idea Provided	Parent Defines Us
t_1	1st	A	1 unit
t_2	2nd	A	1 unit
t_3	3rd	A	1 unit

The table below is a continuity of the table above. The idea explanation column is considered to be the group idea explanation.

Time	Number of Group	Ideas Explanation	Your Observation
t_1			
t_2			
t_3			

vv. Here we continue our understanding of our workout of the parts above. Let's assume a current presentation at t_4, where t_4 is equal to time now. We know that the presentation at t_4 happens, because of our misinterpretation and misunderstanding of previous presentations. Since we are not encouraged to group and when we group we tend to forget our personal responsibility in life, at t_4 we have to be very careful with groups. In other words, since the presentation at t_4 is considered to be the final presentation, we have to take our own personal responsibility t_4 not to rely on groups to interpret the principle for us. At t_4 we have to rely on ourselves personally and take our own responsibility by not relying on others to apply and interpret the principle for us. We must do that individually and personally. To better understanding the overall process and to look at our application at t_1 to t_4, it is always good to show more information in the form below. Add a column to the table for your observation.

Time	**Feedback**	**Parent Gives Us**	**Our Application Should Be**	**Our Application Is**
t_1	1st	A	$f(x)$	$f(\hat{x})$
t_2	2nd	A	$f(x)$	$f(\hat{x})$
t_3	3rd	A	$f(x)$	$f(\hat{x})$
t_4	4th Final	A	$f(x)$	?

By looking at the table above, we can see that, after receiving those feedbacks from our parent, our application should have been executed without problems. In term of application function, before the feedback we have $f(\hat{x})$, after the feedback, we expect to have $f(x)$. The reason we have $f(\hat{x})$, rather than $f(x)$ after the presentation, because we simply divide ourselves into groups by misinterpreting the feedback. The same process happens at t_1, t_2, and t_3. Since every time we disregard a feedback, the functional system keeps declining and declining faster, at t_4 we don't have any choice. Since our parent is already defined us as 1 unit or 1 group, we cannot divide that unit or subgroup it. It is not possible. The only option we have at t_4, is to define or let all those groups as 1 unit, which is the way our parent defines it. Once we do that, we can start having our own personal responsibility in life. To better understand the overall process and what needs to be done in this part, you can draw the feedback diagram of the presentation at t_4. We draw the feedback diagram at t_4 and label yourself among the people. In other words, within the people in the diagram, label yourself or identify yourself before you show the continuity. Now define the number of group count, for instance if you identify 5 groups, then you can provide an interpretation explanation for each group. In this case, you can have a table like this. This table is simply use for information, your workout may extend beyond the information this table can hold and may not take paper into consideration.

Group	Interpretation Explanation	Similarity Within	Parent Gives
G_1			A
G_2			A
G_3			A
G_4			A
G_5			A

The table below is a continuity of the table above. From the table above, the similarity within column is considered to be the similarity within the groups. From the table below the interpretation explanation column is considered to be the interpretation explanation from you of Agiven to us by our parent.

Group	Interpretation Explanation	Similarity With A	Your Observation
G_1	A		
G_2	A		
G_3	A		
G_4	A		
G_5	A		

In order for $f(x) = Ax$, $\forall G = 1$; in other words, in order for our application to execute without error, all groups must be united or equal to unity. In order for that to happened, $\forall \widehat{A} = A$ and $\forall \hat{x} = x$. The same as, if $\forall \widehat{A} = A$, then $\forall \hat{x} = x$; the same as if $\forall \hat{x} = x$, $\forall \widehat{A} = A$. You can also think it like this;

if $\forall \hat{x} \neq 1$, then $\forall \widehat{\mathrm{A}} \neq 1$, then $\forall G \neq 1$, then $f(x) \neq Ax$. What do we mean by that; here you may want to show that in order for $f(x) = Ax$, show that

$$G_1 + G_2 + G_3 + \cdots + G_L = 1$$

This is the same as

$$\sum_{l=1}^{L} G_l = 1$$

In order for that to happen

$$G_1 = G_2 = G_3 = \cdots = G_L = 1$$

If you want to, you can verify the two equations above are equal. In other words, verify the equalization of the two equations above. You can think the lat equation as something like this

$$\begin{aligned} G_1 &= 1 \\ G_2 &= 1 \\ &\vdots \\ G_L &= 1 \end{aligned}$$

what happens here; in order for life to function normally, we must have all groups equal to 1. In this case, we must have 1 unit as it is defined by our parent. Since the process of learning the principle to enable all groups to be united cannot happen instantly, related to time, you can monitor the group you have identified. In this case, you can monitor the groups and look at the similarity between them and the given feedback or the presentation at t_4. You can use the table below as a guideline

Time	Parent Gives Us	Group Similarity Yes/No	Group Similar With Feedback	Your Observation
$t_4 + \frac{1}{100}$	A			
$t_4 + \frac{2}{100}$	A			

$t_4 + \frac{3}{100}$	A			
$t_4 + \frac{4}{100}$	A			
$t_4 + \frac{5}{100}$	A			

From the table above, the time $t_4 + \frac{1}{100}$ means t_4 plus another time. The $\frac{1}{100}$ means 1 year; you choose the time frame you are working with. You an use decimal like 0.1, 0.2 etc or fractional, it does not matter. You can also provide an explanation about your time. You can use any time that suite your need. You decide your own time and the groups you are monitoring. You can expand the table above as well related to time. You may need to expand the table in this format. For instance at $t_4 + \frac{1}{100}$, you may have this

	G_1	G_2	G_3	G_4	G_5
Similar With The Given Feedback Yes/No					
Group Interpretation Explanation					
Similar With G_1 Yes/No					
Similar With G_2 Yes/No					
Similar With G_3 Yes/No					
Similar With G_4 Yes/No					
Similar With G_5 Yes/No					
Your Observation					

From the table above, we can see that related to time, you are going to monitor those groups. For instance at the intersection of group 1 and group 2, you determine if there is a similarity between group 1 and group 2, then you will continue to do that. At the same time, you are going to determine if the interpretation of the group itself is similar to the feedback. In other words, what that group is doing, is it similar to the feedback? Then you can provide an explanation of the group interpretation. Whenever we say explanation of the group interpretation, you have to keep in mind as well a group cannot interpret the principle for others and other groups. So you have to approach it in a way, where you can take the group and the people in the group into consideration. Then finally, you can show your observation. Again, the time depends on you. The time interval can be 1 year or more; you determine that.

This is not important, it depends on you. As stated above, if you want to, you can use time or date in the following form, $Presentation\ Time + \frac{Year}{100}$; for instance $t_4 + \frac{50}{100}$ is equivalent to t_4 plus 50 years or t_4 plus 50 years after presentation, where $t_4 + 1$ is equivalent to t_4 plus 100 years. For months, you can use decimal or fractional in the form of $\frac{number\ of\ month}{12}$; the table below provides more information

Number of Month	Fractional	Usage
1 Month	$1/12$	$t_4 + \frac{1/12}{100}$
2 Months	$2/12$	$t_4 + \frac{2/12}{100}$
3 Months	$3/12$	$t_4 + \frac{3/12}{100}$
4 Months	$4/12$	$t_4 + \frac{4/12}{100}$
5 Months	$5/12$	$t_4 + \frac{5/12}{100}$
6 Months	$6/12$	$t_4 + \frac{6/12}{100}$
7 Months	$7/12$	$t_4 + \frac{7/12}{100}$
8 Months	$8/12$	$t_4 + \frac{8/12}{100}$
9 Months	$9/12$	$t_4 + \frac{9/12}{100}$
10 Months	$10/12$	$t_4 + \frac{10/12}{100}$
11 Months	$11/12$	$t_4 + \frac{11/12}{100}$

For instance form 20 months, we can have something like that $t_4 + \frac{1+\frac{8}{12}}{100}$ or simply $t_4 + \frac{1.66}{100}$. Again it does not matter; it depends on you.

ww. This is a continuation of the part above. The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility. Here you are going to monitor the groups responsibility related to time. In order to determine the group responsibility, you can do the following; assume that you have 5 groups, in this case $L=5$

$$\sum_{l=1}^{5} ResG_l = ?$$

$$ResG_1 + ResG_2 + ResG_3 + ResG_4 + ResG_5 = ?$$

Here you determine individual group responsibility and the total responsibility. In this case, you can have a table as shown below

Time	$ResG_1$	$ResG_2$	$ResG_3$	$ResG_4$	$ResG_5$	$\sum_{l=1}^{5} ResG_l$
$t_4 + \frac{1}{100}$						
$t_4 + \frac{2}{100}$						
$t_4 + \frac{3}{100}$						
$t_4 + \frac{4}{100}$						
$t_4 + \frac{5}{100}$						

It may be possible to determine individual responsibility in groups, but it is not necessary here. By looking at yourself in the feedback diagram, you also have personal responsibility in life. Here you determine your personal responsibility in life. Since the sum of responsibility of all of us in life must be 100%, you can use the equation below to add your personal responsibility to the group responsibility. It does not matter which one you use; you can use either one of them. Assume that you are person 1 or P_1, you can do the following.

$$\sum_{l=1}^{5} ResG_l + ResP_1 = ? \quad \text{or} \quad \sum_{l=1}^{N+1} ResP_n = ?$$

N is the number of people in all groups; we mean number of people combined. Then add 1 to it to include yourself; provide some explanation about your personal responsibility and show your observation. While we did not talk about people in the groups, you can still take them into consideration in your workout.

xx. By understanding your workout above, since you are also included in the people and you have responsibility as well, in term of feedback, how would you approach it. But it is better for you to think it like this, in term of feedback, what is your personal responsibility? Provide some explanation about your personal responsibility in term of feedback. Show the feedback diagram with the group and also yourself and show your observation.

yy. Show your understanding of your workout above related to the associativity relationship of the physical system. This is the same as saying, show your understanding of the associativity of the physical system related to your workout above.

zz. Continue from your workout above, in term of responsibility, determine the relationship between $\mathscr{L}(t)$ and $S(xy)$. If you wan to, you can provide a practical example.

aaa. Since our parent is already defines us a 1 unit, in this case that 1 unit is considered as 1 group, sine all of us must come together as 1. The 1 unit or the 1 group defined by our parent is also defined in our utilization theory. Since our functional principle is already defined as 1, it is not possible to break it, divide it, or subgroup it. All you need to do, by understanding all your previous workouts, determine whether or not it is possible to break the 1 unit that is defined by our parent or subgroup it. If you want to, you can provide a practical example. You must provide some explanation and show your observation.

bbb. After having problem with our application, we turn to our parent for help; our parent provides us with the idea of our application A and the given reference $\mathbb{R}$. After having problem with $f(\overline{x})$, we turn to our parent for help, our parent provides us with A and the given reference $\mathbb{R}$. All that happens at t_1 and we disregard it. At t_2 our parent provides us another to remind us of A and $\mathbb{R}$, we disregard it. The same process happens at t_3 and at t_4. What is important here, the problem still has not solved yet. You can verify that by providing a practical example. The problem still remains. In other words, we still have $f(\overline{x})$.

ccc. In the theory domain, we have $T = T \cdot K_T$. Let's assume that within the presentation, T is what is presented to us by the instructor. Since grouping is not possible in the theory domain, try to verify if it is possible to group some system to only accept some part of T, while some others can deny access to some other parts of T. In this case, we have something like this

$$\underbrace{S_1 + S_2 + S_3 + \cdots + S_N}_{As\,Group\,1}$$

Then we have

$$\underbrace{S_{N+1}+S_{N+2}+S_{N+3}+\cdots+S_M}_{As\ Another\ Group}$$

Then we can say that group 1 has access to

Th_1	Th_2	Th_3	Th_4	$\cdots\cdots$	Th_I	T

And the other group has access to

Th_{I+1}	Th_{I+2}	Th_{I+3}	Th_{I+4}	$\cdots\cdots$	Th_J	T

It does not matter the way you look at it and the number of groups. You can have many groups; you can also have as many indices you want. All you need to do, determine whether or not it is possible to group S and provide access to specific part of T and prevent them as well from getting access to specific part of T. While we show 2 groups here, you can have as many groups as you want. You can also have as many theorems as you want. In other words, you determine whether or not it is possible in the theory domain to group some systems and provide them access to some parts of a theory or deny—while we use the word deny here, it is not a good word at all; it is better to use present—other groups access to some parts of a the theory. If you want to, whether or not, you can provide a practical example.

ddd. The physical system is not encouraged to group, when we group; we tend to forget our personal responsibility in life. You may have already shown that increases grouping also increases complexity of the system. If not, you may need to show that here in order to proceed farther. You may have already shown or learned that, the reason we think that we have to group, because we don't understand the principle yet. Once we understand the principle, we will find that we will do better without grouping. The way to look at it, in order to reduce complexity, we have to increase our level of understanding. Since our utilization theory enables us to understand the functional system, the less we understand our utilization theory, the more complex we enable the functional system $\mathscr{L}(t)$, in term of what we do. In the other hand, the more we understand our utilization theory, the less complex we enable the functional system $\mathscr{L}(t)$, based on what we do. If you want to, you can show that by providing a practical example. We understand our utilization theory less, we make $\mathcal{L}(t)$ more complex; we understand our utilization theory more, we make $\mathcal{L}(t)$ less complex.

It is always good to know that complexity reduces the performance of the functional system $\mathcal{L}(t)$. We should always think about that as well. By reducing complexity, we increase the performance of the functional system $\mathcal{L}(t)$ and also our operation. In term of our utilization theory, the more we understand it and apply it, the more we can reduce complexity. Our goal is always to reduce complexity to the lowest as we can based on our understanding to allow the functional system and our operation to perform satisfactory. In other words, our goal is to reduce complexity to the lowest level based on our understanding, so we can improve our operation and the performance of the functional system $\mathcal{L}(t)$. Now the question is, how to determine complexity. You have already shown that, here it is the relationship between the communication function $f(x)$ and the functional system $\mathcal{L}(t)$ in term of $u(t)$. By understanding that, you also know that a group is simply adding a function to life. In other words, once a group is created—defined is a better word to use—or defined, a function is added to life. We mean a function is added to life, simply by defining a group. Here we don't include all the factors; you have already shown them in your workout. Keep in mind that your workout here should be determining complexity. Now how do we reduce complexity? We define complexity in the following form:

Since $u(t)$ depends on $h(t)$, $u(t)$ cannot be executed by itself. In this case, we have $u(t)$ executed in the form of

$$u(t)=u(t)+h(t)$$

Assume that we have $u(t)$ complexity of 1, we also have an $h(t)$ complexity of 1 to some respect, since we don't know much about $h(t)$; we don't derive $h(t)$. Now if we increase the complexity of $u(t)$ by 1000, we also increase the complexity of $h(t)$. In this case we have

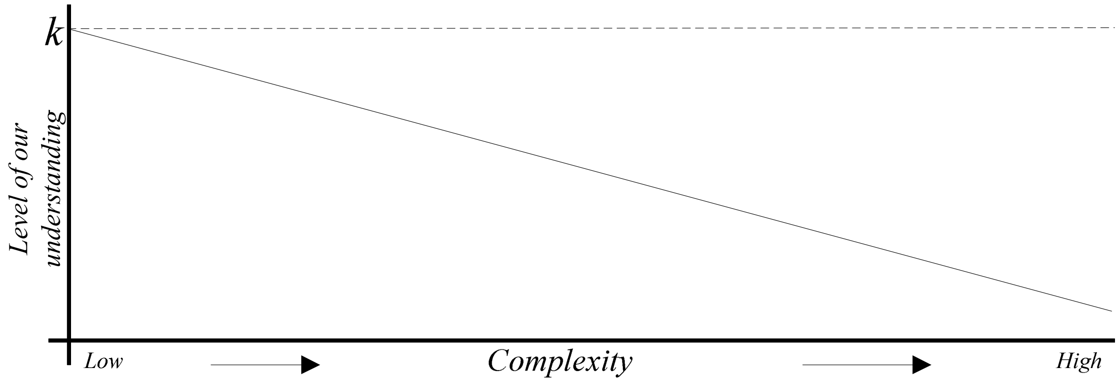
Before	After
$u(t)\Leftrightarrow h(t)$	$u(t)\Leftrightarrow h(t)$

$(1)(10^0) \Leftrightarrow (1)(10^0)$	$(1)(10^3) \Leftrightarrow (1)(10^3)$

In your workout, you may also provide a practical example by using your previous workout examples. You should observe that as complexity of $\mathscr{L}(t)$ increases, $\mathscr{L}(t)$ comes down. That makes sense, since complexity reduces the performance of $\mathscr{L}(t)$. Here you can plot $\mathscr{L}(t)$ related to complexity. In order to do that, you may need to look at the affected functions and plot them. You may also look at the associativity as well. If you want to, you can also express $\mathscr{L}(t)$ in term of complexity. In this case, you can use C for complexity; for instance as $C\uparrow \mathscr{L}(t)\downarrow$. You can do both, $\mathscr{L}(t)$ as a function of complexity, and plot your new function. In your workout, you may need to answer this question. What does complexity mean to you? Since grouping increases complexity, if you want to, you may need to show that graphically as well. For instance if related to time groups are created, while complexity goes up, and the functional system goes down; in this case we can have something like that $G\uparrow C\uparrow$ or $t\uparrow G\uparrow C\uparrow$. As well as, we can have $G\downarrow C\downarrow$ or $t\uparrow G\downarrow C\downarrow$. The complexity of the functional system can also be taken into consideration. In this case, you can also have a table in this form, where a,b,c,d are considered to be time of your choice. The group column denotes the number of group.

Time	**Group**	**Complexity**	**Your Observation**
$t_4+\frac{a}{100}$			
$t_4+\frac{b}{100}$			
$t_4+\frac{c}{100}$			
$t_4+\frac{d}{100}$			

We can also look at it this way. As our level of understanding increases, complexity goes down. Graphically, it can be shown in the form below.



eee. What will happen if it was possible for the functional system principle to be taken for granted?

712′. Using algebra to show your understanding of group related to application of theory. This is the same as saying, use algebra to show your understanding of application of theory related to group.

713′. Using algebra to show your understanding of group related to theory and system relationship. This is the same as saying, use algebra to show your understanding of theory and system relationship related to group.

714′. Using algebra to show your understanding of group related to system and system relationship. This is the same as saying show your understanding of system and system relationship related to group by using algebra.

715′. Using algebra to show your understanding of group related to function and system relationship. This is the same as saying, use algebra to show your understanding of function and system relationship related to group.

716′. **Historical Events Analysis Related to Group:** The physical system is not encouraged to group, when we group; we tend to forget our personal responsibility in life. In the past, distance had been used to help manage the stability of the functional system $\mathscr{L}(t)$. As a theory dependable system and communication enabled system, we need our utilization theory in order for us to interact to each other. In the event that we don't know our utilization theory, we rely on our philosophies to interact to each other. Since when we group we tend to forget our personal responsibility in life, we tend to rely on others' philosophies in order for us to do what we do, which develop problems. By understanding the above exercise, we know as group increases, the functional system comes down. By understanding exercise number 523′, we know that our negative philosophies enable us to think that we can adjust functions outside our working area. By taking distance as a factor, it provides difficulty of applying that philosophy. Now by understanding the explanation, we can see that as group increases, $\mathcal{L}(t)$ comes down and as distance decreases as well, $\mathcal{L}(t)$ comes down. Now since the absence of the principle enables us to think that we have to group, we can see as well as distance decreases, group also increases and $\mathcal{L}(t)$ comes down. In this case we have $d\downarrow G\uparrow\mathcal{L}(t)\downarrow$. It is very important to understand that; just take your time to think about it.

a. Graphically show that as $G\uparrow\mathcal{L}(t)\downarrow$ and also as $d\downarrow\mathcal{L}(t)\downarrow$. You may have already done that; whether or not, all you need to do here, show that as $d\downarrow G\uparrow$. You may need to provide a practical example and show your observation as well. You can also use events in history in your workout. You may need to plot them on the same chart in the form of $d\downarrow G\uparrow\mathcal{L}(t)\downarrow$.

b. The physical system is not encouraged to group; when we group, we tend to forget our personal responsibility in life. Since distance had been used to manage the functional system, it had been used as well to reduce grouping. In this case, we can see that distance had helped us, since it enabled the reduction of group. Here you are going to show that by using events in history as example. To better understand what to do, let's take it like this. As a result of negative philosophies, since some people in one location or area think that they can adjust functions in another area or location. We know that is not possible; only people in their respective areas or locations can adjust functions that they are a part of. As a result of negative philosophies, once we think we can do something like that, we simply develop problems. Since distance had been used to minimize the application and the spreading of that philosophy, it had also been used as well to reduce grouping. By understanding your workout above and the explanation, you can see that since distance is minimize grouping, by minimizing grouping, we also reduce the spreading of that philosophy. In this case, without grouping it maybe difficult or impossible for some people in one area to go to another area and try to adjust functions they are not a part of. To better understand the explanation, let's take it like this. In location 1, we have the communication function in the form of $f(r)$, where $f(r)$ is defined as

$$f(r)=A_1\left(P_1+P_2+P_3+\cdots+P_N\right)r$$

In location 2 we have $f(v)$, where $f(v)$ is the communication function of the people who work in application 2 in that area. We consider the application at location 1 as application 1. In this case, the communication function of the people who are part of the application in location 2 is defined as

$$f(v) = A_2\left(P_{N+1} + P_{N+2} + P_{N+3} + \cdots + P_{N+M}\right)v$$

Since both functions are performed by separate people at separate location, the idea of the application of both functions are different. There is not connection at all. In this case we have

$$A_1 \neq A_2$$

In other words, we mean since both functions are different and they are not performed by the same people in term of the functions themselves, the applications must be different. Now by taking distance as a factor, it may be difficult or impossible for people who are in $f(v)$ at location 2, to go to location 1 to try to adjust $f(r)$. What you need to do here; assume that distance is not a factor for people who are at location 2 in $f(v)$, verify that group is a factor that enables people at location 2 in $f(v)$ to try to go to location 1 to adjust $f(r)$, although they are not a part of that function. you can use events in history and provide additional explanation, then show your observation. You can use the table below as a guideline and for more information.

Location Information	Location Description	Function in Location	Function Description
Location 1		$f(r)$	
Location 2		$f(v)$	

The table below provides more information about the historical events you have selected for your workout.

Event Description	Could Event Happen Without Group? Yes/No	Your Observation

c. The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility in life. In the past, distance had helped us, since it enabled us to reduce grouping. By understanding your workout above and depend what events in history you have chosen, you may have found out that location 1 may have had less grouping. In other words, in location 2 we have more grouping, while in location 1 we have less grouping. What is important here; since grouping enables us to forget our personal responsibility in life, the increase of grouping at location 2 enables many people in many groups to forget their personal responsibilities in life. As a result of negative philosophies, once that happened, we simply develop problems. Here you can continue your workout above by verifying that.

d. The physical system is not encouraged to group; once we start grouping, we tend to forget our personal responsibility in life. In the past, distance had helped us manage the functional system. It had also helped us minimize grouping. Here you are going to continue your workout above or use other events in history to make a movie or play. In your movie or play, you can take both distance and group into consideration. You can work in group to do that. You can also work in group in multiple locations.

e. By understanding your overall workout, let's take it like this. Given that our utilization theory is defined as unity, it is not possible for us to separate or break that unity. Once we try to do that, we simply disregard our own existence and develop problems. Consider that here at location 2, we have

$$f(v) = A_2\left(P_{N+1} + P_{N+2} + P_{N+3} + \cdots + P_{N+M}\right)v$$

Where $P_{N+1} + P_{N+2} + P_{N+3} + \cdots + P_{N+M}$ are people in location 2 in application 2 with communication function $f(v)$. Now assume that some people in application 2 or all people in application 2 think that they can go to location 1 to try to adjust $f(r)$, even though they are not a part of it. Now by understanding theory, fundamental of theory and also the physical system, verify that $f(v)$ will be faulty by the same people. In other words, with that type of philosophy, there are no way the people in that application can execute that application normally. With that type of philosophy or with that philosophy, there is no way $f(v)$ can execute normally. Here verify that $f(v) = f(\bar{v})$ by providing a practical example.

717′. Using algebra to show your understanding of group related to instrument and system relationship. This is the same as saying, show your understanding of instrument and system relationship related to group by using algebra.

718′. Using algebra to show your understanding of group related to expandability of theory. This is the same as saying, use algebra to show your understanding of expandability of theory related to group.

719′. Using algebra to show your understanding of group related to independency of theory. This is the same as saying, show your understanding of independency of theory related to group by using algebra.

720′. After having problem with our application, we turn to our parent for help, our parent provides us with the idea of our application A, then the given reference $\mathbb{R}$. Show your understanding of that statement in relationship with exercise number 132′. You must provide a practical example and show your observation. In your workout, you can have a table for application name, application description, application function, function in time domain, application execution time or function execution time, and all other relevant information. You can also have attempt count and success in term of application execution time as well.

721′. We already know that in order for our application to be successful, our communications have to be unity. In other words, in order for $f(x) = Ax$, $\forall \widehat{x} = 1$. By understanding the explanation, we can see that if

$x = \widehat{x}$, then $x = \bar{x}$.

The same as if

$A = \widehat{\mathrm{A}}$, then $\mathrm{A} = \bar{\mathrm{A}}$.

This is the same as saying that, multiple communications give rise to communications with errors, the same as multiple applications give rise to applications with errors. You can verify the two equations above by providing a practical example. We can also look at it this way, for single communication we have if

$x \neq \widehat{x}$, then $x \neq \bar{x}$

The same as if

$$A \neq \widehat{A}\text{, then } A \neq \overline{A}$$

In this case, $f(x) = Ax$ and our application is successful. In term of success of our application we have

Before	After
$\hat{x}$	x
$\widehat{A}$	A
$\bar{x}$	x
$\overline{A}$	A

What is important here; before we have multiple different communications, after we have a single communication. Before we have different communication, after we have one communication. Another way to look at it again, if $\forall \hat{x} = x$, then x must be unity. It is the same as saying, $\hat{x}$ must be equal to unity or $x = 1$.

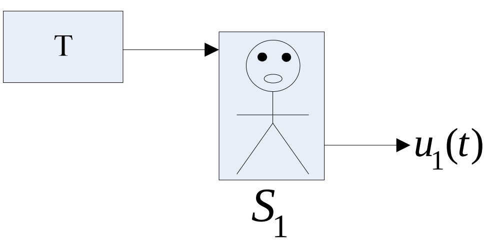
722′. Using algebra to show your understanding of group related to portability of theory. This is the same as saying, show your understanding of portability of theory related to group by using algebra.

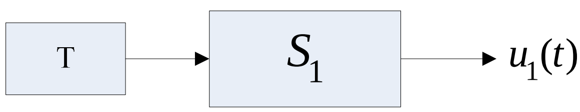
723′. Using algebra to show your understanding of group related to presentation of theory. This is the same as saying, use algebra to show your understanding of presentation of theory related to group.

724.**Understanding Theory of Education:** We know that in our utilization theory, there are principles we can understand, but we cannot learn. We also know that in our utilization theory, there are principles that we cannot learn directly, but from their similarities. By understanding what we have jus said, we should never try to learn directly principles that cannot be learned direcly, but we learn them from their similarities. In addition to that, we should never try to learn as well principles that canot be learned, but understood. In other words, those principles cannot be learned, they can only be understood. We should never try to learn them, since they are not learnable; they can only be understood. One we try to do that, we simply show that we don’t know what we are doing. Once we try to do that, we simply show we don’t know what education is or theory education or he process of education. Just take your time to think about this exercise.

725′. **Understanding Domain Transformation:** Currently we think about functions in terms of instruments. In other words, in order for us to add a function to life, we have to derive an instrument to execute that function. We also think the same for services added to life as well in terms of functions. Whenever we hear about added functions in life, we always think about instruments that execute those functions. From exercise number 582′, we have learned that, there will be a time, many, many generations from now, where we will think about functions in terms of functions themselves, rather than in terms of instruments. That will be possible at that time; assume that we are making progress learning and applying the principle. Within the same exercise, we have learned that, if we can have a single functions to perform multiple functions, then that reduce the complexity of the functional system. That makes a lot of senses and it is very important for the system itself and for the physical system as well. If we can reduce the overall complexity of the system, the system can be managed much better and its performance will also improve. It is very important to understand that.

Now in term of functions added to life, in term of us, the physical system to add a function to life for instance $u_1(t)$, we must derive I_1 to execute that function. This process can also be viewed as well in term of services added to life. What is important here; we use derivative to derive an instrument to execute a function in life. Now by taking the principle to a higher level at a time it is understood and appropriate, it may be possible to use domain transformation to execute a function in life without deriving an instrument. The way to look at it, the principle does not have a limit; we don't have any limit as well in term of understanding the principle. Assume that there is a need to execute a function in life, assume that function is a needed function, it may be and it will be possible at a time when it is appropriate to execute that function without deriving an instrument. Assume that we are making progress learning and applying the principle. This process allows us to think in terms of functions rather than instruments. It can and it will only be possible for people from many, many generations from now, assume that we are making progress learning the principle. In this case, at that time when it is appropriate assume that $u_1(t)$ is a needed function in life, then $u_1(t)$ can be executed in this form like $S_1Tr\{T\}=u_1(t)$. In this case, $u_1(t)$ is executed without deriving an instrument. What is important here; if $u_1(t)$ can be executed without deriving an instrument, not only that reduces the complexity of $\mathscr{L}(t)$, that also reduces work performed by S or S_1. In other words, that will reduce the amount of work performed by the physical system and reduce the complexity of life. To better understand what we have just said and the overall explanation, let's show some diagrams.





What is important there; at a time when it is appropriate and it is needed, assume that we are making progress learning the principle, many, many generations from now; it will be possible for S_1 to execute $u_1(t)$ without deriving an instrument. At that time in order for that to happen, $u_1(t)$ must be needed and S_1 must be very confident and stable in term of understanding the principle.

As for now, we don't have to worry about this exercise. We can just forget about it after reading it and never use it as a reference as well. What is important for us now; is to learn the principle to enable the functionality of life for people of the next generation. We have a lot of works to do and we don't even start understand the principle yet. Here we work in a mode we can understand. Now we think about functions in term of instruments and it will take many, many generations to make progress learning the principle, in order for us to think differently. As we have said again, this exercise is useless, we don't have to worry about it. The overall process of theory transformation to execute a function without using an instrument cannot be viewed on paper. The overall process does not take paper into consideration. It is very important not to think this on paper. The way to look at it, a domain transformation is simply a transformation or a conversion to another domain easily without taking any instrument or maybe very limited inputs elements or natural elements into consideration. The way to look at it, while thinking something like that goes beyond our understanding, but will be beneficial for people from many, many generations from now. Just disregard the exercise after reading it. It serves no purpose.

726′. Using algebra to show your understanding of group related to importance of theory. This is the same as saying, show your understanding of importance of theory related to group by using algebra.

727′. Using algebra to show your understanding of group related to comparison of theory. This is the same as saying, show your understanding of comparison of theory related to group by using algebra.

728′. Using algebra to show your understanding of group related to interpretation of theory. This is the same as saying, use algebra to show your understanding of interpretation of theory related to group.

729′. By understanding exercise number 725′ above, at that time the execution of $u_1(t)$ may look like $h_1(t)$. In other words, the execution of the added function may look like an existing function execution. That makes sense and it will be very important to understand at that time. If we can make our added functions to execute similar to existing functions, then we can further reduce complexity of the functional system. Assume that $u_1(t)$ executes in the form of—this what we have currently

$$u_1(t) = h_1(t) + u_1(t)$$

Now if we can execute $u_1(t)$ in term of $h_1(t)$, there is no need for us to have $u_1(t)$. In this case, we have

$$u_1(t) = h_1(t)$$

That will further reduce complexity of $\mathcal{L}(t)$. In this case, the added function acts like an existing function.

730′. By understanding the above exercise, we can see that there is a difference in the execution of $u_1(t)$ in term of $h_1(t)$ and the simulated function. For instance in term of $\overline{h_1}(t)$ acts as $\overline{u_1}(t)$; it is completely different when $u_1(t)$ acts like $h_1(t)$. We can see that there are the opposite. We can see that in the mode of operation or at that time, $u_1(t)$ acts like $h_1(t)$, simulated functions do not play. As we have already said, that is for people from many, many generations from now.

731′. Using algebra to show your understanding of group related to the difference between theory and philosophy. This is the same as saying, use algebra to show your understanding of the difference between theory and philosophy related to group.

732′. Using algebra to show you understanding of group related to limitation of theory. This is the same as saying, use algebra to show your understanding of limitation of theory related to group.

733.**Understanding the Power Theorem:** We can also say that understanding theory of education or understanding the power theorem and the theory of education or understanding the power theorem related to the theory of education, which is also an extension of understanding the power theorem.

As a higher level theory, the power theorem is much, much higher than the theory of education. By understanding theory of education, we should know that while theory of education, which is the process of education may involves pen, paper, and other related entities, nevertheless the process itself is not limited by those entities. By understanding exercises number 725 and 725′ and and exercise number 729 and 729′ above, we know that at a time when it is appropriate—we mean several generations from now—it will be possible for us to execute a function in life without using an instrument. From the same exercises, we have learned that the overall process may not be able to describe on paper or take pen and paper into consideration. What is important here, related to the theory of education, the power theorem does not take pen, paper, and other related entities into consideration. In other words, as a higher level theory, the power theorem is so high; it does not take pen, paper, and other related entities into consideration or involves those entities. In other words, as a higher level theory, the power theorem is so high; it does not involve any of those entities.

734.**Understanding the Power Theorem:** We can also say understanding theory of education or understanding the power theorem and the theory of education, which is also an extension of understanding the power theorem.

By understanding the exercise above, we should also realize that, while it will possible to understand the power theorem, nevertheless it is not possible to learn the power theorem. In other words, we can understand the power theorem, but we cannot learn the power theorem.

735.**Understanding Theory of Education:** By understanding the above exercise, we can see within our utilization theory, there are many principles that we can understand, but we cannot learn.

736.Show your understanding of group related to associativity characteristic of the physical system. This is the same as saying, show your understanding of the associativity of the physical system related to group.

737.Show your understanding of group related to the self controllable characteristic of the physical system. This is the same as saying, show your understanding of the self controllable of the physical system related to group.

738.Show your understanding of group related to theory dependable characteristic of the physical system. This is the same as saying, show your understanding of the theory dependable of the physical system related to group.

739.Show your understanding of group related to communication enable of the physical system. This is the same as saying, show your understanding of the communication enable of the physical system related to group.

740.Show your understanding of group related to the physical system. This is the same as saying, show your understanding of the physical system related to group.

741′. Using algebra to show your understanding of group related to theory of communication. This is the same as saying, use algebra to show your understanding of theory of communication related to group.

742.**Understanding Theory of Education:** We know that theory of education has its basis from our parent. We know that our parent is very patient and very generous with us. While our parent has been provided us multiple feedbacks, nevertheless it takes several generations for a given presentation. In addition to that, within a presentation, we mean a given presentation by an instructor; it takes time for the instructor itself to understand the principle. By understanding that, we also know that theory of education requires a higher level of understanding theory. By understanding everything we have just said here, we can see that within the process of education itself, which is theory of education, it is important and it is require for an instructor to have a higher level of understanding of the principle. That makes sense, if we look at all the presentations from our parent given by the instructors. The instructors always have a higher level understanding of the principle.

743.**Understanding Theory of Education and the Importance of an Instructor:** We can also say understanding theory of education, which is also an extension of understanding theory of education.

We know that theory of education enables us to learn theory. We also know that within the principle itself, the instructor is defined. We know that theory of education has its basis from our parent. By looking all the feedbacks processes in term of presentation of theory, and instructor is used by our parent to present the principle. Now if we look at what we do in life, as a theory dependable system, we need to learn the principles that we don't know in order to do what we do. By understanding what we have just said, we should see that instructors are important in what we do and they must be defined as well.

744.**Understanding Theory of Education Related to Information Theory:** We can also say understanding theory of education, which is an extension of understanding theory of education.

Theory of education which is the process of education enables us to learn the principle we do not know already. The way to look at it, the information about an entity depends on that entity. Assume that we need to learn about an entity, the process of education enables us to learn information about that entity. Since the information about that entity depends on that entity, during the process itself, we depend on information about that entity to learn about that entity. While theory of education enables us to learn about that entity, nevertheless, theory of education cannot produce information about an entity. In other words, while the process of education provides us the opportunity to learn about an entity, nevertheless, the process itself cannot make information about entity. Information about an entity depends on that entity, and cannot be adjusted or augmented by the process of education or theory of education. Since theory of information enables the management of information, while theory of education enables the learning of information, we can see that it is not possible to understand theory of education without a good understanding of information theory.

745′. Using algebra to show your understanding of group related to information theory. This is the same as saying, use algebra to show your understanding of information theory related to group.

746′. Using algebra to show your understanding of group related to instrumentation theory. This is the same as saying, use algebra show your understanding of instrumentation theory related to group.

747′. Using algebra to show your understanding of group related to the power theorem. This is the same as saying, use algebra show your understanding of the power theorem related to group.

748′. **Understanding Theory of Education Related to Life and the Power Theorem:** We can also say understanding life, theory of education, and the power theorem or understanding theory of education, which is also an extension of understanding theory of education.

As a theory dependable system, we know that we depend on theory to derive and execute functions of life. In the event that we don't know a theory, we have to learn it. Theory of education enables us to learn principles that we don't know to derive and execute functions of life. By understanding that, we can see there is a relationship between theory of education and life. That relationship is already provided to us in the form below, and we have shown it as well.

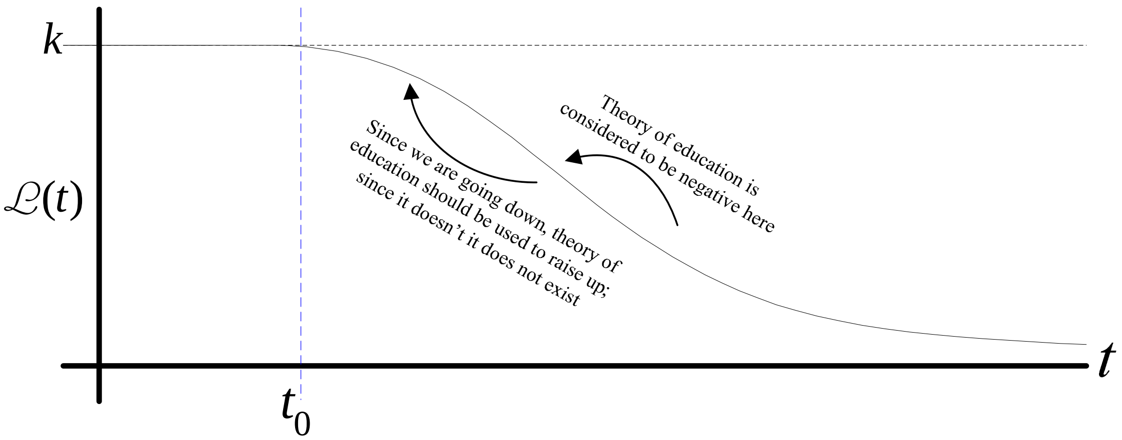
$$E_T \Leftrightarrow \mathscr{L}(t) \qquad \text{or} \qquad \sum_{n=1}^{\infty} T_n \Leftrightarrow h(t)+u(t)$$

We know that theory of education is a higher level theory. In order for us to understand theory of education, we have to extend our understanding of theory, since theory of education is much higher than theory. The same as for the power theorem. Since the power theorem is much, much higher than the theory of education, in order for us to understand the power theorem, we have to extend our understanding of theory of education. Overall it is not possible for us to understand theory of education without having a good understanding of theory and it is not possible for us as well to understand the power theorem without having a good understanding of the theory of education. By understanding what we have just said, it makes sense for us to show again the relationship between theory, theory of education, and the power theorem in the form where one is higher to each other as shown below.

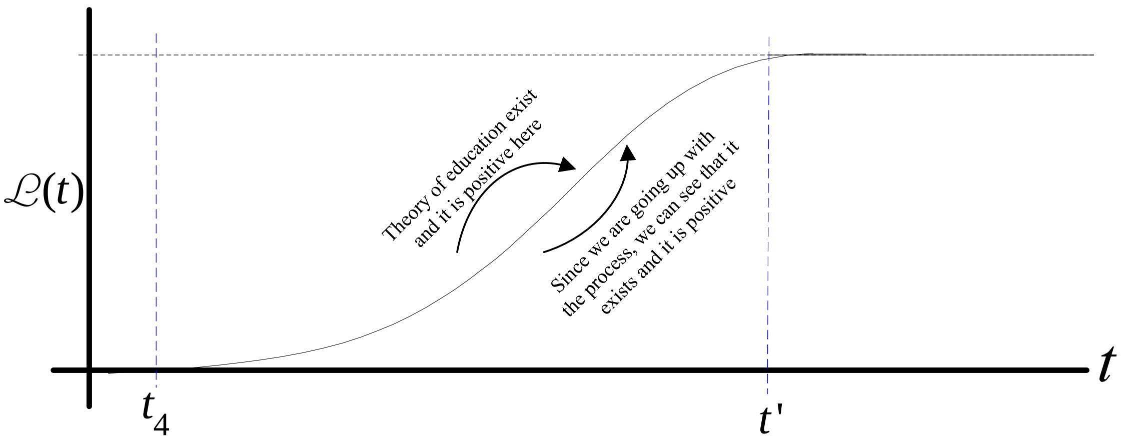
$$T << E_T << P_T \qquad \text{or} \qquad T < E_T < P_T$$

While both relationship above can be viewed as the same, the one to the left is preferable, while the one to the right is sufficient.

We know that there is a relationship between life and the theory of education. In term of life, we know that the functional system can be viewed in two modes, which we call two processes. Both processes are different and they cannot happen together. In terms of relationship with theory of education, we know that the theory of education does not exist in the downhill process. Since what we do in life does not stay idle or steady, it is always good to say that during the downhill process theory of education is negative, while in the uphill process theory of education is positive. To better understand what we have just said, let's show both the downhill process and the uphill process with some explanation. What do we mean by theory of education does not exist? As a theory dependable system, we depend on theory to do what we do. In the event that we don't understand a theory, we rely on our philosophies. In this case, the theory is no longer existed in our mind. We don't think relatively to it, but relatively to our philosophies. Here when we say the theory does not exist, we mean it does not exist positively, but negatively. By understanding that, it is always better to say the theory exits negatively instead.



For the uphill process, we have the graph below, which is the opposite of the downhill process



By understanding the overall explanation above, we have also learned that the life equation $\mathcal{L}(t)$ can be viewed in this form, where

$$\mathcal{L}(t) = \mathcal{L}(t)\Big|_{t_0} + \mathcal{L}(t)\Big|_{t_{0+}}^{t_4} + \mathcal{L}(t)\Big|_{t_4}^{t'} + \mathcal{L}(t)\Big|_{t'+}$$

The equation above represents both the uphill and the downhill processes. By understanding the equation above, we have also learned and show that at $\mathcal{L}(t)\big|_{t_0}$ we have minimal work to do, at $\mathcal{L}(t)\big|_{t_{0+}}^{t_4}$ we work very hard without a destination; while at $\mathcal{L}(t)\big|_{t_4}^{t'}$ we work very hard, but with a destination; once we get to $\mathcal{L}(t)\big|_{t'+}$, we work minimal. By understanding the overall explanation, if you want to, you can show that $\mathcal{L}(t)\big|_{t_0}$ is related to the power theorem P_T, $\mathcal{L}(t)\big|_{t_{0+}}^{t_4}$ is related to the negative of theory of education $-E_T$, $\mathcal{L}(t)\big|_{t_4}^{t'}$ is related to the theory of education E_T, while $\mathcal{L}(t)\big|_{t'+}$ is related to the power theorem P_T. What we have just said here, can also be written in this form.

$$\mathcal{L}(t)\big|_{t_0} \Leftrightarrow P_T \qquad \mathcal{L}(t)\big|_{t_{0+}}^{t_4} \Leftrightarrow -E_T$$

$$\mathcal{L}(t)\big|_{t_4}^{t'} \Leftrightarrow E_T \qquad \mathcal{L}(t)\big|_{t'+} \Leftrightarrow P_T$$

749′. Depend how you worked out the exercise above, if you want to and you have not done so, it may be possible to look philosophy inheritance and take it into consideration. By doing so, let's provide some explanation. What is important here; as a theory dependable system, we depend on theory to do what we do. In the event that we don't know about a theory, we learn it through the process of education, which we call theory of education. What we know about the process of education, which is the process of learning theory; it does not take time into consideration. In other words, disregard how long it takes to learn a given principle, we have to do it, and there is not other way to do it or avoid it. Now at t_0 or before, $\mathcal{L}(t)$ was functioning normal; we did not have any problem. Let's assume that at t_{0+} we generated a negative philosophy; now since the system is associative, we mean the physical system and the functional system, that negative philsophy passed from generations to generations and messed up the overall system, we mean $\mathcal{L}(t)$. What is important here; in order to solve this problem, we have to rely on theory of education. Since theory of education involves the learning of theory, the overall process takes time; we can call it time consuming, in order for us to get back the way we were or the way it should be. It is better to say, in order for us to get back to normal, we have to learn the principle, which bases on the theory of education. What is important here; a simple mistake we had made in the past enables us to learn a lot of principles that we did not need to learn. It is important to understand that. We have to learn those principles in order to get to normal and there is no other way to do it. Whenever we say we have to learn those principles to get to normal, that does not mean we don't need them at normal. What does that mean; at normal we have already learned them and we don't have to learn them over. At normal, we can say we already know them. If you want to, you can show that by providing a practical example. In this case, you can think it in the form of from $\mathcal{L}(t)\Big|_{t_4}^{t'}$ we have a lot of learning to do, but once we reach $\mathcal{L}(t)\Big|_{t'+}$, we have less learning to do, since we have already learned or known the principles or simply we already have them.

750.Show your understanding of group related to the theory of marketing. This is the same as saying, show your understanding of the theory of marketing related to group.

751.Show your understanding of group related to the exchange system theory. This is the same as saying, show your understanding of the exchange system theory related to group.

752.Show your understanding of group related to the gaming theory. This is the same as saying, show your understanding of the gaming theory related to group.

753′. Using algebra to show your understanding of group related to the work theory. This is the same as saying, use algebra to show your understanding of the work theory related to group.

754.**Understanding Theory of Education:** As a theory dependable system, we depend on theory of education to learn our utilization theory. We know that theory of education is a container for all theories. In other words, the process of education includes all principles that we need to learn and understand. While the process of education enables us to learn principles that we don't know, it is important to understand that; within the process itself, there are principles that we can understand, but we cannot learn.

755.**Understanding Theory of Education:** As a higher level theory, we know that theory of education has its basis from our parent. We also know that we cannot do better than our parent; we can only follow it. Now in term theory of education, which we call the process of learning theory, we know that it requires a higher level of understanding of theory. We also know that we have to be very careful with theory of education, since when we make mistake in the process of education, it also allows us to make mistakes in life that results to errors in what we do. To better understanding the importance of the process of education and how careful we have to be with it, we have to look at the overall process from our parent. In term of looking at the process from our parent, let's look at the process of feedback and presentation of theory. What is important here; our parent has been provided us repetitive feedbacks. Consecutive feedbacks are provided to us as a result of misinterpreting previous presentations. Let's look at it like this, at *Time 1* we get a feedback from our parent, then we disregard it; at *Time 2* we get another feedback from our parent, then we disregard it; at *Time 3* we get another feedback from our parent, then we disregard it again; then at *Time 4* we get a final feedback from our parent, which we call the final presentation. What is important here; as a result of our misinterpretation, it takes several generations for a given presentation. Related to the theory of education, we can see that it may not be possible to recover from an error or mistake that we make from the process. Compare to our parent, if it takes our parent several generations to provide a presentation to us, just as a result of our misinterpretation; what it would take for us to fix a problem like that? It is impossible for us, for that reason, we cannot afford to make mistake in the process of education. The mistake we make in the process of education may not be recoverable. It may not be possible for us to correct an error we make in the process. It is very important to understand that. We have to be very careful with the process of education.

756.**Understanding Presentation of Theory:** We can also say understanding presentation of theory related to life.

We already know that the presentation at *Time 4* is the final presentation and it is our last chance. We have been working out various exercises to show that. We have been screwed up ourselves after all previous presentations. Now by understanding the functional system, the physical system, presentation of theory, interpretation of theory, and our utilization theory, you need to answer this question. What will happen this time if we screw up this presentation?

757′. **Understanding Presentation of Theory:** We can also say understanding presentation of theory related to interpretation of theory or understanding theory of education related to presentation of theory or understanding theory of education, which is also an extension of understanding theory of education.

As a part of theory education, presentation of theory takes theory of education to a higher level. In other words, to better understand theory of education, it is important to have a good understanding of presentation of theory. Since theory of education requires a higher level of understanding of theory, presentation of theory takes theory of education to a higher level. In terms of presentation of theory, it is always good to look at the interpretation function. The interpretation function was given to us in this form

$$Int\{A\} = K_T A'$$

Where A is the interpreted theory and A' the presented theory. What is important here; A' depends on the understanding of A. Assume that we want to present A' at a lower level, in this case we have to increase our understanding of A, in order to lower the level of A'. The way to look at it, if we take A at a higher level, then we can lower A'. In other words, we take our understanding of A at a higher level in order to lower A'. In this case we have A high with A' low.

To better understanding the overall explanation, let's take it like this. If A is understood well enough, then it can be used to lower the level of A' disregard the level of understanding. If A is understood well enough, then it can be raised to lower the level of A', disregard any level of understanding. In this case we have

Level of A	**Level of** A'
$A\uparrow$	$A'\downarrow$
$A\uparrow\uparrow$	$A'\downarrow\downarrow$
$A\uparrow\uparrow\uparrow$	$A'\downarrow\downarrow\downarrow$

The table above is the same as the one below. The table below provides more information from the table above.

Level of A	**Level of** A'
A High	A' Low
A Higher	A' Lower
A Much High	A' Much Lower

What is important here; disregard any level of understanding, the level of A' can be decreased by increasing the level of A. In other words, we want to present A' at a satisfactory level; we increase our understanding of the interpreted theory to lower the level of the presented theory, disregard any level of understanding.

758.By understanding the exercise above, we may want to ask ourselves this question. What does have to do with theory of communication? Since interpretation of theory depends on the theory of communication, does theory of communication has anything to do with that? The way to look at it, since the interpretation function depends on theory of communication, in this case, we raise our understanding of theory of communication as well. In other words, in this instance we have to increase our understanding of theory of communication as well.

759′. Using algebra to show your understanding of group related to distance. This is the same as saying, use algebra to show your understanding of distance related to group.

760.Show your understanding of group related to the principle of simulation. This is the same as saying, show your understanding of the principle of simulation related to group.

761′. **Understanding the Importance of a Theorem:** We can also say understanding the importance of a single theorem or understanding theory of education, which is also an extension of understanding theory of education.

We know that theory of education is a higher level theory and in order to understand theory of education, we have to extend our understanding of theory. In term of the functional system $\mathcal{L}(t)$, we know that in the downhill process, $\mathcal{L}(t)$ is viewed in this form

$$\mathcal{L}_d(t) = \mathcal{L}(t)\Big|_{t_0} + \mathcal{L}(t)\Big|_{t_{0+}}$$

Now at a time a theory was given to us at t_0 and we chose not to apply it, then the functional system started declining. The declining of the functional system started at the time we disregard the theorem or the principle that was given to us at t_0. What is important here; let's assume that a single theorem was given to us at t_0. The fact that within the principle itself, all theorems are similar; there is no need for additional theorems to be given to us. To better understand what we have just said, let's take it like this. Assume that Th_1 is given to us at t_0, where $Th_1 \in T$. Now within T we have

Th_1	Th_2	Th_3	Th_4	Th_5	$\cdots\cdots$	T

Given to us at t_0

What is important here; that single theorem given to us at t_0 is sufficient enough to ensure the stability of the system. There is no need for additional principles or theorems to be given to us. The fact that we are an intelligent-system, and all theorems in our utilization theory are similar, the single theorem given to us at t_0 is sufficient enough to ensure the stability of $\mathcal{L}(t)$. As we continue applying that theorem, we will discover all other theorems related to it. That theorem can also be used as a basis for us to allocate all the other theorems as needed. What is important here; from the diagram above, the theorems are similar in the form of

$$Th_1 \sim Th_2 \sim Th_3 \sim Th_4 \sim Th_5 \sim \cdots$$

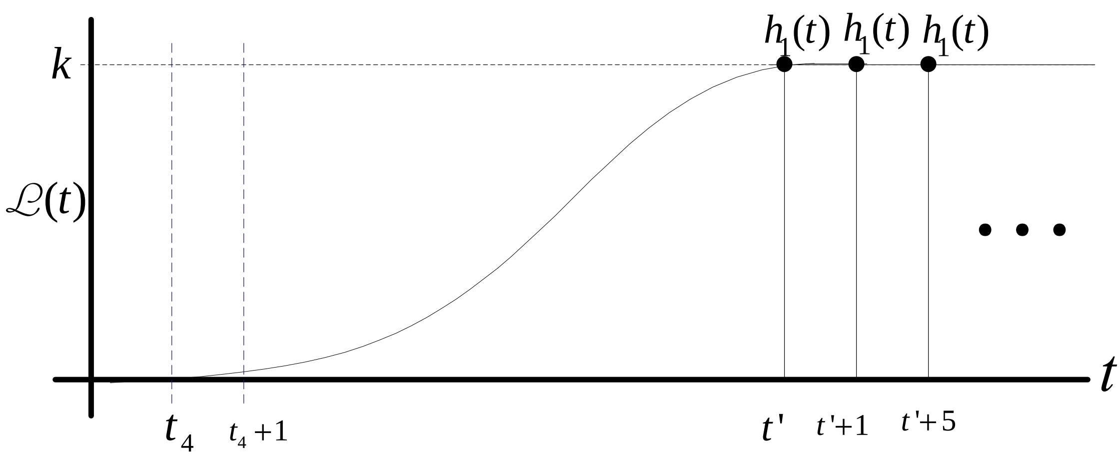
The way to look at it, by regarding one theorem, applying it, and give importance to it, that should ensure the system stability. Now as we disregard it, it is all over again. Once we disregard it, that single negative idea enables us to generate other negative philosophies. Another way to look at it, in the positive side, a single theorem could have ensured the system stability, while in the negative side, a single error enables the overall system to become unstable for a long period of time. Just take your time to think about it.

762′. By understanding the exercise above, we can see that a single error enables us to learn a lot of principles or theorems we did not need to learn.

Understanding the Stability of the Functional System: The stability of the functional system is defined as the normal operation of the functional system. Since the functional system is a set of function, the stability of the system is defined as the stability of those functions. In order to understand the stability of the overall system, we have to understand the stability of the functions that make up the system. In term of functions that make up the system, we have both added and existing functions. Since the system is not functional without existing functions, when analyzing the stability of the overall system, we have to take those functions into consideration. To better understand the overall explanation, let's take it like this.

$$\mathcal{L}(t)=\left[h_1(t)+h_2(t)+h_3(t)+\cdots+h_N(t)\right]+\left[u_1(t)+u_2(t)+u_3(t)+\cdots+u_M(t)\right]$$

Now in term of function, let's $h_1(t)$ equal to the whistle of a nightingale. In order for that function to be stable, if we look at the execution of that function at t', it must be similar or equal to the execution at $t'+n$. To better understanding what we have just said; let's represent it in the life equation graphically. In this case, we are going to show that in the uphill graph. Since the uphill graph is represented by $\mathcal{L}_u(t)$, in this case, let's $\mathcal{L}_u(t)=\mathcal{L}(t)$, now we have



What is important here; as shown by the graph above, the function $h_1(t)$; which is equal to nightingale whistle, continues to execute normally at $t'+1$, $t'+5$ etc. By understanding what we have just said, we can see that in order for the overall system to be stable, the existing functions that make up the system must be executed normally related to time.

Now since the functional system depends on our utilization theory; since the functional system depends on us to apply our utilization theory, in order for the system to function normally and continue to function normally, we must continue applying our utilization theory all the times. In other words, in order to guarantee the functional system stability, we must constantly apply our utilization theory. The functional system stability is not guaranteed by itself, but by us applying our utilization theory.

a. Just take your time to think about the explanation
b. If you have not done so and if you want to, you can show that by providing a practical example. In order for $\mathcal{L}(t)$ to be stable

$$h_1(t)\Big|_{t=t'} = h_1(t)\Big|_{t=t'+n} \qquad \text{or} \qquad h_1(t)\Big|_{t=t'+n} = h_1(t)\Big|_{t=t'+n+1}$$

Here $h_1(t)$ can be any existing function of your choice

c. We know that $\mathcal{L}(t)$ can be written in the form of

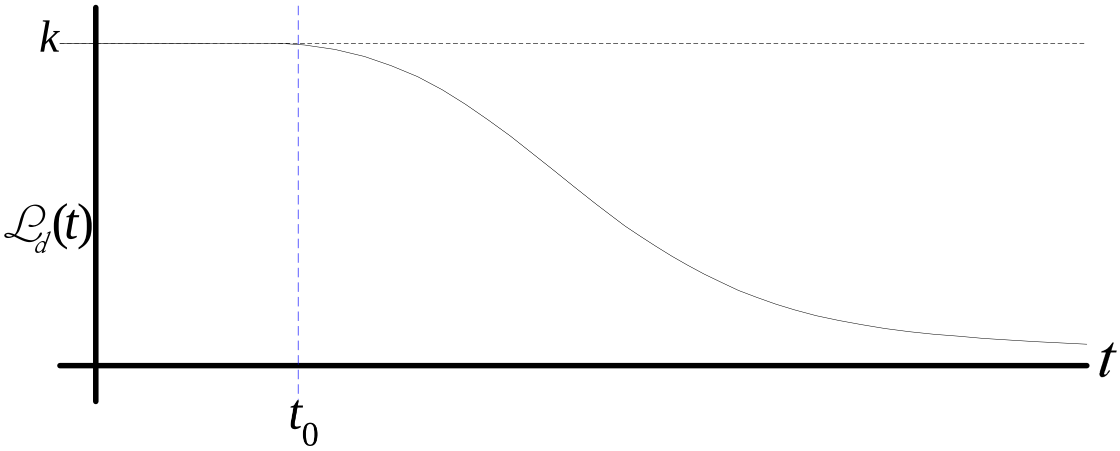
$$\mathcal{L}(t) = \mathcal{L}(t)\Big|_{t_0} + \mathcal{L}(t)\Big|_{t_{0+}}^{t_4} + \mathcal{L}(t)\Big|_{t_4}^{t'} + \mathcal{L}(t)\Big|_{t'+}$$

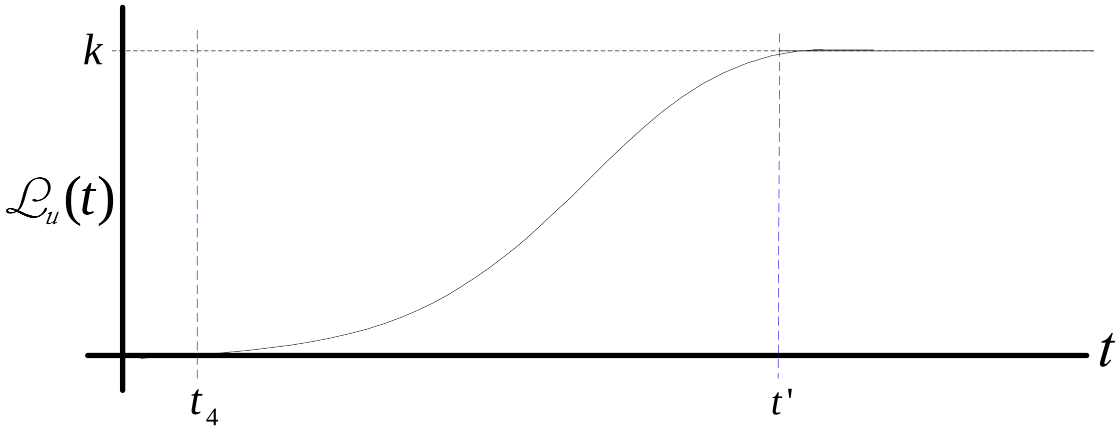
We also know that

$$\mathcal{L}_d(t) = \mathcal{L}(t)\Big|_{t_0} + \mathcal{L}(t)\Big|_{t_{0+}}^{t_4} \quad \text{and}$$

$$\mathcal{L}_u(t) = \mathcal{L}(t)\Big|_{t_4}^{t'} + \mathcal{L}(t)\Big|_{t'+}$$

By showing both of them graphically, we have

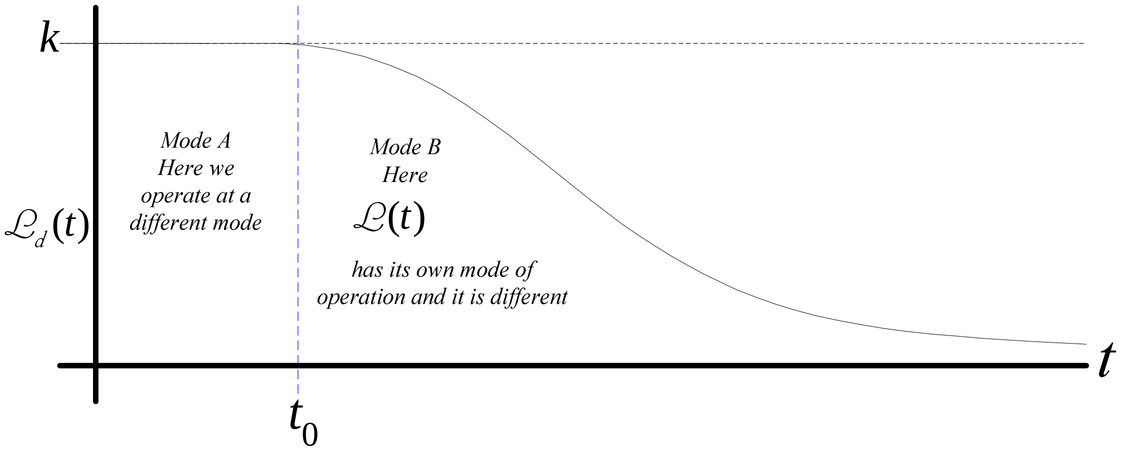




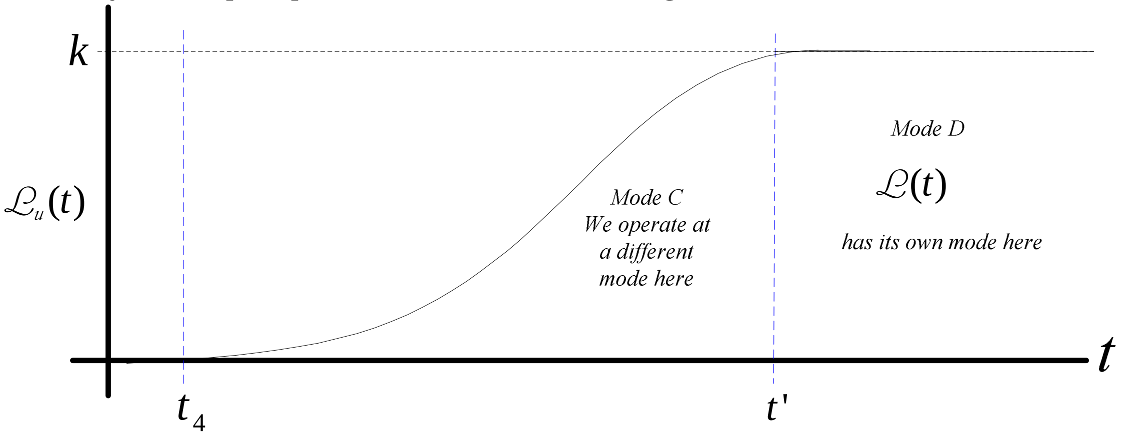
By understanding both $\mathcal{L}_d(t)$ and $\mathcal{L}_u(t)$, we mean both the downhill and the uphill processes, we can see that each process has its own mode of operation. During the downhill process, we have

$$\mathcal{L}_d(t) = \mathcal{L}(t)\Big|_{t_0} + \mathcal{L}(t)\Big|_{t_{0+}}^{t_4}$$

We can see that $\mathcal{L}(t)\Big|_{t_0}$ has its own mode of operation and $\mathcal{L}(t)\Big|_{t_{0+}}^{t_4}$ has its own mode of operation as well. By showing them graphically, we have



Relatively to the uphill process, we have the following



What is important here; if we look at the overall process graphically, we can see that in term mode of operation related to $\mathcal{L}(t)$ from the graphs above we have

$\mathcal{L}(t)\Big|_{t_0}$ is related to $Mode\ A$ or simply

$$\mathcal{L}(t)\Big|_{t_0} \Leftrightarrow Mode\ A$$

$\mathcal{L}(t)\Big|_{t_{0+}}^{t_4}$ is related to $Mode\ B$ or simply

$$\mathcal{L}(t)\Big|_{t_{0+}}^{t_4} \Leftrightarrow Mode\ B$$

$\mathcal{L}(t)\Big|_{t_4}^{t'}$ is related to $Mode\ C$ or simply

$\mathcal{L}(t)\Big|_{t_4}^{t'} \Leftrightarrow Mode\ C$

$\mathcal{L}(t)\Big|_{t'+}$ is related to $Mode\ D$ or simply

$\mathcal{L}(t)\Big|_{t'+} \Leftrightarrow Mode\ D$

What is important here; we can see that $Mode\ A$ is equivalent to $Mode\ D$. By understanding that, we can see $\mathcal{L}(t)\Big|_{t_0}$ is equivalent or similar to $\mathcal{L}(t)\Big|_{t'+}$. If you want to, you can verify that by providing a practical example. In other words,

$\mathcal{L}(t)\Big|_{t_0} = \mathcal{L}(t)\Big|_{t'+}$ or

$\mathcal{L}(t)\Big|_{t'+} = \mathcal{L}(t)\Big|_{t_0}$

By providing a practical example; you can work it out without providing a practical example. The practical example is except to you. This is the same as saying that verify that $Mode\ A$ is equivalent to $Mode\ D$ by providing a practical example.

d. By understanding your workout above, you should have a very good understanding of mode of operation. From your understanding, provide more information about a mode of operation. You should also answer this question. What is a mode of operation? What does a mode of operation mean to you?

e. To better understand stability, it is always good for us to think it as the continuous normal functionality of a system. As we have learned and shown from our workout above, at t', $h_1(t)$ executes normally and continues to execute normally at $t'+1$, $t'+2$, $t'+3$ etc. By understanding that, we can see the mode of operation that enables $h_1(t)$ to continue to execute normally is completely different from the downhill process. The functional system does not allow us to continue to operate in the downhill forever. It is not possible and practical. We will never have stability in the downhill process.

Compare to the uphill process, the uphill process provides us a transition to stability. By being in the uphill mode, at some point of time, we expect to be at 100% stability. The way to look at it, as we make progress during the uphill process, we gain and regain our stability and we expect to gain or full stability at so point. Compare to the downhill process, the farther we come down, the more stability we loose. Once we hit 100% stability or once we hit t' during the uphill process, we can stay there and operate forever. In other words, once we hit t' we can stay and operate there according to the system itself and its utilization theory; we mean according to $\mathcal{L}(t)$ and U_T. By understanding the explanation, show that $Mode\ C$ acts as a transition to $Mode\ D$ and also show that once we hit t' or 100% stability, we can stay there and operate forever. If you want to, you can provide a practical example.

f. It is always better to think that life is a system itself and it is always more productive for us to do so. As it was defined for us, it is always good for us to think life as a system and take it as a system, rather than thinking it as our Q time only or individual Q time. As it is defined in our utilization theory, it is always good for us to think life as a system and it is a system of 1 Unit. We mean a unit that cannot be broken or separated. By understanding the explanation, verify that by providing a practical example. The way to look at it, U_T is defined as 1 Unit, related to life, $\mathcal{L}(t)$ is also defined as 1 Unit. If you want to, you can omit the practical example.

g. By understanding your workout above and also exercise number 716′, you need to explain what decimal or decimal number mean to you. In term of decimal, we talking about number like 1.5, 2.25, 3.75 etc.

h. We know that the functional system $\mathcal{L}(t)$ is very expandable. What do we mean by expandable here; we mean that the system itself provides us with the ability to add functions to it. We also know that once we start adding functions to the system, the system itself becomes more complex. In term of adding functions to life, we add a function to life that is needed. In other words, as needed, we add functions to life. Since functions that we add to life execute related to time, those functions are executed at the time we need them. To better understand the explanation, assume that $u_1(t)$ is a needed function of life, then we add $u_1(t)$ to $\mathcal{L}(t)$, to solve specific problem. Assume that we are at t_4+5, we add that function to $\mathcal{L}(t)$ at t_4+5; we assume that at t_4+5 $u_1(t)$ is needed, then it is added to $\mathcal{L}(t)$. By understanding the overall explanation up to here, we should know that a function is added to life at a time it is needed. If necessary, it maybe needed or possible for us to add a function to life that acts as a temporary function. In this case, the function is needed for a period of time to ensure a functionality or solve specific problem. After we solve that problem, the function is no longer needed. In this case, we call that function a temporary function. For instance, we may add a function to life to help us to gain our stability. As we keep gaining stability and we determine the function is no longer needed, we simply discard it. To better understand the explanation, let's take it like this. Assume that $u_2(t)$ is needed for a period of time, for instance until t_4+6. Now as we approach t_4+6, $u_2(t)$ is no longer needed. In this case, we simply remove it from $\mathcal{L}(t)$. By understanding the explanation, verify your understanding of functions or a function that is added to life at a time it is needed by providing a practical example. Once you finish that part, you need to show your understanding of temporary functions by providing a practical example as well. We mean temporary functions as defined and explained here.

i. By understanding your workout above, since an increase of added functions increases the complexity of the system, by reducing number of added functions, we also reduce the complexity of the system. Here we mean reducing of added functions in term of temporary functions and unneeded functions. If you want, you can verify that by providing a practical example.

j. As we keep learning the principle, we will find out that there are many functions that we add to life that will not be needed as we make progress learning the principle. As we approach stability and when we are at 100% stability, we will also find out that there are many functions that we add to life that will not be needed; that is normal. If you want to, you can show that by providing a practical example. The way to look at it, as we make progress learning the principle, we make the system less complex. As we keep learning the principle, we will also find out that, there are many functions that maybe needed as temporary functions. That is normal; as we approach stability, those functions will no longer be needed. Keep in mind that there are many functions we add to the system, because we don't understand the system. Once we start understanding the functional principle, we will see that those functions are no longer needed. That is normal. As we keep removing those functions, the system will become less complex and its performance will be improved.

k. Assume that a function of life; since we add a function to life in the form of $u(t)$ and those functions are executed by instruments. Let's assume that $u_3(t)$ is added to $\mathcal{L}(t)$, where $u_3(t)$ is executed by I_3 and the derivation of I_3 is known. For stability reason, it may be possible to adjust I_3, since $\frac{dI}{dT}$ is known for I_3. Determine whether or not it is possible to adjust I_3 to reflect stability? Yes/No

l. By understanding your workout above, think it in term of $\mathcal{L}(t)$ only. As we make progress to stability and possibly reach t' or before that, it maybe possible for $\mathcal{L}(t)$ to adjust by itself. We can also say it may be possible for

$\mathcal{L}(t)$ to adjust by itself in all forms. That is normal, since $\mathcal{L}(t)$ depends on our understanding of the principle, once we make a lot of progress learning the principle and reach or approach stability, we expect $\mathcal{L}(t)$ to adjust accordingly. We can also say, once we make progress learning the principle and get to stability, we also expect $\mathcal{L}(t)$ to adjust by itself into all forms to reflect that.

763′. From exercise number 580′, we have learned that if we can have a single function to perform multiple functions, then we can reduce the complexity of $\mathcal{L}(t)$. In exercise number 582, we have learned that as we make progress learning the principle, there will be a time, when we will think functions in term of function and at that time it will be possible for us to execute added functions without instruments. From the same exercise, we have also learned that by executing functions without instruments, we further reduce the complexity of $\mathcal{L}(t)$. Now from the exercise above, we have learned that added functions can be executed at the time they are needed. Let's take it like this, since added functions can be executed at the time they are needed only, we can see that the execution of those functions require no maintenance at all. Here we mean as we get to stability or approach stability. By understanding that, we can see that will further reduce the complexity of $\mathcal{L}(t)$. The way to look at it, assume

$$\mathcal{L}(t) = h_1(t) + u_1(t)$$

In this case we mean

$$\mathcal{L}(t) = h(t) + u_1(t)$$

Since $h_1(t) = h(t)$; the way to look at it, let's assume that $u_1(t)$ is needed at a time. Since $u_1(t)$ executes in the form of

$$u_1(t) = h_1(t) + u_1(t)$$

Then when $u_1(t)$ is needed, then $\mathcal{L}(t)$ is represented in this form

$$\mathcal{L}(t) = h(t) + u_1(t)$$

Now since $u_1(t)$ is executed at a time it is needed to further reduce the complexity of $\mathscr{L}(t)$, since the execution of $u_1(t)$ requires no maintenance at all, then at the time the execution of $u_1(t)$ is not needed, then $\mathscr{L}(t)$ is represented in this form

$$\mathscr{L}(t) = h(t)$$

The way to look at it, as we approach stability or at 100% stability, it will be possible for us to execute added functions as needed and those functions executions may require no maintenance at all. At that time, the complexity of the overall system will be reduced.

764. **Understanding Interpretation of Theory:** We can also say understanding presentation of theory related to interpretation of theory, which is also an extension of understanding theory of education.

During a given presentation, the presented theory is interpreted by us in order for us to apply it. During a given presentation, the presented theory is interpreted by us in order for us to understand it properly. In term of communication, we know that there may be a difference between oral and written communications. While there can be similarity between the two, it is always good to know there are difference between oral and written communications and also communication that presents in the form of image, graphic, video etc. We also know that there are many words we can use in written communications, but we cannot use in oral communications. For instance there are words we can use in written communications, but those words change to other words in oral communication. It is very important to understand that. During a higher level presentation, if a book is used to provide information about that presentation, we know that we cannot rely on straight interpretation of the information in the book as the interpretation of the presented theory. We have to make some efforts ourselves personally and individually to interpret the presented theory. In addition to that, we should also know that, there are many words that are used in that book that cannot be used orally. In other words, while the book is used to provide information about the given presentation, nevertheless there are many words in the book that cannot be used or repeated orally. Once we communicate orally, we need to interpret the information and change those words accordingly. It is very important to understand that.

765. By understanding the exercise above, we know that in a book that presents information about a higher level presentation, there are many words that cannot be used orally. In other words, while we can look at those words, nevertheless we cannot repeat them orally. Now since during a higher level presentation there are words that are used solely for the purpose of the presentation, outside that presentation, those words are obsolete. Since in a book that presents information about a higher level information there are words that are used solely for the purpose of the presentation, outside that book those words are absolute. In other words, in a

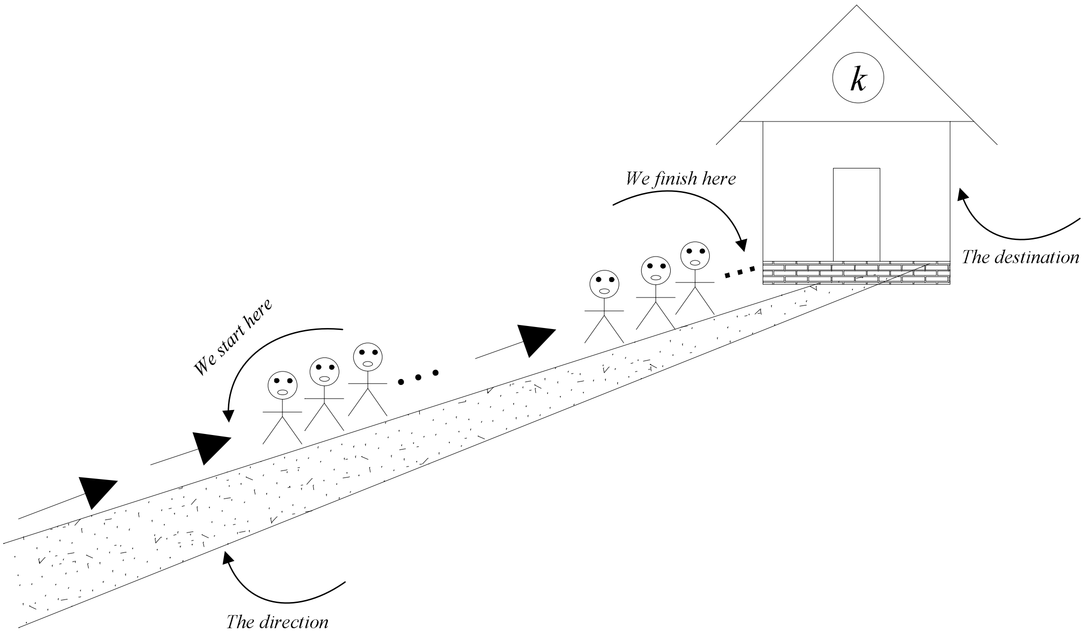
book that provides information about a higher level presentation, there are words that are used for that purpose only and outside that book, those words are obsolete. We cannot use them or refer to them. It is very important to understand that.

766.By understanding the two exercise above, we can see that it is not good for us to rely ourselves on the straight interpretation of a given presentation. Whenever we use the term straight interpretation, we mean take it as is; take it as it is presented to you; take it as it is presented to us. While a book is used to provide information about a higher level presentation, we should never think about straight interpretation of the information in the book. Straight interpretation does not make any sense at all. There are too many issues to be taken into consideration. By understanding that, we can see that reading that book orally for others does not make any sense at all. In other words, since straight interpretation cannot be considered, it is not possible to repeat what inside that book orally to others. Reading that book for others and discuss what inside that book with others do not make sense at all. It is not appropriate to do that. Once we do that or try to do something like that, we simply show we don't know what a given presentation is and a book that provides information about a given presentation. Once we do that or try to do that, we simply show we don't know what interpretation is and what information is as well. The way to look at it, the information in a book that presents information about higher level information cannot be read, written, and repeated by someone for someone else. Just take your time to think about it.

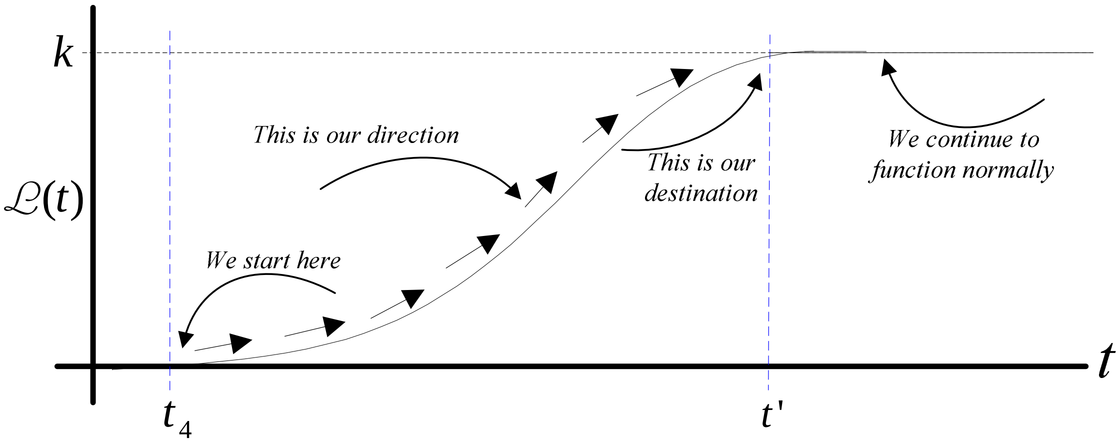
767.By understanding the above exercise, we should know that there are entities we can think about, but we cannot talk or communicate about. Another way to say it, there are things we can think about, but we cannot communicate and talk about. In other words, while we can think about those entities, but we cannot communicate relatively to them. In term of communication, we mean all form of communication include oral, written, graphic, video, image etc.

768′. **Understanding Direction and Destination:** We can also say understanding both the direction and the destination entities.

We have learned from exercise number 443, that the direction entity provides us with stability, since it provides us a pathway for our application. In other words, by having a direction in mind in term of what we are doing, we think relatively and continuously about the principle that enables our application. From the same exercise, we have learned that the destination entity provides with stability, since it enables us to think we can execute our application at some point of time. By understanding both entities together, we can see that the direction entity enables us to think continuously about what we are doing relatively to the principle, while the destination entity enables us to think continuously that we will accomplish what we are doing at some point of time. What is important here; both entities enable us to think continuously relatively to what we are doing based on the principle that allows us to do so. To better understand both the direction and the destination entities, let's represent them by the diagram below with some explanations.

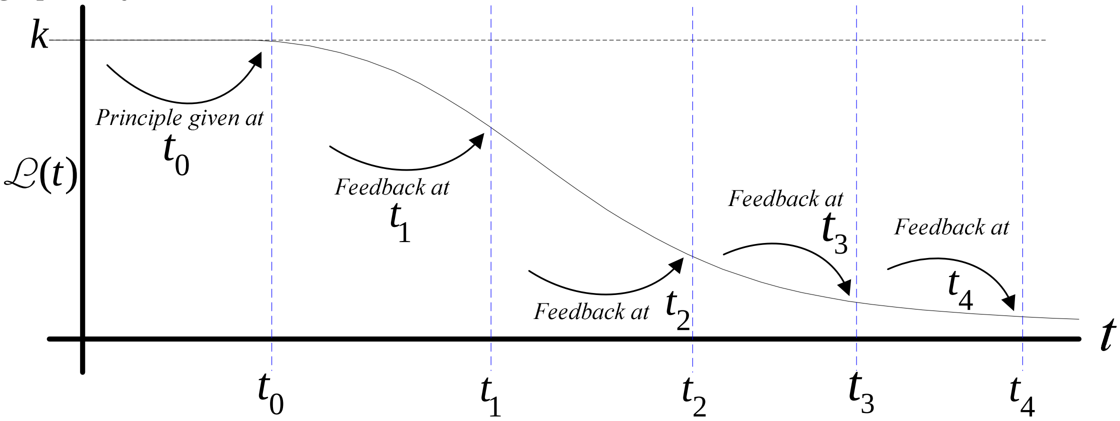


By looking at the diagram above, we can see that the direction entity provides us with the starting point, while the destination entity provides us with an ending point. The way to look at it, we start at a point, then we follow the direction, then we finish at another point. In term of our application, it is good to think it like our stating point is the time we start out application, while we follow the principle that enables us to execute our application, in this case, the end point which is the destination of our application, is the point when we execute our application. What is important here, whatever we are doing has a start point and a finish point ant it is always depend on the principle, which dictates the direction and the destination. In term of stability, we know that stability is the process of continuous normal operation. In this case, we start to operate, we follow the direction, at some point of time, and we continue to operate normally. It does not matter how long it takes. Keep in mind that both entities don't take time into consideration in term of when we are going to finish. To better understanding the explanation or what we have just said, let's represent it graphically.



By looking at the graph above, we can see that we have a starting point and a finish point and a continuous operation. In this case, we start at t_4 with a destination, then we continue follow the direction, then we finish at t'; then we continue to operate there. What is important here; whatever we are doing, we have a starting point, and ending point, and a continuous operation. It is very important to understand that in term of stability.

a. just take your time to think about the explanation
b. By understanding the explanation above, we know that the process of stability includes 3 steps: start, finish, stability. It does not matter how long it takes and how many generations it takes. What is important is that, we start, we follow direction, and then at some point of time we expect continuous normal operation. Here it is not important since you have already done something similar. If you want to, show that the starting point is related to T, where the transition is related to E_T, and the continuous normal operation at t' is related to P_T. If you want to, you can omit both E_T and P_T parts and show that the starting point is related to T.
c. In the downhill process, we cannot continue to operate in this mode, since the functional system does not allow that. We cannot continue to operate indefinitely in the downhill process, it is not possible. The uphill process provides us a transition to 100% stability. In the uphill process, we have a destination and our operation is viewed as a transition to 100% stability. Here verify that by providing a practical example. In other words, show that is not possible for us to continue to operate indefinitely in the downhill process and that the uphill process provides us a pathway to 100% stability. In your workout, take direction and destination into consideration and also starting point and finish point as well.
d. While we have been disregarding our utilization theory, our parent has been provided us with repetitive feedbacks. At the time the principle was given to us at t_0, then we disregarded it, our parent then had been provided us with multiple feedbacks. To better understand the process, let's show it graphically.



By looking at the graph above, we can see that the functional system started to decline at the time we disregarded the principle given to us by our parent. Then when we got to t_1, we got a feedback from our parent. What is important here, the principle given to us at t_0 could have ensured our stability. Assume that we have followed and applied the principle given to us at t_0, we did not need to have another presentation t_1 and also the given reference $\mathbb{R}$. The same process happened at t_2, assume that we follow through the presentation at t_1, we did not need to have a second presentation or a second feedback at t_2. We could have used the feedback at t_1 to get to t'. The same process is also repeated at t_3. Assume that we follow through the presentation at t_2, we did not need to have a presentation or a feedback at t_3. The feedback at t_2 could have gotten us to t'. The same process is also repeated at t_4. Assume that we have follow through the presentation at t_3, we did not need to have a presentation at t_4. We could have used the feedback at t_3 to get to t'. What is important here; we get additional feedbacks from our parent at a time they are guaranteed by the functional system. It is very important to understand those feedbacks and take them seriously. As we disregard them, the functional system keeps declining and declining at a faster rate. To help your understanding, if you want to, you can verify the overall explanation by providing a practical example. You can use the table below for more information.

Time	You Application	Application Description	Function of Application	Application Success Yes/No
t_0				
t_1				
t_2				
t_3				

The table below is a continuity of the table above. The table below provides additional information about your application and your operation.

Time	Application Success Yes/No	Feedback Yes/No	Your Observation
t_0	No	N/A	
t_1			

t_2			
t_3			

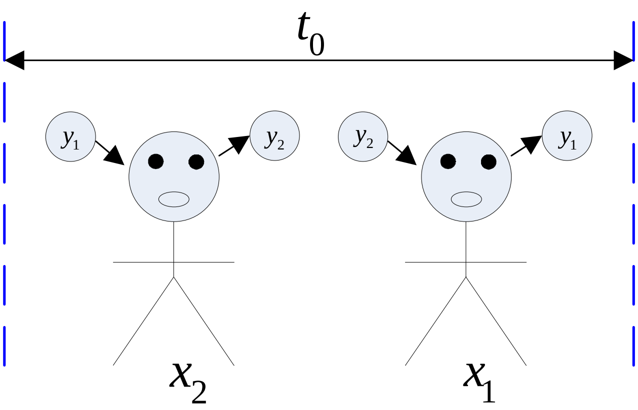
What is important here, at t_0 the principle is given to you for your application. Assume that you follow through, your application should have been successful without any feedback. As you disregard the principle given to you for your application at t_0, then additional feedbacks are needed in order for you to execute your application properly. While we did no show a column for the principle given to you at each time, if you want to, you can add that column to show those principles. If you do, you can also show the direction and destination as well in the form of.

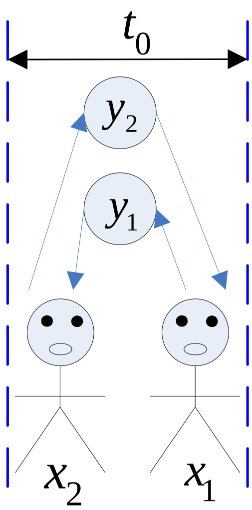
Time	Principles	Application Direction	Application Destination
t_0			
t_1			
t_2			
t_3			

e. A reference is available when it is needed. While the reference is given to us at t_1, while at t_4 the presentation takes the whole reference into consideration in terms of its contain and its structure. What is important here; we could have gotten to t' without the usage of the reference explicitly. The way to look at it, from t_1, t_2, and t_3 we could have getting to t' or toward t' without the presentation t_2, t_3, and t_4. We could have done all that without using explicitly the reference at all. What is important here; by understanding the reference and the structure of the reference, we have more to learn where we did not need to. Another way to say it, by understanding the reference itself and the structure of the reference, we put ourselves into more trouble. If you want to, you can show that by providing a practical example. You can do that by continuing your workout above with the inclusion of your workout example.

Another way to look at it, the farther we drop, the more we need to learn in order for us to get back up; since at t_1, t_2, and t_3 those drops were much, much less than at t_4, so for t_1, t_2, and t_3 we did not need to learn that much in order for us to get to t'. What do we mean by that; we mean learn that much in term of the contain of the reference or our utilization theory. It is very important to understand the importance of a given reference and the availability of that reference when it is needed. Here again, if you want to, you can verify that, the farther we drop, the more we need to learn to back up by providing a practical example. Another way to look at it, we don't need to have a reference in order to learn the principle. However by having the reference, we can use it to learn and know how the overall principle or the set of principle is structured and some more important information which is good for us, since our level of understanding getting lower.

769′. **Understanding Philosophy Inheritance:** From previous philosophy inheritance exercises, we have assume that a t_0





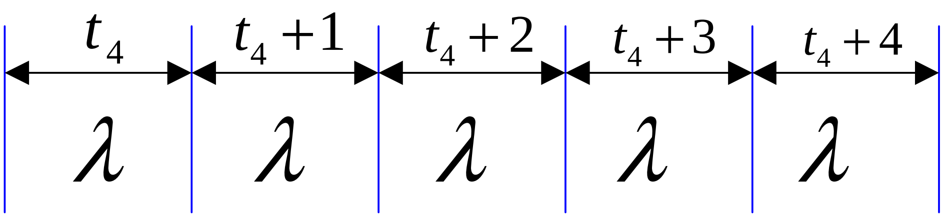
Both of the diagrams above are the same; where y_2 is the philosophy generated by x_2 passes to x_1 and y_1 is the philosophy generated by x_1 passes to x_2. Now by understanding exercise number 761′, we know that a single theorem could have enssured the overall system stability. Now by disregarding that single theorem, we simply rely on our own philosophies to do things, and then pass those philosophies to our children. Now in term of philosophies, let's assume that at t_0, either x_1 and/or x_2 have generated multiple philosophies. Let's assume that x_1 has generated multiple philosophies in the form of $\widehat{y_1}, \widehat{y_2}, \widehat{y_3} \cdots$. Now by understanding generated philosophies and philosophies themselves, it can be shown that

$$y_1 = \widehat{y}_1 + \widehat{y}_2 + \widehat{y}_3 + \cdots$$

Where $\widehat{y}_1 + \widehat{y}_2 + \widehat{y}_3 + \cdots$ are philosophies generated by x_1. Here you can verify that; if you want to, you can provide a practical example. The same process is also applied for x_2 as well. What is important here; a generated philosophy includes a lot of philosophies. While we $\widehat{y}$ here to include generate philosophies that are part of y_1, any other variable can be used. You have your choice.

770′. You may have already shown that, if so, here you are going to show that again and determine why. Within a theory or T, we have Th_1 and Th_2, where $Th_1 \sim Th_2$. Within philosophies, we have y_1 and y_2, where $y_1 \neq y_2$. All you need to do verify that and determine why.

771′. If you want to, you may need to verify that by determine why λ happens in the following form. Assume that we have something like that



From the diagram above we have

$$\lambda\big|_{t_4} > \lambda\big|_{t_4+1} > \lambda\big|_{t_4+2} \cdots$$

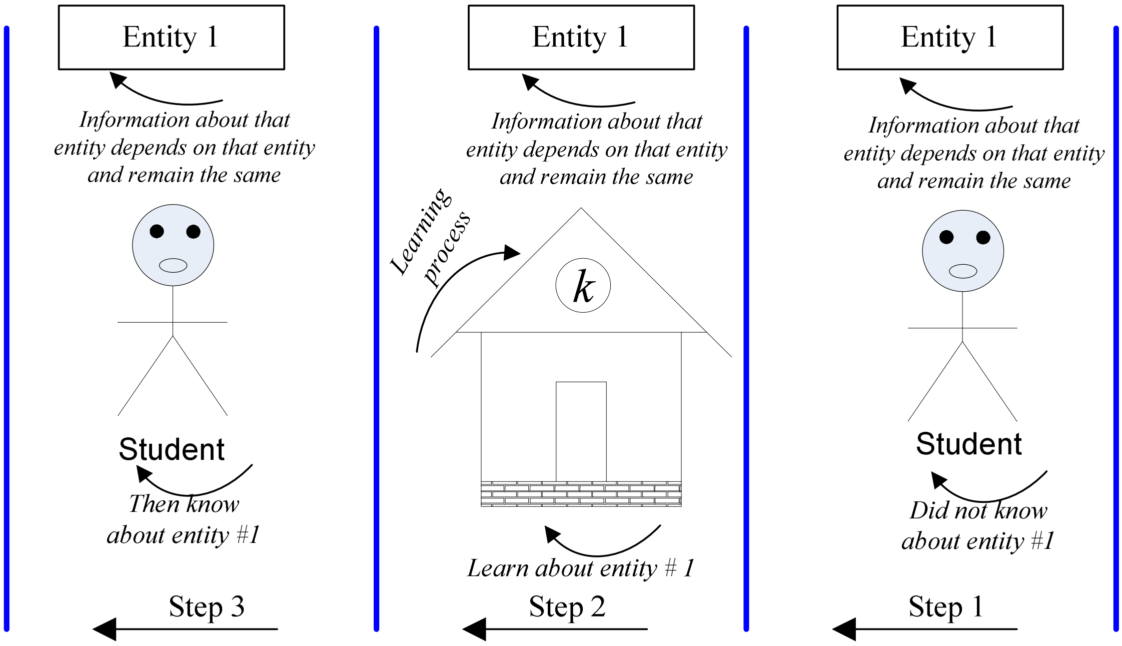
This is the same as saying that verify that

$$\lambda\big|_{t_4+n} > \lambda\big|_{t_4+n+1}$$

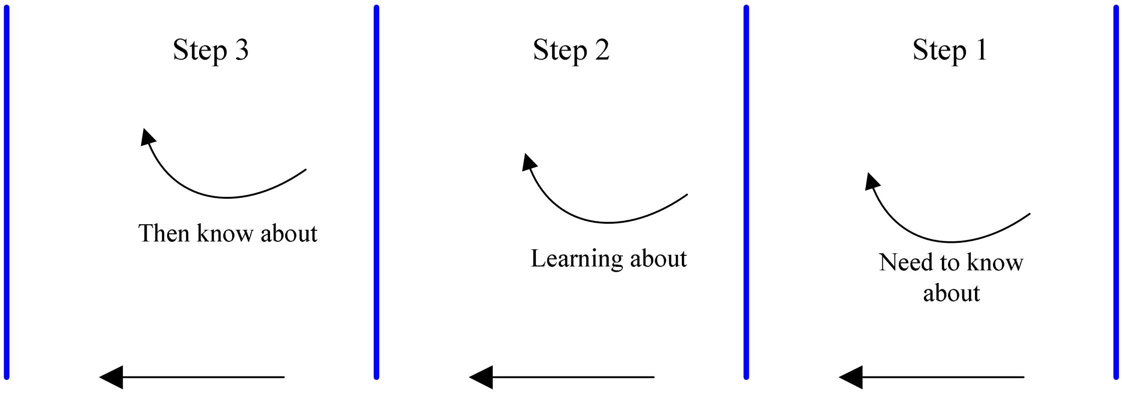
In this case as $t_4 \uparrow \lambda \downarrow$; here we mean λ goes down up to zero

772.**Understanding the Process of Education:** We can also say understanding theory of education, which is also an extension of understanding theory of education.

The process of education allows us to learn principles that we did not know already. It is always better to say that the process of education enables us to learn principles that we need to know, but we did not know them already. To better understand the process and what we have just said, let's take it like this. The information about an entity depends on that entity, not on us. Assume that we want to know about an entity or information about that entity, the learning process allows us to learn about that entity to know information about it. To better understand the overall explanation, let's represent a visual aspect of it.



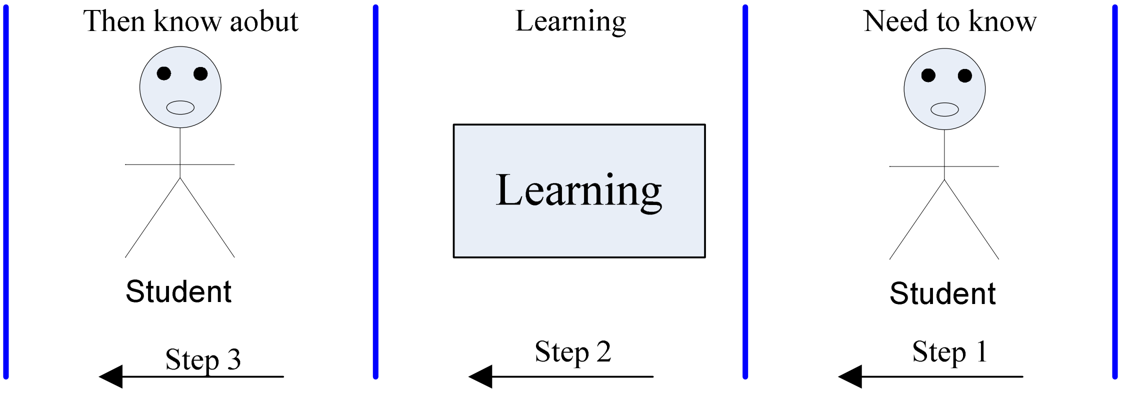
From the diagram above, we can see that the student did not know about that entity, and then go to the process to learn about the entity. The way to look at it as shown by the diagram, the information about entity #1 depends on that entity and does not change. At step 1 before, the student did not know about that entity. We know as well the information about an entity is also an entity. Since the student did not know about that entity, then that student goes through the process to learn about that entity. Then later as shown on step 3, the student knows about that entity. To better understand what we have just said, let’s show it again in another form.



As shown by the diagram above, there are three steps within the process that are considered as 3 keys: need to know about, learn about, then known about. The way to look at it, we need to know about, we learn about, and then we know about. Since the information about the entity that we need to learn about does not change, the process itself cannot change or adjust that information. That information remains the same within all the steps.

While we use the word student here, it is important to know that, within the process itself, all of us are defined as students. Within the process itself, the learning process defines all of us as students. Our parent also defines all of us as students are well. While we use the house sketch here, it simply illustrates the process. The process itself does not have anything to do with the house. The house itself is not considered as the process. What is important here; the student did not know about the entity that is needed to be learned, then goes through the process to learn about that entity in order to know about it. Just take your time to think about it. Let's outlined the three steps again and show them

- Step 1, need to know
- Step 2, learn about
- Step 3, know about



773.By understanding the above exercise, we know that the process of education enables us to learn about entities we did not know. Given that information about an entity is also an entity and depends on the entity itself, during the process, we learn information that depends on entities of our interest or information that we did not know. In term of our utilization theory, once we don't know it, we go through the process to learn it. Since our lives depend on our utilization theory, we cannot avoid learning it and applying it. Our only option is to learn it, understand it, and work with it; we cannot avoid it or skip it.

774. **Understanding Theory of Education:** By understanding the above exercise, sincde theory of education allows us to learn principle we did not know already, the process itself enables us to increase our understanding. Since the process enables us to increase our understanding, if and when the process does not satisfy its objective, the process itself does not exist. In other words, if the goal of theory of education is to decrease our understanding, then the overall education process or theory of education does not exist at all.

775.**Understanding Theory of Education:** As a higher level theory, presentation of theory is a part of theory of education. As a higher level theory, theory of education requires a higher level of understanding of theory. By understanding exercise number 354 and exercise number 372, in addition to that, we should also know there are a lot of entities that are not taken into consideration within theory of education itself. In other words, while many entities can be useful, nevertheless theory of education itself is not limited to them and does not take them into consideration.

776′. We know that $\mathcal{L}(t)$ depends on U_T. Our misunderstanding of U_T enables $\mathcal{L}(t)$ to function abnormally. To compensate for our misunderstanding, $\mathcal{L}(t)$ was adjusted to reflect our misunderstanding. Since U_T is no longer present or no longer present in what we do, it was necessary to adjust $\mathcal{L}(t)$ to reflect that. Verify that by providing a practical example if you have not done so yet from previous exercises. In other words, show that it was necessary to adjust many functions that make up $\mathcal{L}(t)$ in order to compensate for our misunderstanding. By doing so, the stability of $\mathcal{L}(t)$ had been managed temporary until we learn U_T and apply it to maintain the stability of $\mathcal{L}(t)$. That makes sense, since $\mathcal{L}(t)$ is best managed by U_T. Whathever asjustment that was made was necessary in order to manage $\mathcal{L}(t)$. All adjustments that were made were necessary in order to help manage the stability of $\mathcal{L}(t)$.

777.**Understanding the Functional System:** We can also say understanding managing stability of the functional system.

We have not learned the principle yet, therefore distance is a factor. In the past, distance had been used to manage the stability of the functional system. Since the functional system depends on us applying our utilization theory, by disregarding the principle, whatever had been done or happened in the past was necessary in order to manage the functional system. We call this type of managing stability as temporary. At some point of time, we have to learned and used the principle to manage the functional system. Since the functional system depends on our utilization theory, when we disregard our utilization theory, in order to manage the stability of the system, the overall system must be adjusted to reflect that. We mean the overall system must be adjusted to reflect our misunderstanding. By understand that, we have learned in the past, distance had been used to mange the stability of the functional system. By taking distance as a factor, that reduces grouping, it also reduces philosophy distribution. We have also learned that a reduction of generation time had also been used to help manage the stability of the system. Since our misunderstanding caused the overall system to be adjusted, here all you need to do. Think about other entities that could have been adjusted, was adjusted, or had been adjusted to manage the stability of the system. All you need to do here think about it; we mean think about what could have been adjusted, was adjusted to manage the stability of the system. All you need to do here think about what was necessary to be adjusted or what could have been necessary. Again all you need to do think about it. There is no workout, no practical example, and no application at all. All you need to do think about other entities that could have been adjusted or were adjusted to reflect the managing of our misunderstanding or the functional system stability.

778′. From the exercise above, you have identified other entities that have been adjusted in order to help manage the stability of $\mathcal{L}(t)$. Since $\mathcal{L}(t)$ depends on all entities that make up the system, in order to manage $\mathcal{L}(t)$, all those entities need to be adjusted. Now let's assume that it was possible to adjust some entities and leave the other ones unadjusted, what woud happen to $\mathcal{L}(t)$? Would that help manage the stability of $\mathcal{L}(t)$? Another way to look at it, let's assume that you have identified an entity that needs to be adjusted in order to manage $\mathcal{L}(t)$. Now let's assume that the other entities that make up $\mathcal{L}(t)$ were adjusted and leave this one unadjusted. What would happen to $\mathcal{L}(t)$? You can verify that by providing a practical example. What is important here, all functions that need to be asjusted to help manage $\mathcal{L}(t)$ were adjusted in order to manage $\mathcal{L}(t)$. All entities that need to be adjusted to manage the stability of $\mathcal{L}(t)$ must be adjusted in order to manage $\mathcal{L}(t)$. Without that, what would happen to $\mathcal{L}(t)$ if one of them remains unadjusted? You might need to look at the equation below

$$h_1(t) = h(t)$$

You can also answer this question as welll if you have not done so. What woul have happened to the overall system, if the overall system was not adjusted? The way to look at it, since the principle is no longer present, we have to rely on other things to manage the stability of the functional system. Here you verify what would have happened to the functional sysem, if those things were not adjusted?

779′. **Understanding the Functional System:** We can also say understanding managing stability of the functional system.

We have not learned the principle yet, therefore distance is a factor. In the past, d had been used to manage the stability of $\mathcal{L}(t)$. We know that there is a relationship between the functional system $\mathcal{L}(t)$ and our utilization theory U_T. It is always good to show that relationship in the form of

$$\mathcal{L}(t) \Leftrightarrow U_T$$

Since we must apply U_T to enable $\mathcal{L}(t)$, by disregarding U_T, whatever happened or had been done was necessary in order to manage $\mathcal{L}(t)$. Since $\mathcal{L}(t)$ is best managed by the application of our utilization theory, this type of managing stability was simply temporary. At some point of time, we have to start learning and applying U_T in order to enable the functionality of $\mathscr{L}(t)$. Since $\mathscr{L}(t)$ depends on us applying U_T, it makes sense to adjust the whole $\mathscr{L}(t)$ in order to manage its stability. By understanding that, we have learned in the past, the following entities have been used to help mange the stability of $\mathscr{L}(t)$. The table below provides some more explanation

Entity	Entity Name	Related To
d	Distance	Distance Related to $\mathscr{L}(t)$
Q	Generation Time	Generation Time Related to $\mathscr{L}(t)$
G	Group	Group Related to $\mathscr{L}(t)$
$-K_T$ or y	Misunderstand of Theory of Communication or Philosophy	Misunderstand of Communication or Philosophy Related to $\mathscr{L}(t)$ or $-\mathscr{L}(t)$

By understanding the overall explanation, it is always better to put the table above in the form below.

Entity	Entity Name	Relationship
d	Distance	$d \Leftrightarrow \mathscr{L}(t)$
Q	Generation Time	$Q \Leftrightarrow \mathscr{L}(t)$
G	Group	$G \Leftrightarrow \mathscr{L}(t)$
$-K_T$ or y	Misunderstand of Theory of Communication or Philosophy	$-K_T \Leftrightarrow \mathscr{L}(t)$ $y \Leftrightarrow \mathscr{L}(t)$

All you need to do, by understanding the overall explanation, think of other entities that could have been used, was used, or had been used to help manage the stability of $\mathscr{L}(t)$. All you need to do think about it. You don't need to work it out and provide any practical example. There is no application here, all you need to do, just think about it. Think about other entities, other entities that could have been necessary to get adjusted in order to manage the stability of $\mathscr{L}(t)$.

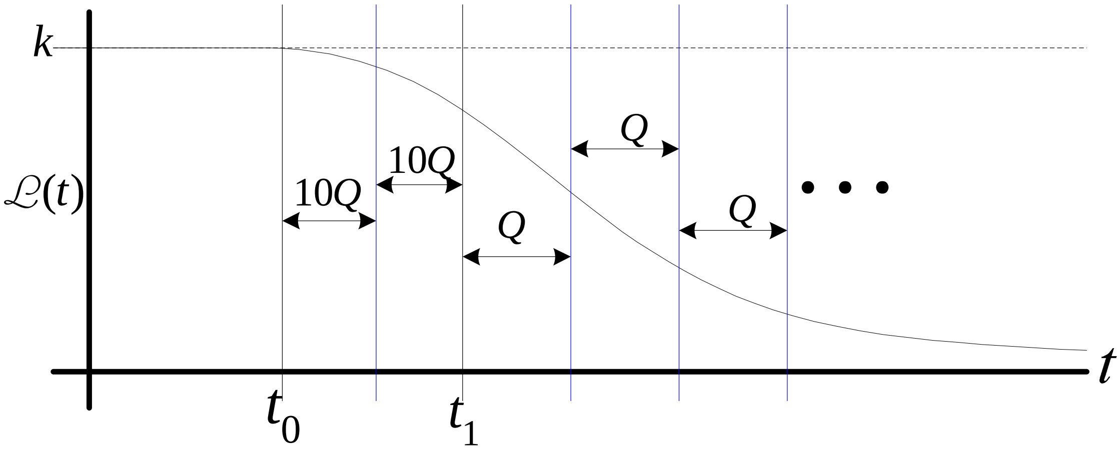
780′. By understanding the last two exercises above, you have shown that other possible entities that would need to get adjusted in order to manage the stability of $\mathscr{L}(t)$. You have also verified that the d entity had also been used to help manage the stability of $\mathscr{L}(t)$. Here let's assume that it was possible to adjust d to help manage $\mathcal{L}(t)$. In relation to d, what other entities would have need to be adjusted in order to help manage $\mathcal{L}(t)$. In ther words, what other entities that are related to the distance entity that would need to get adjusted in order to help mange the stability of $\mathcal{L}(t)$. The way to look at it, since those entities are related to the distance entity, they would need to get adjusted as well to accommodate the distance entity in order to help manage the stability of $\mathcal{L}(t)$. You must provide some practical examples and show your observations.

781.By understanding exercise number 679 and 679′, since the principle it no longer visible to us, when we see each other we no longer think about the principle. In addition to the distance entity, if it was possible to adjust some other entities to reflet that, think about other possible entities that would have needed to get adjusted to reflect that. Think about other entities that would have needed to reflect that and why? In other words, in addition to the distance entity, since when we see each other we no longer think about the principle, it was possible to ajust both the physical system and the functional system to reflect that. Here think about other entities that would have need to be adjusted to help manage the system and why? All you need to do here, just think about it.

782′. We already know that; by taking philosophy into consideration, as x increases, $S(x)$ becomes very unstable. In other words, as $x\uparrow S_s(x)\downarrow$. By taking distance into consideration, we also reduce philosophy distribution and that also help manage the stability of $S(x)$. Now by taking d into consideration, show your understanding of that statement related to d. In other words, by taking philosophy into consideration, as x increases, $S_s(x)$ goes down. Show your understading of d related to that in term of managing $S_s(x)$. The way to look at it, as $x\uparrow S_s(x)\downarrow$ by taking d into consideration the stability of $S(x)$ can be managed. By taking d into consideration, that hald also helped managed $S(x)$ or $S_s(x)$. This is what you need to show.

783′. **Understanding Generation Time:** We can also say understanding change of generation or understanding philosophy inheritance related to change of generation.

We have verified that a reduction of Q was necessary to help manage the stability of $\mathcal{L}(t)$. We have learned that a single theorem given to us at t_0 could have ensured the stability of the functional system. In term of reduction of Q, we have shown the process graphically in the form below, where $Q\big|_{t_0} >> Q\big|_{t_1}$



We know that the functional system $\mathscr{L}(t)$ is considered as 1 Unit. In order to manage the stability of the functional system, the stability of all functions that make up the system must be managed. That makes sense, since the stability of the overall system depends on all functions that make up the system. By understanding the system itself, philosophy inheritance, the physical system, our utilization theory, the lambda factor, we can see that it was necessary to have a reduction of Q in order to help mange $\mathscr{L}(t)$. Now by understanding the same entities listed from the previous sentence and also theory of education, let's assume no error. Determine whether it is necessary in the theory domain to have a change of generation at all. The way to look at it, think it in term of the theory domain and determine if it is necessary at all to have a change of generation in that domain. Again assume there is no error or function simulation or there is no error, which results to functions simulation.

784.In the past, distance had been used to help manage the stability fo the functional system. As we keep learning and understand the principle, one day we will recognize the importance of that distance. Verify that by providing a practical example. You can take history into consideration by using events in thistory.

785′. We have shown that $h(t) = \breve{h}(t) + \tilde{h}(t)$. From exercise number 700′, we have shown and verify what will happen to $\mathscr{L}(t)$, if $h(t) = \breve{h}(t)$ or if if all $h(t)$'s were presented in the form of $\breve{h}(t)$. Now let's assume that within $\tilde{h}(t)$, we identify a function or a unique function as $\tilde{h}_2(t)$. In this case, $\tilde{h}_2(t)$ is executed by an instrument. By understanding that, we can rewrite $\tilde{h}_2(t)$ in the form of

$I_2\left[\tilde{h}_2(t)\right]$. Now since $\tilde{h}_2(t)$ is not affected by d, we may not be able to express it in the form of d. Let's assume that the location of I_2 enables $\tilde{h}_2(t)$ not to be affected by d. All you need to do here, verify that the location of I_2 had also been used ot help manage $\mathcal{L}(t)$. If you want to, you can provide a practical example and show your observation. You can also think as, the fact that $\tilde{h}_2(t)$ cannot be expressed in term of distane, that has also been used to help manage $\mathcal{L}(t)$. You will need to rewrite $\mathcal{L}(t)$ in a form similar to exercise number 457′.

786.**Understanding Theory of Education:** We can also say that understanding theory of education related to life, which is also an extension of understanding theory of education.

We know that theory of education is a higher level theory and in order for us to understand theory of education, we have to advance our understanding of theory. We also know that it is not possible to understand theory of education without having a good understanding of the physical system. Now since theory of education does not exist on paper, in addition to that, in order to understand theory of education, it is necessary to have a good understanding of life. It is not possible to understand theory of education without having a good understanding of the functional system.

787.**Understanding the Function of an Instructor:** We can also say understanding the function of an instructor during a given presentation, but much better to say understanding the function of an instructor during and after a given presentation. We can also say understanding theory of education, which is also an extension of understanding theory of education.

The process of education enables us to learn our utilization theory. Usually we learn the principle through the help of an instructor. In terms of instructors and theory of education, we know that instructors are very important to us. In term of importance of an instructor and in term of higher level presentation, we know that our parent always feedback us through an instructor. In addition to that, we know that instructors are defined within the principle and we must include them in what we do. Since instructors are defined within the principles, to better understand instructors, it is always good to understand the principle. In a higher level presentation, our parent feedbacks us through an instructor; now since instructors are defined within the principle, there must be a relationship within the instructors themselves. In other words, since instructors are defined within the principle, there must be a relationship between the instructor who is used by our parent for the higher level presentation and the other instructors. To better understand that relationship, first we have to learn the principle or go through the principle. Now in term of understanding the principle, we know that theory of education enables us to learn our utilization theory. When we are not aware of our utilization theory, we learn it through an instructor. In term of learning our utilization theory, we know that there is a relationship between life and our utilization theory and life depends on our utilization theory. In term of learning our utilization theory, the solely reason to learn it, is to enable the functionality of life. Now since the learning of the principle enables us to learn the principle and apply it to enable the functionality of life, the functions of instructors are to help learning the principle to enable the functionality of life. Now since instructors are connected within the principle; since instructors are connected within theory of education, that connection itself provides the similarity within the instructors. In term of similarity between instructors through theory of education, we also know that all theories belong to our utilization theory and theory of education enables the learning of theory or the learning of our utilization theory. Now during the presentation, the functions of instructors are to help understand the theory. The way to look at it, the current presentation happens because of misinterpretation of previous presentations. To prevent further misinterpretation and to enable the functionality of life and the process of learning, the presented theory must be interpreted correctly. For that reason, the instructors must work to help proper interpretation of the presented theory. Without that, the presentation will not be successful at all and the functional system will continue to decline. When that happens, the process of education or simply theory of education does not exist at all. That makes sense, since theory of education has its root from our parent. Once we disregard our parent principle in our learning process, the learning process itself or theory of education no longer exists. By understanding that, we can see it is very important during the presentation for instructors to help understanding the principle to prevent misinterpretation.

Since life still exists after a given presentation, the process does not stop and does not change at all. The instructors will continue to help others understand the principle to prevent misinterpretation, until we get to 100% stability. In order for us to make progress in life, in order for us to go toward stability, it is necessary for the instructors to continue helping others understanding the principle to enable the continuity of life. This process is a continuous process. It is very important to understand the overall process. Just take your time to think about it.

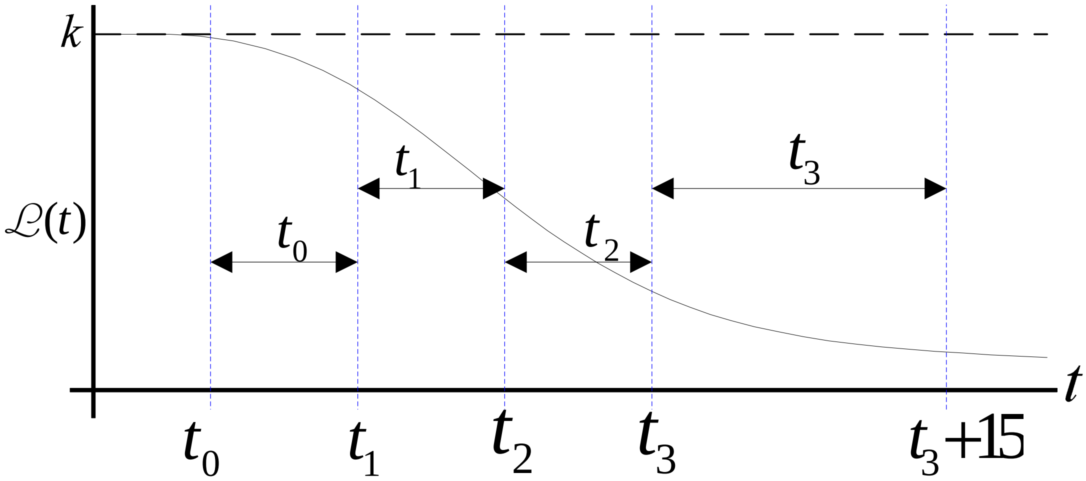
788.Show your understanding of the above exercise related to the associatively characteristic of the physical system. This is the same as saying, show your understanding of our associativity relationship related to your understanding of the above exercise.

789.By understanding the two exercises above, we should quickly realize that instructors require a higher understanding of the principle. We can also say instructors have a higher understanding of the principle. That makes sense, by understanding the overall process of presentation of theory, the instructors must have and require a higher level of understanding of theory.

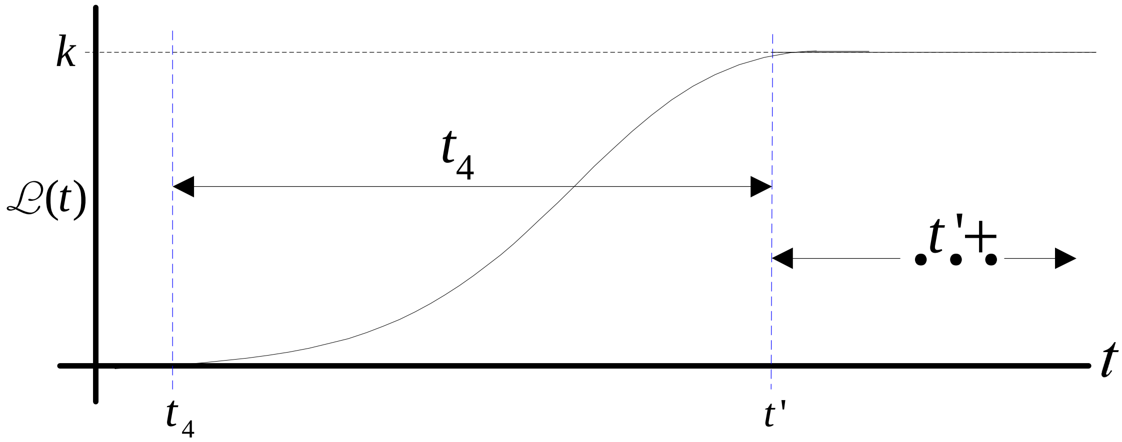
790′. In term of time or date, we have learned to use time in the following form,

$$Presentation\ Time + \frac{Year}{Century}$$

For instance t_4+1, t_3+2, t_1+5, t_2+7 etc. By understanding that, we have used the presentation time with both the downhill and the uphill graphes in the form below. In term of the downhill process, we have



In term of the uphill process, we have



By looking at the graphes above and understanding the explanation, we can see that the presentation times are being viewed as a range of time. In the downhill process, t_3+15 is being viewed as the last time before the 4th presentation. The 15 is being viewed as simply a plus sign. In this case, t_3+15 can be viewed as t_3+. All you need to do here, determine why it is important for us to use time or date in the format like

$$Presentation\ Time + \frac{Year}{Century}$$, like $t_4 + \frac{20}{100}$ etc.

a. After working out the part above, verify that it is even better for us to look at date and time in term of presentation of theory related to generation. In this case, we mean in the form of

$Presentation\ Time + Generation$, like $t_4 + 1$ etc. In this case, $t_4 + 1$ represents one generation after the 4th presentation. The way to look at it, the presentation time is simply the order of the presentation plus generation. For instance $t_4 + 5$ represents five generations after the 4th presentation, while $t_3 + 2$ represents two generations after the 3rd presentation. The term two generations here is the same as saying 2nd generation after the 3rd presentation, 5th generation after the 4th presentation and so forth. All you need to do, verify that it is even better for us to use date and time in this form.

b. After completing the part above and understanding both of your workout, it looks like there are entities that appeart on the first form and do not appear in the second form, here verify that those entities are not important. You can think it like they are not important to appear in the second form or they are not important at all or not important to appear in the way we name date and time.

791′. We already know that a system is realized by its derivation theory and functioned by its utilization theory. The equation below represents the general form of a system in term of its derivation teory and functional theory.

$$S = D_T + U_T$$

In term of our physical system, we know that the derivation theory is not given to us, but the utilization theory is what is given to us. Now since we don't have the derivation theory, and we have the utilization theory, the derivation theory is not visible to us, so we let it equal to zero. In this case, the equation above, which we can call our general system equation changes to the one below.

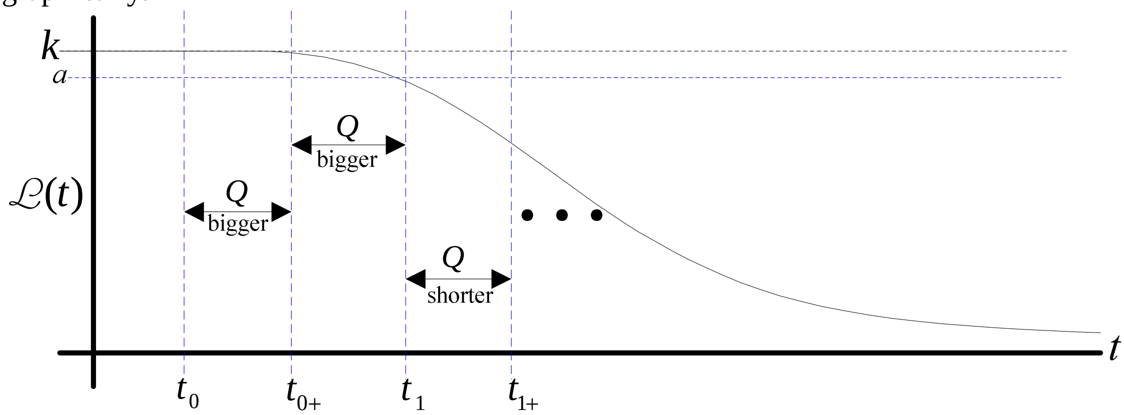
$$S = U_T$$

By understanding everything we have learn up to here, we can see that we have a very good understanding of our system and our utilization theory. From our understanding, we can see that the system derivation theory is not needed at all. Assume that the derivation theory could have been given to us in a form where we can understand it and work with it, but since U_T is not limited to what we can do and want to do, there is no need for D_T or want to know about D_T. Here you need to verify that D_T is not needed at all; assume that if it was given to us where we could understand it and work with it.

792.**Understnading Theory of Education Related to our Functions:** We can also say understanding theory of education, which is also an extension of understanding theory of education.

To better understand our functions related to theory of education, it is always good for us to look at what our parent does, since we cannot do better than our parent. To better understand what we do related to our parent, it is always good for us to follow the direction of our parent, since we cannot do better than our parent. Since theory of education has its root from our parent, it makes sense for us to understand what our parent does by analyzing it. In term of what our parent does, if we take a lok of the feedback process in term of presentation of theory, we can see that within the feedback process, the instructor who feedbacks us always has a higher level understanding of the principle. In term of what we do, it makes sense for people who manage our functions to have a higher understanding of the principle as well. In other words, since within the feedback process, the instructor who presents the principle to us has a higher understnading of the principle, in term of our functions, the people who manage them must understand the principle and have a higher understanding of the principle as well. Just take your time to think about it.

793′. You may have already worked out this exercise from other exercises; if so, you can simply skip it. In term of Q time or generation time, we already know that Q before t_1 is much, much bigger than Q after t_1. In other words, $Q\big|_{t_1}^{t_0} >> Q\big|_{t_4}^{t_1}$ or simply $Q\big|_{t_0} >> Q\big|_{t_1}$. To better understand what we have just said, let's show it graphically.

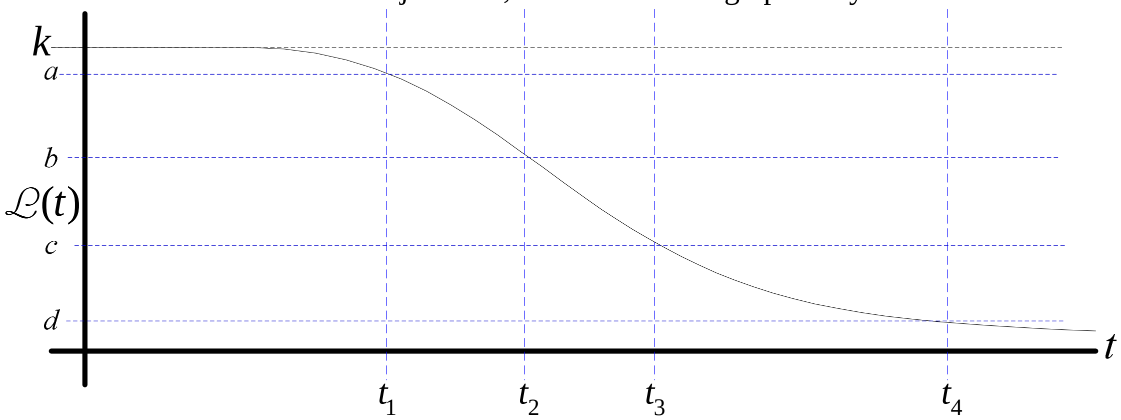


What is important here; by looking at the graph above, we can see that Q at t_0 is much, much bigger than Q at t_1, and also that at t_0 it looks like we have

$\mathcal{L}(t) = k$, and at t_1, we have $\mathcal{L}(t) = ak$. Now while we write the relationships $\mathcal{L}(t) = k$, and at t_0 and $\mathcal{L}(t) = ak$ at t_1, you may find other ways to write them down. What is important here; if we look at $\mathcal{L}(t)\big|_{t_0}$ and $\mathcal{L}(t)\big|_{t_1}$; let's take $\mathcal{L}(t)\big|_{t_1}$ for instance, it looks like there is a relationship between a and Q. Here you are going to verify ythat relationshinp and determine the value of a at t_1. By doing so, you can view that relationship in the form of

$$ak \Leftrightarrow Q \text{ at } t_1 \text{ or simply } a \Leftrightarrow Q$$

a in relation to k can be viewed as a constant value of k.
By working out the part above, if you want to, you can work out this one. We already know that in term of presentation, we have presentations at t_1, t_2, t_3, and t_4. To better understand what we have just said, let's show them graphically.



a. We know that our parent has been provided feedbacks to us at a time they are guaranteed by the functional system. While our parents has been provided us with multiple feedbacks, we have also been disregarded them, while the functional system continues to decline. As shown by the graph above, the values a, b, c, and d are considered to be some values of k at specific presentation. All you need to do here, determine the values of b, c, and d at specific presentation. By doing so, if you want to, you can also show and conclude that those values are also related to Q.
b. By working out the part above, if you want to, you can workout this part. Assume that from t_1 to t_2, we record a drop of z_1, which is calculated in the form of $z_1 = a - b$. Then since $A'\big|_{t_1}$ has been disregarded and taken for granted, we continue to decline. Then from t_2 to t_3, we then record z_2, which is calculated as $z_2 = b - c$. Again since $A'\big|_{t_2}$ has been taken

for granted, we go down to t_3. What is important here in term of drops; we have

$$z_1 = a - b$$
$$z_2 = b - c$$

The disregarding of the presentations enable us to take $A'|_{t_3}$ for granted, which takes us to t_4 and get $A'|_{t_4}$. Now what is important here; given that we have been take all the presentations for granted by not giving importance to them, the functional sysem continues to decline faster. By understanding the functional system, the physical system, philosophy inheritance, and our utilization theory, it can be shown that

$$d > z_1 + z_2$$

In this case, d is viewed as the caluclaton of the drop from t_3 to t_4. If you want to, rather than using d, you can simply use another variable. We mean calculate d related to the way we have shown it above. All you need to do for this part, show that $d > z_1 + z_2$ by providing a practical example.

794′. We have learned that a single theorem given to us at t_0 could have ensure the stability of $\mathcal{L}(t)$, assume that we tooke it seriously and applied it. Using that theorem as a basis, we could have derived all other theorems that we need to execute our functions. Now since $T = T \cdot K_T$ and $T \leq K_T$, it is possible that at t_0 that we did not take communication seriously and we have been having a communication problem since. Here verify that by providing a practical example. In other words, show that the communication problem we have now started at t_0 and our applications have been limited since then and executed with error. The way to look at it, at t_0 we have $Tr\{\overline{K_T}\}$, at $t_3 + 15$ we also have $Tr\{\overline{K_T}\}$; if at t_0 we have $\overline{u}(t)$, then at $t_3 + 15$ we have $\overline{u}(t)$ as well. If at t_0 we have $u(t) \leq Tr\{K_T\}$, then at $t_3 + 15$ we have $u(t) \leq Tr\{K_T\}$ as well. You need to show the overall process by providing a practical example and show your observation.

795′. From the exercise above, we have shown that we have been having a communication problem since at t_0 and the same communication problem is still going on today. Now since the interpretation function depends on theory of communication, the same communication problem we have at t_0 enables us to have an interpretation problem as well. For instance at t_0, let's assume that Th_1 was given to us, but we misinterpret it and we also misinterpret feedbacaks at t_1, t_2, and t_3. Here all you need to do, show that the same interpretation problem we have at t_0 is still continue. In other words, we still have the same interpretation problem we have at t_0. The way to look at it, at t_0, Th_1 is given to us, then we misinterpret it in the form of $\overline{K_T A'}$. At t_1, Th_1 is also reinterpreted for us, we still misinterpret it, so does at t_2, t_3 up to t_3+15. Consider t_3+15 as time now, or the last time before the 4th presentation. You must provide a practical example and show your observation. You can use this table for more information.

Time	Th_1	Your Application	Explanation
t_0	Given		
t_1	Reinterpreted		
t_2	Reinterpreted		
t_3	Reinterpreted		
t_3+15	Available		

The explanation column can be used for interpretation explanation. You can also expand it to provide more information about your application as well. In this case, we mean your interpretation explanation as well.

796′. This is a continuity of the above exercise. Let's assume that a given presentation at t_4, where t_4 is time now and assume that you can identify that presentation. Since we have been having a communication problem since t_0, we have misinterpreted Th_1 that was given to us at t_0. By understanding the presentation at t_4, show your understanding of Th_1 related to the presentation at t_4 by providing a practical example. This is the same as saying that, show your understanding of the presentation at t_4 related to Th_1. You must provide a practical example and show your observation. The way to look at it, since we have been having a communication problem, we misinterpret Th_1 at t_0, t_1, t_2, t_3 up to t_3+15; even though at t_1, t_2, and t_3, Th_1 has been reinterpreted for us to enable us to understand it. Now in term of your understanding and your interpretation of the presentation at t_4, you must show your understanding of Th_1 related to that presentation.

797′. **Understanding Personal Responsibility:** The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility in life. Let's assume that at t_0, Th_1 is given to us to ensure our functionality. In term of personal responsibility, we apply Th_1 to enable our functionality. Now verify your understanding of Th_1 related to personal responsibility. This is the same as saying, verify your understanding of personal responsibility related to Th_1. You can also take it as, verify your personal responsibility related to your understanding and the application of Th_1. You must provide a practical example and show your observation.

798′. Validae the incorrectness of the following entities: $t_4 - 1$, $t_3 - 2$, $t_2 - 4$, $t_1 - 3$. In other words, you are going to validate the incorrectness of the preceding statements or terms.

799′. By understanding exercise number 791′, we should already know that if D_T is known, some functionality of S can be adjusted both during and after derivation. Now in term of our system, we know that at t' it will be possible for us to execute functions without using instruments in order to reduce the complexity of $\mathcal{L}(t)$. At t' we will be at 100% stability and we will be very mature and responsible. We also know that at t' the execution of added functions will look like existing functions and functions simulation will not apply or exist at that time. Let's assume that currently it was possible for us to execute those functions. In other words, it was possible for us to execute $u(t)$ in form of $h(t)$ or $u(t)$ just like $h(t)$, since we are not mature yet and responsible, if we were able to do that, what will happen to the overal system? What would have happened to $\mathcal{L}(t)$? Will we execute those functions for the good of $\mathcal{L}(t)$ or for the bad of $\mathcal{L}(t)$?

800′. By understanding the above exercise, since we have not understood our utilization theory yet and also the functional system, it makes sense for us to be limited to execute such as functions in order to manage the stability of $\mathcal{L}(t)$. If you want to, you can show that by providing a practical example. Assume that from t_1 to $t_3 + 15$ or simply from t_1 we were able to execute such functions in the downhill process; assume that from t_1 or from t_1 to t_2 we were able to execute such functions, what would have happened to $\mathcal{L}(t)$ at t_{2+} or at t_{3+} or at $t_3 + 15$?

Would $\mathcal{L}(t)$ still exist? Would that be and advantage or disadvantage for us? You can show that by providing a practical example.

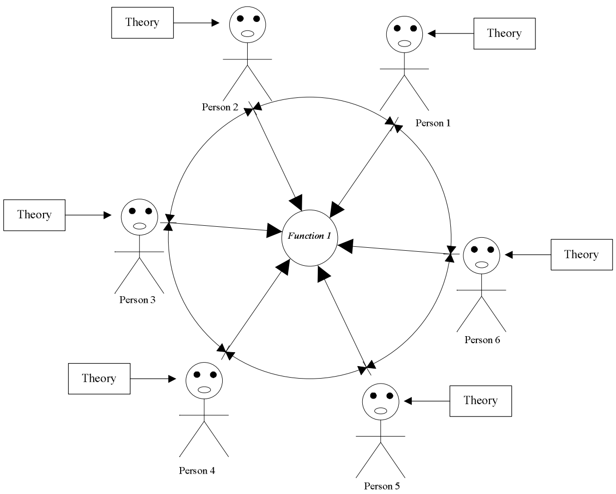
801′. Ater having problem with our application, we turn to our parent for help; our parent provides us with the idea of our application A, and the given reference $\mathbb{R}$. By understanding that, we can see that the given reference $\mathbb{R}$ is provided to us in the communiation domain. A reference can only be provided in the communication domain. From your understanding, verify that by providing a practical example. In other words, show that a reference can only be provided in the communication domain. You must provide a practical example and show your observation.

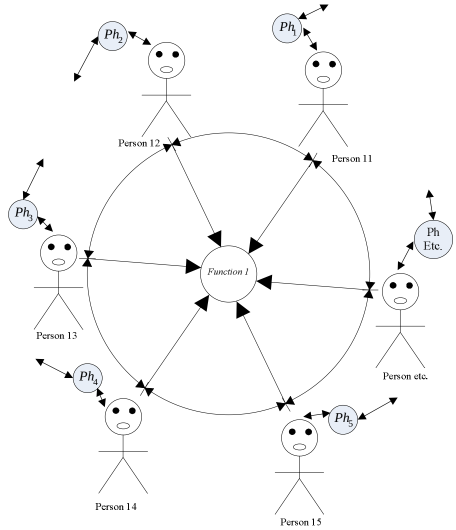
802′. In the past, distance had been used to help manage the stability of $\mathcal{L}(t)$. We have also shown that a reduction of Q has also been used to help manage the stability of $\mathcal{L}(t)$. Now since $\mathcal{L}(t)$ had been managed by d and also by Q, it looks like there is a relationship between d and Q in term of managing $\mathcal{L}(t)$. Here you need to verify that by providing a practical example. In other words, show that there is a relationship between managing $\mathcal{L}(t)$ by d and the managing of $\mathcal{L}(t)$ by Q. You must provide a practical example and show your observation.

803′. We have not understood the principle yet, therefore distance is a factor. In the past, d had been used to help manage the stability of $\mathcal{L}(t)$. Since $u(t) \le Tr\{K_T\}$, we know that there is a relationship between $\mathcal{L}(t)$ and K_T in term of $Tr\{K_T\}$ and other factor. Since d had been used to manage $\mathcal{L}(t)$ and K_T is related to $\mathcal{L}(t)$, show the relationship between d and K_T in term of managing $\mathcal{L}(t)$. You must provide a practical example and show your observation.

804′. By understanding the two exercises above, in term of managing $\mathcal{L}(t)$, we have d is related to Q and also d is also related to $Tr\{K_T\}$ or $Tr\{\overline{K_T}\}$, depend how you look at it. Verify whether or not there is a relationship between Q and K_T or $Tr\{K_T\}$ or $Tr\{\overline{K_T}\}$.

805.By using the representation below





show that by taking distance into consideration, that also reduces philosophy distribution and both preserve and protect the principle. In other words by using your understanding of the physical system, show that by taking distance into consideration that also reduces philosophy distribution and preserves the principle. You can also take it like this, by taking distance into consideration, we also reduce philosophy distribution, grouping, preserve the principle, and protect the principle. While we show to diagrams here, both of them could have been combined as a single diagram. You can treat both of them as a single diagram.

806′. Depend how your workout the above exercise, if you want to, you can workout this one. In the past, d had been used to help manage $\mathcal{L}(t)$. d had also been used to help reduce philosophy distribution, grouping, and the managing of the physical system stability. By taking d into consideration, we both preserve and protect the principle. Verify that by using the equation below

$$S(x)=S_M(xy)+S_L(x)$$, then

$$S(x)\Leftrightarrow \mathcal{L}_d(t)$$

You must provide a practical example in your workout and show your observation. Another way to say it, the physical system equation was given to us in the form below in term of both theory and philosophy.

$$S(x)=S_M(xy)+S_L(x)$$

We know that d had been used to reduce philosophy distribution, grouping, and help manage the stability of both S and $\mathcal{L}(t)$. By relating $S(x)$ and $\mathcal{L}(t)$, we mean $\mathcal{L}_d(t)$, show that by taking distance into consideration, we both preserve and protect the principle. Here you will think of $\mathcal{L}(t)$ in term of $\mathcal{L}_d(t)$.

807.By understanding the relationship of parent and children, verify your understanding of the following statement by providing a practical example. Within the principle itself, our working area is defined. Our working area is defined within the principle.

808′. **Understanding the Principle Related to Communication:** We know that $T = T \cdot K_T$ and K_T is very important to us. From exercise number 795′, we have learned that we have a communication problem since at t_0. The way to look at it, at t_0, Th_1 is given to us in the form of communication. Now if we look at the overall process from t_0 to t_4, we can see that communication is always a factor and it is very important. For instance, at t_0, Th_1 is given or was given in the form of communication. At t_1 feedback is given in the form of communication; the same as at t_2, t_3, and t_4. What is important here; communication is very important to us and the overall process is related to communication. We cannot escape communication; we should always learn the principle of communication.

809′. By understanding the above exercise, let's assume that at t_0, Th_1 is/was given to us by our parent to enable our application. At the same time, we mean at t_0, our application should look something like that $f(x) = Ax$ in the communication domain. For any reason, we have $f(\bar{x}) = A\bar{x}$. Now at t_1, t_2, t_3, and t_4 we get feedbacks from our parent to enable our application to be in the form of $f(x)$. Now show your understanding of Th_1 by providing a practical example in term of $f(x)$ at t_1, t_2, t_3, and t_4. You should look at your application at each time.

Time	Th_1 **Status**	**Feedback**	**Presentation**
t_0	Given	N/A	N/A
t_1	Available and Reinterpreted	1st	1st
t_2	Available and Reinterpreted	2nd	2nd
t_3	Available and Reinterpreted	3rd	3rd
t_4	Available and Reinterpreted	4th	4th

Since at t_1, t_2, t_3, and t_4, Th_1 has been reinterpreted for us, you can provide some explanation of your Th_1 at each time. You can use the table below for more information.

Time	Th_1 **Status**	**Interpretation**	**Your Understanding of** Th_1
t_0	Given	Given	
t_1	Available and Reinterpreted	Reinterpreted	
t_2	Available and Reinterpreted	Reinterpreted	
t_3	Available and Reinterpreted	Reinterpreted	
t_4	Available and Reinterpreted	Reinterpreted	

The table below provides more information about your application by taking the application function into consideration, and all other relevant information.

Time	**Application Function**	**Attempt Count**	**Application Description**	**Interpretation Explanation**
t_0	$f(x)$	1^{st}		
t_1		2^{nd}		
t_2		3^{rd}		
t_3		4^{th}		
t_4		5^{th}		

Now keep in mind that whenever we say a practical example related to Th_1 given at t_0, we mean that you look at your application the first time it executes related to the principle or initial principle that enables your application to execute the first time. In other words, we mean the principle that you learn the first time to execute your application. The principle that your have learned the first time you start working on your application or the first time you execute your application. You can think it as the principle that you have learned to start your application. For instance, to get started, this is the first theorem that I have learned or the first theorem that I learn. To get started at t_0, this is the first thing that I learn. What you learn at t_0 to get started can be considered as Th_1.

Within your application, you can take number of people related to time into consideration. Assume that at t_0 is the first time you execute your application; then by taking number of people into consideration related to time, you can have something similar to the table below.

Time	**Number of People**	$f(x)$ **With People**	**Interpretation Explanation**
t_0	N		
t_1	$N+M$		
t_2	$N+2M$		
t_3	$N+3M$		
t_4	$N+4M$		

The table below is a continuity of the table able

Time	**Number of People**	Th_1 **Status**	**Your Observation**
t_0	N		
t_1	$N+M$		
t_2	$N+2M$		
t_3	$N+3M$		
t_4	$N+4M$		

810′. The physical system is not encouraged to group, once we group; we tend to forget our personal responsibility in life. As an associative system and theory dependable and communication enable, we get together to add a function to life. In this case, we form a group in the form of $G_1(x)$ to add a function to life in the form of $u_1(t)$ in the theory domain, which corresponds to $f(x)=Ax$ in the communication domain. What is important here; in term of complexity, the group itself adds complexity to life.

We know that at t' we will be able to add functions to life without the use of instruments. Now by understanding the overall system and also the importance of reducing complexity of the system, it can be shown at t' as well, there is no need to group to add a function to $\mathcal{L}(t)$. What is important here; if we don't have to group to add a function to life, we also reduce the complexity of life. Since the function of the group is no longer needed, therefore that also reduces complexity. If you want to, you can verify that by providing a practical example. In other words, show that if we can execute our added functions without instruments and also group, we further reduce complexity of $\mathcal{L}(t)$.

811′. By understanding the exercise above, we can see that at t' groups are not longer needed. If you want to, you can verify that by providing a practical example.

812′. By understanding the exercise above, we can see that at t' groups are no needed at all. As we approach t', group will be reduced to 0. we can also say that, $t=t'$, $\forall G=0$. If you want to, you can show that by providing a practical example and show your observation. You can also answer this question. What does that tell you about grouping at $t=t'$ or as we approach t'? The way to look at it, groups must be reduced to 0 at t' in order to reduce complexity of $\mathcal{L}(t)$. As we approach t', groups are not needed, since they are not necessary.

813′. Verify your understanding of the following; at t' we know that there is not need for group and we will not need to group to execute our added functions. We also know that at t', $u_1(t)$ will be executed in the form of $h_1(t)$. Now since there is no need to group, we have at t', $G=0$. We already know before once we approach t' or at t', $\forall G=1$. Here all you need to do, at t', verify your understanding by providing a practical example for both $G=0$ and $G=1$.

814′. We know that at t' we will be able to execute added functions without using instruments. We know that those functions will be executed in the form of

$$u(t)=h(t)$$

We also know that at t' simulated functions do not play. In that mode, we will be very mature and responsible and we will not simulate functions and think about simulating functions. Now if we really understand that mode, we should see that our added functions can only be executed positively. If you want to, you can verify that and show your observation. In other words, at t', $u(t)$ will be executed as needed and when needed and it will be executed and can only be executed in the form of $u(t)$. At t', $u(t)$ cannot be executed in the form of $-u(t)$.

815′. Existing functions are part of our system, we don’t need to learn about their executions, once we do that, we tend to simulate them. At t' we know simulated functions do not play. At t' as well, it will be possible for us to execute $u_1(t)$ in the form of $h_1(t)$. Now let’s assume that it was possible for us to simulate $h_1(t)$ or $h(t)$ or existing functions, what would happen to the system? In other words, let’s assume that at t' it would be possible for us to simulate $h_1(t)$ or $h(t)$, what would happen or would have happened to $\mathcal{L}(t)$?

816′. **Understanding the Power Theorem:** We already know that we can understand the power theorem, but we cannot learn the power theorem. We also know that at t', $\mathcal{L}(t)$ will be related to P_T and we will be operate in different mode. While at t' we will be operate in different mode, but communication will still exist. Now since at t' we will be very mature and responsible, at that time, there will not be communication error. At that time, all communications will be error free. In other words, at t', $\forall x = 1$. Since at t' we will be able to execute functions without instruments, let's assume at t'an added function $u_1(t)$ is needed to solve a problem. Let's assume that in the communication domain, the added function $u_1(t)$ is related to communication function $f(x)$. What is important here, at t' in order for $u_1(t)$ to execute in that mode or in order for $u_1(t)$ be executed without the need of an instrument, $f(x) = Ax$. In other words, for that to happen, the communication that is related to that function must be error free. The way to look at it, at that time a communication that is used to execute a function without instruments and without complexity should always be error free. If you want to, you can verify that by providing a practical example.

817′. By understanding the exercise above, we should realize that a communication that contains error cannot be used to execute a function without the usage of an instrument. In other words, a communication that contains error cannot be used to execute an added function in the form of an existing function. We can also say that, if $x = \overline{x}$, then $u_1(t) \neq h_1(t)$. The same as, if $x \neq \overline{x}$, then $u_1(t) = h_1(t)$. Here $x \neq \overline{x}$ means x contains no error or that communication is error free.

818.By understanding information theory, we know that information is available when it is needed. In relation to the two exercise above, we can observe that communication is possible when it is necessary. In other words, we communicate when it is necessary. By understanding the two exercises above, we know that the aspect of that communication will always be positive. Now what would have happened if it was possible for us to communicate unessesarily at that time?

819′. We know that we develop problems when we interact to each other without using the principle. We know that we develop problem when we interact without using the principle. We need the principle to interact to each other. In the even that we interact without using the principle, we simply develop problems. To better understand the explanation, let's take it like this. The physical system equation was given to us in the form of

$$S(x)=\left(x_1+x_2+\cdots+x_N\right)k$$

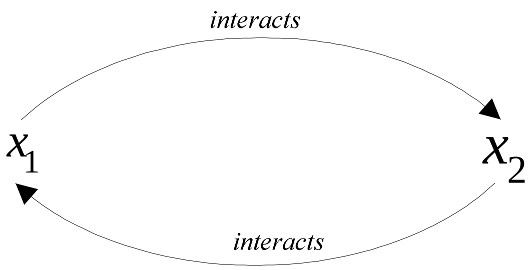
The equation above assumes the understanding of the principle. In the event that we don't understand the principle, then the above equation changes to this one

$$S(xy)=\left(x_1+x_2+\cdots+x_N\right)\left(y_1+y_2+\cdots+y_M\right)$$

Now assume that at t_0, Th_1 is given to us. Let's assume that at t_0 we have something like this.

x_1 $\qquad\qquad\qquad$ x_2

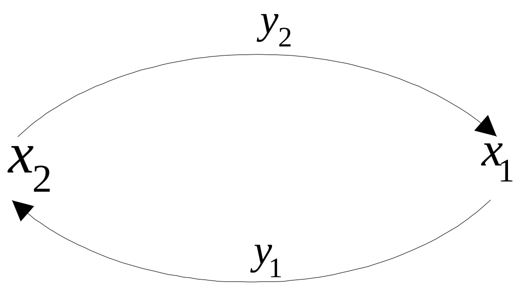
In term of interaction, we have



The diagram above shows that x_1 interacts with x_2, and x_2 interacts with x_1. Now with the absence of the principle, we have something like this.

$$S(xy)=\left(x_1+x_2\right)\left(y_1+y_2\right)$$

In term of interaction, we have



It does not matter the way we look at the diagram above, we could have put x_1 to the left as well. It does not matter the way we draw them. What is important here; we develop problem when we interact to each other without using the principle. All you need to do here, show your understanding of Th_1 related to x_1 interacts with x_2, and x_2 interacts with x_1. We can also say that show your understanding of Th_1 given at t_0 or $Th_1\big|_{t_0}$ related to x_1 interacts with x_2, and x_2 interacts with x_1. You must provide a practical example and show your observation.

820′. Show your understanding of your workout above related to miscommunication. You can think it as show your understanding of your workout above related to K_T or $Tr\{K_T\}$ or $-K_T$ or $Tr\{-K_T\}$. It always depend how you look at it.

821.**Understanding Theory of Educaiton:** We know that our utilization theory is very complex. By now we should have a very good understanding of our utilization theory and also the complexity of our utilization theory. By understanding the complexity of our utilization theory, we should realize that our utilization theory has indeed too much observations. By understanding the complexity of our utilization theory, we have to approach it in careful manner. We have to be very carefult with it, since it is very complex and have too many observations. In term of understanding and learning our utilization theory, we know that it is a natural process and we cannot speed it up. Once we misunderstand that and try to speed up the process, we are going to miss many observations, because there are too many of them. The result will not be positive. Once we try to speed up ourselves in term of learning the principle, we are going to miss many, many observations, since they are too many of them. Since within our utilization teory, the principles are related to each other, once we miss an observation, it is all over again. Since we are a theory dependable system, missing an observation requires us to rely on something else. The way to look at it, since in our utilization theory each principle is connected to each other, once we miss a relationship or observation, we simply miss or break a connection. In other words, once we miss an existing relationship in the form that we think it does not exist or it is not related, it is over. That mistake can prevent us from identifying other relationships or prevent us from moving forward. It is very important for us to understand the learning process of our utilization theory. It is very important for us not to speed up the learning process or take it for granted. Once we try to do that, we simply show we don't know what it is and it is all over again. Just take your time to think about this exercise.

822′. The physical system is theory dependable. We depend on our utilization theory to do what we do. Our utilization theory gives us ideas for our applications. We must always think and depend on our utilization theory. Once we disregard our utilization theory, we rely on our philosophies, which enable us to commit error and develop problems. Verify your understanding of the statement related to Th_1 given at t_0 by providing a practical example.

823′. In order for the word parent to be valid, there must be a limit between the parent and the children. In order for a parent to be valid, there must be a limit between that parent and the children. The word parent does not exist without a limit between the parent and the children. A parent itself does not exist, without a limit between that parent and the children. Verify your understanding of the statement related to Th_1 given at t_0 or $Th_1\big|_{t_0}$ by providing a practical example. You must also show your observation in your workout.

824′. Show the importance of the word parent related to Th_1 given at t_0. This is the same as saying, show your understanding of the importance of the word parent related to Th_1 given at t_0. You must provide a practical example and show your observation.

825′. By understanding exercise number 546′ verify your understanding of the following statement at t' by providing a practical example. We add a function to life, but but we take the existing functions into consideration rather than introducing a new function. In other words, we need to execute $u_1(t)$, but since $h_1(t)$ is already exist, we simply execute $u_1(t)$ in the form of $h_1(t)$, rather than adding a new $u_1(t)$ or a new function to the system.

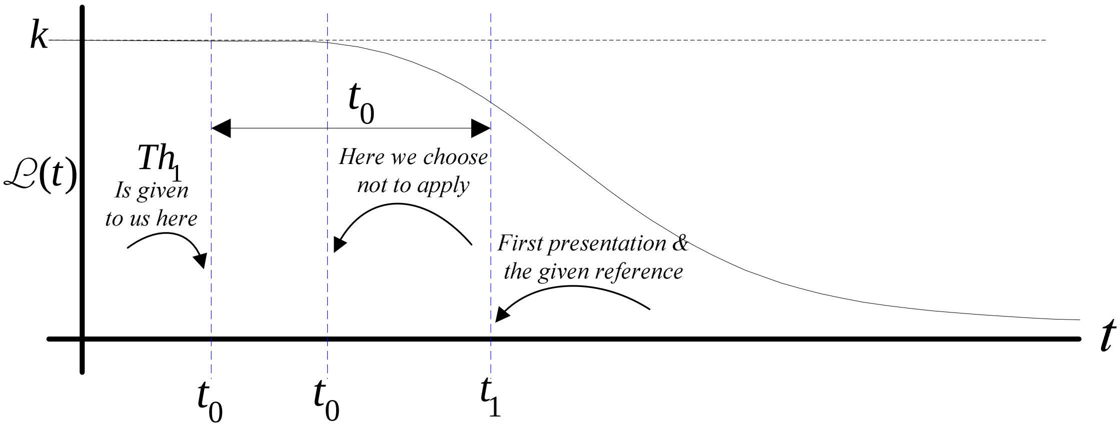
826′. Within a given principle, there exists the communication and the principle itself. Within a given communication, there exist the principle and the communication itself. Show your understanding of the statement related to Th_1 given at t_0.

827′. Show your understanding of Th_1 given at t_0 related to group. This is the same as saying, show your understanding of group related to Th_1 given at t_0.

828′. Show your understanding of philosophy inheritance related to Th_1 given at t_0. This is the same as saying, show your understanding of Δx related to $Th_1\big|_{t_0}$. You must provide a practical example and show your observation.

829′. We have not understood the principle yet, therefore distance is a factor. Within the principle itself our working area is defined. Now at t_0, Th_1 is/was given to us by our parent and we choose not to apply it. Now at t_1, t_2, t_3, and t_4 we receive feedback and additional feedbacks from our parent to alert us to apply Th_1. From your understanding, verify your understanding of Th_1 related to the following statement. We have not yet understood the principle, therefore distance is a factor.

830′. To better understand t_0 related to the stability of $\mathcal{L}(t)$; to better understand $\mathcal{L}(t)$ related to t_0 in term of Th_1 given at t_0, we can look at $\mathcal{L}(t)$ in this form. We know that t_0 is viewed as a range of time. Let's assume that Th_1 is given to us at t_0, then we choose not to apply Th_1. Since t_0 is a range of time, we can look at $\mathcal{L}(t)$ in this form.



the way to look at it, since t_0 is a range of time, we are at t_0 until we hit t_1 or the first presentation.

831′. **Understanding Existing Functions Related to the Physical System:** we can also say that understanding existing functions execution at t' related to the physical system.

We know that at t' we will be very mature and responsible and we will be able to execute added functions in the form of existing functions. Since we will be very mature and responsible at t', we will not simulate existing functions. Simulated functions do not exist at t'. Since at t' we will be able to execute for instance $u_1(t)$ in the form of $h_1(t)$; do we have control of $h_1(t)$ or $h(t)$ at that time? The way to look at it, at t', $u_1(t)$ will execute in the form of $h_1(t)$ to enable the functionality of $\mathcal{L}(t)$. Since $\mathcal{L}(t)$ depends on S at t', $u_1(t)$ will execute in the form of $h_1(t)$ to enable the functionality of S.

Now in term of S having control of $h_1(t)$, let's look at it like this. Assume that $h_1(t)$ is normally executed as $h_1(t)$. If at anytime according to S, $h_1(t)$ executes in the form of $\overline{h_1}(t)$. Then at that time, it will be possible for S to enable $h_1(t)$ to execute as $h_1(t)$. In this case, we can say that it will be possible for S to enable $\overline{h_1}(t)$ to execute as $h_1(t)$. Let's rephrase it again. We know that $h_1(t)$ always executes in the form of $h_1(t)$. Now according to S at a time, $h_1(t)$ executes by itself as $\overline{h_1}(t)$. Keep in mind that here $\overline{h_1}(t)$ is not simulated. Then it will be possible for S to enable $\overline{h_1}(t)$ to execute as $h_1(t)$ or it will be possible for S to adjust the execution of $\overline{h_1}(t)$ to be executed as $h_1(t)$. To better understand the overall exercise, if you want to, you can verify that by using both the life equation and the physical system equation.

832′. By understanding the exercise above, we should realize that while S can adjust $\overline{h_1}(t)$ to execute as $h_1(t)$, nevertheless that does not happen as a result of function simulation. While S may have control of existing functions at t', however those existing functions still execute in their own modes. We cannot simulate them or force them to execute. In other words, those existing functions still execute according to the overall system. From the same exercise above, we should have also observed that; while at t' we will have the ability to execute functions to enable the functionality of $\mathcal{L}(t)$, that does not provide us the opportunity to execute functions to enable the abnormality of $\mathcal{L}(t)$. It is very important to understand that.

833′. Using algebra to show your understanding of group related to functional system stability. This is the same as saying, use algebra to show your understanding of the functional system stability related to group. You might need to think it in the form of existing functions, added functions, and then the functional system itself.

834.**Understanding Theory of Education:** Within the principle itself, the instructor is defined. By understanding the overall feedback process and the presentation of theory, we know that our parent always feedback us trhough an instructor. Since our parent takes the instructor into consideration, the principle also takes the the instructor into consideration as well. When it comes to learning the principle, it is always good to take instructors into consideration as well. Since instructors are defined within the principle and they are included or identified in what we do; since there is a relationship between instructors and our parent, we should also know that instructors are not defined without our parent. In other words, the word instructor is not defined or existed without the word parent. We can also say that, an instructor is not defined without the inclusion of our parent. Just take your time to think about this exercise.

835′. Verify your understanding of Th_1 given at t_0 in term of $\overline{Th_1}$. In other words, you are going to verfy your understanding of Th_1 given at t_0 by thinking it in term of disregarding Th_1 or in term of misapplication of Th_1.

836′. Show your understanding of Th_1 given at t_0 related to application of theory. This is the same as saying, show your understanding of application of theory related to Th_1 given at t_0.

837′. If $f_{T_1} \sim f_{T_2}$, then $T_1 \sim T_2$; verify your understanding Th_1 given at t_0 related to that relationship. This is the same as saying, verify your understanding of the relationship related to Th_1 given at t_0.

838′. Show your understanding of Th_1 given at t_0 related to expandability of theory. This is the same as saying, show your understanding of expandability of theory related to Th_1 given at t_0.

839′. Show your understanding of Th_1 given at t_0 related to portability of theory. This is the same as saying, show your understanding of portability of theory related to Th_1 given at t_0.

840′. Show your understanding of Th_1 given at t_0 related to the λ factor. This is the same as saying, show your understanding of λ factor related to Th_1 given at t_0.

841′. Show your understanding of Th_1 given at t_0 related to importance of theory. This is the same as saying, show your understanding of importance of theory related to Th_1 given at t_0.

842′. Show your understanding of Th_1 given at t_0 related to comparison of theory. This is the same as saying, show your understanding of comparison of theory related to Th_1 given at t_0. This comparison can be viewed in term of philosophy.

843′. Depend how do you workout the above exercise, you can take it as follow. Show your understanding of Th_1 given at t_0 related to both the comparative approach and the fundamental approach. You can think that the comparative approach is related to

y, while the fundamental approach is related to T.

844′. Show your understanding of Th_1 given at t_0 related to presentation of theory. This is the same as saying, show your understanding of presentation of theory related to Th_1 given at t_0.

845′. Show your understanding of Th_1 given at t_0 related to the theory depenadable characteristic of the physical system. This is the same as saying, show your understanding of our theory dependable characteristic related to Th_1 given at t_0.

846′. Show your understanding of Th_1 given at t_0 related to interpretation of theory. This is the same as saying, show your understanding of interpretation of theory related to Th_1 given at t_0.

847′. Show your understanding of Th_1 given at t_0 related to the physical system. This is the same as saying, show your understanding of the physical system related to Th_1 given at t_0.

848′. Show your understanding of Th_1 given at t_0 related to system and system relationship. This is the same as saying, show your understanding of system and system relationship related to Th_1 given at t_0.

849′. Show your understanding of Th_1 given at t_0 related to function and system relationship. This is the same as saying, show your understanding of function and system relationship related to Th_1 given at t_0.

850′. Show your understanding of Th_1 given at t_0 related to difference between theory and philosophy. This is the same as saying, show your understanding of the difference between theory and philosophy related to Th_1 given at t_0.

851′. Show your understanding of Th_1 given at t_0 related to the communication enable characteristic of the physical system. This is the same as saying, show your understanding of our communication enable characteristic related to Th_1 given at t_0.

852′. Show your understanding of Th_1 given at t_0 related to theory of communication. This is the same as saying, show your understanding of application of theory of communication related to Th_1 given at t_0. Depend how your look at it at first, you can take it as your understanding of Th_1 given at t_0 related to communication or your understanding of communication related to Th_1 given at t_0.

853′. Show your understanding of Th_1 given at t_0 related to the power theorem. This is the same as saying, show your understanding of the power theorem related to Th_1 given at t_0.

854′. Show your understanding of Th_1 given at t_0 related to our utilization theory. This is the same as saying, show your understanding of our utilization theory related to Th_1 given at t_0.

855′. Show your understanding of Th_1 given at t_0 related to the self controllable characteristic of the physical system. This is the same as saying, show your understanding of our self controllable characteristic related to Th_1 given at t_0.

856′. Show your understanding of Th_1 given at t_0 related to the given reference $\mathbb{R}$. This is the same as saying, show your understanding of the given reference $\mathbb{R}$ related to Th_1 given at t_0.

857′. Show your understanding of Th_1 given at t_0 related to information theory. This is the same as saying, show your understanding of information theory related to Th_1 given at t_0.

858′. Show your understanding of Th_1 given at t_0 related to instrumentation theory. This is the same as saying, show your understanding of instrumentation theory related to Th_1 given at t_0.

859′. Show your understanding of Th_1 given at t_0 related to theory of marketing. This is the same as saying, show your understanding of theory of marketing related to Th_1 given at t_0.

860′. Show your understanding of Th_1 given at t_0 related to the exchange system theory. This is the same as saying, show your understanding of the exchange system theory related to Th_1 given at t_0.

861′. Show your understanding of Th_1 given at t_0 related to the work theory. This is the same as saying, show your understanding of the work theory related to Th_1 given at t_0.

862′. Show your understanding of Th_1 given at t_0 related to the gaming theory. This is the same as saying, show your understanding of the gaming theory related to Th_1 given at t_0.

863′. Show your understanding of Th_1 given at t_0 related to the associativity characteristic of the physical system. This is the same as saying, show your understanding of our associativity characteristic related to Th_1 given at t_0.

864′. If you wan to, show your understanding of communication related to all presentation and Th_1 given at t_0. In other words, you need to show your understanding of communication related Th_1 given at t_0 and also the presentation at t_1, t_2, t_3, and t_4. You can provide a practical example if you want to and show the importance of communication overall from t_0 to t_4.

865′. We know that $T+T=T$ not $2T$ and $T \cdot T=T$ not T^2; show your understanding of the statement related to Th_1 given at t_0. This is the same as saying, show your understanding of $Th_1\big|_{t_0}$ related to $T+T=T$ not $2T$ and $T \cdot T=T$ not T^2.

866′. Refer to exercise number 783′ and verify your understanding of your workout related to Th_1 given at t_0. This is the same as saying, sow your understanding of Th_1 given at t_0 related to change of generation.

867′. Show your understanding of Th_1 given at t_0 related to d. This is the same as saying, show your understanding of d related to Th_1 given at t_0.

868′. Verify your understanding of Th_1 or Th_1 interpretation related to the following presentations. At t_0 we assume that Th_1 is given or Th_1 status as given.

Time	Th_1 Status	Explanation
t_0	Higher or Highest	Th_1 is given as is to the highest level
t_1	High	Th_1 is interpreted to a higher level
t_2	Low	Th_1 is interpreted to a low level
t_3	Lower	Th_1 is interpreted to a lower level
t_4	Lowest	Th_1 to the lowest level

Provide your understanding of each case and show your observation. In your workout, if you want to, you can provide a practical example for each case.

869′. By understanding the exercise above, what does that tell you about the presentation at t_4. Provide some explanation in your workout and show your observation.

870′. At t' we will be able to execute added functions without using instruments. Since those functions will be able to execute without using instruments, $\frac{dI}{dT}$ or derivative will no longer exist at t'. Since we have already work harder to get to our destinationa, at t' we will work minimal. By understanding the explanation, $\frac{dI}{dT}$, the process of getting to t', and work to get to t', show your understanding of the difference between a domain transformation and a derivative.

871′. Show your understanding of your workout above related to the complexity of $\mathcal{L}(t)$. This is the same as saying, show your understanding of the complexity of $\mathcal{L}(t)$ related to your workout of the exercise above.

872′. The physical system is theory dependable. We always think about our utilization theory. Since

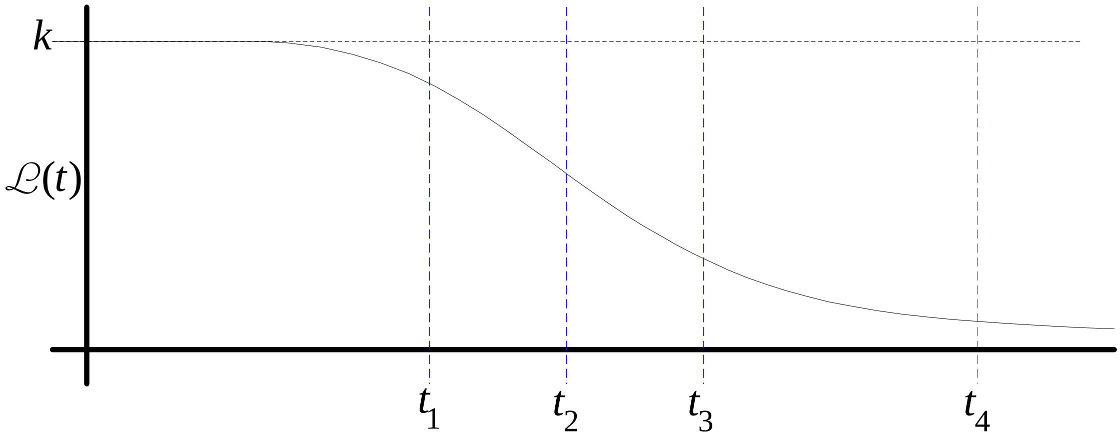
$$S = U_T$$

When we see each other, we think about U_T rather than S. That makes sense, since U_T provides us information about S. In the event that we don't think about U_T and think directly about S, it is possible for us to think negatively when we see each other. We can also say, once we disregard our utilization theory and think about something else, we simply develop problem. Here verify your understanding of the explanation related to Th_1 given at t_0 in term of generated philosophy. In other words, show your understanding of the explanation related to Th_1 given at t_0 in term of y.

873.**Understanding Theory of Education:** In order to compare two entities, those entities must be comparable. In order to compare an entity, that entity must be comparable. During the process of education, we learn about a given principle. Since the aspect of an entity depends on that entity, during that process, we learn about the aspect of that given principle. Since the information about an entity depends on that entity, during the process of education, we learn information about a given principle. Since the aspect of that given principle depends on that principle, during the process of education, we learn about the aspect of that given principle, but not comparative. Since the information about that given principle depends on that principle, during the learning process, we learn information about that given principle, but not comparative. In other words, the process of education allows us to learn a given principle, but not in a comparative approach. The process of education or theory of education, does not take comparative into consideration. The process of education does not have anything to do with comparative. Once we try to include comparative into the process, we simply show that we don't know what we are doing. Once we try to include comparative into the process, we simply show that we don't know what education or theory of education is. Once we try to include comparative into the process, we simply show we don't know anything about the process of learning and that always results to error, which develops problems. The process of education or theory of education enables us to learn a given principle, based on what it is, but not based on comparative. The process of education enables us to learn a given principle, based on the aspect of that principle, but not based on comparative. The aspect of an entity depends on that entity, but not on comparative. The information about an entity depends on that entity, but not on comparative. Just take your time to think about this exercise.

874′. By understanding the above exercise, since $U_T = 1$ and E_T is part of U_T or simply $E_T \in U_T$; if you want to, show that E_T is not comparable or E_T does note take comparative into consideration.

875′. The information about an entity depends on that entity, but not on us. The information about an entity depends on that entity and cannot be adjusted. The functional system depends on our utilization theory, U_T; where is given to us. Our utilization theory U_T, provides us information about both the physical system S and the functional system $\mathcal{L}(t)$. Since we have been having an entity identification problem, we have not been able to identify U_T and learn it to understand both S and $\mathcal{L}(t)$, to enable the functionaliby of both S and $\mathcal{L}(t)$. By having an entity identification problem, we also have a relationship roblem. If we cannot identify two entities, it is not possible for us to identify relationships between them. For that reason, we have been provided with many feedbacks from our parent at a time they are guaranteed by $\mathcal{L}(t)$, to enable us to identify U_T and understand both S and $\mathcal{L}(t)$. For instance, at t_1, we have presentation one and the given reference $\mathbb{R}$. At t_2 we have the second presentation, while at t_3 and t_4 we have the third and the fourth presentation. What is important here; since U_T is very complex and we have an entity identification problem, it is always better for us not to know the structure of U_T. Since U_T is very complex by having too many relationships, it is always good for us not to know the structur of U_T. Since U_T is very complex and has too many observations, it is always good for us not to know the structure of U_T. By knowing the structure of U_T, we simply put ourselves into more troubles in term of learning U_T. It would have been better for us to get to t' from t_1, t_2, and t_3 rather than from t_4. While the presenatation at t_4 enables us to understand the structure of the given set, however since U_T is too complex and we hae a relationship problem, it would have been better for us to learn U_T without knowing the structure of U_T. By knowing the structure of U_T, we simply put ourselves into more trouble in term of learning U_T. Since we come down too low at t_4, we do not have any other option, but to learn about U_T related to the structure of U_T. By understanding $\mathcal{L}_d(t)$ and the presentation at t_1, t_2, t_3 and t_4 as shown by the graph below.



By understanding that U_T is very complex and has too many relationships, show that it would have been better for us in term of learing U_T to get to t' from t_1, t_2, and t_3 without getting to t_4 to learn about the structure of U_T. This exercise requires a very good understanding of U_T. You don't have to do it if you don't want to; you can simply skip it. You can also take this exercise as an extension of understanding theory of education.

876′. Within a given communication, there exists the communication and the principle itself. Within a given principle, there exits the principle and the communication itself. Let's assume that at t_0, Th_1 is given to us in the communication domain. Since Th_1 is disregarded at t_0, it is being viewed as $\overline{Th_1}$. By understanding the relationship between the communication domain and the theory domain, we can see that in term of $\overline{Th_1}$, error is also reported in the communication domain. What is important here; the application of $\overline{Th_1}$ or the missaplication of Th_1 is being reported in the communication domain as well. Verifty your understanding of Th_1 in the communication domain and $\overline{Th_1}$ in the same domain.

877′. At t', $\mathcal{L}(t)$ will be related to the power theorem P_T. At the same time, we will be able to execute added functions of life without using instruments, where those functions $u(t)$ will be executed in the form of $h(t)$. We also know that at t', we will not work hard. In this case, we will have minimal works to do. By undestannding that, we can see that if an added function $u_2(t)$ is needed, then we can execute that function with minimal work. By understanding the explanation and also exercise number 673′, verify your understanding of the term minimal work related to power theorem P_T. By understanding your workout, you may be able to think that the power theorem P_T, looks like a theorem itself. If you want to, you can verify your understanding of that statement as well.

878′. From exercise number 762′, we have shown that

$$\mathcal{L}_u(t) = \mathcal{L}(t)\Big|_{t_4}^{t'} + \mathcal{L}(t)\Big|_{t'}$$

Show that

$$\mathcal{L}(t)\Big|_{t_4}^{t'} = \sum \tfrac{\Delta G}{\Delta t}$$

Once you complete the part above, you may need to show the one below if you want to.

$$\begin{aligned}\mathcal{L}_u(t) &= \mathcal{L}(t)\Big|_{t_4}^{t'} + 1\\ &= \sum \tfrac{\Delta G}{\Delta t} + 1\end{aligned}$$

In this case, you will show that

$\mathcal{L}(t)\Big|_{t'} = 1$; where 1 means unity

You can also extend you workout by providing more information on the form below after showing it.

$$\begin{aligned}\mathcal{L}(t)\Big|_{t_4}^{t'} + \mathcal{L}(t)\Big|_{t'} &= \sum \tfrac{\Delta G}{\Delta t} + 1\\ \mathcal{L}_u(t) &= \sum \tfrac{\Delta G}{\Delta t} + 1\\ \mathcal{L}_u(t) &= 1\end{aligned}$$

879′. We know that at t' we will be at 100% stability and we will be very mature and responsible. At the same time, we will be able to execute added functions $u(t)$ in the form of $h(t)$ without using any instrument. Let's assume that $u(t)$ is related to $f(x)$ in the communication domain, where x is always error free as stated in exercise number 816′. Now since at t', $\mathcal{L}(t)$ will be related to P_T, by understanding the overall explanation up to here, we can quickly see that P_T takes

K_T into a higher level. If you want to, you can verify that here. In other words, show that at t' the power theorem takes theory of communication into a higher level by providing a practical example. This is the same as saying that, show that P_T takes K_T to a higher level by providing a practical example. You must show your observation in your workout.

880′. We know that $\mathcal{L}(t)\big|_{t_0}$ is equivalent to $\mathcal{L}(t)\big|_{t'}$. Let's assume that Th_1 was given or is given to us at t_0 to enable the functionality of $\mathcal{L}(t)$. The disregarding of the application of Th_1 at some point of time at t_0 enables $\mathcal{L}(t)$ to become $\mathcal{L}_d(t)$. In other words, the disregarding of Th_1 at some at t_0 enables $\mathcal{L}(t)$ to become $\mathcal{L}(t)$ downhill. Because of that—because of disregarding of Th_1 at t_0, we receive feedback from our parent at t_1 and the given reference $\mathbb{R}$. By understanding the overall explanation, we can see that at t_0, Th_1 was given to us but not $\mathbb{R}$. Until we get to t_1, then $\mathbb{R}$ was given to us. In other words, at t_0 we received principles from our parent, but not the given reference. Then when we get to t_1, we received feedback from our parent and the given reference $\mathbb{R}$. By understanding the overall explanation, verify that it was not important for $\mathbb{R}$ to be given to us at t_0. This is the same as saying that, show that it is not important for $\mathbb{R}$ to be given to us at t_0. You must provide a practical example and show your observation.

881′. We know that at t', $\mathcal{L}(t)$ will be related to P_T. At the same time, $u(t)$ will be executed in the form of $h(t)$. Since P_T is a higher level theory, P_T itself does not take errors into consideration. In other words, the application of P_T does not take errors into consideration. In this case, the functions that execute related to P_T at t', will be executed without errors. That makes sense, since at t' we will be very mature and responsible and we have already learned the principle; we have learned it completely and we will apply it without errors. Now since P_T does not take pens, papers, books, and other related entities into consideration, in term of modeling, P_T itself does not take those entities or any other related into consideration. That makes sense, since P_T or the application P_T does not take errors into consideration. Now by understanding that, since P_T does not take errors into consideration, P_T itself does not take modeling into consideration as well. Since P_T is so high, P_T still considers modeling as a lower level. We can also say that, the power theorem is too high, it does not take those entities into consideration. In term of functions execution, assume that we need to execute $u(t)$, we simply execute $u(t)$ with P_T without modeling. In this case, $u(t)$ is executed in the form of $h(t)$. Here all you need to do, verify your understanding of application modeling of $\mathcal{L}(t)\Big|_{t_4}^{t'}$ and $\mathcal{L}(t)\Big|_{t'}$. In other words, you are going to verify your understanding of application modeling by providing a practical example before t' and at t'.

882′. Show your understanding of your workout above related to the complexity of $\mathcal{L}(t)$. In this case, within your workout you are going to verify whether or not modeling adds complexity to $\mathcal{L}(t)$. Since at t' we want to have no complexity, in this case, P_T itself does not require to add complexity to $\mathcal{L}(t)$. You can also answer this question; determine whether or not modeling or the modeling process also adds complexity to $\mathcal{L}(t)$?

883′. In relation with $f(x)$ and $u(t)$, if x must be error free in order for $u(t)$ to execute in the form of $h(t)$ or without the usage of an instrument, what does that tell us about communication in relation to our parent? We can also say that, in relation to our parent, what does that tell us about theory of communication? We can also say that, in relationship with our parent and us, what doe that tell us about communication?

884.**Understanding Theory of Education:** By understanding exercise number 881 and 881′, we can see that the higher level theories do not take modeling into consideration. Those theories still considered that the process of modeling is a lower level. The process of modeling is too low to be considered by those theories. Just take your time to think about this exercise.

885′. Using algebra to how your understanding of parent and children related to communication. This is the same as saying, show your understanding of parent and children related to theory of communication. You can also think it as verify your understanding of parent and children relationship related to communication.

886.From exercise number number 783 and 783′, because of error it is possible and necessary for us to have change of generation. In other words, the negative philosophies that we generate make it necessary for us to have change of generation. Now to enable us to learn the principle in order for the functional system to function normally, we have received multiple feedbacks from our parent. Once we misinterpret those presentations, we then received additional feedbacks. What is important here? In term of additional feedbacks we receive from our parent that take multiple generations, it looks like there is a similarity between those feedbacks and the change of generation. In other words, while it is necessary for us to have change of generation because of errors, it is also necessary for us to receive multiple feedbacks from our parent in term of generation as well, because of error in our interpretations of those feedbacks. Here think about the relationship between those two. We mean think about the relationship change of generation and multiple feedbacks. Again, you don't have to work it out; just think about it.

887.By understanding the exercise above, what does that tell you about errors that we commit and problems that we develop. By understanding the overall system including the physical system and the functional system, it looks like the overall system is very sensitive to error and does not take error into consideration. Any error that we commit enables the overall system to be adjusted and functions abnormal. Verify your understanding of that statement and elaborate.

888′. Verify your understding of $\overline{x}$ related to Th_1 given at t_0. You can think it as verifying your understding of Th_1 given at t_0 in term of $\overline{x}$.

889′. Show your understanding of Th_1 given at t_0 related to $\mathcal{L}(t)$. In this case, you can think it as $\overline{Th_1}$ related to $-\mathcal{L}(t)$. We can also say tha the disregarding of the application of Th_1 at t_0 enables $\mathcal{L}(t)$ to become $-\mathcal{L}(t)$.

890′. Show your understanding of the following entities related to Th_1 given at t_0: reduction of Q, the distance entity d, and the change of generation. You may also look at the relationship between then or approach your workout in term of the relationship between them.

891′. Verify your understanding of personal responsibility related to Th_1 given at t_0. We can also say that show your understanding of Th_1 given at t_0 related to personal responsibility.

892′. Show your understanding of independency of theory related to Th_1 given at t_0. We can aso say that verify your understanding of Th_1 given at t_0 related to independency of theory.

893′. In any problem that we develop, the actual error that gives rise to the problem or causes the problem happens before the atual problems. Verify your undertnading of that statement related to Th_1 given at t_0 in term of misapplication of Th_1.

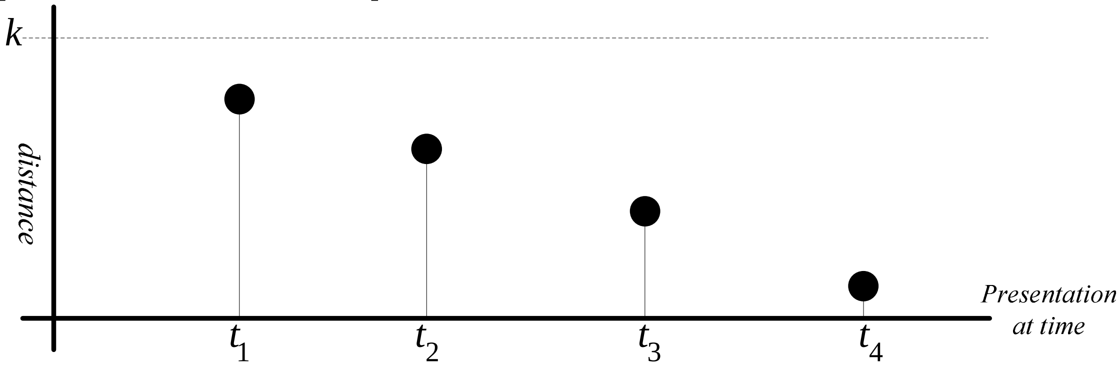
894.Show your understanding of parent and children related to information. This is the same as saying, show your understanding of parent and children related to information theory. You can also think it as the relationship of parent and children related to information.

895′. **Understanding Theory of Education:** We can also say understanding theory of education related to presentation of teory or understanding theory of educaton related to presentation of theory in term of the fourth presentation.

We know that theory of education has it roots from our parent. The process itself enables us to learn principle that we did not know already. In term of our parent, the process itself enables us to learn the principle from our parent or our parent principle. In term of presentation of theory, by disregarding Th_1 given to us at t_0, we get A' at t_1. Where we have to learn A' at t_1 to enable our system to function normally. The same as, by disregarding $A'|_{t_2}$ and $A'|_{t_3}$, we get $A'|_{t_4}$ to help us learn and understand our utilization theory to enable $\mathcal{L}(t)$ to function normally. Now by understanding presentation of theory related to our level of understanding, we already know that our level of understanding drops related to given presentations. That makes sense to enable us to understand the presented theory; it has to be presented in a level or in a way we can understand it at a time it is presented to us.

The way to look at it, by disregarding Th_1 given to us at t_0, in order to get to stability we have to learn the principle presented to us from our parent. For instance, by disregarding $Th_1|_{t_0}$, then we get to t_1, we have to learn $A'|_{t_1}$ in order to get to t'. By disregarding $A'|_{t_1}$, we have to learn $A'|_{t_2}$ in order to get to t'. By disregarding $A'|_{t_2}$, we have to learn $A'|_{t_3}$ in order to get to t'. By disregarding $A'|_{t_3}$, we have to learn $A'|_{t_4}$ in order to get to t'. What is important here; everytime we disregard a presentation, we drop farther and we have more to learn, where we did not need to learn them, if we did not disregard them. It would have been nice for us to operate without that learning process, but since we have been disregarding the principle given to us and the ones presented to us, we have no choice, but to learn the principle presented to us at t_4 in order to get us to t' or stability. It is very important to understand the overall process and how it is related to us and the functional system.

896′. **Understanding Presentation of Theory:** By understanding the exercise above, we should quickly realize that, once we disregard what our parent tells us to do, we have more to learn at another time in order to do that to get to normal. By not disregarding that, we did not need to learn that. For instance at t_0, we disregard what our parent tells us, then we get to t_1. Then at t_1, we still disregard what our parent tells us to do, then we get to t_2. At t_2 and at t_3, we still disregard what our parent tells us to do, then we get to t_4. What is important here; everytime we disregard what our parent tells us, we have more to learn to get to our parent. At the same time, we become farther from our parent. To better understand what we have just said, let's looke at the graph below to see the relationship between us and our parent related to distance and presentations.



The way to look at it, as we keep disregarding what our parent tells us to do, we become farther and much farther from our parent. At the same time, we have to learn more to get to our parent and get closer to our parent. Now in term of learning what our parent tell us to do and disregarding it, related to the presentation at t_4 in term of learnig the principle. Let's assume that our parent tells us to something, we don't do it and we ask why we have to, rather than doing it. What is important here; the why question that we ask, takes time to answer. We did not need to learn extrat to answer that question, if we had simply did what our parent told us. We did not need to learn why, if we had simply did it. The answer of the why question simply takes time, and we did not need to do that. Related to the exercise above, we can see that the presentation at t_4 enables us to answer why we have to do what our parent tells us to do. At the same time, we have to learn more to get to t' or closer to our parent. Where we did not need to if we have done what our parent asked us to do earlier. It is very important to understand the overall process and the time it takes. Just take your time to think about this exercise.

897′. Use algebra to verify your understanding of the execise above or the following statement by provding a practical example. As we disregard what our parent tells us to do, we simply move a way from our parent. Using algebra to work out this exerscise by providng a practical example.

898′. By understanding your workout of the exercise above and also the term domain transformation, verify why it is not possible at this time for us to execute $u_1(t)$ in the form of $h_1(t)$. In other words, by understanding the term domain transformation, you are going to verify why it is not possible for us at this time to execute added functions of life in the form of existing functions.

899′. Show your understanding of the similarity and the difference between $\mathcal{L}(t)\big|_{t_0}$ and $\mathcal{L}(t)\big|_{t'}$. In this case, you can view it in term of the relationship between $\mathcal{L}(t)$ and S.

900′. By understanding exercise number 762′, let's assume that it does not matter wheter number exists or not. What is important; is our ability to recognize entities that we identify and understand them. By understanding what we have just said, let's assume that our utilization theory U_T is understood and each theory inside U_T is also understood. In this case, we have

$$U_T = \{K_T, P_T, E_T, i_T, I_T, G_T, Es_T, M_T, W_T, X_T\}$$

The way to look at it, $\forall T$ listed above belongs to U_T. In this case, we can say that $\forall T \in U_T$; so does $K_T \in U_T$, $P_T \in U_T$ and so forth. Since U_T is very complex, so does $\mathcal{L}(t)$, it takes time for us to understand the theories that include in U_T to enables us to understand $\mathcal{L}(t)$. We can also say that, because of complexity of U_T, it takes time for us to learn U_T to enable us to understand $\mathcal{L}(t)$.

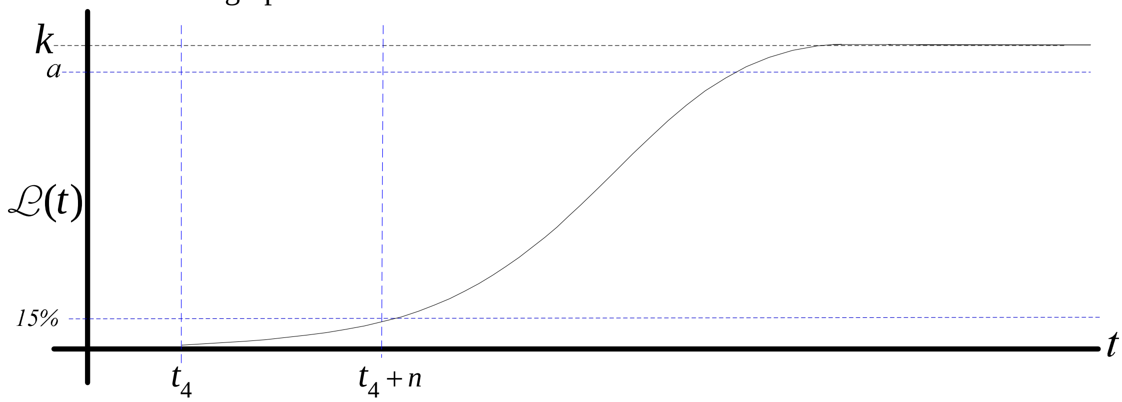
Now in term of learning U_T, since U_T itself takes scaling into consideration in term of our understanding of U_T, our approach of U_T related to time enables us to understand U_T in a form where the entities inside U_T can be scaling related to time in term of our understanding as well. In other words, since U_T takes scaling into consideration, related to time, it is possible for us to approach U_T, where at the beginning we start to understand some basic elements of U_T and takes that understanding higher to enable us to further understand U_T.

Now since U_T is very complex because is has too many observations, it is not possible for us to learn U_T in a small or short time of frame. Since $\mathcal{L}(t)$ depends on all of us, all of us must learn U_T to enable the stability of $\mathcal{L}(t)$ or the normal functionality of $\mathcal{L}(t)$. The fact that U_T is very complex and it is not possible for us to learn it complelty in a short time frame, our learning of U_T takes many, many generations. In other words, the complexity of U_T enables us to learn U_T completely in multiple generations. That makes sense, since $\mathcal{L}(t)$ is natural, and $\mathcal{L}(t)$ depends on U_T, the learning of U_T is also a natural process. While the learning of U_T or the process of learning U_T does not take time into consideration, however that process cannot be speeded up, since it happens naturally. In other words, by providing impotance to U_T, it is possible for us to learn U_T naturally, where it takes many generations for us to learn it completely.

By understanding the paragraph above, since $\mathcal{L}(t)$ depends on U_T, we can see that as we learn U_T and understand it and apply it, we should observe change in $\mathcal{L}(t)$. In term of change in $\mathcal{L}(t)$, let's assume that it is possible for us—of course it is possible—to monitor $\mathcal{L}(t)$ related to our understanding of U_T; in this case we both monitor our understanding of U_T and also $\mathcal{L}(t)$. Now in term of our understanding of U_T, we already know that our understanding of U_T takes scaling into consideration. By taking generations into consideration in term of learning U_T—we mean scaling of the entities inside U_T based on our understanding—it is possible for us to monitor each entity inside U_T related to our understanding. Now in term of entities inside U_T, let's assume that $T_1 \in U_T$, $T_2 \in U_T$, $T_3 \in U_T$ and so forth. Since U_T takes scaling into consideration, by understanding T_1 at specific time, now T_1 is already understood, where next time we move to T_2. The way to look at it, assume that at $t_4 + 5$, T_1 is understood completely, then at $t_4 + 6$ we can move on to T_2, where T_1 is already been absorbed. By understanding the overall explanation up to here, all you need to do—by having a very good understanding of U_T—verify what theory will be absorbed first in term of our understanding related to generations. You must provide a practical example and show your observation. This exercise requires a very good understanding of S, U_T, and $\mathcal{L}(t)$. In this case, you can think it as the lowest scaling element of U_T. Absorbing this set of principle may mean to you tremendous archievement in understanding this set of principle.

901′. From exercise number 793′, we have learned and shown that $d > z_1 + z_2$. In other words, from the indicated exercise, we have learned and shown that the drop from t_3 to t_4 is much greater than the drop from t_1 to t_2 and from t_2 to t_3 combined. Form the exercise above, we have identified the lowest element of U_T. In other words, from the above exercise we have identified the element of U_T we will absorb first as we starting learning and applying U_T.

Now let's assume that as we starting learning U_T, we start at t_4. Since we have been going down so low, it will take time for us to gain to some value of k as we have learned an shown from the exercise above. Let's assume that from t_4 as we go uphill, we gain relatively 15% of k. This value can be written in the form of $15\%k$ or $0.15k$. The way to look at it, at 15% of k, we expect to absorb the lowest element of U_T. In this case, we have already learned fully that element and made tremendous progress in applying it. To better understane the explanation, let's take a look of the graph below.



From the graph above, $t_4 + n$ is considered to be a time we will absorb the lowest element of U_T. At that time, we expect to be at 15% of k practically. What is important here; ak is considered to be a constant value at the first presentation. In this case, we can say that $A'\big|_{t_1} \Leftrightarrow ak$ or $\mathcal{L}(t)\big|_{t_1} \Leftrightarrow A'\big|_{t_1}$ or $\mathcal{L}(t)\big|_{t_1} \Leftrightarrow A'\big|_{t_1} \Leftrightarrow ak$. What is important here; since from exercise number 793′, we have been learning the drop from t_1 to t_2 and from t_2 to t_3 and from t_3 to t_4, that 15% may well be represented the value of k up to ak. In other words, rather than look at that 15% as the vaue of k, we can think it rather as the value of a or a value of k up to ak. By understanding the overall explanation, verify your understanding of the 15% of ak or 15% of a and determine why it is better to think that 15% of a rather than 15% of k. While we use the number 15% here, it is only an number. You can choose any number you want like 10% or fractional like $\frac{1}{8}$ etc.

902′. Show your understanding of the following entities related to A': t_1+35, t_2+20, t_3+15, t_4+1. If you want to, you can provide a practical example and show your observation. This is the same as saying that, show your understanding of A' related to t_1+35, t_2+20, t_3+15, t_4+1.

903′. We have identified and learned about the following presentations

$A'\big|_{t_1}$, $A'\big|_{t_2}$, $A'\big|_{t_3}$ and $A'\big|_{t_4}$. Keep in mind that all of them are considered to be higher level presentations and the interpreted theory A still remains the same and does not change. Now to enable us us to understand the presented theory at the time it is presented to us, it has to be interpreted relatively to our level of understanding. By understanding what we have just said relatively to the presentations listed above, we have

$$A'\big|_{t_1} > A'\big|_{t_2} > A'\big|_{t_3} > A'\big|_{t_4}$$

What is important here; as we are waiting for our level of understanding to go lower to accept a given presentation, at the same time $\frac{\Delta L}{\Delta t}$ is going up. As we come lower and wait for a given presentation, at the same time we lost more. The functional system continues to decline faster. To better understand the overall explanation, show that the lower the presentation, the higher $\frac{\Delta L}{\Delta t}$. In other words, as $A'\downarrow$, $\frac{\Delta L}{\Delta t}\uparrow$. In this case, it is possible for us to show it like this for instance. At t_1 we have $A'\big|_{t_1}$, where $\frac{\Delta L}{\Delta t}$ at that time is considered to be much lower thant at t_2, where we have $A'\big|_{t_2}$. Overall, we can look at it as shown by the table below.

Presentations	$\frac{\Delta L}{\Delta t}$ **Status**
$A'\big\|_{t_1}$	High
$A'\big\|_{t_2}$	Higher

$A'\big\vert_{t_3}$	Much Higher
$A'\big\vert_{t_4}$	Much, Much Higher

The way to look at it, as we come down and wait for a presentation to satisfy our understanding, $\frac{\Delta L}{\Delta t}$ goes up. In this case we have

$$A'\big|_{t_1} > A'\big|_{t_2} > A'\big|_{t_3} > A'\big|_{t_4} \text{ while}$$

$$\frac{\Delta L}{\Delta t}\bigg|_{t_1} < \frac{\Delta L}{\Delta t}\bigg|_{t_2} < \frac{\Delta L}{\Delta t}\bigg|_{t_3} < \frac{\Delta L}{\Delta t}\bigg|_{t_4}$$

You are going to verfy the two relationships above for each presentation by providing a practical example. You can also think it as

$$A'\big|_{t_1} > A'\big|_{t_2} > A'\big|_{t_3} > A'\big|_{t_4} \text{ but } \frac{\Delta L}{\Delta t}\bigg|_{t_1} << \frac{\Delta L}{\Delta t}\bigg|_{t_2} << \frac{\Delta L}{\Delta t}\bigg|_{t_3} << \frac{\Delta L}{\Delta t}\bigg|_{t_4}$$

If you want to, you can also work it out like this or think it like this. While,

$$A'\big|_{t_4} << \left\{A'\big|_{t_1} + A'\big|_{t_2} + A'\big|_{t_3}\right\} \text{ but } \frac{\Delta L}{\Delta t}\bigg|_{t_4} >> \left(\frac{\Delta L}{\Delta t}\bigg|_{t_1} + \frac{\Delta L}{\Delta t}\bigg|_{t_2} + \frac{\Delta L}{\Delta t}\bigg|_{t_3}\right)$$

904′. By understanding your workout of the exercise above, you will need to answer this question by working it out. What does have to do with the presentation at t_4? What does have to do with $A'\big|_{t_4}$?

905′. **Understanding Theory of Education:** We can also say Understanding Presentation of Theory or Understanding Interpretation of Theory, which is also an extension of Understnading Theory of Education.

Since $f_{A'} = f_A$, in this case, the theory that needs to be understood is A. Since the level of A can be increased and the level of A' can be decreased; if it is necessary and when it is necessary, it may be possible to increase the level of A' to enable the understanding of A. Just take your time to think about that.

906′. **Understanding Theory of Education:** We can also say Understnading Presentation of Theory, which is also an extension of Understanding Theory of Education.

By understanding the exercise above, it is also good to know that. While the level of

A' can be decreased to satisfy a level of understanding, the level of A' can also be increased to satisfy a level of understanding. In this case, it is always better to say it like this. While the level of A' can be decreased to satisfy a level of understanding, the level of A' can also be increased to satisfy another level of understanding. Just take your time to think about it.

907′. Show your understanding of the term change of generation related to disregarding Th_1 given at t_0. This is the same as saying that show your understanding of $\overline{Th_1}\Big|_{t_0}$ —the misunderstanding of Th_1 given at t_0 or $Tr\left\{\overline{Th_1}\right\}$ related to change of generation. This exercise requires a very good understanding of Th_1 and U_T and also the physical system S.

908′. Show your understanding of the following expression

$$A'\Big|_{t_1} \sim A'\Big|_{t_2} \sim A'\Big|_{t_3} \sim A'\Big|_{t_4}$$

The way to look at it, the theory presented at t_1 is similar to the theory presented at t_2, where the theory presented at t_2 is similar to the theory presented at t_3 and the theory presente at t_3 is similar to the theory presented at t_4. The above expression can also be written in the form of

$$A' = A'\Big|_{t_1} \sim A'\Big|_{t_2} \sim A'\Big|_{t_3} \sim A'\Big|_{t_4} \text{ or } A' = \left\{A'\Big|_{t_1} \sim A'\Big|_{t_2} \sim A'\Big|_{t_3} \sim A'\Big|_{t_4}\right\}$$

or in the form below

$$A' = \left\{A'\Big|_{t_1} \sim A'\Big|_{t_2}\right\} \sim \left\{A'\Big|_{t_3} \sim A'\Big|_{t_4}\right\}$$

It does no matter the way we express it, we can also put it in this form

$$A' = \left\{A'\Big|_{t_1} \sim A'\Big|_{t_3}\right\} \sim \left\{A'\Big|_{t_2} \sim A'\Big|_{t_4}\right\}$$

909.**Understanding Theory of Education:** The process of education allows us to learn principles that we do not know already. During the process, if we don't know a given principle, we learn it through the process. The process itself does not allow us to learn principles that we already know. Since we already know a given principle, we do not need to learn it again. The process does not allow that. It is very important to understand that.

910′. **Understanding Theory of Education:** Since the process of education enables us to learn principles that we do not know already in an incremental approach, the process itself does not allow decrement through our learning of a given principle. The way to look at it, since we learn theory in an incremental order, let's assume tat we understand Th_N, where we need to learn Th_{N+1}. In this case, we can view Th_N as the prerequisite of our learning of Th_{N+1}. What is important here; since we already know Th_N, we can move forward to learn Th_{N+1}. In this case, the process enables us to learn Th_{N+1} from Th_N, but it does not allow us to go back to learn Th_{N-1}. The process does not allow that. The way to look at it, once we are at a level, we can increment that level, but we cannot decrement it. The process of education does not allow us to decrement our level of understanding. It is very important to understand that.

911.Show your understanding of the following statement. In order for a system to exist, it must have a parent. It is not possible for a system to exist without having a parent.

912′. Show your understanding of your workout above related to Th_1 given at t_0. This is the same as saying, show your understanding of the exercise above related to $Th_1\big|_{t_0}$.

913′. Verify by providing a practical example

$$A'\big|_{t_1} = \left\{ Th_1\big|_{t_0} + A'\big|_{t_1} \right\}$$

$$A'\big|_{t_2} = \left\{ A'\big|_{t_1} + A'\big|_{t_2} \right\}$$

$$A'\big|_{t_3} = \left\{ A'\big|_{t_2} + A'\big|_{t_3} \right\}$$

$$A'\big|_{t_4} = \left\{ A'\big|_{t_3} + A'\big|_{t_4} \right\}$$

You will need to provide a practial example for each case and show your observation. At the end you should see that

$$A'\Big|_{t_4} = \left\{ A'\Big|_{t_1} + A'\Big|_{t_2} + A'\Big|_{t_3} + A'\Big|_{t_4} \right\}$$

914.If not already answered from your workout of exercise number 900 and 900′, you will need to answer this question here. What does have to do with your application? What does have to do with our application?

915′. **Understanding Theory of Education:** Since A' can go high or low whenever it is needed in relationship with the understanding of A, the application of A' or T should never be taken lower than the understanding of A'. In other words, since we learn theory in an incremental approach and a theory is presented to satisfy the level of our understanding disregard if it is low or high, the application of a theory or a presented theory should never go below our level of understanding of that theory. It is very important to understand that. Just take your time to think about it.

916′. **Understnading Presentation of Theory Related to Time:** This is the same as saying that Understnading Presentation of Theory at a Time that Theroy is Presented to Us.

We know that theory is learned in an incremental approach. In term of presentation of theory, a theory is always presented at at time that corresponds to our level of understanding of that theory. In other words, a theory is presented to us at a time when we can understand that theory. Now in term of multiple presentations related to our parent feedback, it makes sense to lower a presentation to satisfy our level of understanding. In term of level of a presentation related to our level of understanding, we have

$$A'\Big|_{t_1} > A'\Big|_{t_2} > A'\Big|_{t_3} > A'\Big|_{t_4}$$

What is important here is that, since our level of understanding is so low compares to our parent logic, as our level of understanding goes down relatively to our parent, it makes sense to lower the presented theory in a form to satisfy our level of understanding at a time that theory is presented to us. Now in term of theory presented to us related to time, we have

$$A'\Big|_{t_1},\ A'\Big|_{t_2},\ A'\Big|_{t_3} \text{ and } A'\Big|_{t_4}$$

If we assume time related to those presentations, we have something like

$$A'\big|_{t_2} = A'\big|_{t_1} + 15$$

$$A'\big|_{t_3} = A'\big|_{t_2} + 5 \text{ and}$$

$$A'\big|_{t_4} = A'\big|_{t_3} + 15$$

While we show it like that—we we mean the form above—it is possible to view it in the form below as well in term of

$$A'\big|_{t_4} = A'\big|_{t_1} + 35$$

$$A'\big|_{t_4} = A'\big|_{t_2} + 20$$

$$A'\big|_{t_4} = A'\big|_{t_3} + 15$$

Since a theory is presented to use to satisfy our level of understanding at the time it is presented to us and our level of understanding is much, much lower than our parent logic, sometime we ask this question: why it takes so long time for a given presentation? As we already know, our level of understanding of a theory does not take time into consideration. By being reluctant to learn the presented theory and give no importance to it, it makes sense for a given presentation to take time. In this case, the presented theory takes our level of understanding into consideration at the time it is presented to us, as well as the misunderstanding of the previous presentation. That makes sense, since the latest presentation is given as a correction of the misunderstanding of the previous presentation. By misunderstanding that, we misinterpret $A'\big|_{t_1}$, then we get $A'\big|_{t_2}$ later, then we misinterpret $A'\big|_{t_2}$ and we get $A'\big|_{t_3}$, then we misinterpreset $A'\big|_{t_3}$, then we get $A'\big|_{t_4}$. Keep in mind that happens, because the functional system guarantees that or makes it possible for that to happen.

By understanding the overall explanation, we can quickly see that a theory is always presented to us at the right time. In this case, we can see that $A'\big|_{t_1}$ presented at the right time, so does $A'\big|_{t_2}$, $A'\big|_{t_3}$, and $A'\big|_{t_4}$; all of them presented at the right time. Those presentations could not have happened earlier or later. Here if you want to, you will need to verify that by providing a practical example for each case or presentation. In this case, $A'|_{t_2}$ cannot be presented or could not have been presented too closed to t_1 and too closed to t_3, as well as $A'|_{t_3}$ cannot or could not have been presented too closed to t_2 or too closed to t_4, as well as $A'|_{t_4}$ cannot be presented or could not have been presented too closed to t_3. As well as $A'|_{t_1}$ presented at the right time. You will need to provide a practical example for each case and show your observation. Overall you can think as well of those theories presented at the right time; $A'|_{t_1}$ presented at the right time, as well as, $A'|_{t_2}$, $A'|_{t_3}$, and $A'|_{t_4}$.

917′. The following theories were given to us in the form below, where they make up our utilization theory U_T. In this case we have

$$U_T = \{T_1, T_2, T_3, T_4, T_5, T_6, T_7, T_8, T_9, T_{10}\}$$

$$U_T = \{K_T, i_T, I_T, P_T, E_T, M_T, Es_T, G_T, W_T, X_T\}$$

Where the fundamental of the above theories are given to us in the form of

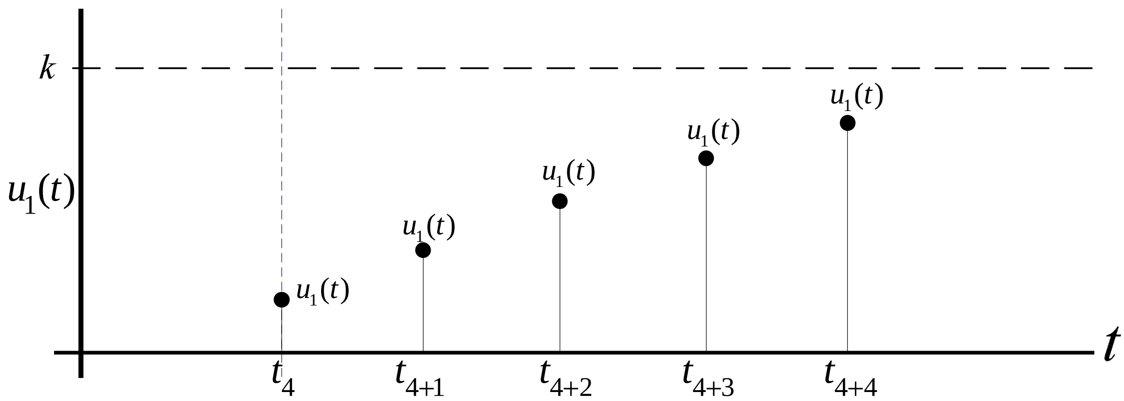
$$f_{U_T} = \left\{ f_{K_T}, f_{i_T}, f_{I_T}, f_{P_T}, f_{E_T}, f_{M_T}, f_{Es_T}, f_{G_T}, f_{W_T}, f_{X_T} \right\}$$

$$f_{U_T} = \left\{ f_{T_1}, f_{T_2}, f_{T_3}, f_{T_4}, f_{T_5}, f_{T_6}, f_{T_7}, f_{T_8}, f_{T_9}, f_{T_{10}} \right\}$$

Now what is important here is while the theories exist and do not take number into consideration, nevertheless the quantity of them is fix. In other words, is looks like the quantity is fix and one cannot be present without the others. Let's assume that we count the number of element in U_T to be a certain quantity. It does not matter what that number is, what is important to us is that if we assume that number to be α. In this case α is fix, where $\alpha - 1$ cannot exist without α. The way to look at it, let's assume $N = \alpha$. Now if we take T_N for example, we can see that T_{N-1} cannot exist without T_N. As well as, if we take T_{N-3}, we can see that T_{N-4} cannot exist without T_{N-3} as well as without T_N and T_{N-1}. All you need to do here, verify by providing a practical example that T_{N-1} cannot exist without T_N. The way to look at it, if we identify T_{N-1}, then T_N must exist. As well as if we identify T_{N-4}, then T_{N-3} must exist so does T_{N-1} and T_N.

918′. We add a function to life in the form of $u(t)$ to solve a specific problem. The function that we add to life in the form of $u(t)$ is for the benefit of S. Now since our function performance is affected by complexity, by not reducing the complexity of $u(t)$, it is possible for $u(t)$ not to be executed for the benefit of S or solve the problem it intended to.

We know that at t' it will be possible for $u(t)$ to be executed in the form of $h(t)$. By doing so, the overall complexity of $\mathcal{L}(t)$ is reduced from our added functions. Now since we cannot learn U_T instantly, as we are in the process of learning U_T, it is possible for us to make progress in the execution of $u(t)$. Now let's assume that we add $u_1(t)$ to life to solve an identified problem. This function is executed for the benefit of S. In other words, $u_1(t)$ is executed for the benefit of the physical system. By looking at the execution of $u_1(t)$ in the graph below, it looks like as we increase our understanding of U_T, $u_1(t)$ executes better.



As shown from the graph above, $u(t)\big|_{t_{4+1}}$ is executed better than $u(t)\big|_{t_4}$ and $u(t)\big|_{t_{4+3}}$ is executed much better. The way to look at it, as we make progress understanding the principle, we reduce the complexity of $u_1(t)$ and we execute $u_1(t)$ for the benefit of S.

By understanding the overall explanation, we know that at t' all added functions will be executed for the benefit S. In other words, at t', $u_1(t)$ will be executed in the form of $h_1(t)$ for the benefit of S. Now let's look at $u_1(t)$ at t_4 or before t_4, where $u_1(t)$ is not executed for the benefit of S or solve the problem it intended to. All you need to show here, verify that it is not possible for $u_1(t)$ to be executed in the form of $h_1(t)$ before t', since $u_1(t)$ has not fulfilled its objective yet. In other words, since before t', $u_1(t)$ has not been executed for the benefit of the people, it does not make sense for $u_1(t)$ to be executed in the form $h_1(t)$. In this case, as $u_1(t)$ fulfills its objective before t', then at t' it will be possible for $u_1(t)$ to be executed in the form of $h_1(t)$.

919′. **Understanding The Power Theorem in Relationship With The Theory of Education:** We can also say that understanding Theory of Education in Relationship with the Power Theorem. In addition to that we can say Understanding Theory of Education, which is also an extension in Understanding Theory of Education.

We know that there is a relationship between the Power Theorem P_T and the Theory of Education E_T. We know that the Power Theorem P_T is much higher than the Theory of Education E_T. In this case, we have $P_T >> E_T$. We also know that E_T is the process of learning theory. By understanding that, let's assume that we need to execute $u_1(t)$, then we must learn the principle that enables us to execute $u_1(t)$. In this case, E_T makes it possible for us to to learn the principle to enable us to execute $u_1(t)$. What is important here is that E_T assumes that we have not learned T yet, so we need to learn T through E_T in order for us to execute $u_1(t)$. By learning T through E_T, it makes it possible for us to execute $u_1(t)$. In other words, the theory of education makes the learning of a given theory possible for us in order for us to execute added functions of life.

In term of the Power Theorem P_T, the power theorem assumes that the given theory is already been learned. In this case, there is no need to learn the theory. By using the power theorem, let's assume that we need to execute $u_1(t)$, it is possible for us to execute $u_1(t)$ instantly without learning T through E_T or without E_T. The way to look at it, since we have learned T or E_T already, it makes sense for us to execute $u_1(t)$ instantly at the time we need to execute it, without going through the process of learning T. Overall the theory of education assumes that T has not been learned already, while the power theorem assumes that T is already been learned. Just take your time to think about this exercise.

920′. **Understanding Theory of Educaton:** Related to the last two exercises above, given that our long term goal is to execute $u(t)$ in the form of $h(t)$, related to E_T the process of learning T is not completed until we achieve our objective. The way to look at it, since we learn T from E_T to enable us to execute $u_1(t)$, the process of learning T from E_T or the process of learning E_T is not completed or achieved until we are able to execute $u_1(t)$ in the form of $h_1(t)$.

921.**Understnading Theory of Education:** By understanding the exercise above, it is very easy for us to see that the power theorem is not applicable until the process of learning theory of education is completed. The way to look at it, the relationship of theory of education and the power theorem enables us to get access to the power theorem through the theory of education. Since we have to go to the power theorem from the theory of education, it is not possible for us to go to the power theorem without completed theory of education. In this case we get access to the power theorem from the theory of education and without completed or fully understanding theory of education, it is not possible for us to to get access to the power theorem. Just take your time to think about that.

922′. **Understnading The Physical System Related to Our Parent:** We can also say that understanding ourselves related to theory of education or simply understanding theory of educaton, which is an extension of understanding theory of education.

If at t_0, Th_1 is given to us or given to S; then we have feedback at t_1, t_2, t_3, and t_4 in the form of $A'\big|_{t_1}$, $A'\big|_{t_2}$, $A'\big|_{t_3}$, and $A'\big|_{t_4}$; then we can see that S depends on T and S cannot function properly without T. If you want to, you can verify that by providing a practical example.

923′. By understanding the principle that enables us to execute $u(t)$, in this case we can see that if more people work together to execute a function, then we work less harder. Now let's assume that

$$u_1(t) = S_1 Tr\{T\} + S_2 Tr\{T\} + \cdots + S_N Tr\{T\}$$

From the equation above, we assume that $u_1(t)$ is executed by N people who understand T. Now let's show the execution of $u_2(t)$

$$u_2(t) = S_{N+1}Tr\{T\} + S_{N+2}Tr\{T\} + \cdots + S_{N+M}Tr\{T\} \text{ where } N > M$$

The way to look at it, $u_1(t)$ is executed by more people who understand the principle, while $u_2(t)$ is executed by less people, where some of those people do not understand the principle.

Now at t', with the understanding of the principle, we have

$$u_3(t) = S_{N+M+1}Tr\{T\} \text{ where } u_3(t) = h_3(t)$$

Overall we can see that $u(t)$ is a function that needs to be executed. If more people come together to execute $u(t)$, then we work less harder than if less people come together to execute $u(t)$. In order to show that, you will need to look at the execution of $u(t)$ at t_3+15 or t_4 where T is not understood; then look at the execution of $u(t)$ at t_4+5 where T is partially understood. Then finally look at the execution of $u(t)$ at t'. You can have something similar to this table.

t_3+15 or t_4	t_4+5	t'
$u(t)$ T N	$u(t)$ T N	$u(t)$ T N

924.**Understanding Theory of Education:** The process of education enables us to learn principles we do not know already. As a theory dependable system, we need theory to enable us to do what we do. With the absence of our utilization theory, we simply rely on our philosophies to do what we do, which enable us to develop problems. The way to look at it, without our utilization theory, we use our philosophies to do what we do. To enable us to learn our utilization theory, we rely on the theory of education. To better understand ourselves related to the theory of education and our utilization theory, it makes sense for us to look at the overall process in term of learning theory with the approach of the theory scale. Since related to both theory and philosophy our intelligence both increment and decrement, with the absence of our utilization theory, our intelligence simply decrements in the philosphy scale. We can also say that our intelligence decrement in the theory scale. In this case, we are approaching negative, full of negative, or in the negative territory. With the help of theory of education, it is possible for us to learn our utilization theory, so we can approach positive or be in positive territory.

By understanding the overall explanation above and the overall process, we can see that theory of education enables us to flush our negatives or reduce our negatives, so we can learn our utilization theory to enable us to do things right. By learning our utilization theory with the help of theory of education, we simply flush our negatives or reduce our negatives, so we can execute our functions properly. In this case, if we are full of negative, theory of education enables us to flush those negatives or reduce them related to time, so we can do things properly. It is very important to understand this process. Jus take your time to think about this exercise.

925′. Show your understanding of the relationship between S and $\mathcal{L}(t)$. We can also say that the relationship between S, $\mathcal{L}(t)$, Q and the change of generation. The way to look at it, S is related to $\mathcal{L}(t)$, where

$$S \Leftrightarrow \mathcal{L}(t)$$

Now by understanding the relationship between S and the functions of $\mathcal{L}(t)$ executed by S. If S understands its function in $\mathcal{L}(t)$ or $\mathcal{L}(t)$ in general, determine whether or not Q or generation time or change of generation makes sense.

926′. **Understanding Theory of Education Related to Presentation of Theory in Relationship with Th_1 Given at t_0.** We can also say that understanding the physical system related to theory of education and the presentation of theory.

Initally at t_0, we have Th_1, then at t_1 we have $A'\big|_{t_1}$, then at at t_2 we have $A'\big|_{t_2}$, then at t_3 we have $A'\big|_{t_3}$, and then finally at at t_4 we have $A'\big|_{t_4}$. Now by understanding the process of education and the physical system or by understand E_T and S, verify why Th_1 is given initially at t_0 rather than A. Here you need to think about it, but you don't have to work it out. By thinking about it internally and understand it, this can be viewed as a workout.

927′. In term of generation time, we have $Q\big|_{t_0}$ and $Q\big|_{t_1}$. Let's assume that a constant generation of q, then we have

$$Q\big|_{t_0} = 10q \text{ and } Q\big|_{t_1} = q$$

In this case, little q is considered to be the time value of a generation or a constant value of a generation. By understanding the overall generation time, determine whether $Q\big|_{t_1}$ could have been reduced further or could have been increased further. You will show that why $Q\big|_{t_1} = q$ and could not have been reduced less or increased more. In this case, you will alsow show the value of $Q\big|_{t_1}$ is the right value and could not have been increased more or reduced less.

928′. **Understanding Theory of Educaiton:** The interpretation function was given to us in the form of

$$Int\{A\} = K_T A'$$

Where A is the interpreted theory and A' is the presented theory. By understanding the relationship between f_A and $f_{A'}$, we know that the theory that needs to be understood is A, but not A'. From exercise number 711′, we have learned that the instructor presents the theory to the students in the form of $Int\{A\} = K_T A'$, while the student interpret the theory in the form of $Int\{A\} = K_T A'$ or $Int\{A'\} = K_T A''$. It does not matter the way we look at it, both forms are the same. What is important here is that A' is understood by the students in a form that depends on the students, while A is understood by the instructor in a form that depends on the instructor. In this case, it is not possible for A' to be understood by the students in the same way it is understood by the instructor. We can also say that, in the instructor understands A in the form of A', then the students understand A in the form of A''. It is very important to understand that. It is not possible for the students to understand the theory the instructor's way. It is not possible for the students to understand the theory the same way the instructor understands it. Just take your time to think about that.

929.**Understanding Theory of Education:** By understanding the exercise above, since the students cannot understand the presented theory the same way the instructor understands it, when learning a given theory, it is not good for us to think that we must understand that theory or learn it according to the way the instructor understands it. The way to look at it, the instructor understands the theory according to the instructorself, the students understand the theory according to themselves. Since the students cannot understand the theory for each other, each student must understand the theory according to him/herself. It is very important to understand that. Just take your time to think about it.

930′. **Understanding Interpretation of Theory**: We can also say that Understanding Interpretation of Theory Related to Presenttion of Tehory or Understandign Presentation of Theory Related to Interpretation of Theory.

Related to the exercise above, by understnading the relationship between A' and f_A; since the interpreted theory is what needs to be understood, it can be shown that the two terms below are the same or equivalent.

$$Int\{A'\} = K_T A''$$
$$Int\{A\} = K_T A''$$

It does not matter the way we look at it, in this case both of them are equivalent. If you want to, you can verify that by simply thinking about it. You do not need to work it out; you only need to think about it.

931′. We know that there is a relationship between S and $\mathscr{L}(t)$, as well as between E_T and $\mathscr{L}(t)$. In term of presentation of theory we have $A'\big|_{t_1}$, $A'\big|_{t_2}$, $A'\big|_{t_3}$, and $A'\big|_{t_4}$. A theory is presented to us and we apply that theory to enable the functionality of $\mathscr{L}(t)$. Let's assume that A' is presented to us at t_1, now if we disregard the presented theory, it will take a while for us to get another presentation. At the same time, $\mathscr{L}(t)$ will continue to decline and decline faster. A theory is presented to us at a time when it is appropriate. Our misunderstanding and misinterpretation of the presented theory enable another presentation to help us understand and interpret the theory. While we are waiting for a given presentation to help us understand the theory, at the same time the functional system continues to decline. Now let's assume that at t_0, just a little bit before t_1 we are wating for a presentation. At t_1, we have $A'\big|_{t_1}$, which is considered to be new. In this case, let's assume that at t_0 which is just before t_1, we ask what's new; then here we have $A'\big|_{t_1}$ which is new. The way to look at it, there is nothing new until we get to $A'\big|_{t_1}$. The way to look at it, there is nothing new until we get a new presentation. For instance, at t_1, just a little bit before t_2, while we are waiting for the presentation, we ask what's new. Then here we have $A'\big|_{t_2}$ which is new. As well as, at t_2 while we are waiting for the presentation, we ask what's new. Then here we have $A'\big|_{t_3}$ which is new. At t_3 while we are waiting for the presentation, we ask what's new. Then here we have $A'\big|_{t_4}$ which is new. By understanding the overall explanation, show that there is nothing new until we get a new presentation. The way to look at it, at t_0 just a little bit before t_1, there is nothing new before t_1, but at t_1 there is something new. There is nothing new before t_2, but at t_2 there is something new. As well as, there is nothing new before t_3, but at t_3 there is something new. There is nothing new before t_4, but at t_4 there is something new. In this case, we can look at it in term of the table below.

Presentation	Nothing New Before	Some thing New At
1	t_1	t_1, $A'\big|_{t_1}$ is new
2	t_2	t_2, $A'\big|_{t_2}$ is new
3	t_3	t_3, $A'\big|_{t_3}$ is new
4	t_4	t_4, $A'\big|_{t_4}$ is new

You will need to provide additional explanation and show your observation. You also need to provide additional explanation for each presentation and show your observation as well for each case. You can think of the table above in this form. At t_0, there is nothing new until $A'\big|_{t_1}$; at t_1, there is nothing new until $A'\big|_{t_2}$; at t_2, there is nothing new until $A'\big|_{t_3}$; at t_3, there is nothing new until $A'\big|_{t_4}$.

Conclusion

To better understand this chapter, let's review some important things we have learned.

Understanding Application of Theory

- Application of theory is an entity of theory
- By applying a theory, we gain more knowledge of that theory
- As we continue applying a theory, we progressively gain more knowledge of that theory
- As an intelligent-system, application of theory takes our intelligence into consideration but not time
- A higher level application or high level application is considered to be an application that goes beyond our level of understanding; we don't need to know about it.
- A higher level function execution or higher level application is considered to be a function that executes or derives with some set of principle that goes beyond our understanding. With our limited understanding, we can simply disregard the term higher level application.
- As any other application, a higher level application is still an application. As an application itself, a higher level application is still an application.
- We use theory to enable us to execute functions of life. The overall process enables us to learn the theory, and then apply it to derive and execute functions of life. By understanding that, we also know that theory gives us ideas to enable us to do just what we have said, derive and execute functions of life. Basically, what is important here is that the ideas we get from theory is what enables us to understand an application or a function execution. Since we are a theory dependable system, with the absence of the principle that enables us to understand an application or a function execution, there is no way we can understand that application or that function execution. The fact that a higher level application or function execution goes beyond our understanding, our level of understanding is not adequate enough to understand those types of applications or function executions. For that reason, the terms higher level or high level application is omitted from our communication.
- By understanding what we have said above, we can see that we don't have any idea about a high level application or function execution. In other words, with the absence of those ideas, there is no way we can comprehend a higher level application or function execution. For this reason, it is very important for us to omit it in our communication.

Understanding the Physical System

- The physical system is a theory dependable system that has an intelligence that works in an increment/decrement basis. By being theory dependable,

the physical system gets ideas from theory to enable it to derive and executes functions of life.
- In order for the physical system to be stable, it must understand the following entities: its basis, its direction, its destination and the domain of its operation.

Understanding the Principle of Simulation

- Existing functions a parts of their respective systems. They don't need to be learned and known how to be executed. Once we disregard that, we simply develop problems.
- Existing functions are part of ourselves, we don't need to learn and know how to execute them. Once we try to learn and know how to execute them, we tend to simulate them.
- Existing functions are part of our system, we don't have to be aware of their executions, once we are aware of their executions, we tend to simulate them.

Understanding our Utilization Theory

- Our utilization theory is not a physical entity
- Our utilization theory is not represented by a piece of paper or any other physical entity
- Our utilization theory is not a regular entity and we must handle with care
- Our utilization theory is not like any other entity and we must handle it differently
- Our utilization theory is completely a different entity. We cannot handle it the same way we handle other entities. Once we handle it the same way we handle other entities, we simply don't know what it is.

Understanding our Parent

- In order for the word parent to be defined, there must be a limit between the parent and the children
- In order for a parent to exist, there must be a limit between the parent and the children
- As a theory dependable system, we must have a parent to give us direction
- As a theory dependable system, our parent is very important to us and we should not take our parent for granted

Understanding Theory of Education

- As a theory itself, theory of education is considered to be a higher level theory.
- Since theory of education enables us to learn our utilization theory, theory of education is very important to us.

- Since our utilization theory is very important to us and we must handle it with care, we must also pay attention to theory of education and handle it appropriately with care.
- We must handle both theory of education and our utilization theory with care and importance.
- When we make mistakes in theory of education, we also make mistakes in all other theories including our utilization theory.

Understanding the Power Theorem

- As a theory itself, there is a relationship between theory of education and the power theory.
- The power theorem is considered to be much, much higher than theory of education.

Understanding Presentation of Theory

- From what we have learned about presentation of theory, we know that there are two types of presentation; a higher level presentation and a regular presentation.
- The higher level presentation takes the power theorem and our parent into consideration and it is always error free.
- The higher level presentation takes both theory education and the power theorem into consideration; it also includes our parent as well.
- In a higher level presentation, the instructor feedbacks us by our parent; we follow the principle by applying it, but not the instructor physically.
- In a higher level presentation, the power theorem is taken into consideration
- Presentation of theory is a part of theory of education
- Presentation of theory takes theory of communication into consideration
- Presentation of theory takes interpretation of theory into consideration

Understanding Interpretation of Theory

- There is a lower level interpretation, there is also a higher level interpretation
- The higher level interpretation use natural language, while the lower level interpretation us mathematic
- Both the lower level interpretation and the higher level interpretation depends on theory of communication
- Since our level of understanding and our reasoning level is so much low compare to our parent logic, by using a lower level interpretation it may help us understand our parent.
- A lower level interpretation is helpful to us, since it enable us to understand our parent logic

- The lower level interpretation can be used if necessary to help us understand; nevertheless, the lower level interpretation depends on both the students and the instructor.
- During a given presentation, we follow the presented principle or the presented theory, but not the instructor physically
- After a given presentation, we follow and apply the presented theory, but not the instructor physically
- While we can use a book that provides information about a given presentation, nevertheless, we should realize that the presented theory cannot be learned on paper.
- While we can use a book that provides information about a given presentation, nevertheless the presented theory itself is not considered as a book or a paper entity.
- While papers and books can be used to provide information about a given presentation, nevertheless the presentation itself is not a paper entity
- While a book can be used to provide information about a given presentation, nevertheless that book is not considered as the actual presentation.
- While a book can be used to provide information about a given presentation, nevertheless that book does not represent the actual presentation.
- In order for us to understand an learn the presented theory, we have to use it and apply it in what we do.
- The information about a given presentation depends on the presentation itself not on us
- In a higher level presentation, all presentations are similar or equal
- It is always good to separate a book from a given presentation
- A book is a separate entity from a given presentation
- Within the given principle itself, the instructor is defined
- The instructor is defined by the principle
- During a given presentation, the instructor applies the principle according to the instructor understanding. We learn the principle individually and apply it according to our understanding. We cannot follow the instructor application and apply the principle according to the instructor understanding.

Understanding Domain

- A domain is an area with its own set of rule
- A domain is an area of interest with its own set of principle
- A domain cannot be explorer without any principle
- A domain cannot be explorer without its functional principle

Understanding Distance Management

- In the past, distance was used to manage the stability of the functional system
- In the past, distance was used to manage the stability of the physical system
- In the communication domain, the communication function or simply our project is managed by our communication
- In the theory domain, our application is managed by theory of communication
- In the communication domain, in order for our communication function or our project to be successful, all of our communications must be unity or successful
- In the theory domain, in order for our application to be successful, we all must have a good understanding of theory communication and apply it successfully
- It was good to use distance in the past, since it had helped us manage the stability of both the functional system and the physical system
- Without using distance in the past to manage both the functional system and the physical system, the damage done to the functional system could have happened much, much earlier.
- Currently distance is no longer a factor to manage the stability of both the functional system and the physical system, so we have to learn and apply the principle.
- In the past, distance had been used to help manage the stability of the functional system. Once we start to understand the principle, one day we will recognize the importance of that distance.

Understanding the Given Reference

- A given reference cannot be understood if it is not visible
- A given reference does not exist without understanding theory of communication
- A given reference is given in the form of communication and the reference itself does not exist without understanding theory of communication
- A given reference cannot be identified by someone for someone else
- A given reference can only be identified personally
- A given reference can be viewed as a container and without understanding what is inside that container, the container itself cannot be understood. In order to understand the container itself, the the entity that is inside the container must be understood first.

Understanding our Application Related to a Given Reference

- A reference is given to us by our parent, so we can refer to it to solve our problems in order for life to function normally
- A reference is given to us by our parent, so we can refer to it and apply what is inside it to enable the normal functionality of life

- A reference is given to us by our parent in the communication domain, where we must understand theory of communication in order to understand it
- In order for life to function normally, everybody must refer to the given reference and apply the principle inside it
- The reference is given to us in the communication domain, in order for what we do to be successful, everybody must interpret the reference properly
- In order for life to function nomarlly, we all must interpret the given reference properly

Understanding Presentation of Theory Related to Expandability of Theory

- In term of higher level presentation, our parent has been providing us feedback at a time they are guaranteed by the functional system
- In a higher level presentation, a presentation follows another presentation. In this case, we always adopt ourselves to the current or the last presentation.
- In a higher level presentation, additional presentation is given to us to enable us to correct our misunderstanding or misinterpretation of the previous presentation
- In a higher level presentation, we always adopt ourselves to the last presentation. In a higher level presentation, we always adopt ourselves to the current presentation.
- In a higher level presentation, there is no difference between the presented theory
- In a higher level presentation, the presented principles from the previous presentation are already included in the last or the current presentation.
- In a higher level presentation, the presented theory simply expands the theory presented from the previous presentation. In a higher level presentation, the last or the current presentation expands the theory presented from the previous presentation.

Understanding our Application Related to Presentation of Theory

- After having problem with our application, we turn to our parent for help; our parent provides us with the given reference and the idea of our application.
- After having problem with our application function, we turn to our parent for help; our parent provides us with the idea of our application and the given reference.
- After having problem with our application, we turn to our parent for help; our parent provides us with both the given reference and the idea of our application.

Understanding Group Related to a Given Presentation

- The physical system is not encouraged to group, once we start grouping, we tend to forget our personal responsibility in life.
- As a self controllable system, it is always good for us to think that we are not in group so we can be more responsible.

Understanding Our Application Related to the Principle

- Within the principle, out working area is defined
- Within the principle itself, our working area is defined
- It is not possible for us to identify our working area without identifying the principle.
- It is not possible for us to identify each other working area without learning and applying the principle.

Understanding Our Application Related to Communication

- Within the principle itself, our working area is defined
- It is not possible for us to adjust a function outside our working area
- It is not possible for us to adjust a function we are not a part of
- Only people who are parts of a function in their respective working areas can adjust that function
- Once we try to adjust a function outside our working area, we simply develop problems
- Once we try to adjust a function we are not a part of, we simply develop problems

Understanding the Functional System Related to our Utilization Theory

- Our utilization theory is defined as 1 unit
- The functional system is also defined as 1 unit
- It is always good to look at life as a 1 unit system or a system of 1 unit
- Life is defined as a 1 unit system
- Since life depends on our utilization theory, since our utilization theory is defined as 1 unit and life is also defined as 1 unit, both unit cannot be broken or being viewed as multiple or separate

Appendix D

Structuring Functions With Theory

Introduction

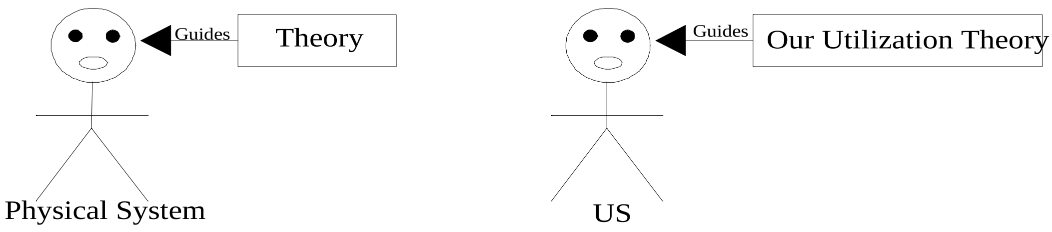
The reason of a given theory is to enable the functionality of the underlined system. Since nobody knows a system better than its utilization theory, whenever there is problem in that system, that system documentation should always be where to start in order to find a solution. The term system documentation means the utilization theory of a system. For instance, our system documentation is considered to be our utilization theory, which is the set of our parent principles. Given that theory can be presented in all forms of communication, the word documentation here includes all form of communication.

Life is a complex system and should never be taken for granted. Comparing to other systems, which we can call non complex, it also obeys the same rules in term of theory and system relationship. What do we mean by that? While other systems function according to their documentations, life functions according to its documentation as well. It is never productive to think that life is a system without rules. What do we mean by rule here; we mean the set of principles that must be used to enable the functionality of the system. In term of life, our utilization theory is considered to be the set of principles that must be used to enable the functionality of life. In this case, we can say that our utilization theory contains all the rules that must be applied to enable life to function normally. While we are an intelligent-system, our intelligences get ideas from theory to enable us to execute functions in life. The fact that we are an intelligent-system that does not mean we can function without theory. This is why our physical system is defined as theory dependable. Since our intelligence is useless without theory, we should never take theory for granted when it comes to our intelligence. Since our intelligences need ideas to function, we should never take theory for granted.

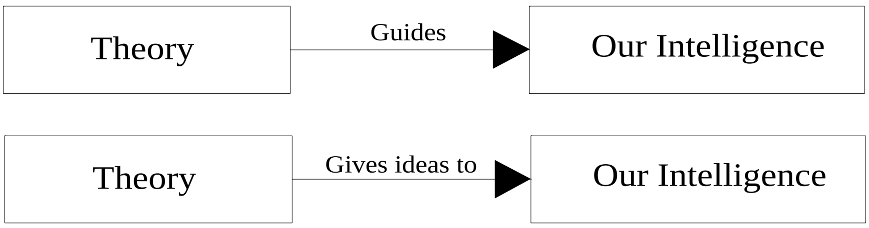
Given that we are a theory dependable system, we must apply theory all the times to enable the continual functionality of our lives. Since theory is given all the times and at all places, at a time a theory was given to us, we may have chosen not to apply it by disregarding its usefulness. Since life cannot function without the utilization of our theory, at any time we want to ensure the normal functionality of life, we would need to apply that theory. Since we have been functioned without the theory, we need to start applying the theory in what we do. This is the process of structuring function with theory. In this chapter, we are going to look at the process of applying our utilization theory in our functions. What do we mean by in our functions? We mean applying our utilization theory in added functions of life.

Understanding Our Physical System Related to Theory

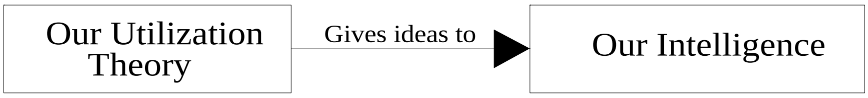
Our physical system is defined as a theory dependable system. As a theory dependable system, we need theory to give us ideas to execute functions. We can also say that as a theory dependable system, we need theory to give us ideas to do what we do. Given that our system is completely depending on theory to function, it is always good to represent the system with the dependable theory next to it. The diagram below represents the physical system with the dependable theory next to the system. The diagram to the right represents us with our utilization theory next to us. It is always good to think that we are a theory dependable system and our utilization theory guides us. While our utilization theory guides us, it is completely a separate entity from the system. The diagram to the right shows it exactly as we say it.



As a theory dependable system, we do have an intelligence that enables us to apply theory to do what we do. Our intelligences get ideas from theory to enable us to execute functions. We can also say that our intelligences get ideas from theory to enable us to do what we do. It is always good to represent our intelligence related to theory. The diagram below shows that our intelligence is depending on theory and theory gives ideas to our intelligence.

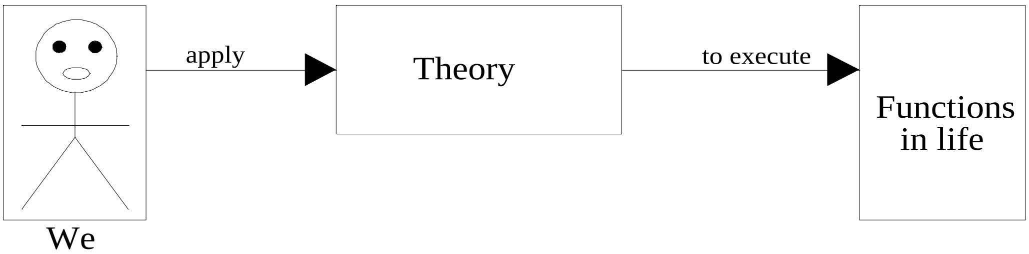


Comparing to the one above, we can see that our intelligence depends on our utilization theory. Our utilization theory gives ideas to our intelligence to enable us to derive and execute functions of life. The diagrams below show that. The first one shows that our utilization theory guides our intelligence, while the second one shows that our utilization theory gives ideas to our intelligence.

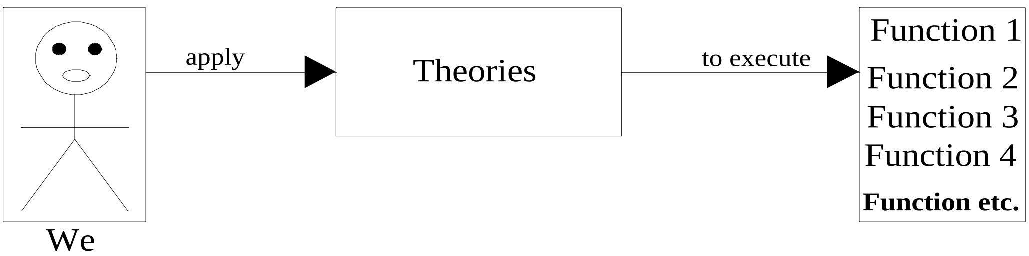


Understanding Theory Related to What we Do

From the previous section, we have seen that theory gives us ideas to enable us to do what we do. Basically, we do have an intelligence that enables us to apply ideas from theory to do what we do. By now, we should know a lot about the application of theory. We have learned that from the previous chapter. As a refresh to ourselves, let's look at the process of applying theory from the following diagram.

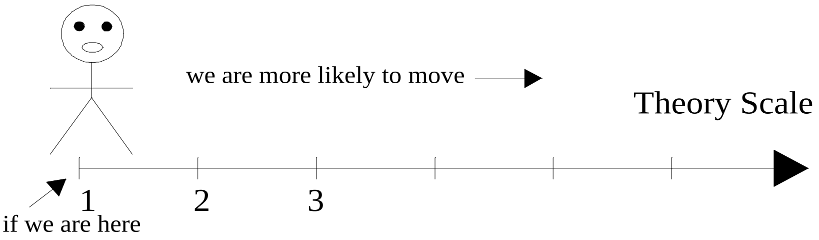


The diagram above shows that we apply theory to execute functions in life. The functions that we execute are functions of life. In other words, we can also say that we apply theory do derive and execute functions. Since life is made of two set of functions, it makes sense for us to represent the above diagram related to life. In this case, we can say that we apply theory to execute multiple functions of life. Given that they are so many functions in life, we can represent them on the diagram by function 1, function, 2, function etc. By looking at the list of the function to the right on the diagram below, we can clearly see that those are the added functions of life.

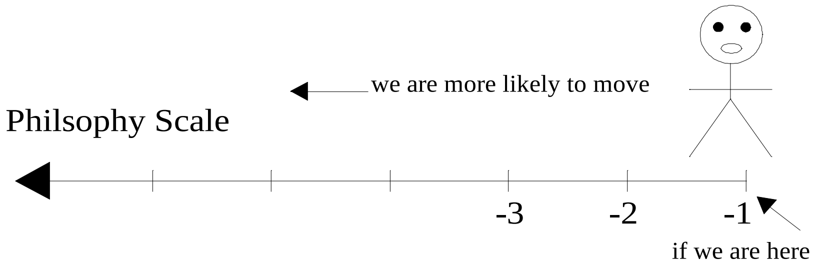


Understanding Our Intelligence Related to Application of Theory

Now that we have a good understanding of our physical system related to application of theory. We have already seen that our intelligence depends on theory to function. It makes sense now to look at our intelligence related to the application of theory. We know that our intelligence works in an increment/decrement basis. What we mean by an increment/decrement basis, we mean that we gain more knowledge when we apply theory, our knowledge also decrease when we misapply theory or rely on our philosophies. Another way to look at it, any initial observation from a theory will lead us to more observations. A typical application of a theory can be used as a basis for us to further apply that theory. The way to look at it, assume that we get idea 1 from a theory, by keeping applying the theory, idea 1 can be used as a basis for us to get idea 2 and so forth. This process is very expandable and it does not have any limit. We will gain more knowledge as we keep applying the theory. While this process works well positively, it also works negatively as well. For instance, an initial negative philosophy can lead us to more negative philosophies. If we assume an initial negative philosophy of -1 that can be served as a basis for us to get to -2, -3 etc. The fact that our intelligence works in a decrement basis as well; there is no limit for this process. The diagram below shows exactly what we are talking about here. It shows that assume that in the theory scale we are at 1, as we keep applying the theory, we are more likely to move forward and gain more knowledge from the theory.



Since philosophy works in a decrement basis as well, assume that we are at minus one, as shown by the diagram below, we are more likely to go backward than moving forward. That makes a lot of sense, since the minus one is considered to be our basis at that point, it makes sense for us to think about it related to what we do.



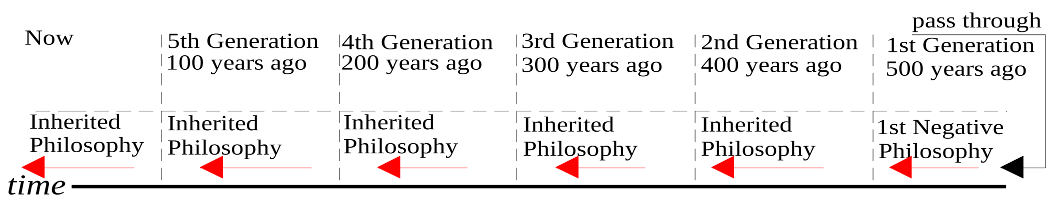
Since there is no limit on the theory scale as well as in the negative philosophy scale, it is very important to pay attention and understand the process of expendabilities of theory and philosophy.

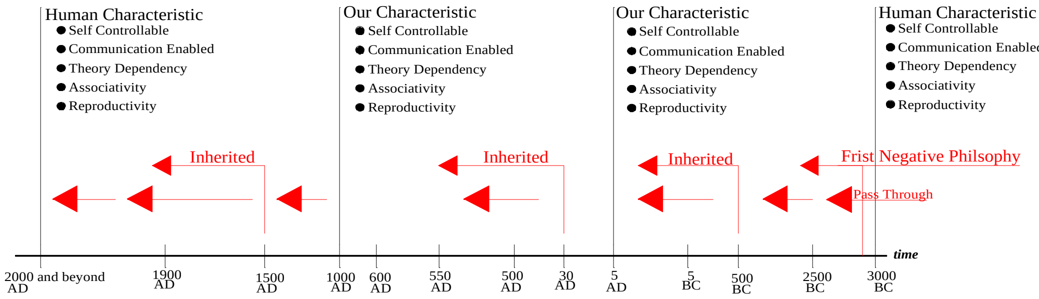
Understanding Philosophy Inheritance Related to What We Do

Philosophy inheritance is the process of inheriting negative philosophies from our ancestors. This process works well from generations to generations without any limit.

The way to look a it, since theories are given anytime and in all places, since theories have been given any time and in many places, at a time a theory was given to our ancestors by our parent, they may have chosen not to apply it. Rather than applying the theory, they may have disregarded it and relied on their own philosophies. Now, since the theory is no longer present, negative philosophies are considered the baselines for their children. This process flows from generations to generations, and it does not have any limit. Keep in mind that our utilization theory is an independent entity that is attached to our system and it must be used to ensure our system functionality. Whenever we disregard our utilization theory, we simply rely on ourselves and other people philosophies. That makes sense, since our intelligence needs ideas to apply to enable us to do what we do, whenever our utilization theory is not present, we simply rely on our own and other people ideas to execute functions in life. This is basically what happened in philosophies inheritance. Our ancestors disregarded our parent principles and rely on their own philosophies to derive an execute functions of life. Now, since the theory is no longer present as a baseline, they simply passed their philosophies to us. This process works from generations to generations, where we do the same by passing our philosophies to our children. There is no limit on that process. To better understand the process of philosophy inheritance, it makes sense to present it in a diagram by looking at the time chart below.

The diagram below shows a typical chart of philosophy inheritance. The chart below uses abou 6 generations. It does not matter what time/date or generation we use, what is important here is that our intelligence works with ideas and we inherit philosophies from our ancestors. We can use 2000, 1000, or 500 yeas; it does not matter. Since our characteristic remain constant related to time, our theory does not change. We can choose anytime and date to show the initial negative philosophies and uses the red arrow to show how it passes from generations to generations. The second diagram uses the time chart. As we said again, any date on the time chart can be used to show the initial philosophies and the inherited and carried over. As we can see from the chart below, the philosophies pass through from the first generation and keep carrying over from generations to generations. If we have to put a number on those philosophies, we can see that number becomes bigger and bigger per generation. The way to look at it, as generation increases, so does philosophies.

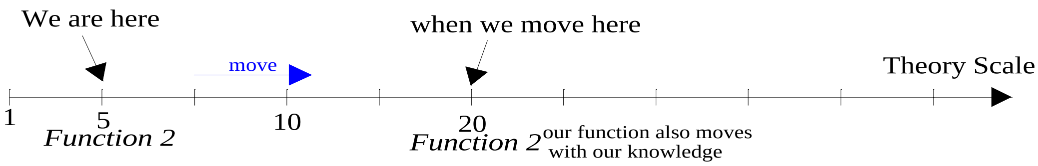




We know that we have an intelligences that enable us to apply theory to derive an execute functions of life. In order for us to execute and derive functions of life, our intelligence needs ideas from our utilization theory. Our utilization theory is considered to be the set of our parent principles that we must use to enable life to function normally. As we have shown previously, problems develop in life when we apply our negative philosophies but solvable and preventable when we apply our utilization theory. Since we inherit negative philosophies from our ancestors, we simply use those philosophies combined with our philosophies to execute functions in life. Since our system is not related to those philosophies, whenever we use them to execute functions in life, we simply develop problems in life. We have shown that before. We have also shown that our system can never be stable with our philosophies. Only our utilization theory can maintain our system stability. Now that we want our system to function normally, now that we want life to be stable, now that we know we must execute functions related to our utilization theory to solve and prevent problems in life, we must starting applying our utilization theory in what we do. Since we did not start previously, the process of applying our utilization theory in what we do to enable life to function normally names structuring functions with theory. In other words, the term structuring function with theory means applying our utilization theory in functions where our utilization theory has been disregarded. It is always good to think it as applying our utilization theory in added functions of life, especially in functions that have been executed without regard of our utilization theory.

Our Intelligence Level Related to Application of Theory

We know that life is made of existing and adding functions. The functions that we add to live must be related to our utilization theory. In other words, we can say that those functions must be executed related to our utilization theory. Related to theory, our intelligence works in an incremental basis; that means an initial theory application will lead us to more applications. That initial application will also allow us to gain more knowledge of that theory. The way to look at it, as we keep applying the theory, we move forward to gain more knowledge from that theory. Now, assume that we apply the theory do derive a function 200 years ago, as we move forward in applying the theory, we get more knowledge on that theory. Given that our intelligence does not stay static related to theory, our function should not be static as well. The way to look at it, as our intelligence change related to theory, our function must be changed as well. As our intelligence increase related to theory, our function must be restructure to reflect our new knowledge. The diagram below shows the process of a function adapted to our theory. For instance, long time ago, we apply the theory to derive a function and we name it function 2. At that time, our knowledge which is our intelligence level related to the theory was at 5. Now, many years past, our intelligence level related to theory is at 20; it makes sense for our function to move with us to reflect our new intelligence level. The diagram below shows basically that, it shows that as our intelligence increases and moves forward, so does our function. It is very important to understand that. This process is a good way to monitor progress from applying a theory. Basically, progress is monitored from a theory by looking at the function execution.



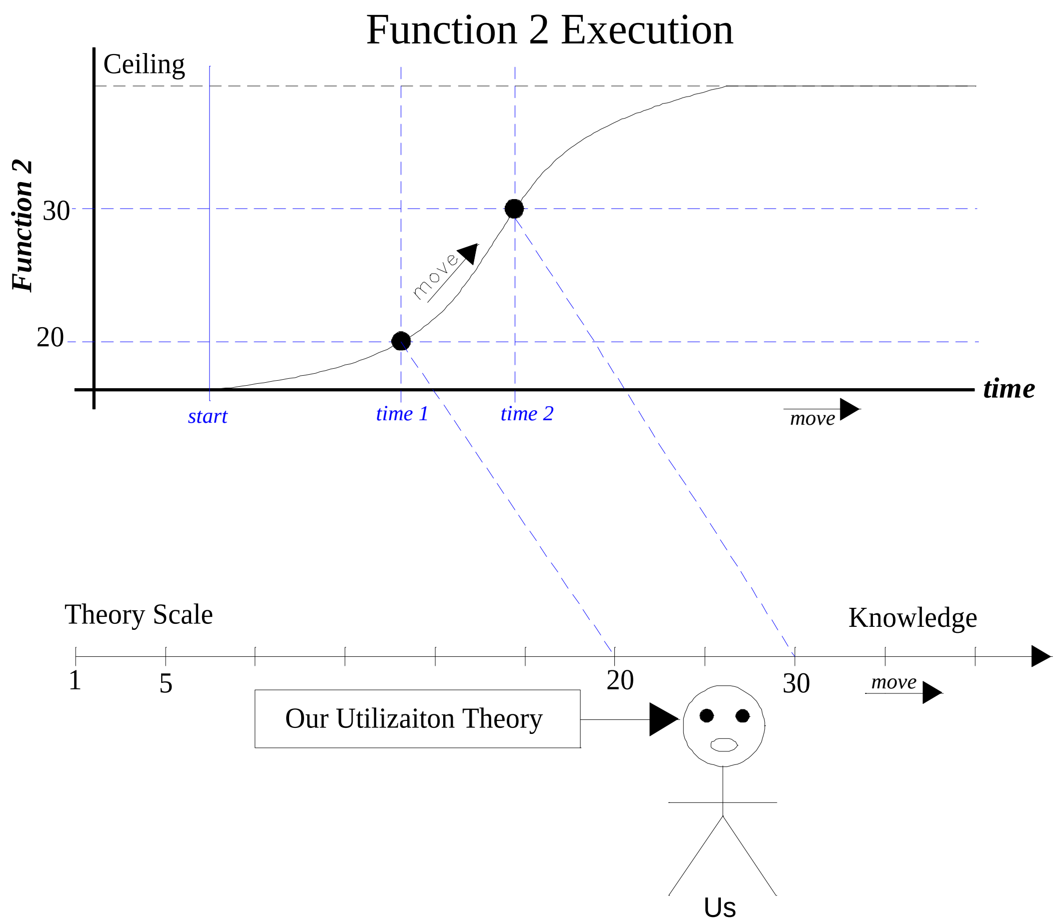
As we say before, we have been inherited negative philosophies from our ancestors. At a time a theory was given to them, they had chosen not to apply it, rather they had executed functions of life according to their philosophies. Now, we have also been executed functions of life according to our ancestors' philosophies. In other words, we have been executing the same functions our ancestors executed based on the same philosophies. With what we know about our utilization theory, it makes sense to make adjustments to those functions so they can be executed related to our theory. So what can we do now, we must look at functions that have been executed long time ago and make adjustment to them relatively to our utilization theory. In other words, we must start doing things or execute functions according to our utilization theory.

The graph below shows the process of our function related to the application of our utilization theory. It shows that as we make progress on applying our theory, we also make progress in our function. For instance at level 20, we move to level 30, our function also moves with us in that level. We simply use the 20 and 30 to reflect the theory scale to the chart. Since our intelligence does not stay fixed related to theory, our function should not stay fixed as well. This is basically what the diagram shows. It shows that our function is adjusted related to our knowledge from the theory. Don't worry about the graph; there is nothing important to it. However, to better understand it, let's follow this explanation below. Don't worry about the graphs; the explanation is sufficient to help us understand the overall process of function performance in life.

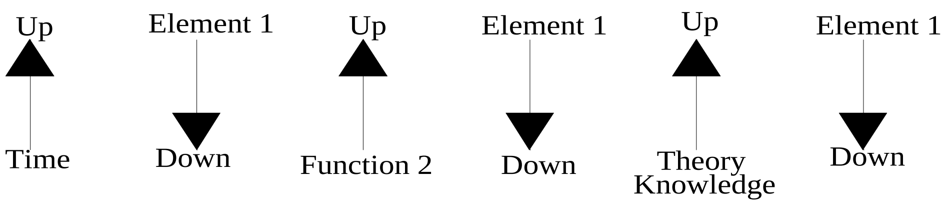
The graph shows the performance of a function related to the application of a theory, related to time. For example, assume that we add a function to life and we call it *Function 2*. Function 2 is the number of the function; we can call it any name we want like function "Name". Now, assume that for any reason *Element 1* was present in life and it causes life to function abnormal. So basically, we add this function to life to reduce or bring *Element 1* down to enable life to function normally. Now, as we continue to apply theory to execute that function, *Element 1* must be reduced. So to show that, we can have a graph that show the function execution related to time and the level of the theory application which results to the function execution related to our intelligence. Now, let's try to assume those values in a table. Take a look of the table below for more information.

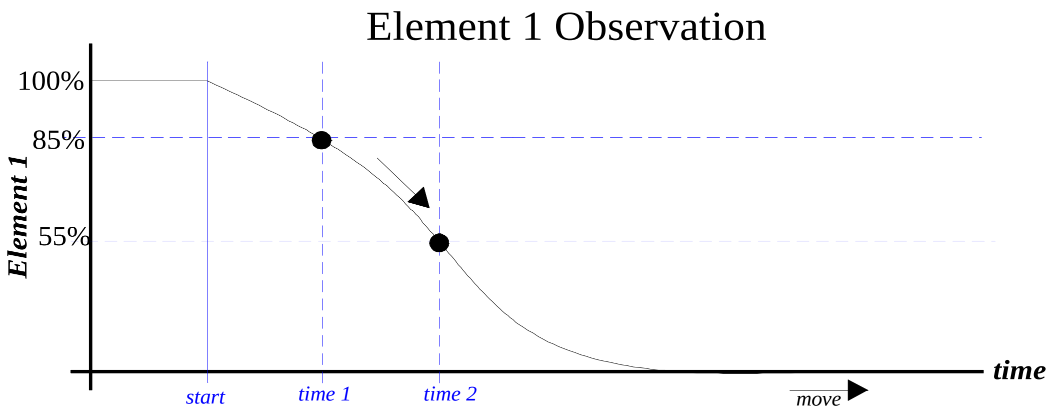
Time	Function 2 Execution	Knowledge of Theory	Element 1 Status
Start	0	0	100% Still UP
Other time	5	5	5% Down; 95% Remain
Time 1	20	20	15% Down; 85% Remain
Time 2	30	30	25% Down; 55% Remain

As we see from the table above, as we keep executing the function, *Element 1* is reduced and our knowledge from the theory increases. We represent the number of our knowledge from the theory related to the function execution to be equal, they don't have to be equal, and they will probably never be equal. This is simply an example for us to understand the relationship of function execution related to knowledge of theory. So from the table above, we can have the graph below.



As we can see from the graph above, as we keep executing the function, our knowledge also creases from the theory and *Element 1* is being reduced. From the graph above related to the table, we can see the following relationship related to *Function 2*, *Time*, *Element 1*, and *Theory Knowledge*. The graph below the diagram shows the observation of *Element 1*. This is the good way to monitor the performance of a function added to life.





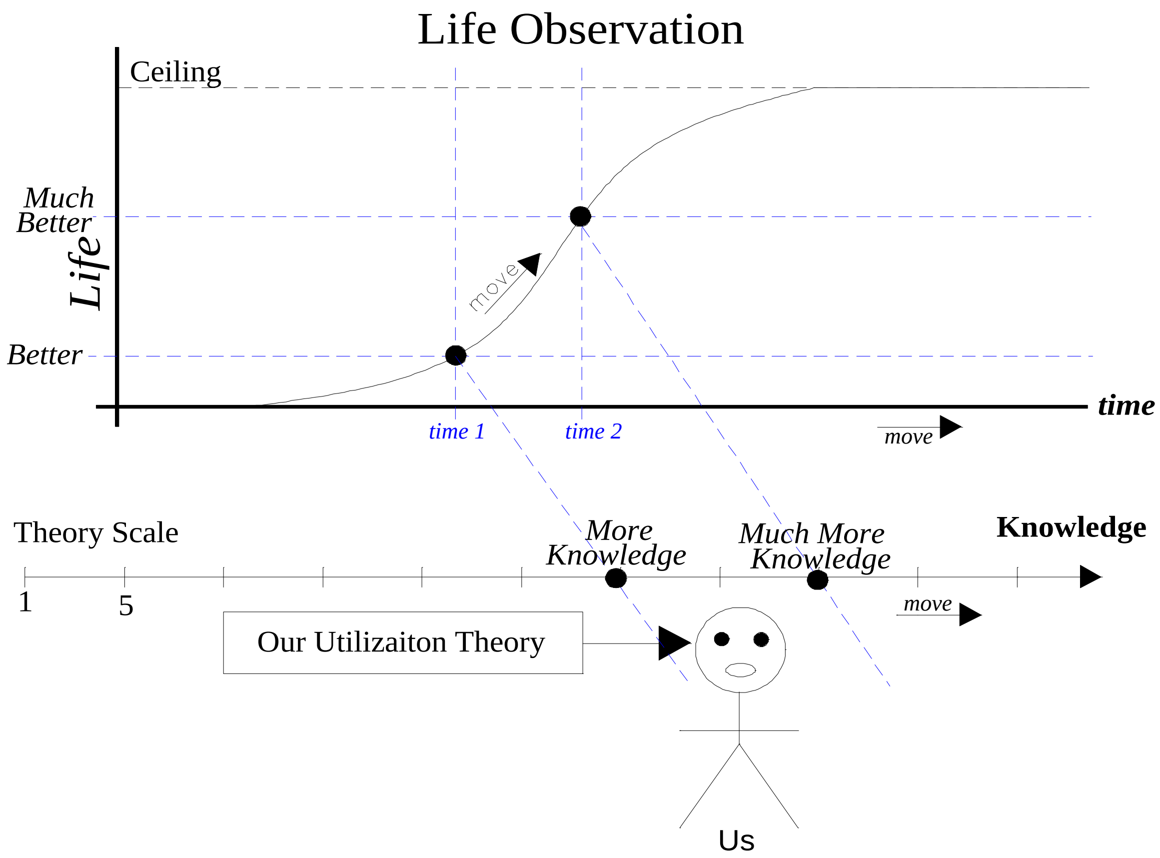
Conclusion

The functional system, life is made of a lot of functions. In order for the overall system to functional normally, we must apply our utilization theory to enable that. With that, we can see that all the functions that makeup life depend on our utilization theory. Since theories are given all the times and in all places, at a time a theory was given to our ancestors, they had chosen not to apply it, instead they relied on their own philosophies. Those philosophies have been inherited from generations to generations. Since life becomes more and more instable from generations to generations, at a time we want to ensure the normal functionality of life, we must start applying our utilization theory. Given that we have learned how to execute functions in life from our ancestors, we must make adjustment to what we do and starting applying our utilization theory in what we do to ensure normal functionality of life. The process of applying our utilization theory in what we do is structuring functions with theory. The way to look at it, we start applying our utilization theory to execute our functions to enable us to make progress in life. Since our intelligence works relatively with theory, it must get ideas from theory to enable us to execute functions in life. As we make progress in our utilization theory, we also make progress in executing functions of life. The diagram bellow shows exactly what is going on. It shows that life is made of a lot of functions, in order for the overall system to do well, the overall functions that makeup the system must do well. It is very important to understand that.

Related to the graph from the section above for the function 2 we added to life, since the purpose of the function was to reduce *Element 1* to enable life to function normally, as we continue to execute the function *Element 1* must be reduced at the same time, we must make progress in life. To show the progress we make in life related to *function 2* execution, we can have a graph similar to the function 2 graph from the previous page. The result of the graph is related to the table below.

Time	Element 1	Life	Theory Knowledge
Start	Up	Abnormal	Less
Time 1	Down	Better	More Knowledge
Time 2	Down	Much Better	Much, More Knowledge

As the diagram shows, as we continue to execute the function, *Element 1* is reduced at the same time, life becomes to function much, more normal. It is very important to understand the relationship of life as a whole with the functions added to it. The ceiling line is used as a margin in this graph to prevent crossover.


Life Observation
Ceiling
Much Better
Life
Better
move
time 1
time 2
time
move
Theory Scale
More Knowledge
Much More Knowledge
Knowledge
1
5
move
Our Utilizaiton Theory
Us

Exercises

932.Disregard the word we use to name an entity, the aspect of that entity does not change. Disregard the word we use to name an entity, the characteristic of that entity does not change at all. It is very important for us to understand life and the functions that make up life. The functional system is made of functions where those functions work associatively to enable the functionality of the overall system. The functions that make up the system are executed by entities that make up the system or entities that are part of the system. It is very important to understand those entities, their functions, and their aspects. Without understanding life itself, if is not possible to understand the functions that make up life and the entities that execute those functions. As we have seen before, given that life depends on our utilization theory, without understand our theory, it is not possible for us to understand life as well. As we have seen and learned to better understand life, it is always good to represent it in a circle and show the entities and their functions. It is very important to understand that, if the entities exist, it must be shown in life. Since life can only be understood by applying our parent principles, without understanding and applying our parent principles, some of us might think that there are entities that do not exist, but that are part of life. Take your time to understand this exercise and verify by providing a practical example, if the entity does not appear in life, it does not exist at all.

932′. It is very important for us to understand the life equation and we should never take it for granted. The life equation was given to us to enable us to understand life easily. By using the life equation, we can represent the entities that make up life and their functions. By doing so, we can quickly realize that if an entity exists, it must appear in the equation. In order for an entity to exist, it must show up in the life equation. It is very important for us to map existing entities to the life equation. That enable us to understand life, it also enables us to show the visual aspect of entities that make up life and their functions. Since our parent principles enable us to understand life, without applying those principles, we might think that there are entities that exist in life, but do not show in the life equation.

q. Take your time to think about this exercise and verify by providing a practical example that if an entities does not appear in the life equation, it does not exist at all. This is the way to look at it, assume that $h(t)$ is a function with an index of 2; if $h_2(t) \notin \mathcal{L}(t)$, then $h_2(t)$ does not exist.

r. As a result of negative philosophy, we might think about entities that make up life, but do not exist. Use both the life equation and the mistaken equation to show that.

933.From exercise number 66, we have shown that as the complexity of the added functions of lie increases, the complexity of existing functions of life also increases. In other words, as we add more functions to life, the complexity of life also increases. From our work out, we should have realized that there is a complexity factor in this case. For instance to better understand what we have done, we can say that for example, if we add one function to life, the complexity of the existing functions increase by one. We only say that here, just to show our understanding that as we add more functions to life, life becomes more complex. It is always good to ask this question, how complex is it? For instance as we add one function, does the complexity increases by one?

By now, we should have a very good understanding of life, our utilization theory and also ourselves. We know that our utilization theory is a complex theory and it enables the functionality of life. We know that a complex theory is a theory that requires much, much more observations. Now, from our understanding of life, it can be shown that the complexity of life increase much, much more than we had thought as we add functions to life. We can also say the complexity of existing functions increases much, much more thaan we have thought as we add more functions to life. The way to look at it, before we thought that if we add a function to life, the complexity of excising functions increases by one. Now we understand life much, much better than before. With our understanding it, it can be shown that if we add a function to life, the complexity of life or existing functions increases not by one, but by a much, much bigger amount. This can be shown that by providing a practical example.

a. Take your time to think about the above explanation
b. Show that as we increase the complexity of added functions or add more functions to life, the complexity of existing functions or life increases munch, much more. You must also provide a practical example in your workout.

933′. We know that life is a complex system. Life is made of both existing and added functions. We have learned and shown before as we add more functions to life or as we increase the complexity of added functions, the complexity of existing functions also increases. To show that, we have done the following.

We know that life is an associative system and it works with its complex theory. We define a complex theory as a theory that has much, much more observations. We have shown that, assume that we have a non complex theory with an observation of 10^{-3} and we have defined our utilization theory with a complexity of 10^{1000}. From what, we have said, we have put those numbers in relationship with the life equation. In order to get rid of the decimal point, we have multiplied both sides by 10^{6}. With that, we have

$$\left(10^{-3}\right)\left(10^{6}\right) \Leftrightarrow \left(10^{1000}\right)\left(10^{6}\right)$$

$$u(t) \Leftrightarrow h(t)$$

By now, since we have learned a lot about life and our utilization theory, and we have a very good understanding of both of them. It can be shown that the complexity of life increases much, much more than we have thought as we add more function to life. We can also say that the complexity of the existing functions increases much, much more than we had thought. With what we have just said, we can rework the numbers above. For instance, to balance the numbers we can multiply the left side by 10^6; however from our understanding now, the right side must be multiplied by a much, much bigger number to compensate of our current understanding of life. In other words, since the complexity of excising functions increases much, much more than we had thought, we must use a bigger number to compensate for that. In this case, assume that we use 10^6 to multiply the left side; we must use a bigger number for the right side. For instance, we can use 10^{60} for the right side. We use 60 here to show how big the complexity of the existing function becomes. That number does not have to be exact. In this case we have

$$\left(10^{-3}\right)\left(10^{6}\right) \Leftrightarrow \left(10^{1000}\right)\left(10^{60}\right)$$

$$u(t) \Leftrightarrow h(t)$$

In this case, 60 simply acts as a factor. For instance, if the complexity of $u(t)$ is 10^{a}, then the complexity of $h(t)$ increases to $10^{N(a)}$ as well. In this case we have

$$u(t) \Leftrightarrow h(t)$$
$$10^{a} \Leftrightarrow 10^{N(a)}$$

a. Take your time to think about the above explanation
b. Verify that by providing a practical example, as we add more functions to life, the complexity of the existing functions becomes much, much more than we had expected. We can also say the complexity factor of the existing functions becomes much, much bigger than we have thought.

934. While comparison is a characteristic of theory, however we did not discuss it. We have left it for the people of many generations from us—now. Given that theories are hidden entity, the existence of a theory is not known until it is identified. Since our intelligence works in an increment/decrement basis, the process of learning a theory takes time and it cannot be speed up. We have learned that process is a natural process and there is no way it can be adjusted or changed.

By understanding philosophy inheritance, and the process of philosophy inheritance, we know that we inherit negative philosophies from our ancestors from generations to generations. By now, we should have a very good understanding of that process.

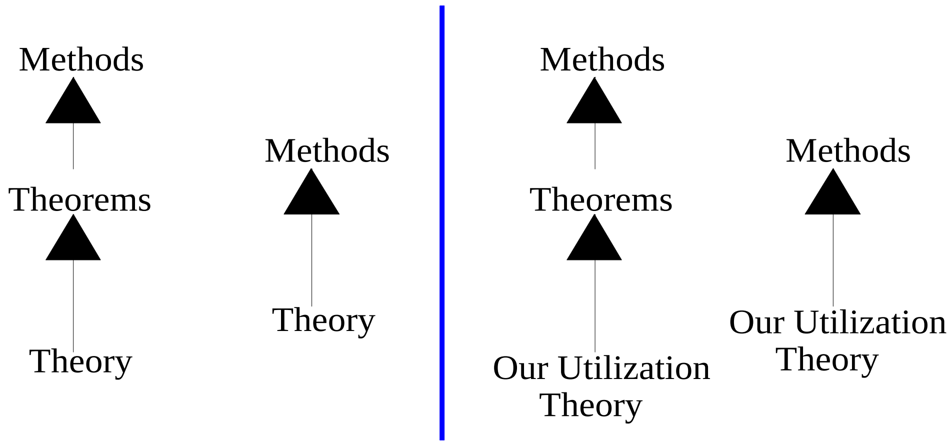
a. By understanding the explanation above, it can be shown at this time we cannot compare theory and we have to leave that subject for people from many generation from now. Show that; you can provide blocks diagrams and also timing analysis based on your assumption. What we mean by assumption, we mean timing assumption.

934′. While comparison is a characteristic of theory, however we did not discuss it. We have left it for the people of many generations from us—now. Given that theories are hidden entity, the existence of a theory is not known until it is identified. Since our intelligence works in an increment/decrement basis, the process of learning a theory takes time and it cannot be speed up. We have learned that process is a natural process and there is no way it can be adjusted or changed.

By understanding philosophy inheritance, and the process of philosophy inheritance, we know that we inherit negative philosophies from our ancestors from generations to generations. By now, we should have a very good understanding of that process.

a. Start Using the mistaken physical system equation, show that for now we cannot compare theory and we have to leave that subject for people from multiple generations from now. You can use block diagram and provide timing analysis for your timing assumption.

935.Start here The relationship of theory, theorem, method and system points us to the following diagram. From this diagram, we see that theorems are derived from theory, while methods are derived from theorems. We also see that our utilization theory gives rise to many theorems, while those theorems give rise to methods.



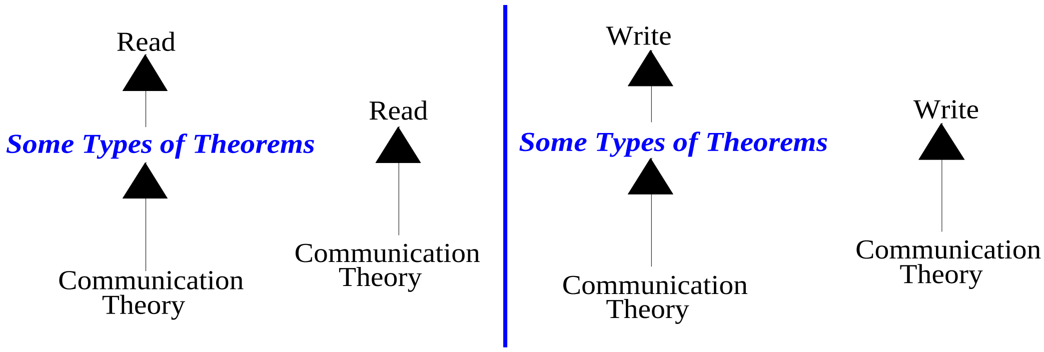
In terms of our utilization theory, we know that the functionality of our lives depends on our utilization theory. We apply our utilization theory to derive and execute functions of life. Since those functions are methods themselves, rather than call them functions, we can also call them methods. For example, while *reading* is a function, it is also a method. We clearly see that *reading* is a method of communication.

a. Take your time to think about the above explanation
b. Now, use a table to list 10 methods of life. You can have a table to list the name of the methods, the description, and the theory the methods are derived from. In this case, we can also say the theory the methods are related to.

Method Name	Method Description	Derivation Theory
Method Name 1	Method Description 1	Theory Name 1
Method Name 2	Method Description 2	Theory Name 2

The table below shows an example for functions *read* and *write*. It shows that *read* and *write* are two type of methods. The second column shows their descriptions, while the third one shows that they are derived from theory of communication. We can also say that they execute related to theory of communication. You can use this table as a guideline. See the diagram below, it is related to the table. You can use both the table and the diagram as a guideline for the 10 methods you choose.

Method Name	Method Description	Derivation Theory
Read	Communication Method	Communication Theory
Write	Communication Method	Communication Theory



c. Now, do something similar to the diagram above. Use the theory, theorem and, method relationship with the arrow pointed upward from above. Do something like that, Theory Name 1 gives rise to "*Some Type of Theorem*" or "*Some Theorems*", then gives rise to Method Name 1. The preceding sentence can also be interpreted as Theory Name 1 → "*Some Type of Theorems*" → Method Name 1. As we see, one theory can gives rise to multiple methods; also a single method can be derived or related to multiple theories. In this case, you can list all of them.
d. Finally, use the last relationship, which is the result of the relationship of theory and method. In this case, you have theory gives rise to method. In your case, you have Theory Name 1 gives rise to Method Name 1 or the other interpretation; Theory Name 1 → Method Name 1.
e. We fully understand that there is a relationship between functions that make up life and life itself. In other words, there is a relationship of method that we

execute in life and life itself. With the methods that you choose, show the relationship of life with each method.

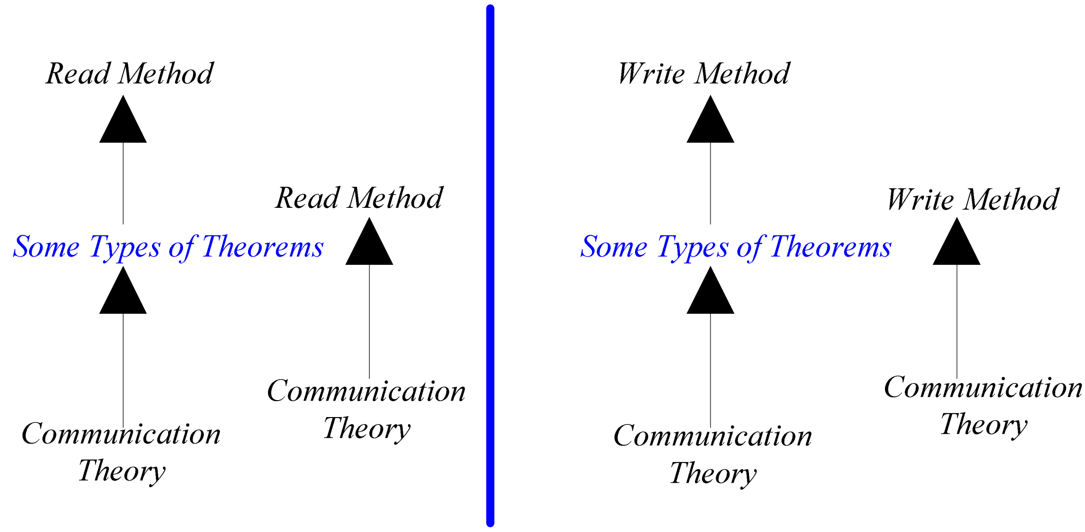
f. State the relationship of the method name, function name, the theory name in terms of our utilization theory.
g. From our utilization theory, the functional system, and the added functions that we execute in life, we know that our utilization theory enables us to derive and execute functions in life. In other words, the added functions that we execute in life are related to our 10 theories. Since we know that methods are functions themselves, rather than using functions names, we can also use method names. In this case, we can use the subscript m to denote methods or the name of a function following by the name metod or any or a word following by the word method. As an example, let's do the following by the table below.

Method Name	Method Description	Derivation Theory
Read	Communication Method	Communication Theory
Write	Communication Method	Communication Theory

Since methods are functions themselves, related to the table above, we can have another table to show the method name, the function index, the method equivalent and their derivation theories.

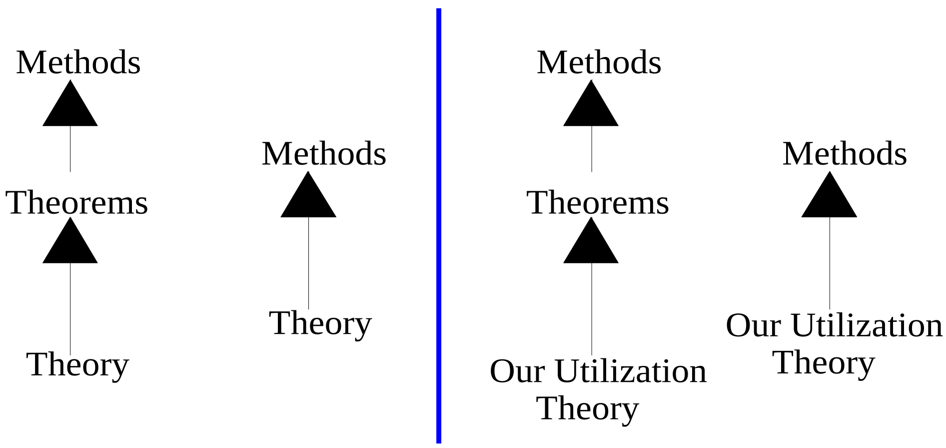
Method Name	Function Index	Method Name Equivalent	Derivation Theory
Read	*aFunction 1*	R_m or Read Method	Communication Teory
Write	*aFunction 2*	W_m or Write Method	Communication Theory

Now, use the diagram that shows the relationship of theory, theorem, and method to show what theory the methods are derived from. Use the constant name "Some Types of Theorems" for the theorems. Below is an example of what you should do. Use it as a guideline for the 10 functions of life you choose. From what we know about theory, theorem, and method, one theory can give rise to multiple methods, as well as one method can be derived from multiple theories. In this case, we can say the method in question is related to multiple theories.



h. We know that there is a relationship of functions that makeup life and life itself. In other words, there is a relationship of *aFunction* and *Life*, since the functions that makeup life are methods themselves, show that there is a relationship between life with each of your method.
i. Show the relationship of the method name equivalent, the function index and the derivation theory in term of our utilization theory. In this case, you simply need to show a symbolic relationship equivalent in terms of the method name equivalent, the function index, the theory name, and the utilization theory.

935′. The relationship of theory, theorems, method and system points us to the following diagram. From this diagram, we see that theorems are derived from theory, while methods are derived from theorems. We also see that our utilization theory gives rise to many theorems, while those theorems give rise to methods.



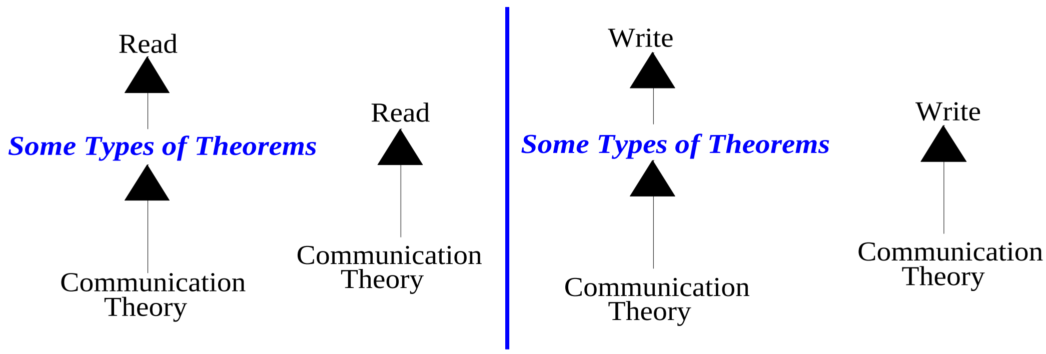
In terms of our utilization theory, we know that the functionality of our lives depends on our utilization theory. We apply our utilization theory to derive and execute functions of life. Since those functions are methods themselves, rather than call them functions, we can also call them methods. For example, while *reading* is a function, it is also a method. We clearly see that *reading* is a method of communication.

a. Take your time to think about the above explanation
b. Now, use a table to list 10 methods of life. You can have a table to list the name of the methods, the description, and the theory the methods are derived from. In this case, we can also say the theory the methods are related to.

Method Name	Method Description	Derivation Theory
Method Name 1	Method Description 1	Theory Name 1
Method Name 2	Method Description 2	Theory Name 2

The table below shows an example for functions *read* and *write*. It shows that *read* and *write* are two type of methods. The second column shows their descriptions, while the third one shows that they are derived from theory of communication. We can also say that they execute related to theory of communication. You can use this table as a guideline. See the diagram below, it is related to the table. You can use both the table and the diagram as a guideline for the 10 methods you choose.

Method Name	Method Description	Derivation Theory
Read	Communication Method	Communication Theory
Write	Communication Method	Communication Theory



c. Now, do something similar to the diagram above. Use the theory, theorem and, method relationship with the arrow pointed upward from above. Do something like that, Theory Name 1 gives rise to "*Some Type of Theorem*" or "*Some Theorems*", then gives rise to Method Name 1. The preceding sentence can also be interpreted as Theory Name 1 → "*Some Type of Theorems*" → Method Name 1. As we see, one theory can gives rise to multiple methods; also a single method can be derived or related to multiple theories. In this case, you can list all of them.
d. Finally, use the last relationship, which is the result of the relationship of theory and method. In this case, you have theory gives rise to method. In

your case, you have Theory Name 1 gives rise to Method Name 1 or the other interpretation; Theory Name 1 → Method Name 1.

e. We fully understand that there is a relationship between functions that make up life and life itself. In other words, there is a relationship of method that we execute in life and life itself. With the methods that you choose, show the relationship of life with each method.

f. State the relationship of the method name, function name, the theory name in terms of our utilization theory.

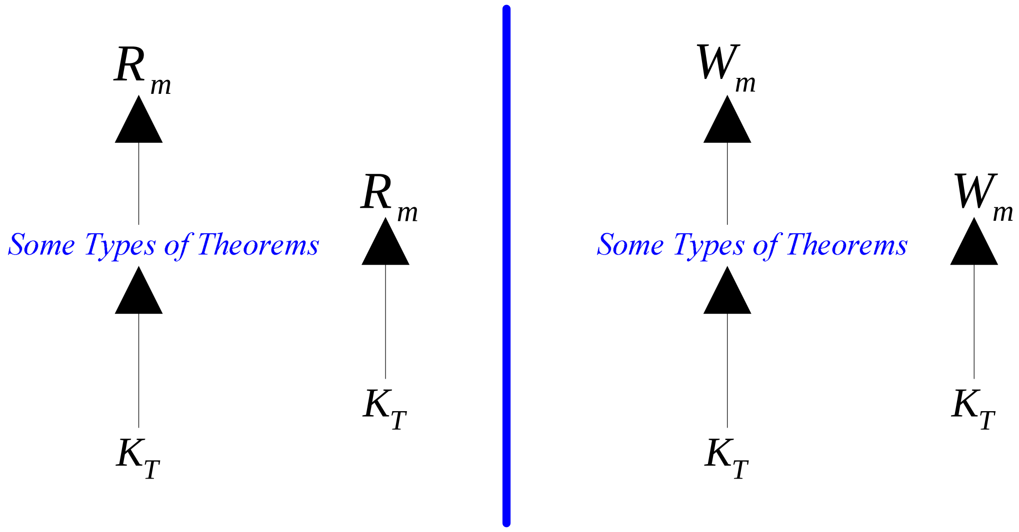
g. From our utilization theory U_T, the life equation $\mathscr{L}(t)$, and the adding functions that we execute in life $u(t)$, we know that our utilization theory enables us to derive and execute functions in life. In other words, the added functions that we execute in life are related to our 10 theories. Since we know that methods are functions themselves, rather than using functions names, we can also use method names. In this case, we can use the subscript m to denote methods. As an example, let's do the following by the table below.

Method Name	Method Description	Derivation Theory
Read	Communication Method	Communication Theory
Write	Communication Method	Communication Theory

Since methods are functions themselves, related to the table above, we can have another table to show the method name, the function index, the method equivalent and their derivation theories.

Method Name	Function Index	Method Name Equivalent	Derivation Theory
Read	$u_1(t)$	R_m	K_T
Write	$u_2(t)$	W_m	K_T

Now, use the diagram that shows the relationship of theory, theorem, and method to show what theory the methods are derived from. Use the constant name “Some Types of Theorems” for the theorems. Below is an example of what you should do. Use it as a guideline for the 10 functions of life you choose. From what we know about theory, theorem, and method, one theory can give rise to multiple methods, as well as one method can be derived from multiple theories. In this case, we can say the method in question is related to multiple theories.



h. We know that there is a relationship of functions that makeup life and life itself. In other words, there is a relationship of $u(t)$ and $\mathcal{L}(t)$, since the functions that makeup life are methods themselves, show that there is a relationship between life with each of your method.
i. Show the relationship of the method name equivalent, the function index and the derivation theory in term of our utilization theory. In this case, you simply need to show a symbolic relationship equivalent in terms of the method name equivalent, the function index, the theory name, and the utilization theory.

936.From the above exercise, we have been able to identify functions of life. We have been able to identify many functions that we execute in life as methods. Not only we have identified many methods, but we have also identified the theories those methods are derived from. The fact that those methods are derived from or executed related to our utilization theory, there is no way they can develop problems in life. Since our utilization theory enables the normal functionality of life, any method that is derived from it or executed related to it is problem free. We have been able to show that from our understanding of the relationship of life and our utilization theory. Now, what happen when those methods are not derived or executed related to our utilization theory. We may have already shown that they develop problems in life.

a. Using the same table you have used above as a guideline from the methods you have identified list a problem for each that is caused when they are not executed related to our utilization theory. Use the table below as a guideline.

Method Name	Problem Name	Problem Description
Method Name 1	Problem Name 1	Problem Description
Method Name 2	Problem Name 1	Problem Description

b. From the exercise above, you have identified each method and the utilization theory that is related to each method. Now, you are going to identified the problem and label each theory that is not applied to that problem. In this case, you can put not applicable for each theory. See the table below for more information.

Method Name	Problem Name	Related Theory
Method Name 1	Problem Name 1	Not Applicable
Method Name 2	Problem Name 1	Not Applicable

The way to look at it, the reason we have those problems, because the related theory is not applicable. Now, construct the same table then add another column to it and name "Regarded Theory". Add it just before the "Related Theory" column. Change the "Related Theory" column to "Disregarded Theory". Now, fill the table by putting the related theory name and the disregarded theory name. The related theory name is the theory name that could have solved and prevented the problem. See the table below for more information.

Method Name	Problem Name	Related Theory	Disregarded Theory
Method Name 1	Problem Name 1	Related Theory 1	Disregarded Theory 1
Method Name 2	Problem Name 1	Related Theory 2	Disregarded Theory 2

b. Now, for each problem you have identified above, since the related theory is not applicable. It is very easy to see that the reason that problem was developed, because the related theory was not applied. In this case, we can see rather than using our parent's principle which is the related theory, philosophies were used instead. In this case, we can see that philosophies are clearly what caused the problems to develop. Now, have another table, which will be the same as above and add another column for comment. Add any comment you have related to the not applicable theory in regard with negative philosophies. In this case, we can say that in regard of negative philosophy for each problem. Take a look of the table below for more information.

Method Name	Problem Name	Related Theory	Comment
Method Name 1	Problem Name 1	Not Applicable	Comment 1
Method Name 2	Problem Name 1	Not Applicable	Comment 2

c. For each problem identified above, show the relationship or any with life. In this case, we mean the negative relationship with life or how does it affect life.

936′. From the preceding exercise, we have identified many added functions in life. Not only we have identified those functions as methods, but we have been able to identified the theories those methods are derived from. With our understanding of the relationship of our utilization theory and life, not only we have been able to show the relationship of life with each of those methods we have identified, but also they will not develop problems in life, since they are executed related to our utilization theory.

Previously, we have identified the relationship given by the equations below. The equation below shows that solution is application of theory, while problems are the application of negative philosophies.

$$T_r\{T\} = solution$$

$$T_r\{\overline{T}\} = problem$$

We know the relationship between life and added functions; we also know the relationship of our utilization theory and added functions as well. In this case, we already known that the functions that we add to life must be derived or executed related to our utilization theory. We already known that, whenever those functions are not executed related to our utilization theory, they develop problems in life. This explanation leads us to the following relationship in terms of our utilization theory and added functions.

$$T_r\{U_T\} = u(t)$$

$$T_r\{\overline{T}\} = \overline{u}(t)$$

From the above relationship, we can see that the problems that we develops in life are the result of our negative philosophies and those problems are solvable or prevented with the application of our utilization theory.

a. Take your time to think about the above explanation
b. From the previous exercise, you have identified some methods that are derived from our utilization theory. Not only you have identified the methods, but you have identified each derivation theory for each particular method. In this one, you are going to use the same table as shown below. You are going to identify a problem that is caused by each particular method and provide a description for the problem. On the last column, the disregarded theory is the negative philosophy that develops the problem. Add a column also for the function index. In this case, we can call it a faulty function, since it is execute with error. The second table shows an example for the read and write methods.

Method Name	Method Equivalent	Problem Name	Problem Description	Disregarded Theory

The table below shows a guideline of what you should do for the read and the write method. It shows the method names, the abbreviation or symbolic equivalent for the methods, and the negative philosophies related to the disregarded theory. By the way, complete the question mark for the table below.

Method Name	Method Equivalent	Problem Name	Problem Description	Disregarded Theory
Read	R_m	?	?	$\overline{K_T}$
Write	W_m	?	?	$\overline{K_T}$

c. We know that negative philosophies cause life to function abnormal while the application of our utilization theory enable life to function normally. Now, from the table above, add another column and label it comment and add any comment you may have and show the abnormality relationship between life and the unlined method when it is executed disregard our utilization theory.

937.We have been able to identify many functions of life as methods. By now, we should be very familiar with that process. For instance, we have been able to identify drive as a method. For example, we can identify drive as a transportation method. As well as, a car manufacture is also a method. Any organization is considered to be a method as well.

a. In this exercise, you are going to identified different methods, their descriptions, and also provide a type. You can provide up to 10 of them. The name column can be organization, services, goods provider, goods etc.

Name	Description	Function	Method
Name 1	Description 1	Function 1	Method 1
Name 2	Description 2	Function 2	Method 2

b. From the methods you have identified above, identified any theory from our 10 theories that is related to each of them. Use the theory, theorem, and method relationship to show what theory they are related or derived from. In this case, you can use the arrow with "Gives Rise" and "Some Types of Theorems" as constants. In this case, you can have a table similar to the one below.

Method Name	Description	Related Theory
Method Name 1	Description 1	Related Theory
Method Name 2	Description 2	Related Theory

937′. We know that life is made of two set of functions, the adding functions and the existing functions. Let's represent the life equation below again. Below is the life equation with the description for each term on the table.

$$\mathcal{L}(t) = h(t) + u(t)$$

Life of Time	**Existing Functions of Time**	**Adding Functions of Time**
$\mathcal{L}(t)$	$h(t)$	$u(t)$

The terms $h(t)$ and $u(t)$ are represented by the following equations

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{And} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

As it shows above, the added functions of life are represented by $u(t)$.

Previously, we have been able to identify drive as a method of transportation. In this case, we can also say that a car provides a function of life. We have been able to show the relationship between an instrument and its function. Now, we can identify car drive as a function, since it provides a function of life. We can also identified drive as a method, since the function of the car is to drive.

a. In this exercise, identified couple of functions as methods; you can have up to 10. You can identified organization names, service provider, services, goods provider, goods etc. Have a column for name, description, function index, and method equivalent.
b. Now use theory, theorem, and method relationship to show the related theory of those methods you have identified. You can have a table that shows functions index, method names, and theory equivalent. Then uses the theory gives rise arrow to "Some Types of Method", to show the related theory for each.

938. We have learned what is philosophy inheritance and the process of philosophy inheritance. We know that we inherit negative philosophies from our ancestors. From time to time, that process does not have any limit. As of today, we still inherit negative philosophies from them. Since our intelligence works in a consecutive basis, and our intelligence needs ideas in order for us to execute functions, we use those negative philosophies to do what we do. As of today, we still work and do things according to those philosophies. Verify that statement by providing a practical example. That means, verify the statement by providing an example of philosophy inheritance related to the way we do things.

939. We may have seen this statement before. In terms of number, as we move from generation to generation, the amount of philosophies becomes bigger. In other

words, as we move from generation to generation, we inherit more philosophies. Verify the statement by providing a practical example.

939′. Using the mistaken equation below and verity that as we move from generation to generation the amount of philosophies becomes bigger. You can provide a practical example as well.

$$S(xy) = (x_1 + x_2 + x_3 + \cdots + x_n)(y_1 + y_2 + y_3 + \cdots + y_n)$$

940.By now we should know a lot about the physical system stability. We have already known a lot about personal stability as well. We know that there is a similarity between the physical system stability and personal stability. In term of similarity, you can verify that graphically before continuing further. The table below gives more explanation about each item from the equation.

a. Here you need to veify the relationship between the physical system stability and personal stability.
b. Show that philosophy inheritance contributes to both the physical system stability and the personal stability.

940′. By now we should know a lot about the physical system stability. We have already known a lot about personal stability as well. We know that there is a similarity between the physical system stability and personal stability. In term of similarity, the equation below shows the relationship between the physical system stability and the personal stability. The table below gives more explanation about each item from the equation.

$$PhS = \sum_{l=1}^{L} PS_l$$

Personal Stability	Physical Stability	Number of People
PS	PhS	L

a. Verify with a practical example that the physical system stability is the sum of personal stability as shown by the equation above.
b. Shown that

$$PhS = \sum_{l=1}^{L} PS_l = 100\%$$

c. Using the mistaken equation below, show how philosophy inheritance contributes to system stability? You may also interpret it as how philosophy inheritance contributes to the mistaken equation? The mistaken equation was given and expanded as shown below.

$$S(xy) = (x_1 + x_2 + x_3 + \cdots + x_n)(y_1 + y_2 + y_3 + \cdots + y_n)$$

d. Using the mistaken equation above, show whether or not there is a relationship between personal stabilities and the mistaken equation. Depend how you answer the question, verity any relationship by making adjustment to the mistaken equation to yield stability with the physical stabilities. The physical stability related to personal stability is given by the following equation.

$$PhS = \sum_{l=1}^{L} PS_l$$

941.**Understanding Method and Theory Relationship:** Some methods are so unique to themselves and adapted to their respective theories, sometime it is good to name them with the word method attached. Sometime a method may have been given as well, in this case it is always good to refer that method to its name and the word method attached.

By now, we should know a lot of about theory, uniqueness of theory, and fundamental of theory. We know that a theory is unique to itself and also it's fundamental. We also know that a theorem is a unique observation from a theory. In other words, we can also say a theorem is a unique principle from a theory. That makes sense, since principles are theorems themselves with some respects. Since theory gives rise to theorems, and theorems give rise to methods. Given that theorems are unique themselves that makes sense for methods that are derived from those theorems to be unique as well. Given that theorems are unique themselves from theories that may well be methods as well. Since theory gives rise to methods and theorems are unique from theories, sometime it is good to refer to some methods to their unique forms in a way that they can easily recognize. For example, for a particular method, it can be referred as "The Name Method", where "Name" is the name for the method and the word method is attached to the end of the name.

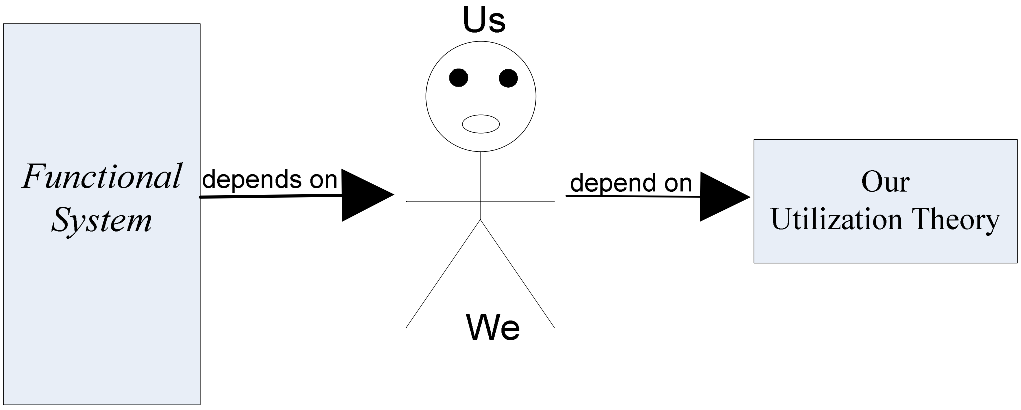
a. Take your time to think about the above explanation
b. Try to see if you can find some unique functions; in this case we call them method as well; try to identify them and see if you can come up with a unique name for them with the word method attached. The function name may not change, but the word method may be attached to it.

942.To better understand the term philosophy inheritance, let's answer the following questions.

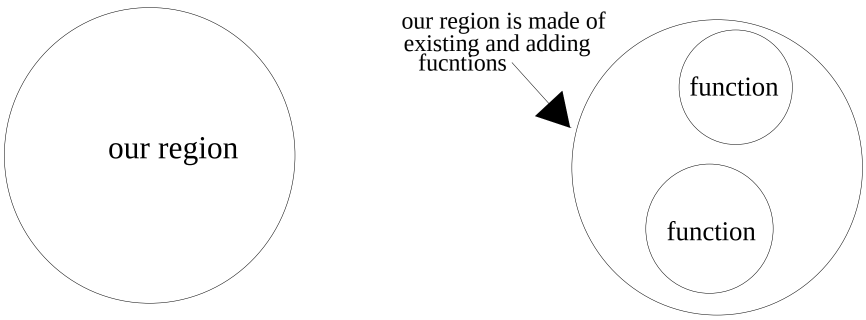
a. What is philosophy inheritance?
b. State why we have to structure our functions related to our utilization theory?
c. Provide some examples of philosophy inheritance and have an explanation for each.

d. Does time make any difference when it comes to philosophy inheritance? If not, why not? In other words, does time matter in philosophy inheritance?
e. Why do we inherit negative philosophies from our ancestors?
f. Show with a practical example, as generation increases more negative philosophies are inherited.

943.**Understanding and Structuring Functions:** This is the same as saying that understanding structuring functions with theory and structuring functions with theory. We—the physical system—are defined as a theory dependable system. As a theory dependable system, we have an intelligence that enables us to apply theory to execute functions in life. We know that life is made of two set of functions which include existing functions and added functions. In order to have a good understanding of life, it is always good to know the relationship between life, ourselves, and our utilization theory. While we can state that relationship, it is always better to show it in a diagram in order to have a better feeling for it. The diagram bellow shows the relationship between our physical system, life, and our utilization theory.



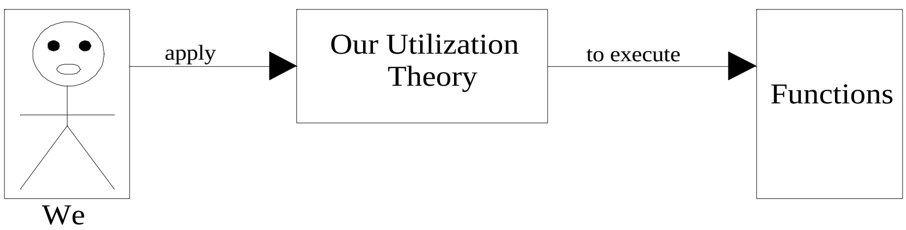
From the diagram above, we can quickly see the functional system is a function itself. As a function, it makes sense for it to have its own region. We can call that region the region of operation. The two diagrams below shows our region of operation and the sets of functions that include in that region.



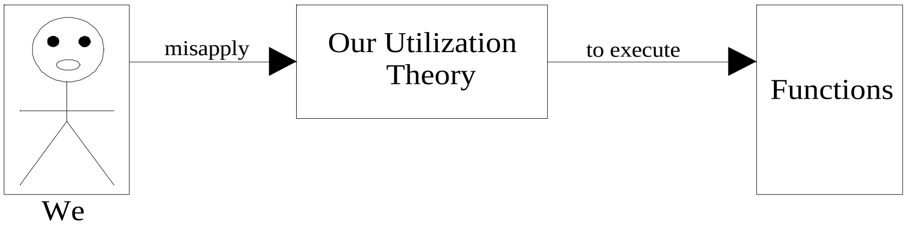
From the diagram above, we can quickly see that our region of operation includes two set of functions. Since a system cannot function normally without its utilization theory, it makes sense for our region to be associated with its own utilization theory. From theory and system relationship, we know that a system function with its utilization theory. In terms of life, we have been identified our given theory as shown on the table below.

Theory Order	Theory Name	Abbreviation
Theory 1	The Communication Theory	K_T
Theory 2	The Information Theory	i_T
Theory 3	The Instrumentation Theory	I_T
Theory 4	The Power Theorem	P_T
Theory 5	The Theory of Education	E_T
Theory 6	The Theory of Marketing	M_T
Theory 7	The Exchange System Theory	Es_T
Theory 8	The Gaming Theory	G_T
Theory 9	The Work Theory	W_T
Theory 10	The Theory of Reproduction	X_T

Our utilization theory shown above includes 10 theories. The order of the theory does not matter. Any order or number can be used. The most important is the application of our utilization theory. Since the theory must be used in order for life to function normally, only the application of the theory makes it important to enable the functionality of life. In term of functionality of life, it is always good to understand that we use our utilization theory to enable the functionality of life. Given that we have already learned that process, it makes sense for us to show a visual aspect of life related to the application of our utilization theory.



The diagram above shows that the physical system—us—applies our utilization theory to execute functions of life. Another way to interpret it is that the application of theory enables the execution of functions in life. That interpretation is well matched with our definition. Given that life functions relatively to the function that we execute; given that the theories that we apply enable the execution of those functions, what happen when those theories are disregarded or misapplied?

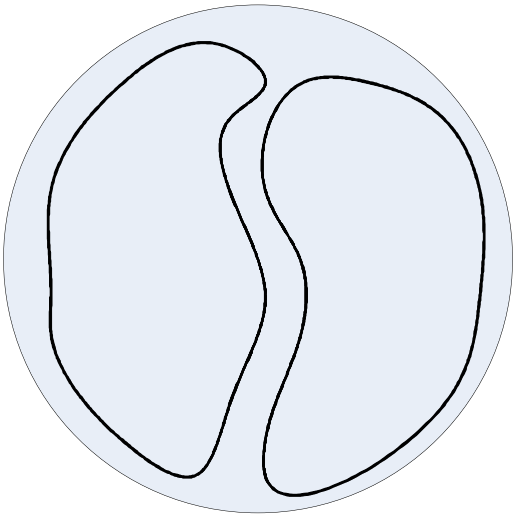


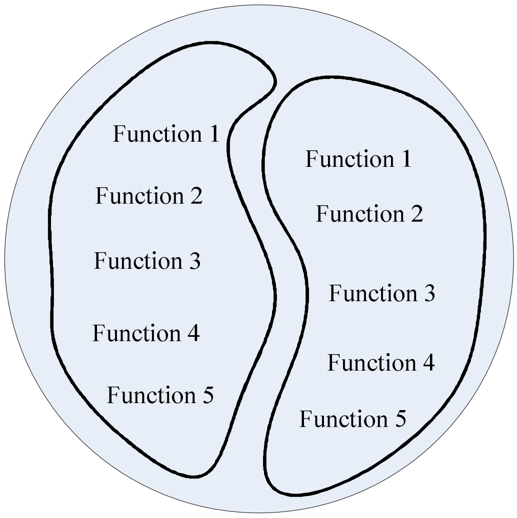
The diagram above represents the process of misapplying or disregarding our utilization theory to execute functions in life. The way to look at it, since the executions of those functions enables the functionality of life, whenever the theories that enable the execution of those functions are disregarded or misapplied, problems are developed in life. This is basically what the diagram above shows. It shows that, rather than relying on our utilization theory, we disregard them and rely on our philosophies. Whenever we do that, the functions that we execute in life related to those ideas are problems themselves or problems that we develop.

The way to look at the two diagrams above, we can interpret them as follow. Application of our utilization theory result to solutions, while misapplication or disregarding our utilization theory results to problems. In terms of philosophies, whenever we talk about negative philosophies, it is always good to ask this question, where those negative philosophies are originated. We already know that our utilization theory was given to us by our parent. About those negative philosophies, where are they originated? From physical system stability, we know that we generate them; we also know that we inherit them. So to answer this question, whenever we talk about the term philosophies or negative philosophies, it is always good to think that we generate them and we inherit them from our ancestors. So the negative philosophies that result to problems from the above diagram are the negative philosophies that we inherited from our ancestors.

The way to look at it, since theories are given all the time and in many places, at a time our theory was given to our ancestors, they had chosen not to apply it. Rather, they relied on their own philosophies to do things. Given that life does not have anything to do with their philosophies, whenever they applied them to execute functions in life, they simply developed problems. Now, since our utilization theory is no longer a baseline, they simply passed those negative philosophies to us. The result is that, today we still function or execute functions according to those philosophies. Now that we know an understand our utilization theory; now that we know we must apply our utilization theory to enable our system to function normally; now that we know our system becomes more and more instable from generations to generations; now that we know applying our utilization theory is the only solution to stability, we must start applying our utilization theory in our functions. The process of applying our utilization theory to execute functions of life is known as structuring functions with theory.

a. Take your time to think about the above explanations
b. From the diagram below label the following "Life", "Existing Functions", and "Adding Functions"





c. State why it is always important to think that we are operating inside our region.
d. What is the function of the physical system?
e. What is the function of the functional system?
f. What is the reason of a given system theory? What is the reason of our utilization theory?
g. State the relationship of life, ourselves, and our utilization theory.
h. Verity that the physical system stability dictates the functional system stability.
i. From the diagram above, tabulate the functions and show their names and their number. As shown on the table below.

Functions Number	Function Names
Function 1	Function 1 Name
Function 2	Function 2 Name

j. For each function from the list above, determine why each one you choose is considered to be an existing function or an adding function.
k. For each function you have identified from the table above, list their regions of operation and their regions numbers. The table below shows an example. The region name is considered to be the Region of Operation (ROO) or the name of the region of operation, which is considered the region the function is executed.

Function Name	Function Index	Region Name (ROO)	Region Number
Function Name 1	Function 1	Region Name 1	Region Number 1

l. Now, look at your added functions and see if they can be represented in a method form. If not, you might need to mix them so some or all of them can be represented in a method format. You can choose different types of functions you like or those that can be represented in a method format. You can try to mix them by using organization type functions and methods etc.

m. Now, look at the added functions and look at the time chart and try to put those functions to the chart to determine how long they have been added. You can go as far as you want, but it does not matter what time or date your choose from the chart. The way to look at it, you pick a date your think the function was first added. It does not matter; you can choose any date or go back as far as you want. After you do that, you may try to come up with a method name for each function. The table below shows an example. You should have a description for each method.

Function Name	Function Number	Method Name	Method Abbreviation
Function 1 Name	Function 1	Method 1 Name	A_m

n. In a separate table, after you have identified those methods above, and refer them to their names and their abbreviation. Now, next to each method, uses the theory gives rise to find the related theory among our 10 theories that are related to those methods. You can have a table as shown below.

Method Name	Method Abbreviation	Related Theory
Method 1 Name	A_m	K_T

o. Now, verify if the related theory is applicable to each method from the table above. If not, have another table and label the last column “Related Philosophy” or “Disregarded Theory”. It may be better to label it “Disregarded Theory”. Your table should look like this one. You may have another column to show the name of the disregarded theory. You can use phrase like “Disregard or Misapply specific theory name”.

Method Name	Method Abbreviation	Disregarded Theory
Method Name 1	A_m	Disregarded K_T

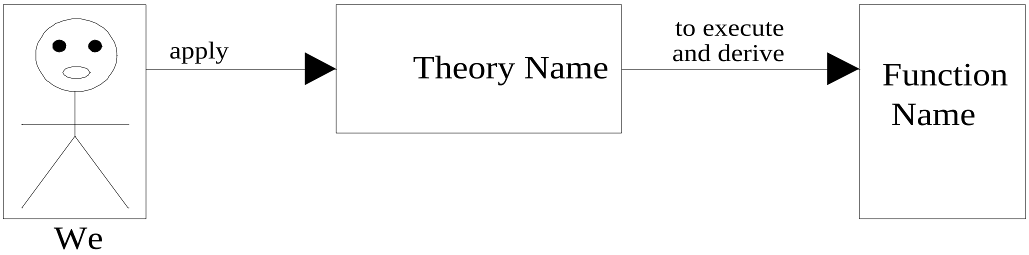
p. From the table above, list any problem you think each method has caused or any problem you think that has been developed by this method by disregarding or misapplied specific theory. Show any additional comment you may have related to each method in regard of the misapplying theory. You can have a table like the one below.

Method Name	Problem Developed	Comment

Method 1	Problem 1	Comment 1

q. Do you believe those functions should be adjusted to reflect our knowledge or our understanding of our utilization theory?

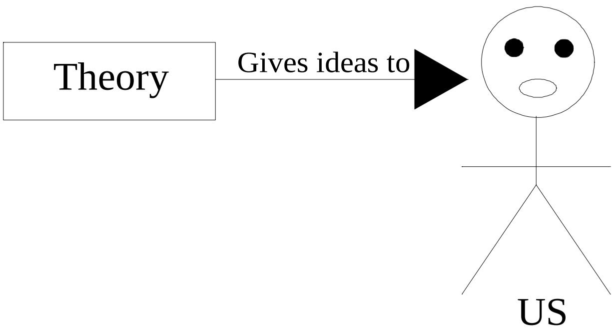
r. From your functions, draw the system applies theory diagram for the applicable theory. As an example, see the diagram below. You can have a diagram for each one or the one of your interest.



Show both function names and function numbers on your table. You should have a table as the one below. You can also have a diagram related to the one above for each applicable theory from the table.

Function Name	**Function Index**	**Applicable Theory**
Function 1 Name	Function 1	K_T

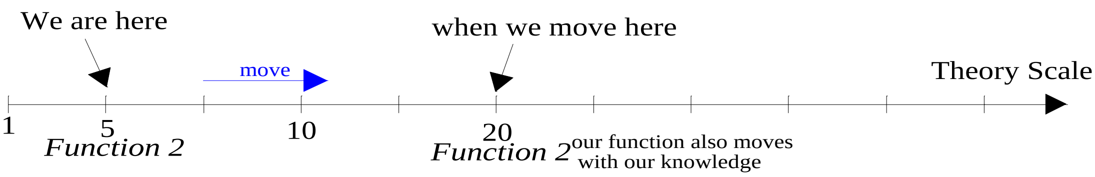
s. We know that we are an intelligent-system and our utilization theory gives ideas to our intelligence. To better understand our system and our intelligence related to theory, let's look at this diagram as an example. It shows that our utilization theory gives ideas to us. Redraw the diagram below based on your table above. That means redraw the diagram for each applicable theory.



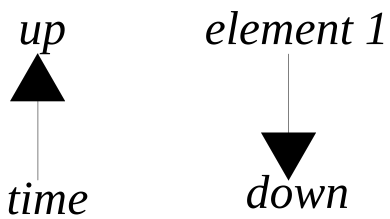
t. We know that life is made of a lot of functions. Since the overall function includes a lot of functions, in order for the overall function to do well, each particular function must do well. In other words, in order for life to do well, each function that makes up life must do well. That makes a lot of sense, since each function weights on the overall function.

As we have shown earlier, since our intelligence increases related to theory, our functions should not stay fixed as well. Our functions should be adjusted related to our knowledge. Now, analyze each particular function in term of philosophy inheritance related to life. From your time chart, you can look at the time the function has been added related to today. You can take today and that time into account. Since we are a theory dependable system, theories give us ideas to do things. In terms of functions executions, we can say that theory gives us knowledge to execute functions. As our knowledge increases so do our functions. That also works in the negative side as well. Now, from your functions, you can use the diagram below to show how they move with our knowledge related to time.

In term of date, you can pick up any date on the time chart. You can pick any date you think the function was added to any recent date. For example, a function may have been added since 3000 years ago, however you can pick up a window of 500 years to work. So your fist date can be 1500 and your second can be 2000. It does not matter; pick any date you want from the chart.



u. To better understand and visualize the performance of the function from whatever date you choose for example from date 1 to date 2, you can look at individual elements related to the function execution from date 1 to date 2 to see if they go up or down. For example, if the purpose of function 2 execution is to bring element 1 down, so as time goes related to function 2 execution, element 1 must be reduced. So the arrow up and down can be used to check for validity. For example,



From the diagram above, it shows that the purpose of function 2 execution was to reduce element 1; so as time goes, element 1 must come down. That makes a lot of sense. A lot of elements related to the function execution can be used as well to check for performance. Question can also be asked as well related to the function execution. For instance, as the function continues to execute, does it satisfy its objective? The way to look at it, a lot of analysis can be done from time date 1 to date 2 to determine the performance of the function.

v. Life is made of a lot of functions. In order for the overall system to do well, each individual function must perform well. Justify that statement related to the analysis of your functions.

w. Fixed structures are not compatible with our intelligence and they can never provide us with system stability. We know that our intelligence works in an increment/decrement basis. As we make progress in applying a theory, our functions also move with our knowledge. As we make progress in applying our theory, we can also monitor our functions. A fixed structure does not allow us to adjust our functions related to the application of the theory. With that, we can see that a fixed structure prevents us from making progress, since we don't use the knowledge we get from the theory to adjust our functions. It is very important to understand that. With a practical example, show that a fixed structure can never provide us with system stability. You can use one of your functions as an example.

x. We know that the functional system depends on our utilization theory. From the part above, we have shown that fixed structures are not compatible with ourselves. Given that life depends on us and we depend on our utilization theory, if a structure is not compatible with us, it may well not be compatible with life. For each function you have identified above, determine whether it is compatible with the region it is executed. You can have a table like the one below. In the compatibility column, you can simply put "Yes/No". You can also have comment for each function about compatibility or pick the one that interests you and comment on it about compatibility.

Function Name	**ROO**	**Region Number**	**Compatibility**

y. Now that you understand our utilization theory; now that you understand the functions that we execute must be related to our utilization theory; now that you understand the function that we execute must be derived from our utilization theory, state—or think—how those functions can be structured according to our utilization theory. For this one, you can pick one function of your interest from your list.

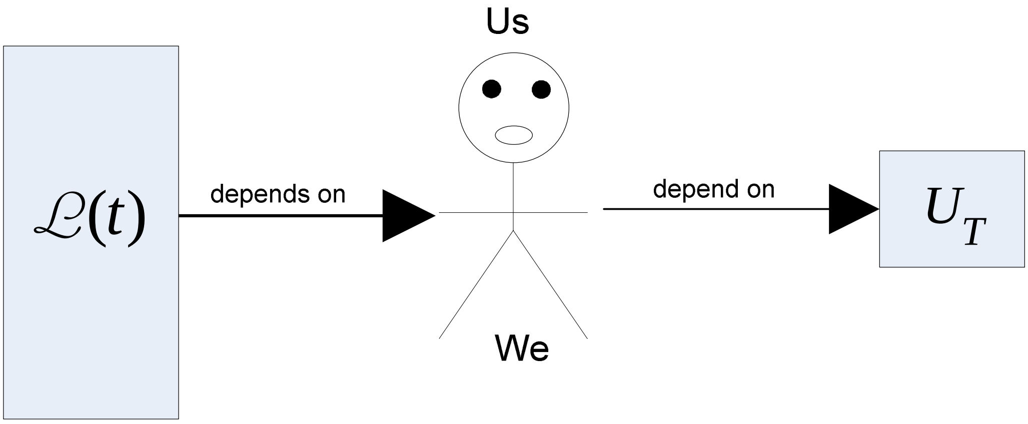
z. Related to what do you think above, now that you understand our utilization theory and understand structuring function with theory refer to exercise number 80 and exercise number 134 and add your input to them. You may choose any part you want to add your input to.

aa. From the previous chapter, we have seen the relationship between ourselves, life, and the application of theory. We can also say the relationship between us, life, and the functions that we add to life. We have seen there is a relationship between a function executed individually by one of us and the overall system. Given that the overall system is associative, we have also seen that the relationship between an individual person applying theory and the overall system. From what we have just said, with your understanding, verify how you will take responsibility into consideration from your function structure.

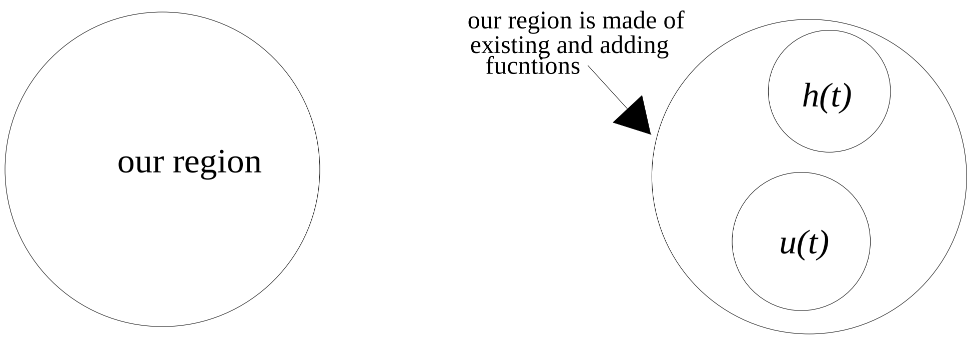
bb. Provide block diagrams for your new structured function. In other words, show the block diagrams of the new function after being structured. You must also provide some explanation about your diagrams.

cc. We add a function to life to solve specific problem. Now that you have finished structuring your function, show or verify that your new structured function satisfies its objective. In other words, show that your new structured function solves the problem it intended to.

943′. **Understanding and Structuring Functions:** This is the same as saying understanding structuring functions with theory and structuring functions with theory. We—the physical system—are defined as a theory dependable system. As a theory dependable system, we have an intelligence that enables us to apply theory to execute functions in life. We know that life is made of two set of functions which includes both existing functions and added functions. In order to have a good understanding of life, it is always good to know the relationship between life, ourselves, and our utilization theory. While we can state that relationship, it is always better to show it in a diagram in order to have a better feeling for it. The diagram bellow shows the relationship between our physical system, life, and our utilization theory.



From the diagram above, we can quickly see the functional system is a function itself. As a function, it makes sense for it to have its own region. We can call that region the region of operation. The two diagrams below show our region of operation and the sets of functions that include in that region.

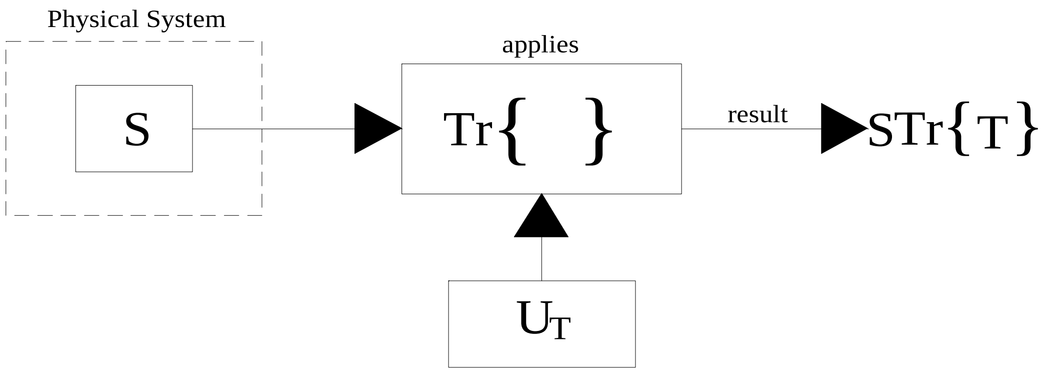


From the diagram above, we can quickly see that our region of operation includes two set of functions. Since a system cannot function normally without its utilization theory, it makes sense for our region to be associated with its own utilization theory. From theory and system relationship, we know that a system function with its utilization theory. In terms of life, we have been identified our given theory as shown on the table below.

$$U_T = \{K_T, i_T, I_T, P_T, E_T, M_T, Es_T, G_T, W_T, X_T\}$$

Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Power Theorem	P_T
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T
7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

Our utilization theory shown above includes 10 theories. The order of the theory does not matter. Any order or number can be used. The most important is the application of our utilization theory. Since the theory must be used in order for life to function normally, only the application of the theory makes it important to enable the functionality of life. In terms of functionality of life, it is always good to understand that we use our utilization theory to enable the functionality of life. Given that we have already learned that process, it makes sense for us to show a visual aspect of life related to the application of our utilization theory.



The diagram above shows that the physical system, us apply our utilization theory to execute functions of life. It is always good to represent or interpret the result by the following relationship.

$$STr\{U_T\} \Rightarrow u(t)$$

From the relationship above resulted by the block diagram, we can see that we apply our utilization theory to execute functions of life. Since a given system theory is the only set of principles that can ensure that system functionality, what happen when we disregard our utilization theory? Since we already know problems are the result of negative philosophies, rather than showing the opposite by a block diagram, it make sense to show the opposite of the above relationship that develop problems.

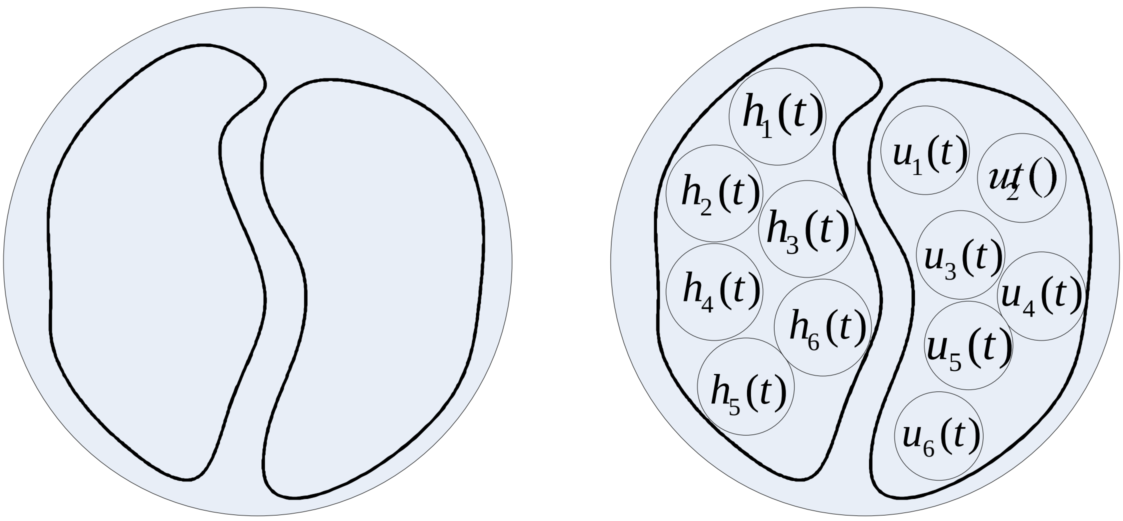
$$STr\{\overline{U_T}\} \Rightarrow \bar{u}(t)$$

Since we are a theory dependable system and our intelligence always needs ideas as input, whenever we disregard our utilization theory, we rely on our own and other people ideas. Given that those ideas are not related to life, whenever we apply them, we simply develop problems in life. This is basically what the relationship above shows. It shows that, rather than relying on our utilization theory, we disregard it. Whenever we do that, the function that we execute in life related to those ideas are problems themselves or problems that we develop.

The way to look at the two relationships above, we can interpret them as follow. Application of our utilization theory results to solutions, while application of our negative philosophies results to problems. In terms of philosophies, whenever we talk about negative philosophies, it is always good to ask this question, where those negative philosophies are originated. We already know that our utilization theory was given to us by our parent. About those negative philosophies, where are they originated? From the physical system equation, we know that we generate them; we also know that we inherit them. So to answer this question, whenever we talk abou the term philosophies or negative philosophies, it is always good to think that we generate them and we inherit them from our ancestors. So the negative philosophies that result to problems from the above relationship are the negative philosophies that we inherited from our ancestors.

The way to look at it, since theories are given all the time and in many places, at a time our theory was given to our ancestors, they had chosen not to apply it. Rather, they relied on their own philosophies to do things. Given that life does not have anything to do with their philosophies, whenever they apply them to execute functions in life, they simply develop problems. Now, since our utilization theory is no longer the baseline, they simply passed those negative philosophies to us. The result is that, today we still functions or execute functions according to those philosophies. Now that we know an understand our utilization theory; now that we know we must apply our utilization theory to enable our system to function normally; now that we know our system becomes more and more instable from generation to generation; now that we know applying our utilization theory is the only solution to stability, we must start applying our utilization theory in our functions. The process of applying our utilization theory to execute functions of life is known as structuring functions with theory.

a. Take your time to think about the above explanations
b. From the diagram below label the following “Life”, “Existing Functions”, and “Added Functions”



c. State why it is always important to think that we are operating inside our region.
d. What is the function of the physical system?
e. What is the function of the functional system?
f. What is the reason of a given system theory? What is the reason of our utilization theory?
g. State the relationship of life, ourselves, and our utilization theory.
h. Verify that the physical system stability dictates the functional system stability.

i. From the diagram above, tabulate the functions and show their names and their indices, as shown on the table below.

Functions	**Function Names**
$h_1(t)$	Function Name 1
$u_1(t)$	Function Name 2

j. For each function from the list above, determine why each one you choose is considered to be an existing function or an added function.

k. For each function you have identified from the table above, list their regions of operations and their regions numbers. The table below shows an example. The region name is considered to be the Region of Operation (ROO) or the name of the region of operation, which is considered the region the function, is executed.

Function Name	**Function Index**	**Region Name (ROO)**	**Region Number**
Function Name 1	$u_1(t)$	Region Name 1	Region Number 1

l. Now, look at your added functions and see if they can be represented in a method form. If not, you might need to mix them so some or all of them can be represented in a method format. You can choose different types of function you like or those that can be represented in a method format. You can try to mix them by using organization type function and method etc.

m. Now, look at the added functions and look at the time chart and try to put those function to the chart to determine how long they have been added. You can go as far as you want, but it does not matter what time or date your choose from the chart. The way to look at it, you pick a date your think the function was first added. It does not matter; you can choose any date or go back as far as you want. After you do that, you may try to come up with a method name for each function. The table below shows an example. You should have a description for each method.

Function Name	**Function Index**	**Method Name**	**Method Equivalent**
Function 1	$u_1(t)$	Method Name 1	A_m

n. In a separate table, after you have identified those methods above, and refer them to their names and their symbolic equivalents. Now, next to each method, uses the theory gives rise to find the related theory among our 10 theories that are related to those methods. You can have a table as shown below.

Method Name	**Symbolic Equivalent**	**Related Theory**
Method 1	A_m	K_T

o. Now, verify if the related theory is applicable to each method from the table above. If not, have another table and label the last column "Related Philosophy" or "Disregarded Theory". It may be better to label it "Disregarded Theory". Your table should look like this one. You may have another column to show the name of the disregarded theory. You can use phrase like "Disregard or Misapply specific theory name".

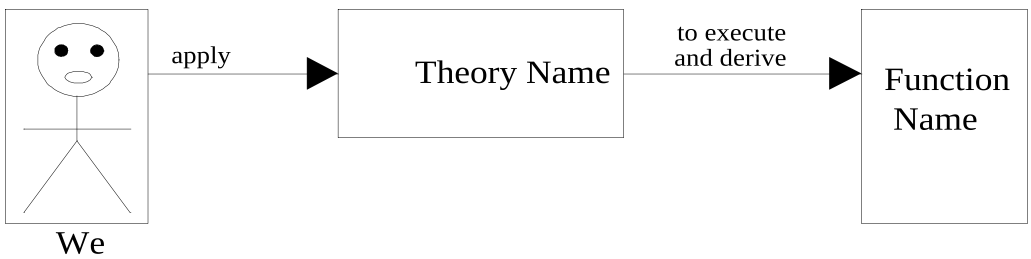
Method Name	Symbolic Equivalent	Disregarded Theory
Method 1	A_m	$\overline{K_T}$

p. From the table above, list any problem you think each method has caused or any problem you think that has been developed by this method by disregarding or misapplying specific theory. Show any additional comment you may have related to each method in regard of the misapplying theory. You can have a table like the one below.

Method Name	Problem Developed	Comment
Method 1	Problem 1	Comment 1

q. Do you believe those functions should be adjusted to reflect our knowledge or our understanding of our utilization theory?

r. From your functions, draw the system applies theory diagram for the application theory. As an example, see the diagram below. You can have a diagram for each one or the one of your interest.

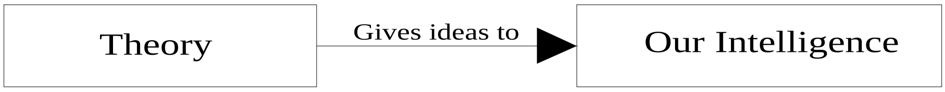


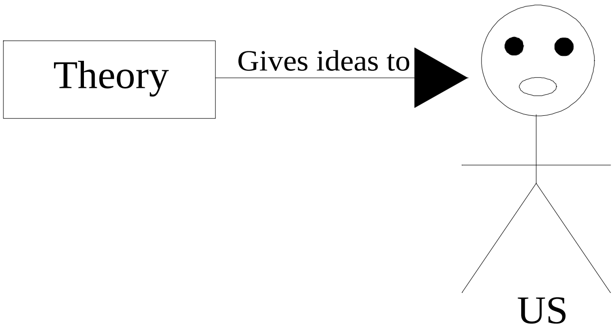
Show both functions and function indices on your table. You should have a table as the one below.

Function Name	Function Index	Applicable Theory
Function 1	$u_1(t)$	K_T

You can have a diagram for each applicable theory, and then use your understanding of our utilization theory to have a single one based on the one above.

s. We know that we are an intelligent-system and our utilization theory gives ideas to our intelligence. To better understand our system and our intelligence related to theory, let's look at those diagrams as an example. The first diagram leads us to the second one.

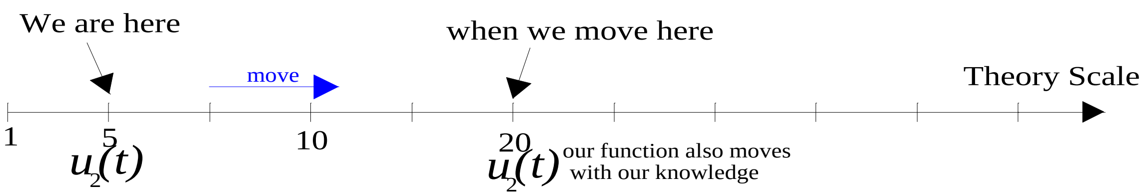




From our understanding of our utilization theory, we know that it is made of 10 theories or contains 10 theories; from the diagram above, redraw the bottom one by showing our utilization theory for it.

t. We know that life is made of a lot of functions. Since the overall function is a summation or since the overall function includes a lot of functions, in order for the overall function to do well, each particular function must do well. In other words, in order for life to do well, each function that makes up life must do well. That makes a lot of sense, since each function weights on the overall function.

As we have shown earlier, since our intelligence increases related to theory, our functions should not stay fixed as well. Our functions should be adjusted related to our knowledge. Now, analyze each particular function in term of philosophy inheritance related to life. From your time chart, you can look at the time the function has been added related to today. You can take today and that time into account. Since we are a theory dependable system, theories give us ideas to do things. In terms of functions execution, we can say that theory gives us knowledge to execute functions. As our knowledge increases so do our functions. That also works in the negative side as well. Now, from your functions, you can use the diagram below to show how they move with us related to time. You can also use the equation below for the overall functions or do each individual function. You can use the lowest date to the highest date to show on the philosophy scale. Since we are operating in the philosophy domain, your chart should reflect that. In this case, the diagram below should change to philosophy scale. The number on the scale does not matter, however from what we know about how our intelligence works in terms of ideas; you might need to multiply that number by some constant to get a bigger number to reflect the way our intelligence works. You might need to show any observation or comment you have related to what you did.



u. Now, you can plot each function by showing the function itself related to time and our knowledge on the philosophy scale. You can also plot the overall function in the form of, for instance assume you have a total of 6 functions. The two plots below can be used as an example. Since we say that in order for the overall system to do well, each particular function must do well. The diagram below shows an example of a particular function, while the second one shows the one equivalent for life. The way to look at it, they don't have to be exactly the same. What is important here is that each function weights on the overall function and our utilization theory dictates the outcome of the functions.

You can also show the date you have chosen for the function on the axis if possible. The equation below show how each function weights on the theory scale to a total of 6 functions.

$$u_{avg}(t)=\left(\frac{u_1(t)+u_2(t)+u_3(t)+u_4(t)+u_5(t)+u_6(t)}{6}\right)$$

In order to plot your function similar to the one below, you need to get the following, $Time\,1$, $Time\,2$, $\%G$, or $\%L$. The table below gives some more explanation about those variables.

$Time\,1$	This time can be any time you pick after the function was added for example, see the calculation below
$Time\,2$	Couple of generations or years after $Time\,1$
$\%G$	This is only valid if we are operating in the theory domain. Don't worry about it while we are operating in the philosophy domain
$\%L$	The $\%L$ can be viewed as two losses, which is the first one and the second one; see the explanation below.

$Time1 = Date1$, which is the first date you record the function was added. It is better to set $Time\,1$ to the first date your think or record the function has been lagging.

$Time2 = Time1 + x$, where x is the number of generation after $Time1$ or number of years; it does not matter how many generations or years you add.

$\%L$ can be viewed has the change in this case, we have $\%L_1$ and $\%L_2$. Where $\%L_1$ is viewed as a number you put the first time your record the function has been lagging and $\%L_2$ is the follow-up lost related to $Time2$.

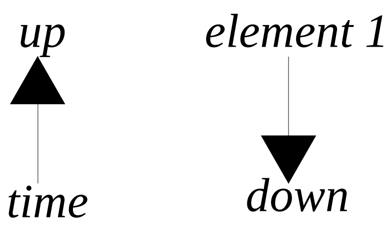
For the %Gain/Up or %Loss/Decline, you have to look at the performance of the function from $Time1$ to $Time2$. The way to look at it, if you are operating in philosophy mode, you know that problems spread related to time, so this can be approximate as the date the problem start to expand until the other date.

To get %L and %G, you can look at the problem development related to function execution. As the functions continue to execute related to time, do we have more or less problems now. In this case, now means $Time2$. In this case, you can have a table to approximate that. You have already have a table for the problem. You can pack them together to show the %L/Decline.

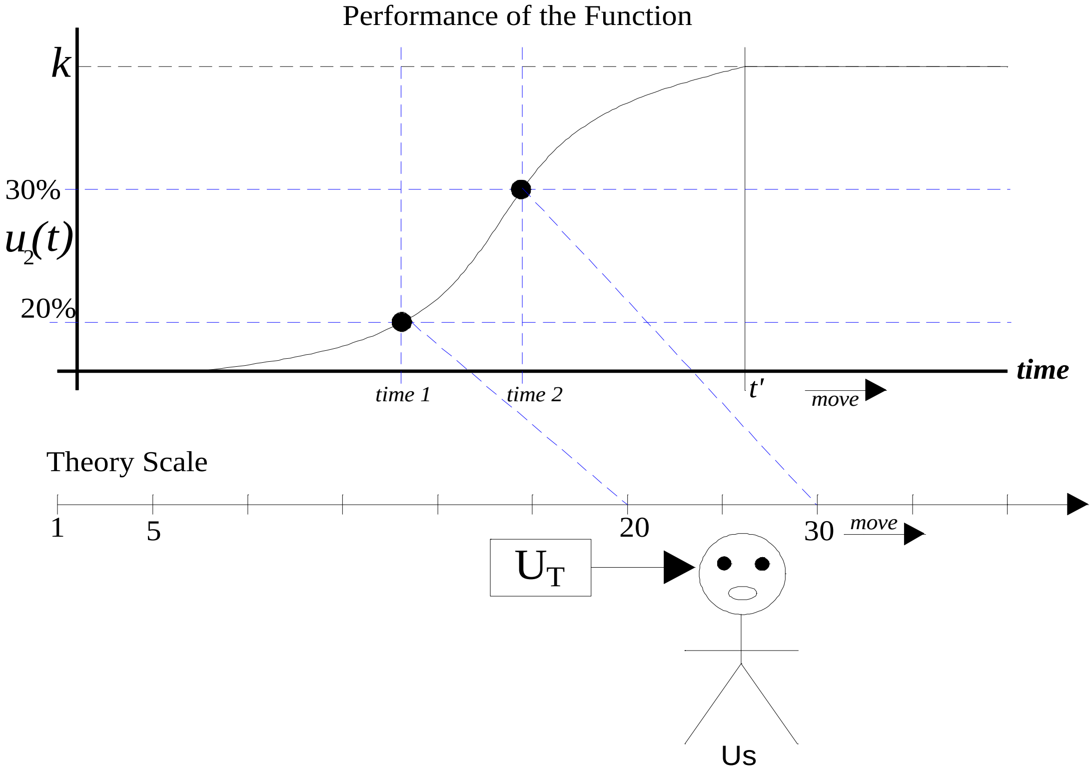
Start or Record of Problem Time 1	**Time 2 Observation**
Explanation	Explanation
%Loss Accounted at Time 1	**%Loss Accounted at Time 2**
Put that Number here	Put that Number Here

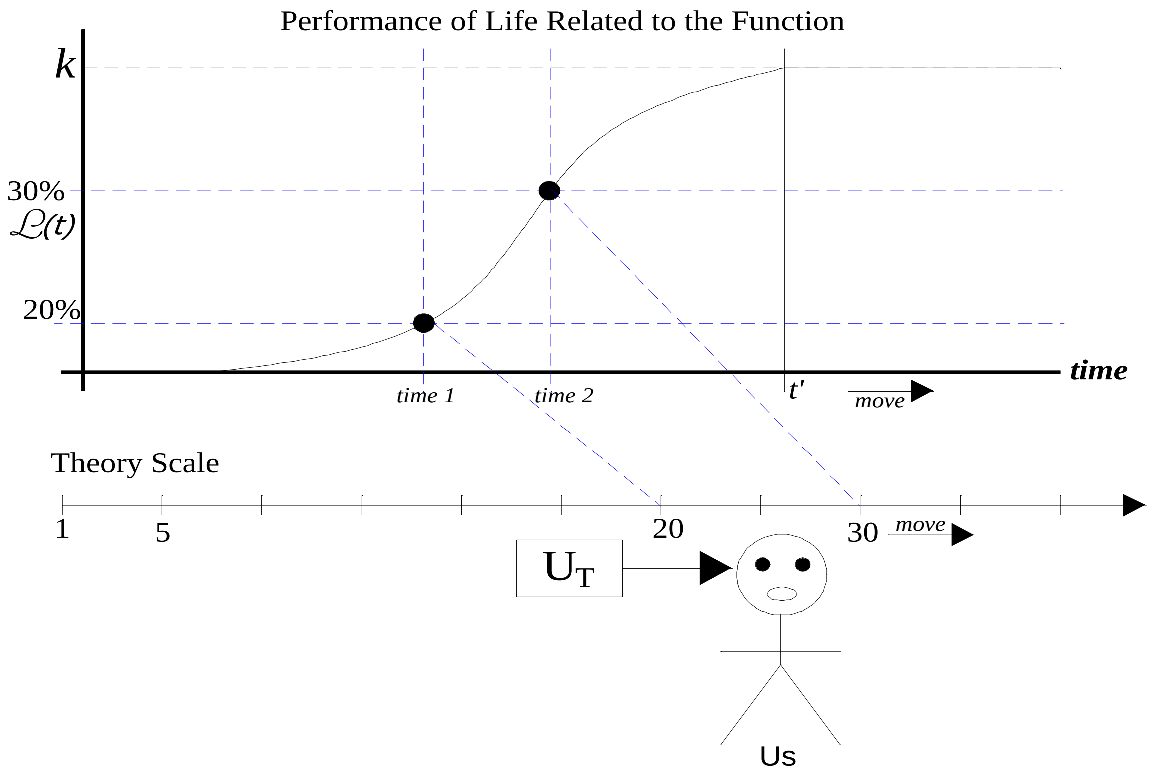
Then uses your numbers into the chart; as for date this is an explanation. You can pick a function that has been executed for the past 2000 or 1500 years, then you can set your $Time1$ to be 1000, 500, 200, 100, 150, 60 years ago. It does not matter. Whatever time you choose set the function execution to for that time. Basically what you are doing is to monitor the function execution from $Time1$ to $Time2$ and check for problems for that function or problem related to that function.

To better understand and visualize the performance of the function from $Time1$ to $Time2$, you can look at individual elements related to the function execution from $Time1$ to $Time2$ to see if they go up or down. For example, if the purpose of $u_2(t)$ execution is to bring element 1 down, so as time goes related to $u_2(t)$ execution, element 1 must be reduced. So the arrow up and down can be used to check for validity. For example,



From the diagram above, it shows that the purpose of $u_2(t)$ execution was to reduce $element\ 1$; so as time goes, $element\ 1$ must come down. That makes a lot of sense. A lot of elements related to the function execution can be used as well to check for performance. Question can also be asked as well related to the function execution. For instance, as the function continues to execute, does it satisfy its objective? The way to look at it, a lot of analysis can be done from time $Time1$ to $Time2$ to determine the performance of the function.





v. Fixed structures are not compatible with our intelligence and they can never provide us with system stability. We know that our intelligence works in an increment/decrement basis. As we make progress in applying a theory, our functions also move with our knowledge. As we make progress in applying our theory, we can also monitor our functions. A fixed structure does not allow us to adjust our functions related to the application of the theory. With that, we can see that a fixed structure prevent us from making progress, since we don't use the knowledge we gain from the theory to adjust our functions. It is very important to understand that. With a practical example, show that a fixed structure can never provide us with system stability. You can use one of your functions as an example.

w. We know that the functional system depends on our utilization theory. From the part above, we have shown that fixed structures are not compatible with ourselves. Given that life depends on us and we depend on our utilization theory, if a structure is not compatible with us, it may well not be compatible with life. For each function you have identified above, determine whether it is compatible with the region it is executed. You can have a table like the one below. In the compatibility column, you can simply put "Yes/No". You can also have comment for each function about compatibility or pick the one that interests you and comment on it about compatibility.

Function Name	**ROO**	**Region Number**	**Compatibility**

x. Now that you understand our utilization theory; now that you understand the function that we execute must be related to our utilization theory; now that you understand the function that we execute must be derived from our utilization theory, state—or think—how those functions can be structured according to our utilization theory. For this one, you can pick a function of your interest from your list.
y. Related to what you think above, now that you understand our utilization theory and understand structuring function with theory refer to exercise number 80 and exercise number 134 and add your input to them. You may choose any part you want to add your input to.
z. From the previous chapter, we have seen the relationship between ourselves, life, and the application of theory. We can also say the relationship between us, life, and the functions that we add to life. We have seen there is a relationship between a function executed individually by one of us and the overall system. Given that the overall system is associative, we have also seen that the relationship between an individual person applying theory and the overall system. From what we have just said, with your understanding, verify how you will take responsibility into consideration from your function structure.
aa. Provide block diagrams for your new structured function. In other words, show the block diagrams of the new function after being structured. You must also provide some explanation about your diagrams.
bb. We add a function to life to solve specific problem. Now that you have finished structuring your function, show or verify that your new structured function satisfies its objective. In other words, show that your new structured function solves the problem it intended to.

944.**~~Structuring~~ of Power:** Not a good way to say it. It is better and correct to say **Interfacing of Power**, rather than structuring. The word structuring cannot be matched with the word power.

By now we should have a very good understanding of the power theorem and also the power definition. By understanding both the power theorem and the power definition, it can be shown that the closer the interface, the more likely the feedback. The following people provide closer interface. Let's repeat it again, by understand the power theorem and the power definition, it can be shown that the closer the interface, the more likely the feedback. The following people provide closer interface by number.

1. Mom, dad, grand mom, grandpa and other family member
2. ~~Professor~~, instructor, ~~teacher~~, coach—also referee—etc.
2. Manager, ~~supervisor~~ etc.
2. Minister, priest, cleric, rabbi, abbot, pundit etc.
3. Police officer etc.
4. Lawyer, judges etc.

Take your time to think about the above explanation and also the order

944′. **~~Structuring~~ of Power:** Not a good way to say it, not a good title. Let's replace it by **Interfacing of Power**. It is better to say interfacing of power, but incorrect to say ~~structuring~~ of power. By looking at the power theorem, we have the following

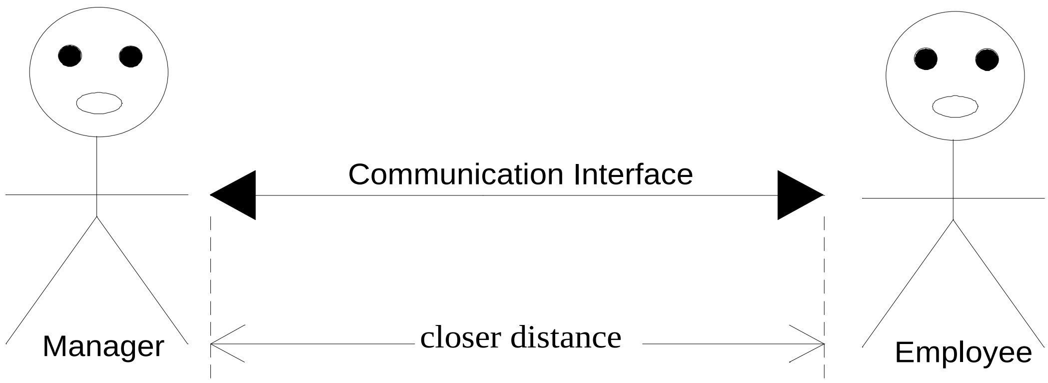
$$P_T = E_T K_T$$

Now, by looking at the power definition, we have the following in terms of physical element system. We can also say in terms of physical elements, we have the following.

- Owner
- Manager
- Employee

Let's represent the system we have identified in the power theorem and identify them as well. The diagram below shows just that.

Now, let's draw the interface between them



From the explanation and from the diagrams above, we clearly see a communication interface exists between the manager and the employee. Now, let's look at the distance, without any doubt, we see that the closer the interface, the more likely the feedback or the closer we get together, the more we can feedback each other; therefore the following people have closer interface.

1. Mom, dad, grand mom, grandpa and other family member
2. ~~Professor~~, instructor, ~~teacher~~, coach—also referee—etc.
2. Manager, ~~supervisor~~ etc.
2. Minister, priest, cleric, rabbi, abbot, pundit etc.
3. Police officer etc.
4. Lawyer, judges etc.

Take your time to think about the above explanation and also the order

945.By understanding the above exercise, we have identified three entities: distance, group, and group management. To better understanding what we have said; let's provide some explanation about each entity.

- Distance
- Group
- Group management

Distance: As we get closer to each other, without the usage of our utilization theory, we simply develop more problems. That makes sense, since our utilization theory enables us to interact to each other, once we get closer to each other and interact without the principle, we simply develop problems.

Group: While group enables us to get closer to each other, nevertheless we develop more problems by grouping, once we disregard our parent principle. In other words, group enables us to get closer to each other, but we must understand the principle when grouping. For this reason, group should never be taken for granted. Access to group should never be taken for granted as well.

Group Management: As a self controllable system, we depend on theory to do what we do. In the event that we disregard our parent principle and get closer to each other, we simply develop problems. By understanding that, we can see that group management should never be taken for granted as well.

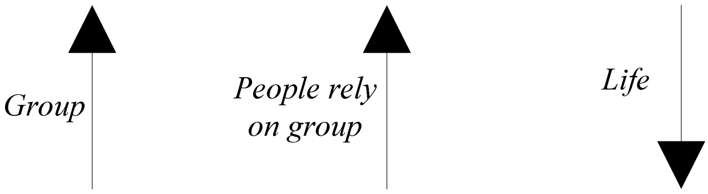
946.By understanding the above exercise, it is also good to know that in a group everybody is represented personally. In other words, in a group each person represents himself/herself. In a group, I represent myself, you represent yourself. It is very important to understand that. By understanding the physical system characteristic, we can see that it is not possible for a person to represent another person. Therefore in a group, it is valid for the people to be represented individually. In a group, it is not valid for one person to represent another person. When we misunderstand that, we simply develop problems in life. As a theory dependable system and self controllable, it is not possible for us to be represented by someone else. It is very important to understand that. Once we misunderstand that, we simply develop problems. Jus take your time to think about it.

947.Since a person cannot be represented by another person, a group cannot be represented by a person as well, as well as a group cannot represent other people. For that reason, when we see a group, it is better for us to think about the function of that group. In this case, we view group in term of function rather than people represent other people. For instance, when I see a group, I think about the function of that group, rather than people represent each other. The same as you, when you see a group of people, you think about the function of that group, rather than people represent each other. It is not possible for people to represent each other. However, it is possible for people to have and execute functions. It is not possible for a group of people to represent other people; however it is possible for a group of people to have functions. Jus take your time to think about this exercise; it is very important.

948.By understanding the above exercise, we should quickly realize that in a group, each person has his/her own function. The fact that we are self controllable, the fact that we are theory dependable, the fact that theories are independent entities and no one can apply theory for each other, by understanding the physical system, we can see that it is not possible in a group for someone to have someone else function. It is not possible in a group for someone to execute someone else function. It is not practical; once we misunderstand that, we simply develop problems. It is always good to think that in a group, each of us have our own function. It is not possible in a group for someone else to have someone else function. If that was possible, problems would not be developed at all. So whenever we see a group or hear about a group, we think about it in term of function and individual function by people who make that group. It is very important to understand that and once we disregard that, we simply develop problems. Jus take your time to think about it.

949.Since in a group everybody has his/her function, since we are theory dependable and theories are independent entities, we cannot rely on group to do things for us or apply theory for us. Since life depends on all of us, we all must apply theory to execute functions of life. We cannot rely on groups to do that for us. Once we rely on groups to execute functions of life for us, we simply acts like we don't understand life and our contribution to it. Once we rely on groups to execute functions of life for us, we simply develop problems, since we don't understand life. Given that life depends on all of us, we all must execute functions of life to enable the functionality of life, rather than relying on groups or someone else. Once we disregard that, we simply develop problems in life. Just take your time to think about it.

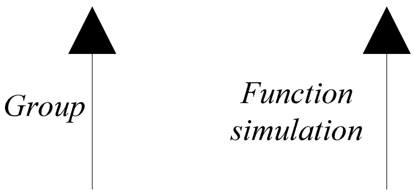
950.From the above exercise, we have learned that the functional system depends on all of us. We all need to execute functions to enable the functionality of life, rather than relying on a group or someone else. When we misunderstand that, we simply develop problems in life. We can use history to verify that. From what we have jus said, we can see that as the number of group goes up, so does number of people who rely on group to execute functions of life for them. At the same time, the functional system goes down. Graphically, we can see that



Historically, we can verify that graphically or in a table format. Similarly you have done on exercise number 711 and 711′, using history to verify that as number of group going up, number of people who rely on group also goes up. You can use the same axis you use for time or date for groups or number of group. By understanding the physical system, you can also show that as groups go up, so does number of people who rely on group to execute functions of life. Numbers in terms of quantity does not matter. The numbers do not need to be precise, all you need to do, using history, verify that as number of group goes up, number of people who depends on group goes, at the same time life goes down.

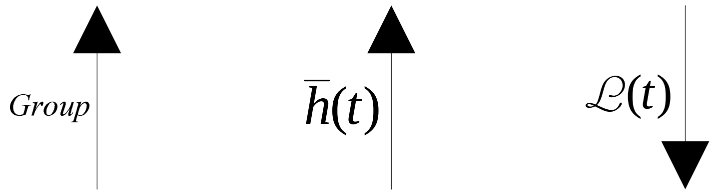
950′. By understanding the physical system, the relationship between life and the physical system, the communication function, the theory transformation, the above exercise can be verified algebraically without using history. In other words, use your understanding of those entities listed above to show algebraically as number of group goes up, so does number of people who relies on group goes up, at the same time life comes down. Or if you want, you can do it in two pieces: number of group goes up, so do people who rely on group to execute function of life. In the other case, number of group goes up, $\mathcal{L}(t)$ comes down.

951.We know that from the downhill process, as we come down farther, we also simulate more functions. We have also shown that with the absence of our utilization theory, the closer we get to each other, the more problems we develop. In this case, we can say that, with the absence of our utilization theory, as we get closer to each other, the functional system also comes down significantly. Since groups enable us to get closer to each other, with the absence of the application of our utilization theory, it can be shown that as number of group increases, so do functions simulation. In this case, we have



All your need to do, show that as group goes up, so does function simulation. If you want to, you can provide a practical example. In other words, as number of group goes up, we simulate more functions. We can also say that, with the absence of our parent principles, the more we group, the more functions we simulate.

951′. By understanding the physical system, the life equation, the relationship between the physical system equation and the life equation, function simulation, distance between the physical system, algebraically it can be shown that as number of group goes up, so do functions simulation. In this case, you can show that algebraically and provide a practical example if you want to. With the absence of our utilization theory, the more we group, the more function we simulate, at the same time $\mathcal{L}(t)$ comes down.



952.It is always good not to take group for granted, since the absence of our utilization theory enables us to develop more problems as we group. The way to look at it, as we group and we continue to group and the number of group increases, with the absence of our utilization theory, we no longer view things in a fundamental approach. Since we rely more in our philosophies, we view things more in a comparative approach, rather than fundamental approach. From what we have just said, we can see that as group increases, so does the usage of comparative. In this case we have

In other words, the more we group, the more we look at things in a comparative approach, rather than fundamental. The more we group, the more we use comparative. With a practical example, if you want to, you can show that as group increases, so does comparative or the more we group, the more we look at things in a comparative approach.

952′. By using algebra, you can workout the above exercise accordingly. Using algebra to verify that as group increases, so does the usage of comparative. In other words, as the number of group increases, so does comparative. We can also say that, the more we group, the more we use comparative.

953.To better understand all the exercises above combined, we mean exercise number 944 and 944′ to exercise number 952 and 952′, let's look at exercise number 944 and 944′ and the one above. By looking at all the exercises above combined, we can see the following.

- The parents, the moms, the dads, etc. have access to their respective children
- The instructors etc. have access to their respective students
- The managers have access to their respective employees who they manage
- The ministers, the clerics, the priests, the rabbis, the abbots, the pundits, etc. have access to people in their churches, mosques, synagogues, temples, etc.
- The police officers have access to their respective people they are serving
- The lawyers have access to their clients or the people they provide their services to
- The judges have access to the people of their respective courtrooms—the location where the judges are serving the people. We mean access to the people the judges provide their services to.

954.By understanding the above exercise and all the previous exercises combined, we can see that specific people have access to the group they manage. Since we should not take group or access to group for granted, once we tend to provide more access to group than what is allowed, then all what we do is developing problems. It is very important not to take group for granted and provide access or more access to group than what is allowed. Jus take your time to think about this exercise.

955.By understanding the above number 953 exercise and also exercise number 944 and 944′, it is also good to know that the functions performed by the people in the list are considered to be added functions. By understanding what we have just said, in this particular of case, we can simply exclude entity number one from the list.

956.By understanding the above exercise and exercise number 944 and 944′, according to the principle itself, the functional system, our parent, the relationship between the physical system and life, all added functions need to be structuring accordingly to reflect the functionality or the normal functionality of life.

957.Show your understanding of the physical system associative constant characteristic related to distance between one to each other. This is the same as saying, show your understanding of distance one to each other related to the physical system associative constant characteristic.

957′. Using algebra to show your understanding of the physical system associative constant characteristic related to distance between one to another. This is the same as saying that, using algebra to show your understanding of distance between one to another related to the physical system associative constant characteristic.

958.Show your understanding of the communication theory related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the communication theory.

958′. Using algebra to show your understanding of the communication theory related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the communication theory by using algebra.

959. Show your understanding of portability of theory related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to portability of theory.

959′. Using algebra to show your understanding of portability of theory related to distance between one to another. This is the same as saying, use algebra to show your understanding of distance between one to another related to portability of theory.

960. Show your understanding of the instrumentation theory related to distance between one to another. This is the same as saying show your understanding of distance between one to another related to instrumentation theory.

960′. Using algebra to show your understanding of instrumentation theory related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the instrumentation theory by using algebra.

961. Show your understanding of function and system relationship related to distance between each other. This is the same as saying, show your understanding of distance between each other related to function and system relationship.

961′. Using algebra to show your understanding of function and system relationship related to distance between one to another. This is the same as saying, use algebra to show your understanding of distance between one to another related to function and system relationship.

962. Show your understanding of distance between each other related to portability of theory. This is the same as saying that show your understanding of portability of theory related to distance between each other.

963. Show your understanding of the theory of marketing related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the theory of marketing.

963′. Using algebra to show your understanding of the theory of marketing related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the theory of marketing by using algebra.

964.Show your understanding of theory and system relationship related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to theory and system relationship.

964′. Using algebra to show your understanding of theory and system relationship related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to theory and system relationship.

965.Show your understanding of information theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to information theory.

965′. Using algebra to show your understanding of information theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to information theory by using algebra.

966.Show your understanding of system and system relationship related to distance between each other. This is the same as saying, show your understanding of distance between each other related to system and system relationship.

966′. Using algebra to show your understanding of system and system relationship related to distance between each other. This is the same as saying, use algebra to show your understanding of distance between each other related to system and system relationship.

967.Show your understanding of the exchange system theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the exchange system theory.

967′. Using algebra to show your understanding of the exchange system theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the exchange system theory by using algebra.

968.Show your understanding of the gaming theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the gaming theory.

968′. Using algebra to show your understanding of the gaming theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the gaming theory by using algebra.

969.Show your understanding of the relationship of theory and theory communication related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to relationship of theory and theory communication.

969′. Using algebra to show your understanding of the relationship of theory and theory communication related to distance between one to another. This is the same as saying, use algebra to show your understanding of distance between one to another related to relationship of theory and theory communication.

970. Show your understanding of the work theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the work theory.

970′. Using algebra to show your understanding of the work theory related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the work theory by using algebra.

971. Show your understanding of the physical system self controllable characteristic related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the self controllable characteristic of the physical system.

972. Show your understanding of distance between each other related to importance of theory. This is the same as saying that show your understanding of importance of theory related to distance between each other.

973. Show your understanding of the theory dependable characteristic of the physical system related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the theory dependable characteristic of the physical system.

974. Show your understanding of the communication enable characteristic of the physical system related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the communication enable characteristic of the physical system.

975. Show your understanding of the physical system related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the physical system.

975′. Using algebra to show your understanding of the physical system related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to the physical system by using algebra.

976.Show your understanding of the functional system related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the functional system.

976′. Using algebra to show your understanding of the functional system related to distance between one to another. This is the same as saying, show your understanding of distance between one to another related to the functional system by using algebra.

977.Show your understanding of distance between each other related to interpretation of theory. This is the same as saying that show your understanding of interpretation of theory related to distance between each other.

978.Show your understanding of distance between each other related to theory and system relationship. This is the same as saying that show your understanding of theory and system relationship related to distance between each other.

979. Show your understanding of problem multiplication and expandability related to distance between one to another. This is the same as saying that, show your understanding of distance between one to another related to problem multiplication and expandability.

979′. Using algebra to show your understanding of problem multiplication and expandability related to distance between one to another. This is the same as saying that, using algebra to show your understanding of distance between one to another related to problem multiplication and expandability.

980.Show your understanding of distance between each other related to independency of theory. This is the same as saying that show your understanding of independency of theory related to distance between each other.

981.Show your understanding of distance between each other related to the principle of simulation. This is the same as saying that show your understanding of the principle of simulation related to distance between each other.

982.Show your understanding of the difference between theory and philsophy related to distance or distance between each other. This is the same as saying show your understading of distance or distance between each other related to the difference between theory and philosophy.

982′. Use algebra to show your understanding of the difference between theory and philsophy related to distance or distance between each other. This is the same as saying that using algebra to show your understading of distance or distance between each other related to the difference between theory and philosophy.

983.Show your understanding of distance between each other related to the power theorem. This is the same as saying show your understanding of the power theorem related to distance between each other.

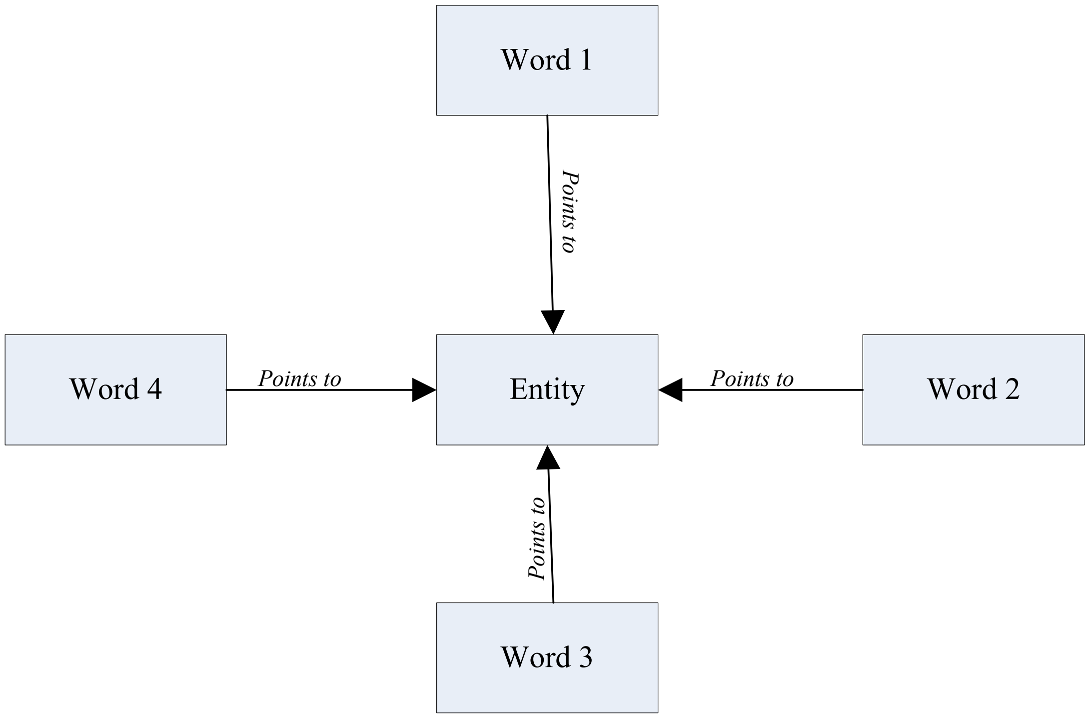
984. Whenever we talk about distance between one to another, we mean also group or group of people. If you have worked out above exercises and did not take group into consideration, you may need to look at them again and take group into consideration. We mean exercise number 957, 957′ to exercise number 983.

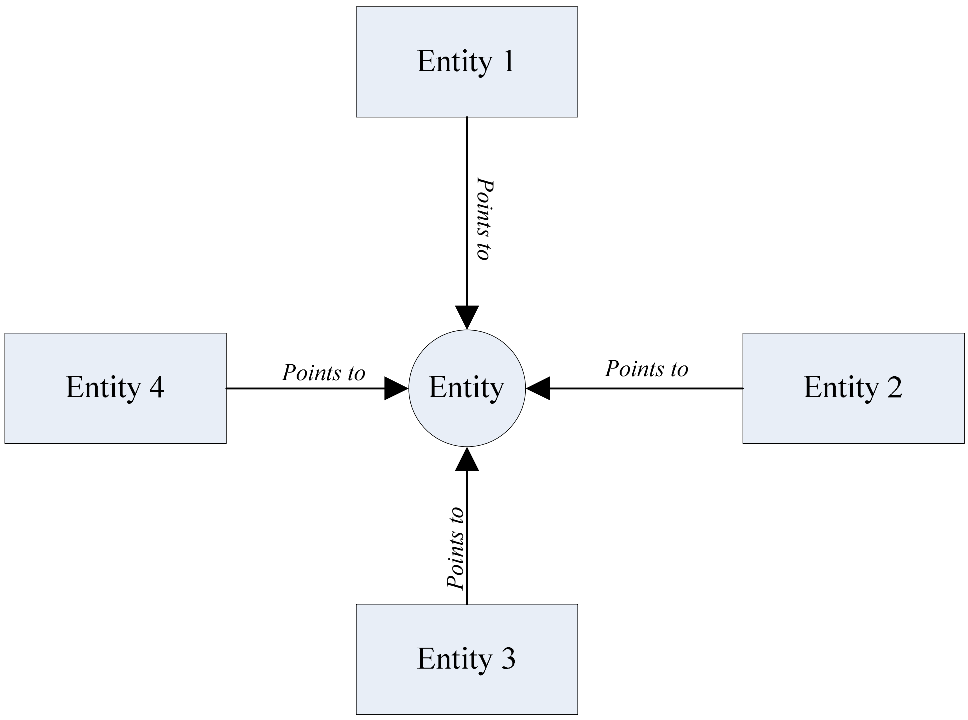
985.By understanding exercise number 944 and exercise number 947, if not already know, it is good to point out that the elements identified in exercise number 944 are always viewed and being regarded in terms of functions.

986.By understanding all the above exercise, we mean all the grouping exercise from exercise number 945 to exercise number 984, we can see that we interact to each other through the principle. With the absence of the principle, we simply develop problems when we get closed to each other.

987.By understanding exercise number 450 and exercise number 944, now use a table to list all the entities from exercise exercise number 944. After listing all the entities, define each entity from the list.

s. Now that you have defined all the entities from the list, use the point to arrow diagram to show where each entity points to. You should have a diagram for each definition or item from the list.
t. After working out part a above, based on your result, try to see if you can come up with a single diagram for all your definitions. For instance, if you have multiple elements or multiple words that point to the same entity, you can make a circular diagram to show that. In this case, you can have a diagram like the one shown below. Both of the diagrams below are the same. It does not matter the way your draw them. Show and verify your observation based on your result.





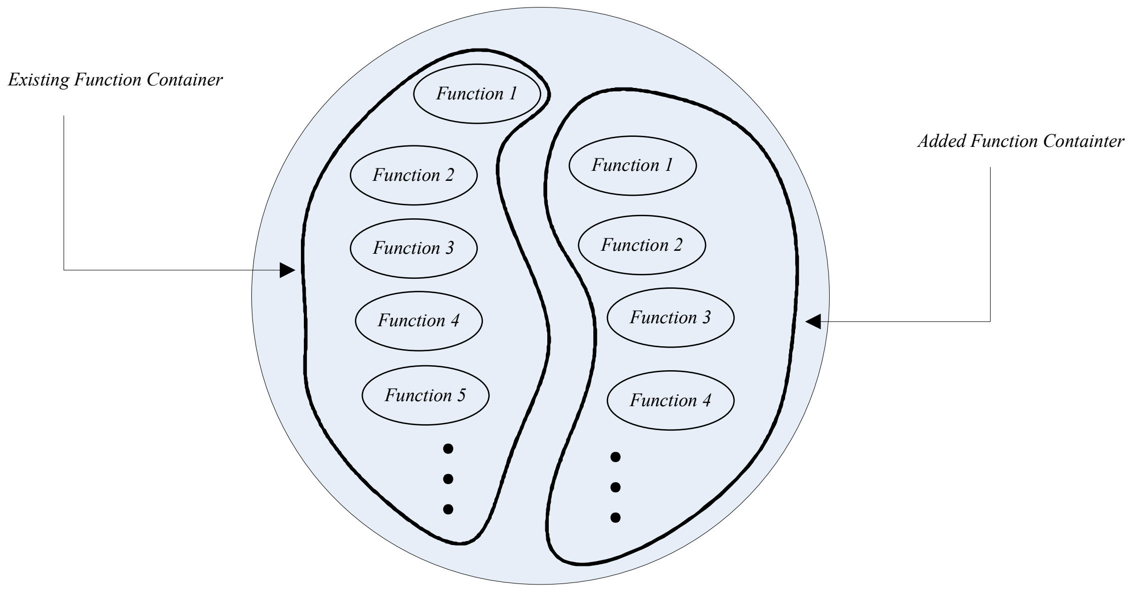
988.By understanding all the above exercise, we mean exercise number 944, 944′ to exercise number 987, we can make the following observation. With the absence of the principle, we develop problems when we get closed to each other. Since the principle is what connects us together, whenever we get together, we simply develop problems when we forget the principle. Whenever we get closer to each other, we simply develop problems when we forget the principle. Whenever we get closer to each other, we simply develop problems, when we disregard the application of the principle.

989. By understanding the above exercise, we can see that when we get closer to each other, we don't see the distance, but we see the principle. That makes sense, since the principle is what connects us to each other, by understanding the principle, we don't see the distance between us, but the principle. Let's say it again; since the principle is what connects us together, with the application of the principle, when we get closer to each other, we no longer see the distance, but the principle. With the presence of the principle, we no longer see the distance between us, but the principle. With the presence of the principle, the distance does not matter, but the principle. Jus take your time to think about it.

990. By understanding both exercises above, we should worry about the principle rather than the distance. In other words, since the principle is what connects us together, in order to prevent us from developing problems, we should not care about the distance between each other, but the principle that connects us together. Since the principle is what connects us together, whenever we see each other, we think about the principle, rather than the distance. Since the principle is what enables us to interact to each other, when we see each other, we think about the principle rather than the distance. Since the principle is what enables us to interface to each other, when we see each other, we think about the principle rather than the distance. Just take your time to think about it.

991. Since we are a self controllable system, we need to apply theory independently to enable the functionality of life. We cannot rely on groups to execute functions of life for us. Since we each live, each of us needs to execute those functions to enable the functionality of life. Those functions cannot be executed for us by others or group of people. It is very important to understanding that.

To better understand the effect of group in life in terms of relying on group to execute functions for us, it is always good for us to represent life in term of functions as shown by the diagram below.



Life

Since if the existing functions become dysfunctional, life becomes dysfunctional, we should always pay a lot of more attention to the existing functions in life or what we do in life. To better understanding the effect of grouping in life, we can take a look of the existing functions and determine if any of those functions can be executed by others and for others. By understanding that, all you need to do, using the circle representation of life to verify whether or not existing functions can be executed by others and for others. Whatever you come up with, explain why and take group into consideration in term of your workout.

a. To better understand the explanation and what we need to do, let's say it again. All you need to do here, show whether or not existing functions can be executed by someone and for someone.
b. Using the circle representation of life above to show the effect of grouping. In other words, you already know that as group goes up, so does number of people who rely on group and also the functional system coes down. Verify that by showing the effect of group by using your understanding of life.
c. By understanding your workout above, you may have seen a relationship with independency of theory and self controllable; verify that relationship. We mean the relationship of those two elements combined with your workout.
d. In terms of the physical system understanding from exercise number 351, we have learned that added functions execute in the form, where they need existing functions to work with. In other words, added functions need existing functions in order for them to execute. With our associativity relationship, we know that when one is incapable of executing functions of life, there is a need to help that person; and that needs is defined by the principle and guaranteed by the principle. In other words, the help of a person is defined by the principle and it is also guaranteed by the principle.

Now, refocus the exercise, by understanding the relationship of added and existing functions in terms of functions execution, it is always good for us to think that we all live and we all need to execute functions of life. By understanding what we have said up to here and by understanding that added function needs existing functions to work with; show your understanding of the statement above in term of the physical system. In other words, show that we should always think we all live and we need to execute functions of life accordingly.

991′. Since we are a self controllable system, we need to apply theory independently to enable the functionality of life. We cannot rely on group to execute functions of life for us. Since we each live, each of us needs to execute those functions to enable the functionality of life. Those functions cannot be executed for us by others or group of people. It is very important to understanding that.

To better understand the effect of groups in life in terms of relying on groups to execute functions for us, it is always good to look at the life equation for better understanding. The life equation was given to us in the form of:

$$\mathcal{L}(t) = h(t) + u(t)$$

$$h(t) = \sum_{n=1}^{\infty} h_n(t) \quad \text{and} \quad u(t) = \sum_{m=1}^{M} u_m(t)$$

Since if $h(t) = 0$ then $\mathcal{L}(t) = 0$, we should always pay a lot of more attention to $h(t)$ when working with the life equation. To better understand the effect of grouping in life, we can take a look of $h(t)$ and determine if any of those functions can be executed by others and for others. By understanding that, all you need to do, using the life equation to verify whether or not existing functions can be executed by others and for others. Whatever you come up with, explain why and take group into consideration in term of your workout.

a. To better understand the explanation and what we need to do, let’s say it again. All you need to do here, show whether or not existing functions can be executed by someone and for someone.
b. Using the life equation to show the effect of grouping. In other words, you already know that as group goes up, so does number of people who rely on group and also the functional system comes down. Verify by showing the effect of grouping using the life equation.
c. By understanding your workout above, you may have seen a relationship with independency of theory and self controllable; verify that relationship. We mean the relationship of those two elements combined with your workout.
d. In terms of the physical system understanding from exercise number 351′, we have learned that added functions execute in the form of

$u_1(t) = h_1(t) + u_1(t)$. It does not matter the way we put it, the right side of the equation is interchangeable where $u_1(t) = u_1(t) + h_1(t)$. With our associativity relationship, we know that when one is incapable of executing functions of life, there is a need to help that person. And that needs is defined by the principle and guaranteed by the principle. In other words, the help of a person is defined by the principle and it is also guaranteed by the principle. Now, refocus the exercise, by understanding the relationship of adding and existing functions in terms of functions execution, it is always good for us to think that we all live and we all need to execute functions of life. By understanding what we have said up to here and by understanding that

$$u_1(t) = h_1(t) + u_1(t)$$

Show your understanding of the statement above in terms of the physical system. In other words, show that we should always think we all live and we need to execute functions of life accordingly.

992.Refer to the interfacing of power exercise number 944, look at the first number 2, and then start from the right. Pick the two entities at the end of number 2, and then verify the inclusion of those entities from the list by providing a practical example. In other words, by understanding the exercise and also the power theorem itself, show those two entities are indeed in the list. In this case, you use the power theory to show that by providing a practical example.

992′. The power theorem was given to us in the form of $P_T = E_T \cdot K_T$, by understanding exercise number 944′, we know that the closer we get to each other, the more likely the feedback. Now by referring to the same exercise, we can take a look of the first number 2 and start at the end. Now, if we pick up the two entities at the end, we can then use the power theorem itself to verify those entities are indeed in the list. In this case, by understanding the referred exercise, using algebra with the two entities mentioned at the end of the first number 2 to show and verify those entities are indeed in the list. You must provide a practical example and explain your observation.

993.**Understanding Added Functions:** The functional system enables us to use the principle to add useful functions to it. It is very important to understand the purpose of added functions. It is always good to think that, we add a function to the functional system to enable us to solve a problem. In this case, we structure the function in a way so it can solve the problem it intended to. It is always unproductive to think that we add a function to life without a purpose. The way to look at it, it is not good for us to think that, the functions we add to life must be structured the way we want. It does not work that way. We always structure our functions in a way, so they can solve the problems they intended to. In short, we organize our functions related to the problems they intended to solve. We cannot organize them the way we want or according to an individual person or group. It does not work that way. It is very important to understand that. A function that we add to life depends on the problem we try to solve, not on us. A function that we add to life depends on the problem that is needed to be solved, not on us.

994. Refer to exercise number 943 and 943′, rework out that exercise by taking everybody in the list of exercicise number 944 and 944′ into consideration.

Index

Index section